Combating Trauma Through Student Connections
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Thought leaders in education sharing topics to inspire the best teaching and support social emotional learning.

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TODAY’S GUEST SPEAKER

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Combating Trauma Through Student Connections
Name a Teacher

• In the question box, name a teacher with whom you really connected in school (K-College)
• State the grade level
• Write one word to describe why you named this teacher
• Example: Mrs. Baker, 7th grade, Belonged
It Starts with Us...

• Connections begin with us
• Elements that impact perceptions
  - Experiences
  - Social Groups
• Looking in the mirror
The Work of Self-Awareness

- Categorize yourself - be specific
  - Age
  - Ability
  - Race
  - Ethnicity
  - Indigenous Membership
  - Social Class
  - Sexual Orientation
  - Gender/Gender Identity
  - Nationality/National Origin
What influences you?

• In the question box, list the three social groups which most impact your perceptions and how you interact with the world?

• Example:
  - Female (gender)
  - 43 (age)
  - White (race)

• To think about: How do these affiliations impact your connections with students?
Why self-reflection matters...

- We must know ourselves to
  - Recognize our own biases
  - Set those biases aside
  - Be open to our students
  - Connect with students
  - Build Relationships
  - Recognize our part in relational challenges
  - To teach EVERY student
Working Through Trauma

• Connections are paramount
  • Student-to-Teacher
  • Student-to-Student
• Trauma is a barrier to connections
• Trauma is a barrier to learning
• Trauma does not have to be a barrier to growth and positive outcomes
What traumas are today’s students facing?

• In the question box, list three traumas you see in students right now? (ie. homelessness, drug addiction, etc.)

• To think about:
  
  ◼️ How does trauma impact connections?
  
  ◼️ How does trauma impact a student’s ability to learn?
In my classroom...

- An asset mindset
- Keeping it positive
- Home-School connection
  - Relating previous experience to content
  - Sharing with each other
  - Using home language
- Unit Projects - connecting past to present
Evidence of Success
What could this look like in your context?

- Reflection:
  1. Think of one unit you teach or are planning to teach
  2. How can you/do you incorporate student experience (culture, home life, previous school experience) into that unit?
Teaching and Self-Care

• Mirror neurons and secondary trauma
• The number one factor in student success is the teacher
• Self-care is essential to
  o Connections
  o Teaching content
  o Staying healthy and being present
What do you do for self care?

• In the question box:
• List one way you do self care, how often you do it, and what is one thing that stops you
• Example: Read, nightly, exhaustion
An honest look at myself...

• I am terrible at self-care

• Barriers:
  • Exhaustion
  • Family obligations
  • Student needs
  • Unrealistic expectations of myself

• My strategies for overcoming these barriers
An honest look at myself...

• I am terrible at self-care
• Barriers:
  ○ Exhaustion
  ○ Family obligations
  ○ Student needs
  ○ Unrealistic expectations of myself
• My strategies for overcoming these barriers
Making a commitment...

Think to yourself:
What is one self-care activity to you plan to do?
How often will you engage in this activity?
When will you start? (Specific day and time)
Write this in your calendar - tell someone else - follow through
Closing Thoughts...

- Classroom connections begin with self-examination
- Effective teaching requires a bookend focus on self
  - How and why we interact with the world the way we do
  - Self-care
- Helping students in trauma
  - Connection
  - Asset mindset
  - Positively accessing prior experiences
Any Questions???
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CHELONNDA SEROYER
Seroyer Educational Consultant
International Teacher Award Winner
Thank you

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