

THE ZONES OF REGULATION



BLUE ZONE
Low State of Alertness



GREEN ZONE
Ideal State of Alertness



YELLOW ZONE
Heightened State of Alertness







RED ZONE
Extremely Heightened
State of Alertness

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WHAT IS THE **ZONES** OF REGULATION?

- Teaching tool
- Approach to teach self regulation
- A curriculum/framework
- Strategies to regulate

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 Terrified Yelling/Hitting Elated Out of Control

GOALS OF THE ZONES

- Identify feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviour influence others' thoughts and feelings

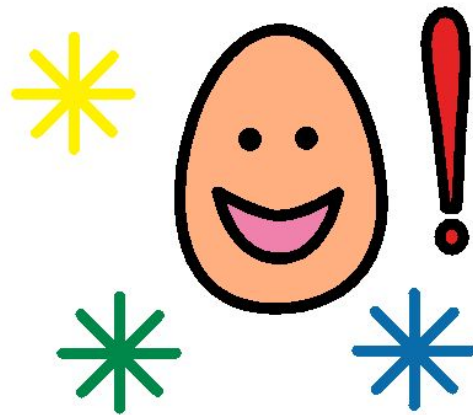
SELF REGULATION = READY TO LEARN



WHO WILL BENEFIT FROM THE ZONES?

- Anyone experiencing difficulty with self regulation
- Originally designed for children with neurological disorders such as ASD
- Preschool age - adult
- Need to be able to identify colours

Most students at ERS!!



THE ZONES

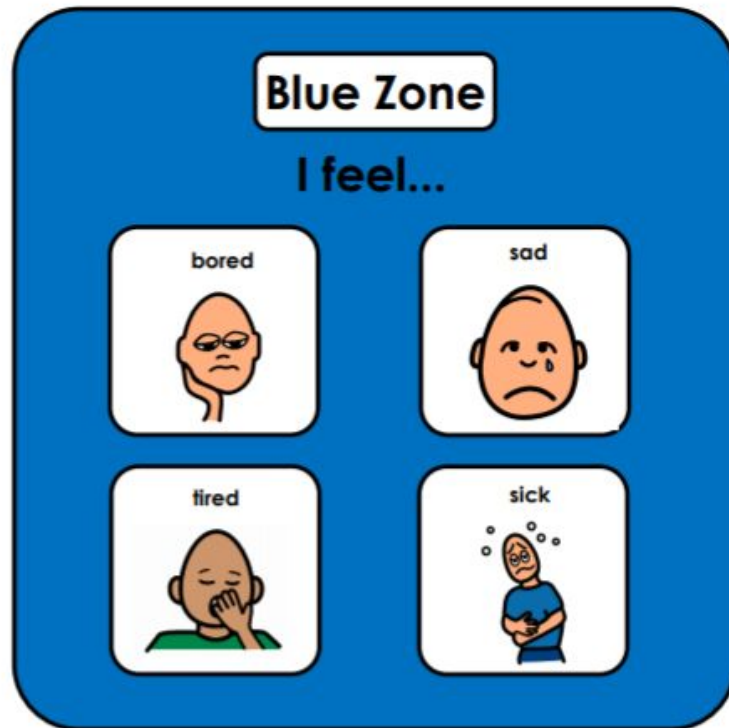
Four zones used to describe what we are feeling on the inside.



BLUE ZONE

Rest/re-energize

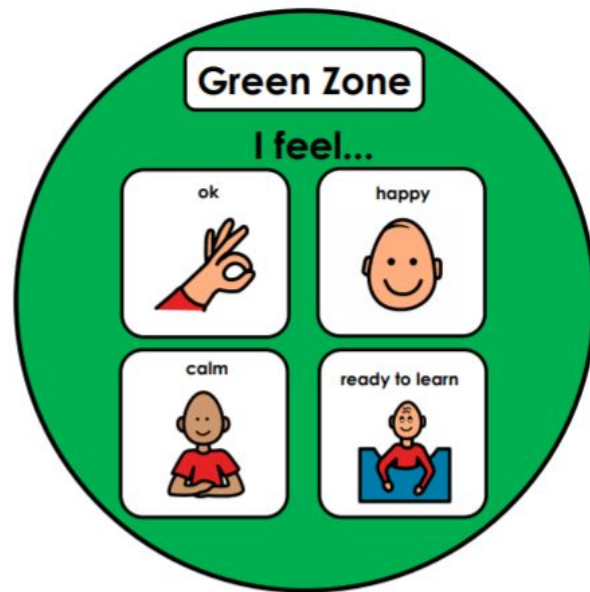
- Low state of alertness
- Down feelings
- May feel:
 - ◆ Sad
 - ◆ Sick
 - ◆ Tired
 - ◆ Bored



