

Zones of Regulation

7th January 2022



What are Zones of Regulation?

Zones of Regulation is a tool that we use at Sussex Road to promote emotional regulation. It can also be used at home.



What is emotional regulation?

There are lots of emotions that we all experience such as happy, sad, and angry plus others. We experience these emotions in response to our thoughts and feelings and because of what is happening around us. We are all different so the same thing could happen to two people and yet they could both feel totally different emotions!



Happy



Angry



Scared



Sad

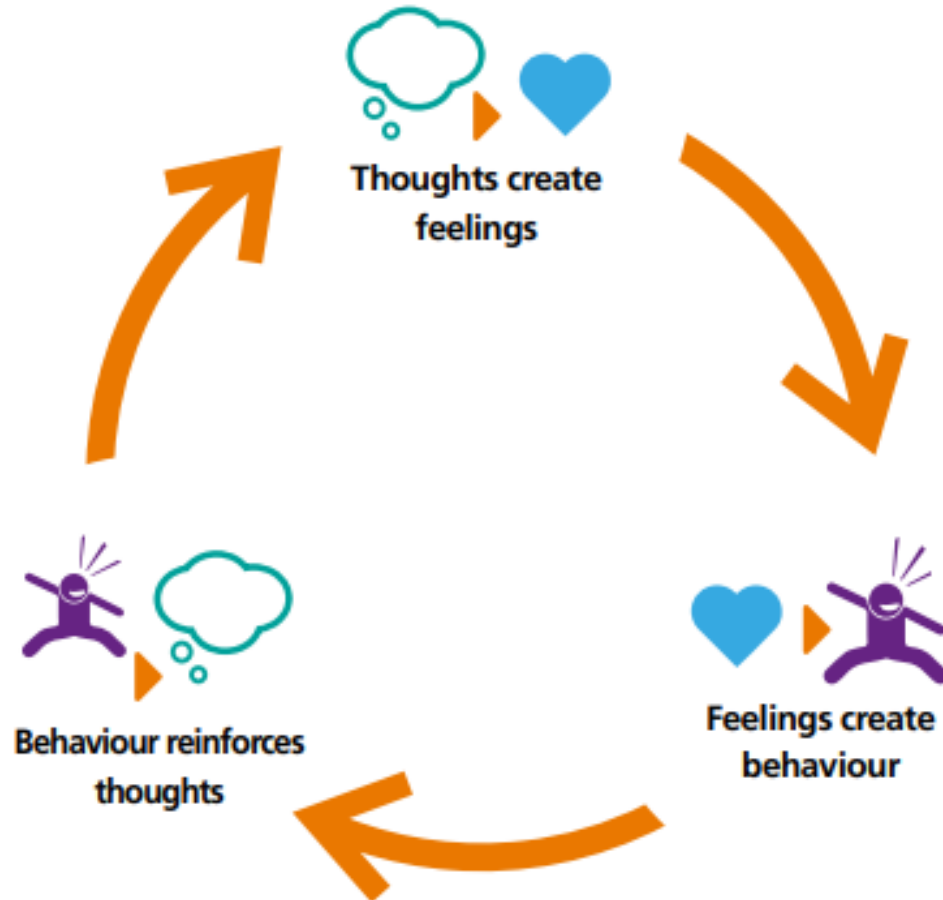


Worried



Bored

Why is emotional regulation important?



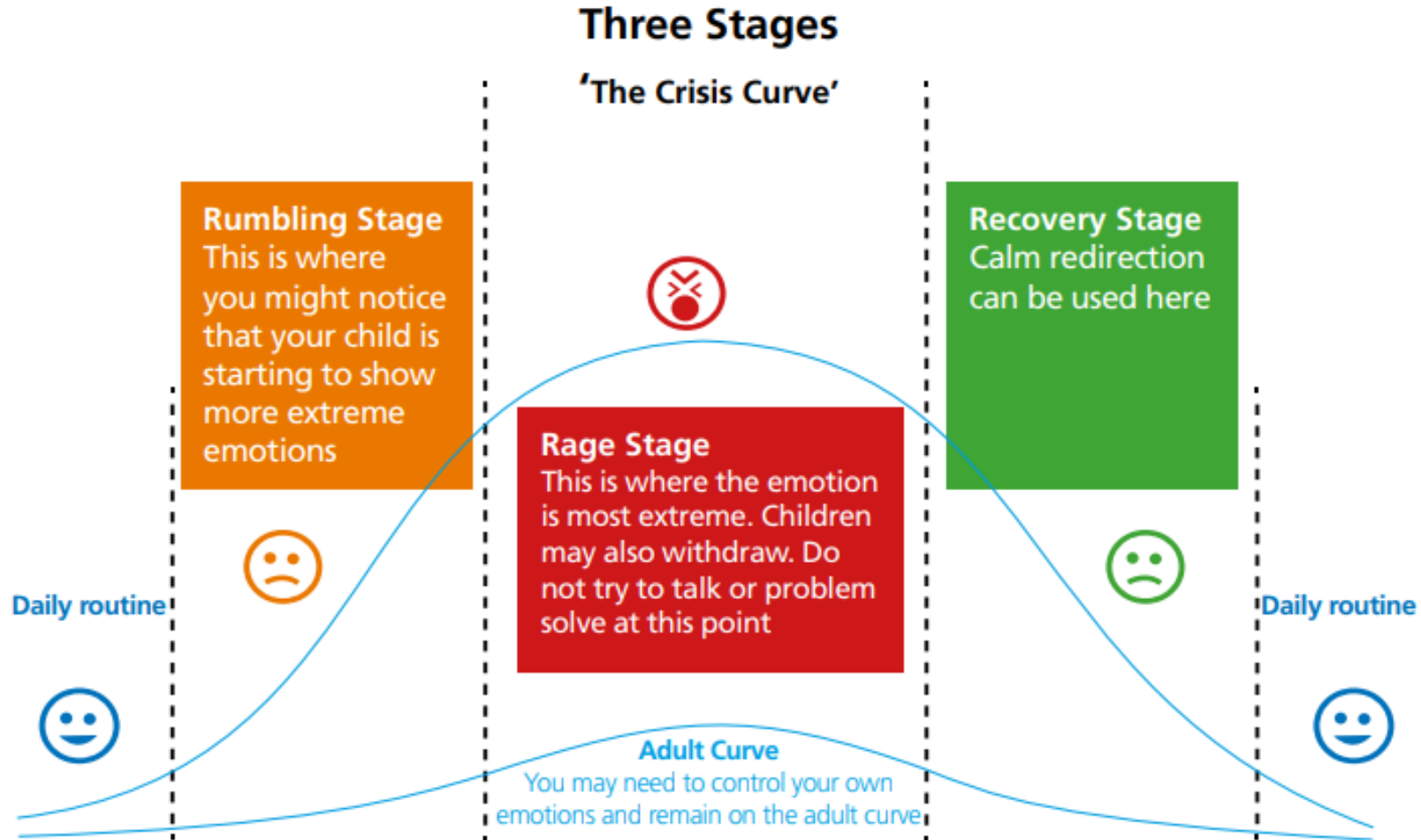


How can we develop emotional regulation?

Regulating our emotions is a skill. We learn to regulate our emotions as we grow up. We are all different so some people find it easier than others to regulate their emotions. It is also important to remember that at times everyone struggles to manage their emotions! When supporting your child to regulate their emotions, you need to be aware of; your own emotions, your reaction to these emotions, and how they may affect your child's emotions (also known as co-regulation).

Younger children in particular will need your support to regulate their emotions. This can also be true of older children, particularly in times of crisis.

The crisis curve



Helpful Parent Behaviours

Rumbling Stage

- Stay calm
- Talk quietly
- Take deep breaths
- Stay close (if your child likes or wants this)
- Avoid conflict
- Don't get into a battle for power
- Be empathetic and understanding
- Use some of the suggested strategies
- Attempt to distract or redirect your child
- Be flexible; your child may not be able to.

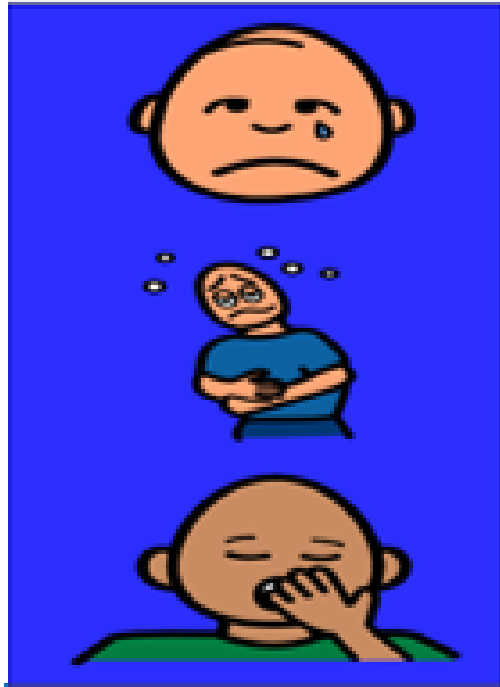
Rage Stage

- Protect your child and others from harm
- Don't punish
- Don't take your child's behaviours personally.
- Remove any witnesses.
- Be aware of your body language.
- Avoid conflict
- Remain calm.

