


# STAYING IN: CONNECTING WITH TEENS DURING THE CORONA QUARANTINE


Empowering adults with brain centered approaches  
for connection and accountability







## Reflection

*Three feelings I have felt in the  
last 48 hours are...*

*My biggest challenges with my  
child(ren) right now include ...*



# Welcome!


## Reflection Time....

# 0:00


- Three feelings I have felt in the last 48 hours are...
- My biggest challenges with my child(ren) right now include ...




*We are doing the  
best we can with  
the skills we have.*




## Focus in this session




Building  
Awareness



Exploring  
Encouragement



Adjusting our  
Frame



*Humans are seeking belonging and significance.*



What adults may be seeing and hearing...

**What children are feeling**

- Excessive screen time
- Swearing
- Defiance
- Disrespect
- Ignoring
- Anxiety
- Boredom
- Helplessness
- Lack of skills
- Disconnection
- Emotionally dysregulated
- Complaining
- Sneaking
- Refusing
- Fighting
- Leaving
- Fear
- Grief
- Worry
- Confusion
- Powerlessness
- Misunderstanding
- Worry about social status

O'Roarty, 2020



Clear communication

Climo, 2014



*We crave connection.  
We'll settle for attention.*



*Behavior is communication.*




#BrainSciencesMagic

<p><b>Cerebral Cortex's Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What can I learn?</li> <li>• How can I solve this?</li> </ul> <p><b>Tools</b></p> <p>Creative wisdom, executive functioning, problem solving, ability to manage stress</p>	<p><b>Brainstem's Essential Question:</b></p> <ul style="list-style-type: none"> <li>• Am I safe</li> </ul> <p><b>Tools</b></p> <p>Fight, Flight, Freeze or Faint</p>	<p><b>Limbic System's Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Am I liked? Am I loved?</li> <li>• Do I like and love myself?</li> </ul> <p><b>Tools</b></p> <p>Name calling, blaming, shaming, defensiveness</p>
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Hovious, 2020, Siegel & Hartzel, 2003, Bailey, 2013


### SEL Chicago Guiding Beliefs

- We are all doing the best we can with the skills we have. (Greene, 2014)
- Our current skill level is based on our attachment history, trauma history, developmental stage, developmental difference and personal state of emotional regulation. (Perry, 2017, Seigel and Hartzel, 2003)
- Learning new skills is always possible, with curiosity
- Human beings seek belonging and significance (Nelsen, 2004)
- Humans do best in mutually respectful relationships where we are encouraged, where mistakes are opportunities to learn, reflect and build skills. (Dreikurs and Cassel, 1974, Nelsen, 2004)
- Authoritative leadership helps us create solution focused communities, supports community member resilience and increases protective factors.

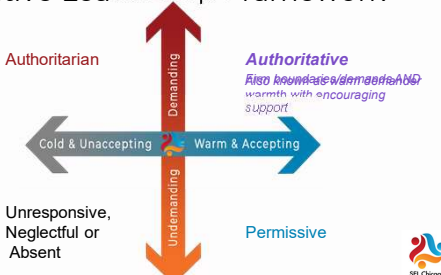


### Acknowledgements


- Land acknowledgement
- Culture and privilege acknowledgement
- “Conscious / Positive” authoritative leaders of color
  - Conscious Parenting Time
  - Parenting Is Political
  - Latinx Parenting
  - Parenting Decolonized



### Authoritative Leadership Framework

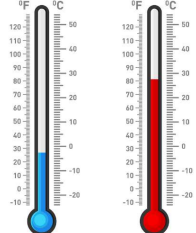



Baumrind (1966)

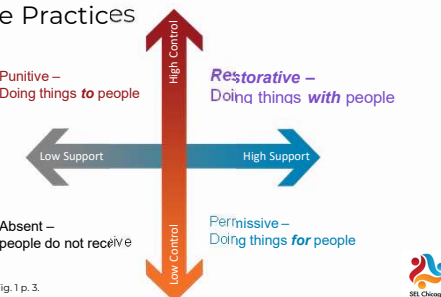


### Communicating connection


- Listen to these phrases as if you were a child.
- Pay attention to your thoughts and feelings as you listen to this adult communicating with you.
- Opportunity to reflect and share

### Restorative Practices




Based on Wachtel (2016), Fig. 1 p. 3.



### Reflection

*What was I thinking and feeling?  
What was deciding about myself or others?*





*Reflection Time....*


**0:00**

- Three strengths my child has (or my children have) include...
- My biggest challenges with my child(ren) right now include ...




