

ZONES OF REGULATION:

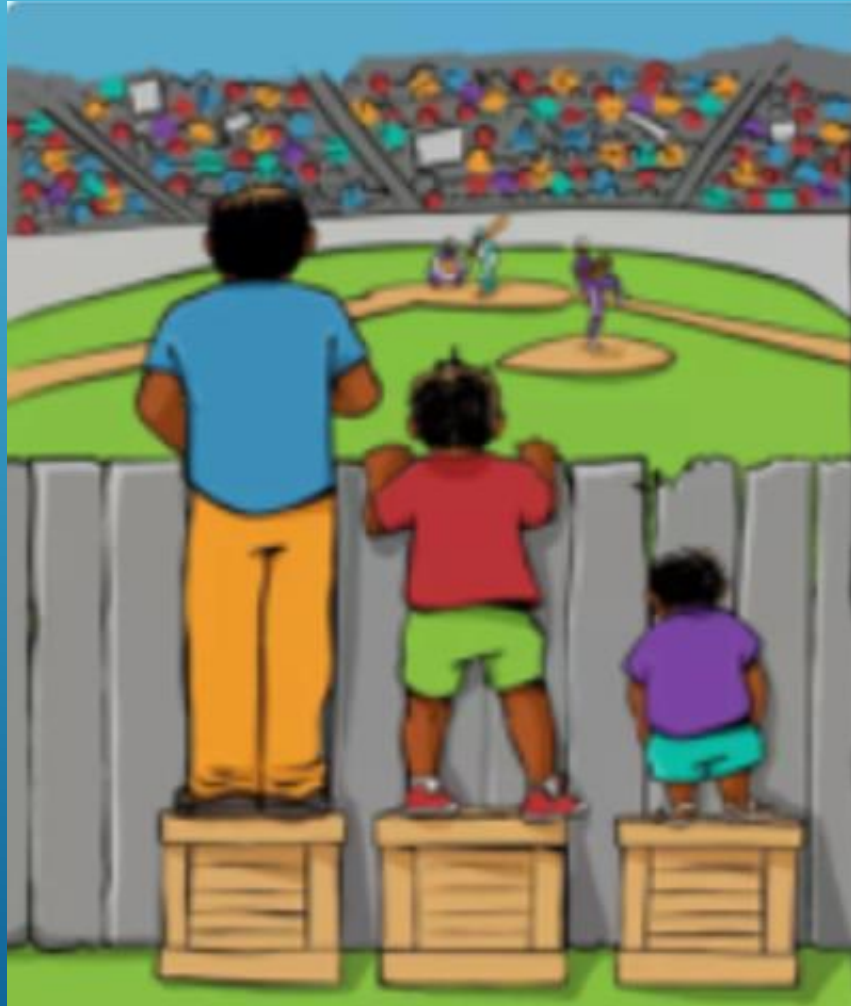
Time To Talk

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A THERAPEUTIC APPROACH TO BEHAVIOUR



Don't confuse consistency with equality. Go back to our iceberg our children have had different life experiences. Consistency is about giving the same message but how you do it maybe different.



You give the children what they need and these needs will be different.

Discipline is helping a child to solve a problem.

Punishment is making a child suffer retribution for having a problem.

To raise problem solvers focus on solutions, not retributions.

LR Knost.

You can't teach children to behave by making them feel worse. When children feel better they behave better.

Pam Leo

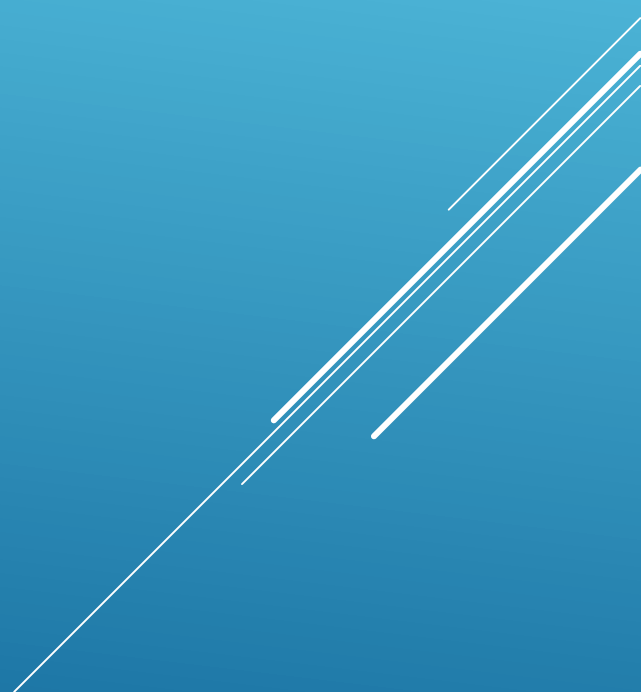
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FLIP YOUR LID: FIGHT, FLIGHT, FREEZE.

