





Healing

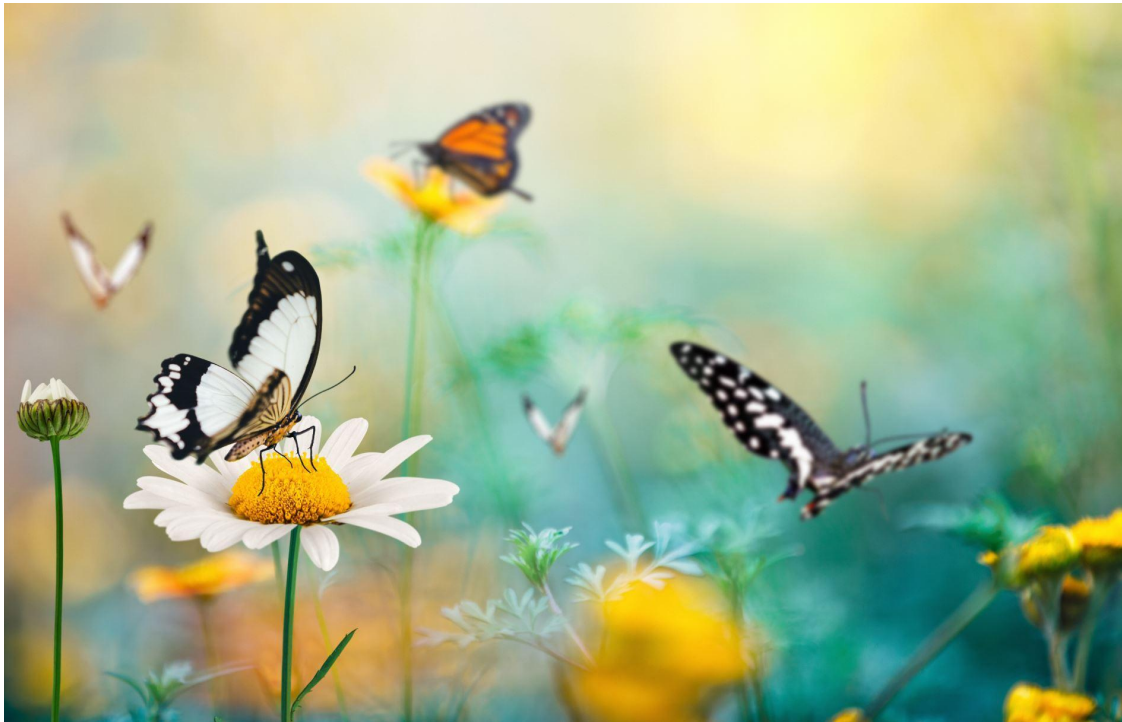
SCHOOL COMMUNITIES
Shifting the Dominant Paradigm
to Center Student Wellness



