# Moderator Guide for leading a Panel Discussion following a *Resilience* screening

May 2017

## **Before the movie.** You may wish to assemble a two or three person panel to lead a discussion after the movie. Panelists to consider are a pediatrician, nurse, psychologist, social worker, superintendent, or legislator. Sample questions for different professions are included. Choose the questions most appropriate for your panelists. Share with the panelists the questions you will ask. Accompanying this Guide is a PowerPoint slide deck that you can use before the movie and during the discussion. Suggested slides are listed in red. Feel free to use the slides most appropriate for your group and enter the names of your panelists on the appropriate slide.

## **Pre-screening introduction** [Respect everyone’s time and the need to allow enough time at the end for discussion. Make sure to start as close as possible to the scheduled start time.]

[Slide-IEA welcome]

 The Illinois Education Association is pleased to sponsor this evening’s screening of *Resilience*, a companion documentary to Director James Redford’s earlier movie, *Paper Tigers. Resilience* is a one hour film chronicling the beginnings of a national movement to prevent childhood trauma, treat toxic stress, and greatly improve the health of future generations. The film follows the individuals who began the initial research into Adverse Childhood Experiences (ACEs). We then see how pediatricians, educators and community health advocates are using trauma-informed practices in their work with children and adults affected by ACEs. These communities then have drastic reductions in school drop outs, teen pregnancies and youth suicide.

 After the screening, I moderate a panel discussion and then provide time for all of us to offer our reactions to the movie and to comment on how we as a community can implement trauma-informed practices and how we can improve the lives of students and people in [\_\_\_your location\_\_\_] dealing with Adverse Childhood Experiences. You may wish to consider the following questions as you watch the movie to engage in discussion after the movie:

* What individuals or actions stand out to you and why?
* What ideas do you have for our community to act on these findings?
* What resources can our community bring to these issues?

This film addresses traumatic events that may affect you strongly. Please consider this a safe environment and feel free to leave the auditorium if you need to.

## **Post-screening introduction**

[Slide-Resilience Screen shot]

I am \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, [*name & title*], and moderator for this evening’s discussion. [*Make a short statement of your reaction to film.]*

I’m pleased we can further discuss the movie, your reactions and how we move forward and create healthy communities and schools for our students and help families overcome the effects of trauma and toxic stress. I am pleased to have a panel of individuals who directly deal with youth confronting the effects of Adverse Childhood Experiences.

[Slide-IEA logo, mission statement]

ACEs present an enormous health and education challenge to our society, and IEA welcomes the opportunity to play a part in confronting this challenge and expanding the use of trauma-informed practices in schools and communities. IEA has many partners in this effort such as the Illinois Chapter of the American Academy of Pediatrics, Harvard University, Governors State University and the Consortium for Educational Change [ - *insert name of other partners if present on the panel or in the audience - ]*. We have been inspired by school districts and communities across Illinois who are implementing trauma-informed practices and are showing great results. We have representatives from IEA and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on tonight’s panel.

We’ll take about 15 minutes for the panel members’ to share their professional experiences with youth affected by ACEs and with implementing trauma-informed practices, and then open the discussion to your comments and questions.

[Introduce all members of panel.]

 [Slide with names, titles of panel.]

## **Panel discussion**

[Slide titled: Resilience definition]

The organization Prevent Child Abuse America defines resilience as:

“The ability to thrive, adapt and cope despite tough and stressful times. Resilience is a natural counter-weight to Adverse Childhood Experiences. The more resilient a child is, the more likely they are to deal with negative situations in a healthy way that won’t have prolonged and unfavorable outcomes. Resilience is not an innate characteristic, but rather is a skill that can be taught, learned and practiced. Everybody has the ability to become resilient when surrounded by the right environments and people.”

[Slide titled: AAP toxic stress]

As shown in the movie, the American Academy of Pediatrics defines toxic stress as follows:

When a person experiences strong, frequent, or prolonged activation of the body’s stress response systems **in the absence of the buffering protection of a supportive, adult relationship**.

