



Zones of Regulation

Rotherham Opportunities College
Information for parents/carers

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What is self regulation?

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

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Isn't teaching self regulation just for children in primary schools with Special Educational Needs or Disabilities?

- No!
- Everyone experiences difficulties in regulation from time to time.

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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.

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Why is self-regulation important?

- Young people are not born with self-regulation skills.
- It matures through nurturing environments and relationships.
- Crucial that staff and parents/carers support students with identifying their emotions and how to deal with them.

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WHAT ARE THE ZONES OF REGULATION®?

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Figure 2: Wall Posters of the Zones

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WHAT ARE THE ZONES OF REGULATION®?



- The Zones is a programme designed by an OT (Leah Kuypers, 2011)

THE **ZONES** OF REGULATION® FRAMEWORK & CURRICULUM

What it **IS**

A proactive, skills based approach

A simple, common language to understand, talk about and teach regulation

A consistent, metacognitive pathway to follow for regulation

A systematic framework with developmental sequence of lessons

Meant to be adapted for your learners and setting

What it **ISN'T**

A behavior approach

A discipline model, punitive in nature

A scripted curriculum with different lessons for each age/grade level

Only about teaching the 4 Zones and feelings associated with them

A "one size fits all" framework

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WHAT ARE THE ZONES OF REGULATION®?

Teaches children and young people:

- 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



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WHY DO WE TEACH THE ZONES OF REGULATION® at Rotherham Opportunities College?

- Because it helps our students on a daily basis, learn how to recognise which zone they are in, and they are supported to use strategies to help them back in the green zone- Ready to learn

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WHY TEACH THE ZONES OF REGULATION® at Rotherham Opportunities College?



- It provides a common language to discuss emotions – a language that is non-judgemental.
- The Zones of Regulation is simple for our students to understand and helpful for all!
- The Zones teach healthy coping and regulation strategies.

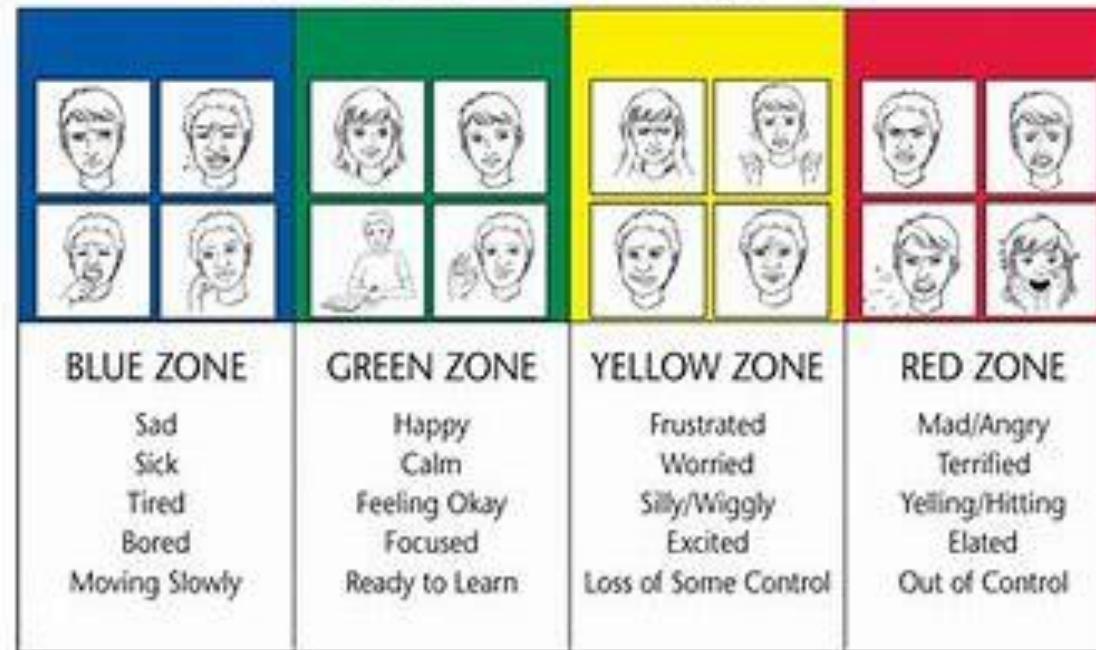
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WHAT ARE THE ZONES OF REGULATION®?

