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# Self-Reg For Co-Regulation



**OUR CALM INVITES THEIR CALM**

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Created by Kristin Wiens

# OVERVIEW

Each day you will be sent an email with some activities and opportunities for the day.

The main focus will be on your own Self-Reg.

We believe strongly that the best way to help a child become regulated is for the adults to first be regulated themselves.

# OVERVIEW

## Daily Schedule

1. Breathe
2. Morning Reflection
3. Self-Reg Learning
4. Self-Reg for You
5. Choice Activity
6. Wonder Child
7. Connect & Reflect

# OVERVIEW

## DEMONSTRATE YOUR LEARNING

### Options

This week, we ask that you respond to the questions, prompts and learning materials in a way that best suits you.

Consider the following options:

- A reflective journal - paper & pen
- A digital journal - open a new file especially for this
- A blog post
- An art journal
- Sketchnote(s)
- Other reflective practice

Please feel free to record as much or as little as works for you today.

We hope that you will be able to enjoy this mini learning journey.

# OVERVIEW

## THIS WEEK

Each day we will touch on one part of Self-Reg based on the work of Stuart Shanker from the Mehrit Centre. (Find more information [here](#).)

This plan may be subject to change. Together we will navigate the week ahead and whatever comes our way.

### **Tuesday:**

- Self-Reg: Reframe the Behaviour

### **Wednesday:**

- Self-Reg: recognize Stressors - 5 Domains

### **Thursday:**

- Self-Reg: Reduce Stressors

### **Friday:**

- Self-Reg: Reflect & Respond

**Wednesday**

# Wednesday's Daily Schedule

1. **Breathe**
2. Morning Reflection
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7. Connect & Reflect

AMY SALTZMAN'S

# MINDFULNESS FOR KIDS

WWW.STILLQUIETPLACE.COM

**S**  
**T**  
**A**  
**R**

S IS FOR STOP...  
WHEN YOU ARE FACED  
WITH A DIFFICULTY, STOP

T IS FOR TAKE A BREATH...  
USUALLY TAKING A FEW  
SLOW DEEP BREATHS  
RELAXES THE MIND.

A IS FOR ACCEPT...  
ACCEPT THAT YOU'RE  
HAVING DIFFICULTY

R IS FOR RESTART...  
WHEN YOU ARE READY YOU  
CAN TRY AGAIN OR MOVE ON  
TO SOMETHING ELSE

AGES 8-11

MINDFULNESS IS PAYING ATTENTION HERE AND  
NOW, WITH KINDNESS AND CURIOSITY, AND  
THEN CHOOSING YOUR BEHAVIOR.

