

# Take 5! Self-Reg Asset-Building: Ten Key Questions & Ten Key Messages

## Ten Key Questions

### *What if ...*

1. Students had a practical tool for social and emotional learning – a tool that is with them 24 hours a day?
2. Children could begin working with this tool in the early years, and continue to use the same practical approach throughout elementary, middle and high school ... and on into adulthood?
3. Parents could learn how to use the tool as well, reminding kids to use the social and emotional skills they're learning in school? And boosting their own capacities at the same time ...
4. Kids felt empowered by their amazing ability to self-regulate – to be the boss of their senses, their emotions, their thoughts, their actions ... and to bounce back when life brings adversity?
5. Kids brought their natural curiosity to the concept of self-reg mastery ... How does it feel? How are things different? How can I feel this good more often?
6. Being self-regulated became as familiar a sensation to us as being hungry or being joyful – an everyday felt sense of what our bodies, emotions, minds and relationships feel like when we're able to monitor and modify our experience?
7. Educators had a capacity-building framework that integrates important insights from neuroscience and psychology that they can operationalize with a simple, easy to learn, and easy to teach approach to self-regulation and social and emotional learning?
8. Students learned that self-compassion is the “heart” of self-regulation, and that by growing our capacity to be self-compassionate, we strengthen our capacity to self-regulate ... to BE HERE, BE WITH, BE CALM, BE STRONG and BE CHANGE.
9. The same capacity-building approach was designed to boost thriving *and* respond to trauma?
10. Educators could strengthen their own self-regulation competencies at the same time as they introduce capacity-building concepts and practices to their students?



# 10 Key Messages

## 1. Self-Regulation Capacity-Building Objectives

- Take 5! builds capacity for self-regulation ... the ability to *monitor* and *modify* our experiences in life.
- It's a holistic approach to self-regulation capacity-building, addressing the whole child: senses, body & brain, emotions, mind, relationships & environment.
- Child-centered and child-empowering ... using a framework that kids can understand and make their own, we put a child's well-being into his/her own hands.
- Take 5! focuses on five self-reg competencies:

BE HERE – mindful awareness  
 BE WITH – interpersonal effectiveness  
 BE CALM – emotion regulation  
 BE STRONG – resilience & thriving  
 BE CHANGE – connectedness & contribution



- These self-regulation competencies are known to promote learning, mental wellness, healthy relationships & lifelong development.
- Collaborative engagement with Take 5! Self-Reg Asset-Building helps to grow a positive, supportive and engaged school climate.

## 2. A Self-Regulation Framework for All Ages & Stages

- The Take 5! Self-Reg Asset-Building Framework is designed to grow with children – beginning in the early years, and continuing to build capacity throughout childhood, youth and young adulthood.
- The 25 Building Blocks (and related activities) that support the Take 5! Framework focus on essential and empowering inner capacities that boost young people's ability self-regulate – to monitor and modify their experiences from moment to moment.
- The same framework informs professional development.

**Note:** see Appendix I for an overview of the 25 building blocks. These building blocks form the foundations of a Scope and Sequence that facilitates lesson planning and activity planning.

### 3. Awareness is the Key Variable in Self-Regulation

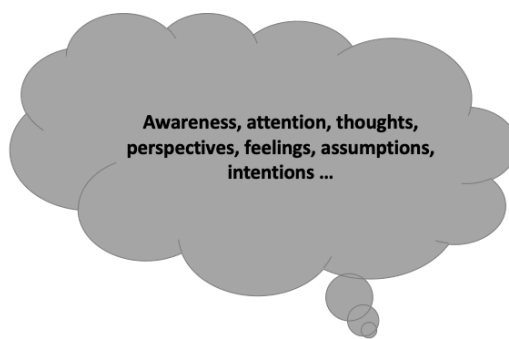
- The Basic Recipe focuses on awareness, and its relationship to action.
- Awareness includes incoming information – about self, about world.
- Awareness also includes outgoing information – my perspective on self and world.
- Awareness is empowering: “What I can see, I can act on. And what I can act on, I can change.”
- Awareness changes as the mind grows and develops. Take 5! provides developmentally-aligned capacity-building that meets the student where they are, and supports them to take next steps in their own growth and development.



### The Basic Recipe

### 4. Mind is the Self-Reg Power Tool

- Take 5! stresses the essential role that the mind plays in self-regulation.
- Awareness is a capacity of the mind.
- The capacity-building objective is to strengthen the mind’s ability to be aware of, and influence, what’s happening in our bodies (including the brain), in our behaviors, and in our relationships.
- Neuroplasticity of mind and brain: As Dr. Dan Siegel reminds, how we learn to focus the mind can change the brain and the body.



**Awareness is the work of the mind.**

## 5. Self-Reg Made Simple – 1, 2, 3 – Know, Grow & Flow the Assets

- A practical way to bring the Basic Recipe (Awareness + Action) to life.
- Learning Loops create feedback between states of awareness & moments of action.
- Practice, not perfect. Repetition is the key to neuroplasticity.
- Empowering: Puts kids in charge of their own learning & practice.
- As kids learn to self-regulate, there's less need for adult intervention.



### SELF-REG MADE SIMPLE ... 1, 2, 3



- 1. Know the assets:** I can name the assets, and know how they make me feel – in my body, my mind & my connections with others.
- 2. Grow the assets:** I'm growing my self-reg strengths by practicing a little each day. More and more I can say that I'm the boss of my emotions, my thoughts, my behaviours ... "I'm the boss of me!"
- 3. Flow the assets:** I can 'be self-reg' more often than not. And I help others grow their own bucketful of self-reg assets.



## 6. Integration, Integration, Integration

- Integration: It's the key to flow.
- Dan Siegel on the importance of integration:
  - Integration means linking differentiated parts into a functional whole.
  - It's the principle underlying health at all levels of our experience.
  - It's the underlying mechanism of self-regulation.
  - Self-regulation is self-integration.



## 7. Responding to Trauma with the Same Approach that Promotes Thriving<sup>1</sup>

- People who have experienced trauma often have self-regulation deficits.
- Trauma contributes to health inequities: physical health challenges and mental health challenges.
- Take 5! integrates trauma-informed practice / trauma-responsive practice with everyday SEL and self-regulation capacity-building.
- The same self-reg assets that generate health, can also buffer and prevent the effects of trauma.
- Promoting resilience *and* thriving, Take 5! draws directly on key insights and innovations from Interpersonal Neurobiology and Dialectical Behavior Therapy, introducing hands-on kid-friendly practices that integrate both approaches.
- Take 5! focuses on *all* kids, not just *some* kids – reducing the stigma of trauma, ACEs.
- Shared language & shared practices among professionals that serve children and families increases likelihood of success for all kids.
- Thriving is the capacity-building objective for all kids ... even those who have had adverse experiences ... as well as the adults that support them.

***When it comes to ACEs & trauma ...***



**The impact of lots ACEs  
can be offset by lots of Self-Reg ASSETS.**

<sup>1</sup> Take 5! Integrates two rigorously researched and evidence-based modalities: Dialectical Behavior Therapy (Dr. Marsha Linehan) and Interpersonal Neurobiology (Dr. Dan Siegel). Together, they provide the primary theoretical and practice foundations for Take 5!

## 8. Equity and Transformative SEL – The Inside Story

- CASEL has recently identified the need for “Transformative SEL” ... boosting current SEL approaches with an intentional focus on equity and social justice ... a purposeful focus in which social and emotional learning acts “as a powerful lever for positive change.” We believe that Take 5! has an important contribution to make in this expanded area of social and emotional learning.
- Transformation involves change. In children, youth, and adults alike, our ability to make skillful and equitable change is closely correlated with our capacity for mindful awareness, interpersonal effectiveness, and emotion regulation, as well as our ability to be resilient, enabling us to thrive even when life gets tough. In other words, to BE CHANGE, we must also be able to BE HERE, BE WITH, BE CALM and BE STRONG.
- Going a little further, our ability to BE CHANGE - making change that makes a real difference in our world – is strengthened by the five building blocks shown in the sidebar; each is an integrated part of the Take 5! Framework.
- When young people are supported to grow their capacity to self-regulate, they are better prepared to navigate the challenges that life will inevitably bring. And, with robust self-reg skills, they are better prepared to play a positive role in creating a healthier future, a more equitable future, a thriving future ... for themselves, for their families, and for their fellow citizens.

### BE CHANGE

#### **Connectedness & Contribution** ***Making Change that Makes a Difference***

##### **1. Flex/Flow Thinking:**

Change is constant; everything has its opposite; yes/and thinking; finding hidden potential in the problem.

##### **2. Imagine a Preferred Future:**

A chosen future, not just an inherited future.

##### **3. Stepping Up:**

“What if I ...?”  
“What if we ...?”

##### **4. Playing it Forward:**

How will this action affect my future, our future, the planet’s future?

##### **5. Busting My Immunity to Change:**

How do competing commitments undermine my very best intentions?



## 9. Spotlight on Self-Compassion: It's the “Heart” of Self-Regulation

- What do we mean by “self-compassion”? Let’s start with a definition of compassion, and then see what happens when we apply it to ourselves.
- The word compassion stems from the Latin word *compati* – mean “to suffer with.” Or, as my dictionary describes it: sympathetic consciousness of others’ distress, together with a desire to alleviate it. When I’m feeling compassionate toward others, then, I’m aware of their suffering *and* I wish to do something to alleviate that suffering.
- With self-compassion, the same two elements are present: an awareness of suffering, *and* the desire to alleviate that suffering. Christopher Germer describes it in ways that even young children can understand: self-compassion, he says, means “treating ourselves with the same kindness and understanding as we would a dear friend when things go wrong.” Or, as pioneering researcher Kristin Neff suggests, self-compassion is simply “compassion turned inward.”
- In the English language, there are many terms commonly used to describe self-compassion; they include loving-kindness, self-care, self-acceptance, self-empathy, inner warmth, goodwill toward self, radical acceptance, self-responsibility, friendly attention and self-love. No matter which words we use, by growing these self-compassionate qualities, we strengthen our capacity to self-regulate ... to BE HERE, BE WITH, BE CALM, BE STRONG and BE CHANGE.
- Self-compassion is a learnable capacity that is fully integrated into the Take 5! approach. In fact, we often say that self-compassion is the “heart” of self-regulation, helping kids and adults alike to grow their capacity to self-regulate ... to BE HERE, BE WITH, BE CALM, BE STRONG, and BE CHANGE.
- Classroom-friendly tools and activities are presented throughout the Take 5! Starter Kit, with additional materials in the Self-Compassion Activity Kit. Like all Take 5! activities, these activities are curated to facilitate learning that begins in the early years, and continues to advance through elementary, middle and high school.





## 10. Thinking about the Future of SEL

How does Take 5! contribute to emergent thinking and practice as SEL continues to evolve? Here are some of our reflections:

- Take 5! aligns with, and helps foster, the core social and emotional learning competencies identified by CASEL<sup>2</sup>, with a particular focus on the *inner* skills that all children need to meet SEL behavioral and relational objectives.
- The Take 5! approach draws on, and integrates, a broad range of insights and evidence from diverse fields of research, including neuroscience, mental health & wellness, and human development. In particular, Take 5! is rooted in Dr. Dan Siegel's innovative work with Interpersonal Neurobiology, and in Dr. Marsha Linehan's ground-breaking Dialectical Behavior therapy – a rigorously-researched and evidence-based modality that helps to foster mental wellness and resilience.
- The Take 5! approach has its roots in a neuroscience-informed definition of self-regulation: the ability to use my mind to *monitor* and *modify* my experiences, including my energy, emotions, thoughts, focus & attention, behaviors, my interactions with others, and engagement in my community.
- We propose that self-regulation - the learnable capacity to monitor and modify one's experience - is a core capacity for *all* SEL objectives identified by various players in this growing field of learning and assessment; depending on the program, these objectives are described as self-management, self-awareness, social awareness, responsible decision-making, relationship skills, self-efficacy, growth mindset, grit, conflict resolution, respect for diversity, sense of belonging, cooperation, empathy, self-control and assertiveness.
- The Take 5! curriculum encourages young people to see the connections between their inner experience and their outer actions and behaviors, and to learn how they can make more mindful and skillful choices ... even in those challenging moments.
- Preparing young people to meet the future – in their personal lives, and in their lives as engaged citizens – requires development of a strong sense of individual identity and self-worth, a sense of purpose, and a sense of agency – a belief that I can make a positive difference in my own life, and in the world.

Self-regulation – the ability to monitor and modify one's experience - plays a formative role in creating this sense of efficacy. When young people grow their capacity to BE HERE, BE WITH, BE CALM and BE STRONG, they are also learning to BE CHANGE.

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<sup>2</sup> Collaboration for Academic, Social and Emotional Learning: <https://casel.org>



## Professional Development

Take 5! Trainings		
<p><b>1. Take 5! Self-Reg Asset-Building: Getting Started</b></p> <p><i>Introduction to Take 5!</i></p> <ul style="list-style-type: none"> <li>• 6 hours of training</li> <li>• Learn the basics of Take 5! Self-Reg Asset-Building</li> <li>• Practice introducing hands-on tools and activities to the kids you work with</li> <li>• Explore ways to integrate the Take 5! approach with other resources in your SEL library</li> <li>• Take-away resources: the Take 5! Primer Starter Kit ... plus the Self-Compassion Activity Kit</li> </ul> <p>With this foundational training, you're ready to introduce Take 5! to the children and families you support, and to have fun with the skill-building activities in the Starter Kit.</p>	<p><b>2. Take 5! &amp; Trauma</b></p> <p><b>2.1</b> <i>Take 5! for ACEs &amp; Trauma: An Introduction</i></p> <ul style="list-style-type: none"> <li>• 6 hours of training</li> <li>• Take 5! Primer and Starter Kit</li> <li>• Take 5! practices and activities that can buffer and prevent the effects of trauma, and also promote thriving</li> </ul> <p><b>2.2</b> <i>Take 5! to Boost Your Trauma-Responsive Practice:</i></p> <ul style="list-style-type: none"> <li>• 12 hours of follow-up trauma-responsive learning &amp; practice for professionals currently integrating Take 5! into their work with children and families. This training includes a deep dive into trauma, shame and self-compassion.</li> <li>• Pre-requisite: 2.1 Take 5! for ACEs &amp; Trauma: An Introduction OR 3. Take 5! to Thrive ... even when life brings adversity</li> </ul>	<p><b>3. Take 5! to Thrive ... even when life brings adversity</b></p> <p><i>Learn the basics of Take 5! and its contribution to trauma-responsive practice.</i></p> <ul style="list-style-type: none"> <li>• A 12-hour comprehensive training that combines the learning and hands-on practice from 1. Take 5! Self-Reg Asset Building: Getting Started <i>along with</i> the trauma-orientation of 2.1 Take 5! for ACEs &amp; Trauma: An introduction</li> <li>• Lots of time for discussion and hands-on exploration of Take 5! practices &amp; activities.</li> <li>• Practical application in diverse professional contexts, including classrooms and other community settings</li> <li>• Take-away resources: Take 5! Primer &amp; Starter Kit ... plus the Self-Compassion Activity Kit.</li> </ul>

**Note:** All introductory workshops and professional development training sessions are currently offered in-person and, alternately, via Zoom.

### For more information, contact:

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## Appendix I

### Take 5! Self-Reg Assets for Younger Kids

BE HERE	BE WITH	BE CALM	BE STRONG	BE CHANGE
<b>Mindful Awareness:</b> <i>Being Present in ME Space</i> <ol style="list-style-type: none"> <li><b>Awareness – Me:</b> I'm aware of my thoughts, feelings, body, actions</li> <li><b>Mindfulness:</b> Being here <i>with</i> myself, <i>for</i> myself</li> <li><b>Felt-sensing:</b> Getting information from my mind &amp; body; trusting my gut sense.</li> <li><b>In-Sight:</b> Making 'me maps'; seeing my thoughts &amp; feelings; seeing my triggers &amp; reactions.</li> <li><b>Being Myself:</b> Seeing my uniqueness; valuing my strengths &amp; challenges; trusting my senses &amp; my experiences in life.</li> </ol>	<b>Interpersonal Effectiveness:</b> <i>Being Together in WE Space</i> <ol style="list-style-type: none"> <li><b>Awareness – We:</b> Being present in 'we space'</li> <li><b>Flexible Thinking</b> Others might see things differently.</li> <li><b>Mindsight:</b> 'Me maps' and 'you maps'; insight &amp; empathy</li> <li><b>Boundary Awareness:</b> Me and you, separate and together; respecting my own body, thoughts, feelings &amp; perspectives, and also valuing yours.</li> <li><b>Mindful Togetherness:</b> I think about you, and I think about me. We validate each others' experiences &amp; perspectives.</li> </ol>	<b>Emotion Regulation</b> <i>Senses in Sync</i> <ol style="list-style-type: none"> <li><b>Sensing:</b> What's happening in my body? How is that connected to my thoughts, my emotions and my actions?</li> <li><b>Conscious Breathing:</b> What shifts when I pay attention to my breath?</li> <li><b>Standing on the Moon</b> Does the problem look different if I'm seeing from a distance ... e.g. 'standing on the moon'?</li> <li><b>Being the Boss:</b> I can be the boss of my senses and my responses. "I have emotions ... my emotions don't have me."</li> <li><b>Building Mastery:</b> I practice my calming skills every day.</li> </ol>	<b>Resilience &amp; Thriving ...</b> <i>Even When Life Gets Tough</i> <ol style="list-style-type: none"> <li><b>Distress Tolerance:</b> I can soothe myself when I'm feeling triggered. I can notice my impulse, then do the opposite.</li> <li><b>Reality Check:</b> I can't always change the situation but I can change the way I respond.</li> <li><b>Lemonade Thinking:</b> Seeing the opportunity within the problem.</li> <li><b>Wise Mind:</b> Using my thinking mind <i>and</i> my feeling mind.</li> <li><b>Rocking Resilience:</b> I can resist urges, rebalance my thoughts &amp; emotions, bounce back from adversity.</li> </ol>	<b>Connectedness &amp; Contribution</b> <i>Making Change that Makes a Difference</i> <ol style="list-style-type: none"> <li><b>Being Connected:</b> I feel connected to people &amp; nature. What I do affects others; what others do affects me.</li> <li><b>Being a Change Wizard:</b> Life is always changing. I can be a force for positive change; I can make a difference in my world.</li> <li><b>Stepping Up:</b> "What if I ...?" "What if we ...?"</li> <li><b>Playing it Forward:</b> In my mind, I wonder: How will this action affect me, my friends, my family, my community?</li> <li><b>Seeing My Resistance to Change:</b> How do I sometimes get stuck in old habits, even when I know a change is needed?</li> </ol>

Tam Lundy, 2016



### Take 5! Self-Reg Assets for Older Kids

BE HERE	BE WITH	BE CALM	BE STRONG	BE CHANGE
<b>Mindful Awareness:</b> <i>Being Present in ME Space</i> <ol style="list-style-type: none"> <li><b>Awareness – Me:</b> Thoughts, feelings, body, actions</li> <li><b>Mindfulness:</b> Being here <i>with</i> myself, <i>for</i> myself</li> <li><b>Felt-sensing:</b> Mindful focusing; tapping inner wisdom</li> <li><b>In-Sight:</b> Making 'me maps'; seeing perspectives, assumptions, taken-for-granted's, judgments</li> <li><b>Presence in Every Moment:</b> Tuning in to the present moment &amp; accepting it; validating my experience</li> </ol>	<b>Interpersonal Effectiveness:</b> <i>Being Together in WE Space</i> <ol style="list-style-type: none"> <li><b>Awareness – We:</b> Being present in 'we space'</li> <li><b>Perspective-taking:</b> There's always more than one perspective</li> <li><b>Mindsight:</b> Integrating insight &amp; empathy</li> <li><b>Boundary Awareness:</b> Me and you, separate and together</li> <li><b>Mindful Togetherness:</b> Being here <i>with</i> others, and <i>for</i> others.</li> </ol>	<b>Emotion Regulation</b> <i>Senses in Sync</i> <ol style="list-style-type: none"> <li><b>Sensing –</b> What's happening in my body? How is that connected to my thoughts, my emotions &amp; actions?</li> <li><b>Conscious Breathing:</b> What shifts when I pay attention to my breath?</li> <li><b>Standing on the Moon</b> What shifts again when I stand back a little, when I practice "witness awareness?"</li> <li><b>Living my Power:</b> What shifts again when I bring awareness to my actions? When "I'm the boss of me?"</li> <li><b>Building Mastery:</b> Practice, practice, practice ...</li> </ol>	<b>Resilience &amp; Thriving ...</b> <i>Even When Life Gets Tough</i> <ol style="list-style-type: none"> <li><b>Distress Tolerance:</b> Accepting, finding meaning in, &amp; tolerating distress</li> <li><b>Truth Testing:</b> Is there more than one truth in this situation?</li> <li><b>Making Sense of the Problem:</b> A 'sense of coherence' generates health &amp; well-being</li> <li><b>Wise Mind:</b> Integrating rational mind &amp; emotional mind</li> <li><b>Rocking Resilience:</b> Resisting urges; working with dynamic tension; bouncing back from adversity</li> </ol>	<b>Connectedness &amp; Contribution</b> <i>Making Change that Makes a Difference</i> <ol style="list-style-type: none"> <li><b>Flex/Flow Thinking:</b> Change is constant; everything has its opposite; yes/and thinking; finding hidden potential in the problem</li> <li><b>Imagine a Preferred Future:</b> A chosen future, not just an inherited future</li> <li><b>Stepping Up:</b> "What if I ...?" "What if we ...?"</li> <li><b>Playing it Forward:</b> How will this action affect my future, our future, the planet's future?</li> <li><b>Busting My Immunity to Change:</b> How do competing commitments undermine my very best intentions?</li> </ol>

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