

May the ZONES Be With Your Classroom!

created by L. Kuyper, M.A. Ed, OTR/L

Presented by

Julie Principe - District Learning Support Teacher

Jan Palmer - District Behaviour Support Teacher

Slides also contributed by Reetpal Brar - District Occupational Therapist

New Westminster School District

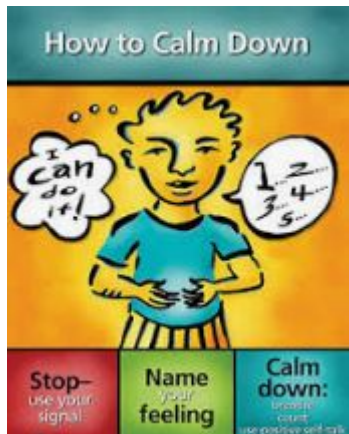
PITA - October 19, 2018

Zones as a Link to Many Conversations (Julie)

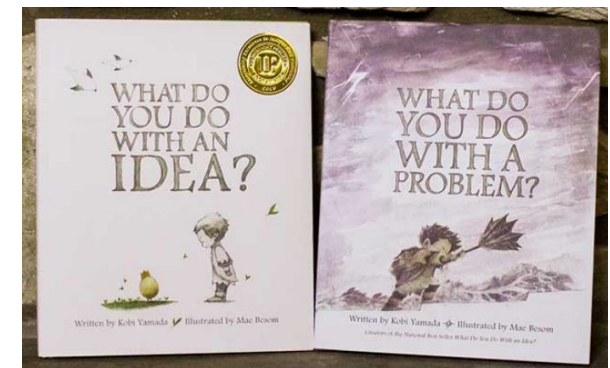
MINDUP



GoNoodle



! Social Thinking



secondstep

Here's the Plan:

(Julie)



First we'll start with **MINDFULNESS**.



Next we'll talk about **WHY** we use the Zones Curriculum (Regulation).



Then we'll discuss **WHAT** is the Zones Curriculum.



Last we'll talk about **HOW** to start in your classroom with your students.

Start the Day with Mindfulness (Julie)



Mind Full, or Mindful?

Mindful Breathing - “Arrive”

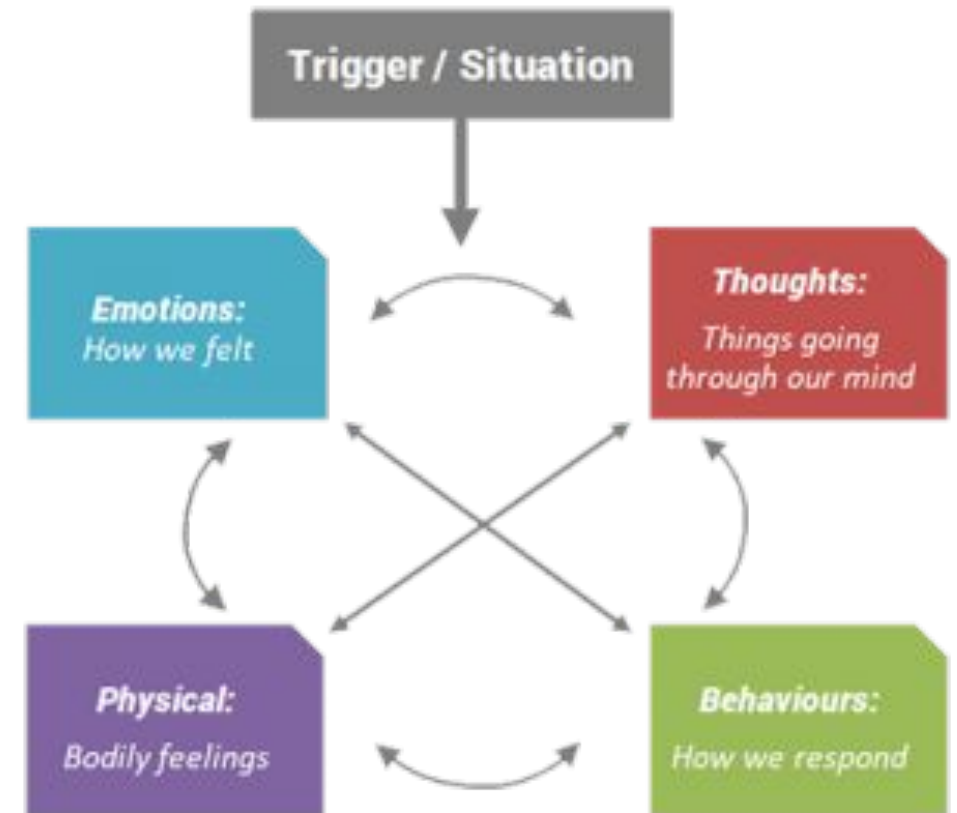
(Julie)



A Model for Brain/Body/Behaviour Interaction

(CBT-Cognitive Behaviour Therapy)

Most psychologists use this model to explain how our thoughts, emotions, sensations and behaviour affect each other. Keeping all these areas in balance is called Regulation.



Regulation (Jan)

- **REGULATION**- achieving or keeping the right level of alertness or level of arousal for the task at hand
 - Co-regulation/mutual regulation- ability to become regulated by another who is strongly regulated
 - Self-regulation
- Aim is to bridge from co-regulation to self-regulation
- Emotional regulation is different from physical regulation but not separate
- Dysregulation: inability to adapt to challenges in daily life routines and tasks.

