

THE  
**ZONES** OF  
REGULATION<sup>®</sup>



# What is 'The **ZONES** of Regulation'

- **The Zones of Regulation** is a complete social-emotional curriculum, created to teach children self-regulation and emotional control.
- Leah Kuypers created Zones of Regulation in 2011.
- We have this year taught it in school as a whole school, going forward we will teach small groups, children in reception and revisit the curriculum regularly during KS2.
- We feel that parents can teach and use the Zones of Regulation at home too.

# 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

# 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 turn into teens who can self-regulate.

# Why is it important to self-regulate?

A person who can self-regulate is able to:

- Remain calm and organized in a stressful situation (Executive Function)
- Cheer themselves up after 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)

# Aim of The **ZONES** of Regulation

To teach the students to:

- Identify their feelings and level of alertness
- Effective regulation tools
- When and how to use the tools
- Identifying triggers
- 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 all students including students with a diagnosis of additional needs
- Everyone experiences difficulties with regulation from time to time
- Can be used as a whole school approach – relevant for all year groups
- Can be differentiated for different year groups
- Manage impulses independently without causing disruptions to others
- Assists with social skills and ability to think about others
- Improve ability to problem solve conflicts

# What are The ZONES??



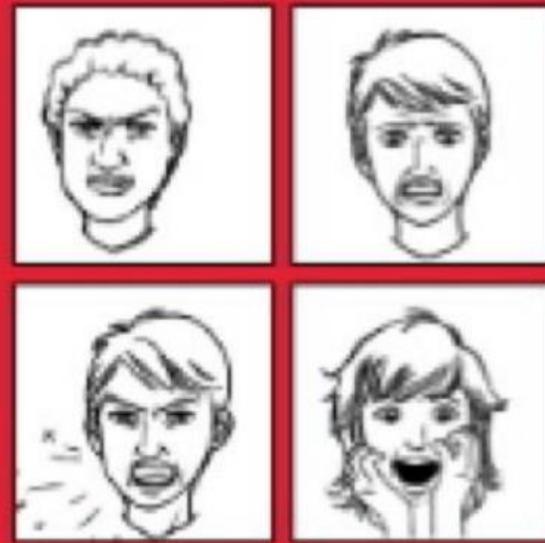
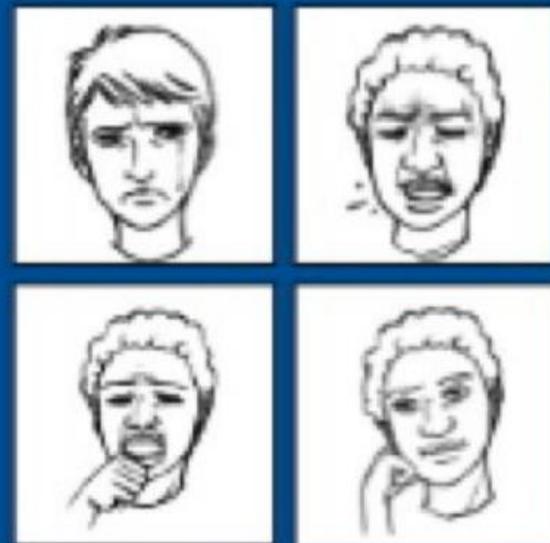
There are four zones to describe how your brain and body feel.

- BLUE zone – Your body is running slow, such as when 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 can be out of control, have trouble making good decisions and must STOP!

# What are The ZONES??

Teaches children:

- Vocabulary of emotional terms
- How to recognise 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



