



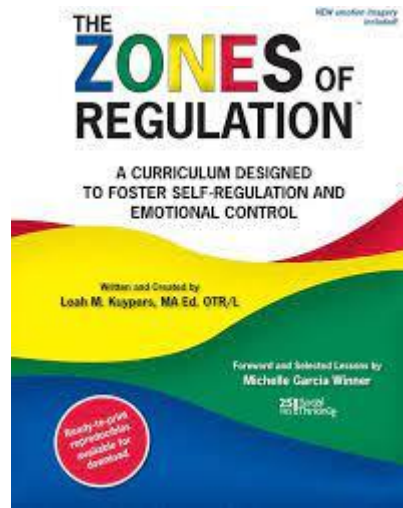
# **Zones of Regulation**

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**Specialist Educational Psychologist**  
**Royal Borough of Windsor and Maidenhead**

# Aims of today's session

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- To know what Zones of Regulation are.
- To consider how the Zones of Regulation can benefit your child



The **ZONES** of Regulation™

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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From The Zones of Regulation™ by Leah M. Kuyper • Available at [www.socialthinking.com](http://www.socialthinking.com)

## What is ‘The Zones of Regulation?’

Zones of Regulation is a curriculum designed to help students develop their ability to self-regulate emotions. The zones are four colours that represent emotions.

There are 4 main sections of the curriculum;



# Aims of Zones of Regulation

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To improve self awareness *(the ability to identify our own emotions and triggers).*

To teach social thinking *(how our behaviour can impact others' thoughts and feelings towards us).*

To develop self-regulation *(the process by which we learn to respond to things in a way that is appropriate to the situation).*



***“Children do well if they can.”***

Ross Greene (The Explosive Child, 2005)

# Self-Regulation

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*“Life is 10% what happens to us and 90% how we react to it.”*

Charles Swindoll

The process by which we regulate our impulses, emotions and sensory needs to reach our own goals, whilst meeting the demands of the environment and behaving in a socially appropriate manner.

Ability to **adjust** our level of alertness.

Being able to **direct** how emotions are presented.



*The best state of alertness of both the body and emotions for the specific situation.*

# Does it work?

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When the Zones of Regulation curriculum is embedded on a whole-class level, it can provide an effective programme for teaching students about self-regulation (McQuaid, 2018).

By using the Zones of Regulation to teach self-regulation, there can be increased independence in carrying out activities of daily living for children (Suarez et al, 2019).

# The Four Zones

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- Feelings can be overwhelming, but they can also simmer away quietly in the background.
- They have a variety of intensity and create different levels of energy that we experience uniquely within our bodies.
- The four zones sort feelings, energy and states of alertness into four colours. This makes the complex and nuanced task of regulation more concrete for learners.

# Low to High Energy

## The ZONES of Regulation

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

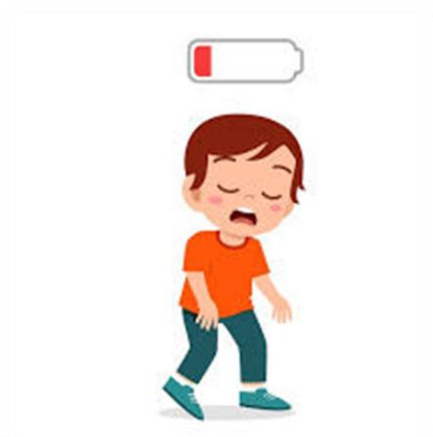
**All the zones are ok. Some don't feel nice or pleasant, but there are things we can do.**

# Blue Zone: Low Alertness and Feelings

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- Used to describe low states of alertness and down emotions.
- Not enough energy for learning.
- Our bodies and brains are moving slowly and sluggishly.

Tired  
Sad  
Bored  
Sick  
Exhausted



## POSSIBLE BODY SIGNALS:

Heavy Limbs  
Moving Slowly  
Slow Heartbeat  
Foggy Head

# Green Zone: Calm and Alert

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- Used to describe regulated states of alertness.
- The ideal amount of energy for work or play.
- Easily able to control ourselves.



Calm  
Proud  
Happy  
Content  
Focused

## POSSIBLE BODY SIGNALS:

Relaxed Muscles  
Comfortable  
Body Temperature  
Focused/  
Engaged Brain

# Yellow Zone: Energy is Higher and Internal States Starting to Elevate

- Used to describe heightened states of alertness.
- We have more energy than we need to learn.
- Our bodies and brains are moving quickly and we have less control over them.