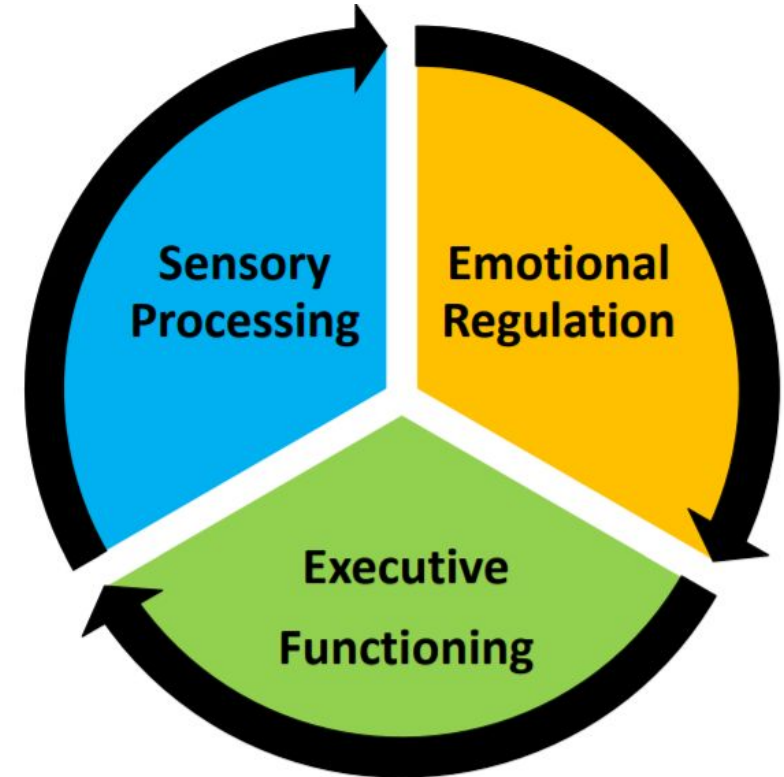
Regulation

- Difficulty managing input from your senses/environment = hard to adjust your responses to match the situation
- “Every sensory experience is emotional and every emotional experience is sensory” (Kim Barthel, OTR)

