

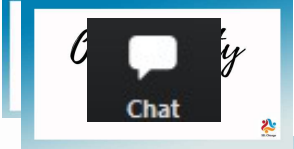

*Hello ISU Teachers and Cooperating Teachers
Welcome to our Zoom meeting!*

Let me know when you are here by saying hello. 😊



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
- Questions during the session?
 - Type them in the chat.
 - We have time for questions at the end of the meeting
- We may be recording


AUTHORITATIVE LEADERSHIP MINDSET

Adult responses to support your school community's the foundation for connection and accountability





Focus in this session


B	S/C	A/C
Behavior as Communication	Self-Regulation and Co-regulation as Encouragement Tool	Authoritative Leadership Community Problem Solving



Welcome!

SEL Chicago




Opportunity to Reflect





Reflection

Three feelings I have felt in the last 48 hours are...

My biggest challenges in my leadership right now include ...



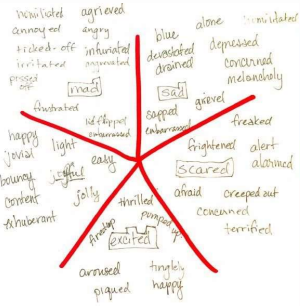
Reflections

Reflection Time


0:00

- *Three feelings I have felt in the last 48 hours are...*
- *One challenge I would like to support on today is ...*
(anonymity text 312-852-3249)



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.
- 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.




Opportunity to Share



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



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



"A misbehaving child is a discouraged child"


- Rudolf Driekurs

We do better with encouragement.




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.




Artwork by Chief Lady Bird, Mills (2019)




Easy to lead when those seeking our assistance have clear communication




Climo, 2014




Behavior is communication.



Socially useful behavior = skill level + encouragement level.



What leaders may be seeing and hearing...




Not showing up
Defiance
Disrespect
Ignoring

Inappropriate chats
Missing deadlines
Refusing
Fighting

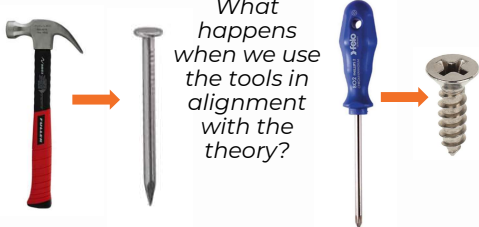
Anxiety
Boredom
Helplessness
Lack of skills
Disconnection
Emotional dysregulated

Fear
Grief
Worry
Confusion
Powerlessness
Misunderstanding
Worry about social status


O'Roarty, 2020



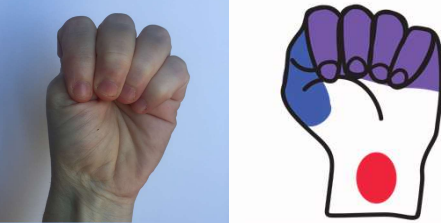
The focus in leadership is on is often the *tools*...



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




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




Calm and ready to process, ask questions and problem solve


Hovious, 2020, Siegel & Hartzel, 2003



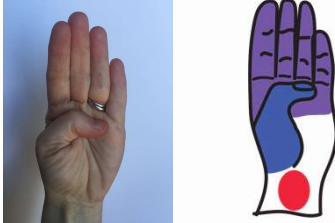
Yet, how many of us have....



What happens?




Dysintegrated - Flip my lid




Disconnected from the cortex's control center




Hovious, 2020, Siegel & Hartzel, 2003




It's hard to use tools with fidelity to theory when we are dysregulated.



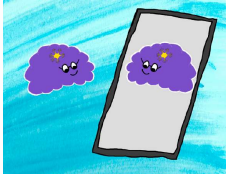
#BrainSciencesMagic

 <p>Cerebral Cortex's Essential Questions:</p> <ul style="list-style-type: none"> • What can I learn? • How can I solve this? <p>Tools</p> <p>Creative wisdom, executive functioning, problem solving, ability to manage stress</p>	 <p>Brainstem's Essential Question:</p> <ul style="list-style-type: none"> • Am I safe <p>Tools</p> <p>Fight, Flight, Freeze or Faint</p>	 <p>Limbic System's Essential Questions:</p> <ul style="list-style-type: none"> • Am I liked? Am I loved? • Do I like and love myself? <p>Tools</p> <p>Name calling, blaming, shaming, defensiveness</p>
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Hovious, 2020, Siegel & Hartzel, 2003, Bailey, 2013

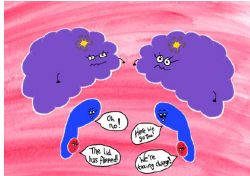



Our brains are wired to connect....