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

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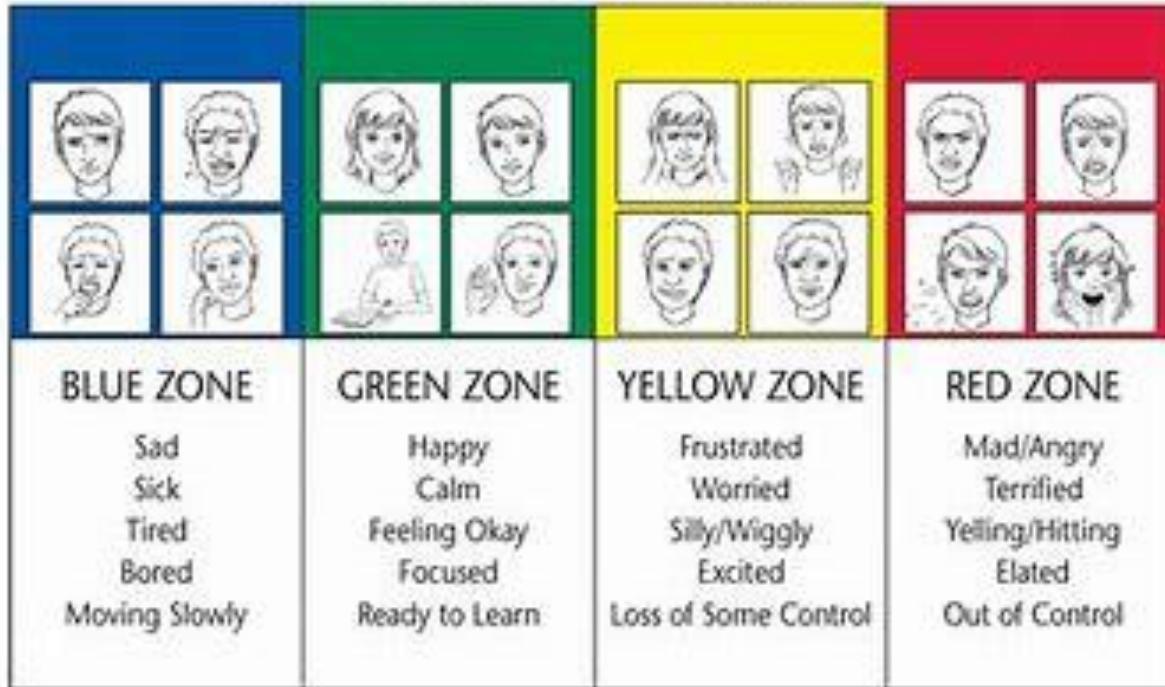


No Good or Bad Zones

- Everyone experiences the zones at one time or another.
- 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 and young people 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).

