

The background features abstract, overlapping green geometric shapes in various shades of lime and forest green, creating a modern, layered effect. The shapes are primarily located on the left and right sides of the page, framing the central text area.

# Family-Focused Therapy Handouts

Children, Adolescents and Adults

CHAMP Clinic Version

June 30, 2020

# Handout # 1

## Family-Focused Therapy: What to Expect

### Our plan is to:

- Decrease friction between family members
- Improve communication skills
- Increase acceptance of mood and thought problems
- Help the family solve problems better

### We will meet:

- Weekly for 8 sessions
- Biweekly for 4 sessions
- 4 months total

### How we're going to do it:

- Get to know each family member
- Learn about mood problems and the medicines used to treat them
- Learn communication skills
- Learn how to solve problems



### Everyone in the family should:

- Come to every session ready to try your best
- Think about how others are feeling
- Come prepared with your homework finished
- Record symptoms on app and use call-in feature
- Help each other like any team would

### The therapist will:

- Help the family come up with ways to handle problems
- Make sure everyone's privacy is respected
- Give you a comfortable place to say to what's on your mind
- Give you things to work on at home
- Give you a chance to check in between sessions

## Handout #2a.1



Elated mood



Irritable



Increased activity



Increased sexual thoughts



Decreased need for sleep



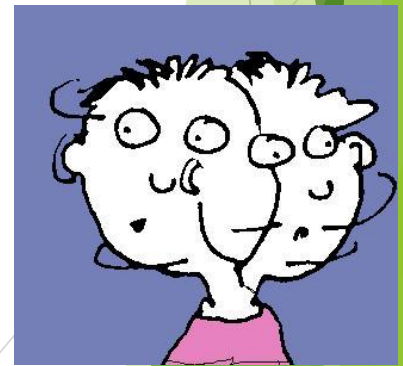
Being overconfident or unrealistic



Talking fast



Racing thoughts,  
Loss of self-control



Easily distracted

## Handout #2a.2



Elated mood



Irritable



Increased activity



Increased sexual thoughts

### Symptoms of feeling wired



Decreased need for sleep



Being overconfident or unrealistic



Talking fast



Racing thoughts,  
Loss of self-control

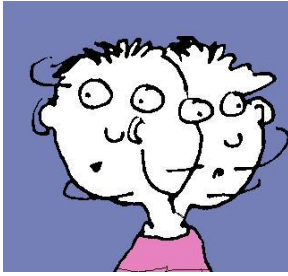


Easily distracted



# Handout 2a.3: ADHD

## Trouble Focusing



Easily distracted

## Very Impulsive



Blurting out,  
Interrupting

## Hyperactive



Nonstop  
talking



Daydreaming



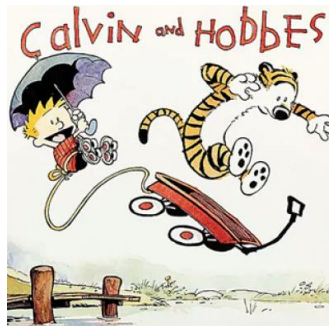
Impatient



Fidgeting,  
Out of seat



Bored or frustrated  
quickly



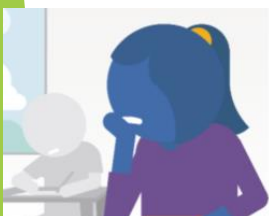
Rule-breaking,  
Risky acts



Jumping from  
activity to activity

## Anxiety & Mood Issues

1. Feeling Low/Edgy
2. Easily Tired
3. Easily Upset
4. Sleep Disturbances
5. Appetite Disturbances



The first question on the math test was easy, but the second one was hard. Kayla's mind starts racing: "What if I fail? What will I tell Mom and Dad? What will the teacher say?" Her brain feels like it's popping like popcorn. Then her mind kind of goes blank as she stares out the window.

## Interventions



## Handout #2b



Low  
self-esteem



Low mood or sadness



Sleeping too  
much  
or too little

### Symptoms of Depression

*Some people also:*

- feel really tired or low in energy
- wish they weren't alive
- feel worthless or guilty



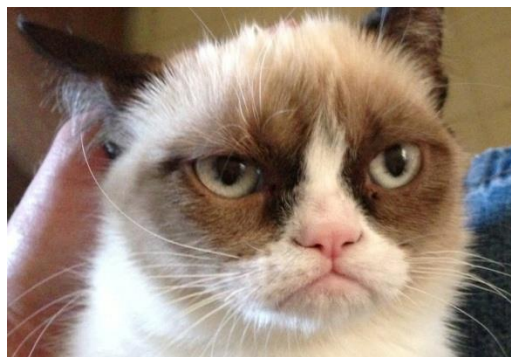
Trouble  
concentrating



Tearfulness



Changes  
in Appetite



Irritable



Loss of interest  
in activities  
or boredom

## Handout #2b.2



Low  
self-esteem



Low mood or sadness



Sleeping too  
much  
or too little

### Symptoms of feeling low

*Some people also:*

- feel really tired or low in energy
- wish they weren't alive
- feel worthless or guilty



