

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

Presented by Charmaine Viron & Jess Tidd

WHAT IS THE ZONES OF REGULATION?

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

The ZONES of Regulation®

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

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

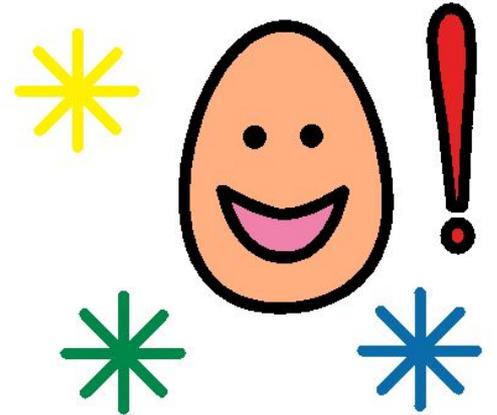
SELF REGULATION = READY TO LEARN



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

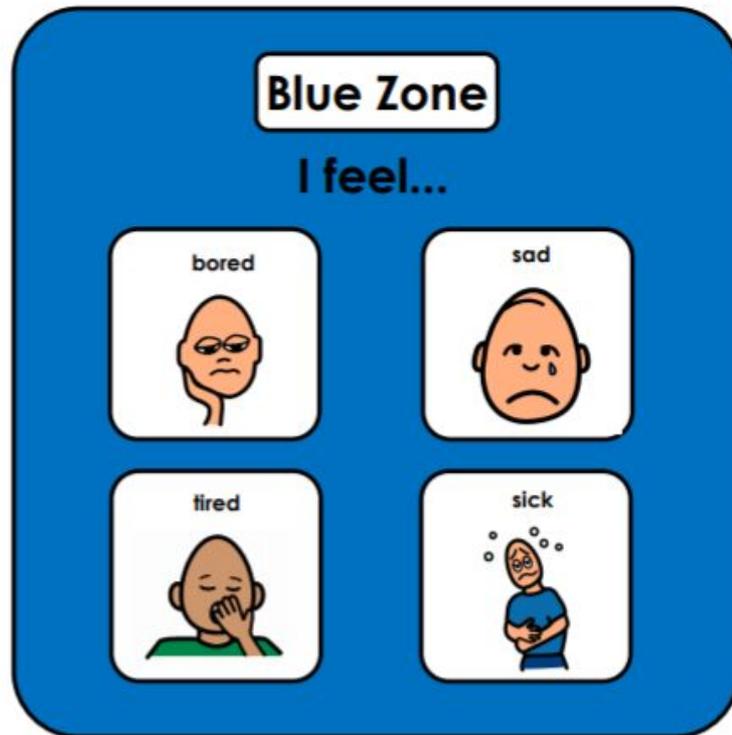
Four zones used to describe what we are feeling on the inside.



BLUE ZONE

Rest/re-energize

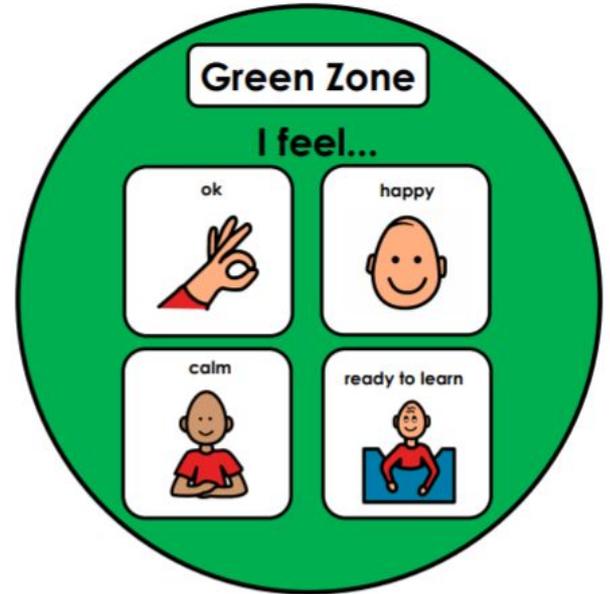
- Low state of alertness
- Down feelings
- May feel:
 - ◆ Sad
 - ◆ Sick
 - ◆ Tired
 - ◆ Bored