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

Session Five
March 8, 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

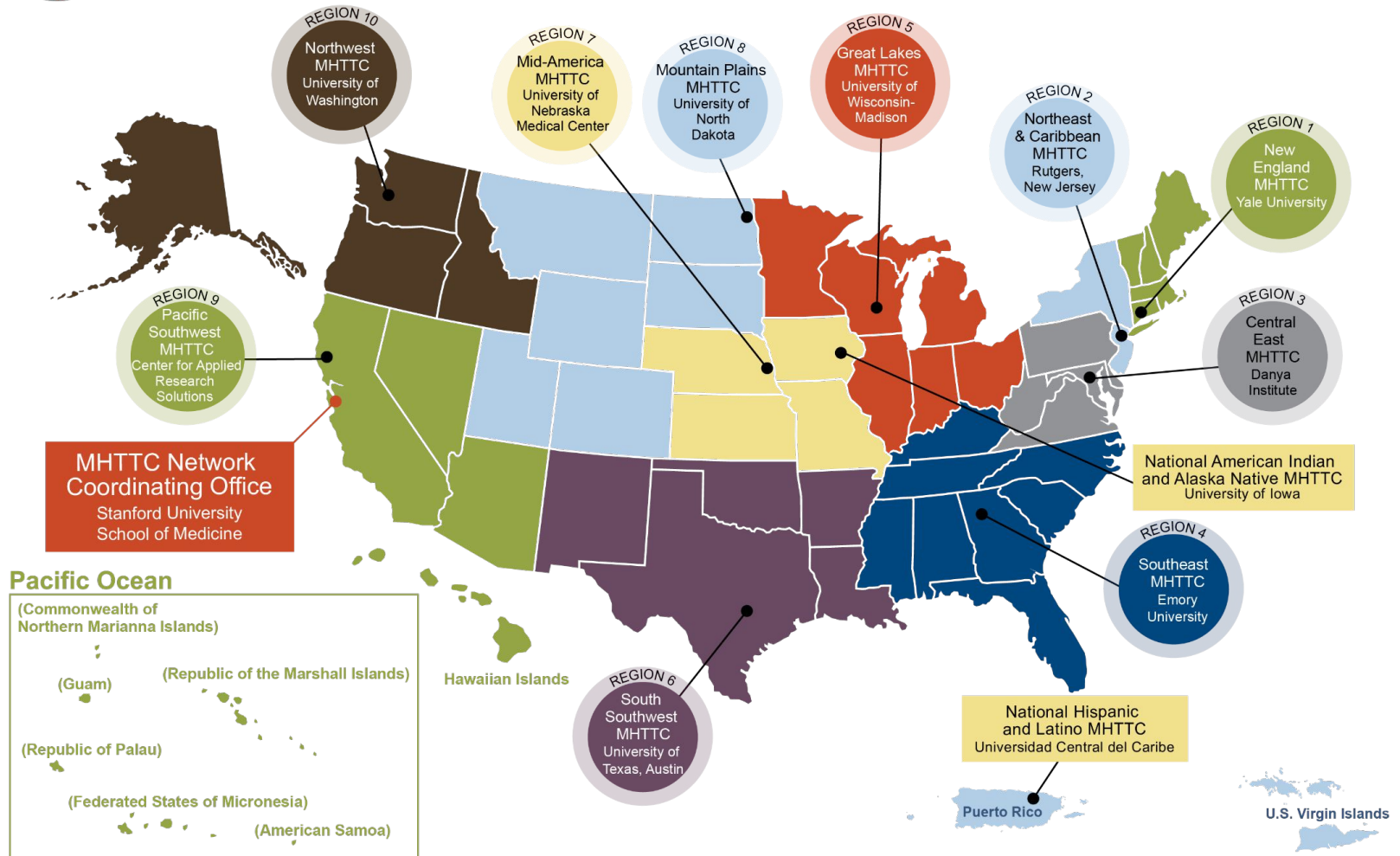
Visit our website at www.mhttcnetwork.org



MHTTC

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

MHTTC Network



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At the time of this presentation, Miriam Delphin-Rittmon served as SAMHSA Assistant Secretary. The opinions expressed herein are the views of the moderator and panelists and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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. 2022

Session Three: Culturally Sustaining and Healing Centered Pedagogy

Tue. 22 Feb. 2022

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

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Session Seven: Towards Application and Integration

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Tue. 1 Mar. 2022

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Session Six: Centering Wellness While Humanizing School Systems Change

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



Kenjus Watson
Ph.D

**What is
“Schooling”?**

**What is
“Education”?**





ROOT WORK JOURNAL
CONVENING
IN THE ARK
BLACK AND SACRED SITES OF REVELATION

"From the holding cell, was it possible to see beyond the end of the world and to imagine living and breathing again?"

- Sadiya Hartman

VOLUME 1 - ISSUE 1 - AUGUST 2020
WWW.ROOTWORKJOURNAL.ORG

TIFFANI MARIE

KENJUS WATSON

APOCALYPTIC EDUCATION

Join us in a final farewell to schools.



