

The **ZONES** of Regulation®



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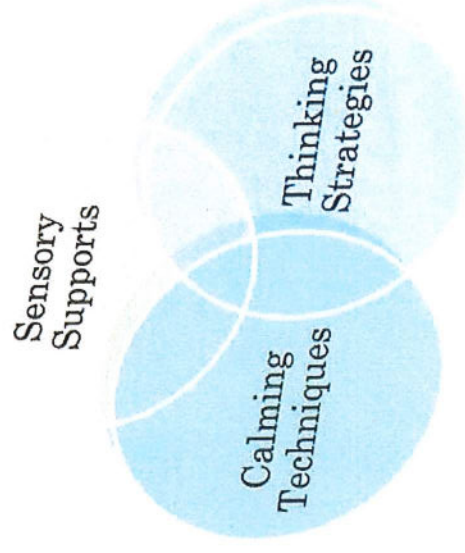
Aims of the session

- Overview of Self-Regulation
- Outline and framework of Zones of Regulation
- Self-Regulation tools
- Calming techniques
- Thinking strategies
- Sensory Supports



What is self-regulation?

- Self-regulation is the ability to manage our emotions and impulses, and to think before you react.
- Children need to be able to self-regulate to help them in school and manage their emotions and navigate social situations.
- Children whose states of arousal are too high or too low will struggle to focus on the task at hand.



A person who can self-regulate is able to:

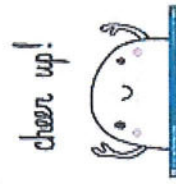
- remain CALM AND ORGANISED in a stressful situation.

(Executive Functions)



- cheer themselves up after a 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)



How can we help children to learn self-regulation?

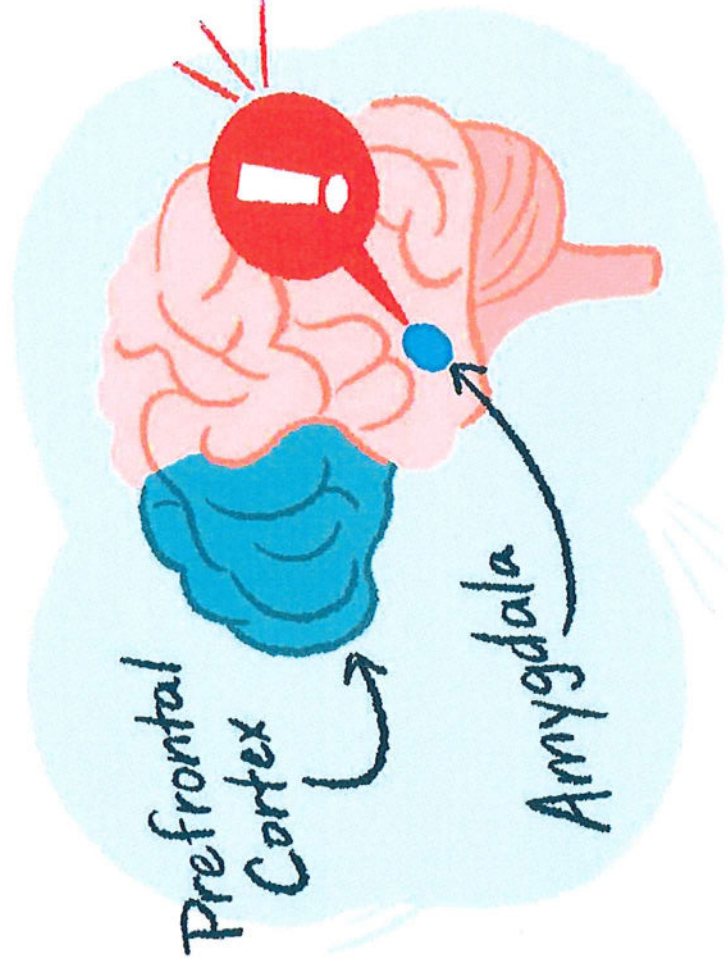
If a child cannot read, we teach
If a child cannot swim, we teach
If a child cannot multiply, we teach
If a child cannot behave, we.....

Adapted from John Lerner

Understanding how the brain works

Threat system. Amygdala will shut down the prefrontal cortex and engage fight/flight/freeze.

Make logical and rational decisions. Thinking, paying attention, self control.



Impulse control and meltdowns

Did you know significant improvement for impulse control happens around **ELEVEN** years old?

Therefore an 8 year old doesn't 'know better' (to control their impulses) than a 5 year old.

