May We Have Your *Attention* for 8 seconds…
Please!

And Then Your *Participation* on Our Learning Journey

Thanks from Kiran and Mike

What Brings Us Together?

In our work with young children, we are better when we collaborate to ensure that all children are supported in reaching their potential on the journey from infancy (0) through to young adulthood (24).

Our Shared Commitment:

Build Awareness; Knowledge (theory, current research); Capacity (in individuals, teams and systems); Leadership; and Community Collaboration

Let's Give Time and Space for New Curiosities Over Old Certainties

Anticipating Your Hopes as We Work Together to Build **Capacity**

(*Based on work with other organizations*)

Having an Impact at the Individual, Group & Community Levels

Supporting Mental Health For Clients & for Colleagues

Being the Safety Net for the Most Vulnerable

Explore Engagement Strategies

Building Competence & Confidence

Supporting High Risk Populations

Creating Integrated Approaches in a Post-Silo World

Tools in the Toolbox

Building Capacity to Provide Outreach

Practice Peer Coaching

Being Effective Advocates

Creating Aligned & Sustainable Program Initiatives

Coping with Overwhelmed Kids Who are Overwhelming the System

Sharing Information on Research & Practices

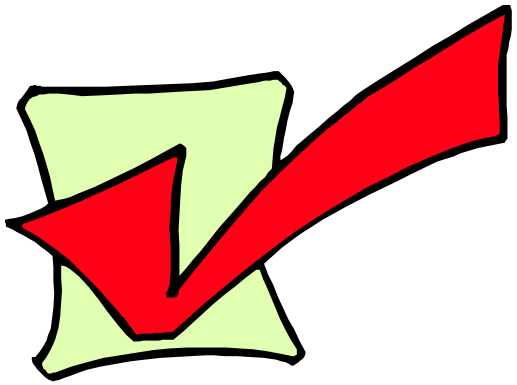
Today's Learning Journey:

Helping to build individual and system capacity

- Learning Requires the Active Participation of the Learner
- Learning is an Individual and Social Process – Requires *knowing, doing and being*
- Learning Occurs at Different Rates and in Different Ways

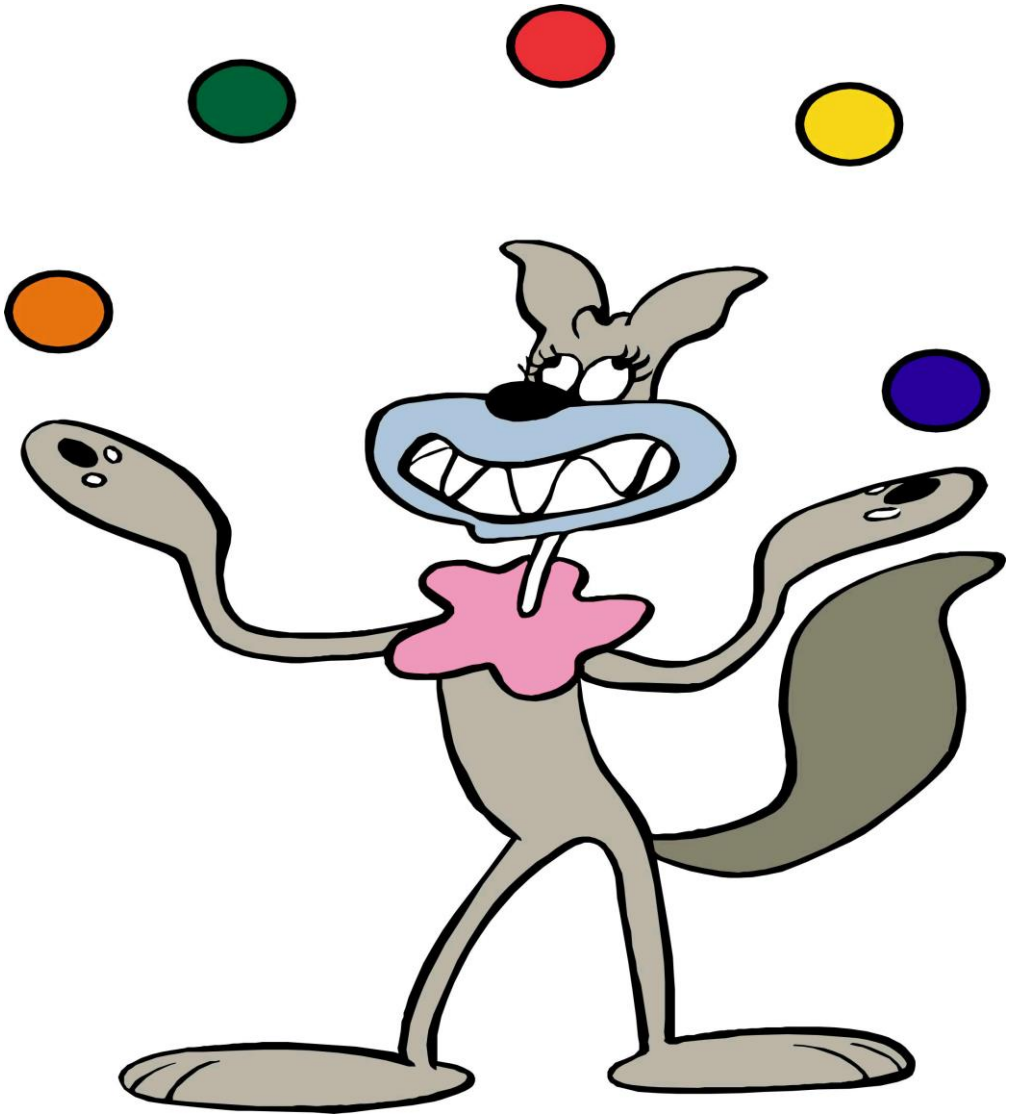
Activate Awareness
(**Here's What)**

Engage
(So What)



