

A Self-Regulation Exploration:

New Knowledge over Old Certainties So That Our Kids Can Thrive



*As Parents and Educators, our Commitment is to Make the
Best Possible Difference in Kids' Lives...Together*



Why are *you* choosing to participate
in these sessions on self-reg?

Oct. 19 – Understanding and
addressing stress and anxiety in young
children

Dec. 7 – “Ready for K?” Truths and
misconceptions about our children’s
first months in school

Jan. 18 – Let’s Talk About Behaviour



A No Blame
Zone

Where
Neuroscience
Meets Education
and Parenting



*When we didn't
know better, we
couldn't do
better.*

A Tremendous
Opportunity zone

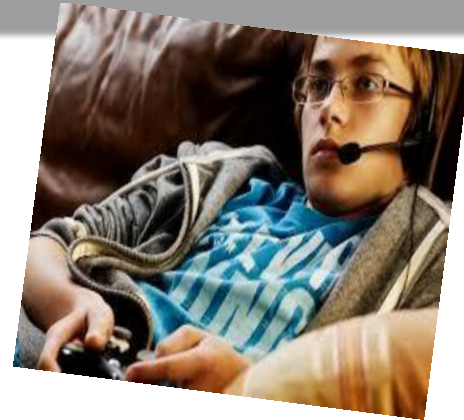
Remember: It's NOT About:

Willpower or strength of character; "Good kid/bad kid";
Reward & punishment; "Just get over it" or "Don't be silly"

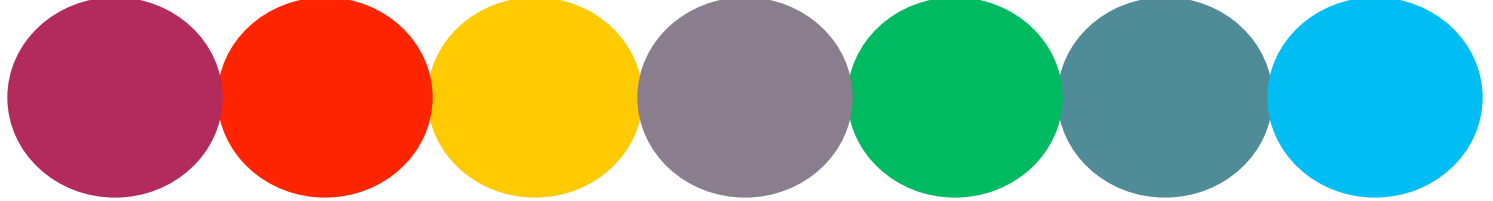
We Know Bet Let's Understand That Social-Emotional Health
is the Crucial Element for the Future Our Kids Need



How do we Support Our Children Experiencing Positive Options as They Strive to Achieve Their Potential?



ford Parent session Sept. 2017

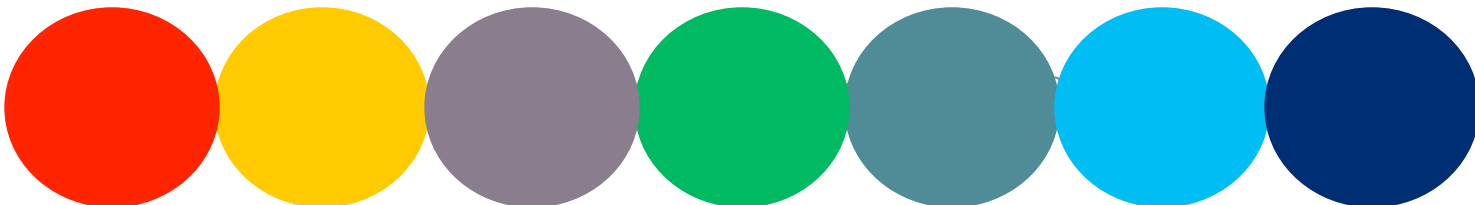


As Parents and Educators, Our Role is to
Incubate These Three Human Needs:

- to belong
- to develop
- to contribute and...



