

**We may not be
able to prepare
the future for our
children,**

**but we can at
least prepare our
children for the
future.**

- Franklin D. Roosevelt

Well-being training

Stress & Anxiety - neuroscience

- ▶ “If you go through the world looking for excellence, you will find excellence. If you go through the world looking for problems, you will find problems. Or as the Arabic saying puts it, ‘What a piece of bread looks like depends on whether you are hungry or not’.”
- ▶ Joseph O’Connor
- ▶ Resilience animation (Resilienceprogram.org)
- ▶ <https://www.youtube.com/watch?v=C1UCI2ZHEqw>

THE ZONES OF REGULATION®

Hopton Primary School

AIMS:

- Overview of self-regulation
- To understand how 'The Zones of Regulation' works
- Self-regulation **tools**
- Calming techniques
- Thinking strategies
- Sensory supports





I'M **NOT** 'ACTING OUT'.
I'M **DISTRESSED**.

If I had the words,
I'd tell you:
"My neurotransmitters
aren't regulating so I
can't channel my
feelings like you can."



Neurochild



I'M NOT WILFULLY
DISRUPTIVE.
I **NEED HELP.**

If I had the words,
I'd tell you:
"I need your connection
so I can understand
why I can't control my
thoughts right now."

Neurochild



I'M **NOT** LACKING FOCUS.
I'M **DISASSOCIATING**.
DON'T ISOLATE ME MORE.

If I had the words,
I'd tell you:
"I'm hypo-aroused and
under-reactive to stop
my emotional pain."

Neurochild



**I'M NOT DISTRACTED.
I JUST WANT TO
FEEL SAFE.**

If I had the words,
I'd tell you:
"I can't calm myself
— I'm stuck in fight
or flight."

Neurochild

DEFINITION OF SELF-REGULATION:

“...it is defined as the capacity to manage one’s thoughts, feelings and actions in adaptive and flexible ways across a range of contexts.”

Jude Nicholas

It encompasses:

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



WHY IS SELF-REGULATION IMPORTANT?

Life is 10% what happens to us and 90% how we react to it.

Charles Swindoll

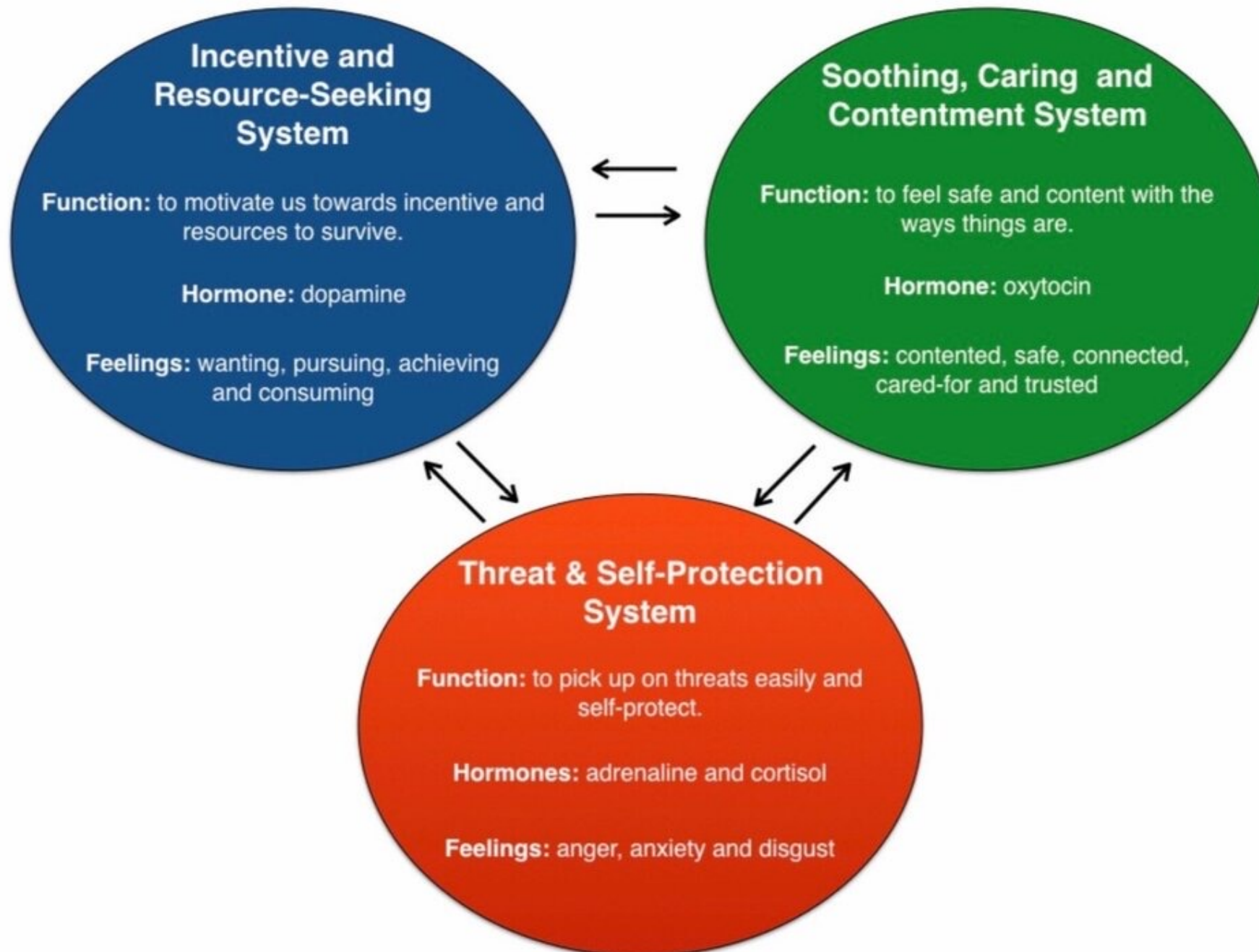
- Research has found that higher academic achievement is more likely when interventions include self-regulation components.



