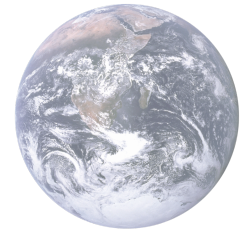


Supporting Children Through a Self-Regulation Lens



It's Time That What We Know Changes What We Do

Presented by: Mike McKay, Director
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A No Blame
Zone

Where
Neuroscience
Meets Education
and Parenting



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 Better Than That

NAVIGATING OUR SESSION

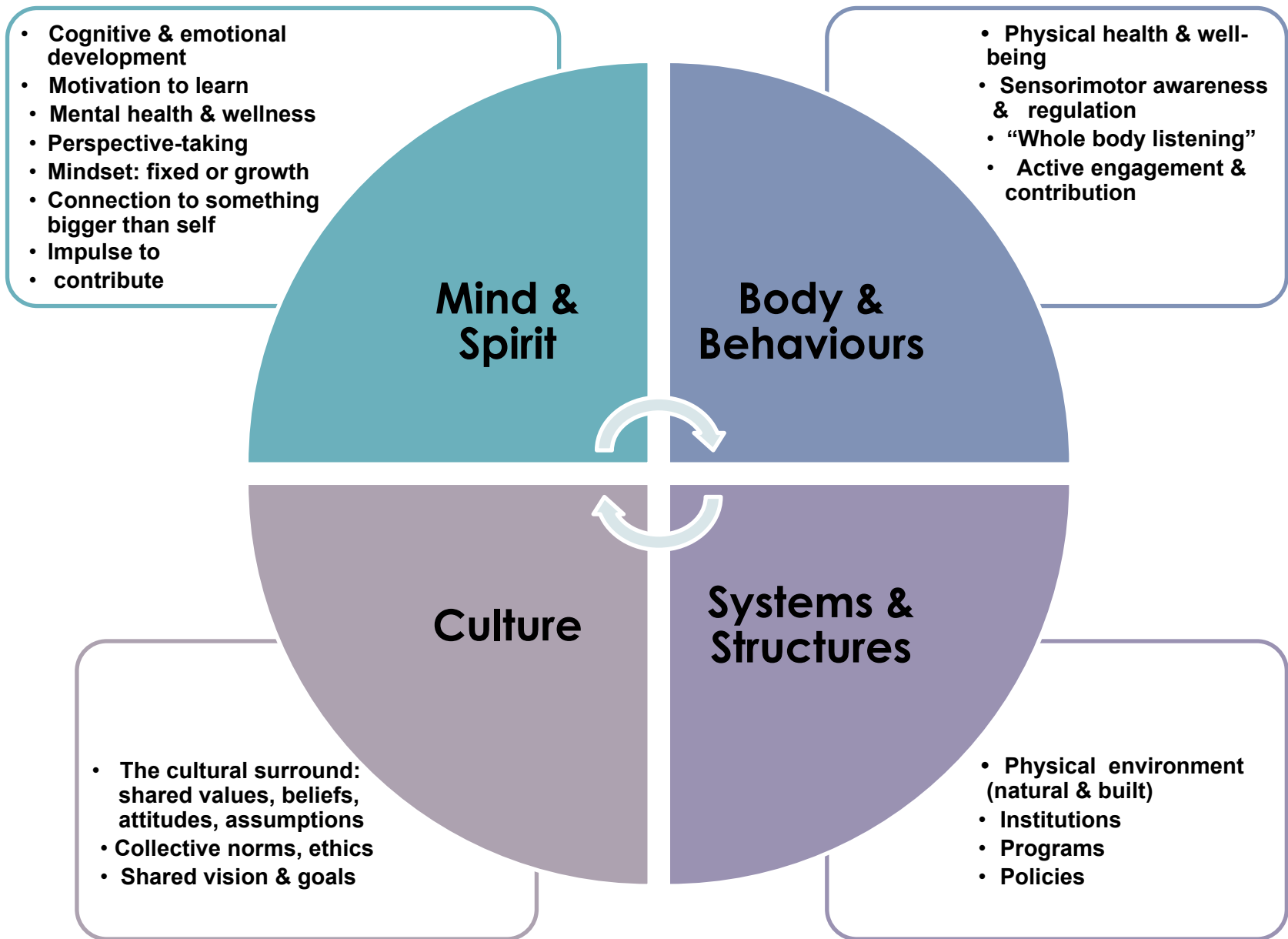
Self-regulation: **a working definition of an Integrative Approach**

Your questions



What we are learning about **stress, anxiety and the Brain** and why it matters

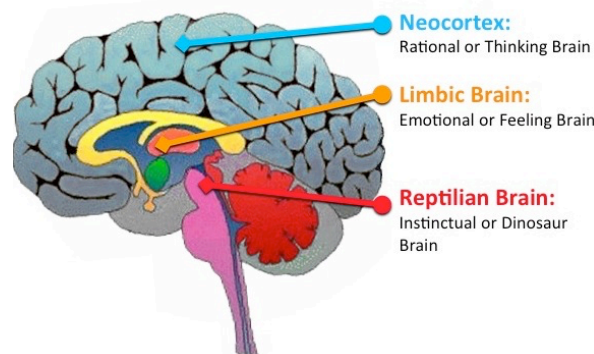
How **What We Know is Changing What We Do** @ school & home



Self-Regulation: Introducing an Integrative Perspective

A Handy Definition: Self-Regulation

- Our capacity to effectively and efficiently 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 from this energy expenditure
- Our environment and our experiences impact our energy expenditure and our ability to recover and focus



Basic Concepts at the Core of Self-Regulation

- Life – from before birth until the moment of death – is a rhythm of energy spent and energy restored
- Your “survival” brain – the ancient part of your brain’s development – is always engaged. When it is on high alert, your “learning” brain – the most recent development in human evolution – cannot operate.

So...you can’t learn if you are filled with anxiety or fear. All of your energy is being spent on survival and none on growth or actualizing capacity.

Understanding Five Domain Model (Shanker)

Flooded



Hyper-Alert



Calm Focused Alert



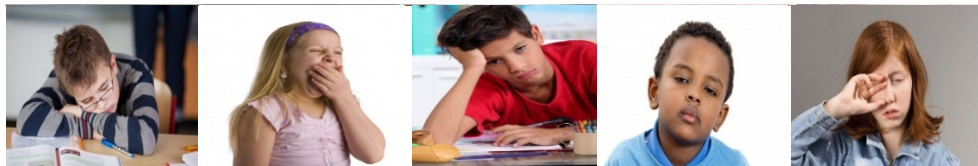
Hypo-Alert



Drowsy



Asleep



Biological

Emotional

Cognitive

Social

Prosocial

We have all been in each of these states many times. The essential questions are:

Why?

Why Now?

How Long?

How Frequent?

Creating *emotion detectives* helps change “Why is this always happening to me?” from lament to enquiry. Kids are ready for this step very early.

Based on the work of Dr. Stuart Shanker

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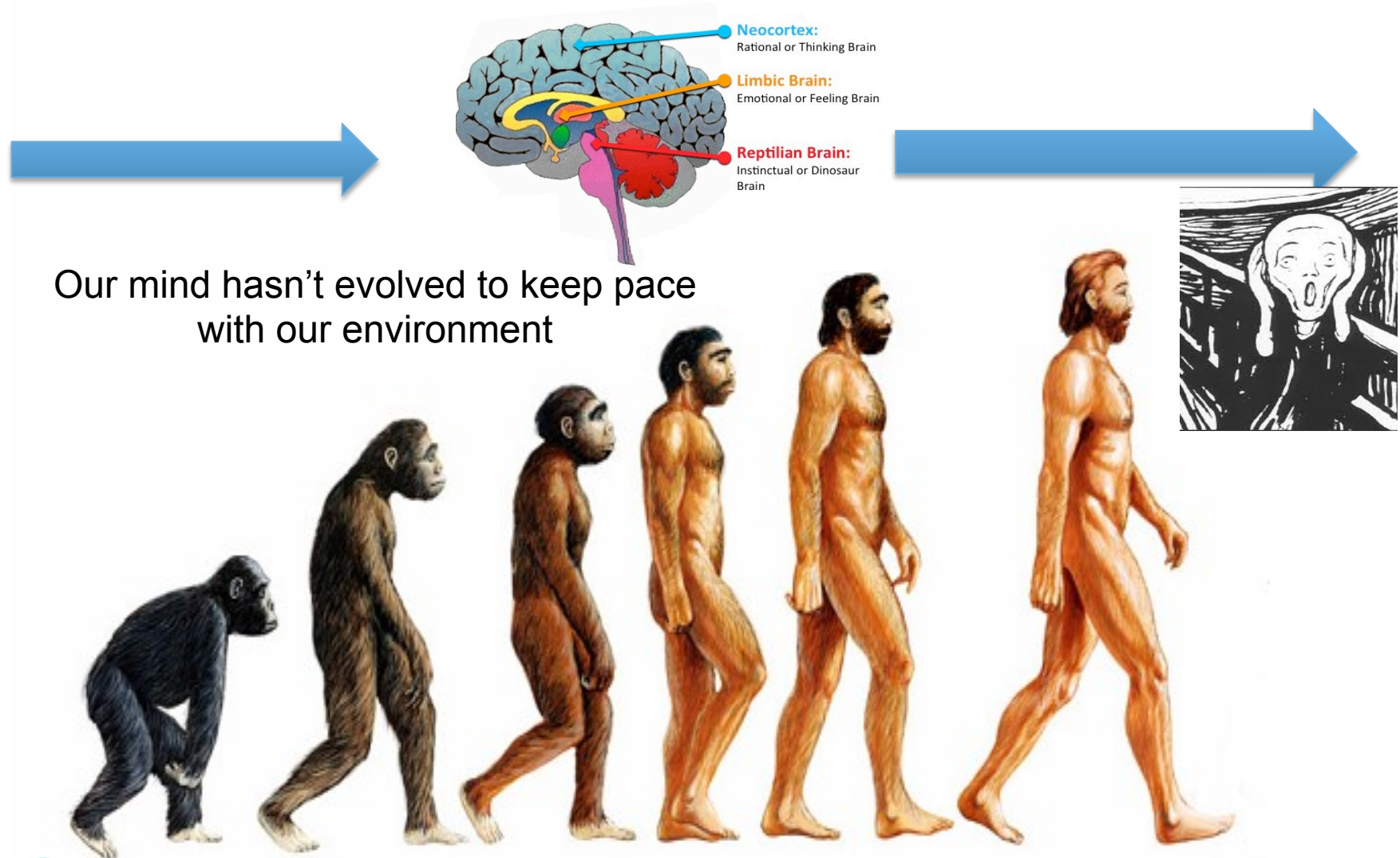


What we are learning
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What We Know: Exhibit A

