

The **ZONES** of Regulation®

Content

- Overview of the Zones
- How to incorporate the Zones at home
- Self-regulation tools
 - Calming techniques
 - Thinking strategies
 - Sensory supports

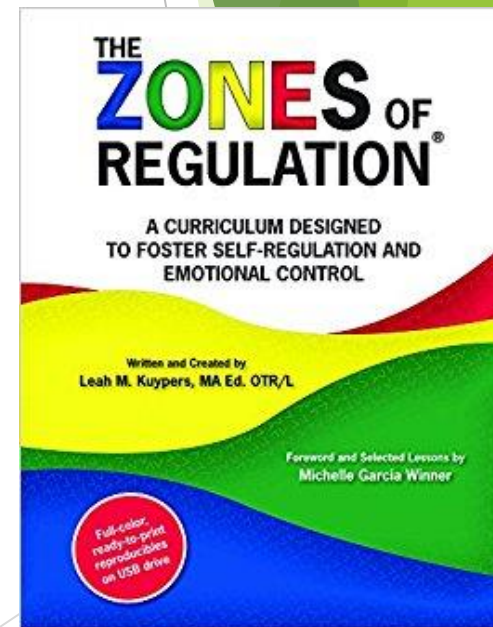


► Life is 10% what happens to us
and 90% how we react to it. -
Charles Swindoll



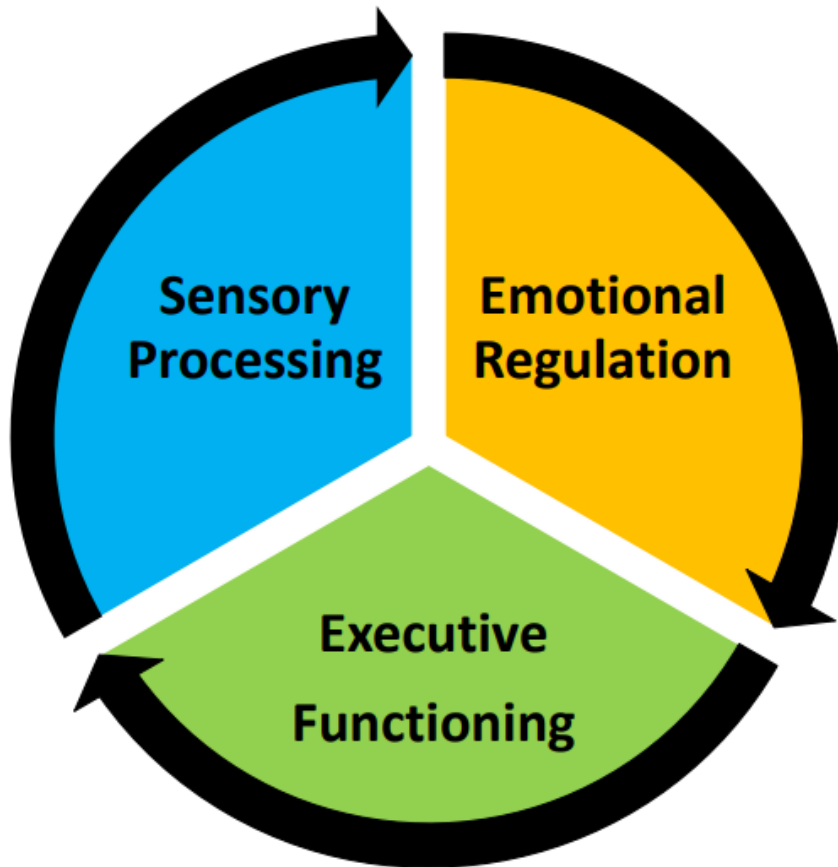
What are The **ZONES** of Regulation®?

- ▶ Concept designed by Leah Kuypers, Occupational Therapist
- ▶ Teaches pupils:
 - ▶ Vocabulary of emotional terms
 - ▶ How to recognize their own emotions
 - ▶ How to detect emotions of others
 - ▶ How others interpret their behavior
 - ▶ Calming and alerting strategies
 - ▶ Problem solving skills

