

## **GROUNDING**

*The suffering is in the attachment.*

# Healing

**SCHOOL COMMUNITIES**  
Shifting the Dominant Paradigm  
to Center Student Wellness

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



## **Beyond Schooling: Toward Models of Education & Youth Protection**

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**Session Two**  
**February 15<sup>th</sup> 2022**

# Introductions: Waterfall in the Chat Box



- ☐ Who are you?
- ☐ What role do you play in supporting mental health?
- ☐ Where are you joining us from?

# Today's Tech Logistics

To ensure the best audio quality for the duration of our session, **please mute mics when not speaking and go off video if you are moving.**

If available, you can click on "CC" on the bar at the bottom of the screen for **closed captioning.**

If you have a link to resources you'd like to share or questions for the group...chat! **Chat is the best option.**

We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information email.

If you have audio or technical issues during the session, the chat box is open for you to communicate with us so we may assist you. **Please private chat us.**

We want to hear what you think about today's event! Please take a moment at the end of today's session to complete a **brief** survey for us.

Follow us on social media!



@MHTTCNetwork



@healingschoolcommunities



Visit our website at [www.mhttcnetwork.org](http://www.mhttcnetwork.org)

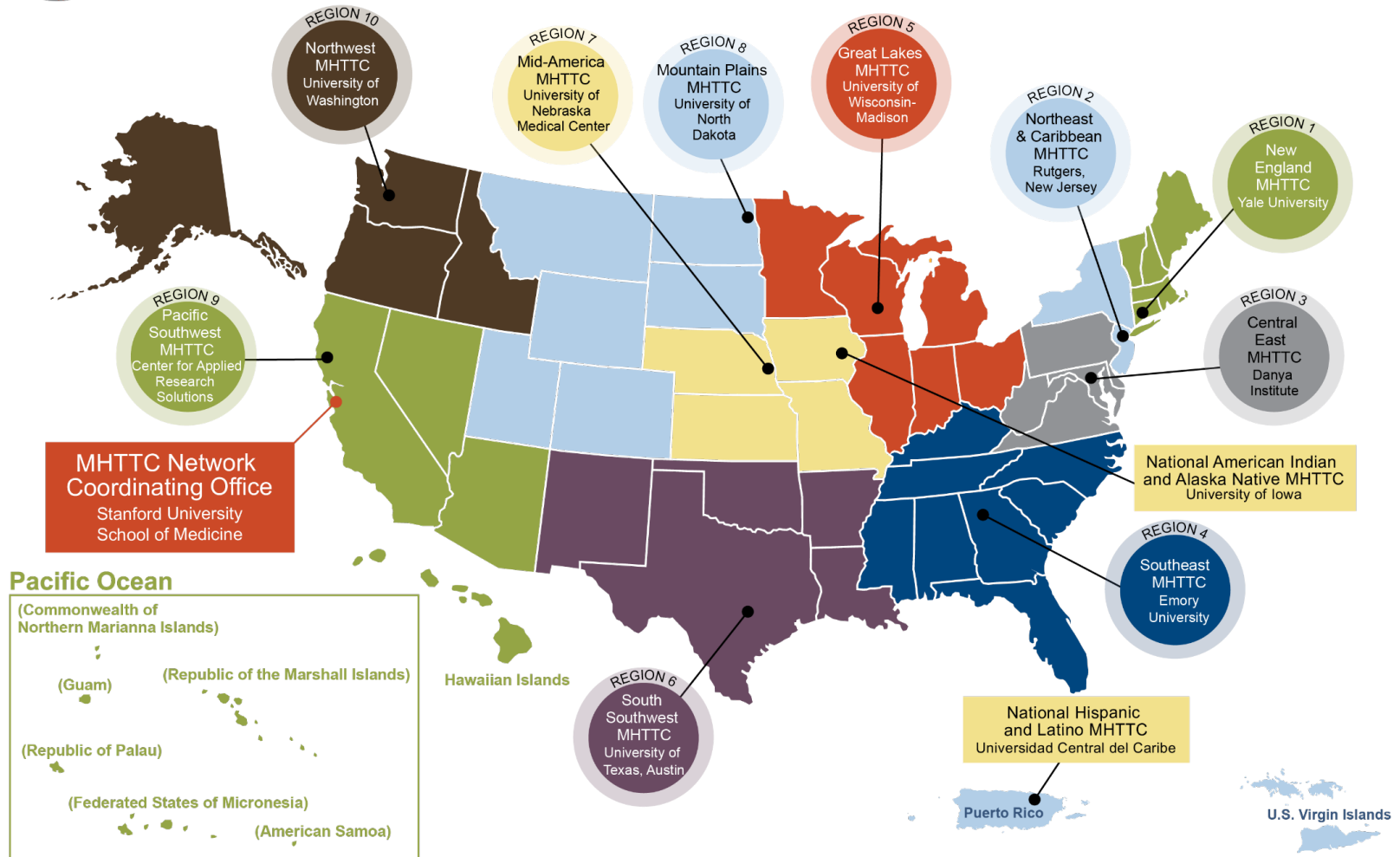


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**MHTTC Network**



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Healing  
School  
Communities