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

**'Life is 10% what happens to us
and 90% how we react to it'**

Charles Swindoll



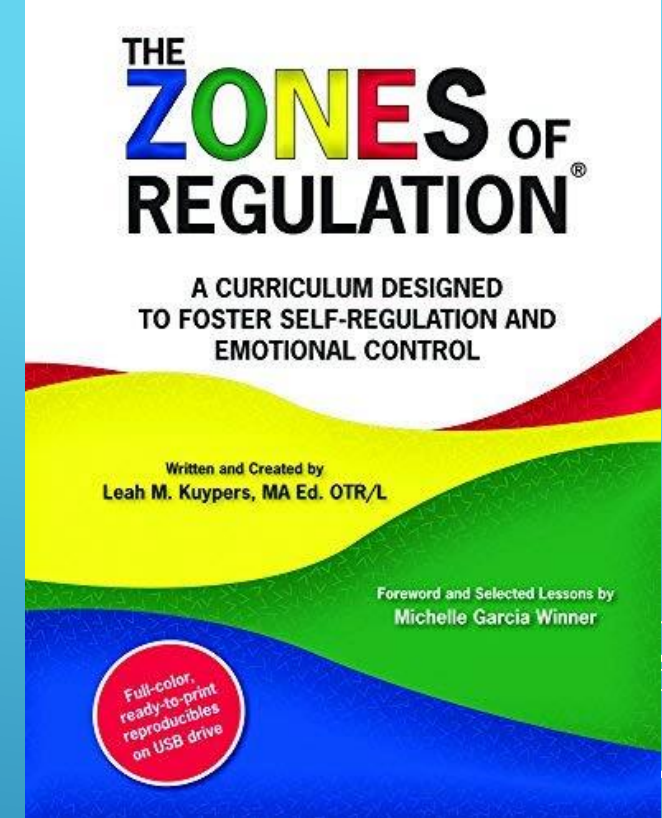
ZONES of regulation.

A system devised to teach self-regulation and emotional control.

Strategies to help regulate emotions and to move between zones.

To read facial expressions

To identify their triggers.



DEFINITION OF SELF-REGULATION:


“...it is defined as the capacity to manage one’s thoughts, feelings and actions in adaptive and flexible ways across a range of contexts.”

Jude Nicholas

It encompasses:

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

Why is self-regulation important?

- Research has found that higher academic achievement is more likely when interventions include self-regulation components.
 - Typically, children who can self-regulate will turn **into teens who can self-regulate.**
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ZONES of Regulation

THERE ARE FOUR ZONES:

BLUE

GREEN

YELLOW

RED



We will experience all the zones as some point.

All zones are okay!

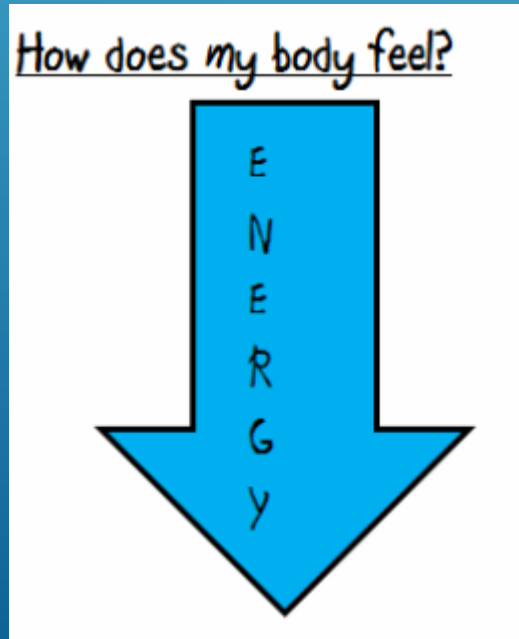
All feelings are okay!



The Blue Zone

We are expected to be in the Blue Zone just before bed time or when we are watching the TV or when something has happened to make us sad.

We are running slow! We might be tired or sad. This is an unexpected zone to be in for learning.





HOW DO I FEEL?



Bored



Sleepy

Blue zone feelings



ILL



Tearful



Sick



Lonely



Tired

THE GREEN ZONE....THE LEARNING ZONE!!
WE ARE EXPECTED TO BE IN THE GREEN ZONE WHILE
WE ARE LEARNING. IT IS WHEN OUR BRAINS AND
BODIES ARE RELAXED AND FOCUSSED!

How does my body feel?

My energy level is "just right"

I am calm, focused and ready to learn!





How do I feel?



Happy



Ready for learning

Green Zone feelings



Calm



Focussed

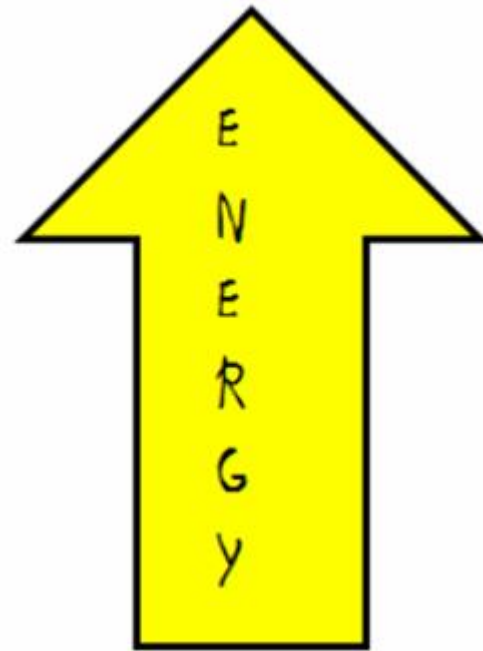


Proud

The **Yellow Zone**.....during play time,
lunch time and even at the end of the day,
it's expected for us to be in the **YELLOW
ZONE!!**



How does my body feel?





Embarrassed



Nervous



Excited

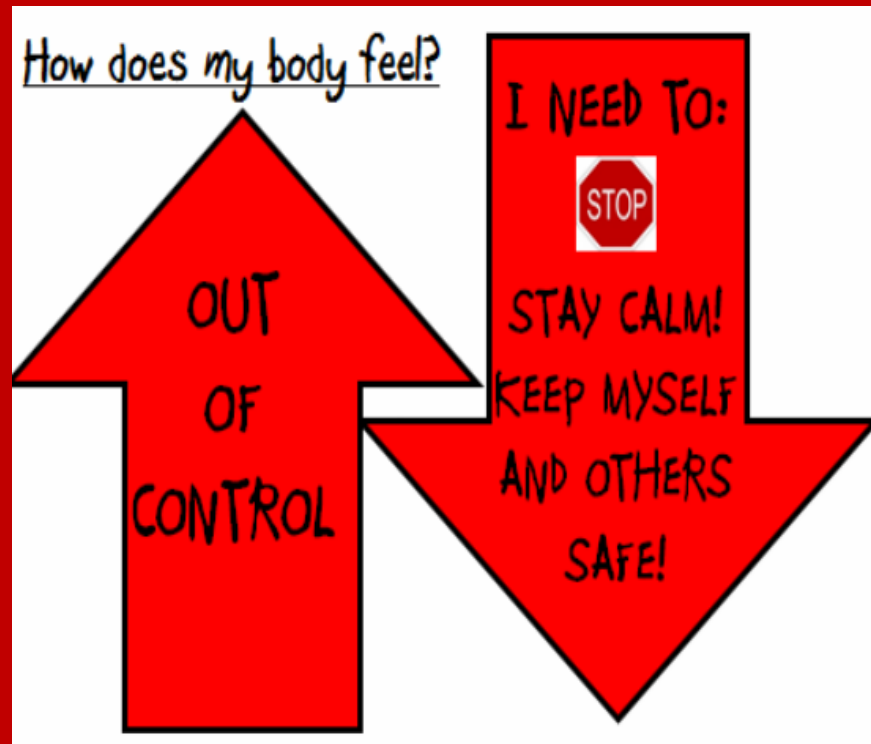


Jealous



Confused

The Red Zone.... We must keep ourselves and others safe!





Angry



Terrified



Out of control







Elated.



Aggressive

The **ZONES** of Regulation®

			
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

What zones have you been in over the day?

It is okay to be in all of these zones but we need to recognise what it feels like and we need to have the tools to allow to move into the green zone.

How can you help yourself?

The BLUE zone



How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone



How might you feel?

happy
okay
focussed
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?

