Emotional Wellness Toolkit

A trauma-informed educational wellness worksheet for reflection, choice, self-care, and support.

Use this at your own pace. Skip, adapt, pause, or stop. You are allowed to choose what fits your body, culture, privacy, energy, safety, access needs, and real-life limits today.

This is a reflection tool, not a test. One honest sentence, one checked box, or one small next step can be enough.

The Emotional

Wellness Toolkit

Understand Your Emotions, Regulate

Your Responses & Build Resilience

UNDERSTAND (cid:127) REGULATE (cid:127) COMMUNICATE

COPE (cid:127) CONNECT (cid:127) RECOVER

MyReflectiveCollective.com MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 1

Emotions Are Information, Not Instructions

Welcome

Emotional wellness does not mean feeling calm, happy, or positive all the time. It means developing a more workable relationship with emotions: noticing them, understanding what influences them, responding safely, communicating clearly, and recovering when life is difficult.

This workbook may help you:

Name emotions more clearly

Notice escalation sooner

Understand triggers Recognize body signals Question automatic thoughts

- Choose coping skills intentionally

Tolerate distress safely Solve workable problems Accept what cannot change today Communicate needs Set boundaries Repair relationships

- Ask for support

Build a maintenance plan The goal is not emotional control. The goal is greater awareness, choice, safety, and flexibility.

Each topic includes a full educational guide followed by a full-page practice exercise.

Complete the lessons in order, choose the topic that matches the current need, or use selected pages with a qualified professional.

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 2

How Practice May Help

Why Emotional Skills Matter

Earlier recognition Noticing an emotion at intensity 3 may create more options than discovering it at intensity 9.

More accurate interpretation Separating facts, thoughts, body signals, memories, and predictions may reduce avoidable confusion.

Greater response flexibility Grounding, pausing, communication, problem-solving, and support can become alternatives to automatic reactions.

Stronger relationships Clear requests, boundaries, listening, and repair may reduce guessing and repeated misunderstandings.

Improved recovery Resilience includes returning after stress, conflict, disappointment, or setbacks - not avoiding every difficult experience.

More appropriate support Awareness can help identify when self-help is enough and when professional, medical, community, or crisis support is needed.

Skills do not remove every stressor. They can increase the number of responses available to you.

A change in my emotional life that would matter to me:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 3

A Plain-Language Model

How Emotions Work

An emotional response may involve several interacting parts. They influence one another, but none tells the whole story alone.

Situation

What happened, including context and reminders of earlier experiences.

Interpretation

What the mind decided the event meant, predicted, or required.

Body response Changes in heart rate, breathing, muscles, temperature, stomach, energy, or attention.

Emotion

A word or cluster such as anger, fear, sadness, shame, relief, joy, loneliness, or disappointment.

Urge

The impulse to approach, avoid, hide, fight, fix, freeze, seek reassurance, or connect.

Behavior and consequence

What you did, the short-term effect, and the longer-term impact.

Changing one part of the cycle may influence the others, even when the emotion does not disappear.

Which part of my emotional cycle do I notice most easily?

Which part do I want to recognize sooner?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 4

A Quick Decision Guide

- Use the Right Tool for the Job

I am highly activated or disconnected Begin with safety, grounding, sensory regulation, breathing that feels comfortable, movement, or human support. Complex reflection may need to wait.

I am emotionally stirred but able to think Name the emotion, body signals, thoughts, needs, and urges. Use the chain analysis or thought record.

A problem can be influenced Define the problem, identify options, take one step, communicate, or seek practical help.

The reality cannot be changed today Use acceptance, grief, self-compassion, distress tolerance, and support without pretending the reality is acceptable.

A relationship needs attention Prepare a request, boundary, listening plan, pause, repair, or safety plan.

The pattern keeps returning Review triggers, short-term rewards, environmental conditions, missing supports, and the maintenance plan.

Regulate first when needed. Reflect when able. Act where useful. Seek help when the situation exceeds self-help.

