



ZONES OF REGULATION

Lesson 5: Understanding Different Perspectives

GOALS

- Clients gain awareness of how others perceive them in the different zones
- Clients learn that their behavior can change and affect others' thoughts, feelings, and zones
- Clients reflect on the positive and negative impacts of matching their zone to the demands of the environment and situation



MATERIALS

For preschool and early elementary age youth

- Provide 1 copy to each child of Understanding Different Perspectives (Reproducible I)
- For upper elementary through high school age youth provide 1 copy to each youth of “Expected Social Behavior Map” and “Unexpected Social Behavior Map” (Reproducible J and K)



PREPARATION

- Print one copy of Reproducible I or Reproducibles J and K depending on the client's age.



LEAD-IN FOR ALL AGES

- Explore the client's insight into their self-awareness and ask how they affect others:

Have you ever considered how the zone you are in can impact the way others think and feel about you?

- Review the goals of the activity with the client.



ACTIVITY FOR YOUNGER CLIENTS

- Work with the client to fill out the worksheets on Understanding Different Perspectives (Reproducible I).
- If you know about a circumstance when a student was in a zone, you can use it to trigger them to think about how others were impacted.



ACTIVITY FOR OLDER CLIENTS

- Have the client complete a Social Behavior Map.
- This will include a Social Behavior Map for Expected and Unexpected behavior.



SOCIAL BEHAVIOR MAP INSTRUCTIONS (BY MICHELLE CARCIA WINNER)

1. Write at the top of each SBM for Expected Behaviors which behavioral set you are describing; ie being in the green zone at home.

- a. List the “expected” set of behaviors in the left hand column (calm body, focused mind)
- b. List how the client’s behaviors make other people feel. Use emotional words or phrases such as “pleased”, “respected”.



SBM INSTRUCTIONS CONTINUED

c. List what consequences (generally the more positive ones) evolve from making people feel good about what the student is doing (“positive attention from family”).

d. List how the student ultimately feels about him or herself when he or she does the expected behaviors in the right hand column (“proud”, “happy”).



SBM INSTRUCTIONS CONT.

2. So the same process now on the Unexpected page (Reproducible K) writing at the top what behavioral set you are describing “Being in the Yellow Zone at home”.

a. List the unexpected behaviors to match the behavioral set you are defining such as “is easily frustrated by chores”.



SBM INSTRUCTIONS CONT

- b. List how these unexpected behaviors affect someone else's perspective by listing emotional words such as, "frustrated", "annoyed".
- c. List the related consequences (client's mom has a strict tone of voice when she tells him what he needs to do).
- d. List how the student ends up feeling about himself or herself (frustrated, upset).



WRAP-UP

After the worksheets or SBM are complete, discuss the following questions with the client to assess level of understanding.

- *How do you get along with others when you are in the different zones?*
- *In which zone are you most successful?*



WRAP-UP CONTINUED

- *What kind of thoughts do people have when you are in the Green Zone?*
- *Are there times people may have uncomfortable thoughts about you if you are in the Green Zone?*



WRAP-UP CONTINUED

○ Emphasize the following;

- People have more successful interactions when they are in the Green Zone.
- People perform better if they can remain calm and focused.
- Discuss that they may not see their behavior in the Yellow Zone as disruptive or inappropriate, but that other people may see it in this way.



ADDITIONAL ACTIVITIES TO BUILD ON ZONES

○ Generalize Learning;

- Review the worksheets or SBMs with the client's family/team so that all can understand the language and consequences.
- Review the worksheets and SBMs frequently with the client allowing them to reflect on their behaviors that are viewed both positively and negatively by others.



ADDITIONAL ACTIVITIES TO BUILD ON ZONES CONTINUED

- Generalize Learning continued
 - Talk with the client about what zone is expected using a SBM before a client enters a situation that would potentially lead him or her to a less regulated state.



ADDITIONAL ACTIVITIES TO BUILD ON ZONES CONTINUED

○ Additional Learning Activity;

- Cartooning Zones; cartoon specific events that occurred where the student was in an unexpected zone. By creating comic book conversations of Yellow, Red and Blue Zone behaviors, the client can visually see other's perspectives via the thinking bubbles. Give clients the option if they want to draw the cartoons or have you draw them for them.