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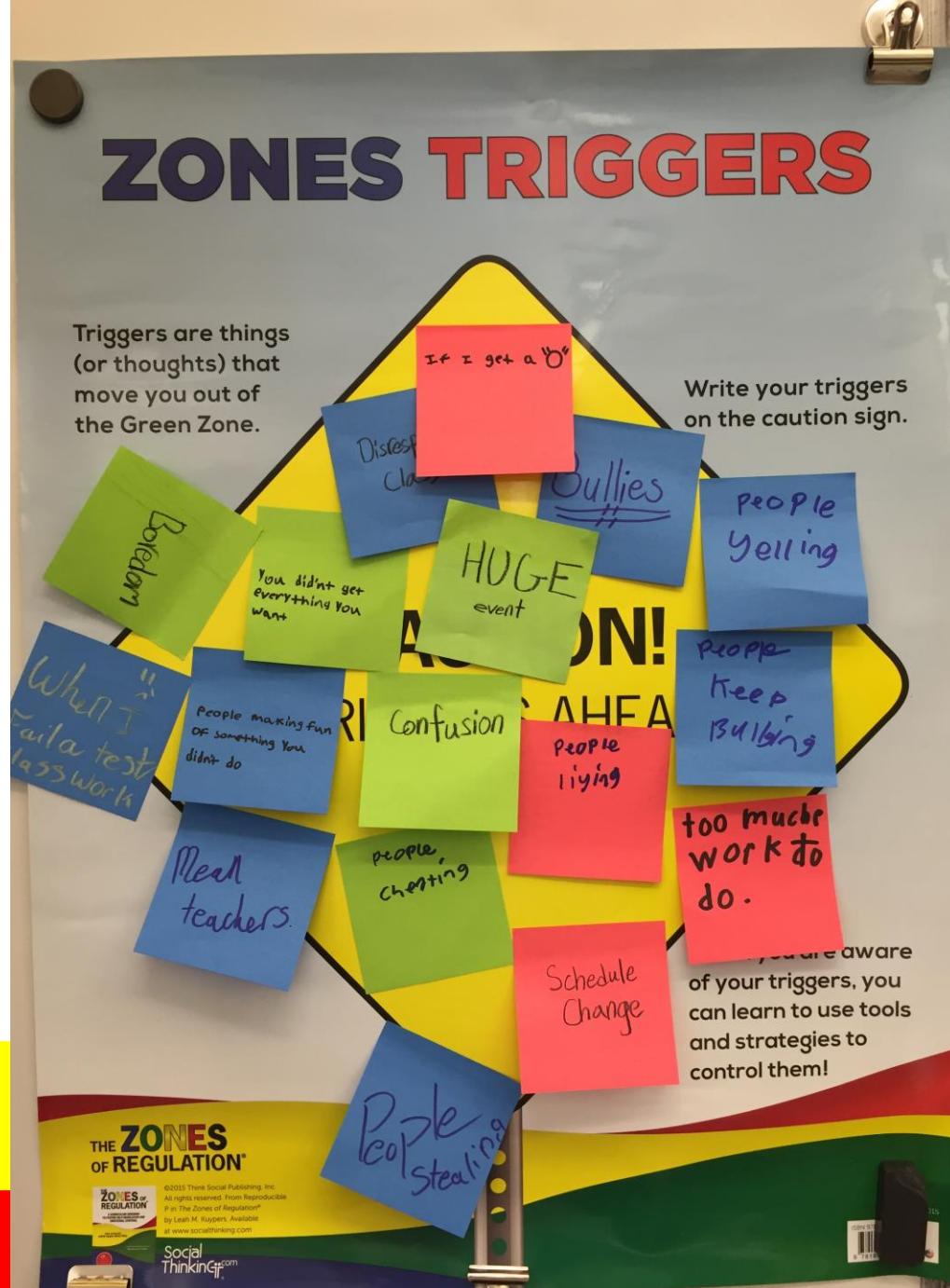
For each zone, talk about how the particular part of the body looks when the child is in that zone.

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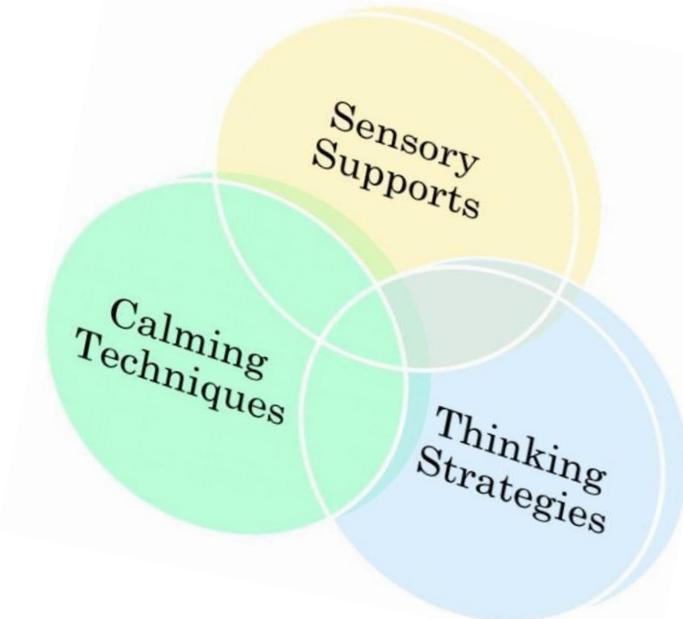
Triggers

Triggers are things (or thoughts) that move you out of the Green Zone.



