Reframing Inclusion: A Self-Reg Institute
Canmore, May 2019

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Executive Director
The MEHRIT Centre

self-reg.ca
@susanhopkins5
So many of the behaviors we see in children today seem inexplicable until we realize that we are dealing with the effects of excessive stress.

-Dr. Stuart Shanker
<table>
<thead>
<tr>
<th><strong>Self-Reg Is</strong></th>
<th>**What Self-Reg **\textit{IS Not}</th>
</tr>
</thead>
<tbody>
<tr>
<td>a process for understanding stress and managing energy and tension</td>
<td>NOT a program</td>
</tr>
<tr>
<td>a process for understanding and responding to the stress system roots of</td>
<td>NOT</td>
</tr>
<tr>
<td>• behaviour</td>
<td>• a behaviour management program</td>
</tr>
<tr>
<td>• student learning skills, motivation, and accountability problems</td>
<td>• a student accountability, motivation, learning skills program</td>
</tr>
<tr>
<td>• student social struggles</td>
<td>• a social skills program</td>
</tr>
<tr>
<td>• strong emotions that impact energy systems</td>
<td>• a social-emotional learning program</td>
</tr>
<tr>
<td>mindfulness—lived Self-Reg is mindful self-regulation</td>
<td>NOT a mindfulness program</td>
</tr>
<tr>
<td>inclusive of all students and adults</td>
<td>NOT a segregated classroom for behaviour students</td>
</tr>
<tr>
<td>inseparable from relationships, teaching, the learning environment, and day-to-day school life</td>
<td>NOT a series of lessons</td>
</tr>
</tbody>
</table>
The Five Practices of Shanker Self-Reg

Shanker Self-Reg is a five-practice process for understanding stress and managing tension and energy.

Reframe the behaviour.

Recognize the stressors across the five domains.

Reduce the stress.

Reflect and enhance stress awareness.

Respond with personalized ways to support restoration and resilience.
What is.....
KEEP CALM AND DAB
AM I IN THE MOMENT?

IS THIS THE MOMENT?

O M.

HOW WILL I KNOW IF I'M IN THE MOMENT?

UMM...

O M.

I'M HUNGRY

I WANT CHIPS
See a child differently, you see a different child.

-Dr. Stuart Shanker
Examples of 2019 stressors

- Urbanization
- Mismatch between stress systems and modern life.
- The contagion effect
Other stressors?

Living in an overly competitive age

Increased parental anxiety

Stress related to heavy use of electronic and social media

An absence of activities that reduce tension and restore the energy
# 21st Century Stressors & Mismatch Theory

- Peter Gluckman

<table>
<thead>
<tr>
<th>Sensory Issues</th>
<th>Social Anxiety</th>
<th>Maladaptive coping strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack or poor quality sleep</td>
<td>Lack of exercise</td>
<td>Super-stimulants</td>
</tr>
<tr>
<td>Video games</td>
<td>Social Media</td>
<td>Job Stress</td>
</tr>
<tr>
<td>Lack of community</td>
<td>Loneliness</td>
<td>Family stress</td>
</tr>
</tbody>
</table>
Triune Brain: A Metaphor

- Neocortex
- Limbic System
- Reptilian Brain
Neuroception and the Hierarchy of Stress Responses

**NEUROCEPTION: SAFETY**
BLUE “WE” BRAIN
SOCIAL ENGAGEMENT LEARNING & RATIONAL BRAIN + IMMobilIZATION WITHOUT FEAR.
VAGAL CIRCUIT ACTIVATION” PARASYMPATHETIC – SYMPATHETIC BALANCE

**NEUROCEPTION: DANGER** LIMBIC RED “ME” BRAIN
MOBILIZATION WITH FEAR
SYMPATHETIC NERVOUS SYSTEM ACTIVATION
DEFENSIVE FIGHT/FLIGHT

**NEUROCEPTION: LIFE-THREAT** BROWN “ME” BRAIN
IMMOBILIZATION WITH FEAR
DORSAL VAGAL CIRCUIT ACTIVATION
DEFENSIVE SHUTDOWN
KEEP CALM

...OK NOT THAT CALM
Four Signs of Allostatic Overload

- “0-500” reaction in an instant
- Over reaction to situation
- Unusually long time to cool off
- Volatile / Emotional lability
KEEP CALM AND SWIM FASTER
Seeks Balance, Seeks Safety

- **We Brain**
  - Social Engagement

- **Me Brain**
  - Fight or Flight
  - Freeze

- **Brain Regions**
  - Neocortex
  - Limbic System
  - Reptilian Brain
Rational (Blue “WE” Brain) and limbic (Red ”ME” Brain) are radically different states supported by very different neural networks.

