The MEHRIT Centre

JULY 4–7
TRENT UNIVERSITY

SELF-REG

SUMMER SYMPOSIUM 2017

bringing down barriers

PROGRAM

Tuesday
July 4th

Overview

Day one of SRSS 2017 is devoted to a review of Self-Reg basics for people who are new to Self-Reg, need a refresher or want to spend time on deeper discussions and questions regarding foundational Self-Reg concepts.

Dr. Susan Hopkins and the TMC Team will guide learners through a series of discussion sessions on each step of Dr. Shanker's five-step method (Reframe, Recognize, Reduce, Reflect and Respond). After a brief review of each step, participants will break into small groups to share ideas and questions about each step. Since participants are at different stages on their Self-Reg journey we suggest two types of groups:

groups for people who are at a beginning stage and need to discuss Self-Reg ideas at a foundational level

groups for people who have studied Self-Reg more extensively (e.g. have taken TMC's Foundations course) and want to dig more deeply into the understanding and applications of Self-Reg.

Upon completion of the Self-Reg Review Day, participants will receive a certificate stating that they have taken part in a short course on applied Self-Reg. Additionally, participants will receive a package of materials about Self-Reg and the Self-Reg model.

8:00 – 8:45 AM | *Registration Open*

8:45 – 9:00 AM | *Welcome*

9:00 – 9:30 AM | *What is Self-Reg?*
Description:

Susan Hopkins and the TMC Team will outline the basics of Self-Reg including:

- 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), the impact of stress on human functioning and development and the connection between stress and self-regulation
- The Shanker Method®: Dr. Shanker's five-step method for considering and addressing stress across the five domains.

Self-Reg is personal, professional, individual and collective, and thus will be looked at across various forms and contexts over the following sessions.

9:30 – 10:15 AM | *Read and Reframe Behaviour*
Description:

- Learning how to look at and interpret the meaning of troubling or irritating behaviours in terms of the stress that is behind the behaviour
- How reframing can help you not only see behaviour differently, but see the individual differently
- How reframing can help you find new and more effective approaches to influencing behaviour, mood and learning in children, teens and ourselves.

10:15 – 10:30 AM | *Morning Break*

10:30 – 11:15 AM | *Recognize the Stressors*
Description:

- Hitting the "pause button" and asking, "Why am I seeing this behaviour?" and "Why am I seeing it now?"
- The five domains where stress and dysregulation can occur and common stressors in each domain including "hidden" stressors that affect some more than others
- The impact of stress on functioning, mood and behaviour.

11:15 – 11:45 AM | *Reduce the Stressors*
Description:

- Strategies for reducing stress
- Changing environments to reduce hidden stressors (e.g. learning environments in the early years, K-12 or post-secondary)
- Creating microenvironments and employing strategies that aid stress recovery, downregulating or upregulating as needed.

11:45 AM – 1:00 PM | *Lunch*

1:00 – 2:15 PM | *Reflect: Enhance Stress Awareness*

Description:

- The importance of understanding one's inner state (tension and energy levels, what calm feels like, how you feel when you are stressed)
- Becoming aware of what your stressors are in the five domains and in various situations.

2:15 – 2:30 PM | *Afternoon Break*

2:30 – 3:45 PM | *Respond: Develop Personal Strategies*

- Figuring out what helps your recover from stress and bring yourself back to calm
- Recognizing variability in what may cause you stress or help you find calm at different times and in different situations
- Distinguishing between adaptive and maladaptive coping strategies.

Overview

Day 2 of SRSS 2017 is focused on Moving Beyond Barriers. After analyzing all the feedback about barriers our Self-Reggers have come across along their Self-Reg journey, we identified 10 key areas which are critical for understanding Self-Reg and moving beyond some of the barriers regularly experienced when embarking on a Self-Reg journey.

Throughout the day, we will be offering a variety of breakout sessions in addition to Dr. Shanker's morning keynote address. We will also be offering MASTER CLASSES which are exclusively open to individuals who are in, or have completed, Foundations 4 or beyond of our Self-Reg Foundations Certificate Program.

8:45 – 10:15 AM | *Keynote Session*

Responding to Explosive Behaviours with Dr. Stuart Shanker

In this lecture, Dr. Shanker will explore the Self-Reg approach to understanding and responding effectively to explosive and extremely challenging behaviours: a problem that seems to be becoming more pronounced in children of all ages. The more versed we become in Self-Reg, the more we begin to see that so-called "explosive behaviours" are not nearly as explosive as we may have thought: that there are signs of a child's mounting arousal, which then suddenly erupts. Self-Reg helps us understand why a child is having this problem; how to read the signs and avert an outburst; and how to respond effectively to one when this does occur. Most important of all, it teaches us how to impart these skills to the child.

10:15 – 10:30 AM | *Morning Break*

10:30 – 11:45 AM | *Breakout Sessions*

The Research Underpinnings Self-Reg

The Self-Reg framework is, in fact, grounded in decades of scientific research in various disciplines including psychology, medicine, physiology, philosophy, biology, anthropology and education. This session will cover:

- What psychological frameworks are, and how they advance our understanding of human behaviour and problems
- How the scientific validity of a framework can be tested
- Some of the key research findings that underpin Self-Reg
- The limitations of current approaches to building the "evidence-base" for programs.

Self-Reg and Accountability: When a Child "Goes Limbic"

This session will look at the difference between the self-control model for influencing child behaviour, in which accountability is paramount, and the self-regulation model, where recognizing and reducing the conditions that result in challenging behaviour is paramount. This session will cover:

- The ways in which stress and stress reactivity can cause problematic behaviour
- The relationship between self-regulation and self-control
- How Self-Reg reduces the effort in effortful control
- How Self-Reg is not permissive, but can be used to prevent a lot of the behaviour that the self-control model requires educators and parents to react to.

Behaviour Management Meet Self-Reg

Self-Reg is markedly different from Behaviour Management and other similar programs or methods. Self-Reg is a tool that can reduce the need for discipline-based strategies. This session will cover:

- How Self-Reg is not a program, but an ongoing process of learning and growth that can help us understand how stress affects individuals and how to recognize and reduce stressors that affect different people at different times
- The differences between Self-Reg and discipline-based methods and programs
- The intersection points between Self-Reg and discipline.

FACE-TO-FACE MASTER CLASS: The Triune Brain with Dr. Stuart Shanker

The Triune Brain model, developed by neuroscientist Paul MacLean in the 1960s, proposes that humans actually have three brains (or brain systems) which evolved at different times in the evolutionary past: the reptilian brain, the paleo-mammalian brain and the neocortex. In this class, Dr. Shanker will look at the Triune Brain as a powerful metaphor for understanding the difference between rational and limbic processes, and how the latter affect behaviour, mood and learning.

11:45 AM – 1:00 PM | *Lunch*

Wednesday
July 5th

1:00 – 2:15 PM | *Breakout Sessions*

Moving Beyond the Compliance Conundrum

Some understandings of self-regulation are rooted in the idea of children being taught to govern or manage their own behaviour and learning in an effortful way. Self-Reg, on the other hand, is rooted in the original biology definitions of self-regulation which have to do with the ability to understand and manage our energy and tension levels. This session will cover:

- The true goals of Self-Reg
- How stress, energy and tension levels influence children's age-appropriate ability to follow rules and manage their behaviour and emotions
- How Self-Reg can help us understand and work more effectively which children who have problems with compliance, self-management and emotional control.

It Takes Two: Adults as Regulating, Dysregulating and Dysregulated

Although the ultimate goal of Self-Reg is to give children the tools to understand and manage their own stress, the development of self-regulation skills is an ongoing process, that depends very much on adults: the way adults co-regulate with children and the relationships that children have with parents, caregivers and teachers. This session will cover:

- The crucial role that adults play in helping children feel regulated
- The role of relationships in developing self-regulation
- Strategies parents, teachers and other professionals can use to recognize and reduce the stressors that impair self-regulation in children
- Strategies that adults can use to (very gradually) build children's ability to recognize their own stressors and learn age-appropriate strategies to manage and recover from stress.

The Self-Control Mantra: Being a Self-Regger in a Self-Control World

While it is true that some understandings of self-regulation equate it with self-control or effortful control, Self-Reg is not about improving or building children's self-control. Self-Reg makes self-control possible, or even unnecessary. This session will cover:

- The original biological definition of self-regulation, and how it informs Self-Reg
- The problems with the self-control model
- How learning how to manage stress, tension and energy can enhance capacity for exercising self-control.

Budding Brain Scientists: Kids Love Learning About Brains

Although Self-Reg is rooted in scientific research and knowledge about brain functioning and the stress system, a high level of scientific knowledge is not a pre-requisite to implementing helpful Self-Reg strategies. In fact, discussing stress and brain functioning in age-appropriate ways with children can be both productive and interesting for children. This session will cover:

- Self-Reg is more about what you do (to recognize and reduce stressors) than it is about what you know (about brain functioning and the stress response system)
- Co-regulation, the Interbrain, the five-domains and five steps of Self-Reg and other experience-based aspects of Self-Reg that do not require extensive understanding of brain function and stress on the part of children
- Age- and stage-appropriate ways for talking to children about the brain, stress and energy and tension.

FACE-TO-FACE MASTER CLASS:
Schools as Self-Reg Havens (K-6) with Susan Hopkins

A Self-Reg Haven is a school in which everyone, students and staff, feel emotionally as well as physically safe. While most people would agree with the importance of emotional safety in schools, the real question is how do we achieve that? Susan Hopkins addresses that question in this master class, which looks at what a Self-Reg Haven would look like in a K-6 school. Content is based on the chapter Susan Hopkins and Stuart Shanker co-authored in Optimizing Learning Outcomes (ed. William Steele, Rutledge, 2017) including:

- A broader conception of safety, based on the work of Dr. Stephen Porges
- The relationships between stress, self-regulation and feelings of safety
- The impact of stress and kindled stress alarm systems on student learning, mood and behaviour (geared to K-6 schools)
- Policies and practices that reduce student and staff stress nd thereby promote emotional safety in K-6 schools
- How schools can assess their progress on the road to becoming a Self-Reg Haven.

Wednesday
July 5th

2:30 – 3:45 PM | *Breakout Sessions*

Self-Reg A-B-C, Not as Easy as 1-2-3

- While it is true that Self-Reg is a theoretical framework for understanding and supporting human development, and that some programs address specific issues that are compatible with Self-Reg, there is no one program that provides a set of instructions for how to do Self-Reg. This session will cover:
- Why we say Self-Reg is a process rather than a program
- The limitations (and strengths) of program-based approaches to supporting social and emotional learning and development
- Ways in which the principles and approaches of Self-Reg can be embedded in various areas of practice, organizations, learning and living.

One-Size-Fits-Paul

Self-Reg is a) a framework rather than a program and b) very much about understanding and responding to the unique needs of different individuals. Further, there is no one right way to do Self-Reg. Therefore, a one-size-fits-all approach will not work for Self-Reg. This session will cover:

- The difference between a program approach to addressing problems and the Self-Reg framework approach
- How Self-Reg can help us understand hidden stressors that affect some children and not others
- How activities that some children find regulating may be dysregulating to others
- Different approaches to implementing Self-Reg in classrooms, early childhood programs and other institutions or practices.

A Quick Fix or Lifelong Process?

Some aspects of Self-Reg make immediate intuitive sense to many people, so they want to hit the ground running with practical strategies. Moreover, the results-oriented climate we are often faced with pushes us to look for quick fixes to behaviour and learning problems. Understanding and implementing Self-Reg, however, involves an ongoing process of learning. This session looks at the balance between ongoing Self-Reg learning and its implementation, including:

- Self-Reg is a process (as opposed to a program) which needs to be embedded in all aspects of practice and which involves an ongoing learning
- Self-Reg's emphasis on understanding and addressing behaviour through the lens of stress: how stress affects children's behaviour, the unique (and variable) stressors that affect individuals at different times, and how to reduce the stressors that contribute to behaviour problems
- Common misunderstandings and pitfalls that can arise when people who don't really "get it" try to implement Self-Reg
- Self-Reg strategies that can be realistically implemented early in the learning process.

FACE-TO-FACE MASTER CLASS:
Mental Health Mix Up: Self-Reg and Mental Health in Schools with Paula Jurczak

What is a culture of positive mental health? Can you have a mental health challenge and still have mental well-being? These key concepts will be discussed and mental health challenges identified. How stress affects the brain, patterns of stress and arousal levels will be explored. Common mental health diagnoses will be reframed using the Self-Reg perspective. How Self-Reg supports flourishing and strategies to enhance well-being in schools will be discussed.

Overview

Day 3 of SRSS 2017 is focused on Energizing Self-Reg. We hope to give you some tools and knowledge to help breathe life into your Self-Reg initiatives.

Throughout the day, we will be offering a variety of breakout sessions in addition to Dr. Shanker's morning keynote address. We will also be offering MASTER CLASSES which are exclusively open to individuals who are in, or have completed, Foundations 4 or beyond of our Self-Reg Foundations Certificate Program.