- Typically, children who can self-regulate will turn **into teens who can self-regulate.**

EXECUTIVE FUNCTIONING





What are the components of Emotion Regulation?

Eisenberg, Spinrad & Eggum, 2010

Identification of emotions

Acceptance of emotional experiences both pleasant and unpleasant

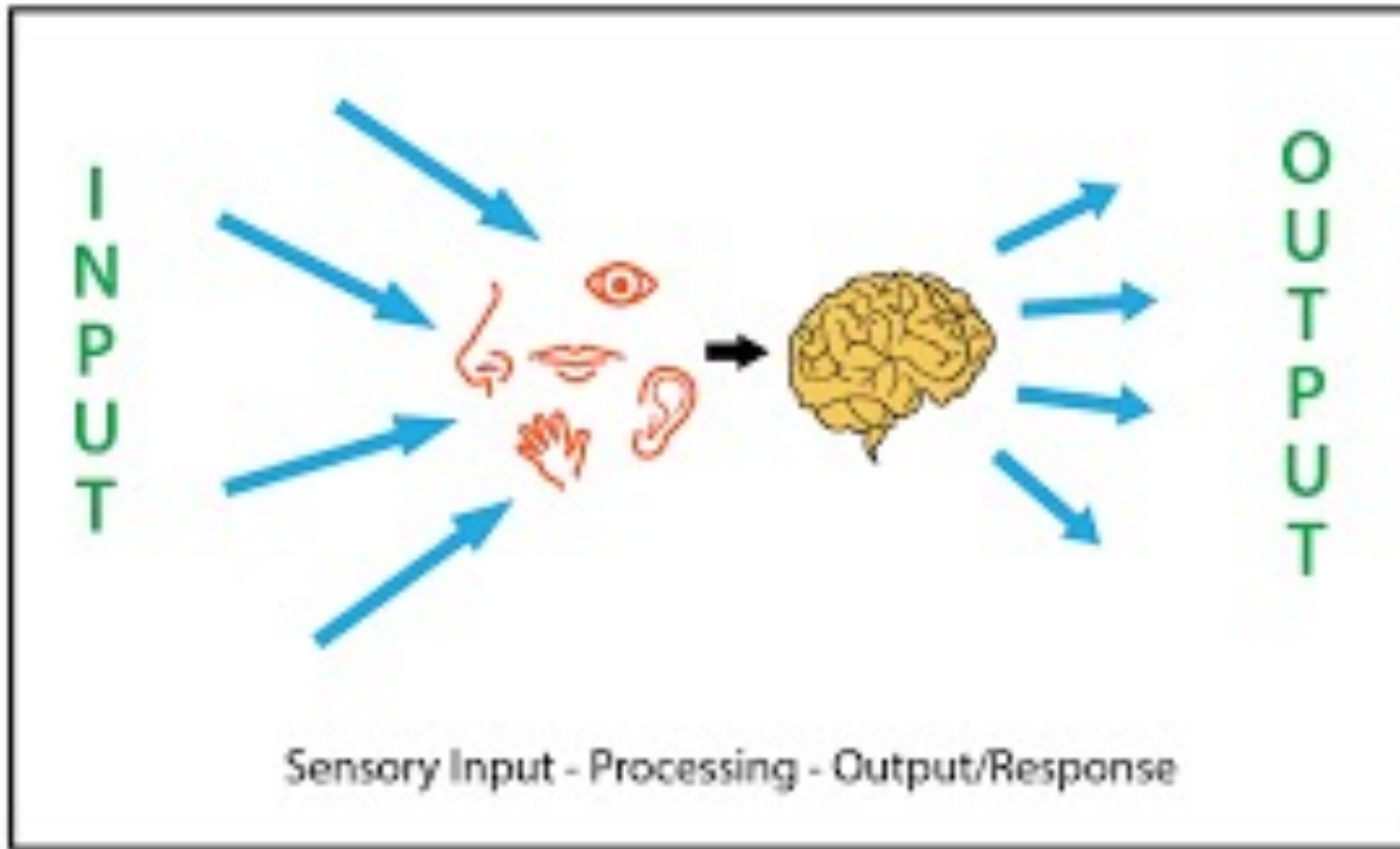
Management of distress and modulation of excitement/arousal to maintain emotional balance

Adaptive adjustment of behavior to facilitate social interaction

Prioritization among competing goals to achieve those that are important to the individual

Capacity to sustain motivation

Foundation for well-being, academic achievement, social relationships, and positive adjustment throughout the life span

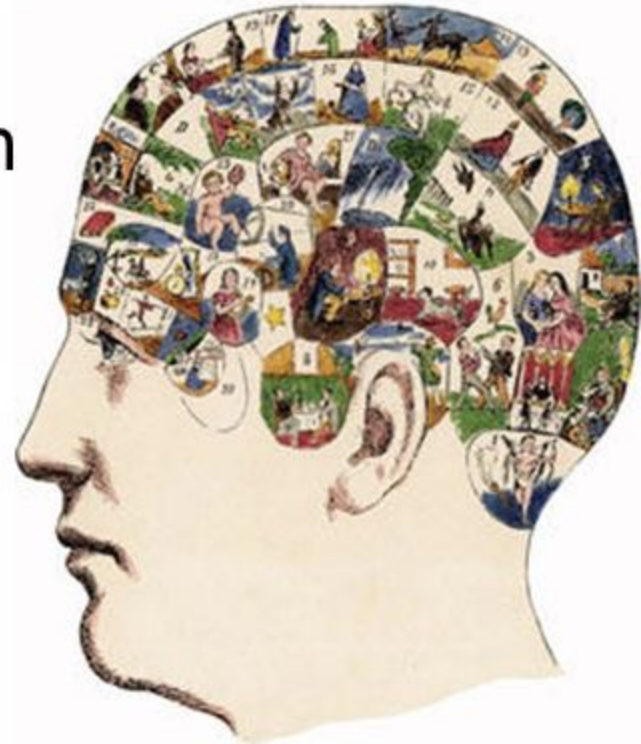


Sensory receptors are stimulated, as apart of processing, sensory information is organized and interpreted, stored and related to previous experiences, then a response is generated.

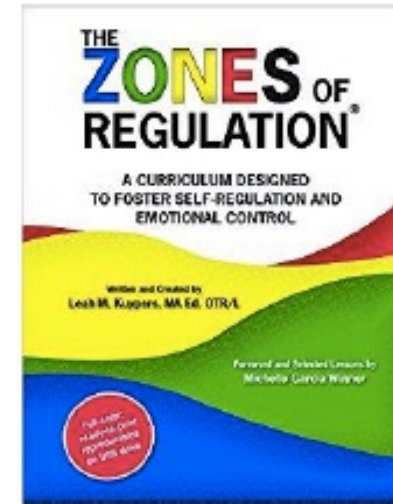
Social Cognition

⌘ How we think about others and how those thoughts influence us

- ☑ Attitudes and Attitude Formation
- ☑ Impression Formation
- ☑ Attribution
- ☑ Cognitive Dissonance



WHAT ARE THE ZONES OF REGULATION®?



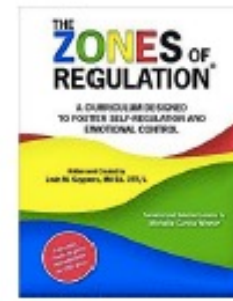
Teaches students:

- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills







- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone:** elated, angry, wild, terrified. (*heightened state of alertness and out of control*).

WHY TEACH THE ZONES OF REGULATION®?



- Provides a **common language** to discuss emotions – a language that is non-judgemental.
 - The Zones of Regulation is **simple** for children to understand but is helpful for all!
 - The Zones **teach healthy coping and regulation strategies.**
- >>> Clear progression across the curriculum (overview and home learning).**





The ZONES of Regulation®

			
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

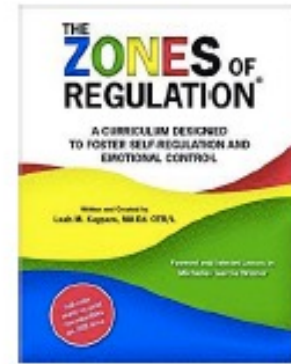
OTHER ZONES VISUALS



OTHER ZONES VISUALS

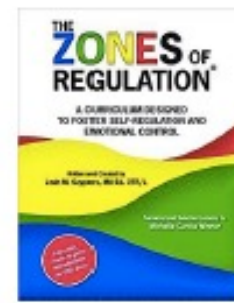
Blue Zone	Green Zone	Yellow Zone	Red Zone
			

KEY POINTS:



- There is no ‘bad’ Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can’t change the way children feel BUT we can help them manage their feelings/states and behaviours. *“It’s OK to be angry but it is not OK to hit...”*
- You can be in more than one Zone at a time (eg. sad AND angry).

KEY POINTS:



- If your child is confidently using words to describe their emotions, they don't need to revert to **Zones** language **HOWEVER** it is useful for them to know the strategy groups that will help them.

Eg. sick or tired = blue zone strategies



Deep inside everyone a Red Bear lies sleeping.

If your child is in the Red **Z**one...

- Limit verbals – this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red **Z**one. “Wonder if this strategy would help...?”

UNDERSTANDING ZONE TOOLS:



Blue Zone tools: help wake up our bodies, feel better and regain focus.

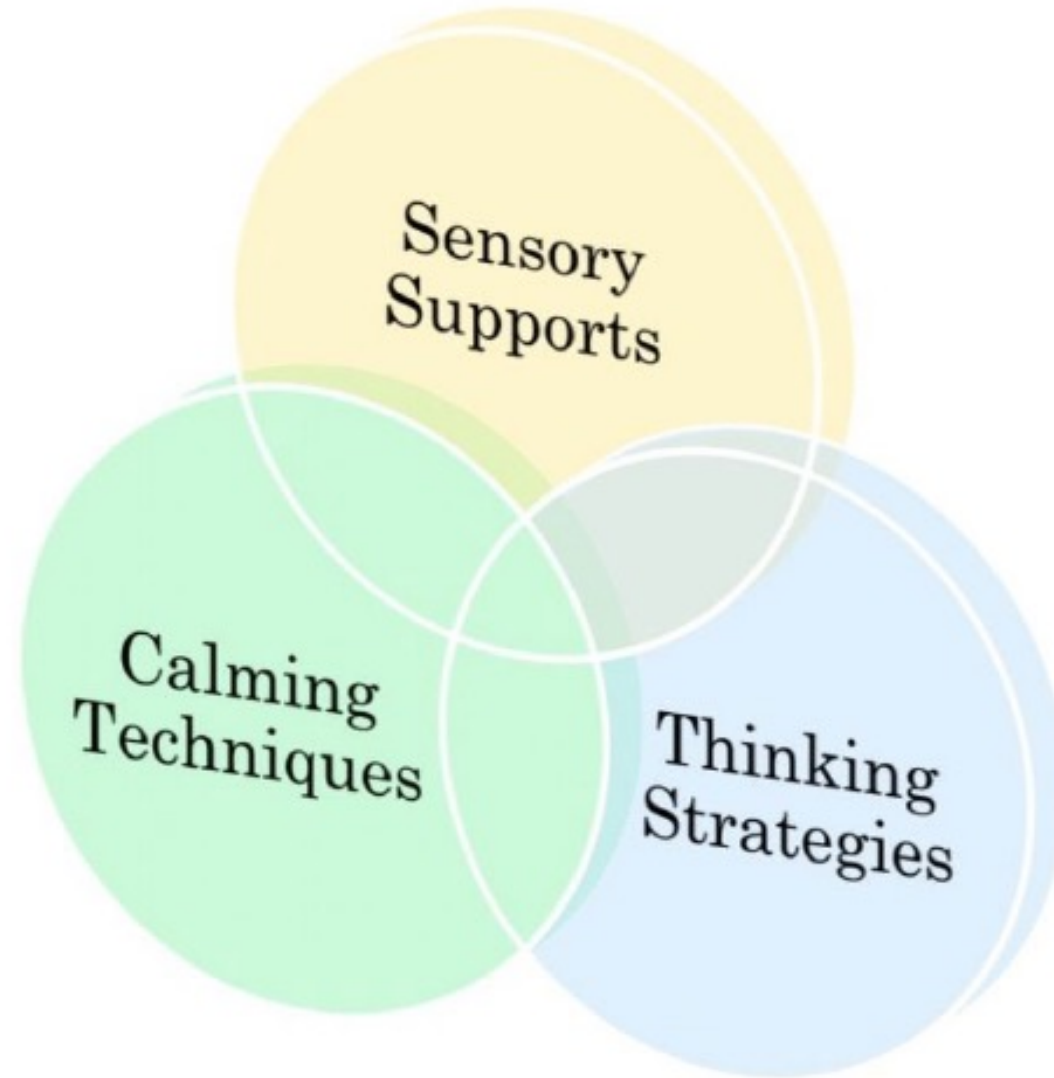
Green Zone tools: help us stay calm, focused and feeling good. These are often proactive strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.

Pick 2/3 for each Zone (depends on child).