How can we support them?

1. Sit with our child.
2. Listen to our child.
3. Set boundaries



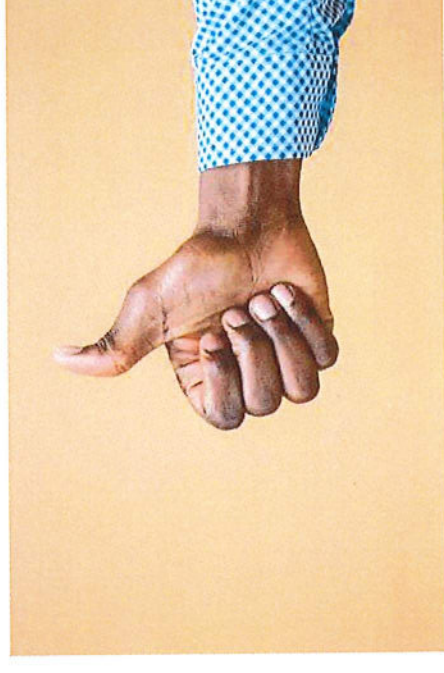
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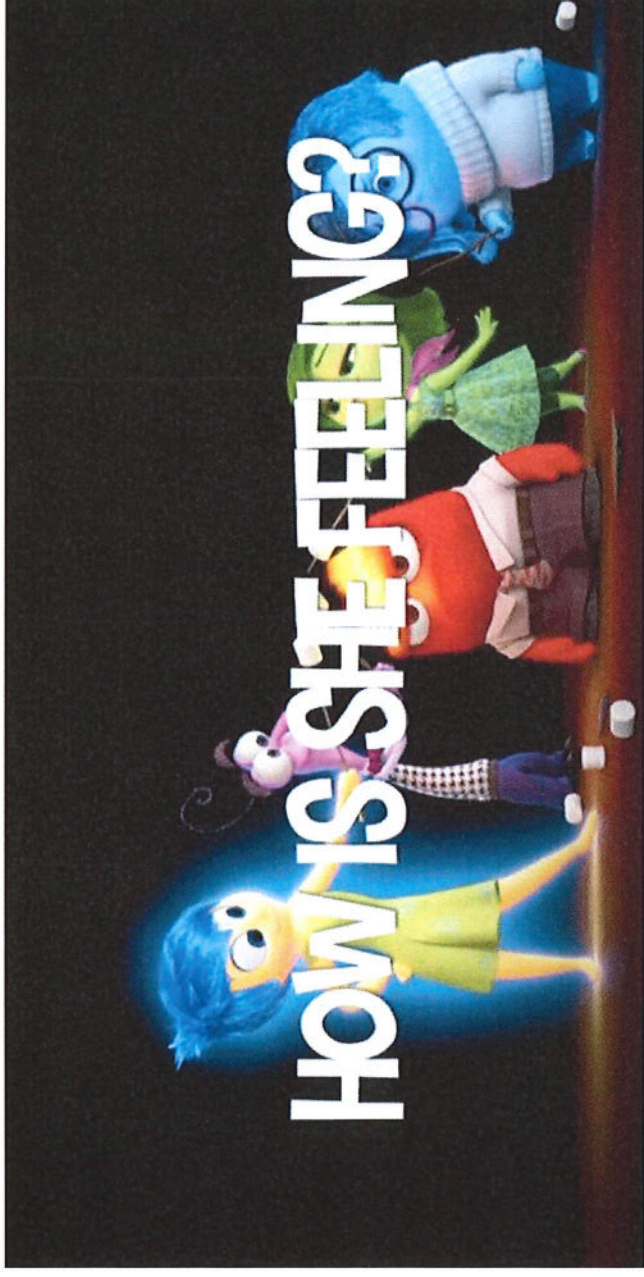
What are the Zones of Regulation?

It teaches children:

- Emotional vocabulary
- Recognising own emotions
- Detecting others' emotions
- What may trigger certain emotions
- Problem solving skills

It is important for children to know that emotions are OK. It is OK to feel angry – what can you do when you feel like that? This is a good opportunity to introduce language around good choices.