Self-Regulation & Positive Social-Emotional Climates are Central to This
Work



We Have Come a Long Way in our Understandings About What We Can do to Support Social-Emotional Health and Safety



*And We Have a Long Way to Go:
“Every Child, Every Chance, Every Day”*

**We Know That a Capacity Building/Self Regulation Approach
Works For All Kids, Especially Those in Greatest Need We
Commit to Generating Optimal Conditions for:**

- **Learning (including play)**
- **Mental health and well-being**
- **Healthy human development**

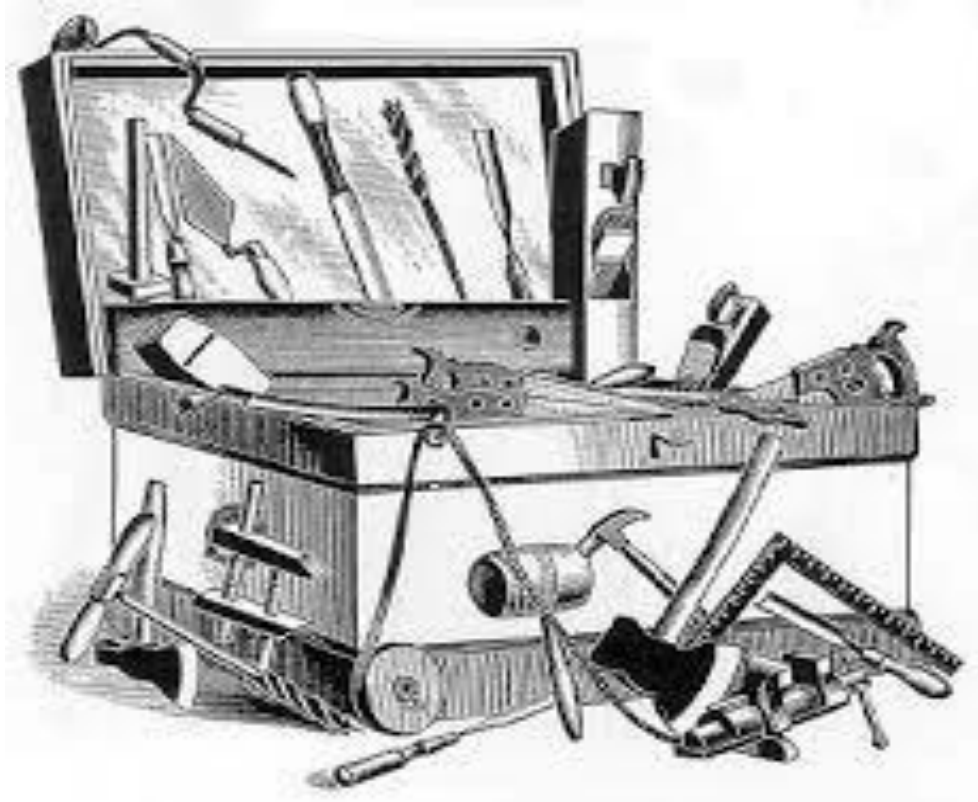


- **Positive, productive social engagement and relationships**

It's Not Just About the Tools...It's About the Right Tools at the Right Time for the Right Reasons

- Creating the framework for the tools in your toolbox
- Identifying challenges and opportunities at school and in the community
- Exploring theory and practice so we can make a difference





