SHANKER SELF-REG®

TOOL KIT

2024 DIGITAL EDITION

FREE

MINI TOOL KIT

FOR THE EARLY YEARS

JOURNEY MAP for the Shanker Self-Reg Mini Tool-Kit

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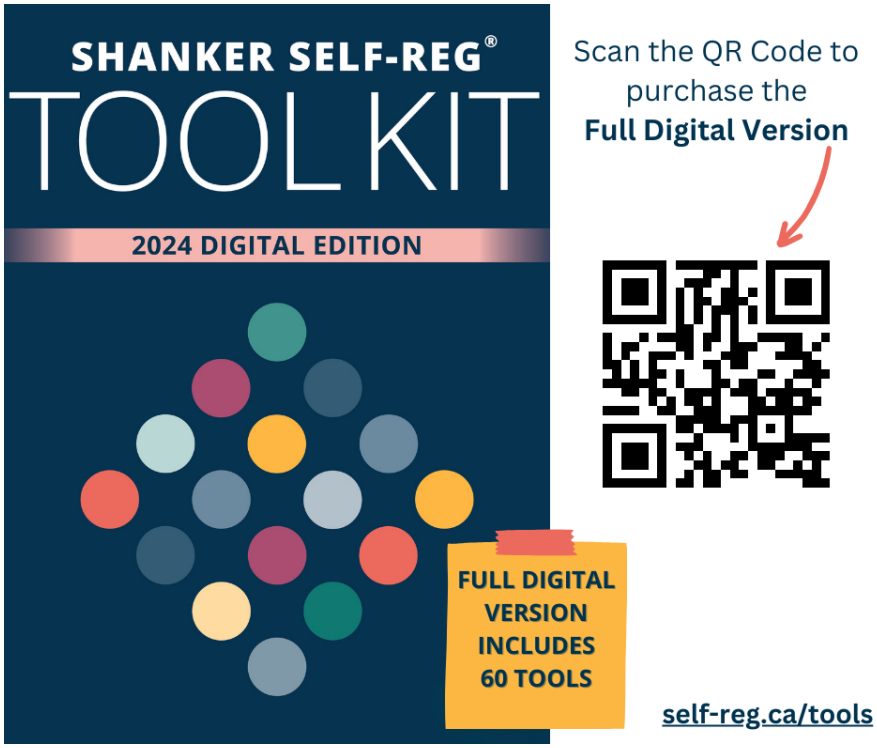

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SELF-REG SACK - STOP, ADD, CHANGE, KEEP

This tool can be used with many of our other applied Self-Reg tools. A reflection tool to consider your present circumstance and where to go from here!

Stop: what could we stop doing?	**Add:** what could we start doing?
Change: what could we change in our approach?	**Keep:** what is working that you would suggest we keep doing?

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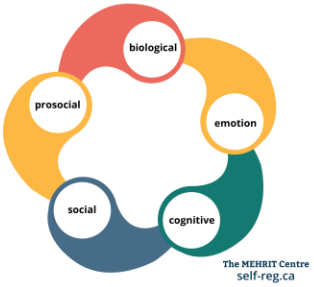
EARLY YEARS REFLECTION TOOL



When considering the impact of your learning environment on children, and yourself you can consider the five domains, initially focusing on the Biological Domain but also planning for Emotion, Cognitive, Social and Prosocial. Read more here.

biological

Visual clutter - surfaces including tables, shelves, walls, and the floor.
Lighting is both adjustable, varied and where possible natural lighting is maximized
Noise is reduced where possible including during transitions and tools are available to those who need to further reduce the impact of noise.
Hydration and Nutrition - access to water and breaks throughout the day; encourage healthy snacks and these are provided as needed.
Smells - scent free where possible with careful consideration of cleaning and food smells.
Seating and movement - varied sitting and standing areas, stations, consideration taken into carpeted areas with options.

What do I need to SACK (Stop, Add, Change, Keep)?

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While we consider each of these as we structure our space, these may be more in the moment as we develop relationship with and within our learning environment. Micro-environments may play a key part in creating safety and security as well as stimulation within your environment. How can you foster a safe learning environment for all, yourself included as you consider the domains?

emotion

cognitive

social

prosocial

Plans for beginning to help children understand about how stressors in each domain can impact their energy and therefore their capacity for learning.

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EXAMPLE STRESSORS IN THE 5 DOMAINS OF SELF-REG

In this updated tool below, we take some overarching ideas from our past tools. For each, you can consider your own more specific stressors. Take some time to explore the Domains: Biological, Emotion, Cognitive, Social and Prosocial. These examples can be a helpful starting place to learn more about the stressors that might be zapping our energy or the energy of loved ones or those in our care.

Some things to keep in mind as you highlight and note your own details:

- What might be a stressor for you may not be for another and vice versa
- Not all stressors are negative, more info here
- Stressors can be in more than one domain
- Stressors exist in a dynamic system and can ping off of one another

Biological Domain		
Aches and Pains	**Eyesight Difficulties**	**Sensation Issues**
Compulsion & Addiction	**Hormonal Changes**	**Sleep**
Athletic	**Hunger/Thirst**	**Stimulants/Depressants**
Auditory Stress	**Hyperarousal**	**Strong Odours/Odour Sensitivity**
Autonomic Responses	**Inclusion & Diversity**	**Pollution and Toxins**
Body Clock Not Matching with Schedule	**Lighting**	**Repetitive Sounds**
Clutter	**Medication**	**Travel**
Cuts, Scrapes or Injury	**Motor Control Issues**	**Uncomfortable Clothing**
Digestive Disturbances or Imbalances	**Movies or TV That Elicit A Visceral Response**	**Wetness**

Biological Domain

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Emotion Domain		
Anger	**Financial Worries**	**Not Feeling Safe**
Anticipation	**Forgiveness**	**Phobias/Fear**
Anxiety	**Frustration**	**Perfectionism**
Apathy	**Grief/Loss**	**Reminders/Reminiscence**
Being Labelled	**Guilt**	**Repressing Emotions/Stoicism**
Comparing Self to Others	**Homesickness**	**Strong Negative Emotions**
Confidence Issues	**Intrusive Thoughts**	**Strong Positive Emotions**
Depression	**Loss of Innocence**	**Sudden Changes**
Embarrassment	**Love**	**Trauma**
Emotional Liability	**Negative Bias**	**Uncertainty**
Fear	**Not Belonging**	**Worrying**

Emotion Domain

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Cognitive Domain

Academia	Grasping New Concepts	Thinking/Abstract Concepts
Adjusting to Learning Differences	Having Too Much on Your Plate	Not Understanding/Trusting Engineering
Bureaucracy and Paperwork	Improvising	Organizing Thoughts and Time
Being Uninterested in Topic	Information Overload	Overactive Imagination
Brain Fog	Instructions	Over-Working
Cognitive Dissonance	Interruptions	Overstimulation
Competition	Job Interviews	Overthinking
Confusion	Lack of Access	Past Experiences
Deficits and Special Requirements	Language	Pattern Recognition
Different Forms of Information or Presentation	Logistics	Perfectionism
Difficult Tasks That Are Not Age Appropriate	Lying/Confabulating	Remembering Names
Driving	Maintaining Focus	Stories or Presentations Without A Clear Story, Plot or Outline
Exams or Tests	Making Decisions	Technology
Expressing Yourself Successfully	Medical	Things Being Out of Place
Reading Skills	Meetings That Get Off Topic	Time Pressures
Financial Planning	Memorization	Too Much Inferring Vs Clearly Stating Expectations
Fixing Mistakes	Missing Information, Being Behind	Transitions
Forgetting Something You Should Know	Multitasking	Under-Stimulation
	Never-Ending Emails	

Cognitive Domain

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Social Domain		
Authority Figures **Belonging to a Minority Group** **Being Evaluated/Judged** **Being Slower Than Others** **Diagnoses and Medical Challenges** **Group Work** **Having a Quiet Disposition** **Hostility**	**Intergenerational Differences** **Lack of Social Engagement** **Language & Culture** **Large Groups/Crowds** **Making Decisions** **Other Personalities That Do Not Match Your Own** **Overarching Society** **Seeing Others Breaking the Rules**	**Being Made to Share with Others** **Social Awkwardness** **Social Cues** **Social Gatherings** **Social Media & Communications** **Societal Norms and Pressures**

Social Domain

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Prosocial Domain		
Advocating for Self and Others Special Needs & Rights	Guilt	Social Isolation
Empathy, Sympathy	Limbic Reactions of Others	Stereotyping
Environmental Consciousness	Overthinking	Trust in Others
Expectations of Others	Social Interactions	The Feeling of Having To Give The 'Right' Answer
Fairness	Societal Norms	Trying to Anticipate Others
Feeling Injustice for/with Others	Selflessness	Work-Related
Feeling Unprepared	Sensitivity to Body Language	World Events
	Social Awkwardness	

