Appendix 1 The six tests for the therapist

Test 1 Safety

- There is sufficient physical safety.  
  o Any abuse has ended. □  
  o Neutral person who checks this: ________________ □  
  o Physical care is adequate. □  
- There is sufficient behavioural control. □  
- There is sufficient emotional safety.  
  o Attachment figure = ________________ (quantity). □  
  o Continuity is / is not guaranteed. □  
  o There is sufficient emotional support. □  
- There is sufficient therapeutic safety.  
  o Parent / abuser does / does not give permission. □  
  o I will / will not involve abuser. □

Cross out what does not apply and complete where necessary. Tick the items that have been considered. Unticked items need more attention or work. The child passes the test if there is sufficient safety in all four safety areas.

Test 2 Daily life

- Daily routine □  
- Sleep □  
- Nightmares, flashbacks and triggers □  
- Eating □  
- School □  
- Drug or alcohol abuse □  
- Behavioural problems □

Tick the boxes when the child is doing well with regard to this item. Mark the aspects that need to be addressed before starting trauma processing (see Worksheet ‘Daily Life 1 – What Is Going Well?’). The child passes the test when there is not a continuous occurrence of new problems in his daily life, which need attention.
Test 3 Attachment

Part I: necessary requirements for attachment bond

- Continuity of contact with the attachment figure guaranteed / not guaranteed. □
- Psychological abuse and neglect have stopped / have not stopped. □
- Attachment figure does / does not have a calm brain: ____________ (quality) □
- Parent needs: therapy / parental coaching / minimal contact with parents. □
- Long-term prospects regarding living arrangements are / are not clear to the child. □
- Contact with (biological) parents is / is not clear to the child and consists of: living together / weekend visits / visits / supervised visits / no contact with: ____________ □
- Long-term prospects regarding contact with biological parents are / are not clear to the child and consist of: ____________ □

Cross out what does not apply and complete where necessary. Tick the boxes if conditions are met or if the item is clear. Circle items that need work in order to make trauma processing possible.

Part I of the test is passed if the attachment figure can maintain a sufficiently calm brain when the child panics and can put his own feelings and needs aside in order to regulate the child. Then the parent will be able to make the necessary adjustments in his way of parenting in order to activate the attachment system of the child in Part II.

Part II: activating attachment system

- The child seeks support and comfort from the attachment figure. □
- The child stays in contact with the attachment figure in stressful situations and uses this person to regulate himself. □
- Attachment system is activated. □

Tick the box if the condition is met. Circle items that need work in order to make trauma processing possible. The child passes Part II of the test when the child makes sufficient use of the attachment figure for stress regulation.

Test 4 Emotion regulation

- Child knows physical sensations. □
- Child knows the basic emotions. □
  - Child is able to calm himself when he is angry. □
  - Child can comfort or soothe himself when he is sad. □
  - Child can reassure himself when he is afraid. □
Tick the box when the condition is met. Circle items that need work in order to make trauma processing possible. The child passes the test if he is sufficiently able to regulate his emotions during trauma processing (on his own or with help) to stay in contact with the therapist and continue until all traumas are processed, without losing control and harming himself or anyone else when the session is over.

**Test 5 Cognitive Shift**

- The cognitive shift(s) the child has to make is/are:
  - [ ] ______________
  - [ ] ______________
  - [ ] ______________

- Parent / abuser does / does not accept responsibility.
- Parent / co-abuser does / does not accept responsibility.
- The child does / does not have another attachment figure.
- The consequences of this shift are not dangerous to the child.

Cross out what does not apply and complete where necessary. Tick if an item is clear enough. Circle items that need work in order to make trauma processing possible. The child passes this test if the parent/abuser has told the child that he accepts responsibility for his behaviour, or if the child has another attachment figure/parent and can risk rejection by the parent.

**Test 6 The Nutshell**

The child has made a survey of traumatic memories, and stayed within his window of tolerance while doing so.

Tick the box if the child is able to do this. The child passes this test if he can give an overview of his traumatic memories, in a nutshell, while remaining within his window of tolerance.
Appendix 2 Planning

Fill in which tests will be used and by and with whom.

<table>
<thead>
<tr>
<th>Referrer</th>
<th>Parents</th>
<th>Child</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

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Worksheet: Motivation and Psychoeducation

What bothers you? What are your symptoms?

- ______________________________________________________________________

- ______________________________________________________________________

- ______________________________________________________________________

Why do you want to get rid of these symptoms? How can EMDR help you? Draw or describe your princess here.
Worksheet: Daily Life 1 – What Is Going Well?

Tick the areas that *do not* present a problem.

