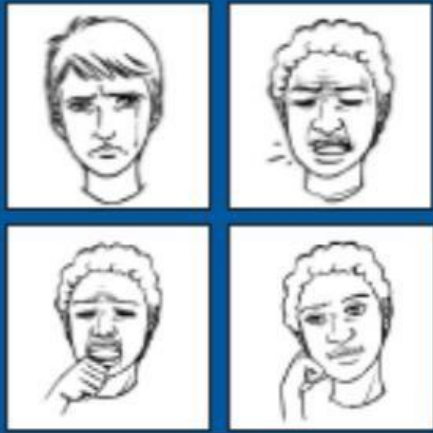







# THE ZONES OF REGULATION

Information for Parents –

# The **ZONES** of Regulation®

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

# THE GOALS OF THE ZONES OF REGULATION ARE TO TEACH CHILDREN TO:

- identify their feelings and levels of alertness
- develop effective regulation tools
- learn when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence thoughts and feelings



THERE ARE 2 PARTS TO THE ZONES OF  
REGULATION

1 - Understanding and  
recognising emotions

## 2 - Regulating emotions using personalised strategies (toolkit)

# IDENTIFYING ZONES – SUPPORT FOR HOME

- You'll be able to talk about The Zones at home and in different environments, and encourage your child to identify which zone they're in.
- **Books about Feelings** – Read **different books about feelings** to your child and actively refer to which zone the feelings in the book belong to.
- **Match TV characters to Zones** – When you're watching TV with your child, ask them to identify which zone their favourite characters are in throughout the show. This is a great way to turn your child's screen time into a learning experience and to show your child that the zones can be found everywhere.

# CHILDREN CAN BE IN MORE THAN ONE ZONE AT A TIME

- Children may feel tired (blue zone) because they did not get enough sleep, and anxious (yellow zone) because they are worried about an activity or contest at school. Listing more than one zone reflects a good sense of personal feelings and alertness levels

# CHILDREN SHOULD NOT BE PENALISED FOR BEING IN THE DIFFERENT ZONES

- It's best for children to experience the natural consequences of being in the RED zone. If a child's actions/choices hurt someone or destroys property, he needs to repair the relationship and take responsibility for the mess they create. Once the child has calmed down, use the experience as a

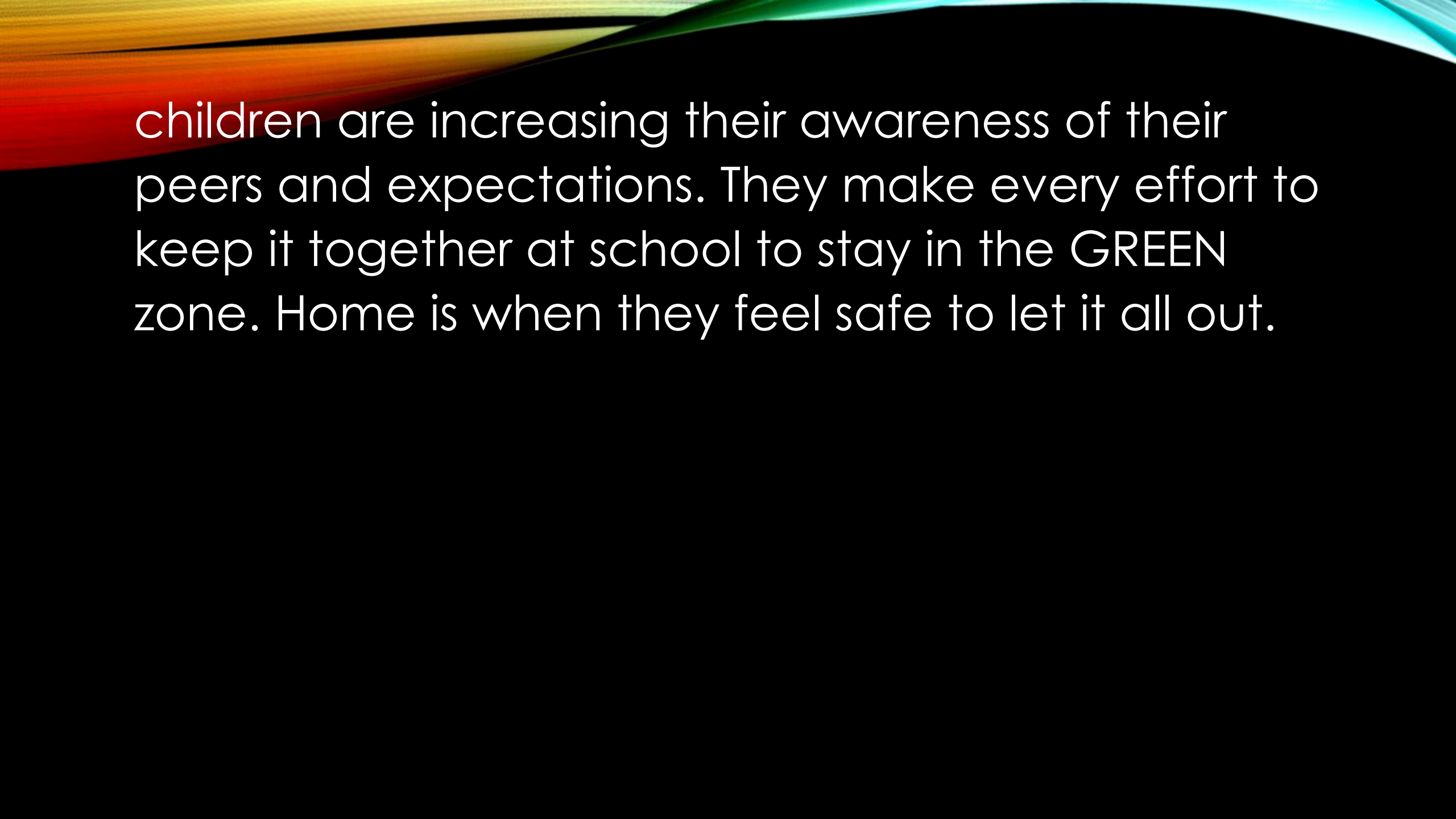


learning opportunity to process what the child  
would do differently next time.



## CAN YOU LOOK LIKE ONE ZONE ON THE OUTSIDE AND FEEL LIKE YOU ARE IN ANOTHER ZONE ON THE INSIDE?

- Yes. Many of us “disguise” our zone to match social expectations. We use the expression “put on a happy face” or mask the emotion so other people will have good thoughts about us. Parents often say that their children “lose it” and goes into the RED zone as soon as they get home. This is because



children are increasing their awareness of their peers and expectations. They make every effort to keep it together at school to stay in the GREEN zone. Home is when they feel safe to let it all out.

# TIPS FOR PRACTICING THE ZONES OF REGULATION

- Know yourself and how you react in difficult situations before dealing with children's behaviours.
- Know the children's sensory threshold (how much they can take). We all process sensory information differently and it impacts our reactivity to situations.
- Know the children's triggers (what makes them react in a negative way).
- Be consistent in managing behaviour and use the same language consistently.
- Empathise with the children and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask the children how their choices made you feel (empathy).

- 
- Praise children for using strategies. Encourage them to take a sensory break to help regulate their bodies.


# REGULATION

- Self-regulation can go by many names, such as self-control, selfmanagement, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.
- In addition to addressing self-regulation, children will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

# TOOLS FOR REGULATION

What can we do to support children to get back to the optimum zone (Green zone) ready for learning?

- think happy thoughts
- talk about your feelings
- rub hands together
- run on the spot
- shoulder rub
- ask for a hug
- swinging or spinning



## FOR THE BLUE ZONE – INCREASE AROUSAL:

- stretching or jumping jacks
- strong scents
- vibration
- drink water
- crunchy foods
- bright lights
- listening to loud music



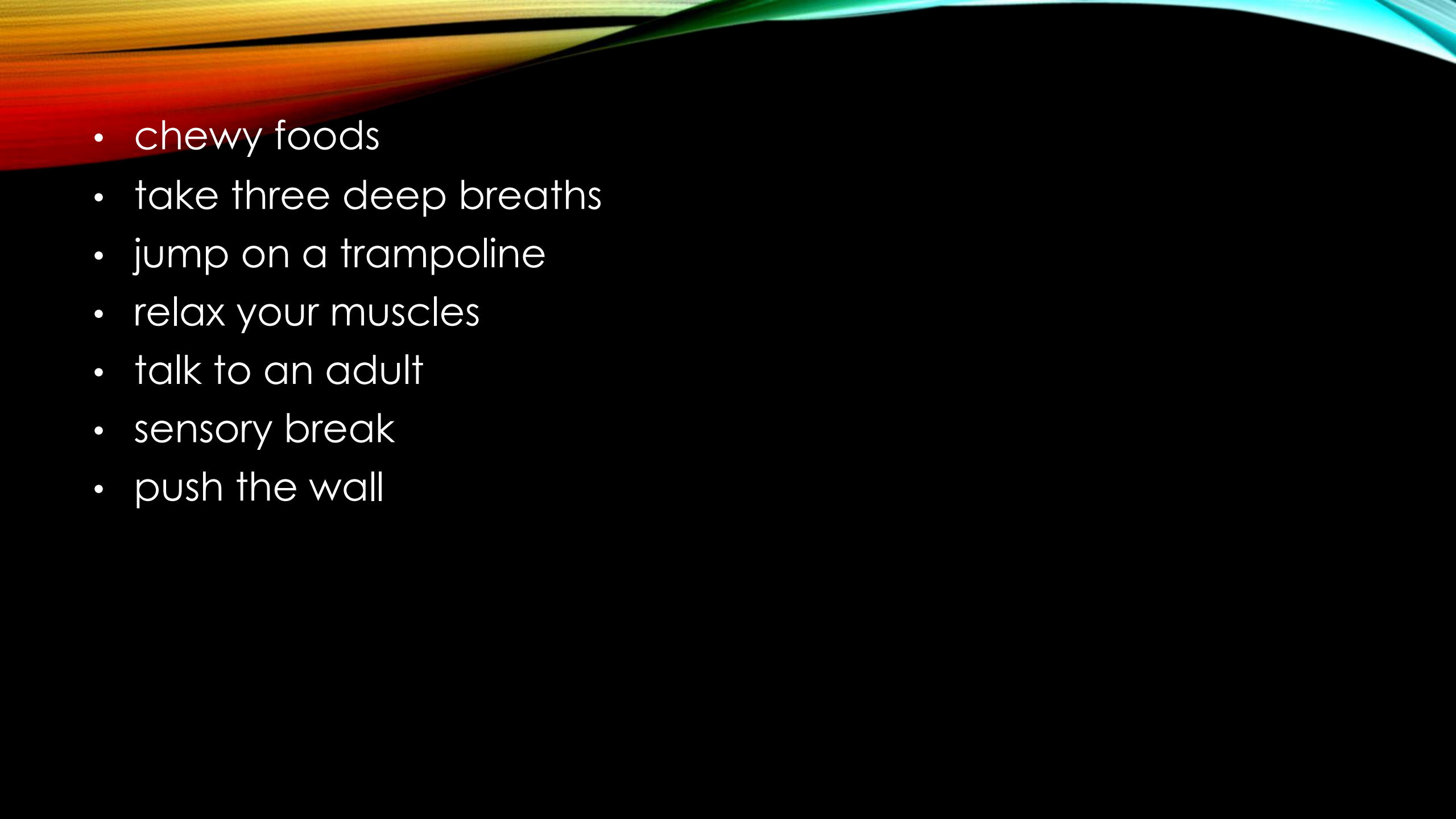
## FOR THE GREEN ZONE – MAINTAINING:

- keep your eyes on the teacher
- remember your daily goals
- finish your homework
- think happy thoughts
- be a good friend
- help others
- work hard

- 
- smile

## FOR THE **YELLOW** ZONE— DECREASE AROUSAL:

- talk to my parents/friends
  - take 3 deep breaths
  - do a wall push up
  - use a fidget
  - go for a walk
  - take a break
- read
  - deep pressure
  - slow movement
  - heavy work to muscles
  - soft lighting
  - listen to music

- 
- chewy foods
  - take three deep breaths
  - jump on a trampoline
  - relax your muscles
  - talk to an adult
  - sensory break
  - push the wall

## FOR THE RED ZONE – DECREASE AROUSAL:

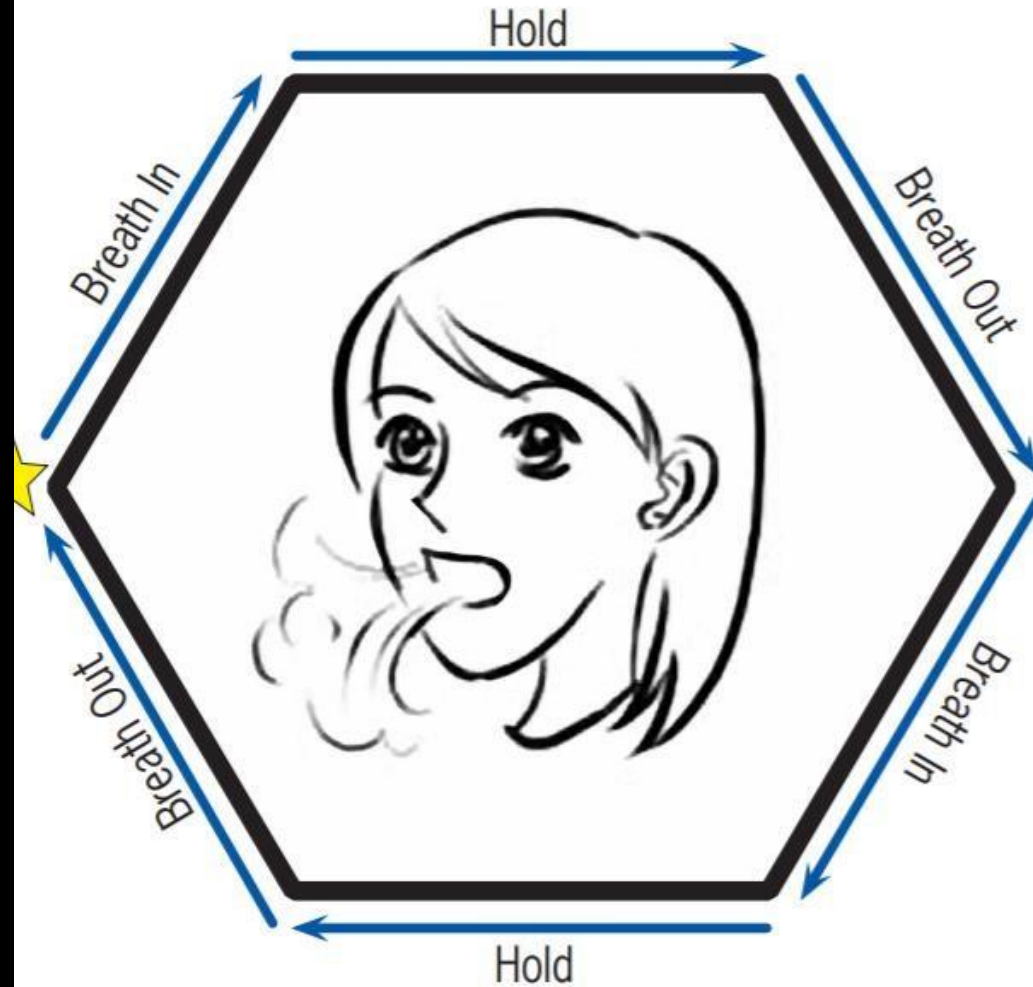
- count to 20 • walk away
- STOP!
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods

## GETTING BACK TO THE GREEN ZONE

- Along with being able to identify the zones, and know what zone they're in, your child also needs to know strategies to help them **get back to the green zone.**

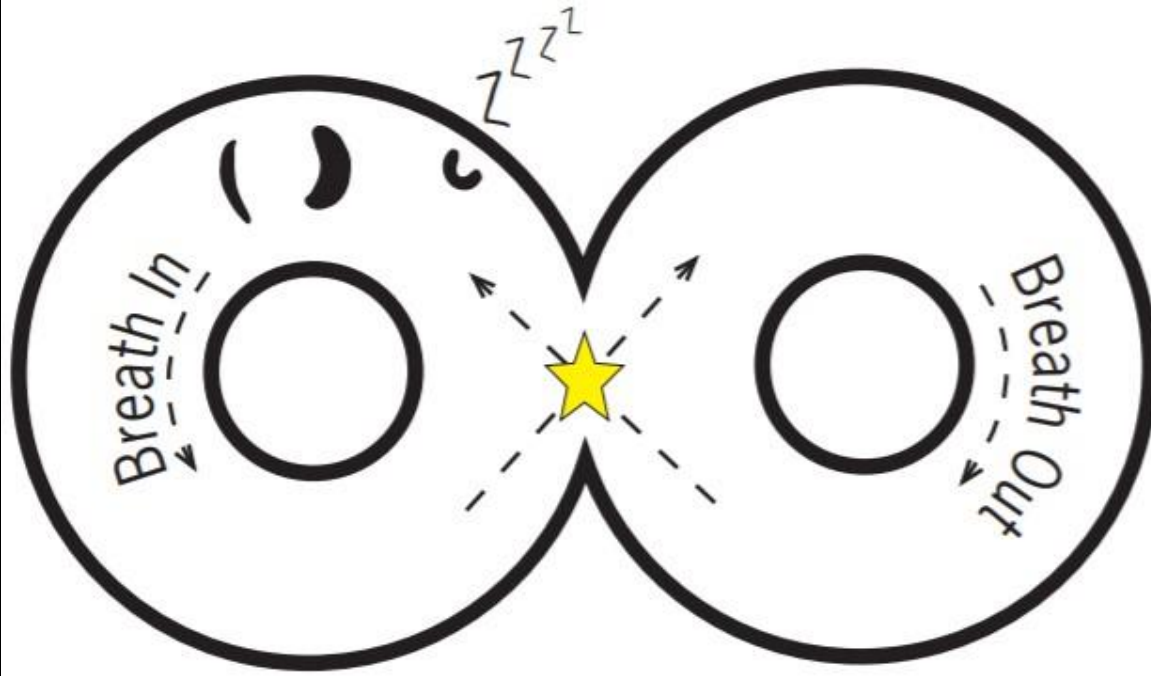
- In school we have introduced the children to strategies to support them with regulating their emotions.
- Practicing co-regulation and self-regulation strategies while your child is in the green zone will help them learn the best ways to get back there during times when they're feeling stressed, frustrated, sad, etc.
- Here is a good website to help if you are interested in supporting your child at home with their emotions:
  - **120 Emotional Regulation Strategies for Kids**

## The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as

## Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

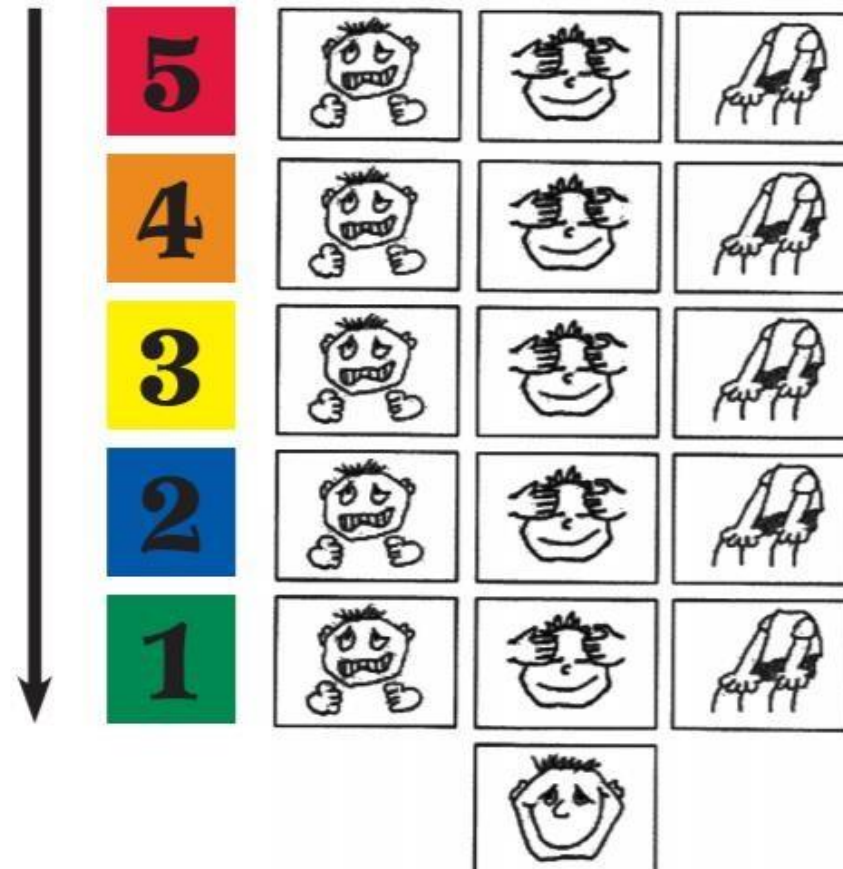
As you cross over to the other side of the Lazy 8, slowly let your breath out.

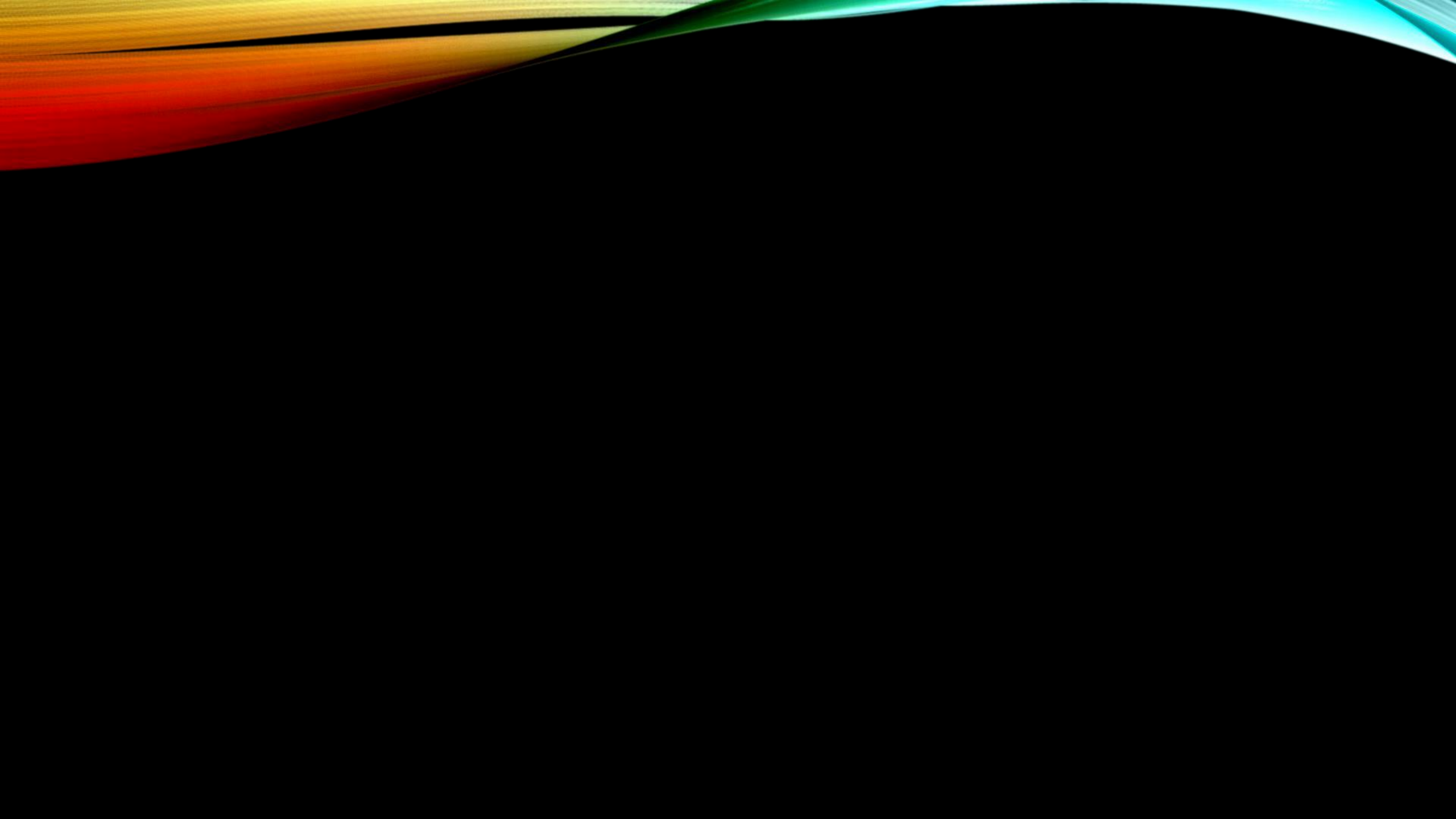
Continue breathing around the Lazy 8 until you have a calm body and mind.


# 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.





- 
- Children can look at the tools on the following slide and then add them to their 'toolbox' to use when they need to.

# ZONES Tools Menu



**Carry**



**Read**



**Jump**



**Bounce**



**Run**



**Push**



**Tickle**



**Pull**



**Swing**



**Talk to Adult**



**Hug**



**Animal Walks**

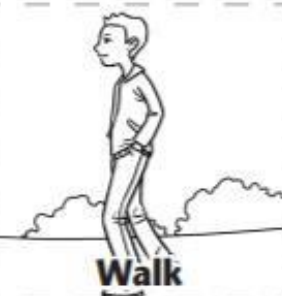
# ZONES Tools Menu



**Listen to Music**



**Squishes**



**Walk**



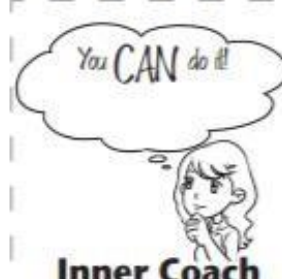
**Jumping Jacks**



**Shoulder Rub**



**Belly Breath**



**Inner Coach**



**Take a Break**



**Lazy 8 Breathing**



**Fidget Ball**



**Size of Problem**



**Six Sides of Breathing**

# Tools for Each of My ZONES

When I feel...

I can try...

**Tired or Sad**



**Calm or Happy**



**Frustrated or Silly**



**Angry or Mad**



Adapted for 'The Zones of Regulation' from the original work of Buron and Curtis 'The Incredible 5-Point Scale' (2003), [www.5pointscale.com](http://www.5pointscale.com)

---

[illegible][illegible][illegible][illegible]