



TEENS' RESILIENCE & THRIVING

Workbook



National
Wellness
Institute

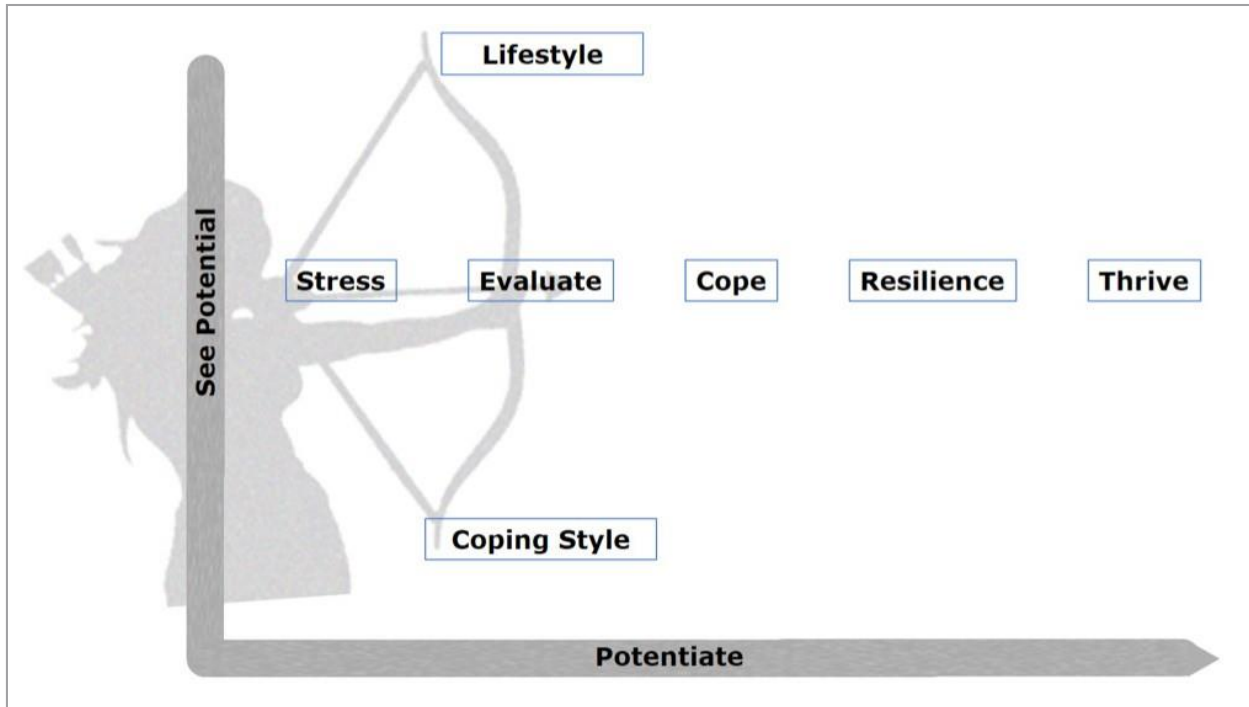


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*An arrow can only be shot by pulling it backward.
When life is dragging you back with difficulties, it means
it's going to launch you into something great.
So just focus, and keep aiming.*



Much of our stress is a function of our attitude. There are some types of stress – abuse, trauma and grief — that can hurt our well-being, regardless of our attitude. And many people manage to weather these adversities better than others. Our attitude and skills can make an important difference in how we respond to, or cope with, stress.

POTENTIAL. Our challenges can often be those very things that help us to learn, grow, and bring out potential skills, talents, and gifts. As we learn to grow, we “potentiate” — extract and magnify — those gifts so we cope better, become more resilient and thrive.

EVALUATE. The ability to pause, reflect, and process information about stress is central to our bringing out the potential of stress. We “see” the potential of hardship or challenge.

LIFESTYLE. Our ability to evaluate is strengthened when we practice a healthy lifestyle.

COPING STYLE. Similarly, healthy (versus unhealthy) coping strengthens our evaluation.

COPE. A primary, or more immediate, goal is to choose a healthy coping behavior.

RESILIENCE. Resilience is often one outcome from effective coping. Resilience is not only bouncing back from stress but also learning from it.