TOOLS FOR SELF-REGULATION



SENSORY STRATEGIES



SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

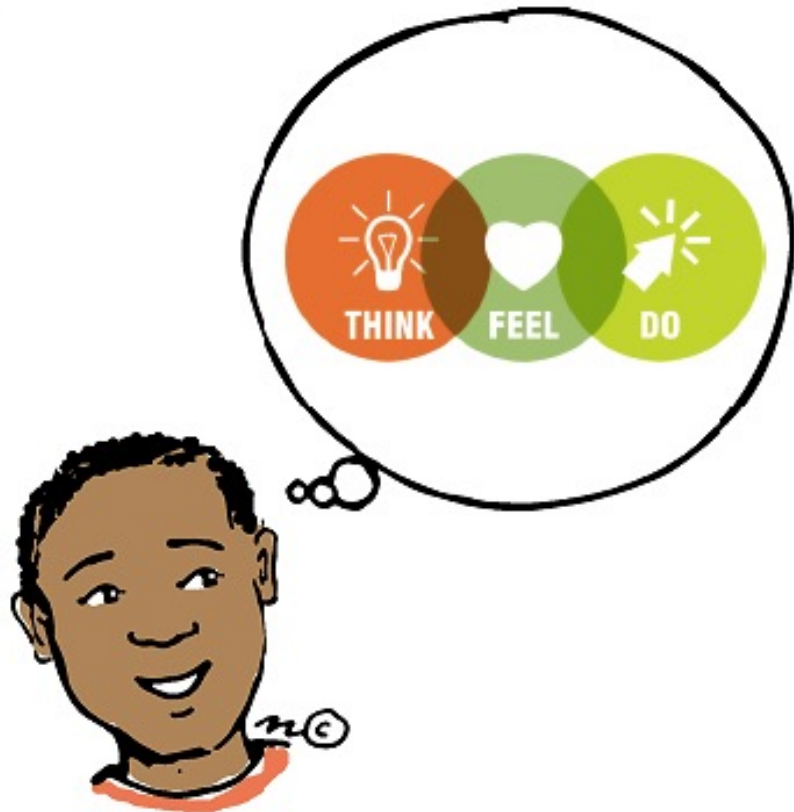
Which sensory supports do you use in daily life?

SENSORY TOOLS



Could you have a sensory box at home?

THINKING STRATEGIES

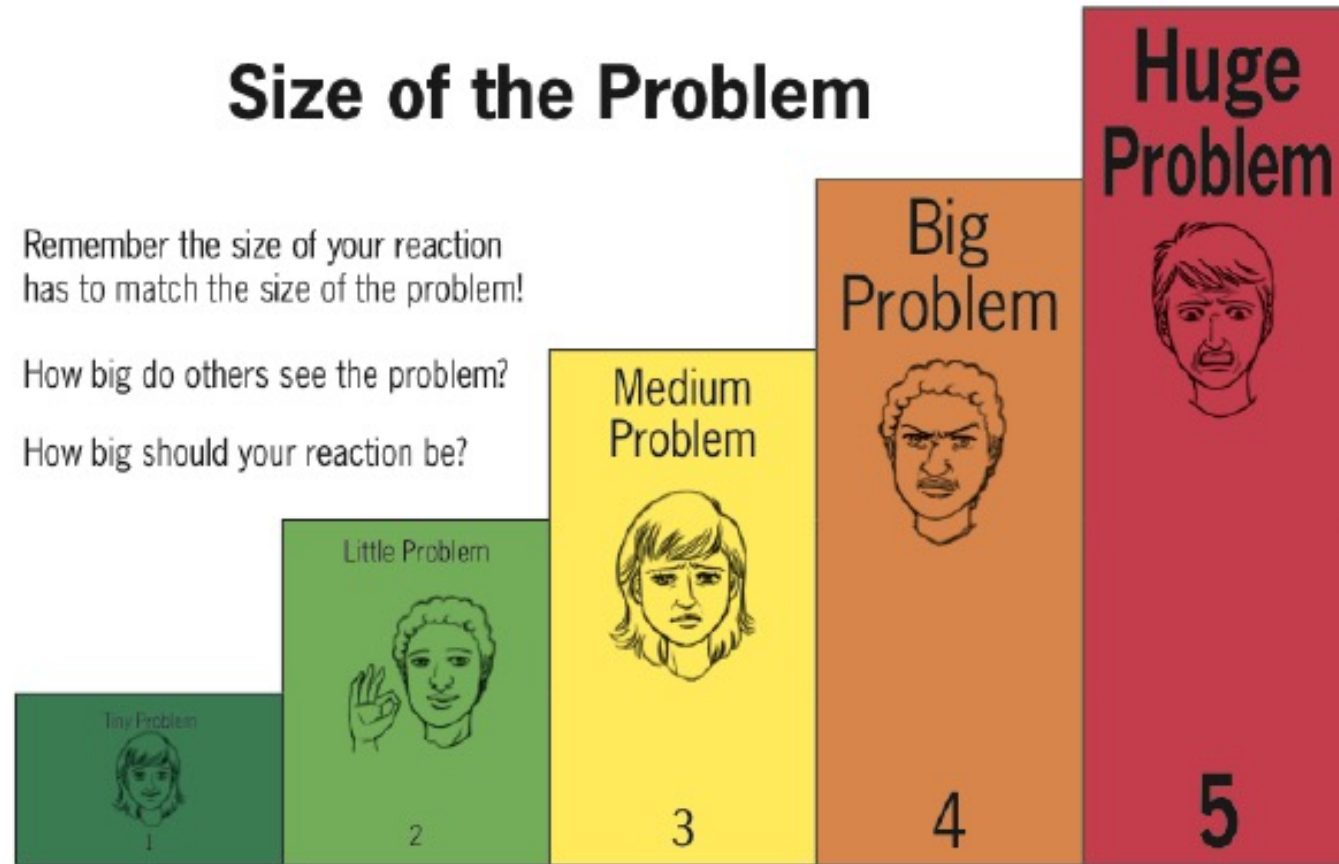


Size of the Problem

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 LEARNING STARTS IN YEAR 2.