Implement
(Now What)

Our Sessions are…Not “Edutainment”




…Not a
Presentation or
a lecture

They are…series of Workshops

- Refreshing the tools in your toolbox
- Identifying the Challenges and Opportunities
- Exploring Theory and Practice That Make a Difference

Together, we build capacity by ensuring that the tool box we leave with is more complete and organized than the one we came in with

Educators Create the Conditions That Nourish These Three Human Needs:

- to belong
- to develop
- to contribute

Positive Social-Emotional Health is Central to This Work


FVCDC & CSRI Sept. 2017

Our Sacred Trust:
"Every Child, Every Chance, Every Day"

- Never doubt the impact of high quality, nurturing school environments (Social, Emotional, Physical & Intellectual)
- Exploring the nexus between neuroscience & education is essential in establishing a self-regulating learning culture
- It profoundly changes children's life chances, particularly those with the greatest needs

Education is all about enhancing human capacity

Your Turn
What We Know:

The resilient child can get onto the pathway to success with the support of **one significant adult** who can be relied upon for consistent support, someone who cares enough to listen, maintains high expectations for the student, and is willing to form a relationship with the child.

Adapted from: Making Connections with Students of Aboriginal Ancestry and their Families Secondary Report for SD36, April 7 2008

- ~~Are you that adult?~~ You <u>are</u> that adult. If not you, then who?

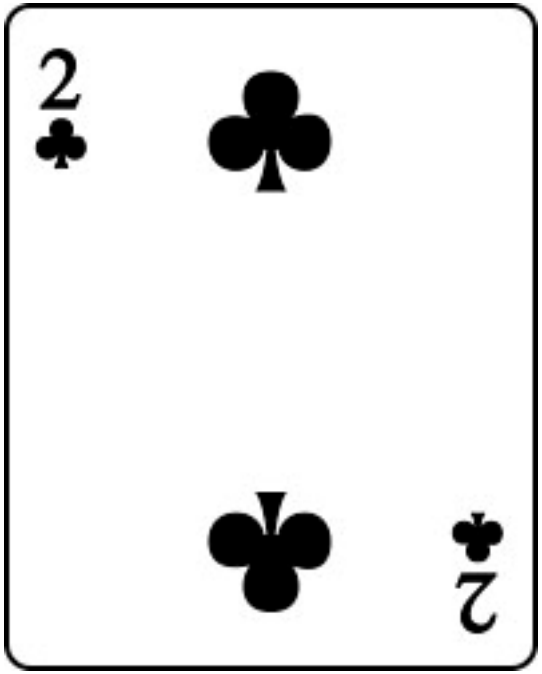
- What supportive system & cultural norms have become part of "the way we do things are around here"?

- What difference can we make for students dealing with trauma?

Let's Not Forget

Our Kids Play the Cards Available to Them

Whatever They Might Be



As educators, we help kids add cards to their deck

Your Turn:

Behaviour is socially constructed, either positive (assets) or negative (deficits) based on the value of the person who reports, assesses or categorizes it. Adults have power and have a lot of authority as the *observers and reporting agents* of children's behaviours

.

What messages in our introductory slides and comments resonated most for you?

The Agency/Structure Dilemma

- Agency refers to “an individual’s inherent capacity to take action, either physically or emotionally, in order to affect or respond to the requirements of the structure.”

- Structure refers to “the social and institutional context in which we make choices and decisions and take action.”

- Gharabaghi & Stuart, 2013

Kids, Profiles & Contributing Factors: Unpacking Agency/Structure

Curiosity over certainty

INDIVIDUAL

INTERIOR

EXTERIOR

What she's feeling

What he does

What we expect

What she navigates

Psychological and Spiritual

Thoughts, beliefs, attitudes, assumptions, feelings, motivation, purpose

Physical and Behavioural

Body & brain, behaviors, communication skills, decisions, actions

Cultural

Cultural values, beliefs, attitudes & assumptions, worldviews, ethics, social capital, political will

Social and Ecological

Natural & built environment, economy, social systems, institutions, legislation, policies, protocols, services

COLLECTIVE

Environmental Impacts on Kids' Social/Emotional & Mental Health- from Infancy

- less natural food/more fast food packed with sugars/salts/fats
- Disconnection from nature because of crowded urban living, environmental pollution and "stranger danger"
- Lack of sleep – time and quality
- Screen time (the video screen is NOT a good teacher or child care provider) and less indoor and outdoor play
- Exposure to violence and other anti-social behaviour
- Family stressors: parents working two jobs, intergenerational poverty, family violence, lack of community supports and connections

Making the Case for Change…*Think, Pair, Share*

Look at these differences in children's experiences in the previous generation versus the generation growing & developing now.

Which ones concern you most?

