

Zones of Regulation at Muschamp Primary School

THE
ZONES OF
REGULATION™



- A programme which groups different emotions in coloured “zones”
- To support students to learn self-regulation skills
- To support students to identify and control their own feelings and behaviour.

THE ZONES OF REGULATION®

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Stretch	Drink water	Deep breaths	Take a break
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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The ZONES of Regulation

My body feels slow.	My body feels just right.	My body feels bubbly.	My body feels out of control.
			
 Sad  Bored  Tired  Sick	 Happy  Focused  Calm  Proud	 Worried  Frustrated  Silly  Excited	 Elated  Panicked  Angry  Terrified

Blue zone

- ❖ *Low states of alertness*
- ❖ *When the body is moving slowly*

Green zone

- ❖ *Regulated state of alertness*
- ❖ *Shows control*

Yellow zone

- ❖ *Heightened state of alertness*
- ❖ *Still has some control – slightly more elevated emotions*

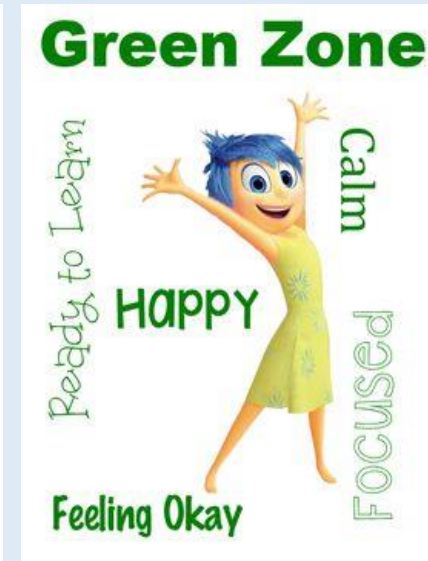
Red zone

- ❖ *Extreme heightened state of alertness*
- ❖ *Person is not in control*

Who can benefit from it?

It can be used to support individuals with a variety of difficulties/diagnoses including:

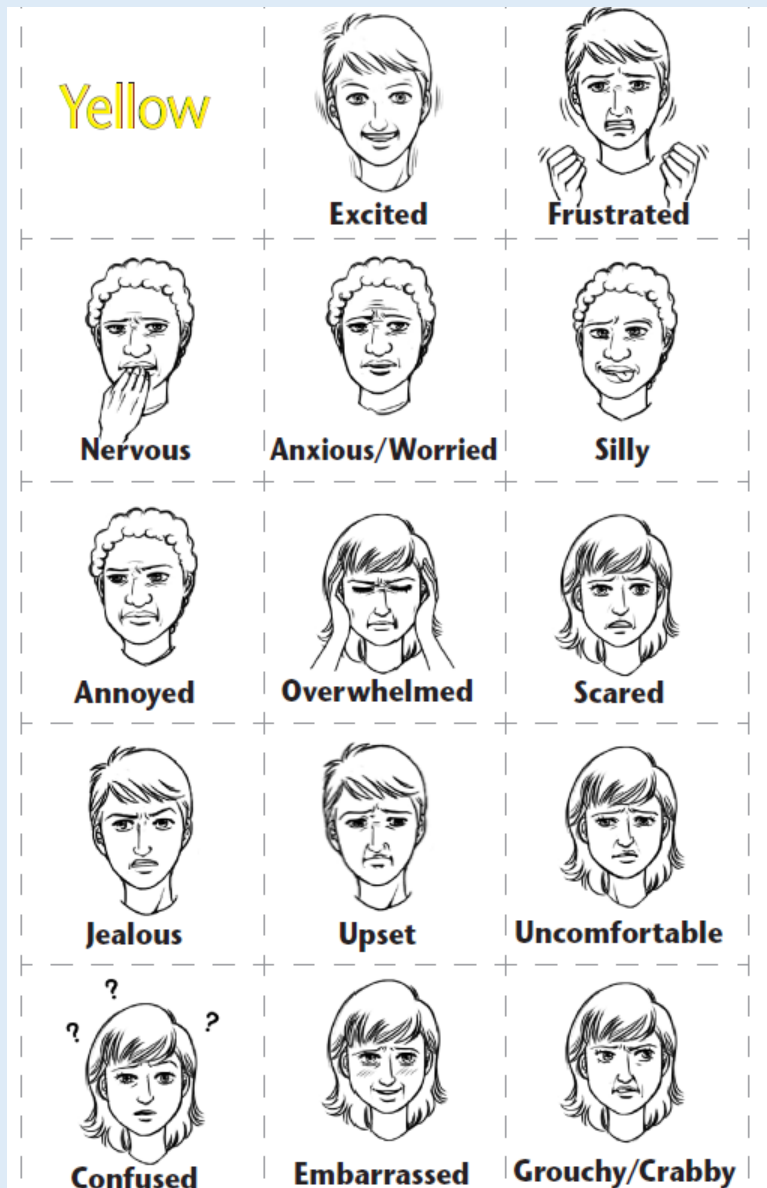
- ❖ Autism
- ❖ ADHD
- ❖ Oppositional defiance disorder
- ❖ Anxiety and emotional difficulties
- ❖ Have experienced traumatic events
- ❖ **Everyone!**



The Stages for teaching the Zones

- 1. Identify feelings and alertness in others*
- 2. Identify feelings and alertness in self*
- 3. Exploring tools*
- 4. Identify how they feel and use tools with adult support*
- 5. To be independent in regulating self*

1. Identify feelings and alertness in others



Activity Ideas:

- *Sorting the correct emotions into each Zone*
- *Zone Bingo*
- *Role Play- guess the zone*
- *Video clips*

2. Identify feelings and alertness in self



Name: _____

This is a picture of me in the **YELLOW ZONE**:

My face and body clues are:







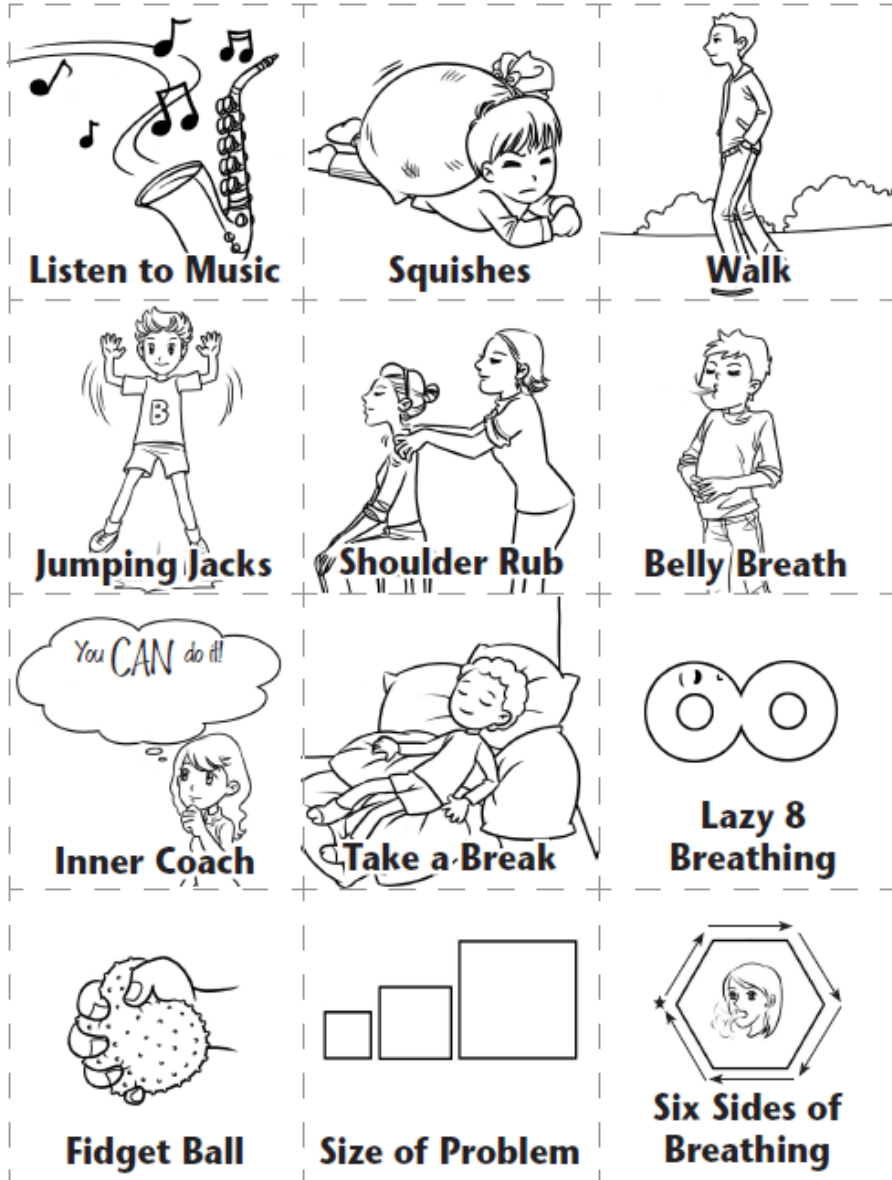
I feel in the **YELLOW ZONE** when:

I am more likely to make others feel:

Ideas of activities:

- *Fill in “Me and My Zones” worksheets*
- *Drawing*
- *Zones tracking*
- *Zones diary*
- *Teacher modelling to the class e.g. labelling what Zone they are in*
- *Class poster that people can refer to*
- *Guided reflection*
- *Comparing what different people look like in different Zones*
- *Identifying personal triggers*

ZONES Tools Menu



3. Exploring tools

Then use sessions for trying out different tools:

- Self-rating tools
- Making stress balls
- Breathing exercises
- Movement
- Tool of the week
- Tool homework
- Choose individual tools and make a class poster

Children then create toolkits of what works for them in each zone.

The image shows a template for a child's toolbox. At the top, there is a black handle. Below the handle, the text reads "_____'s **Toolbox**". The toolbox is divided into four colored sections, each with a title and a list of horizontal lines for writing:

- Blue Zone Tools**: A blue-bordered box containing 10 horizontal lines.
- Green Zone Tools**: A green-bordered box containing 10 horizontal lines.
- Yellow Zone Tools**: A yellow-bordered box containing 10 horizontal lines.
- Red Zone Tools**: A red-bordered box containing 10 horizontal lines.

Blue Zone

I am running slow.



I can try these tools:



Vanessa Torres 2020

Green Zone

I am good to go.



I can do these:



Yellow Zone

I need to take caution.



I can try these tools:

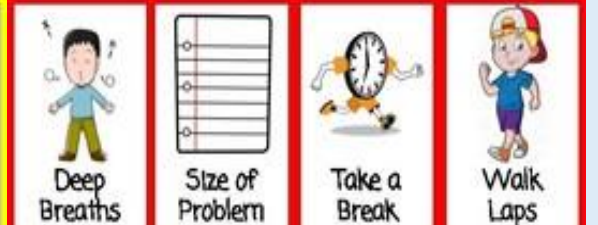


Red Zone

I need to STOP.



I can try these tools:



What zone am I in?



Use tools to get in the green zone.



The ZONES of Regulation

My body feels slow.



Sad



Bored



Tired



Sick

My body feels just right.



Happy



Focused



Calm



Proud

My body feels bubbly.



Worried



Frustrated



Silly



Excited

My body feels out of control.



Elated



Panicked



Angry



Terrified

What we do at Muschamp:

- Each classroom has a zones display and children check in in the morning to share how they are feeling and are encouraged to move it through the day. This is then reviewed by an adult or a Mental Health Champion and discussed.*
- Children are taught about the zones at the beginning of each year and it is recapped throughout the year.*
- Children have an opportunity to create a toolbox to help regulate their emotions and know what strategies they can use.*
- All staff use the same language with the children.*
- Displays are in classrooms and outside in the playground.*



TOP TIPS

- *Label your own emotions through out the day and talk about it with children and what you are going to do to help yourself.*
- *Know that no zone is a bad zone – it is all about how we regulate ourselves.*
- *It is ok to be in more than one zone.*
- *Use the zones language e.g. I can see you are in the yellow zone, why don't you try.....*
- *Think about the strategies/activities your child can use – do you want to alert them or calm them?*
- *Reduce your language when a child is in the yellow or red zone, wait for a child to regulate before you discuss the situation.*