

Zones of Regulation Parent
Workshop October 2024



Nurture UK – The 6 principles of nurture





Vision Statement

At Whitstable Junior School, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families to help keep them **safe**. Our aim is to provide children with the best possible outcomes in preparation for life-long learning – learning today for life tomorrow. By implementing the Zones of Regulation curriculum, we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

Teaching the children about managing their feelings and being **responsible** for strategies to support self regulation, will support them to be more resilient and more independent in recognising and regulating their feelings. Recognising emotions in others will help them to be **kind** towards the needs of others.

What is self regulation?

“...it is defined as the capacity to manage one’s thoughts, feelings and actions in adaptive and flexible ways across a range of contexts.”

Dr Jude Nicholas



What do you do
when your body
feels cold?



What do you do
when your body
feels hot?



This is called **SELF REGULATION!** You regulate your body so your body feels comfortable and safe.

It encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation

A person who can self-regulate is able to:

- remain CALM AND ORGANISED in a stressful situation.

(Executive Functions)



- cheer themselves up after a disappointment.

(Emotional Regulation)



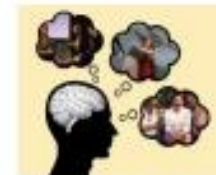
- knows when they are experiencing sensory overload and can make adjustments.

(Sensory processing)



- Understands when it is appropriate to cheer and shout and when to be quiet.

(Social cognition)



Life is 10% what happens to us and 90% how we react to it. - Charles Swindoll

- Research has found that higher academic achievement is more likely when interventions include self-regulation components.
- Typically, children who can self-regulate will turn into teens who can self-regulate.



WHAT ARE THE ZONES OF REGULATION®?

Teaches children:



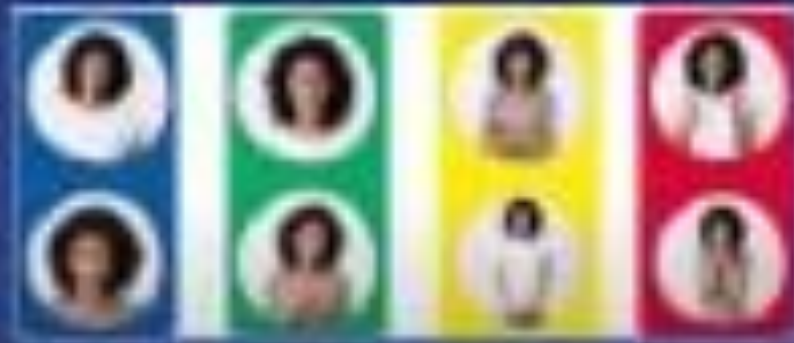
- Vocabulary of emotional terms – shared language
- How to recognise their own emotions – by associating them with highly visual coloured zones
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



- **Why are we introducing this?**

To teach children:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions
- Problem solve and find positive solutions to different emotions
- The ultimate goal is for **independent regulation**







What are The Zones of Regulation?





- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone:** elated, angry, wild, terrified. (*heightened state of alertness and out of control*).

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 Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

All zones are OK! All feelings are OK!

We make others
feel comfortable
and safe when we
are in the
EXPECTED ZONE
at the
EXPECTED TIME.



Expected and unexpected

- Expected = appropriate to the situation e.g. green when working in class, blue when pet has died, yellow at the park, red when sibling has come into room and ruined lots of toys.
- Unexpected = not appropriate to situation e.g. blue zone in class (falling asleep / very tired), yellow zone in library (excited and making lots of noise).

Triggers

Triggers are events or thoughts that move a child into the yellow or red zone when these zones are not expected.

- Events: loud noises, being told 'no', unexpected transitions, items being taken away
- Thoughts: "What if I can't play with my friend at lunch?", "What if I finish my lunch before everyone else and have to wait?"

Let's play a **ZONES** game

You all have 4 cards. Hold up the coloured card you feel when we read out the scenarios



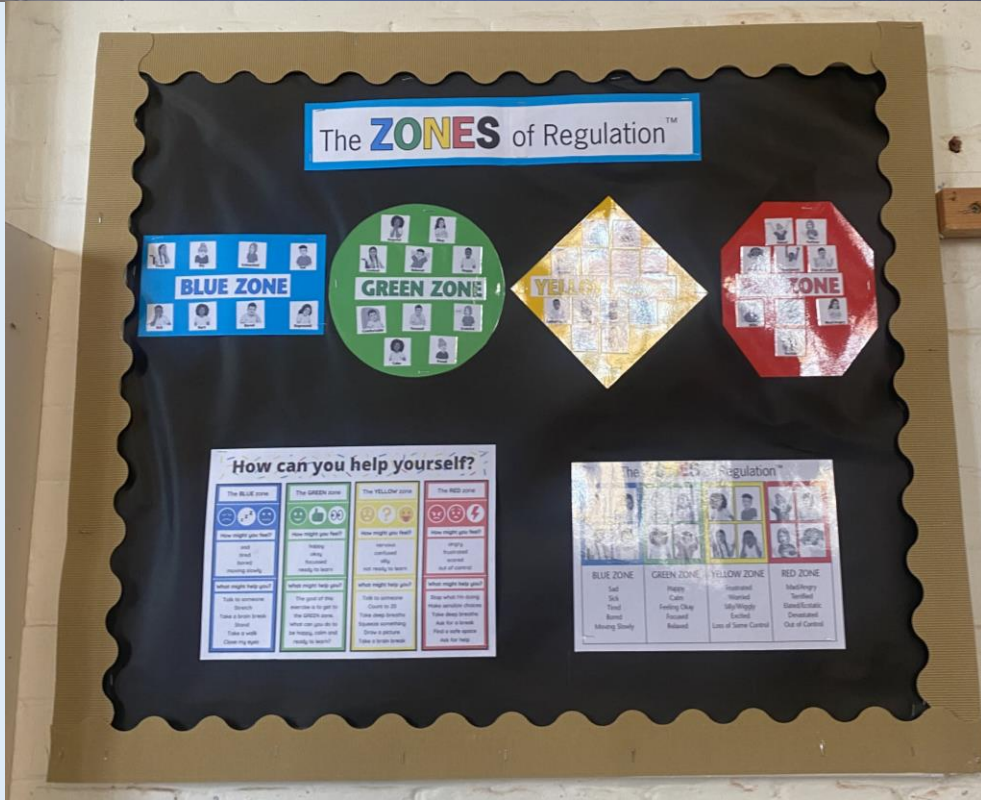
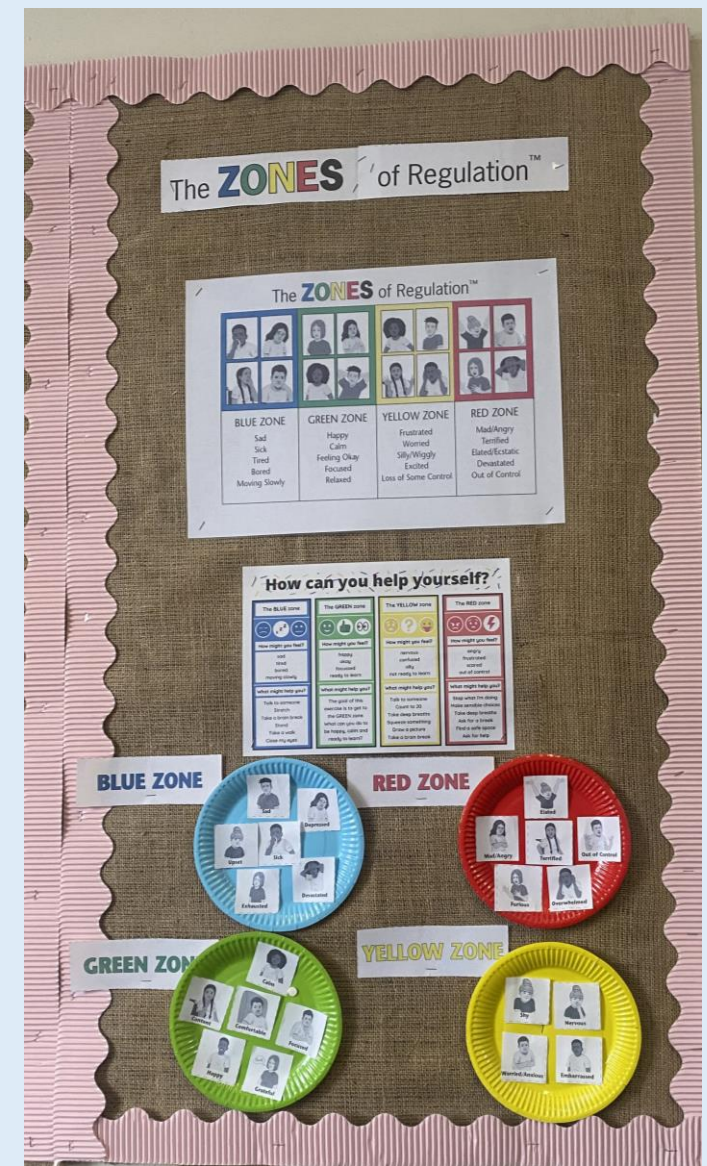
1. Someone you are really close to passes away. How do you feel? How do you act? What zone are you in?

2. It's your birthday party, you have been planning it for months. Friends and family keep ringing you saying they are sick and can't make it this evening. How do you feel? How do you act? What zone are you in?

3. It's Christmas day. The biggest present under the tree has your name on it. How do you feel? How do you act? What zone are you in?

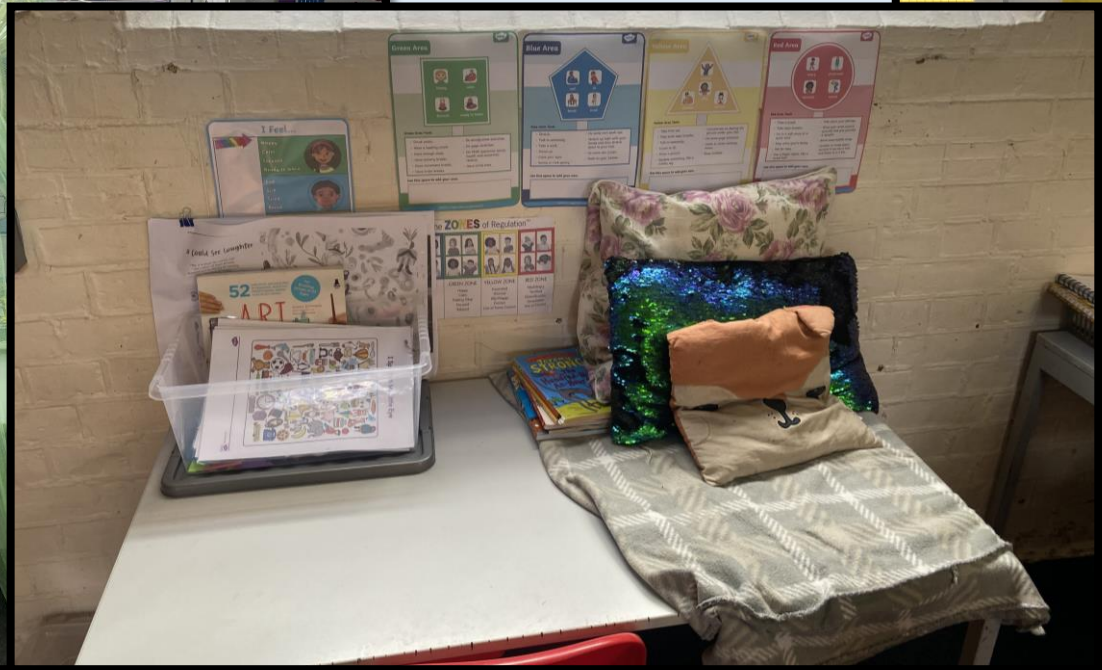
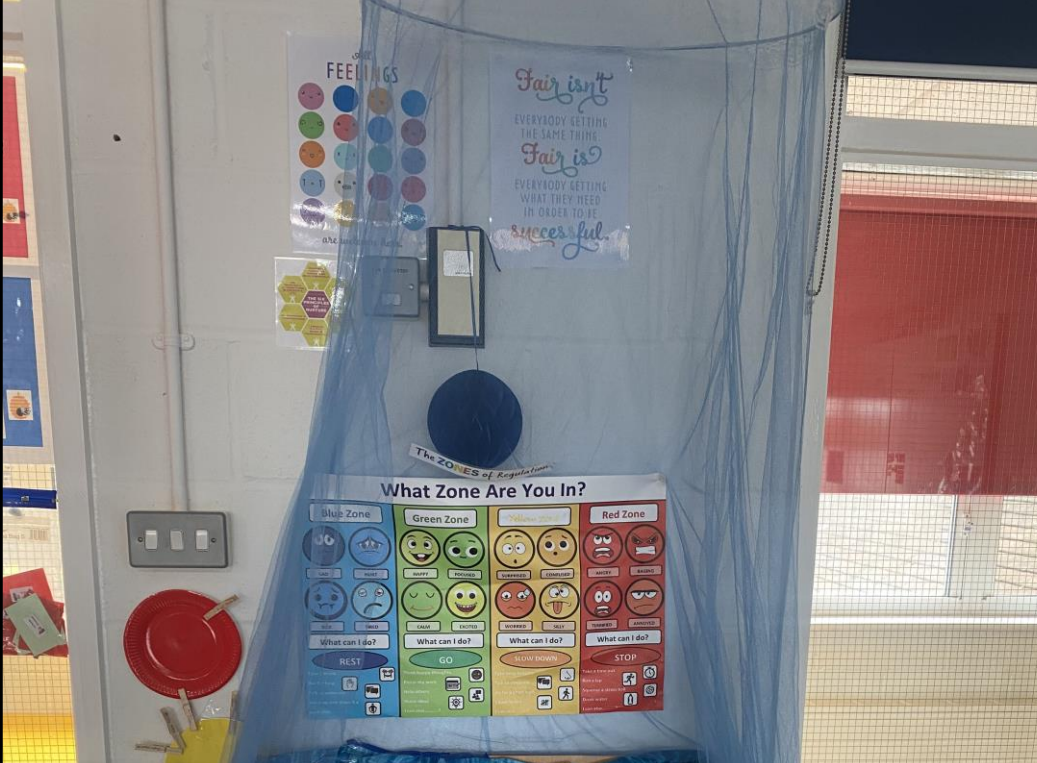
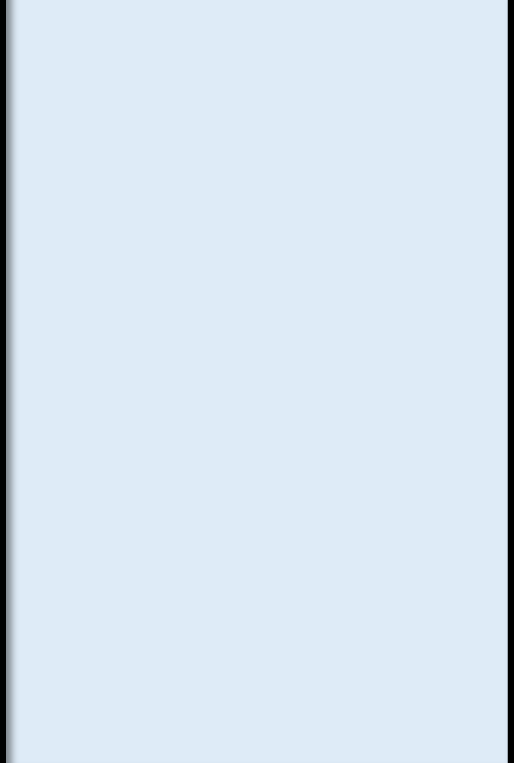
4. You bump into a friend in the supermarket who you haven't seen for 20 years. How do you feel? How do you act? What zone are you in?

5. You have an argument with someone you are close with eg. child/partner/friend and go to bed not resolving the argument. How do you feel? How do you act? What zone are you in?



Some examples of Nurture Nooks and Zones in school





Tool Box

Once children are able to identify the zones, they need to learn tools and strategies to be able to support them in that zones. They need a toolbox. This will look different for each child.

UNDERSTANDING ZONE TOOLS:

Blue Zone tools: help wake up our bodies, feel better and regain focus.

Green Zone tools: help us stay calm, focused and feeling good. These are often proactive strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.

Pick 2/3 for each Zone (depends on child).

Talk to someone

Take deep breaths

Wall push ups

Count to 20

Close my eyes

Stretch

HOW CAN YOU HELP YOURSELF?