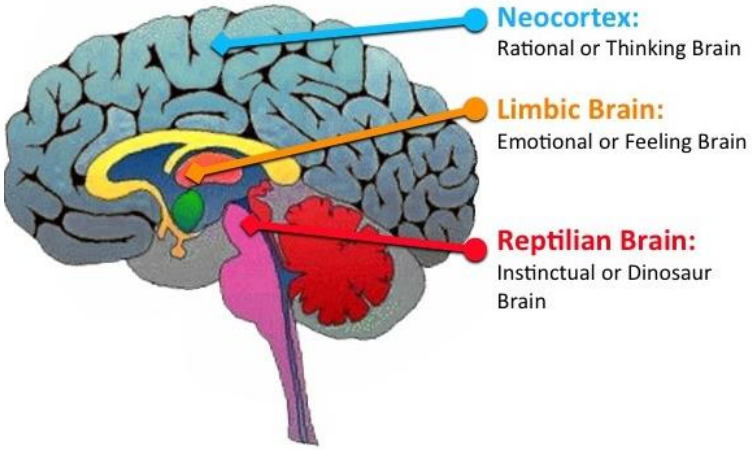
- less natural food/more fast food packed with sugars/salts/fats
- Disconnection from nature because of crowded urban living, environmental pollution and "stranger danger"
- Lack of sleep – time and quality
- Screen time (the video screen is NOT a good teacher or child care provider) and less indoor and outdoor play
- Exposure to violence and other anti-social behaviour
- Family stressors: parents working two jobs, intergenerational poverty, family violence, lack of community supports and connections

A Self-Regulation Primer: Self-Reg & How We Respond

- How effectively and efficiently a person deals with a stressor and then recovers from the effort
- Every time we experience a stressor, the brain responds with processes that consume energy
- Then, restorative processes kick in to recover from this energy expenditure & restore equilibrium

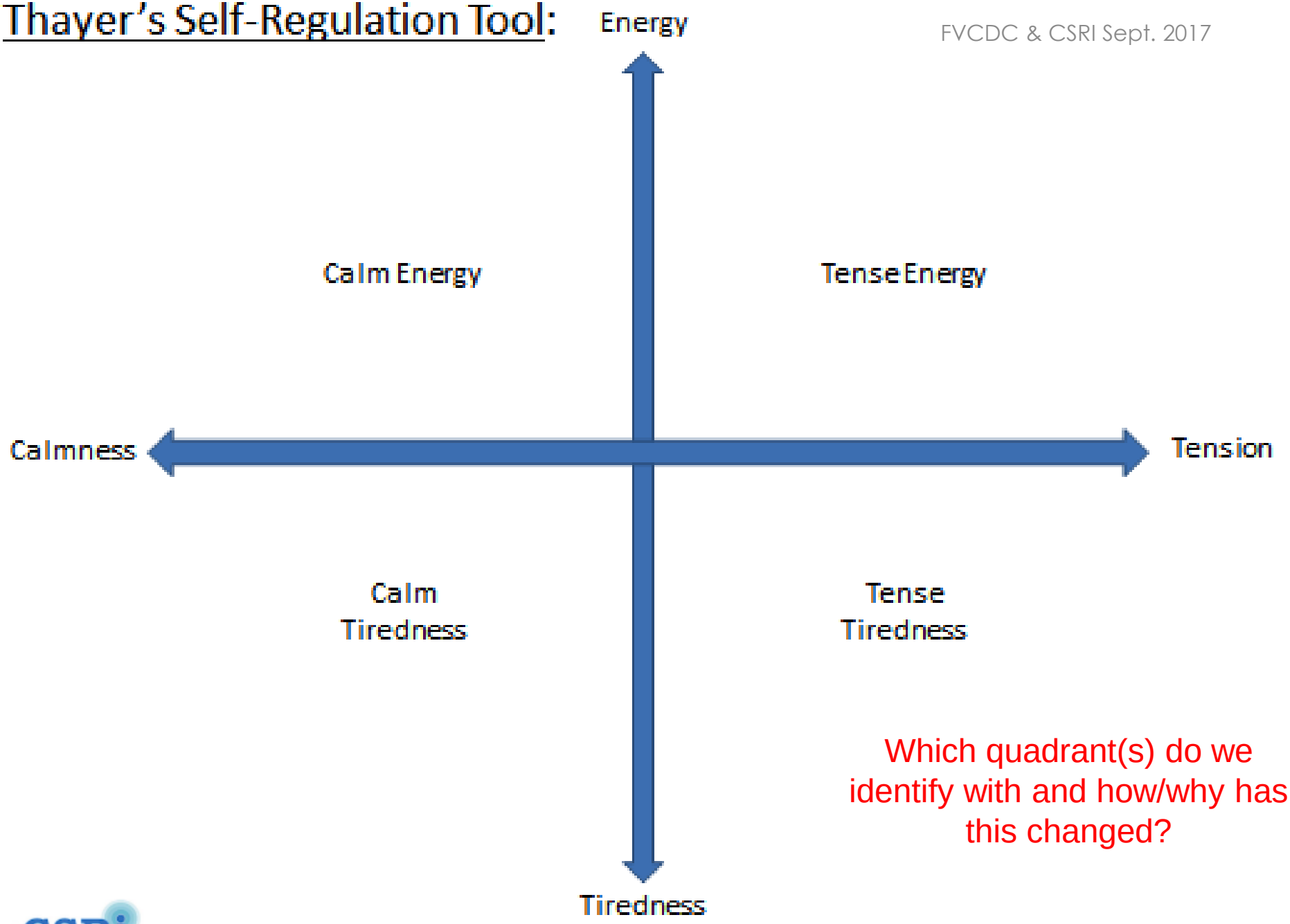
Our Response to Stressors

- Social Engagement
- Fight-or-Flight
- Freeze



The Limbic System is the glue that connects the Reptilian Brain and the NeoCortex. It is the emotion and memory center of the brain.

