

Information About The ZONES of Regulation®

_____ will be participating in The Zones of Regulation® curriculum (or “The Zones” for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help him/her 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 learning activities are designed to help the students 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 behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations. You can support the student during this process by doing the following:

- Use the 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 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 the student gain awareness of his or her zones and feelings by pointing out your observations.
- Talk about what zone is “expected” in the situation or how a zone may have been “unexpected.”
- Share with the student how his or her behavior 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 wants 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 learned.
- Make sure you frequently reinforce the student for being in the expected zone rather than only pointing out when his or her zone is unexpected.

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.

Sincerely,

(name)

(role on team)

The ZONES of Regulation® 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 colored 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 is in control 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 maintains some control of himself or herself in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and is described as being "out 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: Behaviors that give people around you **good or comfortable thoughts** about you.

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

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.

1 Social Thinking vocabulary developed by Michelle Garcia Winner, *Thinking About YOU Thinking About ME* (2007)

2 Social Thinking vocabulary developed by Stephanie Madrigal and Michelle Garcia Winner, *Superflex: A Superhero Social Thinking Curriculum* (2008)

Blue



Hurt



Sad



Depressed



Tired



Sick



Bored



Exhausted



Shy



Green



Good



Calm



Appreciated



Proud



Thankful



Happy



Good Listener



Ready to Learn



Focused



Okay



Relaxed



Content



Yellow



Excited



Frustrated



Nervous



Anxious/Worried



Silly



Annoyed



Overwhelmed



Scared



Jealous



Upset



Uncomfortable



Confused



Embarrassed



Grouchy/Crabby

Red



Mean



Mad



Yelling



Angry



Aggressive



Terrified



Out of Control



Elated



BLUE ZONE

GREEN ZONE

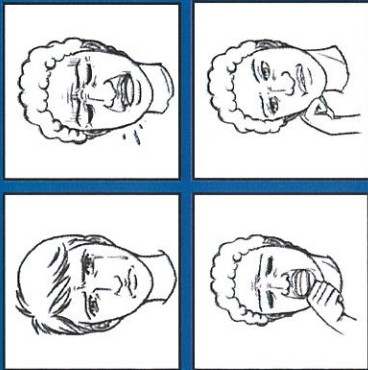
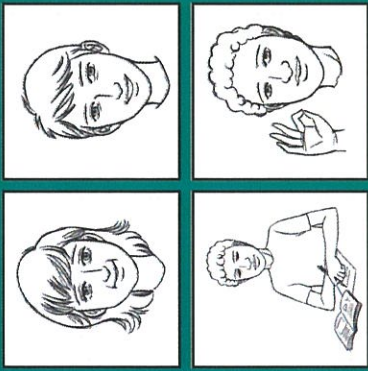
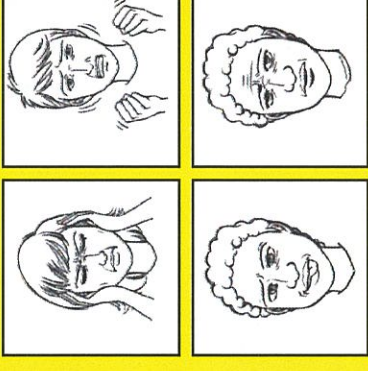

