ZONES OF REGULATION Disclosures

- **Course Content Disclosure:**
  This course will focus on one product, methodology and curriculum The Zones of Regulation®.

- **Financial Disclosure:**
  Terri Rossman is an independent contractor, and speaker. She receives a speaking fee for her presentations about Zones of Regulation.

- **Non-Financial Disclosure:**
  Terri Rossman has no non-financial relationships to disclose.

Let’s Meet

- Speech-Language Pathologist
- Specializing in social cognition, self-regulation and executive functioning
- Owner of Princeton Speech and Language & Learning Center and The Social Village
- Zones Speaking Collaborative
- Co-author on Zones game (coming soon)
Meet Leah Kuypers, M.A. Ed, OTR/L

- Author and
  Developer of the
  Zones of
  Regulation®
  Curriculum and
  Apps
- Occupational
  Therapist
- Autism Specialist

Big Picture for Today

- Understanding Self-Regulation
  - Development
  - Components
  - Viewing behavior
- How to Build Regulation Skills:
  The Zones of Regulation®
  - Background info
  - Increasing awareness
  - Assessment and Data
  - Detailed instruction on
  - Executing Zones lessons

What is Self-Regulation?
The ability to adjust level of alertness
AND
direct how emotions are revealed
behaviorally in socially adaptive ways
in order to achieve goals.

- Adapted from work of Clair Kopp
Roller Coaster Ride of Arousal Levels

Reveal and Manage Emotions

Self-regulation as a child’s ability to gain control of bodily functions, manage powerful emotions, and maintain focus and attention.


Self-Regulation also known as:
- Anger management
- Self-control
- Self-management
- Impulse control
- Self discipline
- Resiliency
- Sensory Regulation

Lack of regulation=dysregulation
Lagging skills in Self-Regulation are linked with the following:

- Aggression
- Poor social skills
- Emotional outbursts
- Inattention
- Feelings of being overwhelmed
- Higher risk for disciplinary problems

-Saarni, 1999; Huffman, McKinger, & Kerivan, 2000

Development of Self-Regulation

- Initial Behavior Strategies
  - Motor actions
  - Sensory-motor strategies
- Progress into Language Strategies
  - Words and symbols to regulate arousal
  - Organize actions
  - Express emotional state
  - Negotiate concerns

-The SCERTS Model, Prizant et al. (2006)

Development of Self-Regulation

- Final level - Metacognitive Strategies
  - Internalizing a dialog
  - Reflect on cognitive processes that support organization, decrease anxiety, modulate attention and arousal
  - Recognize another’s perspective and social conventions
  - Support/guidance (verbal techniques, sensitivity, expectations) from caregivers is key in development of these strategies

-The SCERTS Model, Prizant et al.
Milestones of Self-Regulation

• By 2 years of age:
  – Children are able to delay actions when requested by caregivers
  – Begin to behave according to caregivers’ or social expectations without external motivators
• By 3 years of age:
  – Express emotions - a hallmark of co-regulation
• During Pre-School years:
  – Gain greater flexibility
  – Begin to use rules to guide behavior
  – Produce strategies to reduce tension and able to reflect on behavior

Milestones Continued

- Kindergarten:
  - Year to get on all students on level playing field
- 2nd Grade:
  - Shift in responsibility to students’ managing their own needs with greater independence

Self Regulation and The Brain

The prefrontal cortex is the CEO of the brain, in charge of: facts, planning, monitoring, initiation, anticipation, impulse control, organization.
HIGH ROAD PROCESSING-RATIONAL BRAIN

The subcortex is in charge of: emotion, social memory, basic drives such as hunger, thirst, sleep, wake, sexual drive, bio rhythm, sensing the passing of time: LOW ROAD PROCESSING-REACTIVE BRAIN

Sarah Ward, M.S., CCC-SLP www.cognitiveconnections.com
When the Brain Is Under Stress, The Subcortex Takes Over...

Be Brain Teachers!

When is Self-Regulation Needed?

- We are like GPS systems—constantly adapting to the people around us and new situations.
- We try to adjust our behavior, so others have positive thoughts about us.
Lagging skills in Self-Regulation are linked with the following:

- Aggression
- Poor social skills
- Emotional outbursts
- Inattention
- Feelings of being overwhelmed
- Higher risk for disciplinary problems

-Saarni, 1999; Huffman, Mehlinger, & Kerivan, 2000

Research on Self-Regulation & Outcomes

- 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

Self-Regulation & Social Success is Essential in the Classroom and for Learning!