THRIVE. We thrive when we practice all of the above: when we potentiate, evaluate, practice a healthy lifestyle, choose healthy alternatives, and keep learning. Thriving is the experience of optimal well-being in all domains: physical, emotional, social, intellectual, occupational, and spiritual.

1. STRESSOR DOMAINS

EVALUATE: From the six domains, choose the one domain that is presenting the greatest amount, number, or intensity of stressors for you right now. It helps to focus on one domain. Within that domain, can you circle one or two specific items that are most disruptive to your life?

RELATIONSHIP WITH PARENTS

- § ARGUMENTS, DISAGREEMENTS, CONFLICTS WITH PARENTS
- § GRUDGES OR UNRESOLVED ISSUES
- § PARENTS EXPECTING TOO MUCH FROM YOU
- § DISAGREEMENT BETWEEN YOU AND YOUR PARENTS
- § LACK OF UNDERSTANDING BY PARENTS
- § ABIDING BY PETTY RULES AT HOME
- § NOT BEING TAKEN SERIOUSLY
- § LITTLE TO NO CONTROL OVER YOUR LIFE
- § LACK OF TRUST FROM ADULTS
- § PRESSURE TO STUDY
- § _____

RELATIONSHIP WITH PEERS

- § ARGUMENTS, DISAGREEMENTS, CONFLICTS WITH PEERS
- § GRUDGES OR UNRESOLVED ISSUES
- § JEALOUSY AND ENVY
- § LONELINESS OR SOCIAL ISOLATION
- § FEELING EXCLUDED, NOT BELONGING
- § ANXIETY AROUND PEOPLE
- § ANGER OR IRRITATION WITH OTHERS
- § PETTY ISSUES, RUMORS, GOSSIP
- § PRESSURE TO FIT IN WITH PEERS
- § GETTING ALONG WITH YOUR BOYFRIEND/GIRLFRIEND
- § PEER PRESSURE TO ENGAGE IN RISKY BEHAVIORS
- § _____

SCHOOL AND FUTURE

- § TEACHERS EXPECTING TOO MUCH FROM YOU
- § KEEPING UP WITH SCHOOL WORK
- § GETTING ALONG WITH YOUR TEACHERS
- § GOING TO SCHOOL
- § BULLYING OR DISCRIMINATION
- § CONCERN ABOUT YOUR FUTURE
- § PUTTING PRESSURE ON YOURSELF TO MEET YOUR FUTURE GOALS
- § NOT GETTING ENOUGH TIME FOR ACTIVITIES OUTSIDE OF SCHOOL HOURS
- § NOT ENOUGH TIME FOR FUN ACTIVITIES
- § _____

EMOTIONAL

- § EASILY UPSET OR ANGERED BY LITTLE THINGS
- § HYPERSENSITIVE, WORRY, ANXIETY, PANIC
- § OBSESSING ABOUT SOMETHING
- § LACK CONFIDENCE, FEEL LIKE FAILURE
- § SADNESS, GRIEF, OR FEELING DOWN
- § DIFFICULTY CONTROLLING TEMPER
- § DISTURBING DREAMS OR NIGHTMARES
- § TIREDNESS OR LACK OF ENERGY
- § UNEXPLAINED PHYSICAL SYMPTOMS
- § UNRESOLVED TRAUMA, MEMORIES
- § _____

HEALTH

- § LACK OF ENERGY OR SLEEP PROBLEMS
- § MOOD PROBLEMS (ANXIETY, SADNESS)
- § OTHER MENTAL HEALTH ISSUES
- § RECOVERING FROM ILLNESS
- § CHRONIC DISEASE
- § SKIN PROBLEMS
- § _____

FINANCIAL

- § RISING COSTS (FOOD, GAS, OTHER)
- § INSURANCE PROBLEMS
- § NOT ENOUGH MONEY TO BUY THE THINGS YOU NEED
- § NOT ENOUGH MONEY TO BUY THE THINGS YOU WANT
- § FUTURE COLLEGE LOANS
- § PRESSURE TO WORK TO MAKE MONEY
- § _____

2. LIFE STYLE (General routines and habits)

The following items ask about your life-style or your daily or typical habits regarding health. First, use the 1,2,3 ratings to indicate how much each of the statements below is like you.