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

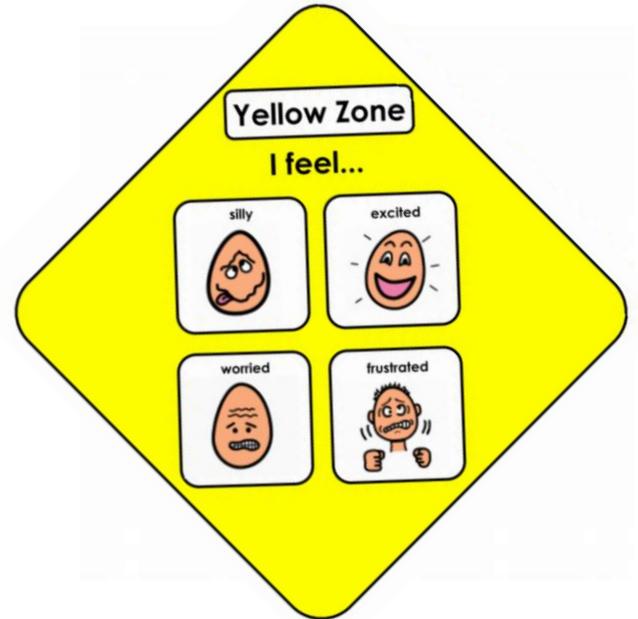
→ Higher state but still have some cognitive control

→ Energy is up

→ Emotions elevated

→ May feel:

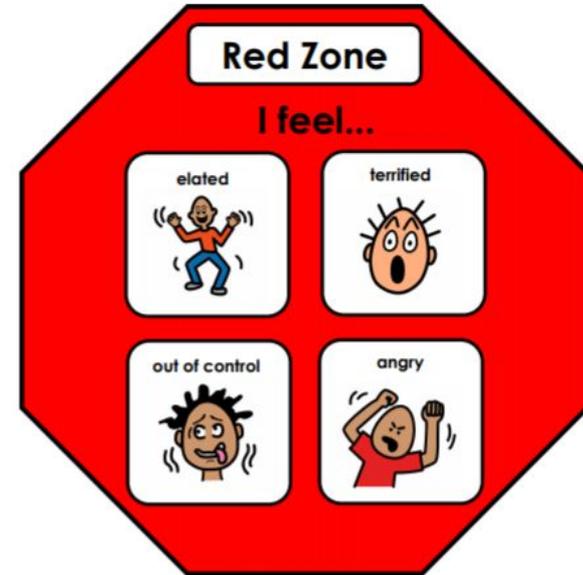
- ◆ frustration/stress
- ◆ Anxiety
- ◆ excitement /silly
- ◆ Wiggly or agitated