## BLUE ZONE

Sad  
Sick  
Tired  
Bored  
Moving Slowly

## GREEN ZONE

Happy  
Calm  
Feeling Okay  
Focused  
Ready to Learn

## YELLOW ZONE

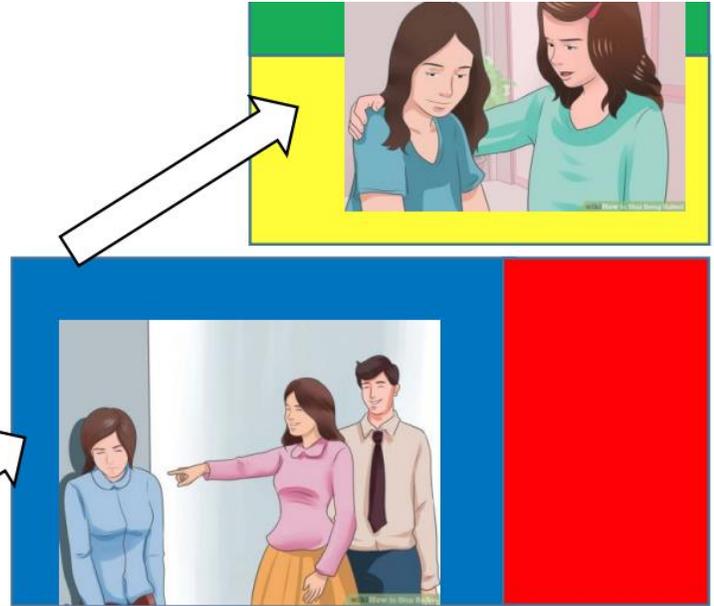
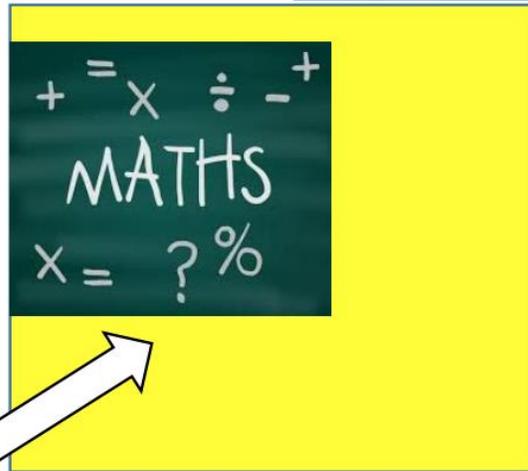
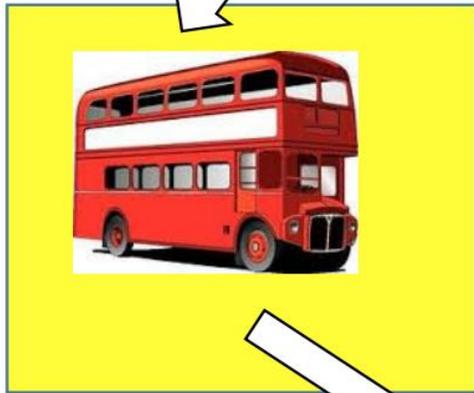
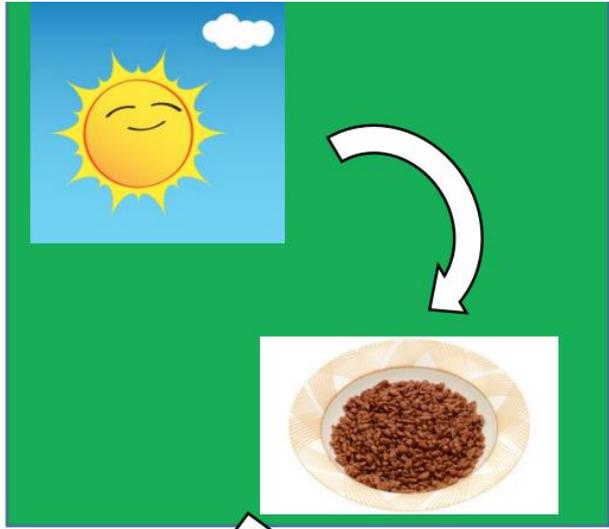
Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control

## RED ZONE

Mad/Angry  
Terrified  
Yelling/Hitting  
Elated  
Out of Control

# My **ZONES** across the day

- Zones can fluctuate throughout the day
- Personal triggers influence zones
- We want to ensure that everyone understand that they are more successful when in the green zone, about expected and unexpected behaviours and the effect our behaviour has on others.



# 's Toolbox

## Blue Zone Tools

Five horizontal lines for writing, each accompanied by an icon representing a tool in the Blue Zone: a water drop with the text "Drink Water", a trampoline, two people on a stationary bike, and a person climbing stairs.

## Green Zone Tools

Five horizontal lines for writing, each accompanied by an icon representing a tool in the Green Zone: a green circle with the word "GO", two children playing, and an ear.

