



“Healing is experienced collectively, and is shaped by shared identity such as race, gender, or sexual orientation. Healing centered engagement is the result of building a healthy identity, and a sense of belonging. For youth of color, these forms of healing can be rooted in culture and serves as an anchor to connect young people to a shared racial and ethnic identity that is both historically grounded and contemporarily relevant.”

**-Shawn Ginwright, PhD**

# 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



# Culturally Sustaining and Healing Centered Pedagogy

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**Session Three**  
**February 22<sup>nd</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

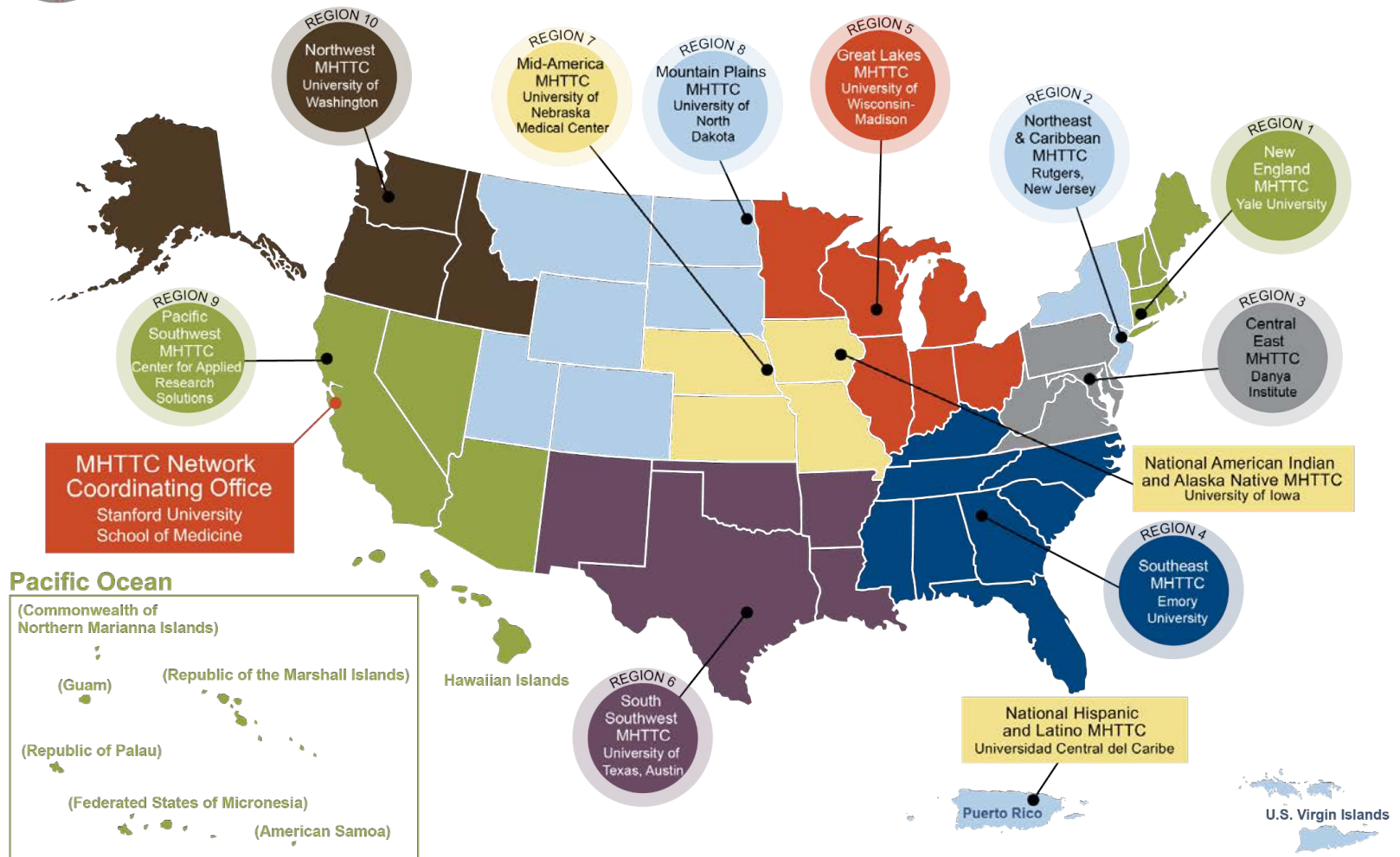
# Visit our website at [www.mhttcnetwork.org](http://www.mhttcnetwork.org)



