



It's Always About The Children: Educators Bringing Their Whole Selves To The Profession

3/2/2022

Presented by

Dr. Charles Barrett
School Psychologist



Hosted by

Dr. John Kelly
& George Dayton

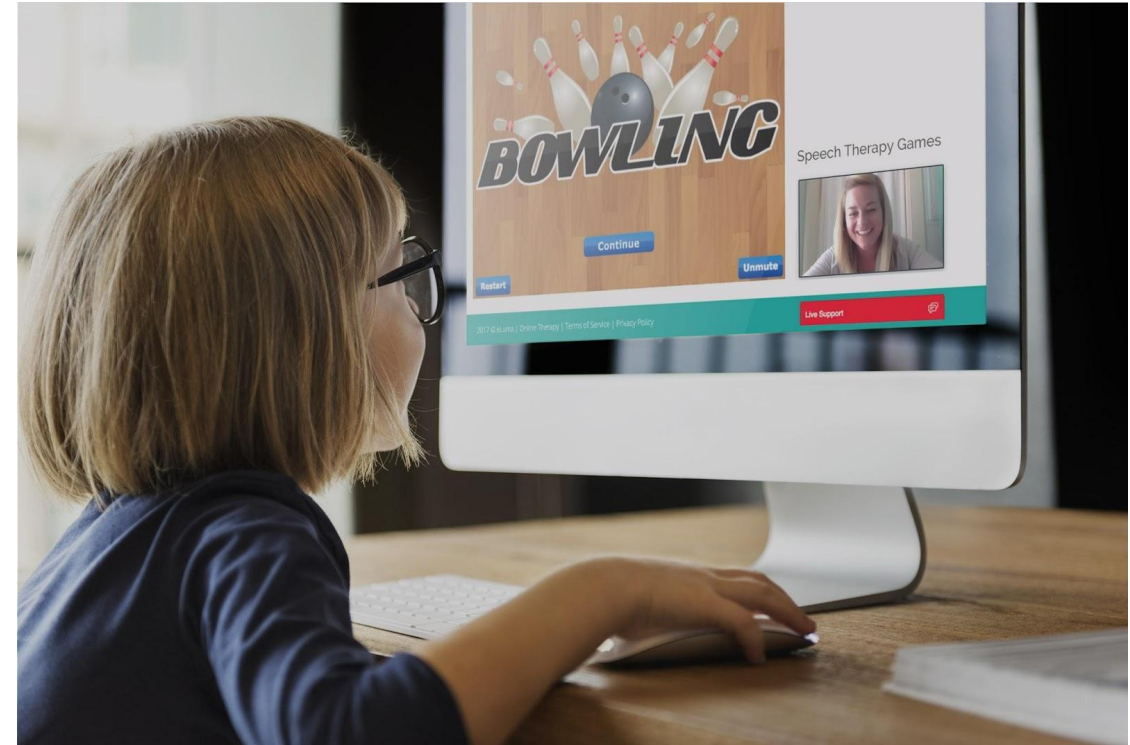
Agenda

Introduction	5:00 pm EST (5 minutes)
Presentation	5:05 pm EST (20 minutes)
Discussion	5:30 pm EST (25 minutes)
Q&A	5:50 pm EST (10 minutes)

Who is eLuma?

