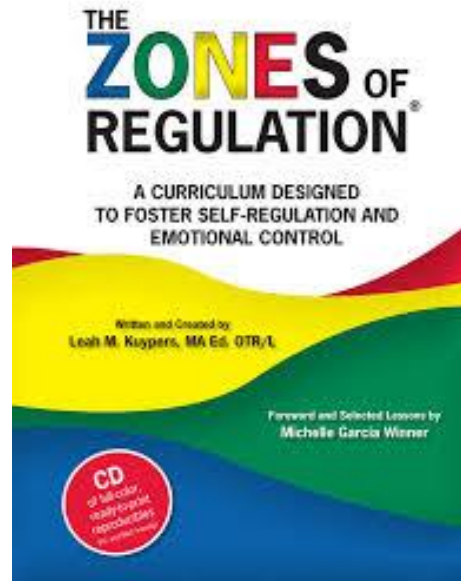




● ZONES OF REGULATION

A Curriculum Designed to Foster
Self-Regulation
& Emotional Control

Presented to the RLE PAC by Lindsay Lindsay
(Resource Teacher) and Jeremy Sanbrooks
(Counsellor)

THINK ABOUT IT.....

We know when our kids are stressed,
they are not ready to learn!

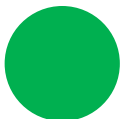


But, what about us? Parents? Grandparents?
Guardians? School staff?

We've all been there,
STRESSED to the MAX!!!



What stresses do you bring to the job? Life?



SELF-REGULATION

- The ability to adjust level of alertness AND direct how emotions are revealed behaviorally in socially adaptive ways in order to achieve goals.
- Encompasses:
 - Self-control
 - Resiliency
 - Self-management
 - Anger management
 - Impulse control
 - Sensory regulation



Why teach the Zones?!

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

Typically, kids 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.



How does mental health impact children and youth?

- 10-20% of Canadian youth are affected by a mental illness or disorder
- 5% of male youth and 12% of female youth, age 12 to 19, have experienced a major depressive episode.
- 3.2 million 12-19 year olds in Canada are at risk for developing depression
- Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents
- In Canada, only 1 out of 5 children who need mental health services receives them.

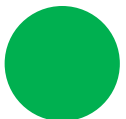


(Canadian Mental Health Association, 2014)

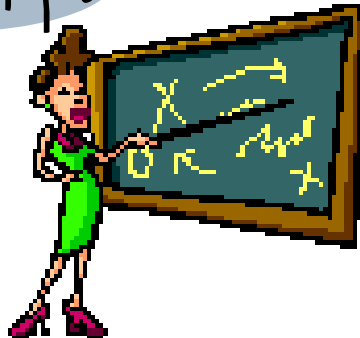
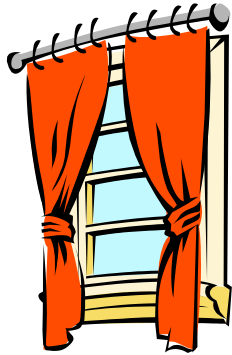