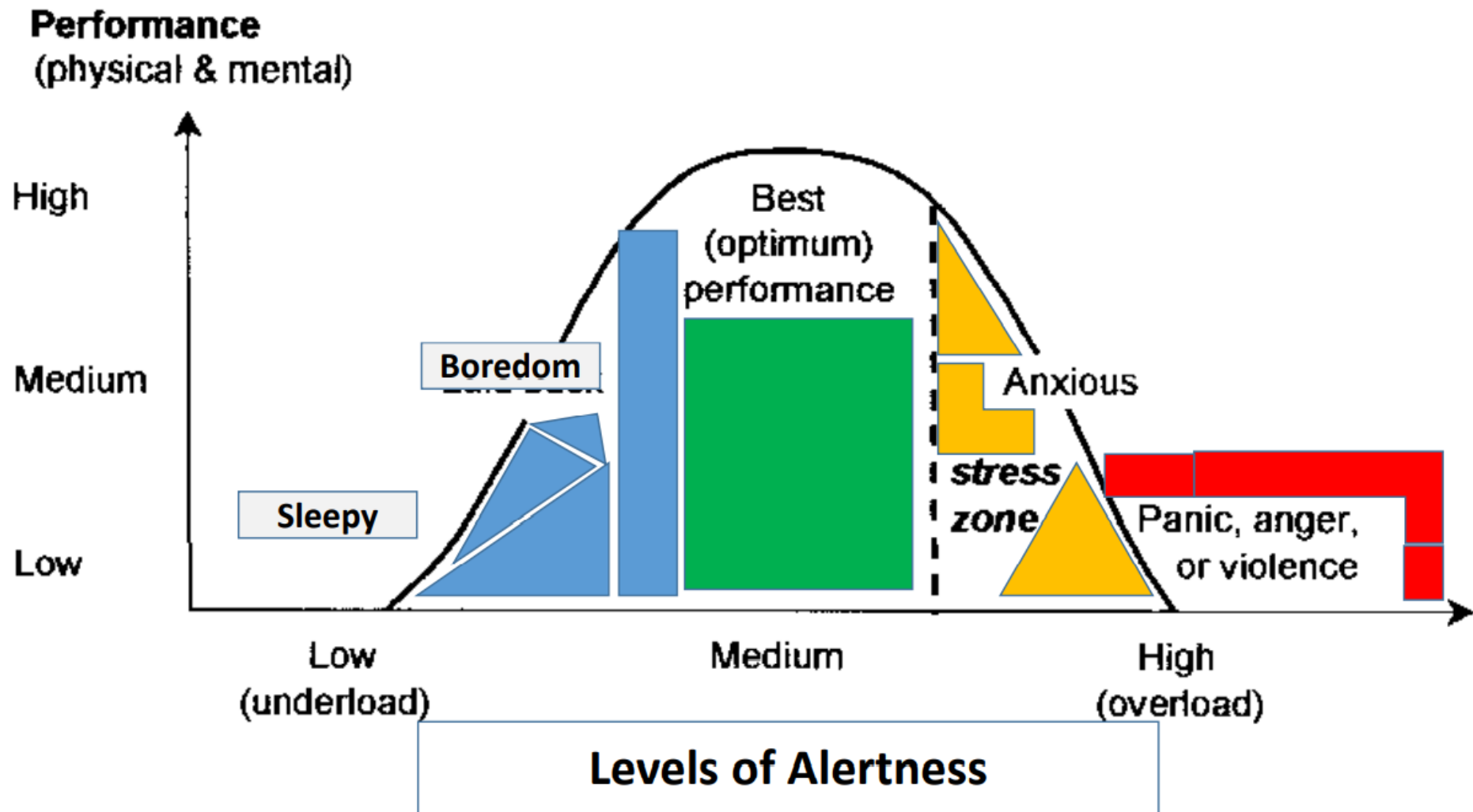


SELF-REGULATION:

The ability to do what needs to be done while in optimal state for the demand



Executive function is a set of mental skills that include working memory, flexible thinking, and self-control. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.



Why teach the Zones?!

- ▶ It gives pupils, teachers, and parents a common language to discuss emotions.
- ▶ The Zones of Regulation are simple for children to understand.
 - ▶ Children know the different colours, recognize their feelings and use strategies to move to Green Zone (calm down or feel okay).
- ▶ Teaching *healthy* coping and regulation strategies allows children to help themselves when they become stressed, anxious, or sad.
- ▶ Typically, children who can self-regulate will turn into teens who can self-regulate.
- ▶ Understanding the emotions of others helps with empathy and friendship skills.

BLUE ZONE



Moving slowly
Tired
Sick
Sad
Bored

YELLOW ZONE



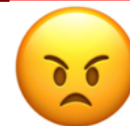
Starting to lose control
Frustrated
Excited
Worried
Still/Wiggly

GREEN ZONE



Ready to Learn
Feeling okay
Calm
Happy
Focussed

RED ZONE



Out of control
Yelling
Hitting
Elated
Mad/angry
Terrified

REST
AREA







SLOW

GO

STOP





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 Terrified Yelling/Hitting Elated Out of Control</p>

What zone would you be in if...

The **ZONES** of Regulation® Reproducible E The Zones of Regulation Visual

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 Terrified Yelling/Hitting Elated Out of Control

Other ZONES Visuals



Other ZONES Visuals





All the ZONES are OK !

Recognizing emotions is the first step to regulating them

► How does your body tell **you** you're getting..

- Tired?
- Stressed?
- Frustrated?
- Calm?

► What clues can we look for to know what zone someone is in?

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”)
- ▶ □ 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 what 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”)
- ▶ □ Share how their behavior is affecting your zone (e.g. “It puts me in the blue zone when you ignore me”)
- ▶ □ Post and reference the Zones visuals and tools in your home.

Validate feelings - There is no such thing as a bad **ZONE**.

- Everyone experiences all of the Zones—the Red and Yellow Zones are not “naughty” zones. (e.g., “It’s totally okay to feel angry, but it’s not okay to hit”)

- ▶ **UNEXPECTED RED ZONE TIP**
- ▶ Limit verbals - This is not a teachable moment.
- ▶ Validate their feelings.
- ▶ Give them time and space.
- ▶ Process and teach skills later when calm.

