



NEW emotion imagery included!

THE ZONES OF REGULATION™


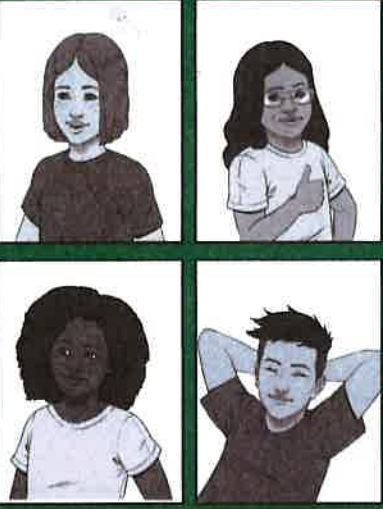


A CURRICULUM DESIGNED
TO FOSTER SELF-REGULATION AND
EMOTIONAL CONTROL


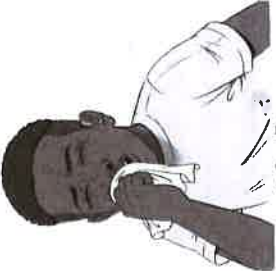

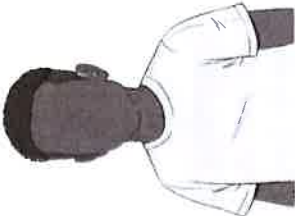


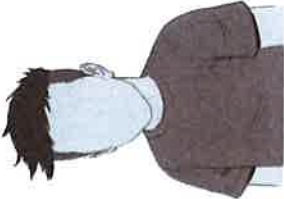


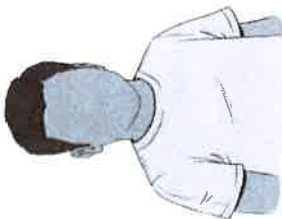

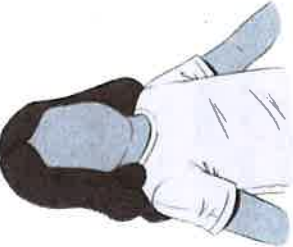

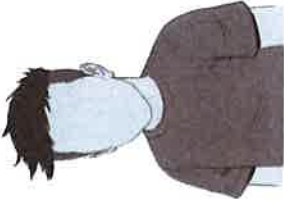
Written and Created by
Leah M. Kuypers, MA Ed. OTR/L



Parents' Guide

The ZONES of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

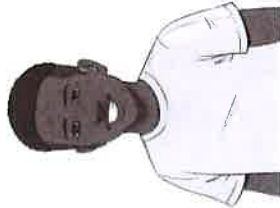
 <p>Sad</p>	 <p>Sick</p>	 <p>Shy</p>	 <p>Hurt</p>	 <p>Tired</p>	 <p>Exhausted</p>	 <p>Bored</p>	 <p>Depressed</p>	 <p>Shyness</p>	 <p>Hurt</p>	 <p>Tired</p>	 <p>Exhausted</p>	 <p>Bored</p>	 <p>Depressed</p>
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Blue

