

The Zones of Regulation Bite size session

Kamal Riar
ASD Outreach Advisory Teacher.

THE ZONES OF REGULATION- AN INTRODUCTORY WORKSHOP

- Gain a **working understanding** of what the Zones of Regulation are.
- Understand how the Zones can help us to **raise self-awareness in ourselves and others.**
- Share other self- management tools and ideas with your peers , that can increase your resiliency to deal with difficult situations/ conversations.

What ?

**A Framework to
Address
Self-Regulation &
Emotional Control**

Leah Kuypers M.A. Ed., OTR/L

Occupational Therapist,
Creator, Consultant

www.zonesofregulation.com

THE
ZONES OF
REGULATION®





The framework- what is it?

What it IS	What it ISN'T
A teaching tool	A discipline model
A thinking framework	A behaviour approach
A way to nurture development of skills	A way to shame for negative behaviour
Supportive in nature	Punitive in nature.



Goals of the curriculum

To teach the students:

- Identify their feelings and levels of alertness
- Effective regulation tools.
- When and how to use tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings
- And ultimately... Independent Regulation!



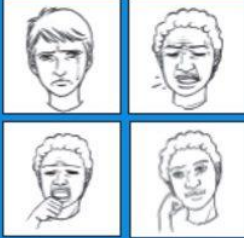



Teaches students:

- 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

A framework to simplify how we think about and manage our feelings and states.



The **ZONES** of Regulation®

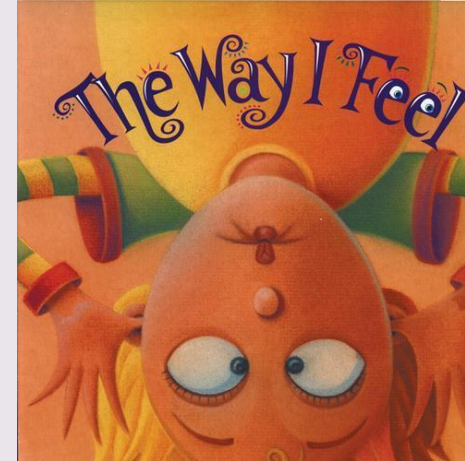
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

The 4 Zones...

- Used to describe what we are feeling on the inside
- Feelings
- Energy
- Level of alertness/ arousal



- **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*).



- Feelings and States
determines Zone
- Expression of Zone
determines if Expected or
Unexpected

Lesson 1

- Introduce Zones
- Read descriptions-go to the Zone your in
- Read the way I feel – find the right card –place on the Zone.
- Make it harder or easier
- When did you feel each of these emotions ?
- Older students :
- Take turns to select picture from a bag
- Read it out/ show picture- I felt..... When.... Act it out
- Glue card to correct Zone as decided by group, visually display posters in class.

Wrap up- assessing pupils ability/ understanding..

- How do you feel now ? What Zone would that be ?
- How does sorting the ways you feel and act into Zones help you to understand yourself better ? Your class mates better?
- When you understand your feelings we are better able to control / do something ourselves. Even if we don't have the tool to do something, labelling and expressing themselves then letting others know using a common language.
- This may also be pointing/ gestures/ selecting/ posting

Learning objectives..

- I am familiar with the different Zones of Regulation
- I have increased my feelings vocabulary and I have learnt some tools to manage my feelings in an expected way.



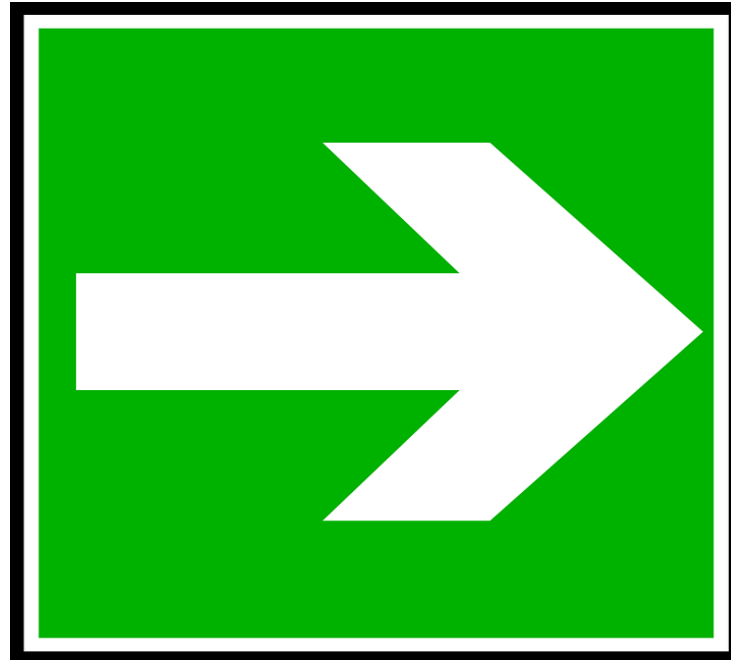
Do you think we can categorise all the ways we feel and act into 4 groups or Zones?

There are four Zones that we will use to describe how your brains and bodies feel..

When you're in the blue Zone, your body is running slow, such as when you are tired, sick, sad or bored....



The Green Zone, like a green light, is when you are 'good to go'. If you are in the Green Zone, you may feel happy, calm and focused.



When entering the Yellow Zone, proceed with caution and slow down!
The Yellow Zone describes when you start to lose control, such as when you are frustrated, overwhelmed, silly, wriggly, excited, worried, anxious, or surprised. It is a good idea to use caution when you are in the Yellow Zone.



The Red Zone is reserved for extreme emotions such as terror, uncontrolled anger, aggression, and elation. When you are in the Red Zone, you are out of control, have trouble making good decisions, and must STOP.

May need to Stop & Notice

Very heightened state of alertness
May be in Fight, Fright, Flight, or
Freeze mode



- Go to the Zone your in..

Scenarios game....whole class game

Pick a scenario.....

Which Zone would you be in ?

Is that expected behaviour or unexpected ?