<https://www.youtube.com/watch?v=qdOkYKyVFnSs>

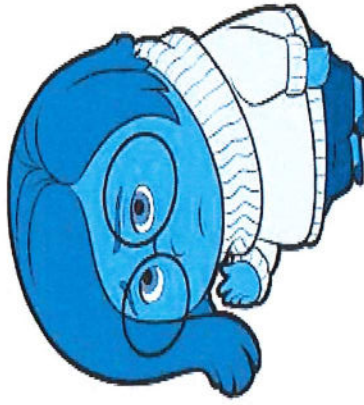
Guess the feeling! Inside Out (3 minutes)

The ZONES of Regulation™

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control



grieving



**How do my
brain and body**

sad



slow

tired

sick



bored





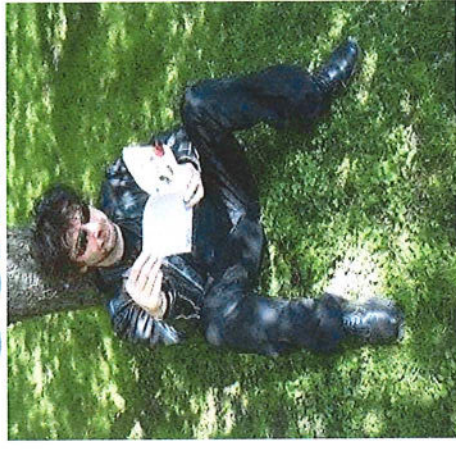
focused



relaxed



calm



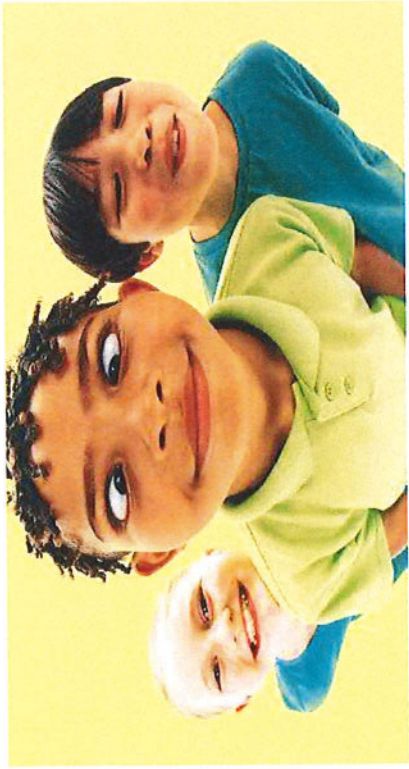
happy

**How do my
brain and body**

feel?



OK



fast



excited



silly

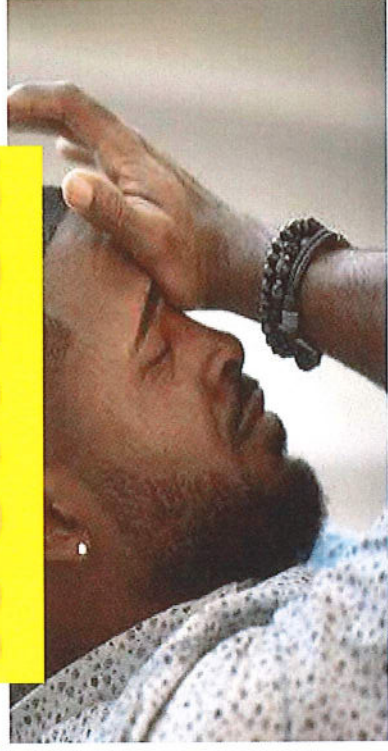
How do my
brain and body

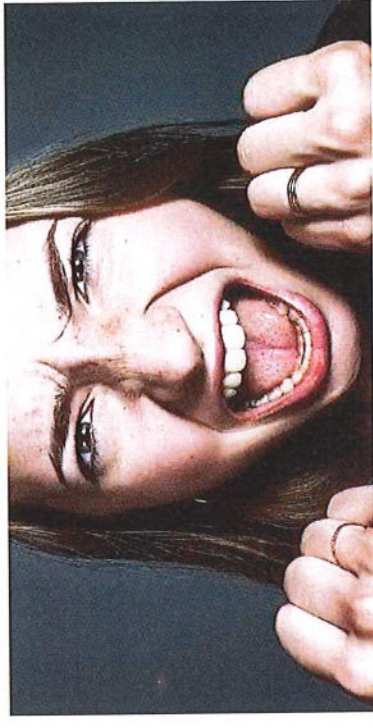
scared



feel?

