

Supports to teach positive behaviors: ZONES OF REGULATION

ZONES of Regulation

A Curriculum Designed To Foster
Self-Regulation & Emotional Control

Supports to teach positive behaviors: ZONES OF REGULATION

The Zones of Regulation® is a curriculum designed to address many underlying deficits in order to improve self-regulation and social success. The Zones **teaches students to recognize** when moving towards a less regulated state and increases awareness of triggers, physiological states and emotions. Additionally, students reflect on how their **actions impact outcomes**, thus increasing social cognition about how those around them think and feel as a result of their behavior and meta-cognition in **measuring their success in reaching goals**. Lastly, students learn **when and how to use a variety of tools**.

The Zones uses a systematic, **cognitive behavior** approach to teach self regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones.

-Promoting Social Regulation

Leah Kuypers, Creator of
Zones of Regulation®

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What are the Zones?

- Exploring the Traffic Signs and the Zone Colours.
- There are 4 Zones to Describe how your brain and body feel.



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BLUE Zone

- When you're in the blue zone, your body is running slow, such as when you are tired, sick, sad or bored.



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Green Zone

- The Green Zone, like a green light, is when you are “good to go.” If you are in the Green Zone, you may feel happy, calm, and focused.



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Yellow Zone

- The yellow zone describes when you start to lose control, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious or surprised. It is a good idea to use caution when you are in the yellow zone.



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Red Zone

- The red zone is reserved for extreme emotions like terror, uncontrolled anger, and aggression. When you are in the Red Zone, you are out of control, have trouble making good decisions, and must STOP.



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Introductory Lesson – Elementary:

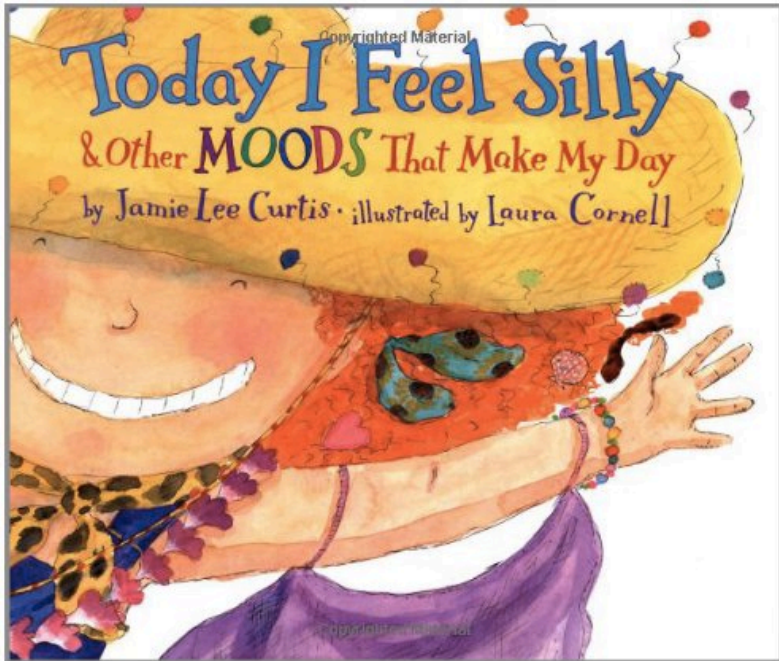
Read students a book, for instance:

Today I Feel Silly, Jamie Lee Curtis

The Way I Feel, Janan Cain

Identify Emotions / Zones in the book while reading.

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*Today I feel silly. Mom says it's the heat.
I put rouge on the cat and gloves on my feet.
I ate noodles for breakfast and pancakes at
night.
I dressed like a star and was quite a sight.*

*Today I am sad, my mood's heavy and gray.
There's a frown on my face and it's been there
all day.
My best friend and I had a really big fight.
She said that I tattled and I know that she's
right.*

