

# Self-Reg 5 Domains Conversation Starters for Adolescents

Sometimes we don't know where to start when it comes to being a stress detective across the 5 Domains of Shanker Self-Reg®. Below are some conversation starters to begin looking deeper into the 5 Domains with adolescents.

The Cognitive Domain	
<p><b>Is the adolescent able to sustain concentration, think logically, consider perspectives, problem solve, and time manage at an age-appropriate level?</b></p> <p>Notes:</p>          <p>Strengths in this area: <span style="margin-left: 200px;">Challenges in this area:</span></p>	
<p><b>Does the adolescent have academic interests and curiosity? A wide range or an extremely narrow range? Describe.</b></p> <p>Notes:</p>          <p>Strengths in this area: <span style="margin-left: 200px;">Challenges in this area:</span></p>	
<p><b>Does the adolescent set learning goals and monitor and assess performance? Describe.</b></p> <p>Notes:</p>          <p>Strengths in this area: <span style="margin-left: 200px;">Challenges in this area:</span></p>	

**Does the adolescent take risks, view failure as an opportunity to learn, and demonstrate ability to learn from errors on his/her own?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent demonstrate self-awareness, including the recognition of personal learning strengths and weaknesses and knowing how (and when) to personally apply the 5 steps of Self-Reg? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

## The Social Domain

**Is the adolescent able to “mindread”: i.e. know what others are thinking or feeling from their body language?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have friends? Is the student able to engage in the sorts of behaviours that are essential for having friends, such as repairing interactional breakdowns?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent able to participate effectively in group activities?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent drawn to positive or negative peer groups?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent live in a largely “asocial” world (e.g. playing solitary computer games, watching TV or movies)**

Notes:

Strengths in this area:

Challenges in this area:

## The Emotion Domain

**Does the adolescent display a wide range of emotions or only a narrow range? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent able to bounce back from frustration, disappointment, embarrassment, or is left devastated by such emotions?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have a balanced or strongly negative outlook?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent able to describe or express subtle emotional experiences?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent emotionally volatile, swinging from one emotion to another in an instant?**

Notes:

Strengths in this area:

Challenges in this area:

## The Prosocial Domain

**Has the adolescent developed “internal standards of behaviour”: e.g. a personal sense of right and wrong?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent see others behaviour in black and white terms or is the student able to think in terms of grey?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent exhibit empathy to others?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent appear “connected” to the school?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent participate in prosocial activities?**

Notes:

Strengths in this area:

Challenges in this area:



## The Biological Domain

**Does the adolescent appear to be healthy and well rested? Describe indications of health or ill health.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have long periods of being sullen or withdrawn that are not related to illness?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent physically active?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent frequently display “defensive behaviours” (hunched over, arms crossed, hoodie pulled over eyes)?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have a problem with abdominal weight? Skin rashes? Movement problems (e.g. sluggish, clumsy)?**

Notes:

Strengths in this area:

Challenges in this area: