

# THE ZONES OF REGULATION®

ST NICOLAS AND ST MARY'S CE SCHOOL



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



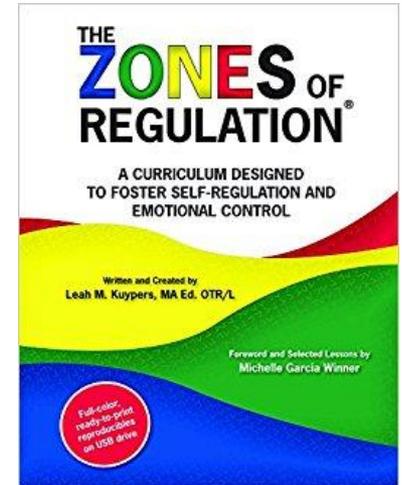
- Typically, children who can self-regulate will turn **into teens who can self-regulate.**



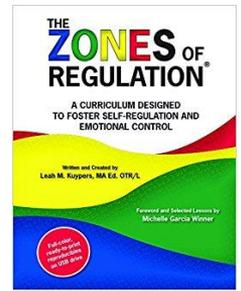
# WHAT ARE THE ZONES OF REGULATION®?

## 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.**

**>>> Clear progression across the curriculum (overview and home learning).**



- **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®

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

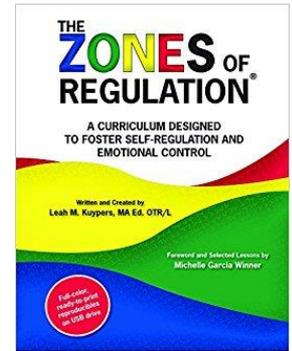
# OTHER ZONES VISUALS



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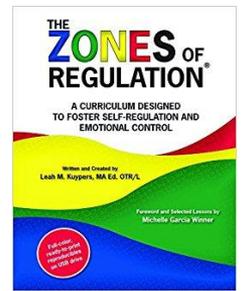
Blue Zone	Green Zone	Yellow Zone	Red Zone
			

# 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*

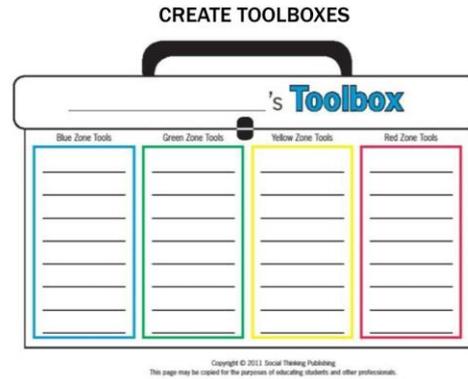
If your child is in the Red Zone...

- 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.

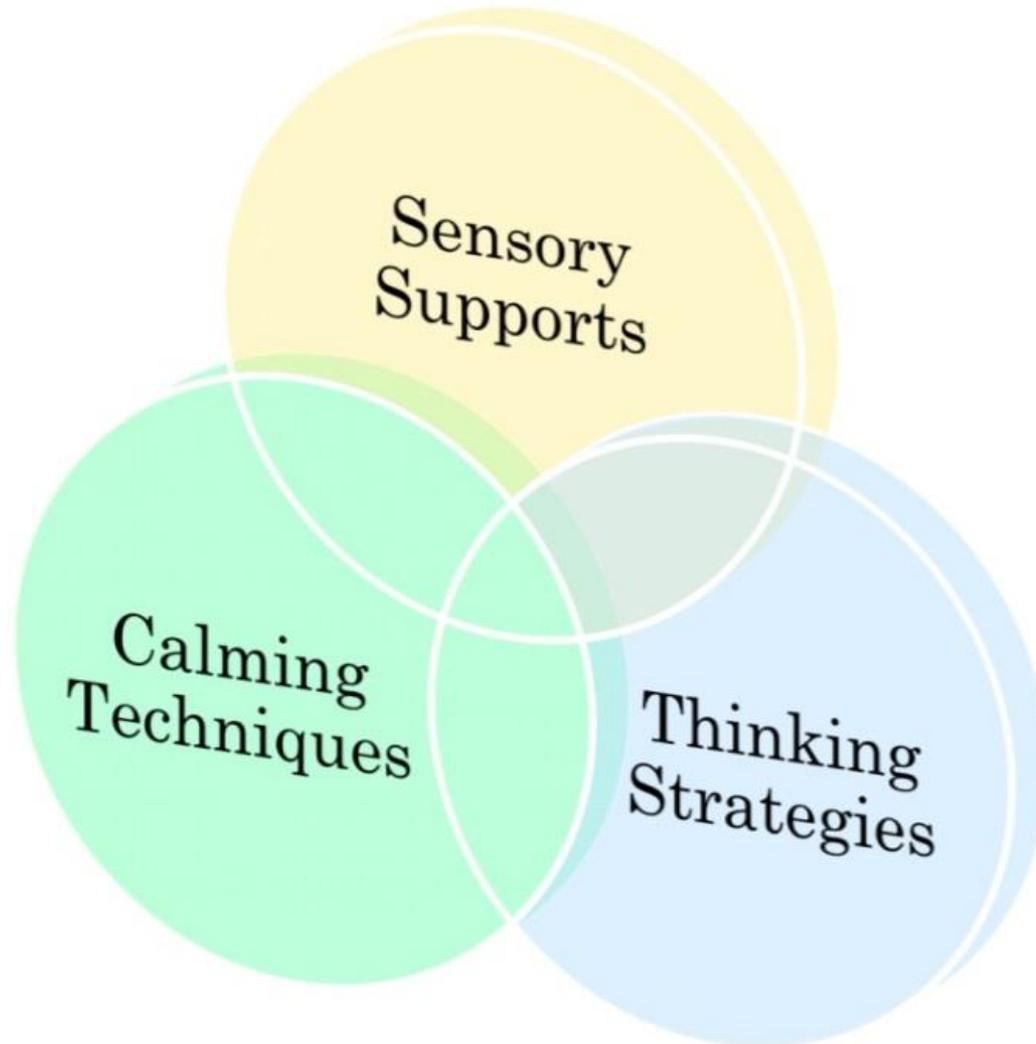
**Green Zone tools:** help us stay calm, focused and feeling good. These are often proactive strategies.

**Yellow Zone tools:** help us regain control and calm ourselves.

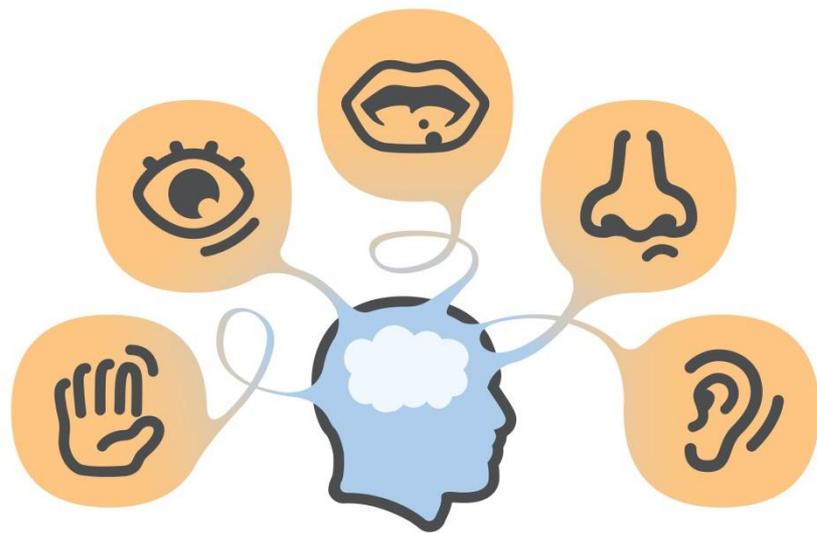
**Red Zone tools:** help us stay safe and start to calm down.

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

# TOOLS FOR SELF-REGULATION



# 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



Purple



Could you have a sensory box at home?

# THINKING STRATEGIES

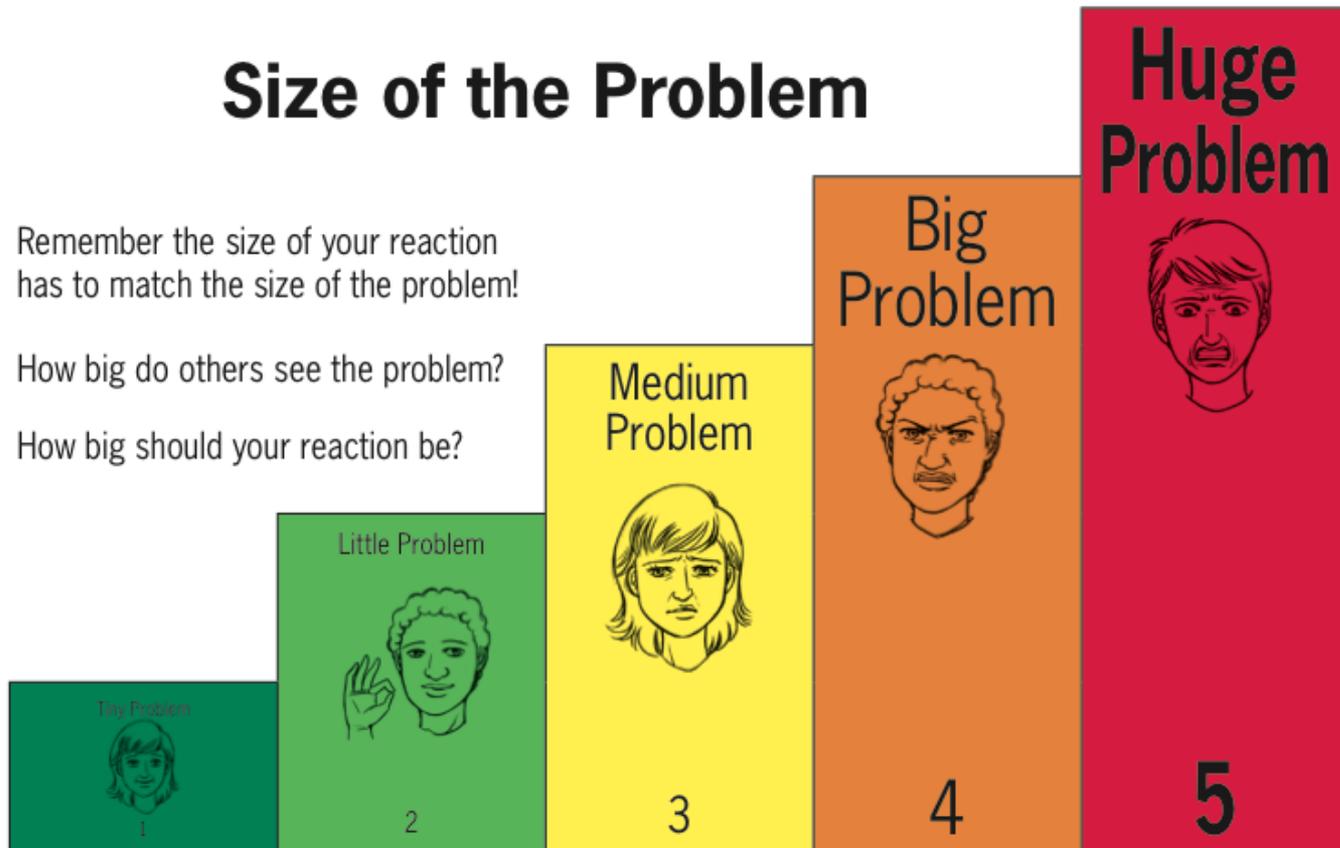


## Size of the Problem

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?



**-SIZE OF THE PROBLEM LEARNING STARTS IN YEAR 2.**

**-YEAR 3 – 6 EXPLORES EXPECTED AND UNEXPECTED REACTIONS... MAKE SURE YOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.**

# WHAT CAN I SAY TO MYSELF?

## INSTEAD OF... TRY THINKING....

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

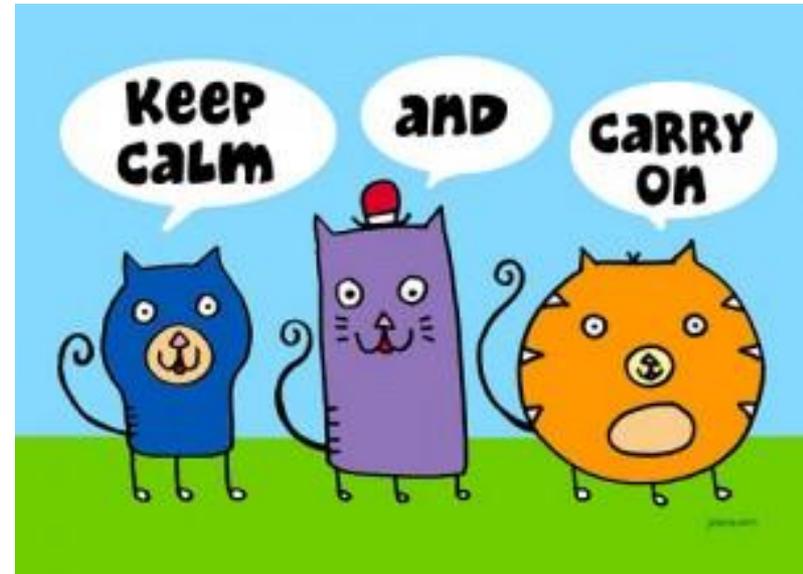
IT'S GOOD ENOUGH

-IS THIS REALLY MY BEST WORK?

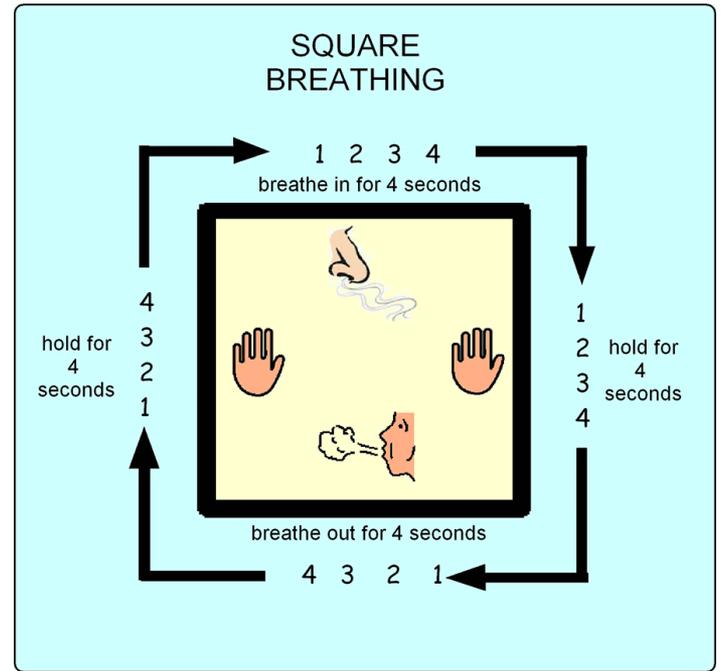
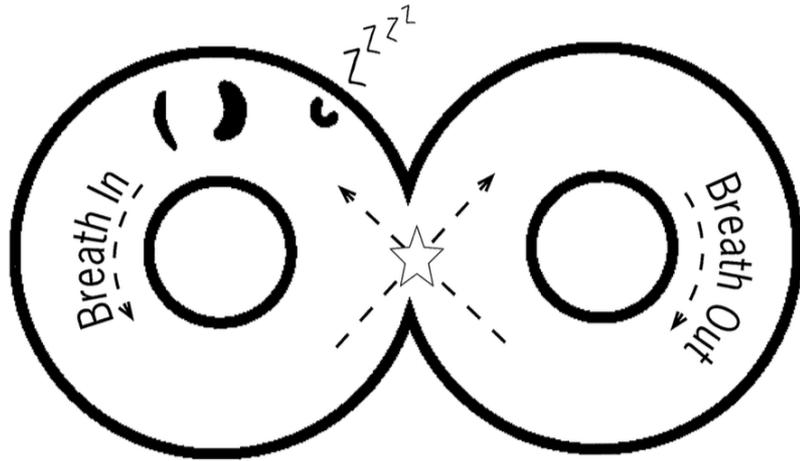
# INNER COACH VS INNER CRITIC



