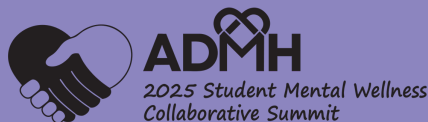


behavioral & emotional
**RESOURCE
TOOLKIT**
FOR CHILDREN & TEENS

created by:





Created by VitAL

This resource toolkit was compiled by VitAL in partnership with the Alabama Department of Mental Health.

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COLORING PAGES

Nine coloring page worksheets that are intended to start conversations around self-image, self-worth, relationships, and respect. Students can color and work through the discussion questions below each image.

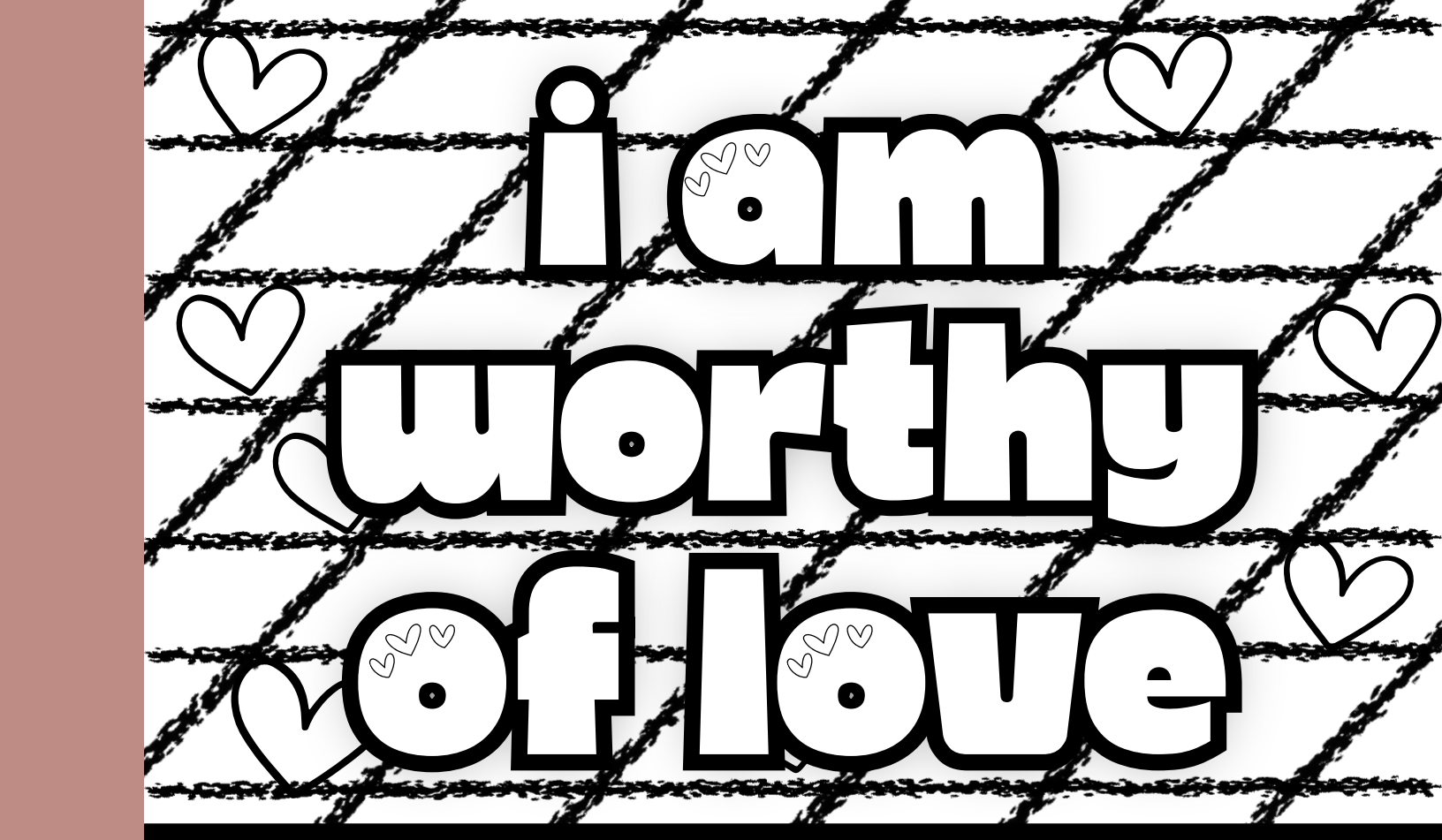
I GIVE AND DESERVE RESPECT

How do others show
me respect?

How do I show
others respect?

How do I show
respect to myself?

Who in my life is good
at showing respect to
themselves and others?



i am worthy of love

How does someone who loves me...

...talk to me? _____

...act towards me? _____

...talk about me? _____

When I love someone else, how do I...

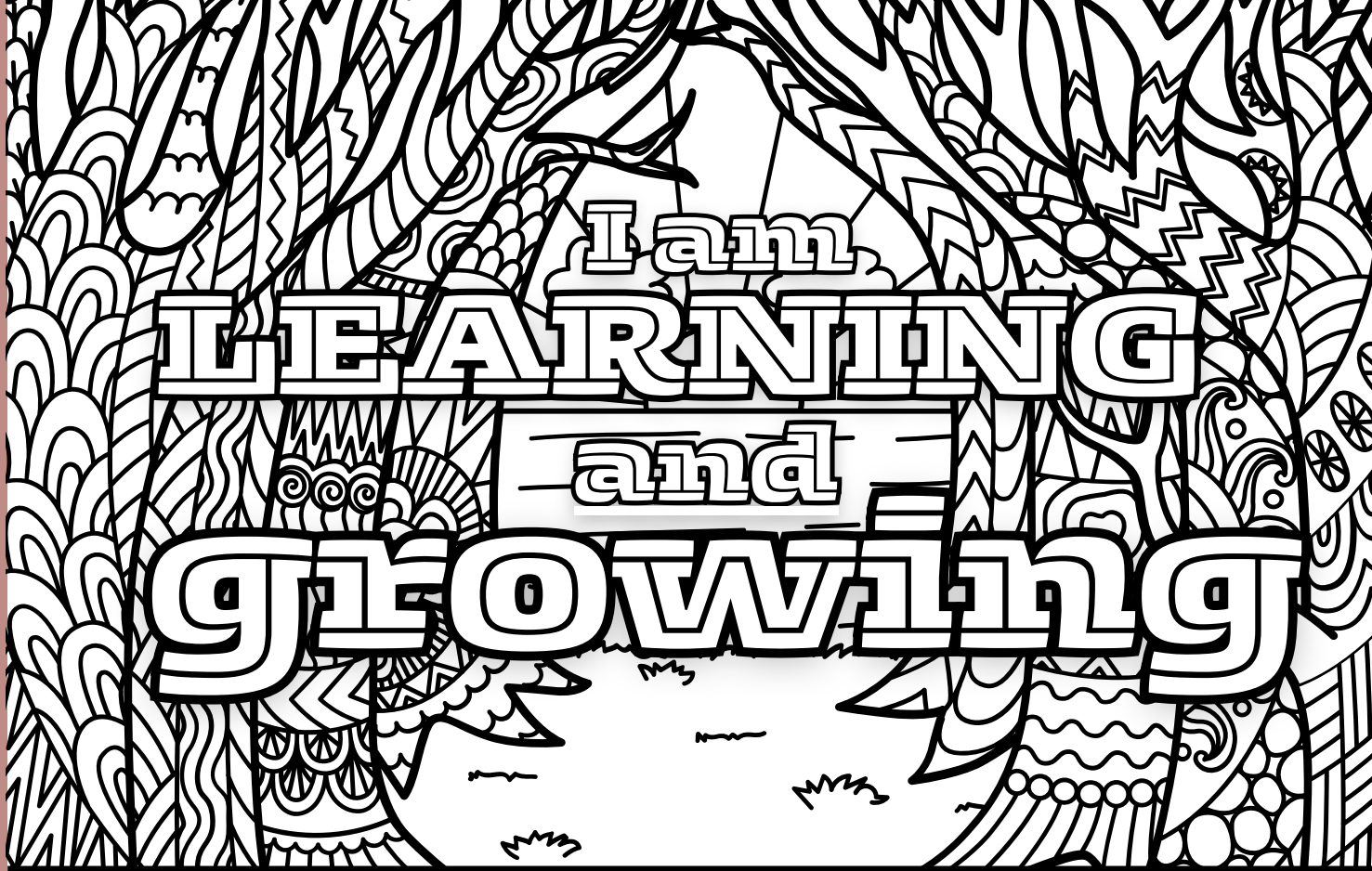
...talk to them? _____

...act towards them? _____

...talk about them? _____

Three people who love me well are...

I know this because...



If you are still learning and growing, is it okay to make mistakes?

YES **NO**

Why or why not?

What am I learning...

...at school:

...at home:

...with friends:

...anywhere else:

--	--	--	--

If I am still learning and growing, how should I treat myself?



Four people who
love me well are...

How do I know they love me?

Five things I love about myself are...

1.	
2.	
3.	
4.	
5.	



I CAN REACH MY GOALS

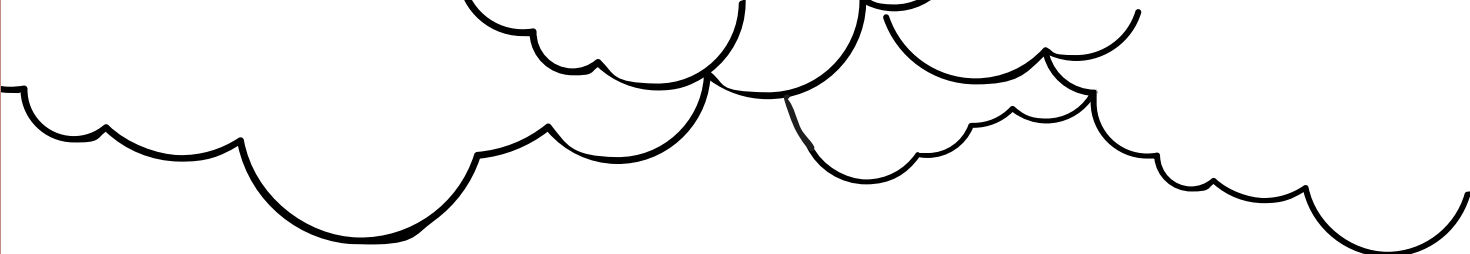
My Five Goals

Short-term
or
Long-term?

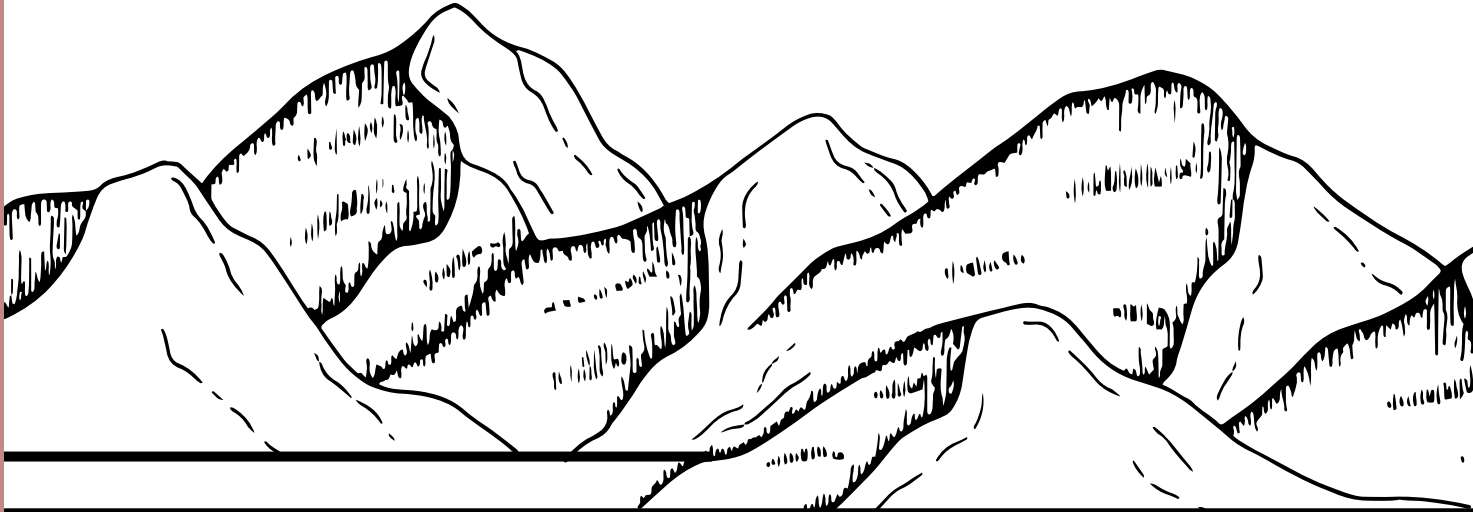
Recent progress I have made
towards this goal:

People who can help:

Talents or skills that can help:



I AM STRONG & BRAVE



Who is one strong person you admire?

Who is one brave person you know?

What makes them strong?

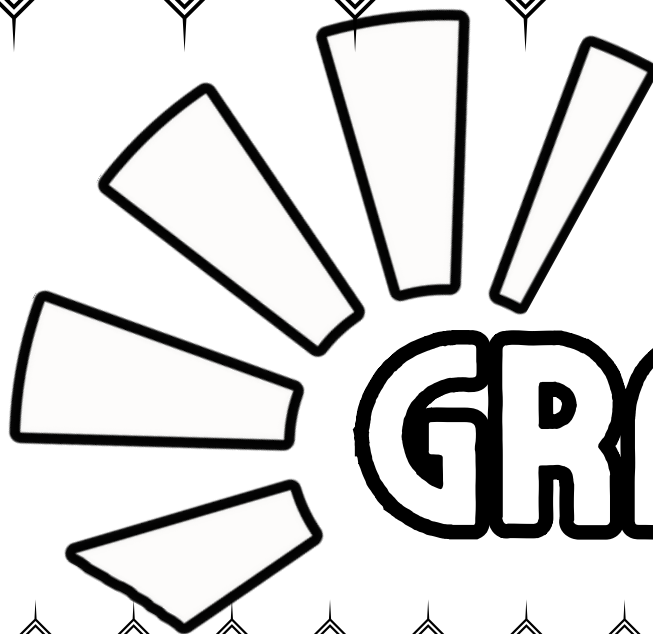
Why do you think they are brave?

What was a time you did something hard or scary?

How did it turn out?

Who helps you be brave & strong?

What helps you be brave & strong?



TODAY... I CAN BE GRATEFUL

3

THINGS I AM THANKFUL FOR...

that i
can **SEE**

1. _____
2. _____
3. _____

that i
can

SMELL

1. _____
2. _____
3. _____

that i
can

TOUCH

1. _____
2. _____
3. _____

that i
can

HEAR

1. _____
2. _____
3. _____

PEOPLE

1. _____
2. _____
3. _____

PLACES

1. _____
2. _____
3. _____

EVENTS

1. _____
2. _____
3. _____

ACTIVITIES I GET TO DO AND SKILLS I HAVE:

1. _____
2. _____
3. _____

THINGS I AM GOOD AT OR AM GETTING BETTER AT:

1. _____
2. _____
3. _____



How do others show me kindness?

In how they talk to me: _____

In how they treat me: _____

In how they consider me: _____

How do I show others kindness?

In how I talk to them: _____

In how I treat them: _____

In how I consider them: _____

Who do I know who is good
at showing kindness?

WHY or HOW are they
good at it?





5 THINGS MY
BODY DID FOR
ME TODAY:

5 WAYS MY BODY
IS STRONG:

5 THINGS I LOVE
ABOUT MY
BODY:

EMOTIONS

Reference and workbook pages intended to both educate and support interactions with students about common emotions. Emotional reference pages can be used to guide conversations with professionals, students, and/or families. Students can complete the worksheets independently or alongside conversations with a trusted adult.

