THE ZONES OF REGULATION®

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

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.**

A person who can self-regulate is able to:

- remain CALM AND ORANISED in a stressful situation.

(Executive Functions)

- cheer themselves up after a disappointment.

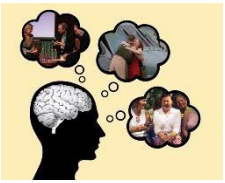
(Emotional Regulation)

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

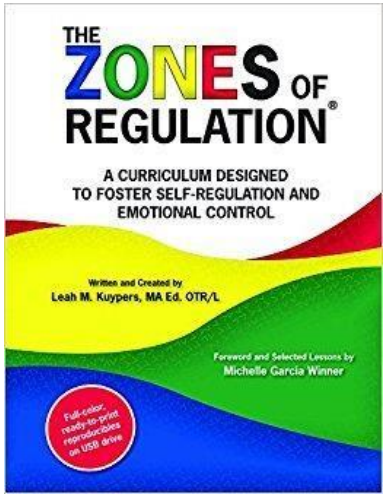
(Sensory processing)

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

(Social cognition)



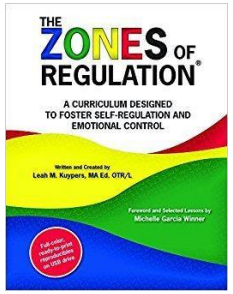
WHAT ARE THE ZONES OF REGULATION®?



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

WHYTEACH THE ZONES OF REGULATION®?



- Provides a **common language** to discuss emotions – a language that is non-judgmental.

- The Zones of Regulation is **simple** for children to understand but is helpful for all!

- The Zones teach ***healthy*** coping and regulation strategies.

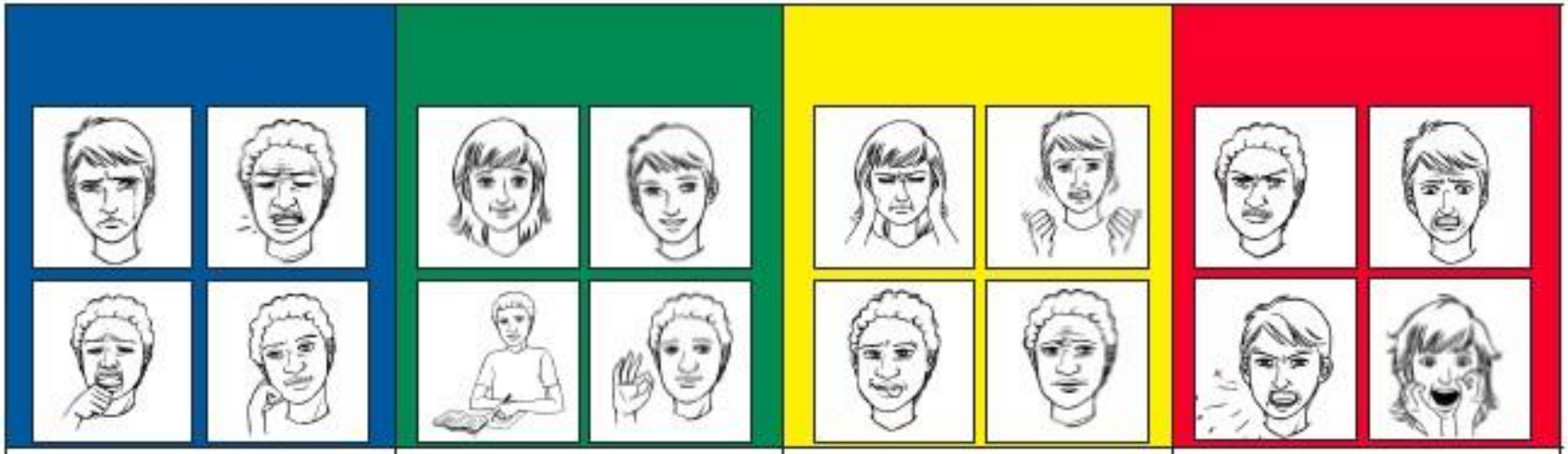
- **Blue Zone**: sad, sick, tired or bored *(low state of alertness – brain and/or body is moving slowly or sluggishly).*

