

Camp Cope-A-Lot: Coach's Manual



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TABLE OF CONTENTS

WELCOME

PROGRAM OVERVIEW

LEVEL CONTENT

THE PROGRAM OVERVIEW

INSTRUCTIONS FOR USE

LEVEL PROCEDURES & OBJECTIVES

REFERENCES

WELCOME

Thank you for choosing ***Camp Cope-A-Lot: The Coping Cat Program!*** Camp Cope-A-Lot is a computer-assisted cognitive-behavioral educational program for use with children ages 7 – 12 struggling with stress and anxiety.

Developed by a team of researchers, programmers, graphic designers, and clinical child psychologists, this program uniquely combines interactive computer technology with empirically-supported cognitive-behavioral strategies. The theory that guides the the program is described in Kendall (1993; 2006). The overall approach is cognitive-behavioral; an integration of the demonstrated efficacies of the behavioral approach (e.g., Totem Pole Challenges, relaxation training, role-play activities, practice and reward) with an added emphasis of the cognitive information-processing factors associated with each individual's anxieties (e.g., emotional distress, anticipatory dread). Social factors, such as peers, families, are also included, as are emotion understanding and emotion management skills.

By viewing and discussing the contents of each Level, child users receive training in the recognition anxious thoughts as well as strategies to better manage anxiety and stress in the future.

The program is designed to be used by the child with the assistance of an adult "coach" who facilitates the child's completion of the program. Accordingly, it is important that the coach understand the program rationale so that he or she is prepared to answer the child user's questions and to be best prepared to design and facilitate the completion of effective and impactful practice.

This coach's manual will provide an overview of ***Camp Cope-A-Lot*** and a brief background and rationale for the main program components, specific instructions for navigating the program, as well as level-by-level instructions for implementing the program with a child.

Welcome to Camp Cope-A-Lot!

- Phil Kendall and Muniya Khanna

We strongly advise that coaches read this coach's manual in its entirety and go through the full CCAL program (from the point of view of a new user) at least once before implementing it with a child.

PROGRAM OVERVIEW

The program is organized into two phases: a skill-building phase and a practice phase. In the first 6 levels, basic concepts are introduced, and the child develops skills by following along with the characters on the program. These 6 levels are designed for the child to complete on his/her own with only minimal interaction with the coach. At each skill-building level the child must complete a Go-to-Gadget review activity. These review activities are designed to reinforce understanding and recall of the material covered in the previous Level. The user is prompted to use the **Go-to-Gadget** (GTG), or notebook, at home or outside of the therapy to record responses in preparation for upcoming Level. The Go-to-Gadget is available for print or download from the Main Menu by clicking on “Print Go-to-Gadget” and then clicking on “Complete Go-to-Gadget.”



The remaining 6 Levels (Levels 7 – 12) provide opportunities for the child to practice using the skills in real-world situations. These levels are designed to be completed by the child with the help of the coach. The coach’s role in these levels is to help plan in-session and out of session practice tasks, referred to as “Totem Pole Challenges” and to provide reinforcement.

SESSION STRUCTURE

Levels 1 - 6 (approximate times):

10 min. Prepare child to begin.

30 min. Child user independently views the Level.

10 min. Answer questions. Review with child the Go-To-Gadget activity to be completed before the next Level.

Levels 7 – 12 (approximate times):

10 min. Prepare child to begin

10 min. Child user independently views the Level.

20 min. Plan and conduct totem pole challenges

10 min. Answer questions. Review with child the Go-To-Gadget activity to be completed before the next Level.

LEVEL CONTENT

Level 1 orients the child to **Camp Cope-A-Lot**, and provides an introduction to Charlie. Charlie is the character that the user follows through the various **Camp Cope-A-Lot** experiences. Level 2 introduces affective education and focuses on somatic responses associated with anxiety. Level 3 introduces and provides practice in relaxation skills. Level 4 introduces the notion of self-talk and its role in emotions. Charlie and the user complete activities that facilitate recognition of anxious self-talk and practice of alternative coping self-talk. Coping self-talk, problem solving strategies, and developing appropriate actions that will help the user to cope with situations are covered in Level 5, self-evaluation and self-reward in Level 6 as well as a construction of a hierarchy of anxiety-provoking situations, and an integration of these concepts into the FEAR plan (see below; Kendall, 1990) in the last of the educational/skill-building levels.

