



The Zones of Regulation



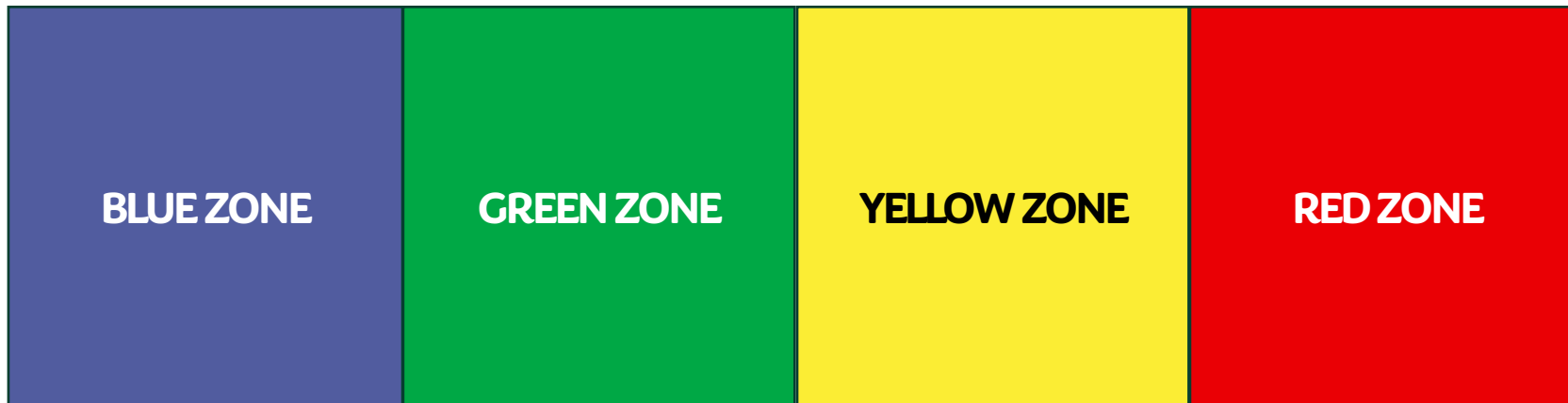
Session aims

- To gain a shared understanding of the Zones of Regulation (ZoR) as an approach to supporting emotional regulation.
- To think about how the ZoR can be used effectively with the learners at this school.
- To consider Emotion Coaching as an approach to support co-regulation.
- To establish a consistent approach to supporting emotional regulation across the school.



Warm up activity

1. What is an emotion? Write down a definition.
2. Can you label each of these zones with some of the emotions that you think could go there?





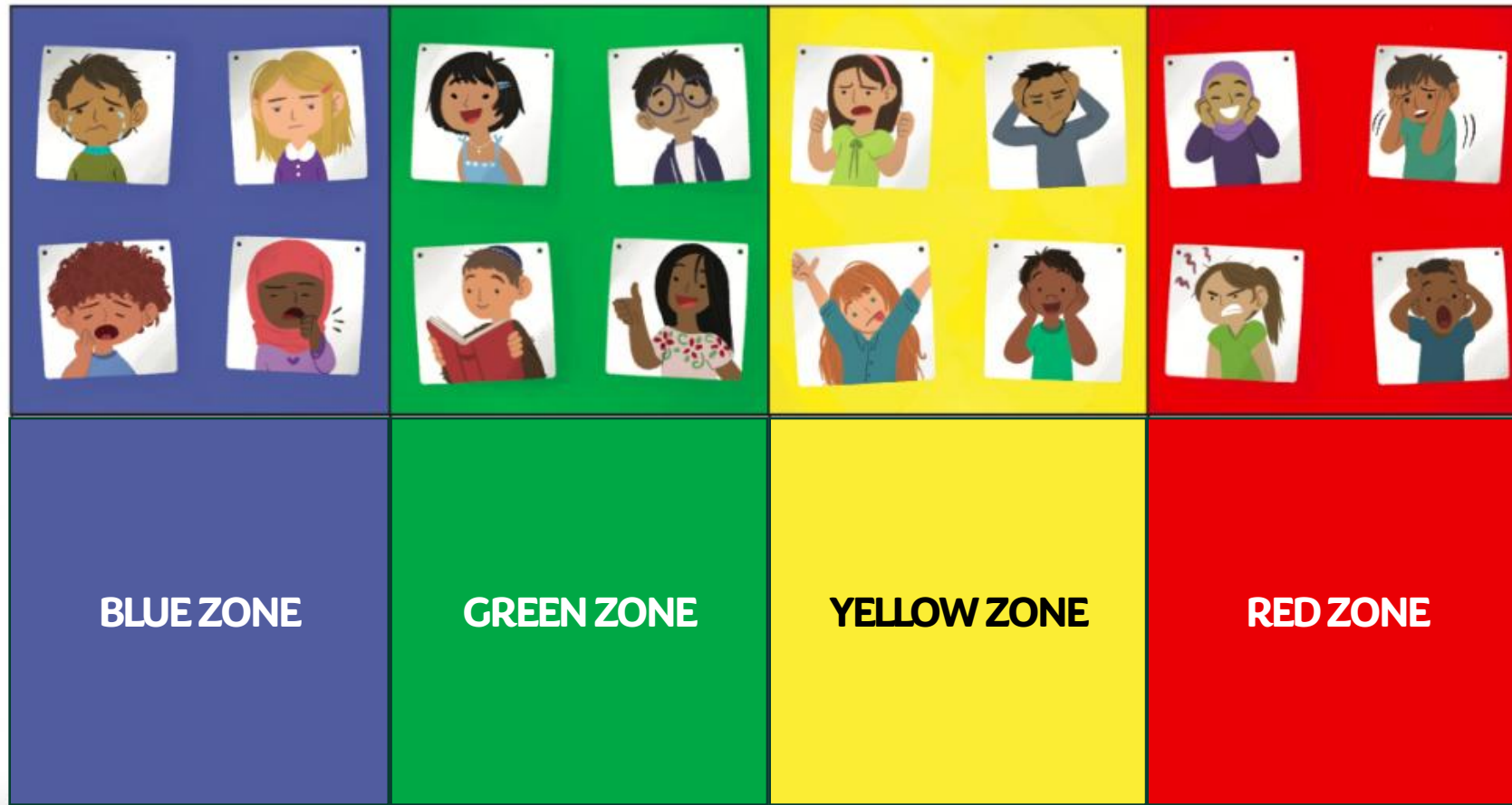
What is an emotion?