Environment

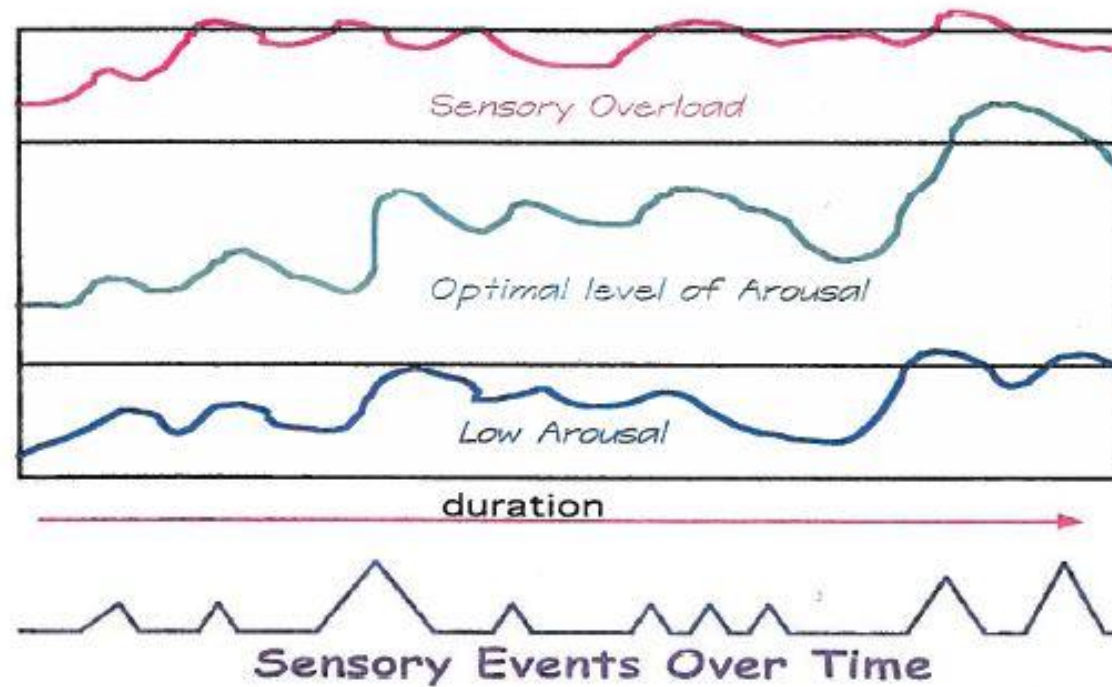
Relationships

Culture



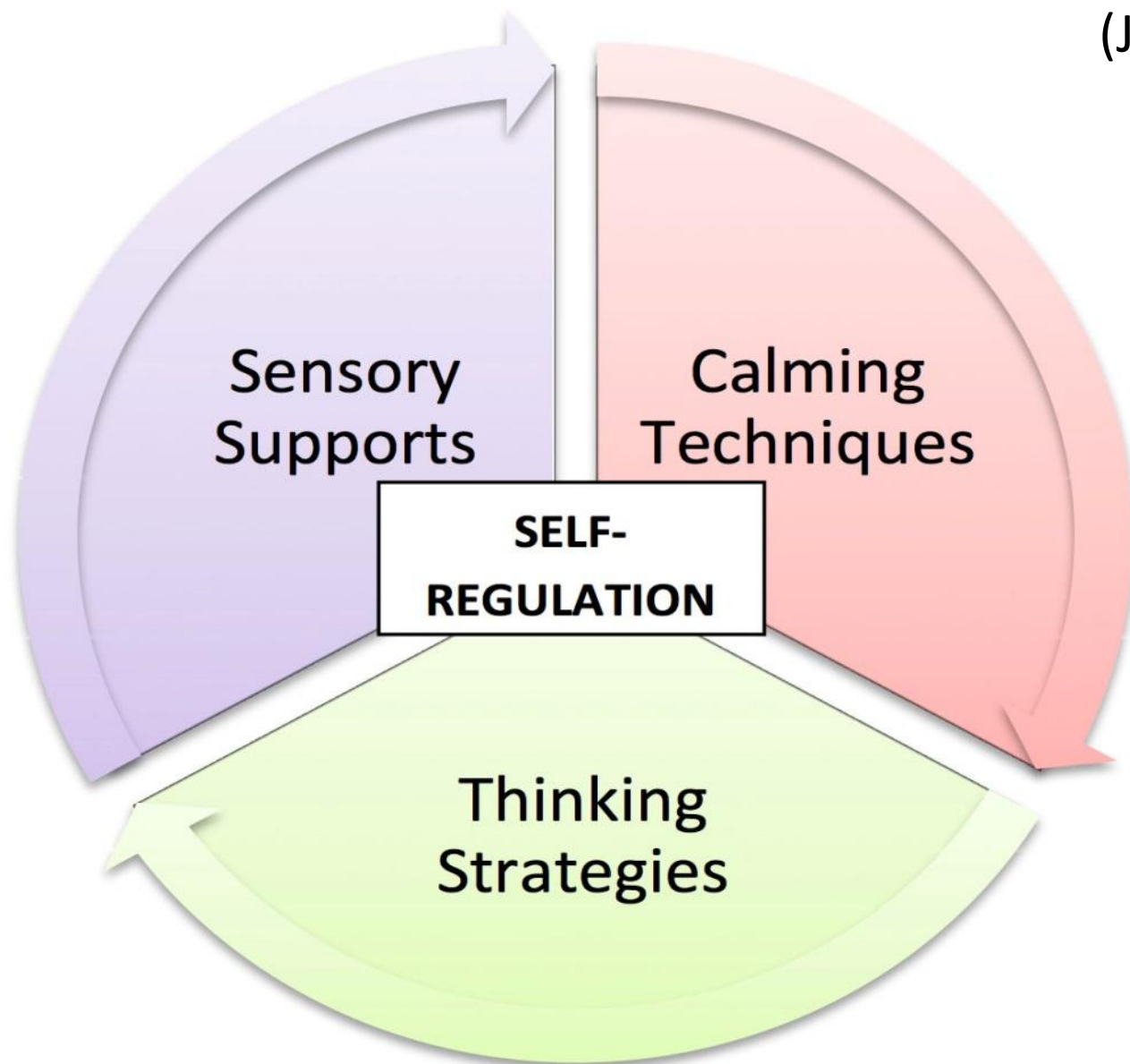
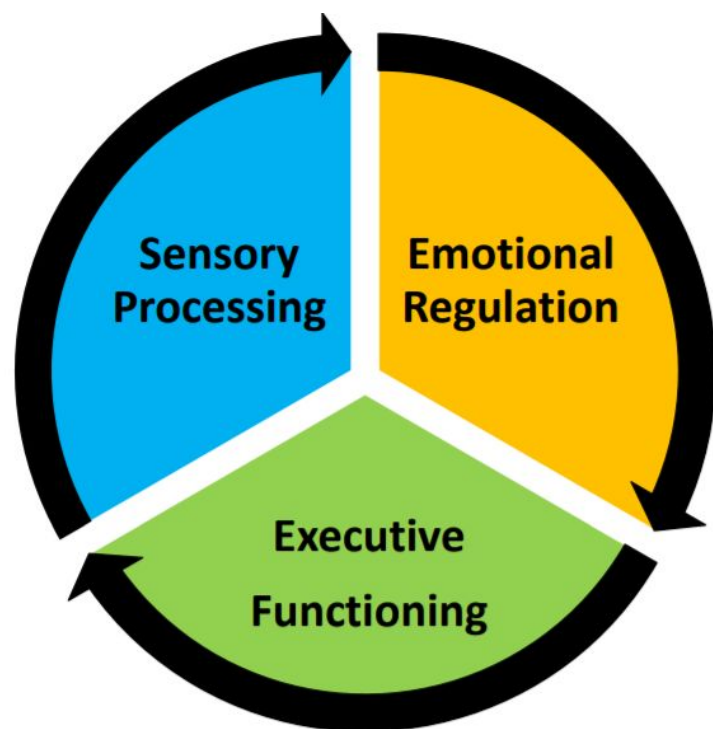
Level of Alertness or Energy (Jan)

Arousal-The ability to “dial up” or “dial down”



