



P.O.V.

Season **22**

DISCUSSION GUIDE

Hold Me Tight, Let Me Go

A film by Kim Longinotto



www.pbs.org/pov

**LETTER FROM THE FILMMAKER**

JULY 2009

Within 20 minutes of arriving at the Mulberry Bush School for my first visit, I knew I wanted to make a film there. I remembered that during my own school days, the driving force behind everything was punishment and discipline. You were constantly in fear and you didn't feel good. The aim of the school was to break down your self-esteem.

By contrast, at Mulberry Bush School the goal is to help the kids feel happier and more confident. When they misbehave, the teachers don't punish them; instead they try to find out why the kids are acting as they are. The way I heard adults speaking to children was so different from anything I had experienced, either with my parents or at school. For instance, I had never seen men being gentle and sympathetic with little boys.

The Mulberry Bush School tries to mend the hurt of the outside world. The children come from a mix of backgrounds. They all have different stories. What links them is that nearly all have endured great sadness and upheaval in their lives.

As I filmed and then completed **Hold Me Tight, Let Me Go**, I was really touched by the kids' mix of rebelliousness, sadness and wisdom. I realize more and more how wise children are, and how often we don't respect them very much.



Filmmaker Kim Longinotto.
Photo courtesy of Women Make Movies

Kim Longinotto,

Director/Producer/Cinematographer, **Hold Me Tight, Let Me Go**



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Kim Longinotto
*Director, **Hold Me Tight, Let Me Go***

**INTRODUCTION**

Mulberry Bush School.
Photo courtesy of Women Make Movies

Hold Me Tight, Let Me Go (82 min) takes a vérité look at Oxfordshire, England's Mulberry Bush School for emotionally disturbed children. At this unique boarding facility, the staff responds to antisocial, sometimes violent behavior with gentle restraint, calm words and clear limits. They draw out the deep loving capacity of these children, even as they get frustrated by repeated instances of unacceptable behavior. As viewers witness the daily dramas of troubled kids trying to survive, and the moments of hope they achieve with the school's determined team, they are challenged to question what society owes its most traumatized children and what we all can do to heal.

**BACKGROUND INFORMATION**

Mulberry Bush School.

Photo courtesy of Women Make Movies

The Mulberry Bush School

Founded in 1948 in Oxfordshire, England, the Mulberry Bush School's mission is to improve the lives and long-term prospects of children who have severe emotional trauma. Barbara Dockar-Drysdale, who founded the school, developed an interest in child development as a young woman, when she earned attention for her ability to care for children with emotional difficulties. During World War II, Dockar-Drysdale provided care for a number of children who had been evacuated from larger cities because of German aerial bombing. Through her experiences, she came to believe that children experiencing fits of anger or aggression could be calmed best by the presence of a reassuring and loving parental figure. After the war, with support from the government, Dockar-Drysdale ran the school with an emphasis on the development of close therapeutic relationships. She died in 1999.

The school, which serves children from across the country, has room for just 40 students. The demanding amount of training for staff and the high ratio of caregivers to children drive up the cost of running the school to about \$190,000 per student, but the school is open to anyone. The students who attend the school arrive from a variety of troubled backgrounds – having suffered everything from severe neglect to physical and sexual abuse – that have left them unable to behave appropriately in a typical school environment. Many act out aggressively, striking other students or teachers, and tantrums and screaming are commonplace. Self-harming or dangerous behavior is not uncommon. Some students have been through rounds in



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Mulberry Bush School.

Photo courtesy of Women Make Movies

multiple foster homes, but their behavior has made it impossible for them to find lasting homes.

The school's approach to dealing with these students is to provide a consistently supportive atmosphere, one in which adults treat children with firm respect. A child having a violent episode is handled by a caregiver who restrains the child in an embrace. The goal is to provide children whose emotional development has been stunted or disrupted with the skills to deal with their feelings in socially acceptable ways. All caregivers receive extensive training before working at the school.

The goal of the school is to enable its students to return to more conventional schools and to be able to function in society. Research suggests that the school reduces violence and antisocial behavior substantially. A large number of those who were previously unable to find long-term foster homes are able to do so after attending the school.

Sources:

The Mulberry Bush Organisation. www.mulberrybush.org.uk;
 "Inside the Home for Angry Infants." Caroline Scott. *The Sunday Times*. May 11, 2008.
http://women.timesonline.co.uk/tol/life_and_style/women/families/article3886308.ece; "Neglected Option." Annie Kelly. *The Guardian*. June 20, 2007.
www.guardian.co.uk/society/2007/jun/20/childrensservices.guardiansocietysupplement; "Obituary: Barbara Dockar-Drysdale." Christopher Beedell. *The Independent*. April 8, 1999.
www.independent.co.uk/arts-entertainment/obituary-barbara-dockardrysdale-1085810.html.



BACKGROUND INFORMATION



Alex and Jo.

Photo courtesy of Women Make Movies

Dealing With Emotionally Disturbed Children

Experts believe that the earliest years of a child's life are critical to social development. Neglect, abuse or other trauma experienced in those years can leave an individual without the skills to deal with emotions or to negotiate normal social interactions. Treating a child with a traumatic past is extremely difficult, because such children frequently lash out when they confront situations beyond their capabilities.

Children who experience trauma are more likely than others to struggle at school, to deal with substance abuse and to experience certain health problems, including mental and physical disorders. When trauma affects a child who has not yet developed the capacity to deal with it successfully, anti-social behavior may result. An essential aid for a child in such a situation is the presence of an adult who can offer comfort and support. Children who have been neglected by their

parents often seek the support of other adults, which provides an opportunity for professionals in therapeutic environments to offer their help.

Sources:

The Mulberry Bush Organisation. www.mulberrybush.org.uk;
 "Neglected Option." Annie Kelly. *The Guardian*. June 20, 2007. www.guardian.co.uk/society/2007/jun/20/childrensservices.guardiansocietysupplement;
 "Helping Traumatized Children." Bruce D. Perry, M.D., Ph.D. Caregiver Education Series. 2002. www.childtrauma.org/CTAMATERIALS/Prin_tcare_03_v2.pdf;
 "Helping Traumatized Children Learn." Massachusetts Advocates for Children. 2005. www.massadvocates.org/uploads/Gf/UQ/GfUQpE26bVAAtZ54Hz3hSnQ/Help_Tram_Child-Med.pdf.

**BACKGROUND INFORMATION****Schools and Residential Centers
in the United States**

There are numerous residential centers and schools in the United States that offer therapeutic living environments for children with emotional and behavioral disorders similar to that of the Mulberry Bush School. Some centers are community-based while others have an institutional background. These centers often employ psychiatrists, social workers, counselors, teachers and other specialized staff who have experience working with adolescents who have severe emotional disturbances. These disturbances can range from hyperactivity disorders to extreme aggression and suicidal behavior.

Many centers, such as the Barry Robinson Center in Virginia and Vista Maria in Michigan, began as orphanages and continue to offer services for children in foster care. Founded in 1915, The Sonia Shankman Orthogenic School at the University of Chicago is noted for its milieu treatment, in which children develop close relationships with their caretakers, who are imbued with the understanding that violent or abusive behavior is symptomatic of trauma and should not form the basis for disengaging. The school became well known in the 1950s under the direction of the controversial psychoanalyst Dr. Bruno Bettelheim, who said such behavior "is the child's greatest achievement. For him, it is saving his life." The focus of the therapy is to acquaint troubled young people with a structured, loving and nurturing environment so that they may discover an alternative to acting out.

Sources:

www.barryrobinson.org;

www.encyclopedia.com/doc/1E1-Bettelhe.html;

<http://orthogenicschool.uchicago.edu/about.html#history>;

www.vistamaria.org/.



Ben in the snow.
Photo courtesy of Women Make Movies



GENERAL DISCUSSION QUESTIONS

Immediately after the film, you may want to give people a few quiet moments to reflect on what they have seen. If the mood seems tense, you can pose a general question and give people some time to themselves to jot down or think about their answers before opening the discussion.