## POSSIBLE BODY SIGNALS:

Wiggly  
Heart Beating Faster  
Body Warming Up  
Muscles Tense  
Thinking Faster



Silly  
Frustrated  
Excited  
Worried  
Stressed

# Red Zone: Extremely High Energy and Intense, Overwhelming Feelings

- Used to describe extremely heightened states of alertness and intense emotions.
- We have so much energy that we are unable to learn.
- We have completely lost control.

Elated  
Overjoyed  
Terrified  
Angry  
Devastated  
Panicked  
Out of control



## POSSIBLE BODY SIGNALS:

Heartbeat Fast  
Skin Flushed  
Hot/Sweating  
Muscles Tense

# Identifying Zones



In a moment, you're going to see some photos of different facial expressions. You need to decide which zone you think the person is in.

Sometimes there might be more than one correct answer.



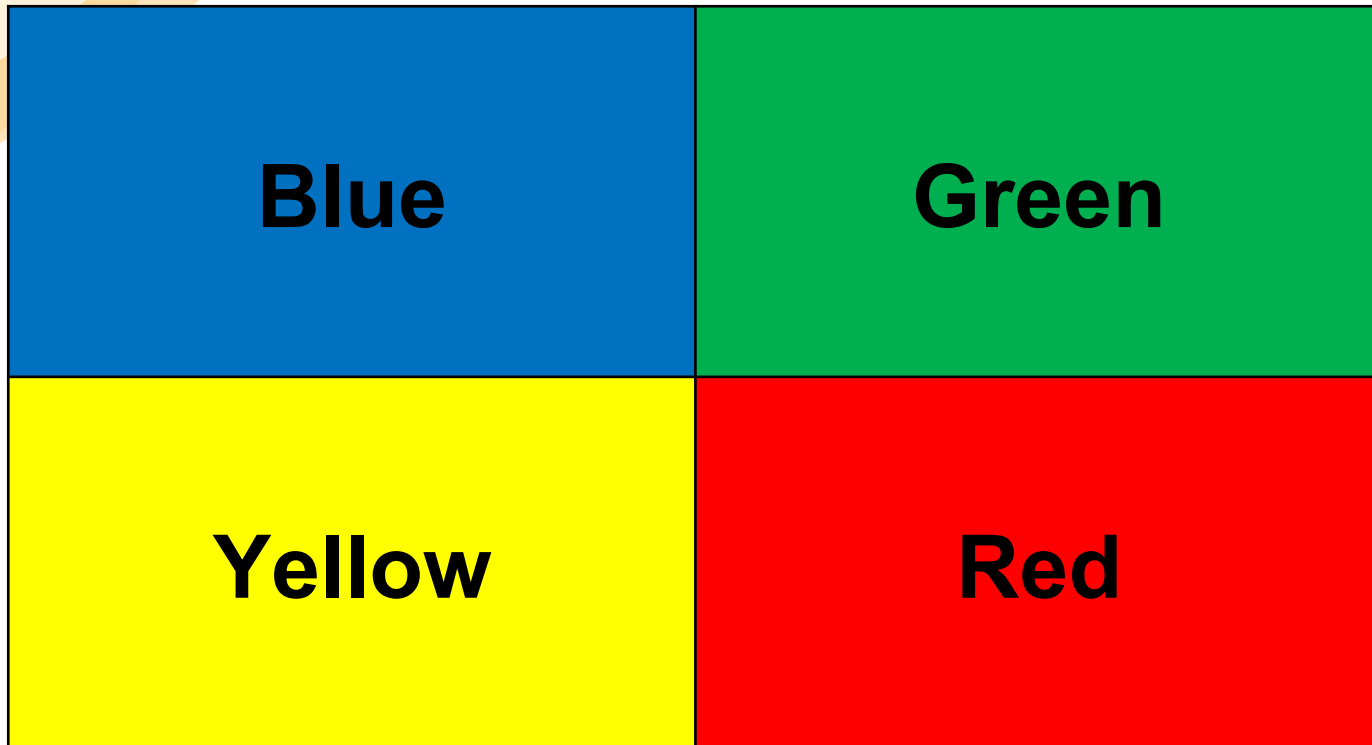
# Identifying Zones

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# Which Zone were you in?

