

# A Parent's Introduction to...

# The Zones of Regulation

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Moving Forward Together

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# Quick Check In



# What is The Zones of Regulation Approach?

- Used by many US and UK schools.
- Helps sensory, social and emotional development.
- A simple way for children to check in with their feelings and find out what helps them to cope and feel good.
- Uses 4 zones which each represent different levels of alertness.
- All 'zones' and feelings are welcome and valid.

# The Four Zones

**Green:**  
Good  
To Go!

**Yellow:**  
Slow  
Down...

**Blue:**  
Rest  
Area

**Red:**  
STOP!



## BLUE ZONE

Sad  
Sick  
Tired  
Bored  
Moving Slowly

## GREEN ZONE

Happy  
Calm  
Feeling Okay  
Focused  
Relaxed

## YELLOW ZONE

Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control

## RED ZONE

Mad/Angry  
Terrified  
Elated/Ecstatic  
Devastated  
Out of Control

Which 'zones' can you identify?



Are there any shifts between zones?

# Relationships

"She is feeling a little blue as she is worried about the homework. Usually doodling or a counting game will help her to come around!"

The Zones of Regulation approach helps schools to develop a shared language for staff and students to talk openly about their feelings.

"Miss Smith asked Harry if he'd like to try the Lazy-8 breathing to help him feel better. I joined in as this always helps me too!"

You might find it easier to chat with teachers and connect with other parents about how your child is feeling if everyone uses the same language to understand each other.

"When I am in the red zone I need to run and jump! When Jessie is in the red zone, she likes space to sit alone."

Your child will find it helpful to relate to themselves and their peers too!

"I know how you feel, I was so mad when I lost the game on Fortnite, I wanted to throw my controller. My dad said I might be in the yellow zone, and we played football together to help me calm down."

# Regulation

Children learn how to regulate their emotions by learning from others.

This means that we need to teach children what emotions are and how to manage them.

Children must feel regulated (**safe and calm**) before they can learn. This is why it is important to focus on our thoughts and feelings in school (and everywhere else!)

As adults we can lead by example, and model how we deal with our emotions to help children.



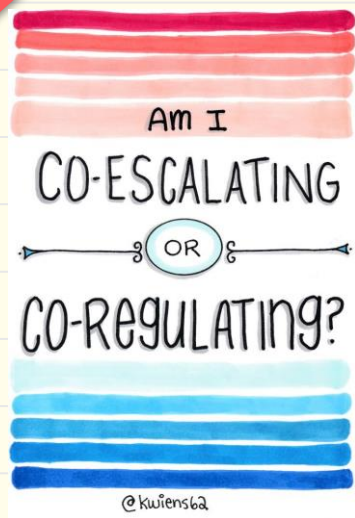
"I am feeling tired today, I'd say I am in the Blue Zone. I am going to have a sip of water and open the window to wake myself up!"

"I am very excited to see you all in our class performance. All of this positive energy and motivation puts me in the Yellow Zone. I will be cheering you on!"

# Supporting Regulation

Co-regulation

Self-Regulation



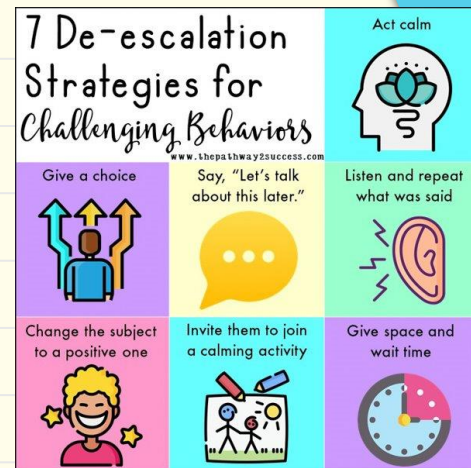
Model how you feel

Offer choice

Practise tools together to de-escalate

Reflect on situations together

Give space and time when needed





## Co-Regulation in action?



# Things to do at home

## Regular Check Ins

Decide how you all like to check in with each other and remember to do it often

## Watch, Sing, Read

Lots of films, songs and books include emotions. Use your favourites to start a conversation about feelings at home.

