



MISS KENDRA NEWSLETTER

Moving beyond being trauma-informed
by addressing trauma proactively

Join us for our February Webinar

A Time to Pause: A Stress-Relief and Self-Care Workshop for Educators

Tuesday, February 8 @ 4:00pm (ET)

[Register Now!](#)

Join us for a much needed stress-alleviating and reflective workshop!

Teaching has always been a difficult task but the pandemic has challenged and reshaped some of our natural ways of coping. This experiential seminar will provide a restful stopping point in the midst of the chaos. We will reflect on simple and intuitive ways to tend to yourself and the stress you have been holding in your body. Using music, movement, drawing, and poetic reflection, this will be a time for you. Just bring yourself for some much needed self and collective care.

Panelists:

- Alicia Stephen, MA, Program Director, Miss Kendra Program
- Erinn Webb, MA, Program Director, Miss Kendra Programs

[Join us](#) on Tuesday, February 8th at 4:00pm to learn small ways to help take care of yourself as an educator.

[Register](#)

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

Join Dr. Hadar Lubin, MD, Chief Medical Officer of the Miss Kendra Programs and Co-Director of the Post Traumatic Stress Center, and Erinn Webb, MA, RDT, Director of Primary

Education Programs, 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.

Enhancing the Teacher-Student Relationship

Key Takeaways from January's Miss Kendra Webinar
Exercising the powerful relationship between the teacher and the student is done in numerous ways:

- 1 Through open conversation, normalizing discussion about worries and stressors
- 2 Empowering student voices
- 3 Celebrating the courage to share

#AskEveryChild 

At the core of learning is the relationship between the student and the teacher. Trauma interferes with this relationship in many ways. In turn, cultivating the relationship between teachers and students builds a bridge of connection. It is the interpersonal bond between the teacher and the student that is the hallmark of education in educating and shaping the growing child.

The essential roles of teachers in creating this transformative relationship are to care and listen, bear witness, hold the student psychologically, and see the whole student. Often, instead of seeing the whole student through the effect of the trauma or through the disruptive behavior, the teacher ends up seeing the effects of the trauma, but not the child. It is imperative to remember that how the child behaves represents the trauma, but not who the child is.

Trauma and toxic stress highlight the absence of a caring adult, causing disconnection and depleting resilience. When a caring adult is present, a child can safely share their worries, remove the weight from their chest, and see the whole teacher. In other words, they are learning that the teacher is not just somebody who tells them what they need to know about math and science, but rather someone who truly sees them and cares about them.

Exercising this powerful relationship between the teacher and the student is done in numerous ways:

- 1. Through open conversation, normalizing discussion about worries and stressors** - keep open conversation with the students daily about their lived experiences. We naturally do this every day, when our loved one comes from work when our children gather around the dinner table. So how was your day? How was your work? Did anything happen today? And most of the time, nothing happens. But this habit fosters the idea that when something happens, there is a safe place to talk about it.
- 2. Empowering student voices** - just the simple act of listening communicates to the child, that their experience and their voice is of value. And any sense of empowerment is a platform for healing and growth.
- 3. Celebrating the courage to share** - it is a courageous act to tell somebody, that's what happened to me. In Miss Kendra Programs, children are given red beads for sharing with their teachers that they are afraid, or worried. The red bead represents bravery and courage.

As a result, the benefits of fostering this relationship are not having to witness the detrimental effects of trauma, a calmer class environment (versus disruptive behavior), maintained natural resilience (versus saturating resilience), improved learning (versus reduced concentration and low performance), emotional intelligence (versus stunting emotional growth), and richer job meaning and satisfaction (versus burnout).

Q+A with a Miss Kendra Programs Advocate

Hear from a Miss Kendra Programs Community Member, Doug Bonnema -- a Child and

Family Therapist with 20 years of experience as a school counselor. He is an advocate for Miss Kendra Programs and has witnessed its benefits first-hand.

How did you learn about Miss Kendra Programs/who introduced you to Miss Kendra Programs?

I learned about Miss Kendra Programs first from the film Resilience, and second from a colleague in New Hampshire who has been implementing Miss Kendra Programs in the state for a few years.

Why and how do you think the schools you are involved in could benefit from Miss Kendra Programs?

Before the pandemic, school staff struggled to meet the social-emotional needs of students in general and especially those who had experienced trauma. The cumulative effects of the pandemic and social unrest have only made things worse, much worse. Students in the schools I work with are often overflowing with worries. Schools tend to have a lot of worries of their own (privacy, upsetting the student, I'm not qualified) when it comes to asking kids Is anything bothering you? Unfortunately, students often get the message that it is not okay to talk about upsetting events and keep quiet. More than ever in my career, students need to know it is okay to talk about traumatic experiences.

How has Miss Kendra Programs benefited the schools you work with?

The teachers have become more comfortable both with difficult topics being talked about in the classroom and with the idea that we need to give kids Miss Kendra's List, because if they don't learn the things on Miss Kendra's list are not okay, they may think they are normal or that they deserve it.

The lessons are working to normalize reaching out to a trusted adult, when something difficult happens and students are repeatedly having the experience of being seen and heard by those adults at school and receive compassion and understanding from their classmates. Talking about trauma doesn't upset students, it helps let some steam out of their teapot before they flip their lid, in turn, making it easier for them to learn. The "because" section of Miss Kendra's list helps teachers and students understand that their behaviors are a result of traumatic experience, and encourages them to form a partnership around what to do when they feel like giving up or not trying.

If you could recommend Miss Kendra Programs to someone, what would you tell them?

After we had completed the first module, I shared with my supervisor that in my 20 years as a school counselor (middle school & elementary), I had not experienced anything like it. Miss Kendra Programs creates a space where students expect help and support when they disclose worries that are bothering them, much more quickly and effectively than I ever could, working with individual students and small groups.

I would tell any administrator or school board that if they could only invest in one SEL program for their students, to not look any further than Miss Kendra Programs, because: It helps students at each tier of intervention and has enormous potential for preventing students from experiencing adversity; it provides students who are experiencing adversity with buffering experiences that enhance their ability to name what they are feeling and why; increases students' capacity to be resilient; introduces students to a range of healthy coping skills; strengthens the relationship between the classroom teacher and their students; increases students' awareness of bullying and impacts; and lastly, increases students' compassion for one another.

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Miss Kendra Programs



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