eLuma

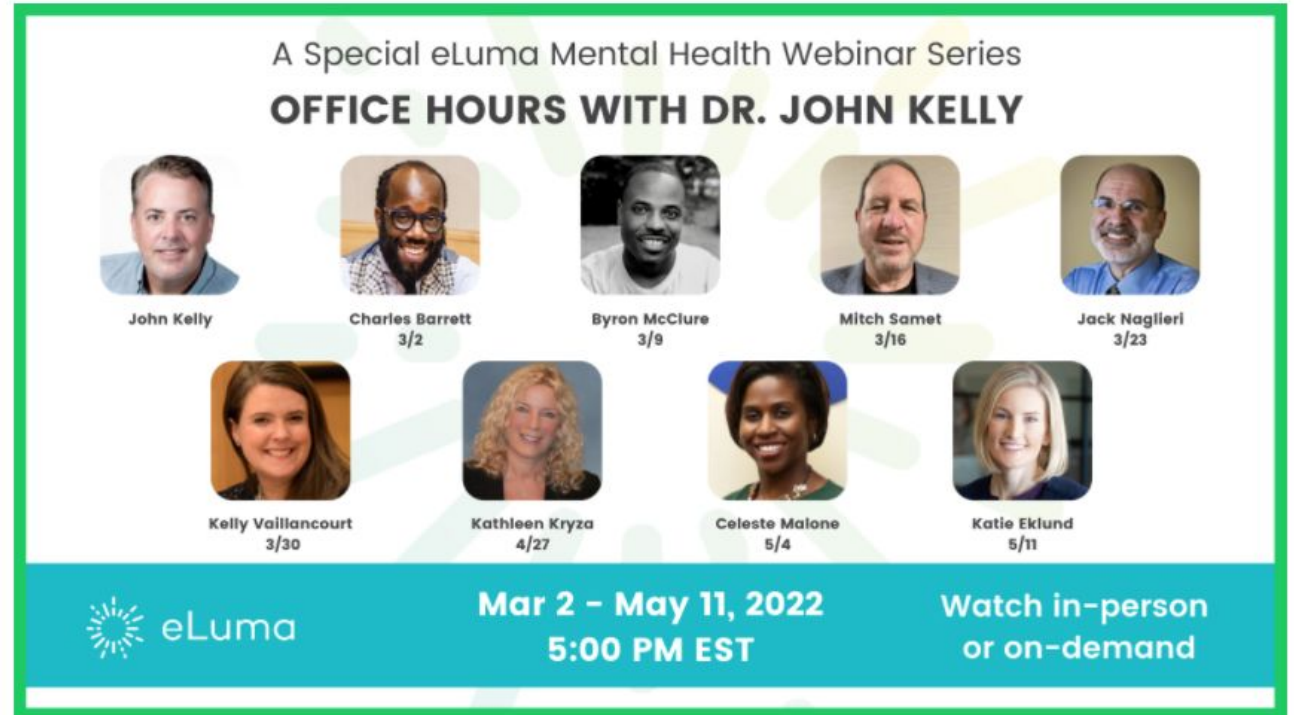
- ▶ Dedicated to solving problems in the areas of special education and mental health
- ▶ Provides live services online with dedicated therapists
- ▶ Founded in 2011
- ▶ Comprised of 300+ dedicated team members
- ▶ Over 29,000 students served in 36 states
- ▶ Follow us on Twitter [@eLumaTherapy](https://twitter.com/eLumaTherapy)
- ▶ Follow us on Facebook facebook.com/elumatherapy/



The Webinar

A few facts:

- ▶ Part of our Webinar Series, “Office Hours with Dr. John Kelly.”
- ▶ Recording link, Slide Deck and Certificate of Attendance will be sent after the webinar.

A promotional graphic for a webinar series. It features a white background with a green border. At the top, it reads "A Special eLuma Mental Health Webinar Series" and "OFFICE HOURS WITH DR. JOHN KELLY". Below this, there are two rows of circular headshots of speakers. The first row includes John Kelly, Charles Barrett (3/2), Byron McClure (3/9), Mitch Samet (3/16), and Jack Naglieri (3/23). The second row includes Kelly Vaillancourt (3/30), Kathleen Kryza (4/27), Celeste Malone (5/4), and Katie Eklund (5/11). At the bottom, there is a teal banner with the eLuma logo, the dates "Mar 2 - May 11, 2022", the time "5:00 PM EST", and the text "Watch in-person or on-demand".

