RECLAIM

A TRAUMA-INFORMED GROUP CURRICULUM

A Survivor-Centered Path to Healing, Empowerment & Connection

PparticipANT WORKBOOK

12-SESSION GROUP CURRICULUM



SAFETY
Building stability and feeling secure.

SKILLS
Practical tools for life's challenges.

EMPOWERMENT
Strengthening voice, choice, and autonomy.

CONNECTION
Rebuilding relationships and community.

GROWTH
Exploring new possibilities for the future.

HOPE
Moving toward a brighter tomorrow.

Developed by
Tracie Chapman, MSW Candidate

University of Oklahoma Anne and Henry Zarrow School of Social Work

2026 – 2027

RECLAIM

A Survivor-Centered Recovery, Empowerment & Reconnection Group

Evidence-Informed Group Curriculum for Survivors of Sexual Violence and Interpersonal Trauma

SAFETY • VOICE • CHOICE • CONNECTION • LIFE

TRAUMA RECOVERY	EMOTIONAL REGULATION	EMPOWERMENT
Understanding and reducing trauma-related distress	Building skills for responding to intense emotions	Strengthening autonomy, voice, choice, and personal agency
LIFE PARTICIPATION	**SURVIVOR-DEFINED GOALS**	**RECONNECTION**
Returning to meaningful roles and activities	Measuring progress toward what matters to the survivor	Rebuilding connection with self, others, and life

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma
Anne and Henry Zarrow School of Social Work

Developed for Safenet Services
MSW Practicum 2026-2027

RECLAIM

A Survivor-Centered Recovery, Empowerment & Reconnection Group

CURRICULUM INDEX BY CHAPTER

Rolling 12-Session Group + Three Individual RECLAIM Checkpoints

TARGET-informed foundation • STAIR-informed emotion and relationship skills • TREM-informed empowerment and recovery principles

Developed by Tracie Chapman, MSW Candidate | University of Oklahoma Anne and Henry Zarrow School of Social Work
Developed for Safenet Services during MSW Practicum, 2026–2027

SAFETY • VOICE • CHOICE • CONNECTION • LIFE

How the rolling model works

Participants can join at any chapter after an individual orientation and baseline. Every chapter stands on its own and uses the same seven-step session structure. Midpoint and completion reviews follow each participant's attendance, not the chapter calendar.

"The measures inform the work. The survivor defines the recovery."

RECLAIM Curriculum Index

MODULE / CHAPTER	SESSION FOCUS	PRIMARY INFLUENCE	CORE OUTCOME
Checkpoint 1	Welcome, Orientation & Baseline	RECLAIM assessment	Safety, fit, informed choice, baseline measures & 3 personal goals
Chapter 1	Safety, Choice & Your Recovery	TARGET + TREM	Group safety, autonomy, belonging & recovery orientation
Chapter 2	Understanding Trauma: Mind & Body	TARGET	Normalize trauma responses & build self-understanding
Chapter 3	Finding Safety in the Present	TARGET	Grounding, orienting & present-moment safety
Chapter 4	Understanding My Emotions	STAIR	Emotional awareness, naming & clarity
Chapter 5	When Feelings Become Overwhelming	STAIR + TARGET	Emotion regulation & distress tolerance
Chapter 6	Triggers, Patterns & Choosing My Response	TARGET	Recognize triggers & increase response choice
Checkpoint 2	Midpoint Review & Recalibration	RECLAIM measurement	Review change, safety, goals, barriers & supports
Chapter 7	Reclaiming Power, Voice & Choice	TREM	Empowerment, agency & autonomy
Chapter 8	Boundaries: My Body, My Time, My Choice	STAIR + TREM	Boundaries, assertiveness & consent
Chapter 9	Trust, Relationships & Healthy Connection	STAIR	Interpersonal effectiveness & safe connection
Chapter 10	Shame, Self-Blame & Self-Compassion	TREM + TARGET	Reduce self-blame & strengthen self-compassion
Chapter 11	Reconnecting With My Life	TREM + STAIR	Meaningful roles, identity & participation
Chapter 12	Moving Forward: My Recovery, My Future	TARGET + STAIR + TREM	Maintenance, hope, support network & future goals
Checkpoint 3	Completion Review & Next-Step Plan	RECLAIM measurement	Post measures, progress story, referrals & survivor-defined next steps

RECLAIM

SUPPLEMENTAL WORKBOOK RESOURCE GUIDE

This guide explains how the two workbooks may support the existing chapters. It does not replace the original RECLAIM activities or imply that specific published exercises have been verified.

1–3 | Safety and understanding

Workbook connection: Shershun: body safety, trauma responses and recognizing distress. Schwartz: perceived safety, optional grounding and settling practices.

RECLAIM application: Use these topics to offer choices for noticing and responding to stress without requiring body scanning or trauma disclosure.

4–6 | Emotions and response choice

Workbook connection: Shershun: body sensations, emotional awareness and triggers. Schwartz: optional movement, breathing and regulation practices.

RECLAIM application: Connect emotion naming and triggers to practical, participant-selected coping options; always offer alternatives to breathwork.

7–8 | Voice, power and boundaries

Workbook connection: Shershun: boundaries, choice and empowerment. Schwartz: resilience and connection.

RECLAIM application: Support preference-setting, saying no, requesting support and practicing consent through optional scenarios.

9–10 | Connection and self-compassion

Workbook connection: Shershun: relationships, resilience and self-compassion. Schwartz: safe connection and rest.

RECLAIM application: Explore what supportive relationships feel like, and practice alternatives to shame or self-blame without pressuring personal disclosure.

11–12 | Life and moving forward

Workbook connection: Shershun: empowered identity and resilience. Schwartz: connection, movement and restorative practices.

RECLAIM application: Link skills to meaningful roles, strengths, community participation, and survivor-defined next steps.

Reference note: Chapter-to-chapter matches and exercise page numbers must be verified against the specific editions before inclusion in a facilitator lesson plan.

Three individual RECLAIM checkpoints

CHECKPOINT	TIMING	PURPOSE
1 | Entry	Before first group attendance	45-minute orientation, consent, safety, baseline measures and three survivor-defined goals
2 | Midpoint	After approximately six sessions attended	45-minute private review of measures, goals, supports, barriers and adaptations
3 | Completion	After 12 sessions attended	45-minute review of progress, repeat measures, supports, referrals and next-step plan

Standard structure for every rolling chapter

STEP	PURPOSE
ARRIVE	Welcome, grounding option, choice reminder and brief check-in
UNDERSTAND	Plain-language explanation of the day's topic
NOTICE	Identify personal patterns or strengths without required disclosure
PRACTICE	Offer one or two optional skills
CONNECT	Optional peer reflection with the right to pass
RECLAIM	Relate skills to voice, choice and personal goals
CARRY FORWARD	Choose one small, survivor-defined next step

Evidence and safety note: RECLAIM is an original evidence-informed curriculum influenced by TARGET, STAIR and TREM; workbook activities are supplemental. Review adaptations, permissions, accessibility, and clinical appropriateness with Safenet supervision.

RECLAIM

CHAPTER 1 | Safety, Choice & Your Recovery

PARTICIPANT WORKBOOK • Your voice. Your choice. Your pace.

Developed by Tracie Chapman, MSW Candidate

University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Welcome! You can write, draw, listen, pass, or leave any page blank. Nothing here asks you to share your trauma. Your participation belongs to you.

PARTICIPANT HANDOUT 1

The Welcome Mat

There is no right answer. Write, draw, circle a word, or leave the page blank. You can keep it private.

TODAY'S QUESTION If this group were your front porch, what would make you want to pull up a chair?

MY WELCOME MAT

Ideas, only if you want them: Respect • Space • Humor • Kindness • Choice • Listening • Clear expectations • No pressure • Quiet • Being asked first

My choices matter

One thing that helps me feel comfortable:

_____

One thing I would like people to understand about participation:

_____

One choice I have in this group:

_____

You may share one part, keep it all private, or pass. Every option counts.

PARTICIPANT HANDOUT 2

My Choices Today

Today I was allowed to participate in my own way. Check any that fit—or add your own.

☐ I listened.

☐ I shared something.

☐ I chose not to share.

☐ I asked a question.

☐ I took a break or considered taking one.

☐ I noticed something that helps me feel comfortable.

☐ I tried something creative.

☐ I made another choice that worked for me: _____

A little reflection

Something that helped today (or might help next time):

_____

A group agreement that matters to me:

_____

A request or preference I might want to express:

_____

REMEMBER You do not have to share your story, finish every activity, or feel a particular emotion to belong here.

PARTICIPANT HANDOUT 3

Carry Forward: One Small Choice

Choose a tiny, realistic experiment for the coming week—or choose not to set one. This is an invitation, not homework.

☐ Notice one place where I feel a little more comfortable.

☐ Express a small preference ("I'd rather sit here," "Not today," "Could we try this?").

☐ Ask for a little more information before deciding.

☐ Give myself permission to pause or pass.

☐ Choose something else: _____

☐ No action this week. I'm simply noticing what I learned.

My own words

One thing I want to remember:

_____

If I want support, I could reach out to:

_____

One kind thing I can say to myself:

_____

A RECLAIM REMINDER Recovery belongs to you. Your voice, your pace, your choices.

If you need support between sessions, use the contact and crisis resources provided by your Safenet facilitator. This handout is educational and is not an emergency plan.

The Weather Report Nobody Ordered

RECLAIM • Chapter 2: Understanding Trauma: Mind & Body

Participant Workbook | Keep this workbook or leave it blank—your choice

Sometimes our nervous system predicts a tornado when we're just trying to buy groceries.

You are welcome here

This is not a test. You do not have to tell your story, talk in front of others, close your eyes, move around, or fill out every page. You can write, draw, think quietly, or pass.

Today, we are learning three simple things

1. Stress can affect our body, thoughts, and actions.
2. A stress response is not a personal failure.
3. We can explore what might help—one choice at a time.

A simple example

Jordan is shopping. A metal basket falls with a loud crash. Jordan's heart beats quickly, and it is suddenly hard to remember the shopping list. This is a fictional example. We do not need to know Jordan's past.

Activity 1 • The Weather Report Nobody Ordered

Choose ONE fictional weather report below. You can circle it, color it, or just listen. You do not have to use your own experiences.

Forecast	What happened?
☀ SUN → CLOUDS	Taylor's plans change suddenly. Concentrating becomes hard.
🌫 FOG	Morgan has too many things to do and forgets the next step.
⛈ SURPRISE STORM	Jordan hears a loud crash at the grocery store and feels tense.

My choice (or "pass"): _____

1. What might this person NOTICE?

_____

_____

2. What might this person NEED?

_____

_____

3. What is ONE choice that might HELP?

_____

_____

Activity 2 ● An Umbrella of Choices

Sometimes we cannot change the weather, but we may have options for support. Choose any ideas that might help a fictional person. There is no right answer.

☐ Ask for a pause

☐ Look around and name a familiar object

☐ Move to a quieter place, if possible

☐ Ask someone to repeat the information

☐ Break a task into one small step

☐ Reach out to someone supportive

☐ Choose something else

☐ Do nothing right now; just notice

A supportive sentence

What could a kind person say to Jordan? You can choose one below or make up your own.

☐ "Would you like a moment?"

☐ "You don't have to explain."

☐ "Would it help if I stayed or gave you space?"

My own words (optional): _____

_____

One thing I want to remember

_____

_____

Before you go

You can take this workbook home, leave it blank, or keep your answers private. If you need support between sessions, ask your facilitator for Safenet's current contact and crisis resources.

You are more than a difficult moment. Your recovery belongs to you.

A Kind Word to Carry Forward

You deserve kind words. Choose one to keep, change the words, write your own, or leave this blank. You do not have to believe it right away.

☐ My responses are understandable. I deserve patience.

☐ A difficult moment does not define me.

☐ My own kind words: _____

☐ I would rather listen or pass today. That is okay, too.

A gentle reminder: You are worthy of kindness on the easy days and the hard ones.

RECLAIM

CHAPTER 3 | Finding Safety in the Present

The Here-and-Now Passport

Participant Workbook • Your pace. Your choices.

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work
2026–2027

WELCOME You do not need to share your story. You can talk, draw, watch, sit quietly, take a break, or pass. There is no grade and no perfect way to do this.

Today we are learning three things

1. Stress can make the present moment feel harder to notice.
2. A grounding option may help us notice what is happening right now.
3. We get to choose what helps, what does not, and what we want to change.

A friendly reminder Grounding is not a test of how calm you can be. If something feels uncomfortable, you can stop. You are the expert on your own preferences.

A little example

Sam is sitting in a busy waiting room when a door slams. Sam feels startled and wants a moment to settle. Sam might look at a familiar object, move to a quieter seat, hold a favorite pen, ask for a break—or do nothing right now. Sam gets to choose.

What might Sam choose?

☐ Look at something familiar ☐ Move to a quieter spot
☐ Hold a chosen object ☐ Ask someone for support
☐ Something else: _____
☐ Not sure yet (also okay!)

My Here-and-Now Passport

Explore any stops you want. You can do them in any order. Circle, check, draw, or just think. A stamp is for exploring—not for getting anything "right."

PASSPORT STOP 1 • LOOK

Notice one color, shape, or familiar object.

☐ Try it ☐ Change it ☐ Skip it

My note, drawing, or stamp:

PASSPORT STOP 2 • LISTEN

Notice a neutral sound—or choose quiet.

☐ Try it ☐ Change it ☐ Skip it

My note, drawing, or stamp:

PASSPORT STOP 3 • TOUCH / TEXTURE

Choose an object to hold, or simply look at it.

☐ Try it ☐ Change it ☐ Skip it

My note, drawing, or stamp:

PASSPORT STOP 4 • MOVE / POSITION

Adjust how you sit, or stay exactly as you are.

☐ Try it ☐ Change it ☐ Skip it

My note, drawing, or stamp:

PASS IS A VALID PASSPORT STAMP You can decide a stop is not for you. That is a good choice, too.

My Grounding Toolbox

Pick up to three ideas that you might want to keep. One is enough. Zero is okay today, too.

Tool 1

Something I might try: _____

A way to make it work for me: _____

Tool 2

Something I might try: _____

A way to make it work for me: _____

Tool 3

Something I might try: _____

A way to make it work for me: _____

Other things that support me

☐ Taking a break ☐ Asking for space ☐ A trusted person
☐ A familiar object ☐ A quieter place ☐ Something else: _____

My permission slip

I GET TO CHOOSE I can stop, change my mind, ask for support, or try something different. I do not have to feel calm to be making progress.

A little something to carry forward

If I want to, I can notice one ordinary moment this week when I feel a little more present. I do not have to wait for a difficult moment to try something.

One thing I learned about my preferences

_____

_____

_____

One thing I want to remember

_____

_____

_____

BEFORE YOU GO You showed up in whatever way worked for you today. That counts. Next time: we'll get curious about feelings—with no pop quiz and no pressure to share.

This workbook is educational and is not a substitute for individualized care. If an activity increases distress, stop and ask your facilitator for support.

A Kind Word to Carry Forward

You deserve kind words. Choose one to keep, change the words, write your own, or leave this blank. You do not have to believe it right away.

☐ I can take one moment at a time.

☐ I am allowed to choose what helps me feel steadier.

☐ My own kind words: _____

☐ I would rather listen or pass today. That is okay, too.

A gentle reminder: You are worthy of kindness on the easy days and the hard ones.

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A Survivor-Centered Recovery, Empowerment & Reconnection Group

CHAPTER 4 | Understanding My Emotions

IF MY FEELINGS HAD A GROUP CHAT

PARTICIPANT WORKBOOK • 90-minute group session

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work
2026–2027

Welcome! There is no test today.

You can circle, write, draw, listen, watch, take a break, or pass. You never have to tell your story. Today we are practicing with made-up people—not digging into personal memories.

Our three tiny steps

1. NOTICE	**What feeling might be here?**
2. WONDER	What might this person need?
3. CHOOSE	What is one kind response or next step?

Sometimes our feelings all join the group chat at once. We can read one message at a time. No need to answer 47 notifications!

Activity 1 | The group chat (fictional)

MESSAGE	MIGHT NEED
ANXIETY: "Wait—what if this goes wrong?"	Clarity / time / support / not sure
ANGER: "That was not fair."	Respect / space / action / not sure
SADNESS: "I wish today went differently."	Comfort / company / rest / not sure
HOPE: "Maybe something good could happen."	Encouragement / patience / not sure
TIREDNESS: "Can we stop for a minute?"	Rest / quiet / help / not sure

Circle ONE message that catches your attention. No right answer. You may also simply observe.

Activity 2 | Two messages, two possibilities

Pick up to TWO fictional messages above. You can use the word bank or leave anything blank.

Message / feeling	Possible need
1. _____	_____
2. _____	_____

Need ideas: rest • information • respect • company • quiet • a break • reassurance • not sure

Activity 3 | Reply like a kind friend

Imagine the message says: "That was not fair." Which replies seem more helpful? Check any.

- "You are overreacting."
- "That sounds frustrating. You can decide what to do next."
- "Just stop feeling angry."
- "You can take a moment before responding."

Now choose ONE fictional message and try this pattern:

"I notice _____, I might need _____. One choice could be _____."

Or borrow this: "I am noticing something difficult. I can take my time deciding what might help."

_____

_____

Activity 4 | Wait... Let Me Reword That!

Fictional text from Anxiety: "Nobody replied to my message. I must have done something wrong."

Try TWO different kind replies. You can circle one, write your own, or just read.

A. "Waiting can feel worrying. I can give myself some time."

B. "Maybe they are busy. I do not know why they have not replied."

C. "I can check in later if I want to."

My alternative reply (optional): _____

Remember: We are not telling Anxiety to be quiet. We are giving the person more choices.

Activity 5 | Be My Chat Buddy (optional partner, solo, or observe)

Choose a FICTIONAL message. Partners may take turns offering a kind reply. You can also work alone or watch.

SADNESS: "Today did not go the way I hoped."

ANGER: "I feel like nobody listened."

WORRY: "What if I say the wrong thing?"

A kind reply could be: "That sounds _____. Maybe you need _____. One choice is _____."

Another possible reply: _____

There is no winning answer. A supportive response makes room for feelings and choice.

Activity 6 | Taylor's mixed-up afternoon

Taylor made plans with a friend. The friend cancels. Taylor feels relieved, disappointed, and a little worried about being forgotten. All three feelings can be true.

What might Taylor need? Circle any:

REST INFORMATION CONNECTION SPACE REASSURANCE NOT SURE

Which next step might fit? Check any:

- Take a quiet evening.
- Send a friendly message tomorrow.
- Ask a trusted person for support.
- Do nothing right now and decide later.

You do not have to share your answers. More than one response can make sense.

My personal response menu

If a feeling feels loud someday, I might try one of these. This is a menu, not a homework assignment.

- Pause or take a break.
- Name a feeling—or simply notice "something is happening."
- Ask for information or support.
- Rest or do something comforting.
- Wait until I feel ready to decide.
- Something else: _____

One small thing I want to remember

_____

_____

Next time: The Volume Knob—ways to respond when feelings become overwhelming.

A Kind Word to Carry Forward

Kind words may feel unfamiliar. Choose one, make your own, listen, or pass. You do not have to believe it right away.

☐ My feelings deserve understanding, not punishment.

☐ I am worthy of kindness, even on my hardest days.

☐ I can listen to my feelings without believing every thought that comes with them.

☐ I am learning what I need.

☐ I do not have to solve everything today.

My kind word (optional): _____

You are welcome back exactly as you are.

RECLAIM

CHAPTER 5 | When Feelings Become Overwhelming

The Volume Knob

Participant Workbook • 90-minute survivor-centered group session

Welcome. Some days emotions feel like background music. Other days they feel like the whole band showed up at once. Today we explore what might help when feelings get loud. We are not trying to turn emotions off.

YOUR CHOICES: write • circle • draw • talk • work alone • work with someone • listen • pass. No personal story or rating is required.

Our session path

ARRIVE (10) → UNDERSTAND (15) → NOTICE (10) → PRACTICE (25) → CONNECT (15) → RECLAIM (10) → CARRY FORWARD (5)

The Volume Knob: a metaphor, not a test

Quiet ○——○——○ Loud | Or choose: a little • medium • a lot • not sure. A loud feeling is not a bad feeling. Sometimes we need comfort; sometimes we need practical help or protection.

ACTIVITY 1 | Clue Detectives (NOTICE)

Choose ONE fictional person. You can circle from the word bank instead of writing.

Fictional moment	Possible clues	Possible needs
Alex gets three last-minute requests.	racing thoughts • frustration • unsure	time • priorities • help
Riley hears an unexpected loud noise.	startle • confusion • unsure	information • space • support
Devon waits for an important reply.	worry • checking phone • unsure	clarity • another activity • support

My character: _____ One possible clue: _____

One possible need: _____ One choice that might help: _____

ACTIVITY 2 | The Volume Knob Lab (PRACTICE)

Choose a FICTIONAL person. How might this moment feel for them? quiet / medium / loud / not sure

A feeling they might have: _____ A practical issue that may matter: _____

Try two kinds of support:

1. VALIDATE the feeling: "_____"

2. CHANGE THE PRESSURE or OFFER A CHOICE: "_____"

Example: "That is a lot at once." / "Would it help to find out which request comes first?"

ACTIVITY 3 | Three Ways to Help (PRACTICE)

Fictional message: "I cannot handle another change!" Try a reply in each style. You can borrow the sample or write your own.

Reply style	Possible reply
VALIDATE	"That sounds frustrating."
OFFER A CHOICE	"Would more time or more information help?"
RESPECT SPACE	"I can listen, or I can give you some room."

My favorite reply (or my own): _____

Optional partner round: one person reads a fictional message; the other offers a response. Switch if both want to. Solo and observer options count equally.

ACTIVITY 4 | Plot Twist! (CONNECT)

Morgan receives an upsetting email before an important appointment. Morgan feels worried and angry. What response might help?

Circle any that fit: "Fix it immediately!" / "I can ask for five minutes." / "Would you like me to listen?" / "Let us check whether there is a deadline."

TWIST 1: Morgan says, "I do not want advice right now." What could you say?

_____

TWIST 2: The email has a real deadline or safety concern. What practical choice might help?

_____

TWIST 3 (optional): The first idea is not available. What is another possibility?

_____

Reminder: Supporting someone does not mean deciding for them. A strong feeling can also point to something real that needs attention.

ACTIVITY 5 | My Support Menu (RECLAIM)

Pick up to THREE ideas, create your own, or leave this blank. It is a menu, not an assignment.

PAUSE / SPACE	CONNECTION	PRACTICAL ACTION
Ask for a little time	Talk with someone I choose	Ask one clarifying question
Choose a quieter place	Ask someone to listen, not advise	Write down the next step
Do something familiar	Reach out to a trusted resource	Check a deadline or safety need

One option I might want to remember: _____

A backup option, if I want one: _____

Or: "I am still learning what helps."

A small takeaway (optional): _____

A Kind Word to Carry Forward

Some of us have not heard enough kind words. Borrow one, change one, listen, or pass. You do not have to say it aloud—or believe it today.

"A strong feeling does not take away my choices."

"I deserve kindness when things feel loud."

My own kind words, if I want: _____

RECLAIM

CHAPTER 6 | Triggers, Patterns & Choosing My Response

THE PLOT TWIST • PARTICIPANT WORKBOOK • 90 minutes

ASSESSMENT CHECK-IN REMINDER | Your facilitator may check in privately about an individual progress appointment. RECLAIM offers an entry, midpoint (around 6 sessions attended), and completion (around 12 sessions attended) check-in. These are separate 45-minute appointments, not group activities. You do not need to share assessment answers with the group.

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Welcome to The Plot Twist. You can write, circle, draw, listen, work with a partner, or pass. Every story is fictional. Your own experiences belong to you; you never have to share them here.

ARRIVE • A movie-title check-in

If today had a movie title, it could be: ☐ The Plot Thickens ☐ The Unexpected Detour ☐ A Quiet Tuesday ☐ My own title ☐ Pass

My optional title: _____

UNDERSTAND • A clue is not the whole story

CUE → POSSIBLE STORY → REACTION → NEED → NEXT CHOICE

A reminder can activate a strong response. A real threat or ignored boundary is different: safety and support come first.

Taylor gets a message: "We need to talk." One possible story: "I'm in trouble." Another possible story: _____

What could Taylor ask or choose? _____

NOTICE • Pattern Detective

Pick a fictional clue: ☐ Plans changed ☐ No reply ☐ Loud voices nearby ☐ Crowded room

What happened (just the facts)? _____

What might the character assume? _____

What ELSE could be true? _____

What might the character need? _____

PRACTICE • The Plot Twist

FIRST DRAFT: Jordan sends a message. Hours pass without a reply.

What do we know? _____

Two possible stories: 1) _____

2) _____

What might Jordan feel? _____

One next choice Jordan could make: _____

PLOT TWIST! The friend's phone battery died. What changed? _____

What could a kind friend say to Jordan? _____

SAFETY FORK: Casey has asked for no contact. The person repeatedly appears at Casey's workplace.

☐ More information needed ☐ A boundary/safety concern ☐ Not sure

What could Casey choose for support? _____

Important: No one is responsible for another person's threats, coercion, or harmful behavior.

CONNECT • Director's Cut

Morgan's medical appointment was canceled. Morgan is upset. Which reply leaves Morgan room to choose?

A. "Just calm down." B. "That sounds frustrating. Listen or problem-solve?" C. "I'll call them for you without asking."

My choice and why (optional): _____

VALIDATE: "That sounds..." _____

ASK: "Would you prefer...?" _____

SUPPORT CHOICE: "One option could be..." _____

Plot twists: ☐ Morgan does not want advice ☐ Morgan has limited phone access ☐ Morgan worries about missing needed care

How could a helpful response change? _____

RECLAIM • My Next-Scene Menu

Use fictional ideas or your own. No need to fill every line.

CHECK	SUPPORT	CHOOSE
What do I know for sure?	Who or what could help?	What small step is available?
_____	_____	_____
_____	_____	_____

One choice I am allowed to make is: _____

CARRY FORWARD • A Kind Word to Carry Forward

You can borrow one, change it, write your own, listen, or pass. You do not have to say it aloud or believe it today.

☐ My reactions deserve curiosity, not shame.
☐ I deserve safety and support.
☐ My own kind words: _____
☐ I choose to listen or pass today.

RECLAIM

CHAPTER 7 | Reclaiming Power, Voice & Choice

THE MICROPHONE IS MINE • PARTICIPANT WORKBOOK • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Welcome! This is a place to practice choices, not prove anything. You can write, draw, speak, work with someone, listen, or pass. Every scenario is fictional.

ASSESSMENT CHECK-IN

Your facilitator may check in privately about your separate 45-minute progress appointments: entry, midpoint after about 6 sessions attended, and completion after about 12. No assessment answers are shared in group.

ARRIVE • This, That, or Neither

☐ Tea ☐ Coffee ☐ Something else ☐ Pass ☐ Window ☐ Aisle ☐ Neither ☐ Pass

A choice I made today (real or invented): _____

UNDERSTAND • Previously on RECLAIM...

You do not need to have attended every chapter. Match the skill to its reminder, or just read along.

Chapter	Skill we have explored
1 • Safety, Choice & Recovery	I can pass. I deserve respect.
2 • Understanding Trauma	Stress responses are understandable.
3 • Safety in the Present	I can choose what helps me feel here and now.
4 • Understanding Emotions	Feelings may carry information.
5 • When Feelings Get Loud	Strong feelings deserve care and options.
6 • Triggers & Patterns	A clue is not the whole story; safety comes first.

TODAY: My voice can be spoken, written, quiet, delayed, or supported by someone I trust.

NOTICE • Preference Radar

Choose two fictional scenes: ☐ Restaurant choice ☐ Extra favor ☐ Movie night ☐ Immediate answer

Scene 1: The character might prefer _____

Two options they could choose: 1. _____ 2. _____

Scene 2: The character might prefer _____

Two options they could choose: 1. _____ 2. _____

Is there a safety or power concern? _____

PRACTICE • The Microphone Is Mine

Round 1 • My Preference

Alex is planning a weekend. Choose or invent a response:

☐ "I'd rather go in the afternoon." ☐ "A quiet place works better." ☐ "I'm not sure yet." ☐ "I'll sit this out."

My own version: _____

Round 2 • The Request

Devon needs more time. Choose a response style:

☐ Gentle: "Could we talk tomorrow?" ☐ Direct: "I need another day." ☐ Decline: "I can't take that on."

My own version: _____

Round 3 • The Mute Button

Noor is asked a personal question. Noor might:

☐ Say "I'd rather not discuss that." ☐ Change subjects ☐ Stay quiet ☐ Seek support or leave if safe

Another possible choice: _____

A reminder: You do not owe anyone your personal story.

CONNECT • The Remix Studio

Pick a fictional prompt: ☐ A friend requests a favor ☐ Someone chooses for you ☐ Someone wants an immediate answer

Write or draw three different responses. None has to be perfect.

GENTLE: _____

CLEAR: _____

TIME TO DECIDE: _____

Plot twist! ☐ They keep asking ☐ They respect the answer ☐ More information is needed ☐ Direct refusal may be unsafe

How could the character protect their choice or seek support? _____

_____

RECLAIM • My Choice Playlist

Track	My words, doodles, or fictional example
1 • What matters to me	_____
2 • A sentence I can borrow	_____
3 • Support for my choices	_____

Try these if helpful: "I need time." "No, thank you." "Can you explain?" "I would prefer..." "I choose not to answer."

MORE WAYS TO PRACTICE • My Voice, My Options

CHOICE CAFÉ — Pat is invited to a loud event. Circle any choice that might fit: YES / NO / NOT YET / SOMETHING ELSE.
My other idea: _____

What might Pat want to know before deciding? _____

BOUNDARY DJ — Jules is asked to take on another task. Same boundary, different words:

Warm: "Thanks for asking, but I can't." Brief: "I'm not available." Delayed: "I need time to decide."

My version for Jules: _____

MUTE BUTTON — Ren is asked a personal question. Circle: CHANGE SUBJECT / SAY NO / STAY QUIET / SEEK SUPPORT / ANOTHER CHOICE.

What if the other person ignores Ren's answer? _____

RESPECTFUL REPLY LAB — Kai says: "I don't want to go." Which response respects Kai's choice?

☐ "You have to go." ☐ "Thanks for telling me. Would you like ideas, company, or space?"

Write a supportive reply of your own: _____

EVERYDAY APPLICATIONS — Choose one fictional situation:

☐ Asking for privacy at an appointment ☐ Asking someone to explain something ☐ Declining a favor ☐ Requesting more time

What does the character prefer? _____

Two possible responses: 1. _____ 2. _____

Would the character need additional support or a safer option? _____

REMINDER: Having a voice does not mean having to speak. Your safety, timing, and choices matter.

CARRY FORWARD • A Kind Word to Carry Forward

You can borrow one, change it, write your own, listen, or pass. You do not have to say it aloud or believe it today.

☐ My voice matters, even when I choose silence.
☐ I am allowed to have preferences and boundaries.
☐ My own kind words: _____
☐ I choose to listen or pass today.

RECLAIM

CHAPTER 8 | Boundaries: My Body, My Time, My Choice

MY DOOR, MY RULES • PARTICIPANT WORKBOOK • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Welcome! This chapter is about choices and respect. You can write, draw, speak, work with a partner, observe, or pass. All scenarios are fictional. You never need to share your personal story.

Private assessment check-in

Your facilitator may privately check in about a separate 45-minute entry, midpoint (after about 6 sessions attended), or completion (after about 12 sessions attended) appointment. No assessment answers are shared with the group.

ARRIVE • Door Sign of the Day

Today's imaginary sign could be: ☐ Welcome ☐ Please knock ☐ Back in five ☐ Quiet time ☐ Under renovation ☐ Pass

My own fictional sign: _____

UNDERSTAND • What counts as a boundary?

Boundaries can relate to your body, time, space, belongings, attention, digital life, and personal information. They can be firm, flexible, or undecided. You can change your mind.