-YEAR 3 – 6 EXPLORES EXPECTED AND UNEXPECTED REACTIONS... MAKE SURE YOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.

WHAT CAN I SAY TO MYSELF?

INSTEAD OF... TRY THINKING....

- | | |
|-------------------------------|---|
| I'M NOT GOOD AT THIS | -WHAT AM I MISSING? |
| I'M AWESOME AT THIS | -I'M ON THE RIGHT TRACK |
| I GIVE UP! | -I'LL USE SOME OF THE STRATEGIES I'VE LEARNED |
| THIS IS TOO HARD | -THIS MAY TAKE SOME TIME AND EFFORT |
| I CAN'T MAKE THIS ANY BETTER | -I CAN ALWAYS IMPROVE; I'LL KEEP TRYING |
| I CAN'T DO MATH | -I'M GOING TO TRAIN MY BRAIN IN MATH |
| I MADE A MISTAKE | -MISTAKES HELP ME IMPROVE |
| I'LL NEVER BE AS SMART AS HER | -I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT |
| IT'S GOOD ENOUGH | -IS THIS REALLY MY BEST WORK? |

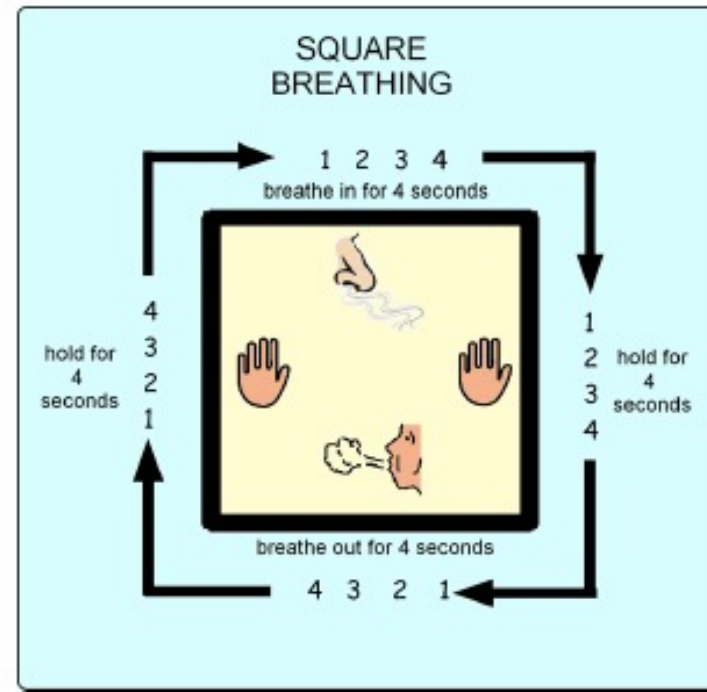
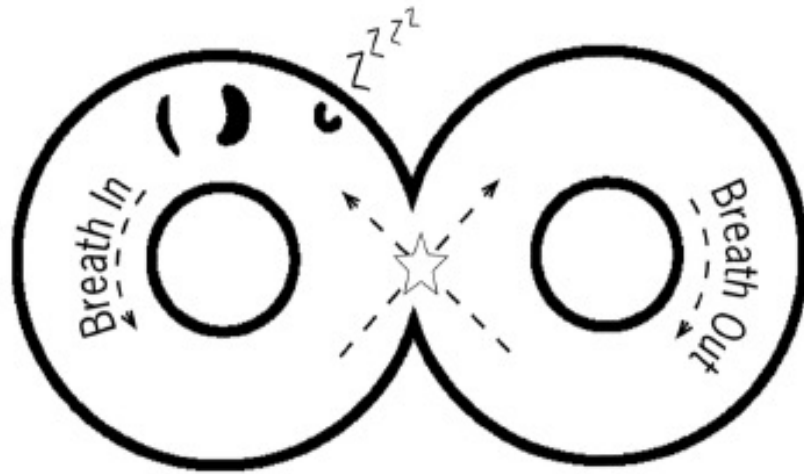
INNER COACH VS INNER CRITIC



