



DOVER COURT
INTERNATIONAL SCHOOL
SINGAPORE

A NORD ANGLIA EDUCATION SCHOOL

25th October 2017

The Zones of Regulation

A Curriculum Designed to Foster Self-Regulation & Emotional Control



Behaviour *is* communication



Self-Regulation

The ability to adjust level of alertness AND direct how emotions are revealed behaviourally in socially adaptive ways in order to achieve goals.

Encompasses:

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



Research

- *Higher academic achievement is more likely when interventions include **self-regulation** components.* - Blair & Raza, 2007
- ***Self-regulation** abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills.* – Blair, 2002-2003; Normandeau & Guay, 1998
- *Research shows that teachers can have a positive effect on students' **self-regulation** skills.* – Burchinal, Peisner-Feinberg, Bryant & Clifford, 2000.

The Zones of Regulation

- Developed by Leah Kuypers-occupational therapist and autism specialist.
- Integrated best practices in the field of autism spectrum disorders (ASD) and attention deficit hyperactive disorder (ADHD) into the curriculum.
- Conducted extensive background research in the area of self-regulation, including sensory regulation, emotional regulation, and executive functioning.
- Incorporates [Social Thinking®](#) concepts to help students become more aware of how others are perceiving them when they are regulated versus in less regulated states.