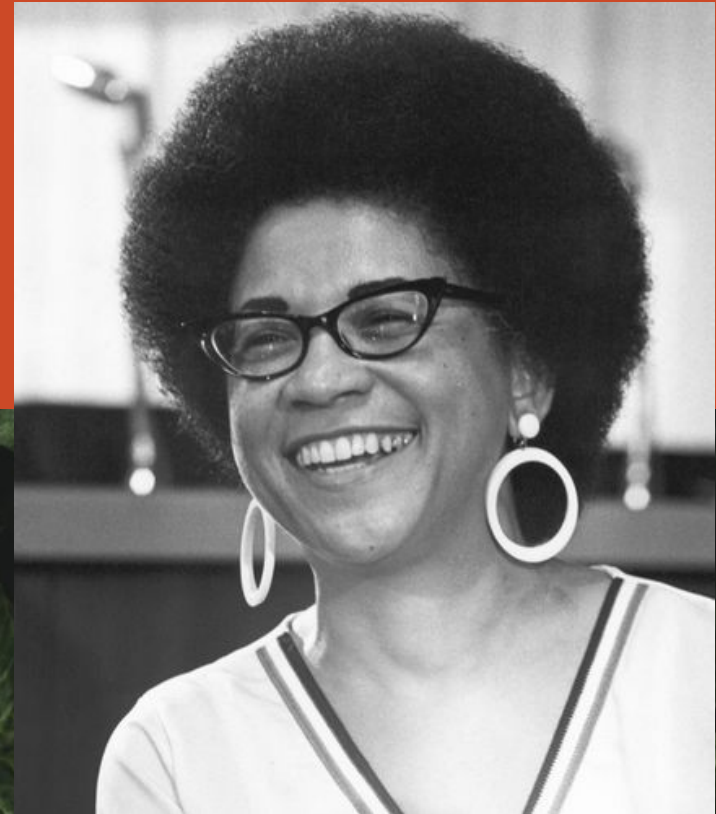
**What is
“Education”?**

Education - the process of transmitting from one generation to the next knowledge of the values, aesthetics, spiritual beliefs and all things that give a particular cultural orientation its uniqueness (Shujaa, 1994)

**But what is
culture?**

working definition of CULTURE

“Sum total of knowledge, ways of being, and (living) artifacts a people-group accumulates, refines & deploys **in their struggle for survival and autonomy.**”



Dr. Barbara Sizemore

Intergenerational Transmission for Autonomy & Survival



**What is
“Schooling”?**

Schooling - is a process intended to perpetuate and maintain a given society's existing power relations and the institutional structures that support those arrangements (Shujaa, 1994)

Genocide and Colonization

Removal/Concentration

652 AD

Chattel Slavery

**Racial
Apartheid**

57

1565

1865

1965

2022



“C-O-L-L-E-G-E”

