Dr. Johnson, the CEO and co-founder of the Miss Kendra Programs, recently visited with principals in Minneapolis and St. Paul, where the Miss Kendra Program is flourishing! **Paladin Alternative High School** has incorporated Miss Kendra’s trauma-informed orientation into it Biology class in which students learn about raising rescued animals (live ones!), and noticing trauma-based behaviors that indicate their history of neglect and/or abuse, and then relating these to their own experiences of trauma and neglect.

At **Oneka, Matoska, and Birch Lake Elementary** schools in the nearby White Bear Lake school district, Dr. Johnson coordinated efforts to sustain the Miss Kendra Program, now in its third year there, including additional professional development workshops, and linking teachers to the growing national Miss Kendra Community. All three schools have actively embraced the program.

He also met with principals from schools about to begin the program, including **Prodeo Academy Minneapolis**, whose roll-out was interrupted by the pandemic. They are eager to introduce the program as things get back to normal.

Dr. Johnson spoke with school leaders at **Century Community College**, where a version of the Miss Kendra program designed for college students is being considered. He noted, “Socioemotional supports for students drops off exponentially after graduation from high
school, leading to very high dropout rates from community colleges, largely due to toxic stress. By instituting a screening program early in the student’s career, and providing education to both faculty and students about the impact of toxic stress, we can mobilize the entire community to consciously address this huge problem. I am very hopeful we will be able to partner with Century College in this effort."

Lastly, Dr. Johnson met with Kathlene Campbell, the Dean of the School of Education at the University of St. Thomas, with whom he and Dr. Hadar Lubin (Chief Medical Officer of the Miss Kendra Programs) collaborate in the newly created Minnesota Institute for Trauma-Informed Education, a think tank of scholars, researchers, practitioners, and philanthropists. Plans are underway for developing a broad network of trauma-informed experts in education to inspire and guide the field toward broader implementation of practices.

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Join us for our November Webinar

MISS KENDRA WEBINAR

Moving beyond being trauma-informed by addressing trauma proactively


Tuesday, November 30 @ 4:00pm (ET)

Register Now!

Join us for a special screening of “Resilience: The Biology of Stress and the Science of Hope” directed by James Redford. The award-winning documentary provides insight about the impact of adverse childhood experiences on the development of children, and includes a section highlighting Miss Kendra Programs.

Staff of the program will be available immediately after the screening to take questions and discuss the national movement toward trauma-informed education.

Panelists:

- David Johnson, PhD, CEO, Miss Kendra Programs
- Hadar Lubin, MD, Chief Medical Officer, Miss Kendra Programs
- Cat Davis, MA, MBA, Miss Kendra Programs
Join us on Tuesday, November 30th at 4:00pm to learn about the impact that adverse childhood experiences has on our kids, and how you can help them navigate recovery.

Miss Kendra Programs at the Healing Arts Symposium at The Met

We are proud to have had our co-founders Dr. Johnson and Dr. Hadar Lubin work alongside The Metropolitan Museum of Art and World Health Organization Arts and Health Program to present Miss Kendra Programs at the New York Healing Arts Symposium event on November 14th.

This day-long symposium was produced by CULTURUNNERS in partnership with the Creative Arts Therapies Consortium at NYU Steinhardt, the NeuroArts Blueprint, an initiative of the International Arts + Mind Lab at Johns Hopkins University School of Medicine, and the Health, Medicine, and Society Program at The Aspen Institute, and the Open Mind Project positions the arts as necessary to physical, mental, and social health across the lifespan.

Bearing Witness to Students' Lived Experiences

Balance both the hard and soft skills in your role as teacher. The capacity to listen, to be present, to remember, and to hold the stories of your students...
are part of the “soft skills” of teaching. Sometimes these skills become less prioritized over the years due to other pressures. It is important to maintain a balance between the soft and hard skills of teaching.

**Teachers already know how to be empathic people.**
You do not have to be a therapist to be able to witness another person’s experience: we are asked to do this all the time with our children, partners, and family members. Our society has unfortunately characterized these essential, basic skills as “professional” rather than “human.”

**We can’t always fix it but don’t ignore it.**
A main challenge of bearing witness is to suppress your feelings that you need to do something about what you hear, like try to solve the problem, give advice, move into action, or make the person feel okay. While some situations can be addressed with action, most cannot, and simply bearing witness can be tremendously powerful in itself. This involves, to some degree, accepting the limitations placed on you. Listening does not mean you are helpless or giving up!

**It makes us stronger (not weaker) to share our worries.**
People are socialized to keep uncomfortable topics to themselves, so as not to disturb others, to appear different, or to be criticized. It is difficult for most people to tell someone, even someone who cares about them, about a troubling feeling or experience due to shame and fear. Giving students practice at communicating uncomfortable experiences is essential to helping them develop skills that will make them better people, better friends, and better citizens.

If you are interested in viewing the recording of the September Miss Kendra webinar, please request access [here](#).

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**Connect with us!**

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@MissKendraProg

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