



The **ZONES** of Regulation®

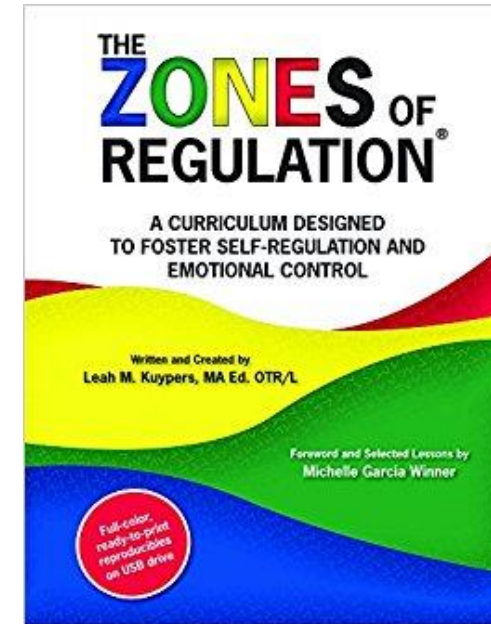
Life is 10% what happens to us and 90%
how we react to it. -Charles Swindoll





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

- Concept designed by Leah Kuypers, occupational therapist





What is the aim of The **ZONES** curriculum?

- To help students develop social, emotional and sensory regulation.
- To support children in learning about their own regulation system and how they can adjust it.
- Exploring a range of tools (sensory supports, calming techniques, and thinking strategies) that they can use to regulate the zone they are in.
- To learn to recognise and understand their emotions and other people's emotions and the impact their behaviour has on someone else.



The **ZONES** basics...





- The Zones uses four colours to help students visually and verbally self-identify how they are feeling.
- Students explore calming techniques, cognitive strategies and sensory support to move from one Zone to another.
- Children are taught how to recognise the different zones and emotions in themselves and others.



Why teach the **ZONES**?

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

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 Mean Terrified Yelling/Hitting Out of Control







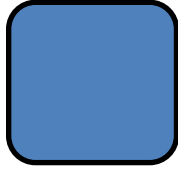
Other **ZONES** Visuals





Other **ZONES** Visuals

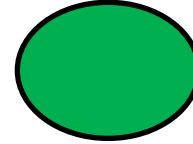
Blue Zone	Green Zone	Yellow Zone	Red Zone
			



Blue Zone Tools:

Rest stop

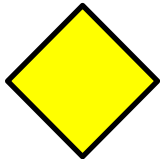
- Take a break
- Think happy thoughts
- Talk about your feelings
- Ask for a hug
- Draw a picture



Green Zone Tools:

Go Time

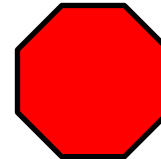
- Complete your work
- Listen to the teacher
- Remember your daily goal
- Think happy thoughts
- Help others



Yellow Zone Tools:

Slow Down

- Take a break
- Talk to the teacher
- Squeeze a stress ball
- Go for a walk
- Take three deep breaths



Red Zone Tools:

Stop!

- Take a break
- Think happy thoughts
- Talk about your feelings
- Ask for a hug
- Draw a picture

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.