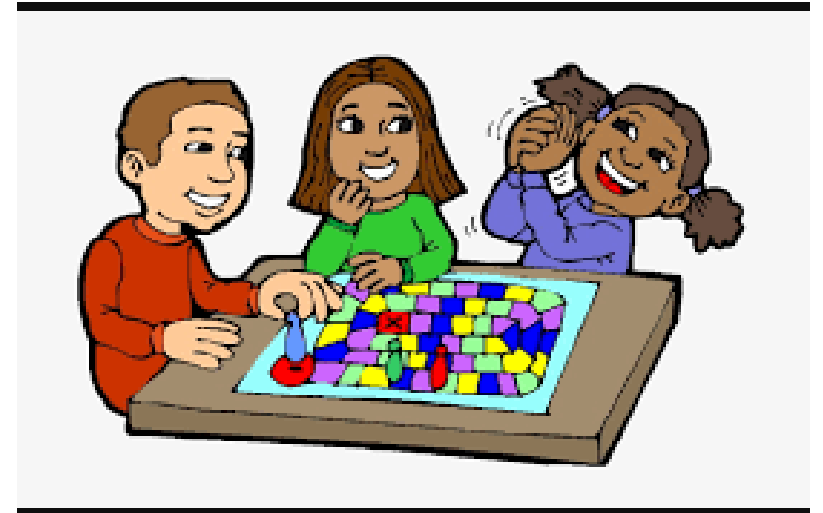
Scenario 1- Which zone are you in ?

- . You are asked to stop or put away something you enjoy doing.**



Scenario 2 – which Zone are you in ?

- You are playing a competitive game....



Wrap- up

You can be in more than 1 Zone....

No Zone is bad....

All Zones are ok....

It's about managing them in expected ways....

Why ?

Powerful reactions to stress can be difficult to pull back from; they can make us feel bad and they can make those around us feel bad.



WHY IS SELF-REGULATION IMPORTANT?

Life is 10% what happens to us and 90% how we react to it.

Charles Swindle

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 makes adjustments (sensory regulation)
- Understands when it is appropriate to cheer and shout and when to be quiet (social cognition)

It encompasses:

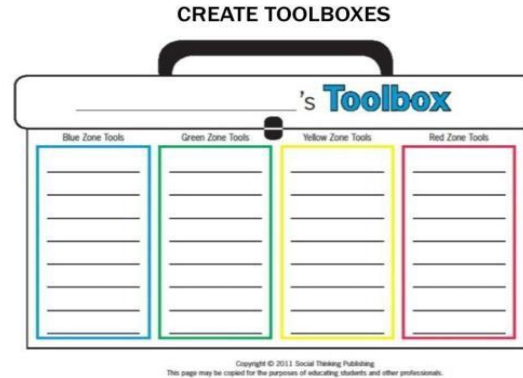
- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation



Why teach the Zones ?

- Common language to discuss feelings/ states-honour all emotions
- Develops our self awareness
- Healthy coping and regulation strategies
- Planning and resources are all provided
- We need to Reach them before we can teach them
- Opportunity to look at the ethos around 'behaviour' in our school
- How do we perceive behaviour
- What's the 'climate' in our school

UNDERSTANDING ZONE TOOLS:



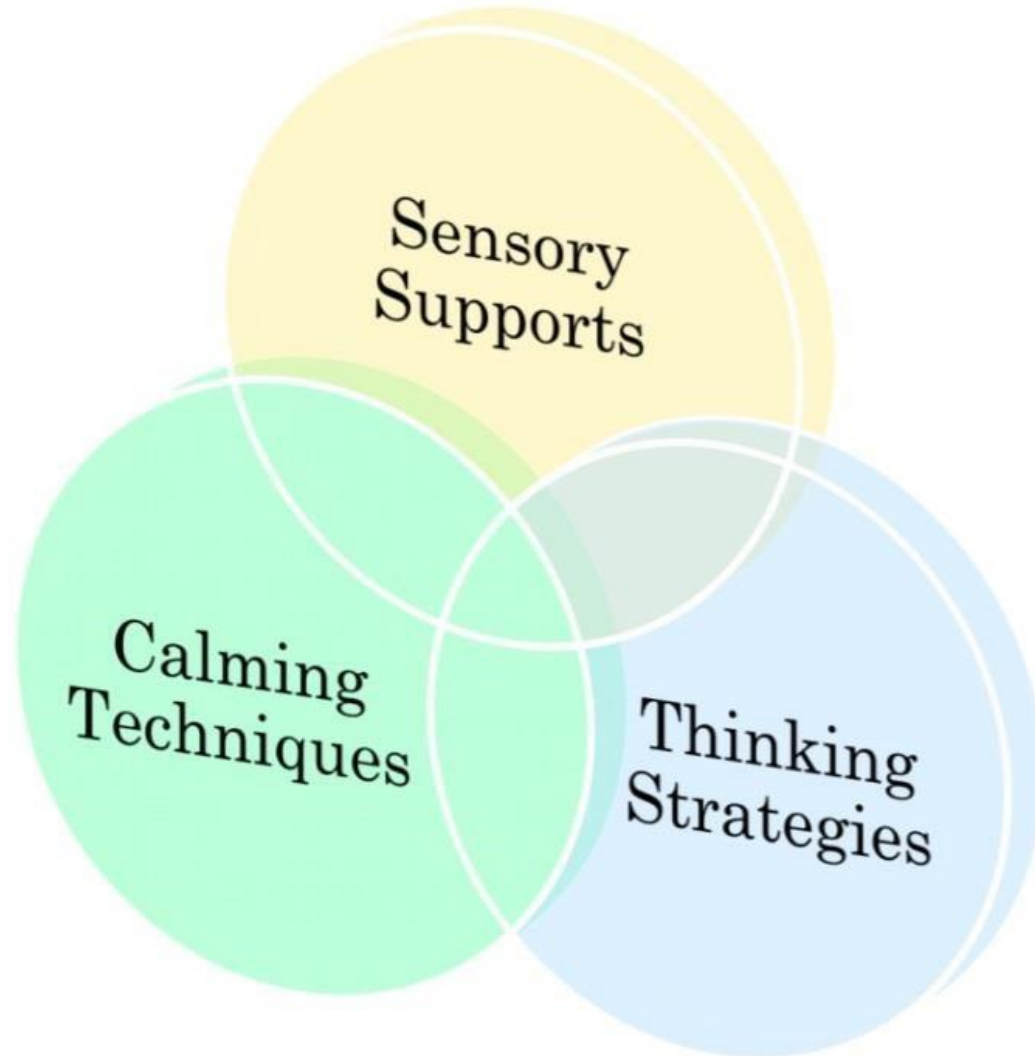
Blue Zone tools: help wake up our bodies, feel better and regain focus.

