



Understanding and Supporting Regulation



Calgary Board
of Education

Today's Outline

- Understanding Regulation
- Reframe the Behaviour
- Recognize Stressors
- Reduce Stressors & Respond with Strategies
- Supporting Your Own Regulation



What is Regulation?

Regulation is:

- How efficiently and effectively one manages stress and 'recovers' – Dr. Stuart Shanker (www.self-reg.ca)

Dysregulation is:

- When the demands exceed one's capabilities



What about Co-Regulation?

"Involves the ability to use relationships to either stimulate or calm" -Kim Barthel

"We're all just walking each other home" - Ram Dass



Demonstrates the importance of Relationships

Co-regulation comes BEFORE self-regulation



How do we Regulate?

- Through our Bodies
 - Through sensory/ movement
- Through Relationships
 - Co-regulation, socialization
- Through our Cognition
 - Executive function, self-talk



↑ Children's brains develop from the bottom up. ↑
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Dysregulation in the 21st Century

WHY?

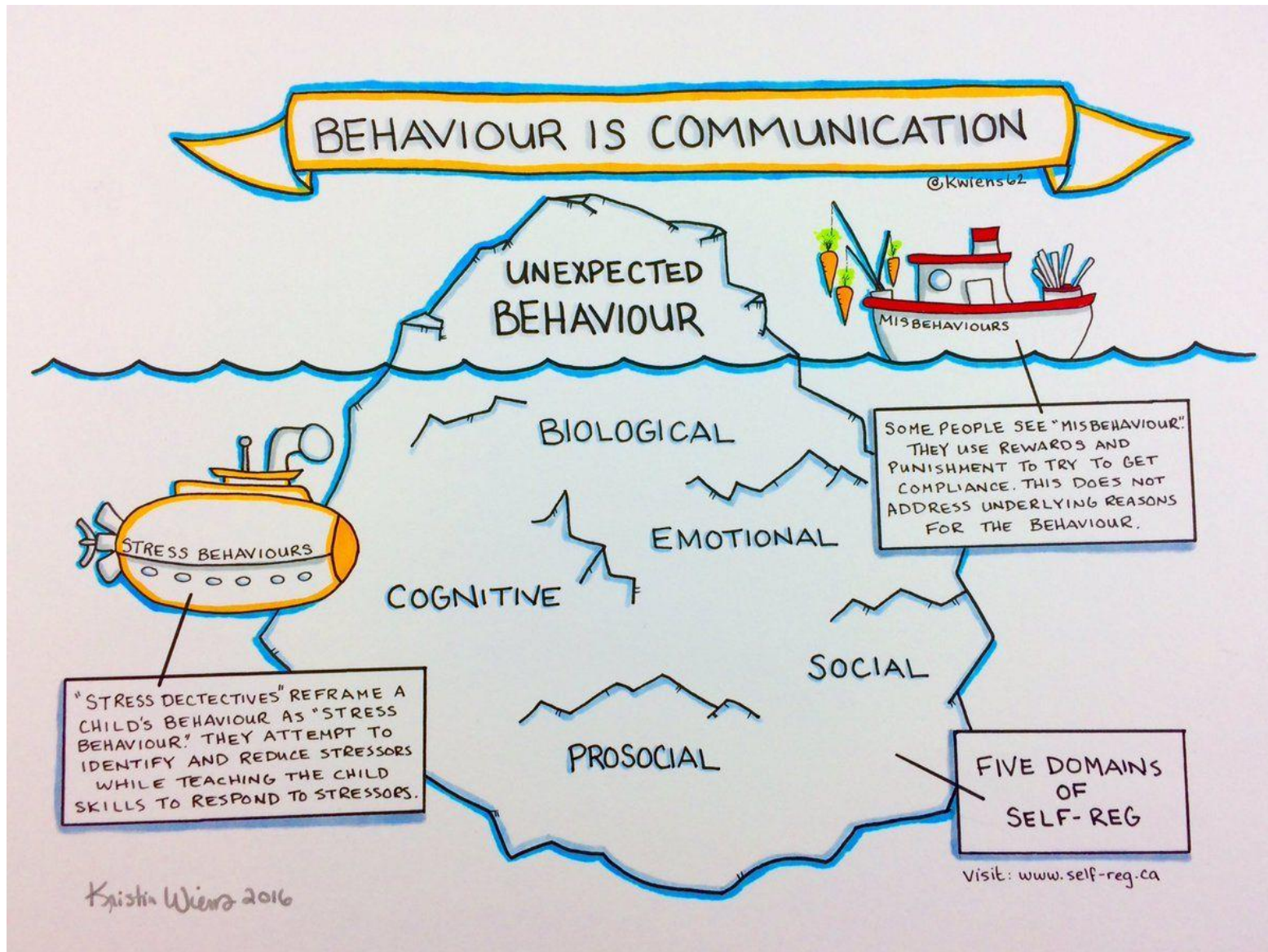
- Neuroscience + Education
- Social media generation-whole life with it
- Less engagement with senses- nature, movement
- Less unstructured time
- More risk averse society
- Pandemic- NUTS
- Higher adult stress
 - Decrease in Alloparenting
 - Adults use of technology



Steps of Regulation

- Reframe Behaviour
- Recognize Stressors
- Reduce Stressors & Respond with Strategies
- Reflect on Strategies

Reframe the Behavior



Reframe the Behavior



RETHINKING POWER NEEDS

@Kwien62



POWER IS NOT LIKE A
REMOTE CONTROL
WHERE ONLY ONE PERSON HAS
ALL THE POWER AND CONTROL.



POWER IS LIKE A CANDLE.
YOU CAN GIVE A CHILD POWER WITHOUT
GIVING AWAY ANY OF YOUR OWN POWER.



YOU DON'T HAVE A SET
AMOUNT OF POWER
~ LIKE A BUCKETFUL.
THERE ARE WAYS TO GIVE A
CHILD POWER WITHOUT
LOSING ANY OF YOUR OWN.

KIDS DON'T WANT YOUR POWER. THEY WANT THEIR OWN.

RICHARD LAVOIE



WHEN A STUDENT FEELS THEY HAVE

POWER WITH
THE ADULTS
AS WELL AS

POWER WITHIN
THEMSELVES

THEY'LL HAVE LESS NEED TO SEEK

POWER OVER
OTHERS

A NEW UNDERSTANDING OF
POWER CAN HELP WITH THIS



"SEE A CHILD
DIFFERENTLY...
SEE A DIFFERENT
CHILD"

STUART SHANKER

6 WAYS TO HELP KIDS MEET THEIR POWER NEEDS



1. OFFER CHOICE, NOT ORDERS
2. GIVE RESPONSIBILITY
3. START WITH STRENGTHS
4. EXPRESS INTEREST RATHER THAN PRAISE
5. ASK FOR THEIR OPINION
6. ASK FOR THEIR HELP

6 POINTS TO REMEMBER



1. AVOID POWER STRUGGLES
2. AVOID MAKING THREATS
3. GROWING POWER NEEDS ARE A HEALTHY PART OF CHILD DEVELOPMENT
4. RESPECT BOUNDARIES
5. THE RULES (NOT THE ADULT) SHOULD BE OBEYED
6. REFLECT ON YOUR OWN NEED FOR POWER & CONTROL

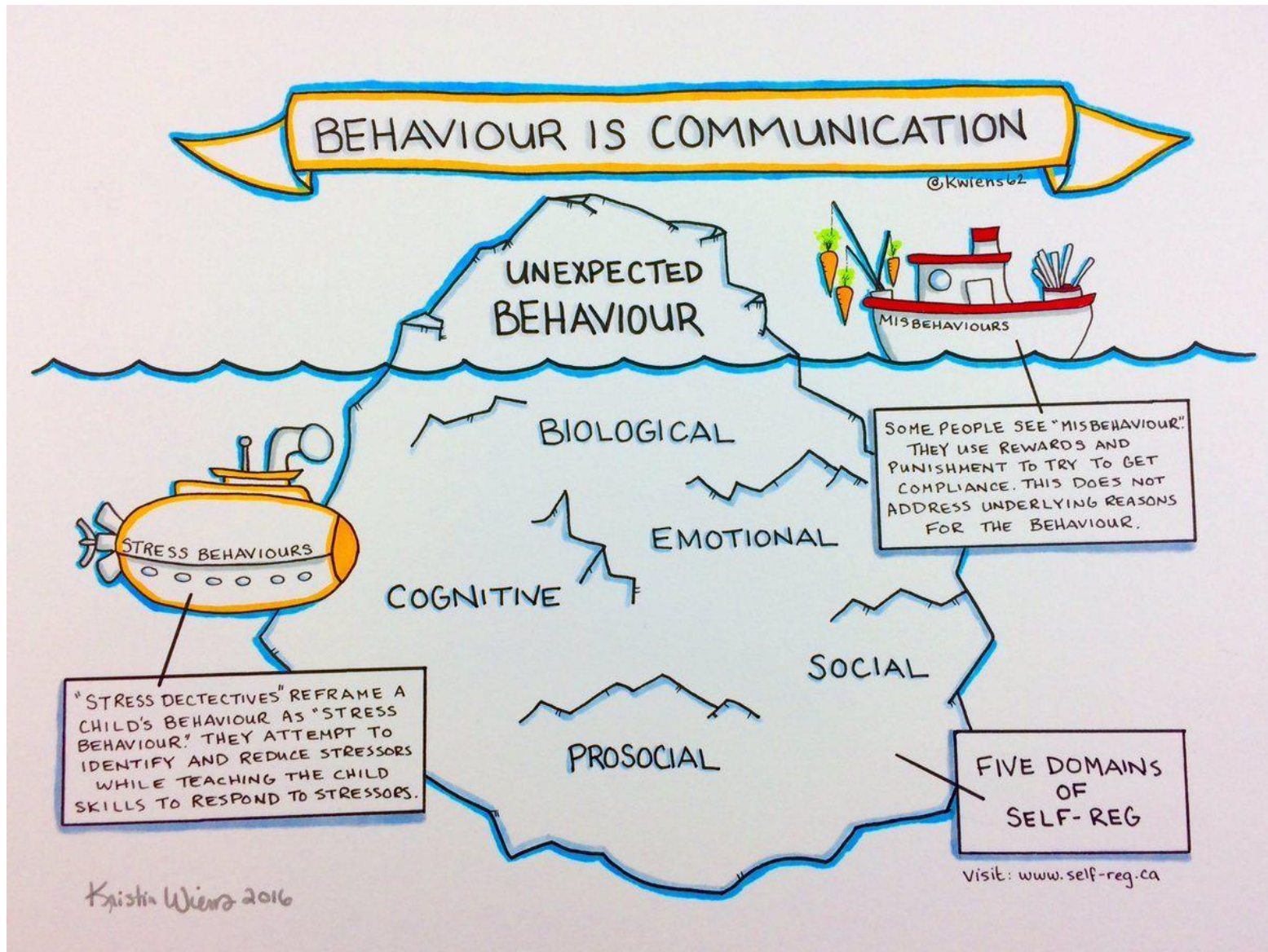
"THE REALITY IS THAT NO ONE WINS A POWER STRUGGLE" ROSS GREENE

Five Steps of Regulation

- Reframe Behaviour
- Recognize Stressors
- Reduce Stressors & Respond with Strategies
- Reflect on the Strategies

www.self-reg.ca

Reframe the Behavior



Recognize the Stressors

- * **Biological**—noises, crowds, too much visual stimulation, not enough exercise
- * **Emotional**—strong emotions, both positive (over-excited) & negative (anger, fear)
- * **Cognitive**—difficulty processing certain kinds of information
- * **Social**—difficulty picking up on social cues, or understanding the effect of his behaviour on others
- * **Prosocial**—difficulty coping with other peoples' stress



EXAMPLE STRESSORS

BIOLOGICAL DOMAIN

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STRESSORS CAN AFFECT OUR PHYSIOLOGICAL SYSTEM AND TAKE US OUT OF OPTIMAL FUNCTION. THIS CAN INCLUDE NOISES, CROWDS, TOO MUCH VISUAL STIMULATION, OR NOT ENOUGH EXERCISE.

BALANCE

HOMEOSTASIS - OTHERWISE KNOWN AS CALMNESS - OCCURS WHEN ENERGY EXPENDITURE AND RECOVERY ARE IN SYNC

24 Hour Canadian Guidelines for Movement for Children 5 -17

GUIDELINES

For optimal health benefits, children and youth (aged 5-17 years) should maintain high levels of physical activity, low levels of sedentary behaviour, and sufficient sleep each day.
A healthy 24 hours includes:



SWEAT

Moderate to Vigorous Physical Activity

An accumulation of at least 60 minutes per day of moderate to vigorous physical activity, including a variety of aerobic activities, vigorous physical activities, and muscle and bone strengthening activities, should each be incorporated at least 3 days per week.

STEP

Light Physical Activity

Several hours of a variety of structured and unstructured light physical activities.

SLEEP

Sleep

Uninterrupted 9 to 11 hours of sleep per night for those aged 6-13 years, and 8 to 10 hours per night for those aged 14-17 years, with consistent bed and wake up times.

SIT

Sedentary Screen Time

No more than 2 hours per day of recreational screen time; limited sitting for extended periods.

