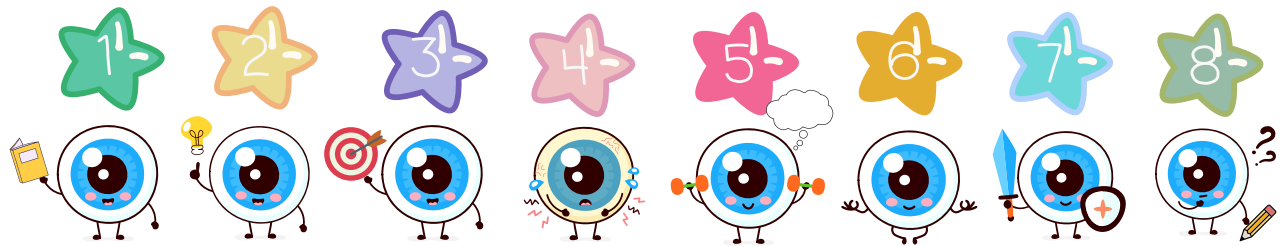


# EMDR FOR KIDS HANDOUTS

Adapting the 8 Phases  
of EMDR for Children



Presented By:  
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EMDRIA Approved Consultant & Advanced  
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# EMDR FOR KIDS HANDOUTS

## Adapting the 8 Phases of EMDR for Children



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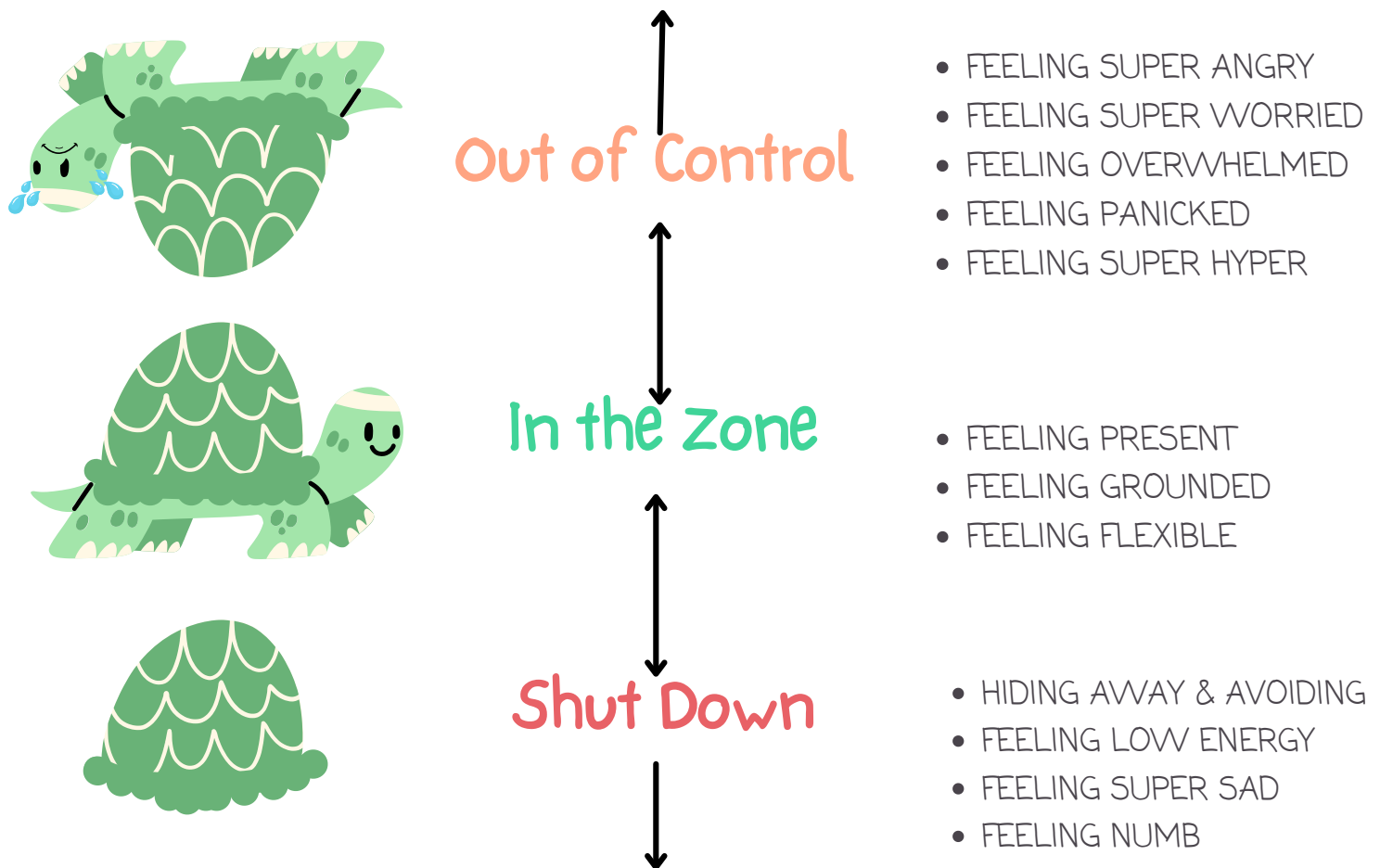
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# TURTLE OF TOLERANCE



Did you know that everyone can only tolerate so much until they are out of their zones? The turtle of tolerance helps us learn what it might be like for us when we are in our zones, feeling out of control or feeling shut down. For EMDR therapy to work best, it is important to stay in your zone! If you notice you are out of your zone, be sure to tell your therapist and use your stop sign!



# Unhelpful and Helpful Thoughts for Kids



Circle the unhelpful thoughts that bother you the most when you think about the target problem you are having. Draw a cloud around the helpful thoughts you would like to have instead.

## UNHELPFUL THOUGHTS

I AM BAD  
I'M NOT IN CONTROL  
I AM NOT LOVABLE  
I'M NOT GOOD ENOUGH  
I'M DUMB  
I CAN'T HANDLE IT  
I CAN'T DO IT  
I DON'T BELONG  
I DON'T UNDERSTAND  
I'M NOT SAFE  
I AM UGLY  
I CAN'T PROTECT MYSELF  
I CAN'T TRUST ANYONE  
I CAN'T ASK FOR HELP  
I MESSED UP  
I AM EXPLODING  
I CAN'T LEARN  
I CAN'T FIGURE IT OUT  
I AM STUPID  
I DON'T KNOW HOW  
I'M LOST  
I AM THE WORST  
I NEED TO BE PERFECT

## HELPFUL THOUGHTS

I AM GOOD  
I AM IN CONTROL  
I AM LOVABLE  
I AM ENOUGH  
I'M SMART  
I CAN HANDLE IT  
I CAN DO IT  
I DO BELONG  
I DO UNDERSTAND  
I AM SAFE  
I AM FINE THE WAY I AM  
I CAN PROTECT MYSELF  
I CAN TRUST  
I CAN ASK FOR HELP  
I DID THE BEST I COULD  
I CAN STAY CALM  
I CAN LEARN  
I CAN FIGURE IT OUT  
I CAN LEARNING  
I CAN LEARN HOW  
I CAN FIND MY WAY  
I DID THE BEST I COULD  
I CAN MAKE MISTAKES

## Description

Use the following worksheet to gather the information you will need for phase 3 of EMDR.

## Instructions

1. Select a specific target problem, memory, event, or symptom.
2. Select an image or picture that best represents the target problem.
3. Identify a negative or unhelpful thought (negative cognition) associated with the target problem.
4. Identify a positive or helpful thought (positive cognition) that you'd like to have about the target problem instead.
5. Rate the validity of cognition (VOC) by asking yourself: How true does the helpful thought feel on a scale of 1 to 7 (where 1 = "not true at all" and 7 = "completely true").
6. Identify the emotions you feel when you think about the target problem.
7. Rate your subjective unit of disturbance (SUD) by asking yourself: How stressed out does the problem make you feel on a scale of 0 to 10? (where 0 = "not stressed at all" and 10 = "the most stress you could feel").
8. Identify the body sensations you feel when you think about the target problem. Color or draw what you feel in your body.