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:

- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (e g. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



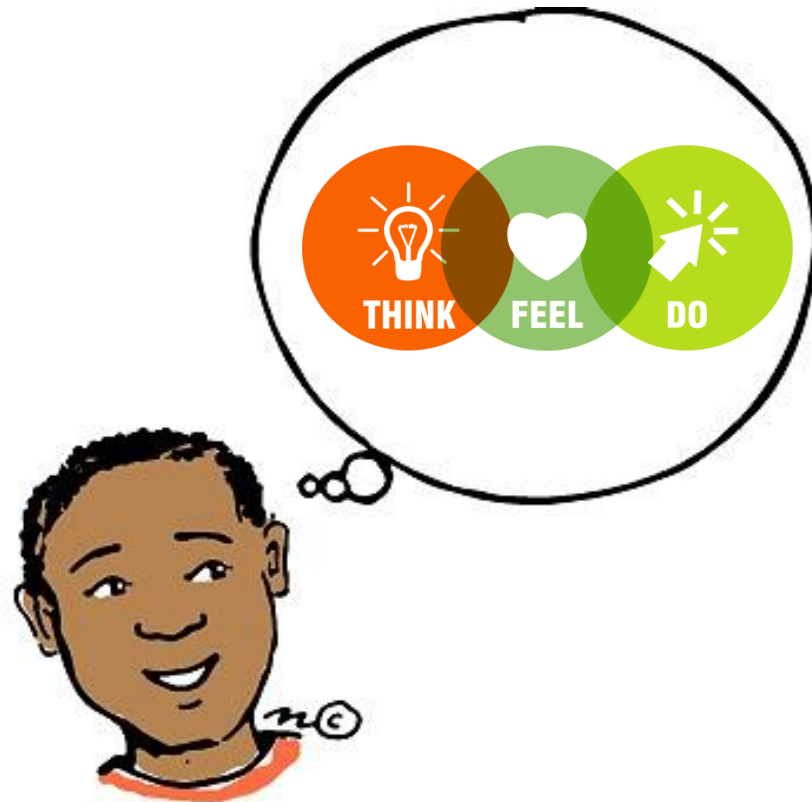
THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

Which sensory supports do you use in daily life?

SENSORY TOOLS



Could you have a sensory box at home?

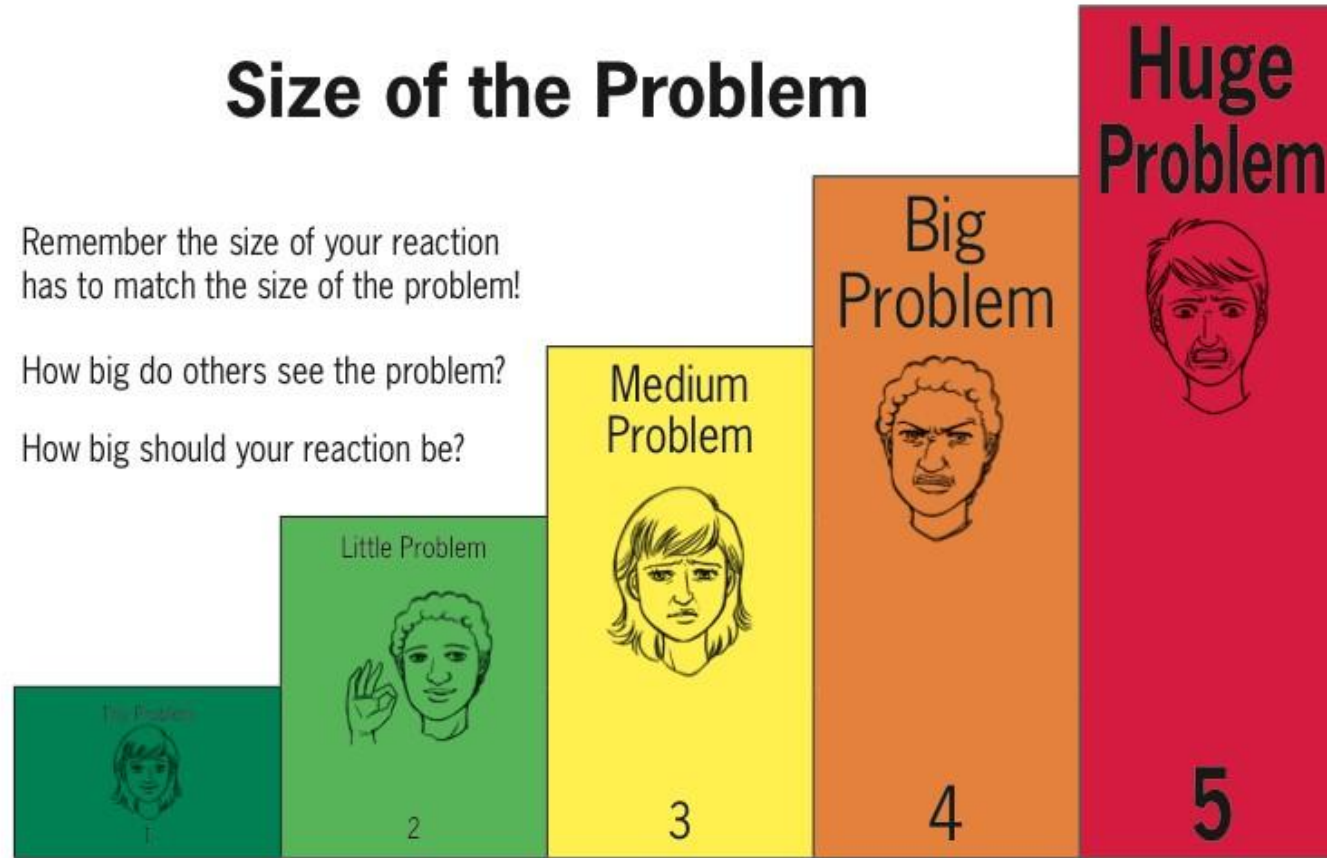


Size of the Problem

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... 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