8:45 – 10:15 AM | *Keynote Session*

Reframing Intelligence and Achievement Through a Self-Reg Lens with Dr. Stuart Shanker

Several years ago, Dr. Shanker gave an interview on CBC radio in which he said: "Where IQ was the major construct of the 20th century, it will be self-regulation in the 21st." His point was not that, instead of measuring IQ, we would start to measure self-regulation, which would be an even better predictor of long-term outcomes than IQ. Rather, he was suggesting that whereas IQ is relatively stable by age 10, self-regulation is something that can always be enhanced with profound benefits for a child, teen, adult, or senior. In this talk he will explore how the issue goes even deeper: how Self-Reg transforms the way we look at IQ itself. For an IQ test is clearly telling us something; but clarifying what that is has turned out to be hugely problematic, to say the least. Self-Reg provides us, not just with a completely different lens for looking at this issue, but a framework for probing the possible benefits – or for that matter, wisdom – of this practice.

10:15 – 10:30 AM | *Morning Break*

10:30 – 11:45 AM | *Breakout Sessions*

Self-Reg as a Framework for Education

Schools are accustomed to implementing programs which come with a curriculum, lessons, and step-by step plans. In contrast, Self-Reg is not a program but a process that, ideally, should inform all aspects of your practice, including existing programs you are currently delivering. This session will cover:

- What a framework is and how to use it
- How Self-Reg can enhance what you are already doing at your school
- How to incorporate Self-Reg ideas and strategies into existing practices and programs.

Supporting Individuals with Complex Needs

The term wraparound is often used to describe an intensive, holistic approach to engaging with and supporting individuals with complex needs. With Self-Reg wraparound means developing a team of key leaders, or champions, who have the responsibility for ensuring that your Self-Reg initiative addresses (or wraps around) all aspects of your school or institution's practices and operations. This session will cover:

- What a Self-Reg wraparound team looks like: (who, what, where, when etc.)
- How to build and structure your wraparound team
- examples of wraparound teams
- How your wraparound team can support your Self-Reg initiative.

Dreaming of Community-Wide Self-Reg

Initiatives in partnership organizations, businesses, families, schools and anyone building from the inside out are more successful when buttressed with a strategic plan that acts as your blueprint for your roll-out. Self-Reg is no different. This session will cover:

- A review of the kind of strategic planning that would apply to a Self-Reg roll-out
- How to develop your plan and what it should address
- Mapping out assets
- An example of a good Self-Reg strategic plan.

FACE-TO-FACE MASTER CLASS:
Anchoring Self-Reg in Relationships with Dr. Stuart Shanker

"Promoting healthy relationships" is a buzz phrase in education these days. But what does it really mean, apart from promoting a value that is easy to believe in? In this presentation, Stuart will show us how Self-Reg and, in particular, the Interbrain, can help us understand and capitalize on the biology of human relationships; the ways in which stress can impair relationships; and how Self-Reg can help us develop and establish or maintain healthy relationships, including relationships with the people we find it hardest to connect with.

11:45 AM – 1:00 PM | *Lunch*

Thursday
July 6th

1:00– 2:15 PM | *Breakout Sessions*

Developing a Common Language Around Self-Reg

Developing a common language makes it easier talk about and come to a common understanding of Self-Reg and also helps ensure relative consistency in implementation. This session will cover:

- The value of developing a common language
- Key Self-Reg concepts and terms to start with as you develop a common language
- How to avoid the pitfall of having your common language turn into an elite sort of code of jargon that excludes or annoys some people.

Self-Reg in Early Learning Programs: When Time and Money are Tight

When early year (birth to 8 yrs) programs are asked to do something new, they often wonder, what will this cost and where will I find the money. While there are things you could spend money on as you implement Self-Reg, there are also many cost-free or very inexpensive ways to start implementing Self-Reg. This session will cover:

- Good ways to get started with Self-Reg
- Low or no-cost Self-Reg strategies
- Good ways to spend money (or time) if you have a modest budget for Self-Reg
- Products or training you might aspire to if you are able to find or raise more money to support your Self-Reg initiative.

Build and Sustain a Self-Reg Community of Practice

"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (wenger-traynor.com). Such groups can be invaluable to teachers and other professionals who are learning about Self-Reg. This session will cover:

- What communities of practice are and the benefits they offer
- How to set up and structure a Self-Reg community of practice
- Examples of learning activities that a Self-Reg community of practice could benefit from.

FACE-TO-FACE MASTER CLASS:
Schools as Self-Reg Havens (Grades 7-12) with Susan Hopkins

A Self-Reg Haven is a school in which everyone, students and staff, feel emotionally as well as physically safe. While most people would agree with the importance of emotional safety in schools, the real question is how do we achieve that? Susan Hopkins addresses that question in this master class, which looks at what a Self-Reg Haven would look like in middle and secondary schools. Content is based on the chapter that Susan Hopkins and Stuart Shanker co-authored in Optimizing Learning Outcomes (ed. William Steele, Rutledge, 2017) including:

- A broader conception of safety based on the work of Dr. Stephen Porges
- The relationships between stress, self-regulation and feelings of safety
- The impact of stress and kindled stress alarm systems on student learning, mood and behaviour (geared to middle and secondary school students)
- Policies and practices that reduce student and staff stress and thereby promote emotional safety in middle and secondary schools
- How schools can assess their progress on the road to becoming a Self-Reg Haven.