# EMDR WORKSHEET FOR KIDS



1. TARGET PROBLEM



2. TARGET PICTURE

3. UNHELPFUL THOUGHT

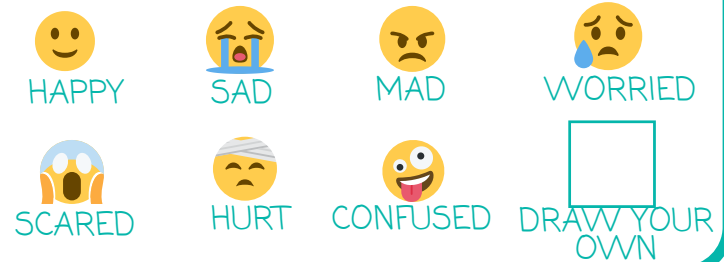
4. HELPFUL THOUGHT

VOC

5. HOW TRUE IS YOUR HELPFUL THOUGHT?

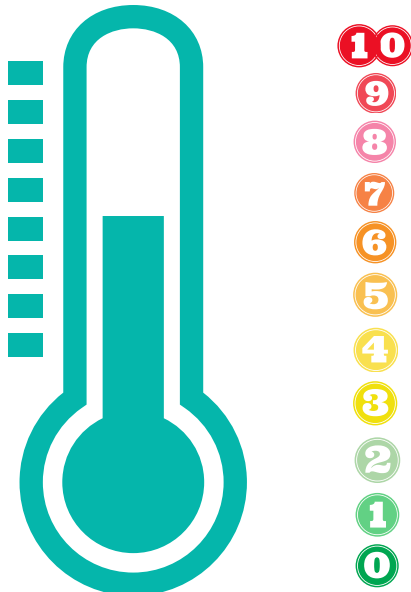


6. WHAT FEELINGS DO YOU FEEL?

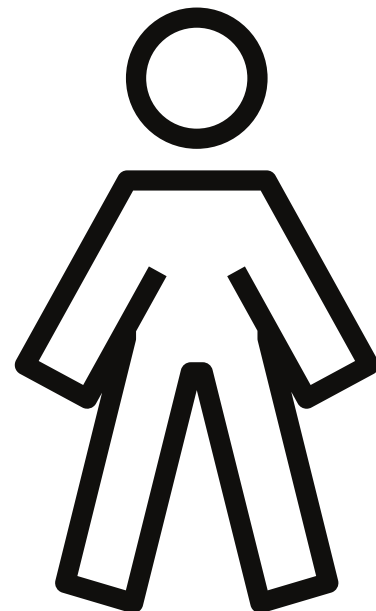


SUD

7. HOW STRESSED DOES THE PROBLEM MAKE YOU FEEL?



8. WHAT DO YOU FEEL IN YOUR BODY?



# SUD Scale for Kids



How stressed do you feel when you think about the problem on a scale of 0 - 10?

0 = No stress at all and 10 = The biggest level stress

**10** The biggest level of stress

**9** Huge level of stress

**8**

**7** Big level of stress

**6**

**5** Medium level of stress

**4**

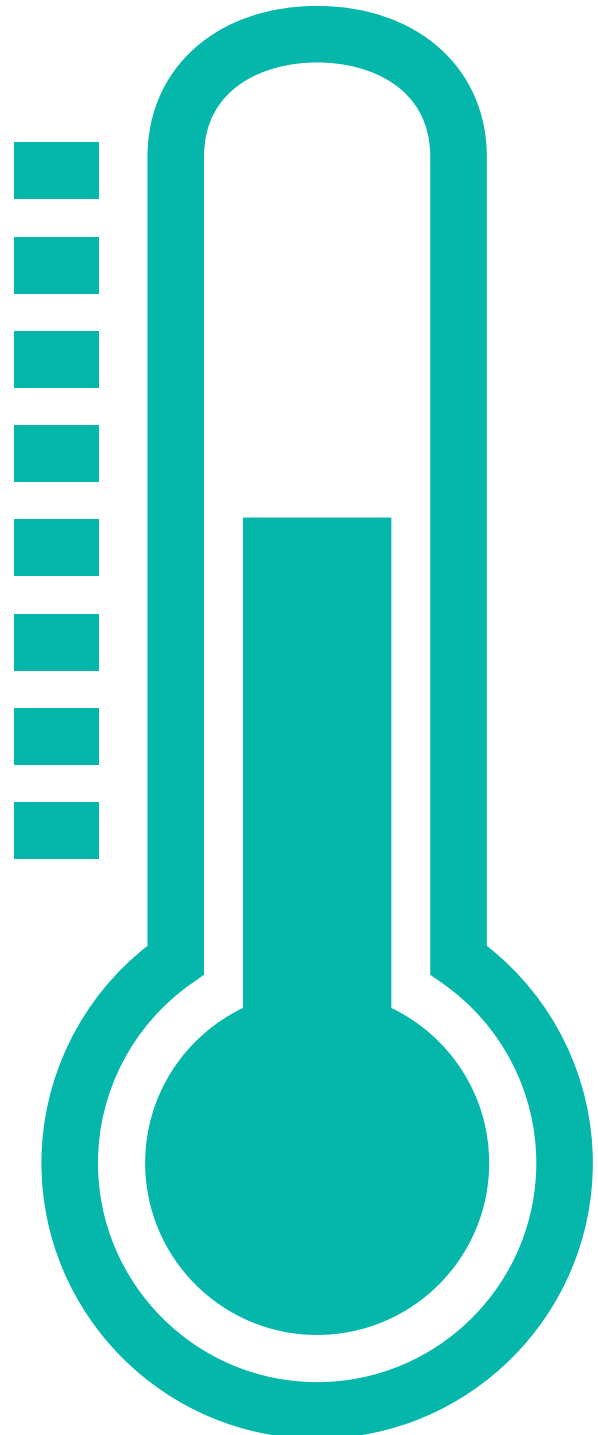
**3** A little bit of stress

**2**

**1** A tiny bit of stress

**0**

**0** No stress at all



# Voc Scale for Kids



How true is your helpful thought on a scale of 1-7?  
1 = Not True at All and 7 = Completely True



Not true at all

A little true

Somewhat true

Very True

Completely true

Practice tracing back  
and forth here,  
to make all your  
worries disappear!



Start Here &  
trace to the right!



Trace to the left



Trace to the right



Trace to the left



Trace to the right



Write down the goals you have in the star,  
and how you will get there from where you currently are.

## Goals

1

2

3

Ideas on how to reach your goals...

