

Zones of Regulation

Self-regulation encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation

Zones of Regulation is an evidenced-based curriculum designed to support children's emotional literacy. It develops children's strategies to help regulate themselves when they are experiencing different emotions.

Our Aims in using Zones

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To develop their vocabulary of emotional terms so they can explain how they are feeling.
- To help understand what events might move them into a different Zone.
- To help them understand their own emotional needs and then needs of others.
- To develop problem solving skills.
- To identify a range of strategies that can support them.

The Zones

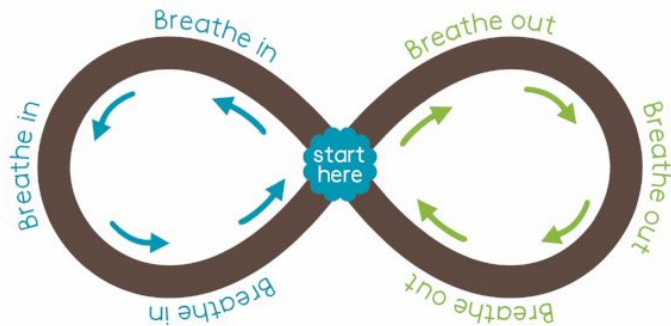
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Children are taught that we all experience different emotions throughout the day. There is no 'bad' zone but there are strategies that we can use to move to a zone that is right for the time. We can not change the way children feel but we can help them manage their feelings and behaviours (e.g. It is ok to be angry but it not ok to hurt someone').

Toolkits

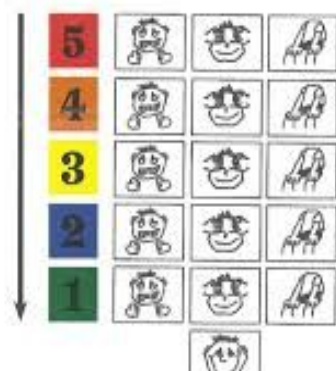
This year we are focusing on how to develop the children's toolkits to help them regulate how they are feeling and 'get back to green'. Different strategies work for different children and it is best to practise using them when a child feels calm or is in the 'green zone'.

Calming Tools



Lazy 8 Breathing

Start with an 8 on its side. Starting in the middle, go up to the left and trace the left part of the 8 with your finger while you breathe in. When you get to the middle of the 8 again, breathe out while you trace the right part of the 8 with your finger.



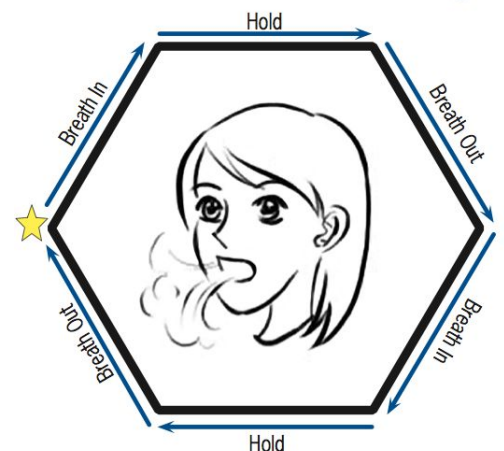
Calming Sequence

This calming sequence goes like this:

- Squeeze your hands together;
- Close your eyes and rub your head;
- Rub your legs;
- Repeat 5 times.

You can use this one or design your own.

The Six Sides of Breathing



Counting

- Forwards and backwards
- Objects
- Colours
- Breaths
- Pulse

Calming Activities

- Listen to music
- Drawing
- Reading
- Puzzles
- Closing your eyes

Sensory Strategies

Wall push ups

Ask for a hug

Go for a walk

Chair press ups

Yoga

Drink some cold water

Listen to some music

Squeeze something (stress ball, play-doh)

Close your eyes

Find a comforting smell

Thinking Strategies

Thinking strategies can take some time to develop but will build children's resilience. These are usually taught from Year 3 upwards.

Talk to your inner coach, not your inner critic

Instead of...	Try...
I'm not good at this I give up! This is too hard.	What am I missing? What strategies can I use? This may take some time and effort but I can do it.
I can't do maths. I made a mistake I'll never be as good as... This is good enough.	I am going to train my brain to do this. Mistakes help me improve. What do they do differently to me? Is this really my best work?



Big Problem, Little Problem

As the children's understanding of the Zones develops, we teach them how to think about some of the reasons why they experience emotions

There are times when our reaction to a problem, does not match the size of the problem.

Stop, Opt and Go

Stop - Take a second to think.

Opt - Think about your choices. Some will be better than others.

GO - Choose which option helps you manage your emotions and behaviour the best and use it.