(Jan)

Regulation Tools & Strategies



Sensations or Bodily Feelings (Jan)

- A sensation is a physical feeling in the body
- Sensation language describes these physical feelings using words based on the five senses (taste, touch, smell, sound, sight)
- Sensations should not be confused with emotions
- Emotions have accompanying sensations but are not themselves sensations
 - For example Fear may be felt as clenching in the stomach, a tight chest and rapid breathing
- We are often unaware of what sensations our body is experiencing

Emotional Regulation (Jan)

- Ability to control emotional reactions in order to meet a goal
- Monitoring, evaluating, modifying intensity and timing of response
- Emotional Reaction occurs at 3 levels
 - Neuropsychological/biochemical – heart rate, respiration, hormones (sensations/bodily feelings)
 - Physical/behavioural – emotions are expressed in a person's actions i.e. facial reactions, crying, withdrawal
 - Cognitive – Involves language (written, spoken, or thoughts) and labeling of emotions



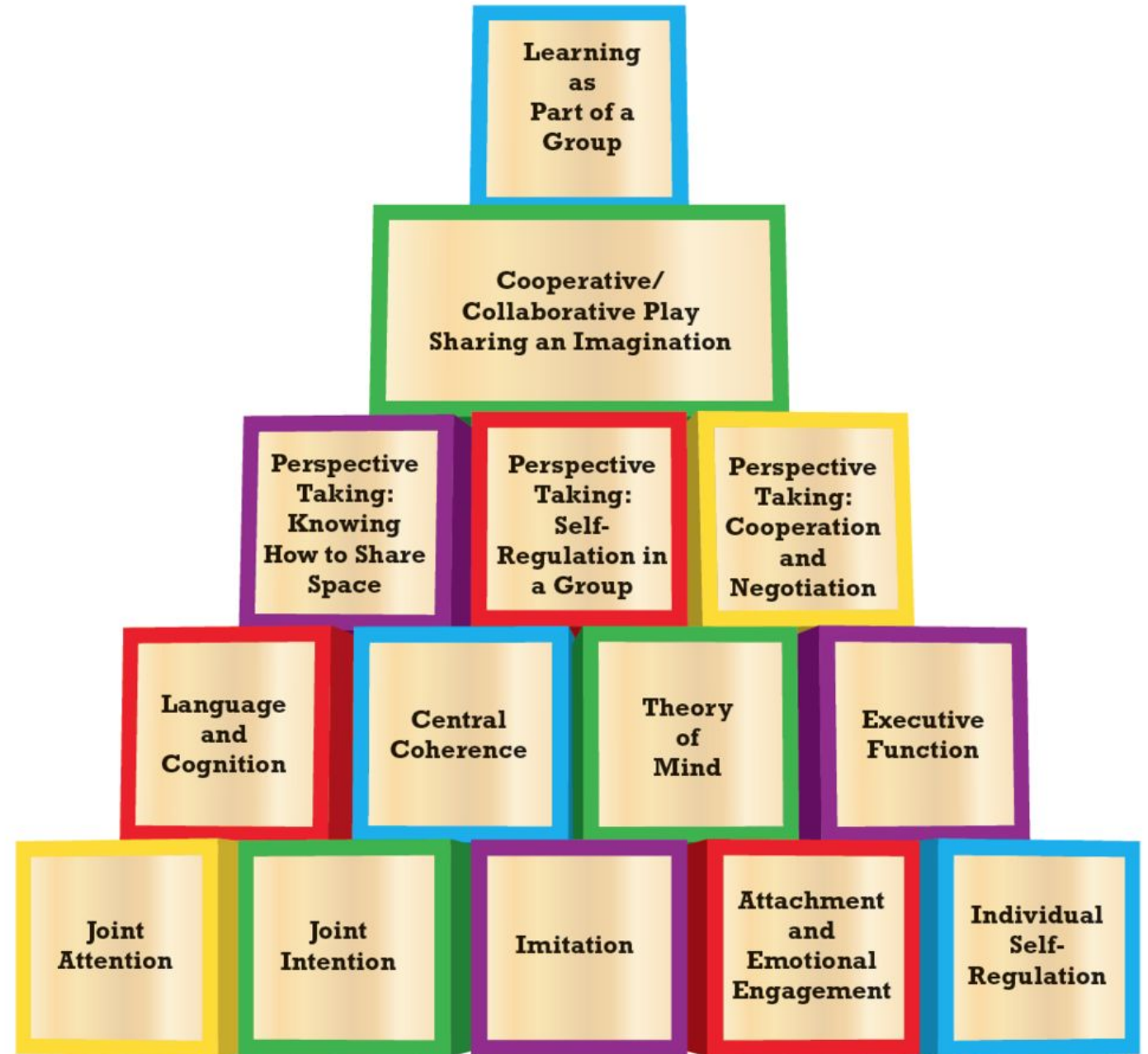
Executive Functioning (Jan)

- Cognitive processes involved in the conscious control of thoughts, actions, as well as overseeing communication exchanges.
- Referred to as the command center of the brain
- Executive Functions
 - Initiation
 - Planning
 - Shifting Attention & Flexibility
 - Working Memory
 - Inhibition
 - Organization
 - Self-Monitoring

sprouts
SCHOOLS



Building Blocks by Michelle Garcia Winner *The Social Thinking Curriculum



The **ZONES** and the BC Curriculum (Julie)

