

A low-angle, upward-looking photograph of a massive, ancient tree trunk. The trunk is dark brown with deeply textured, furrowed bark. It dominates the center of the frame, tapering slightly as it reaches towards the top. The background is a dense, vibrant green canopy of leaves, with some sunlight filtering through, creating a dappled light effect. The overall mood is one of strength, resilience, and natural beauty.

Self-Regulation
and Resilience:

Supporting Our
Children in Their
Hardest Moments

We Survived
This Storm
Together



After The Storm



What is next?



Doris Hess Bolton

1899 - 1988



1906 Typhoid Fever



World War I

1914-1918



Polio Outbreak 1916



Spanish Flu

1918-1920



The Roaring 20's





1929



The Great Depression

1929-1933



World War II

1939-1945



Walter Bolton

(1898-1947)





The Greatest Generation





LET
HISTORY
BE OUR
GUIDE

Black Plague: 14th Century



The Spanish Flu: 1918-1920

EVANSTON, ILLINOIS, TUESDAY, OCTOBER 8, 1918. 328 Davis Street. PRICE TWO CENTS

Influenza Epidemic Closes Schools, Churches, Theatres

**DRUG STORES
SWAMPED WITH
"FLU" VICTIMS**

Trade at Pharmacies is Exceedingly Heavy; Clerks Are Worn Out by Hard Work.

ONE STORE IS CLOSED

**HEALTH COMMISSIONER ISSUES
PROCLAMATION ORDERING DRASTIC
METHODS TO CHECK DISEASE SPREAD**

Drastic measures, including the closing of all schools, churches, moving picture theaters, and the prohibiting of all public gatherings until further notice were adopted today in an effort to stamp out the epidemic of Spanish influenza which has steadily been gaining headway in Evanston.

Proclamation Issued.

Health Commissioner C. T. Roome, as a result of a conference held with Dr. Winner of the state department of health, Professor Boardley, principal of the Evanston Public High School, and

**NORTH END PUTS
NEW PUNCH INTO
WAR BOND DRIVE**

Workers Take Steps to Prevent North End from Lagging; Evanston Total Now Is \$1,350,000.

TROPHY FOR WINNER

captured eight
rime, reading
t songs, which
had literally
e tables and
were left be-
thousands of
d fuses. We
three of these
rd gas of the
into the Hun
the Dead.
he chemical
ver the dead
shall not go
mention the
purs a man's
tical changes
and disgust-
belonging to
best not to,
internet sur-
lie there so
e puppets or
knows they
rage and en-
raged or H.
bullet made
a."

ay for
Letter
Thrills

THE WORLD'S
TURNED
NM00
UPSIDE

From Pain

To Possibility

Renaissance



THE ROARING '20s



When things fall apart

rebuild & reconnect

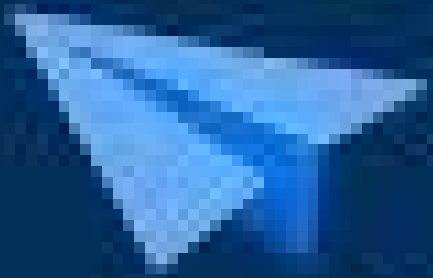
This is the Power of Families



Recovery is our Superpower



Think Differently



A hand holding a glowing lightbulb, symbolizing an idea or innovation. Above the lightbulb is a complex network of nodes and lines, resembling a digital or neural network. The background is a solid blue color.

Disruption

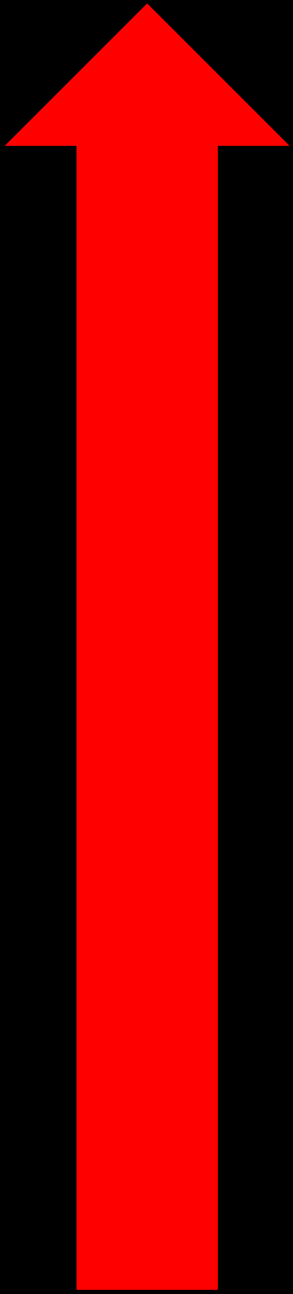
Innovation

A hand holding a glowing lightbulb with a complex network of lines and dots above it, symbolizing technology and innovation.

What will we change?

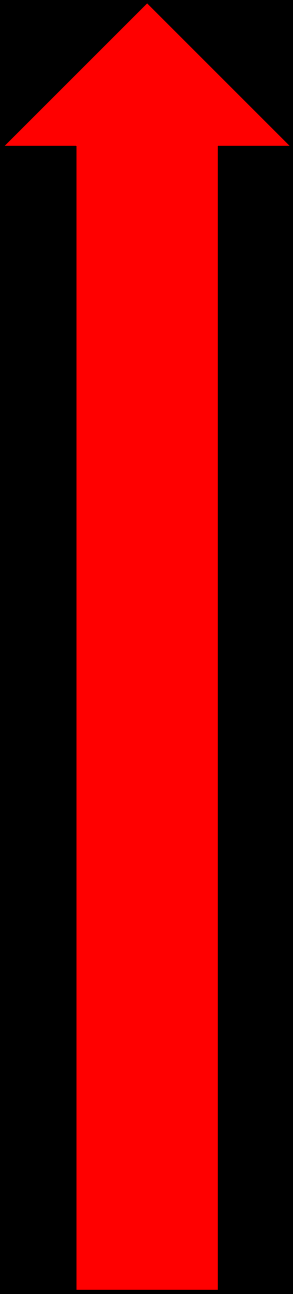


Life was hard for many
kids pre-pandemic.



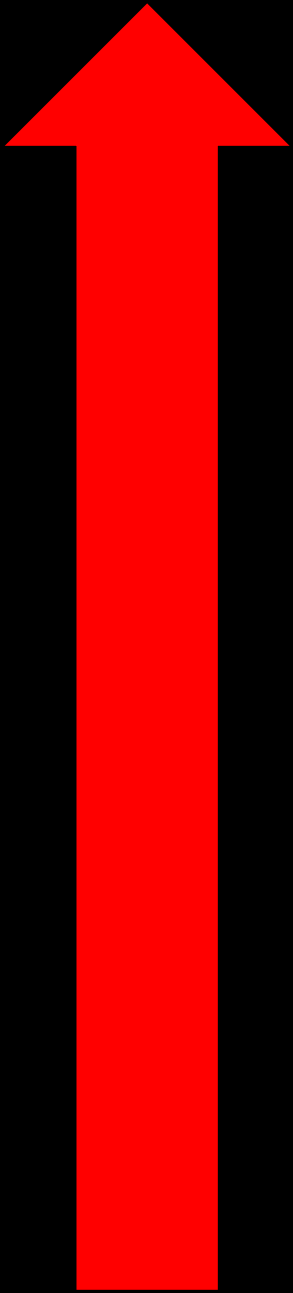
2009-2018

rates of depression rose
more than 60% among
those aged 7-17



2007-2015

number of children and
teenagers who were
seen in emergency
rooms with suicidal
thoughts or attempts
doubled.



The suicide rate for children
is **two times higher** when
school is in session...

... whereas for adults, it's
higher in the summer."

September, 2019

On Parenting • Perspective

Students in high-achieving schools are now named an 'at-risk' group, study says



The Robert Wood Johnson Foundation named the top environmental conditions harming adolescent wellness — among them were poverty, trauma, discrimination and “excessive pressure to excel.”



“Never let a good crisis go to waste.”

~ Winston Churchill

Social Emotional Learning



Regulate
Relate
Reason



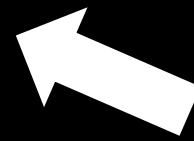
Bruce Perry

Regulate





Relate



Reason

What Zone Are You In?

What Do You Need?

The Zones of Regulation

BLUE Zone

Sad
Sick
Tired
Bored
Moving slowly

Low state of alertness

GREEN Zone

Happy
Calm
Feeling OK
Focused
Ready to learn

I'm in control of myself

YELLOW Zone

Stressed
Frustrated
Worried
Silly/Wiggly
Excited
Afraid

I'm partly in control

RED Zone

Mad
Mean
Terrified
Yelling/Hitting
Panicked
Enraged

I'm out of control



We can't help our children
if we aren't aware of ourselves.

our regulation
comes
first

Expand
&
Contract

Contract to

Expand



rhythm

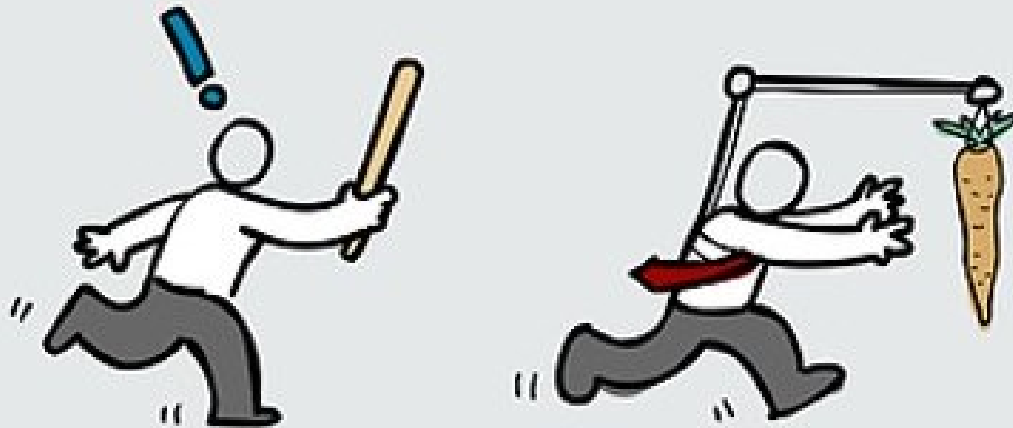
Children's lives have been expanding but not contracting.



Our lives have been
expanding but not contracting.



Behavior



Motivation

What are you going to use, a carrot or a stick?

We have been
ignoring research
for over
150 years

A New Way To Understand Behavior



John Watson

Father of
Behaviorism



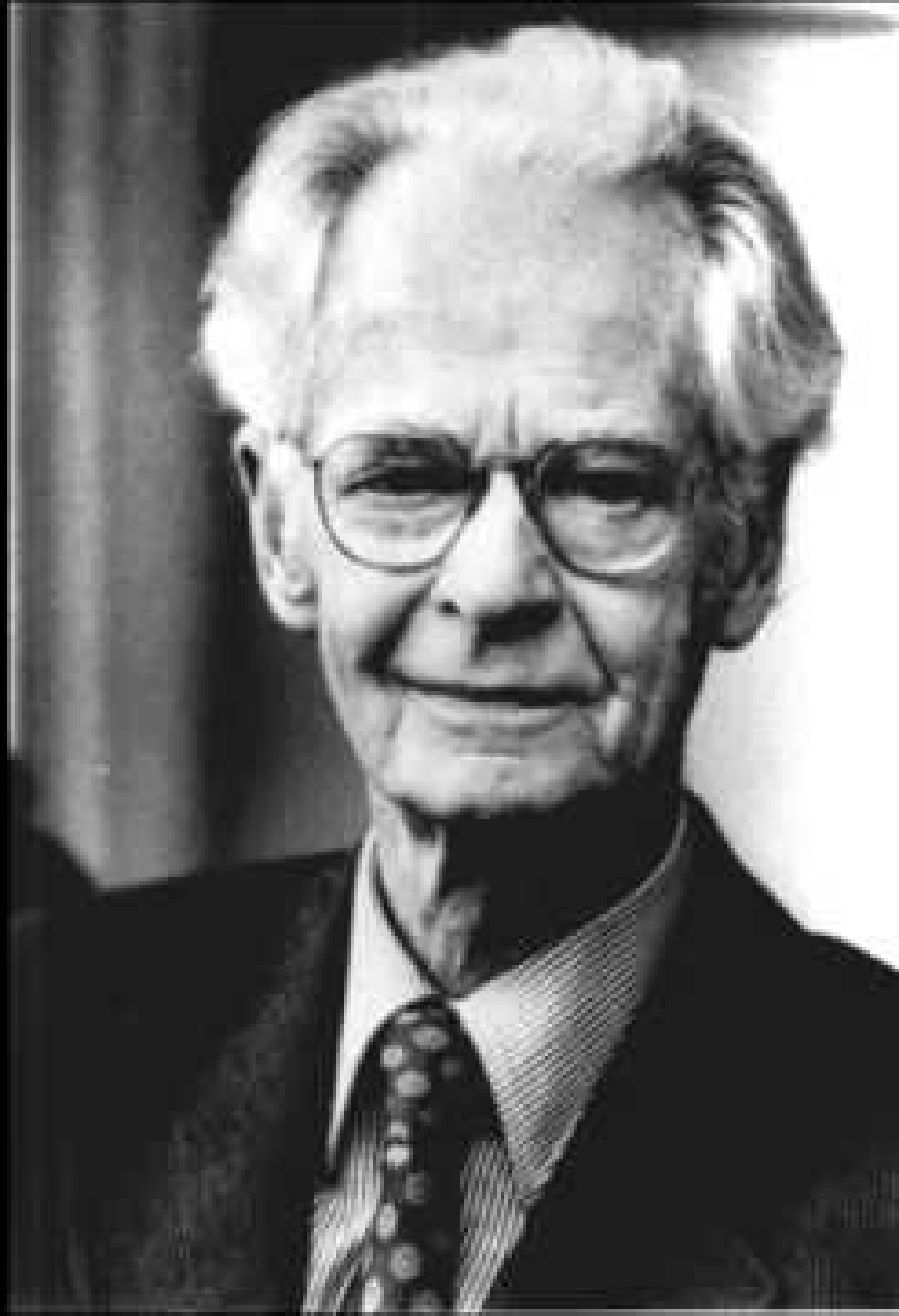
“The Dangers of Too Much Mother Love”

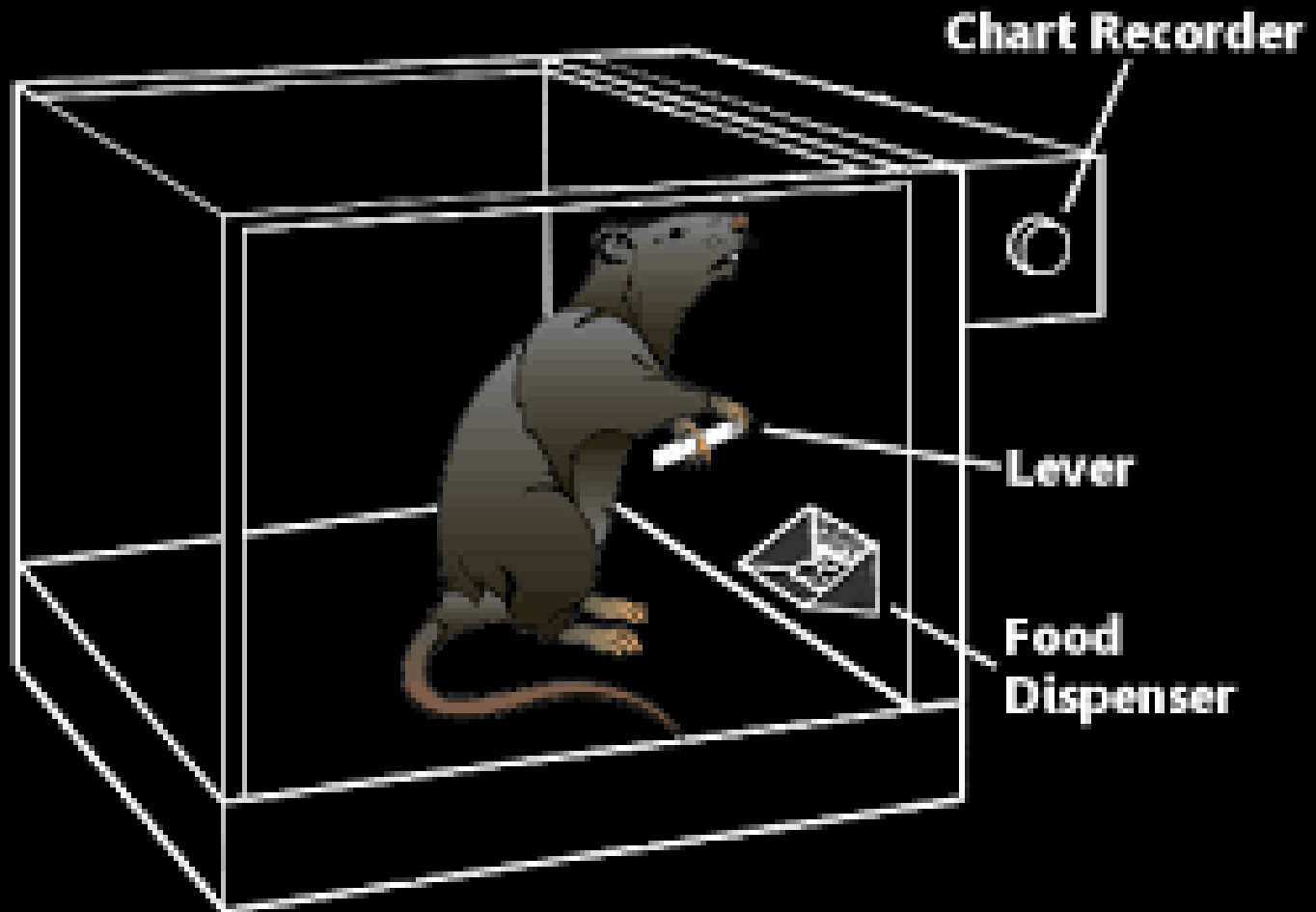
“When you are tempted to pet your child remember that a mother’s love is a dangerous instrument which may inflict a never-healing wound, a wound which may make infancy unhappy, adolescence a nightmare, an instrument which may wreck your adult son or daughter’s vocational future and their chances for marital happiness.”



BF Skinner

Its all about
reinforcement





Skinner Box

"Give me a child and I will shape him into anything."

REINFORCEMENT

PUNISHMENT



Behavioral Interventions can control our behavior



But there is a cost



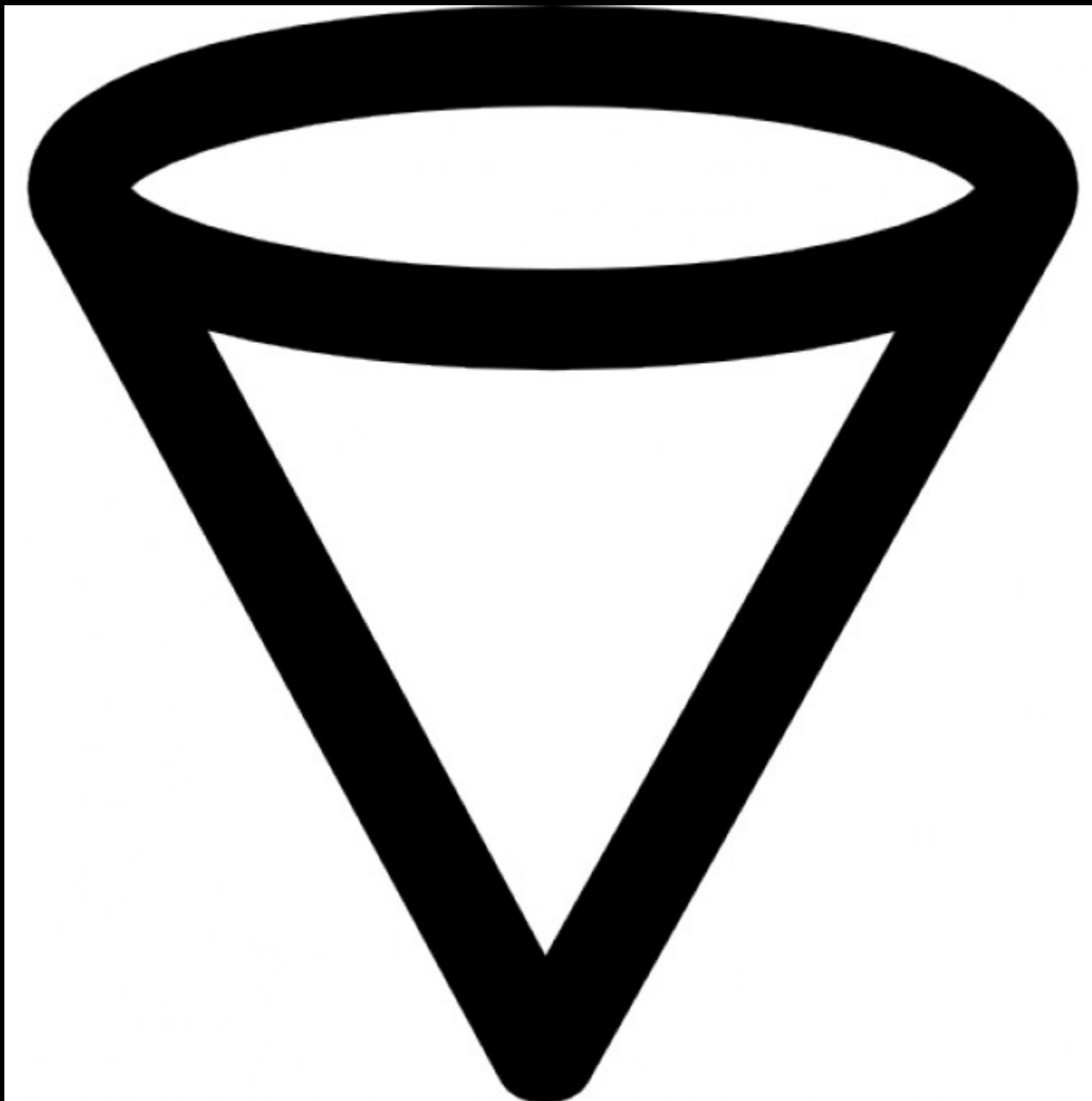


The things
we do to
get the
most out
of students
are often
counter-
productive

Because they shut our brain down









PUNISHMENTS RELY ON FEAR/SHAME



INCENTIVES



WE DO THE RIGHT
THINGS FOR THE WRONG
REASONS

BOOK BUCKS

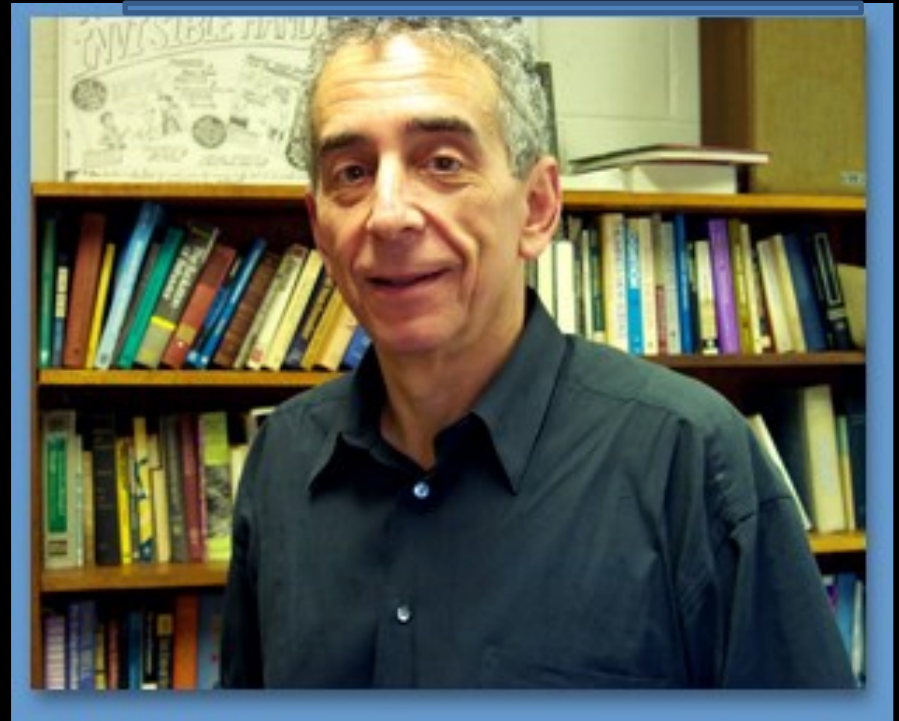
1. Read a Book
2. Write a Blurb
3. Earn a Book Buck



Are you rich in knowledge?

Barry Schwartz

Incentives and punishments *demoralize* what is otherwise a moral act. They can change the question in people's minds from "Is this right or wrong?" to "Is this worth the price?"



Day Care Study



FINES

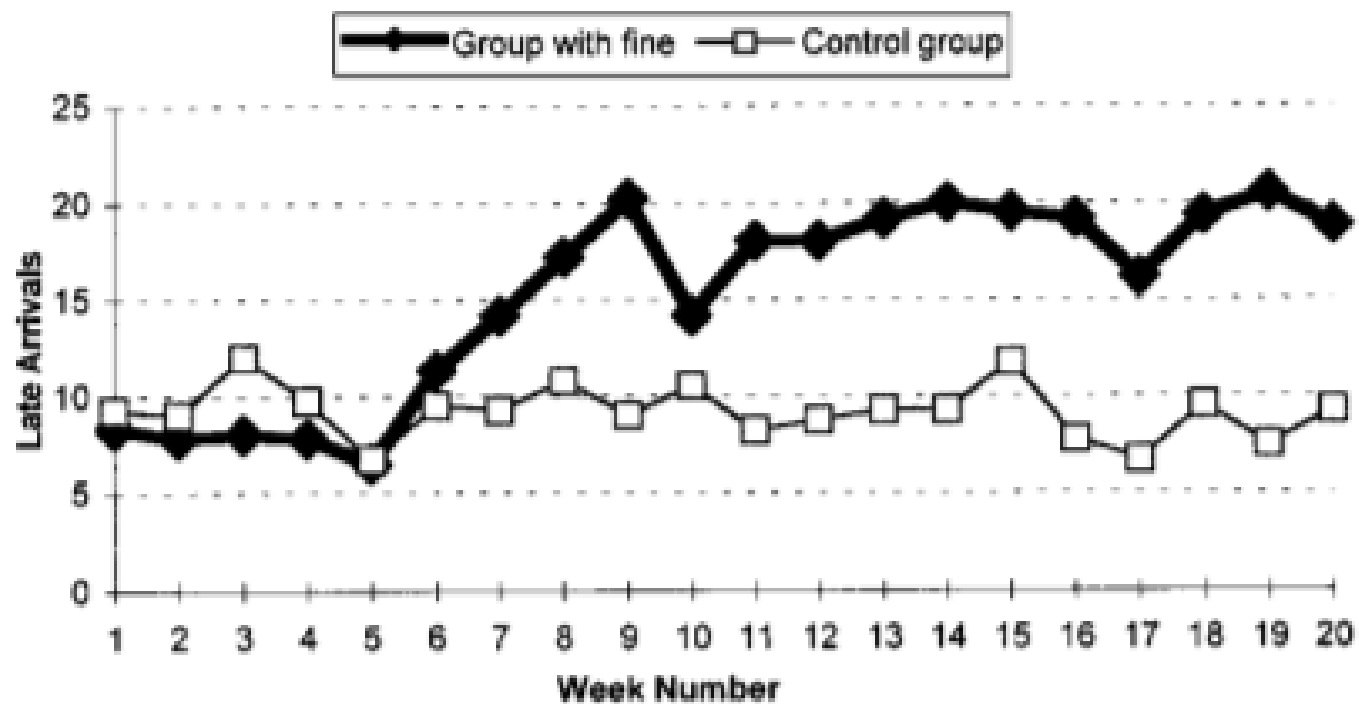
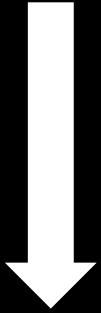


FIGURE 1.—Average number of late-coming parents, per week

Incentives/
Punishments



Community Interest
Morality

Self-Interest



“A person who has been punished is not less inclined to behave in a given way; at best he learns how to avoid punishment.”

B. F. Skinner



When I'm in the
naughty corner, I
don't spend my time
thinking about what
I've done wrong....

I plan
how to do
it the next time
without getting
caught!



FUNKY
LIL DIYA



How many detentions?

Tardy Detentions Detail

Report Date: 5/17/2019

by student for current school year

StudentID: 623072

Student Name: Matthew Grant-Bolton

| Total Tardies | Served Tardies | Tardies To Serve | Unserved Tardies | Reinstated Tardies | Not Reinstated |
|---------------|----------------|------------------|------------------|--------------------|----------------|
| 500 | 466 | 6 | 26 | 0 | 0 |

Unserved Detention Detail:

| Incident Type | Location | Date |
|-----------------|----------------------------|-----------|
| Tardy Detention | Morning Detention | 4/16/2019 |
| Tardy Detention | Afternoon Detention | 4/16/2019 |
| Tardy Detention | Morning Detention | 4/17/2019 |
| Tardy Detention | Tues-Fri Lunch Detention 6 | 4/17/2019 |
| Tardy Detention | Afternoon Detention | 4/17/2019 |
| Tardy Detention | Morning Detention | 4/23/2019 |
| Tardy Detention | Afternoon Detention | 4/23/2019 |
| Tardy Detention | Tues-Fri Lunch Detention 4 | 4/23/2019 |

Most likely to be late to graduation



Matthew Grant-Bolton

In 2011 3.5 million
students were
suspended - more
than double 1975.

76.6%

5 year recidivism rate following
release from state prisons

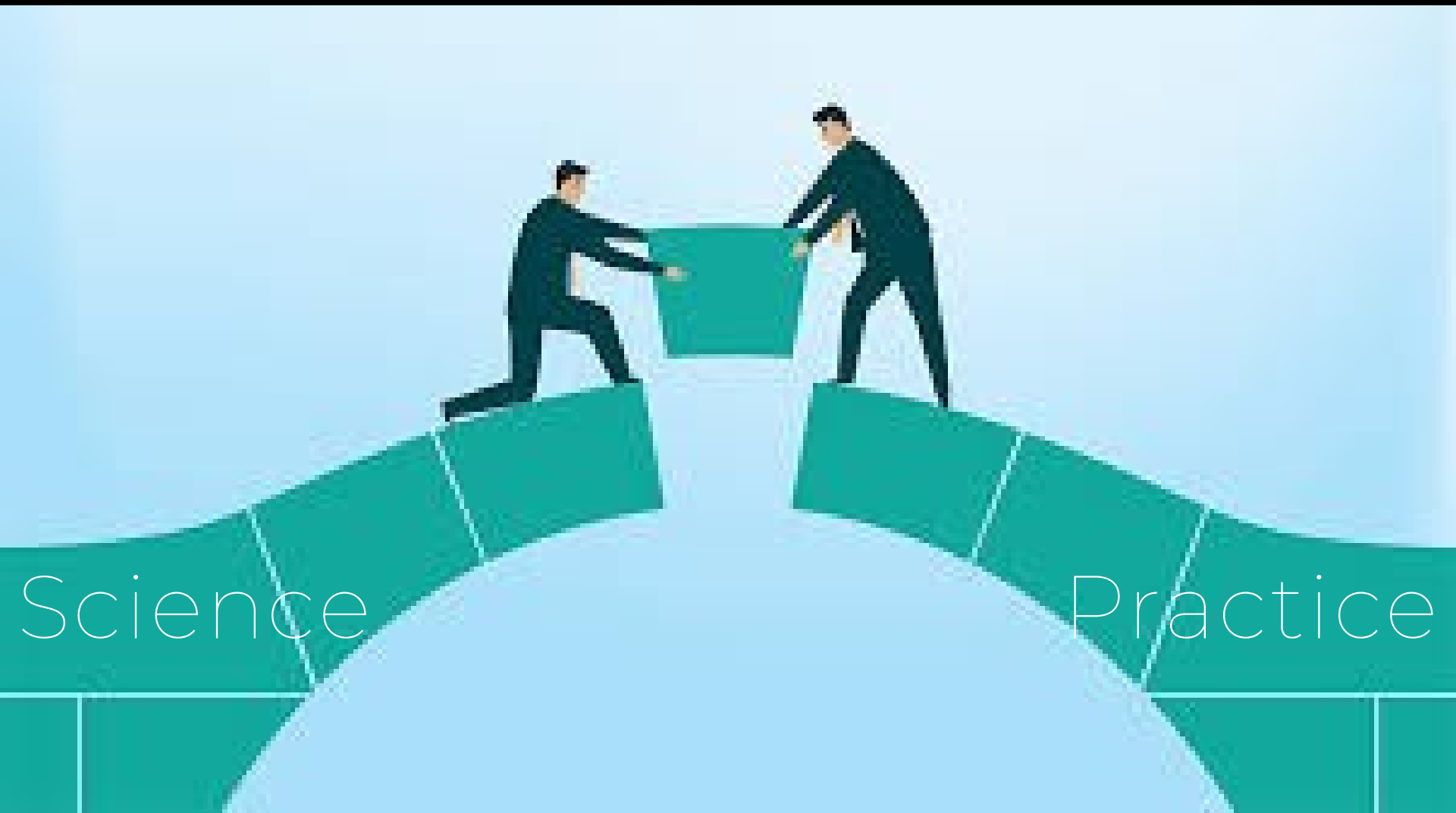
National Institute of Justice

ALL

or

NOTHING

Understand:
limitations
impact



Science

Practice

BEHAVIORISM & SOCIETY

Parenting

Education

Work


Economics

Animal Research

“Neuroscience is breaking open the black box to look inside the brain, offering accounts of how animals solve problems that rely less and less on the learning theories of the past. Behaviorism is dying a slow death, lifting its head only now and then to feebly try putting a brake on these developments.”

Frans de Waal





Emotional Regulation

Think about the last time
you lost your temper.

What did you look like?

What did you sound like?

What dumb thing did you
do or say?



Why do such
good and bright
people do such
stupid things?

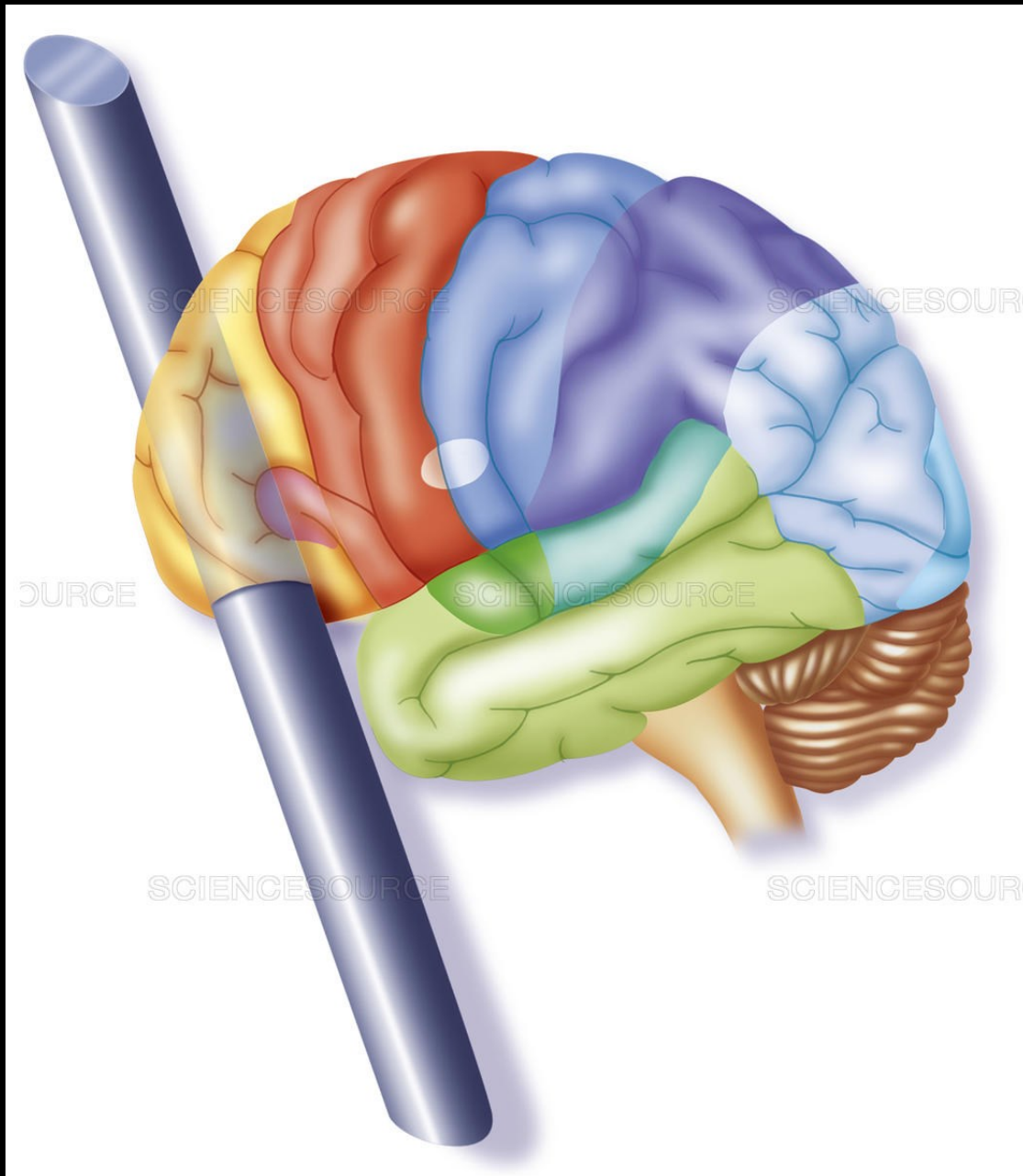


EMPATHY

Phineas
Gage
1848

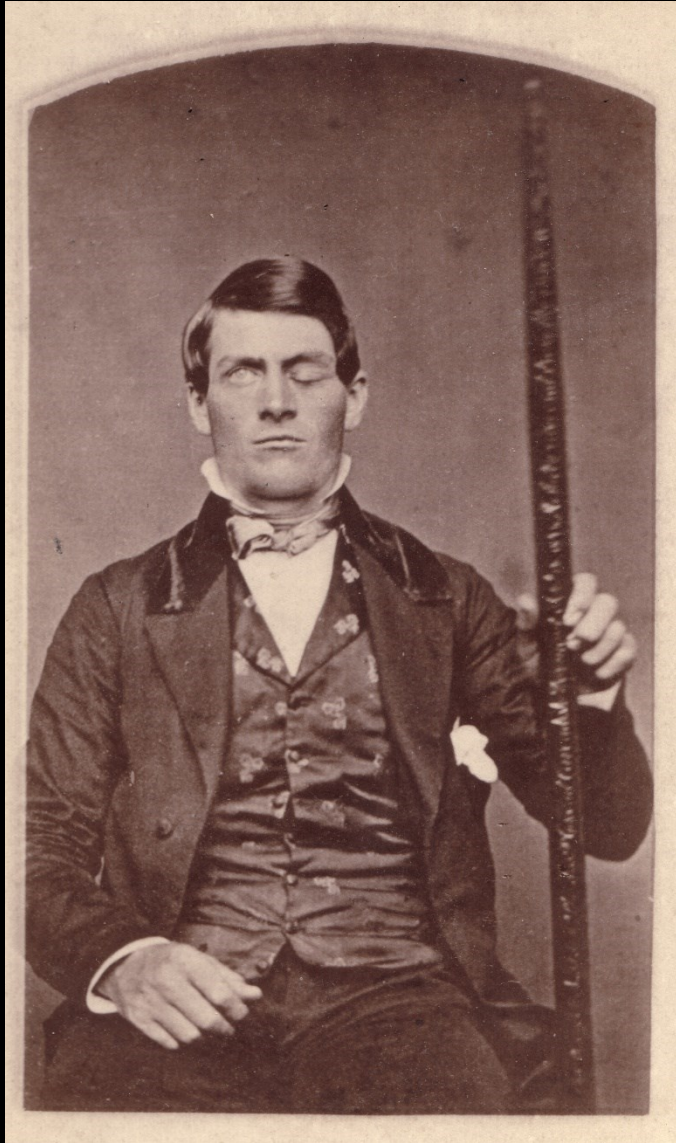






"Doctor, here is
business enough for
you."





He described Gage as “fitful, irreverent, indulging at times in the grossest profanity... capricious and vacillating” and being “radically changed, so decidedly that his friends and acquaintances said he was ‘no longer Gage’.”

Impulse Control/Inhibition
Emotional Regulation
Initiating Tasks
Persistence
Transitions
Empathy
Attention
Planning



“Makes you do the harder thing
when it is the right thing to do.”

Robert Sapolsky



Behavior Problems Are About Brain Development



Not Motivation

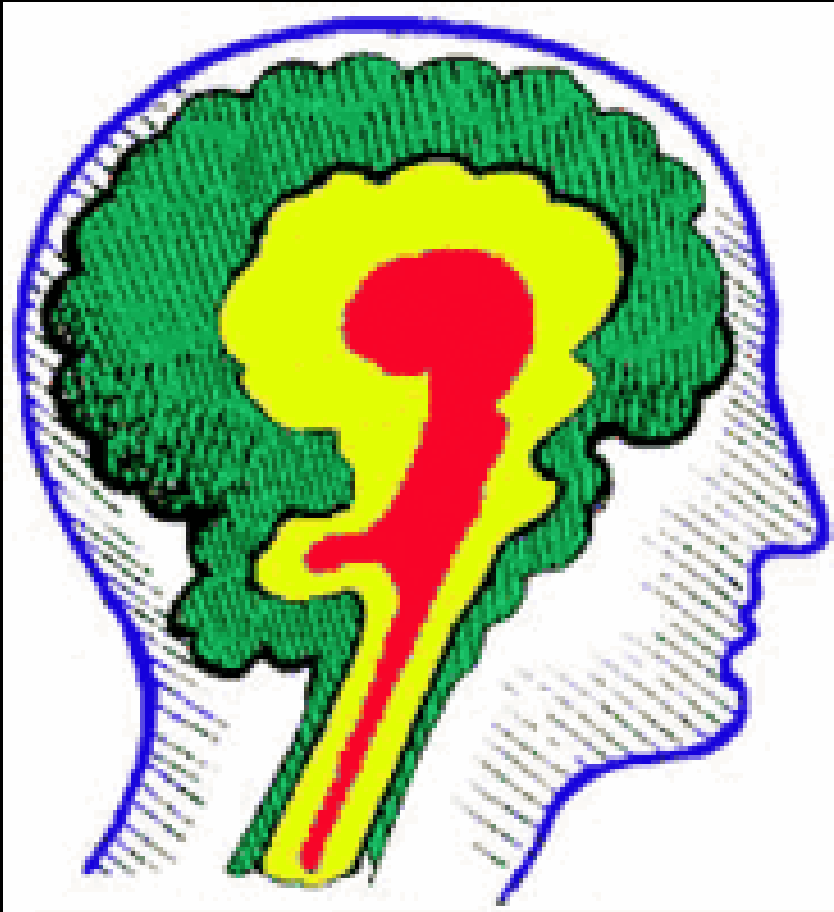


myth

we are primarily
rational beings

WE ARE
SURVIVAL
BEINGS

TRIUNE BRAIN

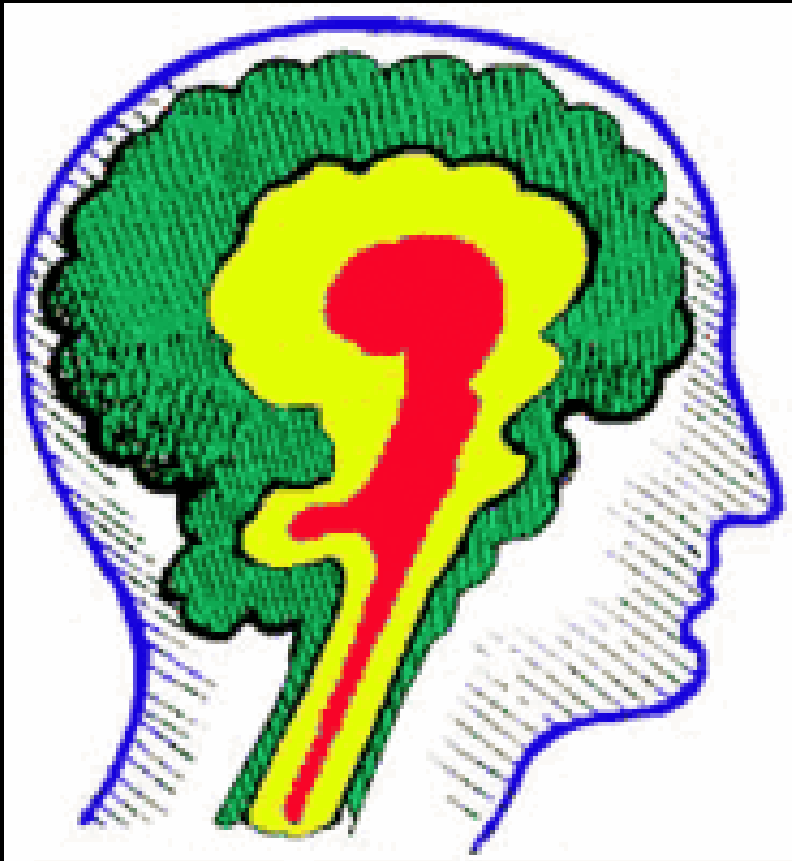


Cortex

Limbic

Brain Stem

TRIUNE BRAIN



Thinking/Rational

Approach/Avoid

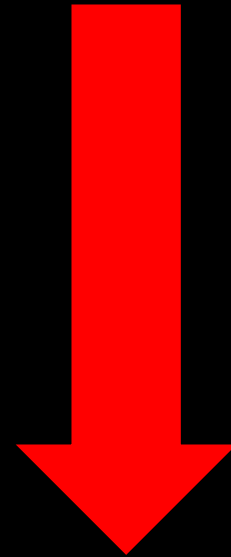
Reacting



WHAT KEEPS
US FROM
ACCESSING
THE
CORTEX?



STRESS



T
H
R
E
A
T



Fight

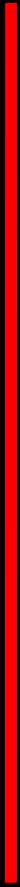


Flight



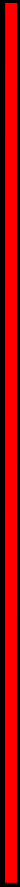
Freeze

We lose
the tools
we need
the **most**



Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition

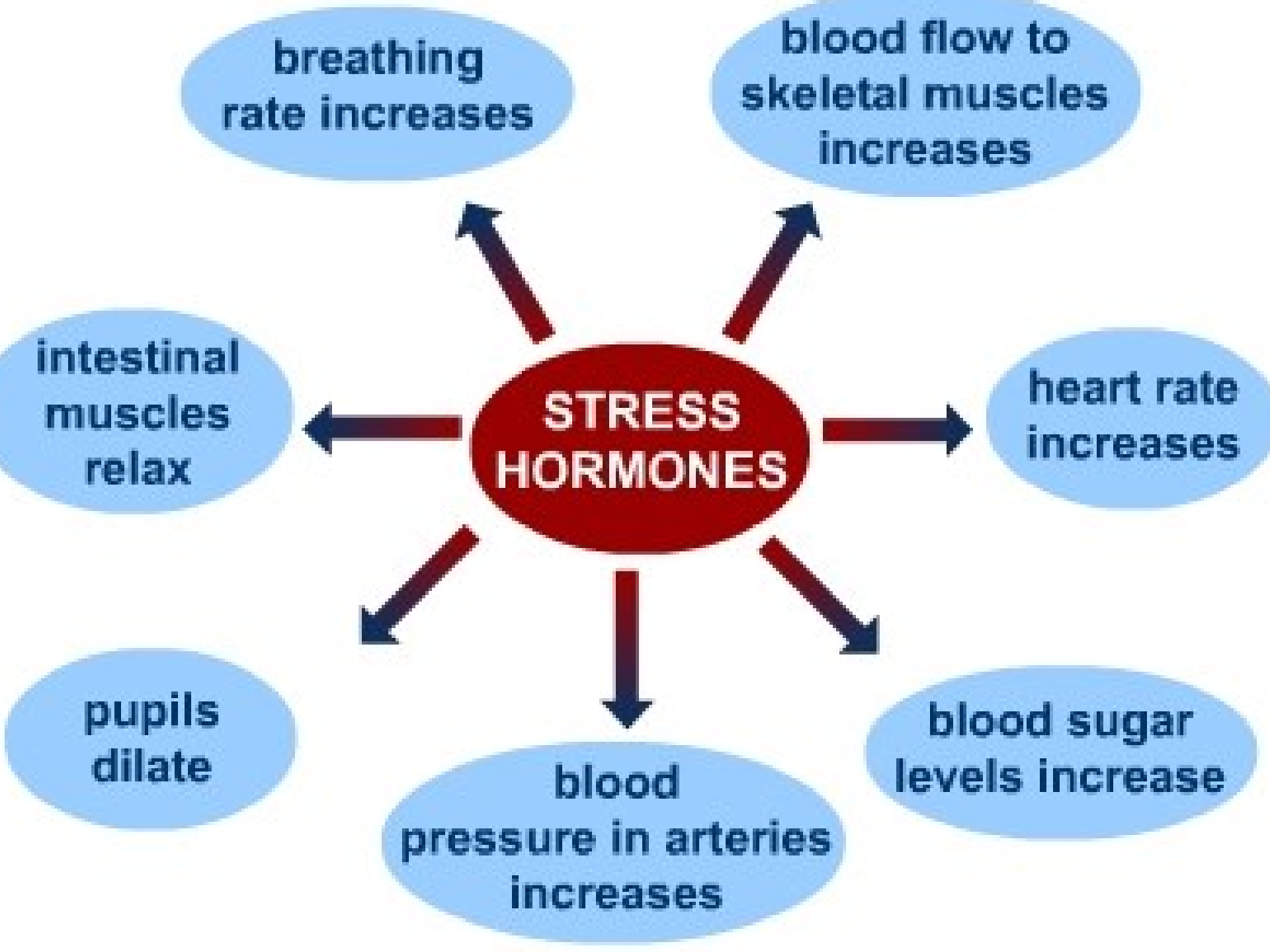
We lose
the tools
for
learning



Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition

What do
we ask
kids to do
when they
are
stressed?

Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition



Full Brain

Lower Brain

Regulated
Dysregulated

-30



WHERE THERE IS A
DYSREGULATED
CHILD

THERE IS A
DYSREGULATED
ADULT

A diagram illustrating the addition of two negative numbers. It features two large red ovals, each containing the text **-30** in white. A white plus sign (+) is positioned between the two ovals. The entire expression is set against a black background.

$$-30 + -30$$



What Does

LOWER BRAIN

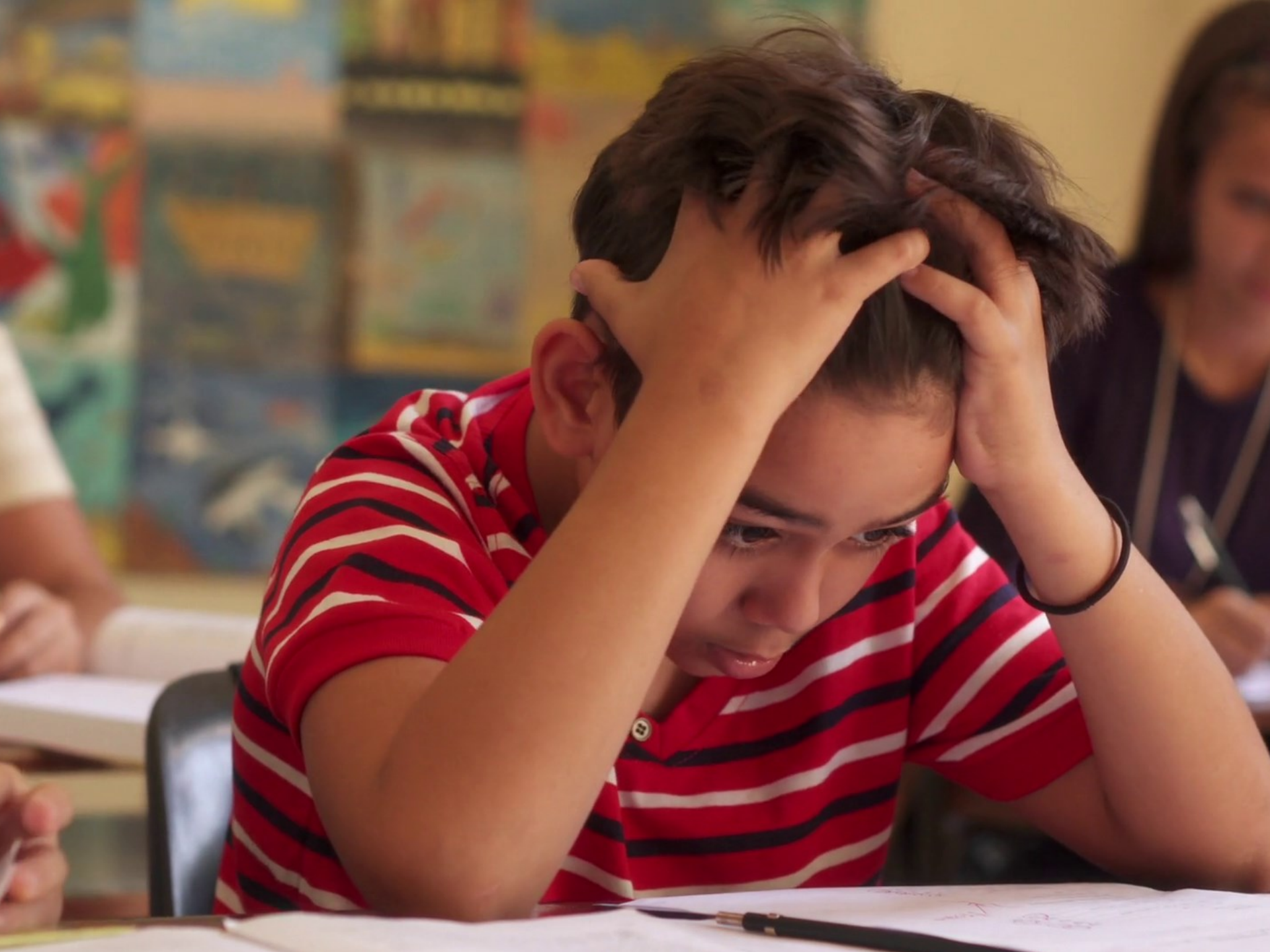
Look Like?













What puts us into Lower Brain?

Disconnected
Devalued
Powerless
Basic Needs

What Does

REGULATION

Look Like?







STRESS



Adults
Regulate
Through
Soothing

Needs
Relationship
Rhythm

Why do we
stop?

Our work is still to soothe



And to teach them
to soothe themselves



The Bad News:

We often respond to dysregulation with punishment which is dysregulating or overprotection which is avoidant.



OR



The Good News:

Regulation is a skill
that can be taught

Breathe





Improve sleep

Improved digestion

Have a healthy impact
immediately on your
heart



Decrease cortisol levels
immediately

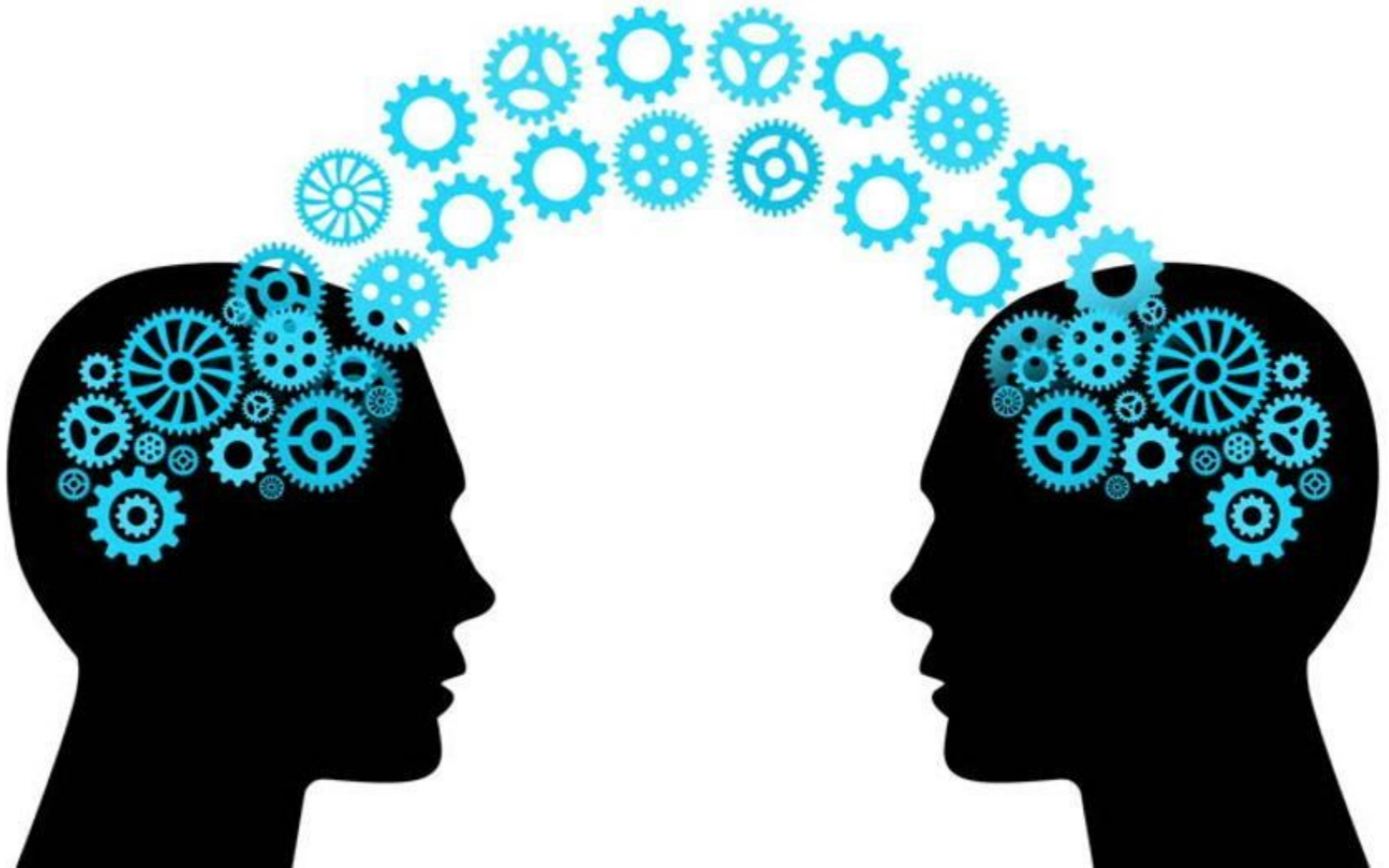
Reduces the feeling of stress

More Good News:

Relationships are regulating.



Co-Regulation



My nervous system tells
your nervous system
that you are safe.

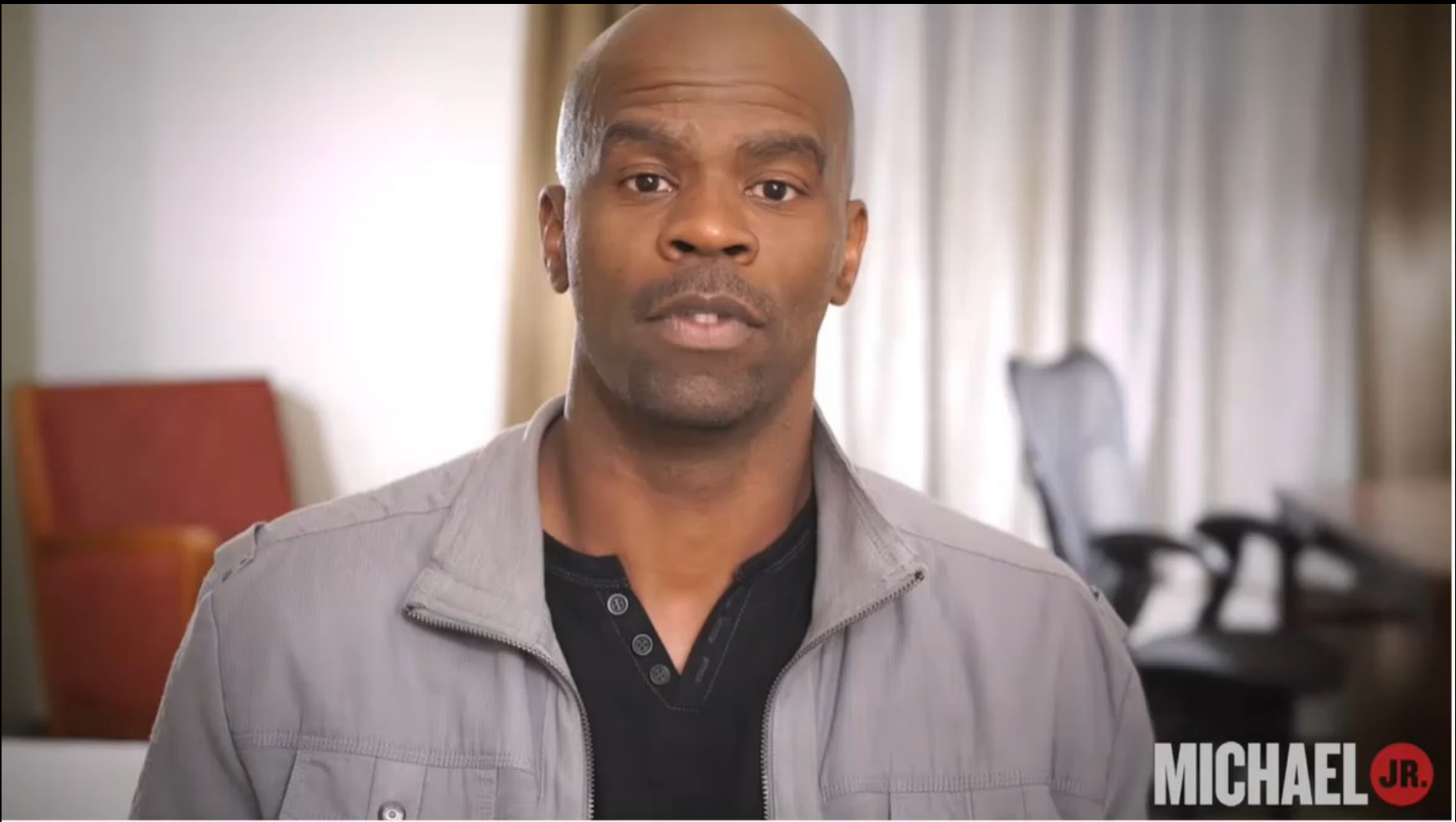
Words are often unhelpful



Being present is helpful



Michael Jr.





WHEN LITTLE PEOPLE
ARE OVERWHELMED BY
BIG EMOTIONS, IT'S
OUR JOB TO SHARE
OUR CALM, NOT JOIN
THEIR CHAOS.

L.R. KNOT

@AFAMILYINSPIRED

“Self-Reg”



Stuart Shanker

From
Mis-Behavior
To
Stress-Behavior

5 Domains of Stress

Biological

Emotional

Cognitive

Social

Prosocial

Biological
Emotional
Cognitive
Social
Prosocial

How stressful is school?



Have you ever

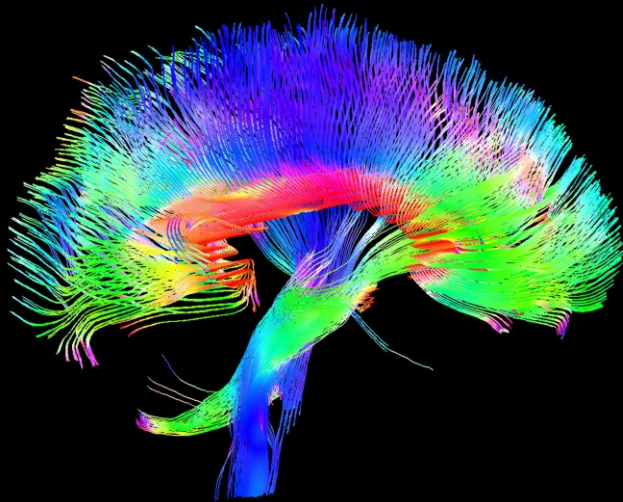
lost your temper, shut down, or
avoided something and *not* been
stressed?

Why would it be any
different
for kids?

Stress

Depletes our energy

Brain Budgeting



Lisa Feldman Barrett

COGNITIVE STRESS



Concentration Is Whole Body

- Working memory
- Inhibition
- Stillness
- Cascade of metabolic activity



Who here is
LAZY?

A bat and a ball together cost \$1.10.
The bat costs one dollar more than the
ball. How much does the ball cost?



Answer: 5 Cents

“The Law Of Least Effort”

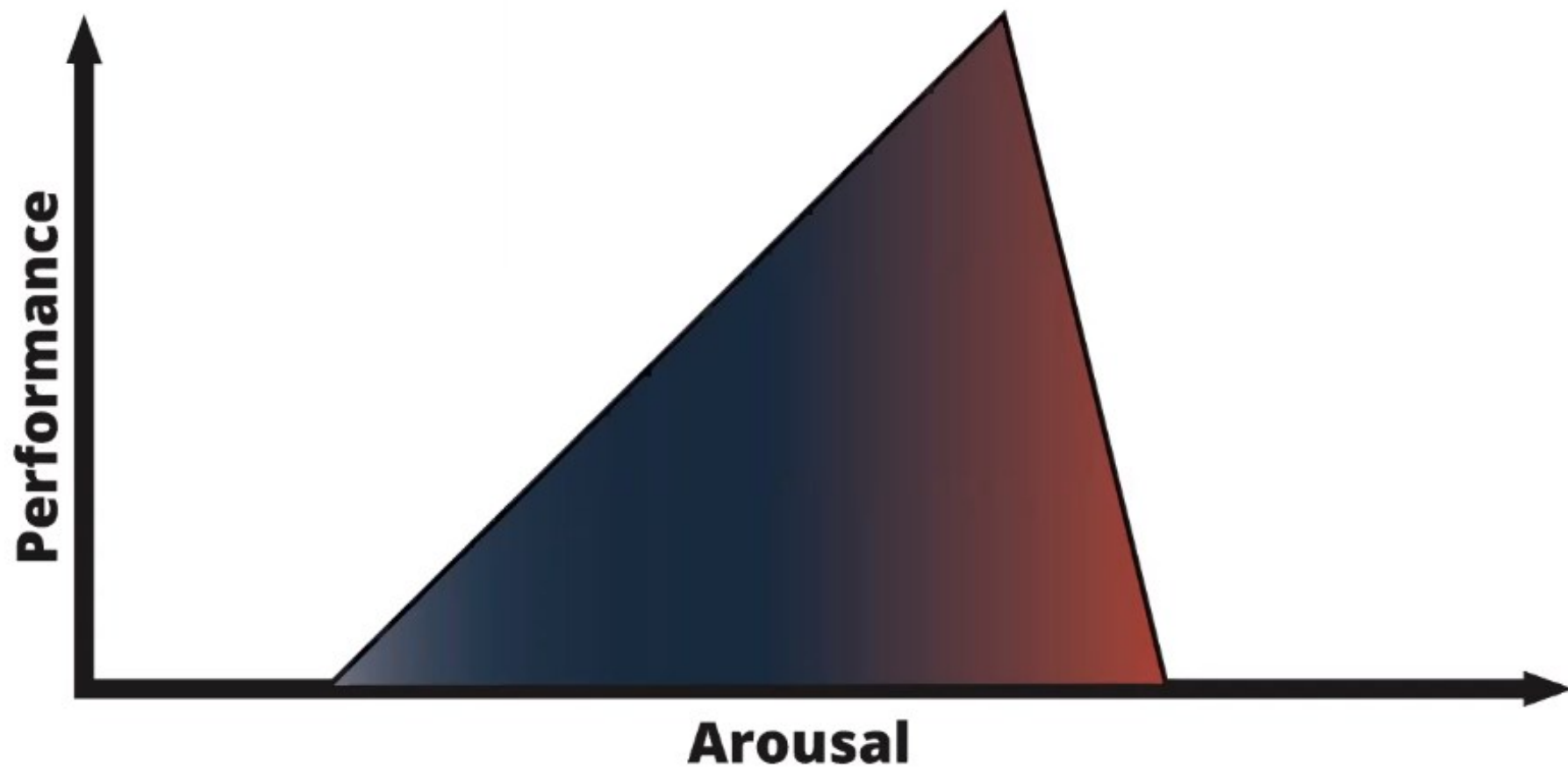
Normal pupils



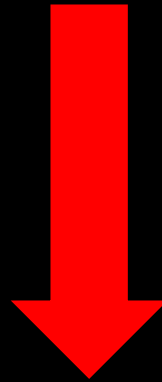
Dilated pupils



Kahneman's Inverted-V Curve

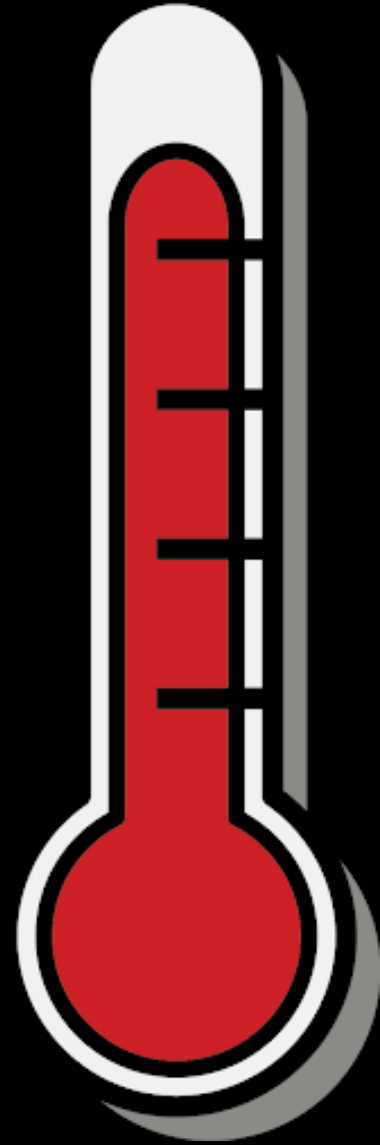


Intolerable
Peak



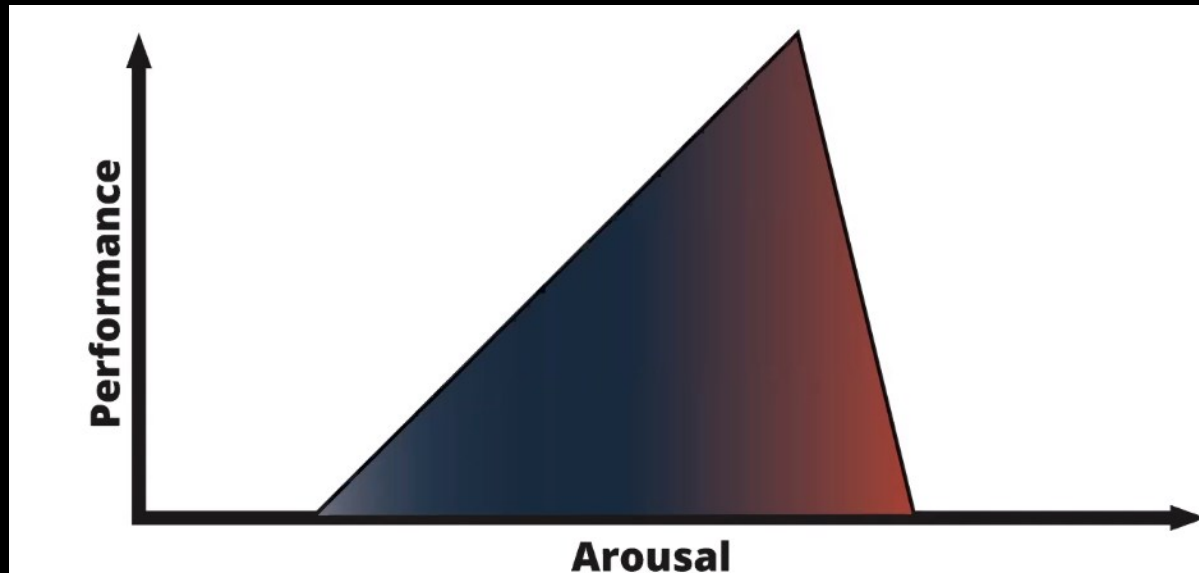
Limbic Brake

Our Hypothalamus
Is Our Thermometer
Measuring Glucose
Expenditure



The More Depleted We Are When
We Start A Task

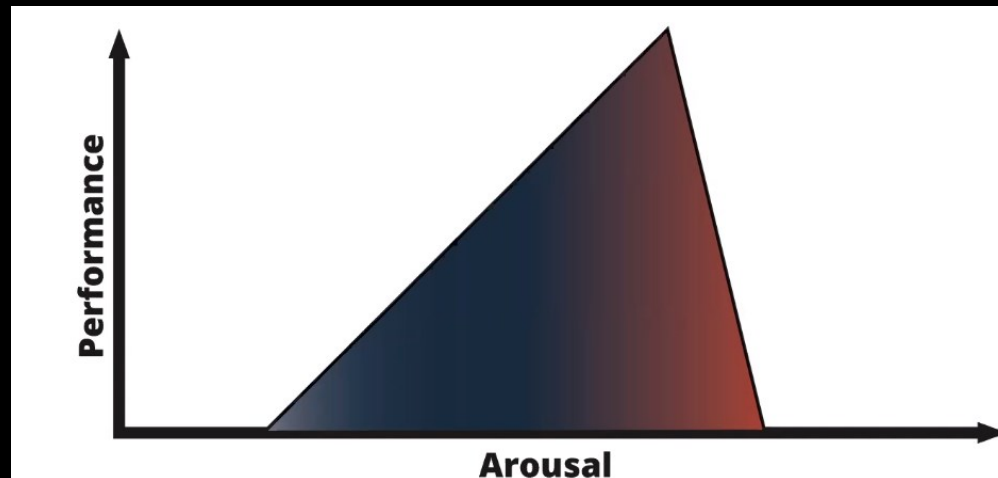
The Lower Our Intolerable Peak



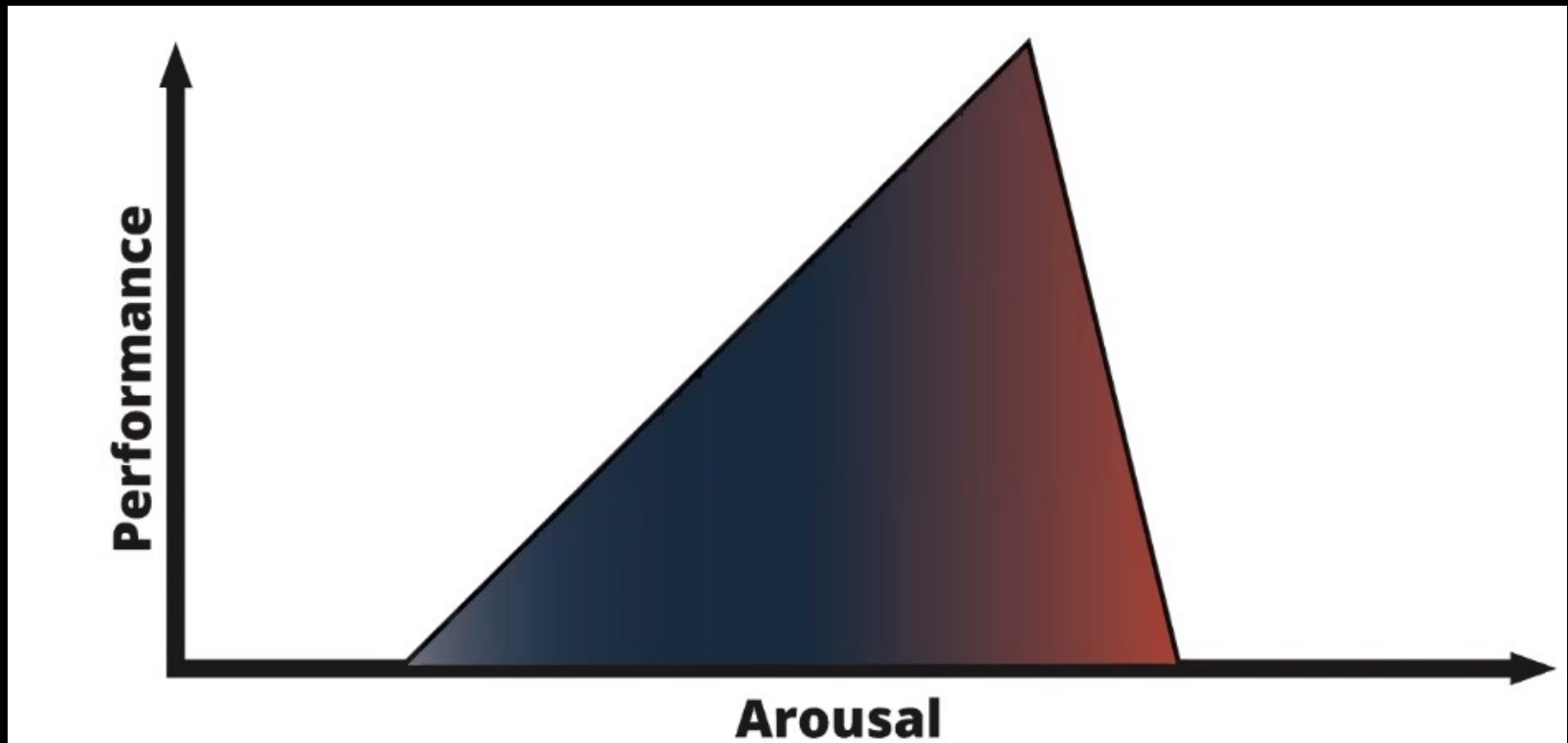
Some Children Are More Vulnerable To The Intolerable Peak

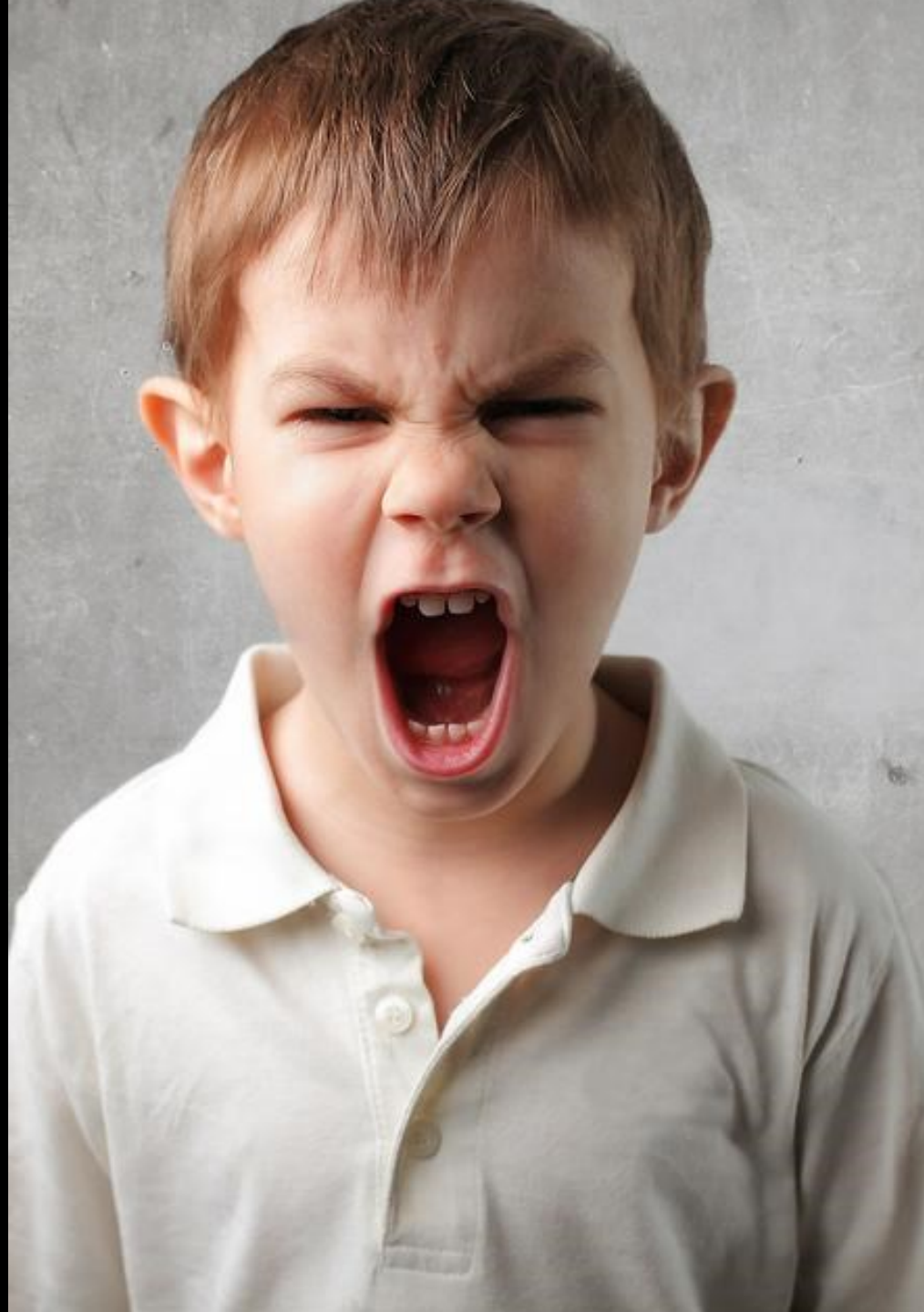
Attention Problems
Trauma
Slow Processing
Development
Past Failure

Discrimination
Poverty
Family/Social



How Do We Respond?











What do we do?

Punish

Power Through

Replenish

What do we do?

Punish

Further depletes resources
Fight or Flight

What do we do?

Power Through

Lower Performance

Physical Costs

Melt Downs

What do we do?

Replenish

Cognitive Breaks
Increased Tolerance
Skill Building

5 Strategies For Developing Self-Reg



5 Strategies For Developing Self-Reg

Reframe:

Limbic breaking or laziness?
Mis-behavior or stress-behavior?

5 Strategies For Developing Self-Reg

Recognize:

What is causing the stress?

5 Strategies For Developing Self-Reg

Reduce:

Stress (in all domains)

5 Strategies For Developing Self-Reg

Reflect:

Develop self-awareness of when they
are approaching the peak.

5 Strategies For Developing Self-Reg

Restore:

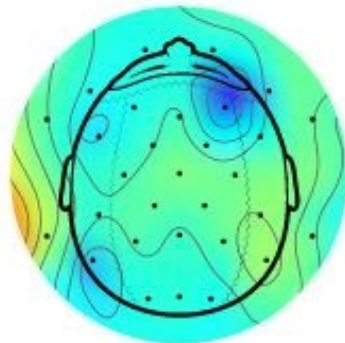
Before the peak is reached.
Reestablish homeostasis

Reframe
Recognize
Reduce
Reflect
Restore

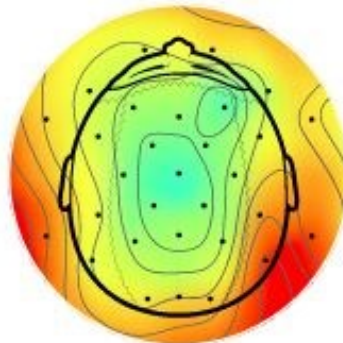
Breaks
Are
Essential



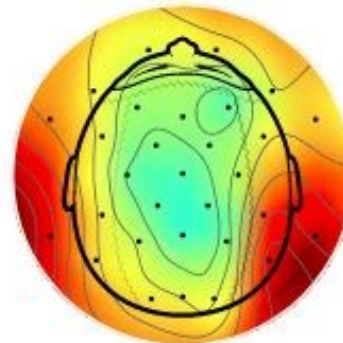
No Break



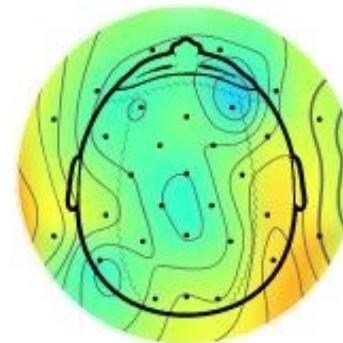
Meeting 1



Meeting 2

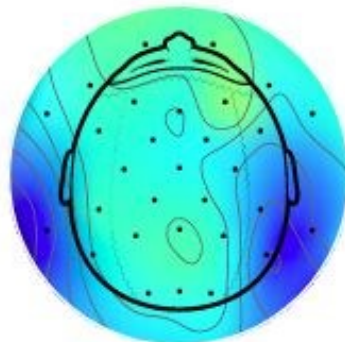


Meeting 3

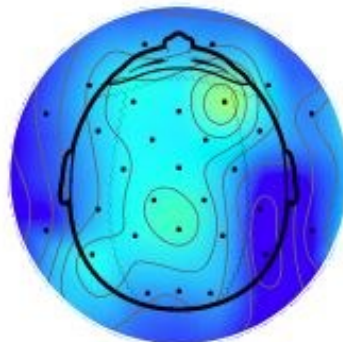


Meeting 4

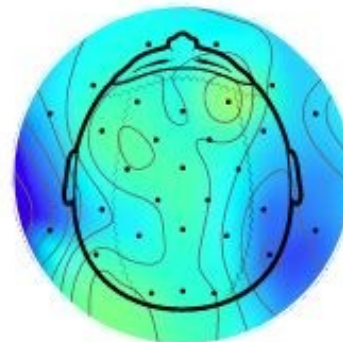
Break



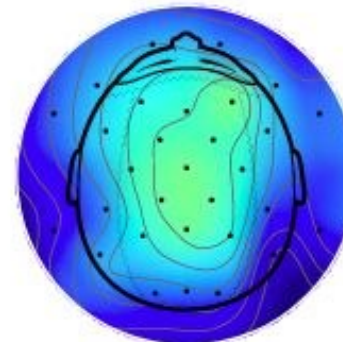
Meeting 1



Meeting 2



Meeting 3



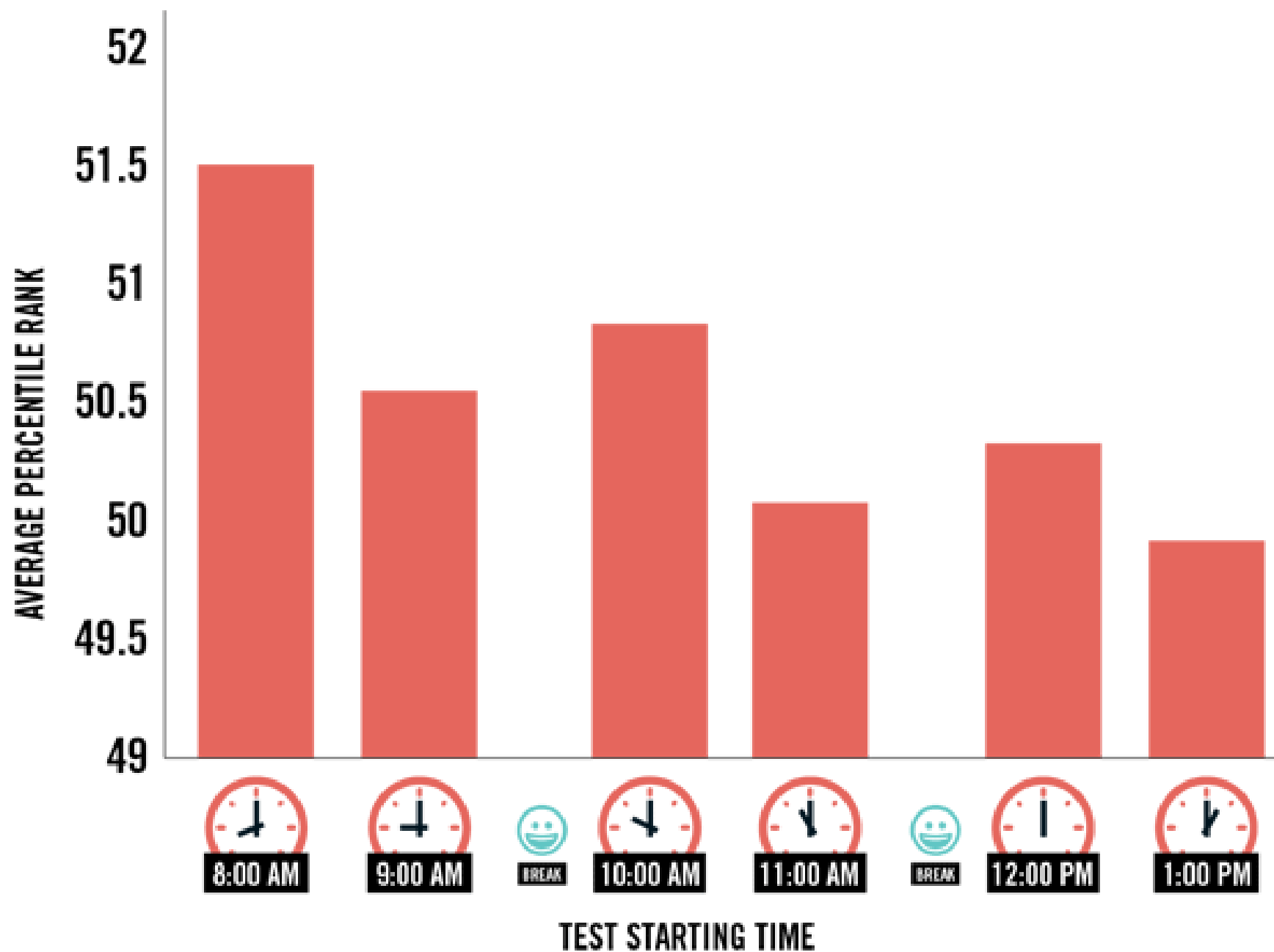
Meeting 4

An EEG cap to monitor electrical activity in the brain



Average beta activity across research subjects during four meetings





WHAT DOES THIS MEAN FOR US?



STEP 1

WE NEED TO
REGULATE
OURSELVES
FIRST

We lose
the tools
we need
the most

Listen
Creativity
Flexibility
Empathy
Memory
Language
Inhibition

THERE IS NO SHAME
IN DYSREGULATION

PROBLEMS OCCUR
WHEN WE DENY OUR
DYSREGULATION

PAROLE BOARDS



SEMINARY STUDENTS



ANESTHESIOLOGISTS



LSU Football



After an upset loss

When the team loses in an upset,
it causes judges in Louisiana to
add 1,296 days of punishment
to juvenile defendants



Our feelings often
catch us off guard.

We make our worst
parenting decisions when
we are dysregulated.

Hallmarks of Our Dysregulation

Urgency
Exaggeration

It doesn't have to be *you*.

It doesn't have to be *now*.

STEP II

ASSESS
REGULATION

Interoception



Regulation
Begins with
Awareness



Awareness of Our bodies And our Resources



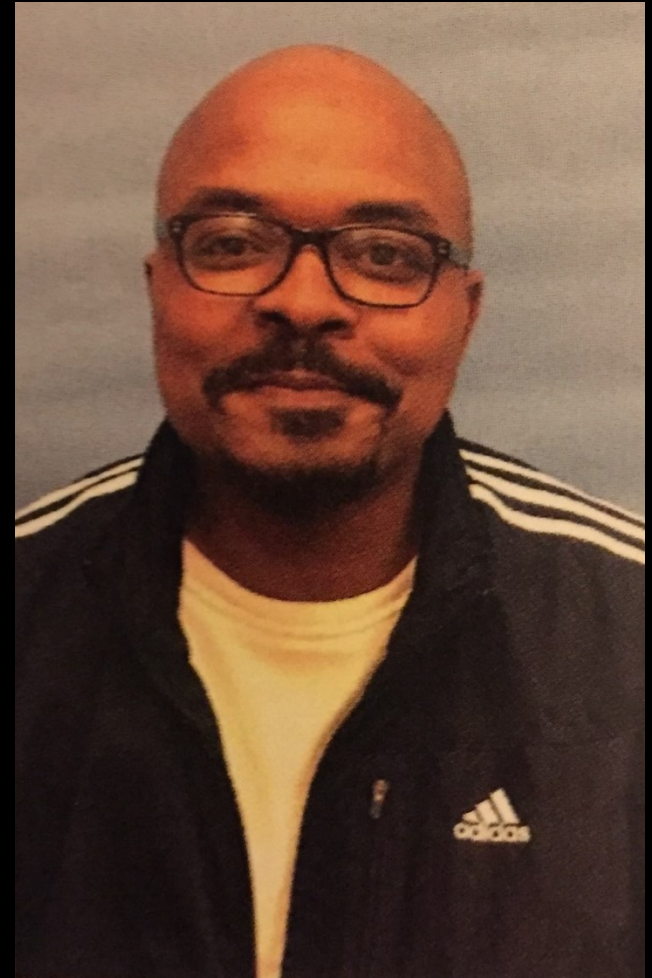
Constantly

STEP III

UNDERSTAND THAT
CHALLENGING
BEHAVIORS ARE SIGNS
OF DYSREGULATION

Mike Lyons

“When I see a student who is struggling, I think about **two things.**”



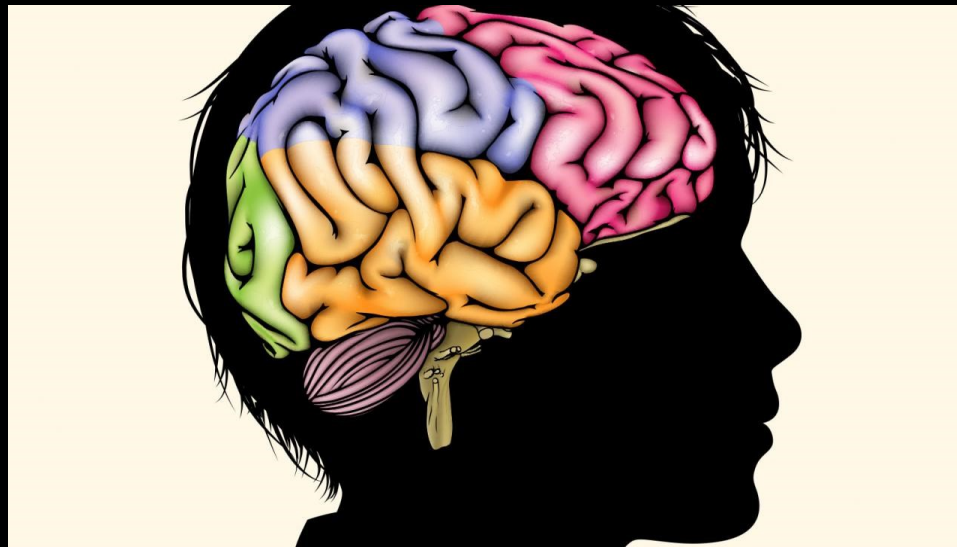
“I think, ‘what
would I need if I
was in their
place?’”

“I always try to figure out what I can put on the table instead of what I can take away.”

Challenging behaviors
are signs of
dysregulation
and provide us with
our best opportunity
to teach regulation

Step IV

Trust
Development.



Developmental Empathy

Developmental Empathy

David Gleason



DEVELOPMENTAL EMPATHY

Matching the demands we place on
our kids with their brain's
development.



**UNDER
CONSTRUCTION
UNTIL
—25—**

Impulse Control/Inhibition
Emotional Regulation
Initiating Tasks
Persistence
Transitions
Empathy
Attention
Planning



INCOMPATIBILITY



WARNING

Development
has it's own
timeline

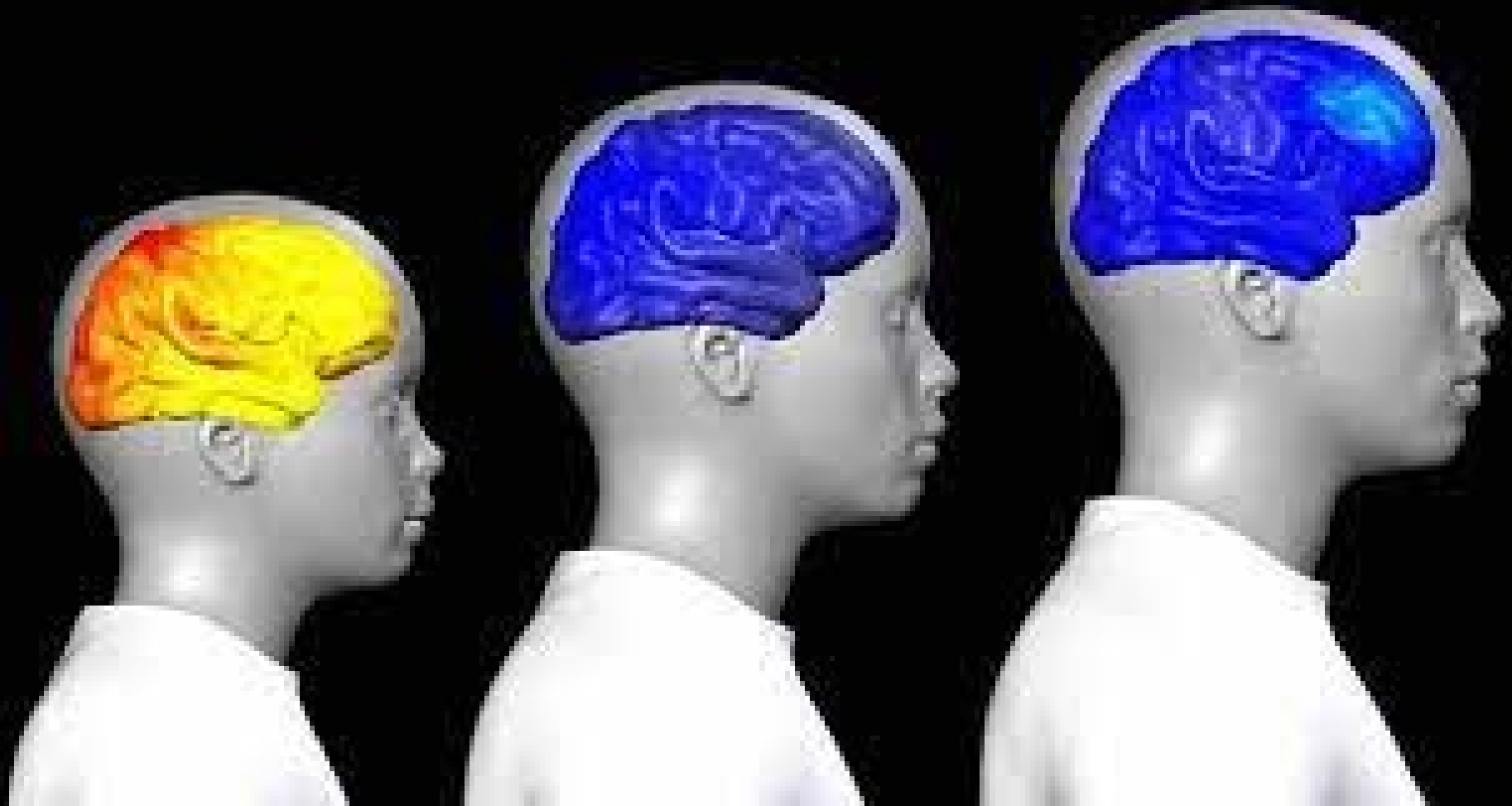


“Development
is always
on our side.”



~ Karen Gouze, Ph.D.

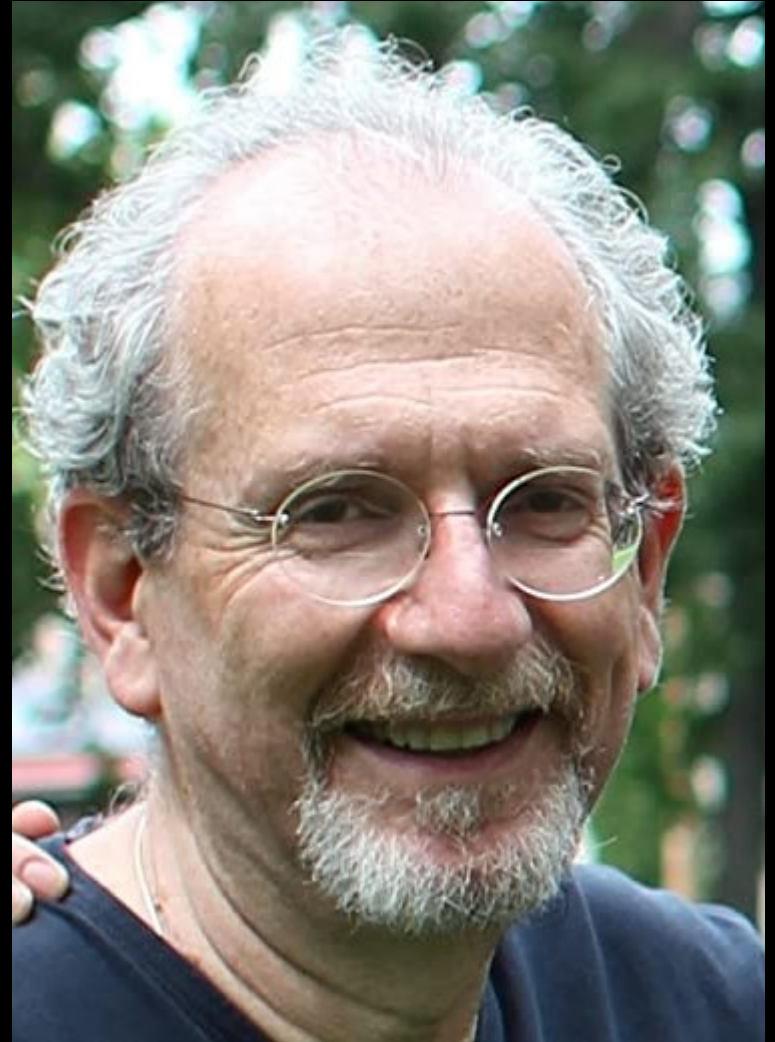
Trust Development



Whenever we fight
development
we lose



“This will get
easier for
him.”



~ Bill Levin, Ph.D.

Stress
Interrupts
Development



it's hard to
be patient



STEP V

Co-Regulate

My nervous system tells
your nervous system
that you are safe.

Hold Space



STEP VII

Be Curious

Can we be curious?



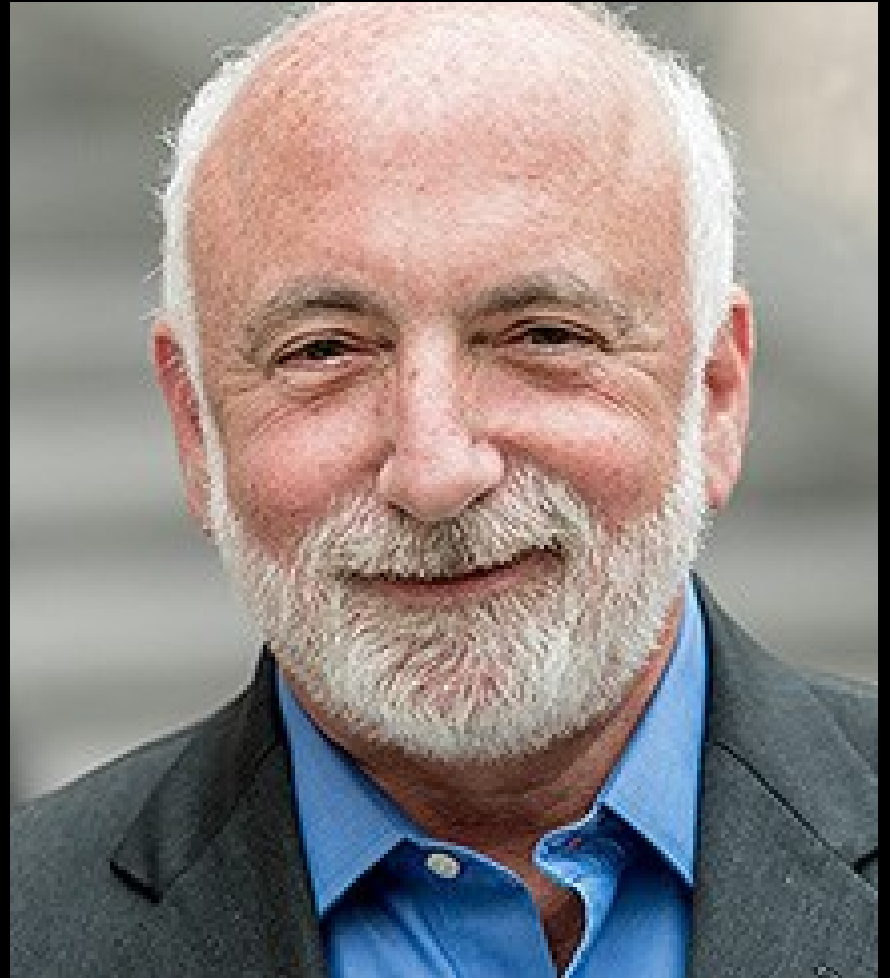
when in doubt
listen

there are
always
themes

Circle Time



“The capacity for self-regulation is probably the single most important contributor to achievement, mental health, and social success.”



Laurence Steinberg

Something Unexpected Happened In Spring 2020





"The well-being of these students **actually improved**. As classes and exams were canceled, grading moved to pass/fail and extracurricular activity ceased, they reported lower levels of stress, anxiety and depression compared with 2019."

~ Suniya Luthar

Homework



Sleep





COVID
7.0-7.8
hours/night



ADHD
Obesity
Behavior
Academics
Social Skills



“A sleepy sixth grader will perform in class like a fourth grader. A loss of one hour of sleep is equivalent to the loss of two years of cognitive maturation and development.”

~ Bronson and Merryman

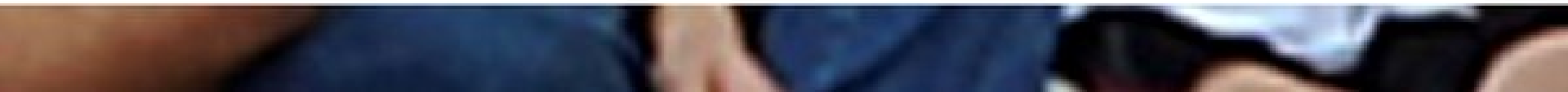
Schedules







YUP, WE BLEW IT.

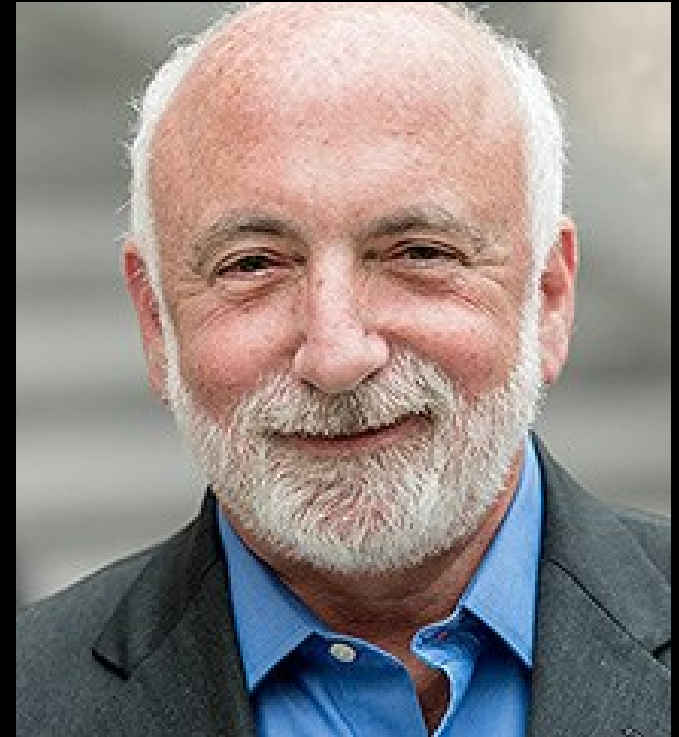




“But these improvements were short-lived. Beginning in the fall of 2020, as schoolwork ramped back up, the mental health of adolescents returned to pre-pandemic levels or worse.”

COVID and Development

“Do kids need certain kinds of experiences at this point in their lives in order to be able to develop normally? Yes, but there’s no reason to think an interruption like this is going to cause permanent damage. The plasticity afforded by the childhood brain at this age allows for recovery.”



Laurence Steinberg

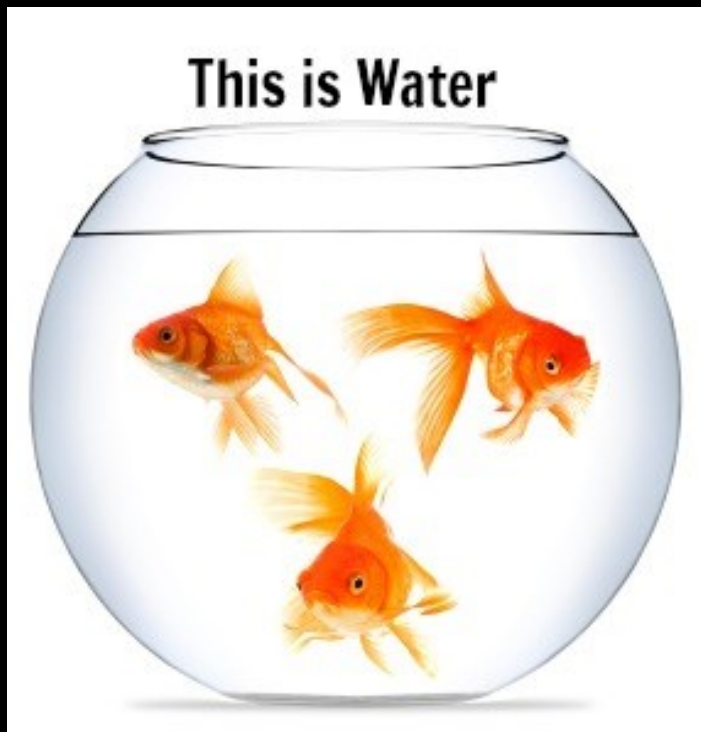


COVID shined a light
on our children and
our community

David Foster Wallace

Kenyon College
2005 Commencement Address





There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, "Morning, boys, how's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes, "*What the hell is water?*"

This is Water



“The immediate point of the fish story is that the most obvious, ubiquitous, important realities are often the ones that are the hardest to see and talk about.”



Now that we
know

what will we do?

Contract to

Expand



What Zone Are You In?

What Do You Need?

The Zones of Regulation

BLUE Zone

Sad
Sick
Tired
Bored
Moving slowly

Low state of alertness

GREEN Zone

Happy
Calm
Feeling OK
Focused
Ready to learn

I'm in control of myself

YELLOW Zone

Stressed
Frustrated
Worried
Silly/Wiggly
Excited
Afraid

I'm partly in control

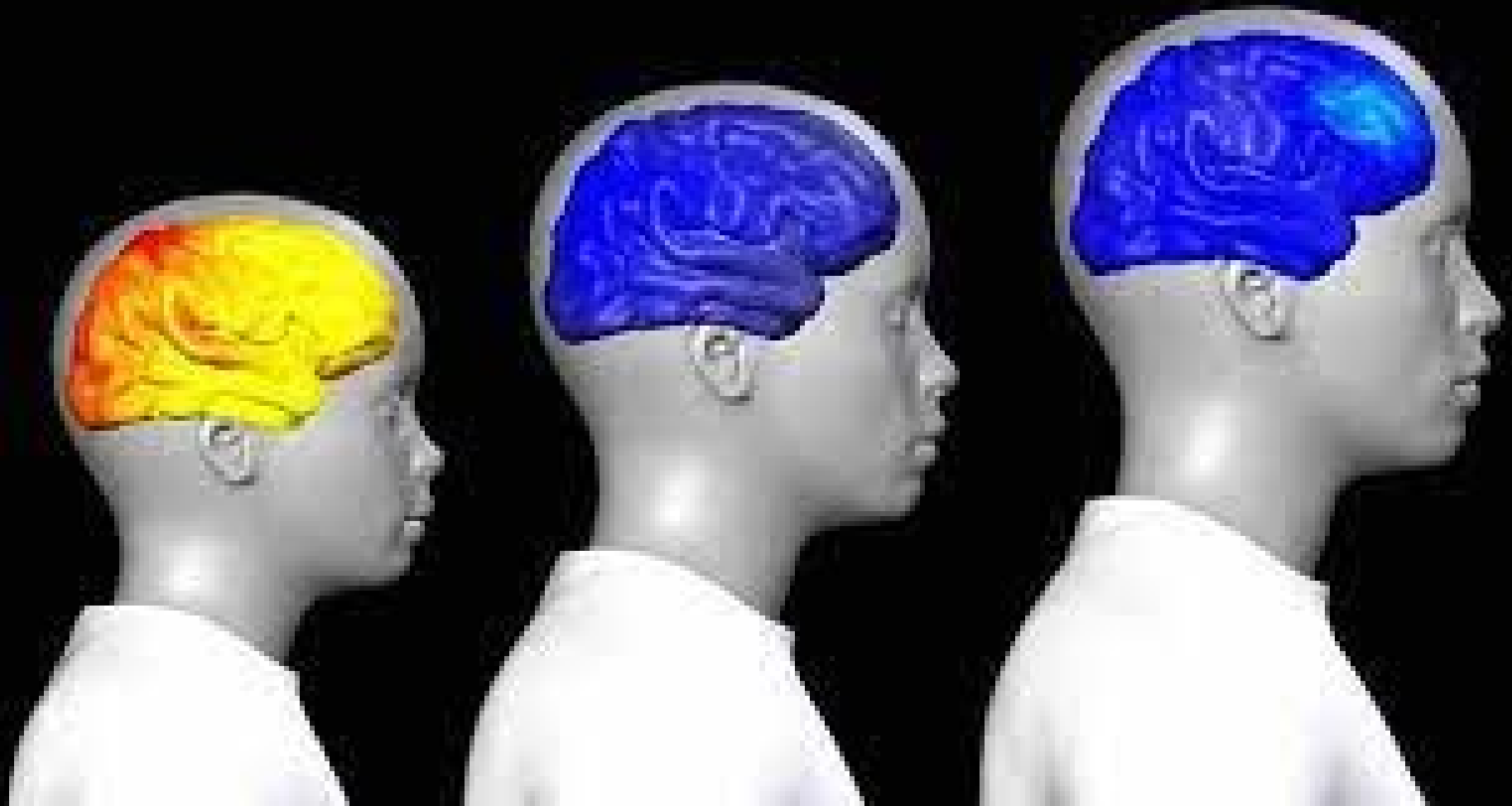
RED Zone

Mad
Mean
Terrified
Yelling/Hitting
Panicked
Enraged

I'm out of control

breathe.

Trust Development



WE NEED TO
REGULATE
OURSELVES
FIRST

And to teach them
to soothe themselves



The Greatest Generation



The Resilient Generation



Our work is like driving a car
at night. You can only see as
far as your headlights, but
you can make the whole trip
that way.

From: E.L. Doctorow



Every dysregulated moment is an
opportunity to teach children

to attach
to regulate

**Almost everything
will work again if
you unplug it for a
few minutes...
including you.**

~ Anne Lamott

