



Resilient *walker*®

Dr. SHREE WALKER
RESILIENCY EDUCATION

Word of the Day

intentional

in·ten·tion·al

Done on purpose or deliberate



- In every chair a learner; in every chair a leader
- Speak to be understood; listen to understand
- Maintain safe space for meaningful conversation
- Use technology appropriately
- Start and end on time
- Ask questions, accept the response



Learning Objectives

- Analyze how thoughts and emotions affect decision making and responsible behavior
- Analyze similarities and differences between one's own and others' perspectives
- Demonstrate how to express understanding for those who hold different opinions
- Define trauma and identify its impact on the brain
- Utilizes strategies to address trauma-related symptoms/problems among themselves and others
- Develop core beliefs and monitor progress for self-improvement that builds on one's emotional intelligence, interpersonal strengths, and resilience

Resources

RESILIENCE EDUCATION

MEETING THE NEEDS OF DIVERSE LEARNERS
GUIDED NOTES

WORD OF THE DAY
INTENTIONAL



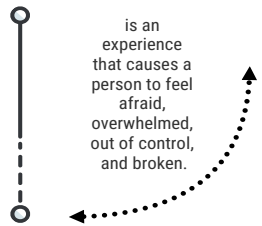
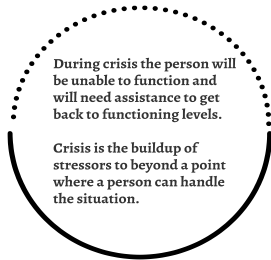
- Past Experiences
- Prior Knowledge
- Psychological State



CRISIS TRAUMA

During stress a person can still function. Stress is a normal experience for all individuals and communities.

The individual or system's ability to maintain stability is disrupted.



Three "E"s of Trauma

Analyze similarities and differences between one's own and others' perspectives

① Events	② Experience(s)	③ Effects
<p>Racial Trauma</p> <p>Potentially traumatic experiences resulting from direct experiences of racial harassment; Witnessing racial violence toward others; and Experiencing discrimination and institutional racism.</p>	<p>Historical Trauma</p> <p>"The cumulative emotional and psychological wounding across generations, including the lifespan, which emanates from massive group trauma." – Maria Yellow Horse Brave Heart</p>	<p>Complex Trauma</p> <p>The term complex trauma describes both exposure to multiple traumatic events from an early age and the immediate and long term effects of these experiences over the course of development.</p>



SELF DISCOVERY.

The process of self-discovery is one in which an individual is guided, through self-examination of one's own thoughts, words, and actions, to discovery his or her own conclusions regarding who they truly are.

As you evolve in self-awareness you will better understand why you feel what you feel and why you behave as you behave. That understanding then gives you the opportunity and freedom to change those things you would like to change about yourself and create the life you want. Without knowing who you are, self-acceptance and change become impossible.

The following questions are divided into the following categories: Social Impact, Emotional Intelligence, and Personal. They are worded in a way to help you get a clearer picture of who you are. Be honest.

Social Impact

1. What type of people do I enjoy spending time with? (Intelligent, open-minded, out-going, reflective, quiet, funny, a bit sad, optimists, readers, pessimists)
2. Why do I enjoy those specific qualities in people?
3. Do I seek out people similar as I, or different from me? Why is that?

Emotional Intelligence

1. Describe at least one situation and/or time when you were the happiest.
2. What is my definition of love? Not, Webster's Dictionary Definition.
3. What emotions do I want to feel most of the time? Why?



Meeting the Needs of Diverse Learners

The Jensen Center serves resilient and diverse people and is looking for a person with exceptional abilities and skills in a variety of areas.

- You are a committee charged with reviewing seven applications
- Each committee member will need to choose one student to enroll based on the information provided

Read through the applications and consider the following questions:

1. What strengths do you see in this student?
2. What are the areas of concern you see in this student?
3. What concerns do you have about the submitted application?
4. What additional information or clarifying information would you request?
5. What school recommendations would you make for this child?
6. What support would you provide for this student?

The Power of One

- ❑ Once an individual decision has been made, the group will then collaborate to determine the purpose of **your** Jensen Center, discuss the selected candidates, come to a consensus, and identify **one** student to attend your Jensen Center
- ❑ Your Jensen Center has unlimited resources
- ❑ You **may** see the following scores
 - IQ Intelligent Quotient
 - SQ Social Quotient
 - AQ Academic Quotient
 - CQ Creativity Quotient
- ❑ These scores are like IQ scores in that 100 would be considered the average score
- ❑ Review each application and decide in the allotted time frame given by the Learning Facilitator

P.S. No, you cannot select more than one student.

Once an individual decision has been made, the group will then collaborate to determine the purpose of **your** Jensen Center, discuss the selected candidates, come to a consensus, and identify **one** student to attend your Jensen Center. Please identify your selected applicant by checking the appropriate box below.

Applicant	Individual Decision	Group Decision
Kennedy Joseph	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied
Ashley Avishai	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied
Stewart Paul Jones	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied
Christopher Oliver	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied
Bryce Goldman	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied
Tony Lee	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied
Marie Anderson	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied



MINDSET METER

REMEMBER

Quote or phrase I heard today that resonates with me is:

UNDERSTAND

This here I must say

ANALYSIS

The truth is, I feel

EVALUATE

I used to think
but now I think

CREATE

To restore
myself I will

APPLICATION

Because of this
experience I will



That's all Folks!