



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



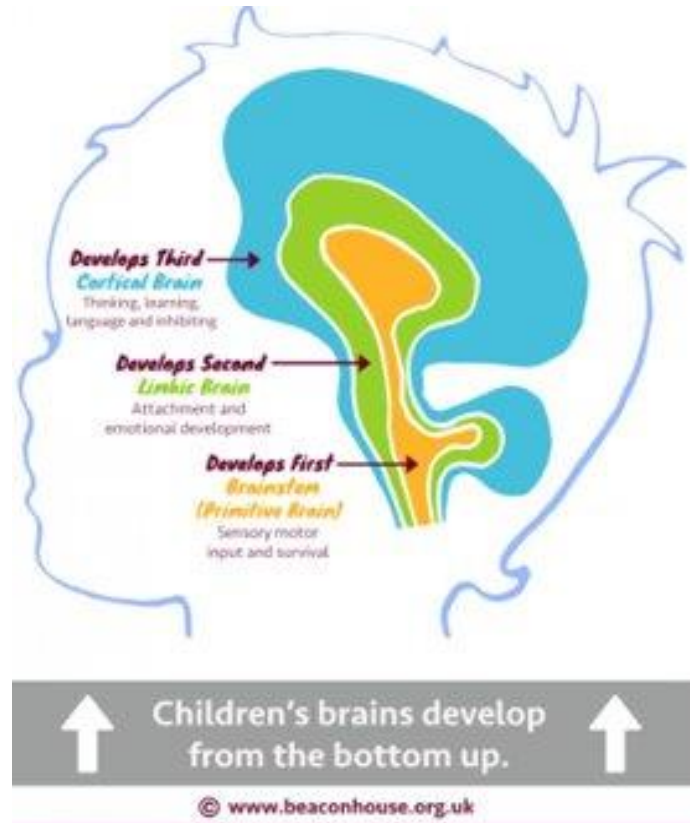
Demonstrates the importance of Relationships

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



Dysregulation in the 21st Century

WHY?

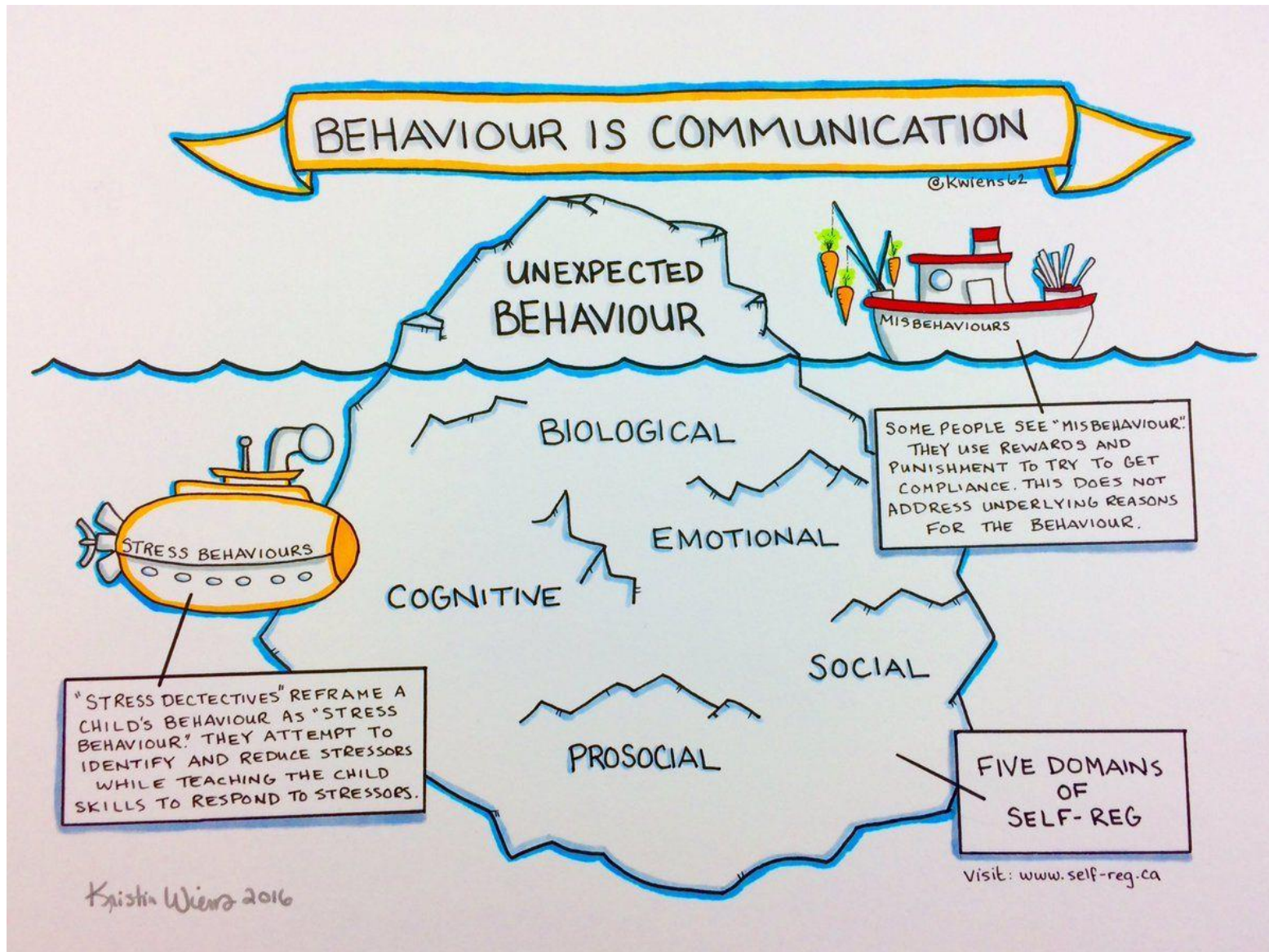
- Neuroscience + Education
- Social media generation-whole life with it
- Less engagement with senses- nature, movement
- Less unstructured time
- More risk averse society
- Pandemic- NUTS
- Higher adult stress
 - Decrease in Alloparenting
 - Adults use of technology



Steps of Regulation

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

Reframe the Behavior



Reframe the Behavior



RETHINKING POWER NEEDS

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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

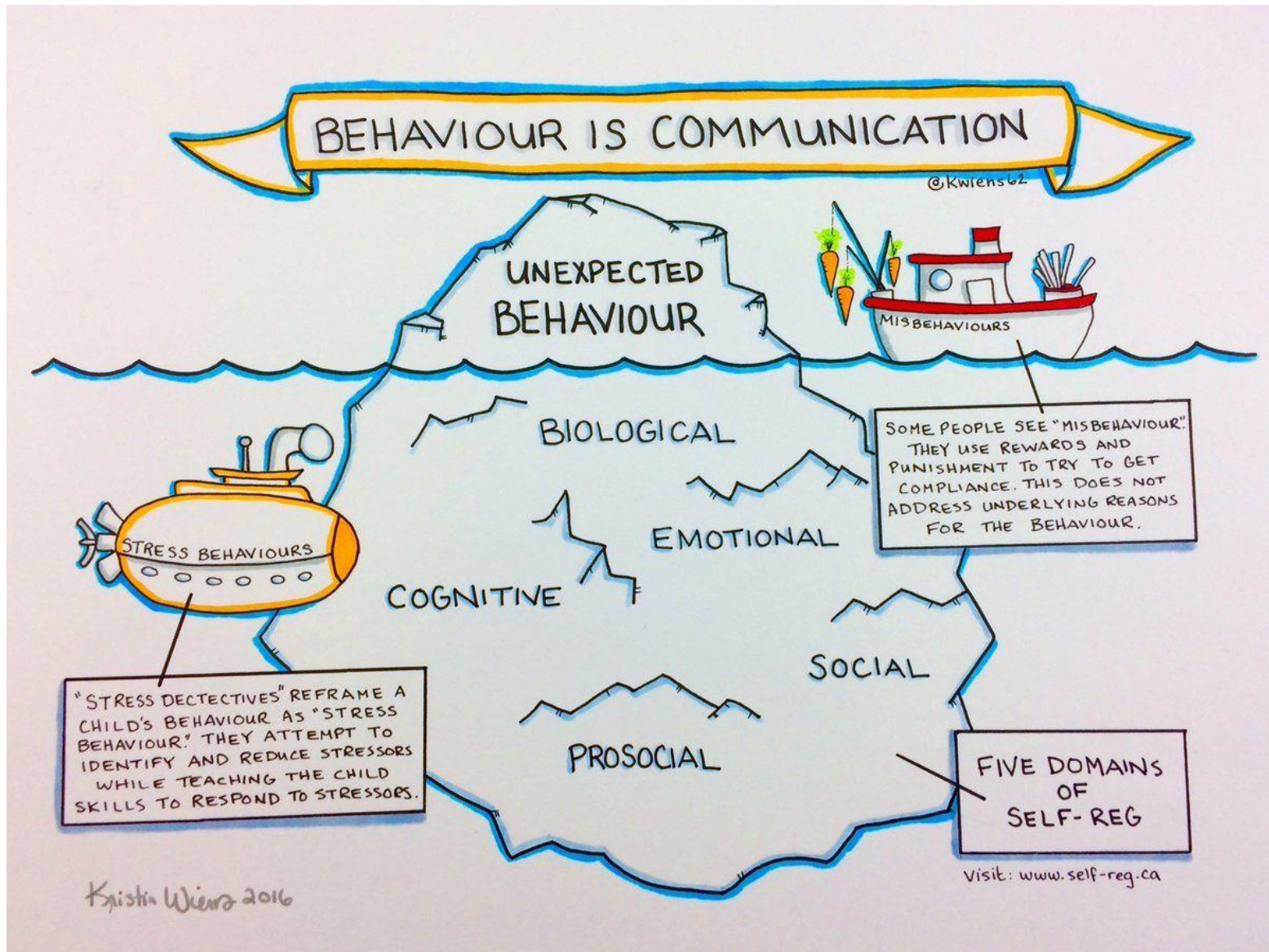
"THE REALITY IS THAT NO ONE WINS A POWER STRUGGLE" ROSS GREENE

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 achieve 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

Accumulation of at least 60 minutes per day of moderate to vigorous physical activity, including 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 recreational and nonrecreational light physical activities.

