

Moving

Forward

Together

Zones of Regulation Training for School Nursing EYs Team

Karen Hall
Educational Psychologist
Samantha McKeown
Educational Psychologist



let's talk
Newcastle

In this session...

Understand

The theory behind the Zones of Regulation, including the concepts of self-regulation, co-regulation and the principles of CBT.

Familiarise

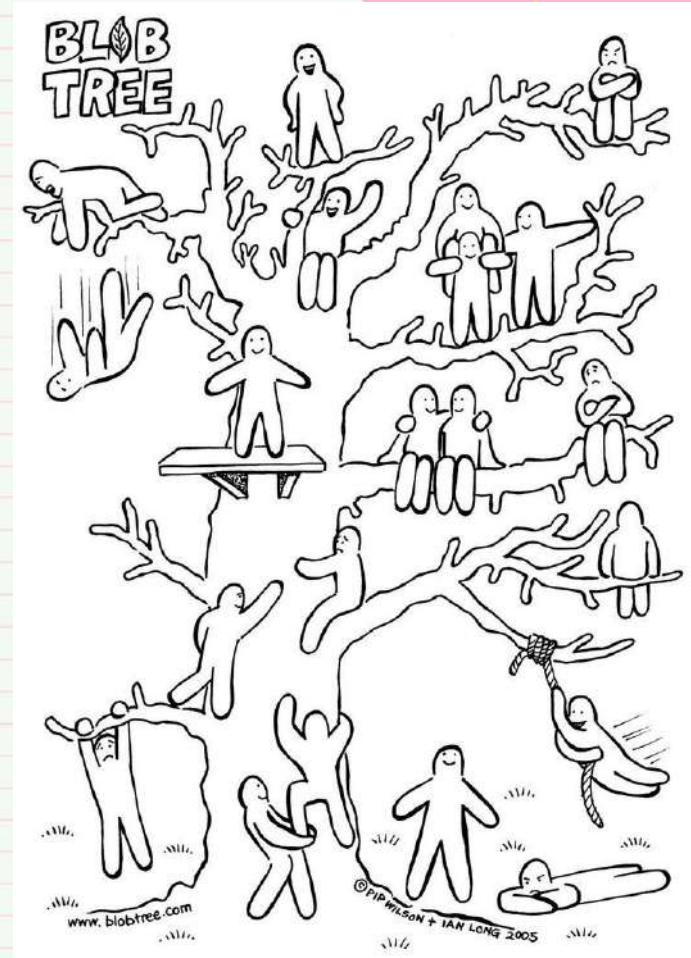
Become familiar with the Zones of Regulation Approach and begin to develop a shared language to talk about emotions which can be used by adults, children and young people.

Implement

Look at how Zones of Regulation might be implemented and varied across contexts, taking into account the age and stage of the children and young people.

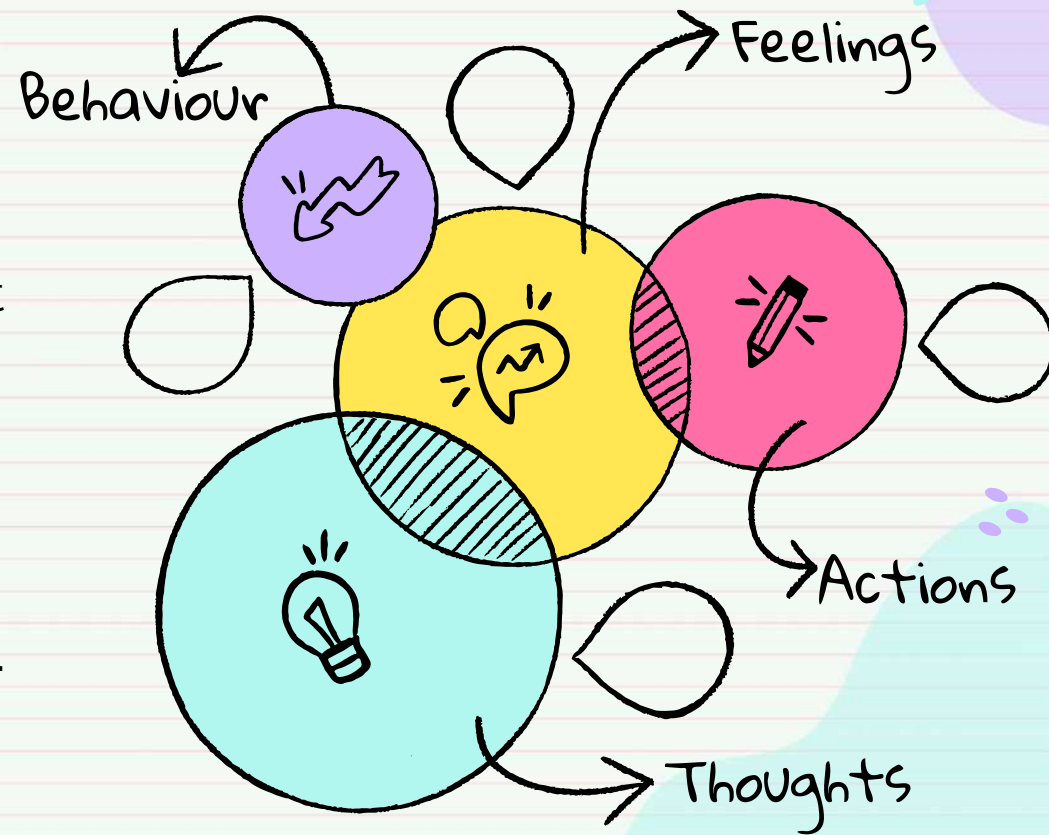
Question

Which Blob can you most relate to right now?

