

ZONES
OF
REGULATION

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Credit to: Tracy, Founder of the Child Therapy Service CIC

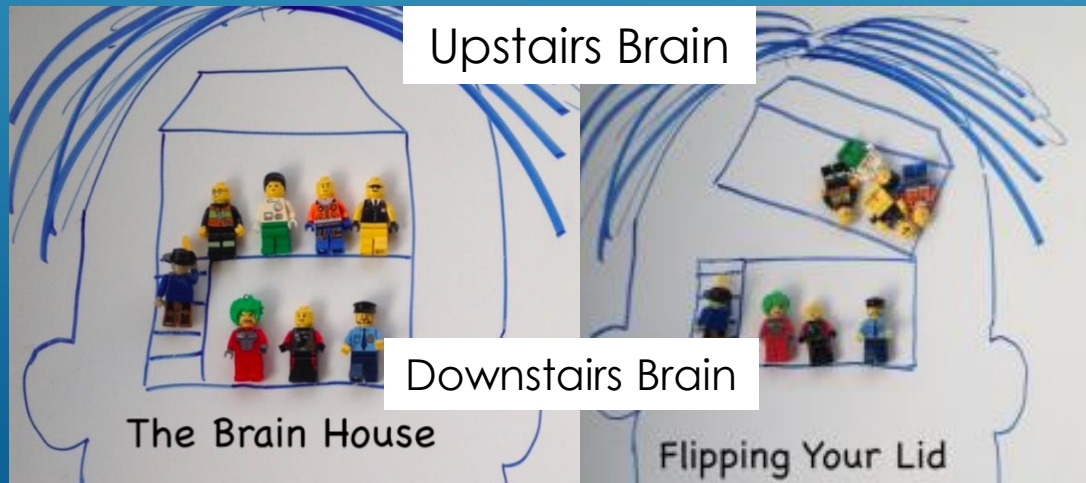
QUICK RECAP FROM LAST WEEK

► Emotion coaching-3 steps

1) **Recognising**, labelling and validating the emotion. All feelings are ok (and they can be overwhelming and scary at times!)

2) Whilst all feelings are ok all behaviours are not! **Setting limits**. I totally understand that made you feel angry but it's not safe to run off. It's not ok to shout at me... etc... I know you were worried, I get that, but..

3) **Problem solving** together-Next time you feel like that let's try...



Internal frameworks
and regulation



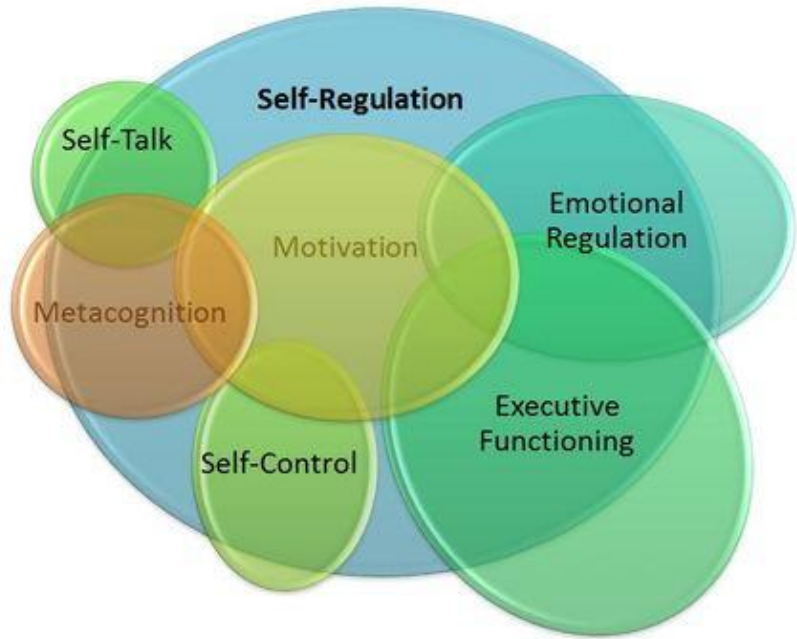
My Emotions ...



AIMS OF TODAY ARE:

- ▶ Have an overview of self regulation
- ▶ Find out how Zones of Regulation works
- ▶ Learn some self regulation tools

KEEP
CALM
AND
SELF-REGULATE



- ▶ It encompasses:
- ▶ Self-control
- ▶ Resilience
- ▶ Self-management
- ▶ Anger management
- ▶ Impulse control
- ▶ Sensory regulation

Self-Regulation

- Self regulation is complex. Shonkoff and Phillips (2000) define self-regulation as a person's ability to gain control bodily functions, manage powerful emotions, and maintain focus and attention. Ideally, the adults in a child's life act as scaffolds or extensions of the child's internal ability to regulate.