Unless you think participants are so uncomfortable that they can't engage until they have had a break, don't encourage people to leave the room between the film and the discussion. If you save your break for an appropriate moment during the discussion, you won't lose the feeling of the film as you begin your dialogue.

One way to get a discussion going is to pose a general question such as:

- If you could ask anyone in the film a single question, who would you ask and what would you ask him or her?
- What did you learn from this film? What insights did it provide?
- Describe a moment or scene in the film that you found particularly disturbing or moving. What was it about that scene that was especially compelling for you?
- What is the significance or meaning of the film's title?



Robert and Fiona.
Photo courtesy of Women Make Movies

**DISCUSSION PROMPTS**

Mulberry Bush School.

Photo courtesy of Women Make Movies

- Note the specific ways that the Mulberry Bush School staff members respond to bad behavior such as cursing, talking back, running around, kicking, hitting, or spitting. How do their actions compare with how you (and/or your child's teacher or child-care provider or grandparent) might respond to such behavior? What are the strengths and weaknesses of each approach?
- Consider each of the following facets of the Mulberry method and explain how it might help children improve their behavior and which techniques or questions might be beneficial for all children:
 - Playing a musical instrument
 - Physical restraint coupled with calm tones of voice
 - Having staff members tell children how they feel as the result of a child's behavior
 - Praising good behavior
 - Asking a child how the child could say something in a different way
 - Asking children to identify and articulate what kinds of help they need from the staff
 - Consistent reminders of what appropriate behavior would look like
 - What adjectives would you use to describe the staff? If you were hiring staff, what characteristics would you look for? Could you see yourself working at a place like Mulberry? Why or why not?
 - What support services exist for emotionally disturbed children and their families in your community? What did you learn from the film that might help improve those services?

**TAKING ACTION**

- Volunteer your time and work with Childhelp to provide a safe and nurturing environment for children recovering from the emotional impact of child abuse. Find opportunities in your area: http://www.childhelp.org/2009/get_involved/volunteer
- If you need additional support as a caregiver or parent, join Circle of Parents (<http://circleofparents.org/locator>) and exchange ideas, information and resources that strengthen parent leadership.
- Visit the National Association for the Education of Young Children's (NAEYC) "Take Action Now" (www.naeyc.org/policy/action) page to champion for children's rights by writing to your elected federal officials.
- The National Child Traumatic Stress Network (NCTSN) has several toolkits for parents and caregivers, the media, school personnel, professionals and policymakers that encourage citizens to improve the standard of care and access to services for traumatized children and their families: www.nctsnet.org/nccts/nav.do?pid=hom_main
- If you or someone you know needs help with a personal situation, visit the Child Welfare Information Gateway (www.childwelfare.gov/admin/find_help.cfm) for a list of organizations to contact.
- If you are interested in learning more about residential centers and the services they offer in your area, please visit the American Association of Children's Residential Centers website at www.aacrc-dc.org and search under their "Partners" section.



Michael and Stuart.
Photo courtesy of Women Make Movies

**RESOURCES****FILM-RELATED WEB SITES**
**Original Online Content on
P.O.V. Interactive (www.pbs.org/pov)**

P.O.V.'s *Hold Me Tight, Let Me Go* companion website
www.pbs.org/pov/holdmetight

To further enhance the broadcast, **P.O.V.** has produced an interactive website to enable viewers to explore the film in greater depth. The companion website to **Hold Me Tight, Let Me Go** offers a streaming video trailer for the film; an interview with filmmaker Kim Longinotto; a list of related websites, organizations and books; a downloadable discussion guide; and the following special features:

FAQ'S ABOUT THE MULBERRY BUSH SCHOOL

**AN ESSAY BY THE SCHOOL'S CEO,
JOHN DIAMOND**

**PERSPECTIVES ON THE FILM WRITTEN
BY THERAPISTS AND CHILDREN'S ADVOCATES**

AN UPDATE ON THE CHILDREN'S PROGRESS

The Mulberry Bush School**THE MULBERRY BUSH ORGANISATION**

www.mulberrybush.oxon.sch.uk

The Mulberry Bush Organisation, comprised of the residential school, an outreach consultancy and a training program for other organizations, is aimed at improving the life chances and social inclusion of traumatized children and young people. Its website offers information about educational, training and consultancy programs.