Reflection

*What was I thinking and feeling?  
What was deciding about myself or others?*




*Sharing our Reflections*

*Reflection Time....*



**0:00**

*What was I thinking and feeling?  
What was deciding about myself or others?*



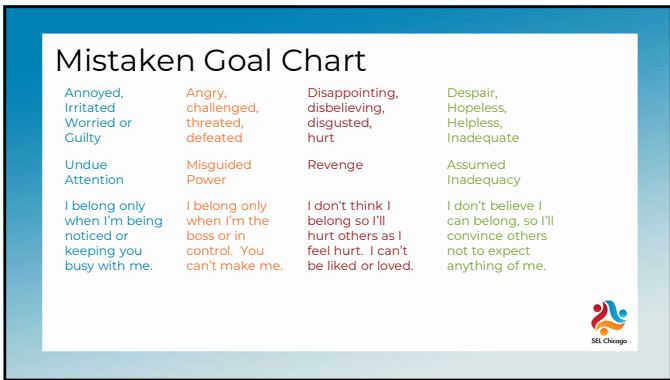
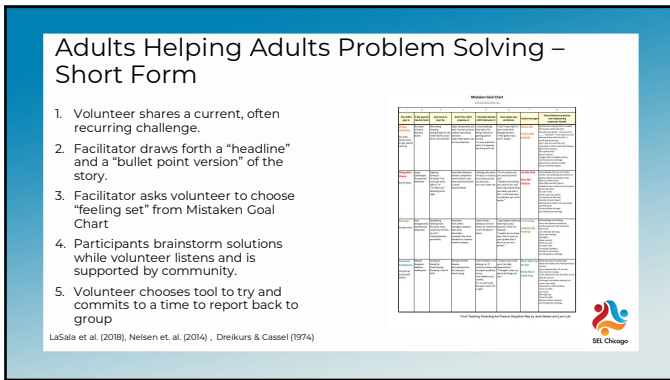
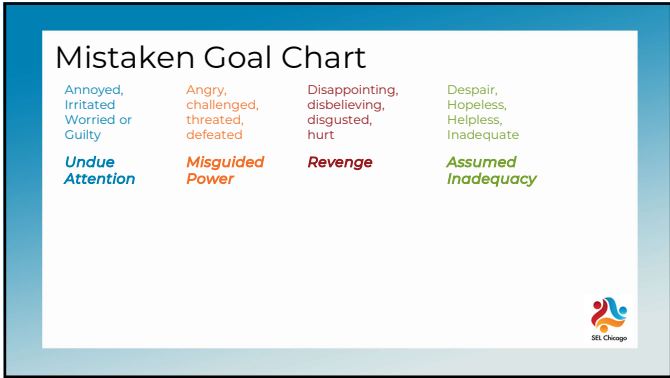
Being curious

- Listen to these phrases as if you were a child.
- Pay attention to your thoughts and feelings as you listen to this adult communicating with you.
- Opportunity to reflect and share after


*Sharing our Reflections*





### Mutually Respectful Tools to Support Connection and Accountability

- Share Power** – acknowledge that you can't control and you would appreciate their cooperation. Seek opportunities to have children lead and make decisions.
- Acknowledge Emotional States** – understand the brain and model problem solving after everyone is calm. Support emotional literacy by naming feelings. Validating feelings helps others feel seen and heard.
- Use curiosity questions to connect** – questions beginning with "what," "how," "where and when" create connection. Why often creates distance.
- Practice Deep Listening** - when in conversation, listen without interrupting. When your child stops, try "Is there anything else?" to continue sharing the emotional space.
- Make agreements and follow through** – Brainstorm for respectful solutions. Choose a time deadline. Acknowledge that keeping an agreement is a developing skill. Follow through respectfully.
- Take Time for Training and Learning** – Provide clear expectations. Leave notes. Ask for their understanding of the expectations. Practice apology when you might be late fulfilling an agreement.
- Model Mistakes as Opportunities** – When our children feel that mistakes are opportunities to learn, reflect and build skills. Often, their lived experience is that mistakes elicit censure or punishment. Being vulnerable about mistakes we make, and apologizing when our mistakes cause relational fracture builds trust.
- Connection before Correction** – coming from a place of caring before we correct builds safety and trust in the relationship. This co-regulated response helps us stay in the present instead of worrying about the future.





### Reflection Time...

0:00

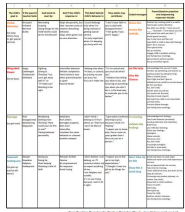
*What is one important learning from today's work together?*

*How can I use this learning to support connection and accountability with people in my life?*




### Adults Helping Adults Problem Solving – Short Form

1. Volunteer shares a current, often recurring challenge.
2. Facilitator draws forth a "headline" and a "bullet point version" of the story.
3. Facilitator asks volunteer to choose "feeling set" from Mistaken Goal Chart
4. Participants brainstorm solutions while volunteer listens and is supported by community.
5. Volunteer chooses tool to try and commits to a time to report back to group



LaSala et al. (2018), Nelson et al. (2014), Dreikurs & Cassel (1974)




# Sharing our Reflections




### Reflection

*What is one important learning from today's work together?*

*How can I use this learning to support connection and accountability with people in my life?*



# Questions?



# Staying Connected

Type your name, school and email in the chat box for a copy of the handouts.

[Kristin.hovious@selchicago.com](mailto:Kristin.hovious@selchicago.com) (312) 852-3249 CPS Vendor 17769



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