THE ZONES OF REGULATION

Wanneroo Network
Monday 11th September 2017

Consulting Teacher Disability:
Brooke Lilburne
Schools of Special Educational Need

School of Special Educational Needs
Disability

School of Special Educational Needs
Sensory

School of Special Educational Needs
Medical & Mental Health

School of Special Educational Needs
Behaviour & Engagement

Website: ssen.wa.edu.au
Every public school in WA is allocated a:

Consulting Teacher Disability Education Service (CT DES)

who is accessed through your school administration

Wanneroo Network is supported by the DES team based at Mullaloo Heights PS
Session outcomes:

**Participants will:**

- Develop an awareness of self-regulation and The Zones of Regulation

- Develop some strategies that support the development of self-regulation

- Identify activities to support the implementation of The Zones of Regulation with students
Life is 10% what happens to us and 90% how we react to it

Charles Swindoll
COMPONENTS OF SELF REGULATION

Executive Functioning
- memory, planning, behaviour, inhibition

Emotional Regulation

Sensory Integration
BEHAVIOURS OF POOR SELF REGULATION

- Tantrums and Outburst
- Abusive Behaviours
  - self abuse (themselves, others, objects)
  - punching, kicking, biting
- Emotional Distress
- Inattention / Distractibility
- Refusal to Participate
Maintaining Emotional Regulation

There are two types of capacities to maintain emotional regulation:

• Mutual/interactive regulation

• Self-regulation
Mutual Regulation

- assisting children to develop the ability to seek and secure the assistance of others in regulating emotional arousal

Examples of assistance include:

– Transition supports
– Teaching replacement behaviours
– Modifying tasks
– Offering a break
– Assisting child to move to a calming area
– Access to a trusted person
THE ZONES OF REGULATION

A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL

Written and Created by
Leah M. Koupers, MA Ed. OTR/L

CD of full-color, reproducible
social stories

Department of Education WA
WHAT IS THE ZONES OF REGULATION?

• Cognitive behaviour approach used to help students self-regulate their behaviours, emotions and sensory needs

• With concepts and visuals students learn to recognise their feelings and level of arousal

• Allows students to identify and utilize adaptive strategies for optimal learning in the classroom
THE ZONES OF REGULATION

• Developed for students with neurobiological and mental health disorders
• Pre-school to adult
• Adaptations for younger and older students
• Teaching expectations can be tailored for specific students and groups
• Accommodates students with cognitive and communication impairments
THE ZONES OF REGULATION

The lessons and learning activities are designed to

• help the students recognize when they are in the different zones
• learn how to use strategies to change or stay in the zone they are in

In addition to addressing self-regulation, the students 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.
The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, panic, or terror when in the Red Zone. Being in the Red Zone can best be explained by not being in control of one’s body.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, or nervousness, and slightly more elevated emotions and states (wiggly, squirmy or sensory seeking) when in the Yellow Zone.

The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, content, or ready to learn when in the Green Zone. This is the zone students generally need to be in for work and for being social. Being in the Green Zone shows control.

The Blue Zone is used to describe low states of alertness, such as feeling sad, tired, sick, or bored. This is when a person’s body and/or brain is moving slowly or sluggishly.
THE ZONES OF REGULATION
THE ZONES OF REGULATION

Curriculum

Lessons 1 – 9

• Creating wall posters of the Zones
• Zones Bingo
• The Zones in video
• The Zones in me
• Understanding different perspectives
• Me in my Zones
• How do I feel?
• My Zones across the day
• Caution! Triggers ahead
The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

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

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Yellow Zone
- Wound up
- At my wit's end
- Butterflies in my stomach
- Woke up on the wrong side of the bed
- Chip on your shoulder

Red Zone
- Cause a stir
- At the end of your rope
- Under the wire
- Ants in your pants
- Fish out of water

Go bananas
- Go to pieces
- Come apart at the seams
- Thrilled to bits
- Over the moon
- Jumping for joy
The ZONES of Regulation® Reproducible F Bingo Card 1

ZONES Bingo

Feelings Game

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“Expected” versus “Unexpected” behaviours

“You can change/affect how I feel”

“Good thoughts” versus “Uncomfortable thoughts”
Which **ZONE** Should I Be In?

All of the zone colors are okay. There are times when you should be in different zones. In the classroom, we try to stay in the Green Zone. Think about times when it's expected that you would be in the Yellow, Blue, or even the Red Zone.

Times when it is expected to be in each zone...

Times to be in the **BLUE ZONE**...

Times to be in the **GREEN ZONE**...

Times to be in the **YELLOW ZONE**...

Times to be in the **RED ZONE**...
Understanding Different Perspectives

When I am in the BLUE ZONE and it is unexpected...

Other kids might feel around me.

Other kids might be thinking or?

Other kids might say or?

The ZONES of Regulation® Reproducible J (Example)

Social Behavior Mapping

What’s Expected for: Being in the Green Zone in the Classroom

<table>
<thead>
<tr>
<th>Expected behaviors</th>
<th>How the behaviors make people FEEL</th>
<th>How people react to how THEY FEEL about your behavior</th>
<th>How the person feels about himself or herself</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attending to teacher, taking notes</td>
<td>Teacher feels respected</td>
<td>I get good grades from my teachers</td>
<td>Proud</td>
</tr>
<tr>
<td>2. Head up, looking at materials being presented</td>
<td>Classmates feel comfortable around me</td>
<td>Positive reports at conferences</td>
<td>Good</td>
</tr>
<tr>
<td>3. Engaged in classroom discussion (raising hand, adding comments)</td>
<td>Others feel I am a good student</td>
<td>Classmates want to sit near me</td>
<td>Liked by others</td>
</tr>
<tr>
<td>4. Semi-upright posture, shoulders turned toward speaker</td>
<td></td>
<td></td>
<td>Smarter</td>
</tr>
</tbody>
</table>

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The ZONES of Regulation® Reproducible Q

ZONES Check-In

I \[\text{heart}\] feel .

I’m in the Zone.
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Curriculum

Lessons 10 - 12

• Exploring sensory support tools
• Exploring tools for calming
• Exploring tools – Thinking Strategies
Tools to Calm and Alert

- Sensory Supports
- Calming Techniques
- Thinking Strategies
<table>
<thead>
<tr>
<th>Name of Tool</th>
<th>Blue</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>rice bin</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>putty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cushion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fidget ball</td>
<td>Blue</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>headphones</td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td>sit on ball</td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td>weighted vest</td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td>rub back</td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
<tr>
<td></td>
<td>Blue</td>
<td>Green</td>
<td>Yellow</td>
<td>Red</td>
<td>None</td>
</tr>
</tbody>
</table>

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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.
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Inner Coach

Inner coaches help us use positive self-talk to give us the courage and strength to get through stressful situations.

Difficult times, I may need my inner coach to:

________________________________________

________________________________________

My inner coach reminds me to use strategies to keep myself calm.

To help me get to the Green Zone, my inner coach reminds me to:

________________________________________

________________________________________

My inner coach also helps to keep positive thoughts in my head so I can be successful.

My inner coach might say to me:

________________________________________

________________________________________

From The Zones of Regulation® by Leah M. Kudler • Available at www.socialthinking.com

The ZONES of Regulation® Reproducible Y

Inner Critic

Inner critics use negative self-talk that get us nowhere. It puts defeating thoughts in my head.

Times my inner critic gets to me:

________________________________________

________________________________________

My inner critic does not help and instead ends up making a situation worse.

My inner critic might say to me:

________________________________________

________________________________________

I am in control of who I listen to—the inner coach or inner critic.

I can use my inner coach to defeat my inner critic by telling it:

________________________________________

________________________________________

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Curriculum

Lessons 13 - 18

• The Toolbox
• When to use Yellow Zone tools
• Stop and use a tool
• Tracking my tools
• STOP, OPT and GO
• Celebrating my use of tools
When To Use My **Yellow Zone** Tools

How my body feels:

STOP

In the Yellow Zone,
I look:

I feel:

I act:

Adapted for The Zones of Regulation® from the original Anxiety Curve in Burn and Cutts’ The Invisible 5-Point Scale (2003), www.Spiritualscale.com.

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**Tracking My Tools**

<table>
<thead>
<tr>
<th>Tools I Can Try</th>
<th>Did It Work?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
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<td>Yes</td>
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<td>No</td>
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<tr>
<td></td>
<td>No</td>
</tr>
</tbody>
</table>

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Solution Finder Worksheet

Problem:________________

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

Use this STOP, OPT, and GO Solution Finder Worksheet to brainstorm all of the OPTIONS you have — good and bad. This includes using your tools as well as the choices that aren’t so good, like losing your cool.

• Consider each option.
• Take a yellow or red marker and cross off each option that would cause you to go into those zones.
• Take a green marker and circle the best option(s) to go with.

My best option is:_________________________________________
EXAMPLES
THE ZONES OF REGULATION
THE ZONES OF REGULATION
THE ZONES OF REGULATION

**Blue Zone**
- Tools: Rest Stop
  - Take a break.
  - Think happy thoughts.
  - Talk about your feelings.
  - Ask for a hug.
  - Draw a picture.

