

THE **ZONES** OF REGULATION®

Aims

- Overview of Self-Regulation.
- To understand how the 'Zones of Regulation' works.
- Self-Regulation tools
 - Calming techniques
 - Thinking strategies
 - Sensory supports



Definition of Self-Regulation

“...It is defined as the capacity to manage one’s thoughts, feelings, and actions in adaptive and flexible ways across a range of contexts.” - Jude Nicholas

It encompasses:

- Self control
- Resilience
- Self-Management
- Anger Management
- Impulse control
- Sensory Regulation



Why is self-regulation important?

“Life is 10% what happens to us and 90% how we react to it.”

- Charles Swindoll

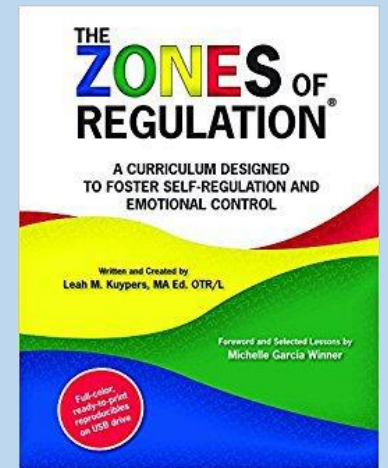
- Research has found that higher academic attainment is more likely when interventions include self-regulation components.
- Typically, children who can self-regulate will turn into teenagers who can self-regulate.



What are the **ZONES** of Regulation ®

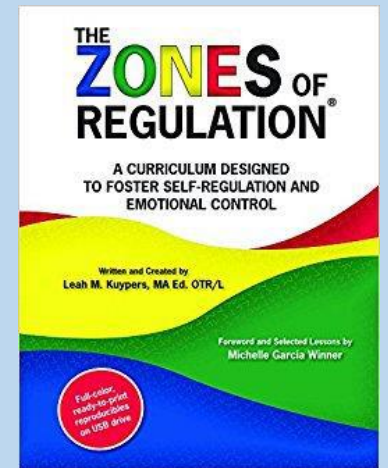
Teaches learners:

- Vocabulary of emotional terms.
- How to recognise their own emotions.
- How to detect the emotions of others (read other's facial expressions)
- What may trigger certain emotions.
- How others may interpret their behaviour.
- Problem solving skills



Why teach the **ZONES** of Regulation ®

- Provides a common language to discuss emotions – a language that is non-judgemental.
- The Zones of Regulation is simple for children to understand but is helpful for all!
- The Zones teaches healthy coping and regulation strategies.





- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, happy, calm and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone:** elated, angry, wild, terrified (*heightened state of alertness and out of control*).

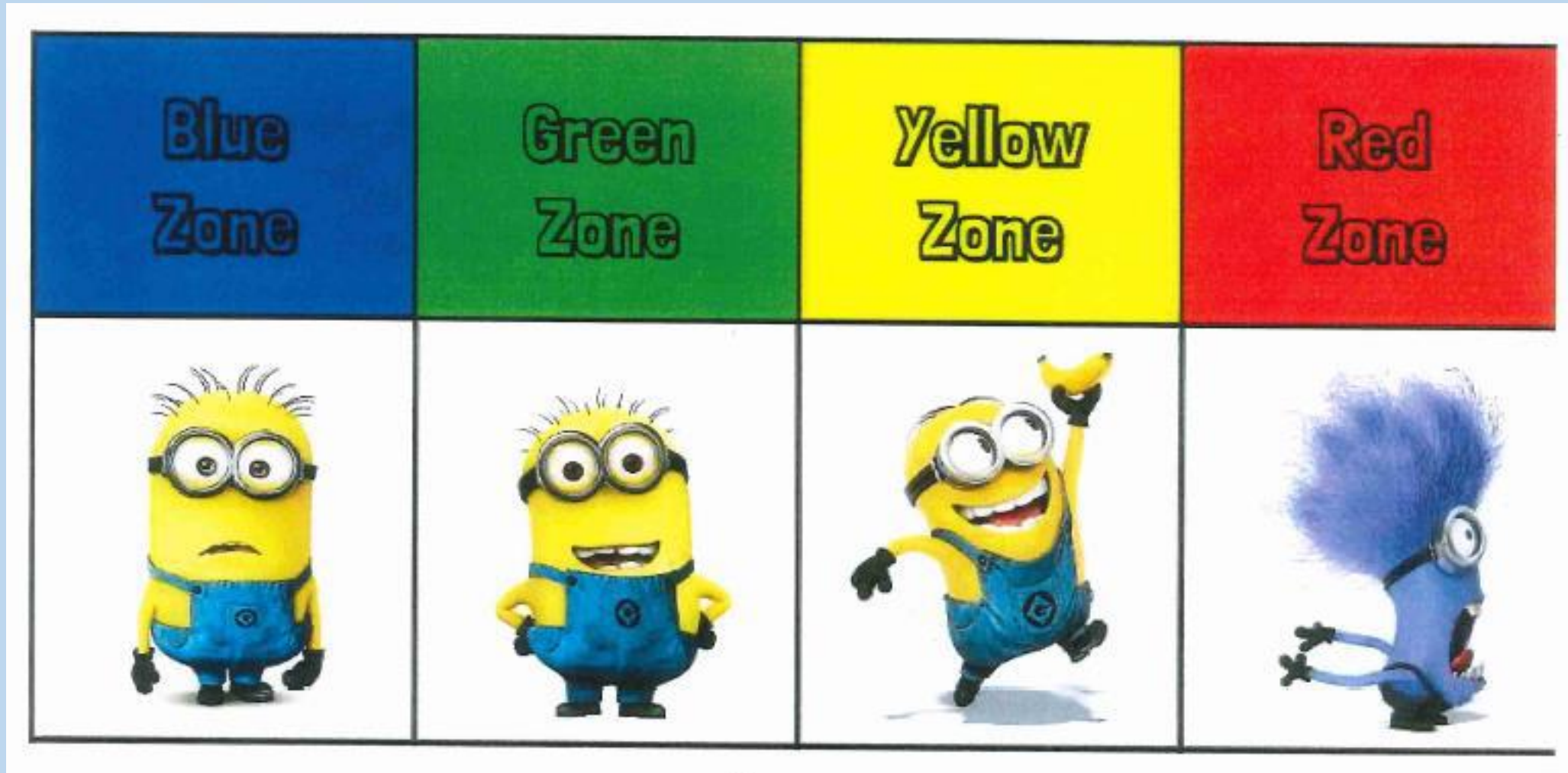
The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Other ZONES visuals



Other ZONES visuals



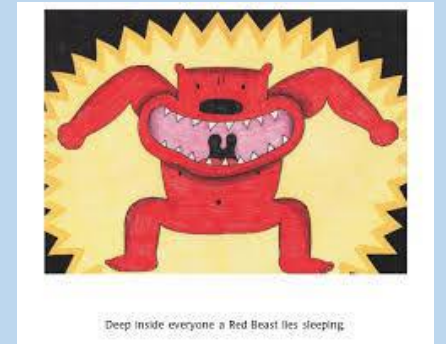
Key points:

- There is no 'bad' zone.
- Everyone experiences all of the zones at different times and in different circumstances.
- We can't change the way that children feel, BUT we can help them manage their feelings/states and behaviours. ***"It's OK to be angry but it is not OK to hit..."***
- You can be in more than one zone at a time (e.g. sad AND angry)

Key points:

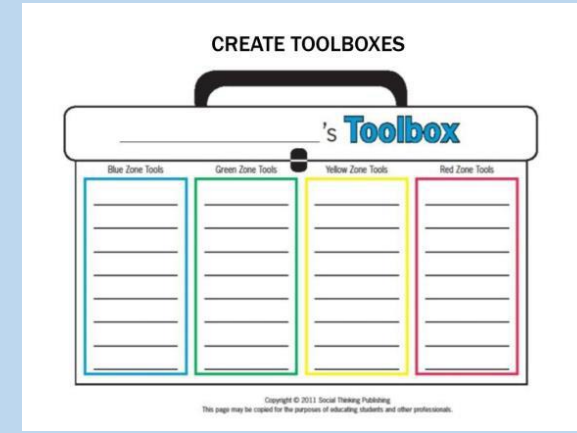
- If a child is confidently using words to describe their emotions, they don't need to revert to the Zones language. HOWEVER it is useful for them to know the strategy groups that will help them.

E.g. sick or tired = blue zone strategies



- If a child is in the Red Zone...
 - Limit verbal language – this is not a teachable moment
 - Discuss use of tools when child is regulated
 - Plan for if/when child is in the Red Zone. “Wonder if this strategy would help....?”

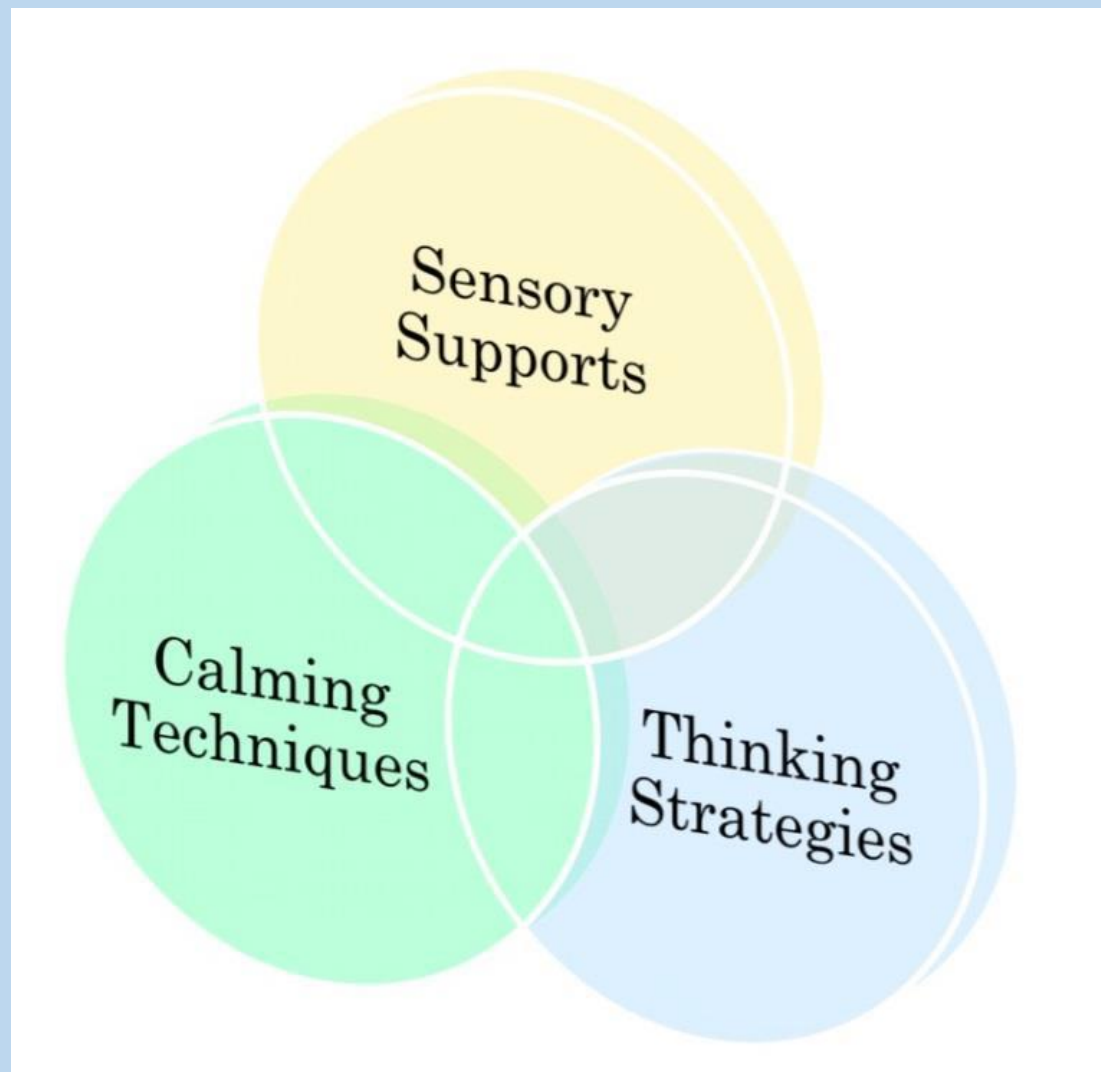
Understanding ZONES tools



- **Blue Zone tools:** help wake up our bodies, feel better and regain focus.
- **Green Zone tools:** help us stay calm, focused and feeling good. These are often proactive strategies.
- **Yellow Zone tools:** help us regain control and calm ourselves.
- **Red Zone tools:** help us stay safe and start to calm down.

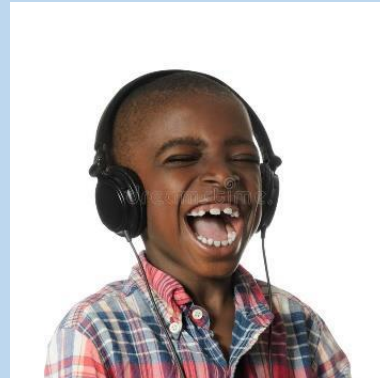
Pick 2 or 3 tools per Zone (depending on the child)

Tools for Self-Regulation



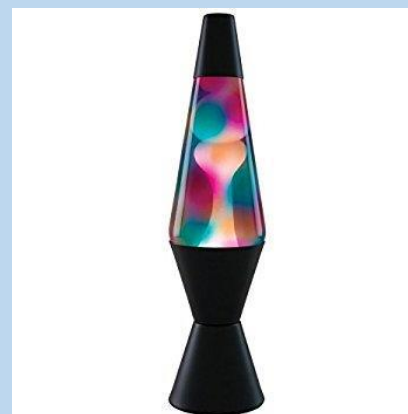
Sensory Strategies

- Bear hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through a straw
- Chewy foods (e.g. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.
Which sensory supports do you use in every day life?

Sensory tools

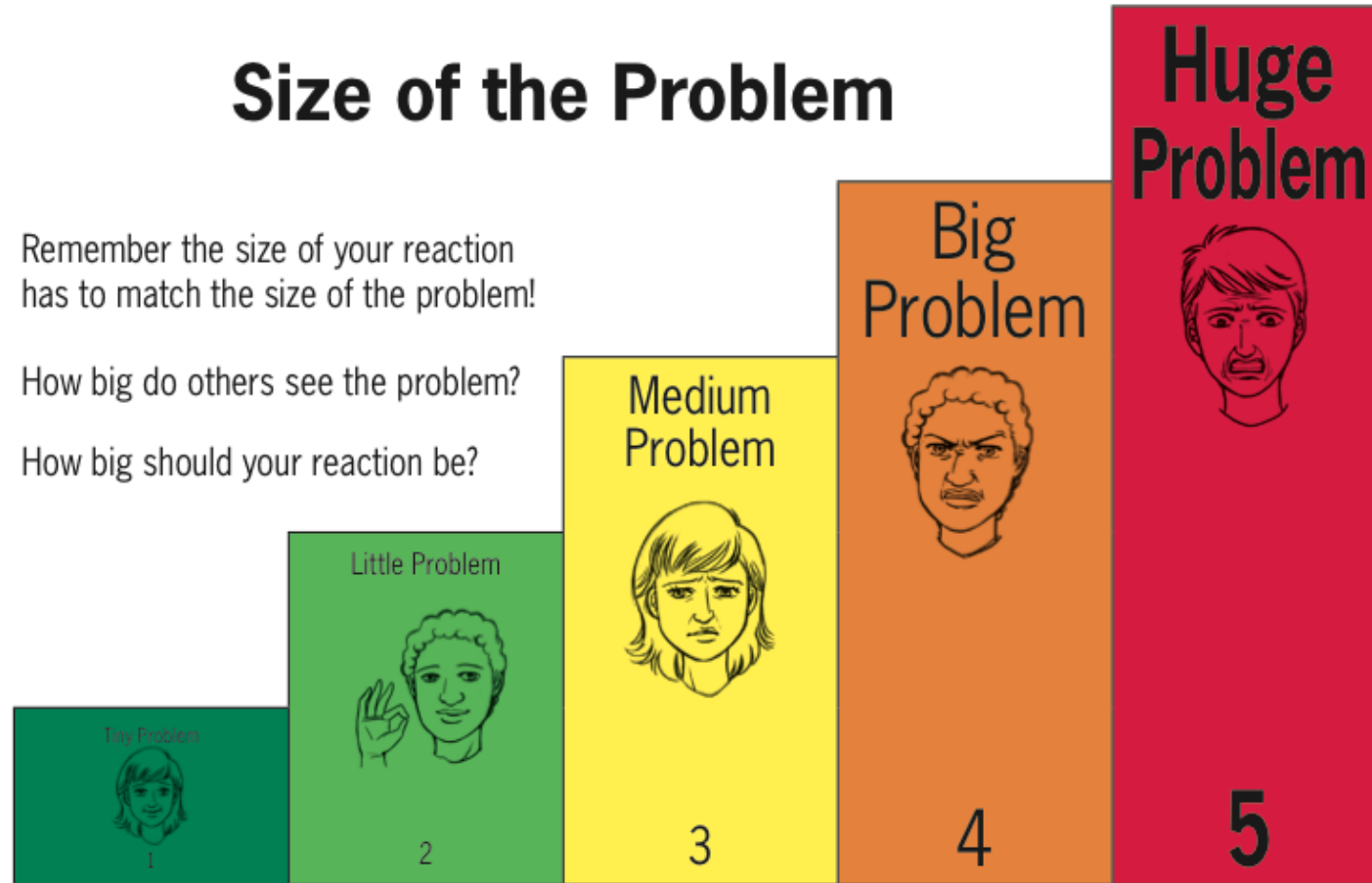


Size of the Problem

Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



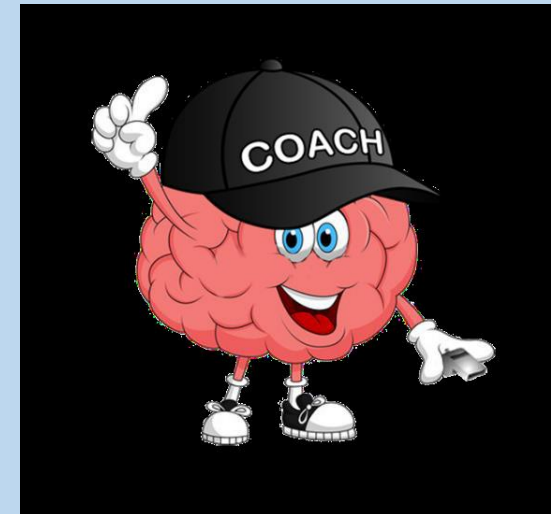
Make sure to praise the child for having expected reactions rather than pointing out the unexpected.

WHAT CAN I SAY TO MYSELF?

INSTEAD OF... TRY THINKING....

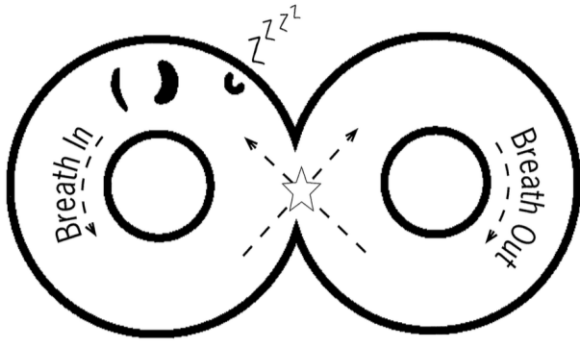
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|--------------------------------|---|
| -I'M NOT GOOD AT THIS | -WHAT AM I MISSING? |
| -I'M AWESOME AT THIS | -I'M ON THE RIGHT TRACK |
| -I GIVE UP! | -I'LL USE SOME OF THE STRATEGIES I'VE LEARNED |
| -THIS IS TOO HARD | -THIS MAY TAKE SOME TIME AND EFFORT |
| -I CAN'T MAKE THIS ANY BETTER | -I CAN ALWAYS IMPROVE; I'LL KEEP TRYING |
| -I CAN'T DO MATH | -I'M GOING TO TRAIN MY BRAIN IN MATH |
| -I MADE A MISTAKE | -MISTAKES HELP ME IMPROVE |
| -I'LL NEVER BE AS SMART AS HER | -I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT |
| -IT'S GOOD ENOUGH | -IS THIS REALLY MY BEST WORK? |

Teach the children: Inner Coach VS Inner Critic

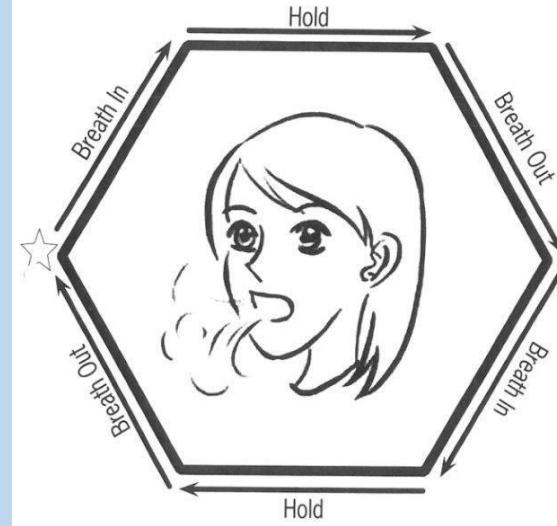


Calming Strategies

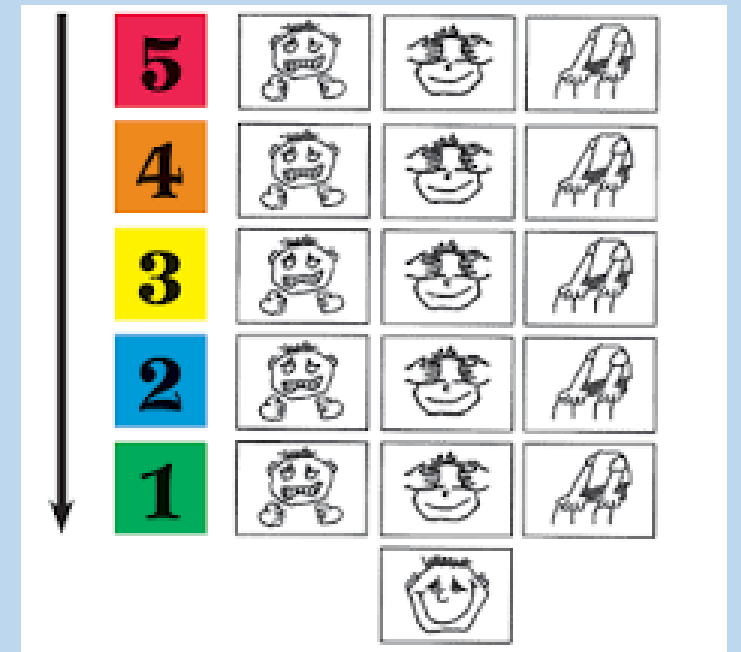
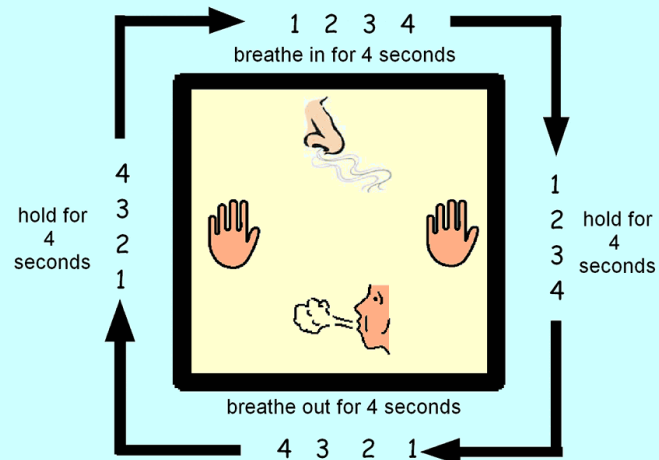
Lazy 8 Breathing



The Six Sides of Breathing



SQUARE BREATHING



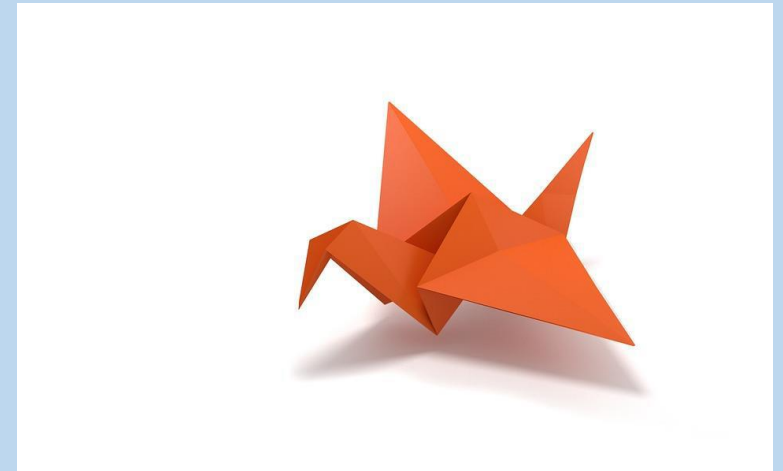
Counting

- Forward and backwards
- Count objects
- Count colours
- Count breaths
- Count pulse



Calming activities

- Puzzles
- Listen to music
- Draw/paint
- Origami
- Play-doh/Clay
- Read
- Stack Rocks



How can I support the Zones of Regulation?

- Identify your own feelings using the Zones language in front of the child (e.g. “I’m frustrated, I am in the Yellow Zone”.)
- Provide positive reinforcement when the child is in the Green Zone and if they are making efforts to stay in the Green Zone. (e.g. “I can see you are working really hard to stay in the Green Zone by...”)
- Talk about what tool you will use to be in the appropriate Zone. (e.g. “I’m going for a walk. I need to get to the Green Zone”.)
- Label what Zones the child is in throughout the day (e.g. “You look sleepy. Are you in the Blue Zone?”)
- Teach the child which Zones tools they can use (e.g. “Let’s have a drink and go for a walk to help get you into the Green Zone”)
- Reference the Zones tools in the classroom or their personal ‘toolbox’ if they have one.

More information on the Zones

- Zones of Regulation website
<http://www.zonesofregulation.com/index.html>
- Social Media – Facebook; Pinterest; Instagram