

THE MEHRIT CENTRE

Seeing the Early Years Differently

An Introduction to Shanker Self-Reg®

Why behaviour happens (and why now)• Stress vs misbehaviour• You as the strategy (co-regulation)• The five domains of stress• Small shifts that change everything

With Crystal Carbino, RECE

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Story

STOP LOOKING AT ME!!!

I CAN'T!!!



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Key Shift

We're not seeing behaviour.

We're seeing stress.



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Core Question

Why this behaviour?

Why now?



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Self-Reg

Stress

Energy

Recovery

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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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Lens

This is not a strategy.

This is a lens.



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Stress

Stress shapes:
Mood
Attention
Behaviour



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Self-Reg vs Control

Self-Control =
effort

Self-Reg =
capacity

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 literaturebut **446**of these definitions are variations on
self-control

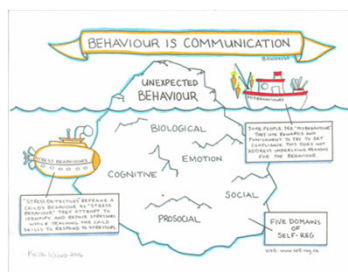
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Signal

Behaviour is the
signal

Not the problem

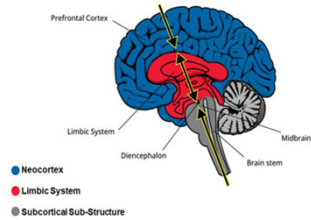


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Brain

No learning in red brain!

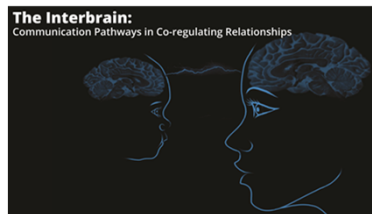


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Connection

Connection before self-control...



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Neuroception

Safe or Threat?



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Contagion

Calm → Calm

Stress → Stress



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Overload

Too much stress =
loss of control



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Looks Like

Explosive

Withdrawn

Impulsive



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Reframe

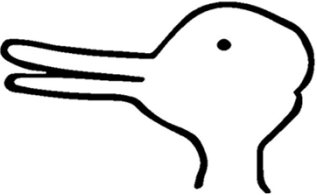
What happened?



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Duck or Rabbit?



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It's never just one thing



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Finding the stress



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Domains

Biological

Emotion

Cognitive

Social

Prosocial

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 the 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.



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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.

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Signature

They're having a hard time



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Stacked Stress

It's never just one thing



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Compliance

We expect regulation without reducing stress



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Social

Learning how to be human is stressful!

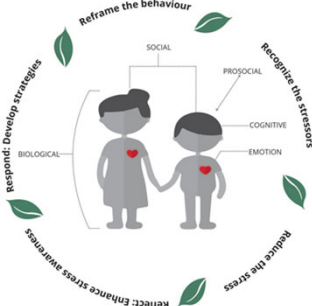


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Model

Reframe
Recognize
Reduce
Reflect
Restore



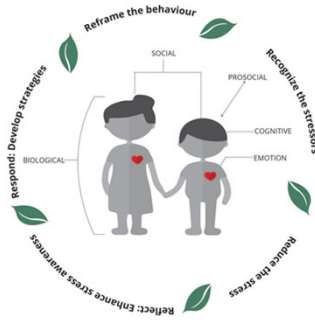
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Pause

- Pause
- Reframe
- Respond



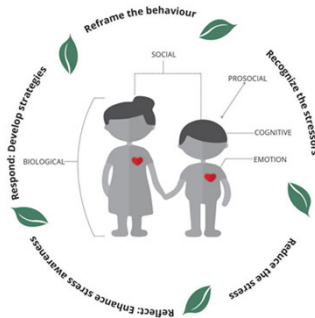
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Restore

- Restore energy
- Reduce tension



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You

You are the
strategy!



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Co-Regulation

Co-regulation comes before self-regulation!



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Environment

Environment co-regulates



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Play

Play = regulation



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Closing

Same child

Different lens

Different outcome



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Practice

Putting it into practice

- Pause before reacting
- Ask: why this behaviour, why now?
- Look for the stress (5 domains)
- Reduce → Reframe → Restore

Practice
makes
PROGRESS

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Reflection

Take a moment to reflect

- Think of a child
- What might be driving their behaviour?
- What could you shift?

The **MORE**
you **REFLECT**
the **MORE**
you **LEARN**

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Closing

Seeing differently

- Behaviour tells a story
- Stress shapes behaviour
- Connection changes outcomes



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Discussion

- What resonated?
- What feels challenging?
- What are you wondering?



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SELF-REG EARLY CHILDHOOD CERTIFICATE PROGRAM



Life Changing

This course is really life changing. I encourage you reflect about your work and life and consider how you respond to people all around you. As an educator, it made me realize the importance of children's different behaviours that all in a person it made me rethink how I responded to people every day.

★★★★★

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

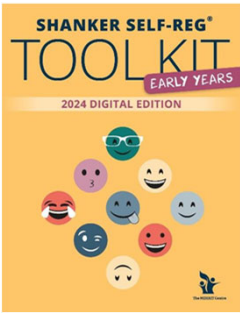
- Module 9: Unpacking Intelligence
- Module 10: Reframing Intelligence
- Module 11: Foundations Building
- Module 12: The Self-Reg ECE

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.

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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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KEEP IN TOUCH

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