Idea # 1

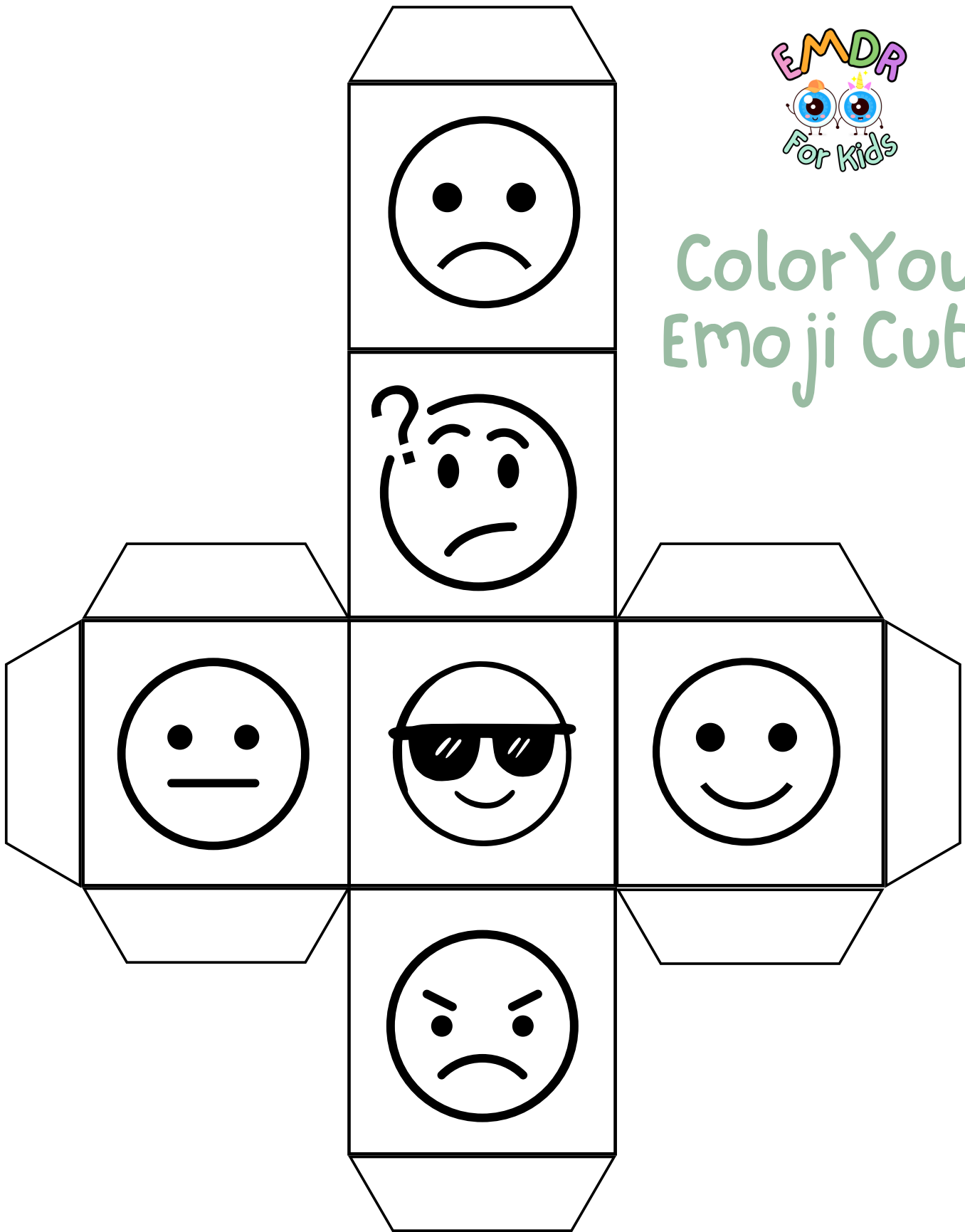
Idea # 2

Idea # 3



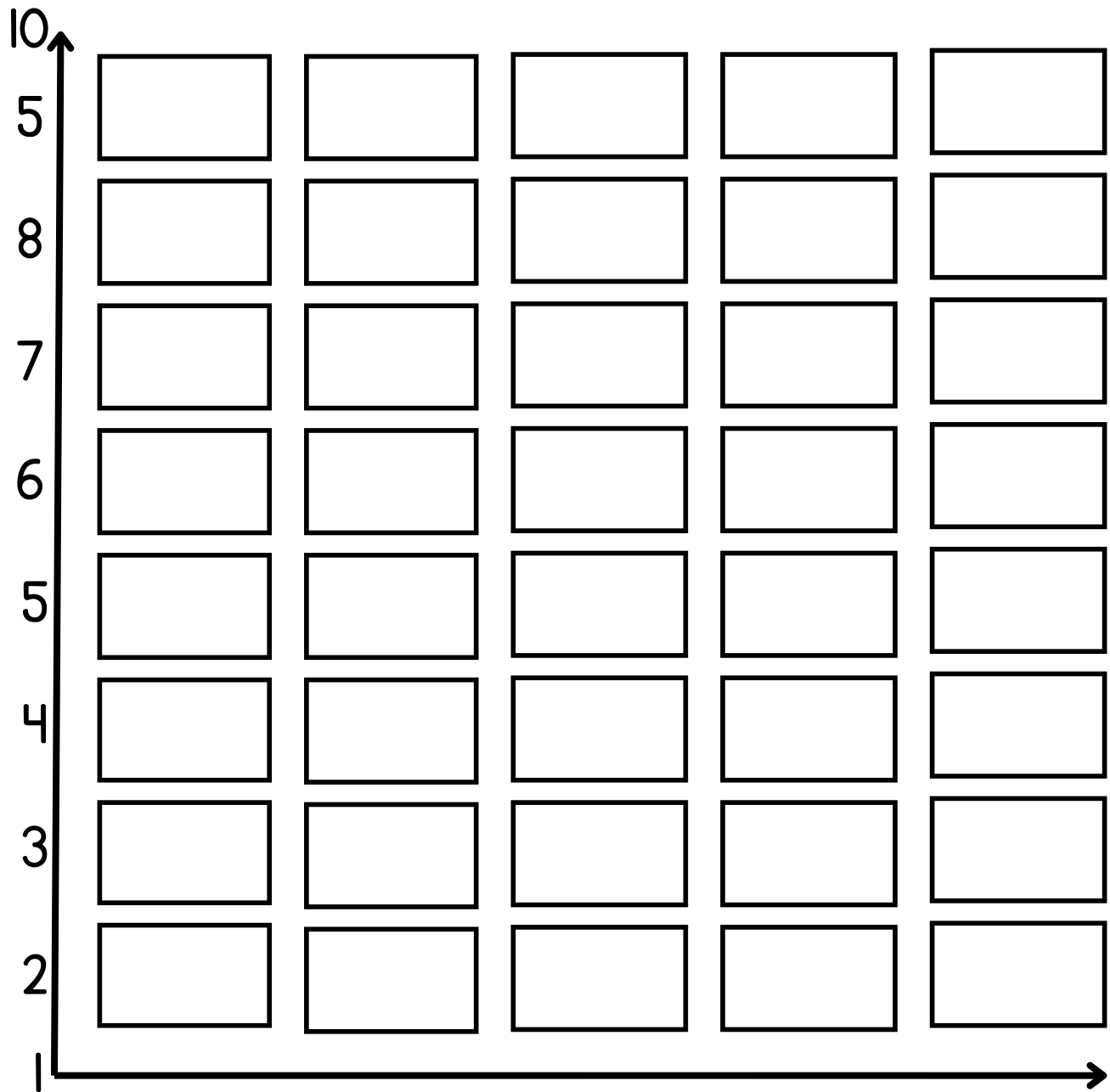


# Color Your Emoji Cube



# Feeling Levels

Color how much of the feeling you feel right now. 10 means you feel the feeling very strongly and 1 means not very much at all.