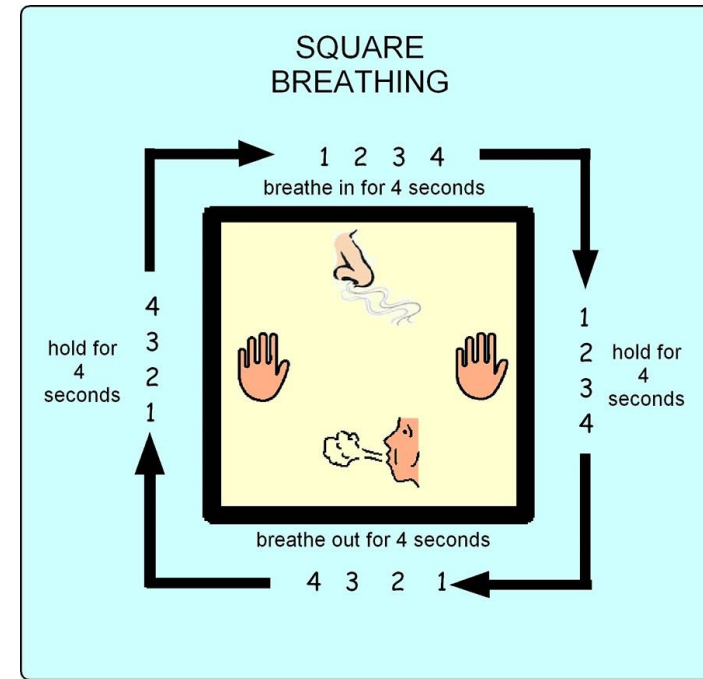
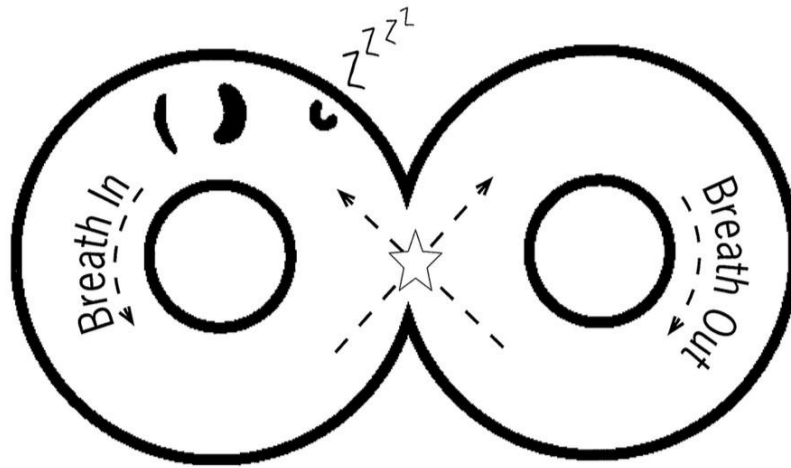
IT'S GOOD ENOUGH

-IS THIS REALLY MY BEST WORK?

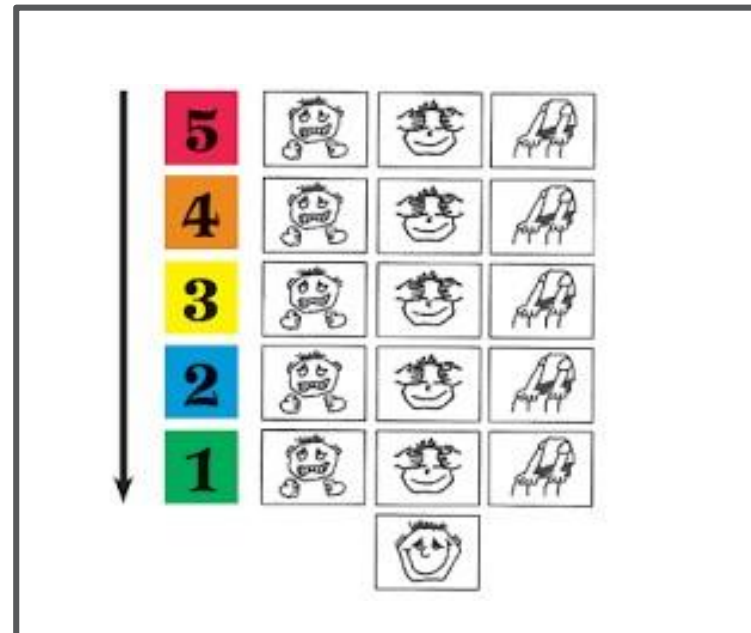
INNER COACH VS INNER CRITIC



Lazy 8 Breathing



Calming strategies



CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks





Red Zone is
NOT the
“Bad Zone”