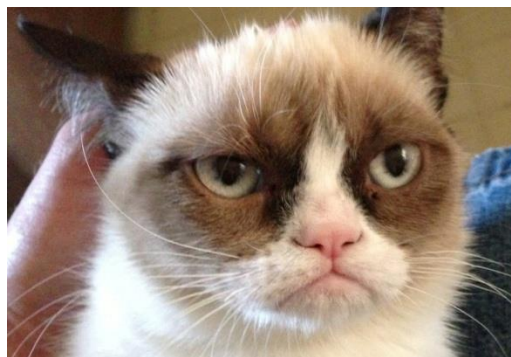
Trouble  
concentrating



Tearfulness



Changes  
in Appetite

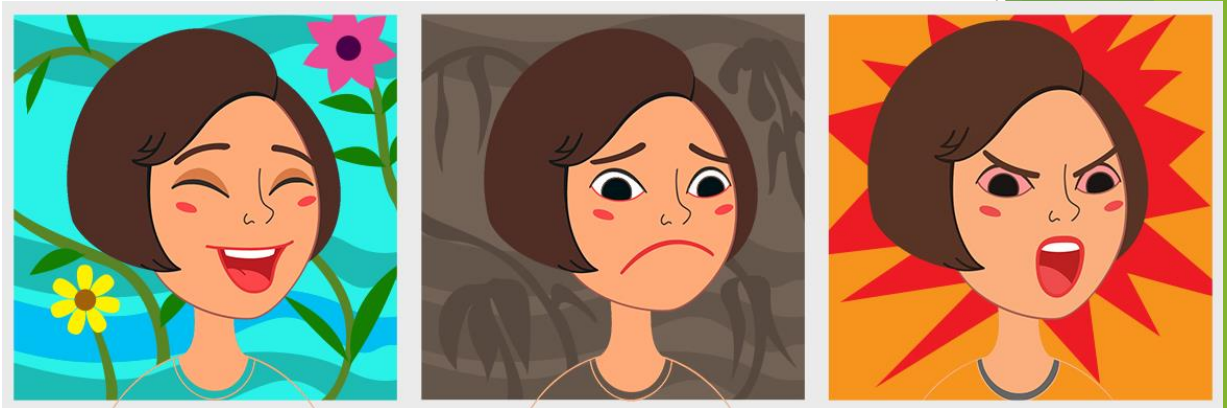


Irritable



Loss of interest  
in activities  
or boredom

# Handout #2b.3



## Difficulty with Mood Swings & Controlling Your Emotions

Get too upset & 'lose it'

Lots of mood changes within a day or week

Unsure when your mood is about to shift

Personal triggers for ups/downs

Trouble calming down or letting bad things go

Feel badly for 'losing it' so quickly & causing harm

Get in trouble for not controlling your emotions & acting out

Others get upset or confused about your moods

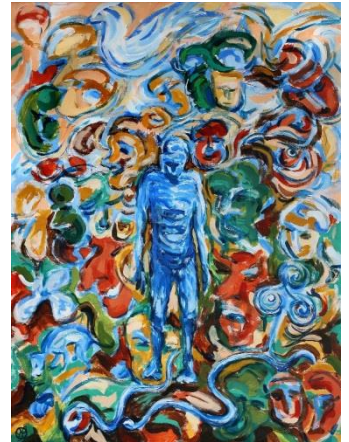
**Did you Know? Emotion control is a skill all teens improve on with practice!**



# Handout # 2c

## Positive Symptoms

- Confusion about what is real
- Mind reading
- Grandiosity
- Suspiciousness
- Ideas of reference
- Disorganized communication
- Perceptual disturbances
- Odd beliefs



# Handout # 2d

## Negative Symptoms

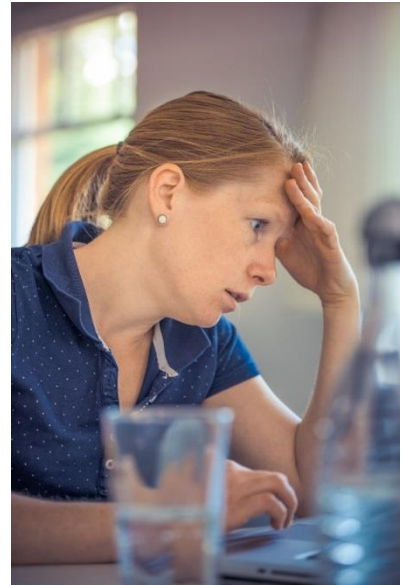
- Lack of motivation
- Flat affect
- Disinterest in being social
- Trouble with functioning (academic, occupational, daily living)
- Disinterest in personal hygiene



# Handout # 2e

## Signs and Symptoms of Anxiety

- Excessive worry
- Repetitive thoughts
- Sudden panic
- Specific fears
  - Animal type
  - Natural environment type
  - Blood-injection-injury type
  - Situational type
  - Other
- Repetitive behaviors
- Fear of social situations



# Handout #3

Figure 1

Week of \_\_\_\_\_

## HOW I FEEL

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

# I.

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## 2.