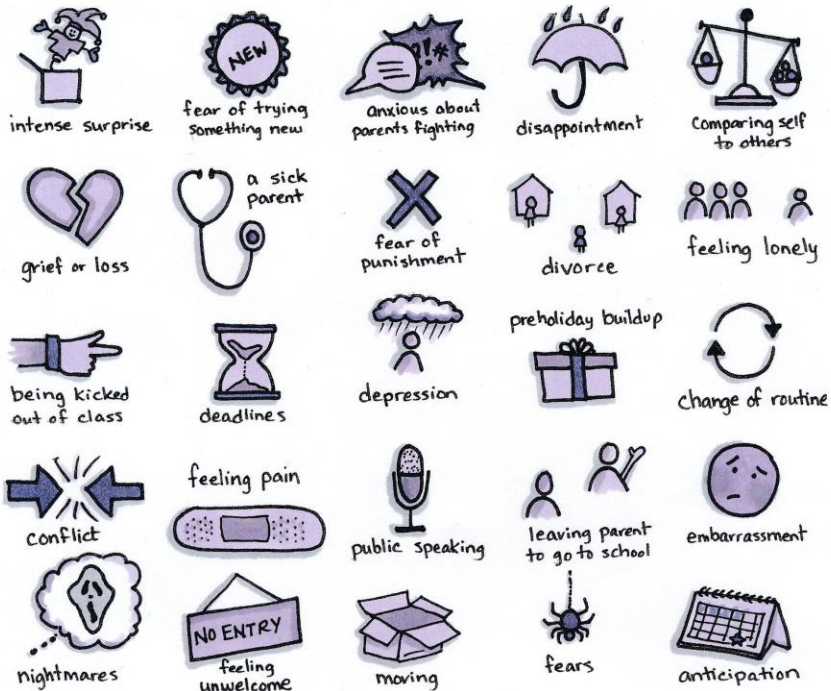
Prioritizing sufficient sleep, limiting leisure time for outdoor time, and replacing sedentary leisure hours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.

EXAMPLE STRESSORS

EMOTION DOMAIN

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STRESSORS IN THIS DOMAIN INCLUDE STRONG EMOTIONS, BOTH POSITIVE (OVEREXCITED) AND NEGATIVE (ANXIETY, ANGER) AND OFTEN INTERACT WITH AND MULTIPLY STRESSORS IN OTHER DOMAINS.

BALANCE

BALANCE IS ATTAINED, NOT BY TRYING TO CURTAIL STRONG EMOTIONS, POSITIVE AS WELL AS NEGATIVE, BUT RECOGNIZING THEM AS SUCH

EXAMPLE STRESSORS

COGNITIVE DOMAIN

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COGNITIVE STRESS IS CAUSED BY DIFFICULTY PROCESSING
CERTAIN KINDS OF INFORMATION.



BALANCE



A CHALLENGE THAT IS TOO EASY IS
NOT A "CHALLENGE"; BUT NEITHER IS
SOMETHING THAT IS TOO HARD

EXAMPLE STRESSORS

SOCIAL DOMAIN

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SOCIAL STRESSORS RELATE TO A CHILD'S DIFFICULTY
PICKING UP ON SOCIAL CUES, AND UNDERSTANDING THE EFFECT
OF THEIR OWN BEHAVIOUR ON OTHERS.



Confrontation



peer pressure



group work



public speaking



birthday parties



a new school



social media

eating slowly
in a fast
eating worldraising your hand
in classmeeting someone
new

Carpet time



bullying

no one to play
with at recessnot being
understood

being left out

Walking into a
room of people

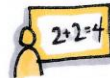
jealousy



holidays



busy hallways

reading in front
of otherscrowded
classrooms

on call teachers



being excluded

going to an
event alone

lack of friends

BALANCE



BE NEITHER TOO ACQUIESCENT NOR
TOO OVERBEARING, NEITHER TOO
SOLITARY NOR TOO GREGARIOUS

EXAMPLE STRESSORS

PROSOCIAL DOMAIN

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SIGNS OF PROSOCIAL STRESS SUCH AS DIFFICULTIES SHARING, TELLING THE TRUTH, OR UNDERSTANDING RIGHT AND WRONG ARE OFTEN TIED TO A CHILD'S DIFFICULTY COPING WITH OTHER PEOPLE'S STRESS.

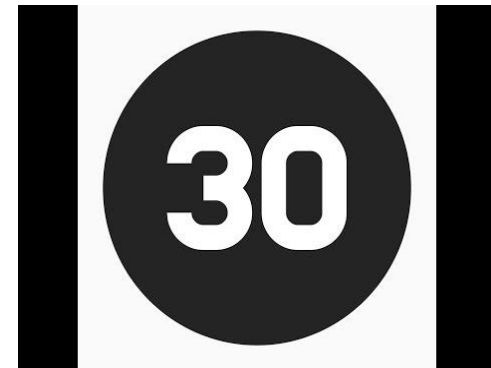
BALANCE

WHEN THE INDIVIDUAL PUTS
THE GROUP AHEAD OF SELF,
YET REMAINS AN INDIVIDUAL

Reflect Question:

What are some things that can drain your own child's battery?

Sometimes? All the time?

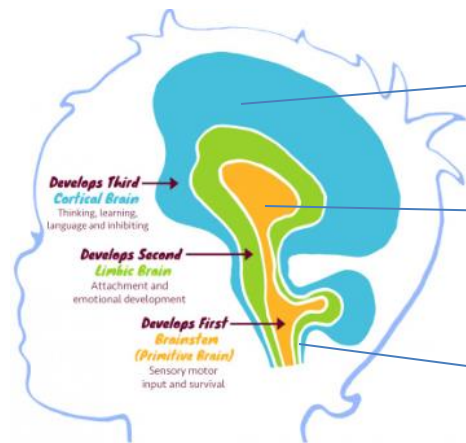


Five Steps of Regulation

- Reframe Behaviour
- Recognize Stressors
- Reduce Stressors & Respond with Strategies
- Reflect on the Strategies

www.self-reg.ca

The 'WHY' of Strategies



Children's brains develop
from the bottom up.



© www.beaconhouse.org.uk

Third: We can support the child to reflect, learn, remember, articulate and become self-assured.

Second: We must relate and connect with the child through an attuned and sensitive relationship.

First: We must help the child to regulate and calm their fight/flight/freeze responses.

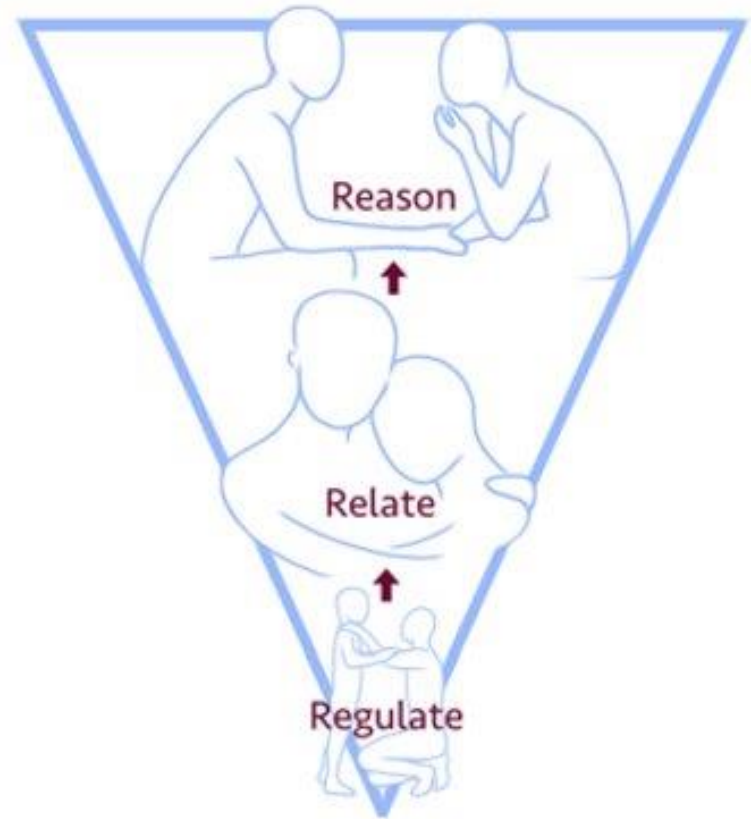
Reason

Relate

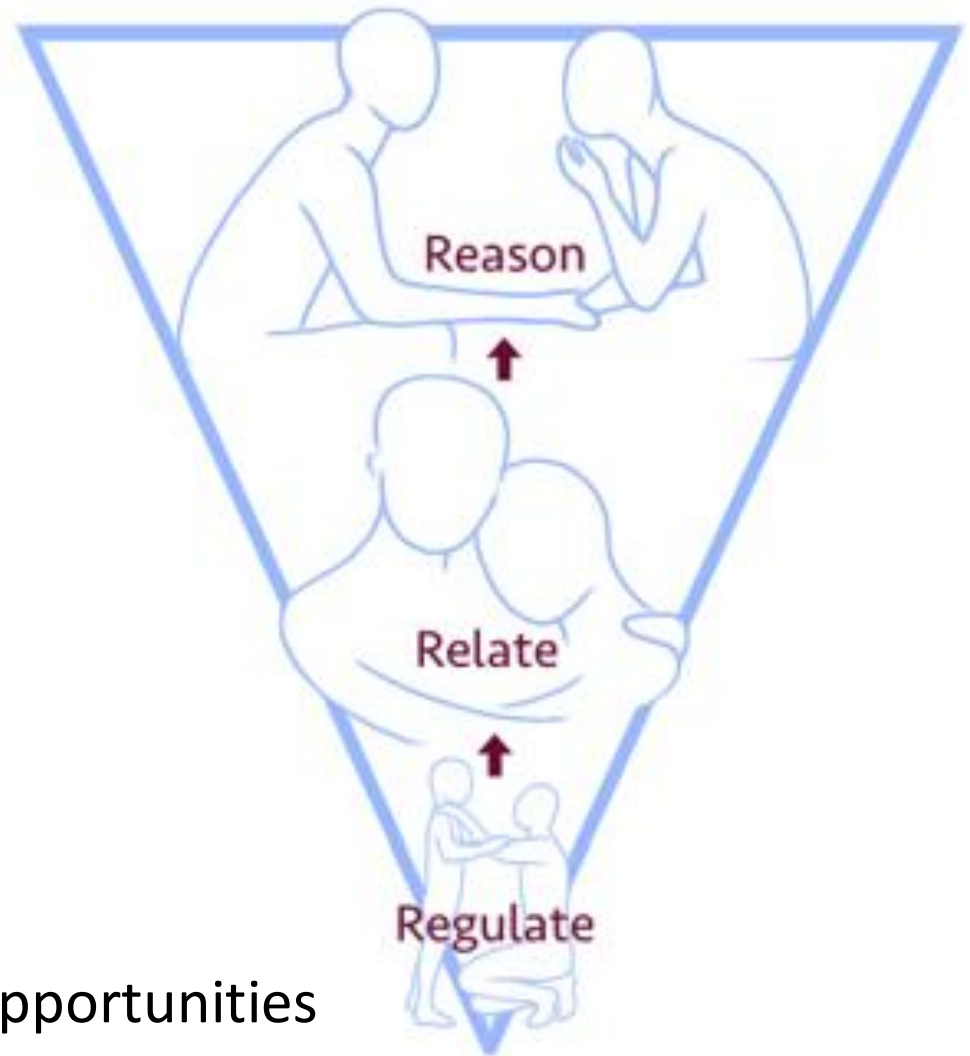
Regulate

Reaching the Learning Brain

- Reflect and build self-awareness
- Teaching lagging skills
- Connect through an attuned relationship
- Create a sense of belonging
- Set up the environment
- Embed sensory/movement



Reduce and Respond



- Set up the environment
- Sensory and movement opportunities

Consider the Environment

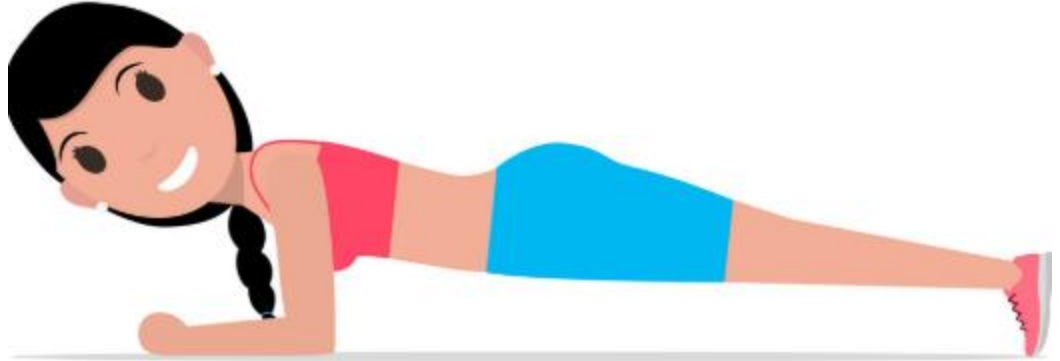
- Provide Routine
- Use Visuals when able
- Timers/ Predictability
- Offer Choices
- Allow for quiet time
- Calm Down Spot
- Allow for Movement

7:00		Eat breakfast
7:15		Brush teeth
7:20		Get dressed
7:30		Make bed
7:40		Pack bag
7:50		Shoes and hair
8:00		Go to school



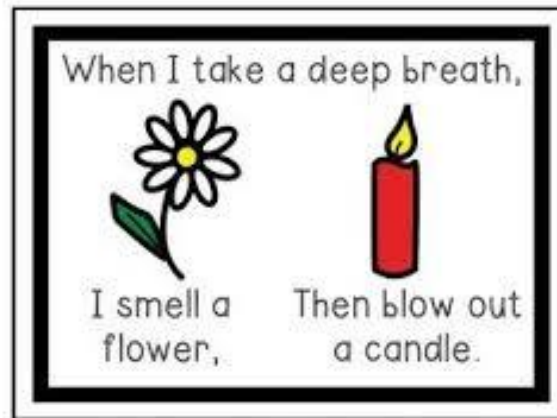
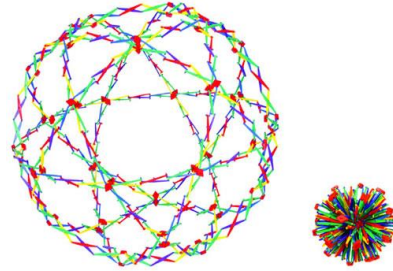
Sensory and Movement

- Fidgets
- Listen to music
- Gum/mints
- Nature
- Exercise
- Heavy Work
- Rocking
- Climbing
- Patterned, repetitive movements

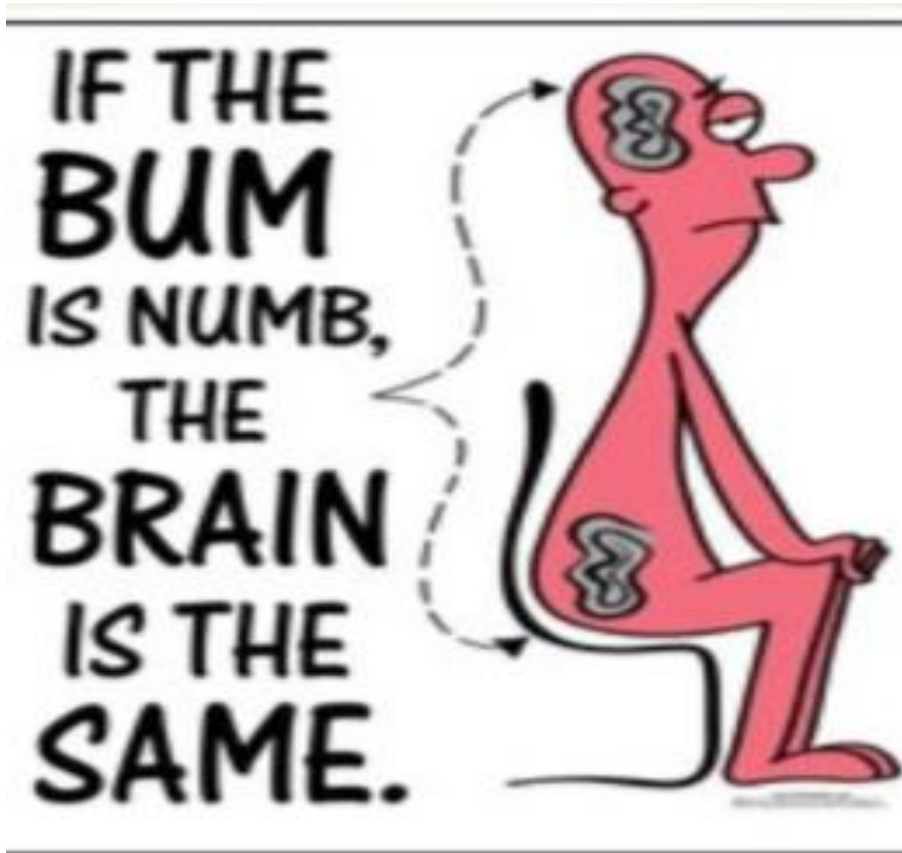


Sensory and Movement

- Brain breaks
- Alerting and calming smells
- Mindfulness
- Doodling/colouring
- Putty, slime, kinesthetic sand, water
- Building (Lego, Blocks, Maker Space)
- Breathing/counting
- Take a break away
- Hug/deep pressure
- Get a drink of water
- Laugh

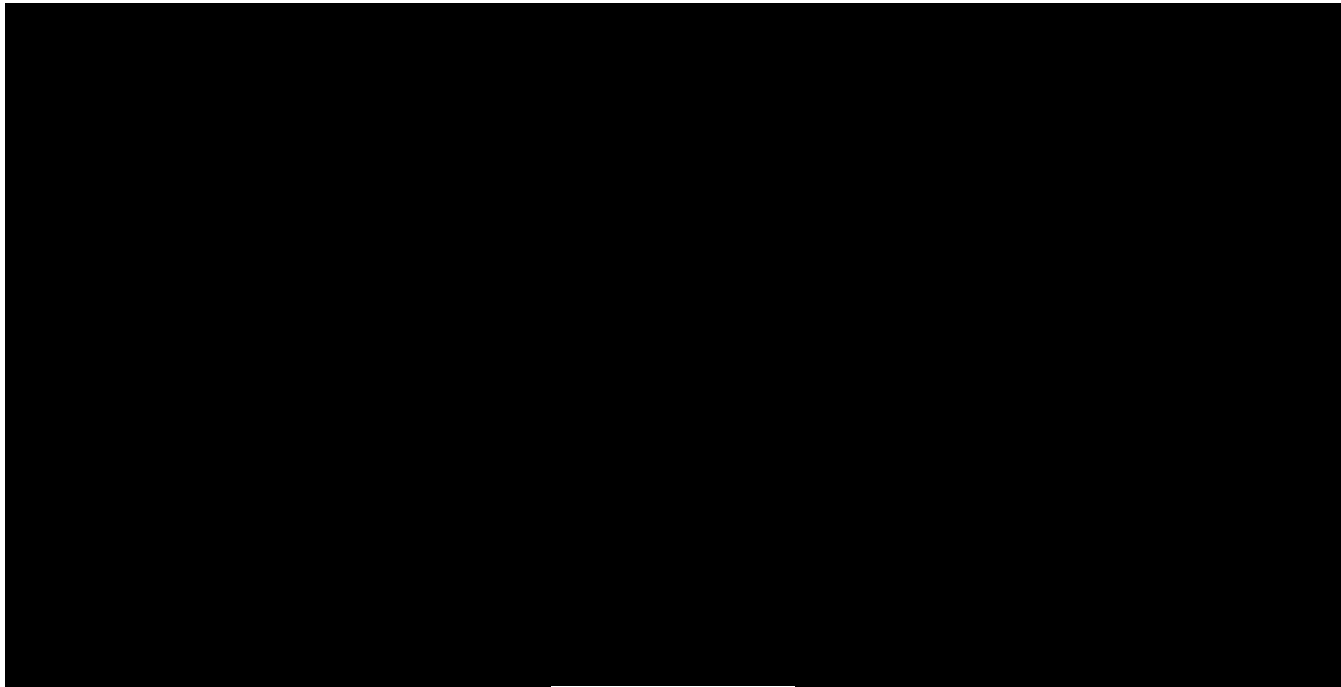


Does anyone else feel this way?