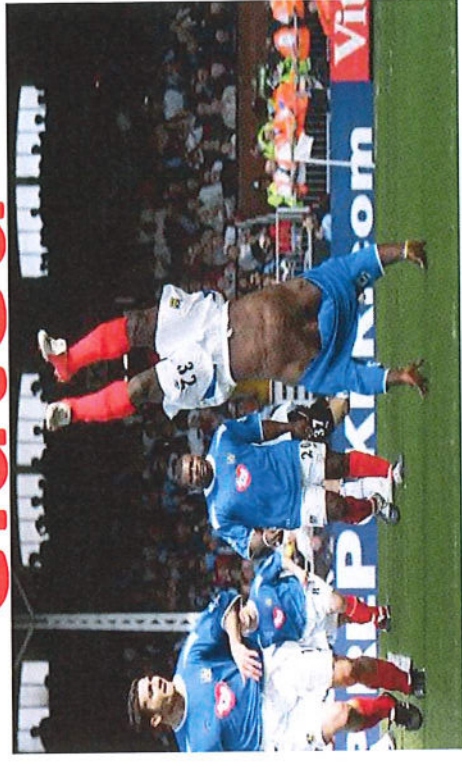
worried





angry

elated



terrified

How do my

brain and

body feel?

Out of

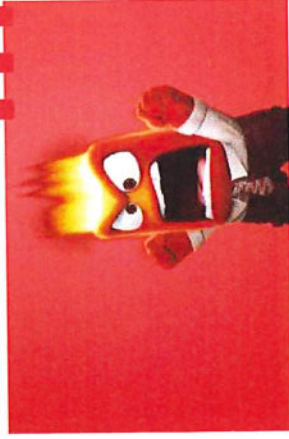
control!



fast

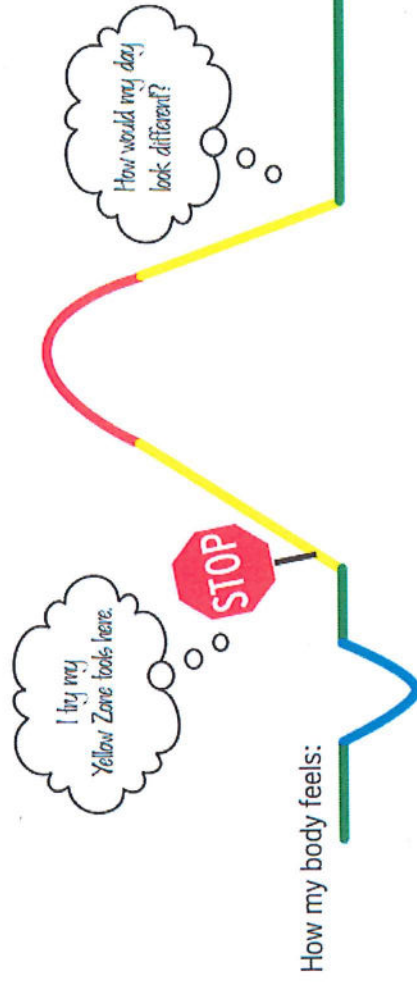


mad



Key Points

- There is no 'bad' Zone
- Everyone is different
- Managing emotions
- The zones aren't exclusive



When a child appears to be ignoring a request

For children to hear/understand your request, the following **three** things must be true:

1. They need to understand the request. *Did I communicate my expectations calmly and clearly?*
2. They need to believe they can do it. *Did I check if they feel they can do it?*
3. They need to see the value in the task. *Did I explain the reason behind the expectation?*

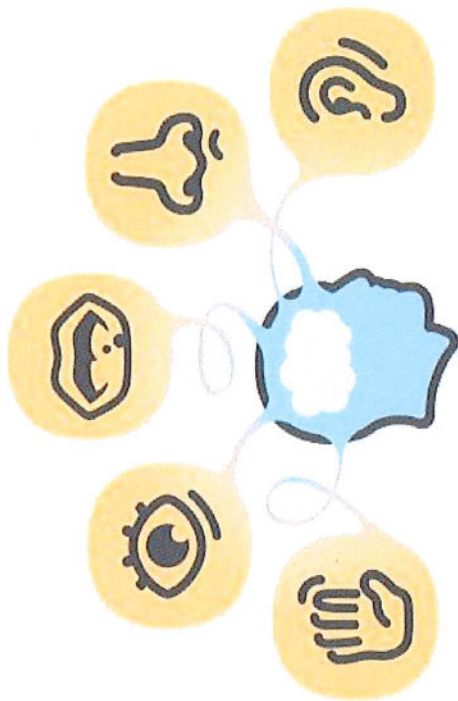
Follow it up with an acknowledgement of the progress.

SURF!

and

DOWN!

