

# STAYING IN: FOCUSING ON ENCOURAGEMENT DURING THE CORONA QUARANTINE

Empowering adults with brain centered approaches  
to authoritative leadership



*Bienvenido!*

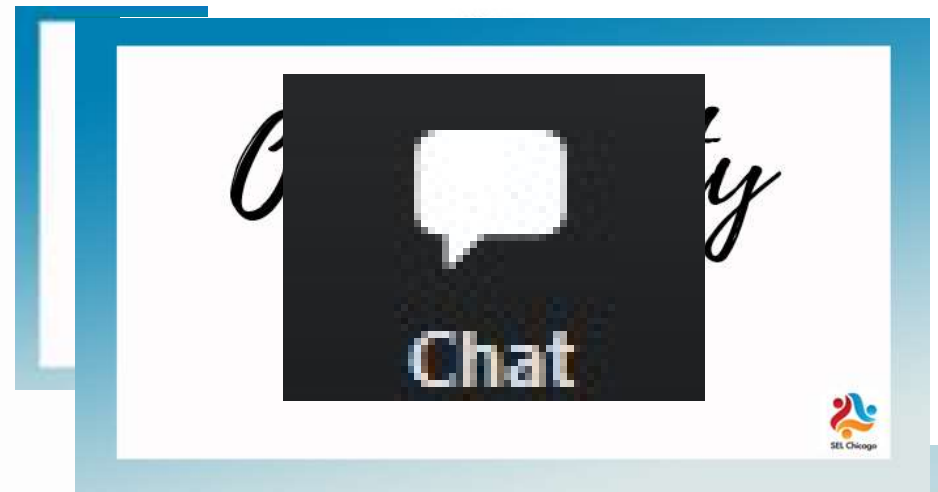


SEL Chicago



# Co-leading our virtual classroom

- Please mute microphones
- Workshop is interactive
  - Opportunities to reflect
    - have a paper and pen ready
  - Opportunities to share
    - Type your thoughts in the chat
    - Unmute your microphone to ask a question verbally
    - Anonymity text (312) 852-3249
- Questions during the session?
  - Type them in the chat.
  - We have time for questions at the end of the meeting
- We may be recording