Green



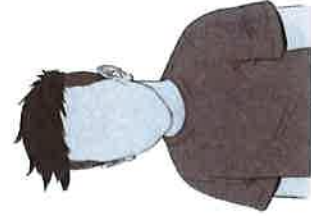
Comfortable



Happy



Focused



Content



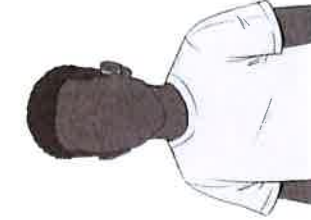
Proud



Calm



Okay



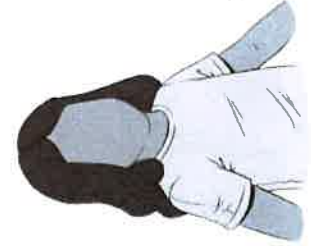
Hopeful



Grateful



Relaxed



Yellow



Nervous



Annoyed



Jealous



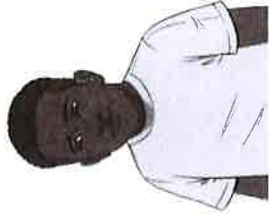
Confused



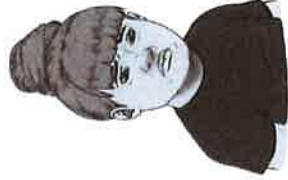
Excited



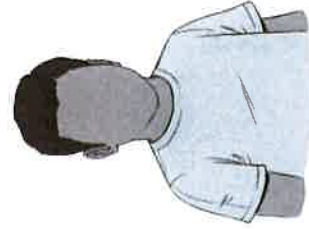
Worried/Anxious



Embarrassed



Upset



Frustrated



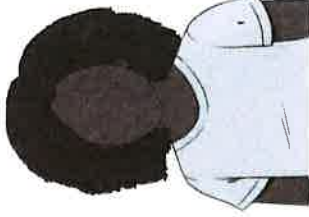
Silly





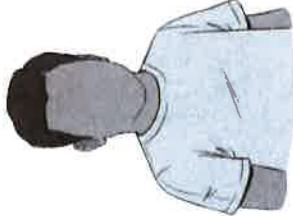
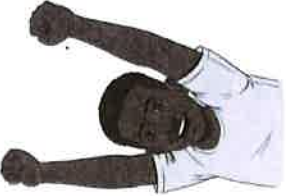
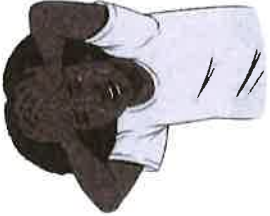

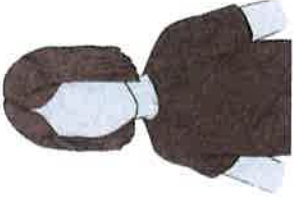
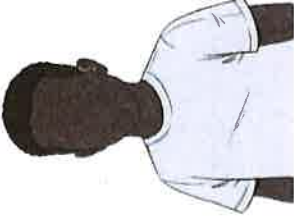
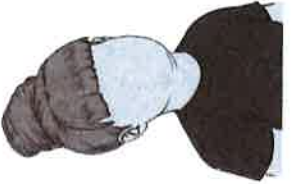


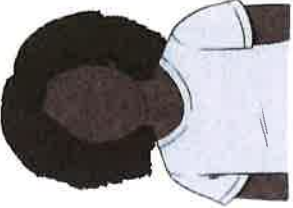
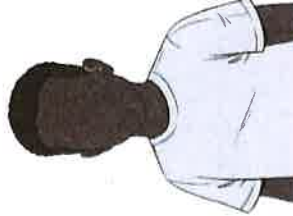
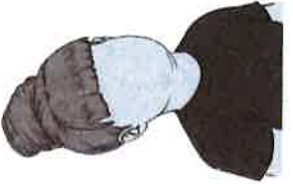


Overwhelmed



Scared



Red	 Mad/Angry	 Panicked	 Elated	 Wild	 Wild
 Overjoyed	 Devastated	 Out of Control	 Out of Control	 Out of Control	 Out of Control
	 Furious	 Terrified	 Terrified	 Terrified	 Terrified

ZONES Scenarios

Your parent tells you that someone close to you passed away.

You turn on the TV and see something violent.

You experience a natural disaster (large earthquake, tornado, flood, hurricane).

You break your leg in P.E. class.

You are playing a competitive game.

You found out that you won a lot of money.

You are playing tag on the playground with friends.

You are participating in the class discussion.

You are listening to a teacher give instructions.

You just woke up in the morning.

You are home with nothing to do.

You can't find your assignment you worked hard on.

ZONES Scenarios

You are working with a partner on a science project.

You are playing/hanging out with a friend at the friend's house.

You didn't do well on an activity.

You were told that the plans need to change.

You are asked to stop or put away something that you enjoy doing.

You have been waiting for more than 30 minutes at the doctor's office.

You are sitting with your family at the dinner table.