	Unlike Me	In Between	Like Me	
1. I take time to make sure my life has a sense of direction, purpose, or meaning to it.	1	2	3	Spiritual <input type="checkbox"/>
2. My daily routine includes prayer, meditation, journaling or some way of centering myself and connecting to my spirituality.	1	2	3	
3. I practice awareness of how my attitude or personality can be both benefit and hindrance to my spiritual growth.	1	2	3	
4. Every day, I keep my brain active through engaging, creative, and stimulating activities.	1	2	3	Intellectual <input type="checkbox"/>
5. I think about problems and mistakes as opportunities to learn and build my mental skills.	1	2	3	
6. I stay informed through curiosity, reading, and learning.	1	2	3	
7. I make efforts to make my school time enjoyable and meaningful.	1	2	3	Occupational <input type="checkbox"/>
8. I regularly seek to express my full self at school, sports or clubs.	1	2	3	
9. I approach challenges at school/extracurricular activities with commitment, confidence and/or teamwork.	1	2	3	
10. I take the time to listen to, and enjoy being with others in my life.	1	2	3	Social <input type="checkbox"/>
11. I give and receive affection from others.	1	2	3	
12. I make efforts to help family, friends and community.	1	2	3	
13. When sad, upset or angry, I pay attention and listen to what my emotions are telling me.	1	2	3	Emotional <input type="checkbox"/>
14. I notice or seek out positive, uplifting things in my life.	1	2	3	
15. I love and accept myself as I am.	1	2	3	
16. I get regular exercise (at least 3x week), eat health foods (vegetables, fruits), and avoid fatty foods and sugar.	1	2	3	Physical <input type="checkbox"/>
17. I get a good night's sleep, and feel rested every day.	1	2	3	
18. I avoid alcohol, tobacco, vape, and other drugs.	1	2	3	

Next, review your total scores for each of the six areas. These would range from 3 to 9. Notice which areas are lower or higher. Then, notice within each area any items where you rated a "1" or a "2." Circle or check those items. You can also tally your total score, which would range from 18 to 54. There is no "hard and fast" rule, and a score lower than 40 suggests you might seek out support to enhance your lifestyle.

GRAND TOTAL

3. COPING STYLE (Specific responses to stress)

Think about the more stressful and difficult events that have occurred in your life within the recent past. How have you handled or coped with these events? How do you respond to ongoing problems that you encounter? From the list below, check off all those items that fit with your general STYLE or way of responding to stress.

1. I seek ideas or support from others		16. I withdraw from the situation	
2. I talk to people to help me feel better.		17. I avoid being with people in general	
3. I plan a course of action and follow-through until the problem is addressed		18. I "take my frustration" out on others (e.g., yelling or being snappy)	
4. I see problems as challenges and find the strength and confidence to tackle them		19. I otherwise act aggressively (e.g., drive my car fast, express anger)	
5. I am patient with myself and give myself the caring I need		20. I daydream about better times	
6. I remind myself that I am not the only one with problems or challenges		21. I "zone out," become numb, let my mind drift (e.g., too much TV, video games, on social media)	
7. I do things to ground or center my body (deep breathing, yoga, tai chi, etc.)		22. I become compulsive (e.g., shopping, eating, exercising, drinking)	
8. I get exercise or do physical work		23. I eat too much or too little	
9. I do activities or hobbies to refresh myself (sport, read, play, journaling, take a bath)		24. I crave sweets (chocolate, cookies, candy, soda) or eat junk food	
10. I pray, meditate, or do spiritual reading		25. I drink alcohol (beer, wine, liquor)	
11. I try to get extra sleep or rest		26. I smoke or vape	
12. I remain hopeful that I can be successful in dealing with the problem		27. I drink more coffee/caffeinated drinks more than I should or know is good for me	
13. I find confidence in setting goals		28. I use a drug to take the edge off	
14. I take things in stride, knowing I can usually bounce back from problems		29. I cry, become very moody, get jittery, all hyped up, or anxious	
15. I tend to look on the bright side		30. I get easily exhausted and fatigued	

SCORING: Tally up the number of boxes you checked in Column 1 (Items 1-15); Tally up the boxes in Column 2 (Items 16 - 30).

Which column has the higher number? Column 1 responses tend to be more effective. Column 2 responses are less effective; especially habits.

Use the categories below to better help you label when you choose one type of coping and make adjustments as needed.

