

# ZONES of Regulation

A curriculum designed to foster self-regulation and emotional control

Jenni Topham and Jen Morris

---

Co-op Academy New Islington November 2023



# Self regulation...

Also known as:

- Self-control
  - Resilience
  - Self-management
  - Anger management
  - Impulse control
  - Sensory regulation
- 
- The ability to adjust your level of alertness and how you display your emotions through behaviour to attain goals in socially adaptive ways.
- 
- Doing what needs to be done to be in the best state for that situation. *Eg when playing outside or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library or when trying to go to sleep!*



# Why teach the Zones?!

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



- Typically, children 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.

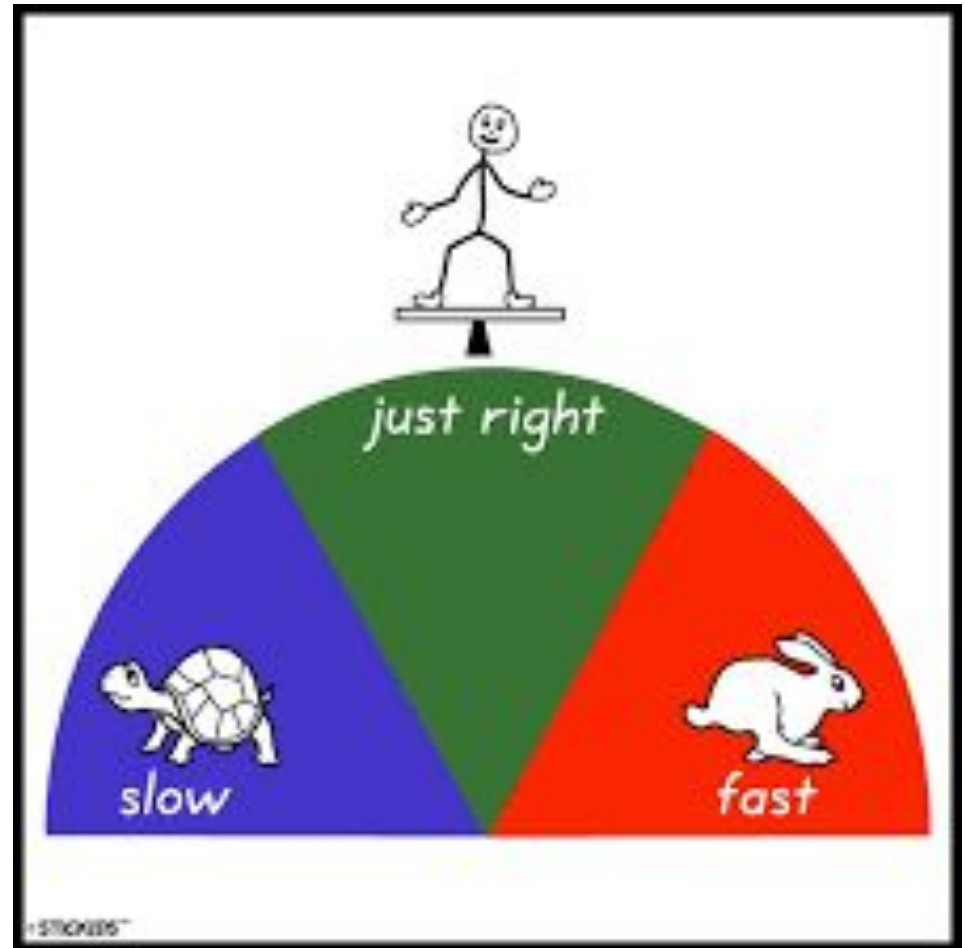
# Self regulation

To self regulate, we all need to...

- regulate sensory need
- regulate emotions
- regulate impulses

So we can...

- meet the demands of the environment
- reach goals
- behave in a socially appropriate way



We need three things to be integrated  
to be able to self regulate:



**Sensory  
Processing**



**Executive  
Function**



**Emotional  
Regulation**

# SENSORY PROCESSING

All students have differences in the way they perceive the world through their senses.