THE SUNDAY TIMES:**"INSIDE THE HOME FOR ANGRY INFANTS"**

<http://women.timesonline.co.uk>

This comprehensive article from TimesOnline provides an intimate look inside the Mulberry Bush School and the situation of the emotionally disturbed children who are educated there. [May 11, 2008]

What's Your P.O.V.?

Share your thoughts about **Hold Me Tight, Let Me Go** by posting a comment on the *P.O.V. Blog* www.pbs.org/pov/blog or send an email to pbs@pov.org.

THE GUARDIAN: "NEGLECTED OPTION"

www.guardian.co.uk

This article offers a thorough profile of the Mulberry Bush School. Journalist Annie Kelly describes the school's fundamental purpose, the student selection process and the general support the school has received from local communities and the government. [June 20, 2007]

Childhood Emotional Trauma and Abuse**CAVALCADE PRODUCTIONS, INC.**

www.cavalcadeproductions.com

Cavalcade Productions produces a number of informational video series that deal with the subject of child abuse and trauma, most notably "Trauma and Dissociation in Children," "Children with Disrupted Attachment" and "The Traumatized Child." To find out more about these films, explore the videos page of the website linked above.

CHILDS CRY FOR HELP, INC.

www.childscryforhelp.com

Childs Cry for Help's mission is to increase awareness about domestic violence and emotional child abuse. The website for this nonprofit organization provides a great deal of knowledge about child trauma and abuse and contains legal information, news articles, fact sheets and ways to donate and get involved with the cause.



RESOURCES

CHILD WELFARE INFORMATION GATEWAY**www.childwelfare.gov**

A service of the Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, this website offers access to comprehensive resources such as print and electronic publications, websites and online databases that cover a wide range of topics dealing with child abuse and neglect, adoption and other family-related issues.

CHILDREN'S INSTITUTE, INC.**www.childreinsinstitute.org**

Children's Institute provides special care for children in the Los Angeles area who are victims of violence in their homes or communities. The group's website includes links to publications, a local events page and a YouTube video library.

CHILD TRAUMA ACADEMY**www.childtrauma.org**

Child Trauma Academy is a not-for-profit organization that works with individuals and with other organizations to improve the lives and conditions of at-risk children. Visit the website to learn about the program and outcome evaluation services, as well as to access training videos and transitional tools for children.

THE NATIONAL CHILD TRAUMATIC STRESS NETWORK (NCTSN)**www.nctsnet.org**

The goal of the NCTSN is to provide better resources and care for traumatized children and their families. Explore the organization's website to learn more about different types of trauma and the techniques and resources that can be utilized to aid children in need of care or therapy for stress-related issues.

Treatment and Counseling for Traumatized Children**MAYO CLINIC: REACTIVE ATTACHMENT DISORDER****www.mayoclinic.com**

According to the Mayo Clinic staff, treatment of Reactive Attachment Disorder (RAD) varies, and often includes a "mix of psychological counseling, medications and education about the disorder." Because there are a variety of treatment approaches in practice, some practices, such as "tightly wrapping, binding or holding children" (as shown in the film) are unproven and controversial. The doctors note that "the American Academy of Child and Adolescent Psychiatry, the American Psychiatric Association, and the American Professional Society on the Abuse of Children have all criticized dangerous and unproven treatment techniques for reactive attachment disorder." If you suspect that your child or a child you know suffers from RAD, the Mayo Clinic suggests a number of ways to cope with and support a child and his or her caregiver.