What is MOOD?

A person's mood is how they are feeling in that moment, recently, or in the past. Moods can vary and often change.



What are EMOTIONS?

Emotions are how a person feels inside. Emotions change based on what is going on around a person, how much energy a person has, or how tired, hungry, or lonely a person is. A person may think an emotion is pleasant, overwhelming, or not pay much attention to it. Emotions give us information about our bodies and what is going on around us.¹

COMMON EMOTIONS



What is MOOD? A person's mood is how they are feeling in that moment, recently, or in the past. Moods can vary and often change. Mark where your mood is on the scale:



Why is this where your mood today? _____

What are EMOTIONS?

Emotions are how a person feels inside.

Can your emotions change? _____ Why or why not? _____

Name three things that make your mood worse: _____

Name three things that make your mood better: _____

Common Emotions

Spend some time filling in as many of the emotions on the faces below. Use the word bank for help.



WORD BANK

Bored
Sad
Happy
Scared
Brave
Jealous
Loved
Silly
Disgusted
Worried
Surprised
Tired
Excited
Proud
Calm
Angry
Shy
Joyful

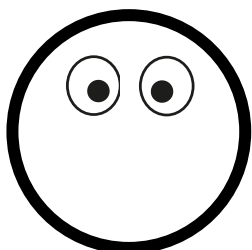
What are EMOTIONS?

Emotions are how a person feels inside. There are many common emotions. Use the unfinished faces below to draw in some emotions you feel often; then answer the questions below.

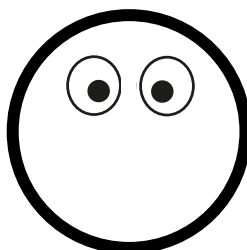
COMMON EMOTIONS

Bored	Loved	Excited
Sad	Silly	Proud
Happy	Disgusted	Calm
Scared	Worried	Angry
Brave	Surprised	Shy
Jealous	Tired	Joyful

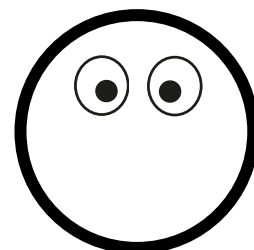
#1



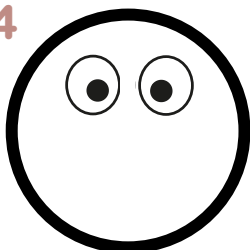
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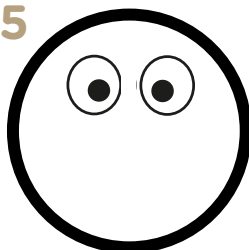
#3



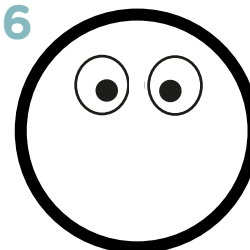
#4



#5



#6



PICK THREE

Out of the faces and emotions you drew above, pick the three that you feel most of the time, or feel in the biggest way. Write out what they feel like, when you feel them, and describe them:

_____: I feel _____ when _____.

- How often do you feel this way? _____
- What makes it better? _____
- What makes it worse? _____

_____: I feel _____ when _____.

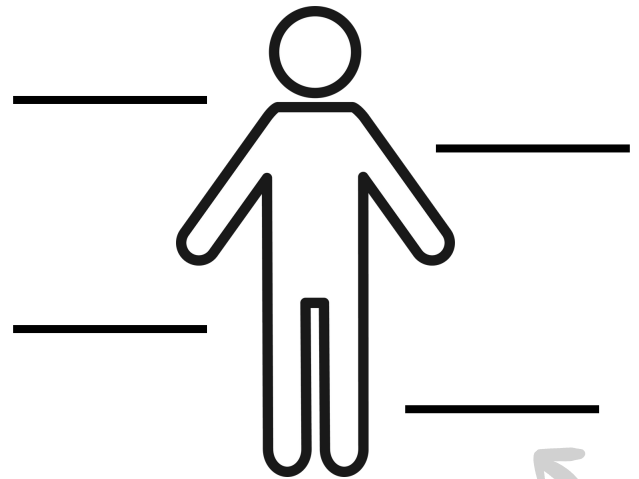
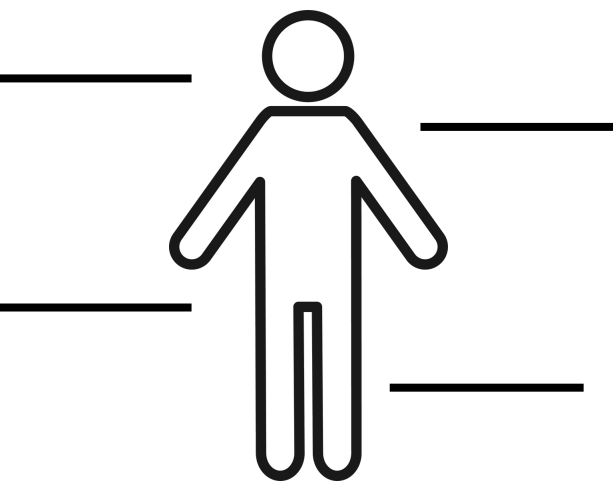
- How often do you feel this way? _____
- What makes it better? _____
- What makes it worse? _____

_____: I feel _____ when _____.

- How often do you feel this way? _____
- What makes it better? _____
- What makes it worse? _____

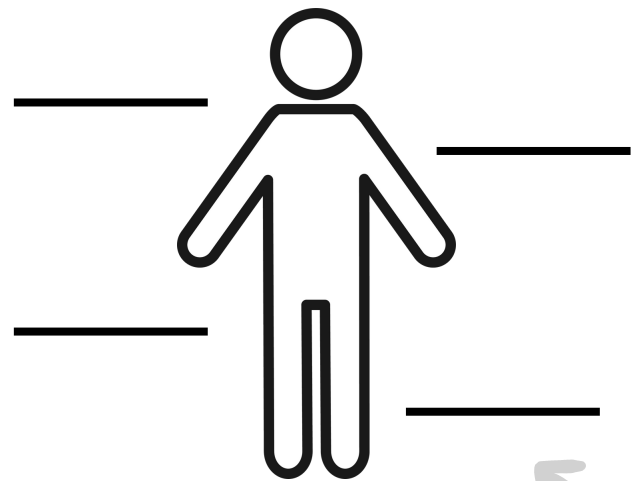
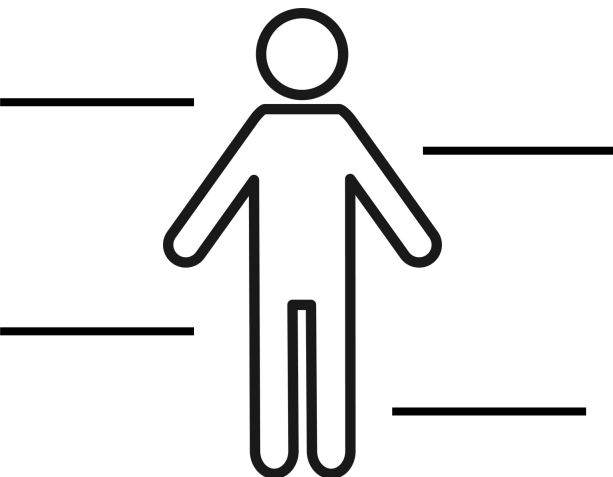
It is possible to feel emotions in your body. When you feel nervous, your stomach may feel sick, or when you are excited, your arms may feel full of electricity. Use this worksheet to first name an emotion, then label the body with what and how that emotion makes your body feel.

EMOTION: _____



EMOTION: _____

EMOTION: _____



EMOTION: _____

What is a trigger? A trigger is something that jump starts a negative emotion for you or someone else. Triggers can be something you hear, see, or smell—or something that someone does or says. They can even be an event like a car slamming its breaks or the sound of thunder.

When you or someone else frequently feels a feeling, they don't want or would rather be gone, it is helpful to try and identify triggers of that feeling so you can prepare if it happens again or avoid the trigger altogether.