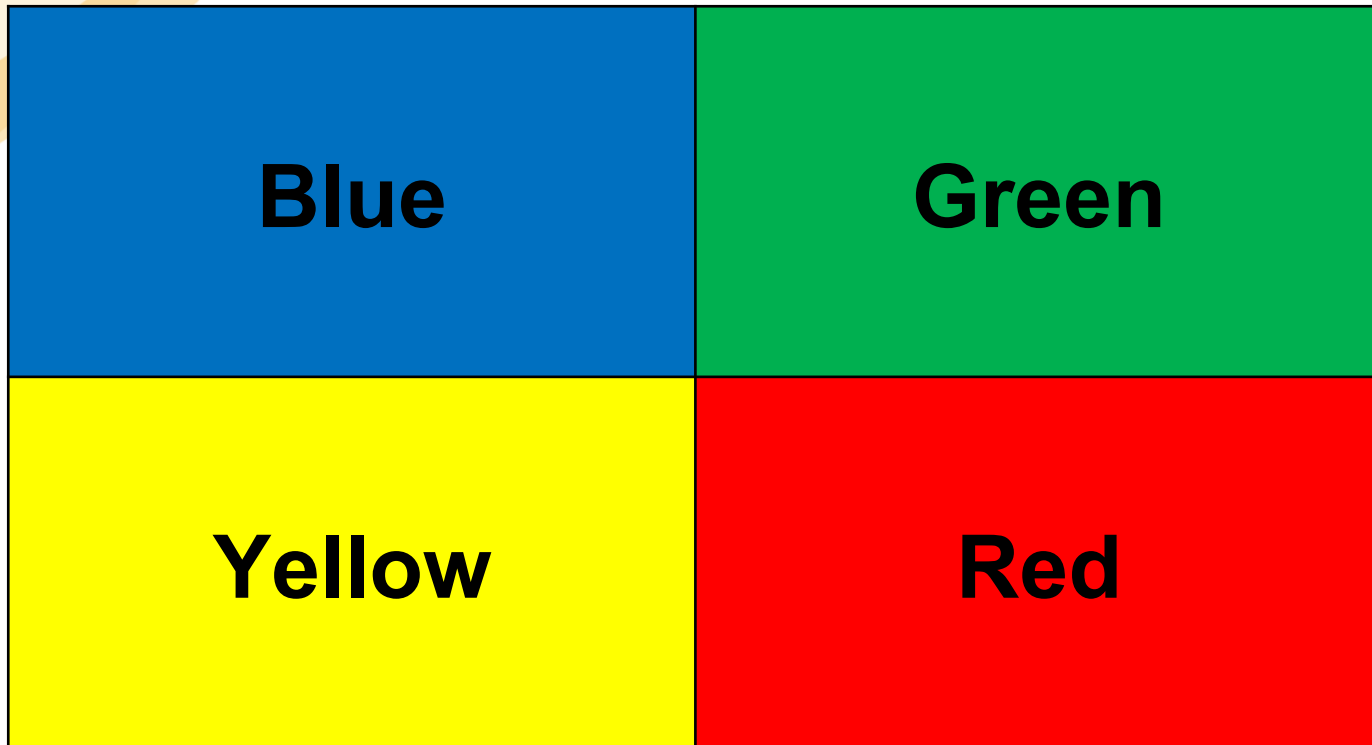
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# Which Zone were you in?

