



Black Minds Matter

Dr. J. Luke Wood
@DrLukeWood

Black Minds Matter

- In recent years, there have been many high profile slayings
- Black lives and minds are linked, intertwined
- Raise the national consciousness
- Bringing a civil resistance to the classroom



Pressures Facing Black Students

- Basic Needs Insecurities
- Access to School/Campus Resources and Staff
- Balancing Challenges Demands of Home and School
- Loss of Employment and/or Higher Pressure Employment
- Emotional toll of COVID sickness and death
- Online Fatigue
- Digital Access and Proficiency

Equity-Mindedness in the COVID-19 Context

It is critical that we ensure all students, regardless of their identities or circumstances, can participate in the virtual learning space in ways that will be value-added to achieving their personal and academic goals. Special attention must be given to digital equity in that students must have access to the technology and technological knowledge they need to seamlessly access and make meaningful contributions to the virtual learning space.

Harris III & Wood

Challenges Due to COVID-19

Breakdowns in Communication

- Internet isn't working
- Logged in late
- Did not complete assignment
- Turned work in late
- Don't understand how to turn on/off camera or mic
- Unable to turn on cameras
- Is not immediately responsive

The Wrong Assumptions

- ❖ The Student doesn't care about school
- ❖ The Student isn't committed to their success
- ❖ The Student isn't engaged in their education

BLACK MINDS
M A T T E R



*“What the heck is wrong
with these students? Why
aren’t they doing what it
takes for them to be
successful here?”*

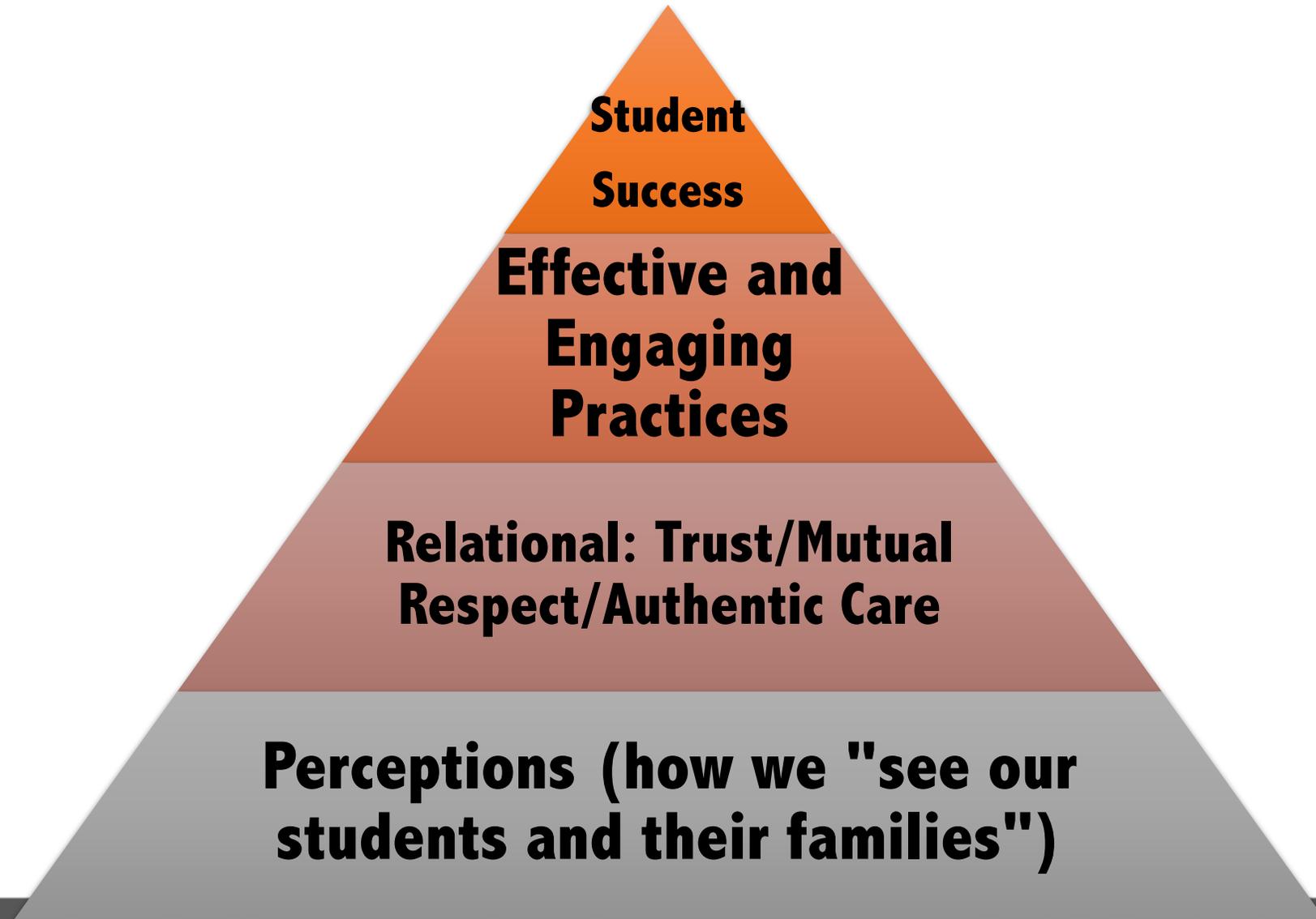
BLACK MINDS
M A T T E R

“What are we doing (or not doing) as a college or department that results in our Black students not doing as well as they should?”

“Have we created certain conditions that ignore engagement or that bar students from engagement?”



Pyramid of Student Success



Distrust

Assumptions of Criminality

Disdain Disregard

Pathologizing Culture

Ascriptions of Intelligence

Indicators of Ascribing Intelligence for Black Children

Assume	Assume my child is unintelligent
Praise	Praise other children for academic successes
Avoid	Avoid rewarding my child for academic successes
Put-Down	Put down my child in public when they provide a wrong answer
Convey	Convey surprise when my child succeeds academically
Prove	Make my child prove their intelligence in the classroom
Presume	Presume that my child has a learning disability

Indicators of Criminalizing Black students

Assume	Assume that my child is a troublemaker
Refer	Refer to my child with criminalized terms (e.g., bad, aggressive, hyper, misbehave, physical, defiant).
Spend	Spend time watching my child for wrongdoing
Single	Single my child out for punishment, even when they do the same thing as other children
Give	Give my child harsher punishments (e.g., restrictions of recess, suspensions)
Discipline	Immediately discipline my child for perceived wrongdoing
Presume	Presume that my child is the cause of a problem when they tell their teacher that other children have treated them poorly
Identify	Mistakenly identify my child as the one who did wrong when they did not
Suggest	Suggest that my child has a behavioral disorder



Inspiration
for Course

Why Link Black Lives and Black Minds?