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

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


Opportunity to Share



Opportunity to Reflect

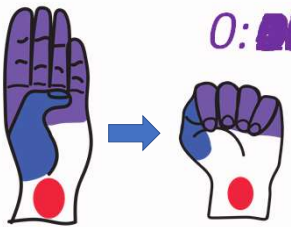


Reflections




Reflection

- What are some of the physical sensations I have when I am emotionally dysregulated?
- What actions help me return to regulation?
- What are some of the signs of emotional dysregulation in others?
- What actions help the child(ren) in my care return to regulation?

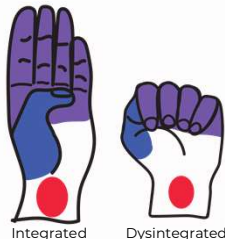


Reflection Time
0:00




Six ways to use these new tools

- Teach this simple concept to the adults and children in your life.
- Create sign language for communicating upset
- Teach children to recognize the physical sensations of upset
- Avoid calling behavior "good" or "bad." Instead, try, "When you were angry, you yelled? What could you do next time instead?"
- What if we decided to only problem solve when all parties are emotionally regulated?
- Co-Create a "calming spot" to feel more integrated

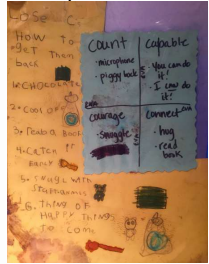



Integrated Dysintegrated

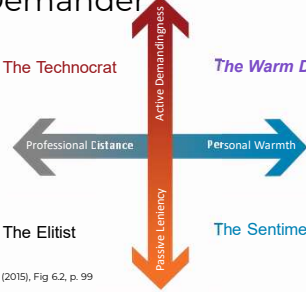


How to co-create a cool off space at home


- Share personal experience
 - We all get upset
 - It takes time to calm down
 - Preparing a plan place can help
- Ask the child
 - "If you could create a special spot to go when you are upset..."
 - where would it be?
 - what are 3 things that could be in it?
 - What could we call it?
- Model use when the adult is upset
 - Children learn that using a space for personal re-regulation is safe and acceptable through adult modeling
 - Take time for training

Warm Demander




Adapted from Hammond (2015), Fig 6.2, p. 99




Authoritative Mindset



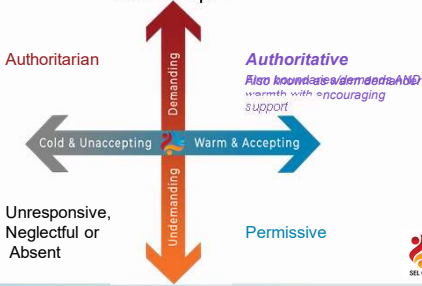
Restorative Practices




Based on Wachtel (2016), Fig. 1 p. 3.



Authoritative Leadership Framework



Baumrind (1966)



Research supporting Authoritative Leadership

In schools and classrooms


(Hovious, 2020)

- 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)

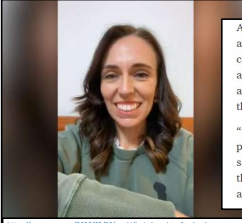
In homes

(McVittie, 2003)

- 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).



And perhaps life saving?




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.cnn.com/2020/03/26/world/pa-ndem-ardern-facebook-coronavirus-poll/index.html>

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



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)



Challenges to authoritative mindset

- Adults often model **authoritarian** or **permissive** behaviors because those styles are familiar or accepted as best practices.
- Student compliance and obedience receives more attention than **building relationships of trust**, where mistakes are celebrated and time for **adult reflection** is prioritized.
- Other factors lead to persistence:
 - Only one-third of teacher education programs include any classroom leadership training (Myer & LeMaster, 2018), leaving novice teachers to grapple with and often default to the damaging models they observed and may have experienced as students.
 - When adults are emotionally dysregulated, they may not act in authoritative, mutually respectful ways with the children in their care. (Siegel and Hartzel, 2013)



Opportunity to Reflect



Acknowledgements

- SEL Chicago privilege acknowledgement
- "Conscious / Positive" authoritative leaders of color






Parenting is Political




Reflection

Looking through the lens of **developmental relationships**




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

- Identify one relationship that, at this moment, is really strong
- Identify one relationship that could benefit from attention to one of the pillars.