Each state is vital for human survival.
CALM IS A SUPER POWER
High Energy/Low Tension
- Optimistic and resilient
- Seeks out social interaction
- Does not shy away from physical or cognitive challenge.

Low Energy/Low Tension
- Heart-rate, breathing slowed
- Metabolic recovery functions enhanced
- Calm, receptive to restorative activities

High Energy/High Tension
- Can sustain concentration
- Sympathetic and parasympathetic processes are balanced

Low Energy/High Tension
- Prone to resist rest and restoration.
- Driven to pursue a stimulus-rich activity
The greater the child’s overall stress-load, the deeper he or she goes into a state of low-energy and high-tension.

DR. STUART SHANKER
www.self-reg.ca
WHAT ARE YOU DOING WRONG?
Where are you?
Where do you want to be in 2020?

SEEDS
Self-Reg is an area of interest to your organization

SUNRISE
Self-Reg is developing in some area(s) of your organization's work

QUILT
Self-Reg is infused in many areas of your organization's work that you are linking together

HAVEN
Self-Reg is part of your foundational framework, through which all else is framed
Where are you with Practice 1: Reframe the Behaviour?

1. **I am learning about ...**
   - my brain, what stress is, and how stress impacts my behaviours, mood, and energy levels

2. **I am learning to ...**
   - spot some signs of too much stress in myself and others

3. **I am/ I have/ I can ...**
   - read and reframe stress behaviour in myself when I look back on a situation

4. **In my everyday life, I ...**
   - read and reframe stress behaviour in myself and others.
   - When I read stress in myself or others, I reframe what’s going on as stress behaviour not misbehaviour.
Self-Reg and Trauma

• Learning from “that” kid:
There is no such thing as a bad child.

Dr. Stuart Shanker
The MEHRIT Centre
You are the Self-Reg Strategy

Programs are never the problem.
They are never the solution.
People are always the problem.
People are always the solution.
How do We Develop Self-Regulation?

- Regulation
- Co-Regulation
- Self-Regulation
**Misbehaviour?**

- Child (or adult) **chose** to act a certain way
- Child aware that s/he shouldn’t act that way
- Child could have chosen/acted differently

**Or Stress Behaviour?**

- Child (or adult) reacted (versus *choose* to act a certain way)
- Child’s behaviour caused by limbic and sub-limbic processes
- Extremely difficult for the child to control this behaviour
Do you believe?

There is no such a thing as a bad child, a lazy child, or a stupid child.

There is no such thing as a child who cannot learn how to self-regulate in ways that promote growth.

There is no such thing as a trajectory that cannot be changed.
Where are you with Practice 2: Recognize the Stressors?

1. I am learning about ...
   • different kinds of stressors in five different domains: biological, emotion, cognitive, social, and prosocial

2. I am learning to ...
   • spot some significant stressors that affect my own and others’ behaviour, mood, and energy levels

3. I am/ I have/ I can ...
   • recognize stressors that impact my behaviour, mood, and energy levels—especially when I am experiencing several stressors at the same time

4. In my everyday life, I ...
   • am a stress detective. I ask, “Why?” and “Why now?” to figure out personal stressors that I can reduce or remove to lower my stress.
   • read the signs of stress behaviour in others and reflect: why and why now.
Change a trajectory: the starting point for changing a child’s trajectory begins with our perception of that child.

DR. STUART SHANKER
Self-Reg and Autism

Learning from “that” kid:
Self-Reg has 5 Domains

- biological
- emotion
- cognitive
- social
- prosocial
**Biological Domain:** Consider energy expenditure resulting from the following example sources of brain-body stress.

