



Zones of regulation

Parent workshop

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.”

So your child can...

Build motivation when things get tough.

Encourage themselves to keep a calm mind.

Determine priorities.

Solve challenges better.



Have less friendship issues.


Understand the emotions and actions of other people.

Have empathy for others.

Have more inner peace.

Enjoy competitive games more.

Feel happier!



**What would happen in a world where people
(adults included) didn't talk about their
feelings?**

The ZONES of Regulation

What are 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



GREEN ZONE

Happy

Calm

Feeling Okay

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Ready to Learn





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Signs of Emotional Dysregulation



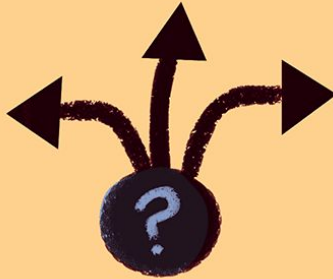
Overly intense emotions



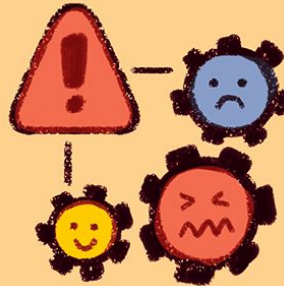
Impulsive behavior



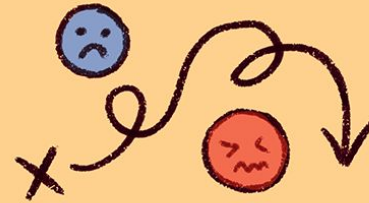
Lack of emotional awareness



Trouble making decisions

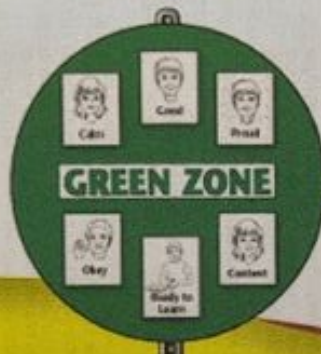


Inability to manage behavior



Avoids difficult emotions

THE ZONES OF REGULATION®



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

Deep breaths

Red Zone Tools

Take a break

Once a day after lunch time.

Private conversation with class teacher.

Builds trusting relationships with teacher.

We can get the child the right support at the right time.

Unhelpful thoughts

Nothing I do is helping!



Their anxiety/ meltdowns/ ability to regulate will never get better.



They are just doing it for attention.



I don't even know where to begin.



Have you ever felt or thought any of these?



Tips & strategies

When a child is in crisis

- ★ Trying to reason with them or tell them off will only make matters worse. The only thing we can do is help the child to feel safe and understood.
- ★ Regulate yourself first, take a breath.
- ★ Speak slowly and quietly. The brain can only process so much when it is in distress.
- ★ Distract their mind (e.g. count how many... / conversational tone/ ask for their help with something)
- ★ Repetition helps calm the brain. 'Everything will be okay.' 'You're safe.' 'Deep breaths.' Take deep breaths with them.

Acknowledge the feelings/ empathise

- You look _____, are you feeling this way?
- I'm so sorry you're feeling that way.
- That must be really difficult for you.
- If that happened to me, I would feel that way too!
- It can be difficult when... (we have to do something we don't want to, are feeling sick, someone takes something we are playing with...)



**Validating their feelings is not
validating their actions.**

Once the child is in a calmer mindset, this is the time to reason and discuss what happened.

- ★ Listen without interrupting.
- ★ Relay to them what they said using their words to clarify.
- ★ Explain that the emotions are totally understandable and we need to learn to regulate ourselves if/when it happens again.
- ★ It's their responsibility to manage their behaviour but we are there to support and advise them.

- ★ Praise the choices they made to regulate themselves.
- ★ Go over the choices that they could have made.
- ★ Provide choices - when, where, what time, how they can do something. Engage them in the decision making so they feel they have some autonomy.
E.g. I notice that you find it really tough to... what do you think would help you to get this done on time/in under 5 minutes etc.?
- ★ Reconnect with a hug, a smile, an activity, a walk etc.