If

Part 1

Abbotsford Parent session Sept. 2017

If Si
your only
outil
is a est
hammer,
problème
resemble
looks



votre seul tool
un marteau,
chaque every
problem

un clou like a nail

If

Part 2

If

we keep

doing what we're

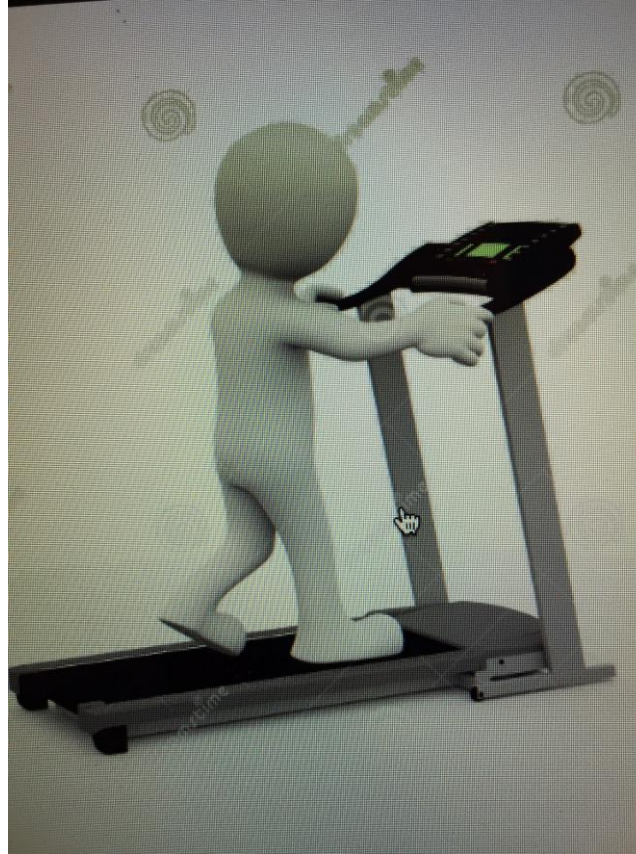
doing à faire ce we

keep getting faisons

what we're nous

continuerons à

que nous



Si

nous

continuons

will que nous

getting

obtenir ce

obtenons

Stop crying,
it's only a
scratch

No playtime
until you
settle down

Wait Until...

Children
should be
seen...

Spare the
rod...

You can't
leave the
table until...

Where have we heard this before? How is it working??

Don't be silly.
Just ...

No dinner till
you've cleaned
up your room

Just try harder...

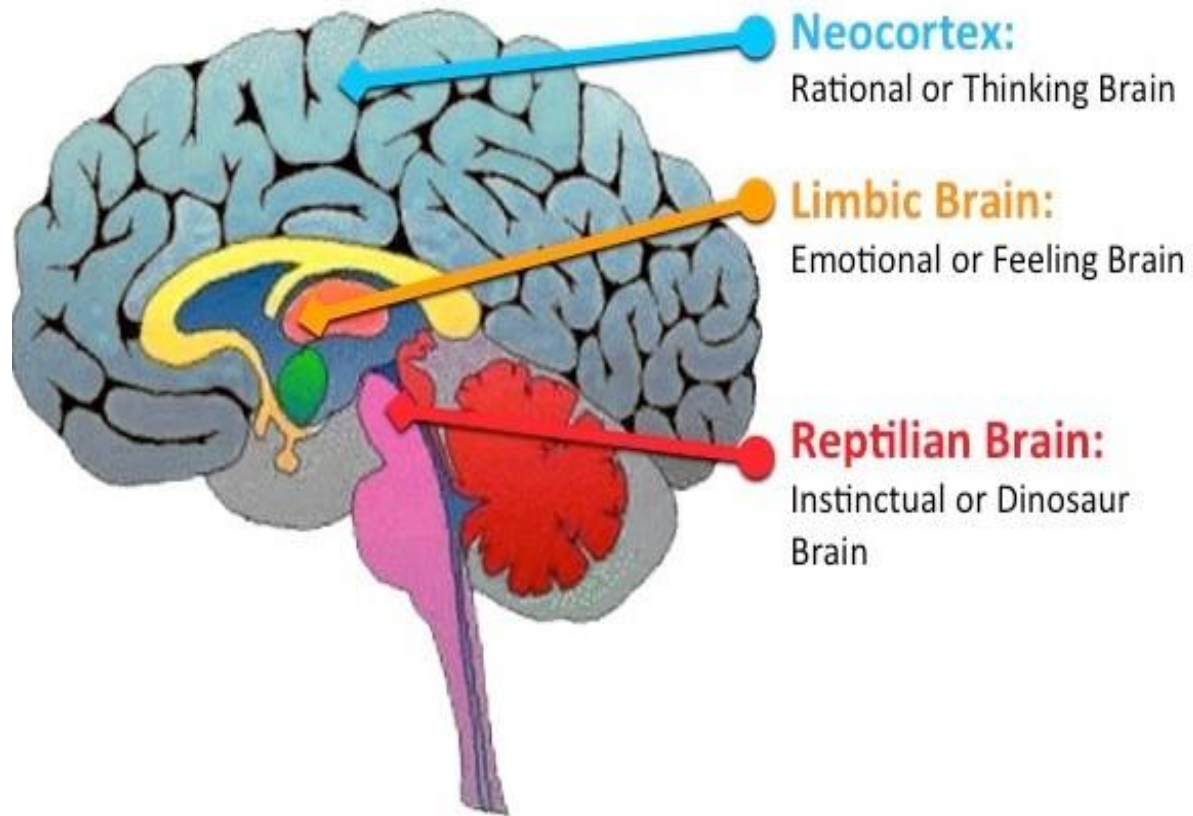
Time to Share...Thoughts and Questions



A Self-Regulation Primer:

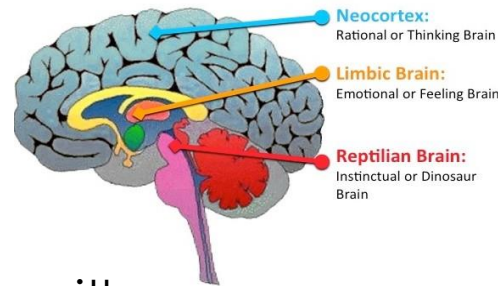
When What We Know Allows Us To Change What We Do

Abbotsford Parent session Sept. 2017

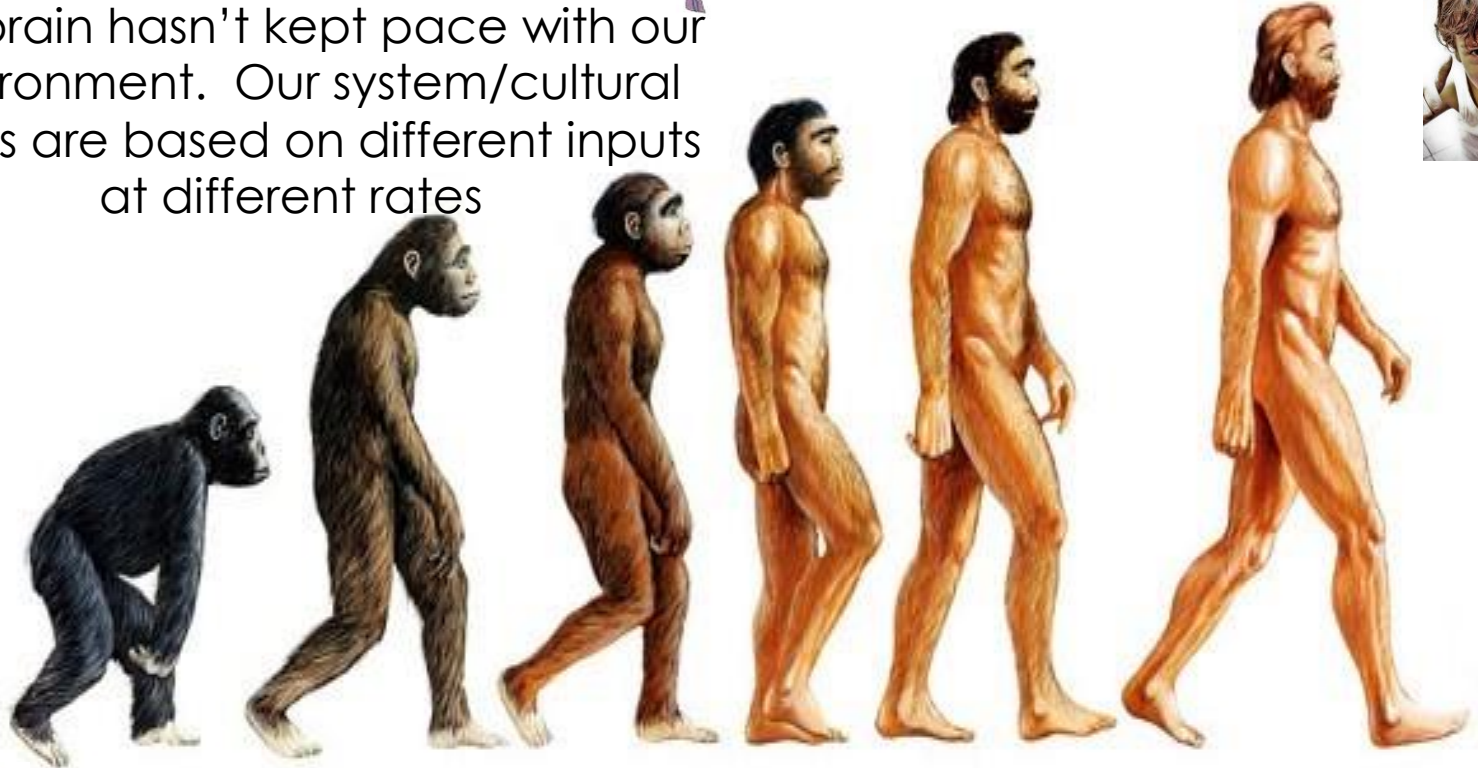


The Evolution of Man: We Aren't Ready for the World That

Surrounds Us



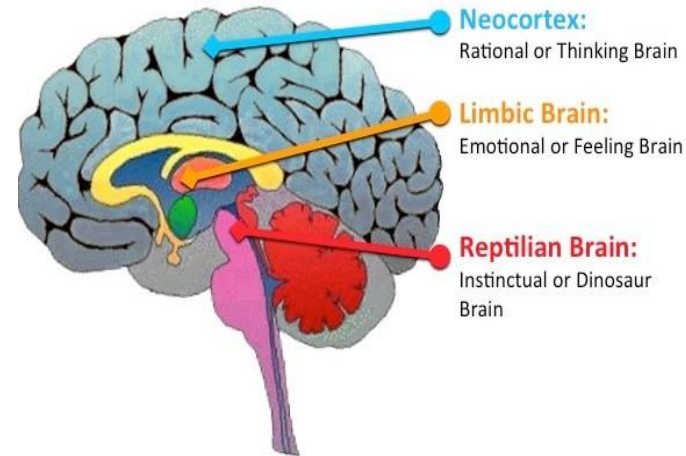
Our brain hasn't kept pace with our environment. Our system/cultural norms are based on different inputs at different rates



The Brain, Self-Regulation and the Impact of Stressors

Not a new phenomenon BUT understandings that have evolved over time

- How effectively and efficiently we deal with a stressor and then recover from the effort
- Every time we encounter a stressor the brain responds with processes that consume energy



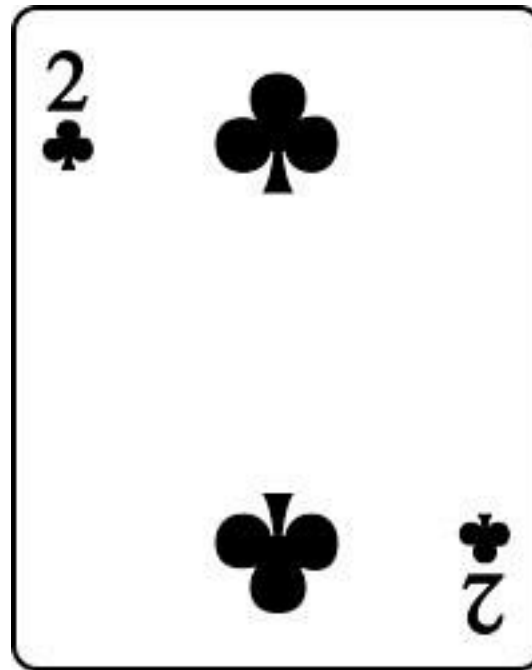
