



Why are changes in the curriculum so important now?



Children may have experienced loss, isolation, fear or uncertainty

Our children's experiences of the past few months have been different.

We are going to address children's academic needs but also their emotional needs.

INTRODUCING The ZONES OF REGULATION

A parent's guide





Aims of the Zones of Regulation



To help students develop social, emotional and sensory regulation.

To support children in learning about their own regulation system and how they can adjust it.

Exploring a range of tools (sensory supports, Calming techniques, and thinking strategies) that they can use to regulate the zone they are in.

To learn to recognise and understand their emotions and other people's emotions and the impact their behaviour has on someone else.



The ZONES basics...

The Zones uses four colours to help students visually and verbally self-identify how they are feeling.

Children explore calming techniques, cognitive strategies and sensory support to move from one Zone to another.

Children are taught how to recognise the different Zones and emotions in themselves and others.



Why teach the ZONES?





It gives children, teachers and parents a common language to discuss emotion

The Zones of Regulation are simple to understand.

- Children know the different colours, recognize their feelings and use strategies to manage the Zone they are in and to calm down or feel okay.
- Teaching healthy coping and regulation strategies allows children to help themselves when they become stressed, anxious, or sad.
- Typically, children who can self-regulate will turn into teens who can self-regulate.
- Understanding the emotions of others helps with empathy and friendship skills.

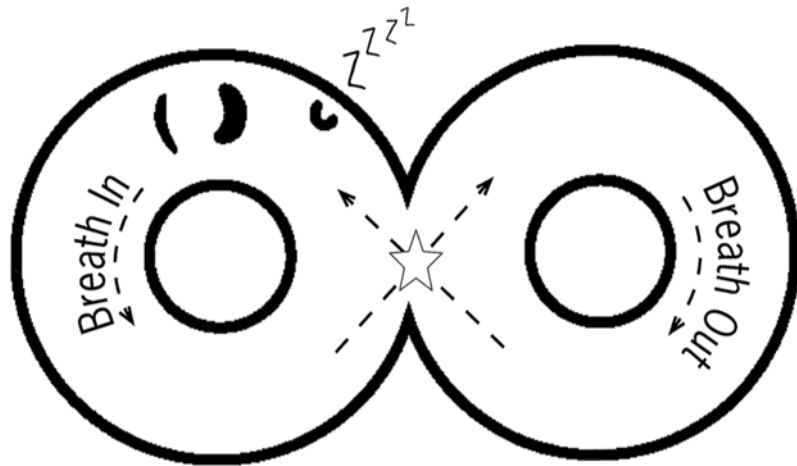


The ZONES of Regulation®

			
<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 Mean Terrified Yelling/Hitting Out of Control</p>



Lazy 8 Breathing

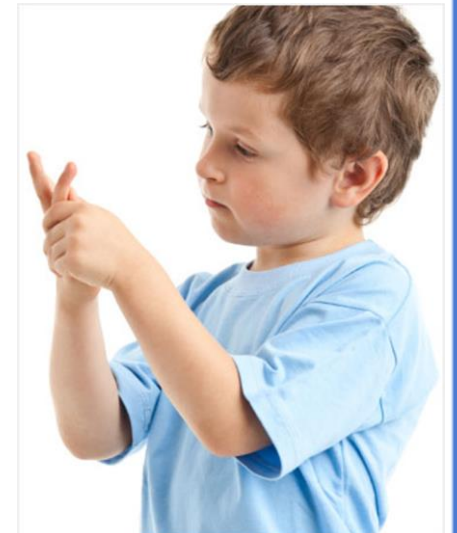


Counting forward or backwards

Counting colours

Counting clouds

Counting your pulse



Sensory strategies

Bear hug

Go for a walk

Wall press ups

Chair lifts



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 CAN'T DO MATH
- I MADE A MISTAKE
- I'LL NEVER BE AS SMART AS HER
- IT'S GOOD ENOUGH

TRY THINKING...

- WHAT AM I MISSING?
- I'M ON THE RIGHT TRACK
- I'LL USE SOME OF THE STRATEGIES I'VE LEARNED
- THIS MAY TAKE SOME TIME AND EFFORT
- I CAN ALWAYS IMPROVE; I'LL KEEP TRYING
- I'M GOING TO TRAIN MY BRAIN IN MATH
- MISTAKES HELP ME IMPROVE
- I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT
- IS THIS REALLY MY BEST WORK?

Positive Self-talk



The ZONES of Regulation® Reproducible Z * Here are a few ideas for a person's (childs) toolbox.
These strategies can be used to move from a blue, yellow, or red zone to a green Zone.

_____ 's Toolbox

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
<u>Talk to someone</u>	<u>eye contact</u>	<u>deep breaths</u>	<u>deep breaths</u>
<u>Play with a friend</u>	<u>Good body language</u>	<u>Positive Self-talk</u>	<u>apologize</u>
<u>Go outside/Run</u>	<u>Sit up/sit still</u>	<u>Ask for help</u>	<u>Quietly stomp feet</u>
<u>Smile/Think happy</u>	<u>Good attitude</u>	<u>do your best</u>	<u>hug or talk to</u>
<u>deep breaths</u>	<u>Good listener</u>	<u>Jump Around</u>	<u>Someone</u>
<u>Take a nap</u>	<u>focused</u>	<u>Take a nap</u>	<u>Count to 10 slowly</u>
<u>Stretch/stand up</u>	<u>feeling okay</u>	<u>Think positive</u>	<u>color/run</u>
<u>Jump/Ask for help</u>	<u>Paying Attention</u>	<u>Calm down</u>	<u>Do something else</u>





How can I support the Zones of Regulation?



Identify your own feelings and your strategies (e.g. “I’m anxious – I’m going to write down my worries”)

Label what Zones your child is in throughout the day (e.g. “You look sleepy, are you in the Blue Zone? What could you do to wake yourself up?”)

Teach your child tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get us Calmed down and sleepy.”)

Share how their behaviour is making you feel (e.g. “It puts me in the blue zone when you ignore me”)

