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

Symptoms of Mania

Elated mood

Decreased need for sleep

Increased activity

Increased sexual thoughts

Being overconfident or unrealistic

Talking fast

Racing thoughts, Loss of self-control

Irritable

Easily distracted
Handout #2a.2

Symptoms of feeling wired

- Elated mood
- Increased activity
- Increased sexual thoughts
- Talking fast
- Irritable
- Being overconfident or unrealistic
- Decreased need for sleep
- Easily distracted
- Racing thoughts, Loss of self-control
Handout 2a.3: ADHD

Trouble Focusing
- Easily distracted
- Daydreaming
- Bored or frustrated quickly

Very Impulsive
- Blurting out, Interrupting
- Impatient
- Rule-breaking, Risky acts

Hyperactive
- Nonstop talking
- Fidgeting, Out of seat
- Jumping from activity to activity

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

Interventions
- Classroom Intervention
- Effective Communication
- Behavioural Modification
- Establishing Routines

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.
Symptoms of Depression

Low mood or sadness

Low self-esteem

Trouble concentrating

Some people also:
- feel really tired or low in energy
- wish they weren’t alive
- feel worthless or guilty

Changes in Appetite

Sleeping too much or too little

Tearfulness

Irritable

Loss of interest in activities or boredom
Symptoms of feeling low

- Low mood or sadness
- Low self-esteem
- Sleeping too much or too little
- Trouble concentrating
- Some people also:
  - feel really tired or low in energy
  - wish they weren’t alive
  - feel worthless or guilty
- Tearfulness
- Changes in Appetite
- Irritable
- Loss of interest in activities or boredom
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!
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
On the lines below, describe behaviors and feelings associated with each mood:

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

I went to bed at: ______________
I woke up at: ______________

How I Feel

Handout #3
Factors Affecting Health Problems

Genes

Stress

Possible Outcomes

Good
Okay
Poor
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
Stress & Coping Thermometer

Handout #7A

Emotional Distress

Stressor
Self-Coping
Family Coping

Low Distress
Medium Distress
High Distress

Ex: Argument with friend
Ex: Take a walk, read a book
Ex: Watch a movie with dad

Ex: Argument with friend
Ex: Take a walk, read a book
Ex: Watch a movie with dad
<table>
<thead>
<tr>
<th>Feeling</th>
<th>Doing</th>
<th>Others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate your feelings to your family members. Cuddle with your pet or favorite stuffed animal. Put on your most comfy clothes and calm music. Do something nice for another person in your family.</td>
<td>Do jumping jacks, run up and down stairs, do push-ups, ride your bike. Count breaths, count clouds, count sounds, count colors, count cars. Take a cold shower, take a hot bath, hold some ice cubes, lay in the sun. Listen to music, play music, dance, count to music, go to a concert.</td>
<td>Tell someone you love them. Play with your pet. Hang out with a close friend.</td>
</tr>
<tr>
<td>Homework: Try one of the above each day between sessions. Note which are most helpful.</td>
<td></td>
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</tbody>
</table>
# Medications Commonly Used in Outpatient Settings

## Mood-Stabilizers: To regulate ups and downs

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lithium Carbonate</td>
<td>Eskalith, Lithonate</td>
</tr>
<tr>
<td>Lamotrigine</td>
<td>Lamictal</td>
</tr>
<tr>
<td>Divalproex Sodium</td>
<td>Depakote</td>
</tr>
<tr>
<td>Carbamazepine</td>
<td>Tegretol, Carbetrol</td>
</tr>
<tr>
<td>Oxcarbazepine</td>
<td>Trileptal</td>
</tr>
<tr>
<td>Topiramate</td>
<td>Topamax</td>
</tr>
</tbody>
</table>

## Antidepressants: To improve mood, help with anxiety

### Serotonin-Reuptake Inhibitors:

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluoxetine</td>
<td>Prozac</td>
</tr>
<tr>
<td>Sertraline</td>
<td>Zoloft</td>
</tr>
<tr>
<td>Paroxetine</td>
<td>Paxil</td>
</tr>
<tr>
<td>Fluvoxamine</td>
<td>Luvox</td>
</tr>
<tr>
<td>Citalopram</td>
<td>Celexa</td>
</tr>
<tr>
<td>Escitalopram</td>
<td>Lexapro</td>
</tr>
<tr>
<td>Vilazodone</td>
<td>Viibryd</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venlafaxine</td>
<td>Effexor</td>
</tr>
<tr>
<td>Desvenlafaxine</td>
<td>Pristiq</td>
</tr>
<tr>
<td>Duloxetine</td>
<td>Cymbalta</td>
</tr>
<tr>
<td>Levomilnaciprin</td>
<td>Fetzima</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olanzapine</td>
<td>Zyprexa</td>
</tr>
<tr>
<td>Risperidone</td>
<td>Risperdal</td>
</tr>
<tr>
<td>Quetiapine</td>
<td>Seroquel</td>
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<tr>
<td>Ziprasidone</td>
<td>Geodon</td>
</tr>
<tr>
<td>Aripiprazole</td>
<td>Abilify</td>
</tr>
<tr>
<td>Lurasidone</td>
<td>Latuda</td>
</tr>
<tr>
<td>Paliperidone</td>
<td>Invega</td>
</tr>
<tr>
<td>Asenapine</td>
<td>Saphris</td>
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</tbody>
</table>

