



THE ZONES OF REGULATION®

GOLDSWORTH PRIMARY SCHOOL

OCTOBER 2020

AIMS OF PRESENTATION

To understand:

- **Self-regulation and how Zones of Regulation work**
- **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

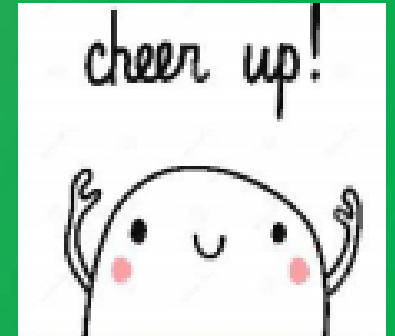
Research has found that higher academic achievement is more likely when interventions include self-regulation components.



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

A PERSON WHO CAN SELF-REGULATE IS ABLE TO:

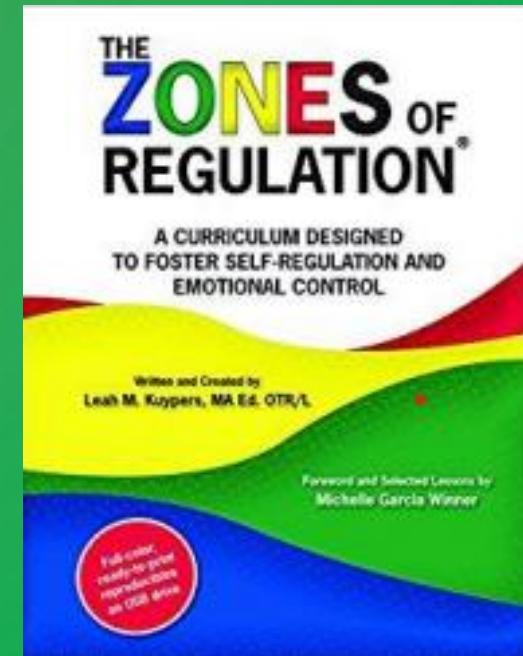
- remain CALM AND ORGANISED in a stressful situation. (Executive Functions)
- cheer themselves up after a disappointment. (Emotional Regulation)
- know when they are experiencing sensory overload and can make adjustments. (Sensory processing)



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.

THE ZONES



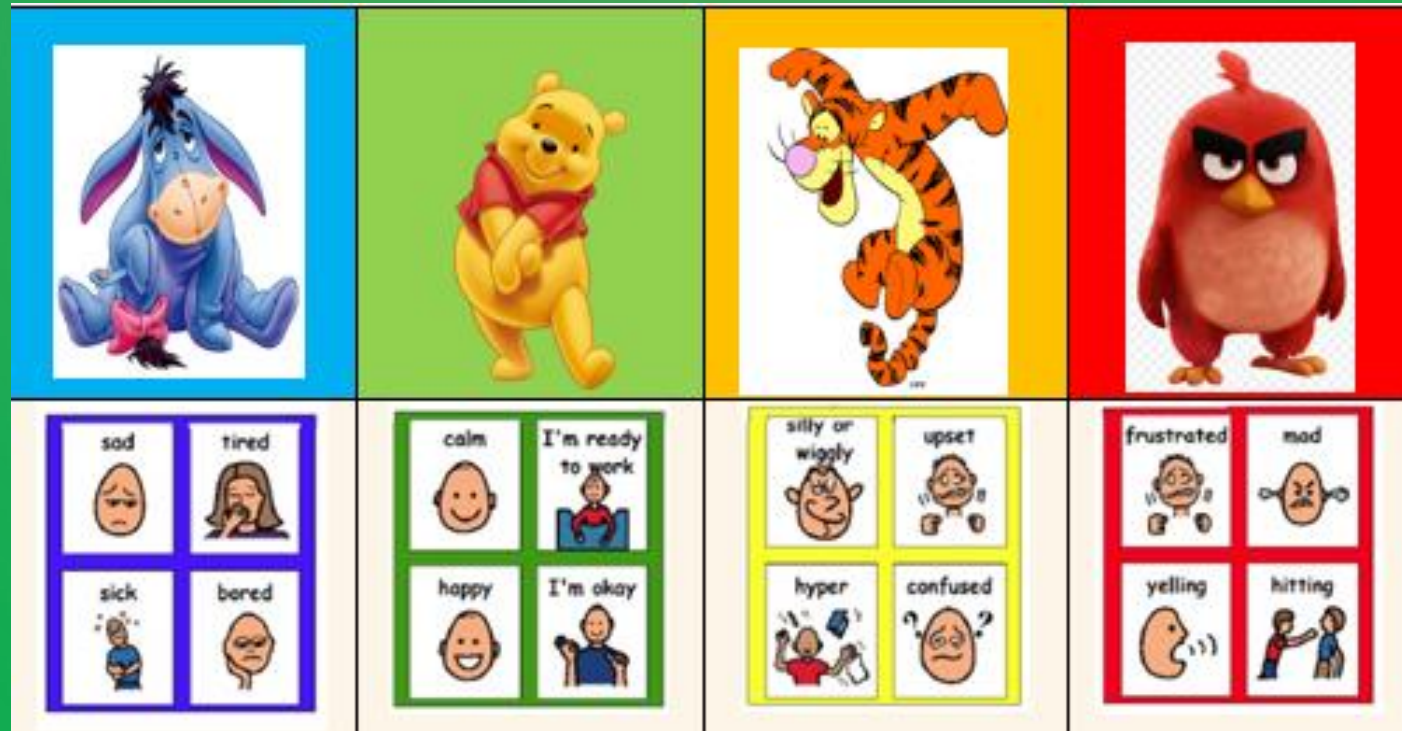
Blue Zone: sad, sick, tired or bored (low state of alertness – brain and/or body is moving slowly or sluggishly).





