



February 2022

Parent Advisory Committee Members and School Leaders:

SEL Chicago brings seminars, workshops and certification programming to help adults intentionally create mutually respectful environments, that center dignity of both children and adults.

SEL Chicago programming focuses on strengths, and helps adults better understand children by exploring neuroscience, attachment, child development, human resilience, social and emotional learning. Every engagement includes practical applications so that participants have the tools to immediately apply their learning in relationships.

SEL Chicago specializes in creating interactive learning environments. Whether in person or through the Zoom or Google Meet platforms, we offer synchronous, interactive community building workshops, and supporting all live programming with asynchronous programming, recording and resources. SEL Chicago affiliated Certified Parent Educators can provide online programming in Spanish.

Supporting family engagement has never been more important – and effective, empowering engagement **is** possible to provide in remote, in person and hybrid settings. Locally, these seminars help fulfill CIWP goals around Restorative Practices, Social and Emotional Learning and Family/Parent Partnership. The experiential nature of the workshop format helps learners participate with diverse languages and varying degrees of literacy.

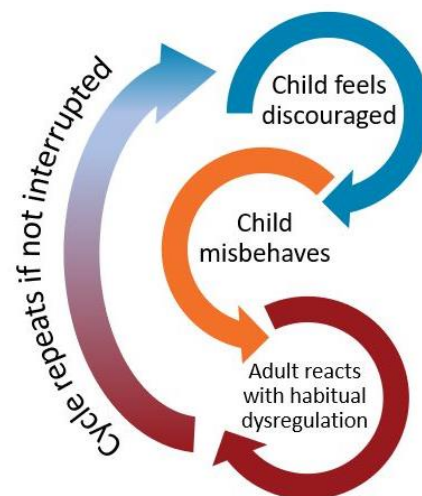
Workshops for Single Session or Series Delivery¹

Workshops are designed to be provide in a series, and build on themes and practices over time. Each workshop includes theory and practices to help empower and encourage adults to shift a lens to viewing responses to behavior as an opportunity to strengthen the adult/child relationships. The workshops provide opportunities to practice at least 3 immediately useful tools, and small group work to encourage community building and collaboration.

If budgets allow, SEL Chicago suggests designing programming **over time** to help encourage communities learning over time. Engagements include access to asynchronous sources supporting the workshop topics, handouts, anchor charts, and access to monthly online SEL Chicago Family Office Hours .

- **Neuroscience of Self-Regulation** – Learners will gain insight into the how the brain responds to stress, how our nervous systems learn relationally and how to employ self- and co-regulation skills to reduce and resolve conflict while building connection and accountability.
- **Soothing Our Dysregulated Nervous Systems:** Learners will explore emotional granularity, self-regulation, co-regulation and grounding practices to navigate the adult stress response that often occurs in reaction to the challenging behavior of the children in our care. Learners will learn a “pause” framework and reflection practices for personal work and sharing with others.

Helping leaders turn this:



To this:



¹ SEL Chicago suggests a community's first engagement include the *Neuroscience of Self-Regulation* as a 90 minute session including *Our Brain Book* and/or *Nuestro Libro del Cerebro* for \$455. SEL Chicago's 2021-22 hourly rate for schools is \$295/hour. SEL Chicago can be flexible with individual PAC's based on budgets; we are committed that this learning be available and accessible.

- **Harnessing the Power of Belonging** – Learners will explore development and temperament, understand how to use the power of asking questions and deep listening that help reduce power struggles with co-created routines and agreements.
- **Behavior as Communication** – Grounded in the belief that we are all doing the best we can with the skills and resources we have, this workshop helps adults reframe misbehaviors within a needs and strengths-based framework to explore leadership tools that center dignity, support accountability and foster connection, well-being and executive functioning.
- **Connection and Accountability** – Learners will explore the power of the Family Council – a solution focused approach to practice collective problem solving. Learners will also explore the Mistaken Goal Chart as a framework to build familiarity with mutually respectful tools and strategies that center dignity.
- **Encouraging Adolescence** – Session focus on tools for connecting and empowering families leading emerging adolescents (teens and tweens). This session also supports navigating challenges and pressures associated with supporting youth in the transition from elementary school to middle and high school.
- **Authoritative Leadership for Supporting Our Diverse Learners** – Learners will understand tools for navigating connection and accountability with our neurodiverse students and selves.

Connection to Student Achievement

Parent Advisory Committees can be assured that SEL Chicago offers workshops that promote a family leadership style that is *authoritative* – kind and firm at the same time. This approach is related to increased student academic achievement. The evidence and research supporting authoritative leadership is documented below.