IS A STRANGE WAY TO SPELL

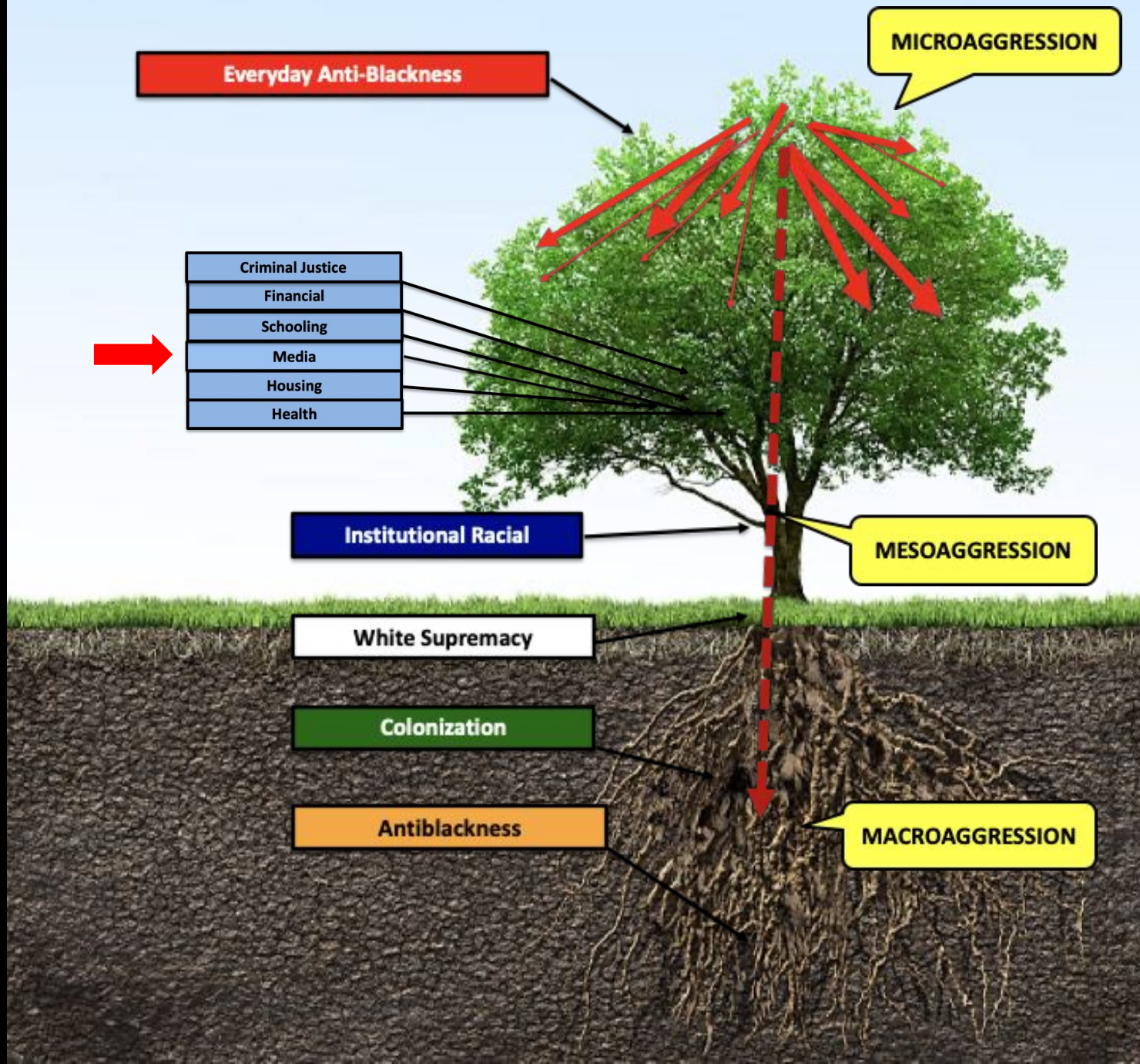
“F-O-O-D”

ok...

so?...



So...if a society (human grouping) wants to forcibly transplant it's internal logics of power and hierarchy to a different human grouping (society) it needs to school/overwrite the other group's educational practices...their cultural means of survival and autonomy



Seasoning: Slave traders and owners believed that, if an enslaved person survived this critical period of environmental seasoning, they were less likely to die and the psychological element would make them more easily controlled.

Practical Rules for
the Management and
Medical Treatment of
Negro Slaves in the
Sugar Colonies




COLLINS

MICHAEL MULLIN

Africa in America

Slave
Acculturation
and Resistance
in the
American South
and the
British Caribbean
1736–1831





“seasoning” through schooling was intended to turn African captives into “docile slaves”