YELLOW ZONE

RED ZONE

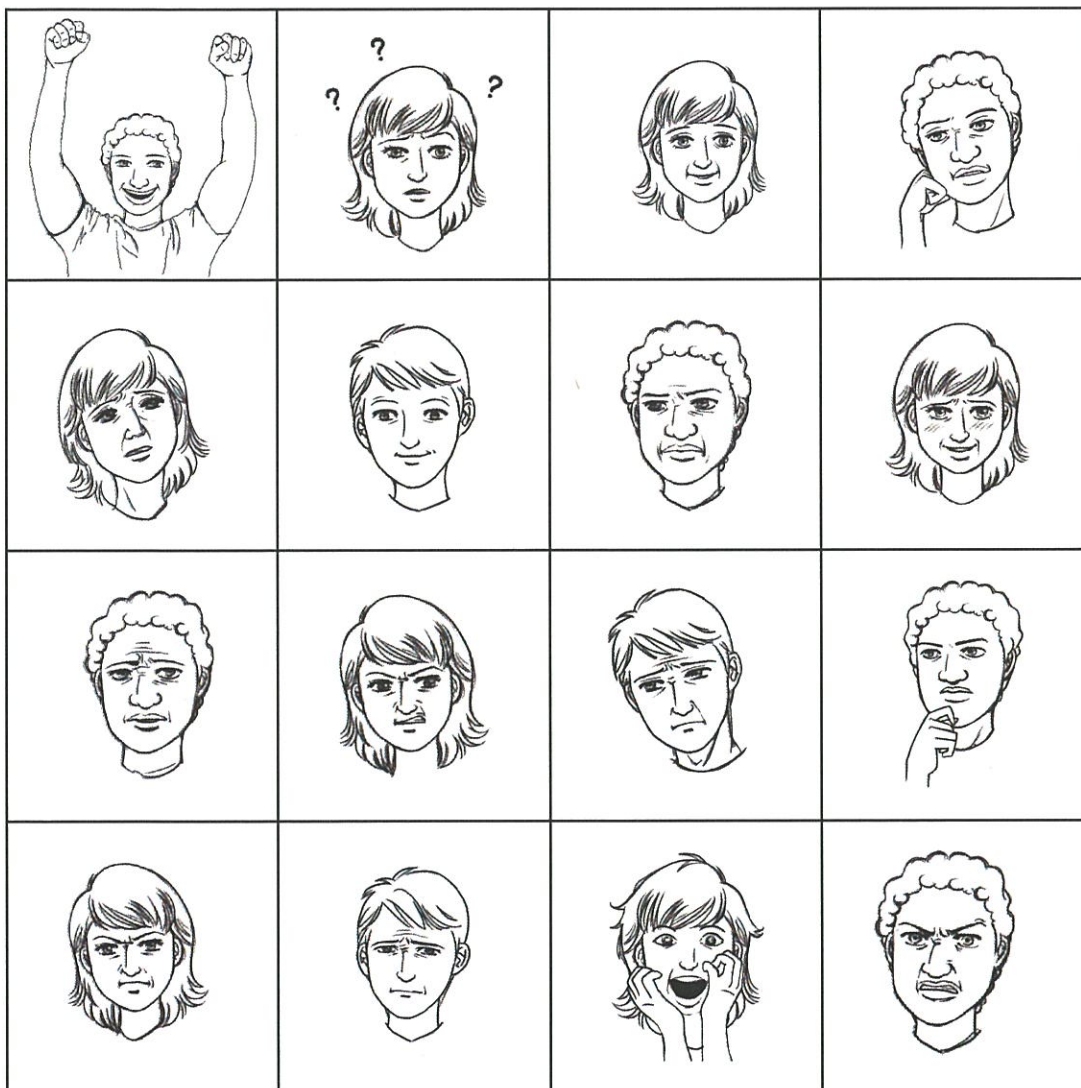
The ZONES

of Regulation®

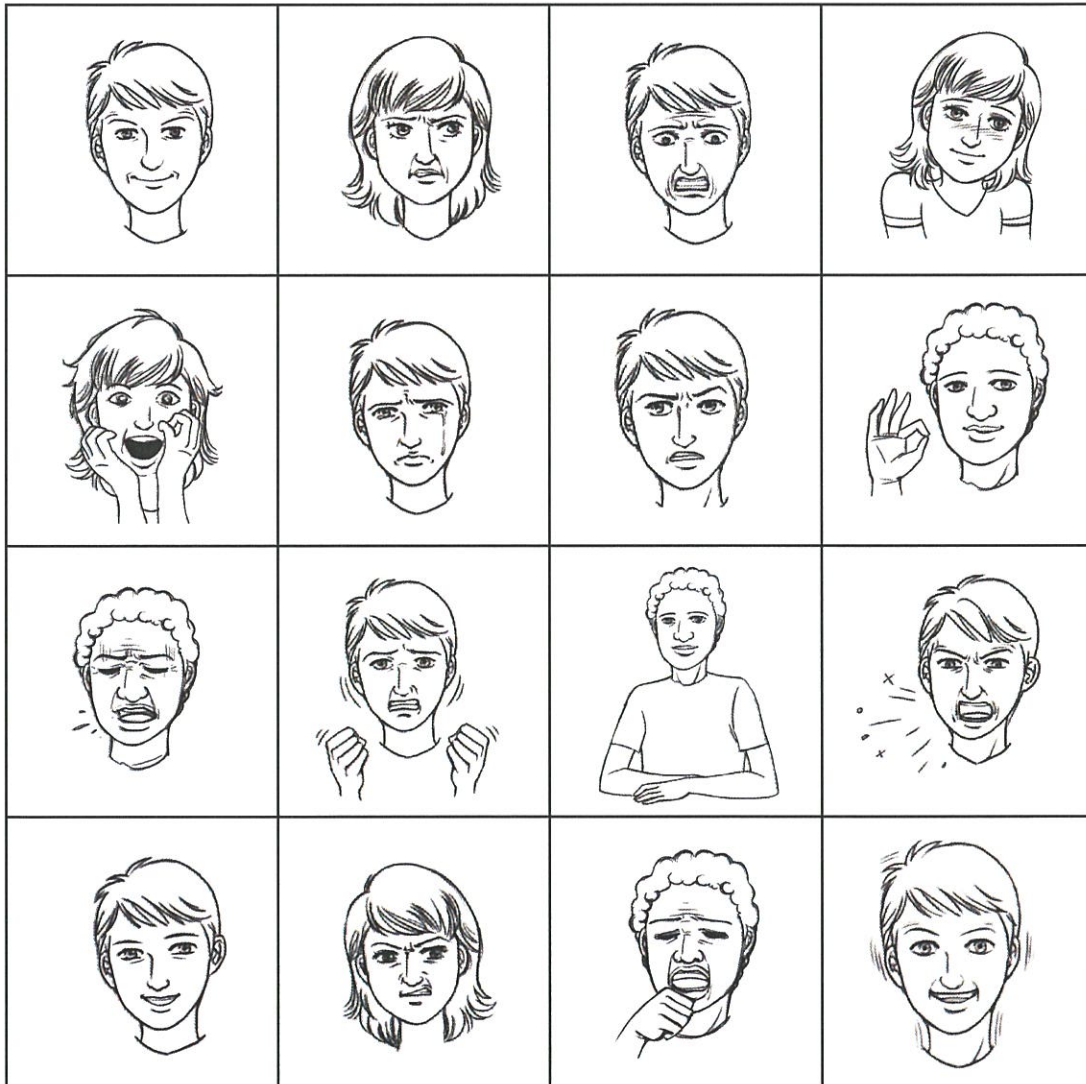
The ZONES of Regulation®

			
<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>

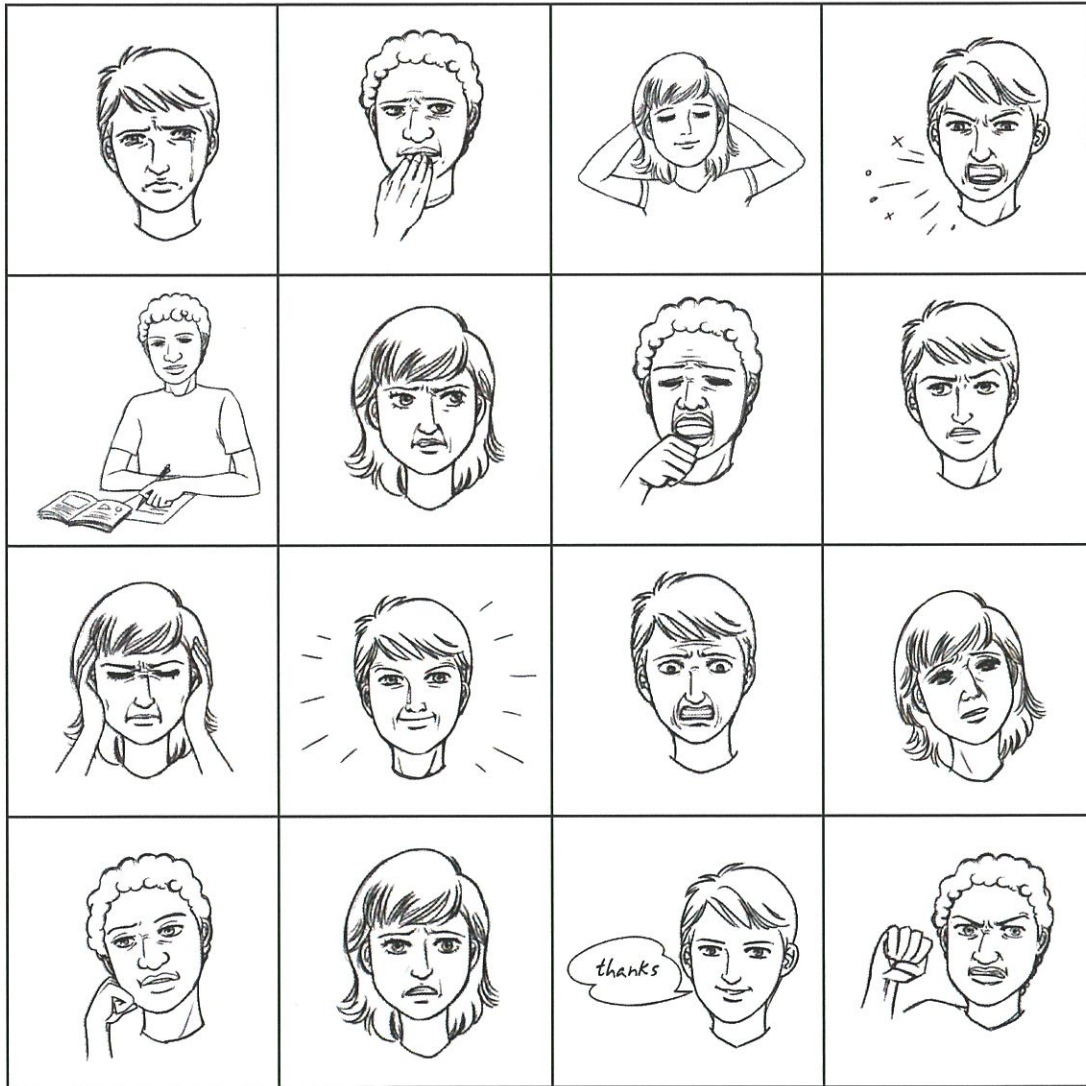
ZONES Bingo



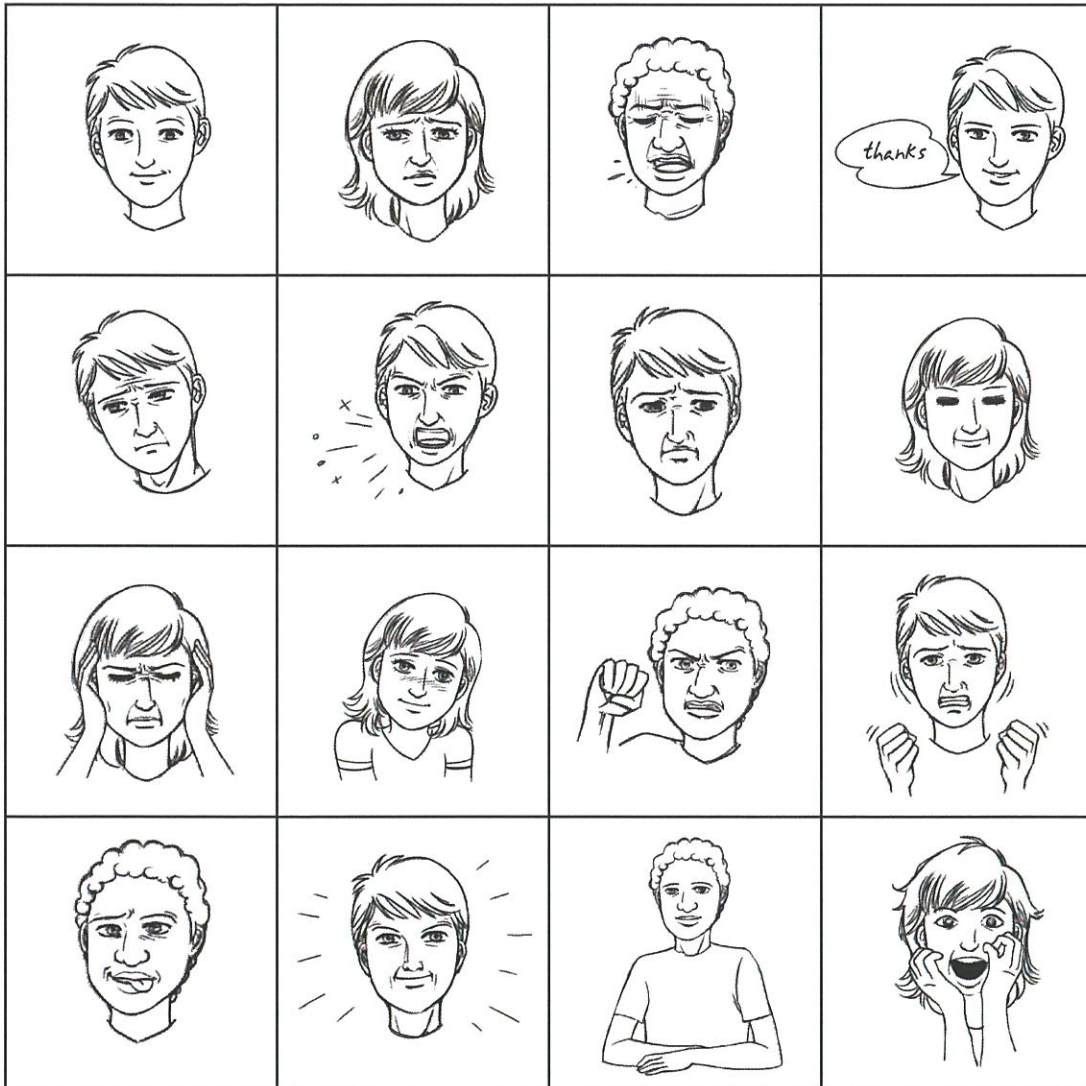
ZONES Bingo



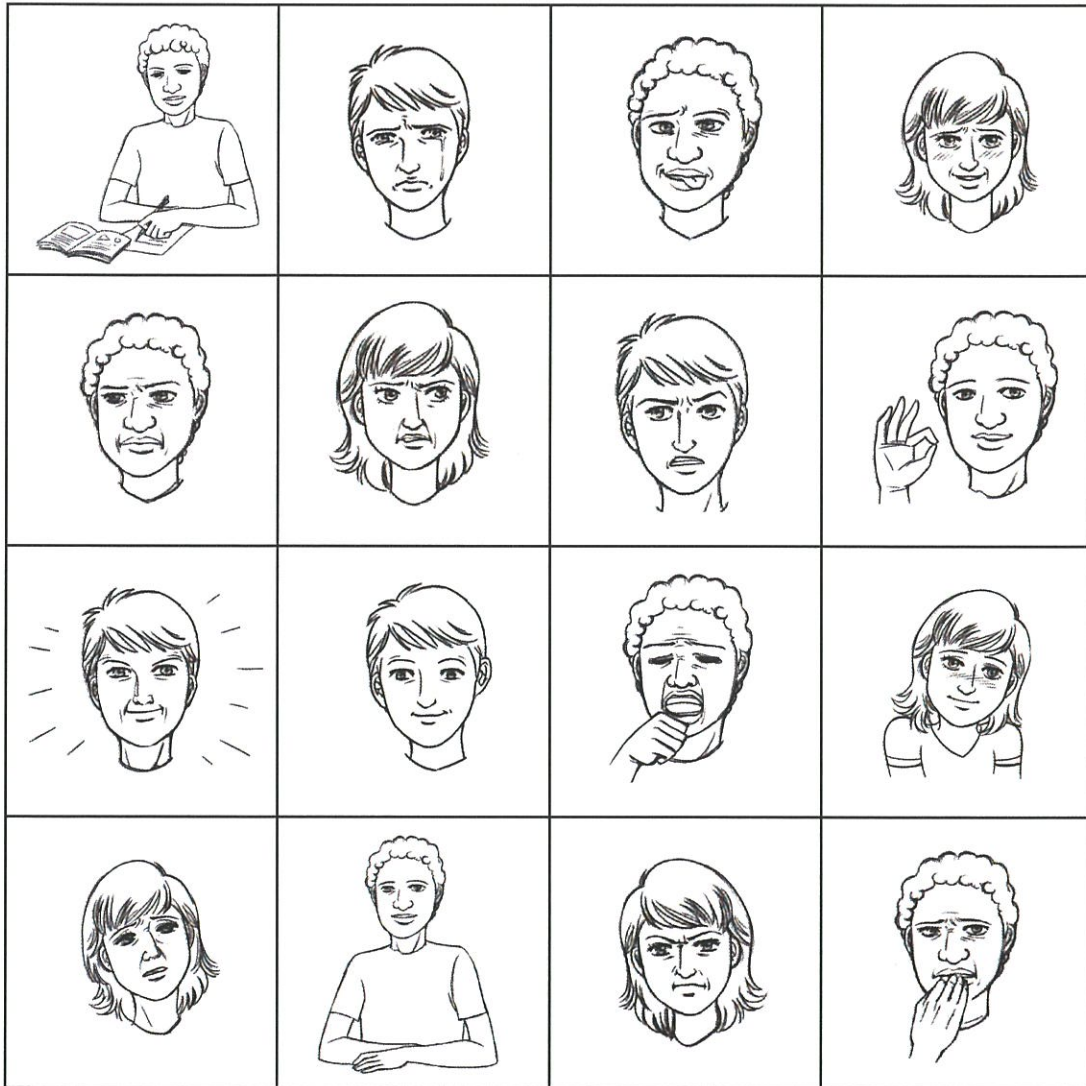
ZONES Bingo



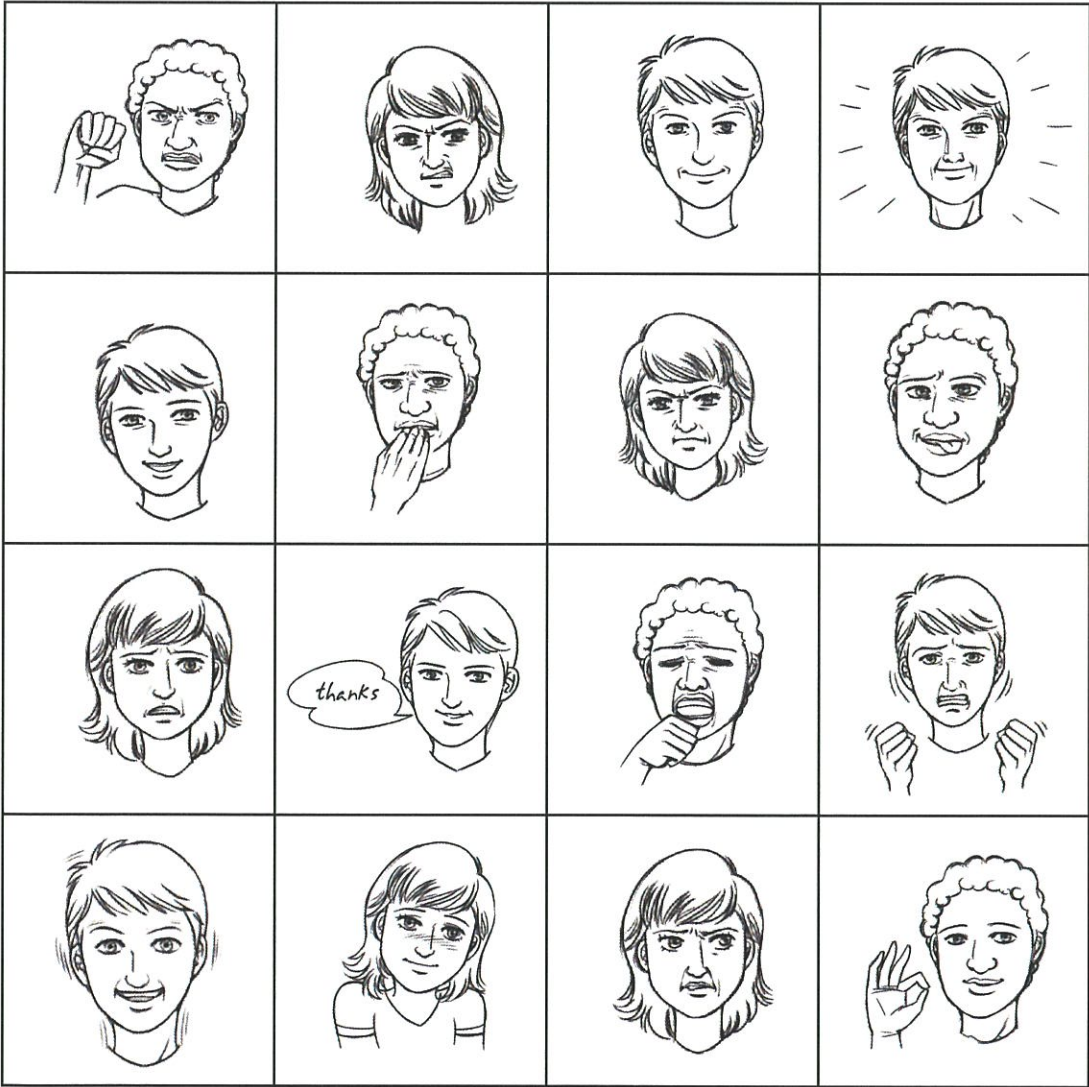
ZONES Bingo



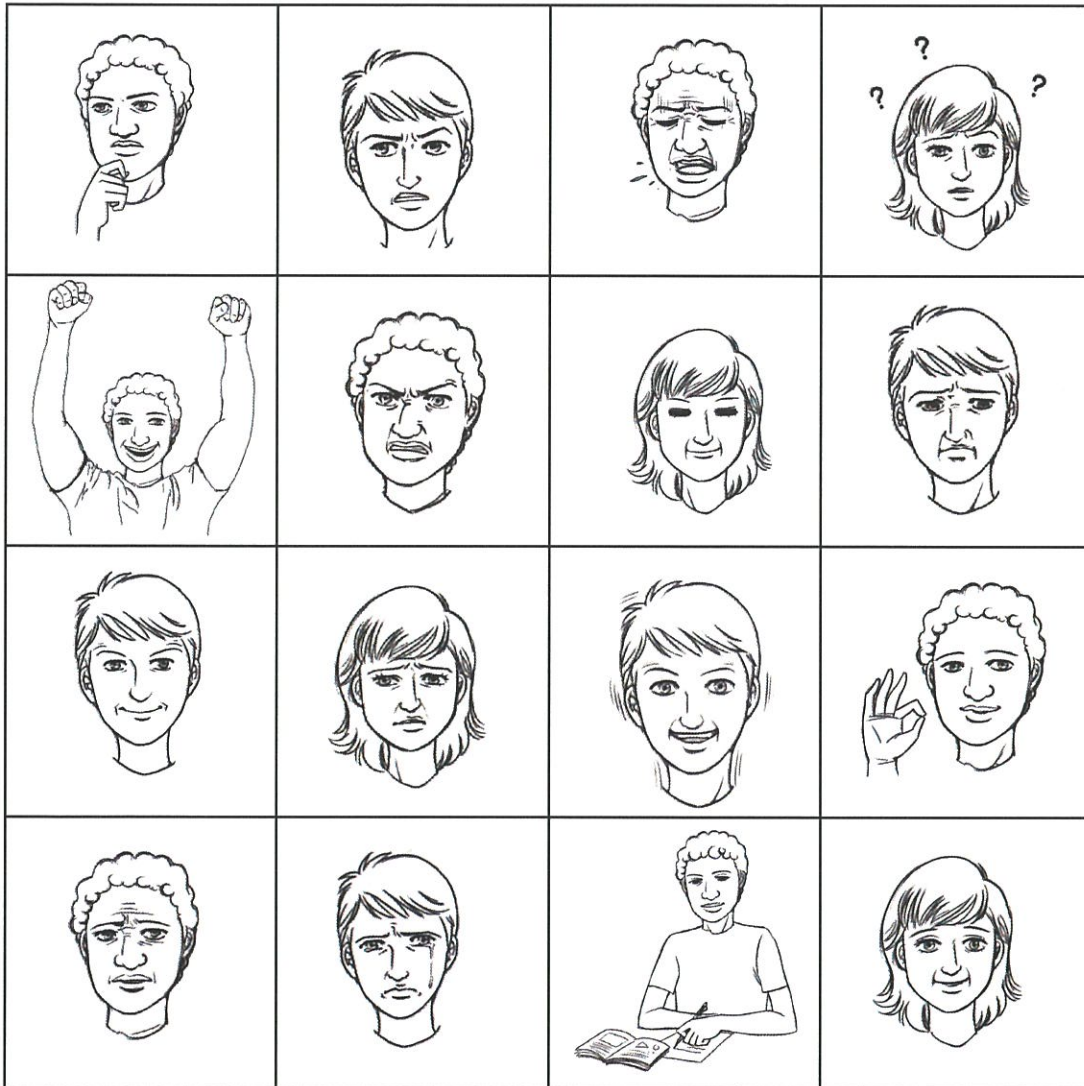
ZONES Bingo



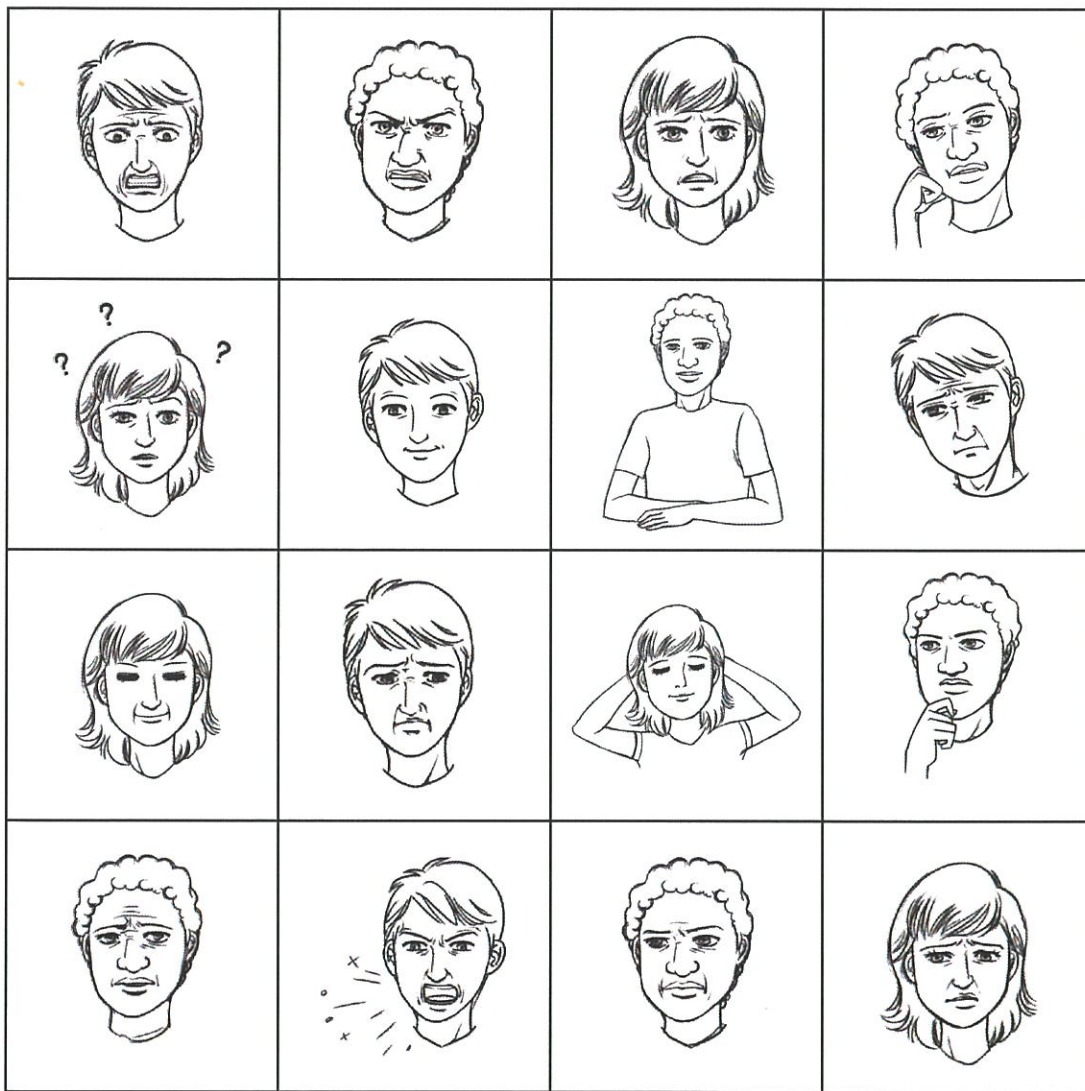
ZONES Bingo



ZONES Bingo



ZONES Bingo



ZONES Scenarios

Your parent tells you that someone close to you passed away.

You turn on the TV and find out a war has broken out.

You experience a natural disaster (large earthquake, tornado, flood, hurricane).

You break your leg in P.E. class.

You are playing a competitive game.

You found out that you won the lottery.

You are playing tag on the playground with friends.

You are participating in the class discussion.

You are listening to a teacher give instructions.

You just woke up in the morning.

You are home with nothing to do.

You can't find your assignment you worked hard on.

ZONES Scenarios


You are working with a partner on a science project.	You are playing/hanging out with a friend at the friend's house.	You didn't do well on a test.
You were told that the plans need to change.	You are asked to stop or put away something that you enjoy doing.	You have been waiting for more than 30 minutes at the doctor's office.
You are sitting with your family at the dinner table.	Your pet is missing.	You got the flu.
You just ran a mile as fast as you could.		

Which ZONE Should I Be In?

All of the zone colors are okay. There are times when you should be in different zones. In the classroom, we try to stay in the Green Zone. Think about times when it's expected that you would be in the Yellow, Blue, or even the Red Zone.

Times when it is expected to be in each zone...

Times to be in the BLUE ZONE...



Times to be in the GREEN ZONE...



Times to be in the YELLOW ZONE...




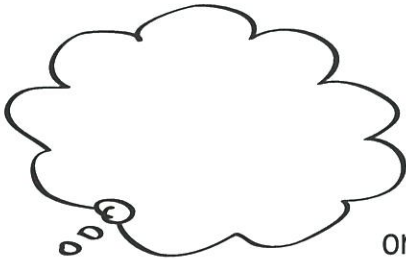
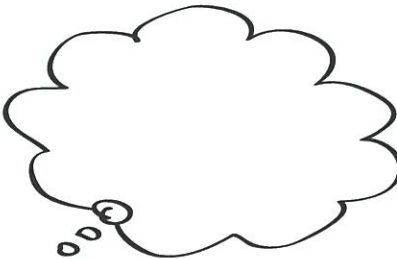
Times to be in the RED ZONE...







Understanding Different Perspectives

When I am in the **BLUE ZONE** and it is unexpected...


Other kids might feel  around me.



Other kids might be thinking  or 



Other kids might say   or  

Understanding Different Perspectives

When I am in the **GREEN ZONE** and it is expected...

Other kids might feel  around me.

Other kids might be thinking  or 

 or 

Other kids might say  or 

 or 

Understanding Different Perspectives

When I am in the **YELLOW ZONE** and it is unexpected...



Other kids might feel

Two large, empty, rounded rectangular boxes with a slight inward curve at the top, intended for writing responses to the prompt "Other kids might feel... around me."

around me.

Other kids might be thinking



or



A large, empty, cloud-shaped thought bubble for writing a response.

A large, empty, cloud-shaped thought bubble for writing a response.