Fictional moment	What do you notice?
Someone asks before hugging and accepts no	☐ Respectful ☐ Pressure ☐ Safety concern
A coworker repeatedly asks after a decline	☐ Respectful ☐ Pressure ☐ Safety concern
Someone threatens a person for refusing	☐ Respectful ☐ Pressure ☐ Safety concern

Remember: A safety concern needs support and planning, not simply a more polished sentence.

NOTICE • Boundary Detective

Choose two fictional scenes: ☐ Extra work shift ☐ Photo posted online ☐ Borrowed item ☐ Personal question ☐ Unwanted hug

Scene 1

What boundary might matter? _____

One possible response: _____

What might make it harder, or what support could help? _____

Scene 2

What boundary might matter? _____

One possible response: _____

What might make it harder, or what support could help? _____

PRACTICE • My Door, My Rules

Round 1 • Design Studio

Choose two imaginary signs for a fictional character. Circle or create your own:

☐ Please knock ☐ Not today ☐ Ask first ☐ I need more time ☐ Private information ☐ Welcome in

Sign 1: _____ Sign 2: _____

What do these signs protect? ☐ Time ☐ Body ☐ Space ☐ Privacy ☐ Attention

Round 2 • The Phrase Fitting Room

A friend asks to borrow something. Choose a response that fits the character:

☐ Warm: "Thanks for asking; not today." ☐ Brief: "No, thank you." ☐ Delayed: "I'll let you know tomorrow."

Another way to say it: _____

Round 3 • The Safety Fork

A: Someone asks for a hug and accepts no. B: Someone threatens a person for not sharing a phone password.

Which needs more than a boundary phrase? ☐ A ☐ B ☐ Not sure

One safe support option the fictional character might consider: _____

CONNECT • Boundary Remix & Respect the Reply

Dani says: "Please don't post my photo." Which response respects Dani's boundary?

☐ "But it's a great photo!" ☐ "Okay, I won't post it." ☐ "Why are you so sensitive?"

Choose one fictional prompt: ☐ Last-minute favor ☐ Personal question ☐ Immediate answer ☐ Declined invitation

A possible boundary sentence: _____

A respectful response from the other person: _____

Plot twist: ☐ They ask again ☐ The character changes their mind ☐ Direct refusal might be unsafe ☐ They accept the answer

What could help the character keep some choice? _____

RECLAIM • My Boundary Toolkit

Tool	My words or fictional example
NOTICE • What matters?	_____
NAME • What is the boundary?	_____
CHOOSE • What can be said or delayed?	_____
SUPPORT • Who or what could help?	_____

Phrases to borrow: "I need time." • "Please ask first." • "I'd rather not share." • "No, thank you." • "Okay, I respect that."

CARRY FORWARD • A Kind Word to Carry Forward

Borrow one, change it, write your own, listen, or pass. You do not have to say it aloud—or believe it today.

☐ My body, time, and choices deserve respect.
☐ I can protect my privacy without explaining everything.
☐ My own kind words: _____
☐ I choose to listen or pass today.

RECLAIM

CHAPTER 9 | Trust, Relationships & Healthy Connection

THE RELATIONSHIP RECIPE • PARTICIPANT WORKBOOK — REVISED • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate | University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

This workbook belongs to you. Choose writing, drawing, speaking, listening, or passing. All scenarios are fictional. You never need to describe a personal relationship.

PRIVATE ASSESSMENT REMINDER: Your facilitator may arrange a separate 45-minute entry, midpoint (about 6 sessions attended), or completion (about 12 sessions attended) check-in. Assessment answers are never required in group.

ARRIVE • Connection Café

Today I might order: ☐ Quiet company ☐ Friendly conversation ☐ Practical help ☐ Time alone ☐ Ask me later ☐ Pass

Different people can need different things. A choice is not a character flaw.

UNDERSTAND • What does healthy connection look like?

Healthy does NOT mean constant closeness, perfect agreement, or sharing everything. Healthy connection leaves room for safety, consent, privacy, honest communication, respect, and accountability.

Look at the two full-page reference images at the back (or listen to the facilitator describe them). They show examples—not labels to place on yourself or others.

Boundary choice	What it can sound like
More open	"I'm comfortable sharing this."
More private	"I'd like to keep that to myself."
Flexible / balanced	"I choose what, when, and with whom I share."

A reminder: Privacy and distance can be wise choices when someone is unsafe. You do not owe anyone access.

NOTICE • Evidence Detective

Mark G = supportive, ? = need more context, S = safety concern. You may skip any scene.

Fictional behavior	G / ? / S	Why? What would you want to know?
A friend asks before hugging.	_____	_____
A coworker replies several hours later.	_____	_____
A partner reads private messages without permission.	_____	_____
Someone threatens harm, then blames stress.	_____	_____

PRACTICE • The Relationship Recipe

Choose a fictional connection: ☐ Friends ☐ Roommates ☐ Family ☐ Coworkers ☐ Dating partners ☐ Other

Pick four ingredients and give each one a real-world action. Ideas: respect, consent, privacy, honesty, kindness, reliability, room to disagree, accountability, support.

Ingredient	What someone would DO to show it
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

MYSTERY INGREDIENT: Choose one: ☐ Plans change ☐ They disagree ☐ Promise is broken ☐ Private information is shared.

What happened? _____

Which ingredient needs attention? _____

What would a respectful response look like? _____

SAFETY SWAP: A character says no and the other person threatens them. This is a safety concern—not just a difference in communication styles.

One source of support the character could consider: _____

CONNECT • Repair or Repeat?

Fictional Jamie breaks a promise. Circle the response showing more accountability:

A. "Sorry you're upset. Get over it." B. "I broke my promise. Here is what I'll change, and I respect your choice."

What matters MORE than an apology? _____

If the same harmful behavior keeps happening, what could the character notice? _____

The Trust Access Dial — not a test

0 = No access | 1 = Basic/public interaction | 2 = Some shared activities | 3 = More personal trust

For fictional Taylor, a character may choose: ☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ Wait and see

What behavior would help someone decide? _____

No one is owed more access, another chance, or personal information.

RECLAIM • My Connection Menu

My menu (personal OR fictional)	Optional notes
A kind of connection I enjoy	_____
A way I like to receive support	_____
A sign of respect I value	_____
A boundary I am allowed to keep	_____
Someone/something that can support safety	_____

CARRY FORWARD • A Kind Word to Carry Forward

You can borrow one, change it, write your own, listen, or pass. No need to say it aloud or believe it today.

☐ I can let trust grow at my own pace. ☐ I deserve relationships that respect my choices. ☐ I choose to pass.

My own kind words (optional): _____

Reference visual 1 — Types of Boundaries

Types of Boundaries

Boundaries help us know what is okay and what is not okay in our relationships.
We can have different types of boundaries depending on the people in our lives and the situation.

Overly Open Boundaries

TOO OPEN



Let many people in, even when it may not be safe or healthy.

- Trusts quickly, sometimes too easily
- Shares personal information early and often
- Has a hard time saying "no"
- Becomes overly involved in others' problems
- Often puts others' needs before their own
- Avoids conflict to keep the peace
- May not be clear about personal values and needs
- Communicates indirectly or passively

Balanced Boundaries

JUST RIGHT



Chooses what to let in, what to share, and what to keep out.

- Builds trust over time and with care
- Shares personal information appropriately
- Able to say "no" when needed
- Supports others without taking on their problems
- Values both their own needs and the needs of others
- Sees conflict as a normal and healthy part of life
- Stays true to personal values while remaining flexible and open to different perspectives
- Communicates clearly, respectfully, and assertively

Overly Closed Boundaries

TOO CLOSED



Keeps most people out, even when connection could be healthy.

- Finds it hard to trust others
- Keeps personal information very private
- Says "no" most of the time
- Stays detached from others' problems
- May prioritize their own needs and push others away
- Avoids conflict by withdrawing or shutting down
- Has rigid or inflexible personal values and beliefs
- Communicates in a guarded, defensive, or aggressive way

Created by Tracie Chapman, MSW Student | University of Oklahoma | 2026

Reference visual for discussion. You may look, listen to a description, or skip it. These categories are guides—not labels for people.

Reference visual 2 — Unhealthy vs. Healthy Relationships



Reference visual for discussion. You may look, listen to a description, or skip it. These categories are guides—not labels for people.

RECLAIM

CHAPTER 10 | Shame, Self-Blame & Self-Compassion

THE EDITOR'S DESK • PARTICIPANT WORKBOOK • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

This is your space. You can write, draw, listen, work with someone, or pass. All stories are fictional. No personal experiences are required.

ASSESSMENT CHECK-IN: Your facilitator may privately arrange a separate 45-minute entry, midpoint (after about 6 attended sessions), or completion (after about 12) appointment. You do not share assessment answers in group.

ARRIVE • Today's Headline

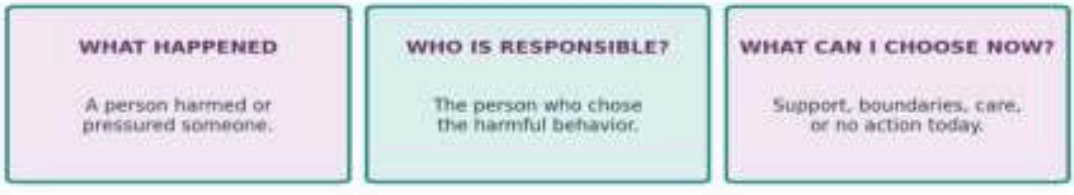
☐ Under Construction ☐ Coffee Would Help ☐ Quiet Edition ☐ Surprise Plot Twist ☐ My own ☐ Pass

My optional headline: _____

UNDERSTAND • Guilt, Shame & Self-Compassion



A feeling of guilt does not always mean you caused harm. A mistake does not define your worth. The person who chooses to threaten, coerce, or hurt someone is responsible for that behavior.



Try marking these fictional statements: G = guilt/repair, S = shame, C = compassion, R = responsibility for harm belongs to someone else.

Statement	G / S / C / R
"I forgot something important; I can apologize."	_____
"I made a mistake, so I am worthless."	_____
"Someone threatened me, and I complied to stay safer."	_____
"I can learn without attacking myself."	_____

NOTICE • Spot the Sneaky Headline

Pick TWO fictional thoughts. Circle words such as always, never, should, or my fault.

☐ "I should have known." ☐ "Saying no is selfish." ☐ "I ruined everything." ☐ "I cannot trust myself."

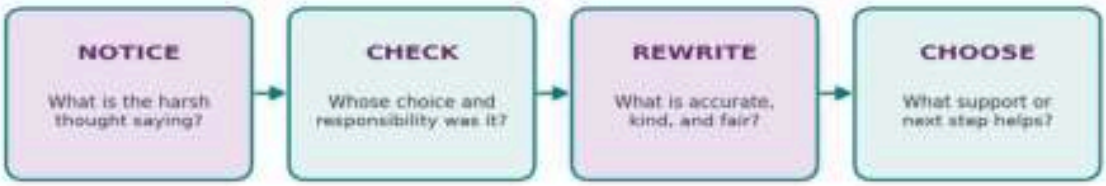
Thought 1: _____ What do we know for sure? _____

A fairer headline: _____

Thought 2: _____ What do we know for sure? _____

A fairer headline: _____

PRACTICE • The Editor's Desk



Round 1 • The Red Pen

Dani misses a deadline and thinks, "I always mess everything up."

What word is too sweeping? _____ What actually happened? _____

Rewrite: _____

Round 2 • The Responsibility Check

Avery says no. Another person threatens Avery. Avery thinks, "I made them angry, so it is my fault."

Who chose to threaten? _____ What would be a fairer statement? _____

_____

Remember: Someone else's threats or abuse are not your responsibility.

Round 3 • A Different Headline

Lee withdrew from friends while overwhelmed and thinks, "I am a bad friend."

One fact we know: _____

A kind, accurate rewrite: _____

One choice Lee could make—or postpone: _____

CONNECT • Kind Friend Pressroom

Fictional Morgan says: "I'm such an idiot; I got overwhelmed." How might a kind friend respond?

VALIDATE: "That sounds..." _____

REALITY-CHECK: "One thing we know..." _____

OFFER CHOICE: "Would you prefer..." _____

Plot twist! ☐ Morgan wants listening, not advice ☐ Morgan needs space ☐ Morgan is facing a real threat

What could respectful support look like now? _____

RECLAIM • My Pocket Copy Desk

Choose a fictional example or something you want to remember. You can leave every line blank.

Unfair headline	A kinder, more accurate sentence
_____	_____
_____	_____

A sentence I could borrow: ☐ "I can make a mistake without becoming one." ☐ "I deserve support."

Someone or something that could help: _____

CARRY FORWARD • A Kind Word to Carry Forward

Borrow, change, write your own, listen, or pass. You do not need to say it aloud or believe it today.

☐ I deserve compassion, including from myself.
☐ I am not responsible for another person's harmful choices.
☐ My own kind words: _____
☐ I choose to listen or pass.

RECLAIM

CHAPTER 11 | Reconnecting With My Life

THE JOY MENU • PARTICIPANT WORKBOOK • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Welcome to the Joy Menu! You do not have to feel cheerful or share personal experiences. You can write, draw, imagine, listen, or pass. Every example may be fictional.

ASSESSMENT REMINDER: Your facilitator may privately arrange a separate 45-minute entry, midpoint (around 6 sessions attended), or completion (around 12 sessions attended) check-in. No assessment answers are shared in group.

ARRIVE • Today's Special

☐ Favorite song ☐ Quiet moment ☐ Funny animal video ☐ Fresh air ☐ Cozy comfort ☐ Something else ☐ Pass

One tiny thing a fictional character might enjoy: _____

UNDERSTAND • Reconnection comes in many sizes

Comfort, rest, meaning, connection, and curiosity can all matter. You do not need to feel happy for a small choice to count.

THE JOY MENU: MANY WAYS TO RECONNECT

Tiny tastes	Low-energy	Connection	Curiosity
One song, one page, one funny picture	Sit outside, watch clouds, listen	Text a friend, share a laugh	Try a new recipe or hobby

No cost, big energy, or perfect mood required. Choose what fits today.

NOTICE • Interest Detective

Choose two fictional clues: ☐ Someone hums while cooking ☐ Smiles at a dog ☐ Enjoys a warm drink ☐ Notices a colorful flower ☐ Wants quiet

Clue 1: _____ Possible tiny activity: _____

Clue 2: _____ Possible tiny activity: _____

What might make this harder? ☐ Cost ☐ Time ☐ Energy ☐ Access ☐ Safety ☐ Pressure ☐ Other

THE ENERGY & ACCESSIBILITY CHECK

TIME
2 minutes? 10 minutes? More?

ENERGY
Low, medium, or plenty?

ACCESS
Free? At home? Accessible?

CHOICE
Try, adapt, postpone, or pass

An activity should fit your life—not the other way around.

PRACTICE • The Joy Menu

Create a menu for yourself OR a fictional character. Drawing, circling, and leaving blanks are all fine.

Tiny tastes (2 min)	Low-energy comforts
_____	_____
_____	_____
Connection options	Curious adventures
_____	_____
_____	_____

Menu Makeover

Fictional Casey plans a crowded three-hour festival. Pick one change: ☐ Low energy ☐ No money ☐ No transport ☐ Noise sensitivity ☐ Stay home

A smaller or different option could be: _____

Casey is also allowed to: ☐ Postpone ☐ Skip ☐ Ask for support ☐ Choose something else

The Taste Test (no actual activity required)

A possible menu item: _____ When/where: _____

What would make it easier? _____ How could the character stop or change plans?

_____

CONNECT • Plan B Café

Avery wants to see a friend but feels overwhelmed. Choose or invent:

PLAN A (original idea): _____

PLAN B (smaller choice): _____

EXIT OPTION ("I need to stop"): _____

Rewrite this invitation so it respects choice: "You have to come for the whole afternoon."

A kinder invitation: _____

A respectful decline or delay: _____

RECLAIM • My Two-Minute Experiment

A KIND EXPERIMENT, NOT A TEST

NOTICE	CHOOSE	TRY / IMAGINE	REFLECT
What interests me?	What feels possible?	A small step—or just plan	Keep, change, or skip

Enjoyment may take time to return. A neutral experience still counts as information.

For myself OR a fictional character: One small possibility is _____

When/where (optional): _____ Support or adaptation: _____

If it feels neutral or difficult, a kind response could be: _____

☐ Try ☐ Imagine ☐ Adapt ☐ Postpone ☐ Pass — all are valid choices.

CARRY FORWARD • A Kind Word to Carry Forward

Borrow one, change it, write your own, listen, or pass. No need to say it aloud or believe it today.

☐ Small moments count. ☐ I can rediscover what matters to me at my own pace. ☐ I choose to pass.

My kind words (optional): _____

RECLAIM

CHAPTER 12 | Moving Forward: My Recovery, My Future

POSTCARDS FROM MY FUTURE • PARTICIPANT WORKBOOK • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Welcome. Today celebrates skills and possibilities, not perfect healing. You may write, draw, imagine, listen, or pass. Your words stay yours. Every activity can use a fictional character.

FINAL ASSESSMENT REMINDER: If you have completed approximately 12 attended RECLAIM group sessions, ask your facilitator to schedule your separate 45-minute completion assessment. If not, your facilitator can help identify your next attendance-based checkpoint. Assessment answers are private and are not shared in group.

ARRIVE • Welcome Home Café

Today I choose: ☐ Quiet applause ☐ Imaginary confetti ☐ Cozy comfort ☐ A favorite song ☐ No fuss ☐ Pass

UNDERSTAND • Everything we have learned

THE RECLAIM JOURNEY: SKILLS WE CAN CARRY

NOTICE
Recognize feelings, stress cues, and patterns.

CHOOSE
Pause, seek safety, use voice, set limits.

CONNECT
Notice respect, trust, and support.

RECLAIM
Practice compassion, joy, and next steps.

A skill can be revisited anytime. Progress is not a straight line.

Chapter	A skill I can borrow
1 — Safety, Choice & Your Recovery	I can choose whether to participate or share.
2 — Understanding Trauma: Mind & Body	My reactions may have protective reasons.
3 — Finding Safety in the Present	I can choose present-moment options.
4 — Understanding My Emotions	Feelings can give me information.
5 — When Feelings Become Overwhelming	Strong feelings deserve care and support.
6 — Triggers, Patterns & Choosing My Response	I can check facts and recognize real safety concerns.
7 — Reclaiming Power, Voice & Choice	My voice includes yes, no, not yet, and silence.
8 — Boundaries: My Body, My Time, My Choice	My body, privacy, and time deserve respect.
9 — Trust, Relationships & Healthy Connection	Trust grows through respectful behavior.
10 — Shame, Self-Blame & Self-Compassion	I can respond to myself with fairness and kindness.
11 — Reconnecting With My Life	Small moments of comfort and curiosity count.

12 — Moving Forward: My Recovery, My Future	I can carry what helps and choose my next steps.

Circle or mark 1–3 skills you want to keep close. There is no quiz and no need to have attended every chapter.

NOTICE • Strength Spotter & Evidence Jar

A fictional person: ☐ asks for help ☐ takes a break ☐ changes their mind ☐ tries again ☐ sets a boundary

A strength this might show: _____

A kind sentence to offer them: _____

Optional private evidence jar: One thing I have learned, noticed, or practiced (real OR fictional):

_____

PRACTICE • Postcards From My Future

POSTCARD FROM MY FUTURE: A GENTLE GUIDE

I HOPE	I KNOW	I CAN	I DESERVE
A wish, possibility, or curiosity.	One strength or skill I have.	One small choice or support option.	One kind, truthful affirmation.

A postcard may be fictional, private, unfinished, or blank. There is no deadline for healing.

Write to yourself, to a fictional character, or from an imagined future. You may use today instead of the future. Drawing or leaving it blank is okay.

I HOPE... _____

_____

I KNOW... _____

_____

I CAN... _____

_____

I DESERVE... _____

_____

The Postcard Editor

Choose a fictional harsh line and make it fairer: ☐ "I should be over it." ☐ "Needing help means I failed." ☐ "I have to trust everyone."

A kinder, more accurate rewrite: _____

_____

Plot Twist: A hard day happens

A hard day does not erase learning. A supportive postcard might say:

_____

CONNECT • My Support Compass

MY SUPPORT COMPASS

WHEN I NOTICE	WHAT HELPS	WHO / WHERE	NEXT STEP
A sign I might need care.	A coping choice or comfort.	A trusted person or resource.	Ask, pause, plan, or seek safety.

You are allowed to ask for help, change your plan, and begin again.

A sign that care or support might help: _____

One choice or comfort I could consider: _____

A trusted person, resource, or type of support: _____

A backup if my first plan does not work: _____

Plan B Café

Fictional Alex planned a walk but it rains. Another plan could be: _____

A friend is unavailable. Another source of support might be: _____

RECLAIM • My Carry-Forward Kit

A skill I can carry	A kind phrase I can borrow
_____	_____
A support option	A permission I give myself
_____	_____

An Affirmation Buffet — take what fits

☐ I deserve safety and respect. ☐ My boundaries matter. ☐ My voice matters, even when I am quiet.

☐ I am not responsible for another person's harmful choices. ☐ I can ask for help.

☐ I do not need to heal on anyone else's timetable. ☐ I am allowed to rest.

☐ I can learn, adapt, and begin again. ☐ I can choose whom to trust. ☐ Small moments count.

☐ I am more than what happened to me. ☐ My future belongs to me. ☐ I choose to pass today.

My own kind words: _____

CARRY FORWARD • A Kind Word to Carry Forward

Borrow one, change it, write your own, listen, or pass. You do not have to say it aloud—or believe it today.

"I am worthy of safety, respect, and care." "I can begin again as many times as I need."

"My voice, my choices, and my future matter."

Thank you for being here, exactly as you are.

RECLAIM

MY SUPPORT & RESOURCES

A personal reference page • Fill in what is useful to you

You decide what belongs here. You may write, draw, skip any question, or complete this later. Keep this page somewhere that feels safe and private. If writing down a contact could put you at risk, leave it blank or use a safer method.

People I may choose to contact

Trusted person / relationship _____

Safe way to reach them _____

Another person / support contact _____

Safe way to reach them _____

Organizations and local resources

Local advocacy or support organization _____

Phone / website / hours _____

Counselor, social worker, or care team _____

Phone / website / hours _____

Community resources (housing, food, transportation, etc.) _____

Contact details _____

My practical support plan

A place I could go if I needed support _____

A way to get there / transportation option _____

An important item or document to remember _____

A first step I can choose when I need help _____

Emergency and after-hours information

Local emergency number _____

Local 24-hour crisis / support contact _____

Other after-hours resource _____

My preferred way to ask for help:

Reminder: I can change this plan as my needs and circumstances change. I do not have to do everything alone.

RECLAIM • Safety • Voice • Choice • Connection • Life

RECLAIM

Recovery • Empowerment • Connection • Choice

CERTIFICATE OF COMPLETION

Presented to

_____

In recognition of completing the RECLAIM group program

and the courage, reflection, and choices that are part of their journey.

"Your voice matters. Your choices matter. Your future matters."

Completion date: _____ Authorized facilitator: _____

Safenet Services • RECLAIM

Developed by Tracie Chapman, MSW Candidate | University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

R E C L A I M

THE NEXT CHAPTER IS YOURS

Healing Today. Brighter Tomorrows.

Your story belongs to you.

Along the way, we explored safety, emotions, boundaries, relationships, connection, and the power of having choices. Maybe you discovered something new. Maybe you remembered something you already knew. Maybe some days were difficult, and others brought a little laughter.

Whatever your experience, you do not have to measure your progress against anyone else's journey.

WHAT I WANT TO REMEMBER

Write, draw, reflect quietly, or leave any space blank. These are your choices.

One strength I want to remember:

_____

One choice I want to keep making:

_____

One thing that helps me feel supported:

_____

One kind thing I want to tell myself:

_____

A KIND WORD TO CARRY FORWARD

"My story is still being written. I get to decide what comes next, one choice at a time."

Your voice matters. Your choices matter. Your future matters.

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

RECLAIM

HEALING TODAY. BRIGHTER TOMORROWS.

About This Curriculum

RECLAIM is a survivor-centered, evidence-informed group curriculum designed to support healing, resilience, and reconnection for survivors of sexual violence and interpersonal trauma. This curriculum integrates established, trauma-informed models and measurement tools to promote emotional regulation, empowerment, meaningful connections, and increased participation in everyday life.

Developed during MSW practicum, RECLAIM reflects a commitment to meeting survivors where they are, honoring their lived experience, and supporting their goals for a safer, healthier, and more autonomous future.

"Your story is not the end. It's the beginning of a stronger you."



"Healing is possible.

You are not alone. And you get to decide what comes next."

This Curriculum Supports:

- Trauma recovery
- Emotional regulation
- Empowerment and autonomy
- Healthy connections
- Meaningful participation in life
- Goal setting and growth

RECLAIM

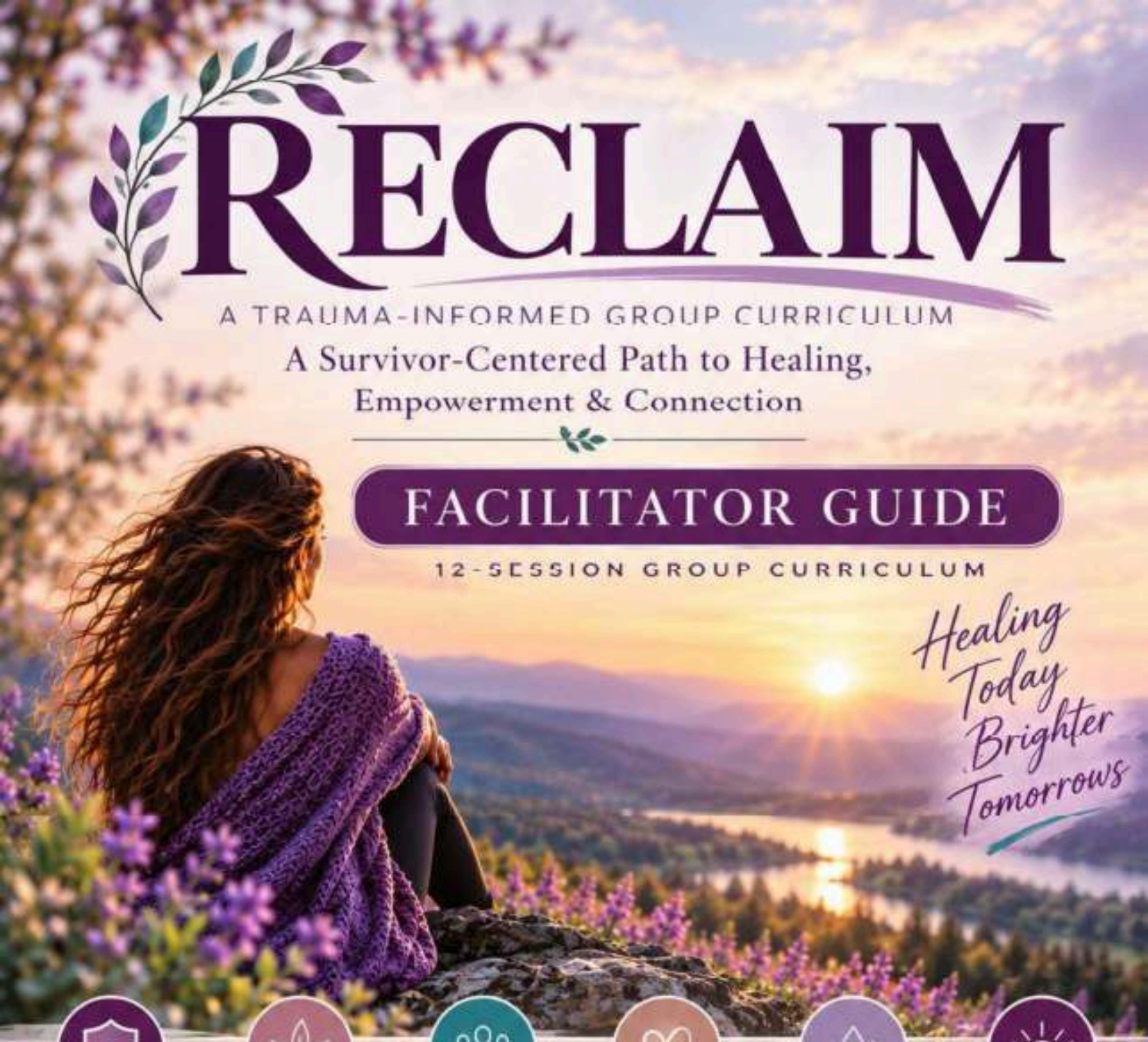
A TRAUMA-INFORMED GROUP CURRICULUM

A Survivor-Centered Path to Healing, Empowerment & Connection

FACILITATOR GUIDE

12-SESSION GROUP CURRICULUM

Healing Today Brighter Tomorrows



SAFETY
Building stability and feeling secure.

SKILLS
Practical tools for life's challenges.

EMPOWERMENT
Strengthening voice, choice, and autonomy.

CONNECTION
Rebuilding relationships and community.

GROWTH
Exploring new possibilities for the future.

HOPE
Moving toward a brighter tomorrow.

Developed by

Tracie Chapman, MSW Candidate

University of Oklahoma Anne and Henry Zarrow School of Social Work

2026 – 2027

RECLAIM

A Survivor-Centered Recovery, Empowerment & Reconnection Group

CURRICULUM INDEX BY CHAPTER

Rolling 12-Session Group + Three Individual RECLAIM Checkpoints
TARGET-informed foundation • STAIR-informed emotion and relationship skills • TREM-informed empowerment and recovery principles

Developed by **Tracie Chapman, MSW Candidate**
University of Oklahoma Anne and Henry Zarrow School of Social Work
Developed for Safenet Services during MSW Practicum, 2026-2027

SAFETY • VOICE • CHOICE • CONNECTION • LIFE

How the rolling model works

Participants may enter the group at different points in the cycle. Every group chapter is designed to stand on its own, while repeating a predictable RECLAIM structure and shared safety language. Before entering the group, each participant completes an individual orientation and baseline session. Individual reviews are repeated at midpoint and completion so scores, goals, safety, participation, and support needs can be discussed privately.

The individual sessions are not simply paperwork appointments. They are part of the intervention: a protected space for choice, informed consent, assessment, goal setting, reflection, and collaborative planning.

"The measures inform the work. The survivor defines the recovery."

RECLAIM Curriculum Index

MODULE / CHAPTER	SESSION FOCUS	PRIMARY INFLUENCE	CORE OUTCOME
Individual Checkpoint 1	Welcome, Orientation & Baseline	RECLAIM + survivor-centered assessment	Safety, fit, informed choice, baseline measures & 3 personal goals
Chapter 1	Safety, Choice & Your Recovery	TARGET + TREM	Group safety, autonomy, belonging & recovery orientation
Chapter 2	Understanding Trauma: Mind & Body	TARGET	Normalize trauma responses & build self-understanding
Chapter 3	Finding Safety in the Present	TARGET	Grounding, orienting & present-moment safety
Chapter 4	Understanding My Emotions	STAIR	Emotional awareness, naming & clarity
Chapter 5	When Feelings Become Overwhelming	STAIR + TARGET	Emotion regulation & distress tolerance
Chapter 6	Triggers, Patterns & Choosing My Response	TARGET	Recognize triggers & increase response choice
Individual Checkpoint 2	Midpoint Review & Recalibration	RECLAIM measurement framework	Review change, safety, goals, barriers & supports
Chapter 7	Reclaiming Power, Voice & Choice	TREM	Empowerment, agency & autonomy
Chapter 8	Boundaries: My Body, My Time, My Choice	STAIR + TREM	Boundaries, assertiveness & consent
Chapter 9	Trust, Relationships & Healthy Connection	STAIR	Interpersonal effectiveness & safe connection
Chapter 10	Shame, Self-Blame & Self-Compassion	TREM + TARGET	Reduce self-blame & strengthen self-compassion
Chapter 11	Reconnecting With My Life	TREM + STAIR	Meaningful roles, identity & participation
Chapter 12	Moving Forward: My Recovery, My Future	TARGET + STAIR + TREM	Maintenance, hope, support network & future goals
Individual Checkpoint 3	Completion Review & Next-Step Plan	RECLAIM measurement framework	Post measures, progress story, referrals & survivor-defined next steps

The Three RECLAIM Individual Checkpoints

These 45-minute individual sessions create a consistent private space before, during, and after the rolling group. They also solve an important rolling-group challenge: a participant can enter at any chapter without missing the orientation, baseline assessment, personal goal setting, or safety conversation.