Community  
of Practice

Our goal is to **build a network of support** among school communities that **strengthens our capacity to lead** in challenging racial violence while forging school cultures and climates of healing and wellness

# Healing

## SCHOOL COMMUNITIES Shifting the Dominant Paradigm to Center Student Wellness



**Session One:** Shifting the Dominant Paradigm to Center Student Wellness

Tue. 8 Feb. 2021

**Session Three:** Developing and Implementing Culturally Responsive Curricula

Tue. 22 Feb. 2021

**Session Five:** Interrupting/Examining the Impact of Oppression and Resistance on Student Wellness

Tue. 8 Mar. 2021

**Session Seven:** Implementation and Action

Tue. 22 Mar. 2021

Tue. 15 Feb. 2021

**Session Two:** Beyond Schooling: Toward Models of Education & Youth Protection

Tue. 1 Mar. 2021

**Session Four:** Cultivating Joy and Healing Through Pedagogy and Practice

Tue. 15 Mar. 2021

**Session Six:** Centering Wellness While Humanizing School Systems Change

**Register here:**  
<https://bit.ly/healing-school-communities>



The MHTTC Network uses  
affirming, respectful and  
recovery-oriented language in  
all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# *Healing*

**SCHOOL COMMUNITIES**  
Shifting the Dominant Paradigm  
to Center Student Wellness

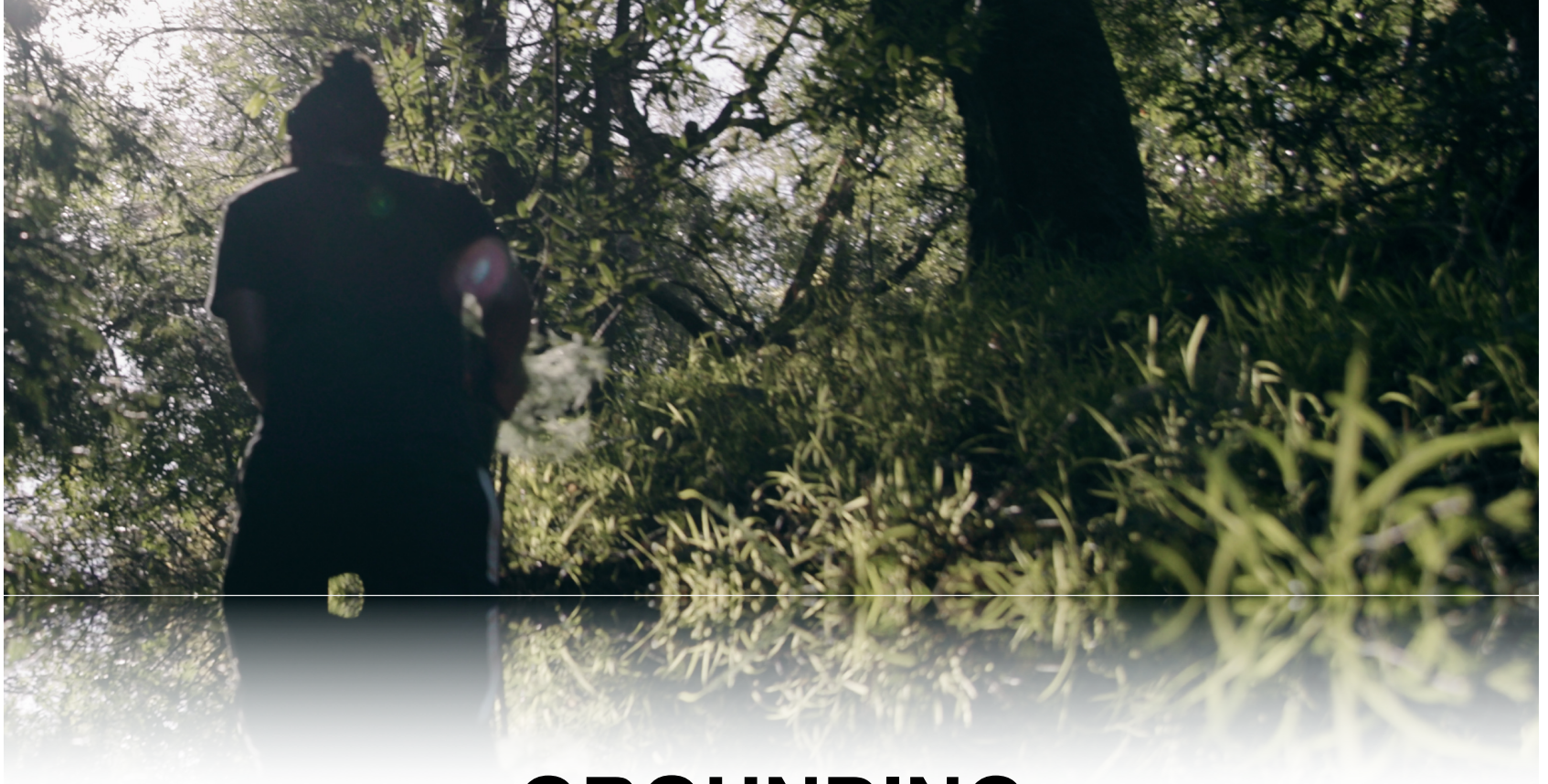
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## **TENTATIVE AGENDA**

