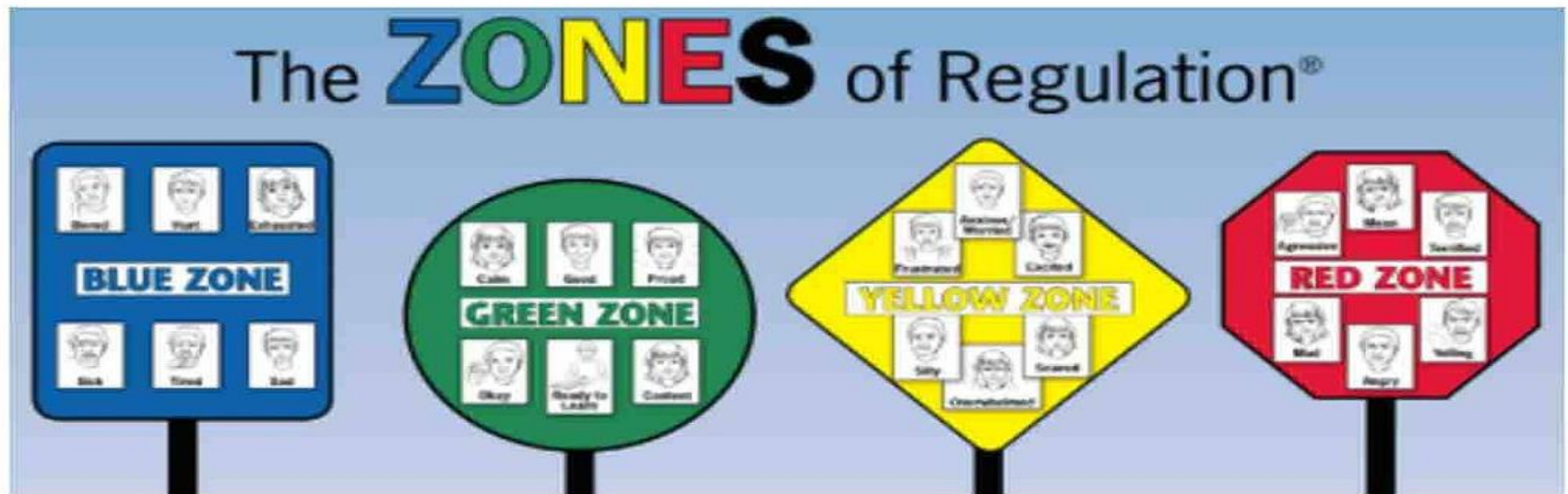


How to manage our emotions at school



Self-Regulation

The ability to adjust level of alertness AND direct how emotions are revealed behaviourally in socially adaptive ways in order to achieve goals.

Encompasses:

- Self-control
- Resiliency
- Self-management
- Anger management
- Impulse control
- Sensory regulation



We all feel different emotions at different times

- Throughout the day and throughout the week, even throughout our lives, our moods, thoughts and feelings shift up and down. **This is normal !**

“ Behaviour is Communication “

- We need to learn how to notice and control our thoughts and feelings to self-regulate so we can be healthy and happy.
- At school we need to be aware of this because we have to be ready to learn, calm and focused.
- This is so we can learn as much as possible, make progress and gain an excellent education.
- Our education influences our future life choices!

Research

- *Higher academic achievement is more likely when interventions include **self-regulation** components.* - Blair & Raza, 2007
- ***Self-regulation** abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills.* – Blair, 2002-2003; Normandeau & Guay, 1998
- *Research shows that teachers can have a positive effect on students' **self-regulation** skills.* – Burchinal, Peisner-Feinberg, Bryant & Clifford, 2000.

The Zones of Regulation

- Developed by Leah Kuypers-occupational therapist and autism specialist.
- Integrated best practices in the field of autism spectrum disorders (ASD) and attention deficit hyperactive disorder (ADHD) into the curriculum.
- Conducted extensive background research in the area of self-regulation, including sensory regulation, emotional regulation, and executive functioning.
- Incorporates [Social Thinking®](#) concepts to help students become more aware of how others are perceiving them when they are regulated versus in less regulated states.

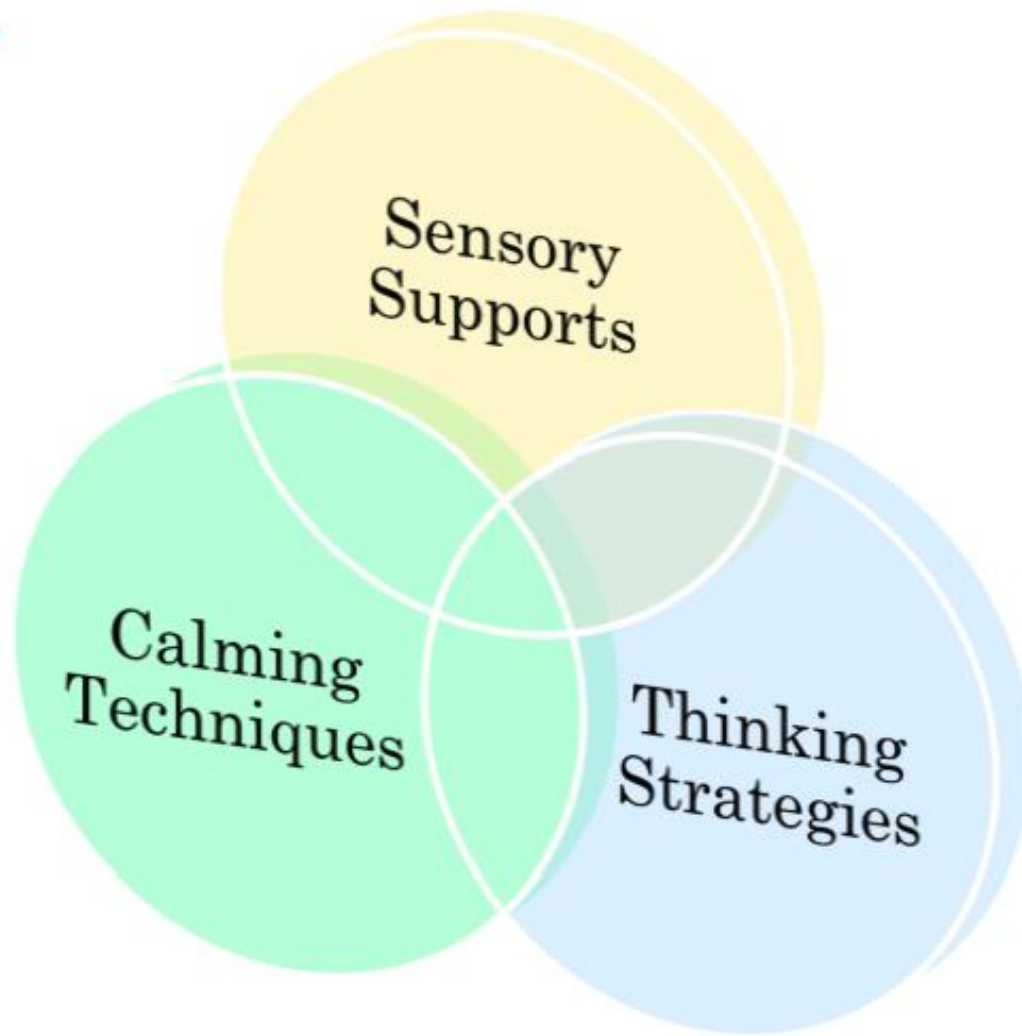


Goals of The Zones Curriculum

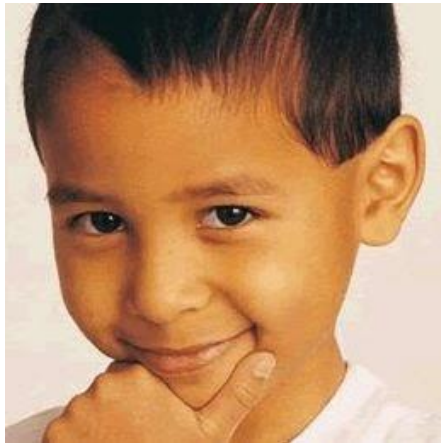
To teach the students:

- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings And ultimately...
- Independent Regulation!

What are the Zones?