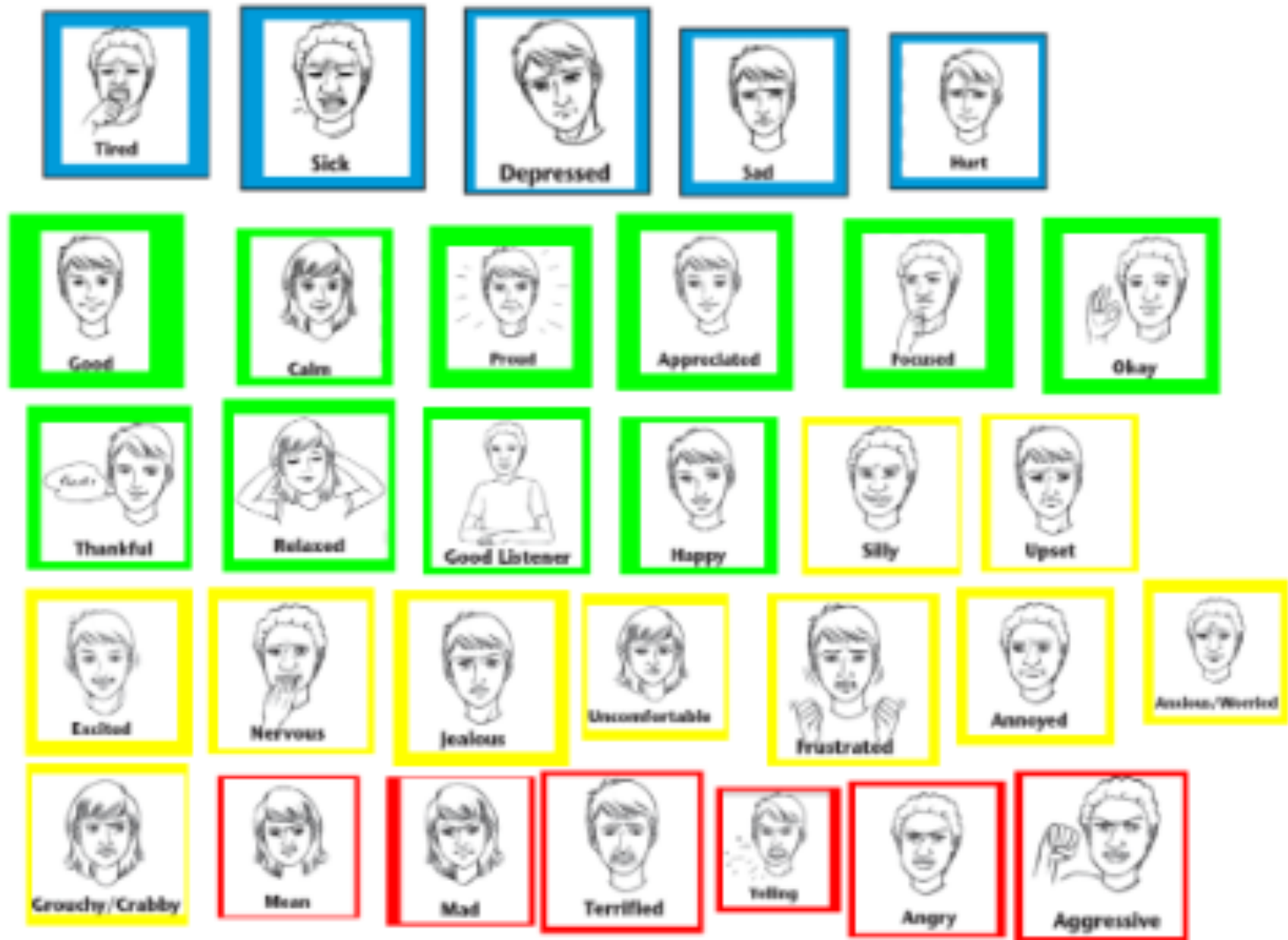
Goals of The Zones Curriculum

To teach the students:

- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings And ultimately...

- Independent Regulation!

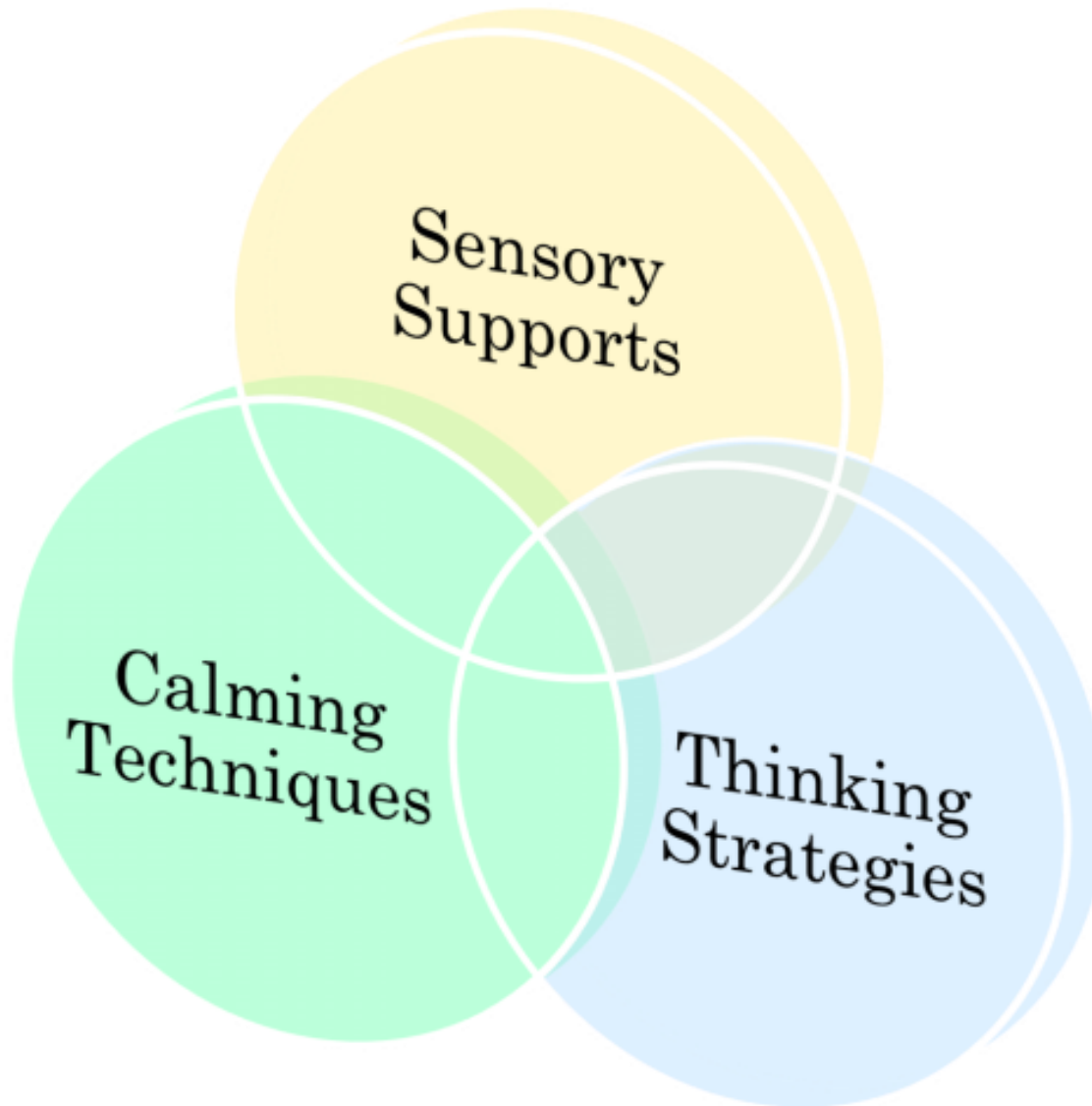
Feelings are confusing!