## Tactile Play

Play dough, kinetic sand, foam, water, bubbles... These things are helpful in making 'untouchable' things, like emotions, more real

## Movement

Play games to see how our bodies feel in different zones: Leap frog; sleeping lions; body scans; musical statues.

## Create

Make a poster about the Zones, or create a toolkit of things that would work for your child

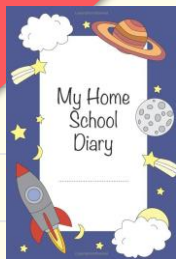
## Talk

Use language your child knows, e.g. "You look sleepy, are you in the Blue Zone?"

# Toolkits and trackers



- Lanyards
- Desk Charts / Sliders
- Personal Toolkits
- Paper Tracker
- iPads
- Classroom Display
- Home-school communication



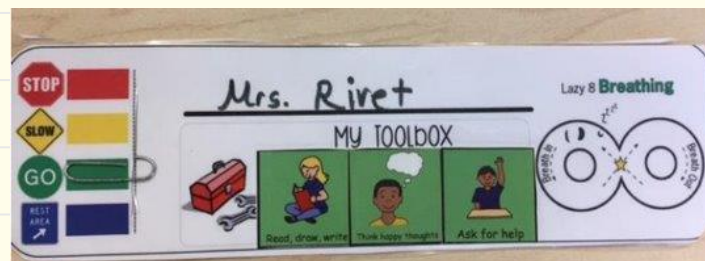
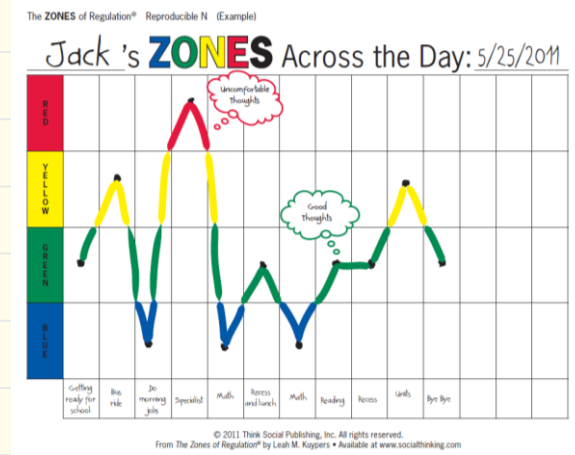
**Yellow Zone**

I need to take caution.

Worried   
 Nervous   
 Annoyed   
 Upset

I can try these tools:

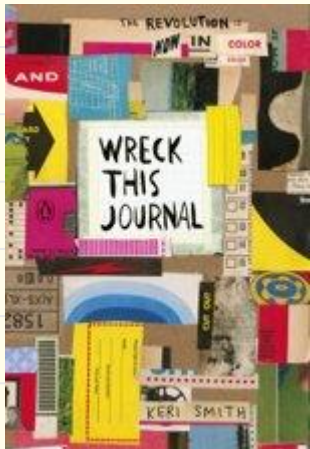
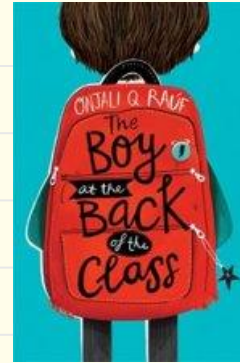
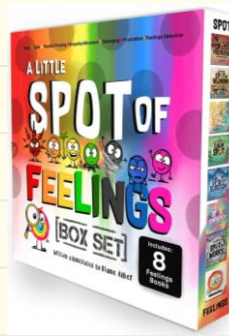
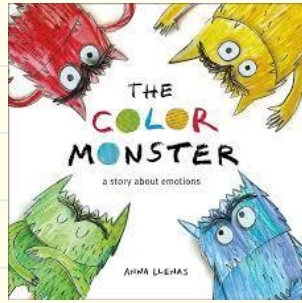
Take a Break   
 Get a Drink   
 Walk   
 Inner Coach