Also called self-control, emotion regulation, coping, impulse control, executive function, etc.

WHY IS IT IMPORTANT TO SELF-REGULATE?

- ▶ Research shows that when we can self regulate we are:
- ▶ More connected
- ▶ Better and independent problem-solvers
- ▶ Happier (our brain and body can regulate and not react as much)

Self regulation as well as social and emotional abilities can make a significant difference in school readiness and achievement.

Better regulation allows for better functioning socially and academically e.g.

- ▶ Engaging conversations
- ▶ Focusing on tasks
- ▶ Cooperating and playing well with others
- ▶ Making friends

Typically children who can self regulate will turn into teens who can self regulate!



SELF REGULATION

A person who can self-regulate is able to:

- remain CALM AND ORGANISED in a stressful situation.

(Executive Functions)



- cheer themselves up after a disappointment.

(Emotional Regulation)



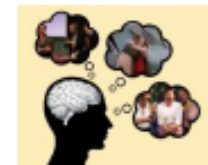
- knows when they are experiencing sensory overload and can make adjustments.

(Sensory processing)



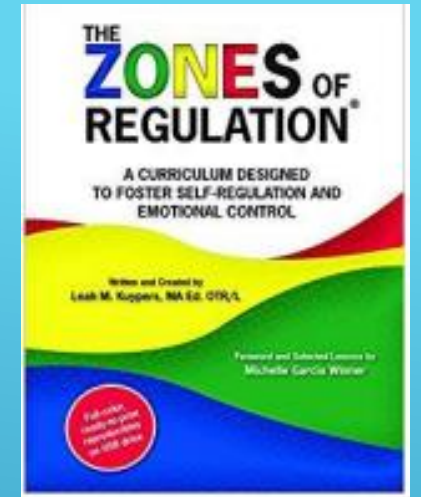
- Understands when it is appropriate to cheer and shout and when to be quiet.

(Social cognition)

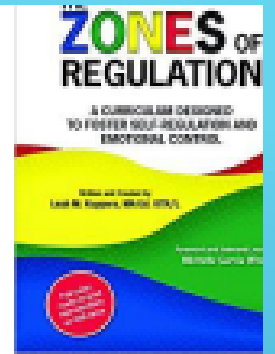


WHAT ARE THE ZONES OF REGULATION®?

- Teaches children emotional vocabulary
- How to recognise their own emotions
- How to recognise 'detect' emotions of others
- What might trigger different emotions
- How others might see and understand their behaviour (You say you are fine but....)
- Problem solving skills



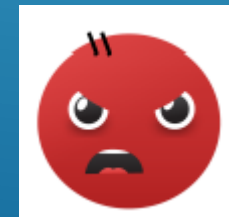
WHY TEACH THE ZONES OF REGULATION®?



- Provides a **common language** to discuss emotions – a language that is non-judgemental.
- The Zones of Regulation is **simple** for children to understand but is helpful for all!
- The Zones **teach healthy coping and regulation strategies.**



- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone:** elated, angry, wild, terrified. (*heightened state of alertness and out of control*).



I'm Ready **Happy**

Focused **Relaxed**

Calm **Feels Safe**

Smiling **Laughing**



Green

Wobbly **Annoyed**

Frustrated **Can't Calm** **Silly** **Excited**



Yellow

Moving Slowly **Sleepy**

Sad **Bored** **Can't Focus**

Feels Down **Tired**

Gloomy




Blue

Out of Control **Frightened**

Trapped **Angry**

Rage **Scared**

Alone **Cross** **Yelling**



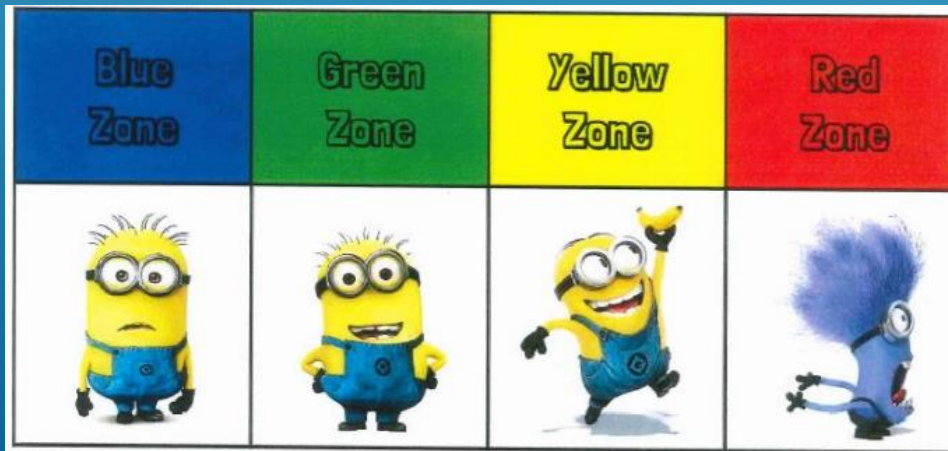
Red

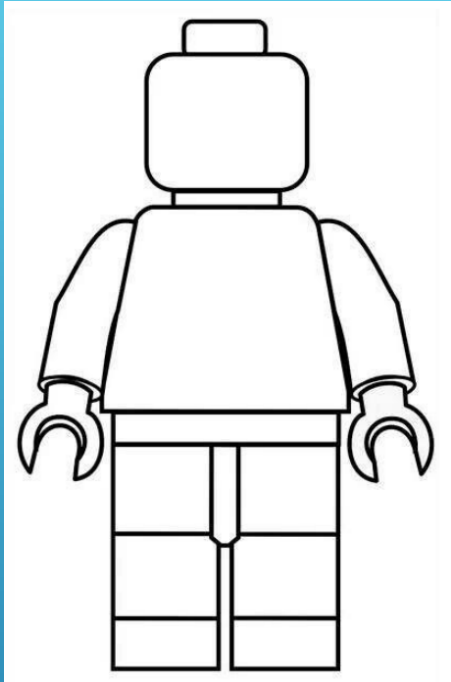
OTHER ZONES VISUALS



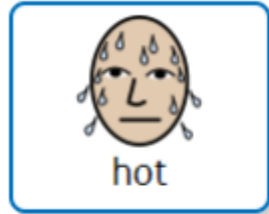
Important Points!

- No zone is a bad zone
- We can be in more than one zone at a time. E.g. we can be sad AND angry.
- We can't change the way our children feel but we can help them manage their feelings e.g. *"It's ok to be angry but it's not ok to be rude/hit..."*





What is feels like inside my body



hot



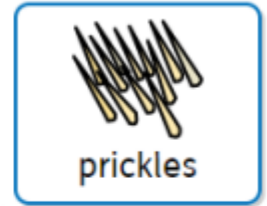
upset tummy



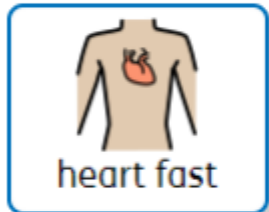
can't see



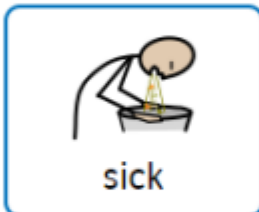
need the
toilet



prickles



heart fast



sick



can't hear



tight muscles



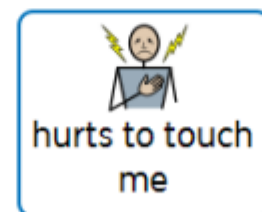
breathing fast



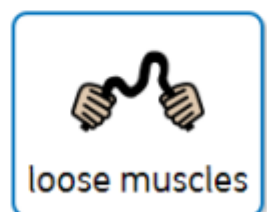
shaking



can't move



hurts to touch
me



loose muscles



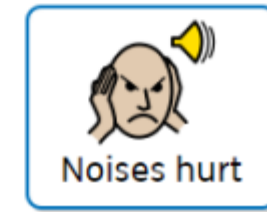
feel like jelly



feeling sick



cold



Noises hurt

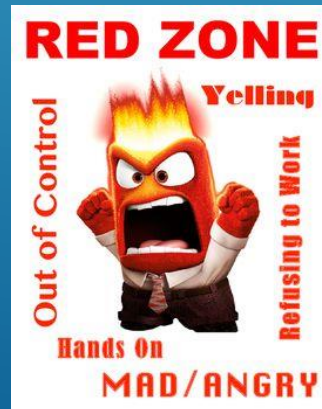
Important Points!

- ❑ If your child is confidently and accurately using words to describe their emotions, they don't need to use zones of regulation language. HOWEVER it is still helpful for them to know and use the strategy groups that will help.