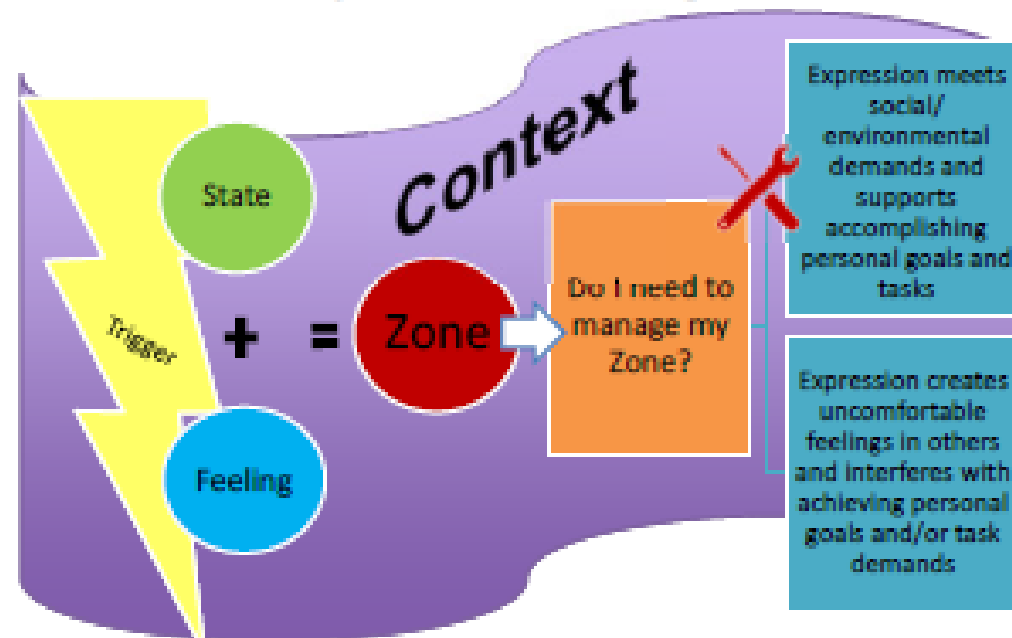
#OwnYourZone

Important points

- There is no “bad” zone
- All of the zones are expected in different times and circumstances.
- Learn to manage one’s zone according to personal goals, social context and environmental demands.
- Create a culture where everyone experiences the Zones
- You can be in more than one zone at a time
- Some emotions can fall into more than 1 zone



Zones Equation for Regulation



External Factors in Managing One's Zone:

- **Context**- Situation/Setting plus the people around
- **Task Demands**- What is being asked of you
- **Goals**- What do you want to accomplish (short term and long term)



Remember..

- Meet them where they're at
- We need to reach them before we can teach them
- Don't put pressure on to be in the Green Zone
- Consistency
- Check understanding of terms like expected and unexpected behaviour
- Be creative !

Reflection



I know which Zone I'm in ?

I know which tools might help me ?

I will be using the Zones to manage my regulation/
self- awareness and manage my feelings ? (a life
long process)

Whole school approaches

The Zones in action..... Next steps

Housekeeping

- You may hear the intercom / pupils in the background
- Please mute/ cameras off to improve sound quality, but unmute and ask questions at any time !
- The slides will be sent to you

What signs of anxiety or dysregulation are you currently seeing in pupils ?



How ?

What do you need to consider first ?

Interventions in place ?

OT programmes ?

ELSA/ Mind up/ SEAL/ Emotion coaching ? AM circuits/ daily mile?

- After last week's training has anyone been more aware of their Zones/fluctuations ?

- When planning different levels of intervention/support in your school
- ALL CYP – assemblies / Class lessons / general tool kits
- SOME CYP – Focused group work
- A FEW CYP will need (actions that include Inclusive Quality First Teaching plus Very individualized Zone tool kit informed by EHCP or specific needs.

- Co-Regulation to Self-Regulation: A Behaviour Regulation Policy'.
In your Behaviour Regulation policy you acknowledge the link between emotions and learning
- 'Behaviour Regulation'
- E.g.s. 'Promoting Positive Relationships and Supporting Behaviour Regulation Policy'; 'From Co-Regulation to Self-Regulation: A Behaviour Regulation Policy'.
- Spending time looking at the link between relationships and behaviour is important.

Emotion Coaching



Sad
Sick
Tired



Happy
Focused
Ready to learn

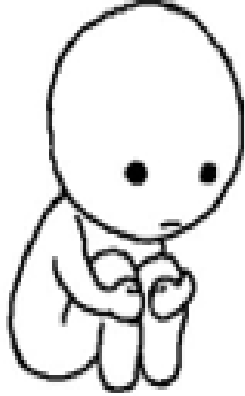
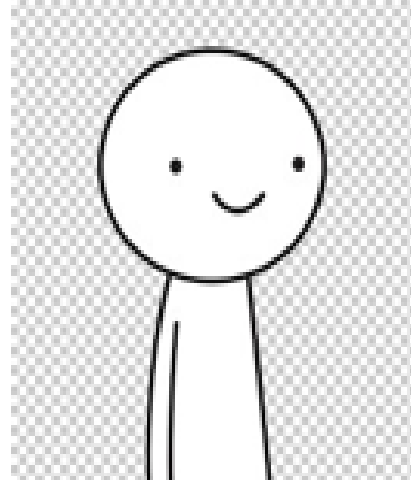
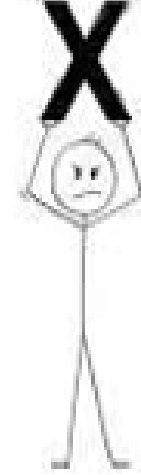
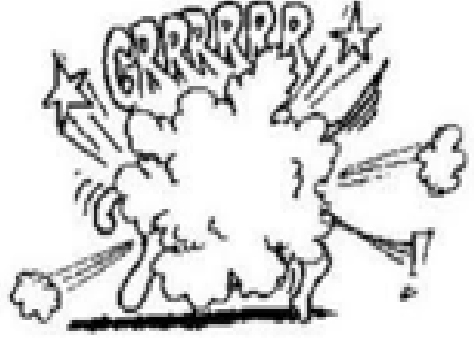


Loss of some control



Angry
Out of control

Zones of Regulation and Linked Emotions

Not ready to learn	Able to learn	Loss of some control	Out of control
sad, sick, tired, hungry, lonely	happy, focused, proud, joy,	worried, disgusted, cross, frustration, embarrassed, jealous	fear, angry, distressed
			