SLEEP

SLEEP

Children aged 5 to 17 years of sleep per night for those aged 5-10 years and 8 to 10 hours per night for those aged 11-17 years, with consistent bed and wake up times.

SIT

Screen Time Behaviour

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

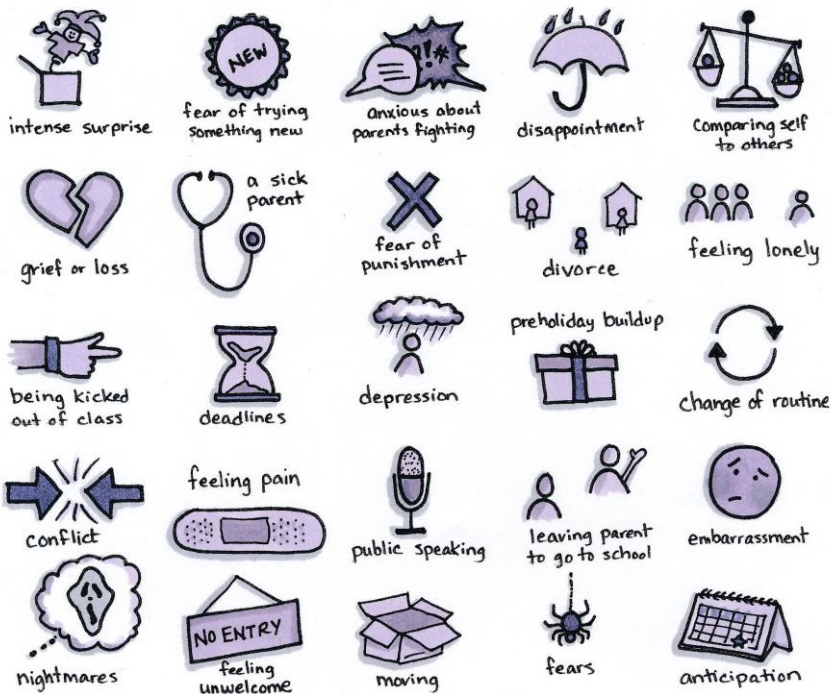
Prioritizing sufficient sleep, limiting leisure time for outdoor time, and replacing sedentary leisure hours and light physical activity with additional moderate to vigorous physical activity can provide greater health benefits.

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?

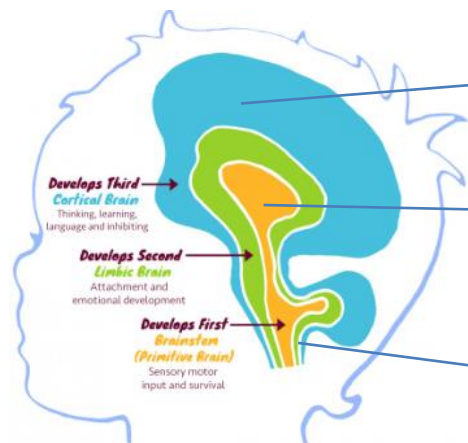
Sometimes? All the time?

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



Understanding and Supporting Regulation Part 2



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Key Takeaways from Part 1

- Behaviour is Communication
- Kids regulate through their bodies (think sensory/movement)
- Need to fill Attention (*Connection) and Power Buckets
- Importance of Co-Regulation
- Proactive instead of Reactive
 - (“A lot of what we do is LATE. We need to EARLY”- Dr. Ross Greene)

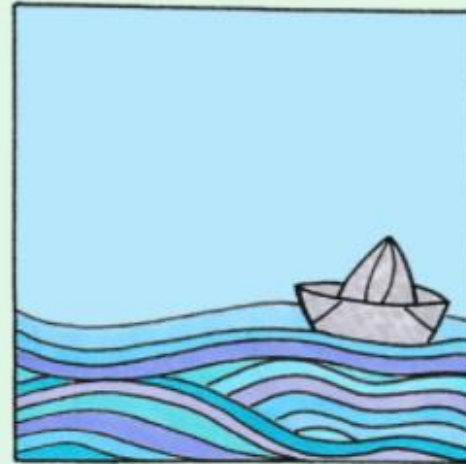
“Your understanding determines your solution”

