

ZONES OF REGULATION

AIMS

- What is self-regulation?
- Background and aims of Zones of Regulation
- Outline and framework of Zones of Regulation
- Zones of Regulation at home
- Tips for Zone of Regulation at home
- Resources and ideas

WHAT IS SELF REGULATION?

Processes that allow children to respond appropriately to their environment (Bronson, 2000), reach goals and behave in a socially appropriate way.

'Self-regulation refers to the manner in which an individual deals with stress, in all its many forms, and then recovers from the energy expended.' (Shanker, 2017:1)

WHAT IS SELF REGULATION?

Self regulation requires the use of different domains so regulation of one domain impacts on another.

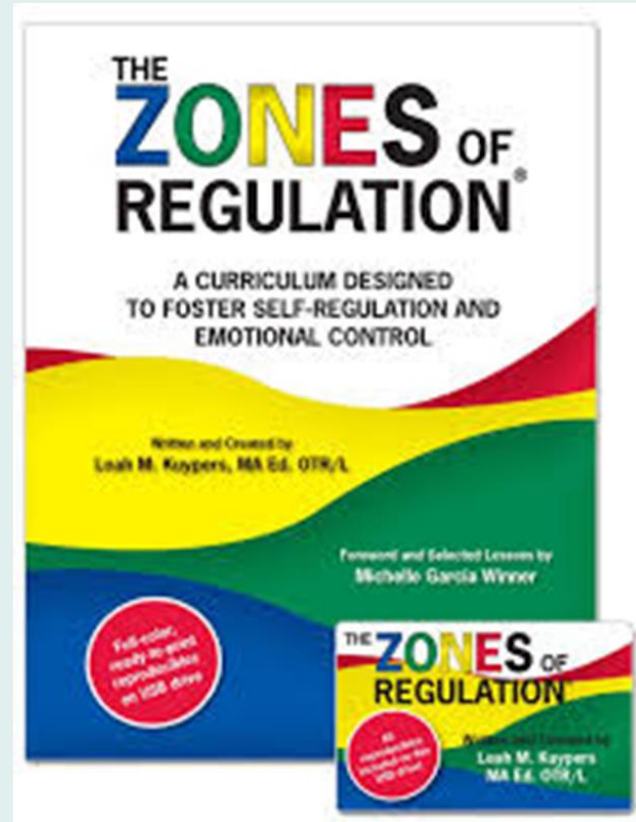


ZONES OF REGULATION RATIONALE

IF A CHILD CANNOT READ WE
TEACH

IF A CHILD CANNOT SWIM WE
TEACH

IF A CHILD CANNOT REGULATE
WE.....



<https://zonesofregulation.com/>

OVERALL AIMS AND BACKGROUND

- ❑ The overall aim is to provide a framework to support children to develop social, emotional and sensory self-regulation.
- ❑ It was developed to underpin the 'Incredible 5 point Scale' and bring together other approaches into one central resource. It was written by Leah Kuypers who is an Occupational Therapist and a resource specialist for schools focusing on ASC.

Through her experience of observation she found that it wasn't academic ability that restricted students from inclusion in a classroom but their behaviour which was often disruptive. She found that the methods being used: consequences, punishments, time outs etc were not always effective. She began to look through a wider lens and found there was a need to support children with recognising their emotions while they had control of them and gain skills.

HOW DOES IT WORK?

Zones of Regulation is a conceptual framework which is used to teach children self regulation. It is taught through 18 lessons.

- ❑ It creates a system to identify and communicate feelings in a non-judgemental way.
- ❑ It supports children with understanding different feelings, sensory needs and thinking patterns which results in children shifting from one zone to the next.
- ❑ Children learn tools to stay in or move between zones and with support develop an individualised tool box.
- ❑ They learn to recognise triggers and when to use their toolbox.
- ❑ Children recognise others emotions and the impact of one's behaviour on others.

FOCUSING ON THE ZONES

STEP 1- IDENTIFYING HOW WE FEEL

Red Zone

Yellow Zone

Green Zone

Blue Zone

The four zones: our feelings and states determine our zones- states of alertness and emotions.

WHICH ZONE IS IT ANYWAY?

You have some packs with emotion cards in.

Can you sort them in to the related zones you feel they should be in?

5 minutes and we will feedback.

You may have some blank faces in your pack. These are for you to add your own emotions to a zone.

RED ZONE

YELLOW ZONE

GREEN ZONE

BLUE ZONE



Red Zone

Yellow Zone

Green Zone

Blue Zone

RED ZONE

The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the red zone.

