“The well-being of children is inseparable from the well-being of all the critical adults in their lives.”
- Dr. Stuart Shanker
Lending Our Calm
Self-regulation & Co-regulation & Self Care

PVNCCDSB
Peterborough

Linda Warren
The MEHRIT Centre
www.self-reg.ca
@Self_Reg
Starting with Ourselves: Finding Calm

What does calm feel like for you?
Learning for Today

• A Quick Review of Self-Reg
  • Stress and the Brain Body Connection
  • The Five Domains
  • The Shanker Self-Reg™ Method
• Self-Reg and Resiliency
• So Now What
  • Self-reg of adults is critical
  • Tomorrow, Next Week & A Month from Now
Vision
Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission
To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

Strategic Priorities
2017-2020

LEARN
Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD
Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE
Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.
Me at my best...

At home, at work and in the community

Today, keep in mind... Self-Care
Self-Regulation: Energy, Tension and Recovery

Self-Reg is a process that defines how effectively and efficiently a person deals with stressors and then recovers.

With each stressor, the brain or body responds with processes that consume energy.

This is followed by restorative processes to recover from this energy expenditure.

www.self-reg.ca
The Evolution-Designed Brain

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

Social Engagement → Fight or Flight → Freeze

Dr. Stephen Porges

www.self-reg.ca
Energy/Tension Matrix

- HE/LT: High Energy / Low Tension
- LE/LT: Low Energy / Low Tension
- HE/HT: High Energy / High Tension
- LE/HT: Low Energy / High Tension

“There is no such thing as a bad kid.”
-Dr. Stuart Shanker
Shanker Self-Reg

- Reflect: Stress awareness
- Respond: Restoration & resilience
- Reframe the behaviour
- Recognize the stressors
- Reduce the stress
- Biological
- Emotional
- Cognitive
A Five Domain Scan

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

- At the same time, there are protective factors

Be open to understanding
Behaviour is a communication tool – an activated stress response

• Difficulty tolerating frustration
• Heightened impulsivity
• Difficulty ignoring distractions
• Inattention
• Problems in mood (sees everything negatively)
• Oppositional Behaviour
• Erratic mood swings
• Trouble listening
• What student is saying doesn’t make sense
• Hyperarousal/Hypoarousal

Why and why now?
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

www.self-reg.ca
### Read and Reframe

<table>
<thead>
<tr>
<th>Misbehaviour</th>
<th>Stress Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A child/youth/adult has the capacity to act differently</td>
<td>• A child/youth/adult is not fully aware of his /her actions</td>
</tr>
<tr>
<td>• Is aware that he/she could have acted differently</td>
<td>• Not fully aware of why</td>
</tr>
<tr>
<td></td>
<td>• Has limited capacity to act differently</td>
</tr>
</tbody>
</table>

Stress behaviour is caused by too high of a stress-load.

Why and why now?
Misbehaviour vs. Stress Behaviour

Misbehaviour

A child/youth/adult:
• has the capacity to act differently
• *could* have acted differently
• is aware that he/she could have acted differently

Stress Behaviour

A child/youth/adult:
• is not fully aware of his/her actions
• is not fully aware of why
• has limited capacity to act differently

Stress behaviour is caused by too high a stress-load.

The challenge in doing Self-Reg is figuring out why the stress is so high.
Reframe the Behaviour

“Kids do well if they can.”
~Ross Greene

WON’T → CAN’T

Judgmental
- Willful
- Defiant

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?

View of Child
- Support
- Strengthened

Find & remove barriers

Thoughts
- See a child differently, you see a different child
~Dr. Stuart Shanker

Response
- Find stressors
- Reduce them
- Find unmet needs
- Meet them
- Find skills deficits
- Teach them

Child’s Experience

When kids exhibit challenging behaviour we can be “Stress Detectives”... finding and removing barriers.
Recognize the 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)

www.self-reg.ca
Reduce the Stress

- biological
- prosocial
- social
- emotion
- cognitive
Reflect on Stress Awareness

• Can be in relation to temporary stimulus (someone screaming “fire”!)

