

## Emotional Resilience Tip Sheet & Practitioner Worksheet

Brian Krolczyk, Ph.D NBC-HWC

Understanding emotional resilience begins with three key concepts highlighted in the training slides:

- The Upward and Downward Spirals show us how emotions and actions feed each other over time — creating patterns that can either support or erode wellbeing.
- The Four Categories of Stressors (as shown in the image of the woman) offer a model for understanding personal stress responses across physical, emotional, mental, and behavioral domains.
- The Four Principles of Powerful Thinking reveal what we can do with the freedom of our mind — by choosing clarity, focus, belief, and gratitude.

This tip sheet and worksheet offer practical, evidence-informed strategies to support adult wellbeing, and tools to help you help children and adolescents build their own emotional resilience.

### **TIP SHEET: Emotional Resilience for Adults — Simple Strategies for Complex Emotions**

Resilience isn't about being tough, it's about being wise with your emotional energy. The body and mind are deeply connected. Use these simple insights to guide daily habits and support wellbeing, especially when stress is high.

#### **Navigating Daily Demands**

- Set boundaries: Protect time and energy like they're your budget.
- Pause often: Reset your system with short breaks, deep breaths, or walks.
- Stay present: When everything feels urgent, ask: "What matters most right now?"

#### **Making Sense of Emotions (Use This Simple Framework)**

<u>Emotion</u>	<u>What It Needs</u>	<u>Simple Strategy</u>
Sadness	Reconnection	Call, text, or sit with someone you trust. Let yourself feel the warm connection.
Anger	Fairness	Ask: "What feels unfair?" and then explore doing

		something that treats yourself or others fairly.
Shame / Guilt	Good behavior	Do one kind or responsible thing to remind yourself of your goodness!
Anxiety / Fear	Information + Preparation + confidence	Break it down: what can I learn, plan, or do next to raise my confidence or courage?

### **Listening to the Body**

- Ask: "What is my body telling me today?"
- Notice tension, energy, breath, appetite, sleep, fatigue.

### **Daily tune-up checklist:**

- Eat something nourishing
- Protect your rest
- Move more
- Partner with others invested in your health, your community's health

### **Daily Mental Habits for Resilience**

- Clarity: "What do I value most this week?"
- Focus: "Where do I want to direct my energy today?"
- Belief: Choose thoughts that support wellbeing: "I can do the challenging things."
- Gratitude: Notice and say aloud what is good in your life.

### **WORKSHEET: Working with Youth on Emotional Resilience**

Try this tool to help children or adolescents begin to identify emotions and use appropriate coping strategies. Use the last column to explore options and to adapt based on the child's age, needs, or setting.

<u>Emotion</u>	<u>What It Needs</u>	<u>Activity or Prompt (to be filled in)</u>
Sad	Reconnection	
Angry	Fairness	
Ashamed or Guilty	Good action	
Anxious or Scared	Info + Plan	

Overwhelmed	Simplicity
Disconnected from body	Awareness

## References (APA Style)

- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *\*American Psychologist*, 56\*(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Siegel, D. J. (2010). *\*The mindful therapist: A clinician's guide to mindsight and neural integration\**. W. W. Norton & Company.
- Shapiro, S. L., Carlson, L. E., Astin, J. A., & Freedman, B. (2006). Mechanisms of mindfulness. *\*Journal of Clinical Psychology*, 62\*(3), 373–386. <https://doi.org/10.1002/jclp.20237>
- McEwen, B. S. (2004). Protection and damage from acute and chronic stress: Allostasis and allostatic overload and relevance to the pathophysiology of psychiatric disorders. *\*Annals of the New York Academy of Sciences*, 1032\*, 1–7. <https://doi.org/10.1196/annals.1314.001>
- Neff, K. D. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *\*Self and Identity*, 2\*(2), 85–101. <https://doi.org/10.1080/15298860309032>