-Stuart J. Ablon

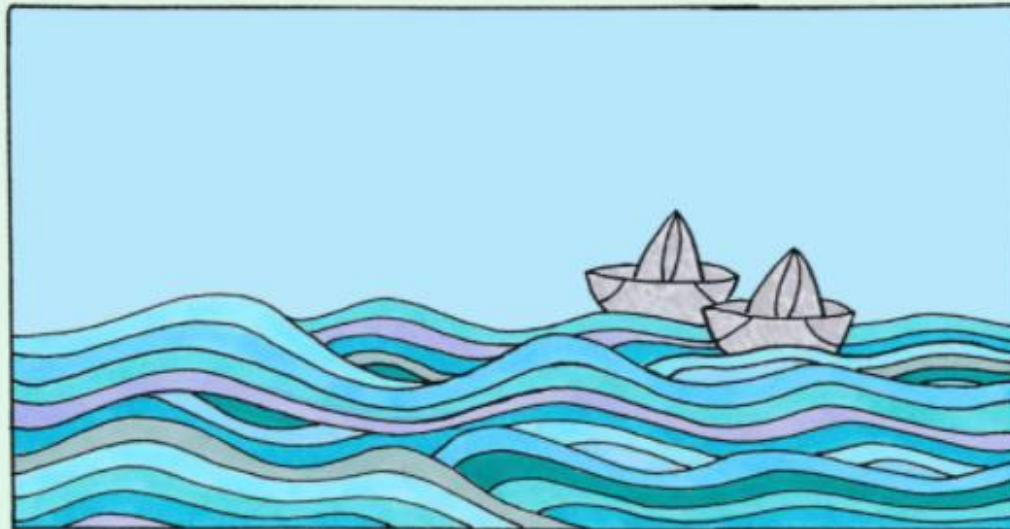
WHEN THEIR STORM



MEETS OUR CALM



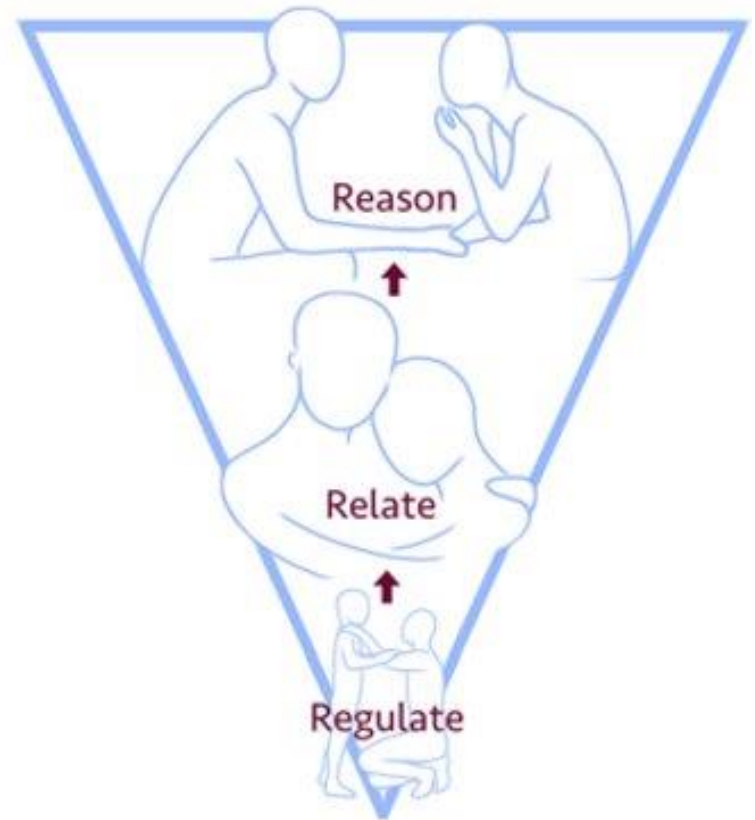
CO - REGULATION OCCURS



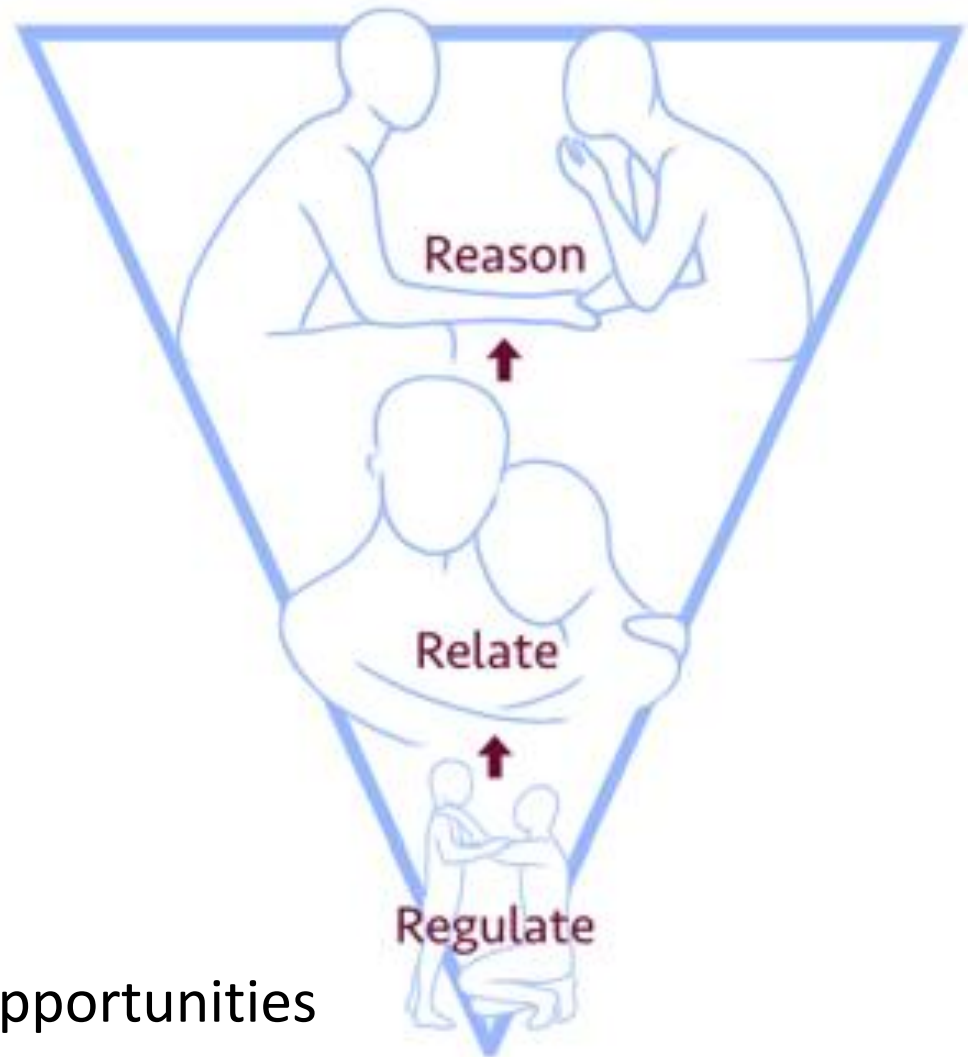
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Reaching the Learning Brain