## Yellow Zone Tools

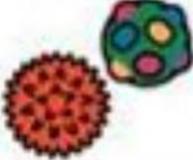
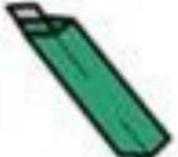
Five horizontal lines for writing, each accompanied by an icon representing a tool in the Yellow Zone: a lava lamp, a diagram of two lungs with arrows indicating breathing, a bar chart titled "Size of the Problem" with four bars of increasing height (green, yellow, orange, red) labeled "Small Problem", "Medium Problem", "Big Problem", and "Huge Problem", and a container of Play-Doh.

## Red Zone Tools

Five horizontal lines for writing, each accompanied by an icon representing a tool in the Red Zone: a boy clapping, a trail of footprints, a hexagon diagram titled "The Six Sides of Breathing" with a face in the center and labels for "Smell", "Taste", "Touch", "Hear", "See", and "Feel", and a hand holding colorful beads.

# The Toolbox



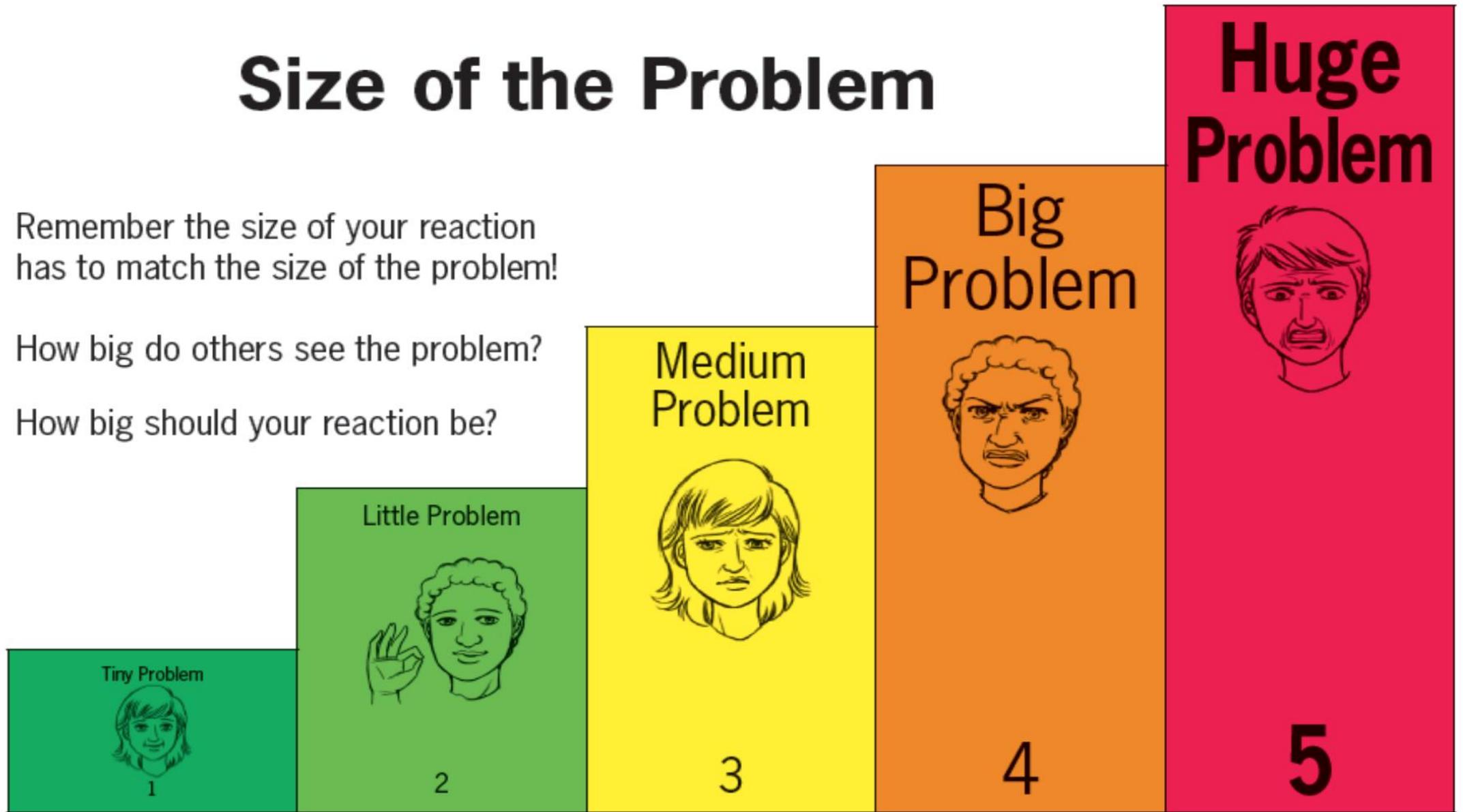
Take a break 	take deep breaths 	breath 	walk 	trampoline 	trampoline 
talk to adult 	use fidgets 	tense and release 	count 	swing 	net swing 
wall push up 	break in bean bag 	get a drink 	deliver message 	roll 	listen to music 
jump 	bounce on ball 	pull wagon 	push cart 	Listen to music 	computer 
self talk 	Think calm place 	deep pressure 	Office delivery 	airplane walk 	gum 

