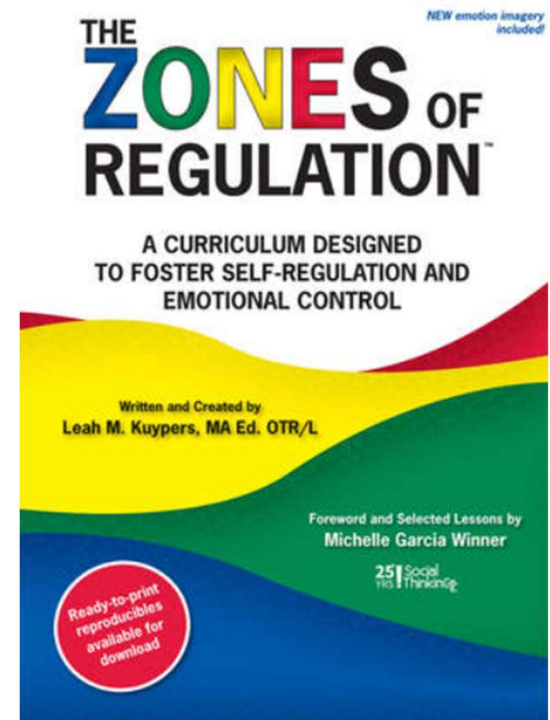


THE ZONES OF REGULATION

An Introduction and How To Use It At Home



WHAT IS IT?

- The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four colored Zones, all of which are expected in life
- It teaches us how to recognize how these feelings 'feel' in our bodies, and what we can do to be able to cope with or manage these feelings.



Blue Zone

Sad • Bored •
Tired • Sick



Yellow Zone

Worried • Frustrated •
Silly • Excited



Green Zone

Happy • Focused •
Calm • Proud



Red Zone

Overjoyed/Elated •
Panicked • Angry •
Terrified

THE RED
ZONE IS
NOT THE
BAD ZONE

#ownyourzone



The **ZONES** Framework

What it IS

- A teaching tool
- A cognitive framework
- A way to nurture development of skills
- Supportive in nature

What it ISN'T

- A discipline model
- A behavior approach
- A way to shame for negative behavior
- Punitive in nature

WHY DO WE NEED IT?

Teach Kids to Manage Big Feelings Through Effective Social Emotional Learning

Since the pandemic, schools are reporting the negative impact on child well-being and self-regulation.

Kids are:

- Struggling to manage their feelings and mental health
- Needing additional social, emotional, and behavioral support

THREE STEPS TO SELF- REGULATION

1. External Regulation
2. Co-Regulation
3. Self-Regulation

Support/guidance from caregivers is key in development of the strategies required for an individual to move through these steps



FOCUS ON CO- REGULATION

When someone can find and maintain regulation with **SUPPORT & ASSISTANCE** from another person

At this stage children can usually express how they feel and negotiate their concerns with an adult.

THE “WHY” OF A BEHAVIOR

THE OLD WAY OF THINKING



Defiant



Attention seeking



Escape



Avoiding



The function of any behavior is much deeper than phrases like
“ATTENTION SEEKING”

This shallow analysis will lead to using
REWARDS AND PUNISHMENTS to get compliance

Want to improve **BEHAVIOR**?
Solve the Problem!

How do you solve the **PROBLEM**?

DIG DEEPER!

A NECESSARY PARADIGM SHIFT

(SUPPORTED BY BRAIN SCIENCE)

Sensory Processing

Motor Challenges

Emotional Regulation

Learning Disabilities

Trauma



GREG SANTUCCI Occupational Therapist

STEP ONE: RECOGNISING FEELINGS AND IDENTIFYING YOUR CHILD'S ZONE

- Check that your child understands different emotion vocabulary.
- Recognise which Zone your child is in and suggest this to them:

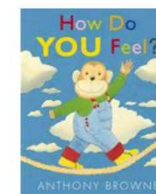
“You’re frowning, you look cross, I think you’re in the yellow Zone”

“Wow look how focused you are on your book, you’re in the green zone”

“you are so excited about the trip today, you’re in the yellow zone”

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



Using Children's Literature

- Match character to corresponding zone
- Make connections:
 - “Tell me about a time you felt ...”
 - “Show me how ... looks on you.”
 - “What Zone does the emotion go in?”

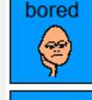


START TO BUILD UP YOUR CHILD'S INDIVIDUALIZED ZONES PROFILE

Decide what emotion vocabulary to use

- choose vocabulary appropriate for their age
- continue to expand the use of graded emotions as they mature

Notice and record how your child 'shows' these emotions to build up their Zones Profile.