- *Incorporating **ZONES** language, activities, and thinking into your classroom, will help both you and your students spend more time on learning activities.*



Connection to the BC Curriculum (Julie)

Core Competencies:



Communication



Thinking

- Creative Thinking
- Critical Thinking



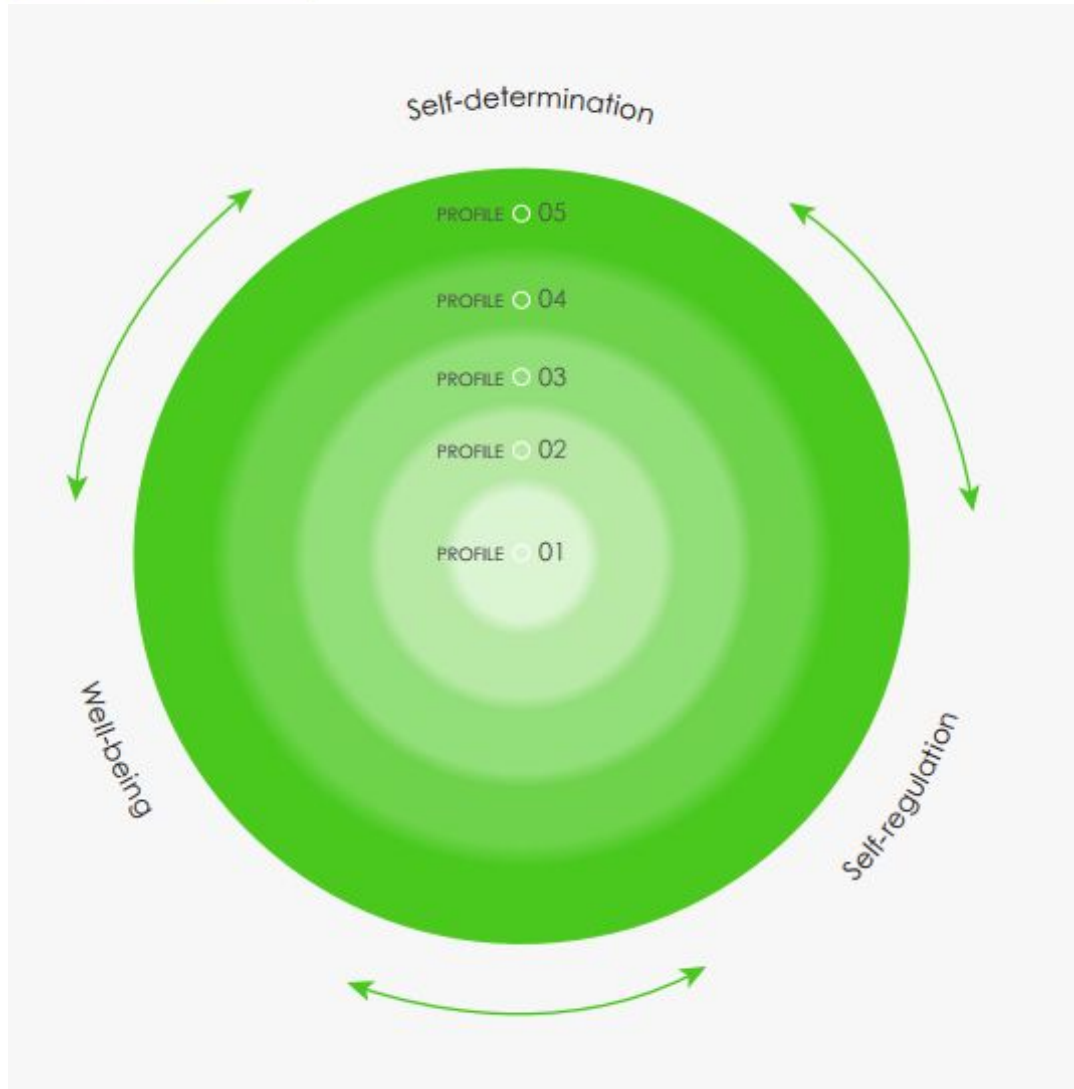
Personal and Social

- Positive Personal & Cultural Identity
- Personal Awareness & Responsibility
- Social Responsibility



Personal and Social (Julie)

Personal Awareness & Responsibility



- Self-determination
- Well-being
- Self-regulation

Personal Awareness & Responsibility -

Profile 1

- With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.
- I can sometimes recognize emotions.
- I can participate in activities that support my well-being.

Personal Awareness & Responsibility -

(Julie)

Profile 5

- I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth.
- I take responsibility for making ethical decisions.
- I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations.
- I recognize the implications of my choices and consult with others who may be affected by my decisions.
- I sustain a healthy and balanced lifestyle.
- I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges.
- I can advocate for myself in stressful situations.
- I take the initiative to inform myself about controversial issues and take ethical positions.

Physical and Health Education 6

Physical and Health Education K 1 2 3 4 5 6 7 8 9 10 11 12

[Introduction](#) [Goals and Rationale](#) [Curriculum Overview](#) [Supports](#)

[Download Curriculum ▼](#)

Core Competencies

C
Communication

T
Thinking

PS
Personal & Social

Big Ideas

Daily physical activity enables us to practice skillful movement and helps us develop personal fitness.

Physical literacy and fitness contribute to our success in and enjoyment of physical activity.

We experience many changes in our lives that influence how we see ourselves and others.

Healthy choices influence our physical, emotional, and mental well-being.

Learning about similarities and differences in individuals & groups influences community health.

Connection to the BC Physical & Health Curriculum

Curricular Competency - *Directly Related to Self-Regulation*

Physical Literacy - Students are expected to be able to do the following:

- Apply methods of *monitoring and adjusting* exertion levels in physical activity
- Participate *daily* in physical activity designed to enhance and maintain health components of fitness
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness
- Describe the impacts of personal choices on health and well-being

Connection to the BC Physical & Health Curriculum

Curricular Competency - *Directly Related to Self-Regulation*

Social & Community Health

Students are expected to be able to do the following:

- Identify and describe strategies for avoiding and/or responding to potentially unsafe, abusive, or exploitive situations
- Describe and assess strategies for responding to discrimination, stereotyping, and bullying
- Describe and apply strategies for developing and maintaining healthy relationships
- Explore strategies for promoting the health and well-being of the school and community

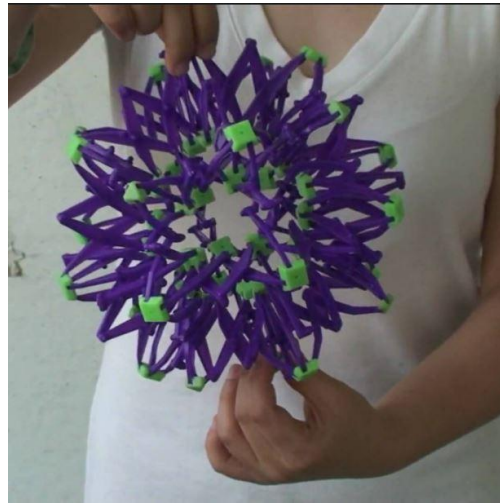
Connection to the BC Physical & Health Curriculum

Curricular Competency - *Directly Related to Self-Regulation*

Mental Well-Being - Students are expected to be able to do the following:

- Describe and assess strategies for promoting mental well-being, for self and others
- Describe and assess strategies for managing problems related to mental well-being and substance use, for others
- Explore and describe strategies for managing physical, emotional, and social changes during puberty and adolescence

Time to Get Moving!



Introduction to the ZONES of Regulation (Julie)

What is it?

A framework and curriculum that categorizes states of alertness/energy (also referred to as arousal) and emotion into 4 colored zones

Goal:

To help students develop social, emotional and physical/sensory regulation

Who is it for?

Can be used with all students but was developed for students with ADHD, ASD, mental health, or social learning challenges without cognitive disabilities

Application in schools:

Curriculum can be adapted across classrooms at all age levels and a variety of special needs populations with simplified concepts

ZONES of Regulation

(Jan)

- Self-Regulation: Ability to adjust your energy level and your emotions to produce a behavioural response that matches the demands of the **environment** in a **socially appropriate** manner.
- 3 Main Components:
 - Sensory Processing (Sensation)
 - Emotional Regulation (Emotional)
 - Executive Functioning (Cognitive)
- Other Components:
 - Self-Awareness
 - Social Thinking

It's Happening!

ZONES in Action in New Westminster



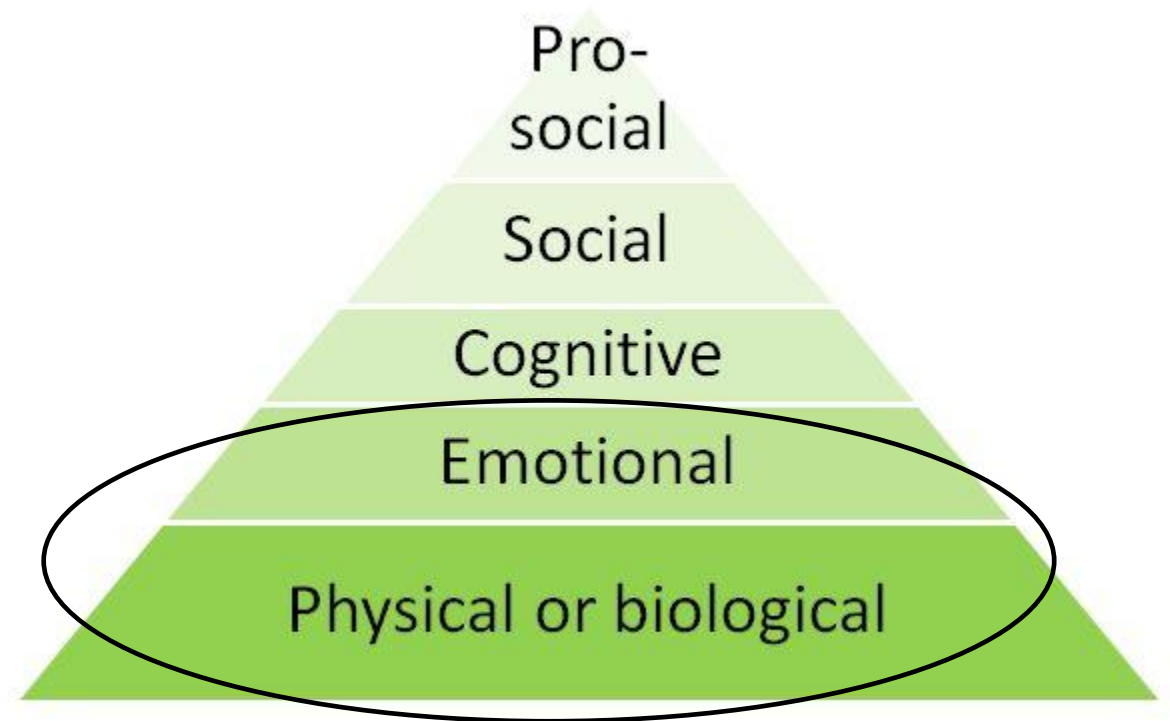
Why Teach **ZONES**?