AMERICAN ACADEMY OF CHILD & ADOLESCENT PSYCHIATRY (AACAP): POLICY STATEMENT**www.aacap.org**

In 2003, AACAP's Child Abuse and Neglect Committee stated their policy on coercive interventions for Reactive Attachment Disorder (RAD). The doctors recognize that some therapists have used "compression holding therapy," a type of treatment that "include[s] physically coercive methods like adults forcibly holding a child to improve attachment." The AACAP notes that there is "no scientific proof that these techniques are effective... [and] therefore urges that these coercive, dangerous and ineffective practices be discontinued."

MASSACHUSETTS ADVOCATES FOR CHILDREN**http://www.massadvocates.org/trauma_and_learning_policy_initiative**

MAC's Trauma and Learning Policy Initiative aims to improve schools so that they become safe, supportive environments for traumatized children. The first step in their initiative was the release of a comprehensive report entitled "Helping Traumatized Children Learn," which is available as a free



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downloadable PDF on their website. The report provides a school-wide flexible framework and a public policy agenda for creating “trauma-sensitive schools” where troubled children and their classmates can focus, behave and learn.

Alternative Methods for Counseling and Teaching Children

THE CHILDREN'S PSYCHOLOGICAL HEALTH CENTER, INC.
www.cphc-sf.org

The Children's Psychological Health Center offers information about reflective network therapy, also known as the cornerstone method. Visit the website to find out more information about this interactive learning and treatment style.

RESIDENTIAL CHILD CARE: PROSPECTS AND CHALLENGES. ED. ANDREW KENDRICK.

PHILADELPHIA: JESSICA KINGSLEY PUBLISHERS, 2007.

Kendrick's book incorporates the latest research in defense of residential child care and explains how such methods are beneficial to children.

MISSOURIAN: “TEACHER WORKS MAGIC WITH EMOTIONALLY DISTURBED CHILDREN.”

www.columbiamissourian.com

An up-close look at the efforts and techniques of elementary school teacher Jennifer Luna, who works with emotionally disturbed children at Parkade Elementary School. The article also provides insight into some of the personal and legal issues surrounding the condition of these children and their efforts to remain students. [December 19, 2008]

THERAPEUTIC COMMUNITIES FOR CHILDREN AND YOUNG PEOPLE. EDS. ADRIAN WARD, KAJETAN KASINSKI, JANE POOLEY AND ALAN WORTHINGTON.
 PHILADELPHIA: JESSICA KINGSLEY PUBLISHERS, 2003.

This book explores the roles of therapeutic communities and the creation of therapeutic environments as an effective method for working with traumatized and emotionally disturbed children. This collection of essays and papers also considers a variety of different therapeutic community-based approaches to such treatments.

TOMLINSON, PATRICK. THERAPEUTIC APPROACHES IN WORK WITH TRAUMATIZED CHILDREN AND YOUNG PEOPLE. PHILADELPHIA: JESSICA KINGSLEY PUBLISHERS, 2004.

This book combines theories on working with traumatized children with the experiences of the staff of the Cotswold Community, a residential and education facility for traumatized young boys. The author complements theory with descriptions of innovative actions focused on dealing with a wide range of key issues.

Available Social Services in the United States

AMERICAN ASSOCIATION OF CHILDREN'S RESIDENTIAL CENTERS (AACRC)
www.aacrc-dc.org

The AACRC seeks to ensure that children with behavioral problems and their families receive the help they need through customized residential treatment. The organization's website has a list of partner centers and schools as well as a resource center for parents which directs users to issue-specific sites. In addition, the AACRC also posts their policy papers online.

CHILD WELFARE LEAGUE OF AMERICA (CWLA)
www.clwa.org

A coalition of private and public agencies, the CWLA serves vulnerable children in all 50 states. The organization focuses on children who have been abused, neglected or who have suffered from family disruption. CWLA's website offers an Advocacy page where visitors can learn about recent and pending legislation, a Research section that offers data collection tools and offers links to centers where child welfare professionals can find consulting and training information.

COMMUNITY YOUTH SERVICES
www.communityyouthservices.org

This nonprofit organization offers a number of resources and outreach programs oriented toward creating a safe and healthy environment for at-risk youth and their families. The organization's website offers a wealth of information on pro-



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grams for family reconciliation, foster care services, independent living skills and ways for people to volunteer or intern.