The remaining Levels, 7-12 are practice opportunities in which the child plans to use the FEAR plan in new and increasingly challenging situations. These situations are arranged by the user in collaboration with Charlie and their coach. In the last Level (Level 12), with some preparation occurring in previous sessions, the user and Charlie summarize what they have accomplished. Also, the child’s input/experiences are sought and recorded in the Go-to-Gadget, a supplementary notebook. Tips for the prevention of relapse and the maintenance of gains will be provided in the last session. The **Camp Cope-A-Lot** program is designed to be completed over the course of 12 weeks. The goal is to teach children to recognize signs of unwanted anxious arousal and to let these signs serve as cues for the use of anxiety management strategies.

LEVEL TITLES

Level 1	“to Camp Cope-a-Lot”
Level 2	“at the carnival”
Level 3	“by the waterfall”
Level 4	“in the talent show”
Level 5	“through the obstacle course”
Level 6	“on visiting day”
Level 7	“putting the plan into action”
Level 8	“trying something new”
Level 9	“doing more new things”
Level 10	“mastering something new”
Level 11	“mastering more new things”
Level 12	“success...last day at camp”

PROGRAM CONTENTS OVERVIEW

Affective education: A primary goal of cognitive-behavioral programs for anxious children is to help them learn to recognize physiological signs of anxiety (i.e., their body’s fight-or-flight response) and to use these signs as cues to implement anxiety-management strategies. In **Level 2**, the child learns to distinguish between various bodily reactions to feelings as well as the more specific physical reactions characteristic of his/her anxiety. First, the child learns to ask “*Am I Feeling frightened?*” as an important first signal for managing unwanted anxiety. Children learn that these physiological responses to anxiety-provoking situations can be “false alarms” and can be used as cues to initiate relaxation procedures.

Relaxation: Children are taught progressive muscular relaxation to help develop further awareness of, and control over, physiological and muscular reactions to anxiety. These exercises are taught in **Level 3** and can be reviewed at any time “at the Waterfall.”

Cognitive restructuring: In **Level 4**, the child is introduced to the second step of the FEAR plan, where he/she learns to ask, “*Am I Expecting bad things to happen?*” The child is taught how to identify and modify any anxious self-talk (**Thinking Traps**) in their internal dialogue. In Level 4 and Level 5 the child is encouraged to challenge anxious thoughts and consider the many possibilities that may occur in a given situation. The goal is for the anxious child to be able to examine, test out, and reduce his/her negative self-talk, modify unrealistic expectations, generate more realistic and less negative self-statements (**Coping Thoughts**), and create a plan to cope.

Problem-solving: In **Level 5**, the child learns active problem-solving skills that assist in the development of a behavioral plan to cope with his/her anxiety. With “*Attitudes and actions that help,*” the child learns that after recognizing the problem, it is time to brainstorm and generate alternatives to managing their anxiety, weigh the consequences of each alternative, and then choose and follow-through with the plan. The characters at **Camp Cope-A-Lot** model the use of problem-solving skills by, for example, helping to brainstorm ideas without judgment.

Self-evaluation/Reinforcement: The fourth and final step in the FEAR plan, “*Results and rewards,*” allows the child to judge the effectiveness of his/her efforts and reward him/herself for these efforts. The child learns to identify the favorable aspects of how he/she handled a situation as well as those things that he/she may want to do differently. Since anxious children may place exceedingly high standards for achievement on themselves and be highly critical of themselves if they fail to meet these standards, the child’s effort is rewarded, both for complete and partial successes.

Homework: Practice and review via **Go-to-Gadget** assignments is an essential feature of the program. Throughout Phase 1, the child is asked to complete review tasks in his/her GTG in order to prepare for upcoming Levels. During Phase 2 of the program, the child is asked to conduct a “Totem-Pole Challenge” outside of session and record their experience in their GTG. Rewards (e.g., time to play a video game or a small token) can be provided upon completion of each activity or Totem Pole Challenge.

