

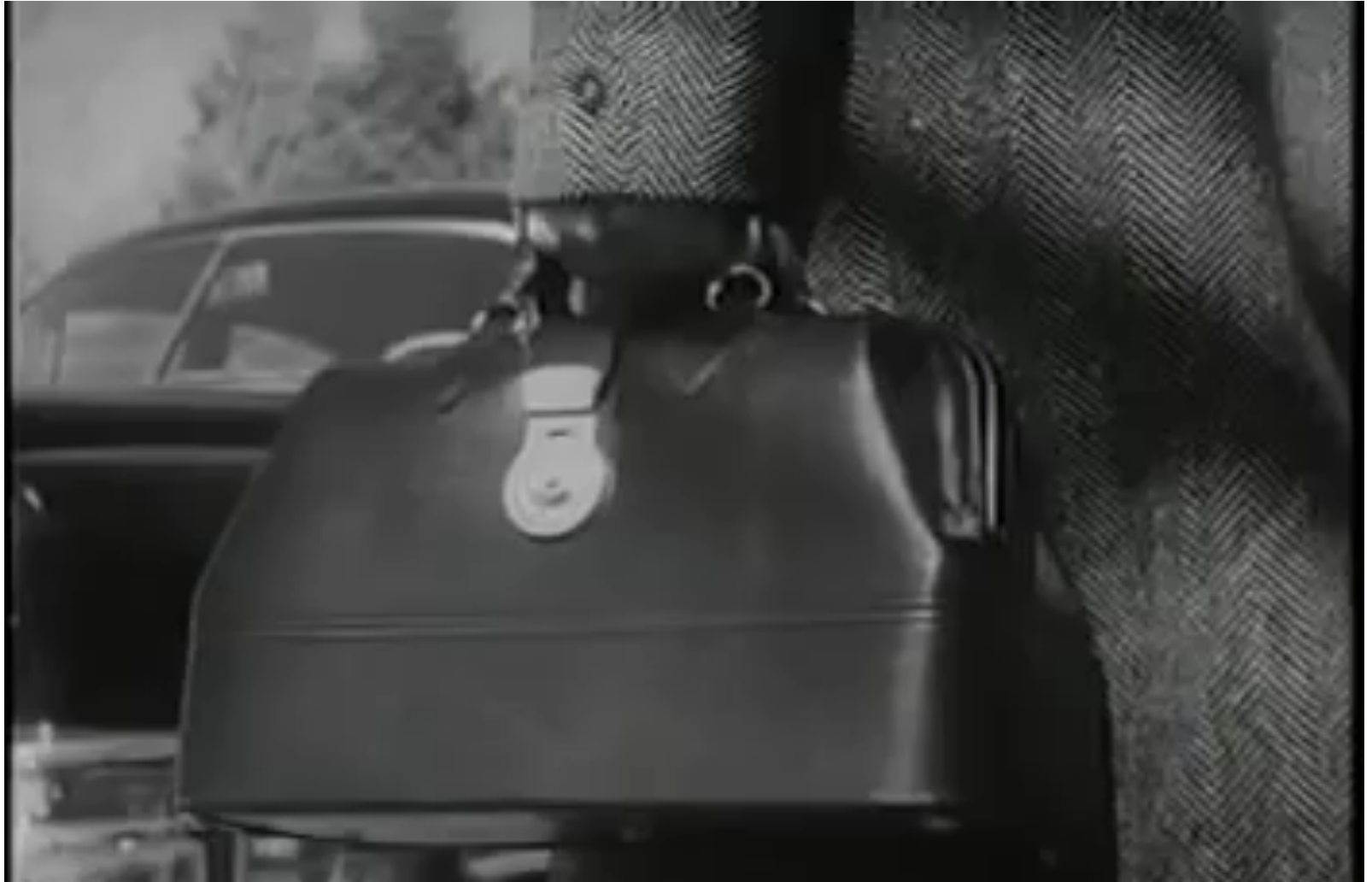
On the Self-Regulation Journey: Making a Difference For Those Who Need It Most



***Where Neuroscience and Education Meet;
and
Where What We Know Impacts What We Do***

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Sometimes It's Hard To Imagine How Things Used to Be

