

Suggestions for using the CBT worksheets, and supplementary materials

CBT was originally designed for educated adults. Before attempting to use any elements of CBT with young people, it is important to simplify it as much as possible and to make it appealing. I really recommend you consider starting out by [viewing this six-minute tutorial CBT video](#) which I designed for ~ age 7 through late teens.

It is not required for children to draw the face on page 1. Some kids find it helpful, others not.

Pay close attention to whether the child wants to do their own writing, or if they would prefer that you write as they dictate. There is no downside to the adult actually doing the writing (or the typing in the screen-based versions).

There is quite often *no need to go through each worksheet in the series*. I recommend in fact that you don't put all the worksheets down in front of the child all at once. Get out the worksheets one at a time, and be prepared at any time to switch away from the worksheets into purely spoken exchange, watching a video, or focusing more on one of the other downloads.

The first page is help identify the emotion of concern. It may be necessary to take this step slowly and carefully. I have several free therapy resources that can be helpful, [21 Anime Emotion Cards](#) and [Emotion Cards](#).

The task in Page 2, identifying automatic negative thoughts, which I call "poison thoughts" in my own work, is challenging to learn, even for many adults. But it is surprising how many children can get really good at it. To practice it, I suggest you return to the series of [8 Simple CBT Videos](#), or access the free download of [48 Cognitive Distortion Thought Bubbles](#) (printable or screen-based version).

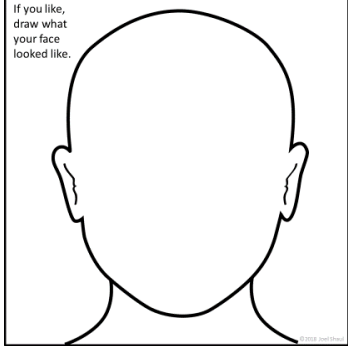
Page 3 is to help the young person to reflect carefully on their specific words and actions during their episode of distress. There are two downloadable resources that help with this (both available in both printable and screen-based versions), [Filter the Upsetting Thoughts & Words](#) and the [What I Should Have Done Different worksheet](#).

Name: _____

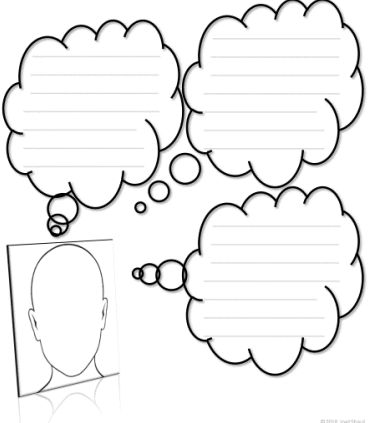
When I felt _____

1. I felt _____ when _____


If you like, draw what your face looked like.



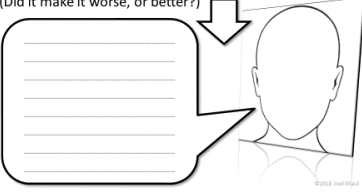
2. When I felt _____, these thoughts raced through my head:



3. When I felt _____, I DID these things:



4. While I felt _____ here is what I SAID.
(Did it make it worse, or better?)



Depending on the child, gaining understanding of bodily manifestations of stress can be significant or the most important part of the work. An additional resource to consider using at this point is the [the Emotion Thermometer](#).

Correcting cognitive distortions, or “creating Antidote Thoughts,” is the work carried out on page 5. Two of my free resources are helpful with this step, [48 Cognitive Distortion Thought Bubbles](#) and the [Mint the New Thoughts Kit](#). Both are available in both printable and screen-based versions.

Once the child has explored alternative ways of *thinking*, we move on to alternative *actions* and *words*. A resource to consider for increasing awareness of different ways to behave is [Self-Control Problem Fixer](#).

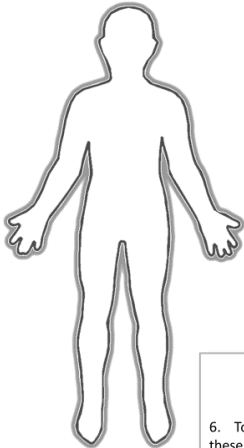
The final CBT worksheet is a companion to page 4. Displayed here as a suggested related activity is the same [Emotion Thermometer](#) shown on page 4.

I wish you success in your work.

Joel
Shaul



5. People can get upset in their bodies.

Put an X on the places that felt bad or different when you were upset.



