THE MEHRIT CENTRE

Landmark East School

August 27, 2025 (9 – 11am)

Presenter: Marie Edwards (BEd, BSpEd, MEd, PhD)
marie@self-reg.ca

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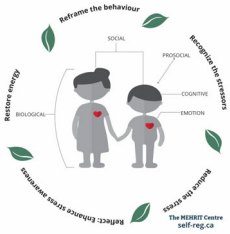
This morning's plan

9:00-11:00

Re-connect with Self-Reg principles

- Neuroscience
- 5 steps and 5 domains of Self-Reg

Workshop Landmark East scenarios by applying the 5 steps and 5 domains



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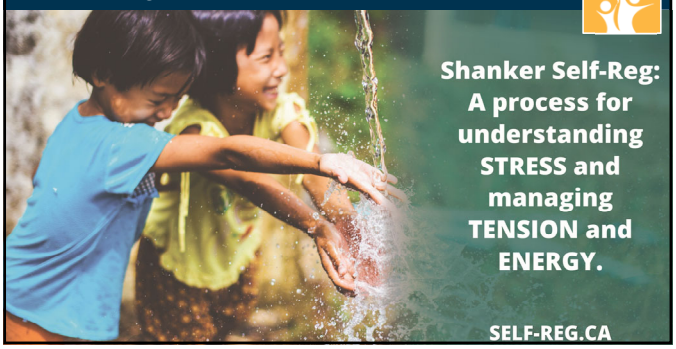

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What is Self-Reg About?

- **Understanding**, not managing behaviour
- Understanding the **impact** of stress - positive and negative - on behaviour
- Distinguishing between **misbehaviour** and **stress-behaviour**
- **Cognitive** wellbeing and experiences as much social/emotional
- **Adults** as much as the children they support

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https://self-reg.ca/our-mission-values/

OUR GUIDING VALUES

1. Shanker Self-Reg® is a **universal** platform (not a targeted intervention or a behaviour management program).
2. Shanker Self-Reg® is a **process** not a program.
3. **ALL people are capable** of improving their self-regulation, no matter the age, stage or ability level.
4. Each individual, family, culture and community holds unique **insights about Self-Reg**.
5. There is **no single set way** to do Self-Reg.
6. There are **no quick fixes**, Self-Reg is a continual and reflective process.
7. Self-Reg is **for everyone**, it's not just about children and youth.
8. The **well-being of children is inseparable from the well-being of the critical adults in their lives**.

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"As a society we are experiencing times of..
* *excessive and escalating stress*
* *maladaptive modes of self-regulation,*
* *and, a lack of restoration that helps our body return to homeostasis"*

Stuart Shanker
(2023, Reframing Bullying webinar series)

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How are we applying the neuroscience

Past Present Future

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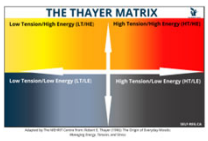

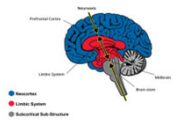

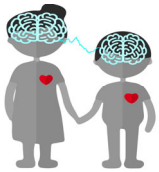

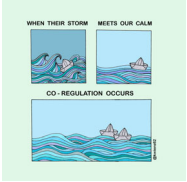

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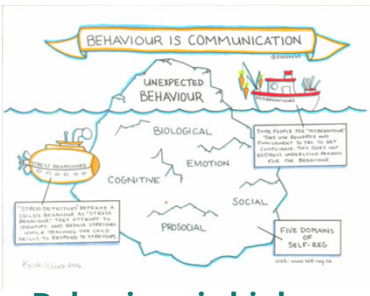

Behaviour is biology

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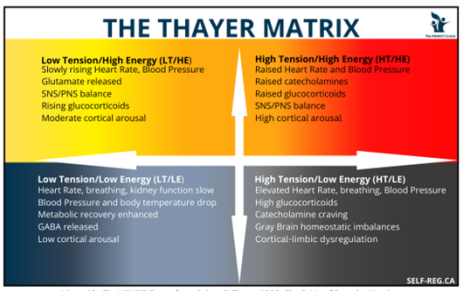

Adapted by The MEHRIT Centre from: Robert E. Thayer (1996): The Origin of Everyday Moods: *Managing Energy, Tension, and Stress*

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WHAT IS CO-REG?