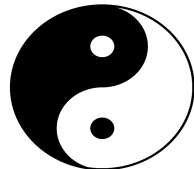


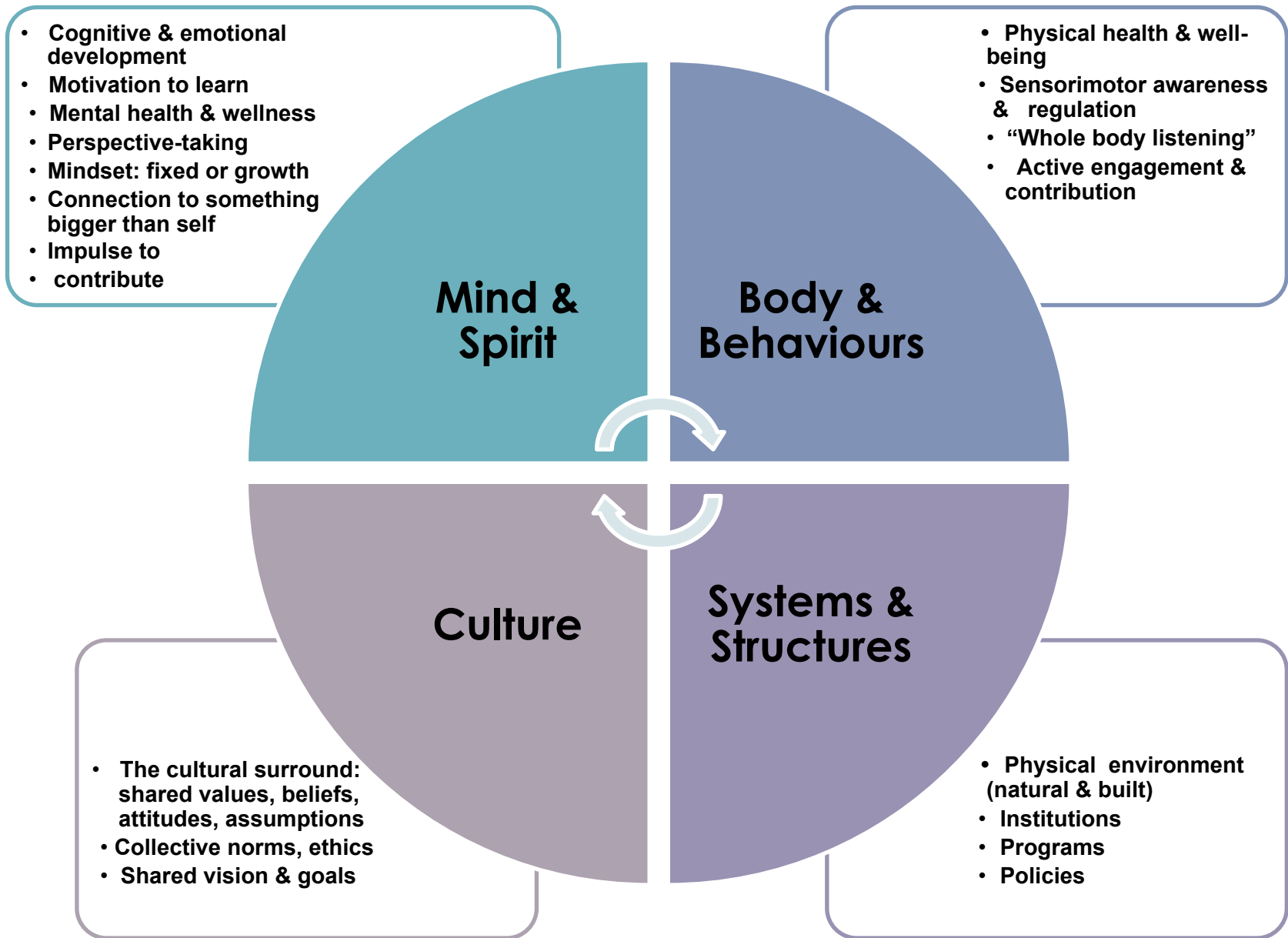
Why Self-Regulation and Why Now?