SENSORY 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

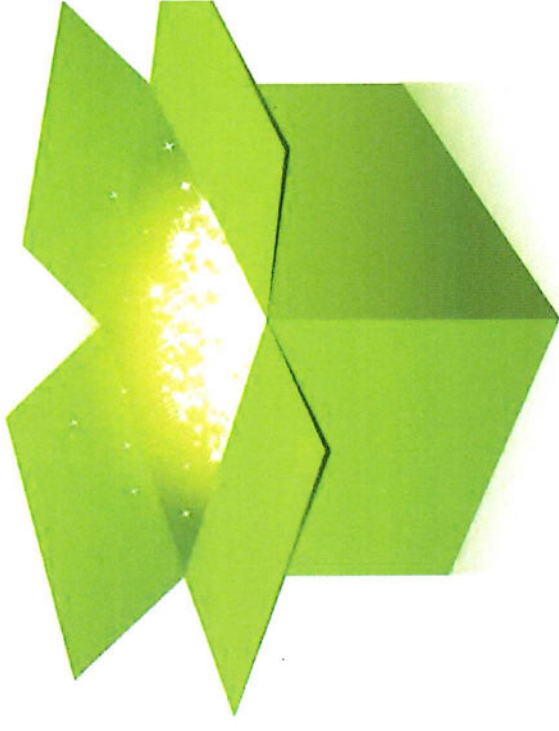
Which sensory supports do you use in daily life?