Co-Reg:

A shared state of calmness between individuals within which, **as a result of our understanding of Self-Reg**, we reframe the other's behaviour, identify and reduce their stresses, and help them shift from maladaptive to restorative modes of self-regulation

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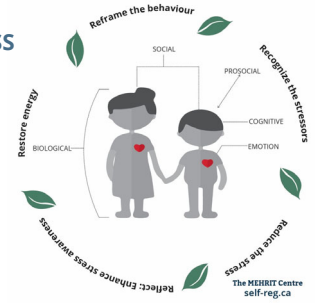
SELF-REG:
5 STEPS ACROSS 5 DOMAINS



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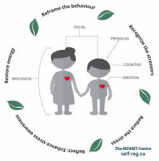
Your scenarios

The following review of the 5 steps and 5 domains will be supported by practice in application using the scenarios you provided.

Please remember that for critical incidences that pose significant threat to safety you will follow your school's protocols (eg: weapons, suicidal ideation…)



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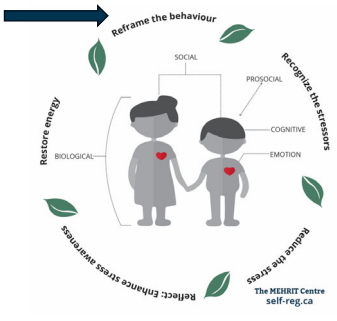
Step 1
Reframe



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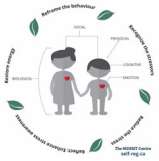
Reframe behaviour by learning the difference between *misbehaviour* and *stress-behaviour* and the signs of each.



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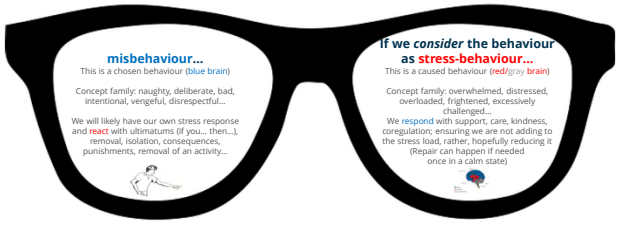
Reframing…
from misbehaviour to stress behaviour



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Why? Why now?

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Practice a REFRAME on one of these scenarios

UNSTRUCTURED TIME

A student made poor choices during unstructured time (calling other students names and swearing). He was given a detention, and became deregulated, continuing to swear, saying school was no good…etc. He was placed in a quiet room to calm down until he could be spoken to and listen.

DINING HALL

A student gets into a shouting match in the dining hall and throws something across the table and storms out. It has been noticed by staff that the student has seemed socially distant from peers for weeks and is increasingly triggered by "teasing" comments made by others.

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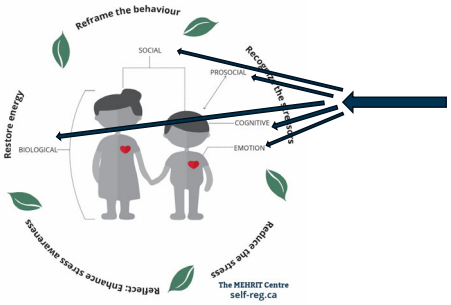
Step 2 Recognize



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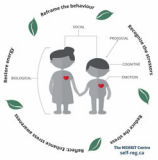
Recognize stressors, looking always at the totality of physical, emotional, cognitive, social, and prosocial stress and how they interact



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BIOLOGICAL

Shanker, S., & Hopkins, S. (2020). *Self-reg schools: A handbook for educators*. Pearson.
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EMOTION

Shanker, S., & Hopkins, S. (2020). *Self-reg schools: A handbook for educators*. Pearson.
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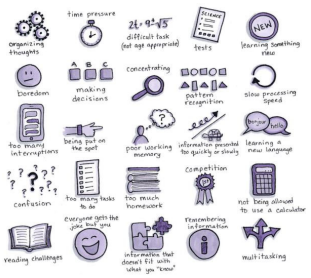
COGNITIVE