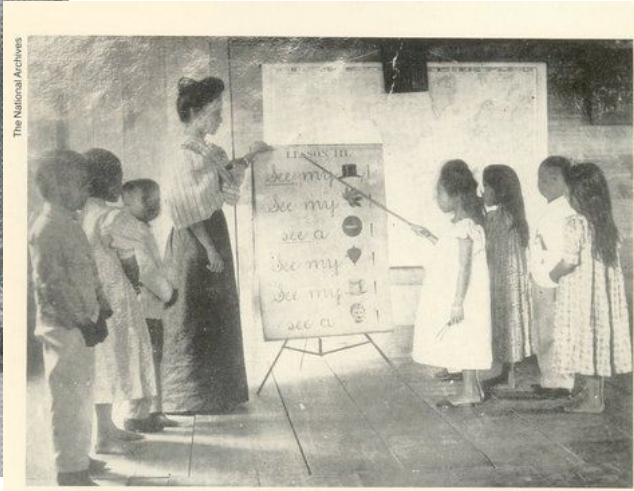
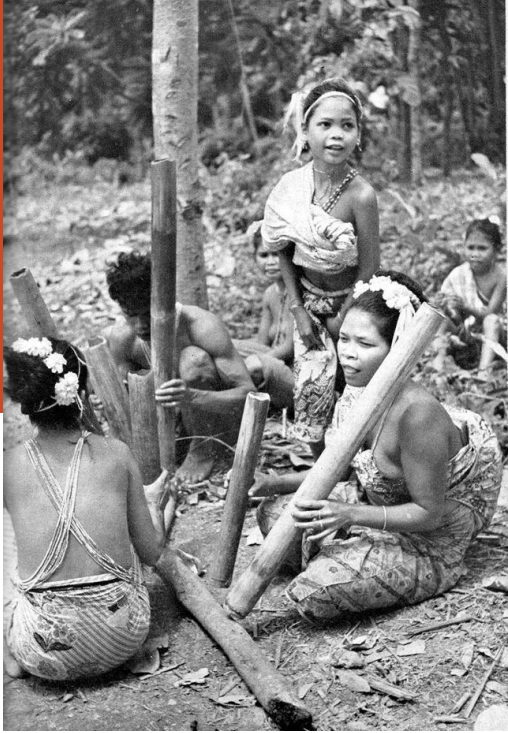
A Third University Is Possible

la paperson



The successful negro school model - centered on **Ordering, Compliance, Pacification, and Cultural Destruction**- was trafficked around the globe.

The violence enacted against Indigenous Africans (Black people) modeled violence against everyone else.