CHECKPOINT 1: Before Group Entry

- **Welcome & relationship:** explain RECLAIM, facilitator role, group purpose, confidentiality and limits.
- **Choice & readiness:** discuss what participation looks like, right to pass, step out, decline disclosure, and return.
- **Safety:** review current safety concerns and immediate support needs; follow agency procedures when concerns require action.
- **Baseline assessment battery:** PCL-5, DERS-16, PPS-R, PROMIS Ability to Participate 8a, and survivor-defined goals.
- **Three personal recovery goals:** identify what the participant wants from the group in her own words.
- **Entry plan:** identify strengths, triggers/concerns, accommodations, coping supports, and the next group session she will join.

CHECKPOINT 2: Midpoint Review

- **Private check-in:** ask how the group feels, what is useful, what is difficult, and whether anything needs to change.
- **Repeat selected measures:** use the planned midpoint battery consistently; avoid unnecessary assessment burden.
- **Review goals:** rate progress on the three personal goals and identify what has helped or gotten in the way.
- **Look across the story:** discuss symptoms, emotion regulation, empowerment, participation, safety, and lived experience together.
- **Recalibrate:** adjust goals, supports, referrals, participation strategies, or accommodations collaboratively.
- **Recognize progress:** name strengths and changes without treating a score as the definition of recovery.

CHECKPOINT 3: Completion / Transition

- **Post-group assessment:** repeat the planned battery using the same versions and scoring methods.
- **Compare change:** review baseline, midpoint, and completion patterns with the survivor rather than simply reporting numbers.
- **Goal review:** identify goals met, goals still in progress, and goals the survivor wants to change or replace.

• **Recovery narrative**: ask what she has learned about herself, what skills she wants to keep, and what now feels possible.

• **Next-step plan:** identify ongoing supports, individual therapy or other referrals when appropriate, safety resources, and community connection.

• **Follow-up:** explain any planned follow-up measurement and how Safenet will use program-level information.

Standard Structure for Every Rolling Group Chapter

A consistent structure makes it easier for a new participant to enter the cycle and helps returning participants know what to expect. Each chapter can be delivered as a complete session without requiring completion of earlier chapters.

ARRIVE	Welcome, grounding, choice reminder, brief check-in and emotional-safety scan.
UNDERSTAND	Plain-language psychoeducation: connect the day's topic to trauma, recovery and everyday life.
NOTICE	Help participants identify their own patterns, strengths, body cues, beliefs or relationship experiences without requiring trauma disclosure.
PRACTICE	Teach and rehearse one or two concrete skills using examples, worksheets, role practice or guided reflection.
CONNECT	Optional discussion and peer learning that protects the right to pass and avoids pressure to share assault details.
RECLAIM	Connect the skill to voice, choice, autonomy, empowerment and the survivor's personal recovery goals.
CARRY FORWARD	Choose one small, survivor-defined practice or experiment to take into the coming week.

Rolling-entry orientation rule: A participant does not have to wait for Chapter 1 to join. Checkpoint 1 gives her the orientation privately; the facilitator then gives a brief group-level welcome at her first session. Chapter 1 remains valuable when it comes around in the rotation because it deepens safety, choice, group culture and recovery orientation.

Assessment principle: Scores should support collaborative planning, not determine whether someone is "traumatized enough," recovering correctly, or deserving of services. When scores and the survivor's lived experience appear to disagree, the conversation matters more than the number.

RECLAIM is an original Safenet curriculum framework informed by established trauma approaches. It should clearly distinguish its own materials from official TARGET, STAIR and TREM protocols and should not imply fidelity to, certification in, or reproduction of those programs unless their applicable requirements are met.

RECLAIM

A Survivor-Centered Recovery, Empowerment & Reconnection Group

CHAPTER 1 | Safety, Choice & Your Recovery

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

90-minute rolling-entry group • Facilitator Guide

THE HEART OF TODAY You belong here. You have choices here. You never have to share your story to participate.

At a glance

Focus	Plan
Core themes	Safety • Choice • Voice • Connection
Foundational influences	TARGET-informed safety and response choice; TREM-informed empowerment, respect, and survivor-defined recovery.
Signature activity	The Welcome Mat — participants identify what helps them feel welcome, respected, and comfortable.
Participant outcomes	Participants can name one group choice or agreement, identify one personal comfort/support preference, and select one optional carry-forward action.
Group format	Rolling entry: complete individual orientation/baseline before first group session; do not assume earlier chapter attendance.

Facilitator mindset

Speak with people, not at them. Use everyday language. Invite laughter, never require it. Avoid asking for assault histories. Respect silence as participation. Give a choice before every exercise and an easy way to pass. Safety is personal, not something the facilitator can declare on someone else's behalf.

> *SAY "I'm glad you're here. There's no perfect way to do this group. You can talk, write, doodle, listen, step out, or pass. We'll practice choosing what works for us—starting right now."*

Materials checklist

☐ Printed Welcome Mat handout (one per person + extras) ☐ Pens, markers, colored pencils ☐ Optional sticky notes or index cards ☐ Large paper/whiteboard for group agreements ☐ Optional sample mat ☐ Printed My Choices Today and Carry Forward cards ☐ Agency-approved resource/contact information ☐ Water/tissues and an accessible, quiet option for breaks

90-minute facilitator run of show

Phase	Time	Facilitator focus
ARRIVE	0–10 min	Welcome, choice reminder, names/pronouns if offered, optional check-in.
UNDERSTAND	10–25 min	Explore what safety, respect, choice, and recovery can mean; explain confidentiality limits accurately.
NOTICE	25–35 min	Quiet reflection: what helps me feel comfortable and able to participate?
PRACTICE	35–60 min	Signature activity: The Welcome Mat (create, choose, optional share).
CONNECT	60–75 min	Co-create group agreements from participants' suggestions; no forced consensus or disclosure.
RECLAIM	75–85 min	Name strengths and choices; personalize one supportive action.
CARRY FORWARD	85–90 min	Optional take-home intention, check-out, and supportive close.

ARRIVE | 0–10 minutes

> *SAY "Welcome to RECLAIM. I'm really glad you made it here. Getting through the door counts as showing up—and there is no prize for being the person who talks the most."*

Offer name or nickname introductions, with the option to skip. For a low-pressure check-in, invite participants to choose a word, color, or weather forecast for how they're arriving; they may keep it private. Briefly review exits, restrooms, accessibility needs, and how to request a break.

> *SAY "Some of us may feel curious, nervous, hopeful, tired—or all of the above. Every one of those is welcome. You don't have to feel a certain way to belong."*

UNDERSTAND | 10–25 minutes

Explain: Safety is not one-size-fits-all. Choice means deciding how to participate. Recovery is not a straight line, a competition, or a requirement to disclose painful experiences. Use neutral, everyday examples such as whether someone prefers a seat near the door or likes advance notice before a group activity.

> *SAY "Think about the places where you can relax your shoulders just a little. What makes those places feel different? Sometimes it's something big, but sometimes it's as simple as being asked instead of told."*

Confidentiality script — adapt to Safenet policy: "We ask everyone to respect each other's privacy, but I can't promise what another group member will do outside this room. Staff also have professional confidentiality responsibilities and legal limits, including applicable reporting and serious safety concerns. I'll explain those as clearly as I can, and you can ask questions anytime."

Do not promise absolute confidentiality, guarantee housing/other outcomes, or announce that every safety concern requires a report. Follow agency procedures and supervisor direction.

NOTICE | 25–35 minutes

Invite private reflection: "What helps me feel welcome? What makes it easier to say yes, no, or not yet? What would I like the group to know about how I participate—without sharing anything personal?" Allow writing, drawing, selecting example words, or simply thinking.

PRACTICE | 35–60 minutes

Signature activity: The Welcome Mat

FACILITATOR PROMPT "If this group were your front porch, what would make you want to pull up a chair?"

Purpose: Build a shared culture of safety and belonging while reinforcing individual choice. Participants design an imaginary welcome mat with words, symbols, or colors representing what helps them feel welcome, respected, and comfortable.

Minutes	What to do
0–3	Introduce the activity and model consent: show a sample only if helpful. Explain that participants may draw, write, circle words, think quietly, or pass.
3–13	Create: distribute the printable mat. Offer example words such as respect, kindness, quiet, humor, clear expectations, space, choice, and being believed. Do not prescribe what safety must look like.
13–20	Optional share: invite one word, symbol, or observation; sharing is not required. Avoid calling on people individually.
20–25	Debrief: ask which suggestions might become group agreements. Thank participants for setting their own pace.

SAY "Your mat can say "Welcome," "Please ask first," "I need space," or even "Snacks would help." I can't promise snacks every week, but I do appreciate a practical thinker!"

Conversation prompts (choose two or three)

- What is one small thing a group can do that communicates respect?
- What helps someone feel they have a real choice rather than just being told they do?
- What would a welcoming response sound like when someone says "I'd rather pass"?
- Can two people need different things to feel comfortable? How might we make room for both?
- What could we do if an activity doesn't feel right for someone?

CONNECT | 60–75 minutes

Invite participants to help write a short set of group agreements. Start with examples only as needed: ask before giving advice; respect privacy; no pressure to share; one person at a time; speak from personal experience; allow breaks and passing; repair misunderstandings respectfully. Ask the group what should be added or changed. Facilitator clarifies non-negotiable agency safety policies rather than asking the group to vote on them.

SAY "We don't have to agree on everything to treat each other well. The goal is a room where people can be themselves and still feel respected."

RECLAIM | 75–85 minutes

Invite participants to complete "My Choices Today." Ask them to name one choice they exercised (including observing, taking a break, or passing), one thing that supported them, and one thing they might want to request next time. They may keep responses private.

CARRY FORWARD | 85–90 minutes

> *SAY "If all you take from today is "I get to have a say," that is enough. You do not need to earn your place here. Thanks for being part of the room in whatever way worked for you."*

Offer an optional tiny experiment: notice one situation this week where you can express a preference or choose a comfort. Close with a neutral orientation to the room or simple acknowledgment of the present moment; do not require breathing exercises or closed eyes.

A KIND WORD TO CARRY FORWARD | Optional closing (final 2–3 minutes)

SAY: "Before we go, I want to offer a kind word. Some of us haven't heard enough of those. You can borrow one, change it, or just let it pass by. You do not have to say it out loud—or believe it today."

Offer two choices: "My voice matters, even when I choose silence." OR "I deserve respect without having to earn it."

DO: Invite participants to circle a sentence in their workbook, write their own, listen, or pass. Never ask anyone to explain their choice. Close with: "You deserve kindness here, exactly as you are."

Timing note: Use this as the last 2–3 minutes of CARRY FORWARD, not an extra activity; shorten the previous checkout accordingly.

Adaptations, safeguards & facilitator notes

Multiple ways to participate

If a participant prefers...	Offer...
Not speaking	Writing, pointing, circling a word, holding up a card, silent observation, or passing.
Not moving	Activities completed seated; facilitator brings materials; no standing or physical positioning required.
Eyes open / no breathwork	External orientation: notice an object, the floor beneath a chair, or sounds in the room; or skip grounding.
Not drawing or writing	Preprinted word choices, dictation only with permission, a blank page, or mental reflection.
Less sensory input	Quiet seat, lower visual clutter, alternate materials, or an agreed break space.
Privacy	Keep handout private; no collection of personal reflections unless explicitly agreed and consistent with policy.
Language/accessibility support	Large print, plain-language reading aloud, interpretation, or adapted writing tools according to agency resources.

When distress arises

Respond calmly and privately where possible. Offer immediate choices ("Would you prefer to sit quietly, step out with staff, or have some water?"). Avoid asking for trauma details or using group time to process a crisis. Follow Safenet procedures for risk assessment, mandated reporting, clinical consultation, and referral. Do not leave a distressed participant without appropriate support when a safety concern requires action.

Gentle humor: invitation, not expectation

Use light humor about everyday life, never about assault, survival responses, identity, or someone's disclosure. Read the room. If humor does not land, simply continue. A survivor can laugh, cry, observe, or pass; all are welcome.

Rolling-entry reminder

Every participant completes individual Checkpoint 1 before joining the rolling group. A participant may first attend Chapter 8 or Chapter 12; Chapter 1 remains a full, useful session when the cycle reaches it. Repeat essential choice and group agreements every meeting without implying new members missed a prerequisite.

Quick facilitator reflection (after group)

☐ Which choices were offered clearly? Were participants able to pass without attention or pressure?

☐ What examples of respect, voice, and belonging emerged?

☐ Did the activity invite creativity without making disclosure necessary?

☐ Were any adaptations requested or needed?

☐ What should be adjusted for the next cycle?

Model and workbook integration

This chapter is TARGET-informed in its emphasis on safety and response choice, and TREM-informed in its emphasis on empowerment, connection, and survivor-defined recovery. STAIR-informed emotion/relationship skills appear in later chapters. Shershun's Healing Sexual Trauma Workbook and Schwartz's The Polyvagal Theory Workbook for Trauma may provide optional supplemental ideas about safety, boundaries, and perceived safety. No specific published exercise is reproduced here; verify titles, pages, clinical fit, and permissions before integrating one. This original group guide is not a certified or validated delivery of those protocols.

The Weather Report Nobody Ordered

RECLAIM • Chapter 2: Understanding Trauma: Mind & Body

Facilitator Guide | 90-minute group session

Sometimes our nervous system predicts a tornado when we're just trying to buy groceries.

The goal—just three things

By the end, participants can: (1) name a common stress response in a fictional situation; (2) recognize that reactions are not character flaws; and (3) choose one possible support. No trauma disclosure, body scan, or personal reflection is required.

Before participants arrive

Materials: participant workbooks; pens and optional colored pencils; three large weather cards (SUN / FOG / STORM); optional blank cards; water and access to a quiet space. Print one participant workbook per person. Do not collect completed pages.

Set up a visible exit, offer seats with room to move, and confirm Safenet procedures for confidentiality, distress response, referrals, and group safety. Be ready to explain limits to confidentiality accurately. Participants can pass, listen, write, step out, or leave an activity unfinished.

90-minute session at a glance

RECLAIM step	Time	What happens
ARRIVE	0–10	Welcome and optional weather check-in
UNDERSTAND	10–25	Simple explanation: our alarm system
NOTICE	25–35	One fictional grocery-store example
PRACTICE	35–60	Signature activity: 3 forecasts, 3 questions
CONNECT	60–75	Optional partner or group discussion
RECLAIM	75–85	Choose one support, no personal disclosure needed
CARRY FORWARD	85–90	Gentle close and optional next step

Facilitator script and steps

ARRIVE | 0–10 minutes

SAY: "Welcome. Whether this is your first RECLAIM session or your fifth, you belong here. You can talk, write, listen, doodle, take a break, or pass. You never need to explain why."

DO: Invite participants to choose a weather word for a fictional character or their day: sunny, cloudy, foggy, stormy, or "no forecast." No explanation required. Remind everyone of group agreements and privacy limits.

UNDERSTAND | 10–25 minutes

SAY: "Our brains and bodies have an alarm system. It tries to protect us. Sometimes the alarm is helpful. Sometimes it goes off when we're not in danger right now. That can be confusing, but it doesn't mean we're doing anything wrong."

DO: Write three plain-language examples: BODY—heart beats faster or muscles tighten; MIND—thoughts race or concentration fades; ACTION—want to leave, get quiet, or ask for help. Clarify that these experiences can have many causes and are not diagnoses. Ask: "What might make it easier to be kind to someone having a hard moment?"

NOTICE | 25–35 minutes

SAY: "Jordan is buying groceries. A metal basket crashes to the floor. Jordan's heart races and they forget what they were shopping for. That's our entire story—we don't need Jordan's history."

DO: Ask only: "What did Jordan notice?" Offer examples: loud sound, fast heartbeat, difficulty concentrating. Participants may point, write, or simply listen. Avoid asking what trauma Jordan experienced.

PRACTICE | 35–60 minutes

SAY: "Welcome to the weather report nobody ordered! We have three fictional forecasts. Nobody has to share their own forecast. We're just practicing noticing what might help."

DO: Display one card at a time. For each, ask exactly three questions: 1. What might this person notice? 2. What could they need? 3. What is one choice that might help? Participants may use workbook page 1, discuss, draw, or observe. Spend about 7 minutes per forecast, then 4 minutes to review. No requirement to finish all three.

CONNECT | 60–75 minutes

SAY: "There isn't one perfect umbrella for every storm. What helps one person might annoy another—and that's okay."

DO: Invite optional group or pair conversation. Ask: "How could we offer help without taking over?" or "What is a supportive sentence Jordan might want to hear?" Offer quiet independent writing instead of pairing.

RECLAIM | 75–85 minutes

SAY: "You don't have to fix the weather today. Choosing one helpful option is enough. Choosing not to choose is also okay."

DO: Use workbook page 2. Participants pick a support for Jordan or another fictional person. Optional personal choice is allowed, never required. Ask for no public sharing of private answers.

CARRY FORWARD | 85–90 minutes

SAY: "Your body's reactions are not your whole story. You are more than a difficult moment, and you get to decide what feels useful from today."

DO: Invite one-word checkout, a silent nod, or no response. Offer Safenet-approved support and crisis contact information. Never imply that completing a worksheet is proof of recovery.

A KIND WORD TO CARRY FORWARD | Optional closing (final 2–3 minutes)

SAY: "Before we go, I want to offer a kind word. Some of us haven't heard enough of those. You can borrow one, change it, or just let it pass by. You do not have to say it out loud—or believe it today."

Offer two choices: "My responses are understandable. I deserve patience." OR "A difficult moment does not define me."

DO: Invite participants to circle a sentence in their workbook, write their own, listen, or pass. Never ask anyone to explain their choice. Close with: "You deserve kindness here, exactly as you are."

Timing note: Use this as the last 2–3 minutes of CARRY FORWARD, not an extra activity; shorten the previous checkout accordingly.

Signature activity cards: print or read aloud

Forecast	Fictional scene	Possible supportive choice
SUN → CLOUDS	Taylor's schedule changes at the last minute. It is hard to focus.	Ask for the new plan in writing or take one small step.
FOG	Morgan has had a busy morning and loses track of the next task.	Pause, look at a written list, or ask for clarification.
SURPRISE STORM	Jordan hears a basket crash in the grocery store and feels tense.	Look around, move somewhere quieter, or ask for a moment.

Conversation prompts—choose only what fits

- What is a kind way to respond when someone seems overwhelmed?
- Why might the same situation feel different to different people?

• How can we offer someone a choice instead of telling them what to do?

• What could someone say to Jordan that does not require an explanation?

Adaptations and safeguards

• Speaking: pointing, drawing, writing, listening, and passing count as participation.

• Movement: all activities work seated; no movement is required.

• Eyes and body awareness: keep eyes open if preferred; do not require breathing exercises, body scans, or touch.

• Reading or concentration: read prompts aloud, use one card at a time, repeat the three questions, and allow extra time.

• Distress: stop or simplify, offer a choice and private support according to Safenet protocols; do not process trauma histories in the group.

• Medical caution: physical sensations may have many causes; do not interpret them as evidence of trauma or dismiss medical concerns.

Clinical and source notes

TARGET-informed: noticing automatic stress responses and increasing choices. TREM-informed: safety, respect, and empowerment. This is an original RECLAIM activity, not an official TARGET or TREM protocol. STAIR skills are developed in later chapters. Shershun and Schwartz are optional thematic resources only; no unverified workbook exercises or page numbers are reproduced here. Obtain clinical supervisor approval before use.

After-session facilitator reflection

Were choices and opt-outs clear? Did the three-question activity make sense? Were examples kept fictional? Did anyone need accommodations or a referral? What would I simplify next time?

RECLAIM

A Survivor-Centered Recovery, Empowerment & Reconnection Group

CHAPTER 3 | Finding Safety in the Present

THE HERE-AND-NOW PASSPORT + MY GROUNDING TOOLBOX

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work
2026–2027

SESSION AT A GLANCE 90 minutes • Rolling-entry group • TARGET-informed present-moment orientation • One step at a time.

Purpose and survivor-defined outcome

Introduce grounding as a menu of optional ways to notice the present and make a choice—not a requirement to feel calm or prove safety. Participants may identify one option they prefer, one they would modify, or one they do not want to use. Any of those is useful learning.

Facilitator mindset

Be warm, unhurried, and practical. Give one direction at a time. Demonstrate before asking. Repeat the choice to pass. Keep the stations optional and seated-accessible. Never ask for trauma histories. Never promise that a technique works for everyone. For some survivors, attention to breath, body sensations, sound, or touch can be uncomfortable.

Materials checklist

☐ Participant Workbook (one per person) ☐ Pens and colored pencils ☐ Optional stickers/stamps ☐ A few everyday objects with different textures (offered, never passed without permission) ☐ Optional printed picture cards ☐ Water and a quiet seating option ☐ Facilitator copy of agency safety/referral protocol

90-minute session map

RECLAIM step	Time	What happens
ARRIVE	10 min	Welcome, choices, gentle arrival
UNDERSTAND	15 min	What grounding is—and is not
NOTICE	10 min	Notice a preference using a fictional example
PRACTICE	25 min	Here-and-Now Passport: four

		optional stations
CONNECT	15 min	Share ideas or quietly compare choices
RECLAIM	10 min	Build My Grounding Toolbox
CARRY FORWARD	5 min	One small next step and close

Rolling-entry welcome

For someone attending their first session: briefly explain group agreements, privacy and its limits, choice to pass, exits and supports, and how to ask for help. Do not assume they completed Chapters 1–2. The session stands alone.Facilitator script and activity flow

1 • ARRIVE — 10 minutes

SAY "Welcome back—and welcome if today is your first time. You don't have to catch up or tell your story. You can talk, write, doodle, watch, step out, or pass. We're glad you're here."

Offer a low-pressure check-in: "Pick a word, a color, or just a thumbs-sideways kind of day. Or keep it to yourself." Review confidentiality expectations and their limits according to agency policy. Offer an optional orienting choice: notice one color in the room or simply look around. Do not ask anyone to close their eyes.

2 • UNDERSTAND — 15 minutes

SAY "Sometimes our brains keep an eye out for danger long after the danger has passed. That response makes sense. Grounding is one way to check in with the present—not to erase feelings, force calm, or tell ourselves everything is safe."

Use simple three-part teaching: (1) Stress can pull attention toward memories, worries, or body alarms. (2) Some people find it helpful to notice something in the present. (3) You choose what to try, change, or skip. Avoid claiming grounding treats PTSD by itself. Ask: "What makes a tool worth keeping—does it have to work every time?" Reinforce: No.

3 • NOTICE — 10 minutes

Read a fictional example: "Sam is in a busy waiting room. A door slams. Sam notices their shoulders tighten and wants a little space." Ask participants to consider, without sharing: "Would Sam prefer to look at a familiar object, hear a steady sound, feel their feet on the floor, or step into a quieter place?" No right answer. Show the workbook's choice menu.

SAY "Today we're testing options like we're trying on shoes. If one pinches, we don't blame our feet."

4 • PRACTICE — 25 minutes: The Here-and-Now Passport

Explain: "There are four passport stops. You may visit any, all, or none. Stay seated if you like. A stamp means 'I explored an option,' not 'I did it right.'" Model one choice in under 30 seconds. Allow approximately 4 minutes per stop, with transition time; participants can remain at one stop the entire time.

Passport stop	Invitation	Easy alternative
LOOK	Find a color, shape, or object in the room.	Look at a printed image or imagine a familiar object.
LISTEN	Notice one neutral sound, if comfortable.	Choose quiet, ear protection, or skip sound.
TOUCH / TEXTURE	Notice a pen, fabric, or object you choose to hold.	Look at the object; no touch required.
MOVE / POSITION	Notice support from the chair or adjust posture gently.	Stay still; imagine a comfortable position.

Never instruct participants to scan for bodily sensations, breathe in a prescribed pattern, stand, close eyes, or handle objects. Do not play surprise sounds. Avoid scents. Ask permission before offering objects. Make a quiet space available without isolating anyone.

Facilitator script and activity flow (continued)

5 • CONNECT — 15 minutes

Invite voluntary discussion or a quiet worksheet response. Use one prompt at a time; allow pauses. Avoid asking which technique helped with someone's trauma. Keep focus on present-day preferences.

Conversation prompts (choose two):
- "What made an option feel easy or not-so-easy to try?"
- "Was there anything you wanted to change to make it yours?"
- "What might make a grounding option easier to remember on a busy day?"
- "What would you tell a friend who tried something and didn't like it?"

SAY "You're allowed to say 'nope, not for me.' That's not failing the assignment. That's useful information."

6 • RECLAIM — 10 minutes: My Grounding Toolbox

Ask participants to choose up to three options from the passport or invent their own. Invite them to note: What I might try; when I might want it; how I can change it; and who/what else supports me. Emphasize that practical supports—stepping away, calling someone trusted, asking for space—can be as important as sensory techniques.

SAY "Your toolbox belongs to you. It can have one tool, ten tools, or a big 'still figuring it out' sticker. All are welcome."

7 • CARRY FORWARD — 5 minutes

Invite one optional takeaway: "This week, if you want, notice one ordinary moment when you feel a little more present. You do not have to practice during distress." End with a choice-based closing: share a word, circle a word on the page, or leave quietly. Preview Chapter 4: "Next time, we'll get curious about feelings—without letting them run the whole group chat."

A KIND WORD TO CARRY FORWARD | Optional closing (final 2–3 minutes)

SAY: "Before we go, I want to offer a kind word. Some of us haven't heard enough of those. You can borrow one, change it, or just let it pass by. You do not have to say it out loud—or believe it today."

Offer two choices: "I can take one moment at a time." OR "I am allowed to choose what helps me feel steadier."

DO: Invite participants to circle a sentence in their workbook, write their own, listen, or pass. Never ask anyone to explain their choice. Close with: "You deserve kindness here, exactly as you are."

Timing note: Use this as the last 2–3 minutes of CARRY FORWARD, not an extra activity; shorten the previous checkout accordingly.

If a participant becomes distressed

Pause the activity. Offer simple choices rather than repeated questions: stay, step out with available support, get water, or stop. Follow Safenet's clinical protocols for distress, dissociation, imminent risk, and mandated reporting; do not assume a grounding exercise is appropriate in a crisis. Seek clinical support as indicated. Never require someone to explain their reaction to the group.

Facilitator observation / fidelity note

Without collecting personal trauma disclosures, note whether the group was offered choices, whether participants could opt out, whether directions were understandable, and which activities need adaptation. Do not score someone's willingness to participate as recovery progress.

Evidence and resource note

Chapter 3 is an original RECLAIM activity informed by TARGET's attention to regulation and present-moment awareness. It is not an official TARGET protocol. Shershun and Schwartz may be consulted for optional complementary themes, but no proprietary exercise or unverified page reference is reproduced here. Review content and delivery with Safenet clinical leadership before use.

RECLAIM

A Survivor-Centered Recovery, Empowerment & Reconnection Group

CHAPTER 4 | Understanding My Emotions

IF MY FEELINGS HAD A GROUP CHAT

FACILITATOR GUIDE • 90-minute group session

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work
2026–2027

What this session is really about

Participants practice noticing feelings, exploring possible needs, and choosing a kind response. They do not need to identify their own emotions, disclose trauma, or perform for the group. STAIR-informed emotional awareness is the primary influence; TARGET- and TREM-informed safety, choice, and empowerment remain present.

Prepare the space (before participants arrive)

- Print the separate Participant Workbook, one per participant; have spare copies, pens, colored pencils, and optional sticky notes.
- Display the three-step cue: NOTICE → WONDER → CHOOSE. Keep the agenda visible.
- Provide quiet seating, an accessible route to exits, water, and an opt-out activity (coloring or observing).
- Review Safenet confidentiality limits, group agreements, crisis response and support/referral procedures with the clinical supervisor.
- Print the new "Wait... Let Me Reword That!" and "Be My Chat Buddy" pages. Make pair work invitation-only; offer a solo or observer route.
- Prepare four fictional character cards from the workbook; no personal trauma stories or graphic examples.

90-minute plan: built-in practice, not forced discussion

Segment	Time	Specific activity
ARRIVE	10 min	Welcome, orientation, check-in with choice cards
UNDERSTAND	15 min	Three-step mini-lesson and two worked examples
NOTICE	10 min	Fictional group chat: spot possible feelings
PRACTICE	25 min	Alternative replies: acknowledge, wonder, offer a choice
CONNECT	15 min	Be My Chat Buddy: optional

		pairs, solo, or observing
RECLAIM	10 min	My personal response menu + kind-word selection
CARRY FORWARD	5 min	Private exit thought; A Kind Word to Carry Forward (last)

ARRIVE • 10 minutes | Welcome without a spotlight

0–3 min: "I'm glad you made it. You don't have to be in a good mood, know what to say, or have done anything since last time. Today we're giving feelings a group chat—and thankfully, nobody has to answer every message."

3–6 min: For rolling-entry participants, review purpose, group agreements, privacy and its limits, choice to pass, breaks, and where to seek support. Avoid assuming previous chapters.

6–10 min: Invite a no-pressure check-in: point to a color, select "quiet / curious / unsure / just here," or pass. Do not interpret choices or ask why.

UNDERSTAND • 15 minutes | Mini-lesson: feelings are signals, not orders

0–5 min: Teach three small ideas with the workbook cue: (1) Feelings can be mixed or hard to name. (2) A feeling may point toward a need, but we cannot always know exactly. (3) We can choose our response without forcing the feeling away.

Say: "Imagine your phone buzzing. One message says 'Worried!' Another says 'Tired!' We don't have to throw the phone into a lake. We can read one message at a time."

5–10 min: Model a fictional example: Casey is invited to a new class. Casey might feel excited AND nervous. Possible needs: information, company, time. Possible response: "I can ask what to expect." Ask: "Could a different answer make sense?" Yes.

10–15 min: Model a second example: Jordan's plans change suddenly. Possible feelings: disappointment, frustration, relief, confusion. Needs might include a pause or a new plan. Let participants choose from options by pointing, not explaining.

NOTICE • 10 minutes | Read the fictional group chat

0–3 min: Invite participants to read the group-chat page silently or listen as facilitator reads it slowly. No one is asked to read aloud.

3–8 min: Invite each person to circle just ONE message. Ask: "What feeling might be talking? What might it be asking for?" Offer a visible menu: rest, clarity, space, respect, support, not sure.

8–10 min: Normalize different answers. "If five of us see five different possibilities, that's not a mistake. People are complicated—even fictional people."

PRACTICE • 25 minutes | The supportive reply workshop

0–5 min — DEMONSTRATE: On the board, write: "Anger: That was unfair." Ask: "Would 'Stop being dramatic' help?" Then model: "I can notice this feels unfair and choose whether I need space, support, or a next step." Do not shame anger.

5–13 min — MESSAGE SORT: Participants choose TWO fictional chat bubbles from the workbook. For each, select a possible feeling and a possible need using checkboxes or circles. Facilitator checks in only with permission. "Not sure" counts.

13–21 min — ALTERNATIVE REPLIES: Show the fictional Anxiety text: "Nobody replied. I must have done something wrong." Invite participants to generate TWO different kind responses: one that names the feeling, and one that considers another explanation. Example: "Waiting can feel worrying" and "There may be reasons I don't know yet." Remind everyone: alternative explanations are possibilities, not guarantees. Participants may write, circle prepared examples, dictate, or observe.

21–25 min — GENTLE RESET: Invite a silent vote or private reflection: "Which reply feels most supportive?" Emphasize that the goal is to make room for feelings, not argue them away. Offer a break.

