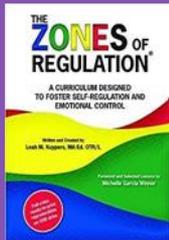


THE ZONES OF REGULATION



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 and **adults** who can confidently manage their emotions in most situations.

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 can make adjustments.



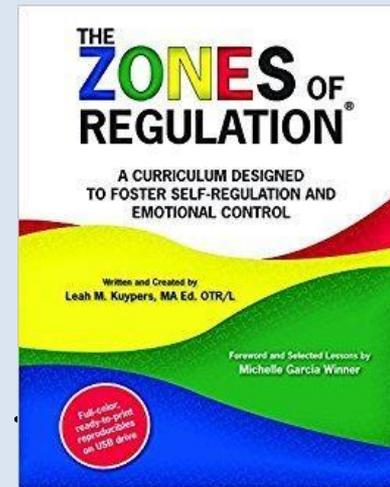
(Sensory processing)

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



(Social cognition)

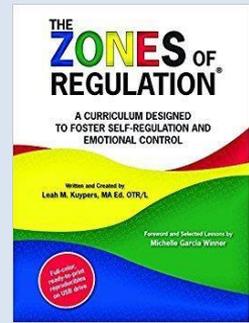
WHAT ARE THE ZONES OF REGULATION®?



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®?

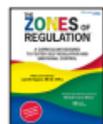


Teaching the Zones of Regulation encourages...

- A common language to discuss emotions - a language that is non-judgemental.
- Understanding - The Zones of Regulation is simple to use and understand, and is helpful for us all.
- Healthy coping and regulation strategies.
- A shared approach between home and school, and across the whole curriculum.



- **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*).