Other kids might say



or




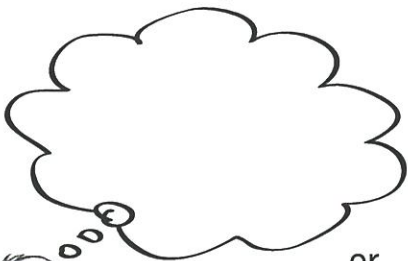
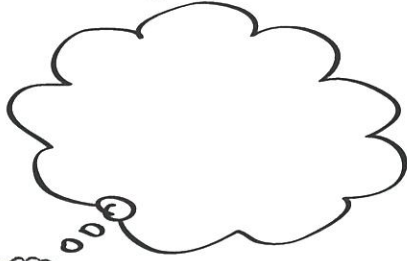
A large, empty speech bubble for writing a response.



A large, empty speech bubble for writing a response.

Understanding Different Perspectives

When I am in the **RED ZONE** and it is unexpected...

Other kids might feel  around me.

Other kids might be thinking  or 

 or 

Other kids might say  or 

 or 

Social Behavior Mapping

What's Expected for:

Expected behaviors	How your behaviors make people FEEL	How people react to how THEY FEEL about your behavior	How YOU FEEL about yourself based on how people react to you
1.			
2.			
3.			
4.			
5.			



¹ Social Behavior Mapping is the original work of Michelle Garcia Winner, *Thinking About YOU, Thinking About ME* (2007), pages 156-157 (www.socialthinking.com). Permission to reproduce Social Behavior Maps was granted by Michelle Garcia Winner.

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Me in My **ZONES**

Name: _____



This is a picture of me in the **BLUE ZONE**:

My face and body clues are:







I feel in the **BLUE ZONE** when:

I am more likely to make others feel:

Name: _____



This is a picture of me in the **GREEN ZONE**:

My face and body clues are:







I feel in the **GREEN ZONE** when:

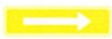
I am more likely to make others feel:

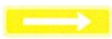
Name: _____



This is a picture of me in the **YELLOW ZONE**:

My face and body clues are:







I feel in the **YELLOW ZONE** when:

I am more likely to make others feel:

Name: _____



This is a picture of me in the **RED ZONE**:

My face and body clues are:







I feel in the **RED ZONE** when:

I am more likely to make others feel:

Directions:

Staple all the pages together **except for this one**. Cut out and glue the headings below to the page opposite the picture of him or her in the corresponding colored zone. For example: When the book opens to *This is a picture of me in the Blue Zone* page, the heading on the left side page opposite it will be: *When I'm in the Blue Zone, I can try these Blue Zone tools* (tools are covered in lessons 10-12).

**When I'm in the Blue Zone,
I can try these Blue Zone tools:**

**When I'm in the Green Zone,
I can try these Green Zone tools:**

**When I'm in the Yellow Zone,
I can try these Yellow Zone tools:**

**When I'm in the Red Zone,
I can try these Red Zone tools:**

ZONE Idioms

Blue Zone

- Down in the dumps
- Downhearted
- Why the long face?
- Feeling blue
- Under the weather

Green Zone

- In seventh heaven
- I feel ten feet tall
- On top of the world
- On cloud nine
- Cool as a cucumber
- Pleased as punch
- I'm cool
- I'm down with that

Yellow Zone

- Wound up
- At my wit's end
- Butterflies in my stomach
- Woke up on the wrong side of the bed
- Chip on your shoulder
- Cause a stir
- At the end of your rope
- Under the wire
- Ants in your pants
- Fish out of water

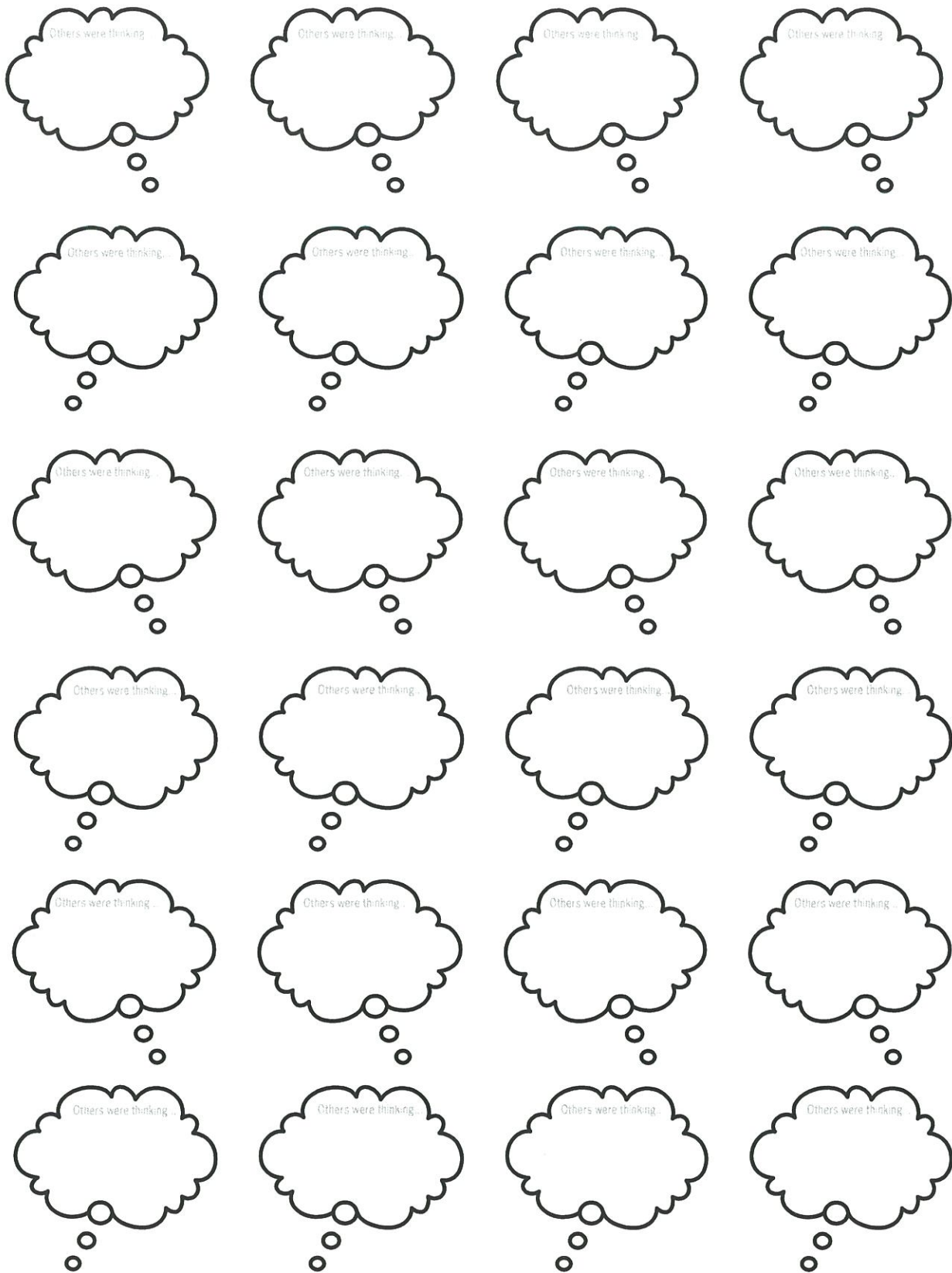
Red Zone

- Lost my cool
- Ready to boil
- Blow off some steam
- About to explode
- Mad as a hornet
- Beside yourself
- Go bananas
- Go to pieces
- Come apart at the seams
- Thrilled to bits
- Over the moon
- Jumping for joy

's ZONES Across the Day:

RED	YELLOW	GREEN	BLUE																		

The **ZONES** of Regulation® Reproducible O Thought Bubbles



Triggers Worksheet



CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called “triggers.” These put me in the Yellow or Red Zone! Here are some of my triggers:



ZONES Check-In



I



feel

.

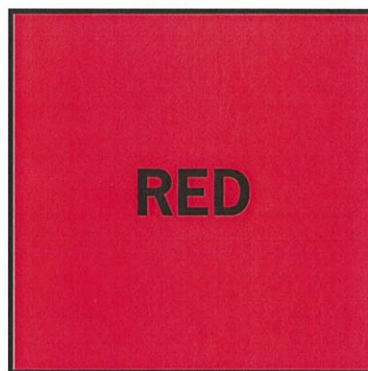
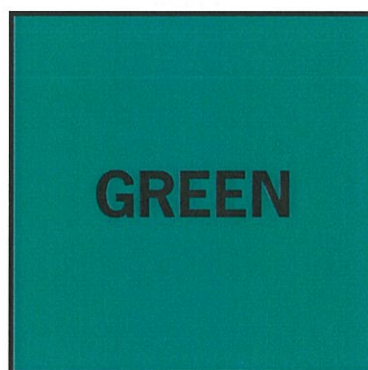
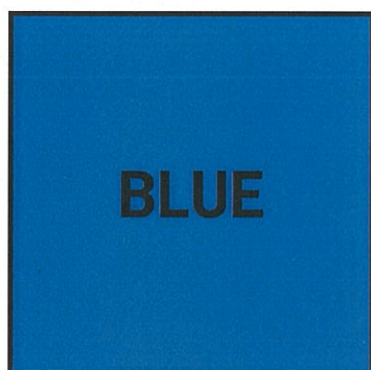


I'm in the

Zone.