CONNECT • 15 minutes | Fictional scenario team challenge

0–3 min: Introduce "Be My Chat Buddy," a fictional-message partner challenge. Example: "Taylor planned to meet a friend, but the friend canceled. Taylor feels relieved, disappointed, and worried." Invite solo, mutually agreed pairs, or observer roles. No one works on another participant's real-life feelings.

3–10 min: Each person/pair selects a fictional message card from the workbook. Person A (or the facilitator) reads the message. Person B offers a response that (1) acknowledges the feeling, (2) wonders about a need, and (3) offers a choice—not a command. Switch roles only if desired. If working alone, write or circle two responses. The facilitator models if nobody volunteers.

10–15 min: Invite optional sharing of a FICTIONAL response only. Offer samples: "It makes sense to feel disappointed"; "Maybe they are busy—we do not know"; "Taylor could rest now and decide tomorrow." Ask: "Did we make room for the feeling and the person's choice?" Thank observers equally.

RECLAIM • 10 minutes | My response menu

0–5 min: Invite participants to select ONE possible support action from workbook menu: pause, name a feeling, seek information, ask for support, take space, rest, do something comforting, or wait. No pledge or homework required.

5–10 min: Invite participants to notice a response they would like to remember. Save "A Kind Word to Carry Forward" for the very last moments of the session. No one needs to share.

CARRY FORWARD • 5 minutes | Close gently

0–2 min: Invite an optional exit thought: "One idea I'm taking with me is ___." Nobody needs to hand it in.

2–5 min — A KIND WORD TO CARRY FORWARD (ALWAYS LAST): "Some of us have heard more criticism than kindness. You don't have to believe a kind word right away. You can borrow one, make up your own, or simply listen." Offer: "My feelings deserve understanding, not punishment" and "I can listen to my feelings without believing every thought that comes with them." Close: "You are welcome back exactly as you are."

Facilitator prompts if discussion stalls

- "What might be another reasonable answer for this fictional person?"
- "Would this reply help someone feel heard—or make them shut down?"
- "What could this person choose if they are not ready to act?"
- "What would a kind friend say without trying to fix everything?"

"Could two different replies both be kind?"

"Does this response leave room for the feeling without assuming we know the whole story?"

"How might the fictional character respond if they need more time?"

Accessibility and clinical safeguards

- One instruction at a time; allow additional processing time. Repeat NOTICE → WONDER → CHOOSE.
- No mandatory speaking, reading, writing, eye contact, movement, breathwork, closed eyes, or touch.
- Use fictional, low-intensity examples; never require trauma narratives or emotion labels. Numbness and uncertainty are valid.
- If a participant becomes distressed, offer choices privately and follow Safenet procedures; do not turn the moment into a group lesson.
- Avoid promising confidentiality beyond agency policy; review exceptions and limits.
- A participant may leave a page blank and still fully participate.

Facilitator evaluation and evidence boundary

Optional observation: Was the participant offered an accessible way to identify a possible feeling, a possible need, and a supportive choice using a fictional example? No scoring, diagnosis, or requirement to disclose. This original RECLAIM session is STAIR-informed, with TARGET/TREM-informed principles; it is not an official or validated implementation of those models. No Shershun or Schwartz exercise is reproduced or attributed without edition-specific verification. Clinical review is required before delivery.

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CHAPTER 5 | When Feelings Become Overwhelming

The Volume Knob

Facilitator Guide • 90-minute survivor-centered group session

PURPOSE • Help participants recognize when emotions feel intense, distinguish emotional intensity from real-world danger, and experiment with supports that preserve choice. The goal is NOT to force a feeling down to zero.

At a glance: exact 90-minute schedule

Segment	Clock	Minutes	What happens
ARRIVE	0:00–0:10	10	Welcome; orient; soundtrack check-in
UNDERSTAND	0:10–0:25	15	Teach and demonstrate the volume metaphor
NOTICE	0:25–0:35	10	Fictional clue detectives
PRACTICE	0:35–1:00	25	Volume Knob Lab + two response rounds
CONNECT	1:00–1:15	15	Plot-twist response studio
RECLAIM	1:15–1:25	10	Create a flexible support menu
CARRY FORWARD	1:25–1:30	5	Optional takeaway; kind word LAST

Before participants arrive: 10-minute setup checklist

- Print participant workbook (one each), plus optional cut-apart scenario and plot-twist cards from the end of this guide.
- Place a visible agenda, pens, blank cards, optional colored pencils, and water; allow seats near an exit and a quiet break option.
- Write three neutral response types on board: VALIDATE • CHANGE THE PRESSURE • ASK WHAT IS WANTED.
- Review local privacy limits, reporting/safeguarding duties, access needs, and a discreet way to request individual support.
- Plan for both low-discussion and lively groups: never rely on disclosure to fill time. Ask participants to choose solo, pairs, observe, or pass.

Facilitator guardrails

No required personal stories, emotional ratings, breathwork, body scan, closed eyes, movement, touch, or partnering. Use only fictional characters for public examples. Intensity is not a diagnostic scale. A loud emotion can signal a genuine boundary violation or unsafe situation; protective action and support may be more appropriate than calming. Do not imply the group can guarantee confidentiality. Never frame quietness, refusal, or leaving for a break as failure.

Detailed run of show & ready-to-say scripts

ARRIVE | 0:00–0:10 (10 minutes)

0:00–0:03 Welcome and normalize varied moods.

SAY "Welcome back—or welcome for the first time. You do not have to be in a good mood to belong here. Today we are looking at what can help when feelings get loud. No one needs to tell a personal story."

0:03–0:06 Orient to group choices, breaks, and privacy expectations; explain privacy limits according to local policy.

SAY "You can write, talk, draw, work alone, observe, or pass. If you need a break, take one. Our group respects privacy, and I will explain the limits to what can remain private."

0:06–0:10 Optional soundtrack check-in: quiet / busy / mixed / "please hold." Invite pointing or private circling. Give 30 seconds of quiet; model "mixed" if needed. Never ask why.

UNDERSTAND | 0:10–0:25 (15 minutes)

0:10–0:15 Teach three ideas using the board: FEELING = emotion; STORY = interpretation; NEED = possible support. A person can feel intense fear or anger and still deserve respect and practical protection.

SAY "Picture an imaginary volume knob. Zero means quiet, ten means very loud. We are not grading feelings, and the assignment is not to turn them off. We are noticing what helps us have choices. Sometimes the right choice is a break; sometimes it is asking for help or setting a boundary."

0:15–0:21 Demonstrate fictional Sam: a ride cancels before an appointment. Write two different plausible experiences: Sam A feels disappointed and can reschedule; Sam B feels panicked because missing the appointment has consequences. Ask: "What is different about the situation, and what might each person need?" Name practical help (new ride, phone call) as well as comfort.

0:21–0:25 Model two responses to Sam B: "Calm down" versus "That change has real consequences. Want help finding another ride, or would you rather think for a minute?" Ask which preserves dignity and choice. Invite a private checkmark, not public sharing.

NOTICE | 0:25–0:35 (10 minutes)

0:25–0:27 Explain "Clue Detectives": choose ONE fictional character; look for clues, possible needs, and a next choice. Read scenarios aloud for accessibility.

0:27–0:32 Participants work solo or in pairs on workbook Activity 1. Offer word banks; do not ask them to locate clues in their own bodies. Allow 60–90 seconds per question: (1) What could the character notice? (2) What might matter? (3) What choice fits?

0:32–0:35 Invite 1–2 fictional examples or facilitator models one. Debrief: "Same event, different volumes, different needs."

PRACTICE | 0:35–1:00 (25 minutes)

0:35–0:40 DEMO: Use scenario card A (Alex: three new requests). On board, show three response styles: dismiss ("You are overreacting"), validate ("That is a lot at once"), and practical choice ("Which request is urgent?"). Ask for a thumbs-sideways, circle, or silent choice—not a vote about a real person.

0:40–0:48 ROUND 1 — "Turn down the pressure, not the person." In workbook Activity 2, participants choose a fictional card, select optional intensity language (quiet/medium/loud/not sure), then write or circle TWO supportive replies: one that acknowledges emotion and one that changes pressure or seeks information. Give 2 minutes to choose, 4 to create, 2 to compare.

SAY "A helpful reply does not have to be cheerful. It needs to be respectful and possible for that person."

0:48–0:56 ROUND 2 — "Three Ways to Help." Invite optional pairs: Person A reads the fictional message, Person B offers a reply; then switch cards or roles. Solo participants fill in the three reply bubbles: VALIDATE, OFFER A CHOICE, RESPECT SPACE. Observers can circle the response they prefer. Give 2 minutes demonstration, 4 minutes practice, 2 minutes to revise.

0:56–1:00 QUICK REMIX: Draw one constraint card ("no advice wanted," "cannot leave yet," or "needs concrete safety support"). Participants revise one reply. Ask: "What changed when the support had to fit the person?" If time remains, try a second constraint, not personal disclosure.

CONNECT | 1:00–1:15 (15 minutes)

1:00–1:03 Introduce new fictional Morgan scene: an upsetting email arrives before an important appointment; Morgan feels worried and angry. Explain: this is not about choosing the nicest-sounding sentence but the one that fits the facts and Morgan's wishes.

1:03–1:08 In small groups, optional pairs, or solo, choose a response card and discuss what it offers. First twist: Morgan says, "I do not want advice right now." Participants draft a response that respects this.

SAY "Sometimes the best support sounds like: "I hear you. I can listen, or I can give you space.""

1:08–1:12 Second twist: the email includes a real deadline or safety concern. Ask: "How might support change when practical action matters?" Model: "Would you like help finding the right person to contact?" Avoid treating every worry as a false alarm.

1:12–1:15 Invite 2 distinct examples; summarize: validate, respect preferences, check actual circumstances, and offer options. If group is quiet, read 3 sample replies and let participants privately circle which fits each twist.

RECLAIM | 1:15–1:25 (10 minutes)

1:15–1:18 Introduce workbook Activity 5 "My Support Menu." Participants can choose 0–3 supports from PAUSE, CONNECTION, PRACTICAL ACTION, or create their own.

SAY "This is a menu, not homework. You can order nothing today. We are collecting options, not assigning ourselves another job."

1:18–1:23 Quiet creation time: circle, write, draw, or simply read options. Optional prompt: "If one idea is not available, what is another?" Include "I am still learning" as a complete answer.

1:23–1:25 Private rehearsal: "When feelings get loud, one choice I may have is..." Offer "I do not know yet." Do not collect workbooks or require sharing.

CARRY FORWARD | 1:25–1:30 (5 minutes) — ALWAYS LAST

1:25–1:27 Optional takeaway: one word, private underline, or pass. Brief thanks and transition.

SAY "Today we practiced making room for a next choice. You are welcome to take an idea, leave it, or come back to it later."

1:27–1:30 A KIND WORD TO CARRY FORWARD. Invite participants to choose, write, listen, or pass. Leave a few seconds of quiet. Do not follow with another activity.

SAY "Some of us have not heard enough kind words. You can borrow one, change it, or just let it pass by. You do not have to say it out loud—or believe it today. "A strong feeling does not take away my choices." Or: "I deserve kindness when things feel loud." Thank you for being here."

If the room needs a different pace

Situation	Facilitator response
No one speaks	Model a fictional reply, allow 20–30 seconds, offer private circling, then move on. Silence is participation.
Activities finish early	Use backup card B or C; ask participants to compare validation versus practical action. Never request personal stories to fill time.
Participants need more time	Shorten the number of scenarios, not the choice/consent explanation or closing affirmation.
Metaphor is confusing	Use "a little / a lot / not sure" instead of numbers or knobs.
Someone becomes distressed	Offer a quiet exit, private check-in and available supports according to supervisor-approved policy; do not process in front of group.
Someone describes imminent harm	Follow local safeguarding, emergency, and mandated-reporting procedures; avoid promising secrecy.
A participant wants to partner but another does not	Honor both choices. Solo and observer formats are equivalent, not lesser options.

Printable fictional scenario cards (optional cut-apart)

CARD A — ALEX

Three new requests arrive just before Alex finishes work. Alex thinks, "I cannot do one more thing today." Ask: What might be felt? What might be needed? What response offers choice?

CARD B — RILEY

A loud unexpected noise interrupts Riley's concentration. Riley wants to know what happened. Ask: What might be felt? What might be needed? What response offers choice?

CARD C — DEVON

Devon is waiting for a reply about an important plan. The delay makes it hard to focus. Ask: What might be felt? What might be needed? What response offers choice?

CARD D — SAM

A ride cancels before Sam's appointment. Sam may need another way to get there. Ask: What might be felt? What might be needed? What response offers choice?

CARD E — MORGAN

Morgan receives an upsetting email shortly before an appointment and feels worried and angry. Ask: What might be felt? What might be needed? What response offers choice?

Optional plot-twist cards

- The person does not want advice.
- The person cannot leave the room right now.
- The person wants a concrete next step, not reassurance.
- There may be a genuine safety or boundary concern.
- The first plan is unavailable. What is another option?
- The person prefers writing rather than speaking.

After-session facilitator reflection (do not record personal disclosures here)

Date: _____ Participants: _____ Actual duration: _____ Adaptations offered: _____

What worked? _____ What to change? _____

Clinical use note: Original RECLAIM educational materials influenced by STAIR and TARGET concepts; not a certified implementation of either model. Supervisor review and agency adaptation required before use.

RECLAIM

CHAPTER 6 | Triggers, Patterns & Choosing My Response

THE PLOT TWIST • FACILITATOR GUIDE • 90 minutes

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Session purpose & clinical boundaries

Participants explore how reminders, interpretations, emotions, and protective responses may interact; distinguish uncertainty from immediate safety concerns; and practice flexible, self-directed next steps. TARGET-informed concepts are influences, not a claim to deliver a certified model.

Use fictional characters only. Never require disclosure, body scans, movement, closed eyes, touching objects, or pairing. Every prompt permits talking, writing, drawing, listening, or passing. Fun is an invitation, never an expectation. If a real threat is identified, prioritize safety and appropriate local procedures over reframing.

Materials & preparation

Print Participant Workbook (one per person), this guide, optional scene cards below, pens, scrap paper; prepare a whiteboard with CUE → POSSIBLE STORY → REACTION → NEED → NEXT CHOICE. Set up a break option and private follow-up procedure. Know local confidentiality limits and referral procedures. The 90 minutes exclude setup.

Exact 90-minute run of show

Part	Clock	Minutes	Distinct work
ARRIVE	00–10	10	Choice-based welcome and movie-title check-in
UNDERSTAND	10–25	15	Teach and demonstrate: reminder vs real danger
NOTICE	25–35	10	Pattern Detective: multiple possible explanations
PRACTICE	35–60	25	The Plot Twist: three scene rounds with a safety fork
CONNECT	60–75	15	Director's Cut: choose support, not a "perfect" answer
RECLAIM	75–85	10	Personal next-scene

			menu, optional sharing
CARRY FORWARD	85–90	5	Recap and A Kind Word to Carry Forward

ARRIVE | 00:00–00:10 (10 minutes)

00–03 Welcome. SAY: "Welcome back—or welcome for the first time. Today we're screenwriters for made-up stories. No auditions, no personal plot summaries required." Point out the break space and choice to pass.

03–06 Review agreements and privacy limits. SAY: "You can share ideas, not personal history. What others say here deserves respect, though we cannot promise what every group member will do outside this room."

06–10 Movie-title check-in. Offer three fictional titles: "The Plot Thickens," "The Unexpected Detour," "A Quiet Tuesday." Participants can pick, invent, write, point, or pass. Facilitator models a light option. If silent, read two choices and continue without waiting.

UNDERSTAND | 00:10–00:25 (15 minutes)

10–14 MINI-LESSON. SAY: "Sometimes something today reminds our nervous system of something hard. A protective response may show up before we have all the information. That response is information—not a character flaw. But if someone is threatening us now, that is a safety issue, not something we should talk ourselves out of."

14–19 BOARD DEMONSTRATION. Fictional Taylor receives "We need to talk" with no context. CUE: message. POSSIBLE STORY: "I'm in trouble." REACTION: tense/worried. POSSIBLE NEED: information or reassurance. CHOICES: ask what it concerns, wait until ready, seek support. Ask: "What else could that message mean?" Offer: scheduling, praise, ordinary question. Never insist one explanation is correct.

19–25 TWO-SCENE SAFETY FORK. A: someone uses a brisk tone but respects Taylor's space; uncertainty remains. B: someone blocks Taylor's exit and threatens harm; immediate safety is the priority. Ask group to vote with a mark on paper: "More information?" or "Safety action?" Discuss why both deserve care. If a participant discloses active danger, pause activity, validate, offer private support and follow policy.

NOTICE | 00:25–00:35 (10 minutes)

25–27 MODEL Pattern Detective with fictional Sam: plans change unexpectedly; Sam feels unsettled. SAY: "We know the plan changed. We don't know why. Sam might need predictability, time, or a backup plan."

27–32 INDIVIDUAL OR PAIR choice: choose one clue in workbook—unanswered text, crowded waiting room, abrupt schedule change, raised voices down the hall. Complete: What happened? What might the character assume? What else might be true? What support might help? Demonstrate one before releasing the group.

32–35 DEBRIEF. Invite two fictional possibilities; if quiet, offer two yourself. SAY: "We're detectives, not mind readers. A clue is not a verdict."

PRACTICE | 00:35–01:00 (25 minutes) — THE PLOT TWIST

35–38 EXPLAIN. "We're writing three possible next scenes for a character. There is no award for the fastest fix. We'll first check whether anyone is unsafe." Choose a workbook scene or read one aloud. Partners optional; solo and observing equally valid.

38–45 ROUND 1 — THE FIRST DRAFT. Fictional Jordan sends a message and receives no reply for hours. Ask participants to name the cue, two possible stories, a likely feeling, and one choice that does not demand immediate action. Invite drawing speech bubbles instead of writing.

45–52 ROUND 2 — THE PLOT TWIST. New information: Jordan learns the friend's phone died. Ask: "What changed? What stayed true about Jordan's feelings? What would you say to Jordan now?" SAY: "A new fact can change the story without making the earlier feeling silly."

52–57 ROUND 3 — THE SAFETY FORK. Fictional Casey has clearly requested no contact, but the person repeatedly appears at work. Ask: "Is this a misunderstanding to reframe—or a boundary and safety concern?" Generate choices such as notifying workplace safety, documenting incidents where appropriate, reaching out to a trusted advocate. Do not promise a specific action will make Casey safe.

57–60 QUICK RESET AND SHARE. Invite one sentence per group: "A helpful next scene might be..." Provide examples if nobody volunteers. Allow a brief quiet pause and remind participants they may step out.

CONNECT | 01:00–01:15 (15 minutes) — DIRECTOR'S CUT

60–63 INTRODUCE fictional Morgan: a medical appointment is suddenly canceled; Morgan is upset. Three possible helpers reply: (A) "Just calm down." (B) "That's frustrating. Want me to listen or help you make a plan?" (C) "I'll call them right now without asking you." Ask: "Which reply protects Morgan's choice?"

63–69 CHOOSE YOUR ROLE. Participants individually or optionally in pairs write three lines: VALIDATE ("That sounds..."), ASK ("Would you prefer...?"), SUPPORT CHOICE ("One option could be..."). The recipient may say "No thanks" or "Not now." Give a facilitator demo before inviting pairs.

69–73 NEW CONSTRAINT CARDS. Read one at a time: "Morgan does not want advice"; "Morgan has limited phone access"; "Morgan is concerned about missing needed care." Participants adapt a response. For the last constraint, discuss practical follow-up and medical access rather than only emotion regulation.

73–75 DEBRIEF. SAY: "Good support isn't taking over someone else's story. It is making room for their choices." If ahead of time, ask for a second alternative response; if behind, read one model response and move on.

RECLAIM | 01:15–01:25 (10 minutes)

75–77 SAY: "You don't need a script for every surprise. A few options are enough." Invite participants to use workbook "My Next-Scene Menu," choosing one idea under CHECK, SUPPORT, and CHOOSE.

77–82 QUIET BUILD TIME. Prompts: CHECK: "What do I know for sure?" / "Is there a safety issue?" SUPPORT: "Who or what might help?" CHOOSE: "What is one small next step I can take, postpone, or decline?" Personal examples are optional; fictional examples acceptable.

82–85 INVITATION TO SHARE only a general strategy. Facilitator models: "I can ask one clarifying question before assuming the ending." No collecting workbooks.

CARRY FORWARD | 01:25–01:30 (5 minutes) — LAST ACTIVITY

85–87 One-sentence recap: "A reminder can feel loud; curiosity, real-world safety, and choice can all matter." Invite participants to name a fictional character's helpful next step, or pass.

87–90 A KIND WORD TO CARRY FORWARD. SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, write your own, listen, or pass. You do not have to say it aloud—or believe it today." Read slowly: "My reactions deserve curiosity, not shame." "I deserve safety and support." Finish without requiring a response. Do not add a further exercise after this closing.

Printable fictional scene bank & backup prompts

Scene	Cue and complication	Safety check / useful prompt
Jordan	A text goes unanswered; later a phone outage is revealed.	What facts are missing? What remains valid about the feeling?
Morgan	An appointment changes with little notice.	What is one choice that respects access needs?
Riley	Raised voices in a hallway; exit is open and argument is elsewhere.	What information could help Riley decide what to do?
Casey	A no-contact request is repeatedly ignored; person arrives at workplace.	Actual boundary/safety concern: what support options exist?
Sam	A meeting starts 20 minutes late.	How many explanations can we name without deciding which is true?
Avery	A supervisor says "See me later" without further context.	What question might clarify without demanding reassurance?

If the group finishes early: invite two competing but compassionate next scenes for Sam or Avery; have participants write a supportive line for each character; compare "taking over" with "offering choice." If a discussion runs long, protect the final five minutes and shorten optional sharing, never the affirmation closing.

Facilitator response & debrief guidance

If a participant becomes distressed: offer choices (step out, water, quiet observation, individual support per agency protocol); do not direct breathing, touching, or grounding without permission. If a participant shares a real safety concern: acknowledge, do not interrogate, follow local risk and reporting procedures, and arrange private follow-up. Do not diagnose reactions or imply survivors are responsible for preventing others' harmful actions.

End-of-session note for facilitator: record attendance and general process observations without identifiable disclosures in shared group notes. Note which activity formats worked, timing adjustments, and accessibility needs. Clinical supervisor review required before use.

The Plot Twist

Facilitator Guide • 90-minute survivor-centered group session

Developed by Tracie Chapman, MSW Candidate | University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

PURPOSE • Recognize that reminders can activate protective responses, notice patterns without self-blame, and practice choosing a next step when a choice is available. Real danger calls for safety action, not reframing.

At a glance: exact 90-minute schedule

Phase	Time	Core experience
ARRIVE	0:00–0:10 (10m)	Welcome, choice reminders, fictional movie-title check-in
UNDERSTAND	0:10–0:25 (15m)	Triggers vs. danger; cue → response → options demonstration
NOTICE	0:25–0:35 (10m)	Pattern Detective: spot clues in fictional scenes
PRACTICE	0:35–1:00 (25m)	The Plot Twist: story cards and alternative next scenes
CONNECT	1:00–1:15 (15m)	Director's Cut: partner/solo scene edits with twists
RECLAIM	1:15–1:25 (10m)	My Next-Scene Menu and support choices
CARRY FORWARD	1:25–1:30 (5m)	One takeaway; A Kind Word to Carry Forward LAST

Before participants arrive: 10-minute setup checklist

- Print workbooks; optionally cut apart story cards in this guide; set out pens and blank paper.
- Write the three plot-twist questions where all can see: What happened? What might be activated? What could help next?
- Arrange optional pairs, solo spaces, and a quiet break seat. Participation choices: speak, write, draw, observe, pass.
- Know local crisis support procedures, privacy limits, and how to offer a private check-in. Never promise absolute confidentiality.
- Use fictional scenarios only in public discussion; do not solicit trauma stories or ask participants to identify personal triggers.

Clinical and accessibility guardrails

Triggers are reminders that can activate learned protective responses; they are not proof that danger is absent. Ask first whether a scenario involves an actual threat, coercion, or boundary violation. When danger is present, prioritize leaving if safe, contacting trusted support, or following a safety plan. Never pressure a participant to remain, calm down, confront anyone, or disclose details. Avoid acting out abuse, surprise noises, physical reenactments, or compulsory breathwork.

Detailed run of show and ready-to-say scripts

ARRIVE | 0:00–0:10 (10 minutes)

0:00–0:03 Welcome. SAY: "You can join in, listen, doodle, or pass. There is no prize for the most personal story. We're practicing with made-up scenes today."

0:03–0:06 Choice reminders: seats, breaks, no required partnering, no need to explain passing. Review privacy limits in plain language.

0:06–0:10 "If today were a movie title, would it be The Slow-Motion Monday, The Plot Thickens, or Something Else?" Offer silent pointing, writing, or passing. Laugh with participants, never at reactions.

UNDERSTAND | 0:10–0:25 (15 minutes)

0:10–0:14 Mini-lesson. SAY: "A trigger is a reminder—sometimes obvious, sometimes sneaky—that can set off a protective response. Our brains are trying to help, even when the alarm is louder than the moment calls for. But sometimes the alarm is pointing to a real problem. We check safety first."

0:14–0:19 Draw a simple chain on the board: CUE → POSSIBLE RESPONSE → NEED → NEXT CHOICE. Model with fiction: "Taylor hears a sharp tone at work. Taylor's shoulders tense and their thoughts race. They may need clarity, space, or support. If the person is threatening Taylor, safety comes first."

0:19–0:25 Compare two scenes. Scene A: a coworker speaks briskly but respectfully; several explanations are possible. Scene B: a coworker blocks the exit and threatens Taylor; this is a safety concern. Ask: "Which scene calls for more information? Which calls for protection?" Invite written or verbal answers. Clarify: no one has to override their instincts.

NOTICE | 0:25–0:35 (10 minutes)

0:25–0:27 Demonstrate Pattern Detective with fictional Sam: "A meeting starts late; Sam checks the clock repeatedly." Identify cue, possible feeling, and possible need without assuming Sam's history.

0:27–0:32 Participants select ONE fictional clue card in workbook: unexpected change, unanswered message, raised voices in a hallway, or a crowded waiting room. Ask: "What could this character notice? What do we NOT know? What might help?"

0:32–0:35 Debrief. SAY: "We are detectives, not mind readers. A clue is not a verdict." Invite two observations or provide your own examples if quiet.

PRACTICE | 0:35–1:00 (25 minutes)

0:35–0:38 Introduce The Plot Twist. SAY: "We're not rewriting someone's feelings. We're trying out different next scenes. A movie can have more than one possible ending—and so can an ordinary stressful moment."

0:38–0:43 FACILITATOR DEMO: Read Scene 1 below. Write three branches on the board: A) jump to a conclusion, B) seek information, C) choose support/space. Ask which branches protect choice. Emphasize none is mandatory.

0:43–0:53 ROUND 1: Participants choose one scene card and fill in workbook: cue, possible reaction, actual safety check, two next scenes. Offer pairs or solo work. At minute 48, announce "five minutes left." If group is quiet, model a second scene aloud.

0:53–0:58 ROUND 2: "Switch the genre." Change one detail (e.g., the message arrives later with an explanation; or the person becomes threatening). Ask: "Would the best next step change?" Encourage alternatives that preserve autonomy.

0:58–1:00 Harvest: "One thing that surprised us is..." Facilitator may summarize rather than solicit answers.

Fictional story cards (read aloud or cut apart)

SCENE 1 • The Mystery Text — Jordan sends a question to a friend. Hours pass without a reply. Jordan thinks, "I must have upset them." No other information is available.

SCENE 2 • The Last-Minute Switch — Morgan learns that a scheduled appointment has been moved. Morgan feels frustrated and unsettled; the office offers a new time.

SCENE 3 • The Loud Hallway — Riley hears people arguing in the hallway. Riley feels on edge. The argument is not directed at Riley, and the nearest exit is open.

SCENE 4 • The Boundary Test — A person repeatedly ignores Casey's request to stop contacting them and appears outside Casey's workplace. Casey feels frightened.

For Scene 4, do not suggest positive reframing of the other person's behavior. Name the boundary violation and brainstorm safety-oriented supports without prescribing one action.

CONNECT | 1:00–1:15 (15 minutes)

1:00–1:03 "Director's Cut." Invite participants to work in pairs, solo, or as observers. Assign fictional characters only; no role-play or personal disclosure. Each participant can choose a scene.

1:03–1:10 Three-step edit: (1) Write the character's first thought. (2) Offer a kinder or more accurate alternative without denying the feeling. (3) Add a practical next step. Partners can offer ideas only after asking "Want another option?"

1:10–1:13 Twist cards: "The character cannot leave immediately"; "The character does not want to talk"; "New information shows the concern is real"; "A trusted person is available." Choose one and revise the next step. Emphasize safety when new information signals danger.

1:13–1:15 Debrief: "What helped the character keep choice?" If no one speaks, offer: "Asking for time, information, or support all count."

RECLAIM | 1:15–1:25 (10 minutes)

1:15–1:17 Introduce My Next-Scene Menu. SAY: "A menu is not a homework assignment. It's a collection of possibilities for a day when thinking feels hard."

1:17–1:23 Participants choose up to three options from workbook categories: check safety, name a feeling, gather information, create space, seek support, set a boundary. Offer blank space to add or cross out options. Do not require sharing.

1:23–1:25 Invite a voluntary "one choice I might keep" or quiet review. Remind participants that choices may be limited by circumstances and that survival responses deserve compassion.

CARRY FORWARD | 1:25–1:30 (5 minutes)

1:25–1:27 One-sentence takeaway: "I can notice a pattern without blaming myself." Optional written reflection or pass.

1:27–1:30 LAST ACTIVITY — A Kind Word to Carry Forward. SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, or just let it pass by. You don't have to say it out loud—or believe it today."

Offer: "I can pause and choose my next step when a choice is available." / "My reactions deserve curiosity, not shame." / "I deserve safety and support." Close gently without a final demand to share.

If time runs short / if the room is quiet

- If short: use only one story in Round 2, but preserve the 5-minute closing and last affirmation.
- If quiet: facilitator models the character's thought and asks participants to circle options silently; no pressure to speak.
- If participants finish early: offer a second fictional card with a different safety context; ask what changes, not what is "correct."
- If someone becomes distressed: offer an opt-out, quiet space, and private support according to site procedure. Do not ask for details in the group.

Facilitator quick check

Did the group distinguish a reminder from a real safety threat? Were at least two choices offered without pressure? Did every activity permit observing or passing? Did A Kind Word to Carry Forward remain last? Record only non-identifying implementation notes per site policy.

RECLAIM

CHAPTER 7 | Reclaiming Power, Voice & Choice

THE MICROPHONE IS MINE • FACILITATOR GUIDE • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Purpose, approach & assessment check-in

This TREM-informed session helps participants recognize preferences, practice requests, express boundaries, and choose silence when desired. It builds on Chapters 1–6 without assuming everyone attended in sequence. Do not describe this as delivery of a certified TREM protocol.

ASSESSMENT REMINDER (private, outside group): Check attendance-based status—entry before first session, midpoint after about six attended sessions, completion after about twelve. Arrange due 45-minute individual appointments separately. Never review assessment answers or scores in the group.

Facilitation promise: All choices count, including "not today." Use fictional situations only. No required personal disclosure, touch, role-play, standing, public speaking, or pair work. Invite writing, drawing, speaking, observing, or passing. Fun is an invitation, never an expectation.

Before participants arrive

Print participant workbooks; prepare optional paper microphone cutouts/cards (no object must be held), pens, sticky notes, two envelopes labeled "My choice" and "Not for me," and a board. Write: NOTICE → NAME → ASK / DECLINE → CHOOSE. Arrange an accessible quiet break option. Check confidentiality limits, agency safety procedures, and available follow-up support.