Thayer's Self-Regulation Tool:

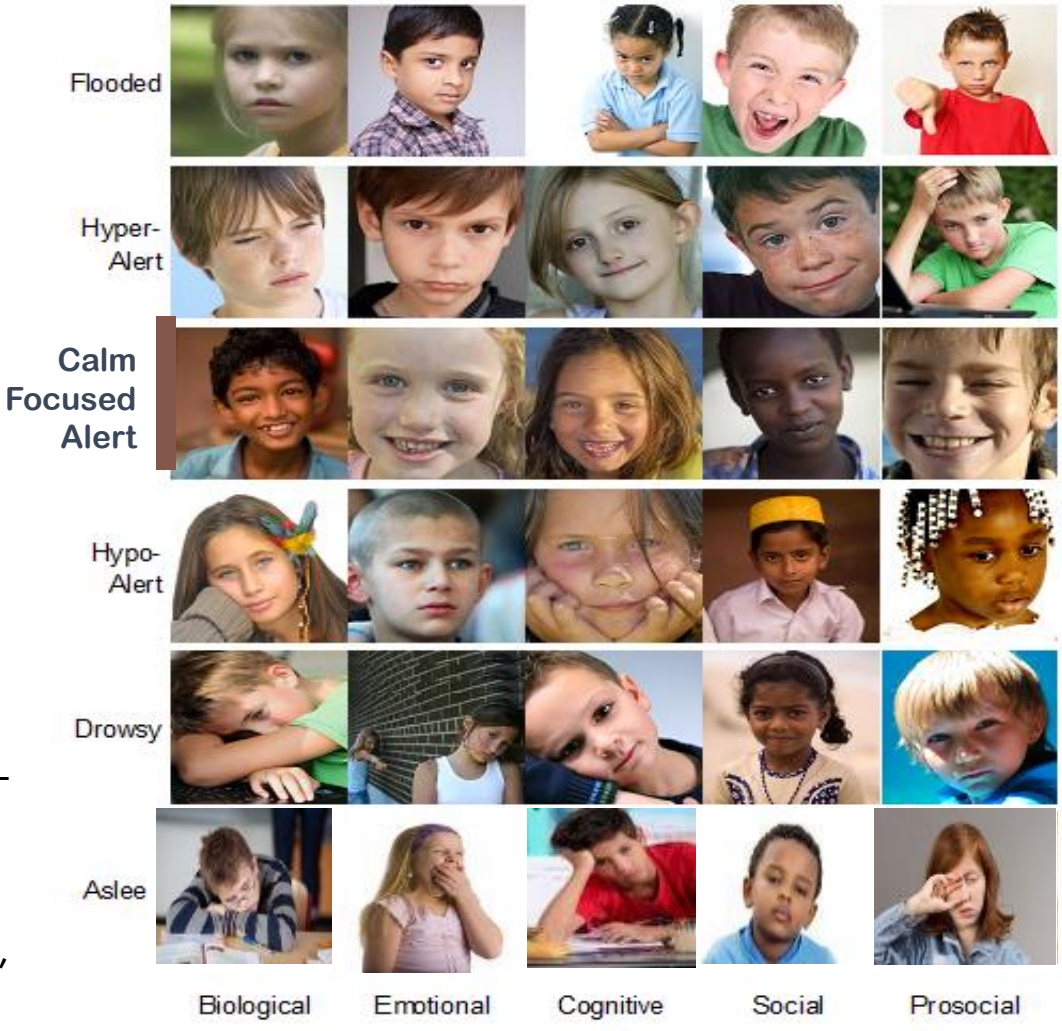


Which quadrant(s) do we identify with and how/why has this changed?