Recovery Stage

- Be aware that your child could go back to the Rage Stage
- Give your child time to become calm
- Offer gentle redirection and distraction
- Use calming and relaxation strategies
- Allow sleep
- Be aware that your child may become upset, embarrassed, and want to say sorry.
- Do not talk about the rage behaviours at this time unless your child wants to.

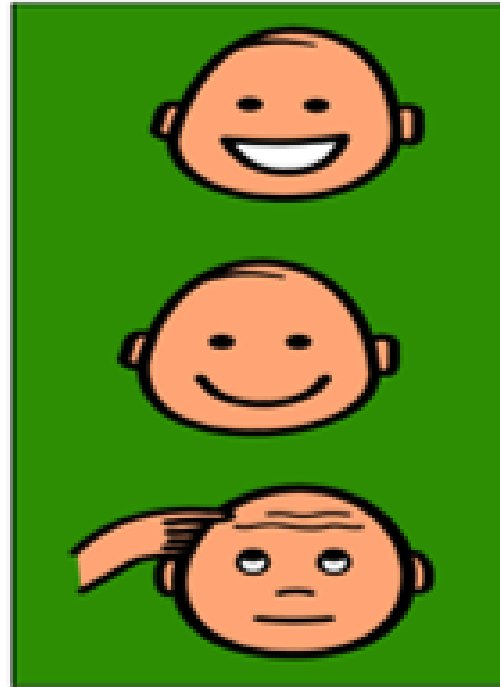
Zones of Regulation



BLUE ZONE

SAD

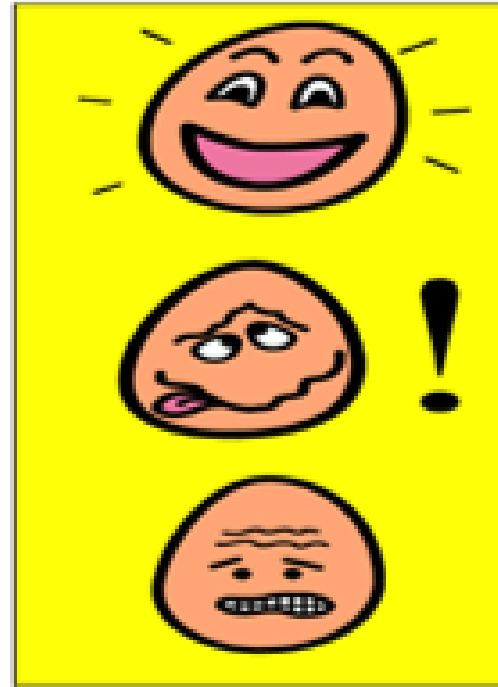
TIRED



GREEN ZONE

HAPPY CALM

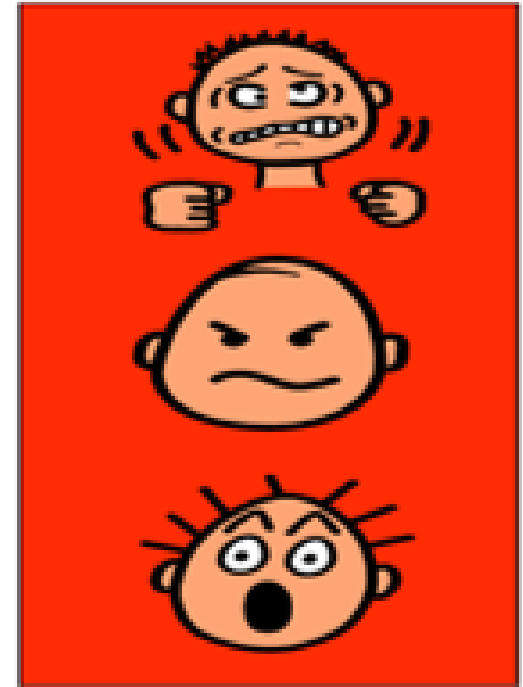
RELAXED POSITIVE



YELLOW ZONE

FRUSTRATED

WORRIED SILLY



RED ZONE

ANGRY

AGGRESSIVE

 Talk to a  Friend	 Square  Breathing	 Sensory Toys	 Draw	 Happy  Place	 Deep  Breaths
 Talk to an  Adult	 Count to 10 10	 How can I stay   		 Zones	 Inner-Coach
 Time  Alone	 Read	 in my   Green Zone? 		 Exercise	 Colour
 Snack	 Quiet Place	 Water	 Writing	 Brain  Break	 Safe  Space

Class Strategy Suggestions

Self-regulation coping strategies

Students can use at school

BREATHE
As I focus my attention on my breathing, I will take a few long out-breaths.