How do these states affect learning? Concentration?



What are the Zones?



Blue

Low Energy

The **Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.



Green

Just right

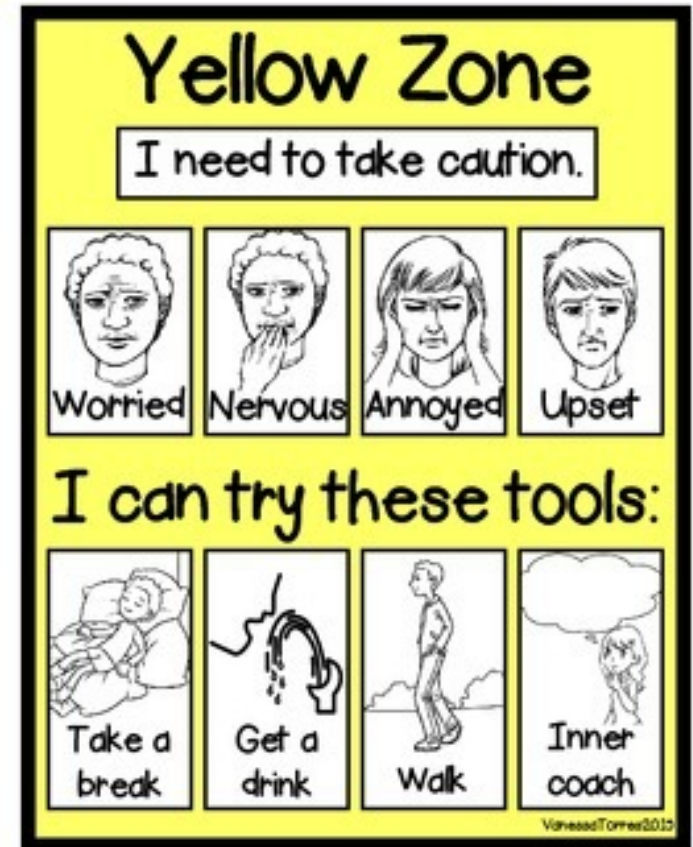
The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. Being in the Green Zone will help students be successful in the classroom.