Read, Practice, Review

How to Use Each Two-Page Lesson

Every lesson has two parts:

Guide Page

Read what the skill is, why it may help, four steps, a realistic example, and a caution.

- Use the lower section to identify a real situation for practice.

Practice Page

Complete the structured exercise. Specific examples are more useful than global judgments.

- Use the continuation area for observations, mixed evidence, or next steps.

Review Later

- Ask what changed, what did not, and what the result teaches you. The exercise creates a hypothesis; real life provides feedback.

Pace & Choice

Skip, shorten, repeat, or seek support. A tool that is helpful in one situation may not fit another.

One honest, usable answer is better than a perfect page written for approval.

The first emotional situation I want help understanding:

Module 1 Of 24 - Psychoeducation

Name the Emotion - Learn

Emotional granularity means using more precise feeling words than "good," "bad," or "stressed." Why this may help More precise labels may help clarify needs and select a better response.

How to use the skill

1. Describe the situation briefly.

2. List several possible emotion words.

3. Choose the closest word and rate intensity 0-10.

4. Notice whether another emotion sits underneath.

Example

Example: "Stressed" may include disappointed, hurried, exposed, and afraid.

Gentle caution You do not need perfect certainty. Approximate language is still useful.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 1 Of 24 - Structured Application

Name the Emotion - Practice

Situation:

Possible emotions:

Closest emotion and intensity ____ /10

Emotion underneath or alongside it:

What this emotion may be communicating:

Continue with observations, examples, or next steps:

Module 2 Of 24 - Psychoeducation

Find Your Regulation Zone - Learn

The regulation zone is the range where you can feel and still access enough attention, language, and choice.

Why this may help Recognizing overactivation and shutdown can help you select regulation before demanding complex problem-solving.

How to use the skill

1. Identify your signs of manageable activation.

2. List signs of moving above your zone.

3. List signs of dropping below your zone.

4. Match each state with supports that help you return.

Example

Example: Racing speech may signal high activation; numbness and blankness may signal shutdown.

Gentle caution Zones vary by person and context. Safety and medical concerns need appropriate support.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 2 Of 24 - Structured Application

Find Your Regulation Zone - Practice

Inside my workable zone, I can...

Above my zone, others may notice...

Below my zone, others may notice...

Supports for high activation:

Supports for shutdown:

Continue with observations, examples, or next steps:

Module 3 Of 24 - Psychoeducation

Orient to the Present - Learn Grounding directs attention toward current surroundings, body contact, and time.

Why this may help Present orientation may reduce mental rushing or help distinguish a current situation from an old alarm.

How to use the skill

1. Name where you are and today's date.

2. Look for three neutral objects and describe them.

3. Notice feet, seat, or another safe point of contact.

4. Choose one next action in the present.

Example

Example: "I am in my office on Monday. The door is open. I can step outside and call someone."

Gentle caution Stop if grounding increases distress. Try movement, a neutral task, or trusted support.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 3 Of 24 - Structured Application

Orient to the Present - Practice

Place, date, and time:

Three neutral details:

Safe or neutral body contact:

Before activation ____ /10 After ____ /10

My next present-moment action:

Continue with observations, examples, or next steps:

Module 4 Of 24 - Psychoeducation

Track Body Signals - Learn

Emotions often involve physical sensations and action readiness. Body awareness can provide earlier information.

Why this may help Noticing location and intensity may support pacing, care, and earlier intervention.

How to use the skill

1. Scan from head to feet without forcing change.

2. Name sensation, location, intensity, and movement.

3. Notice neutral or comfortable areas too.

4. Choose one appropriate response.

Example

Example: Tight jaw and raised shoulders may suggest a pause before continuing conflict.

