



# Coffee morning

25.05.2023

The **ZONES** of Regulation®

Enfield  
Heights  
ACADEMY

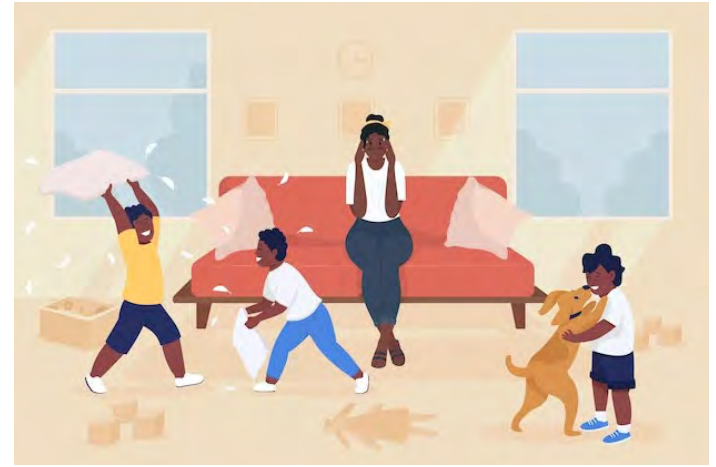
# Aims of the session

- **To share how the school is implementing a whole-school approach to mental health and wellbeing: Zones of Regulation**
- **To explore how we can support self-regulation at home.**
- **Offer a list of techniques: Calming techniques; Thinking strategies; Sensory Supports**



## Warm-up

**What is your  
number 1 parenting  
worse nightmare?**

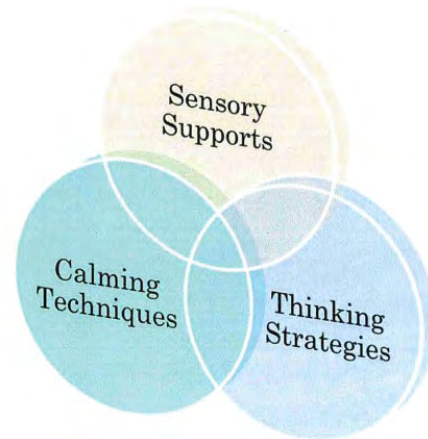


# Mental Health and Wellbeing: What Is It?



# What is self-regulation?

- Self-regulation is the ability to manage disruptive emotions and impulses, and to think before you react.
- children need to be able to self-regulate to help them in school and manage their emotions and navigate social situations.
- Children whose states of arousal are too high or too low will struggle to focus on the task at hand.



# How can we help children to learn self-regulation?

If a child cannot read, we teach  
If a child cannot swim, we teach  
If a child cannot multiply, we teach  
If a child cannot behave, we.....

Adapted from John Lerner

# 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)*







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# Why is self-regulation so important?

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

*Charles Swindoll*

We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. "**it's OK to be angry**, but it is not OK to hit..."

# What are the Zones of Regulation?

It teaches children:

- Emotional vocabulary
- Recognising own emotions
- Detecting others' emotions
- What may trigger certain emotions
- Problem solving skills



# The goals of the Zones of Regulation

The goals of the Zones of Regulation are to teach children to:

- Develop independent regulation
- To teach a common language to talk about emotions

It is important for children to know that emotions are OK. It is OK to feel angry – what can you do when you feel like that? This is a good opportunity to introduce language around good choices.

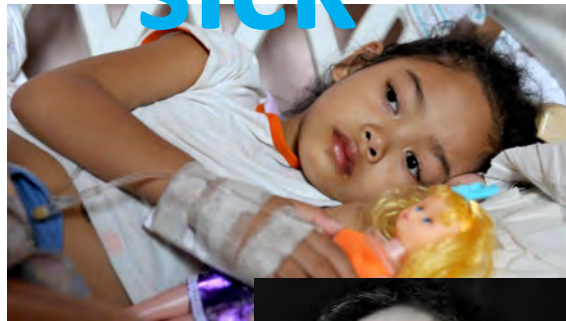


# The **ZONES** of Regulation®

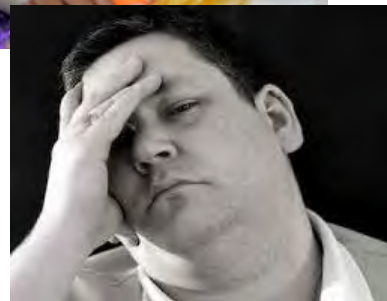
			
<b>BLUE ZONE</b>  Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b>  Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b>  Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b>  Mad/Angry Terrified Yelling/Hitting Elated Out of Control



sick



How do my  
brain and body



sad



feel?