The FEAR Plan:

The main components of the the program are reflected in the 4-step plan for coping with anxiety. The child learns the four steps, symbolized memorably by the acronym FEAR, and becomes armed with a coping plan that he or she can then practice using during the second half of the program.

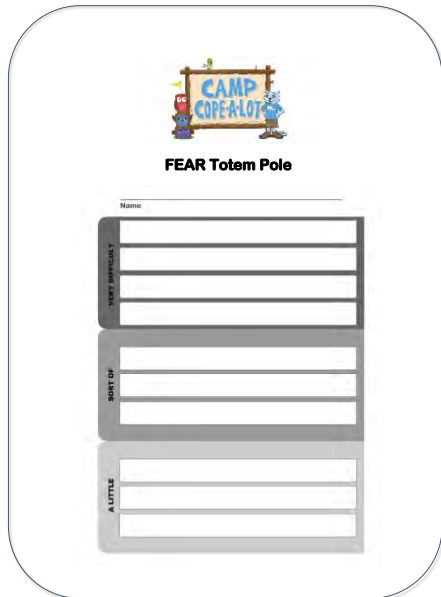
Feeling Frightened?
Expecting bad things to happen?
Attitudes and Actions that can help
Results and Rewards

The coach and child work together to create a personalized FEAR plan to be used by the child to cope in each practice Totem Pole Challenge.

Sample FEAR plan for a socially anxious child giving a class presentation

F	Feeling frightened?	“Well, I have butterflies in my stomach and my palms are kind of sweaty.”
E	Expecting bad things to Happen?	“I will mess up” “The other kids make fun of me” “I’m going to look stupid and they’ll laugh at me.”
A	Attitudes and Actions that help?	“I can practice before and make sure I know what I’m going to say.” “I didn’t mess up the last time I gave a report and the teacher said I did a good job.” “Even if I mess up, it’s not a big deal anyway because everybody messes up sometime.” “I can laugh too.”
R	Results and rewards	“I was nervous in the beginning but I felt okay by the end.” “Nobody laughed.” “I think I did a pretty good job and I tried really hard.” “My reward is to go to the movies with Mom and Dad this weekend”.

Building a FEAR Totem Pole: Before beginning the practice phase of the program in Level 6, we recommend printing several copies of the FEAR Totem Pole (GTG p. 32 or print from GTG Main Menu). At the conclusion of **Level 6**, the child is asked to build a “**FEAR Totem Pole**” in their Go-To-Gadget. The coach should help the child stack from least difficult, to most difficult, the situations in which they would like to be better able to cope.



In **Level 7**, the coach is given the opportunity to review the “Totem Pole” with the child and add/remove or rearrange the challenges as needed. The items that the child and coach decide to place in the totem pole and the order in which they are placed will dictate the design of the practice phase of the program, or the Totem Pole challenges in **Levels 7-12**. Thus, the selection and rank order of the items in the FEAR Totem Pole is extremely important. Each level will give an opportunity to review/revise the FEAR Totem Pole for the next Level.

Developing a successful hierarchy (Totem Pole) involves: 1) feared situations should be slowly graduated – first ordered from least to most difficult, then broken down into smaller steps, and 2) fears/situations to be faced should be realistic – Totem Pole Challenges should be practical and designed so that the child is likely to experience a sense of mastery.

Totem-Pole Building Tips

- First the child and coach **list situations in which the child has difficulty** with anxiety. The coach can use their own understanding or assessment of the child’s experiences with anxiety to inform this process.
- **Rank fears in order of difficulty** (e.g., categorizing fears into “a little bit difficult,” “pretty difficult,” and “most difficult”)
- **Be as specific as possible** regarding the situations. For example, vague language is not preferred (e.g., “going to school”). Instead, enter specific situations such as “taking a math test at school” or “eating in the cafeteria.”
- **It needn’t be perfect:** the information will be reviewed and elaborated on weekly basis during Phase 2.
- **Tailor items on the hierarchy to the needs of the child:** In **Levels 7-12**, the program will provide opportunities for the Totem Pole to be edited. The coach can include items from the provided list, or create their own items – so that the Totem Pole matches the specific needs of each individual child.