An emotion is a complex psychological state that involves three distinct components, each of which include both physical and mental aspects:

- 1 A **subjective experience or feeling**: subjective feelings cannot be observed – to find out about them the individual needs to describe them but each person’s interpretation may be slightly different, and some do not have the language.
 - 2 A **physiological response**: for example, stomach turning, racing heartbeat, sweaty palms, rapid breathing. This is controlled “subconsciously” by different parts of the brain and nervous system and prepares your body to respond to the stimuli (i.e., fight, flight, freeze).
 - 3 A **behavioural or expressive response**: This is the actual expression of the emotion (e.g., a smile = happiness, or a frown = sadness or confusion). Some responses are more “appropriate” and functional than others. It is important to try and understand what the behavioural response is communicating.
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(Hockenbury & Hockenbury, 2007)

Emotions in the ZoR



What is the Zones of Regulation?

“A systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.”

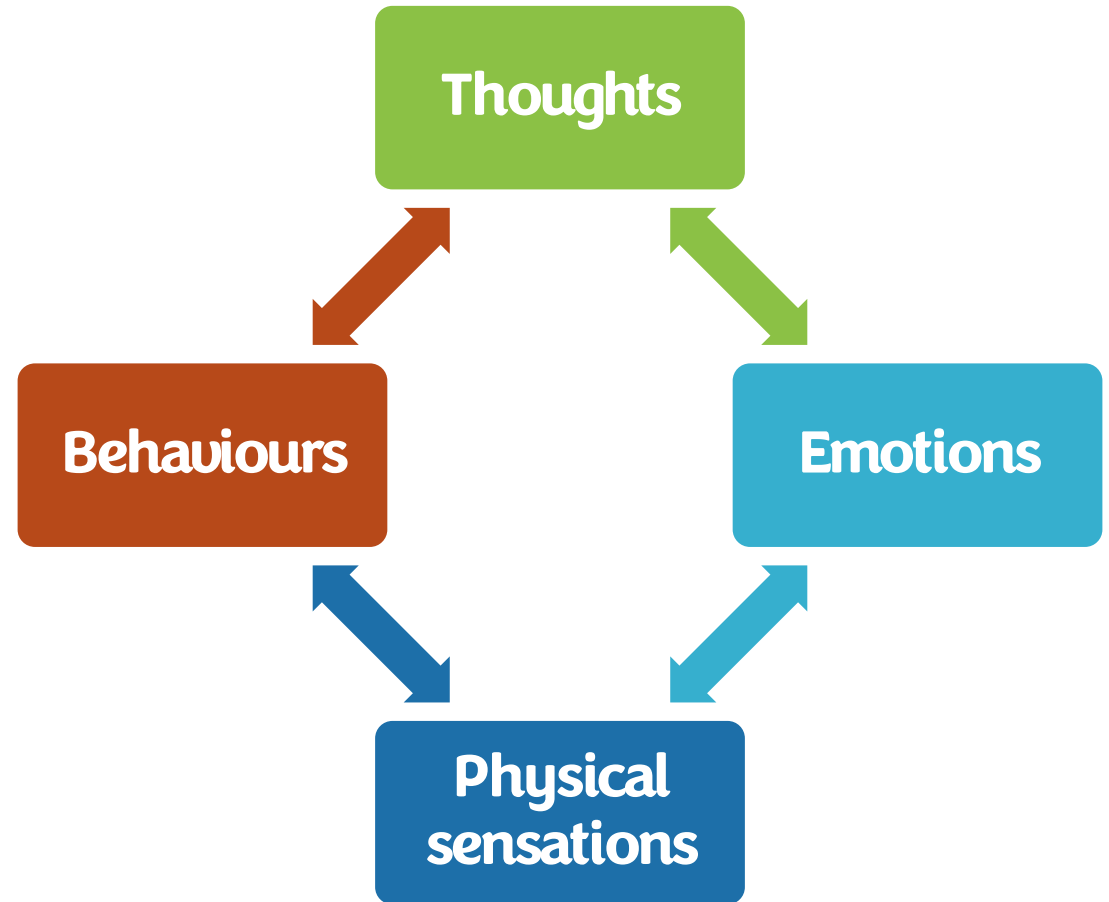
Leah Kuypers • Creator



What is the Zones of Regulation?

The ZoR is a cognitive behavioural approach with three broad themes:

1. Identifying and recognising the zones and our responses to being in the zones;
2. Developing a toolbox of strategies to negotiate and respond productively to being within each zone;
3. Applying what has been learned and proactively planning for regulation.



There is no such thing as a bad **ZONE!**

- It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the “bad” or “naughty” zones.
- This is different than classroom behaviour charts.
- All of the zones are expected at one time or another.
- The Zones of Regulation is intended to be neutral and not communicate judgment.
- “**Own your Zone!**” Staff modelling is one of the most effective strategies for developing students’ awareness and helping students understand that **all the Zones are experienced** and **all are okay**. This includes staff participating in Zones check-ins and modelling regulation tools/strategies.