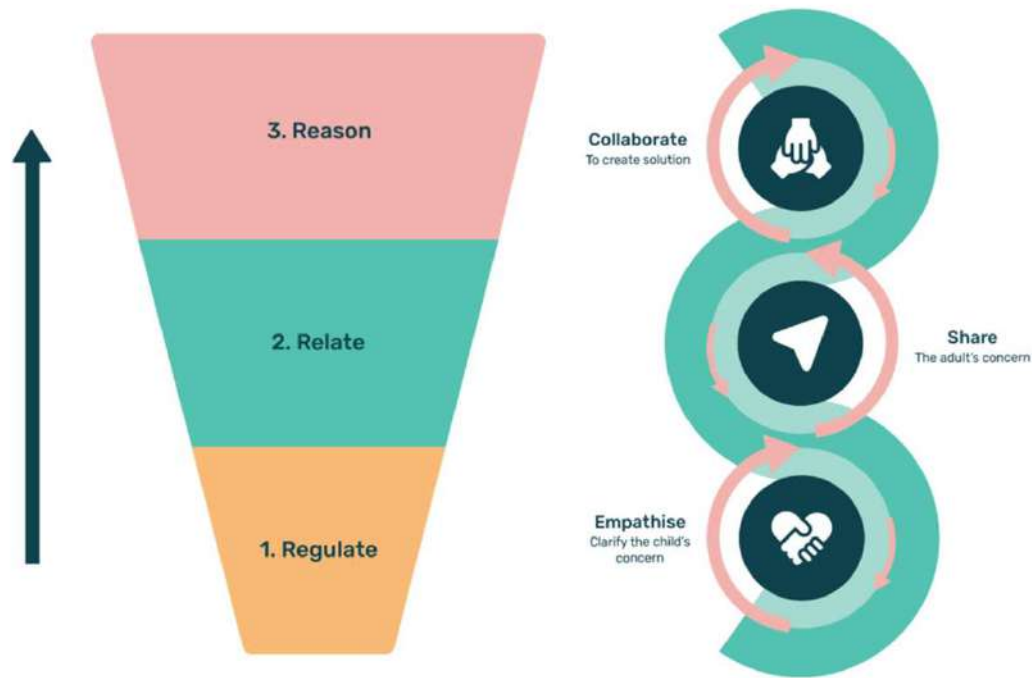


Self Regulation

- Self-regulation is the ability of a person to control or direct their attention, thoughts, emotions and actions to respond appropriately to the situation in hand.
- We learn to self-regulate from other people – it is not something we are born with.
- Context and social appropriateness – discrepancies between matching emotion to the situation you are in could indicate difficulties with self-regulation (library vs. party).
- Look beyond the surface – what we feel may not match what others see.



Self Regulation



The Three R's - **R**egulate, **R**elate and **R**eason.

Ability to self-regulate is linked to school performance and school readiness.

If a child is not regulated, they may not meet the expectations of the classroom or life generally.

It is useful to consider how the child perceives the environment and the impact this has on internal and external presentations.

What does research say?

The wider benefits of being able to self-regulate include:

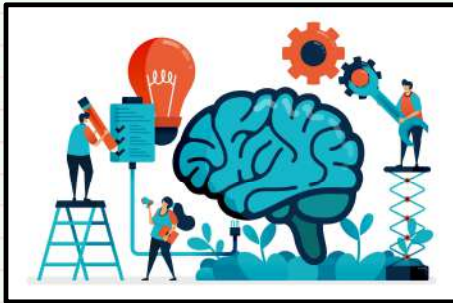
- Better mental health and wellbeing
- Improved relationships and social skills
- Positive behaviour and reduced risk taking
- Greater independence and life readiness
- Long-term educational and economic outcomes



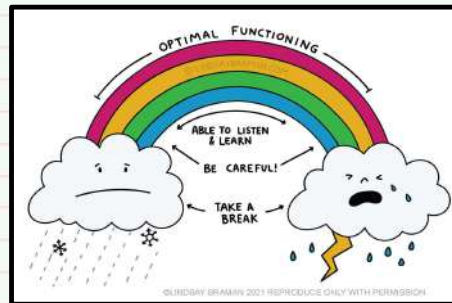
What does this look like?

- Stay calm when they feel upset
- Stop to think before they act
- Do what is expected of them – even when they don't want to
- Pay attention and avoid distraction
- Stay focussed on their goals
- Wait to get what they want
- Adapt to changes in their environment
- Co-operate with others and manage friendships

4 Domains of Self Regulation



Executive
Functioning



Emotional
Regulation



Sensory
Processing



Behaviour

Different neurological components must work together for effective self-regulation.

How might this be described on a referral?

Avoiding help

Emotionally withdrawn

Quiet

Destructive

Seeking approval

Reactive or upset when given critical feedback

Repeated justifications that they are fine or okay

Disconnected

Disruptive

Hypervigilance

Low resilience in peer interactions

Procrastination

Frozen

How would you complete this phrase?

