



September 19, 2019

Dear PAC and School Leaders:

We are so excited to support family engagement programming for your school community in the 2019-2020 school year.

SEL Chicago brings seminars, workshops and certification programming to adults to help build mutually respectful environments with children and grow communities who are resourceful, resilient, responsible and collaborative.

Locally, these seminars often help fulfill CIWP goals around Restorative Practices, Social and Emotional Learning and Family/Parent Partnership. The experiential nature of the workshops helps participants who attend to diverse languages and varying degrees of literacy.

Background – Why Humans Do the Things We Do

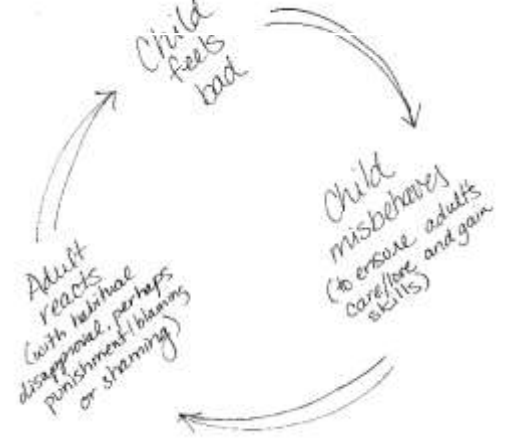
Human beings are complicated; teaching and leading young human beings as they navigate academics and the work of learning social and emotional skills is challenging. What happens sometimes looks and feels like an endless power struggle.

Through the lens that leading children with 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 Nelson, and enhanced by the work of Drs. Dan Siegel, Tina Bryson, Ross Greene, Nadine Burke Harris, Bessel van der Kolk, and Zaretta Hammond, Elena Aquilar and Heather Forbes among others. SEL Chicago supports of perspective of the world that believes:

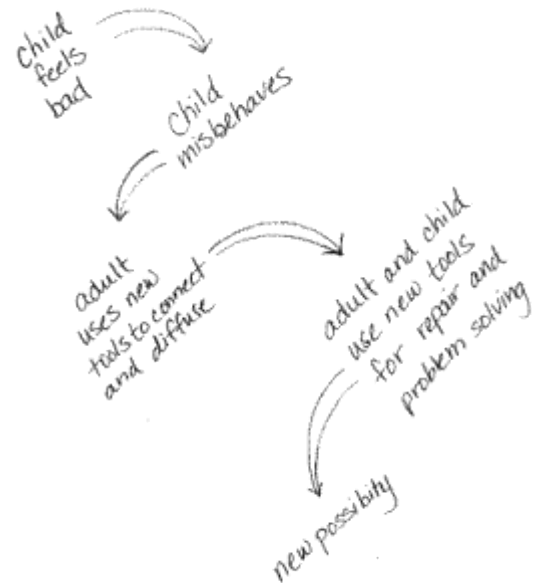
- We do the best we can with the tools we have.
- Learning how to access our tools when we are triggered is an ongoing process.
- Children's behavior is framed the fundamental human desire for connection and what is possible for their developmental stage.
- All human beings seek belonging and significance.
- 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 learn, to build skills, to observe which skills need encouragement.
- Kind and firm tools are deeply encouraging.

These principles support tools that help adults connect with children in the process of understanding **the belief behind misbehavior**. Adults modeling and using these tools with fidelity help children learn the valuable life skills of self-regulation, resiliency and empathy.

Helping adults turn this:



Into this:



Connection to Student Achievement

Parent Advisory Committees can be assured that SEL Chicago offers workshops that promote the Positive Discipline Approach; a family leadership style that is *authoritative* – kind and firm at the same time. Tools learned in these trainings are related to higher student academic achievement.

The facilitation distinguishes discipline in the frame of the original Latin root *disciplis* - “to teach.” All tools provided help build connection and accountability. SEL Chicago also provides facilitation in practical tools of encouragement for creating proactive adult responses to challenging behaviors while acknowledging, celebrating and honoring cultural difference.

The below information is excerpted from the paper **Research Supporting Positive Discipline**¹, found on the Positive Discipline Association’s website.

Parenting style as it is perceived by the young people in the family is clearly associated with their academic success and with their chance of engaging 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).

Workshop Topics & Costs

The fee structure for family programming begins at \$225 per contact hour.²; If budgets allow, SEL Chicago suggests designing programming **over time** to help encourage communities and answer inevitable questions that arise as adult move to include authoritative leadership.

Single Session Family Engagement Seminars – 1.5 hours

Each session includes theory and tools to help empower and encourage adults to shift a lens to viewing behavior as an opportunity to build skills, and provides opportunities to practice at least 3 immediately useful tools. The engagement include pdf files of agenda, handouts and anchor charts for local reproduction, flyer in school language(s) and follow up email to participants.

Topics for Family Engagement Seminars include

- *Tools for a Stress-Free Morning* – Building cooperation through the power of routines
- *Taming Tantrums* – Building the Skill of Self-Regulation
- *Connection and Accountability* – Decode child behavior with the Mistaken Goal Chart and fill your parenting tool box with deeply respectful effective tools to support building skills.
- *Growth with Encouragement* – an Introduction to authoritative leadership, relationship and growth mindset
- *Encouraging Adolescence* – Single session focusing on tools for connecting and empowering families leading emerging adolescents (teens and tweens).
- *Positive Discipline Tools for Differently Wired Learners* –helps families understand tools for navigating kindness and firmness with our students who have IEPs and learning differences.

Authoritative Foundations - Positive Discipline Learning Series– 10 hours over 5 sessions

The multi session format seeks to introduce parents and care providers to tools for managing conflict and power struggles with children in a productive, supportive way. Tools and mindset are effective for all school ages; some schools focus attendance to primary/elementary or middle school/high school families. While content is similar,

¹ <https://www.positivediscipline.org/resources/Documents/ResearchSupportingPositiveDisciplineinHomeschoolsandCommunities.pdf>

² SEL Chicago can be flexible with individual PAC’s based on budgets; we are committed that this learning be available and accessible.

and experience shows that marketing to specific ages bands increases attendance. The series includes pdf agenda, handouts and anchor charts for local production, flyer in school language(s) and follow up emails to participants. Biweekly series offerings are recommended.

Participants in the series will:

- Learn and practice multiple tools for connection with children
- Gain insight into how child development and temperament can influence behaviors.
- Understand the Adlerian theory behind the tools
- Build community and a mutually supportive network

I look forward to working with you to create an offering for your participants that is encouraging, relevant and immediately helpful.

A handwritten signature in black ink, appearing to read "Kristin Hovious". The signature is fluid and cursive, with a long horizontal stroke at the end.

Kristin Hovious
Founder
SEL Chicago
CPS Vendor 17769