



MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

HEALING SCHOOL COMMUNITIES PROGRAMMING SUMMARY

Responding to racial justice protests that took place in Summer 2020 following the murder of George Floyd, the MHTTC Network created programming and resources for students, families, educators, and school mental health professionals who are navigating the impact of racial violence on students and school communities. The MHTTC Network Healing Racial Violence Team hosted a **two-part learning series in Summer 2020** to support school mental health in the context of racial violence. Responding to emerging needs related to school mental health and racial violence, the group hosted an additional **two-part learning series in Spring 2021** to discuss how school communities can heal in the context of racial violence. Then to provide a deeper learning experience, the group utilized participant feedback to develop a **Community of Practice** in February-March 2022 and is the focus of this summary.

SHIFTING THE DOMINANT PARADIGM TO CENTER STUDENT WELLNESS: A COMMUNITY OF PRACTICE

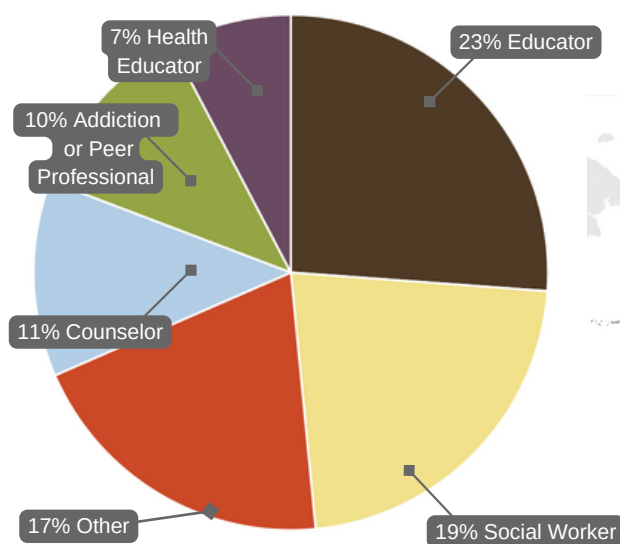
368 UNIQUE PARTICIPANTS AND 651 VIEWS ACROSS 7 SESSIONS



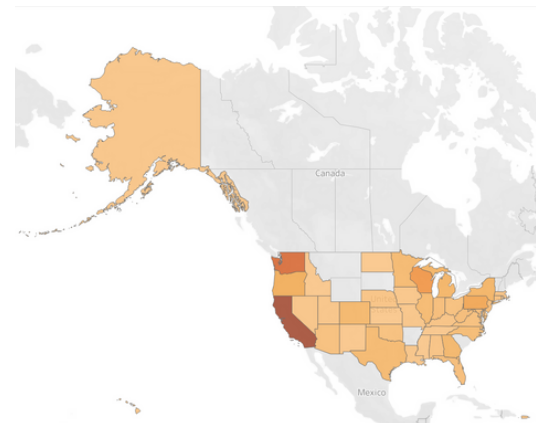
97% WERE VERY SATISFIED OR SATISFIED WITH THE OVERALL QUALITY

91% INDICATED THEY WILL USE THE INFORMATION GAINED IN THEIR PRACTICE

ATTENDEE PROFESSION

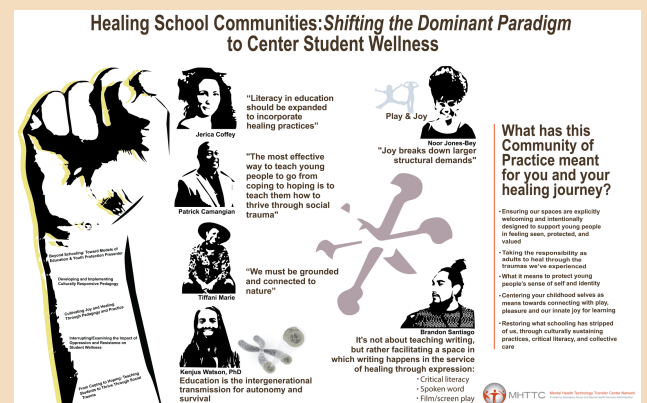


ATTENDEES REPRESENTED 45 U.S. STATES AND TERRITORIES



The overall objective of this 7-part Community of Practice (CoP) was to help students, families, educators, and school mental health professionals navigate the ongoing impact of racial violence in all forms on student mental health. The CoP offered opportunities for participants to:

1. **Name and examine** the organizational structures that lead to racial violence within school communities.
2. **Explore** the various mental health implications of racial violence on school ecosystems.
3. **Identify and elevate** community strengths, wisdom, and voice as effective strategies for healing and place them at the center in supporting mental health.
4. **Become familiar** with resources and tools to address the detrimental effects of racial violence in schools that further build protective factors, power, and agency.



ACCESS ALL SESSION MATERIALS HERE!

Case studies from members of the school mental health workforce were shared with participants and learning session time was utilized to create solutions together to address various real-life dilemmas around racial violence. A graphic recording of the CoP main learnings and takeaways was also developed at the conclusion of the series.

WHAT PARTICIPANTS SAID ABOUT THE MHTTC NETWORK'S HEALING SCHOOL COMMUNITIES - COMMUNITY OF PRACTICE

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SELECTED FEEDBACK AND REFLECTIONS

"I loved the opportunity to reflect on my own play as a youth and to think about the value/role it has had in my life."

"It was very eye opening to think about how to be better at embracing the students in community with compassion and understanding."

"The information was very valuable and I like how it addressed racial disparities among minority groups."

"I liked the topic of discussion and the illustration of how the curriculum can be used to affect positivity as it relates to culture, race, and ethnicity."

"I appreciated sharing people's stories and what capacity they are serving in their community. It was very inspiring and an incredible sense of connection that I've never felt before."

"Powerful film! It clearly engaged the group and sparked some important thinking and sharing. The chat cannot always suffice for discussions so it was a good idea to have breakout rooms."

"I just really appreciate everyone's effort in making this possible - from the presenters to coordinators and all the behind-the-scenes work that's happened from people I don't know. It's a sacred space and much needed space. Thank you."

"The case presentations and breakouts were highlights, but it was all very useful. I liked that the presenter gave examples of activities or lessons. His reference to narratives made me think about how I can apply this to TF-CBT and narrative therapy."

"All of the sessions were fantastic! I really appreciate everyone that had a hand in intentionally creating this community that came together and supported the learning that happened!"

WHAT IS ONE THING YOU LEARNED THAT YOU WILL IMPLEMENT?

"I will advocate for more professional development at the school level for educators to engage in critical self-reflection so we can model this for students as well as avoid transferring trauma."

"Theater of the Oppressed is not something I was familiar with and I plan to look into this practice more to become better versed with how to facilitate so that I can incorporate this play in my classroom."

"Building relationships is the work. We need to build power through relationships that we can leverage to create systems change. This is not individualistic work."

"I will have open conversations within my community on the climate of schools and other youth servicing resources."

"I will implement more intentional and consistent practice of gratitude with students. Not just expression, but truly embodying how it feels."

"I plan to stop and evaluate how my own values, beliefs, and role in systems may be impacting healing, positively or negatively."

"I will explore H2O Productions as an extension of interests I've had previously and that were sparked by the film."

"I learned that engaging with students at their level will allow them to be active in their learning process."

"I was reminded to include play or other creative outlets when working with adults."

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Thank you to the New England, Northeast & Caribbean, Central East, Southeast, and Pacific Southwest MHTTCs, and the MHTTC Network Coordinating Office for funding speakers and ensuring this learning experience was possible; to the 2022 MHTTC Healing Racial Violence Team who planned this Community of Practice; to our session hosts, moderators & tech support; and to all faculty whose wisdom, experience, and guidance contributed to our collective learning around healing school communities: Patrick Camangian, Jerica Coffey, Noor Jones-Bey, Tiffani Marie, Brandon Santiago, Jorge Santos, and Kenjus Watson.

QUESTIONS?

Contact your Regional Center or National Focus Area Center
Visit www.MHTTCnetwork.org and click on 'Your MHTTC'

You may also contact the MHTTC Network Coordinating Office
at networkoffice@mhttcnetwork.org



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