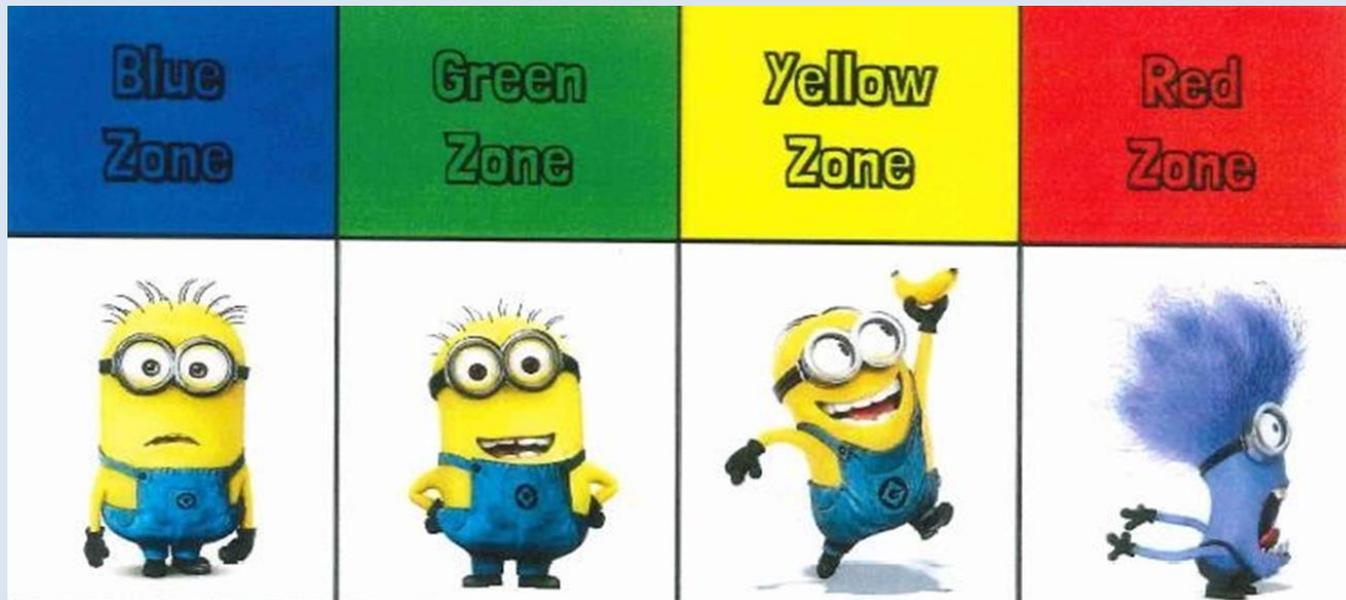


To be used with *The Zones of Regulation™* curriculum
Reproducible E

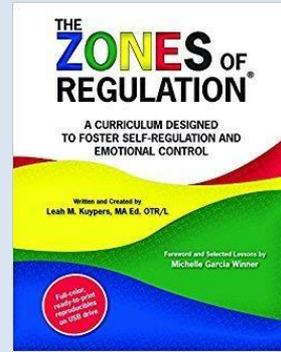
The ZONES of Regulation™

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

OTHER ZONES VISUALS

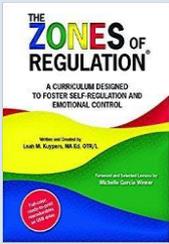


KEY POINTS:



- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way students 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; excited and nervous; tired, excited and a bit worried).

KEY POINTS:



- If students are already 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

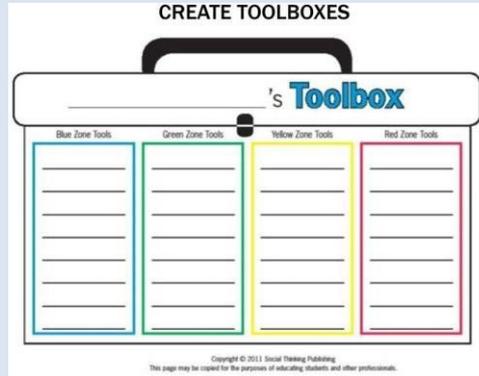
- Get to know the zones and react accordingly. E.g...

If a student is in the Red Zone...



- Limit verbal interaction - this is not a teachable moment.
- Direct them to their Toolbox.
- Plan ahead - use personal knowledge of the student to build strategies into their Toolbox.

UNDERSTANDING ZONE TOOLS:



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

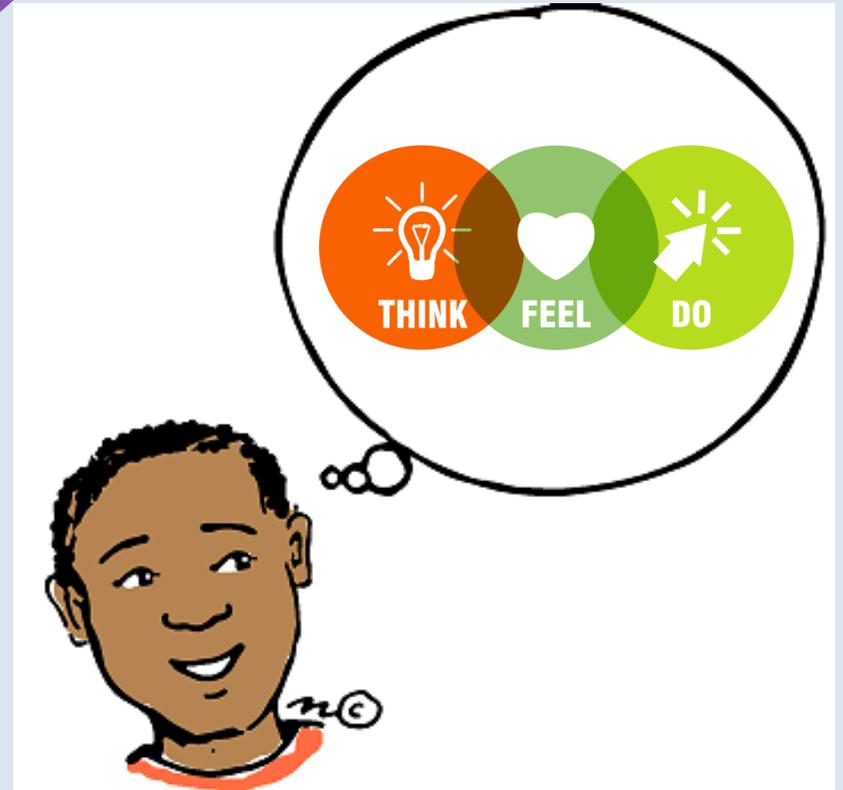
Green Zone tools: help us stay/maintain our calm state, stay focused and feeling good. These are often proactive strategies.