Happy



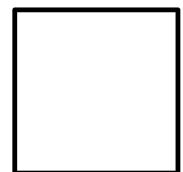
Sad



Mad



Worried

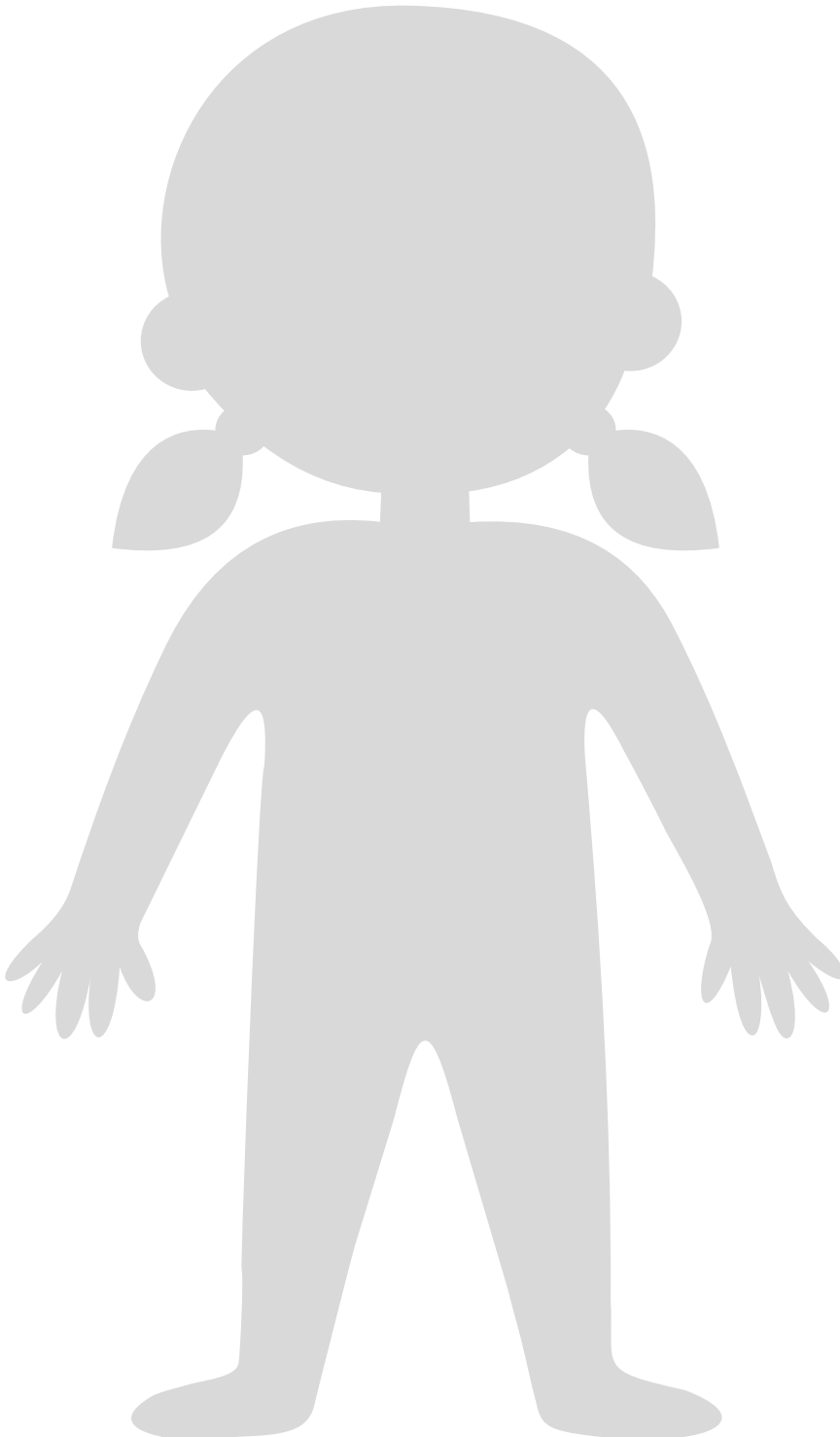


Create your own



# Body Color Feelings

Choose a color for each feeling and color in the body where you feel this feeling.



Color      Feeling







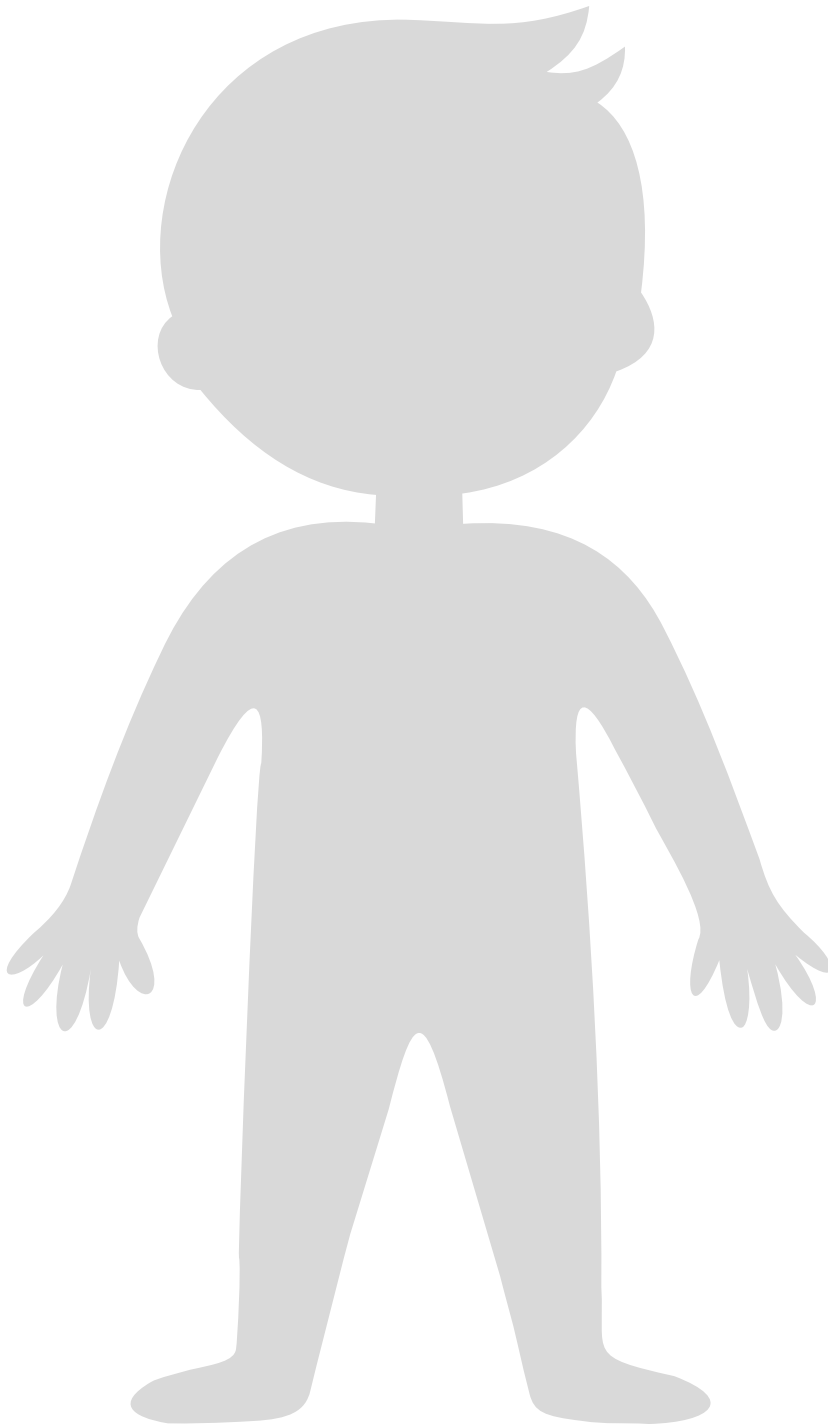






# Body Color Feelings

Choose a color for each feeling and color in the body where you feel this feeling.



# My Body Sensations

Feels numb      Mind Foggy

Feeling Dizzy

Aches and Pains

Headache

Grinding teeth

Cheeks Rosy

Breathing Fast

Hot flashes

Feeling nauseous

Tummy Hurts

Heart Beats Fast

Hands Shake

Sweaty Hands

Feeling restless

Pins and Needles

Feels cold

Jittery Legs



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Feels numb      Mind Foggy

Feeling Dizzy

Aches and Pains

Headache

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Feels cold

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Sweaty Hands

Feeling restless

Pins and Needles

Feels cold

Jittery Legs



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Breathing Fast

Hot flashes

Feeling nauseous

Tummy Hurts

Heart Beats Fast

Hands Shake

Sweaty Hands

Feeling restless

Pins and Needles

Feels cold

Jittery Legs



# My Body Sensations



# Magical Cord of Love



In this exercise, you will get to pick a color for the "magical cord of love" that connects you and your grown up. It is best if your grown up can do slow back-and-forth movement by tapping on your hands, shoulders or knees. You can also sit close to your grown up while doing your own slow back-and-forth movement. While you do slow back-and-forth movement, use your imagination to picture this magical cord of love as your grown up reads the following script.

## Grown Up Script



There is a magical sparkling(color your child chose) cord that stretches and stretches,  
so you are always connected to me and my love never stops.  
Even if I am on the moon or (somewhere very far away),  
the love can stretch and stretch  
and you are still completely connected.

