

THE MEHRIT CENTRE



Self-Reg: A Transformational Process

Kim Smith
kim@self-reg.ca
The MEHRIT Centre Ltd.

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

1

THE MEHRIT CENTRE



Self-Reg: What is it and why is it important?

With Kim Smith
kim@self-reg.ca

Education professionals all over the world are experiencing a huge increase in student stress, challenging behaviours and mental health concerns and are looking for ways to effectively support students and families. We often feel under-prepared to deal with these areas. Educators are feeling stressed and concerned. In the last few years there have been some amazing discoveries that are transforming the way we look at stress, behaviour and brain development that help us understand how to reduce the stress that both adults and children feel on a daily basis. Self-Reg helps us build school communities that provide both educators and students with the experiences they need to create happy and healthy learning and working environments.



SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

2

THE MEHRIT CENTRE

SELF-REG *Alumni*



Agenda

Introduction and Welcome

Why Self-Reg is Important

The Science Behind Self-Reg

The Five Stress Domains

The Five Step Framework

Self-Reg in Schools



SELF-REG.CA

3

THE MEHRIT CENTRE



What is Self-Regulation and why is it important?



Self-regulation refers to how well we manage stress, how much energy we expend, and how well we recover.

- Dr. Stuart Shanker

Find more information about the basics of Self-Reg [Here](#)

SELF-REG SYMPOSIUM: WIRED

SELF-REG.CA | #SRSS2024

7

THE MEHRIT CENTRE



Why is Self-Regulation Important?

For Adults - Parents and Educators	For Children
• They are able to create safe and comfortable learning environments for children. • They understand and support behaviour problems that arise in an empathetic way, recognizing stressors that children may be experiencing. • They are more likely to be flexible and able to adapt to changes and challenges. • They use a variety of positive strategies to deal with difficult people and situations. • By being calm and regulated they are able to co-regulate with children which helps them feel safe and supported in the classroom, at home, in the community. • They are less likely to become ill.	• Children who can self-regulate tend to be more successful in school and in life. They can learn in a variety of social contexts and develop cognitive skills needed for academic learning and problem solving. • By understanding children's stressors we can learn to support children's healthy development and address the root causes of many behaviour problems. • They are able to recover from unfamiliar situations faster and easier. • They know what will help them to feel calm and comfortable in most situations and they can access these strategies on their own. • They are able to think through possible consequences and consider alternative actions that would be more appropriate. • They are able to build and maintain strong and positive relationships with others.

2024 SELF-REG SYMPOSIUM: WIRED

SELF-REG.CA | #SRSS2024

8

THE MEHRIT CENTRE



8 Self-Reg Guiding Values



Self-Reg is a **universal** platform and not a targeted intervention or a behaviour management program



There is **no single way** to do Self-Reg



Self-Reg is a **process**, not a program



There are **no quick fixes**; Self-Reg is a continual and reflective process



Everyone is capable of self-regulation, no matter their age, stage, or ability level



The **well-being of children** is inseparable from the well-being of the critical adults in their lives



Each individual, family, culture, and community holds unique **Self-Reg expertise**



Self-Reg is **for everyone**. It is not just about children and youth

2024 SELF-REG SYMPOSIUM: WIRED

SELF-REG.CA | #SRSS2024

9

THE MEHRIT CENTRE	
SELF-REG <i>Alumni</i>	
SELF-REG IS	SELF-REG IS NOT
a process for understanding stress and managing energy and tension	NOT a program
a process for understanding and responding to the stress system roots of •behaviour •student learning skills, motivation, and accountability problems •student social struggles •strong emotions that impact energy systems	NOT •a behaviour management program •a student accountability, motivation, learning skills program •a social skills program •a social-emotional learning program
mindfulness—lived Self-Reg is mindful self-regulation	NOT a mindfulness program
inclusive of all students and adults	NOT a segregated classroom for behaviour students
inseparable from relationships, teaching, the learning environment, and day-to-day school life	NOT a series of lessons

10

THE MEHRIT CENTRE

SELF-REG *Alumni*

at least 447

but 446

definitions of self-regulation in the research literature of these definitions are variations on self-control

Self Regulation ≠ Self Control

Self-Control

Self-Regulation

Self-control lens: inhibit or manage problems as they arise.

