FAST-D is a brief program for teens with depression and their parents or other caregivers. It is meant to be your first step to overcoming problems with depression.

When teens have safety concerns, such as suicidal thoughts or self-harm, focus on those before starting FAST-D.

When teens have anxiety problems or stress about traumatic events in addition to depression, it usually makes sense to address those other problems first. FAST-D may not be needed!

When teens have untreated ADHD, it may help to try a medication for that.

For some teens, more support (like longer-term counseling or certain medications) can also be helpful.

Nat Jungbluth, PhD.

This workbook was made possible by funding from the WA State Healthcare Authority, as well as feedback and contributions from many generous colleagues. Special thanks to the dedicated primary care-based stakeholders across WA State who have piloted and contributed to the development of this program.
FAST-D Meeting 1

To start, fill out the PHQ-9 Depression Scale and put it on the graph above today’s date. If you have scores from earlier dates you can add those too.

We will track your score to help us learn what strategies are working. If your mood isn’t improving by the time we’ve had four meetings, we will try something different or consider adding a medication.

The dotted line shows the “cut-off” score. If a person scores 10 or higher that usually means they are depressed. Our goal is to try to get your score as low as possible!

If your score has changed already, what do you think might have made a difference?
Learning About Depression

This information may have already been covered by your primary care provider or in an earlier assessment meeting with your FAST-D provider. Feel free to skip this page or review it on your own later.

What is depression?

Depression is when normal feelings like being sad, down, grumpy or irritable are very intense, go on too long, and get in the way of normal life. About 1 in 5 teens have serious depression at some point.

Here are the common signs:

- Easily irritated
- Sad, down, or hopeless
- Less interest or enjoyment in things you used to enjoy
- Appetite or weight change
- Sleeping problems
- Changes in how fast you move or speak
- Low energy/tiredness
- Feeling worthless or guilty
- Problems thinking clearly
- Trouble making decisions or concentrating
- Thinking about death or hurting yourself

What causes depression?

Many things can cause depression: losses, disappointments, stressful or traumatic events, social or family problems, medical problems, loneliness, changes in the family such as divorce, transitions like moving to a new school, or anxiety problems. Sometimes depression seems to come out of the blue. Depression can also run in families.

What factors do you think have contributed to your depression?

How can depression make you stuck?

Depression makes it really hard to do things that might help you feel better. And problems can start to pile up, making you feel overwhelmed.

Do you ever feel stuck? How?
Who and What is Important?

This activity is to help your provider get to know and understand you better.

Think about what is most important in your life. This could be people, activities, or pets. Write them somewhere in the circles, with the most important ones closer to the center.

Inner circle == more important           Outer circle == less important

Next, put pluses (+) next to the people or activities that help you feel good and minuses (−) next to people or activities that bring you down.

If you think of other people or activities that affect your mood, feel free to add them.

Adapted from Mufson, Dorta, Moreau, & Weissman (2004) and McCauley, Schloredt, Gudmundsen, Martell & Dimidjian (2016)
One Small Change 🌿

Is there anything small you want to try doing differently this week? Maybe a person or activity from the circle page you want to increase contact with? If so, make a plan below.

<table>
<thead>
<tr>
<th>What I will do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I will do it:</td>
</tr>
<tr>
<td>How will I remember?</td>
</tr>
<tr>
<td>Is there anything that might get in the way?</td>
</tr>
<tr>
<td>What if the time comes and I don’t feel like it?</td>
</tr>
<tr>
<td>Is there anyone who can support me?</td>
</tr>
</tbody>
</table>

When we are dealing with depression, sometimes our first plan doesn’t work, or it’s too hard to follow through.

No problem! 😊

We will still learn a lot by talking about what happened in the next meeting.
What Will We Work On?

Here are six things we could choose to focus on in our future meetings. We likely won’t get to all of them, and some might not really apply to you, so we can decide together what feels most important. (Tip: It’s usually a good idea to start with the first two, because they can have such a big impact on depression.)

- **Body Boost**: Focus on sleep and physical activity for 1 week.
- **Change My Moods**: Learn tricks to get unstuck from bad moods.
- **Make My Life Better**: Work to change something that matters to you.
- **Deal With Problems**: Find a plan that can help with something you feel stressed about.
- **Learn Better Ways to Cope**: If your ways of coping aren’t working well, try out some new ones.
- **Fix My Parents**: Help parents learn new ways to support you.

Any thoughts on where you want to start next time? Feel free to start or circle the ones you think are most important.

