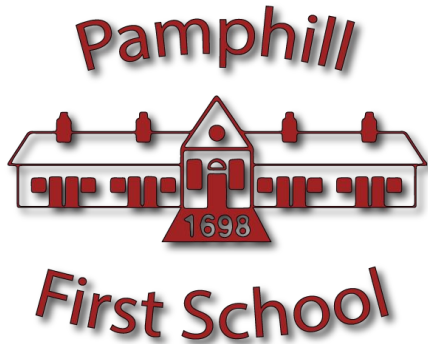




Pamphill CE First School

Zones of Regulation

Parent/Carer Workshop



Why are we (Pamphill First School) focussing on emotional regulation?

- Growing trend of need in this area.
 - Current climate in terms of support for parents and families.
 - Extremely high thresholds for social care and SEND support
 - Where do you go for advice?
 - We as parents are all just doing our best with the time, resources and knowledge that we have.
 - Our world is increasingly governed by screens that provide immediate gratification, in a way that is often intelligent enough to give us what we want before we knew that's what we wanted. (Regulates emotions for us)
 - We want to be solution focussed and stop this generation being defined by what they missed during Covid.
-

A red rounded rectangle with a darker red hexagon in the center. The text 'Overwhelming Red Zone' is written in white. A small circular logo with 'The Exciting Teacher' is in the top right corner.

**Overwhelming
Red Zone**

A yellow rounded rectangle with a darker yellow triangle in the center. The text 'Slow Down Yellow Zone' is written in black. A small circular logo with 'The Exciting Teacher' is in the top right corner.

**Slow Down
Yellow Zone**

A green rounded rectangle with a darker green circle in the center. The text 'Go Green Zone' is written in black. A small circular logo with 'The Exciting Teacher' is in the top right corner.

**Go
Green Zone**

A blue rounded rectangle with a darker blue square in the center. The text 'Rest Blue Zone' is written in white. A small circular logo with 'The Exciting Teacher' is in the top right corner.

**Rest
Blue Zone**

What is/are Zones of Regulation?

- Lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help your child(ren) gain skills in the area of self-regulation.
 - You will also see resources created by 'The Exciting Teacher' that we are using. These resources are based on the same theory.
 - Self-regulation can go by many names, such as self-control, self-management, and impulse control.
 - It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground 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.
 - The lessons and learning activities are designed to help the students recognise when they are in the different Zones, as well as learn how to use strategies to change or stay in the Zone they are in.
 - In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.
-



Angry/Cross
Mean
Yelling/Hitting/Throwing
Out of control



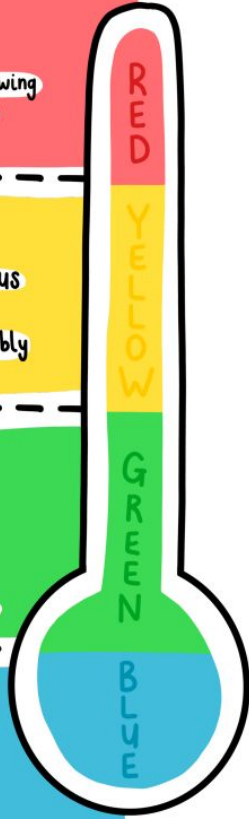
Frustrated
Worried/Anxious
Excited
Silly/Wiggly/Bubbly



Happy
Calm
Good to go
Focused
Ready to Learn



Sad
Sick
Tired
Bored
Moving slow



Importance of the language - a consistent approach

A critical aspect of this curriculum is that all team members know and understand The Zones language.

This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills.

It also helps the student learn the skills more quickly and be more likely to apply them in many situations.

You can support the student during this process by using similar strategies and language at home.



Angry/Cross
Mean
Yelling/Hitting/Throwing
Out of control



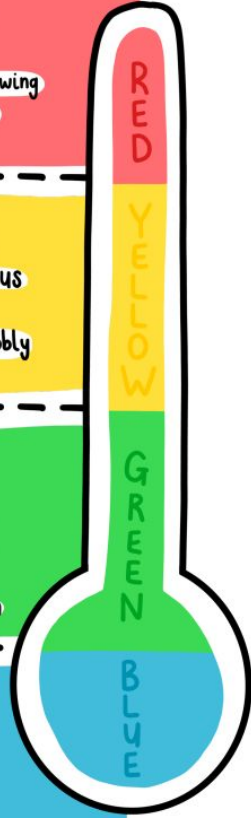
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No Zones are 'bad'

It is important to note that 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. The Zones of Regulation is intended to be neutral and not communicate judgment.

Though ultimately we are trying to teach children what they need to do to regulate themselves and bring them into a ‘green’ space.

Our emotions fit into these 4 zones:

blue, green, yellow and red!



REST

Sad
Upset
Tired
Bored
Unwell



Calm
Happy
Okay
Ready
Positive



Wobbly
Bubbling
Worried
Confused
Frustrated
Unsure

SLOW



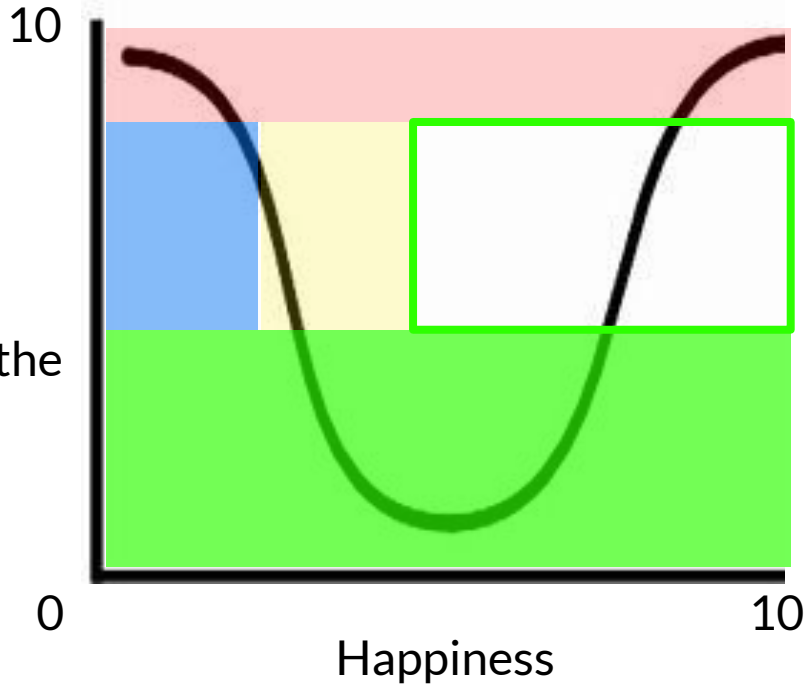
Angry
Cross
Furious
Exploding
Annoyed



STOP

It is normal to move between these zones throughout the day.

Need for regulation
(depending on the situation)



The red zone is the extremes of emotion where there may be limited control over actions / inability to listen

The yellow/blue section indicates some help or regulation may be required.

Green is generally what we are aiming for in school: calm, ready and happy learners.

The Blue Zone

How might your body look?

- moving slow
- feeling heavy
- tired
- half-open eyelids
- yawning, sighing, slouching
- sad, upset, gloomy
- crying

Are you in the Blue Zone?

Can you do?

- take a break
- rest, sleep and build up your energy
- talk about it
- read a book, sit quietly, distract yourself.



The Green Zone

How might your body look?

- smiling
- calm, relaxed
- ready to learn
- following instructions
- listening to others

Can you do?

- Keep it up, you are doing great!

Are you in the Green Zone?



The
Exciting
Teacher

The Yellow Zone

How might your body look?

- worried, confused, unsure
- bubbling up
- feeling wobbly
- flight, fight or freeze
- excited, silly, wiggling about

Are you in the
Yellow Zone?

Can you do?

- take a break
- ask for help
- talk about what is bothering you
- get a drink
- use a sensory toy/calm corner



How might your body look?

- ~~exploding~~
- angry, infuriated
- kicking, hitting, punching
- clenched fist, stomping feet
- frowning, glaring
- screaming, yelling
- flight, fight or freeze
- overwhelmed, elated, hyper, out of control

Can you do?

- take a deep breath and get a drink
- walk away from the situation but remain in a safe space
- use calm strategies, like breathing, counting or fidget toys

Are you in the Red Zone?

The Red Zone



Learning Unit Steps

Phase 1

You will inevitably talk about the techniques that help us regulate but they are not the focus - this phase is all about recognising emotions and how they change/are impacted by what is happening around us.

1. What are emotions? Introduce zones, light touch on scenarios to model the impact on emotions
2. What do emotions look like?
 - a. Facial representation matching (real images as well as cartoons). Inc. what they are not
 - b. Scenarios, emotional response and link to zones
3. Which zone should you be in? (multiple short sessions?)
 - a. More in depth look at each zone
 - b. It's ok to be in any. Where do you want to be?
 - c. When might you be in ... How might you get back to green?
 - d. Children create own scenarios linked to each zone
4. Understanding different perspectives
 - a. Explore scenarios where people feel differently about the same thing
 - b. No right or wrong way to feel but...
 - c. Consider impact on others
 - d. Link to HeartSmart and letting things go?
5. Me in my zones / Zones across the day



Learning Unit Steps (Part 2)



Phase 2

In this phase we are starting to teach children how to control the way they move between zones.

1. Recognising what soothes us
 - a. Different for different people
 - b. Self-soothe box
 - c. Relate to situations
 2. Grounding techniques
 3. Breathing and relaxation inc progressive muscle relaxation?
 4. Inner coach (inner critic?)
 5. Toolkits for each zone (STOP, OPT, GO or REST, GO, SLOW (DOWN), STOP)
-



Pamphill CE First School

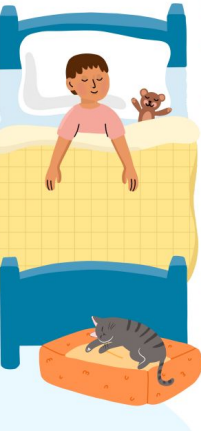
Zones of Regulation

Resource Packs

PROGRESSIVE

Muscle Relaxation

for feeling relaxed when worried



- 1 Scrunch up your forehead for 5 seconds then relax.
- 2 Squeeze your eyes shut for 5 seconds then relax.
- 3 Tense your lips together for 5 seconds then relax.
- 4 Clench your hands into a fist for 5 seconds then relax.
- 5 Tense the muscles in the top of your arms for 5 seconds then relax.
- 6 Clench your chest muscles for 5 seconds then relax.
- 7 Suck in your tummy for 5 seconds then relax.
- 8 Clench the top of your thighs for 5 seconds then relax.
- 9 Scrunch up your toes for 5 seconds then relax.
- 10 Notice your whole body feeling heavier and breathe in slowly through your nose, count to 3 and breathe out slowly through your mouth.

Finish

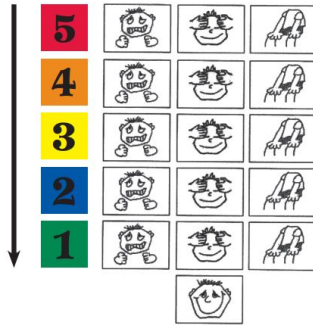


The ZONES of Regulation™ Reproducible U

My Calming Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



Baron, Marris, Schultz & Thomas, 2004. From When My Worries Get Too Big! K. D. Baron, 2006. Sawanee Mission, KS: AAPC. Reprinted with permission.

Resource Packs

These techniques take a **sensory** approach to calming/ regulation.

Through **touch** and **movement** they give the person conducting them control when they might feel they are losing control.

Repetition of simple movement sequences is the key.

It's the same reason kicking a ball against a wall or shooting basketball shots can have the same effect.

Squeeze



Tense all of the muscles in your body like squeezing a lemon. Release your muscles and notice your body feel lighter!



Tap



Cross your arms on your chest and rest your hands on your shoulders. Take it in turns to gently tap each hand on your shoulder and chest right, left, right, left and so on.



Move



Run up and back down the stairs 5 times to burn off some energy. Time yourself and try to beat your own time.



Tie



Get a piece of string and tie as many knots as you can. Notice the string on your fingers and pull each knot tight on the string.



Pat



Sit down comfortably on a chair or stand up and wiggle your body to help you feel relaxed. Gently pat your hands lightly all over your body. Start with your arms and shoulders. Imagine you are a panda slowly patting down your fur.



Flex



Sit down and point your toes to the floor like a ballerina. Feel your foot gently stretching as your toes touch the floor.



Massage



Gently massage your hands. Use one hand to knead and squeeze your fingers and palms. Swap hands to massage the other.



Circle



Using your fingers, gently make circles very lightly around your temples, between your eyes and your ears.



Breathing Techniques

to help me feel calm again!

When you are feeling worried, frustrated, uneasy or just not yourself here are some breathing techniques that will help you to think more clearly again. You might want to adapt these and come up with your own!



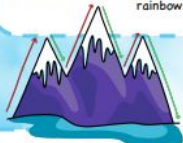
Triangle Breathing

Think of a triangle. For one side breathe in slowly for 4, then for the second side hold your breath for 4 before breathing out for 4 for the final side. You could imagine this as a slice of watermelon, pizza or anything that is triangular.



Rainbow Breathing

Put your finger at the bottom of the rainbow, trace your finger slowly whilst breathing in through your nose, when you reach the other side pause before tracing your finger back over the rainbow whilst breathing out slowly. Do this for each colour of the rainbow.



Mountain Breathing

Imagine that you are walking up a tall mountain. Breathe in slowly as you walk up, when you get the top pause and hold in that breath before walking back down and breathing out slowly. Repeat this until you feel calm and relaxed.