- This is followed by restorative processes to recover energy from this expenditure. When we are overwhelmed, we default to “fight, flight or freeze” We have all been there as kids and as adults.

When We are Trying to Cope With Stressed & Overwhelmed Kids, Let's Not Forget



Our Kids Play the Cards Available to Them

Whatever They Might Be



As

parents, we must help kids add cards to their deck or we will reinforce deficits that limit their capacity to thrive

Increased emotional awareness

Kids with permission to make changes in their environment

Changing adult understandings of the why of specific behaviours

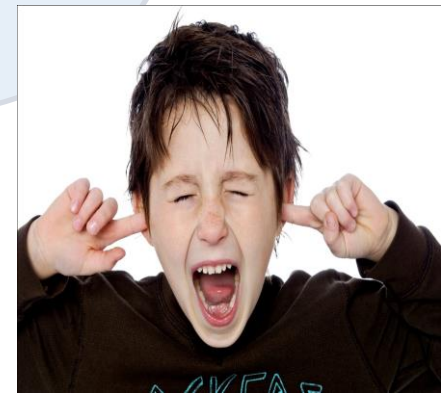
Kids with more “awareness” than we give them credit for & with an impressive ability to self-regulate

The growth of empathy among kids

More of this

Less of that

Abbotsford Parent session Sept. 2017



Which Way Are We Headed? Nurturing Capacities or Extinguishing “Deficiencies”?