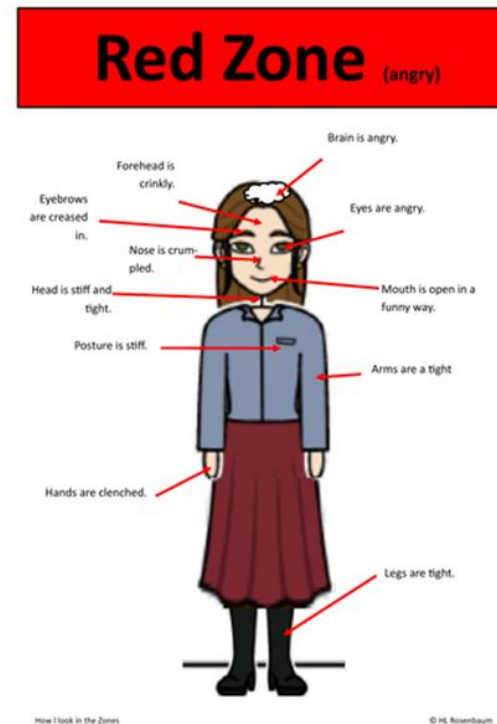
1. Identifying feelings

- Developing an emotions vocabulary
- Recognising the emotions of others
- Thinking about emotional responses to different scenarios



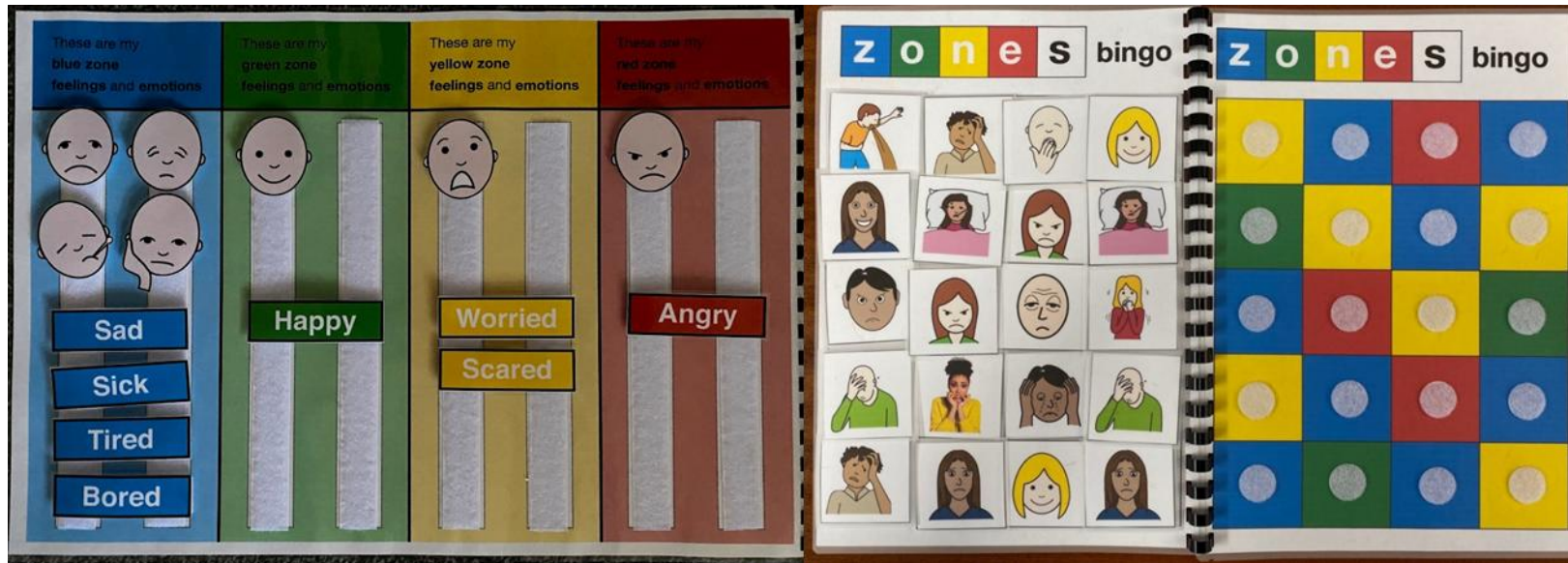
2. Recognising body cues

- Body cues can be what our body looks like on the outside (**non-verbal cues**) or what it feels like on the inside (**sensations**)
- You may notice body cues in a child before they notice it themselves – acknowledge this and narrate or question it.



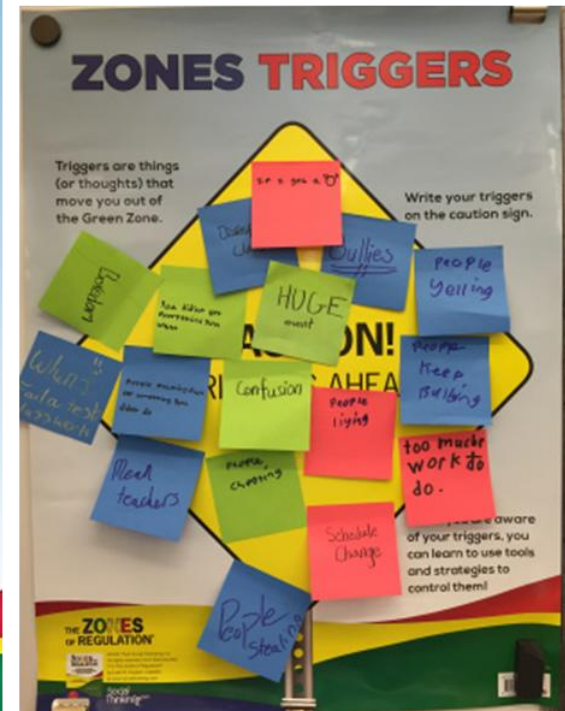
3. Learning about the Zones

- Linking feelings with energy levels / levels of alertness
- Matching these feelings to different Zones



