

The ZONES of Regulation®

Parent Information




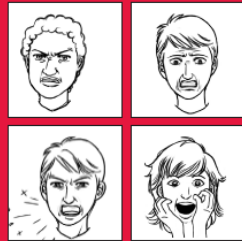
For the past three years all students at BHS have been receiving weekly lesson of The Zone of Regulation® ("Zones" for short). The goal of this program is to help students with self-regulation. Self-regulation is the ability to effectively manage and respond to an emotional situation. In order to self-regulate their emotions, students have first been taught to identify their emotions. These emotions have been broken down into four "zones" below:

In the **BLUE ZONE**, your "body is running slow". You may feel sad, tired, sick or bored.

In the **GREEN ZONE**, you are "good to go". You may feel calm, happy or focused.

In the **YELLOW ZONE**, you are "starting to lose control". You may feel frustrated, anxious, excited or silly.

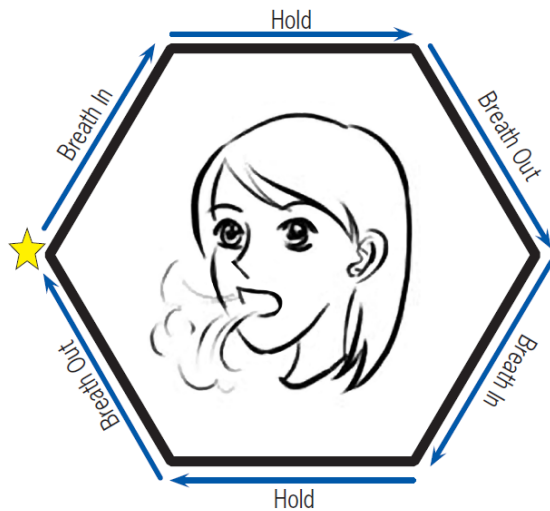
In the **RED ZONE**, you are "out of control". You may feel angry, mad, terrified and aggressive.

			
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

Once students can identify their emotions they can then identify strategies or tool to help them either calm down or wake up allowing them to "get back to the green zone". These strategies/tools can fall under three categories: **calming techniques**, **thinking strategies** and **sensory supports**. Students is grade 3 - 5 have been working this year on making Zones tool boxes and should be able to tell you some tools that would work for them for each zone. K-2 students have just started learning some of the strategies included below.

Calming Techniques:

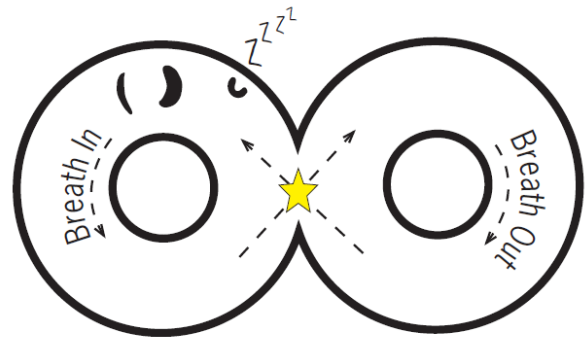
The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

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Lazy 8 **Breathing**



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

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Listen to Music



Walk



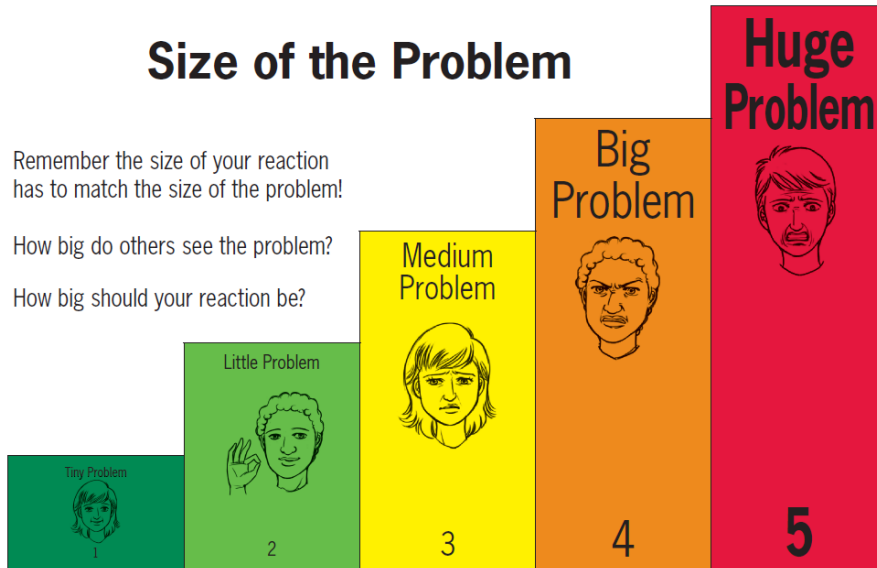
Take a Break



Belly Breath

Thinking Strategies:

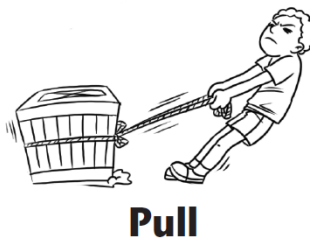
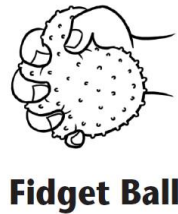
The ZONES of Regulation® Reproducible W



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

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Sensory Supports:



Expected/Unexpected Behaviours

At BHS we talk a lot about expected behaviours and unexpected behaviours.

Expected behaviours are the behaviours you do that give people around you good or comfortable thoughts about you. **Unexpected behaviours** are behaviours that give people uncomfortable thoughts about you. All BHS students should be able to tell what these are.

It is ok for everyone to experience all of the zones, the red and yellow zones are not "bad" or "naughty". While it is ok to feel what you are feeling, it is not ok to display unexpected behaviour. For example, it is ok to be mad because your brother took your toy, it is not ok to hit him because you are mad. The strategies and tools listed above are to help you calm down so that you do not display unexpected behaviours.

How you can use Zones at home:

1. Use Zones language throughout the day:

"What zone are you in today?"

"You look like you're in the _____ zone, how can we calm down?"

"I'm feeling frustrated and am in the yellow zone, I will take some deep breaths to calm down."

2. Help students become aware of zones by pointing out your observations:

"You look tired, are you in the blue zone today?"

"You are yelling, are you in the red zone?"

3. Let your child know it is ok to feel what they are feeling and work together to brainstorm strategies/tools to help them self-regulate.

4. Make a list of expected and unexpected behaviours for different times and areas at home.

At dinner, you wait till everyone is finished before you leave the table.

When others are sleeping you use a quiet voice.

5. Create a Zones toolbox of strategies/tools they can use to self-regulate.

_____ 's **Toolbox**

Blue Zone Tools Green Zone Tools Yellow Zone Tools Red Zone Tools

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Please feel free to contact me, Denieve Daniels, at denieve.daniels@nbed.nb.ca if you have any questions or concerns.