When I am at (name a place you go often) or if you are at school,  
you are always in my heart and on my mind.  
I love you just the same and my love for you does not stop.

When I am busy with (name something you might be doing  
such as taking care of another child, talking on the phone,  
talking to another adult) our magical cord still connects us  
and my love for you does not change.

Even when I feel frustrated or angry with you, the magical cord of love does  
not fade or lose it's power. I still love you very much even though I am  
feeling that way.

The magical cord of love stretches and connects us all of the time no matter what.

When I am far for you  
When I am busy with other things  
When I feel upset  
I love you and you will always be connected to me.



# Story Telling Guide



When a child needs parent support to tell their story...



When something traumatic has happened to your child, it may be challenging for them to share their story. Your child may have been too young to remember the incident or it is simply just too stressful for your child to talk about. The story telling technique, originally created by Joan Lovett, can be helpful in the EMDR therapy process with your child. This technique allows you as the parent or caregiver to become the "Story Teller" and create a narrative that will be helpful for your child to process what has happened to them. The following guide and worksheet will help you create a story or narrative for your child. Your child's EMDR therapist can also support you in creating a story to help your child work on their scary or traumatic memory in EMDR therapy.



## Guidelines for Creating the Story

- 1) The story is written prior to the EMDR session so that you as the parent can be present and focused on your child's emotional response.
- 2) The story is written from the perspective of your child
- 3) The story is told in a fairy tale format in third person with the main character having similar qualities to your child (i.e. age, hobbies, dislikes etc.)
- 4) The story will include the parent's best guess for the child's unhelpful thought (i.e. I'm not safe, I am dumb, I am bad) and helpful thought for the traumatic memory (i.e. I am safe, I am brave, I'm a good kid.)
- 5) The story will include a beginning, middle and end. In the beginning, the story will focus on the strengths of the child. The middle of the story will include details of the traumatic event that occurred for them and the child's unhelpful thought. The end of the story will include the "happy ending," how the child overcame the traumatic event and the child's helpful thought.
- 6) The parent will provide the story to the EMDR therapist prior to the therapy session for possible suggestions and adjustments as necessary.

# Story Telling Guide



## Guidelines for Telling the Story

- 1) During the EMDR therapy session, the parent and child will select the best type of back-and-forth movement to use while the parent tells the story. The most commonly used back-and-forth movement involves the parent tapping on the child's hands, shoulders or toes while looking at the child. Another common way parents provide back-and-forth movement for their child while telling the story is having their child sit in their lap while using a butterfly hug (refer to Butterfly Hug Handout) or tapping on their shoulders or knees. However, any type of back-and-forth movement can be used during the story telling that will be the most comfortable for the child and parents.
- 2) Let the child know that the story will have a happy ending ahead of time prior to beginning the story.
- 3) Remind the child that they may use their stop sign if they want to take a break or they get "out of their zone." \*Note that as the parent, you may also choose to use a stop sign if you get out of your zone too!

\*Clinician Note: There are several additional techniques that can be added to enhance the story telling technique during a conjoint EMDR session with children and their parents. For example, after the parent is able to share the story, ask the child what their favorite part was. If it is positive, additional back-and-forth movement can be added by the parent to the child. You may also ask the child if they could make the story better and add what they think the child in the story felt or thought. The story can be "updated" with child's input and retold by the parent with additional back-and-forth movement. Lastly, you may encourage the parents to use toys or props in your therapy office to tell the story and do back-and-forth movement.



# Story telling worksheet



The Beginning (This section includes your child's strengths, positive supports and experiences)

Once upon a time, there was a \_\_\_\_\_ named \_\_\_\_\_  
(child/animal/magical creature) (main character name -different from your child)  
\_\_\_\_\_ lived with \_\_\_\_\_  
(main character name) (list types of relatives your child lives with (i.e. parents, siblings or grandparent))  
\_\_\_\_\_ was really good at \_\_\_\_\_  
(main character name) (list types of strengths for your child)  
She/He/They loved to spend time \_\_\_\_\_  
(list types of hobbies your child enjoys)

The Middle (This section includes details about your child's traumatic experience)

One day, a \_\_\_\_\_ thing happened to \_\_\_\_\_  
(pick one: scary, confusing, unfair, sad, hard to understand etc.) (main character name)  
\_\_\_\_\_  
(Describe the traumatic event using all 5 senses if possible-see, touch, hear, smell taste)  
\_\_\_\_\_  
\_\_\_\_\_ began to think \_\_\_\_\_ and felt \_\_\_\_\_  
(main character name) (unhelpful thought)  
\_\_\_\_\_. As the scary thing was happening, their body  
(List 1-3 negative emotions or feelings your child may have felt)  
\_\_\_\_\_  
(List 2-4 body sensations your child may have felt during the traumatic experience)  
Since the \_\_\_\_\_ thing happened, \_\_\_\_\_  
(pick one: scary, confusing, unfair, sad, hard to understand etc.) (main character name)  
has had trouble with \_\_\_\_\_  
(List 2-3 things your child may have had trouble with. For example, sleeping, nightmares, feeling scared)

The End (This section includes a resolution for your child's traumatic experience)

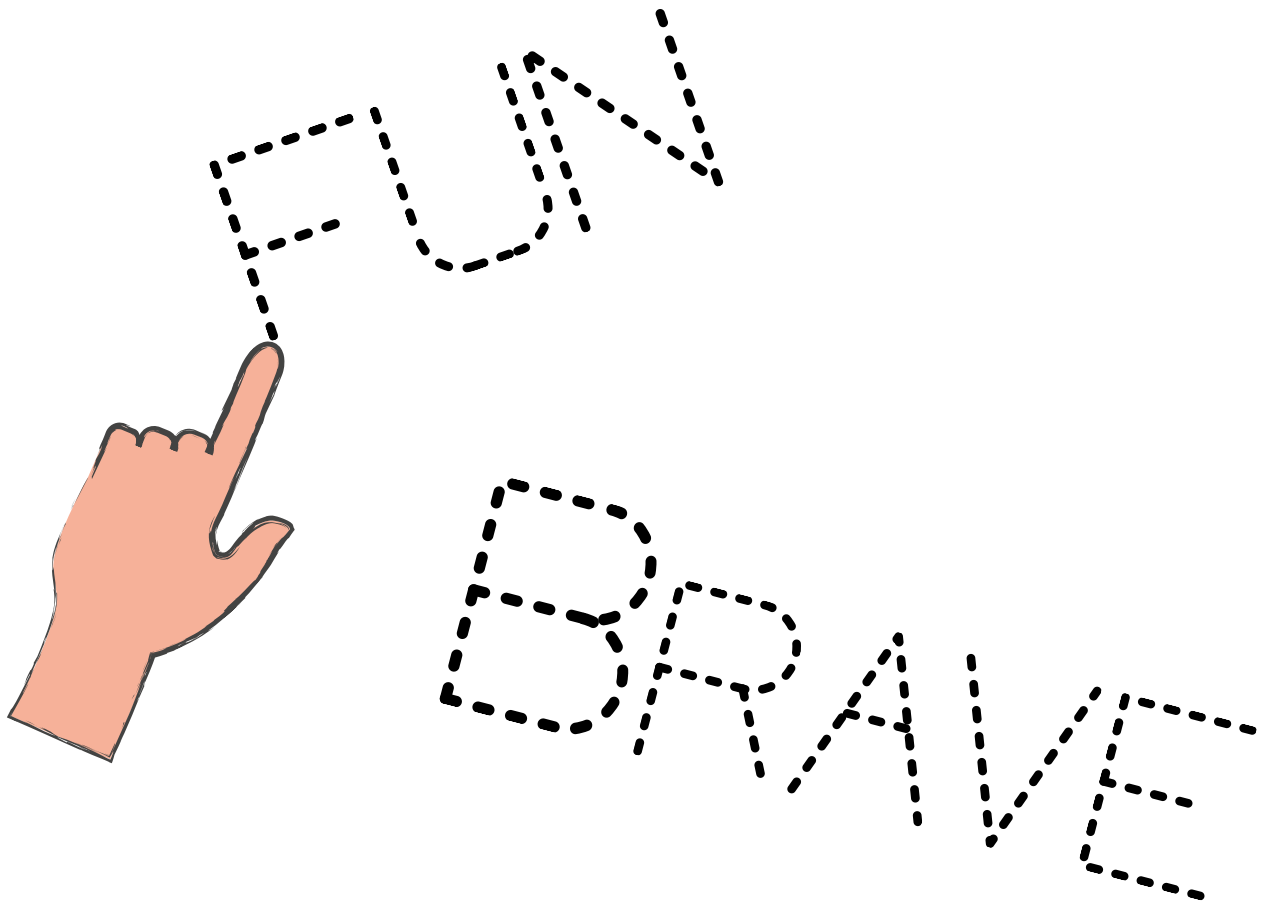
Ever since the \_\_\_\_\_ thing, \_\_\_\_\_ has  
(pick one: scary, confusing, unfair, sad, hard to understand etc.) (main character name)  
has felt better when \_\_\_\_\_  
(List 1-3 things that has helped your child cope or feel better after the traumatic event)  
She/He/They knows that they have the support of \_\_\_\_\_  
(List of people and things that can help them if they become triggered)  
\_\_\_\_\_ has learned that \_\_\_\_\_ and  
(main character name) (helpful thought)  
now she/he/they can begin to \_\_\_\_\_  
(what can your child begin doing now that the traumatic experience does not bother them)  
And she/he/they lived happily ever after.  
The End.