**Have you any examples of times you've been really bothered by one of your senses?**

# EXECUTIVE FUNCTION

**A command control centre that oversees actions and mental operations**

Examples of executive functions that influence self-regulation are:-

- Attention shifting
- Working memory
- Self-talk (internalisation of speech)
- Flexible thinking (being able to see multiple options)
- Planning (organising actions and executing a plan)
- Impulse control (inhibition)



---

## EMOTIONAL REGULATION

---

“Anyone can become angry,  
that is easy....

But to be angry with the right  
person, to the right degree, at  
the right time, for the right  
purpose and in the right way...  
this is not easy.”

***Aristotle***







## What are The **ZONES** of Regulation®?

Programme designed to:

- Help children recognise when they are in different zones
- Learn how to use strategies to change or stay in the zone they are in.
- Increase their emotional literacy eg shared vocabulary, skills in reading other people's 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 ZONES

The Blue Zone: a low energy state where the 'slow' feelings reside, e.g. sad, tired, bored, sick

The Green Zone: the optimum state for the classroom and includes feelings such as: happy, calm, focussed, proud

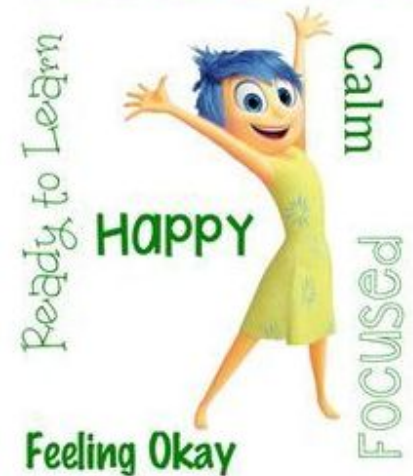
The Yellow Zone: a high energy state where the 'fizzy' feelings are found, e.g. excited, frustrated, anxious, silly

The Red Zone: an 'out of control' state including feelings such as: angry, aggressive, terrified, elated

## Yellow Zone



## Green Zone



## Blue Zone



## RED ZONE





## BLUE ZONE

Describes low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one's body and/or brain is moving slowly or sluggishly.

**REST AREA**

## GREEN ZONE

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

**GOOD TO GO!**

## YELLOW ZONE

Describes a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness and many more slightly elevated emotions and states when in this zone.

**SLOW DOWN**

## RED ZONE

Describes extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behaviour, panic, terror, or elation when in the Red Zone.

**STOP**

**The Zones can be compared to traffic signs.  
This can form a shared language for all.**



## **ACTIVITY**

**Think about different times of the day. Before school? After school? Before an activity? Going to bed?**

**What behaviours might you see at these times?**

**What zone might they be linked to?**

# ZONES in action



## The ZONES of Regulation®

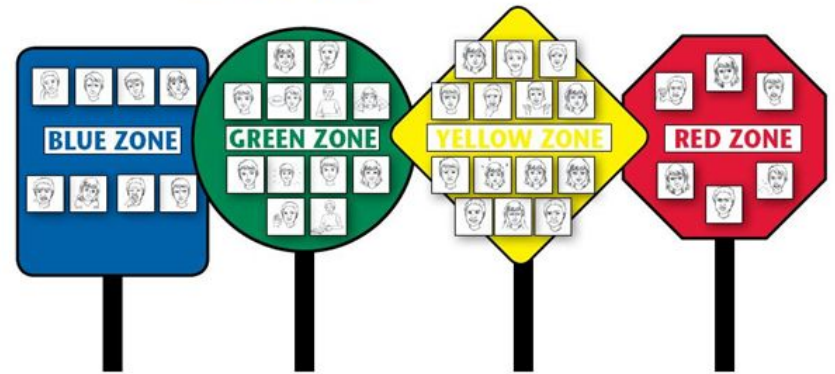


Figure 2: Wall Posters of the Zones





## Goals of the **ZONES** curriculum

To teach the students:

- ✓ to identify their feelings and levels of alertness
- ✓ effective regulation tools
- ✓ when and how to use the tools
- ✓ to problem solve to achieve positive solutions
- ✓ to understand how their behaviours influence others' thoughts and feelings

And ultimately...

- ✓ to achieve Independent Regulation!