<table>
<thead>
<tr>
<th>Asthma</th>
<th>Extreme weather conditions</th>
<th>Loud voices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bright lights or fluorescent lighting</td>
<td>Food intolerance or sensitivities</td>
<td>Smells or scents</td>
</tr>
<tr>
<td>Caffeine</td>
<td>Hormonal changes</td>
<td>Traffic</td>
</tr>
<tr>
<td>Chronic pain</td>
<td>Hunger or thirst</td>
<td>Travel</td>
</tr>
<tr>
<td>Digestive disturbances</td>
<td>Insomnia</td>
<td>Visual noise (busy walls</td>
</tr>
</tbody>
</table>
**Social Domain:** Consider energy expenditure resulting from the following example sources of brain-body stress.

<table>
<thead>
<tr>
<th>Adjusting to retirement</th>
<th>Crowds</th>
<th>Large family gatherings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being bullied</td>
<td>Disagreements with a partner</td>
<td>Learning the norms of a new group</td>
</tr>
<tr>
<td>Being in a social setting alone</td>
<td>Hostility</td>
<td>Making a good first impression</td>
</tr>
<tr>
<td>Confrontation</td>
<td>Jealousy</td>
<td>Peer pressure</td>
</tr>
<tr>
<td>Confusing social situations</td>
<td>Lack of friends</td>
<td>Small talk at social events</td>
</tr>
</tbody>
</table>
Where are you with Practice 3: Reduce the Stress?

1. I am learning about ...
   • ways that stressors can be reduced

2. I am learning to ...
   • figure out ways to reduce or remove some of the stressors that affect my own or others’ behaviour, mood, and energy levels

3. I have...
   • reduced or removed some of the stressors that affect my behaviour, mood, and energy levels

4. In my everyday life, I ...
   • take action to lower my stress by reducing and/or removing personal stressors that affect my behaviour, mood, and energy levels
**Emotion Domain:** Consider energy expenditure resulting from the following example sources of brain-body stress.

<table>
<thead>
<tr>
<th>Anticipation</th>
<th>Divorce or separation</th>
<th>Helplessness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>Doubtfulness</td>
<td>Loneliness</td>
</tr>
<tr>
<td>Confrontation</td>
<td>Embarrassment</td>
<td>Moving or relocating</td>
</tr>
<tr>
<td>Depression</td>
<td>Fear</td>
<td>Overexcitement</td>
</tr>
<tr>
<td>Disappointment</td>
<td>Grief or loss</td>
<td>Public speaking</td>
</tr>
<tr>
<td>Cabin</td>
<td>Television</td>
<td>Novel</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Banana</td>
<td>Map</td>
<td>Sink</td>
</tr>
<tr>
<td>Magazine</td>
<td>Bed</td>
<td>Monkey</td>
</tr>
<tr>
<td>Desk</td>
<td>Frog</td>
<td>Vase</td>
</tr>
<tr>
<td>Bird</td>
<td>Pancake</td>
<td>Peach</td>
</tr>
<tr>
<td>Telephone</td>
<td>Park</td>
<td>Radio</td>
</tr>
</tbody>
</table>
**Cognitive Domain:** Consider energy expenditure resulting from the following example sources of brain-body stress.

<table>
<thead>
<tr>
<th>Ability to organize thoughts</th>
<th>Disinterest in topic</th>
<th>Pattern recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being put on the spot</td>
<td>Information overload</td>
<td>Reading challenges</td>
</tr>
<tr>
<td>Competition</td>
<td>Interruptions</td>
<td>Understimulation</td>
</tr>
<tr>
<td>Confusion</td>
<td>Learning something new, such as a language</td>
<td>Visual problems</td>
</tr>
<tr>
<td>Deadlines</td>
<td>Making decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Memory lapses or issues</td>
<td></td>
</tr>
</tbody>
</table>
**Prosocial Domain:** Consider energy expenditure resulting from the following example sources of brain-body stress.

<table>
<thead>
<tr>
<th>A sick child</th>
<th>Dealing with others’ strong emotions</th>
<th>Feeling responsible for other people’s happiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being exploited by people or organizations</td>
<td>Expectations of others</td>
<td>Feeling unprepared</td>
</tr>
<tr>
<td>Compromising your needs to help out another person</td>
<td>Feeling empathy or sympathy</td>
<td>Giving a gift</td>
</tr>
</tbody>
</table>
Where are you with Practice 4: Reflect and Enhance Stress Awareness?