90-minute facilitation map

Part	Time	Min	Distinct activity
ARRIVE	0–10	10	Welcome and low-pressure choice warm-up
UNDERSTAND	10–25	15	Skills recap + power/voice/choice teaching
NOTICE	25–35	10	Preference Radar: spotting everyday choices
PRACTICE	35–60	25	The Microphone Is Mine: 3 rounds
CONNECT	60–75	15	The Remix Studio: supportive partner/solo scripts
RECLAIM	75–85	10	My Choice Playlist and one small next step
CARRY FORWARD	85–90	5	One takeaway + A Kind Word to Carry Forward

ARRIVE | 00:00–00:10 | 10 minutes

00–03 Welcome. SAY: "Today's headline: the microphone is yours. The catch? You are also allowed to mute it. Nobody has to give a speech." Point out breaks, choices, and the right to pass.

03–06 Review group agreements, including privacy limitations and no pressure to disclose. SAY: "You can use invented examples. We respect what is shared, though no one can promise what others do outside this room."

06–10 Warm-up "This or That—or Neither." Offer fictional, low-stakes pairs: tea/coffee; window/aisle; playlist/podcast; quiet/company. Invite pointing, marking, speaking, inventing a third option, or passing. Model: "I choose neither; I'd like water." Debrief: "A choice does not have to be dramatic to count."

UNDERSTAND | 00:10–00:25 | 15 minutes

10–17 SKILLS RECAP GAME: "Previously on RECLAIM..." Read six clues and ask the group to match a chapter skill. Offer choices verbally and in workbook. Ch1 Safety/choice: "I can pass." Ch2 Mind/body: "My stress response has a reason." Ch3 Present safety: "I can notice something around me if I choose." Ch4 Emotions: "Feelings carry information." Ch5 Intensity: "Strong feelings deserve care and options." Ch6 Triggers/patterns: "A clue is not the whole story; check safety." Give a friendly reveal after each; no grading or requirement to remember.

17–21 MINI-LESSON. SAY: "Power is not controlling everything. Voice can mean speaking, writing, asking, choosing, or not answering. Choice means having meaningful options and being allowed to decide." Note that coercion or real danger can limit options; never imply a survivor could simply have chosen differently.

21–25 FACILITATOR DEMO. Fictional Lee is asked to volunteer for an event. Show three responses: "Yes"; "I need to check my schedule"; "No, thank you." Ask: "Which is the best?" Answer: "The one Lee chooses based on Lee's needs and safety." Add: "Sometimes the safest response is indirect, delayed, or seeking help."

NOTICE | 00:25–00:35 | 10 minutes — PREFERENCE RADAR

25–27 Model on board: "Someone chooses the music without asking." Identify a preference (volume or genre), possible signal (annoyance, fatigue), and an optional request ("Could we turn it down?"). Note that noticing a preference does not require acting on it.

27–32 Participants select TWO fictional mini-scenes in workbook: a friend selects the restaurant; a coworker requests a favor; a group picks a movie; a relative wants an immediate answer. Complete: "What might the character prefer? What are two options? Is there a safety or power concern?" Partner work optional.

32–35 Debrief with model alternatives. SAY: "We're not hunting for the 'bravest' response. We're making more room for choice." If quiet, read two examples and continue.

PRACTICE | 00:35–01:00 | 25 minutes — THE MICROPHONE IS MINE

35–38 Introduce symbolic microphone card. SAY: "The microphone represents who gets to decide what comes out of your mouth—or stays private. It never needs to be held or passed." Participants may circle lines in workbook rather than speak.

38–45 ROUND 1: "MY PREFERENCE." Fictional Alex is planning a weekend with friends. Provide options: "I'd rather go in the afternoon," "I'd like a quiet place," "I'm not sure yet," or "I'll sit this one out." Participants choose one and invent another. Ask: "What changes if someone gives Alex time to answer?"

45–52 ROUND 2: "THE REQUEST." Fictional Devon has a crowded schedule and needs more time. Model: "I need another day"; "Could we discuss this tomorrow?"; "I cannot take that on." Participants choose a gentle, direct, or delayed version. Demonstrate that tone can change while the boundary stays the same.

52–57 ROUND 3: "THE MUTE BUTTON." Fictional Noor is asked a personal question at a gathering. Offer: "I'd rather not discuss that"; "I'm changing the subject"; leaving with support if safe; or choosing silence. Ask: "What if saying no directly feels unsafe?" Invite safer indirect options and support-seeking, without prescribing a single response.

57–60 Fast recap: ask group to finish "A voice can sound like..." with words, drawings, or quiet thought. Provide examples: "not now," "help," "yes," "no," "let me think," silence. Keep momentum without spotlighting anyone.

CONNECT | 01:00–01:15 | 15 minutes — THE REMIX STUDIO

60–63 Facilitator demonstration: Fictional Quinn says, "Can you help me move this weekend?" Compare three replies: apologetic ("I wish I could, but I can't"), brief ("I'm not available"), and collaborative ("I can't move boxes, but I can share a resource"). Emphasize that an alternative offer is optional, not owed.

63–69 SOLO OR OPTIONAL PAIR REMIX. Each participant chooses one fictional prompt from workbook and writes three possible responses: gentle, clear, and time-to-decide. Partner may act as an editor, never as someone pressuring them to say yes. Invite observing instead.

69–73 PLOT TWIST CARDS: "They keep asking"; "They respect your answer"; "You need to consult someone"; "Direct refusal could increase risk." Ask: "What would support the character's agency now?" For risk scenarios prioritize support and safety planning, not a polished assertive phrase.

73–75 Debrief. SAY: "Different voices are still voices. The goal is not a perfect line; it's having options." If early, add another remix; if behind, preserve closing time.

RECLAIM | 01:15–01:25 | 10 minutes — MY CHOICE PLAYLIST

75–77 Introduce the workbook "playlist": Track 1—What matters to me; Track 2—One sentence I might borrow; Track 3—Who or what supports my choices. SAY: "No one has to play every track."

77–82 Quiet creation time. Invite participants to write, doodle, or select prewritten lines. Provide examples: "I can take time," "I can ask for clarity," "I can choose who hears my story." Allow fictional entries.

82–85 Invite sharing one general sentence or no sharing. SAY: "Your workbook belongs to you. You decide whether to show anyone." Do not collect personal worksheets.

CARRY FORWARD | 01:25–01:30 | 5 minutes — LAST ACTIVITY

85–87 Optional recap: "One skill I want to remember is..." Facilitator can offer: "I can pause before answering." Do not turn this into a disclosure round.

87–90 A KIND WORD TO CARRY FORWARD. SAY: "Some of us haven't heard enough kind words. Borrow one, change it, write your own, listen, or pass. You don't have to say it out loud—or believe it today." Read slowly: "My voice matters, even when I choose silence." "I am allowed to have preferences and boundaries." End here—no further tasks.

Fictional prompt cards and answer bank

Prompt	Possible choices (not answers to memorize)
A friend picks the restaurant	"Could we look at another option?" / "I'm fine with that." / "I'll decide later."

A coworker asks for extra work	"I can't today." / "Can we review priorities?" / "I need time to check."
Someone asks a personal question	"I'd rather not answer." / "Let's talk about something else." / silence / exit if safe
A group plans a loud activity	"I prefer something quieter." / "I'll join another time."
A person repeatedly ignores a boundary	Consider safety, trusted support, advocacy, and practical planning; avoid insisting on confrontation.

Timing and accessibility backups

If a round ends early, offer "another version" or have participants choose which reply feels most respectful of the fictional character's autonomy. For groups that do not want pairs, facilitator models each exchange; everyone may annotate silently. If a participant is distressed, offer a break or private follow-up per agency procedure, without required grounding exercises. If an active threat is raised, shift to safety response and clinical protocol. Protect final five minutes. Document process and attendance without including personal disclosures in group notes. Clinical supervisor review before implementation.

RECLAIM

CHAPTER 8 | Boundaries: My Body, My Time, My Choice

MY DOOR, MY RULES • FACILITATOR GUIDE • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Session purpose & safeguards

STAIR- and TREM-informed skills: identify physical, emotional, time, digital, and information boundaries; practice flexible responses and respecting others' choices; distinguish everyday requests from coercion and actual safety threats. These are curriculum influences, not delivery of certified protocols.

Facilitator stance: A boundary is information about what is or is not okay for a person; it is not a guarantee another person will comply. Survivors are never responsible for someone else's coercion, violence, or boundary violations. Do not require participants to practice saying "no" aloud, confront anyone, disclose trauma, close eyes, move, touch props, or work with a partner. Writing, drawing, speaking, observing, and passing are equally valid.

ASSESSMENT CHECK-IN (private): Check entry before first group, midpoint after approximately six attended sessions, completion after approximately twelve. Schedule any due 45-minute individual appointment outside group. Do not discuss assessment scores or collect confidential forms in group.

Preparation and materials

Print participant workbooks and the fictional scenario bank; prepare blank paper door-sign templates, markers/pens, optional colored cards, board with "NOTICE → NAME → CHOOSE → SUPPORT." Optional paired work must always have a solo alternative. Know agency reporting, safety, accessibility, and private follow-up procedures. Avoid asking participants to share personal boundary violations.

Complete 90-minute schedule

Part	Clock	Minutes	Distinct application
ARRIVE	00–10	10	Welcome; Door Sign of the Day
UNDERSTAND	10–25	15	Boundary types; green/yellow/red examples; demonstration
NOTICE	25–35	10	Boundary Detective: who decides what?
PRACTICE	35–60	25	My Door, My Rules: signs, phrases, safety fork
CONNECT	60–75	15	Boundary Remix & Respect the Reply
RECLAIM	75–85	10	My Boundary Toolkit and support map
CARRY FORWARD	85–90	5	Recap and A Kind Word to Carry Forward

ARRIVE | 00:00–00:10 (10 min)

00–03 Welcome. SAY: "Today we're designing imaginary door signs. No construction permit needed—and absolutely no surprise pop quizzes about your personal life." Explain breaks and passing. "Fun is optional; you can simply listen."

03–06 Review agreements and confidentiality limits. SAY: "You decide what to share. We ask everyone to respect privacy, though we cannot guarantee what others say outside the group."

06–10 "Door Sign of the Day" low-stakes check-in. Offer: "Welcome," "Please knock," "Back in five," "Quiet time," or "Under renovation." Participants circle, doodle, say, or pass. Model an invented answer. Debrief: "Different days call for different doors." Do not interpret signs clinically.

UNDERSTAND | 00:10–00:25 (15 min)

10–14 MINI-LESSON. SAY: "A boundary is information about your body, time, attention, belongings, space, and story. It can be flexible, firm, or still under consideration. You are allowed to change your mind." Distinguish a request ("Please ask before borrowing my phone") from a demand to control someone else ("You may never speak to anyone else").

14–20 GREEN / YELLOW / RED fictional examples. Green: a friend asks before hugging and accepts no. Yellow: a coworker keeps requesting overtime after a polite decline. Red: someone threatens retaliation for a refusal or blocks an exit. Participants circle color or observe. Discuss: green = respectful; yellow = pressure / needs attention; red = safety concern, support may be needed. These are teaching cues, not a diagnostic safety rating.

20–25 FACILITATOR DEMO. Fictional Rowan is asked to share a password. Three possible responses: "I keep my passwords private," "I need to think," "I'm not comfortable with that." Ask which respects Rowan's choice; answer: any Rowan freely chooses. If coercion or risk is present, a direct refusal may not be safest; discuss support and planning instead.

NOTICE | 00:25–00:35 (10 min) — BOUNDARY DETECTIVE

25–27 Model a scenario: "Jules is asked to stay late at work." What is being requested? Who has decision-making power? What constraints might Jules have? What could support Jules? Emphasize power dynamics and that not every option is available to everyone.

27–32 Workbook: choose TWO fictional scenes from time, space, digital, emotional, and information boundaries. For each: what is the boundary? what is one respectful response? what might make it harder? what support could help? Solo, optional partner, or observer format.

32–35 Invite a couple of fictional answers or provide prepared examples. SAY: "Spotting the boundary counts as a skill —even when the next step isn't obvious."

PRACTICE | 00:35–01:00 (25 min) — MY DOOR, MY RULES

35–38 Introduce imaginary door signs. SAY: "Your door can have a welcome mat, a knock-first sign, or a closed-for-now sign. No one has to explain the sign." Model "Please ask first" as a general example; no personal stories.

38–45 ROUND 1: DESIGN STUDIO. Each person chooses two imaginary door signs for fictional characters: "Knock first," "I need more time," "Not available today," "Ask before sharing my story," or a custom sign. Draw, circle, or write. Prompt: What does this sign protect—time, space, body, attention, or privacy? What is a kind sentence that matches it?

45–52 ROUND 2: THE PHRASE FITTING ROOM. Give the same fictional request in three tones: warm ("Thanks for asking; not today"), brief ("No, thank you"), delayed ("I'll let you know tomorrow"). Scene: a friend asks to borrow an

item. Participants choose the phrase most useful to the character and invent an alternative. Discuss that explanations are optional; no phrase guarantees compliance.

52–57 ROUND 3: THE SAFETY FORK. Scene A: someone asks for a hug and accepts "no." Scene B: someone threatens a character for refusing access to their phone. Ask: "Is this a wording problem, or a safety and support problem?" For B, focus on trusted support, safety planning, and local advocacy options; never encourage confrontation or claim a specific phrase prevents harm.

57–60 GROUP DEBRIEF. "A sign can be changed. The person choosing gets to decide." Ask participants to pick a favorite fictional sign or simply observe. If the group finishes early, invite another category of boundary rather than personal disclosure.

CONNECT | 01:00–01:15 (15 min) — BOUNDARY REMIX & RESPECT THE REPLY

60–63 FACILITATOR DEMO. Fictional Dani says, "Please don't post my photo." Show responses: (A) "But it's a great photo!" (B) "Okay, I won't post it." (C) "Why are you so sensitive?" Ask: "Which reply respects Dani's choice?" Explain that accepting another person's boundary is also a skill.

63–69 OPTIONAL PAIRS / SOLO. Choose two fictional prompts: friend wants a last-minute favor; family member asks for private information; coworker requests an immediate answer; friend declines an invitation. Write (1) a boundary sentence and (2) a respectful reply from the other person. Partner may read as editor only, never pressure or play an aggressor. Observers can compare facilitator examples.

69–73 PLOT TWIST. Read one constraint: "They ask again"; "The character wants to change their answer"; "A power imbalance makes direct refusal risky"; "The person respectfully accepts the boundary." Ask for one additional choice and one possible support. Make clear that safety, access needs, and material constraints matter.

73–75 DEBRIEF. SAY: "A healthy response to someone's boundary doesn't demand a courtroom defense. Sometimes 'Okay, thanks for telling me' is the whole conversation." If early, invite a second respectful reply; if behind, move to RECLAIM on time.

RECLAIM | 01:15–01:25 (10 min) — MY BOUNDARY TOOLKIT

75–77 Introduce toolkit: NOTICE a preference; NAME a possible boundary; CHOOSE a response or delay; SUPPORT—identify resources if safety or power makes the situation complicated. SAY: "A toolkit is options, not homework."

77–82 Quiet writing/drawing in workbook: one phrase to borrow, one way to respect another person's choice, and one person or resource to consider for support. Participants may use a fictional character instead of themselves.

82–85 Optional general share: "One sentence that could help a fictional character is..." Facilitator models "I need time to decide." Do not collect workbooks or ask about actual safety plans in group.

CARRY FORWARD | 01:25–01:30 (5 min) — FINAL ACTIVITY

85–87 Recap with three truths: "My preferences matter. Other people's boundaries matter. Safety comes before perfect wording." Invite a word or silent reflection.

87–90 A KIND WORD TO CARRY FORWARD. SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, write your own, listen, or pass. You don't have to say it aloud—or believe it today." Offer: "My body, time, and choices deserve respect." "I can protect my privacy without explaining everything." End here; no activity afterward.

Print-and-read fictional scenario bank

Scenario	Boundary category	Useful question
Ari is asked for an immediate RSVP	Time / autonomy	Could Ari ask for time?
Mina does not want her picture posted	Privacy / digital	What does a respectful reply sound like?
Sam is asked to share a password	Digital / safety	Is direct refusal safe? What support is available?
Lee prefers not to hug at a reunion	Body / space	What are ways to greet without touch?
Noor does not want to explain a medical appointment	Information / privacy	How can a questioner respect "I'd rather not share"?
Jules is asked to cover another shift	Time / power	What workplace constraints affect choices?
Casey is threatened after setting a boundary	Coercion / safety	What support and protective options might help?
Dani asks a friend not to post a photo	Respecting others	What response honors Dani's decision?

Quiet-group and clinical adaptations

For a quiet group, facilitator demonstrates two complete examples per activity and invites silent circling. For a talkative group, cap optional sharing at 60 seconds per person and protect the final five minutes. For reading or attention needs, read each scene aloud, present one prompt at a time, offer large-print materials or drawing. Avoid coercive role-play. For distress or disclosures of current danger, pause, offer private support and follow agency safety/reporting protocols. Do not promise confidentiality beyond policy. Clinical supervisor review before implementation.

RECLAIM

CHAPTER 9 | Trust, Relationships & Healthy Connection

THE RELATIONSHIP RECIPE • FACILITATOR GUIDE — REVISED • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate | University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Start here: what this session is actually teaching

A healthy connection is not defined by how close people are, how often they talk, or whether they ever disagree. It is shown through safety, respect, consent, accountability, and room for each person to be themselves. Trust grows through repeated behavior. A survivor may choose closeness, distance, or no relationship at all.

The two attached infographics are discussion aids, not diagnostic instruments. "Overly open/closed" are not judgments about survivors: privacy, withdrawal, guardedness, or rapid trust may be adaptive responses to circumstances. Avoid calling a participant or relationship a "type." Safety and power differences always matter.

PRIVATE ASSESSMENT CHECK-IN: Confirm each participant's attendance-based entry, midpoint (about 6 sessions attended), or completion (about 12 sessions attended) appointment. Schedule the separate 45-minute individual assessment privately, outside the 90-minute group. Never collect or discuss scores in group.

Choices: participants may speak, write, sketch, observe, or pass; no personal history, paired work, touch, movement, or public reading required. Fictional scenarios only. Do not recommend reconciliation with someone who is coercive or abusive. Clinical supervisor review before use.

Minute-by-minute map

Part	Minutes	Application
ARRIVE	00–10 (10)	Connection Café: choose the social "special"
UNDERSTAND	10–25 (15)	Clear teaching + visual comparisons + "What counts as healthy?"
NOTICE	25–35 (10)	Evidence Detective: sort behaviors, not people
PRACTICE	35–60 (25)	Relationship Recipe + Mystery Ingredient + Safety Swap
CONNECT	60–75 (15)	Repair or Repeat? + Trust Access Dial

RECLAIM	75–85 (10)	My Connection Menu: practical choices and support
CARRY FORWARD	85–90 (5)	One takeaway and closing kind word

ARRIVE | 00–10 | Connection Café

00–03 SAY: "Welcome to the Connection Café. Today's special is choice—with a generous side of 'no thank you.' We are not rating our own relationships or telling personal stories." Offer a quiet exit and participation options.

03–06 Revisit agreements and confidentiality limits. Emphasize that group members are asked to respect privacy but cannot guarantee it outside the room.

06–10 Offer café "orders": quiet company, a friendly check-in, practical help, time alone, or "ask me later." Participants select on paper or silently. Ask: "Could two people want different things and both be okay?" Model: "I enjoy company, but not every minute."

UNDERSTAND | 10–25 | Make the distinctions clear

10–13 RECAP: Ask which earlier RECLAIM skill fits each fictional clue: "I can pass" (choice); "I notice my reaction" (trauma awareness); "I can look around" (present orientation); "I can name a feeling" (emotions); "I can care for a big feeling" (intensity); "I can check the whole story" (triggers); "I can ask or decline" (voice); "I can set a limit" (boundaries). Give answers aloud so no prior attendance is required.

13–18 SHOW "Types of Boundaries" (full-page visual at end). Explain: Overly open may look like sharing more than feels safe or difficulty declining; balanced means choosing what to share and with whom; overly closed may mean little access even where safe connection is possible. IMPORTANT: a closed door may be protective and appropriate. People can have different boundaries with different people. Ask: "Which column emphasizes choice and flexibility?"

18–23 SHOW "Unhealthy vs. Healthy Relationships" (full-page visual at end). Explain using behavior pairs: pressure to change vs acceptance; excuses for harm vs accountability; monitoring vs privacy; sexual pressure vs freely given consent; intimidation vs safety. SAY: "An apology alone does not erase a pattern. Respect is demonstrated, not promised."

23–25 QUICK CHECK: Read two claims; invite thumbs on paper / verbal / silence. (1) "Healthy means never disagreeing." FALSE: respectful disagreement is possible. (2) "Someone can choose privacy and still have healthy boundaries." TRUE. Clarify without testing participants.

NOTICE | 25–35 | Evidence Detective

25–27 Model a behavior-only classification: "Pat asks before sharing Jo's news." Evidence of privacy respect. Avoid: "Pat is a good person." We assess actions, not whole identities.

27–32 Present four scene cards; participants mark green (supportive), yellow (need context), or red (safety concern), and WHY. A: friend asks before hugging. B: coworker takes hours to reply. C: partner checks phone without permission. D: relative says "I was stressed" after threatening someone. Accept that B needs context; C violates privacy; D requires attention to threats, not excuse-making.

32–35 Ask "What additional information would help?" and "Does anyone need safety support now?" Do not insist on a single response to uncertain situations. If disclosure arises, offer private follow-up per agency protocol.

PRACTICE | 35–60 | The Relationship Recipe

35–38 Demonstrate a fictional recipe: 2 cups respect + 1 cup consent + steady accountability + room for differences. SAY: "The recipe is not a formula for earning someone's kindness. It is a way to notice what healthy behavior looks like."

38–45 ROUND 1 — Build a recipe for fictional roommates, friends, relatives, or partners (participant chooses). Pick four ingredients from workbook; for each, write ONE observable action. Example: privacy = "asks before sharing my story"; reliability = "follows through or explains changes." Invite sketching a recipe card.

45–52 ROUND 2 — Mystery Ingredient. Draw/read one card: "One person wants more time alone," "They disagree about a plan," "Someone forgets a commitment," or "A private story is shared without permission." Participants write: What happened? Which ingredient is affected? What response would show respect? Facilitator models a response without requiring role-play.

52–57 ROUND 3 — Safety Swap. New card: "After a refusal, one person threatens or intimidates the other." Ask: "Is this a communication mismatch or a safety concern?" State: threats/coercion are safety concerns. Discuss options for outside support, advocacy, and safe planning—not couples communication practice or pressure to confront.

57–60 Recipe reveal: invite participants to share one fictional ingredient or observe. Read three sample recipes aloud if quiet. SAY: "A healthy recipe leaves room for two whole people."

CONNECT | 60–75 | Repair or Repeat? + Trust Access Dial

60–63 TEACH: Repair includes naming the harm, taking responsibility without blame, respecting the other person's choices, and sustained behavior change. Forgiveness, closeness, and renewed access are not owed.

63–69 REPAIR OR REPEAT? Fictional Jamie broke a promise. Compare: A "Sorry you're upset; get over it"; B "I broke my promise. I understand the impact. Here is what I will change, and I respect your decision"; C repeated apologies followed by the same behavior. Participants identify evidence of accountability and what would need to happen over time. Optional paired editing of A into a responsible apology; solo default.

69–73 TRUST ACCESS DIAL. Use workbook 0–3 dial: 0 no access, 1 public/basic information, 2 some shared activities, 3 more personal trust. Emphasize: NOT a measure of worth or a required progression. For fictional Taylor, who respects one boundary but has broken another, what access might Taylor choose and why? A participant can keep the dial at zero.

73–75 Wrap: "Trust can grow, pause, or shrink. A relationship is not owed another chance just because someone asks."

RECLAIM | 75–85 | My Connection Menu

75–77 Offer categories: connection I enjoy; ways I like to receive support; a sign I want to watch for; one boundary I can keep; support if a situation is unsafe. Personal entries optional; fictional examples welcome.

77–82 Quiet workbook time. Model: "I like practical help," "I can ask before sharing," "I can take time before trusting," "I can contact a trusted advocate." Do not collect worksheets.

82–85 Invite a general skill to carry forward; participants may listen or pass. If finished early, invite one additional example of respect in friendship, family, work, or dating.

CARRY FORWARD | 85–90 | Final activity

85–87 One-sentence recap: "Healthy connection makes room for safety, consent, respect, accountability, and choice." Invite an optional word or silent reflection.

87–90 A KIND WORD TO CARRY FORWARD. SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, write your own, listen, or pass. You don't have to say it aloud—or believe it today." Offer: "I can let trust grow at my own pace." "I deserve relationships that respect my choices." End here.

Facilitator backup bank and response guidance

If you need...	Use this 2–3 minute application
A quieter-group prompt	Read two possible replies and invite circling, not speaking.
More complexity	Ask how the same behavior differs in friendship, family, workplace, and dating.
A concrete example	Translate "respect" into an observable action: "asks before touching."
A safety distinction	Ask "Does this person have meaningful freedom to say no?"
An accessible alternative	Read the visual's key comparisons aloud; offer verbal descriptions.

Note on the provided visuals: "Overly closed" should not be presented as inherently unhealthy in an unsafe context. The relationship comparison visual contains examples of sexual coercion, intimidation, and harm; give a content heads-up, offer a choice to skip, and avoid asking participants to identify themselves in any row. In active danger, follow agency safety and reporting procedures and offer private advocacy.

Reference visual 1 — Types of Boundaries

Types of Boundaries

Boundaries help us know what is okay and what is not okay in our relationships.
We can have different types of boundaries depending on the people in our lives and the situation.

Overly Open Boundaries

TOO OPEN



Let many people in, even when it may not be safe or healthy.

- Trusts quickly, sometimes too easily
- Shares personal information early and often
- Has a hard time saying "no"
- Becomes overly involved in others' problems
- Often puts others' needs before their own
- Avoids conflict to keep the peace
- May not be clear about personal values and needs
- Communicates indirectly or passively

Balanced Boundaries

JUST RIGHT



Chooses what to let in, what to share, and what to keep out.

- Builds trust over time and with care
- Shares personal information appropriately
- Able to say "no" when needed
- Supports others without taking on their problems
- Values both their own needs and the needs of others
- Sees conflict as a normal and healthy part of life
- Stays true to personal values while remaining flexible and open to different perspectives
- Communicates clearly, respectfully, and assertively

Overly Closed Boundaries

TOO CLOSED



Keeps most people out, even when connection could be healthy.

- Finds it hard to trust others
- Keeps personal information very private
- Says "no" most of the time
- Stays detached from others' problems
- May prioritize their own needs and push others away
- Avoids conflict by withdrawing or shutting down
- Has rigid or inflexible personal values and beliefs
- Communicates in a guarded, defensive, or aggressive way

Created by Tracie Chapman, MSW Student | University of Oklahoma | 2026

Reference visual for discussion. You may look, listen to a description, or skip it. These categories are guides—not labels for people.

Reference visual 2 — Unhealthy vs. Healthy Relationships



Reference visual for discussion. You may look, listen to a description, or skip it. These categories are guides—not labels for people.

RECLAIM

CHAPTER 10 | Shame, Self-Blame & Self-Compassion

THE EDITOR'S DESK • FACILITATOR GUIDE — EXPANDED • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Purpose, clinical framing, and preparation

TREM- and TARGET-informed skills: distinguish guilt ("I did something") from shame ("I am something bad"); separate responsibility for harm from survival responses; practice accurate, compassionate rewording; and identify realistic support. This is not a certified TREM/TARGET protocol. Never suggest that compassion excuses harmful behavior or that survivors caused abuse.

PRIVATE ASSESSMENT CHECK-IN: Review each participant's attendance-based status: entry before first group, midpoint after approximately 6 sessions attended, and completion after approximately 12. Arrange the separate 45-minute individual appointment privately, not during group; do not collect or discuss answers or scores in group.

Prepare printed workbook, optional colored pencils, fictional "editor cards," and whiteboard. No personal trauma stories, required sharing, movement, touch, partner work, eye closure, or body scans. Participants may write, draw, listen, observe, or pass. Offer a content heads-up: examples discuss unfair blame and coercion. Keep a private follow-up and break option available.

90-minute plan

Segment	Clock	Time	Concrete activity
ARRIVE	00–10	10m	Weather-free check-in: "Today's headline"
UNDERSTAND	10–25	15m	Guilt/shame/compassion visuals + responsibility sorting
NOTICE	25–35	10m	Spot the Sneaky Headline
PRACTICE	35–60	25m	The Editor's Desk: 3 editing rounds
CONNECT	60–75	15m	Kind Friend Pressroom + compassionate boundaries
RECLAIM	75–85	10m	Pocket Copy Desk: take-home phrase cards
CARRY FORWARD	85–90	5m	Summary + A Kind Word to Carry Forward

ARRIVE | 00–10 | Today's Headline

00–03 WELCOME: "Today we are editors. We will work with fictional headlines—because our brains sometimes publish dramatic headlines before checking the facts. No one has to share a personal story." Offer break/pass options.

03–06 Revisit respect and privacy agreements and explain confidentiality limits. No one is required to read anything aloud.

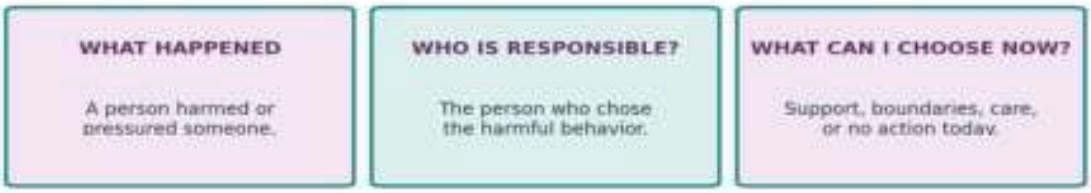
06–10 HEADLINE CHECK-IN. Invite participants to select a fictional headline for their energy: "Under Construction," "Coffee Would Help," "Quiet Edition," "Surprise Plot Twist," or invent one. Facilitator models "Quiet Edition." Ask only "What helps a headline feel less demanding?" If quiet, offer "time, space, a friendly editor."

UNDERSTAND | 10–25 | Understand the difference

10–14 SHOW GRAPHIC 1. Guilt is about an action, and can sometimes guide repair; shame makes a global claim about worth. Self-compassion is a way to respond with honesty and care. Emphasize: not every guilty feeling indicates actual responsibility.



14–19 SHOW GRAPHIC 3. Distinguish "Who chose harmful behavior?" from "What can the survivor choose now?" SAY: "A survivor's choices under threat are often constrained. Freezing, complying, not reporting, returning, or delaying action never transfers responsibility for someone else's harm."



19–25 FICTIONAL SORT. Read: (A) "I forgot to call my friend, and I can apologize" (possible guilt/repair); (B) "I am a terrible person because I made a mistake" (shame); (C) "Someone threatened me, so I went along to stay safer" (responsibility lies with the threatening person); (D) "I can be disappointed and still treat myself kindly" (compassion). Invite workbook marking; model answers and acknowledge nuance.

NOTICE | 25–35 | Spot the Sneaky Headline

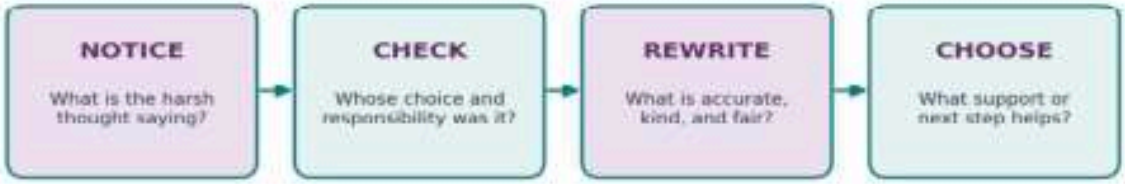
25–27 Demonstrate "The whole day is ruined because I forgot one thing" → "One thing went wrong; it does not define the day." Explain common unfair words: always, never, should have, my fault, weak, stupid. Do not claim every negative thought is false; examine accuracy and context.

27–32 SOLO/OPTIONAL PAIR: choose two fictional headlines in workbook: "I should have known," "If I say no, I am selfish," "I ruined everything," "I cannot trust myself." Circle the sweeping words, write what is actually known, and suggest a fairer headline. Facilitator reads one example before participants begin.