Gentle caution New, severe, or concerning symptoms deserve medical assessment.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 13

Module 4 Of 24 - Structured Application

Track Body Signals - Practice

Head, face, and jaw:

Chest, breath, and stomach:

Shoulders, arms, and hands:

Hips, legs, and feet:

Signal I will respond to and how:

Continue with observations, examples, or next steps:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 14

Module 5 Of 24 - Psychoeducation

Map a Trigger - Learn A trigger is a cue linked to a strong response. It may involve the present, a reminder, expectation, meaning, or accumulated stress.

Why this may help Mapping triggers may replace vague self-blame with clearer patterns and prevention options.

How to use the skill

1. Describe the cue without judgment.

2. Identify context such as fatigue, conflict, noise, or memory.

3. Name the first body signal, thought, and urge.

4. Identify prevention, support, or response options.

Example

Example: Delayed replies become more activating after rejection, little sleep, and uncertainty.

Gentle caution Understanding a trigger does not excuse harmful behavior.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 5 Of 24 - Structured Application

Map a Trigger - Practice

Trigger or cue:

Context that increased sensitivity:

First body signal, thought, and urge:

What the trigger seems to mean:

Prevention or support options:

Continue with observations, examples, or next steps:

Module 6 Of 24 - Psychoeducation

Complete a Behavior Chain - Learn A behavior chain traces the links between vulnerability, prompting event, thoughts, feelings, urges, actions, and consequences.

Why this may help Finding multiple links creates more than one possible place for change.

How to use the skill

1. Start with the behavior you want to understand.

2. Move backward through event, thoughts, body, emotion, and urge.

3. Add vulnerabilities such as exhaustion or hunger.

4. Mark one early and one late intervention point.

Example

Example: Skipping lunch plus criticism led to shame, an urge to escape, and an angry message.

Gentle caution

- Use accountability and compassion together; include impact without reducing yourself to the behavior.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 17

Module 6 Of 24 - Structured Application

Complete a Behavior Chain - Practice

Behavior and immediate consequence:

Prompting event:

Vulnerabilities:

Thoughts, body sensations, emotions, and urges:

Early intervention point:

Later repair or change point:

Continue with observations, examples, or next steps:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 18

Module 7 Of 24 - Psychoeducation

Examine an Automatic Thought - Learn Automatic thoughts are rapid interpretations that can feel factual because they arrive quickly and strongly.

Why this may help Examining evidence may increase flexibility without demanding positive thinking.

How to use the skill

1. Write the observable situation.

2. Capture the thought and rate belief 0-100.

3. List supporting and complicating evidence.

4. Write a more complete thought and rerate.

Example

Example: "They did not greet me" became "I am unwanted"; other evidence included distraction and later warmth.

Gentle caution

- Choose a balanced thought you can actually believe.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 7 Of 24 - Structured Application

Examine an Automatic Thought - Practice

Situation:

Automatic thought and belief ____ /100

Supporting evidence:

Complicating evidence:

More complete thought:

Belief now ____ /100 Continue with observations, examples, or next steps:

Module 8 Of 24 - Psychoeducation

Ride an Emotional Urge - Learn An urge is a push toward action, not a command. Urges often rise, peak, shift, and pass.

Why this may help Observing an urge can create time to choose behavior based on safety and values.

How to use the skill

1. Name the urge and rate it 0-10.

2. Locate it in the body and describe its movement.

3. Delay action briefly while using safe grounding.

4. Choose whether to act, modify, or let the urge pass.

Example

Example: The urge to send five texts may peak, then soften enough to send one clear message later.

Gentle caution Do not delay urgent safety, medical, or crisis action.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 8 Of 24 - Structured Application

Ride an Emotional Urge - Practice

Emotion and urge:

Intensity at start ____ /10

Body location, shape, or movement:

What I did during the pause:

Intensity later ____ /10

Chosen action and why:

Continue with observations, examples, or next steps:

Module 9 Of 24 - Psychoeducation

Build a Coping Match - Learn Coping works best when matched to the function: calming, energizing, expressing, solving, connecting, distracting, or accepting.

Why this may help Matching may reduce the frustration of using a good skill for the wrong need.