The National Archives

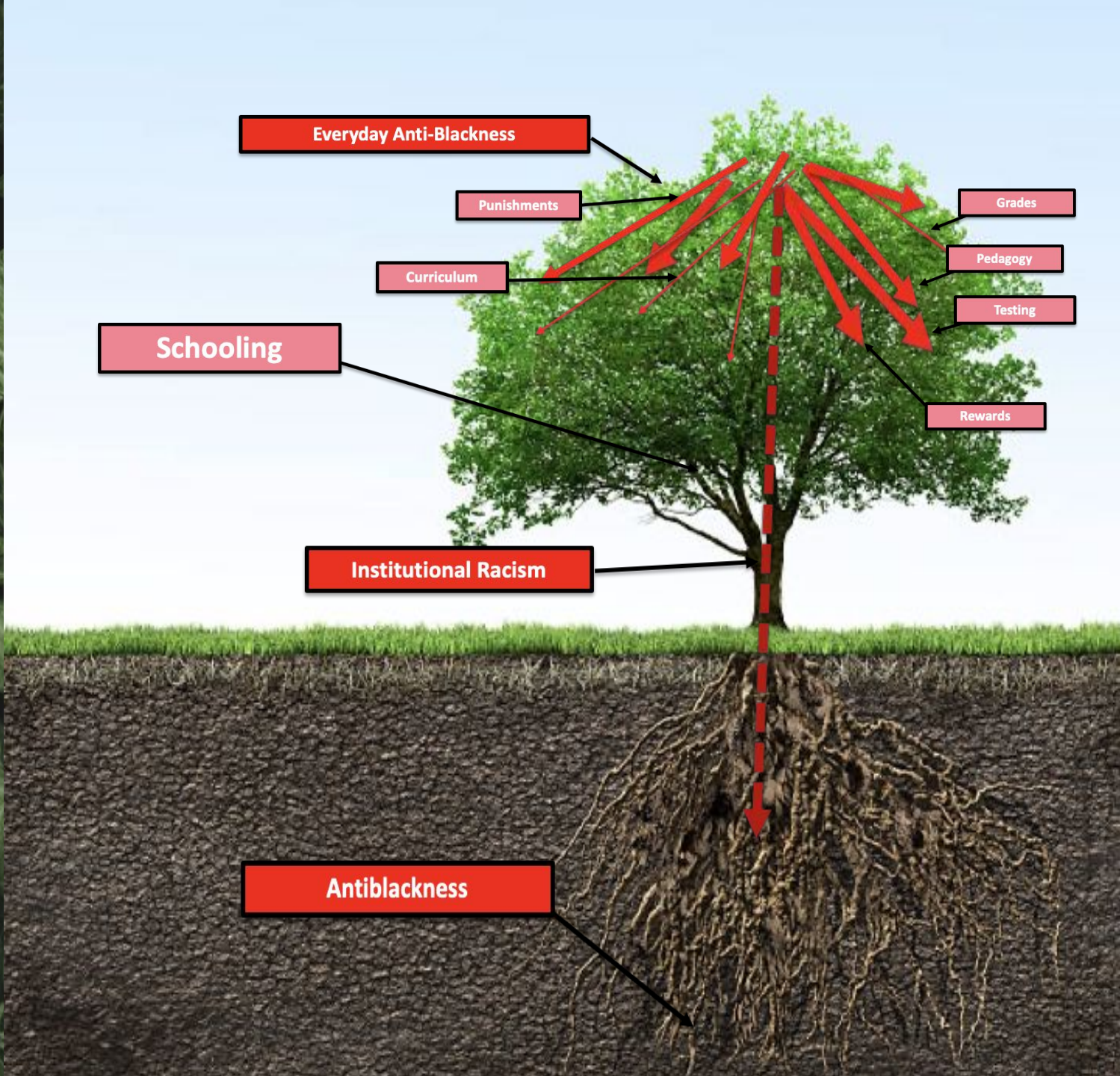
This school for Elliptic children. Founded by American and the American people.

**WHEN DID THIS FUNCTION OF
SCHOOLING** (towards order, compliance,
pacification, capitalism and cultural destruction
based on anti-blackness) **END?**

**WHAT IS THE COST OF THIS
COMPROMISE?**



If These Cells Could Talk



Everyday Anti-Blackness

Punishments

Curriculum

Schooling

Grades

Pedagogy

Testing

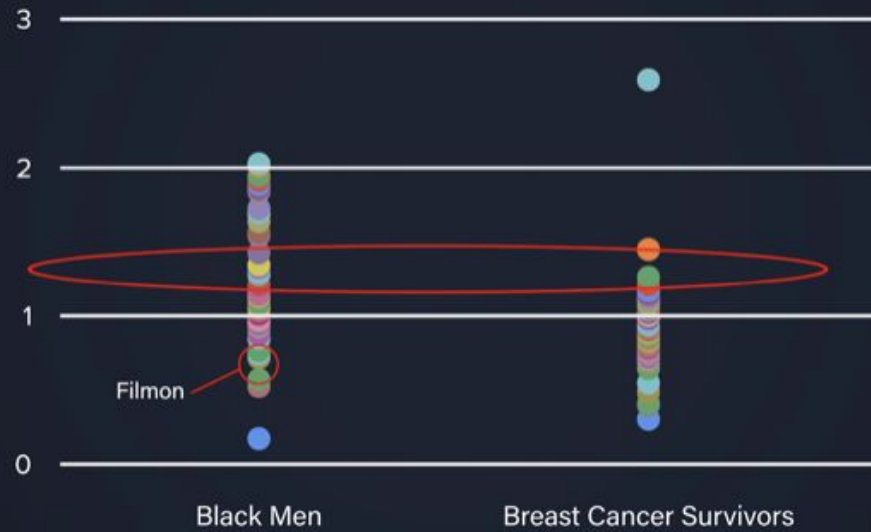
Rewards

Institutional Racism

Antiracism

June 2018

Black Men and Breast Cancer Survivor Telomere Lengths



Watson, 2019; Agahee, Nuru-Jeter, Ramirez, Shariff-Marco, Allen, DeRouen, Elmofty, Márquez-Magaña, and Gomez, 2018