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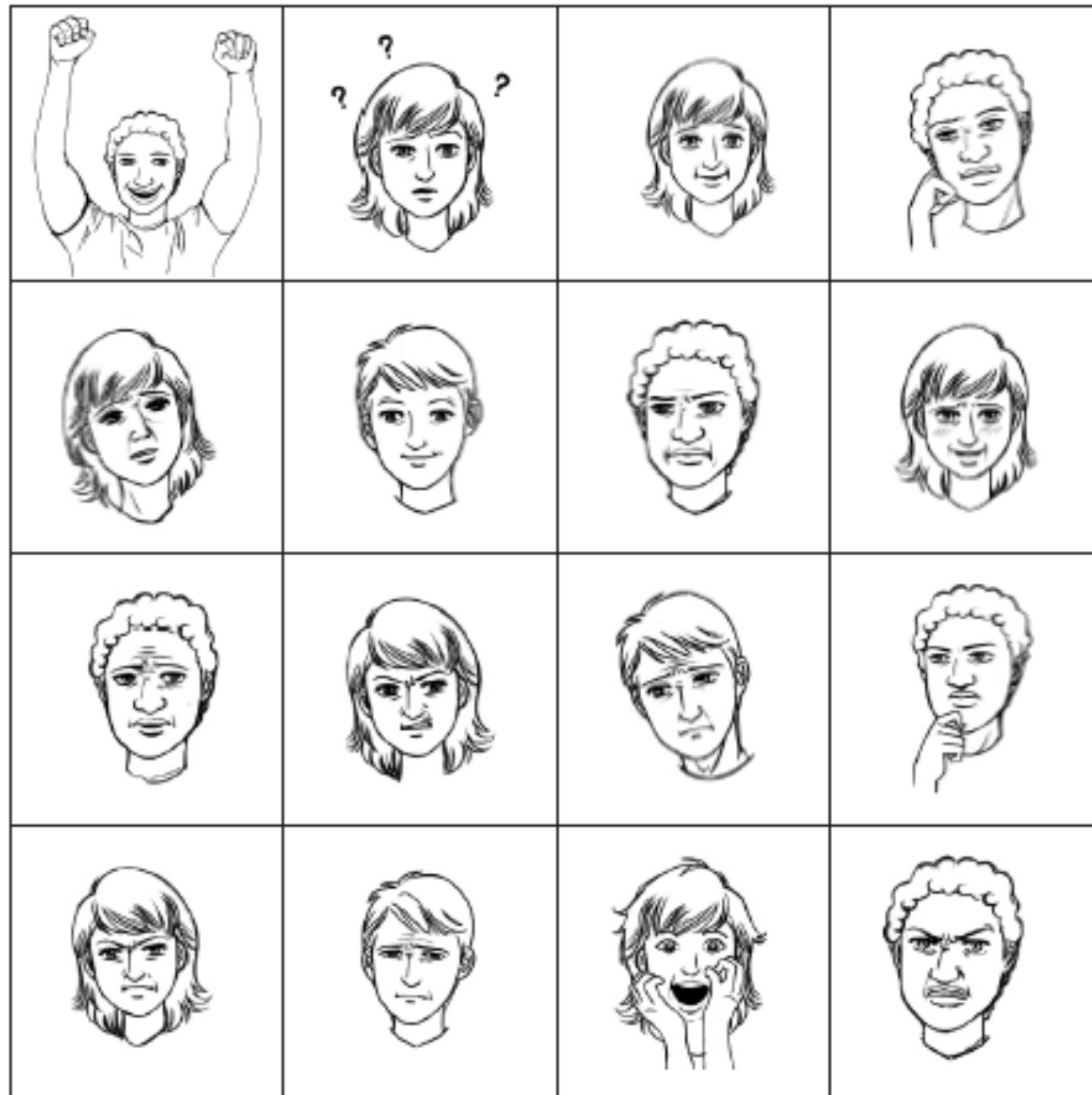
Introductory Lesson – Secondary:

* Play *Emotion Charades Game*

Students demonstrate emotions and class decides what zone that goes into.

*Or, play *Zones Bingo*

ZONE**S** Bingo



ZONES Scenarios

Your parent tells you that someone close to you passed away.	You turn on the TV and find out a war has broken out.	You experience a natural disaster (large earthquake, tornado, flood, hurricane).
You break your leg in P.E. class.	You are playing a competitive game.	You found out that you won the lottery.
You are playing tag on the playground with friends.	You are participating in the class discussion.	You are listening to a teacher give instructions.
You just woke up in the morning.	You are home with nothing to do.	You can't find your assignment you worked hard on.

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Follow-Up Lessons: Identifying Zones

Before students can correctly identify the zones in themselves, they must be able to recognize the zones in others (p.54)

It is important to emphasize that all zones are appropriate depending on the circumstances, but that the GREEN ZONE is the optimal learning zone, and the best place for most school activities.

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Next Lessons: Identifying Zones in Ourselves / Goal-Setting and Reflection

Once students are adept at identifying feelings in others, it is important to move onto identifying the zones and related feelings and behaviors in themselves.

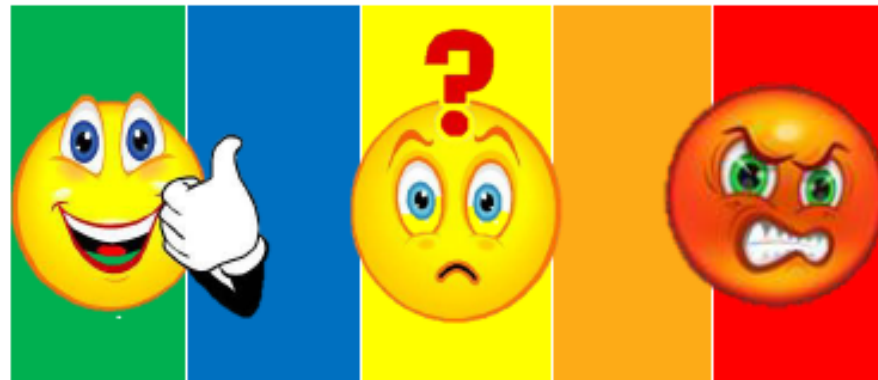
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Tools for Implementation

- Social Stories
- Toolbox
- Tracking Sheets
- Calming Techniques
- Thinking Strategies
- Classroom Applications

Social Stories about The Zones of Regulations

Sometimes I Feel GREEN



**Teaching Young Children to Recognize
and Appropriately Respond To Emotions**

By Lynn Hubbell

I have many kinds of feelings. Sometimes I feel happy. Sometimes I feel mad. Sometimes I feel sad.

Sometimes my feelings feel very strong. It is okay to have strong feelings.



When I feel green I am safe and calm.

When I feel green I am friendly to others.

When I feel green I follow directions right away.

My teacher and my friends like the way I act when I feel green.

Feeling green feels good.



Name: _____



This is a picture of me in the BLUE ZONE:

My face and body clues are:







I feel in the BLUE ZONE when:

I am more likely to make others feel:

Zones of Regulations Toolbox

_____ 's **Toolbox**


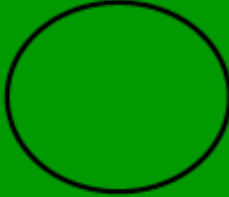

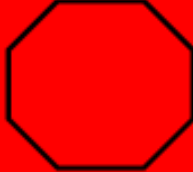
Blue Zone Tools

Green Zone Tools

Yellow Zone Tools

Red Zone Tools

My Zones Tool Box

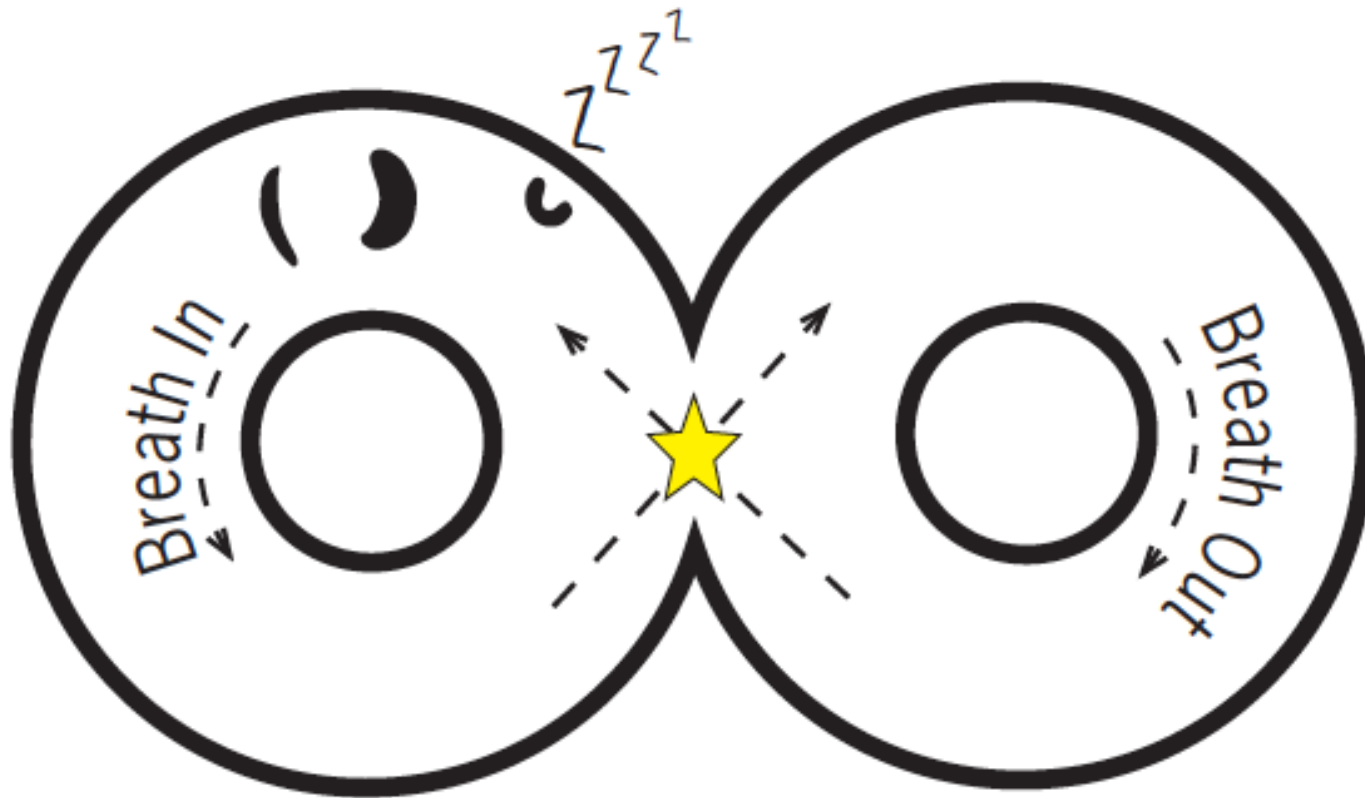
Blue Zone 	Green Zone 	Yellow Zone 	Red Zone 
When I feel...	When I feel...	When I feel...	When I feel...
Sad Tired Sick Bored	Happy Calm Focused	Frustrated Worried Silly Excited	Mad Angry Afraid
I can...	Behaviors	I can...	I can...

ZONES Tools Worksheet

Name of Tool	Circle the zone or zones you think the tool would help in.				
rice bin	Blue	Green	Yellow	Red	None
putty	Blue	Green	Yellow	Red	None
cushion	Blue	Green	Yellow	Red	None
fidget ball	Blue	Green	Yellow	Red	None
headphones	Blue	Green	Yellow	Red	None
sit on ball	Blue	Green	Yellow	Red	None
weighted vest	Blue	Green	Yellow	Red	None
rub back	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

Calming Techniques

Lazy 8 Breathing

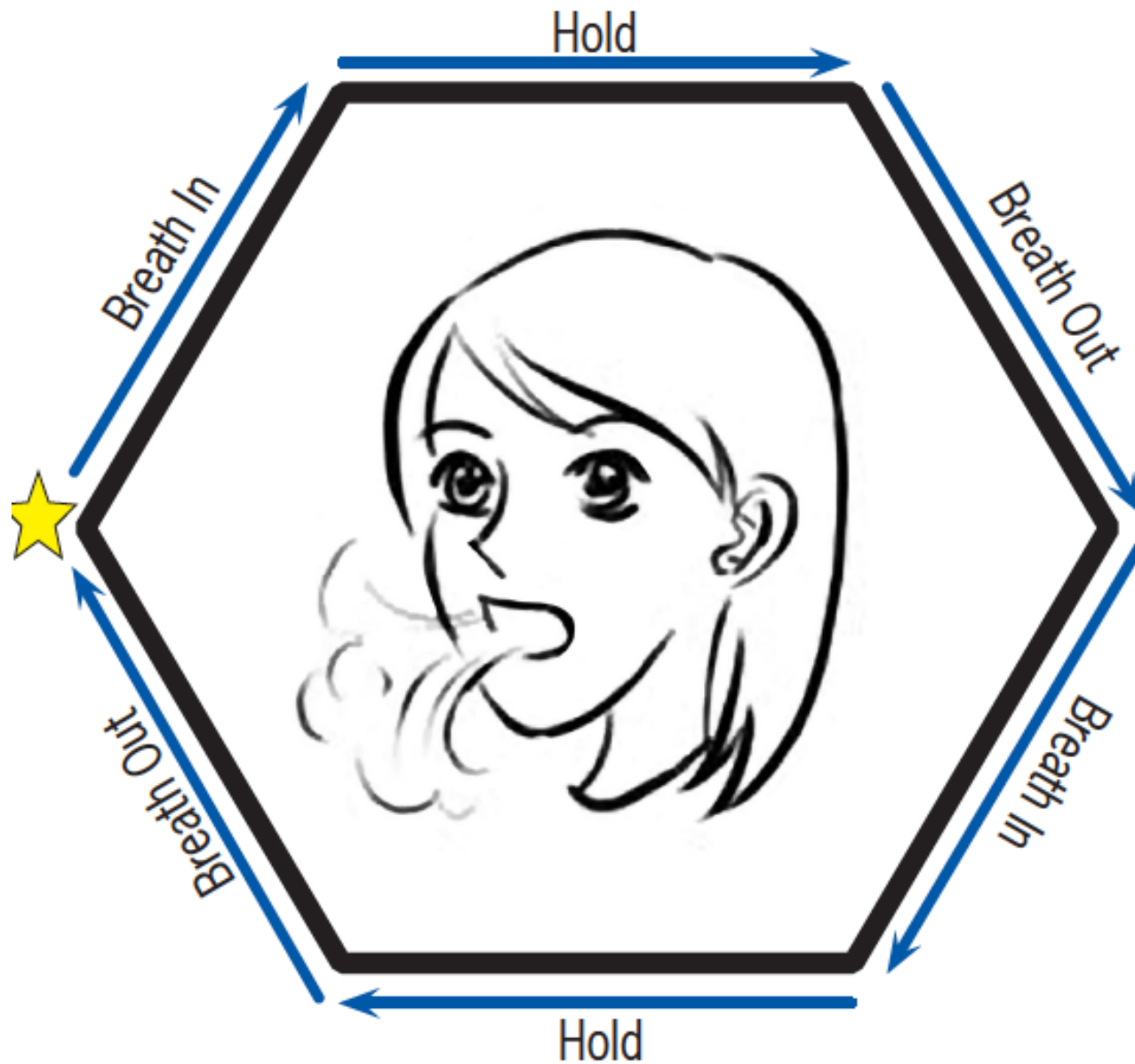


Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

The Six Sides of **Breathing**

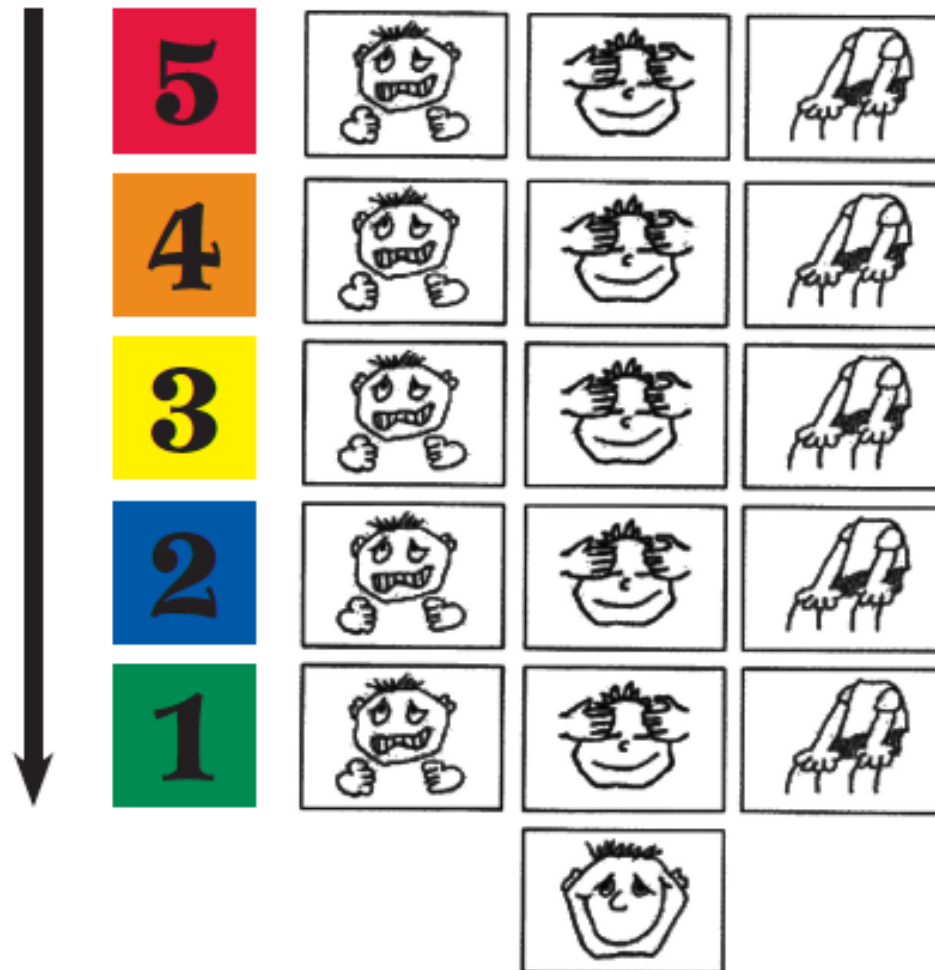


Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

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.



Thinking Strategies

Social Behavior Mapping

What's Unexpected for:

Being in the Blue Zone in the Classroom

Unexpected behaviors	How the behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How the person feels about himself or herself
1. Head down on the table, slumped posture	Classmates feel ignored	Teacher and classmates think I am rude	Lousy
2. Sleeping in class	Teacher feels disrespected	Students do not want to work with me on projects	Distant from others
3. Ignoring others when they talk to me	Teacher questions if he or she is a good teacher and wonders how to reach me	Poor performance on assignments and tests	Bored
4. Sitting away from others		Parents receive negative feedback from teachers	
5. Not thinking of others with my eyes		Other kids ignore me	
6. No participation in class discussions		Get a reputation as lazy, unmotivated, or dumb	



Social Behavior Mapping

What's Expected for:

Being in the Green Zone in the Classroom

Expected behaviors	How the behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How the person feels about himself or herself
1. Attending to teacher, taking notes	Teacher feels respected	I get good grades from my teachers	Proud
2. Head up, looking at materials being presented.	Classmates feel comfortable around me	Positive reports at conferences	Good
3. Engaged in classroom discussion (raising hand, adding comments)	Others feel I am a good student	Classmates want to sit near me	Liked by others
4. Semi-upright posture, shoulders turned toward speaker		I get asked by classmates to work on projects together	Smarter

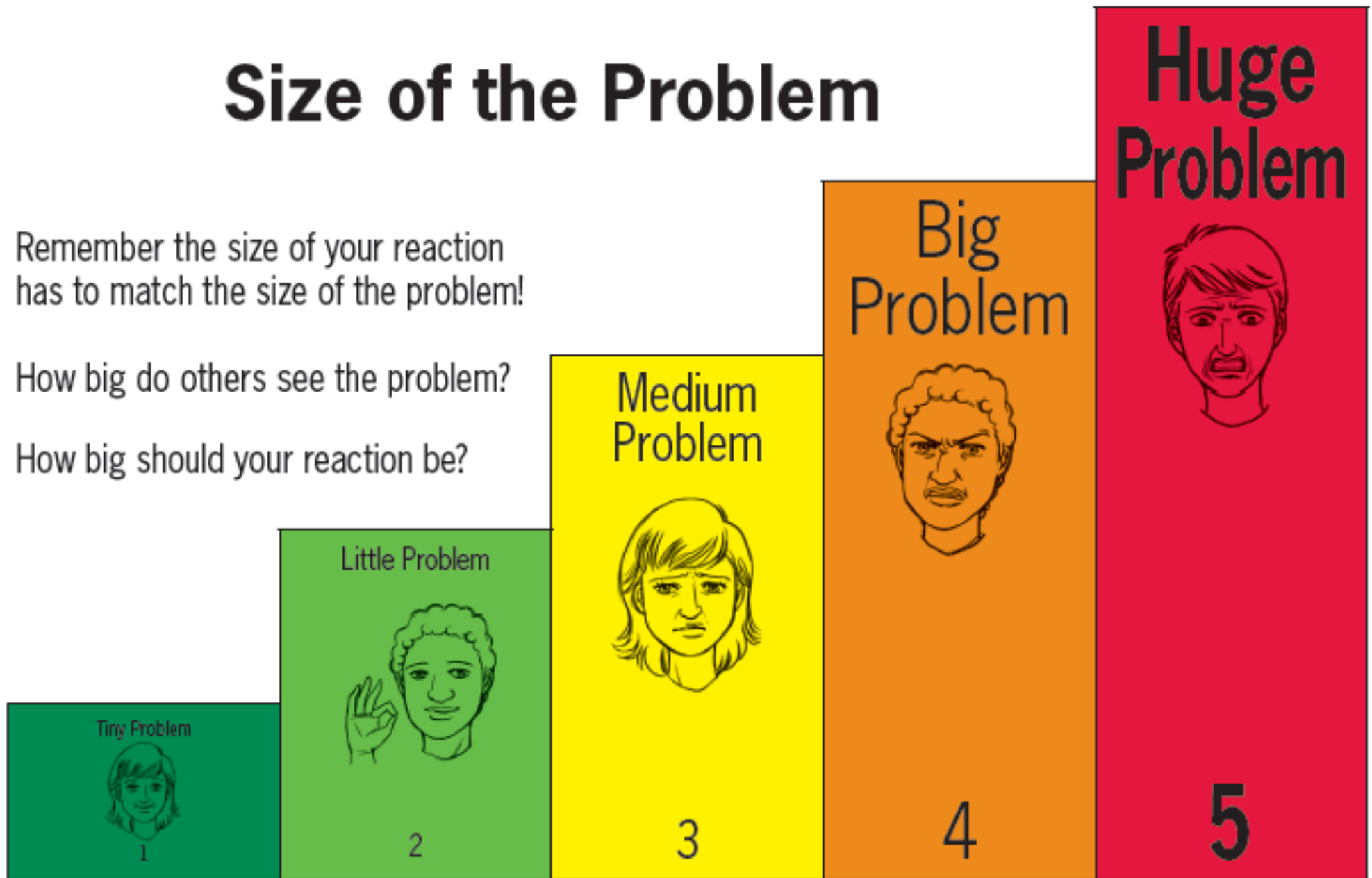


Size of the Problem

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?



Size of the Problem Worksheet

Big vs. Little Problems

People see these as Big Problems	5	
	4	
People see these as Medium Problems	3	
	2	
People see these as Little Problems	1	



Break Card

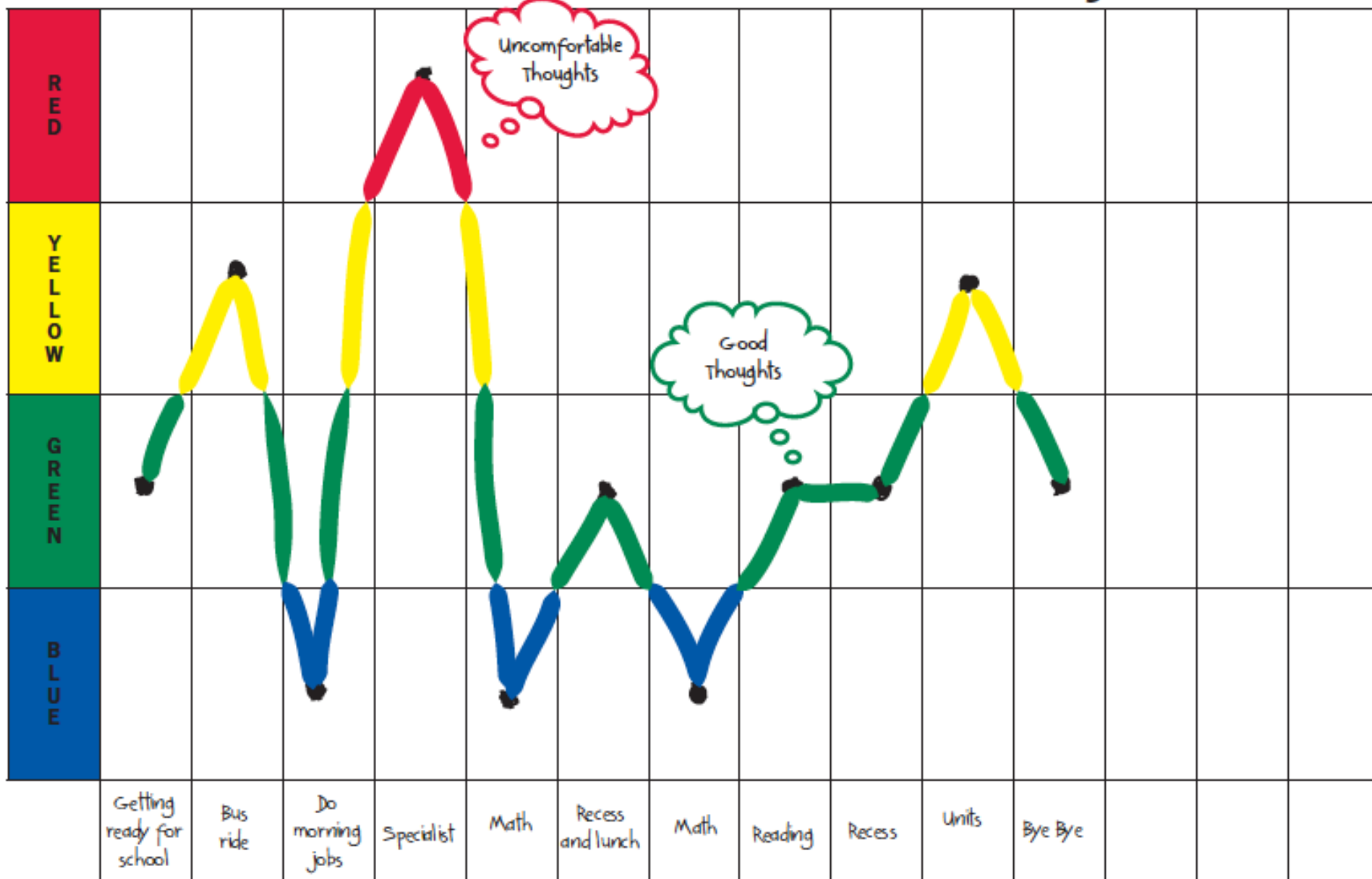
I feel sad, tired,
hurt, or bored and
I need a break.

- Choices:
Stretch
Go on a run
Drink water

Dr
R
ACK

Tracking Tools







Jack's ZONES Across the Day: 5/25/2011



My Zones During the Day













Name: _____

Date: _____

Time	Activity	What am I feeling?	What zone is my feeling? 	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior? 	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
Time	Activity	What am I feeling?	What zone is my feeling? 	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior? 	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
Time	Activity	What am I feeling?	What zone is my feeling? 	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior? 	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No

Student:

Date:

Time	Activity/Location	Feeling	Behavior	Tool Box Strategy Used	Comments
		 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	<input type="checkbox"/> Independent <input type="checkbox"/> Adult prompt	
		 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	<input type="checkbox"/> Independent <input type="checkbox"/> Adult prompt	
		 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	<input type="checkbox"/> Independent <input type="checkbox"/> Adult prompt	
		 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	<input type="checkbox"/> Independent <input type="checkbox"/> Adult prompt	
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		 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	 <input type="checkbox"/> Identify independently <input type="checkbox"/> Identify with prompt	<input type="checkbox"/> Independent <input type="checkbox"/> Adult prompt	

Date: _____

My Day

Activity	Feelings	Behavior	Comments

My Rules:

1. Do my work
2. Listen to teachers
3. Ask for help when I need it

My feelings are ok.
When I feel sad, angry, or frustrated, I can ask for help or use my toolbox.

Student: _____

Self-Regulation Data Collection	Demonstrates:			
	Limited Skills	With Prompts (Visual/ Verbal)	Emerging Skills (1+ settings)	Functionally Independent (All settings)
Basic Foundational Skills				
Ability to communicate wants and needs				
Asks for help				
Accepts endings/transision with use of concrete tool (timer/schedule)				
Accepts 1-2 changes in schedule (flexibility)				
Ability to ask for a break				
Ability to wait for a short period of time				
Ability to identify 10 or more emotions in pictures				
Participates in calming activities				
Recognizes simple emotions in others				
Labels 7 emotions in self				
Emergent Understanding				
Attends to group activities				
Stays on task while engaged in activity				
Accepts helps from adults to aid in regulation				
Communicates anger, frustration or disapproval via verbal/visual means				
Communicates lack of understanding or need for clarification				
Accepts unexpected changes in plans				
Able to identify state of arousal and feelings (Zones)				
Can identify 5 triggers that lead to frustration or anxiety				
Identifies how one's behavior affects others feelings and thoughts				
Initiates use of tools/supports to regulate self				
Identifies what is the main problem given a conflict (gestalt thinking)				
Ability to classify the size of a problem (objectivity)				
Functional Confidence				
Accepts Authority from: Adults				
Peers				
Follows general rules of environment/situation				
Handles being corrected by others				
Self advocates in adverse situations				
Refuses requests of others appropriately				
Able to generate solutions to positively solve problems				
Ability to tolerate new demands				
Self-advocates needs, wants and desires				
Regulates voice and body to match environmental demands				
Negotiates compromise as part of conflict resolution				
Adjusts own behavior based on interpretation of nonverbals/environmental cues				
Proactively clears hurdles to maintain expected regulated state				

NAME: _____

GRADE/TEACHER: _____

PRE-SURVEY DATE:	Strongly Agree	Agree	Disagree	Strongly Disagree
I am able to identify a range of emotions.				
I am able to read my own body's cues to determine emotions that I am experiencing.				
I understand how my behavior affects how other people feel about me.				
I am able to identify triggers that influence my behaviors.				
I use tools to regulate myself when I am experiencing intense emotions.				
I know how to problem solve desirable solutions to problems I encounter.				
POST SURVEY DATE:	Strongly Agree	Agree	Disagree	Strongly Disagree
I am able to identify a range of emotions.				
I am able to read my own body's cues to determine emotions that I am experiencing.				
I understand how my behavior affects how other people feel about me.				
I am able to identify triggers that influence my behaviors.				
I use tools to regulate myself when I am experiencing intense emotions.				
I know how to problem solve desirable solutions to problems I encounter.				



Age:	X
DOB:	X/XX/XX
School:	Sunny Side Elementary
Grade:	X

Background Information

Home:	Lives with mom (Jane), dad (John), sister (age 4), brother (age 12)
Allergies:	Needs enzymes with every meal
Verbal/ Nonverbal:	One word utterances, picture book [2 pics max]
Other:	Independent toileting but prompting needed

Triggers	Behaviors
Being itchy Loud sounds Too much visual stimulation Items being taken away Unexpected transitions Being told "No" Lack of attention Eye contact when upset	SIB: biting hand/head banging Pinching others Running off Non-compliance Hands in pants Screaming

Motivators	Tools
Social interaction Arranging items Water play Movement: skates, bikes, physio ball, cutting paper brushing	Hook ups Squeezes Chewy tube "weighted backpack" errands

Strategies	Goals
First/then Review schedule Time Timer	Increase verbalization with pic book Improve transitions to non-preferred activities Increase time in classroom Appropriately gain attention of others

More Fun – There's an App for That!

