



2017/18

# Self-Reg School Toolkits™

The MEHRIT Centre  
[www.self-reg.ca](http://www.self-reg.ca)



# Welcome to the Self-Reg School Toolkit 2017/18

The Self-Reg School Toolkit™ was initially developed to address the need for tools and resources to support those who work in school environments incorporate Self-Reg in their educational practice. The MEHRIT Centre's (TMC) first toolkit came out for the start of the 2016/17 school year. It has had, to date, well in excess of 21,000 visits to the page, with that number ever increasing. However, we knew the tools could do with a little more TMC TLC, so we took them back to the drawing board and asked our Self-Reg community once again how we could best adapt these tools to suit their needs. The amount of feedback we received was staggering, but helped us clearly identify areas for improvement and gaps where new tools could be made. For the 2017/18 school year, we now have a series of tools that we strongly believe will be able to help Self-Reggers in classrooms across Canada and the world beyond.

Although these tools are labeled as for “schools”, many of the documents held within these pages can be used for contexts beyond that. We encourage you to adapt these tools to your setting and find what works best for you. For example, if you feel the WAVE incident report only needs the W and the E sections for your purposes, by all means make the modification for your group.

As there is a learning curve associated with effective use of our tools, TMC does offer consulting on how to use them. For more information, please contact us at [info@self-reg.ca](mailto:info@self-reg.ca).

Best wishes,



Susan Hopkins  
Executive Director, The MEHRIT Centre

# Self-Reg School Toolkit Rating System

New for the 2017/18 toolkit, we have implemented a rating system to identify the extent of Self-Reg knowledge that is required in order to successfully make use of these tools.

The scale is based on the ranking system seen on our Self-Reg Competencies Rubric: Emerging, Developing, Applying and Extending. See below for our recommendations as to what level of understanding is required to make the most of tools ranked at each level.



## Emerging

Tools under the Emerging ranking scale are suitable for those who are new to Self-Reg, however would like to begin taking the first steps along their Self-Reg Journey. For these individuals, we would recommend that they seek TMC consulting if wanting to use tools with higher rankings.



## Developing

These tools are suitable for use by individuals who have already begun learning about Shanker Self-Reg®, be it through their school, our Professional Learning webinar series or the Foundations Certificate Program and are ready to begin infusing Self-Reg throughout their environment.



## Applying

These tools require an extensive knowledge of Shanker Self-Reg®, thus we recommend users be certified in Shanker Self-Reg® through our Foundations Certificate Program. These tools go a step further in applying Self-Reg in your specific environment.



## Extending

Individuals who have taken our Self-Reg Foundations Certificate Program and have continued to either our Level 2 or Master's Module courses are well suited to use these tools. However, you will notice the current toolkit does not offer any tools that fall under this rank.

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Last updated: August 25, 2017

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# Self-Reg Rubric

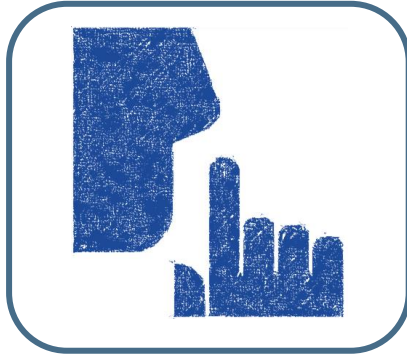
The Self-Reg Rubric is intended for use with students or those who are new to Self-Reg. The rubric can be used to identify an individual's progression along their Self-Reg journey.



	I Am Learning About...	With Help, I Can...	On My Own I...	In My Everyday Life I...
<b>Step 1:</b> <i>Reframe the Behaviour</i>	I am learning about my brain, what stress is, and how stress impacts my behaviours, mood and energy levels.	With help, I can spot some signs of too much stress in myself and others.	On my own I read and reframe stress-behaviour in myself when I look back on a situation.	I read and reframe stress-behaviour in myself and others. When I read stress in myself or others, I reframe what's going on as stress behaviour not misbehaviour.
<b>Step 2:</b> <i>Recognize the Stressors</i>	I am learning about different kinds of stressors in 5 different domains: Biological, Emotion, Cognitive, Social and Prosocial.	With help, I can spot some of my significant stressors that are affecting my own and other's behaviour, mood and energy levels.	On my own I recognize the stressors that impact my behaviour, mood and energy levels, especially when I am experiencing several of these stressors all at the same time.	I am a stress detective. I ask "why" and "why now" to figure out what my personal stressors are that I can reduce or remove to lower my stress. I read the signs of stress behaviour in others and reflect on "why" and "why now".
<b>Step 3:</b> <i>Reduce the Stress</i>	I am learning about ways that stressors can be reduced.	With help, I can figure out ways to reduce or remove some of the stressors that are affecting my own or other's behaviour, mood and energy levels.	On my own I have reduced or removed some of the stressors that are affecting my behaviour, mood and energy levels.	I take action to lower my stress by reducing and/or removing those personal stressors I figured out are affecting my behaviour, mood and energy levels.
<b>Step 4:</b> <i>Reflect: Enhance Stress-Awareness</i>	I am learning about the difference between just being quiet and feeling calm.	With help, I am starting to notice when I am calm, what "calm" feels like in my body and to recognize calm in others.	On my own I notice the feeling of being calm, focused and alert when it happens and I notice when I don't feel that way too.	I am stress aware; I have awareness of my brain-body energy states and stress response systems, I know what calm feels like, and am aware when I am experiencing dysregulation internally.
<b>Step 5:</b> <i>Respond: Develop Personal Strategies to Promote Restoration and Resilience</i>	I am learning about ways that people deal with stressors and about ways that people fill their energy tanks back up when they're empty.	With help, I can figure out some coping strategies that others use and my own personal ways to "fill up" my tank when it's low.	On my own I use my own strategies to deal with stress. I know what works for me and what doesn't. I also know and use my personal ways to recharge my own energy tank when it's low.	I have personal "strategies" that I use to help me cope with and adapt to stressors. I take time to restore not just as part of a daily routine, but also when I notice the signs of my energy dipping low.

# In the Moment Ways to Lighten the Stress Load

We are all very different when it comes to what helps us find calm. Tapping into Step 3 (*Reduce*) of the Shanker Method®, this tool provides a few examples of the many ways to lighten your stress load in the moment with adaptive coping mechanisms.



Quiet Time



Playing Outside



Fidgets



Yoga



A Hug



Cycling



Breathing Exercises



Listen to Music



Singing

Want to make your own poster? Use the *'In the Moment Ways to Lighten the Stress Load DIY* tool.



# Example Ways to Restore Energy

We are all very different when it comes to what helps us restore energy and find calm. Tapping into Step 5 (*Respond*) of the Shanker Method®, this tool provides a few examples of the many ways out there to restore energy and promote long lasting self-regulation. Which ones help you feel calm? Keep this tool handy as a reminder to take time for yourself each day to help you self-regulate.



Restorative Sleep



Walks



Time with Friends



Daily Rituals



Feel Good Exercise



Painting



Meditation



Time with Animals



Dancing

Want to make your own poster? Use the 'DIY Ways to Restore Energy' tool.



# Example Stressors in the 5 Domains of Self-Reg

Although they are by no means comprehensive lists, below are some examples of stressors across the 5 Domains of Shanker Self-Reg® compiled by our Level 2 Certificate learners. Use these to help stimulate thought about the types of stressors that may be using energy in yourself or another individual throughout the day.

Biological Domain		
<ul style="list-style-type: none"> <li>• Allergies</li> <li>• Asthma</li> <li>• Athletic challenges</li> <li>• Autoimmune diseases</li> <li>• Being hungry</li> <li>• Being ill</li> <li>• Being inside too much</li> <li>• Being too cold or too hot</li> <li>• Bright lights</li> <li>• Busy traffic</li> <li>• Caffeine</li> <li>• Car/truck fumes</li> <li>• Chapped lips</li> <li>• Chronic pain</li> <li>• Cigarette smoke or other pungent smells</li> <li>• Clothing (sensitivity to fabrics)</li> <li>• Deep or light touch</li> <li>• Digestive disturbances or imbalances</li> <li>• Eating sounds</li> <li>• Eating sugar/candy</li> <li>• Equilibrioception (feeling "off balance")</li> </ul>	<ul style="list-style-type: none"> <li>• Extreme weather conditions and excessive howling winds</li> <li>• Eyesight (forgot glasses/eyes not tested/print not clear/sitting too far away)</li> <li>• Fluorescent lighting, lack of natural light</li> <li>• Food intolerance/sensitivities</li> <li>• Gastrointestinal issues</li> <li>• Hard chairs</li> <li>• Having cold hands and feet in winter</li> <li>• Having to be too still</li> <li>• Having to sit too long in meetings</li> <li>• Hearing difficulty</li> <li>• Hormonal changes</li> <li>• Humming of power lines</li> <li>• Humming sounds from lights</li> <li>• Inadequate sleep</li> <li>• Infection/illness</li> <li>• Insomnia</li> <li>• Insufficient solitude and quiet</li> <li>• Lack of something such as food</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and feeling of my heart rate</li> <li>• Loud voices</li> <li>• Marathon training</li> <li>• Measuring for high blood pressure</li> <li>• Menstrual cycles</li> <li>• Non-restorative sleep or sleep disturbed</li> <li>• Over Indulging</li> <li>• Proximity (too close)</li> <li>• Screen Time</li> <li>• Smells (chemicals on floor or in bathrooms/perfumes/ food)</li> <li>• Sore teeth (cavities)</li> <li>• Speech impediment</li> <li>• Thirst</li> <li>• Too many things hanging in a classroom</li> <li>• Tooth pain</li> <li>• Travel</li> <li>• Video Games</li> <li>• Dry air</li> </ul>

## Emotion Domain

<ul style="list-style-type: none"> <li>• A sick parent</li> <li>• Anticipation</li> <li>• Anxious about parental disagreements</li> <li>• Being in any kind of deep relationship and experiencing the strong emotions involved, positive and negative</li> <li>• Being kicked out of class</li> <li>• Being uncomfortable around so many other people</li> <li>• Board members or staff renegeing on promises and responsibilities</li> <li>• Change in routines</li> <li>• Children fighting</li> <li>• Comparing self to others</li> <li>• Conflict</li> <li>• Confrontation</li> <li>• Deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Disagreements/arguments</li> <li>• Disappointment</li> <li>• Divorce</li> <li>• Doubtfulness</li> <li>• Embarrassment</li> <li>• Emotional liability</li> <li>• Family member is ill</li> <li>• Fear of another's reactions</li> <li>• Fear of punishment/ consequences</li> <li>• Fear of things like heights</li> <li>• Fear when trying something new</li> <li>• Feeling "off"</li> <li>• Feeling hurt</li> <li>• Feeling pain</li> <li>• Feeling responsible for other people</li> <li>• Feeling unwelcome</li> </ul>	<ul style="list-style-type: none"> <li>• Foster care</li> <li>• Grief/Loss</li> <li>• Guilt</li> <li>• Helplessness</li> <li>• Intense surprises</li> <li>• Leaving parents to go into school</li> <li>• Lonely</li> <li>• Moving</li> <li>• Negative Conversations</li> <li>• Nightmares</li> <li>• Not Feeling Safe</li> <li>• Over-excitement</li> <li>• Paranoia</li> <li>• Preholiday (i.e. Christmas) build-up</li> <li>• Public speaking</li> <li>• Strong emotional expressions</li> <li>• Worrying about elderly parents that live with you</li> </ul>
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## Cognitive Domain

<ul style="list-style-type: none"> <li>• Ability to organize thoughts</li> <li>• Being last to grasp new concepts</li> <li>• Being put on the spot</li> <li>• Being uninterested in topic</li> <li>• Cognitive dissonance</li> <li>• Competing demands of work, school, elderly parents, kids</li> <li>• Competition</li> <li>• Confusion</li> <li>• Constant new learning e.g. report cards</li> <li>• Difficult tasks that are not age appropriate</li> <li>• Forgetting shopping list</li> <li>• Having a to-do list in my head, not written down</li> <li>• History/Past experience</li> <li>• Information overload</li> <li>• Information presented too quickly or too slowly</li> <li>• Lack of intellectual stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• Learning a new language</li> <li>• Learning something new</li> <li>• Making decisions</li> <li>• Memory lapses</li> <li>• Multitasking</li> <li>• New information that doesn't fit in to what you currently "know"</li> <li>• New to country and attending a school where learning is presented in an unfamiliar language</li> <li>• Not being able to read the book that has been assigned</li> <li>• Not being able to use a calculator to figure out math problems</li> <li>• Overstimulation</li> <li>• Pattern recognition</li> <li>• Poor working memory</li> <li>• Prioritizing tasks</li> <li>• Reading challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Remembering Information</li> <li>• School improvement</li> <li>• Second language</li> <li>• Slow processing in a speedy world</li> <li>• Struggling to connect letter sounds and symbols</li> <li>• Thinking, concentrating, and working on a new problem</li> <li>• Time pressures</li> <li>• Too many interruptions</li> <li>• Too much inferring vs clearly stating expectations</li> <li>• Triple looping</li> <li>• Trouble recognizing patterns and symbols</li> <li>• Unable to track along with the written words on a page</li> <li>• Under-stimulation</li> <li>• Visual problems</li> <li>• When everyone else gets the joke but you</li> </ul>
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## Social Domain

- Adjusting to new norm of retirement
- Attending birthday parties
- Being a quiet person in a loud world
- Being bossed around or dominated by another
- Being bullied
- Being gossiped about
- Being in a social setting alone
- Being left out of a group/rejected
- Being victim of bullying
- Big groups
- Confrontation
- Confusing social situations
- Constant social input when you have an urge to be alone
- Crowds
- Defensive reaction in self when you disagree with what someone is saying
- Disagreements with your partner
- Eating slowly in a fast-eating world
- Engaging in small talk and not really connecting at a meaningful level
- Fake social niceties between people
- Feeling excluded

- Feeling like you have nothing to talk about in a group
- Feeling you have to socialize with a group of people you don't know
- Fitting in to different cultural norms
- Getting a turn in conversations
- Going to an event not knowing anyone
- Hostility
- Hypersensitivity to Social Signals
- Informing someone their chosen fragrance is a scent in a scent-free environment
- Intense one on one interaction
- Interpersonal conflicts
- Interpreting the impact of what we are saying on someone else
- Jealousy
- Joining a table of strangers and having to introduce yourself
- Keeping calm and looking beyond the words a person is saying to see their red brain in action
- Lack of friends
- Lack of Human Interaction
- Lack of social engagement
- Large family gatherings
- Large groups

- Learning the norms of a new group
- Meeting someone new
- Meetings where people engage in side bar conversations
- Moving crowds
- Not being understood by friends or acquaintances
- Not having anyone to play with at recess
- Obvious socially inappropriate comments
- Over focus on detecting the social signals
- Peer pressure with friends, or not so good friends
- Presenting a good first impression when meeting someone new
- Public speaking
- Putting on a social face when you are feeling a little too tired to entertain
- Small talk at social events e.g. birthday parties, holiday events, showers, etc.
- Two or more people talking at the same time
- Walking in to a social or professional function alone and not seeing anyone you recognise or know

## Prosocial Domain

<ul style="list-style-type: none"> <li>• A sick child</li> <li>• Altruism</li> <li>• Being distracted by the powerful feeling of being able to “see” the communication flowing between people</li> <li>• Being exploited by people, organisations and/or politicians</li> <li>• Being influenced by stereotypes, knowing you are influenced and not knowing how to deal with it</li> <li>• Being late</li> <li>• Compromising your needs to help out another person</li> <li>• Dealing with others' strong emotions</li> <li>• Difficulty reading others' cues</li> <li>• Empathy, Sympathy</li> <li>• Feeling the stress of your own children and other family members, especially in the midst of a dysregulated moment</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling unprepared</li> <li>• Giving a gift</li> <li>• Guilt</li> <li>• Having a huge circle of friends and colleagues many of whom seem to be having a crisis</li> <li>• Helping someone through their distress</li> <li>• 'Ignoring' panhandler while waiting in left turn lane</li> <li>• Injustice</li> <li>• Interacting with individuals or groups that don't really 'get you' or even care to know or are quick to assume</li> <li>• Internet dating</li> <li>• Expectations of others</li> <li>• Feeling limbic resonance and not knowing that's what the feeling is</li> <li>• Lack of empathy due to compassion fatigue</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of gathering places</li> <li>• Limbic reactions of others</li> <li>• Mind reading resulting in trying to please everyone or feeling overwhelmed</li> <li>• Moral dilemmas</li> <li>• My children's distress, and not being able to solve their problems for them</li> <li>• New neighbourhood</li> <li>• Other people's discomfort</li> <li>• Putting needs of others before your own</li> <li>• Selflessness-need some self-care for own health</li> <li>• Unfairness</li> <li>• Watching the news</li> <li>• When your partner is stressed</li> <li>• Working in the helping professions and feeling all the feels of clients we support</li> </ul>
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**Developing Tools**

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# Self-Reg Competencies Rubric

The Self-Reg Competencies Rubric is intended for use by individuals who are well versed in Self-Reg and who co-regulate others. This rubric can be used to identify an individual's progression along their Self-Reg journey.



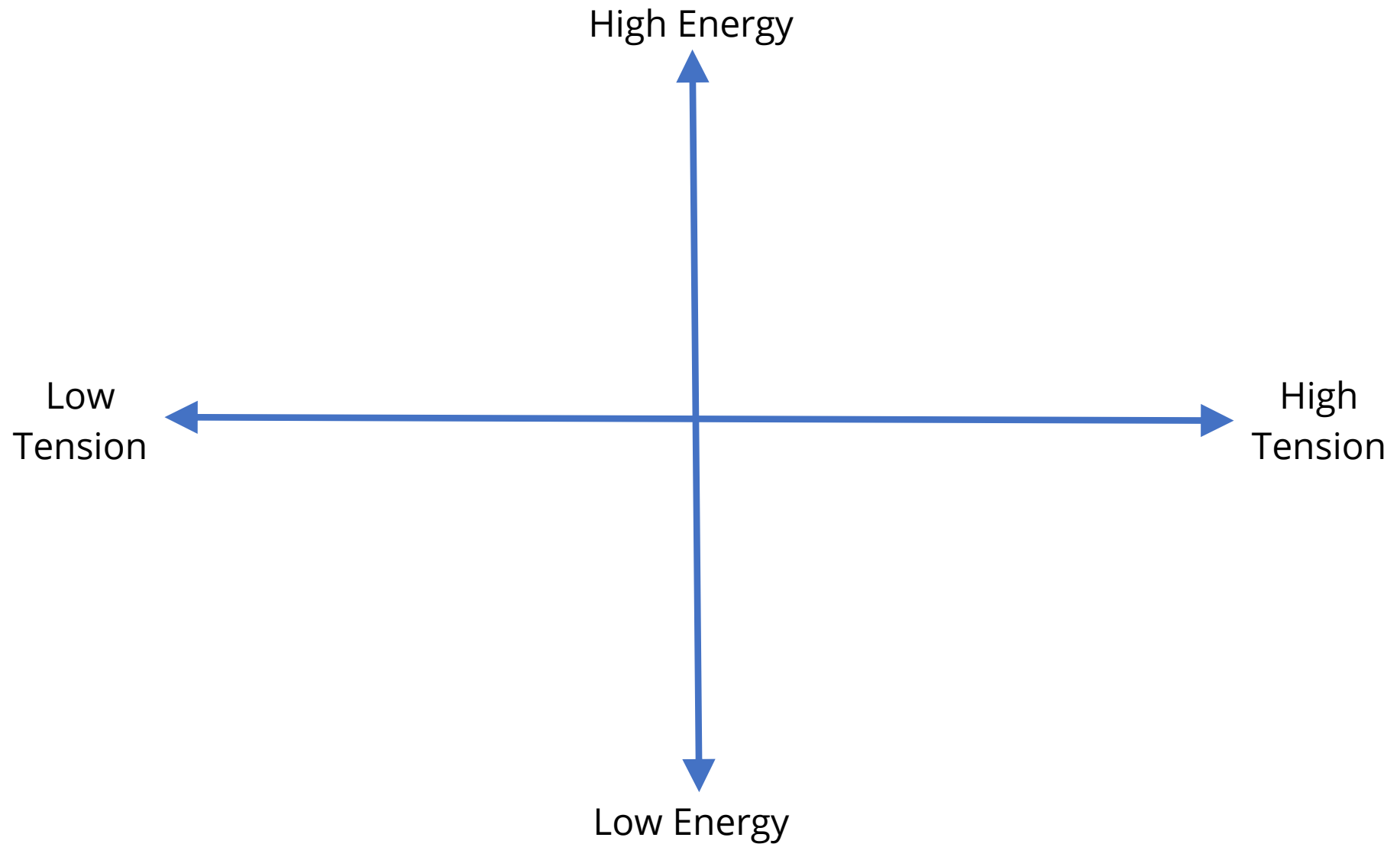
	EMERGING	DEVELOPING	APPLYING	EXTENDING
<b>Step 1:</b> <i>Reframe the Behaviour</i>	Explores examples of excessive stress.  Considers difference between misbehaviour and stress-behaviour.	Recognizes some signs of excessive stress.  Recognizes some examples of stress-behaviour.	Reads the signs of excessive stress and reframes behaviour.  Distinguishes between misbehaviour and stress-behaviour.	Reads and reframes behaviour in self and others while applying all 5 steps of The Shanker Method® of Self-Reg.
<b>Step 2:</b> <i>Recognize the Stressors</i>	Understands that there are many different kinds of stressors.  Understands that in Self-Reg we look for stressors in 5 different domains: Biological, Emotion, Cognitive, Social and Prosocial.	Looks for significant stressors in all 5 domains.  Understands that stressors from different domains interact with and exacerbate each other.	Identifies significant stressors in all 5 domains.  Analyzes and describes how stressors from different domains interact with and exacerbate each other.	Identifies and analyzes significant stressors as part of a dynamic 5 domain system in self and others while applying all 5 steps of The Shanker Method® of Self-Reg.
<b>Step 3:</b> <i>Reduce the Stress</i>	Understands that there are stressors in an individual's environment that influence their self-regulation and can be reduced.	Understands that stressors in all 5 domains can be identified and reduced or removed.	Applies strategies to reduce or remove stressors in all 5 domains of Self-Reg.	Lowers the stress load experienced by self and others by taking action to reduce and remove identified stressors as part of the application of the 5 steps of The Shanker Method® of Self-Reg.
<b>Step 4:</b> <i>Reflect: Enhance Stress-Awareness</i>	Understands that quiet is not the same thing as calm.  Recognizes that many individuals do not know what calm feels like.	Begins to notice what "calm" feels like and to recognize genuine calm and some of the other arousal states in self and/or others.	Applies developmentally-appropriate approaches to learn or teach what calm feels like and to become aware of the experience of all the arousal (stress) states.	Applies individual and "whole group appropriate" strategies to enhance stress awareness while applying all 5 steps of The Shanker Method® of Self-Reg.
<b>Step 5:</b> <i>Respond: Develop Personal Strategies to Promote Restoration and Resilience</i>	Understands that strategies to restore energy and to cope with/adapt to stressors is unique for each person, not a one-size-fits all process.	Identifies the practices that are restorative to personal energy stores for self or others.  Identifies existing adaptive (and maladaptive) coping strategies to respond to excessive stress.	Applies adaptive coping strategies from the personal/individual Self-Reg toolbox to respond to excessive stress.  Applies personal strategies to restore energy.	Builds own, or supports another to build a personally meaningful toolbox of Self-Reg strategies to promote restoration and resilience as part of applying all 5 steps of The Shanker Method® of Self-Reg.
<b>"Take it Personally"</b>	Understands that everyone, including parents and teachers, has a limbic system and experiences various arousal states throughout the day.	Reflects on the part personal triggers (stressors) have played in a stressful situation or an experience with another individual or group.  Reflects on personal self-regulatory strengths and areas for growth.	Reflects during, as well as after, a stressful experience on own triggers.  Demonstrates awareness of own self-regulatory strengths and areas for ongoing development.	Practices all 5 steps of The Shanker Method® of Self-Reg.

# Blank Energy-Tension Matrix

Adapted by The MEHRIT Centre from Robert E. Thayer (1996). The Origin of Everyday Moods: Managing Energy, Tension, and Stress

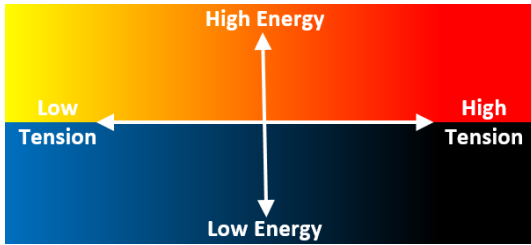


Thinking about your current energy and tension levels, where are you on the Energy-Tension Matrix?



# Energy-Tension Reflection Journal

Adapted by The MEHRIT Centre and Laura Cesaroni from Robert E. Thayer (1996). The Origin of Everyday Moods: Managing Energy, Tension, and Stress



Thinking about your current energy and tension levels, where are you on the Energy-Tension Matrix? Use the table below to record your energy and tension levels and evidence for this. Then, Reframe.

Date and Time:	Circle what Energy-Tension state you are/were in?	Red HE/HT	Black LE/HT	Yellow HE/LT	Blue LE/LT
<p>What happened to lead you to this state? And how did you respond?</p>					
<p>Reframe the situation:</p>					





# Classroom Environment Reflection

The environments we are in are full of stressors across the 5 Domains of Shanker Self-Reg®, and classrooms are no exception. Classroom environments are known to have a substantial impact on children's learning and behaviour. Although ideal environments are individual and context dependent, this poster identifies some key areas to consider and offers some suggestions as to how to make your space as Self-Reg friendly as possible.

## Possible Stressors

Stressors come in many shapes and sizes.

Below are some examples of possible stressors you may find in a classroom.



### Visual Clutter

Consider decluttering wall, bulletin boards, shelves and furniture, particularly in instructional areas. Minimize, organize and group visual material on walls and shelves, as well as student and teacher work areas. Consider an art gallery which focuses on grouping similar items, simply, tastefully and even colourfully done for visual pleasure and to grasp the attention of the viewer. This helps students find information more easily.



### Noise

Allow students to reduce background noise by making noise cancelling headsets or ear buds available. Headphones do not need to be connected to a device.



### Scents

Minimize the presence of strong scents, like perfumes, certain foods, or cleaning chemicals.



### Lighting

Adjust the amount of lighting needed throughout the day, according to the arousal needs of the classroom. Do what you can to maximize available natural lighting or lessen the intensity of fluorescent lighting.



### Hydration & Nutrition

Make sure students have access to, and are encouraged to take, hydration breaks throughout the day. Also ensure that students have access to healthy breakfasts, lunches and snacks.



### Seating Options

Offer a variety of seating or standing options allowing for the child to change their body positions. For example, standing desks, a couch, bean bag chairs, peddle desks, etc.

## Microenvironments

Microenvironments are spaces within spaces that meet a diverse range of Self-Reg needs. Within a single room, multiple microenvironments can be used to reduce the stressors that negatively impact children's learning and behaviour. Consider incorporating microenvironments into your classroom by creating areas which down or up regulate, for example:

- A carpeted floor area with clipboards
- A tent or fabric over a desk
- A comfy chair or couch away from the desks
- Stationary bikes or foot pedals under desks
- A long table with curtains over the front and pillows underneath

## Teach Your Students About Their Environment

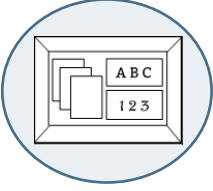
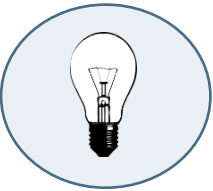

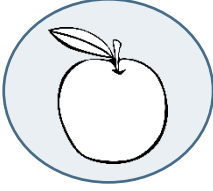
Talk to your students about the impact of stressors in the classroom and teach them how to use what you have put in place in their environment (e.g. noise cancelling headphones or a stationary bike) to help them better self-regulate.

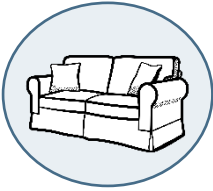



# Classroom Environment Checklist



When designing a classroom environment, you must take into account stressors that may be present that can impact a child’s learning and behaviour. Using the checklist below, identify what you have in place and what you can strive towards to make your classroom as Self-Reg friendly as possible.

Stressor	Classroom as the “Third Teacher” Examples
<p><b>Visual Clutter</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> All surfaces (e.g. desks, shelves) in the classroom are free of excess clutter</li> <li><input type="checkbox"/> Walls and bulletin boards are organized with information grouped simply</li> <li><input type="checkbox"/> Desk sized copies of tools usually displayed on walls (e.g. number or letter lines) are available to students, and neatly put away when not being used</li> <li><input type="checkbox"/> Desk top study carrels to reduce visual input when working at a desk</li> <li><input type="checkbox"/> The floor is clear and clean</li> </ul>
<p><b>Lighting</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Lighting is adjusted throughout the day according to the arousal needs of the classroom</li> <li><input type="checkbox"/> Natural lighting is maximized where available</li> <li><input type="checkbox"/> Fluorescent lighting is minimized where possible</li> <li><input type="checkbox"/> Differently lit areas are available for students to access, based on their preferences (a bright area, and a dimmer lit area)</li> <li><input type="checkbox"/> Curtains to create a darker area and use of lamps for ambiance</li> </ul>
<p><b>Noise</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Excess noise is reduced where possible (e.g. weather stripping on doors)</li> <li><input type="checkbox"/> Reverberation is reduced (e.g. carpets, egg cartons on walls)</li> <li><input type="checkbox"/> Noise cancelling headphones or earbuds are available or allowed</li> <li><input type="checkbox"/> Electrical humming from lights, heating/cooling vents, electronics, etc. is minimized</li> <li><input type="checkbox"/> A non-startling noise used to indicate class change overs or breaks (e.g. a rain stick)</li> </ul>
<p><b>Hydration &amp; Nutrition</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to water at desk</li> <li><input type="checkbox"/> Regular hydration breaks available throughout the day</li> <li><input type="checkbox"/> Healthy meals served from the cafeteria</li> <li><input type="checkbox"/> Encourage healthy snacks</li> <li><input type="checkbox"/> Spare water and healthy snacks in classroom</li> </ul>

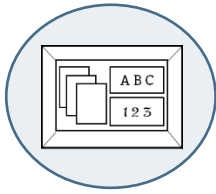
<p><b>Seating Options</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of seating or standing options available (tick all available) <ul style="list-style-type: none"> <li><input type="checkbox"/> Standing desks or surfaces</li> <li><input type="checkbox"/> Peddle desks</li> <li><input type="checkbox"/> Stationary bike with an easel</li> <li><input type="checkbox"/> Bean bag chairs</li> <li><input type="checkbox"/> Couch</li> <li><input type="checkbox"/> Carpeted open floor space</li> </ul> </li> <li><input type="checkbox"/> Students are able to use these options throughout the day</li> </ul>
<p><b>Smells</b></p> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> No perfume</li> <li><input type="checkbox"/> Minimize food smells</li> <li><input type="checkbox"/> Scent free, or neutral scent cleaning supplies</li> <li><input type="checkbox"/> Minimize smoking related scents</li> </ul>

<b>Other Considerations</b>	
<p><b>Micro-environments</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A variety of spaces within the classroom which promote/enable up- or down-regulation for students to self-select to meet their Self-Reg needs</li> </ul>
<p><b>Teaching Students about Stressors</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students understand how stressors can impact their energy and tension levels</li> <li><input type="checkbox"/> Students know what is in place in their environment that help them <ul style="list-style-type: none"> <li><input type="checkbox"/> Up-Regulate</li> <li><input type="checkbox"/> Down-Regulate</li> </ul> </li> <li><input type="checkbox"/> Students know the process, expectations and feel empowered to access any tool they need to support their self-regulation</li> <li><input type="checkbox"/> Students know how to safely use all equipment available to them</li> </ul>



# Classroom Environment Design Elements

The environments we are in are full of stressors across the 5 Domains of Shanker Self-Reg®, and classrooms are no exception. Classroom environments are known to have a substantial impact on children's learning and behaviour. Although ideal environments are individual and context dependent, this tool identifies some key areas to consider when designing your space to be as Self-Reg friendly as possible.



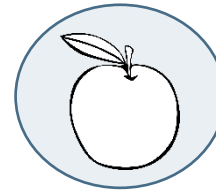
**Visual Clutter** Consider decluttering wall, bulletin boards, shelves and furniture, particularly in instructional areas. Minimize, organize and group visual material on walls and shelves, as well as student and teacher work areas. This helps students find information more easily.



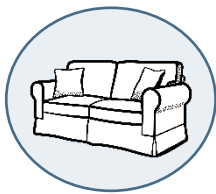
**Lighting** Adjust the amount of lighting needed throughout the day, according to the arousal needs of the classroom. Do what you can to maximize available natural lighting or lessen the intensity of fluorescent lighting.



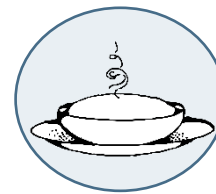
**Noise** Allow students to reduce background noise by making noise cancelling headsets or ear buds available. Headphones do not need to be connected to a device.



**Hydration & Nutrition** Make sure students have access to, and are encouraged to take, hydration breaks throughout the day. Also ensure that students have access to healthy breakfasts, lunches and snacks.



**Seating Options** Offer a variety of seating or standing options allowing for the child to change their body positions. For example, standing desks, a couch, bean bag chairs, peddle desks, etc.



**Scents** Minimize the presence of strong scents, like perfumes, certain foods, or cleaning chemicals.



# It's SMARTEST to Co-Regulate

Co-regulation is when two individuals are in sync with each other, allowing each individual to up or down regulate the other to be calm and engaged. By understanding what someone is thinking by reading affect cues and gestures, you can figure out what the other individual needs.

**S**implify your language

**M**ovement – slow down your actions

**A**ffect – match the child's affect

**R**eflect the child's emotional intent

**T**one of voice – modulate for the situation

**E**yes and ears – listen with both

**S**top – wait for the child to initiate

**T**ogether – join the child in their intent

# Self-Reg 5 Domains Conversation Starters for Students

Sometimes we don't know where to start when it comes to being a stress detective across the 5 Domains of Shanker Self-Reg®. Below are some conversation starters to begin looking deeper into the 5 Domains.

The Cognitive Domain	
<p><b>Is the child able to pay attention to both people and objects and what helps the child to do so?</b></p> <p>Notes:</p>    <p>Strengths in this area: <span style="margin-left: 200px;">Challenges in this area:</span></p>	
<p><b>Does the child initiate ideas and activities? When/what kinds of supports are needed to do so?</b></p> <p>Notes:</p>    <p>Strengths in this area: <span style="margin-left: 200px;">Challenges in this area:</span></p>	
<p><b>Is the child able to plan and execute several steps? If not, what kind of assistance do they require?</b></p> <p>Notes:</p>    <p>Strengths in this area: <span style="margin-left: 200px;">Challenges in this area:</span></p>	

**Does the child understand cause and effect and think logically?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the student set goals and monitor them?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the student have self-awareness of strengths and weaknesses?**

Notes:

Strengths in this area:

Challenges in this area:

## The Social Domain

**Does the child appear to understand their own intentions and feelings? When do you notice this?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child appear to understand and respond to the intentions and feelings of others, both verbally and non-verbally? When do you see this demonstrated?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child demonstrate the ability to be both a listener and a speaker?  
If so, when and with whom?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the child able to repair broken communication? With fellow students, staff or both?**

Notes:

Strengths in this area:

Challenges in this area:



## The Emotion Domain

**Is the child demonstrating a range of emotions? Describe what you have seen.**

Notes:

Strengths in this area:

Challenges in this area:

**Is the child able to modulate strong emotions? Describe this developing capacity.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child respond to the feelings and intentions of others?  
Describe when you have seen this ability present.**

Notes:

Strengths in this area:

Challenges in this area:

**Is the child interested and willing to learn by themselves and with others?  
Describe what you have seen.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child demonstrate natural curiosity, and a desire for creativity and innovation?  
When do you see this?**

Notes:

Strengths in this area:

Challenges in this area:

## The Prosocial Domain

**Does the child ever help others to become calm and alert? When do you see this? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child seem concerned about the feelings of others? If so, when are these expressed?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child ever put the needs and interests of others ahead of their own?  
If so, when do you see this? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child ever demonstrate a desire to do the “right thing”? If so, when? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

## The Biological Domain

**Does the child appear to be healthy and well rested? Describe indications of health or ill-health.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child have sufficient energy to enjoy his day at school? Can the child recoup energy after difficult situations? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

**Is the child able to become calm and alert enough to engage in activities throughout the school day? Describe any visual, auditory, and touch sensitivities that deplete the student's energy.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the child have the ability to use his body in a coordinated way to allow him to participate in and enjoy activities at school?**

Notes:

Strengths in this area:

Challenges in this area:

# Self-Reg 5 Domains Conversation Starters for Adolescents

Sometimes we don't know where to start when it comes to being a stress detective across the 5 Domains of Shanker Self-Reg®. Below are some conversation starters to begin looking deeper into the 5 Domains with adolescents.

The Cognitive Domain	
<p><b>Is the adolescent able to sustain concentration, think logically, consider perspectives, problem solve, and time manage at an age-appropriate level?</b></p> <p>Notes:</p>    <p>Strengths in this area: _____ Challenges in this area: _____</p>	
<p><b>Does the adolescent have academic interests and curiosity? A wide range or an extremely narrow range? Describe.</b></p> <p>Notes:</p>    <p>Strengths in this area: _____ Challenges in this area: _____</p>	
<p><b>Does the adolescent set learning goals and monitor and assess performance? Describe.</b></p> <p>Notes:</p>    <p>Strengths in this area: _____ Challenges in this area: _____</p>	



**Does the adolescent take risks, view failure as an opportunity to learn, and demonstrate ability to learn from errors on his/her own?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent demonstrate self-awareness, including the recognition of personal learning strengths and weaknesses and knowing how (and when) to personally apply the 5 steps of Self-Reg? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

## The Social Domain

**Is the adolescent able to “mindread”: i.e. know what others are thinking or feeling from their body language?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have friends? Is the student able to engage in the sorts of behaviours that are essential for having friends, such as repairing interactional breakdowns?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent able to participate effectively in group activities?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent drawn to positive or negative peer groups?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent live in a largely “asocial” world (e.g. playing solitary computer games, watching TV or movies)**

Notes:

Strengths in this area:

Challenges in this area:

## The Emotion Domain

**Does the adolescent display a wide range of emotions or only a narrow range? Describe.**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent able to bounce back from frustration, disappointment, embarrassment, or is left devastated by such emotions?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have a balanced or strongly negative outlook?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent able to describe or express subtle emotional experiences?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent emotionally volatile, swinging from one emotion to another in an instant?**

Notes:

Strengths in this area:

Challenges in this area:



## The Prosocial Domain

**Has the adolescent developed “internal standards of behaviour”: e.g. a personal sense of right and wrong?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent see others behaviour in black and white terms or is the student able to think in terms of grey?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent exhibit empathy to others?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent appear “connected” to the school?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent participate in prosocial activities?**

Notes:

Strengths in this area:

Challenges in this area:

## The Biological Domain

**Does the adolescent appear to be healthy and well rested? Describe indications of health or ill health.**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have long periods of being sullen or withdrawn that are not related to illness?**

Notes:

Strengths in this area:

Challenges in this area:

**Is the adolescent physically active?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent frequently display “defensive behaviours” (hunched over, arms crossed, hoodie pulled over eyes)?**

Notes:

Strengths in this area:

Challenges in this area:

**Does the adolescent have a problem with abdominal weight? Skin rashes? Movement problems (e.g. sluggish, clumsy)?**

Notes:

Strengths in this area:

Challenges in this area:

# Self-Reg Strategies in the 5 Domains

Below are strategies for improving self-regulation in each of the 5 Domains of Shanker Self-Reg®. Identify the strategies in each domain that you are already doing, and all the strategies that you can improve on or try for the first time. Of this list, start by picking one or two in each domain to work on this week. Every week after that, select another one or two strategies to work on, until you have accomplished the whole list.

## Biological Domain

- Declutter, declutter, declutter.
- Do a **spring cleaning** and bring in tricks of the “home-makeover” world: use bins to tuck away, sheets to conceal the bins, etc.
- Conduct a ‘**visual noise**’ scan of classroom. Look for bright colors, busy walls, busy carpets, more clutter that you missed.
- Consider every item on **the wall**: why is it there, who uses it, and how?
- Ensure all content intended for learners is at their **eye level**.
- Clear away** the content in the upper part of the wall in a classroom.
- Remove hanging items** from ceilings.
- Replace laminated posters with **content co-created with students**.
- Change harsh **lighting** to natural lighting options where possible.
- Identify other **elements of distraction** (from yourself as a teacher): such as scents, sparkly and dangly jewelry, visually distracting clothes, where you stand when you talk.
- Replace laminated posters with **content co-created with students**.
- Do a **noise audit**. What are the “background” noises or brain alarm triggering noises, and can they be removed, replaced, or minimized. Think of bells, humming electrical equipment, squeaky chairs, student’s voices.
- Observe your own **voice** and how you use it.
- Have **earbuds and noise reducing headphones** available.
- Bring nature into your space**. Plants, rocks, sticks, foliage – if it’s from nature you really can’t go wrong.
- Use **natural colors** in your classroom. Choose and use the primary colors, especially yellow, very carefully – it goes where you want their attention to go.
- Have a **variety of seating** options and allow students to choose what fits them best.
- Consider non-limbic alarm triggering **transition sound** sources like rain sticks.
- Set up a **hydration station** and plan and, if accessible, a **healthy snack program**.
- Create “**micro-environments**” so students can pick-and-choose, move from one to another as needs require. Include areas with regulating materials like: rocking chairs, beanbag chairs, bins of sensory materials, silent bikes, camps couches.

## Emotion Domain

- Adopt a **“Self-Reg First” philosophy**. We all want to get on to the curriculum: prioritize having “learning brain” on and a student that is calm, focused, and alert first.
- Recognize that Self-Reg in the emotion domain is **infused** throughout the school day: in the everyday routines; through relationships; problems that emerge, are worked through, and resolved; and, the growth that happens over time.
- Use a preventative model wherever possible with your support team. Think **upstream** (preventative) vs. downstream (crisis).
- In your predictable routines include consideration for **transition time**.
- Take students outside** whenever you can.
- Scan your classroom** for the ‘Self-Reg friendly’ places student’s can choose to go.
- Create a **microenvironment plan** for your classroom that moves beyond the general whole class “rethink” suggested in the bio domain strategies and considers individual needs.
- Apply a “necessary for some, good for all” as a strategy to guide the planning for your space to support the Self-Reg needs of students processing strong emotions:
  - **Squirrel-away areas; caves, cubbies**
  - **Tents, tipis,**
  - **Provide materials for camp-building**
  - **Weighted items like blankets, rice-filled socks**
  - **Have the whole class make personal pillows or weighted snakes**
  - **Knitting zone, puzzle area, personal “stuffies” zone for younger children**
- Consider the expectations around the use of microenvironments**. Does the student have the option to self-select when to use a microenvironment and for how long?
- Build all students’ awareness of the **Physical/Emotion Nexus**: help the students become aware of the connection between their physical state and the emotions they experience.
- Teach students that **tears are “cortisol cleansers”** and serve a purpose.
- Amplify experiences of **positive emotions**.
- Nurture a “positive bias”**.
- Allow **“space” for the emotions** – whatever they are. If our model was self-control we would expect students to suppress strong emotions or move through them quickly, but it’s Self-Reg and so we know that even if they want to they can’t just suppress.
- Allow **Face-timing with caregiver** as needed. Check in on your belief systems around this practice and a student’s Self-Reg needs – these beliefs are as crucial to it’s success as the strategy itself.
- Have parents, grandparents or siblings make **personal video clips**, write letters or make pictures that students can “visit” for comfort when needed.
- Watch for the signs of where students naturally go** when given the opportunity to choose, look for the Self-Reg within that choice.
- Allow choice to opt out** if you use whole class calming strategies. Many of these are actually exacerbating the dysregulation in students. To each what they need. Students who are always moving, need to move. That’s how they self-regulate.

- Test out all strategies** with individual students to find ones that work (each student is unique), e.g. 1-2-10 (1 awareness, 2 deep breaths, count to 10) or certain microenvironments. Ideally each student wants to figure out a “bag” of strategies that help them come back to being calm, alert, and focused.
- Start a **personal Self-Reg journal** and document your own Self-Reg, energy and tension, and/or experiences of Stressors in the 5 domains throughout the school day.

## Cognitive Domain

- Use **predictable routines** and schedules that are consistent, not ever-changing, yet also with novelty – the “new”—every day.
- Co-create **visual schedules** and routines with students.
- Wherever you can, allow for learning to flow for **longer blocks of time** and without interrupters.
- Build **movement** breaks into your learning day, not just for the physical health activity, but also to support Self-Reg in the cognitive domain.
- Move the classroom outdoors, into the community, and in **authentic environments**.
- Do **meaningful work** – meaningful to the students.
- Play**, no matter the age, stage or grade: play and learning are interconnected.
- Tell **stories**, listen to stories, look for the story within the learning.
- Nurture interests**. Whenever you can bring the curriculum in to what the students’ are already deeply interested in.
- Use **flexible grouping**, allow for different choices of grouping including working on own. Make that choice a safe one.
- Use multi-modal approaches to **bootstrap** a “weaker” pattern recognition sense with a stronger one (e.g., number with tactile).
- Use questioning to **make the learning visible** and “see” inside a student or group of students’ thinking.
- Learn to **recognize the shift from “learning brain” to “survival brain”**: Students shift to “survival brain” when they don’t understand what they are experiencing, why people are acting the way they are, or when there’s just too much for them to take in.
- Remember **“boring” and “bored”** are actually stress responses. The stressors can be coming from the cognitive domain. When you see or hear “bored” ask yourself why and why now and look for the hidden stressors.
- Allow for lots of **practice** to aid cognition.
- Design learning for the multiple brain pathways**.
- Elaborate, expand, build on** whatever it is you are learning
- Look for multiple sources of evidence of learning**.
- Learn about working memory** and it’s connection to anxiety, stress, and thus Self-Reg.
- Recognize that part of what makes a cognitive task difficult is **ignoring (or filtering)** distracting information, from our perceptual system, but also our memory. This can make even simple cognitive tasks more difficult and leads to errors.

## Social Domain

- The practice of Self-Reg in the social domain is infused throughout the school day:
  - In the everyday routines; through relationships; problems that emerge, are worked through, and resolved.
- Model respectful dialogue even in challenging situations where another is not showing respect.
  - Think 'out loud' where possible/appropriate to describe your inner dialogue (during or afterwards).
- Normalize ruptures in relationships between students. Friends, even adult friends, have disagreements.
- Apologize when you notice in retrospect that you would respond differently.
- Intentionally-design activities and experiences that promote relationship building**, starting simple (to keep it "safe), with, e.g. a bridge-building or balloon tower challenge.
- Frame 'success' as meeting the challenge, not a race or competition.
- Invite **adults into your classroom LOTS**
  - parents, community members, principal, other teachers, assistants, custodian) during student working time (play centers, inquiry or collaborative project work etc.).
    - If needed, provide adult(s) with a few questions (open ended) and have them circulate asking these questions.
    - Teach the students in advance how to introduce themselves.
    - Model for the students how to engage with the adults in two-way conversation
- Use circles for problem solving class challenges** that emerge or just as a general settling practice.
- During class circles / meetings pass the rock or "talking" stick.**
  - Allow 'passing' (not forcing a response) as an option (goes to safety) as the rock moves around the circle.
  - Begin with 'safe' questions that everyone can answer such as: What is your favorite color or animal? Or for older students, maybe your favorite band for example.
  - Frame hearing the same answer more than once as celebration of something in common.
- Play drama games such as mirror opposites (in partners).**
  - Assign the leads (say: *A's put up your hands, you lead first and then B's follow*) Then vice versa.
  - Then, when you see they are ready encourage students to move the leadership of the mirror back and forth –without words).
- Play 'vote with your feet' games such as four corners:**
  - For example: Today's four corners is the season you were born – winter front left etc. or favorite ice cream and name four.
  - Allow the groups once they vote 'with their feet' to connect around whatever is common to the corner they chose.
- Include a dramatic play center or zone** (not just for little ones)
- Create classroom products that everyone contributes to:**



- Class books with collections of poetry, stories, art...
- Math word problems with all the students in the class included,
- I wonder questions
- Collections of lyrics to favorite songs. favourite family recipes book
- Travel log of a “Class Creature” or Special Book
- Anything that can collectively feel celebrated.
- Ensure that those who need scaffolding have it.
- Create a **parent “cafe” event** as one of the parent visits to the classroom.
  - Design together the classroom to look like a café
  - Design the menus, create the food and drinks
  - Provide the service.
- **Take field trips to a variety of settings with different social expectations.**
  - Recognize the stressors
    - new unknown context
    - sense that others know the rules and you don't
    - hyperarousal from the ‘excitement’ and the drain on energy that results in HT/LE

## Prosocial Domain

- Design your environment with **student belonging** in mind. Ask, what more can I do to have each and every student know/feel:
  - *I am invited in;*
  - *I am welcome here;*
  - *I have a place;*
  - *I fit;*
  - *This is my space too;*
  - *I am not a tourist or temporary here;*
  - *My family is welcomed;*
- Create a **family feeling** in your classroom.
  - No family is perfect, but everyone belongs.
  - Take a picture of the whole class and print a large version of it to put on the door of the classroom.
  - If the students’ have cubbies or spaces for their things mark these with a name and picture.
  - Have student created materials and designed spaces in the classroom to communicate this is “our” space.
- **Build, build, build relationships** with children, families and communities.
  - Where the feeling of healthy relationship building is not yet reciprocated, be kind, be patient and be available when the door opens for more.
- Bring in **debates** in the older grades. Start to slowly and gradually release the responsibility.
  - The ‘me-we-you’ model can help scaffold it.

- “Me” teachers debate and/or watch debates on the web.
- “We” – teacher led with students, then when ready:
- “You” – Student-led.
- Celebrate diversity of perspectives and the debating skills of thinking critically, challenging others’ ideas, yet always respectfully.
- Honor the non-debaters, there are many roles to play in a debate. One student can write a news article from the debate, another moderate the debate, others play the roles of reporters, artists, researchers.

**Explore community issues:**

- Whole class role dramas exploring complex social issues that affect the local community, such as the proposal of a new shopping plaza or a pipeline in the community.
- Research a current news item from different perspectives, analyze the news coverage of it from different magazines, papers, broadcasters and compare and contrast the differences.

Do something meaningful and positive **for your community:**

- Plan “we” oriented activism with the students around issues they care about.
- Start a school-community garden.
- Become involved in community-driven initiatives
- Start events like *Pay-it-Forward* and *Random Acts of Kindness*.

**Care for animals or plants.**

Use age appropriate literature to **explore identities:** self and others.

**Explore hero figures** in their complexity – and humanness (imperfections included).

**Allow for the discomfort** of students “not knowing” an answer (their discomfort, but also yours in the prosocial domain).



# Applying

These tools require an extensive knowledge of Shanker Self-Reg®, thus we recommend users be certified in Shanker Self-Reg® through our Foundations Certificate Program. These tools go a step further in applying Self-Reg in your specific environment.

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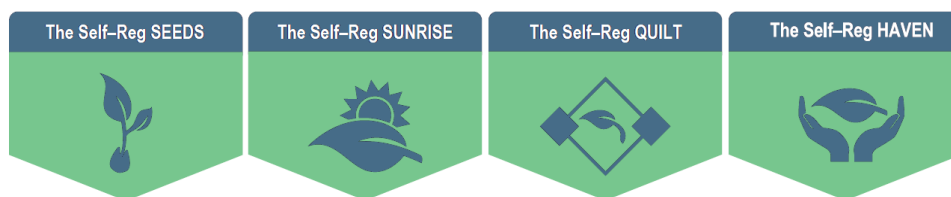
# RADAR

## The 5-Stage Approach to Help Guide You Towards Becoming a Self-Reg Haven

*“That word ‘haven’ speaks to the importance of having our students feel safe and secure from the moment that they enter school: emotionally as well as physically.”*

- Dr. Stuart Shanker

RADAR – Reflect, Analyze, Design, Activate, Respond – guides the process of moving towards becoming a Self-Reg Haven. We designed this model to meet the challenges schools face with questions of “data” or “evidence based” decision making. But this could easily apply to any organization travelling on the journey towards becoming a Self-Reg Haven. The RADAR process has 5 iterative stages, which, like Self-Reg, are hinged on a reflective process and repeatedly revisiting the steps, continuously improving. Use the following pages to help map out where you are now, where you would like to be, and how to get there on your Self-Reg Journey.



R

### Stage 1: Reflect

Start by taking a step back and reflecting on what you hope to achieve, and why this matters to you and your organization. Identify which of the 4 Self-Reg Journeys – seeds, sunrise, quilt, haven – aligns best with your strategic goals or directions. Understand that aiming for a haven may be out of reach, but a seeds, sunrise or quilt journey may fit best.

A

### Stage 2: Analyze

Take an in depth look at what you currently have in place. What programs and services do you currently offer, and how do they relate to the 5 Domains of Self-Reg? Use this stage to identify any gaps you may have in what you currently offer.

D

### Stage 3: Design

You now know where you are, and where you would like to be, thus, Stage 3 is about planning how you are going to achieve your goal. Ensure that you keep in mind the scope of your next steps, budget and resources, timeline and quality criteria.

A

### Stage 4: Activate

This is the implementation phase based on your Design from Stage 3, bringing to life your Self-Reg goals. Ensure that you document this process, gathering information and data to inform your next steps in furthering your Self-Reg Journey.

R

### Stage 5: Respond

Deconstruct and appraise any information gathered from your Activate stage. What worked? What didn't work? What can still be improved? Use this information to inform your next steps, and begin your RADAR process again.

# RADAR













The 5-Stage Approach to Help Guide You Towards Becoming a Self-Reg Haven

## Stage 1: Reflect

R

Let's take this section to reflect on what you would like to achieve and why this matters. Start by mapping out your big picture or strategic goal, identifying where Self-Reg fits in; is it integrated into your goal or is it your goal?

Of course, we would all love to aim for a haven right now, but this may not be a realistic goal at the moment, and there is nothing wrong with that. Start small, keeping in mind what is achievable now and what may have to be part of your second, third, or fourth pass through the RADAR tool. Remember, this is an iterative process.

Start Date of RADAR:								
What is your strategic goal?								
If not directly stated in your strategic goal, where does Self-Reg fit in?								
Make a list of all the things you would like to see given your ideal environment based on your strategic goal.								
<p>Based on what you have written above, which Self-Reg Journey fits your strategic goal best?</p> <p>Circle the Self-Reg Journey you believe fits best.</p> <p><i>Remember, you will see more success if you start small and manageable and work your way up through the journeys.</i></p> <table border="0"> <tr> <td style="text-align: center;">  <p>The Self-Reg SEEDS</p> </td> <td style="text-align: center;">  <p>The Self-Reg SUNRISE</p> </td> <td style="text-align: center;">  <p>The Self-Reg QUILT</p> </td> <td style="text-align: center;">  <p>The Self-Reg HAVEN</p> </td> </tr> <tr> <td style="text-align: center;"> <p><i>Self-Reg is an area of interest for your organization.</i></p> </td> <td style="text-align: center;"> <p><i>Self-Reg is developing in some area(s) of your organization's work.</i></p> </td> <td style="text-align: center;"> <p><i>Self-Reg is infused in many areas of your organization's work that you are linking together.</i></p> </td> <td style="text-align: center;"> <p><i>Self-Reg is part of your foundational framework, through which all else is framed.</i></p> </td> </tr> </table>	 <p>The Self-Reg SEEDS</p>	 <p>The Self-Reg SUNRISE</p>	 <p>The Self-Reg QUILT</p>	 <p>The Self-Reg HAVEN</p>	<p><i>Self-Reg is an area of interest for your organization.</i></p>	<p><i>Self-Reg is developing in some area(s) of your organization's work.</i></p>	<p><i>Self-Reg is infused in many areas of your organization's work that you are linking together.</i></p>	<p><i>Self-Reg is part of your foundational framework, through which all else is framed.</i></p>
 <p>The Self-Reg SEEDS</p>	 <p>The Self-Reg SUNRISE</p>	 <p>The Self-Reg QUILT</p>	 <p>The Self-Reg HAVEN</p>					
<p><i>Self-Reg is an area of interest for your organization.</i></p>	<p><i>Self-Reg is developing in some area(s) of your organization's work.</i></p>	<p><i>Self-Reg is infused in many areas of your organization's work that you are linking together.</i></p>	<p><i>Self-Reg is part of your foundational framework, through which all else is framed.</i></p>					

**Tip:** The boxes below may be a bit small, use chart paper or a chalkboard to get all of your thoughts down.

# RADAR

The 5-Stage Approach to Help Guide You Towards Becoming a Self-Reg Haven

## Stage 2: Analyze

A

*(Version 1)*

To know where you are going, you must know where you are coming from. The Analyze stage will help you capture information about Self-Reg in your current environment, relationships, learning and services/supports that are available to the population you serve and the adults working within your organization.

The key to this stage is not to focus on filling in every box of the table below, but rather to identify where there are gaps in the table, these are areas that you can focus on improving. Remember to focus on your bigger picture and not get too caught up on the 5 Domains.

RADAR Matrix	Environments	Relationships	Teaching and Learning	Services and Supports
Biological Domain				
Emotion Domain				
Cognitive Domain				
Social Domain				
Prosocial Domain				

**Tip:** Copy this table out onto chart paper or a blackboard to fill in and stimulate discussion in all 4 areas and 5 Domains.

# RADAR

The 5-Stage Approach to Help Guide You Towards Becoming a Self-Reg Haven

## Stage 3: Design

D

Now compare where you are currently at (Stage 2) with where you would like to be and your strategic, big picture goal (Stage 1). The Design stage is where you will begin to develop a plan to move from the current towards the ideal, addressing any gaps identified at Stage 2.

The commitment to Self-Reg is long term, but the planning should be in bite-sized chunks, with ongoing reflect and develop “checkpoints” along the way. Keep in mind the scope of the next step plan, budget and resources, your timeline and criteria to assess quality.

### 1) Scope of the Next Step Plan

Using chart paper or a blackboard, map out a series of tasks that can help you move towards achieving your strategic goal. Keep the tasks small and manageable, working towards key next steps, which can act as “checkpoints” or milestones along the way.

### 2) Budget and Resources

When designing you plan, ensure that you know what your available budget and resources to invest are. Ensure that you work within these.

### 3) Timeline

For the tasks that have been laid out, set achievable and accommodating time scales in which they should be completed. Also establish task dependencies (i.e. task b cannot be started before task a is completed) during this Design phase.

### 4) Quality Criteria

Identify measures that can be used at different stages or throughout your journey to ensure that what you are putting in place adequately and appropriately addresses the gaps you are attempting to fill. These quality criteria should also ensure that you are indeed working towards your strategic goal with little to no scope creep.

# RADAR

The 5-Stage Approach to Help Guide You Towards Becoming a Self-Reg Haven

## Stage 4: Activate

At this stage, the plan that was Designed in Step 3 is Activated. Here, the researcher in every practitioner comes to life; observing, actively listening, documenting what is perceived and experienced with the activation of the plan, and discussing emerging themes with your RADAR team.

A

This is a non-judgment phase, focused on testing your plan and observing what happens. The emphasis is on gathering information and documenting, in order to inform your next steps in continuing your Self-Reg Journey and moving towards a Self-Reg Haven.

Various tools for data collection can be used in this phase, depending on the Design and context. A good starting place for Self-Reg development is to observe and document using personal and professional reflection journals.

### Example Way of Documenting (modify this to suit your team's needs)

Task Name:

Date(s) implemented:

Describe how this task was implemented or achieved:

Do you feel this task was a success? Yes – Maybe – No

Explain your reasoning for the above answer:

What went well?

What can be improved for next time?

---

## Stage 5: Respond

Deconstruct and appraise the information gathered in Stage 4 (Activate). Respond by returning to the Design stage of the RADAR model as appropriate.

R

Once you feel you have successfully achieved your current Self-Reg Journey, consider beginning the RADAR approach again to take the next step towards becoming a Self-Reg Haven.



# WAVE School Incident Report

A Tool for Schools to Identify the Self-Reg Roots of a School Incident (Long Form)



Student:

Date of WAVE:

Grade:

Self-Reg WAVE Team:

The WAVE School Incident Report Tool can be used to take a snapshot of the stressors and the student's Self-Reg leading up to an incident by identifying:

- **W** - Warning Signs of Excessive Stress (their stressors across the 5 Domains today)
- **A** - Allostatic Stress (their stress responses)
- **V** - Values (their ability to work through the 5 steps of Shanker Self-Reg®)
- **E** - Energy Flow (their energy and tension levels)

# W

## Warning Signs of Excessive Stress Today

Keeping in mind the 5 Domains of Shanker Self-Reg®, use the boxes below to identify any signs of excessive stress in the student and what stressors you knew were influencing the student.

What signs of excessive stress did you notice in the student's behaviour, mood, etc.?

What were the known stressors for this student today?

Why now?

# WAVE School Incident Report

A Tool for Schools to Identify the Self-Reg Roots of a School Incident (Long Form)

A

## Allostatic Stress

Thinking of the student 's typical day to day responses, put a tick in the box corresponding to the statement that suits the student best. Please provide evidence for your selections in the notes section below each statement.

Allostatic Overload	Not Evident	Occasionally	Often	Always
Stress response is easily triggered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			
Stress response is not equal with the stressor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			
Individual is volatile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			
Hard to calm down after "alarm" is triggered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evidence:			

# WAVE School Incident Report

A Tool for Schools to Identify the Self-Reg Roots of a School Incident (Long Form)

**V Values**

Below are the 5 Steps of Shanker Self-Reg®, which are valued as the method to enhance well-being. Use this in combination with the Self-Reg Competencies Rubric tool to identify how well the student understands and applies each step.

5 Steps of Shanker Self-Reg®	Emerging	Developing	Applying	Extending
<p><i>Reframes Behaviour</i> Reads stress signs of stress behaviour</p>				
Evidence:				
<p><i>Recognizes Personal Stressors</i> Both obvious and hidden stressors</p>				
Evidence:				
<p><i>Reduces the Stress</i> Takes action to reduce the stressors</p>				
Evidence:				
<p><i>Reflects: Stress Awareness</i> Knows what calm feels like, knows when a stress response is coming</p>				
Evidence:				
<p><i>Responds: Resilience and Restoration</i> Uses personal strategies to cope and adapt to stressors and to restore energy</p>				
Evidence:				

# WAVE School Incident Report

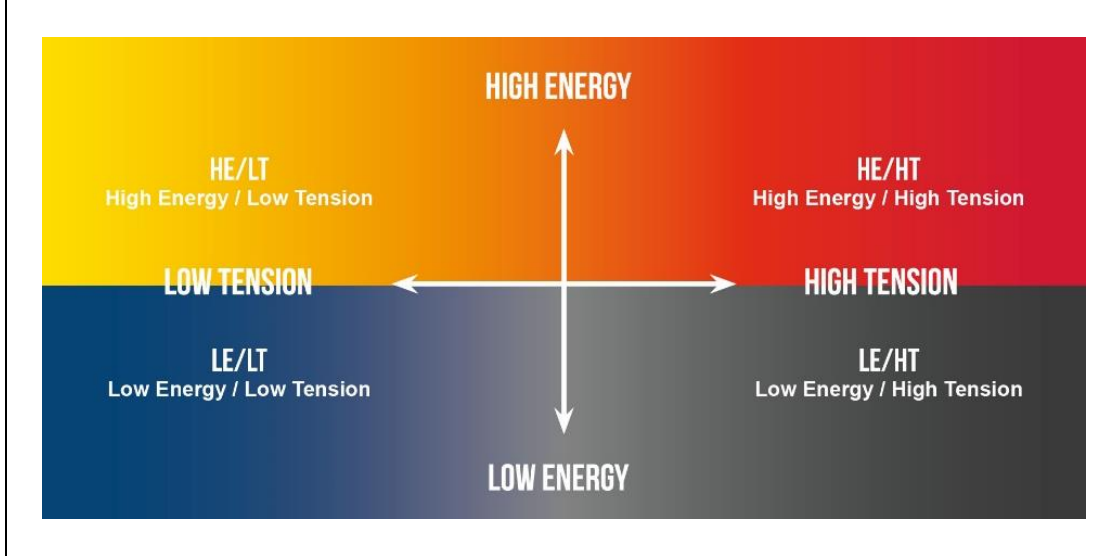
A Tool for Schools to Identify the Self-Reg Roots of a School Incident (Long Form)

## E Energy Flow

Circle or highlight the appropriate box below that best describes the student's energy and tension state before, during and after the incident according to The Thayer Matrix.

**Energy & Tension Matrix**

Adapted by The MEHRIT Centre from Robert E. Thayer (1996). The Origin of Everyday Moods: Managing Energy, Tension, and Stress



Before the incident	HE/HT	LE/HT	HE/LT	LE/LT
During the incident	HE/HT	LE/HT	HE/LT	LE/LT
After the incident	HE/HT	LE/HT	HE/LT	LE/LT

Notes:

# WAVE School Incident Report

A Tool for Schools to Identify the Self-Reg Roots of a School Incident  
(Short Form)

Student:

Grade:

Date of WAVE:

Self-Reg WAVE Team:



W - Warning Signs of Excessive Stress			A - Allostatic Stress				
Self-Reg Domains	Indicators of Excessive Stress	Student's Stressors in this Domain	Allostatic Overload	Not Evident	Occasionally	Often	Always
Biological			Stress response is easily triggered				
Emotion			Stress response is not equal with the stressor				
Cognitive			Individual is volatile				
Social			Hard to calm down after "alarm" is triggered				
Prosocial			Notes:				
Why now?							

# WAVE School Incident Report

A Tool for Schools to Identify the Self-Reg Roots of a School Incident (Short Form)

V - Values		E – Energy Flow				
<p align="center"><b>5 Steps of Self-Reg</b></p> <p align="center">These are valued as the method to enhance well-being. How well does the student understand and apply each step?</p>		<p align="center"><b>Energy &amp; Tension Matrix</b></p> <p align="center">Circle or highlight the box that best describes the student's energy-tension state. Refer to the Thayer Matrix.</p>				
Reframes Behaviour <i>Reads stress signs of stress behaviour</i>		Before the incident	HE/HT	LE/HT	HE/LT	LE/LT
		During the incident	HE/HT	LE/HT	HE/LT	LE/LT
Recognizes Personal Stressors <i>Both obvious and hidden stressors</i>		After the incident	HE/HT	LE/HT	HE/LT	LE/LT
		Notes:				
Reduces the Stress <i>Takes action to reduce the stressor</i>						
Reflects: Stress Awareness <i>Knows what calm feels like, knows when a stress response is coming</i>						
Responds: Resilience and Restoration <i>Uses personal strategies to cope and adapt to stressors and to restore energy</i>						

# WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists (Long Form)



Student:

Date of WAVE:

Grade:

Self-Reg WAVE Team:

The WAVE Self-Reg Mapping Tool can be used to take a snapshot of an individual's current Self-Reg, by identifying:

- **W** – Warning Signs of Excessive Stress (their stressors across the 5 Domains)
- **A** – Allostatic Stress (their stress responses)
- **V** – Values (their ability to work through the 5 steps of Shanker Self-Reg®)
- **E** – Energy Flow (their energy and tension levels)

<div style="background-color: #2e7d32; color: white; padding: 10px;"> <span style="font-size: 2em; font-weight: bold; margin-right: 10px;">W</span> <b>Warning Signs of Excessive Stress</b>                      Use the below boxes to fill in both indicators of excessive stress and possible stressors for the student in each domain.                 </div>		
Self-Reg Domains	Indicators of Excessive Stress	Student's Stressors in this Domain
Biological		
Emotion		
Cognitive		
Social		
Prosocial		
Why now?		

# WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists (Long Form)



## Allostatic Stress

Thinking of the student's typical day to day responses, put a tick in the box corresponding to the statement that suits the student best. Please provide evidence for your selections in the notes section below each statement.

Allostatic Overload	Not Evident	Occasionally	Often	Always
Stress response is easily triggered				
Evidence:				
Stress response is not equal with the stressor				
Evidence:				
Individual is volatile				
Evidence:				
Hard to calm down after "alarm" is triggered				
Evidence:				



# WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists (Long Form)



## Values

Below are the 5 Steps of Shanker Self-Reg®, which are valued as the method to enhance well-being. Use this in combination with the Self-Reg Competencies Rubric tool to identify how well the student understands and applies each step.

5 Steps of Shanker Self-Reg®	Emerging	Developing	Applying	Extending
<p><i>Reframes Behaviour</i> Reads stress signs of stress behaviour</p>				
Evidence:				
<p><i>Recognizes Personal Stressors</i> Both obvious and hidden stressors</p>				
Evidence:				
<p><i>Reduces the Stress</i> Takes action to reduce the stressors</p>				
Evidence:				
<p><i>Reflects: Stress Awareness</i> Knows what calm feels like, knows when a stress response is coming</p>				
Evidence:				
<p><i>Responds: Resilience and Restoration</i> Uses personal strategies to cope and adapt to stressors and to restore energy</p>				
Evidence:				

# WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists (Long Form)

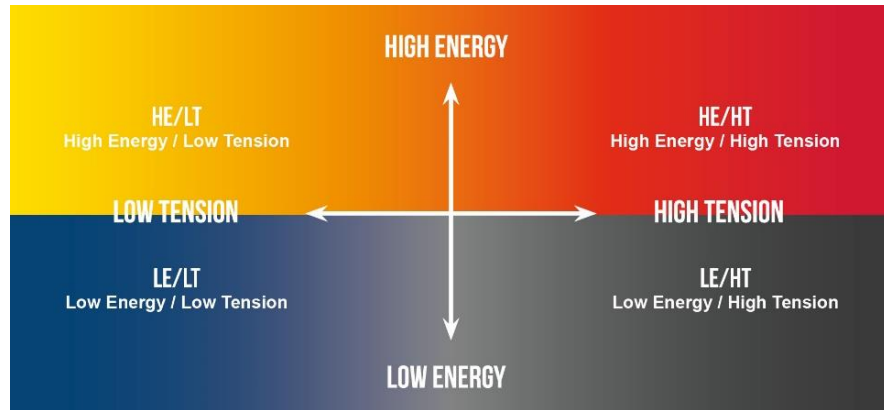
# E

## Energy Flow

Tick the appropriate box below and identify any patterns for where the student falls on the Thayer Matrix at different times throughout the school day.

### Energy & Tension Matrix

Adapted by The MEHRIT Centre from Robert E. Thayer (1996). The Origin of Everyday Moods: Managing Energy, Tension, and Stress



School Arrival

AM

Lunch/Breaks

PM

High Energy/ High Tension				
Low Energy/ High Tension				
High Energy/ Low Tension				
Low Energy/ Low Tension				

Any patterns in the timing or context of LE/HT?

Notes:

# WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists  
(Short Form)

Student:

Grade:

Date of WAVE:

Self-Reg WAVE Team:



W - Warning Signs of Excessive Stress			A - Allostatic Stress				
Self-Reg Domains	Indicators of Excessive Stress	Student's Stressors in this Domain	Allostatic Overload	Not Evident	Occasionally	Often	Always
Biological			Stress response is easily triggered				
Emotion			Stress response is not equal with the stressor				
Cognitive			Individual is volatile				
Social			Hard to calm down after "alarm" is triggered				
Prosocial			Notes:				
Why now?							

# WAVE Self-Reg Mapping

A Tool for School Teams & Self-Reg Specialists  
(Short Form)

V - Values		E – Energy Flow				
<b>5 Steps of Self-Reg</b> These are valued as the method to enhance well-being How well does the student understand and apply each step?		<b>Energy &amp; Tension Matrix</b> Refer to the Thayer Matrix	School Arrival	AM	Lunch/ Breaks	PM
Reframes Behaviour <i>Reads stress signs of stress behaviour</i>		High Energy/ High Tension				
		Low Energy/ High Tension				
Recognizes Personal Stressors <i>Both obvious and hidden stressors</i>		High Energy/ Low Tension				
		Low Energy/ Low Tension				
Reduces the Stress <i>Takes action to reduce the stressors</i>		Any patterns in the timing or context of LE/HT?				
Reflects: Stress Awareness <i>Knows what calm feels like, knows when a stress response is coming</i>		Notes:				
Responds: Resilience and Restoration <i>Uses personal strategies to cope and adapt to stressors and to restore energy</i>						



# DIY

## In the Moment Ways to Lighten the Stress Load

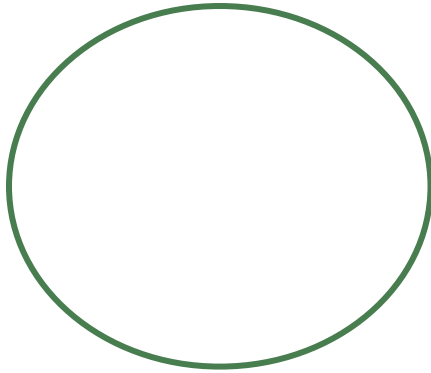
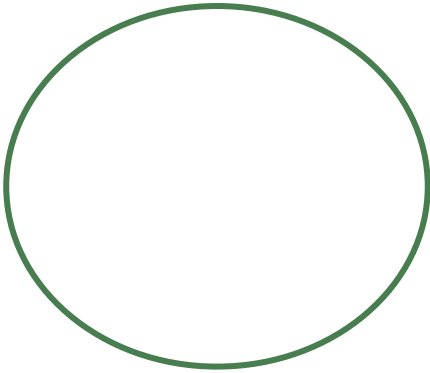
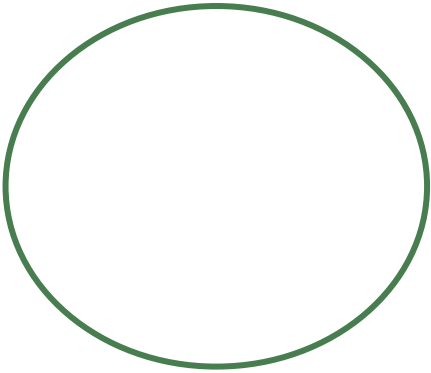



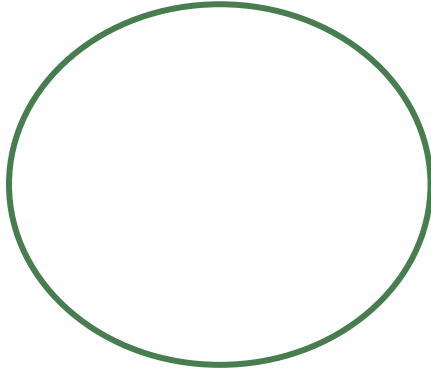
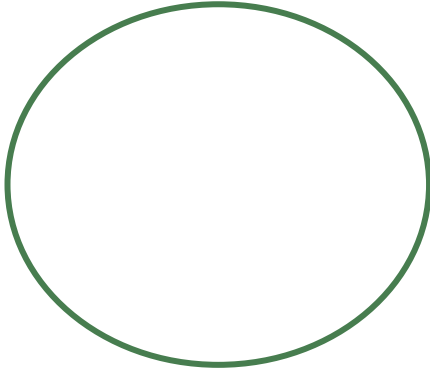
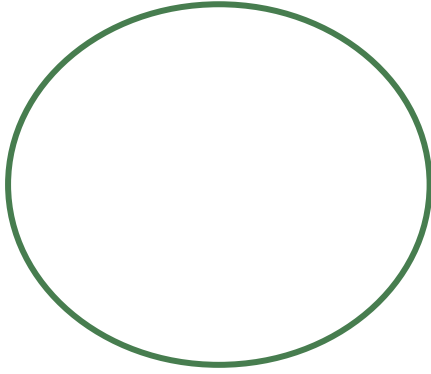



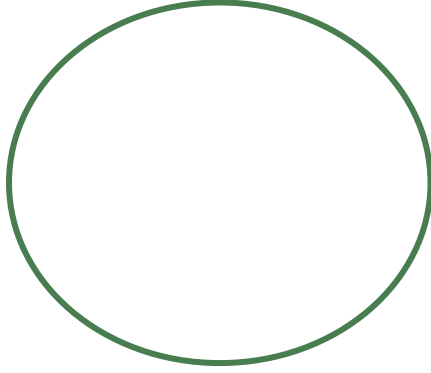
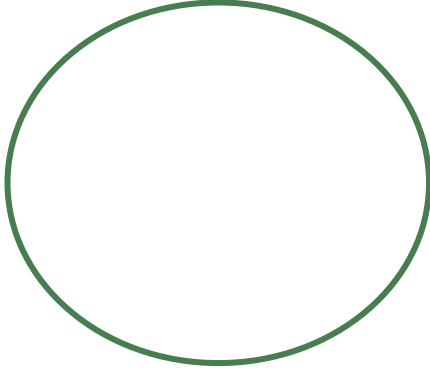
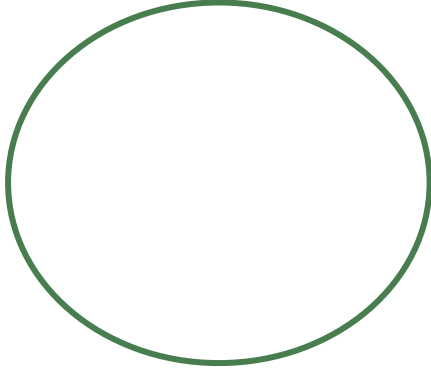



We are all very different when it comes to what helps us find calm. Tapping into Step 3 (*Reduce*) of the Shanker Method®, this tool can be used to help identify ways to lighten your stress load in the moment with adaptive coping mechanisms.

Draw pictures and identify in the boxes below ways that help you lighten your stress load. Keep your finished tool handy as a friendly reminder in those times where you may need it the most.


# DIY Ways to Restore Energy

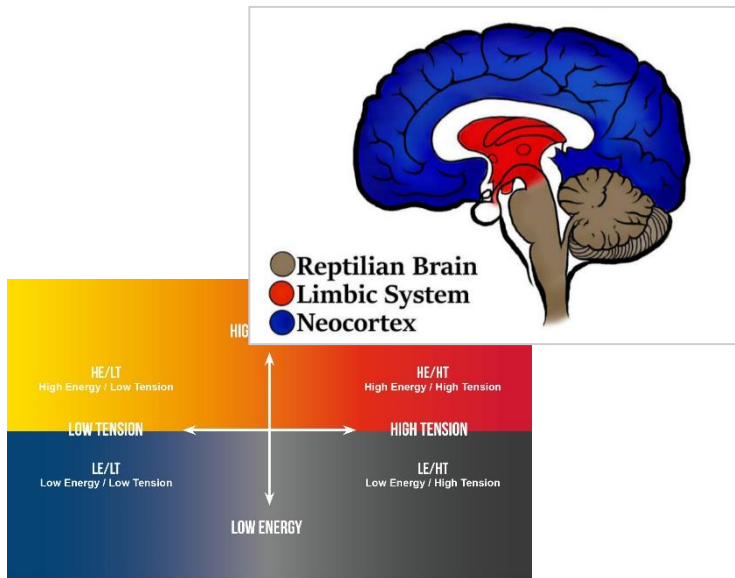
We are all very different when it comes to what helps us restore energy and find calm. Tapping into Step 5 (*Respond*) of the Shanker Method®, this tool can be used to help identify ways that specifically help you to restore energy and promote long lasting self-regulation.

Draw pictures and identify in the boxes below ways that help you restore energy. Keep your finished tool handy as a reminder to take time for yourself each day to help you self-regulate.

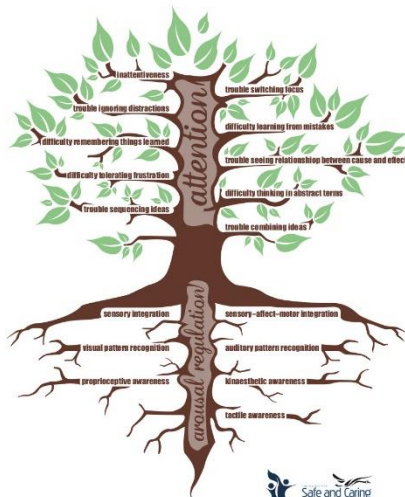
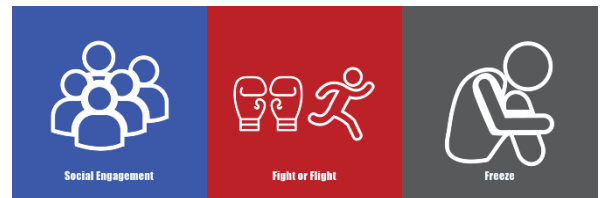
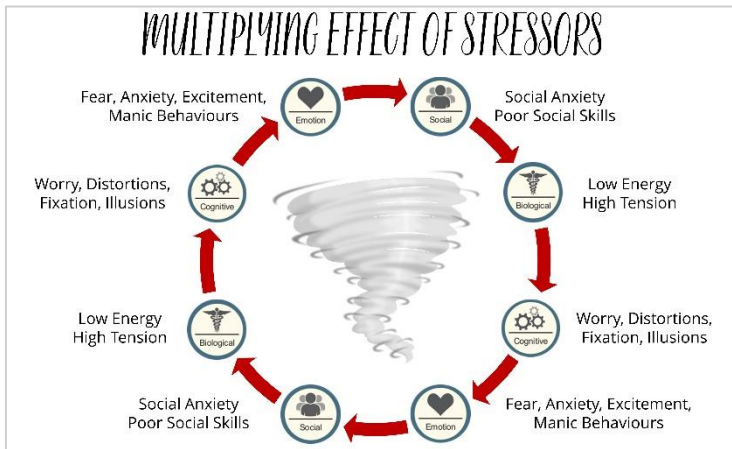
		
		
		
		
		
		

# Additional Resources

The MEHRIT Centre offers a variety of additional resources to support the Self-Reg School Toolkit. Go to [www.self-reg.ca/individualtoolkit/](http://www.self-reg.ca/individualtoolkit/) to download copies of the additional resources pictured below.

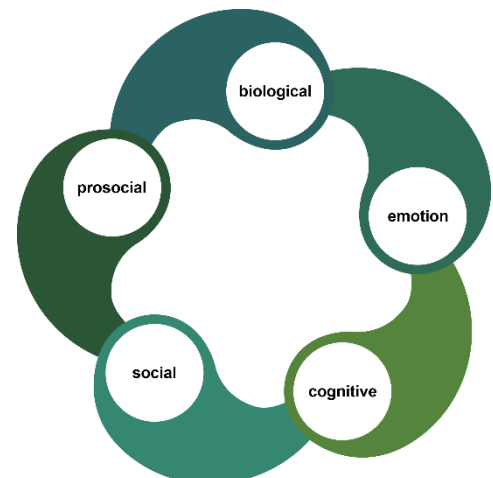


Adapted by The MEHRIT Centre from: Robert E. Thayer (1996), *The Origin of Everyday Moods: Managing Energy, Tension, and Stress*



## 5 Steps of Self-Reg

- 1 Reframe
- 2 Recognize the stressors
- 3 Reduce the stress
- 4 Reflect
- 5 Respond



# Toolkit Support

Our 2017/18 Self-Reg School Toolkit was intentionally laid out using the Emerging, Developing, Applying and Extending ranking system to keep in mind the level of Self-Reg understanding required to get the most out of each tool. For those of you who are just embarking on their Self-Reg Journey or feel you require some additional guidance, we recommend the following Self-Reg resources to support your use of these tools:

## Self-Reg School Toolkit Overview Videos

New for the 2017/18 Self-Reg School Toolkit, The MEHRIT Centre has compiled a series of short videos introducing each tool and talking through their intended use. Throughout the 2017/18 school year, new videos of the tools in action will be uploaded. These videos will be available through our [Self-Reg Portal](#).

## Self-Reg Foundations Certificate Program

The [Self-Reg Foundations Certificate Program](#) is our most in depth offering for learning Self-Reg, and leads to Self-Reg Foundations Certification with The MEHRIT Centre. This 4-course program takes you on a journey to understand the key underpinnings of Self-Reg, including the 5 Steps and the 5 Domains of Shanker Self-Reg®. This course will give you the knowledge required to successfully use the tools in this toolkit.

## Level 2 Certificate Program

It is one thing to know Self-Reg, and it is another to teach Self-Reg to someone else. For those who would like to facilitate other's Self-Reg learning upon completion of the Foundations Certificate Program, we recommend they take our [Level 2 Certificate Program](#). This course extends Self-Reg knowledge beyond the basics, and, as a result, takes your ability to use the Self-Reg School Toolkit to a new level.

## In Person or Online Self-Reg Support

The MEHRIT Centre can book you and your team an in person or online session with a Self-Reg certified specialist to guide you through your use of these tools. If this is of interest, please contact [info@self-reg.ca](mailto:info@self-reg.ca).





**The MEHRIT Centre**