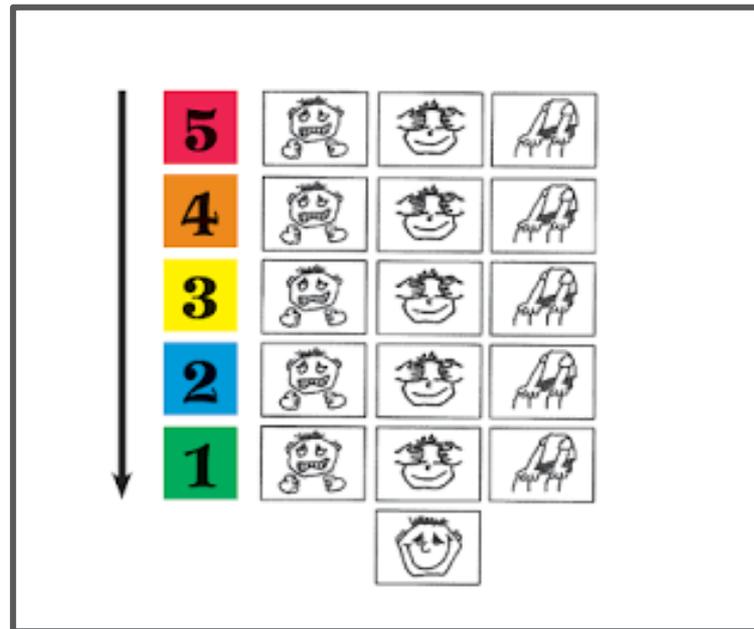
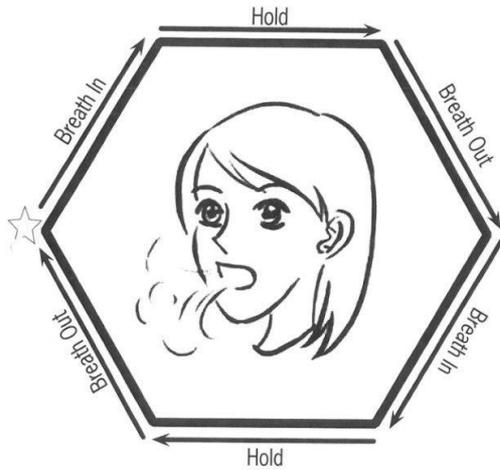
# CALMING STRATEGIES



# Lazy 8 Breathing



## The Six Sides of Breathing



# COUNTING

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



**Use of Fit bit (relaxation and pulse tracking)**



# 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 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).

# PLAY GAMES

## “Feelings Charades”

Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other’s emotion, discuss which zone it’s in and why. (Added challenge: Name a tool you could use when feeling that emotion).

## “Name that feeling”

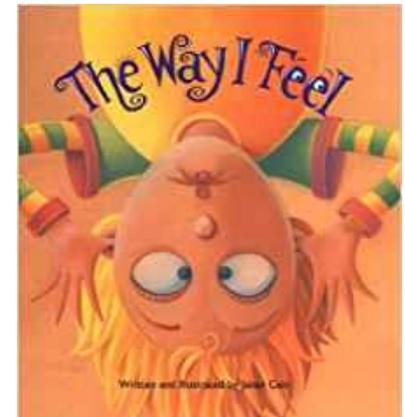
- People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use).

## Read ‘The Way I Feel’

## “Zones Uno”

## Learn the song!

<https://www.youtube.com/watch?v=VnI3GeTkMa4>



# MORE INFORMATION ON THE **ZONES**

**Zones of Regulation Website**

**Zones of Regulation **Book and CD** on Amazon.com**

**Don't forget about Pinterest!**

