

Parenting and Self-Regulation

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The MEHRIT Centre**

**www.self-reg.ca
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So many of the behaviors we see in children today seem inexplicable until we realize that we are dealing with the effects of excessive stress.

-Dr. Stuart Shanker



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3 Goals of Our Self-Reg Session



1. Self-regulation vs. self-control

2. You already know a lot of Self-Reg

3. Your Self-Reg matters too!



Self-regulation refers to how effectively we manage the stress in our lives. Every time we experience stress we have to burn energy to keep all our internal systems running efficiently.

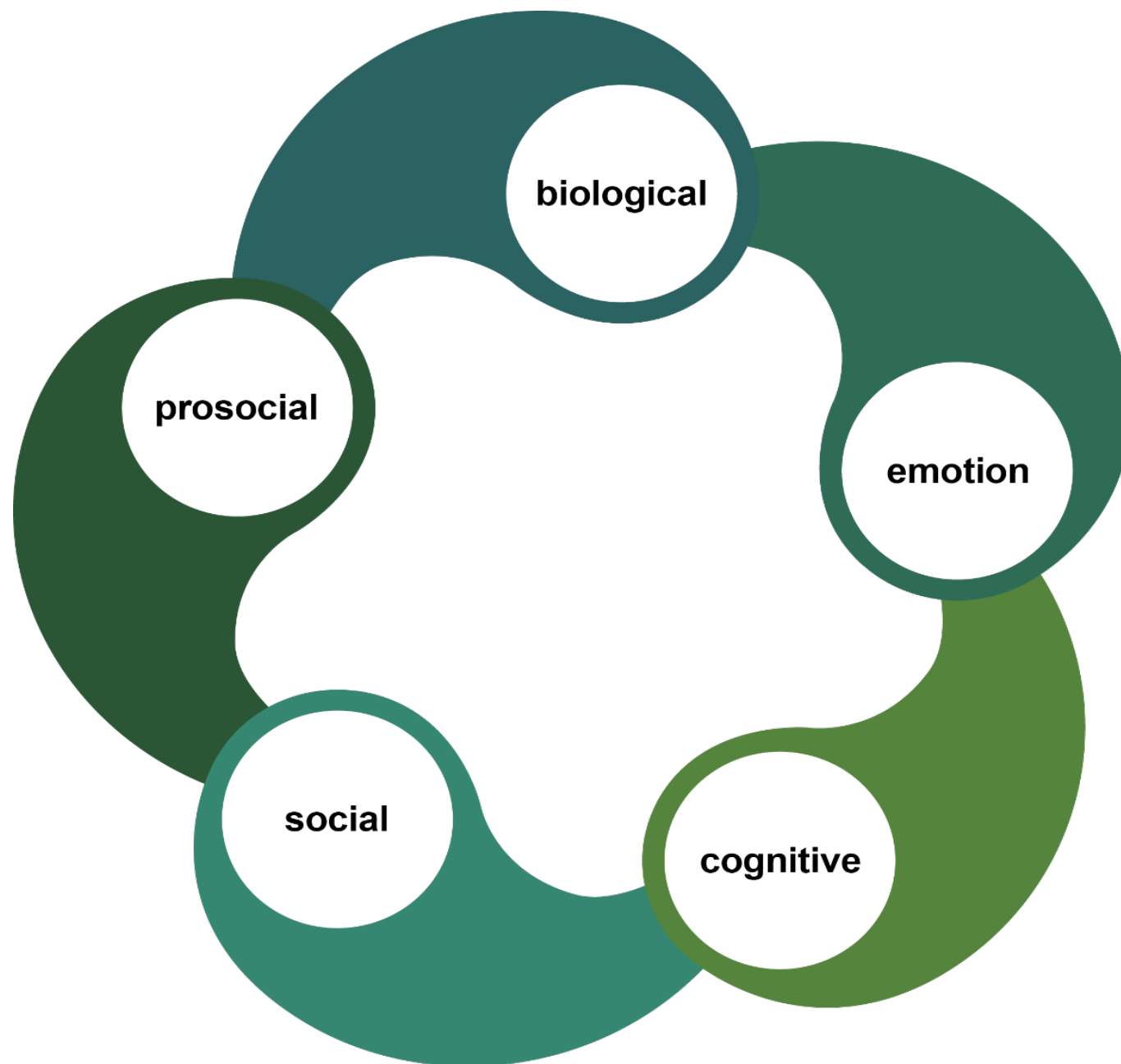
-Dr. Stuart Shanker



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Shanker Self-Reg is a 5-step process
for understanding STRESS and
managing TENSION and ENERGY.



“

There is no such thing
as a bad child.

