

Zones of 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.

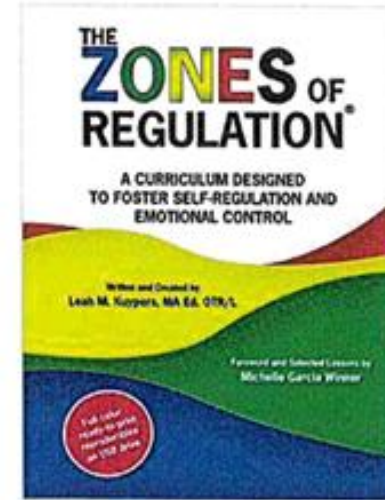


- Typically, children who can self-regulate will turn **into teens who can self-regulate.**

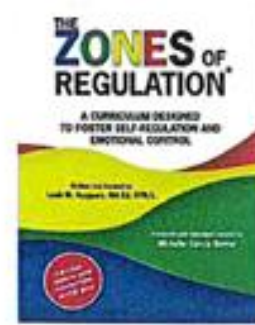
WHAT ARE THE **ZONES** OF REGULATION®?

Teaches students:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' 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 **teach *healthy* coping and regulation strategies.**

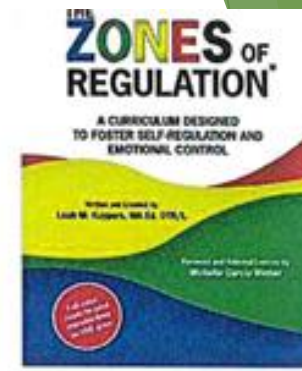


- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, 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*).

The ZONES of Regulation®

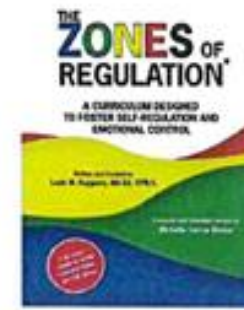
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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 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 (eg. sad AND angry).

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 Beast lies sleeping

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).



Use tools to get in the green zone.



Tools for Regulation

For the Blue Zone – increase arousal:

- think happy thoughts
- talk about your feelings
- rub hands together
- run on the spot
- shoulder rub
- ask for a hug
- swinging or spinning
- stretching or jumping jacks
- strong scents
- vibration
- drink water
- crunchy foods
- bright lights
- listening to loud music



For the Green Zone – maintaining:

- keep your eyes on the teacher
- remember your daily goals
- finish your homework
- think happy thoughts
- be a good friend
- help others
- work hard
- smile

How does my brain feel?

GO



Calm



Learning

GREEN ZONE FEELINGS



Ready to Learn



Happy



Focused

For the Yellow – decrease arousal:

- talk to my parents/friends
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods

How does my brain feel?

Slow Down
And Breathe!

YELLOW ZONE FEELINGS



Annoyed



Surprised



Silly



Excited



Frustrated



Competitive

CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



For the Red Zones – decrease arousal:

- take three deep breaths
- how big is my problem – the size of your reaction should match the size of the problem. How big do others see the problem? How big should your reaction be?
- jump on a trampoline
- relax your muscles
- talk to an adult
- sensory break
- push the wall
- count to 20
- walk away
- STOP!
- deep pressure
- slow movement

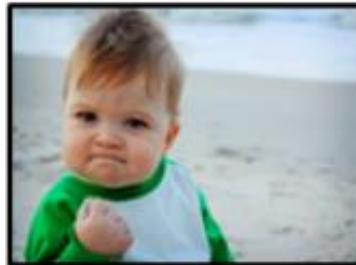
How does my brain feel?