A Special eLuma Mental Health Webinar Series
OFFICE HOURS WITH DR. JOHN KELLY

John Kelly
Charles Barrett 3/2
Byron McClure 3/9
Mitch Samet 3/16
Jack Naglieri 3/23

Kelly Vaillancourt 3/30
Kathleen Kryza 4/27
Celeste Malone 5/4
Katie Eklund 5/11

eLuma Mar 2 - May 11, 2022 5:00 PM EST Watch in-person or on-demand

The Presenter

Dr. Charles Barrett

- ▶ Charles A. Barrett, PhD, NCSP is a Coordinator for Diagnostic and Psychological Services with Loudoun County Public Schools.
- ▶ He is an adjunct lecturer at Northern Virginia Community College, the Graduate School of Education at Howard University, the College of Education and Human Development at George Mason University, and the Department of Psychology at Millersville University.
- ▶ He is an award-winning educator for his commitment to students, families, schools, and communities.
- ▶ Charles has held various leadership positions with the National Association of School Psychologists (NASP) and frequently speaks to a variety of professional and lay audiences about promoting positive outcomes for children.
- ▶ To learn more about Charles, including his books on a variety of topics that are relevant to educators and communicate hope and wholeness, visit www.charlesbarrett.org.



Dr. Charles Barrett

IT'S
ALWAYS
ABOUT THE
children

charles a. barrett

**IT'S ALWAYS ABOUT THE
CHILDREN:
EDUCATORS BRINGING
THEIR WHOLE SELVES TO
THE PROFESSION**

Charles Barrett, PhD, NCSP
eLuma Mental Health Webinar Series

Office Hours with Dr. John Kelly

March 2022



- **School Psychologist**
- **Adjunct Lecturer**
 - Northern Virginia Community College
 - Howard University Graduate School of Education
 - George Mason University College of Education and Human Development
 - Millersville University
- **Professional Involvement**
 - Chair, Multicultural Affairs Committee
 - Publications Committee
- **Author**

CONTENT



ARE YOU UP FOR THE
CHALLENGE?



Today, and every day, **give yourself
a break** by taking a break. And
despite what you might have been
taught, you don't always have to
earn it; **you deserve it.**