1. I am learning about ...
   • the difference between being quiet and feeling calm

2. I am learning to ...
   • notice when I am calm (and what “calm” feels like in my body), and recognize calm in others

3. I can ...
   • notice the feeling of being calm, focused, and alert when it happens and I notice when I don’t feel that way too

4. In my everyday life, I ...
   • am stress aware: I have awareness of my brain-body energy states and stress- response systems, I know what calm feels like, and I am aware when I am experiencing dysregulation internally
Self-Reg and ADHD

Learning from “that” kid:
Relevance for today’s theme?

IF YOU WANT TO HAVE THIS...

...THEN YOU HAVE TO HAVE THIS.
And Practice 5: Respond with Personalized Ways to Support Restoration & Resilience?

1. I am learning about ...
   • ways that people fill their energy tanks back up when they are empty and maintain a healthy balance and Self-Reg lifestyle

2. I am learning to ...
   • figure out ways to “fill up” my tank when it’s low.
   • I am beginning to realize when I am not balanced and what to do about it.

3. I am/ I have/ I can ...
   • use my personal ways to recharge my energy tank when it’s low and I am feeling out of balance.
   • working towards a healthy Self-Reg–based lifestyle that sustains my well-being.

4. In my everyday life, I ...
   • use my personal ways to recharge my energy tank when it’s low and I am feeling out of balance.
   • I am working towards a healthy Self-Reg–based lifestyle that sustains my well-being.
What do Children & Teens Wish they had from us?

- Help me balance.
- See me (not just my behavior).
- Hear my needs (spoken & unspoken).
- Connect with me.
- Help me understand my world (peers, society).
- Walk with me on my journey.

K. Mathews
Creating Conditions for Co-Reg

- Find Calm
- Cue Safety
- Seek connection

- Recognize unteachable moments
- Scaffold excessive stress navigating
- Guide developmental thinking
Cue SAFETY (versus cueing defense)

**Simplify**
- Simplify your language

**Attune**
- Attune yourself to the child’s emotional state

**Follow**
- Follow the child’s lead, sometimes this requires waiting and patience

**Engage**
- Engage the child with a tone of voice that cues safety

**Take your time**
- Take your time. Move slowly. No sudden or sharp movements.

**Yield**
- Yield to and trust in the best of intentions in the child.

@susanhopkins5
Self-Reg and Anxiety

Learning from “that” kid:
A child responds intuitively to the change that he senses in you.

-Dr. Stuart Shanker
Build Havens, Change Rivers
With a Self-Reg Approach, we:

<table>
<thead>
<tr>
<th>Know</th>
<th>know that Self-regulation is not the same as self-control.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand</td>
<td>understand Blue Brain and Red Brain states affect ability to demonstrate self-control</td>
</tr>
<tr>
<td>Reflect</td>
<td>reflect continually: “why this child?” and “why now?”</td>
</tr>
<tr>
<td>Recognize and reduce</td>
<td>recognize and reduce (Co-reg) negative stressors at root of learning, mood, and behaviour problems</td>
</tr>
<tr>
<td>Believe</td>
<td>believe all children can learn Self-Reg when they feel safe</td>
</tr>
<tr>
<td>Know</td>
<td>know all people, ourselves included, need coregulation from others as part of mindful self-regulation.</td>
</tr>
</tbody>
</table>
“Gifted to me”
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Michael Ungar on Resilience

• the capacity of individuals to navigate to the psychological, social, cultural, and physical resources that sustain their well-being

• and the capacity to negotiate for these resources to be provided in culturally meaningful ways.”
We have a remarkable ability to deal with life’s stresses. But push the stress-system a little too hard for a little too long and you start to experience signs that you are not getting back to baseline: that your restorative mechanisms are losing their resilience.

-Dr. Stuart Shanker
“The “paradox of resilience” is that it is only when we feel safe that we are able to utilize social engagement. When we don’t feel safe we resort to the “pre-social” strategies of fight-or-flight or freeze.