Rationale

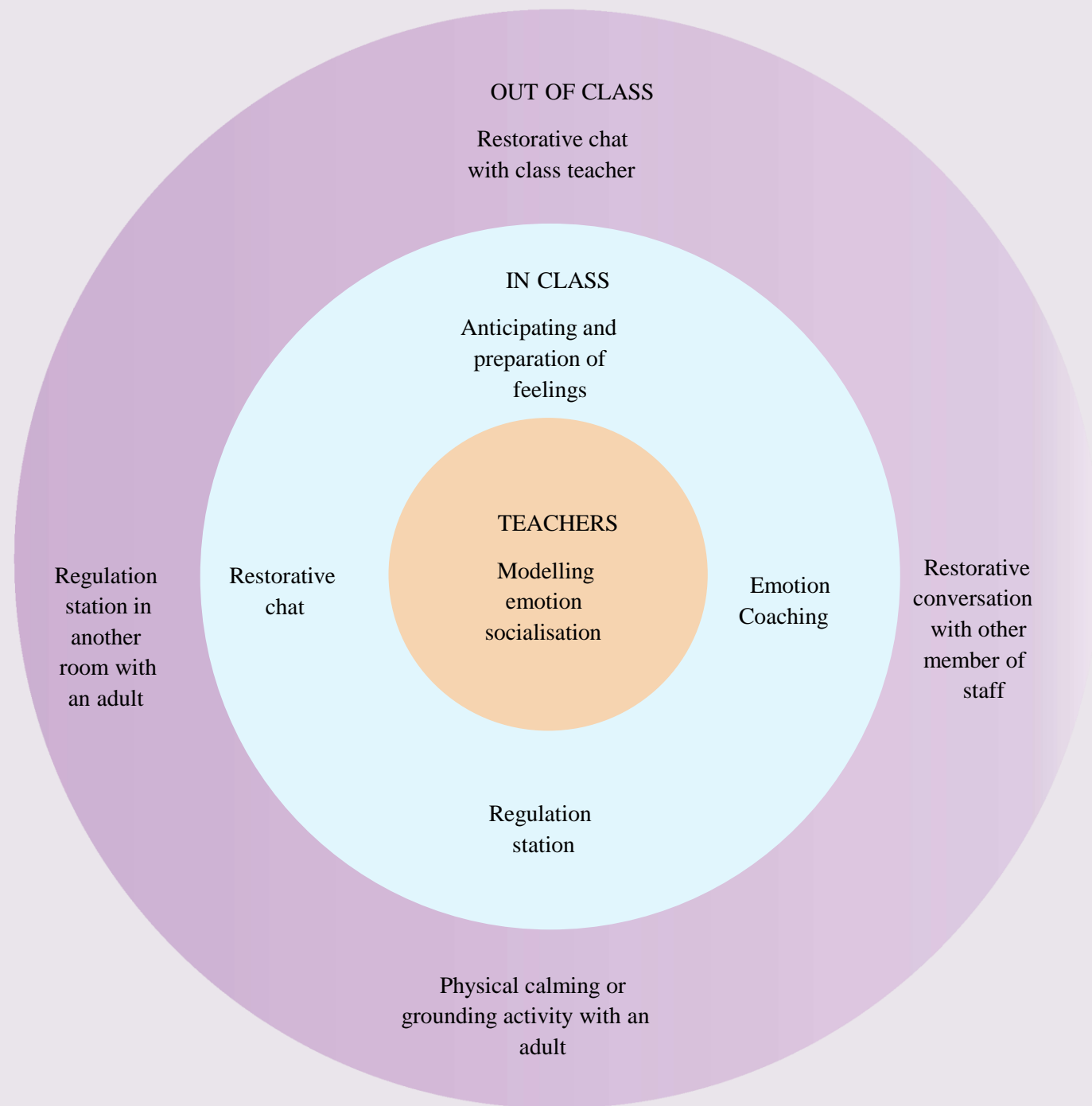
At Preston Park we recognise that behaviour **is communicative** and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. **Through co-regulation of feelings, children learn to become more independent and develop self-regulation.**

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. **The class teacher is a social, emotional, and learning role model for pupils.** Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.



Emotion Coaching	Regulation station	Restorative chat
<ol style="list-style-type: none"> 1. Noticing, being aware of pupil feelings and empathising with them 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve 	<ol style="list-style-type: none"> 1. Physical, grounding and calming (upregulation) 2. Developing emotional awareness 3. Developing reflection skills 	<ol style="list-style-type: none"> 1. What happened? 2. Who was affected? 3. What were you feeling? (You may need to Emotion Coach.)What were others involved feeling? 4. How can we make things right?

- Behaviour Regulation policy
- <https://www.emotioncoachinguk.com/for-professionals>
- [Regulation Station.mp4](#)

- Pre and post questionnaires for pupils and staff
- Daily trackers

Tips for success :

- Buy book
- 1 class / year group champions to share experience
- Whole school focus .
- Check **consistency of use** and **understanding of concepts**
- **What do we need to be mindful of ?**
- **What are some of the challenges ?**

Step one :

- Buy Zones book , preferably 1 for each class
- Organise an INSET for all staff
- Use my PP to introduce and train staff in the basics- Tools and Why
- Run through the first lesson with staff
- Answer questions and check for consistency in understanding
- Pre and post questionnaires ?
- Explain the protocol for running Zones lessons
- PSHE lessons or 2 x 20 minute Slots ?
- Parents workshops

A stepped approach...

- Class lessons displays- post which Zone I'm in.
- Class Zones Tools
- Group work for pupils who need 1:1 support / in line with their SEND needs.
- Parent coffee morning/ pack
- Adult champions of Zones
- Weekly Tools / Regulation strategy focus
- Which staff need extra support/ training ?

- To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.
- How do you think we might do this ?
- Please share ?

Visuals and displays

What Zone are you in?

Blue Zone:



Green Zone:



Yellow Zone:



Red Zone:



Running Slow

sad
sick
tired
bored
moving slowly

Good to Go

happy
calm
feeling okay
focused
ready to learn

Caution

frustrated
worried
silly/wiggly
unfocused
loss of some control

STOP

mad/angry
hands on
yelling
refusing to work
out of control

How does
my body
feel?

Do I need
more energy
or
less energy?

Choose a tool
to help my
body get in
Learning Zone

My body is out of control.
My body is out of the group.