- it supports the curriculum for all students
- it supports regulation for all students
- it contributes to social and emotional learning for all students
- it is non-judgemental by design
- it is inclusive



The **ZONES** Program is about Self-Regulation

- NOT self-control, self-discipline or compliance
- Affected by stress-load or stressors
- Models identify five distinct areas
- Physical and emotional regulation provide the foundation – The **ZONES** curriculum targets these areas.



Goals of the ZONES Framework

To teach students:

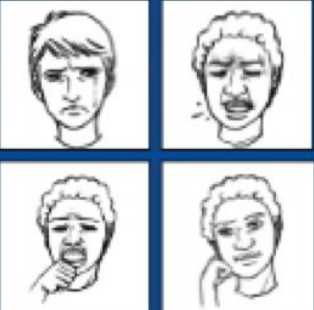


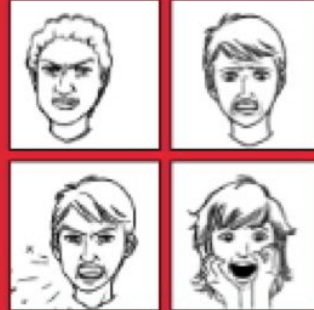
- to identify their energy levels, sensations/bodily feelings and emotions
- a number of effective regulation tools
- when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence other's thoughts and feelings

Put these together and you have Self-Regulation!

The ZONES Model



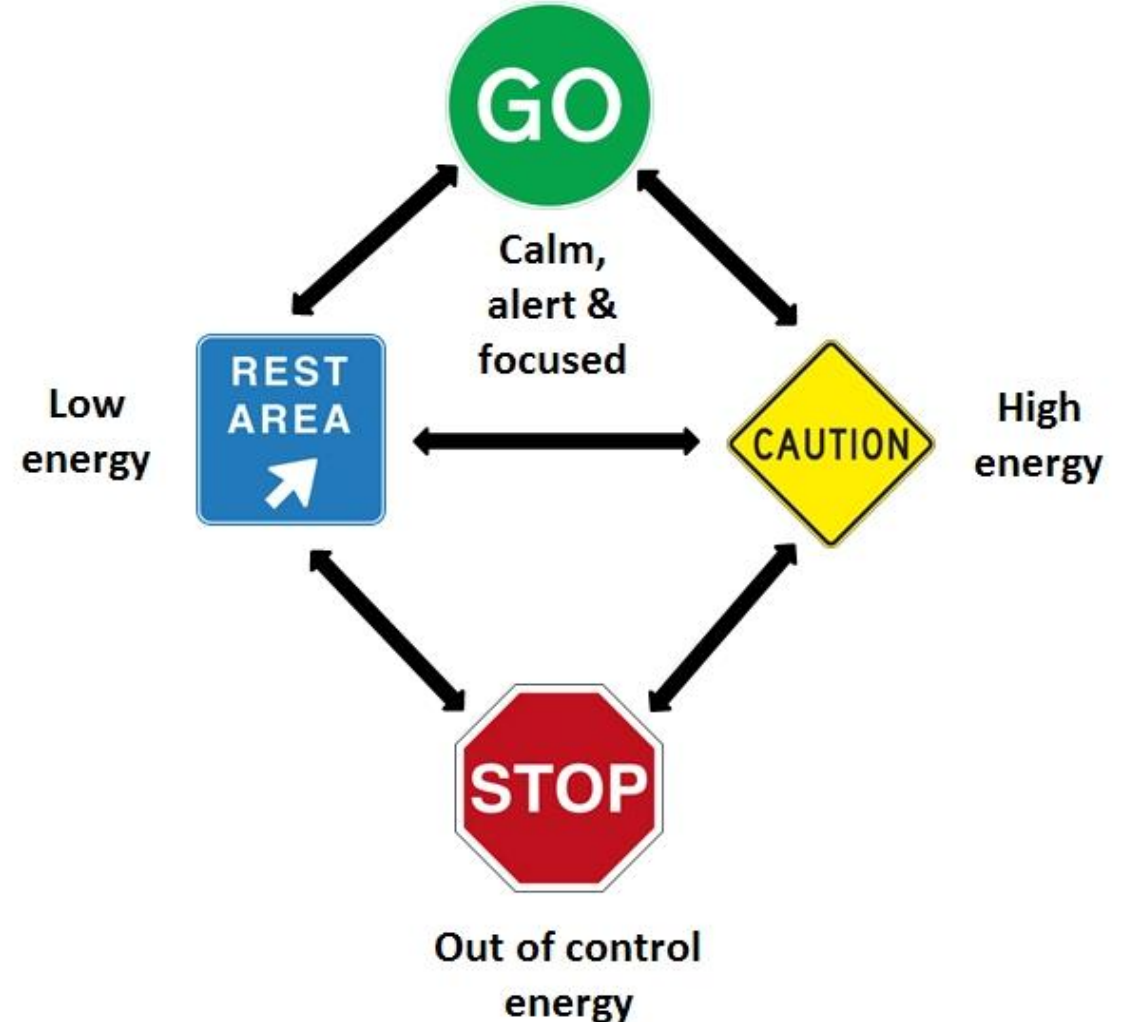
The **ZONES** of Regulation®

			
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

People who are better at regulating are better at managing their emotions and behaviour. It does not mean they do not experience these feelings/changes in arousal.