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

THINKING STRATEGIES



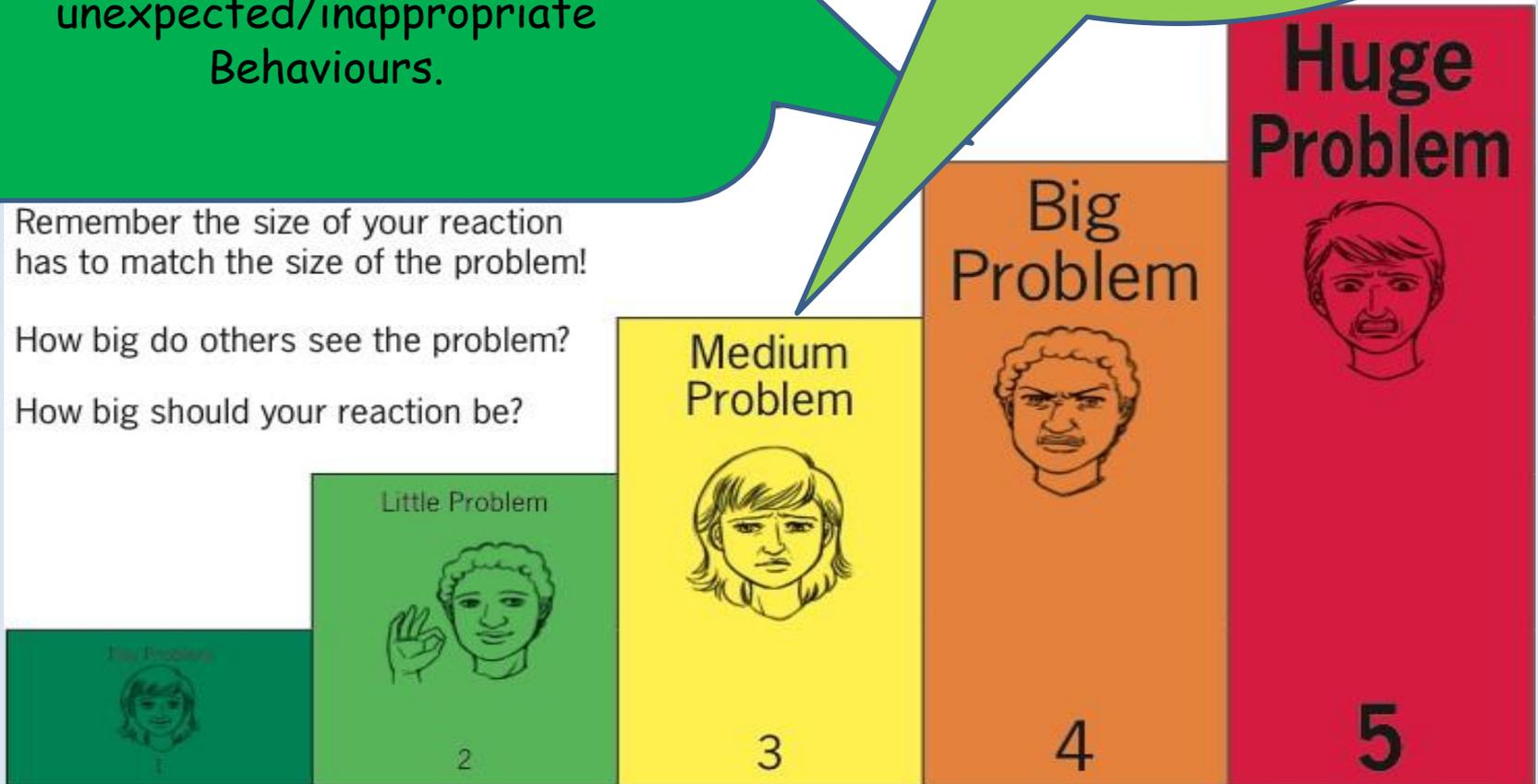
At the same time, exploring expected and unexpected reactions attached to a problem, offers opportunities to praise expected/appropriate behaviours, rather than acknowledging only the unexpected/inappropriate Behaviours.