- DR. STUART SHANKER
3 Effects of Excessive Stress that impact Resilience

1. Shift from learning/social brain to subcortical survival brain.
2. Chronic limbic arousal.
3. Experience excess stress in all five domains.
Reframe the behavior
Dear Teacher,
I talk to everyone
so moving my seat
won't help
Recognize the stressors (across the five domains)
# Examples of Stressors to Reduce

**Biological:** Loud noise, crowds, too much visual stimulation, not enough exercise, exhaustion, junk food, allergies, headaches, asthma, smells

**Emotion:** Strong emotions, both positive (over-excited) & negative (anger, fear)

**Cognitive:** Difficulty processing certain kinds of information, recognizing patterns

**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, empathy is an “expensive” emotion.
Reduce the stress
Find and reduce the Hidden Stressors: Supertimulants!

- Stimuli that **trigger release of opioids** for a quick but short-lived burst of energy.

- High exposure to super stimulants are **stressors to a child’s system**

- Kids with chronic stress tend to be **drawn to** superstimulants.

- **Superstimulants can exacerbate** stress cycles.
Reflect: Enhance stress awareness
Helping children recognize and seek out those experiences that promote their feeling of safety is every bit as vital a component of Self-Reg as helping them identify and manage their stressors.
Respond: Develop personalized strategies to promote resilience and restoration
Take Some “YOU TIME”

**Y:** YOU decide how you want to spend your YOU TIME (there is no single way to restore, what do you LOVE to do?).

**O:** Organize this time so that it's 100% for you.

**U:** Unplug technology.

**T:** Tension released (even just a little). What use of this time will help reduce tension for you right now?

**I:** You have Individual needs, your own needs and your own solutions for what works best. Your tension buster and energy refilling needs will vary from day-to-day.

**M:** Be Mindful of whatever comes up for you during your YOU TIME. No judgment, just notice.

**E:** Energy tank filled up (even just a little). What can you do to restore a little energy right now?
Self-Reg WE TIME

W: Work goes away
E: Electronics off
T: Together time
I: Use your Imaginations
M: Mindful of needs
E: Every day
10 Strategies that Support the Biological Domain of Wellbeing

Do a **spring cleaning**

Identify and reduce **elements of distraction** (from yourself)

Replace laminated posters with **content co-created with children**.

Do a **noise audit**

Observe your own **voice** and how you use it.
10 Strategies that Support the Biological Domain of Wellbeing

<table>
<thead>
<tr>
<th>Bring even more nature into your space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use <strong>natural colors</strong> in your space</td>
</tr>
<tr>
<td>Have a <strong>variety of seating</strong> options</td>
</tr>
<tr>
<td>Use non-limbic alarm triggering <strong>transition sounds</strong></td>
</tr>
<tr>
<td>Create “<strong>micro-environments</strong>”</td>
</tr>
</tbody>
</table>
Scenarios: Conditions for Enhanced Inclusion and Self-Reg?

1. In a teenager’s gathering area?
2. In the local seniors home?
3. At the local playground?
4. In an early childhood center trying to get more parent engagement happening?
5. In a senior secondary context when exams are around the corner?
6. In an elementary school bursting at the seams with loads of portables?
10 Strategies that Support the Emotion Domain of Wellbeing

Adopt a “Self-Reg First” philosophy: Prioritize having “learning brain”

Self-Reg in the emotion domain is infused throughout routines, relationships; problem-solving

Use predictable routines and build in rituals of connection

Reduce the number of whole group transitions

Make personal pillows or rice filled (weighted) lap sock snakes.
10 Strategies that Support the Emotion Domain of Wellbeing

<table>
<thead>
<tr>
<th>Apply a necessary for some, good for all strategy.</th>
<th>Squirrel-away areas; caves, cubbies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial &amp; Error detective work:</td>
<td>Tents, tipis</td>
</tr>
<tr>
<td></td>
<td>Providing materials for camp-building</td>
</tr>
<tr>
<td></td>
<td>Knitting zone, puzzle area, personal “stuffies”</td>
</tr>
</tbody>
</table>
10 Strategies that Support the Emotion Domain of Wellbeing

Teach children’s that tears are “cortisol cleansers” and serve a purpose

Allow “space” for the emotions – whatever they are.