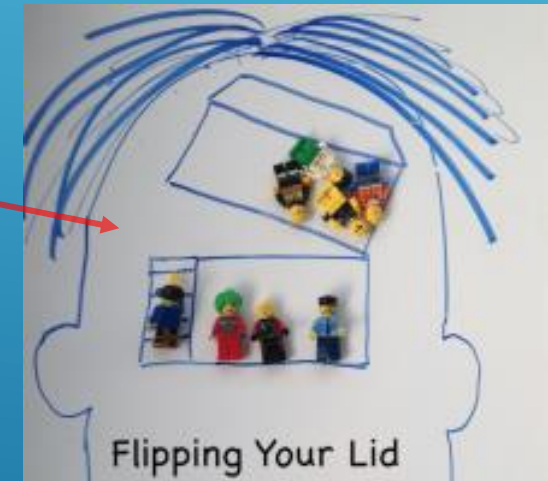
e.g. sick or tired=Blue zone strategies

If your child is in the Red Zone...

- ✓ Limit verbals-this is not the time they have flipped their lid
- ✓ Discuss use of tools WHEN they are regulated
- ✓ Plan for if/when child is in Red Zone. "Wonder if this.....would help?"



Deep inside everyone a red beast lies sleeping!



UNDERSTANDING ZONE TOOLS:

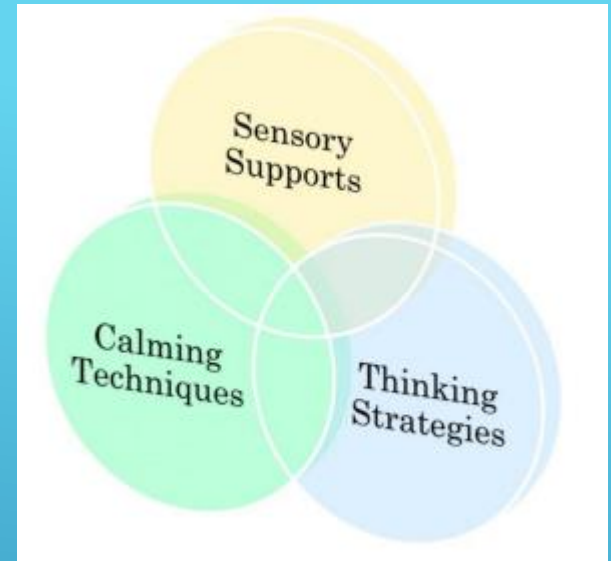


Blue Zone tools: help wake up our bodies, feel better and regain focus.

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

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.





What should I do – when I'm feeling yellow?

 deep breathing	 talk to a friend	 squeeze muscles	 do nothing
 push the wall	 forget about it	 sing	 use a calm box
 meditate	 get angry	 yoga	 do your work



What should I do – when I'm feeling red?

 go to a dark space	 do nothing	 go home	 do your work
 sing	 wrap yourself in a blanket	 deep breathing	 big hug
 push ups	 shout into a pillow	 heavy blanket	 calm box



What should I do – when I'm feeling blue?

 jump up and down	 have a sleep	 take my shoes off	 talk to a friend
 drink water	 go on the trampoline	 put water on your face	 forget about it
 read a book	 think	 meditate	 get angry



SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

SENSORY TOOLS



Could you have a sensory box at home?

THINKING STRATEGIES



HOW CAN I SUPPORT ZONES OF REGULATION?

Identify your own feelings using zones language in front of your child. (e.g. "I'm frustrated, I am in the yellow zone.")

Give them positive reinforcement when they are in the green zone and if they make efforts to stay in the green zone. (e.g. "I can see you are working hard to get yourself back in the green zone by.... I can see you are trying hard to stay in the green zone...".")

Talk about the tool you will use to be in the appropriate zone (e.g. "I'm going to go for a walk, I need to get in the green zone.")

Consider having references to these around your home. (E.g. zones check in stations and toolboxes for the family! Portable zones cards)

Teach them which zones tools they can use (e.g. "It's time for bed, let's read a book together to get in the blue zone.")

Label the zones your child is in through the day. (e.g. "you look a bit tired, are you in the blue zone?")



What can I say to myself?

Instead of...

- I'm not good at this...
- I'm awesome at this
- I give up

- This is too hard
- I can't make this any better

- I just can't do maths
- I made a mistake
- She's so smart, I will never be that smart
- It's good enough
- Plan A didn't work

Try thinking...

- What am i missing?
- I'm on the right track!
- I'll use some of the strategies we've learned
- This may take some time and effort
- I can always improve, so i'll keep trying
- I'm going to train my brain in maths
- Mistakes help me to learn better
- I'm going to figure out how she does it, so i can try it!
- Is it really my best work?
- Good thing the alphabet has 25 more letters!

INNER COACH
VS
INNER CRITIC