bored

slow



tired





relaxed

How do my  
brain and body  
feel?

calm



focused



OK



happy





fast

losing some  
control.



silly

excited

How do my

scared

brain and body

worried





**fast**

**terrified**

**angry**

**elated**

**How do my  
brain and  
body feel?  
Out of  
control**

**mad**



# Key Points

- There is no 'bad' Zone
- Everyone experiences all of the zones at different times and in different circumstances
- We can't change the way children feel BUT we can help them manage their feelings and behaviours *"It's OK to be angry but it's not OK to hit"*
- You can be in more than one zone at a time (e.g. sad AND angry or excited AND worried).



<https://www.youtube.com/watch?v=qdOkyKyVFnsSs>

Guess the feeling! Inside Out (3 minutes)

# SENSORY STRATEGIES





## SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

Which sensory supports do you use in daily life?



Could you have a sensory box at home?

- The green box:
- Self-Soothing Objects that help to calm you through your five senses:
- Something to touch – e.g. [stuffed animal](#), [stress ball](#)
- Something to hear – e.g. music, [meditation guide](#)
- Something to see – e.g. [snowglobe](#), happy pictures
- Something to taste – e.g. paper mints.
- Something to smell – e.g. lotion, [candles](#), [perfume](#)



# THINKING STRATEGIES



# I CAN CONTROL MY REACTION!

Mountain?