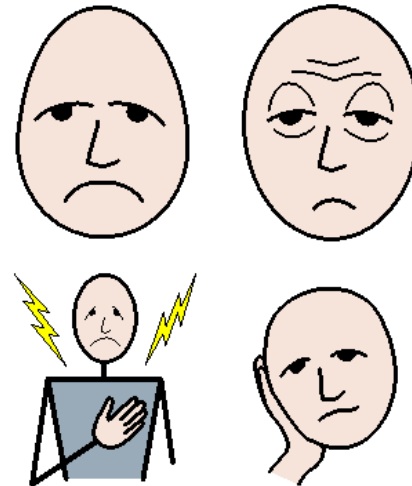
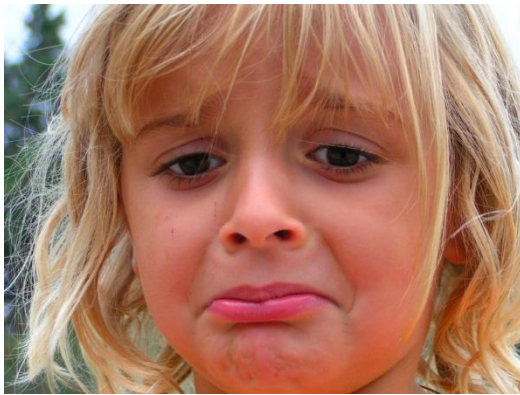
GREEN ZONE



Green = ready to learn
calm , focus and content
our needs are met

Green may not always be appropriate !

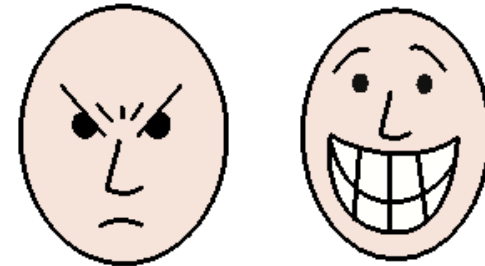
BLUE ZONE



Blue = low state of alertness
tired , sick , bored , sad , down

Blue is not a positive zone that you
would want to spend a long time in .

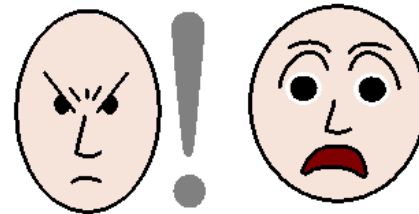
YELLOW ZONE



Yellow = starting to lose calm control
wiggly , excited , silly
worried , a little bit cross

This is where we should be noticing
that we need to take action .

RED ZONE



Red = out of control
very excited , very angry , very scared

We can't listen or learn .

We need a break !
This requires immediate action to use our
class toolkit .

Tools to help us get back to the green zone



Yellow Zone

I need to take caution.

Worried	Nervous	Annoyed	Upset

I can try these tools:

Take a break	Get a drink	Walk	Inner coach

Veronica Torres 2015

Red Zone

I need to STOP.

Mad	Yelling	Mean	Hands on

I can try these tools:

Deep breaths	Size of problem	Run	Take a break

Veronica Torres 2015

Green Zone

I am good to go.

Happy	Calm	Ready	Okay

I can do these:

Learn	Listen	Work hard	Expected behaviors

Veronica Torres 2015

Blue Zone

I am running slow.

Sad	Tired	Bored	Sick

I can try these tools:

Take a break	Talk to an adult	Ask for a hug	Listen to music

Veronica Torres 2015

Your Class Toolkit



Activity

- Think of your child(ren)
- Which zone is your child(ren) usually in?
- What do you do to help regulate your child(ren)?
- What do they do to help regulate themselves?

Expected and Unexpected Behaviours

- **Expected behaviours** are the behaviours that give people around you good or comfortable thoughts about you.
- Classroom rules are the expected behaviors in the classroom and are taught consistently.
- **Unexpected behaviours** are the behaviors that give people uncomfortable thoughts about you.
- It is important to teach children about how unexpected behaviors can affect their learning, as well as the learning of others.



Expected and Unexpected Behaviours

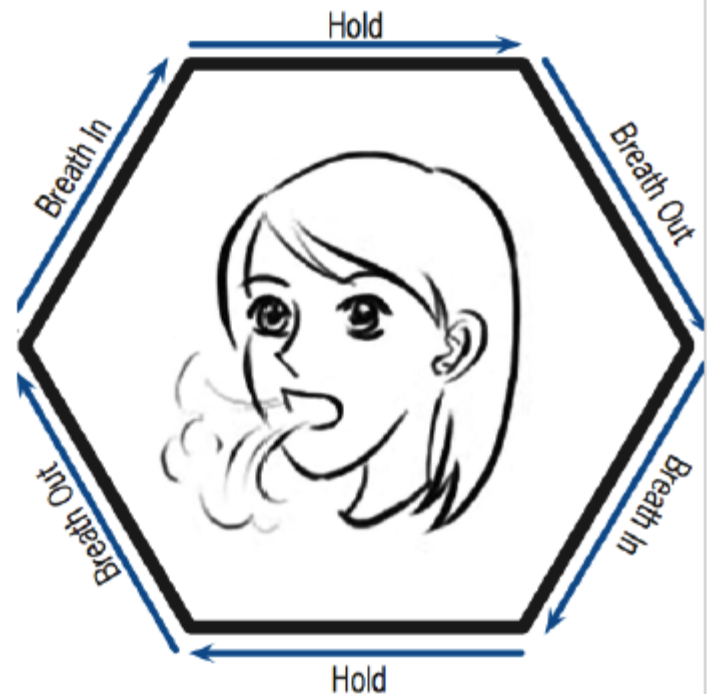
- Pupils will need to have a good understanding of the terms 'expected' and 'unexpected'.
- Discuss when feelings are expected after specific triggers. For example, it is OK to be in the Yellow Zone when they are scared at the dentist.
- They must use the tools to get back into the Green Zone.



