

The  
**ZONES**  
of Regulation



At  
**Crookham Infant School**



## **What Are the Zones of Regulation?**

Have you ever wondered how to talk to your child about their emotions? In school we use the Zones of Regulation as part of our talking and teaching toolkit and it's something you might find helpful at home. It gives children a shared language to talk about their emotions by associating them with the highly visual coloured zones. The approach is based on sound research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps teach students to identify their feelings, their levels of alertness, to understand how their behaviour impacts those around them and most importantly perhaps it gives them the tools they can use to better manage their feelings.

## **How do the Zones of Regulation help your child?**

- By giving them the vocabulary to talk about emotions
- By helping them recognise their own emotions.
- By helping them detect the emotions of others (read facial expressions).
- By helping them recognise what may trigger certain emotions.
- Helping them see how others may interpret their behaviour.
- Giving them tools for problem solving.

## **Why do we teach this?**

- It gives children and adults the right words - a common language - to talk about emotions in a way that is non-judgemental.
- It is simple for everyone to understand.
- It teaches healthy coping and self-regulation strategies.

## **What is Self-Regulation?**

Self-regulation is a child's ability to identify what they are feeling and take the right actions to enable them to thrive. Part of self-regulation is being able to 'bounce back' when things get difficult. This can be developed by learning to reflect, plan what to do next, carry through an action, reflect some more, adapt and make changes if needed. By using the talk of the Zones of Regulation your child can better manage strong feelings for example becoming able to be patient for what they want to happen.





Here is a short video to explain more.

[https://www.youtube.com/watch?v=Ejv\\_1botGpw](https://www.youtube.com/watch?v=Ejv_1botGpw)

A person who can self-regulate is able to;

- Remain calm and organised in a stressful situation.
- Cheer themselves up after a disappointment.
- Know when they are experiencing an emotional overload and adjust.





Let's take a look at the zones;

Zones of Regulation			
Blue	Green	Yellow	Red
			
<b>Low</b>	<b>Happy</b>	<b>Wobbly</b>	<b>Angry</b>
<b>Running Slow</b>	<b>Good to Go</b>	<b>Caution</b>	<b>STOP</b>
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

# ZONES OF REGULATION!

Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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## Blue Zone:



This is the resting area. This is where we are at a low state of alertness - our brain and or body is moving slowly and sluggishly. We may be feeling sad, poorly, tired or bored.

## Green Zone:



This is the area where we are in control of our emotions. We are in a regulated state of awareness. We may be feeling calm, happy and ready to learn.

### Yellow Zone;



This is the area where we experience more intense emotions and states but we are still able to maintain a level of control. We are in a heightened state of alertness but we do still have some control. We may be feeling worried, frustrated, silly, excited scared or overwhelmed.

### Red Zone;



This is where we are in an elated state, we are struggling to control our emotions. We may be feeling angry, wild, terrified or screaming and hitting out.

### Important things to remember;

- 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 to manage their feelings/states and behaviours and validate their feelings. 'I can see you are angry and I understand, but it is not ok to hit...'
- You can be in more than one zone at a time (e.g. Sad and angry).
- If your child is confident using words to describe their emotions, they may not always need to relate this to a zone, HOWEVER, making links to the zones will help them choose the right strategy to manage their feelings.
- If your child is in the **RED ZONE**, you must; Limit the verbal - this is not a teachable moment!





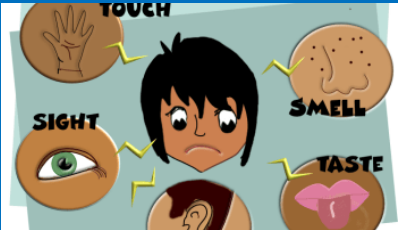
Discuss the use of tools only when your child is calm and well-regulated. Plan for if/when your child is in the red zone. 'I wonder if this strategy would work for you...'

### Understanding the Zone Tools and Strategies:

#### Blue Zone

This is when we need to help our bodies to wake up, feel better and regain focus.