**Homework for your parent(s)/caregiver(s):**
Read through the 2-page depression education handout.
Welcome to the FAST-D program. First, fill out the parent/caregiver version of the Short Moods and Feelings Questionnaire (SMFQ) and put your score on this chart. If you filled out the SMFQ at an earlier appointment, include that score too.

When the score is 8 or higher, your teen is likely depressed. Our goal is to get that score as low as possible.

If the score has changed, what do you think might have made a difference?
Set FAST-D Caregiver Agenda

Your topics:
What topics, questions, or updates would you like to discuss today?

- 
- 

FAST-D topics (as time allows):
- Review key support strategies for teens with depression
- Make a plan to try out some different support ideas this week
- Learn about supportive listening skills
Key Support Strategies for Teens with Depression

These support strategies are described in the 2-page FAST-D depression education handout. Please rate from 0-10 how you feel you are doing in supporting your teen in each area in the past month. Then, star just one or two to really focus on this week.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>How am I doing 0-10</th>
<th>Things I want to try this week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support sleep</td>
<td></td>
<td></td>
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<tr>
<td>Support socializing and getting active</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spend quality one-on-one time, just the teen and parent</td>
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<td></td>
</tr>
<tr>
<td>Hold your criticism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment on positive steps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be a good listener <em>(see handout on the next page...)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deal with screen and internet use problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell them you believe in them</td>
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</tbody>
</table>

Could anything get in the way of your plan?
Are there reminders or supports that could help you follow through?
Are there other parents/caregivers you want to involve in the plan?

SESSION 2 – 3 of 5
Supportive Listening Skills

If there is time, review and practice these skills today with your FAST-D counselor. If there isn’t time together, you can review and practice them at home.

Staying positive and supportive when teens are depressed is hard and so important. See below for “supportive listening” strategies that can help.

**The Supportive Listener…**

- **✓** Gives the speaker their full attention.
- **✓** Looks interested…
  - Good eye contact
  - Stops to listen
  - Indicates understanding…”Uh-huh”
- **✓** Asks CLARIFYING QUESTIONS…
  - “Do you mean…?”
  - “Can you tell me about…?”
- **✓** Reflects FEELINGS…
  - “It sounds as though you feel…”
  - “Wow! It sounds like that makes you…”
  - “It looks to me like you are…..?”
- **✓** Paraphrases…
  - “I hear you saying…” “So, in other words…”
  - “It seems…is that right?”

**The Supportive Listener Does NOT…**

<table>
<thead>
<tr>
<th>Interrupt</th>
<th>Discount what’s being said</th>
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</thead>
<tbody>
<tr>
<td>Argue</td>
<td>Give unwanted advice</td>
</tr>
<tr>
<td>Criticize</td>
<td>Engage in another activity</td>
</tr>
<tr>
<td>Make judgments</td>
<td>Space out</td>
</tr>
<tr>
<td>Talk too much about him or herself</td>
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</tbody>
</table>

Supportive Listening Skills

Remember, a parent or caregiver can show support by:

- Giving the speaker the floor
- Showing interest
- Asking clarifying questions
- Reflecting feelings
- Paraphrasing to show that he/she is listening

Practice: What can you say in each of these situations to show support?

Teen is looking through a pile of books, looking overwhelmed. He tells parent he has a major assignment due in just a few days.

Parent is busy doing the dishes, teen comes in and throws books on table with a loud sigh.

Teen declares that he is going to drop math because the “teacher just doesn’t like me so I’ll never pass”.

Teen is stuck at home after not being invited to a friend’s party.

Teen gets stopped by the police for speeding.

SESSION 2 – 5 of 5

From McCauley, Schloredt, Gudmundsen, Martell & Dimidjian (2016)
FAST-D Meeting 3
Teen Skills Focus

Welcome back! Be sure to fill out a PHQ-9 and put the score on your graph. Is anything surprising about your score? Have things changed?

What, if anything, has helped your mood?

What has not helped your mood?

If you made a small change plan, how did it go? Did the change help your mood? Did you struggle to follow through with your plan?

With your counselor, write down what you have learned from it:

Now, move on to the skill you and your counselor chose to learn first.
- **Body Boost**
- **Change My Moods**
- **Make My Life Better**
- **Deal With Problems**
- **Learn Better Ways to Cope**
- **Fix My Parents**
Depression can really mess up our sleep and other activities. But poor sleep can also cause or worsen depression!

Think about it: Who doesn’t feel slower, less energetic, less focused, less motivated, and have a worse mood when they didn’t sleep well?

