

Self-Regulation Works Best When We Work Together

We recently heard from a member of the medical profession about her work on the self-regulation framework with Nursing students and the education system. Her comments highlight what we should never forget: they are all our kids - in the community, in schools and in the health system. Many of the most powerful self-reg initiatives are gaining traction through inter-agency involvement and alignment of understanding.

When we share what we are learning from neuroscience and how it influences our implementation of successful strategies, we build individual and system capacity so much faster. A great investment! Our Pediatric Nurse colleague shares:

I have been a pediatric nurse for many years and have incorporated this approach in all aspects of my work with children and families, regardless of the setting of care. It is quite heartening to see the steady movement of these approaches into our school system in recent years.

I am about to take 4th year Nursing students into a 'high needs' elementary school and the key area of need appears to be self-regulatory practices. We begin at the school next week (Thursday January 8th). I will be introducing the Nursing students to the role of self-regulatory practices in pediatric health and well-being, which has been near and dear to my heart my whole career. I can imagine you agree that this has been an under-used 'upstream' healthcare initiative, despite being vital to the development of healthy children, families and communities. Our timeframe at the school will demand a reasonable approach, taking small steps to build capacity within the school itself, and empower teachers, students and parents to help themselves.

The school has acquired 6 Sparks bikes, which have already been seen to make a difference; there are more on order. And they are interested in incorporating simple changes into daily routines as well as building their resources for parents and the community.