Prosocial Domain

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THE 5 LOOK FORS OF A SELF-REG HAVEN

FROM THE SELF-REG SCHOOLS: A HANDBOOK FOR EDUCATORS

SAFE

You feel safe in the space and all the signs that others feel the same way are there too. When something happens, the responsive supports are there—for children and adults alike. You regularly see smiles and hear laughter. You will experience signs of caring and kindness. While you will hear about bad days and mistakes and hard lessons learned, there are no wrong turns for anyone. Look within the interactions between people to find the signs of a Haven that is oriented to creating and cueing safety.

ROOTED

You feel a sense of the place, it could not be re-created in another location. People are connected to the land beneath their feet and the environment. They may have reclaimed a space in a creative way. There is a sense of the history, the community, and culture that grounds everyone. You will see signs on the walls of the "family" who live their days together. What makes for meaningful roots will not be decided by others, but by those who spend their days there.

BALANCED

You feel a healthy energy within and between individuals for learning, education and/or play. Everyone is connected. Care has been taken to identify hidden stressors across all five domains and to dial tension down for everyone. The space has diverse ways to restore energy throughout the day. The language of self-control is diminished. Creative ways are sought to support team member's balance with opportunities to restore—and a safe space sense where everyone can ask for what they need.

CAPABLE

You see confidence and competence everywhere. Not perfection or expertise, but a social ecology of people contributing their strengths and skills in healthy and interdependence-promoting ways. No one "owns" all the decisions. Deterministic thinking is recognized as an opportunity for digging deeper. Being capable is always viewed as within reach for everyone. Challenging areas begin with a Self-Reg first mindset—reframing behaviour, stress detecting then dialing down, and restoring energy and balance across all five domains.

TRUSTED

Everyone is trusted: to be, feel, and act safe; to be part of the rooting of the community; to seek balance; to be a capable person; and to find their way to the supports they need when they need them. When we don't trust, we limit what is possible. When someone is struggling, they get what they need to support their strengths, their goals, and their journey. Sometimes that may mean a break from the work to focus on restoring balance. Trust encompasses the power of diversity, a strength-based lens, recognition of the human need for connection and contribution, and the journey from regulation to co-regulation to self-regulation and back to co-regulation.

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SAFE

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

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ROOTED

LOOKS LIKE

SOUNDS LIKE

FEELS LIKE

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BALANCED

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SOUNDS LIKE

FEELS LIKE

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CAPABLE

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TRUSTED

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THE 5 LOOK FORS OF A SELF-REG HAVEN

SAFE

THE PLAN:

ROOTED

THE PLAN:

BALANCED

THE PLAN:

CAPABLE

THE PLAN:

TRUSTED

THE PLAN:

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REDUCE THE STRESSORS IN THE 5 DOMAINS (read more here)

We're often told that stress is something we should learn to "cope" with. Coping is important, but it's not the whole story of stress management. Coping burns our energy. So, it's also important to reduce stress when we can. Otherwise we'd burn all our energy coping. Look back at your list of stressors in each of the domains. What are some of the ways you reduce those kinds of stress?

REDUCING THE STRESS IN THE BIOLOGICAL DOMAIN

In the table below, list some of the biological stressors you identified with the Recognizing the Stressors in the 5 Domains worksheet How could you reduce these stressors or even their impact?

BIOLOGICAL STRESSOR	I CAN REDUCE THIS BY….

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REDUCING THE STRESS IN THE EMOTION DOMAIN

In the table below, list some of the emotion stressors you identified. How could you reduce these stressors or even their impact?

EMOTION STRESSOR	I CAN REDUCE THIS BY….

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REDUCING THE STRESS IN THE COGNITIVE DOMAIN

In the table below, list some of the cognitive stressors you identified. How could you reduce these stressors or even their impact?

COGNITIVE STRESSOR	I CAN REDUCE THIS BY….

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REDUCING THE STRESS IN THE SOCIAL DOMAIN

In the table below, list some of the social stressors you identified. How could you reduce these stressors or even their impact?

SOCIAL STRESSOR	I CAN REDUCE THIS BY….

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REDUCING THE STRESS IN THE PROSOCIAL DOMAIN

In the table below, list some of the prosocial stressors you identified. How could you reduce these stressors or even their impact?