## MHTTC

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

## 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





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

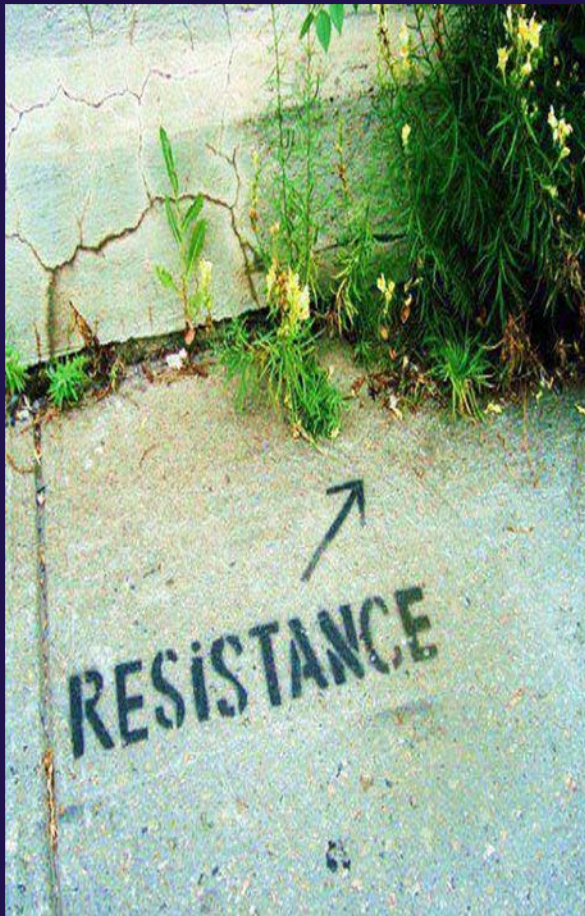
# What Today Might Feel Like...

Raise Questions....

Complicate Solutions....

Stretch for Relevance....

# Towards Community Responsive & Healing Centered Classrooms



Context

Theoretical Frames

Curriculum & Student Work

Pulling it Together: Case Study

Closing Reflection

# Clint McKay on Land Acknowledgement



To Indigenous Communities it means:

- ❖ Recognizing us as original inhabitants of an area
- ❖ Recognizing us as a people
- ❖ Acknowledging the connection of the people to our natural world
- ❖ Acknowledging the effects of colonization
- ❖ Respect for Indigenous knowledge
- ❖ Respect for Indigenous culture and tradition
- ❖ Support continued interaction of Indigenous people with the land
- ❖ Support repatriation and protection of culturally significant items and places.



## **I ACKNOWLEDGE**

Huichin, the land of the Lisjan Ohlone people and to whom this land belongs. The Lisjan Ohlone are still here and speak the Chochenyo language.

## **I STAND**

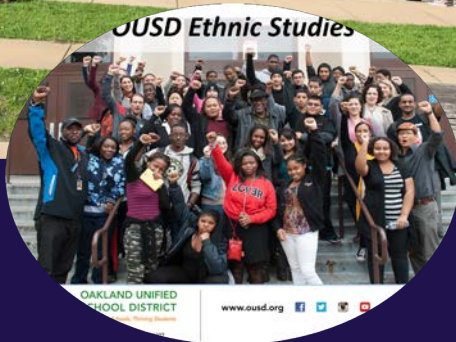
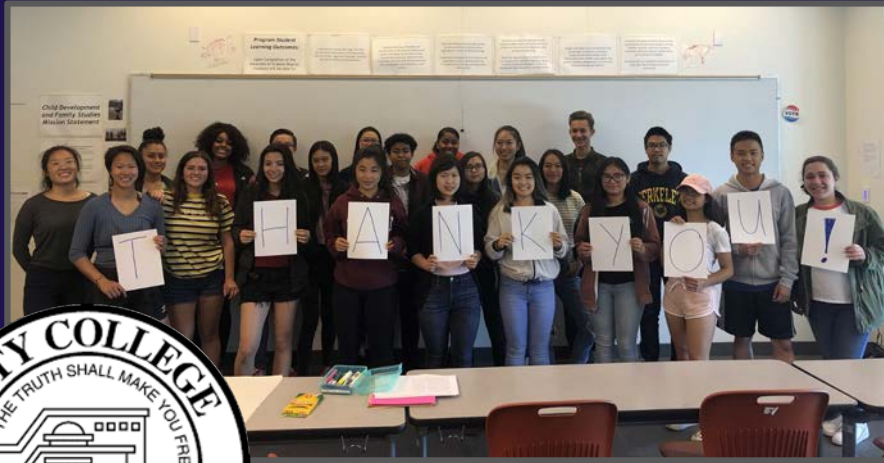
in solidarity with all indigenous people and their right to self-determination and justice by recognizing the treaty rights and indigenous people as the rightful stewards of this land.

## **I COMMIT**

to working toward the healing of the generational trauma, theft and dispossession Native peoples' have faced and continue to face by listening to and supporting current needs of the indigenous community



**SETTLING IN**





Art by: Faviana  
Rodriguez

We must move out of **false binaries** of relevance or rigor.

**All teachers** should see themselves as **literacy teachers**.

Our students come to us with knowledge and experience engaging in **complex literacy practices**.

Literacy has always been an integral part of **oppressed people's struggle for liberation**.