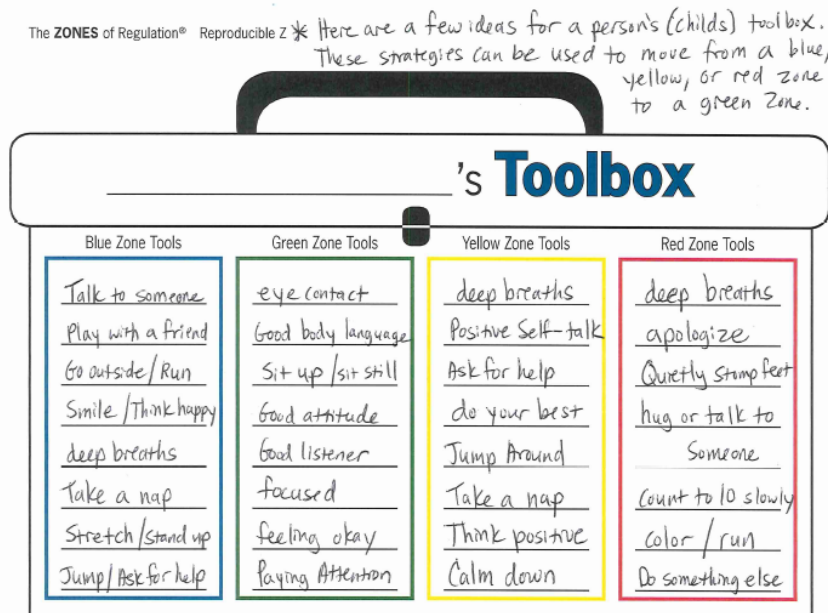
- **Triggers are thoughts or events that move you out of the green zone.**

- [illegible]



5. Creating a toolbox

- Identify different tools for different Zones.
- Encourage the child to choose a tool that works for them – this may differ from day to day.



Me in My

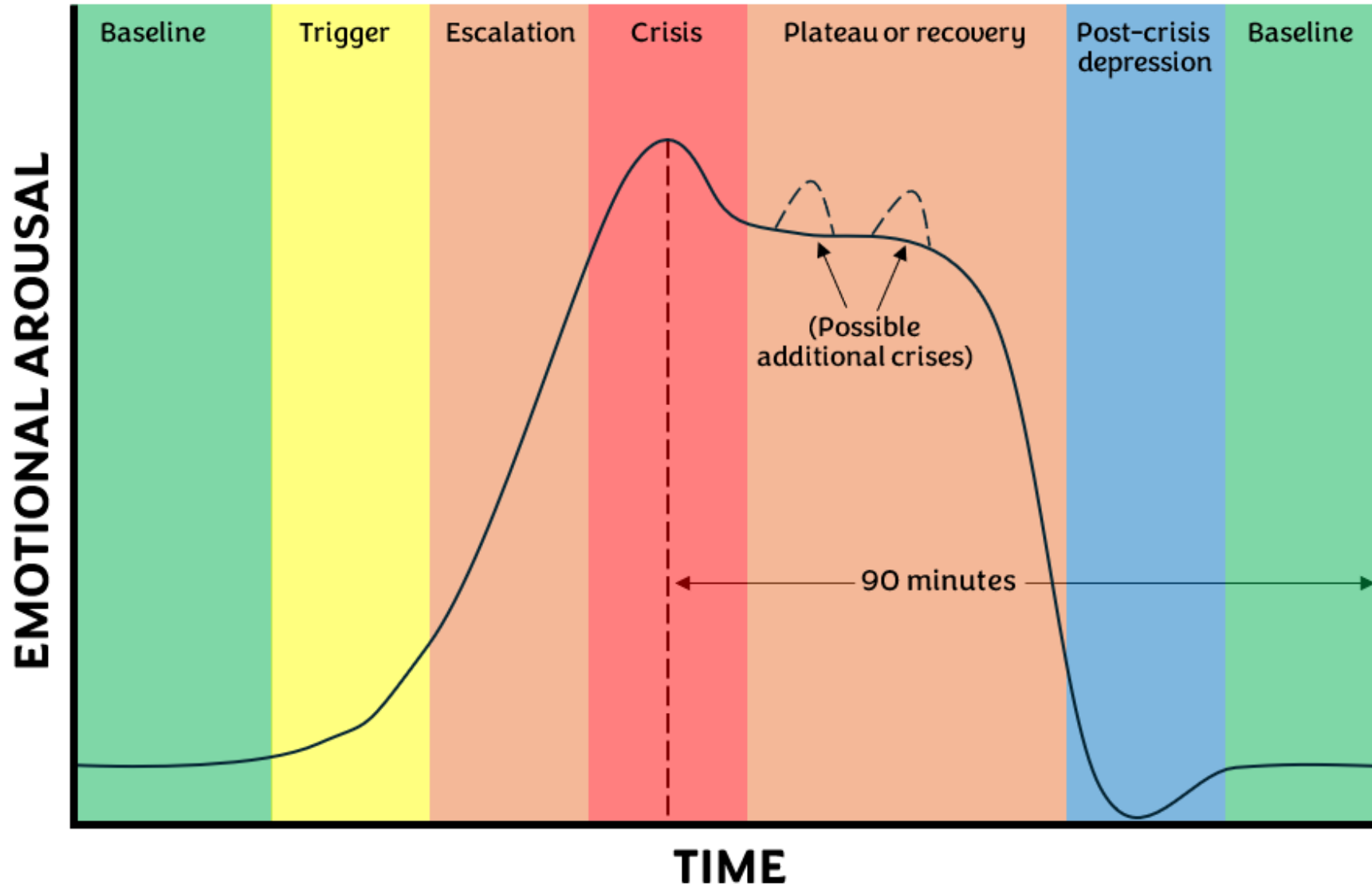
ZONES

What are some of your triggers, how do you know you're feeling a strong emotion, and what do you do to regulate yourself?