Yellow

High energy / loss of control

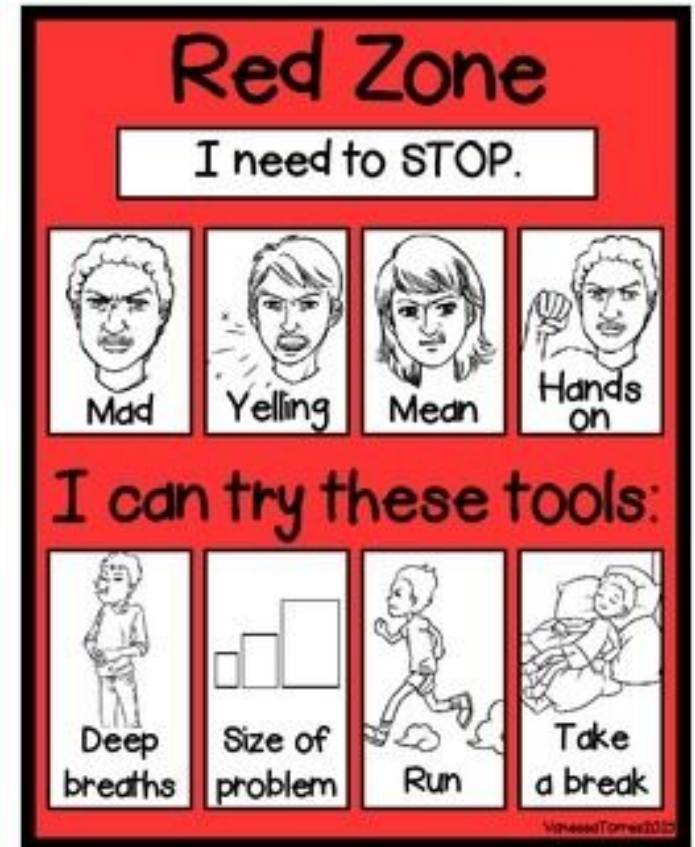
The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.



Red

Out of Control

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone. A person is described as “out of control” if in the Red Zone.



Which Zone?



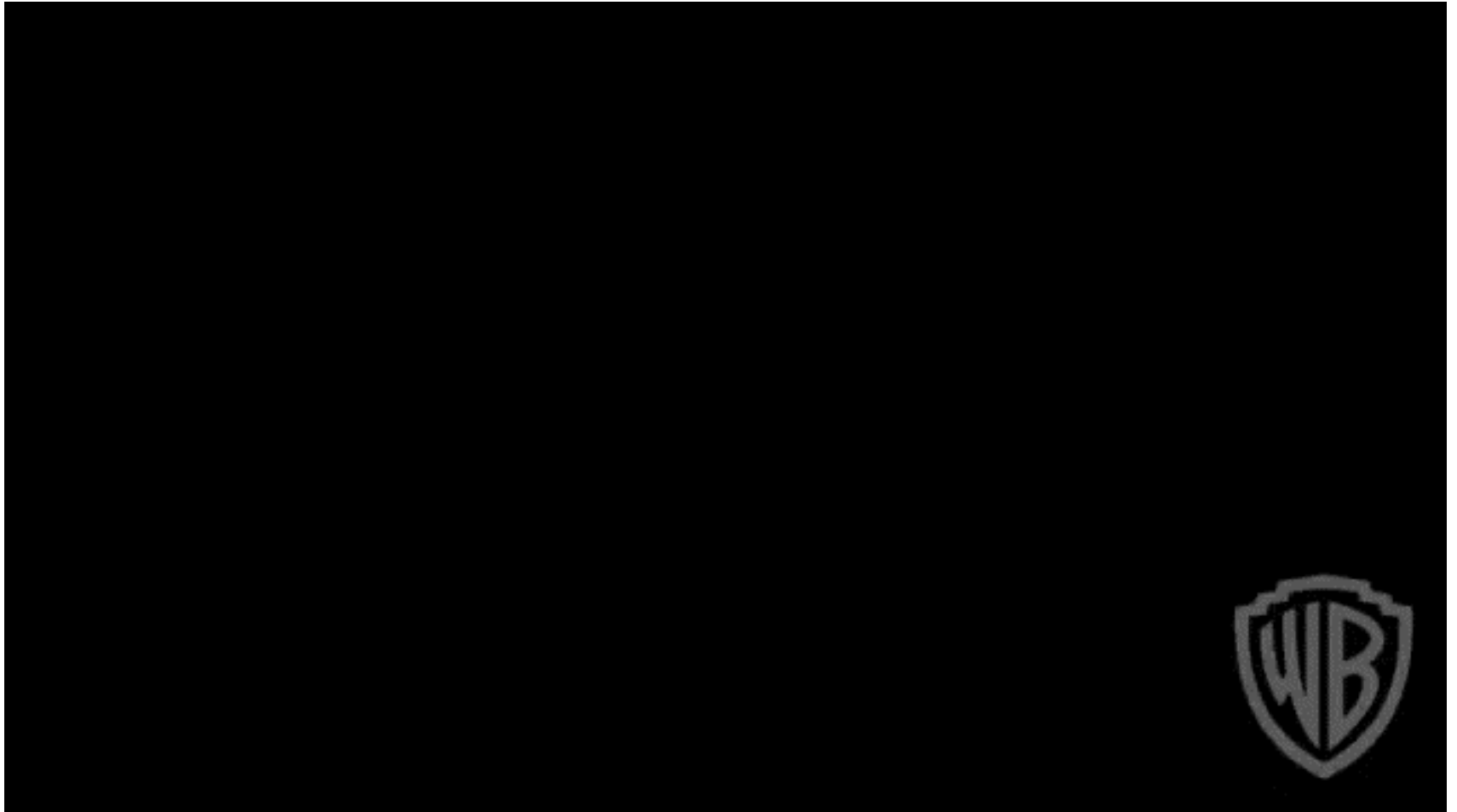
Which Zone?