• Can be chronically triggered from early trauma (heightened vigilance was adaptive in early years of brain development and promoted survival)

• Can be chronically triggered from excessive stress
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.
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
“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
Respond: Restoration and Recovery

- Be kind to yourself
- Practice holistic, proactive restoration
- Create connections and positive relationships
- Craft safe, welcoming and inclusive spaces
- Model self-regulation practice
- Learn and share
  - Brain/body connection
  - Five Domains
  - Shanker Self-Reg Method©

Personal Response Reflection
Neuroception

Safety is not about the absence of threat, it is about the presence of environmental and relationship cues that *inhibit defense circuits* (i.e. stress response).
Subcortical surveillance.
Dr. Jean Clinton

• From her learning in First Nations she shares that children are our sacred ones
• The quality of the relationship is builds the brain connections across multiple areas which sets the child up for a success beyond the early years
• Consider connection and/or correction
• Expression of our DNA gets altered by our experiences. It’s about how nurture interacts with nature
• Quality of interactions can help to mitigate stress
Dr. Jean Clinton

• Toxic Stress “becomes a threat when the system is turned on and there isn’t any buffering relationship to help children turn it off or help them learn how to deal with stress. It’s problematic when children experience toxic stress because we know the consequences affect brain and health development along with the immune system.”

• Toxic stress can be transmitted inter-generationally
What is resilience?

- Ability to overcome adversity?
- Ungar defines it as the ability to navigate psychological, social, cultural and physical resources along with the capacity to negotiate for these resources to be provided in culturally meaningful ways.
- Shanker, through a “self-reg view, rests on how well we can stabilize after a challenge, serious or otherwise...the ability to get back to our optimal state of equilibrium.”
Questions about resilience

• First question was “What were the protective factors?”

• Better question is “Why is it that only some and not all students can negotiate for and navigate their way to these resources?”

• Important question, “What can we do to help those who lack these ‘protection seeking factors’?”
How to impact resilience

- According to Ungar, “connectedness”
- Porges speaks about homeostasis
- Shanker looks at co- and self-regulation and being able to recognize the need to rest and recover

- In all, social engagement is important for resiliency
Paradox of Resilience

- We need social engagement to feel safe
- Only when we feel safe, are we able to utilize social engagement

- In order to strengthen a non-resilient student, we need to increase their capacity to connect by helping the child/youth to turn off the alarm, especially if it is kindled
- They can start to read their own internal signs
So Now What?

Ground Outline, Peter Kolisnyk, 1978
“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

The MEHRIT Centre
Lend Your Calm

What does it change for you and others?
Create a Self-Reg Haven

Attitude

Understanding

Teamwork

Self-Care

Thinking and Being

www.self-reg.ca
Building Your Own Resiliency

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?
The MEHRIT Centre website
Critical Role of Adults
Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing ever has.

Margaret Mead
See a child differently, you see a different child.

-Dr. Stuart Shanker
Where to Begin

• Where you are
• Finding and lending your calm
• Co-regulation as the norm
• Be a stress detective
• The Shanker Method
Self-Reg on Social Media

The MEHRIT Centre
@Self_Reg  Follows you

Grounding living and learning in self-regulation.

The Shanker Method
@ShankerMethod  Follows you

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

Self-Reg Parents
@SelfRegParents  Follows you

Start your #SelfReg Parenting journey! Follow Dr. @StuartShanker and The MEHRIT Centre (@Self_Reg) for news & resources. ♥

Self Reg Institute
@SelfRegResearch  Follows you

www.self-reg.ca
Free TMC Online Resources

Infographics

Viewpoints and Blogs

Self-Reg Graphics

www.self-reg.ca

@Self_Reg
TMC offerings to support initiatives and capacity building

Self-Reg FOUNDATIONS

Self-Reg PORTAL PLUS

Self-Reg PARENT PORTAL

SELF-REG PROFESSIONAL LEARNING SERIES FOR TEAMS

$600/each


STARTS SEPT 1ST

THE 30 DAY BACK TO SCHOOL SELF-REG CHALLENGE

(3 Challenge streams: 1 for Educators, 1 for Parents, 1 for Classrooms)

Reduce stress, restore energy and learn about Self-Reg for 30 days. $30/person (3 class) or $90/person for the full-package with tracking, mentoring, extra content from Dr. Shanker, and a completion certificate.

Self-Reg WEBINARS
Recognize Self-Reg Everywhere
Questions?

Hmmmmm...
“no such thing as a bad kid”

-Stuart Shanker

www.self-reg.ca

@Self_Reg

info@self-reg.ca