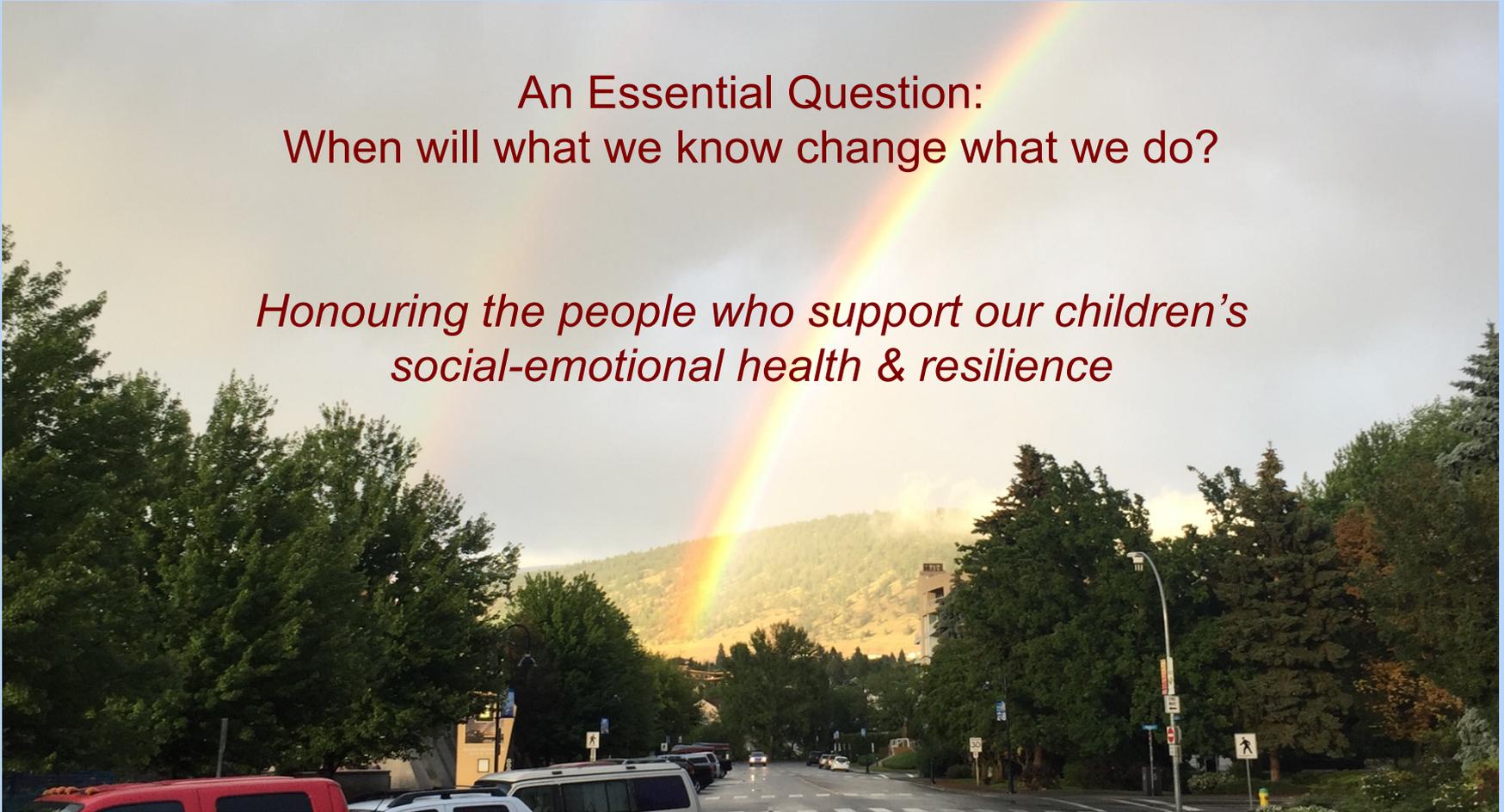


Every Child...Every Chance...Every Day

An Essential Question:
When will what we know change what we do?

*Honouring the people who support our children's
social-emotional health & resilience*



Mike McKay, Director
Canadian Self-Regulation Initiative

A Working Title: *Beyond the Hashtag*



Turning “**Welcome to Canada**” from aspiration to reality

Celebrating YOU: the people who make it happen

&

the connections you create



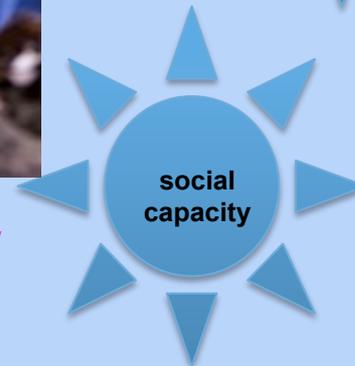
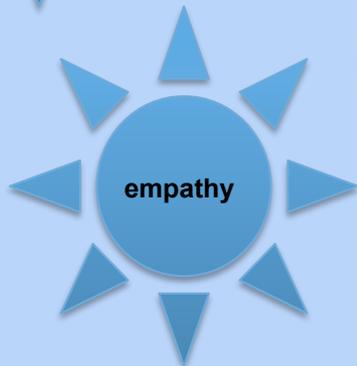
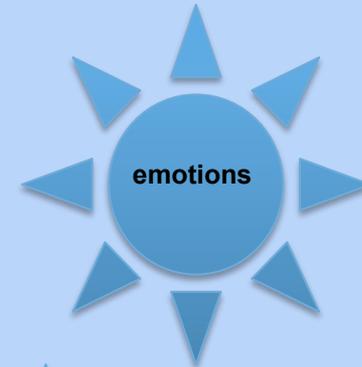
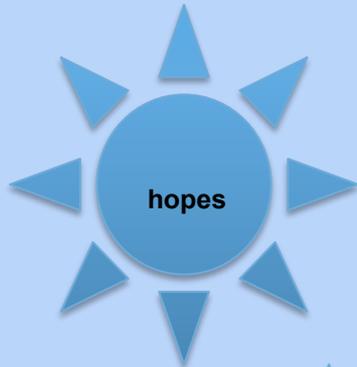
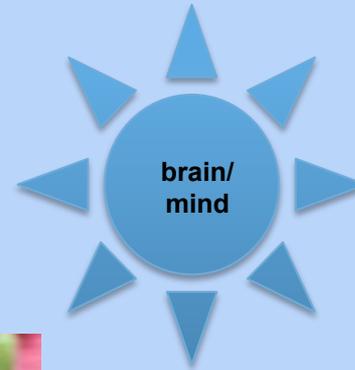
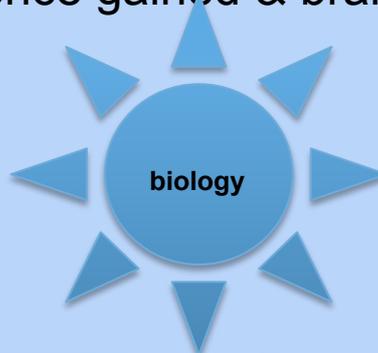
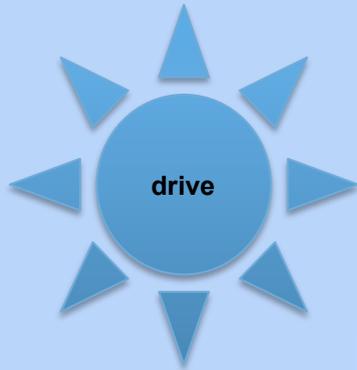
You are the difference makers for these kids. The “disruptors.”
You find kids “where they are” and work to impact their life trajectories



You know there's more to this little guy than meets the eye. How he is doing depends on:

** energy in & energy out*

- * stressors received & stressors dispatched
- * experience gained & brain pathways wired



**Challenges mastered/
resilience increased*

His development is organic, not mechanical
&

the focus has to be on building the capacities that will have long-term impact



Early Development Indicators (of essential capacities)

✧ Physical

✧ Social

✧ Emotional

✧ Language/Cognitive

✧ Communications/General Knowledge



← More of this
Less of that →



Table introductions: Think about & share

- ✧ A day this week
- ✧ A picture that fits
- ✧ Why that picture



Here's some of what we know about all kids.

It is essential for those who are most vulnerable



We know what kids need in order to be resilient and thrive

We know a lot about how the brain works & how to support

We know that “old world strategies” don't support children's development



We know that our unique responses to the same situation may trigger your **stressor**... my **anxiety**... or perhaps her **trauma**

How we support kids' capacity to thrive

9 predictors of resilience (from Dr. Michael Ungar)

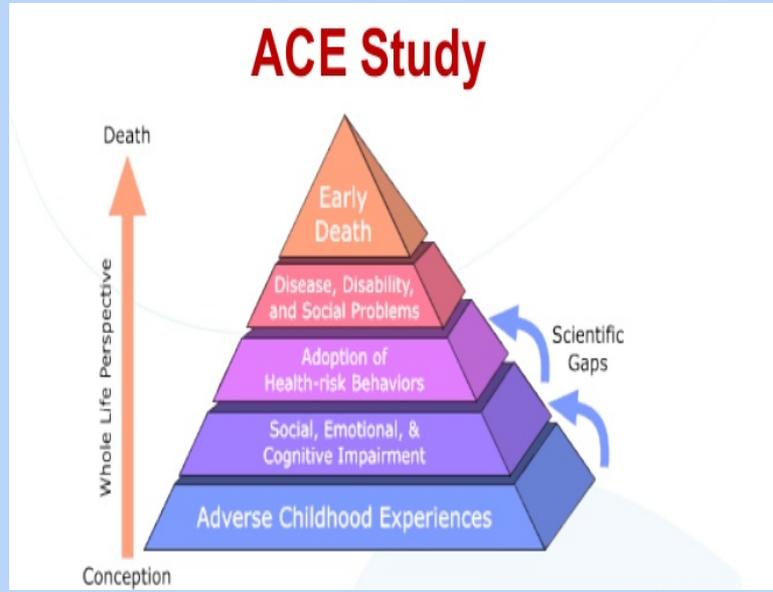


- Structure
- Consequences
- Parent-child connections
- Many strong + relationships
- Strong self-identity
- Sense of control
- Sense of belonging & purpose
- Rights & responsibilities
- Safety and support

A Check-In on Resilience
How are we doing to support
this environment?



You know why *“Just get over it”* is so terribly wrong



See TedTalk: How Childhood Trauma Affects Health Across a Lifetime

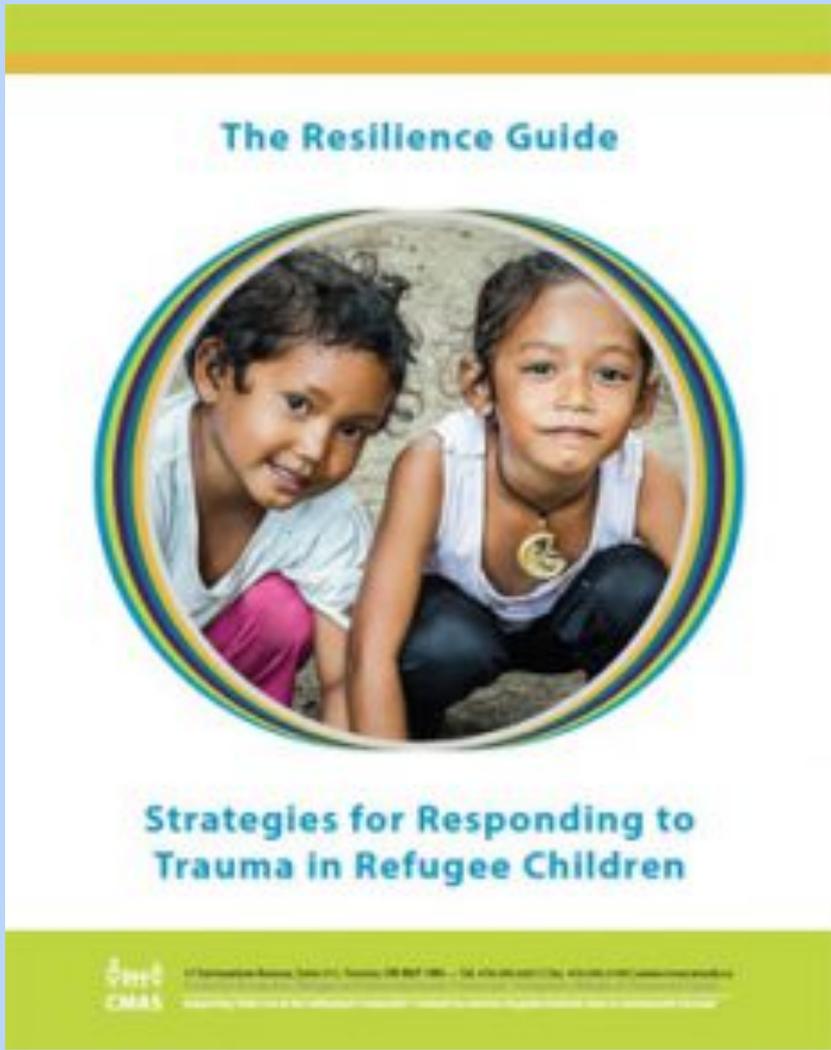
Our emerging understanding of trauma

Trauma is not the thing that happened...It is the effect left within us by our experience.

Dr. Robert Scaer, The Trauma Spectrum

We all know that vulnerable communities are right here, right now.

This is a powerful resource for social-emotional health in trauma-impacted communities. It identifies strategies to support healing...and to build resilience



...and you know that these strategies are effective across the whole population

What you know/What you do:

You create stable supportive relationships that build resilience to overcome adversity



You get beyond:

Good kid/bad kid

Fixed mindset

Just try harder

Fair = everyone treated the same

Why are you choosing to be so...

WITHOUT

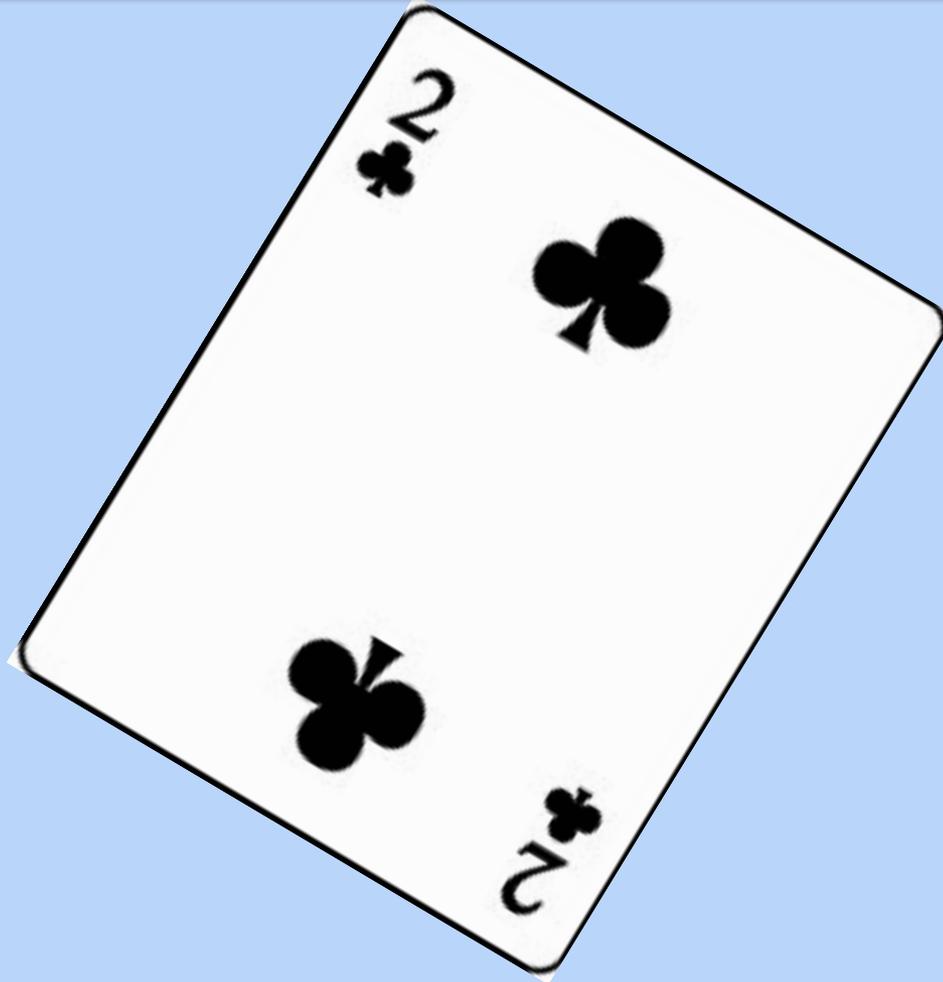
*Insulating our kids from the kinds of
challenge & adversity that help them grow*

You Know



Our Kids Play the Cards Available to Them

Whatever They Might Be



As caring adults, we create environments so that kids
can add cards to their deck

5 minute brain flex: With all that we know, how are we changing practice?



Brain Development

- Children's brains are not mini-adult brains. They are in rapid development, forming patterns and pathways based on the quality and quantity of the interactions they encounter.

Stress...Anxiety...Trauma

An individual's development depends on we process and deal with stressors

✧ Complexity, intensity and number of challenge(s)/stressor(s)

+

✧ Energy available to address the stressor(s)

+

✧ Other variables that drain energy

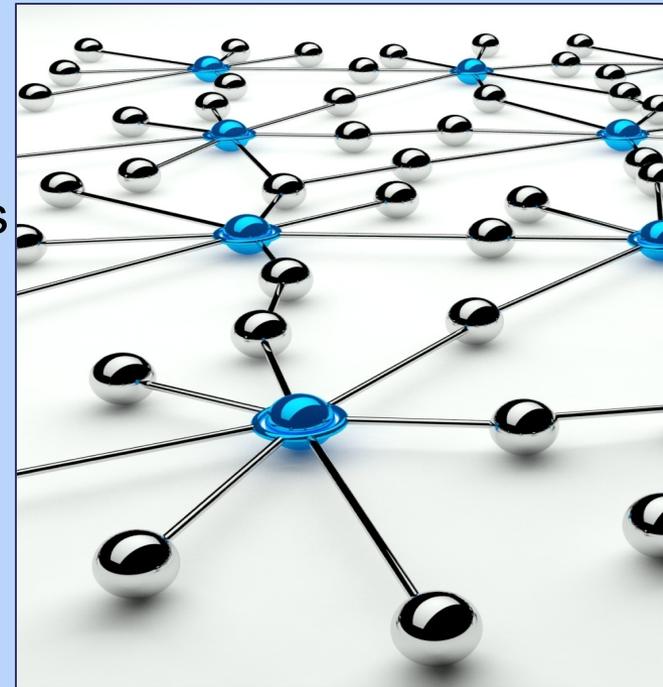
+

✧ History of success or failure with similar stressors

+

✧ Well-established "coping" patterns

= **Predictable outcomes**





Every brain uses energy to process complex inputs.

Each individual's biology and experiences help to determine how much energy is expended. So does the level of hope or despair that surrounds the individual

When we are tempted to go "old school," just remember:

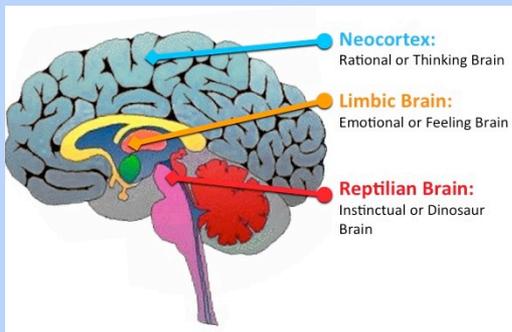
It's all about brain pathways and energy in and out, not willpower





Here's an unfiltered look at dealing with stressors.

- Social engagement
- Fight
- Flight
- Freeze



Meet two people who impacted the intensity of stressors that we know so well
And one whose work informs “a better way”? .



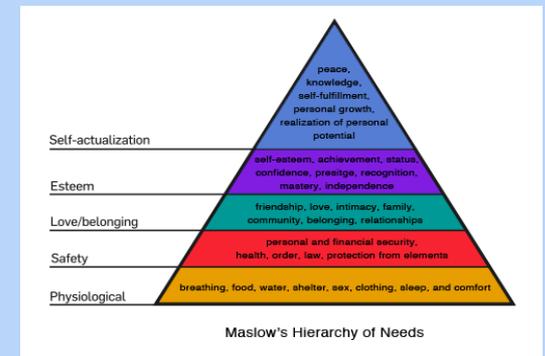
Frederick Winslow Taylor
Efficiency and
Standardization



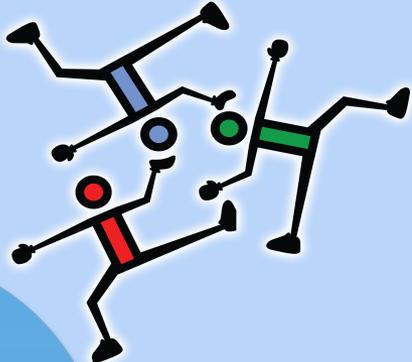
B.F. Skinner
Behaviour modification



Abraham Maslow
Hierarchy of Human needs



Maslow knew it and so do we: What kids need in order to thrive.
And how we help them create a strong and positive set point.



Environments
of Hope

Resilience

Safe Risks &
Challenges

Security of
Basic Needs

Nurturing
Adults

Healthy
Routines



Which way are we headed?

Rules based? Compliance seeking? Efficiency driven? Risk averse?
Or
Relationship rich & growth oriented?

And how will our decisions impact our trauma-impacted communities



...and how will our decisions impact “generation overwhelmed”?

Family Economic Pressures

Social Belonging

Cyber

Global issues

Urgency to Succeed/
Helicopter Parents



Current or Intergenerational Trauma

Healthy/Unhealthy Routines: Nutrition & Sleep

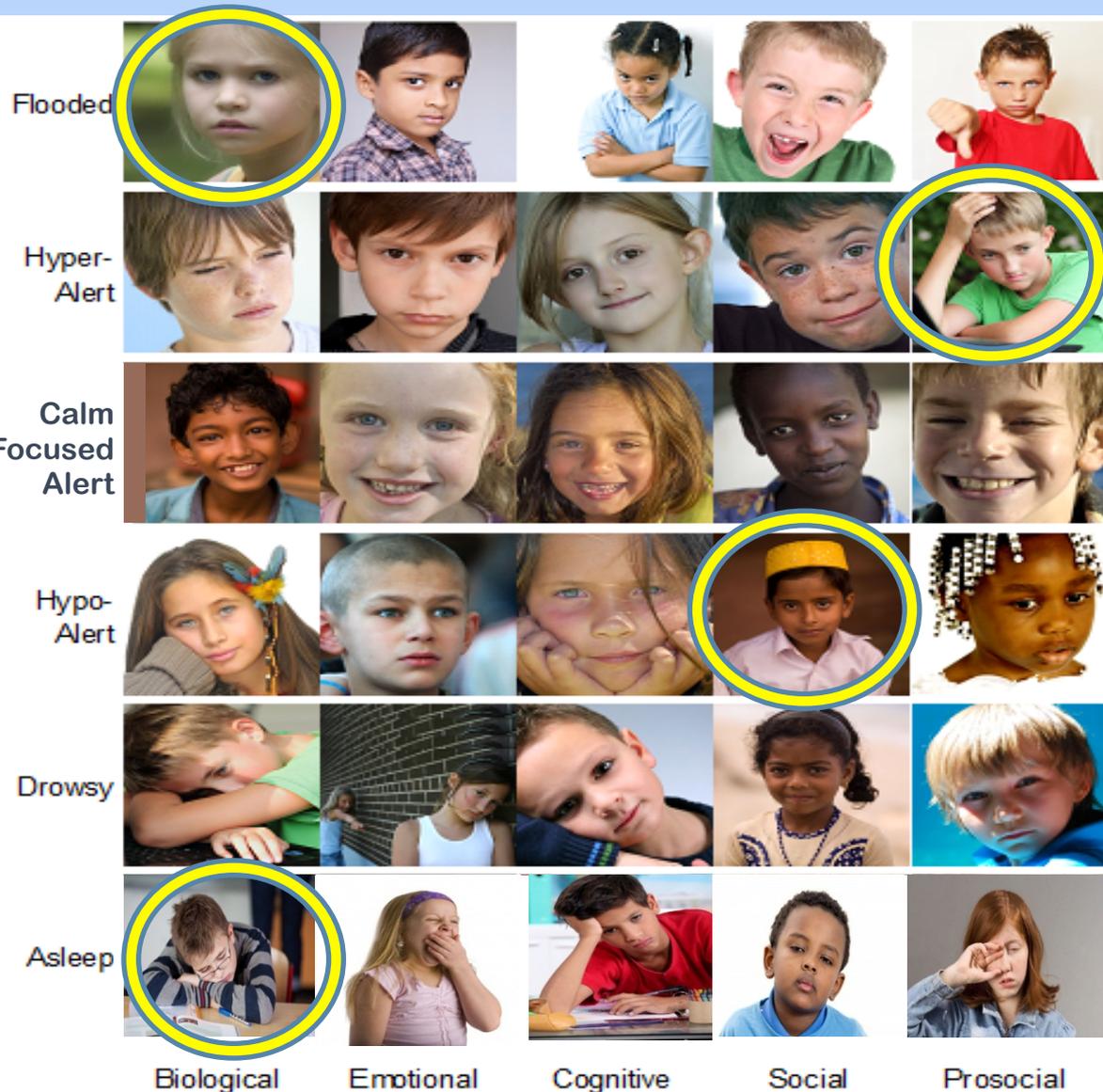
Stress...Anxiety...Trauma...all have visible or invisible impacts on our kids

5 minute brain flex: How do you create environments where the “alert” system doesn’t trigger so quickly and frequently?



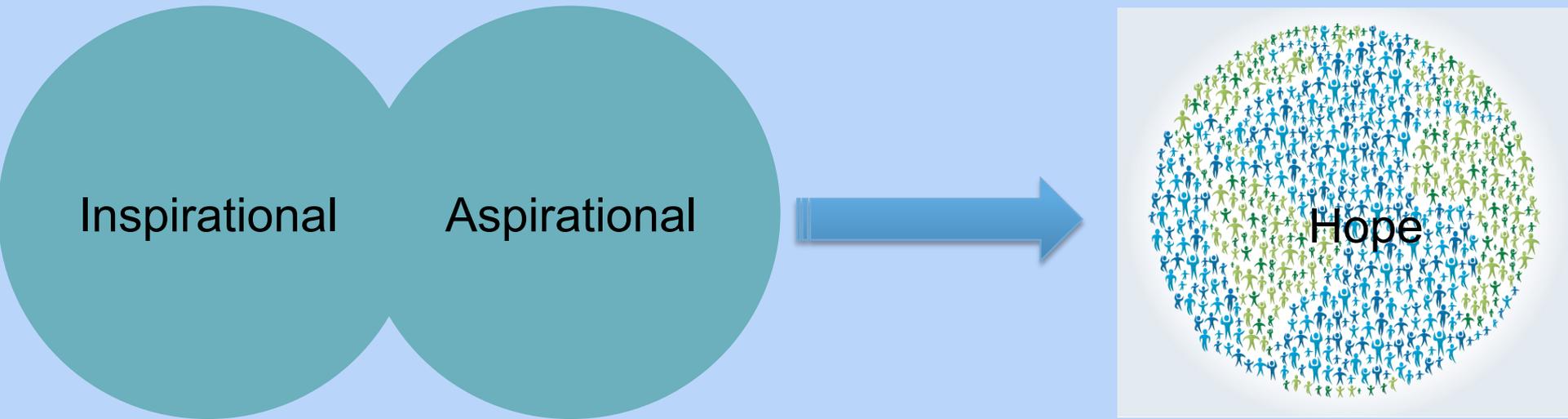
Strategies: What are the profiles of our youngsters and how can we adapt our norms to meet their needs?

Based on the work of Dr. Stuart Shanker

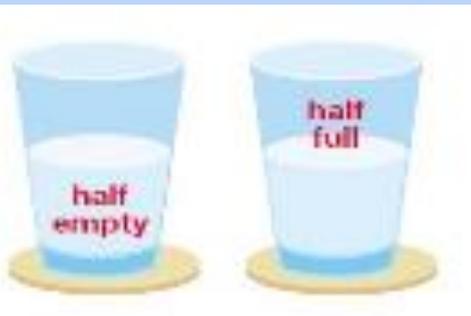


- Decrease reward/punishment norms
- Give children choice
- Increase activity time
- Decrease screen time
- De-clutter work and play space
- Recognize “dysregulating” variables
- Try out self-reg tools
- Talk about self-regulation
- Up-regulate/down-regulate as needed
- Highlight healthy nutrition

What's getting in the way of our kids' capacity to embrace inspiration and aspiration, leading to an environment and narrative of HOPE?



- Do you see a sense of optimism in your children?
 - What and who influences the narrative?



They say that a person only needs three things to be truly happy in this world:

- ✧ someone to love,
- ✧ something to do, and
- ✧ something to hope for

Tom Bodett

That is who you are and what you do: Every Child, Every Chance, Every Day



If you listen carefully, you will hear these kids say "Thank You."
Either now or in the future you have helped them achieve



Darkness isn't the opposite of light. It is the absence of light

&

Despair isn't the opposite of hope. It is the absence of hope



Early Childhood Educators: Bringing light and hope to vulnerable communities

Thank You

Let's Use a
Social-Emotional Development Lens
So That All Kids Can Thrive

**Mike McKay, Director
Canadian Self-Regulation Initiative**

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We know that educating the heart is
at the foundation of healthy development