TODAY

motivation

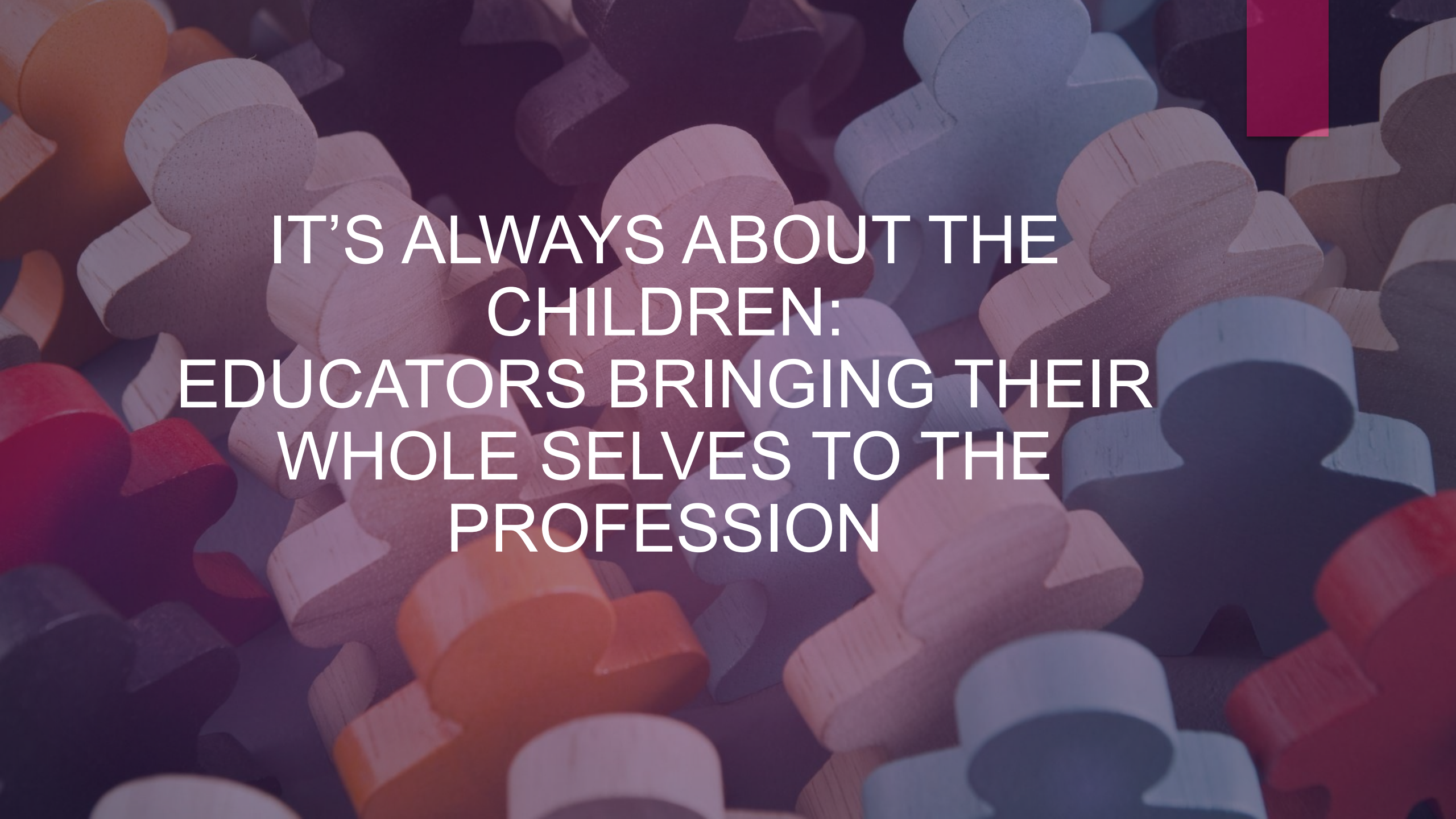
information

inspiration

ENCOURAGE THE PEOPLE

CONTENT





IT'S ALWAYS ABOUT THE
CHILDREN:
EDUCATORS BRINGING THEIR
WHOLE SELVES TO THE
PROFESSION

WHAT?

WHY?



PASSION

PURPOSE

POTENTIAL

IT'S
ALWAYS
ABOUT THE
children

charles a. barrett

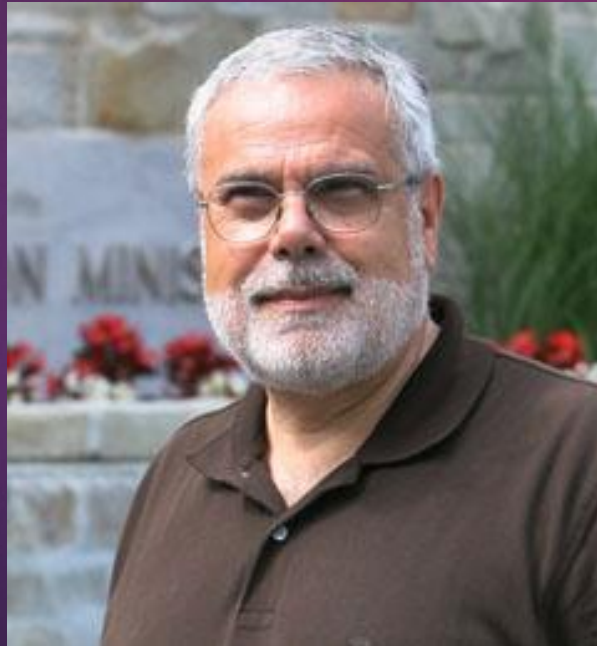
Chapter 1
This Is My Story:
Purpose, Passion,
Hope,
and Wholeness