CONDUCT DISORDERS

www.conductdisorders.com

A good support tool created by and for parents of emotionally disturbed youth and children with conduct disorders, this website provides a forum that covers topics from natural treatments to legal advice and a bookstore that stocks a wide variety of resources on the subject of disordered behavior.

FAMILIES.COM

www.families.com

This website provides a space for parents to become more informed through advice blogs, as well as to find support in discussion forums on specific topics. The special needs section of the parenting forum includes threads on emotional disturbance and behavioral issues.

FAMILIES FIRST PARENTING PROGRAMS

www.families-first.org

Families First provides a number of programs and services to help foster healthier relationships between parents and children. Explore the website to learn more about positive parenting and other techniques that help to build healthier relationships and shape healthier children. The website also indicates a variety of volunteer opportunities, from the donation of services to joining committees to assisting in the offices.

KNOWBILITY

www.knowbility.org/research/?content=improve

In 2002, Knowbility partnered with the Assistive Technology Division of the Austin Independent School District in an effort to create a more successful learning environment for emotionally disturbed children. This report outlines the problems specific to the classroom for emotionally disturbed children over the long and short term and then offers a description of the new strategies successfully implemented during the course of the program.

LIFELINE YOUTH AND FAMILY SERVICES

<http://lifelineyouth.org>

Lifeline is an organization based out of Fort Wayne, Ind. that provides different services and programs for troubled youth and their families. The website includes information about specific services, as well as instructions on how to apply to the organization's programs.

NATIONAL FEDERATION OF FAMILIES FOR CHILDREN'S MENTAL HEALTH

www.ffcmh.org

The National Federation of Families for Children's Mental Health serves as the national family voice for children's mental health and works to support the voice of families in the formation of policy that serve the needs of children with mental, emotional and behavioral health challenges. The national office focuses primarily on national level policy initiatives by linking the policies of the 127 state and local chapters. Most of the group's advocacy is handled in collaboration with other organizations through coalitions, including the Mental Health Liaison Group (www.mhlg.org), the Campaign for Mental Health Reform (www.mhreform.org) and the Juvenile Justice and Delinquency Prevention Coalition.

NATIONAL MENTAL HEALTH INFORMATION CENTER

<http://mentalhealth.samhsa.gov/child/childhealth.asp>

The United States Department of Health and Human Services website for the Substance Abuse and Mental Health Services Administration provides a list of resources and programs that offer information and support related to the mental health of children and families.

ARCH NATIONAL RESPITE NETWORK

<http://chtop.org/ARCH.html>

Visit this website to find out more about the rights of and resources available to family members and other caregivers who are currently caring for children with disabilities, specifically those who are emotionally disturbed. Membership to the website provides access to supportive discussion boards and materials.



RESOURCES

PARENTPALS

<http://parentpals.com/gossamer/pages>

This Ameri-Corp project provides a forum where parents and professionals can converse, provide support and share links and articles about special needs children. The user-friendly website will direct you to the specific topic and category of your need or interest.

THE SONIA SHANKMAN ORTHOGENIC SCHOOL

<http://orthogenicschool.uchicago.edu/about.html>

This school, affiliated with University of Chicago and supported by the Foundation for Emotionally Disturbed Children, is a residential educational and treatment facility for emotionally disturbed youth between the ages of five and 20. To find out more about the school and its philosophy, visit the website.

YOUTH VILLAGES

www.youthvillages.org

Youth Villages offers a wide variety of programs and resources focused on helping troubled children and their families. Visit the website to learn more about fostering or adopting a child or becoming a mentor or volunteer.

PBS and NPR**PBS****KIDS: DEALING WITH ANGER: THE FIRE INSIDE**

<http://pbskids.org>

A resource for kids to explore their own anger as well as ways for them to deal with those feelings.

