

# Self-regulation

Using The **ZONES** of Regulation® Framework

# What is **Self-Regulation**?

- It has many names: self control, self management, impulse control, anger control
- It is the ability to adjust your level of alertness
- It is the ability to do what needs to be done in an optimal state for the given situation



**"I'm In Control"**

*A Lesson on Emotional Self-Regulation*

A child's behavior is not always what it seems

*\*Behavior is communication\**

What we see: Behavior

What we don't see:  
What's under the surface







What you see vs. what's going on inside



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

- Zones are a way to keep your self-control and handle emotions.
- The Zones give everyone the same language so that we can help each other stay “Green”.
- The **ZONES** help us understand how we are feeling.
- It helps us be able to identify our own feelings, read other people’s body language to think about how they are feeling, and relate to others.
- It provides you with a **tool** to support children

# The **ZONES** of Regulation®

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

# How are the ZONES useful?

- Everyone can have the same vocabulary for recognising feelings.
- Children can have a “toolbox” of ideas to stay in control.
- Others might have ideas for being “Green” that children hadn’t thought of.
- If someone is in blue, yellow, or red, you can help them get back to “Green”.
- Zones allow you to act in a preventative way:
  - regular check ins and frequent movement breaks prevent escalation of emotions

# ZONES at home



- Post the Zones – as a family print a check-in chart, add moveable names to the chart and then get everyone to check-in to different zones throughout the day.
- Model using the framework by using phrases like :
  - “I am quite tired this morning. I’ll check into the blue zone”*
  - “When you did that it made me feel quite frustrated and I was definitely in the yellow zone”*
  - “I am really upset now and probably in the red zone. I am finding it hard to use a calm voice and I think I need some space “*
  - “I am sorry I shouted at you earlier. I was in the yellow zone, feeling quite angry and I didn’t use the best tool “*
- Make a zones tool box for your family, encourage each other to use these tools
- Implement a **reward system** for using a helpful tool/ strategy
- Help pupils recognise situations or behaviours that cause them to become less regulated
- Chat reflectively about a situation that went wrong and use the zones terminology to talk about how it could have gone better
- Zones doesn’t have a set structure or age limit. You can personalise the framework to what works for your child and your family.



# Tools and Visuals



Blue Zone	Green Zone	Yellow Zone	Red Zone

Name \_\_\_\_\_ Date \_\_\_\_\_

## Size of the Problem

What's my Problem?



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What's my Response?



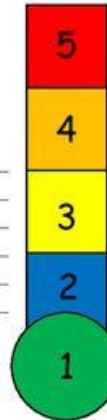
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## Yellow Zone

I need to take caution.



Worried



Nervous



Annoyed



Upset

I can try these tools:



Take a Break



Get a Drink



Walk



Inner Coach

## Check-in Chart example:

Print this image and put it up on your fridge or in a visible place. Put your names/pictures and move yourselves across the zones during the day

What zone are you in?