Tools and Strategies

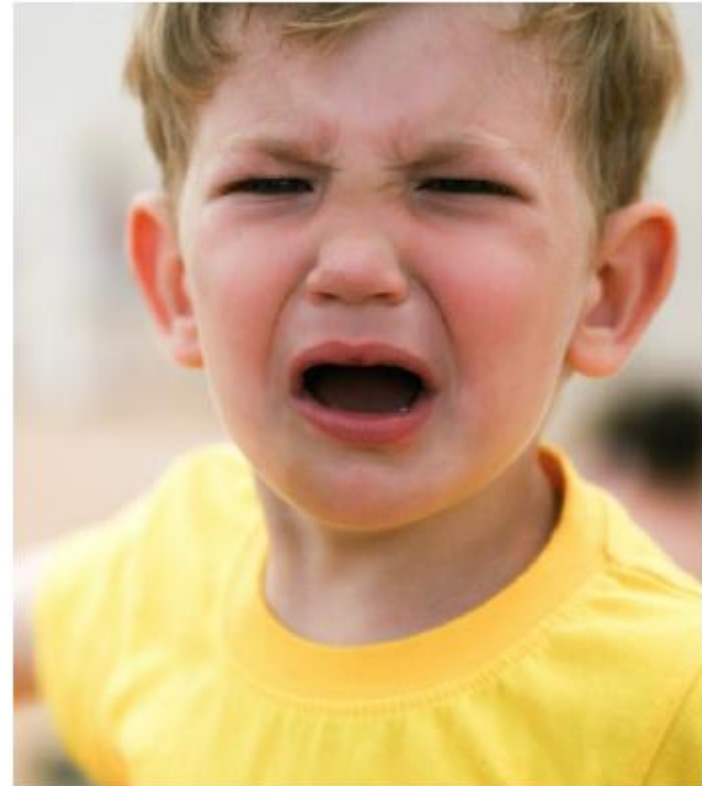
- Children can develop a toolbox, which is a collection of **personal** strategies a student can pull from depending on the present need.
- Calming or alerting techniques that help the student in regulation.
- Stop, Opt, Go concept to help control impulses and problem solving better solutions..