Create toolboxes

_____ 's **Toolbox**

Blue Zone Tools

Green Zone Tools

Yellow Zone Tools

Red Zone Tools

* Here are a few ideas for a person's (child's) toolbox.
These strategies can be used to move from a blue, yellow, or red zone to a green Zone.

's Toolbox

Blue Zone Tools

Talk to someone
Play with a friend
Go outside/Run
Smile/Think happy
deep breaths
Take a nap
Stretch/stand up
Jump/Ask for help

Green Zone Tools

eye contact
Good body language
Sit up/sit still
Good attitude
Good listener
focused
feeling okay
Paying Attention

Yellow Zone Tools

deep breaths
Positive Self-talk
Ask for help
do your best
Jump Around
Take a nap
Think positive
Calm down

Red Zone Tools

deep breaths
apologize
Quietly stomp feet
hug or talk to
Someone
Count to 10 slowly
color/run
Do something else

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

VincentTorres2019

Green Zone

I am good to go.



Happy



Calm



Ready



Okay

I can do these:



Learn



Listen



Work hard



Expected behaviors

VincentTorres2019

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

VincentTorres2019

Red Zone

I need to STOP.



Mad



Yelling



Mean

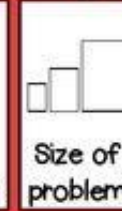


Hands on

I can try these tools:



Deep breaths



Size of problem



Run



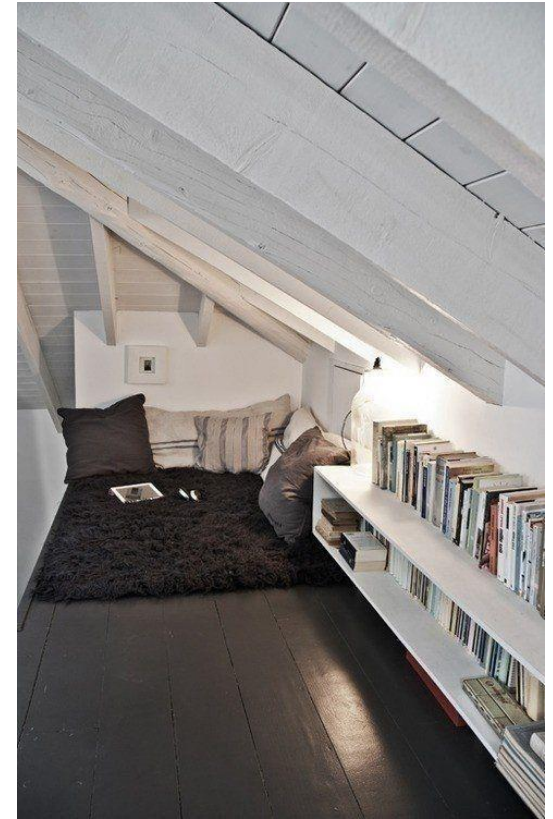
Take a break

VincentTorres2019

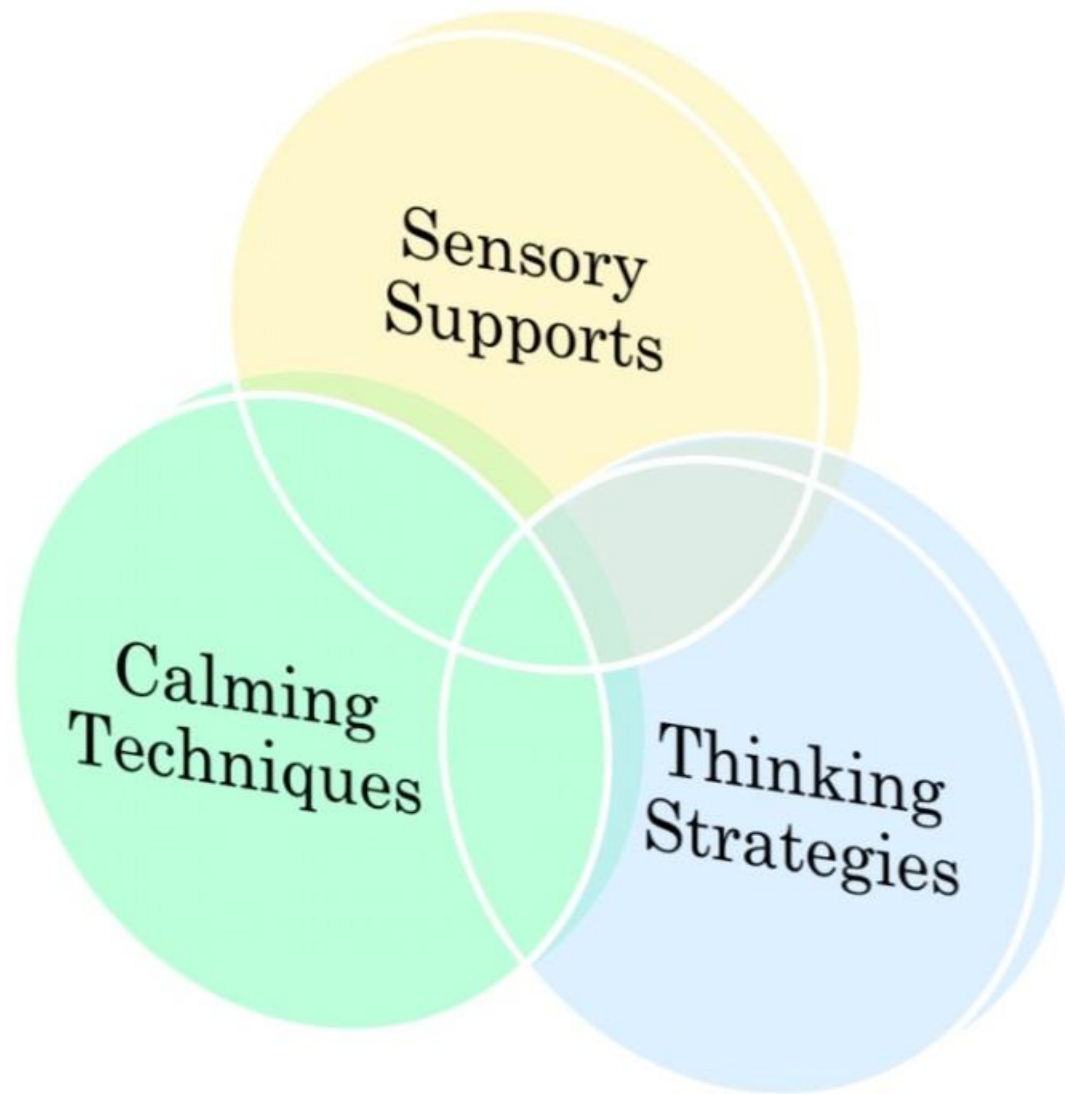
Other toolbox ideas



Chill Zone
Quiet Space
Zen corner
reading nook
Safe place
Relaxation station



Tools for self-regulation

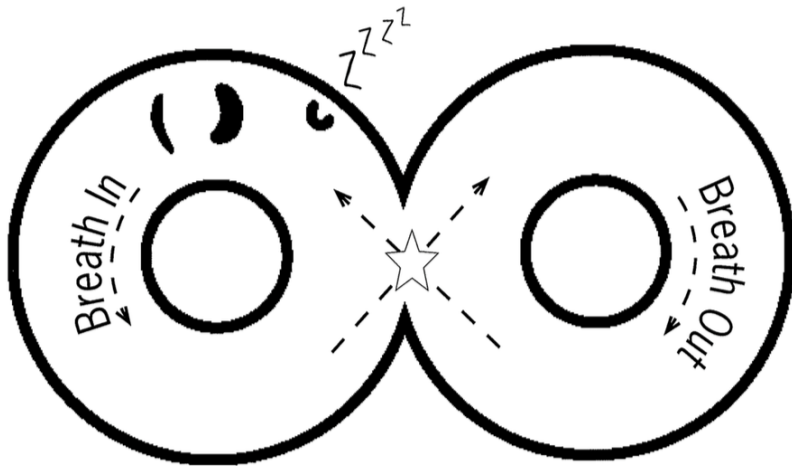


Calming techniques



DEEP BREATHING

Lazy 8 Breathing

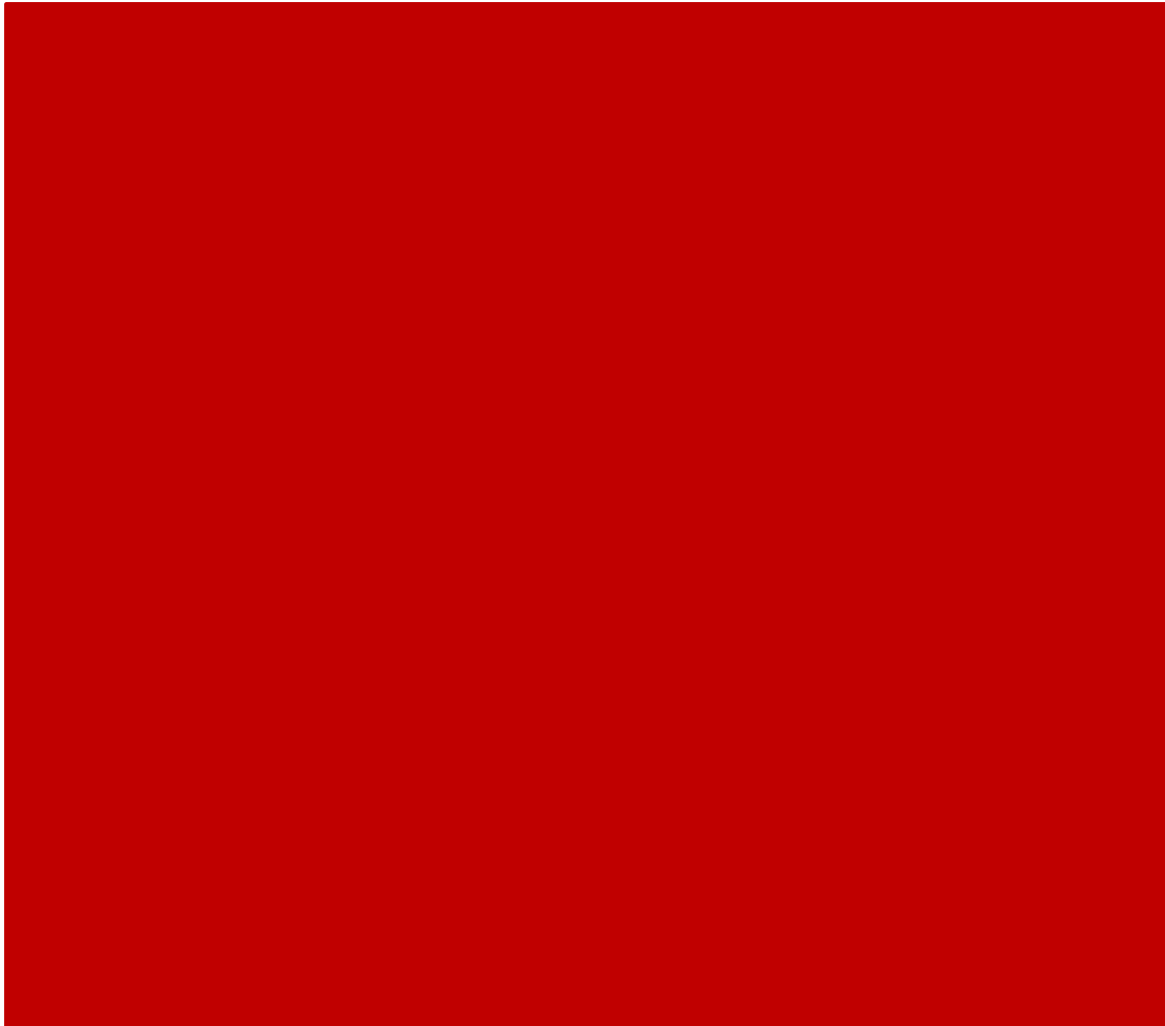


****Mindful Meditation****

Tracing the fingers and counting
the breaths in and out



Square breathing



Mindful eating

Mindful touch



Mindful smelling



Mindful listening



Counting

- Forward and backward
- Count objects
- Count colours
- Count breaths
- Count pulse



Calming Activities

- ▶ Puzzles
- ▶ Listen to Music
- ▶ Draw/Paint
- ▶ Origami
- ▶ Play-Doh/clay
- ▶ Read
- ▶ Stack Rocks



Thinking strategies



Positive Reframing

- ▶ Argumentative → Truth-seeking
- ▶ Bossy → Good director / Natural leader
- ▶ Clingy → Affectionate
- ▶ Conceited → Confident / Values self
- ▶ Defiant → Courageous
- ▶ Demanding → Assertive
- ▶ Dependent → Connected
- ▶ Doodles → Creative
- ▶ Dramatic → Emotionally aware / Expressive
- ▶ Fearful → Careful
- ▶ Foolish → Fun loving
- ▶ Fussy → Strong sense of tastes
- ▶ Goofy → Joyful / Entertaining
- ▶ Impulsive → Spontaneous
- ▶ Loud → Exuberant / Confident

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?