Discuss the **SIZE OF THE PROBLEM** - by breaking problems down and comparing them, we can start to recognise the severity of a problem and adjust our reactions to those problems.

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...

-I'M NOT GOOD AT THIS

-I'M AWESOME AT THIS

-I GIVE UP!

-THIS IS TOO HARD

-I CAN'T MAKE THIS ANY BETTER

-I CAN'T DO MATH

-I MADE A MISTAKE

-I'LL NEVER BE AS SMART AS HER

-IT'S GOOD ENOUGH

TRY THINKING....

-WHAT AM I MISSING?

-I'M ON THE RIGHT TRACK

-I'LL USE SOME OF THE STRATEGIES I'VE LEARNED

-THIS MAY TAKE SOME TIME AND EFFORT

-I CAN ALWAYS IMPROVE; I'LL KEEP TRYING

-I'M GOING TO TRAIN MY BRAIN IN MATH

-MISTAKES HELP ME IMPROVE

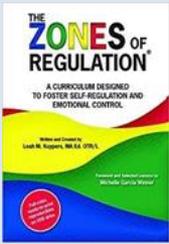
-I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT

-IS THIS REALLY MY BEST WORK?

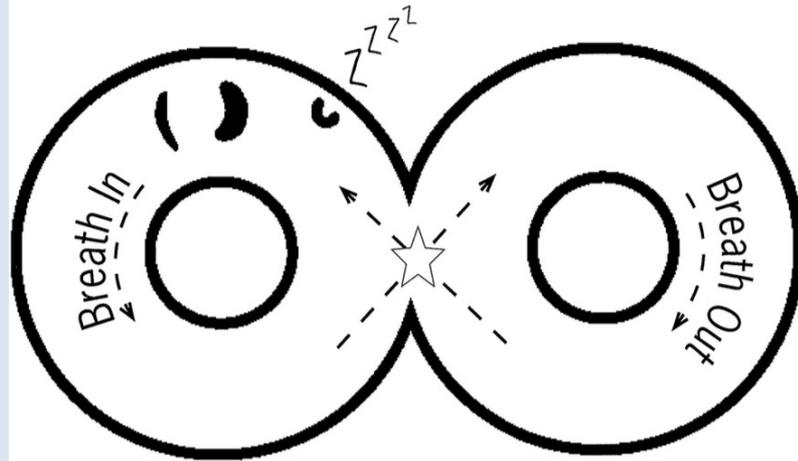
INNER COACH VS INNER CRITIC



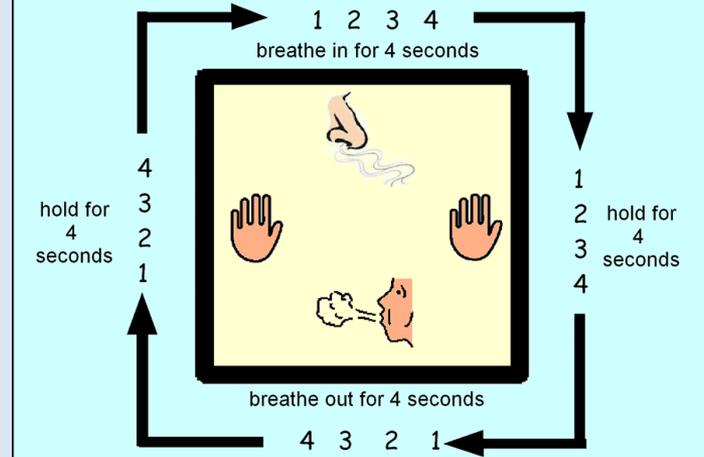
CALMING STRATEGIES



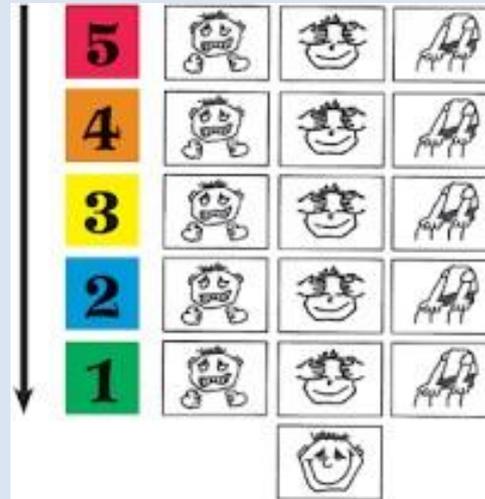
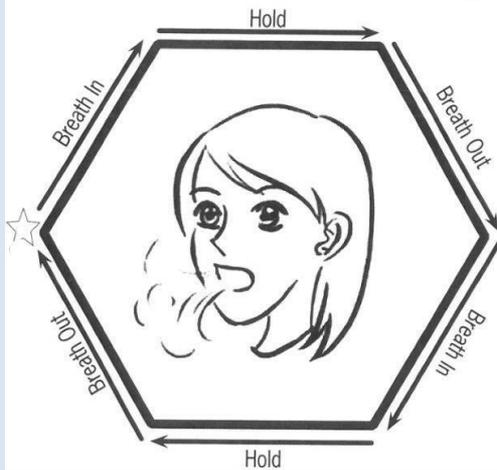
Lazy 8 Breathing



SQUARE BREATHING



The Six Sides of Breathing



COUNTING

- Forward and backward
- Count objects
- Count colours
- Count breaths
- Count pulse
