





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

At Manford Primary School classes from Reception to Y6 will use the Zones of Regulation to help children to support their emotional literacy. We believe that children need to understand their emotions and learn to self regulate as a skill for life. It is how you deal with your emotions and the strategies you use, when you are in that zone, that we must learn to manage. It works alongside our school values perfectly!

It is our vision that all children, staff and families understand the Zones of Regulation and use the language associated with it.

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 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®?

Teaches students:

Vocabulary of emotional terms

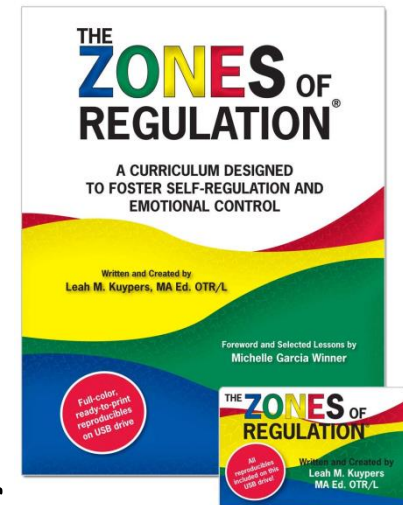
How to recognise their own emotions

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-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[®]

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

KEY POINTS:

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

COPYRIGHT - JEA WISHKE, OCCUPATIONAL THERAPIST



- 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).

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?

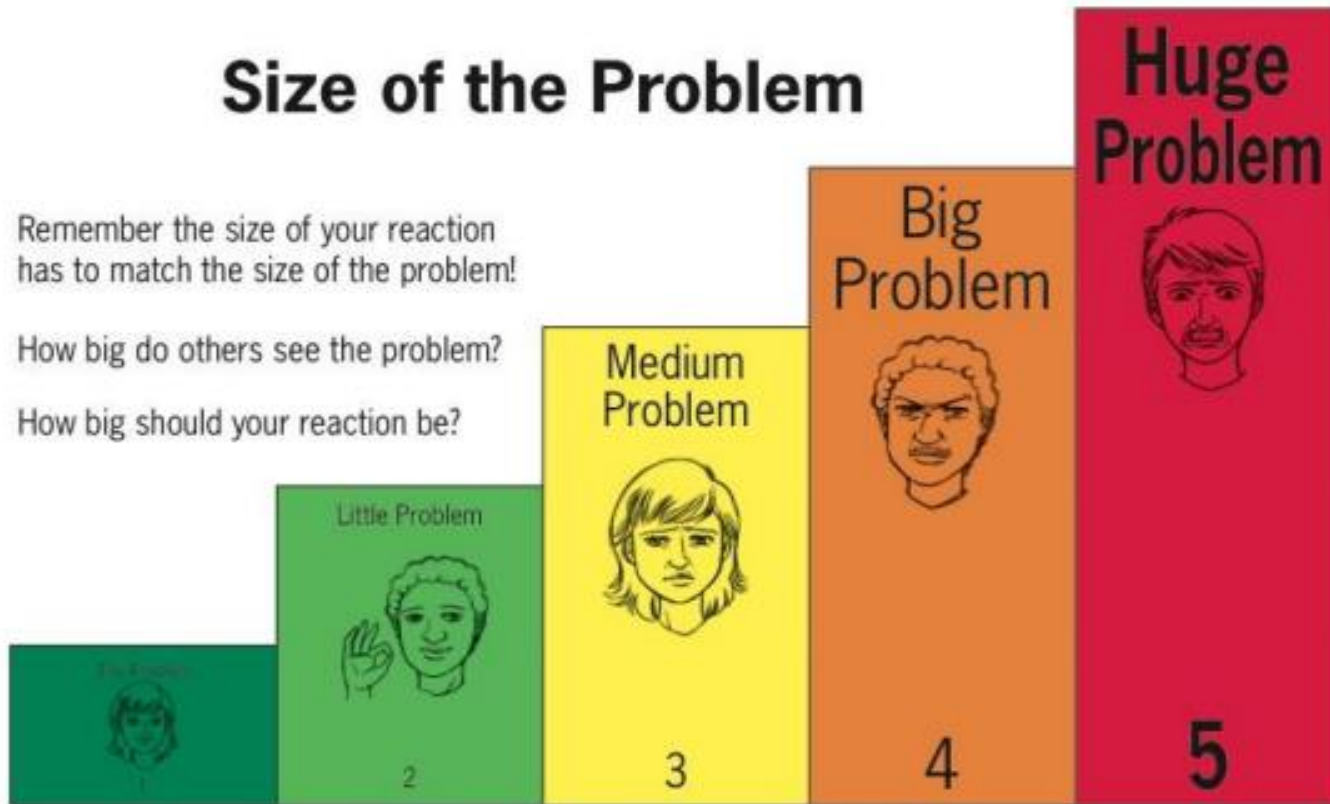
THINKING STRATEGIES

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?