# I Got Your Back



## Instructions

1. You and your grown up will take turns drawing "invisible letters" to spell a positive quality or trait about the other person on their back.
2. The person who is being drawn on will guess the letters and the word being written.
3. Once the word is guessed correctly, use the following worksheet to strengthen this quality.
4. Have the person who wrote the word share a story or memory of a time the person who was written on had this quality.
5. Do 8-10 slow back-and-forth movement after each story or memory is shared.



# I Got Your Back Worksheet



Child Name:

Grown Up:

1. What word was written on your back?

1. What word was written on your back?

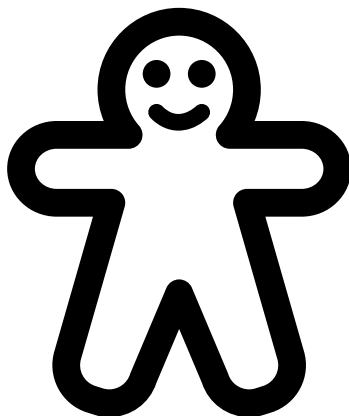
2. Listen to your grown up share about a memory they have of you having this quality while doing back-and-forth movement of your choice.

2. Listen to your child share about a memory they have of you having this quality while doing back-and-forth movement of your choice.

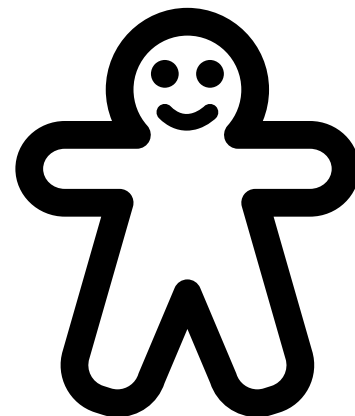
3. What emotions do you get right now when you think about the word that was written on your back? Write or draw your emotion below.

3. What emotions do you get right now when you think about the word that was written on your back? Write or draw your emotion below.

4. What body sensations do you get when you think about the word that was written on your back? Color it in the body below.



4. What body sensations do you get when you think about the word that was written on your back? Color it in the body below.

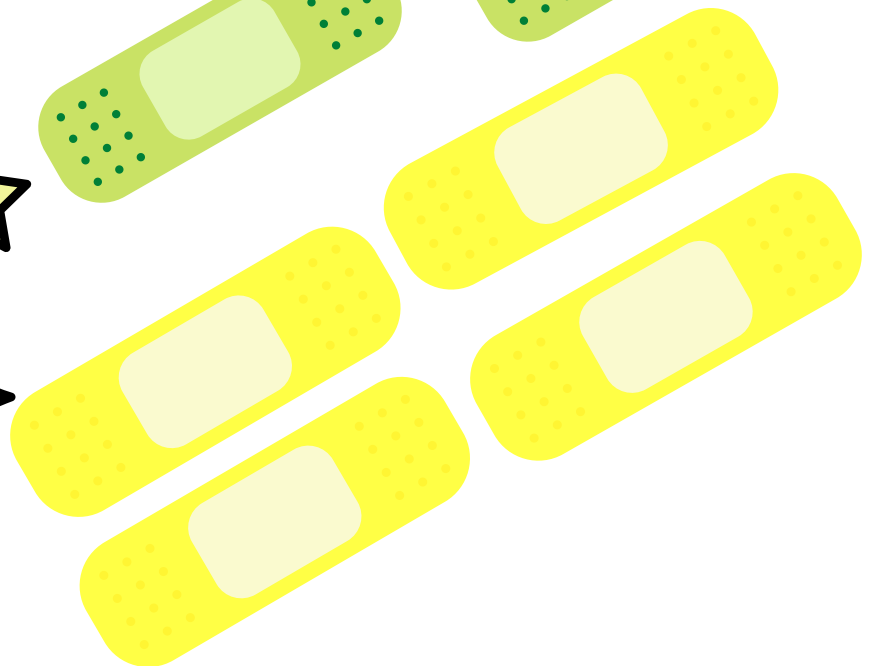
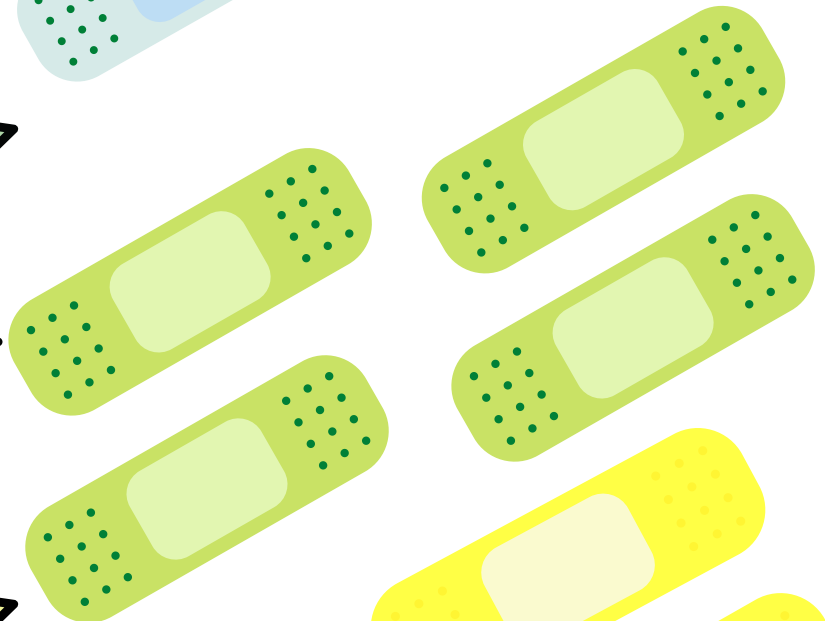
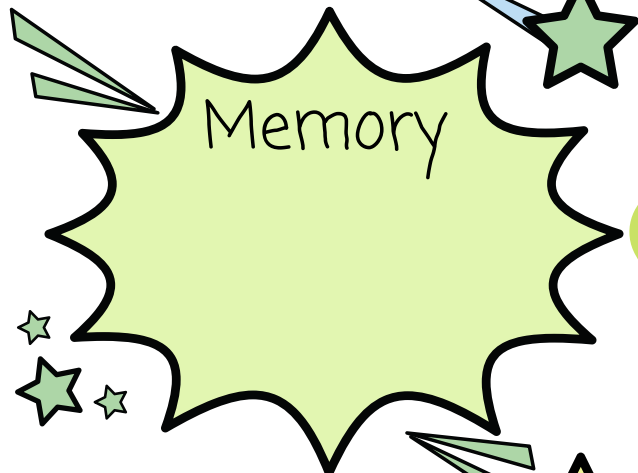
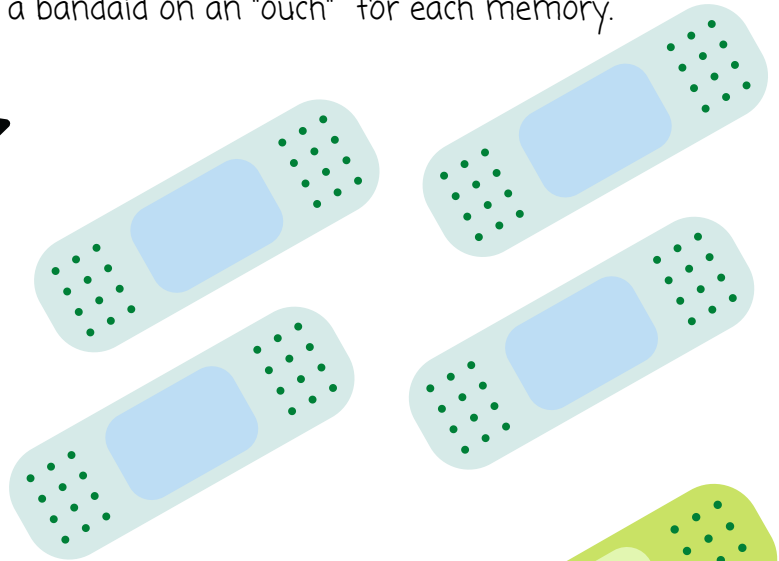
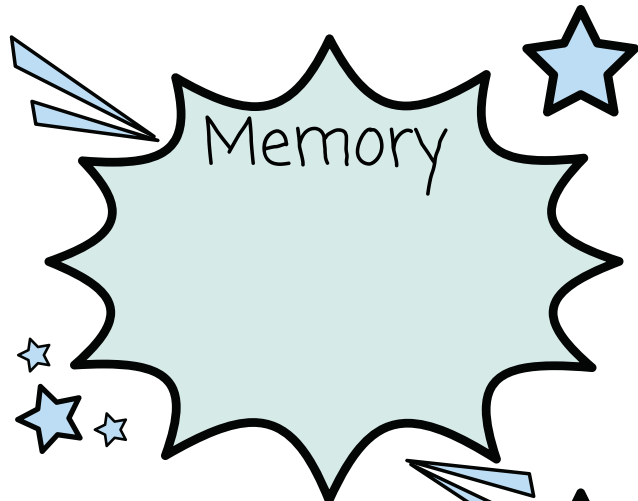


