

A large, light blue, stylized globe graphic is positioned on the left side of the slide, partially behind the title text. It consists of several curved lines that form a sense of a sphere.

What is Self-Reg and Why Does it Matter?

An Introduction to Self-Reg

Dr. Stuart Shanker

Self-Controlism

Self-Control is an ancient paradigm (Plato)

Child needs to be trained to exert "mental effort" to inhibit impulses

The "stronger" the effort the better the child's outcome in life (eudaimonia)

Parents need to *strengthen* child's effortful control through punishment and reward

Self-Regulation

447 definitions of Self-regulation



446 variations on self-control



i.e., "Child needs to *regulate* emotions,
behaviour"



Physiological definition: How we manage stress

Walter Bradford Cannon (1871-1945)



Body is composed of multiple homeostatic systems



Brain responds to “stress” with physiological reaction to maintain a system in its functional range



Example of body temperature



Burn energy (shivering, teeth chattering) to generate heat



In this example, cold temperature is a “stressor”

The Trauma of Birth

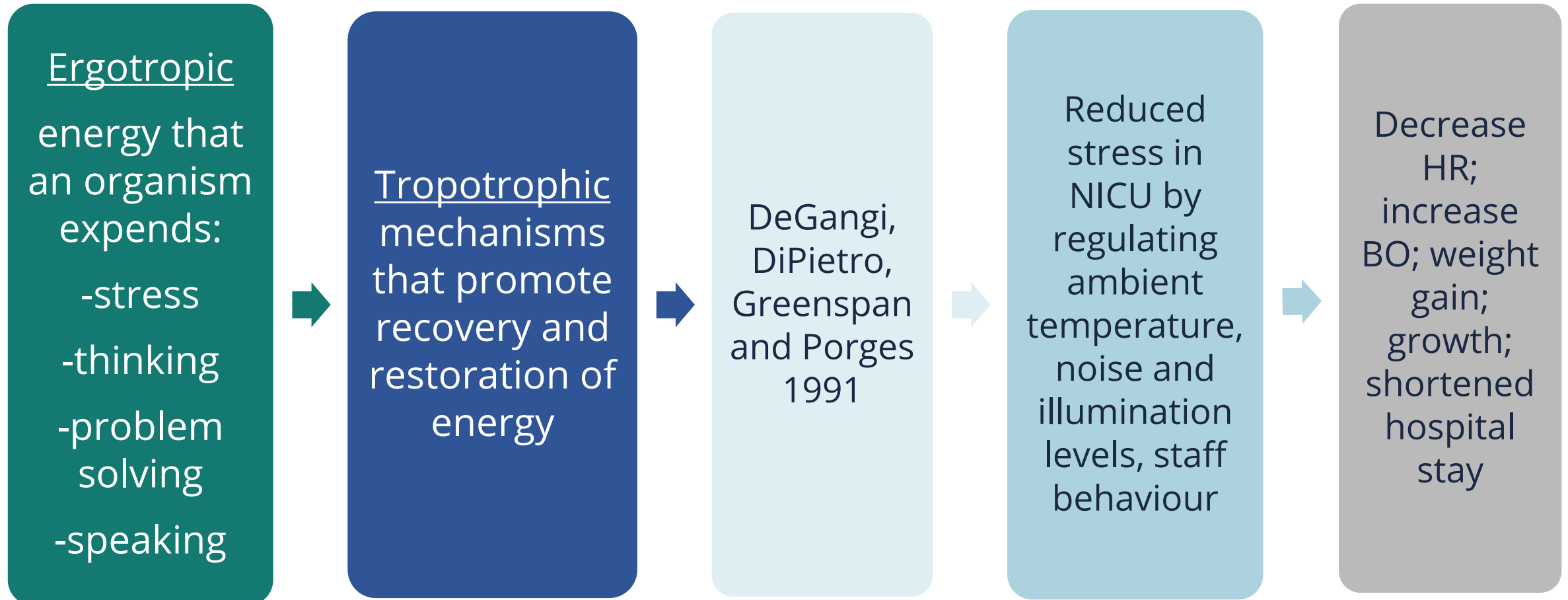
The womb is a stress-reduced environment

The birth process itself a huge stress

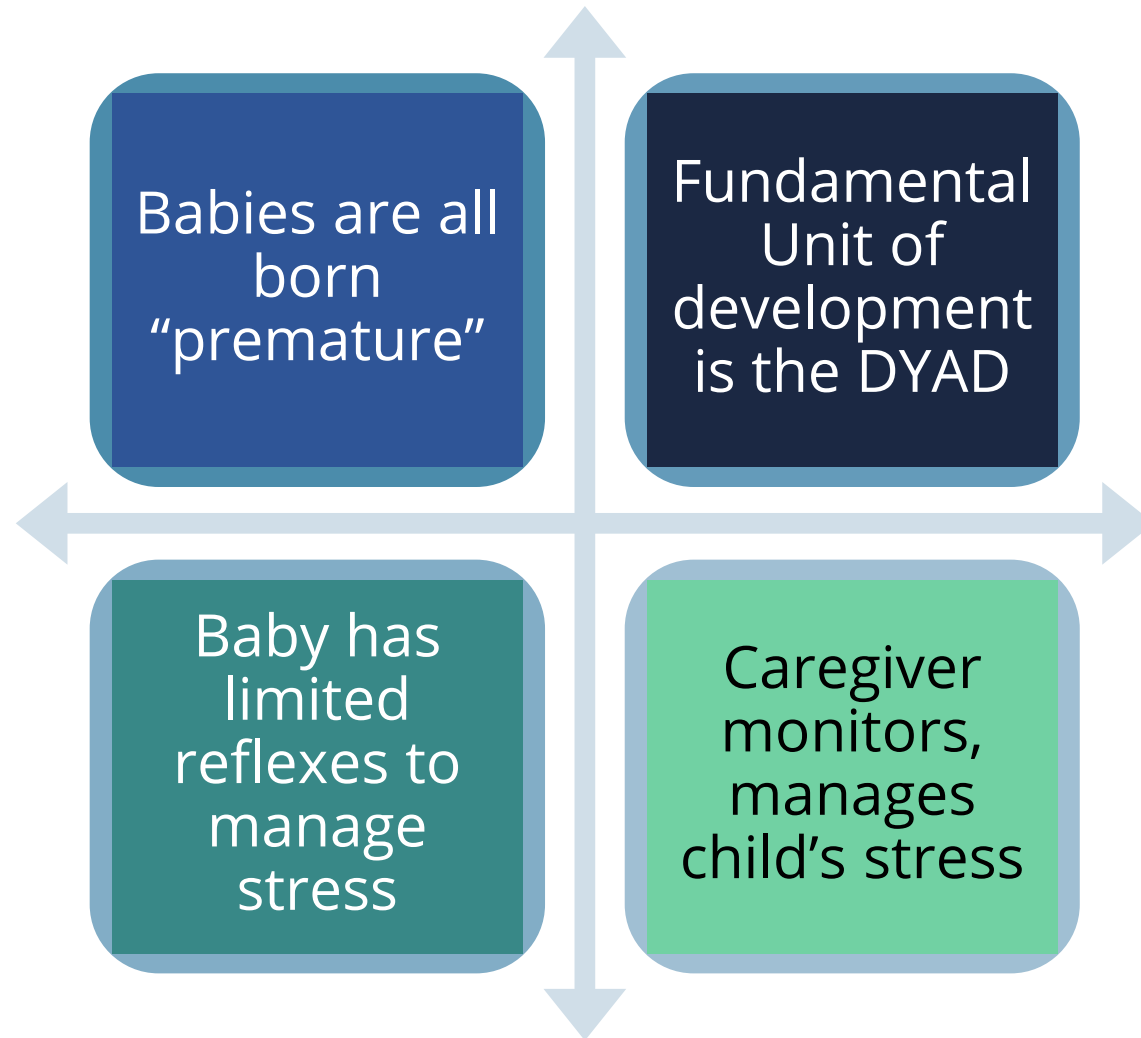
At moment of birth baby assaulted by new stresses

Tremendous drain on child's energy reserves

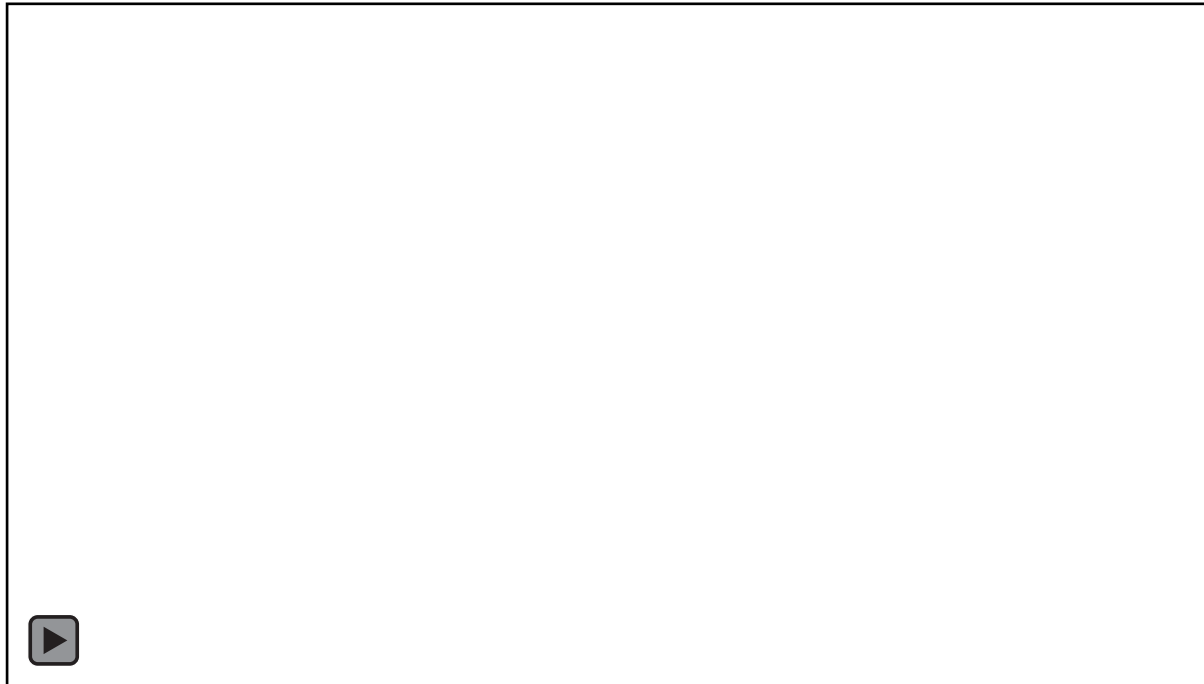
Ergotropic/Tropotrophic (Hess 1957)



Secondary Altriciality



Turning off the Limbic Alarm

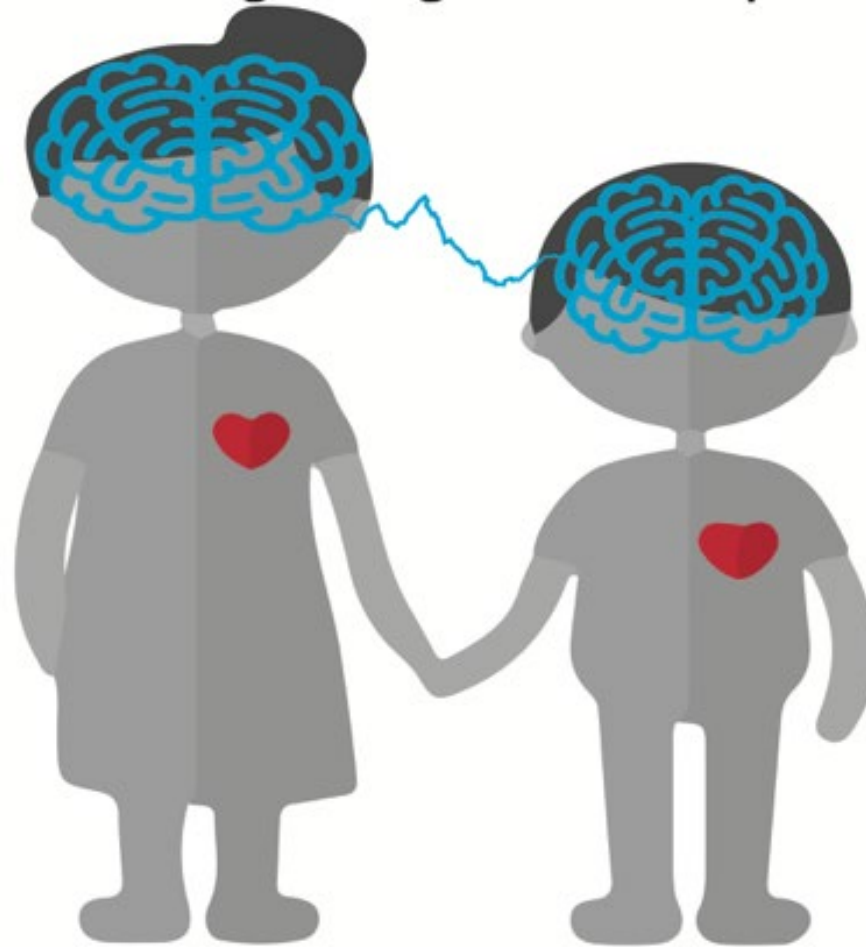


“From Womb to Womb”



The Interbrain:

Communication Pathways in Co-regulating Relationships



Autonomic Nervous System

Sympathetic
Nervous
System (SNS)

Parasympathetic Nervous
System (PNS)

Homeostasis

High Vagal
Tone

Low Vagal
Tone

“Vagal Tone”

Measures the resilience of
the “parasympathetic
reflex”

If baby’s stress
too high, vagal
tone is
reduced

**“Difficult”
baby has
poor vagal
tone**

Self-Reg Parenting

Baby shows through behaviour, limbic cues, when stress-load is too high



Caregiver needs to reduce stress, soothe kindled alarm



Caregiver regulates stress-load



Caregiver regulates “state transitions”

High Energy/Low Tension (HE/LT)

Children are optimistic and resilient; they seek out and enjoy social interaction; they do not shy away from the prospect of a physical or cognitive challenge.

High Energy/High Tension (HE/HT)

Children can sustain concentration (whole-body phenomenon). The sympathetic (energy-producing) and parasympathetic (energy-restorative) processes are balanced, enabling the child to stay immersed in an activity.

Low Energy/Low Tension (LE/LT)

Heart-rate and breathing are slowed while metabolic recovery functions are enhanced (e.g., digestion, cellular repair and growth, the immune system). In this state, a child is calm and most receptive to restorative activities (e.g., sleeping, resting, chatting).

Low Energy/High Tension (LE/HT)

A child is more prone to resist anything that promotes rest and restoration. He or she is often driven to pursue a stimulus-rich activity in order to produce adrenaline and thereby counter their fatigue (further depleting their energy reserves).

SELF-REGULATION

MALADAPTIVE VS ADAPTIVE MODES



Maladaptive self-regulation: avoidance, sugar consumption, gaming

Maladaptive Self-Reg creates greater stress down the road

Self-Reg teaches children adaptive ways of dealing with stress

Patterns start to form *very* early

Under heightened stress, kids regress to maladaptive modes

Cost of Maladaptive Self-Regulation

“Maladaptive” behaviours
sublimated as a way of
dealing with certain
stresses

Maladaptive Self-
Reg causes
heightened
sympathetic
arousal

Interbrain source
of maladaptive Self-
Reg

Different Kinds of Maladaptive Self-Reg

Momentary relief, creates more stress downstream (gaze aversion)

Suppression creates tension, sympathetic arousal (inhibiting impulses)

Often a matter of what doesn't happen than what does (sympathetic arousal vs. restoration)

Mismatch (diet - chewing)

Can undermine rather than support social engagement (social media)

Controllist Parenting → Maladaptive Self-Reg

Parent's role: ensure that children develop self-control

Caregiver unconsciously modulates what emotions, behaviours need to be controlled

Child who associates, e.g., shame with anger experiences a sharp increase in sympathetic arousal whenever she gets angry

Avoidance, denial, suppression, repression maladaptive modes of Self-Reg

Self-Controllist Parenting

Toilet-training

Emotion-regulation

Behaviour (tantrums)

Sleep-training

Discipline (Proverbs 13:24)

Children should be seen and not heard (15th C English proverb)

Children should not be hugged (Watson)

Children should not eat the marshmallow!

Self-Controllist Parenting → Maladaptive Self-Reg



Costs of suppression, repression: Chronic sympathetic arousal

Shift from social engagement to “self-sufficiency”

Child becomes habituated to sympathetic arousal

Effect of blocking parasympathetic recovery:

Dysregulation of ANS

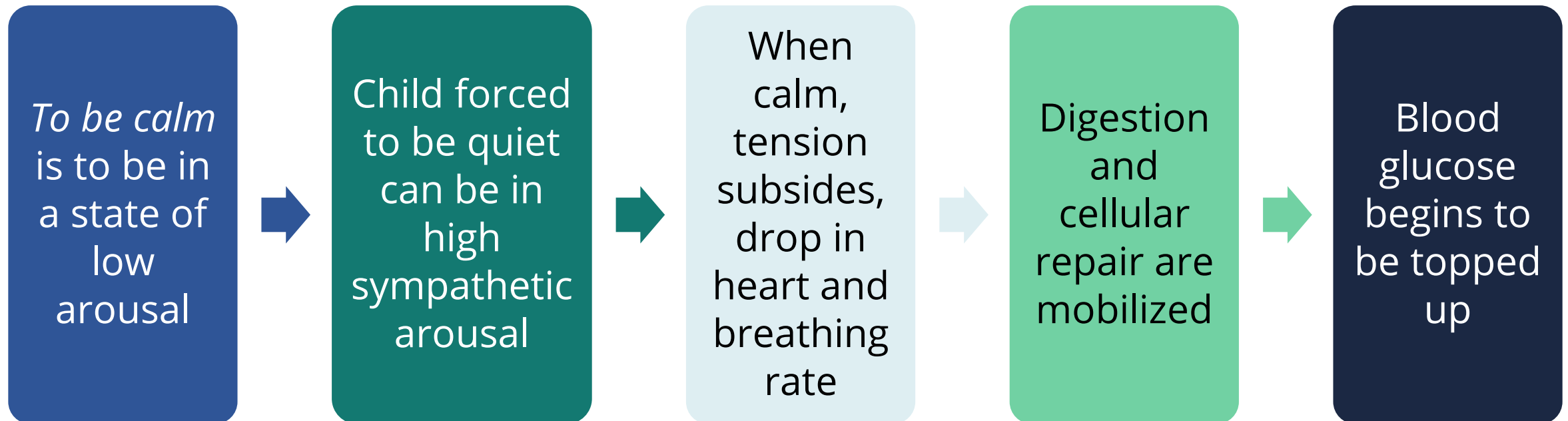
DMN shifts to rumination, intrusive thoughts,
anxiety

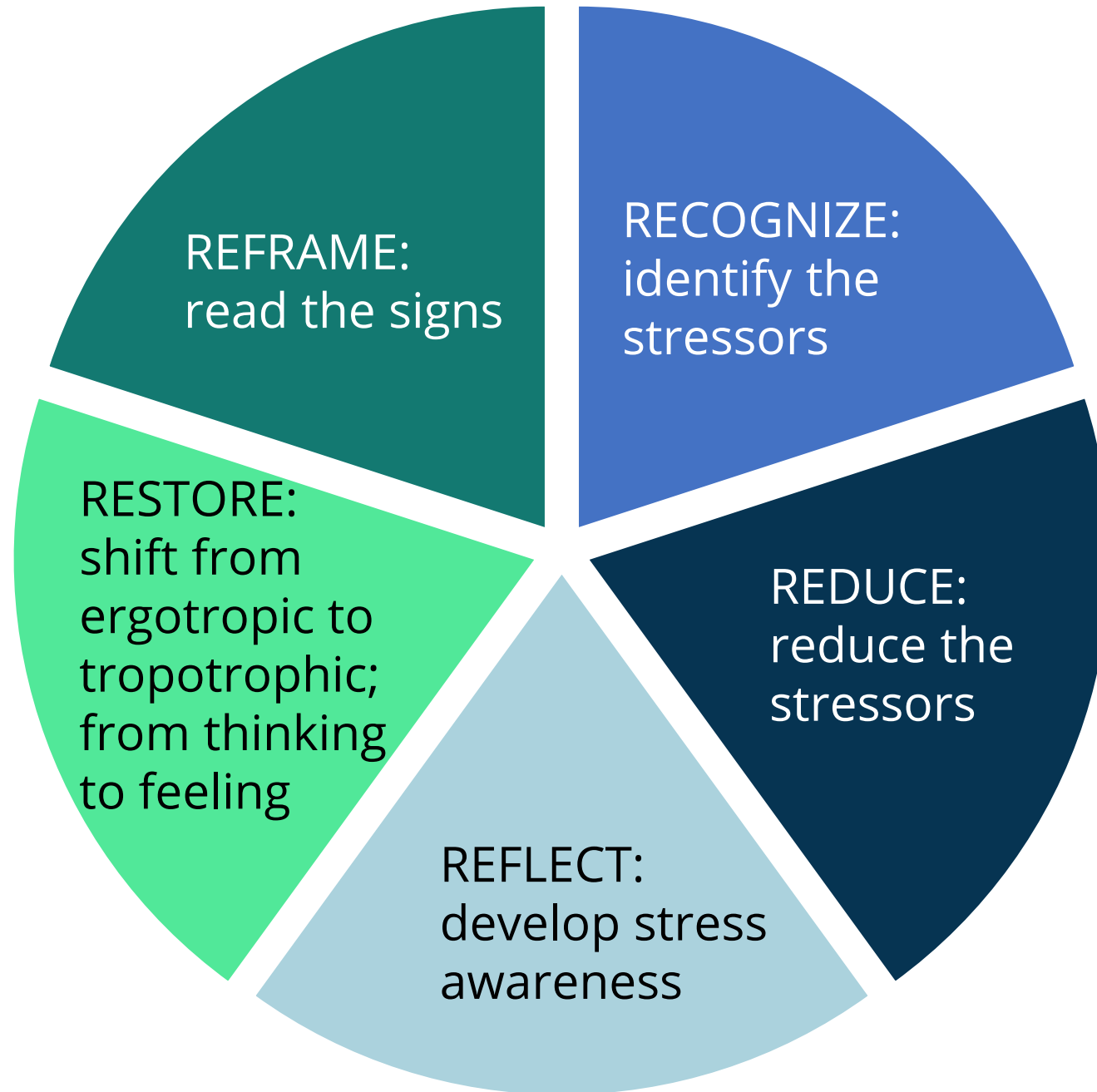
Amygdaloid Hyperarousal

Cellular repair compromised

Inflammation

Self-Reg Restoration of Calm





The 5-Step Method for Self-Reg

What is Self-Reg About?



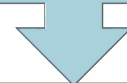
Understanding the impact of excessive stress



Distinguishing between *misbehaviour* and *stress-behaviour*



Avoiding the creation of maladaptive Self-Reg



Instituting steps that lead up to ***restoration***



Self-Reg starts with SELF-Reg

DIVE DEEPER WITH TMC's ONLINE COURSES

SELF-REG FOUNDATIONS CERTIFICATE



Foundations, our flagship Self-Reg course, has been a game-changer for thousands of learners. This four-course, online program, Stuart Shanker and Susan Hopkins take you deep into the foundational science of self-regulation and stress.

EARLY CHILDHOOD DEVELOPMENT CERTIFICATE



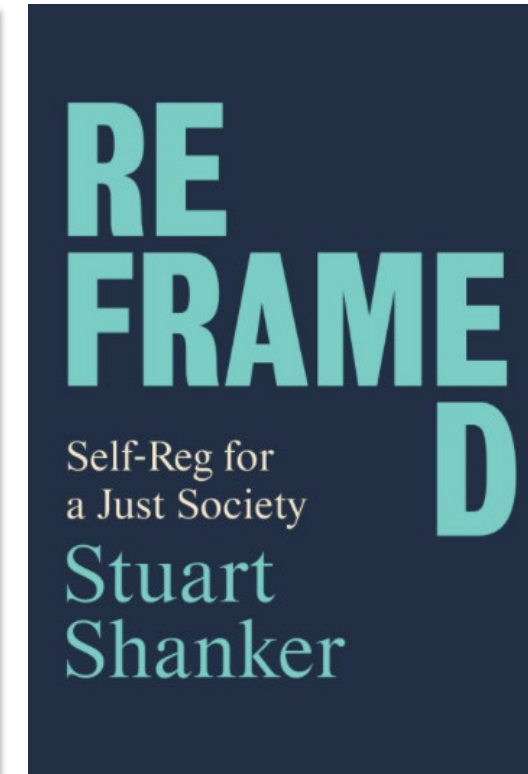
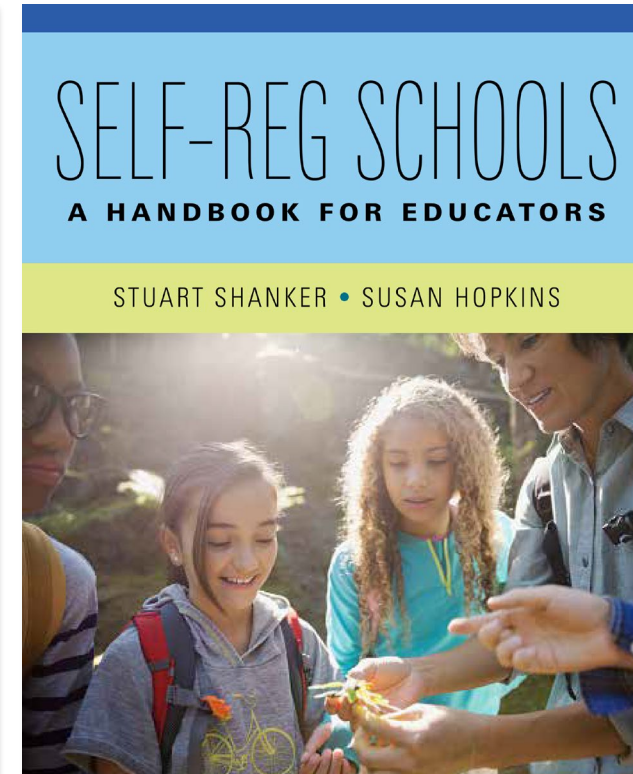
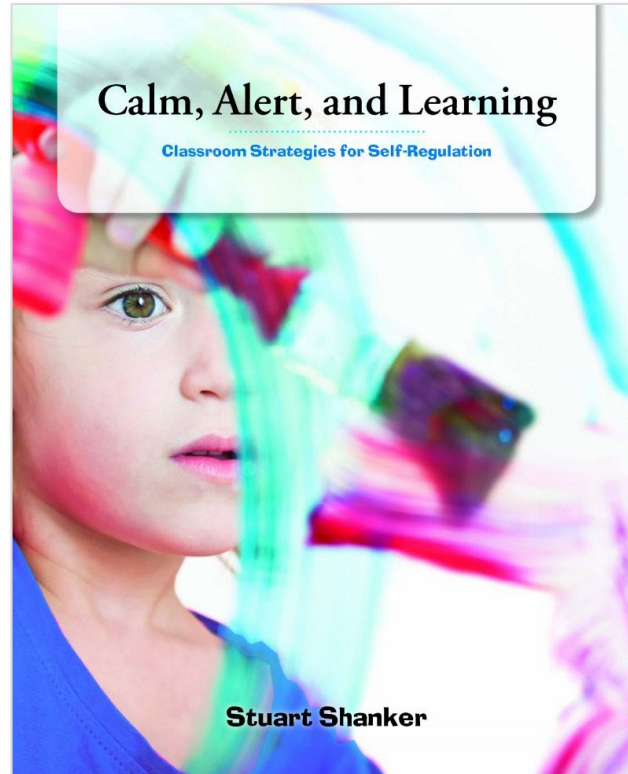
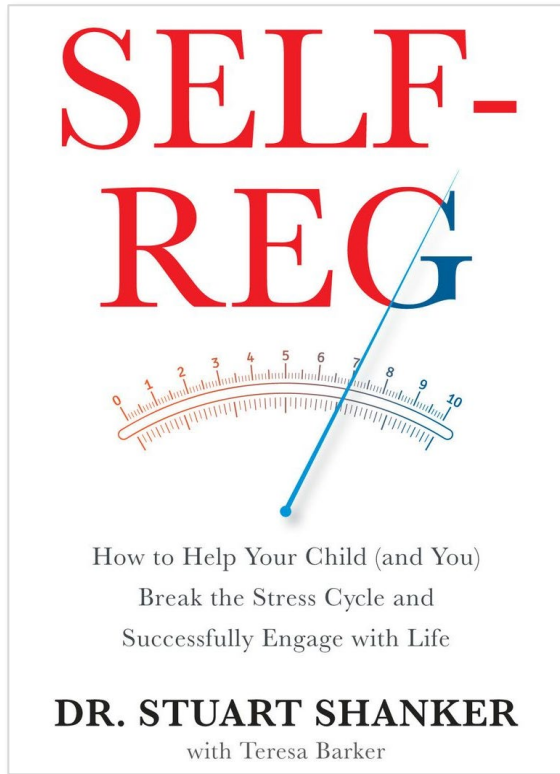
This course will show you how to revolutionize your practice by understanding, and responding to, the unique and sometimes hidden stressors that shape the caregiving and learning experiences — and hence, the temperaments of the children you work with.

LEADERSHIP FOR SELF-REG SCHOOLS CERTIFICATE



Every educational leader has always had the same goal: a school in which everyone flourishes. This program will give you the Self-Reg knowledge and guidelines needed for your school to become a centre of deep learning, in all its many facets.

SELF-REG BOOKS



KEEP IN TOUCH

 info@selfregglobal.com

 www.selfregglobal.com

 [@SelfRegGlobal](https://www.facebook.com/SelfRegGlobal)

 [@SelfRegGlobal](https://twitter.com/SelfRegGlobal) [@stuartshanker](https://twitter.com/stuartshanker) [@susanhopkins5](https://twitter.com/susanhopkins5)

 [@Stuart Shanker](https://www.linkedin.com/company/SelfRegGlobal) [@susanhopkins5](https://www.linkedin.com/company/SelfRegGlobal)

 [self_reg_global](https://www.instagram.com/self_reg_global)