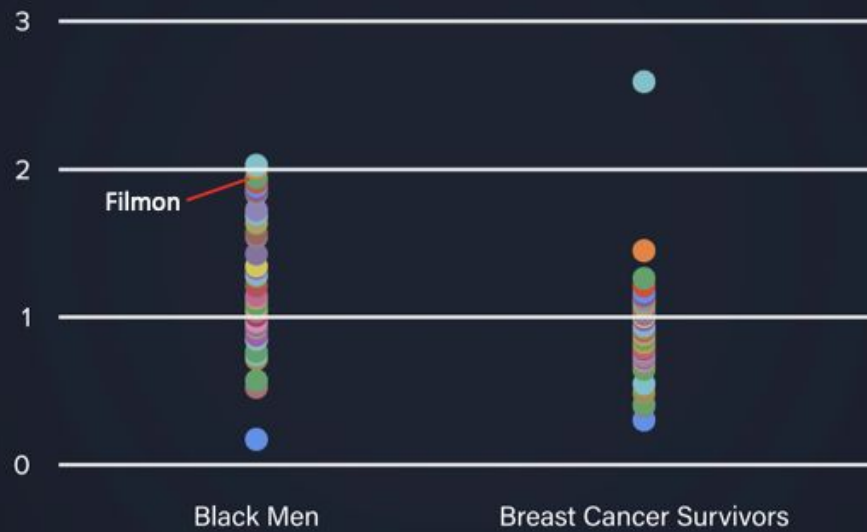




Recent research findings affirm ancestral wisdom that connection to the natural world and a balance of mind, body, and spirit health are vital in restoring our bodies; they are known to regrow telomeres.

October 2020

Black Men and Breast Cancer Survivor Telomere Lengths



“C-O-L-L-E-G-E”

IS A STRANGE WAY TO SPELL

“F-O-O-D”

Creating Collective Meaning



Art by: Faviana Rodriguez

What is resonating so far...

What questions are arising...

Healing School Communities Case Study & Solution Mining

- 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've been invited to work on a committee that will imagine a different educational experience for our students based on the premise that they are blessings, they have a sacred purpose, and grounded in their cultural medicine. Your body scan is a guide for how this experience should *feel* for students K-20+. Please develop an initial plan to shift our infrastructure (food, shelter, clothing, etc) needs in order to ensure this new model will not compromise student wellness.



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 solutions resonated with you? Why?
2. How might we problematize assumptions embedded in this dilemma? (this is a great place to integrate previous week's teaching *Beyond Schooling*, *Cultural Healing and Sustaining Pedagogy* or *Cultivating Joy*)
3. What else might we try to better uplift and support the mental health needs of students and staff upon return from Distance Learning?



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.



THANK YOU.

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



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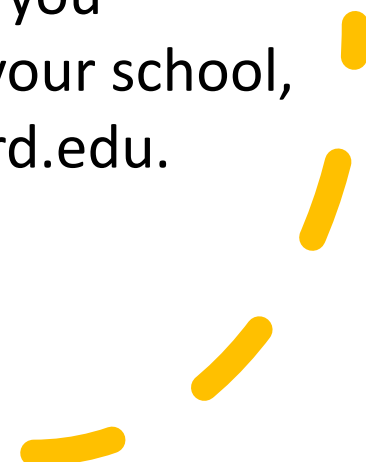


Healing School Communities

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.



Evaluation Information

- 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=0088220152&n=M>



Connect with the MHTTC in your region



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Funded by Substance Abuse and Mental Health Services Administration

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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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