Today you will learn tricks for getting better sleep. And you can look for ways to get regular exercise, which has been shown to really help with depression too.

Consider it an experiment and try to stick to your plan to see what happens!

Read the Sleep Tips for Teens handout and then make a body boost plan you think you can stick to.
Sleep Tips for Teens

1) **Try 9.5 hours.** Yes, really. Research shows that most teens need more than 9 hours per night. If you are falling short, you might notice it affecting your mood (Cranky? Feeling blah?) your thinking (Losing focus? Trouble with schoolwork?), your health (Weight gain?) and your driving (Tired teens have more car accidents).

2) **Stick to regular sleep and wake times.** Going to bed and waking up at about the same time every day makes your body “prepared” to fall asleep and wake up when you need it to. Yes, this means going to bed and waking up at about the same time on weekends also. If you go to bed late and sleep in hours later on the weekend, your body will NOT be happy with you on Monday morning...

3) **Ditch your devices.** Screens are the enemy of sleep. Not only do activities like texting, gaming and social media keep you alert, if you do fall asleep, getting texts and updates can wake you back up. Research also shows that the light from screens before bed messes with your brain’s ability to sleep.

4) **Create the right conditions.** People sleep better when it is dark, cool, and quiet. If you need them, consider curtains or eye mask to keep it dark, and ear plugs or “white noise” to deal with noises. Get calm by avoiding bright lights or exercise the hour before bed.

5) **The bedroom is for sleeping.** If you can, avoid doing activities like studying or gaming in bed or in your bedroom. This keeps the stress of daily activities out of your sleeping space.

6) **No napping.** Naps (especially after 3pm) can throw off your ability to fall asleep at bedtime. Many teens also find that they wake up from naps with less energy and motivation for things they need to do, like homework.

7) **Avoid caffeine, smoking, alcohol and drugs.** Although some people find alcohol makes them drowsy, it actually leads to worse sleep quality and more waking up at night. Caffeine, if you consume it, should be kept to early morning.

8) **Don’t watch the clock.** When you are trying to fall asleep, watching the clock and worrying about being awake only make you more anxious and less sleepy. Instead, keep clocks where you can’t see them and don’t stress about being awake. Remind yourself that getting less sleep one night never hurt anyone, and as long as you don’t sleep in or nap or over-caffeinate tomorrow, you will be plenty tired and sleep much better the next night!

9) **Don’t TRY to sleep.** The more you try, the harder it is. Instead, do something calming, like focus on slow breathing, do a meditation (like this body scan [http://marc.ucla.edu/mpeg/Body-Scan-for-Sleep.mp3](http://marc.ucla.edu/mpeg/Body-Scan-for-Sleep.mp3)) or imagine all the details of a calming place or memory—the sights, sounds, smells, touch, tastes). If you’ve been lying awake for more than 20 minutes, try getting up and doing something boring in dim light until you feel sleepy, then return to bed and try again.
10) **Don’t worry about stuff.** Easier said than done! But you can keep a pen and paper to write down worries to be addressed in the morning. You can also notice when you are worrying and change your focus to one of the calming and distracting activities above (like a body scan or calming imagery).

11) **Find some rituals.** Find a few calming things you can do every night to remind your body it is time for bed. Like some deep breathing, a few stretches, or sip a glass of warm milk or herbal (caffeine free) tea.

12) **Stick to the plan.** If you do have a crummy night sleep, stick to your normal routine. Sleeping in, skipping activities, napping—these usually make the problem worse.

13) **Eat healthy and exercise.** Eating healthy foods, getting exercise, and getting outdoors during the day can help your body get in a good rhythm. But avoid intense exercise in the late evening, or it could keep you up.

**SLEEP:**
If you wanted to improve your sleep, what things would you do differently this week?

What would be the best wake up time? _____
What time would you need to go to bed to get 9+ hours? _____
What is a good time to put away electronics for the night? _____

What could get in the way of making these changes?

How could you overcome those obstacles?

**EXERCISE:**
What is one thing you can do to get a little exercise each day? For example, walking for 20 minutes. Try to pick something that would be pretty easy to follow through on.

What will you do and when will you do it?

What could get in the way of your exercise plan?