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Zones of Regulation Toolbox



In college, students are trying to recognise their own emotions linked to the Zones of Regulation, students are encouraged to use different strategies to help them to regulate their emotions.

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Types of 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.(recognising the emotion and preventing problems before they occur.
- Yellow Zone tools: help us regain control and calm ourselves.
- Red Zone tools: help us stay safe and start to calm down.

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Strategy 1 – Thinking strategies



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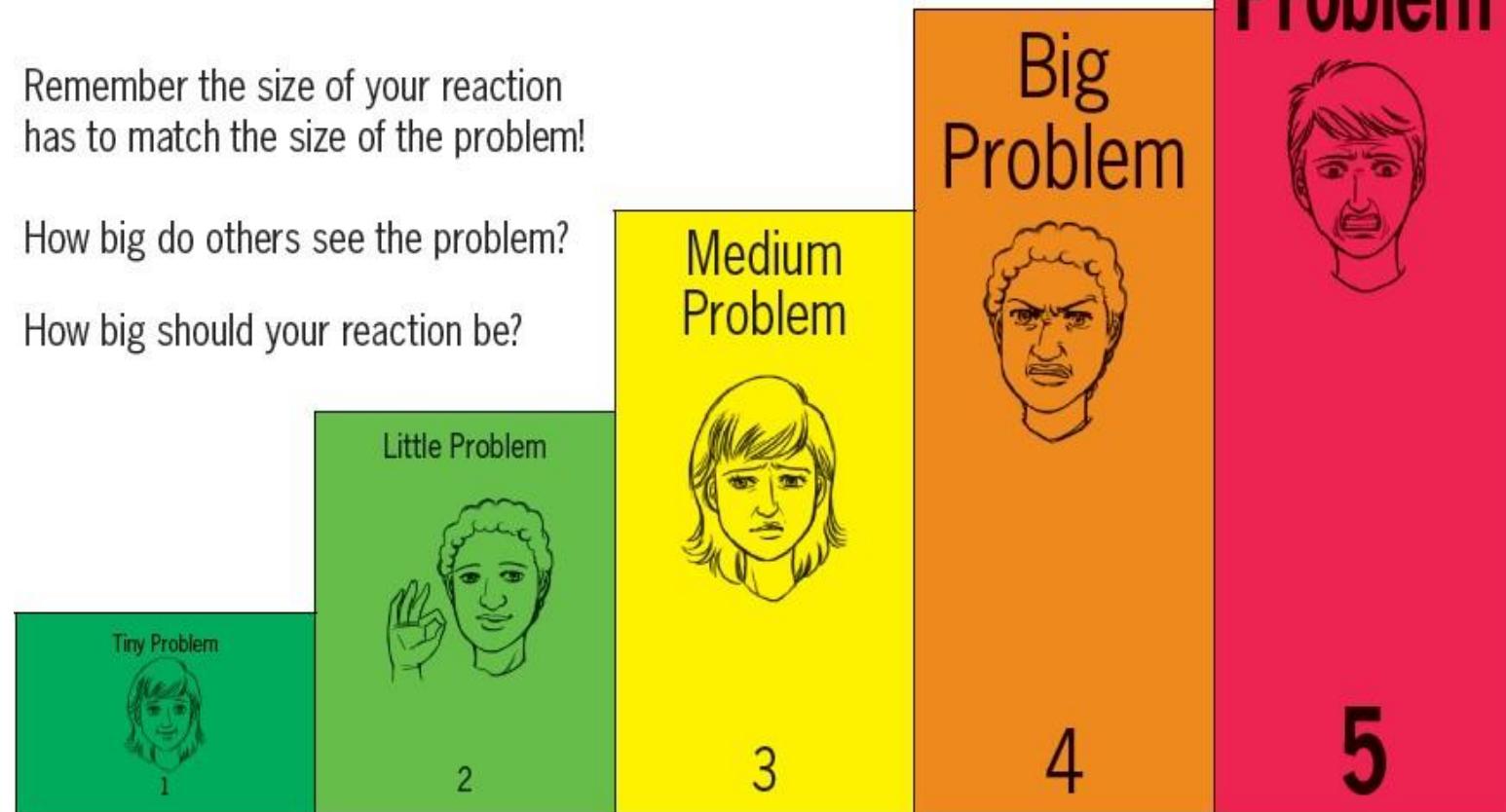
Toolbox 1 – Thinking strategies