Your pet is missing.

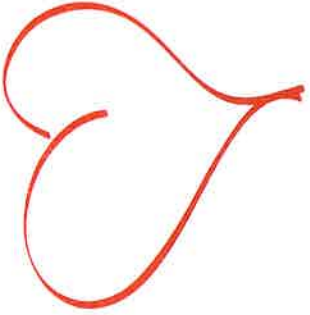
You got a very bad cold.

You just ran a mile as fast as you could.

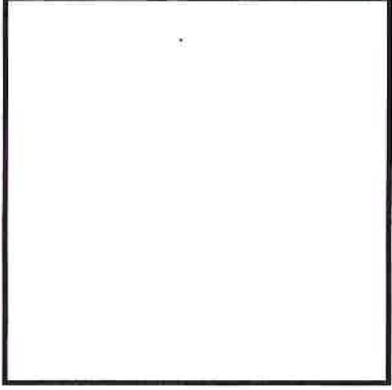
ZONES Check-In



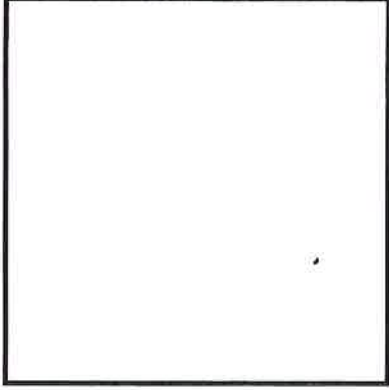
I



feel



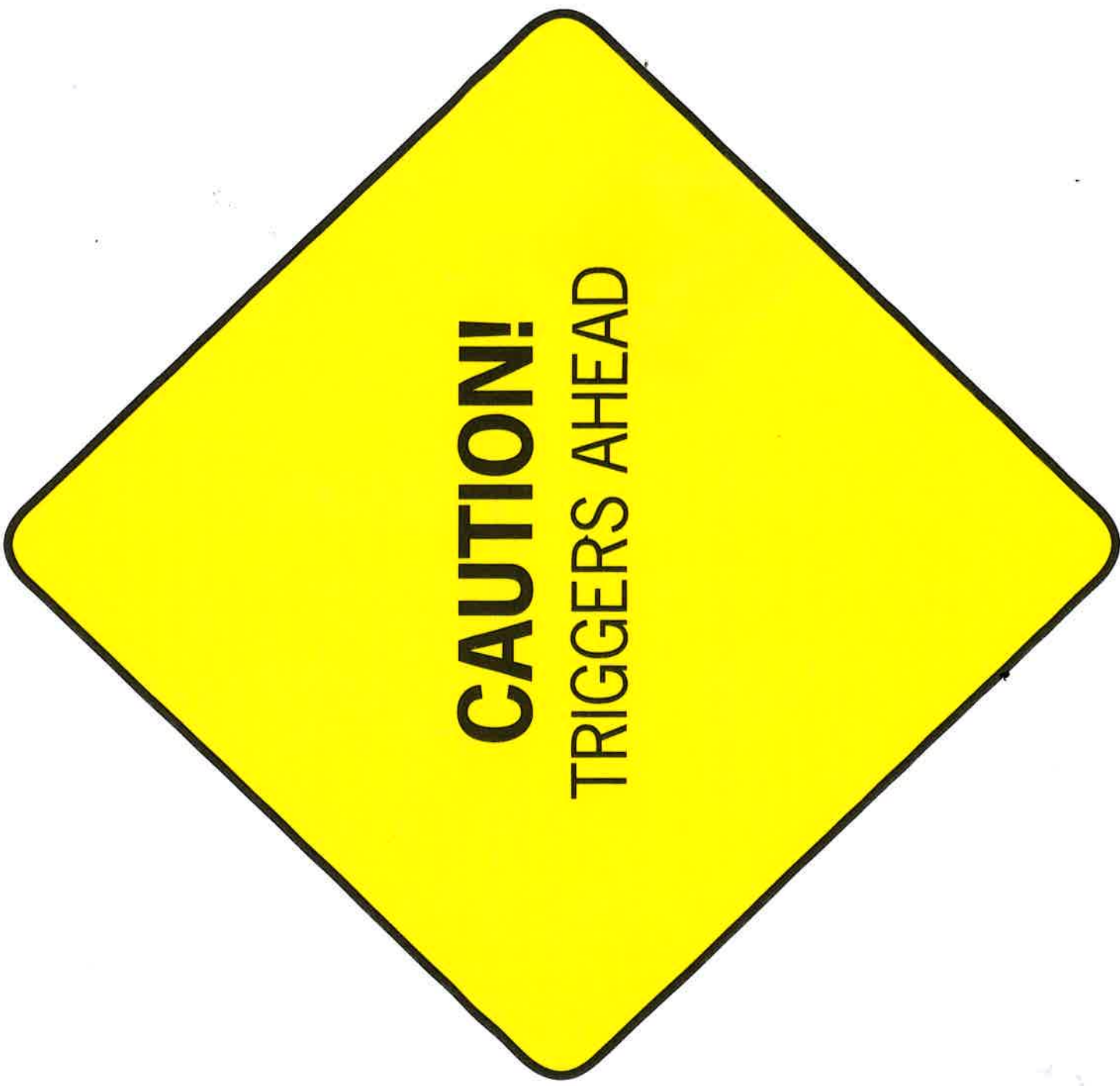
I'm in the



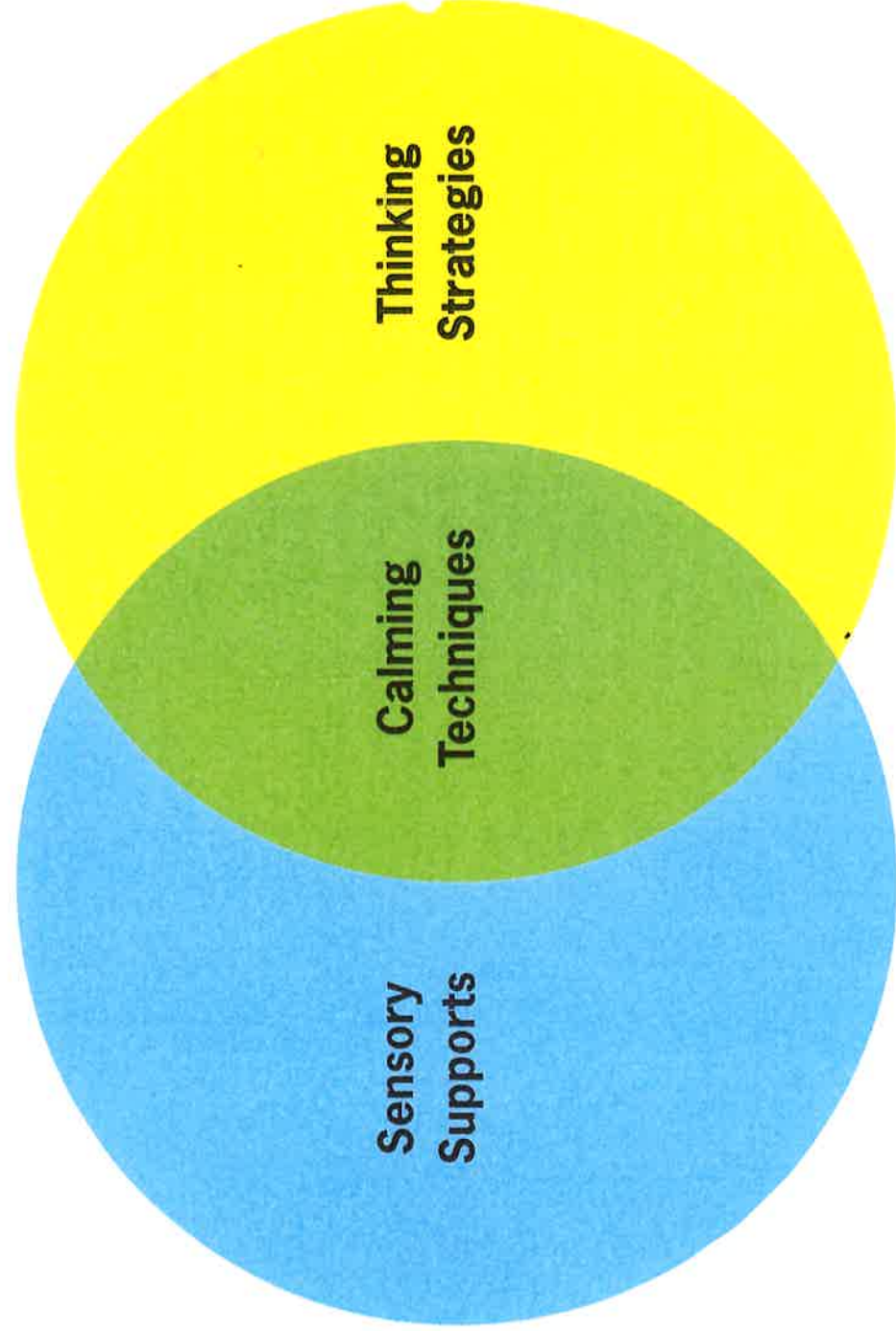
Zone.