- Students and teacher have to share space effectively!
- Students need to:
  - pay attention & sustain focus
  - control blurtng & interrupting
  - ask for help or clarity
  - manage peer conflicts
  - follow the teacher’s plan/daily schedule
  - work together in peer-based groups
  - persevere through challenging work & academic stress
  - transition from one activity to another
Components of Self-Regulation

1. Sensory Processing and Modulation
2. Emotional Regulation
3. Executive Functioning
4. Social Cognition

Sensory Processing

- Information is registered through the senses
- Central nervous system orients to and interprets sensory input
- Five senses + two hidden senses (maybe 3)
- Influences our level of arousal

Hidden Senses

- Vestibular Sense
  - Processes movement and the body's relationship to gravity (movement, speed, balance)
- Proprioceptive Sense
  - Provides information on body's position in space and amount of force needed to grade movements
Typical Classroom Sensations

Sensory Processing – Difficulties You Might See:

• Always on the move, seems to be driven by a motor
• Frequently bumping into things, crashing or falling purposefully
• Withdrawing from or negatively responding to environmental stimuli (loud noises, smells, etc.)
• Wanting more or less input (e.g. touch)
• Mouthing objects, eating non-food items, having food aversions
• Filtering out irrelevant stimuli; trouble focusing

Sensory Modulation

“The capacity to regulate and organize the degree, intensity, and nature of responses to sensory input in a graded and adaptive manner. This allows the individual to achieve and maintain an optimal range of performance and to adapt to challenges in daily life.” (Miller & Lane, 2000)

Simply put:

The ability to filter out extraneous and irrelevant stimuli and attend to the meaningful sensory inputs.
Seeking vs. Defensive

- Each sense has a “just right” threshold
- Sometime sense is set too high (hypo-responsive)
  - Causes one to SEEK additional sensory input
- Sometimes sense is set too low (hyper-responsive)
  - Causes one to be DEFENSIVE to and avoid sensory input

Living a Sensation Life

- Sensory input is nourishment for the brain
  - (Ayres, 1979)
- Sensory Lifestyle provides optimal combination of sensations to feed the sensory cravings
- Allows sensory needs to be met in a purposeful, adaptive manner rather than
  - disruptive, maladaptive way
- Some supports must be individualized to each student and are best when done in collaboration with the OT

  — Dr. Lucy Jane Miller

Sensory Preferences and Lifestyle

Place an X indicating how you perceive each sense & provide examples for each under

<table>
<thead>
<tr>
<th>Sensory Preference</th>
<th>Avoiding</th>
<th>Neutral</th>
<th>Seeking</th>
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</thead>
<tbody>
<tr>
<td>Proprioception</td>
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<td>Ventilalar</td>
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<td>Taste</td>
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<td>Smell</td>
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<td>Auditory</td>
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<table>
<thead>
<tr>
<th>Activity</th>
<th>Avoiding</th>
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<th>Seeking</th>
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<tbody>
<tr>
<td>Contact sports, rough housing, cuddling</td>
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<tr>
<td>Hiking, skiing, moving during seated tasks</td>
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<tr>
<td>Spicy food, dairy coffee, low ethnic food, chew gum</td>
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<tr>
<td>Enjoy perfume, scented lotions, candles</td>
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<tr>
<td>Tolerates most textures and touch</td>
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<tr>
<td>Can become overwhelmed in really chaotic environment</td>
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<tr>
<td>Love to work with background noise, enjoy concerts</td>
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</table>
Executive Functioning

Umbrella term that describes the cognitive process involved in the conscious control of thoughts and actions - Leibermann et al., 2007

Executive Functioning

• EF skills have been closely linked to academic success in school-age children
  • ~Bull & Scerif, 2001; Gathercole et al., 2005; Kibby et al., 2004; Zametkin & Ernst, 1999.

Make Sure Foundational Needs Are Met

- WATER
- FOOD
- SLEEP
- EXERCISE
Situational Awareness STOP
and Read the Room

**Space**
Read the Room
Where am I?
What’s going on?
Is this Expected?
Unexpected?

**Time**
Get on the Timeline
Time of day (routine vs.
non-routine)
What is happening at this
Moment in Time
What is coming up?