32–35 DEBRIEF: Invite a fictional rewrite or pass. If silent, offer: "I did not have all the information then" and "My needs matter, too."

PRACTICE | 35–60 | The Editor's Desk — signature activity

35–38 INTRODUCE FOUR-STEP EDIT: NOTICE harsh headline → CHECK facts and responsibility → REWRITE in a fair, kind voice → CHOOSE one supportive next step. Display Graphic 2. SAY: "We are not changing history. We are changing the unfair headline attached to it."



38–45 ROUND 1: THE RED PEN. Fictional Dani misses a deadline and thinks "I always mess everything up." Participants underline "always," identify the specific fact, and rewrite: "I missed this deadline; I can ask about next steps." Offer alternatives: "I need help planning," or "I can repair one thing without attacking myself."

45–52 ROUND 2: THE RESPONSIBILITY CHECK. Fictional Avery says no to a request; the other person insults and threatens Avery. Avery thinks "I made them angry, so it is my fault." Ask: who chose to threaten? what options were realistically available? rewrite without blaming Avery. Model: "Their threatening behavior is their responsibility. I deserve safety and support." Do not require participants to identify their own experiences.

52–57 ROUND 3: THE HEADLINE REVISION. Fictional Lee withdrew from friends while overwhelmed and thinks "I am a bad friend." Participants create two compassionate rewrites: one acknowledging impact ("I have been less available") and one offering choice ("I can reconnect if and when it feels right"). Add "What if reconnecting is unsafe?"—choosing distance can be appropriate.

57–60 OPTIONAL EDITOR SHOWCASE. Invite one fictional before/after headline or allow participants to read an example silently. Facilitator offers one model if no volunteers. Praise specificity rather than positivity: "That version is more accurate and less cruel."

CONNECT | 60–75 | Kind Friend Pressroom

60–63 FACILITATOR DEMO: Fictional friend says "I'm such an idiot; I got overwhelmed." Compare response A "Don't be ridiculous" and B "That sounds hard. Want to talk about what might help?" Ask which supports dignity without dismissing the feeling.

63–69 THREE RESPONSE MODES: In workbook participants draft for fictional Morgan: (1) VALIDATE "That sounds..."; (2) REALITY-CHECK "One fact we know..."; (3) OFFER CHOICE "Would you prefer listening, practical help, or space?" Optional pairs edit each other's fictional scripts, not personal histories. Solo/observe equally welcome.

69–73 PLOT TWIST CARDS: "Morgan doesn't want advice," "Morgan asks for reassurance repeatedly," "Morgan's situation involves a current threat." Revise a response. For threat, shift to safety, advocacy, and private follow-up; do not treat danger as a thinking error. If time allows, compare "comfort" with "taking over."

73–75 SAY: "Self-compassion is not pretending nothing happened. It is refusing to add unnecessary cruelty."

RECLAIM | 75–85 | Pocket Copy Desk

75–77 Introduce take-home mini-cards. Participants choose a fictional or personal phrase, and one support option. No one must keep or display the card.

77–82 Quiet card-making. Prompts: "The unfair headline says..." / "A fairer sentence might be..." / "If I need support, I could..." Model: "I can make a mistake without becoming one." For a survivor: "What happened was not my fault." Avoid requiring affirmations to feel believable.

82–85 Optional silent gallery: participants may keep cards private, show one, or simply listen as facilitator reads examples. Never collect workbook pages.

CARRY FORWARD | 85–90 | Last activity

85–87 Summarize: "A feeling of blame is not proof of responsibility. Accuracy and kindness can belong in the same sentence." Invite an optional skill word or pass.

87–90 A KIND WORD TO CARRY FORWARD. SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, write your own, listen, or pass. You do not have to say it aloud—or believe it today." Read: "I deserve compassion, including from myself." "I am not responsible for another person's harmful choices." End without additional exercises.

Additional scenarios, pacing, and safety notes

Fictional scenario	Helpful teaching focus
Forgot a birthday	A specific mistake can invite repair without global shame.
Asked for time off	Having needs does not automatically mean selfishness.
Was pressured into saying yes	Coercion limits choice; the person using pressure is responsible.
Needs privacy	Not sharing is a valid boundary, not proof of dishonesty.
Feels stuck after a setback	Progress is not a straight line; options can be small.
Received blame for another person's outburst	Blame is not evidence; responsibility follows the harmful choice.

If activities finish early, offer a second fictional rewrite using different language: factual, gentle, or brief. For low-literacy or concentration needs, offer choice of prewritten sentences and read them aloud. Do not insist on "positive thinking," forgiveness, or reframing real danger. Distress: offer a break and private support per agency policy. Review with clinical supervisor before use.

RECLAIM

CHAPTER 11 | Reconnecting With My Life

THE JOY MENU • FACILITATOR GUIDE • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Purpose, readiness, and assessment reminder

Goal: support reconnection with personally meaningful activities, curiosity, pleasure, rest, and connection after trauma—without implying survivors must feel happy, productive, social, or "back to normal." TREM- and STAIR-informed ideas are influences, not delivery of certified protocols. Rolling-entry participants need no previous chapters.

PRIVATE ASSESSMENT CHECK-IN: Track attendance, not chapter numbers. Entry before first session; midpoint after approximately 6 attended sessions; completion after approximately 12. Arrange separate 45-minute individual appointments privately. Do not review scores or collect confidential forms in group.

Participation choices: writing, drawing, pointing, imagining, observing, or passing; solo or optional pair work. Never require trauma disclosure, movement, touch, body scans, breathwork, closed eyes, or cheerful feelings. Low energy, disability, money, access, culture, and safety can shape choices. "Fun is an invitation, never an expectation."

Preparation and session schedule

Print participant workbooks; display or print the three visual aids; prepare blank menu cards, pens, optional stickers, and fictional scenario cards. Have a quiet-break option and agency support procedures available.

Section	Clock	Minutes	Work
ARRIVE	00–10	10	Welcome + "What's on the menu?"
UNDERSTAND	10–25	15	Recap + joy/neutrality/accessibility teaching
NOTICE	25–35	10	Interest Detective + Energy Check
PRACTICE	35–60	25	The Joy Menu: three interactive rounds
CONNECT	60–75	15	Plan B Café + Invitation Remix
RECLAIM	75–85	10	My Two-Minute Experiment

ARRIVE | 00–10 | What's on the menu?

00–03 SAY: "Welcome to the Joy Café. No one has to order happiness today. Rest and 'I'm not sure' are on the menu." Name the quiet space and the choice to pass.

03–06 Brief group agreements and privacy limits. Avoid promising confidentiality that other group members cannot guarantee. Reassure participants that all examples may be fictional.

06–10 Light warm-up: offer "today's special" choices: a cozy blanket, a funny animal video, a favorite song, fresh air, a quiet moment, or "none of these." Ask participants to circle, point, doodle, or pass. Model: "My special today is a quiet minute." If quiet, read options and move on.

UNDERSTAND | 10–25 | Reconnection is not a performance

10–15 "PREVIOUSLY ON RECLAIM..." rapid recap. Offer eight fictional reminders: safety/choice (Ch1), understanding stress reactions (Ch2), present-moment options (Ch3), naming emotions (Ch4), coping with intensity (Ch5), checking patterns and safety (Ch6), voice and choice (Ch7), boundaries (Ch8), and relationship trust (Ch9); Ch10 adds fair self-talk and compassion. Invite participants to select one skill that could help a character try a new activity. Provide answers without testing.

15–20 MINI-LESSON. SAY: "After stressful experiences, things that used to feel enjoyable may feel unfamiliar, exhausting, or uninteresting. That can change gradually, and sometimes we start with 'not terrible' rather than 'wonderful.' A small moment of comfort or curiosity counts." Distinguish enjoyment, rest, meaning, and connection; none is mandatory.

20–23 SHOW Visual 1 (Joy Menu). Give examples: free/paid, solo/social, at home/outside, two minutes/longer. Ask: "Which options are available even on a low-energy day?" Emphasize that doing nothing may be a valid rest choice.

23–25 SHOW Visual 2 (Energy & Accessibility Check). Model fictional Dana: "I'd like to go hiking, but I'm exhausted and cannot travel today." Alternatives: listen to birds through a window, look at trail photos, plan a future outing, or rest. No activity is required.



NOTICE | 25–35 | Interest Detective

25–27 MODEL with fictional Mika, who says "I don't enjoy anything anymore." Avoid correcting Mika. Ask: "Did anything feel a little less difficult this week?" Fictional clue: Mika lingered over a song. That suggests curiosity, not proof of happiness.

27–32 Workbook exercise: participants choose two fictional clues (humming while cooking, smiling at a dog, liking a warm drink, wanting quiet, noticing a color) and list one possible activity for each. Ask what might get in the way: time, energy, cost, safety, accessibility, or pressure.

32–35 Debrief: "A clue is an invitation, not an assignment." Invite one fictional example or pass. If silent, model: "Warm drink → two minutes on the porch, if accessible and safe."

PRACTICE | 35–60 | THE JOY MENU (25 minutes)

35–38 Demonstrate the four-section menu on board: Tiny Tastes (2 minutes), Low-Energy Comforts, Connection Options, and Curious Adventures. Explain: "We're building possibilities, not homework." Participants can create a fictional menu.

38–45 ROUND 1 — MENU MAKERS (7m). Participants choose or draw two options for each category from workbook suggestions. Require no purchases or mobility. Facilitator models: Tiny Taste = one favorite song; Low-Energy = look out the window; Connection = send an emoji; Curiosity = learn one unusual fact. Offer at least one "rest/skip" option.

45–52 ROUND 2 — THE MENU MAKEOVER (7m). Read fictional Casey's plan: "Attend a crowded three-hour festival." Draw constraint cards: low energy; no money; limited transportation; loud sounds are difficult; needs to stay home. Participants invent one adaptation for each constraint. Ask: "Could Casey choose not to go?" YES. Provide alternatives: free livestream, 5-minute visit, smaller gathering, or no event.

52–57 ROUND 3 — THE TASTE TEST WITHOUT THE TASTE (5m). Ask participants to select one menu item and mentally rehearse or write: where, when, supplies, optional support, exit/stop choice. They do not need to perform the activity. For fictional Jordan: "Listen to one song after lunch; stop if it feels irritating."

57–60 QUICK MENU SHARE. Invite a made-up menu title: "The No-Pressure Specials," "Tiny Adventures," or "Rest Counts." Participants may pass. If ahead, ask for a second adaptation rather than personal disclosure.

CONNECT | 60–75 | Plan B Café & Invitation Remix

60–63 Teach: "An invitation is not an obligation. Connection can mean company, practical help, a short message, or choosing solitude." Review boundaries and trust from prior chapters.

63–69 PLAN B CAFÉ. Fictional Avery wants to visit a friend but feels overwhelmed. In workbook, choose Plan A, Plan B, and an exit option: A = hour-long visit; B = 10-minute phone call; exit = "I need to rest; let's stop here." Facilitator models a respectful reply from the friend: "Thanks for telling me. Another time is okay."

69–73 INVITATION REMIX. Read three invitations: "Come for the whole afternoon"; "Tell me why you won't come"; "Would a short visit or another day work?" Participants rewrite one into a choice-respecting invitation, then draft a polite decline or delayed answer. Optional partner exchange, but solo or observe is equal.

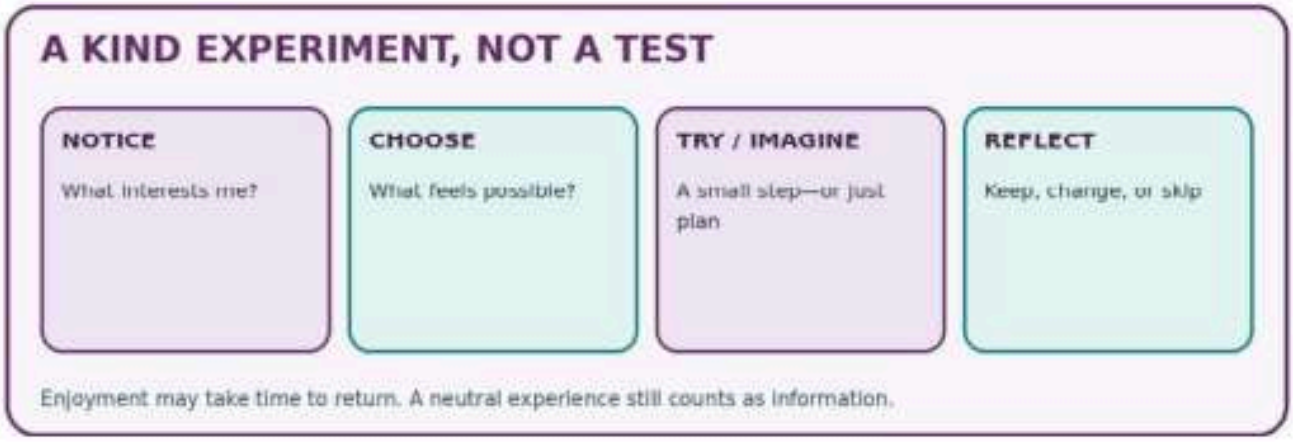
73–75 Debrief: "Connection should have doors, not traps." If a real relationship involves coercion, focus on safety and support rather than rehearsing a direct refusal.

RECLAIM | 75–85 | My Two-Minute Experiment

75–77 SHOW Visual 3. Explain: Notice → Choose → Try/Imagine → Reflect. SAY: "An experiment gives us information. It is not a pass/fail test."

77–82 Workbook planning: choose an activity that might be possible in two minutes; decide when/where, accessibility adaptation, permission to stop, and a kind response if it feels neutral or unpleasant. Participants can choose an imaginary character or decide not to experiment.

82–85 Optional general takeaway. Facilitator models: "I can try one song and decide afterward." Never collect workbooks or demand a pledge.



CARRY FORWARD | 85–90 | Last activity

85–87 One-sentence recap: "Reconnection can be tiny, flexible, and on your own terms." Invite an optional word: comfort, curiosity, rest, connection, or pass.

87–90 A KIND WORD TO CARRY FORWARD. SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, write your own, listen, or pass. You don't have to say it aloud—or believe it today." Offer: "Small moments count." "I am allowed to rediscover what matters to me at my own pace." End the session here.

Extra scenarios, pacing, and clinical notes

Fictional situation	Prompt or adaptation
Sam has no money for hobbies	Find free, at-home, low-cost, or library-based possibilities.
Lee feels guilty resting	Practice: "Rest is a valid choice, not a failure."
Nora enjoyed dancing but cannot stand long	Explore seated rhythm, listening, imagination, or a different interest.
Robin feels nothing during a planned activity	Normalize neutrality; ask what was learned without requiring positivity.
Alex receives a pushy invitation	Offer decline, delay, alternative, or safety-focused support.
Jamie feels unsafe leaving home	Avoid pushing outings; explore safe in-home options or advocacy.

If the group is quiet, read two sample answers and invite circling. If time runs short, reduce optional sharing, not the final five-minute closing. If participants become distressed, offer choices and private support per agency policy; do not impose breathing or grounding. Persistent loss of pleasure can warrant individualized clinical follow-up without diagnosing it in group. Obtain clinical supervisor review before implementation.



RECLAIM

CHAPTER 12 | Moving Forward: My Recovery, My Future

POSTCARDS FROM MY FUTURE • FACILITATOR GUIDE • 90 MINUTES

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

Session intention: celebration without pressure

Celebrate learning, agency, survival, and future possibilities. No one needs to report feeling healed, grateful, hopeful, forgiving, or ready for a next step. Chapter 12 is a thematic final chapter, not proof that every rolling-entry participant has completed twelve attended sessions. TARGET, STAIR, and TREM are influences, not certified protocol delivery.

FINAL ASSESSMENT — IMPORTANT: Privately verify attendance. For participants approaching/completing approximately 12 attended group sessions, schedule the separate 45-minute completion assessment using approved agency procedures; do not administer it during group or discuss answers or scores publicly. Others continue their rolling-entry path and are offered the appropriate entry/midpoint/completion check-in based on their attendance. Certificate issuance requires program-approved completion criteria; attending this chapter alone does not qualify.

Choice and safety: writing, drawing, listening, speaking, observing, or passing. All exercises may use fictional examples. No forced trauma narrative, eye closure, touch, movement, breathing, paired work, optimism, or sharing. Affirmations are invitations, never tests of belief. Offer private support and an accessible break space. Avoid promising absolute confidentiality.

Materials & room preparation

Participant workbooks; three printed/displayed visuals; blank postcards/index cards; colored pencils or pens; optional envelopes; fictional "skills cards"; blank certificates kept aside until eligibility verified; discreet individual assessment scheduling slips. Display "You may pass. Your story belongs to you." Arrange a private check-in pathway after group.

Complete 90-minute schedule

Section	Clock	Minutes	Activity
ARRIVE	00–10	10	Welcome Home Café + optional celebration word
UNDERSTAND	10–25	15	12 Skills Treasure Hunt + Journey Map
NOTICE	25–35	10	Strength Spotter + Evidence Jar
PRACTICE	35–60	25	Postcards From My Future (3 rounds)
CONNECT	60–75	15	Support Compass + Plan B rehearsal
RECLAIM	75–85	10	My Carry-Forward Kit + affirmations
CARRY FORWARD	85–90	5	Kind words closing and transition

ARRIVE | 00–10 | Welcome Home Café

00–03 SAY: "Welcome to Chapter 12. Today is not a graduation from having feelings. It is a chance to notice tools you have gathered and choices still ahead. If you are new, you belong here too." Explain rolling entry and the right to pass.

03–06 Brief agreements, confidentiality limits, break option, and content choice. SAY: "No one has to tell their story, describe progress, or share plans."

06–10 Offer a light "celebration order": confetti in my imagination / cozy blanket / quiet applause / favorite song / absolutely no fuss. Invite a mark or silent choice. Facilitator models: "I'll take the quiet applause, please." If quiet, read options and continue.

UNDERSTAND | 10–25 | 12 Skills Treasure Hunt

10–12 Introduce: "Skills are like items in a backpack. We can choose what fits today and leave the rest for later." Show Journey Map visual. Never test memory or imply everyone attended each session.

12–21 Read the TWELVE chapter cards below; after each, invite one fictional application or simply reveal the example. Participants circle a skill they might borrow. Keep roughly 40–45 seconds per card, with a little time for discussion. Model two cards first.

Chapter / skill	Fictional everyday application
1 Safety, Choice & Your Recovery	"I can pass on this question."
2 Understanding Trauma: Mind & Body	"My stress response may be trying to protect me."
3 Finding Safety in the Present	"I can choose a present-moment cue if it helps."
4 Understanding My Emotions	"This feeling may be telling me something."
5 When Feelings Become Overwhelming	"I can seek support and options when feelings are loud."
6 Triggers, Patterns & Choosing My Response	"I can check facts—and take actual threats seriously."
7 Reclaiming Power, Voice & Choice	"I can say yes, no, not yet, or nothing."
8 Boundaries: My Body, My Time, My Choice	"My privacy and time deserve respect."
9 Trust, Relationships & Healthy Connection	"Trust grows through behavior, not pressure."
10 Shame, Self-Blame & Self-Compassion	"Another person owns their harmful choices."
11 Reconnecting With My Life	"One small moment of comfort or curiosity counts."
12 Moving Forward: My Recovery, My Future	"I can take what helps and choose my next step."

21–25 Mini-discussion: "Which skill might help fictional Rowan, who is overwhelmed by an invitation and unsure what to do?" Examples: Ch5 care for intensity, Ch7 delay answer, Ch8 boundary, Ch9 check respect, Ch10 compassionate self-talk. SAY: "We can combine skills. There is no single right order."



NOTICE | 25–35 | Strength Spotter + Evidence Jar

25–28 Explain the difference between a strength and a performance. SAY: "Showing up, asking for help, noticing a limit, resting, or saying 'not today' may reflect strength. No one needs to prove resilience." Demonstrate with fictional Jamie who asks for a quieter seat: possible strengths = self-awareness and self-advocacy.

28–32 Invite participants to choose TWO fictional examples from workbook: a person asks a question, changes their mind, takes a break, seeks help, or tries again. Identify a possible strength and a kind sentence. Optional "Evidence Jar": write one skill or supportive action on a slip; keep privately, no public jar collection.

32–35 Offer sample affirmations: "My needs are worth noticing"; "Asking for support is a choice I can make"; "A pause can be progress." Ask participants to circle, adapt, or pass. Do not require positive self-statements.

PRACTICE | 35–60 | POSTCARDS FROM MY FUTURE

35–38 Show postcard visual. SAY: "This is not a promise about what will happen. It is a gentle note from an imagined future—or from a wise fictional character. It can be hopeful, practical, uncertain, or simply kind." Offer blank cards or workbook. No mailing, collection, or reading aloud.

38–45 ROUND 1 — FUTURE POSTCARD (7m). Invite participants to write or draw a postcard using four optional starters: "I hope...," "I know...," "I can...," "I deserve...." Model fictional Rowan: "I hope for more quiet afternoons. I know I can ask for help. I can take my time. I deserve respect." If future-focused language is distressing, offer a present-day note or fictional character instead.

45–52 ROUND 2 — THE POSTCARD EDITOR (7m). Read fictional harsh drafts: "I should be over it"; "I failed because I needed help"; "I must trust everyone again." Participants choose one and edit into fair, compassionate language. Model: "There is no deadline for healing"; "Seeking support is not failure"; "I decide whom to trust and when." Include choice to keep the original unedited and simply observe.

52–57 ROUND 3 — PLOT TWIST, KIND RESPONSE (5m). Read: "The next month is harder than expected"; "A plan changes"; "A trusted person is unavailable." Ask: "What could the postcard say that is still true?" Model: "Hard days do not erase what I have learned"; "I can change plans"; "I can look for another source of support." Emphasize safety and practical resources, not forced optimism.

57–60 OPTIONAL SHARE: One sentence, one drawn symbol, one fictional phrase, or silence. If no one shares, facilitator reads: "My future does not have to be perfect to be worth caring about." Participants may fold/seal their own card or leave it blank.

POSTCARD FROM MY FUTURE: A GENTLE GUIDE

I HOPE	I KNOW	I CAN	I DESERVE
A wish, possibility, or curiosity.	One strength or skill I have.	One small choice or support option.	One kind, truthful affirmation.

A postcard may be fictional, private, unfinished, or blank. There is no deadline for healing.

CONNECT | 60–75 | Support Compass + Plan B

60–63 Show Support Compass visual. SAY: "We are not sending anyone into the future with a smile and no map. Support is part of the plan." Explain four parts: notice a need, identify an option, locate support, choose a next step.

63–69 Participants build a fictional or personal support compass in workbook. Four prompts: (1) "A sign I need care"; (2) "One choice that may help"; (3) "A person, agency, or resource I could contact"; (4) "A safer next step if the first option is unavailable." Offer concrete example: "I'm exhausted → rest or ask for help → trusted advocate → use backup contact." Never require listing private contact information.

69–73 PLAN B REHEARSAL: fictional Alex plans a calming walk but it rains; another character's friend does not answer; another faces unwanted contact. Invite participants to adapt: indoor activity, alternate support, safety planning/advocacy. For threat scenarios, do not frame safety as a matter of mindset or simple self-soothing.

73–75 Debrief: "Having a backup plan is care, not pessimism." If time allows, ask for one general resource category, not personal disclosures.

MY SUPPORT COMPASS

WHEN I NOTICE	WHAT HELPS	WHO / WHERE	NEXT STEP
A sign I might need care.	A coping choice or comfort.	A trusted person or resource.	Ask, pause, plan, or seek safety.

You are allowed to ask for help, change your plan, and begin again.

RECLAIM | 75–85 | My Carry-Forward Kit

75–77 Explain: "You can take a few useful things with you—not a giant homework packet." Invite selection of one skill, one supportive phrase, one support option, and one permission slip (rest, change my mind, ask, say no, try later).

77–81 Quiet creation. Provide sample kit: Skill = checking facts; Phrase = "My needs matter"; Support = a trusted person or advocate; Permission = "I may pause." Participants may draw symbols or use fictional entries.

81–83 AFFIRMATION BUFFET: Read six short affirmations, leaving space after each. "I deserve safety." "My boundaries matter." "I am not responsible for another person's harm." "I can learn at my own pace." "Rest is allowed." "My story belongs to me." Invite borrowing, editing, or rejecting any line.

83–85 IMPORTANT TRANSITION: "If you have reached your attendance-based completion point, we will arrange your separate 45-minute final assessment privately. If you have not, you are still welcome here and can continue your sessions. Certificates are provided after approved completion criteria are met." Do not distribute certificates indiscriminately; coordinate private issuance or a voluntary acknowledgment without announcing who qualifies.

CARRY FORWARD | 85–90 | A Kind Word to Carry Forward — FINAL ACTIVITY

85–87 Offer one gentle invitation: "Choose a word or phrase to carry with you—safety, choice, compassion, connection, curiosity, or your own. You can also pass." Thank the group without calling on each participant.

87–90 SAY: "Some of us haven't heard enough kind words. You can borrow one, change it, write your own, listen, or pass. You don't have to say it out loud—or believe it today." Slowly offer: "I am worthy of safety, respect, and care." "What happened to me does not define all that I am." "I can begin again as many times as I need." "My voice, my choices, and my future matter." End with: "Thank you for being here, exactly as you are." No activity follows.

Facilitator safeguards, timing backups, and completion checklist

If the room is quiet, read prepared fictional examples rather than waiting for personal sharing. If participants feel sadness about ending, normalize mixed feelings without insisting on celebration. If a future exercise is activating, offer present-day or fictional versions and private support. If a participant describes current danger, follow agency protocols. Protect the final five minutes.

After group, privately: ☐ verify attendance ☐ identify completion-assessment eligibility ☐ offer/schedule 45-minute individual assessment ☐ confirm resources/referrals as appropriate ☐ check certificate eligibility under approved program policy ☐ issue certificate privately or with explicit participant choice ☐ record completion securely. Do not treat Chapter 12 attendance alone as completion.

RECLAIM

Attendance, Assessment & Completion Tracker

CONFIDENTIAL ADMINISTRATIVE TEMPLATE | one record per participant

Developed by Tracie Chapman, MSW Candidate
University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

CONFIDENTIAL — store in approved restricted-access agency records; not in group workbooks.

Store in an approved restricted-access system. Use participant codes for reports. This paper template is a starting point; agency policy controls retention, identifiers, and permissions.

Participant-level record

Participant code: _____ Staff/case reference (secure only): _____

Entry date: _____ Entry assessment: ☐ Done ☐ Declined ☐ Pending

Attendance sequence	Session date	Chapter number (1–12)	Attended?	Notes: logistics only
1	_____	____	☐ Yes ☐ No	_____
2	_____	____	☐ Yes ☐ No	_____
3	_____	____	☐ Yes ☐ No	_____
4	_____	____	☐ Yes ☐ No	_____
5	_____	____	☐ Yes ☐ No	_____
6	_____	____	☐ Yes ☐ No	_____
7	_____	____	☐ Yes ☐ No	_____
8	_____	____	☐ Yes ☐ No	_____
9	_____	____	☐ Yes ☐ No	_____
10	_____	____	☐ Yes ☐ No	_____
11	_____	____	☐ Yes ☐ No	_____
12	_____	____	☐ Yes ☐ No	_____

Individual appointment tracking

Checkpoint	Due by attendance	Date / status	Follow-up
Entry	Before first group	_____	_____
Midpoint	~6 attended sessions	_____	_____
Completion	~12 attended sessions	_____	_____

Total sessions attended: ____ Distinct chapters attended (if required by policy): ____

Approved completion criteria met? ☐ Yes ☐ No ☐ Pending review

Certificate: ☐ Issued ☐ Pending ☐ Not eligible under approved policy Date: _____

Completion assessment: ☐ Scheduled ☐ Completed ☐ Declined Date: _____

Staff reviewer: _____ Supervisor sign-off if required: _____

De-identified program summary worksheet

Metric	Reporting period	Result / count
Participants enrolled	_____	_____
Participants with entry assessment	_____	_____
Participants reaching midpoint	_____	_____
Participants reaching completion	_____	_____
Paired RPC-10 assessments with matched items	_____	_____
Attendance mean / range	_____	_____
Anonymous improvement themes	_____	_____

Use only de-identified aggregate results in presentations unless explicit permissions and agency policies allow otherwise. Small sample sizes may still risk re-identification.

RECLAIM

Recovery • Empowerment • Connection • Choice

CERTIFICATE OF COMPLETION

Presented to

_____

In recognition of completing the RECLAIM group program

and the courage, reflection, and choices that are part of their journey.

"Your voice matters. Your choices matter. Your future matters."

Completion date: _____ Authorized facilitator: _____

Safenet Services • RECLAIM

Developed by Tracie Chapman, MSW Candidate | University of Oklahoma Anne and Henry Zarrow School of Social Work | 2026–2027

RECLAIM

A TRAUMA-INFORMED GROUP CURRICULUM

A Survivor-Centered Path to Healing, Empowerment & Connection

CONFIDENTIAL ASSESSMENT & EVALUATION PACKET

ENTRY · MIDPOINT · COMPLETION



ENTRY ASSESSMENT
45-Minute Individual Appointment

MIDPOINT ASSESSMENT
45-Minute Individual Appointment

COMPLETION ASSESSMENT
45-Minute Individual Appointment

PARTICIPANT FORMS
Clear, easy-to-use assessment tools

SCORING INSTRUCTIONS
Guidance for consistent and accurate scoring

PROGRESS TRACKER
Pre / Mid / Post comparison tools

INDIVIDUAL APPOINTMENT GUIDES
Three 45-minute session guides with trauma-informed prompts

Developed by
Tracie Chapman, MSW Candidate

University of Oklahoma Anne and Henry Zarrow School of Social Work

2026 – 2027

RECLAIM

A TRAUMA-INFORMED GROUP CURRICULUM

A Survivor-Centered Path to Healing, Empowerment & Connection

CONFIDENTIAL ASSESSMENT & EVALUATION PACKET

ENTRY · MIDPOINT · COMPLETION



ENTRY ASSESSMENT
45-Minute Individual Appointment

MIDPOINT ASSESSMENT
45-Minute Individual Appointment

COMPLETION ASSESSMENT
45-Minute Individual Appointment

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Clear, easy-to-use assessment tools

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2026 – 2027

Safenet Sexual Assault Survivor Group Assessment & Outcome Measures

Definitions, rationale for use, administration plan, and verified assessment links

Purpose: This battery is intended to help evaluate change during a survivor-centered group program. The measures are not interchangeable: some screen/monitor PTSD symptoms, while others measure emotion regulation, empowerment, safety-related empowerment, perceived control over recovery, and return to social roles. A positive screening result is not, by itself, a diagnosis.

1. PTSD Checklist for DSM-5 (PCL-5)

Measure type: PTSD symptom screening and outcome monitoring

Definition

A 20-item self-report measure developed by the U.S. Department of Veterans Affairs National Center for PTSD. It assesses the 20 DSM-5 PTSD symptoms and can be used to monitor symptom change, screen for probable PTSD, and support a provisional PTSD assessment.

Why use it for the Safenet curriculum

Sexual assault can produce clinically significant posttraumatic stress symptoms. For the Safenet curriculum, the PCL-5 provides a standardized way to determine whether trauma symptoms decrease over the course of the group rather than relying only on participant impressions.

Administration / what it measures

20 items; approximately 5-10 minutes. Total score 0-80. The VA notes that interpretation should be made by a clinician and that a structured clinical interview remains the diagnostic gold standard.

Suggested timing

Baseline, post-group, and follow-up. A midpoint administration may be added if Safenet wants closer symptom monitoring.

Availability / permission note

Public domain / not copyrighted according to the VA. Intended for qualified health professionals and researchers.