بِ

\_\_\_\_\_

---

4.

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5.

[illegible]

I woke up at:

---

I went to bed at:

---

On the lines below, describe behaviors and feelings associated with each mood:

---

## 2.

بِ

4.

## 5.




## Handout # 4

### Factors Affecting Health Problems

**Genes**

**Stress**



**Protective  
Factors**

**Risk  
Factors**

**Possible Outcomes**

**Good**

**Okay**

**Poor**

## **Handout # 5**

# **Risk and Protective Factors For Mood Problems**

### **Risk Factors**

- **Drug or alcohol abuse**
- **Poor sleeping habits**
- **Changing or stopping your medications suddenly**
- **Stressful life events**
- **Family conflict or distress**

### **Protective Factors**

- **Following regular daily routines**
- **Social, family & community support**
- **Communication & problem-solving skills**
- **Talking to your doctor or counselor**
- **Exercising regularly**



# Handout # 6

## Sources of Stress



### Major Life Events



### Routine Changes



### Daily Hassles



### Conflicts



### Boredom

# Handout #7A

## Stress & Coping Thermometer

Stressor

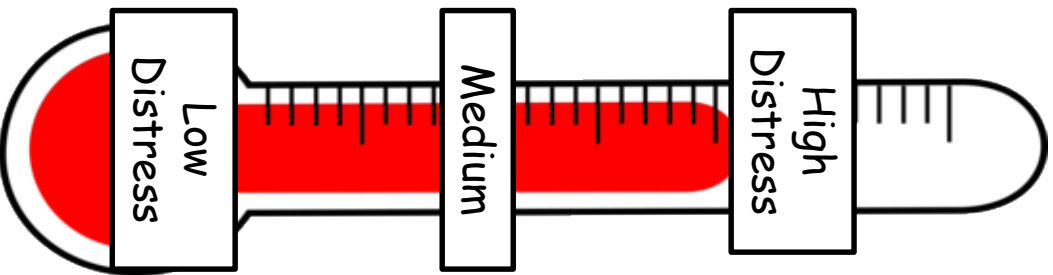
Self - Coping

Family Coping

Ex: Argument with friend

Ex: Take a walk, read a book

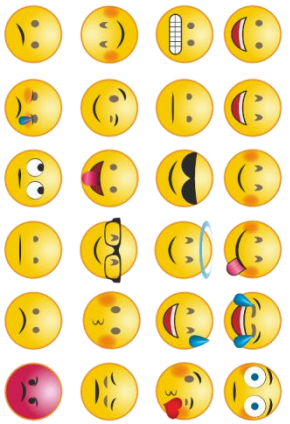


Ex: Watch a movie with dad





# Handout # 7B

## Coping Ideas List

Feeling	Doing	Others?
		
Communicate your feelings to your family members	Do jumping jacks, run up and down stairs, do push-ups, ride your bike	
Cuddle with your pet or favorite stuffed animal	Count breaths, count clouds, count sounds, count colors, count cars	
Put on your most comfy clothes and calm music	Take a cold shower, take a hot bath, hold some ice cubes, lay in the sun	
Do something nice for another person in your family	Listen to music, play music, dance to music, go to a concert	
Cry for a few minutes if needed	Hang out with a close friend	
Tell someone you love them	Play with your pet	
<b>Homework: Try one of the above each day between sessions. Note which are most helpful.</b>		

# Handout # 8

## Medications Commonly Used in Outpatient Settings

### Mood-Stabilizers: To regulate ups and downs

<u>Generic Name</u>	<u>Brand Name</u>
Lithium Carbonate	Eskalith, Lithonate
Lamotrigine	Lamictal
Divalproex Sodium	Depakote
Carbamazepine	Tegretol, Carbetrol
Oxcarbazepine	Trileptal
Topiramate	Topamax

### Antidepressants: To improve mood, help with anxiety

<u>Generic Name</u>	<u>Brand Name</u>
<b>Serotonin-Reuptake Inhibitors:</b>	
Fluoxetine	Prozac
Sertraline	Zoloft
Paroxetine	Paxil
Fluvoxamine	Luvox
Citalopram	Celexa
Escitalopram	Lexapro
Vilazodone	Viibryd

#### **Serotonin-Norepinephrine Reuptake Inhibitors (SNRIs):**

Venlafaxine	Effexor
Desvenlafaxine	Pristiq
Duloxetine	Cymbalta
Levomilnaciprin	Fetzima

#### **Atypical Antidepressants:**

Bupropion	Wellbutrin
Mirtazapine	Remeron
Vortioxetine	Brintellix
Trazodone	Desyrel
Nefazodone	Serzone

### Antipsychotics: To provide mood stabilization, control agitation, hallucinations or distorted thinking; to help with sleep

<u>Generic Name</u>	<u>Brand Name</u>
Olanzapine	Zyprexa
Risperidone	Risperdal
Quetiapine	Seroquel
Ziprasidone	Geodon
Aripiprazole	Abilify
Lurasidone	Latuda
Paliperidone	Invega
Asenapine	Saphris