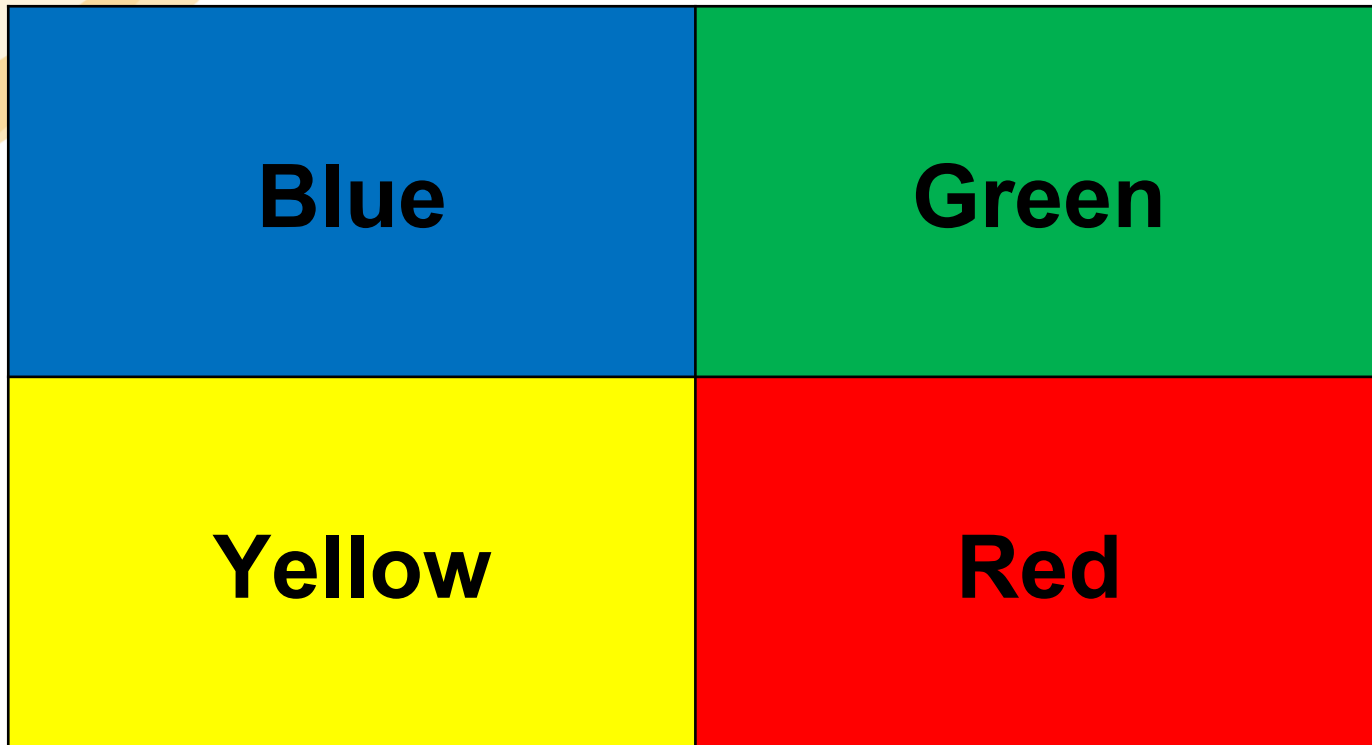
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# Which Zone were you in?

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# Zones Vs. Behaviour

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**All zones are okay, but not all behaviours are okay.**