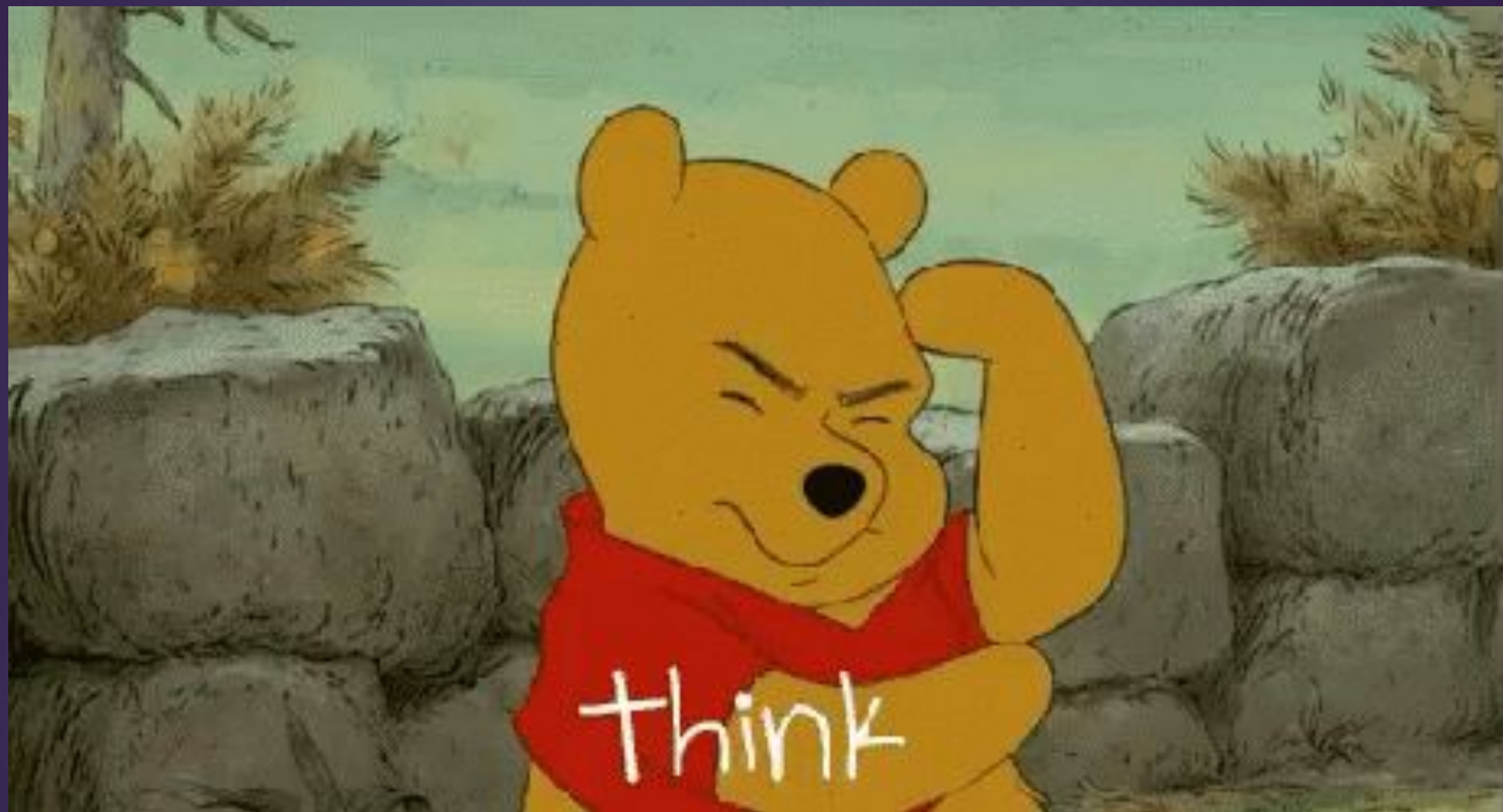




ST. JOHN'S
UNIVERSITY







**WHAT IS IN
YOUR HAND**



Today 8:00 AM

STOP. (O)perate in your unique area(s) of gifting. More than what you can do, what motivates you and is personally fulfilling? I guarantee it: you have a gift.

what makes you unique?

A gift is something that you do exceptionally well or something that makes you different from other people



**Specialized Skills
College
Graduate School
Pedagogy
Curriculum
Instruction
Assessment
Counseling
Administration
Policy
Advocacy**



allow the tools that
you have acquired
to serve the talents
that you have

although your training qualifies
you to help children, don't forget
about your talent.