# Focus in this session



Authoritative  
Mindset &  
Self Regulation



Exploring  
Encouragement



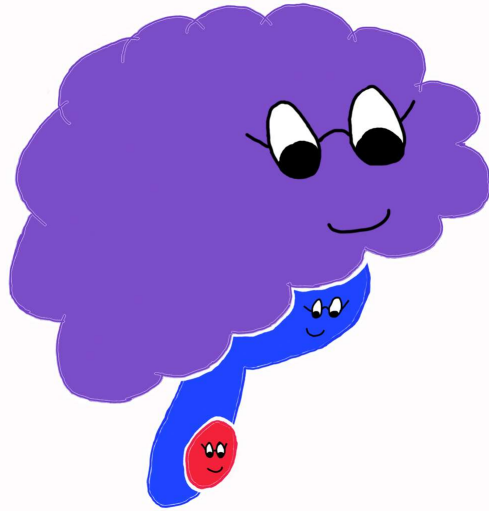
Practice  
Community  
Problem Solving

*Opportunity to Reflect*



## Reflection

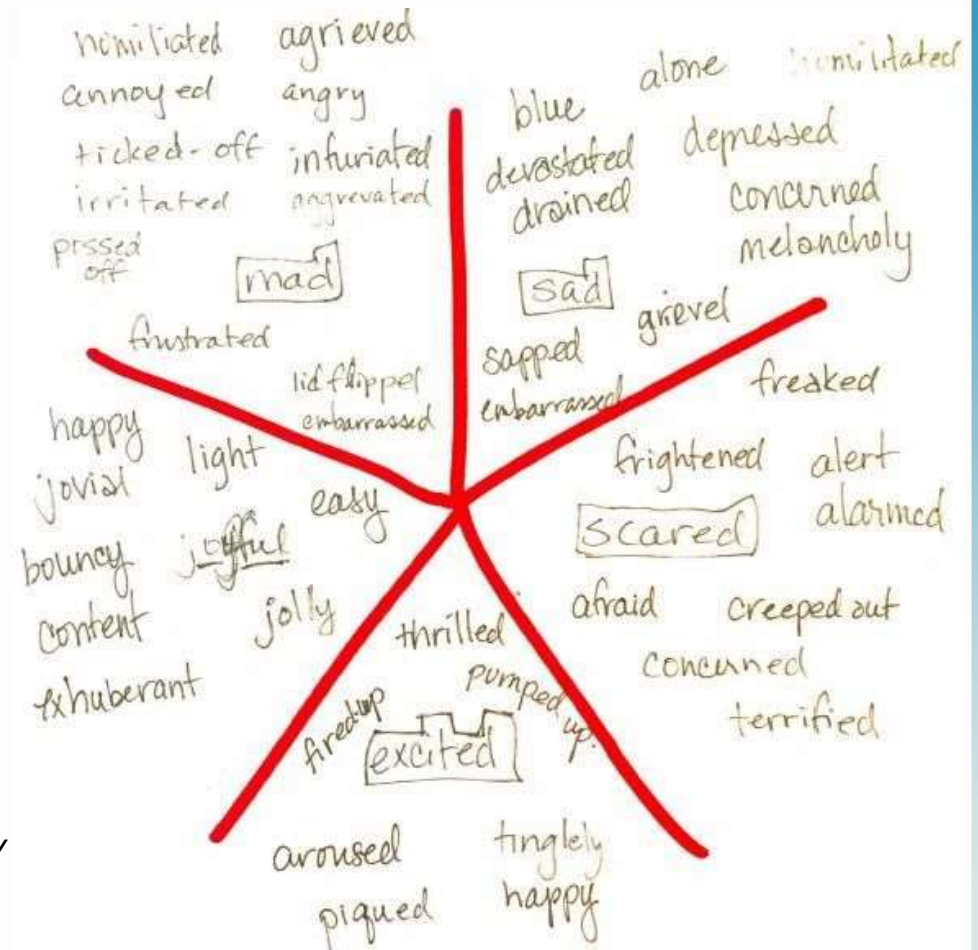
- *Three feelings I have felt in the last 48 hours are...*
- *If I attended the last session, how has my learning impacted my relationships?*
- *A problem I would like to solve today is...*



# Reflection Time

## 0:00

- Three feelings I have felt in the last 48 hours are...
- If I attended the last session, how has my learning impacted my relationships?
- A problem I would like to solve today is...(anonymity text 312-852-3249)



*Opportunity  
to Share*



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

# SEL Chicago Guiding Beliefs (and approaches)

- 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.
- SEL Chicago is committed to supporting anti-racist education and educators on this journey. (Kendi, 2019, Simmons, 2019)
- Human beings seek belonging and significance (Dreikurs and Cassel, 1974, 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 adults model solution focused communities, supports community member resilience, increases protective factors and builds foundation for dismantling systems of oppression and white supremacy.



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

# Acknowledgements

- Land Acknowledgement
  - Supports SEL Chicago's commitment to building community skills supporting *making amends*
- Growing skills acknowledgement
  - Commitment to understanding *mistakes as opportunities to learn, reflect and build skills.*



*“Land acknowledgments are a stepping stone to honouring broken treaty relationships.”*

Artwork by Chief Lady Bird, Mills (2019)

*Behavior is  
communication.*



Behavior = skill level + encouragement level.

# What leaders may be seeing and hearing...

Behavior we see  
is the solution to  
a problem we  
might not see

Not showing up  
Defiance  
Disrespect  
Ignoring

Inappropriate chats  
Missing deadlines  
Refusing  
Fighting

Skill gap or  
encouragement  
gap  
Could it be BOTH?

Anxiety  
Boredom  
Skill Gap  
Disconnection  
Discouragement  
Emotionally  
dysregulated

*What  
humans  
are feeling*

Fear  
Grief  
Worry  
Confusion  
Powerlessness  
Misunderstanding  
Worry about social status

O'Roarty, 2020



The focus in leadership is on is often the *tools*...



*What happens when we use the tools in alignment with the theory?*



Yet, how many of us have....