How to use the skill

1. Name the state and intensity.

2. Ask whether the need is regulation, action, support, or acceptance.

3. Choose two realistic skills.

4. Review the effect and adjust.

Example

Example: Distraction may help during a peak but problem-solving may fit once intensity drops.

Gentle caution Coping should not create greater harm or replace needed care.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 9 Of 24 - Structured Application

Build a Coping Match - Practice

State and intensity:

What is needed right now?

Skill option 1 and expected benefit:

Skill option 2 and expected benefit:

What I tried and what changed:

Continue with observations, examples, or next steps:

Module 10 Of 24 - Psychoeducation

Create a Sensory Soothing Plan - Learn Sensory regulation uses sight, sound, touch, taste, smell, temperature, pressure, or movement intentionally.

Why this may help A personalized sensory menu can make soothing easier to access when language is limited.

How to use the skill

1. Notice sensory inputs that settle or overwhelm you.

2. Choose safe options across several senses.

3. Prepare a portable or home-based kit.

4. Test items when moderately stressed and revise.

Example

Example: Soft fabric, low light, peppermint, steady music, and wall pressure may help one person but not another.

Gentle caution Avoid unsafe temperatures, substances, or sensory input that worsens symptoms.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 10 Of 24 - Structured Application

Create a Sensory Soothing Plan - Practice

Helpful sights and lighting:

Helpful sounds:

Helpful touch, pressure, or movement:

Helpful taste or smell:

Items for my kit and where I will keep it:

Continue with observations, examples, or next steps:

Module 11 Of 24 - Psychoeducation

Practice Distress Tolerance - Learn

Distress tolerance means surviving a painful moment without making it more dangerous or destructive.

Why this may help Short-term survival skills may create time until reflection, support, or problem-solving becomes possible.

How to use the skill

1. Assess immediate safety.

2. Reduce access to harmful actions when needed.

3. Choose a brief grounding, distraction, or soothing skill.

4. Set a time to reassess and connect with support.

Example

Example: Delay a retaliatory message for 20 minutes, walk, hold ice safely, then contact support and reassess.

Gentle caution Distress tolerance is not a substitute for 988, 911, medical care, or urgent professional help.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 11 Of 24 - Structured Application

Practice Distress Tolerance - Practice

Distress ____ /10 Immediate safety concern? Yes / No / Unsure What could make this moment worse?

Safe short-term skill:

Person or resource I can contact:

Reassessment time and next step:

What helped me get through?

Continue with observations, examples, or next steps:

Module 12 Of 24 - Psychoeducation

Problem-Solve What Can Change - Learn

Problem-solving is useful when a specific problem is at least partly within influence.

Why this may help Defining the problem and testing one step may reduce helplessness and rumination.

How to use the skill

1. Define one problem narrowly.

2. Brainstorm options without judging first.

3. Compare effort, risk, access, and likely impact.

4. Choose one step, test it, and review.

Example

Example: "My life is chaotic" becomes "I miss appointments because reminders are inconsistent."

Gentle caution Some problems require advocacy, resources, or professional help rather than individual effort.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 12 Of 24 - Structured Application

Problem-Solve What Can Change - Practice

Specific problem:

Options - include small and supported choices:

Best-fit option and why:

First step, time, and support:

Result and adjustment:

Continue with observations, examples, or next steps:

Module 13 Of 24 - Psychoeducation

Accept What Cannot Change Today - Learn

Acceptance acknowledges present reality without approving, forgiving, liking, or giving up on future change.

Why this may help Reducing the struggle with an unchangeable present fact may free energy for care and effective action.

How to use the skill

1. State the fact plainly.

2. Name pain, grief, and nonacceptance.

3. Separate fact from conclusions about worth.

4. Choose care and influence that remain available.

Example

Example: "The decision has been made. I dislike it. Today I can ask questions and plan support."

