

THE ZONES OF REGULATION®

A CURRICULUM DESIGNED
TO FOSTER SELF-REGULATION AND
EMOTIONAL CONTROL

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Full-color,
ready-to-print
reproducibles
on USB drive

Miss Cox

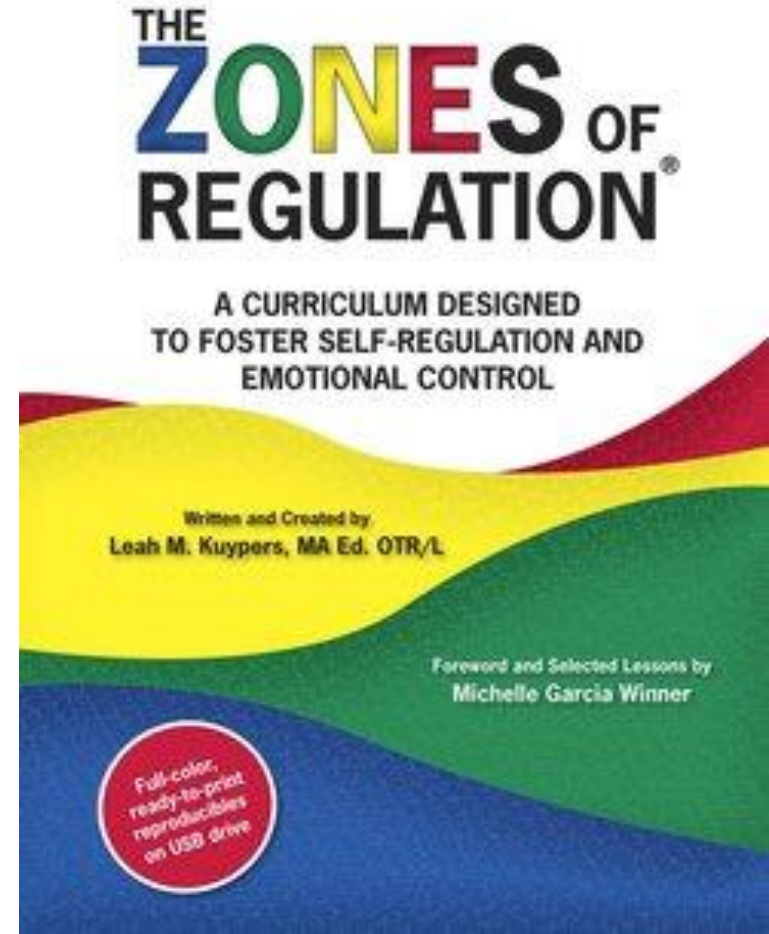
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Zones of Regulations
Life is 10% what happens
to us and 90% how we
react to it.
-Charles Swindoll



Aims


- ▶ Understanding the Curriculum. What are the zones of regulation?
- ▶ What/who does it involve?



The **Zones of regulation** is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.

Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called "Zones," with each of the four zones represented by a different colour.

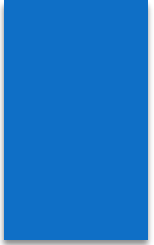
Through this curriculum and set activities the children learn how to use the strategies or tools to stay in a zone or move from one to another.



The children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between the zones.

The sessions teach the children how to understand how to self-regulate.

It teaches them how to read facial expressions, recognise a broader range of emotions, focus on how others see and react to their behaviour and get an insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.



The curriculum has been designed to be taught by anyone who works with students who struggle with self-regulation. It is designed to be used with students from preschool to adulthood.

The zones curriculum is designed for students who struggle with self-regulation. Students who may have a neurobiological disorder and/or a social-learning challenge.

It is important to realise that not everyone who has difficulty regulating has a diagnosis.



Initially it was designed to support students with:

- *Neurobiological and mental health disorders
- *Autism spectrum disorder (ASD)
- *Attention deficit hyperactive disorder (ADHD)
- *Tourette syndrome
- *Oppositional defiant disorder (ODD)
- *Conduct disorder
- *Selective mutism
- *Anxiety disorders

However it became apparent that the curriculum can reach a much broader population.

Self-regulation is something everyone continually works on.

We all encounter trying circumstances that test our limits from time to time.

If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place.

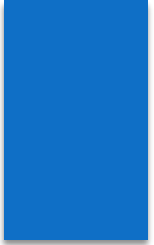
This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).



Self-regulation can go by many names, such as "self-control," "self-management," "anger control," and "impulsive control."

In other words, self-regulation is the ability to do what needs to be done to be in the optimal state for the given situation.

This includes regulating one's sensory needs, emotions, and impulses to meet the demands of the environment, reach one's goals, and behave in a socially appropriate way.



For example, given a stressful or frustrating experience, a person who can self-regulate well is able to remain calm and organised to successfully negotiate the event.

If a person who struggles with self-regulation encounters the same experience, he or she will have difficulty coping and display other behaviours.

To successfully self-regulate, three critical neurological components need to be integrated.