Size of the Problem

Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

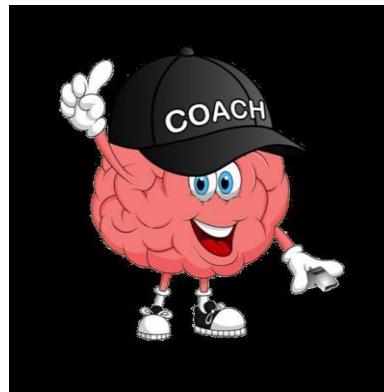
How big should your reaction be?



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- My inner coach uses positive talk.
- My Inner critic uses negative talk



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INNER CRITIC	INNER COACH
I am not good enough.	I matter, and I am enough.
I'm bad at this.	Mistakes help me learn.
I can't do it.	I will try my best.
I don't fit in.	I am unique and awesome.
No one cares.	It's okay to ask for help.
I am behind.	I am exactly where I need to be.
This is awful.	I will get through this.
No one likes me.	I choose how I feel about myself.

Inner Coach Vs Inner Critic

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Toolbox 2 - CALMING STRATEGIES

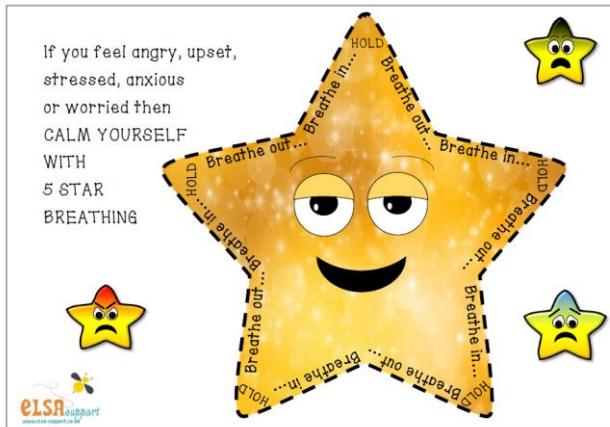


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Toolbox 2 - CALMING STRATEGIES



Relaxation and Breathing



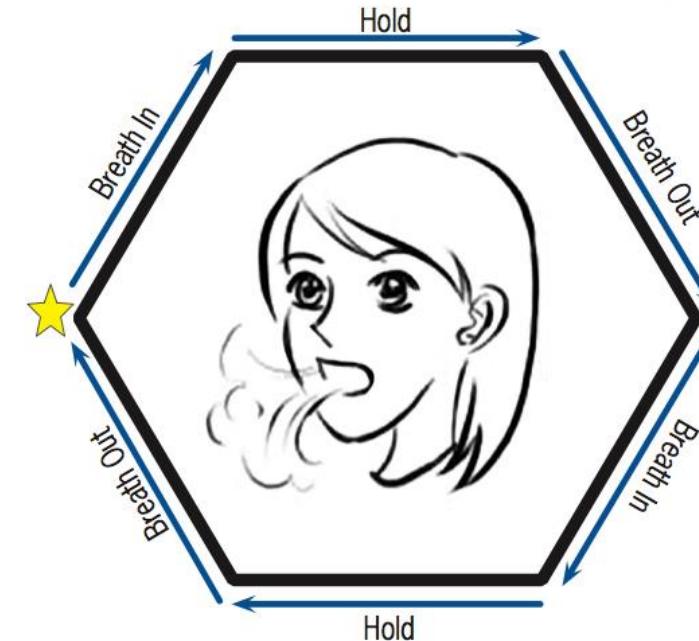
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Toolbox 2 - CALMING STRATEGIES



Relaxation and Breathing

The Six Sides of **Breathing**



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- CALMING STRATEGIES

Try counting.....