The Six Sides of **Breathing**



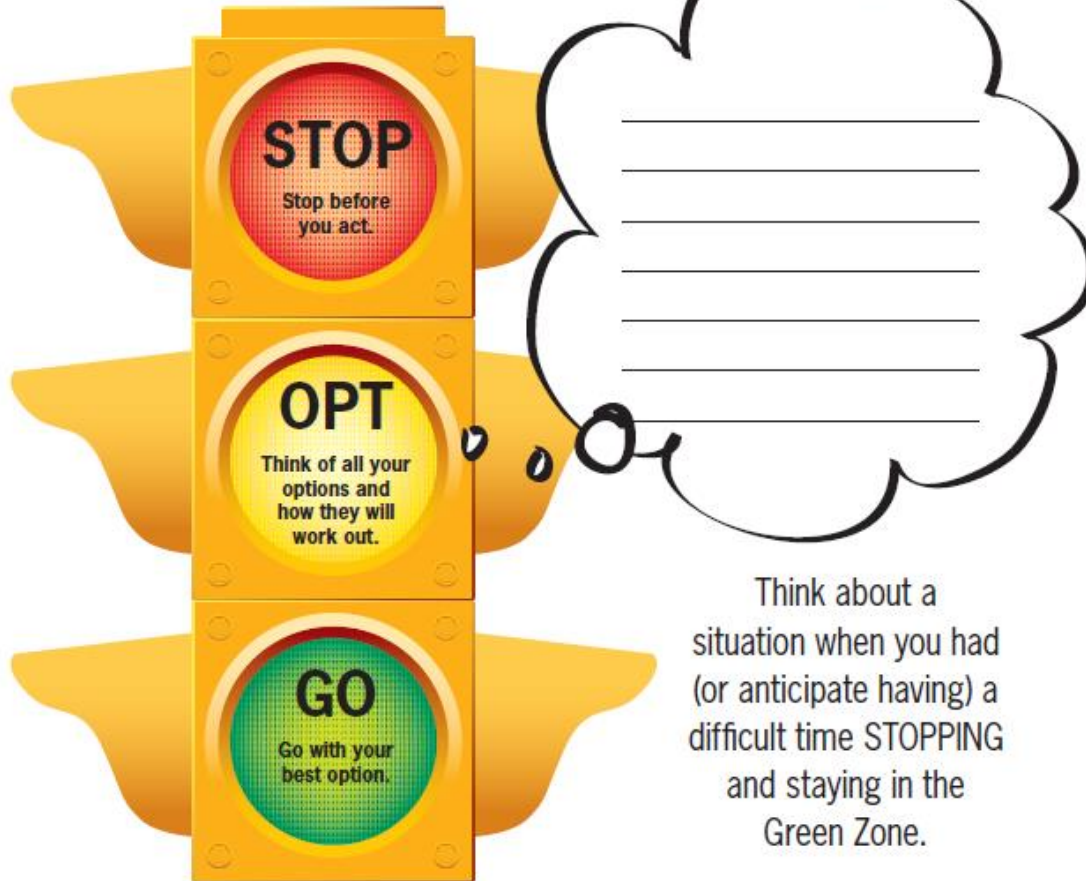
Red Zone Moments

- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student's feelings
- Evoke some of the emotion in yourself
- Give them time and space
- Process later using STOP, OPT and GO Solution Finder
- Designated safe spot
- Avoid power struggles
- Teach all tools in a calm regulated state



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: _____

3 Steps to Regulation

You find yourself in a tricky mood or feeling blue / yellow / red

Stop

Opt

Go

Try ! Even if it doesn't quite work , that is OK .

The important thing is to explore and try different strategies – find what works for you !

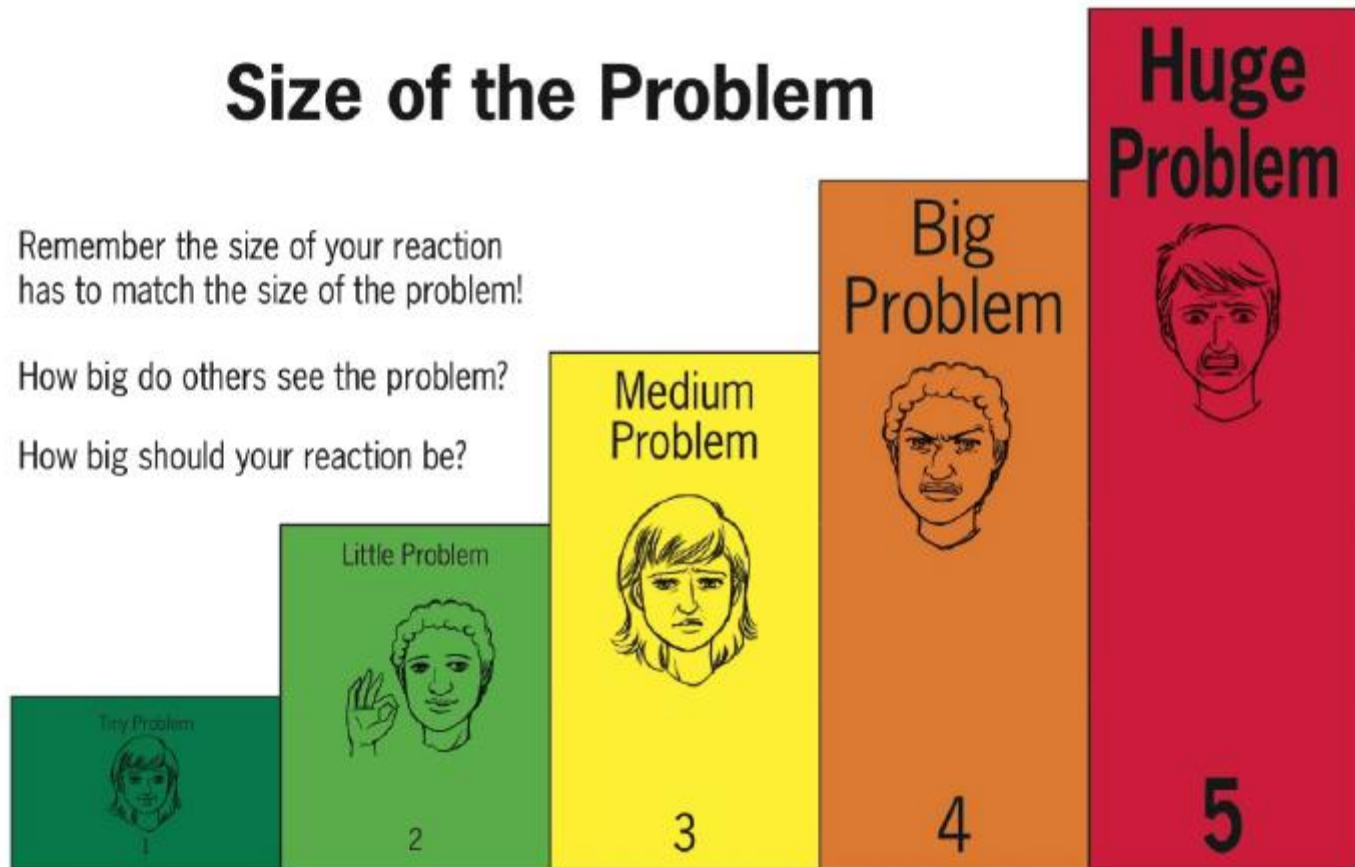
Do you know an over-reactor?