Self-regulation lens: identify and reduce the causes of problems in mood, thought, and behaviour.

Self-Regulation comes first. It makes Self-Control possible.

An example of Self-Control is eating only healthy food every day of the week except for the weekend when you over indulge in unhealthy foods.

An example of Self-Reg is eating a balanced healthy diet on a regular basis with favourite foods incorporated in a moderate way.

What are some examples of self-control that you may see in yourself, a family member, a student?

SELF-REG.CA

11

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

12

4

THE MEHRIT CENTRE

SELF-REG *Almanac*

Where might each example fit into the matrix?

- curled up in a cozy chair reading a good book
- playing an online video game
- playing tag at recess with a group of friends
- working on a new math concept
- waiting for the lunch break because you're hungry
- waiting in line to go into the school at the beginning of the day
- riding the bus to school
- riding the bus home
- a fire drill
- writing a test first thing in the morning
- having a disagreement with a classmate after lunch
- working on a preferred task
- playing basketball on the school team after school

As we move through the chart, add to the chat which quadrant you think an activity would fit

SELF-REG.CA

13

THE MEHRIT CENTRE

SELF-REG *Almanac*

Exploring Your Own Energy Levels

When do you have lots of energy?

- what does that look like, sound like, feel like?

When is your energy depleted?

- why might this look like, sound like, feel like?

What do you do when you are depleted of energy?

- What happens if you keep going?

stretch

Consider these questions on your own, then, if you are comfortable, find someone to share your thinking with.

SELF-REG.CA

14

THE MEHRIT CENTRE

SELF-REG *Almanac*

SEEKS Balance, SEEKS Safety

Triune Brain

Red
Blue
Gray

● Neocortex
● Limbic System
● Subcortical Sub-Structure

2024 SELF-REG SYSTEM: WIRED
SELF-REG.CA | #MRS2024

15

16

17

18

THE MEHRIT CENTRE

SELF-REG *Alumni*

Neuroception - Stephen Porges

For traumatized children and young people, the best option is to stay alert to danger and consider any change, even positive change, a possible threat. They live in a constant state of vigilance and heightened alarm

Children who have been traumatized may have difficulty:

- With any kind of change including classroom transitions
- Knowing and expressing their feelings
- Reading and responding to social cues
- Being adaptable and flexible
- Trusting adults
- Using a variety of strategies to calm themselves
- Building and holding on to relationships with others
- Making meaning from their experiences
- Understanding that there may be consequences to their behaviour
- Looking to or planning for the future – they are very much focused on the present
- Consolidating learning due to memory issues

Children who have been traumatized may show the following behavior

- Running away
- Crying, yelling, swearing
- Hitting, kicking and other aggressive behaviour
- Damaging materials – personal belongings and classroom supplies
- Lying, stealing
- Impulsivity
- Avoidance of activities, tasks, people
- Peer conflict
- Triggered by minor issues
- Unable to follow even simple instructions
- Quiet, withdrawn
- Self-harm

SELF-REG.CA

19

THE MEHRIT CENTRE

SELF-REG *Alumni*

Think of an example when you might have experienced fight, flight or freeze.
What do you remember?
How did you feel during and after the event?

Think of example of a child who you saw experiencing fight, flight or freeze.
What did you see?
What did you think?

FIGHT

FLIGHT *ohhhhh!*

FREEZE

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

20

THE MEHRIT CENTRE

SELF-REG *Alumni*

SELF-REG.CA

21

THE MEHRIT CENTRE

We feel stressors in 5 Domains:

- Biological
- Emotion
- Cognitive
- Social
- Prosocial

We see and show stress behaviour as a result of the stressors we experience.