Forward and backward from 20

Count objects around the room

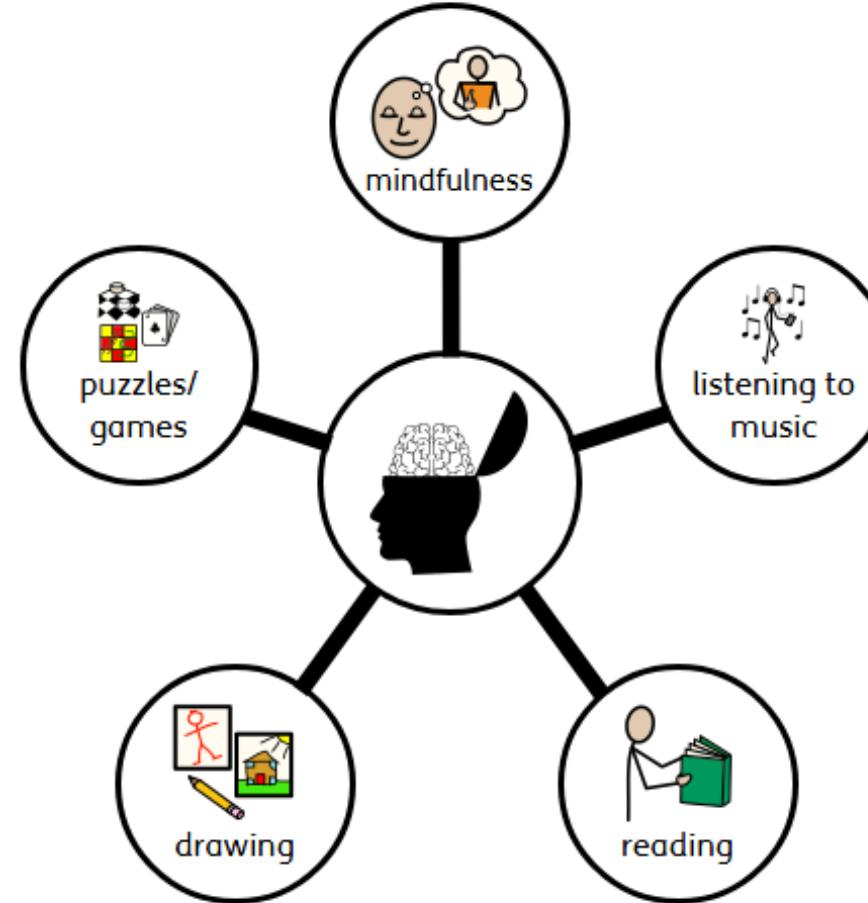
Count the colour of items around the room



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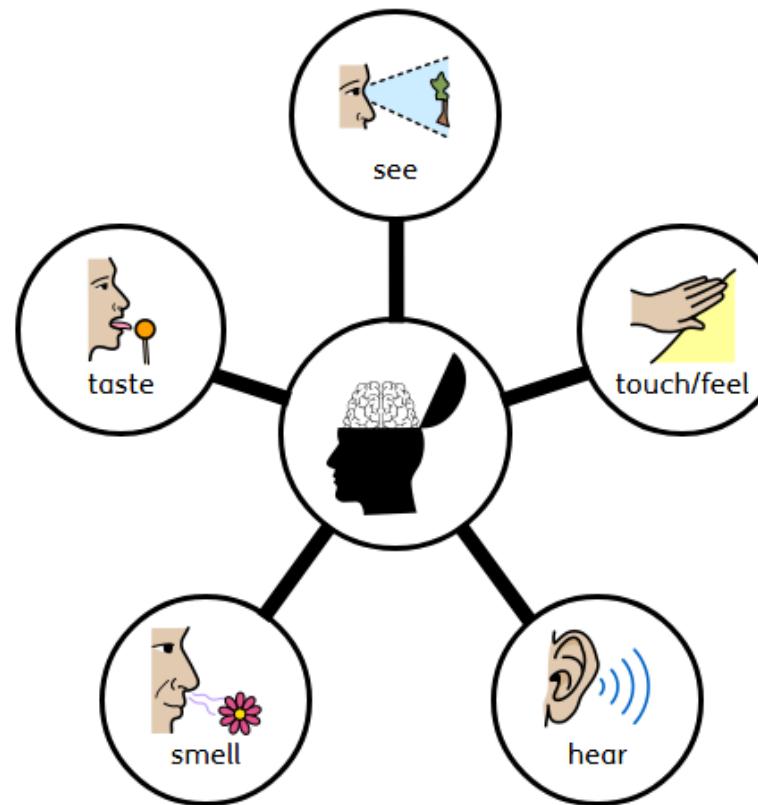
CALMING ACTIVITIES



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SENSORY STRATEGIES

5-4-3-2-1 technique



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SENSORY STRATEGIES

- Go for a walk/run
- Wall push ups
- Regular movement breaks
- A quiet space
- Fidget toys

Which sensory supports do you use in your daily life?