Policing

Education

lives

minds

Use of Deadly Force
Excessive Use of Force

Maintenance Order Policing
Racial Profiling

Exclusionary Discipline
Zero Tolerance

School to Prison Pipeline
Placement in Special Ed
In-School Tracking

Undervaluing
Criminalizing

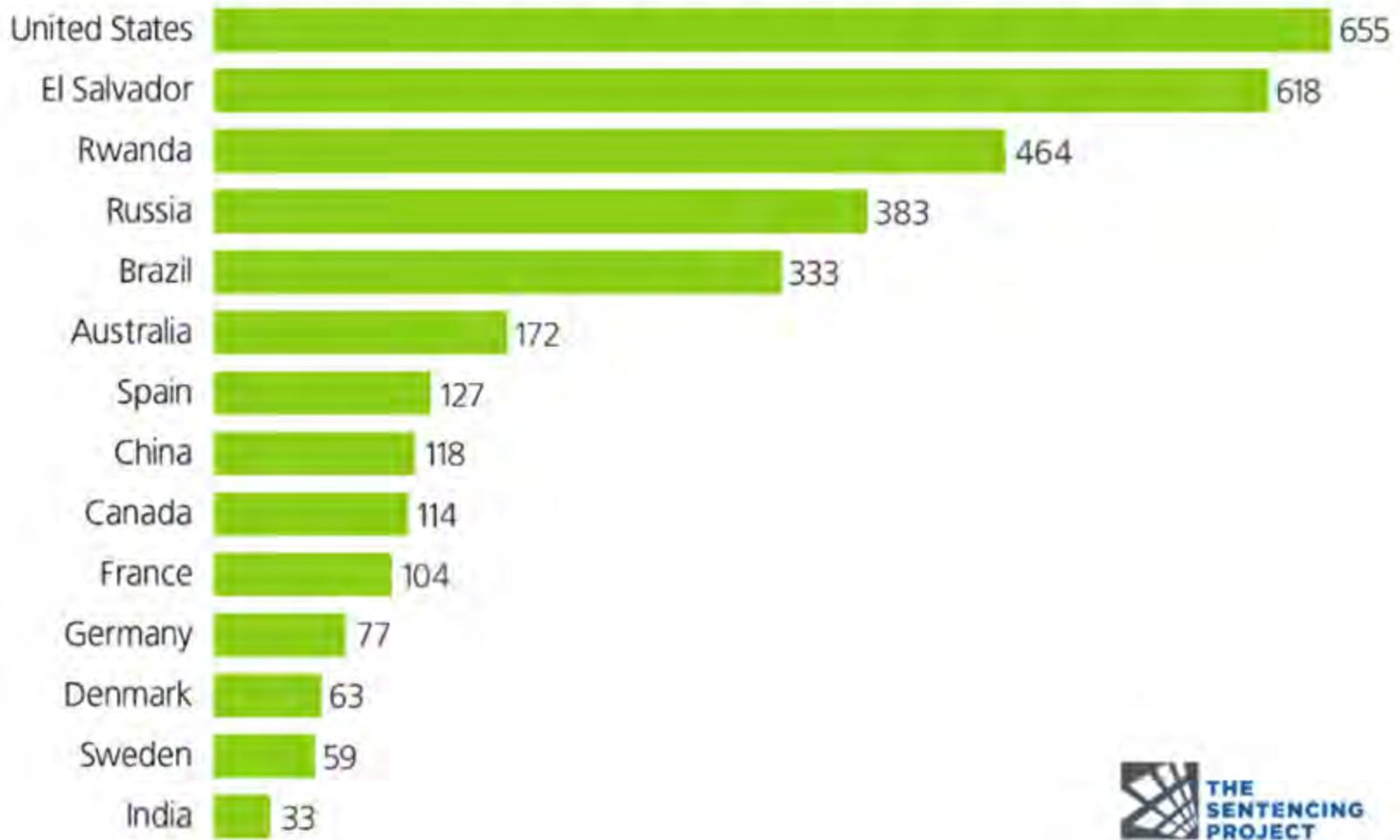
Supremacy

Racism

Dehumanization