The zones in terms of emotional arousal



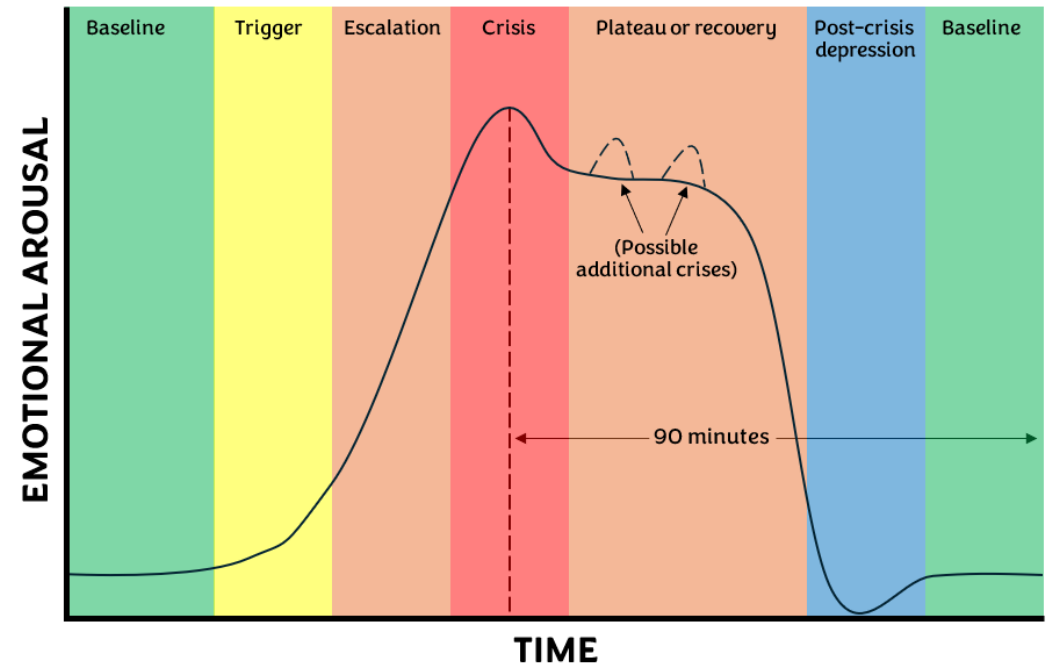
The curve of strong emotions



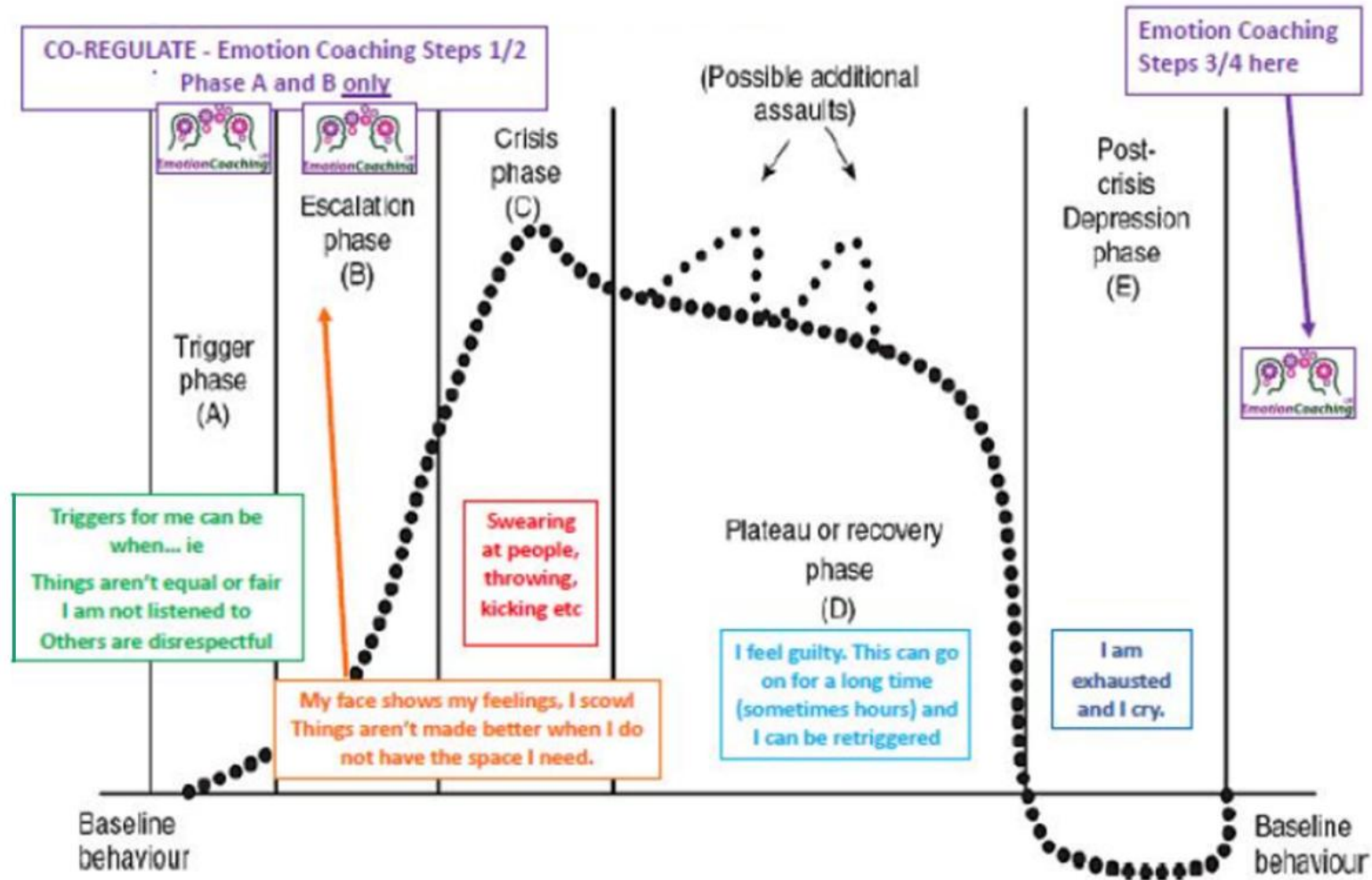
Activity



- With reference to the Curve of Strong Emotions, please discuss the following on your tables:
 - What could act as a trigger for a young person?
 - When do you think would be the best time to intervene?
 - What could you do to support a young person who is emotionally dysregulated?



