

Information About The ZONES of Regulation

For Staff

The Zones of Regulation (Kuypers, 2011) is a framework used to teach students self-regulation. The purpose is to identify and understand feelings and allow students to recognise how they are feeling and learn how to communicate this. In addition, it develops an understanding of facial expressions, perspective about how others see and react to their behaviours, insight into what triggers their behaviours, calming and alerting strategies and problem solving skills.

It also works on developing a 'tool kit' of strategies to help them move between zones or get into the right zone for a certain situation.

THE ZONES

The **BLUE** zone – used to describe a low state of alertness such as when you feel sad, tired, sick or bored. This is when your body and/or brain is moving slowly.

The **GREEN** zone – used to describe a regulated state of alertness; a person maybe described as calm, happy, focused or content when in this zone. This is generally the zone required for schoolwork and being social.

The **YELLOW** zone – used to describe a heightened state of alertness; a person maybe stressed, frustrated, anxious, excited, silly, nervous, confused etc, however they do have some control in this zone.

The **RED** zone – used to describe an extremely heightened state of alertness or very intense feelings; a person may be feeling angry, rage, explosive, panic, terror or elation. Being in this zone is a person is not always in control of their actions.

It is important to recognise that we all experience all the zones and that the Red and Yellow zones are not the 'bad' or 'naughty' zones. All of the zones are expected at one time or another and the framework is to intended to communicate judgement and remains neutral.

THE ZONES & SCERTS MODEL

The Zones supports the SCERTS Model of practice as it works to build skills and strategies that address needs in emotional regulation and executive functioning, which is adaptable to each

student and able to be used over all environments and by all the people involved with the student.

HOW TO SUPPORT STUDENTS

- Use the correct language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to 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 the student gain awareness of his or her zones and feelings by pointing out your observations.
- Validate what zone your students are in and help them brainstorm expected ways to self-regulate so that their behaviour is expected for the context.
- Share with the student how his or her behaviour is affecting the zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.
- Show interest in learning about the student’s triggers and Zones tools. Ask the student if he or she would like reminders to use these tools and how you should present these reminders.
- Ask the student to frequently share his or her Zones Folder with you and talk about what he or she has learnt.
- Make sure you provide positive reinforcement for students when they recognize their zone and manage their behaviours whilst in it.