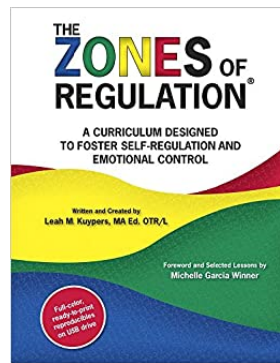




## Advisory Teaching Service

### Zones of Regulation™

by Leah Kuypers.



Zones of Regulation™ is a framework and curriculum which supports children and young people to identify and control their emotions through the use of self-regulation strategies. Zones of Regulation™ can help children and young people who experience difficulties with the following:

- Identifying and labelling emotions
- Understanding emotions
- Managing reactions and behaviours
- Controlling emotions
- Self-regulating

Zones of Regulation™ is just one of the frameworks recommended by Gloucestershire Advisory Teaching Service which supports children and young people in managing their emotions. This document provides a brief summary of The Zones of Regulation™ framework and its key principles taken from the book itself **'The Zones of Regulation®: A Curriculum Designed to Foster Self-Regulation and Emotional Control' by Leah Kuypers (2011, Social Thinking Publishing).**

Further information and resources can also be accessed from the Zones of Regulation™ website and the Live streaming webinars:

<http://www.zonesofregulation.com>

Email: [info@zonesofregulation.com](mailto:info@zonesofregulation.com)

[live-streaming webinars](#)

## Introduction

Zones of Regulation™ is a curriculum designed by Leah Kuypers which uses a cognitive behavioural approach to teach self-regulation. The Zones framework provides strategies to teach students how to become more aware of and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Zones of Regulation™ framework is influenced by and builds upon the following theories and practice:

- *The Alert Programme®* by Mary Sue Williams and Sherry Shellenberger
- *The Incredible 5 Point Scale* by Kari Dunn Buron and Mitzi Curtis
- *Social Thinking®* by Michelle Garcia
- *The Empathising –Systemising Theory* by Simon Baron Cohen

Zones of Regulation™ should be studied, understood and used as a cognitive behavioral approach to help students learn how to self-monitor and reflect on the effectiveness of their regulation strategies. It should not be misused as behavioural sanction.

## The Four Zones: Our feelings and states determine each zone

The Zones of Regulation™ framework categorises the ways a student feels and the states of alertness which they experience into four coloured zones:



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. For example a student may be experiencing anger, fear or over-whelming excitement when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions (the student has more control than when they are in the Red Zone). Examples of what the student may experience are: stress, anxiety, excitement, frustration, silliness or nervousness.

The **Green Zone** is used to describe a calm state of alertness. The student may be described as happy, focused, content or ready to learn when in the Green Zone. **This is the zone where optimal learning occurs.**

The **Blue Zone** is used to describe low alertness and feelings such tiredness or sadness.

The Zones can be compared to a traffic light:

- **Red** – ‘stop’
- **Yellow** – ‘caution’
- **Green** - ‘good to go’



The **Blue Zone** can be introduced as a place where a student goes rest or recuperate.

The Zones of Regulation™ curriculum promotes that all of the zones are natural and ok to experience – including the red zone. The Zones of Regulation™ framework teaches students how to identify and manage their feelings and employ regulation strategies within each Zone based on:

- **The environment** - such as the differences between an assembly, the playground, the classroom and home.
- **The demands of the environment** - such as the use of the space, equipment, social rules and expectations.
- **The people around them** – familiarity, age, personality, role and expectations.

#### Tips for using Zones of Regulation™ in school:

- Ensure that all staff understand the Zones™ framework and curriculum.
- Ensure that it is being used correctly and consistently.
- Timetable when the curriculum is going to be delivered – could it be an intervention?
- Provide visual tools and reminders for students of how to manage their zones within each different environments – **see the examples and print-outs attached.**
- Model the labelling of emotions and the use of regulation strategies in relation to the Zones™.
- Provide the resources for students to be able to effectively employ regulation strategies – such as a regulation corner/room or a regulation toolkit (including laminated visual prompts, sensory toys etc.).

- You could also use the following process when a student moves out of the green zone:
  - Discuss how they feel in that zone
  - Identify the contributing factors (assess the situation – is it ok to be in that zone for a while?)
  - Use the strategies/toolkit to get back into the green zone
- Play games which support students' understanding of the zones, such as 'Emotions Bingo' linked to the Zone™ colours.