## HOW ARE THE ZONES USEFUL?

- Help a child gain awareness of their zones & feelings by pointing out them out
- Talk about what zone is “expected” or “unexpected” in the situation
- Share with them how their behaviour is affecting the zone you are in and how you feel.
- Help them become comfortable using the language to communicate their feelings and needs by encouraging them to share their zone with you.
- Show interest in learning about their triggers and Zones tools. Ask the child if they want reminders to use these tools and how you should present these reminders.
- **Make sure you frequently reinforce the child for being in the expected zone rather than only pointing out when his or her zone is unexpected.**

# There is no such thing as a bad **ZONE**.

- **EVERYONE** experiences **ALL** of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones.
- **All of the zones are expected at one time or another.**
- This approach is intended to be neutral and not communicate judgement.
- We can talk about if behaviour is expected or unexpected in a situation.
- It shows children how their expected or unexpected behaviour can influence others’ thoughts about them: “comfortable” or “uncomfortable” thoughts.







# How can you help yourself?

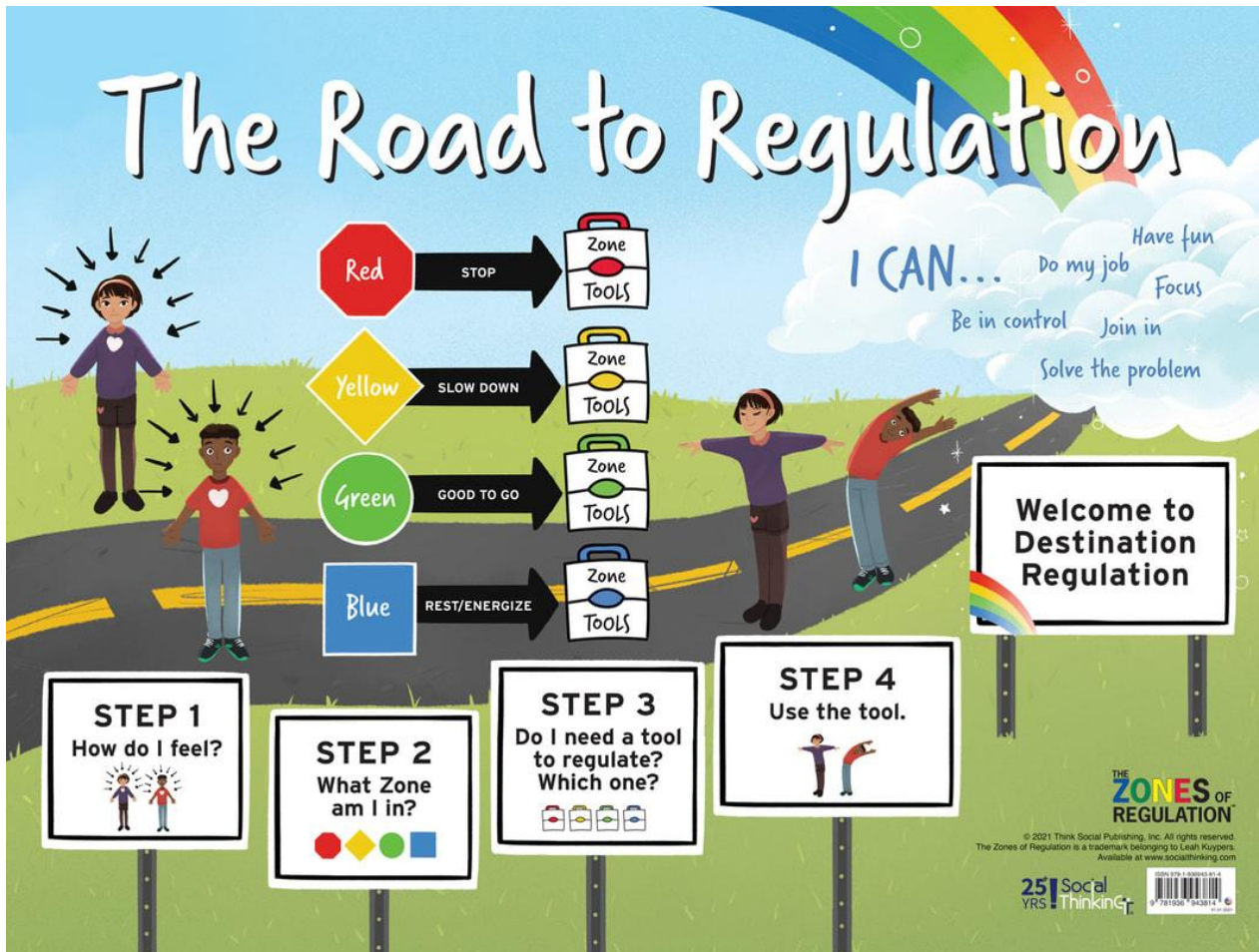
The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