Example



Emotion coaching

- External frameworks



- External regulation (sanctions and rewards)

- Internal frameworks



- Internal regulation (emotion coaching)

Adapted from Janet Rose

Connecting Emotionally

- Empathy is always the place to start in order to help the child work from both sides of the upstairs brain
- **Emotional ‘first aid’ is needed first**
- Proposing solutions before empathising is like trying to build a house before you lay a firm foundation
- Stop talking and listen – even when you don’t like the behaviour, acknowledge the feelings
- **CONNECTION BEFORE CORRECTION**
- **RAPPORT BEFORE REASON**
- **NAME IT, TO TAME IT**

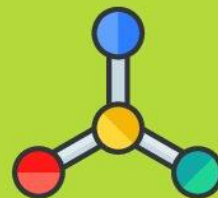
1



Tune in, become aware.

Be on the look out for and recognise behavioural cues that indicate that the child or young person is experiencing strong and/or difficult feelings and tune in when you spot the signs.

2



Utilise the situation as an opportunity for connection and learning ('coaching').

3



Listen empathically and validate their feelings.

Connect before you correct

Calm and curious not fast and furious

Use wondering questions to help the child or young person to recognise and label their emotions (i.e. "I have noticed x, I wonder if you might be feeling x...")

4



Set limits. (if necessary)

If necessary, remind the child or young person about the expectations for behaviour (e.g. "we use kind words when we speak to each other in school", "it is against school rules to hit").

It is important not to judge or shame the child, this is about nurturing your connection with them and helping (i.e. coaching) them to learn alternative, prosocial ways to manage their feelings and emotions.

5



Problem-solve together.

Support the child to think of possible strategies and/or alternative solutions that they could try in order to avoid the same situation/outcome in the future.

Depending on their age and understanding, some children and young people may require more support with this than others; use visuals and offer suggestions and choices where this helpful.

Emotion coaching in action

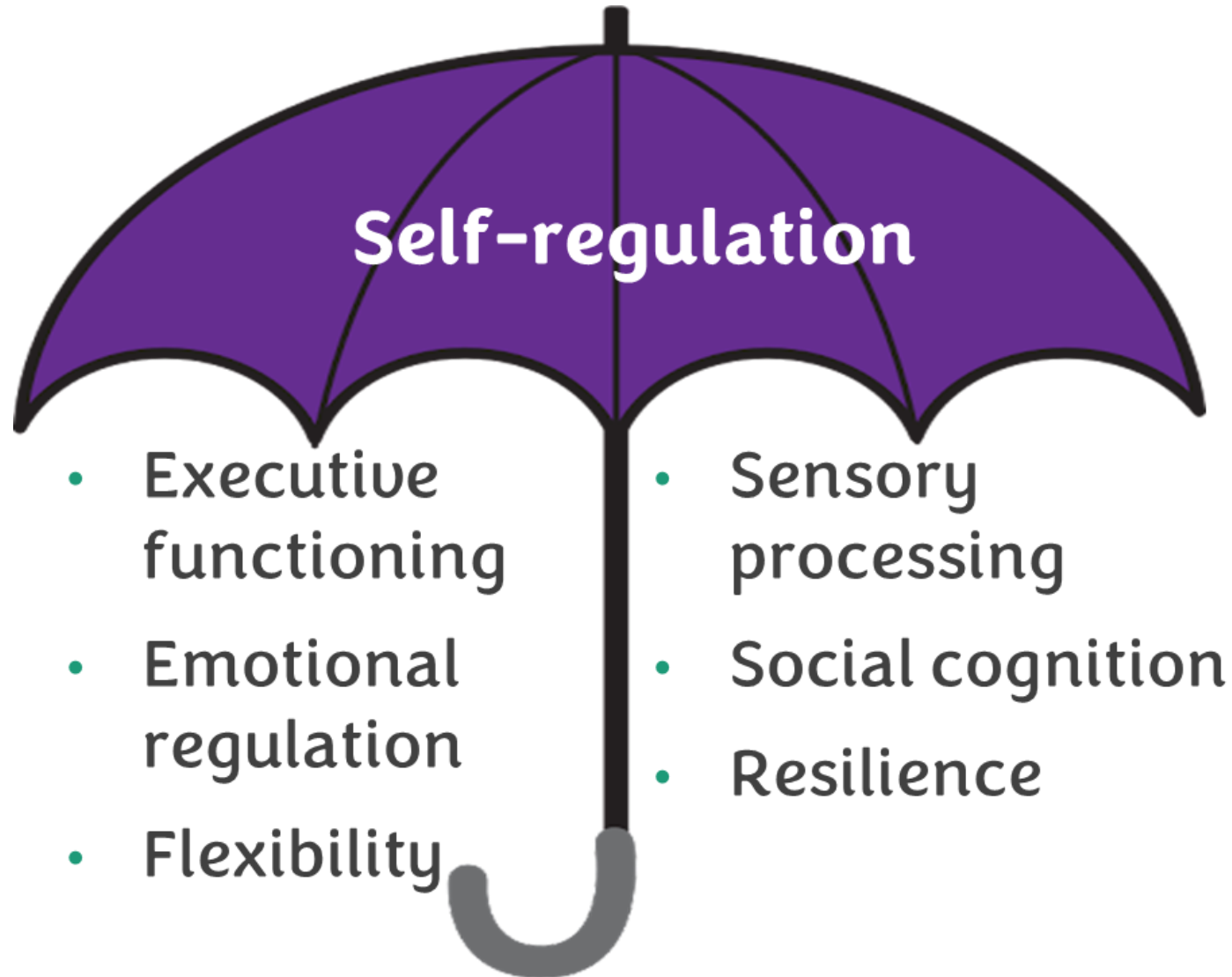




Self-regulation

- Being able to successfully self-regulate helps individuals to remain calm, attentive, and enables them to respond, rather than react – especially when faced with stressful situations.
- Some research suggests that children's ability to engage executive functions (such as self-discipline, self-control and self-regulation) is a stronger predictor of academic performance than IQ (e.g., Duckworth and Seligman 2005).
 - Although there is no consensus on this (e.g., Vazsonyi, Javakhishvili and Blatny 2022), there is agreement that self-regulation is a significant contributing factor to positive life outcomes.