How could you overcome those obstacles?
## Tracking Sheet for Body Boost Plan:

<table>
<thead>
<tr>
<th>Date →</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bedtime Goal: <strong>:</strong></td>
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<tr>
<td>Wake time Goal: <strong>:</strong></td>
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<td>Other sleep changes: 1. _______</td>
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<tr>
<td>2. _______</td>
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<tr>
<td>3. _______</td>
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<td></td>
</tr>
<tr>
<td>Exercise?</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
<td>Y / N</td>
</tr>
</tbody>
</table>

| What did you notice? |   |   |   |   |   |   |

| Rate 0-10 - Energy → |   |   |   |   |   |   |
|                     - Mood → |   |   |   |   |   |   |

0=worst, 10=best

---

What would be the easiest way to keep track? Having a printed copy? Using your phone?

Where will I keep it?

When will I fill it out?

Optional: Ask a parent/caregiver if they can do a daily check in to fill it out together, and troubleshoot challenges that come up. *What can your parent/caregiver actually do and say that will feel supportive?*

---

Fill this part out with your counselor at the next meeting:

What did you notice with your experiment?

What parts were hard to do?

Were there changes that you think paid off?

What changes would you like to keep working on?

---

BODY BOOST – 4 of 4
Change My Moods
Learn tricks to get unstuck from bad moods

A lot of us don’t feel like doing much when we are down or depressed. Our mood is like wearing sad glasses. Nothing looks very fun or appealing. It can feel easier to be alone, or to distract ourselves in ways that don’t really make things better.

This can lead to a DOWNWARD SPIRAL of our mood.

But if we can make ourselves get ACTIVE we can often get ourselves out of a funk. We can boost our mood or energy levels just enough to get in an UPWARD SPIRAL to a better head space.

Experiment time!!

Rate your level of energy and mood from 0 (lowest) to 10 (highest):

Energy _______
Mood _______

Now, do a quick mood boost with your counselor. Some ideas

Then, rate your energy and mood again:

Energy _______
Mood _______

Did you notice a difference?
If so, how could mood boosters like this be useful to you?

CHANGE MY MOOD – 1 of 3
Mood Boost Café

Spend a few minutes brainstorming different mood boosting activities using this menu. You can do this together or as homework for the next meeting. Feel free to include parents/caregivers if that feels helpful.

MENU

starters
quick, easy activities to boost mood/energy

mains
activities that take more effort but are rewarding

sides
pick me ups you can add to your daily routine

desserts
fun but not super healthy...like playing video games alone. consider using as rewards for doing hard things like homework or exercise

What works best?

Research says people get boosts from these kinds of activities:

- Doing the things you used to enjoy
- Being around other people
- Doing things you are good at
- Being physically active
- Taking a step toward a goal that matters to you
- Helping others
- Getting outside
- Connecting with someone you care about
- Doing something in line with your values

But each person is different. Add some ideas to your menu today. Then see what works for you and change up the menu as you learn.

On the next page you will make a plan for using mood boosts in the coming week...
Mood Boost Plan for This Week

1. When am I likely to get stuck in a bad mood?

2. What are some easy-to-do mood boosters that could help me get unstuck during those times?

Are there other mood boosting activities I can schedule for this week? Pick things I have control over and could realistically do.

Get specific about what you’ll do, when you’ll do it, how and with who else is involved:

What obstacles or challenges could get in the way? How can I overcome them?

What reminders or support will help me follow through?

If it helps, put your plan in the gray boxes and track what happens in the white ones:

<table>
<thead>
<tr>
<th>Day/time:</th>
<th>What I will do</th>
<th>Did I do it?</th>
<th>Did my mood change?</th>
<th>Other comments?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/time:</td>
<td></td>
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<tr>
<td>Day/time:</td>
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<tr>
<td>Day/time:</td>
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</tr>
</tbody>
</table>

CHANGE MY MOOD – 3 of 3
Make My Life Better

What changes would MOST improve your life or help your mood?

• With family? ______________________________________________________
• With friends? _____________________________________________________
• At school? _________________________________________________________
• In extra-curriculars (sports, music, work, hobbies)?_______________________
• Other? _____________________________________________________________

Pick one change you’d like to focus on for this week:

Next, jot down a few possible steps you could take in the coming week to help make this change happen:

One step at a time...
Taking “SMART” Steps

One of the best ways to reach our goals is to plan action steps that are “SMART”:

✓ **Specific** – Clear and specific about what you will do
✓ **Measurable** – Include an easy way to tell whether or not it was accomplished
✓ **Appealing** – Desirable, something you value, a healthy choice
✓ **Realistic** – Achievable, controllable, within reach but not TOO easy
✓ **Time Bound** – Doesn’t go on endlessly, but has a clear start and finish

Plan out **one or more** SMART steps you would like to take this week.