# The Importance of Context

## Legacy of institutional oppression and resistance

- 1965 Watts Riots/Uprisings
- 1992 Los Angeles Riots/Uprisings

## Multiple Stressors

- Poverty
- Criminalization
- I.C.E. raids and deportation
- Lack of access to healthy food, quality health care, adequate housing
- Homicide rate triple city average (LAPD)



# Shifting Demographics: Shifting Identities



# Shifting Identities

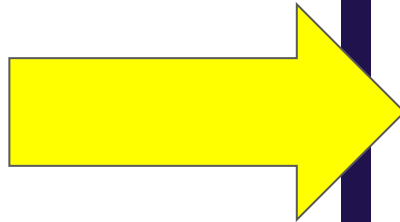


The main problem...is that as black people decline in number and percentages, as the old black demographic of the central city becomes ever more Latino, blacks are becoming invisible - politically, socially, civically." -**KCTE Social Focus**

# Addressing All Student Needs

## ASSETS

- Bilingual
- Bicultural
- Resilient
- Belief in potential of education
- Communities with Legacy of Resistance



## NEEDS

### Academic

- Below grade level

### Social-Political

- Poverty level three times below state average (US Census)
- Police Brutality
- Deportation Threats
- Lack of access to basic health care
- Violent Crime 3x higher than the rest of CA

# Healing Centered Engagement

- Healing centered engagement is explicitly political, rather than clinical.
- Healing centered engagement is culturally grounded and views healing as the restoration of identity.
- Healing centered engagement is asset driven and focuses well-being we want, rather than symptoms we want to suppress.
- Healing centered engagement supports adult providers with their own healing.



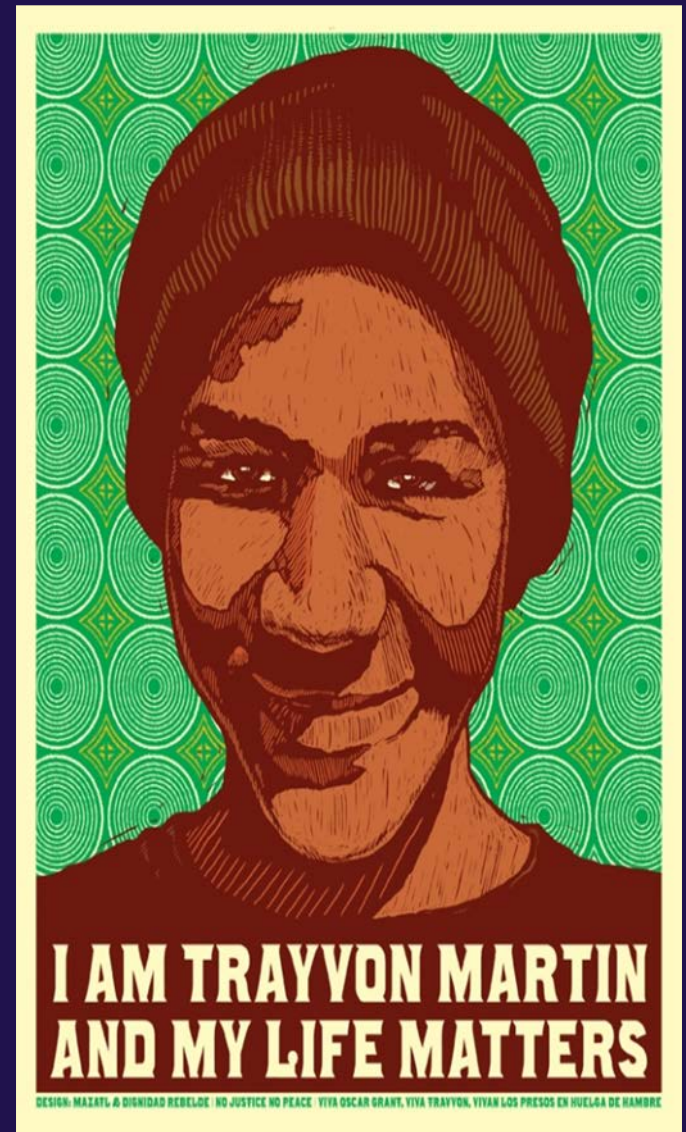
# Healing centered engagement is explicitly political, rather than clinical.

- Awareness and action to address the conditions that cause trauma
- Well-being as a function of control and power in our lives



“Why should one focus on learning in school if that learning does not have the capacity to affect, inform, or alter one’s perception or one’s status as a member of an oppressed group?”