### Medications to improve attention and concentration

<u>Generic Name</u>	<u>Brand Name</u>
Methylphenidate	Ritalin, Concerta
Dexmethylphenidate	Focalin
Mixed Amphetamine	Adderall
Dextroamphetamine	Dexadrine
Lisdexamfetamine	Vyvanse
Guanfacine	Tenex, Intuniv
Atomoxetine	Strattera

### Benzodiazepines: To control anxiety, improve sleep and induce calm

<u>Generic Name</u>	<u>Brand Name</u>
Lorazepam	Ativan
Clonazepam	Klonopin
Diazepam	Valium
Alprazolam	Xanax

# Handout # 9

## Good Sleep Habits

- Establish a regular bedtime and wake time, even on weekends.
- Avoid caffeine, alcohol, illicit drugs, and other stimulants, especially at night.
- Exercise early in the day, not right before bed.
- Avoid emailing or texting in the bedroom.
- Have an hour-long “wind-down” time before bed.
- Avoid highly stimulating activities right before bedtime.
- Anticipate events that could de-stabilize daily routines.



## **Handout # 10**

### **How Can The Family Help?**

- **Help get treatment and services**
- **Support the use of medication**
- **Learn about your symptoms so they can respond helpfully**
- **Maintain a tolerant, low-key home atmosphere**
- **Help you have regular daily routines and sleep**
- **Reduce expectations during periods of increased symptoms**
- **Encourage your participation in treatment**
- **Get help for other family members if needed**
- **Do fun things together!**



**Prevention Plan**

**Prevention Plan**

[illegible]

## Handout # 12

### The Five Basic Communication Skills

- **Expressing Positive Feelings**
- **Active Listening**
- **Making Positive Requests for Change**
- **Communication Clarity**
- **Expressing Negative Feelings about Specific Behaviors**



## Handout # 13

### Expressing Positive Feelings

- Look at the person
- Say exactly what he or she did that pleased you
- Tell him/her how you felt when s/he did that



# Handout # 14

## Catch a Person Pleasing You

<b>Day</b>	<b>Person Who Pleased You</b>	<b>Exactly What Did They Do That Pleased You?</b>	<b>What Did You Say to Him or Her?</b>
<b>Monday</b>			
<b>Tuesday</b>			
<b>Wednesday</b>			
<b>Thursday</b>			
<b>Friday</b>			
<b>Saturday</b>			
<b>Sunday</b>			

### Examples

Looking Good  
Being on Time  
Helping at Home  
Cooking Meals  
Working in Yard  
Being Pleasant

Having a chat  
Making a suggestion  
Going to Work  
Offering to Help  
Tidying up  
Making Bed

Being considerate  
Going Out  
Showing Interest  
Taking Medicines  
Attending Treatment  
Making Phone Call



## Handout # 15

### Active Listening

- **Look at the speaker**
- **Attend to what is said**
- **Nod head, say “Uh-Huh”**
- **Ask clarifying questions**
- **Check out what you heard**



## Handout #16

# Communication Skills Assignment

	Person You Talked To	What You Talked About	What Positive Feedback Did you Give?	What Active Listening Skill Did You Use?	What Comm Clarity Skills Did You Use?	What Positive Requests Did you Make?
Mon						
Tues						
Wed						
Thurs						
Fri						
Sat						
Sun						

## Handout # 17

### Making a Positive Request

- **Look at the Person**
- **Say Exactly What You Would Like Him or Her to Do**
- **Tell Him or Her How You Would Feel When S/He Did That**
- **In Making Positive Requests, Use Phrases Like:**
  - “I would like you to \_\_\_\_.”
  - “I would really appreciate it if you would \_\_\_\_.”
  - “It’s very important to me that you help me with \_\_\_\_.”



## Handout # 18

### Communication Clarity

- **Think about what you want to say**
- **Consider how your listener might feel**
- **Talk about only one topic at a time**
- **Be specific**
- **Use short sentences**
- **Stop and check in to make sure that your listener understood you**



### **Expressing Negative Feelings about Specific Behaviors**

- **Look at the person; speak firmly**
- **Say exactly what he or she did that you did not like**
- **Tell him or her how you felt when s/he did that**
- **Suggest how the person might prevent this from happening in the future**





## Handout #20

### Expressing Negative Feelings About Specific Behaviors Assignment

	Person Who Displeased You	What Exactly Did He/She Do That Displeased You?	How Did You Feel? (Angry, Sad, etc.)	What Did You Ask Him/Her To Do In The Future?
Mon				
Tues				
Wed				
Thurs				
Fri				
Sat				
Sun				

## Handout #21

### Solving Problems

- Identify and agree on the problem
- Suggest many possible solutions
- Discuss pros and cons
- Agree on best solutions
- Plan and carry out best solution(s)
- Praise efforts; check out if it worked!