The Evolution of Man



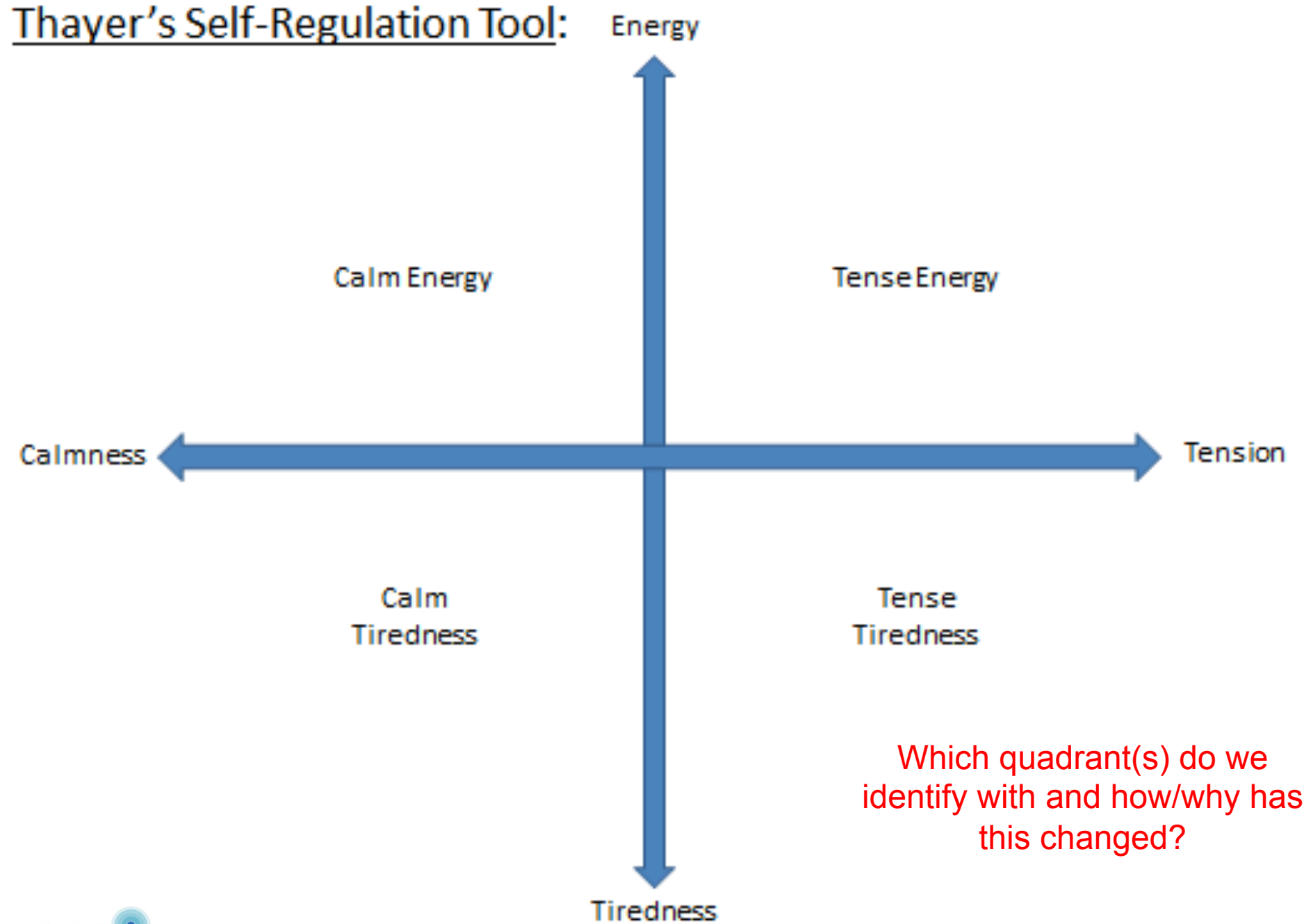
Our mind hasn't evolved to keep pace
with our environment

What We Know: Exhibit B

Our Kids (and We) Are Dealing With...

- 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). ** How many 2 year-olds have TV in their bedroom or i-Pad under the covers
- Exposure to violence and other anti-social behaviour
- Family stressors: parents working two jobs, intergenerational poverty, family violence, lack of community supports and connections

Thayer's Self-Regulation Tool:



Stress-Response Systems

Three core systems for responding to stress:

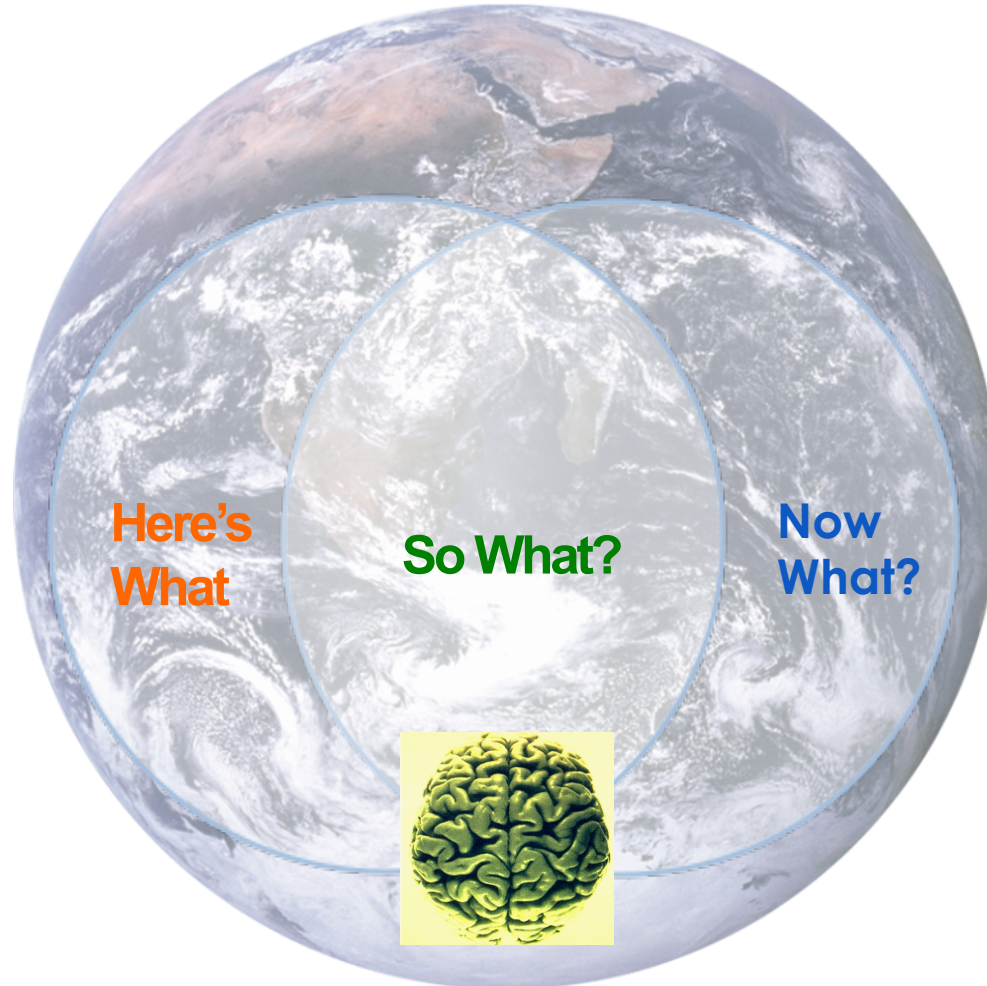
1. Social Engagement
2. Fight-or-Flight
3. Freeze



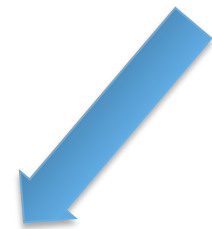
****We often mistake “Freeze” for compliance and understanding*