How to deal with it when I feel _____


6. To fight the upsetting thoughts, I could have tried these thoughts instead:



7. When I felt _____, here are some better things I could have SAID:

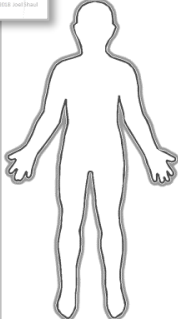
To get help:	To let someone know how I feel:

8. Something better I could have *DONE* when I was upset:



9. Sometimes people can calm down their bodies when they are upset.

Think about the time you were upset. What things could you have done to calm down your body?

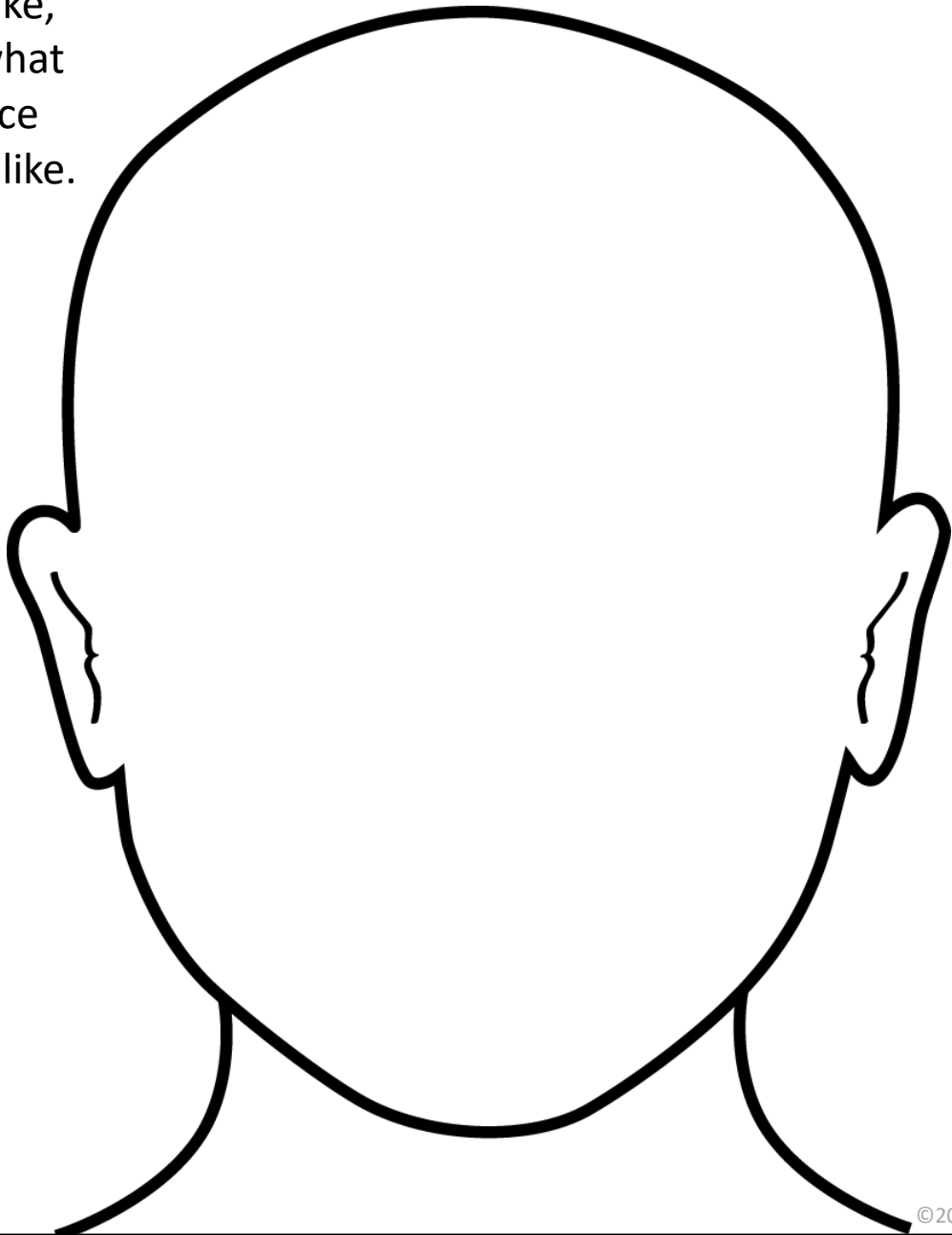


Name: _____

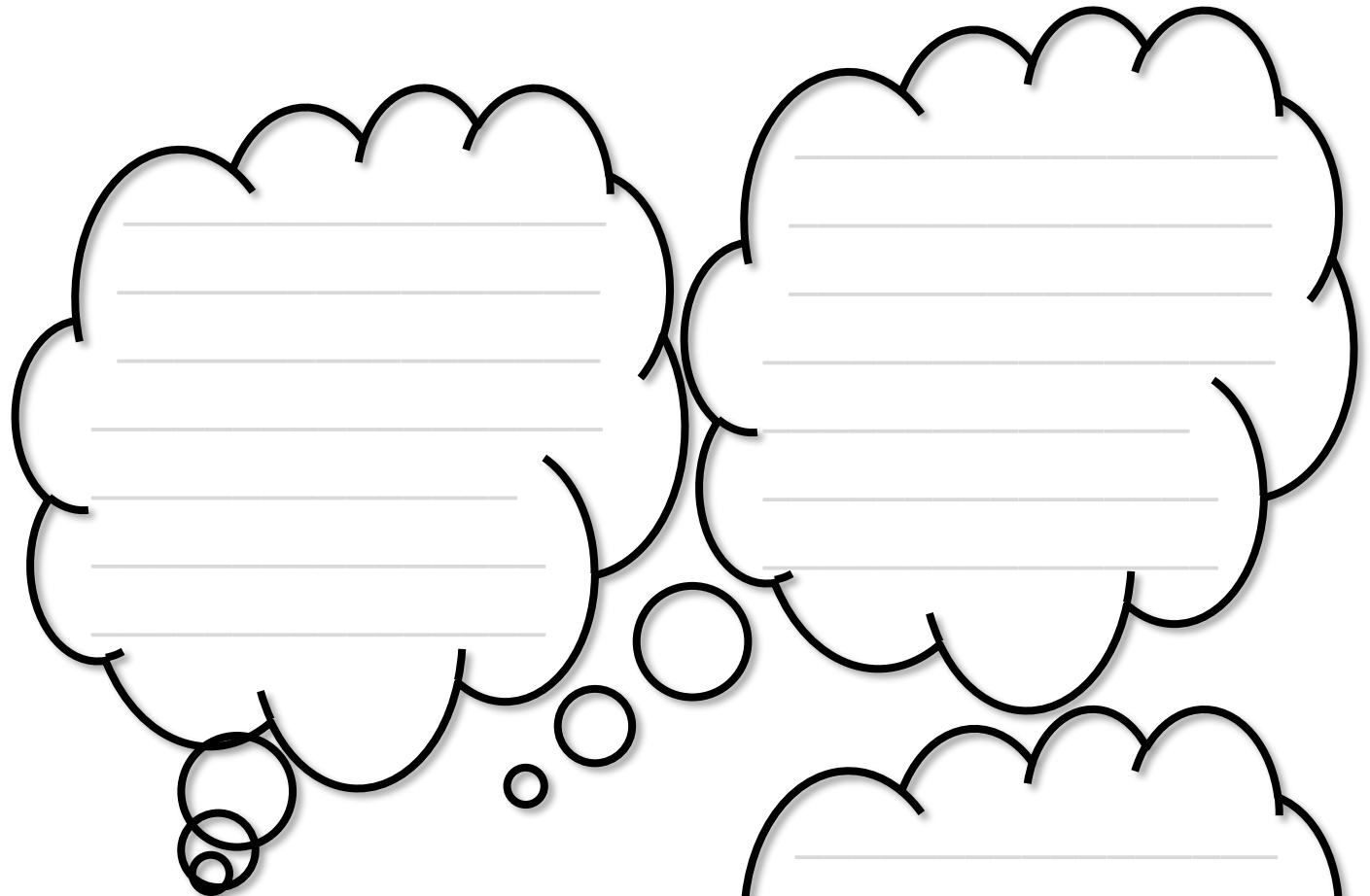
When I felt _____

1. I felt _____ when _____

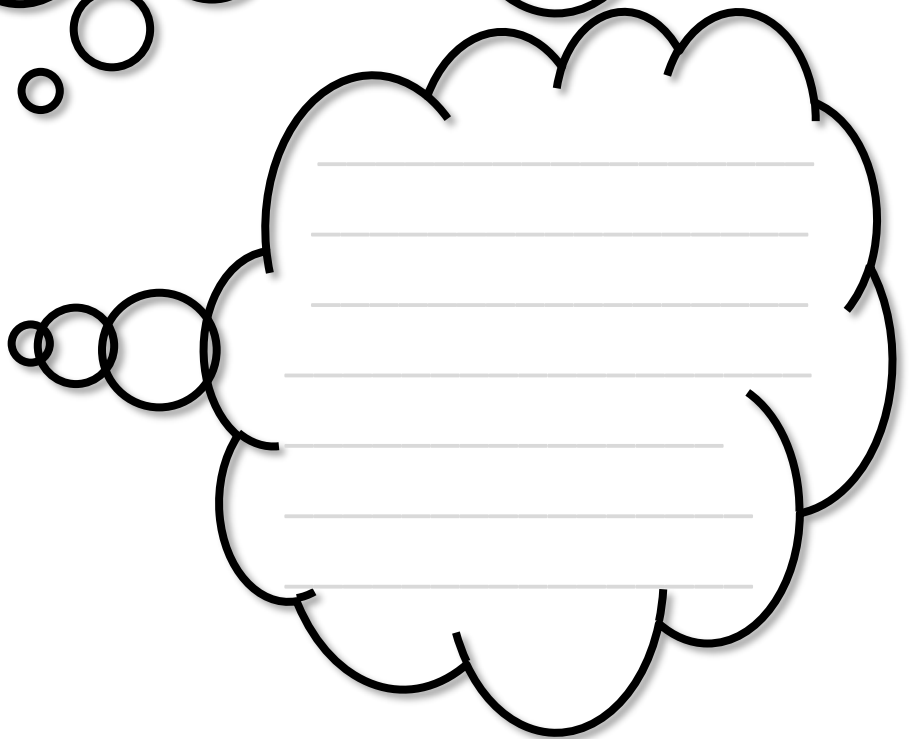
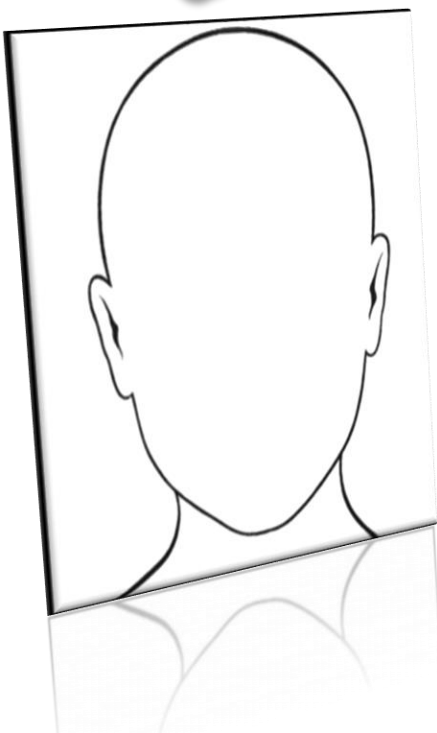
If you like,
draw what
your face
looked like.



2. When I felt _____, these thoughts raced through my head:




Two large thought bubbles, each containing five horizontal lines for writing. The bubbles are connected to a central point by three smaller circles of decreasing size.



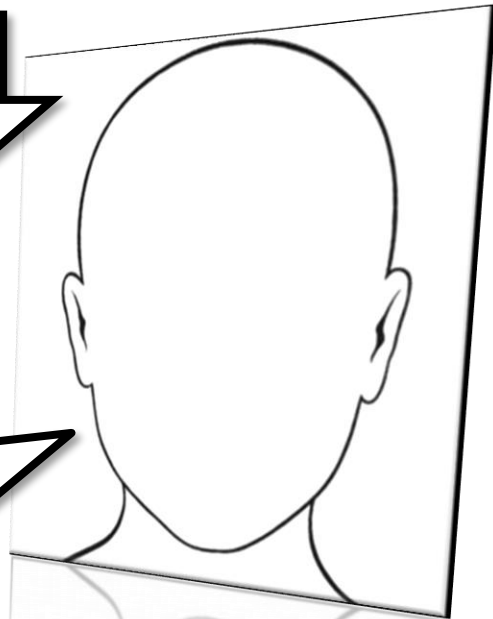
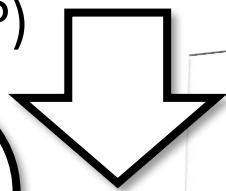
A large thought bubble containing five horizontal lines for writing. It is connected to a central point by three smaller circles of decreasing size.

