SELF-REG
SUMMER SYMPOSIUM 2019

Self-Reg, Social Justice & Democracy
The Future Lies in the Hands of
Self-Reg Parents, Schools, and Communities

PROGRAM
“The five steps of Self-Reg are not just a method for dealing with stress. They are the steps that enable us to potentiate a child’s intellectual potential; develop the ability to choose freely and wisely; discover the vast difference between passions and compulsions; recognize the inestimable value of virtue. In short, the five steps of Self-Reg constitute the resource that we need to strengthen the foundations of democracy.”

~ Stuart Shanker
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<td>6:45AM - 8:00AM</td>
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<td>7:45AM - 8:30AM</td>
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<td>8:30AM - 8:45AM</td>
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**Monday, July 8th, 2019**

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<td>Morning Luminary Talk with Dr. Stuart Shanker: The Self-Reg View of Freedom</td>
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<td>Lunch and Personal Self-Reg Options</td>
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<td>1:15PM - 2:30PM</td>
<td>Small Group Sessions</td>
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<td>2:30PM - 2:45PM</td>
<td>Break</td>
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<td>2:45PM - 4:00PM</td>
<td>Self-Reg Full Circle — Day 2 with Susan Hopkins</td>
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<td>4:00PM - 5:00PM</td>
<td>Personal Self-Reg Options</td>
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<td>Self-Reg Parenting: A Free Event for Moms, Dads and Caregivers</td>
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<td>6:00PM - 8:00PM</td>
<td>SRSS Celebration Dinner</td>
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Monday July 8th

6:45 – 8:00AM
**Personal Self-Reg Options:** TMC walks the talk when it comes to its mission: “Grounding living and learning in self-regulation.” Our Summer Symposiums build personal Self-Reg activities into the program. You’ll have time to participate in a number of calming and energizing Self-Reg activities including yoga, kayaking, canoeing, and nature walks on the beautiful grounds of Trent University. These activities, available at three different times of the day, are the icing on the cake that makes SRSS a fun and memorable Self-Reg experience. *See the full week activity schedule at the end of this program.*

7:45 – 8:30AM
**Registration, Coffee & Connecting**

8:30 - 8:45AM
**Welcome and Introductions with Susan Hopkins ~ GCS 114**
Daily greetings, announcements, housekeeping items, thoughts for the day and more.

8:45 - 10:00AM
**Morning Luminary Talk with Jean Clinton - Anxiety and Democracy: Can Self-Reg Help? ~ GCS 114**
Can you engage fully in a democracy when your limbic system is firing on all cylinders? How we vote, how we parent, how we learn is all affected by our emotions. Let’s talk about how a society increasingly reporting their anxiety could benefit from this marvelous framework, Self-Reg.

10:00 - 10:15AM
**Self-Reg, Mental Health, and Looking Ahead with Susan Hopkins ~ GCS 114**

10:15 - 10:30AM
**Nutrition Break**

10:30 – 12:00PM
SRSS can meet the needs of all types of Self-Reg learners, that’s why we have two streams of talks for our first day of SRSS. Option A is for those who do not require an introduction or refresher to Self-Reg. For each time slot, you’ll choose a new set of talks to attend. *Note that unfortunately for some TED talks there is limited seating available, seats will be given on a first come first served basis.*

Option B is for those who would like to go over the basics of Self-Reg. Option B is a full day stream so you won’t need to choose a new set of talks for each time, you’ll head back to the same location to continue learning about the foundation of Self-Reg and what it is.

**Option A - Self-Reg Talks: Sessions 1 and 2**
For those who are already familiar with Self-Reg, we offer a selection of short talks from Self-Reg experts across various disciplines and contexts will take participants deeper into the science and practice of Self-Reg.
During each of the sessions, you'll have a choice of a wide variety of experts who will deliver short, accessible, entertaining and informative talks (3 speakers per session) on various aspects of Self-Reg research and practice, followed by a short question and answer period.

**Session 1: Self-Reg Parenting, led by Brenda Smith-Chant ~ GCS 114**

**1A: Co-Regulation as a Step Towards Democracy with Melissa Pinnell**
Looking at how co-regulation is a child’s first opportunity to intentionally engage with others and try to communicate for control. Story of one of my little preschoolers who is deaf/hard of hearing working through this.

**1B: The Power of Vulnerability and Connection with Constance Herman**
An experiential glimpse into how to support the development of highly effective, haven-feeling groups.

**1C: Exceptional Parents and Exceptional Advocating with Lisa Pinhorn**
It’s a given: parenting is hard work. But when you’re raising a child with special needs, the level of care and stress is not just higher—it shifts the foundations of families and adds unimaginable complexities for everyone involved. In my work with families, I see special needs parents scrambling to adjust to their new and unexpected role as a healthcare manager and often sole advocate for their child.

**Session 2: Self-Reg & Social Justice, led by Susan Hopkins ~ GCS 117**

**2A: Using Self-Reg to Facilitate Difficult Conversations about Equity with Sarah Cassidy**
This presentation will look at the stressors that come with having conversations about equity and social justice and how to reframe these conversations in a way that supports self-awareness and reflection and so we can move forward together in the work. The session will make links to Self-Reg (Stuart Shanker) and Deep Diversity (Shakil Choudhury) and look at the role of unconscious bias in maintaining an “Us vs. Them” mentality.

**2B: From Authoritarianism Educational System to Self-Reg Educational System: Proposal for Mexican School System with Gabriela Michacha**
In this talk school neuropsychologist Gabriela Michaca will outline how a Self-Reg lens could help Mexico’s education system move from a self-control-based model, which values memorization and facts, to a more inclusive approach that meets the needs of all learners and supports students to be active agents in their own learning, while building their to address current and upcoming social justice and democratic challenges facing Mexican society.

**2C: Living, Learning & Leading: Self-Reg and Social Justice Behind the Scenes at The MEHRIT Centre with Liz Shepherd**
Our #TMCFamily is truly like no other. Not only do we infuse Self-Reg through everything we do, Self-Reg is everything that we do. This is my
Monday  
**JULY 8TH**

10:30 – 12:00PM  
story of how every day we try to walk our talk and ensure that every member of our team’s voice is heard and they are given every opportunity to grow.

**Option B (Full Day) - Self-Reg 101, Part 1: Introduction to the Self-Reg Framework led by Paula Jurczak & Linda Warren ~ Gathering Space**  
This first part of our full-day Self-Reg 101 program, the TMC team will outline the basics of the Self-Reg Framework including:
- The impact of stress on human functioning and development
- The connection between stress and self-regulation and self-control
- The difference between stress behaviour and misbehavior
- Shanker Self-Reg®: Dr. Shanker’s framework for looking at self-regulation and stress across five domains of functioning (biological, emotion, cognitive, social and prosocial)

12:00 – 1:15PM  
**Lunch and Personal Self-Reg Options**

1:15 – 2:30PM  
**Option A: Self-Reg Talks: Sessions 3 & 4**  
Talks from Self-Reg experts across various disciplines and contexts will take participants deeper into the science and practice of Self-Reg.