Sample Totem Pole

9	Sleeping over at a friend's house with a group of kids
8	Sleeping over at best friend's house
7	Sleepover with friend at home
6	Sleeping over at grandma's
5	Sleeping alone with nightlight
4	Sleeping alone with nightlight, with mom waiting until asleep
3	Calling a new friend to go to movies
2	Talking to someone new in the cafeteria
1	Saying hi to someone new

Practice Challenges: The second half of the program focuses on exposure to genuine anxiety and practicing the newly acquired skills (i.e., The FEAR plan). Practicing these steps in situations that provoke genuine anxiety allows the child to see that he can cope in a way that is incompatible with previous expectations. These real-life FEAR Plan practices are known as Totem Pole Challenges.

In **Levels (7-12)**, the child is prepared for completing various practice tasks, as indicated on their FEAR Totem Pole. These practice tasks are called "**Totem Pole Challenges**" in the program. At first, the child is exposed to pretend and/or low-anxiety situations and gradually is exposed to moderate and then high anxiety situations.

The child provides a **FEAR Thermometer** rating before and after each Totem Pole Challenge. Armed with this data, the coach and child can discover patterns to the child's anxiety and determine trouble spots, and importantly, they can note areas of improvement. After each Totem Pole Challenge, the coach facilitates the child's processing of their experience, helping the child to evaluate and reward his/her performance.

The goal of Totem Pole Challenge is to "expose" the child to feeling anxious in various situations so that he/she has opportunities to ensure to the distress and become comfortable and expert in using the FEAR plan. By challenging their fears, the message is conveyed that they can cope in situations in which they feel anxious.

Tips on Totem Pole Challenges

- **The practice is carried out in a gradual way.** With gradual exposure, not only can children habituate to these anxiety-provoking situations, they can build their strength and confidence in applying their coping strategies in actual situations and experience a sense of mastery.
- **The child will experience some anxiety when practicing** his/her skills, but this is to be expected and it is OK. The more he/she practices facing these situations the less anxious he/she will feel.
- **The aim of the program is not to remove all the child's anxiety** at once but to reduce it and to be able to manage it.

- Depending on the Totem Pole Challenge, **the child may need to stay in the situation for a certain amount of time.** If he/she gets out of the situation too quickly, then he/she hasn't experienced that he/she can cope and the next time.
- The **FEAR steps need to be practiced repeatedly.** The practice is done both in and out of the Level (via Go-to-Gadget assignments).

Introducing Totem Pole Challenges:

Before beginning Totem Pole Challenges (i.e., in Level 6 when planning the first Totem Pole Challenge), the following information should be shared with the child user. Although written here as information for you, the coach, use your own style to communicate the information to the child user.

- > The FEAR steps will be practiced in situations in which the child user feels anxious or worried (i.e., the situations identified on the FEAR Totem Pole so that he/she will practice and gain confidence in using the FEAR plan. He/she will see that he/she can handle challenging situations and manage anxiety.
- > The practice will be carried out in a graduated manner. The child will start practicing in situations that make him/her only a little anxious (i.e. bottom of FEAR Totem Pole). Step by step we move up to approach some tougher situations (i.e. higher entries on the Totem Pole). Finally, we face even tougher situations (i.e. at the top of your Totem Pole).
- > The aim of the program is not to remove the child's anxiety all together but to reduce it to a normal level and to have the child experience being able to manage it. It's like turning down a radio volume from a high volume of 9 or 10 to a normal volume of 3 or 4—the radio is still on, the volume is just lowered.
- > The child will experience anxiety when engaging in the challenges and practicing his/her skills, but this is expected and OK. Do not be drawn to enable the child to avoid the anxiety. The more the child user practices facing situations the less anxious he/she will feel, and the mastery and confidence will build.
- > The FEAR steps need to be practiced often. Facing situations that make the child feel anxious will be practiced over and over again. Practice will take place almost to the point the child feels bored with the situation (rather than anxious about it). Practice is done both in and out of Levels.
- > Depending on the Totem Pole Challenge, the child may need to stay in the situation for certain duration of time. The aim of an Totem Pole Challenge is for the child to realize that he/she can cope with the situation and that what he/she thought was going to happen is not likely to happen. It is a good idea to wait until the FEAR Thermometer rating goes down by at least 2 points. If the child gets out of the situation too quickly, then he/she hasn't experienced coping—its more akin to avoidance and the next experience may be one of the same or even more anxiety.