Separate a stress ball or use another teacher approved object gadget.

Think of or write a list of three positive things in my life.

Tell my teacher I would like to help or take on a classroom responsibility.

Ask to deliver books to the library or another class.

Imagine a peaceful & relaxing place.

Ask my teacher for help if I feel upset or overwhelmed.

Separate my fists together as hard as I can... hold... then relax my hands.

Use 3 statements to express how I am feeling, what I need, or what I hope for.

Listen to calming music with headphones.

Push my palms together.

Push against the wall as hard as I can & then relax my body.

Count to 10, and keep in coordination with my breath.

Tell my teacher I need help with the task or lesson.

Move away from the distraction or person who is bothering me.

Write down my thoughts or questions if my teacher can't address them right away.

Recall, draw or colour.

Think of at least three things I am grateful for.

Focus in on my senses, watching five things I see, four things I feel, three things I hear, two things I smell & one thing I taste.

Volunteer to help clean or organize the classroom.

Drink water.

Ask to work with a friend.

Place my hands over my ears and breathe slowly & deeply, listening to the sound that my breath makes.

Ask permission to take a short walk down the hallway or up & down the stairs. And then return.

Tell myself a positive affirmation or mantra. Repeat.

Be outside during break time and watch the sky, trees & sounds from nature.

Talk with my school counsellor/ pastoral support.

Slowly trace my hand with my finger, breathing in as I trace my fingers going up... breathing out as I trace my fingers going down.

Repeat myself it's ok to make a mistake.

Be an out of kindness.

Help a classmate or my teacher.

Use an approved break card to let my teacher know I need a break & then use a timer to remind me when to return.

Journal or write a letter.

Ask if I can do my work standing up.

Take a 3-5 minute break in a designated classroom "peace corner".

Rub or tap my temples.

Ask my teacher to break down the task into smaller chunks so it's not so overwhelming.

Stretch.

Use myself or a stuffed animal as a hug.

Put my head on the desk for a moment of rest.

Visualise a person who supports me & cheers me on.

Use myself as an eye & hand massage.

Put a secret code word or signal with my teacher that means they to get back on track.

Smile or laugh, even if I have to fake it.

When I feel upset, sad, or unfocused at school I can:



Developing calming strategies which are individualised

Focus my attention
on breathing

Imagine a peaceful
and calming place

Read Lego
books

Read Star
Wars Books

Think of 3 good things
about my life

Ask adults to talk
in a clear way

Finger breathing

Square breathing

Calming strategies
for school

Stretching exercises

Walk away and
count to 20

squeeze my fists together as
hard as I can and then
relax my hands

Focus on my
senses

5 things I can
see












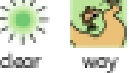

























4 things I can
feel

3 things I can
hear

2 things I can
smell

1 thing I can
taste

**Individual
Strategy
Board for
use at
school**

 <p>Focus my attention</p>  <p>on breathing</p>	 <p>Imagine a peaceful</p>  <p>+ and calming place</p>	 <p>Read Lego</p>  <p>books</p>	 <p>Read Star</p>  <p>Wars Books</p>	 <p>Think of 3 good things</p>  <p>about my life</p>	 <p>Ask adults to talk</p>  <p>In a clear way</p>
 <p>Finger breathing</p>	 <p>Square breathing</p>	 <p>Calming strategies</p>		 <p>Stretching exercises</p>	 <p>Walk away and</p>  <p>count to 20</p>
 <p>Squeeze my fists together as</p>  <p>hard as I can and then</p>  <p>relax my hands</p>	 <p>Draw</p>	 <p>for home</p>		 <p>?</p>	 <p>Help someone else</p>
 <p>Focus on my</p>  <p>senses</p>	<p>5</p>  <p>5 things I can</p>  <p>see</p>	<p>4</p>  <p>4 things I can</p>  <p>feel</p>	<p>3</p>  <p>3 things I can</p>  <p>hear</p>	<p>2</p>  <p>2 things I can</p>  <p>smell</p>	<p>1</p>  <p>1 thing I can</p>  <p>taste</p>

Individual Strategy Board for use at home

Inner Coach vs Inner Critic

Inner Coach



Inner Critic



Questions and discussion points

Over to you!

AUDIENCE