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FILM SCREENING  
DISCUSSION  
CASE STUDY  
INTRO  
DISCUSSION  
CLOSING

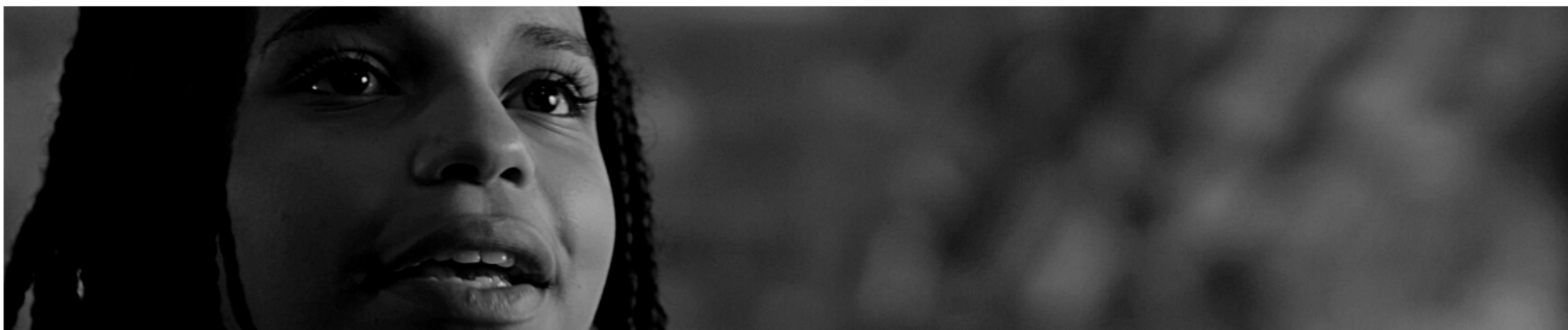
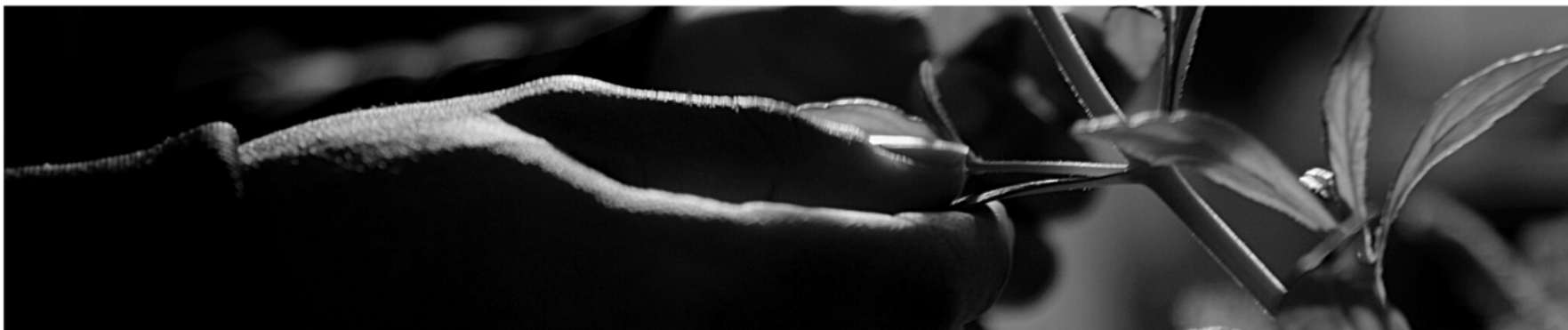


