



# Resilient *walker*®

Dr. SHREE WALKER  
RESILIENCY EDUCATION

Word  
of  
the  
Day

**intentional**

**in·ten·tion·al**

*Done on purpose or deliberate*



## Learning Objectives

- 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

- 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**

**STRESS**  
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.

**CRISIS**  
During crisis the person will be unable to function and will need assistance to get back to functioning levels.  
Crisis is the buildup of stressors to beyond a point where a person can handle the situation.

**TRAUMA**  
is an experience that causes a person to feel afraid, overwhelmed, out of control, and broken.

**Three "E"s of Trauma**

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

## 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 discover his or her own conclusions regarding who they truly are.

As you delve 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, outgoing, reflective, quiet, funny, a bit sad, optimistic, readers, pessimist)
2. Why do I enjoy those specific qualities in people?
3. Do I seek out people similar to, 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?



# Perception

Perception is the sensory experience of the world. It involves both recognizing environmental stimuli and actions in response to these stimuli. Through the perceptual process, we gain information about the properties and elements of the environment that are critical to our survival.

The way in which an individual gives meaning to an object, messages or event:

- ❑ Past Experiences
- ❑ Prior Knowledge
- ❑ Psychological State

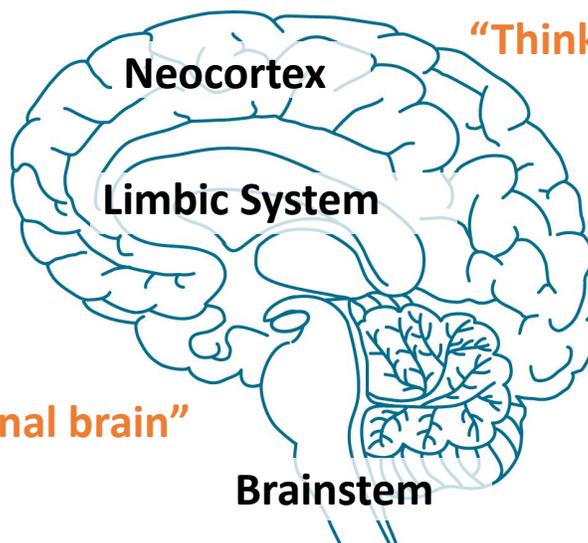


- McGill University. (n.d.). [The brain from top to bottom](#)
- van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.

## The Stress Response System

The brain has a built-in alarm system that is designed to detect a potential threat and help the body respond quickly and effectively to keep us safe.

The limbic system is the emotional control center of the brain. This part of the brain determines how we feel about an experience (e.g., whether it is pleasurable or frightening), looks out for danger, and reacts accordingly.



The neocortex is the last part of the brain to develop and is known as the "thinking brain." This part of the brain is responsible for reasoning, planning, problem-solving, making meaning of our experiences, and regulating our emotions and behaviors

Controls all of the major systems needed to keep us alive, including heart rate and breathing. The brain stem prepares the body to react in a threatening situation.



**CRISIS**



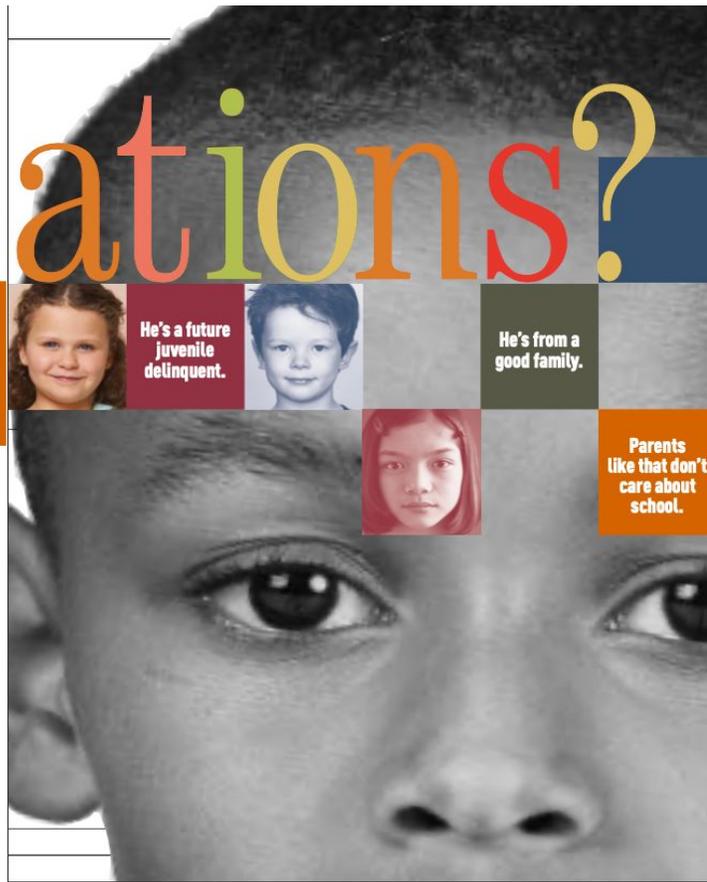
# What are your **E**xpectations?