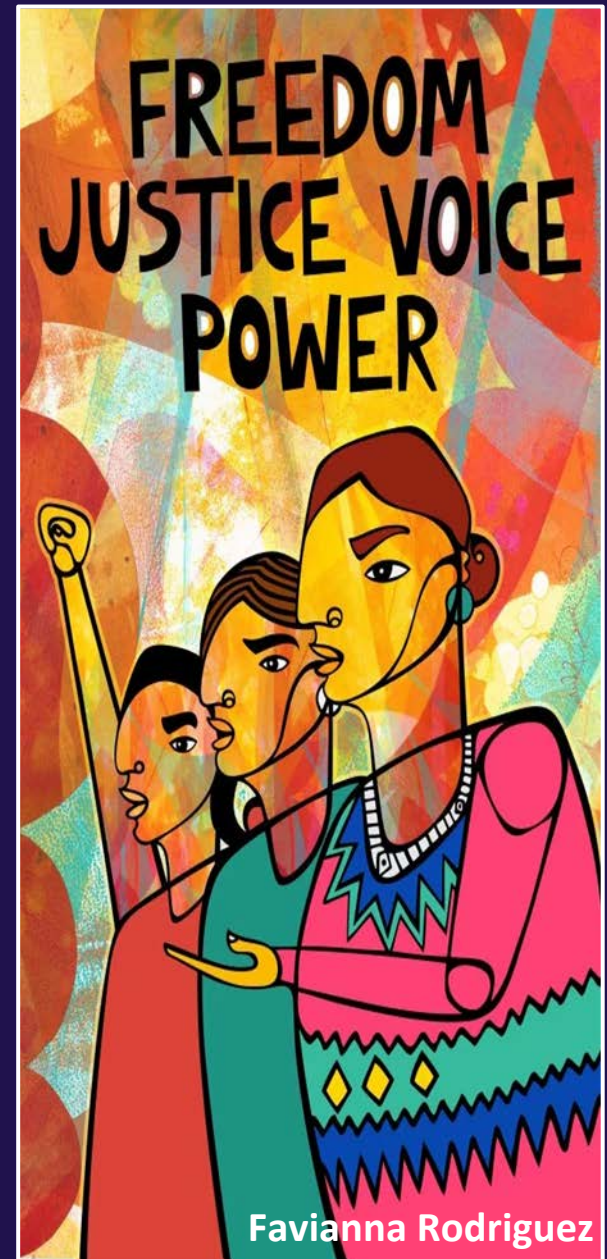
- **Theresa Perry**



# Ethnic Studies: At Its Core...

- ❑ Develops a **critical lens**.
- ❑ Gives space to the **counter narratives**.
- ❑ **Community Responsive, Humanizing** and **Rigorous**.
- ❑ Provides opportunity for **meaningful exploration** of **self, one another** and the **world**.
- ❑ Inspires work towards a **just future**.
- ❑ Requires **self reflection**.

“Towards an Ethnic Studies Pedagogy” (2014)



Favianna Rodriguez



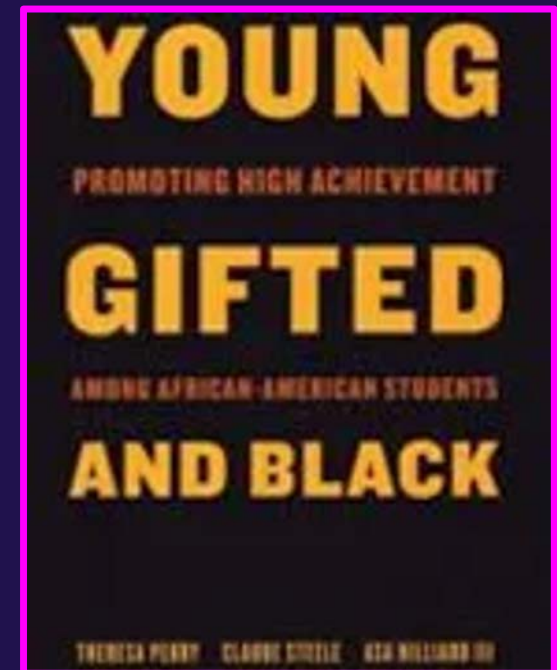
# Healing centered engagement is culturally grounded...restoration of identity

- Meaning, purpose, self-perception grounded in the collective
- Builds healthy identity and sense of belonging
- Cultural Dismemberment OR Re-membering



# Theresa Perry

- “You pursued learning because that’s how you asserted yourself as a free person, how you claimed your humanity.
- You pursued learning so that you could work toward the racial uplift, for the liberation of your people.
- You pursued education so that you could prepare yourself to lead your people.”