- Reflect and build self-awareness
- Teaching lagging skills
- Effective Discipline
- 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/ Consistency
- Use Visuals when able
- Timers/ Predictability
- Offer Choices
- Allow for Restorative Time
- Calm Down Spot
- Allow for Movement



DAILY CHECKLIST



Bathroom:
- Potty
- Wash face
- Comb hair
- Brush teeth



Homework



Make bed



Reading



Get dressed



Playtime



Put pajamas in hamper



Put dirty clothes in hamper



Eat breakfast



Bathroom:
- Bath
- Potty
- Wash face
- Brush teeth



Take vitamins



Put on pajamas



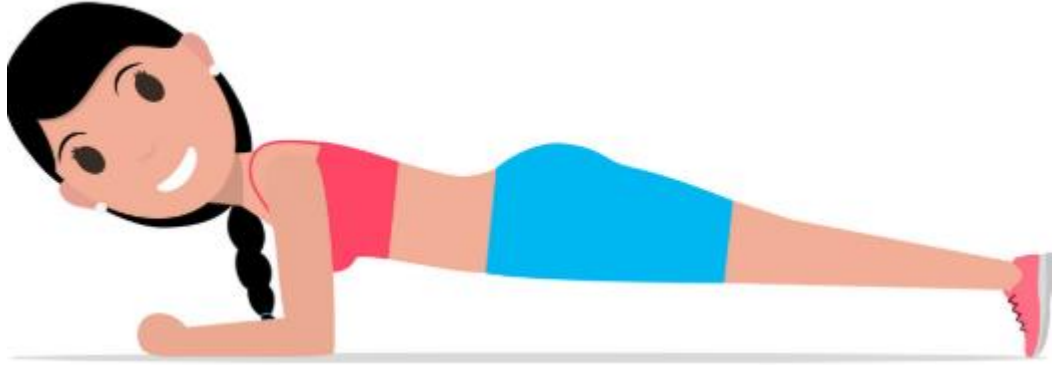
Goodbye hugs



Bedtime

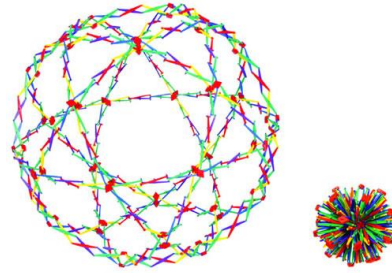
Sensory and Movement

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



Sensory and Movement

- Brain breaks (i.e. I spy with colours)
- Alerting and calming smells
- Mindfulness (bring awareness)
- Doodling/colouring
- Putty, slime, kinesthetic sand, water exploration
- Building (Lego, Blocks, Maker Space)
- Breathing/counting
- Take a break away
- Hug/deep pressure
- Get a drink of water
- Food for the Senses
- Laugh