2024 SELF-REG SYMPOSIUM: WIRED

SELF-REG.CA | #SRSS2024

22

THE MEHRIT CENTRE

EXAMPLES OF STRESSORS TO REDUCE

Loud noise, crowds, too much visual stimulation, not enough exercise, exhaustion, junk food, allergies, headaches, illnesses, smells, being cold, hunger, etc

Difficulty picking up on social cues, or understanding effect of behaviour on others, working in groups, having to sit close to someone, sharing, etc.

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, a challenging task, not understanding something

2024 SELF-REG SYMPOSIUM: WIRED

SELF-REG.CA | #SRSS2024

23

THE MEHRIT CENTRE

MULTIPLYING EFFECT OF STRESSORS

We can experience stress in one or all of the domains at the same time.

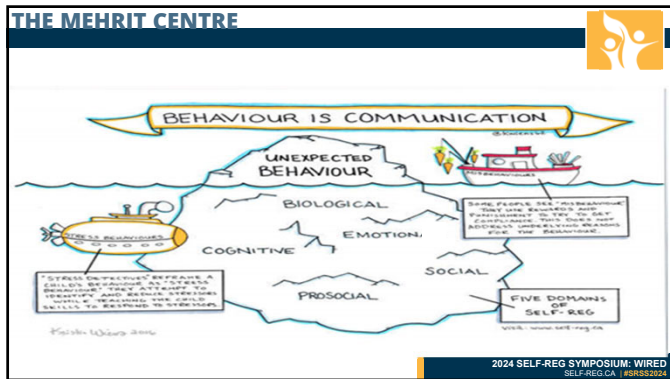
For example, if it is too loud in the classroom and that bothers us then we may become irritable and not be able to complete a task (biological, social, cognitive)

Our brain reacts to these stressors. We may see or show behaviours that fall into the fight, flight or freeze categories.

2024 SELF-REG SYMPOSIUM: WIRED

SELF-REG.CA | #SRSS2024

24



25

THE MEHRIT CENTRE

The Paradigm Shift of Self-Reg

Misbehaviour

The key to *misbehaviour* is that the child *could* have acted differently: that she was *aware* that she shouldn't have done something, and was perfectly capable of acting differently.

Stress behaviour

The key to *stress behaviour* is that the child *is not* fully aware of what she is doing, or why: she has *limited* capacity to act differently.

Stress behaviour is caused by too high a stress-load. The big challenge in doing Self-Reg is figuring out why the child's stress is so high.

26

THE MEHRIT CENTRE

SELF-REG *Alumni*

Is it Misbehaviour or Stress Behaviour?

If it's Misbehaviour

- Individual can choose 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.

When we treat stress-behaviour as if it were misbehaviour we can make things worse, by increasing the child's stress load, rather than figuring out what the stresses are and how to reduce them.

DR. STUART SHANKS
www.self-reg.ca

SELF-REG.CA

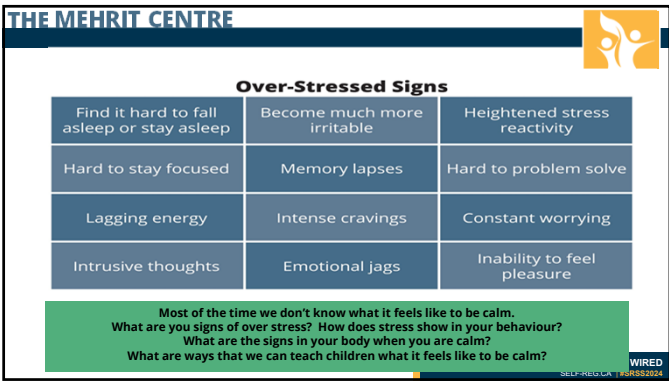
27



28



29



30

THE MEHRIT CENTRE



What Does Calm Feel Like to You?

