



October 16, 2023

Dear PAC and School Leaders:

SEL Chicago brings healing centered seminars, workshops and certification programming to adults. This programming helps *adults* intentionally create mutually respectful environments, centers dignity and provides communities with tools to support the growth of *children in communities* to be resourceful, resilient, responsible, collaborative and focused on solutions.

SEL Chicago has adapted all programming to support the needs of learners with remote delivery. Through the Zoom or Google platforms, we offer synchronous, interactive community building workshops, and supporting all live programming with asynchronous resources. These interactive workshops and webinars can be tailored to school communities and recorded for later viewing. SEL Chicago affiliated Parent Educators deliver programming in Spanish.

Locally, SEL Chicago programming helps fulfill CIWP goals around Leadership & Collective Responsibility, Professional Learning, MTSS, Relational Trust, Restorative Approaches to Discipline and Family/Parent Partnership. The experiential nature of all programming helps participants who attend to diverse languages, learning differences and varying degrees of literacy. In person and online support small group sharing for individual collaboration.

SEL Chicago Authoritative Leadership Workshops include theory and tools to help empower and encourage adults to embody responses to behavior as an opportunity to build relationships, scaffold executive functioning skills, build connection and support mental health and wellbeing.

Each workshop provides opportunities to practice at least 3 immediately useful tools, and breakout sessions to discuss new learning in small group settings, because participants learn more and create supporting community connections when they share conversation.

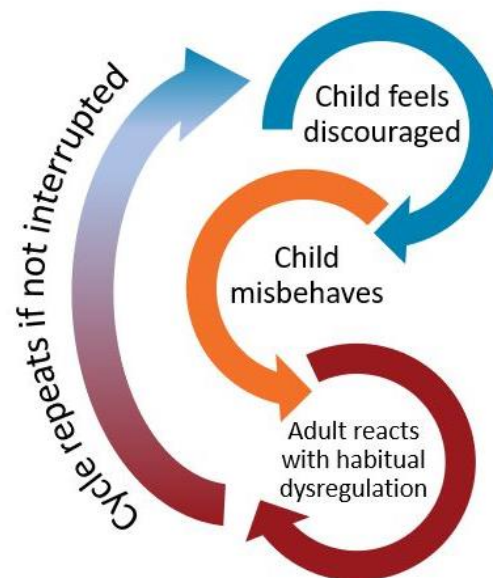
All workshops include a review of the neuroscience of belonging framework that helps adults learn tools and strategies to navigate the inevitable conflicts that arise when we are in community with dignity and respect. These tools are applicable as we support communities in transition, and communities navigating loss as well as the anger and anxiety that arise from living in these uncertain times.

All engagements include participant access to asynchronous sources supporting the workshop topics, handouts, anchor charts, and encouragement to join office hours.

Workshops are designed to be 1.5 hours in length, and can be delivered in both English and Spanish. All workshop materials are translated into English and Spanish, and interactive activities are designed to empower participants with immediately useful tools and strategies.

The cost for each 1.5 hour engagement is \$442.50.

Helping leaders turn this:



Into this:



2023-24 workshop topics include:

- **Neuroscience of Self-Regulation** – Learners will gain insight into the how the brain responds as a relational organ, and how to employ self- and co-regulation skills to reduce and resolve conflict while building connection and accountability.
- **Harnessing the Power of Belonging** – Learners will understand how to use the power of asking questions and deep listening that help reduce power struggles with co-created routines.
- **Framing Behavior as Communication** – With the belief that we are all doing the best we can with the skills 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.
- **Power of the Pause:** Learners will explore self-regulation, co-regulation and grounding practices to navigate the adult stress response that often occurs in reaction to challenging behavior for the children in our care. Learners will learn a “pause” framework and reflection practices for personal work and sharing with others.
- **Harnessing Routines for Less Stressful Transitions** – Build cooperation reduce power struggles and support executive functioning by supporting the creation of routines.
- **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.
- **Connection and Accountability with the Family Council** – Learners will explore the power of the Family Council – a solution focused approach to practice collective problem solving. Learners will also explore a variety of tools to leave with a framework supporting strategies that center dignity.
- **Supporting Our Diverse Learners** – In this space curated for parents and care providers of students with diverse learning needs, participants will be offered support around emotional regulation and adaptations of Positive Discipline tools and strategies to support our neuro-diverse students.
- **Making Mental Health Speakable** – Even before the COVID pandemic, mental health challenges were the leading cause of disability in young people. This workshop will help parents and adult care providers understand the major disorders facing our young people, and create strategies for supporting the youth in our care and ourselves as we care for them.
- **Understanding Executive Functioning:** This two-part series helps families and caregivers understand and support the growth of the processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.

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, Elena Aquilar, Lori Desautels, and Heather Forbes among others. SEL Chicago believes:

- We do the best we can with the skills and resources 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 reflect, learn, to build skills, to observe which skills need encouragement.

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.

Evidence Supporting Connection to Student Achievement

SEL Chicago's facilitation distinguishes discipline in the frame of the original Latin root *discipulis* - "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.

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

In schools and classrooms Authoritative Leadership is related to 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), Possibility of protection against the risk associated with low income and minority status (Hawkins et al. 2014 in Konold et al., 2016).

In families (McVittie, 2003), Authoritative Leadership is related to higher academic success (Cohen, 1997; Deslandes, 1997; Dornbusch et al., 1987; Lam, 1997), 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). Parenting styles that are authoritarian, permissive or unengaged/ inconsistent are associated with worse outcomes (Aquilino, 2001; Baumrind, 1991; Ginsberg and Bronstein, 1993).

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 create an offering for your participants that is encouraging, relevant and immediately helpful.



Kristin Hovious (she/her/hers)
Founder