[illegible]

What is *anxiety*?²

1. Anxiety is your body's response to stress plus fear.
2. Anxiety can be a natural response to danger.
3. Anxiety can feel like fear or worry or thinking about something all the time.
4. Anxiety might make your muscles feel tense or your heart beat fast.
5. Anxiety may make it hard to concentrate because your brain feels busy.

Anxiety should go away when the danger goes away. Sometimes, there are certain situations that might cause you more anxiety than others. If there is no danger, but you still feel anxious, it can be helpful to name the event that is causing the anxiety, how you think and feel about it, and see what reaction that leads to.

Circle any events that cause you anxiety or fill in the blanks if you don't see one:

public speaking	large crowds	someone counting on you
being social	schoolwork	grades
heights	too much going on	sports
thinking about the future	changes in routine/plans	_____

Take one of the events and map it below:

When this happens...

I think...

I feel...

My reaction is like this:

Stress is a physical reaction to challenges. People feel stress differently!

1. What causes me stress?

2. How does stress make my body & mind feel?



Did you know? You can be **proactive** about dealing with stress! Being proactive means that you practice techniques to help you not feel stress so strongly. Even better? When you feel stressed, you can do your proactive things like a pro!

Box Breathing

As you draw a box with your finger, breathe for four beats per side

5 things + 5 senses

In your head, name five things you can see, hear, feel, smell, and even taste.

Muscle Relaxation

Start with your toes and work your way up to your head tensing and relaxing muscles as you go.

Left Hand Writing

Take whichever hand you don't usually write with and write your name or draw a flower,

Get Active!

Do jumping jacks, go for a walk, press your arms against a doorway or do squats.

HALT!

*Check in with yourself: are you **H**ungry, **A**ngry, **L**onely, or **T**ired? If so, fix it!*

3. MY ACTION PLAN

Make a plan and review it often.

My goals are...

1. _____
2. _____
3. _____

To be proactive I will...

1. _____
2. _____
- _____

When I feel stress, I will...

1. _____
2. _____
3. _____
- _____

Sometimes we can feel out of control over a situation, the future, or something going on with someone else. It is important to remember there are things we **can control** and things that will be **beyond your control**.

Use the charts below to think about things you can control and the things that are beyond your control. Add specific things to either column.

Things I CAN Control:

- Words I say
- The direction of my thoughts
- My attitude
- My reaction
- Opinions I have
- My behaviors
- My beliefs
- Choices I make
- How I respond

Other things in my control:

Things Beyond My Control:

- What other people think
- The past
- What other people say
- The weather today
- Other's reactions
- The behavior and choices other people make
- Other people's opinion of me
- My own circumstances

Other things beyond my control:

BEHAVIORS

Reference and workbook pages intended to both educate and support interactions with students all about behaviors. The reference pages in this section can be used to guide conversations with professionals, students, and/or families. Students can complete the worksheets independently or alongside conversations with a trusted adult.

A **BEHAVIOR** is anything that you or someone else does. Behaviors can be positive and add to the world around you, or they can have a negative impact on you or the people around you—in your class, at home, or in your community.

There is always a thought or event that leads to a behavior and a consequence that follows:

antecedent

All behaviors have an **antecedent** or something that happens or even triggers the behavior.



behavior

The **behavior** is what you or someone else does; for example: what you say, how you act, your reaction to something.

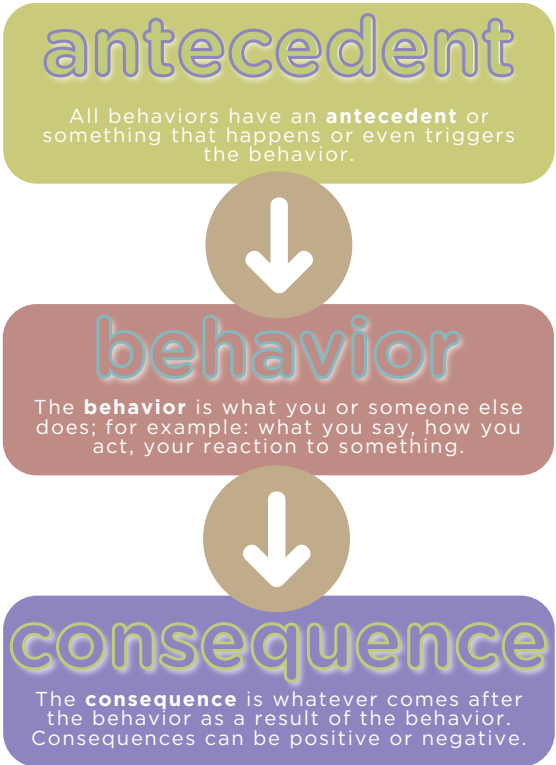


consequence

The **consequence** is whatever comes after the behavior as a result of the behavior. Consequences can be positive or negative.

A **BEHAVIOR** is anything that you or someone else does.⁷ Behaviors can be positive and add to the world around you, or they can have a negative impact on you or the people around you—in your class, at home, or in your community.

There is always a thought or event that leads to a behavior and a consequence that follows. Use the chart below to map out the ABCs of your behavior. If the consequence was negative, try to identify a different behavior and anticipate what the consequence would be.

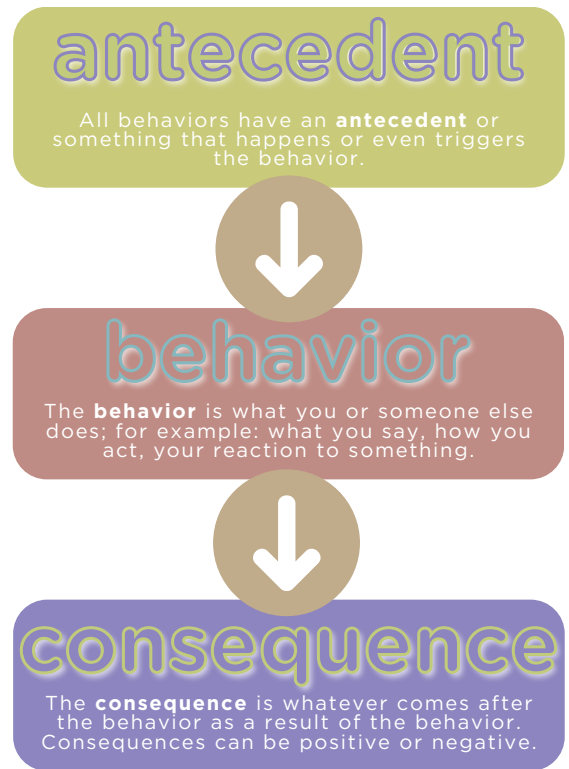


ANTECEDENT a thought or action before the behavior	BEHAVIOR what the person did or said	CONSEQUENCE what happened because of the behavior—was it <i>negative</i> or <i>positive</i> ?
Alternate Behavior + Alternate Consequence:		
Alternate Behavior + Alternate Consequence:		
Alternate Behavior + Alternate Consequence:		

Our emotions can play a large role in our behaviors. Our emotions are important because they give us information about our bodies and the world around us.

But when emotions DRIVE our behaviors, we may find that we are always REACTING in a way that leads to consequences we wish could have avoided.