Hyper-Criminalization

International Rates of Incarceration per 100,000

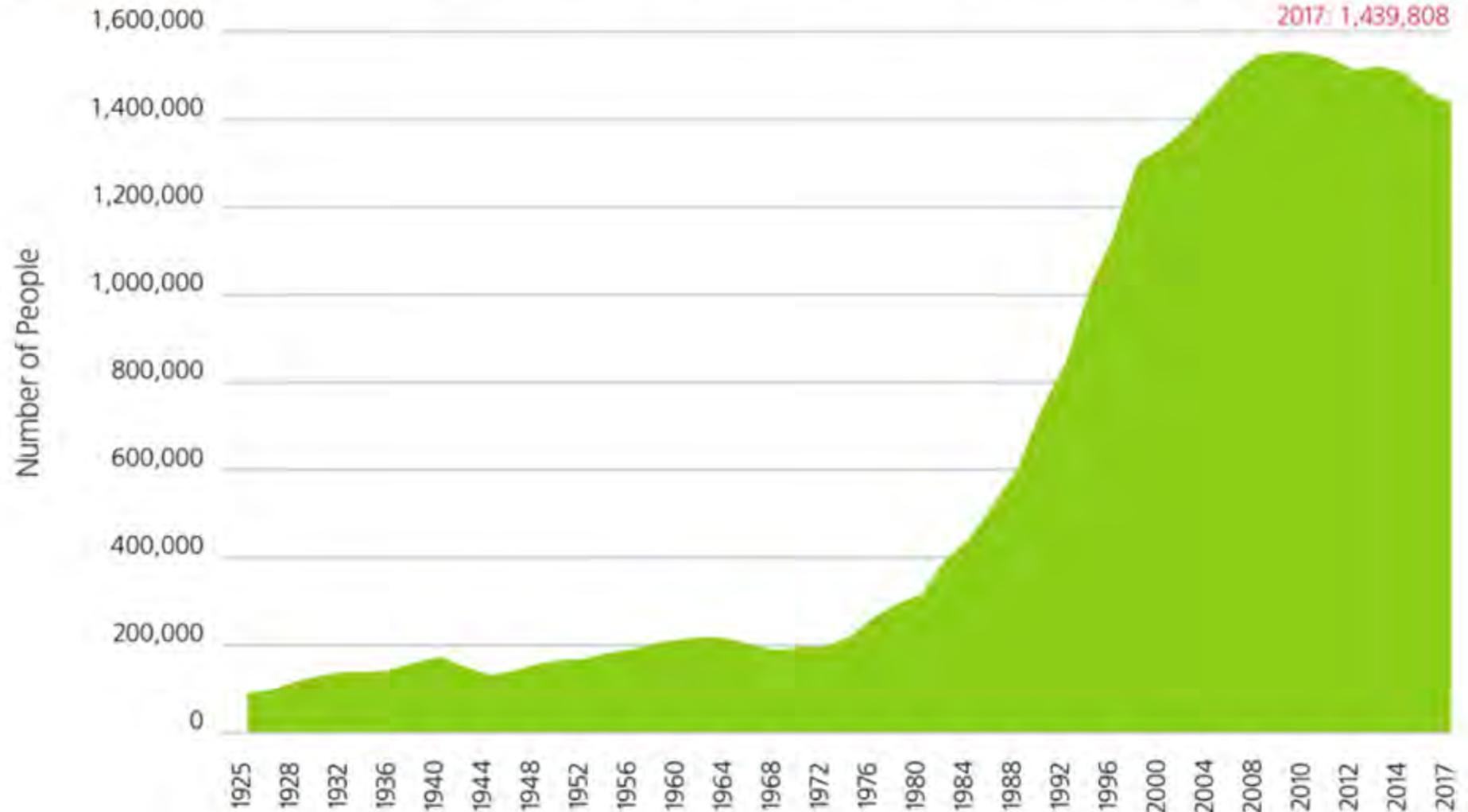


lives

Hyper-Criminalization



U.S. State and Federal Prison Population, 1925-2017



lives

Hyper-Criminalization

Overexposure to Criminal (In)Justice System

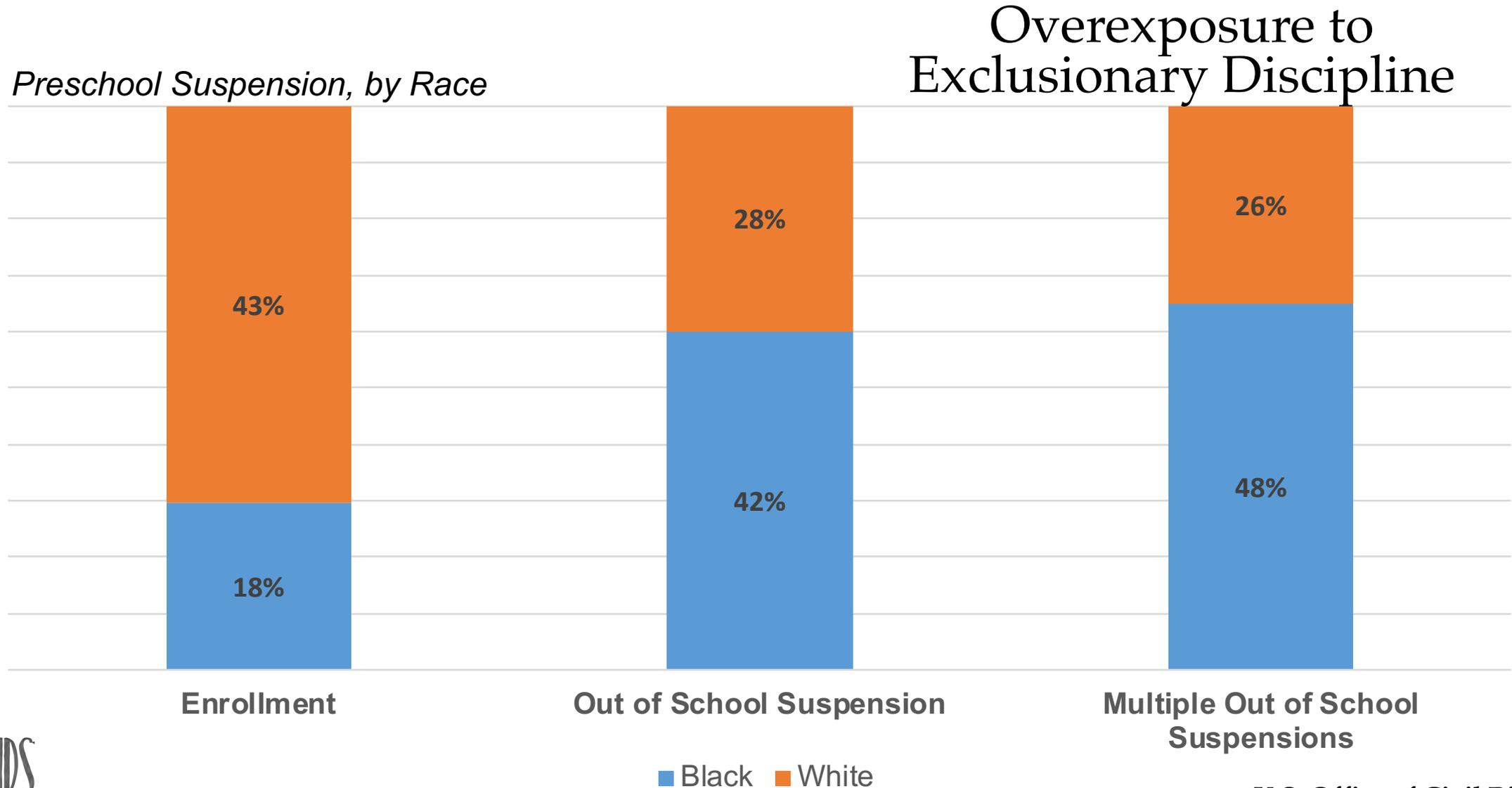
Black youth were more than five times as likely to be detained or committed compared to white youth, according to data from the Department of Justice collected in October 2015 and recently released.¹ Racial and ethnic disparities have long-plagued juvenile justice systems nationwide, and the new data show the problem is increasing. (sentencing project)