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?



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 Burton and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

WHAT LEVEL IS THE PROBLEM?



Problem: _____

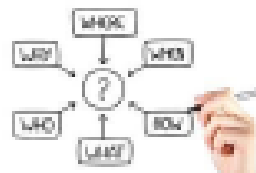
How many people does the problem affect?



1-2 People = 1 point

3-5 people = 2 points

6+ people = 3 points



How can the problem be solved?

Can fix it yourself, solution is obvious = 1 point

Need help to fix, solution might be difficult = 2 points

There is no easy or fast solution, takes a lot of time and work = 3 points

Is the problem dangerous?



No = 1 point

No, but feelings may be hurt = 2 points

Yes = 3 points

How long will the problem last?



An hour or less = 1 point

A day or less = 2 points

Several weeks or months = 3 points

TOTAL POINTS: _____

4-5 = Tiny Level 1 Problem	6 = Little Level 2 Problem	7-9 = Medium Level 3 Problem	10 = Big Level 4 Problem	11-12 = Huge Level 5 Problem
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Now write 3 possible solutions on your 'stop-opt-go' worksheet

Do you know an over-reactor?

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?

Don't need
to be talked
about.

Can be
solved
without help.
Only affect
1-2 people.

Need adult
help.
May affect
3-5 people.
Will only
effect you for
1 day.

Can be tricky
to solve.
May last for
about a
week.
Injuries may
be involved.

Are
emergencies
/dangerous.

Affect a lot
of people.

Other "999"
adults will
get involved:
police, fire
men,
doctors.

Activities

- Identifying feelings and zones
- Which zone should I be in?
- The Size of the Problem
- Tools to get into the Green Zone

Year 6 Upwards

- Triggers Checklist

Behaviour is Communication

- Be sympathetic to others – sometimes they need your help , sometimes they need some space .
- Use your toolkit – find things that work for you
- Remember... everyone feels blue , yellow or red sometimes , that's OK ! We can always try something to shift our state of mind .
- Be positive that change is possible and effort is rewarded.

What can we do at home ?

Make discussing feelings and emotions part of daily life – share how you feel and how you self-regulate, acknowledge the ups and downs in everyone's moods but emphasise there are ways to moderate and take action to avoid prolonged discomfort.

Create a visual representation of the Zones for your home – discuss and place different emotions into the colour zones , decide on best fit (remember not every emotion or feeling will fit perfectly into a zone, that is precisely why the discussion is important)

Refer to Zones language at different times (not just when a child may have shifted into the Red zone!) so it becomes normal and open to acknowledge how you are feeling

Allow your child to self-identify where they are in the Zones so they can monitor their own state of mind

Develop a toolkit together – decide on appropriate actions for when feeling you are in the different Zones , then practise making a choice initially together and then increasingly independently to allow children to experience self-regulation