Movement Opportunity

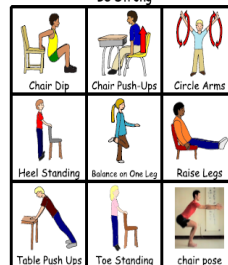
<https://youtu.be/qNDbCg79wps>



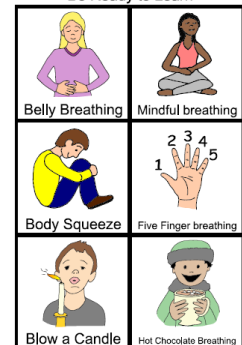
Be Active



Be Strong



Be Ready to Learn

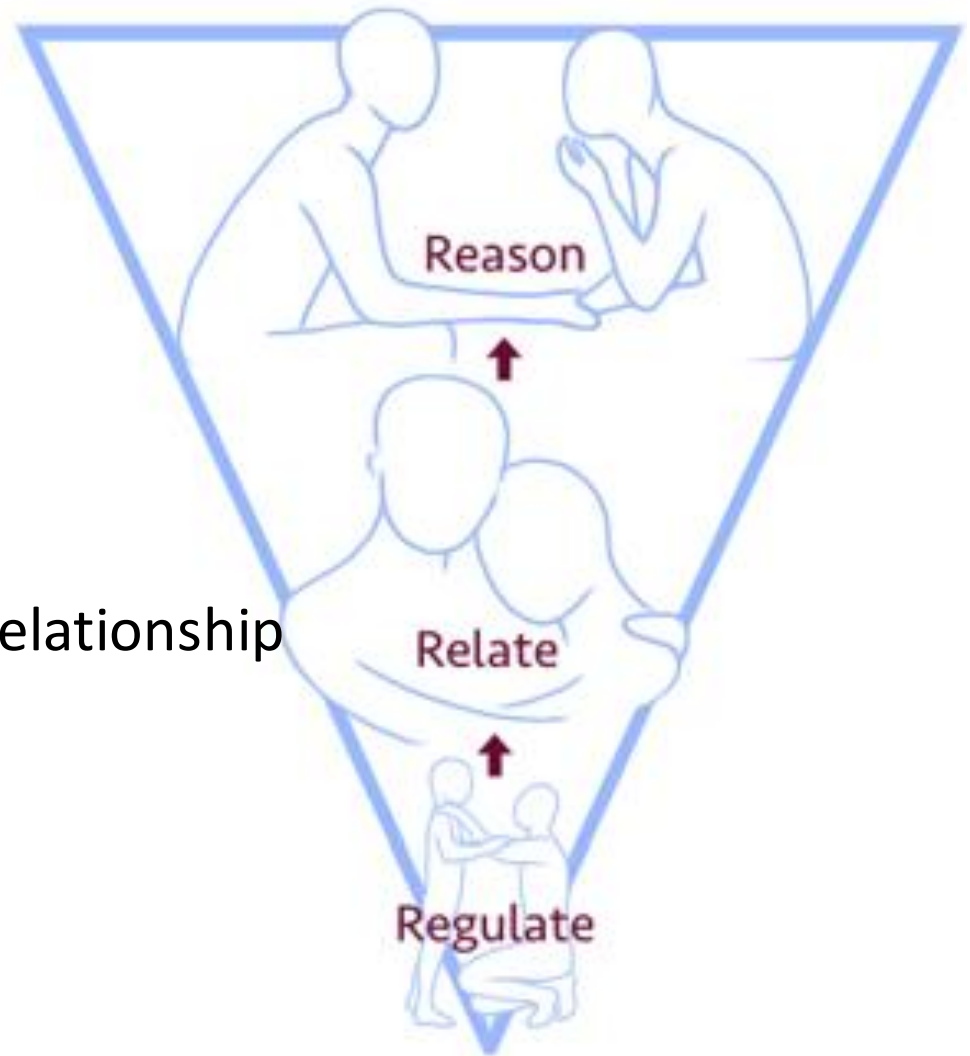


Chance to Reflect:

30 sec to think about what sensory/ motor strategies already work or might work at home:



Reduce and Respond



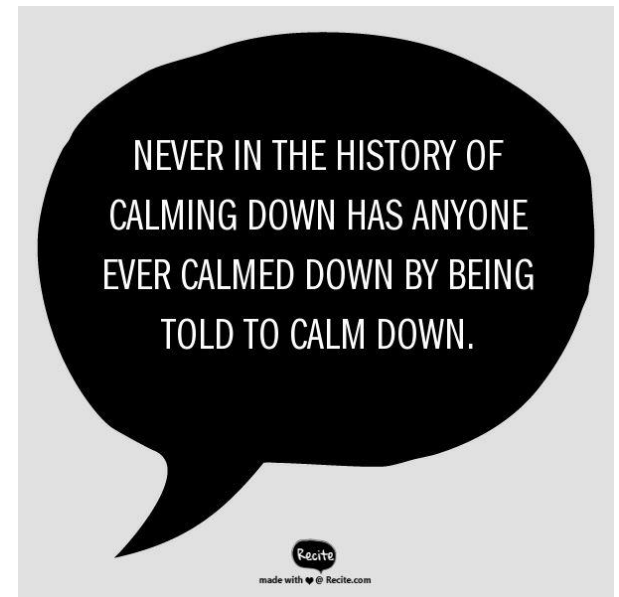
- Connect through an attuned relationship
- Create a sense of belonging

Warm & Responsive Relationship

- Check yourself before you wreck yourself
- Collect before you Direct (Gordon Neufeld)
- Name it to Tame it- Acknowledgement is key (Dan Siegel)
- Relationships are not earned
- Need for Supportive Adult
- Don't fix it, feel it

Consider this:

- Hold Space
- Sit in the Mud
- Team Tower/Positive Reinforcement
- 1:1 parent kid time (fill up the attention/power)
- Expect kid reactions
- Have Fun/ Play



INSTEAD OF DISMISS AND DENY...



...TRY NAME IT TO TAME IT



Chance to reflect:

What relationship strategy is successful at home- or what has resonated with you tonight?