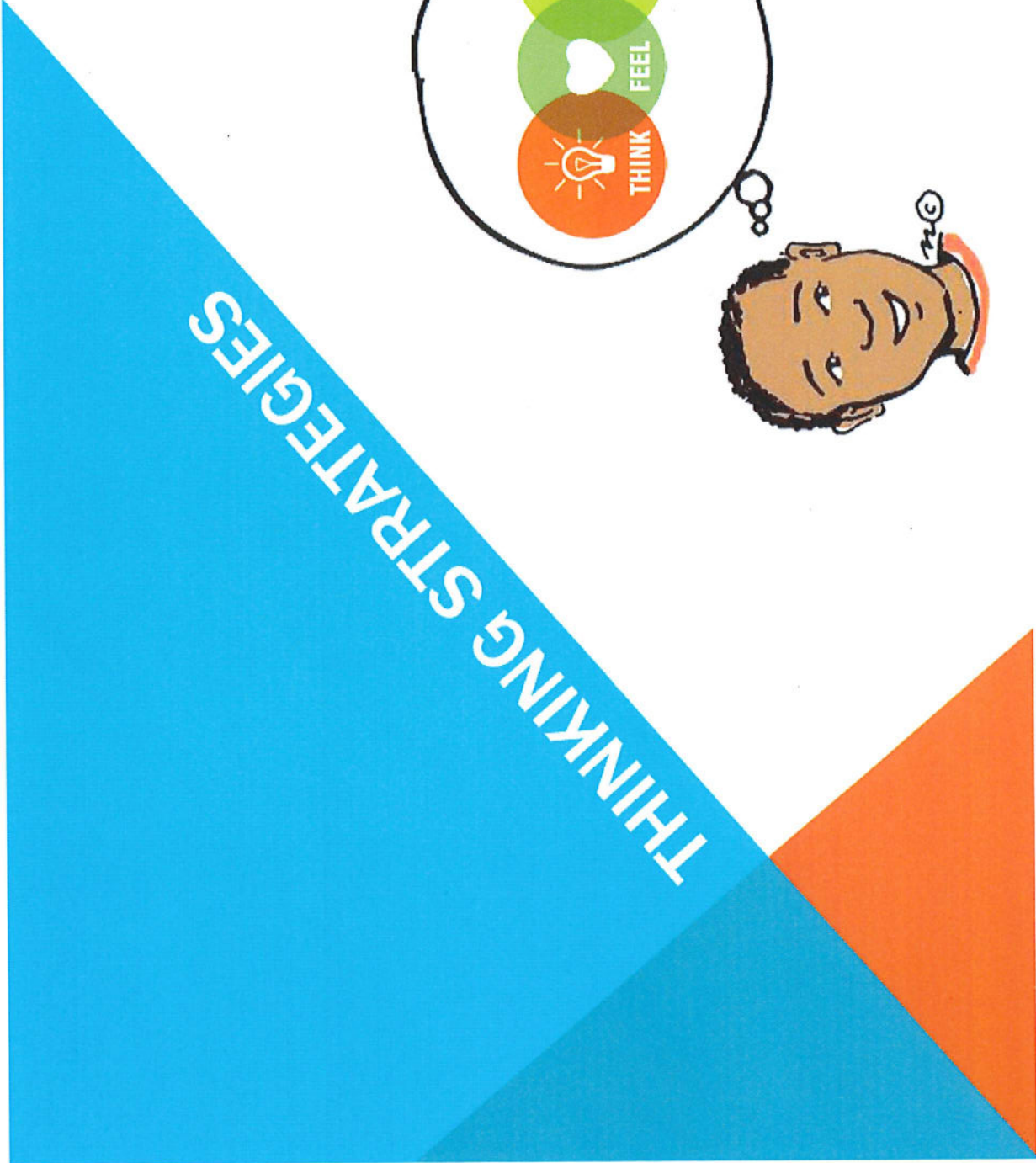


Could you have a sensory
box at home?

The green tools:

- Self-Soothing Objects that help to calm you through your senses:
- Something to touch
- Something to hear
- Something to see
- Something to smell





THINKING STRATEGIES



THINK



FEEL



DO

I CAN CONTROL MY REACTION!

Mountain?

HIIT?

BUM?

It's not what I wanted but I can move on.

It may not be my way, but it's okay.

I might feel frustrated or confused.

I might need some time to think.

I might have to ask a friend for help.

I might cry.

I might feel angry or upset.

I might need to talk.

I might need an adult's help.

The ZONES of Regulation® Reproducible W

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?

Huge Problem



5

Big Problem



4

Medium Problem



3

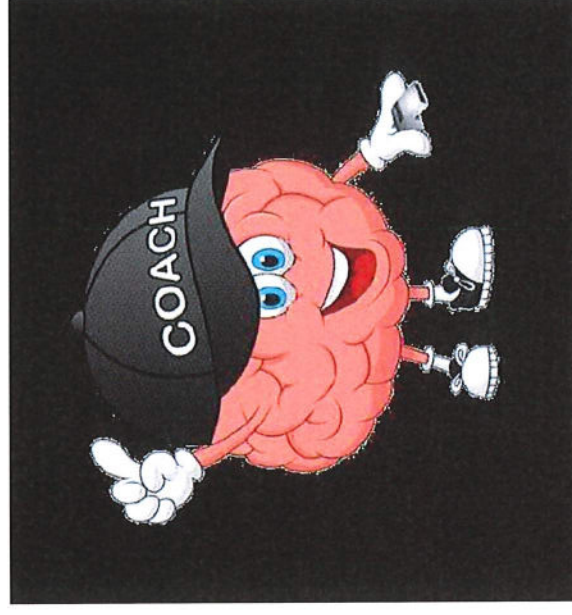
Little Problem



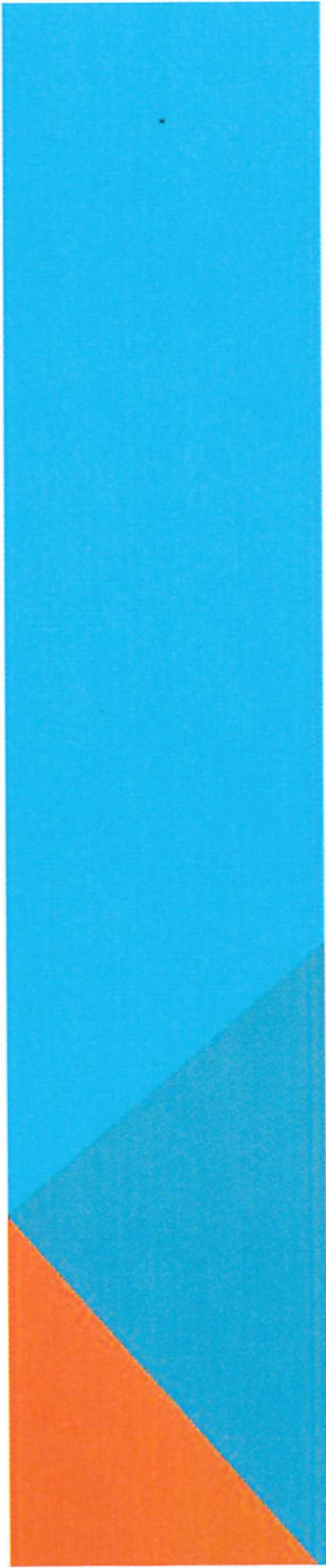
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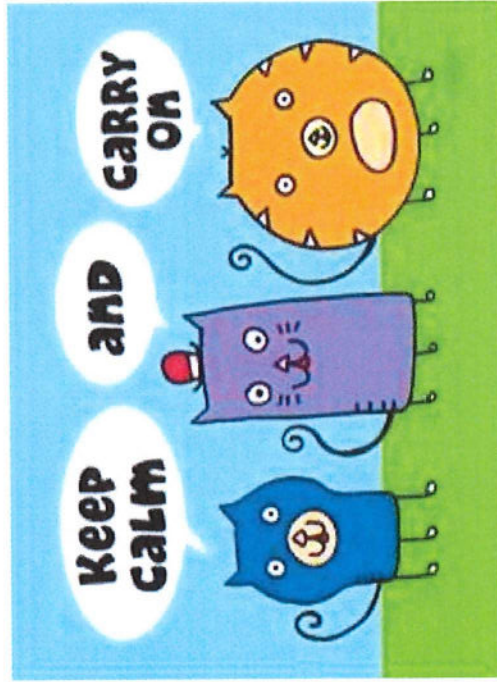
INNER COACH VS INNER CRITIC



