THE MEHRIT CENTRE

Introduction to Shanker Self-Reg® in the Early Years

Strategies to Support Self-Reg®

Dufferin-Peel Catholic District School Board
With Crystal Carbino

Join us for this engaging workshop as we explore:

- What is Self-Reg®?
- How does Self-Reg® apply to your role as a Designated Early Childhood Educator (DECE)?
- Practical strategies for fostering Self-Reg® in kindergarten classrooms.

Gain valuable insights and tools to create a supportive and self-regulated learning environment for young children.

1

THE MEHRIT CENTRE

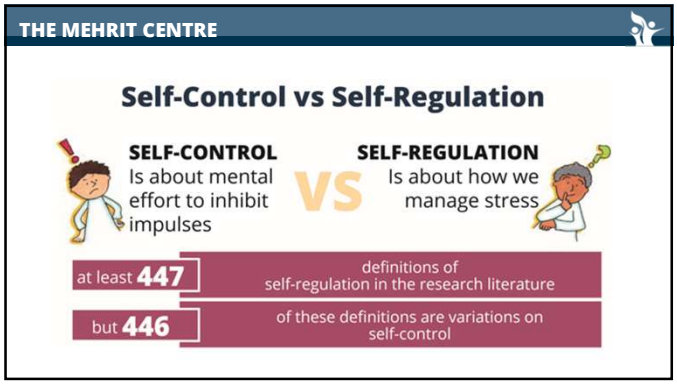
2

THE MEHRIT CENTRE

3

THE MEHRIT CENTRE
Self-regulation refers to how well we manage stress, how much energy we expend, and how well we recover.
-Dr. Stuart Shanker

4


THE MEHRIT CENTRE
Self-Control vs Self-Regulation
SELF-CONTROL
Is about mental effort to inhibit impulses
VS
SELF-REGULATION
Is about how we manage stress
at least 447
definitions of self-regulation in the research literature
but 446
of these definitions are variations on self-control

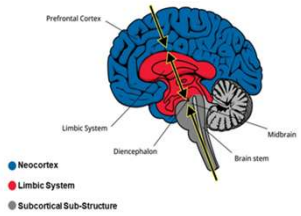
5

THE MEHRIT CENTRE
Shanker Self-Reg: A process for understanding STRESS and managing TENSION and ENERGY.
SELF-REG.CA

6

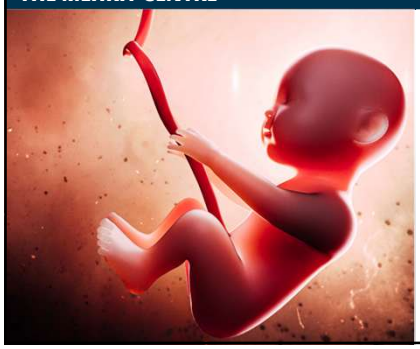
THE MEHRIT CENTRE

Triune Brain Metaphor:
Red, Blue, Gray Brain States



7

THE MEHRIT CENTRE

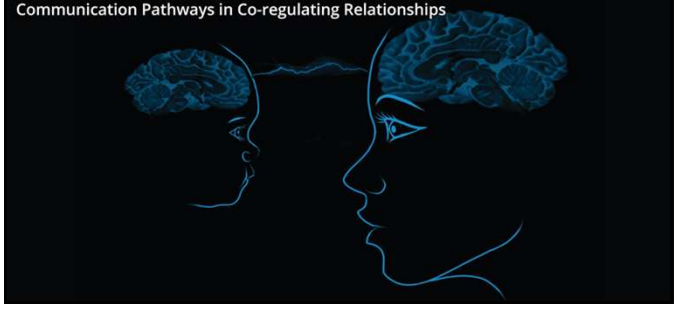


The womb offers predictability, safety and security. It provides everything a baby needs for optimal development.

8

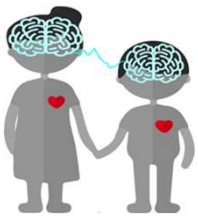
THE MEHRIT CENTRE

The Interbrain:
Communication Pathways in Co-regulating Relationships



9

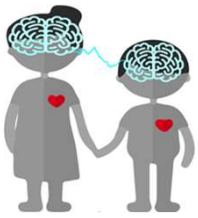
THE MEHRIT CENTRE



https://www.yout-ube.com/watch?v=N9oxmRT2YWw

10

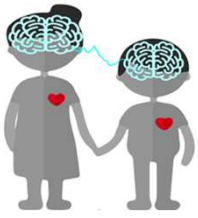
THE MEHRIT CENTRE



https://www.youtubeeducation.com/watch?v=bjzjJdl6XOE

11

THE MEHRIT CENTRE



https://www.youtube-nocookie.com/embed/7FC4qRD1vn8?playlist=7FC4qRD1vn8&autoplay=1&iv_load_policy

12

THE MEHRIT CENTRE

https://www.youtubeeducation.com/watch?v=YTTSXc6sARg

13

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Seem to be sad a lot of the time, or don't demonstrate any emotion at all.