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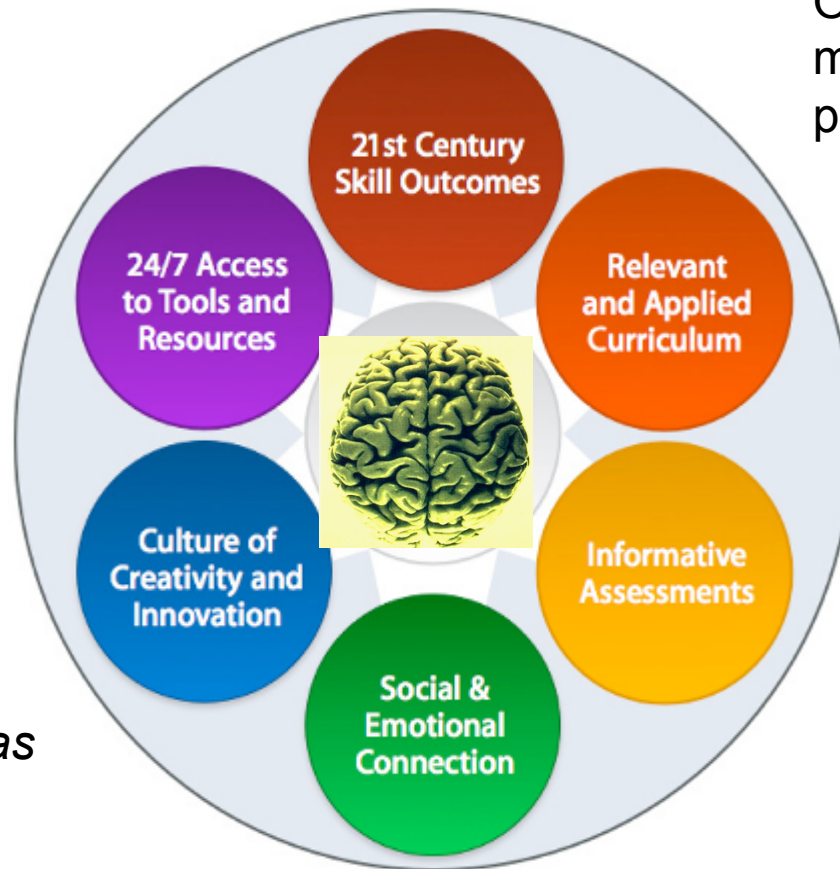
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The Schools Our Kids Need for a World That Needs Our Kids

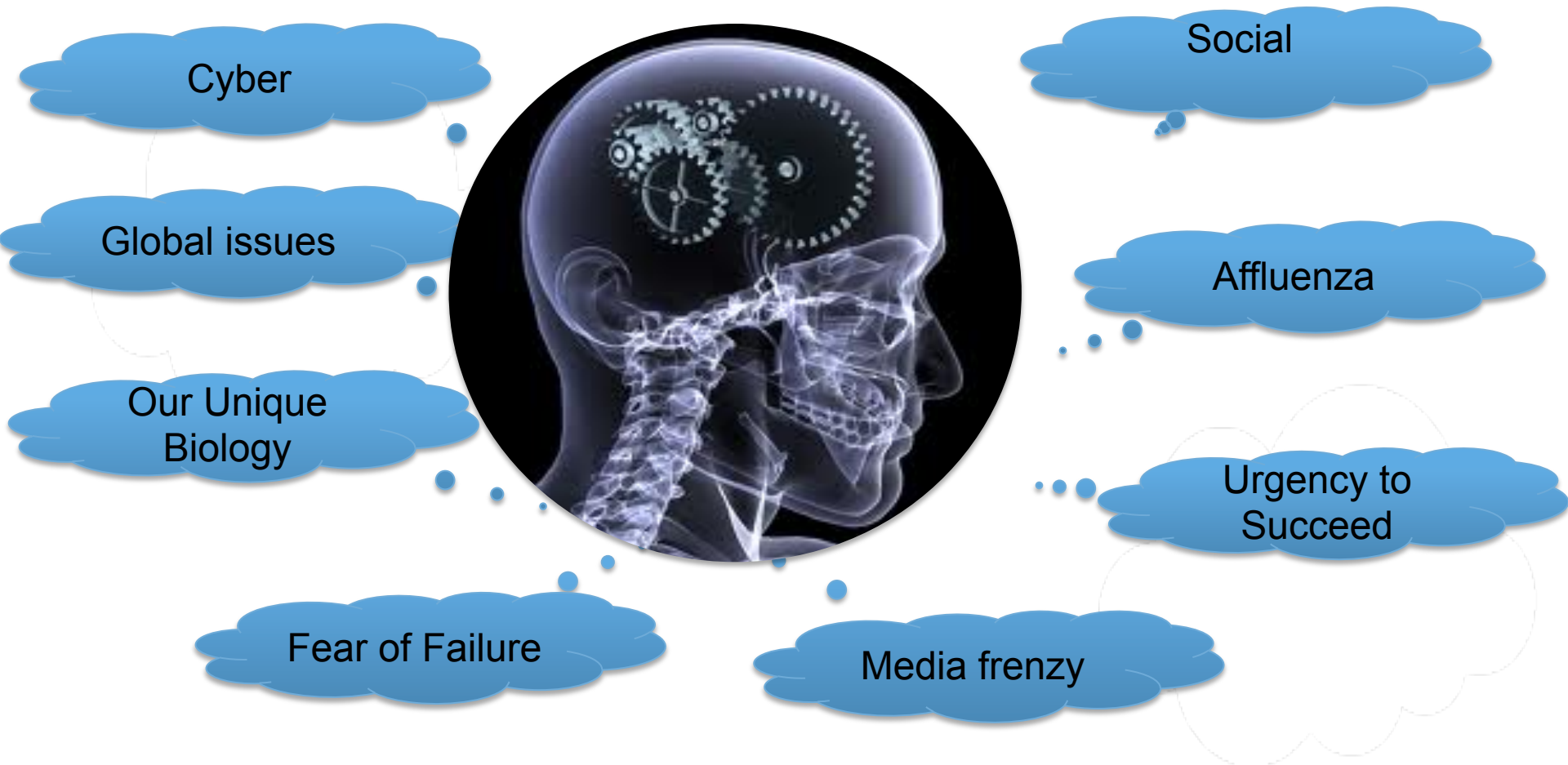
One of these elements makes all the others possible.