**Session 3: Self-Reg in Early Childhood Development, led by Brenda Smith-Chant ~ GCS 108 - Limited Seating.**

3A: *Developing a Culture of Calm: Building a Self-Reg Community for our Children One Person at a Time with Tiffany Goulet*  
Tiffany Goulet, a kindergarten teacher from Dryden, Ontario, will share steps, stages and inspirational moments in her school board’s Self-Reg journey, which started out three years ago with one person in one classroom and has now expanded to encompass the entire Northwest Catholic District School Board, including parents and the district’s communities. Her talk will touch on key lessons about personal Self-Reg, relationship building and a Self-Reg rethink of how to approach the transition to school.

3B: *Creating a Self-Reg Community of Practice with Christine Mumford and Shelley Elmhurst*  
In this presentation Registered Early Childhood Educators Christine Mumford and Shelley Elmhurst will share ideas and experiences around bringing together an Early Childhood Education community of practice in Northumberland County, including:
- Strategies that helped their ECE community of practice develop & grow
- How they enhanced and expanded the original plan based on the interests
1:15 – 2:30PM

of the educators
• How several community partners were integrated into the group
• The group’s growth and adaption, and the ongoing support it provided to members
• Success stories and data collected to track growth and progress

3C: A Journey of Reframing with Lisa Taylor & Heather Jackson
Heather Jackson and Lisa Taylor will share insights and stories from their Self-Reg learning journey from the Dufferin County Early Childhood Education community:
• How learning to reframe behaviour has enhanced educator’s understanding of children and their professional practice, including how they view and engage with children’s learning and behavioural challenges
• A renewed and Self-Reg-informed focus on student-teacher relationships that has improved early childhood practice
• The development of a Self-Reg-based professional learning course and how the course is impacting professional early childhood educators and their students

Session 4: Self-Reg Leaders, led by Susan Hopkins ~ GCS 114

4A: The Self-Reg Principal with Kim Smith
What if it wasn't scary to be in the Principal's office? What if the Principal's office was a child’s safe place? Being a Self-Reg Principal means supporting students, staff and families in a different way. For many, it's a big, but important shift in thinking and behaving. In this presentation you will hear how an experienced Principal changed the role, the relationships and the culture of a school.

4B: Self-Reg and School Transitions with Arlene Robinson
Arlene Robinson, a principal with at St. Paul Catholic Elementary School in Lakefield, Ontario will present an interactive talk showing how teachers can use the five practices of Self-Reg and the 5 Domains self-regulation model to shift school transitions from a negative stress-filled experience to a more positive and calm experience.

4C: Organizational Leadership at The MEHRIT Centre with Susan Hopkins
TMC is committed to “walking the talk” with respect to how we go about our business. In this talk, Susan Hopkins will share some lesser known aspects of her work as she outlines her experiences, and lessons learned, around working to embed a Self-Reg approach, both in her leadership as TMC's Executive Director, and in all aspects of TMC's work. She will touch on Self-Reg in all of TMC’s divisions and also connect with our five strategic directions.


2:30 – 2:45PM

Nutrition Break
Self-Reg Talks: Session 5 & 6
The last block of talks from Self-Reg experts across various disciplines and contexts will take participants deeper into the science and practice of Self-Reg.

Session 5: Self-Reg & Democracy, led by Brenda Smith-Chant ~ GCS 108 - Limited Seating

5A: Democratic Designs for Teacher Professional Learning in Self-Regulation with Marie Edwards
Teacher voice in designing professional learning in self-regulation and discovering what enables and constrains their application of this learning? Travel to Tasmania, Australia for a window into one school’s journey on this path.

5B: Seen, Heard and Valued with Susie Ellis
In a democracy, the voices of the people are heard and valued. In life, in our relationships and our everyday interactions, we all just want to be seen, heard and valued. This talk focuses on my personal experience with my family, living with a child with special needs and the need for meaningful connections.

5C: Reframing the “Entitled Student.” Towards a More Collaborative Culture in Secondary and Post-Secondary Learning Environments with Casey Burgess
Today’s youth and young adults, part of the Millennial Generation and Generation Z, are often stereotyped by educators as feeling entitled or being lazy. Many educators are experiencing stress connected with their view of student behaviours associated with these stereotypes. This talk will explore this phenomenon, reframing the stereotype of the entitled modern student, to prompt discussion about successful ways educators and students can work together for mutual well-being.

Session 6: Reframing Behaviour, led by Susan Hopkins ~ GCS 114

6A: Beyond the Explosion with Claudio Moschella
As educators some of us have come across explosive behaviours in the classroom and for most our immediate response is to remove that student from the class. This is only a temporary solution. Have you ever considered the impact beyond the explosion? Have you ever considered how this explosive behaviour effects the rest of the students in the class or even their parents? Have you ever considered there may be a silver lining to these difficult behaviours? This presentation will share how educators can use Self-Reg to turn a challenging situation into an opportunity to develop prosocial behaviours and civic engagement amongst children.

6B: Learning to Reframe: A Reflective Process for Early Childhood Educators with Erin Jipner
Early Years Behaviour Specialist Erin Jipner will discuss how reflective processes can help early childhood educators to better serve their students behavioural and educational needs by developing and enhancing their ability to reframe children’s behaviour and distinguish stress behaviour from misbehaviour.
6C: The Relationship Between Fear and Anxiety: How Can Self-Reg Help? with Sonia Mastrangelo

In this presentation, Dr. Mastrangelo will discuss the connection between fear and anxiety by using a personal case study of a family member’s “fear of flying” to discuss how the 5 Steps of Shanker Self-Reg helped the individual identify, reduce, reflect and respond to the fear of being 40,000 feet up in the air.


