



Welcome to
Overcoming Post-Pandemic Stress:
A Journey to Wellness
(Summer 2022)

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Overcoming Post-Pandemic Stress

Zoom Links, Schedules, Presenters, and Presentation Descriptions



BUILDING RELATIONSHIPS WITH KIDS AT THE EDGES. By John Creger, M.A.

Day: Monday Date: July 11th, 2022 Time: 10:15 am – 11:15 am
In this presentation, you'll learn step by step to identify what a hard-to-reach student most needs you to understand about them. This is what Alexis Pate, author of *The Innocent Classroom*, calls discovering a student's "good." The relationships you build on this new understanding can enable students of color and other marginalized students to trust you. These skills can help you build beyond traditional compliance-based learning toward understanding relationships with all of your students.

Zoom Link: <https://us02web.zoom.us/j/6178299291?pwd=YTVoUllxREo3RVJMR1dCbDZXNnBsUT09>

Zoom Meeting ID# 617 829 9291

Passcode: 5LSbDD



CULTIVATING A SOCIAL EMOTIONAL MINDSET.

By Ann DeChenne, M.Ed.

Day: Wednesday Date: July 13th, 2022 Time: 9:00 am – 10:00 am
A transitional mindset is needed to propel us out of the turmoil created in classrooms by the pandemic and build a fresh outlook for today's classroom. This presentation will discuss how teachers can create a new normal with a mindset designed to enhance social and emotional wellness for students and educators. Join me for an encouraging presentation on social and emotional mindset for engagement.

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HOW TO WORK EASIER: Ideas from a Math Teacher. By Aleta Doss, M.Ed.

Day: Tuesday Date: July 12th, 2022 Time: 9:00 am – 10:00 am
Are you overwhelmed with the workload and concerned about struggling students? Join us to discuss ways to encourage students and staff alike as we work together to help students learn. We will also discuss more efficient lesson plans on math to help teachers have more time to breathe.

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MASTERING MOTIVATION: Timing & Focus. By Mary Ann Johnson, M.A.

Day: Friday Date: July 15th, 2022 Time: 9:00 am – 10:00 am
This presentation will expand your understanding of how motivational skill is a perfect tool to enhance student time on task —exploring vital insights about the amount and timing of motivating activities needed to grow academic focus and student personal growth. You will learn to boost learning time with fewer classroom management disruptions or strategies needed.

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SHINING OUR LIGHT: How Teacher Wellness Fosters Student Success. By Allison Leepin, M.Ed.

Day: Wednesday Date: July 13th, 2022 Time: 10:15 am – 11:15 am
This presentation will focus on how and why educators must prioritize their self-care as it directly impacts student learning, achievement, and an overall sense of wellbeing in the classroom. Recognizing how educators present themselves in the classroom is crucial to student success. During this presentation, we will discuss the more pressing issues teachers face today and how to improve successful outcomes for educators and students.

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FIVE STRATEGIES FOR ALLEVIATING PANDEMIC FATIGUE. By Brenda McKinney, M.A.

Day: Thursday Date: July 14th, 2022 Time: 9:00 am – 10:00 am

This workshop brings optimism and fun, a new lens for assessing your anxiety and weariness due to pandemic fatigue. When exhausted, your ability to cope is lowered, and you're less motivated to do anything about those negative feelings. This presentation will provide you with five strategies to increase your energy, reduce your stress levels, and enhance your sense of wellbeing.

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MAKING AUTHENTIC CONNECTIONS WITH STUDENTS. By Dario Mobini, M.Ed.

Day: Monday Date: July 11th, 2022 Time: 9:00 am – 10:00 am

Post Pandemic teaching will require a teacher to push hard for student engagement. In this presentation, we will discuss how we can work together to strengthen our students through enthusiasm, engagement, and making authentic connections— supporting our students to become holistic learners in mind and body. We, as teachers, can help our students to thrive in a time of fear, war, and uncertainty. So, let's get together and examine the possibilities.

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BRAIN-BASED LEARNING & MORE: What To Do When You & Your Students Are Exhausted. By Laurel Pederson M.Ed. & Ed.D.

Day: Tuesday Date: July 12th, 2022 Time: 10:15 am – 11:15 am

This presentation will focus on how teachers can reduce their workload, take care of themselves, and be more emotionally present to students. I will introduce some techniques about how to help students with trauma recovery and how to include more hands-on, brain-based learning into the curriculum that is fun for both teachers and students. These activities include peer teaching and student-led assessments that are done in class.

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FINDING YOUR PURPOSE FOR TEACHING. By Sarah Rosman, M. Ed.

