“The well-being of children is inseparable from the well-being of all the critical adults in their lives.”
- Dr. Stuart Shanker
OTF FEO
Making the links
Promoting wellbeing in our schools

Delta Hotel by Marriott Toronto East
April 28, 2018

Linda Warren
The MEHRIT Centre
www.self-reg.ca
@Self_Reg
“how well STUDENTS do in SCHOOL can be determined by how well they are able to SELF-REGULATE.”

~Stuart Shanker
Finding Calm

What does calm feel like?
Learning for Today

- What is self-reg?
  - Stress and the Brain Body Connection
  - The Five Domains
  - The Shanker Self-Reg™ Method
- Self-reg of adults is critical
- So now what?
  - Academic Success and Well-Being

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The Work of Dr. Shanker

SELF-REG
How to Help Your Child (and You)
Break the Stress Cycle and
Successfully Engage with Life

DR. STUART SHANKER
with Teresa Barker

Calm, Alert, and Learning
Understand Struggles for Self-Regulation

Stuart Shanker
Achieving Excellence: A Renewed Vision for Education in Ontario, 2014

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence
Self-Regulation: Energy Tension and Recovery

How does our stress as adult co-regulators assist our children and youth in recognizing and responding to stress?
Energy/Tension Matrix

When Calmly Focused and Alert

- Modulate emotions
- Pay attention and ignore distractions
- Inhibit impulses
- Assess the consequences of an action
- Understand what others are thinking and feeling and the effects of their own behaviours
- Feel empathy for others
- Can exercise improved self-control
- A person’s capacity to learn is not pre-determined
The Evolution-Designed Brain

- Reptilian Brain
- Limbic System
- Neocortex
Hierarchy of a Stress Response

- Social Engagement
- Fight or Flight
- Freeze

Dr. Stephen Porges

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Effects of Allostatic Overload

- Heightened stress reactivity, impulsivity or numbing
- Reduced ability to regulate/show emotions
- Reduced ability to read affect cues
- Finds it difficult to stay focused and alert
- Increased sensitivity to pain (physical and emotional)
- Negative Bias
- Person becomes chronically hypoaroused or hyperaroused
- Disrupts learning (hippocampus; HPA pathway)
- Increased immune system problems
- Diminished ability to return to baseline after activation of the stress response
“We need to help the child learn, and maybe we ourselves need to relearn, what it feels like to be calm and to notice when one is dipping into a low energy and high tension state.”

- Dr. Stuart Shanker
5 Self-Reg Domains: Stressors

- **Biological**: Noises, crowds, too much visual stimulation, not enough exercise, lack of sleep, junk food
- **Emotion**: Strong emotions, both positive (over-excited) & negative (anger, fear)
- **Cognitive**: Difficulty processing certain kinds of information
- **Social**: Difficulty picking up on social cues, or understanding effect of behaviour on others
- **Prosocial**: Difficulty coping with other people’s stress; sense of injustice (may include misinterpreting stress behavior as misbehavior)
The Shanker Method™: 5 Steps

1. Read and **Reframe** the Behaviour
2. **Recognize** the Stressors
3. **Reduce** the Stress
4. **Reflect**: Develop Stress Awareness
5. **Respond**: Develop Personal Strategies to Promote Restoration and Resilience
### Misbehaviour
- A child/youth/adult has the capacity to act differently
- Is aware that he/she could have acted differently

### Stress Behaviour
- A child/youth/adult is not fully aware of his/her actions
- Has limited capacity to act differently
- Stress behaviour is caused by too a high stress-load.