As educators, we know that the “complexity trajectory” is increasing in our schools, communities, & society in general.

@ CSRI, we take a broad and inclusive approach to self-regulation & we work with schools & systems to build capacity to:

- Effectively respond to stressors;
- Rise to life’s potential by understanding and experiencing the various elements of self-regulation that promote our ability to thrive; and,
- Build assets that allow for resilience in the face of adversity.





4 Essential Dimensions of Self-Regulation: An Integrative Perspective

Today's Session

Part 1

- A “Golden Age” for Self-Regulation: Where Learning is Informed by Brain Research & We Begin to Apply *What We Know to Influence What We Do*

Part 2

- The ‘Self’ in Self-Regulation

Part 3

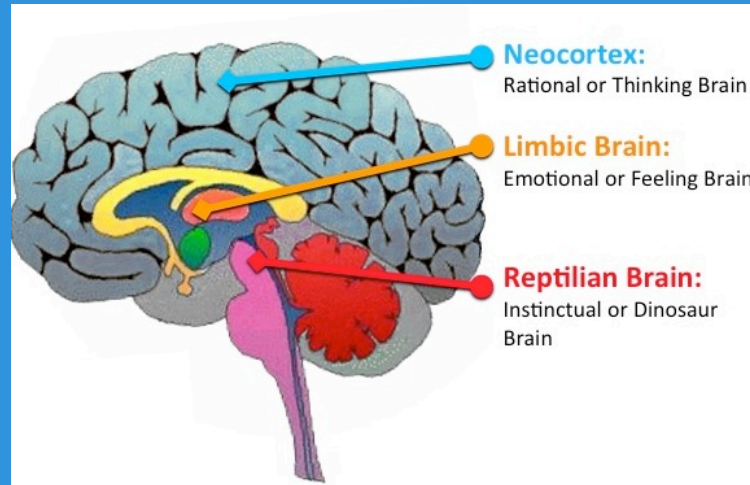
- Self-Regulation in the Complex 21st Century Classroom

Part 4

- Self-Regulation, Mental Wellness, Safe & Caring Schools and Inter-agency Connections

Part 1

What Makes Us Who We Are CSRI Self-Reg 101



- Life – from before birth until the moment of death – is a rhythm of energy spent and energy restored
- Self-regulation means that there is a functional energy flow and an effective return to calm focus
- Dysregulation happens when your ancient “survival brain” is on high alert and your “learning” brain – the most recent part of human evolution – is short-circuited

It is NOT about:

- Willpower or strength of character; “Good kid/bad kid”;
- Reward & punishment; “Just get over it” or “Don’t be silly”

So...you can't learn and you can't replenish your energy reserves if you are filled with anxiety or fear. All of your energy is being spent on survival.



Stress-Response Systems

Three core systems for responding to stress:

1. Social Engagement
2. Fight-or-Flight
3. Freeze



****We often mistake “Freeze” for compliance and understanding*

Part 2

The 'SELF' in Self-Regulation

Self-Regulation Requires:

1. Matching energy level to the demands of a task or situation.
2. Monitoring and managing emotions.
3. Focusing attention and ignoring distractions.
4. Understanding and engaging in social interactions.
5. Connecting with and caring about others. *Baumeister & Vohs, 1994*

Co-Regulation is:

a form of coordinated action between participants that involves a continuous mutual adjustment of actions and intentions. *Fogel & Garvey, 2007*

Our capacity to contribute to a co-regulating environment depends largely on our own state of self-regulation

As an Educator, Your Own 'SELF' in Self-Regulation is an Essential Difference Maker in Supporting Kids' Success

1. How am I reacting to this situation and why?
2. How is my reaction impacting the environment?
3. How is the environment influencing the situation?
4. What is my adult perspective? (How do I take my sail out of that wind?)
5. What is the child's need?
6. How can we strengthen our relationship?

Never underestimate the learning that occurs when our students or our own children watch us react to dysregulating situations.

A Picture's Worth a Thousand Words: Self-Regulation & Dysregulation

The professor and the furniture mover



Which “self” enabled
learning & maximized
individual and team
capacity?