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

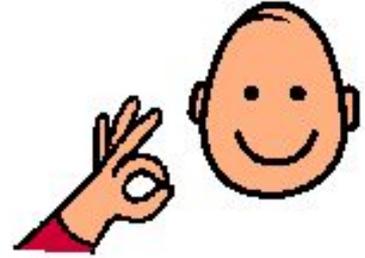
HOW TO REINFORCE THE ZONES AT HOME



- 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

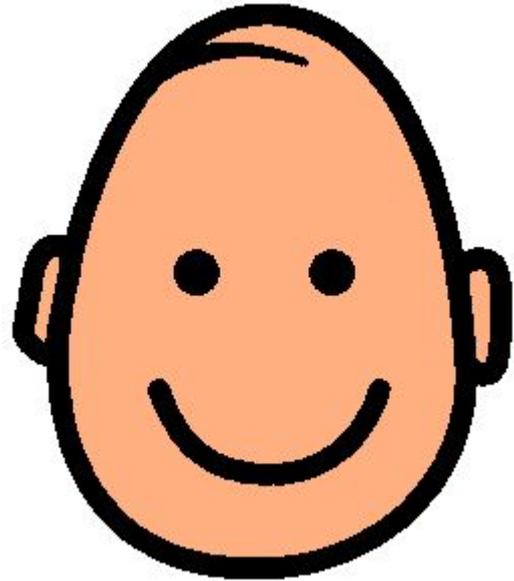
IMPORTANT POINTS

- 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



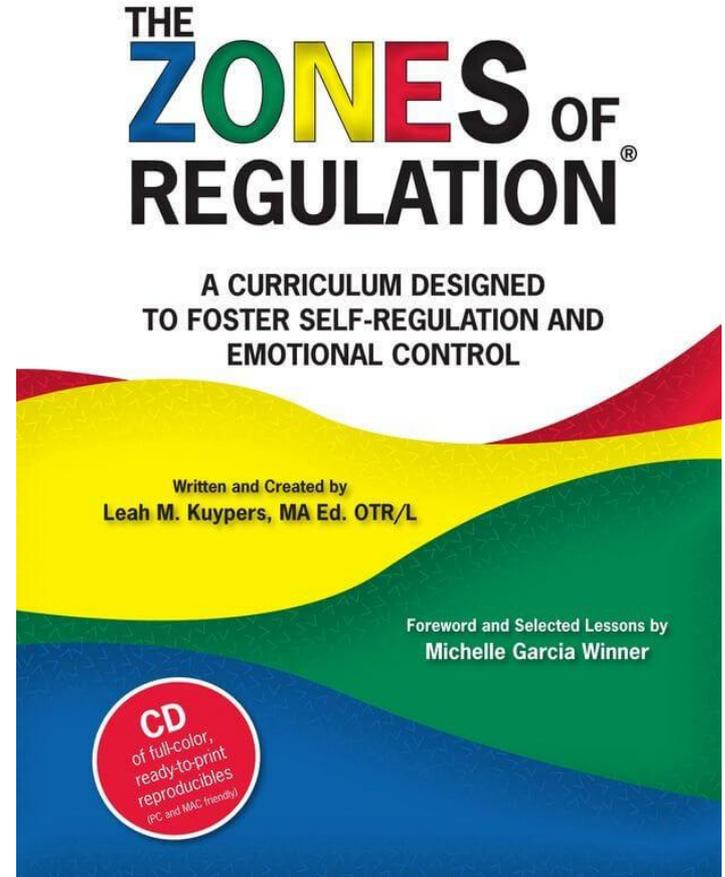
THANK YOU!

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



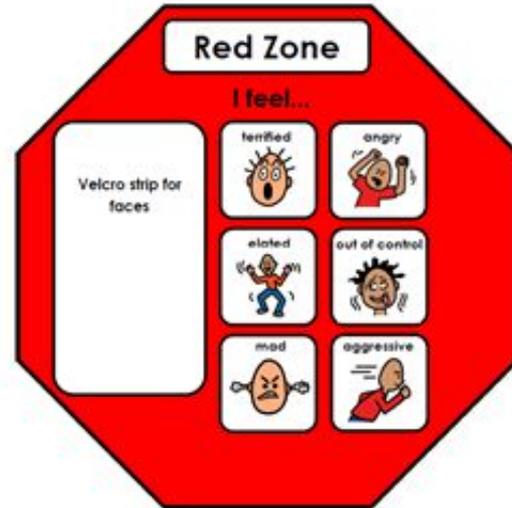
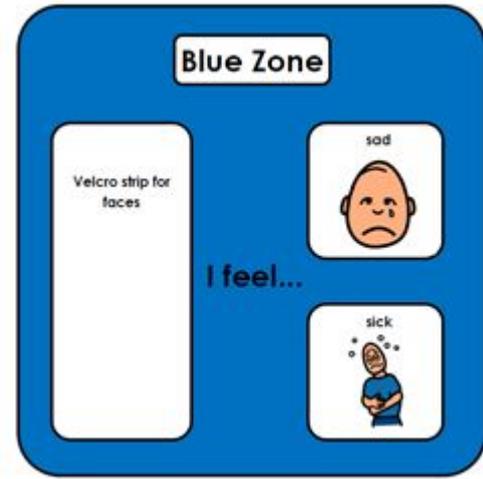
CONTENTS