**When we notice that our behaviour is not appropriate to the situation, it is a clue that we need to find a tool to manage our zone differently.**





# Tools

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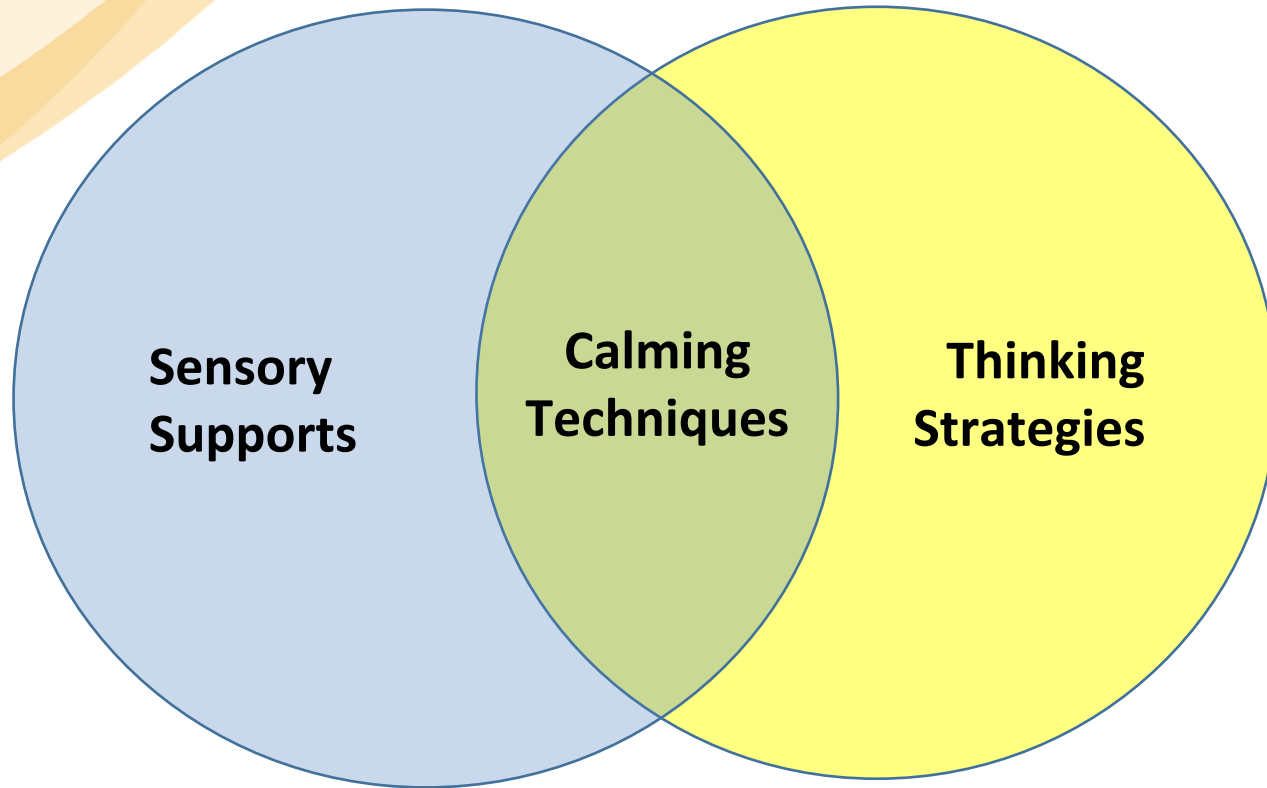
If we can identify what zone we are in, we can learn how to use tools to get back to the ideal zone for the situation.