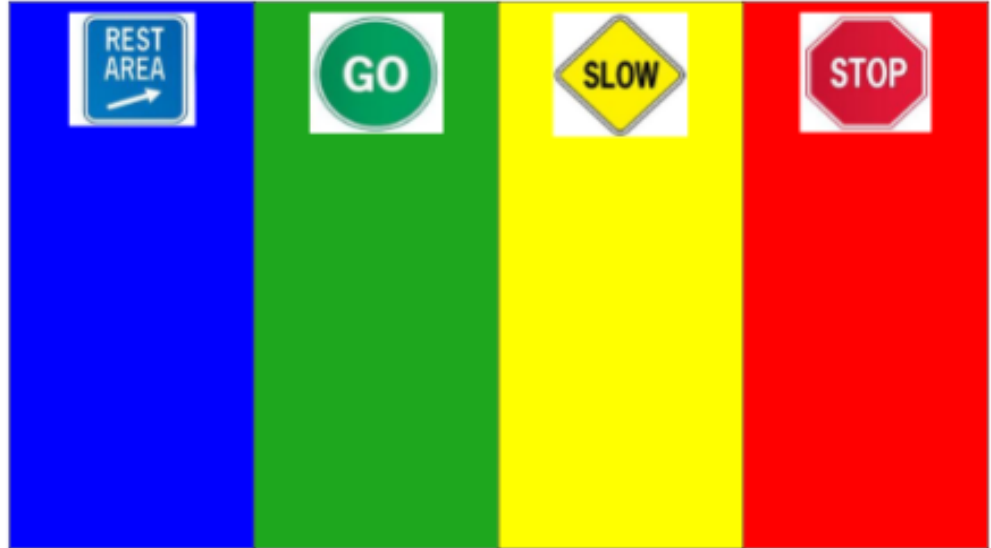
I am in the **green zone**

I am in the **blue zone**

I am in the **yellow zone**

I am in the **red zone**

## The **ZONES** of Regulation<sup>®</sup>



# TOOLS to support regulation:

There are 3 types of tools to help students regulate:

- **SENSORY SUPPORTS**

This will depend on the sensory supports and equipment available. These would be a sensory diet, movement breaks, sensory tool kits which could be available to children in every classroom.

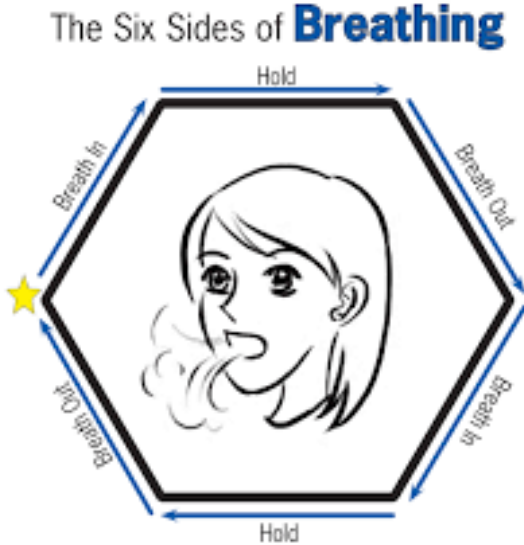
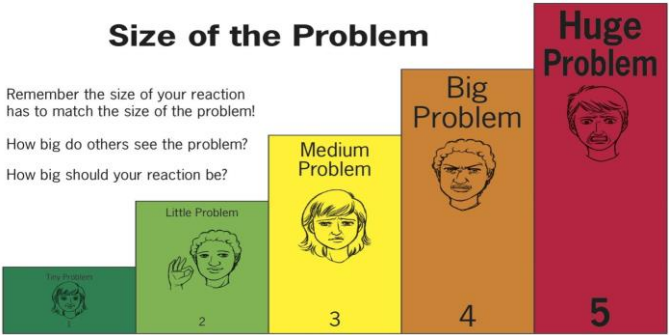
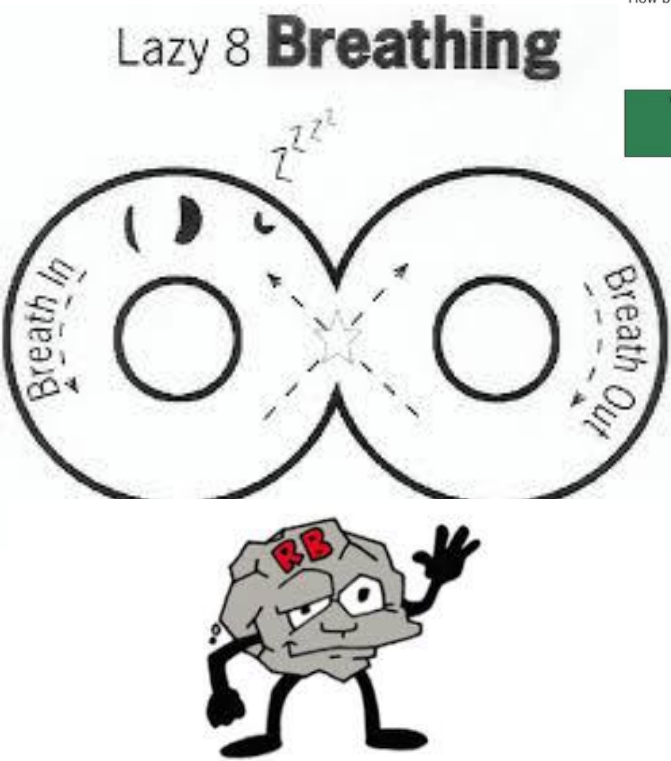
- **CALMING TECHNIQUES**