★ Recover, repair, rebuild. ★



Why I can do this

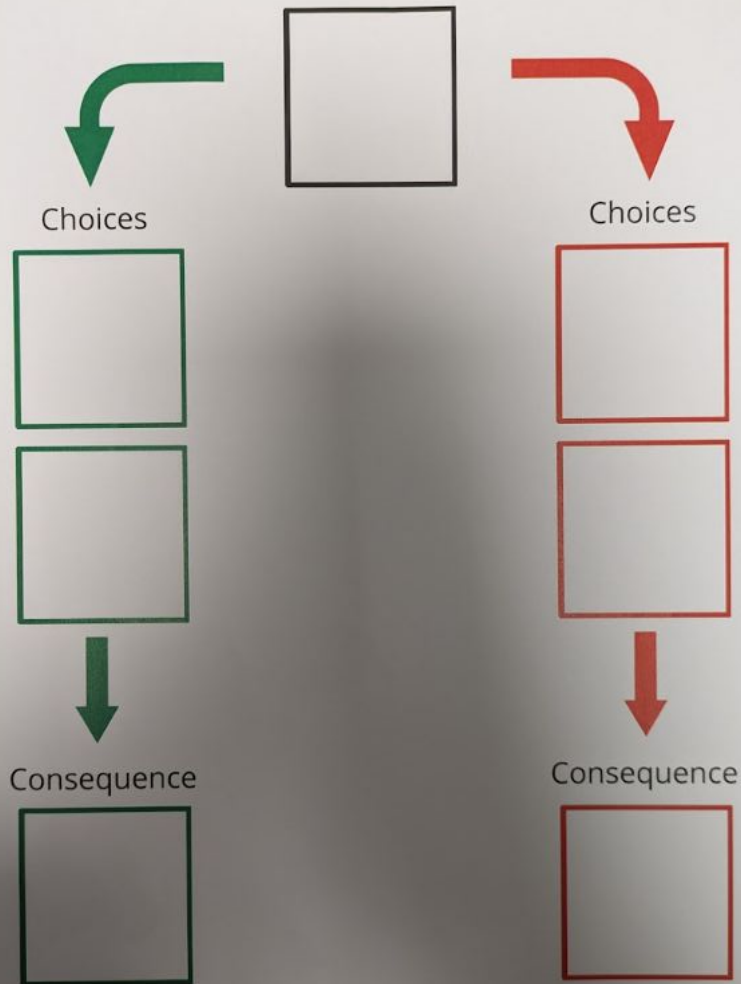
Help your child think through how to get from "I can't" to "I can try."

The worksheet is titled "Why I can do this" and includes the instruction "Help your child think through how to get from 'I can't' to 'I can try.'" It features four distinct sections for writing:

- What I think I can't do:** A circular area with horizontal lines for writing.
- Why I think that:** A rounded rectangular area with horizontal lines for writing.
- What I'm afraid of:** A jagged-edged area with horizontal lines for writing.
- Why I should try:** An oval area with horizontal lines for writing.

At the bottom, there is a section titled "How I'll keep these challenges from standing in my way" with horizontal lines and a star icon.

Situation:



Anxiety Map

What might your face look like when you feel anxious?



How might you behave?



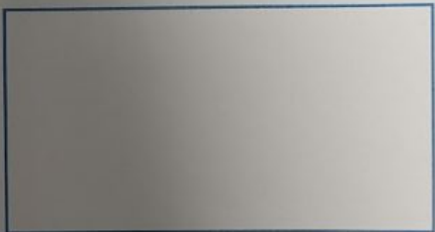
What might you say?



What happens in your body?



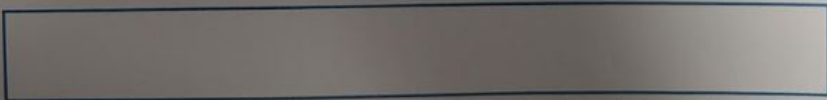
What is your anxiety trying to tell you?



How do you manage your anxiety?



What might help when you're feeling anxious?



Self-awareness worksheet

What are three of your greatest strengths?

1. _____
2. _____
3. _____

What two things seem harder for you than for other kids your age?

1. _____
2. _____

What are two of your favorite things to do?

1. _____
2. _____

What are two of your least favorite things to do?

1. _____
2. _____

List three of your recent successes (big or small):

1. _____
2. _____
3. _____

Why was I successful?

What could I have done differently?

List two things you did recently that you could have done better:

1. _____
2. _____

Who do you turn to for help with things that are hard for you?

Do you think struggling with things makes you a stronger person? (Yes / No)

How do learning and thinking differences make me stronger?

How can I describe my unique way of learning to friends and teachers? Are there any adults who can help me think this through?

Are you open to talking with friends about what you're strong at and what you struggle with? (Yes / No)

Are you open to asking teachers for help with things that are hard for you? (Yes / No)



- Curriculum Statement
- Year 3 Curriculum
- Year 4 Curriculum
- Year 5 Curriculum
- Year 6 Curriculum
- Remote Learning
- Online Learning Resources
- Home Learning
- Reading
- Writing
- Phonics
- Mathematics
- Science
- Computing

- Art
- Design & Technology (D.T.)
- Geography
- History
- Modern Foreign Languages (MFL)
- Music
- Outdoor Learning
- PHSE & RHSE
- Physical Education (PE)
- Religious Education (RE)
- Experiences - Trips & Visits
- Growth Mindset
- Skills Builder
- [Zones of Regulation](#)

At P

NEWS & LETTERS

<https://www.phjs.co.uk/curriculum/zones-of-regulation>