## **GROUNDING**

*The suffering is in the attachment.*



*a story about black wellness.*



**THE CHILDREN COULD FLY**





# AS YOU EXPERIENCE THE FILM

Consider:

- *which parts resonate with you*
- *which parts challenge you*
- *which questions arise*

# Healing School Communities

## Case Study & Solution Mining

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- In just a minute, you will be invited to **join small discussion groups**.
- Once in small groups, you will have the opportunity to **introduce** yourselves and identify a **notetaker**.
- The Discussion Moderator will pose **three questions** in which you will have 15 minutes to **discuss**.
- Upon returning to the full group, we will share out possible **solutions**, further **inquiry** and **significance** to healing school communities.



# Healing School Communities



Ancestors, legacy supports, policy + structural change

District supports, student supports, transportation, county or state office of education, public health, government

Afterschool programs, community and cultural centers, faith-based, environment, parks, and nearby clinics, recreation/childcare

Students, educators, families, neighbors, site leaders, support staff (bus, safety), volunteers

Created by RYSE, 2017







## C A S E   S T U D Y

You've organized a trip to New Zealand with several youth in your advisory to study Maori projects of cultural reclamation. Teachers within your school do not want youth to attend because their grades "are too low" to take on "extra curricular activities".





## **CLARIFYING QUESTIONS**

Before breaking into small groups to discuss this dilemma, is there anything that would help you understand the challenge and or context better?



## **SMALL GROUP DISCUSSION**

1. What did you hear?
2. Using the Ecological Model as a framework, how might we better understand the dilemma?
3. How might we address this dilemma?



## REFLECTION QUESTIONS

- *In your experience, what's at the heart of teachers' resistance toward youth participation in these "extra curricular activities"?*
- *What are some potential short term and long term responses to disrupt adult hinderances to grounded educational experiences for youth?*





# CLOSING

## Share:

- *one major takeaway from today's session*
- *one practice of suffering within schools that you are willing to detach yourself from*



# Home Study: What resonated with you from this week's session?

Questions to ponder, be in conversation about and or journal between sessions.

How did it feel in your body to be a part of this conversation?

What surprised you or challenged you from this week's session?

How are the themes from this week's session showing up in your work or personal lives?

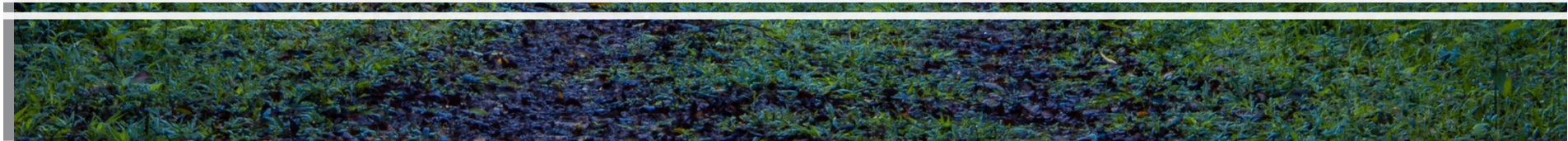
What did this session's content make you wonder?

- ☐ Feel free to write directly into our jamboard on the designated page or in your own journal.
- ☐ Upload texts, images, poetry, video clips, quotes or other resources that come to mind when exploring the content of this week's session.