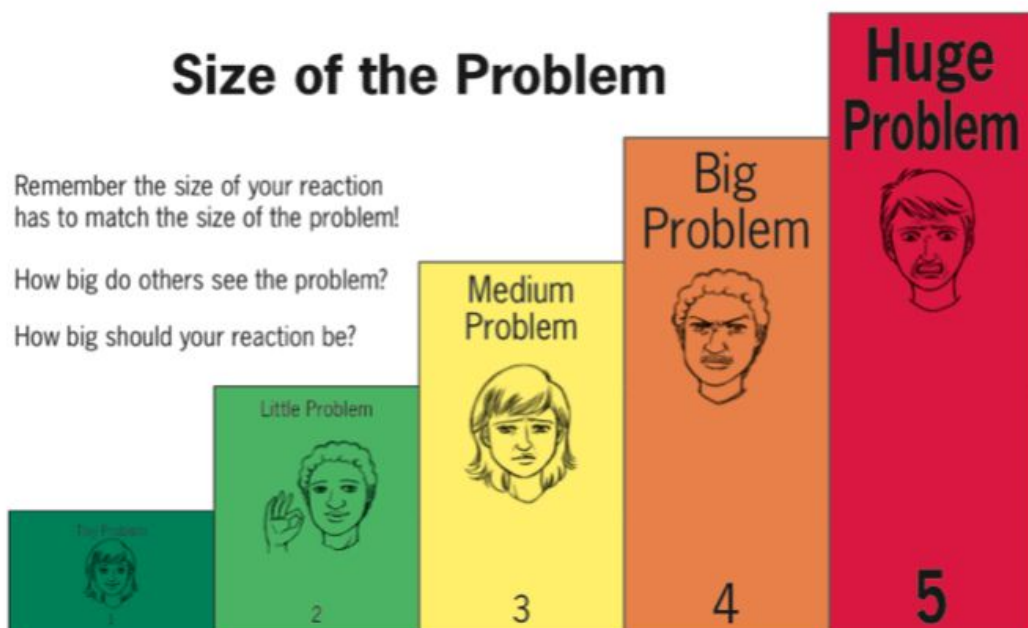


Size of the Problem

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?



How you can help at home?

- Identify your own feelings using Zones language

(‘I’m frustrated, I am in the yellow zone’)

- Provide positive reinforcement when your child is in the Green Zone and if they are making efforts to stay in the Green Zone.
- Talk about the strategies you use to regulate your emotions.

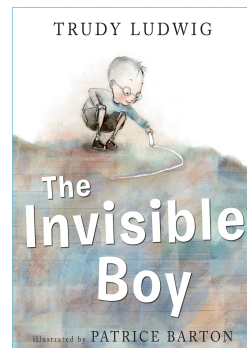
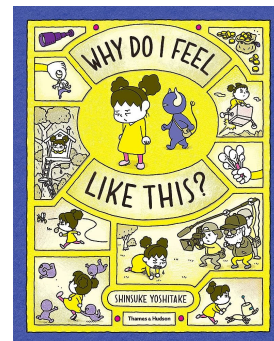
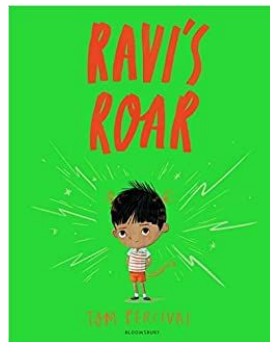
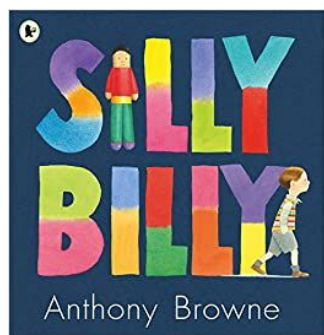
(‘I’m feeling a bit tired, I’m doing to go for a walk to get back to Green.’)

- If your child is younger, help them label what zone they are in throughout the day.

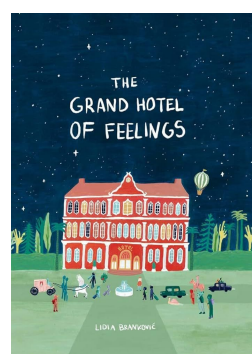
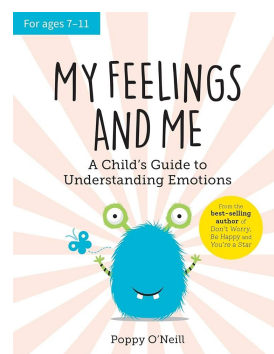
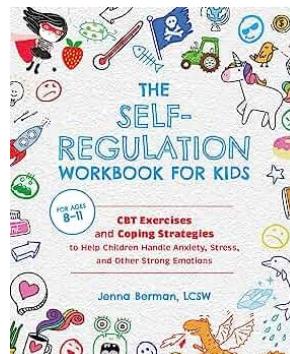
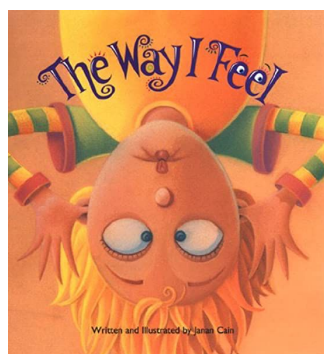
(‘You look a little sleepy, are you in the blue zone?’)

- Teach your child which Zones tools they can use.

(‘It’s time for bed, let’s read a book together to get into the blue zone.’)



At Monkfrith we love books and there are so many fantastic books to help children explore and understand their emotions.



If you have any questions, then please talk to your child's class teacher.