**Objects**
Sense the Organization
How are things
Organized?
We Consider the
basis for their
Organization:
Location
Purpose

**People**
Read the Person
Face
Body
Appearance
Mood
Pace
Saying

Executive Functions
Effecting Regulation

- **Attention Shifting:** Swiftly switching back and forth between mental tasks
- **Flexibility:** Consider multiple options, revise plans, adapt to change, shift
- **Working Memory:** Reflect on past experiences and code new information to help predict what you may experience
Executive Functions

Effect on Regulation Cont.

- **Self-Talk**: Internal speech used to guide behavior
- **Impulse Control**: Thinking before acting
- **Planning**: Seeing the end result and problem solving the hurdles along the way.

Executive Functioning – Difficulties You Might See:

- Poor problem solving, thinking before reacting
- Challenges with time management and prioritizing
- Trouble initiating and completing tasks
- Difficulty with change in routines, transitions, flexibility
- Inability to see the “big picture”, end result
- Prone to interrupting, blurting out
- Decreased working memory and reflection on past experience
- Poor planning, sequencing and predicting what will happen next

Emotional Regulation

Refers to being able to control your emotions rather than letting them control you.
“Anyone can become angry, that is easy…but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way…this is not easy.”

-Aristotle

Emotional Regulation

- Monitoring, evaluating, and modifying the intensity of one’s emotional response.
- Being able to be aware of one’s emotions and adjust them according to the demands of the situation.
- Physiological state/arousal level colors our perceptions and experiences

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

-Charles R. Swindoll

- Children learn it is socially appropriate to replace negative emotional states with positive ones
Teach Emotional Intelligence

Emotional Regulation - Difficulties You Might See:

• Understanding what emotions feel/look like in self and others
• Understanding gradation of emotion and responding appropriately
• Self-esteem issues or depression
• Inhibiting impulses or delaying action when requested
• Changing activity level or emotions to meet the demands of the situation (i.e., playground vs. library)
• Inability to express feelings to co-regulate

Social Cognition & Theory of Mind

The ability to understand that others’ thoughts, feelings and experiences differ from yours.

Critical in being able to regulate your behavior to social demands, sustain play and have meaningful conversation.

Uta Frith and Simon Baron Cohen
“If there is but one lesson…
People will forget what you SAID…People will forget what you DID, but people will never forget how you made them FEEL…”

Anonymous

Social Thinking®/Perspective Taking
Michelle Garcia Winner, 2005  www.socialthinking.com

• Curriculum designed to teach students how to be a social detective, understand the thoughts of others, and understand how the social world works rather than simply learn social skills and rules
• Explores concept of thinking about others in the shared environment to help guide interactions
• Teaches how to regulate one’s own behavior based on other peoples’ thoughts and expectations

Integration of Social Thinking® Concepts in Zones Curriculum

• Expected vs. Unexpected related to Zones
• Good thoughts vs. uncomfortable thoughts
• Your behavior changes my thoughts and feelings
• Social Behavior Maps
• Size of the Problem
• Superflex®
Teach the Concept of Thoughts and Feelings

Thoughts and feelings = emotions

“Kids do well if they can!”
- Ross Greene

- Challenges occur when the task or situation outstrips our capacity to cope.
- Discover lagging skills
- Collaborative and Proactive Solutions

Our Well of Coping Capacity

- Reservoir always changing
- Some more abundant than others
- Some days better than others
- Empathize, support and teach rather than punish, shame and demean
Understanding Behavior

Behavior is Communication

- Challenging behavior can be viewed as needs or communication.
- Indicates areas where skills for more appropriate replacement behaviors must be learned, practiced and supported.

Creating the Zones Culture: Brainstorm How to Challenge Dead-end Thinking

- “He is doing that just to get attention.”
- “She is lazy.”
- “He is trying to push my buttons.”
- “She is just doing that as a way to get out of ...”
A framework to simplify how we think about and manage our feelings and states.

Zones are Internal: Feelings and Physiological States determines our Zone

Considerations: Context and Goals

Expression of Zone determines if Expected or Unexpected

Expression meets social/environmental demands and personal goals

Expression creates uncomfortable feelings in others and interferes with personal goal achievement

Do I need to manage my Zone?
The ZONES Framework

What it IS
• A teaching tool
• A thinking framework
• A way to nurture development of skills
• Supportive in nature

What it ISN’T
• A discipline model
• A token reward system
• A way to shame for negative behavior
• Punitive in nature

Goals of The ZONES Curriculum

To teach the students:
• Identify their feelings and levels of alertness
• Effective regulation tools
• When and how to use tools
• Problem solve positive solutions
• Understand how their behaviors influence others’ thoughts and feelings

And ultimately...
• Independent Regulation!

What was needed?
• A tool to help students regulate their emotions as well as sensory needs
• Strategies to address lagging skills in executive functioning and social cognition
• A systematic, visual way to classify the different ways we feel
• A simple, concrete tool that is easy to refer to and understand
Evidence Based Practice v.s. Practice Based on Evidence
– Zones Concept is grounded by science and based on immense evidence:
  • Central Coherence Theory
  • Theory of Mind
  • Systemizing Theory
  • Self-Management
  • Cognitive Behavior Management
  • Executive Functioning
  • Social Thinking
– Literature Review on www.zonesofregulation.com
– Featured as a “Promising Practice” in Attention Magazine (October, 2012) and in AOTA’s SISIS
– Qualitative Evidence and positively reviewed by experts

How Does The Zones Mesh with Other Strategies/Approaches?
• The Zones is not a stand alone concept
• Best when infused with what student already knows and can build from
• Integrate into the Positive Behavior Support Plan and RTI
• Incredible 5-Point scale, Second Step and Alert Program can be used in conjunction

Four ZONES used to describe what we are feeling internally.

- Feelings
- Energy
- Level of arousal
**BLUE ZONE**
Rest/Re-Energize
- Low state of alertness and energy
- Down feelings
- May feel:
  - Sad
  - Sick
  - Tired
  - Bored

**GREEN ZONE**
Good to Go
- Calm and organized state of alertness
- Neutral emotions
- May feel:
  - Happy
  - Content
  - Focused
  - Calm body
  - Read to learn

**YELLOW ZONE**
Be Aware/Take Caution
- Higher state but still have some cognitive control
- Energy is up
- Emotions elevated
- May feel:
  - Frustration/Stress
  - Anxiety
  - Excitement or Silly
  - Wiggly or Agitated
RED ZONE
Often have to Stop and Notice

• Very heightened state of alertness
• Intense emotions
• May be in Fight, Fright or Flight mode
• May feel:
  – Elated
  – Angry/Enraged
  – Terror
  – Devastation

Red Zone is Not the “Bad Zone”

Four ZONES used to describe levels of alertness and feelings:

Blue Zone: sad, sick, tired or bored.
Green Zone: in control, calm, happy, ready to learn.
Yellow Zone: more intense emotions & states but able to maintain control, worried, frustrated, silly, excited, scared, overwhelmed
Red Zone: is out of control, elated, angry, wild, or terrified.
Important Points

• There is no “bad” zone
• It is natural to experience the four zones
• Learn to manage one’s zone according to personal goals, social context and environmental demands
• Create a culture where everyone experiences the Zones
• You can be in more than one zone at a time
• Some emotions can fall into more than 1 zone

Assessment and Data Collection

• Observation
• Interview
• Behavior Rating Inventory of Executive Function® (BRIEF)
• Sensory Processing Measure (SPM) or Sensory Profile
• Behavior Assessment System for Children, Second Edition (BASC-2)
• Social Skills Rating System (SSRS)
• ILAUGH Model- Informal social cognitive assessment (by Michelle Garcia Winner)
• SCERTS Model- Informal measure examining regulation abilities and mutual vs. self-regulation (Prizant et al.)
• Self-Regulation Data Collection (available on www.zonesofregulation.com)
Informal Student Questionnaire

• How many emotions can you list?
• What one/s are hardest to control?
• What do you do when you feel _________?
• How does that make others around you feel?
• How many tools can you list to help control your emotions and body?
• Which one works the best?
• Tell/show me what that looks like.
• What are some triggers that make you have bigger feelings?