# 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?

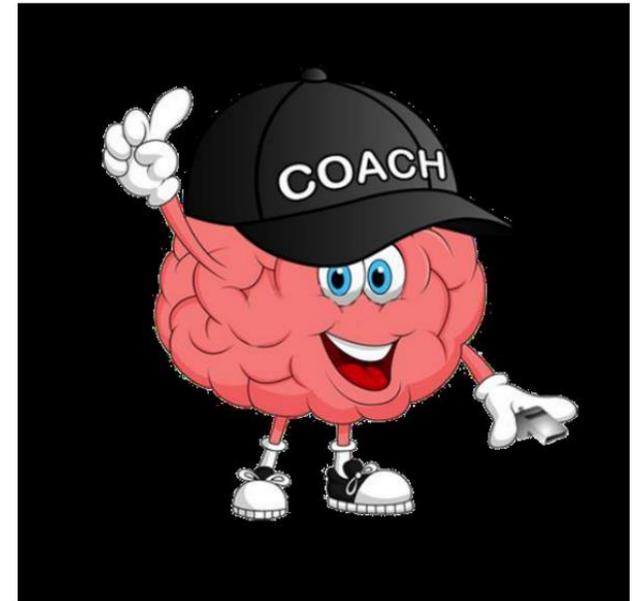
How big should your reaction be?



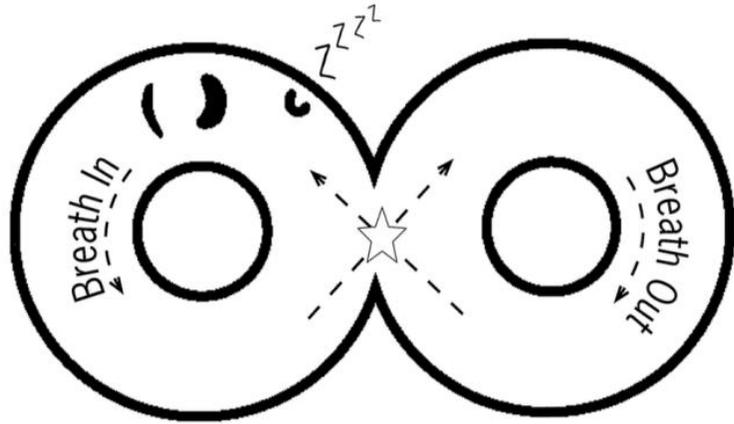
**MAKE SURE YOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.**