14

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Develop a hair-trigger (easily disrupted) response to stress, like a car alarm that goes off when a leaf lands on it.

15

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

See neutral facial expressions and even friendly remarks as threats.

16

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Have problems regulating strong negative emotions—not just anger, but also fear, sadness, loneliness and shame.

17

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Demonstrate a significant increase in impulsivity and distractibility.

18

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Are prone to withdrawal or aggression.

19

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Have trouble anticipating consequences and evaluating risk.

20

THE MEHRIT CENTRE

Signs of Trauma-Related Stress:

When children are in the heightened stress state produced by trauma, they often:

Don't seem to feel empathy or have a sense of right and wrong.

21

THE MEHRIT CENTRE

Allostatic Overload

- Zero to 500 suddenly, seemingly without warning or a trigger.
- Over-the-top response--more severe response than would be expected for the situation.
- Always ready to explode.
- Has difficulty getting back to thinking brain rather than reacting brain after an incident.

22

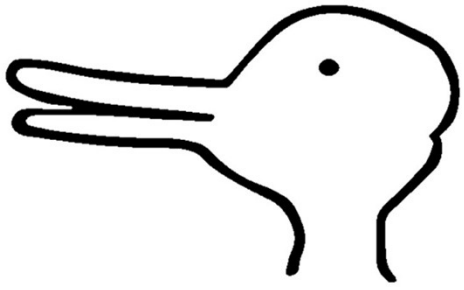
THE MEHRIT CENTRE

Aggressive Behavior:

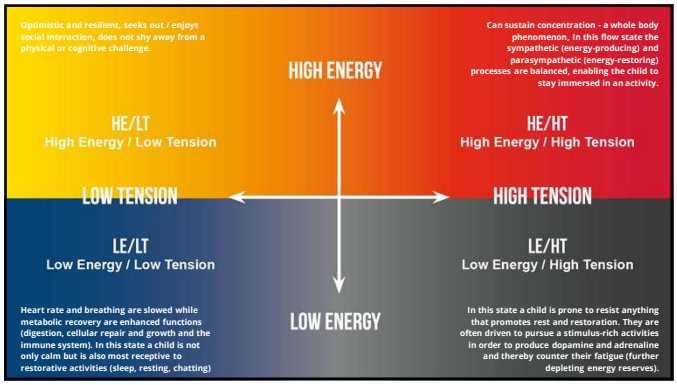
- Similar to angry verbal outbursts
- In allostatic overload, one small thing tips them over
- Pause
- Do not allow yourself to be drawn into the aggressive behaviour
- Provide safety and space
- Become the stress detective
- This is not “allowing them to get away with it”

23

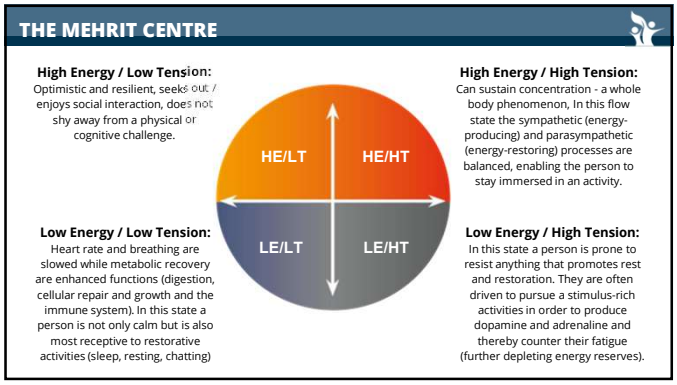
THE MEHRIT CENTRE



24


Optimistic and resilient, seeks out / enjoys social interaction, does not shy away from a physical or cognitive challenge.
HIGH ENERGY
Can sustain concentration - a whole body phenomenon, In this flow state the sympathetic (energy-producing) and parasympathetic (energy-restoring) processes are balanced, enabling the child to stay immersed in an activity.
HE/LT
High Energy / Low Tension
HE/HT
High Energy / High Tension
LOW TENSION
HIGH TENSION
LE/LT
Low Energy / Low Tension
LE/HT
Low Energy / High Tension
Heart rate and breathing are slowed while metabolic recovery are enhanced functions (digestion, cellular repair and growth and the immune system). In this state a child is not only calm but is also most receptive to restorative activities (sleep, resting, chatting)
LOW ENERGY
In this state a child is prone to resist anything that promotes rest and restoration. They are often driven to pursue a stimulus-rich activities in order to produce dopamine and adrenaline and thereby counter their fatigue (further depleting energy reserves).