RACE

EDUCATION

SEXUALITY

ABILITY

AGE

SEX

CLASS

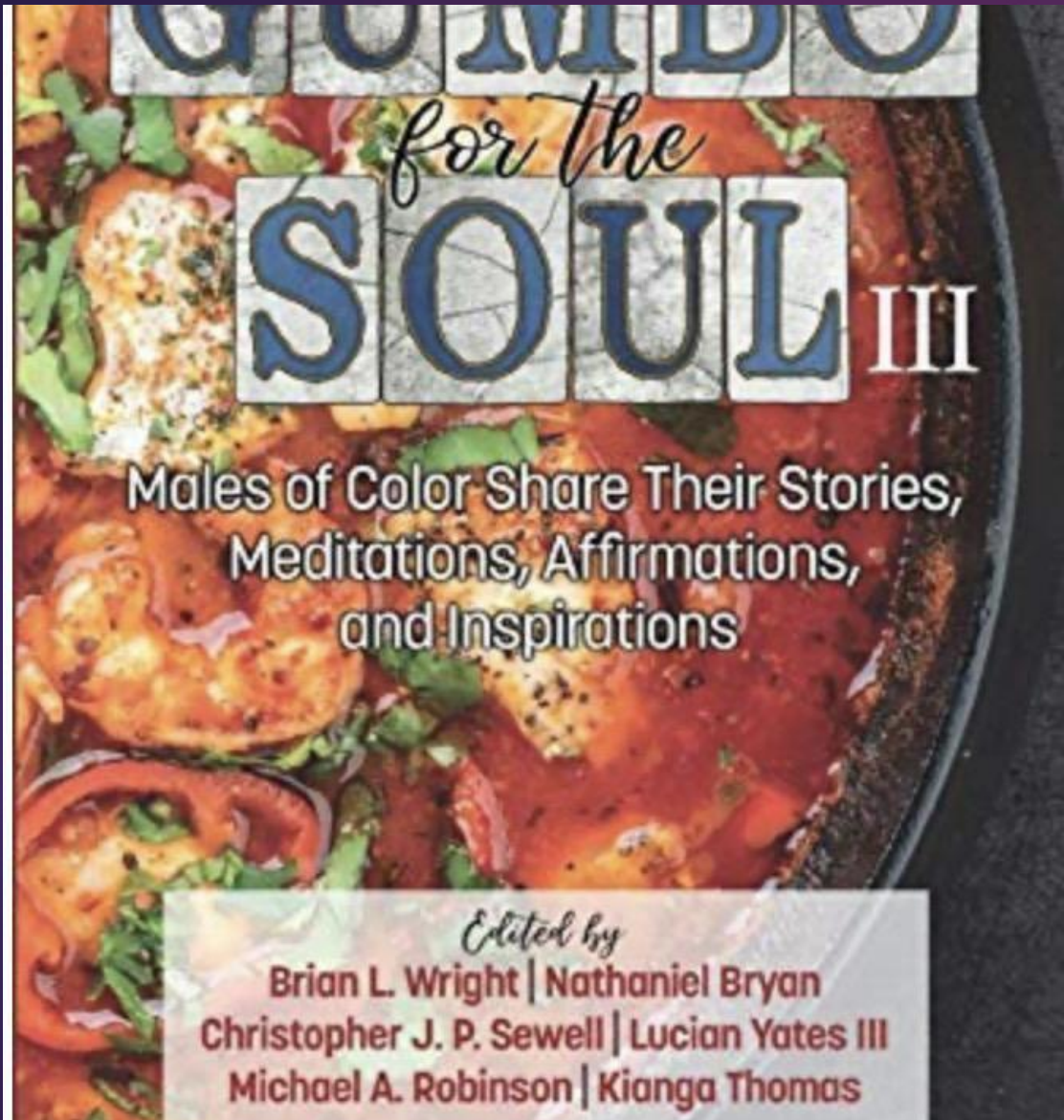
LANGUAGE

CULTURE

ETHNICITY

But what about the things that make you unique—the things that you were doing before you became an educator? Not only do these personal experiences make us who we are, but we should also bring these things to your professional practice as an educator.





**ON STUTTERING
AND SPEECH IMPEDIMENTS**
Stepping Stones Not Speed Bumps

Charles A. Barrett

... O Lord, I'm not very good with words. I never have been, and I'm not now, even though you have spoken to me. I get tongue-tied, and my words get tangled.

