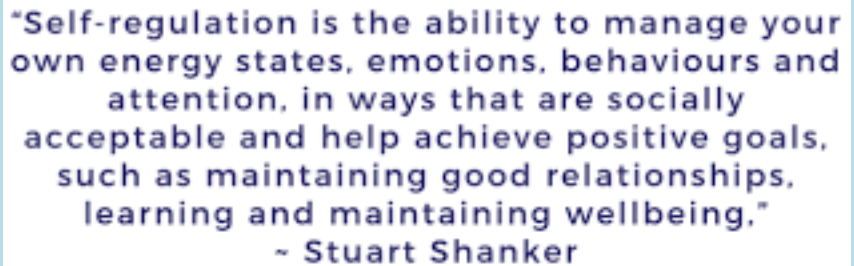


# Zones of regulation



Zones of Regulation is a meta cognitive approach used to support the development of self-regulation and emotional control.



"Self-regulation is the ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining wellbeing."  
~ Stuart Shanker

It normalises all the different ways children feel and enables them to recognise what they are feeling and equips them with strategies to move between different emotions. This approach has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings

# Learning objectives of Zones of regulation

- To identify their feelings and levels of alertness
- To identify feelings in others
- Effective regulation tools
- Problem solving skills
- How behaviour affects the thoughts and feelings of others
- Independent regulation skills

Zones of regulations is completely accessible and inclusive for all but has been found to be particularly effective in supporting children with neurodiversities such as Autism and ADHD.

# Why is it important?

- Challenging behaviour is often not a child's fault but indicative of an unmet need/emotional state.
- Children who can self-regulate become teenagers and adults who can self-regulate.
- High levels of confidence, positive wellbeing and academic achievement.

## Graduated Response to PSHE

Parent workshops e.g Keeping your child safe online, sleep workshops. Parents also regularly updated with information around PSHE topics e.g online safety. Parent voice

Half-termly staff meetings and regular TA training to ensure practice is up-to-date.

Regular book looks combined with shared planning across year groups to ensure consistency and quality

Termly attendance at CPD networks to keep up-to-date progress.

### Individual Support

Significant individual adaptations to curriculum and/or learning materials e.g social stories to support and reinforce learning. Pre-teaching or pre-discussion of sensitive topics linked to a child's need e.g adoption. 1:1 adult session if needed in either pre-emptive or responsive manner. Recovery champion 1:1. Provide support to parents/families.

### Targeted Provision





Specific responsive circle times based on class issue e.g peer pressure/ in appropriate touch. Adaptation of the curriculum planning if needed e.g splitting class to meet needs. Targeted small group adult led work. Interventions such as Social skills, Good to be me groups. Mediating restorative enquiry using zones of regulation. Recovery champion social groups. Targeted parent workshops based on children's needs.

### Universal offer

Weekly age appropriate PSHE planned and taught by a key known adult. We follow the spiral curriculum based on PSHE association recommendations including healthy relationships, growing and changing, financial education, health education, internet safety, sex and relationships education and practical life skills. Class floor book to keep track of learning. Learning recorded in a variety of different ways e.g comic strips, drama, posters, mind maps. School assemblies based around UNCRC, 9 protected characteristics, British values. Visitors/ Guest speakers - One Goal, NSPCC. Classroom culture around use of learning super powers and REAL wheel values to support confidence during lessons. Opportunities for collaborative work and children encouraged to answer questions extensively to show understanding. Zones of regulation utilized across the school. Response PSHE based on recent events e.g Ice water safety. Mental health champions. Restorative approaches and clear consistent behaviour policies. Teachers modelling appropriate social behaviours.

# How does it work?

## 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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There are no bad zones but appropriate times/environments to be within the zones. Think bedtime.

# When are you in each zone.

## ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
<p>Sick Sad Tired Bored Moving Slowly</p>	<p>Happy Calm Good to Go Focused Ready to Learn</p>	<p>Frustrated Worried Silly/Wiggly Anxious Excited</p>	<p>Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space</p>

# Expected versus unexpected behaviours

- **Expected behaviours-** gives people good thoughts and feelings about you.
- **Unexpected behaviours-** can make people uncomfortable and nervous. These can lead to reactions which you do not expect or like.



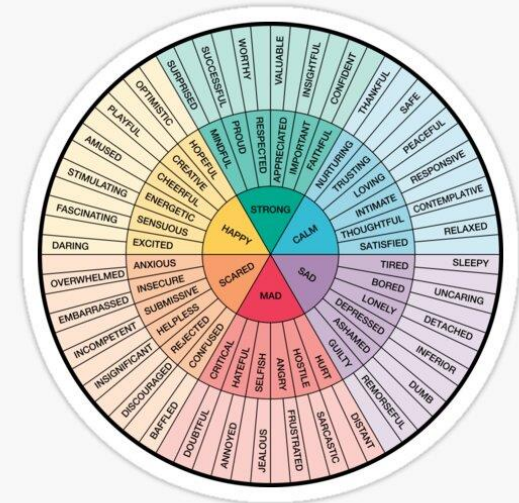
# Identifying your feelings

How do I act?

What do I feel like?

What am I thinking?

What might I say?



Responses can be different depending on the person

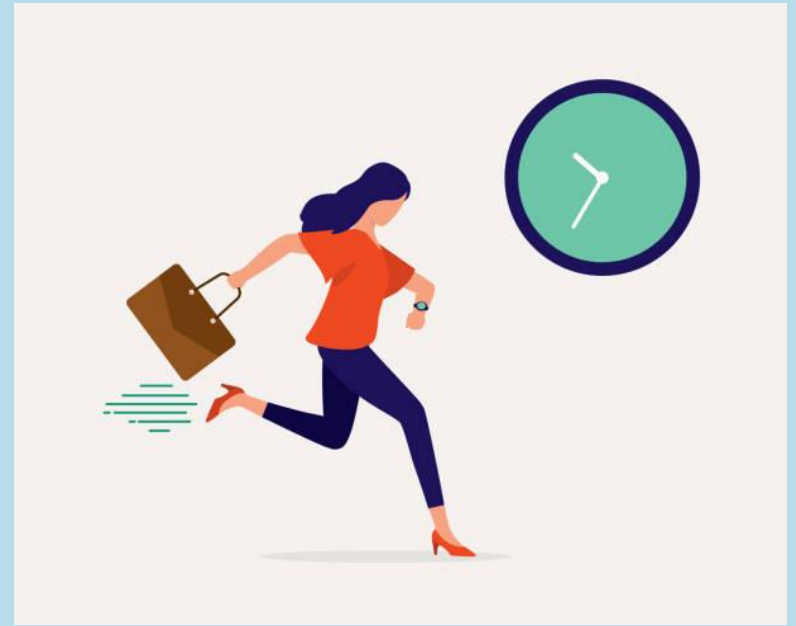
Silent?

Shouter?

Crier?

Solitary?





# What may cause me to feel this way?

- Triggers- plan ahead or spot in the moment.
- Running late
- Hunger
- Sleep
- Assessments or tests
- Particular subjects
- Sports events,
- New places/ New events

# Zone tools- calming or alerting tools

## 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.

# My Zones of Regulation - Sample

	<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
<b>How I look or act</b>	<p>I sigh or pout</p> <p>I yawn, stretch, rub eyes</p> <p>I have a sad face, I cry</p> <p>I move slowly and rest</p>	<p>I sit up straight</p> <p>I look around me</p> <p>I make eye contact</p> <p>I smile</p>	<p>I wiggle and squirm</p> <p>I frown and glare</p> <p>I act silly or wild</p> <p>My muscles get tight and my heart beats faster</p>	<p>I cry</p> <p>I yell or scream</p> <p>I stomp or bang on things</p> <p>I lose control</p>
<b>What do I need to do?</b>	<p>Get my energy up.</p> <p>Get more engaged.</p>	<p>I'm good. I'm ready to learn and connect.</p>	<p>Use some strategies to settle back down into the green zone.</p>	<p>Use some strategies to calm down!</p>
<b>What could I do that would help me?</b>	<p>Stretch</p> <p>Walk around</p> <p>Get a drink of water</p> <p>Ask for a hug</p> <p>Tell someone how I feel</p> <p>Think happy thoughts</p>	<p>I'm doing well</p> <p>I can play or learn</p> <p>I could help a friend</p> <p>I could help a grown-up</p> <p>I can practice a calming strategy so I'm better at using it when I need it</p>	<p>Count to 20</p> <p>Take deep breaths</p> <p>Think about a safe place</p> <p>Squeeze/press something</p> <p>Jump or dance or run</p> <p>Tense &amp; release muscles</p> <p>Write, draw, talk about it</p>	<p>Stop what I'm doing</p> <p>Walk away</p> <p>Be safe</p> <p>Ask for a break</p> <p>Get help</p>

# How can you help yourself?

## The BLUE zone



How might you feel?

sad  
tired  
bored  
moving slowly

What might help you?

Talk to someone  
Stretch  
Take a brain break  
Stand  
Take a walk  
Close my eyes

## The GREEN zone



How might you feel?

happy  
okay  
focussed  
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone.  
What can you do to be happy, calm and ready to learn?

## The YELLOW zone



How might you feel?

nervous  
confused  
silly  
not ready to learn

What might help you?

Talk to someone  
Count to 20  
Take deep breaths  
Squeeze something  
Draw a picture  
Take a brain break

## The RED zone

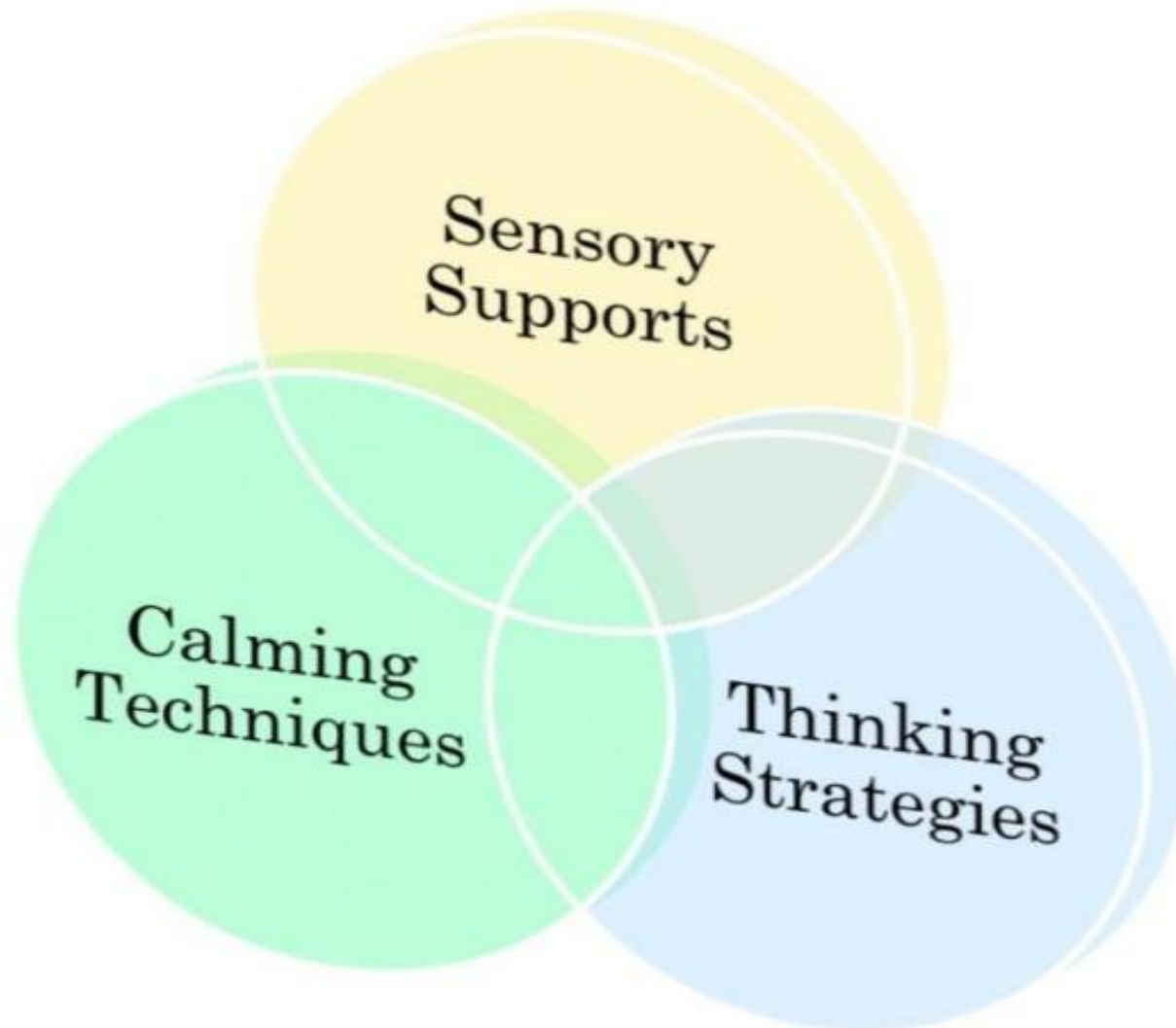


How might you feel?