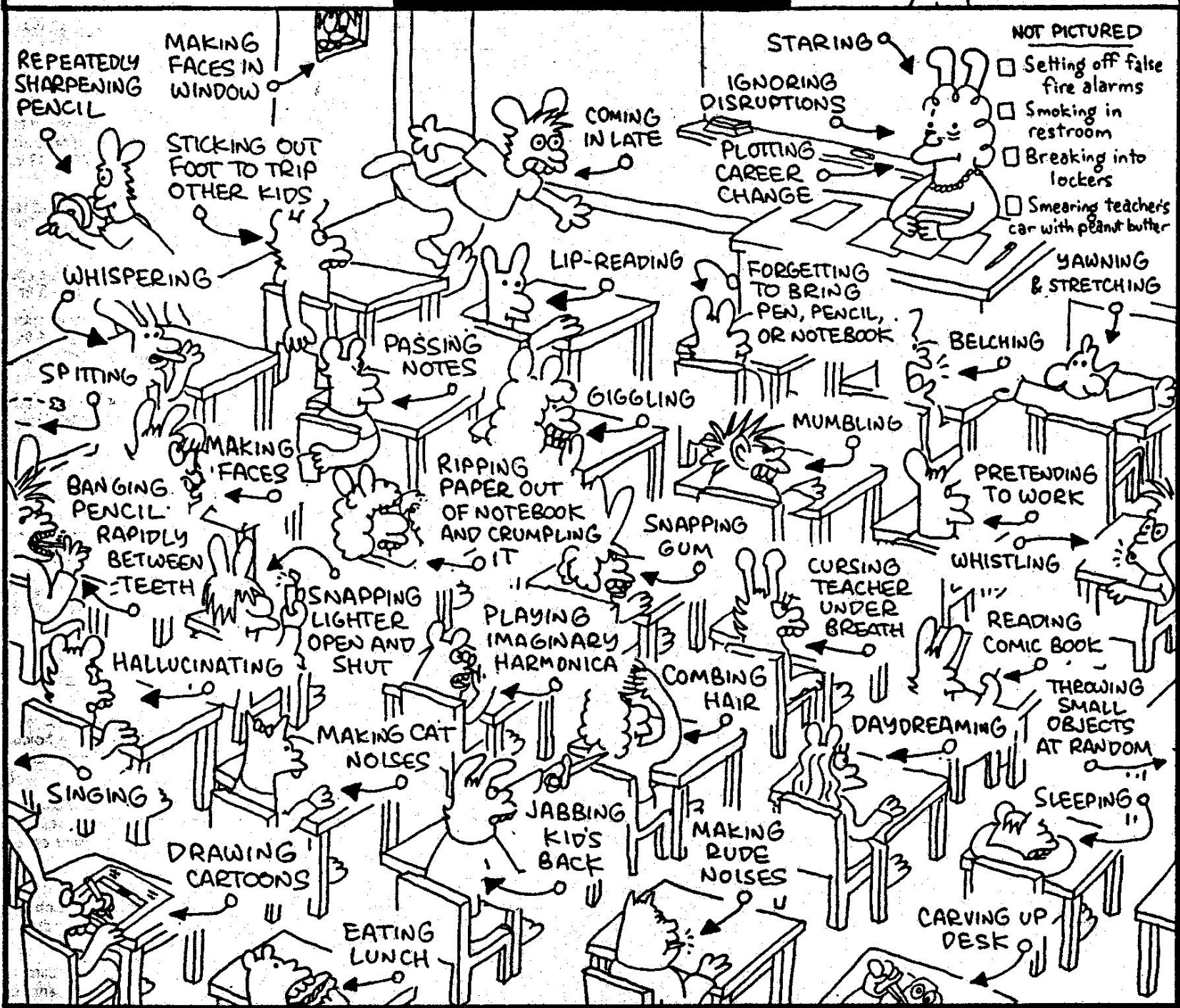
RESEARCH ON SELF-REGULATION

- 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.



TYPICAL CLASSROOM SENSATIONS





NOT PICTURED

- ☐ Setting off false fire alarms
- ☐ Smoking in restroom
- ☐ Breaking into lockers
- ☐ Smearing teacher's car with peanut butter

REPEATEDLY SHARPENING PENCIL

MAKING FACES IN WINDOW

STICKING OUT FOOT TO TRIP OTHER KIDS

COMING IN LATE

STARING

IGNORING DISRUPTIONS

PLOTTING CAREER CHANGE

YAWNING & STRETCHING

WHISPERING

LIP-READING

FORGETTING TO BRING PEN, PENCIL, OR NOTEBOOK

PASSING NOTES

SPITTING

GIGGLING

BELCHING

MAKING FACES

RIPPING PAPER OUT OF NOTEBOOK AND CRUMPLING IT

MUMBLING

BANGING PENCIL RAPIDLY BETWEEN TEETH

PRETENDING TO WORK

SNAPPING LIGHTER OPEN AND SHUT

SNAPPING GUM

WHISTLING

PLAYING IMAGINARY HARMONICA

CURSING TEACHER UNDER BREATH

HALLUCINATING

READING COMIC BOOK

MAKING CAT NOISES

COMBING HAIR

THROWING SMALL OBJECTS AT RANDOM

SINGING

JABBING KID'S BACK

MAKING RUDE NOISES

SLEEPING

DRAWING CARTOONS

EATING LUNCH

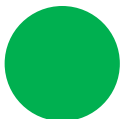
CARVING UP DESK

WHICH PARENT ARE YOU?

Regulated



Dysregulated



WHAT ARE THE ZONES?

There are four zones to describe how your brain and body feel.

BLUE Zone – Your body is running slow, such as when you are tired, sick, sad or bored.

GREEN Zone – Like a green light, you are “good to go.” Your body may feel happy, calm and focused.

YELLOW Zone – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.

RED Zone – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must STOP!



GOALS OF THE ZONES CURRICULUM

To teach the students:

- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings

And ultimately...

- Independent Regulation!



ACTIVITY

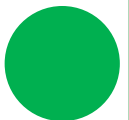
- Think of your child(ren)...
- What zone is that child(ren) usually in?
- What do you do to help regulate your child(ren)?



YIELD - CAUTION

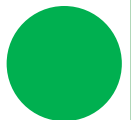


Conversely, what are some of the possible triggers that we should recognize in our kids?

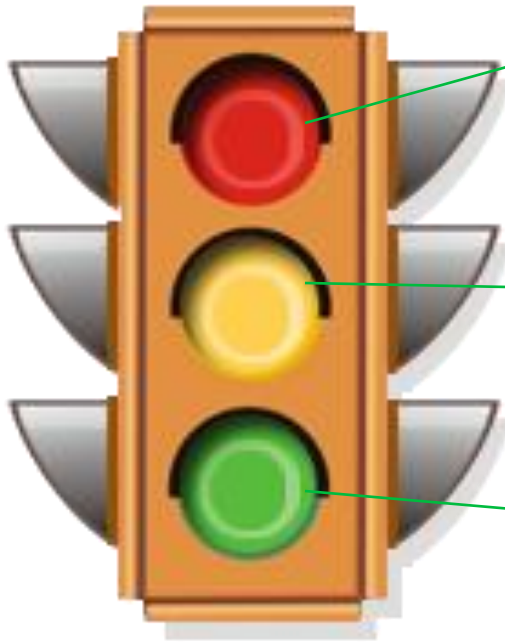


TIPS FOR HANDLING AN UNEXPECTED RED ZONE

- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student'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



SOLUTION FINDER



STOP

Stop before you act

OPT

Think of all your options and
how they will work out

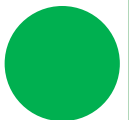
GO

Go with your best options

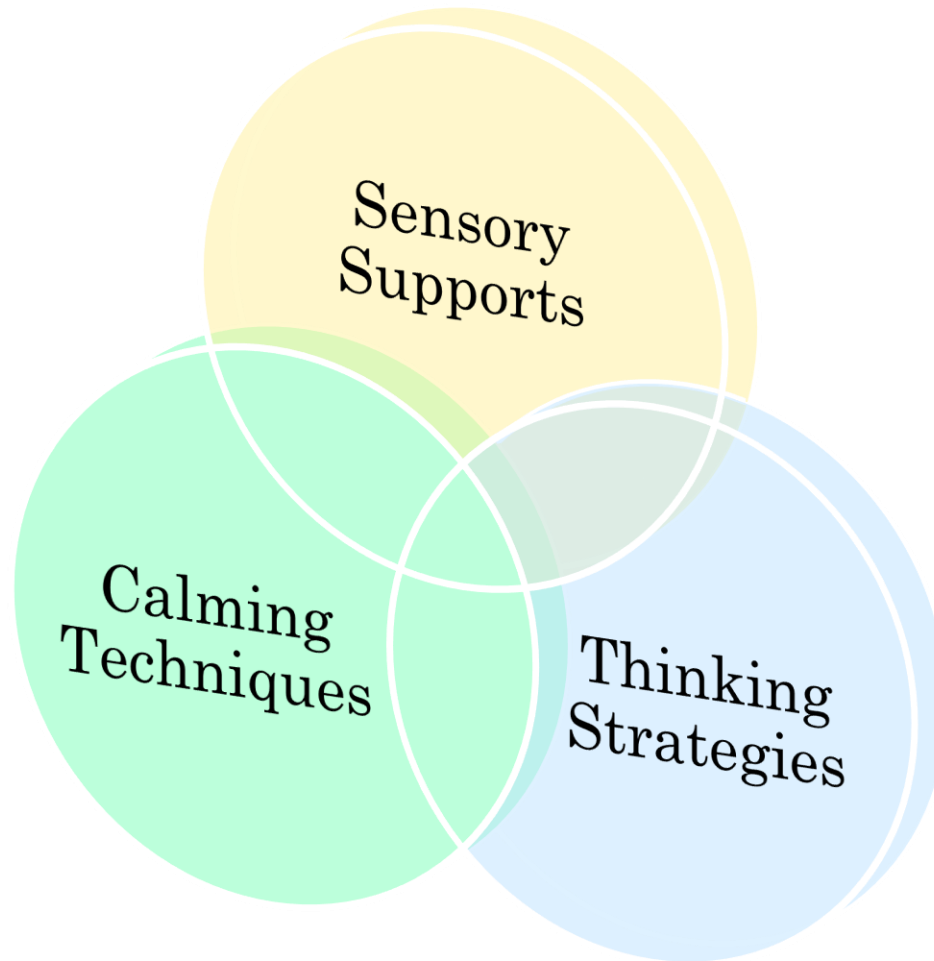


Problem: _____

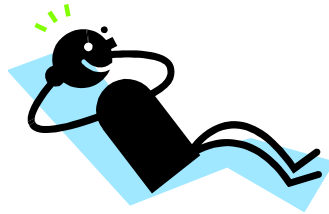
My best option is: _____



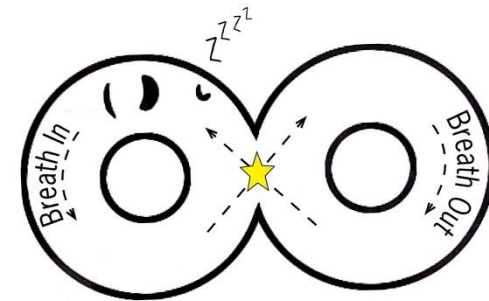
VARIOUS TOOLS FOR SELF-REGULATION



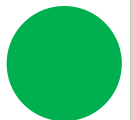
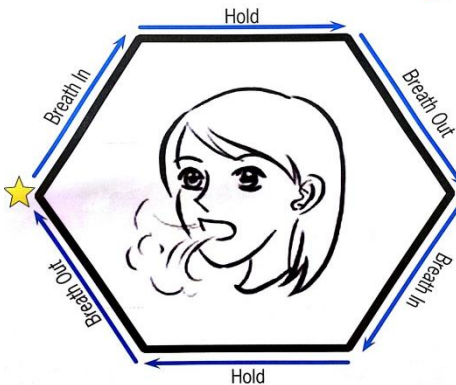
CALMING TECHNIQUES



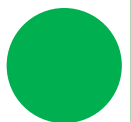
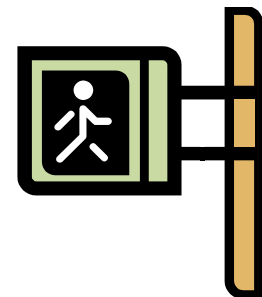
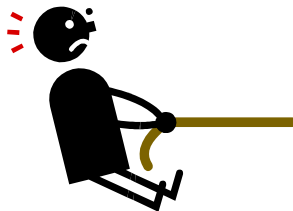
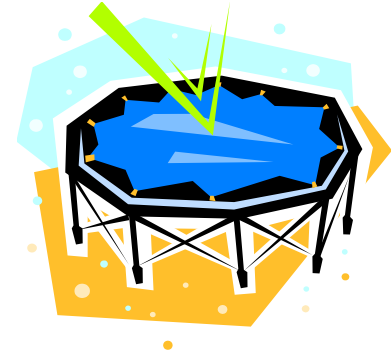
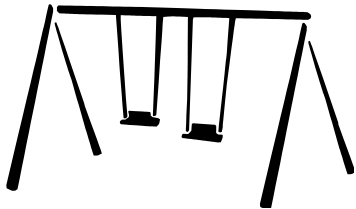
Lazy 8 Breathing



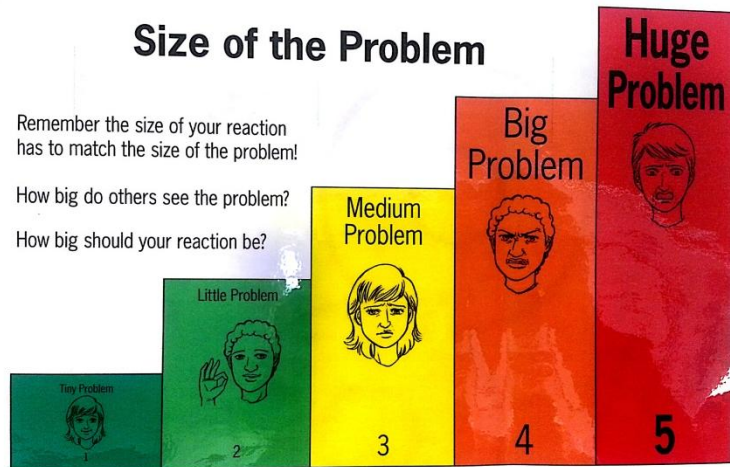
The Six Sides of Breathing



SENSORY SUPPORTS

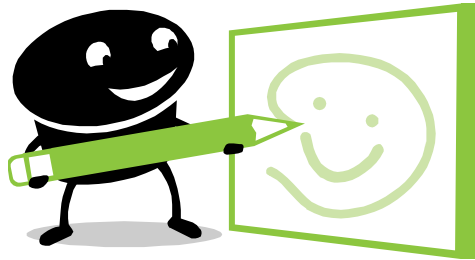


THINKING STRATEGIES



You Can Do IT!!!

THIS IS A PICTURE OF ME....



- Activity:
- Complete the worksheet “This is a picture of me in the...”
- Once you have completed the worksheet, get together with a group with one representative from each zone to share your pictures
- Have fun!



My ZONES TOOLBOX

The ZONES of Regulation® Reproducible Z

_____'s **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Copyright © 2011 Social Thinking Publishing
This page may be copied for the purposes of educating students and other professionals.