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).

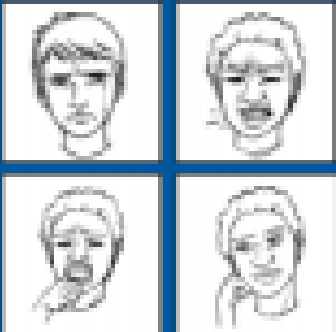
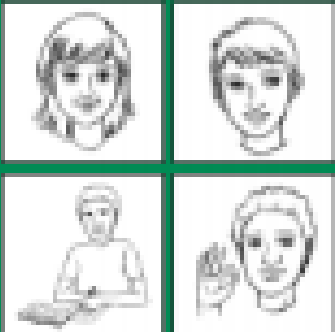

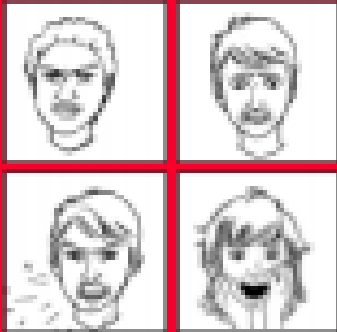
Red Zone: elated, angry, wild, terrified. (heightened state of alertness and out of control).

FOR YOUNGER CHILDREN:



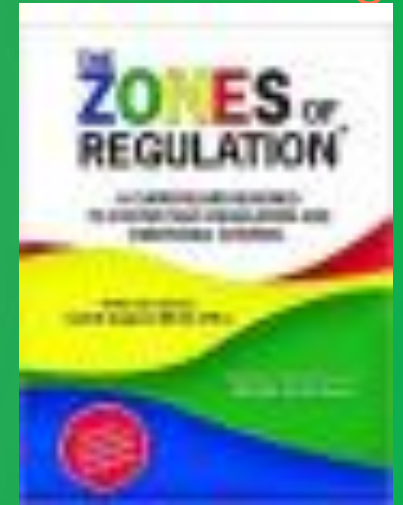
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

FOR OLDER CHILDREN:

			
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).
- 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



RED ZONE!



If your child is in the Red Zone...

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

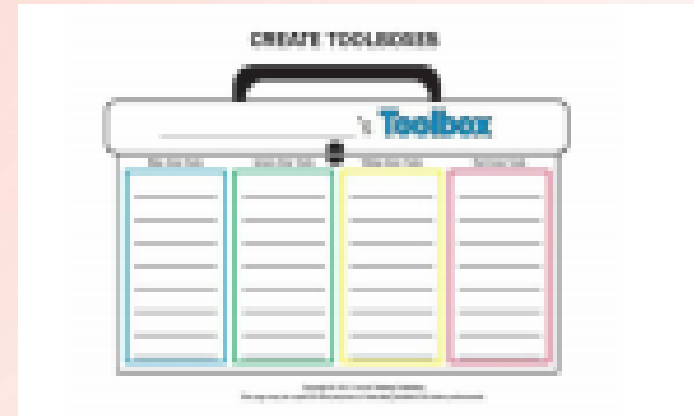
ZONE TOOLS

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).