Being in the Red Zone can best be explained by not being in control of one's body.

YELLOW ZONE

The Yellow Zone is also used to describe a heightened state of alertness; however a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion and many more elevated emotions and states when in this zone. This may include sensory seeking behaviour.

The Yellow Zone is starting to lose some control.

GREEN ZONE

The Green Zone is used to describe a regulated state of alertness, A person may be described as calm, happy, content or focused.

This is the zone children generally need to be in for school work and for being social. Being in the Green Zone shows control.

BLUE ZONE

The Blue Zone is used to describe low states of alertness such as when one feels sad, tired, sick or bored. This is when the body and brain is moving slowly or sluggishly.

SHIFTING BETWEEN ZONES

<https://www.youtube.com/watch?v=nvb6tvZOYIo>

Which zones can you identify in this clip?

How might The Brown Family's zones shift?

DIFFERENT EXPERIENCE/ DIFFERENT ZONES.....

I am going to call out an experience can you hold up which zone this would put you in?

We need to take into consideration that children's experiences will mean different responses and the child's (and our own) window of tolerance may be larger or smaller.

ZONES OF REGULATION AT HOME

- Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Discuss the different Zones and tools they can use when they are more regulated / calm.
- Teach your child which tools they can use. (e.g. "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- Regular Check-ins. "How are you feeling now?" and "How can you get back to Green?"

- Modelling-it is important to remember to show the children how you use tools to get back to the green zones. You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy / go into the Green Zone.
- Put up and reference the Zones visuals and tools in your home.
- Praise and encourage your child when they share which Zone they are in.

TIPS FOR USING ZONES OF REGULATION AT HOME




- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.

TIPS FOR USING ZONES OF REGULATION AT HOME

- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box full of things which help to keep your child calm and alert.
- Be consistent in managing your child's behaviour and use the same language you use at home.

VISUALS AND STRATEGIES



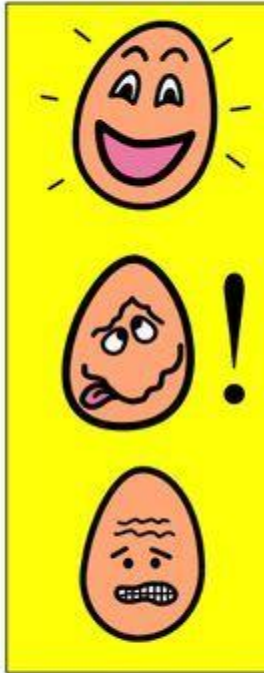
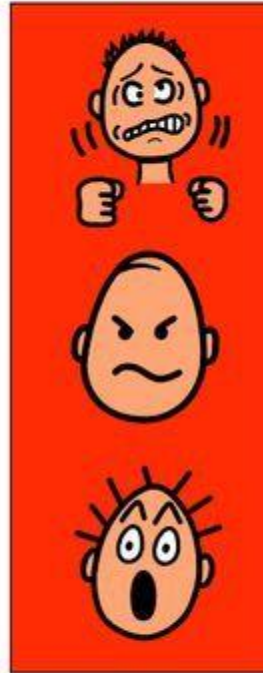
ZONES OF REGULATION!

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

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The Zones of Regulation

			
Blue Zone sad tired sick moving tired slowly	Green Zone happy calm feeling ok 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

CREATE TOOLBOXES





_____ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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Name: _____ Date: _____

When I Feel:

			
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I can use my tools!

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

My tools help me get back to the GREEN ZONE. 

THE ZONES OF REGULATION®



Blue Zone Tools

Stretch



Green Zone Tools

Drink water



Yellow Zone Tools

Deep breaths

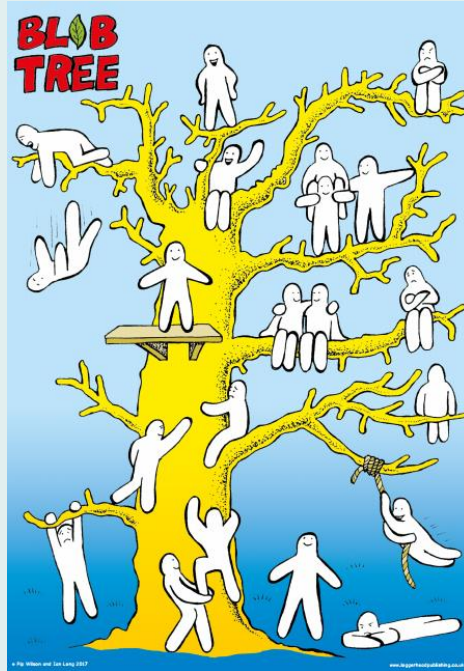


Red Zone Tools

Take a break

TOOLBOX IDEAS

- Calm space
- Dark tent
- Movement break
- Go for a walk
- Have a drink
- Breathing exercises
- Time to talk
- Fidget toys
- Emotions cards with strategies



