**PARENT RESOURCE SERVICES**

**Zones of Regulation**

Presented by Stacy Bothe, Special Education Consulting Teacher

Thursday, September 28th 6:30—8:30 pm  
LCPS Administrative Building  
21000 Education Court, Ashburn, VA 20148

This presentation provides information to parents of students with IEPs about Zones of Regulation which is a curriculum geared towards helping students gain skills by identifying and regulating their actions. Students learn to recognize when they are in different states called “zones.” Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones.

Register by calling 571-252-6540, go to [lcps.org/ParentResourceServices](http://lcps.org/ParentResourceServices) to register online.

If, due to a disability, you need assistance to enable you to participate in a workshop or need an interpreter, call Parent Resource Services at 571-252-6540 at least five working days prior to the event.
I created The Zones of Regulation (The Zones) to help us do just that: support people in managing all the feelings they experience, without passing judgment on what people are feeling or how they are behaving.

“AS A MOM AND THERAPIST, I CATCH MYSELF FROM TIME TO TIME TELLING SOMEONE, “DON’T WORRY…” OR “DON’T BE SAD…” ONLY TO REMIND MYSELF “IT’S TOO LATE THE OTHER PERSON IS ALREADY WORRIED OR SAD.” RATHER THAN OFFERING SUPPORT IN THE FORM OF TELLING OTHERS NOT TO FEEL THIS WAY OR THAT, WE CAN HELP PEOPLE MANAGE THE FEELINGS THEY ARE EXPERIENCING IN AN ADAPTIVE AND PROSOCIAL WAY.”

Leah Kuypers
THE ZONES OF REGULATION

A CURRICULUM DESIGNED TO FOSTER SELF-REGULATION AND EMOTIONAL CONTROL

Created by
Leah M. Kuyper, MA Ed. OTR/L

Foreword and Selected Lessons by
Michelle Garcia Winner

Published by www.socialthinking.com

35 full-color and black-and-white reproducibles (PC and MAC friendly)

HTTP://WWW.ZONESOFREGULATION.COM/INDEX.HTML
The ability to manage and direct one’s own physical states, feelings, thoughts, and actions in healthy, pro-active ways to be successful across several domains of life.

It is universal...a set of skills everyone needs for success.

Also called self-control, emotion regulation, coping, impulse control, executive function, etc.
Directly related to success in learning, academic performance, social interaction, overall health, safety and more.

Is critical for success in school, work, and life.

A better predictor of academic success than IQ.

Correlates highly with longevity and happiness.
Higher academic achievement is more likely when interventions include self-regulation components. – Blair & Raza, 2007

Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills. – Blair, 2002-2003; Normandeau & Guay, 1998

Research shows that teachers can have a positive effect on students’ self-regulation skills. – Burchinal, Peisner-Feinberg, Bryant & Clifford, 2000.
**Self-Regulation Requires the Skills and Ability To**

| Identify one’s physical state to be able to then calm or arouse one’s body and physical state |
| Identify, express and manage one’s feelings in an age appropriate and healthy ways |
| Manage one’s thoughts and engage in cognitive processes such as problem solving and academic learning |
Self-regulation skills can be taught.

Overall, children learn self-regulation by observing how others, especially significant adults regulated themselves.

Self-regulation skills develop gradually, so it is important that adults hold developmentally appropriate expectations for children’s behavior.

Some children need direct instruction and practice to learn these skills.
As adults, we employ techniques throughout our day to help us navigate our daily challenges. These strategies are used without our “thinking” about their need. They help us either to increase or decrease our state of alertness. What may be alerting for one person may not have the same effect on another person. We are all individuals and our nervous systems react uniquely to environment.
THE ZONES OF REGULATION

STEPS FOR LEARNING

• Learning the physical states (Zones), related feelings (for each Zone) and management strategies (for each Zone)
• Identifying triggers
• Identifying and practicing 2-3 strategies to help us return to the green zone from the blue, yellow and red zones
• Making use of a strategy in the moment
It is natural to experience all of the Zones; there is no bad zone.

Our Zone is defined by the feelings and internal states we experience on the inside.

Our behavior is a byproduct of how we manage our Zone; therefore, consequences should not be tied to a Zone.

The context we are in helps us figure out how to manage our Zone so our behavior meets the demands of the social environment, and in doing so we are able to achieve the tasks we are trying to accomplish and/or the social goals we've set for ourselves in that situation.

All Zones are OK!
**The ZONES of Regulation®**

<table>
<thead>
<tr>
<th>BLUE ZONE</th>
<th>GREEN ZONE</th>
<th>YELLOW ZONE</th>
<th>RED ZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
</tr>
<tr>
<td>Sick</td>
<td>Calm</td>
<td>Worried</td>
<td>Mean</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Terrified</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Yelling/Hitting</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Out of Control</td>
</tr>
</tbody>
</table>

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The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.
The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.
Tools to Calm and Alert

- Sensory Supports
- Calming Techniques
- Thinking Strategies
SENSORY STRATEGIES

- Drink
- Bathroom
- Wall push-up
- Palm press or tickles
- Wiggle cushion
- Lap pad
- Worry stone
- Clay
- Ball chair
- Chair push-ups
- Movement break
- Arm squeezes
CALMING STRATEGIES

- Deep breathing
- Worry dolls
- Tense and relaxing muscles
- Worry stones
- Worry/feeling book
- Counting to 10
- Asking for help
**THINKING STRATEGIES**

- Self-talk
- Thinking good thoughts
- Use your imagination
- Big problem vs. little problem
- Brain break (Go Noodle)
- I-messages
- Talk about it
- 5 Pt. Scale
THE **ZONES** OF **REGULATION**

**BLUE ZONE** Tools:
- Stretch

**GREEN ZONE** Tools:
- Drink water

**YELLOW ZONE** Tools:
- Deep breaths

**RED ZONE** Tools:
- Take a break

CHILD CHOOSES STRATEGIES
WHAT PARENTS CAN DO

Use the Language of the Zones Program.

Talk about what zone or physical state is expected for a situation or unexpected.

Modeling - Parents are the most powerful model for children. Promote healthy self-regulation and self-care. You can Think Outloud and model using strategies.
WHAT PARENTS CAN DO
☐ Safety is first priority
☐ Limit verbal communication
☐ This is not a teachable moment
☐ Validate child’s feelings
☐ Evoke some of the emotion in yourself
☐ Give them time and space
☐ Process later using STOP, OPT, AND GO solution finder
☐ Designated safe spot
☐ Avoid power struggles
☐ Teach all tools in a calm regulated state

TIPS FOR HANDLING AN UNEXPECTED RED ZONE
QUESTIONS

Contact Stacey.Bothe@lcps.org
571-252-1011