ZONES OF REGULATION

A Curriculum Designed to Foster Self-Regulation & Emotional Control

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**THINK ABOUT IT.....**

We know when our kids are stressed, they are not ready to learn!


We’ve all been there, **STRESSED** to the MAX!!!

What stresses do you bring to the job? Life?
SELF-REGULATION

- The ability to adjust level of alertness AND direct how emotions are revealed behaviorally in socially adaptive ways in order to achieve goals.

- Encompasses:
  - Self-control
  - Resiliency
  - Self-management
  - Anger management
  - Impulse control
  - Sensory regulation
Why teach the Zones?!

We need to teach our kids GOOD coping and regulation strategies so they can help themselves when they become stressed, anxious, or sad.

Typically, kids who can self-regulate will turn into teens who can self-regulate. Self-regulation skills are vital for the success and happiness of our children.
How does mental health impact children and youth?

• 10-20% of Canadian youth are affected by a mental illness or disorder
• 5% of male youth and 12% of female youth, age 12 to 19, have experienced a major depressive episode.
• 3.2 million 12-19 year olds in Canada are at risk for developing depression
• Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents
• In Canada, only 1 out of 5 children who need mental health services receives them.

(Canadian Mental Health Association, 2014)
RESEARCH ON SELF-REGULATION

- Higher academic achievement is more likely when interventions include self-regulation components. - Blair & Raza, 2007

- Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills. – Blair, 2002-2003; Normandeau & Guay, 1998

- Research shows that teachers can have a positive effect on students’ self-regulation skills. – Burchinal, Peisner-Feinberg, Bryant & Clifford, 2000.
TYPICAL CLASSROOM SENSATIONS
- Repeatedly sharpening pencil
- Making faces in window
- Sticking out foot to trip other kids
- Whispering
- Spitting
- Banging pencil rapidly between teeth
- Hallucinating
- Singing
- Drawing cartoons
- Eating lunch
- Jabbing kid's back
- Making rude noises
- Making cat noises
- Ripping paper out of notebook and crumpling it
- Making faces
- Snapping gum
- Combing hair
- Drawing
- Carving up desk
- Daydreaming
- Throwing small objects at random
- Sleeping
- Reading comic book
- Cursing teacher under breath
- Pretending to work
- Whistling
- Hiding under desk
- Plotting career change
- FORGETTING TO BRING PENCIL, PENCIL, OR NOTEBOOK
- Snapping harmonica
- Making cat noises
- Daydreaming
- Drawing cartoons
- EATING LUNCH
- Getting up
- Plotting career change
- Not pictured
  - Setting off false fire alarms
  - Smoking in restroom
  - Breaking into lockers
  - Smearing teachers car with peanut butter
- Yawning & Stretching
- Belching
- Pretending to work
- Reading comic book
- Throwing small objects at random
- Sleeping
- Drawing
WHICH PARENT ARE YOU?

Regulated

Dysregulated
**WHAT ARE THE ZONES?**

There are four zones to describe how your brain and body feel.

**BLUE Zone** – Your body is running slow, such as when you are tired, sick, sad or bored.

**GREEN Zone** – Like a green light, you are “good to go.” Your body may feel happy, calm and focused.

**YELLOW Zone** – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.

**RED Zone** – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must STOP!
GOALS OF THE ZONES CURRICULUM

To teach the students:
- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others’ thoughts and feelings

And ultimately...
- Independent Regulation!
ACTIVITY

- Think of your child(ren)...

- What zone is that child(ren) usually in?

- What do you do to help regulate your child(ren)?
Conversely, what are some of the possible triggers that we should recognize in our kids?
**Tips for Handling an Unexpected Red Zone**

- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student’s feelings
- Evoke some of the emotion in yourself
- Give them time and space
- Process later using STOP, OPT and GO Solution Finder
- Designated safe spot
- Avoid power struggles
- Teach all tools in a calm regulated state
SOLUTION FINDER

STOP
Stop before you act

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

GO
Go with your best options

Problem: __________________________________________

My best option is: ________________________________
VARIOUS TOOLS FOR SELF-REGULATION

- Sensory Supports
- Calming Techniques
- Thinking Strategies
CALMING TECHNIQUES

The Six Sides of **Breathing**

- Breath In
- Breath Out
- Hold
- Breath In
- Breath Out
- Hold

Lazy 8 **Breathing**

- Breath In
- Sleep
- Breath Out
- Sleep

- Breath In
- Hold
- Breath Out
Sensory Supports
THINKING STRATEGIES

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?

Little Problem
Medium Problem
Big Problem
Huge Problem

You Can Do IT!!!
Activity:

Complete the worksheet “This is a picture of me in the...”

Once you have completed the worksheet, get together with a group with one representative from each zone to share your pictures

Have fun!
MY ZONES TOOLBOX

The ZONES of Regulation® Reproducible Z

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