Which Zone?



Which Zone?



Activity

- Think of your child(ren)
- Which zone is your child(ren) usually in?
- What do you do to help regulate your child(ren)?
- What do they do to help regulate themselves?

Expected and Unexpected Behaviours

- **Expected behaviours** are the behaviours that give people around you good or comfortable thoughts about you.
- Classroom rules are the expected behaviors in the classroom and are taught consistently.
- **Unexpected behaviours** are the behaviors that give people uncomfortable thoughts about you.
- It is important to teach children about how unexpected behaviors can affect their learning, as well as the learning of others.



Expected and Unexpected Behaviours

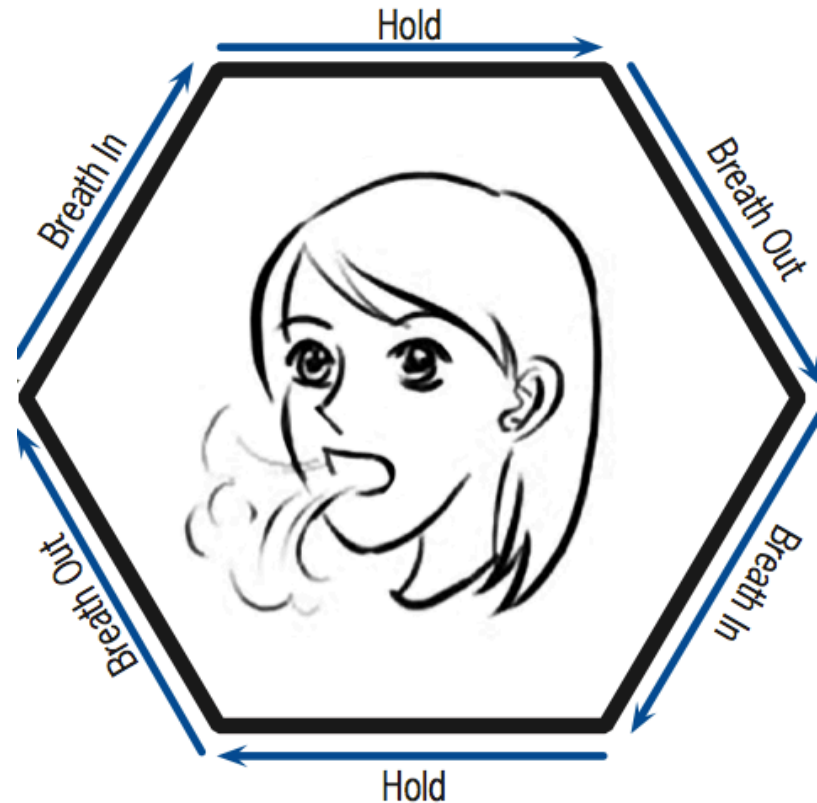
- Pupils will need to have a good understanding of the terms 'expected' and 'unexpected'.
- Discuss when feelings are expected after specific triggers. For example, it is OK to be in the Yellow Zone when they are scared at the dentist.
- They must use the tools to get back into the Green Zone.