**TIP:** If you’re not at least 90% confident you can follow through...change it up! Make a more solid plan or pick something else.

<table>
<thead>
<tr>
<th>EXAMPLE STEP</th>
<th>Is this step “SMART”?</th>
<th>How likely am I to follow through 0-100%?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I will do:</strong> Go through and make a list of all my missing work. Figure out what is top priority and do at least 20 minutes each day after school in the kitchen.</td>
<td>Yes.</td>
<td>95%</td>
</tr>
<tr>
<td><strong>When I will do it:</strong> I’ll start today at 3pm with my mom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Possible obstacles:</strong> I’ll get distracted by video games and forget. I won’t feel like it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>How to overcome them:</strong> Texted my mom so she knows the plan. Mom keeps game console until after the 20 minutes. I’ll do a quick mood boost (jump on trampoline) before I start. Also a good snack.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

......How did it go? Good, except Thursday mom worked late and I took a nap. I felt really bad but remembered you said we can learn from whatever happens.

MAKE LIFE BETTER – 2 of 3

Adapted from McCauley, Schloredt, Gudmundsen, Martell & Dimidjian (2016)
## Taking “SMART” Steps (continued)

Fill out your steps below. If there is only 1 step this week, that’s fine. If there are more than 2 steps that make sense for this week, feel free to add more! Just keep it realistic and make a solid plan.

### STEP 1

<table>
<thead>
<tr>
<th>What I will do:</th>
<th>Is this step “SMART”?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When</strong> I will do it:</td>
<td>How likely am I to follow through 0-100%?</td>
</tr>
<tr>
<td><strong>Possible obstacles:</strong></td>
<td>How to overcome them:</td>
</tr>
<tr>
<td><strong>How to overcome them:</strong></td>
<td></td>
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</tbody>
</table>

How did it go?

### STEP 2

<table>
<thead>
<tr>
<th>What I will do:</th>
<th>Is this step “SMART”?</th>
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</thead>
<tbody>
<tr>
<td><strong>When</strong> I will do it:</td>
<td>How likely am I to follow through 0-100%?</td>
</tr>
<tr>
<td><strong>Possible obstacles:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How to overcome them:</strong></td>
<td></td>
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</tbody>
</table>

How did it go?
Deal With Problems

Sometimes it’s clear that certain problems are really affecting our mood. Let’s try to deal with one today! We can’t always completely solve our problems, but there may be better ways to manage them...

Write your problem here:

Now write what you hope to accomplish:

Next, brainstorm all possible solutions in the first column. Your FAST-D provider can add ideas too. Don’t worry if the ideas are good or bad for now, just get them on the page.

<table>
<thead>
<tr>
<th>1</th>
<th>ALL possible solutions</th>
<th>Good things about this solution</th>
<th>2</th>
<th>Bad things about this solution</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

After you have all the possible solutions out, circle or star the ones you might actually want to try. Then write in good things and bad things about those solutions.

Do any stand out that you would like to try? Make a plan on the next page.
Deal With Problems

Ironing Out My Plan

What I will do:

When I will do it:

Any help or support I will need:

If your plan is tricky, practice it with your counselor so you are prepared.

What are challenges or obstacles that could get in the way?

How could I overcome those?

Reviewing How it Went – At Home or in Next Meeting

Was I able to follow through?

If not, what got in the way?

If yes, did I move toward my goal? Did my mood improve?

What did I learn?

What do I want to try next?
Learn Better Ways to Cope

We all have to cope with stressful things and big feelings when they come up.

First, let’s talk about **lifestyle**. We can do some things regularly to keep stress from building up in our system, and to help our body’s stress reactions be smaller. Here are some examples of lifestyle changes that can help:

<table>
<thead>
<tr>
<th>Getting enough sleep</th>
<th>Mindfulness (activities that bring your attention to the present moment)</th>
<th>Talk to trusted people about problems before they get too big</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting regular exercise</td>
<td>Regular social connection</td>
<td>Protect some screen-free time to unwind before bed.</td>
</tr>
<tr>
<td>Eating well (a.k.a. “hanger” prevention)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resets: Play, fun, exercise</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Are there any lifestyle changes you’d like to try out, to lower your overall stress?

Next, let’s look at **the ways you ALREADY cope when stress or big feelings come up**. Try to think of all the different things you do when you feel upset. See if they fit in one of these categories.