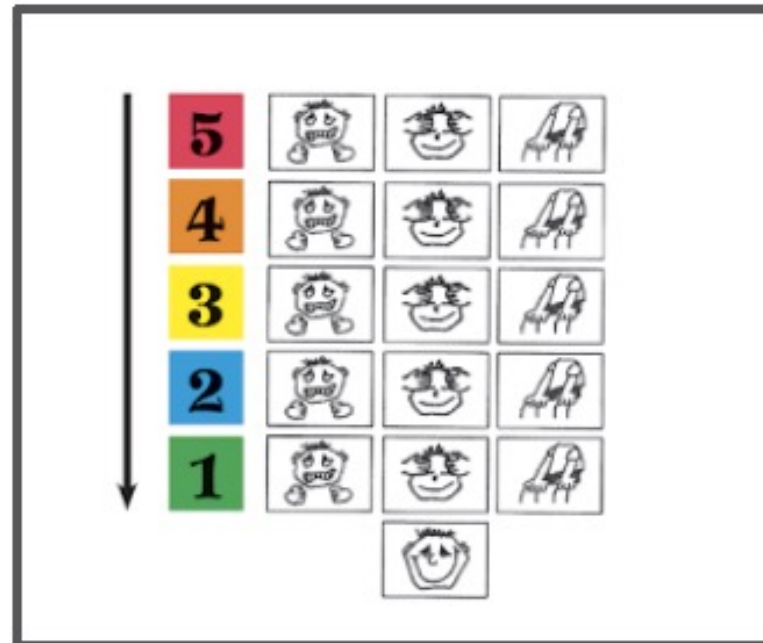
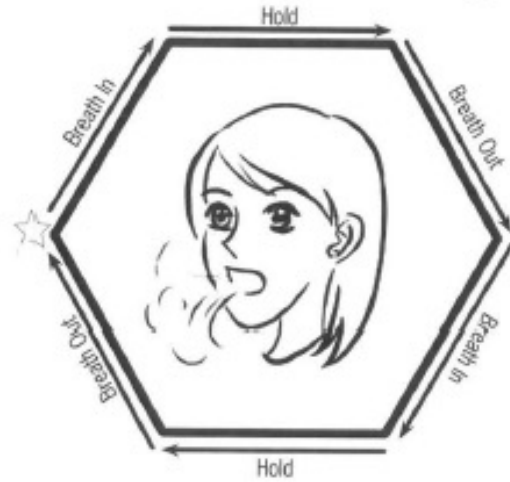
CALMING STRATEGIES



Lazy 8 Breathing



The Six Sides of Breathing



COUNTING

- **Forward and backward**
- **Count objects**
- **Count colours**
- **Count breaths**
- **Count pulse**



Use of Fit bit (relaxation and pulse tracking)



CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



HOW CAN I SUPPORT THE ZONES OF REGULATION?

- Identify your own feelings using **Zones** language in front of your child (e.g. “I’m frustrated, I am in the yellow zone”)
- Provide positive reinforcement when your child is in the **Green Zone** and if they make efforts to stay in the **Green Zone**. Eg. “I can see you are working really hard to stay in the **Green Zone** by...”
- Talk about what tool you will use to be in the appropriate **Zone** (e.g. “I’m going to go for a walk, I need to get to the green zone”)
- Label what zones your child is in throughout the day (e.g. “You look sleepy, are you in the blue zone?”)
- Teach your child which **Zones** tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get to the blue zone.”)
- Post and reference the **Zones** visuals and tools in your home (**Zone** check in stations and toolboxes for the family!) Make portable **Zones** cards (see editable document on website).

PLAY GAMES

“Feelings Charades”

Take turns choosing emotions from a stack of cards or papers and act it out using only face and body clues. Guess each other’s emotion, discuss which zone it’s in and why. (Added challenge: Name a tool you could use when feeling that emotion).

“Name that feeling”

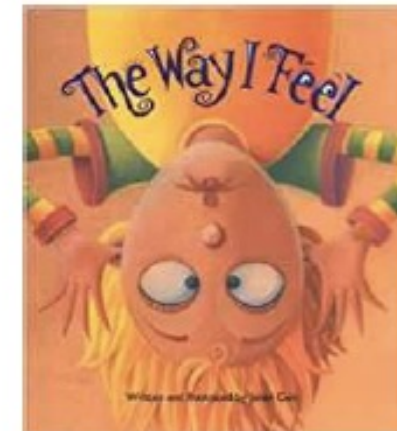
- People watch and guess the feelings/zones of others.
- Name the feelings of characters while watching a movie (and point out any strategies they use).

Read ‘The Way I Feel’

“Zones Uno”

Learn the song!