OLD NORMS

NEW UNDERSTANDINGS

More “Blunt Force Behaviorism
(Harder & Louder)”

Transforming our parenting
based on what we know

Time to Share...Thoughts and Questions

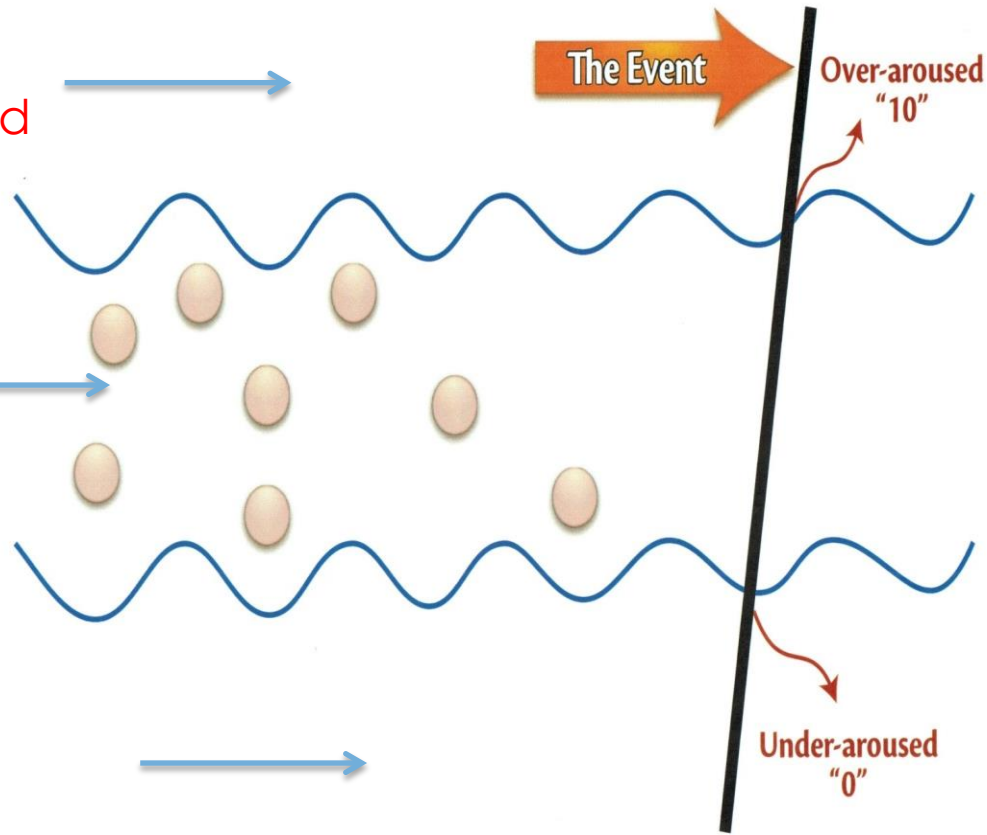


This is Life/This is Us

When things aren't manageable & we are hyperactive and overwhelmed

The good, the bad and the ... manageable

When things aren't manageable & we are zoned out/ disengaged



105

Dr. Peter Levine's - The Stream of Life

Stress

anything that triggers the brain to deal with a challenge by burning up energy and then recover.