**Why and why now?**
REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ ROSS GREENE

WON'T → CAN'T

- JUDGMENTAL
  - WILLFUL
  - DEFIAN
  - HE'S LAZY SHE JUST WANTS ATTENTION...RUDE!
  - REWARDS & PUNISHMENTS
  - FRUSTRATION
  - GUILT/SHAME

ADULT'S MINDSET

- CURIOUS
  - TOO MANY STRESSORS
  - SKILLS DEFICITS
  - WHAT'S GETTING IN THEIR WAY? HOW CAN I HELP?
  - FIND & REMOVE BARRIERS
  - SUPPORTED
  - STRENGTHENED

VIEW OF CHILD

THOUGHTS

RESPONSE

CHILD'S EXPERIENCE

"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
~ Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwens62
Recognize the Stressors

- Stressors including hidden stress
- Impact of excessive stress
- Recovery time

- At the same time, there are protective factors

Be open to understanding
Reduce the Stress

Still Face Experiment: Dr. Edward Tronick
Self-Regulation ≠ Self-Control

Self-control lens: inhibit or manage problems as they arise.

Self-regulation lens: identify and reduce the causes of problems in mood, thought, and behaviour.

Self-Regulation comes first. It makes Self-Control possible.
Reflect on Stress Awareness

Behaviour is a communication tool

• Difficulty paying attention, or even responding to a call
• Challenged by simple tasks
• Crabby in the morning
• Argumentative or oppositional, regardless of how reasonable requests might be
• Angry often, or disproportionate anger to situation
• Highly impulsive and easily distracted
• Difficulty tolerating frustration

Why and why now?
Respond: So Now What?

- Create connections and positive relationships
- Craft safe, calm and caring
- Model self-regulation practice
- Learn and share
  - Brain/body connection
  - Five Domains
  - Shanker Self-Reg Method©
“A major source of non-restorative sleep stems from the use of technology. Aim for no “screen time” for the two hours before you go to sleep.”
- Stuart Shanker
Impact of Changing Your Lens

Ground Outline, Peter Kolisnyk, 1978
What are some things you are already doing to support self-regulation for yourself?

What is the impact on those in your personal and/or professional life?
See a child differently, you see a different child.

-Dr. Stuart Shanker
For Your Students/Clients/Significant Others

• How have I, or what can I do, to support children/youth in learning how to self-regulate?

• What have I, and can I, change in our living/learning/working environment to reduce stress levels?

• How do I support children/youth in recognizing when they are under or over-stimulated?

• How can I help children/youth recognize what sorts of activities help them to become calm and what activities do they need to limit?
Critical Role of Adults
Going Forward

• Create connections and positive relationships
• Craft safe, calm and caring
• Model self-regulation practice
• Learn and share
  • Brain/body connection
  • Five Domains
  • Shanker Self-Reg Method©
Self-Reg Summer Symposium 2018

SELF-REG
SUMMER SYMPOSIUM 2018

reframing resilience, perseverance, and motivation in children and teens

https://self-reg.ca/srss2018/
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@SelfRegParents Follows you
Start your #SelfReg Parenting journey! Follow Dr. @StuartShanker and The MEHRIT Centre (@Self_Reg) for news & resources.

The Shanker Method
@ShankerMethod Follows you
#ShankerMethod enhances self-regulation in children, teens & adults. More #SelfReg knowledge & resources: @StuartShanker, @Self_Reg. Manage...

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To support your initiative or capacity building

Our Foundations Program is a four-course designed and delivered by Dr. Stuart Shanker, which leads to a certification in Shanker-Self Reg.

Self-Reg Portal Plus is our online community for people interested in exploring Shanker Self-Reg.

The Self-Reg Parent Portal is a moderated online community for parents interested in exploring The Shanker Method.

www.self-reg.ca
Lend Your Calm
Lending Calm Leads to...

Considering...

• The behaviours of others. When are they misbehaviours vs stress behaviours? Does reframing help the response?

• Your own behaviours. When are they misbehaviours vs stress behaviours? Remember to be kind to yourself and reframe.

• Is it possible to reflect differently now?
“no such thing as a bad kid”

-Stuart Shanker

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@Self_Reg

info@self-reg.ca
“Children can only exercise self-control when they are calm, and that requires knowing when and why they are agitated and what they can do to return to being calm.”

- Dr. Stuart Shanker