Terrified



RED ZONE FEELINGS

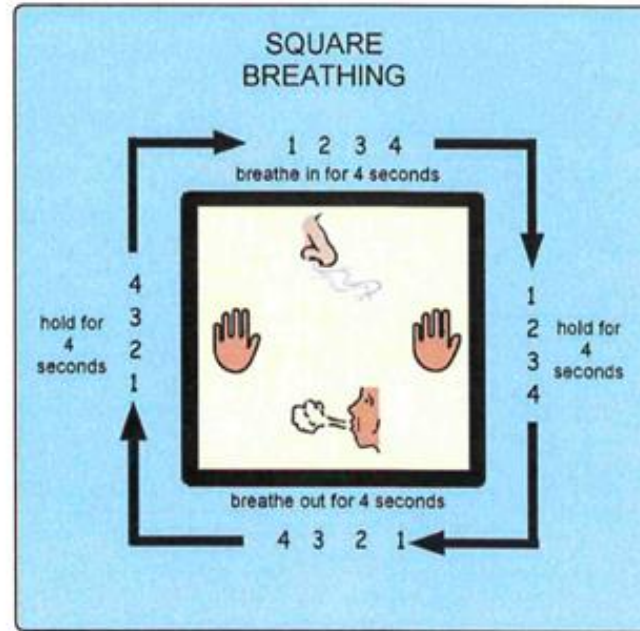
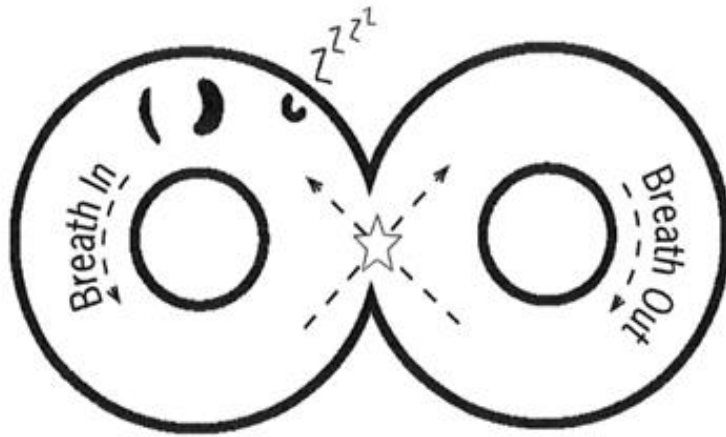