If a child cannot read ... we teach

If a child cannot swim ... we teach

If a child cannot multiply ... we teach

If a child cannot behave ... we

Paraphrased from a quote by John Lerner

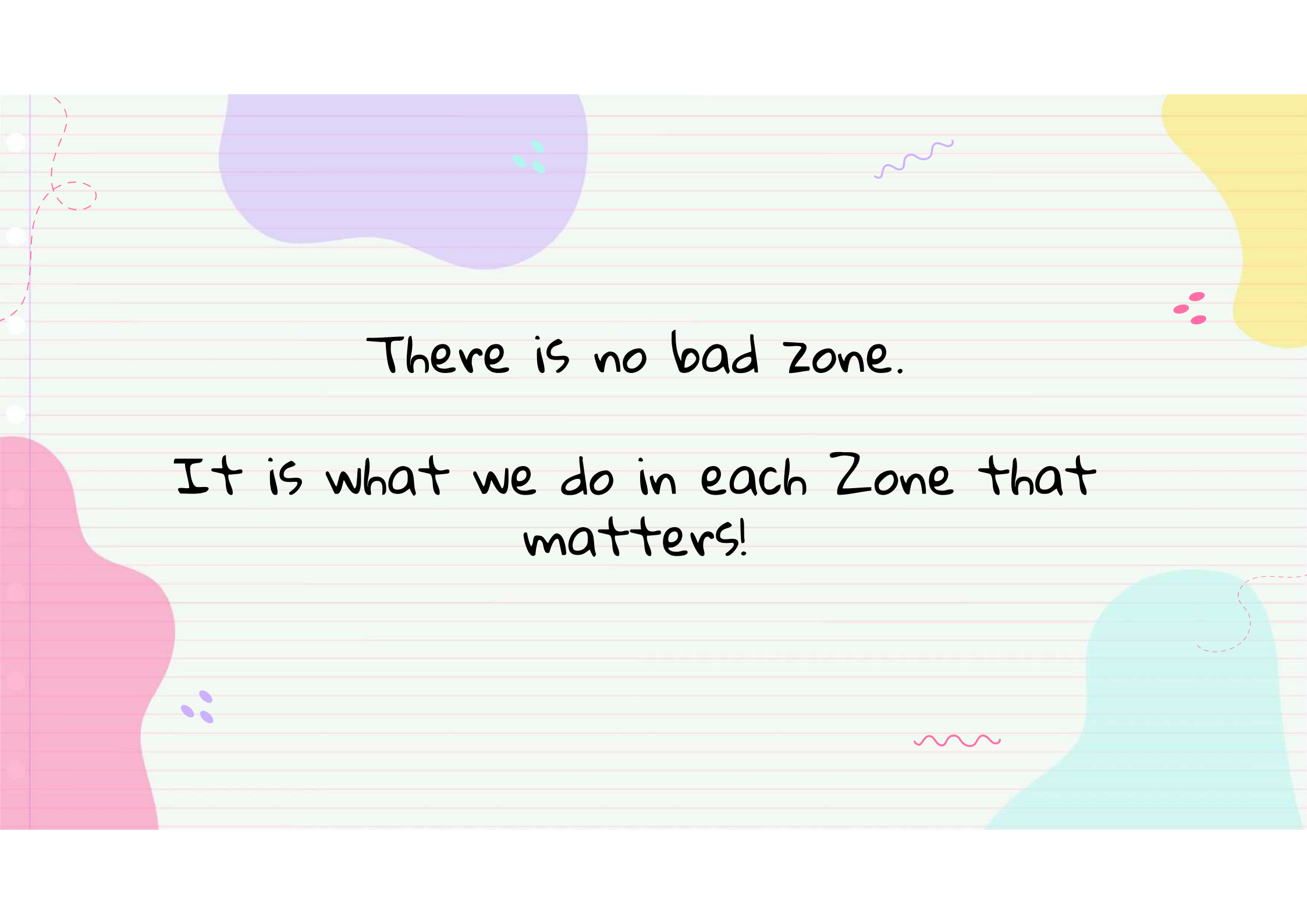
The Zones of Regulation

The **ZONES** of Regulation™

			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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 From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

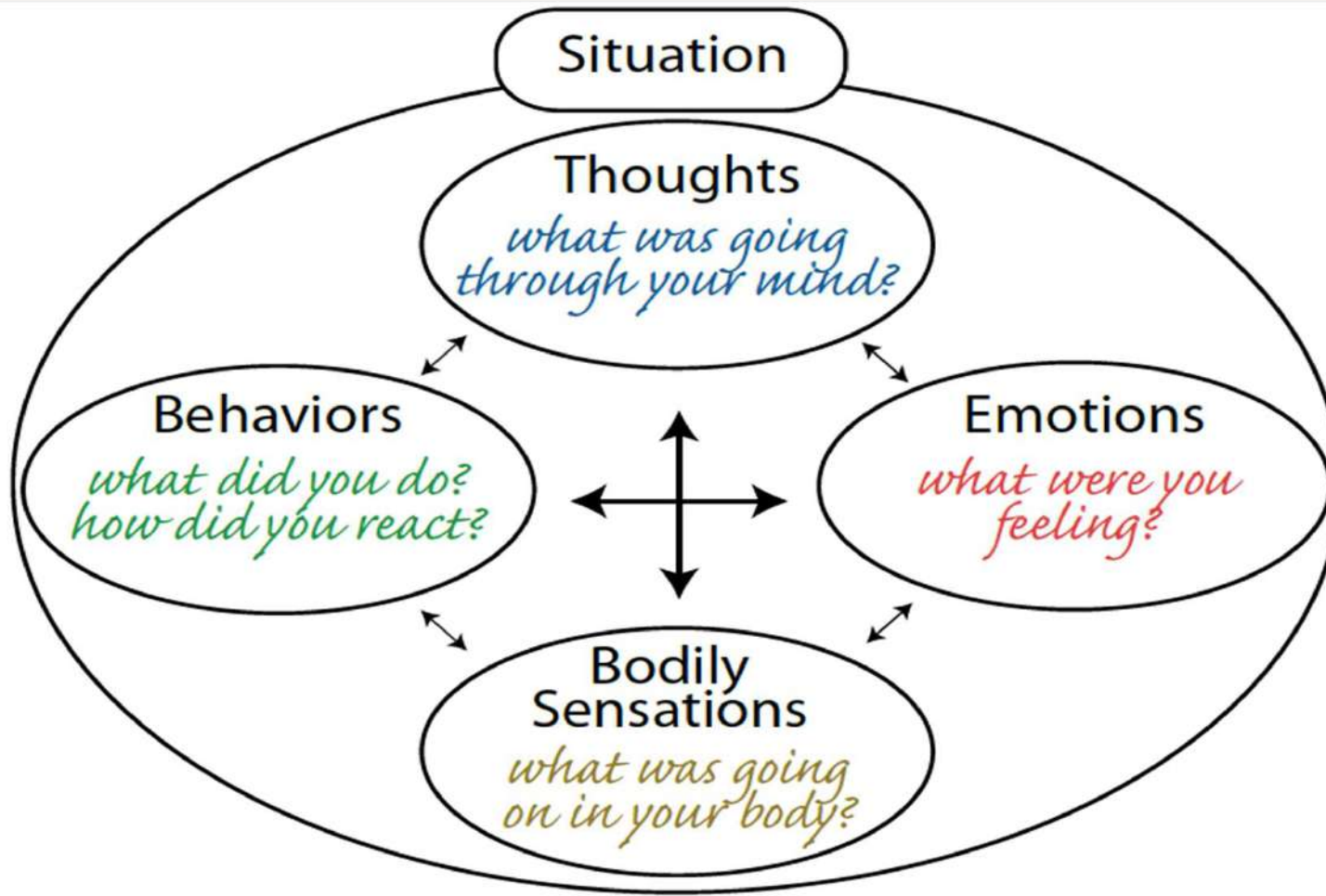
A framework to simplify
 how we think about and
 manage our feelings and
 states.

The background is a light green surface with horizontal pink lines, resembling notebook paper. It is decorated with several pastel-colored shapes: a purple blob at the top left, a yellow blob at the top right, a pink blob at the bottom left, and a light blue blob at the bottom right. There are also small squiggly lines in purple, pink, and blue scattered around the page.