# Helping with Ouches Instructions



It can be obvious for a grown up to know where you are hurting after you have fallen and scraped your knee. But sometimes we can have "hurts" and "ouches" in places that others don't see. For example, we might feel a tummy ache or our heart may feel funny.

In this activity, your grown up will help you put a bandaid where you feel "ouches" and "hurts" when you think about the upsetting, scary or traumatic memories that have happened to you. Write down the memory in the bubble on the left. Cut out the colored bandaids and tell your grown up where you feel an "ouch" when you think about that memory. On the next page, you can decorate one of the cutouts and your grown up can help you put a bandaid on an "ouch" for each memory.



# Helping with Ouches Body



# Helping with Ouches Body



# Helping with Ouches Body



# Helping with Ouches Body

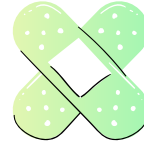


# Helping with Ouches Activity Ideas



There can be a lot of other fun ways to share and learn about where your "ouches" may be with the supportive grown ups in your life. Here are a couple more ideas for how you and your grown up can do the "Helping with Ouches" activity.

## Idea #1



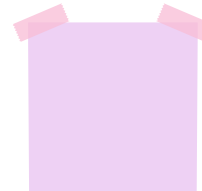
Instead of using the worksheets, try using real bandaids or stickers and your own body. For each memory, tell your grown up where a bandaid or sticker needs to be place.

## Idea #2



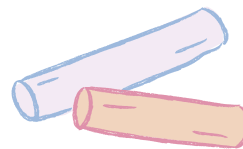
Try doing the "Helping with Ouches" activity by using your favorite stuffed animal or dolls and bandaids or stickers. Let your grown up know where they should be putting a bandaid or sticker for each "ouch" as you think about the scary, upsetting or traumatic memory.

## Idea #3



On a large peice of paper, have your grown up trace and outline your body. Use real bandaids, stickers or post-it notes and let your grown up know where each "ouch" is located as you think about the scary, upsetting or traumatic memory so they can help you place something there.

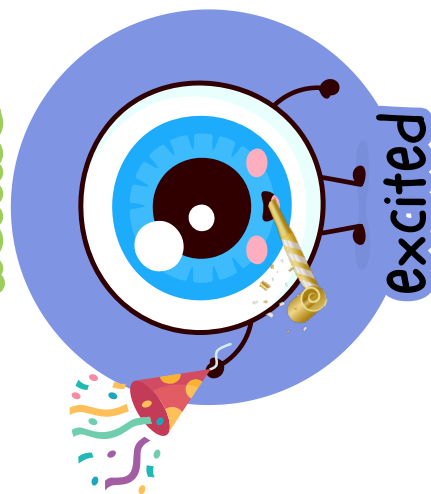
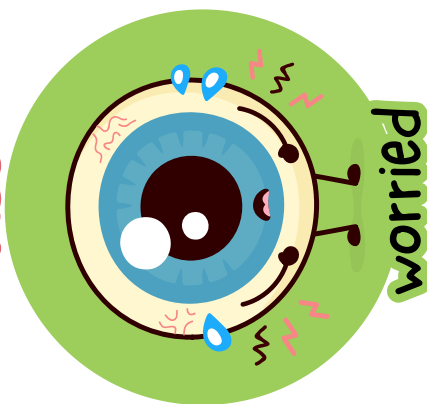
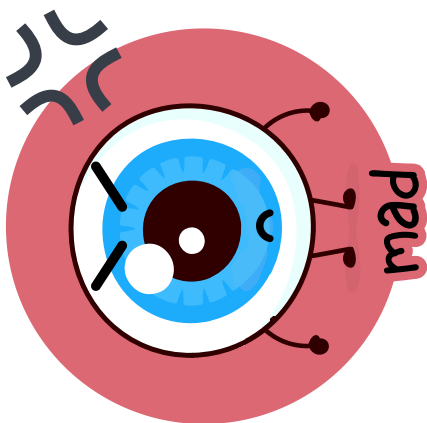
## Idea #4