Gentle caution Never use acceptance to justify abuse, injustice, or unsafe conditions.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 13 Of 24 - Structured Application

Accept What Cannot Change Today - Practice

Reality I am facing today:

What hurts about it:

What I am telling myself it means:

What remains within my influence:

Care, grief, advocacy, or support needed:

Continue with observations, examples, or next steps:

Module 14 Of 24 - Psychoeducation

Use Self-Compassion - Learn

Self-compassion combines awareness of pain, recognition of shared humanity, and a supportive response.

Why this may help A less attacking inner response may improve recovery and make accountability easier to tolerate.

How to use the skill

1. Name the painful moment honestly.

2. Notice the harsh message.

3. Write what you would say to someone you care about.

4. Offer yourself one supportive truth and action.

Example

Example: "I made a mistake" can coexist with "I remain worthy of care and responsible for repair."

Gentle caution Compassion does not require excusing harm or avoiding consequences.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 14 Of 24 - Structured Application

Use Self-Compassion - Practice

Painful moment:

Harsh inner message:

What I would say to someone I care about:

Supportive truth for me:

Compassionate and accountable action:

Continue with observations, examples, or next steps:

Module 15 Of 24 - Psychoeducation

Identify the Need - Learn Needs are information about wellbeing, connection, autonomy, clarity, rest, safety, meaning, or other human concerns.

Why this may help Naming needs may improve self-care, requests, boundaries, and decisions.

How to use the skill

1. Start with a feeling or repeated frustration.

2. Ask what mattered or felt missing.

3. Separate the need from one specific solution.

4. Choose a request or action within your control.

Example

Example: The need may be connection; one solution is a call, but other options also exist.

Gentle caution A need is valid information, not automatic permission to control another person.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 35

Module 15 Of 24 - Structured Application

Identify the Need - Practice

Feeling or frustration:

Possible need or value:

Solution I first demanded or imagined:

Other ways the need might be addressed:

My request or self-directed action:

Continue with observations, examples, or next steps:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 36

Module 16 Of 24 - Psychoeducation

Make a Clear Request - Learn A request describes a specific, observable action while respecting the other person's ability to respond.

Why this may help Directness may reduce guessing, resentment, and indirect escalation.

How to use the skill

1. Describe the situation neutrally.

2. Name impact, feeling, need, or value.

3. Ask for one concrete action or timeframe.

4. Plan options if the answer is no.

Example

Example: "Could you let me know by noon whether you can attend?"

Gentle caution A request is not a demand; boundaries may still follow a no.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 37

Module 16 Of 24 - Structured Application

Make a Clear Request - Practice

Neutral facts:

Impact, feeling, need, or value:

Specific request:

How I will make room for an honest response:

Options within my control if the answer is no:

Continue with observations, examples, or next steps:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 38

Module 17 Of 24 - Psychoeducation

Set a Workable Boundary - Learn A boundary states what you will allow, decline, limit, or do. It is supported by behavior under your control.

Why this may help Boundaries may protect safety, energy, clarity, and relationship sustainability.

How to use the skill

1. Name the pattern and limit.

2. Write a brief statement.

3. Identify the action you control.

4. Prepare to repeat without overexplaining.

Example

Example: "I will not continue while insults are being used. I will leave and revisit tomorrow."

Gentle caution

- Consider safety planning where retaliation or coercion is possible.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 17 Of 24 - Structured Application

Set a Workable Boundary - Practice

Pattern or situation:

My limit and why it matters:

Boundary words:

Action I control:

Discomfort or pressure I may need to tolerate:

Safety or support needed:

Continue with observations, examples, or next steps:

Module 18 Of 24 - Psychoeducation

Pause Conflict Safely - Learn

A conflict pause is a structured break with a plan to return when appropriate. It differs from punishment, disappearance, or stonewalling.

Why this may help A planned pause may reduce escalation and protect the ability to communicate.

How to use the skill

1. Name signs that a pause is needed.

2. State the pause without threatening.

3. Give a realistic return time or next contact.

4. Use the break for regulation, not rehearsal of attack.

Example

Example: "I want to continue, and I am too activated. I will check in at 7 tomorrow."