Five Cs of Resilience		Avoid/Aggress	
1-2	social support (Community)	16-17	withdrawal/avoidance
3	problem solving (Commitment)	18-19	aggression
4	approach challenge (Confidence)	20-21	tuning out
5-6	patience and humanity (Compassion)	Attach/Addiction	
7-11	exercise, rest, spirituality (Centering)	22	compulsive behavior
Psychological Capital		23-24	use food
12	<u>H</u> ope (H of Psychological Capital)	25-28	substances (alcohol, tobacco, caffeine, drugs)
13	<u>E</u> fficacy (E of Psychological Capital)	Aroused (hyper or hypo)	
14	<u>R</u> esilience (R of Psychological Capital)	29	emotions
15	<u>O</u> ptimism (O of Psychological Capital)	30	energy depletion

3. MANAGE YOUR TIME AND SPACE

LEARNING STYLE QUESTIONNAIRE:

	Often	Sometimes	Seldom
1. I can remember best by listening to a lecture that includes information, explanations and discussions.			
2. I prefer to see information written on the board and supplemented by visual aids and assigned readings			
3. I like to write things down or take notes for visual review.			
4. I prefer to use posters, models, or actual practice and other activities in class.			
5. I require explanations of diagrams, graphs, or visual directions			
6. I enjoy working with my hands or making things.			
7. I am skillful with and enjoy developing making graphs and charts			
8. I can tell if sounds match when presented with pairs of sounds.			
9. I can remember best by writing things down several times.			
10. I can easily understand and follow directions on a map.			
11. I do best in academic subjects by listening to lectures and tapes.			
12. I play with coins or keys in my pocket.			
13. I learn to spell better by repeating words out loud than by writing the words on paper.			
14. I can understand a news article better by reading about it in the newspaper or online rather than by listening to a report about it on the radio or internet.			
15. I chew gum, smoke or snack while studying.			
16. I think the best way to remember something is to picture it in my mind			
17. I learn the spelling of words by "finger spelling" them.			
18. I would rather listen to a good lecture or speech than read about the same material.			
19. I am good at working and solving jigsaw puzzles and mazes.			
20. I grip objects in my hands during learning periods.			
21. I prefer listening to the news on the radio or online rather than reading about it in a newspaper or on the internet.			
22. I prefer obtaining information about an interesting subject by reading about it.			
23. I feel very comfortable touching others hugging, handshaking, etc.			
24. I follow oral directions better than written ones.			

Scoring: Complete the table below by assigning the following point values for each question:

Often = 5 points

Sometimes = 3 points

Seldom = 1 point

Then, add the points in each column to obtain your learning preference score under each heading.

Visual		Auditory		Tactile	
No.	Pts.	No.	Pts.	No.	Pts.
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
19		21		20	
22		24		23	
Visual Preference Score:		Auditory Preference Score:		Tactile Preference Score:	

If you are a VISUAL learner: Make use of all available study materials such as charts, maps, filmstrips, notes, and videos. Write out everything for frequent and efficient review. Practice visualizing or pictures words and concepts in your mind. Adding meaningful symbols, colors, and graphics to notes also provide visual cues. Try to visualize how information appears on a page. In study groups or discussions, focus on how people look when they speak.

If you are an AUDITORY learner: Try using tapes to supplement other study materials. Listen in class and take notes, and review your notes frequently. Sit in the classroom where you can hear well (most often this is near the front). After you have read something, summarize it and recite it aloud or record yourself. Talk to other students about class material. You may also benefit from group study sessions where members review class material.

If you are a TACTILE learner: Try tracing words as you say them. Facts that must be learned should be written several times. Keep a supply of scratch paper on hand for this purpose. Taking and keeping class notes is very important. It may also help you to make study sheets, and to associate class material with real- world applications and occurrences. For some classes, practice role-playing. Highlighting, underlining, labeling information, and writing add movement to learning. Participation in study groups or tutoring others provide additional ways to become an active learner. The more you do, the more you learn.

A note about learning preferences: Although it is important to know your learning strengths as a foundation for the development of personal study habits, realize that not all classes and instruction will lend themselves to your strengths. Attempt to adapt learning tasks using the suggestions above. You may also take this as an opportunity to improve and educate yourself to learn in different ways.