Tools and Strategies

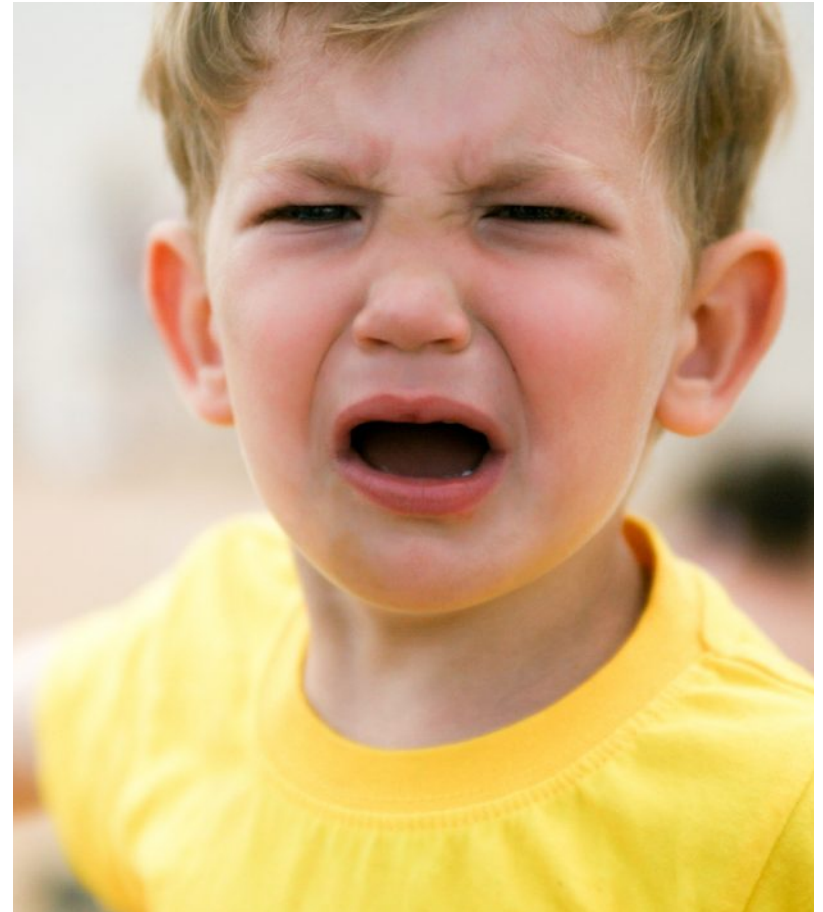
- Children can develop a toolbox, which is a collection of **personal** strategies a student can pull from depending on the present need.
- Calming or alerting techniques that help the student in regulation.
- Stop, Opt, Go concept to help control impulses and problem solving better solutions..

The Six Sides of **Breathing**



Red Zone Moments

- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student's feelings
- Evoke some of the emotion in yourself
- Give them time and space
- Process later using STOP, OPT and GO Solution Finder
- Designated safe spot
- Avoid power struggles
- Teach all tools in a calm regulated state



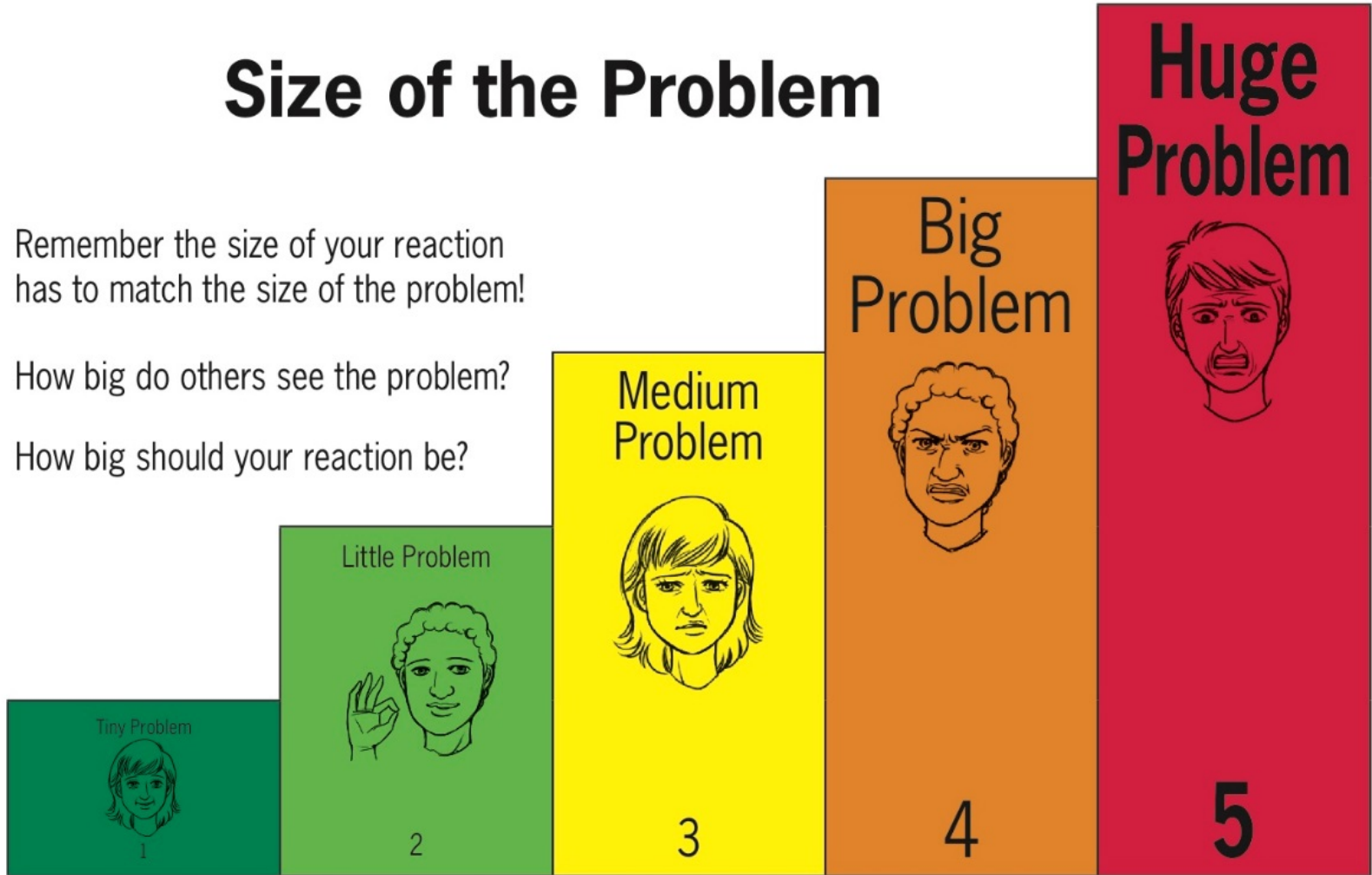
Do you know an over-reactor?

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?



Do you know an over-reactor?

Size of the Problem

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How big do others see the problem?

How big should your reaction be?

Don't need to be talked about.

Can be solved without help.
Only affect 1-2 people.

Need adult help.
May affect 3-5 people.
Will only effect you for 1 day.

Can be tricky to solve.
May last for about a week.
Injuries may be involved.

Are emergencies /dangerous.
Affect a lot of people.
Other "999" adults will get involved: police, fire men, doctors.

Activities

- Identifying feelings and zones
- Which zone should I be in?
- The Size of the Problem
- Tools to get into the Green Zone

Year 6 Upwards

- Triggers Checklist

Displays



Years 1-4



Years 5,6 and Secondary

Top Tips

- Take the time to teach the strategies- it will be worth it in the long run!

Twitter



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Thank you.