Aggressive

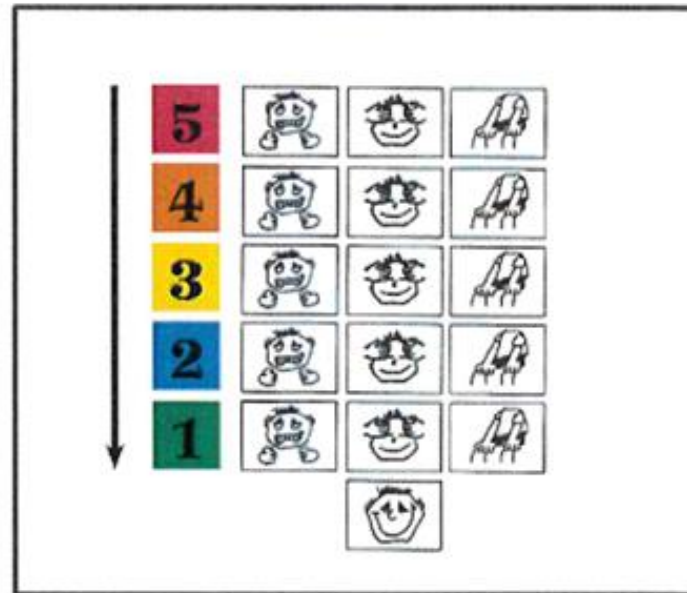


Angry

Lazy 8 Breathing



The Six Sides of Breathing

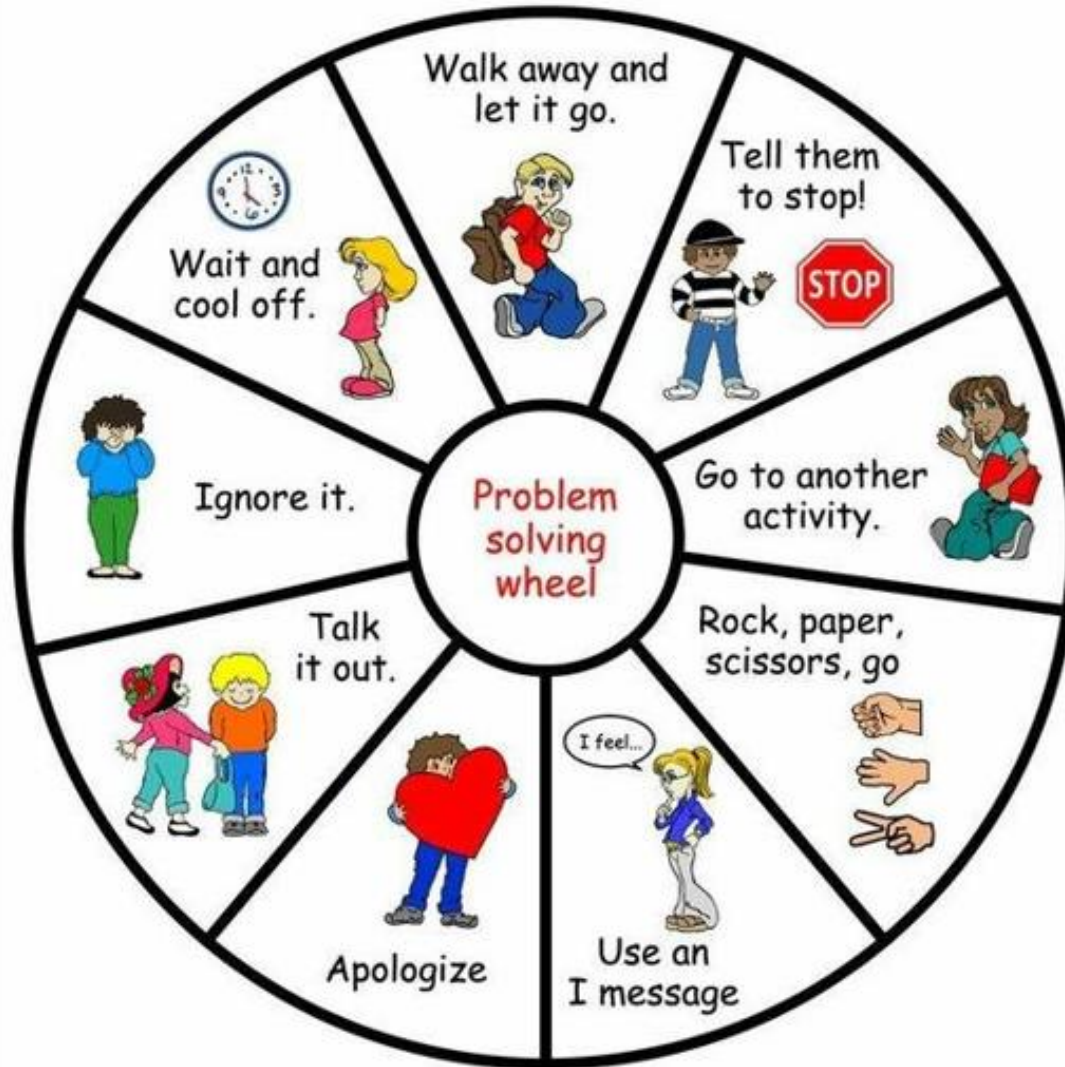


COUNTING

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

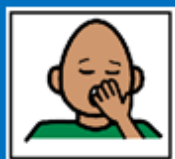
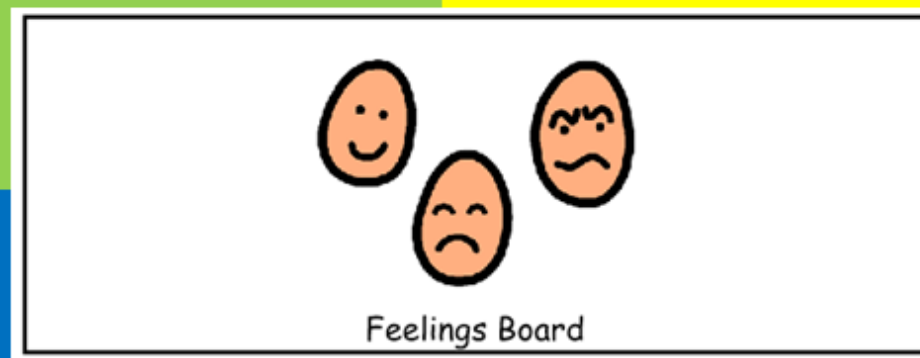


What can I do?



HOW CAN I SUPPORT THE ZONES OF REGULATION?

- Identify your own feelings using Zones language in front of your child (e.g. “I’m frustrated, I am in the yellow zone”)
- Provide positive reinforcement when your child is in the Green Zone and if they make efforts to stay in the Green Zone. Eg. “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 to go for a walk, I need to get to the green zone”)
- Label what zones your child is in throughout the day (e.g. “You look sleepy, are you in the blue zone?”)
- Teach your child which Zones tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get to the blue zone.”)
- Post and reference the Zones visuals and tools in your home (Zone check in stations and toolboxes for the family!) Make portable Zones cards (see editable document on website).





Zones of Regulation

	How I Feel	How It Looks	What I Can Try to Do?
4	I am going to blow up like a roaring lion.		I can let an adult know that I am at a 5 and need to take a walk and talk.
3	I am feeling frustrated and overwhelmed. I am getting loud or silly like a monkey chattering.		I can take some deep breaths and count to 5. I can use grounding techniques (see 5 things; touch 4 things; hear 3 things; smell 2 things; taste 1 thing).
2	I am happy and able to focus on work and enjoying school. I am joining in like sheep in a flock.		I don't need any help. I feel fine and able to engage with activities with the rest of my class.
1	I am anxious but trying to stay focused, like a meerkat looking around to check for danger.		I can let an adult know that I feel anxious and nervous. I can ask for reassurance.