<table>
<thead>
<tr>
<th>Healthy coping</th>
<th>OK coping</th>
<th>Unhealthy coping</th>
</tr>
</thead>
<tbody>
<tr>
<td>These ways of coping work well and are good for me.</td>
<td>These get me through tough times but they aren’t particularly healthy.</td>
<td>These might help me avoid or manage strong feelings, but they have a cost.</td>
</tr>
</tbody>
</table>

Are there any ways of coping you’d like to try to give up or replace with something better?
Learn Better Ways to Cope

Here are some healthy coping ideas. Are there any you’d like to try out? Your FAST-D provider will help you practice some in today’s meeting to see if they are a good fit.

<table>
<thead>
<tr>
<th>Reduce Intense Feelings</th>
<th>Relax/Reset</th>
<th>Deal With the Stressor</th>
</tr>
</thead>
<tbody>
<tr>
<td>✭ Deep breaths</td>
<td>✭ Progressive muscle relaxation</td>
<td></td>
</tr>
<tr>
<td>✭ Take a break from what is stressing you out and (if you have to) come back to it later</td>
<td>✭ Deep breathing</td>
<td></td>
</tr>
<tr>
<td>✭ Intense physical activity (jumping jacks, high knees running in place, push-ups, plank, etc.)</td>
<td>✭ Calming activity, like art or coloring book</td>
<td></td>
</tr>
<tr>
<td>✭ Cold face bath (bowl of ice water, or gel ice pack or face mask) for super-fast calming</td>
<td>✭ Calming music</td>
<td></td>
</tr>
<tr>
<td>✭ Healthy distraction (e.g., game with a friend or family)</td>
<td>✭ Mindfulness (for example of colors, of senses, of breathing, of music, or of nature)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Yoga or stretching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Bath or shower</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Take a walk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Talk to someone about what is going on (It’s ok to say if you just want them to listen or if you want advice.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Think about steps you could take. Make a plan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Journal about it. Figure out exactly what is bothering you and what might help</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✭ Ask for help</td>
<td></td>
</tr>
</tbody>
</table>

Try some out, right now!

Rate your level of stress, anxiety, or other feelings 0-10 before and after.

<table>
<thead>
<tr>
<th>Coping skill:</th>
<th>[]</th>
<th>[]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings rating before (0-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings rating after (0-10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely am I to use this in real life? (0-100% likely)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When might you need coping skills this coming week?

**Situation 1:** ________________  
Skill I will try:  
Challenges that could come up?

**Situation 2 (optional):** ________________  
Skill I will try:  
Challenges?
Fix My Parents
(Begin with Teen Only)

Let’s face it. Sometimes parents (or other guardians) can be challenging to live with. Sometimes it’s because of how they react to your moods and choices. Sometimes it can feel like parents are the source of all the trouble. In many families it’s hard to tell where the problems start.

The FAST-D program includes some skill-building for parents. Your provider may have already met with your parent to cover some positive ways they can support you. If so, have you noticed any difference at home?

One tool you can try yourself is Problem Solving. If you have specific parent problems you want to try to fix, check out page 23.

Another strategy that helps is just getting super clear with your parent(s) about how you want them to support you.

Check out the next page for a list of ways parents can support teens. Review it with your FAST provider and then, together, discuss your preferences with your parent(s).

TIPS ON HELPING MY PARENT/CAREGIVER HEAR WHAT I HAVE TO SAY:
- Find a good moment
- Use “I” statements
- Put myself in their shoes
- Consider compromise
- Be specific and don’t use words that will provoke them
- Tell them what I like
How to Support Me

• Give me space when I ask for it.
• Be a supportive listener.
• Ask me before giving advice. “Would you like my advice, or just my support right now?”
• Ask questions to find out more about the situation.
• Show your concern and that you are trying to understand my perspective.
• Acknowledge all positive or healthy choices you see.
• Praise steps in the right direction (even little steps).
• Express confidence in me.
• Remind me of my good qualities, strengths and attributes you value.
• Encourage me to do my best.
• Say please and thank you!
• Model healthy problem solving.
• Take time to compliment me. Use specific compliments (e.g. “I could tell you were tired, but you still went for a walk today. That’s awesome.”).
• Be willing to drive me to activities, friends’ houses or other healthy, mood-boosting activities.

OTHER IDEAS:

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________

Discuss with parent(s)/caregiver(s)! Figure out support plans everyone can agree on.

Adapted from McCauley, Schloredt, Gudmundsen, Martell & Dimidjian (2016)
Let’s review what seems to be helping with your depression, and make a plan for next steps. This information will be helpful to share with parents/caregivers.

**What seems to help my mood, or decrease my depression?**

- Keeping my body healthy.
  
