

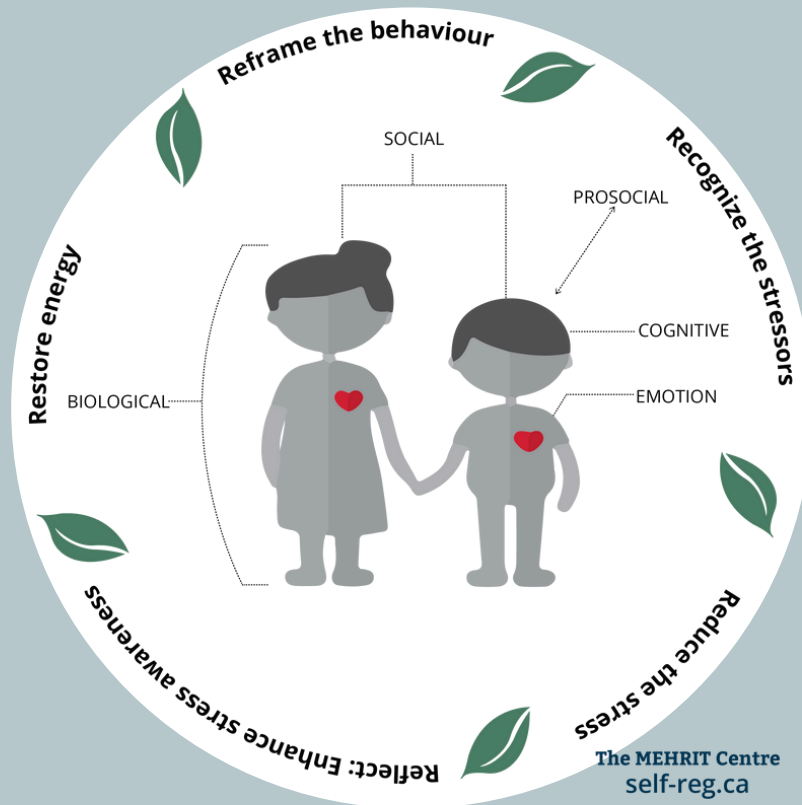


Let's Talk Self-Reg[®]

Diving into Educator Self-Regulation

**Self Directed
Learning Resource**

ALL INFORMATION TAKEN FROM THE
MERIT CENTRE AND DR. STUART SHANKER



This self-directed learning resource will guide, **you the educator**, to dive deeper into **your own** self-regulation and deepen your understanding of how the 5 steps of self-reg can support you inside and outside the classroom. Understanding your own self-reg will further support you in co-regulation when working with children.

When exploring the resource, take your time. There is a lot of information to process. The resource will offer opportunities to stop and reflect and put what you are learning into practice.

FOR MORE INFORMATION PLEASE VISIT
THRC.CA AND SELF-REG.CA

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The demands on today's educators are unbelievable and not recognized. We need to be talking not just about the stress and mental health of kids but also about the stress and mental health of educators.



-Stuart Shanker

ALL INFORMATION TAKEN FROM THE
MERIT CENTRE AND DR. STUART SHANKER

LET'S GET STARTED

Whether you are starting your self-regulation journey or well on your way, there is always space to take time and think about your own definitions.

Before you get started take a minute, or two, and think about YOUR definition of self-regulation, self-control, calm and what you want to learn.

MY DEFINITION OF SELF-REG



MY DEFINITION OF SELF-CONTROL



MY DEFINITION OF CALM



WHAT I HOPE TO LEARN



1

WHAT IS/ISN'T SELF-REG

This section will look at what **Self-Regulation** is and isn't, and the difference between self-regulation and self-control.

On the previous page you defined self-regulation in your own words. Take some time after reading the next page to see how your definition aligns or is different from the definition on the page.

Self-regulation refers to the manner in which an individual deals with stress, in all its many forms, and then RECOVERS from the energy expended.

HOW DOES MY DEFINITION OF SELF-REGULATION ALIGN WITH THIS ONE?

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Self-control is the ability to control your emotions and actions.

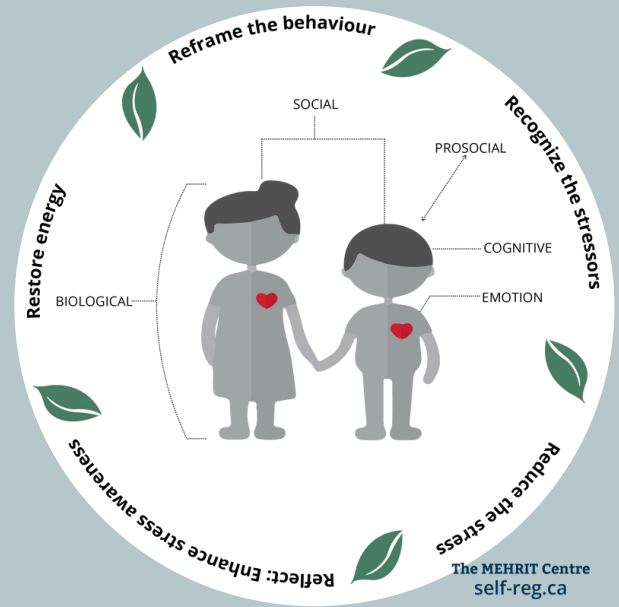
- Cambridge Dictionary

HOW DOES MY DEFINITION OF SELF-CONTROL ALIGN WITH THIS ONE?

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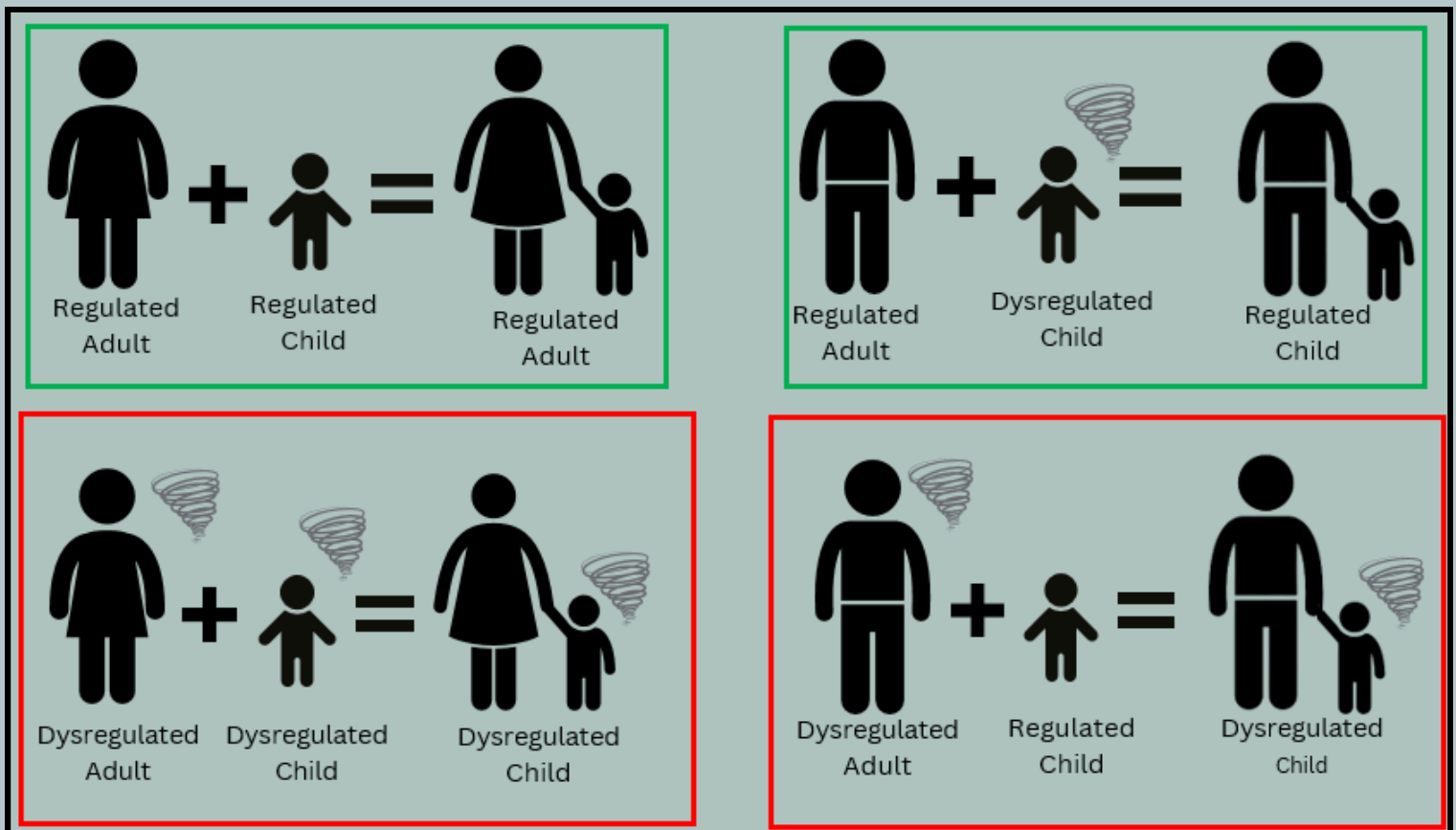


Self-Reg[®] is a 5 step method (and framework) to deal with stress so that we experience calm in mind and body and, from there, begin to restore physiologically, emotionally, psychologically and socially.



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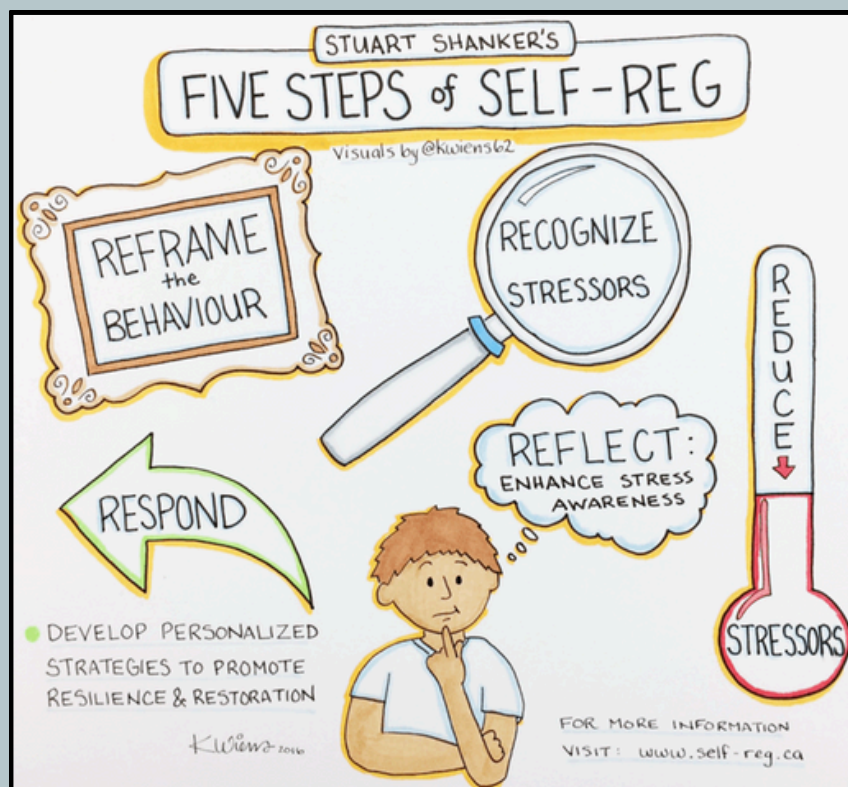
It's important to remember when you are dysregulated then the children in your care can become dysregulated. This is why you want to start with your own self-regulation and having tools/ strategies to use so you are able to positively regulated throughout the day. Then, and only then, you can begin to support the children in building self-regulation skills.



2

THE 5 STEPS OF SELF-REG

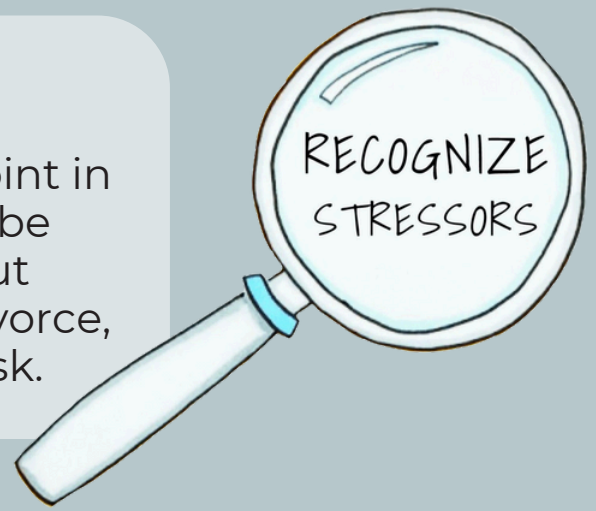
Dr. Stuart Shanker has identified **5 steps** to be able to self-regulate. These “steps” don’t have to be done in any specific way. Sometimes you might respond before you reframe or you might reduce a stress before you respond to it or even recognize the stress. There might be times that you do these in a specific way that works for you.



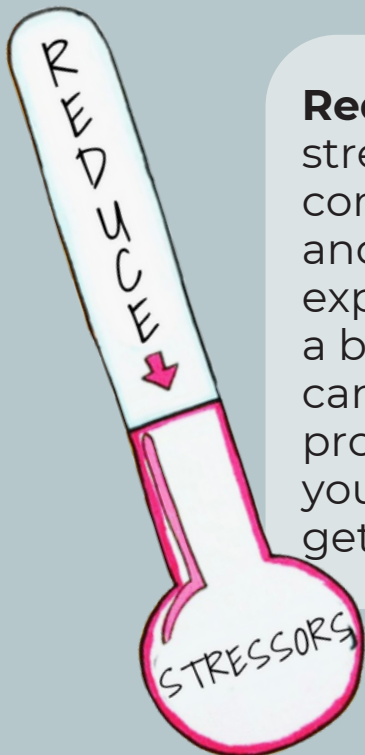


Reframe: There is ALWAYS more to our behaviour than just “wanting” to misbehave. Thinking about the “why” and “why now” is important in this step. This is about looking at behaviour as a sign of stress.

Recognize: Looking at the 5 domains (Biological, Emotional, Cognitive, Social, Prosocial). What is bothering me at this point in time that is causing me stress? This could be anything from being hungry or upset about something personal going on at home (divorce, sick family member), or having to multi task.



Reduce: Here you are finding ways to reduce the stress. This is not a one size fits all approach. It comes down to what works for you in the moment, and it can change depending on the stress you are experiencing. Examples are going for a walk, taking a break, having a drink of water. Reducing the stress can look different inside and outside of the program, but having strategies for both will support you in being able to reduce your stress quickly and getting back into a blue/red brain balance*.



To learn more about blue brain/ red brain balance visit THRC’s self directed resource “[10 Day’s of Self-Reg](#)”

Reflect: Continue to reflect on ways that you can reduce your stress, and what it feels like for you. This will support you in understanding how you feel when you are stressed/overstressed and calm.

REFLECT:
ENHANCE STRESS
AWARENESS



Restore: This is probably the most important of the 5 steps and where you find the things/ strategies that restore your energy. Being stressed consumes your energy so finding ways inside and outside the program to restore your energy so you can carry on with your day in a positive way.

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Our own stress drops dramatically when we shift from trying to enforce compliance to reducing the causes of challenging behaviours and teaching kids how to do this for themselves.

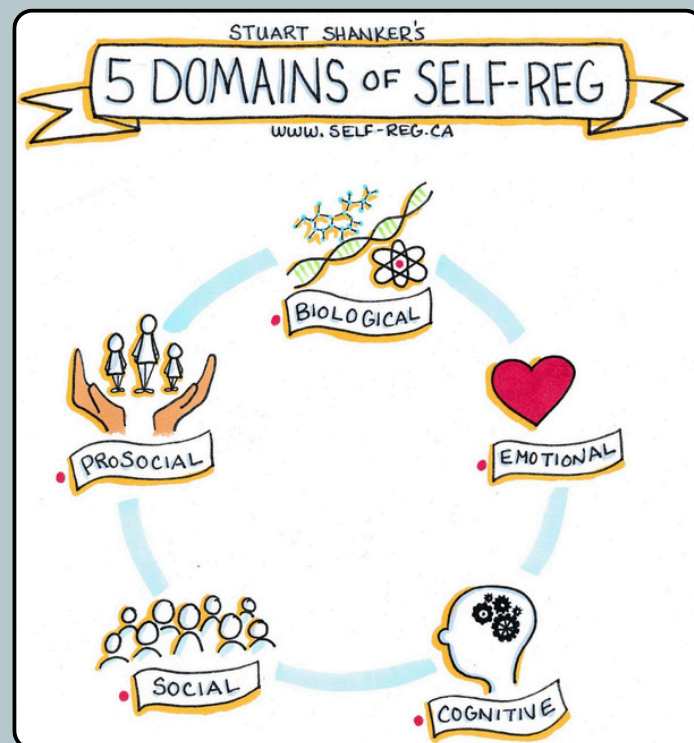


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Dr. Stuart Shanker

3

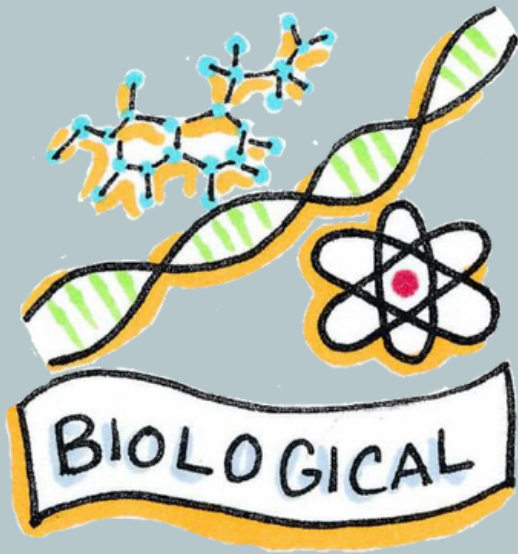
THE 5 DOMAINS OF SELF-REG

Stuart Shanker has identified **5 domains of self-regulation**. They are Biological, Emotional, Cognitive, Social and Prosocial. This is where "stressors come from".



In the biological domain stressors can affect your physiological system and take us out of optimal function. This can include noises, crowds, too much visual stimulation, or not enough exercise.

What are your BIOLOGICAL stressors?



MY BIOLOGICAL STRESSORS

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In the emotional domain stressors in this domain include strong emotions, **BOTH** positive (overexcited) and negative (anxiety, anger) and often interact with and multiply stressors in other domains.

What are your EMOTIONAL stressors?

MY EMOTIONAL STRESSORS

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In the cognitive domain stress is caused by difficulty processing certain kinds of information.

What are your COGNITIVE stressors?



MY COGNITIVE STRESSORS

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In the social domain stressors relate to a person's difficulty picking up on social cues, and understanding the effect of our own behaviour on others.

What are your SOCIAL stressors?

MY SOCIAL STRESSORS

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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 person's difficulty coping with other people's stress.

What are your PROSOCIAL stressors?



MY PROSOCIAL STRESSORS

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LET'S PUT THEORY INTO PRACTICE

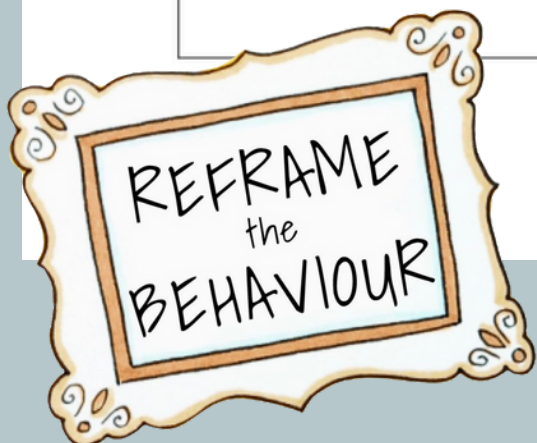
The next few pages are charts to support you in going through the 5 steps of self-reg. There are no right or wrong answers.

It's important to **take your time**. Self-Reg isn't something that you read about and "do", it is something that you continually learn about and practice every day. **This is a journey** and it's yours to explore at your own pace.

PRACTICE 1 – Read and Reframe Behaviour

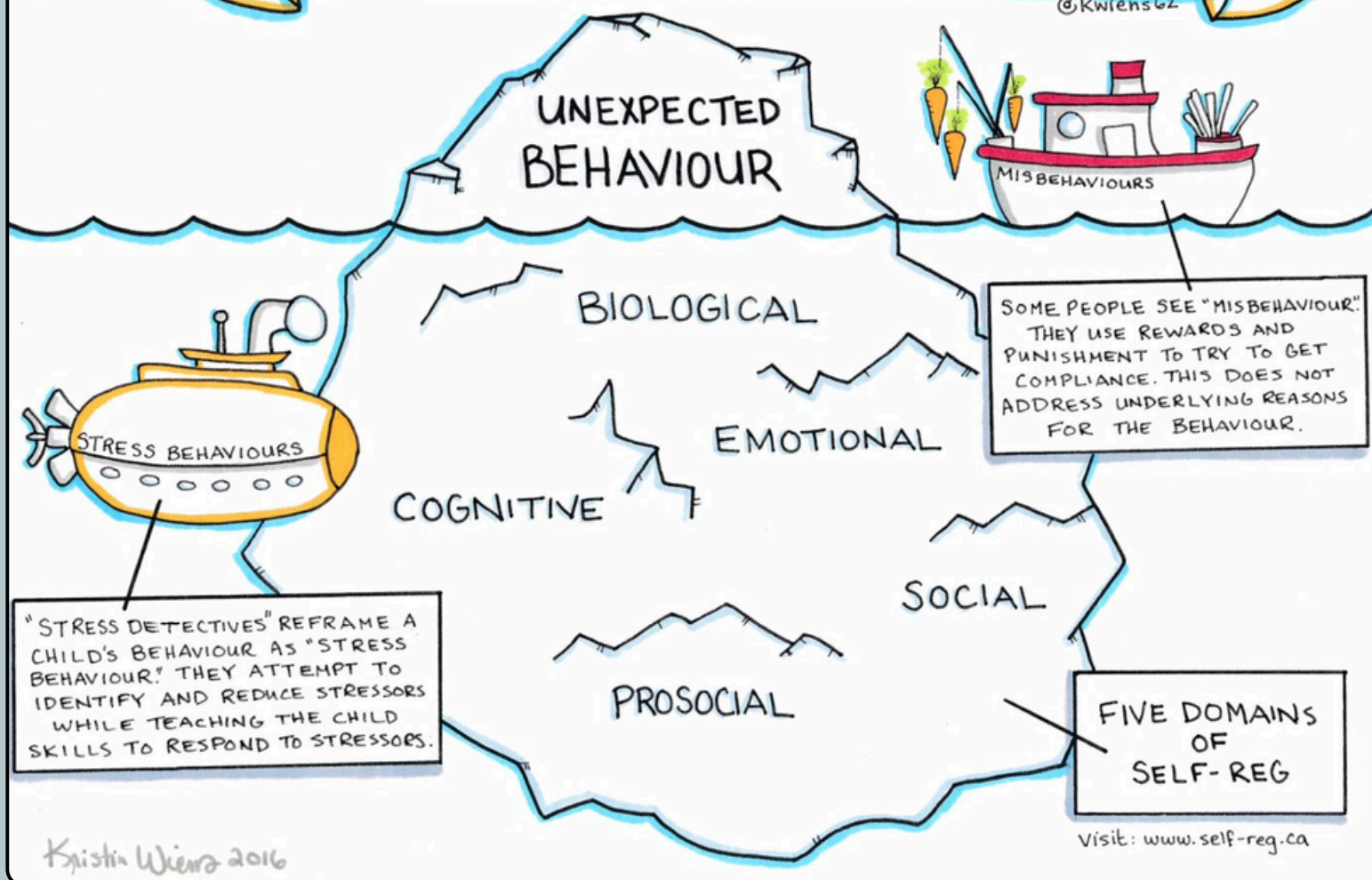
- List some behaviours or choices that you or another have made in the past that may have been viewed as “misbehavior”
- For each of those behaviours, reframe them. *“I think this was/is stress behaviour and here is how I know...”*

"MISBEHAVIOUR" 	REFRAME <i>"I think this was/is stress behaviour and here is how I know..."</i>



BEHAVIOUR IS COMMUNICATION

@kwiens62



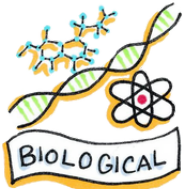
The language in this visual focuses around children and their behaviour. Reframe the language and think about how this applies to yourself.

MY 5-PRACTICE SELF-REG PORTRAIT

PRACTICE 2 – Recognize the Stressors

- Start a list of stressors that you know impact you personally. Look at stressors across the 5 Domains. What about hidden stressors?
- Don't worry too much about getting the stressor in the right domain

BIOLOGICAL



EMOTION



COGNITIVE



SOCIAL



PROSOCIAL



*Need ideas? You can find examples in this tool [here](#).



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MY 5-PRACTICE SELF-REG PORTRAIT

PRACTICE 3 – Reduce the Stress/Lighten the Stress Load

- Take the stressors you identified in Practice 2 and begin reflecting on ways you could reduce them

Stressor:

How I can **Reduce** it:

Stressor:

How I can **Reduce** it:

Stressor:

How I can **Reduce** it:

Stressor:

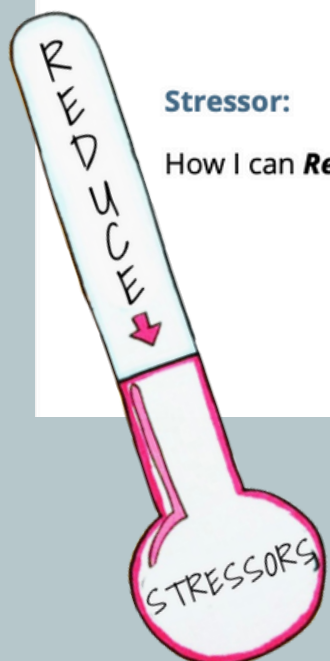
How I can **Reduce** it:

Stressor:

How I can **Reduce** it:

Stressor:

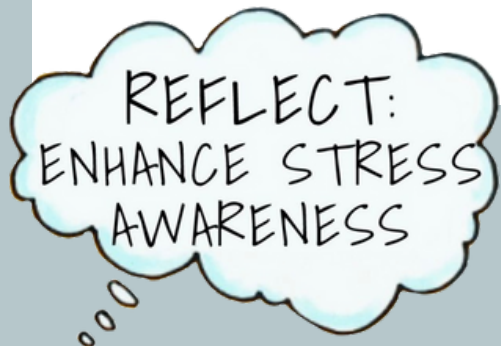
How I can **Reduce** it:



PRACTICE 4 – Reflect: Enhance Stress Awareness

- Listening to our bodies is a critical step in understanding our stress. Our bodies can tell us whether we are calm or not. We need to recognize these feelings.
 - List some of the embodied sensations that you experience when calm, focused and alert.
 - List some of embodied signs that you are not calm, focused and alert.

When I am <i>calm</i> I feel...	When I am <i>not</i> calm I feel...



MY 5-PRACTICE SELF-REG PORTRAIT

PRACTICE 5 – Restore: Develop Personal Strategies for Restoring Energy and Reducing Tension

- Create a list of strategies or activities that help you reduce tension and increase your energy
 - This differs from Practice 3, as these are not 'in the moment' ways to reduce stress, but rather are to provide yourself with energy and reduce your tension to bring about a state of calm and better tackle those unknown stressors that may be on the horizon.
- How do these relate to the stressors you identified in Practice 2?

How do you reduce tension and increase your energy?



SELF-CARE

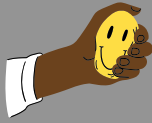
It's important to remember to take some time for yourself to relax, unwind, and overall provide yourself with self-care. You cannot be there for others, lend our calm and co-regulate, if you cannot learn to de-stress and take care of your needs first.

Self-Care Ideas:

- Bath/ Bubble Bath
- Listening to Music
- Going for a Walk/ Run
- Spending Time with Family and Friends
- Watching TV or a Movie
- Reading
- Journaling
- Creating Art
- Connecting with nature

Consider having a **Self-Reg/ Self-Care bin** available to you in your classroom or workspace. This can include items like:

- Fidgets/ Stress Ball
- Snacks
- Essential oil or Favourite scents
- Inspirational Quotes/ Pictures



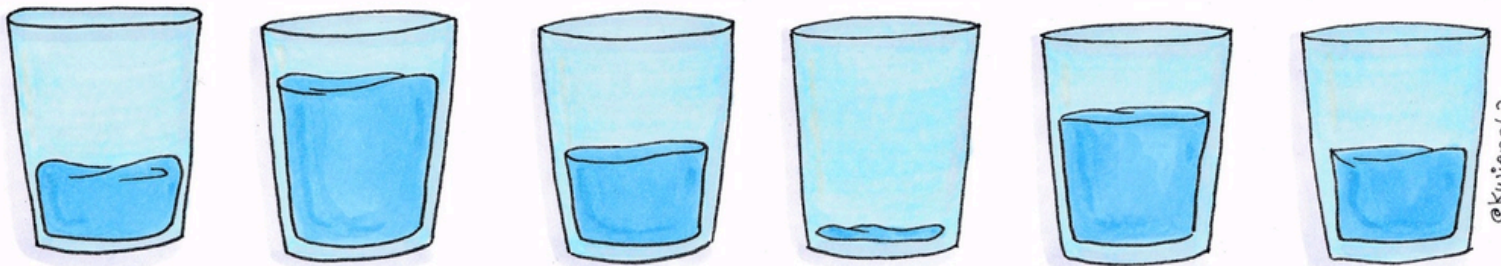
WHAT CAN YOU DO TO MAKE SURE YOU ARE
TAKING CARE OF YOURSELF?





WE CAN'T POUR FROM
AN EMPTY VESSEL

- 💧 OUR STUDENTS COUNT ON US TO HAVE CALM TO SHARE WITH THEM.
- 💧 WE NEED TO BE REGULATING OURSELVES TO BE AVAILABLE TO CO-REGULATE WITH OTHERS.
- 💧 WHEN WE TAKE CARE OF OURSELVES, WE TAKE CARE OF OUR STUDENTS.
- 💧 WHAT ARE YOUR RESTORATIVE PRACTICES?



OUR STUDENTS' CALM

WHAT DOES THIS VISUAL MAKE YOU THINK ABOUT?
HOW DOES IT MAKE YOU FEEL?





Beneath every behaviour there is a feeling. And beneath each feeling is a need. And when we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.

-
Ashleigh Warner

5

RESOURCES

5

RESOURCES

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info@self-reg.ca

Visit THRC's website and follow on Facebook and Instagram for more Professional Learning Opportunities



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<https://thrc.ca/professionallearning/>

Practice Self-Reg Portrait

https://self-reg.ca/wp-content/uploads/2022/10/2022_Toolkit_5_Practice_Portrait_Blank.pdf

Self-Reg Website

<http://self-reg.ca>

Self-Reg Online Learning

<https://self-reg.ca/online/>

Co-Reg Website

<https://www.coregcommunity.com/>

10 Days of Self-Regulation

<https://thrc.ca/wp-content/uploads/2023/05/Accessible-10-Days-of-self-reg-5.pdf>

Notes

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thank
you

Thank you for taking the time to go through this information. We hope that it supports you in finding ways that support your own self-regulation. To dive deeper into the understanding of Self-Reg please visit self-reg.ca and THRC website for more professional learning opportunities.