<https://www.youtube.com/watch?v=VnI3GeTkMa4>



https://www.youtube.com/watch?v=DUYlqF6e_Vs

MORE INFORMATION ON THE **ZONES**

Zones of regulation Website : <https://www.zonesofregulation.com/index.html>

Zones of regulation book and CD

Pinterest

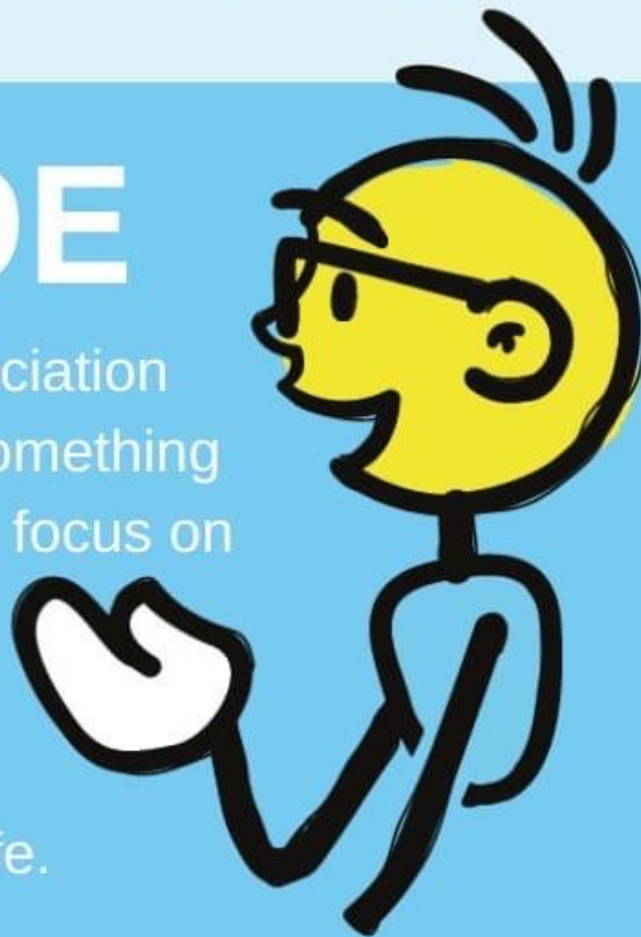


Wellbeing & Resilience

Positive Emotions

GRATITUDE

This emotion or attitude of appreciation comes when we acknowledge something we have received. Gratitude can focus on anything you feel appreciation for. Gratitude happens during times when you feel thankful for someone or something in your life.



Positive Emotions

LOVE

Is a mix of all of the positive emotions. Love is related to a feeling of strong affection and attachment when we have a very positive feeling of connection towards another person. Love can grow by watching someone achieve something amazing or by laughing and having fun with them.



Positive Emotions

AWE

This may come from experiencing something incredible: a beautiful sunset, or crashing waves in the sea, a beautiful picture, huge buildings or looking up at the stars at night.





Wellbeing & Resilience

Positive Emotions

INTEREST

Comes from wanting to know more and being pulled towards something of interest. When feeling interested, you are more open to giving things a go and exploring the world around you.





Wellbeing & Resilience

Positive Emotions

PRIDE

This comes from feeling pleased with what we have accomplished. It helps us grow in confidence increasing the belief that we can get things finished.



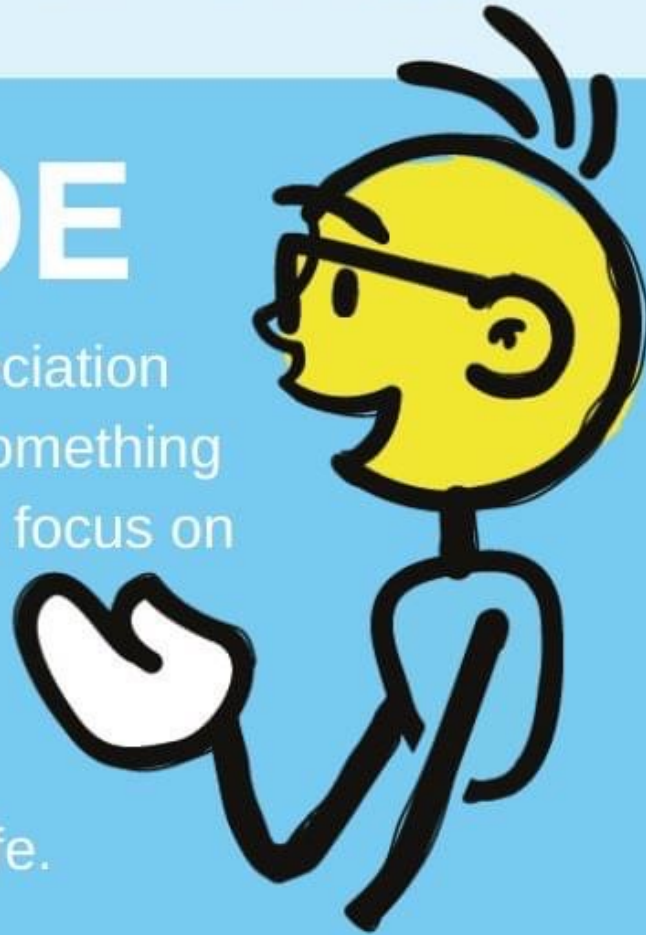


Wellbeing & Resilience

Positive Emotions

GRATITUDE

This emotion or attitude of appreciation comes when we acknowledge something we have received. Gratitude can focus on anything you feel appreciation for. Gratitude happens during times when you feel thankful for someone or something in your life.





Wellbeing & Resilience

Positive Emotions

JOY

Think of the most positive experience you've had: a time when you felt safe, happy, and comfortable. This was probably a moment where you experienced joy. Joy comes from delightful experiences.





Wellbeing & Resilience

Positive Emotions

INSPIRATION

This is when we feel like we can achieve a great challenge or we feel happy that someone else has achieved something in their life. We can also feel inspiration when we see true goodness or where someone goes above and beyond the ordinary.





Wellbeing & Resilience

Positive Emotions

AMUSEMENT

Whenever we experience fun and funny situations with others we are being amused. We can get amusement from laughing with others at a funny joke, watching something funny or playing a fun game or activity. Amusement helps us build relationships with others.



Positive Emotions

HOPE

This is a belief and feeling that things will be ok. It's knowing our current problems aren't permanent and that things will get better. A hopeful person believes that they will be able to achieve what they want to.