I feel ...	What other people see & hear
   	Shouting Pushing or throwing things Running away Hitting or kicking out
   	Sucking my thumb Biting my clothes or nails Threatening words Refusing to do as I am asked More chatty or louder than usual
   	Singing to myself Quietly getting on with it Helping other people
   	Yawning Daydreaming Head on the desk hiding

STEP TWO: REFLECT ON HOW OUR ZONES 'FEEL'

As an adult start by looking in your own body and commenting on how it feels for you

- “I am so excited, I am talking very quickly” (Yellow Zone)
- “I did not sleep well, my body feels very slow today” (Blued Zone)

Discuss with them how their bodies feel, and encourage them to notice the physical clues they they are showing.

For example, that was scary, my heart is thumping, put your hand on your chest, is yours?

Then start to link these sensations to the appropriate Zone.

Further build up the Child's Zones profile to include their clues of interoception

I feel ...	What other people see & hear	How it feels ...
   	Shouting Pushing or throwing things Running away Hitting or kicking out	Mt muscles feel tense My heart beats really fast I feel very hot I think I might burst My belly churns I want to shout
   	Sucking my thumb Biting my clothes or nails Threatening words Refusing to do as I am asked More chatty or louder than usual	I get butterflies or tummy ache I can notice my heartbeat I feel warm I get a little headache My body gets wiggly My eyebrows frown
   	Singing to myself Quietly getting on with it Helping other people	My body feels calm and I don't really think about my heartbeat, breathing, tummy or head.
   	Yawning Daydreaming Head on the desk hiding	I want to cry My face feels cold I get a lump in my throat I get a head or tummy ache

ZONES THROUGH OUT THE DAY

All of the zone colors are okay. There are times when you will be in different zones. Think about times that you expect you would be in the Blue, Green, Yellow, or Red Zone.

I experience all the Zones!

Times I may be in the BLUE ZONE...	Times I may be in the GREEN ZONE...
Times I may be in the YELLOW ZONE...	Times I may be in the RED ZONE...

Teach the child that we ALL experience all of the zones.

NORMALISE THE ZONES LANGUAGE.

Talk together about when you have experienced each of the Zones, show them that it is natural.

TRIGGERS

CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called "triggers." These put me in the Yellow or Red Zone! Here are some of my triggers:



It can often be difficult for children to identify their triggers.

Look for patterns in their zones and the environment. Teaching them about their triggers, helps them to learn how to cope with the situation.

HOW WE CAN TRIGGER CHILDREN



At least
...

SHOUTING!!!!

Yes but
...



Stop
fidgeting!