When conducting Totem Pole Challenges:

> Be prepared and be confident. That is, know what features of the situation are distressing for the child and have ideas in mind for addressing them. Be encouraging and supportive and exude confidence: it's amazing how youth will "give it a go" with the right preparation and support. Your style will influence the child's willingness to be involved. The Totem Pole Challenges are never punitive.

> When preparing to complete a "role play" or real-world Totem Pole Challenge, be sure to ask the child about aspects of the situation that are likely to be troublesome so that the coach and child can problem-solve ways to cope with the potential difficulties prior to the Totem Pole Challenge. Set the stage for success.

> Note for the child how imagining how to handle a situation (an imaginal Totem Pole Challenge) is helpful for beginning to use coping strategies. Practice helps in the actual situation.

> If the child is extremely anxious, the coach continues with role-playing Totem Pole Challenges until the child's confidence is increased and the child is able to demonstrate use of the coping plan.

> The child's involvement is critical. Increase involvement by soliciting the child's suggestions in planning the Totem Pole Challenges. The coach can toss out ideas but include the child's opinions on how to make the exposure especially useful. The child's suggestions are evidence of involvement and are welcomed.

> The FEAR Totem Pole may need to be changed or amended throughout the practice phase to reflect changes in the level of distress. Some degree of adjustment is expected. However, be cautious not to accept the child's self report that the hierarchy needs to be changed (e.g., "Oh, that situation isn't stressful for me any more"). Instead, test out the situation with the child as an "experiment", in a non-confrontive fashion (e.g., "OK, let's try it – it will be easy then! Extra practice is always good.")

> Do not be drawn to "protect" the child from his negative emotions. One of the features of a Totem Pole Challenge is for the coach to allow the child to become anxious. Any natural tendency to reassure, comfort, "save," or protect the child is held back so the child can begin to develop/display independent skills for coping. Children may try to avoid the practice experience by engaging the coach in talking excessively about the situation and all its difficulties. The concerns are addressed, but the child, nevertheless, approaches and faces the situation.

Joanie, another camper, is Charlie's friend and coach in the program. Your role as coach is like hers. Watch Joanie in Levels 6 through 8 for examples of how to plan and support the completion of Totem Pole Challenges.

> Note: Do not "battle" with the child about a Totem Pole Challenge. If the child is resistant to participate, be patient. Also, the coach can work with the child to modify the current Totem Pole Challenge a bit or generate an alternative practice situation ("OK, then, what smaller step *can* you practice?). Although some negotiation is acceptable, it is important for the coach not to allow the child to avoid genuine experience with and practicing in the feared situation.

> During Totem Pole Challenges, the coach needs to be aware of "subtle avoidance" behavior. Subtle avoidance behavior during an Totem Pole Challenge will not allow the child to face the situations "full on." For example, the socially anxious child may be imaging and practicing "going to a school activity," but when he gets to the activity he may stand by himself, not talking to anyone. The preferred experience would include engaging in a conversation with a peer. Another example could be the separation anxious child who brings a special object into an anxiety-provoking situation in order to make the situation feel safe (e.g., mother's car keys). Yet another example is the anxious child who uses distraction to think of something completely different when in the anxiety-provoking situation. Although all of these behaviors allow the child to face the situation, in a way the child is prevented from facing the situation full on. It is okay for the child to use a behavior such as these as a coping strategy to begin with (because this is a step by step process), but eventually it is preferred that the child face the situation without any crutches.

> Various practice experiences can be arranged in the home or office: setting up testing situations, having the child give a speech or read a poem in front of a small audience, using a video camera to tape the child, and/or having the child say hello to another person in the office or a person visiting the home like a postal worker or delivery person.