Why is self-regulation important?

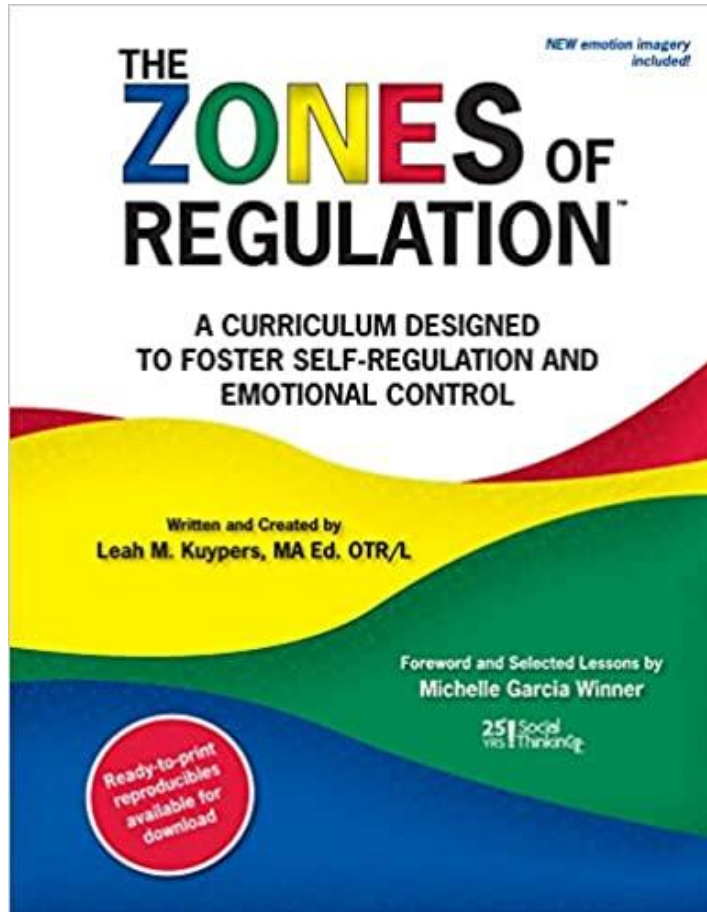




The problem with self-regulation?

- There are so many definitions:
 - Burman et al. (2015) suggests there are at least 447.
- In the Zones of Regulation, self-regulation is defined as:
 - “The ability to do what needs to be done to be in the optimal state for the given situation. This includes regulating one’s sensory needs, emotions, and impulses.”

The manual



- The Zones of Regulation is a manualised intervention.
- There are 18 sessions, each lasting between 30- to 60-minutes (depending on group size).
- The manual includes the content of each session and printable resources.



The road map

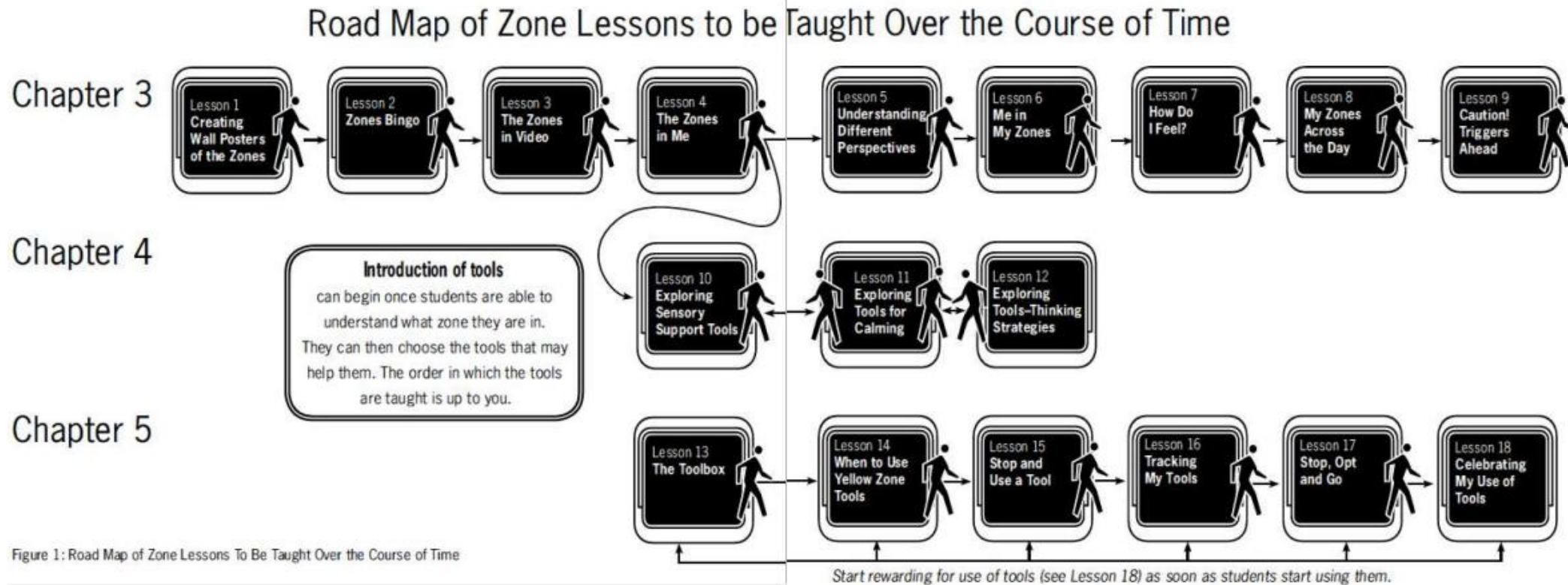


Figure 1: Road Map of Zone Lessons To Be Taught Over the Course of Time

Found on Page 18-19 in *The Zones of Regulation* curriculum



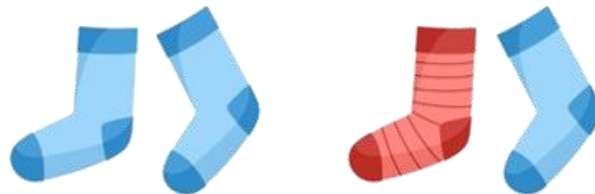
Session structure

- For each session in the manual, there are the following elements:
 - Overview;
 - Preparation;
 - **Lead-in;**
 - **Activities;**
 - **Wrap-up;**
 - Ways to generalise learning;
 - Additional learning activities.
- Elements in **green** form the parts of each session that are delivered to learners.
- Resources for each session can be found on a USB stick in the manual.