—Moses, Exodus 4:10–14 (NLT)

the beginning of time, men have been making excuses for why they not accomplish what they have been called to do. The epitaph above ses' plea to avoid a task that had life-changing implications for at ation. An Israelite, Moses was chosen to liberate his brothers an om Egyptian slavery. Despite receiving very clear instructions abo ment, because of an inadequacy that he perceived within himse used on what he felt disqualified him from being a part of son t.

ses, everyone has something to overcome. Too numerous

In my undergraduate and graduate courses, I require my students to speak in every class session. But because I stutter, I also intentionally, and quickly, create a supportive environment that is conducive for students to feel comfortable sharing their ideas, asking questions, and responding to their peers and me. Because I stutter and know what it feels like to prefer listening rather than contributing verbally, I am sensitive to my English Learner (EL) students who may be self-conscious about their English proficiency. I am sensitive to shy students whose anxiety makes it difficult to present to their peers.

Without a doubt, my perspective as a Black male who stutters has made me more patient because I wanted others to be patient with me. It has made me a better listener because I needed others to listen to me more intently when I was a youngster. It has made me a better psychologist—one who is slow to form impressions because all students deserve this from the adults in their lives. Having met with parents and students who stutter, I understand that they are quiet, not because they do not know the answer or want to contribute, but because they may be nervous. Be encouraged. It is a stepping stone, not a speed bump.



Today in school psychology...

As a child who stuttered, speaking in class was never comfortable. Not because I didn't have anything to say, but the risk of stuttering made it much easier to listen rather than contribute. And because I didn't have to say a lot, I know that my stutter is a large part of why I've always enjoyed expressing myself as a musician and writer. But although I consider myself a person with a lifelong stutter, I teach and speak to audiences, both large and small, often multiple times each week. If you didn't know, this is what *how it started has nothing to do with how it's going* looks like.

[#todayinschoolpsychology](#) [#itsalwaysaboutthechildren](#)

why did you become an educator?

hope

wholeness

what do you know for sure?

oprah winfrey



GIVING

A DEEP COMMITMENT TO PROVIDE WHATEVER RESOURCES ARE NEEDED TO SUPPORT THOSE IN NEED

TEACHING

THE ABILITY TO TRANSFORM DATA AND INFORMATION INTO LIFE-CHANGING KNOWLEDGE

ADMINISTRATION

THE ABILITY TO ORGANIZE PEOPLE AND RESOURCES FOR GREATER EFFICIENCY, EFFECTIVENESS, AND SUCCESS

LEADERSHIP

THE ABILITY TO BE FORWARD-THINKING AND INSPIRE OTHERS TO STAY FOCUSED ON WHERE THE TEAM IS

COMPASSION

BEING MOVED TO ACT ON BEHALF OF THOSE IN NEED

HELPING

THE ABILITY TO SUPPORT THROUGH BEHIND-THE-SCENES EFFORTS THAT MAKE



purpose: something you're meant for
13-year-old

you have a GIFT THAT
enables you to
FULFILL YOUR PURPOSE...

your students have gifts
that when recognized
and encouraged will
empower them to fulfill
their purpose

...from what's wrong to what's **strong**

Byron McClure



YOU DON'T KNOW ME!

/rə'laʃH(ə)n,ʃHɪp/

RELATIONSHIP

- More than being a master teacher or content expert, our effectiveness as educators hinges on **developing meaningful relationships with students, families, colleagues, schools, and communities**
- And such relationships—particularly with students—have never been more **paramount**
- **How can we cultivate respectful classroom and school environments that value all students in order to facilitate meaningful learning?**
- Whatever your role, time spent nurturing relationships will be time well spent for the necessary work that lies ahead



No significant learning happens without a significant relationship.

Dr. James Comer



**ARE YOU UP FOR THE
CHALLENGE?**





when a kid walks in the
room—your child or
anybody else's child—
does your face light up?