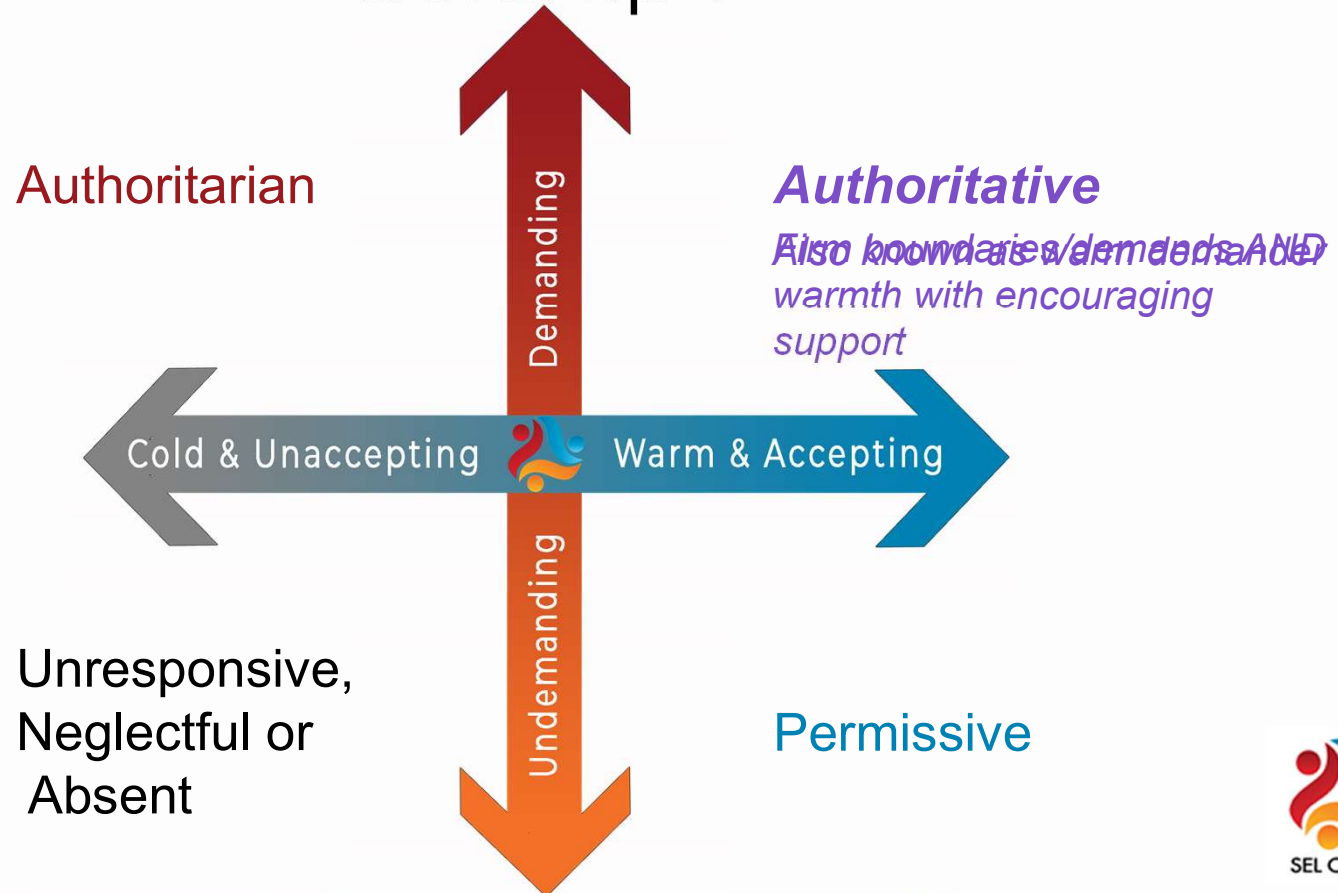


*What happens?*



# Authoritative Mindset

# Authoritative Leadership Framework



Baumrind (1966)

# Cultivating Authoritative Mindset

*Mindset in Action:* *In the moment tools and strategies applied with theory mutual respect create authoritative climate.*

*Focus on Connection:* *Self-regulation, communication, focusing on solutions, and making amends support warmth and acceptance.* *Intentional teaching and modeling supports attachment: sense of safety, security, feeling seen*

*Focus on Structure:* *Intentional modeling of routines, agreements, rhythms, systems support accountability*

*Focus on Relationship:* *Establishing shared definition of healthy developmental relationships where adults:*

- *provide support*
- *express care*
- *use challenges to lead to growth*
- *expand possibilities*
- *intentionally share power*

*Focus on Reflection:* *Creating systems to support adult awareness, reflection and mindset to provide energy for daily systemic work.*

Inspired by LaSala et al. (2018), O'Neil et al. (2018) and O'Roarty (2020)



# Balance

Kindness ONLY

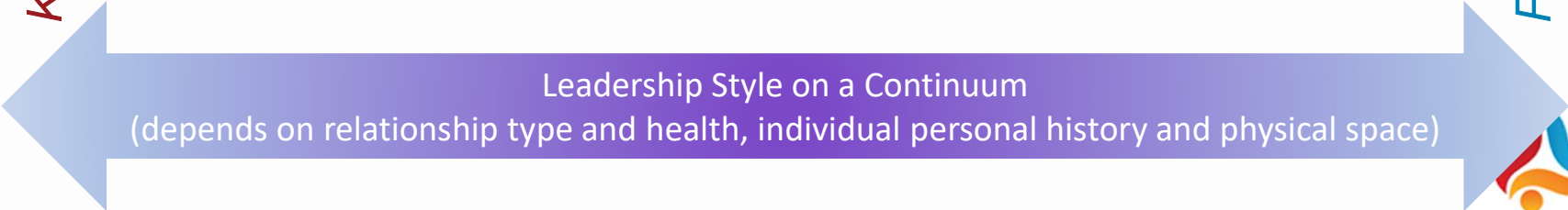
Builds Secure Attachment and Connection



Builds Skills of Self-advocacy and Accountability

Firmness ONLY

*Possibility of Kindness and Firmness at same time*



Leadership Style on a Continuum  
(depends on relationship type and health, individual personal history and physical space)

# And perhaps life saving in a pandemic?



<https://www.cnn.com/2020/03/26/world/jacinda-ardern-facebook-coronavirus-scli-intl/index.html>

After New Zealand began its lockdown on March 25, Ms. Ardern addressed the nation via a casual Facebook Live session she conducted on her phone after putting her toddler to bed. Dressed in a cozy-looking sweatshirt, she empathized with citizens' anxieties and offered apologies to anyone who was startled or alarmed by the emergency alert that announced the lockdown order.

“There’s no way to send out those emergency civil alerts on your phones with anything other than the loud honk that you heard,” she said ruefully. “That was actually something we all discussed: was there a way that we could send that message that wasn’t so alarming?”

- <https://www.nytimes.com/2020/05/15/world/coronavirus-women-leaders.html>

# Acknowledgements

- Cultures created in a history of colonialism and oppression support authoritarian leadership world view
- SEL Chicago privilege acknowledgement
- “Conscious / Positive” authoritative leaders of color

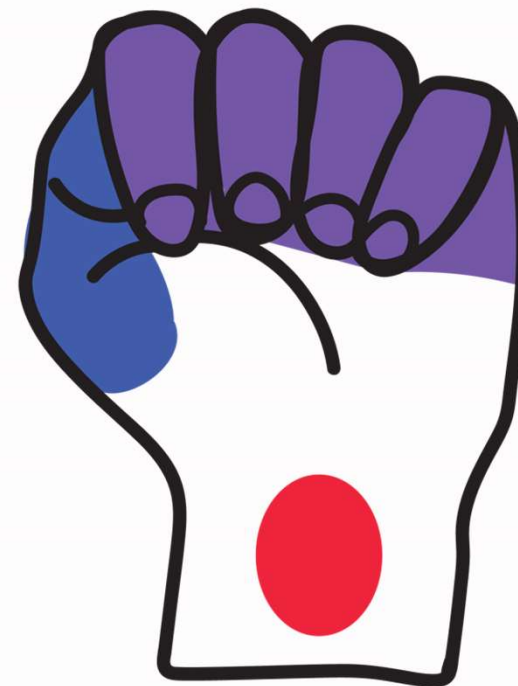


**Parenting is Political**



*It's HARD to choose  
authoritative tools in  
the moment of upset.*

# Hand Model of Brain (Siegel and Hartzel, 2003, 2014)



Calm and ready to process, ask questions and problem solve

Hovious, 2020, Siegel & Hartzel, 2003



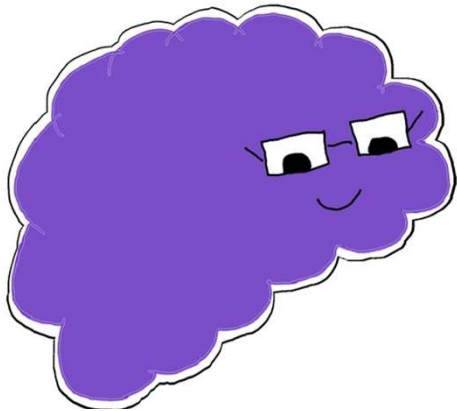
# Dysintegrated - Flip my lid



Disconnected from the cortex's control center

Hovious, 2020, Siegel & Hartzel, 2003,

# #BrainSciencesMagic

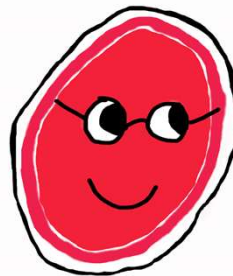


Cerebral Cortex's  
Essential Questions:

- What can I learn?
- How can I solve this?

Tools

Creative wisdom, executive functioning, problem solving, ability to manage stress

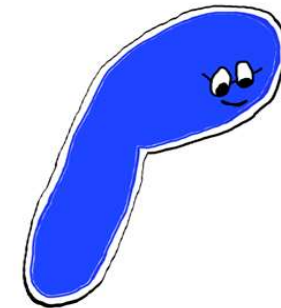


Brainstem's  
Essential Question:

- Am I safe

Tools

Fight, Flight, Freeze or Faint



Limbic System's  
Essential Questions:

- Am I liked? Am I loved?
- Do I like and love myself?

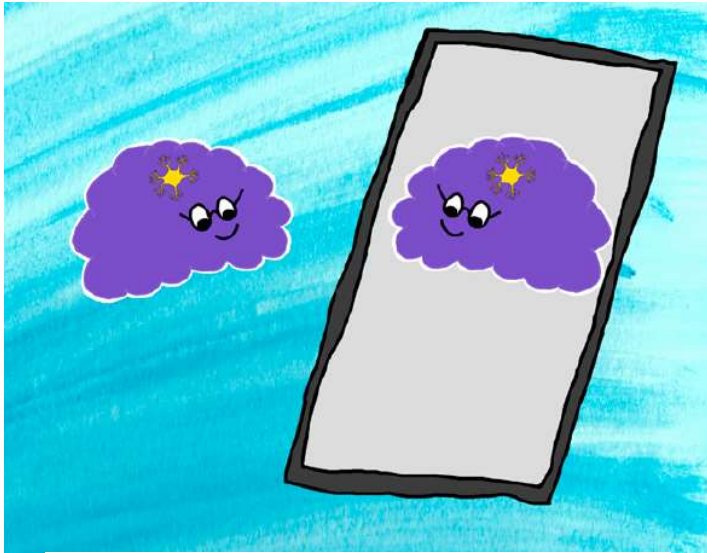
Tools

Name calling, blaming, shaming, defensiveness

Hovious, 2020, Siegel & Hartzel, 2003, Bailey, 2013

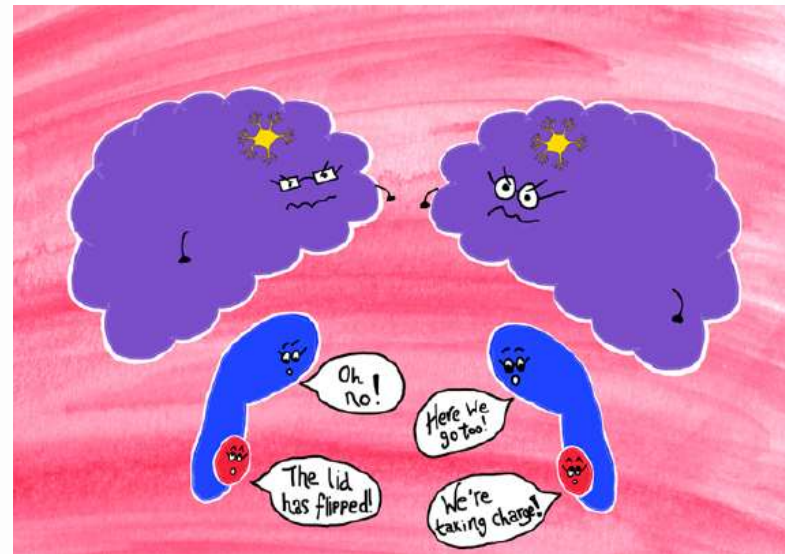


# Our brains are wired to connect....



And reflect back  
and feel what we  
see....

So sometimes when  
your lid is flipped, it flips  
the lid in me.



*Opportunity to Reflect*



# Reflection

- In moments of upset, do I tend to be permissive or authoritarian in my leadership style?
- How would adding authoritative leadership help build developmental relationships?
- How do I feel about this?
- What would help me on this path?

## Reflection Time

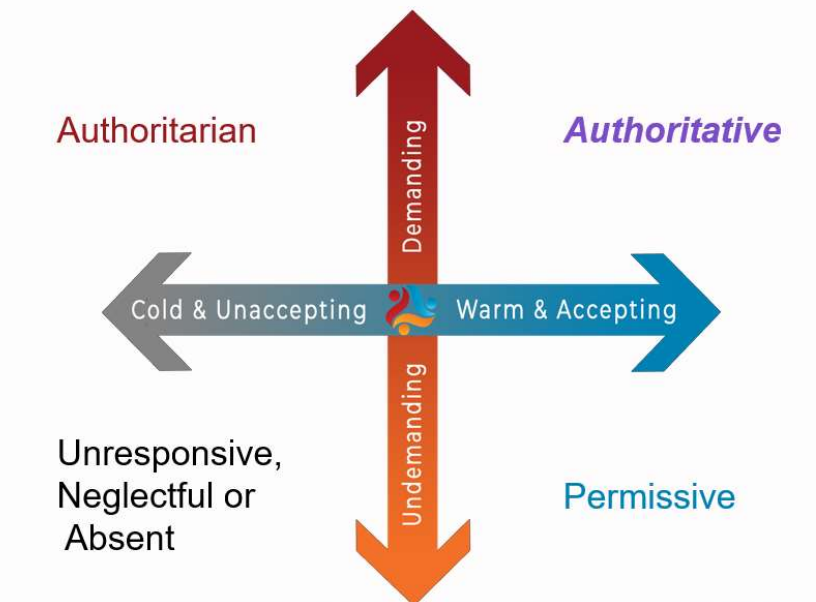
0:00



*Opportunity  
to Share*

# Six ways to use Authoritative Mindset

- Build awareness and time for personal reflection.
- Let children in your care know that you are trying something new.
- Acknowledge when you make mistakes in using your new skills.
- Sharing power helps us build trusting relationships.
- Having conversations about power, who has it and who doesn't bring up challenges of safety and real world conversations for people of color.
- Kendi (2019) and Simmons (2019) challenge us to seek out places in our spheres of influence to be anti-racist. Notice how these conversations shift personal emotional regulation and make space for upset.

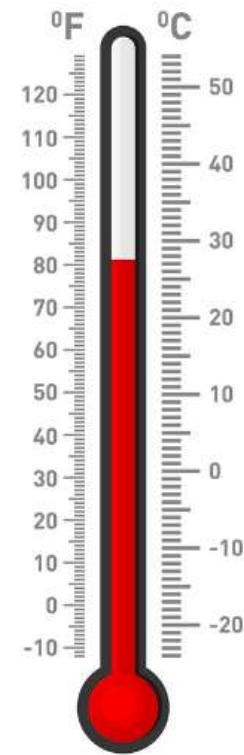
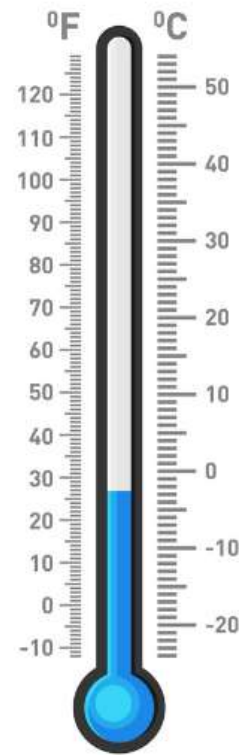


# *Opportunity to Experience*



# 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



*Opportunity to Reflect*



## Reflection

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



## *Reflection Time....*

*0:00*

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

*Opportunity  
to Share*

# Encouragement Review and Practice

Giver

“ \_\_\_\_\_ , when you \_\_\_\_\_ ,

*Receiver's Name*

*Relational Service*

I feel (or felt) \_\_\_\_\_ , because

*Emotion Word*

\_\_\_\_\_ . Thank you.”

*Specific Contribution(s)*

Receiver

“ \_\_\_\_\_ , thank you.”

*Giver's Name*



# 3 Types of Encouragement

Descriptive Encouragement: “I notice...” (without value judgments like good, well, or nice)

- “I notice you were on the Google meet today.”

Appreciative encouragement: “I appreciate...” or, “Thank you for....”

- “I appreciate you monitoring the chat in our session today. Thank you.”

Empowering encouragement: “I have faith in you...” or, “I trust you to...”  
older students and students with insecure attachment histories are best served when adults provide “evidence” so that encouragement feels authentic.

- “I saw all the work you put in when we were in the classroom. This is different and challenging, and I know that you can do it.”

Adapted from LaSala, McVittie & Smitha, 2015 and LaSala, McVittie & Smitha, 2018



What is one emotion  
you are feeling after  
our time today?



# Community Problem Solving

# 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

Mistaken Goal Chart

1	2	3	4	5	6	7	8
The child's goal is:	If the parent/teacher feels:	And tends to react by:	And if the child's response is:	The belief behind the child's behavior is:	How adults may contribute:	Code messages:	Parent/teacher proactive and empowering responses include:
<b>Unseen Attention</b> (to keep others busy or get central service)	Amused Frustrated Blameful Guiltily	Reminding Coercing Doing things for the child he/she could do for him/herself	Stops temporarily, but later resumes same or another disturbing behavior Stops when given one-on-one attention.	I want (belong) only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.	I don't have faith in you to deal with disappointments." "I feel guilty if you aren't happy."	<b>Notice Me</b> <b>Positive Me</b> <b>Actually</b>	Directed by thinking there is a world to get your attention. See what you will do. "I love you and will spend time with you later." "I'm glad you care about you and will spend time with me later." Recall special services. See it only once and then act. Have faith in child to deal with feelings about the act (reason). Plan special time. Get up routines. Engage child in problem solving. Join family/class meetings. Ignore (don't without warning). Set up nonverbal signals.
<b>Misguided Power</b> (to be boss)	Angry Challenged Threatened Defeated	Fighting Going to Thinking "You can't get away with it" or "I'll make you!" Wanting to be right	Intensifies behavior Defiant or compliance Feels teacher's won when parent/teacher is upset Peaceful Power	I'm in control only when you must do what I say. I'm in control, or you are losing me. I believe that telling you what to do, and lecturing or punishing you when you don't do it, is the best way to motivate you to do better."	"I'm in control and you must do what I say." "I believe that telling you what to do, and lecturing or punishing you when you don't do it, is the best way to motivate you to do better."	<b>Let Me Help</b> <b>Give Me Choices</b>	Acknowledge that you can't make better the unwilling and redirect to positive power by asking for help. Offer a limited choice. Don't fight and don't give in. Withdraw from conflict and calm down. Be firm and kind. No, don't talk. Decide what you will do. Set routines be the same. Develop mutual respect. Get help from child to set reasonable and low limits. Practice follow-through. Join family/class meetings.
<b>Revenge</b> (to get even)	Hurt Disappointed Disbelieving Disgusted	Retaliating Getting even Thinking "How could you do this to me?" Taking behavior personally	Retaliates Hurt others Damages property Gets even Intensifies Escalates the same behavior or chooses another weapon.	I don't think I belong as I'll hurt others as I feel hurt. I can't be lied or fooled. I expect you to know why I focus more on your actions than I focus on you as a person."	I give advice (without listening to you) because I think I'm helping." "I expect you to know why I focus more on your actions than I focus on you as a person."	<b>Validate My Feelings</b>	Acknowledge hurt feelings. Don't take behavior personally. Recall punishment and retaliation. Build trust. Use reflective listening. Join your feelings. Apologize. Make a commitment. Don't give up. No, don't talk. Encourage strengths. Put kids in the bus. Join family/class meetings.
<b>Assumed Inadequacy</b> (to give up and be left alone)	Dispar- hopeless Helpless Inadequate	Giving up Doing for Over helping Showing a lack of faith	Retreats further Resists No improvement No response Keels trying	I don't believe I can live up to my high expectations." "I thought it was my job to do things for you." I'm helpless and useless. It's no use trying because I won't do it right.	I expect you to live up to my high expectations." "I thought it was my job to do things for you."	<b>Don't Give Up</b> <b>On Me</b> <b>Show Me A Small Step</b>	Break task down to small steps. Model task when child still experiences success. Set up opportunities for success. Take time for training. Teach skills/show how, but don't do for. Stop all criticism. Encourage any positive attempt, no matter how small. Show faith in child's abilities. Focus on assets. Don't give up. Don't give up. Break the cycle. Build on other strengths. Join family/class meetings.

From Teaching Parenting the Positive Discipline Way by Jane Nelsen and Lynn Lott

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



# Mistaken Goal Chart

Annoyed,  
Irritated  
Worried or  
Guilty

Angry,  
challenged,  
threatened,  
defeated

Disappointing,  
disbelieving,  
disgusted,  
hurt

Despair,  
Hopeless,  
Helpless,  
Inadequate

# Mistaken Goal Chart

Annoyed,  
Irritated  
Worried or  
Guilty

*Undue  
Attention*

Angry,  
challenged,  
threatened,  
defeated

*Misguided  
Power*

Disappointing,  
disbelieving,  
disgusted,  
hurt

*Revenge*

Despair,  
Hopeless,  
Helpless,  
Inadequate

*Assumed  
Inadequacy*

# Mistaken Goal Chart

Annoyed,  
Irritated  
Worried or  
Guilty

Undue  
Attention

I belong only  
when I'm being  
noticed or  
keeping you  
busy with me.

Angry,  
challenged,  
threatened,  
defeated

Misguided  
Power

I belong only  
when I'm the  
boss or in  
control. You  
can't make me.

Disappointing,  
disbelieving,  
disgusted,  
hurt

Revenge

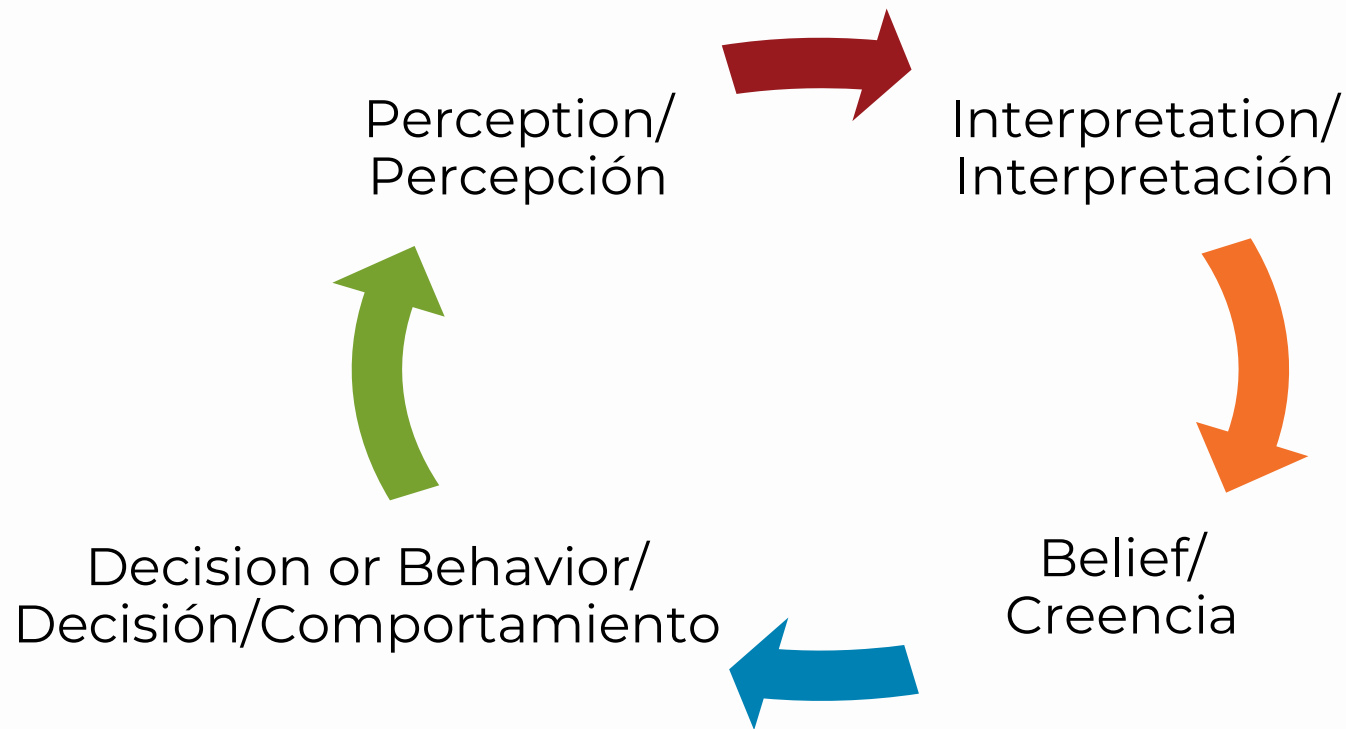
I don't think I  
belong so I'll  
hurt others as I  
feel hurt. I can't  
be liked or loved.

Despair,  
Hopeless,  
Helpless,  
Inadequate

Assumed  
Inadequacy

I don't believe I  
can belong, so I'll  
convince others  
not to expect  
anything of me.

# Theory of “Private Logic”



# Mistaken Goal Chart

Annoyed,  
Irritated  
Worried or  
Guilty

Undue  
Attention

I belong only  
when I'm being  
noticed or  
keeping you  
busy with me.

Notice me.  
Involve me  
usefully.

Angry,  
challenged,  
threatened,  
defeated

Misguided  
Power

I belong only  
when I'm the  
boss or in  
control. You  
can't make me.

Let me help.  
Give me choices.

Disappointing,  
disbelieving,  
disgusted,  
hurt

Revenge

I don't think I  
belong so I'll  
hurt others as I  
feel hurt. I can't  
be liked or loved.

I'm hurting.  
Validate my  
feelings.

Despair,  
Hopeless,  
Helpless,  
Inadequate

Assumed  
Inadequacy

I don't believe I  
can belong, so I'll  
convince others  
not to expect  
anything of me.

Don't give up on me.  
Show me a small  
step.



## 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.



**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.



**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.



**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.



**Use curiosity questions to connect** – questions beginning with “what,” “how,” “where and when create connection. Why often creates distance.



**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.



**Practice Deep Listening** - when in conversation, listen without interrupting. When your child stops, try “Is there anything else?” to continue sharing the emotional space.



**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.



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# Staying Connected

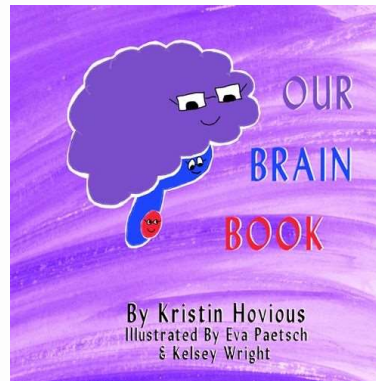
Type your name, school and email in the chat box for a copy of the handouts.

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



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## 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?*



# References

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