

The **ZONES** of Regulation[®]





What are The **ZONES** of Regulation®?

- The **ZONES** is a concept designed by Leah Kuypers, licensed occupational therapist, to help a student gain skills in the area of self-regulation.
- 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.

What are The **ZONES** of Regulation®?

- The **ZONES** are designed to help the students recognize when they are in 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 have 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 behavior, calming and alerting strategies, and problem solving skills.

The ZONES of Regulation®

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

Other Tools and ZONES Visuals

The ZONES of Regulation® Reproducible M

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

Other Tools and ZONES Visuals





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

Other Tools and ZONES Visuals

Blue Zone	Green Zone	Yellow Zone	Red Zone
 A yellow Minion with a sad expression, standing with its hands at its sides.	 A yellow Minion with a happy expression, standing with its hands on its hips.	 A yellow Minion with a happy expression, jumping or dancing with one arm raised.	 A blue Minion with a large, spiky blue afro, running or jumping.

Other Tools and **ZONES** Visuals



The ZONES of Regulation® Reproducible Z * Here are a few ideas for a person's (child's) toolbox.
These strategies can be used to move from a blue, yellow, or red zone to a green zone.

_____'s Toolbox

Blue Zone Tools

Talk to someone
Play with a friend
Go outside/Run
Smile/Think happy
deep breaths
Take a nap
Stretch/stand up
Jump/Ask for help

Green Zone Tools

eye contact
Good body language
Sit up/sit still
Good attitude
Good listener
focused
feeling okay
Paying Attention

Yellow Zone Tools

deep breaths
Positive Self-talk
Ask for help
do your best
Jump Around
Take a nap
Think positive
Calm down

Red Zone Tools

deep breaths
apologize
Quietly stomp feet
hug or talk to
Someone
Count to 10 slowly
color/run
Do something else

How are the **ZONES** useful?

- A critical aspect of the Zones 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.

How are the **ZONES** useful?

- You can support the student during this process by doing the following: (AND PARENTS)
- Use the language and talk about the concepts of The **ZONES** as they apply to you in a variety of environments.
- Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”

How are the ZONES useful?

- Help the student gain awareness of his or her zones and feelings by pointing out your observations.
- Talk about what zone is “expected” in the situation or how a zone may have been “unexpected.”
- Share with the student how his or her behavior is affecting the zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.
- Show interest in learning about the student’s triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- Make sure you frequently reinforce the student for being in the expected zone rather than only pointing out when his or her zone is unexpected.

There is no such thing as a bad **ZONE**.

- It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones.
- This is different than classroom behavior charts.
- All of the zones are expected at one time or another.
- The Zones of Regulation is intended to be neutral and not communicate judgment.

Benefits to The **ZONES** at the School Level

- LANGUAGE!!!! A common language for all staff to use with students.
 - For example: A student comes to school in the morning and looks tired and is moving slowly. A teacher can say “You seem like you are in the Blue Zone.” The student recognizes they are in Blue Zone and use strategies to move to Green.
- The Zones of Regulation are simple for kids to understand.
- Kids know the different colors, recognize their feelings and use strategies to move to Green Zone (calm down or feel okay).
- As a result students learn to self-regulate.
- After the initial introductory lessons are administered the continuing implementation lessons are delivered.