- Daily routine
- Sleep
- Nightmares, flashbacks and triggers
- Eating
- School
- Drug or alcohol abuse
- Behavioural problems

Decide what you need and want to work on.

- __________________________________________
  - __________________________________________
  - __________________________________________
  - __________________________________________
  - __________________________________________
Worksheet: Daily Life 2 – The Safe Place

Draw your safe place here.
Worksheet: Daily Life 3 – The Safe Deposit Box

Draw the place where you want to store away all your bad pictures.
Worksheet: Daily Life 4 – Within My Window

These things take me outside my window of tolerance:

• ________________________________________________
• ________________________________________________
• ________________________________________________
• ________________________________________________
• ________________________________________________

When I am outside my window of tolerance, these things help me to calm down (these things soothe me):

• ________________________________________________
• ________________________________________________
• ________________________________________________
• ________________________________________________
• ________________________________________________
Worksheet: Emotion Regulation 1 – Physical Sensations

These are things I feel in my body:

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________

• ________________________________________________________________________
Worksheet: Emotion Regulation 2A – Smiley

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
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<tr>
<td>Tuesday</td>
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<td></td>
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<td>Wednesday</td>
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<td>Friday</td>
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<tr>
<td>Saturday</td>
<td></td>
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<tr>
<td>Sunday</td>
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</tbody>
</table>

In your workbook, this worksheet goes on the left and worksheet Emotion Regulation 2B goes on the right.

Every day you write down the date and an event, something that happened that day, and then you colour the face on the right that fits the emotion you felt during this event. You can also colour more than one face.
Worksheet: Emotion Regulation 2B – Smileys

<table>
<thead>
<tr>
<th>Happy</th>
<th>Angry</th>
<th>Scared</th>
<th>Sad</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Smiley" /></td>
<td><img src="image2" alt="Angry" /></td>
<td><img src="image3" alt="Scared" /></td>
<td><img src="image4" alt="Sad" /></td>
</tr>
<tr>
<td><img src="image5" alt="Smiley" /></td>
<td><img src="image6" alt="Angry" /></td>
<td><img src="image7" alt="Scared" /></td>
<td><img src="image8" alt="Sad" /></td>
</tr>
<tr>
<td><img src="image9" alt="Smiley" /></td>
<td><img src="image10" alt="Angry" /></td>
<td><img src="image11" alt="Scared" /></td>
<td><img src="image12" alt="Sad" /></td>
</tr>
<tr>
<td><img src="image13" alt="Smiley" /></td>
<td><img src="image14" alt="Angry" /></td>
<td><img src="image15" alt="Scared" /></td>
<td><img src="image16" alt="Sad" /></td>
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<tr>
<td><img src="image17" alt="Smiley" /></td>
<td><img src="image18" alt="Angry" /></td>
<td><img src="image19" alt="Scared" /></td>
<td><img src="image20" alt="Sad" /></td>
</tr>
<tr>
<td><img src="image21" alt="Smiley" /></td>
<td><img src="image22" alt="Angry" /></td>
<td><img src="image23" alt="Scared" /></td>
<td><img src="image24" alt="Sad" /></td>
</tr>
</tbody>
</table>
Worksheet: Emotion Regulation 3 – More Feelings

These are the feelings I know and they look like this:

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Face</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Worksheet: Emotion Regulation 4A – Angry

X ___________________________________________ X

I can handle this                                      I cannot handle this

Indicate with a cross where you are on this line.

What do you do to help yourself calm down when you are angry?

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________

• ____________________________________________________________
Worksheet: Emotion Regulation 4B – Sad

X ___________________________________________ X

I can handle this

Indicate with a cross where you are on this line.

I cannot handle this

What do you do to help yourself when you are sad?

• _____________________________________________________________________
  _____________________________________________________________________

• _____________________________________________________________________
  _____________________________________________________________________

• _____________________________________________________________________
  _____________________________________________________________________

• _____________________________________________________________________
  _____________________________________________________________________

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Worksheet: Emotion Regulation 4C – Afraid

X ______________________________________________ X
I can handle this I cannot handle this

Indicate with a cross where you are on this line.

What do you do to help yourself when you are afraid?

• ______________________________________________________________________
• ______________________________________________________________________
• ______________________________________________________________________
• ______________________________________________________________________
• ______________________________________________________________________
• ______________________________________________________________________

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Worksheet: Cognitive Shift 1 – Compliments

Compliments to myself: what did I do well today?

<table>
<thead>
<tr>
<th>Date</th>
<th>Compliment</th>
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**Worksheet: Cognitive Shift 2 – Positive and Negative Characteristics**

Make a list of your own good and bad qualities:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
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Worksheet: The Nutshell

Give an overview of all the bad pictures in your head:

This worksheet stays with the therapist!