The YELLOW zone



How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone



How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help

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?




EMPATHY VS SYMPATHY

‘making a meaningful connection.’

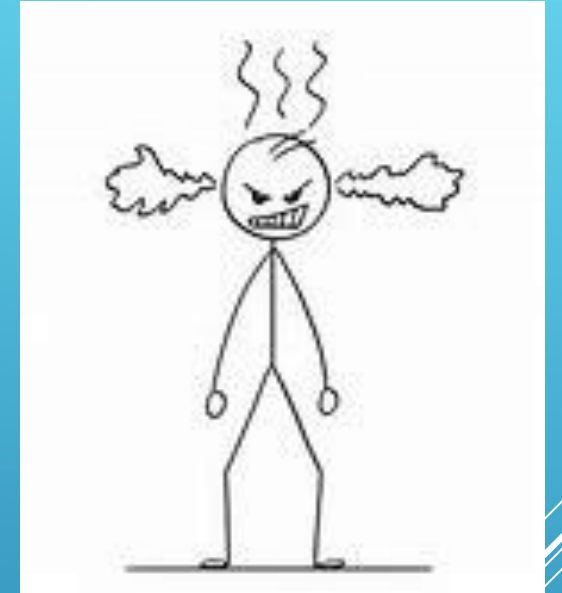
▶ <https://youtu.be/KZBTYViDPIQ>

WHAT IS EMOTION COACHING AND HOW CAN IT HELP MY FAMILY?


- ▶ Emotion Coaching is a simple but effective 4-step technique to help adults connect with children in a meaningful, empathic way.
 - ▶ Step 1: recognise feelings
 - ▶ Step 2: validate feelings
 - ▶ Step 3: limit setting
 - ▶ Step 4: problem solving
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ILLUSTRATIVE EXAMPLE

'Joey' (Y2) first thing in the morning – refuses to get ready for school. Didn't sleep well and had minor argument with older sister over breakfast, so is not in a good mood. 'Joey' throws his shoes and bookbag across the hallway and shouts '*you can't tell me what to do*'.




JOEY'S RESPONSES WITHOUT EMOTION COACHING

- Joey takes longer to regulate his emotions and the situation escalates quickly.
 - Negative impact on family relationships and Joey's self esteem.
 - More parental involvement is required to 'sort it out'.
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EMOTION COACHING IN PRACTICE

- ▶ **Stage 1: Recognise the child's feelings and empathise** 'Connect before correct' (Golding, 2015)
 - ▶ Adult: *'Your fists are clenched and you're breathing very hard, it looks to me like you are feeling angry - am I right?'*
Joey's response: *'Yes, Annie took my favourite cereal and didn't leave any for me, and then just laughed'*.
- ▶ **Stage 2: Validate and label child's feelings**
 - ▶ Adult: *'I can see how missing out on your favourite cereal can make you feel sad, and it can be upsetting when your sister just laughs instead of sharing'*
Joey's response: nodded in agreement.
- ▶ **Stage 3: Limit-setting**
 - ▶ Adult: *'It's not okay to throw your shoes and bookbag, because it could scare baby and might break something'*
 - ▶ Joey gradually calms when listened to, begins to self-regulate and eventually engages in distracting conversation about his favourite game.
- ▶ **Stage 4: Problem-solving**
 - ▶ Once Joey is fully calm and receptive, together we explore alternative ways he could express and manage his feelings (e.g. using his 'helping hand', finger breathing, scaling his emotions)

JOEY'S RESPONSES WITH EMOTION COACHING

- Joey feels heard.
 - Joey regulates more quickly, calmer situation and more agreeable.
 - Joey has increased emotional literacy and reduced feelings of shame.
 - There is reduced parental involvement to 'sort out' the situation.
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Negative Phrasing:

Stop being silly

Be good

Stop throwing that

Stop running

Don't talk to me like that.

Come back here Now.

Get down from there.

Positive Phrasing:

Stand next to me

Stay in your bed to sleep.

Let's go and read at bedtime story.

Let's talk in our quiet voice.

Let's talk about it calmly.

Walk with me to the park.

Let's use our words to explain how we feel.

Limited Choices.

Where shall we talk? Here or in the kitchen.

Put the pen on the table or in the box?

Are you going to sit on your own or with the group?

Are you going to do your work now or at break time?

Are you starting your work with words or a picture?

For children who like to be in control this allows them still to have some control.

THE ZONES OF REGULATION[®]



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

Deep breaths

Red Zone Tools

Take a break