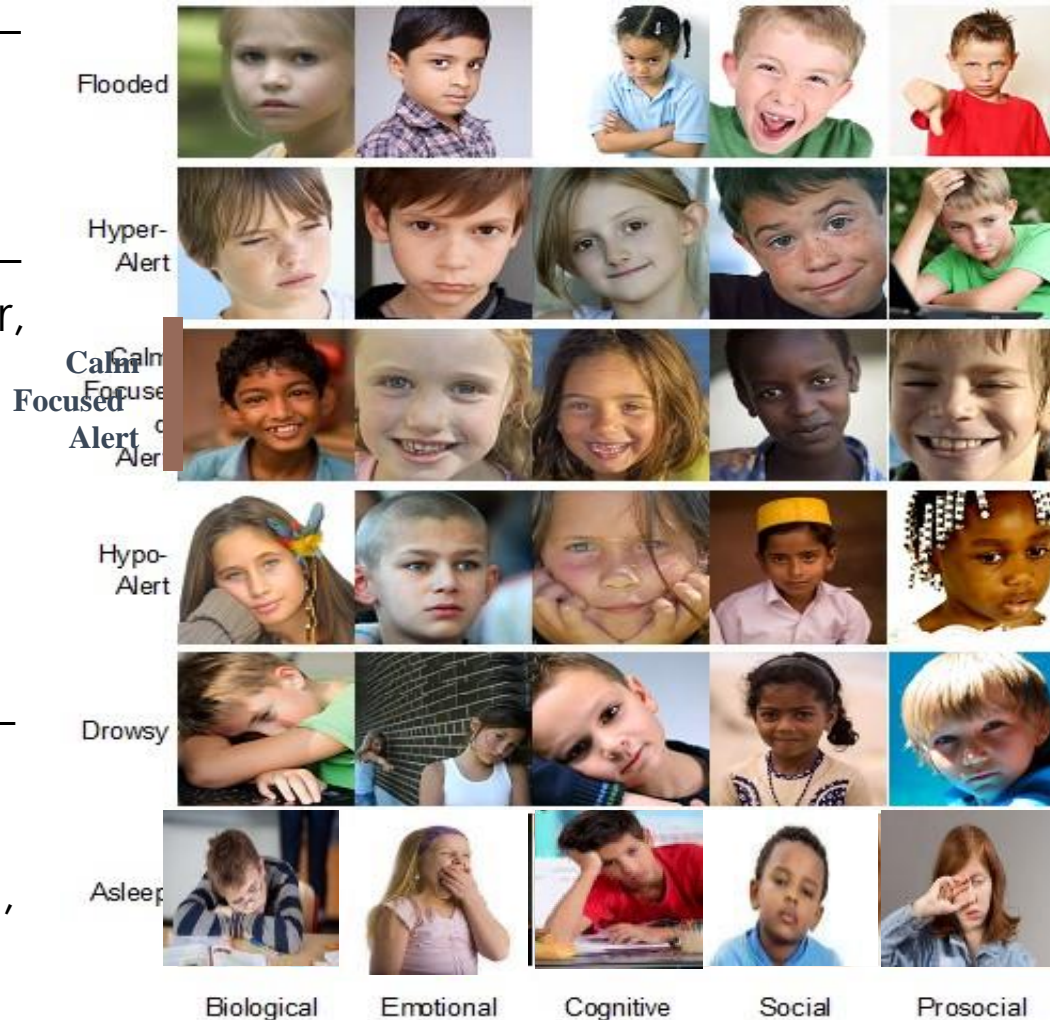


Our capacity to thrive is determined by how effectively

A Five Domain Look at Self-Regulation

Strategies for 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

Self-Reg Through a Capacities Lens

Aspirational – confidence that you can make a difference

Inspirational – capacity to see joy and possibilities in the world around me

Relational: (Social) – capacity to process social cues and engage appropriately

&

Relational (Pro-Social) – capacity to feel and show empathy, engage interpersonally and make a contribution beyond self

Our Unique Biology – **Perspectival** – capacity to see



including sensory

situations from several different vantage points

Emotional – capacity to process anger, fear, frustration, anxiety, hope, security & optimism

Cognitive – capacity for attention, recall, processing, problem solving, prioritizing...

The Orchids and the Dandelions – 1 in 5 children are hypersensitive to their environments because of their biology



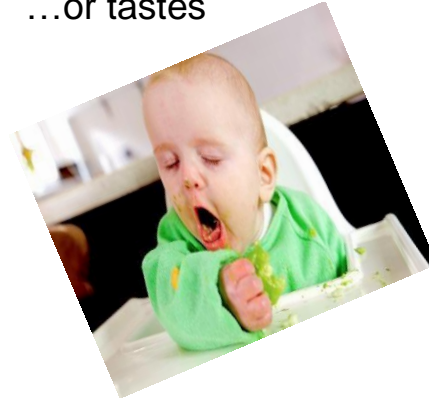
Visual Clutter



Sensitivity to Smells



...or tastes



Our Biological Makeup “Sets the Table” for the Rest of Our Capacities

Ellis and Boyce 2005



Or
?

Auditory Sensitivity

Some Strategies to Support Social-Emotional Growth & Health



- Give children choice
- Increase activity time

- Support safe risks
- Notice & celebrate empathy
- Use stories
- Nurture a Growth Mindset
- Encourage big dreams
- Talk about your own energy
- Decrease power/authority relationships