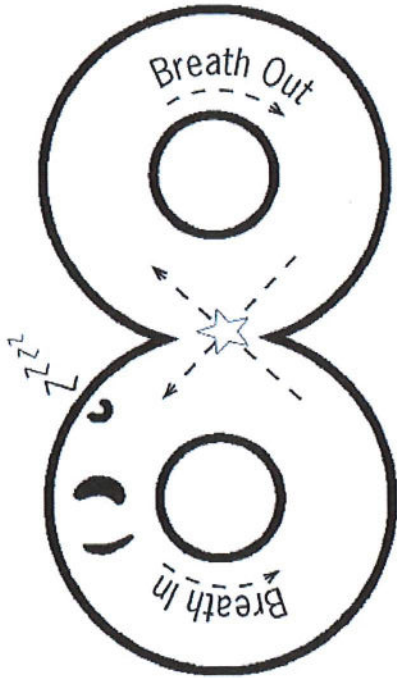
INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't 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



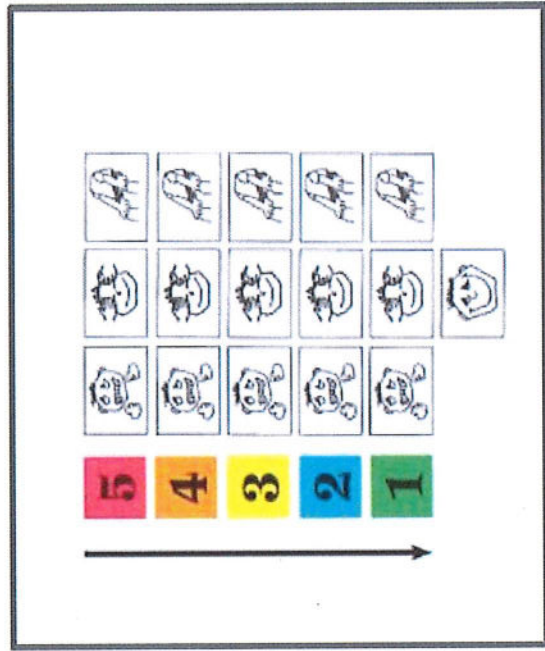
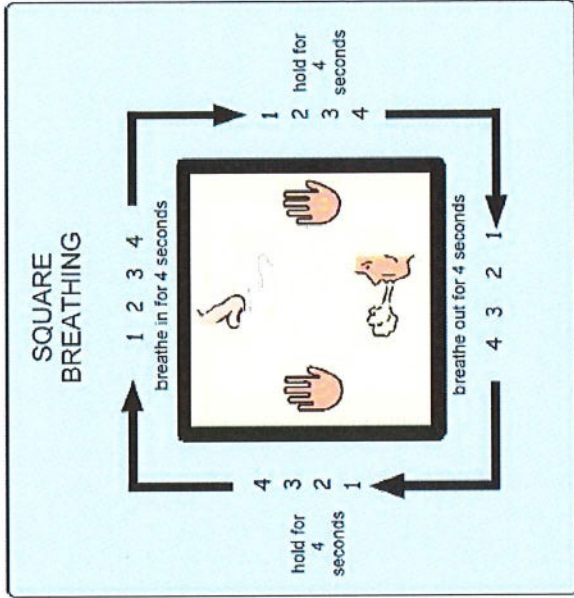
CALMING STRATEGIES