Ways to Restore Energy & Lighten Stress Load



Restorative Sleep



Walks



Time with Friends



Daily Rituals



Feel Good Exercise



Painting



Meditation



Time with Animals



Dancing



Quiet Time



Playing Outside



Fidgets



Yoga



A Hug



Cycling



Breathing Exercises



Listen to Music

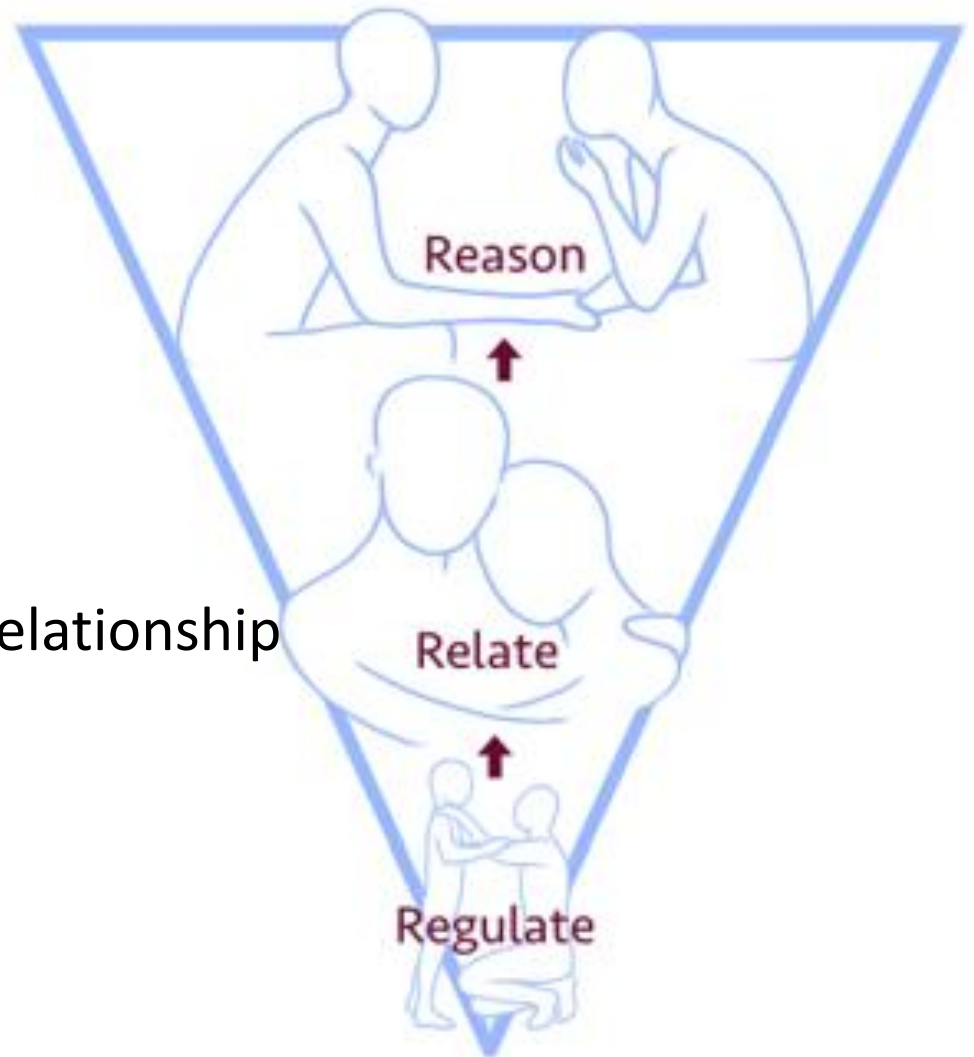


Singing

Chance to Reflect:

Share what sensory/ motor strategies already work or might work at home:

Reduce and Respond



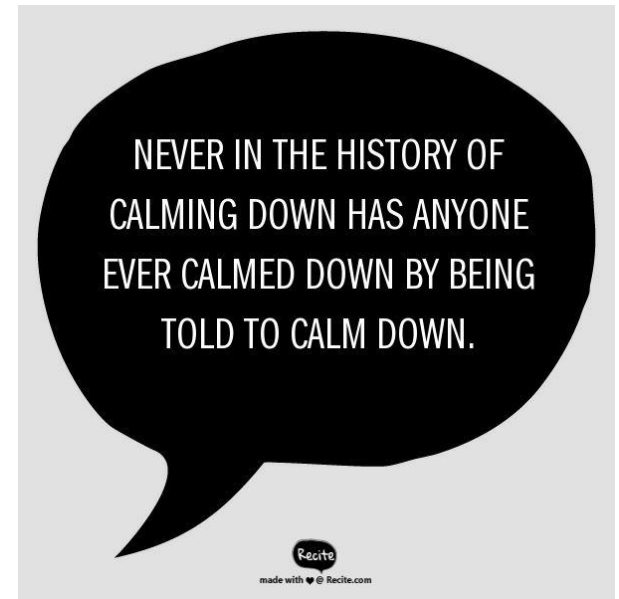
- Connect through an attuned relationship
- Create a sense of belonging

Warm & Responsive Relationship

- Check yourself before you wreck yourself
- Collect before you Direct (Gordon Neufeld)
- Name it to Tame it/ Connect and Redirect
 - Acknowledgement is key (Dan Siegel)
- Relationships are not contingent on behaviour
- Don't fix it, feel it
- Wait for the Reactive to become Responsive

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



Chance to reflect:

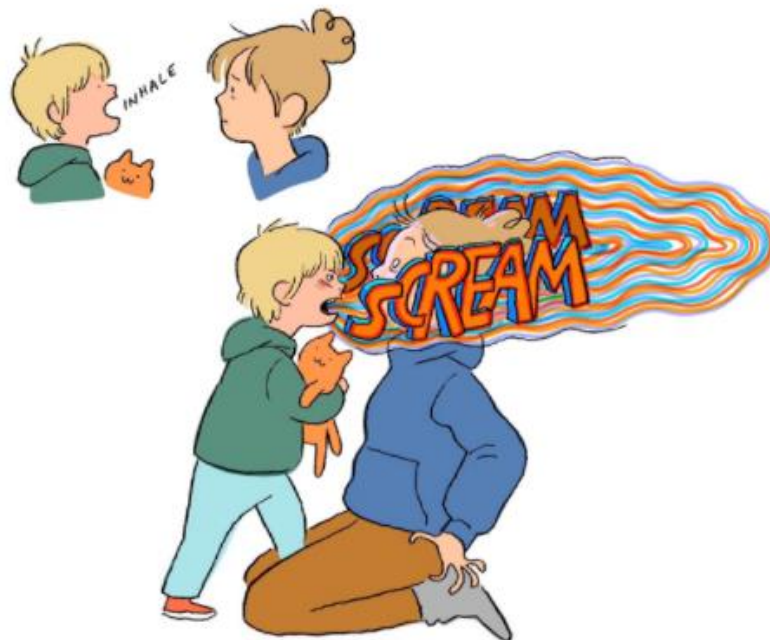
What relationship strategy is successful at home- or what has resonated with you tonight?