25


THE MEHRIT CENTRE
High Energy / Low Tension:
Optimistic and resilient, seeks out / enjoys social interaction, does not shy away from a physical or cognitive challenge.
High Energy / High Tension:
Can sustain concentration - a whole body phenomenon, In this flow state the sympathetic (energy-producing) and parasympathetic (energy-restoring) processes are balanced, enabling the person to stay immersed in an activity.
HE/LT
HE/HT
LE/LT
LE/HT
Low Energy / Low Tension:
Heart rate and breathing are slowed while metabolic recovery are enhanced functions (digestion, cellular repair and growth and the immune system). In this state a person is not only calm but is also most receptive to restorative activities (sleep, resting, chatting)
Low Energy / High Tension:
In this state a person is prone to resist anything that promotes rest and restoration. They are often driven to pursue a stimulus-rich activities in order to produce dopamine and adrenaline and thereby counter their fatigue (further depleting energy reserves).

26

THE MEHRIT CENTRE
Adults go RED BRIAN too!!!
Yelling
Humiliating
Threats (Do XYZ or else ABC)
Routine chaos
Losing temper
Giving it to 'make it stop'

27

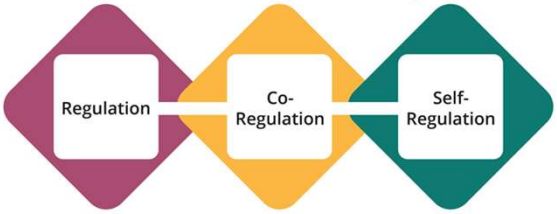
THE MEHRIT CENTRE

Signs I am DYSREGULATING	Signs I am REGULATING
✓ I am feeling judgy and frustrated ✓ I expect the worst ✓ I am not connecting with the child ✓ My attempts to have the child take more accountability don't work ✓ My responses to the child seems to escalate anxiety ✓ The child don't seem happy	✓ The child is mostly thriving ✓ My presence seems to have a calming effect on the child ✓ The child knows I care about them and that they can count on me to be in their corner ✓ When a problem arises we work through it together

28

THE MEHRIT CENTRE

How do We Develop Self-Regulation?



29

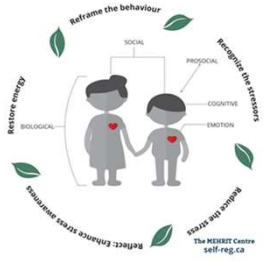
THE MEHRIT CENTRE

30

THE MEHRIT CENTRE

Now What? Shanker Self-Reg® Framework and Process

- *Understanding*, not managing behaviour
- Recognizing the impact of excessive stress
- Distinguishing between *misbehaviour* and *stress behaviour*
- Enhancing learning as well as social/emotional development
- Self-Reg starts with SELF-Reg



31

THE MEHRIT CENTRE

- Move beyond the behaviour to the roots
- Reflect: **Why** and **why now?**

32

THE MEHRIT CENTRE

Is it Misbehaviour or Stress Behaviour?

If it's Misbehaviour
- Individual can chose to act a certain way
- Is aware shouldn't act "that" way
- Could have chosen/acted differently

If it's Stress Behaviour
- Individual did not *choose* to act a certain way
- Behaviour caused by limbic and sub-limbic processes
- Extremely difficult for individual to control this behaviour

Stress behaviour results from the stress "backpack" outweighing resources.

33

THE MEHRIT CENTRE

Recognize the Stressors (Across the 5 Domains)

- **Recognize** when something is a positive stress and when it is a negative stress: for ***this*** person at ***this*** moment.
- Be able to see when a child is caught in a stress cycle, and why.

34

THE MEHRIT CENTRE

EXAMPLES OF STRESSORS TO REDUCE

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

Difficulty picking up on social cues, or understanding effect of behaviour on others.

Strong emotions, both positive (over-excited) & negative (anger, fear).

Difficulty coping with other people's stress; sense of injustice, empathy is an "expensive" emotion.

Difficulty processing certain kinds of information, recognizing patterns.

