



PANSHANGER PRIMARY SCHOOL

Headteacher: Mrs Sarah Holt BEd (Hons).

08/11/2022

Dear parents/ carers,

RE: Zones of Regulation

This year we are rolling out a new program of study across the whole school linked to our PSHE curriculum called 'The Zones of Regulation'. They are based on a range of lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation.

Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and activities are designed to help the Children recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

This means that everyone knows and understands The Zones language. This creates a comfortable and supportive environment for the student to practice their self-regulation skills. It also helps children learn the skills more quickly and are more likely to apply them in many situations.

You can support your child during this process by doing the following:

- ✓ Use the language and talk about the concepts (see attached) of The Zones as they apply to you in a variety of environments. Make comments aloud so children can understand it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."
- ✓ Help gain an awareness of their Zones and feelings by pointing out observations.
- ✓ Validate what Zone they are in and help them to brainstorm expected ways to self-regulate so their behaviour is expected for the context.

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- ✓ Share how their behaviour is affecting the Zone you are in and how you feel.
- ✓ Help them to become comfortable using the language to communicate their feelings and needs by encouraging the student to share their Zone with you.
- ✓ Show interest in learning about the triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- ✓ Positively reinforce your child for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when they are demonstrating unexpected behaviours while in a 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. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and **not** communicate judgment.

I have attached the 'Zones' and a glossary of some of the language that will be used in school with the children. We will be holding a parent information meeting in the Spring term.

Please contact me if you would like to discuss further or require any additional information.

Yours Sincerely

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The ZONES of Regulation®

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

Above is examples of the zones and their corresponding colours – this is not an exhaustive list and the children will add to as the children experience their emotions.

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Glossary:

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four coloured Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors¹: Behaviours that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors¹: Behaviours that give people **uncomfortable thoughts** about you.

Doer: The person or persons doing the expected or unexpected behaviour in a situation.

What is the size of the problem? and Is this a Big or Little Problem?¹: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

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