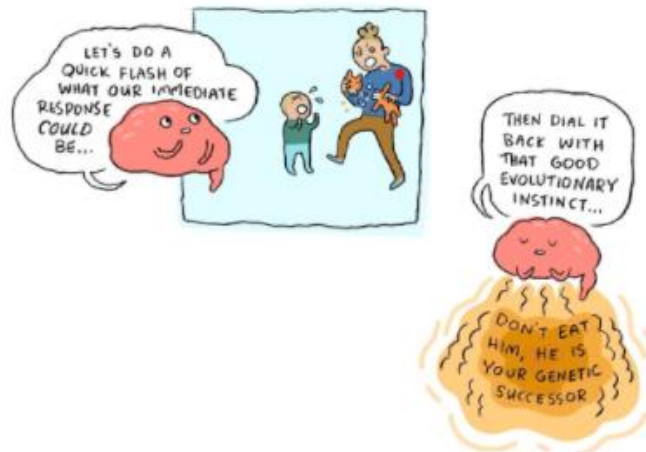
Our role as parents

**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

Supporting Parent Regulation

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



Supporting Parent Regulation

- 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 or restore energy ?



Burnout and Stress Cycle

- Emotions are real, they are in our body all the time
- Emotions have a beginning, middle, and end
- We have to move all the way through them (think tunnel)
- Stressors and Stress are **different**
- You have to do something that signals to your body that you are safe

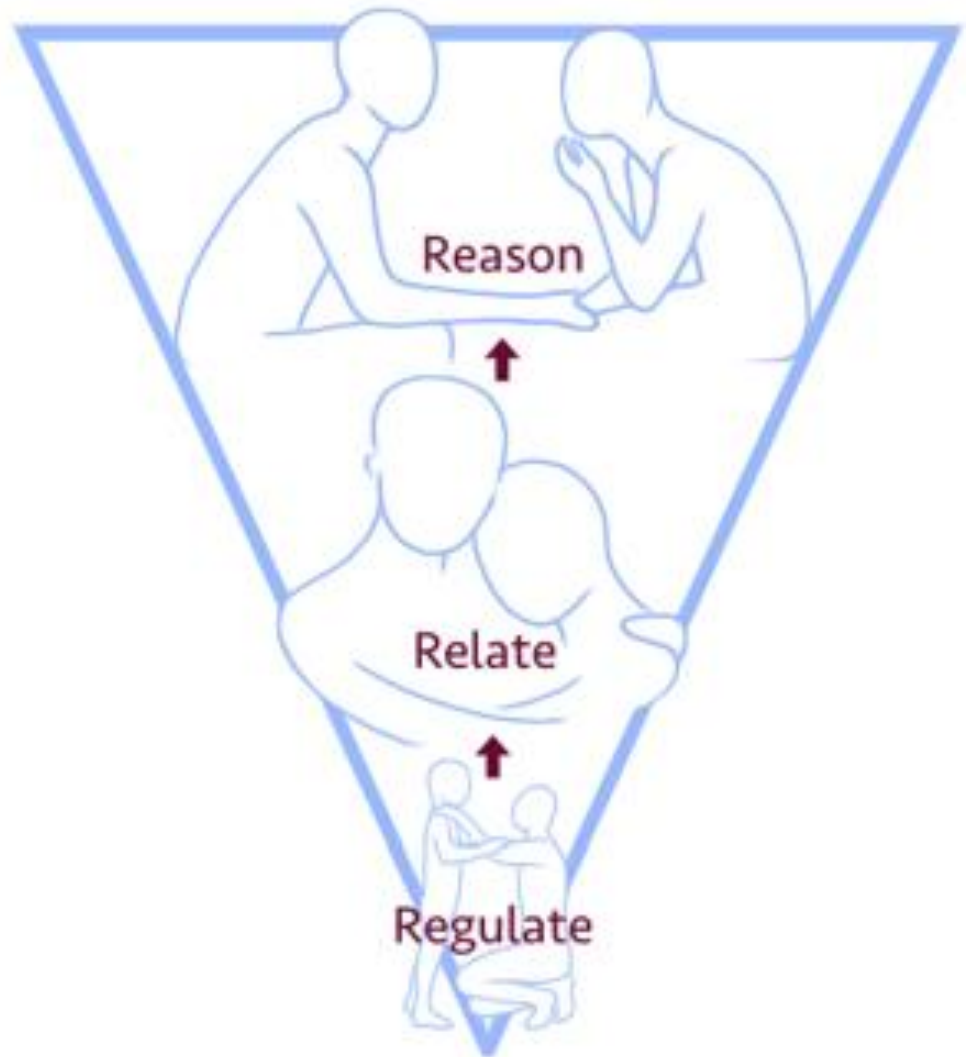


How to Move Through the Stress

- Physical Activity (any movement of your body)
- Breathing (slow breath in and extra slow out)
- Positive Social Interaction
- Laughter
- Affection
- Crying
- Creative Expression

Reduce and Respond

- Reflect and build self-awareness
- Teaching lagging skills
- Effective discipline



Effective Discipline

Discipline- Origin: To Teach

Short Term Goal?

