

CoMLP SEMH Online Outreach Training:

Introduction to Self Regulation and Zones of Regulation in the classroom



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WHAT IS SELF REGULATION?

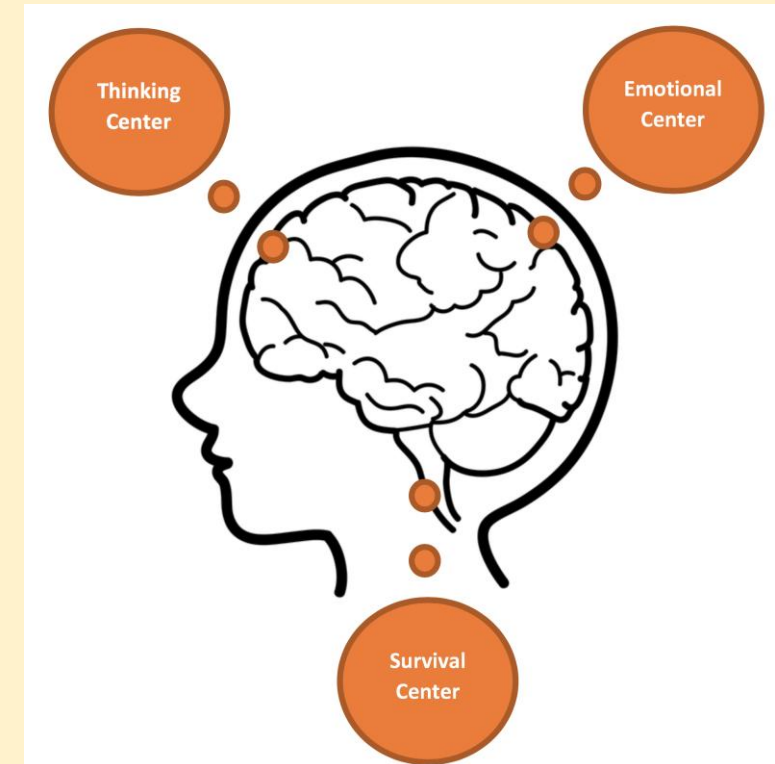
Self-regulation is the ability to monitor and manage your emotions, thoughts and behaviours in ways that are acceptable in a variety of contexts.

You can adjust the level of alertness and direct how these emotions are revealed through your behaviour



It encompasses:

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



HOW DOES SELF REGULATION DEVELOP?



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BEHAVIOUR STRATEGIES

Babies use behavior to ensure their needs are met.

They begin to develop sensory and motor skills

They need support for c-regulation

LANGUAGE STRATEGIES

They begin to co-regulate through their own emotional state

They can start to develop negotiation skills as their words and symbol knowledge starts to grow.

METACOGNITIVE STRATEGIES

Children start to internalize a dialog and be able to reflect on processes to support organization, decrease anxiety and monitor attention / arousal.

SUPPORT FROM CAREGIVERS (Verbal, expectations, sensitivity etc) are all CRITICAL

WHY IS SELF REGULATION IMPORTANT?

Children who can self-regulate are more likely to achieve more. If children are taught to self-regulate early in their lives, they can continue to self-regulate as they get older and develop these skills.

A person who can self-regulate is more likely to:

- remain CALM and ORGANISED in stressful situations (Executive Functions)
- Cheer themselves up after a disappointment (Emotional regulation);
- Know when they are experiencing sensory / emotional overload and be able to make adjustments (Sensory processing)
- Understand when it is appropriate to demonstrate different emotional reactions. Eg. Know when it is right to be cheerful and shout or when it is best to be quiet (Social cognition)

ZONES OF REGULATION



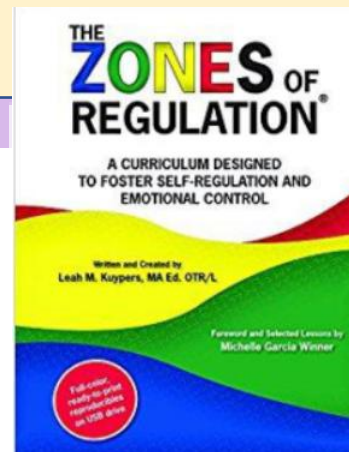
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The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills to build awareness of their feelings and how they feel through using a variety of tools and strategies for regulation, social skills, self-care, and overall wellness.

The tools and strategies introduce mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.

The Zones of Regulation provides a common language to support positive mental health and skill development for all, while serving as an inclusion strategy for neuro-diverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

Provides a common **LANGUAGE** to discuss emotions - a language that is non-judgmental



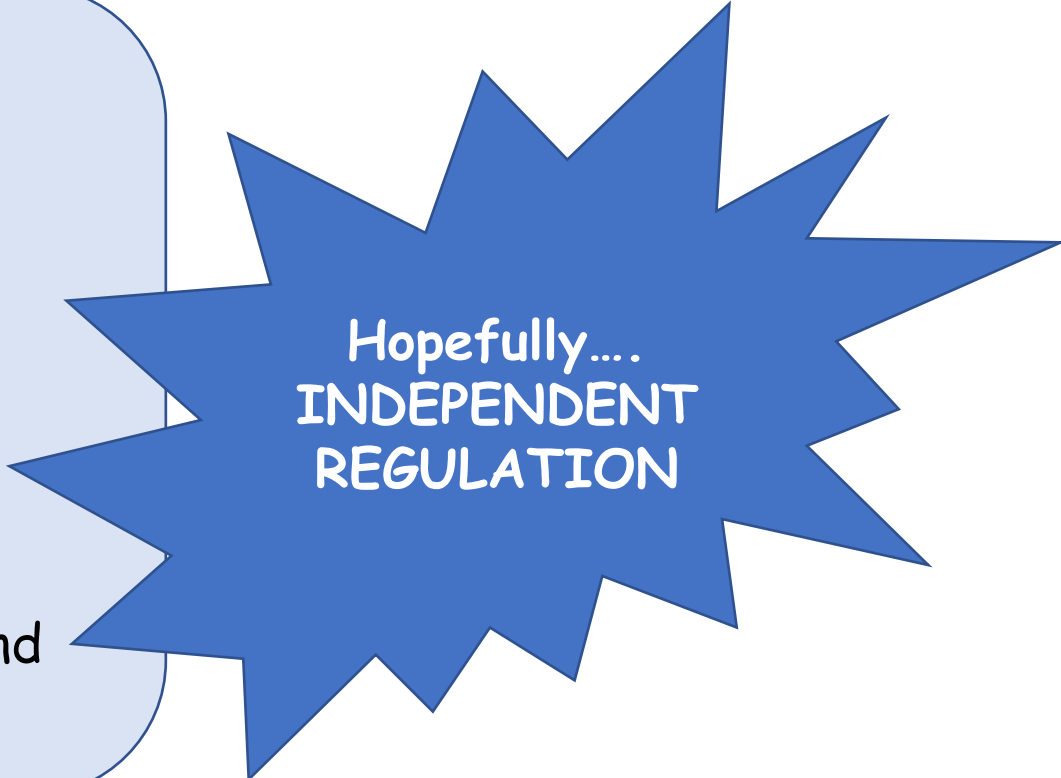
It is simple for **ALL** children and **INCLUSIVE** as it is helpful for everyone.

SO WHAT EXACTLY WILL IT TEACH?

Zones of Regulation can help staff to teach children how to cope with their emotions in a safe and healthy way, teaching them different strategies to learn and use to regulate themselves.

What can Zones of Regulation teach the students?

- Vocabulary of emotional terms;
- How to recognize their own emotions and identify levels of alertness;
- How to detect the emotions of others (read their facial expressions);
- What may trigger certain emotions;
- How others may interpret their behaviours;
- A toolbox of regulation strategies, knowing when and how to use the tools.
- Positive problem solving skills.



Hopefully....
**INDEPENDENT
REGULATION**



There are 4 zones
They are used to describe what
we are feeling on the inside.

It considers:

- FEELINGS;
- ENERGY LEVELS;
- LEVELS OF AROUSAL

DISCUSS...

What feelings do you think
might be in each zone?

The ZONES of Regulation®

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Hunched Body	Happy Calm Feeling Okay Focused Ready to Learn	Irritated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Tantrum Yelling/Screaming Out of Control



BLUE ZONE

REST / RE-ENERGISE

**Low state of alertness
and energy.**

Down feelings

May feel:

- sad
- sick
- tired
- bored



GREEN ZONE - GOOD TO GO

Calm and organized state of alertness

Neutral emotions

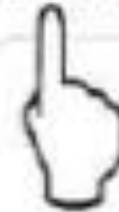
May feel:

- Happy
- content
- Focused
- Ready to learn



The ZONES of Regulation®

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



The ZONES of Regulation®

			
BLUE ZONE Sad Silly Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Irritated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Mean Tired Yelling/Screaming Out of Control



YELLOW ZONE

BE AWARE / TAKE CAUTION

Higher state but still have some cognitive control.

Energy levels are UP!
Emotions are elevated

May feel:

- Frustration / stress
- Anxiety
- Excitement, giddy or silly
- Wiggly or agitated



RED ZONE

Often have to STOP AND NOTICE

Very heightened state of alertness and intense emotions

May be in fight, fright or flight mode.

May feel:

- Elated, Ecstatic
- Enraged / angry
- Terror / panic
- Devastation.



The **ZONES** of Regulation®

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Irritated Worried Silly/Wiggly Exhausted Loss of Sense of Control	RED ZONE Mad/Angry Mean Yelling/Throwing Out of Control

It is important to remember...



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When a child is in the RED ZONE, this means they have likely LOST CONTROL.

At this point, it is important to:

- LIMIT VERBAL - they are not ready to listen and learn. It is not a teachable moment. VALIDATE how they feel. SAFETY is priority.
- Discuss use of the tools when the child is regulated to pre-empt their behaviour escalating (PRE-TEACH and DE-ESCALATE) - Red zone means it has gone past prevention zone
- Plan for if / when a child might be in the red zones - are there children this might apply to? What strategy will help them? Learn this by getting to know your children and building **good relationships** - maybe some pupil voice as you introduce the strategies.



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 I Need Time and Space

Think about how to present Zones of Regulation in your school / class - will it be interactive where children can move their name / photo into a zone throughout the day? Will there be a whole school display? Will you link it to characters? School theme?

Blue Zone	Green Zone	Yellow Zone	Red Zone
			

KEY POINTS:



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There is no 'bad' zone.

Everyone experiences all of the zones and in different situations / circumstances.

We can't change the way children feel, but we can teach them how to manage their feelings and behaviours.

"It is ok to be angry, but it is not Ok to hit..."

You can be in more than one zone at a time.

Eg. Blue and red (sad and angry)



If a child can self-regulate and can recognise feelings in themselves, you don't have to use all aspects of the zones of regulation with them - pick out what is useful to support them further.

Eg. Teach them the strategies of the colour zones for when they are feeling the emotions.

Using Zones of Regulation

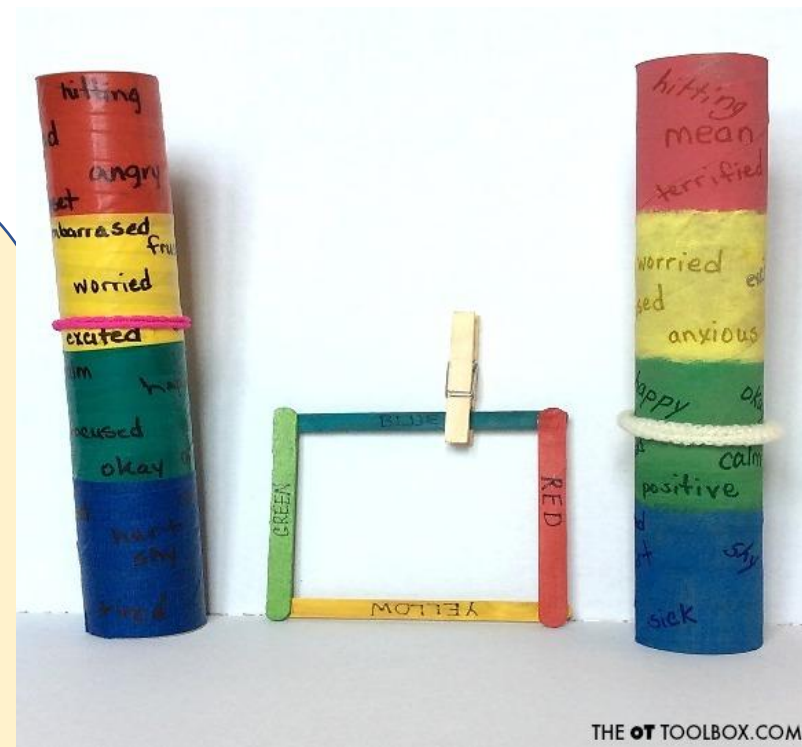
Consider the whole school approach - will you have Zones of Regulation check in spaces with visuals around school?

Think about how you can do whole class /small group / individual check ins.

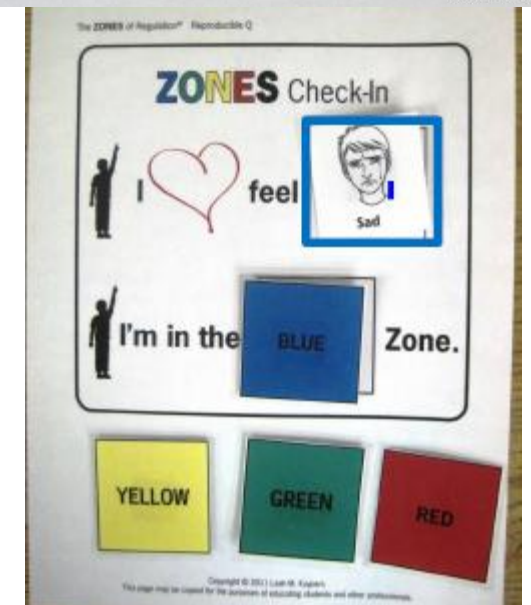
During the register - could children say what zone they are in? After transitions such as lunch?

Lolly sticks to drop in a coloured container as they arrive - what will you put in place to follow up on children and make sure they have time to revisit the colour as their feelings change.

Cut out pictures for feelings / strategies to give time to process feelings and try to think of strategies?



THE OT TOOLBOX.COM



Zones of Regulation tools - create TOOLBOXES



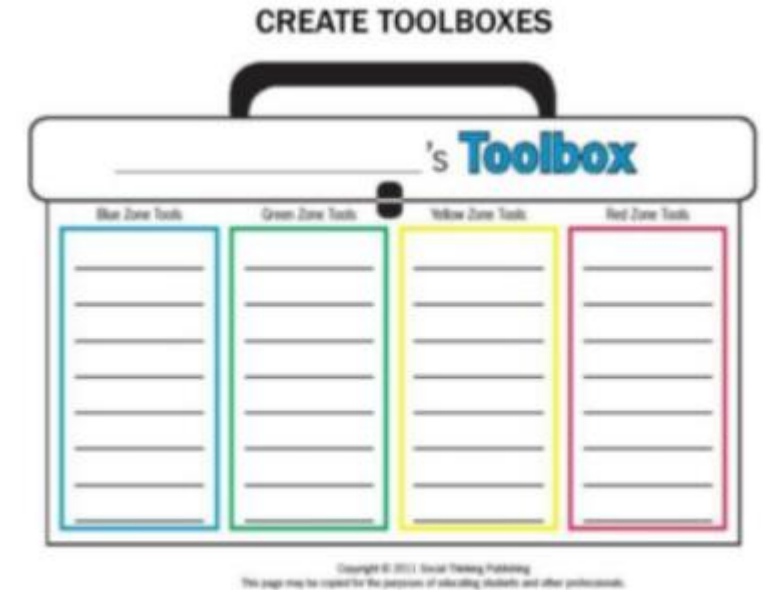
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Blue Zone tools - to wake up our bodies, feel better and regain focus.

Green Zone tools - help us stay calm, focused and feel good. These are often proactive strategies.

Yellow Zone tools - help us regain control and calm ourselves

Red zone tools - Help us stay safe and work towards calming down.



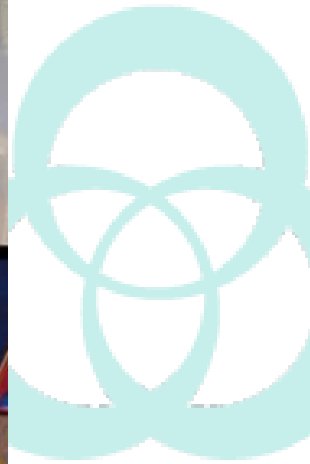
Pick 2 / 3 for each zone - depending on the child - you may have general and more personalised strategies depending on the children in your class

REGULATION STATIONS

If we teach them strategies, make sure they have access to them



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Out



Cushions, beanbags, curtains (block stimuli), cuddly toys, PE mats, visuals, ear defenders, fidget toys, books etc

HOW DO I USE ZONES OF REGULATION IN THE CLASS?



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- Help the children to label which zone they are in consistently through the day.
"You are looking sleepy. Are you in the Blue zone?"
- Model your own feelings using the Zones language
"I'm feeling frustrated. I am in the Yellow zone"
- Model language around using the tools.
"I'm going for a walk as I'm feeling Yellow and want to get back to Green."
- Praise, praise, praise.
Tell them they're doing well when they make attempts to use the zones language.
"I can see you are trying hard to stay in the Green zone by..."
- Display visuals of the Zones in and around school – Zone check in stations, toolboxes etc.

SELF-REFLECTION

After any incidents, spend time to help a child reflect.

Help them to identify any triggers and what their options might be if it happens again or they feel like that in another situation.

It helps them to:

- Increase their own problem solving abilities;
- Decrease reactive behaviours;
- Give them visuals to revisit it easily - for key children, it might be useful to put it on their desk / on display.



STOP, OPT AND GO
Finding solutions
to control my zones

My Trigger and/or the Situation: _____

STOP
Stop before you act.

OPT
Think of your options and how they may or may not help.

GO
Go with the option that seems best.

My options (choices):

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Use STOP, OPT and GO to control your zone when a trigger and/or a situation has taken you out of the Green Zone!

STOP. Take a second to think.
OPT. Brainstorm your choices. Some are better than others. Think of many optional
GO. Choose which option helps you manage your emotions and behavior the best and use it!

Write your options on the lines above. Cross off any choices that may cause new problems or won't help you manage yourself. Circle your better options.

My preferred OPTION is: _____
because _____

THE ZONES OF REGULATION™
Social Thinking™

Take-Aways



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Zones of Regulation will need to be taught and used consistently for it to be effective.



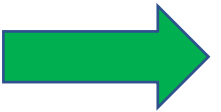
Relationships are key! Know your children and what works (or doesn't work for them.) Identify their triggers and support them to choose toolbox strategies that will help to regulate themselves.



Ensure children have access to the toolbox strategies they need.



De-escalation is still essential and can be modelled by staff.



Red Zone - limit verbal and don't use this as a time to teach - take an Opportunity later to reflect and look at toolbox strategies to avoid it next time.



Some children will take longer to get used to using Zones of Regulation and Will need more support and visuals.

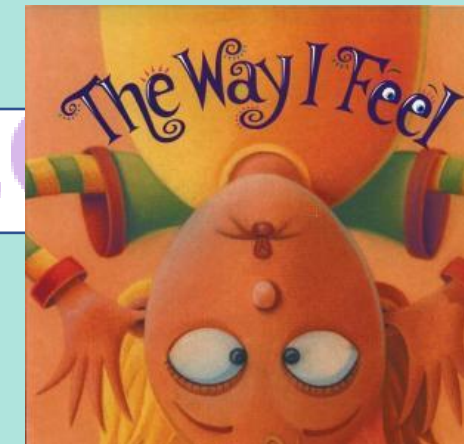
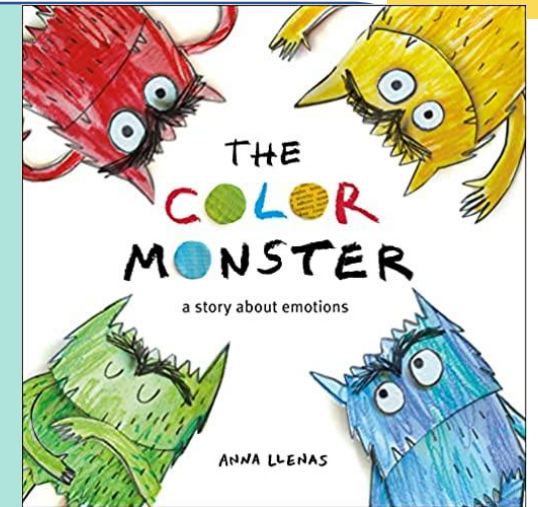
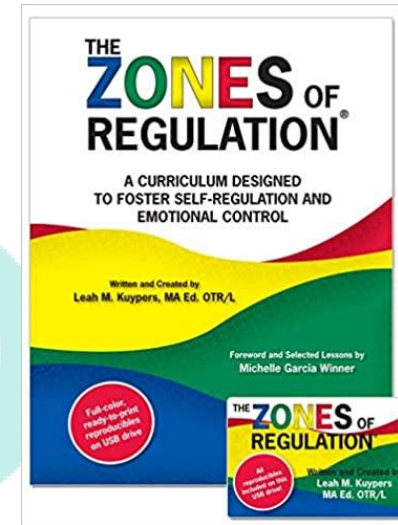
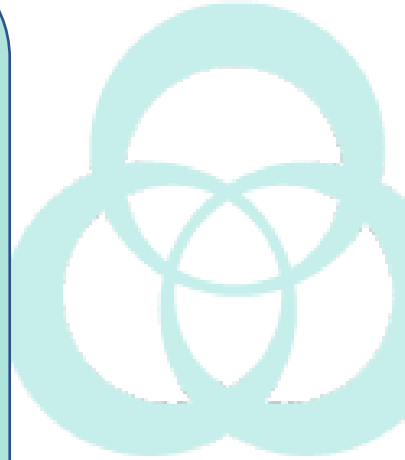
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