EXPLORE EXPECTED AND UNEXPECTED REACTIONS...

MAKE SURE YOU 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

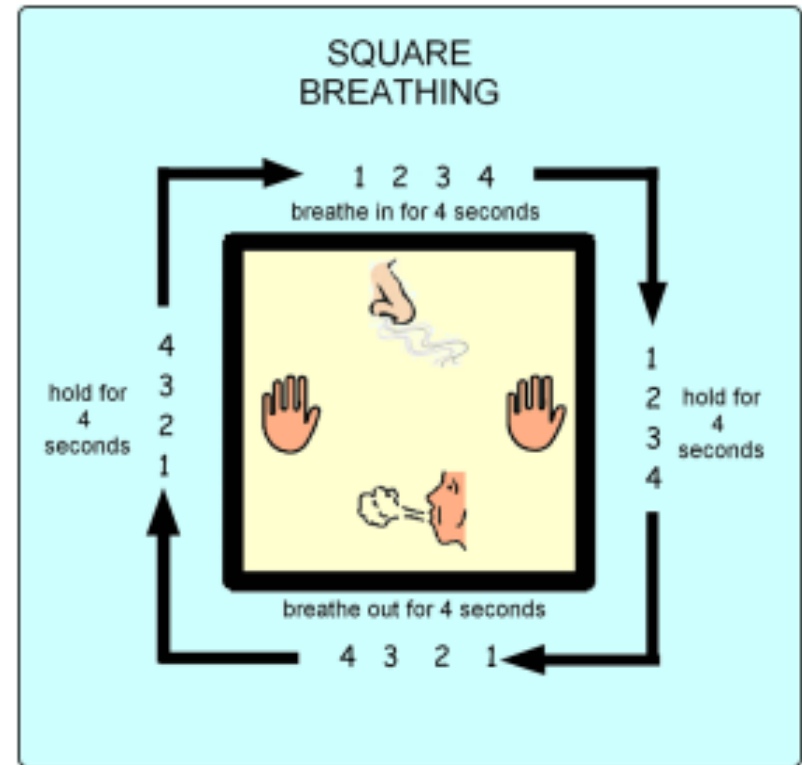
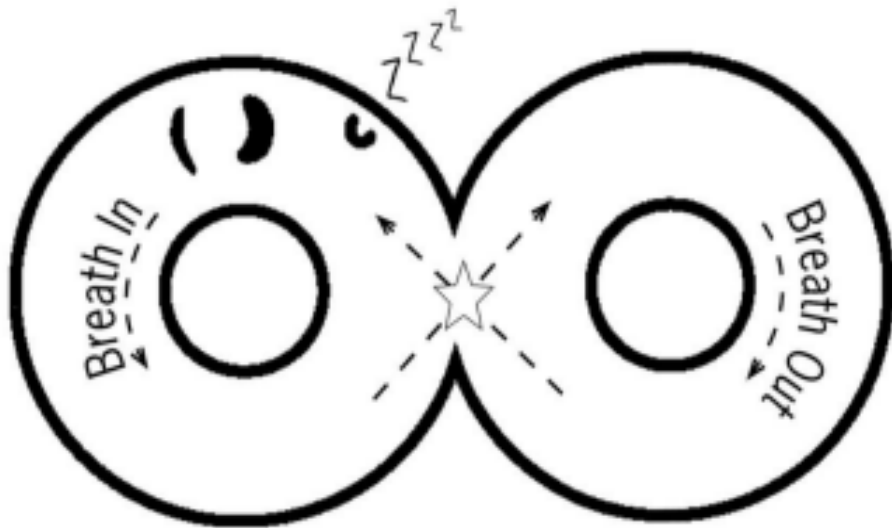
IT'S GOOD ENOUGH

-IS THIS REALLY MY BEST WORK?

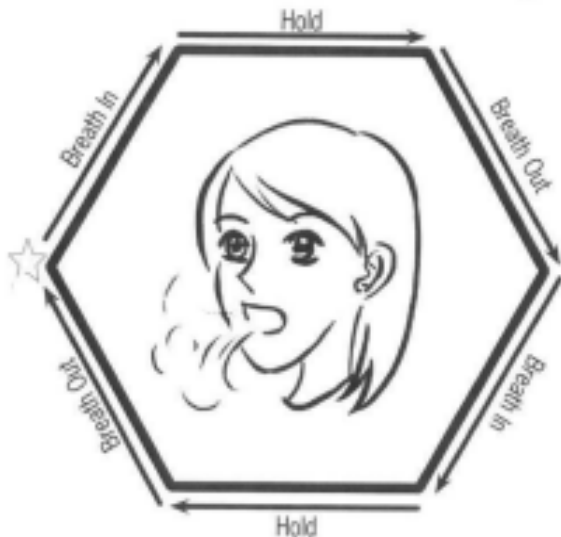
INNER COACH VS INNER CRITIC



Lazy 8 Breathing



The Six Sides of Breathing



CALMING STRATEGIES



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”