## CLOSING PRACTICE







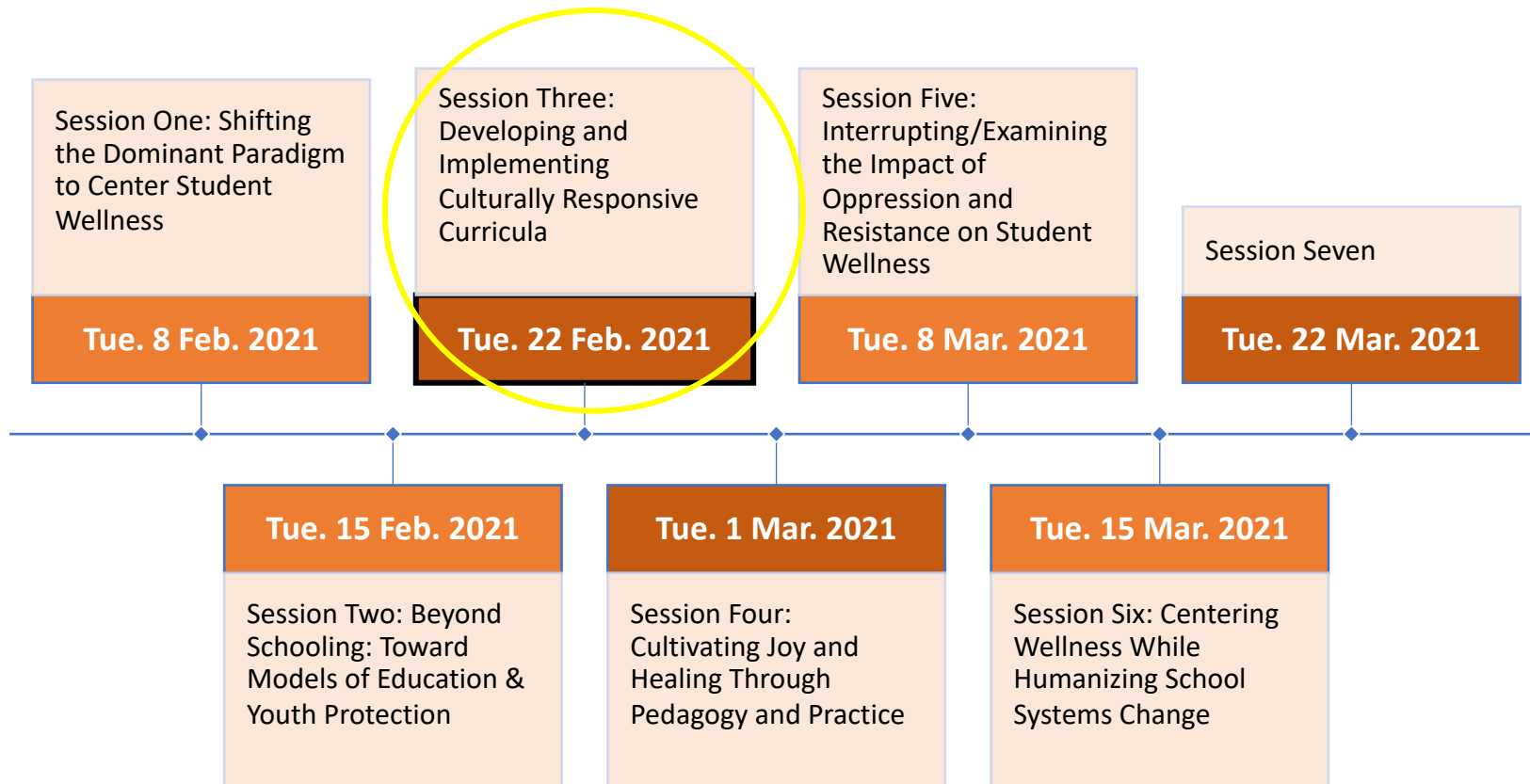
**THANK YOU.**

For joining. For trusting us. For building with us.  
For creating this community.



# Healing

## SCHOOL COMMUNITIES Shifting the Dominant Paradigm to Center Student Wellness






## Healing School Communities

### Case Presentations

We would like to share case studies so participants can discuss solutions to real-world experiences during breakout sessions.

If you are open to sharing a dilemma related to racial violence that you experienced or witnessed in your school, please email [rcanelo@stanford.edu](mailto:rcanelo@stanford.edu).





# Evaluation Information

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- The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.
- At the end of today's training please take a moment to complete a **brief** survey about today's training.

**Access here:**

<http://ttc-gpra.org/GPRAOnline/PCS?e=0088220149&n=M>



# Connect with the MHTTC in your region



**MHTTC**

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TRAINING AND EVENTS ▾

RESOURCES ▾

PROJECTS ▾

COMMUNICATION ▾

## Find Your Center

To jump to a specific center, click the center's name. To save a center as your default center, select the center by clicking the photo, then click the Save button at the bottom of the page

### Centers Across The Network



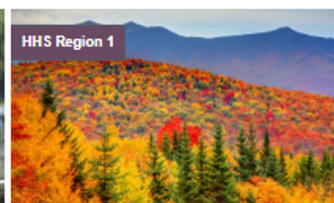
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HHS Region 1

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