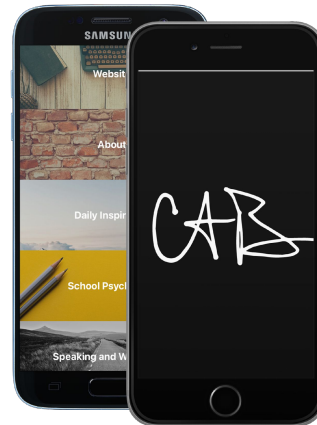
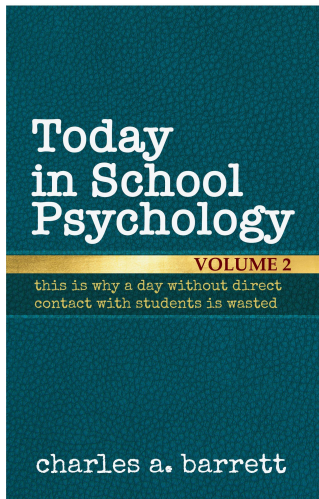
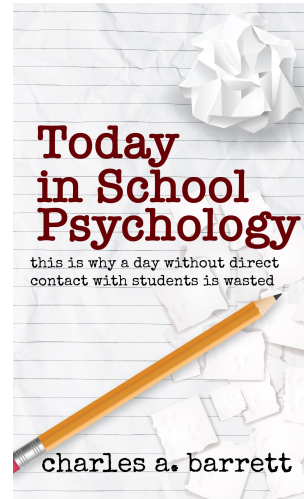
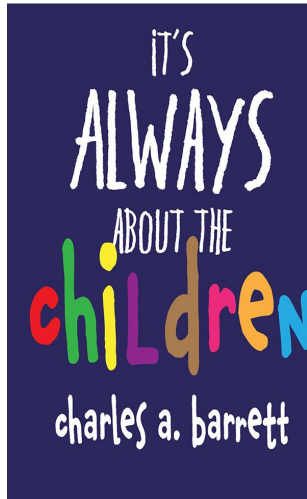
toni morrison

let your face speak what's in your heart

toni morrison

A group of diverse children of various ethnicities and ages are smiling and looking towards the camera. The image is overlaid with a green and yellow gradient. The text "Questions???" is centered in white.

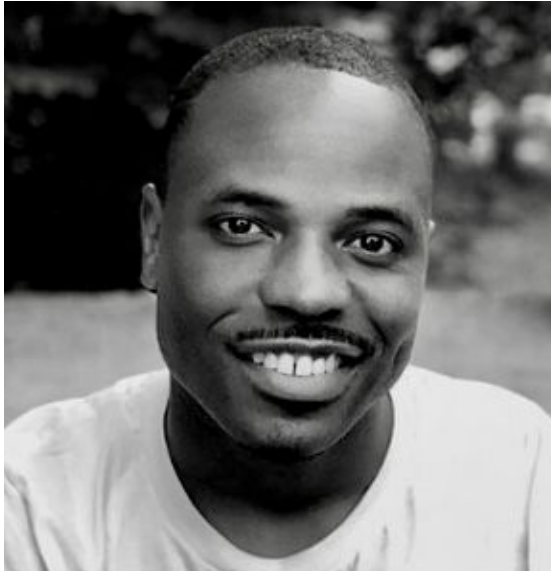
Questions???



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IG: [@charlesabarrett](https://www.instagram.com/charlesabarrett)

Upcoming Webinars



Dr. Byron McClure

How a Human-Centered Design Approach Might Transform Schools

Wednesday, March 9, 2022 at 5 pm EST

Across the nation, district and school leaders are shifting towards practices that are equitable, fair, and create favorable outcomes for students who have historically been marginalized. Many schools and district leaders, educators, practitioners, and other key stakeholders still have questions about how to thoughtfully design and transform schools. In this session, participants will receive an introduction to design-thinking and the human-centered design approach.

*This is part of our Webinar Series, "Office Hours with Dr. John Kelly." You will receive an email with the watch link as the webinar gets closer.

Upcoming Webinars



Dr. Mitch Samet

Creating and Implementing Effective Suicide Practices in Schools

Wednesday, March 16, 2022 at 5 pm EST

Effective suicide response plans in the schools necessitates comprehensive prevention and awareness strategies. Dr. Samet will discuss vital components of school-based suicide prevention and response policies and procedures.

*This is part of our Webinar Series, "Office Hours with Dr. John Kelly." You will receive an email with the watch link as the webinar gets closer.

Thank You

For more information contact:

www.eluma.com



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