_____’s Triggers Worksheet

CAUTION! Sometimes things happen to make me feel uncomfortable, worried, upset, or frustrated! These things are called “triggers.” These put me in the Blue, Yellow, or Red Zone! Here are some of my triggers:



This chapter presents three types of tools to help students regulate:



Tools Taught in This Chapter's Lessons

Sensory Supports

- These will depend on the sensory supports and equipment you have available.

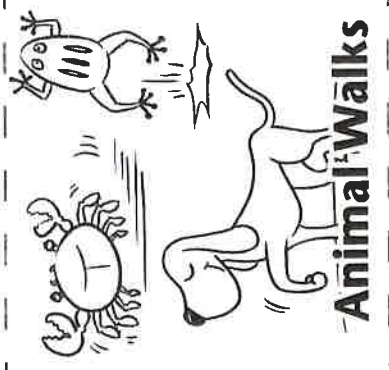
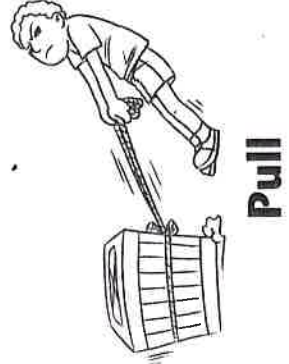
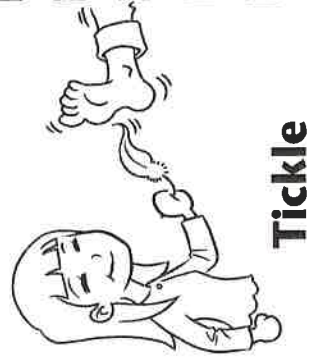
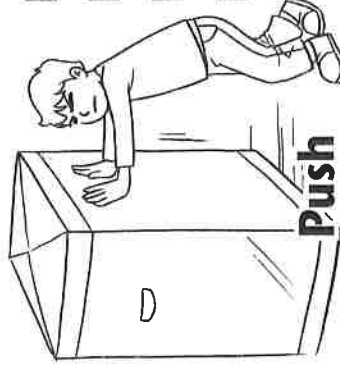
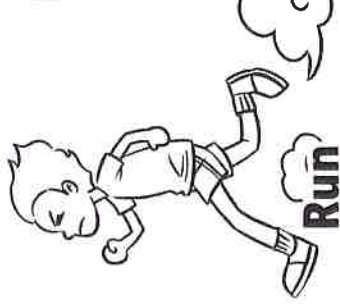
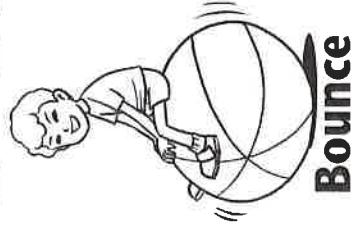
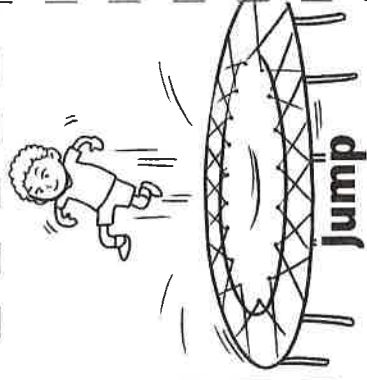
Calming Techniques