The good news? Lots of the time, we CAN avoid those negative consequences of emotional reactions. Check out the OPPOSITE ACTIONS below:



EMOTION	COMMON BEHAVIOR	OPPOSITE ACTION
ANGER	Yelling, sarcasm, or arguing	• Take a minute or walk away. • Work to use a soft tone. • Relax your body. • Try to practice empathy.
	Blaming others	
	Hitting others or fighting	
SADNESS	Avoiding activities	• Do something you enjoy or eat a meal you love. • Text someone. • Get active.
	Withdrawing from others	
FEAR	Avoiding things or panicking	• Take small steps. • Talk positively to yourself about it. • Practice it if you can. • Breathe through it. • Talk to someone who has been through it before.
	Hyper-focusing on trying to control or predict the situation	
	Catastrophizing (that everything will always be bad or nothing will get better)	

COMMON EMOTIONS + OPPOSITE ACTIONS:

EMOTION	COMMON BEHAVIOR	OPPOSITE ACTION
JEALOUSY	Comparing yourself to others or comparing what you have to what they have	- Practice gratitude by saying, "I am thankful for ____." Fill in the blank with people and things. - Give others the benefit of the doubt. - Practice naming your strengths to yourself or in the mirror.
	Feeling insecurity or resentment	
FRUSTRATION	Complaining or venting all the time	- Naming a positive about the thing you're frustrated over. - Listing things you can do versus things you can't. - Practicing gratitude. - Practice naming your strengths and things you can and will do well. - Set a small goal.
	Giving up on something before you've really tried	
	Complaining frequently	
	Doubting you can do something or saying you can't.	
DISAPPOINTMENT	Negative thinking	- Say something positive in your head or aloud - List the things you have learned versus blaming others. - Try again! - Find something else to do. - Set a goal and go for it. - List the positives.
	Blaming yourself or others	
	Sulking, complaining, or being irritable	
	Avoiding things in the future because you were disappointed once	

You try!

List one of your emotions, the common behaviors that often come with it, and some opposite actions you could try.

EMOTION	COMMON BEHAVIORS	OPPOSITE ACTIONS
	1. 	• • •
	1. 	• • •
	1. 	• • •

Think about it:

How would your day or life be different if you practiced even one of these opposite behaviors? Name one opposite behavior and the change it would make below:

Setting a goal helps us...

- have something to aim for,
- challenge ourselves,
- get better with a talent or a skill, and
- be motivated or encouraged to keep moving forward!

Short-Term Goals are goals that we can accomplish soon, maybe in the next hour, class, or day.

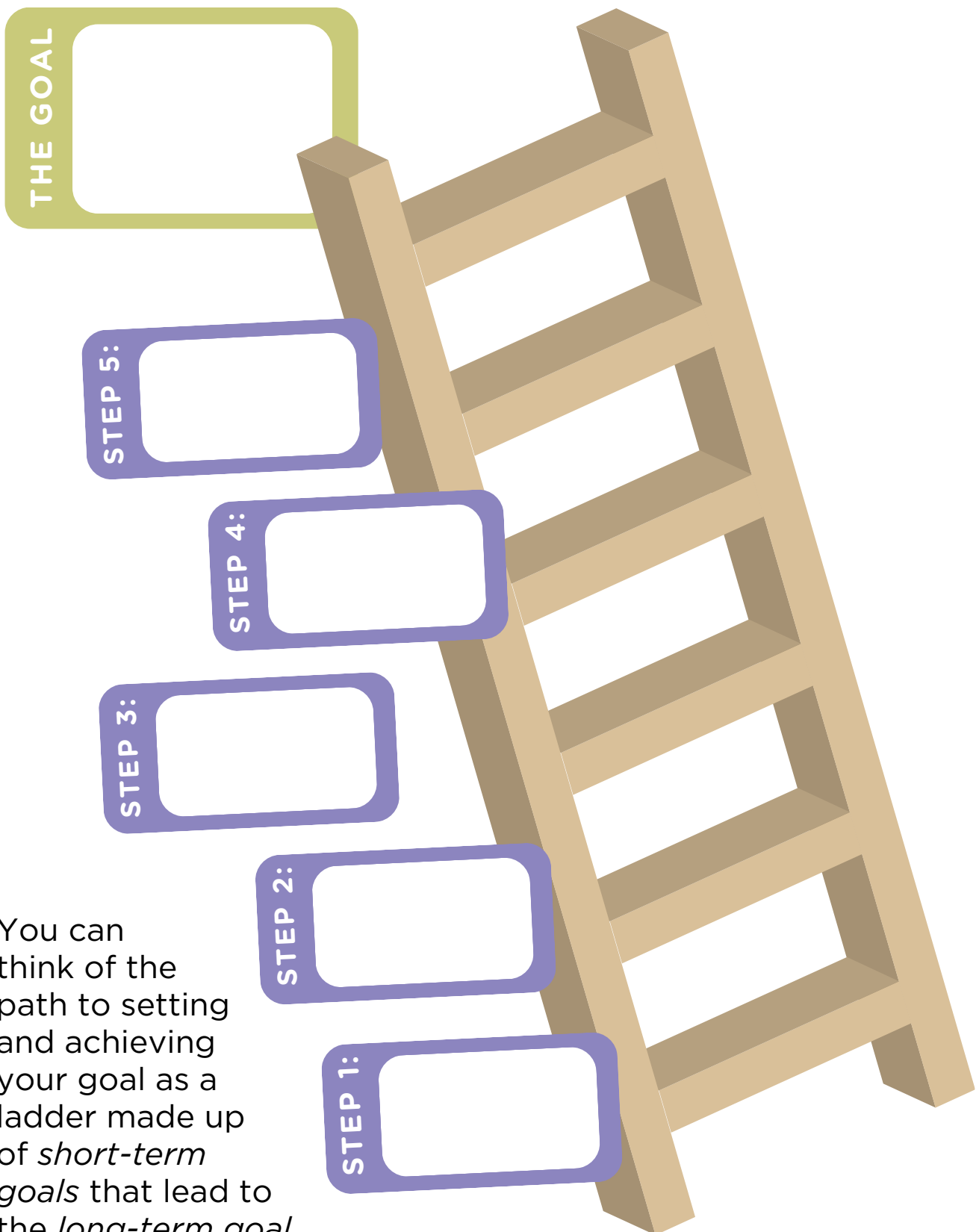
Long-Term Goals are usually bigger goals, and things we can take small steps towards. Sometimes these small steps can even be short-term goals!

One long-term goal I want to work towards:

Short-term goals to get me there include:

What are ways
you can bounce
back when
working towards
this goal and
things don't go as
you planned?

1. _____
2. _____
3. _____



You can think of the path to setting and achieving your goal as a ladder made up of *short-term goals* that lead to the *long-term goal*.

Short-Term Goals are goals that we can accomplish soon, maybe in the next hour, class, or day.

Long-Term Goals are usually bigger goals, and things we can take small steps towards. Sometimes these small steps can even be short-term goals!

Break it down!

1) Name the task you need to complete.

What is the task that you need to complete? This can be...

- an assignment
- a behavior
- the way you treat someone
- the way you react

2) Break this task up into steps.

What small steps can you break this up into? For example...

- In writing a paper, you may:
 - Pick a topic and write three facts.
 - Write an intro sentence.
 - Write the body.
 - Write the conclusion.
 - Proofread and make edits.
 - Re-write the paragraph.

3) List small rewards to give yourself when you finish.

Something else to think about when completing tasks is that you can also reward yourself! Identify small rewards for when you complete the small tasks.

SMALL REWARDS

Keep them small and remember: after you finish the task and get the reward, you move on to the next task.⁸

- Listen to three favorite songs
- Brush your hair or wash your face
- Take a 10-minute break
- Play a round of a game on your phone
- Ten minutes on social media
- Read a chapter of a book
- Short walk
- Play a sport for a few minutes

Break it down!

Name the task you need to complete:

What are small rewards you can have between each task?

Think of the steps you can take towards completing the big task. List two, here:

**TASK
#1**

**REWARD
#1**

**TASK
#2**

**REWARD
#2**

**TASK
#3**

**REWARD
#3**

You know you have accomplished your goal when you...

What is your **BIG REWARD** for finishing?



WELL-BEING

These reference and workbook pages are intended to both educate and support interactions with students centered around well-being. These pages can be used to guide conversations with professionals, students, and/or families. Students can complete the worksheets independently or alongside conversations with a trusted adult.

Being **PROACTIVE** means you practice skills that can help you when you are feeling a big emotion. Being proactive means you are a pro at the skill when the big emotion finally comes.