PROSOCIAL STRESSOR	I CAN REDUCE THIS BY….

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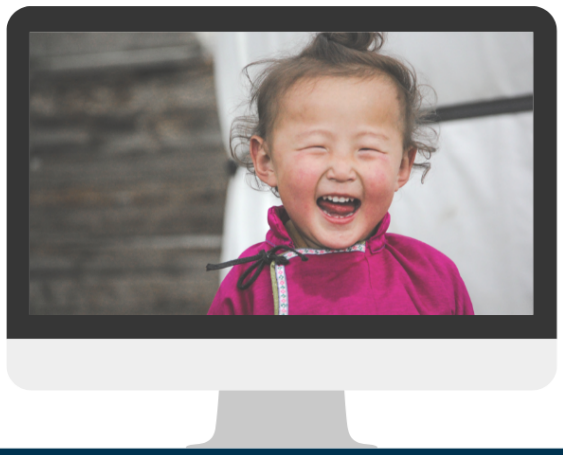
SELF-REG IN EARLY CHILDHOOD DEVELOPMENT CERTIFICATE PROGRAM



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PROGRAM OVERVIEW

Self-Reg in the Early Years

Module 1: Moving Beyond Deterministic Thinking

Module 2: The Interbrain and Self-Reg

Module 3: The Interbrain in Early Childhood Education

Module 4: The Triune Brain and Self-Reg

Reframe of Human Development

Module 5: Optimal Self-Regulation: Seeking Red Brain-Blue Brain Balance

Module 6: Reframing Temperament

Module 7: Reframing Attachment

Module 8: Reframing Personality

The Impact of the Self-Reg ECE

Module 9: Unpacking Intelligence

Module 10: Reframing Intelligence

Module 11: Foundations Building

Module 12: The Self-Reg ECE

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- Facilitated cohort (with a group)
- 10-module course over 3 months
- Videos for each module – with Stuart Shanker and Susan Hopkins
- Course book to accompany the learning
- 3-5 hours a week
- Head knowledge – the science with Stuart Shanker, heart knowledge – the reflective practice linked to our "whys" and values, and hands knowledge – the practical application tools, strategies, and case examples

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SELF-REG BOOKS

VOTRE ENFANT, SELF-REG ET VOUS

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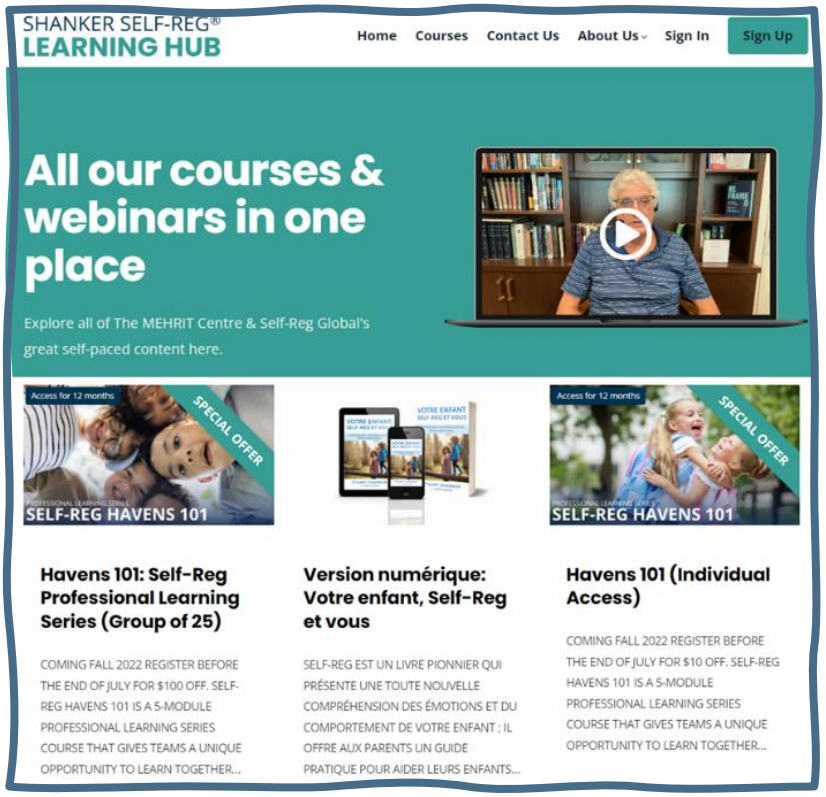

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