Source: Robert E. Thayer, The Origin of Everyday Moods, 1996

A Five Domain Look at Self-Regulation

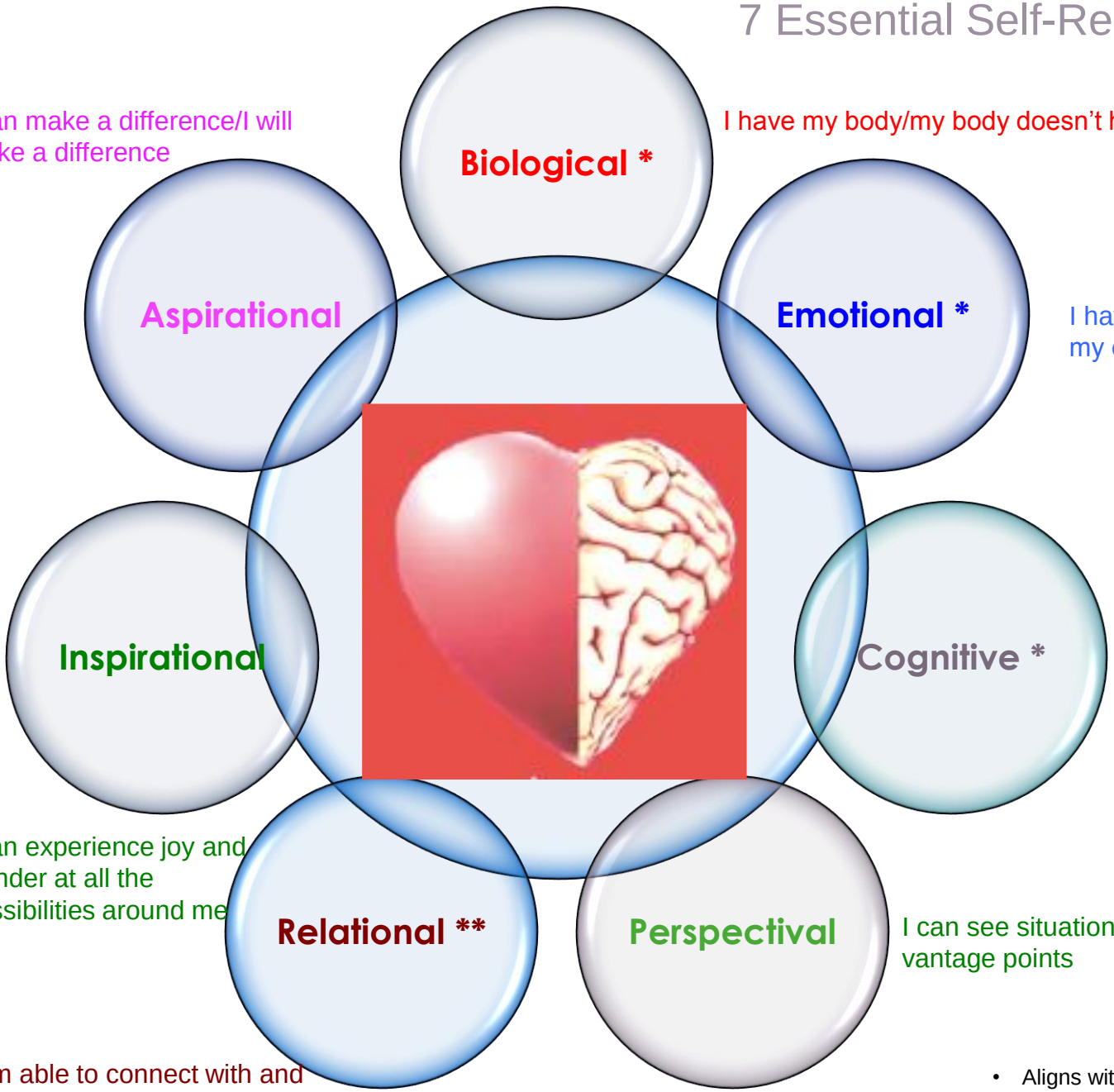
- **Biological** – including sensory
- **Emotional** – anger, fear, frustration, anxiety, hope, security & optimism
- **Cognitive** – memory, attention, processing, problem solving



- **Social** – capacity to process social cues and engage appropriately
- **Pro-Social** – ability to feel and show empathy, engage interpersonally and make a contribution beyond self

From: Shanker, Stuart (2013)
Calm, Alert and Learning: Classroom Strategies for Self-Regulation

7 Essential Self-Regulation **Capacities**



I can make a difference/I will make a difference

I have my body/my body doesn't have me

I have my emotions/
my emotions don't have me

I have my thoughts/
my thoughts don't have me

I can see situations in my world from several different vantage points

I am able to connect with and be connected to others

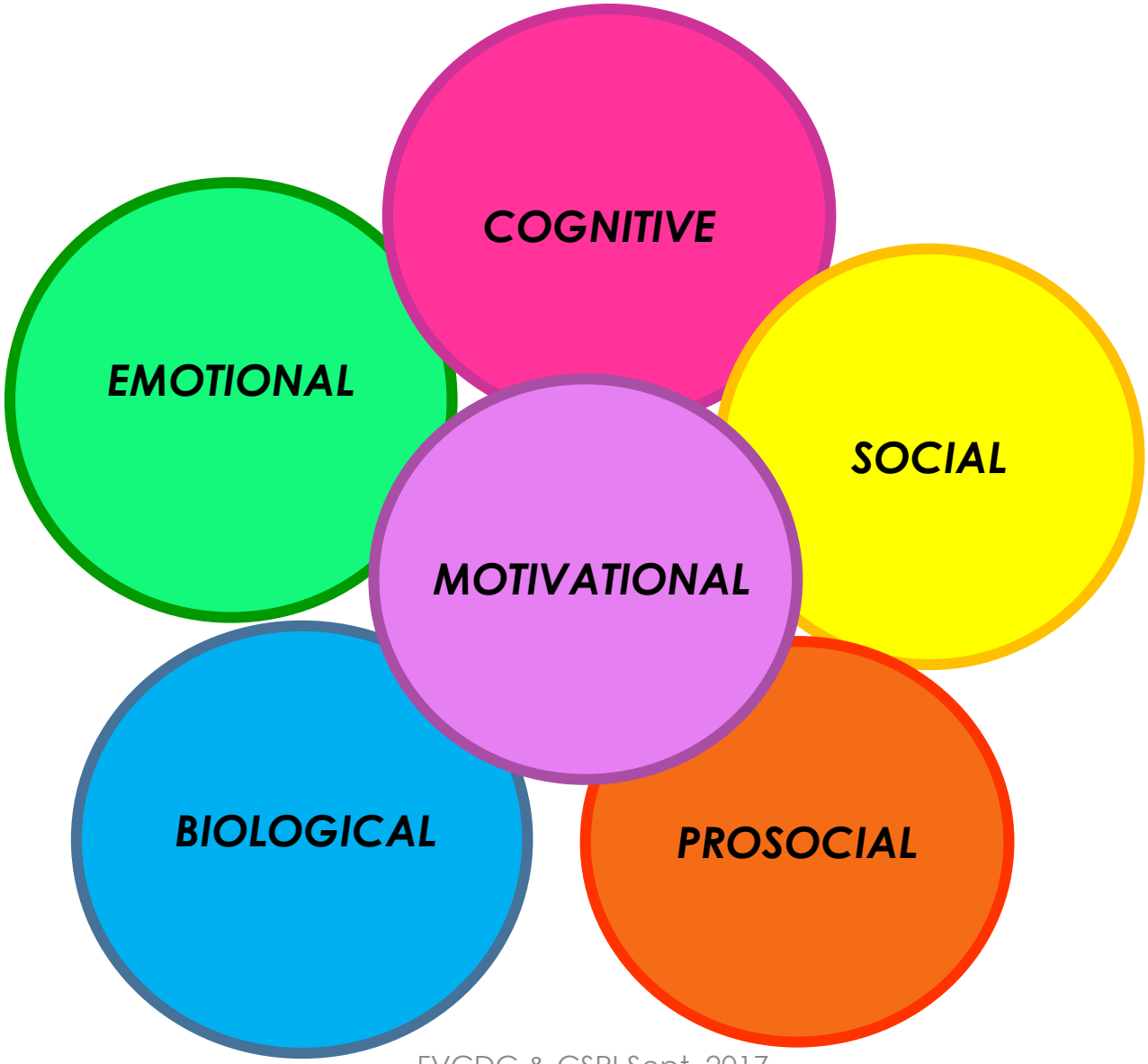
I can experience joy and wonder at all the possibilities around me