(and who had more NCAA
Championships??)



*Think about kids in any high stress/anxiety situations.
How often do they shut down as a result of being overwhelmed?*

Your Turn: Reflections/Curiosities

Here's What...So What...



...Now What?

How do we create space among so many competing expectations to build the integrative approaches that will help children learn and thrive?

Part 3

Self-Regulation in the Complex 21st Century Classroom

21st Century Barriers to Healthy Development

- 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)
- Exposure to violence and other anti-social behaviour
- Family stressors: parents working two jobs, intergenerational poverty, family violence, lack of community supports and connections

Understanding Children's Development

Developmentally children need structure and need direct instruction to co-regulate and self-regulate.

The **adults** in the child's world create these structures and invest time in shaping environments where children can thrive.

Investing **time** in building quality learning environments is essential. It allows for **deeper** more complex cognitive processes to take root.

All of the planning time (upstream effort) spent developing a self-regulating environment pays off many times over in the short and long term.

School Strategies to Support Children's Return to Calm

Flooded



- Decrease power/authority relationships

Hyper-Alert



- Give children choice
- Increase activity time

Calm Focused Alert



- Change/De-clutter the classroom design

Hypo-Alert



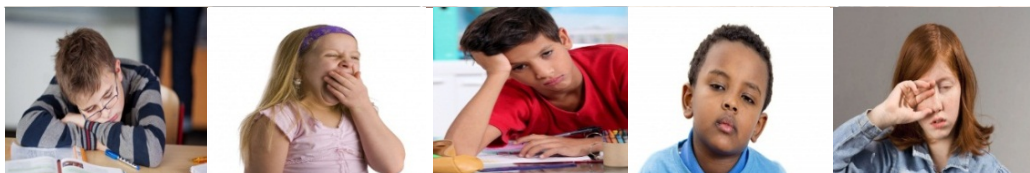
- Recognize "dysregulating" variables

Drowsy



- Introduce classroom tools
- **Teach** self-regulation

Asleep



- Up-regulate/down-regulate as needed

Biological

Emotional

Cognitive

Social

Prosocial

Impact on Learning: A Teacher's Voice

..."I am starting to look at the reasons behind problem behaviors, rather than just giving consequences for students' poor choices. It is less about what I need them to do and more about what they need from me"...

..."I see more clearly what my students bring to the classroom with them (both gifts and challenges) and have an understanding of how these issues impact their learning time with me. I have also had to take a hard look at myself and my teaching. The piles of paper, the stacks of books here and there, the chaos is adding to the visual clutter. The disorganization of the "stuff" is unsettling for some of my kids"...



