

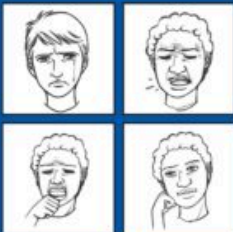



The **ZONES** of Regulation®

For Parents

- The Zones of Regulation are a tool that everyone can use to support self-regulation (managing emotions).
- It supports children to
 1. understand and regulate their emotions.
 2. identify that different emotions match up to different zones of regulation.
 3. be able to use strategies to self-regulate and move between the zones or to stay in the zone that they are in.
 4. be able to explain how they are feeling using emotion vocabulary according to their stage of development.

What are the Zones?

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 Terrified Yelling/Hitting Elated Out of Control

What are the Four Zones?

- The Zones of Regulation organises our feelings, state of alertness and energy levels into 4 coloured zones.
- If we can recognize when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.
- Children require support to develop their understanding of their own feelings in order to be able to regulate and understand the zones of regulation.



Zone	Alertness and Emotions
Blue Zone	Low level of alertness <ul style="list-style-type: none">- Sad, Slow, Bored, Tired
Green Zone	Appropriate level of alertness. Self-regulated <ul style="list-style-type: none">- Happy, Content, Assured, Ready to learn/complete activities.
Yellow Zone	Increased level of alertness with some control. <ul style="list-style-type: none">- Silly, Excited, Nervous, Frustrated
Red Zone	Extremely heightened level of alertness-difficulty controlling their own body. <ul style="list-style-type: none">- Anger, Rage, Elated, Terrified.

What kind of behaviour may be exhibited in each zone?

Zones	Behaviour
<p>Blue Zone</p> 	Crying, Moving slowly, Not wanting to engage in learning/activities, wanting to be isolated, yawning, stretching.
<p>Green Zone</p> 	Ready to play/learn/complete an activity, listening, engaging in activities and learning, playing with friends.
<p>Yellow Zone</p> 	May be restless/wriggling, heart may beat faster, muscles may feel tense, silliness.
<p>Red Zone</p> 	Crying, Screaming, Shouting, Out of control, Throwing things.

Tools and Strategies for Regulation

You can help your child by doing these together

Blue Zone

- Stretch
- Take a walk
- Move around
- Have a drink
- Talk to someone about how you're feeling.
- Do 10 star jumps
- Think of something that makes you feel happy.
- Stand up
- What is the environment like when the child is in the blue zone? Has anything helped/changed?



Green Zone

- Practise calming strategies for when you are in a different zone.
- Remember the ways that made you feel happy/content/ready.
- Support someone else if they are in a different zone.
- Complete the activity.
- What is the environment like when the child is in the green zone? Has anything helped/changed?



Yellow Zone

- Reduce the likelihood of the child moving into the red zone through the completion of strategies.
- Take a break
- Complete some breathing exercises (there are lots of different types of child breathing exercises available but if you are unsure, please speak to your child's teacher). For example, square breathing, belly breathing etc.
- Ask for help



- Play with a fidget toy
- Movement and/or brain break
- Count to 10/20.
- Count things/name things around the room.
- Complete heavy work tasks such as pushing against a wall, carrying items etc.
- Have a hug.
- What is the environment like when the child is in the yellow zone?