# Creating Collective Meaning

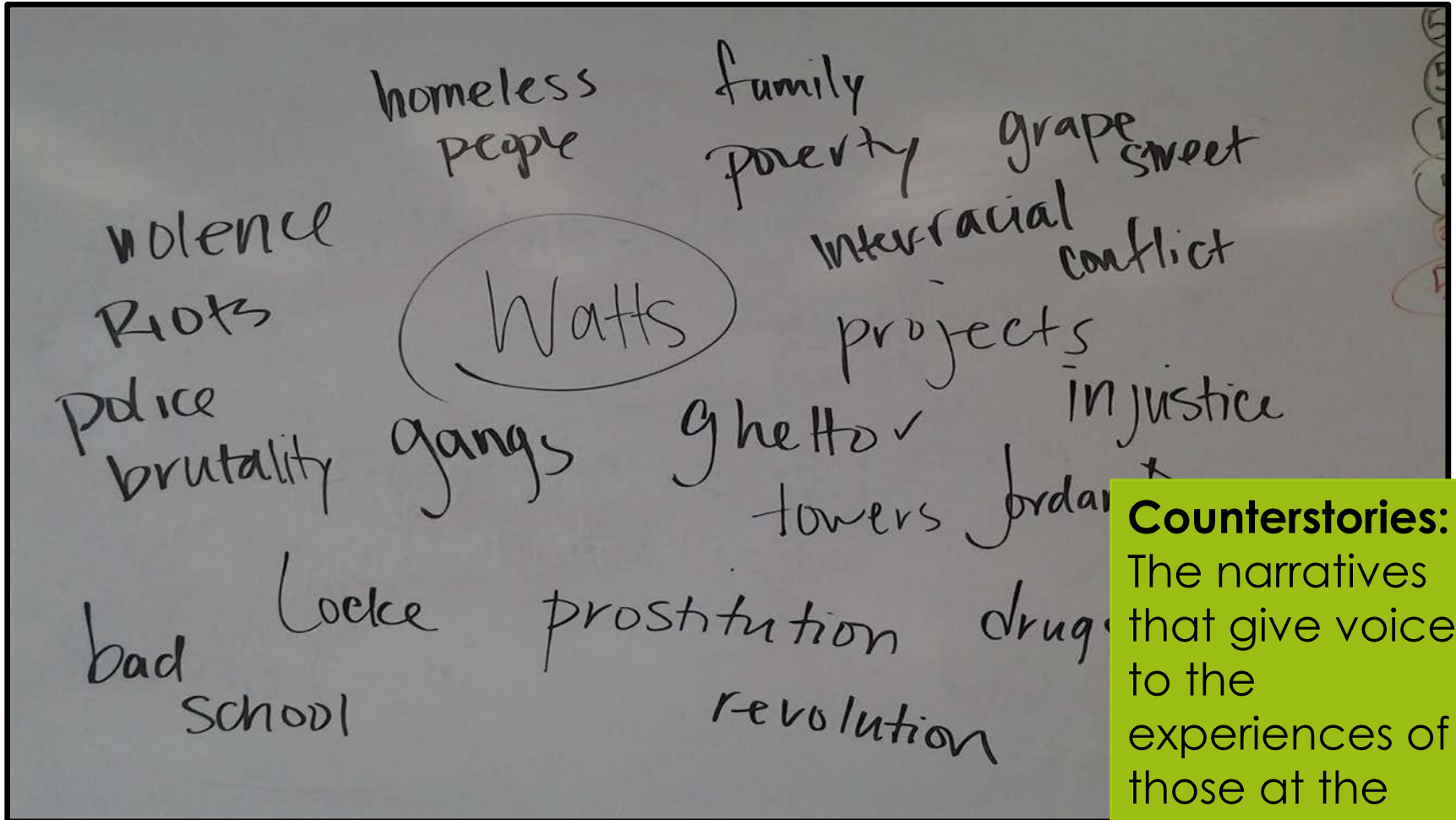


What is resonating so far...

What questions are arising...

# Community Cultural Wealth Project

Developing Counterstories of Resilience and Resistance



**Counterstories:**  
The narratives that give voice to the experiences of those at the margins.

# Community Cultural Wealth Research Project: Developing Counterstories of Resilience and Resistance

What are different ways people respond to historical and generational trauma?

How can storytelling lead to healing – personally and collectively?

How can we use research to affect change in our community?



# Designing a Transformative Curriculum

Timeline	Academic	Transformative
<b>Week 1: Models of Narrative Writing as Healing Dialogue and Social Change</b>	<ul style="list-style-type: none"> <li>• Annotate three “healing” narratives</li> <li>• Explore Writing and Research process</li> </ul>	<ul style="list-style-type: none"> <li>• What are different ways people respond to historical and generational trauma?</li> <li>• How can storytelling lead to healing – personally and collectively?</li> <li>• How can we use research to affect change in our community?</li> </ul>
<b>Week 2-3: Learn Theoretical Frames Read Model Text: Random Family</b>	<ul style="list-style-type: none"> <li>• Read model text</li> <li>• Learn CCW Theory</li> </ul>	
<b>Week 2-4: Plan and implement research</b>	<ul style="list-style-type: none"> <li>• Develop inquiry focus: choose community member</li> <li>• Research credible sources: interviews, articles, personal experience</li> <li>• Transcribe interviews</li> </ul>	
<b>Week 4-5: Write Narrative</b>	<ul style="list-style-type: none"> <li>• Look for Generative themes</li> <li>• Drafting</li> <li>• Revise based on peer editing, individual conference feedback</li> </ul>	
<b>Week 5-6: Plan and perform/facilitate Multimedia presentation at Community Showcase</b>	<ul style="list-style-type: none"> <li>• Plan, develop and practice engaging presentations</li> </ul>	

# Authentic Models of Writing as Healing

OPINION • JUSTICE

Trayvon Martin's Mom: 'If They Refuse  
Us, We Will Make Them Feel U



Sybrina Fulton of Miami, Fla., mother of Trayvon Martin, testifies during a Senate Judiciary Committee hearing on "Stand Your Ground" laws October 29, 2013 in Washington DC. Win McNamee—Getty Images

## ◆ Writing as Healing Models

- Student Letter to her Mother
- Trayvon Martin's mother to Michael Brown's mother
- My letter to Institution that Harmed my Family

## ◆ Academic Skills

- Organization: Purpose, Audience, Persona, Argument
- Rhetorical devices: pathos, ethos, logos
- Citing research