HOW CAN PARENTS 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..... Just like Winnie the Pooh’
- 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?” “Do you feel like Eeyore?”)
- Teach your child which Zone 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. For young children have a Winnie the Pooh, Tigger, Eeyore and Angry Bird – use them as puppets that talk to the children to empathise with how they are feeling.

PLAY GAMES TO DEVELOP EMOTIONAL LITERACY

“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”

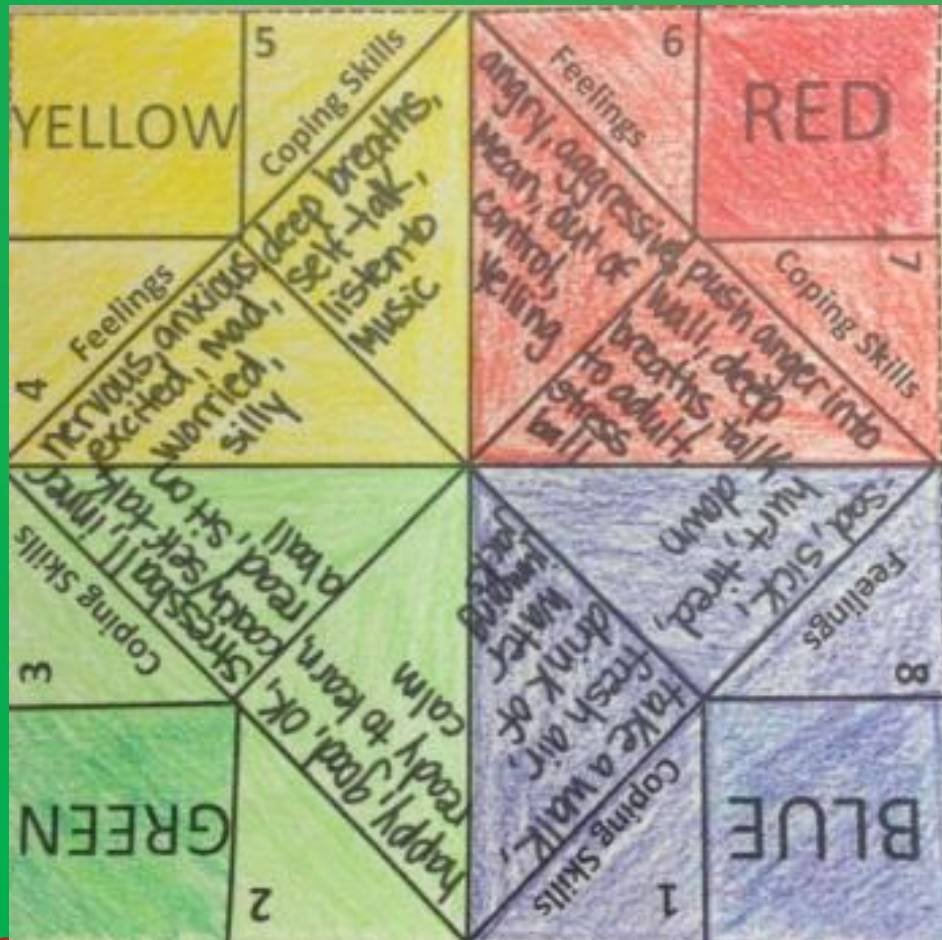
- People watch and guess the feelings/zones of others.

Watch TV - Name the feelings of characters while watching a movie (and point out any strategies they use). Inside Out is a fantastic film about emotions!

- Read ‘The Way I Feel’



MAKE A FORTUNE TELLER OR KEY RING OF STRATEGIES



Blue	Green	Yellow	Red
			
 Make your hands together  Get a drink  Star jumps  Run on the spot  Talk about your feelings	 Be kind  Be the best you can be  Say thank you  Draw a picture  Help your friends	 Take deep breaths  Wall push ups  Go for a walk  Take a break  Read a book	 Take deep breaths  Go for a walk  Splash cold water on your face  Ask for help  Go to a quiet corner  Count to 10

SENSORY STRATEGIES

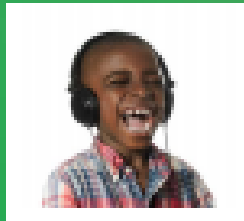
these are not a treat but a tool to help the children feel regulated.



Which sensory supports do you use in daily life?

Which ones would your child find helpful?

- Go for a walk
- Listen to music
- Bear Hug
- Swing/rock
- Wall push ups
- Sucking smoothie through a straw



- Chewy or crunchy foods
- A cold drink or an ice-pop
- Blow bubbles
- Exercise
- Roll on an exercise ball
- Trampoline
- Blanket roll



SENSORY TOOLS



Could you have a sensory box at home?