- 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

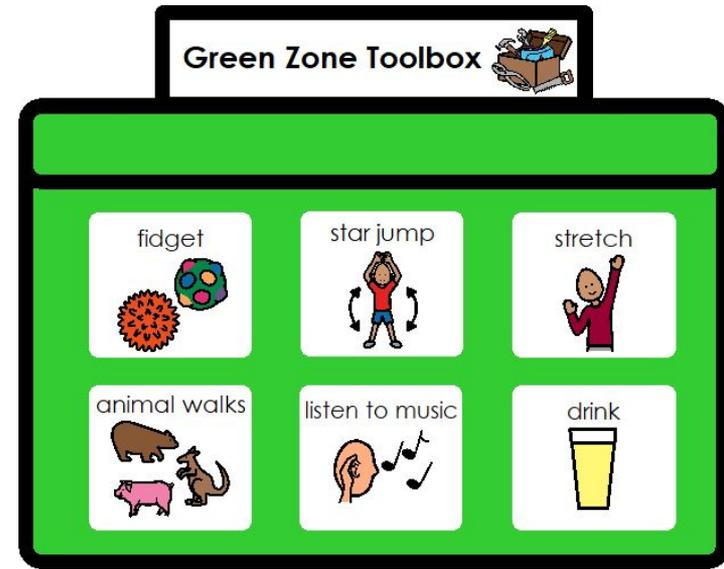
- To allow students to check in throughout the day.
- To help students attach an emotional label to what they are experiencing.
- To help students increase recognition of facial expressions in others.
- Displays with 2 emotions up to 7 per Zone.



TOOLBOX STRATEGIES

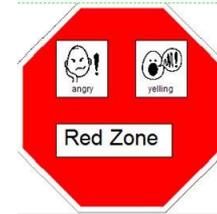
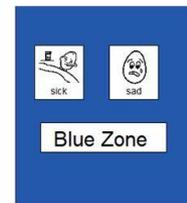
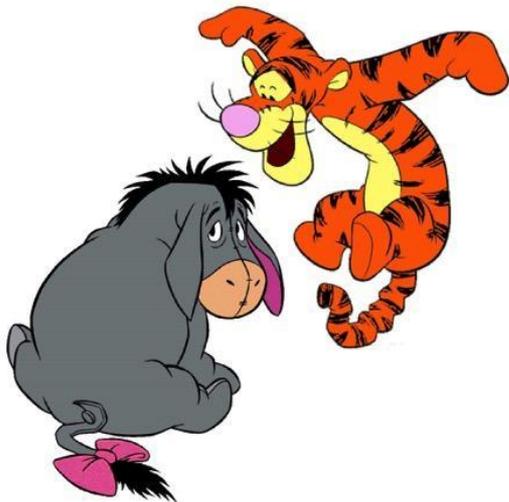


- Strategies accessible for all students
- Each class is provided with a physical toolbox
- There are also toolbox displays, as not all tools are physical!