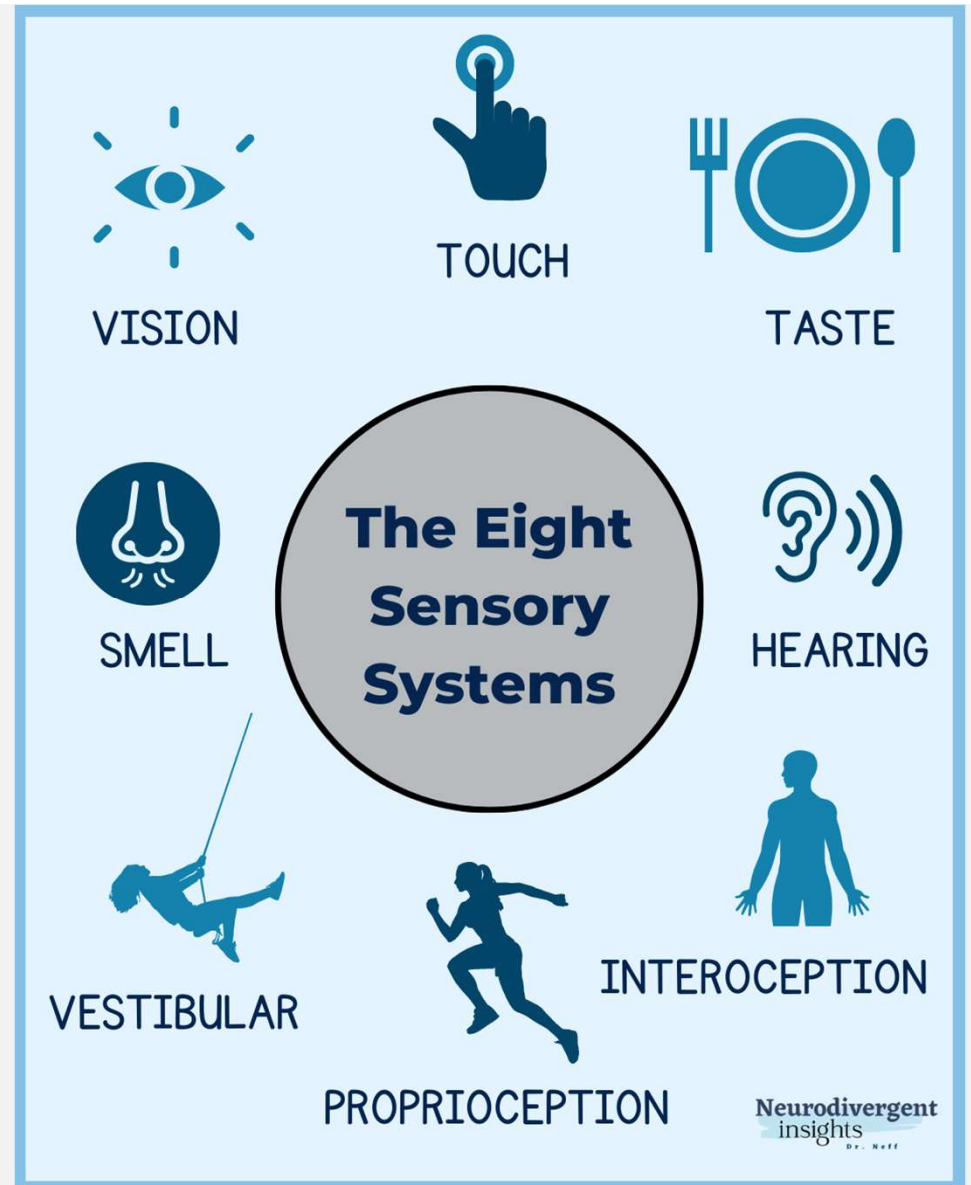


STEP THREE:
EXPLORE WHICH
STRATEGIES HELP

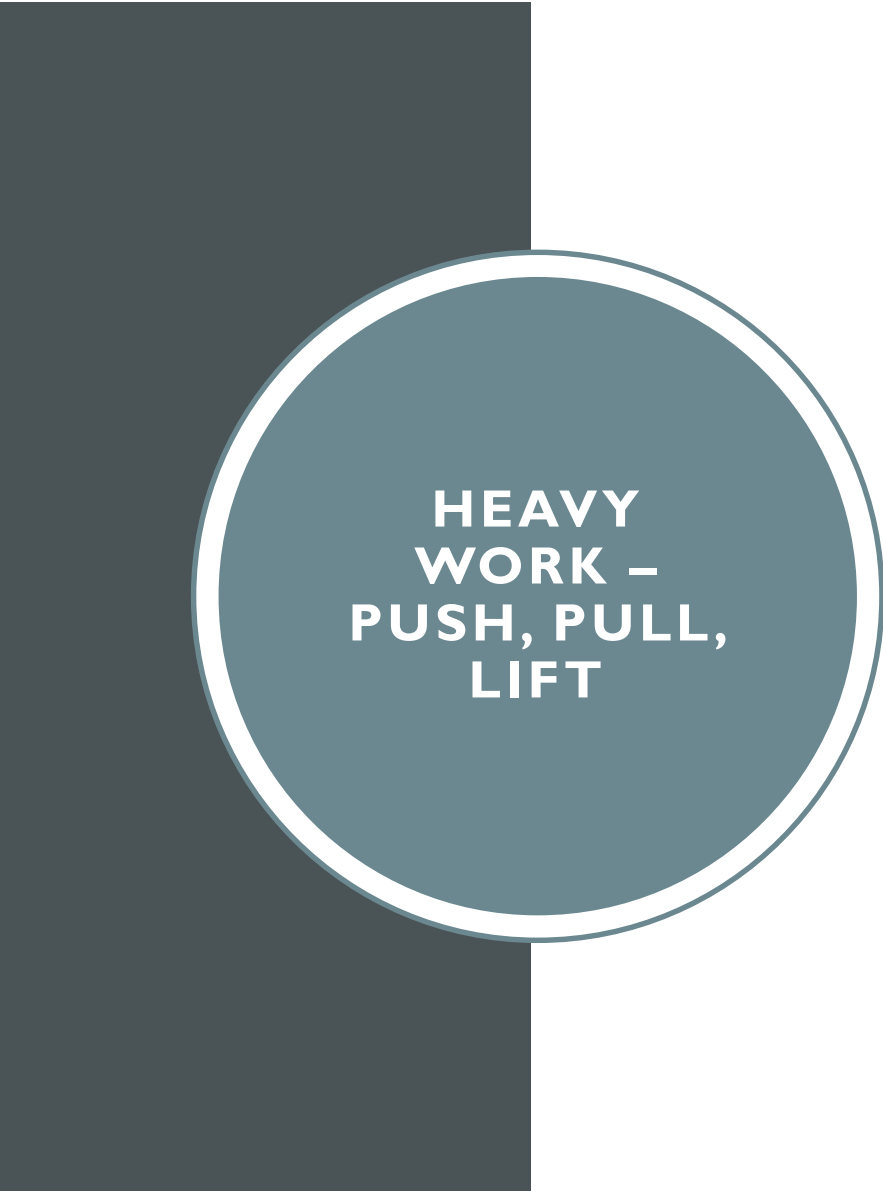
Explore sensory support tools and reflect on whether they are calming or alerting for the child.