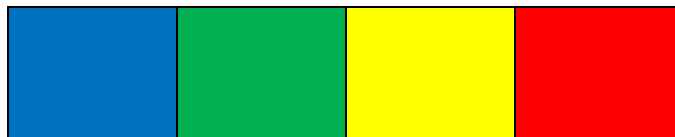
### **Tips for using Zones of Regulation at home:**

- Like schools, parents/carers should ensure that they have an understanding of the Zones™ framework and are using it correctly and consistently at home.
- Try reading books about feelings and discuss which Zone™ each feeling might relate to.
- Try linking fictional book and Television characters and their experiences to the different Zones™.
- Create time to discuss emotions and reflect upon actions.
- Create opportunities for your child to express their emotions and which Zone™ they might be in. This could involve: having a regular discussion, having an emotions chart where they map out their emotions and link them to each zone or having a set of coloured wristbands which enables them to signal which Zone™ they are in.
- Label and validate emotions – reassure them in it's ok to be in each Zone™.
- Provide a safe space for your child to be able to employ regulation strategies.
- There are also Zones™ Apps available which provides children and young people with an interactive way to learn about The Zones™.  
<http://www.zonesofregulation.com/apps.html>

**For examples of de-escalation strategies both at home and in the classroom follow the link to the videos on the Gloucestershire Advisory Teaching Service's Youtube channel:**  
<https://www.youtube.com/channel/UCYrm2ArgsNRy4kKHf9aPsPQ>

## Zones of Regulation™ Reflection Tool

Name: \_\_\_\_\_ Date: \_\_\_\_\_



During \_\_\_\_\_

\_\_\_\_\_

I was in the **BLUE**/**GREEN**/**YELLOW**/**RED** zone.

I was feeling \_\_\_\_\_

How did I react?

\_\_\_\_\_

What made me feel and react this way?

\_\_\_\_\_

Did my reactions affect anyone else?

\_\_\_\_\_

What regulation strategies did I use to get back in the **GREEN ZONE**?

\_\_\_\_\_

What might I do differently next time? \_\_\_\_\_

## Zones of Regulation™ Daily Check-in

### Check-in 1

I think I am:



My teacher thinks I am:



Actions: \_\_\_\_\_

### Check-in 2

I think I am:



My teacher thinks I am:



Actions: \_\_\_\_\_

### Check-in 3

I think I am:



My teacher thinks I am:



Actions: \_\_\_\_\_

## Zones of Regulation™ Weekly Tracker

### EXAMPLE

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning:</b>  Yellow zone – worried about PE.	<b>Morning:</b>  Green zone – Drama lesson today.	<b>Morning:</b>  Yellow zone – worried about Maths.	<b>Morning:</b>  Red zone – forgot ingredients for Food Technology.	<b>Morning:</b>  Green zone – Drama and Science lessons today.
<b>Afternoon:</b>  Green Zone – PE went well and looking forward to Science.	<b>Afternoon:</b>  Red Zone – didn't want to complete Maths test.	<b>Afternoon:</b>  Green zone – Maths went well and chess club has started again.	<b>Afternoon:</b>  Yellow zone – worried about not having ingredients for food technology and didn't enjoy making pizzas.	<b>Afternoon:</b>  Red zone – Drama trip on Monday. Doesn't want to go.
<b>Comments:</b>	<b>Comments:</b> J completed the Maths test with Mrs white in the library – he did well and finished the test.	<b>Comments:</b>	<b>Comments:</b> J was given ingredients to cook with but was overwhelmed by the heat and smells in the lesson.	<b>Comments:</b> In yellow zone by the end of the day – still a little worried about the Drama trip on Monday.

### Actions:

Bring a packed lunch and a small amount of spending money for the trip to watch Blood Brothers. Wear school uniform. We will return to school at 4pm.

J will not attend any lessons on Monday and will be on the trip all day.

## Visual Indicator and Strategy Reminder

This visual indicator can be printed, laminated and placed on the student's desk.

The student can use a paperclip, marker or even a Lego figure to indicate which zone they are in during a lesson.

In the boxes below include a reminder of the agreed strategies that the student can use to get back into the Green Zone.



### My Strategies/Toolkit

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## Strategy Reminder Cards (EXAMPLE)



Take a short 2 minute walk  
Drink some water  
5 minutes in the sensory room  
Talk to someone (LSA in lessons/ Mrs Husband  
at break or lunch)

5 minute in the Well-being Room  
2 minutes of deep breaths  
5 minutes of mindfulness colouring  
2 minutes outside of the classroom

Use my tangle  
Drink water  
Calm breathing  
FOCUS AND TRY MY BEST

Take a 5 minute walk  
10 minutes in the sensory room  
30 press ups in the Well-being Room  
Talk to Mrs Buker



# Toolkit Flip Book

Cut out the boxes and staple them together to create a flipbook.

Write on each page which strategies or tools the student will use when in each zone. The student can keep this with them as a handy reminder.

My Zones™ Toolkit