Some proactive skills you can use or work on:

BOX BREATHING	You can use box breathing anywhere at any time. Try to practice it in a quiet space at first. 1. Breathe in for 4 seconds. 2. Hold your breath for four seconds. 3. Breathe out for four seconds. 4. Hold your breath for four seconds. 5. Repeat.⁴ you can draw the sides of a box with your finger: one for each breath and hold.
5 SENSES + 5 THINGS	In your head, go through each sense and slowly name five things you can see, hear, feel, smell, and even taste. Pro tips: You can do this more than once. You can even ask a friend or neighbor what they can name.
GRATITUDE	Start simple and pick something around you. Then fill in the phrase, "I am thankful for _____ because _____." Be sure to <u>keep it simple</u>. Use things like: • I am thankful for <u>this cup</u> because <u>it holds my drink</u>. • I am thankful for <u>this floor</u> because <u>it is smooth</u>. • I am thankful for <u>these stairs</u> because <u>I can get to the 2nd floor</u>.
MUSCLE RELAXATION	Start with your toes and work your way up to your head tensing and relaxing muscles as you go. Work your way up your feet, calves, thighs, hips, stomach, hands, arms, shoulders, neck, and head. Once you're finished, work your way back down. Pro tip: You can work your way up one side of your body and then go down the other side.

BODY SCAN

1. Bring your attention to your surroundings. Now, your body.
2. If you are sitting, feel the support of the chair underneath you. If you are standing, notice the support of the floor.
3. Take five deep breaths. As you breathe, imagine air coming in and relax into each breath.
4. Continue breathing deep and notice the weight of your arms, legs, and body.
5. Focus on your muscles. Are they tense? Is your jaw locked? Relax them as you breathe.
6. Go through the different parts of your body, softening each part as you think on it. Lastly, soften your whole body.
7. Take a deep breath and sit up or stand slowly.
8. Take another deep breath and take in the space you're in.
9. When you're ready, move on to your next activity.⁵

VISUALIZE: LANDSCAPES

Close your eyes and take a deep breath. As you let the breath go, imagine a peaceful, quiet ocean or mountain setting. The temperature is comfortable. You are safe.

As you breathe, think about each part of the landscape, slowly. Take your time as you imagine the soft blue skies with wispy clouds. Feel the breeze on your face. How does the sand or grass feel beneath you? Use your senses to explore.

ALPHABET GAME

Go through the alphabet, listing off things you see or hear that start with each letter.

If you are in a classroom, you may list: adapter, bookshelf, cart, dividers...

BRAIN DUMPS

Grab a sheet of paper—it can be scrap paper, the back of a worksheet, anything—and begin writing down the things that are in your brain. Imagine that you are a dump truck, dumping out all the busy in your brain onto the sheet of paper.

This is NOT for a grade. It doesn't have to make sense, be in complete sentences, or use correct grammar. Just write!

**LEFT
HANDED
WRITING**

It doesn't have to be your left hand, but needs to be whichever hand you don't usually write with.

Using that hand, grab a pen, pencil, marker, or crayon and any sheet of paper (or the side of a worksheet or your notes, even).

Now, practice writing your first name, then your full name, now do it again. After your name start drawing simple pictures: a flower, the sun, a cloud, ocean waves... When you're finished, take a deep breath and check in with how you feel.

HALT!

HALT! is the same thing as STOP! ...but it stands for something.

H = hungry A = angry L = lonely T = tired

Check in with yourself: are you Hungry, Angry, Lonely, or Tired? If so, fix it!

GET ACTIVE!

Scheduled time for exercise, pushing yourself a little more each time, has a million health benefits. But even if you didn't plan it, you can check in with your body, get your blood pumping, and your brain back to good vibes by doing something small and active.

Do jumping jacks, go for a walk, press your arms against a doorway or do squats. Calf raises. Press your palms together. Jump up and down a few times.

**MUSIC
TRACING**

Can you hear music?

It doesn't matter (for this exercise) if you like it or not.

Instead, pick out one instrument and follow it through the rest of the song: the drums and their beat, the bump of the bass, or melody of the keys. Follow the ups and downs of the singer's voice or the strum of the guitar.

AFFIRMATIONS

Look around you. Who do you see (or who can you think of)? Fill out this sentence with their name: _____ is good at _____, Keep it simple.

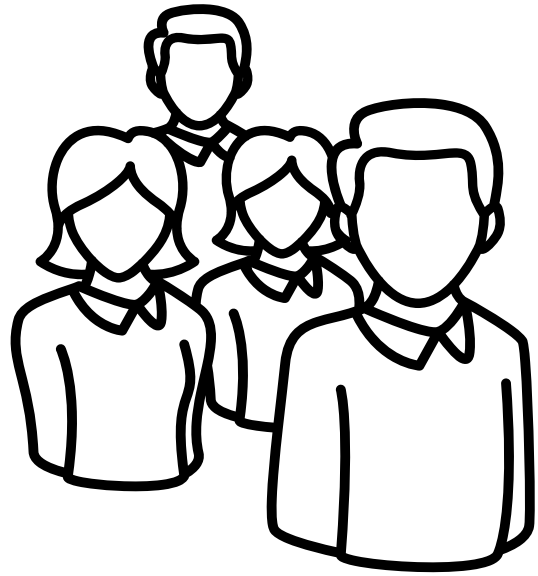
Mrs. Green is good at learning names. James always gets to class on time. Loni is a good listener...

Every person needs other people.

Other people make our lives better, help us get through hard times and celebrate great times. We can ask other people for help when we need to figure out how to do something or when we need another person to help complete a task.

SUPPORT SYSTEM

A support system is a group of people—they can be your age or older—who help support you with your emotions, behaviors, and physically.⁹



What's so great about a support system?

SUPPORT SYSTEMS HELP US

CONNECT

A solid support system gives us people who we can connect with quickly, with little effort. This keeps us from being lonely.

SUPPORT SYSTEMS GIVE US POSITIVE

INFLUENCES

When our support systems are filled with leaders, helpers, and people with strong character, we can look to these people to know how to act. They may even hold us to this standard, too!