Reflection

Looking through the lens of developmental relationships




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

- Identify one relationship that, at this moment, is really strong.
- Identify one relationship that could benefit from attention to one of the pillars.




Mistaken Goal Chart

Annoyed, Irritated Worried or Guilty	Angry, challenged, threatened, defeated	Disappointing, disbelieving, disgusted, hurt	Despair, Hopeless, Helpless, Inadequate
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Community Problem Solving



Mistaken Goal Chart

Annoyed, Irritated Worried or Guilty	Angry, challenged, threatened, defeated	Disappointing, disbelieving, disgusted, hurt	Despair, Hopeless, Helpless, Inadequate
Undue Attention	Misguided Power	Revenge	Assumed Inadequacy




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

Feeling Set	Headline	Bullet Point Version	Community Brainstormed Solutions	Volunteer Chose to Try	Commitment
Undue Attention					
Misguided Power					
Revenge					
Assumed Inadequacy					

Adapted from LaSala et al. (2018), Neisen et. al. (2014)
Mistaken Goals inspired by Dreikurs & Cassol (1974)

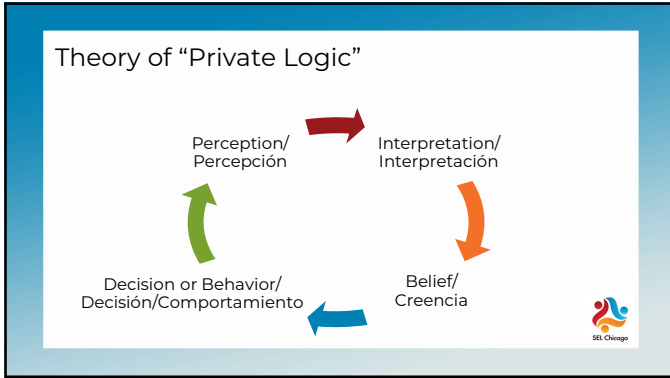


Mistaken Goal Chart

Annoyed, Irritated Worried or Guilty	Angry, challenged, threatened, defeated	Disappointing, disbelieving, disgusted, hurt	Despair, Hopeless, Helpless, Inadequate
Undue Attention	Misguided Power	Revenge	Assumed Inadequacy

I belong only when I'm being noticed or keeping you busy with me.	I belong only when I'm the boss or in control. You can't make me.	I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.	I don't believe I can belong, so I'll convince others not to expect anything of me.
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Adults Helping Adults Problem Solving – Short Form

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

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Mistaken Goal Chart

<p>Annoyed, Irritated, Worried or Guilty</p> <p>Undue Attention</p> <p>I belong only when I'm being noticed or keeping you busy with me.</p> <p>Notice me. Involve me usefully.</p>	<p>Angry, challenged, threatened, defeated</p> <p>Misguided Power</p> <p>I belong only when I'm the boss or in control. You can't make me.</p> <p>Let me help. Give me choices.</p>	<p>Disappointing, disbelieving, disgusted, hurt</p> <p>Revenge</p> <p>I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.</p> <p>I'm hurting. Validate my feelings.</p>	<p>Despair, Hopeless, Helpless, Inadequate</p> <p>Assumed Inadequacy</p> <p>I don't believe I can belong, so I'll convince others not to expect anything of me.</p> <p>Don't give up on me. Show me a small step.</p>
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POSITIVE DISCIPLINE IN THE CLASSROOM CERTIFICATION

Brain Centered Social Emotional Learning for the Classroom and School Climate Team

SEL Chicago Partnership Registration

Request Partner Registration

SEL Chicago supports its mission locally by reducing the cost of Positive Discipline Certification coursework to partner organization employees, including Chicago Public Schools.

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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.
- 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.
- Use curiosity questions to connect** – questions beginning with "what," "how," where and when create connection. Why often creates distance.
- Practice Deep Listening** – when in conversation, listen without interrupting. When your child stops, try "Is there anything else?" to continue sharing the emotional space.
- 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.
- 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.
- 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.
- 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.

Inspired by and adapted from handouts in LaSala, McVittie and Smitha, 2018

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Thanks for joining!

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