Tracking My Tools

| Tools I Can Try:        | Did It Work?:  |
|-------------------------|--|
| Deep breaths            | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Size of the problem     | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Take a walk             | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Talk to an adult        | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Count to 10             | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Wall push-ups           | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Weighted blanket        | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Safe spot               | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Green Zone calming book | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |
| Math in head            | Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/> |

# Books & Resources



# Information for Parents

The ZONES of Regulation® Reproducible R

Name: Jane Doe

## ZONES Tools Worksheet

| Name of Tool  | Circle the zone or zones you think the tool would help in. |       |        |     |      |
|---------------|--|-------|--------|-----|------|
| rice bin      | Blue   | Green | Yellow | Red | None |
| putty         | Blue   | Green | Yellow | Red | None |
| cushion       | Blue   | Green | Yellow | Red | None |
| fidget ball   | Blue   | Green | Yellow | Red | None |
| headphones    | Blue   | Green | Yellow | Red | None |
| sit on ball   | Blue   | Green | Yellow | Red | None |
| weighted vest | Blue   | Green | Yellow | Red | None |
| rub back      | Blue   | Green | Yellow | Red | None |



### BLUE ZONE

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Sick  
Tired  
Bored  
Moving Slowly

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Devastated  
Out of Control

## Zones of Regulation

### THE ZONES

The four zones represent the interplay between physical performance and levels of alertness. Whilst the green zone is considered the optimal zone for learning, it is important to remember that all emotions, and experiences are important.

What it might be important to consider is how much control a young person feels over their emotions in different zones and the level of support they might require.



### NO EMOTION IS BAD

Each zone contains emotions that might be seen more positively than others. For example, in the red zone, people often focus on anger and frustration, but ecstatic and overwhelmed are also represented in this zone.

to reinforce the idea that all emotion sometimes people might need support to cope with this - this is where connections with others can play a vital role.

### PRaise

should be practised when safe and supported. It is important to be praised ten times successfully. Attempts to use successfully should be praised.

using strategies in different ways as outside and other regularly at school.

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### MODELLING

The Zones is most success young people, by both adults around them. We are feeling, sharing well as the strategies ourselves. Gives a clue can be difficult for Normalising.com encourages open

### T

it can their idea of it

### FANTASIES

need to be practised when safe and supported. It is important to be praised ten times successfully. Attempts to use successfully should be praised.

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## THE ZONES OF REGULATION PARENT GUIDANCE

### What is it?

The Zones of Regulation teaches children to sort their feelings and emotions into 4 Zones, based on how alert, motivated and energised they feel. For each zone, there are tools and strategies that may help your child to feel calm and regulated.

### The ZONES of Regulation



### Regulation

Children learn how to regulate their emotions by learning from others. This means that we need to teach children what emotions are and how regulated (safe and calm) before they can learn. As adults we can lead by example and model how we deal with our emotions to help children.

### Useful Stuff

The following resources have been developed by Newcastle Educational Psychology Service:

Follow this QR code to a Padlet with lots of book recommendations and other useful resources.



Follow this QR code to watch a short video which explains the Zones of Regulation.



### What can we do at home?

- Regularly check-in - how are you all feeling?
- Watch movies, sing songs, read books together.
- Explore emotions with play dough or kinetic sand. (E.g. sleeping lions, leapfrog)
- Make a poster about your child's Zones.
- Make a toolbox full of things that help your child.
- Try to use language that your child is familiar with. (E.g. "You look sleepy, are you in the blue zone?")
- Talk about your own emotions and what you can do. "I am in the Yellow Zone. I think I need some space to calm down."
- Ask school for help or advice.

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