There is no bad zone.

It is what we do in each Zone that matters!

The link with CBT Approaches



Blue Zone



Tired



Bored



Sad



Sick

Yellow Zone



Silly



Frustrated



Excited



Worried

The Zones

Green Zone



Calm



Happy



Proud



Focused

Red Zone



Panicked



overjoyed/Elated



Terrified



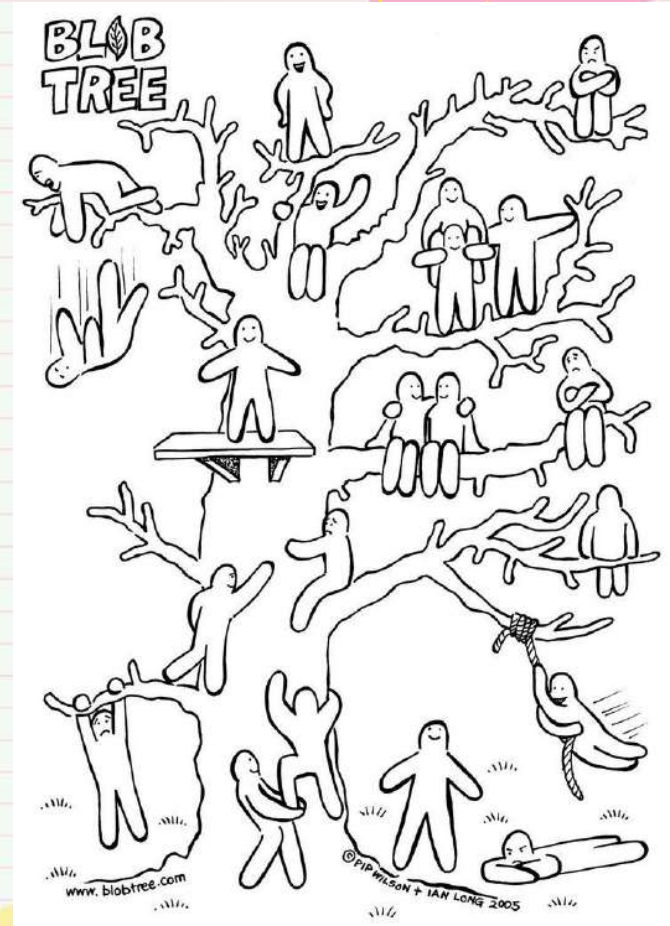
Angry

Zones at home and in school

- Many of us “disguise” our Zone to match social expectations.
- We use the expression “put on a happy face” or mask the emotion so other people will have good thoughts about us.
- Parents often say that their children “lose it” and goes into the Red Zone as soon as they get home. This is because children are increasing their awareness of their peers and expectations when in the classroom. They make every effort to keep it together at school to stay in the Green Zone.
- Home is when they feel safe to let it all out.

Challenge

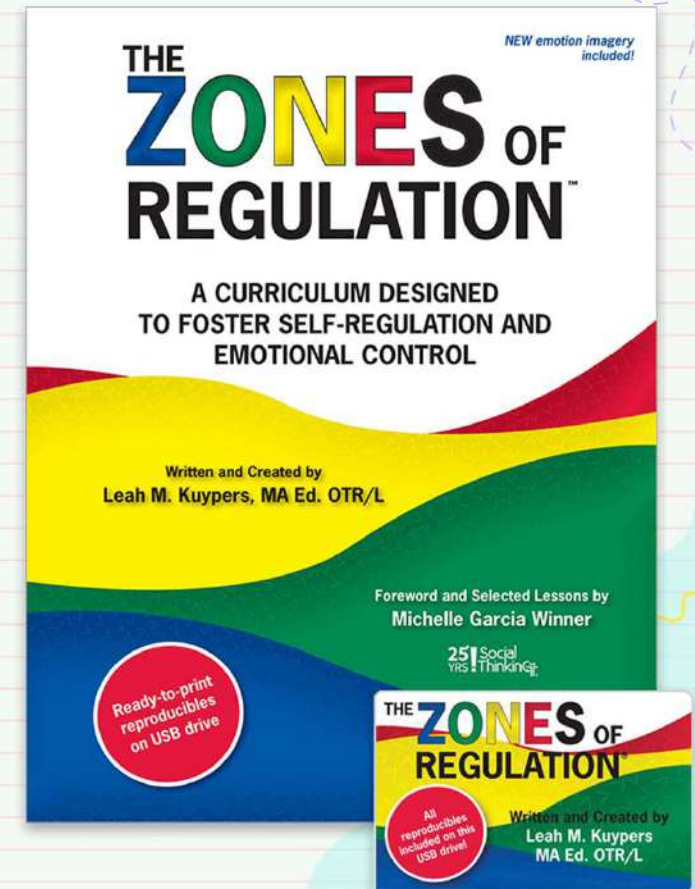
Can you identify the zone of each blob?



! The Handbook !

18 lessons designed for children aged 4+ years

- How to identify and communicate feelings in a judgement free way
- How to make sense of feelings, sensory needs and thinking patterns that shift us from one Zone to another
- Gives us tools to stay in or move between the Zones
- Devise individual 'Toolkits' for children (if needed)
- Teaches children how to spot their 'triggers' and ways to use their Toolkits to manage these
- Teaches to recognise emotions in self and others, and consider the impact of own behaviour and choices on other people (perspective taking)



Roadmap of lessons

Chapter 3

Understanding the four Zones

Recognising emotions in themselves and in others

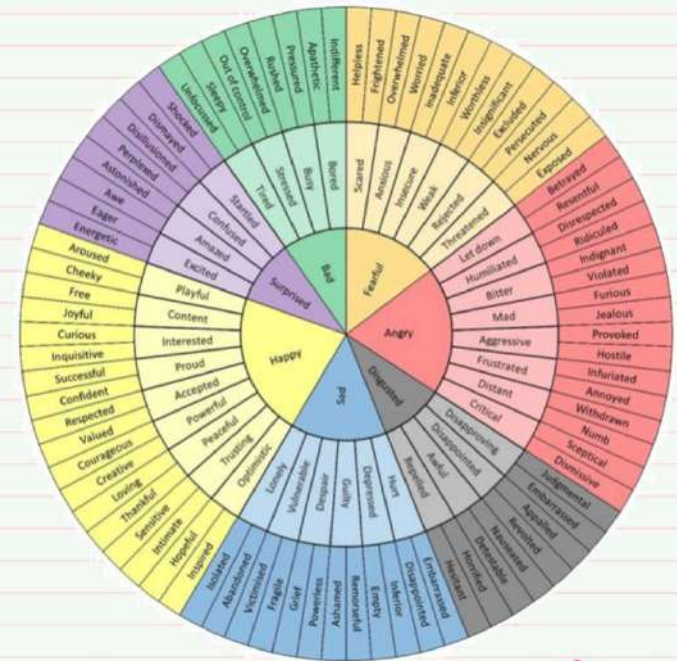
Understanding how the Zones might look and/ or feel

Chapter 4

Exploring the tools

Chapter 5

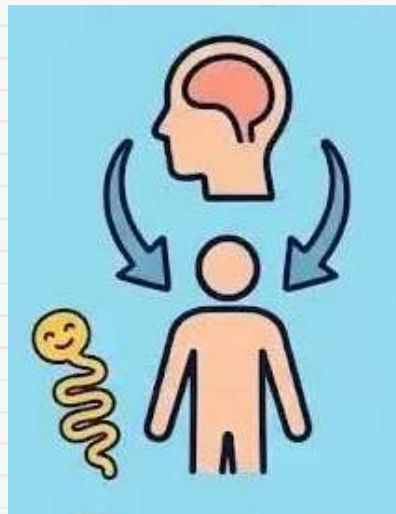
Putting the tools into practise



Two pathways to regulation

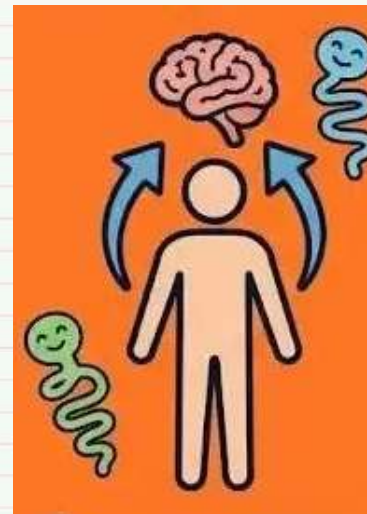
Top down

Verbal processing
Meditation
Intention setting
Journalling
Affirmations
Scaling
Visualisation
Reframing



Bottom up

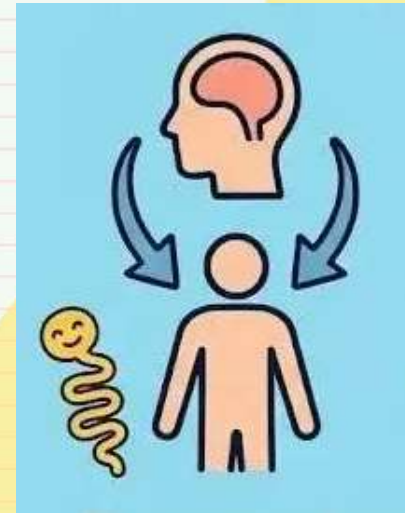
Movement
Coregulation
Touch
Breath work
Sensory play
Rhythm
Yoga



Top-down strategies

Strategies and techniques that start with the cognitive parts of the brain, such as the pre-frontal cortex, which is responsible for things such as:

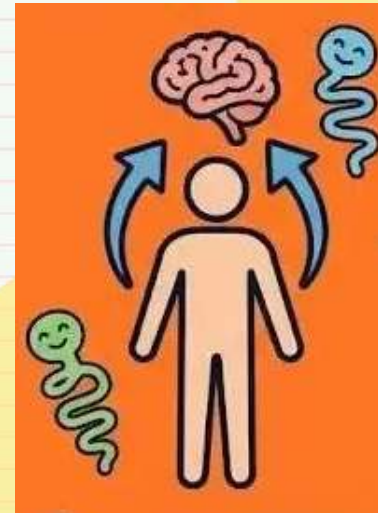
- balanced decision making
- deliberate focusing of attention
- over-riding impulse
- problem-solving
- self-awareness
- switching between tasks or conflicting thoughts



Bottom-up strategies

Strategies and techniques that start with the cognitive parts of the brain, such as the pre-frontal cortex, which is responsible for things such as:

- balanced decision making
- deliberate focusing of attention
- over-riding impulse
- problem-solving
- self-awareness
- switching between tasks or conflicting thoughts



Things to consider with younger children

Remember: You don't need to teach it all.

Young learners are developing emotional language strategies and are just emerging in their development of the metacognitive (thinking-based) strategies that come later in The Zones curriculum.



EY's what to remember

- Pare down emotions to 1 to 3 feelings per Zone, slowly introducing more as learners show they are understanding.
 - Consider focusing on one Zone at a time, using a slow and steady approach.
 - Spend time identifying facial expressions and body language associated with each Zone.
 - Reinforce, reinforce, reinforce! Use storybooks, songs, videos, and games to illustrate Zones concepts over time.
- https://www.evenwoodcofe.org.uk/wp-content/uploads/2021/02/the_zones_book_nook_aug2020.pdf
- Connect with caregivers to help them understand The Zones and use the common language at home. Make sure to reinforce that ALL the Zones are OK!

Adaptations for different ages and stages

Simplify and reduce concepts and language. Use colour, pictures or symbols instead of words.

- Offer more frequent opportunities to play and practice.
- Use tangible, tactile resources.
- Use mirrors for self-identification.
- Use books, art, songs and videos to reinforce learning.
- Play physical games to help children to recognise how their body feels in the moment (sleeping lions, leap-frog).



Activities to help young children start to think about what zone they are in?



Work in pairs or
individually

Grab post it notes

Think about parents and
the home environment

Get creative!

Some practical ideas



EPS Zones Padlet



The ZONES of Regulation®

sad 	happy 	frustrated 	angry
mean 	worried 	okay 	tired
sick 	silly 	scared 	slow
proud 	bored 	yelling 	calm

BINGO

Regular 'check ins'
Emotion of the Week
Zones M&Ms/ Smarties game
Feelings Bean-bag Toss
Zones Bingo
Zones Collage
Ball/ pebble drop in
Feelings Charades
Fingerprint Faces
Emotions Jenga
Emotion bags
Sensory supports
Play opportunities

Identify the zone Disney:
<https://youtu.be/KzeKZz8lw7s?si=ZsxQ3nQDR6wlkmsA>

Individualised Toolboxes and ways to Check in

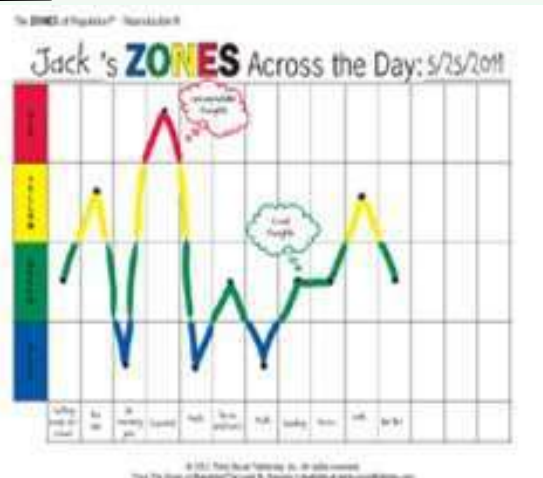


Yellow Zone
I need to take caution.

Worried, Nervous, Annoyed, Upset

I can try these tools:

Take a Break, Get a Drink



The ZONES of Regulation

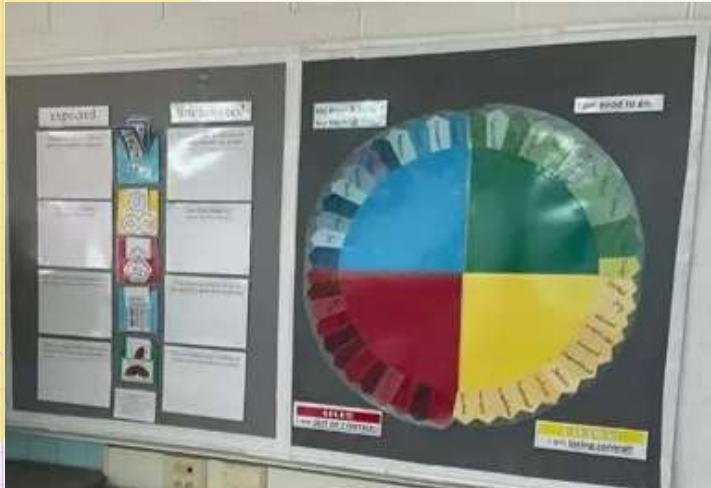


Student Name	Blue	Green	Yellow	Red	Notes	Date
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Student 7						
Student 8						
Student 9						
Student 10						
Student 11						
Student 12						
Student 13						
Student 14						
Student 15						
Student 16						
Student 17						
Student 18						
Student 19						
Student 20						

Blue = Cool, Peace, Bored, Still
Green = Happy, Calm, Focused, Alert
Yellow = Anxious, Nervous, Frustrated
Red = Very Angry, Angry, Tired, Irritated, Overwhelmed



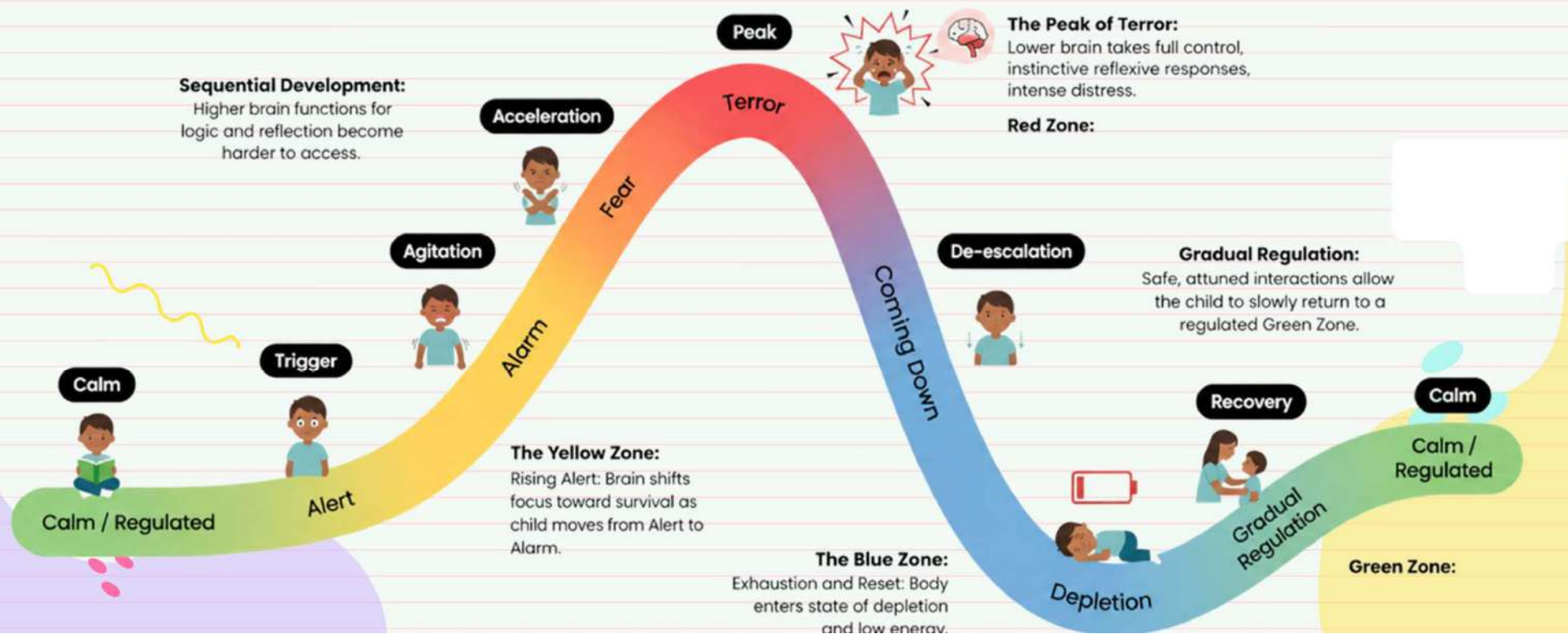
Displays



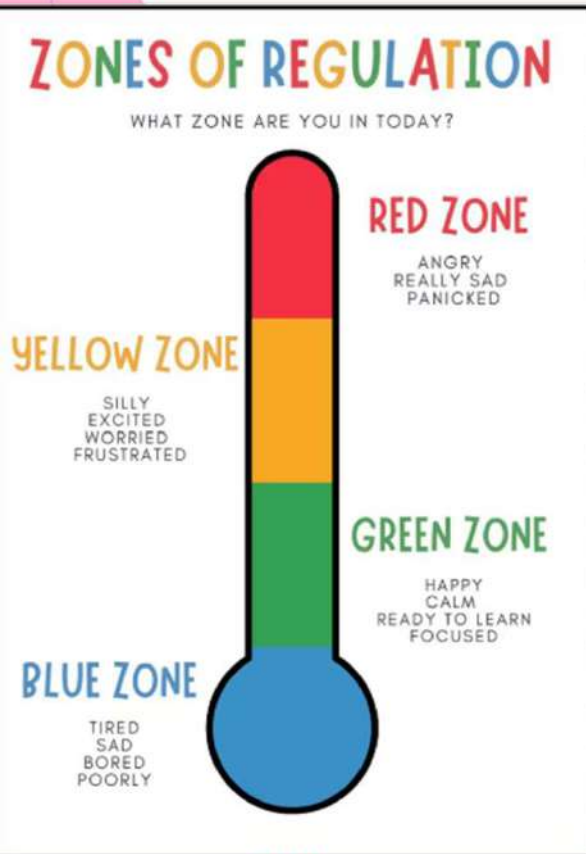
Using what we know about zones to make the unpredictable - predictable!

The Integrated Escalation Cycle:

Understanding a Child's Internal and External Journey



Planning: Helping children and their families to predict and plan for their emotions



- Turning off screens
- Getting reading for school
- Bedtime
- Bath time
- Playing with a friend
- When the adult is cooking dinner
- Walking to school
- Saying goodbye
-

Hello – 'Fizzy' feeling – I was expecting you!

Zone

When this might
happen

What it looks like

What helps

Red

Screens are
removed

Yellow

Saying goodbye

Getting ready for
school

Green

Drawing, playing
outside, swimming

Blue

After they have been
upset, first thing in
the morning,

Creating a tool kit: helping children to change gear



Blue Zone

- Getting a drink of water
- A quick movement break
- Opening a window for fresh air
- Putting on some lively music
- Talking to a friend or adult
- Doing a job
- Doodling or drawing a picture

- Think about the strategies you use to maintain your happiness, calmness and alertness in the activity you are engaging in.

- This may include all of the activities mentioned above, whilst also paying attention to the environment – is it safe, calm and enabling of engagement?

Green Zone

Yellow Zone

- Breathing exercises
- Calming movements
- Rhythmic pacing
- Using a glitter jar
- Counting slowly to 10, with finger touches
- Asking for a break in a quiet space
- Asking for a hug
- Blowing bubbles

- Breathing exercises
- Deep pressure (tight hug or squeeze)
- Calming movements
- The use of sensory toys
- Punching a pillow
- Fast movement – skipping, running
- Walking away
- Going to a quiet, dark area

Red Zone

Practical Ways to Support Zones of Regulation™ at Home

Everyday strategies to help children recognize emotions and develop self-regulation skills.

Understanding the Four Zones



BLUE ZONE

Tired, sad, bored, or poorly.
Low energy.



"I'm in the Blue Zone today because I'm tired."



GREEN ZONE

Happy, calm, focused, and ready to learn.



"I'm in the Green Zone, ready to listen."



YELLOW ZONE

Worried, frustrated, excited, or silly.
High energy.



"I'm feeling Yellow, let's do a wiggle break."



RED ZONE

Angry, out of control, or overwhelmed.



"I need a break, I'm in the Red Zone."



All Feelings Are OK. The goal is recognizing feelings and learning responses, not staying in "Green" forever.

Practical Tools & The "Golden Rule"

Build a Calm-Down Toolkit



Create a basket with bubbles, fidgets, books, and comfort items for moments of dysregulation.

Learn Feelings Through Play



Use emotion cubes, charades, and picture books to make emotional learning hands-on and fun.

Co-Regulate Before You Educate

Stay calm and comfort your child before attempting to problem-solve or teach lessons.



Your ideas for supporting ZoR learning

- Emotional picture cards at home,
- Promote use of consistent language at home so that children know it's OK to feel, sad, cross, tired, etc.
- Mood feeling board
- Faces on lollipop sticks
- Visuals
- Circle time
- Colour charts with removable names for check-ins
- Glitter jars
- Song time
- Stories to explore different feelings
- Mirrors
- Drawing

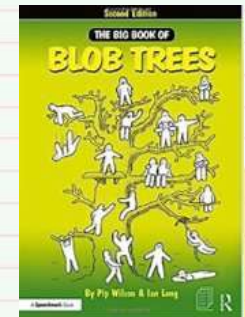
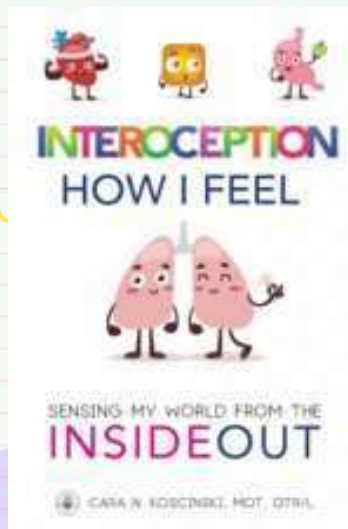
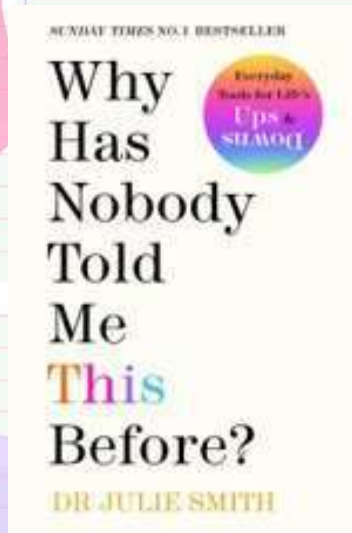
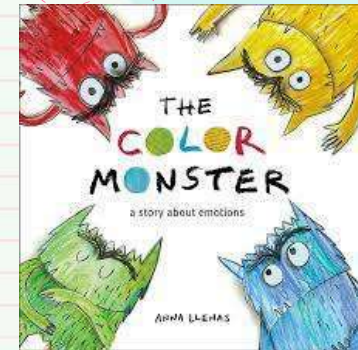
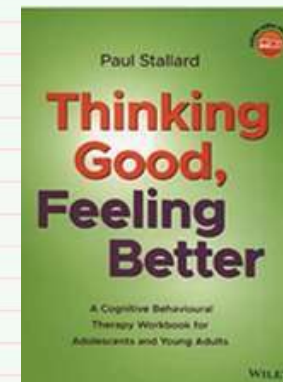
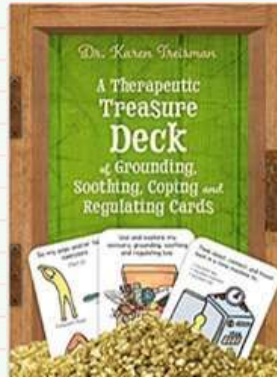
5 Finger Breathing