AMY SALTZMAN

**A**  
**B**  
**C**

A IS FOR ATTENTION...  
SOMETIMES IT HELPS TO  
STOP AND PAY ATTENTION  
TO OUR BREATH

B IS FOR BREATH...  
USUALLY WHEN WE PAY  
ATTENTION TO OUR BREATH  
IT IS EASIER TO FEEL CALM

C IS FOR CHOOSE...  
WE CAN MAKE A CHOICE  
THAT IS KIND FOR US  
AND KIND TO OTHERS

AGES 5-7

**P**  
**E**  
**A**  
**C**  
**E**

P IS FOR PAUSE...  
PAUSE WHEN YOU  
REALIZE THAT THINGS  
ARE DIFFICULT

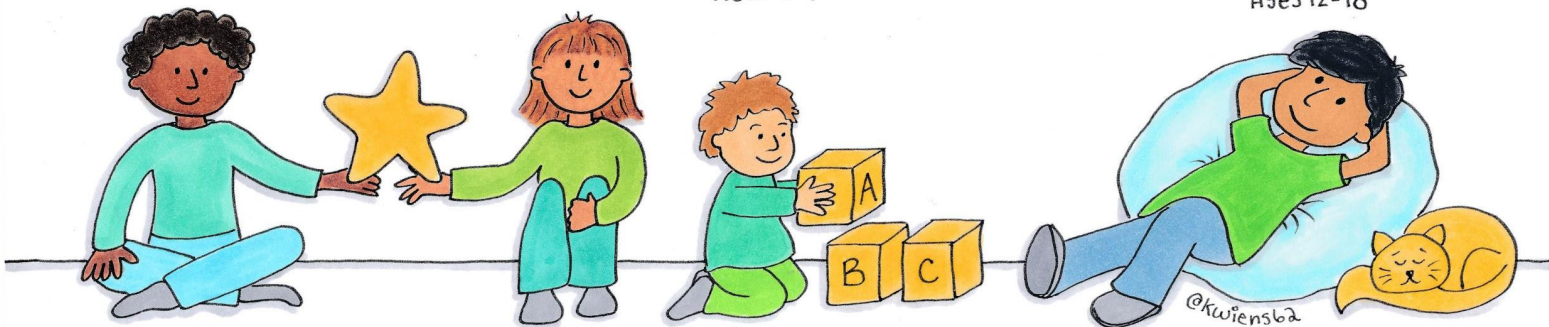
E IS FOR EXHALE...  
KEEP BREATHING  
SLOW, DEEP BREATHS

A IS FOR ACCEPT...  
ACCEPT THAT THE  
SITUATION IS WHAT IT IS

C IS FOR CHOOSE...  
MAKE A CHOICE  
THAT IS KIND TO YOURSELF  
AND KIND TO OTHERS

E IS FOR ENGAGE...  
WHEN YOU ARE READY  
ENGAGE WITH THE SITUATION  
& PEOPLE INVOLVED

AGES 12-18



## BREATHE

Take a moment to try one of these practices. They are designed with kids in mind yet benefit anyone, of any age.



# Wednesday's Daily Schedule


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# MORNING REFLECTION

# Morning Reflection

Consider the following list (next page):

1. What is one point that was a good reminder?
2. What is an action step you might take in response?
3. What would you add to the list (or create a brand new list)?



The word "HOPE" is written in a hand-drawn, blocky font. Each letter is filled with a different color: 'H' is teal, 'O' is yellow with a pink heart inside, 'P' is light green, and 'E' is light blue. The letters are outlined in black.

@kwiensb2

# Morning Reflection

ISOLATION WELLBEING DAILY TO-DO LIST:

ESSENTIAL TASKS:  SHOWER  MEDICATION  \_\_\_\_\_

CLEAN ONE THING/SPACE:

TEND SOMETHING GROWING:  PLANT  CHILD  \_\_\_\_\_

BE MINDFULLY PRESENT TO...

A SOUND OR SONG:

A SENSORY FEELING:

SOMETHING YOU SEE:

A SPIRITUAL PRACTICE:

REACH OUT TO A HUMAN BEYOND YOUR HOME

DO ONE THING TO GET YOUR HEART RATE UP

& DO ONE THING YOU'LL BE GLAD YOU DID LATER

@LINDSAYBRAMAN

Go back and look at the 3 reflective questions

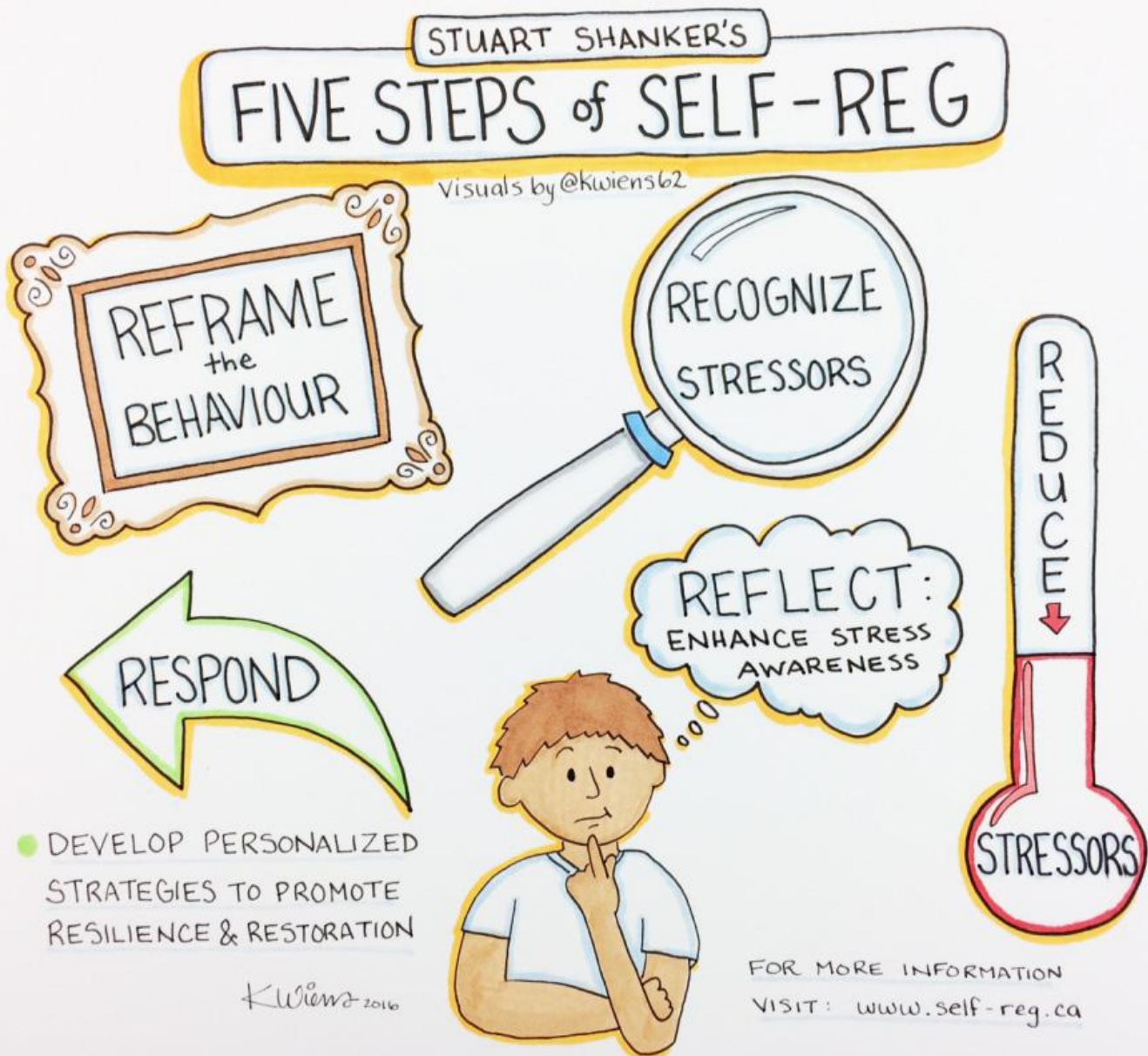
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# SELF-REG LEARNING

# Stuart Shanker's Self-Reg

- Yesterday we started to look at the 5 practices of Self-Reg.
- We explored the idea of "Reframing the Behaviour". Instead of "misbehaviour" can we see "stress behaviour"?
- Today we will explore the practice called: Recognize Stressors.



# Recognize Stressors

- The second practice in Stuart Shanker's Self-Reg model is "recognize stressors".
- Stuart has identified 5 domains of stress: biological, cognitive, emotion, social and prosocial.
- In this practice we get to put on our detective hats and take a closer look at all the possible stressors impacting ourselves and impacting others. We become "**stress detectives**".
- Once we start looking for stressors, we can quickly begin to realize how many different forms and sources of stressors there are in our lives and in the children we support.



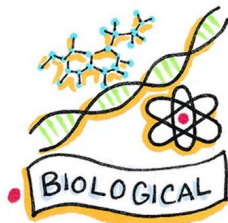
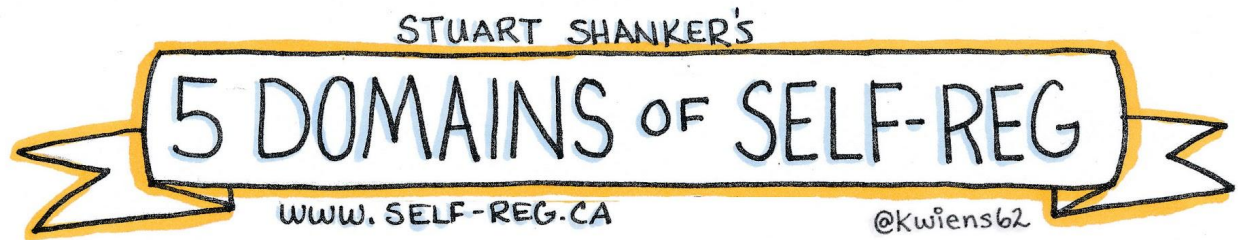
# Recognize Stressors

A few things that happen for me when I do this detective work:

- I am more compassionate to myself and others because I have a greater understanding of my stress load and theirs.
- I get very curious about what other “hidden stressors” I might be missing.
- My creative brain starts to go to work thinking of ways I can reduce the stress.
- I start seeing “stress behaviour” rather than “misbehaviour”.
- I start seeing the “problem behaviour” as an opportunity to grow and learn.