Student Self-Assessment

<table>
<thead>
<tr>
<th>PRE-SURVEY</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to identify a range of emotions.</td>
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<tr>
<td>I am able to read my own body's cues to determine emotions that I am experiencing.</td>
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<tr>
<td>I understand how my behavior affects how other people feel about me.</td>
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<tr>
<td>I am able to identify triggers that influence my behaviors.</td>
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<tr>
<td>I use tools to regulate myself when I am experiencing intense emotions.</td>
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<tr>
<td>I know how to problem solve desirable solutions to problems I encounter.</td>
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</tbody>
</table>

Contributed by Kryssi Plasch to accompany L. Kuypers' The Zones of Regulation® curriculum (2011)

Where to Start?
Set Up:

- Create a Zones Folder for each student
- Send home with each student:
  - Information about The Zones (Reproducible A)
  - The Zones Glossary (Reproducible B)
  - Refrigerator Visual (Reproducible E)

Lesson Format

- Designed for small groups
- Easily adaptable to individual or whole class
- Estimated 45-minute duration
- CD with every book that contains all reproducibles
- Need to pace curriculum to students’ ability to grasp and apply knowledge
- Pull in form additional resources if student needs more work in one area
- May back off Zones curriculum for awhile, then ramp up again down the road

General Lesson Layout

- Goals and Materials listed in outer column
- Overview
- Preparation
- Lead-In (with probing questions)
- Activity (may be divided by age group)
- How to adapt this lesson
- Wrap-Up (more essential questions)
- Additional learning activities
- Ways to generalize learning
Introducing Students to The Zones
Lesson 1

• Become familiar with The Zones
• Increase emotions vocabulary
• Increase recognition of facial expressions

Considerations and Adaptations: Age and Cognitive Abilities

• Scale down to 1-2 basic emotions per Zone
• Pair 1-3 tools for each Zone
• Create a simple routine to follow

ZONES Check-In

Assessing students’ awareness
Adapting for a lower functioning or preschool population

Popsicle Stick Check-In

Visuals for Students to Check-In
“What Zone Are You In? The Friend Ship
by Erica Bland

Songs to encourage social communication and emotional regulation in young children
Available on Amazon, iTunes & http://thefriendshipforkids.com/

Exploring Emotions and ZONES
Lesson 2

• Pairing facial expressions with emotions
• Increase emotions vocabulary
• Deepen understanding of Zones
Teaching Emotions – Zones app

Use Pic Collage to Teach Emotions and Zones

Use Books and Visuals to Teach Emotions
- Match character to corresponding zone
- Make connections:
  - “Tell me about a time you felt ____”
  - “Show me how ____ looks on you”
  - “Is that ____ expected or unexpected”
  - “What tool could ____ use”
Lesson 3: The Zones in Video

- **Identify Zones in Others**
- Gain awareness of how others perceive people in the different Zones
- Understand how one’s behavior can change/affect others’ feelings and Zones
- Increase understanding of Expected and Unexpected behavior
- Refer to supporting lessons by Michelle Garcia Winner
Lesson 4: The ZONES in Me

- Students learn to ID Zones in themselves
- Learn it is natural to experience all of the Zones
- Increase awareness on how external factors impact their Zone
- Reflect on + and – impacts of matching their Zone to the demands of the environment

Fun Adaptations Using Scenarios

- Target for each Zone
  - Hula Hoops
  - Spots
- Bean bags
- Scooters
- Trampoline
- Swing
- Angry Birds
Use of Visuals

Lesson 5: Understanding Different Perspectives

- Gain awareness of how others perceive them in the different Zones
- Understand how their behavior affects others’ thoughts, feelings and Zones
- Reflect on + and – impacts of matching their Zone to the environment

Different Perspectives: We can see the same things differently
**Perspective Taking – Difficulties You Might See:**

- Trouble recognizing and understanding others’ thoughts and intentions
- Slow to process social information
- Not being tactful and telling “white lies” or making off-topic remarks
- Challenges understanding the unwritten/implied social rules that others intuitively know
- Not knowing what to do or say in different social situations
- Misunderstanding how behavior affects other people or the situation at hand

**Zones Dials:**
**A Visual Support Showing How Our Zone Affects Others**

**Lesson 6:**
**Me in My Zones**
**Learning to ID Zones in Self**

**Me in the Yellow Zone**
**2nd Grade Student**
Building Awareness

- Voice tone, rate, volume
- Heart rate and breathing
- Thinking abilities and patterns
- Facial expressions
- Body language
- Gestures/actions
- Muscle tension

Draw a Picture of Self in Each of the Four Zones

Me in the Blue Zone
8th Grade Student

Social Behavior Maps® (SBM)

- Manage your Zone to match what is “expected” for that environment/context
- Allows students to reflect on how their actions affect others’ feelings and perspectives and consider likely outcomes based on behaviors
- Create a SBM for the different Zones
  - How the Blue, Green, Yellow and Red Zone can be “expected” vs. “unexpected”
  - Map out use of tools vs. staying in unexpected zone
Lesson 7: How Do I Feel?