Positive Self-talk

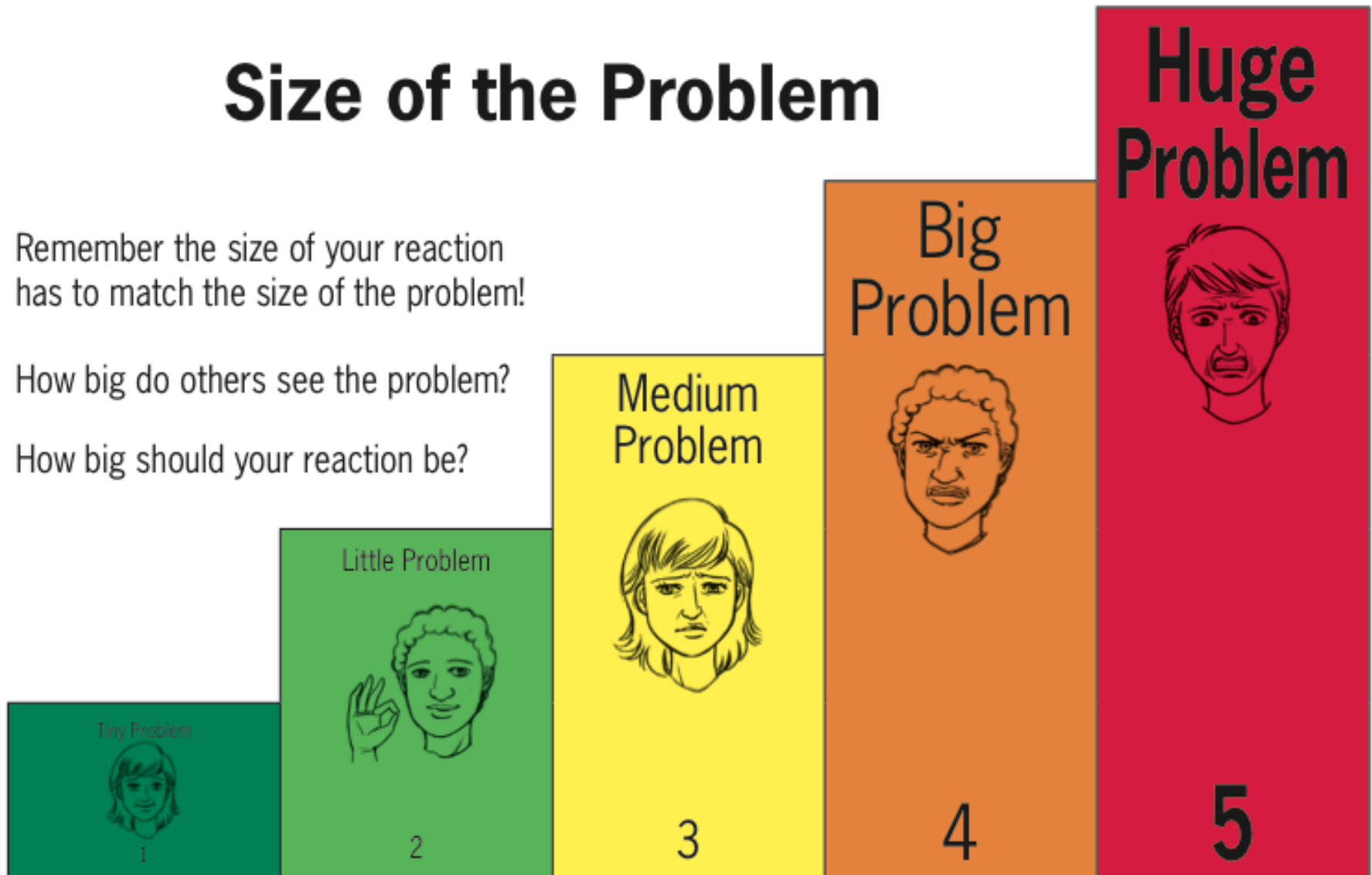


Size of the Problem

Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

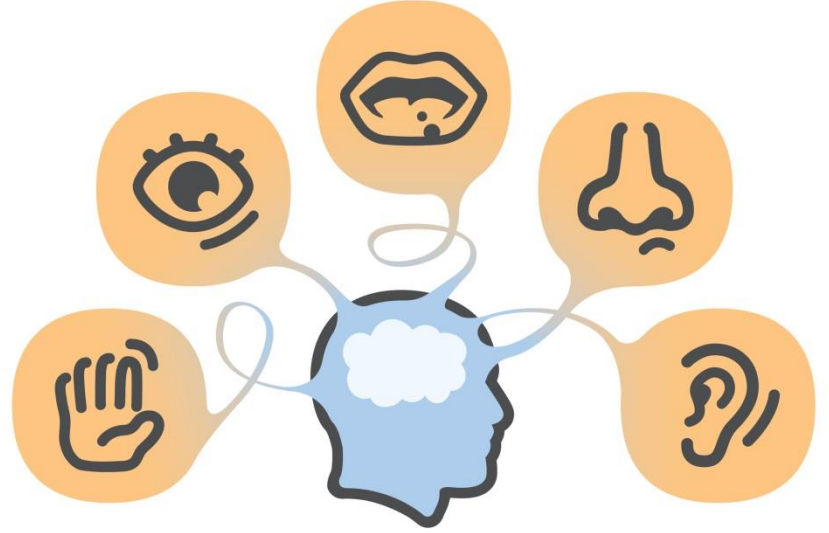
How big should your reaction be?



*Talk about which reaction is “expected” in the situation or how a reaction may have been “unexpected.”