SUPPORT SYSTEMS BUILD

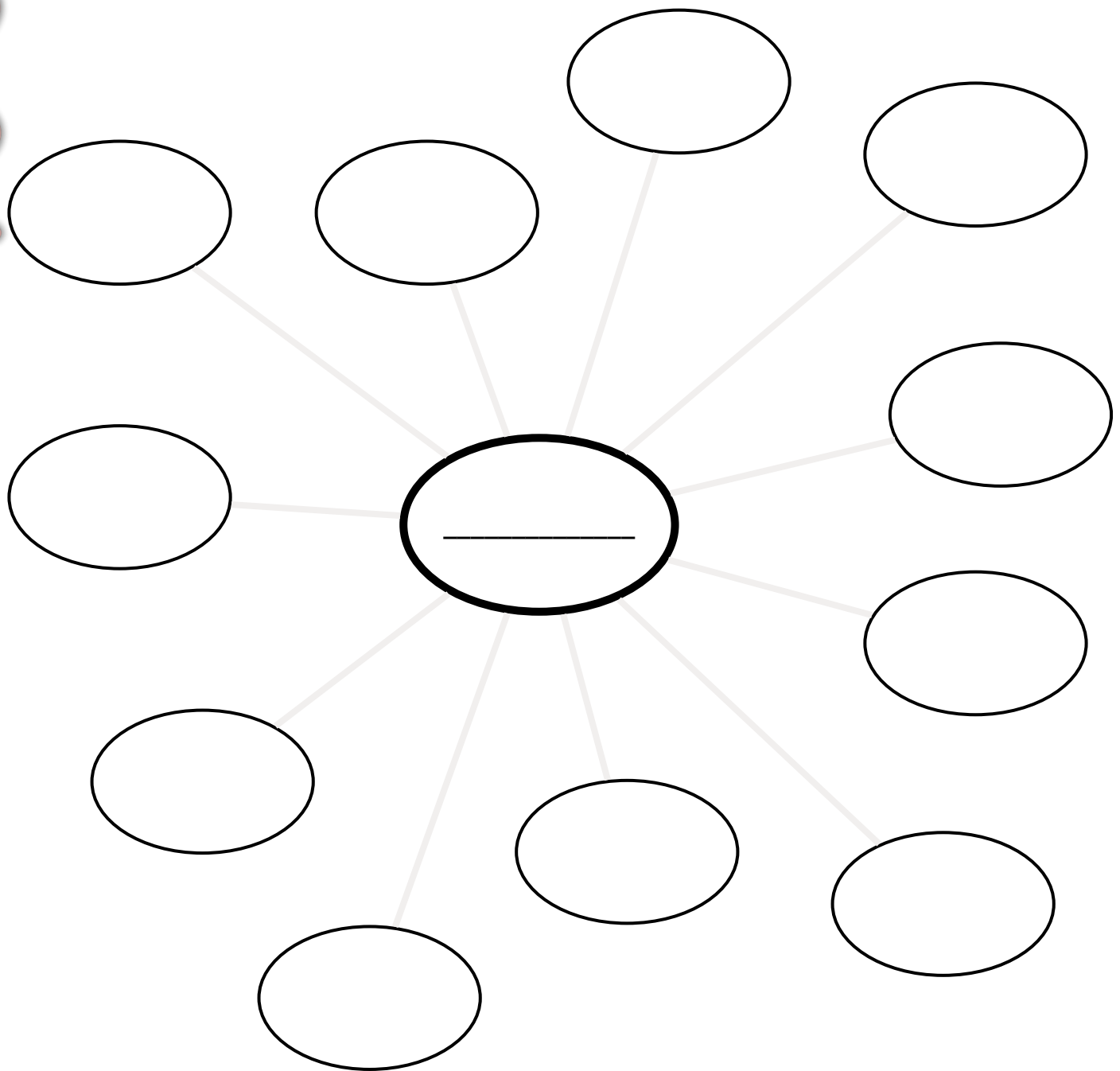
RESILIENCE

When we KNOW we have support, we are more likely to set big goals. In hard times, support systems are there for us.

SUPPORT SYSTEMS ARE

ENJOYABLE

We surround ourselves with people who enjoy similar things as we enjoy. These people are FUN to hang out with! Our support systems should also be full of people who love us for us. They should be an encouragement to us!



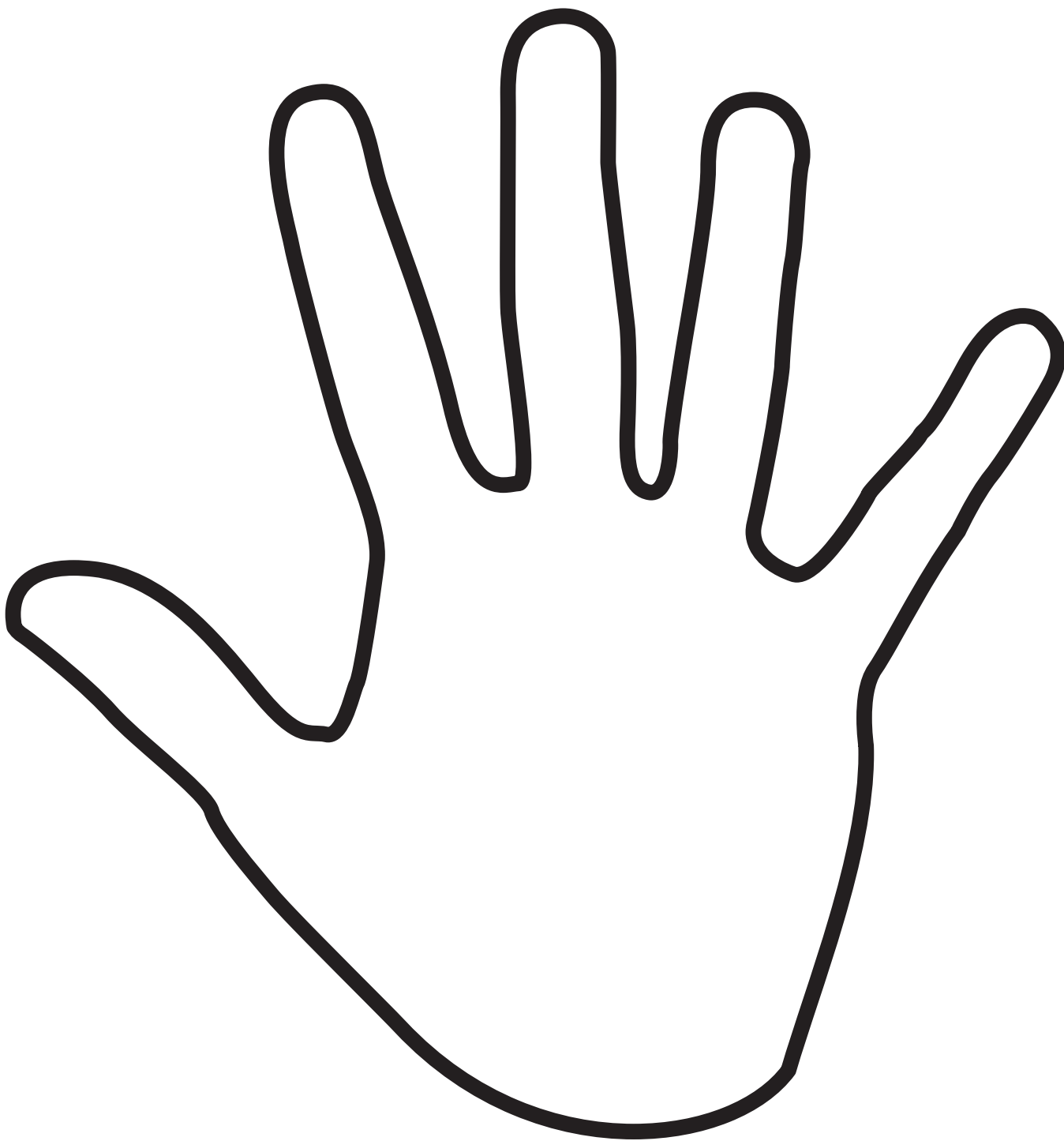
Every person needs other people.

Other people make our lives better, help us get through hard times and celebrate great times. We can ask other people for help when we need to figure out how to do something or when we need another person to help complete a task.

MAP IT OUT!

Use the map below to draw out your support system.