I'm a little too wiggly.

Excited

Wide awake

Normal, Calm, OK

I'm tired.
My body is bothering me.

I'm working hard to keep my brain
in the group.

Brain Sludge

My brain is out of the group

100-1-33-3-000

Sensory Break Area
Expected Behaviors

Look to see if the
area is open or closed.

Use equipment
safely.

Stop immediately
when timer sounds.

Put tools back
where they belong.

The ZONES of Regulation



Blue Zone Tools



Green Zone Tools



Yellow Zone Tools



Red Zone Tools



Kelley Aivley 2012
speech-special-ed.blogspot.com

A framework to simplify how we think about and manage our feelings and states.



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 pupil is in the Green Zone and if they make efforts to stay in the Green Zone. e.g.. “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 pupil 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 school (Zone check in stations and toolboxes for the pupils and adults!) Make portable Zones cards .

Blue Zone

I am running slow.





 Sad	 Tired	 Bored	 Sick
--	--	--	--

I can try these tools





 Take a break	 Talk to an adult	 Ask for a hug	 Listen to music
---	---	--	--

Red Zone

I need to STOP.





 Mad	 Yelling	 Mean	 Hands on
--	--	---	---

I can try these tools





 Deep breaths	 Size of problem	 Run	 Take a break
---	--	--	---

Green Zone

I am good to go.





 Happy	 Calm	 Ready	 Okay
---	--	---	---

I can do these:





 Learn	 Listen	 Work hard	 Expected behaviors
--	---	--	--

Yellow Zone

I need to take caution.

 Worried	 Nervous	 Annoyed	 Upset
---	---	---	---

I can try these tools:

 Take a break	 Get a drink	 Walk	 Inner coach
---	--	---	--



Regulation Stations



A regulation station is a base within the classroom or suitable place in the school, that children and young people can access when they become overwhelmed and dysregulated, to help them to calm.



The station should contain resources and materials to support pupils to identify and describe their feelings e.g. scales, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities, sensory tools. The station can be supported by adults or peers as appropriate.



Use of this station should help raise awareness of the need to self-regulate, and promote the development of independence in identifying and using coping strategies.



When I feel upset, sad, or unfocused at school I can:

- BREATHE.** As I zoom my attention to my breathing, I will take extra long out-breaths.
- Squeeze a stress ball or use another teacher-approved fidget.
- Roll my neck and shoulders.
- Think of at least 3 things I am grateful for.
- Tell my teacher I would like to help or take on a classroom responsibility.
- Imagine a peaceful and calming place.
- Ask my teacher for help if I feel upset or overwhelmed.
- Count to 10 and back in coordination with my breath.
- Squeeze my fists together as hard as I can...hold...then relax my hands.
- Ask to deliver books to the library or another class.
- Push against the wall as hard as I can and then relax my body.
- Doodle, draw, or color.
- Use I-statements to express how I am feeling, what I need, or what I hope for.
- Invent a secret hand signal with my teacher that communicates I need help.
- Move away from the distraction or person who is bothering me.
- Write down my thoughts or questions if my teacher can't address them right away.
- Stretch.
- Place my hands over my ears and breathe slowly & deeply, listening to the sound that my breath makes.
- Volunteer to help clean or organize the classroom.
- Drink water.
- Think of or write a list of 3 positive things my life.
- Devise a secret code word or signal with my teacher that means time to get back on track.
- Ask permission to take a short walk down the hallway or up & down the stairs. And then return.
- Rest my head on the desk for a moment or two.
- Listen to calming music with headphones.
- Remind myself it's ok to make a mistake.
- Visualize a person who supports me and cheers me on.
- Zoom in on my senses: noticing 5 things I see, 4 things I feel, 3 things I hear, 2 things I smell & 1 thing I taste.
- Read in a quiet spot.
- Journal or write a letter.
- Take a 3-5 minute break in the designated classroom peace corner.
- Slowly trace my hand with my finger, breathing in, as I trace my fingers going up...breathing out, as I trace my fingers going down.
- Use a break card to let my teacher know I need a break and then use a timer to remind me when to return.
- Push my palms together.
- Ask my teacher to break down the assignment into smaller chunks so it's not so overwhelming.
- Use the act of kindness.
- Rub or tap my temples.
- Smile or laugh, even if I have to fake it.
- Give myself an arm and hand massage.
- Talk with my school counselor.
- Ask if I can do my work standing up.
- Ask permission to quietly jog in place for a minute or do 20 jumping jacks.
- Do an act of kindness.
- Rub or tap my temples.
- Smile or laugh, even if I have to fake it.
- Go outside during recess and notice the sky, trees & sounds from nature.
- Help a classmate or my teacher.
- Cross my arms in front of me and do the arm pretzel.
- Give myself or a stuffed animal a great big hug.
- Eat a healthy snack or tell my teacher I am hungry.

Think of or write a list of 3 positive things my life.

Visualize a person who supports me and cheers me on.

Zoom in on my senses:
noticing 5 things I see,
4 things I feel,
3 things I hear,
2 things I smell
& 1 thing I taste.

Slowly trace my hand with my finger, breathing in, as I trace my finger going up...breathing out, as I trace my fingers going down.

Use a 'break card' to let my teacher know I need break and then use a timer remind me when to return.

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



FROG JUMPS

Hop, hop, back and forth like a frog



BEAR WALK

Hands & feet on the floor, hips high - walk left and right



GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Examples of the Zones in action..