Shanker, S., & Hopkins, S. (2020). *Self-reg schools: A handbook for educators*. Pearson.
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SOCIAL

Shanker, S., & Hopkins, S. (2020). *Self-reg schools: A handbook for educators*. Pearson.
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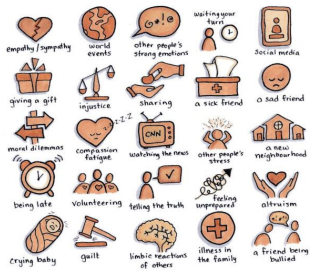
PROSOCIAL



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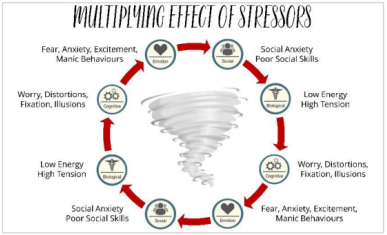
Stress cycles



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Consider stressors across 5 domains

- Remember stress is anything (both positive and negative) that burns energy, disrupting homeostasis
- Using the images provided, consider the **overt** stressors across the 5 domains
- Now consider the possible **hidden** stressors across 5 domains
- Might there be a **multiplying effect** of stressors? Unpack these

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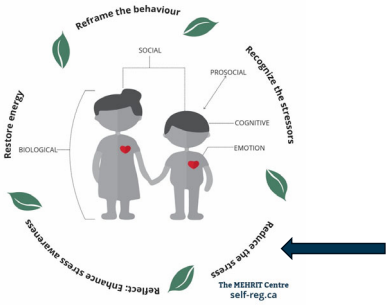
Step 3
Reduce



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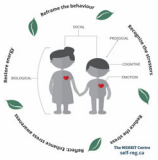
Reduce stress and the stress response, addressing all five of the stress domains and not just the one that may stand out.



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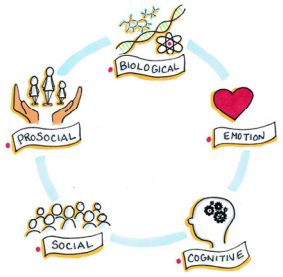
Dial down the stress



Strategies to reduce stress can be maladaptive or growth promoting

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Practice Steps 1, 2 and 3 – REDUCE - on one of these scenarios

STUDENT PERCEPTIONS AND POLICING

When students have perceived that others have objects/ privileges/ attention that they do not have. This can create a cycle of policing each other in order to gain attention/ divert attention by creating chaos.

ARGUMENTS

A student frequently gets into arguments during class discussions, not following the flow of conversation but instead interjecting with comments that are adjacent to the topic and often including inflammatory remarks, as they want to derail the conversation and shock others with what they know.

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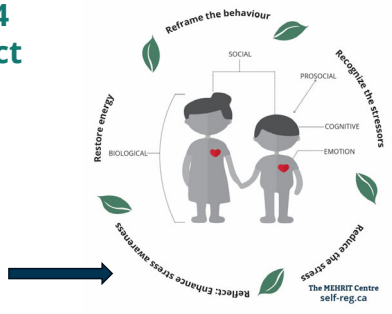
Step 4
Reflect



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Reflect on what it feels like to be calm and what it feels like to be overstressed, and when the latter, reflect on what the stressors were that led to this state.

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Practice (1, 2, 3) then REFLECT using this scenario

INCREASING ANXIETY

A student breaks down crying in the hallway. When asked what is going on they just say that the "don't know" or "can't do this" and beg to go home. Teachers have noticed the student to be a perfectionist and have increasing anxiety.

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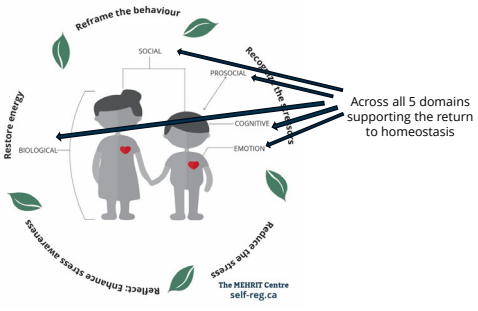
Step 5
Restore



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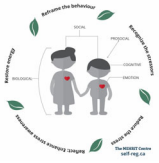
Restore, not just physiologically, but psychologically, socially, and spiritually.