FVCDC & CSRI Sept. 2017

- Aligns with Shankers's 5 Domains of S-R

** Includes Shanker's *social* and *prosocial* domains

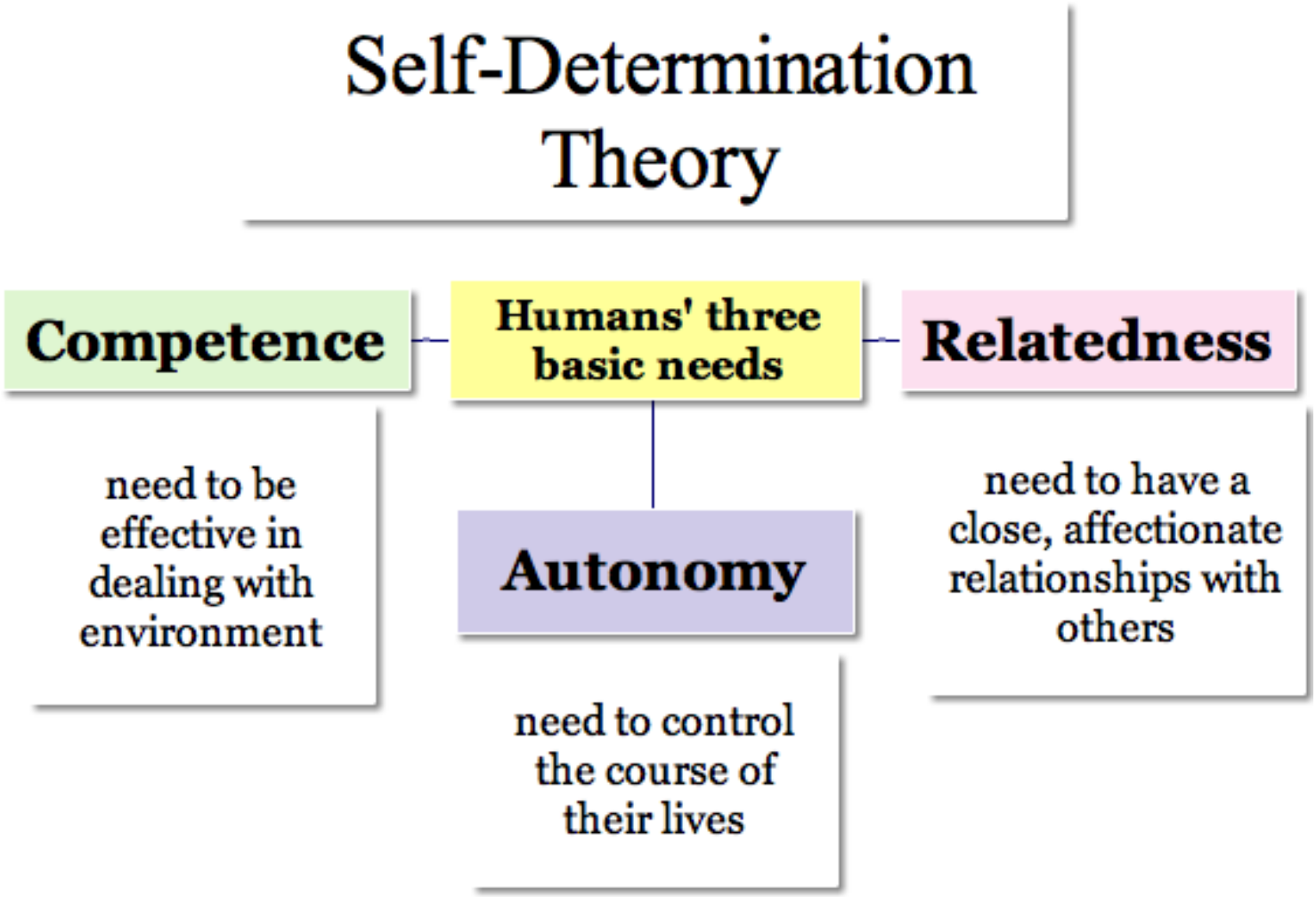
THE FIVE DOMAIN FRAMEWORK + MOTIVATION



The Motivational Domain of Self-Regulation

- The motivational domain of self-regulation is interconnected with the five domains of self-regulation and built is on theories of motivation.
- Maslow's Hierarchy of Needs
- Circle of Courage (Brokenleg and Brendtro)
- Self Determination Theory (Humans three basic needs: Competence, Autonomy, Relatedness) (Deci and Ryan)

