

# Healing School Communities in the Context of Racial Violence

— Where do we go from here? —

Access the resources from this Learning Forum!



## Continuous Learning Resources

Healing School Communities in the Context of Racial Violence: Where do we go from here? is a two-part learning series intended for students, families, educators and school mental health professionals who are navigating the ongoing impact of racial violence in all forms on student mental health.

This document provides a complete list of resources, materials, and helpful links shared throughout both sessions - and more!

★ Resources with a star are from one of our panelists. ★

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### Series Information & Materials

- ♦ **About the Learning Series:** <https://bit.ly/SMHHealingSchools2021>
- ♦ **About the Speakers:** <https://bit.ly/SMHHealingSchoolsSpeakers>
- ♦ **Session #1 Recording:** <https://bit.ly/SMHHealingSchoolsRecording1>
- ♦ **Session #2 Recording:** <http://bit.ly/SMHHealingSchoolsRecording2>

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### Recommended Reading & Resources:

- ♦ [Abolitionist Teaching Network – Resources for Agitators](#)
- ★ [Collaborating to Capture Community Resilience](#)
- ♦ [Dismantling Combating Anti-Blackness and White Supremacy in Organizations – Recommendations for Anti-Racist Actions in Mental Healthcare](#)
- ♦ [Dismantling Systemic Racism in Schools: 8 Big Ideas](#)
- ♦ [H.E.L.L.A.: A Bay Area Critical Racial Affinity Group Committed to Healing, Empowerment, Love, Liberation, and Action](#)
- ♦ [H.E.L.L.A.: Collective Testimonio that Speak to the Healing, Empowerment, Love, Liberation, and Action Embodied by Social Justice Educators of Color](#)
- ♦ [Hidden Bias of Good People](#)
- ★ [If These Cells Could Talk](#)
- ♦ [New University Of Maryland, Baltimore Master’s Program Studies Vulnerability, Violence Reduction](#)
- ♦ [Pedagogies of Wholeness: Cultivating Critical Healing Literacies with Students of Color in an Embodied English Classroom](#)
- ♦ [Reflections on Racism in American Schools](#)
- ★ [Remembering an Apocalyptic Education: Revealing Life Beneath the Waves of Black Being](#)
- ♦ [Schooling the World](#)

## Recommended Reading & Resources (continued):

- ♦ [Social and Emotional Learning is Hegemonic Miseducation: Students Deserve Humanization Instead](#)
  - ♦ [The Unexamined Whiteness of Teaching: How White Teachers Maintain and Enact Dominant Racial Ideologies](#)
  - ♦ [Towards Self-Recovery: Cultivating Love with Young Women of Color Through Pedagogies of Bodymindspirit](#)
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## Websites

- ★ [Apocalyptic Education](#)
  - ♦ [Black Organizing Project](#)
  - ♦ [Center for Strategic Solutions – New York University](#)
  - ♦ [Girls for Gender Equity – New York City](#)
  - ♦ [GirlTrek](#)
  - ♦ [Healing Together](#)
  - ♦ [Learning for Justice](#)
  - ♦ [Pa'Lante Restorative Justice – Holyoke High School](#)
  - ♦ [People's Education Conference](#)
  - ♦ [Teacher 2 Teacher](#)
  - ♦ [Zinn Education Project](#)
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## Books

- ♦ **For Indigenous Eyes Only: A Decolonization Handbook**, *Edited by Waziyatawin Angela Wilson and Michael Yellow Bird*
  - ♦ **Ghosts in the Classroom: Stories of College Adjunct Faculty and the Price We All Pay**, *Edited by Michael Dubson*
  - ♦ **Me and White Supremacy**, *by Layla F. Saad*
  - ♦ **My Grandmother's Hands: Racialized Trauma and the Pathway to Mending Our Hearts and Bodies**, *by Resmaa Menakem*
  - ♦ **Pedagogy of Freedom**, *by Paulo Freire*
  - ♦ **Pushout: The Criminalization of Black Girls in Schools**, *by Monique W. Morris*
  - ♦ **Reading, Writing, and Racism: Disrupting Whiteness in Teacher Education and in the Classroom**, *by Bree Picower*
  - ♦ **Strong Black Girls: Reclaiming Schools in Their Own Image**, *by Danielle Apugo, Lynnette Mawhinney, and Afiya Mbilishaka*
  - ♦ **The Wild Edge of Sorrow: Rituals of Renewal and the Sacred Work of Grief**, *by Francis Weller*
  - ♦ **Too Much Schooling Too Little Education**, *by Mwalimu J. Shujja*
  - ♦ **Why Are All the Black Kids Sitting Together in the Cafeteria? And Other Conversations About Race**, *by Beverly Daniel Tatum, Ph.D.*
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## MHTTC Resources

- [School Mental Health Website](#)
- [School Mental Health Resources for Responding to COVID-19, with Educator Well-Being Resource Collection](#)
- [Mental Health Disparities Resources for Responding to COVID-19](#)

## Upcoming Learning Opportunities

- March 24: Trauma-Focused Cognitive Behavioral Therapy: A Culturally Adapted Therapy to Work with Latino Families >> [REGISTER HERE](#)
- March 25: Depression in the Black Community >> [REGISTER HERE](#)
- March 25: Unaccompanied Children and Families Seeking Asylum: Traumatic Effects on Children's Attachment and Reunification >> [REGISTER HERE](#)
- March 26: Overcoming the Storm: Special Bi-Monthly Training for AI/AN School Communities in the COVID-19 Pandemic >> [REGISTER HERE](#)
- April 5: Suicide Prevention in Latino and Indigenous Populations >> [REGISTER HERE](#)
- April 5: Staying Connected with Students and Youth during COVID-19 Part 2: Maintaining Meaningful Teacher-Student Connections in the time of COVID-19 >> [REGISTER HERE](#)
- April 7: Pacific Southwest Region: Leading Trauma Informed & Resilience Oriented Health Centers >> [REGISTER HERE](#)
- April 13: SMH Curriculum 'Always and Now' Learning Series Module 5: Mental Health Promotion for All (Tier 1) >> [REGISTER HERE](#)
- April 15: Anxiety in the Black Community >> [REGISTER HERE](#)
- April 15: Stress Management: The Aftermath of the COVID-19 Pandemic for Latino Families >> [REGISTER HERE](#)
- April 19: Session 1 of Needs and Joys of our (Im)migrant\* Students, Families and Community Partners: What is the what? Nuances, complications, and contributions of (Im)migrant & Latinx student mental health >> [REGISTER HERE](#)
- April 19: Staying Connected with Students and Youth during COVID-19 Part 3: Tips for Keeping the "Social" in Social Emotional Learning >> [REGISTER HERE](#)

Access all event recordings & materials here: <https://bit.ly/SMHHealingSchools2021>



MHTTC

Mental Health Technology Transfer Center Network  
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Questions? Please email Ricardo Canelo at [rcanelo@stanford.edu](mailto:rcanelo@stanford.edu)

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