## Problem Solving Worksheet

**Step 1:** Define “What is the problem?” Talk. Listen. Ask questions. Get everybody’s opinion.

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---

**Step 2:** List all possible solutions: “Brainstorm.” List all ideas, even “bad” ones. Have everyone come up with at least one possible solution. **DO NOT EVALUATE ANY SOLUTION AT THIS POINT.**

- (1) \_\_\_\_\_
- (2) \_\_\_\_\_
- (3) \_\_\_\_\_
- (4) \_\_\_\_\_
- (5) \_\_\_\_\_
- (6) \_\_\_\_\_

**Step 3:** Discuss and list the advantages and disadvantages of each possible solution.

### Advantages (Pros)

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---

---

---

### Disadvantages (Cons)

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---

---

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---

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---

---

---

**Step 4:** Choose the best possible solution OR solutions and list (may be a combination of possible solutions).

---

---

**Step 5:** Plan how to carry out the chosen solutions AND set a date to carry it out.

**Date:** \_\_\_\_\_

**A. Specifically decide who will do what. List.**

---

---

---

**B. Decide what resources will be needed; list and get them.**

---

---

---

**C. Think about what can go wrong when you try it, and figure out how to overcome the problems.**

---

---

---

**D. Practice carrying out the solution.**

**E. DO IT! (ON TIME)**

**Step 6:** Review the solution and give positive feedback to all family members about their participation.

**Step 7:** If the plan didn't work, go back to Step 1 and try again. Do not become discouraged.

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# Optional Handouts



# Handout for Siblings

Feelings that kids may have in response to their  
sibling's mood disorder  
(bipolar, depression)

- ▶ Trying to be the “good” kid
- ▶ Avoiding your brother/sister
- ▶ Avoiding the family/ isolating yourself
- ▶ Anger
- ▶ Embarrassment
- ▶ Denying your own needs
- ▶ Taking on the role of holding the family together
- ▶ Being very quiet

# Handout for Parents

Feelings that parents may have in response to their  
child's mood disorder diagnosis  
(bipolar, depression)

- ▶ Guilt or self-blame
- ▶ Denial
- ▶ Anger or frustration
- ▶ Sadness or grief
- ▶ Fear
- ▶ Feeling disconnected

## Handout #4c

### How Can the School Help?

What can be expected from the school:

- Under the Individuals with Disabilities Act (IDEA; 1975), schools are responsible for identifying and evaluating students with disabilities who require special education and services and following through and providing them with an Individualized Education Program (IEP).
- These services are to be provided in the least restrictive environment appropriate to the child's needs and that children should be integrated with other children with and without disabilities, and still receive special services (inclusion).

Ways in which the school is helping thus far:

- 
- 
- 
- 

Ways in which the school could be more helpful:

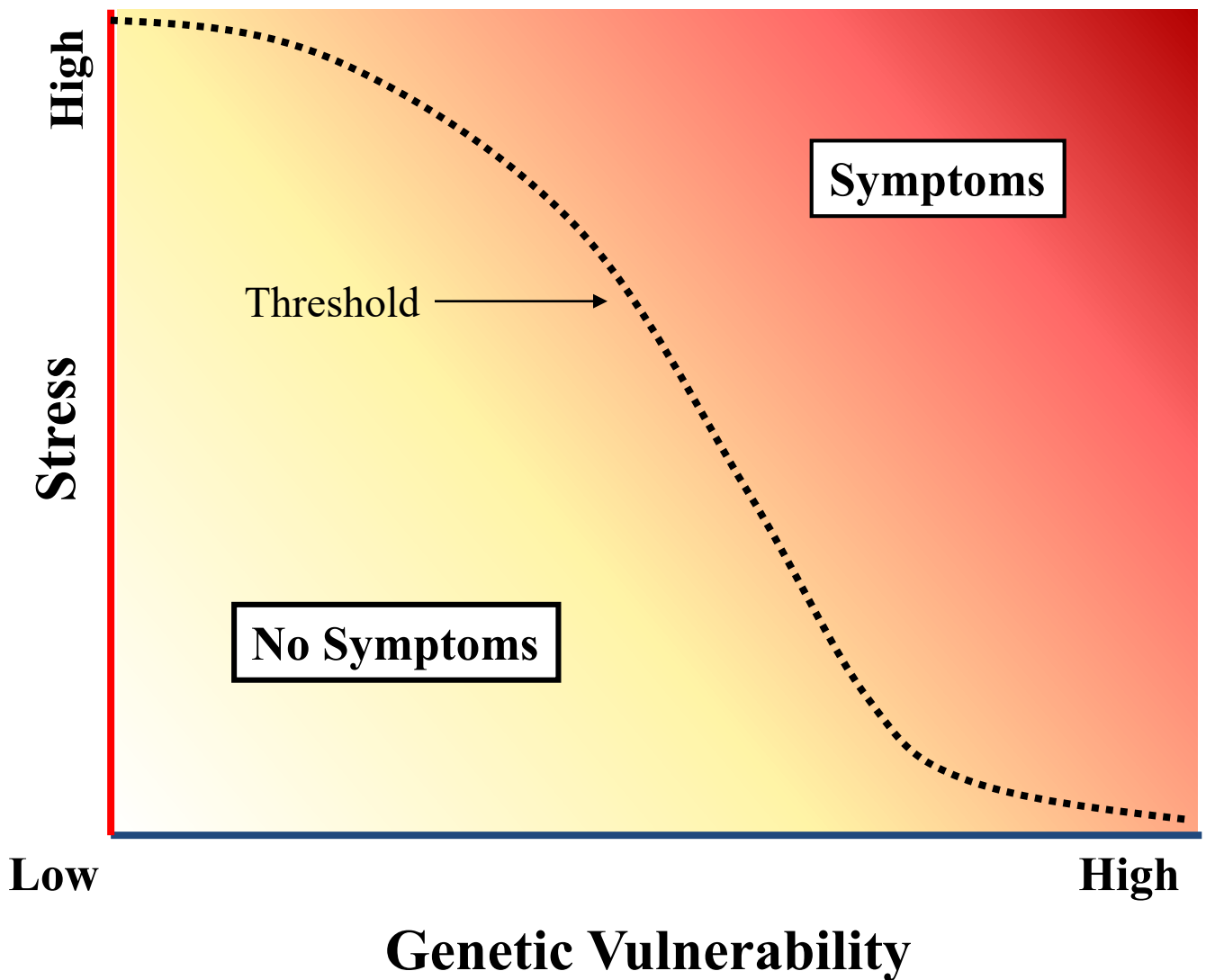
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# Handout for Kids and Teens