Lazy 8 Breathing



The Six Sides of Breathing



COUNTING

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

CALMING ACTIVITIES

Puzzles

Listen to Music

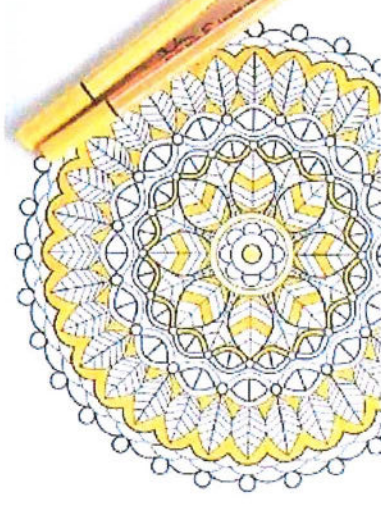
Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



_____ 's Toolbox

Blue Zone Tools

Blue Zone Tools: Drink Water, Trampoline, Seesaw, Stairs

Green Zone Tools

Green Zone Tools: GO, Talking, Ear

Yellow Zone Tools

Yellow Zone Tools: Lava Lamp, Lazy & Breathing, Size of the Problem, Play-Doh

Red Zone Tools

Red Zone Tools: Thinking, Footprints, The Six Sides of Breathing, Breathing Chart, Hand with Balls

How can we support our children on a daily basis?

- Identify your own feelings using the Zones language
- Positive praise when your child is in the green zone
- Talk about what tool you are going to use
- Label the zones your child is in throughout the day
- Teach your child which tools and strategies they can use and how to use them.

scenarios

My child takes too long in the morning, then we end up rushing.





My child gets dysregulated over small things.

My child holds it together at school, but at home has meltdowns.

Tools for Each of My ZONES

When I feel...

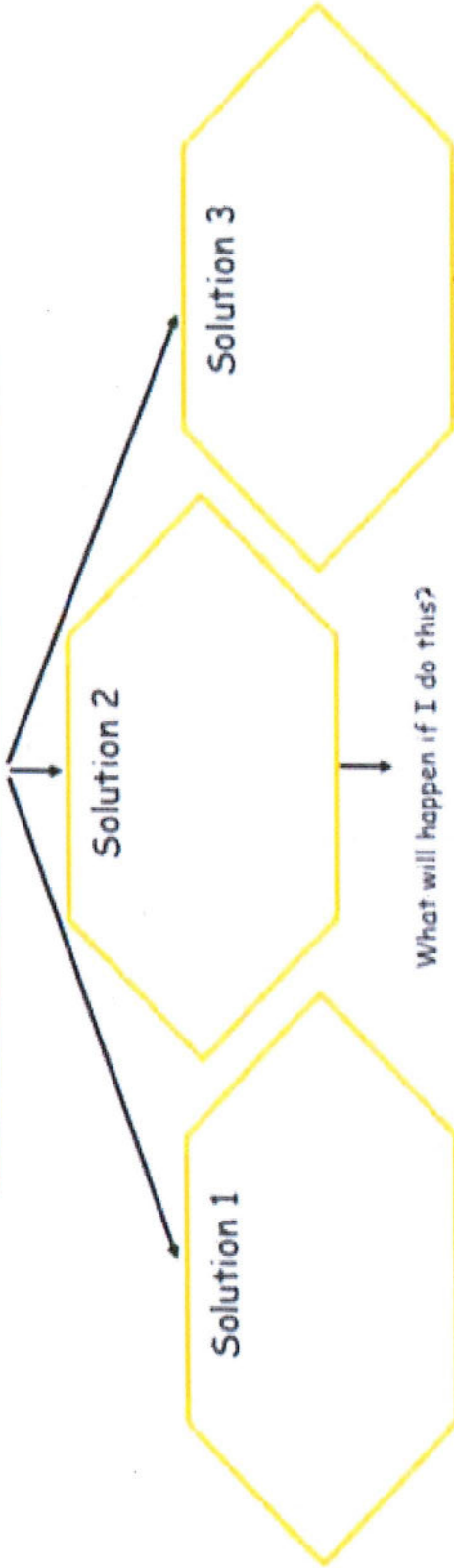
I can try...

<p>Tired or Sad</p> 	
<p>Calm or Happy</p> 	
<p>Frustrated or Silly</p> 	
<p>Mad or Out of Control</p> 	

Adapted for 'The Zones of Regulation™' from the original work of Buron and Curtis' 'The Incredible 5-Point Scale (2003), www.5pointscale.com.



What is the problem? ?!



Solution 1

What will happen if I do this?

Solution 2

What will happen if I do this?

Solution 3

What will happen if I do this?



THINK

Which is the



The best solution

I am going to...