Superhero Breathing

Imagine you are a superhero. Reach down and touch your toes. Breathe in whilst bringing your arms up slowly to reach up tall. Feel your body fill with air. Pause to do your flying superhero pose. Before breathing out and letting your arms fall quickly.



Dragon Breathing

Stand up tall, breathe in for 4 through your nose letting your nostrils flare, hold this breath for 4 before arching your neck and breathing out from your throat for 4 forcing hot fiery air into the sky.



Infinity Breathing

Imagine an infinity symbol or a sideways 8. Start in the middle, breathe in slowly and you work your way around one half, pausing when you reach the middle again before breathing out slowly for the second half meeting back in the middle to pause. Keep going until you feel relaxed.



Finger Breathing

Hold up one hand, start with your thumb, breathe in slowly until you reach your nail, pause and breathe out slowly until you reach your palm and pause again. Do this for each finger.

Balloon Breathing

Imagine that you have a balloon in your tummy. Slowly breathe in counting to 3 in your head to inflate the balloon, hold for 3 and then breathe out for 3 deflating the balloon slowly before pausing for 3. Repeat this 5 times.



Resource Packs

These techniques take a **breathing** approach to calming/ regulation.

By oxygenating the brain through these deliberate breathing techniques, the person conducting them can regain control when they might feel they are losing it.

Repetition of simple sequences is the key.

5-4-3-2-1



5 things you
can see...



4 things you
can feel...



3 things you
can hear...



2 things you
can smell...



1 thing you
want to taste...

Resource Packs

This simple **distraction** technique can be a helpful one and can help the person practicing it to focus on themselves rather than the issue/problem.

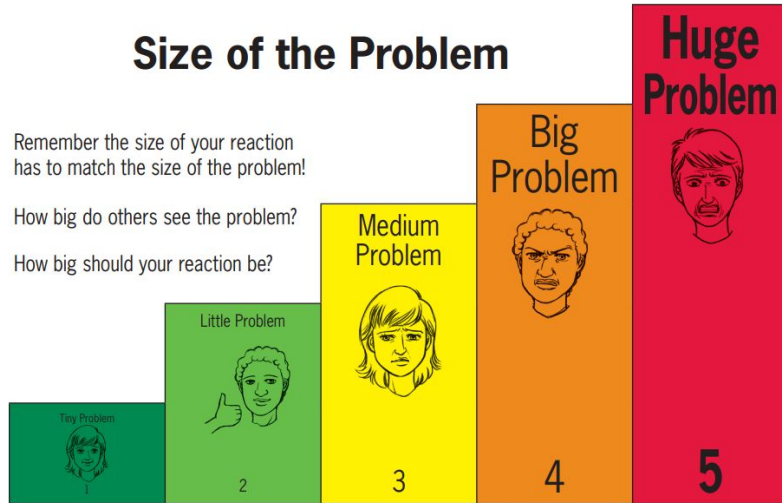
Repetition of this technique over time has been proven to shorten the amount of time it takes for the individual to regulate and do so more independently.

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?



Resource Packs

This logic based 'talk it out' technique can be a helpful in encouraging the individual to think about the big picture if they have become hyper focused on a specific issue.

The person supporting essentially coaches the individual trying to regulate by helping them 'scale down' the problem.

It can also be used to help address the appropriacy of any reaction.

ZONE Idioms

Blue Zone

- Down in the dumps
- Downhearted
- Why the long face?
- Feeling blue
- Under the weather

Green Zone

- In seventh heaven
- I feel ten feet tall
- On top of the world
- On cloud nine
- Cool as a cucumber
- Pleased as punch
- I'm cool
- I'm down with that

Yellow Zone

- Wound up
- At my wit's end
- Butterflies in my stomach
- Woke up on the wrong side of the bed
- Chip on your shoulder
- Cause a stir
- At the end of your rope
- Under the wire
- Ants in your pants
- Fish out of water

Red Zone

- Lost my cool
- Ready to boil
- Blow off some steam
- About to explode
- Mad as a hornet
- Beside yourself
- Go bananas
- Go to pieces
- Come apart at the seams
- Thrilled to bits
- Over the moon
- Jumping for joy

Resource Packs: Warning

A key part of children developing their understanding about emotional regulation is understanding the language.

Adults can often lean on idioms / metaphors to describe how they are feeling, often as part of humour.

It is unlikely to be helpful for children to have to decipher the meaning of these while they are initially learning to regulate their emotions.

It is especially unhelpful for who have a very literal approach to understanding the world. We will only start to introduce these idioms with our older pupils once they have a strong understanding of the core language.
