



PARENT RESOURCE SERVICES



Zones of Regulation

Presented by Stacy Bothe, Special Education Consulting Teacher

Thursday, September 28th 6:30—8:30 pm

LCPS Administrative Building
21000 Education Court, Ashburn, VA 20148

This presentation provides information to parents of students with IEPs about Zones of Regulation which is a curriculum geared towards helping students gain skills by identifying and regulating their actions. Students learn to recognize when they are in different states called "zones." Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.



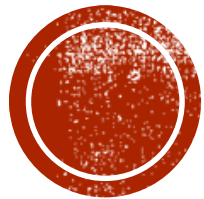
Register by calling 571-252-6540, go to lcpsonline.org/ParentResourceServices

[click here](#) to register on line

If, due to a disability, you need assistance to enable you to participate in a workshop or need an interpreter, call Parent Resource Services at 571-252-6540 at least five working days prior to the event.

welcome





“AS A MOM AND THERAPIST, I CATCH MYSELF FROM TIME TO TIME TELLING SOMEONE, “DON’T WORRY...” OR “DON’T BE SAD...” ONLY TO REMIND MYSELF “IT’S TOO LATE THE OTHER PERSON IS ALREADY WORRIED OR SAD.” RATHER THAN OFFERING SUPPORT IN THE FORM OF TELLING OTHERS NOT TO FEEL THIS WAY OR THAT, WE CAN HELP PEOPLE MANAGE THE FEELINGS THEY ARE EXPERIENCING IN AN ADAPTIVE AND PROSOCIAL WAY.”

“I created The Zones of Regulation (The Zones) to help us do just that: support people in managing all the feelings they experience, without passing judgment on what people are feeling or how they are behaving.”

Leah Kuypers

THE **ZONES** OF REGULATION®

A CURRICULUM DESIGNED
TO FOSTER SELF-REGULATION AND
EMOTIONAL CONTROL

THE
ZONES OF
REGULATION®

Social
Thinking[®]

Created by
Leah M. Kuypers, MA Ed. OTR/L

35 full-color
and black-and-white
reproducibles
(PC and MAC friendly)

Foreword and Selected Lessons by
Michelle Garcia Winner

Leah M. Kuypers, MA Ed. OTR/L
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[HTTP://WWW.ZONESOFREGULATION.COM/INDEX.HTML](http://WWW.ZONESOFREGULATION.COM/INDEX.HTML)



The ability to manage and direct one's own physical states, feelings, thoughts, and actions in healthy, pro-active ways to be successful across several domains of life.

It is universal...a set of skills everyone needs for success.

Also called self-control, emotion regulation, coping, impulse control, executive function, etc.

WHAT IS SELF- REGULATION?



WHY IS SELF-REGULATION IMPORTANT?

Directly related to success in learning, academic performance, social interaction, overall health, safety and more.

Is critical for success in school, work, and life

A better predictor of academic success than IQ.

Correlates highly with longevity and happiness



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.

RESEARCH ON SELF REGULATION



SELF-REGULATION REQUIRES THE SKILLS AND ABILITY TO

Identify one's physical state to be able to then calm or arouse one's body and physical state

Identify, express and manage one's feelings in an age appropriate and healthy ways

Manage one's thoughts and engage in cognitive processes such as problem solving and academic learning



TEACHING SELF-REGULATION SKILLS

Self-regulation skills can be taught.

Overall, children learn self-regulation by observing how others, especially significant adults regulated themselves.

Self-regulation skills develop gradually, so it is important that adults hold developmentally appropriate expectations for children's behavior.

Some children need direct instruction and practice to learn these skills.



SENSORY MOTOR PREFERENCES

FOR ADULTS

As adults, we employ techniques throughout our day to help us navigate our daily challenges. These strategies are used without our “thinking” about their need. They help us either to increase or decrease our state of alertness. What may be alerting for one person may not have the same effect on another person. We are all individuals and our nervous systems react uniquely to environment.



THE ZONES OF REGULATION

STEPS FOR LEARNING

- Learning the physical states (Zones), related feelings (for each Zone) and management strategies (for each Zone)
- Identifying triggers
- Identifying and practicing 2-3 strategies to help us return to the green zone from the blue, yellow and red zones
- Making use of a strategy in the moment







- It is natural to experience all of the Zones; there is no bad zone.
- Our Zone is defined by the feelings and internal states we experience on the inside.
- Our behavior is a byproduct of how we manage our Zone; therefore, consequences should not be tied to a Zone.
- The context we are in helps us figure out how to manage our Zone so our behavior meets the demands of the social environment, and in doing so we are able to achieve the tasks we are trying to accomplish and/or the social goals we've set for ourselves in that situation.



**All
Zones
are
OK!**



The **ZONES** of Regulation®

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



Blue Zone



The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.



Green Zone



The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.



Yellow Zone

Loss of some control



Silly

Excited

WORRIED

Frustrated

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.



RED ZONE

Out of Control



Yelling

Refusing to Work

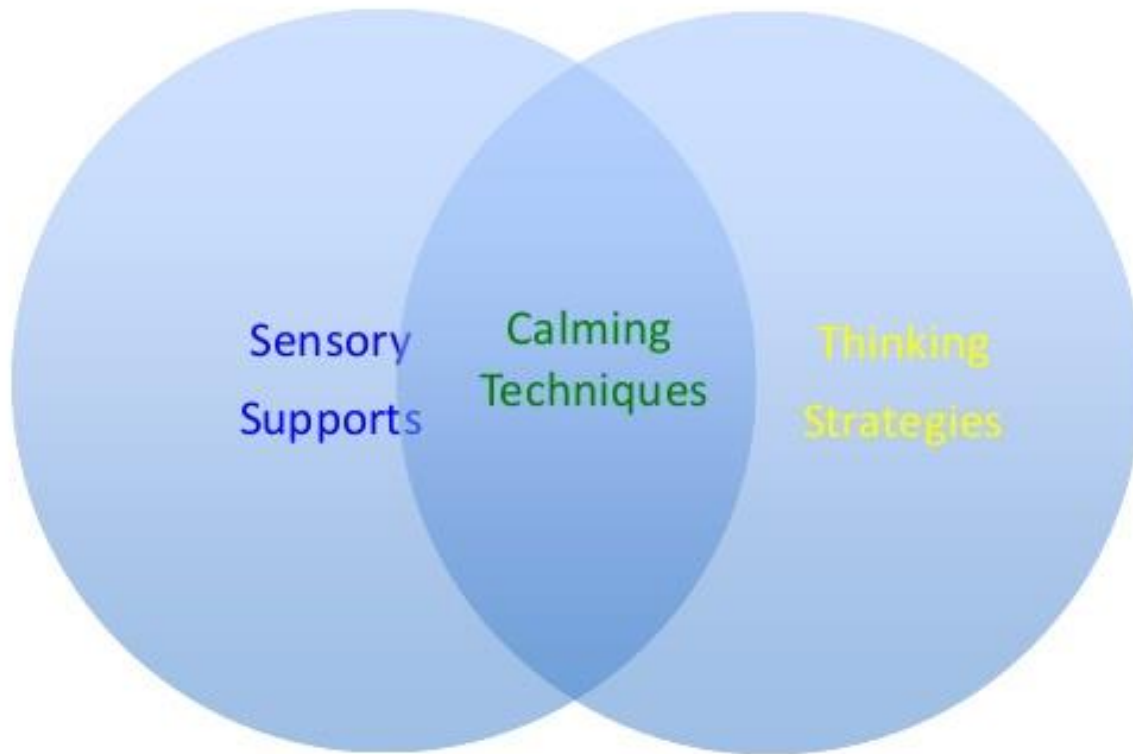
Hands On

MAD/ANGRY

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 behavior, devastation, or terror when in the Red Zone.



Tools to Calm and Alert

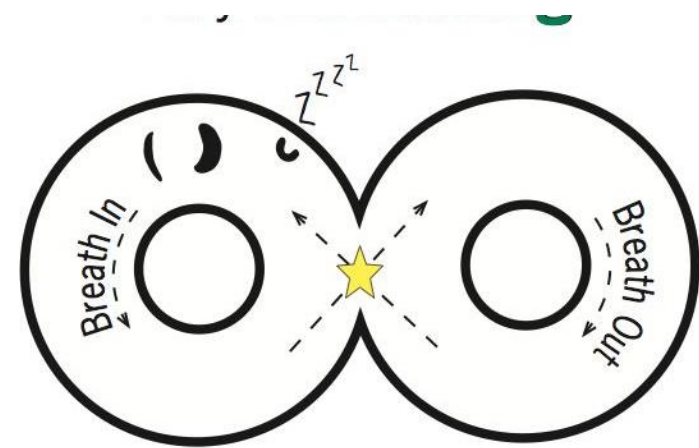




SENSORY STRATEGIES

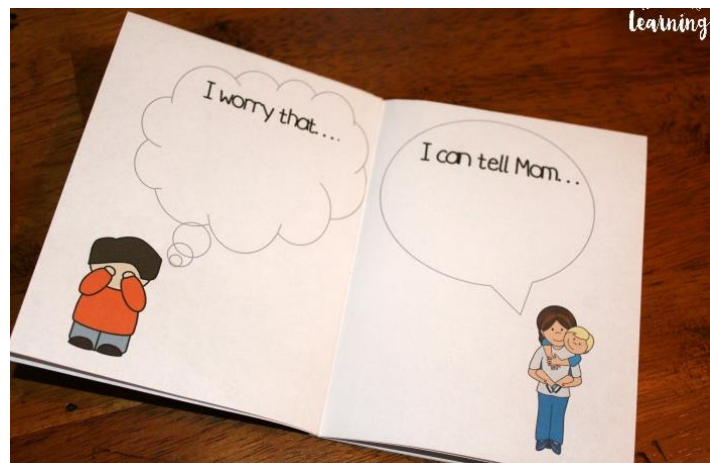
- Drink
- Bathroom
- Wall push-up
- Palm press or tickles
- Wiggle cushion
- Lap pad
- Worry stone
- Clay
- Ball chair
- Chair push-ups
- Movement break
- Arm squeezes





CALMING STRATEGIES

- Deep breathing
- Worry dolls
- Tense and relaxing muscles
- Worry stones
- Worry/feeling book
- Counting to 10
- Asking for help

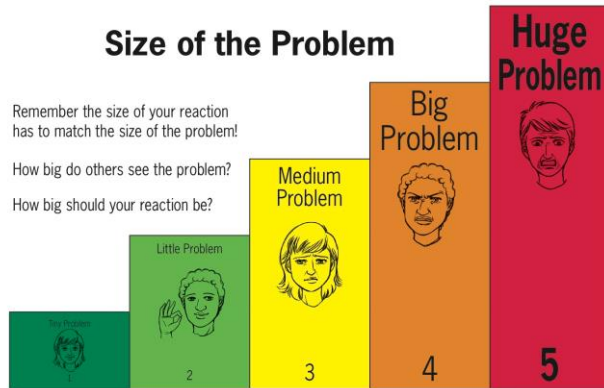


Size of the Problem

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?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Burton and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

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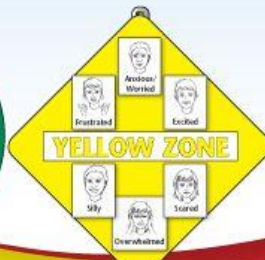
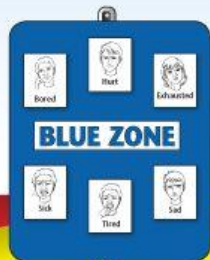
5	<u>I can't stand this and ready to explode.</u> I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.	
4	<u>I am getting too angry.</u> My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.	
3	<u>I am getting really irritated.</u> I need to walk away from a bad situation. I will tell my teacher that I need a break.	
2	<u>I am doing OK.</u> I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.	
1	<u>I am doing great.</u> I feel good about myself and about what is going on around me.	

THINKING STRATEGIES

- Self-talk
- Thinking good thoughts
- Use your imagination
- Big problem vs. little problem
- Brain break (Go Noodle)
- I-messages
- Talk about it
- 5 Pt. Scale



THE ZONES OF REGULATION®



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

Deep breaths

Red Zone Tools

Take a break

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CHILD CHOOSSES STRATEGIES



WHAT PARENTS CAN DO

Use the Language
of the Zones
Program.

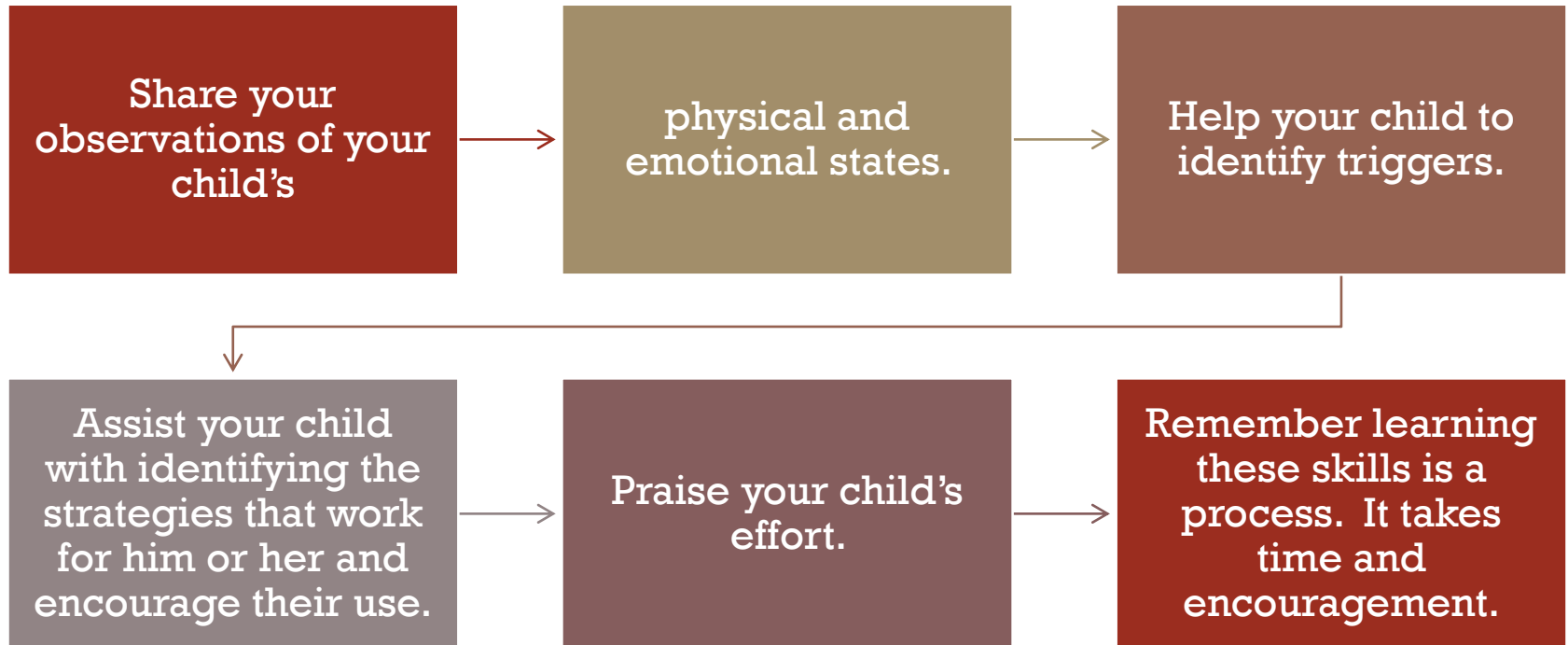


Talk about what
zone or physical
state is expected
for a situation or
unexpected.



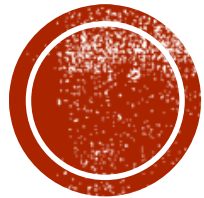
Modeling -
Parents are the
most powerful
model for
children. Promote
healthy self-
regulation and
self-care. You can
Think Outloud and
model using
strategies.





WHAT PARENTS CAN DO





- ☐ SAFETY IS FIRST PRIORITY
- ☐ LIMIT VERBAL COMMUNICATION
- ☐ THIS IS NOT A TEACHABLE MOMENT
- ☐ VALIDATE CHILD'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

TIPS FOR HANDLING AN UNEXPECTED

RED ZONE

THE ZONES OF REGULATION APPS



THERE'S AN APP FOR THAT

<http://www.zonesofregulation.com/the-zones-of-regulation-apps.html>



QUESTIONS

Contact Stacey.Bothe@lcps.org

571-252-1011

