



The 5 Domains of Self-Reg

The Five Steps of Dr. Shanker's Self-Reg Method

Explain Self-Reg as a **Dynamics Systems** process as opposed to a fixed program

Demonstrate the ability to **"reframe"** behaviour

Identify **"stressors"** across all 5 domains

Demonstrate and explain the process for **"set about reducing stressors"**

Describe ways to help learners/children develop their **self-awareness**

Explain how to help learners/children, individually and as a class/group, find **calming** strategies

Explain why is it so important to **"take all this personally"**

Module 6: The Five Steps of Dr. Shanker's Self-Reg Method

Video 1

DST Process vs. Program

"Why is the Self-Reg Dynamic System Theory a process opposed to a fixed program?" In a program, everything is scripted, e.g. with steps one to eight. So, if you aren't getting good results, it's because you're not doing it right. Human functioning is complex. If you look for a single factor as the direct cause of a behaviour, you'll distort the complex factors that play a role. Our process is flexible and adaptable. We look at the interplay between different causal factors from our five domains.

Video 2

DST Process Applied

"Can you share a DST applied example to show the interplay between different causal factors from our 5 domains?" In the MEHRI Study, if a child was highly sensitive to auditory stressors, rather than just give them headphones, we worked on stressors in all domains. By the end of the study, this child had a much greater capacity to deal with extraneous noises.

Video 3

DST Applied and Trajectory Shifts

"What were the implications for your example in video 2 for the child's trajectory?" By working on the entire system we were significantly reducing the reactivity that the child had in any one particular domain.

Video 4

DST Applied in Schools: Process vs. Program

"Carrying on from our previous example in video's 2 & 3, what are the implications of applied DST in a school context?" Rather than focus only on a child's specific issue, we look at how the child is functioning in the dynamic system of the classroom environment, also socially with different children and the teacher. Every classroom, even every time of day, is going to be different.

Video 5

An example of DST 'Naturals

"Can you share an example of somebody that was just kind of natural, from your experience working in schools, at taking a Dynamic Systems approach in everything they did?" I once observed a principal dealing with a very hyperaroused child. She slowed everything down. Her voice and gestures softened. Later I saw her with a hypoaroused (subdued) child. She spoke more quickly, with more animation, up-regulating the child through her actions and voice.

Video 6

Step 1: Read and Reframe

"What is involved in reframing behaviour?" It's the idea of reassessing behaviour. The idea is that we see the child differently. We want to insert a pause and use Self-Reg to consider why we're seeing this behaviour and why now. Typically we shift from seeing a child's behaviour as misbehaviour to seeing it as stress behaviour.

Module 6: The Five Steps of Dr. Shanker's Self-Reg Method



Video 7

Step 2: Recognize the Stressors

"How do we identify stressors?" We become stress detectives. We look with all of our senses, including our internal senses, to figure out what the stressors are—not just the obvious ones, but also the very subtle hidden stressors.

Video 8

Step 3: Reduce the Stressors

"How do we reduce the stressors?" We can try all kinds of things. We can try to turn our classroom into something like a spa, to produce a calming environment. But what works for one child may not work for another, and what works at one moment may not work in the next. That's why we have to keep doing all five steps. As you're trying to reduce, you're trying to reframe and recognize. And keep asking, "Am I really reducing? Or am I having the opposite effect?"

Video 9

Step 4: Reflect (Develop Self-Awareness)

"How do we help students develop self-awareness in others and ourselves?" The first step is to turn the alarm off. Then we need the child to become aware of what it feels like when the alarm is on, what it feels like to turn off the alarm himself, what calm feels like. We are seeing a generation of kids that don't do this.

Video 10

Step 5: Respond

"How do we help children individually and in groups such as in a classroom or an early childhood program find common strategies?" We do it by trial-and-error. We want to empower students to become the agents of their own self-regulation. The most effective self-regulating practices at a classroom level are not about trying to suppress problematic behaviours, but discussing with the class what strategies we can use to regulate each other in various situations.

Video 11

Take it Personally

"You often say we need to 'take Self-Reg personally', in other words, consider our own Self-Reg too, why?" In many of our school initiatives we started by applying Self-Reg for the teachers. The truth is that we can't really go through the five steps of Self-Reg with our students if we ourselves are in a state of increasingly heightened tension. This has to be a win-win-win. We all have to come out of this calmer.

Article: The Meaning of Caring: Self-Regulation, Empathy and the Roots of 'Safe'

<https://self-reg.ca/2015/10/22/the-meaning-of-caring-self-regulation-and-the-roots-of-safe-and-caring/>

Article: "The Self-Reg View on: Paradigm Revolution Self-Reg in Schools & Communities"

https://self-reg.ca/wp-content/uploads/2017/10/PARADIGM_printable.pdf?pdf=paradigm-self-reg

Article: "The Journey of Learning Self-Reg"

<https://self-reg.ca/2016/07/06/learning-self-reg/>

Self-Reg Toolkit

<https://self-reg.ca/toolkit2017/>



5 Steps of Self-Reg

1

Reframe

2

Recognize the stressors

3

Reduce the stress

4

Reflect

5

Respond