- Finger gym
- Zones of Regulation Bookmark
- Regulation station
- Colouring/drawing
- Blob pictures
- A little box of questions
- The colour monster

SENSORY STRATEGIES

- Wall push ups
- Chewy food e.g. bread
- Classical music
- Roll on an exercise ball
- Blanket rolls
- Trampoline
- Tickling
- Playdough
- Ear defenders
- Lava lamps
- Dark dens
- Soothing smells

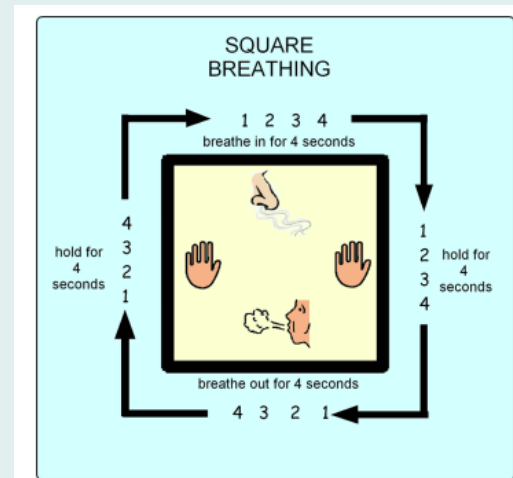
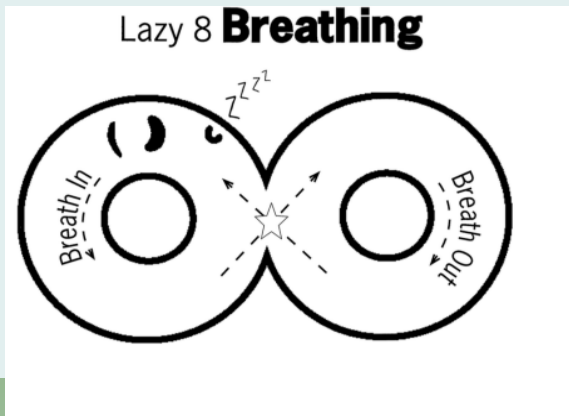
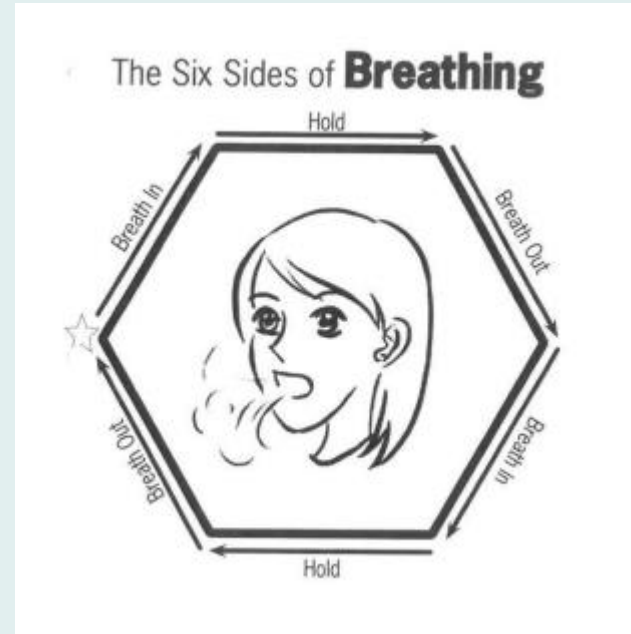


CALMING IDEAS

Mindful grounding activity

- 5** Things you can SEE 
- 4** Things you can FEEL 
- 3** Things you can HEAR 
- 2** Things you can SMELL 
- 1** Thing you can TASTE 

Evexia Counselling Services



FINALLY IT IS REALLY IMPORTANT TO LOOK AFTER YOU.

Supporting a child who is dysregulated can be emotionally and physically challenging for everyone. Think about how you are going to support yourself after your child is in a calmer zone.

If you ever need further support please contact us at the school, we are always happy to listen and support.

Key adults

Justine Gibbens- Pupil Parent Mentor

Nicki Llewellyn- Assistant Headteacher and Inclusion Lead- senco@blean.kent.sch.uk