*Reinforce having an expected reaction

Sensory support



Sensory tools

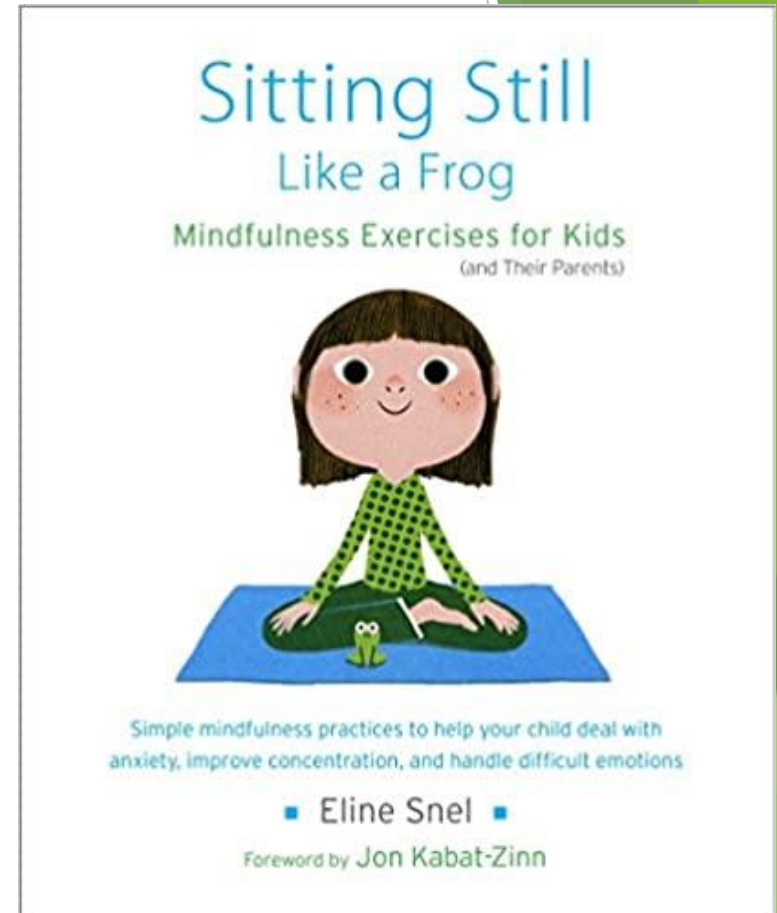


Purple

Sensory strategies

- ▶ Bear Hug
- ▶ Spaghetti Noodle
- ▶ Swing/rock
- ▶ Go for a walk
- ▶ Wall push ups
- ▶ Straw (breath or c
- ▶ Blow bubbles
- ▶ Classical music
- ▶ Roll on an exercise ball
- ▶ Trampoline
- ▶ Blanket roll





Additional tools

NAME _____ DATE _____

The Turtle's PLAN

Worksheet 1



1 ACCEPT your feelings.



2 RELAX for a moment like I do.



3 THINK about things you can do to help yourself.



4 DO SOMETHING that will help.

Play games











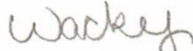
► “Feelings Charades”

► 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’d 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)

Mood Monsters

- rectangle  - grumpy / Moody
- triangle  - Creative (own person)
unique.
- circle  - easy going / fun
- square  - Serious / Boss
- diamond  - ^{Parades} performer (on stage)
- Hexagon  - shy / Bashful
- oval  - Driven - wants to win
- straight - serious - get the job done
-  - easy going - go w/ the flow
- wavy  - easily frustrated - grumpy
- Zig Zag  - ^{wacky} entertainer - missed directions.
- Wacky 

ZONE Idioms

Blue Zone

- Down in the dumps
- Downhearted
- Why the long face?
- Feeling blue
- Under the weather

Green Zone

- In seventh heaven
- I feel ten feet tall
- On top of the world
- On cloud nine
- Cool as a cucumber
- Pleased as punch
- I'm cool
- I'm down with that

Yellow Zone

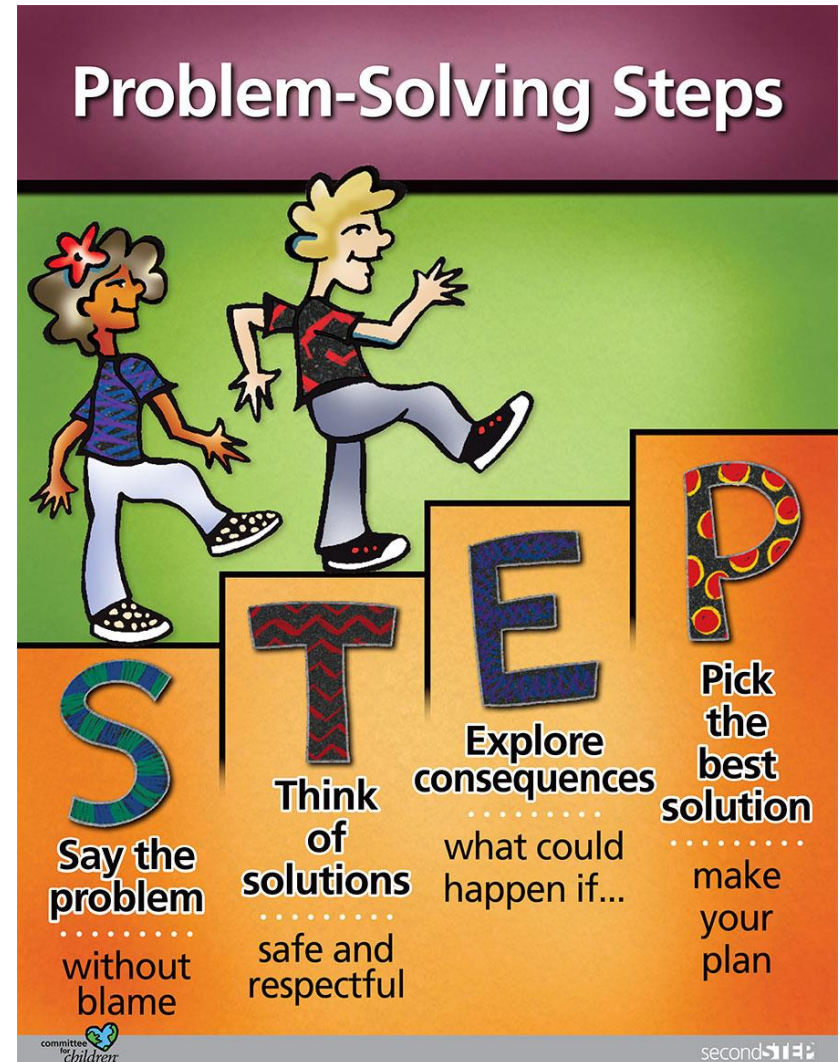
- Wound up
- At my wit's end
- Butterflies in my stomach
- Woke up on the wrong side of the bed
- Chip on your shoulder
- Cause a stir
- At the end of your rope
- Under the wire
- Ants in your pants
- Fish out of water