Icons of the Four **ZONES**

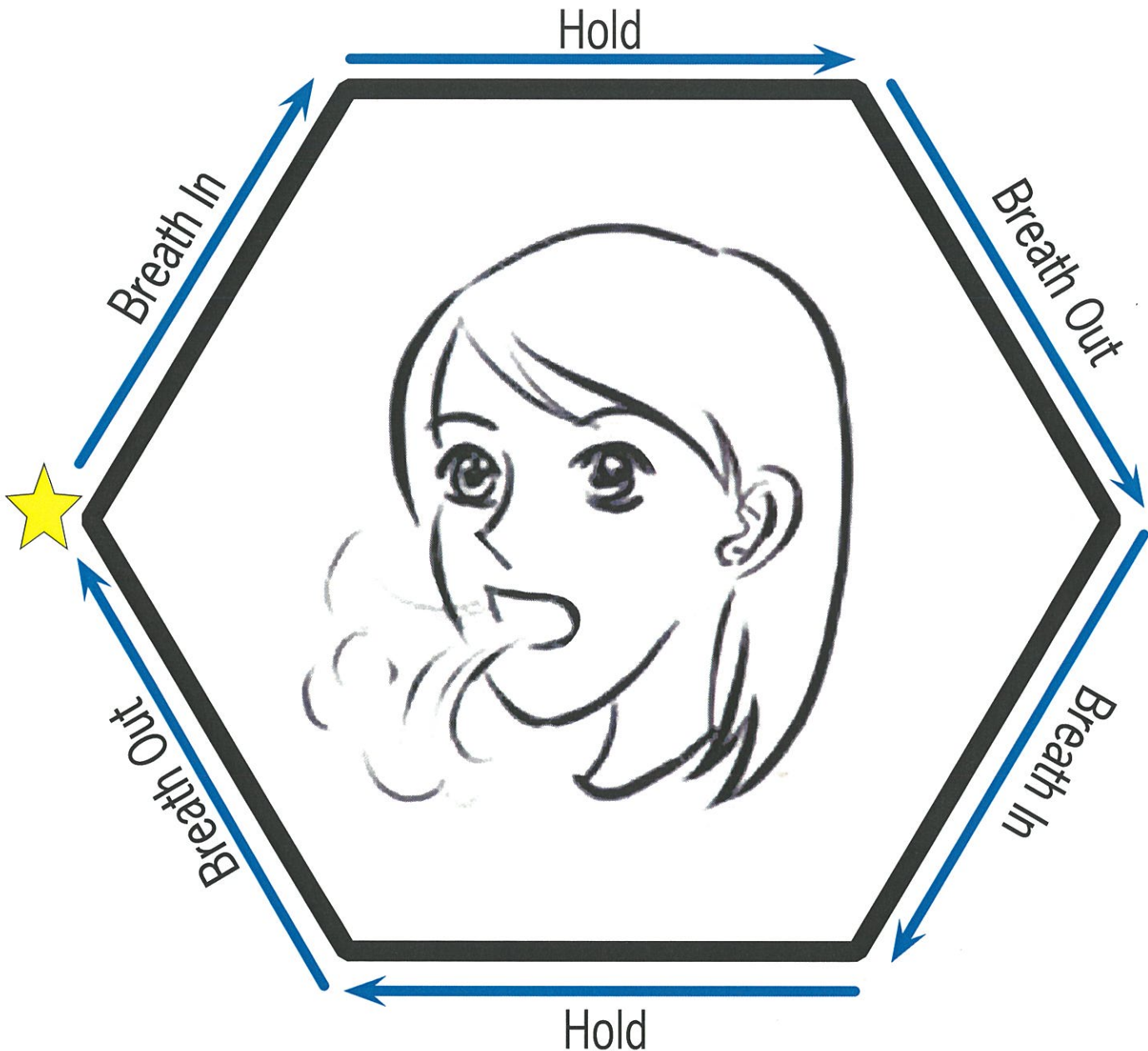
Cut out the visuals below if modifying Zones Check-In into a communication board.



ZONES Tools Worksheet

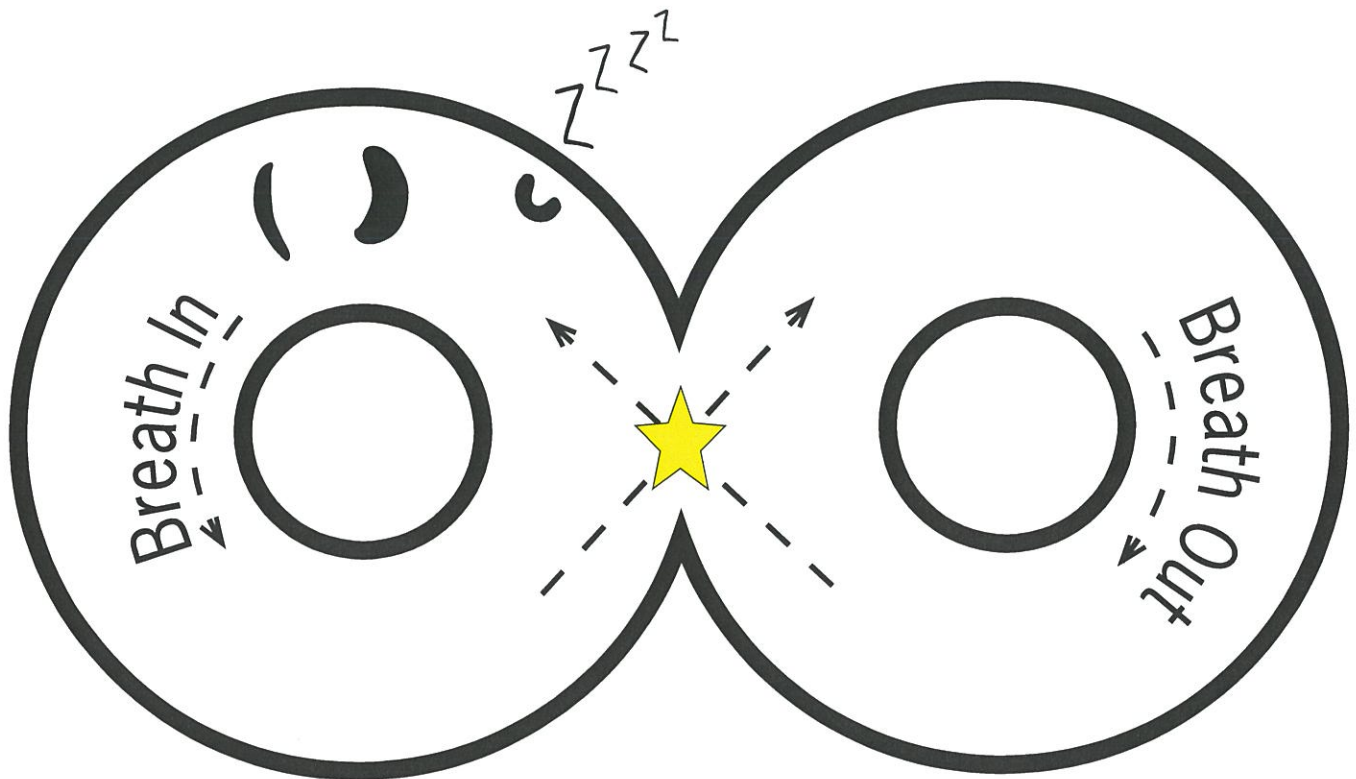
Name of Tool	Circle the zone or zones you think the tool would help in.				
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