Implementation

- While sticking closely to a program is linked to better results, making changes is often necessary in real-world settings like schools.
- Durlak and DuPre (2008) argue that following a programme and adapting it can happen at the same time.
- Good results have been seen even when only 60% of the programme is followed, and few programmes reach more than 80% fidelity.





Discussion: How are you using the Zones of Regulation at the moment?

ZONES of Regulation – whole school

- School climate.
- Students have strategies and an understanding of the Zones.
- Staff model the Zones language.



Examples of school wide usage

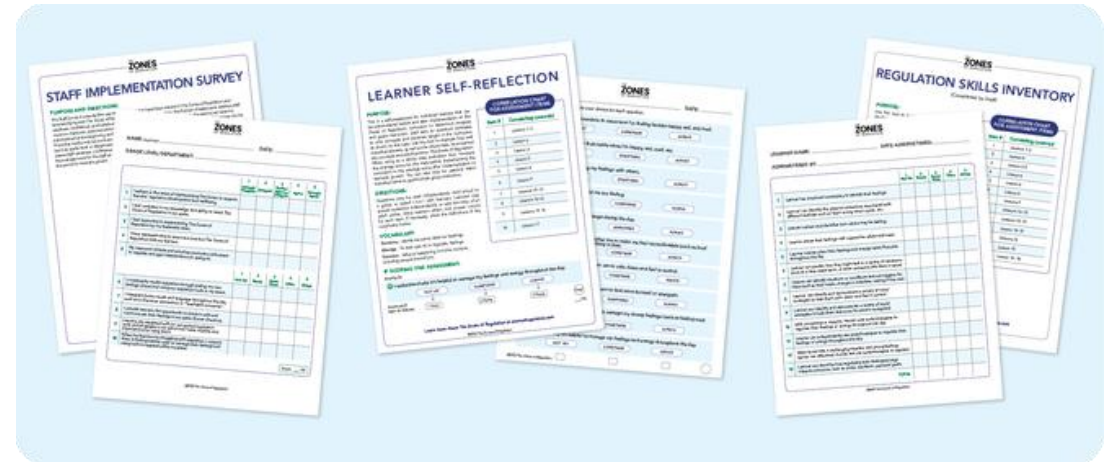


Examples of school wide usage

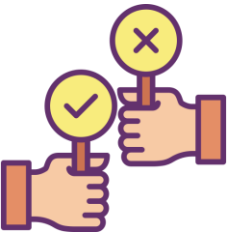


Outcome measures

- There are tools available on the Zones of Regulation website that can be used to evaluate a young person's emotional regulation skills, with reference to the ZoR.
- One is for the learner to complete, and the other two are for adults to complete.

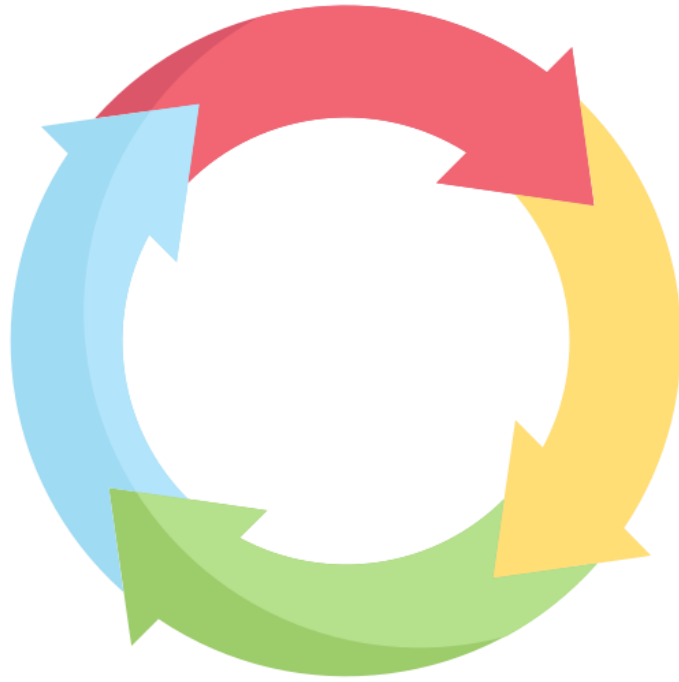


Activity



Dos

Don'ts



Discussion: How can we take the most consistent approach to ZoR possible?

Implementation Stage	Key Actions
 1. Exploration <i>Assess current needs, practices, and data.</i>	• Identify current strengths and needs of learning community • Review social, emotional, behavioral, and climate data (e.g. screeners, surveys, interventions, discipline) • Assess fit and feasibility of program
 2. Plan Development <i>Outline your approach to instruction.</i>	• Identify who will be teaching, alignment across grades and tiers, and pacing • Establish dedicated time in schedule • Obtain curriculum and training needed to teach with fidelity
 3. Communication <i>Present your plan to staff and community members.</i>	• Establish buy-in (common understanding of goals and importance) • Communicate plan with staff and community members • Address common barriers/challenges
 4. Initial Implementation <i>Launch training and instruction.</i>	• Train staff on curriculum • Begin instruction with coaching and support • Communicate with families/caregivers • Collect initial data to monitor progress
 5. Full Implementation <i>Establish sustainability and ongoing support.</i>	• Expand into school climate practices • Monitor implementation through data collection • Revisit and refine implementation plan • Provide ongoing coaching and training