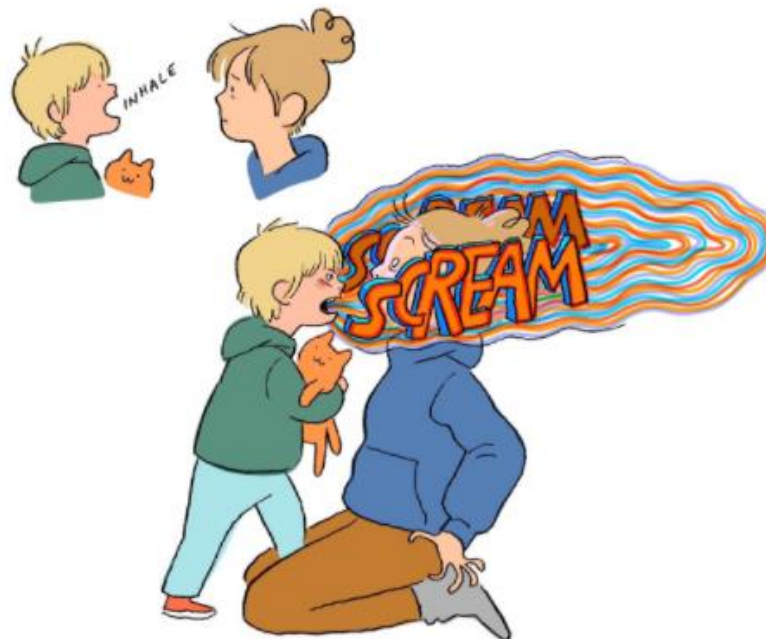


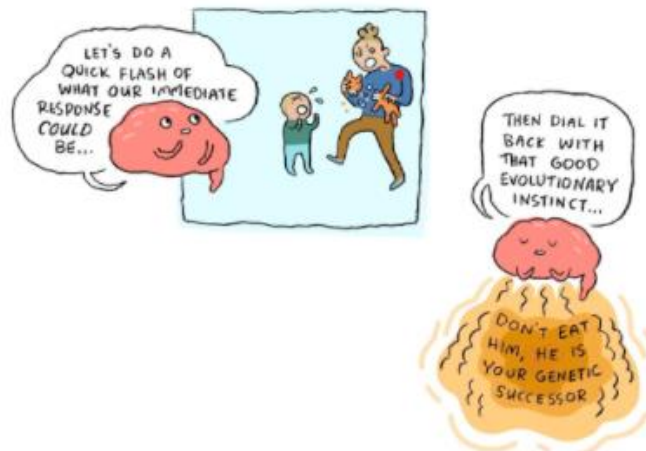
Our role as parents

**When little people
are overwhelmed
by big emotions,
it's
our
job
to share our
calm, not
to join their chaos.**



L. R. Knost









Lucy Knisley

Importance of Adult Regulation

- Know your own Battery
- Be aware of your stressors
- Develop personal strategies



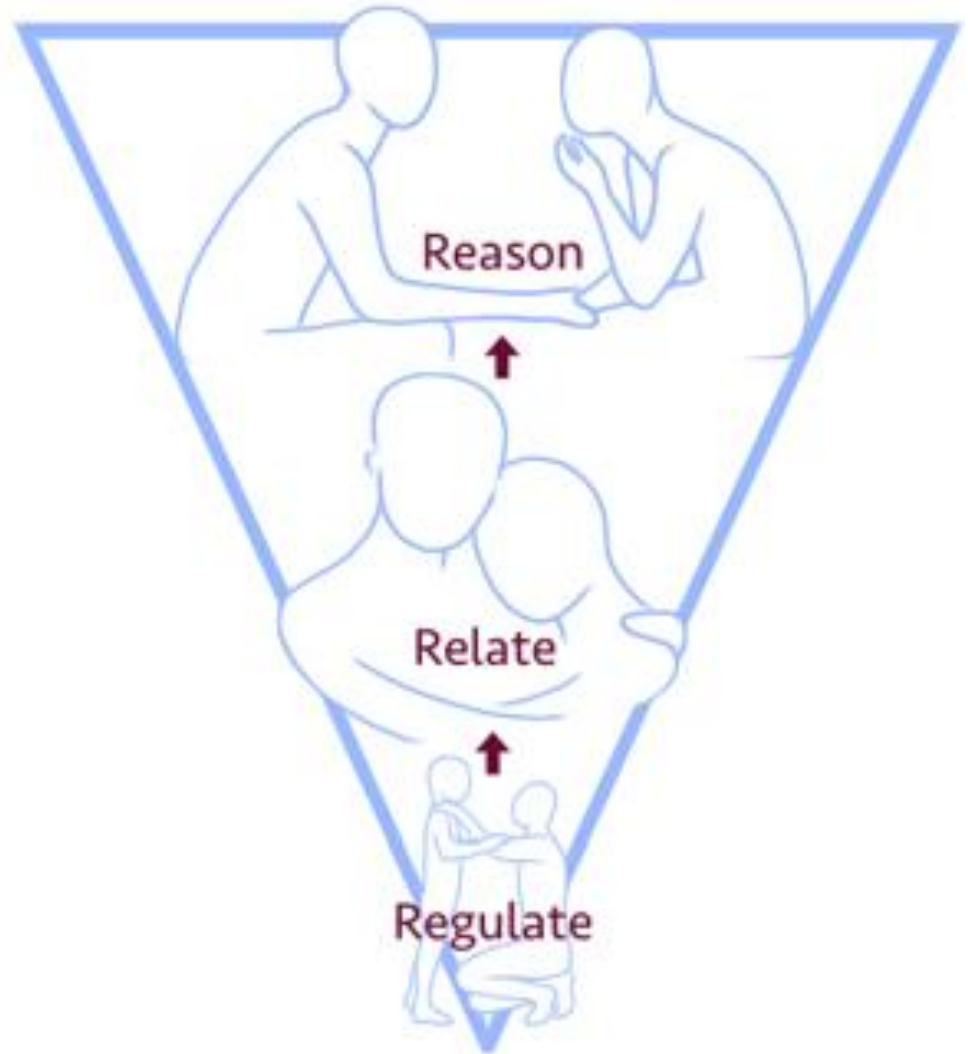
Recognize and respond for ourselves

- Understand what I feel when I am calm, angry, worried, etc.
- What goes on inside my body and mind?
- What drains my battery more often or more than others?
- What are my current strategies?
- Do they work to reduce my stress?