Feelings that kids or teens may have in response to  
their parent having a mood disorder  
(bipolar, depression)

- ▶ Anger or frustration
- ▶ Sadness or loss
- ▶ Blame
- ▶ Scared
- ▶ Feeling distant from parent
- ▶ Embarrassed or ashamed
- ▶ Confused
- ▶ Similar to or same as that parent

# Vulnerability-Stress Model



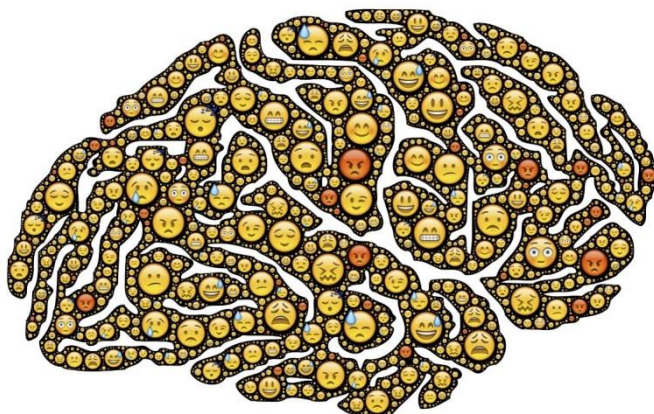
# How Do People Get Mood or Thinking Disorders?

**Some people are born with a risk to develop mood or thought disorders.**

- **their brain can get overactive under stress**
- **their life can get stressful**
- **their brain and life can both get stressed at the same time**
- **the ways to deal with stress (like communicating well with others) may not be working well**

**Some things that can make symptoms worse:**

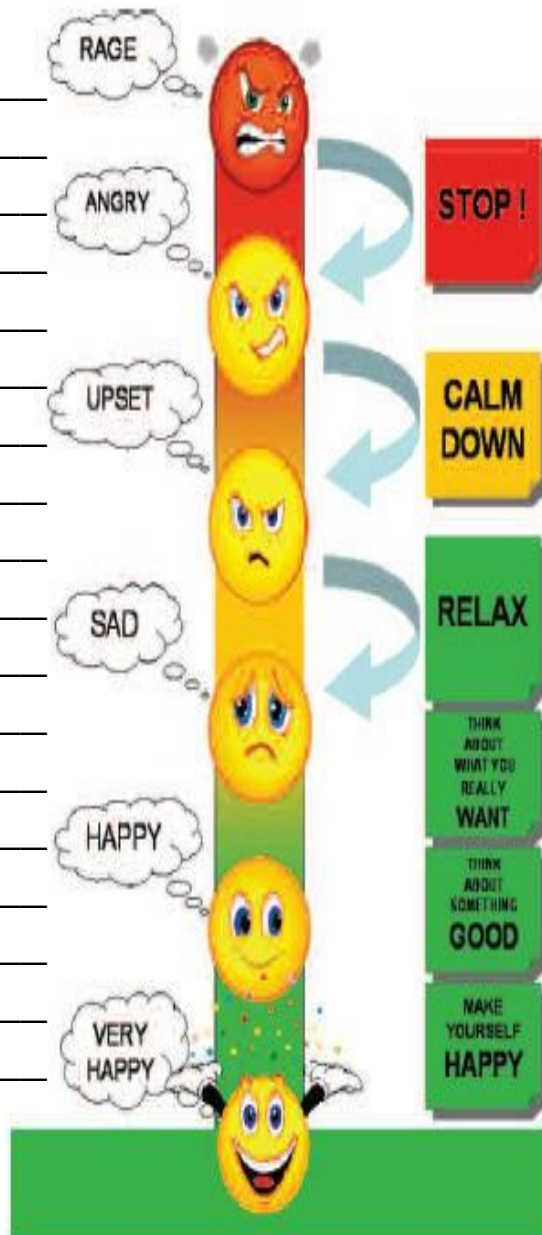
- **Using street drugs (including marijuana)**
- **Not getting enough sleep**
- **Changing typical daily schedules**