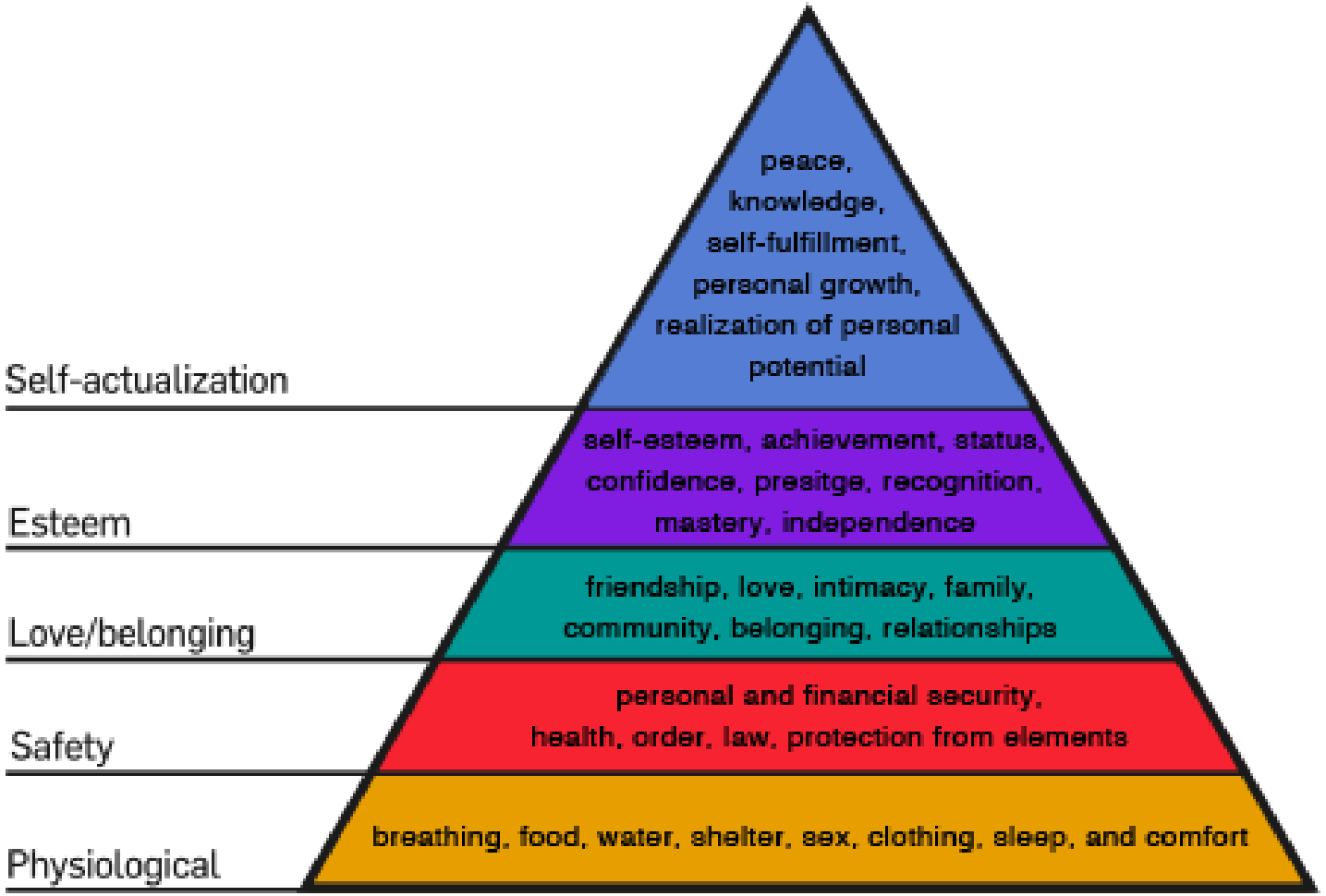
Theory of Motivation



Biological Domain Of Self-Regulation:

Regulation of physiological needs to be able to attain, maintain and change energy levels to match the demands of a task or situation

Where Are Your Kids on This Hierarchy – and What Can We Do to Support Their Growth?



Maslow's Hierarchy of Needs

Maslow's Hierarchy Of Needs

- What are some physiological needs that have been identified by Maslow in his hierarchy of Needs?

- Are there things that you, your program(s), school etc. have already implemented to support children's basic needs.

Physiological Stressors

The Biological Domain

- Biological self-regulation is connected to the human autonomic nervous system

Sympathetic Nervous System

Accelerator
Shallow Breathing
Increased Heart Rate
Increased blood pressure
Release of endorphins

Parasympathetic Nervous System

Brake
Lower Blood Pressure
Lowers Heart Rate
Storing Energy

The Biological Domain

- When this system is activated the brain does not distinguish between psychological and physical danger and activates the same physiological responses in either case
- These systems when excessively used can affect how children react to environmental stressors

The Biological Domain

- This may exhibit as children who are hypersensitive (extremely sensitive) to auditory (bells), visual (walls, clutter), tactile olfactory(smell) or gustatory (taste) input.
- As a result, the child may become hypo-aroused or hyper-aroused.