35

THE MEHRIT CENTRE

Reduce the Stress

- **Reduce** whatever negative stresses you can and "dial down the tension".

36

THE MEHRIT CENTRE

- **Reflect**: on signs of an individual approaching the point of being overstressed ***AND*** the signs that *you* are approaching such a point.

37

THE MEHRIT CENTRE

- **Restore** when balance is upset
- Help the person find opportunities to restore not just in terms of "what to do in the moment", but also to establish well-being thinking, including self-nurturing, as second nature.

38

THE MEHRIT CENTRE

39

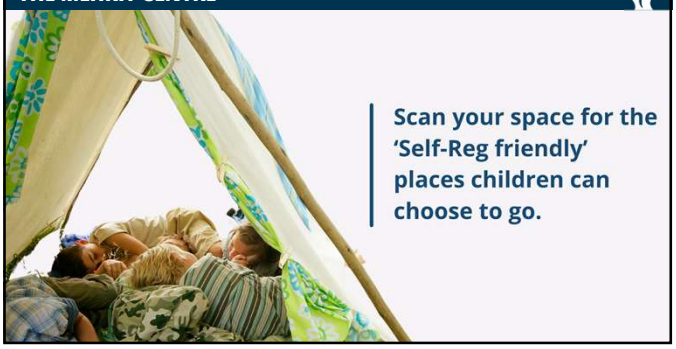
THE MEHRIT CENTRE

Play is a **primary recovery** and **restoration mechanism** for **children**, one they **understand intuitively** and have a fair bit of **control** over.

Stuart Shanker

40

THE MEHRIT CENTRE



Scan your space for the 'Self-Reg friendly' places children can choose to go.

41

THE MEHRIT CENTRE

A major key to enhancing self-regulation in early years environments is choice and voice. Do the children get to choose where they want to play, how they want to play, and with whom? When we create environments that are rich in materials and learning opportunities, and when we release the responsibility of choice to the children, you will be surprised to find self-regulation emerging from that freedom. Children gravitate towards what they need when given choices. By observing the moments of calm during these choices, we can often discover what regulates each child.

42

THE MEHRIT CENTRE
Take the children outside whenever you can!!!
Click here for article

43

THE MEHRIT CENTRE
Think upstream (preventative) vs. downstream (crisis).

44

THE MEHRIT CENTRE
Relationships matter!!!

45

THE MEHRIT CENTRE
YOU
ARE THE
Strategy
~SUSAN HOPKINS~
RESTORE
BEFORE
THE PEAK
IS
REACHED
~ STUART SHANKER ~

46

THE MEHRIT CENTRE
Thoughts
Ideas
Wonderings
Reflections

47

THE MEHRIT CENTRE
10 SELF-REG LESSONS LEARNED
by Dr. Stuart Shanker
In conjunction with
The MEHRIT Centre

48

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG
LESSON #1
Build a relationship: self-regulation is only made possible and proceeds from a strong relationship.

49

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG
LESSON #2
Keep your eyes on the target: the focus. When we're working on self-regulation, the focus has to be on the self-regulation itself and not some secondary problem that may have arisen from or been exacerbated by an excessive stress load.

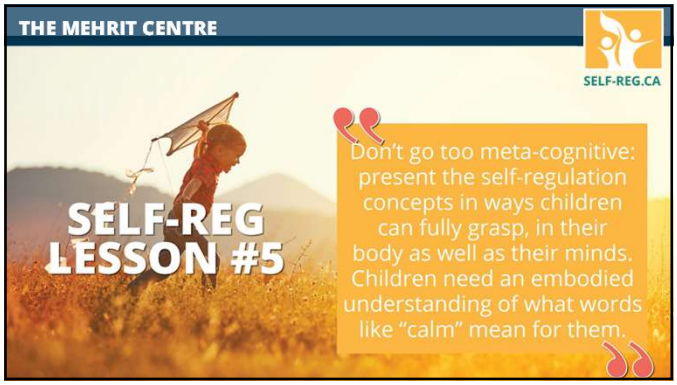
50

THE MEHRIT CENTRE
SELF-REG
LESSON #3
Pay attention to individual differences: we need to present children with all sorts of choices, allowing the opportunity to experiment. The power of self-regulation as a process and not a program lies in the choosing.

51

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #4
Proceed gradually (paulatinamente). Self-regulation takes time to figure out. Going step-by-step often requires tremendous patience. It's a matter of not trying to go too far, too fast.