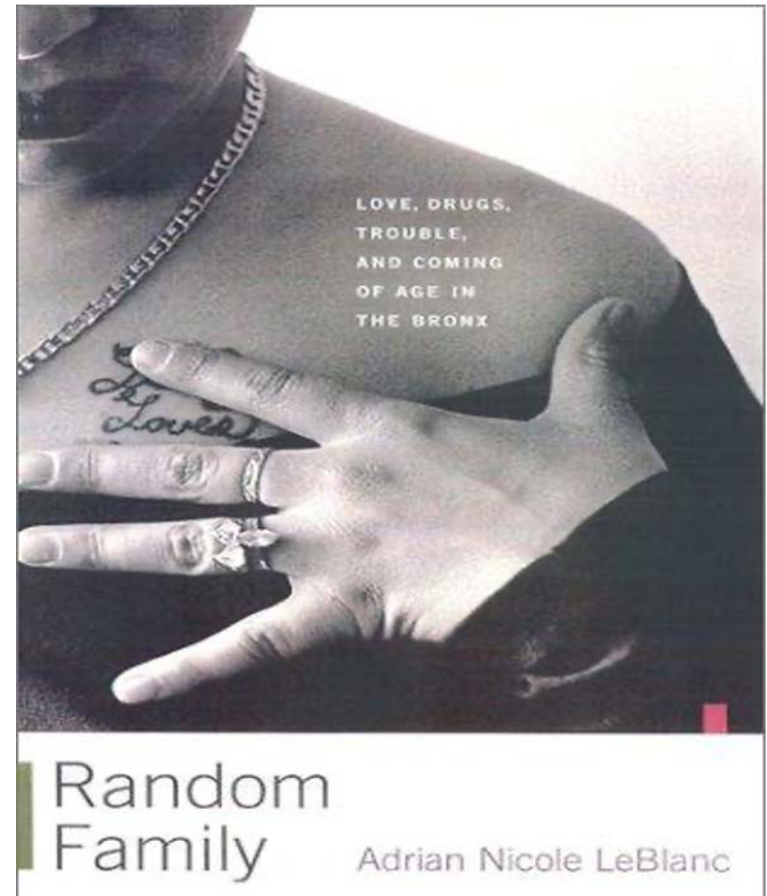
## ◆ Emotional/Human skills

- Vulnerability of sharing pain
- Power of risk-taking and honesty
- Validating experience and need for healing and accountability

# Critical Reading With and Against the Grain: *Random Family* by Nicole LeBlanc

Model of 10-year research project written in narrative form

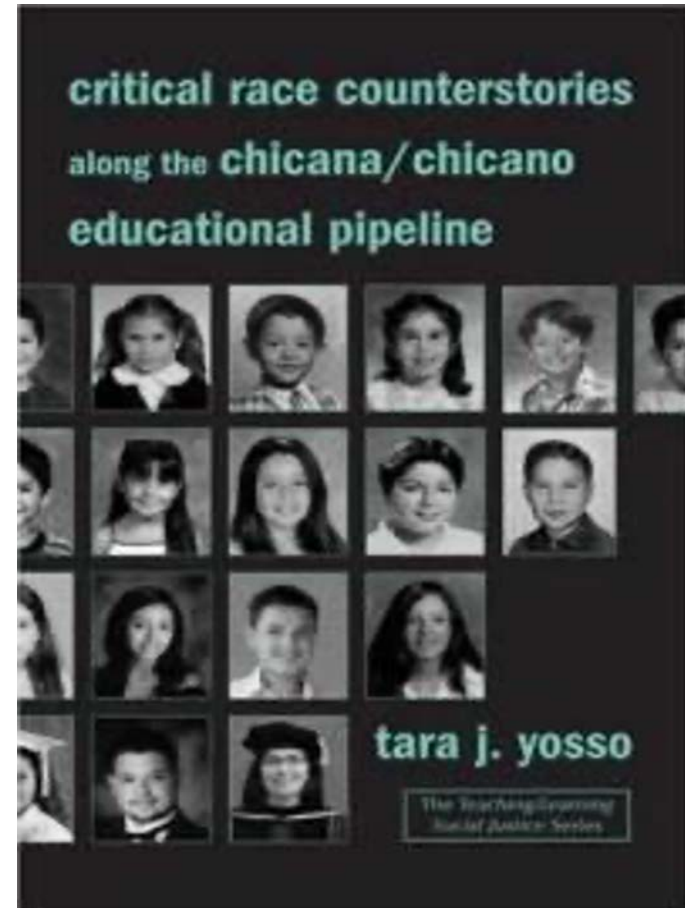
Problematizes "outsider" perspective of communities of color