## Stress Thermometer

## Things that have stressed you out lately:

[illegible]

**Things you did to help you feel better:**

[illegible]

## Pleasant Events

1. Go to a sporting event
2. Go to a museum
3. Play cards
4. Talk on the phone
5. Learn a new hobby
6. Do an art project
7. Go out to eat
8. Take a bath
9. Read a book or a magazine
10. Cook/Bake something new
11. Do a puzzle
12. Go for a drive
13. Take a fun class
14. Go see a music show
15. Go to a movie
16. Go to the local dog park
17. Shoot some pool
18. Go to a coffee shop
19. Go on a day trip
20. \_\_\_\_\_
21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_



# Pleasant Events

1. Listening to music/radio
2. Starting a new hobby (collecting something?)
3. Drawing, doodling, or painting
4. Taking a walk
5. Going to the beach/lake
6. Bicycling
7. Cutting pictures from magazines or newspaper
8. Reading a book, magazine, newspaper
9. Going to the library and reading a newspaper in another language
10. Looking through travel books in a library or a bookstore
11. Cooking a nice meal
12. Learning how to play an instrument
13. Beginning a new physical fitness program
14. Exercise (running, hiking, swimming, soccer?)
15. Cleaning (room, kitchen, car)
16. Taking care of pet (fish, dog, cat)
17. Gardening
18. Going shopping for food and trying new items
19. Writing (a letter to someone, a poem, a story)
20. Journaling
21. Going out to eat
22. Going for a drive
23. Taking photographs
24. Looking at pictures
25. Making a gift for someone
26. Doing a puzzle
27. Playing cards
28. Talking on the phone
29. Going to a museum
30. Going to a science center and/or IMAX
31. Soaking in the bathtub or the hot tub
32. Planning a family vacation
33. Planning a fun and inexpensive outing with friends and then figuring out how to make it happen.
34. Going apple picking in the fall
35. Going surfing, boogie boarding, or body surfing
36. Saving money for a special trip or a new gadget
37. Assembling a model car or airplane
38. Organizing a game night with friends
39. Joining a gym
40. Going swimming at the Y or other local pool
41. Taking Karate, judo, or yoga class
42. Thinking about the people in your life who really care about you
43. Making a list of things you would like to do during your life or places you would like to go
44. Flying a kite
45. Going on a picnic with a friend
46. Having an interesting discussion with a friend
47. Singing around the house
48. Going camping
49. Making a list of the things you like about yourself
50. Ice skating
51. Sailing
52. Surprising your parents by making them breakfast
53. Doing something kind for someone
54. Playing tennis
55. Going to a play or concert
56. Going to a sporting event
57. Playing with animals
58. Dancing
59. Doing crossword puzzles or Sudoku
60. Roast marshmallows over a fire
61. Go bowling
62. Doing woodworking
63. Read a joke book with friends
64. Starting a notebook, in which you save your best papers, tests, and teacher's comments
65. Thinking, "I did pretty well" after doing something
66. Drinking an ice cold glass of water
67. Reflecting on how I have improved and ways I would like to continue to improve
68. Working to develop a new skill of personal quality, such as patience, organization, flexibility, good humor, etc.
69. At the end of each day, ask your family members to talk about the funniest thing that happened at school or work
70. \_\_\_\_\_
71. \_\_\_\_\_
72. \_\_\_\_\_
73. \_\_\_\_\_

