

THE **ZONES** OF REGULATION[®]



Check in!

- How are you feeling?
- What are you doing to keep yourself in the room?

Aims

- To introduce you to the Zones of regulation approach
- To provide you with practical ways to start implementing the approach at home and/or in your classrooms



What are the ZONES??



There are four zones to describe how your brain and body feel.

- BLUE Zone – Your body is running slow, such as when you are tired, sick, sad or bored.
- GREEN Zone – Like a green light, you are “good to go.” Your body may feel happy, calm and focused.
- YELLOW Zone – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.
- RED Zone – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must STOP!

Your turn – identify the **ZONES**



What is Self-Regulation

The ability to adjust level of alertness AND direct how emotions are revealed behaviourally in socially adaptive ways in order to achieve goals.

Encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation

(Bronson 2001)

RESEARCH ON SELF-REGULATION

- Higher academic achievement is more likely when interventions include self-regulation components (Blair & Raza 2007)
- Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills (Graziano et al 2007)
- Research shows that teachers can have a positive effect on students' self-regulation skills (Williford et al 2010)

Development of self-regulation in children

Provided by Claire Kopp (1982)

- First phase – neurophysiological modulation (birth)
- Second phase – sensorimotor modulation (3rd-12th months)
- Third phase - control (around 1yr +)
- Fourth phase – self-control (2yrs)
- Final phase – self-regulation (3-4yrs)

Kopp takes into consideration the external influences

Aim of The **ZONES** of Regulation

To teach the students to:

- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings

And ultimately...

- Independent Regulation!

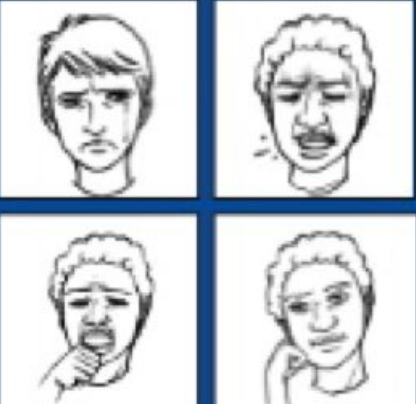


Why use The **ZONES** of Regulation?



- Students who struggle with self-regulation
- Learn to recognise own emotions and controlling impulses
- Can be used with students with a diagnosis but can also support others
- Everyone experiences difficulties with regulation from time to time
- Could be used as a whole class/school approach
- Can be graded for different age groups
- Manage impulses independently without causing disruptions to others
- Assists with social skills and ability to think about others

(Kuypers 2011)

			
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

The ZONES of Regulation®



Blue Zone Tools:

Stretch



Green Zone Tools:

Drink water



Yellow Zone Tools:

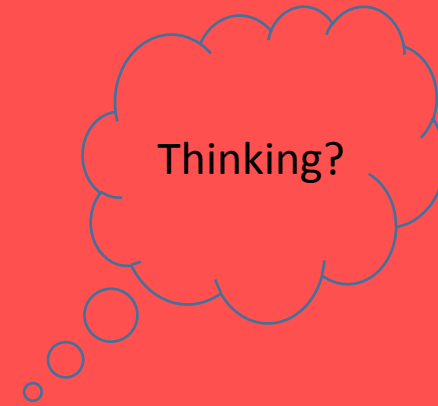
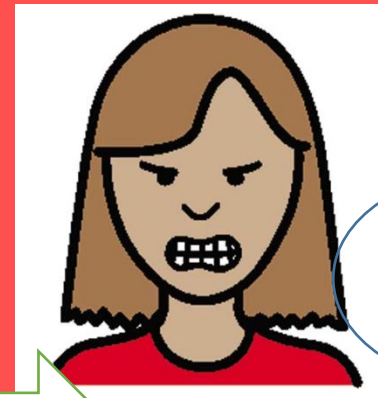
Deep breaths



Red Zone Tools:

Take a break

Feelings



Feeling?

Body?

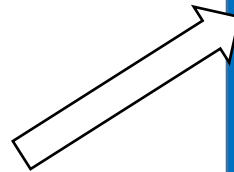
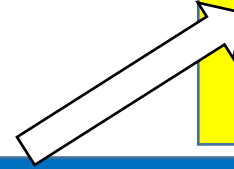
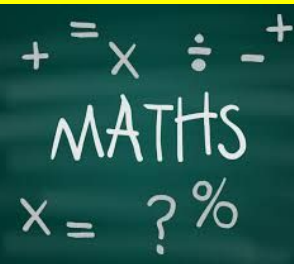
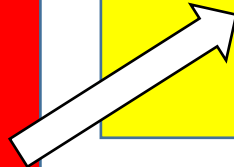
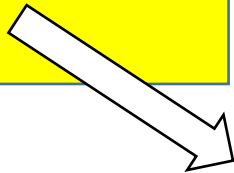
Thinking?



Body?

Feeling?

Poppy's day



Identify your **ZONES** up until now!