GREEN ZONE

Good to go

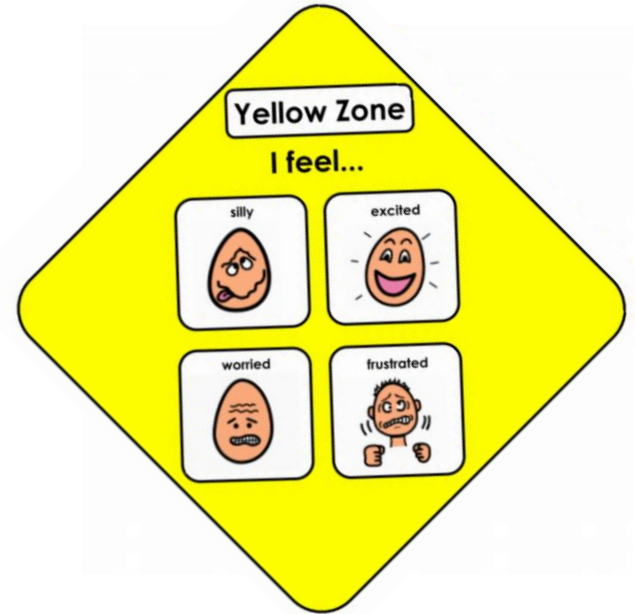
- Calm and organized state of alertness
- Neutral emotions
- May feel:
 - ◆ Happy
 - ◆ Content
 - ◆ Focused
 - ◆ Ready to learn



YELLOW ZONE

Be aware/take caution

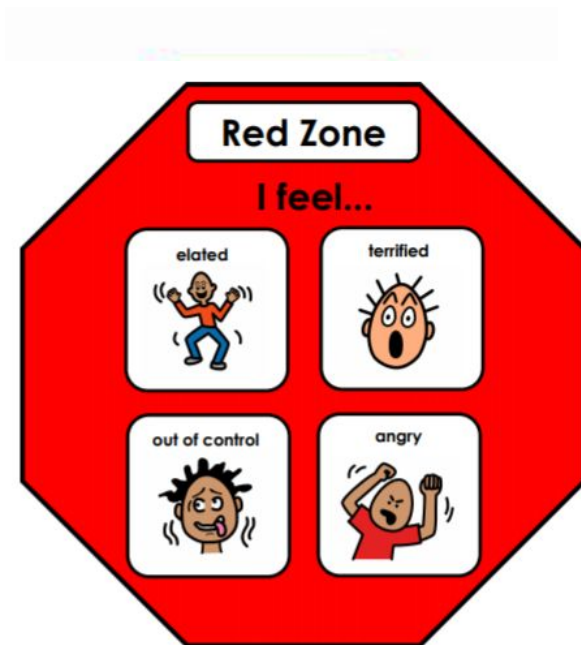
- Higher state but still have some cognitive control
- Energy is up
- Emotions elevated
- May feel:
 - ◆ frustration/stress
 - ◆ Anxiety
 - ◆ excitement /silly
 - ◆ Wiggly or agitated



RED ZONE

Stop and notice

- Very heightened state of alertness
- May be in fight, flight, freeze or fright
- Intense emotions
- May feel
 - ◆ elated/ecstatic
 - ◆ enraged/angry
 - ◆ terror/panic
 - ◆ devastation



WHAT DOES ZONES LOOK AT ERS

- Schoolwide
- 2x 30 minute lesson on Zones
- Consistency with flexibility
- Accessible- Displays in the classroom, toolbox strategies
- Physical 'toolbox' for every classroom containing different items to help them regulate



ZONES IN THE CLASSROOM (P1)



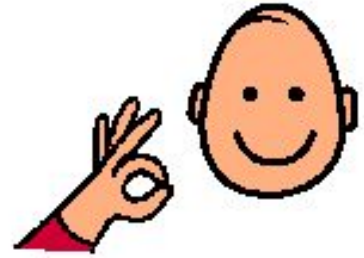
HOW TO REINFORCE THE ZONES AT HOME



- Have the Zones displays (emotion and toolbox) somewhere visible and accessible to your child
- Use the language and concepts of the Zones as they apply to you in everyday situations.
 - For example: “I have a cough and cold, I’m feeling sick in the blue zone. I need a tool to help me get back into the green zone. Can I please have a hug?”
- Positively reinforce your child for recognising their zone and managing their behaviour
- Parent handouts and social story are available on Sentral