Self-Reg 101 continues with this session which will explain and illustrate the Shanker Method®, Dr. Shanker's method for considering and addressing stress across the five domains using five steps:

- Read and Reframe behaviour
- Recognize the stressors
- Reduce the stressors
- Reflect: Develop stress awareness
- Respond: Develop personalized strategies for resilience and restoration

Personal Self-Reg Options

Self-Reg Nibble & Natter (free) ~ Ceilie

This informal reception offers a chance to mingle and chat with new and old Self-Reg friends over light appetizers and drinks in a relaxed and friendly setting. No charge to attend. A cash bar will be available.
### Personal Self-Reg Options

- **6:45 – 8:00AM**

### Coffee & Connecting

- **7:45 – 8:30AM**

### Welcome ~ GCS 114

- **8:30 – 9:00AM**

### Plenary Session Options: Choose one of the following Self-Reg breakout options

#### Option 1: Susan Hopkins ~ GCS 114

- **9:00 – 10:15AM**

**Hope for the Future: 10 Lessons I’ve Learned from Early Childhood Educators**

Along with parents and teachers, early childhood educators are on the front lines of our societal institutions that support children’s socialization, self-regulation and ultimately, human development. Susan Hopkins has worked with many dedicated and capable ECEs in the various professional roles she has played over the years. She also worked closely with Stuart Shanker to create TMC’s Self-Reg Early Childhood Development course, and has facilitated dozens of learners who are taking the course. In this session, she will share her top ten lessons-learned from ECEs bringing Self-Reg into their early years spaces. She will also share her thoughts on how this knowledge can help anyone who cares about the early years to nurture and educate the generation of children who will be the beneficiaries and leaders of our democracy in the coming years.

#### Option 2: Brenda Smith-Chant ~ Gathering Space

- **9:00 – 10:15AM**

**Rearview Mirror: What My Foster Kids Taught Me About Self-Reg**

Long before she had ever heard of Self-Reg, Brenda-Smith Chant was a successful foster parent. In this session, Dr. Smith-Chant, Associate Professor of Psychology at Trent University and Senior Research Advisor at the Self-Regulation Research Institute, will focus the Self-Reg lens on her time as a foster mom. Rooted in personal stories, Brenda’s presentation will share what she learned as a foster mom, touching on several key Self-Reg concepts as they relate to the challenge of being a foster parent:

- Safety: helping foster children feel safe in their new home and family
- Dynamic Systems Theory: how a foster child affects (and is affected by) the family system
- Stressors in the different domains as experienced by different family members, their effects and how Brenda tried to mitigate negative stressors
- Personal Self-Reg: what Brenda learned about the importance of personal Self-Reg for herself and other foster parents
### Option 3: Lisa Bayrami ~ GCS 115
**Wellbeing and Morality**

If you google “prosocial behaviour” and “well-being,” you are most likely to find studies showing that prosocial behaviour enhances well-being. In Self-Reg, we are more interested in the reverse relationship. What role does a person's well-being, including their self-regulation, play in their moral development and their capacity to understand and engage in moral (prosocial) behaviour? In this presentation, Lisa Bayrami looks at moral development and functioning through the lens of Self-Reg.

- How does self-regulation in the biological, emotion, cognitive and social domains affect the development of morality and prosocial behaviour?
- What role do relationships and the Interbrain play in moral development?
- The bidirectional connections between self-regulation and well-being
- The impact of excess stress on moral development and prosocial behaviour

### Option 4: Gerard Costa ~ GCS 117
**Reframing Autism**

Our ways of understanding and responding to people with autism have evolved considerably in recent years. In this presentation, Gerard Costa, Director of the Center for Autism and Early Childhood Mental Health at Montclair State University in New Jersey, will outline how the past fifteen years of neuroscience research have provided key insights that are changing the way we understand, not only the origins and development of autism, but also the best ways to help people with autism reach their human potential. Topics will include:

- The role that biologically-based differences in the brain's stress systems play in the learning and social-emotional development of children with ASD
- The limits of the behavioural approach to autism treatment, and why it's important to focus on the underlying causes of the behaviours rather than trying change specific behaviours
- Some of the more important recent research findings that have altered our view of autism and how to respond to it
- Compelling research questions that still need to be answered
- How Self-Reg can help parents, educators and clinicians better understand how to support and help children with autism

**Nutrition Break**

**10:15 – 10:30AM**
### Morning Luminary Talk with Stuart Shanker: The Self-Reg View of Freedom ~ GCS 114
Freedom, the ability to act, speak, change or move without constraints, is something everyone wants. But, at its deepest level, freedom is not just political or social, it’s also about being free of the individual constraints that can interfere with self-actualization. In this talk Dr. Shanker will apply a Self-Reg lens to expand our ideas of freedom.
- What does research tell us about how factors like anxiety, depression, electronic media, junk food and other modern phenomena keep our children and youth from exercising their fullest freedom?
- How can Self-Reg help us identify stressors and other external factors that impinge on children's (and our own) ability to grow, thrive, learn and pursue personal goals?

### Lunch and Personal Self-Reg Options

### Small Group Sessions
These sessions, on Tuesday, Wednesday and Thursday afternoon, provide an opportunity for individuals with similar interests or professional roles to come together for dialogue around the content of Dr. Shanker’s keynotes and other conference themes. The focus will be on how Self-Reg can help you to be a catalyst for positive change with respect to priorities in your specific context or role. There will be two types of groups, based on either professional roles or common areas of interest:

**Professional Roles:**
- Early Childhood Educators ~ Gathering Space
- Classroom Teachers ~ GCS 114
- School Leaders ~ GCS 117
- Healthcare Professionals ~ GCS 105

**Common Areas of Interest:**
- Self-Reg Parenting ~ GCS 111
- Self-Reg, Social Justice and Democracy ~ GCS 110

### Nutrition Break

### Self-Reg Full Circle Day Two with Susan Hopkins ~ GCS 114
Tuesday JULY 9TH

4:00 - 5:00PM
Personal Self-Reg Options

6:00 - 8:00PM
Self-Reg Parenting: A Free Event for Moms, Dads and Caregivers ~ GCS 114
At this evening event, open to all parents and caregivers in the greater Peterborough area, Susan Hopkins will kick things off with a special presentation on Self-Reg Parenting, followed by four short talks where parents share their own transformative experiences and aha moments with Self-Reg Parenting.

For more information and parent stories to be shared click here.

DUSK
Annual Bonfire
### Personal Self-Reg Options

**Plenary Session Options**

**Option 1: Susan Hopkins ~ Gathering Space**
*Self-Reg & Indigenous Education: What We’ve Learned From Working With Communities*

Self-Reg acknowledges and honours the self-regulation knowledge and practices that are embedded in all cultures. In this session Susan Hopkins shares what TMC has learned from working in Indigenous communities: schools, early years programs and the communities themselves. Topics will include:

- What the holistic worldview of Indigenous people has in common with Self-Reg
- What Indigenous people have taught us about working communities in an inclusive and reciprocal way
- How Indigenous conceptions of the interconnectedness of people's social, physical, mental and emotional well-being enhance our understanding of the five domains of self-regulation
- Stories from our experiences in Indigenous communities

**Option 2: Gerard Costa ~ GCS 117**
*Self-Reg and the Responsibilities of Interdependence and Wisdom in Leadership*

Interdependent leadership is wise democratic leadership that makes best use of everyone's ideas and skills. In this presentation, Gerard Costa, Director of Center for Autism and Early Childhood Mental Health at Montclair State University, will offer a Self-Reg perspective on interdependent leadership:

- Leadership through the lens of the “interbrain”
- Leadership, the highest levels of Functional Emotional Developmental Capacities (FEDCs) and harnessing the “Prefrontal Cortical Functions”
- What interdependent leadership looks like, and why it's the best way to lead
- How good relationships, social engagement and a climate of emotional safety can help increase engagement and foster good teamwork
- Replacing “control” with “regulation,” “relationships” and stress awareness
- How your colleagues and/or employees can help you be a good leader
- Connecting personal growth to organizational development
Option 3: Heather Yang from St. Joe’s Paediatrics Team ~ GCS 114
Self-Reg in Community Paediatrics: Addressing Physician Stress and Enhancing Patient Care. Stories from the field
In October 2018 the Canadian Medical Association Journal reported on a national survey that 30% of Canadian physicians report high-levels of burnout and one-third met the criteria for depression. Accordingly, the CMA identified “strengthening the health and wellness of the physician workforce,” as a top priority and shared responsibility. Recently Dr. Heather Yang and her colleagues from Toronto’s St. Joseph’s Health Centre embarked on an unique learning journey to discover how Self-Reg can benefit a pediatrics team in one of the city’s west end neighbourhoods. In this session Dr. Yang and some members of her team will share some of their key learnings and insights on how Self-Reg is beginning to impact their practice including:

- Boosting physicians’ resilience by using Self-Reg strategies to help them understand and address their own stress
- Enhancing relationships & communication between professionals & patients
- Understanding and addressing child and family stress as a way of broadening the practice of paediatrics
- Enhancing teamwork and communication among professionals

10:15 - 10:30AM
Nutrition Break

10:30 - 12:00PM
Morning Luminary Talk with Stuart Shanker: Preparing Children and Teens for Democracy ~ GCS 114
In this talk, Dr. Shanker puts the Self-Reg lens on the current state of democracy, particularly threats to democracy stemming from the recent rise in populist authoritarianism.

- The connection between high levels of stress and increasing appeal of authoritarianism
- How authoritarian populists use rhetoric to put (and keep) audiences in “red brain”
- The role of universal education in maintaining a free and democratic society
- The link between moral, prosocial thinking and the ability of democracies to create a just society for all
- How Self-Reg can help teachers and parents can support blue brain functioning and moral development in the youngsters who will be next generation of leaders in our democracy

12:00 – 1:15PM
Lunch and Personal Self-Reg Options
### Small Group Sessions
These sessions, on Tuesday and Wednesday afternoon, provide an opportunity for individuals with similar interests or professional roles to come together for dialogue around the content of Dr. Shanker’s keynotes and other conference themes. The focus will be on how Self-Reg can help you to be a catalyst for positive change with respect to priorities in your specific context or role.

**Professional Roles:**
- Early Childhood Educators ~ *Gathering Space*
- Classroom Teachers ~ *GCS 114*
- School Leaders ~ *GCS 117*
- Healthcare Professionals ~ *GCS 103*

**Common Areas of Interest:**
- Self-Reg Parenting ~ *GCS 111*
- Self-Reg, Social Justice and Democracy ~ *GCS 110*

### 2:30 - 2:45PM
**Nutrition Break**

### 2:45 - 4:00PM
**Self-Reg Full Circle Day Three with Susan Hopkins ~ GCS 114**

### 4:00 - 5:00PM
**Personal Self-Reg Options**

### 6:00 - 8:00PM
**SRSS Celebration Dinner ~ Champlain College Great Hall**
Join us to celebrate our 5th Annual Self-Reg Summer Symposium and look back on previous years. Tickets available on our eStore. Click [here](#) to purchase. Included for registrants staying in Trent accommodation.
### Thursday, July 11th

#### 6:45 - 8:00 AM

**Personal Self-Reg Options**

#### 7:45 - 8:30 AM

**Coffee & Connecting**

#### 8:30 - 9:00 AM

**Welcome ~ GCS 114**

#### 9:00 - 10:15 AM

**Plenary Session Options:**

**Option 1: Susan Hopkins ~ GCS 114**

*Five Ways Self-Reg Haven Schools Become Vibrant, Values-Driven Communities*

Schools have long played a role in helping to develop the future citizens who will shape society. That role seems even more important today, given the erosion of democracy and the rise of divisive rhetoric, so-called “populism” and even racism. In this presentation, Susan Hopkins will explore the theoretical underpinnings (the whys) and the real life practice (the hows) of building Self-Reg Havens: schools where children and adults alike feel safe in every way: connected and supported, yet challenged and ready to contribute to the community's well-being. Then she will dive into how Self-Reg Havens may be the ideal environment for nurturing the capacity of young people able care for and stand up for themselves and others, and thereby contribute to vibrant communities, driven by democratic values that welcome and support all citizens.

**Option 2: Paula Jurczak ~ GCS 117**

*Soothing the Limbic Alarm: Self-Reg and Safety*

Traditional views of safety focus on the external environment. The Self-Reg perspective explores safety from the inside out, as a whole brain-body phenomenon. In this presentation, Paula Jurczak will use the Triune Brain metaphor to describe the Self-Reg view of safety, which is rooted in the science of stress management. When children do not feel safe inside they remain in a chronic stress state of high-tension low energy, which diminishes their ability to take in information, read and convey social cues and engage in social interactions. Children who do not feel safe are also more easily influenced by people and media that further exacerbate and heighten this stress state. Topics will include:

- The physiology of stress and it's impact on the brain, our energy & tension levels
- The Interbrain, neuroception and limbic resonance
- Misbehavior vs. stress behavior
- The five steps of Self-Reg and how they can enhance brain-body safety by reducing and mitigating the impacts of excess stress
- How children's behavior and mood can be transformed when their chronic inner tension is reduced.
### Thursday, July 11th

#### 9:00 - 10:15 AM

**Option 3: Cathy Lethbridge ~ Gathering Space**

*The Children Are Watching: The Impact of Being a “Self-Regged” Adult*

Stuart Shanker says, “We cannot consider the well-being of any child or teen without thinking of the well-being and self-regulation needs of the all the adults in their lives.” Indeed, many people, including Cathy Lethbridge, the presenter of this workshop, came to Self-Reg hoping to learn new and better ways of supporting children and were surprised at how much they learned about their own self-regulation. In this session Cathy will share her insights and experiences around the importance of adult Self-Reg, including:

- The subtle and even surprising ways adults’ stress affects the children they love, care for and teach
- How stress can affect your life and work
- How addressing adult self-regulation can improve relationships and professional practice with children
- The role of modeling in teaching children Self-Reg
- Stories that illustrate lessons learned about adult Self-Reg during Cathy’s personal and professional Self-Reg journey