- Short, accessible videos
- Brain breaks
- Discreet ways to regulate
- Longer exhale than inhale

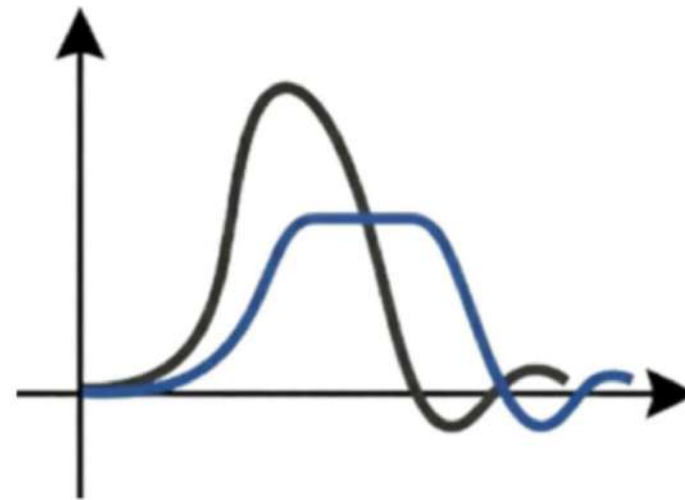
**CALM THINGS
DOWN WITH
5 FINGER
BREATHING**



Book Recommendations



Key message: Put
your own oxygen
masks on first



Child and Adult Escalation Curves



The Importance of Relationships

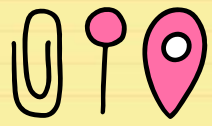


- Understanding what is contributing to the behaviour is the first step of intervention.
- Importance of developing relationships and partnership working to elicit the views of children, young people.
- Working together to consider what needs to happen at both home and school.
- Supporting students and parents to identify emotions and to appreciate how discussing and sharing feelings is okay.

The background is a light green surface with faint horizontal lines. It is decorated with several hand-drawn elements: a light blue shape in the top left with a pink squiggle and two yellow dots; a purple shape in the top right with a purple squiggle; a pink shape in the bottom left; and a yellow shape in the bottom right with a dashed yellow line and three purple dots.

Discussion Point...

When might Zones of Regulation
be appropriate and for whom?



Key Messages

- No Zone is a 'Bad Zone'.
- Different Zones are experienced across the day, and you can be in more than one Zone at the same time.
- We must consider context and social appropriateness. What is our presentation telling us about our ability to effectively regulate?
- Strategies are successful when time and opportunity is given to practice them while calm and regulated.
- Adults should honestly model how we feel and what we can do about it. Children will learn from the examples we set.
- It is important to be present with children, praising their attempts to regulate, and acknowledging their engagement.

Food for thought

Do these children know how to act or respond any differently?

Do these children have the tools available to them to enable them to make different choices?

Have these children had chances to practice using these tools in a safe environment when they feel calm?

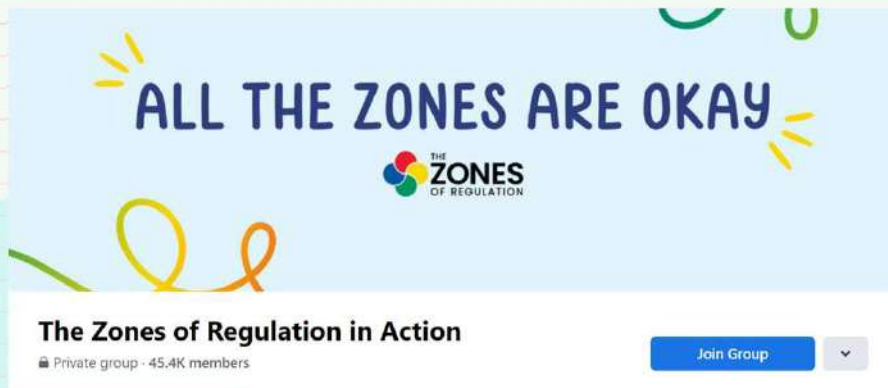
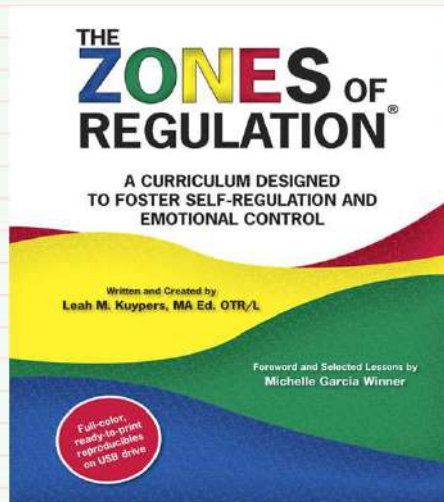
Calming & Alerting Tools



Never in the history of calming down has anyone calmed down by being told to calm down.

- For tools to be successful, children need multiple opportunities to practice them when they are calm.
- Practicing some tools as a class normalises the idea of Zones and avoids some children being singled out.
- Need to recognise that a tool may not work for a child on the first, second or third attempt – but practicing will help them to get better at using a tool.

Useful Resources



Evaluation



Zones of Regulation: Practical Strategies for Emotional and Behavioural Regulation – Fill in form

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