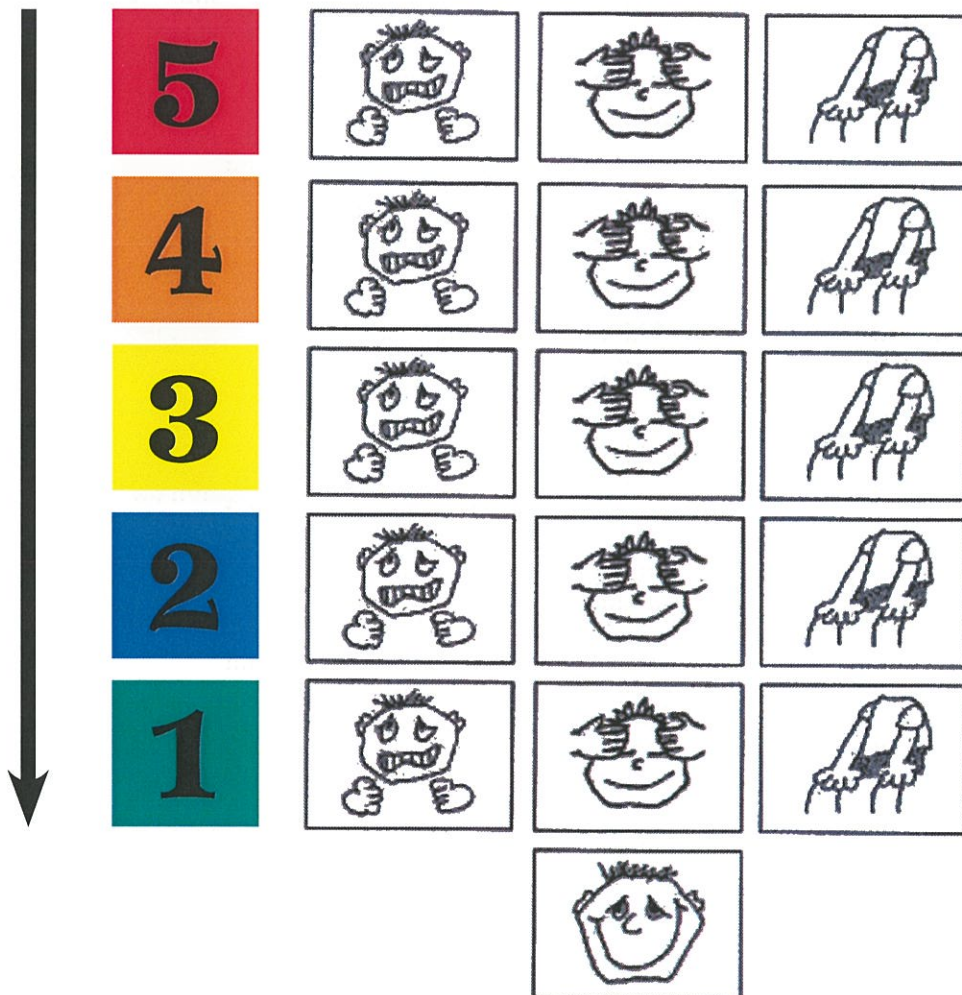
As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

My Calming Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



Buron, Manns, Schultz & Thomas, 2004, From *When My Worries Get Too Big!* K. D. Buron, 2006. Swawnee Mission, KS: AAPC, Reprinted with permission.

Size of the Problem Worksheet

Big vs. Little Problems

People see these as Big Problems	5	
	4	
People see these as Medium Problems	3	
	2	
People see these as Little Problems	1	

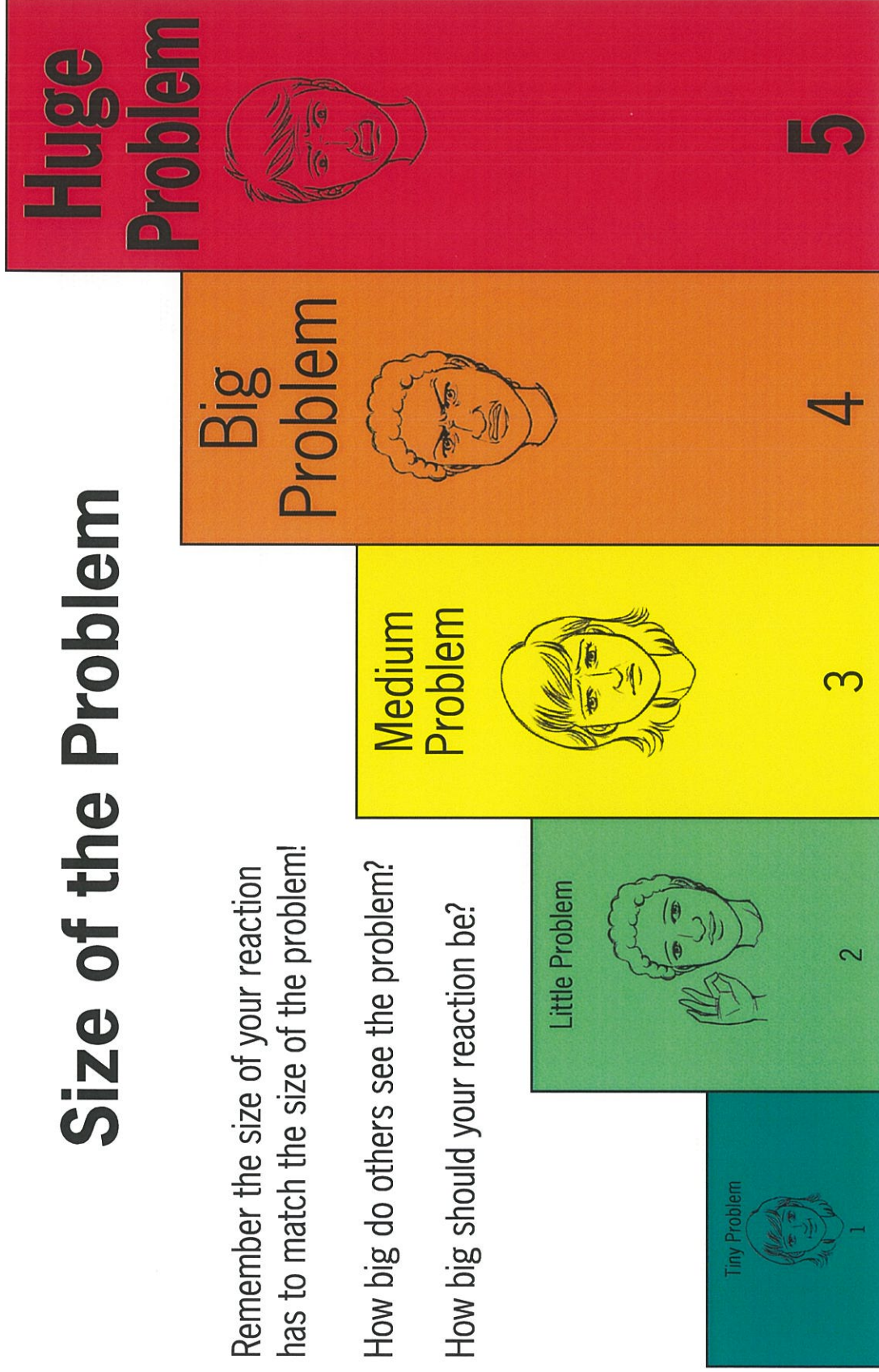
Adapted for *The Zones of Regulation*® from the original work of Winner's *Think Social* (2005), pages 44-46, www.socialthinking.com and Buron and Curtis' *The Incredible 5-Point Scale* (2003).

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's Think Social! (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

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Inner Coach

Inner coaches help us use positive self-talk to give us the courage and strength to get through stressful situations.

Difficult times I may need my inner coach are:

My inner coach reminds me to use strategies to keep myself calm.

To help me get to the Green Zone, my inner coach reminds me to:

My inner coach also helps to keep positive thoughts in my head so I can be successful.

My inner coach might say to me:

Inner Critic



Inner critics use negative self-talk that get us nowhere. It puts defeating thoughts in my head.

Times my inner critic gets to me:

My inner critic does not help and instead ends up making a situation worse.

My inner critic might say to me:

I am in control of who I listen to — the inner coach or inner critic.

I can use my inner coach to defeat my inner critic by telling it:



_____ 's Toolbox

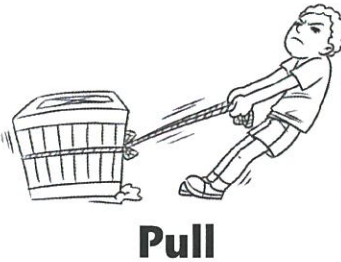
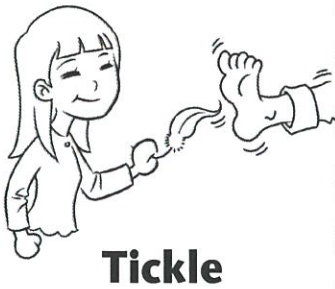
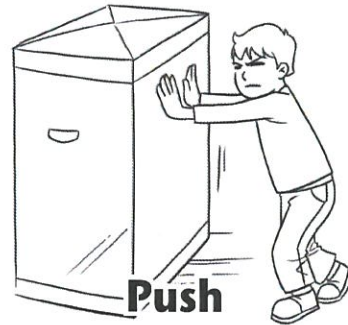
Blue Zone Tools

Green Zone Tools











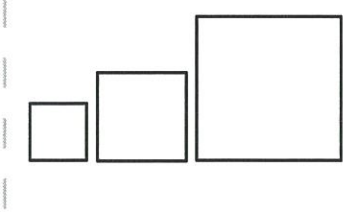

Yellow Zone Tools

Red Zone Tools

ZONES Tools Menu




ZONES Tools Menu

 <p>Listen to Music</p>	 <p>Squishes</p>	 <p>Walk</p>
 <p>Jumping Jacks</p>	 <p>Shoulder Rub</p>	 <p>Belly Breath</p>
 <p>Inner Coach</p>	 <p>Take a Break</p>	 <p>Lazy 8 Breathing</p>
 <p>Fidget Ball</p>	 <p>Size of Problem</p>	 <p>Six Sides of Breathing</p>