## Medications to improve attention and concentration

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
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<tbody>
<tr>
<td>Methylphenidate</td>
<td>Ritalin, Concerta</td>
</tr>
<tr>
<td>Dexamphetamine</td>
<td>Focalin</td>
</tr>
<tr>
<td>Mixed Amphetamine</td>
<td>Adderall</td>
</tr>
<tr>
<td>Dextroamphetamine</td>
<td>Dexadrine</td>
</tr>
<tr>
<td>Lisdexamfetamine</td>
<td>Vyvanse</td>
</tr>
<tr>
<td>Guanfacine</td>
<td>Tenex, Intuniv</td>
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<tr>
<td>Atomoxetine</td>
<td>Strattera</td>
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</tbody>
</table>

## Atypical Antidepressants:

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
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<tbody>
<tr>
<td>Bupropion</td>
<td>Wellbutrin</td>
</tr>
<tr>
<td>Mirtazapine</td>
<td>Remeron</td>
</tr>
<tr>
<td>Vortioxetine</td>
<td>Brintellix</td>
</tr>
<tr>
<td>Trazodone</td>
<td>Desyrel</td>
</tr>
<tr>
<td>Nefazodone</td>
<td>Serzone</td>
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## Benzodiazepines: To control anxiety, improve sleep and induce calm

<table>
<thead>
<tr>
<th>Generic Name</th>
<th>Brand Name</th>
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<tbody>
<tr>
<td>Lorazepam</td>
<td>Ativan</td>
</tr>
<tr>
<td>Clonazepam</td>
<td>Klonopin</td>
</tr>
<tr>
<td>Diazepam</td>
<td>Valium</td>
</tr>
<tr>
<td>Alprazolam</td>
<td>Xanax</td>
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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!
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
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
<table>
<thead>
<tr>
<th>Day</th>
<th>Person Who Pleased You</th>
<th>Exactly What Did They Do That Pleased You?</th>
<th>What Did You Say to Him or Her?</th>
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<td>Sunday</td>
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**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
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<th>Fri</th>
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**Communication Skills Assignment**

- What Positive Feedback Did You Give?
- What Positive Feedback Did You Receive?
- What Active Listening Skills Did You Use?
- What Communication Clarity Skills Did You Use?
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 _____ .”
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
## Expressing Negative Feelings About Specific Behaviors Assignment

<table>
<thead>
<tr>
<th>Sun</th>
<th>Sat</th>
<th>Fri</th>
<th>Thurs</th>
<th>Wed</th>
<th>Tues</th>
<th>Mon</th>
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</thead>
</table>

- **Person Who Displeased You**
- **What Exactly Did He/She Do That Displeased You? (Angry, Sad, etc.)**
- **What Did You Ask Him/Her To Do In The Future?**
- **How Did You Feel?**

Handout #20
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!

________________________________________________________

________________________________________________________

________________________________________________________

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)                      Disadvantages (Cons)

__________________________________________   __________________________________________

__________________________________________   __________________________________________

__________________________________________   __________________________________________

__________________________________________   __________________________________________

__________________________________________   __________________________________________

__________________________________________   __________________________________________

__________________________________________   __________________________________________

__________________________________________   __________________________________________
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.
Optional Handouts
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
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
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:
- 
- 
-
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

- Vulnerability
  - Genetic Vulnerability
    - Low
    - High

Stress
- High
- Low

Symptoms
- Threshold
- No Symptoms

High

Genetic Vulnerability
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:

- __________________
- __________________
- __________________
- __________________
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Things you did to help you feel better:

- __________________
- __________________
- __________________
- __________________
- __________________
- __________________
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- __________________
- __________________
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. Staring 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.  
Did you find a red flag? It's time to get more support!

- Duration: When symptoms occur, how long do they last?
- Number: How many symptoms are occurring?
- Intensity: When they do occur, are they mild, moderate, or severe?
- Frequency: How often is the symptom or symptoms occurring?

„FIND“ Red Flags
Role of the Family in Preventing Relapse

Family Tension or Stressful Life Event

Inappropriate Communication About Problem

- Ineffective Problem Resolution
  - Increased Risk of Relapse

Good Family Communication About Problem

- Effective Problem Resolution
  - Decreased Risk of 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])

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**My plan:**

*What I can do on my own*

---

**My plan:**

*What my supports can do to help me*

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

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**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*
# RELAPSE PREVENTION PLAN

## My biggest risk factors:

## My biggest protective factors:

## My Early Warning Signs of Hypomania/Mania:

## My Early Warning Signs of Depression:

## Effective Responses:

## My Supports: