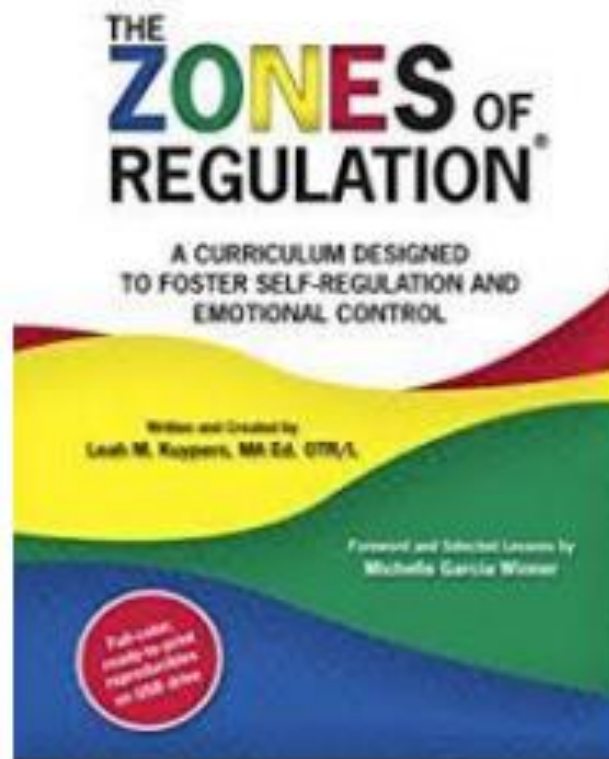


# Zones of Regulation



## 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 achievement is more likely when interventions include self-regulation components.



- Typically, children who can self-regulate will turn **into teens who can self-regulate.**

# A person who can self-regulate is able to:

- remain CALM AND ORGANISED in a stressful situation.

*(Executive Functions)*



- cheer themselves up after a disappointment.

*(Emotional Regulation)*



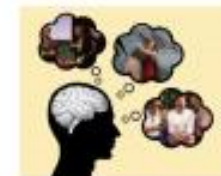
- knows when they are experiencing sensory overload and can make adjustments.

*(Sensory processing)*



- Understands when it is appropriate to cheer and shout and when to be quiet.

*(Social cognition)*

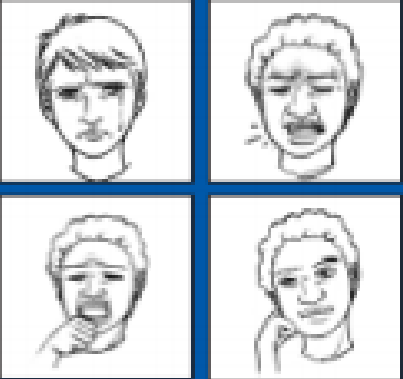
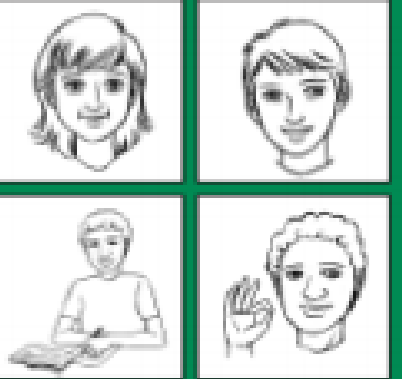
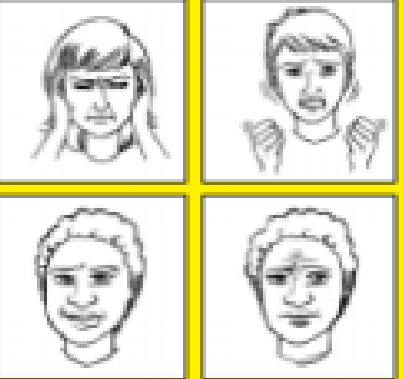
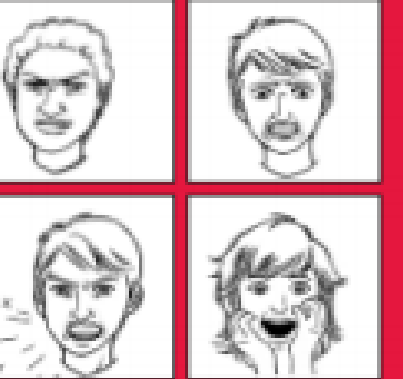


# What is the Zones of Regulation program?

- The Zones of Regulation is a curriculum geared towards helping children gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.
- The activities are designed to help children recognise what 'zone' they are in, with each Zone represented by a different colour.
- Children learn strategies or 'tools' to learn how to stay in a Zone or move to another.
- They explore calming techniques, cognitive strategies and sensory supports so they have a toolbox of methods to use to move between zones.
- From the learning activities, children should learn to: read others' facial expressions, recognise emotions, learn their triggers and gain perspective into how others see their behaviour.



# The ZONES of Regulation®

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



- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy 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*).

# RED & YELLOW ZONE are “OK”

- Different zones are experienced throughout the day
- No wrong or bad zones; Can make poor choices
- There are “expected ZONES” for different environmental demands
- Safe; Non-judgmental means to communicate and recognize feelings
- Provide natural consequences for poor choices in the RED Zone; Process afterward the circumstances what led to the Red Zone and how to do differently the next time





# More Than One ZONE



- Students can be in more than one Zone at once  
(Ex. Blue for Tired and Yellow for Anxiety over a test)
- The same emotion can be categorized into different zones  
(Ex. Disappointment in Blue or Yellow & Jealous can be Yellow or Red)
- Listing more than one Zone can indicate that they are really in touch with their feelings and alertness level.

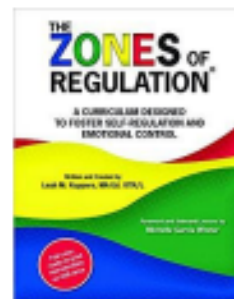
The Zone depends on the **intensity of the emotions**

# Outside Mask for Inside Zone

- Disguise our zone by putting on a mask to match social expectations (ex. “Put on a happy face” if disappointed & jealous)
- Pick up child from school and they loose it then they are aware of social expectations & so that peers continue to think good thoughts about them until a safe place to let their emotions out
- Teach how to manage Yellow Zone emotion inside of them throughout the day so that it doesn't turn into the Red Zone



## KEY POINTS:



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

*Eg. sick or tired = blue zone strategies*

If your child is in the Red Zone...

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



Deep inside everyone a Red Bear lies sleeping.

# Mutual/Co-Regulation: Adult Support

- Independent self-regulation takes a long time to develop in neuro typical children
- Special needs students may require many years and may never develop independent self-regulation.
- The program provides a structure for co-regulation /mutual regulation.
- Able to repeat the lesson more than once or do the lesson a regular basis to assist student's in comprehending the concept taught



# UNDERSTANDING ZONE 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.

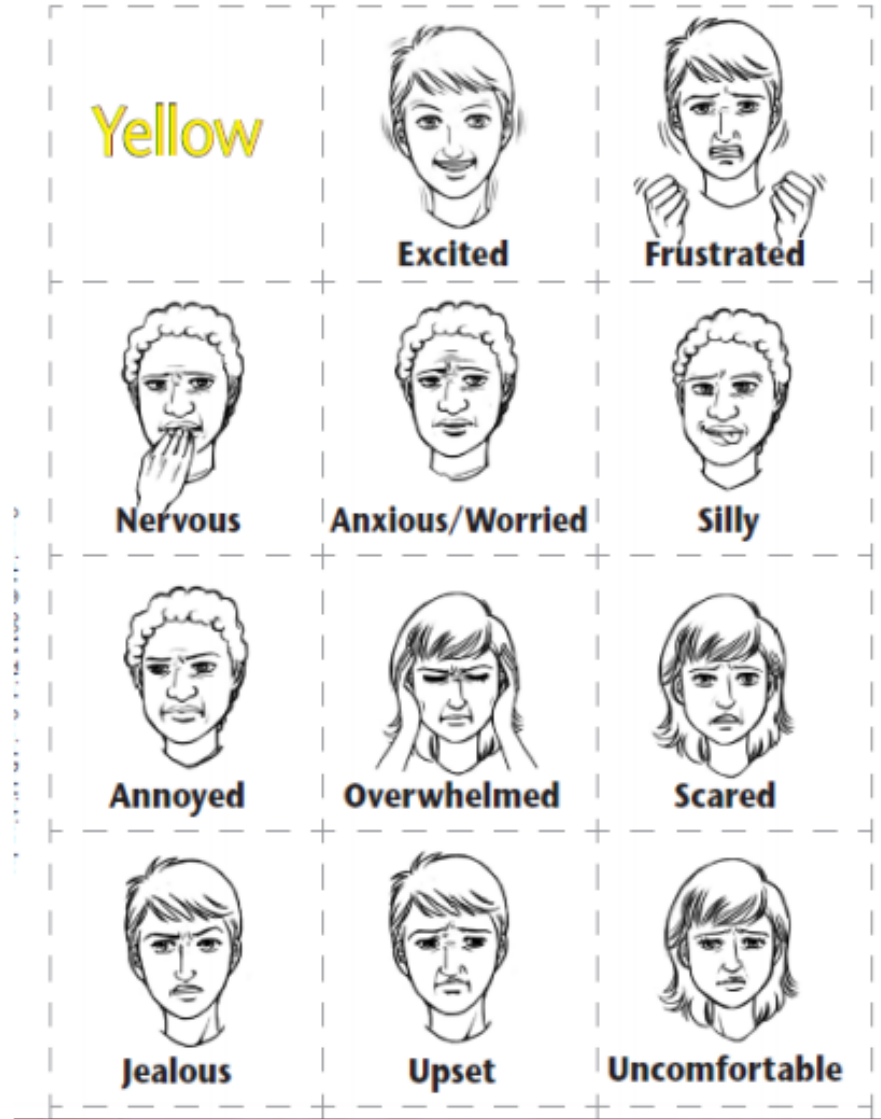
**Pick 2/3 for each Zone (depends on child).**

# Talking about the Zones



# Sort Faces and Emotions into Zones

- Familiarize with concept of Zones
- Increase Emotions Vocabulary
- Increase recognition of facial expressions



MOSAIC MAGAZINE & CLIP ART





# Sort Scenarios into Expected Zones



# ME in MY ZONES Book: The RED ZONE

A picture of me in the RED ZONE:



My face and body clues are:

- -hand fisted
- face hot and red
- heart beating fast

In the RED ZONE, I feel:

Mad , Out of Control, Yelling, Tearing Paper

I'm more likely to make others feel:

Scared or mad

# ME in MY ZONES Book: The BLUE ZONE

## A picture of me in the BLUE ZONE:



## My face and body clues are:

- Slump in my chair; Hold my head up
- Move slowly
- breath slow ; yawn

## In the BLUE ZONE, I feel:

Sad, Sleepy

## I'm more likely to make others feel:

They don't want to play with me; I'm no fun;

# Sensory Strategies



## SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. 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 daily life?

# SENSORY TOOLS



Could you have a sensory box at home?

# QUICK MOVEMENT BREAK



# Thinking Strategies



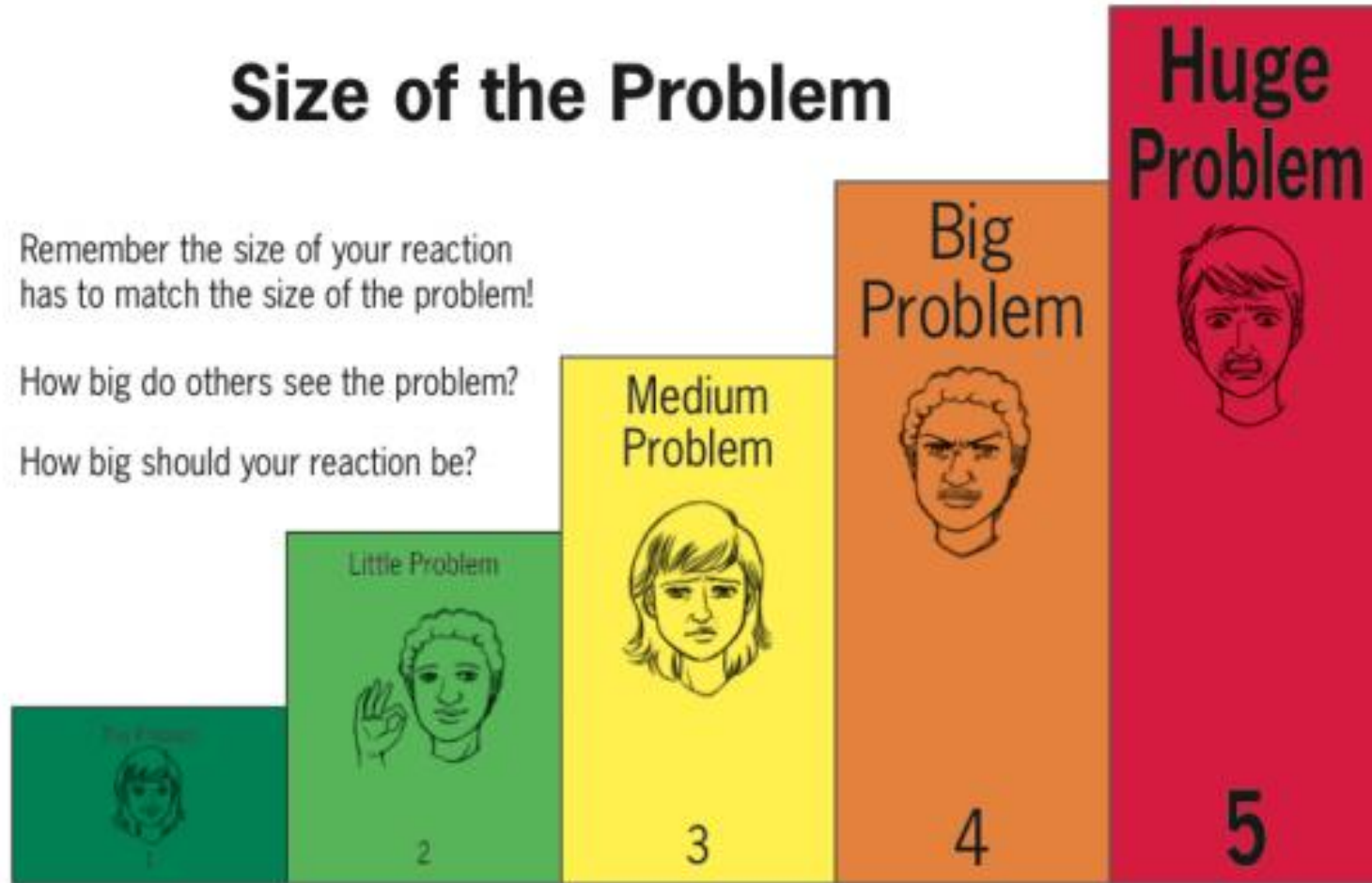


# Size of the Problem

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?



# WHAT CAN I SAY TO MYSELF?

## INSTEAD OF...

- I'M NOT GOOD AT THIS
- I'M AWESOME AT THIS
- I GIVE UP!
- THIS IS TOO HARD
- I CAN'T MAKE THIS ANY BETTER
- I CAN'T DO MATH
- I MADE A MISTAKE
- I'LL NEVER BE AS SMART AS HER
- IT'S GOOD ENOUGH

## TRY THINKING...

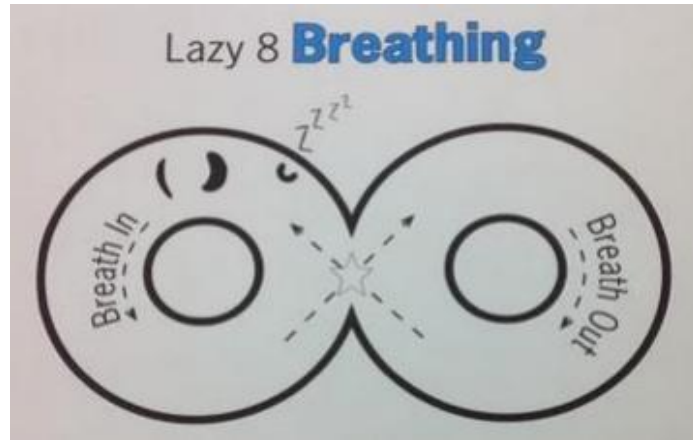
- WHAT AM I MISSING?
- I'M ON THE RIGHT TRACK
- I'LL USE SOME OF THE STRATEGIES I'VE LEARNED
- THIS MAY TAKE SOME TIME AND EFFORT
- I CAN ALWAYS IMPROVE; I'LL KEEP TRYING
- I'M GOING TO TRAIN MY BRAIN IN MATH
- MISTAKES HELP ME IMPROVE
- I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT
- IS THIS REALLY MY BEST WORK?



# Calming Strategies

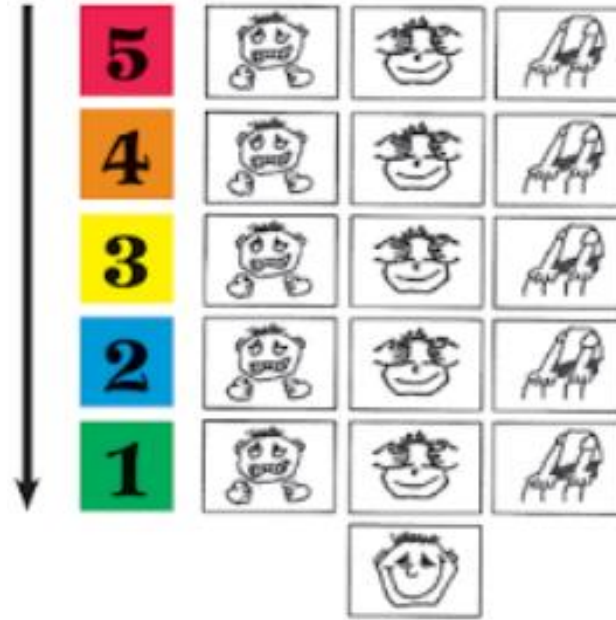


Remember with breathing techniques, it is important to breathe out for longer than you breathe in.



**Lazy 8 Breathing**

Start with an 8 on its side. Starting in the middle, go up to the left and trace the left part of the 8 with your finger while you breathe in. When you get to the middle of the 8 again, breathe out while you trace the right part of the 8 with your finger.




**My Calming Sequence Visual**

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.

**Counting**

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



**Calming Activities**

- Puzzles
- Listen to Music
- Draw/Paint
- Origami
- Play-Doh/clay
- Read
- Stack Rocks
- Fit Bit calming or watch pulse