Supportive Materials: Each session and engagement include follow up materials to support participant learning and notetaking. *Our Brain Book* and *Nuestro Libro del Cerebro* is an engaging rhyming book written for children, parents, care providers, and educators as a gentle guide for teaching self-regulation and the science behind it. The book offers the language for brain anatomy (structure) and physiology (function) with colors and rhyming, and helpful information about co-regulation and co-creating a spot to calm down. The Notes for the Curious explore the science behind the text of the story, and offers suggestions for readers to deepen their knowledge. The book is available in English and Spanish for participants for \$14.95/copy exclusive of shipping.

I look forward to working with you to discuss this proposal and move forward with scheduling programming for your participants that is encouraging, relevant and immediately helpful.



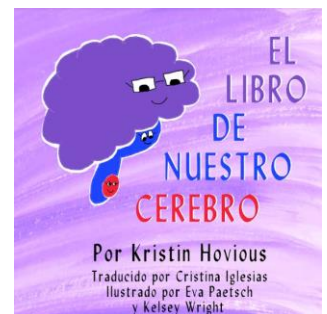
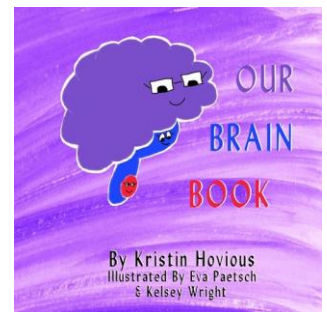
Kristin Hovious (she/her/hers)
Founder

Background – Why Humans Do the Things We Do

Human beings are complicated; teaching and leading young human beings as they navigate academics and the work of learning social and emotional skills is challenging. What happens sometimes looks and feels like an endless power struggle.

Through the lens that leading children with **authoritative approach** and a mutually respectful mindset is a **learned skill**, the SEL Chicago trainings are informed by the following core principles based on the work of Drs. Alfred Adler, Rudolf Dreikurs, Jane Nelsen, and enhanced by the work of Drs. Dan Siegel, Tina Bryson, Ross Greene, Bruce Perry, Nadine Burke Harris, Bessel van der Kolk, Zaretta Hammond, Mona Delahook, Lori Desautels, Stephen Porges, Deb Dana, Elena Aquilar, Carla Shalaby and Heather Forbes among others. SEL Chicago believes:

- We do the best we can with the tools and resources we have.
- Learning how to access our tools and resources when we are upset and dysregulated is an lifelong process.
- Behavior is framed by the fundamental human desire for belonging and connection and what is possible for their developmental stage.
- All human beings seek belonging, contribution significance and dignity



- All human beings have their own "private logic" - we perceive events, interpret them and make our own meanings, create beliefs about ourselves and others, and then decide our actions based on these beliefs.
- All human beings deserve dignity and respect.
- All human beings desire to contribute.
- Encouragement is deeply respectful tool that builds relationship. Judgement, blame, shame and punishment are tools that decrease connection.
- Mistakes are opportunities to reflect, learn, to build skills, to observe which skills need encouragement.

These principles support practices that help adults connect with children in the process of understanding **the belief behind misbehavior**. Adults modeling these practices with fidelity center dignity with children and build relationships of connection and resilience.

Evidence Supporting Connection to Student Achievement

SEL Chicago programming supports Authoritative Leadership style where the adults have both high expectations (demandingness, structure and firmness) and are considered warm (supportive and responsive). In the last decade, researchers have explored the effects of authoritative leadership in schools. These benefits include:

- higher student engagement and reading achievement (Lee, 2012),
- less bullying and peer victimization among middle school students (Cornell et al. 2015),
- less peer victimization (Gregory et al. 2010),
- lower levels of student aggression toward teachers (Gregory et al. 2012),
- and ,lower suspension rates (Gregory et al. 2011),
- higher levels of student engagement (Gill et al. 2004)
- less truancy and fewer dropouts than schools using an authoritarian approach (Pellerin, 2005),
- the possibility of protection against the risk associated with low income and minority status (Hawkins et al. 2014 in Konold et al., 2016)

SEL Chicago programing supports authoritative leadership to build the tools of connection and accountability.

Family leadership style or parenting style as it is perceived by the young people in the family is associated with academic success and with levels of engagement in socially "risky" behaviors. Different studies have examined the association between parenting "style" and behavior from different perspectives. The general conclusion is that when young people perceive that their parents are authoritative - warm and responsive (kindness) and have high expectations (demandingness/firmness), they are at significantly lower risk for drug and alcohol use, less likely to smoke and less violent. (Baumrind, 1991; Jackson et al., 1998; Radziszewska et al 1996; Simons-Morton et al, 2001) They are also more likely to succeed academically. (Cohen, 1997; Deslandes, 1997; Dornbusch et al., 1987; Lam, 1997) Studies also show that parenting styles that are authoritarian/directive (high on demandingness, generally in an intrusive way and low on responsiveness), permissive (high on warmth but little or no demandingness) and/or unengaged/ inconsistent are associated with worse outcomes. (Aquilino, 2001; Baumrind, 1991; Ginsberg and Bronstein, 1993).