52


THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #5
Don't go too meta-cognitive: present the self-regulation concepts in ways children can fully grasp, in their body as well as their minds. Children need an embodied understanding of what words like "calm" mean for them.

53

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #6
Don't expect everyone to have the same capacities: some children have less 'gas in the tank', or are burning too much energy during a task and must work much harder to concentrate on a task.

54

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #7
Expect the unexpected: expect what works beautifully for one child to have the opposite effect on another, or something that has worked beautifully will suddenly stop working for reasons that you may never understand.

55

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #8
Change the trajectory: The starting point for changing a child's trajectory begins with our perception of that child. This has far more bearing on how he perceives himself than we might ever dream.

56

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #9
Be culturally attuned: successful self-regulation initiatives are culturally relevant and driven by interest and curiosity rather than a manual. What is involved here is approaching self-regulation in different cultures with an open and inquiring mind.

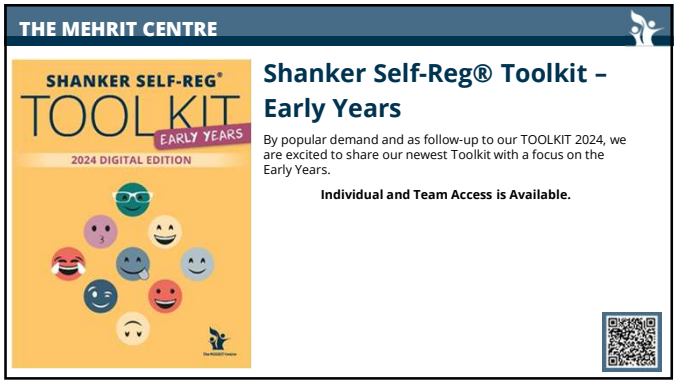
57

THE MEHRIT CENTRE
SELF-REG.CA
SELF-REG LESSON #10
Take it personally: self-regulation is always personal. Building relationships is the first principle of practicing self-regulation. We need to honour our own personal needs with Self-Reg. We need to address this in training and support early childhood educators.

58

THE MEHRIT CENTRE
SELF-REG EARLY CHILDHOOD CERTIFICATE PROGRAM
EARLY CHILDHOOD DEVELOPMENT CERTIFICATE
Life Changing
Scan the QR Code to register or for more information!
self-reg.ca
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
The Self-Reg in Early Childhood Development Program is perfect for all educators and leaders who support kids in their earliest years! The certificate program is 100% online and includes three courses that explore child development from birth to age 10.

59


THE MEHRIT CENTRE
SHANKER SELF-REG®
TOOLKIT
EARLY YEARS
2024 DIGITAL EDITION
Shanker Self-Reg® Toolkit – Early Years
By popular demand and as follow-up to our TOOLKIT 2024, we are excited to share our newest Toolkit with a focus on the Early Years.
Individual and Team Access is Available.

60

THE MEHRIT CENTRE

NOW AVAILABLE

Learning to incorporate Shanker Self-Reg® into practice is an ongoing learning journey.

Our Self-Reg 2024 Toolkit for individuals and for teams of 25 includes **60 tools** that can be used to help infuse Self-Reg through day-to-day practice and assess Self-Reg progress and learning.

Scan the QR Code to purchase the 2024 SHANKER SELF-REG® TOOL KIT

self-reg.ca/tools

61

THE MEHRIT CENTRE

SELF-REG BOOKS

62

THE MEHRIT CENTRE

PERSONAL & PROFESSIONAL LEARNING

Individual Pricing Starting at $35 CAD | Group Pricing Starting at $600 CAD

63

THE MEHRIT CENTRE

CERTIFICATE PROGRAMS

Pricing Starting at $745 CAD

EARLY CHILDHOOD DEVELOPMENT CERTIFICATE

SELF-REG FOUNDATIONS CERTIFICATE

LEADERSHIP FOR SELF-REG SCHOOLS CERTIFICATE

64

THE MEHRIT CENTRE

VOTRE ENFANT, SELF-REG ET VOUS

65

THE MEHRIT CENTRE

SHANKER SELF-REG® LEARNING HUB

Self-Paced Online Self-Reg Learning

- ✓ Courses
- ✓ Webinars
- ✓ Events
- ✓ Books & Toolkits
- ✓ And more!

66

THE MEHRIT CENTRE

KEEP IN TOUCH

- info@self-reg.ca
- www.self-reg.ca
- @SelfReg
- @Self_Reg @susanhopkins5
- @self_reg @Stuart Shanker @susanhopkins5
- self_reg

Keep Up To Date With Our Newsletter
Subscribe Here:

67