#### 10:15 - 10:30 AM

**Nutrition Break**

#### 10:30 - 12:00 PM

**Reflecting on Five Years of Learning from Self-Reggers ~ GCS 114**

The five years since TMC’s first Summer Symposium have been a period of amazing, and in some cases, unanticipated growth and learning in the world of Self-Reg. In this closing keynote, Stuart Shanker and Susan Hopkins will reflect on how the past five years have shaped the present and future of Self-Reg including:

- Critical steps and turning points in the development of Self-Reg
- Case examples of Self-Reg successes and best practices
- The most important (and sometime surprising) lessons learned on the journey

#### 12:00 - 1:15 PM

**Lunch & Personal Self-Reg Activities**

#### 1:15 - 2:30 PM

**Small Group Sessions**

**Professional Roles:**
- Early Childhood Educators ~ Gathering Space
- Classroom Teachers ~ GCS 114
- School Leaders ~ GCS 117
- Healthcare Professionals ~ GCS 105

**Common Areas of Interest:**
- Self-Reg Parenting ~ GCS 111
- Self-Reg, Social Justice and Democracy ~ GCS 110

#### 2:30 - 3:00 PM

**SRSS 2019 Full Circle ~ GCS 114**
Dr. Stuart Shanker, D.Phil

Founder & Chief Executive Officer, The MEHRIT Centre

Dr. Stuart Shanker (D.Phil) is a Distinguished Research Professor Emeritus of Philosophy and Psychology and the CEO of The MEHRIT Centre, Ltd. One of his many books, “Calm, Alert and Learning: Classroom Strategies for Self-Regulation (2012)”, is a top selling educational publication in Canada. His latest book, Self-Reg: How to Help Your Child (and You) Break the Stress Cycle and Successfully Engage With Life (2016), has garnered enthusiastic reviews and media attention throughout North America and has also been published in the UK, the US, Poland, Germany, South Korea, The Netherlands, and The Czech Republic, with further translations and foreign editions in the works. In 2012 Dr. Shanker founded The MEHRIT Centre as a Self-Reg learning and information centre. Stuart commits considerable time to bringing the research and science of Self-Reg to parents, early childhood educators, teachers, educational leaders, health practitioners and communities through presentations, master classes, online courses, webinars, publications, social media and a blog entitled, “The Self-Reg View”.

Dr. Susan Hopkins, Ed.D.

Executive Director, The MEHRIT Centre

A passionate advocate for children, families, schools and communities, Dr. Susan Hopkins has been leading Dr. Stuart Shanker’s organization, The MEHRIT Centre (TMC) as Executive Director, since 2014. As a one-time at-risk youth who quit high school twice, Susan went on to complete four degrees. Over the course of Susan's career, she has worked in every area of education from the early years to post-secondary and across contexts from Italy to the Northwest Territories. Susan led the territorial implementation of the Early Development Instrument (EDI), co-authored the Government’s Early Childhood Framework and developed the NWT play and culture-based kindergarten curriculum. She went on to lead the Planning, Research, and Evaluation division for the Department of Education before relocating to Edmonton to head up the Society of Safe and Caring Schools and Communities. Under Susan’s leadership, The MEHRIT Centre has grown and developed into a highly respected, accessible, and successful centre of teaching and learning. In addition, Susan brings her skills to Stuart’s self-regulation research centre (SRI) as the lead researcher for SRI’s fourth area of focus: The Practice of Self-Reg.
Dr. Lisa Bayrami, Ph.D.

Former Executive Director, Self-Regulation Institute

Lisa is passionate about fostering wellbeing among children, youth, families, and communities. As former Director of Research at Roots of Empathy, a large not-for-profit organization, Lisa oversaw all aspects of research globally. Lisa trained as a developmental psychologist under Dr. Stuart Shanker and Dr. Stanley Greenspan and continued her journey as Senior Scientist at the Milton and Ethel Harris Research Initiative (MEHRI) at York University where she designed and led multiple school-based research initiatives and worked with children with special needs and their families. She instructed as a Professor of Psychology in the School of Liberal Arts and Academic Partnerships at Seneca at York. Lisa also consults internationally supporting children, educators, parents, and Governments with the central focus of cultivating wellbeing. In addition, Lisa is on the Advisory Committee for Measuring What Matters (People for Education) and the Editorial Board of the International Journal of Holistic Early Learning and Development. Previously, she has served as a member of the Babies and Preschool Working Groups as part of the National Reading campaign. Lisa believes that Self-Reg is foundational to changing the landscape of wellbeing for all and is excited to bring her vision and enthusiasm to lead SRI into the future. What helps Lisa stay calm and alert: Playing with her son, walking nature trails, being near the ocean, reading, cooking, music, and a nice cup of coffee.

Casey Burgess

Registered Psychotherapist (CRPO)

Casey has worked for over 20 years as an autism therapist/consultant and clinical supervisor on multidisciplinary teams in British Columbia and Ontario. Currently in Sault Ste Marie, she is a Registered Psychotherapist (CRPO) and an adjunct faculty member at Algoma University (Psychology) and Sault College (Social Sciences). She is also a PhD candidate studying self-regulation, a parent of two teenage girls, and the partner of a very understanding man. What helps Casey stay calm and alert: Yoga, meditation, mindfulness, forest trails, hearty laughs amongst good friends, the beach, a variety of musical instruments and interests, reading, and her amazing family.

Sarah Cassidy

Sarah Cassidy is a Special Assignment Teacher with the Algonquin and Lakeshore Catholic District School Board and mother of 2 amazing children. Sarah uses Self Reg in all areas of her work to support the board’s vision for the Early Years, Equity and Inclusive Education and the board’s Social Justice priorities.
Dr. Jean M. Clinton, BMus MD FRCP(C)
Clinical Professor McMaster University Department of Psychiatry & Behavioural Neurosciences

Dr. Jean Clinton is a Clinical Professor, Department of Psychiatry and Behavioural Neurosciences at McMaster, division of Child Psychiatry. She is on staff at McMaster Children's Hospital with cross appointments in Pediatrics and Family Medicine, and an Associate in the Department of Child Psychiatry, University of Toronto and Sick Children's Hospital. She is also a senior scientist at the INCH (Infant Child Health) Lab at McMaster University. In addition, she is a Fellow of the Child Trauma Academy, as well as a Zero to Three Academy Fellow since 2013. She has been a consultant to children and youth mental health programs, child welfare, and primary care for over 30 years. Dr. Clinton was appointed as an education advisor to the Premier of Ontario and the Minister of Education 2014 - 2018. Dr. Clinton is renowned nationally and internationally as an advocate for children's issues. Her special interest lies in brain development, and the crucial role relationships and connectedness play therein. Jean champions the development of a national, comprehensive child well-being strategy including a system of early learning and care for all young children and their families. She is equally committed to ensuring that children’s and youths’ needs and voices are heard and respected.