Gentle caution Do not promise a return when contact is unsafe or unwanted.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 41

Module 18 Of 24 - Structured Application

Pause Conflict Safely - Practice

My escalation signs:

Words I can use to pause:

Return time or next-contact plan:

What I will do during the break:

What must be different when we return?

Continue with observations, examples, or next steps:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 42

Module 19 Of 24 - Psychoeducation

Repair After Harm or Misunderstanding - Learn Repair includes acknowledging impact, owning responsibility, listening, changing behavior, and respecting the other person's choice.

Why this may help Repair may rebuild trust and interrupt cycles of defensiveness or avoidance.

How to use the skill

1. Describe what happened and the impact.

2. Own your part without "but."

3. Offer a specific apology or acknowledgment.

4. Identify changed behavior and invite response without pressure.

Example

Example: "I shared something private. That broke trust. I am sorry, and I will not repeat it."

Gentle caution An apology does not guarantee forgiveness or continued relationship.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 19 Of 24 - Structured Application

Repair After Harm or Misunderstanding - Practice

What happened and likely impact:

My responsibility:

Acknowledgment or apology:

Changed behavior:

What I need to listen to or accept:

Boundary or mutual request, if appropriate:

Continue with observations, examples, or next steps:

Module 20 Of 24 - Psychoeducation

Map Your Support System - Learn

Support can be emotional, practical, informational, cultural, spiritual, peer-based, professional, or crisis-oriented.

Why this may help A support map can reduce isolation and clarify who is appropriate for which need.

How to use the skill

1. List people and resources without ranking your worth.

2. Match each with types of support they can realistically offer.

3. Identify gaps and overreliance.

4. Choose one connection or resource to contact.

Example

Example: A friend may provide company while a clinician provides treatment and a community program offers practical help.

Gentle caution Respect privacy, reciprocity, availability, and safety.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 20 Of 24 - Structured Application

Map Your Support System - Practice

Emotional support:

Practical or informational support:

Community, cultural, or spiritual support:

Professional support:

Current gap and one possible resource:

Connection I will make:

Continue with observations, examples, or next steps:

Module 21 Of 24 - Psychoeducation

Build a Restorative Routine - Learn Routines reduce repeated decision-making and create predictable opportunities for basic care and regulation.

Why this may help A flexible rhythm may support stability better than relying on motivation during distress.

How to use the skill

1. Choose one anchor already in the day.

2. Attach one small wellness action.

3. Reduce friction and prepare materials.

4. Review whether the routine fits actual capacity.

Example

Example: After brushing teeth, take medication as prescribed and fill a water bottle.

Gentle caution Routines should adapt to disability, health, caregiving, resources, and changing capacity.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 21 Of 24 - Structured Application

Build a Restorative Routine - Practice

Existing daily anchor:

Small wellness action to attach:

Friction I can remove:

Cue or support I will use:

Minimum version on a hard day:

Review date and adjustment:

Continue with observations, examples, or next steps:

Module 22 Of 24 - Psychoeducation

Recognize Resilience - Learn

Resilience is adaptation, recovery, support use, meaning, flexibility, and persistence - not invulnerability or handling everything alone.

Why this may help Identifying how you have coped can strengthen realistic confidence and reveal supports worth repeating.

How to use the skill

1. Choose one difficult period.

2. List actions, qualities, people, and resources that helped.

3. Include costs and what did not help.

4. Identify one transferable lesson.

Example

Example: Resilience may look like asking for help sooner, not enduring more alone.

Gentle caution Do not use resilience language to minimize harm or pressure continued overfunctioning.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 49

Module 22 Of 24 - Structured Application

Recognize Resilience - Practice

Difficult period:

Actions or qualities that helped:

People, resources, or conditions that helped:

Costs and what did not help:

Lesson I can carry forward:

Continue with observations, examples, or next steps:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 50

Module 23 Of 24 - Psychoeducation

Plan for Warning Signs - Learn A maintenance plan identifies early signs, likely triggers, effective responses, and thresholds for more support.