The **ZONES** of Regulation® Reproducible M

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

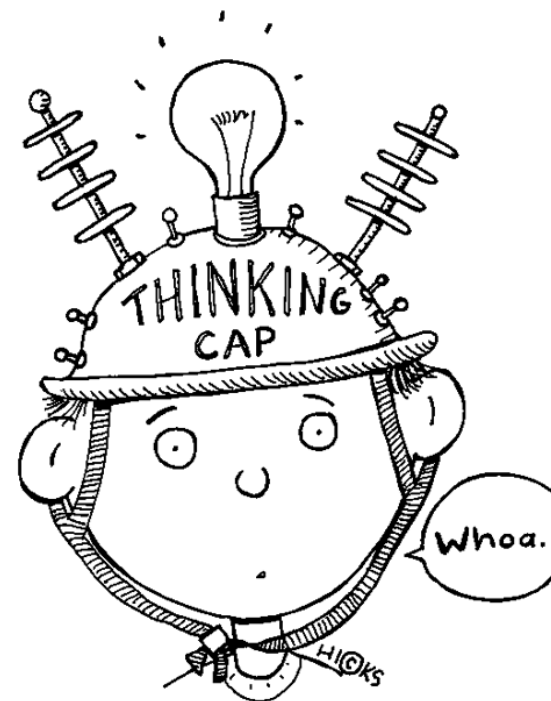


Play games

- “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)



- Think of your child(ren)
- What zone is that child(ren) usually in?
- What do you do to help regulate your child(ren)?





Create toolboxes

_____'s **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

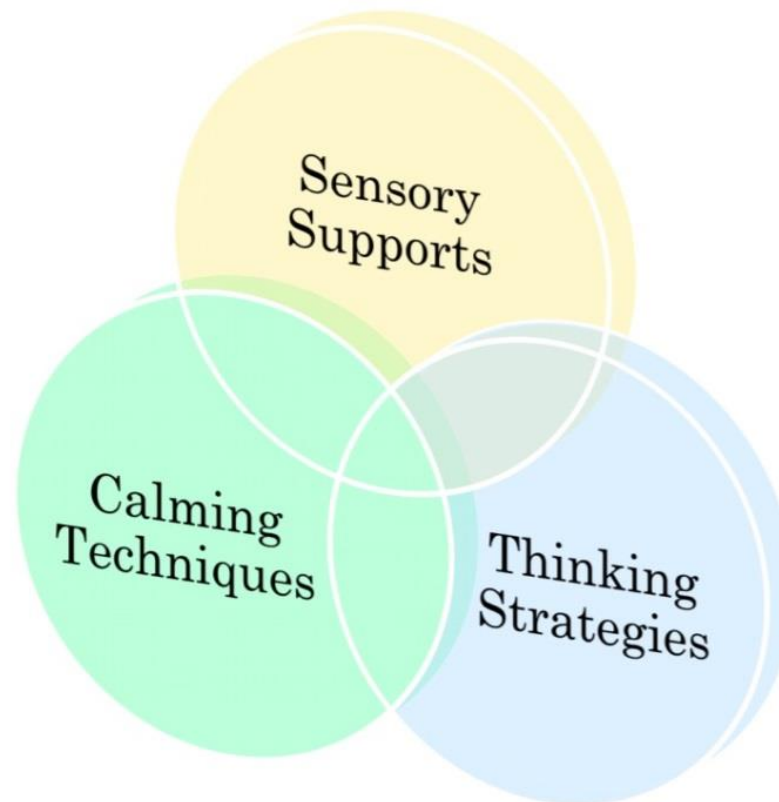


The **ZONES** of Regulation® Reproducible Z * Here are a few ideas for a person's (childs) toolbox.
These strategies can be used to move from a blue, yellow, or red zone to a green Zone.

_____ 's Toolbox			
Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
<u>Talk to someone</u>	<u>eye contact</u>	<u>deep breaths</u>	<u>deep breaths</u>
<u>Play with a friend</u>	<u>Good body language</u>	<u>Positive Self-talk</u>	<u>apologize</u>
<u>Go outside/Run</u>	<u>Sit up /sit still</u>	<u>Ask for help</u>	<u>Quietly stomp feet</u>
<u>Smile /Think happy</u>	<u>Good attitude</u>	<u>do your best</u>	<u>hug or talk to</u>
<u>deep breaths</u>	<u>Good listener</u>	<u>Jump Around</u>	<u>Someone</u>
<u>Take a nap</u>	<u>focused</u>	<u>Take a nap</u>	<u>Count to 10 slowly</u>
<u>Stretch/stand up</u>	<u>feeling okay</u>	<u>Think positive</u>	<u>color / run</u>
<u>Jump/ Ask for help</u>	<u>Paying Attention</u>	<u>Calm down</u>	<u>Do something else</u>