THINKING STRATEGIES

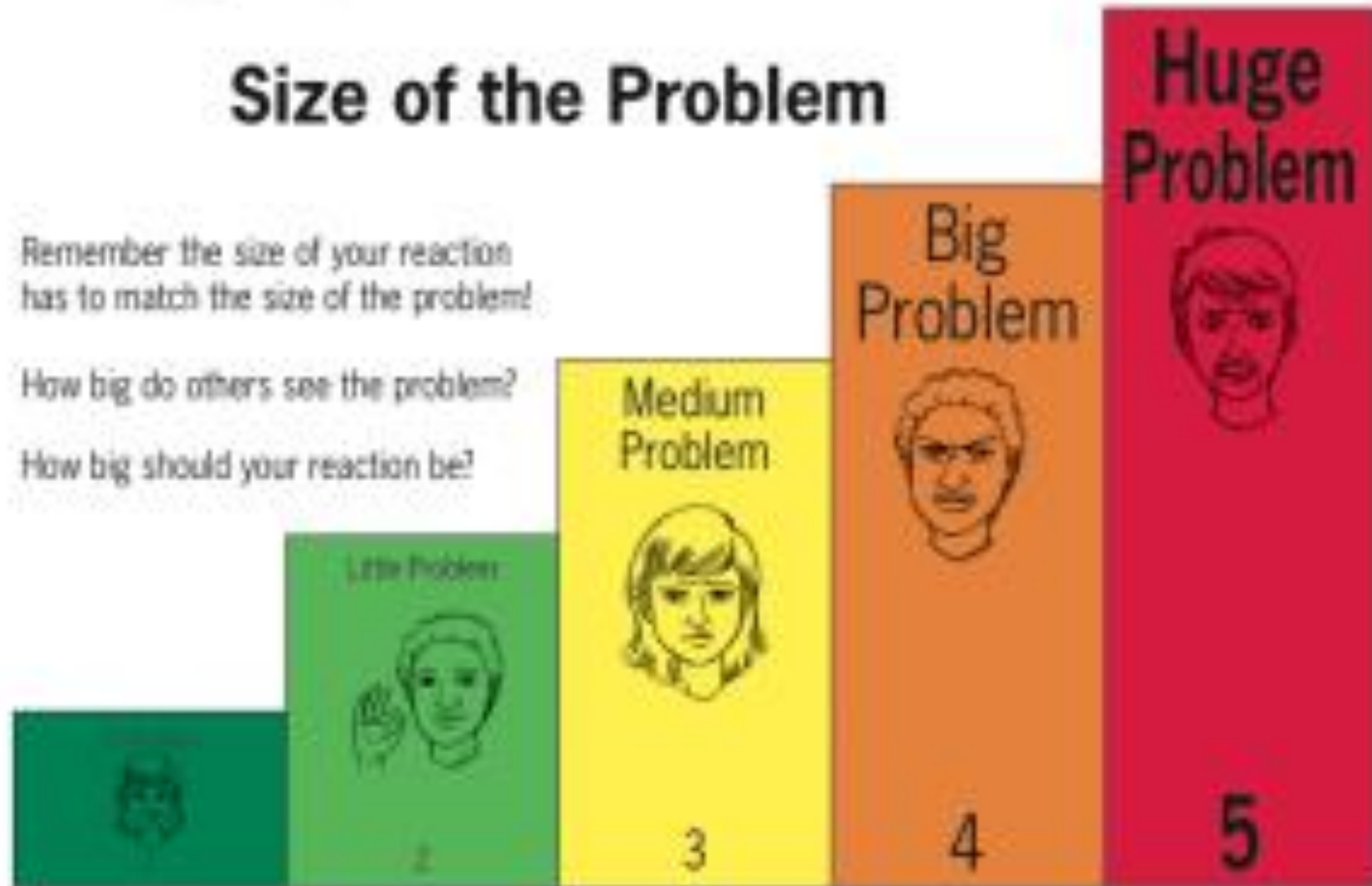


Size of the Problem

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?