angry  
frustrated  
scared  
out of control

What might help you?

Stop what I'm doing  
Make sensible choices  
Take deep breaths  
Ask for a break  
Find a safe space  
Ask for help



Sensory  
Supports

Calming  
Techniques

Thinking  
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.

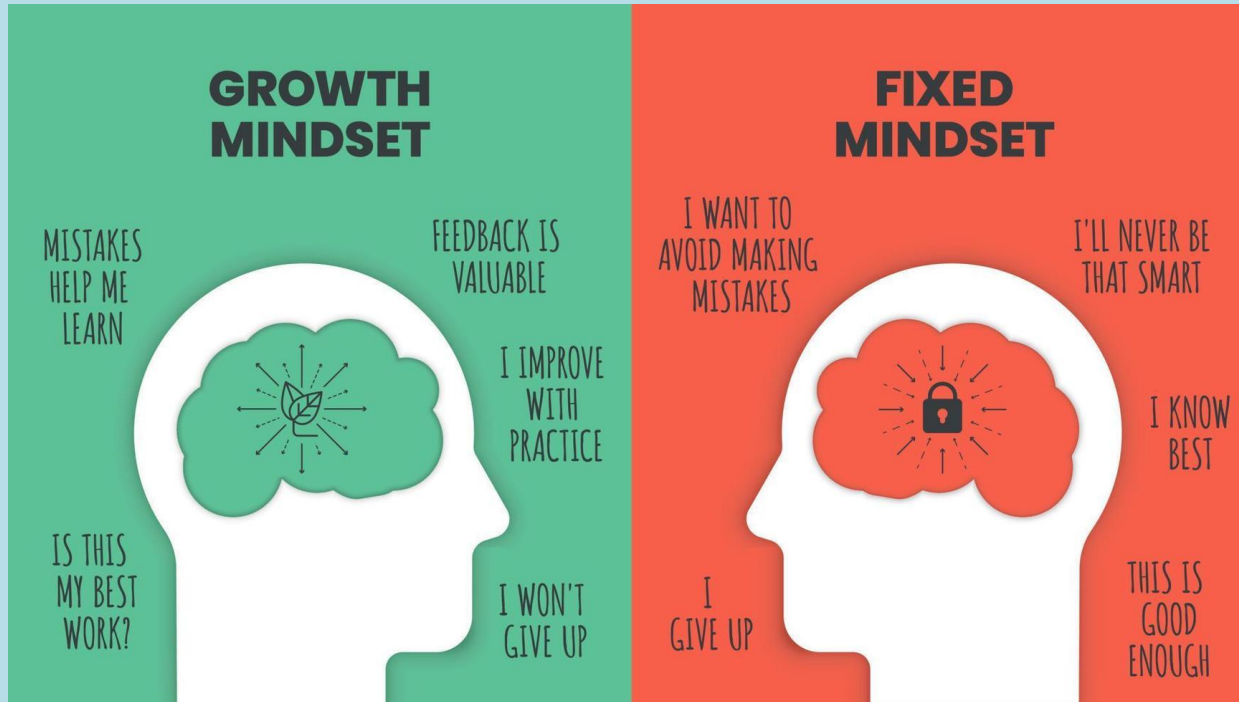
# SENSORY TOOLS



Purple



# Thinking tools



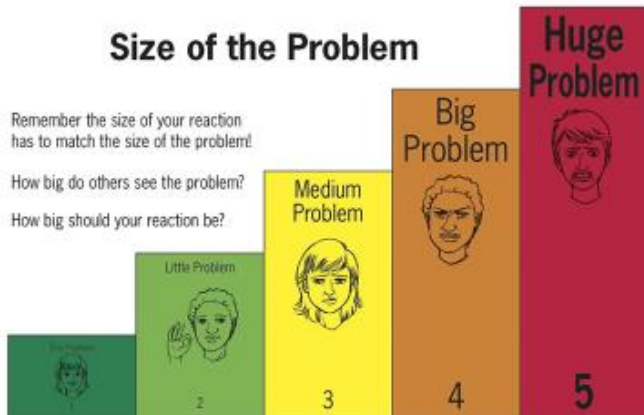
Challenging that thoughts aren't facts. Using growth mind-set language. In school, this often links to our learning superpowers.