# USING ZONES AT HOME

## ZONES OF REGULATION

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
tired, sad, sick, moving slowly, disappointed, lonely	happy, calm, focused, content, read proud, excited, relaxed, feeling settled	frustrated, worried, overexcited, loss of some control, anxious, confused, stressed, distracted	angry, annoyed, jealous, terrified, yelling/hitting, elated, out of control
Use the calming corner Take 5 jumping jacks Lion's Breath Continue using my toolbox	Be a leader Help others Be a positive role model Help a teacher Continue using my toolbox	Roller coaster breaths C-A-T-M Rock Pose Tell someone about my concerns	Lion's Breath Rock Pose Use the calming corner Get a drink Take a walk

# Road to Regulation Poster



# ZONES of Regulation and our behaviour policy

Sick Sad Tired Bored Moving slowly	Happy Calm Feeling okay Focussed Ready to learn
Frustrated Worried Silly/Wiggly Loss of some control Excited	Mad Angry Mean Yelling/hitting Disgusted Out of control

# Behaviour Policy

- Every school in the country has to have a behaviour policy
- This is a system and set of rules that children in the school must agree to and follow.
- We have one, but we are in the process of tweaking it.
- The purpose of a behaviour policy is to **KEEP CHILDREN SAFE**

# RIGHTS RESPECTING SCHOOLS

Everybody in this school has the right to learn

Everybody in this school has the right to feel safe

Everybody in this school has the right to be  
listened to

# In class

	<p>A first warning will be given</p>
	<p>A second warning will be given. This is your final reminder to do the right thing</p> <p>'You can choose to xxxxxx or you will be sent to you partner class.'</p>
  	<p>If the behaviour continues, you will be sent to complete your work in another classroom and complete a reflection form with your teacher at the next break time.</p>
<p>x3</p>  	<p>If you have 3 reflection forms in a half term, we will contact your parents and arrange a meeting</p>
<p>x5</p> 	<p>If you have 5 reflections forms in a half term, you will be put on a behaviour report to monitor your behavior.</p>

1. Remind the child individually of your expectations and which value they are not following, two warnings given. *' \_\_\_\_\_, this is your warning, I expect to see you (value here) Do you understand? Thank you'.*
2. If after these two warnings the behaviour continues, you give the pupil 2 choices, *You have had two warnings. You can now do the right thing.... Or you will have to go to our partner class immediately with your work, and complete the reflection sheet with me at breaktime.*
3. STOP and THINK reflection sheet completed at breaktime with the class teacher. This should be logged on Arbor to indicate that the Stop and Think Reflection sheet has been completed.
4. If persistent negative behaviour continues or escalates into more physical, racist, homophobic, bullying, sexual harassment this is reported to the Head Teacher or Deputy Head Teacher via the class phone. The child will then attend 'reflection time' during their lunch hour, where a reflection meeting will take place and a sheet will be completed with a member of the SMT. This will then be logged on Arbor. The HT will then phone the parent / carer.
5. The class teacher will inform parents when a pupil has had three Stop and Think Reflection sheets within a half term - report card after 5 reflections. This should be logged on Arbor.
6. DHT / HT/Behaviour lead to monitor behaviour if on report for more than one week.
7. Parents contacted to discuss further actions that may need to be put in place when on report.
8. If they are on report for more than two weeks, parents contacted and invited into school for a discussion with the Headteacher on strategies to improve their child's behaviour and that an internal exclusion is being considered.

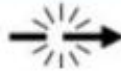
# Reflection Form

Name:

Date:

Time:

Area of School:



What happened?



How were you feeling?



Who has been affected?



What do you need to feel better?



How can we make this right?

# Protected Characteristics

Behaviours such as


- Racism
- Homophobic language
- Physical (fighting)
- Sexual Harassment

Will be reported straight to Mrs

Topham or Mrs Smith and parents

will be contacted.





"I follow three rules:  
Do the right thing,  
do the best you can,  
and always show people  
you care."

LOU HOLTZ