What can I do when I'm in the **Blue Zone**?

<h3>Talk to a grown up</h3> 	<h3>Have a drink of water</h3> 
<h3>Ask for a break</h3> 	<h3>Ask for help</h3> 
<h3>Ask for a hug</h3> 	<h3>Sensory break</h3> 

## Green Zone;

This is when we need to stay calm, focused and feel good. These are very often proactive strategies.

What can I do when I am in the **Green Zone?**

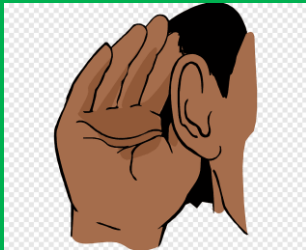
Learn



Smile



Listen



Be kind



Work hard



Help others



**Yellow Zone:**

This is when we need help to regain control and calm ourselves.

What can I do when I am in the **Yellow Zone**?

Talk to a grown up



Have a drink of water



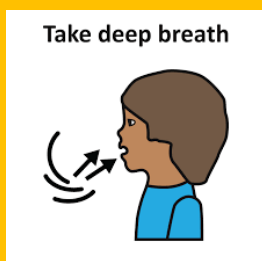
Use a fiddle toy



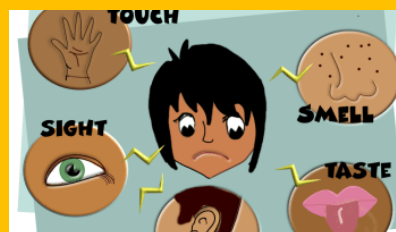
Ask for help



Take deep breaths



Sensory break



**Red Zone;**

This is when we need help to stay safe and start to calm down.

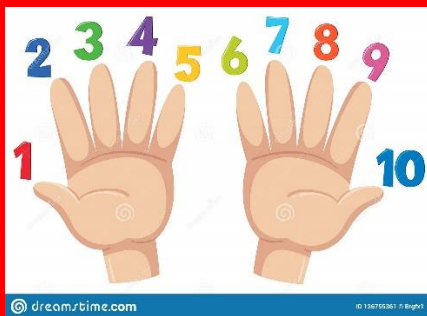
Walk away and find a grown up



Count as many red things as you can see



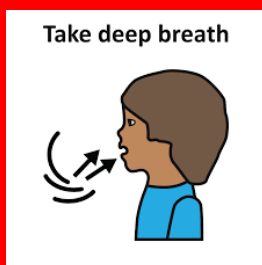
Count to 10



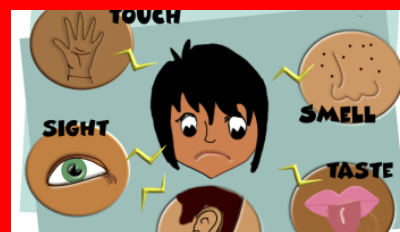
Ask for help



Take deep breaths



Sensory break

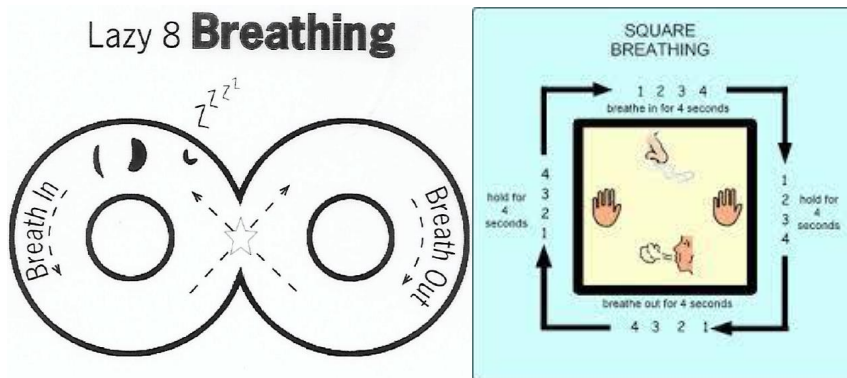




## Counting Activities;

- Counting forwards and backwards
- Counting objects
- Counting colours
- Counting breaths
- Counting pulse