Dr. Gerard Costa, Ph.D.
Director, Center for Autism and Early Childhood Mental Health & Professor, Department of Early Childhood, Elementary and Literacy Education, College of Education and Human Services Montclair State University

Dr. Gerard Costa is a licensed developmental psychologist and founding director of the Center for Autism and Early Childhood Mental Health and Professor of Early Childhood, Elementary and Literacy Education at Montclair State University. He holds certificates in the Brazelton Touchpoints model, DIR-C®, and Infant Mental Health. He was appointed by two governors to the New Jersey Council for Young Children. He teaches in the Infant and Early Childhood Development (IECD) doctoral program at Fielding University, served on the Advisory Board of the Interdisciplinary Council on Development and Learning (ICDL) under Dr. Stanley Greenspan and is currently President of the ICDL Board of Trustees. He has presented on autism, infant mental health, professional and human development throughout the United States and world, and has published papers and book chapters in these areas.

Marie Edwards
Currently living in Tasmania, Australia, Marie is a full time PhD candidate. Her research seeks to understand how teachers in a regional low socioeconomic school context develop and apply self-regulation knowledge and skills to manage stress. Leading up to this, she has enjoyed 27 years in education across a diversity of roles. This has included being the classroom teacher of Kindergarten to Grade 7 learners, specialist teacher of Music and PE, school counsellor, Vice Principal and Principal. Her interest in self-regulation was ignited in 2010 after hearing Dr Shanker’s keynote speech at a conference in Victoria, British Columbia. Since this time she has furthered her curiosity and understanding of self-regulation through her educational practice, completing a Masters of Educational Leadership investigating self-regulation and the learning environment, as well as completing various self-regulation courses.
BIOGRAPHIES

Susie Ellis
Self-Reg Foundations Program Facilitator’s Program

Susie is a wife, mom of 3 and currently working as an Instructional Coach with the Peel District School Board. She has taught every grade from Kindergarten to grade 6, but has a strong interest in the Early Years and promoting inclusion. She has developed an interest in understanding behaviour and how it impacts the learning process for children. She currently works with educators to help them understand how to be more stress aware and find their calm. What helps Susie stay calm and alert: playing her ukulele, running with a friend, being outside and spending time with family and friends.

Shelley Elmhurst

Shelley is a Registered Early Childhood Educator who has worked in the childcare sector for over 20 years. She is currently working at Five Counties Children’s Centre as a Resource Consultant supporting children and childcare educators in Northumberland County. Shelley is also a practicing Triple P Parenting practitioner and has also worked as a Communicative Disorders Assistant. Shelley started on her Self-Reg journey by attending the Self-Reg Summer Symposium in 2018. She has since completed the Early Childhood Development Course and is currently working her way through the Foundations Course and actively applies all of this knowledge towards her work with childcare educators, children and families. She firmly believes that when you “see a child differently, you see a different child”.

Tiffany Goulet

Tiffany Goulet is a passionately curious kindergarten educator who identified a great need within her school and the education system to support children with their development, awareness and understanding of self-regulation. As a graduate of the 120hr Foundations program, 500 hr certified yoga teacher and full time educator, Tiffany has drawn on many different aspects to help bring awareness and education to her students, staff, parent community and school board as a whole. In 3 years she has brought mindfulness and Self-Reg from the ground up in her classroom to practices that are being implemented and supported board wide. She recently completed a $30000 Teacher Learning and Leadership Project to study and share mindfulness and Self-Reg with her school and school board. The work she has done has transformed the workings in the school in everything from the design of spaces, to language being used to the redesigning of the kindergarten transition plan. Her work has been published in the International Journal of Holistic Early Learning and Development and she was recently in invited to speak on Stephen Hurley’s podcast - Self-Reg Science that Resonates. As a mother and teacher, Tiffany firmly believes in helping all children to reach their inner potential. She sees the impacts that excessive stress and dysregulation can have on this growth process and is committed to changing this in whatever capacity possible. What keeps Tiffany calm and alert is practicing yoga, writing, travelling, spending time with her family and being near the lake.
Constance Herman
_Provincial Coordinator for the Nobody’s Perfect Parent Program_

Constance is passionate about supporting parents, families, and communities. In her role as the Provincial Coordinator for the Nobody’s Perfect Parent Program in Saskatchewan, she provides training, resource development, and support to service providers and organizations working with parents and families. As a Parent Program Coordinator, Parent Coach, and mom to a 4 year old girl and 10 year old boy, Constance recognizes that parenting is one of the most rewarding, most important, and also the most challenging jobs there is. A deep desire to better understand herself and others, led to degrees in psychology, sociology, and social work. Of all her studies and experience, Self-Reg has created the greatest personal and professional impact. Constance believes that adopting a deeper awareness of Self-Reg, in all aspects of society, is pivotal to creating positive, meaningful, and lasting changes for future generations.

John Hoffman
_Comunications Officer & Newsletter Editor, The MEHRIT Centre_

John has had three distinct careers that have blended together at times: roots musician, stay-at-home father and freelance writer. A former long-time columnist and feature writer for Today’s Parent, John now specializes in knowledge translation, blogging and writing for not-profit organizations like The MEHRIT Centre, The Psychology Foundation of Canada and Dad Central Ontario.

Heather Jackson
_RECE_

Heather has been an RECE working in the childcare field for over 35 years. Heather’s career has been influenced by the work being done in the Preschools of Reggio Emilia Italy for over 20 years. She has been fortunate enough to travel to Reggio Emilia on 2 study tours. Heather’s career has included Executive Director of Milton Community Resource Centre and now she is founder and owner of The Sunflower School in Orangeville, Ontario. The Sunflower School is celebrating 10 years of providing exceptional early childhood education in the Town of Orangeville.
Erin H. Jipner  
*Behaviorist, Ph.D Candidate*

Erin Jipner is a full time Ph.D Candidate at Fielding Graduate University and a Behaviorist currently working with adults with comorbid mental health and intellectual disabilities. Erin’s early professional experience and continued education focus on working with infants, young children, and their families. She is a Champion of Self-Reg and her current research looks at developing a reflective protocol that educators in preschools can use to help reframe their perceptions of misbehavior and become more effective co-regulators. Currently, Erin is part of a team of researchers in a collaboration between Fielding and Early Years in Northern Ireland. The group is working on a peace building measure in areas affected by armed conflict. In March, a pilot study began in a rural community in N. Ireland that uses resilience building interactions between children and care givers and reflective practice to increase regulatory capacities in young children. Indoor rock climbing with her husband, hiking and walking with Woody (the ever-faithful Golden Retriever), and watching her two girls grow keeps Erin regulated and able to focus on her many academic and professional endeavors.

