

Information about the **ZONES** of Regulation®

St Edmund's Catholic Primary have been teaching The Zones of Regulation® curriculum, which are lessons and activities designed to help our pupils gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

The lessons and learning activities are designed to help the students recognise when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in.

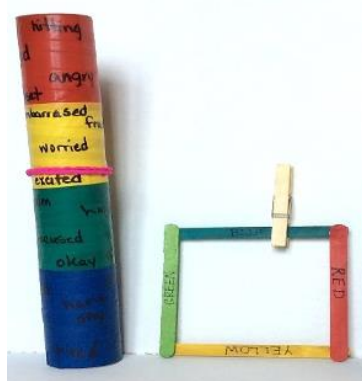
In addition to addressing self-regulation, the children will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem-solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations.

You can support your child during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments.
- Make comments aloud so your child understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- Help your child gain awareness of his or her zones and feelings by pointing out your observations.
- Validate what zone your child are in and help them brainstorm expected ways to self-regulate so their behaviour is expected for the context.
- Share with your child how his or her behaviour is affecting the zone you are in and how you feel.
- Help your child become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.
- Show interest in learning about your child's triggers and Zones tools. Ask your child if he or she wants reminders to use these tools and how you should present these reminders.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control



- Make sure to positively reinforce children for recognising their zone and managing their behaviours while in it, rather than only pointing out when they are demonstrating unexpected behaviours while in a zone.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

You could create your chart at home in any way you like, there are some examples of what you might include in your toolbox below, but this is best done by talking about it as a family.

's Toolbox

Blue Zone Tools

Talk to someone
Play with a friend
Go outside/Run
Smile/Think happy
deep breaths
Take a nap
Stretch/stand up
Jump/Ask for help

Green Zone Tools

eye contact
Good body language
Sit up/sit still
Good attitude
Good listener
focused
feeling okay
Paying Attention

Yellow Zone Tools

deep breaths
Positive Self-talk
Ask for help
do your best
Jump Around
Take a nap
Think positive
Calm down

Red Zone Tools

deep breaths
apologize
Quietly stamp feet
hug or talk to
Someone
Count to 10 slowly
color/run
Do something else

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