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Toolbox 3 – SENSORY TOOLS

Could you have a sensory box at home?
Something to create together?

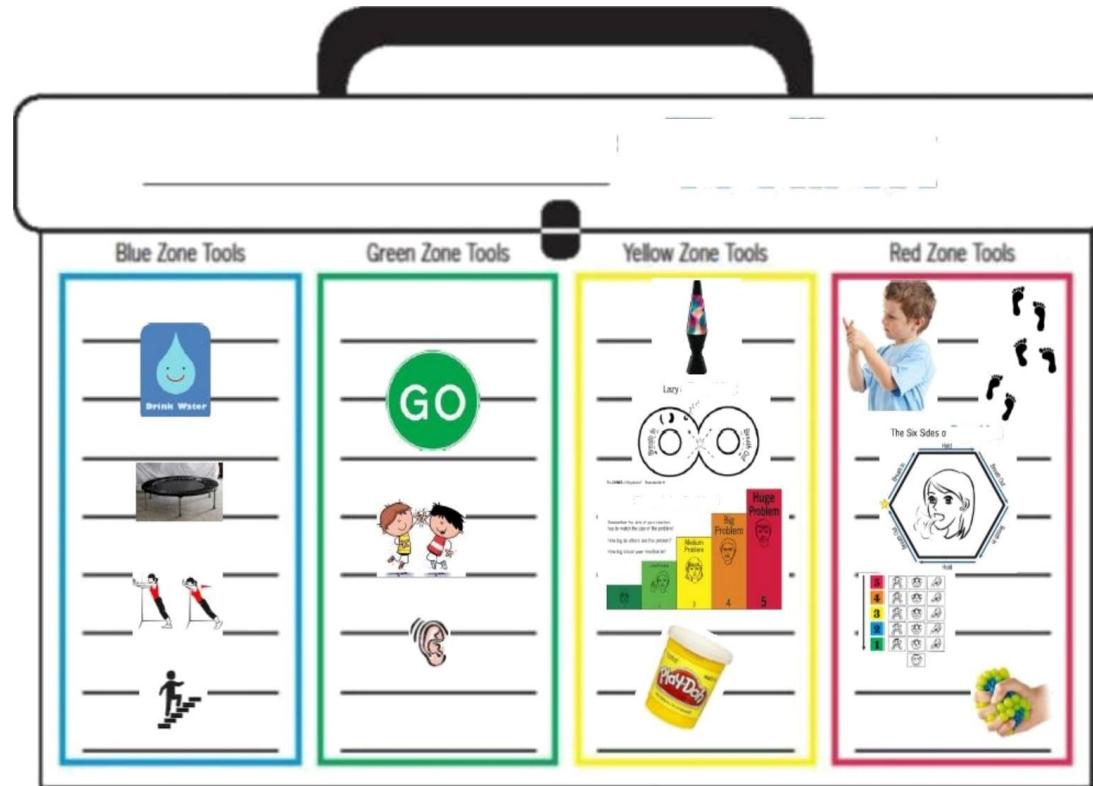
What would you have in this box?



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EXAMPLES OF A TOOLKIT



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Key Point to remember....

1. If your young person is confidently using words to describe their emotions, you don't need to use the colour codes all the time.
2. If your young person is in the Red Zone...
 - Limit communication – this is not a teachable moment.
 - Discuss use of tools when young person is regulated.
 - Plan for if/when young person is in Red Zone. “Wonder if this strategy would help...?”

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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?



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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

Make a Zones check –in at home.

1. Decide what you want your check in to look like.
(Lego, coloured paper, emojis, characters)
2. Gather materials and make it together.
3. Draw a way to represent each person in the family.
(names on post its, magnets, clothes pegs or paperclips)
4. Display it where the family spends most time.
5. Start checking-in! Try and do it everyday.