Paula Jurczak, BSW, MA, RCC, RSW  
*Dean of eLearning and Self-Regulation Consultant, The MEHRIT Centre*

Paula Jurczak is a Registered Clinical Counselor, Registered Social Worker, DIR Clinician and Training Leader and Self-Regulation Consultant in BC specializing in assessment and treatment of infants, children and adolescents with complex mental health issues, specialized medical conditions and special needs. Paula holds a Masters Degree in Counseling Psychology and a Bachelors Degree in Social Work. Paula uses a strength based, family centered multidisciplinary approach and her work is informed by current research and evidence based intervention. Paula maintains a private practice using DIR and Self-Regulation models to support individuals experiencing attachment and regulatory challenges, behavioral and emotional difficulties, autism and neurodevelopmental disorders and mental health issues. She is the Dean of eLearning for The MEHRIT Centre (TMC) and works collaboratively to support Self-Regulation in schools, organizations, health and social service agencies across Canada. Paula Jurczak also presents internationally and provides psychoeducational workshops, reflective parent coaching, online support services and support groups and consultation to hospitals, mental health clinics, preschools and schools.

Cathy Lethbridge, B.A., B.Ed.  
*Principal of Well-being, K-12 Simcoe County District School Board*

Cathy has been an elementary educator for 32 years with the Simcoe County DSB, the past 13 years as principal. She actively applies Shanker Self-Reg in both her personal and professional life and believes in the power of Self-Reg to change trajectories no matter a person’s age or stage in life. Inspired by Dr. Shanker’s work, Cathy is leading her current school toward being a Self-Reg Haven and works with other schools to help them achieve school-wide improvement through Self-Reg. What helps Cathy stay calm and alert: Workouts at the gym followed by decaf coffee and classical music, photography, hand washing dishes, cooking and blogging daily gratitudes.
**Dr. Sonia Mastrangelo**

*Associate Professor in the Faculty of Education at Lakehead University Orillia and Coordinator of the Graduate Program*

Sonia is a certified Miller Method therapist for children on the autism spectrum. She teaches primarily in the areas of educational psychology, child development, early childhood education, teaching exceptional learners, early intervention, special education and mental health with a focus on self-regulation. Dr. Mastrangelo has provided autism and self-regulation consultation to parents, teachers and children worldwide. She is the recipient of multiple Social Sciences and Humanities Research Council grants and more recently is working in partnership with the Self-Regulation Institute and the Kwayaciwin Education Resource Centre in Sioux Lookout to bring self-regulation to Indigenous communities in Northern Ontario with the support of a 3-year SSHRC Partnership Development Grant. She has published widely in the area of play, autism spectrum disorder, videoconferencing, family quality of life and self-regulation. Sonia serves as a consultant to the MEHRIT Center and is editor of the International Journal of Holistic Early Learning and Development ([https://ijheld.lakeheadu.ca/index](https://ijheld.lakeheadu.ca/index)). More information about her research can be found here: [https://www.lakeheadu.ca/users/M/smastran](https://www.lakeheadu.ca/users/M/smastran)

**Claudio Moschella**

*Elementary School Administrator*

Claudio is currently an elementary school administrator in the Peel District School Board. He has always had a keen interest in understanding behaviour specifically that of elementary school aged children. Since he has come in contact with Shanker Self-Reg he has been a strong advocate in bringing to light a growth mindset in understanding stress behaviour versus misbehaviour. Self-Regulation has given him the tools to support the most challenging of behaviours and he also recognizes the positive personal impact this learning has had on him as a husband, father, friend and school leader. What helps Claudio stay calm and alert: Meditation, organizing and cleaning something, time with family and friends, and yard work, to name a few.

**Christine Mumford**

Christine is a Registered Early Childhood Educator who has worked in the childcare sector for over 30 years in various capacities including program supervisor and licensing for the Ministry. Christine currently holds the title of Early Learning Community Quality Assurance Advisor for Northumberland County. Christine started her Self-Reg journey at last years Self-Reg Summer Symposium and hasn't looked back. She is truly inspired to bring the knowledge of Shanker Self-Reg to her community through her work. Christine has completed the Early Childhood Development Course, the Foundations Course and is currently working to obtain her Facilitators certification through the MEHRIT Centre.
BIOGRAPHIES

Lisa Pinhorn
Holistic Family Interventionist with Feeding Futures

Lisa is a holistic family interventionist with Feeding Futures, a private practice she co-founded with her sister. Feeding Futures supports families and professionals to improve the day-to-day lives of children with Autism, anxiety, ADHD, OCD, and developmental trauma. She has over 25 years of non-profit community work, public speaking, and is an advocate for children and their families. Lisa holds a Bachelor of Child Studies specializing in Developmental Disabilities from Mount Saint Vincent University, and a Masters of Education from Memorial University of Newfoundland and Labrador, in Adult Education. Lisa is a firm believer that empowered parents, holistic care, and empathic relationships are powerful, and often missing pieces of pediatric interventions and care. She knows firsthand the challenges of parenting a child on the autism spectrum. What helps Lisa stay calm and alert: Her daily gratitude practice, meditation next to her favourite river, singing lessons, audiobooks, podcasts, volunteering, laughing with her kids, cooking Indian food, and tea.

Melissa Pinnell

Melissa has been working as a teacher with exceptional students for 12 years. She has worked with kids ranging in age from 5 months to 20 years old in both school and home settings. She has specialists in Special Education, Reading, and Deaf Education. Melissa continues to be amazed by the variety of situations in which Self-Reg can play a critical role both in and out of the school. She believe that Self-Reg can be the missing piece to help us combine scientific research and the ongoing question of why and why now. Since first attending SRSS 2017 Melissa has completed Self-Reg Foundations, Facilitators and Early Childhood Development courses. What helps Melissa stay calm and alert: hiking, Pilates, baking for others, singing along with the radio and time with family and friends.

Arlene Robinson
Self-Reg Foundations Program Facilitator

Arlene is an elementary school principal with more than 25 years in education, wife and mother of two. She has been searching for more effective ways to support students to their fullest potential in spite of what lies in their life path. For Arlene, the Self-Reg is the answer to this search and she is finding the learning journey to be beneficial both personally and professionally, and believes everyone can benefit from this learning.

Liz Shepherd
Director, Operations The MEHRIT Centre

Prior to completing her MSc in Psychology at Trent University, Liz was deeply involved in voluntary work both in the USA and the UK. Her voluntary experience ranged from working at an animal shelter to acquiring resources and funds to support local youth. Her passion for volunteering, helping and understanding others led her to pursue a career in psychology and makes her a natural Self-Regger. After several years with The MEHRIT Centre, Liz has been lucky enough to have dipped her toes into all aspects of Self-Reg as well as the how tos of helping run a business. Liz has also worked as a research assistant for the Self-Reg Institute.
BIOGRAPHIES

Anne Showalter
Project Manager, R & D Division The MEHRIT Centre
Anne is a trained and experienced educator, an academic, a writer, a mum to three amazing young humans, and a massive over thinker! After several years managing research and partnerships at SRI Self Regulation Institute, Anne is thrilled to continue her relationship with the Self-Reg community that she has come to admire and be inspired by. Anne passionate about Shanker Self-Reg® because the framework provides us key understandings and opportunities to care for ourselves and each other so that we can all a thrive in our beautiful diverse ways. What drives – and stresses – Anne more than anything else is the need and struggle for social justice for all.