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

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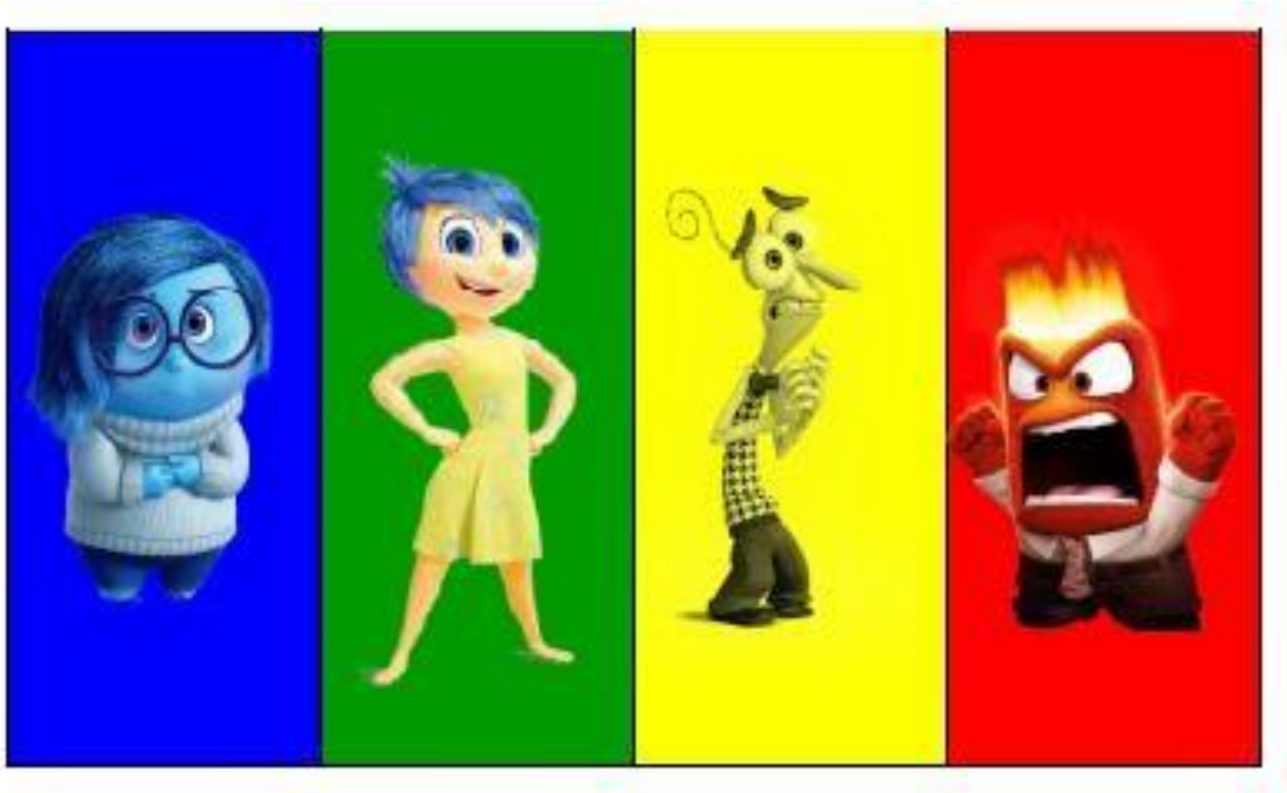
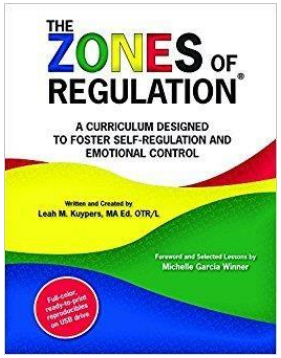
OTHER ZONES VISUALS



OTHER ZONESVISUALS

Blue Zone	Green Zone	Yellow Zone	Red Zone

KEY POINTS:

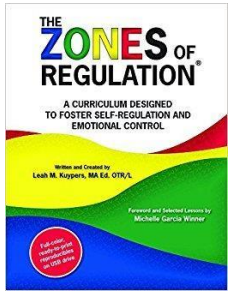


- There is no ‘bad’ Zone.