  *These strategies seem to help:*

- Using activities to boost my mood, even when I don’t always feel like it.
  
  *These activities or strategies seem to help:*

- Planning SMART steps to reach my goals or improve my life.
  
  *Goals or changes I’m still working on:*

- Identifying problems in my life and making a plan to deal with them.
  
  *Any problems I should tackle next?*

- Using these healthy coping skills:

- Avoiding these unhelpful ways of coping:

- Getting support from parents or caregivers.
  
  *These things my parent did felt unhelpful:*

  *These things seemed to really help me:*

**What is my plan for after FAST-D? (This could include more counseling or trying a medication if things have not improved enough.)**
When Depression is Resolving...

Look Ahead

What situations could lead to a return or worsening of depression in the future? Possible triggers:

- Disappointments
- Big Changes
- Frustrations
- Other

What are signs, for me, that depression might be coming back or getting worse:

- Feelings
- Body Signs
- Avoidant behaviors
- Risky behaviors
- Other

Who can I talk to if I notice depression is getting worse?

Where can I get more support if I need it?

What is something I feel proud of trying or accomplishing during FAST-D?

What is something I would say to another teen who is feeling depressed, now that I’ve been through this?

Final Session – 2 of 2

Adapted from McCauley, Schloredt, Gudmundsen, Martell & Dimidjian (2016)
FAST-D: Therapist Resources

Teaching Coping Skills:

Many therapists already have resources they like to use for teaching coping skills. Use what you know and like!

If you are looking for more, you can explore the CBT+ Notebook, at:
https://depts.washington.edu/uwhatc/for-professionals/cbt-notebook/

You’ll find tons of great handouts, video links and other tools for a variety of common mental health concerns. Check out the “coping skills” section and “general skills” section.

Teaching Parent/Caregiver Skills

Check out the Parent Management Training section of the CBT+ Notebook for additional resources:
https://depts.washington.edu/uwhatc/for-professionals/cbt-notebook/

One particularly relevant resource is this CBT+ handout/worksheet for parents on managing problems with teens’ use of technology:

Addressing Safety Concerns

Safety concerns (such as self-injury, suicidality, or other risky behaviors such as running away) should be addressed first. When chronic or significant, these concerns often warrant referral to more intensive or long-term services rather than brief primary care programming.

For resources on managing and addressing safety concerns, visit the “Suicide and Self Injury” section of the CBT+ Notebook:
https://depts.washington.edu/uwhatc/for-professionals/cbt-notebook/

Specific handouts that may be useful:

- CBT+ Safety Plan Worksheet and Safety Plan How-To Guide for Clinicians
- PAL Depression Care Guide’s “General Home Safety Recommendations after a Child Crisis Event” (page 11)
- ASQ suicide screening Toolkit
- CBT+ Guide on Managing andTreating Suicide Risk and Non-Suicidal Self-Injury
FAST-D Bonus Material
Tricks to Help You Change

Often our first tries at changing our behavior don’t work. See below for some pro tips that might help you.

🌟 Get support. Include a buddy or family member in your plan.
🌟 Tell people. We are more likely to follow through on things when we tell someone.
🌟 Get specific. Decide exactly what you will do and when, and what you will need.
🌟 Time it right: Plan to do it when you are likely to follow through.
🌟 Think through obstacles. Make a plan for things that are likely to get in the way.
🌟 Use reminders. Like phone or calendar alerts, or well-placed sticky notes.
🌟 Build it into your routine. Like sleeping in your exercise clothes for AM workouts.
🌟 Reward yourself. Plan a reward or something fun that can only happen AFTER the behavior. Like video games or a special treat only after you exercise. Is a parent willing to give an extra reward?
🌟 Expect that you won’t want to. Plan things that are easy enough that you can follow through even if your energy and motivation are low. Push yourself to stick to your plan even if you don’t really feel like it.
🌟 Notice when technology interferes. Often we get derailed by smartphones, apps, or video games. Make a plan to manage these distractions, temptations or habits. These things are designed (on purpose!) to pull and trap our attention, and the ways they meet our needs (for fun, connection, distraction, or coping) make it hard to resist. Make a solid plan, and expect you will need to update it over time.
🌟 Keep a healthy routine. A lot of times, people don’t follow through because they are tired from staying up too late the night before. Make it easier on yourself by following a healthy schedule.

Were any of these ideas helpful? Which ones do you want to try?
Tech-Smart Skills

Modern life is filled with technology. Devices and apps help us in many ways, but they can also get in the way at times. Reaching our goals requires us to become tech-smart.