Sensory Processing Executive Functioning Emotional Regulation

Sensory Processing



This describes how you make sense of the information perceived by your sensory receptors (the nerve ending that respond to stimuli) as well as how you organise and integrate the information so that you can act upon it in a purposeful way.

For example

Fire alarm - sound perceived by ear, information relayed to brain to be interpreted. Act - Walk calmly out.

Sensory processing also includes modulating the amount of sensory input so you do not get overwhelmed.

Executive Functioning



This describes the cognitive processes involved in the conscious control of thoughts and actions. This can be compared to a command or control area in our brains that oversees actions and mental operations. Our ability to self-regulate depends on the effectiveness of these functions.

Numerous mental operations fall under executive functioning.

Various teaching strategies, including The Zones, can be used to help students gain skills in consciously mediating their actions, which in turn leads to increased control and problem solving abilities.

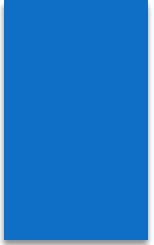
Emotional Regulation



This describes the processes that are responsible for controlling your emotional reactions in order to meet your goal. This includes monitoring, evaluating, and modifying the intensity and timing of your emotional response.

"Anyone can become angry, that is easy.....but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way.....this is not easy." Aristotle

Students who struggle with these skills have a more difficult time regulating their emotions.



All three of these neurological components - **Sensory Processing** **Executive Functioning** **Emotional Regulation**- depend on one another.

If one of these components does not function adequately, the person's ability to self-regulate will be diminished-so it is important to look at all three.

For more information

www.ZonesOfRegulation.com

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energise. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone but that would not be same in the library.



Blue Zone

I am running slow.



I can try these tools:



The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

Green Zone

I am good to go.



I can do these:



The **Green Zone** is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the **Green Zone**. This is the zone students generally need to be in for schoolwork and for being social. Being in the **Green Zone** shows control.

Yellow Zone

I need to take caution.



I can try these tools:



VerneadTorres2010

The **Yellow Zone** is also used to describe a heightened state of alertness; however, a person has some control when in the **Yellow Zone**. A person might be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the **Yellow Zone**. (such as wiggly, squirmy, or sensory seeking). The **Yellow Zone** is starting to lose some control.

Red Zone

I need to STOP.



Mad



Yelling



Mean

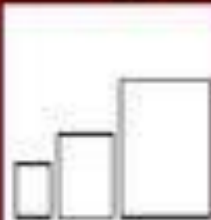


Hands on

I can try these tools:



Deep breaths



Size of problem



Run



Take a break

The **Red Zone** is used to describe extremely heightened states of alertness or very intense feelings. A person may be elated or experiencing anger, rage, explosive behaviour, panic, devastation, elation, or terror when in the **Red Zone**. Being in the **Red Zone** can best be explained by not being in control of one's body.

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

What Zone Are You In?

Blue



Green



Yellow



Red



Sick

Sad

Tired

Bored

Moving Slowly

Happy

Calm

Feeling Okay

Focused

Ready to Learn

Frustrated

Worried

Silly/Wiggly

Excited

Loss of Some

Control

Mad/Angry

Mean

Yelling/Hitting

Disgusted

Out of Control



THE ZONES OF REGULATION[®]



Blue Zone Tools

Stretch
Shower
Splash Water on face
Jumping Jacks
Go to bed on time
Exercise



Green Zone Tools

Drink water
Stay focused
Exercise



Yellow Zone Tools





Deep breaths
Stop & think
drink water
Exercise
Self-talk



Red Zone Tools



Take a break
Go outside
Text or call someone
Play or exercise
Think good thoughts
Exercise
Self-talk

5 POINT SCALE + THE ZONES

5 POINT SCALE	THE ZONES	FEELINGS
5	RED	 Yelling
4		
3	YELLOW	 Frustrated
2	BLUE	 Sad
1	GREEN	 Good Listener

CHECK-IN

Green Zone	I am Feeling Happy, Focused, ready to learn and calm.	
Blue Zone	I am Feeling Sad, tired, bored, nervous or sick.	
Yellow Zone	I am Feeling Frustrated, silly, a little out of control, worried or excited.	
Red Zone	I am Feeling Angry, upset, out of control, wanting to yell or hit or am refusing to work.	


5	This makes me feel angry	
4	This makes me feel upset	
3	This makes me feel nervous	
2	This sometimes bothers me	
1	This never bothers me	

Yellow Zone Tools

STOP and calm my body by:

- Take a Break
- Belly Breath
- Squishes
- Talk to Adult
- Shoulder Rub
- Animal Walks
- Push
- Hug

ZONES Check-In

I  feel














I'm in the Zone.



Check In

Green Zone	focused - ready to learn - calm - happy	
Yellow Zone	Silly - somewhat out of control - confused - frustrated	
Blue Zone	Sad - tired - worried - bored - nervous	
Red Zone	Angry - upset - out of control - yelling	

Triggers chart for

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