- 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:

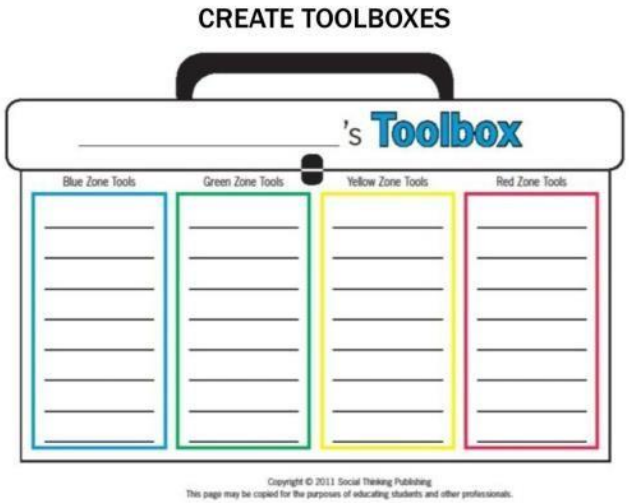
- If your child is confidently using words to describe their emotions, they don't need to revert to Zones language. HOWEVER it is useful for them to know the strategy groups that will help them.

  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.
  "I wonder if this strategy would help…?"

UNDERSTANDING ZONE TOOLS:



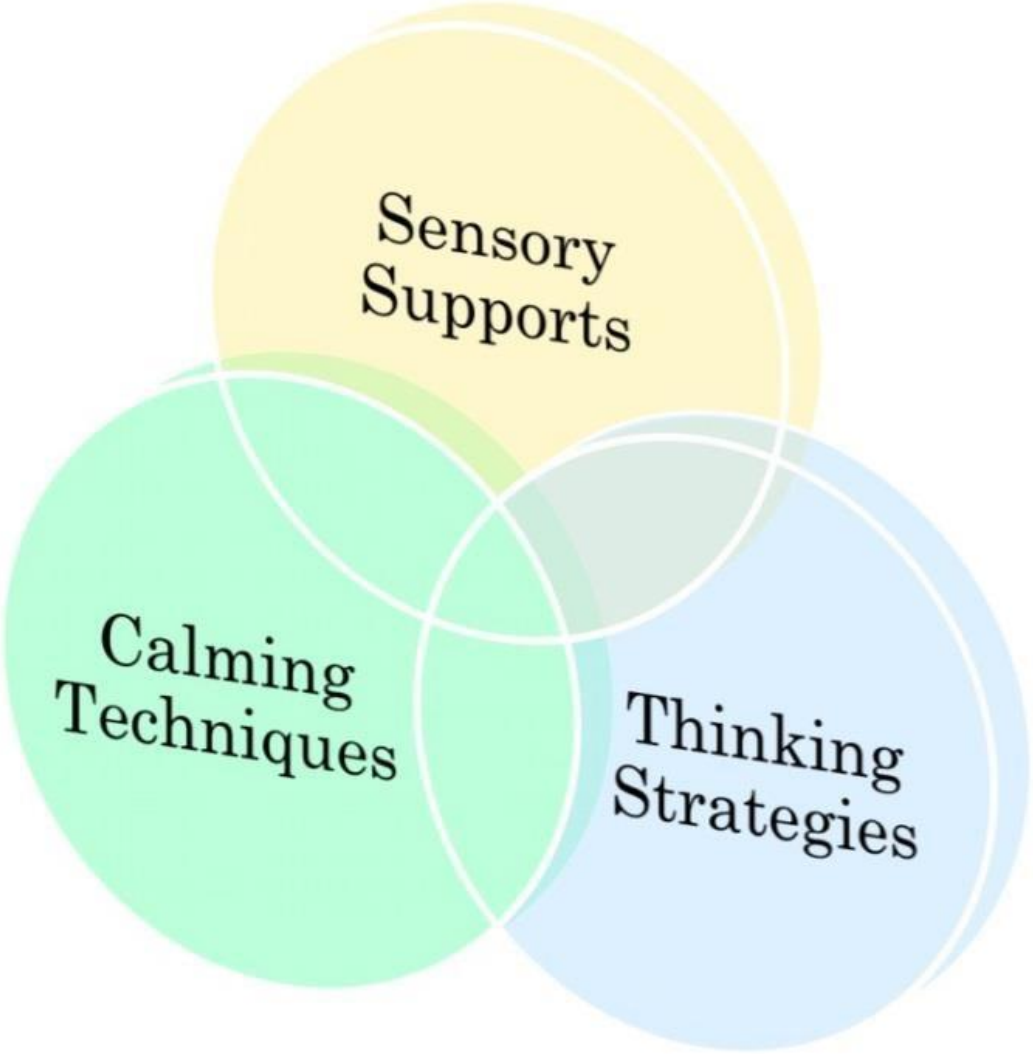
Blue Zone tools: help wake up our bodies, feel better and regain focus.

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

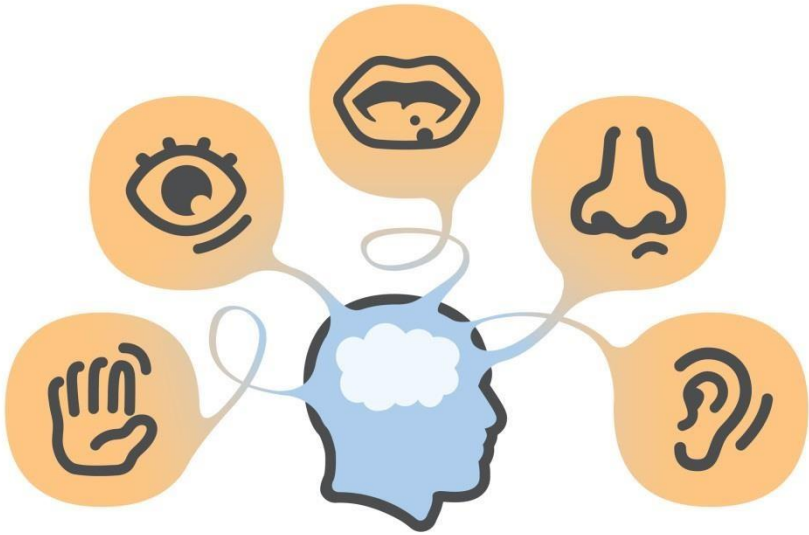
Yellow Zone tools: help us regain control and calm ourselves. Red Zone tools: help us stay safe and start to calm down.

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

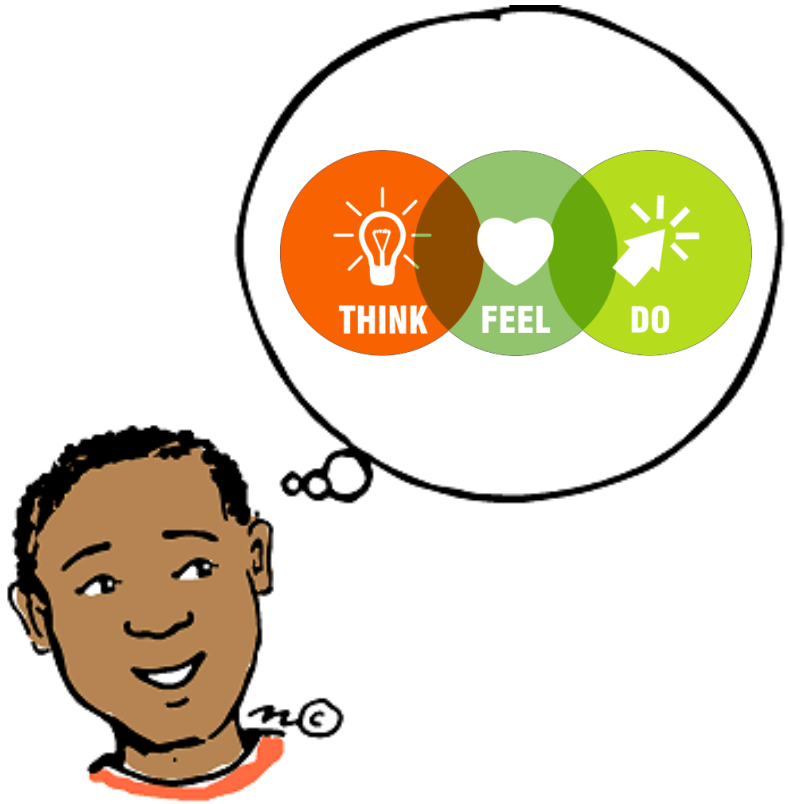
These are not a treat but a tool to help the child feel regulated.

SENSORY TOOLS

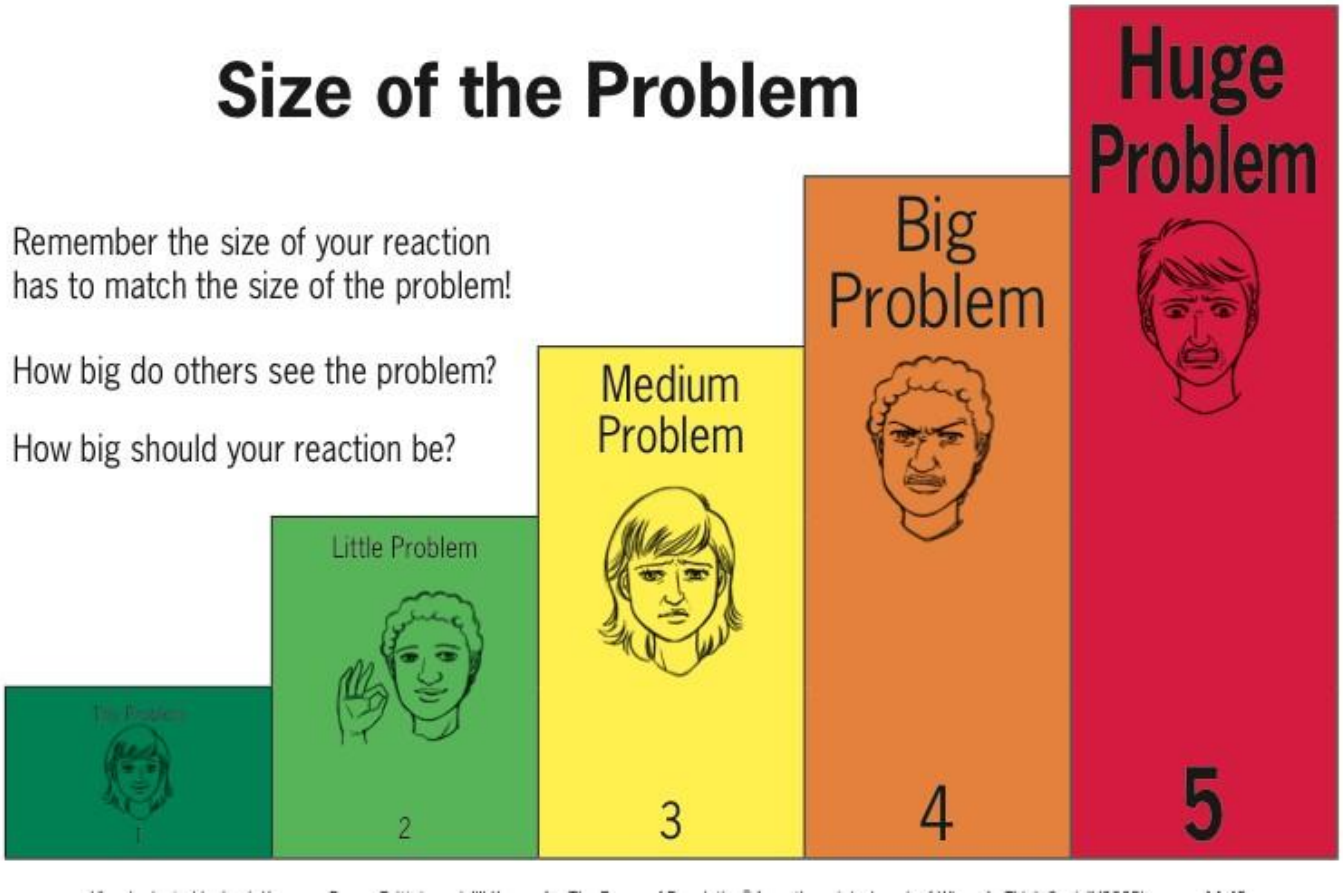
Purple

Could you have a sensory box at home?

THINKING STRATEGIES



The **ZONES** of Regulation® Reproducible W



EXPLORE EXPECTED AND UNEXPECTED REACTIONS… MAKE SUREYOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.