Assessment and source links

- Official PCL-5 information, scoring, and downloads (VA)
- Direct PCL-5 Past-Month fillable PDF (VA)

2. Difficulties in Emotion Regulation Scale - 16 item version (DERS-16)

Measure type: Emotion-regulation outcome measure

Definition

A 16-item brief version of the Difficulties in Emotion Regulation Scale. It assesses difficulties involving emotional clarity, goal-directed behavior when distressed, impulse control, access to effective regulation strategies, and nonacceptance of emotional responses.

Why use it for the Safenet curriculum

Emotion regulation is a central skill target in many trauma interventions. If the curriculum teaches grounding, identifying emotions, tolerating distress, self-compassion, and regulation strategies, the DERS-16 gives Safenet a way to determine whether those skills are translating into measurable improvement.

Administration / what it measures

16 self-report items rated on a 1-5 frequency scale. The validation article reports strong psychometric performance and contains the complete instrument in its appendix.

Suggested timing

Baseline and post-group; follow-up if feasible.

Availability / permission note

The complete instrument is reproduced in the appendix of the peer-reviewed validation article. Before reproducing it in an agency packet, Safenet should confirm any applicable reuse/licensing requirements.

Assessment and source links

- Full DERS-16 validation article and assessment appendix (NIH/PubMed Central)

3. Measure of Victim Empowerment Related to Safety (MOVERS)

Measure type: Safety-related empowerment outcome measure

Definition

A 13-item measure developed specifically to assess survivor empowerment in the domain of safety. It contains three dimensions: Internal Tools, Expectation of Support, and Trade-offs.

Why use it for the Safenet curriculum

A survivor may still face real external danger even while becoming more empowered. MOVERS is useful because it does not reduce safety to whether abuse has stopped. It examines whether the survivor has safety-related goals, confidence and options, access to support, and the ability to navigate the trade-offs that can accompany efforts to become safer.

Administration / what it measures

13 items rated on a 5-point scale. Developed and validated with intimate partner violence survivors seeking services. This makes it particularly relevant for Safenet clients with ongoing or recent IPV/safety concerns.

Suggested timing

Baseline and post-group for participants for whom ongoing IPV/safety empowerment is a relevant outcome; follow-up when feasible.

Availability / permission note

The authors provide official downloadable versions in multiple languages. The MOVERS guide states conditions for distribution/use; Safenet should follow the authors' acknowledgement and use instructions.

Assessment and source links

- Official MOVERS page - Goodman Research Team, Boston College
- MOVERS tools and user guide - Lab for Community REACH
- MOVERS user guide PDF

4. Personal Progress Scale-Revised (PPS-R)

Measure type: Broad psychological empowerment and autonomy outcome measure

Definition

A 28-item self-report measure of women's psychological empowerment. Published descriptions identify domains including perceptions of power and competence, self-nurturance/resource access, interpersonal assertiveness, awareness of cultural discrimination, expression of anger/confrontation, autonomy, and personal strength/social activism.

Why use it for the Safenet curriculum

The curriculum is intended to support more than symptom reduction. The PPS-R is relevant to the larger recovery goals of autonomy, voice, assertiveness, self-efficacy, resource access, and personal power - outcomes that align closely with survivor-centered practice.

Administration / what it measures

28 items using a 7-point response scale. Research describes an overall empowerment score and multiple empowerment domains.

Suggested timing

Baseline and post-group; follow-up if Safenet wants to examine maintenance of empowerment gains.

Availability / permission note

A peer-reviewed validation paper exists, but an authoritative author/university-hosted blank assessment form was not located in this review. Safenet should obtain the instrument through the original publication/authors or an authorized assessment source and confirm permission before reproducing it.

Assessment and source links

- PubMed record for original PPS-R validation article
- Research describing PPS-R use and domains (NIH/PubMed Central)

5. Rape Attribution Questionnaire (RAQ) - Present Control / Control Over Recovery

Measure type: Sexual-assault-specific perceived control and attribution measure

Definition

The RAQ was developed for sexual-assault survivors. Research has used its Present Control subscale to assess a survivor's perceived control over recovery from sexual assault; RAQ subscales have also been used to examine self-blame and other assault-related attributions.

Why use it for the Safenet curriculum

This measure addresses an outcome especially important to this curriculum: whether survivors increasingly experience themselves as having agency and control over their own recovery. It is more sexual-assault-specific than a general empowerment scale and can complement symptom measures such as the PCL-5.

Administration / what it measures

Published sexual-assault research describes a 7-item Present Control subscale rated from strongly disagree to strongly agree. Research also reports RAQ self-blame measures. Exact versions have varied across publications, so the original instrument should be obtained before implementation.

Suggested timing

Baseline and post-group; follow-up is especially valuable because perceived control over recovery may continue to change after the group ends.

Availability / permission note

Research use is well documented, but this review did not locate a current authoritative author/university-hosted downloadable blank RAQ. Do not reconstruct an 'official' Safenet version from secondary websites. Obtain the original instrument and clarify permissions before implementation.

Assessment and source links

- Sexual-assault study describing the 7-item RAQ Present Control subscale (NIH/PMC)
- Additional sexual-assault research using RAQ present control and self-blame (NIH/PMC)

6. PROMIS Ability to Participate in Social Roles and Activities - Short Form 8a

Measure type: Functioning / return-to-life-roles outcome measure

Definition

An 8-item PROMIS measure assessing perceived ability to perform one's usual social roles and activities, including family, work/home responsibilities, leisure, and activities with friends.

Why use it for the Safenet curriculum

Recovery should not be defined only by fewer symptoms. This measure helps answer whether participants are increasingly able to participate in the relationships, responsibilities, work, family activities, friendships, and leisure activities that matter to them.

Administration / what it measures

8 items. NIH provides the English assessment form, and HealthMeasures provides PROMIS domain and scoring resources.

Suggested timing

Baseline and post-group; follow-up if feasible.

Availability / permission note

The NIH Common Data Element page lists the instrument as not copyrighted and provides the assessment form. Use the official scoring guidance when calculating PROMIS scores.

Assessment and source links

- NIH instrument page and downloadable files
- Direct PROMIS Ability to Participate 8a assessment PDF (NIH/HEAL)
- PROMIS Ability to Participate domain information - HealthMeasures
- PROMIS scoring manuals - HealthMeasures

Recommended Core Battery for Safenet

Recommended core outcome battery: PCL-5 + DERS-16 + an empowerment measure + PROMIS Ability to Participate 8a.

MOVERS is especially useful when ongoing intimate-partner violence or safety-related empowerment is central. The RAQ Present Control construct is especially valuable for a sexual-assault-specific curriculum because it focuses on perceived control over recovery. PPS-R provides a broader measure of empowerment and autonomy. Final selection should balance measurement value with participant burden.

Suggested Measurement Schedule

Time Point	Purpose	Suggested Measures	Notes
Baseline	Establish starting point	PCL-5; DERS-16; empowerment measure; PROMIS	Administer before meaningful exposure to group content.
Midpoint	Check progress and possible worsening	Brief clinical check; consider PCL-5 if clinically appropriate	Keep burden low; use results to inform support, not to grade participants.
Post-group	Measure change	Repeat baseline battery	Use the same versions and scoring methods whenever possible.
Follow-up	Assess maintenance/generalization	Repeat core outcome measures	Approximately 3 months is a reasonable program-evaluation target if feasible.

Important Trauma-Informed Use Principles

- Participation in evaluation should be voluntary and explained clearly.
- Outcome measurement should not require survivors to publicly recount details of the assault.
- Screening scores should never be used as the sole basis for diagnosis or to determine whether a survivor's experience was 'serious enough.'
- Have a clear clinical response plan if an assessment identifies severe distress, suicidality, acute safety concerns, or significant symptom worsening.
- Use the minimum number of measures necessary to answer Safenet's program-evaluation questions; excessive assessment can become burdensome.
- Confirm licensing/reproduction requirements before placing any copyrighted measure directly into an agency curriculum or client packet.

Sources Reviewed

• U.S. Department of Veterans Affairs, National Center for PTSD - PCL-5

• Bjureberg et al. - DERS-16 validation article

• Goodman Research Team - MOVERS

- Johnson, Worell, & Chandler - PPS-R PubMed record
- Sexual-assault research using RAQ Present Control
- NIH - PROMIS Ability to Participate 8a

Safenet Sexual Assault Survivor Group Assessment & Outcome Measures

Definitions, rationale for use, administration plan, and verified assessment links

Purpose: This battery is intended to help evaluate change during a survivor-centered group program. The measures are not interchangeable: some screen/monitor PTSD symptoms, while others measure emotion regulation, empowerment, safety-related empowerment, perceived control over recovery, and return to social roles. A positive screening result is not, by itself, a diagnosis.

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Why use it for the Safenet curriculum

Sexual assault can produce clinically significant posttraumatic stress symptoms. For the Safenet curriculum, the PCL-5 provides a standardized way to determine whether trauma symptoms decrease over the course of the group rather than relying only on participant impressions.

Administration / what it measures

20 items; approximately 5-10 minutes. Total score 0-80. The VA notes that interpretation should be made by a clinician and that a structured clinical interview remains the diagnostic gold standard.

Suggested timing

Baseline, post-group, and follow-up. A midpoint administration may be added if Safenet wants closer symptom monitoring.

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Why use it for the Safenet curriculum

Emotion regulation is a central skill target in many trauma interventions. If the curriculum teaches grounding, identifying emotions, tolerating distress, self-compassion, and regulation strategies, the DERS-16 gives Safenet a way to determine whether those skills are translating into measurable improvement.

Administration / what it measures

16 self-report items rated on a 1-5 frequency scale. The validation article reports strong psychometric performance and contains the complete instrument in its appendix.

Suggested timing

Baseline and post-group; follow-up if feasible.

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Suggested timing

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The curriculum is intended to support more than symptom reduction. The PPS-R is relevant to the larger recovery goals of autonomy, voice, assertiveness, self-efficacy, resource access, and personal power - outcomes that align closely with survivor-centered practice.

Administration / what it measures

28 items using a 7-point response scale. Research describes an overall empowerment score and multiple empowerment domains.

Suggested timing

Baseline and post-group; follow-up if Safenet wants to examine maintenance of empowerment gains.

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This measure addresses an outcome especially important to this curriculum: whether survivors increasingly experience themselves as having agency and control over their own recovery. It is more sexual-assault-specific than a general empowerment scale and can complement symptom measures such as the PCL-5.

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Recommended core outcome battery: PCL-5 + DERS-16 + an empowerment measure + PROMIS Ability to Participate 8a.

MOVERS is especially useful when ongoing intimate-partner violence or safety-related empowerment is central. The RAQ Present Control construct is especially valuable for a sexual-assault-specific curriculum because it focuses on perceived control over recovery. PPS-R provides a broader measure of empowerment and autonomy. Final selection should balance measurement value with participant burden.

Suggested Measurement Schedule

Time Point	Purpose	Suggested Measures	Notes
Baseline	Establish starting point	PCL-5; DERS-16; empowerment measure; PROMIS	Administer before meaningful exposure to group content.
Midpoint	Check progress and possible worsening	Brief clinical check; consider PCL-5 if clinically appropriate	Keep burden low; use results to inform support, not to grade participants.
Post-group	Measure change	Repeat baseline battery	Use the same versions and scoring methods whenever possible.
Follow-up	Assess maintenance/generalization	Repeat core outcome measures	Approximately 3 months is a reasonable program-evaluation target if feasible.

Important Trauma-Informed Use Principles

- Participation in evaluation should be voluntary and explained clearly.
- Outcome measurement should not require survivors to publicly recount details of the assault.
- Screening scores should never be used as the sole basis for diagnosis or to determine whether a survivor's experience was 'serious enough.'
- Have a clear clinical response plan if an assessment identifies severe distress, suicidality, acute safety concerns, or significant symptom worsening.
- Use the minimum number of measures necessary to answer Safenet's program-evaluation questions; excessive assessment can become burdensome.
- Confirm licensing/reproduction requirements before placing any copyrighted measure directly into an agency curriculum or client packet.

Sources Reviewed

• U.S. Department of Veterans Affairs, National Center for PTSD - PCL-5

• Bjureberg et al. - DERS-16 validation article

• Goodman Research Team - MOVERS

- Johnson, Worell, & Chandler - PPS-R PubMed record
- Sexual-assault research using RAQ Present Control
- NIH - PROMIS Ability to Participate 8a

SURVIVOR GROUP ASSESSMENT BATTERY

Assessment Index & Quick Reference Guide

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

Why use a battery instead of one score? Recovery after sexual assault or interpersonal violence is bigger than symptom reduction. These tools look at different parts of recovery: trauma symptoms, emotion regulation, empowerment, participation in everyday life, and the survivor's own goals. Together they help Safenet see both where support may be needed and where meaningful change is already happening.

At-a-Glance Index

Official Name	In Everyday Words	Why We Use It	What It Tells Us	How We Use It
PTSD Checklist for DSM-5 (PCL-5)	How much trauma is still showing up in daily life	To measure PTSD symptoms and track whether trauma-related distress changes over time	Patterns in intrusion, avoidance, negative thoughts/mood, and arousal/reactivity	Guide clinical discussion, identify symptom areas needing support, track change, and consider further PTSD assessment when indicated
Difficulties in Emotion Regulation Scale – 16 Item Version (DERS-16)	How hard it feels to understand and manage emotions	To see which emotion-regulation skills may need support	Difficulties with clarity, goals, impulse control, access to strategies, and accepting emotions	Choose relevant skills, guide group content, discuss coping, and track whether emotional regulation becomes easier
Personal Progress Scale–Revised (PPS-R)	How empowered, capable, and in charge of my life I feel	To measure recovery areas that symptom scales can miss—especially empowerment, autonomy, voice, and personal progress	Patterns in perceived power/competence, self-nurturance/resources, assertiveness, discrimination awareness, anger/confrontation, autonomy, and personal strength/social activism	Identify strengths and areas the survivor wants to build, support autonomy and choice, and track empowerment over time
PROMIS Item Bank v2.0 – Ability to Participate in Social Roles and Activities – Short Form 8a	Am I getting back to the parts of life that matter to me?	To measure everyday functioning and participation—not just symptoms	How much the survivor feels able to participate in family, friendships, leisure, and meaningful work/work at home	Identify practical barriers and meaningful life roles, connect services to functioning, and track return to chosen activities over time

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Safenet My 3 Personal Recovery Goals	What do I want for my own life and recovery?	To make sure the survivor—not the assessments—defines what meaningful progress looks like	The survivor's own priorities, desired changes, strengths, supports, barriers, and signs of progress	Build a survivor-led plan, select meaningful next steps, review progress, and change goals when the survivor's needs or priorities change

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How Each Measure Fits the Survivor's Recovery Story

1. PTSD Checklist for DSM-5 (PCL-5)

Recovery area: Trauma symptoms

In everyday words	"How much is the trauma still affecting me?"
Why we do it	We use it to understand the current burden of PTSD symptoms and whether those symptoms change during and after services.
What it tells us	It tells us about four major PTSD symptom areas: intrusion, avoidance, negative changes in thoughts/mood, and arousal/reactivity. It is a symptom measure—not a stand-alone diagnosis.
How we can use the information	We can use the pattern to guide conversation, identify areas needing support, track change from baseline to later time points, and determine when fuller clinical assessment may be appropriate.

2. Difficulties in Emotion Regulation Scale – 16 Item Version (DERS-16)

Recovery area: Emotion regulation

In everyday words	"What happens when my emotions get intense?"
Why we do it	We use it because survivors may improve in trauma symptoms while still needing skills for understanding, tolerating, and responding to strong emotions.
What it tells us	It tells us where difficulties are concentrated: emotional clarity, staying goal-directed when upset, impulse control, access to regulation strategies, and acceptance of emotional responses.
How we can use the information	We can match skills and group content to the survivor's needs, reinforce strategies that already work, and track whether managing emotions becomes easier over time.

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3. Personal Progress Scale–Revised (PPS-R)

Recovery area: Empowerment and autonomy

In everyday words	"Do I feel stronger, more capable, and more able to make choices for my life?"
Why we do it	We use it because recovery from interpersonal violence should include more than fewer symptoms. Empowerment, autonomy, voice, resources, and personal agency are central outcomes.
What it tells us	It tells us about perceived power and competence, self-nurturance/resource access, assertiveness, awareness of discrimination, expression of anger/confrontation, autonomy, and personal strength/social activism.
How we can use the information	We can identify strengths, discuss areas the survivor wants to strengthen, protect choice and autonomy in planning, and compare the survivor with her own earlier scores rather than judging her against a label.

4. PROMIS Item Bank v2.0 – Ability to Participate in Social Roles and Activities – Short Form 8a

Recovery area: Life participation and functioning

In everyday words	"Am I able to participate in the life I want?"
Why we do it	We use it to find out whether recovery is translating into everyday life—not simply whether symptom scores are changing.
What it tells us	It tells us about perceived limitations in family activities, friendships, leisure, usual work, and meaningful work including work at home.
How we can use the information	We can identify barriers, discuss which roles actually matter to the survivor, connect supports to real-life functioning, and track whether chosen activities become easier over time.

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5. Safenet My 3 Personal Recovery Goals

Recovery area: Survivor-defined progress

In everyday words	"What matters to me?"
Why we do it	We use it so standardized measures never become the definition of recovery. The survivor chooses the outcomes that matter most to her.
What it tells us	It tells us what the survivor wants to feel, do, rebuild, protect, learn, or change; why those goals matter; what strengths and resources she has; and what progress looks like in her own words.
How we can use the information	We can make the treatment/group plan collaborative, choose small next steps, celebrate meaningful progress, identify barriers, and revise goals whenever the survivor decides her priorities have changed.

Developed by Tracie Chapman, MSW Candidate University of Oklahoma Anne and Henry Zarrow School of Social Work 2026–2027

Putting the Whole Battery Together

PCL-5	TRAUMA	What symptoms are still affecting the survivor?
DERS-16	REGULATION	What happens when emotions become intense?
PPS-R	EMPOWERMENT	Is the survivor gaining voice, autonomy, resources, and confidence?
PROMIS 8a	PARTICIPATION	Is recovery showing up in everyday roles and meaningful activities?
3 Personal Goals	SURVIVOR'S VOICE	Is the survivor moving toward what she says matters most?

How to Use the Battery

Look across measures, not just at one number. A survivor may have fewer PTSD symptoms but still feel isolated, or may still have substantial symptoms while becoming more empowered and active in daily life. Those are different pieces of recovery. Review changes with the survivor, ask what she thinks they mean, and connect the information to her own goals.

Core principle: Assessment should support survivor choice, not replace it. Scores are information for collaborative planning. They should not be used by themselves to decide whether someone's trauma was serious, whether she is recovering "correctly," or whether she deserves services.

Suggested Measurement Points

Baseline → Midpoint → Post-Group → Follow-Up gives Safenet a consistent way to examine change while still allowing clinical judgment about when a measure is appropriate. The same version and scoring method should be used each time.

Safenet practice note: This index is a Safenet assessment-battery guide prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services. Each standardized measure should be administered and scored according to its official instructions. The lay descriptions and practice-use explanations in this index are survivor-centered implementation guidance and are not replacements for the official measure manuals.

Developed by Tracie Chapman, MSW Candidate University of Oklahoma Anne and Henry Zarrow School of Social Work 2026–2027

Developed by Tracie Chapman, MSW Candidate University of Oklahoma Anne and Henry Zarrow School of Social Work 2026–2027

PTSD Checklist for DSM-5 (PCL-5)

Past-Month Survivor Assessment

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

Name/ID: _____ Date: _____ Time point: ☐ Baseline ☐ Midpoint

Facilitator/Clinician: _____ ☐ Post-group ☐ Follow-up Other: _____

Participant Instructions

Below is a list of problems people sometimes have in response to a very stressful experience. Think about the stressful experience that is bothering you most right now. Circle ONE response for each item to show how much that problem has bothered you in the PAST MONTH.

Stressful experience / event (optional): _____

You do not need to describe what happened to complete this assessment.

0	1	2	3	4
Not at all	A little bit	Moderately	Quite a bit	Extremely

PCL-5 Assessment

#	In the past month, how much were you bothered by:	0 Not at all	1 A little bit	2 Moderately	3 Quite a bit	4 Extremely
1	Repeated, disturbing, and unwanted memories of the stressful experience?	○	○	○	○	○
2	Repeated, disturbing dreams of the stressful experience?	○	○	○	○	○
3	Suddenly feeling or acting as if the stressful experience were actually happening again (as if you were actually back there reliving it)?	○	○	○	○	○
4	Feeling very upset when something reminded you of the stressful experience?	○	○	○	○	○
5	Having strong physical reactions when something reminded you of the stressful experience (for example, heart pounding, trouble breathing, sweating)?	○	○	○	○	○
6	Avoiding memories, thoughts, or feelings related to the stressful experience?	○	○	○	○	○
7	Avoiding external reminders of the stressful experience (for example, people, places, conversations, activities, objects, or situations)?	○	○	○	○	○
8	Trouble remembering important parts of the stressful experience?	○	○	○	○	○
9	Having strong negative beliefs about yourself, other people, or the world (for example, having thoughts such as: I am bad, there is something seriously wrong with me, no one can be trusted, the world is completely dangerous)?	○	○	○	○	○

10	Blaming yourself or someone else for the stressful experience or what happened after it?	○	○	○	○	○

Continue using the same response scale: 0 Not at all • 1 A little bit • 2 Moderately • 3 Quite a bit • 4 Extremely

#	In the past month, how much were you bothered by:	0 Not at all	1 A little bit	2 Moderately	3 Quite a bit	4 Extremely
11	Having strong negative feelings such as fear, horror, anger, guilt, or shame?	○	○	○	○	○
12	Loss of interest in activities that you used to enjoy?	○	○	○	○	○
13	Feeling distant or cut off from other people?	○	○	○	○	○
14	Trouble experiencing positive feelings (for example, being unable to feel happiness or have loving feelings for people close to you)?	○	○	○	○	○
15	Irritable behavior, angry outbursts, or acting aggressively?	○	○	○	○	○
16	Taking too many risks or doing things that could cause you harm?	○	○	○	○	○
17	Being "superalert" or watchful or on guard?	○	○	○	○	○
18	Feeling jumpy or easily startled?	○	○	○	○	○
19	Having difficulty concentrating?	○	○	○	○	○
20	Trouble falling or staying asleep?	○	○	○	○	○

Participant note: Your responses are one part of understanding how trauma may be affecting you. This checklist does not define you and does not diagnose PTSD by itself.

SAFENET SERVICES

FROM SCORES TO SUPPORT

Using PCL-5 Results for Collaborative, Survivor-Centered Planning

Purpose: The PCL-5 helps identify PTSD symptoms that are causing distress and tracks change over time. It does not define the survivor, determine whether the trauma was serious enough, or diagnose PTSD by itself. Use the score with the survivor's priorities, functioning, safety, strengths, culture, supports, and clinical judgment.

What the Pattern May Suggest - and What to Explore Next

PCL-5 Pattern	What It May Reflect	Survivor-Centered Support / Clinical Next Step
Intrusion - Items 1-5	Unwanted memories, nightmares, flashback-like experiences, distress, or physical reactions to reminders.	Ask which reminders are hardest and how symptoms affect daily life. Reinforce grounding/orienting, coping with reminders, and present-moment safety. Consider evidence-based trauma-focused treatment when appropriate and desired.
Avoidance - Items 6-7	Avoiding trauma-related thoughts/feelings or external reminders.	Explore what avoidance may be protecting the survivor from and its impact. Do not force disclosure. Strengthen safety, stabilization, choice, and readiness; consider trauma-focused treatment within an appropriate clinical plan.
Cognition/Mood - Items 8-14	Memory difficulty, negative beliefs, blame, fear, anger, guilt, shame, disconnection, loss of interest, or reduced positive emotion.	Explore self-blame, shame, responsibility, isolation, and beliefs about self/others/world. Reinforce accurate responsibility for abuse. Support reconnection, meaningful activity, self-compassion, social support, and treatment as indicated.
Arousal/Reactivity - Items 15-20	Irritability, aggression, risky behavior, hypervigilance, startle, concentration problems, or sleep disturbance.	Assess sleep, functioning, current safety, risk behavior, and environmental stress. Practice regulation/grounding, routines, coping strategies, and individualized safety planning.
Total score in/above 31-33 range	Within or above a commonly used VA range indicating probable PTSD; the appropriate cutoff depends on population and purpose.	Do not diagnose from the number alone. Review clusters, impairment, duration, trauma exposure, context, and differential considerations. Consider full clinical PTSD assessment/referral when appropriate.
Score decreases over time	PTSD symptom burden may be improving.	Ask whether the survivor also notices meaningful changes in sleep, safety, relationships, functioning, regulation, autonomy, and personally chosen goals.

Score stays similar or increases	Symptoms may be unchanged or worsening because of triggers, new trauma/stress, ongoing danger, treatment activation, avoidance, sleep disruption, or other factors.	Do not label this as failure. Ask what changed. Reassess safety and functioning, identify barriers and strengths, adjust supports collaboratively, and follow Safenet procedures when urgent risk or danger is present.

FROM SCORES TO SUPPORT - COLLABORATIVE PLAN

Start with the survivor, not the score. Review the results together and ask what feels most important to work on now. The survivor's priorities may not be the highest-scoring symptom cluster.

What stands out to you about your responses?

_____

_____

Which symptoms are affecting your life the most right now?

_____

_____

What is already helping?

_____

_____

What would you most like to feel, do, or experience differently?

_____

_____

What is one small next step that feels realistic and useful to you?

_____

_____

What support would you like from Safenet or others?

_____

_____

Clinical / Support Plan

Survivor-selected priority	_____
Skill / support / intervention chosen	_____
Referral or additional assessment, if indicated	_____
Safety considerations / follow-up	_____

Next PCL-5 or check-in date _____

Safeguards

- Do not use the PCL-5 as the sole basis for diagnosis, service eligibility, or determining whether a survivor's experience was serious.
- Do not require a survivor to recount assault details to explain or justify a score.
- A high score calls for careful assessment and support, not alarmist labeling. A low score does not mean the survivor was not harmed.
- Item 16 addresses risky or potentially harmful behavior. If responses or discussion suggest current danger, use Safenet's established safety and risk procedures.
- When scores worsen, assess context, current danger, new trauma or stressors, functioning, and the survivor's perspective before drawing conclusions.

Suggested conversation: "Your answers help us understand which trauma reactions may still be affecting you. The score does not define you or tell us by itself what you need. I'd like to understand what feels hardest right now, what is already helping, and what kind of support would be most useful to you."

Practice guidance note: This From Scores to Support section is a Safenet practice-planning aid prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services. It is not part of the original PCL-5 and does not replace clinical assessment.

Staff Scoring & Interpretation Guide

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

The PCL-5 is a 20-item self-report measure of DSM-5 PTSD symptoms. It can be used to monitor symptom change, screen for PTSD, and support a provisional PTSD determination. It is NOT a stand-alone diagnostic instrument. Interpretation should be made by a qualified clinician, and diagnosis requires appropriate clinical assessment.

Scoring

- **Total severity:** Add items 1-20. Possible range = 0-80. Higher scores indicate greater PTSD symptom severity.
- **Symptom clusters:** B - Intrusion = items 1-5 (0-20); C - Avoidance = items 6-7 (0-8); D - Negative alterations in cognition/mood = items 8-14 (0-28); E - Arousal/reactivity = items 15-20 (0-24).
- **Provisional DSM-5 symptom rule:** Count each item rated 2 (Moderately) or higher as endorsed. Pattern requires at least 1 B symptom, 1 C symptom, 2 D symptoms, and 2 E symptoms.
- **Probable PTSD cut-point:** Current VA guidance reports that 31-33 is a reasonable probable-PTSD cut-point across samples, but the appropriate threshold depends on the population and purpose of assessment. Do not use the cutoff as a diagnosis.
- **Change over time:** Current VA guidance suggests a 10-point decrease as an indicator of response; a PCL-5 score below 28 has also been studied as an indicator of clinically significant change. Use change scores to support conversation and clinical judgment rather than as rigid rules.

Score Record

Score	Current	Previous	Change
Total severity (0-80)	___	___	___
B - Intrusion (0-20)	___	___	___
C - Avoidance (0-8)	___	___	___
D - Cognition/Mood (0-28)	___	___	___
E - Arousal/Reactivity (0-24)	___	___	___

Endorsed symptoms (rated 2 or higher): B ___ /5 C ___ /2 D ___ /7 E ___ /6

Meets PCL-5 DSM-5 symptom pattern? ☐ Yes ☐ No ☐ Needs further assessment

Clinical Safeguards

- Do not use the PCL-5 as the sole basis for a PTSD diagnosis or for approving or denying Safenet services.
- Do not require a survivor to recount assault details to explain a score or participate in a group.
- A high score warrants attention and assessment, not alarmist labeling. A low score does not mean the survivor was not seriously harmed.
- Item 16 addresses risky or potentially harmful behavior. Any information suggesting current danger, self-harm, or other acute safety concerns should be addressed through Safenet's established safety/risk procedures.
- Use the same PCL-5 version and time frame when comparing scores over time.

PTSD Checklist for DSM-5 (PCL-5)

From Scores to Support

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

Use PCL-5 results to open a collaborative conversation. The score shows symptom burden and change; it does not tell the whole story of recovery. Consider safety, functioning, survivor goals, culture, strengths, current stressors, support, empowerment, autonomy, and the survivor's own understanding of what has changed.

Pattern Review

Pattern	What it may reflect	Explore / support collaboratively
Intrusion (B)	Memories, nightmares, reliving, emotional or physical reactions to reminders.	Triggers and functional impact; grounding/orienting; coping with reminders; evidence-based trauma treatment when appropriate.
Avoidance (C)	Avoiding trauma-related thoughts, feelings, people, places, or situations.	What avoidance is protecting the survivor from; safety and stabilization; gradual survivor-chosen engagement - never forced disclosure.
Cognition/Mood (D)	Negative beliefs, blame, shame/guilt, disconnection, reduced interest or positive emotion, memory difficulty.	Self-blame and shame; accurate responsibility for abuse; connection, meaningful activity, self-compassion, support and empowerment.

Arousal/Reactivity (E)	Hypervigilance, startle, sleep/concentration problems, irritability, aggression, or risky behavior.	Sleep, safety, risk behavior and functioning; regulation/grounding; routines; safety planning when relevant.
Score rises / little change	Increased distress, new triggers/exposure, life stress, treatment activation, or other clinical change.	Ask what changed; review safety and functioning; assess barriers; review intervention fit/dose; consult or adjust care as clinically indicated.
Score decreases	Possible symptom improvement.	Ask whether improvement is meaningful in daily life: safety, sleep, relationships, work/school, connection, autonomy, coping and goals.

Suggested Survivor-Centered Conversation

"Your answers show how trauma reactions have been affecting you recently. This score does not define you, and it does not tell us by itself what you need. What stands out to you? What feels better, harder, or different? What would you most like support with next?"

Collaborative Follow-Up Plan

Symptoms/areas causing the most difficulty: _____

Strengths or coping strategies already helping: _____

Survivor-selected goal: _____

Support, skill, referral, or next step chosen: _____

Safety concerns or follow-up needed (if any): _____

Next assessment/check-in date: _____

PTSD Checklist for DSM-5 (PCL-5)

PCL-5 Progress Tracker

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

Recommended for Safenet program evaluation: use the same past-month PCL-5 at Baseline, Post-Group, and Follow-Up. If a Midpoint PCL-5 is used, keep the same past-month time frame so scores remain comparable. Plotting scores helps show trajectory, but interpretation should always include the survivor's own experience and functioning.

Longitudinal Score Table

Measure	Baseline	Midpoint	Post-Group	Follow-Up
Total (0-80)	_____	_____	_____	_____
B - Intrusion	_____	_____	_____	_____
C - Avoidance	_____	_____	_____	_____
D - Cognition/Mood	_____	_____	_____	_____
E - Arousal/Reactivity	_____	_____	_____	_____

Total Score Plot

	Baseline	Midpoint	Post	Follow-Up
80	–	–	–	–
70	–	–	–	–
60	–	–	–	–
50	–	–	–	–
40	–	–	–	–
30	–	–	–	–
20	–	–	–	–
10	–	–	–	–

Recovery Beyond the Number

What changes does the survivor notice in her/their own life?