## “FIND” Red Flags

### F requency

*How often is the symptom or symptoms occurring?*

### I ntensity

*When they do occur, are they mild, moderate, or severe?*

### N umber

*How many symptoms are occurring?*

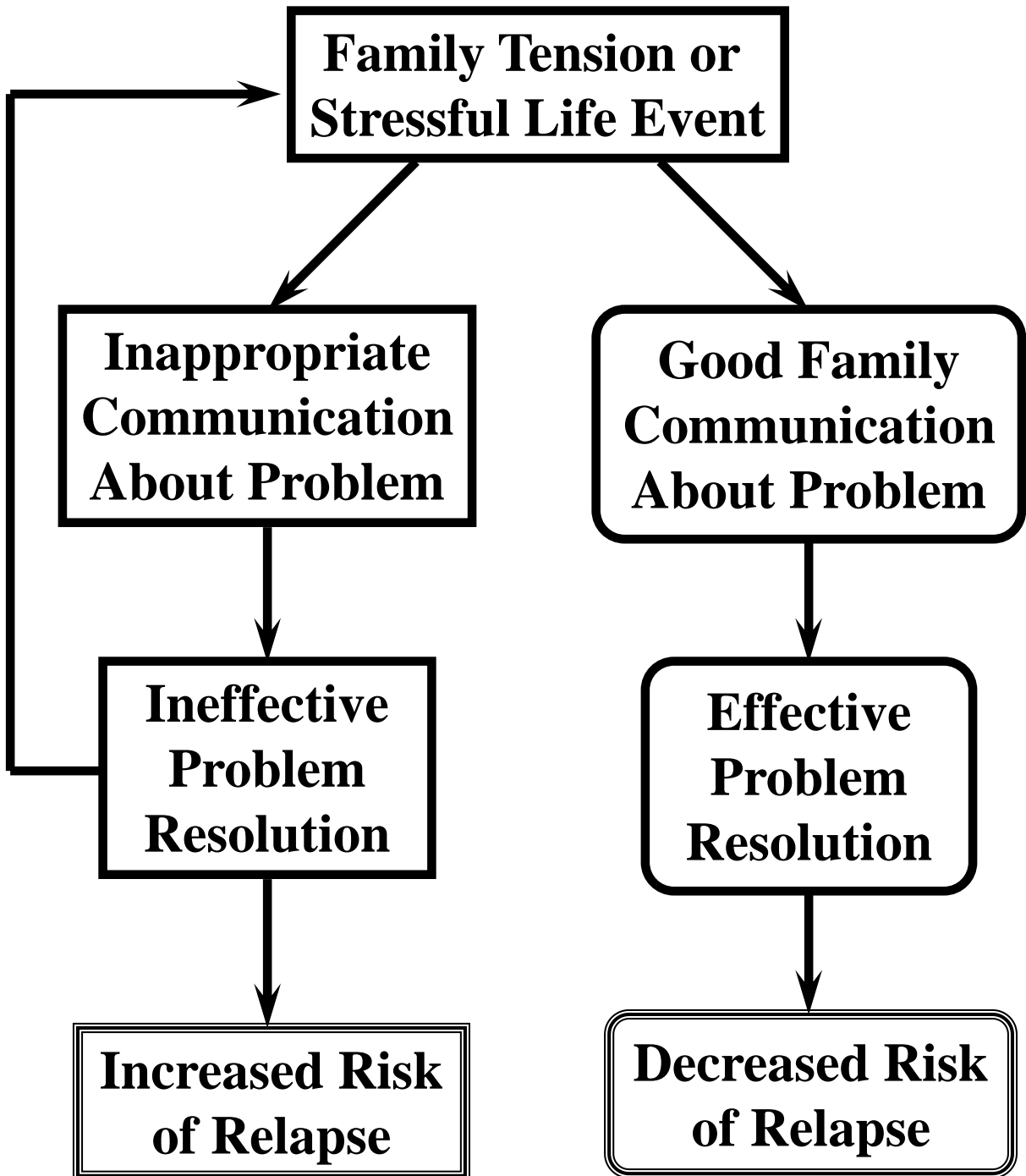
### D uration

*When symptoms occur, how long do they last?*

**Did you find a red flag? If so its time to get more support!**



# **Role of the Family in Preventing Relapse**



# Handout # 11a

## Prevention Plan

### Assess Early Warning Signs (*mild to moderate*):

_____	_____
_____	_____
_____	_____
_____	_____

### My Red Flags (*moderate to severe*):

_____	_____
_____	_____
_____	_____

How frequent or intense are symptoms?  
How many symptoms are present at the same time? How long are symptoms lasting?

Mild/Moderate Symptoms



### Use Skills

- Be sure to track mood symptoms daily with a mood chart.
- Use coping skills (handout #8a).
- Share feelings with family or friends  
Parents and siblings, communicate to your loved one that you care and are worried about him/her, and why (handouts #12-20).
- Define the specific problem, and work together with your family to generate solutions (handout #22).

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Red Flags or  
Severe, Frequent, or Multiple Symptoms



### Get Support

- Contact your study therapists  
\_\_\_\_\_  
\_\_\_\_\_
- Contact your study psychiatrist  
\_\_\_\_\_  
\_\_\_\_\_
- Your local community crisis line is:  
\_\_\_\_\_
- If you are in danger of hurting yourself or someone else, call 911

- \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Handout # 11a (continued)

**If I notice changes in symptom:**

**F**requency (gradual or rapid increase)

**I**ntensity (high, overwhelming)

**N**umber (several co-occurring symptoms)

**D**uration (lasts several days, except decreased need for sleep [concerning duration = 1 day])



**My plan:**

*What I can do on my own*

**My plan:**

*What my supports can do to help me*

**My Red Flags (require immediate, urgent, and/or emergency attention)**



**My plan:**

*What I can do on my own*

**My plan:**

*What my supports can do to help me*

***In emergency, call 911 or visit emergency room***

## Handout # 11b

# RELAPSE PREVENTION PLAN

**My biggest risk factors:**

**My biggest protective factors:**

**My Early Warning Signs of**  
\_\_\_\_\_

**My Early Warning Signs of**  
\_\_\_\_\_



**Effective Responses:**



**Effective Responses:**

**My Supports:**