Adjective. **calm**, peaceful, and tranquil **mean** quiet and free from disturbance. **calm** is used when someone is not excited or upset even when there is cause for it. They stayed **calm** during the fire. **peaceful** is used when someone or something has reached a quiet state after some period of disturbance.

Webster's Dictionary



2025 SELF-REG SYMPOSIUM WIRED
SELF-REG.CA | #MR02024

31

THE MEHRIT CENTRE

SELF-REG *Aliveness*





SELF-REG.CA

32

THE MEHRIT CENTRE





Shanker Self-Reg:
A process for understanding
STRESS and
managing
TENSION and
ENERGY.

SELF-REG.CA

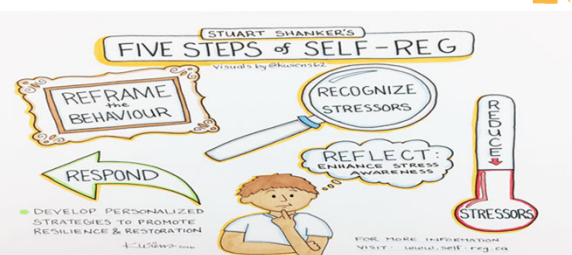
33

THE MEHRIT CENTRE



STUART SHANKER'S
FIVE STEPS of SELF-REG

Visuals by @Shankers123



Find more information about the Five Steps of Self-Reg [Here](#)

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #WRS2024

34

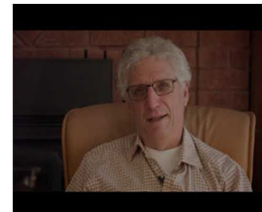
THE MEHRIT CENTRE

SELF-REG Alliances



The Five Practices of Self-Reg





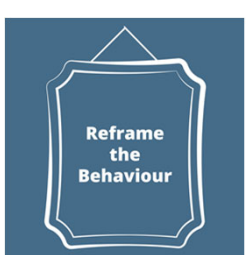
Trauma based behaviour will shift in intensity when a proactive and intentional approach is developed and implemented across multiple settings, based on a child's individual needs.

SELF-REG.CA

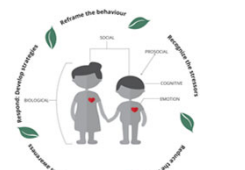
35

THE MEHRIT CENTRE





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



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #WRS2024

36

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.



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

40

THE MEHRIT CENTRE



Recognizing Stressors

Stress in the Five Domains
Children may experience stress in any or all of the five domains. Some examples are:

Biological: tired, hungry, cold, hot, sick, loud noises, crowds, strong odours

Emotion: new or confusing emotions, strong emotions

Cognitive: too many instructions to follow, having to concentrate for long periods of time, abstract information

Social: interpersonal conflicts, confusing social situations, being the victim or witnessing aggression

Prosocial: having to deal with other people's emotions, guilt, moral ambiguity, being asked to put the needs of others before your own

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

41

THE MEHRIT CENTRE



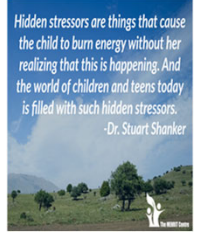
Recognizing Stressors

Hidden Stressors
Sometimes our environments are so stressful but we consciously block out the stressors. However, deep in our brain the mammalian and reptilian areas are keeping track of all of the stress and figuring out how to deal with it.

That's when we need to be stress detectives

- Start looking in the domains
- Dig deep into specific stressors and their sources
- Understand that all of the domains influence each other so stress can show up in more than one domain

Hidden stressors are things that cause the child to burn energy without her realizing that this is happening. And the world of children and teens today is filled with such hidden stressors.
-Dr. Stuart Shanker



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

42

THE MEHRIT CENTRE



Recognizing Stressors

When we recognize stressors we:

- Work hard to not become a stressor ourselves
- Look for patterns in behaviour
- Ask "Why and Why now?"
- Are able to instill a feeling of emotional safety and security that children need to replenish their energy

The result of recognizing stressors is:

- Sensitive caring – recognizing signs of over stress and finding ways to calm
- A better understanding of behaviour patterns
- Being able to move to the next step of reducing the stressors

Self-Reg helps teachers recognize and respond to their students' needs, improve their relationships, and ultimately, help their students learn how to care for themselves. I.e., how to self-regulate.

