

Note: Prior to attending this evening's community conversation, guests were asked to watch a one-hour documentary called Resilience: Biology of Stress & Science of Hope. The movie was made available to our community through a partnership with the Caring Community Collaborate (C3) and the Butler County Family & Children First Council.

Why does this topic interest you and, on a scale of 1-5, how important is resilience in the education of our children?

- This is a very hard topic. 5
- The topic is fascinating. 5
- We talk a lot about social-emotional learning and regulating our emotions. We need the tools to do this. 5
- This impacts all students. 5
- We can't focus on education and passing tests if we don't know where they came from. We have so much potential in our schools to be the role model and help our kids. 5
- The lack of resilience in older teens inhibits their ability to move on after school. 5
- We need to have historical perspective. Back when my kids were in school, God and morality were still in school. That's not the case now. Parents have the responsibility and we need to train them. 2

How did the movie help you view your own experiences differently?

- Children "fake it." We think they're ok and going through the motions, but what they're holding in has to come out eventually. They need a trusted adult to be vulnerable with.
- The movie talked about repression being the best approach to dealing with trauma - just pull your boot straps up. That's what we've been taught.
- The doctor who regularly integrates engaging a child and parent in regular checkups. It takes the judgement away so you might be a little more forthcoming.
- We didn't used to have conversations like this, but these are the most important ones to have - this is the foundation for everything.
- If we don't manage the small things like anxiety, when you begin to educate yourself on these topics then you realize how it grows and turns into bigger things like depression & more.
- The whole conversation makes me think about building the empathy piece. If we understand what they've survived then we can help them on their journey and grow.
- In the movie, the group with the highest ACES score became therapists. How did that happen?
- You can function without dealing or addressing trauma, but you won't have healthy relationships.
- In the past, the community, neighbors and principals were there to help.
- Move the questions from "what's wrong with you?" to "what's strong with you?"
- In the movie, the doctor didn't just work with the child. She worked with the family to determine the trigger.
- You don't just write the kid off. It can be helped.

How does the movie inform Lakota about solutions? What are they?

- Kids missed out on the relationships when we shifted to remote learning last spring. VLO has allowed parents to set up a schedule to find balance between education and school and exercise and nutrition breaks.
- If we all had all the time in the world, we could all be educated, but that's not reality. Be careful of how much more you put on teachers. They are wonderful and care about their students, but you can't just put more on them. You must proceed with caution.
- During XH, could you take the highest risk students and provide individual support? It gives an opportunity to build relationships while giving assistance.
- If adults ask and listen, that's key. But it takes time.
- We touched briefly on the political landscape both nationally and statewide and the impact on kids.
- Grant leniency on classroom behavior as students return to school.
- Make sure kids have an opportunity for a physical outlet.
- More staff professional development - specifically target staff to see the movie and then follow up with a session including a panel discussion with students.
- Incorporate more social-emotional learning into the students' day.
- Counselors at the high schools need more time to be actual counselors - they're buried under schedules and helping to navigate college, for example. Can we have a different position do this to free up counselors' time to help students with trauma and social-emotional learning?
- Guidance counselors are not always trained mental health counselors - they are not always interchangeable.
- My son blossoms with a teacher he has a relationship with. Empathy and concern for the wellbeing of all of our kids - we need to make sure the middle of the road kids have this, too.
- In order for an adult to be able to connect and help a child through their own trauma, they have to understand their own.
- Encourage teachers to learn more - maybe a book club for professional development this summer.
- Resilience for adults is needed, as well as for students.
- The classroom has changed. There is a mental health crisis. I cannot do my job as a teacher unless I can help my students with this. Every child in the classroom can benefit from these tools. The research is there. It works.