Co-regulation until self-regulation develops

A SUMMARY OF SENSORY PROCESSING



**WHAT WE CAN WE
DO TO HELP?**



HEAVY WORK – PUSH, PULL, LIFT

- Hanging and climbing!
- Regular movement breaks, incorporating heavy work
- Chair pulls and pushes
- Hands on head and pressing down
- Push palms together
- PUSH HERE Station
- Hugging knees to chest
- Giving yourself a hug
- Moving furniture, carrying books
- Weighted bag/backpack
- Squeezing a fidget toy
- Squeezing and relaxing jaw and/or hands
- Squeezing into a small space/den
- Sucking a sweet or mint
- Drinking through a straw, sports bottle
- Blowing, bubbles, ping pong football
- Chewing Chewy tube/chewigem
- Chewy snacks – dried mango
- Theraband
- Tuck in tightly/wrap up tightly
- Yoga

TOUCH



- Deep pressure – massage, big hug
- Vibration, vibrating toothbrush
- Head/face massage before hair brushing or washing
- Seamless pants and socks, cut out labels
- Stroke a soft or furry toy or piece of silk
- Messy play – play dough, sand, shaving foam
- Using Blu Tac or Theraputty
- Sensory treasure basket
- Hand cream

VISION



- Sit away from windows, doors, noticeboards
- Limit wall art
- Desk divider or individual workspace
- Dim lighting
- Sunglasses outdoors
- Light up toys
- Disco ball
- Hue bulbs

HEARING/ AUDITORY



- Ear defenders in noisier surroundings (E.g. lunch hall, playground)
- Sit away from windows, doors and close to teacher
- Access to a quiet space for chill out
- Soft classical music
- Separate lunch area
- Noisy sensory toys
- Upbeat music

TASTE & SMELL



- Food play
- Sucking and blowing games before mealtimes
- Drink thick liquids through a straw
- Chewy foods
- Warm or cold drinks
- Preferred smell on hankie
- Highly spiced and flavoured foods
- Very cold foods e.g. ice cubes and lollies
- Crunchy and chewy foods

MOVEMENT



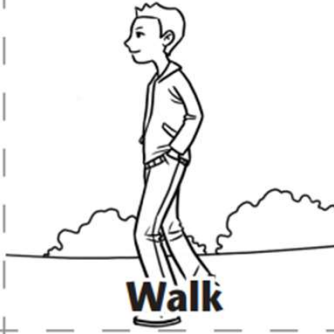
- Slow, linear movement e.g. rocking in a hammock, rocking chair
- Avoid spinning activity in favour of resistive activity – Push, pull, lift
- Swimming
- Climbing and hanging
- Jumping
- Yoga/animal walks



Listen to Music



Squishes



Walk



Carry



Read



Jump



Jumping Jacks



Shoulder Rub



Belly Breath



Bounce



Run



Push



Talk to Adult



Hug



Animal Walks



Tickle



Pull



Swing

PULLING IT ALL TOGETHER

I feel ...	What other people see & hear	How it feels ...	My tools ...
   	Shouting Pushing or throwing things Running away Hitting or kicking out	Mt muscles feel tense My heart beats really fast I feel very hot I think I might burst My belly churns I want to shout	Take deep breaths A cold drink or crunching ice Time and space on my own (Talking only when I am calmer)
   	Sucking my thumb Biting my clothes or nails Threatening words Refusing to do as I am asked More chatty or louder than usual	I get butterflies or tummy ache I can notice my heartbeat I feel warm I get a little headache My body gets wiggly My eyebrows frown	Talk to an adult Chair push ups Fidget toy Mindful colouring Look for colours Squeeze my hands together Listen to calm music Blue Tac
   	Singing to myself Quietly getting on with it Helping other people	My body feels calm and I don't really think about my heartbeat, breathing, tummy or head.	Blue Tac Pencil fidget
   	Yawning Daydreaming Head on the desk hiding	I want to cry My face feels cold I get a lump in my throat I get a head or tummy ache	Back rub Talk to an adult Have a hug Jumping together



Take Homes

- It is natural to experience all the Zones
- Take it slow and steady
- Create a culture of understanding and acceptance
- Use proactively: Teach... practice... reflect
- Incorporate tool practice into daily routine