- Change/De-clutter their spaces

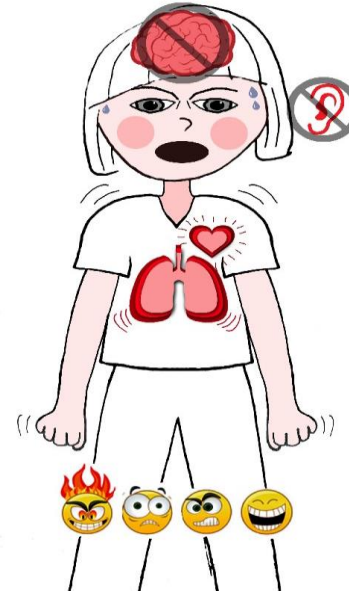
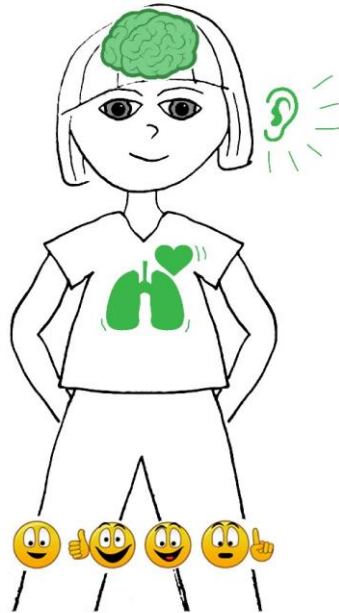
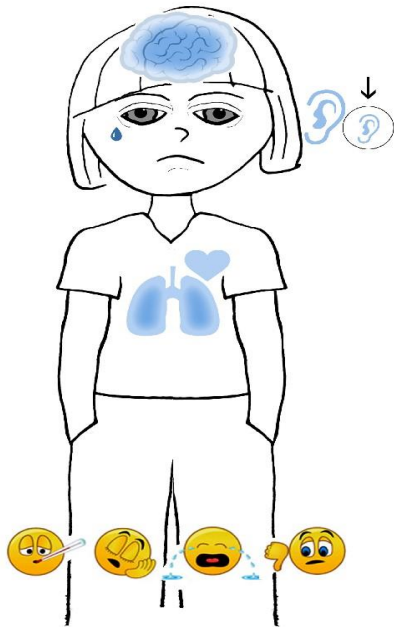


- Recognize & analyze “dysregulating” variables

- Introduce tools
- **Teach** self-regulation
- Create spaces and routines to up-regulate/ down-regulate as needed
- Take another look at the food that fuels kids’ energy

Based on the work of Dr. Stuart Shanker

Do our kids have
the language
and awareness
to...



...Name it to tame it?
We Can Help Kids to be Curious Rather Than
Simply to Lament

Why is all of this stuff always happening to me?

Good Kid/Bad Kid

Growth Mindset/Fixed Mindset

Virtuous Cycle/Vicious Cycle



As Parents, We Can Ask:

- 1. How is the environment influencing the situation?**
- 2. What is the child's need?**
- 3. How can we strengthen our relationship?**



As the parent, remember to be the thermostat not the temperature (or the furnace)

Time to Share...Thoughts and Questions



Touch Points on the Self-Regulation/Social-Emotional Journey

Abbotsford Parent session Sept. 2017

- 1) Start With **Yourself**
- 2) It's a **lifelong** commitment
- 3) Audit your **surroundings**
- 4) Take **your sail out of their wind**: Never try to engage/reason with or lecture a “flooded” child
- 5) Help kids with self-reg challenges find ways to **experience moments of regulation & enjoy those moments**
- 6) **Never give up**
- 7) Be a **detective** – what initiated episodes of dysregulation?
- 8) Re-define success with an Asset vs. a Deficit focus



Relatedness/Connection

- “The problem is, children have a profound need for connection. Decades of research in attachment demonstrate that particularly in times of distress, we need to be near and be soothed by the people who care for us.”

Dr. Dan Siegel

Canadian Self-Regulation Initiative



The resilient child can succeed with the support of **one significant adult**, someone who cares enough to listen, to be patient, to maintain high expectations and to form an un



Are you that person? If not you, then who?

One More Time to Share...
Thoughts and Questions

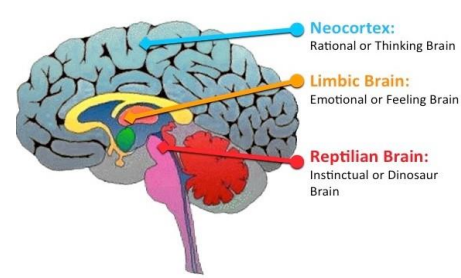


Together, We Build Human Capacity



It's Never Too Late

Abbotsford Parent session Sept. 2017



Thank You.

Together, Let's Use a
Social-Emotional Development Lens
So That All Kids Can Thrive



Mike McKay, Director
Canadian Self-Regulation Initiative

www.self-regulation.ca

@csri_self-reg

@mikemckay_ca

Abbotsford Parent session Sept. 2017