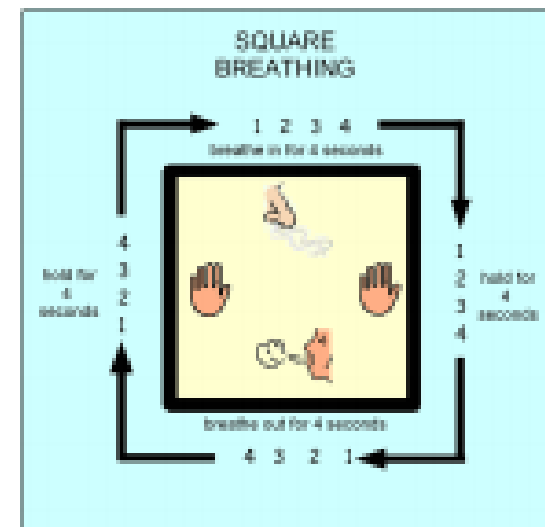
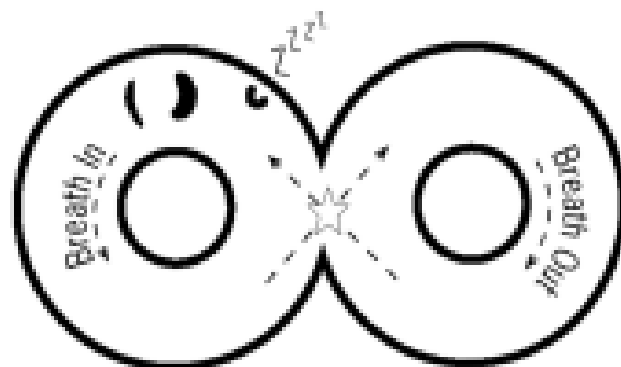


Calming strategies – do them together

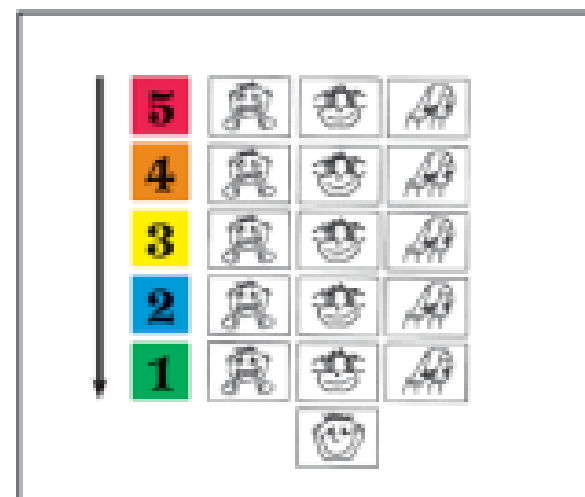


BREATHE!

Lazy 8 Breathing



The Six Sides of Breathing



COUNT!

- Forwards
- Backwards even better as uses brain power
- Count objects
- Count colours
- Count breaths
- Count pulse



RELAX!

CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

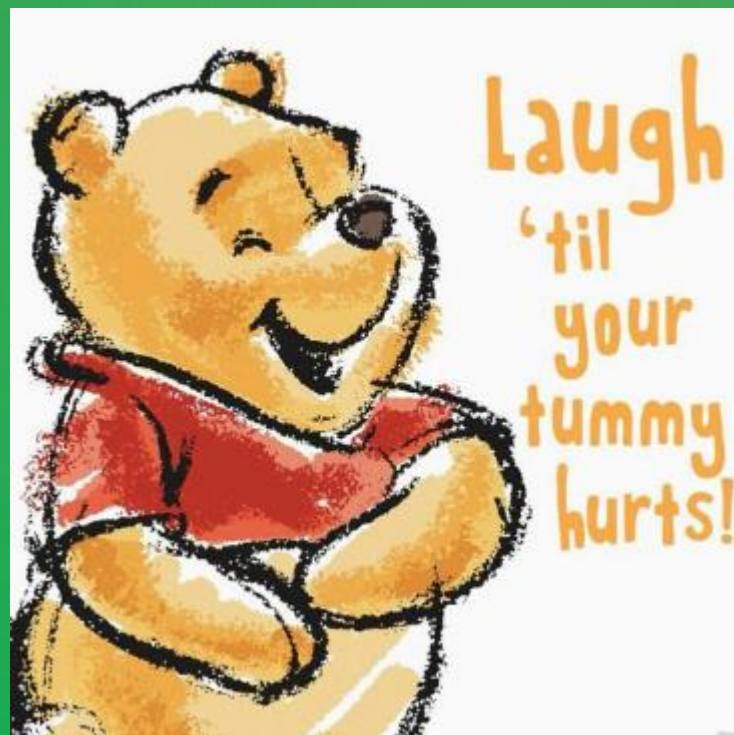
Play-Doh/clay

Read

Stack Rocks



AND LAUGH!



GOOD LUCK!