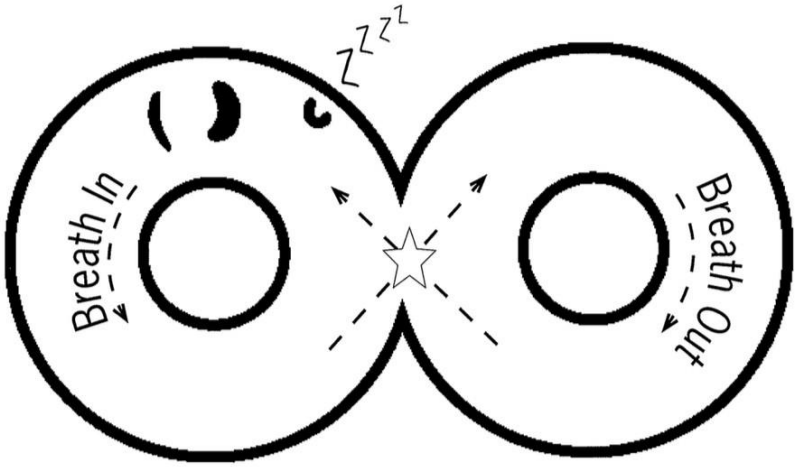
WHAT CAN I SAY TO MYSELF?

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?

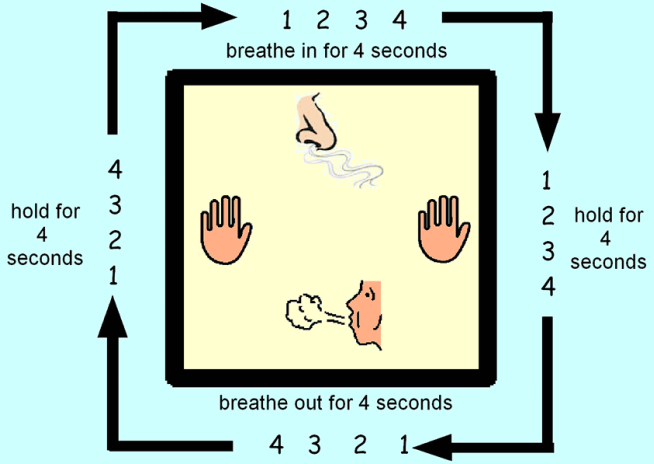
INNER COACH VS INNER CRITIC

CALMING STRATEGIES

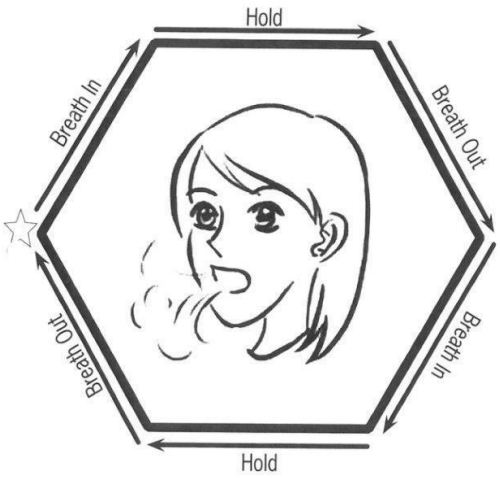
Lazy 8 **Breathing**



SQUARE 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!)

PLAY GAMES

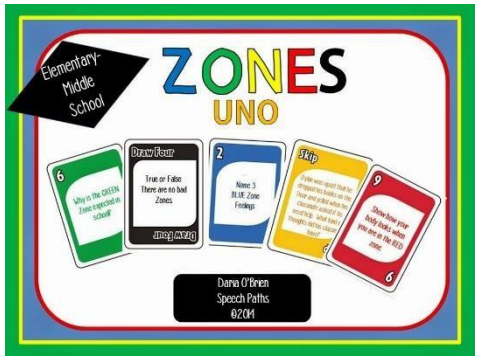
"Feelings Charades"

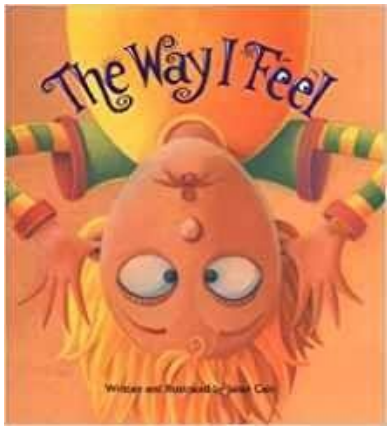
Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other's emotion, discuss which zone it's in and why. (Added challenge: Name a tool you could use when feeling that emotion).

"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"





MORE INFORMATION ON THE ZONES

Zones of Regulation Website

Zones of Regulation Book and CD on Amazon.com

Don't forget about Pinterest!