<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

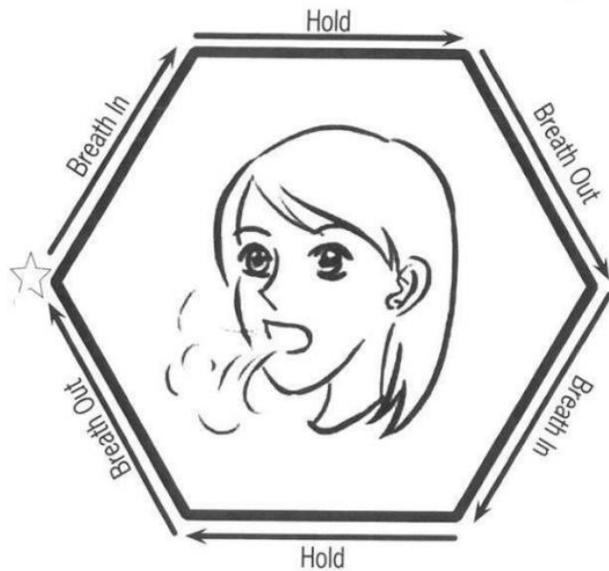
## INNER COACH VS INNER CRITIC



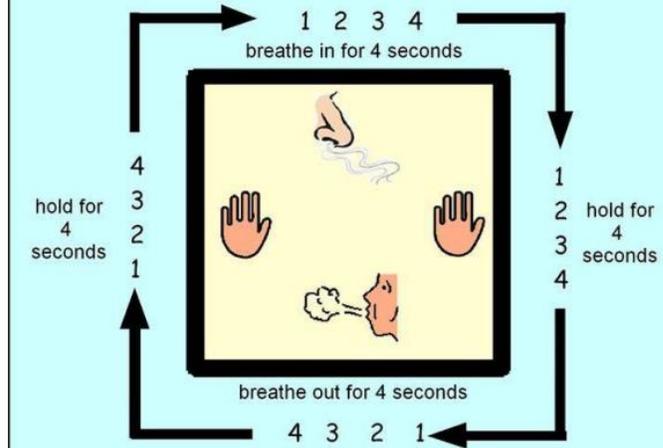
# Lazy 8 Breathing



# The Six Sides of Breathing



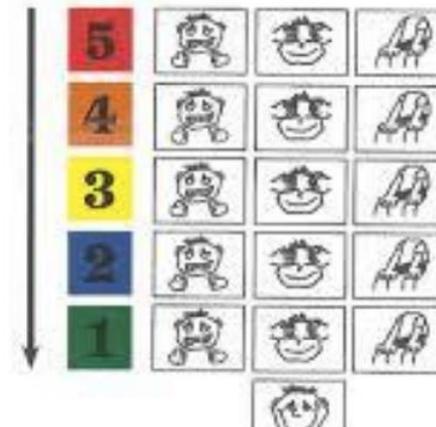
# SQUARE BREATHING



# My Calming Sequence Visual

**Activity:** Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together, close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



# What can you do at home?

We would really like for children to be able to continue practising using their Zones of Regulation to manage their feelings at home.

- Encourage everyone at home to check which Zones they are across the day – grown-ups included!
- Use the language of Zones to check in with your child “I can see you’re in the green zone because you are calm and eating really nicely at the table.” Or when they are getting overexcited/upset “I can see you’re in the yellow zone, let’s use a strategy from the tool-box to calm your body down a little.”
- Encourage your children to talk about what strategies they like to use when moving between the zones (e.g. if they are feeling blue first thing – acknowledge this and pop on their favourite song and have a dance around the house!)
- Make a family tool-box full of strategies to move between the zones to use at home and pop it on the fridge to remind you all to use your tools.
- Watch the clips on the next slide and talk to your child about the different zones the characters are in and why.

# Video clips

- Finding Nemo – turtle scene
- [https://www.youtube.com/watch?v=bVfopcz4nas&ab\\_channel=Clips4You](https://www.youtube.com/watch?v=bVfopcz4nas&ab_channel=Clips4You)
- Finding Nemo – shark scene
- [https://www.youtube.com/watch?v=XWuPGKLJXe8&ab\\_channel=Clips4You](https://www.youtube.com/watch?v=XWuPGKLJXe8&ab_channel=Clips4You)
- Shrek 2 – Are we there yet?
- [https://www.youtube.com/watch?v=basofea2UEs&ab\\_channel=yakikadafi](https://www.youtube.com/watch?v=basofea2UEs&ab_channel=yakikadafi)
- The Incredibles
- [https://www.youtube.com/watch?v=reTz59nkhBw&ab\\_channel=toasty](https://www.youtube.com/watch?v=reTz59nkhBw&ab_channel=toasty)
- Inside out
- [https://www.youtube.com/watch?v=ruQImvtU-t0&ab\\_channel=%D0%AFUlyana](https://www.youtube.com/watch?v=ruQImvtU-t0&ab_channel=%D0%AFUlyana)