The people in this room often provide that stable adult relationship for a child undergoing toxic stress.

I’m going to start our discussion with \_\_\_\_\_\_\_\_\_\_\_\_, [pediatrician/social worker/nurse]

Q1. What is a health issue that you noticed in the film or learned through your practice that you were surprised was connected to toxic stress?

Q2: What supports can the medical profession or the community provide to help children build resilience?

[slide: Quote from Kindergarten Teacher Manfold]

Now for a perspective from an educator. Kindergarten teacher Cynthia Manfold said:

“The sad thing is a lot of our students think that what they are going through is normal, this is their normal. If no one has given them anything to think otherwise, I think that is where the cycle just keeps going and going.”

Q1. From your professional experience in schools, how have young people exhibited behavior that is a result of living with toxic stress?

Q2. What practices have educators implemented in the classroom that helps create an environment that is supports students under stress?

[Slide: Dr. Skonkoff quote]

Question for social worker/psychologist/home nurse

Q1. In the movie, Dr. Skonkoff of Harvard stated we need to build the capacities of adults to help children under stress. \_\_\_\_\_\_\_\_\_\_\_, from your professional experience can you give us examples of parents, caregivers or professionals who helped children adapt or cope with stress?

Q2. How do we let parents or educators or others know that everyone needs help sometimes and that it is OK to ask for help?

[Slide: Dr. Burke Harris & Carrion quotes]

Questions for juvenile justice or law enforcement:

Q1. How has the juvenile justice system reacted to a growing awareness of the effects of toxic stress in our community?

Q2. How will success in helping children adversely affected by ACEs impact the justice system?

[Slide: with the list of 9 ACEs]

Question for all panelists:

Q1: What did you see in this movie that gives us hope in helping young people traumatized by ACEs?

## **Audience statements**

I will now open it up for your questions and comments. We have people around the room with microphones to help others hear your comments. Please raise your hand or go to a mic if you have a question to ask or a comment to make.

[Before the event, prepare one person in the audience who will help the discussion get started and will be willing to offer their reaction to the movie.]

If no one is asking a question, you can start the discussion by asking the audience:

What is one thing in the movie that especially touched you?

What is something in the movie that surprised you?

## **Closing**

[Slide - email address and website address for more resources]

We have sign-in sheets at the back of the room. If you haven’t signed in yet, please do so. We will keep you informed as to other events and actions around the state. Educators will receive one hour of Professional Development Credit.

If you did not have a chance to comment or would like to offer more reactions, or have more questions, please write or call IEA Connect. The numbers and address are on the screen.

You can also find more information on the website on the screen about ACEs, toxic stress, and the efforts in Illinois to overcome this harm.

Our work is only beginning tonight and we hope you will be involved in future events. We are having similar screenings of *Resilience* and panel discussions around the state. The work to help children and adults develop and sustain resilience requires help from all members of a community including educators, health care professionals, child advocates. Please help others become informed and involved. IEA will be sponsoring one day workshops in June Palatine and Carterville and at Governors State University. Additionally, IEA is sponsoring 2 and a half day workshops each Spring, Summer and Fall that will help local groups better confront the effects of ACEs and become trauma-informed communities.. The next will be in Lisle this August.

Thank you for attending tonight and we hope you will continue to be involved in these efforts.

 

What can I do in my classroom, office or community after seeing *Resilience* and attending this discussion?

1. This week:
2. This month:
3. Within a year:

Who else should I encourage to see *Resilience* or *Paper Tigers?*

Go to [www.Partnership4Resilience.org](http://www.Partnership4Resilience.org) for more resources.

Contact your local IEA office to arrange a screening and discussion of *Resilience* or *Paper Tigers.* Information and locations at [www.ieanea.org](http://www.ieanea.org) or call IEA Connect from 7 a.m. to 7 p.m. M-F at 1-844-432-1800 or write to [ieanea.org/ieaconnect](https://www.ieanea.org/ieaconnect).