Day: Thursday Date: July 14th, 2022 Time: 10:15 am – 11:15 am

Education today has become overwhelming for many reasons; it is hard to find our footing. The interwoven systems we teach, our society with the current issues we face today, and the ever-evolving complexities, brilliance, and uniqueness that our students bring every year add to the complex framework we all navigate daily. It is a perfect time to look at our purpose for teaching and center ourselves where we are rooted. Let go of and burn what is not working for our students, our communities, and ourselves and sow seeds of what grounds us to the very framework in which we believe.

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REDUCING STRESS: Using Emotional Freedom Techniques. By Shelley White, M.Ed.

Day: Friday Date: July 15th, 2022 Time: 10:15 am – 11:15 am

Over the past two years, the level of stress and anxiety among staff and students has been unprecedented. This presentation will introduce you to Emotional Freedom Techniques (also known as EFT Tapping), a highly effective, evidence-based technique that regulates emotional distress within minutes. EFT Tapping is effective for teachers and students alike. It is easy to learn and can be used anywhere for immediate results; and has been shown to decrease behavioral challenges in the classroom, test and performance anxiety, and help students better focus in class. Learn this simple method for yourself and your students!

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PARTICIPANT INSTRUCTIONS DURING & AFTER VIRTUAL ZOOM PRESENTATIONS

Zoom Meetings

- ❖ Each participant in the zoom sessions must register with The Heritage Institute before beginning the course.
- ❖ Non-registered participation is discouraged.
- ❖ We'll use Zoom Meetings. Watch this video if you're new to [Zoom](#).
- ❖ When you join the call, you will be taken to a "waiting room" landing page and will wait until the host admits a number of participants.

Video Session Participation

- ❖ You can choose to have your camera on or off. (Click the video icon on the left side in the control bar)



- ❖ Participant audio is muted in Zoom Meetings until the presenter finishes lecturing, and then turned on during a discussion, unless otherwise suggested.
- ❖ Please do not use the chat until **AFTER** the presentation, as which time the presenter will field questions.
- ❖ After the presentation we will put participants into break-out groups for discussions focused on specific questions.

After Live Session

- ❖ Log onto your Heritage Institute online course and select the session/ assignment in question after each session. If you attended, write a few sentences on what you took away from the presentation. If you did not participate in the session, view the recorded presentation and write a few sentences on the main takeaways from that presentation. In addition, watch the other video(s), read the article(s) (if any), and write a paper as directed in the syllabus.
- ❖ Please rate each session using the link provided.
- ❖ Hours or credit are awarded based on our record of your participation in the course. You must comply with the above to get your transcript.
- ❖ Registrants for Overcoming Post-Pandemic Stress have six months from the time of registration to complete.
- ❖ This course will be taken offline as of 1/15/2023. Therefore, you must complete the course by that date. No extensions will be granted.
- ❖ This course will be closed for new registrations as of July 18th, 2022.
- ❖ You'll receive a confirmation email once you complete the class/course.
- ❖ Please select the evaluation link to provide feedback on your experience.

Technical Stuff

- ❖ Unless you just want audio, use a device that has a built-in camera so you can be seen.
- ❖ Participant microphone is muted automatically when you enter the session. The host will unmute all or certain participants from time to time.
- ❖ A desktop computer is preferred for easier control or an iPad. Cell phones are more difficult to navigate.
- ❖ Adjust your sound controls to mid-way – not too loud or too soft.
- ❖ For sound/ microphone issues, see the following videos:
[Mac IOS](#) [More on Mac](#) [Windows](#) [More on Windows](#)
- ❖ If sound/ mic issues persist, refer to the meeting invite details on the session schedule document found in the Introduction of your online course and call in on the telephone number for your time zone.

Questions - Contact Yvonne Hall

- ❖ Phone: 360-341-3020
- ❖ Email: yvonne@hol.edu

Overcoming Post-Pandemic Stress

Presenters Bios



John Creger, M.A. is an English teacher and has been learning from sophomores at American High School in Fremont, CA, since 1988. In his publications and presentations since 1998, John communicates to educators what his sophomores' continuing response to his Personal Creed Project teaches him about a deeper kind of literacy. In 2015, John launched Thriving at the Core Presentations to share his developing approach with colleagues in their districts. He earned a B.A. from the University of California at Berkeley, and an M.A. from San Francisco State University, both in English. In recognition of the Personal Creed Project, the National Council of Teachers of English and the National Writing Project presented John the James Moffett Memorial Award for Teacher Research. **For more information on John Creger, and to view his courses, go to www.hol.edu.**



Ann DeChenne, M.Ed., has been an educator for 13 years, working primarily with language learners and at-risk youth. She is currently in the dissertation phase of her Ph.D. studies, focusing on language in the math classroom. A few years ago, Ann visited Chile S.A. and was saddened by the lack of reading and learning material for some more impoverished schools. As a result, she founded a 501c3 non-profit that has provided over 300 books and provides professional development services and training to teachers and administrators in Southern Chile. **For more information on Ann DeChenne, you may email her at dechenea@gmail.com**