2:15 – 2:30 PM | *Afternoon Break*

2:30 – 3:45 PM | *Breakout Sessions*

Developing a Self-Reg Professional Learning Plan

Self-Reg is most successful when there is broad level buy-in and commitment to learning from all sectors and stakeholders in your institution or organization. Professional learning plans, on an individual or an organizational level, can help bolster any Self-Reg initiative. This session will cover:

- What an individual or organizational learning plan looks like
- Examples of Self-Reg learning plans
- How to accommodate and include team members who are at different stages of understanding and buy-in with respect to Self-Reg (including skeptics)
- Exploring offerings from The MEHRIT Centre to support Self-Reg learning (online courses, 30 Day Challenges, Professional Learning Series, webinars, portals and much more).

Working with Parents

As is the case for most initiatives to enhance children's learning and well-being, your Self-Reg initiative will have the most impact if you get parents involved. Parents need to understand how Self-Reg is impacting their child at school and how to enhance their own parenting and well-being by learning about Self-Reg. This session will cover:

- Ideas for how to reach out to parents and get them interested in Self-Reg
- How to explain your Self-Reg initiative to parents
- How to work with your school/parent council on Self-Reg
- How to support parents who want to learn more about Self-Reg.

FACE-TO-FACE MASTER CLASS:
See Me... Self-Reg to Understand Me: Self-Reg and Autism with Paula Jurczak

What is Autism? Myths and facts will be discussed. How autism is seen through a Self-Reg lens will be explored. What are individual differences and why is this crucial to understand and effectively support a person with autism will be discussed. Helpful strategies "ways of being" will be explored. Through a series of case studies participants will apply Self-Reg detective skills to consider individual differences and identify stressors.

Overview

The 4th and final day of SRSS 2017 is the official launch of TMC's sister organization the Self-Regulation Institute. Based at Trent University, SRI is a not-for-profit organization that supports, conducts and funds applied and basic research on self-regulation. To round off a great week at SRSS 2017, Dr. Shanker and the SRI team will be sharing their findings for SRI's 5 current research directions.

8:45 – 9:00 AM | *Introducing SRI*

9:00 – 10:15 AM | *Presenting 5 Areas of SRI Research*

#1. The 5 Domains of Stress

This first area explores existing research about stress and looks to reframe this work from a Self-Reg perspective. Under the direction of Dr. Stuart Shanker, researchers are investigating the neurobiological mechanisms of stress and misconceptions about stress.

#2. Transition Conditions Between Positive and Negative Stressors

Researchers are seeking to explore the nature and definitions of positive and negative stress by mining existing research about the causes of stress, the often-sudden conditions under which stress changes from positive to negative or vice versa, and existing approaches to stress management.

#3. Reframing Scientific Theories

The process of Self-Reg Reframing considers reframing scientific theories through a Self-Reg lens. Under the direction of Dr. Stuart Shanker and Dr. Susan Hopkins, researchers are discovering incredibly rich new veins of understanding in already heavily mined areas.

#4. Self-Reg in Practice

This area considers Self-Reg as a practice and a process. Under the direction of lead researcher Dr. Susan Hopkins, researchers are exploring the extensive body of literature about the idea of practice. The research team is seeking to refine the psychophysiological view of self-regulation, as well as comparing the psychotherapeutic, behaviorist and reflective approaches to practice.

#5. Reviewing Self-Reg Measures

The final area of the research review is an extensive look at existing measures of self-regulation, under the direction of Dr. Brenda Smith-Chant. The goal of this research area is to develop through, sustainable and valid measures of self-regulation for use in schools, early childhood programs, community organizations, health initiatives and research studies.

10:15 – 10:30 AM | *Morning Break*

10:30 – 11:45 AM | *Breakout Sessions on the 5 Research Areas' Findings*

During these breakout sessions, the head researchers and their respective research teams will be discussing their findings as part of an extensive literature review that took part over the first half of 2017.

Areas #1-3 with Dr. Stuart Shanker & Research Team

Area #4 with Dr. Susan Hopkins & Research Team

Area #5 with Dr. Brenda Smith-Chant & Research Team

11:45 AM – 1:00 PM | *Lunch*