Red Zone

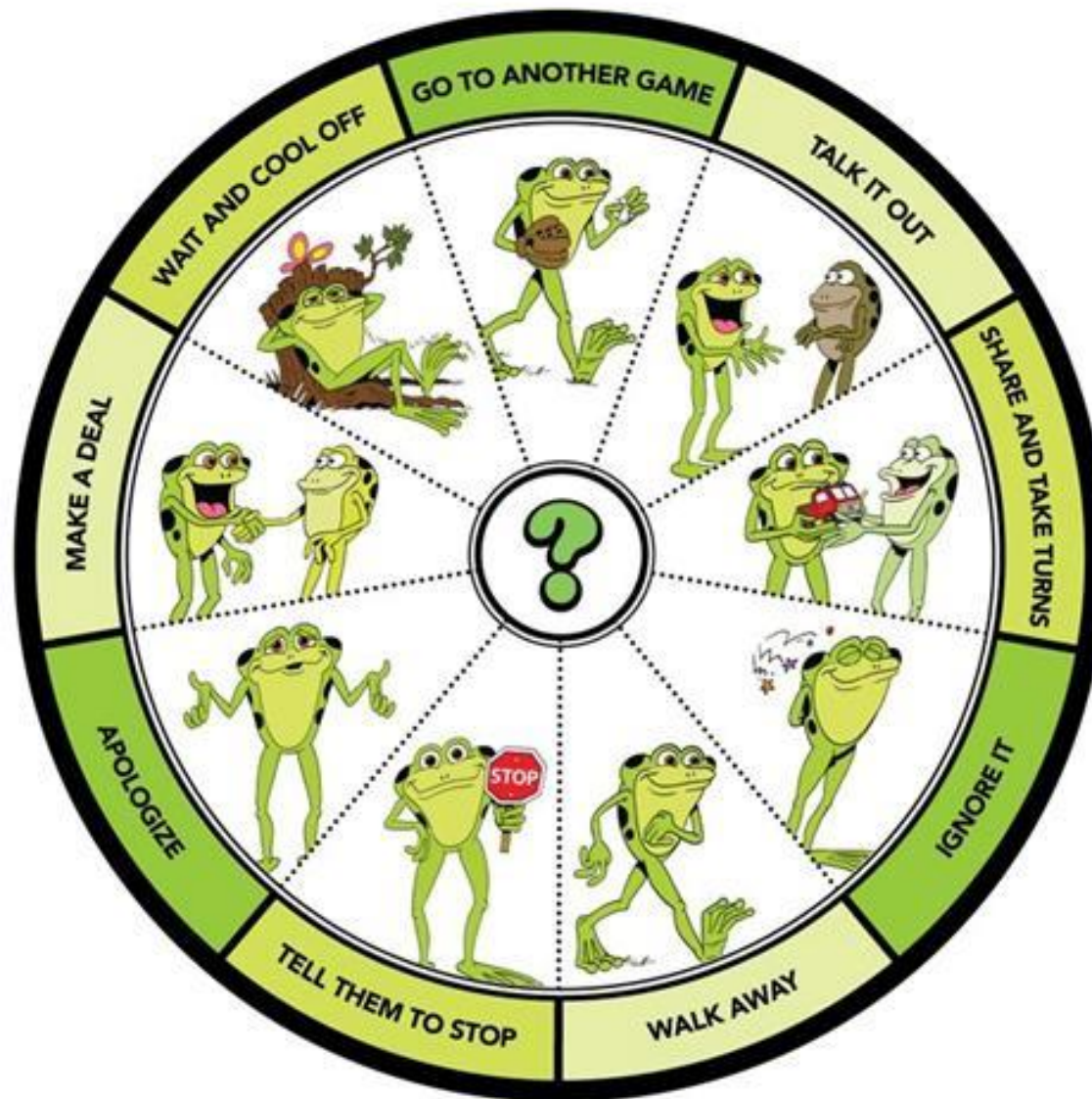
- Lost my cool
- Ready to boil
- Blow off some steam
- About to explode
- Mad as a hornet
- Beside yourself
- Go bananas
- Go to pieces
- Come apart at the seams
- Thrilled to bits
- Over the moon
- Jumping for joy

Next = problem solving

► Once children learn to use their strategies to calm down, they can problem-solve. Children can use STEP and Kelso's Choices.



Kelso's Choices



More Information on The **ZONES**

- ▶ Zones of Regulation **Website**
- ▶ Zones of Regulation Book and CD on **Amazon**

Don't forget about **Pinterest!**

QUESTIONS?