Wake up



Breakfast



Travel to work



**Arriving at the
forum**



**Participating
in workshop**



What makes you feel each **ZONE**?

Understanding other perspectives

- How does your behaviour impact on others?

Expected and unexpected behaviour
Comfortable and uncomfortable

Post its activity

Teaching the **ZONES**

Brainstorm a first session

Extra slides

1 – Understanding the ZONES

- Aims – to become familiar with the concept of the zones, increase emotions vocabulary, increase recognition of facial expressions.
- Lead-in – introduction to the zones- explain, use visuals, use emotion pictures to assist with the understanding of the zones.
- Main activity - Create signs for the different ZONES in the relevant colours, chose a picture and identify the correct zone. Discuss how they might want their zones to look, e.g. visuals below or coloured pens, etc.
- Wrap-up – ask students to identify their feeling at the end of the session and place in the correct ZONE.



Addressing Zones – Intervention Sessions

- Similar levels of cognitive ability if in a group
- Ability to reflect if in a group
- Can be used on a 1:1 basis
- Sharing the concept with parents/teacher/support staff helps with the continuity of the language and concepts used
- Sending home photocopies of completed student worksheets for students to share with families
- 30-60 minute sessions dependent on the size of the group
- Group set up – lead in, activity, wrap-up
- If using 1:1 – try to use with the student throughout the day
- Others working with the student continue to use the ZONES

Ideas to teach **ZONES** –



- **ZONES** Bingo – increase emotions vocabulary, recognition of facial expressions, deepen understanding of zones, ask students to guess how you are feeling from facial expressions, explain the importance of understanding facial expressions.
- **ZONES** in Video – play video clips and pause to allow students to identify the **ZONES** – clips may include; Charlie brown, Finding Nemo, inside out.
- **ZONES** in ME – identify **ZONES** in themselves, natural to experience the zones at times, external factors influence the **ZONES** read a scenarios and ask the student to chose which zone they would be in.

Understanding different perspectives

- Aims – awareness of how others perceive them in different zones, learn that behaviour can change and affect others, positive and negative impact of regulating their **ZONES**.
- Lead-in – question – *“have you ever considered how the zone you are in can impact the way others think and feel about you?”*
- Main – complete worksheets (in book) – different for younger and older students.
- Wrap-up – Questions to the group
- ***Additional activity – comic book strips of the **ZONES** and how they make others feel (use of thought bubbles)***

Understanding different perspectives cont...

Wrap-up questions:

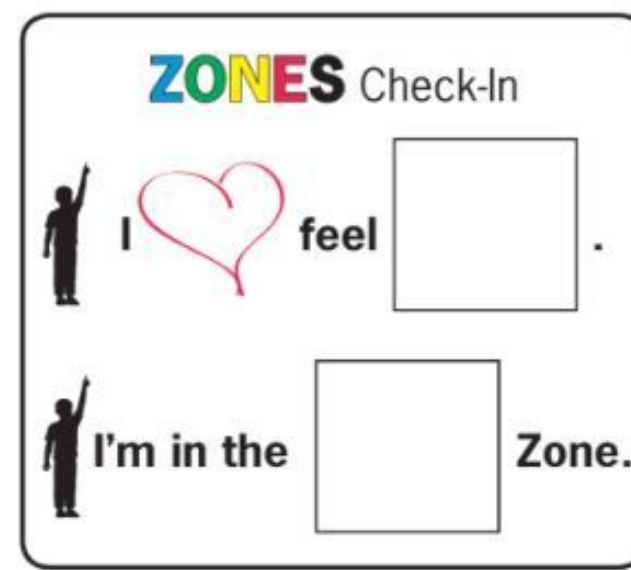
- How do you get along with others when you are in the different zones?
- In which zone are you most successful?
- Thoughts others have when you are in the green zone?
- Times when others may have uncomfortable thoughts about you in the green zone?

My ZONES across the day

- Aims –zones fluctuate throughout the day, personal triggers that influence their zones, understand that they are more successful when in the green zone, expected and unexpected zones and the effects on others.
- Lead-in – *“How often do you think we change the zone we are in throughout the day?”*
- Main – Complete the ZONES across the day sheet.
- Wrap-up – share ZONES across the day with others in the group.

Check In

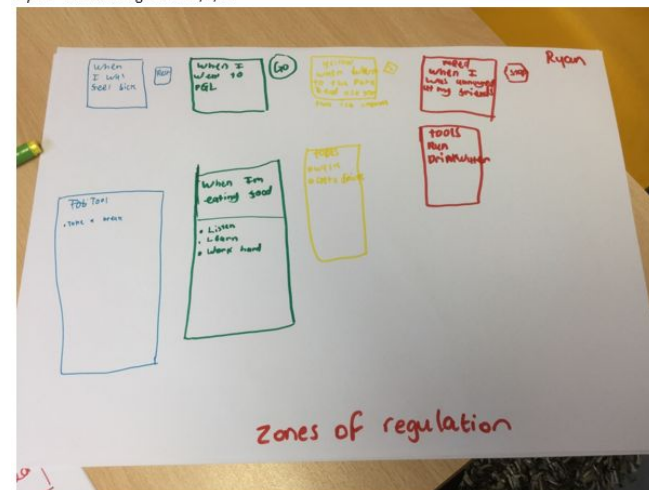
- It is important to check-in throughout the day whilst supporting pupils to use Zones.
- Check in worksheet
- Flip books/wall posters
- Visuals which could be used throughout the day.



