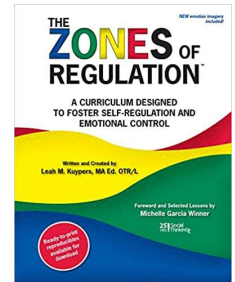


Help Sheet

0 – 25 Specialist Teaching And Support Service

How to use 'zones of regulation' to develop understanding of emotions and appropriate responses.



Why?

- 'Zones of Regulation' is a visual and structured programme to help children understand their feelings, energy and sensory needs.
- It supports children to develop a toolbox of strategies to aid emotional and sensory regulation.
- The framework is designed to support students move towards more independent regulation and to understand how their behaviour can impact on others.
- It is a simple concept involving 4 colour zones, red, yellow, green and blue where each represents an emotional state.
- To teach children how to identify their feelings, independently regulate and control their emotions, manage sensory needs and improve their problem solving skills.
- Recognise the emotions of others and how their behaviour impacts on others.

You will need:

- A board divided into the four zones:
 - **Blue** - under aroused, lethargic, tired, lacking motivation.
 - **Green** - good to go, optimum state for learning.
 - **Yellow** - drifting out of focus, worried, silly, stressed, anxious, frustrated.
 - **Red** - not coping, cross, terrified, out of control, not available for learning.
- Photos of children / young people and staff.
- Tools to support appropriate responses to emotions.

How?

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The framework is presented in 18 lessons and there are activities to reinforce the concepts being taught.

- Start by identifying different emotions.
- Introduce the zones.
- Explore the Zones – which Zone am I in?
- Understanding different perspectives.
- Zones throughout the day – check ins.
- Triggers.
- Exploring tools.
- Introduce the size of the problem.
- Creating tool boxes.

In practice:

- Children (and staff) check in when they arrive in the morning and throughout the day. This may need to be supported and modelled by adults initially.
- Some children may need individual tool boxes of appropriate strategies that they can choose to use.
- Children are encouraged to learn about what different emotions look like in themselves and others.
- Children are encouraged to talk about feelings and identify what zone others are in.

Things to note:

There are no good or bad zones. The zone we are in is determined by how we feel on the inside, not the behaviour on the outside.

Reference / Evidence base – informed by:

‘The Zones of Regulation’ Leah M Kuypers www.zonesofregulation.com