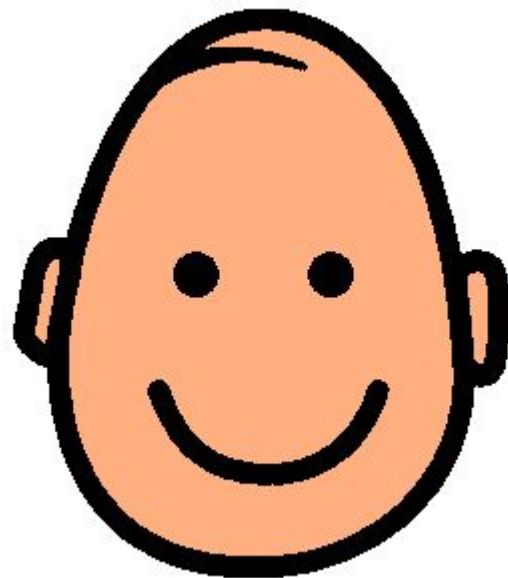
IMPORTANT POINTS

- Prevention is still important!
- There is no “bad” zone
- Natural to experience all four Zones
- You can be in more than one Zone at a time
- Some emotions can fall in more than one Zone



THANK YOU!

I feel happy in the **green** zone!



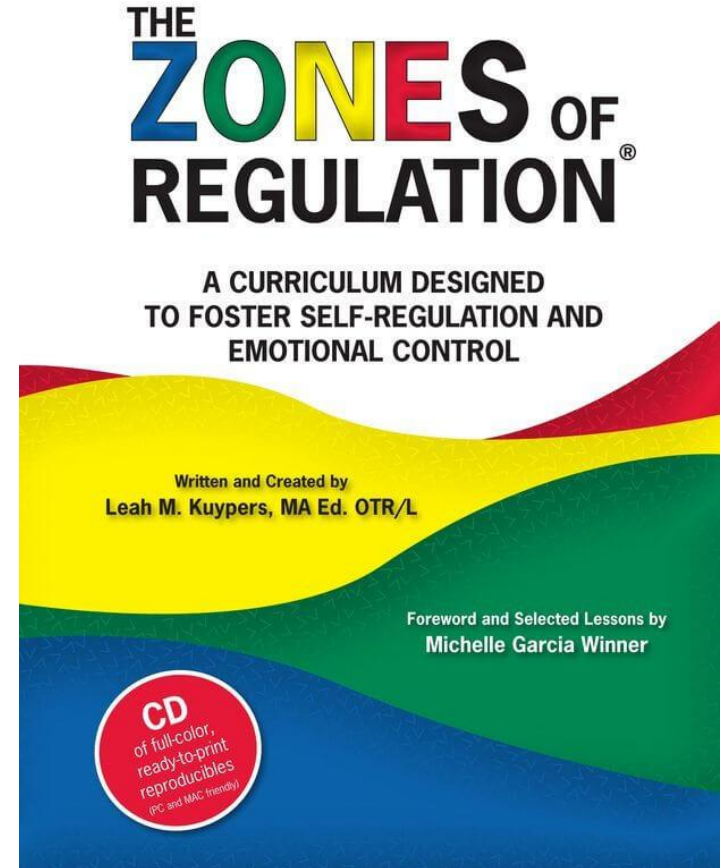
HOW TO REINFORCE THE ZONES ON THE BUS

- Point out to students when you notice them experiencing a Zone.
- Encourage students to tell you what Zone they are in.
- Encourage them to use a strategy from the Zones ALD if they are in a Zone other than green.



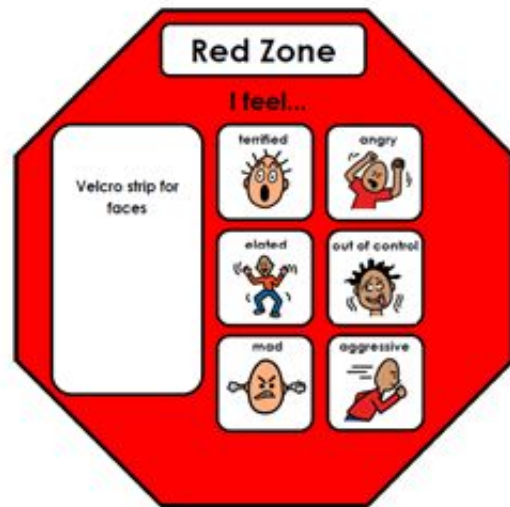
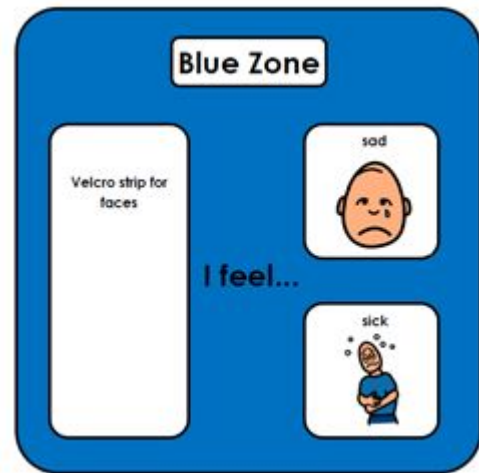
CONTENTS