Supplementary Reproducible E for Elementary Ages

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Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

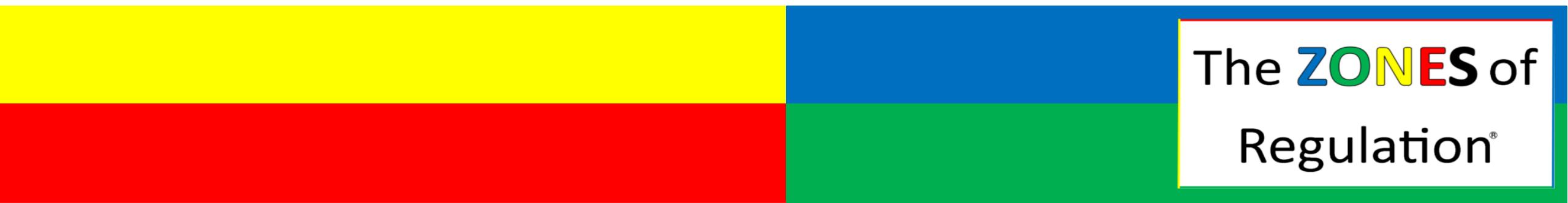
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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

Identify your own feelings using Zones language (e.g. “I’m frustrated, I am in the yellow zone”)

Provide positive reinforcement when your child is in the Green Zone, e.g. “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”)



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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

Label what zones your young person is in throughout the day (e.g. “You look sleepy, are you in the blue zone?”)

Teach your young person which Zones tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get to the blue zone.”)

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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

Zones® Twister - When you have to put a hand on a colour, you have to tell a time you were in that colour zone. When it's a foot, you have to name a strategy you would use to stay in or get back into the green zone.



Zones® M&M Game – Adults eat the orange and brown M and Ms first!

Adult pulls out an M and M from the bag. Can they name a time when they were in that zone, or a strategy they can use to stay or get into the green zone. They can then eat the M and M!



Zones® Uno - Add a twist to the card game Uno. Whenever anyone changes a colour they have to talk about a time they were in that colour zone (or, as above, name a feeling in that zone or a strategy for dealing with that zone).

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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

“Feelings Charades”

Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other’s emotion, discuss which zone it’s in and why. (Added challenge: Name a tool you could use when feeling that emotion).

“Name that feeling”

- People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use).

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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

Make your own toolkit...

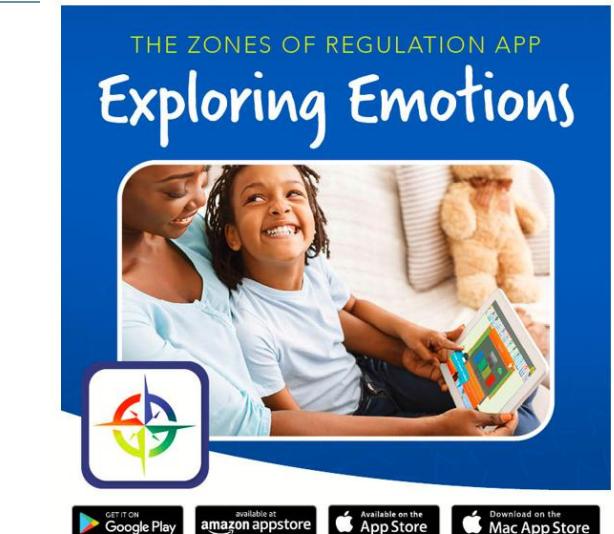


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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

Download the Zones app <https://www.zonesofregulation.com/the-zones-of-regulation-app.html> and the Exploring Emotions app <https://www.zonesofregulation.com/exploring-emotions-app.html>

These are paid apps.



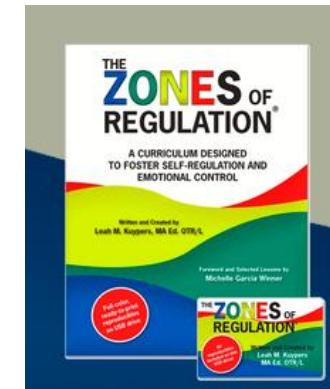
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HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

MORE INFORMATION ON THE ZONES

Zones of Regulation Website <https://www.zonesofregulation.com/index.html>

Zones of Regulation Book and CD on Amazon.co.uk



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