



"In each one is seen the face of God" - Jean Vanier



**OTTAWA
CATHOLIC
SCHOOL BOARD**

A Snapshot of Social Emotional

Learning:

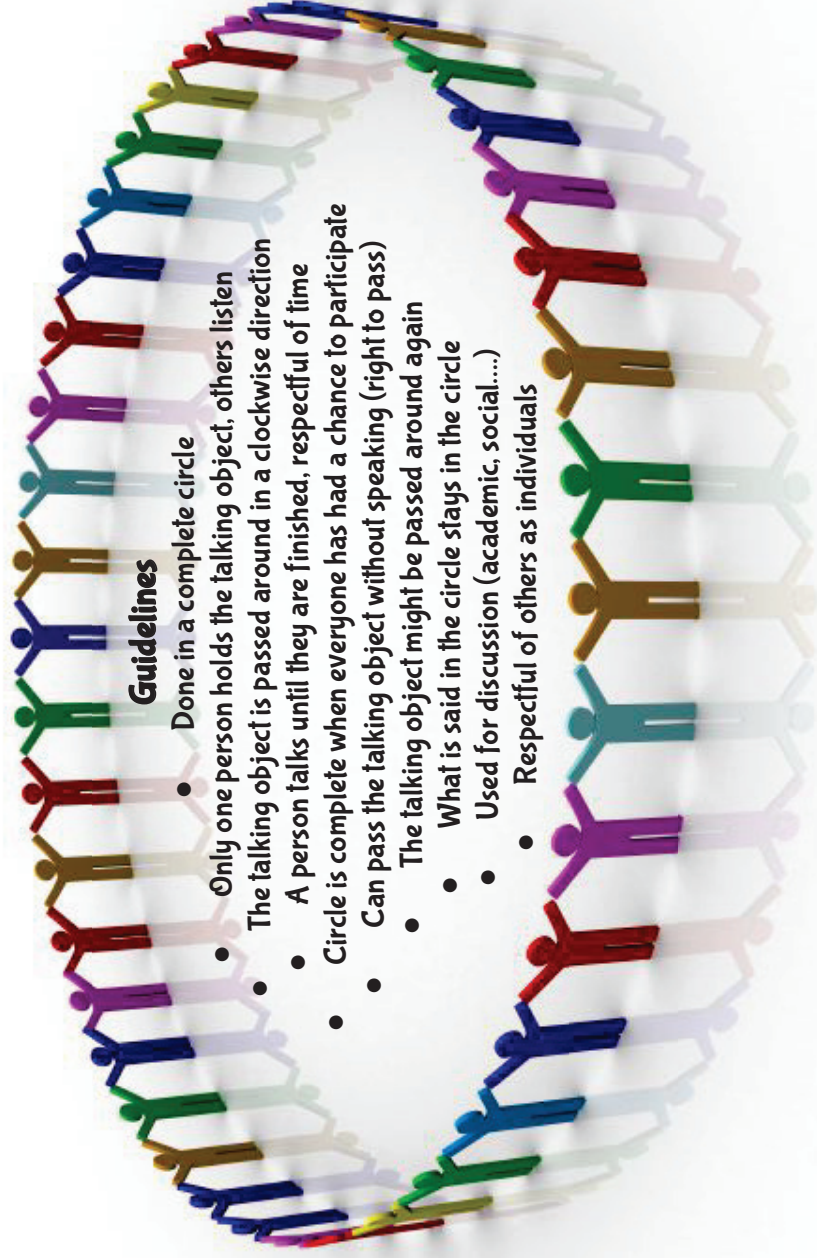
Self – Regulation



Karen Kealey & Lois Malazdrewicz
Social Emotional Learning Team
Special Education and Student Services

Special Education and Student Services Department
Supporting Schools to Support Students

Community Circle



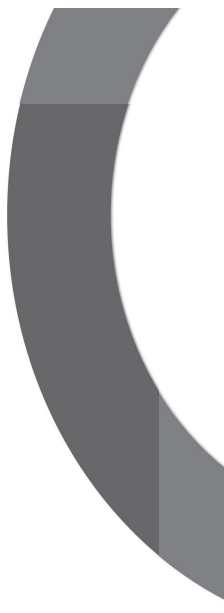
Benefits of Community Circles



- ❑ Build relationships
- ❑ Enhance the trusting, cohesive, and “comfortable” atmosphere for *all* students
- ❑ Emphasize that everyone in the circle belongs
- ❑ Know that someone cares
- ❑ Improve self–esteem

Patrick Carney, PhD

Well Aware p.44–48



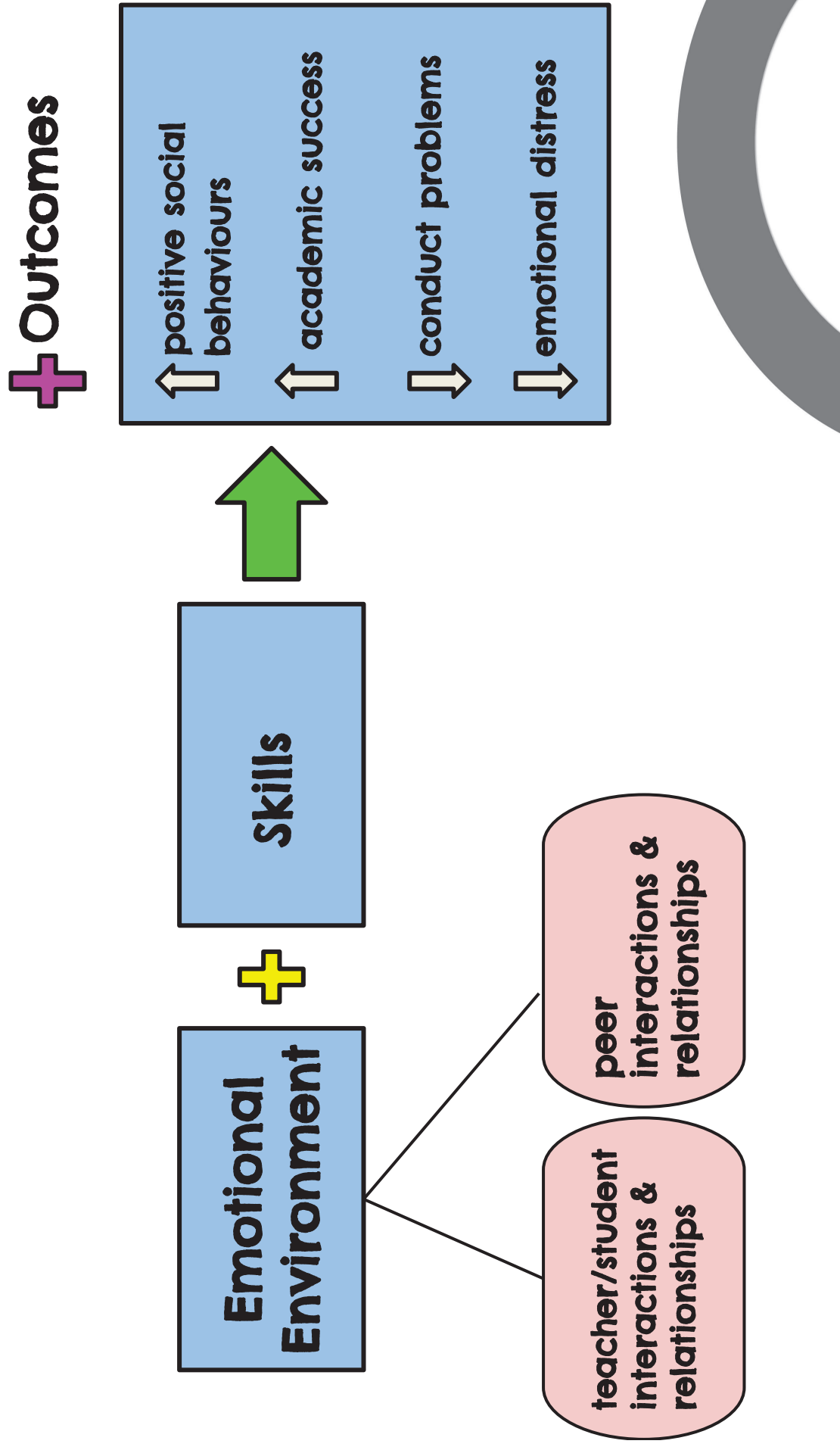
What will you walk away with after this presentation...

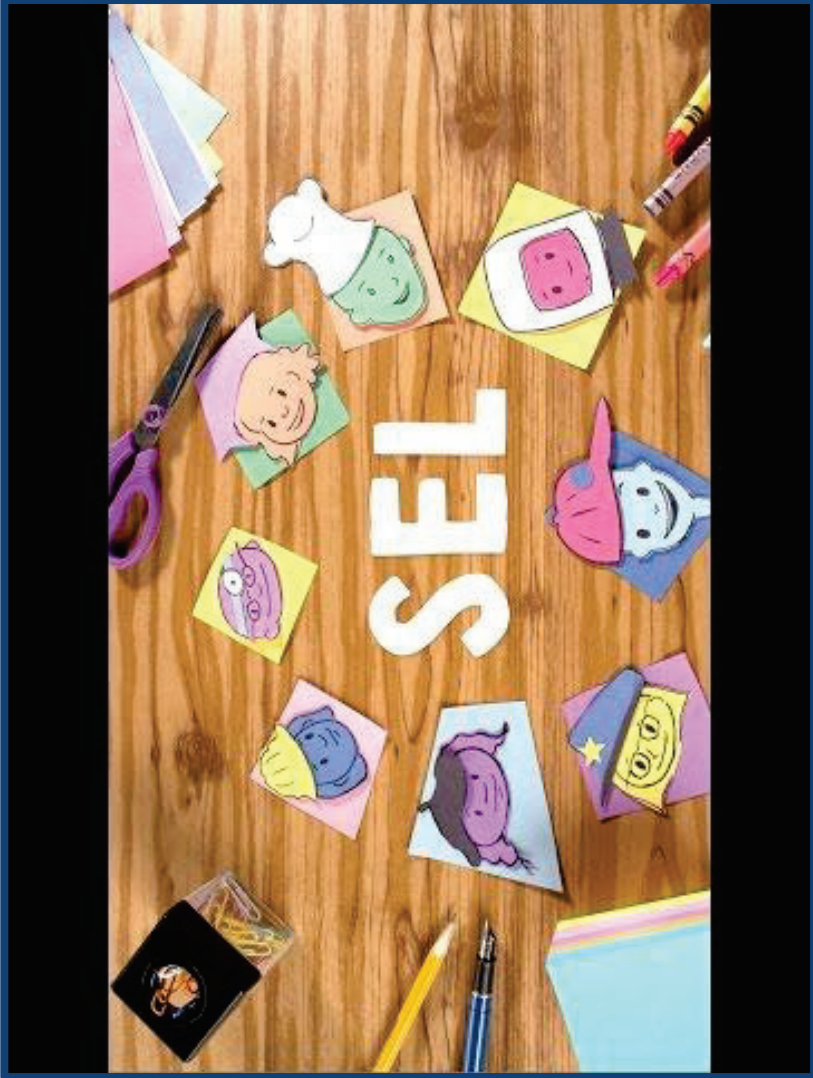
An understanding of.....

- What happens in your brain when you encounter a stressor?
- How does this impact your ability to work/learn?
- List three strategies to get back to calm?
- How do we help others develop self-reg?
- What can you put into place tomorrow?

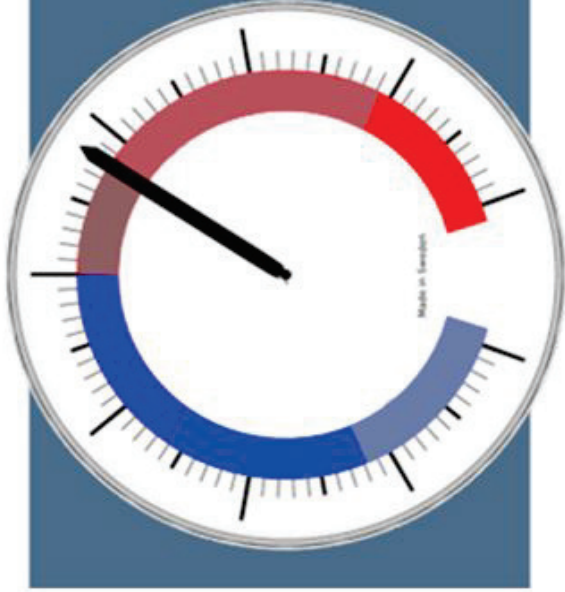


Why focus on SEL?





What is SELF-REGULATION? According to Dr. Stuart Shanker:



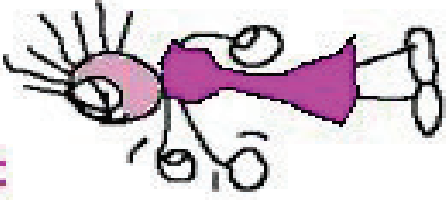
***“Self-regulation
refers to the
energy expended
when we respond
to stress and
then recover.”***



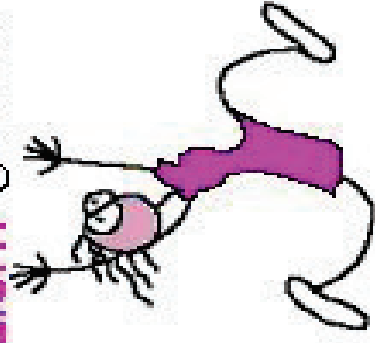


Your brain on stress.....

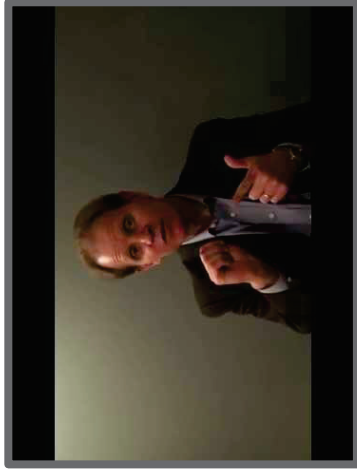
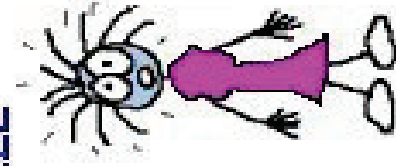
FIGHT



FLIGHT Oohlala!



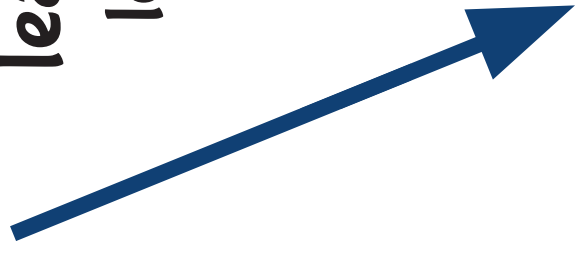
FREEZE



STRESS



learning
learning
learning
learning
learning
learning



The Arousal Continuum



Rest/restore Asleep Drowsy Hypoaroused Focused / Alert Hyperaroused Flight/Flight/Flooded

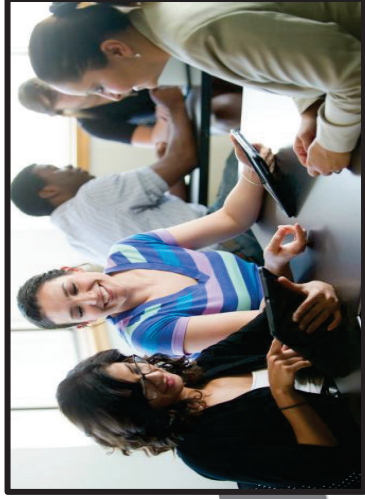


A self-regulating person....

- is aware of their brain/body responses to stressors***
- applies strategies that “work for them” to help them get back to a calm alert state***



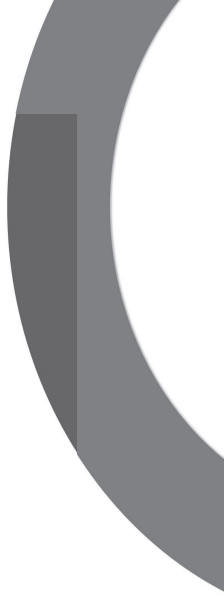
The MEHRIT Centre, Ltd.



5 Key Steps to Enhancing Self-Regulation in Others



1. **Read** the signs of stress behaviour and **reframe**
2. **Recognize** stressors
3. **Reduce** stressors
4. **Reflect** – help others identify what it feels like to be
calm vs. dysregulated
5. **Respond** – help others to learn strategies to return to
calm



Reframe.....



Look at students' behaviour through a different lens.



Ask....

***Why is he having a hard time, not
Why is he giving me a hard time?***



Adapted from: Integra: Child Development
Institute, 2016



5 Key Steps to Enhancing Self Regulation in Others



1. Reframe behaviour
2. **Recognize** stressors
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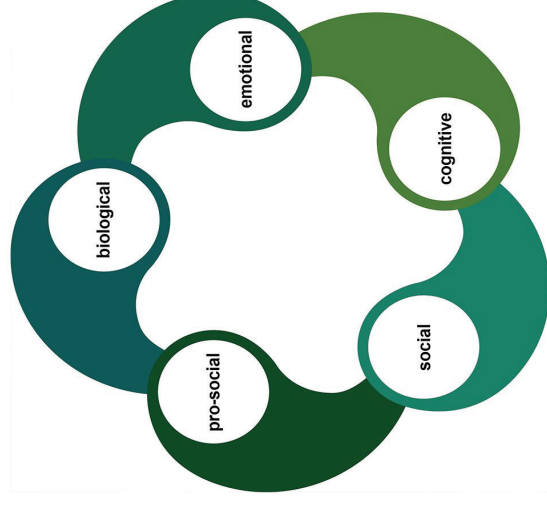




Recognize the stressors...

Dr. Shanker's 5 Domains

Biological	Energy activation levels in body which vary from person to person based on temperament and situational factors
Emotional	Feelings and moods
Cognitive	Mental processes such as memory, acquiring and retaining information, problem solving
Social	Connections and interactions with others, ability to understand social situations
Prosocial	Behaviour and actions to benefit others

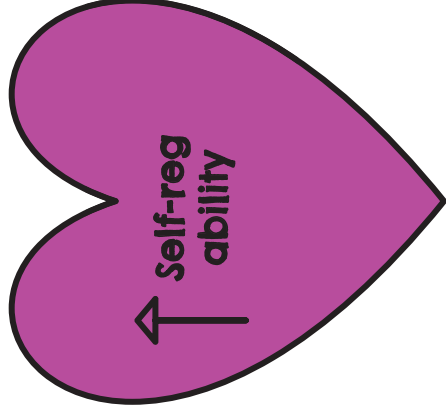


5 Key Steps to Enhancing Self Regulation in Others



1. Reframe behaviour
2. Recognize stressors
3. **Reduce** stressors
4. Reflect
5. Respond





Reflection on our
own self reg
abilities and our
relationships

can impact our
practice....

and student well
being.

*“Teacher well-being promotes student
well-being.”*

Roffey, 2012, p. 8 (cited in Well Aware, pg. 178)



The relationship matters...



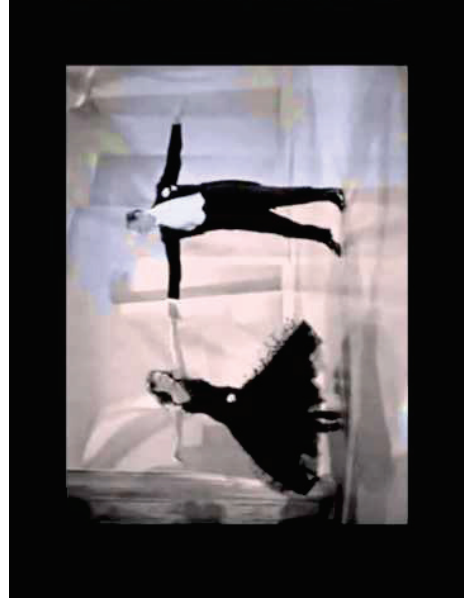


Model self-regulation



Co-regulation: a process in which two individuals observe each other and adjust their behaviour to help each other reach optimal levels of regulation.

(S. Shanker- Calm, Alert and Learning)



“Children can only exercise self-control when they are calm, and that requires knowing when and why they are agitated and what they can do to return to being calm.”

- Dr. Stuart Shanker



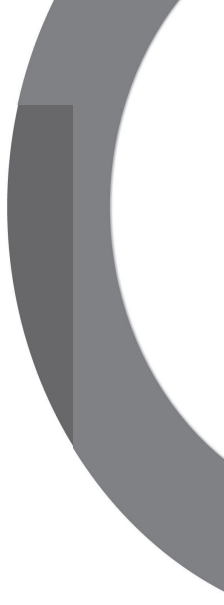
The MEHRIT Centre

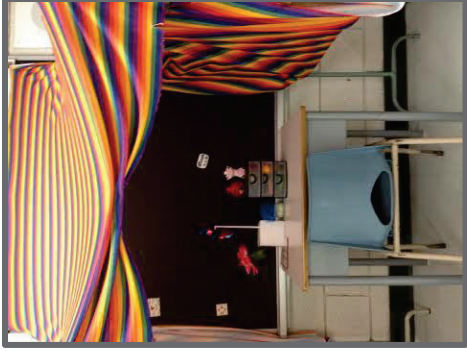


5 Key Steps to Enhancing Self Regulation in Others



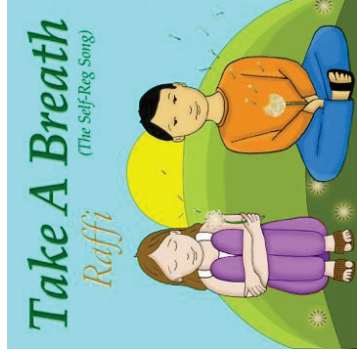
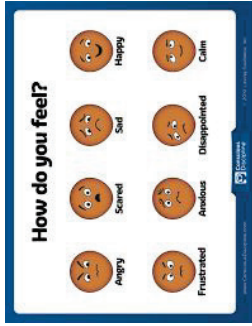
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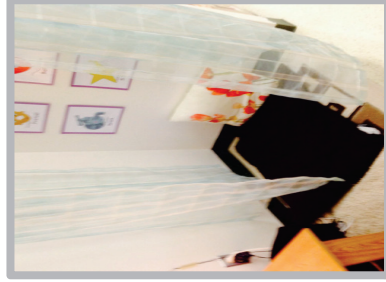
Explicitly teach skills and strategies

We can offer support and provide tools to help students develop awareness of their own states of arousal and teach them strategies they can use to self-regulate.

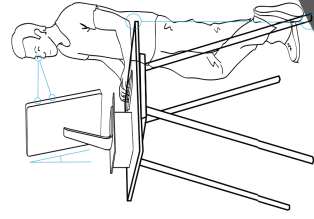


The ZONES of Regulation®

	BLUE ZONE Sad Tired Sick Bored Moving Slowly
	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn
	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control
	RED ZONE Mad/Agry Terrified Yelling/Hitting Blamed Out of Control

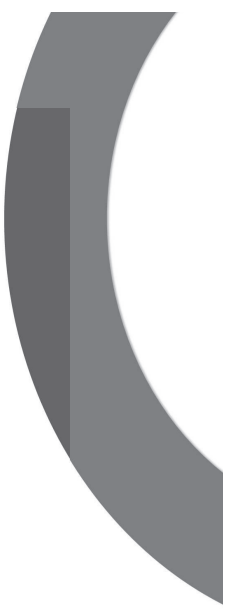
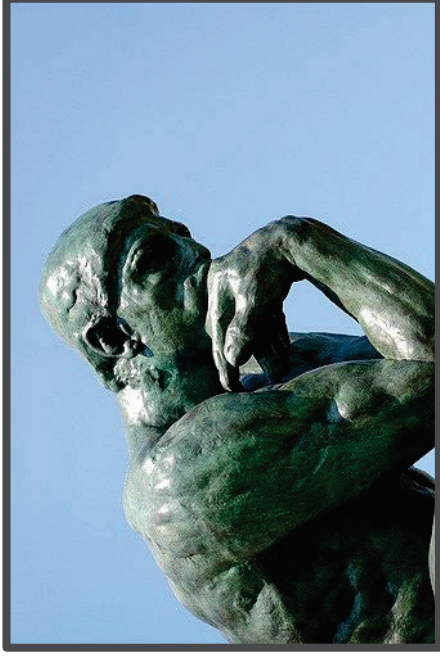


Picture used with permission from Lisa Aki, OCSB



Think about....

**What you do to “find calm” for
yourself during the school day?**



Resources:

1. **Calm, Alert, and Learning** (book), Dr. Stuart Shanker
2. **Self-Reg: How to help your child (and you) break the stress cycle and successfully engage with life.** (book), Dr. Stuart Shanker.
3. **Calm, Alert, and Happy** (article), Dr. Stuart Shanker
<http://www.edu.gov.on.ca/childcare/Shanker.pdf>
4. **Well Aware**, Dr. Patrick Carney
<http://www.self-regulation.ca/about-us/canadian-self-regulation-initiative-csri/>
5. **Mindmasters** <http://www.cyhneo.ca/#mindmasters/clcgo>
6. **Zones of Regulation** <http://www.zonesofregulation.com/>
7. **Caring and Safe Schools in Ontario**, Ontario Ministry of Education, 2010.
http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf
8. The Mehrit Centre <https://self-reg.ca/>



Questions for Reflection

- What can I do to support children in learning how to self-regulate?
- What can I change in my environment to reduce children's stress levels?
- How can I support children in recognizing when they are under- and over-stimulated?
- How can I help children recognize what sorts of activities help them to become calmly focused and alert and what activities they need to limit?



From Stuart Shanker; [Calm, Alert and Learning \(2013\)](#)



What will you walk away with after this presentation...

1. What happens in your brain when you encounter a stressor?
2. How does this impact your ability to work/learn?
3. List three strategies to get back to calm?
4. How do we help others develop self-reg?
5. What can you put into place tomorrow?
6. Be explicit.

Don't take it personally.

Impact of our response in co-regulation.

Survival brain is not a choice.