_____

Measurement Notes

Date / context / major stressors or new trauma exposure: _____

Meaningful changes in safety, sleep, relationships, work/school, daily functioning, connection, autonomy, or coping: _____

Survivor priorities for the next phase of support: _____

PTSD Checklist for DSM-5 (PCL-5)

Measure Information & Sources

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

About the PCL-5

The PTSD Checklist for DSM-5 (PCL-5) was developed by Weathers, Litz, Keane, Palmieri, Marx, and Schnurr (2013). The U.S. Department of Veterans Affairs National Center for PTSD identifies it as a 20-item self-report measure of DSM-5 PTSD symptoms and states that it is in the public domain and not copyrighted. The National Center also states that the instrument is intended for use by qualified health professionals and researchers.

Primary References

- Weathers, F. W., Litz, B. T., Keane, T. M., Palmieri, P. A., Marx, B. P., & Schnurr, P. P. (2013). The PTSD Checklist for DSM-5 (PCL-5). National Center for PTSD.
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- Marx, B. P., Lee, D. J., Norman, S. B., Bovin, M. J., Sloan, D. M., Weathers, F. W., Keane, T. M., & Schnurr, P. P. (2022). Reliable and clinically significant change in the CAPS-5 and PCL-5 among male Veterans. Psychological Assessment, 34(2), 197-203.

Safenet Use Note

This Safenet packet preserves the PCL-5 item content and response scale while adding survivor-centered instructions, staff scoring guidance, clinical safeguards, collaborative follow-up prompts, and longitudinal program-evaluation tracking. Safenet should adopt a written protocol defining who administers and interprets the measure, how acute safety concerns are handled, when reassessment occurs, and how scores are documented and protected.

Prepared for Safenet Services | October 2026

Difficulties in Emotion Regulation Scale - 16 Item Version (DERS-16)

Survivor Assessment, Scoring & From Scores to Support Guide

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

Name/ID: _____ Date: _____ ☐ Baseline ☐ Midpoint

Facilitator/Clinician: _____ ☐ Post-group ☐ Follow-up Other: _____

Participant Instructions

Please indicate how often each statement applies to you. Circle ONE response for every item. Answer based on what is generally true for you. There are no right or wrong answers. This questionnaire looks at difficulties working with emotions; it does not judge whether having strong emotions is good or bad.

1	2	3	4	5
Almost never (0-10%)	**Sometimes (11-35%)**	**About half the time (36-65%)**	**Most of the time (66-90%)**	**Almost always (91-100%)**

DERS-16 Assessment

#	How often does this apply to you?	1 Almost never	2 Some-times	3 About half	4 Most of time	5 Almost always
1	I have difficulty making sense out of my feelings.	○	○	○	○	○
2	I am confused about how I feel.	○	○	○	○	○
3	When I am upset, I have difficulty getting work done.	○	○	○	○	○
4	When I am upset, I become out of control.	○	○	○	○	○
5	When I am upset, I believe that I will remain that way for a long time.	○	○	○	○	○
6	When I am upset, I believe that I'll end up feeling very depressed.	○	○	○	○	○
7	When I am upset, I have difficulty focusing on other things.	○	○	○	○	○
8	When I am upset, I feel out of control.	○	○	○	○	○

Continue using: 1 Almost never • 2 Sometimes • 3 About half the time • 4 Most of the time • 5 Almost always

#	How often does this apply to you?	1	2	3	4	5
		Almost never	Some-times	About half	Most of time	Almost always
9	When I am upset, I feel ashamed with myself for feeling that way.	○	○	○	○	○
10	When I am upset, I feel like I am weak.	○	○	○	○	○
11	When I am upset, I have difficulty controlling my behaviors.	○	○	○	○	○
12	When I am upset, I believe that there is nothing I can do to make myself feel better.	○	○	○	○	○
13	When I am upset, I become irritated with myself for feeling that way.	○	○	○	○	○
14	When I am upset, I start to feel very bad about myself.	○	○	○	○	○
15	When I am upset, I have difficulty thinking about anything else.	○	○	○	○	○
16	When I am upset, my emotions feel overwhelming.	○	○	○	○	○

Participant note: This questionnaire describes areas where emotions may be harder to understand, accept, or manage. A higher score is not a diagnosis and does not mean that your emotions are wrong.

DERS-16 Scoring & Interpretation

Important: The DERS-16 is not scored like the original 36-item DERS. The DERS-16 has five subscales, does not include the Awareness subscale, and has no reverse-scored items.

Scale	Items	Possible Range	Current Score
Lack of Emotional Clarity	1, 2	2-10	_____
Difficulties Engaging in Goal-Directed Behavior	3, 7, 15	3-15	_____
Impulse Control Difficulties	4, 8, 11	3-15	_____
Limited Access to Emotion Regulation Strategies	5, 6, 12, 14, 16	5-25	_____
Nonacceptance of Emotional Responses	9, 10, 13	3-15	_____
TOTAL - all 16 items	1-16	16-80	_____

What the Score Means

Total score: Add all 16 responses. Total scores range from 16 to 80. Higher scores reflect greater difficulty with emotion regulation.

Subscale scores: Add the items listed for each domain. Higher subscale scores reflect greater difficulty in that specific area.

No diagnostic cutoff: The DERS-16 is a dimensional measure. It does not have an official diagnostic cutoff that separates "regulated" from "dysregulated." Interpret scores in context and, when possible, compare the survivor with their own scores over time.

Repeated measurement: Use the same version and scoring method at each time point. Changes are most meaningful when considered alongside the survivor's functioning, safety, goals, and lived experience.

Score Record

Measure	Baseline	Midpoint	Post-Group	Follow-Up
Total	_____	_____	_____	_____
Clarity	_____	_____	_____	_____
Goals	_____	_____	_____	_____
Impulse	_____	_____	_____	_____
Strategies	_____	_____	_____	_____
Nonacceptance	_____	_____	_____	_____

FROM SCORES TO SUPPORT

Using DERS-16 Results for Collaborative, Survivor-Centered Planning

Start with the survivor, not the number. The DERS-16 can show where emotion regulation feels hardest, but the survivor decides what is most important to work on. Use scores with safety, culture, strengths, supports, functioning, trauma context, and clinical judgment.

Area	What a Higher Score May Reflect	Possible Survivor-Centered Supports
Clarity **Items 1, 2**	Difficulty identifying, understanding, or making sense of feelings.	Build emotion vocabulary; use feeling/body check-ins; notice cues without judgment; connect emotions with needs and situations; use simple emotion-labeling or journaling tools if desired.
Goals **Items 3, 7, 15**	Difficulty concentrating, completing tasks, or staying goal-directed when upset.	Break tasks into smaller steps; use grounding before tasks; identify the next manageable action; reduce overload; practice returning attention gently after distress.
Impulse **Items 4, 8, 11**	Feeling behavior is harder to control during intense emotion.	Identify early warning signs; create a pause plan; practice grounding, paced breathing, urge-surfing, and safe alternatives; assess current safety/risk when clinically indicated.
Strategies **Items 5, 6, 12, 14, 16**	Feeling overwhelmed or believing little can be done to feel better.	Expand the survivor's coping menu; identify strategies that already work; practice regulation skills; strengthen hope and choice; consider individualized trauma-focused or skills-based treatment when appropriate.
Nonacceptance **Items 9, 10, 13**	Shame, weakness, irritation, or negative judgment about having difficult emotions.	Normalize trauma responses; reduce secondary shame; practice self-compassion and nonjudgmental noticing; reinforce that emotions can carry information without controlling behavior.

Looking at Change Over Time

- If the total or a subscale decreases, ask whether the survivor also notices meaningful improvement in daily life, relationships, coping, safety, or personally chosen goals.
- If scores stay similar, do not assume the survivor is failing. Explore ongoing stress, danger, triggers, environmental demands, skill fit, access to support, and what the survivor thinks is happening.
- If scores increase, check for new trauma or stress, current danger, sleep disruption, treatment activation, losses, conflict, or other changes. Adjust support collaboratively and use Safenet's established safety/risk procedures when needed.
- Do not compare DERS-16 totals directly with DERS-36 totals. They are different forms with different item counts, subscales, and score ranges.

DERS-16 Collaborative Support Plan

Use the results as a conversation starter. The highest subscale may be clinically useful, but it does not automatically become the survivor's treatment goal.

What stands out to you about your responses?

_____

_____

Which area feels hardest in your life right now?

_____

_____

What do you already do that helps when emotions feel intense?

_____

_____

What would you most like to be able to do differently when you are upset?

_____

_____

What is one small skill or support you would like to try?

_____

_____

What support would you like from Safenet or others?

_____

_____

Clinical / Support Plan

Survivor-selected priority	_____
Skill/support/intervention chosen	_____
Strengths/resources to build on	_____
Safety/referral considerations	_____
Next DERS-16/check-in date	_____

Sources & Attribution

DERS-16: Bjureberg, J., Ljotsson, B., Tull, M. T., et al. (2016). Development and Validation of a Brief Version of the Difficulties in Emotion Regulation Scale: The DERS-16. Journal of Psychopathology and Behavioral Assessment, 38, 284-296. DOI: 10.1007/s10862-015-9514-x.

Original DERS framework: Gratz, K. L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation. Journal of Psychopathology and Behavioral Assessment, 26, 41-54.

Safenet practice materials: The purple layout, scoring worksheet, progress record, From Scores to Support guidance, and collaborative planning pages were prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services. These additions are not part of the original DERS-16.

Personal Progress Scale–Revised (PPS-R)

Johnson, Worell, & Chandler, 2005

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma

Participant Instructions

Read each statement and circle ONE number that best describes how often it is true for you right now. There are no right or wrong answers. Choose your own experience, not what you think others expect. You may pause or ask for support at any time.

1	2	3	4	5	6	7
Almost never	Rarely	Occasionally	Sometimes	Frequently	Usually	Always

PPS-R Assessment

#	Statement	Circle one
1	I have equal relationships with important others in my life.	1 2 3 4 5 6 7
2	It is important to me to be financially independent.	1 2 3 4 5 6 7
3	It is difficult for me to be assertive with others when I need to be.*	1 2 3 4 5 6 7
4	I can speak up for my needs instead of always taking care of other people's needs.	1 2 3 4 5 6 7
5	I feel prepared to deal with the discrimination I experience in today's society.	1 2 3 4 5 6 7
6	It is difficult for me to recognize when I am angry.	1 2 3 4 5 6 7
7	I feel comfortable in confronting my instructor/counselor/supervisor when we see things differently.*	1 2 3 4 5 6 7
8	I now understand how my cultural heritage has shaped who I am today.	1 2 3 4 5 6 7
9	I give in to others so as not to displease or anger them.*	1 2 3 4 5 6 7
10	I don't feel good about myself as a woman.*	1 2 3 4 5 6 7
11	When others criticize me, I do not trust myself to decide if they are right or if I should ignore their comments.*	1 2 3 4 5 6 7
12	I realize that, given my current situation, I am coping the best I can.	1 2 3 4 5 6 7
13	I am feeling in control of my life.	1 2 3 4 5 6 7
14	In defining for myself what it means for me to be attractive, I depend on the opinions of others.*	1 2 3 4 5 6 7

PPS-R Assessment - Continued

#	Statement	Circle one
15	I can't seem to make good decisions about my life.*	1 2 3 4 5 6 7
16	I do not feel competent to handle the situations that arise in my everyday life.*	1 2 3 4 5 6 7
17	I am determined to become a fully functioning person.	1 2 3 4 5 6 7
18	I do not believe there is anything I can do to make things better for women like me in today's society.*	1 2 3 4 5 6 7
19	I believe that a woman like me can succeed in any job or career that she chooses.	1 2 3 4 5 6 7
20	When making decisions about my life, I do not trust my own experience.*	1 2 3 4 5 6 7
21	It is difficult for me to tell others when I feel angry.*	1 2 3 4 5 6 7
22	I am able to satisfy my own sexual needs in a relationship.	1 2 3 4 5 6 7
23	It is difficult for me to be good to myself.*	1 2 3 4 5 6 7
24	It is hard for me to ask for help or support from others when I need it.*	1 2 3 4 5 6 7
25	I want to help other women like me improve the quality of their lives	1 2 3 4 5 6 7
26	I feel uncomfortable in confronting important others in my life when we see things differently.*	1 2 3 4 5 6 7
27	I want to feel more appreciated for my cultural background.	1 2 3 4 5 6 7
28	I am aware of my own strengths as a woman.	1 2 3 4 5 6 7

*** Reverse-scored item.**

What Your Score Means

The PPS-R is designed to measure empowerment and personal progress. Higher corrected scores indicate greater perceived empowerment. The original PPS-R materials used here do not provide validated clinical cutoffs that classify a person as having "low," "moderate," or "high" empowerment. For that reason, the ranges below are descriptive score bands for understanding the 1-to-7 response scale and tracking change; they are not diagnostic categories or validated PPS-R clinical thresholds.

Overall mean score guide (descriptive, not clinical): 1.00-1.49 = responses fall closest to Almost never; 1.50-2.49 = Rarely; 2.50-3.49 = Occasionally; 3.50-4.49 = Sometimes; 4.50-5.49 = Frequently; 5.50-6.49 = Usually; 6.50-7.00 = Always.

How to use this at Safenet: focus on the survivor's pattern of domain scores and change over time. A lower domain score can identify an area to discuss or support if the survivor wants to work on it; it should not be treated as a diagnosis, failure, or indication that the survivor is not progressing.

Participant/Staff Score Summary

Overall PPS-R mean: _____ Date: _____
Previous overall mean (if applicable): _____ Change: _____

Domain I feel strongest in: _____
Domain I would like more support with: _____
What I notice about my progress: _____
_____

Staff Scoring Guide

Step 1 - Record each response exactly as selected (1 through 7). Do not change the wording of the items.

Step 2 - Reverse-score items 3, 7, 9, 10, 11, 14, 15, 16, 18, 20, 21, 23, 24, and 26. For each of these items, corrected score = 8 - original response.

Reverse-scoring conversion: 1→7, 2→6, 3→5, 4→4, 5→3, 6→2, 7→1.

Step 3 - Use the corrected values for all reverse-scored items when calculating domain and overall scores.

Step 4 - Domain scores: use the item assignments in the domain table below. Because the seven domains contain different numbers of items, a domain mean can be calculated by adding the corrected scores for the answered items in that domain and dividing by the number of answered items in that domain. This keeps each domain on the 1-to-7 response metric.

Step 5 - Overall score: an overall mean can be calculated by adding the corrected scores for all answered items and dividing by the number of answered items. If Safenet elects to use a summed score instead, use the same scoring approach consistently at baseline, post-group, and follow-up.

Step 6 - Interpretation: higher scores indicate greater perceived empowerment/personal progress. The PPS-R is not a diagnostic instrument. Do not apply a clinical cutoff unless an authoritative validated cutoff is identified. For Safenet program evaluation, compare scores over time and examine both overall change and changes in relevant domains.

Missing responses: do not guess an answer. Mark the item missing. If mean scores are used, calculate from answered items and document how many items were completed. Safenet should establish and consistently apply an agency rule for the minimum number of completed items required before reporting a score.

Domain	Items	Plain-language meaning
Perceptions of power and competence	1, 10, 13, 15, 16, 19, 20, 28	Confidence, perceived effectiveness, self-trust, control, competence, and recognition of personal strengths.
Self-nurturance and resource access	4, 23, 24	Ability to care for oneself, voice needs, and seek help/support.
Interpersonal assertiveness	3, 7, 11, 14, 22	Self-advocacy, confidence in relationships, and ability to express needs and preferences.
Awareness of cultural discrimination	5, 8, 27	Awareness of cultural identity and societal/cultural barriers.
Expression of anger and confrontation	6, 21, 26	Recognition/expression of anger and ability to navigate interpersonal disagreement.
Autonomy	2, 12, 17	Independence, coping, self-direction, and commitment to personal development.
Personal strength and social activism	9, 18, 25	Personal strength, resistance to disempowerment, and desire to support/change conditions for other women.

Overall Scoring and Interpretation

After reverse scoring the designated items, scores may be summarized across the 28 items. The Springer reproduction notes that mean scores were used in the research it reproduces. Secondary scoring references also describe summed or mean scores, with higher scores representing greater empowerment. For Safenet program evaluation, use the same scoring method at each time point and compare change over time rather than treating the PPS-R as a diagnostic cutoff.

Suggested Safenet use: administer at group entry (baseline), at group completion, and—when feasible—at approximately 3-month follow-up.

Why Use the PPS-R at Safenet?

Trauma recovery is not captured fully by symptom reduction. The PPS-R provides a strengths-based way to examine whether participants report greater agency, competence, autonomy, self-advocacy, ability to access support, and recognition of personal strengths. This makes it useful alongside symptom measures when evaluating a survivor-centered group intended to promote safety, empowerment, and recovery.

Important Use Notes

- The PPS-R is an outcome/empowerment measure; it is not a diagnostic instrument.
- Preserve the original wording and scoring of the 28 items when using the validated measure.
- Participation in program evaluation should be explained clearly and handled in a trauma-informed manner.
- Individual scores should be interpreted in context; changes over time are more useful for program evaluation than labeling a participant by a single score.
- The Springer reproduction states that no further permission is required for clinical and/or research applications.

Sources and Citation

Primary validation: Johnson, D. M., Worell, J., & Chandler, R. K. (2005). Assessing psychological health and empowerment in women: The Personal Progress Scale Revised. Women & Health, 41(1), 109–129. https://doi.org/10.1300/J013v41n01_07

PubMed record for Johnson, Worell, & Chandler (2005)

Instrument reproduction: Simmons, C. A., & Lehmann, P. (Eds.). (2013). Tools for strengths-based assessment and evaluation. Springer Publishing Company. Personal Progress Scale–Revised.

Springer ancillary instruments PDF containing the PPS-R

Research describing PPS-R domains and use with women experiencing IPV

PPS-R instrument/scoring reference used to verify item-domain mapping

Recommended citation when using the instrument: Johnson, D. M., Worell, J., & Chandler, R. K. (2005). Assessing psychological health and empowerment in women: The Personal Progress Scale Revised. Women & Health, 41(1), 109–129.

From Scores to Support

Using PPS-R Results for Collaborative, Survivor-Centered Planning

The PPS-R does not establish diagnostic categories or clinical cut scores. A lower score or limited change is an invitation to explore an area with the survivor—not a label, failure, or judgment. Use results collaboratively and allow the survivor to decide which goals, if any, she wants to address.

How to Use the Results

1. Score the PPS-R correctly. Reverse-score the designated items first, then calculate the same overall and domain scoring method used at the participant's other assessment points.

2. Look for patterns. Review the overall score and seven domains. Notice relative strengths, areas the survivor identifies as important, and changes from baseline to post-group and follow-up.

3. Compare the survivor to herself. For program evaluation and collaborative planning, emphasize change over time rather than comparing one survivor with another.

4. Discuss—not prescribe. Share observations tentatively and ask whether the results fit the survivor's experience. Scores should begin a conversation, not determine a treatment plan by themselves.

5. Choose a survivor-defined next step. If the survivor wants support in an area, identify one realistic goal and the resources, skills, referrals, or supports that could help.

6. Reassess. At the next planned measurement point, review whether scores and the survivor's own experience suggest progress, new needs, or a change in goals.

Turning Domain Results Into Support

Domain to Explore	Possible Survivor-Centered Next Steps
Perceptions of power and competence	Identify strengths and recent successes; support decision-making; choose one achievable self-directed goal; reinforce the survivor's knowledge of her own life.
Self-nurturance and resource access	Explore barriers to asking for help; identify supportive people and resources; develop a resource map; identify survivor-chosen ways to care for herself.
Interpersonal assertiveness	Practice stating needs, saying no, setting boundaries, and using assertive communication; use role-play only with the survivor's consent.
Awareness of cultural discrimination	Explore how culture, identity, systems, and discrimination may affect the survivor's experiences; identify culturally responsive supports, resources, or advocacy if desired.
Expression of anger and confrontation	Normalize anger as meaningful information; identify body cues; practice safe emotional expression, grounding, regulation, and conflict-communication skills.

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma

Autonomy	Identify survivor-selected goals; increase opportunities for choice and control; address practical barriers to independence; incorporate safety planning when relevant.
Personal strength and social activism	Identify strengths, values, and meaningful connections; explore peer support, advocacy, leadership, or helping roles only when the survivor wants them.

Suggested Conversation

Staff may use language such as: "Your answers suggest this may be an area where you would like more support. Does that fit your experience? Is this something you want to work on? What would feel like a meaningful next step to you?"

PPS-R Collaborative Action Plan

Area I feel strongest in:

_____

Area I would like more support with:

_____

One goal I choose for myself:

_____

What would help me reach this goal:

_____

People, services, or resources that can support me:

_____

My next step:

_____

Date we will check in again:

_____

Practice Safeguards

- Do not use a PPS-R score to decide whether a survivor's experience was serious enough to deserve services.
- Do not interpret a lower score as lack of motivation, resistance, or failure.
- Do not require disclosure of assault details in order to explain or improve a score.

- Consider immediate safety, acute distress, suicidality, or other urgent concerns through Safenet's established assessment and response procedures rather than relying on the PPS-R.
- Document the survivor's own interpretation and chosen goals whenever the measure is used for individual planning.

Practice-planning page prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services.

PROMIS Item Bank v2.0

Ability to Participate in Social Roles and Activities – Short Form 8a

Survivor Assessment, Scoring & From Scores to Support Guide

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma

Name/ID: _____ Date: _____ ☐ Baseline ☐ Midpoint

Facilitator/Clinician: _____ ☐ Post-group ☐ Follow-up Other: _____

Participant Instructions

Please respond to each item by marking one box per row.

5	4	3	2	1
Never	**Rarely**	**Sometimes**	**Usually**	**Always**

PROMIS Ability to Participate 8a Assessment

#	Statement	5 Never	4 Rarely	3 Some-times	2 Usually	1 Always
1	I have trouble doing all of my regular leisure activities with others.	○	○	○	○	○
2	I have trouble doing all of the family activities that I want to do.	○	○	○	○	○
3	I have trouble doing all of my usual work (include work at home).	○	○	○	○	○
4	I have trouble doing all of the activities with friends that I want to do.	○	○	○	○	○
5	I have to limit the things I do for fun with others.	○	○	○	○	○
6	I have to limit my regular activities with friends.	○	○	○	○	○
7	I have to limit my regular family activities.	○	○	○	○	○
8	I have trouble doing all of the work that is really important to me (include work at home).	○	○	○	○	○

Participant note: These questions describe limitations in participation. A lower result does not mean you are failing. Safety, trauma symptoms, caregiving demands, health, transportation, finances, work conditions, and other circumstances can all affect participation.

Scoring & Interpretation

Scoring direction matters: The items describe difficulty or limitation, but the response values are scored so that higher scores represent better ability to participate and fewer limitations.

Step 1 - Raw Score

Add the eight item scores. When all 8 items are answered, the raw score ranges from 8 to 40.

Baseline	Midpoint	Post-Group	Follow-Up	Notes
Raw: _____ T-score: _____	Raw: _____ T-score: _____	Raw: _____ T-score: _____	Raw: _____ T-score: _____	_____ _____

Step 2 - Convert to the Official PROMIS T-score

Preferred scoring is PROMIS response-pattern scoring through the HealthMeasures Scoring Service or an approved automated scoring system. If using the raw-score conversion table, all 8 items must be answered. If an item is missing, do not use the summed-score lookup table; use the HealthMeasures Scoring Service.

Official PROMIS Ability to Participate Social 8a Short Form Conversion Table

Raw	T	SE	Raw	T	SE
8	25.9	3.9	25	45.0	1.7
9	29.7	2.3	26	46.0	1.6
10	31.3	1.9	27	47.0	1.6
11	32.6	1.7	28	48.0	1.6
12	33.6	1.6	29	48.9	1.6
13	34.5	1.6	30	49.9	1.6
14	35.3	1.5	31	50.8	1.6
15	36.2	1.5	32	51.7	1.6
16	36.9	1.5	33	52.7	1.6
17	37.7	1.5	34	53.6	1.6
18	38.5	1.5	35	54.6	1.6
19	39.3	1.6	36	55.7	1.6
20	40.2	1.6	37	56.8	1.7
21	41.1	1.6	38	58.2	2.0
22	42.0	1.7	39	60.2	2.5
23	43.0	1.7	40	65.4	4.9
24	44.0	1.7			

Understanding the T-score

Score concept	Meaning
50	Reference-population mean on the PROMIS T-score metric.
10 points	One standard deviation on the PROMIS T-score metric.

Higher T-score	Better perceived ability to participate in usual social roles and activities; fewer participation limitations.
Lower T-score	Greater perceived limitation in usual social roles and activities.
No diagnosis	This is a functioning/participation outcome measure, not a PTSD, depression, or other psychiatric diagnostic test.

Why Safenet Is Measuring This

Symptoms are only one part of recovery. This measure helps Safenet ask whether a survivor is becoming more able to participate in family life, friendships, leisure, and meaningful work or work at home. It should be interpreted alongside the PCL-5, DERS-16, empowerment measures, survivor-defined goals, safety, and the survivor's own description of recovery.

FROM SCORES TO SUPPORT

Using PROMIS Participation Results for Collaborative, Survivor-Centered Planning

The goal is not simply to raise a score. The goal is to understand what the survivor wants to return to, rebuild, protect, or begin - and what is getting in the way.

Pattern	Explore Together	Possible Support / Next Step
Leisure / fun feels limited	Is fear, hypervigilance, exhaustion, isolation, finances, transportation, childcare, or loss of interest interfering?	Identify one safe, survivor-chosen activity; problem-solve practical barriers; use grounding/safety planning when trauma reminders interfere; rebuild pleasure without pressure.
Family participation feels limited	Which family roles matter to the survivor? Are boundaries, caregiving load, conflict, safety, or trauma reactions affecting participation?	Clarify healthy and developmentally appropriate roles; strengthen boundaries; reduce over-responsibility; identify supportive family routines and realistic expectations.
Friendship / social participation feels limited	Is isolation protective, imposed, trauma-related, or simply what the survivor wants right now?	Respect choice. If reconnection is desired, identify safe people, low-pressure contact, peer support, and gradual survivor-led reconnection.
Work / work-at-home participation feels limited	Are concentration, sleep, trauma symptoms, health, safety, scheduling, childcare, or environmental barriers involved?	Break tasks into manageable steps; consider accommodations/resources; coordinate referrals when appropriate; connect functional goals with DERS/PCL-5 patterns.
Score improves over time	Which life roles or activities have actually become easier or more meaningful?	Name what helped and reinforce it. Ask the survivor which changes matter most and what she wants to build on next.
Score stays similar or declines	Has there been new danger, stress, trauma exposure, loss, health change, role overload, or a mismatch between services and the survivor's priorities?	Do not call it failure. Reassess context, safety, barriers, resources, and goals; adjust supports collaboratively.

Important Clinical Safeguards

- Do not use a low participation score to judge motivation, readiness, parenting, or treatment engagement.
- Ask whether reduced participation is a chosen safety strategy before treating it as a problem to be changed.
- Do not assume that returning to a prior role is the survivor's goal. Recovery may include creating new roles, boundaries, relationships, or routines.
- Interpret change in context. Housing, finances, transportation, disability, caregiving, employment conditions, legal proceedings, and ongoing abuse can affect participation independently of treatment.

- Use the survivor's own definition of meaningful participation as the anchor for planning.

PROMIS 8a Collaborative Support Plan

Beyond the number: What changes does the survivor notice in her own life, and which changes matter to her?

What activities, relationships, or roles matter most to you right now?

_____

_____

Where do you feel most limited or held back?

_____

_____

Is there anything you are limiting because it helps you stay safe?

_____

_____

What has become easier since you began receiving support?

_____

_____

What would you like to be able to do more freely?

_____

_____

What is one realistic next step that you choose?

_____

_____

Collaborative Action Plan

Survivor-selected life role/activity	_____
Barrier(s) identified	_____
Strengths/resources already present	_____
Support/intervention chosen	_____
Safety considerations	_____
Next review / PROMIS 8a date	_____

Sources & Attribution

Instrument: PROMIS Item Bank v2.0 - Ability to Participate in Social Roles and Activities – Short Form 8a. Official wording and response scoring cross-checked against the PROMIS/NIH form and the APA-hosted adult Ability to Participate in Social Roles and Activities resource.

Scoring: HealthMeasures PROMIS Ability to Participate in Social Roles and Activities Scoring Manual (Short Form 8a conversion table; T-score mean 50, SD 10). Response-pattern scoring is preferred.

Safenet practice materials: The purple layout, Safenet score record, From Scores to Support guidance, and collaborative planning pages were prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services. These additions are not part of the original PROMIS instrument and do not alter the eight PROMIS items or response options.

MY 3 PERSONAL RECOVERY GOALS

Survivor-Defined Goals for Healing, Choice & Daily Life

Prepared by Tracie Chapman, MSW Candidate, University of Oklahoma, for Safenet Services

Name/ID: _____ Date: _____ ☐ Baseline ☐ Review

Directions

Choose three goals that matter to you. These are your goals—not goals someone else chooses for you. Think about what you would like to feel, do, rebuild, protect, learn, or change in your life. Goals can be small or large and may involve safety, emotions, relationships, family, work, school, health, boundaries, confidence, independence, connection, or simply enjoying life again.

Try to make each goal specific enough that you will be able to notice progress. You can change a goal later if your needs or priorities change. Recovery is not a straight line.

Ideas to Help You Choose

I want to feel...	I want to be able to...	I want more / less...
I want to rebuild...	I want to protect...	I want to learn / practice...

GOAL 1

My goal:

_____

_____

Why this goal matters to me:

_____

_____

One small step I can take:

_____

People, strengths, or resources that can support me:

_____

How I will know I am making progress:

_____

_____

GOAL 2

My goal:

_____

_____

Why this goal matters to me:

_____

_____

One small step I can take:

_____

People, strengths, or resources that can support me:

_____

How I will know I am making progress:

_____

_____

GOAL 3

My goal:

_____

_____

Why this goal matters to me:

_____

_____

One small step I can take:

_____

People, strengths, or resources that can support me:

_____

How I will know I am making progress:

_____

_____

MY GOAL PROGRESS CHECK-IN

Use this page at baseline and again during or after the group to notice change—not to grade yourself.

For each goal, circle the number that best describes where you feel you are today. A higher number means you feel closer to the goal. There is no "good" or "bad" score.

1	2	3	4	5
Just beginning	A little progress	Some progress	A lot of progress	Goal met / where I want to be

Goal	Baseline	Midpoint	Post-Group	Follow-Up	What I notice
Goal 1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	_____ _____
Goal 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	_____ _____
Goal 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	_____ _____

From Goals to Support

What helped me move forward? _____

What got in the way? _____

What strength did I notice in myself? _____

What support would be most useful now? _____

Do I want to keep, change, or replace any goal?

_____

Remember: Progress may look like feeling safer, setting a boundary, asking for help, resting, trying again, reconnecting, making a decision, tolerating a difficult feeling, or choosing something that fits the life you want. Your goals belong to you.

RECLAIM

A TRAUMA-INFORMED GROUP CURRICULUM

A Survivor-Centered Path to Healing, Empowerment & Connection

CONFIDENTIAL ASSESSMENT & EVALUATION PACKET

ENTRY · MIDPOINT · COMPLETION



ENTRY ASSESSMENT
45-Minute Individual Appointment

MIDPOINT ASSESSMENT
45-Minute Individual Appointment

COMPLETION ASSESSMENT
45-Minute Individual Appointment

PARTICIPANT FORMS
Clear, easy-to-use assessment tools

SCORING INSTRUCTIONS
Guidance for consistent and accurate scoring

PROGRESS TRACKER
Pre / Mid / Post comparison tools

INDIVIDUAL APPOINTMENT GUIDES
Three 45-minute session guides with trauma-informed prompts

Developed by
Tracie Chapman, MSW Candidate

University of Oklahoma Anne and Henry Zarrow School of Social Work

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