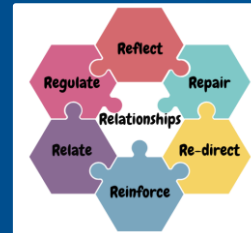




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THE  
**ZONES**  
OF REGULATION

**Dineo Brittain-Dodd**  
**EWBS Service**

[www.northumberland.gov.uk](http://www.northumberland.gov.uk)

# Session Objectives



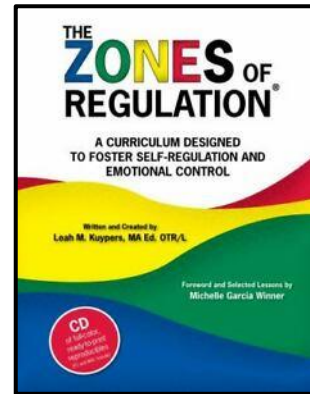
- Explore the **ZONES** of Regulation and how these are relevant to everyone
- Look at ways to use the **ZONES** can be used at home to support conversations related to emotional regulation
- Consider how the **ZONES** can support awareness and empathy



# The ZONES of Regulation

The ZONES curriculum is a framework developed to:

- ✿ Explicitly teach **social / emotional vocabulary and skills**
- ✿ Identify and recognise **body cues, internal states and triggers**
- ✿ Explore, develop and practice **self-regulation strategies** (emotional, sensory, thoughts, behaviours)
- ✿ Improve **self awareness**
- ✿ Promote **self care** and overall **emotional wellbeing**
- ✿ Move from **co-regulation towards independent regulation**
- ✿ Be used with pupils of **all ages and stages**



Written by  
Leah M. Kuypers

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# REGULATION

when we experience a balanced and steady state of internal energy, emotions, thoughts, and physiological processes



**EXTERNAL REGULATION:** when someone can only find and maintain regulation with direct intervention from an outside person



**CO-REGULATION:** when someone can find and maintain regulation with the support and assistance of an outside person



**SELF-REGULATION:** when someone can find and maintain regulation by themselves, as a result of countless co-regulating experiences

External Regulation

Co-Regulation

Self-Regulation

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# Your body has an engine...



- The brain controls the 'engine' through neurons, spinal cord & nerves.
- This makes the body act in different ways.
- Your brain controls the Zones!
- We teach the students that they are the driver.

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# ZONES as energy levels

- Your body and brain have energy.
- Your energy level changes depending on how you feel or what you're doing.
- Different stimuli produce different levels of adrenaline and cortisol
- Think about your energy level as being in different **ZONES**.

Blue Zone	Green Zone	Yellow Zone	Red Zone
<ul style="list-style-type: none"><li>• I have very little energy</li><li>• It might be hard to listen and learn</li></ul>	<ul style="list-style-type: none"><li>• My mind is focussed</li><li>• I can concentrate and listen</li><li>• I am ready to learn</li></ul>	<ul style="list-style-type: none"><li>• My energy is high</li><li>• It could be hard to focus</li></ul>	<ul style="list-style-type: none"><li>• My energy is so high I start to feel out of control</li><li>• It might be hard to think</li><li>• I might get into trouble</li></ul>

**ADRENALINE LEVELS**

← **NOT ENOUGH**      **JUST RIGHT**      **A LITTLE TOO MUCH**      **TOO MUCH** →



# ZONES and the behaviour cycle

Blue Zone	Green Zone	Yellow Zone	Red Zone
<ul style="list-style-type: none"> <li>I have very little energy</li> <li>It might be hard to listen and learn</li> </ul>	<ul style="list-style-type: none"> <li>My mind is focussed</li> <li>I can concentrate and listen</li> <li>I am ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>My energy is high</li> <li>It could be hard to focus</li> </ul>	<ul style="list-style-type: none"> <li>My energy is so high I start to feel out of control</li> <li>It might be hard to think</li> <li>I might get into trouble</li> </ul>

ADRENALINE LEVELS

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# ALL ZONES are OK!



## Everyone uses all 4 zones

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# Getting to know the ZONES

What vocabulary might you use when talking about...



The **Blue Zone**  
The **Green Zone**  
The **Yellow Zone**  
The **Red Zone**



**Think about:**

Describing feelings and behaviours.

What words, phrases and metaphors you might use?

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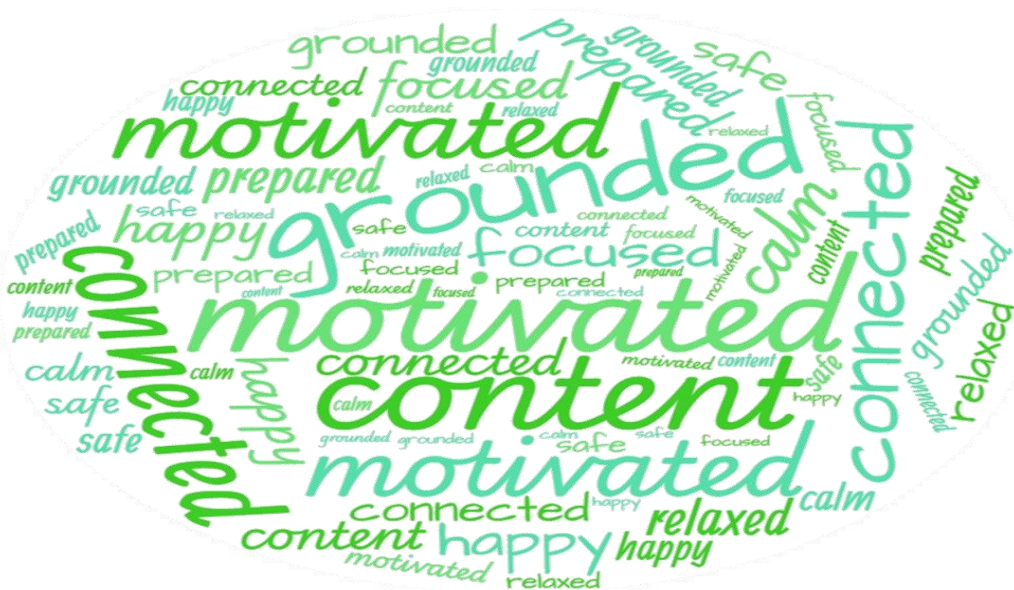
# Green Zone

What vocabulary might you use to describe the GREEN ZONE?