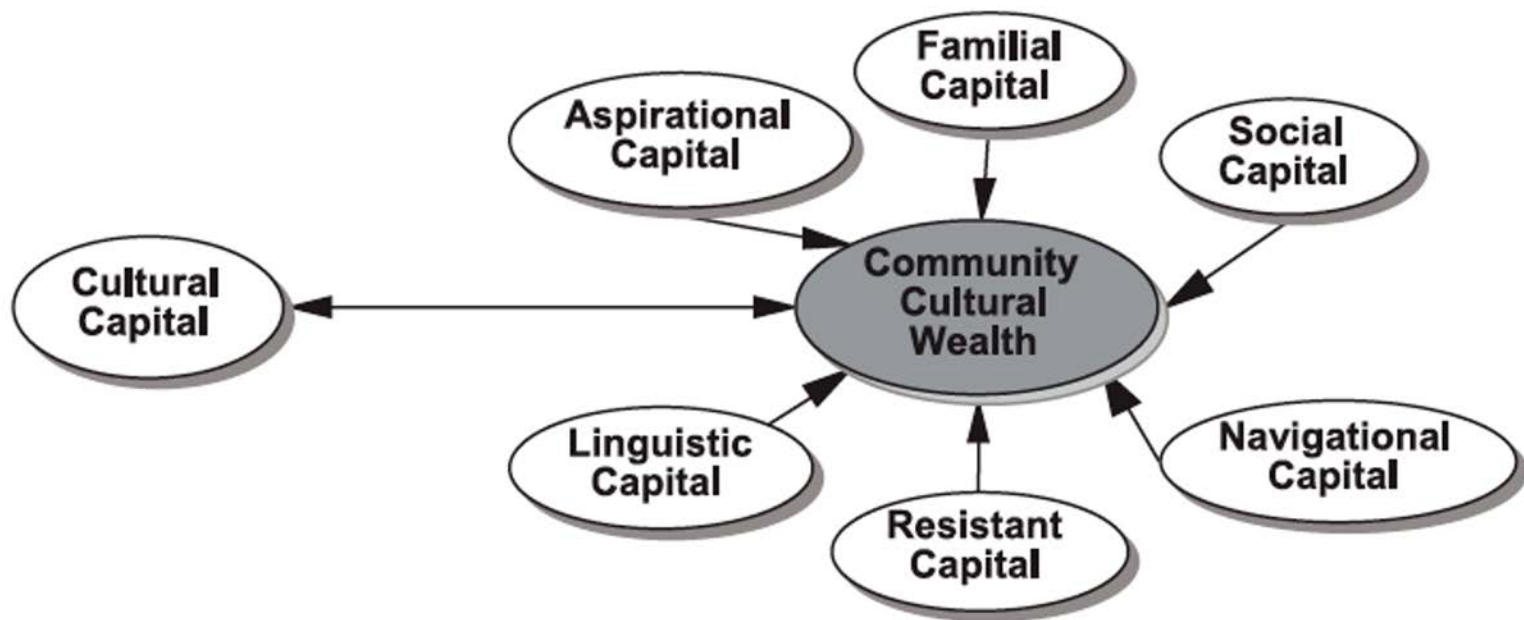
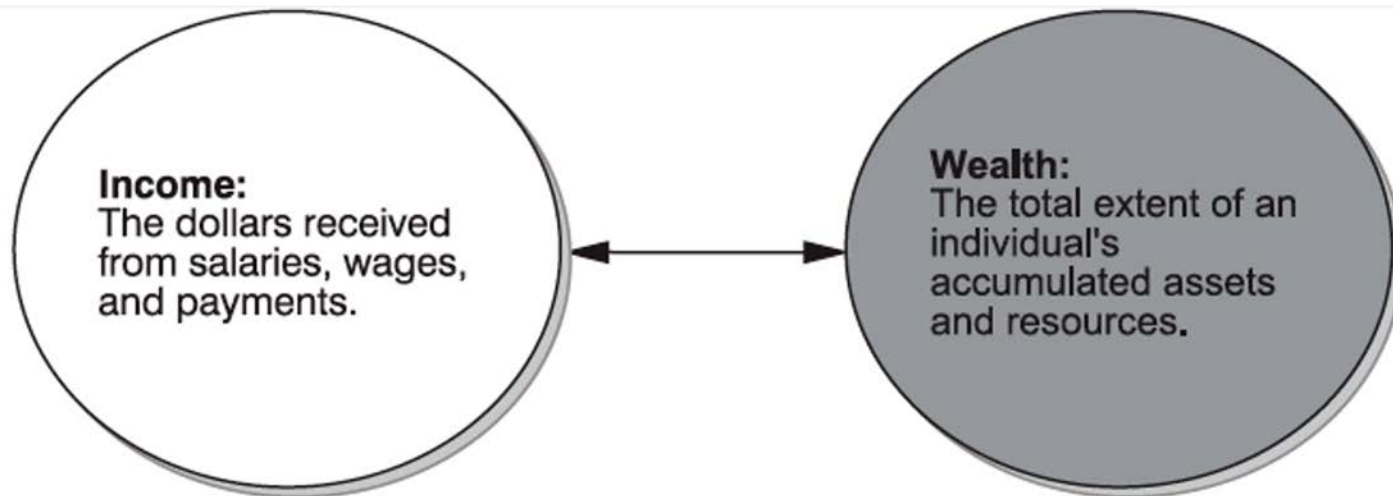




# Purpose of Counterstories

"Counterstories can build community among those at the margins of society...they bring a human and familiar face to empirical research...can open new realities...and address society's margins as places of possibility and resistance"