- external outcome of behavioural boundaries

Long Term Goal?

internal outcome of teaching life skills

**Learning happens when person (child) is in a
Responsive, not Reactive state**

Effective Discipline

- Set clear boundaries proactively
- Provide choice (even if your choices!)
- Be consistent and hold the boundary
 - Be General Patton AND Mr. Rogers
- Connection over Compliance
- Emotionally Responsive (not the same as Permissive)
- Say yes to the feeling and no to the behaviour
- Be Aware of Window of tolerance- both yours and your child's state of regulation

*"Treating behaviour like misbehaviour
means we punish. Treating behaviour
as stress behaviour means we help."*

- Dr. Stuart Shanker



The MEHRIT Centre

What about Time Outs?

- Accountability is not about punishment
- Further promotes isolation
- Negates need for connection

Instead, consider:

- Breaks are OK
- Focus on time-in
- Calm or Body Break Zone

What about Consequences??

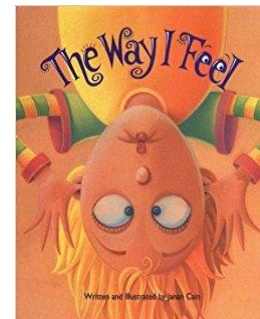
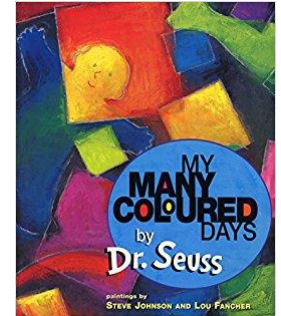
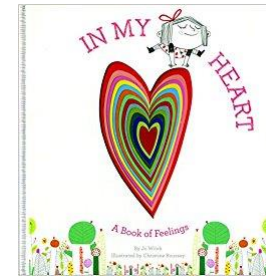
- Consequences should teach/empower
- Consequences are about HOW and WHEN
- Consequences should be given relationally
- Consequences need to be logical
- Natural consequences versus punishments

How to repair:

- Err and Repair/ Rupture and Repair is necessary, normal and highly rewarding
- Wait until Responsive
- Collaborative Problem Solving- “how can we repair this?”

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

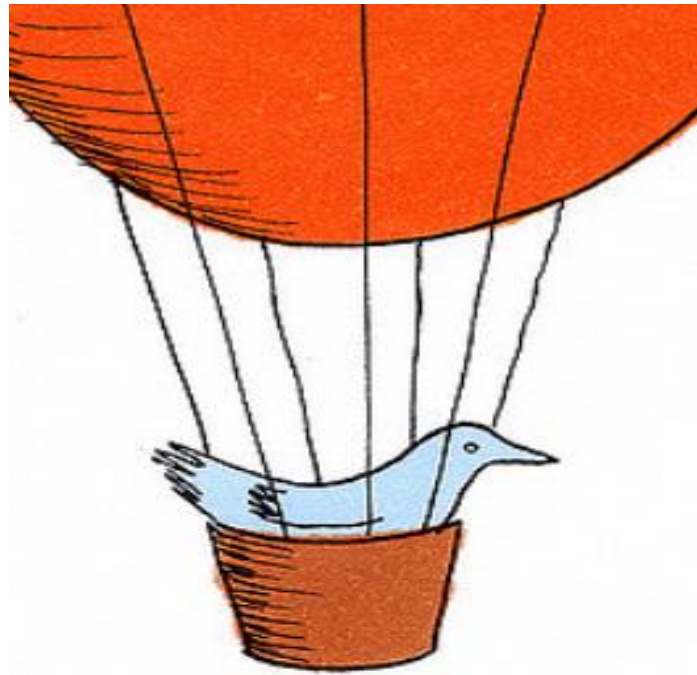


FAMILY GAME NIGHT

games everyone will love!



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/aHR0cHM6Ly9mZWVkcyc5zaW1wbGVjYXN0LmNvbS9FZTROSkRjMw/episode/MzNkM2E3MTUtNWlyZi00ZDMzLThtInZAtYjU3ZmFINTI1OTU5?sa=X&ved=0CAUQkfYCAhcKEwjw7InV_ZLuAhUAAAAAHQAAAAAAQAQ
- 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'
 - 'No-Drama Discipline'
- 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/>
- Positive Parenting Solutions: <https://www.positiveparentingsolutions.com/parenting/positive-parenting-techniques>
- Raising Good Humans podcast, episode 49 on effective discipline
- Unlocking Us podcast on Burnout, with Emily and Amelia Nagoski
- 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