Kim Smith
Kim is a wife and mother and has been an elementary educator for over 30 years with the York Region District School Board, 18 of those years as a Principal. She has a Master's degree in education, is a Cognitive Coach and is also trained in Adaptive Schools and Mindfulness. Kim has been inspired by the work of Stuart Shanker and strives to create a haven in her school for students, staff and parents. She believes that Self-Reg is the way to finding calmness and comfort in our fast paced world and looks for ways of sharing this with others. What helps Kim stay calm and alert: Spending time with her family and friends, reading a good book, yoga and crossfit.

Brenda Smith-Chant, Ph.D.
Senior Researcher & Advisor to the Science Director, Self-Regulation Institute
Brenda began her career as a research expert by examining how kids learn to count. This important research lead to work with Peel Public Health on the transition to parenthood, publishing research findings on early numeracy and literacy, and work with multiple community-action research projects, such as the CARA Project (Community Aboriginal Recreation Activators) and Best Start community pilot projects. For Brenda, self-regulation is directly connected to her research in cognitive development as it lead her to look at the social, educational, cultural, language, and parenting influences on children's thinking development. In addition to her research, Brenda was a foster parent. She began to see the damaging effects of trauma, stress, and anxiety on her foster children, and how feelings of safety allowed them to blossom. These two areas, research into early learning and foster parenting, have combined under Dr. Shanker's guidance to inform Brenda's self-regulation work. Brenda also serves as a member of the board of directors of SRI.
BIOGRAPHIES

Lisa Taylor
RECE
Lisa has over 20 years in the Early Childhood Education field. She has worked as an educator in Child Care, a Resource Worker in an EarlyOn Centre, an Early Literacy Specialist, Child Fee Subsidy Worker and currently Lisa is the Quality Assurance Coordinator and Pedagogist for The County of Dufferin – Children Services. Her work has been highly influenced by Italy’s Reggio Emilia philosophies and practices. Lisa has been extremely inspired by Dr. Stuart’s Shanker’s organization, The MEHRIT Centre (TMC) and all who embrace the Self-Reg lens. Lisa dreams of living in a society that embraces Self-Reg where all children can be viewed through a Self-Reg lens. She envisions a world where we all learn to look at each other with “soft eyes” as we learn to read the signs of stress behavior. What would education look like if it was a universal Self-Reg Haven? What helps Lisa stay calm and alert: Long lingering days at the end of a dock accompanied by her family and complimented with a great book, her hands and feet in the garden, and perhaps a cup of coffee.

Linda Warren
Self-Reg Consultant The MEHRIT Centre
Linda believes self-regulation is the foundation of a happy life of learning and living. She is grateful for the opportunity to continue her journey of self-reg learning with Dr. Shanker and is committed to supporting others on theirs. Linda is an experienced presenter, and as a school and system principal, she has 30 plus years’ experience in education and community involvement. She has worked in centralized roles in Special Education and Safe Schools and has taught in elementary and secondary schools. Linda sits on the Board of Directors for Frontenac Youth Services, a not-for-profit mental health agency for children, youth and their families.

Dr. Heather Yang
BSc(Physio), MD, FRCP(C) is a Consultant Paediatrician at St. Joseph’s Health Centre, Unity Health Toronto, and Assistant Professor, Faculty of Medicine, University of Toronto.
Heather is the Chief of Paediatrics and Medical Lead of the Paediatric School Outreach, partnered with the Model School Paediatric Health Initiative and the Toronto District School Board. She has received numerous Paediatric teaching awards. She holds a Physiotherapy degree from Dalhousie University, a medical degree from Memorial University of Newfoundland, and completed Paediatric Residency training at McMaster University. She has extensive clinical experience in community practice throughout Ontario. Her interests include health promotion and injury prevention for children and families, wellness and resilience, and clinical education through simulation.

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RECE
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Dr. Heather Yang
BSc(Physio), MD, FRCP(C) is a Consultant Paediatrician at St. Joseph’s Health Centre, Unity Health Toronto, and Assistant Professor, Faculty of Medicine, University of Toronto.
Heather is the Chief of Paediatrics and Medical Lead of the Paediatric School Outreach, partnered with the Model School Paediatric Health Initiative and the Toronto District School Board. She has received numerous Paediatric teaching awards. She holds a Physiotherapy degree from Dalhousie University, a medical degree from Memorial University of Newfoundland, and completed Paediatric Residency training at McMaster University. She has extensive clinical experience in community practice throughout Ontario. Her interests include health promotion and injury prevention for children and families, wellness and resilience, and clinical education through simulation.
# Activities

**Guided** or **At Your Own Pace**

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<th>Time</th>
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| **Monday**      | **6:45AM - 8:00AM** Yoga  
Bikes, Walking Trails, Gym Passes, Board Games  
**12:00PM - 1:15PM** Massages  
Bikes, Walking Trails, Gym Passes, Board Games  
**4:00PM - 5:00PM** Supervised Swim, Line Dancing (4-5:30pm) & Guided Drumlin Trail Walk (1.5km)  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games |
| **Tuesday**     | **6:45AM - 8:00AM** Yoga  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games  
**12:00PM - 1:15PM** Massages  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games  
**4:00PM - 5:00PM** Supervised Swim & Guided Bird Watching Trail Walk  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games |
| **Wednesday**   | **6:45AM - 8:00AM** Yoga  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games  
**12:00PM - 1:15PM** Massages  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games  
**4:00PM - 5:00PM** Zumba & Yoga  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games |
| **Thursday**    | **6:45AM - 8:00AM** Yoga  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games  
**12:00PM - 1:15PM** Massages  
Canoes/Kayaks, Bikes, Walking Trails, Gym Passes, Board Games  |
Self-Reg & Early Childhood Development Certificate Program

Begins September 12

Foundations Certificate Program

Our 4-course program that covers all concepts and scientific underpinnings of Self-Reg

Leadership for Self-Reg Schools

Our NEW 3 month, 10 module certificate program for K-12 school leaders and educators interested in whole school change

Self-Reg Facilitators Course

A course for anyone who has completed the Foundations program or Early Childhood Development Program and is interested in taking his or her Self-Reg expertise to the next level and become a Self-Reg course facilitator