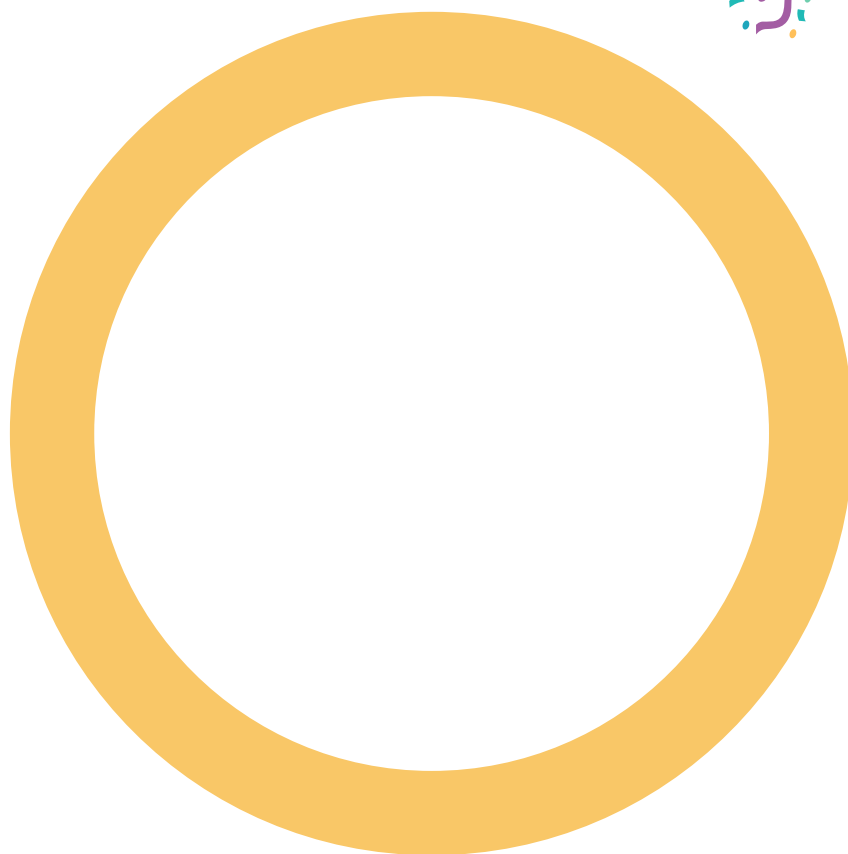
Take this activity outside! Using chalk, find a place where you can safely lay down and your grown up and trace and outline your body. Try using things you can find in nature as your "bandaids" such as rocks or leaves. Let your grown up know where to place each "bandaid" where you feel an "ouch."

**\*Clinician Note:** Consider using bilateral stimulation and back-and-forth movement with the child and primary caregiver during conjoint session to strengthen any positive connections that are made during this activity.

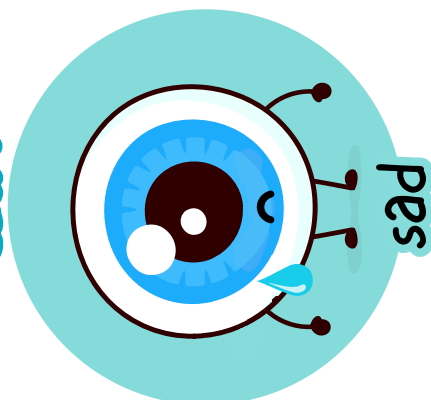
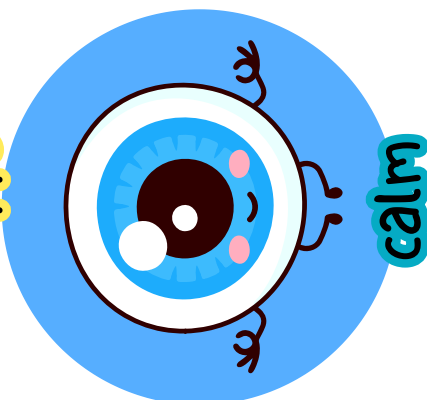
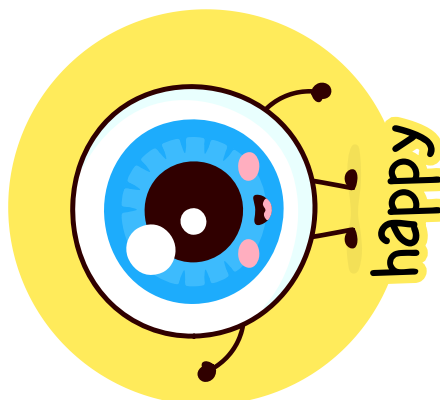
# Feelings Chart



How do you



feel today?

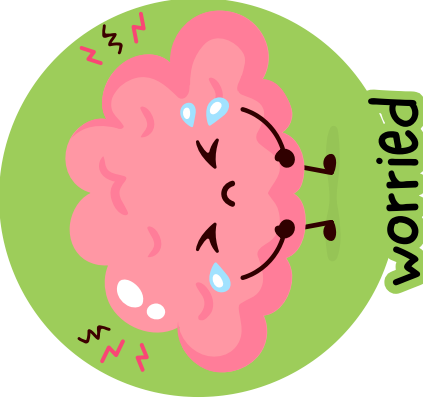
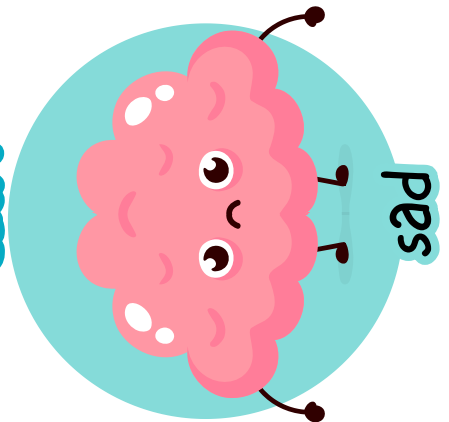
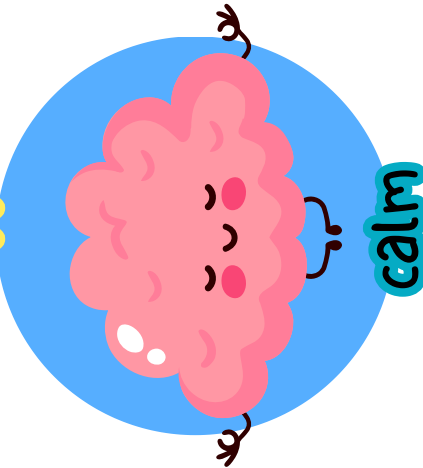
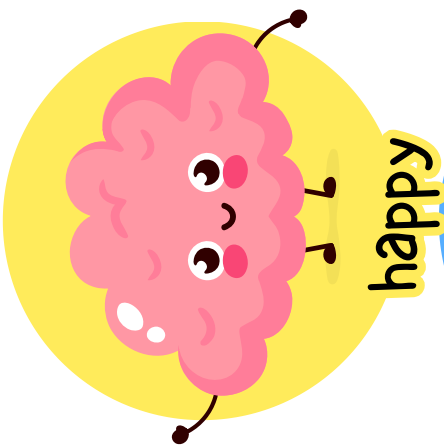


# Feelings Chart



How do you

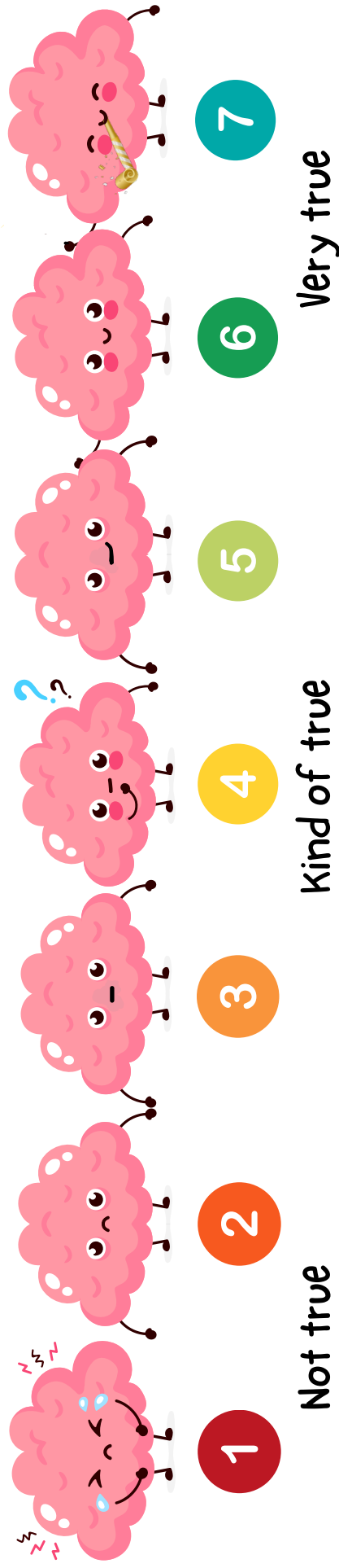
feel today?



# EMDR for Kids VOC and SUD scales



How true does it feel?



How stressful does it feel?