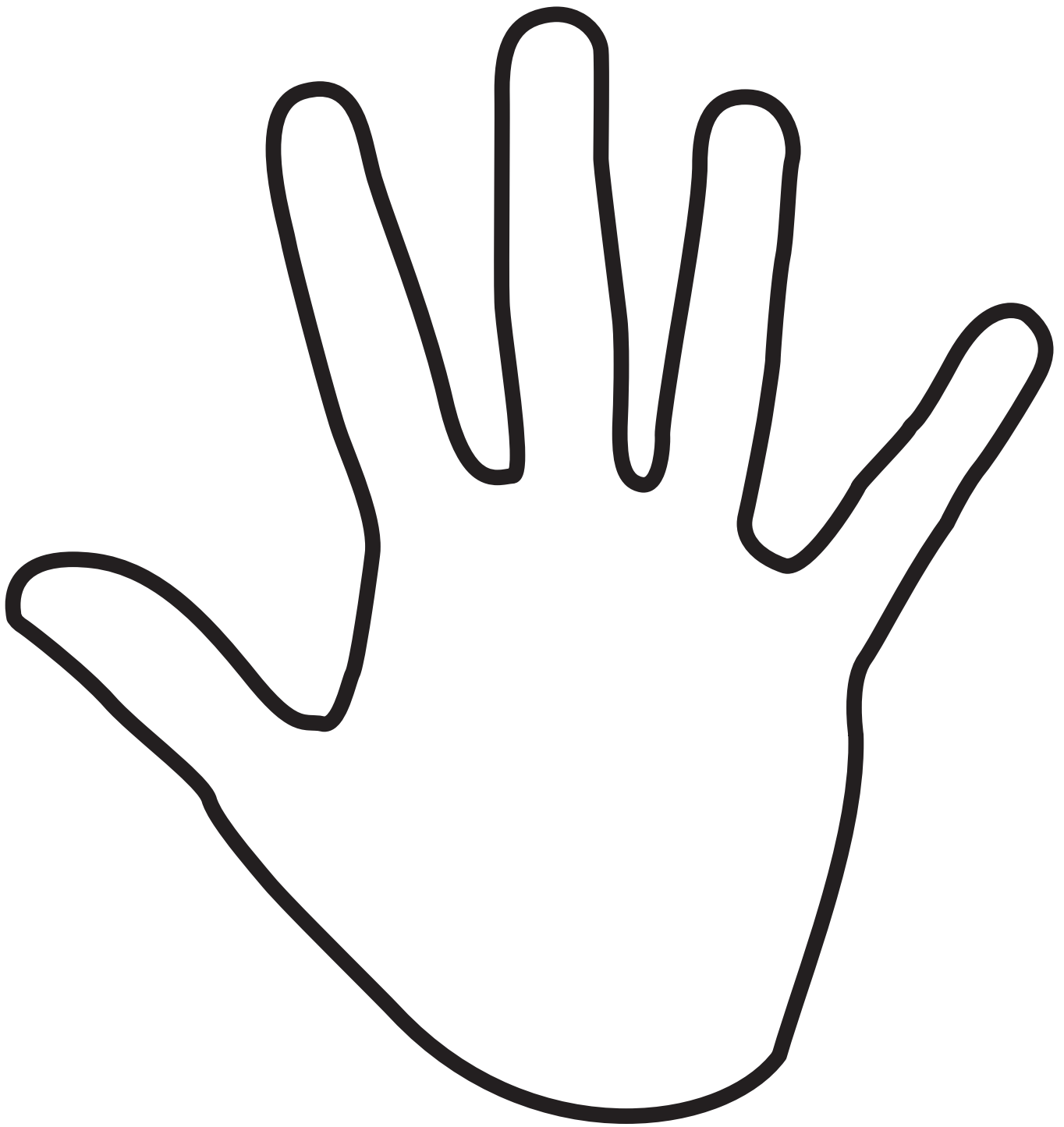
- In the center of your map is YOU.
- In the circles around you, write in the people, teams, and places that are part of your support system.
- Draw a line connecting you and your support:
 - If it is a **STRONG RELATIONSHIP**, make the line thicker or darker.
 - If the relationship could use some work, make the line lighter.
 - However you see your relationship with that person or place, make the line between you and that reflect it.



MY SUPPORT HAND: SUPPORTIVE ADULTS

Use the hand below. Identify five adults and write one name per finger. These should be adults who encourage you, make you smile and feel good about yourself—even if they are correcting you! Make sure you list adults who also make you feel comfortable and well supported.

Bonus: Beside each finger, write key words or draw small pictures of why and how these adults support you.



MY SUPPORT HAND: SUPPORTIVE FRIENDS

Use the hand below. Identify five friends and write one name per finger. These should be friends who encourage you, make you smile and feel good about yourself—even if they are telling you to do something different than what you're doing now. Make sure you list friends who make you feel comfortable and well supported.

Bonus: Beside each finger, write key words or draw small pictures of why and how these friends support you.

GRATITUDE

GRATITUDE involves being thankful, but it is more than that... it is a practice! You can get better at it as you work on it—and practicing gratitude regularly can make both your mind and your body feel good.¹⁰ You can begin *practicing gratitude* right now.

When you practice gratitude, start closest to you and name things that you could reach out and touch, and say WHY you are thankful for them. What are five things within arm's reach that you are thankful for... and why?

1. _____
2. _____
3. _____
4. _____
5. _____

Name five PEOPLE you are thankful for and why:

1. _____
2. _____
3. _____
4. _____
5. _____

List three events or interactions from the last few days you are thankful for and why:

1. _____
2. _____
3. _____
4. _____
5. _____

List five things you cannot see that you are thankful for. These can be feelings, thoughts, holidays, or anything else you can't put your eyes on right now:

1. _____
2. _____
3. _____
4. _____
5. _____

Is there anything you can think of that you haven't listed yet? _____

GRATITUDE

GRATITUDE involves being thankful, but it is more than that... it is a practice! You can get better at it as you work on it—and practicing gratitude regularly can make both your mind and your body feel good.¹⁰ You can begin *practicing gratitude* right now for things that have happened in the past week.

When you practice gratitude, start closest to you and name things that you could reach out and touch, and say **WHY** you are thankful for them. What are five things within arm's reach that you are thankful for... and why?

1. _____
2. _____
3. _____
4. _____
5. _____

Now, name three things that made you smile this week:

1. _____
2. _____
3. _____

Name ONE positive experience from the last seven days.

Now, describe it. Why was it positive? Give as many details as possible:

How did this event make you feel? _____

What about the event can you say you are thankful for?

- I am thankful for _____ because _____.
- I am thankful for _____ because _____.
- I am thankful for _____ because _____.

Can you make this event or feeling happen again? **YES** **NO**

Why or why not?

What is coming up in the next seven days that you are looking forward to?

Name three reasons you are thankful for this:

1. _____
2. _____
3. _____

ACCOMPLISHMENT

When we reach a goal or finish something big or small, this is an **ACCOMPLISHMENT**. Accomplishments should be recognized and celebrated—both in our own lives and in the lives of people around us. Being good at recognizing accomplishments can help your mind feel healthy and clear, your relationships feel stronger, and the view of your day be more positive. Recognizing your own accomplishments can help you feel good about yourself and have high self-esteem.¹¹

Fill out the boxes below to begin building your foundation for seeing and naming accomplishments.

THINGS I AM
GOOD AT:

THINGS THAT MAKE
ME UNIQUE:

I AM A GOOD
FRIEND BECAUSE:

OTHERS COMPLIMENT
ME ON...

WHAT I LIKE
ABOUT ME:

I HAVE HELPED
OTHERS BY:

CHALLENGES I HAVE
OVERCOME:

MY BIGGEST
ACCOMPLISHMENTS:

SELF-CARE is the ability you have to care for yourself: mentally, physically, socially, and in any other way to prevent sickness, burn-out, and illness.^{12,13}

Examples of self care can include:

TAKE BELLY BREATHS

Deep breaths can help you reset. Pause and take a deep breath: putting your hand in front of your belly and touching it as you breathe in.

GET SILLY

Ask yourself a silly question to help yourself reset. Think of a joke, or pull a friend in on it.

DRINK MORE WATER

Set the goal to refill your water bottle at least three times a school day. Drink water at lunch, too!

BE PROACTIVE

If you have a big event, task, or transition coming up, give yourself space to walk through it without added stress.

MOVE YOUR BODY

Getting up and moving may seem simple, but dancing out a song or walking to the end of your driveway is a great way to give your mind and body rest.

WRITE IT OUT

Grab a sheet of paper and—even when you're not feeling stressed—write your tasks out. It doesn't have to make sense, just get it on the paper.

COLOR IT OUT

Cover a sheet in color or finish a coloring page, slowly.

TAKE A BREAK

Listen to your body: when it needs rest, take it. A well-rested body is more likely to be healthy than a tired body.

CHECK YOUR MUSCLES

Periodically, check your shoulders and jaw: are they clenched? Practice relaxing them.

PRIORITIZE

Writing out a to-do list helps you stay on top of things and helps your brain relax a little.

EAT A HEALTHY SNACK

Your body needs fuel! The less ingredients in the food, the more fuel it is likely to have for you! Be smart in how you fuel your body.

GET CLEAN

Staying clean: with your clothes, body, hair, shoes, desk, backpack... this is caring for yourself mentally and physically.

TURN OFF SCREENS

Electronics make your brain skip to hyperspeed. Turning them off lets your brain relax.

SPEAK POSITIVELY

Did you know you have a lot of say-so in controlling your own thoughts? Start each morning thinking and saying positive statements out loud. This can help stay on a positive track all day.

SELF-CARE is the ability you have to care for yourself: mentally, physically, socially, and in any other way to prevent sickness, burn-out, and illness.^{12,13}

Below, you will find a **self-care check in**. You can use this to check in with yourself one day, week, month, or season of your life.

ACTS OF SELF-CARE

AFFIRMATIONS

I am... I can... I will be...
Today is... Today will be...

TODAY'S MOOD

I am grateful for:

Things,
people, and
accomplish-
ments I am
inspired by:



APPENDIX ONE

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