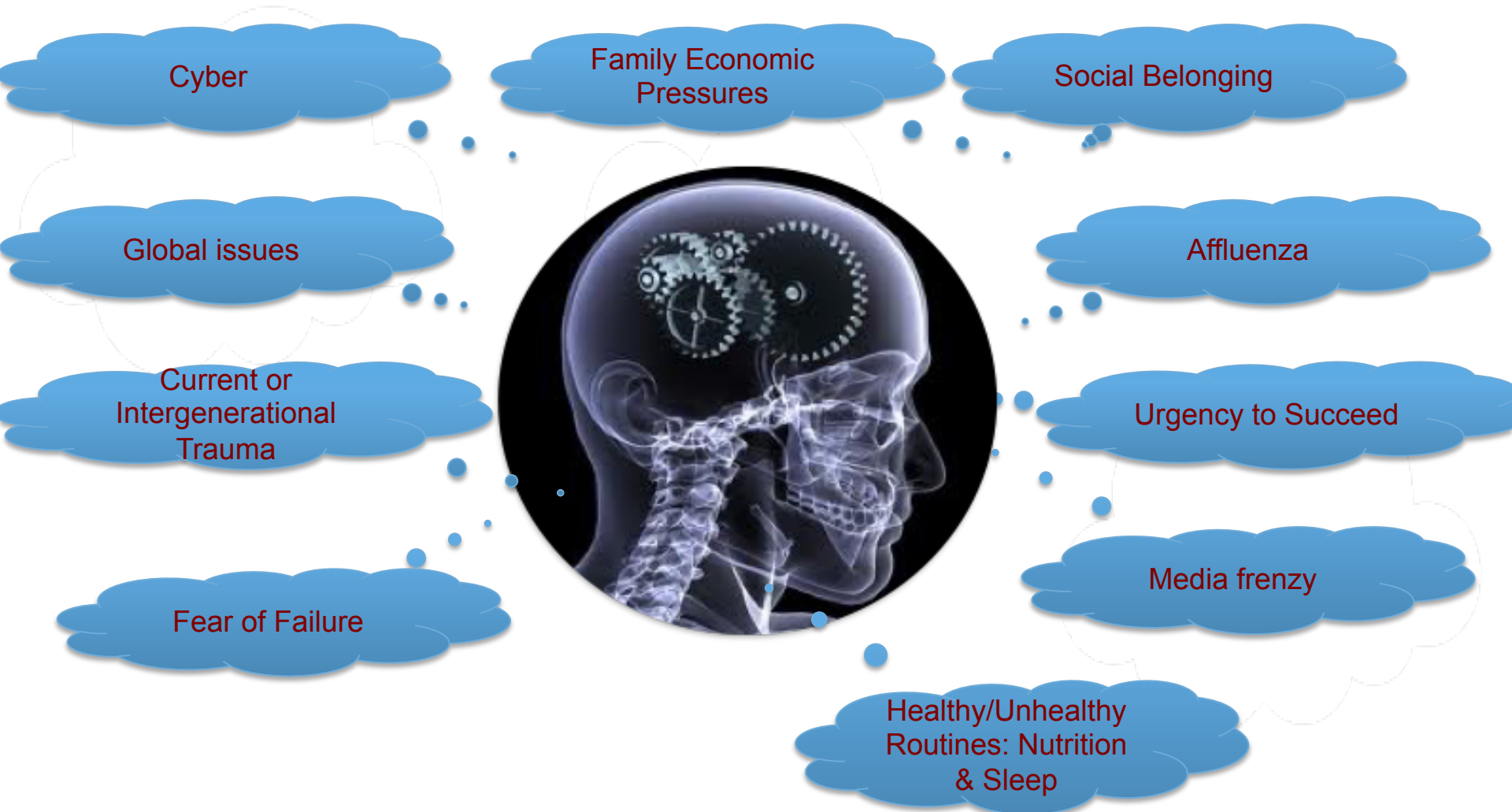
A Message From Our Kids



Part 4

Self-Regulation, Mental Wellness, Safe & Caring Schools & Inter- agency Connections

Our capacity to thrive is influenced by how effectively we deal with stressors



“The greatest weapon against stress is our ability to choose one thought over another.” William James, the father of American psychology.

Self-Regulation and Trauma

Working on self-regulation is especially important for children who have been traumatized, are victims of intergenerational trauma, or are being raised by caregivers who have been traumatized. These youngsters:

- Quickly shift from Learning Brain to Survival Brain
- Are in a chronic state of fight-or-flight, freeze, or even dissociation
- Have no energy left because fight-or-flight is extremely energy draining, reducing the person's capacity to pay attention, inhibit impulses, regulate mood, co-regulate

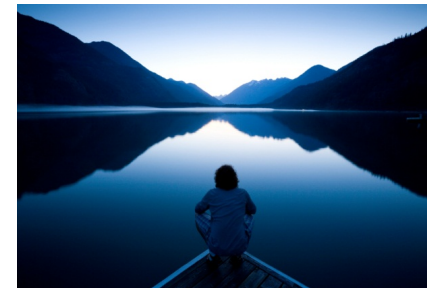
Building Capacity

Six critical elements of self-regulation

- ☐ When feeling calmly focused and alert, have the ability to know that state
- ☐ When one is stressed, the ability to recognize what is causing that stress
- ☐ The ability to recognize stressors both within and outside the classroom
- ☐ The desire to deal with those stressors
- ☐ The ability to develop strategies for dealing with those stressors
- ☐ The ability to recover efficiently and effectively from dealing with those stressors

Trauma-impacted communities have few resources/tools in their toolbox to access these elements without carefully constructed and consistent support and guidance over time.

