“The well-being of children is inseparable from the well-being of all the critical adults in their lives.”
- Dr. Stuart Shanker
Self-Reg for Parents
Lending Calm

Larkspur Public School
Brampton, Ontario
February 8, 2019

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

• What is self-reg?
  • Stress and the Brain Body Connection
  • The Five Domains
  • The Shanker Self-Reg™ Method
• Parenting Resilient Children
• So now what?

www.self-reg.ca
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

strategies for Self-Regulation

Stuart Shanker
“There is no such thing as a bad kid.”

-Dr. Stuart Shanker
Self-Regulation: Energy, Tension and Recovery

What is self-regulation?
Energy/Tension Matrix

The Evolution-Designed Brain

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

- Social Engagement
- Fight or Flight
- Freeze

Dr. Stephen Porges
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.
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

Behaviour is Communication
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
Read and Reframe

**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

ADULT’S MINDSET
- CURIOUS
- TOO MANY STRESSORS
- SKILLS DEFICITS

VIEW OF CHILD
- WILLFUL
- DEFIANT
- JUDGMENTAL

THOUGHTS
- REWARDS & PUNISHMENTS
- SHE JUST WANTS ATTENTION... RUDE!
- HE’S LAZY

RESPONSE
- FIND & REMOVE BARRIERS
- SUPPORTED
- STRENGTHENED

CHILD’S EXPERIENCE
- Frustration
- Guilt/Shame

“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
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)
Reduce the Stress

- Biological
- Prosocial
- Emotion
- Social
- Cognitive
4 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

Why and why now?
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.
The Interbrain & Limbic Arousal
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
So Now What?

Ground Outline, Peter Kolisnyk, 1978
Lend Your Calm

What does it change for you and others?
<table>
<thead>
<tr>
<th>Domain</th>
<th>Consider...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological</td>
<td>Healthy Eating</td>
</tr>
<tr>
<td></td>
<td>Hydration</td>
</tr>
<tr>
<td></td>
<td>Physical Activity</td>
</tr>
<tr>
<td></td>
<td>Adjustments in Stimulation</td>
</tr>
<tr>
<td></td>
<td>Bedtime Routines</td>
</tr>
<tr>
<td>Emotion</td>
<td>Relaxation Strategies</td>
</tr>
<tr>
<td></td>
<td>Help children identify changes in positive &amp; negative emotions</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Pattern interactions</td>
</tr>
<tr>
<td></td>
<td>Play games and do puzzles to help with attention</td>
</tr>
<tr>
<td></td>
<td>Teach them to use language effectively</td>
</tr>
<tr>
<td>Social</td>
<td>Sustain positive adult-child relationships</td>
</tr>
<tr>
<td></td>
<td>Give children/youth opportunities to interact</td>
</tr>
<tr>
<td></td>
<td>Talk to children/youth about their experiences</td>
</tr>
<tr>
<td>Prosocial</td>
<td>Provide opportunity for children/youth to give back</td>
</tr>
<tr>
<td></td>
<td>Talk about how others are feeling</td>
</tr>
</tbody>
</table>
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 our kids, we need to increase their capacity to connect by helping our child/youth turn off the alarm, especially if it is kindled
- They can start to read their own internal signs
The MEHRIT Centre website
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  Following

Self-Reg Parents
@SelfRegParents  Following
Start your #SelfReg Parenting journey! Follow Dr. @StuartShanker and The MEHRIT Centre (@Self_Reg) for news & resources.

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

Self Reg Institute
@SelfRegResearch  Following
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
Questions?

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

-Stuart Shanker

www.self-reg.ca

@Self_Reg

info@self-reg.ca
Stress and Recovery in Action

Emerson

Still Face Experiment: Dr. Edward Tronick