

St Anselm's



Promoting our children's well being and positive mental health



The ZONES of Regulation®





The **ZONES** of Regulation®

We are teaching children to think about how their body feels and their emotions and split them into four coloured zones.

- **BLUE ZONE**
- **GREEN ZONE**
- **YELLOW ZONE**
- **RED ZONE**




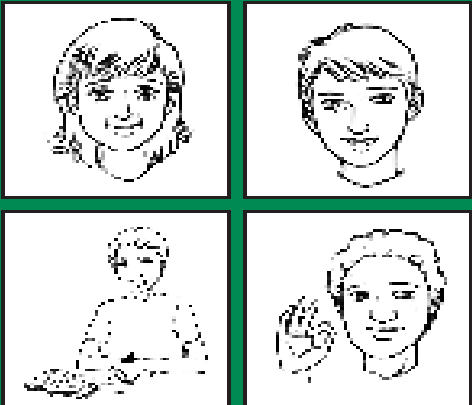


The **ZONES** of Regulation®

- We **all** feel **all** emotions.
- It is **OK** to feel all these emotions
- Sometimes we want to **move** zone or change our emotions.

To do this we are learning “**strategies**” or “**tools**” for self regulation and emotional control

(Self-regulation is the ability to achieve the preferred mental/emotional state for the given situation. This includes regulating the body and the emotions.)

The ZONES of Regulation®

Low alertness	Ideal alertness	Heightened/stressed	Losing control
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The **ZONES** of Regulation® language

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

Unexpected behaviours : Behaviours that give people uncomfortable thoughts about you.

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

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.

The **ZONES** of Regulation® tools

Sensory Strategies

- Sound – music, silence
- Touch – fidget ball, soft toy
- See – no/little distraction, uncluttered visuals
- Smell /taste – calming smells,

Sensory Strategies

Calming techniques

Calming Strategies
Breathing
six sided, lazy 8,
hand breathing
Calming
sequence,
Counting to
ten,

Thinking Strategies

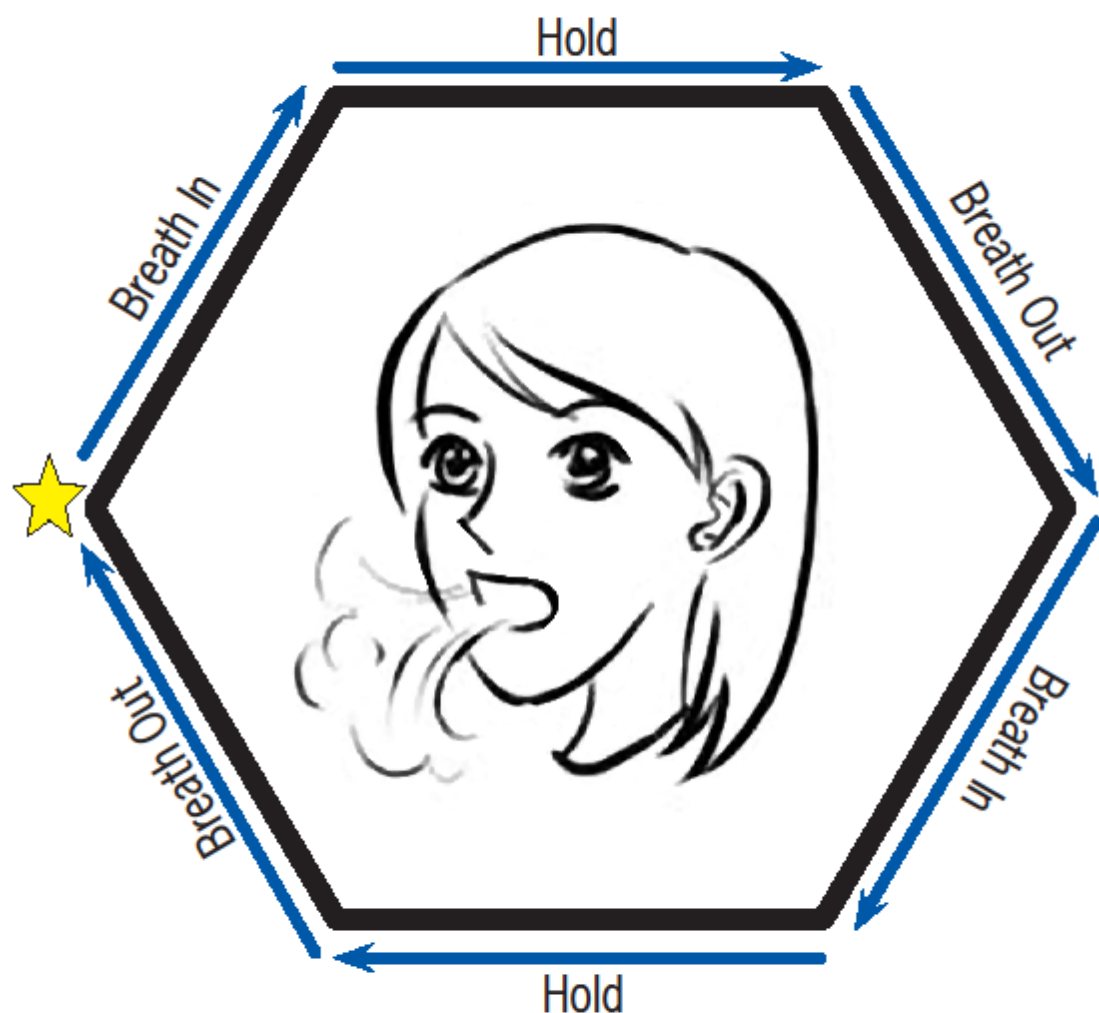
Thinking Strategies

- Size of the problem
- Inner coach v inner critic
- Superflex v Rock brain
- Superflex v Team of Unthinkables
- Glasman
- explosive Mean Jean
- Disrespectful Energy Harry
- Overactive Brain eater
- distracted

The **ZONES** of Regulation® tools – sensory strategies

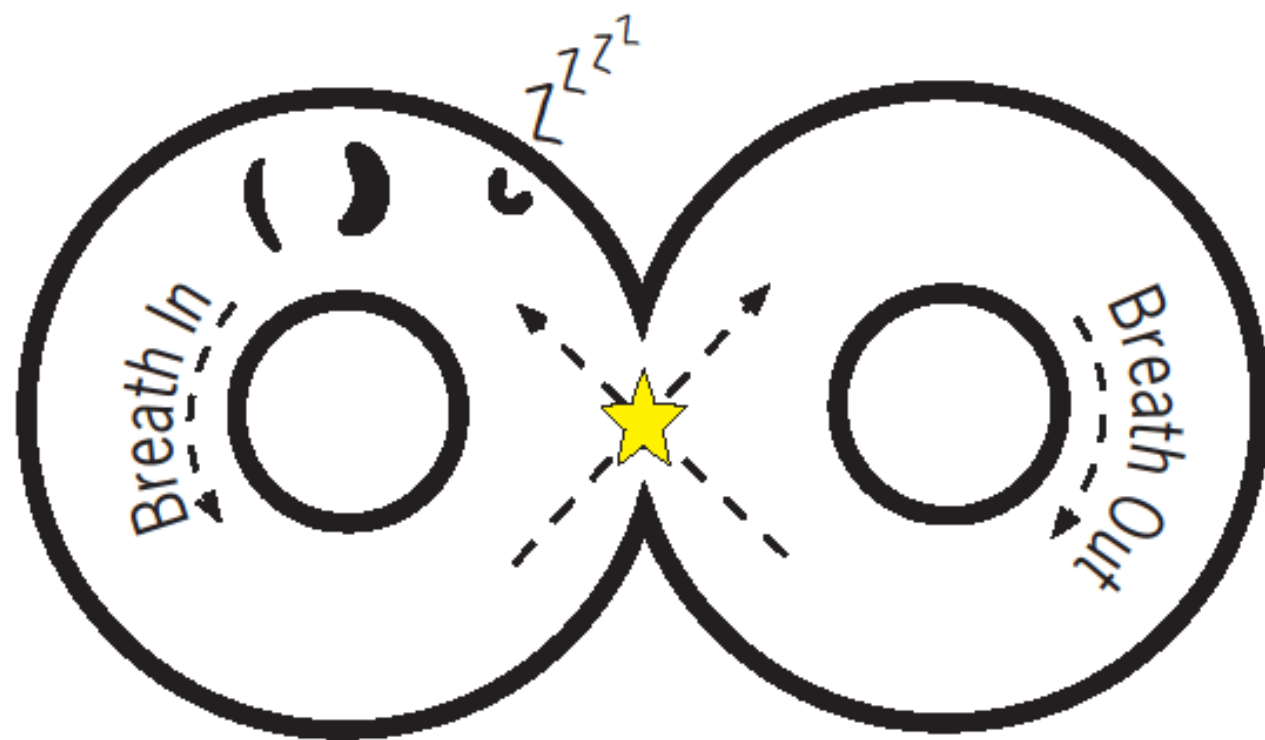


The Six Sides of **Breathing**



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

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.

The **ZONES** of Regulation® tools – talk to someone

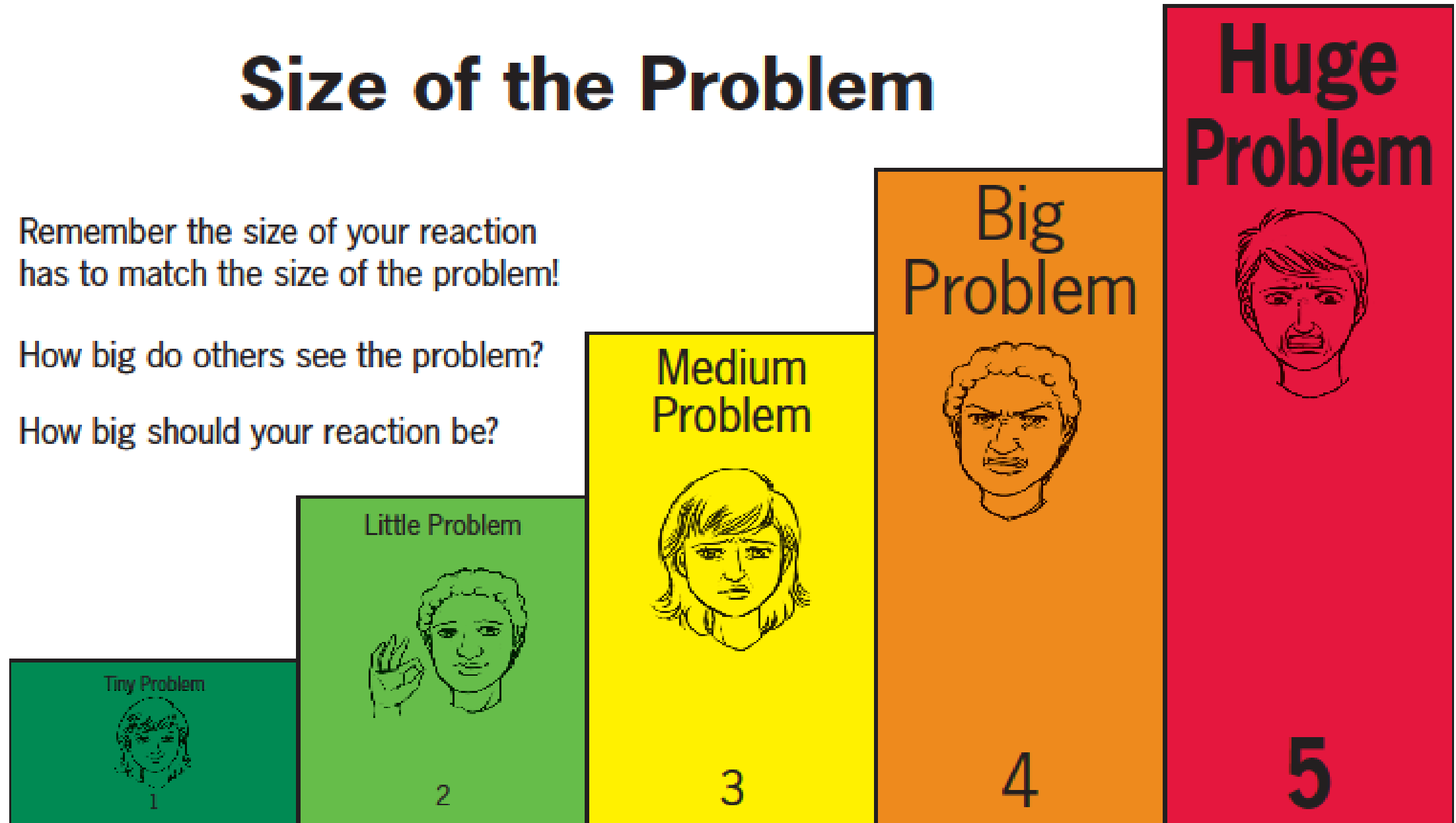


Size of the Problem

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

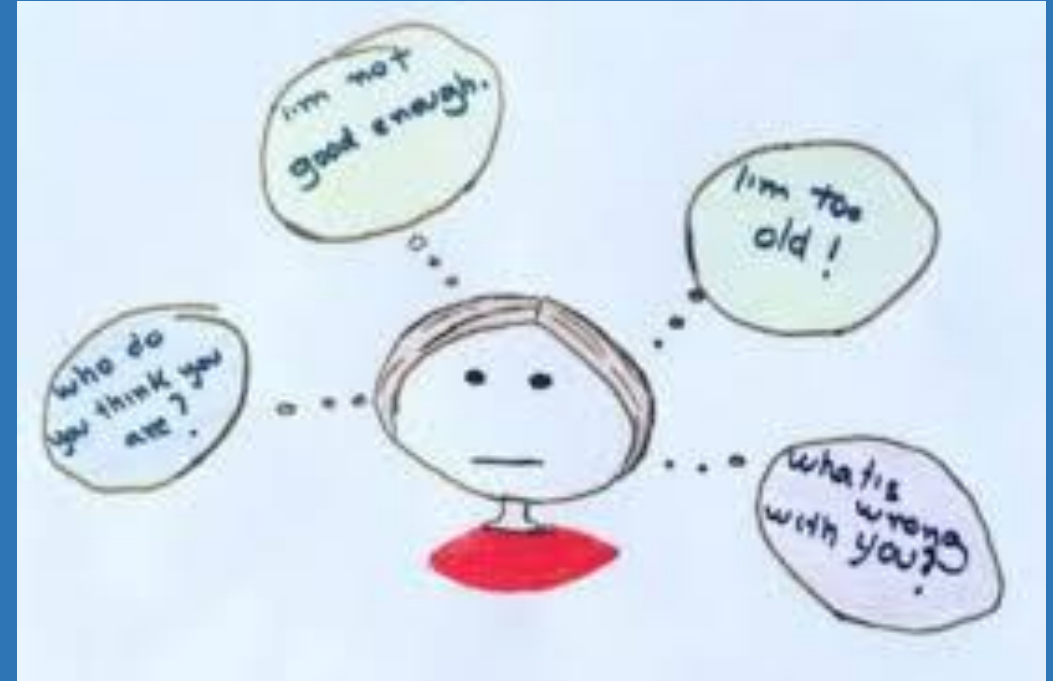
How big do others see the problem?

How big should your reaction be?



The **ZONES** of Regulation®

Inner Coach v Inner Critic



Solution Finder Worksheet

Problem: _____



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: _____

Tools for Each of My ZONES

When I feel...

I can try...

Tired or Sad 	
Calm or Happy 	
Frustrated or Silly 	
Angry or Mad 	

When To Use My **Yellow Zone** Tools



In the Yellow Zone, _____

I look: _____

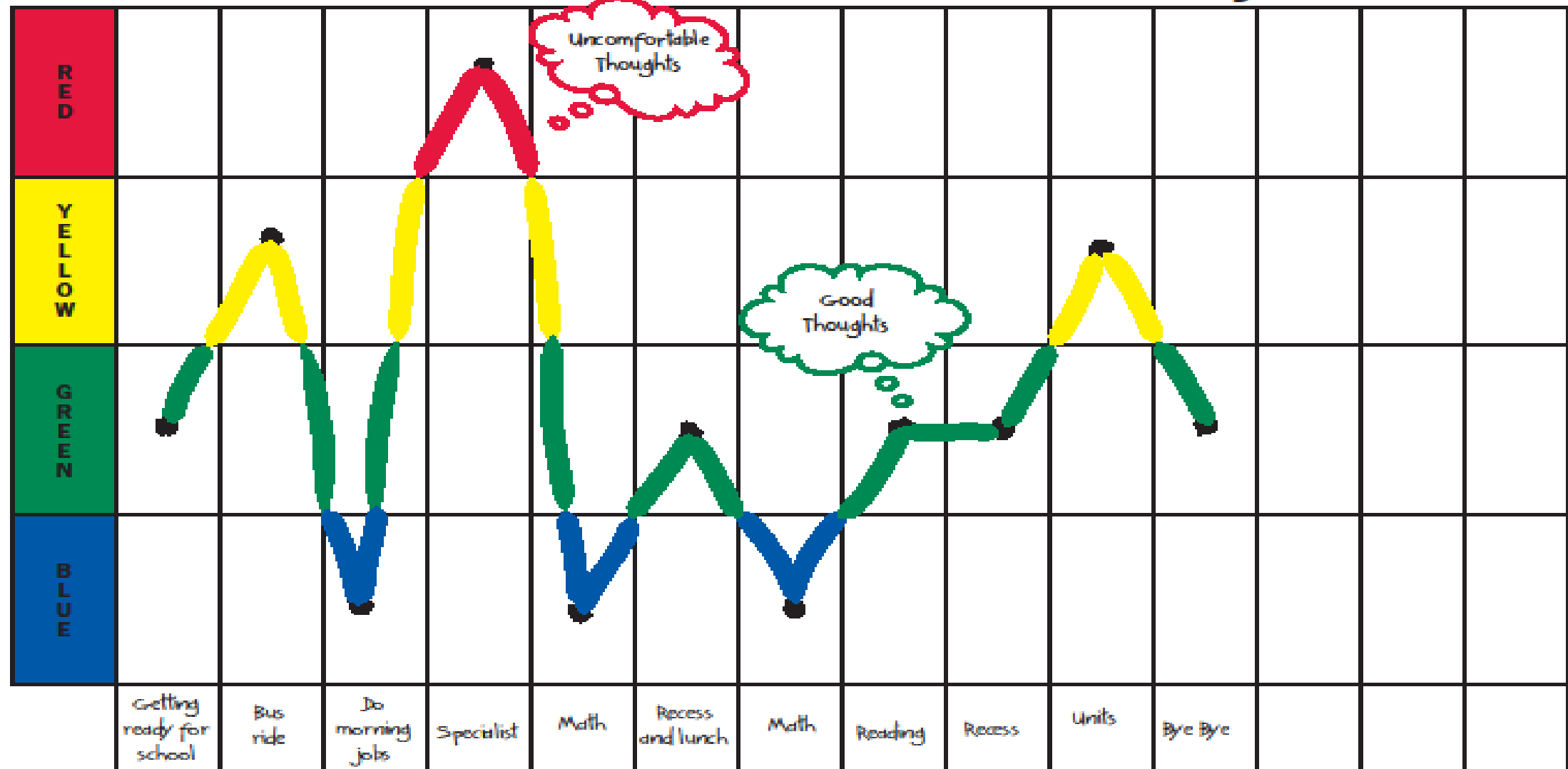
I feel: _____

I act: _____

_____ 'S **Toolbox**

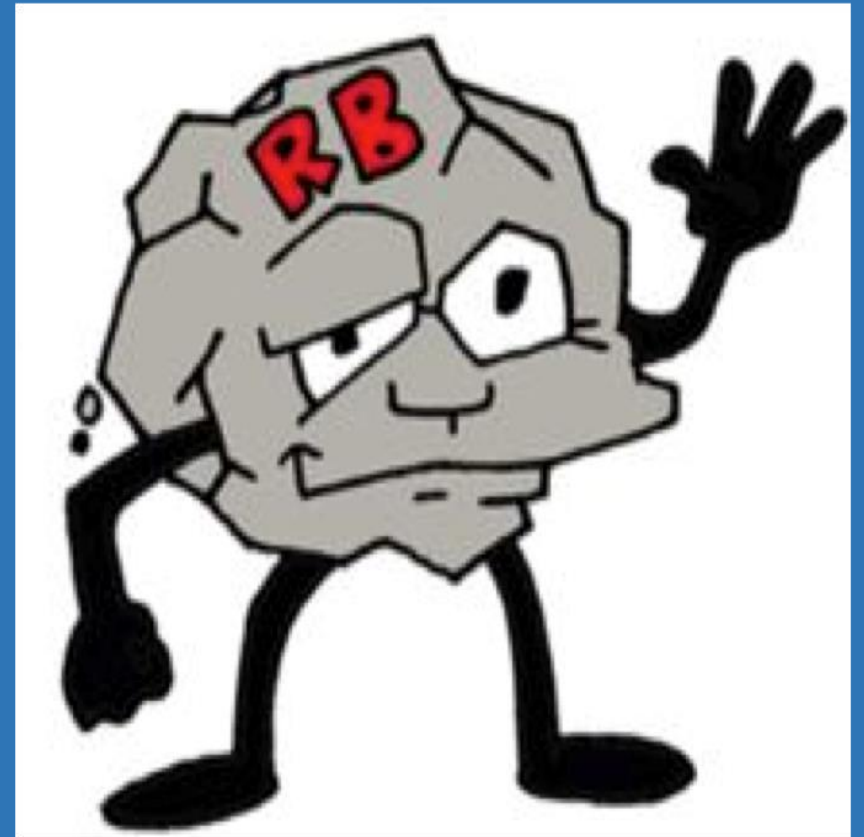
Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Jack's ZONES Across the Day: 5/25/2011





Superflex - lives in all of us – we can change our minds and consider several options before choosing what to do or how to think. He is always trying to defeat Rock Brian



Rock Brain – tries to invade our brain and get stuck on a negative thought or a way of doing something.



Superflex - lives in all of us – we can change our minds and consider several options before choosing what to do or how to think. He is always trying to defeat Rock Brian and the team of unthinkables



Team of Unthinkables
Glasman - - explosive
Mean Jean -Disrespectful
Energy Harry - Overactive
Brain eater – distracted

St Anselm's



Promoting our children's well being and positive mental health

Any Questions?



The **ZONES** of Regulation® language

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.

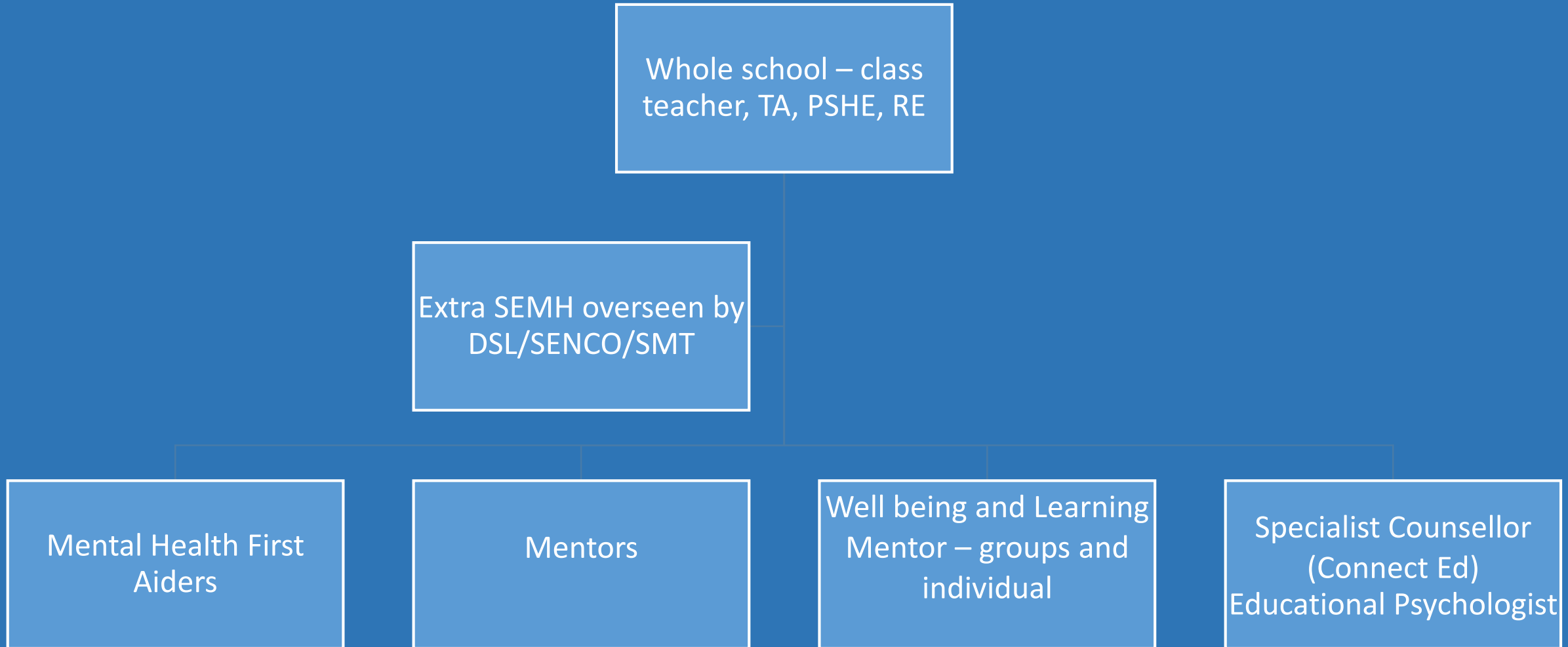
Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

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.

St Anselm's - Social, Emotional and Mental Health Support team (SEMH)



Why are we focusing on Positive Mental Health and Well-being?

- 1/10 children under 11 have mental health problems,
- ½ of adult mental health problems exist in under 14s
- National initiatives e.g. **Heads together** led by Duke and Duchess of York
- Using **Mentally Healthy Schools** resources – quality assured information, advice and resources
- Partnership between school, children, parents, staff, afterschool club
- Part of our School Development Plan
- Involved with SEMH strategy group, links to Anna Freud Institute, to get improved services.

Future Plans

- Teach 18 Zones of Regulation lessons
- Possible Zones awards, children using tool kits
- Further staff training.
- Posters across school and in playground
- Other resources we are/will be using
 - Talk-about social communication programme,
 - Bounce back and other resilience programmes,
 - Yoga, mindfulness and CBT resources,
 - Clubs and responsibilities, wider curriculum and recognition of achievement

Mentally Healthy Schools – school wide approach

- Identifying and building on the strengths and good practice that already exist.
- Identifying external support, build relationships with, and influence what is available outside the school.
- Consulting with children, staff, parents and carers.
- Making sure that the mental health and wellbeing of senior leaders, governors, teachers, all school staff and of parents/carers is as important as that of the pupils.
- Encouraging openness in talking about mental health and challenging negative attitudes. Recognise signs and symptoms of mental health needs and know what to do
- Referring pupils who need additional help onto health professionals. Having a clear process to follow where a concern is raised about a pupil's mental health
- Making sure that children and adults are protected by policies, values and attitudes (including behaviour, bullying, safeguarding and SEND) and feel safe in the school environment and in the wider community.
- Ensuring what is provided in school is appropriate to the needs of children and families.
- Measuring the impact of what you do to promote and support children's mental health in school.