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Practice Step 5 - RESTORE - on one of these scenarios

MINI BREAKS

I often struggle with wanting to give students a mini break, but sometimes it's a bit of a "give an inch they take a mile" situation. I want to promote listening to their body and taking breaks as needed, but trust that they will return to the task at hand without a fight.

ASSIGNMENT/EXAM STRESS

A student who cries uncontrollably and intensely when they make a mistake on a writing assignment.

OR

When a student started to bawl during an exam and wanted to run out and give up.

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Practice applying Self-Reg to this scenario

There was a bike race happening at lunchtime with the elementaries. They were deciding how many laps to do. I think they settled on 3 laps. They went around and a student (Liam*) won as he made it back first. The other students said that he didn't win because they thought they were supposed to do 4 laps. Liam was adamant he won. I suggested that they do another race doing 2 laps. Liam reluctantly agreed, as did the others. When the race began a bike crash happened shortly after. As I was dealing with that the other students continued that race and a student (not Liam won). Liam was still adamant that he won the first race and that the second race didn't count. He wanted the trophy that the elementaries had made for the race. The student who made the trophy didn't want to hand it over. Another race was suggested, but due to the crash was denied. Liam was not satisfied and started to increase his volume and stomp around. Another staff member arrived and decided that the trophy should not be handed out. Liam was upset.

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CUE SAFETY
A CO-REG STRATEGY

SIMPLIFY your language.
ATTUNE yourself to the child's emotional state.
FOLLOW the child's lead. Sometimes this requires waiting and patience.
ENGAGE the child with a tone of voice that cues safety.
TAKE YOUR TIME and move slowly. Make no sudden or sharp movements.
YIELD to and trust in the best intentions of the child.

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https://self-reg.ca/our-mission-values/

OUR GUIDING VALUES

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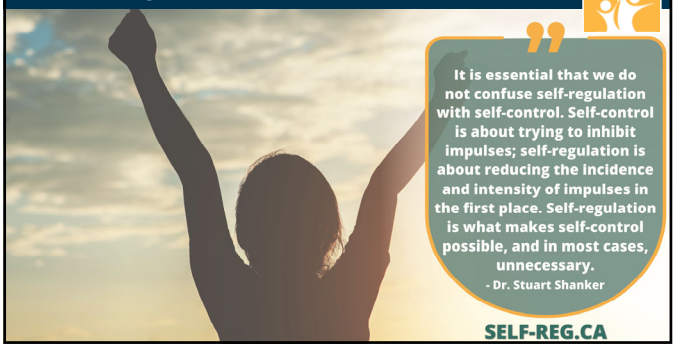

It is essential that we do not confuse self-regulation with self-control. Self-control is about trying to inhibit impulses; self-regulation is about reducing the incidence and intensity of impulses in the first place. Self-regulation is what makes self-control possible, and in most cases, unnecessary.
- Dr. Stuart Shanker

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Questions?

Thank you ☺

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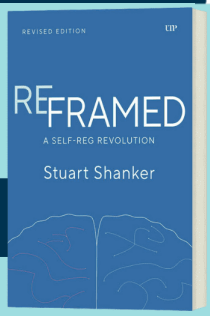
SELF-REG BOOK CLUBS

FALL 2025



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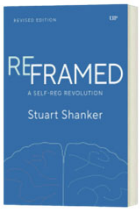
SELF-REG BOOK CLUB SCHEDULE

COHORT 1

- August 27, 2025
- September 3, 2025
- September 10, 2025
- September 17, 2025
- September 24, 2025

Final Q&A with Stuart Shanker on Saturday September 27 @ 11AM ET

Register Here for August 27th,2025 start date



COHORT 2

- October 15,2025
- October 22,2025
- October 29,2025
- November 5,2025
- November 12, 2025

Final Q&A with Stuart Shanker on Saturday November 15 @ 11AM ET

Register Here for October 15, 2025 start date

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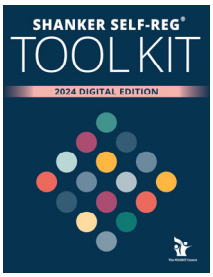
NOW AVAILABLE



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

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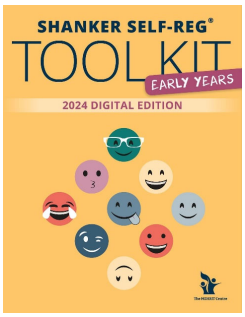

Shanker Self-Reg® Toolkit – Early Years

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.