Green Zone

Happy - Focused  
Calm - Proud



## POSSIBLE BODY SIGNALS:

- Relaxed Muscles
- Comfortable Body Temperature
- Focused/ Engaged Brain

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# Yellow Zone

What vocabulary might you use to describe the **YELLOW ZONE**?



**Yellow Zone**  
Worried - Frustrated  
Silly - Excited



## POSSIBLE BODY SIGNALS:

- Wiggly
- Heart Beating Faster
- Body Warming Up
- Muscles Tense
- Thinking Faster





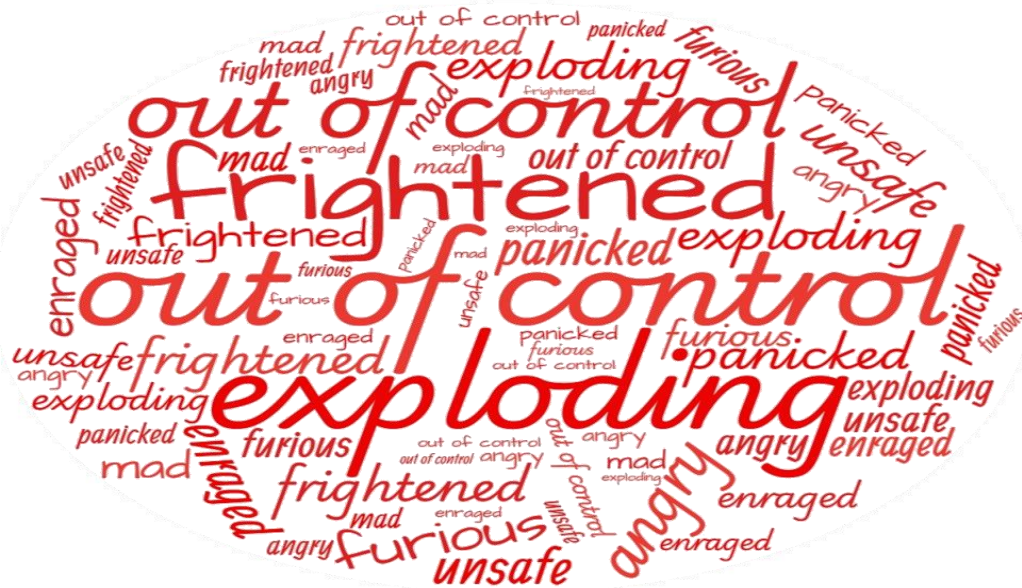
# Red Zone

What vocabulary might you use to describe the **RED ZONE**?



Red Zone

Overjoyed/Elated  
Panicked - Angry - Terrified



POSSIBLE  
BODY SIGNALS:

- Heartbeat Fast
- Skin Flushed
- Hot/Sweating
- Muscles Tense

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# Getting to know the ZONES

What vocabulary might your child use...?



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# Everyone has a “home” ZONE...

## Blue Zone

A quieter person who doesn't get excited about most things.

## Green Zone

A generally happy, calm person.

## Yellow Zone

An active, more intense person.

## Red Zone

An angry person, often in conflict.



# Where do we start...?



Betari's Box





# Manage your own ZONES



**Remember....**

...all behaviour is communication

... there is always a trigger

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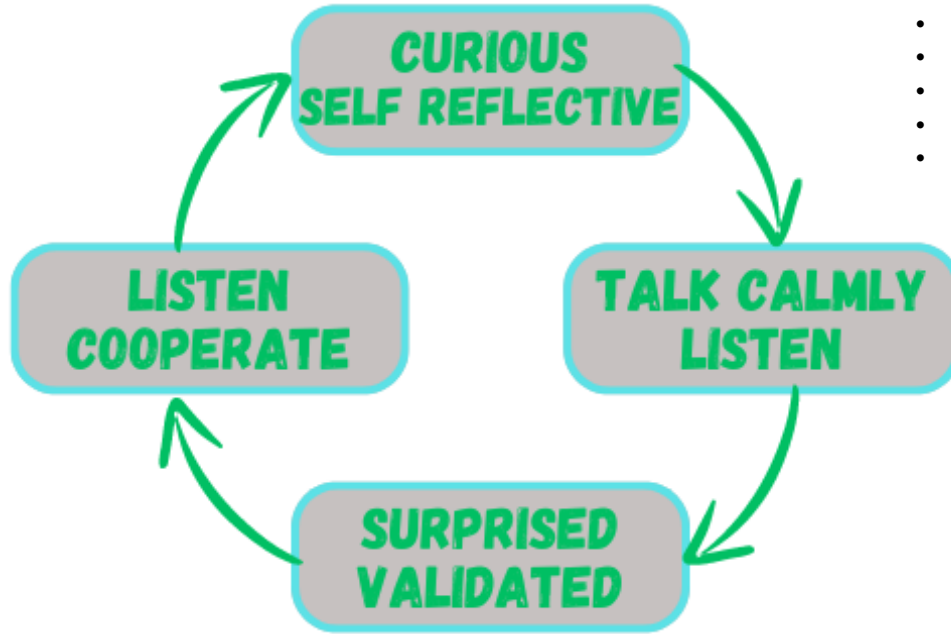
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# Manage your own ZONES



- Take some breaths
- Walk away
- Count to 10
- Go outside
- Buy yourself some time

Remember....

...all behaviour is communication

... there is always a trigger

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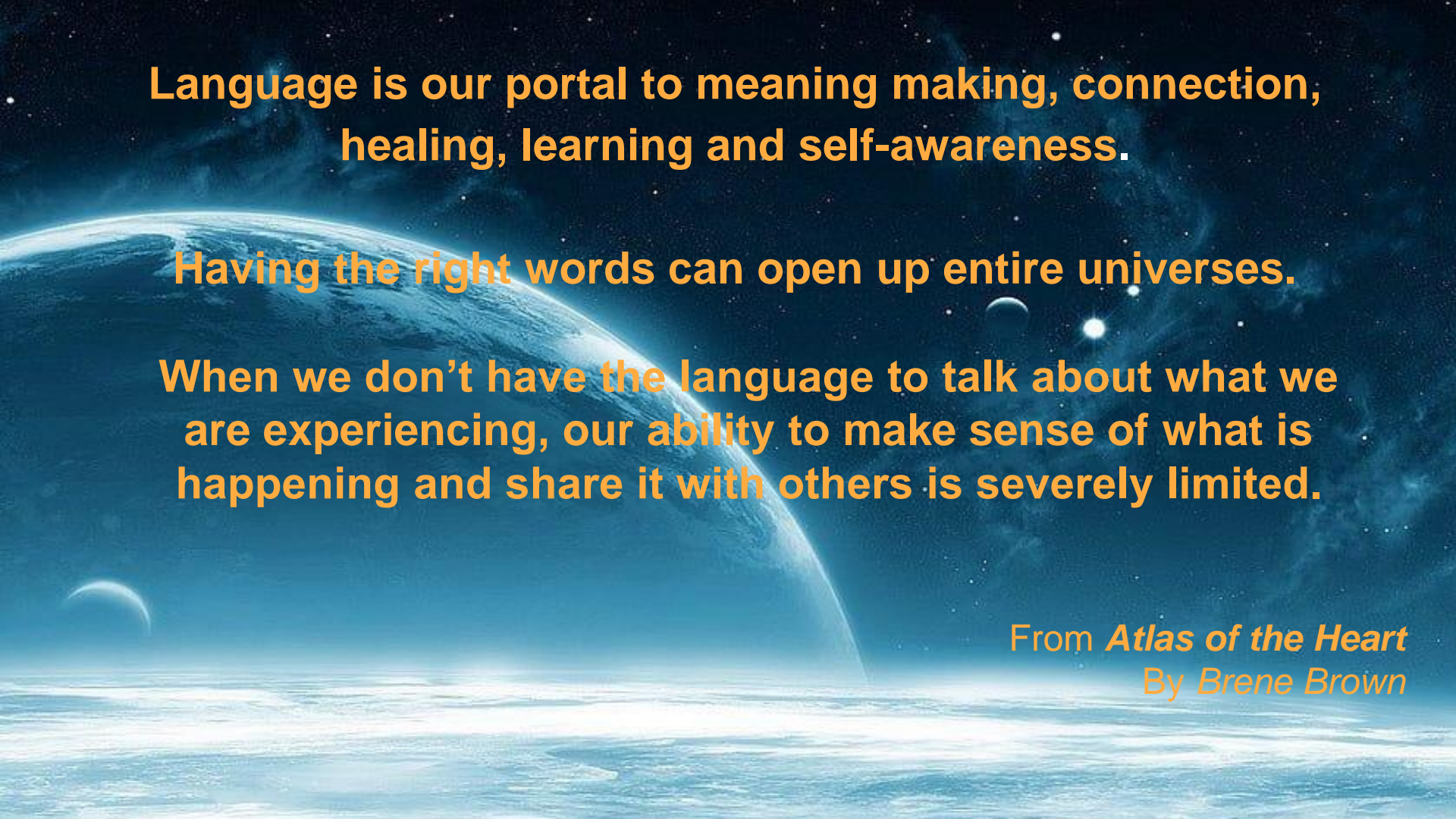


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# Using the ZONES with your child

- Start by getting to know the ZONES ✓
- Identify and sort emotions and behaviours into ZONES
- Explore how each ZONE is experienced and triggered for individuals
- Increase understanding and vocabulary around feelings, behaviours and emotions while linking to the ZONES
- Use this vocabulary and embed it into your everyday interactions





**Language is our portal to meaning making, connection,  
healing, learning and self-awareness.**

**Having the right words can open up entire universes.**

**When we don't have the language to talk about what we  
are experiencing, our ability to make sense of what is  
happening and share it with others is severely limited.**

From *Atlas of the Heart*  
By Brene Brown



# Explicitly teach emotional vocabulary

WHAT IS THE WEATHER INSIDE YOU  
LIKE?



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# Explicitly teach emotional vocabulary



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# Link to specific interests



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# Explicitly teach emotional vocabulary



## LIST OF EMOTIONS

SAD	HAPPY	HURT	CONFIDENT	ENERGIZED
<ul style="list-style-type: none"> <li>• Depressed</li> <li>• Desperate</li> <li>• Dejected</li> <li>• Heavy</li> <li>• Crushed</li> <li>• Disgusted</li> <li>• Upset</li> <li>• Sorrowful</li> <li>• Weepy</li> <li>• Frustrated</li> <li>• Dismayed</li> </ul>	<ul style="list-style-type: none"> <li>• Amused</li> <li>• Delighted</li> <li>• Glad</li> <li>• Pleased</li> <li>• Charmed</li> <li>• Grateful</li> <li>• Optimistic</li> <li>• Content</li> <li>• Joyful</li> <li>• Enthusiastic</li> <li>• Loving</li> </ul>	<ul style="list-style-type: none"> <li>• Jealous</li> <li>• Betrayed</li> <li>• Let down</li> <li>• Tender</li> <li>• Wounded</li> <li>• Impaired</li> <li>• Damaged</li> <li>• Criticized</li> <li>• Abused</li> <li>• Punished</li> <li>• Rejected</li> </ul>	<ul style="list-style-type: none"> <li>• Strong</li> <li>• Brave</li> <li>• Assured</li> <li>• Certain</li> <li>• Prepared</li> <li>• Successful</li> <li>• Encouraged</li> <li>• Peaceful</li> <li>• Secure</li> <li>• Relaxed</li> <li>• Comforted</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthened</li> <li>• Motivated</li> <li>• Focused</li> <li>• Invigorated</li> <li>• Determined</li> <li>• Inspired</li> <li>• Creative</li> <li>• Healthy</li> <li>• Renewed</li> <li>• Vibrant</li> <li>• Refreshed</li> </ul>

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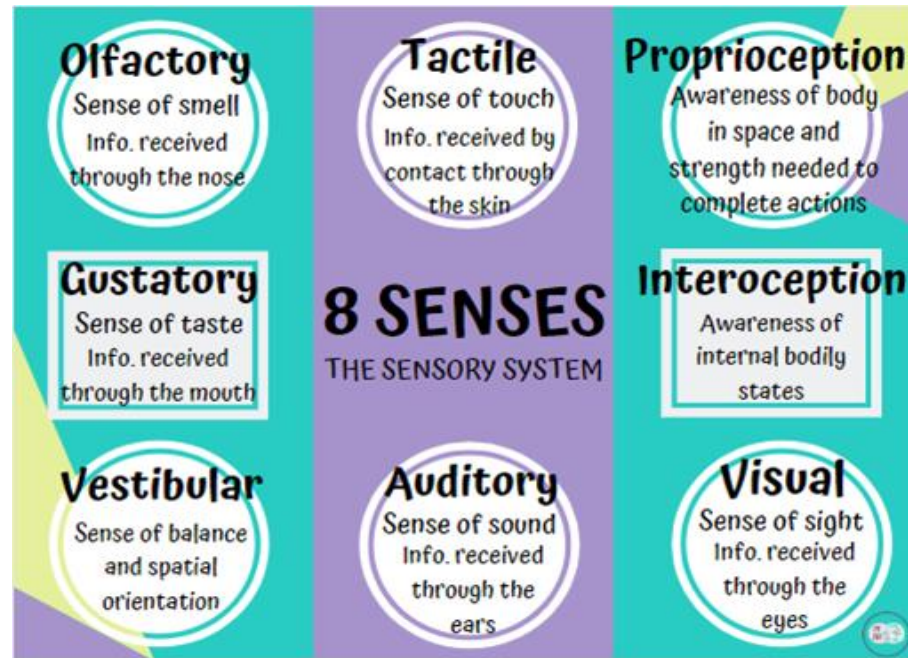


# Explore what each **ZONE** feels like?

- Different emotions stimulate different physical responses for every single human being.
- Think about both internal and external reactions to a particular emotion or **ZONE**.
- Focus on all the senses.



**Which zone are you in now?  
How do you know?**



# Explore Internal Clues - Interoception



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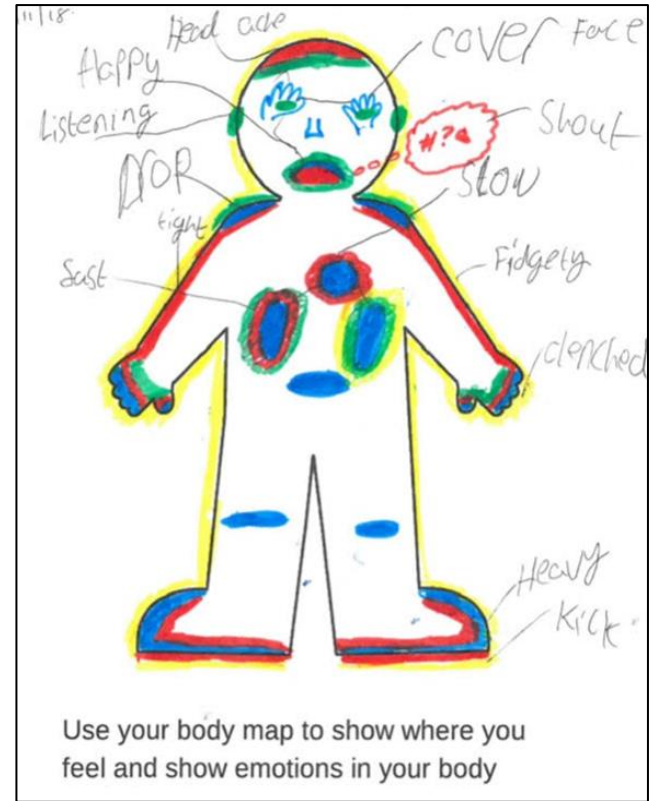
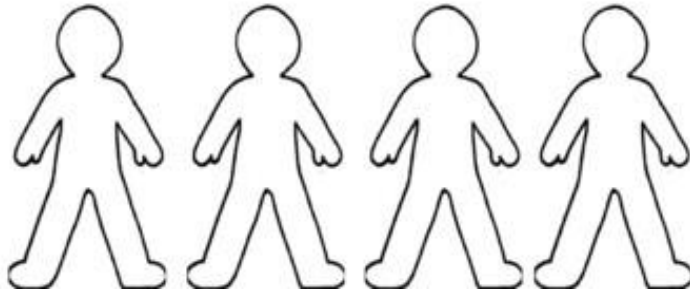


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# Explore Internal Clues: Interoception

## Body Maps

A useful tool to explore internal clues related to feelings / emotions and link to the **ZONES**.



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# Scripts to promote interoception

**Scripts can support pupils to begin to notice and understand their internal clues**

- I wonder...
- I have noticed...
- I understand...
- Remember when...
- When...Then...

**Name it,  
Describe it,  
Model it!**

**T**hinking  
**W**ondering  
**I**magining  
**N**oticing





# Explore Body / social Cues

## Types of Social Cues

SOCIAL CUES ARE MESSAGES THAT OTHER PEOPLE SEND US ABOUT HOW THEY ARE FEELING. THEY DO THIS BY USING THEIR FACE, BODY, VOICE, OR SPACE TO GET US TO UNDERSTAND.

### FACIAL EXPRESSION

Different parts of our face move whenever we are feeling a certain way. For example, we smile when we are happy or raise our eyebrows when we are surprised.



### BODY LANGUAGE

Different parts of our body also send messages. For example, if someone's fists are clenched, we might guess that they are angry. If they slump their shoulders, we might think that they are sad.



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### VOICE TONE AND VOLUME

Our voice tone is *how* we say the words when we communicate to others. There are many different ways that you can say the same sentence. The volume of our voice can also send a message.

### PERSONAL SPACE

Personal space means how close or far away we sit or stand by others. If a person chooses to stand close to us as we're talking, we can guess that they're interested in the conversation. If they sit far away, we can guess that they're not.



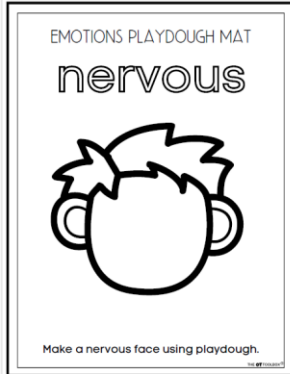
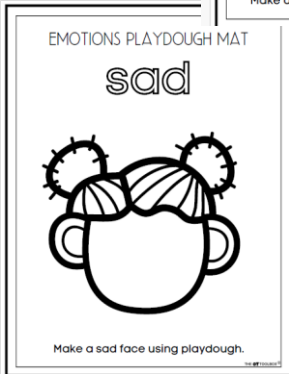
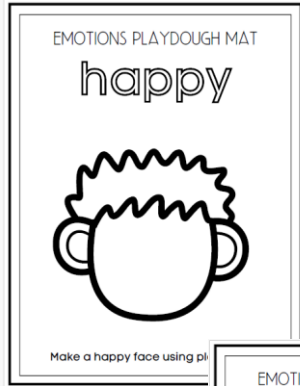
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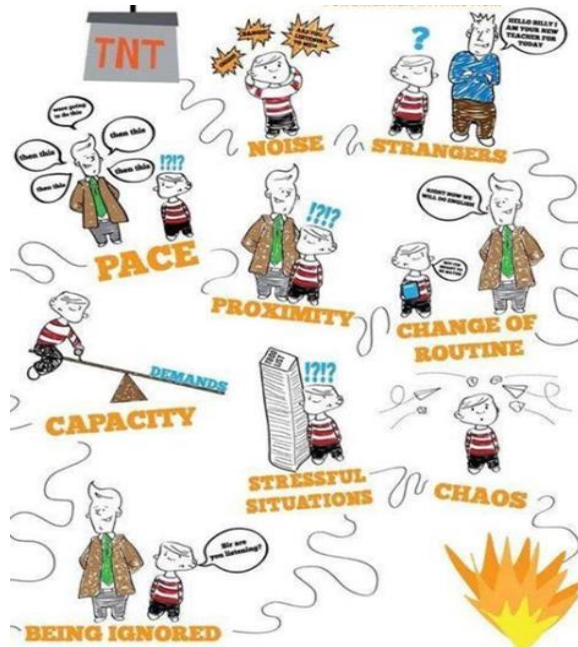
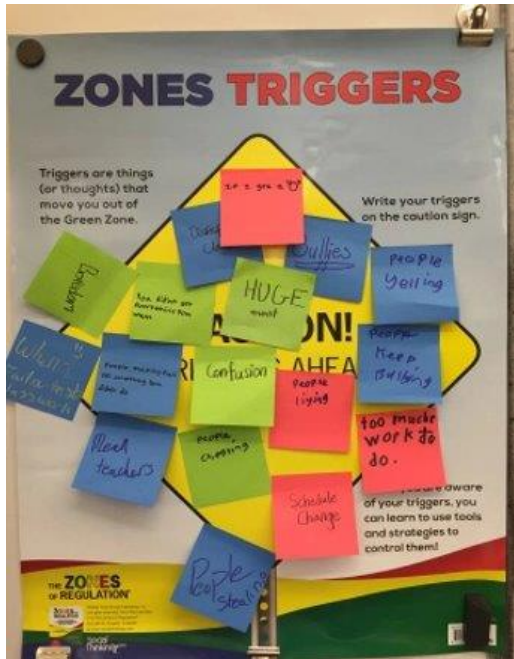
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# Explore Triggers

## What makes you feel this way...?




### What Pushes Your Buttons?

- Being Told No
- Being Ignored
- Waiting
- A Misunderstanding
- Hunger
- Being Disrespected
- Cheating
- Being Bumped Into
- Being Touched
- Loud Noises
- Too Much To Do
- Losing a Game
- Rumors or Gossip
- An Accident
- Hurt or Pain
- Being Left Out
- Being Scared
- Being Bullied
- Bad News
- An Interruption
- Unfair Treatment
- Things Do Not Go As Planned
- Tests and Grades
- Things Are Not Fair
- Being Late
- Not Understanding What To Do
- Being Criticized
- Being Told What To Do
- Being Tired

Not all of the following tools 9222

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# Explore tools / strategies

🌈 What / Who can help?

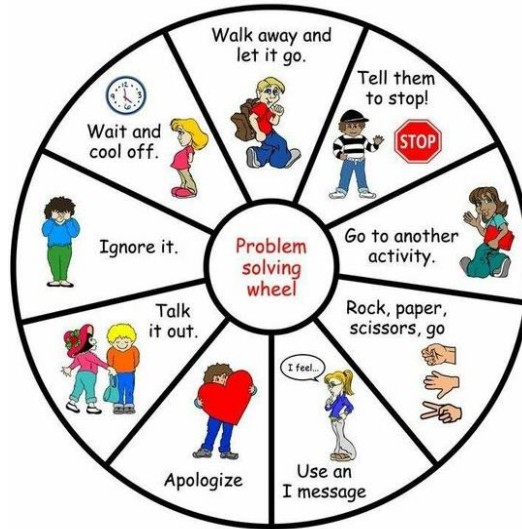
🌈 What helps you.....

- Concentrate?
- Relax?
- Feel motivated?
- Feel energetic?





# Explore tools / strategies



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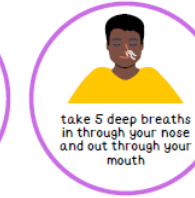
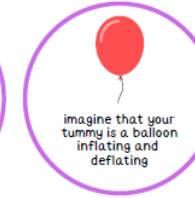
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# Explore tools / strategies

## Temperature Tools:



## Breathing Tools:



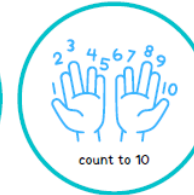
## Quick Movement Tools:



## Muscle Relaxation Tools:



## Social Tools:

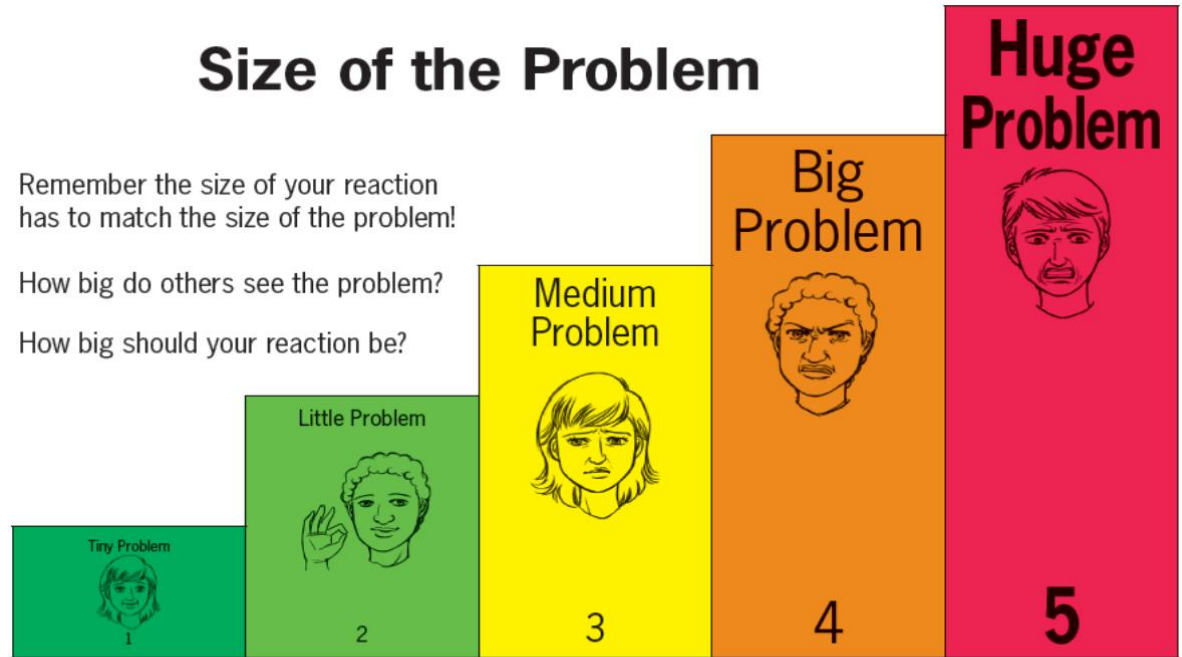


# Size of the Problem

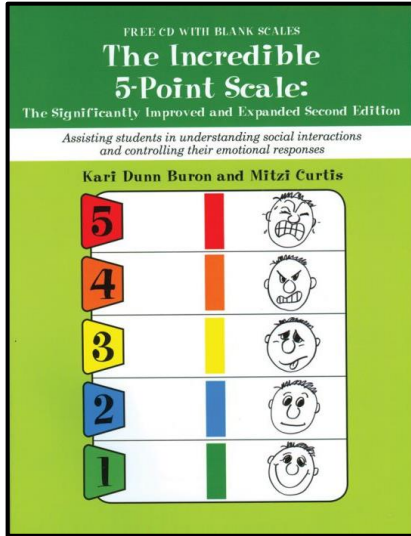
Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



**MAKE SURE YOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.**



### EMOTIONAL REASONING

assuming that because we feel a certain way, that we think must be true

### OVERGENERALIZING

seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

### LABELLING

assigning labels to ourselves or other people

### JUMPING TO CONCLUSIONS

IMAGINING WE KNOW WHAT OTHERS ARE THINKING OR PREDICTING THE FUTURE

### MAGNIFICATION (CATASTROPHISING) & MINIMIZATION

blowing things out of proportion (catastrophizing), or inappropriately shrinking something to make it seem less important

"DON'T MAKE A MOUNTAIN OUT OF A MOLEHILL"

# UNHELPFUL THINKING STYLES

### MENTAL FILTER

ONLY PAYING ATTENTION TO CERTAIN TYPES OF EVIDENCE, NOTICING OUR FAILURES BUT NOT SEEING OUR SUCCESSSES

"I AM A FAILURE"

### DISQUALIFYING THE POSITIVE

DISCOUNTING THE GOOD THINGS THAT HAVE HAPPENED OR THAT YOU HAVE DONE FOR SOME REASON OR ANOTHER

### ALL OR NOTHING THINKING

### PERSONALIZATION

blaming yourself or taking responsibility for something that wasn't completely your fault. conversely, blaming other people for something that was your fault.