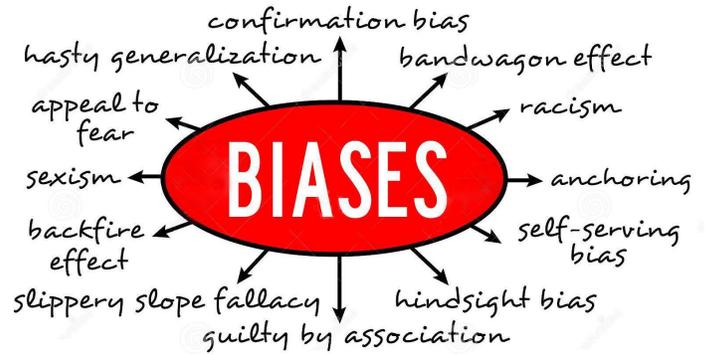
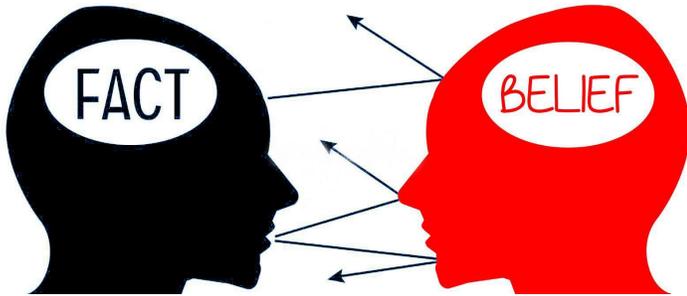


"The essential conversation" — a dialogue that takes place more than one hundred million times a year across our country and is both mirror of and metaphor for the larger cultural forces that define family-school relationships and shape the development of our children.

Even though the conversation appears to be focused on the student, adults may find themselves playing out their own childhood histories, insecurities, and fears.

- Sara Lawrence-Lightfoot





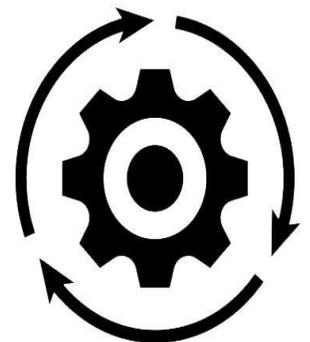
## CHANGE STARTS WITH M.E.E.



**MINDSET SHIFT**



**EDUCATION**



**EXECUTION**

# MINDSET SHIFT



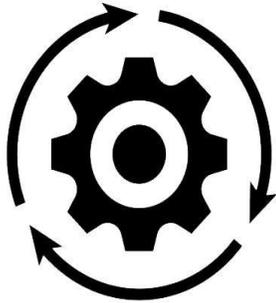
Developing a growth mindset requires a set of small mindset shifts. This includes believing in the **ability to grow and change**, seeing challenges as opportunities, focusing on progress instead of results, prioritizing learning over seeking approval, and rewarding yourself for your effort and not just the outcome.

# EDUCATION



Education is both **the act of teaching knowledge to others and the act of receiving knowledge from someone else.**

# EXECUTION



The **carrying out or putting into effect** of a plan, order, or course of action.

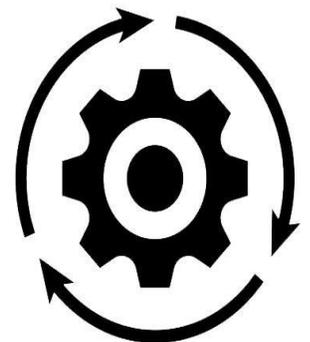
CHANGE STARTS WITH M.E.E.



MINDSET SHIFT



EDUCATION



EXECUTION

# 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?

# Meeting the Needs of Diverse Learners

- 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!*