Dr. Stuart Shanker
The MEHRIT Centre



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**BEING A TEACHER
IS EASY.**

IT'S LIKE RIDING A BIKE.

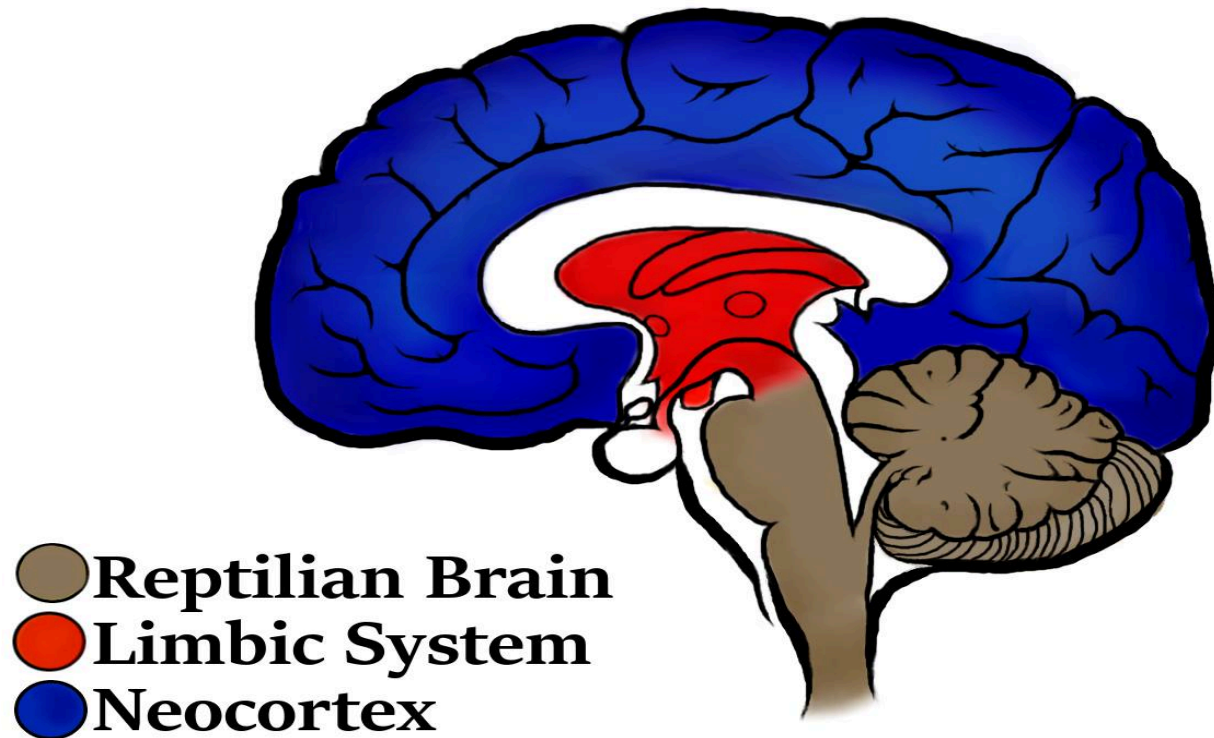
EXCEPT THE BIKE IS ON FIRE.

YOU'RE ON FIRE.

EVERYTHING IS ON FIRE.



The Evolution-Designed Brain



Social Engagement



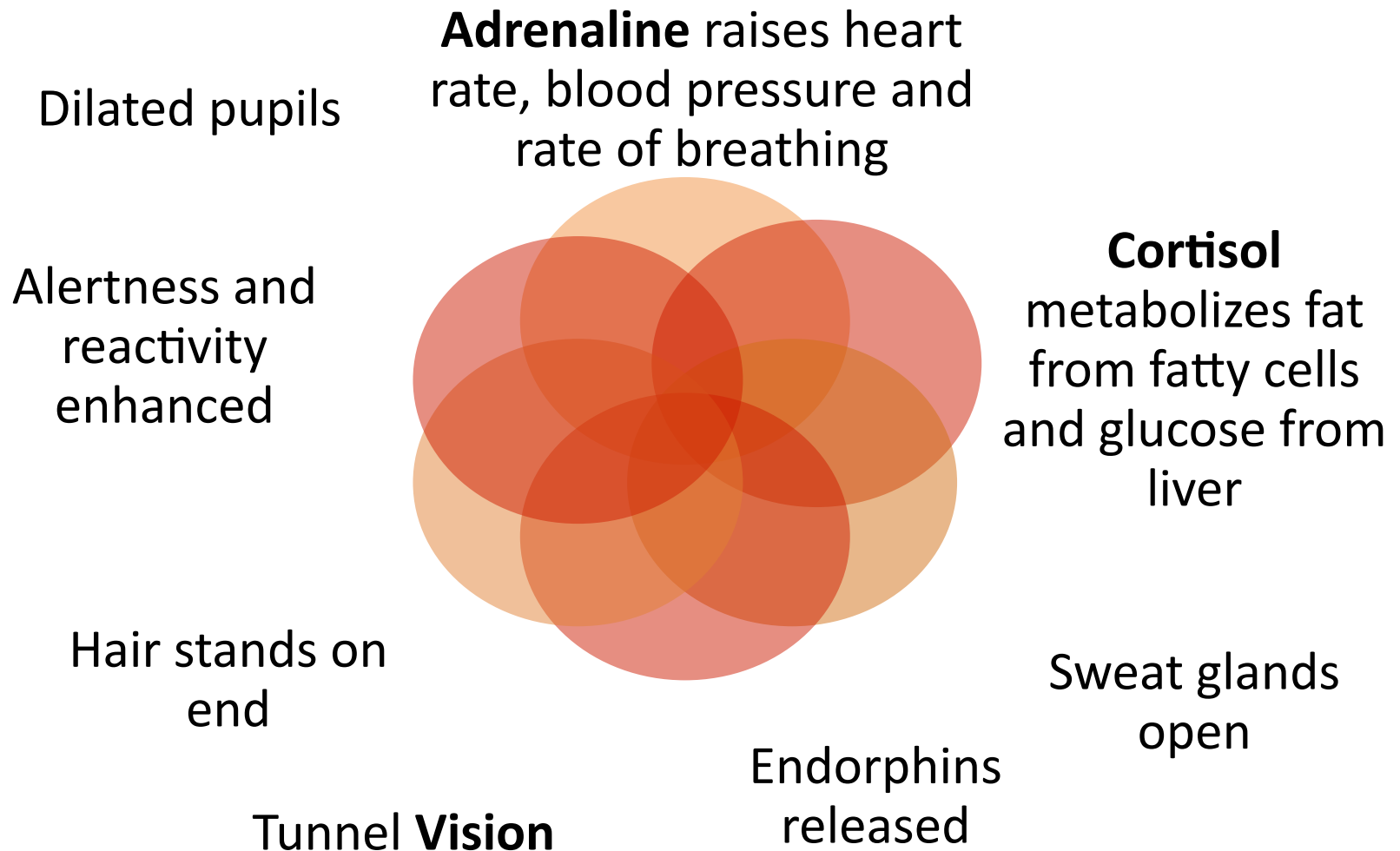
Fight or Flight



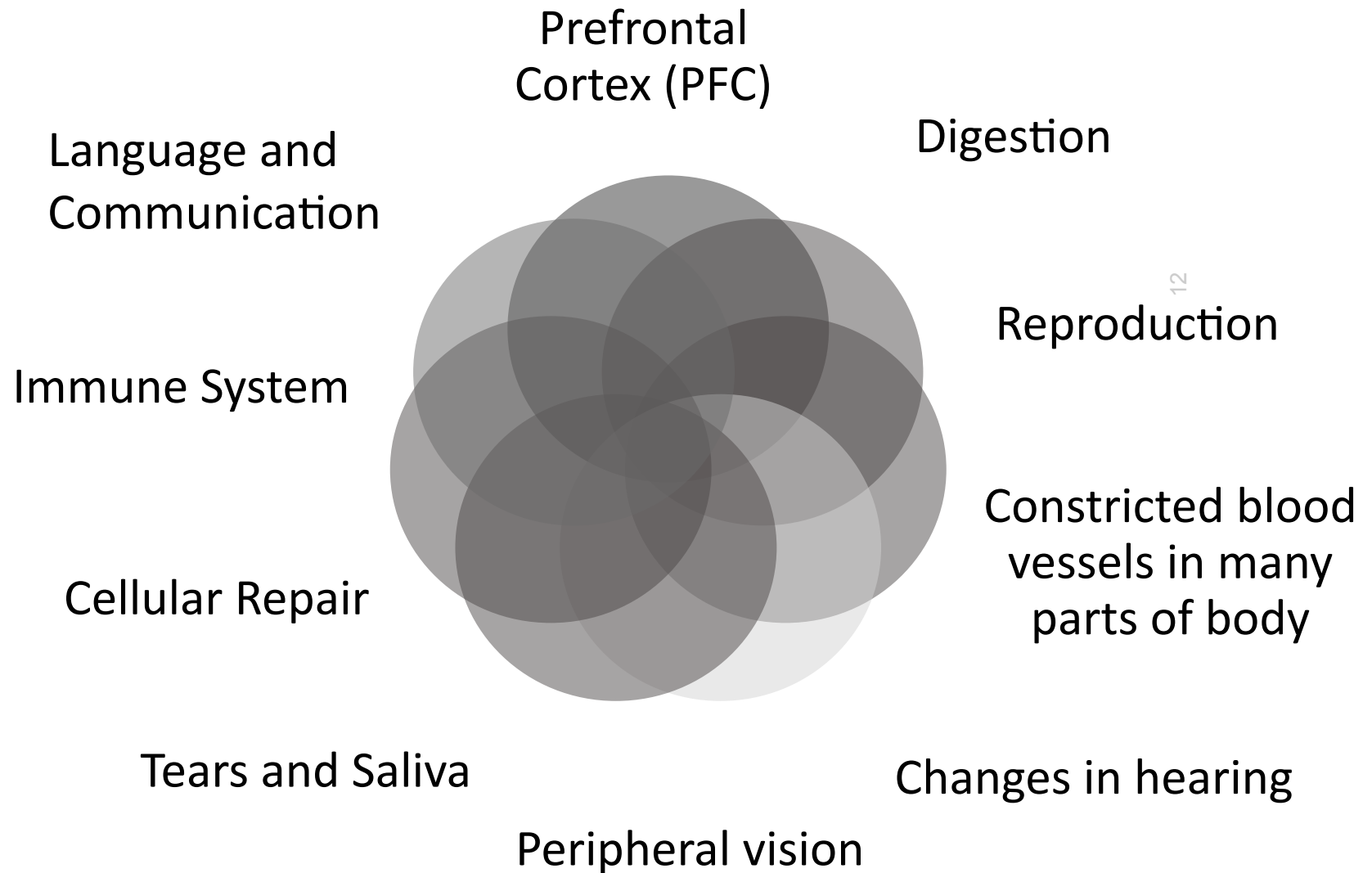
Freeze



“Turned On” in Fight or Flight



“Dimmed” in Fight-or Flight



Stressors and Memory

Cabin

Television

Novel

Banana

Map

Sink

Magazine

Bed

Monkey

Desk

Frog

Vase

Bird

Pancake

Peach

Telephone

Park

Radio





Four Signs of Allostatic Overload



“0-500”
reaction in
an instant

Over
reaction to
situation

Unusually
long time
to cool off

Volatile /
Emotional
lability

MULTIPLYING EFFECT OF STRESSORS

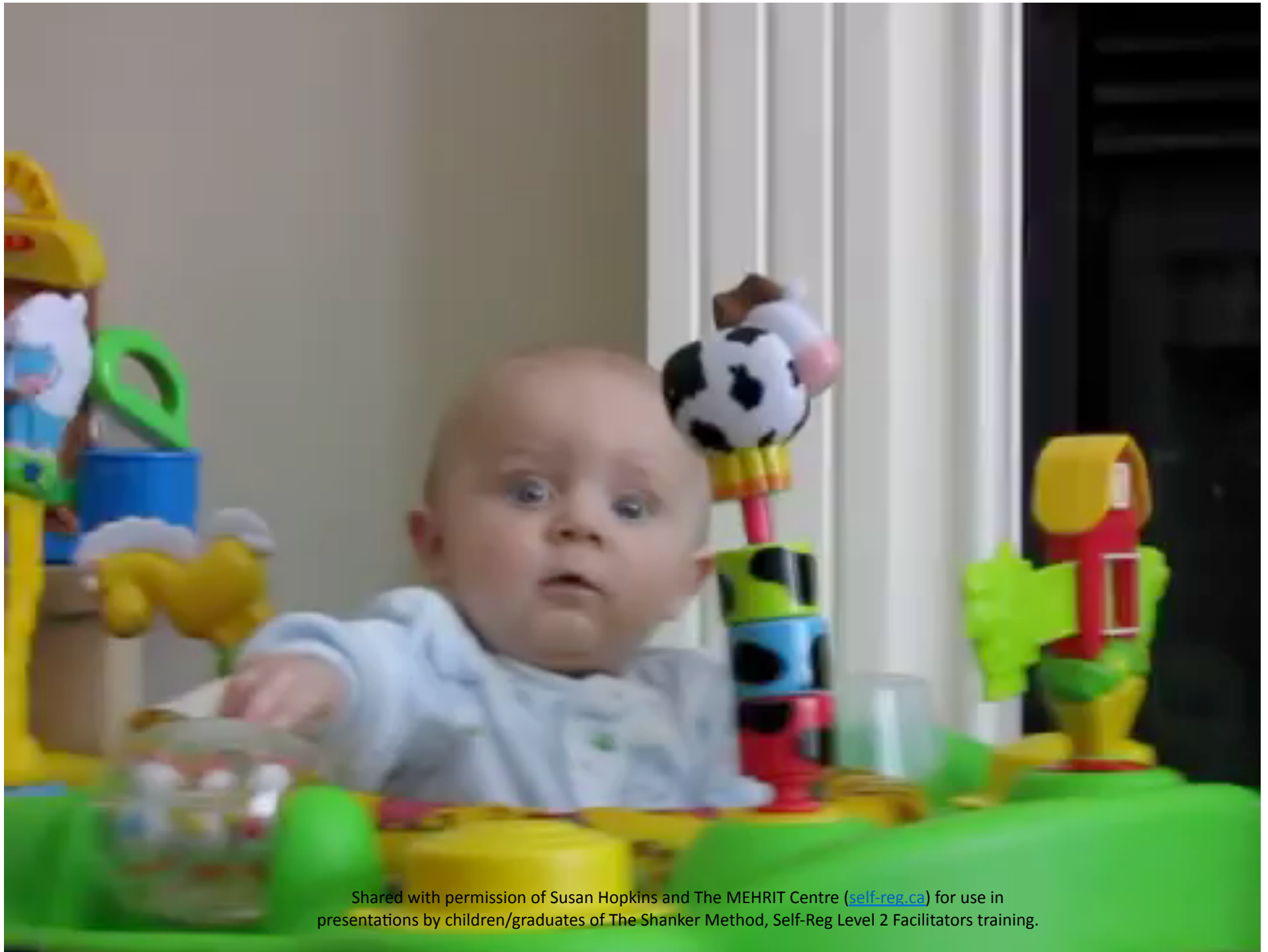


We have a remarkable ability to deal with life's stresses. But push the stress-system a little too hard for a little too long and you start to experience signs that you are not getting back to baseline: that your restorative mechanisms are losing their resilience.

-Dr. Stuart Shanker



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NEVER

**IN THE HISTORY OF CALMING DOWN.
HAS ANYONE EVER CALMED DOWN
BY BEING TOLD TO CALM DOWN.**



CALM DOWN



A photograph of a vast field of red poppies in full bloom, stretching towards a line of green trees in the distance. The sky above is a pale blue with soft, white clouds. The overall mood is peaceful and serene.

*“Calm begets calm” should be
seen not just in instrumental
terms, but as an endless circle.*
-Dr. Stuart Shanker



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**Reframe
Behaviour**

Reflect:
Awareness of
Stress States

Recognize Stressors:
biological, emotion,
cognitive, social, prosocial

**Reduce
Stress**

Respond:
Restoration &
Resilience

Shanker Self-Reg

Reframe the behavior



Reframing
NOT
Thriving

Misbehaviour vs. Stress Behaviour

Misbehaviour

Blue brain “rational” state

- *Blue brain directs the energy resources.*
- *Behavior or action was an intentional choice*

Stress Behaviour

Red brain “limbic” state

- *Red (Limbic) brain directs the energy resources*
- *has limited capacity to act differently*

Stress behaviour results from the stress “backpack” outweighing resources.

Recognize the stressors (across the five domains)



Stressors in My
School Activity

5 Self-Reg Domains: Stressors

Biological

Noises, crowds, too much visual stimulation, not enough exercise, lack of sleep, junk food

Emotion

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 effect of behaviour on others

Prosocial

Difficulty coping with other people's stress; sense of injustice (may include misinterpreting stress behavior as misbehavior)

overdramatic



Reduce the stress



Reduce
the Stress
Strategy
Sort



My own State

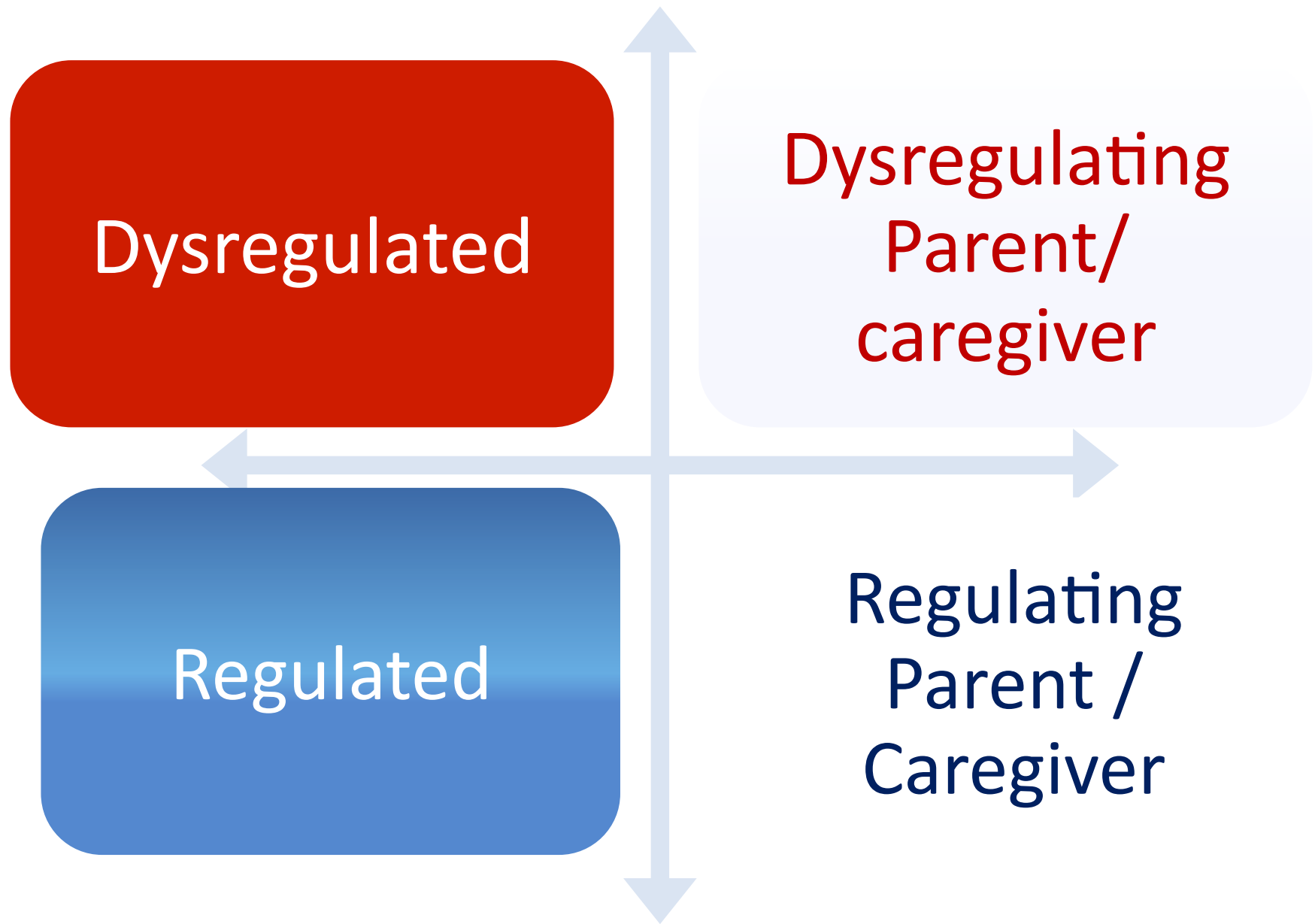
As a Co-Regulator

Dysregulated

Dysregulating
Parent/
caregiver

Regulated

Regulating
Parent /
Caregiver



You can't teach
children to **behave
better** by making
them **feel worse**.
When children **feel better**,
they **behave better**.

-Pam Leo



CreativeChild
MAGAZINE

Examples of Red Brain Parenting

Yelling

Humiliating

Threats we
don't mean

Routine
chaos

Losing our
temper

Giving it to
'make it stop'



Take Some “WE TIME”

- INTENTIONAL time together daily
 - 15 minutes minimum is suggested for this.
 - There is no right or wrong way to do WE TIME as long as it is pleasurable for everyone.
-
- W: **Work** goes away
 - E: **Electronics** off
 - T: **Together** time
 - I: Use your **Imaginations**
 - M: **Mindful** of your child's needs
 - E: **Every day**

Reflect: Enhance stress awareness



Be the
Barometer


IT'S SUPPOSED TO
RELIEVE STRESS...



Respond: Develop personalized strategies to promote resilience and restoration



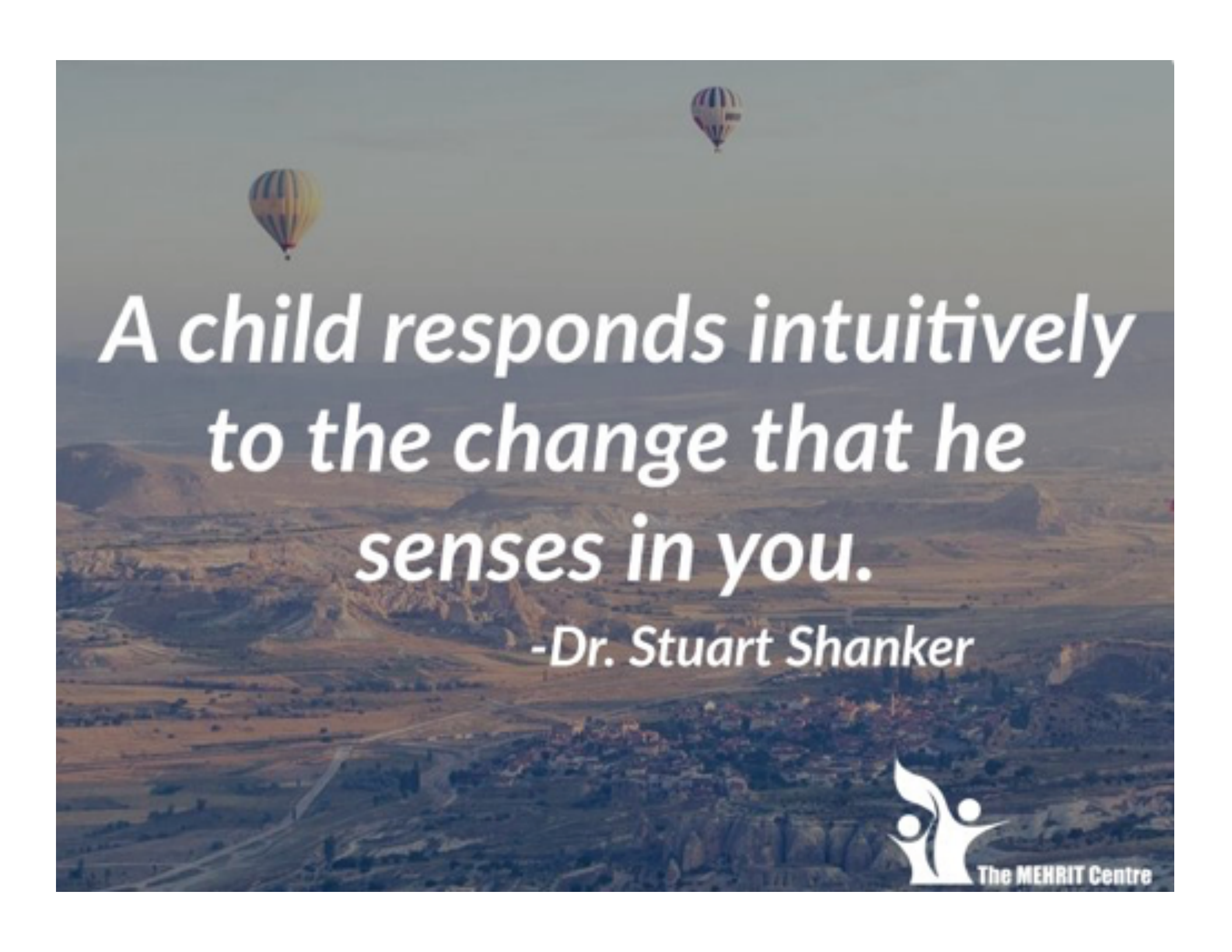
**Not
That
Kind of
Toolbox**



*"The well-being of children
is inseparable from the
well-being of all the
critical adults in their lives."
- Dr. Stuart Shanker*



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A scenic view of a valley with two hot air balloons in the sky. The text is overlaid on the image.

*A child responds intuitively
to the change that he
senses in you.*

-Dr. Stuart Shanker



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Take-Aways to Try

Prioritize sleep, yours as
much as your child's

Set Boundaries

When you say no feel
good about it. Then
help your child through
the strong emotions

Forget the I Shoulda
Coulda Wouldas

Ask Why and Why Now,
then go Stress
Detecting

Model Oops



Self-Reg \neq Self-Control

Self-Control focus

With a self-control focus we:

- expect children to be in blue brain states
- expect children to inhibit impulses, suppress emotions, and manage behaviors

Self-Reg focus

With a Self-Reg focus we:

- Recognize blue brain and red brain states effect ability to demonstrate self-control
- Recognize that when self-control is not available we ask “why” and “why now” and reduce stressors at root of learning, mood, and behaviour challenges

REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"

~ROSS GREENE

WON'T



CAN'T

• JUDGMENTAL



- WILLFUL
- DEFIANT

HE'S LAZY
SHE JUST WANTS
ATTENTION
...RUDE!



• REWARDS &
PUNISHMENTS

- FRUSTRATION
- GUILT / SHAME



ADULT'S
MINDSET

VIEW
OF
CHILD

THOUGHTS

RESPONSE

CHILD'S
EXPERIENCE

• CURIOUS



- TOO MANY
STRESSORS
- SKILLS DEFICITS

WHAT'S GETTING IN
THEIR WAY?
HOW CAN I HELP?



• FIND & REMOVE
BARRIERS



- SUPPORTED
- STRENGTHENED



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"

~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be
"STRESS DETECTIVES"...finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
- FIND UNMET NEEDS → MEET THEM
- FIND SKILLS DEFICITS → TEACH THEM

@kwiens62



*See a child differently,
you see a different child.*

-Dr. Stuart Shanker



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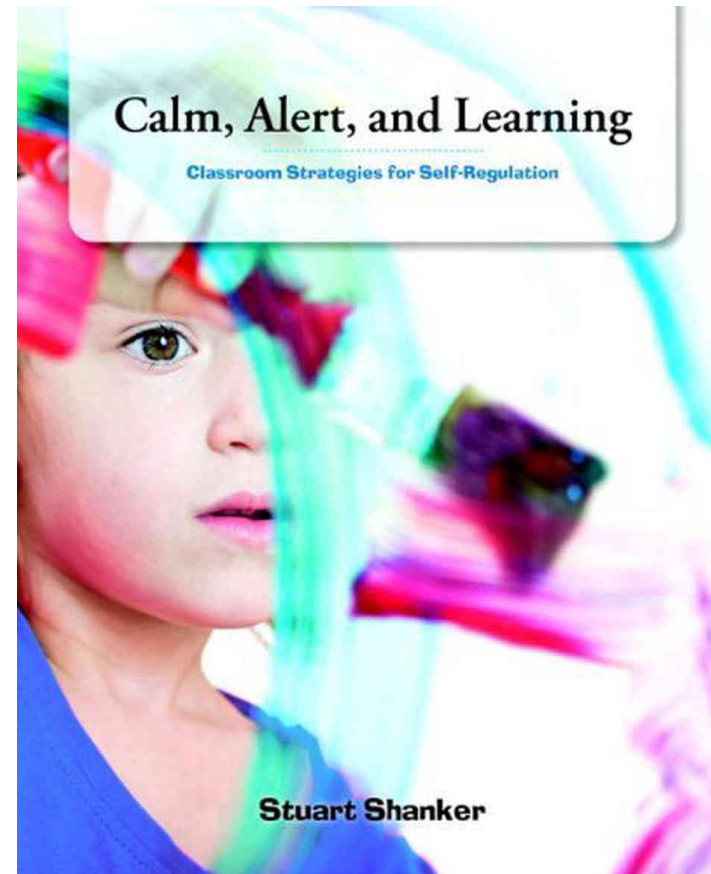
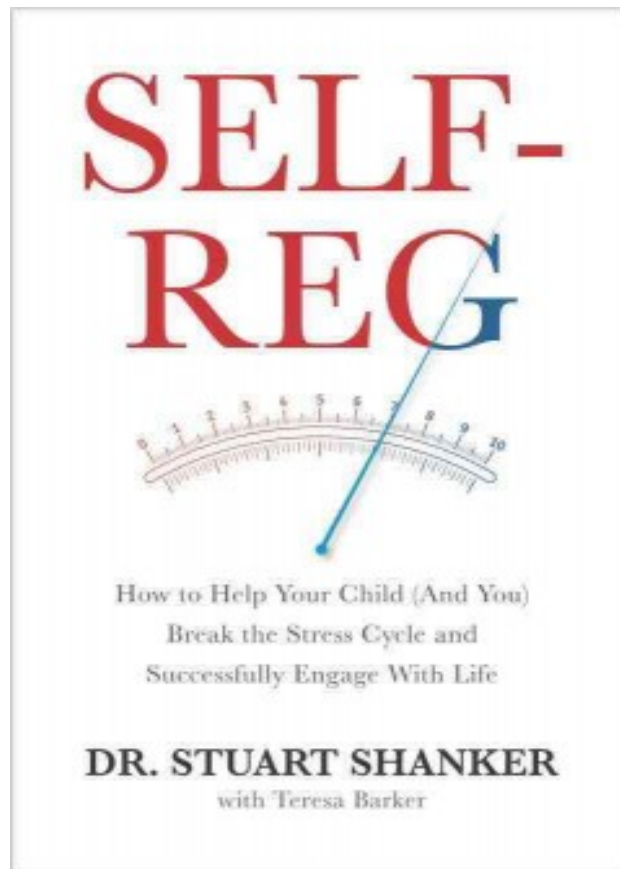
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Books by Dr. Stuart Shanker



Learn Self-Reg: Next Steps



Our Foundations Program is a four-course designed and delivered by Dr. Stuart Shanker. There is also a Facilitator's program and a Master's Modules program



Self-Reg Portal Plus is our online community for people interested in exploring Shanker Self-Reg.



The Self-Reg Parent Portal is a moderated online community for parents interested in exploring The Shanker Method.

www.self-reg.ca





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