



MISS KENDRA NEWSLETTER

Moving beyond being trauma-informed
by addressing trauma proactively

Join us for our January Webinar

The Impact of Trauma on the Teacher-Student Relationship

Tuesday, January 11 @ 4:00pm (ET)

[Register Now!](#)

Join us for a conversation about the connection between trauma and teacher-student relationships.

Education can be defined as what happens between a teacher and a student, and the nature and quality of that relationship is therefore of central concern. Trauma interferes with that relationship, from both sides. Trauma absorbs the attention of the student preventing them from being able to engage with their academic work. Toxic stress causes the teacher to harden and close themselves off from the student. The result is an increasingly restricted interaction that is repeated throughout the day, week, and year. Our speakers will address this problem and provide suggestions for how to re-animate the teacher-student relationship.

Panelists:

- David Johnson, PhD, CEO, Miss Kendra Programs
- Hadar Lubin, MD, Chief Medical Officer, Miss Kendra Programs

[Join us](#) on Tuesday, January 11th at 4:00pm to learn about the impact of trauma on the teacher-student relationship.

[Register](#)

Teachers' Support Program: A Bi-Weekly Discussion with Dr. Hadar Lubin

Join Dr. Hadar Lubin on a journey exploring how stress is affecting your job as a teacher/educator.

Previous participants are welcome back! This program is designed to address topics that weigh heavily on teachers' minds: being stretched in so many directions by the urgent needs of your students and requirements of the school, and burdened even more by the pandemic and other current issues facing our nation.

Take this time for yourself, with other teachers, to reflect on the challenges, share your own experiences, and receive support. Each meeting will include a mini-lecture by Dr. Lubin on specific topics, followed by a process discussion, and ending with a brief closure. It is not 'therapy' but it provides the benefits of strengthening your resilience, understanding, and connection.

Thursdays at 4-5PM EST via Zoom

February 3 through June 9, 2022

[Register Here](#). Space is limited to 20 participants.

Takeaways from *Resilience: The Biology of Stress and the Science of Hope*

Researchers have discovered a dangerous connection between toxic stress and biological trauma during childhood. As the documentary *Resilience* reveals, toxic stress can trigger hormones that wreak havoc on the brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. The film also chronicles the dawn of a movement that is determined to fight back. Trailblazers in pediatrics, education, and social welfare are using cutting-edge science and field-tested therapies to protect children from the insidious effects of toxic stress—and the dark legacy of a childhood that no child would choose.

Miss Kendra Programs is highlighted in the documentary. Miss Kendra Programs focuses on trauma-informed care, social-emotional learning, and resiliency. In the film, teachers share their first-hand experiences creating safe spaces, empowering students' voices, and proactively addressing trauma.

As you consider the role you have in developing resilient children, Miss Kendra Programs urges you to think about how we are addressing trauma, and consider some key points that are interwoven throughout the film:

1. **Why are we waiting?** We need to be more proactive and preventative and use a public health approach. We cannot wait until children breakdown and show symptoms before we intervene. How many times do we have to hear from so many victims, "If only someone had noticed...if only someone had asked!" The research is

there, and we can tell, year after year, that toxic stress and trauma can have severe, negative effects on our children. Miss Kendra Programs are proactive and educational, giving students language for difficult experiences; interpersonal, teaching students to show care and concern for others who are suffering; and strengths-based, helping students develop strategies of resilience and fortitude in the face of adversity.

- 2. We must take the time, daily, to ask every child.** Every child is impacted by trauma and toxic stress in different ways. Having whole classroom discussions and one-on-one check-in time with each child is imperative to spot key signs that they are experiencing and suffering from toxic stress and address the need of every child for a caring adult who empathizes with them as they share the difficult truths in their lives. Through open classroom conversations, children can learn that when they talk about their experiences, they can find the help they need. These insights improve a child's capacity to attend to academic work, remain calm when facing demands, and develop a more secure sense of self.
- 3. It's time for a public health approach.** Just as mandatory wearing of seatbelts has saved countless lives, we need a public health approach to the trauma-based, social-emotional crises in our classrooms. The Miss Kendra Programs follow a prevention-based public health framework based on 1) reaching all students, 2) brief but frequent contact, and 3) early intervention. We need all educators, parents, doctors, and coaches to be more attentive than ever. Crises are taking place in our country each day. Preventing the negative effects of toxic stress in a child is more successful when there is at least one caring adult in that child's orbit. We all need to be on the lookout and provide ample support when anxiety levels rise.

Connect with us!



Miss Kendra Programs



@MissKendraProg

Visit our website!



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