## 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?



Visual adapted by Leah Kappert, Donna O'Brien and Jill Kautz for "The Zones of Regulation" from the original work of "Aimee" L. Fink, Social (2002), pages 44-45, www.socialthinking.com, and Bruce and Curtis' The Incredible 5-Point Scale (2013), www.spontrials.com

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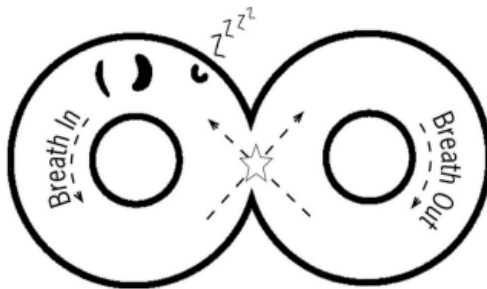
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## How Big Is My Problem?

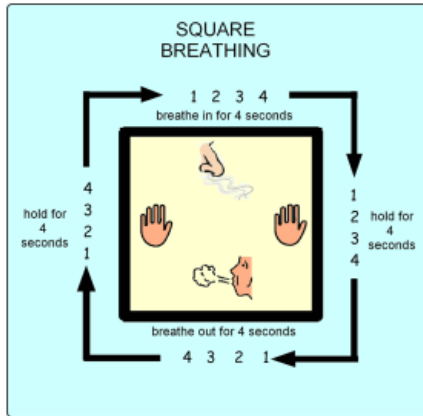
	What is the cause?	What can be done?
	<b>Big Problem</b> This is an emergency. I'm in danger. I need to go to hospital. Another child is hurt.	Stop and think clearly. Decide on what to do. Move away from the danger. Get help from an adult. Call an ambulance.
	<b>Medium Problem</b> I am hurt or I feel very sick. I have been bullied. I feel like I am losing control. I have hurt another person. Another child is upset.	Ask an adult to help you. Don't allow the bully to upset you. Take time out to calm down. Say you are sorry to the person that you upset or hurt. Be a kind, helpful friend and get help.
	<b>Small Problem</b> The worries are taking over. I am nervous. I feel a little bit sad. I'm hungry or thirsty. I'm feeling tired.	Be positive! Keep things in perspective. Take a deep breath and remember everyone gets nervous or sad sometimes. Share your feelings with a friend. Get something to eat or drink. Have a rest.
	<b>Tiny Problem</b> Something is not quite right. I need a pencil or an eraser. I'm too hot or too cold. I have no-one to play with. I feel a bit jealous.	Try to solve your own problem. Take off or put on your jacket. Look for friends and ask them if you can join their group. Remember you can't have everything you want. Talk about how you feel.
	<b>No Problem</b> Everything is going well. I can do my school work. I'm playing with my friends. I'm having fun.	Enjoy yourself! Be kind and sensible. Learn as much as you can. Look around to see if anyone looks a bit lonely and invite them to play with you.

# Calming activities

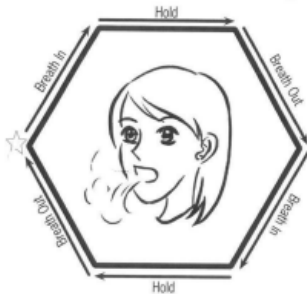
## Lazy 8 Breathing



## SQUARE BREATHING



## The Six Sides of Breathing



## CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



# What can you do at home



- Talk to your child about the zones using the same language to help them understand their own and other's feelings and behaviour.
- Make sure your child understands there is an appropriate time for every zone.
- Remember that self-regulation is a skill.
- Also, remember behaviour is a form of communication.
- You can only teach when you and your child are calm.
- Try out lots of strategies and see which ones work for each of the family.