Dr. Robert Denenberg

Add possible stressors to the portrait that you have started

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

43

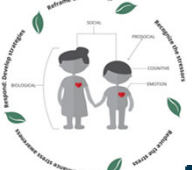
THE MEHRIT CENTRE





Reduce the Stress

- Reduce whatever negative stressors you can and "dial down the tension"



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

44

THE MEHRIT CENTRE



Reducing Stress

When we reduce the stress we:

- Understand that environments have stressors to an individual's self regulation and that they can be reduced.
- Understand that stressors in all of the 5 domains can be identified and reduced or removed.
- Apply strategies to reduce or remove stressors in all of the 5 domains of Self-Reg.
- Lowers the stress load experienced by self and others by taking action to reduce and remove identified stressors. This is part of the application of the 5 steps of the Shanker Method™ of Self-Reg.

Strategy: Do a stress walk throughout your school. Look for spaces, activities, etc that might cause students and adults stress.

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

45

THE MEHRIT CENTRE SELF-REG Assessment

What Helps?

- Use **predictable routines/schedules** that are consistent yet with novelty
- Build **movement** breaks into your day
- Tell **stories**, listen to stories, look for the story within the experiences
- Nurture interests
- Learn to **recognize the shift** from "learning brain" to "survival brain"

SELF-REG.CA

46

THE MEHRIT CENTRE SELF-REG Assessment

What Helps?

- Think **shared** routines and problem-solving
- Build in **daily rituals** - time spent purposefully together
- Squirrel-away areas:** caves, cubbies, tents, tipis
- Provide materials, space, and **joy** for camp-building
- Allow "**space**" for the emotions - whatever they are

SELF-REG.CA

47

THE MEHRIT CENTRE SELF-REG Assessment

What Helps?

- Kindness and patience**
- Normalizing ruptures in relationships**
- Apologizing** when it is the right thing to do
- Respectfully saying no** to social invites when you know you are depleted and need a break

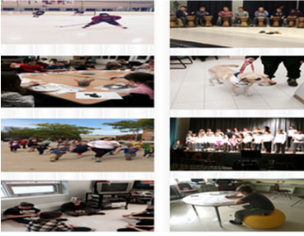
SELF-REG.CA

48

THE MEHRIT CENTRE

What can we do in our schools to help children regulate?

- Alternative seating - standing desks, wiggle cushions, yoga balls
- Noise cancelling headphones
- Therabands on chair legs
- Calm spaces in classrooms or in the school
- Listening to music
- Talking a walk
- Having a snack, getting a drink
- Using a timer to time a task or break
- Building in preferred activities into the day
- Using fidget tools
- Colouring
- Bring nature into the school or take students into nature
- Allow space for emotions - whatever they are



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

49

THE MEHRIT CENTRE

What can we do in our schools to help children regulate?



Consider using spaces differently and using different equipment.

2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

50

THE MEHRIT CENTRE

What can we do in our schools to help adults regulate?