### SHOULD/MUST

using critical words like 'should,' 'must,' or 'ought' can make us feel guilty, or like we have already failed. If we apply 'shoulds' to other people the result is frustration.



# THINKING STYLES

→ AND CHALLENGING THEM!

## OPTION A:

### CATASTROPHIZING

"THE WHOLE DAY IS RUINED NOW"

"EVERYTHING IS SHIT"

### ALL OR NOTHING THINKING

"THIS ALWAYS HAPPENS TO ME."

"EVERYTHING ALWAYS GOES WRONG IN MY LIFE"

### MIND READING

"EVERYONE THINKS I'M A CLUMSY IDIOT"

@journey\_to\_wellness\_

## OPTION B:

### FIND THE HUMOUR

"THIS WILL BE A FUNNY STORY TO TELL OVER LUNCH TODAY!"

### GRATITUDE

"THANK GOODNESS I DIDN'T FALL AND HURT MYSELF!"

### BALANCE

"WELL THAT WASN'T A GREAT START TO THE DAY, AT LEAST I'M OKAY. IT CAN GET BETTER FROM HERE."

# OVERCOMING 'UNHELPFUL THINKING STYLES'



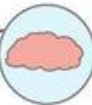
**IDENTIFY IT / NOTICE IT**  
THE FIRST STEP IS SIMPLY TO BECOME AWARE OF UNHELPFUL THOUGHTS & THINKING STYLES. NOTICE IT & NAME IT.



**CHALLENGE IT**  
NOT ALL THOUGHTS ARE TRUE - TIME TO CHECK OUT IF IT'S REALISTIC & TO GENTLY CHALLENGE IT. SOME USEFUL Q'S TO ASK YOURSELF: WHAT WOULD I SAY TO MY BEST FRIEND? IS THIS A FACT? WHAT ELSE COULD BE TRUE?



**RE-WRITE IT**  
COME UP WITH A MORE REALISTIC, KIND, HELPFUL, HEALTHY & BALANCED THOUGHT.



**BE MINDFUL**  
YOU CAN ALSO JUST SIMPLY OBSERVE THE THOUGHT, WITHOUT JUDGEMENT, & ALLOW IT TO PASS.



**DISTRACT**  
OR YOU CAN TRY DISTRACTING FROM UNHELPFUL OR REPETITIVE THOUGHTS, WITH HEALTHY ACTIVITIES.

@journey\_to\_wellness\_

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# The ZONES toolbox

- ❖ **BLUE ZONE TOOLS:** help wake up our bodies, feel better and regain focus
- ❖ **GREEN ZONE TOOLS:** help us stay calm, focused and feeling good. These are often proactive strategies
- ❖ **YELLOW ZONE TOOLS:** help us regain control and calm ourselves
- ❖ **RED ZONE TOOLS:** help us stay safe and start to calm down



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# Put it into a plan

### Blue Zone

**Tools:** Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

### Green Zone

**Tools:** Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

### Yellow Zone

**Tools:** Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.

### Red Zone

**Tools:** Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten

## THE ZONES OF REGULATION®

**Blue Zone Tools**

Stretch

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**Green Zone Tools**

Drink water

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**Yellow Zone Tools**

Deep breath

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Blue Feeling	Green Feeling	Yellow Feeling	Red Feeling
<ul style="list-style-type: none"> <li>- I have very little energy</li> <li>- It might be hard to listen and learn</li> </ul>	<ul style="list-style-type: none"> <li>- My mind is focussed</li> <li>- I can concentrate and listen</li> <li>- I am ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>- My energy is high</li> <li>- It could be hard to focus</li> </ul>	<ul style="list-style-type: none"> <li>- My energy is so high I start to feel out of control</li> <li>- It might be hard to think</li> <li>- I might get into trouble</li> </ul>
When I feel...	When I feel...	When I feel...	When I feel...
<ul style="list-style-type: none"> <li>Sad</li> <li>Poorly</li> <li>Tired</li> <li>Bored</li> </ul>	<ul style="list-style-type: none"> <li>Happy</li> <li>Calm</li> <li>Ready to Learn</li> </ul>	<ul style="list-style-type: none"> <li>Excited</li> <li>Silly</li> <li>Worried</li> </ul>	<ul style="list-style-type: none"> <li>Mad</li> <li>Angry</li> <li>Frightened</li> <li>Really Silly</li> <li>Out of control</li> </ul>
Behaviour	Behaviour	Behaviour	Behaviour
<ul style="list-style-type: none"> <li>Head down</li> <li>Sad face</li> <li>Lying across the chair</li> </ul>	<ul style="list-style-type: none"> <li>Smile</li> <li>Playing nicely with my friends</li> <li>Using a kind voice and words</li> <li>Sitting smart</li> </ul>	<ul style="list-style-type: none"> <li>Shouting</li> <li>Crawls around on floor</li> <li>Runs</li> <li>Throws things</li> <li>Hurting others - kick, nip</li> <li>Hot and sweaty</li> </ul>	<ul style="list-style-type: none"> <li>Climbing</li> <li>Jumping</li> <li>Shouting and screaming</li> </ul>
Tools...	Tools...	Tools...	Tools...
<ul style="list-style-type: none"> <li>Use PACE language</li> <li>Have a cuddle</li> <li>Offer a drink</li> <li>Give reassurance</li> <li>Eat an ice lolly!</li> <li>Drawing</li> <li>Do a job or walk through school</li> </ul>	<ul style="list-style-type: none"> <li>Use PACE language</li> <li>Fidget toys</li> <li>Chalk space on carpet</li> <li>Specific praise</li> <li>Resistance fidget band for chair legs</li> <li>Set time limits for activities - using a timer or give XXXX a specific time on the clock</li> <li>Visual reminders and reinforcement (symbol flashcards)</li> </ul>	<ul style="list-style-type: none"> <li>Use PACE language</li> <li>Model appropriate behaviour</li> <li>Offer scripts for positive social interaction</li> <li>Distraction / redirect to another activity or focused time out</li> <li>Reminder of expectations and positive consequences</li> <li>Visual reminders (symbol flashcards)</li> <li>Offer a drink</li> </ul>	<ul style="list-style-type: none"> <li>Use PACE language</li> <li>A walk or run around the yard</li> <li>Playdough</li> </ul>