> Many natural-occurring Totem Pole Challenges can occur in public places (e.g., malls, arcades, churches, restaurants, playgrounds, etc.) or in academic and social situations arranged in schools with the help of teachers and guidance counselors. The use of naturally occurring Totem Pole Challenges is encouraged because of their less-contrived, true to life nature. Situations as family trips, separations, or band/play/sports team tryouts are naturally occurring opportunities that can be used.

Coaches are encouraged to view all three video clips of Totem Pole Challenges available (**Levels 9-11**) in the program. Coaches interested in additional information about Totem Pole Challenges are referred to the discussion and suggestions in an article entitled "Conducting CBT with anxious youth? Think exposures" Cognitive and Behavioral Practice, 12, 136-148 (Kendall et al, 2005).

For those interested in working within a family therapy context, see the manual for family therapy for anxious children (Howard, Chu, Krain, Marrs-Garcia, & Kendall, 2000; Howard & Kendall, 1996; see also Fauber & Kendall, 1992). For those who wish to work in groups, see the coach manual for group the program (Flannery-Schroeder & Kendall, 1996). For more information about this and other products, , please visit our website (www.copingcatparents.com).

INSTRUCTIONS FOR USE

Here is a short summary of the steps to login and initiate the program.

Getting Started

1. **Login Screen**

Enter your username and password, then click “Log In” to login.

If this is your first time logging in, please enter your email address as the username. For your password, please use the auto-generated password sent to you via e-mail after you completed registration/payment.

If you have forgotten your username or password, please click on the ‘Forgot username or password?’ link to have that information emailed to you again.

Note: The Camp Cope-A-Lot program verifies the coach login against our online database. For security purposes, coach login information is not stored locally on the coach’s computer. On initial use of the program, you may encounter a warning pop-up from your firewall application asking if you would like allow the program to access the internet. Please choose the option to allow Camp Cope-A-Lot internet access. You will not be able to proceed with the program otherwise.

Note: After your initial login, you will have the option to customize your username and password.

2. The dashboard or main menu is shown as the camp map. Clicking on various areas of the camp displays the content for that area.

3. **Click on Bulletin Board**

Click on ‘Bulletin Board’ to begin the Level. Start with “Welcome to Camp Cope-A-Lot.” Proceed weekly in order.

Main Menu: Camp Map

The camper (child user) menu is shown as the camp map. Clicking on various areas of the camp displays the content for that area.

- “Bulletin Board” Access all Levels
- “The Waterfall” Relaxation Area
- “Totem Pole Forest” FEAR Plan Review

Note: Although the camper menu is designed to be easily navigable by a child user (camper) working alone, it is suggested that the coach follow the steps to start the Level or review items to be viewed before handing control over to the camper.

Let’s look at the different areas of camp:

1. **Bulletin Board**

Click on ‘Bulletin Board’ to begin all Levels.

2. **Waterfall**

Click on the ‘Waterfall’ to go to the ‘Movie Player’ and view the Relaxation review.

3. **Totem Pole Forrest**

Click on the ‘Totem Pole Forrest’ to go to the ‘Movie Player’ and view the FEAR Plan review.

Bulletin Board Menu

The ‘Bulletin Board’ displays all levels to which the camper has access to all Levels. The camper may access any of the displayed levels but we recommend proceeding in order.

Click on any level to go to the ‘Movie Player’ and view that level.

Click on ‘Return to Map’ to return to the Map menu.

Movie Player: Introduction

Note: This same player will be used to view the Relaxation Review and FEAR Plan Review in addition to the 12 levels.

Upon starting the movie player, the camper will see a loading screen as your movie loads. All navigation except this exit button is deactivated during loading.

If the camper is at the start screen, click ‘Play’ to begin the level.

Movie Player: Navigation

The movie player has several buttons to aid the camper’s viewing experience:

1. **Play/Pause**

Click ‘Play/Pause’ once to play and once again to pause the level.

2. **Rewind**

Move the progress bar back to the desired point at which you wish to rewind the movie.

3. **Forward**

Move the progress bar forward to the desired point at which you wish to fast forward the movie.