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SELF-REG PUBLICATIONS

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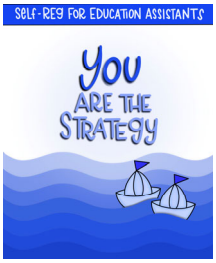
NEW SELF-REG CERTIFICATE PROGRAM

LEVEL 1
$745 CAD

SELF-REG FOR EDUCATION ASSISTANTS



Education Assistants (EAs) serve as the unsung heroes of the educational system, providing invaluable support to students with unwavering dedication, knowledge, and heart. From guiding students in their earliest learning stages to navigating the complexities of secondary education, their influence reverberates throughout every classroom and corridor, profoundly shaping the educational journey of countless students.

In the course "Self-Reg for Education Assistants," participants embark on a transformative journey spanning 12 modules over 3 months. Learners will:

- delve into the nuances of Shanker Self-Reg®,
- refine their abilities in reframing behaviour, identifying and mitigating stressors, and enhancing brain-body state awareness.
- Particpants will learn techniques for restoring energy, focus, relationships, and hope.
- By the journey's end, participants will enhance their understanding and application of Self-Reg and develop a comprehensive toolkit of new strategies and insights to apply in their daily work and within their schools.

This course is a collaboration between The MEHRIT Centre and Kristin Wiens, whose upcoming book, brimming with new graphics and strategies, is set for publication by TMC in fall 2024 and forms an integral part of the curriculum.

Stay tuned for more details on this exciting book coming soon and Register today for our very first cohort starting January 9, 2025.

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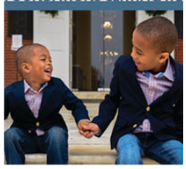
CERTIFICATE PROGRAMS

Pricing Starting at $745 CAD

EARLY CHILDHOOD DEVELOPMENT CERTIFICATE

SELF-REG FOUNDATIONS CERTIFICATE



LEADERSHIP FOR SELF-REG SCHOOLS CERTIFICATE

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THE MEHRIT CENTRE

APPLIED SELF-REG KNOWLEDGE (ASK) COURSE

REFRAMING BULLYING
$745 CAD

Join Stuart Shanker and Susan Hopkins in this empowering online course designed to deepen understanding of bullying behaviours in schools and communities through the lens of science and applied Self-Reg knowledge.

- Facilitated cohort (with a group)
- 12-module course over 3 months
- Videos for each module – with Stuart Shanker and Susan Hopkins
- 3 hours a week to engage with the content and respond to discussion questions
- Asynchronous learning (you chose when) during the week to complete the module
- 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, case examples

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THE MEHRIT CENTRE

APPLIED SELF-REG KNOWLEDGE (ASK) COURSE

ENCHANCING RESILIENCE IN CHILDREN AND YOUTH

$745 CAD

- 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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THE MEHRIT CENTRE

APPLIED SELF-REG KNOWLEDGE (ASK) COURSE

REFRAMING STRESS BEHAVIOUR WITH GRAY BRAIN SCIENCE

$745 CAD

Join Stuart Shanker and Susan Hopkins for TMC's latest course in the Applied Self-Reg Knowledge (ASK) series: "Reframing Stress Behaviour with Gray Brain Science."