- Use of FitBit (relaxation and pulse tracking)



CALMING ACTIVITIES

Puzzles

Listen to Music

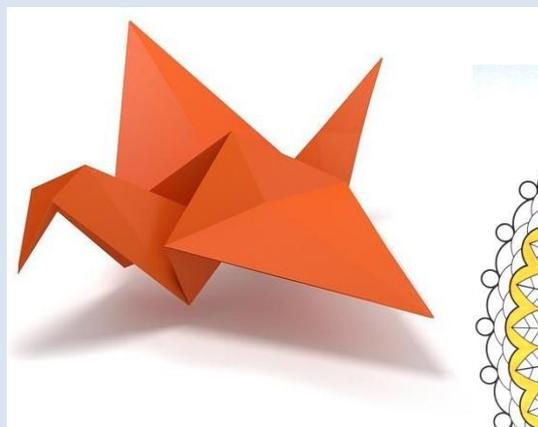
Draw/Paint

Origami

Play-Doh/ clay/thera-

putty Read

Stack rocks/blocks



How do I build using the Zones into my everyday practice?

- Identify your own feelings using Zones language in front of your students (e.g. "I'm frustrated, I am in the yellow zone")
- Provide positive reinforcement when students are 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 feeling a bit sleepy and in the blue zone. I think I'll have a walk around the playground at break, to get some fresh air. That will get me back to the green zone")
- Label what zones students are in throughout the day (e.g. "You are being a bit fidgety, are you in the yellow zone?")
- Teach your students which Zones tools they can use (e.g. "We've got too much energy to sit still! I think we are all in the yellow zone. Let's have a 3 minute Zumba workout to get rid of our energy and get into the green zone for our learning)
- Post and reference the Zones visuals and tools in your classroom Zone check in stations and toolboxes for everyone. Make personal Zones cards for lanyards/drawers.