- Keep the school well organized and clean
- Follow timelines and communicate clearly and regularly
- Have appropriate resources available - in good shape, well organized and easily accessible
- Recognize and show appreciation often and in different ways (cover outside duty, give positive feedback, offer PD that they may be interested in, connect in a personal way)
- Respond to emails and questions in a timely manner
- Be visible in the halls, classrooms, playground, bus loop
- Work closely with students who may be struggling with stress behaviour
- Support staff when they are dealing with difficult situations and difficult people
- Make meetings meaningful and focused
- Organize, support staff social functions - when it's allowed bring in food
- Recognize when someone is struggling and offer the support they may need
- Apologize when you need to
- Have a sense of humour



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #SRSS2024

51

THE MEHRIT CENTRE





**Reflect:
Enhance Stress
Awareness**

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



SYMPOSIUM: WIRED
SELF-REG.CA | #MRS2024

52

THE MEHRIT CENTRE

SELF-REG *Alumni*





**Respond: Develop
Personalized Strategies
to Promote Resilience
and Restoration**

- **Respond** 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.



SELF-REG.CA

53

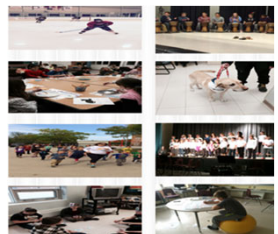
THE MEHRIT CENTRE





**Respond: Develop
Personalized Strategies
to Promote Resilience
and Restoration**

- **Respond** 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.



2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #MRS2024

54



55



56



57

THE MEHRIT CENTRE

SELF-REG *Allesman*

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.



SELF-REG.CA

58

THE MEHRIT CENTRE

SELF-REG *Allesman*

SELF-REG.CA



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.



SELF-REG.CA

59

THE MEHRIT CENTRE

SELF-REG *Allesman*

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.



SELF-REG.CA

60

THE MEHRIT CENTRE

SELF-REG *Mehrit*

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.



SELF-REG.CA

61

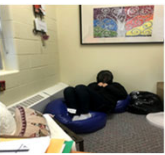
THE MEHRIT CENTRE

SELF-REG *Mehrit*

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.



SELF-REG.CA

62

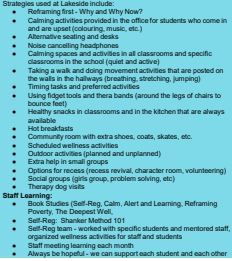
THE MEHRIT CENTRE

SELF-REG *Mehrit*

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.



SELF-REG.CA

Strategies used at Lakeside include:

- Reframing first - Why and Why Now?
- Calming activities provided in the office for students who come in and are upset (coloring, music, etc.)
- Alternative seating and desks
- Noise cancelling headphones
- Calming spaces and activities in all classrooms and specific classrooms in the school (quiet and active)
- Taking a walk and doing movement activities that are posted on the walls in the hallways (breathing, stretching, jumping)
- Timing tasks and preferred activities
- Using fidget tools and their hands (around the legs of chairs to bounce feet)
- Healthy snacks in classrooms and in the kitchen that are always available
- Hot breakfasts
- Community room with extra shoes, coats, skates, etc.
- Scheduled wellness activities
- Outdoor activities (planned and unplanned)
- Extra help in small groups
- Options for recess (recess revival, character room, volunteering)
- Social groups (girls group, problem solving, etc.)
- Therapy dog visits

Staff Learning:

- Book Studies (Self-Reg, Calm, Alert and Learning, Reframing Poverty, The Deepest Well)
- Self-Reg: Shared Method 101
- Self-Reg team - worked with specific students and mentored staff, organized wellness activities for staff and students
- Staff meeting learning each month
- Always be helpful - we can support each student and each other

63

THE MEHRIT CENTRE

SELF-REG *Allooooo!*

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.



SELF-REG.CA

64

THE MEHRIT CENTRE

SELF-REG *Allooooo!*

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.

65

THE MEHRIT CENTRE

SELF-REG *Allooooo!*

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.



SELF-REG.CA

66

THE MEHRIT CENTRE





2024 SELF-REG SYMPOSIUM: WIRED
SELF-REG.CA | #MRSD2024

67

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

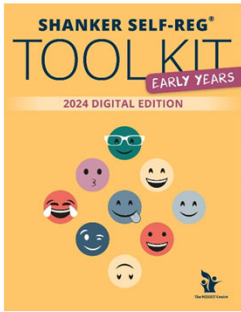
self-reg.ca/tools

68

THE MEHRIT CENTRE



SHANKER SELF-REG®
TOOL KIT
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.