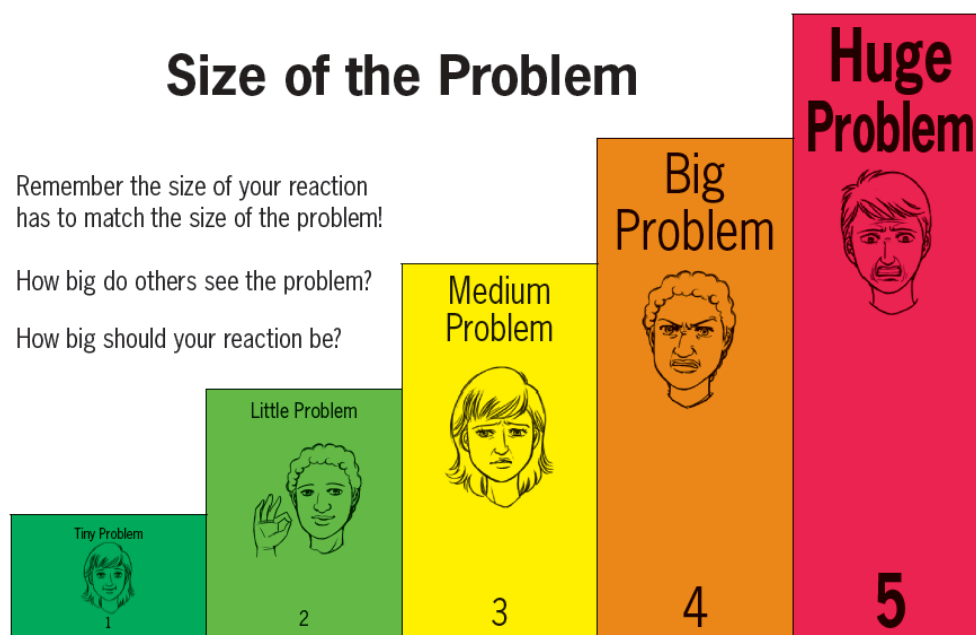


Red Zone

- Stop what I'm doing and ask for a break.
- Get help from an adult
- Movement/ brain break.
- Access a fidget toy (if appropriate).
- Complete breathing exercises.
- The environment needs to be as calming as possible when a child is in the red zone. For example, a dark, calm environment such as a tent can be suitable for some children.



Visual to discuss the size of the problem



Using the Zones of Regulation at home

- ☐ Use lots of opportunities to talk about which zone you are in when you are feeling an emotion. For example, if you are feeling tired you could say 'I'm in the blue zone', or if you are excited about seeing your best friend 'I'm in the yellow zone.' Then move on to talking about what you will do to support this eg. 'I need to move around as I'm feeling tired'.
- ☐ Use the visuals of the zones of regulation at home and put them up in a prominent place. Every person in the family could make a character/photo to then place in the different zones. The more time that this is completed, the more that it will become part of everyday routines.
- ☐ When watching TV programmes/films, talk about what zones the characters may be in. For example if a character is showing jealousy you could say 'they're in the yellow zone' and if a character is showing anger 'they're in the red zone.' Encourage the child to identify what zone they might be in too.
- ☐ Practise the regulation strategies often, particularly when the child is in the green zone.
- ☐ Encourage the child to talk about how they are feeling and what zone they are in, giving them lots of praise when they do so.
- ☐ Personalise and create your child's 'toolbox of strategies' that they can use when they are in the different zones. This can be developed with them. See resource at the end of the document.

Tips for supporting your child to regulate at home

- ☐ Reduce language demands and the amount of language that you are using when your child is dysregulated. This will minimise any processing demands. Giving choices and providing positive reinforcement can really support this.
- ☐ Know what triggers can impact your child. Make a list of situations that you have noticed which impact your child. Trial changing the environment accordingly.
- ☐ Ensure that your child has regulation strategies that are accessible eg. fidget toys, something to cuddle, blanket etc.
- ☐ Talk about your own emotions regularly, explaining what helps you when you are feeling sad, tired, frustrated etc.
- ☐ Acknowledge what your child is feeling and provide time to talk about their emotions.
- ☐ Encourage them to write/draw/talk to explain how they are feeling depending on how best they communicate.
- ☐ Provide opportunities for sensory breaks, brain breaks and movement breaks to support regulation. If you can see your child is becoming frustrated, taking a break or changing the situation eg. walk a pet, do something creative, build something, go to a quiet space etc.
- ☐ Thinking tools: Think about the size of the problem, use visualisation techniques eg. thinking about a favourite place, counting, naming things around the room which begin with a certain letter.
- ☐ Create a sensory box which the child can access as required. Eg. different types of fidget toys, ear defenders etc.