# Recognize Stressors

Click on the links below to learn more about each domain.



What is the biological domain?

[VIDEO LINK](#)

(1 minute)



What is the cognitive domain?

[VIDEO LINK](#)

(1 minute)



What is the emotion domain?

[VIDEO LINK](#)

(1 minute)



What is the social domain?

[VIDEO LINK](#)

(1 minute)



What is the prosocial domain?

[VIDEO LINK](#)

(1 minute)

# Recognize Stressors



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—WHICH RESULTS IN A STATE OF CALMNESS—OCCURS WHEN ENERGY EXPENDITURE AND RECOVERY ARE IN SYNC.

FOR MORE INFORMATION VISIT: [WWW.SELF-REG.CA](http://WWW.SELF-REG.CA)

Which of these examples have you experienced?



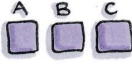










# Recognize Stressors

## EXAMPLE STRESSORS

# COGNITIVE DOMAIN

@kwiens62

COGNITIVE STRESS IS CAUSED BY DIFFICULTY PROCESSING CERTAIN KINDS OF INFORMATION.

 organizing thoughts	 time pressure	$2t = 9 \pm \sqrt{5}$ difficult task (not age appropriate)	 tests	 learning something new
 boredom	 making decisions	 concentrating	 pattern recognition	 slow processing speed
 too many interruptions	 being put on the spot	 poor working memory	 information presented too quickly or slowly	 learning a new language
 confusion	 too many tasks to do	 too much homework	 competition	 not being allowed to use a calculator
 reading challenges	 everyone gets the joke but you	 information that doesn't fit with what you "know"	 remembering information	 multitasking

### BALANCE



A CHALLENGE THAT IS TOO EASY IS NOT A "CHALLENGE"—BUT NEITHER IS SOMETHING THAT IS TOO HARD.

FOR MORE INFORMATION VISIT: [WWW.SELF-REG.CA](http://WWW.SELF-REG.CA)

Which of these examples have you experienced?

# Recognize Stressors

## EXAMPLE STRESSORS

# EMOTION DOMAIN

@kwiensb2

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.

FOR MORE INFORMATION VISIT: [WWW.SELF-REG.CA](http://WWW.SELF-REG.CA)

Which of these examples have you experienced?

# Recognize Stressors

## EXAMPLE STRESSORS

# SOCIAL DOMAIN

@Kwiensb2

SOCIAL STRESSORS RELATE TO A CHILD'S DIFFICULTY PICKING UP ON SOCIAL CUES, AND UNDERSTANDING THE EFFECT OF THEIR OWN BEHAVIOUR ON OTHERS.



### BALANCE



BE NEITHER TOO ACQUIESCENT NOR TOO OVERBEARING, NEITHER TOO SOLITARY NOR TOO GREGARIOUS.

FOR MORE INFORMATION VISIT: [WWW.SELF-REG.CA](http://WWW.SELF-REG.CA)

Which of these examples have you experienced?

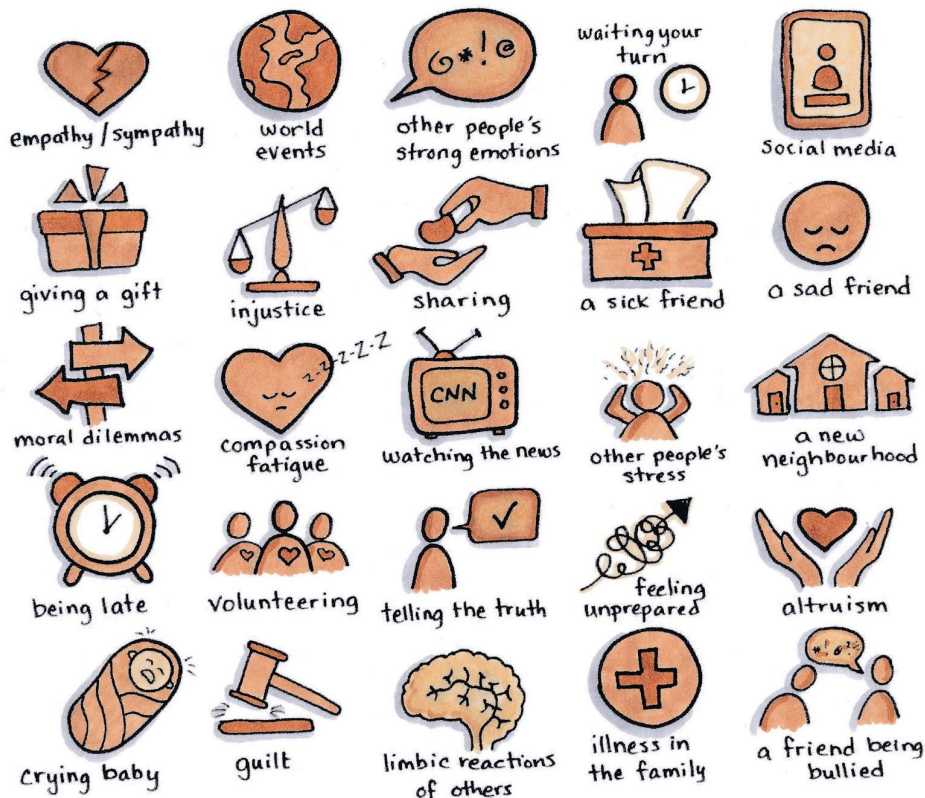
# Recognize Stressors

## EXAMPLE STRESSORS

# PROSOCIAL DOMAIN

@kwiensb2

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**



BALANCE IS ACHIEVED WHEN THE INDIVIDUAL PUTS THE GROUP AHEAD OF SELF, YET REMAINS AN INDIVIDUAL.

FOR MORE INFORMATION VISIT: [WWW.SELF-REG.CA](http://WWW.SELF-REG.CA)

Which of these examples have you experienced?

# Recognize Stressors

The following slide has some examples from all 5 domains of just **some** of the stressors currently in my life.

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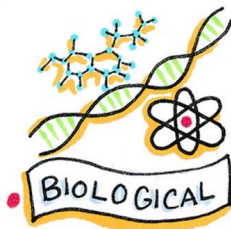
# My Covid-19 Stressors

STUART SHANKER'S

## 5 DOMAINS OF SELF-REG

WWW.SELF-REG.CA

@kwiens62



- My shoulders ache with tension
- Visual "noise": seeing my messy kitchen
- Tired from restless sleeps
- Yucky feeling from eating too much popcorn
- Eating less fresh fruit and vegetables



- Trying to learn new technology
- Trying to process the scope of this pandemic
- Trying to know the "right" way to respond and support the people around me
- Learning new rules for being in the world
- Rationing my milk so I don't run out for tea



- Being separated from loved ones
- Scared that someone I know will get Covid-19
- Adjusting to changes in routines
- Grieving the way things used to be
- Sad that I am missing seeing the cherry blossoms



- Physical distancing - 6 feet apart
- Online birthday parties for family
- More time on social media
- No face to face interactions
- Learning new social rules



- Feeling guilty that I am enjoying having more time to read
- Worried about my students and their stress load
- Empathy for all the families with young children
- Worried about the whole world at once
- Comparing my suffering level with others

# Recognize Stressors

When I see this long list, I am reminded that my behaviour does not “come out of nowhere”... there are many stressors contributing to my ability to cope and do well.

I am then kinder to myself for those times when I just can't manage to get off the couch or when washing the dishes seems overwhelming.

It also helps me prioritize things that help me restore my energy. These things are not a luxury; they are a necessity.

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# Recognize Stressors

Now, it's your turn.

Take a few minutes to  
be a stress detective in  
your own life.

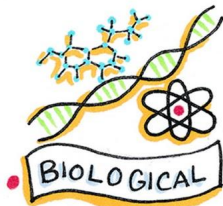
# Your Covid-19 Stressors

STUART SHANKER'S

## 5 DOMAINS OF SELF-REG

WWW.SELF-REG.CA

@kwiens62



**Make a list of  
some of the  
stressors you  
can identify in  
your life right  
now.**

## Recognize Stressors

No doubt, you were able to identify many stressors in your life right now. Some of the stressors will have been familiar and likely there were several new stressors because of our current “covid-19 conditions”.

I am hoping that by taking a closer look at the number of stressors that are impacting you right now you might find a bit more room in your heart and mind to be kind and gracious to yourself.

**You are doing a lot. Please.....**



BE KIND TO  
*yourself*

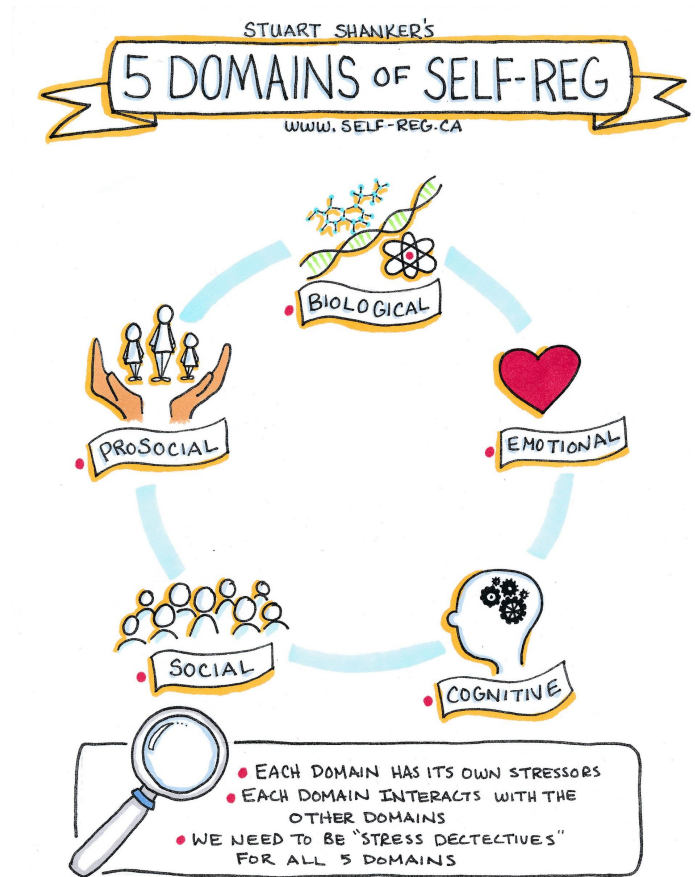
# Recognize Stressors

Select **one** of the options  
on the next two pages:

Self-Reg Learning  
Option A: **Videos**

Self-Reg Learning  
Option B: **Article**

# Self-Reg Learning: Option A



## Option A: Watch all of videos below

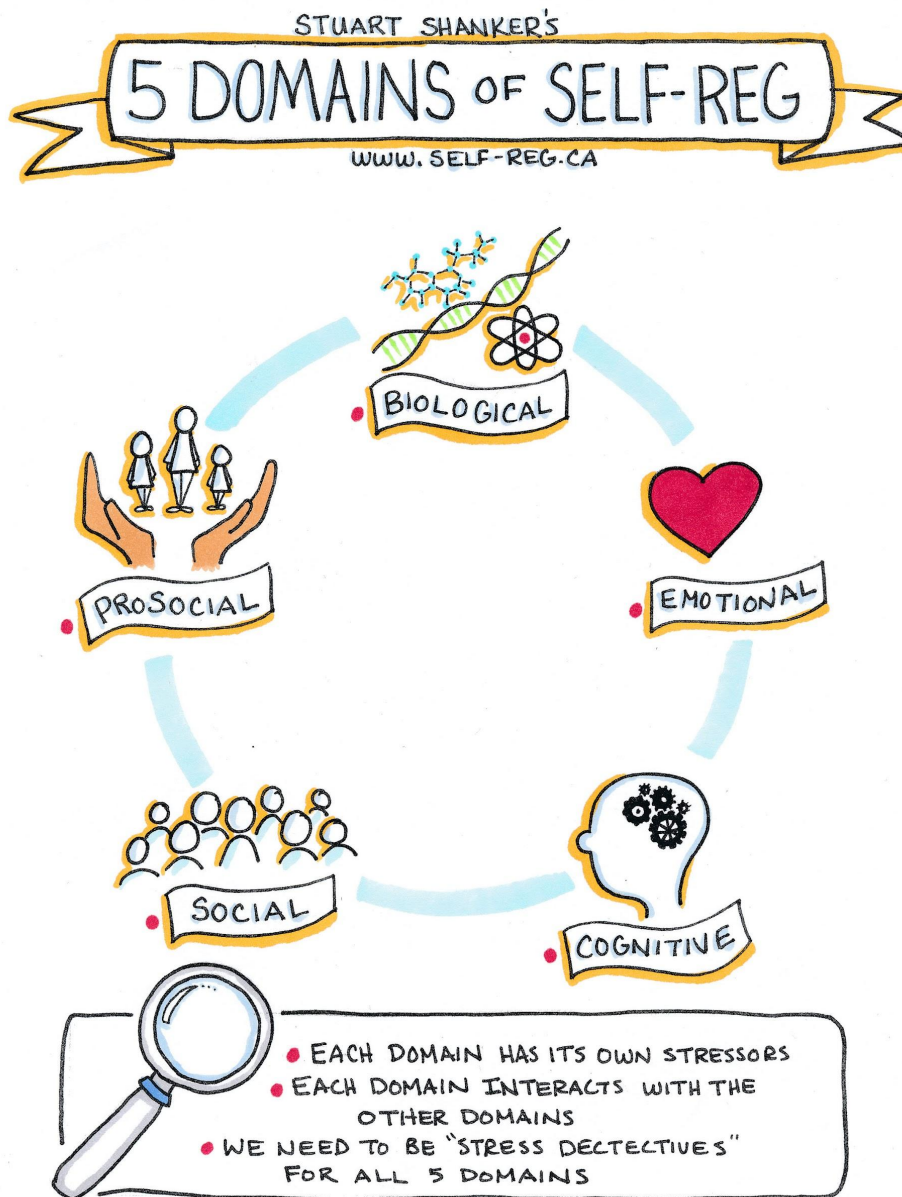
While you are watching the videos, make a list of some of the stressors and signs of stress that are mentioned.

[Video Link 1](#) - Dr. Stuart Shanker discusses Self-Reg (9 mins)

[Video Link 2](#) - Dr. Shanker on "What is Stress": A Sample Video from TMC's Parent Self-Reg Portal (9 mins)

[Video Link 3](#) - Energy and Tension (1.5 mins)

# Self-Reg Learning: Option B



## Option B: Read Article

**Article Link:** [Self-Reg Schools: A Handbook for Educators by Stuart Shanker & Susan Hopkins \(Chapter 2\)](#)



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# **SELF-REG FOR YOU**

# Self-Reg for You

Are your answers today different from yesterday?

**Think back to yesterday and reflect on the following:**

- When do you remember feeling the most calm?
- What did it feel like in that moment?
- What factors contributed to that moment being the most calm?
- Can you create similar conditions at any point today?
- If you had a friend in the exact same situation as you are in right now, what would you recommend to them that would help them be a little bit calmer?
- Can you do this?



# Self-Reg for You

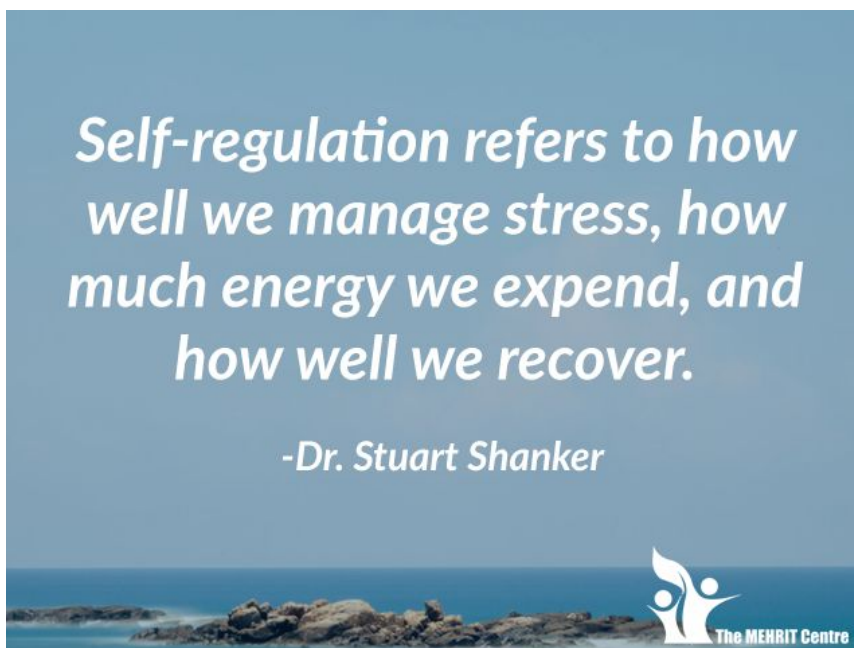
Add one thing to today's schedule that would be good for your own self-regulation. **You can add the same thing as yesterday or try something different.**

## Things to consider:

- Kitchen Dance Party
- Prepare a healthy meal
- Nap
- Storytime & snuggles with the kids
- Writing 3 gratitudes
- Create a playlist that makes you smile
- Facetime a friend or family member
- Art Journaling
- Guided meditation practice: [audio link](#)
- Mindful yoga (37 mins.): [video link](#)
- Mindful yoga (20 mins.): [video link](#)
- **Something that is restorative to you**

*Self-regulation refers to how well we manage stress, how much energy we expend, and how well we recover.*

*-Dr. Stuart Shanker*



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# CHOICE ACTIVITY

# Choice Activity

(These options will remain the same all week.)

## Videos / Podcast:

- Brene Brown podcast (\*NEW\* covid-19 specific): [web link](#)
  - I highly recommend this one
- Self-compassion: [video link](#)
- Treating yourself with kindness: [video link](#)
- Self-Care: What it really is: [video link](#)

## Explore one of these professionals online (google search, YouTube, websites, etc):

- Dr. Daniel Siegel
- Dr. Jody Carrington
- Dr. Vanessa LaPointe
- Barbara Coloroso



# Choice Activity Continued...

(These options will remain the same all week.)

## Kid Friendly options:

- Create a visual schedule for your new at-home routine(s)
- Watch Inside Out (make connections to Self-Reg):
  - Disney + or YouTube
- Watch Finding Owen 20/20 special: [video link](#)
  - And/or watch "Life, Animated": [video link](#)
- Watch Temple Grandin: [video link](#)
- Make a collage with your kids about things that make them happy
- Make a gratitude jar or journal: [Link to "My Gratitude Jar"](#)
- Create a calm down kit full of items that help you and your child feel calmer
- Do a kids yoga video together: [website link](#)





# CHOICE ACTIVITY: ADDITION

Here is brand new offering that I wanted to share with you:

Free Daily  
Self-Compassion  
Meditations specifically  
for these times of physical  
distancing:  
Starting April 1, 2020  
[register here](#)



Center for Mindful Self-Compassion

*The non-profit Center for Mindful Self-Compassion  
was founded by Drs. Chris Germer and Kristin Neff  
to disseminate the teaching and practice of self-compassion*

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# WONDER CHILD

# Wonder Child

Think of a student that you support at school.

For a moment, think to yourself:

- I wonder when this child feels most regulated?
- I wonder what new ways I can connect with this student?
- I wonder how I can more effectively co-regulate with this student?



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7. **Connect & Reflect**

# CONNECT & REFLECT

# Connect & Reflect

You may wish to connect with a colleague to discuss your thoughts about your professional development explorations today. Alternatively, you may prefer to reflect on your own.

Possible topics to discuss:

- Morning Reflection
- Self-Reg
- Self-Reg for You
- Choice Activity
- Wonder Child

**Record your reflections in the format of your choice.**

Feel free to post your thoughts or creations on social media and tag me.

I would love to see what you are thinking, creating or sharing.

Twitter: @kwiens62

Instagram: kristin.wiens

Facebook: LongStoryShortz