When and where do I learn the best? _____

What do I need to avoid? _____

What do I need to add? _____

Examples:

- Creating a daily/weekly task list
- Prioritize my tasks
- Track my time
- Minimize distractions
- Shutting off my phone and social media
- Using time management app
- Using my calendar, planner
- Don't postpone!
- Organize my desk
- Color-code and label everything
- Set a time limit
- Remove non-essential tasks
- Homework first – Electronics later!
- Using sticky notes to remember things
- Learn to say NO
- Break down big tasks into smaller tasks
- Develop a specific plan for every upcoming test
- Double-check I've completed all the homework
- Ask for help with homework
- Keep an ongoing list of questions about class material

5. REFRAMING NEGATIVE THOUGHTS

Taking back control of our thoughts allows us to change how we feel, so that we can improve our mood. Becoming more aware of our self-critical or negative thoughts is the first step in building that self-awareness.

Instructions: Write any Automatic Negative Thoughts (ANTS) that you can think of in the left column.

Next, consider each in turn and see if you can challenge it with a Positive Replacement Thought in the right-hand column.

To get better at finding the positive in situations and people, you may want to set aside some quiet time each day or week to turn some ANTS into Positive Replacement Thoughts.

Automatic Negative Thought	Positive Replacement Thought

6. TRAITS AND STATES: RESILIENCE & THRIVING

The following sets of statements are for reflection and not for rating. As presented here, resilience, thriving, and potentiating are not GOALS to be achieved in the future as much as a state of being, internal trait, or quality that you carry with you. These are not the outcomes of effectively coping. They are an overarching attitude or pre-condition to help approach stress.

RESILIENCE [1]

- I am able to adapt to change.
- I often bounce back easily from hardships or illnesses.
- I can deal with whatever problems come my way.
- I usually give my best effort, no matter what the circumstances.
- My past successes have given me confidence for new challenges.
- My past failures have taught me ways to grow and learn.
- I am someone who recovers from life's difficulties and keeps moving.
- Early hardships in my life have strengthened my personality.

THRIVING [2]

- I feel good most of the time.
- My life is going really well.
- I am accomplishing my life goals.
- I often feel engaged and excited in my daily life.
- I often feel together with, belonging to, or supported by others.
- My sense of aliveness is strong.
- I get to do what I am good at every day.
- I learn something new all the time.

POTENTIATING [3]

- I see how my behaviors lead to the positive changes I now have in my life.
- Obstacles I face turn into steppingstones for my growth.
- I am designed to make the most out of my life.
- I always look for the positive opportunity if I worry, doubt, or fret.
- It doesn't matter what happens but rather how I deal with it.
- I am good at making lemonade when all I have is lemons.
- When things appear bad, I think "how can I at least make this better for others."
- I create alternative solutions and scenarios for the best outcome.

7. GOAL SETTING & POSITIVE INTENTIONS: FIVE STEPS TO TRANSFORMING STRESS

STRESS AREA. Which of the six domains of your life has the most stress?
Write in your response from **1. Stressors** on page 4

YOUR RESPONSE. How can you respond better to your stress?
List one or two effective ways that you might cope with the situation.

What lifestyle factors can you add to help you respond better?
(see **2. Lifestyle** on page 5, and identify factors you have or can add)

What coping style factors can you add, modify, or remove to help you respond better? (see page 6, **3. Coping Style**)

GOAL. If you used the coping tool(s) selected above, what goal would you achieve that addresses the stressor listed above?

A STEP. What specific step of your goal can you commit to?

INFUSE. Infuse your affirmation with relaxation. Follow instructions from workshop.

8. RESOURCES

- ❖ Teen link: www.teenlink.org. Chat / Call.

Confidential, anonymous, and is a helpline answered by teens, every evening 6pm-10pm PST, 1-866-833-6546 (1-866-TEENLINK)

- ❖ 24/7 Crisis text line: text HOME to 741741

- ❖ National suicide prevention lifeline (24/7): 1-800-273-TALK (8255)

- ❖ Trevor project (LGBTQ+ community): www.thetrevorproject.org

TrevorText: text START to 678678 available 7 days a week between 3am-10pm PST

- ❖ King County 2-1-1 or (206) 461-3200, (M-F 8am-6pm)

Free and confidential information and referral, available online 24/7, for help with food, housing, employment, health care, counseling and more

<https://www.crisisconnections.org/king-county-2-1-1/>