3. When I felt _____, I *DID* these things:



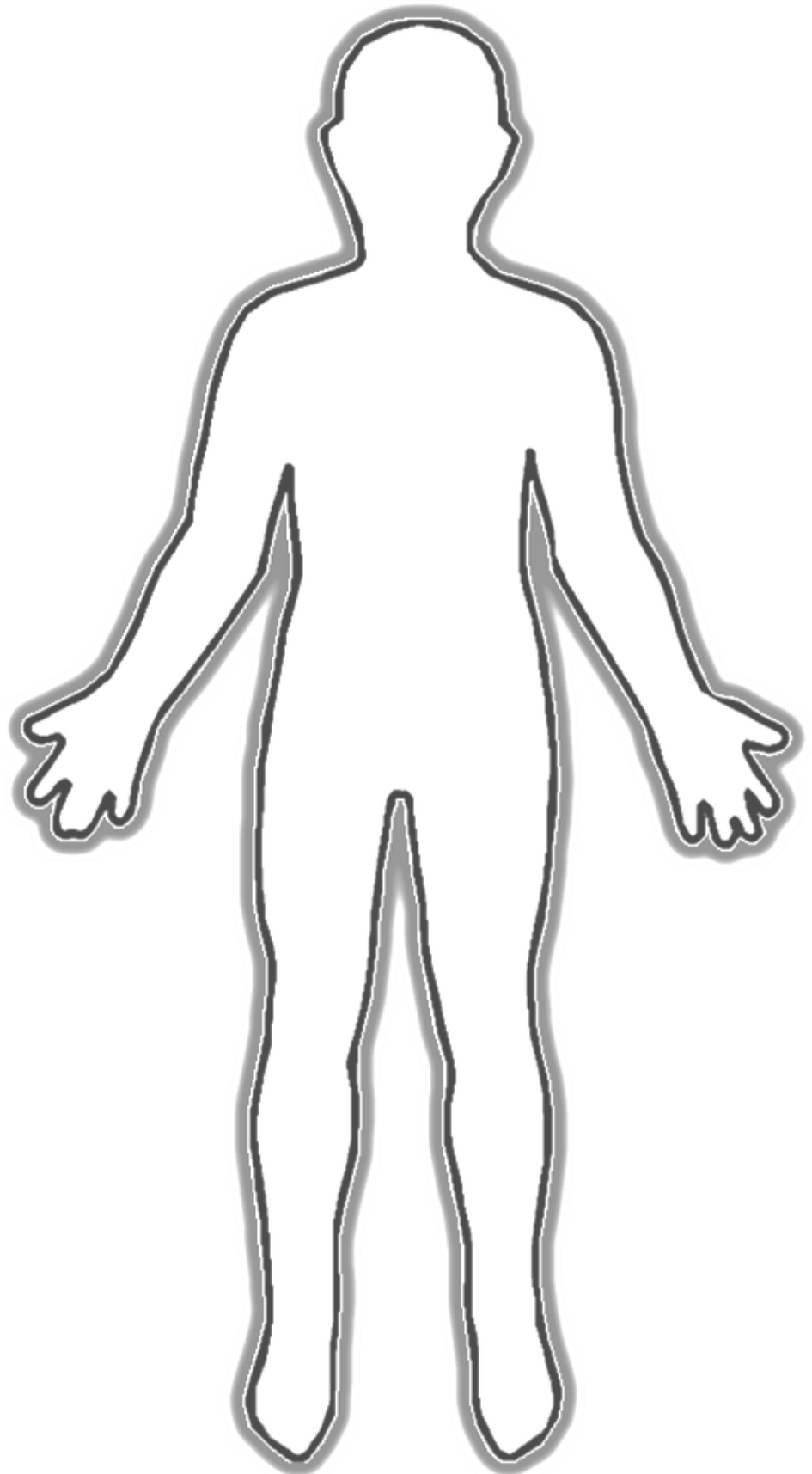
4. While I felt _____ here is what I SAID.

(Did it make it worse, or better?)



5. People can get upset in their bodies.

Put an **X** on the places that felt bad or different when you were upset.



How to deal with it when I feel

6. To fight the upsetting thoughts, I could have tried these thoughts instead:

The worksheet contains three large thought bubbles, each with five horizontal lines for writing. The top-left bubble is connected to the person's head by a spiral line. The top-right bubble and the bottom bubble are connected to the head by straight lines. The bottom bubble is also connected to the top-right bubble by a straight line.

7. When I felt _____,
here are some better things I could have SAID:

To get help:

To let someone know
how I feel:

8. Something better I could have
DONE when I was upset:

