



Authoritative Leadership Deserves Understanding, Support and Attention – Kristin Hovious, CPDT

The benefits of building **authoritative** school communities where adults have both high expectations (demandingness, structure and firmness) and are considered warm (supportive and responsive) 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)

These are the skills of a “warm demander” where adults build developmental relationships of trust using connection and accountability in the classroom community and across a school building.



With all the benefits for children – **why don't all teachers use these skills?** Could it be that:

- In the giving up zero-tolerance policies and supporting restorative practices, adults are modeling authoritarian or permissive behaviors because those styles are what they know or believe are accepted as best practices?
- Only one third of teacher education programs include any classroom leadership training (Myer & LeMaster, 2018)?

- When adults are emotionally dysregulated, we may not act in authoritative, mutually respectful ways with the children in our care? (Siegel and Hartzel, 2013)
- Like children, adults are doing the best we can with the skills we have? (Greene, 2014)?

Positive Discipline coursework can help adults bridge the gap from the “**what**” of authoritative leadership to the “**how**.”

Join the next SEL Chicago for Positive Discipline in the Classroom to build these skills.

Participants in these experiential workshop gain skills and lesson plans for building authoritative classrooms AND learn to facilitate activities to help lead PLC or School Climate teams in authoritative leadership and restorative practices.

Courses offers NBCC credit for counselors, 13 CPDUs for teachers and CEs for LSWs, RNs, PTs and OTs.

Early Bird registration is \$375 30 days in advance of the workshop. Regular registration is \$425. SEL Chicago offers a Partnership Registration to Chicago Public Schools for \$325. Purchase order requests should be received by no later than 2 weeks before the start date of the workshop. Contact Kristin.hovious@selchicago.com to inquire about any available reduced priced scholarships for new educators other community members.

Activities and lessons are aligned to the CPS Framework for Teaching components 1b, 1d, 2a-e, 3c, 3e and 4c-e and Positive Discipline ISBE SEL Standards. Crosswalks of the Positive Discipline Lessons to the CPS Framework for Teaching and IL ISBE standards are available on <https://selchicago.com/schools-%26-educators#8258e15e-98f6-4f05-9bf9-fd7fb9661310>.

References:

Cornell, D., & Huang, F. (2016). Authoritative school climate and high school student risk behavior: A cross-sectional multi-level analysis of student self-reports. *Journal of Youth and Adolescence*, 45, 11, 2246-2259.

Cornell, D., Shukla, K., & Konold, T. (2015). Peer victimization and authoritative school climate: A multilevel approach. *Journal of Educational Psychology* 107(4), 1186–1201.

- Gill, M. G., Ashton, P., & Algina, J. (2004). Authoritative schools: A test of a model to resolve the school effectiveness debate. *Contemporary Educational Psychology, 29*, 389–409.
- Greene, R. W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York [etc.: Scribner.
- Gregory, A., Cornell, D., Fan, X., Sheras, P., Shih, T. H., & Huang, F. (2010). Authoritative school discipline: High school practices associated with lower bullying and victimization. *Journal of Educational Psychology, 102*, 483–496.
- Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal, 48*, 904–934.
- Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education, 118*, 401–425.
- Hawkins, J. D., Oesterle, S., Brown, E. C., Abbott, R. D., & Catalano, R. F. (2014). Youth problem behaviors 8 years after implementing the communities that care prevention system: A community randomized trial. *JAMA Pediatrics, 168*(2), 122–129.
- Lee, J. S. (2012). The effects of the teacher–student relationship and academic press on student engagement and academic performance. *International Journal of Educational Research, 53*, 330–340.
- Meyer, B. & LaMaster, D. (2018, October). Climate and culture starts with classroom management practices. Session presentation at National PBIS Leadership Forum, Chicago, IL.
- Pellerin, L. A. (2005). Applying Baumrind’s parenting typology to high schools: Toward a middle range theory of authoritative socialization. *Social Science Research, 34*, 283–303.
- Siegel, D. J., & Hartzell, M. (2003). *Parenting from the inside out: How a deeper self-understanding can help you raise children who thrive*. New York: J.P. Tarcher/Putnam.