



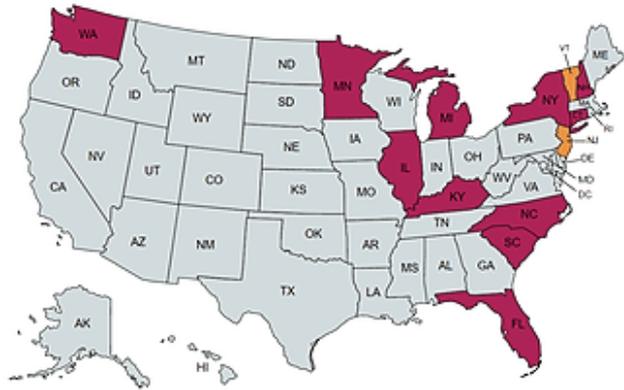
MISS KENDRA NEWSLETTER

Moving beyond being trauma-informed
by addressing trauma proactively

Welcome New Miss Kendra Schools!

Miss Kendra Programs
In Development

Miss Kendra Programs
In Progress



Join us for our Ask Every Child Webinar

ASK EVERY CHILD

Webinar Series

Presented by Miss Kendra Programs



Recovery Will Not Be a Linear Process!

Tuesday, September 28 @ 4:00pm (ET)

[Register Now!](#)

Schools are in the process of recovery from the pandemic, and all of us hoped for a gradual upward journey toward in-person education and relaxation of the health restrictions. But recoveries are rarely linear, and this one in particular will challenge us.

The panel will address concrete strategies most helpful to students in the upcoming months. How will toxic stress manifest itself this fall? When should educators actively

engage students about their stressors, and when is it better to direct their energies back into their studies?

[Join us](#) on Tuesday, September 28th at 4:00pm to buckle up for this ride together, with flexibility and forgiveness.

This month's panel:

- David Read Johnson, Ph.D., CEO, Miss Kendra Programs
- Hadar Lubin, MD., Chief Medical Officer, Miss Kendra Programs
- Honorable Toni Harp, Former Mayor, City of New Haven CT

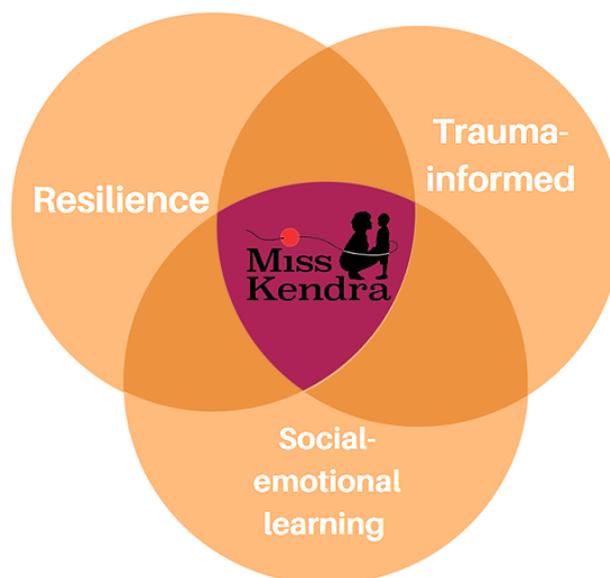
[Register](#)

Why We Need Trauma-Informed Education

This fall the return to the classroom after nearly two abnormal years in the wake of the pandemic and social justice issues will present new stresses for students, families and educators.

To help, many states across the country have mandated that trauma-informed curriculum and practices be added, leaving many schools scrambling to deploy ESSER funds and other grants to implement these programs while they offer an array of student engagement strategies and address learning loss.

Miss Kendra Programs, featured in the film, Resilience: The Biology of Stress and the Science of Hope is one of the nation's top programs that fully integrate SEL and trauma-informed practices into the curriculum. We asked Dr. Johnson, Ph.D., co-founder of Miss Kendra Programs, to answer three frequently asked questions about the trauma-informed curriculum currently offered by more than 50 schools in 10 states.



What is a trauma-informed school?

Dr. Johnson: A trauma-informed school is a safe place for students and staff to address the impact of trauma on teaching and learning. Being a trauma-informed school must be woven into all parts of the school -- policies and practices -- to create a culture that is sensitive to both collective and individual needs. By doing this, schools hone the student/teacher relationship and ensure that everyone within the school can focus on the work of learning or teaching.

We are fielding many inquiries now from schools around the country who recognize the tremendous need for trauma-informed programs. This fall, our team is working with teachers, school staff and principals in dozens of new schools throughout the country. We will be training the school staff to use Miss Kendra curriculum as a safe way to engage in these difficult but important conversations.

Why are we focused on trauma-informed practices?

Dr. Johnson: Trauma-informed practices were important before the pandemic and are even more critical now. When schools reopen this fall, having trauma-informed social emotional learning (SEL) will create much needed time and structured ways for students, teachers, and families to share the collective and individual stresses that have happened during the pandemic.

My concern is that teachers and counselors will focus primarily on the shared trauma of the pandemic. While this is important, children and staff's individual experiences unrelated to the trauma should not be ignored. Teachers and counselors talking to children should ask not only about the pandemic, but also about the things that may have happened only to them. Asking in a safe way is at the root of a public health approach to trauma and is the first step in helping a child or staff member address the toxic stress in their lives.

What is the best way to get started with trauma-informed practices?

Dr. Johnson: It's a reality that many well-intentioned school leaders faced with

several rounds of reforms have responded with what can seem like a revolving door of programs. Unfortunately, this tends to be an even more frequent practice in urban schools where the levels of trauma tend to be the highest. That's why it is critically important for trauma-informed efforts to be seen as a long-term practice and that they be led by people who are committed to pushing through the initial obstacles and working with teachers and staff to sign onto this new approach. The leaders for these programs can come from within the school itself or from an outside mental health organization that has a relationship with the school.

What is equally critical is for schools to use a curriculum that is intrinsically built around trauma-informed practices. Miss Kendra Programs are one of the few national curriculums for grades K-12 that was designed as a fully trauma-informed program. Miss Kendra Programs are rooted in Adverse Childhood Experiences research and follow a preventive public health framework based on 1) reaching all students; 2) brief but frequent contact and 3) early intervention.

Every day, millions of students bring their traumatic experiences with them to school. Teachers may not always know about that trauma and it may not be easy for teachers to adapt their SEL instruction to meet those students' needs. Through open facilitated classroom conversations like Miss Kendra, children improve their capacity to attend to academic work, remain calm when facing demands, and develop a more secure sense of self.

You can reach Dr. Johnson at info@misskendraprograms.org or visit the website misskendraprograms.org

Learn More

Connect with us!



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