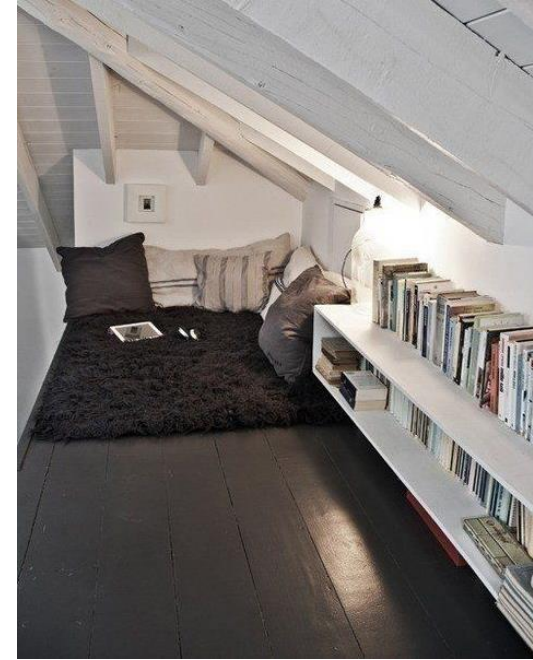
Tools for self-regulation



Calming techniques

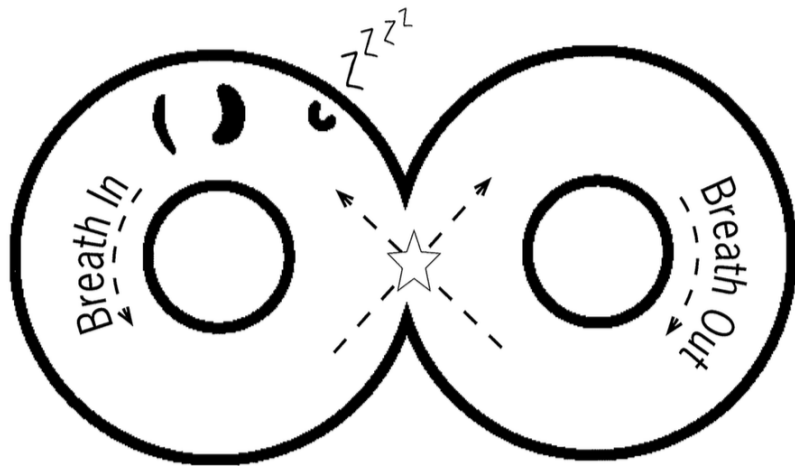


Chill Zone
Quiet Space
Zen corner
reading nook
Safe place
relaxation station



DEEP BREATHING

Lazy 8 **Breathing**



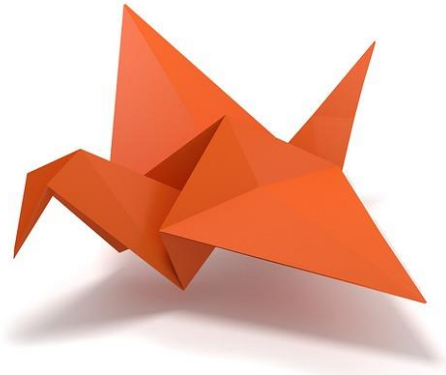
Counting

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



Calming Activities

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





Thinking strategies



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

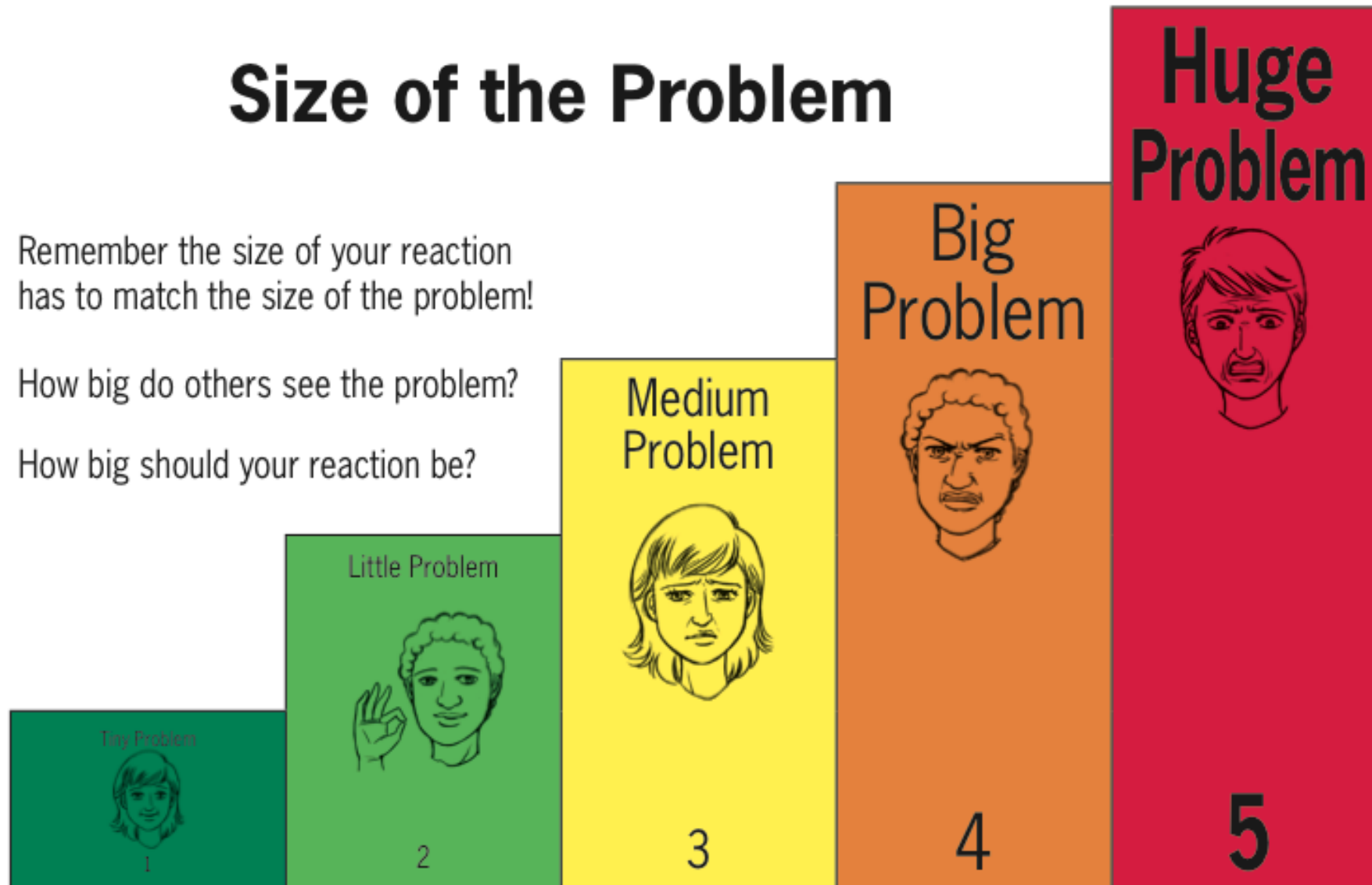


Size of the Problem

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 chew)
- Blow bubbles
- Classical music
- Roll on an exercise bal
- Trampoline
- Blanket roll



Time to have a go

- Three tables have been set up with activities and resources that could be used to when a child is in a zone to support them in returning to the 'green zone'

More Information on The **ZONES**



- Zones of Regulation [Website](#)
- Zones of Regulation Book and CD on [Amazon.com](#)

Don't forget about [Pinterest!](#)



QUESTIONS?