- Shanker, 2012

The Biological Domain

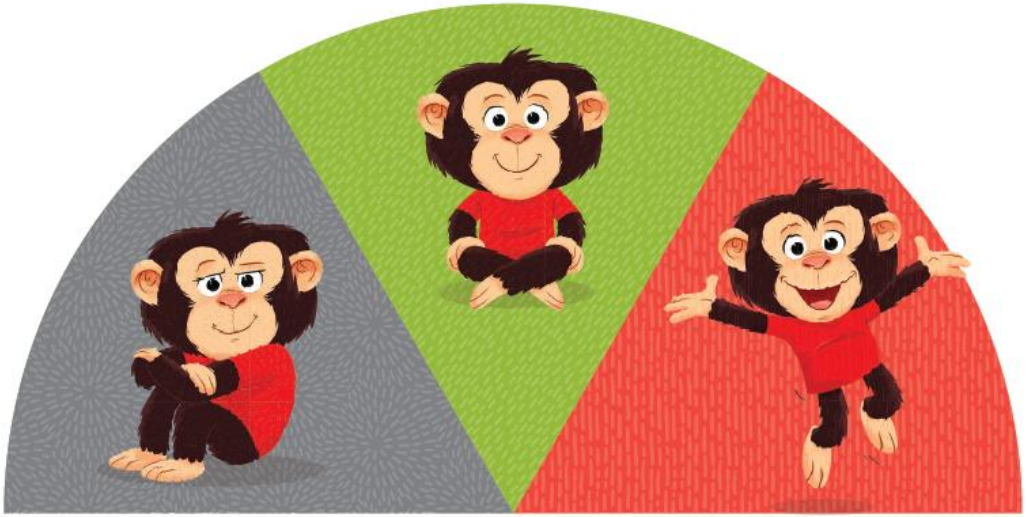
- Hypo-aroused: Shut out the stimuli
  Child needs to be up-regulated.

- Hyper-aroused: Over stimulated. Child needs to be down-regulated.

The Biological Domain

Using an energy arousal gauge helps children become self-aware of the energy arousal states

Green Zone – your body is CALM you are ready to play, listen and learn



Grey Zone – your body feels slow to move…….

Red Zone – your body has lots of energy, you need to move…..

The Biological Domain

The Orchids and the Dandelions – 1 in 5 children are hypersensitive to their environments due to genotypical differences

Ellis and Boyce 2005

The Biological Domain – Visual Sensitivity

The Biological Domain – Smell Sensitivity

The Biological Domain – Tactile Sensitivity

Opportunities and Benefits of Sensory Activities

The Biological Domain – Gustatory Sensitivity

The Biological Domain – Creating Supportive Sensory Environments

WEST VANCOUVER SCHOOLS
A world of opportunity

CSRI
Canadian Self-Regulation Initiative

Design Considerations

Beware of the Sitting Trap

Make Peace with Fidgeting and Movement

Consider the Walls

Lights, Colour, Action

Acoustics

Bring the outdoors in

WEST VANCOUVER SCHOOLS
A world of opportunity

CSRI
Canadian Self-Regulation Initiative

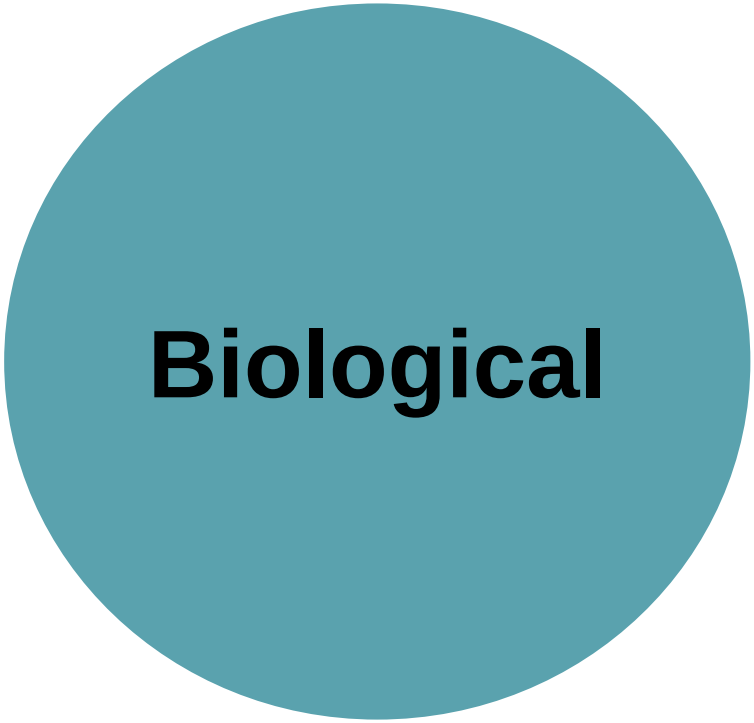
The Benefits of Physical Activity

Gross motor play helps release energy, helps stimulate the learning centers of the brain, teaches problem solving, safe risks and strengthens large motor development

Effects of Sleep Loss

- Obesity & Diabetes
- Hypertension & cardiovascular disease
- Anxiety & Depression
- Cognitive functioning
- ADHD-like symptoms)

(Dahl, 1996; Sadeh et al., 2002; Smaldoen et al., 2007)



I have a body ...
my body doesn't have me.

I have behaviour ...
my behaviour doesn't have me.

Our biology is unique to each of us. Just like the room at the end of September was too cool for some, and too warm for others, we are surrounded by many environmental variables that impact us – often without our awareness.

What do we do for ourselves to empower our minds in relation to our bodies and behaviours rather than to see and feel things "just happening to us"? What can we do to support the empowerment of our children minds in relation to their bodies and behaviours.