BILL MOYER'S JOURNAL: HOW TO SAFEGUARD YOUR COMMUNITY AGAINST DOMESTIC VIOLENCE

www.pbs.org

Domestic violence often affects the emotional and mental health of children. These resources provided by Bill Moyer's Journal discusses ways to combat domestic violence and suggests ways to promote awareness about the issue. (March 20, 2009)

FRONTLINE: LITTLE CRIMINALS

www.pbs.org/wgbh

The website for this film about disturbed youth offers resources and readings about violence, troubled youth and the role that families play in both helping and hurting these children.

NPR**TALK OF THE NATION: SCHOOLS USING DANGEROUS DISCIPLINE METHODS**

www.npr.org

A half-hour discussion about the use of restraint and other isolation techniques versus that of prevention in dealing with children with behavioral disorders. (May 21, 2009)

MORNING EDITION: DISCIPLINE METHODS ENDANGER DISABLED KIDS

www.npr.org

A short audio clip and article about the dangers of disciplinary methods that are being used in some schools, particularly in dealing with special education students. (May 19, 2009)

MORNING EDITION: AN ADOPTION GONE WRONG

www.npr.org

The second story of a four part series, this article and audio file recount the story of a couple that adopted two emotionally disturbed children from India. Through the family's experience, questions are raised about both the emotional health of many adopted children as well as the credibility of the agencies that place these kids into new families. (July 24, 2007)

**HOW TO BUY THE FILM**

To order a copy of **Hold Me Tight, Let Me Go**, go to www.wmm.com/filmCatalog/pages/c713.shtml



Produced by American Documentary, Inc. and beginning its 22nd season on PBS in 2009, the award-winning P.O.V. series is the longest-running showcase on American television to feature the work of today's best independent documentary filmmakers. P.O.V., which airs June through September with primetime specials during the year, has brought more than 275 acclaimed documentaries to millions nationwide, and has a Webby Award-winning online series, *P.O.V.'s Borders*. Since 1988, P.O.V. has pioneered the art of presentation and outreach using independent nonfiction media to build new communities in conversation about today's most pressing social issues. More information is available at www.pbs.org/pov.

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P.O.V. Interactive www.pbs.org/pov

P.O.V.'s award-winning Web department produces special features for every P.O.V. presentation, extending the life of our films through filmmaker interviews, story updates, podcasts, video and community-based and educational content that involves viewers in activities and feedback. P.O.V. Interactive also produces our Web-only showcase for interactive storytelling, *P.O.V.'s Borders*. In addition, the *P.O.V. Blog* is a gathering place for documentary fans and filmmakers to discuss and debate their favorite films, get the latest news and link to further resources. The P.O.V. website, blog and film archives form a unique and extensive online resource for documentary storytelling.

P.O.V. Community Engagement and Education

P.O.V. works with local PBS stations, educators and community organizations to present free screenings and discussion events to engage communities in vital conversations about our world. As a leading provider of quality nonfiction programming for use in public life, P.O.V. offers an extensive menu of resources, including free discussion guides and curriculum-based lesson plans. P.O.V.'s *Youth Views* works with youth organizers and students to provide them with resources and training to use independent documentaries as a catalyst for social change.

American Documentary, Inc. www.amdoc.org

American Documentary, Inc. (AmDoc) is a multimedia company dedicated to creating, identifying and presenting contemporary stories that express opinions and perspectives rarely featured in mainstream media outlets. AmDoc is a catalyst for public culture, developing collaborative strategic engagement activities around socially relevant content on television, online and in community settings. These activities are designed to trigger action, from dialogue and feedback to educational opportunities and community participation. *Simon Kilmurry is executive director of American Documentary | P.O.V.*

Women Make Movies www.wmm.com

Established in 1972 to address the under representation and misrepresentation of women in the media industry, Women Make Movies is a multicultural, multiracial, non-profit media arts organization which facilitates the production, promotion, distribution and exhibition of independent films and videotapes by and about women. The organization provides services to both users and makers of film and video programs, with a special emphasis on supporting work by women of color. Women Make Movies facilitates the development of feminist media through an internationally recognized Distribution Service and a Production Assistance Program.

Front cover: Alex and his sculpture.
Photo courtesy of Women Make Movies