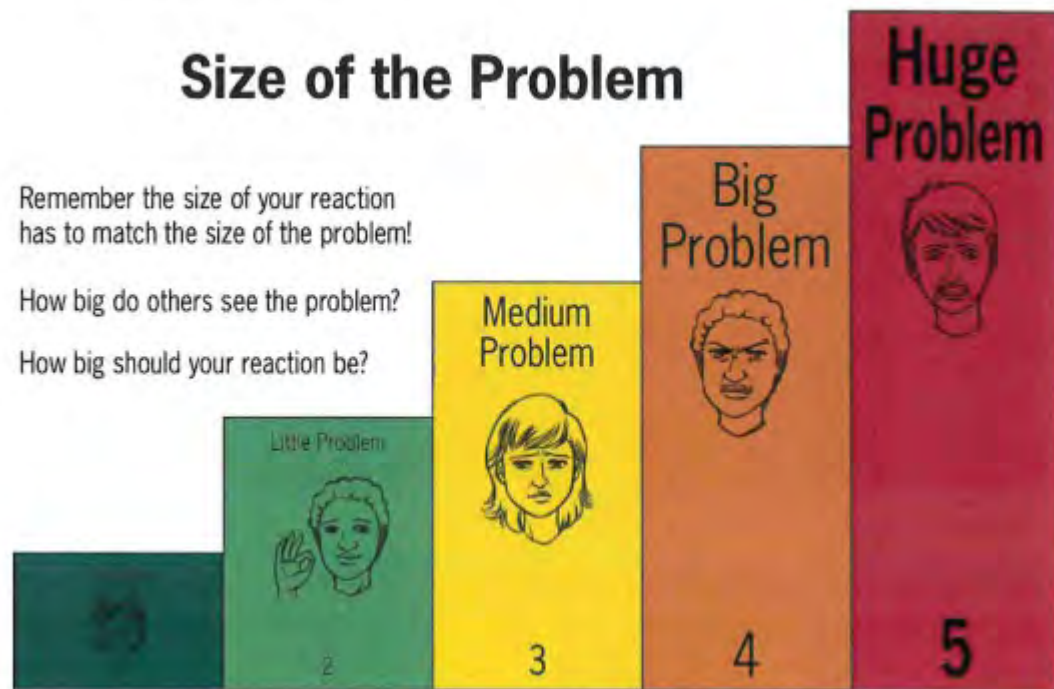
The ZONES of Regulation® Reproducible W

## Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

## INNER COACH VS INNER CRITIC



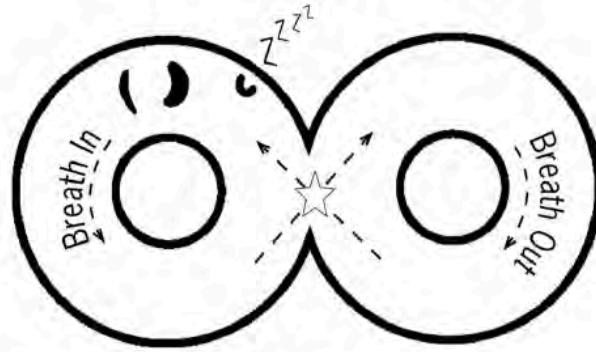


# CALMING STRATEGIES





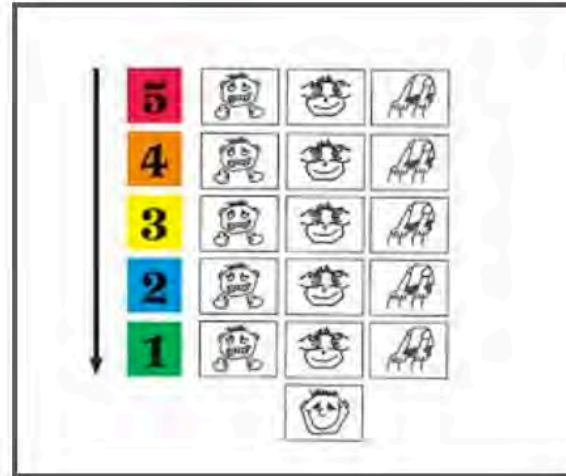
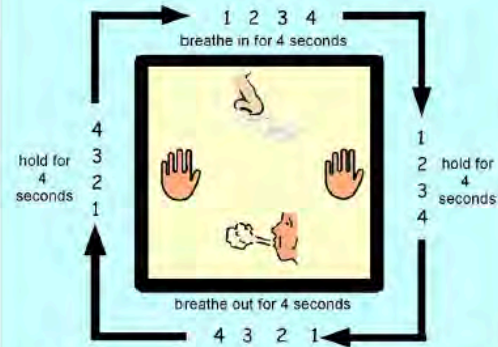
# Lazy 8 Breathing



## The Six Sides of Breathing



## SQUARE BREATHING



# COUNTING

- **Forward and backward**
- **Count objects**
- **Count colours**
- **Count breaths**
- **Count pulse**

# CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



# 's Toolbox

## Blue Zone Tools



## Green Zone Tools



## Yellow Zone Tools



Lazy Breathing



Size of the Problem



## Red Zone Tools



The Six Sides of Breathing



# How can support at home?

- Identify your own feelings using the Zones language (e.g. I'm frustrated, I am in the yellow zone)
- Positive praise when your child is in the green zone and making efforts to stay in the green zone (e.g. I can see you are working really hard to stay in the Green Zone by ... )
- Talk about what tool you are going to use to be in the appropriate zone (e.g. I am going for a walk to come back to the green zone)
- Label the zones your child is in throughout the day (e.g. you look sleepy, are you in the blue zone?)
- Teach your child which tools and strategies they can use and how to use them.

# Rules for the Red Zone

- **Limit communication** –this is not a teachable moment.
- **Discuss use of tools when child is regulated.**
- **Plan for if/when our child is in Red Zone.** “Wonder if this strategy would help...?”



# Where the help is?

- <http://www.familylives.org.uk/>
- <https://www.childline.org.uk/>
- <https://www.youngminds.org.uk/>
- <https://contact.org.uk/>
- <https://www.barnardos.org.uk/>





Be happy!