### The ZONES of Regulation

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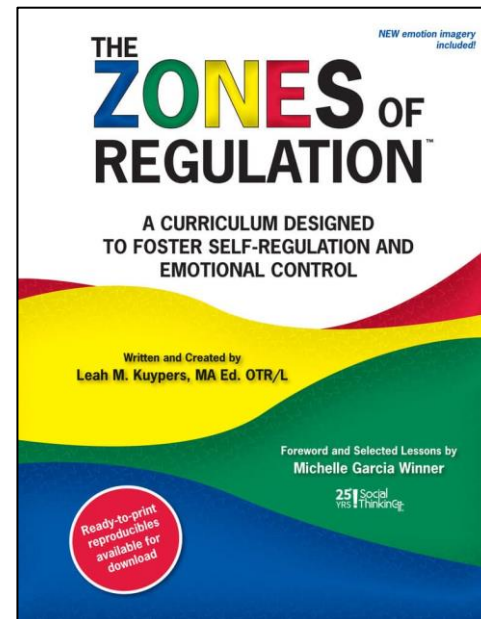
**Our vision:** One council that works for ever...

safe and

# Resources and additional information

## Websites:

- 🌈 [EMOTIONAL WELLBEING & BEHAVIOUR SUPPORT](#) Padlet
- 🌈 <https://zonesofregulation.com/>
- 🌈 [The Zones of Regulation Free Stuff \(socialthinking.com\)](#)
- 🌈 <https://members.excitingteacher.com>
- 🌈 <https://www.teacherspayteachers.com>
- 🌈 [Zones of Regulation Activities - The OT Toolbox](#)
- 🌈 <https://www.epinsight.com>
- 🌈 <https://beaconhouse.org.uk/resources>
- 🌈 <https://www.emotioncoachinguk.com>



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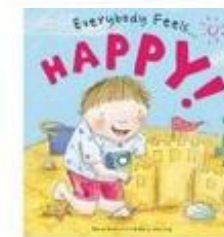
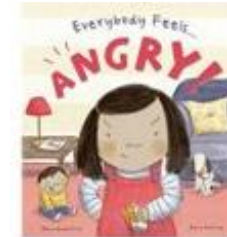
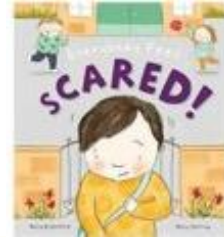
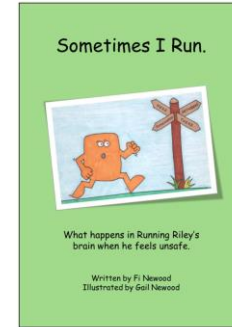


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# Books to support the ZONES curriculum

- The Red Beast
- Panicosaurus
- The Green Eyed Goblin
- Disappointment Dragon
- Sometimes I Run
- Sometimes I Fight
- Everybody Feels Series



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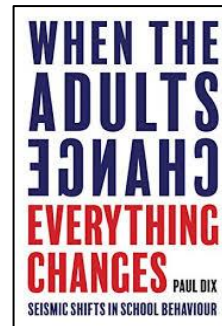
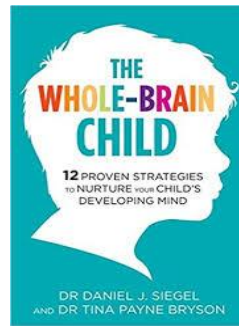
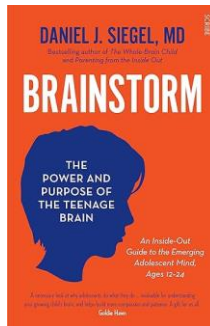


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# Resources and additional information

## Books

- 🌈 When The Adults Change Everything Changes - *Paul Dix*
- 🌈 When The Parents Change Everything Changes - *Paul Dix*
- 🌈 The Whole Brain Child - *D. Siegel & T. Payne Bryson*
- 🌈 Brainstorm *by D Siegel*



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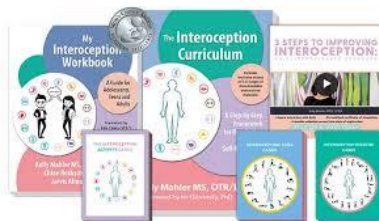
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[GoZen! free resources](#)



[Kelly Mahler - Interception](#)



[Coping Skills for Kids](#)

## Neurodivergent insights

[Neurodivergent Insights - Emotion Regulation Cards](#)



[28 Breathing Exercises for Kids Printable: Great for School & Home](#)



[Beaconhouse - Brainstem Soothers](#)

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# Please complete an evaluation



THANK  
YOU

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