- What is the zones of regulation
- Goals of the zones
- Who will benefit from the Zones
- What does each zone look like
- Displays
- Zones at ERS
- Toolbox strategies
- Important points



ZONES DISPLAYS

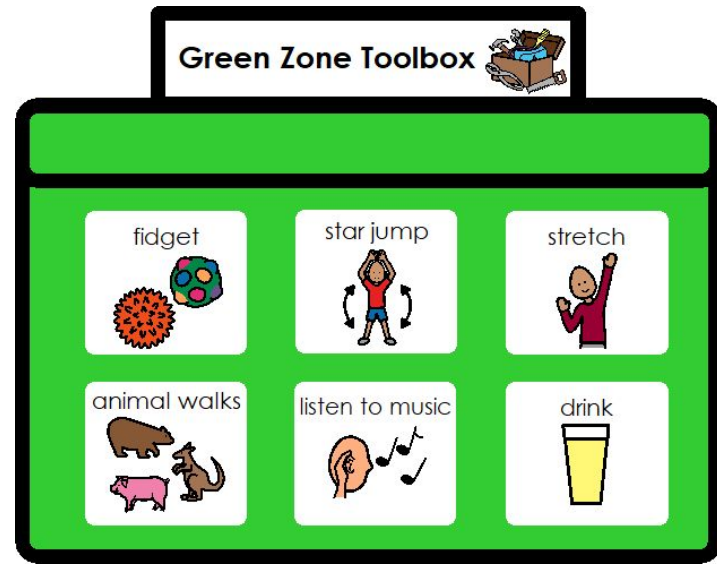
- To allow students to check in throughout the day.
- To help students attach an emotional label to what they are experiencing.
- To help students increase recognition of facial expressions in others.
- Displays with 2 emotions up to 7 per Zone.



TOOLBOX STRATEGIES



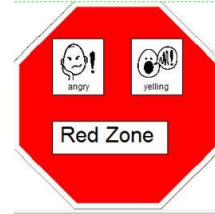
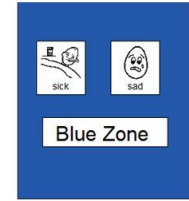
- Strategies accessible for all students
- Each class is provided with a physical toolbox
- There are also toolbox displays, as not all tools are physical!



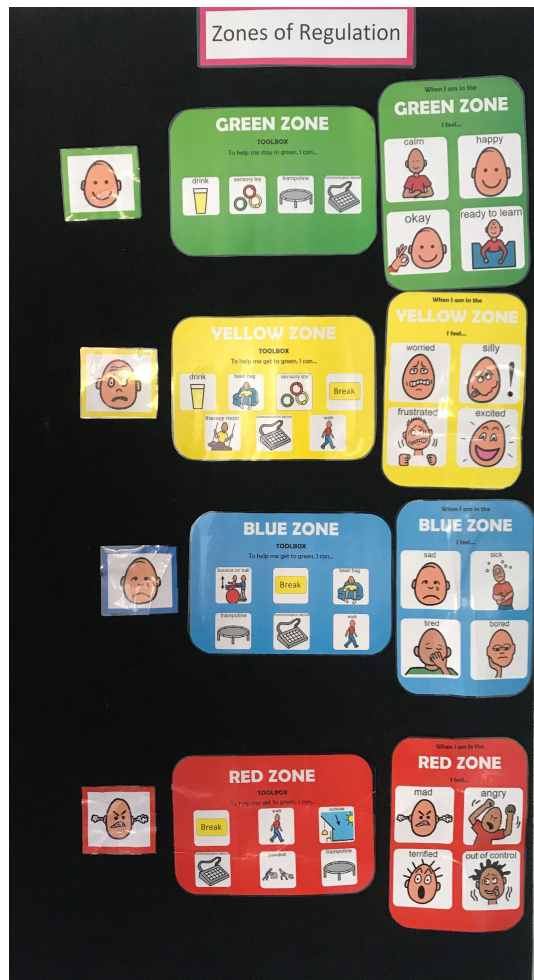
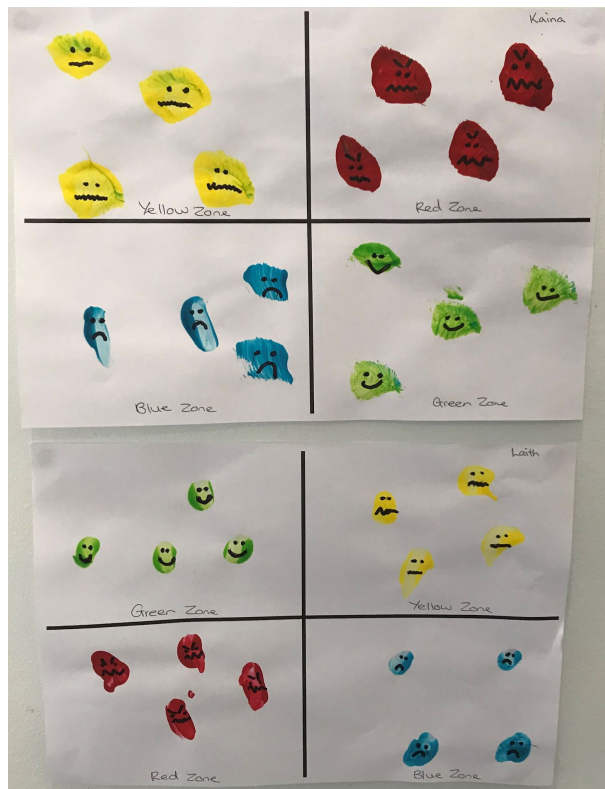
ADAPTATIONS TO SUIT STUDENT ABILITIES AND NEEDS