Aleta Doss, M.Ed., during Aleta's teaching career of twenty-three years, she has been honored to teach students from fifth grade through dual credit calculus. She holds teaching certificates from Oregon, Washington, and the National Board. She has taught in Beaverton, Oregon, Japan, Mexico, and the Cayman Islands. Over the last fourteen years, she has worked for the Oregon Trail School District at Sandy High School. Aleta delights in individualizing instruction for students who come to the classroom with a variety of learning needs. As a board member for OCTM and as a department coordinator at her school, she loves to collaborate with fellow K-12 teachers to help all students learn. **For more information on Aleta Doss, you may email her at aletakandle@yahoo.com**



Mary Ann Johnson, M.Ed. Adm. has worked with students of all levels, from alternative high school to gifted classes. She has also been a junior high vice principal and is now working with teachers for continuing education in classes, distance learning and building leadership groups. She is a teacher emeritus who has led seminars for educators which focus on developing a quality learner environment for students and for teachers. Her courses are research-based and resonate with user-friendly and energizing content. **For more information on Mary Ann Johnson, and to view her courses, go to www.hol.edu**



Allison Leepin, M.Ed., received her Master's Degree in Art of Teaching from Lewis and Clark Graduate School of Education, and is endorsed in Social Studies and English Language Development in Oregon, Washington, and California. She became a teacher to help all students find a love of learning and teach our young generation that everyone has unique gifts and intelligence. Allison strives to make all students will feel successful in school and continue to be lifelong learners and go forward to shine their light into the world. She loves being a teacher and is committed to being the best teacher she can be, always learning and growing. **For more information on Allison Leepin, you may email her at allison.leepin@gmail.com.**



Brenda McKinney, M.A. & CEO of Vancouver, WA based BrainVolution, is a developer and dynamic facilitator of workshops that teach practical thinking and learning tools for raising student achievement with the brain in mind. She brings 30+ years of experience at the elementary, middle school, high school, and university level as a mentor teacher, consultant, motivational speaker, university instructor, and reading specialist. Brenda has her Master's in Education from Washington State University and is nationally certified in Brain-Based Learning through the renowned Jensen Corporation, led by Eric Jensen, a noted international spokesperson for neuroscience and education.

For more information on Brenda McKinney, and to view her courses, go to www.hol.edu.



Dario Mobini, M.Ed., was born and raised in Rome, Italy. He finished high school in San Diego, CA, graduated from the Franciscan University of Steubenville with a degree in Theology and Philosophy and a higher degree in Theology at the Pontifical University of St. Thomas Aquinas - The Angelicum. Mr. Mobini has been involved in youth ministry and education for the past 20 years in and outside the classroom in CYO, Young Life, Life Teen, Campus Ministry, and as a pilgrim guide on countless trips abroad. He is a freelance journalist and editor of worldyouthday.com Media and has been teaching at Kennedy Catholic School for 13 years.

For more information on Dario Mobini, you may email him at

dariomobini@hotmail.com



Laurel Pederson, M.Ed. & Ed.D., is a 20-year veteran teacher. She has a bachelor's degree in biology, a master of Science in Secondary science education, a master's certificate in Leadership and Accountability, and a doctorate in Performance Improvement and Leadership. Her research is focused on brain-based, student-led, and project-based learning. Laurel has been working with low-income, minority students with special needs and trauma for most of her career and uses the fundamentals of how the brain works to improve education for both students and educators.

For more information on Lauren Pederson, you may email her at

laurellily38@gmail.com



Sarah Rosman, M.Ed., found herself in education after traveling through Argentina and Chile with a group of artists, putting on role-playing experiences for immersion language acquisition for all ages. She taught in Argentinian private schools, which eventually led her back to the United States to study what rooted her philosophical beliefs and framework in education. She received her Master of Education from Lewis and Clark with a certification in ESL. Sarah has taught in Spanish Immersion classrooms and the Environmental Studies magnet school for the city of Portland. She has been an adjunct professor at Lewis and Clark and supported graduate courses at Portland State University. Currently, Sarah is consulting on issues surrounding race, justice, language, and education while her family lives in Oaxaca, Mexico. **For more information on**

Sarah Rosman, you may email her at szrosman@gmail.com



Shelley White, M.Ed., LMHC has worked in the mental health field as a clinician and educator for over 30 years. She has a therapy practice specializing in working with adults with anxiety and co-dependency issues. Shelley was a Middle School counselor for 12 years and an adjunct instructor at Western Washington University, Highline Community College and City University. She has conducted EFT Tapping workshops for the past four years.

For more information on Shelley White, you may email her at

swhite1900@yahoo.com