**Green Zone**
- Tools: Go Time
  - Complete your work.
  - Listen to the teacher.
  - Remember your daily goal.
  - Think happy thoughts.
  - Help others.

**Yellow Zone**
- Tools: Slow Down
  - Take a break.
  - Talk to the teacher.
  - Squeeze my stress ball.
  - Go for a walk.
  - Take three deep breaths.

**Red Zone**
- Tools: Stop
  - Take a break.
  - Squeeze my stress ball.
  - Take three deep breaths.
  - Count to ten.
  - Talk about my problem.

**Break Card**
- I feel sad, tired, hurt, or bored and I need a break.
  - Choices: Stretch, Go on a run, Drink water.
THE ZONES OF REGULATION

What can I do?

Problem solving wheel

- Walk away and let it go.
- Tell them to stop!
- Wait and cool off.
- Go to another activity.
- Ignore it.
- Talk it out.
- Rock, paper, scissors, go.
- Apologize
- Use an I message

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THE ZONES OF REGULATION
When I'm in the green zone, I can

When I'm in the blue zone, I can

When I'm in the yellow zone, I can

When I'm in the red zone, I can
I'm in the *zone.*

I feel

I will use this tool:
THE ZONES OF REGULATION

Anger Thermometer: Identifying Triggers at School

- When I react
- When there is a change
- Having to read out loud
- When I have to ask for help
- When someone interrupts
- When I don't understand
- When a teacher gives me a penalty
- When I get an answer wrong
- When I can't get called on
- Being in a large group
- Being isolated
- Having to work in a group
- When someone points out a mistake
- When I get a low grade
- When others touch me
- Being around people I don't know
- Being out of time
- Sitting for a long time
- Other

Problem vs. Response Reflection

Describe the Problem

Describe your Reaction

How BIG was your Reaction?

1 2 3 4 5

1 2 3 4 5

Did the problem size match the reaction size?
Things that I love

- Tumblr
- Nutella
- Hunger Games
- Spending Friday nights on Tumblr
- Sarcasm
- Being hilarious
- Harry Potter
- Cat videos
- Not going to school
- Drinking tea
- Having ppl who I hate
- Being married to numerous celebrities in my mind but not having a "real life"
<table>
<thead>
<tr>
<th>ZONES</th>
<th>5 Red Zone</th>
<th>4 Red Zone</th>
<th>3 Yellow Zone</th>
<th>2 Green Zone</th>
<th>1 Blue Zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels like</td>
<td>Red Zone</td>
<td>Out of control</td>
<td>Engine high, excited, escalated, Need to calm down</td>
<td>Excited, starting to escalate, a bit anxious, silly</td>
<td>Calm, regulated</td>
</tr>
<tr>
<td>Looks like</td>
<td></td>
<td>Going all over the place, throwing stuff, can’t think, impulsive, yelling, swearing, unfriendly words, angry, body tense, negative thoughts, clenched fists</td>
<td>Negative thoughts, think a problem is big, voice gets loud, throw things, refusal to do things, name calling</td>
<td>Breathing is a little faster, feet tap, fidget with hands, wander off, not paying attention, arms moving faster, refusals</td>
<td>Calm, relaxed muscles, focussed, normal voice, heart beating normally, breathing regular, friendly smile</td>
</tr>
<tr>
<td>Tools to help</td>
<td>Blanket, think about the size of the problem, inner coach, flexible thinking, sensory area</td>
<td>Blanket, think about the size of the problem, inner coach, flexible thinking, sensory area</td>
<td>Blanket, think about the size of the problem, inner coach, flexible thinking, sensory area</td>
<td>Keep hands busy, flexible thinking, inner coach</td>
<td>Walk, inner coach, flexible thinking</td>
</tr>
<tr>
<td>What adults can do</td>
<td>Give space, limit talking</td>
<td>Give space, limit talking</td>
<td>Ask what they can do to help, offer tools, distract</td>
<td>Stay supportive, help to stay with the task, pay attention to child</td>
<td>Offer tools, check on child regularly</td>
</tr>
</tbody>
</table>
There’s an App!

- Drag each face into the correct zone.
- Several teaching methods!
- Shoes of speed: the more you learn, the more rewards you earn!
- Blue zone tools: build your own toolbox & learn to regulate emotions!!

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Starting point

Consider what we have covered today:

- Introducing concept of Zones
- Awareness of emotions
- Selecting tools for each zone

Think how you could implement the Zones of Regulation in your class or with a student you support.
More Information on The ZONES

• Zones of Regulation website: http://www.zonesofregulation.com/

• www.socialthinking.com

• Zones of Regulation Book and CD on Amazon.com or can be accessed through your CTD SSEND.
Thank you for your attention!