Zones in action- Classroom behavior setting expectations- raising self- awareness and impact on others' learning

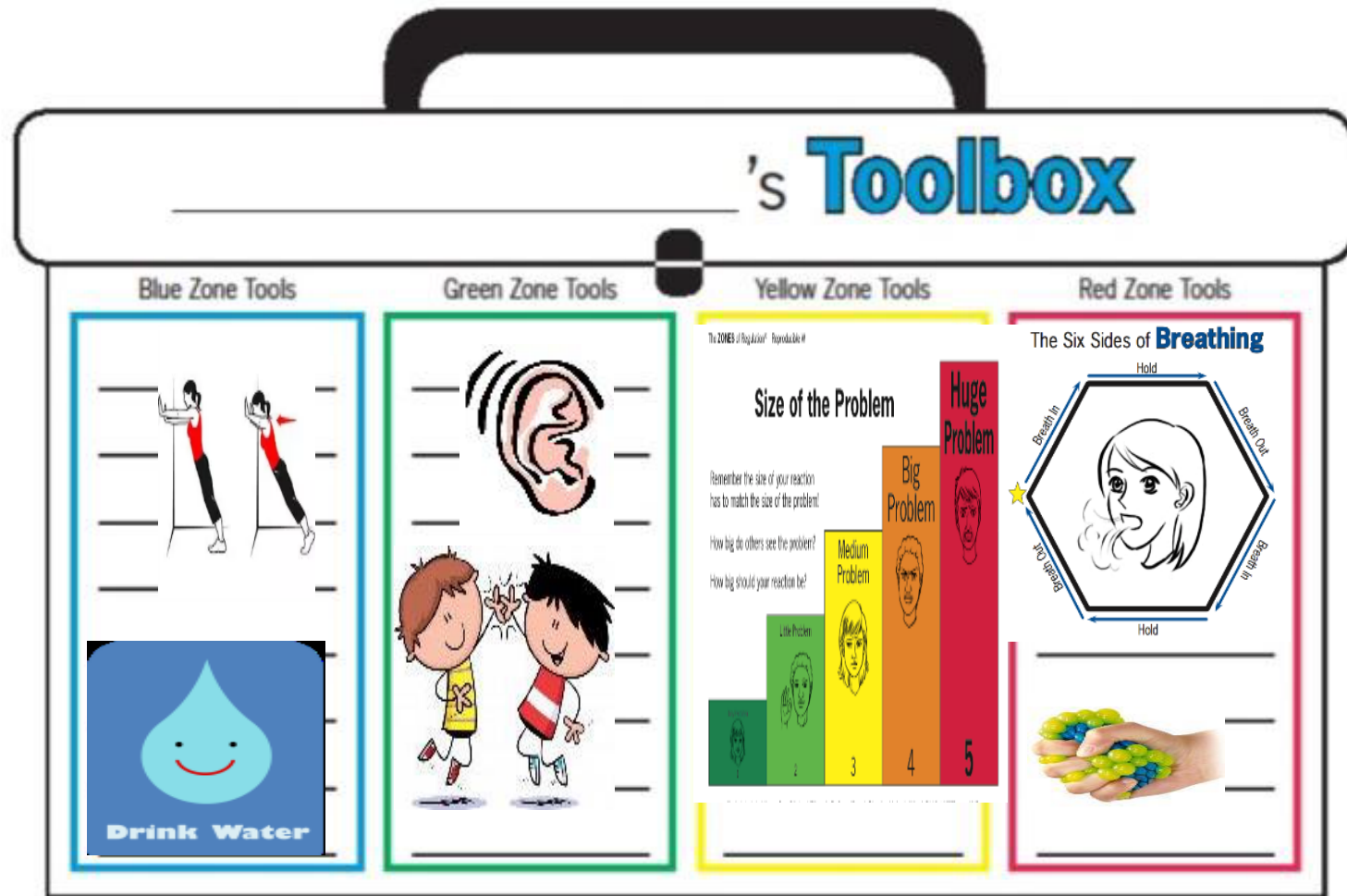
- Quick start by using a book to introduce Zones and make Zones posters.
- Talked about classroom scenarios and zones they triggered
- Used shared whole group strategies / tools first
- Make a class display and use lanyards / self registering on entry
Combined with a regulation station ?
- Talk about your Zone model expected behaviour , talk about / pre- empt class behaviour ' Oh I know that usually on the carpet we sometimes get a bit wriggly , the yellow zone , what can we do'

Zones of Regulation	When I feel..	I can use these tools to help me..
Blue <i>Rest stop</i>	Sad, tired, bored, slow	<ul style="list-style-type: none"> • Take a break • Think of things I do well • Draw a picture • Drink some water
Green <i>Go time</i>	Happy, ready to start, calm, focused	<ul style="list-style-type: none"> • Do my best • Focused listening and working • Aim to meet my targets • Have fun trying
Yellow <i>Slow down</i>	Worried, scared, frustrated, silly	<ul style="list-style-type: none"> • Take 3 deep breaths • Imagine myself doing it • Say it's OK to make mistakes • Do it one step at a time
Red <i>Stop</i>	Mad, yelling, hitting, out of control	<ul style="list-style-type: none"> • Take a break • Deep breaths • Count to ten • Ask for help

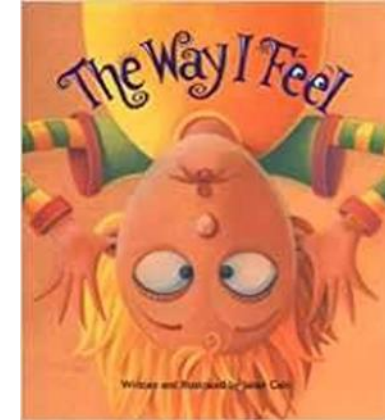
- Struggling with engagement.
- EAL
- Self esteem
- Class meeting

Zones in Action – Red Zones work

- Opportunity to stress there is no 'naughty/ bad Zone'
- But sometimes behaviours in a Zone may be unexpected given that environment or people they are with.



Parent's /carer's packs.....



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!

Remember..

- Meet them where they're at
- We need to **reach** them before we can **teach** them
- Remind everyone our **Zones fluctuate** through out the day
- Don't put pressure on to be in the Green Zone
- **Consistency**
- Check understanding of terms like **expected** and **unexpected** behaviour
- Be creative !

SEMH needs of all should be at the heart of the school.

- We strongly believe that responding to the SEMH needs of CYP is not the responsibility of a few staff in school; it is everyone's responsibility. Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all – e.g. staff retention, pupil attendance and attainment, positive home-school relationships (Banerjee, R., Weare, K., & Farr, W. (2014).