



Handout 1:

Assess Your Knowledge—Answer Key**

| | Before Session | After Session |
|---|--------------------------|--------------------------|
| 1. In the context of educational goals, successfully implementing the four factors that contribute to resilience results in: <i>(Check all that apply.)</i> | | |
| a. Problem-solving skills** | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Healthy eating | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Safety** | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Engaged students** | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Educators potentially bring to their students a factor identified as the one most common to children who develop resilience, which is: positive adult relationship** | | |
| Before session: | | |
| After session: | | |
| 3. Which of the following best describes resilience? <i>(Check one.)</i> | | |
| a. A genetic trait | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A characteristic of people without stress or trauma | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A capacity for bouncing back from adversity** | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A feature of temperament | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Which aspect of empowerment encourages participation from a student who seems to be affected by trauma or severe stress? <i>(Check all that apply.)</i> | | |
| a. Empowerment builds on individual strengths.** | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Empowerment reinforces voice and choice.** | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Empowerment focuses all attention on the affected student. | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Empowerment places the affected student in charge of others. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. What are adaptive skills? Adaptive skills in such areas as relationships, goals and planning, identifying feelings, and meaningful participation help students to build their resilience.** | | |
| Before session: | | |
| After session: | | |

** Correct answers are highlighted in yellow and marked with double asterisks (**).



| | Before Session | After Session |
|---|---|---|
| 6. Which aspect of empowerment encourages participation from a student who seems to be affected by trauma or severe stress? (Check all that apply.) | | |
| a. Club membership | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Favorite sport | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Parent involvement | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Cultural traditions** | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. True or False.** Strategies to build resilience in the classroom are seen only in the four factors. | T <input type="checkbox"/> F <input type="checkbox"/> | T <input type="checkbox"/> F <input type="checkbox"/> |
| 8. Which aspect of empowerment encourages participation from a student who seems to be affected by trauma or severe stress? (Check all that apply.) | | |
| a. Stressed-out students** | <input type="checkbox"/> | <input type="checkbox"/> |
| b. You** | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Self-confident students** | <input type="checkbox"/> | <input type="checkbox"/> |
| d. School administration** | <input type="checkbox"/> | <input type="checkbox"/> |

Strategies I Use in the Classroom Now

Use this space to name some strategies you already use.

Strategies I Intend to Implement in the Classroom

Use this space to jot down some changes that you plan to take with you and apply to your classroom as a result of this training.