- Understand that different events change the way they are feeling
- Improve ability to use emotional vocab to describe feelings
- Classify feelings into Zones to demonstrate understanding of Zones concept

Permission to use visuals granted by Joan Green, Greenhouse Publications.
www.greenhousepub.com

Lesson 8: My Zones Across the Day

- Awareness of how Zones fluctuate across the day
- Increase understanding of personal triggers
- Connecting success with being in the expected Zone
- Reflect on expected/unexpected behavior and its impact on others
Graphing My Zones with Perspective Taking

Good Thoughts

Uncomfortable Thoughts

Zones of Regulation: Exploring Emotions App

Winner of the Mom's Choice Award

- An interactive simulation for self-regulation
- Collect data by graphing zones across the day
- Customize and edit an expansive toolbox
- Explore multiple environments and interact with characters
- Audio voiceover, narration and much more.

Available on:
- Google Play
- Apple App Store
- Mac App Store
- Amazon

Zones of Regulation

Edit, Review and Share Graphs
Data Driven Services

- Compare graphs over course of time
  - Does student’s day become more regulated?
  - Look at antecedents to dysregulation (i.e. always in math)
  - Notice what is working (i.e. consistently managing self well in P.E. and recess)
  - Help to inform us what we could do different in future

Lesson 9: Caution! Triggers Ahead

- Recognize personal triggers
- Work to problem solve triggers
- Build foresight and perspective taking

What are your Triggers?
Overcoming Triggers

• Accommodate and provide supports
  – e.g. visuals, seating
• Modify the task
  – e.g. differentiate the assignment, scaffold task to meet student within their zone of proximal development
• Establish Skills
  – Address underlying deficits that are interfering

We all work on Self-Regulation!

Supporting Students in Managing their Zones

1. Let’s check your Zone.
2. You are annoyed in the Yellow but it is not okay to call names.
3. What is a (yellow zone) tool we can use to help us take care of your zone?
   OR
1. What Zone are you in?
2. Can you think of a tool to help you in your Zone so everyone is comfortable and you … (ie: get back to the fun)?
Tips for Handling an Unexpected Red Zone

• Pre-teach Red Zone tools
• Create a space spot
• 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 (Reproducible GG)

— Siegel and Byrson

Managing the Red Zone

• Video Model—student pretending to be in Red Zone and demonstrating how to use tool — review often
• Use a Social Story or simple PowerPoint for student to view on Red Zone feelings and how to regulate

— Carol Gray

Calming Corners

— TeachingProgress.blogspot.com
— Kinderfriends.com
Get Back to **Green** or Manage our Zone?

- We CAN'T change the way students feel, we CAN help them manage those feelings and states
- Talk about the expected behaviors for the social and environmental context
- Compare Zone student is in versus the social expectations of the context. Problem solve tools to manage their Zone to keep those around them comfortable and meet their goals.
- NEVER make them feel bad about the Zone they are in. Support them in regulating the feelings they have.

Lesson 10-12: Exploring Tools

- Some are cognitive in nature and may not be applicable to Preschool/lower-functioning students
- Model the tools and language yourself
- May not see students “using” the tool but you may hear it in their communication to others or reflective in their actions
  - “You can go first, it’s only a small problem”
  - “You can have it, I can be flexible”
  - “How about ...” (problem solving and offering solutions)

Understanding **ZONES** 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.
Exploring Various Types of Tools

My Green Zone Book

- Fill with pictures of family, pets, friends
- Print off/cut out/draw in favorite foods, characters, activities, places, etc...
- Can include calming mantras, “I can be calm, I can be happy.”
- Offer as a tool for Blue, Yellow or Red Zone
Reflecting on how sensory supports, thinking strategies and calming techniques can help us.
Green Zone Tools to Support a Sensory Friendly Classroom

• “Fair is not Equal” lesson
• Chairs with deflated bike tires for resistance
• Fidgets and adaptive seating options available
• Noise blocking headphones/visual screens
• Movement breaks integrated into schedule
• Calming Corner (lower light, decreased visual and auditory)

Music and Movement

• Freeze dance
• Red light, green light
• Emotion songs
• Calming or alerting music
• Brain breaks
• Music for transitions

Breathing Techniques
Interactive Tools on The Zones of Regulation App

Mindfulness
Bringing awareness to the present moment, on purpose, without judgment (John Cabot Zin)

Brain training / re-wiring

Progressive Muscle Relaxation: Making Lemonade
• Squeeze self through a fence
• Pick lemons up high
• Squeeze juice out of lemons
• Squish lemons with feet to get more juice out
• Taste it: sour/scrunch up face
The Power of Thinking

Size of the Problem
- Big picture thinking and objectivity
- Perspective taking

Superflex® and the Unthinkables
Flexible Thinking vs. Rockbrain®
Can be used in conjunction with Superflex® Curriculum

- Address cognitive flexibility
- Increase perspective taking
- Make visual and able to manipulate

The Inner Coach vs. The Inner Critic
Help students recognize + & – thought patterns
- "I hear your Inner Critic. What can your Inner Coach say back?"
- Adaptations for younger students:
  - Give + and – self talk a name
  - Mr. Happy and Mr. Mean
  - Draw a picture of each
  - Include speaking bubbles

Tool Resources
- Drive Thru Menu tools
- Engine Tools
- SticKids
- Brainworks
- Yoga Calm
- MeMoves
- Brain Gym
- Inner Balance by Heartmath
- Creating the Peaceable Classroom
- S'cool Moves
Leah’s Top 10 Favorite Tools

1. Stretching
2. Inner Coach
3. Ro Sham Bo/Rock Paper Scissors
4. Get a Drink
5. Flexible Thinking
6. Stop, Opt and Go
7. Size of the Problem
8. Calming Corner
9. Deep Breaths
10. Hook Ups (Brain Gym)

Learning When to Use and Apply Tools

• Moving toward increased co-regulation and possibly some independent regulation
• This process and time frame will vary significantly student to student
• Remember the brain is still developing, 100% regulated is not a realistic goal

Lesson 13: The Toolbox

• Understand they can engage in different strategies to manage their zone and self-regulate
• Display in places where students frequently view
• Give copy to all supporting student
Toolbox With Visuals and Fidgets

- Use to reduce verbals
- Choice board
- Glue vs. Velcro
- Geared for younger and lower-functioning students
- Simplify as needed
“What I found with many of my students is that they were able to list many tools... but were not using them when they needed them the most!”
Lesson 14: When to Use Yellow Zone Tools

- Review what their Yellow Zone looks/feels like
- Recognize WHEN to use tools and what type
- Understand that the more they maintain an expected Zone, the more successful they are
- Role-play to learn/practice

Learning to use our tools as soon as we move into the less regulated states.

Use as a visual support to reinforce learning

Lesson 15: Stop and Use a Tool

- Recognize opportunities throughout day to use Zones’ tools
- Select appropriate tools based on Zone
- Big picture thinking
- Generalize across environments
Lesson 16: Tracking My Tools

- Increase use of tools
- Built in self-monitoring
- Awareness of which tools are most effective
- Generalize tool use across settings
- Reinforce despite if tool did not work
- Build internal motivation

Students Self-Reflect and Monitor Tools

Journaling or Video Reports

Reflect on Lead-in or Wrap-up questions:
- “How does it feel when you use a tool by yourself or without the support of others?”
- “How can using the inner coach as a tool help you?”
Lesson 17: STOP, OPT and GO

- Increase problem solving/planning abilities
- Decrease impulsive/reactive behaviors
- Work together as a team using game with scenarios
- Keep reusable copy with student for quick access
- Post visuals of stoplight for cueing

Turning on my Self- Discipline & Freezing my Impulses!

STOP: Use self-discipline, freeze the impulse, manage your Zone. This may be what is expected and helps you to reach your bigger goals

REWIND: Think about a time when you didn’t freeze it and what happened. How did others feel? How did it impact you?

FAST FORWARD: Think about what will happen if you don’t freeze it. How will others’ feel? Is the thrill or joy of the moment worth it? Is it helping you reach your bigger goals?