The era of a compliance & control factory model has mercifully passed.



Our Neurophysiology Has to Process a Wide Range of Stressors, including...



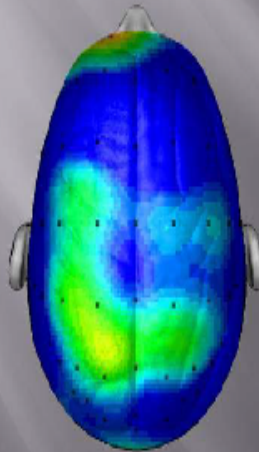
“The greatest weapon against stress is our ability to choose one thought over another.” William James, the father of American psychology.

**Choice is more difficult due to the relentless volume
and speed of thoughts/inputs**

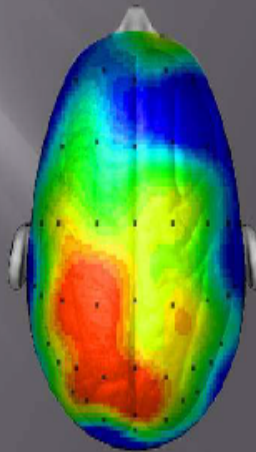
Aerobic exercise primes the brain for optimal learning

Average composite of 20 students
brains taking the same test

Brain after sitting
quietly



Brain after 20 min
walk



Scan compliments of Dr. Chuck Hillman, University of Illinois

20 min of aerobic exercise
indicates higher levels of:

- **BDNF** (aka Miracle Gro) –
Brain cells function, growth
- **Serotonin** - Learning
- **Norepinephrine** -
Alertness, attention
- **Dopamine** – Attention,
cognition, motivation



Physical Activity and Self-Regulation



Clutter That Can Overwhelm Our Ability to Process and Make Meaning



What a Calming and Focused Environment Can Look Like

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>

It's ~~not~~ never too late



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Thank you!

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For more information, please visit

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or on Twitter

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