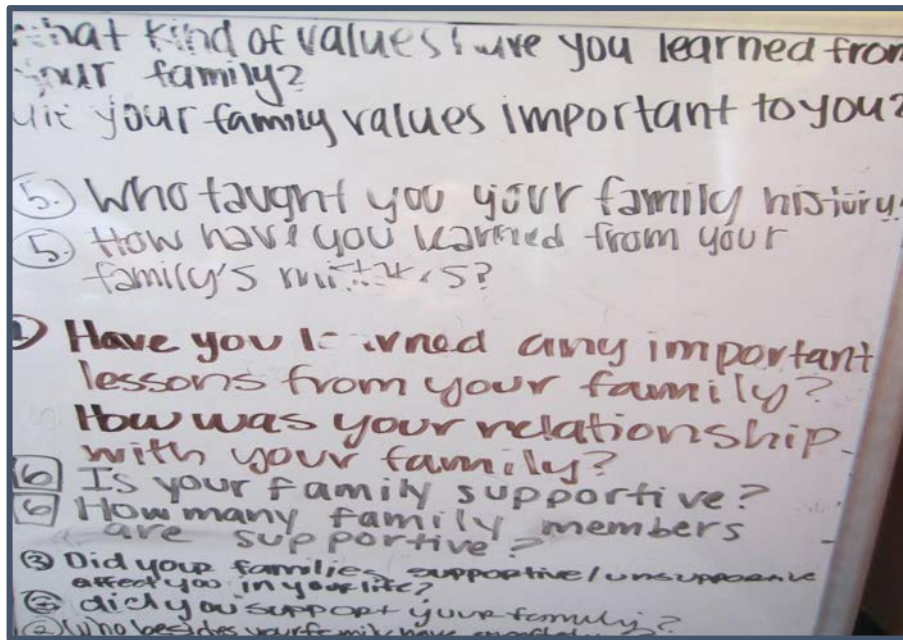
# My Personal Community Cultural Wealth

## Aspirational Capital



- Aspirational capital describes the way families and communities are able to maintain and pursue their hopes and dreams while facing adversity
- This is a picture of my mom rollerskating in 2017, 10 years after being diagnosed with MS, and years after countless doctors had told her she would likely lose much of her mobility. While it was a struggle in the beginning, the one rule she always maintained for herself (and passed along to me) is that the only thing that matters in life is that you try your hardest to achieve your goals, and that 'succeeding' has nothing to do with wealth. You can always know success by the pride you feel in the work you've done.
- It was always explained to me by my mom that struggle did not (inherently) breed failure, and that adversity was not an automatic guarantee of foreclosure of possibility. Things don't necessarily happen for a reason, however it doesn't mean we can't find strength, and aspire to be more than what the dominant narrative often implies.

# Using Questions to Drive Inquiry



# Exhibition Night: An Evening of Cultural Remembering

- ◆ Digital Presentation of Research
  - Storyboard
  - Layering of media: audio narrative, images, music
- ◆ Presentation of Learning at Community Exhibition



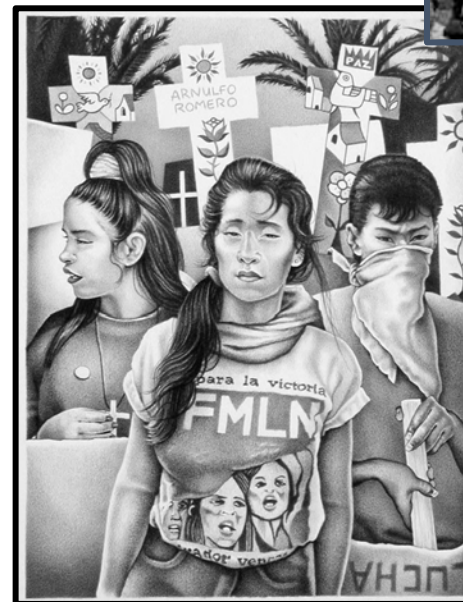
## Locke 1 Unsung Heroes and Heroes Senior Oral History Project

Please Join us for a Night of  
Celebrating our Community's Cultural Wealth  
Through the Sharing of Stories,  
Struggles, and Triumph

Tuesday, May 29<sup>th</sup> @ 5:00  
Locke Library  
Refreshments will be served.

# Emerging stories bring sense of community resilience and solidarity

- ◆ Black Power Movement
- ◆ Civil War in El Salvador
- ◆ Immigration
- ◆ Surviving Illness and loss



# Learnings

- ◆ Research and counter-storytelling create a sense of agency while learning rigorous literacy skills
- ◆ Counterstorytelling is a tool to transform collective and individual identities from deficit to empowered
- ◆ Rigor increases with authentic purpose and audience for student work and when students' learning is guided by their own questions



# Creating Collective Meaning



What is resonating so far...

What questions are arising...



## 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





## CASE STUDY

You are a third-year teacher in a large comprehensive high school. Your Curriculum planning team consists of veteran educators and the unspoken agreement is that the same curriculum is used across grade. The curriculum is largely Eurocentric, textbook heavy and lacking relevance to your student's lives. It's difficult for you to teach with confidence and students are disengaged.



## **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?



## FULL 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?

# Session Debrief

What's coming up for you - mind, body and heart?

How did today's session expand your understanding of what young people need?

How will you put what you learned today into practice?

What questions and needs do you still have?

# 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



Session One: Shifting the Dominant Paradigm to Center Student Wellness

**Tue. 8 Feb. 2022**

Session Three: Developing and Implementing Culturally Responsive Curricula

**Tue. 22 Feb. 2022**

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

**Tue. 8 Mar. 2022**

Session Seven: Integration and Application

**Tue. 22 Mar. 2022**

**Tue. 15 Feb. 2022**

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

**Tue. 1 Mar. 2022**

Session Four: Cultivating Joy and Healing Through Pedagogy and Practice

**Tue. 15 Mar. 2022**

Session Six: Centering Wellness While Humanizing School Systems Change




## 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=0088220150&n=M>



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**MHTTC**

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YOUR MHTTC ▾

TRAINING AND EVENTS ▾

RESOURCES ▾

PROJECTS ▾

COMMUNICATION ▾

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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

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HHS Region 1

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