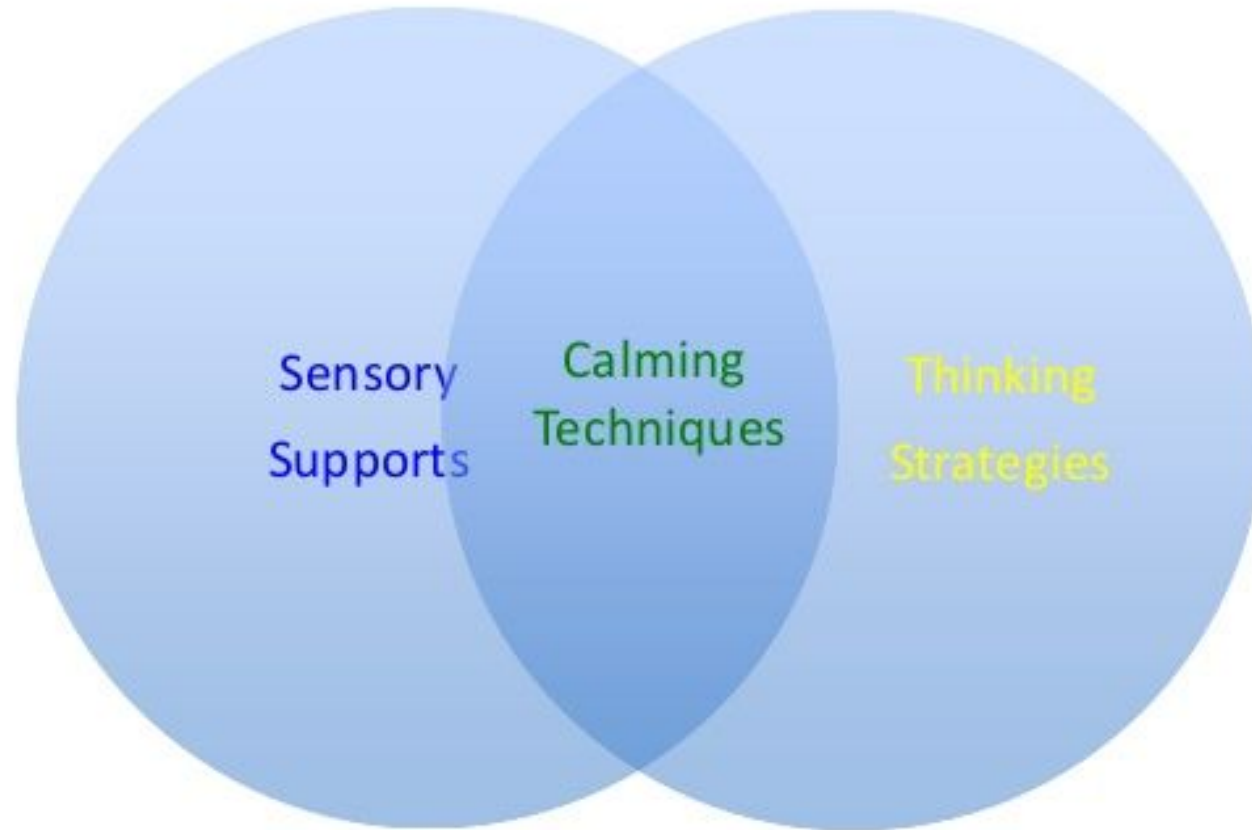
My Day – record each lesson or key activity, student should (with or without support), rate how they felt during the activity and what behaviours were shown. Add any additional comments as needed.

My Day			
Activity / lesson	Feelings	behaviour	Comments

Ryan – Zones of regulation 5/6/17



Tools to Calm and Alert





The Toolbox

- This is split into 6 more lessons but could possibly be done in fewer sessions.
 1. Tools for each zone – worksheets
 2. When to use Yellow Zone tools – role play and worksheets
 3. Stop and use a tool – Lesson 8 (my zones across the day) use this and add stop signs where a tool could have been used and discuss which tool and why.
 4. Tracking my tools – worksheet/graph
 5. Stop, opt and go – game about thinking before acting
 6. Celebrating my use of tools – tool awards



How to Generalise Learning

- Share with others – teacher, TA's, lunch time staff
- Implement the language school wide – whole school approach
- Send visuals home with students
- See if can guess which zones others are in throughout the week
- Ask parents to be involved – when watching films etc
- Observe and review on an ongoing basis
- Some of the activities can be used as continuous e.g. in the classroom and at home this is specifically good with practicing the strategies.

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