6 sides of Breathing, Lazy 8 Breathing, Calming sequence, Count to ten, Learning to take a Deep Breath, time out in chosen place.

- **THINKING STRATEGIES**

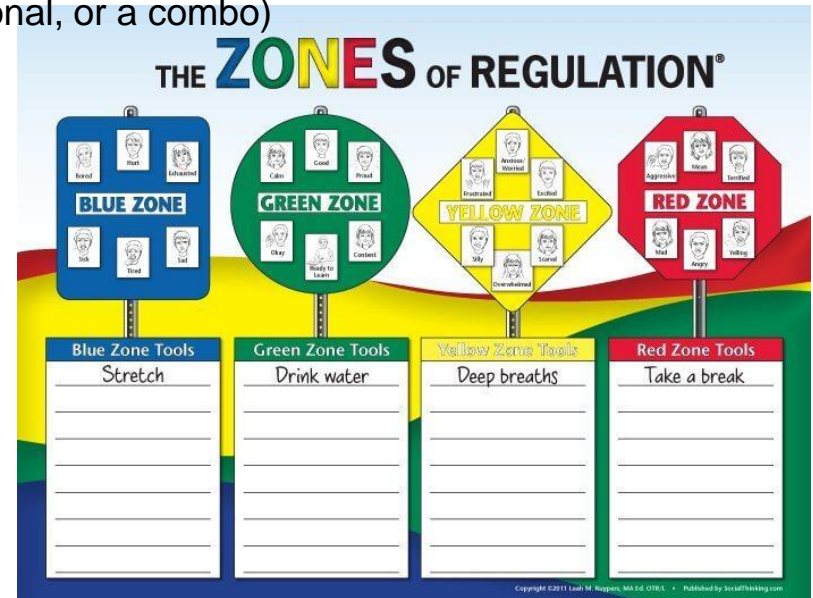
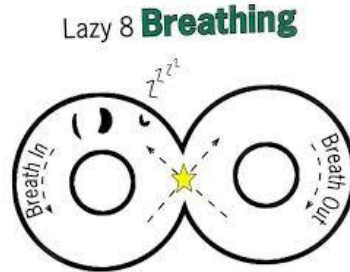
Big vs little problem, Self talk, Talking to an adult, Inner coach vs. Inner Critic, Superflex vs. Rock Brain (to help with own thinking and social behaviours to develop self regulation)

# Some **TOOLS**:



# St Agatha's Toolkit - things we could use

- Heavy work – push, pull, lift, tug, carry, compress, squeeze and squish.
- Fiddle toys, therapy ball chairs, move and sit cushions, scooter boards
- Weighted jacket, beanbag time
- Jumping and running, low to high intensity (linear, rotational, or a combo)
- Trampoline time, star jumps, sprints
- Playground swings, monkey bars
- Crash mats, bike riding
- Swinging, spinning
- Climbing, chewing
- Breathing techniques
- Self talk and visualisation
- Listening to music and ear defenders



# Benefits of using the ZONES

- Language - a common language to be used by all
- The Zones of Regulation Framework is simple and intuitive
- Facilitates open discussions about emotional well-being and practical strategies to cope
- It allows for non threatening language - which is better?
  - *You look like you are about to lose your cool, think you should chill outside for a bit*
  - ***What zones are you in, from the signs I am seeing from your body it looks like you might be in the red zone, do you think some time alone might be useful for you at this moment.***