- This four-month asynchronous course is designed for those passionate about the latest neuroscience, focusing on unpacking some of the most challenging behaviors we encounter today and making sense of them.
- Delve into brain evolution, neurochemical systems, and practical applications that address complex behaviors through a groundbreaking scientific lens.
- Whether you're an educator, parent, leader, or clinician, this course offers essential tools to enhance your understanding and management of stress behavior in children, youth, and ourselves.
- Duration: 15 weekly modules with week off at the midway point
- Format: Asynchronous with a cohort and facilitator
- Time Commitment: Approximately 3 hours per week

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THE MEHRIT CENTRE

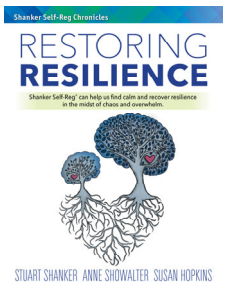
NEW
SELF-REG BOOK

Restoring Resilience provides answers to why our children and youth are struggling and strategies for building lasting and true resilience through Shanker Self-Reg®.

Stuart's groundbreaking analysis of neuroscience research, along with practical examples and reflection tools, will help you to learn:

- How stress affects the brain
- How stress manifests in our minds and bodies
- How the to use the five steps of Self-Reg can build resilience
- The power and restorative impact of co-regulation.
- This book, along with The MEHRIT Centre's course Enhancing Resilience in Children and Youth will give you the keys to finding calm in yourself and in children and youth, no matter how much stress comes your way.

Digital Pre-Order Available Below:



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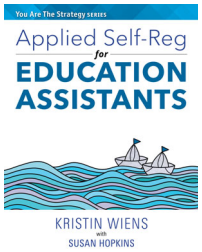
NEW
SELF-REG BOOK

With decades of experience supporting students and EAs, and as a former EA herself, respected educational leader Kristin Wiens shares her wealth of knowledge in Self-Reg for Education Assistants. This book combines Kristin's personal stories, effective strategies, and professional expertise in Shanker Self-Reg®, offering an accessible and practical resource for EAs. It's designed to acknowledge and support the multifaceted roles EAs balance each day, enhancing their ability to make a meaningful difference. This accessible and practical guide is crafted specifically for EAs, recognizing the numerous roles they navigate and providing valuable insights to enhance their important work every day.

Noting a gap in professional development tools, Kirstin's packed resource provides:

- The Science of Self-Regulation: Understanding neurological and psychological foundations.
- Identifying Stressors: Recognizing and managing classroom stressors.
- Creating a Supportive Environment: Establishing a calm and conducive learning atmosphere.
- Practical Techniques: Implementing everyday strategies for student wellbeing and success.
- Collaborating with Teachers: Enhancing teamwork for cohesive support.
- Addressing Diverse Needs: Tailoring approaches for all students.
- Building Emotional Resilience: Helping students develop coping skills.
- Self-Care for EAs: Maintaining personal wellbeing while supporting students.



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THE MEHRIT CENTRE

SHANKER SELF-REG®
LEARNING HUB
SELF-REG FOR TEACHERS
$149 + HST CDN

- Embark on a journey to evolve classrooms into havens of growth, learning and wellbeing, by exploring:
- *What is Self-Regulation?*
- *The Self-Reg Framework*
- *The **SEEDS**, **SUNRISE**, **QUILT** & **HAVEN** Self-Reg Streams*
- *How In Self-Reg Schools, All Means All* - Anxiety, Autism & ADHD.

ABOUT THE COURSE:

- 8-hour/self-paced course
- Delve into the science of stress and applied Self-Reg through engaging videos and resource materials while learning directly from Stuart Shanker, Susan Hopkins and others.

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THE MEHRIT CENTRE

SHANKER SELF-REG®
LEARNING HUB
SELF-REG IN POST SECONDARY
$35 + HST CDN

This course supports students, researchers, and faculty who are striving to maintain balance with all the stress inherent in postsecondary life. Our goal is to instill Self-Reg in the community to enhance both learning and research.

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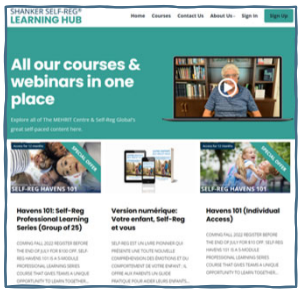
THE MEHRIT CENTRE

SHANKER SELF-REG®
LEARNING HUB

Self-Paced Online Self-Reg Learning

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



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THE MEHRIT CENTRE

PERSONAL & PROFESSIONAL LEARNING

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

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THE MEHRIT CENTRE

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