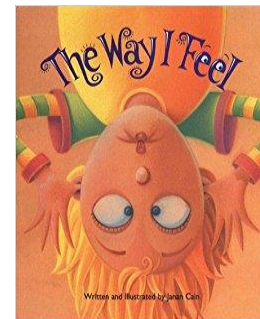
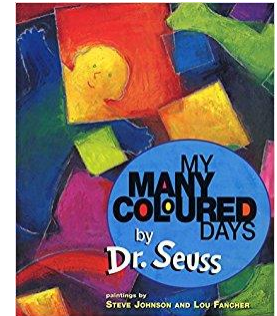
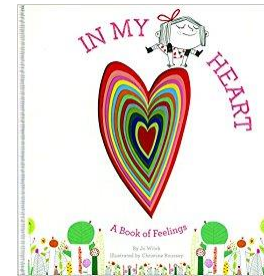
Reduce and Respond

- Reflect and build self-awareness
- Teaching lagging skills



Model/Teach/Coach Skills

- Label & acknowledge emotions
- Build awareness of self
- Support the lagging skills
- Use Visuals to support
- Model appropriate emotional responses
- Model calming activities



FAMILY GAME NIGHT

games everyone will love!



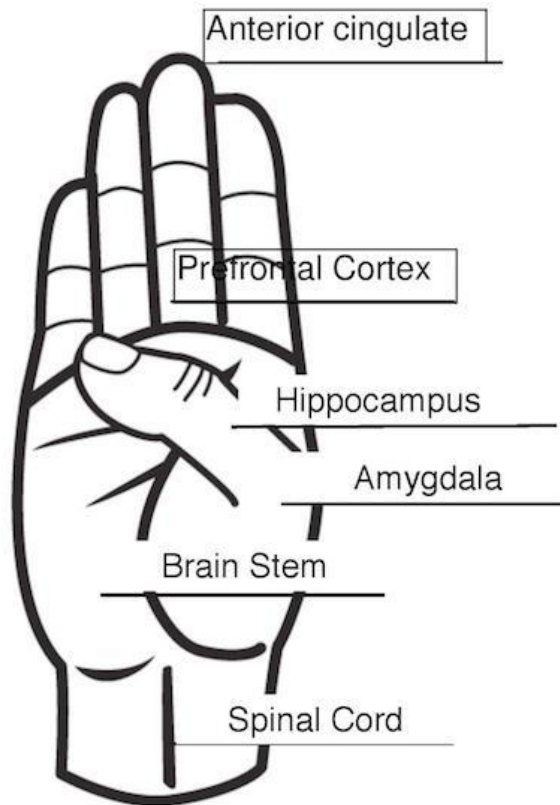
Reframe the Behavior

*"Treating behaviour like misbehaviour means we punish. Treating behaviour as stress behaviour means we help."
- Dr. Stuart Shanker*



“Your understanding determines your solution”

-Stuart J. Ablon



**Not the Time for
Apologies, Learning
Lessons, Admitting Fault**

**Need to Calm Alarm Brain to
bring the Learning Brain Back
Online**

Boundaries, Consequences and Accountability

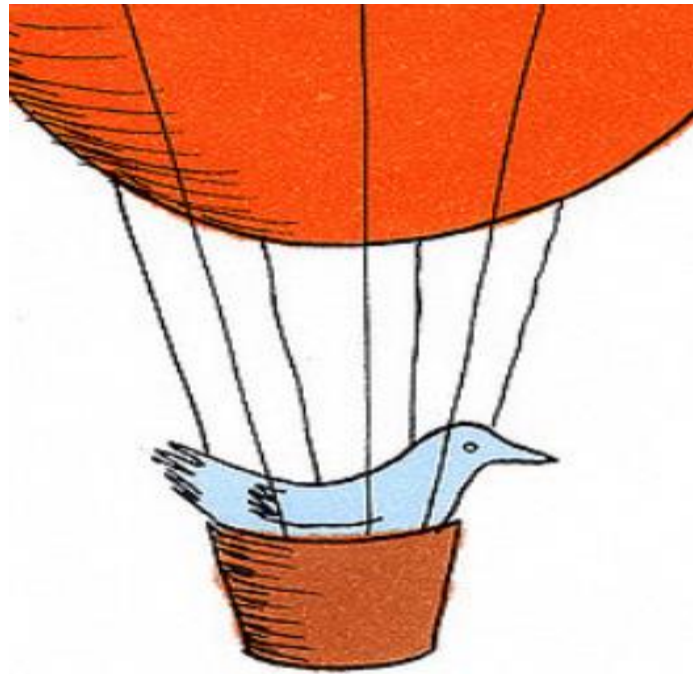
- Set clear boundaries proactively
- Provide choice (even if your choices!)
- Be consistent and hold the boundary
 - Be General Patton AND Mr. Rogers
- Accountability is not about punishment
- Collaborative Problem Solving- “how can we repair this?”
- Consequences should teach/empower
- Consequences are about HOW and WHEN
- Consequences should be given relationally
- Natural consequences versus punishments
- Connection over Compliance
- Err and Repair/ Rupture and Repair is necessary, normal and highly rewarding

Traditional methods of managing a child's behaviour through punishment and reward not only have little effect, but actually make things worse: for both child and parent.

-Dr. Stuart Shanker



It's a shift...



after years of
flapping his wings,
Jeffrey was fed
up and decided
to try something
else.

m. johns

Resources

- Heather Forbes- <https://www.beyondconsequences.com/>
 - Boundaries, Consequences and Accountability
podcast: https://podcasts.google.com/feed/aHR0cHM6Ly9mZWVkcY5zaW1wbGVjYXN0LmNvbS9FZTROSkRjMw/episode/MzNkM2E3MTUtNWlyZi00ZDMzLThtInZAtYjU3ZmFINTlOTU5?sa=X&ved=0CAUQkfYCAhcKEwjw7InV_ZLuAhUAAAAAHQAAAAAQAAQ
- Dr. Bruce Perry- <https://childtrauma.org/>
- Dr. Ross Greene- <https://www.livesinthebalance.org/>
- Dr. Stuart Ablon- <http://www.thinkkids.org>
 - Ted Talk : Re-thinking Challenging Children
: <https://tedxbeaconstreet.com/videos/rethinking-challenging-kids-where-theres-a-skill-theres-a-way/>
- Dr. Stuart Shanker- <https://self-reg.ca/>
 - 'Self-Reg'
- Dr. Dan Siegel-<https://www.drdansiegel.com/>
 - 'The Whole Brain Child'
- Dr. Deborah McNamara- <http://macnamara.ca/>
- Beacon House- <https://beaconhouse.org.uk/tag/developmental-trauma/>
- Harvard Centre for the Developing Child- <https://developingchild.harvard.edu/>
- Dr. Jody Carrington- <http://www.drjodycarrington.com/>
 - 'Kids These Days'
- on Podcast 'Sickboy'
- <https://podcasts.apple.com/ca/podcast/back-to-school-and-naked-people-feel-good-friday/id1034035933?i=1000490928812>

More Takeaways

- www.participACTION.com



- <https://csepguidelines.ca/>



- **The Podclass** a joint venture from the U of C School of Education and Ever Active Schools



The PodClass: An Educational Podcast ...
everactive.org