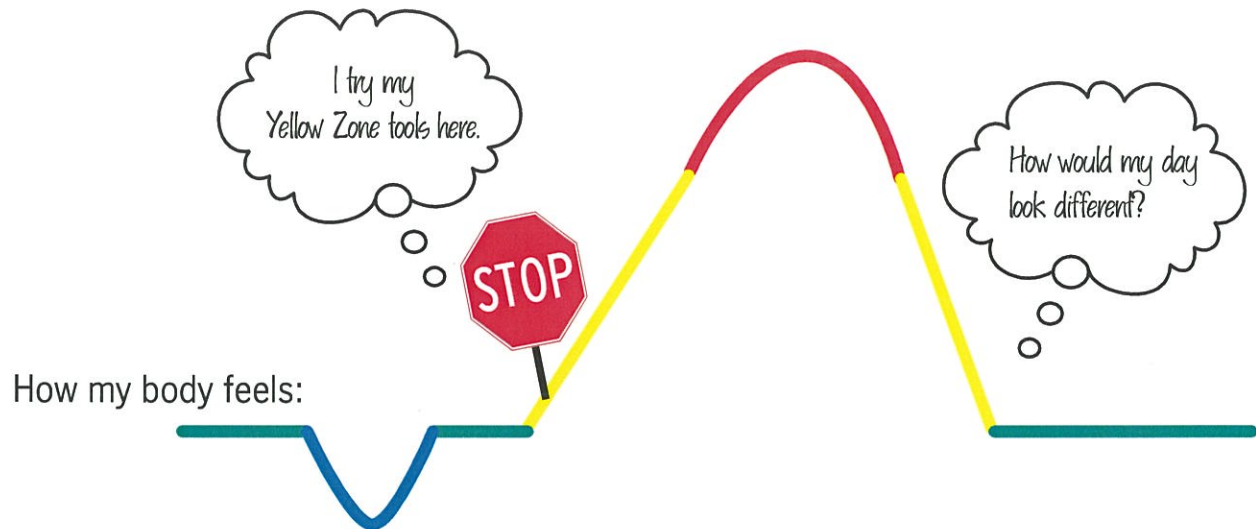
Tools for Each of My ZONES

When I feel...

I can try...

<p>Tired or Sad</p> 	
<p>Calm or Happy</p> 	
<p>Frustrated or Silly</p> 	
<p>Angry or Mad</p> 	

When To Use My **Yellow Zone** Tools



In the Yellow Zone, _____

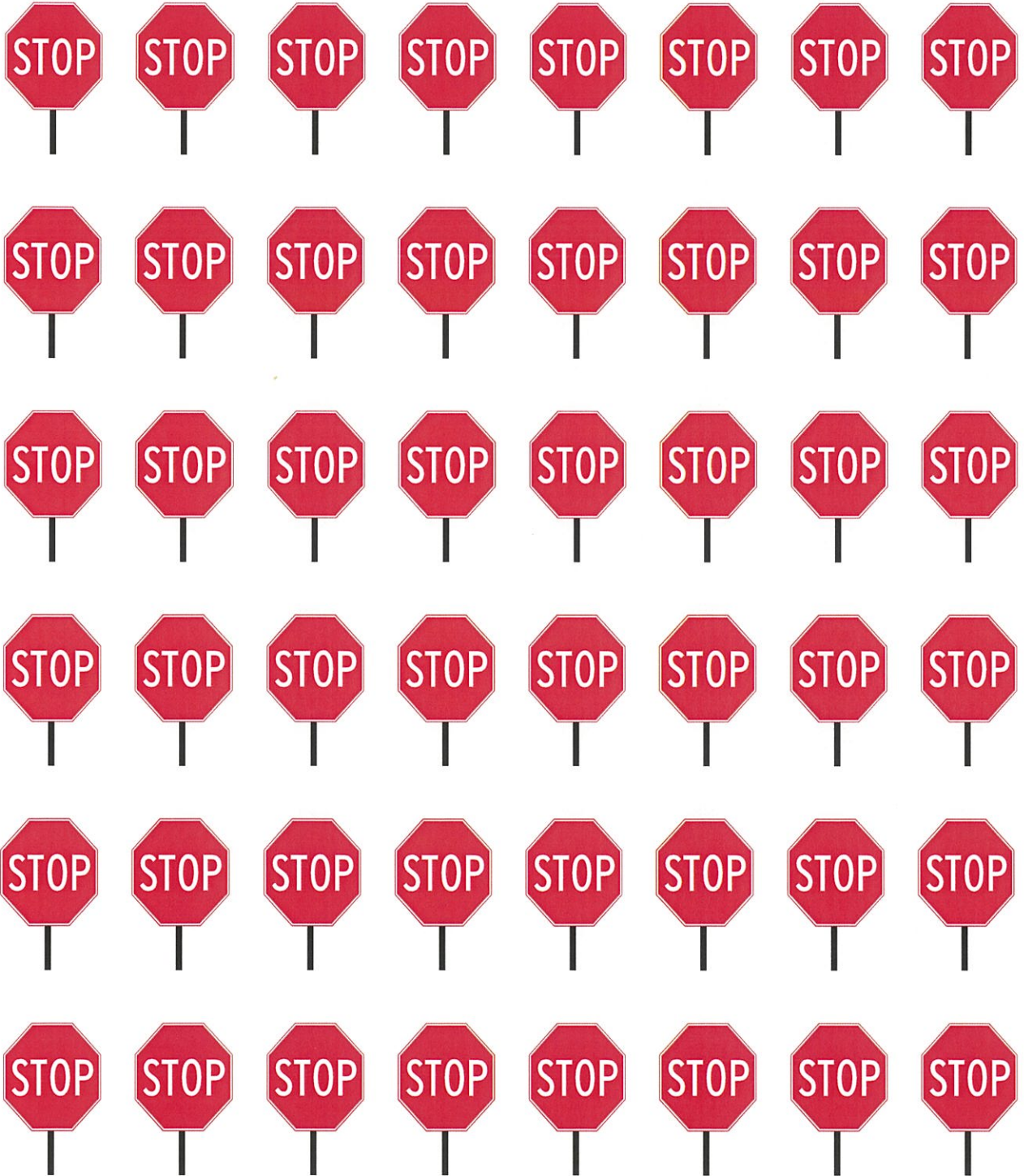
I look: _____

I feel: _____

I act: _____

Adapted for The Zones of Regulation® from the original Anxiety Curve in Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com.

Stop and Use a Tool: Stop Sign Visuals



Individual **STOP**, **OPT**, and **GO** Visuals



Solution Finder Worksheet

Problem: _____



Think about a situation when you had (or anticipate having) a difficult time STOPPING and staying in the Green Zone.

Use this STOP, OPT, and GO Solution Finder Worksheet to brainstorm all of the OPTIONS you have — good and bad. This includes using your tools as well as the choices that aren't so good, like losing your cool.

- Consider each option.
- Take a yellow or red marker and cross off each option that would cause you to go into those zones.
- Take a green marker and circle the best option(s) to go with.

My best option is: _____

To help reinforce _____ using his or her zone tools to regulate at home, in the community, and at school, please give one Tool Award! every time the student attempts to use a tool. Even if the tool didn't work or you needed to remind him or her to use a tool, making a sincere effort to get out of an unexpected zone earns the student a Tool Award! Please have the student bring awards back to me, _____, as we are collecting them and working toward receiving our Zones License!

Thank you for your help and support.



Tool Award!
Congratulations on using a tool from your toolbox.



Tool Award!
Congratulations on using a tool from your toolbox.



Tool Award!
Congratulations on using a tool from your toolbox.



Tool Award!
Congratulations on using a tool from your toolbox.



Tool Award!
Congratulations on using a tool from your toolbox.



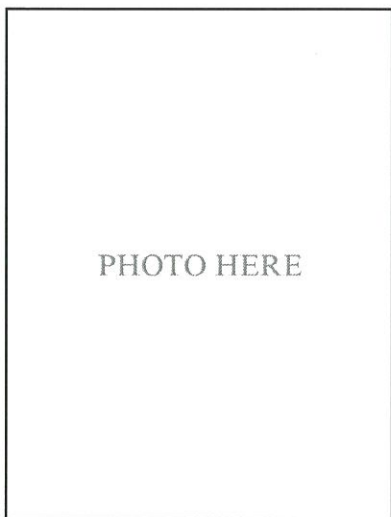
Tool Award!
Congratulations on using a tool from your toolbox.



Tool Award!
Congratulations on using a tool from your toolbox.

ZONES LICENSE

For Your Achievement in Regulating Your Zones and Using Your Tools



NAME: _____

HAIR: _____

EYES: _____

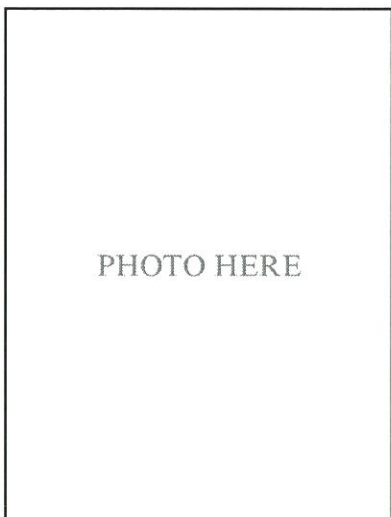
DOB: _____

AWARDED BY: _____

SIGNATURE: _____

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NAME: _____

HAIR: _____

EYES: _____

DOB: _____

AWARDED BY: _____

SIGNATURE: _____