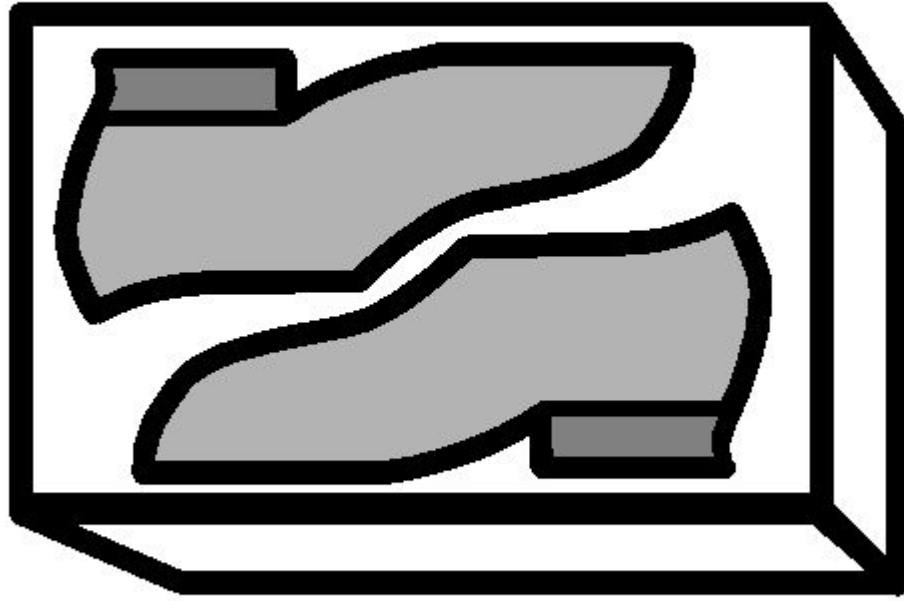
- Some students may be learning more or less emotions for each zone.
- Individualised tools to meet sensory needs.
- Co-regulation as opposed to self-regulation.
- Using students interests e.g. Inside Out, Winnie the Pooh.



ZONES IN THE CLASSROOM P8



DONATE YOUR CLUTTER!



MUSIC TO SUPPORT STUDENTS IN THE YELLOW ZONE

Musical mountain



- Using percussion instruments,
- Starting slow and quiet at the bottom of the mountain
- Slowly climbing the mountain to fast and loud, before descending
- Allows for a controlled amount of energetic movement and deep pressure through the palms of the hands.

HEARTBEAT - STEADY BEAT PATTERN - 60 BPM

1

2

+

3

4



MORE MUSIC TO SUPPORT YELLOW ZONE

Music Relaxation Book/Box

Ocean Song – Using an ocean drum
or rain stick with a
calming backing track,
with pictures to assist with focus.



MORE MUSIC TO SUPPORT YELLOW ZONE

Time to Sleep

- Using a cookie roller or scarf/lycra on the different parts of the body to give deep pressure and have a structured activity that is for a designated time (3mins)