Allow Face-timing with caregiver as needed or make personal video clips, write letters or make pictures that children’s can “visit” for comfort when needed.
In the heat of the moment we fail to register how our own “limbic arousal” is a sign of what we might call the “costs of empathy.”

We find someone else’s distress intensely draining.

It requires enormous amounts of energy to remain calm when another is distressed, let alone try to help regulate someone who is distressed.
Signs of Adult Dysregulation:

- I am feeling rushed.
- I am easily frustrated.
- I am anxious.
- I crave sweet and salty foods.
- I drink too much coffee.
- I am forgetful.
- I am feeling frazzled.
- I feel tired.

Signs I am dysregulating others:

- I am yelling.
- I am getting angry at the children.
- I am not connecting with the children
- My attempts to “manage” children aren’t working and actually feel like they are resulting in more chaos.
- My responses to children seem to escalate behaviours.
- The children don’t seem happy.
- “Adulting” doesn’t feel fun.
Signs of Adult Regulation

**Signs I am regulated:**

- I just feel good.
- My energy feels ready.
- I am enjoying my time with the children.
- I am organized and ready for the day.
- I feel like eating healthy.
- I feel like socializing with others.

**Signs I am regulating to children:**

- My children are mostly on task / doing what I would want them to be doing.
- My presence seems to have a calming effect on the children.
- The children know I care about them and they can count on me to be in their corner.
- When a problem arises, we work through it together.
10 Strategies that Support the Cognitive **Domain** of Wellbeing

- Use **predictable routines** and schedules that are consistent yet with novelty every day.
- Co-create **visual schedules** and routines with children.
- Allow for learning to flow for **longer blocks of time** and without interrupters.
- Build **movement** breaks into your learning day.
- Move the learning outdoors, into the community, and in **authentic environments**.
10 Strategies that Support the Cognitive **Domain** of Wellbeing

Do **meaningful work** – meaningful to the children

**Play**, no matter the age, stage or grade: play and learning are interconnected

Tell **stories**, listen to stories, look for the story within the learning

**Nurture interests**

Learn to **recognize the shift from “learning brain” to “survival brain”**
10 Strategies that Support the Social **Domain** of Wellbeing

- **Model respectful dialogue**
- **Think ‘out loud’** to describe your inner dialogue
- **Normalize ruptures in relationships**
- **Apologize** when you notice in retrospect that you would respond differently
- Invite **adults into your classroom LOTS**
10 Strategies that Support the Social Domain of Wellbeing

- During group time talks pass the rock or “talking” stick
- Play drama games such as mirror opposites (in partners)
- Play ‘vote with your feet’ games such as four corners
- Include a dramatic play center or zone (not just for little ones)
- Create team products that everyone contributes to
10 Strategies that Support the Pro-Social Domain of Wellbeing

Plan “we” oriented activism with the children’s around issues they care about

Start a community garden and donate what you grow

Become involved in community-driven initiatives

Start events like *Pay-it-Forward* and *Random Acts of Kindness*
10 Strategies that Support the Pro-Social Domain of Wellbeing

Strive for a **family connected feeling** in your center. No family is perfect but everyone belongs! This includes among the staff

**Explore hero figures** in their complexity – and humanness (imperfections included)

**Allow for the discomfort** of children’s “not knowing” an answer (their discomfort, but also yours in the prosocial domain)
10 Strategies that Support the Pro-Social Domain of Wellbeing

Build, build, build relationships with children, families and communities

Where the feeling of healthy relationship building is not yet reciprocated, be kind, be patient and be available when the door opens for more

Evolve your environment with child sense of belonging in mind. Ask yourself, what more can I do to have each, and every child know/feel: invited in, welcome here. To know that their family is welcome and that this is their space too
Remember: You are the Strategy

Feeling safe doesn’t come from the words we say. Recognize that often there are no magic words. Send oodles of (non-verbal) **cues of safety, love, soft eyes**.

**Lend your calm**, not your dysregulation.

Amplify experiences of **positive emotions; it’s not just about coping**!

**Your Self-Reg** matters too! Fill up your own tank, put your own mask on first, find the joy in your crucial role in children’s Self-Reg journey.

@susanhopkins5
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