Sentencing Project

Hyper-Criminalization

minds

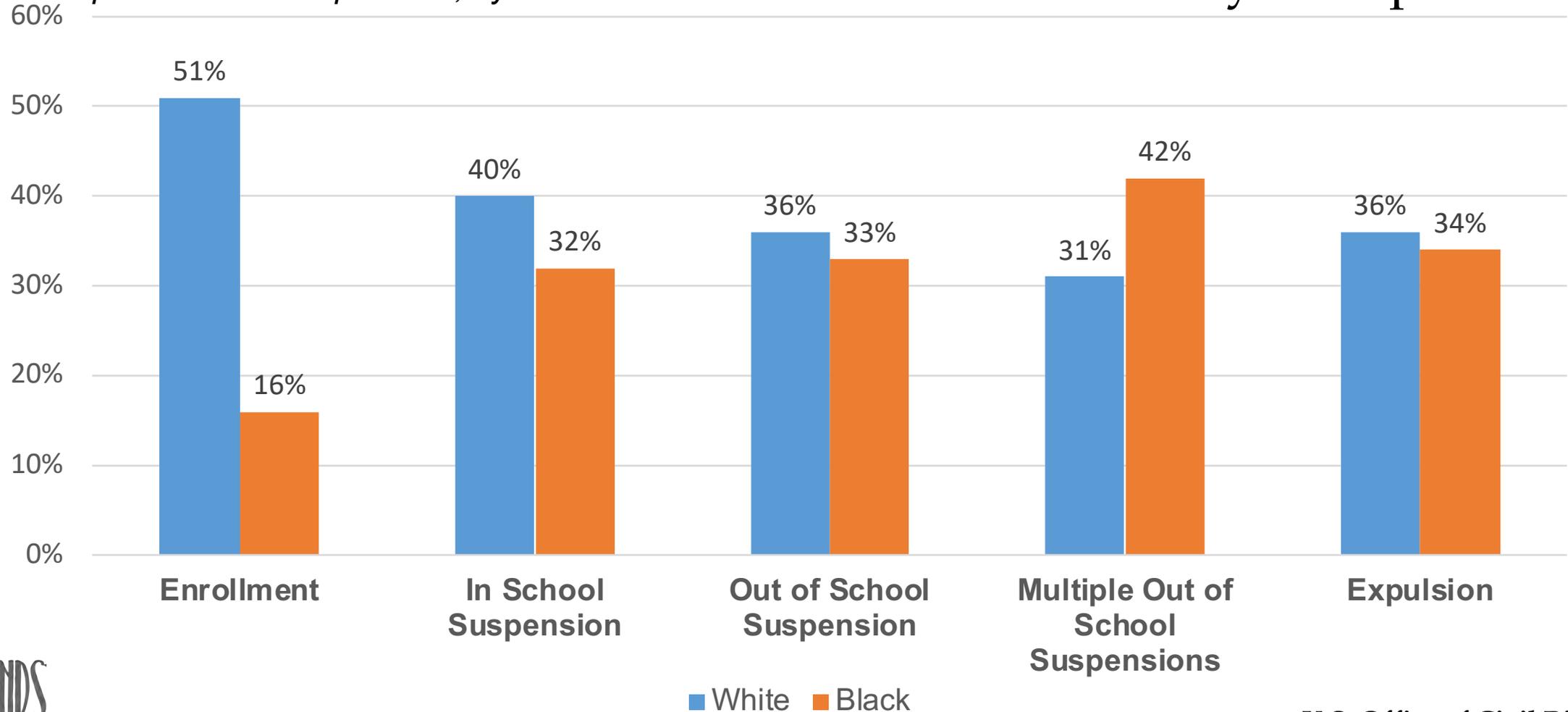


Hyper-Criminalization

minds

Overexposure to Exclusionary Discipline

K-12 Suspensions and Expulsions, by Race



Assumption of Criminality

- “Assuming a person of color is dangerous, criminal, or deviant based on race” (Sue & Colleagues, 2007, p. 276).
- Examples:
 - Discussion board post: “I’m sorry, I am not trying to be racist. But people of color come from neighborhoods with lots of crime. It’s a fact. Just watch the news.”
 - Zoom breakout room: “I have to be honest. When I am alone at night there are times when I worry about being assaulted by a Black or Latino male. It’s just a gut feeling I get that tells me I need to protect myself.”
 - Faculty to student assistant phone call: “Black students are more likely to plagiarize on their papers than others. It’s not that they aren’t smart they just don’t understand proper English.”



Assumption of Criminality

- “Assuming a person of color is dangerous, criminal, or deviant based on race” (Sue & Colleagues, 2007, p. 276).
- Examples:
 - Email Response: I wrote the professor to let him know I wasn't able to attend class because my internet was down. He wrote back very condescendingly, insinuating that I was lying... lot's of people are having internet problems right now.
 - Virtual Office Hours: I asked my professor for an extension on the assignment during virtual office hours, which I was attending on my phone because my computer isn't working. She was like, “how come you didn't tell me earlier that you were having computer issues, if you had I would have been able to grant the request.” It was clear she didn't believe me.

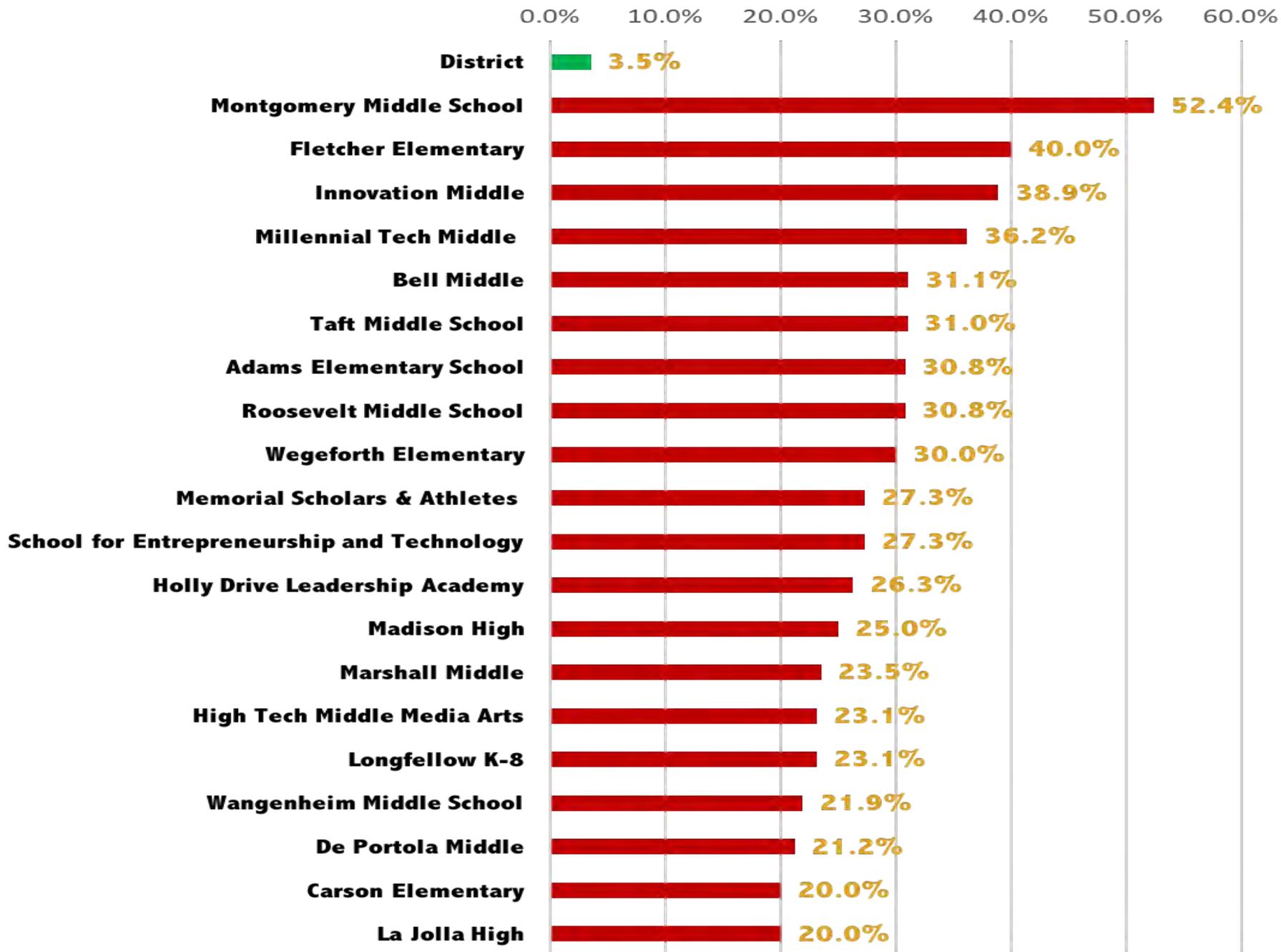


When They Teach Us:

The Education of Black Children in San Diego



BLACK MINDS
MATTER



***Top Schools
Suspending
Black Boys in
SDUSD,
2017/2018***

School	Suspension Rate	Black Enrollment	Great Schools Sum Rating
Montgomery Middle School	52.4%	8%	3/10
Fletcher Elementary	40.0%	13%	8/10 ★
Innovation Middle	38.9%	5%	4/10
Millennial Tech Middle	36.2%	25%	2/10
Bell Middle	31.1%	16%	3/10
Taft Middle School	31.0%	15%	5/10
Adams Elementary School	30.8%	9%	4/10
Roosevelt Intl. Middle School	30.8%	9%	4/10
Wegeforth Elementary	30.0%	9%	5/10
Memorial Scholars & Athletes	27.3%	4%	3/10
School for Entrepreneurship and Technology	27.3%	7%	6/10
Holly Drive Leadership Academy	26.3%	63%	3/10
Madison High	25.0%	12%	5/10
Marshall Middle	23.5%	2%	9/10 ★
High Tech Middle Media Arts	23.1%	8%	4/10
Longfellow K-8	23.1%	16%	8/10 ★
Wangenheim Middle School	21.9%	7%	7/10 ★
De Portola Middle	21.2%	7%	7/10 ★
Carson Elementary	20.0%	5%	4/10
La Jolla High	20.0%	2%	9/10 ★
Standley Middle School	20.0%	3%	8/10 ★

***Top Schools
Suspending
Black Boys in
SDUSD,
2017/2018***

*This list does not include alternative schools such as Alba Community School and Riley/New Dawn that have suspension rates at 63.6% and 50.0%, respectively.

Racial Battle Fatigue

Racial Battle Fatigue – a framework for making sense of cognitive, emotional and physiological effects of being a person of color in environments that are both implicitly and explicitly racist.

- While the racial microaggressions framework is illuminating and insightful, it does not fully account for the cumulative effects of racism.
- Racial discrimination is a “universal stressor” for Blacks (Smith et al., 2007, p. 554).
- The effects of racial discrimination are chronic and enduring
 - seldom fades
 - becomes a part of one’s life history

Racial Battle Fatigue

- RBF for Blacks is akin to combat stress syndrome for military personnel, which describes the “mental, emotional, and physiological injuries” that manifest from being in environments with persistent stress or risk (Smith et al., 2007, p. 555).
- Physiological symptoms of RBF:
 - tension headaches
 - backaches
 - elevated heartbeat
 - rapid breathing in anticipation of conflict
 - upset stomach
 - extreme fatigue
 - loss of appetite
 - ulcers
 - elevated blood pressure

Racial Battle Fatigue

- Psychological symptoms of RBF:
 - constant anxiety and worrying
 - increased swearing and complaining
 - inability to sleep
 - sleep broken by haunting, conflict-specific dreams
 - intrusive thoughts and images
 - loss of self-confidence
 - difficulty thinking coherently or being able to articulate
 - hypervigilance
 - frustration
 - denial
 - emotional and social withdrawal
 - anger, anger suppression, resentment

Seven Equity-Minded Practices for Black Students

Be

Be Intrusive

Be

Be Responsive

Be

Be Race Conscious

Be

Be Informed

Be

Be Community Focused

Be

Be Clear and Validating

Be

Be Flexible and Compassionate

Free Continuing Education Units (CEUs)

Black Minds Matter is a public series that is designed to raise the national consciousness about issues facing Black students in education. The series intentionally addresses the pervasive undervaluing and criminalization of Black minds. Tangible solutions for promoting the learning, development, and success of Black students are offered.

<https://coralearning.org/product/black-minds-matter/>



ENROLL THIS COURSE

Duration: 25 hours

Lectures: 5

Video: 7.5 hours

Certificate of Completion

A photograph of a young Black girl with her hair in braids, wearing a yellow shirt and blue overalls, smiling in a classroom setting.

ORA

HOME ABOUT OUR COURSES WEBINARS NEWS

HOME HIGHER EDUCATION BLACK MINDS MATTER

Black Minds Matter

Teachers: DONNA FORD, J. LUKE WOOD

Category: HIGHER EDUCATION / RACIAL EQUITY AND AWARENESS

A photograph of a young Black girl with her hair in braids, wearing a yellow shirt and blue overalls, smiling in a classroom setting.



Black Minds Matter

Dr. J. Luke Wood
@DrLukeWood