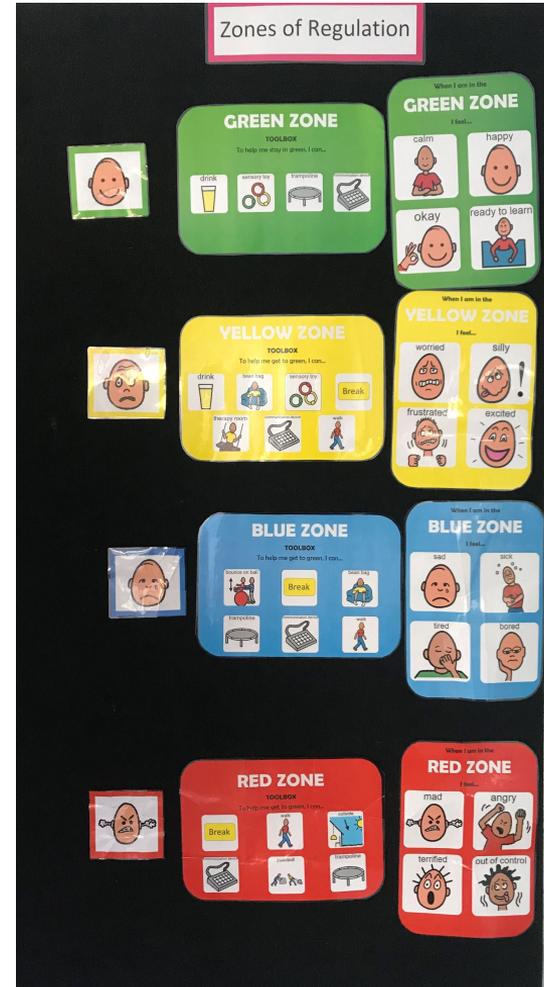
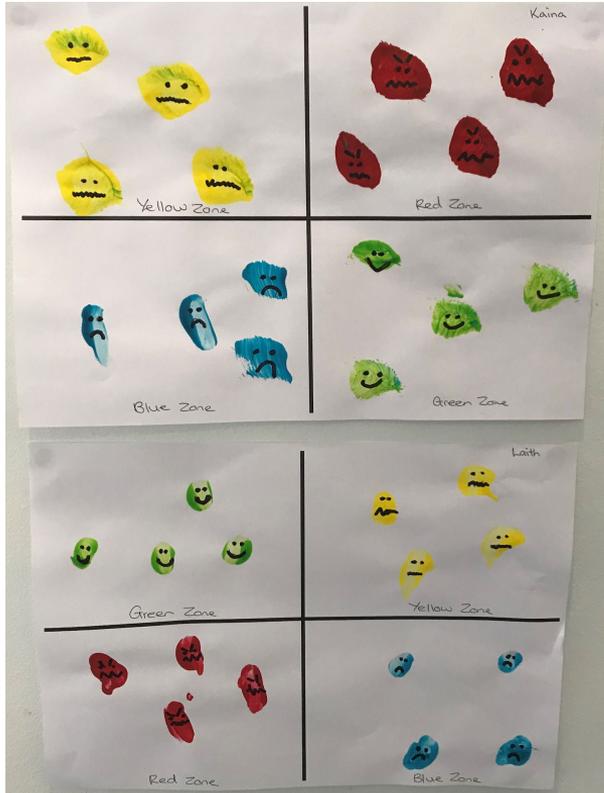


ADAPTATIONS TO SUIT STUDENT ABILITIES AND NEEDS

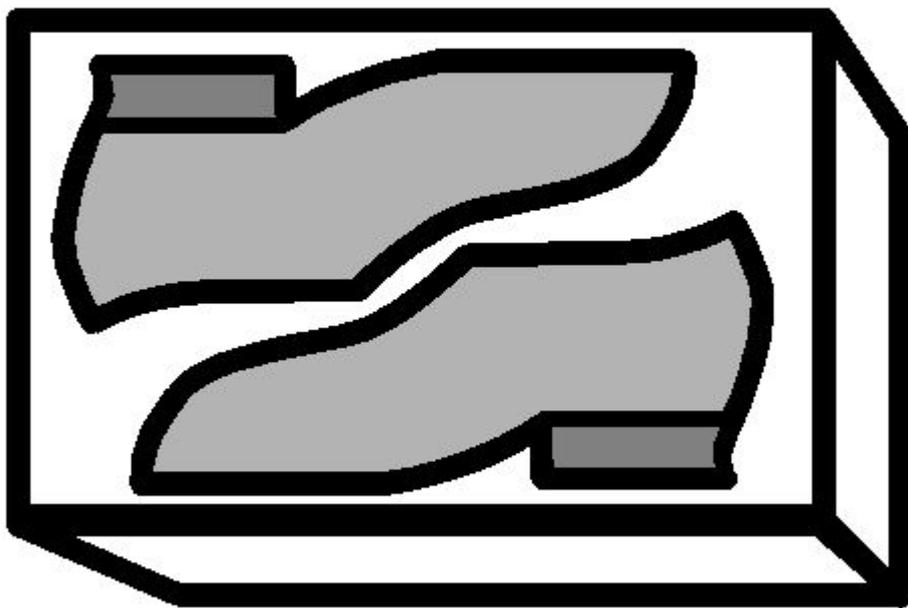
- Some students may be learning more or less emotions for each zone.
- Individualised tools to meet sensory needs.
- Co-regulation as opposed to self-regulation.
- Using students interests e.g. Inside Out, Winnie the Pooh.



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)