First: What strategies have you already used to try to keep your use of smartphones or other technology from taking up too much of your time?

Second: What are the reasons you most often turn to your technology?

- Entertainment
- Boredom
- Relaxing if worried or tense
- Avoiding unpleasant feelings
- Avoiding unpleasant tasks
- Connecting with friends or family
- Learn new things
- Avoiding awkward situations
- Challenge or excitement
- Other:

Third: Let’s consider why it is so hard to put down our technology in the first place. Companies that make apps, games or devices make more money if we spend more time using their products. Because of this they have developed powerful ways to manipulate us into over-using their products. Put a check mark by any of the sneaky tricks you have noticed:

- Rewards for using it every day, or spending more time
- Penalties for spending less time
- Eye-catching colors or graphics
- Notifications that seem more important than they really are, or make you worry you are missing out
- Using streaks, social pressure or guilt to make you feel like you have to do certain things
- Pictures or videos that draw you in
- The next game or video starts automatically
- Loot boxes or jackpots can show up if you stay on longer
- Victories or rewards or interesting posts show up right when you would usually sign off
- Trying to get you to buy things
- Other:

Considering all of this, what do you want to do differently (if anything) to make sure tech helps you, and doesn’t take over your life?

(If you’re interested, some ideas are listed on the next page.)
Tech-Smart Skills (page 2)

Here are just a few clever ideas other teens have tried. You might have even better ones.

- Set screen-free times, activities, or spaces in your life (ex: dinner table, sports practice, in class, homework)
- Turn off notifications
- Tell friends your plan to sign off or use tech differently
- Find ways to stay entertained, connected, or relaxed that aren’t on your phone
- Stick to a device curfew at night (so you have time to unwind and sleep)
- Set time limits for certain tech activities (using a timer or Screentime limits or some other way).
- Switch your phone to grayscale so it is less appealing
- Solve the problems you’re using games or technology to avoid
- Filling up your free time in other ways
- Delete or block certain apps or websites you don’t think add value to your life
- Get a parent/caregiver to agree to rewards if you can meet weekly goals for less time on devices
- Put your smartphone away until after homework is done
- Keep your smartphone in a different room when you don’t want to get sucked in.
- Listen to music through something other than your smartphone so you don’t have to be tempted whenever you change songs
- Address mental health issues (like depression or anxiety) that fuel unhealthy tech habits
- Other:

Jot down any ideas you’d like to try out this week. Try to make your ideas “SMART,” meaning each idea should be Specific, Measurable, Appealing, Realistic, and Time-limited.

What obstacles or situations could screw up your plan? How can you overcome them? (List as many obstacles as you can think of, so you can make your plan super solid.)

Then, follow up!!
Set a phone reminder to follow up next week to see what were the gaps in your plan, and then change up your plan as needed! Staying in charge of technology (not letting it control you) is a lifelong effort.
Parenting is Hard
(Review with parent/caregiver only)

Parenting any teenager can be really hard. Teens often feel very strong feelings, they push back on parents’ rules, and they can be critical of parents as a normal part of becoming more independent and separate from you. It is normal for teens to seem to focus a lot on themselves and their peers and take family members for granted.

Parenting a teen with depression is often much more stressful. What are some of the ways your teen’s mood changes have affected you? What feelings have you had?

Sometimes parents or caregivers are also dealing with their own stress, or struggling with their own depression, anxiety or mental health issues. Are there things going on in your life that make it harder for you to find the energy, time, or patience to support your teen? With your teen’s counselor, make a list of the stresses you face:

Looking at this list, do you have any ideas for ways to improve the situation? Places you can turn for help or support? Your teen’s counselor might know about resources to consider.

Not all problems or stress can be solved. Some situations are just hard and we need to muddle through as best we can. Are there things you can do take care of yourself, so you have the strength you need as a parent? (Check out the section “Learn Better Ways to Cope” if that feels helpful.)

Is there a small change, or a helpful step you would like to try taking this week?
FOR PROVIDERS: HOW TO USE THIS WORKBOOK

FAST-D is designed to be flexible, to help you meet the diverse needs of depressed teens, and to empower teens to choose what they want to work on.

Early activities are designed to help you get to know the teen and build rapport, as well as better understand what is contributing to their depression, so you know what to target.

Later activities focus on several different areas that have been found to help with depression.

Feel free to use this workbook exactly as it’s written, or to just use the pages or concepts that feel relevant to your work with teens and families.

REFERENCES