Creating an environment where students and staff become “emotion detectives” helps to build capacity and hope.



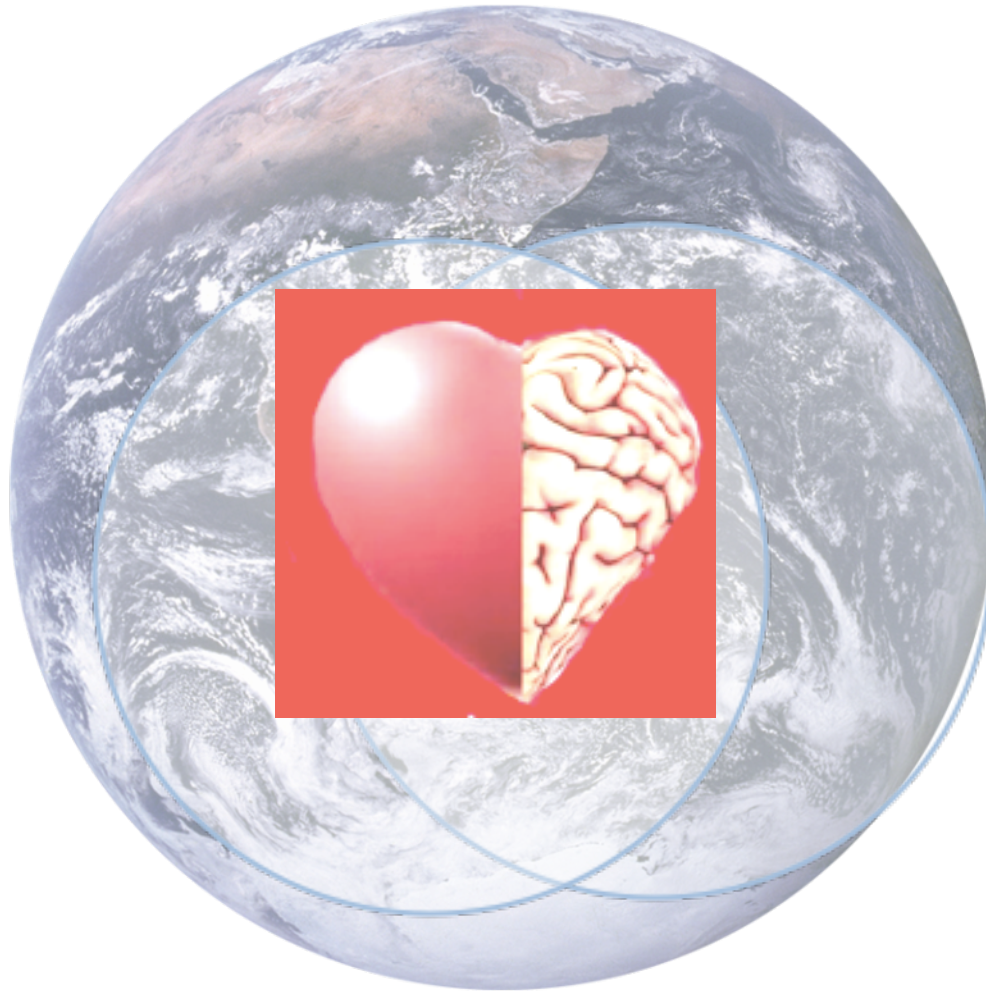
How Exposure to Early Adversity Impacts Development and What We Can Do About It

- The ACE Study – Adverse Childhood Experiences Study
 - Physical, Emotional or Sexual Abuse
 - Physical or Emotional Neglect
 - Incarceration
 - Parental Separation or Divorce
 - Domestic Violence

Early adversity dramatically impacts health across the lifetime. We now know what it takes to interrupt that progression. The single most important thing we need today is the courage to directly address this

TED Talk <http://bit.ly/17fegfY>

Together, we build individual and system capacity
so that *What We Know Changes What We Do*



Every Child, Every Chance, Every Day

Thank you

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For more information, please visit

www.self-regulation.ca

and on Twitter

CSRI_SelfReg