4. **Exit**

Click “Bulletin Board” to return to the Bulletin Board Menu. To ‘Exit’ click on the “Logout” button on the top right corner of your screen.

LEVEL-BY-LEVEL PROCEDURES & OBJECTIVES

Level 1 “to Camp Cope-a-Lot”

Log in and position the child user at the bulletin board for Level 1 “Welcome to Camp Cope-A-Lot.” Sit near the child to support use for younger kids. For older kids, if you feel he or she is able to watch and control the program independently, be sure to let the child know where you will be if needed.

Orient the child to the program: Give a brief overview of the program (e.g., completing a Level each week, doing Go-To-Gadget activities) and create the sense that this program is a joint effort between the coach and child.

Mention the goals for the program, including being able to identify anxious feelings, recognize anxious thoughts, and use appropriate coping strategies. These ideas are introduced as “knowing when you’re anxious” and “knowing what to do about it”—with the focus of the first few sessions on “knowing when you’re anxious,” followed by sessions that will focus on “knowing what to do about it.”

If needed, introduce the child user (camper) to the computer and software.

Introduce use of mouse, “clicking,” how to navigate in program (pause/play, rw/ff, exit)

In this Level:

- User is introduced to Charlie and the other campers
- Take a tour of Camp Cope-A-Lot
- Child user is introduced to Cope-A-Lot Contests and to the Go-To-Gadget (GTG).
- First GTG Activity: Think of a time when you felt happy. Write what the situation was, what you were thinking, and how you were feeling.

After child user has completed Level 1:

Introduce the Go-to-Gadget (GTG): Give the child their printed GTG and ask him/her (a) to bring the GTG to each Level and (b) for this week, write in a brief example of a time when he/she felt really great—not upset or worried. The child is asked to focus on what made him/her comfortable and what he was thinking at that time.

Level 2 “at the carnival”

Log in and position the child user at the bulletin board for Level 2 “To the Carnival.” Sit near the child to support use for younger kids. For older kids, if you feel he or she is able to watch and control the program independently, be sure to let the child know where you will be if needed.

In this Level:

- User is introduced to somatic symptoms of anxiety
- Somatic symptoms as false alarms, and cues to ask: Am I Feeling Frightened?
- GTG assignment: write about ways you can tell if someone is excited, disappointed, anxious, or relaxed.

The Camp Cope-A-Lot program is designed for the child user to be able to work relatively independently through the first six levels and with coach assistance during the last six levels.

Level 3 “by the waterfall”

Log in and position the child user at the bulletin board for Level 3 “By the Waterfall.” Sit near the child to support use for younger kids. For older kids, if you feel he or she is able to watch and control the program independently, be sure to let the child know where you will be if needed.

In this Level:

- Introduction to Relaxation: Video clips
- Relaxation training
- When and how to use relaxation
- GTG assignment: Practice relaxation

Level 4 “in the talent show”

Log in and position the child user at the bulletin board for Level 4 “In the Talent Show.” Sit near the child to support use for younger kids. For older kids, if you feel he or she is able to watch and control the program independently, be sure to let the child know where you will be if needed.

In this Level:

- Introduction to Thinking Traps
- Challenging anxious thoughts/thinking traps
- Introduction to: “Expecting bad things to happen”
- GTG assignment: challenge anxious thoughts and use coping thoughts during the week in different situations when you might be “feeling frightened” and “expecting bad things to happen.”

Level 5 “through the obstacle course”

Log in and position the child user at the bulletin board for Level 5 “Through the Obstacle Course.” Sit near the child to support use for younger kids. For older kids, if you feel he or she is able to watch and control the program independently, be sure to let the child know where you will be if needed.

In this Level:

- Introduction to problem-solving
- Introduction to: “Attitudes & actions that can help”
- GTG assignment: Practice using the problem-solving steps on your own in situations where you feel nervous or anxious.

Level 6 “on visiting day”

Log in and position the child user at the bulletin board for Level 6 “On Visiting Day.” Sit near the child to support use for younger kids. For older kids, if you feel he or she is able to watch and control the program independently, be sure to let the child know where you will be if needed.