Squeeze something

Stop what I am doing

Draw a picture


Make sensible choices

Take deep breaths

Find a safe space

Ask for help

The BLUE Zone




HOW MIGHT YOU FEEL?

SAD
TIRED
BORED
MOVING SLOWLY

WHAT MIGHT HELP YOU?

The GREEN Zone




HOW MIGHT YOU FEEL?

HAPPY
OKAY
FOCUSSED
READY TO LEARN

WHAT MIGHT HELP YOU?

THIS IS THE GOAL!
WHAT CAN YOU DO TO GET TO THE GREEN ZONE?
HOW CAN YOU BE HAPPY, CLAM AND READY TO LEARN?

The YELLOW Zone




HOW MIGHT YOU FEEL?

NERVOUS
CONCERNED
SILLY
NOT READY TO LEARN

WHAT MIGHT HELP YOU?

The RED Zone



HOW MIGHT YOU FEEL?

ANGRY
FRUSTRATED
SCARED
OUT OF CONTROL

WHAT MIGHT HELP YOU?

Take a walk

Take a brain break

Stand



HOW CAN YOU HELP YOURSELF?

The BLUE Zone



HOW MIGHT YOU FEEL?

SAD
TIRED
BORED
MOVING SLOWLY

WHAT MIGHT HELP YOU?

TALK TO SOMEONE
STRETCH
TAKE A BRAIN BREAK
STAND
TAKE A WALK
CLOSE MY EYES

The GREEN Zone



HOW MIGHT YOU FEEL?

HAPPY
OKAY
FOCUSSED
READY TO LEARN

WHAT MIGHT HELP YOU?

THIS IS THE GOAL!
WHAT CAN YOU DO TO
GET TO THE GREEN
ZONE?
HOW CAN YOU BE
HAPPY, CLAM AND
READY TO LEARN?

The YELLOW Zone



HOW MIGHT YOU FEEL?

NERVOUS
CONCERNED
SILLY
NOT READY TO LEARN

WHAT MIGHT HELP YOU?

TALK TO SOMEONE
COUNT TO 20
TAKE DEEP BREATHS
SQUEEZE SOMETHING
DRAW A PICTURE
TAKE A BRAIN BREAK

The RED Zone



HOW MIGHT YOU FEEL?

ANGRY
FRUSTRATED
SCARED
OUT OF CONTROL

WHAT MIGHT HELP YOU?

STOP WHAT I AM DOING
MAKE SENSIBLE CHOICES
TAKE DEEP BREATHERS
ASK FOR A BREAK
FIND A SAFE SPACE
ASK FOR HELP



ZONES OF REGULATION

TOOLBOX

I'm in the...

 BLUE ZONE  bored sad	 GREEN ZONE calm	 YELLOW ZONE  wiggly anxious	 RED ZONE  angry upset
 <p>Talk to Adult</p>     	  	<p>Take deep breath</p>     	<p>Lay 8 Breathing</p>  <p>Deep Breathing Poses</p>   

Using the Zones at home with your child...

- **Identify your own feelings using Zones language** in front of your child (e.g. "I'm frustrated. I think I am in the Yellow Zone.")
- **Talk about what tool you will use to be in the appropriate Zone** (e.g. "I need to take four deep breaths to help get me back to the Green Zone.")
- **At times, wonder which Zone your child is in.** Or, **discuss which Zone a character in a film / book might be in.** (e.g.: "You look sleepy. Are you in the Blue Zone?")
- Engage your child in discussion around Zones. However, when they are in the Red Zone a discussion with them is unlikely to be effective. **You need to be discussing the different Zones and tools they can use when they are more regulated / calm.**
- **Teach your child which tools they can use.** (e.g. "It's time for bed. Let's read a book together in the comfy chair to get you in the Blue Zone.")
- **Regular Check-ins.** "How are you feeling now?" and "How can you get back to Green?"
- **Modelling how you use tools to regulate yourself back to the green zone.** You might say "I am going to make myself a cup of tea and do some breathing exercises because I am in the blue zone" and afterwards tell your child how using those tools helped you get back to the green zone.
- You may wish to **display and reference the Zones visuals and tools in your home.**
- **Praise and encourage your child when they share which Zone they are in.**