Problem Solving with Stop, Opt and Go
Lesson 18: Celebrating My Use of Tools

- Celebrate achievements in using tools to regulate Zones
- Positively reinforces attempts to regulate
- Generalize use of tools across environments

Strategies to Support the Resisters

- Take time to build rapport
- Collaborative Problem Solving (Ross Greene, www.livesinthebalance.org)
- Ask them, “What is working for you? What isn’t?”
- Take out the Zones language
- Back off the Zones for awhile, build skills in supporting areas
- Social Behavior Maps (Michelle Garcia Winner, 2005 www.socialthinking.com)
  – Using a tool vs not when in an unexpected Zone

Strategies to Support the Resisters

- Make sure the Zones are not just happening to them
- Point out expected times in the Blue, Yellow and Red Zone
- Throw yourself under the bus: Talk about all your unexpected and expected Red Zones moments and how you handled them
Putting the Zones into Practice

- Do you have students that you work with that could benefit from the Zones model?
- What strengths do you have to help implement this model if the program feels it would benefit students?
- How and where would the learning occur and in what format?
- How would you organize the curriculum in order for others to gain access?
- Would you foresee any projected hurdles?

Zones Bulletin Board

Picture by Jeanie Siefert Castrigano

Working as a Multi-Disciplinary Team

- We are all STAKEHOLDERS- Collaboration between parents and professions is essential:
  - SLPs: social cognitive skills, EF, emotional awareness, communication
  - OTs: self-regulation skills, EF, social skills, learning and management of tools
  - PTs: tools, carryover, postural control, movement
  - Psych Field: Emotional awareness, tools, crisis/trauma
  - Teachers and Aides: Daily implementation, reinforcement, generalization
  - Administration: Leadership, creating the culture,
  - Parents: Invaluable knowledge on student, assist in carryover in home and community
**School Based Support**

- Individual and small group therapy
- Whole class lessons to model strategies for teachers and students
- Co-teach with teachers
- School wide
- Observations of students
- Consultation
- Problem solving meetings
- In-services and Trainings
- Admin buy in

**School Wide**

**Considerations & Ideas**

- Zones Leadership Group
- Staff is trained: uniform understanding/mindset
- Communication with parents on Zones concept
- Send out Tool & Emotion of the Week
- Lessons Divided by Grade Level
- Plan for implementation
- Volunteers to make visuals
- Accessing grants for funding

**Zones Quilt In Hallway**
What Our Role Can Look Like

- Whole class
  - Push in lessons for regular education classrooms
  - Student generalizes skills with teacher reinforcement
  - Supportive culture: we all work on self-regulation
  - Common way for teacher to approach behavior needs for all students
  - Ongoing coaching and consulting with teacher

In the Classroom

What Our Role Can Look Like

- Small groups
  - Students with similar needs together learn and practice critical skills
  - Builds a supportive community

- Individual therapy
  - Intensive intervention
  - Significant individualization to meet needs
Zones Book and Written Expression

Idea and Pictures by Julie McKenzie Brizes

Applicable to... Nearly Everyone!

- Learning activities provided for:
  - Preschool & elementary age students
  - Upper grade level students
- Can be adapted to reach nonverbal students or ones with lower cognition
- Used successfully with adults

Use The Zones Proactively!

- Everyone stands to benefit from learning about self-regulation
- Incorporate regulation tools and vocabulary into daily routines
- Practice strategies when in a calm, altered state on a regular basis, not just when in need
- Create a culture of understanding and acceptance
- Aid in problem solving positive solutions
- Promote independent regulation
The Good News—YOU CAN HELP!

• Early intervention is the best, however our students learn across their lifetimes...never too late!
• The brain continues to develop through early adulthood—we can help it thrive
• Step by step, many of our students need to be explicitly taught how to understand their own levels of alertness and emotions and regulate their behaviors

Thank You for Teaching Me!

Dear Lisa,

Have a happy holiday! You have helped me calm down by teaching me the Zones of Regulation. I’m sorry for all the times you talk.

Signed,
Dad

Find The ZONES on the Web

Facebook:
Zones of Regulation (Info)
Zones of Regulation in Action (group forum)

Pinterest: www.pinterest.com/zonesofreg

Twitter: @zonesofreg
#zonesofregulation

www.zonesofregulation.com
- Training info & schedule
- Purchase books/products
- Research
- Free Share Page
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Useful Websites

• www.5pointscale.com
• www.socialthinking.com
• www.executivefunctiontherapy.com
• www.rti4success.org
• www.livesinthebalance.org
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References and Resources

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