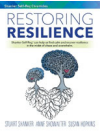


69

THE MEHRIT CENTRE

SELF-REG PUBLICATIONS



















70

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, Kristin'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.

You Are The Strategy series

Applied Self-Reg
for
EDUCATION ASSISTANTS



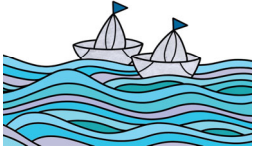
KRISTIN WIENS
SUSAN HOPKINS

71

THE MEHRIT CENTRE

LEVEL 1 CERTIFICATE PROGRAM
SELF-REG FOR EDUCATION ASSISTANTS

In Self-Reg for Education Assistants, participants take part in a 12-module course delivered over three months. The course introduces the Shanker Self-Reg® framework and focuses on reframing behaviour, recognizing stressors, understanding brain-body states, and supporting restoration of energy, focus, and relationships. The emphasis is on applying Self-Reg in everyday school contexts, with attention to learning, behaviour, and participation. The course is grounded in school-based practice and reflects the collaborative work of Susan Hopkins, The MEHRIT Centre and Kristin Wiens.



72

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.

Available Below:



Shanker Self-Reg Chronicles

RESTORING
RESILIENCE

Shanker Self-Reg® can help us find calm and recover resilience in the midst of chaos and overwhelm.



STUART SHANKER ANNE SHOWALTER SUSAN HOPKINS

73

THE MEHRIT CENTRE

CERTIFICATE PROGRAMS

Pricing Starting at \$745 CAD

EARLY CHILDHOOD
DEVELOPMENT CERTIFICATE



SELF-REG
FOUNDATIONS CERTIFICATE



LEADERSHIP FOR SELF-REG
SCHOOLS CERTIFICATE



74

THE MEHRIT CENTRE

APPLIED SELF-REG KNOWLEDGE (ASK) COURSE

ENHANCING 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

ENHANCING RESILIENCE IN
CHILDREN AND YOUTH



75

25

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."

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

76

THE MEHRIT CENTRE

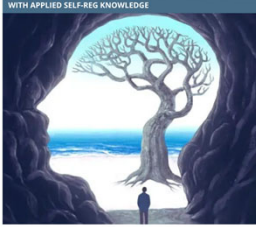
APPLIED SELF-REG KNOWLEDGE (ASK) COURSE

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.

REFRAMING BULLYING WITH 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 choose 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

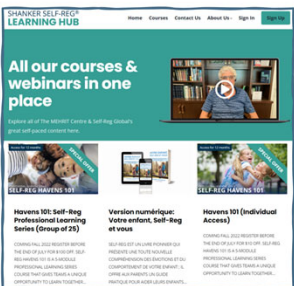
77

THE MEHRIT CENTRE

SHANKER SELF-REG® LEARNING HUB

Self-Paced Online Self-Reg Learning

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



78

THE MEHRIT CENTRE

PERSONAL & PROFESSIONAL LEARNING

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



PROFESSIONAL LEARNING SERIES
SELF-REG HAVENS 101: 5 LOOK FORS



PROFESSIONAL LEARNING SERIES
ADULT SELF-REG:
SEEING MYSELF WITH SOFT EYES



THE SHANKER METHOD 101



SELF-REG FRAMEWORK 101

79

THE MEHRIT CENTRE

KEEP IN TOUCH

Email: info@self-reg.ca

Website: self-reg.ca

Facebook: [@SelfReg](https://www.facebook.com/SelfReg)

LinkedIn: [@self_reg](https://www.linkedin.com/company/self_reg)

Instagram: [self_reg](https://www.instagram.com/self_reg)

Keep Up To Date With
Our Newsletter

Subscribe Here:



80

27