



Zones of Regulation Presentation FOR PARENTS/CARERS

Martin Primary School

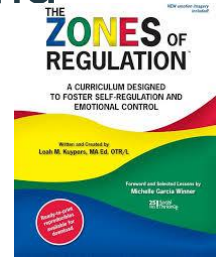


AIMS:

- Why have we introduced the Zones of Regulation to Martin?
- Overview of self-regulation
- To understand how ‘The Zones of Regulation’ works

Zones of Regulation: Aims and Background

- Developed by an Occupational therapist who identified self regulation as a common need
- An integration of several different approaches (Including The incredible 5-Point Scale, Social Thinking, Alert Programme - how does your engine run?)
- Overall aim: framework to support children to develop social, emotional and sensory self-regulation.
- Most successfully used as a whole school framework



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 will turn into teens who can self-regulate.

DEFINITION OF SELF-REGULATION:

“...it is defined as the capacity to manage one’s thoughts, feelings and actions in adaptive and flexible ways across a range of contexts.”

Jude Nicholas

It encompasses:

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



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)



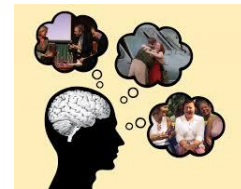
- Knows when they are experiencing sensory overload and can make adjustments.

(Sensory processing)



- Understands when it is appropriate to cheer and shout and when to be quiet.

(Social cognition)



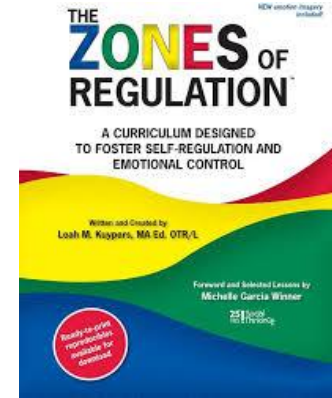
WHAT ARE THE ZONES OF REGULATION?

Teaches students:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others

(read others' facial expressions)

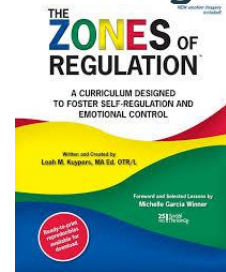
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



Zones of Regulation Outline

Collection of resources to teach children aged four year +

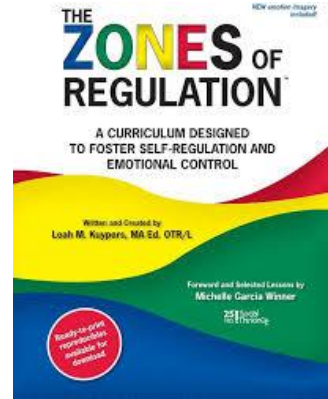
- To identify and communicate feelings/zones in a non judgemental way
- To understand the different feelings, sensory needs and thinking patterns that result in shifting from one zone to another
- To develop an individualised toolbox
- To recognise triggers and when to use the tools
- To recognise others emotions and the impact of ones' behaviours on others



WHY TEACH THE ZONES OF REGULATION?

Provides a common language to discuss emotions – a language that is non-judgemental.

- The Zones of Regulation is simple for children to understand and is helpful for all!
- The Zones teach healthy coping and regulation strategies.



Zones of Regulation



Blue Zone: sad, sick, tired or bored (low state of alertness – brain and/or body is moving slowly or sluggishly).

- **Green Zone:** in control, calm, happy and ready to learn (regulated state of alertness).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (heightened state of alertness but you still have some control).
- **Red Zone:** elated, angry, wild, terrified. (heightened state of alertness and out of control).

The **ZONES** of Regulation[®]

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

OTHER ZONES VISUALS

ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control Need Time and Space





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ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control Need Time and Space

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Zones of Regulation

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Relaxed Focused Ready to Learn	Excited Silly/Wiggly Anxious Worried Frustrated	Mad/Angry Out of Control Mean Shouting Bored

KEY POINTS:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. **“It's OK to be angry but it is not OK to hit...”**
- You can be in more than one Zone at a time (eg. sad AND angry).

KEY POINTS:

- If your child is confidently using words to describe their emotions, they don't need to revert to Zones language

HOWEVER it is useful for them to know the strategies around that will help them.

If your child is in the Red Zone...

- Limit verbals - this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. “Wonder if this strategy would help...?”



UNDERSTANDING ZONE TOOLS:

Blue Zone tools: help wake up our bodies, feel better and regain focus.

Green Zone tools: help us stay calm, focused and feeling good.

These are often proactive strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.

Pick 2/3 for each Zone (depends on child).



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”)
- Provide positive reinforcement when your child is in the Green Zone and if they make efforts to stay in the Green Zone. Eg. “I can see you are working really hard to stay in the Green Zone by...”
- 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 which Zones tools they can use (e.g. “It’s time for bed, let’s read a book together in the