- 6 Sides of Breathing
- Lazy 8 Breathing
- Calming Sequence
- Count to Ten
- Learning to Take a Deep Breath

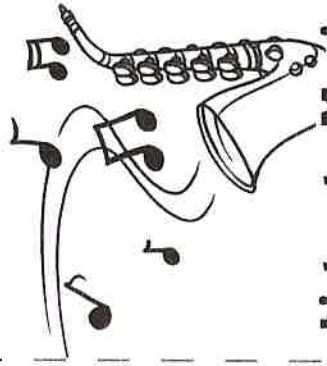
Thinking Strategies

- Big vs. Little Problem
- Inner Coach vs. Inner Critic
- Superflex® vs. Rock Brain Thinking

ZONES Tools Menu



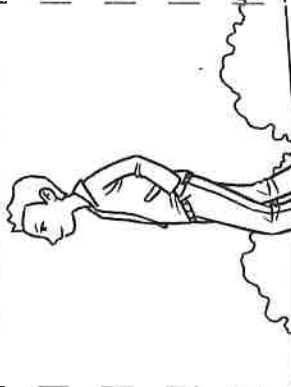
ZONES Tools Menu



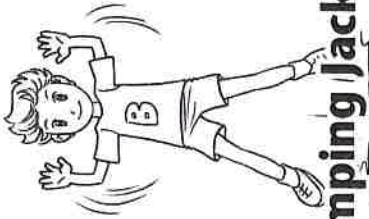
Listen to Music



Squishes



Walk



Jumping Jacks



Shoulder Rub



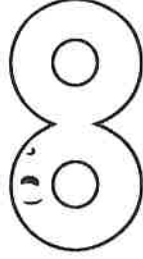
Belly Breath



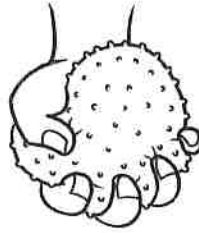
Inner Coach



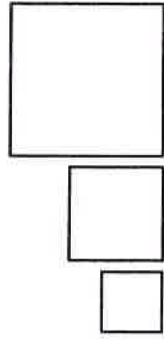
Take a Break



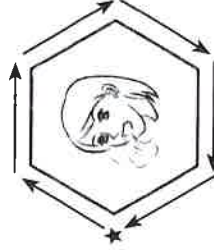
Lazy 8 Breathing



Fidget Ball









Size of Problem




Six Sides of Breathing


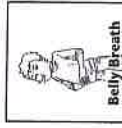

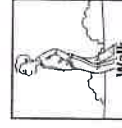

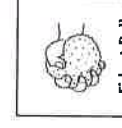
Figure 13: Visual to help generalize use of Yellow Zone tools

When I am in the Yellow Zone, I may feel...

					
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I may need to  and calm my body.

I can try to calm my body by...

					
---	---	--	---	---	---

This makes others feel okay and safe.

This makes me feel better!

	
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The ZONES of Regulation™ Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe a calm state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Blue, Yellow, or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors¹: Behaviors that give people around you **okay thoughts** about you.

Unexpected behaviors¹: Behaviors that give people **confused thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? and Is this a Big or Little Problem?¹: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

1 Social Thinking vocabulary developed by Michelle Garcia Winner, *Thinking About YOU Thinking About ME* (2007)

2 Social Thinking vocabulary developed by Stephanie Madrigal and Michelle Garcia Winner, *Superflex: A Superhero Social Thinking Curriculum* (2008)