At the end of Level 6, coaches are asked to plan with the child the first Totem Pole Challenge

In this Level:

- Introduction to: “Results and rewards”
- Introduction to FEAR Totem Pole, FEAR Thermometer, and Totem Pole Challenges
- Coach meets with user to plan their FEAR Plan and their first Totem Pole Challenge for Level 7 in their GTG.

During the second half of the program (levels 7 through 12), there are no GTG activities, but the child will be asked to conduct Totem Pole Challenges outside of session and record their experience in their GTG. Optional rewards (e.g., additional time to play a game or a small token prize) can be offered based on the out-of-session practices conducted.

Level 7 "putting the plan into action"

Log in and position the child user at the bulletin board for Level 7 “Putting the Plan into Action.” Sit near the child user while he or she watches the Level. Once the video is complete, review and carry out this Level’s planned Totem Pole Challenge.

In this Level:

- User watches Charlie complete his first Totem Pole Challenge
- Coach reviews with child the first Totem Pole Challenge and plans for the next Totem Pole Challenge(s).
- GTG assignment: 1 or 2 Totem Pole Challenges before next meeting.

Level 8 "trying something new"

Log in and position the child user at the bulletin board for Level 8 "Trying something new." Sit near the child user while he or she watches the Level. Once the video is complete, review and carry out this Level's planned Totem Pole Challenge.

In this Level:

- User watches Charlie complete another Totem Pole Challenge
- Coach login: Coach meets with child to
 - Review GTG Totem Pole Challenges
 - Complete 2 Totem Pole Challenges and
 - Plan for the next 2 Totem Pole Challenges.
- GTG assignment: 1 or 2 Totem Pole Challenges before next meeting.

Level 9 "doing more new things"

Log in and position the child user at the bulletin board for Level 9 "Doing more new things." Sit near the child user while he or she watches the Level. Once the video is complete, review and carry out this Level's planned Totem Pole Challenge.

In this Level:

- User watches a video of a child completing a Totem Pole Challenge
- Coach login: Coach meets with child to
 - Review GTG Totem Pole Challenges
 - Complete 2 Totem Pole Challenges and
 - Plan for the next 2 Totem Pole Challenges.
- GTG assignment: 1 or 2 Totem Pole Challenges before next meeting.

Level 10 "mastering something new"

Log in and position the child user at the bulletin board for Level 10 "Mastering something new." Sit near the child user while he or she watches the Level. Once the video is complete, review and carry out this Level's planned Totem Pole Challenge.

In this Level:

- User watches a video of a child completing a Totem Pole Challenge
- Coach login: Coach meets with child to
 - Review GTG Totem Pole Challenges
 - Complete 2 Totem Pole Challenges and
 - Plan for the next 2 Totem Pole Challenges.
- GTG assignment: 1 or 2 Totem Pole Challenges before next meeting.

Level 11 "mastering more new things"

Log in and position the child user at the bulletin board for Level 11 "mastering more new things." Sit near the child user while he or she watches the Level. Once the video is complete, review and carry out this Level's planned Totem Pole Challenge.

In this Level:

- User watches a video of a child completing a Totem Pole Challenge
- Coach login: Coach meets with child to
 - Review GTG Totem Pole Challenges
 - Complete 2 Totem Pole Challenges and
 - Plan for the next 2 Totem Pole Challenges.
- GTG assignment: 1 or 2 Totem Pole Challenges before next meeting
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Level 12 "success...last day at camp"

Log in and position the child user at the bulletin board for Level 12 "Success...last day at camp." Let the child know where to find you if needed.

In this Level:

- User watches Charlie complete his final Totem Pole Challenge
- Coach login: Coach meets with child to
 - Review GTG Totem Pole Challenges
 - Complete 1 Totem Pole Challenges and
- Charlie says goodbye
- **Coach reminds child user:** "You can keep practicing using your FEAR plan at home or school and anywhere you might feel worried or anxious. The more you practice, the better you'll be at coping with difficult situations. You can remember everything you learned at Camp Cope-A-Lot and everything you did here by just looking through your Go-To-Gadget, so keep it in a safe place."

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