Different tools may be suitable for different zones.

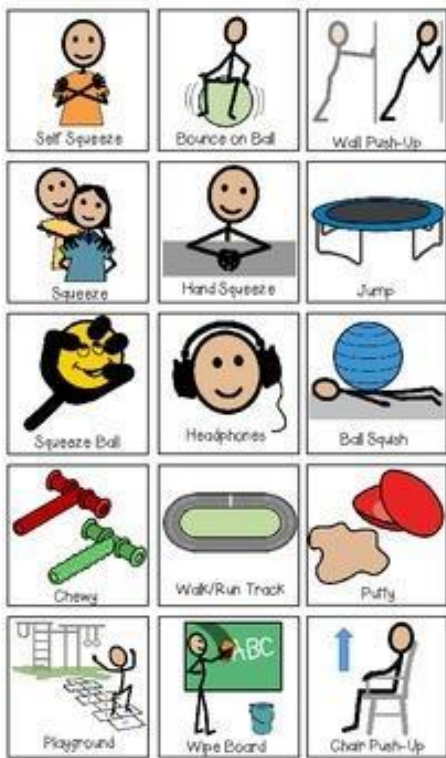


# Types of Tools

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# Sensory Supports



Sensory tents



Stretching



Movement breaks



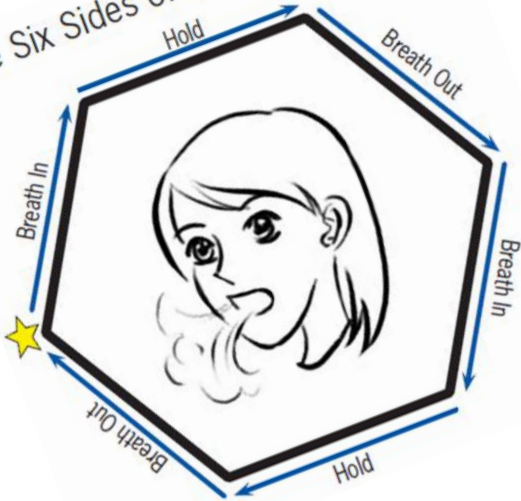
Squeezing your hands together



Using fidget toys

# Calming Tools

## The Six Sides of Breathing



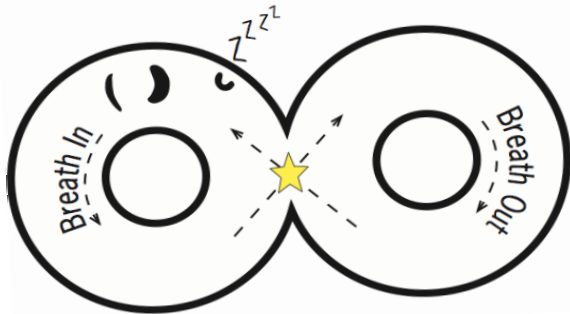
## Talking to someone



## Counting to 10



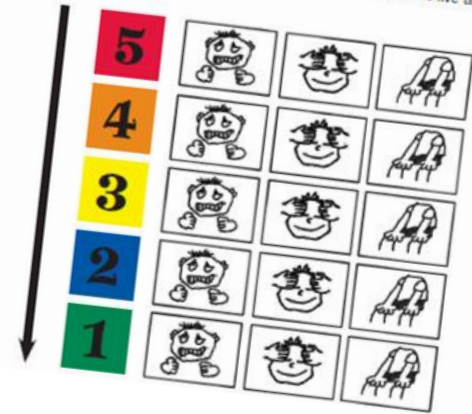
## Lazy 8 Breathing



## My Calming Sequence Visual

**Activity:** Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



# Thinking Strategies

The ZONES of Regulation® Reproducible W

## 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?

1 Little Problem  
2 Medium Problem  
3 Big Problem  
4 Huge Problem  
5 Huge Problem

Visual adapted by Leah Koppers, Donna Brittan and Jill Kuzma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

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## Positive self-talk

Unique  
Mindful  
Brave  
Smart

© Nicole Battise

## Solution Finder Worksheet

Problem: \_\_\_\_\_

**STOP**  
Stop before you act.

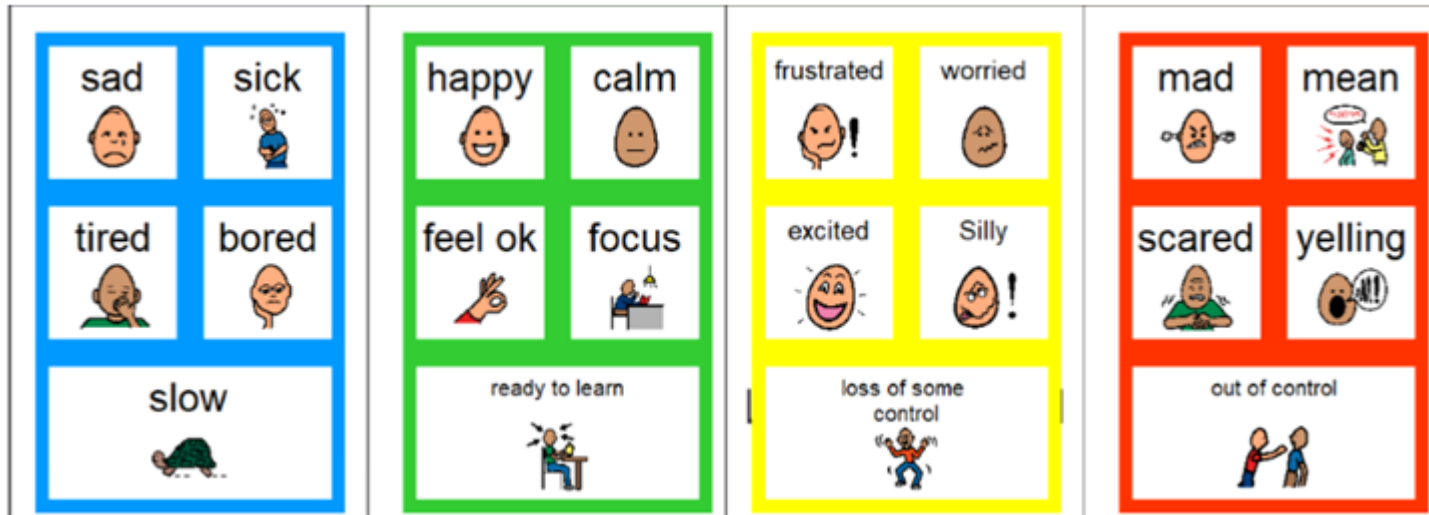
**OPT**  
Think of all your options and how they will work out.