## Breathing Techniques;



Starting at the center, draw lines with your finger the sides of the hexagon as you take a deep breath in, holding your breath for one or two or five seconds. Then your breath out as you hold your breath for a moment. Using breathe out as you trace the third side, breathe in again. Continue tracing and breathe out on the sides of the hexagon as you complete another deep breath. Continue this Six Sides of Breathing cycle until you feel calm and relaxed.

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[https://www.youtube.com/results?search\\_query=puffer+fish+breathing](https://www.youtube.com/results?search_query=puffer+fish+breathing)

## Games to play;

### 'Feelings Charades'

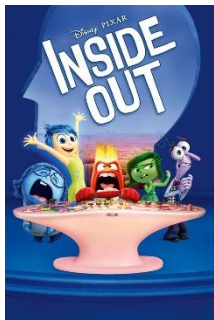
Take turns choosing emotions from a stack of cards or paper and act it out using only face and body clues. Guess each other's emotion, talk about which zone it belongs to and why. Added challenge: name a strategy you could use when feeling that emotion.

### 'Name that Feeling'

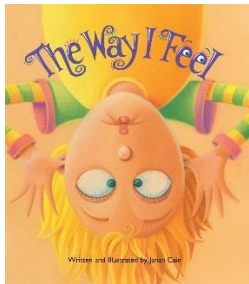
People watch and guess what they are feeling and which zone they may be in.

Watch a movie and name the feelings/emotions of the characters. You can point out and talk about the strategies the characters may be using to help.

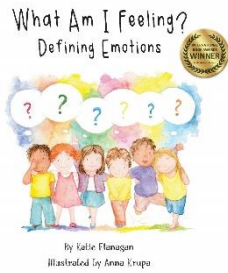
## Films and Books;



<https://www.youtube.com/watch?v=1S0RKRRyqhQ> - This clip is a great introduction to the characters/ emotions



[https://www.amazon.co.uk/Way-I-Feel-Janan-Cain/dp/1641604980/ref=sr\\_1\\_1?crid=2NUE4F7FYFG6J&keywords=the+way+i+feel+book&qid=1666260342&qu=eyJxc2MiOiIxLjAwIiwicXNhIjojMC44NSIsInFzccCI6IjAuNTAifQ%3D%3D&prefix=the+way+i+feel+book%2Caps%2C84&sr=8-1](https://www.amazon.co.uk/Way-I-Feel-Janan-Cain/dp/1641604980/ref=sr_1_1?crid=2NUE4F7FYFG6J&keywords=the+way+i+feel+book&qid=1666260342&qu=eyJxc2MiOiIxLjAwIiwicXNhIjojMC44NSIsInFzccCI6IjAuNTAifQ%3D%3D&prefix=the+way+i+feel+book%2Caps%2C84&sr=8-1)



[https://www.amazon.co.uk/What-Am-Feeling-Defining-](https://www.amazon.co.uk/What-Am-Feeling-Defining-Emotions/dp/1786239914/ref=sr_1_2?crid=1RVR89PE3U4SZ&keywords=what+am+i+feeling&qid=1666260399&qu=eyJxc2MiOiIxLjg5IiwicXNhIjojMS42MiIsInFzcCI6IjEuMzEifQ%3D%3D&prefix=what+am+i+feeling%2Caps%2C80&sr=8-2)

[Emotions/dp/1786239914/ref=sr\\_1\\_2?crid=1RVR89PE3U4SZ&keywords=what+am+i+feeling&qid=1666260399&qu=eyJxc2MiOiIxLjg5IiwicXNhIjojMS42MiIsInFzcCI6IjEuMzEifQ%3D%3D&prefix=what+am+i+feeling%2Caps%2C80&sr=8-2](https://www.amazon.co.uk/What-Am-Feeling-Defining-Emotions/dp/1786239914/ref=sr_1_2?crid=1RVR89PE3U4SZ&keywords=what+am+i+feeling&qid=1666260399&qu=eyJxc2MiOiIxLjg5IiwicXNhIjojMS42MiIsInFzcCI6IjEuMzEifQ%3D%3D&prefix=what+am+i+feeling%2Caps%2C80&sr=8-2)

This book has been written by our SENDCO, Katie Flanagan.

### The size of the Problem;

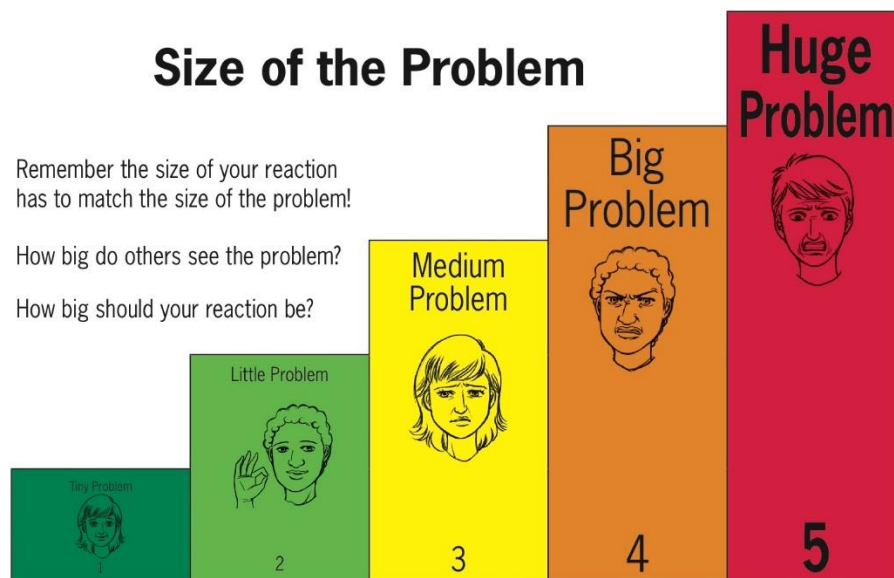
As your child gets a little older (year 2 onwards) they can start, with support, to understand the size of the problem and begin to scale it.

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

Think about how big others see the problem.

How big do you think your reaction should be?

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](http://www.socialthinking.com), and Buron and Curtis' The Incredible 5-Point Scale (2003), [www.5pointscale.com](http://www.5pointscale.com)

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## How can I support the Zones of regulation?

- Identify your own feelings using the Zones language in front of your child.  
E.g. 'I am frustrated, I am in the yellow zone'
- Provide positive reinforcement when your child is in the green zone and if they make efforts to stay in the green zone.  
E.g. 'I can see you are working really hard to stay in the green zone'
- Talk about which tool you will use to be in the appropriate zone.  
E.g. 'I am going for a walk as I need to get myself back into the green zone'
- Label which zone your child is in throughout the day.  
E.g. 'You look sleepy, are you in the blue zone?'
- Teach your child which zone tools they can use.  
E.g. 'It's time for bed, let's read a book together and have a cuddle to get you in the blue zone'
- Make some Zones of Regulation visuals to use around the home for the whole family to check in.

I hope you have found this document useful. It is a tool we use in and around school to talk with the children about their emotions and feelings together with some phrases such as

- Kind hands
- Kind words (includes listening ears!)
- Kind feet
- Today you have been a  
Tough tortoise - You have tried really hard even when you have found things tricky and have been feeling wobbly (Yellow Zone)

Reflective owl - You have been able to reflect on the choices you have made and talk about things you can do to help next time. (Red Zone)

Resourceful squirrel - You have asked for help when you needed it because you were struggling with your emotions. (all ZONES)

Team ant - You have helped your friends when they were struggling with their emotions. (Green Zone)