Why this may help Planning while relatively steady may make options easier to access during a difficult period.

How to use the skill

1. List early, middle, and urgent signs.

2. Match responses to each level.

3. Identify people and professional resources.

4. Write clear thresholds for crisis action.

Example

Example: Early withdrawal prompts a check-in; inability to stay safe prompts 988, 911, or emergency care.

Gentle caution A written plan does not replace individualized safety planning with qualified professionals.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 23 Of 24 - Structured Application

Plan for Warning Signs - Practice

Early warning signs:

Early response:

Escalating signs:

Additional support response:

Urgent safety signs and crisis action:

Continue with observations, examples, or next steps:

Module 24 Of 24 - Psychoeducation

Create Your Emotional Wellness Plan - Learn

A wellness plan integrates self-knowledge, coping, relationships, routines, boundaries, and professional support.

Why this may help Integration helps turn isolated tools into a sustainable and flexible system.

How to use the skill

1. Choose the tools that reliably fit you.

2. Name daily, weekly, and as-needed supports.

3. Include barriers and backup options.

4. Schedule review and revision.

Example

Example: Daily body check, weekly connection, as-needed grounding, and professional follow-up when warning signs rise.

Gentle caution

- Keep the plan realistic. More tools do not always mean a better plan.

A real situation where this skill may fit:

After trying it, what will I look for or learn?

Module 24 Of 24 - Structured Application

Create Your Emotional Wellness Plan - Practice

Tools that help me regulate:

Daily or near-daily supports:

Weekly connection or restoration:

Boundaries that protect wellness:

Professional or community supports:

When I will review and revise:

Continue with observations, examples, or next steps:

Integration Challenge

My 7-Day Emotional Skills Practice

- Choose the smallest safe version of each activity. Repeat or skip days as needed.

Practice is not a performance. It is a way of learning what helps in real life.

DAY 1 - Name one emotion precisely and rate its intensity.

DAY 2 - Notice one body signal before it becomes overwhelming.

DAY 3 - Use one grounding or sensory regulation skill.

DAY 4 - Examine one automatic thought or emotional urge.

DAY 5 - Communicate one request, preference, or boundary.

DAY 6 - Accept help or connect with one support.

DAY 7 - Review what helped and update your plan.

Most useful skill:

Skill that needs adaptation or support:

My next week's focus:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 55

Compassionate Preparation

A Letter to Myself in a Hard Moment

- Write this while relatively steady, then return to it when emotions are intense.

What I want you to remember is...

The feeling is real, and it does not require you to...

Start with this one safe step...

People or resources you can contact...

If safety becomes uncertain...

You are allowed to...

Additional reflections, examples, or notes:

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 56

Educational Wellness Information

Please Read Before Using This Resource

This does not replace therapy This workbook is a general educational and self-reflection resource. It is not individual therapy, counseling, medical or psychiatric care, diagnosis, treatment, legal advice, or crisis intervention. It may support work with qualified professionals but does not replace those services.

Skills have limits No exercise is appropriate for every person or situation. Emotional distress may be influenced by trauma, health conditions, medications, disability, substance use, relationships, discrimination, environment, or other factors requiring individualized support.

- Use choice and care Skip, adapt, pause, or stop any activity. Reflection may intensify emotions, memories, numbness, or physical sensations. Ground in the present, connect with support, and seek qualified care when needed.

Emergency and crisis needs This PDF and My Reflective Collective do not provide monitored emergency services. In the United States, call or text 988 for suicide or crisis support. Call 911 for an immediate emergency when safe and appropriate. Outside the United States, use local emergency or crisis resources.

Created by Michelle D. Elder with AI used as a collaborative drafting and organizing tool.

AI-assisted material can contain errors or oversimplifications. This resource is educational and is not personalized professional judgment. professional relationship. Last reviewed August 17, 2026.

MY REFLECTIVE COLLECTIVE | MyReflectiveCollective.com 57