**GO**  
Go with your best option.

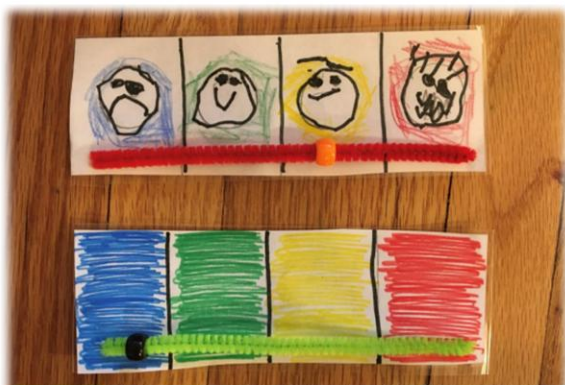
Think about a situation when you had (or anticipate having) a difficult time STOPPING and staying in the Green Zone.

# Zones of Regulation Video

<https://www.youtube.com/watch?v=b1cnNsTPRaA>



# Examples of good practice

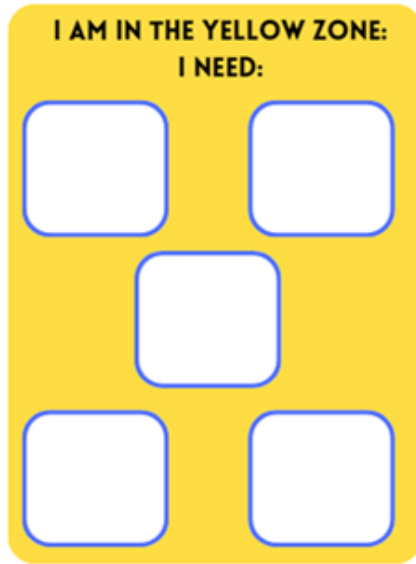


# Examples of good practice

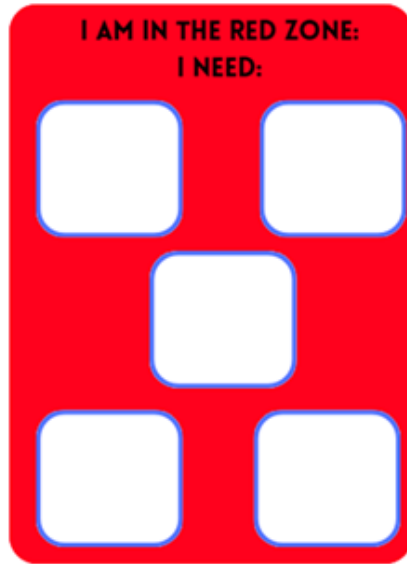















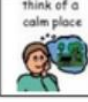










# Examples of good practice

**I AM IN THE YELLOW ZONE:  
I NEED:**

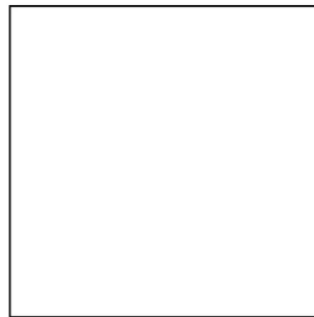


**I AM IN THE RED ZONE:  
I NEED:**

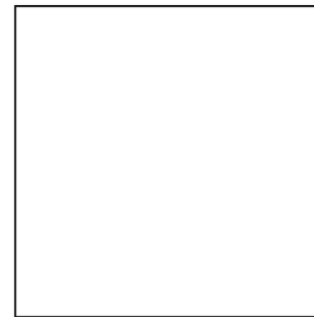


deep breaths 	count 	take a break 	drink of water 		rest 
stretch 	use fidgets 	squeeze and release 	take a walk 		go 
ask for a snack 	think of a calm place 	listen to music 	draw 		slow 
wall push ups 	write this 	talk with adults 	volcano breath 		stop 

**I FEEL**



**I NEED**




# Examples of good practice




# Examples of good practice

## ZONES Restorative Practice

What ZONE are you in?

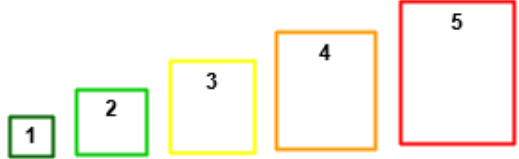


What moved you to this zone?



Something I did      Something others did      Something else

What is the size of the problem?



What tool did you use?




Big tool      Small tool

Did the tool you use work?



What could you do next time?



Stop      Opt      Go

This is a tool should be used 1-1 with a student to support restorative practice.

Ask the student the questions to support their understanding of their own self-regulation and emotional control.

Please keep a copy of their responses for future reflection.

# Thank You

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<https://zonesofregulation.com/>  
<https://www.youtube.com/@zonesofregulation8495>



**achieving  
for children**