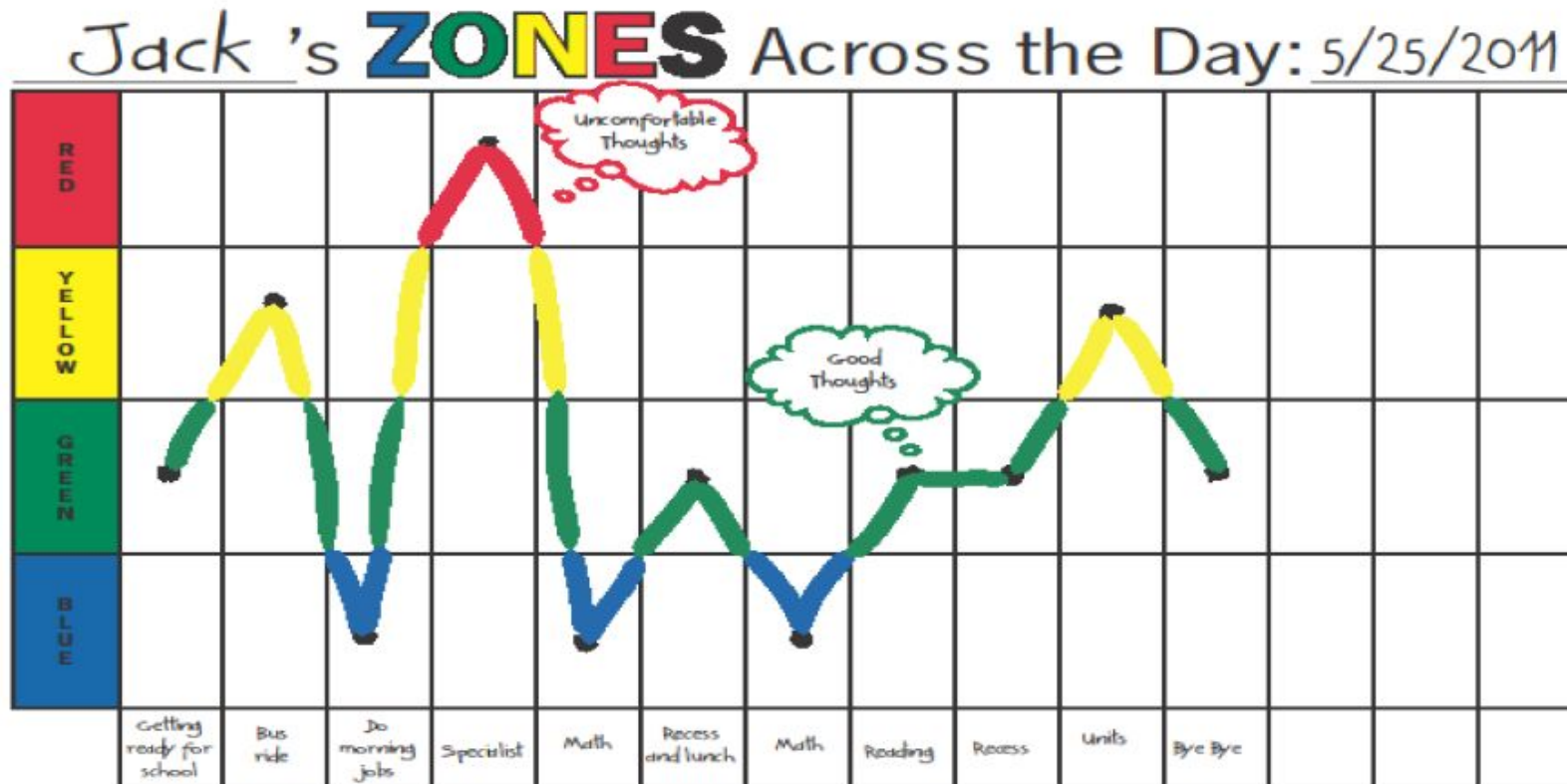
This **ZONES** Model Explains How Your Body's Energy Changes

- We can reorganize the icons to show how your energy levels and **ZONES** can move and change throughout the day along with your activities, thoughts and feelings
- There is no arrow between Green and Red. Only rarely do we go directly from focused to out of control



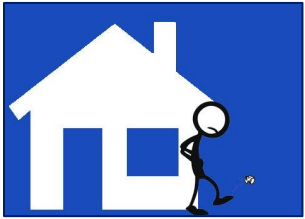
Everyone uses all four **ZONES**. Our **ZONES** change over the day.

The **ZONES** of Regulation® Reproducible N



Everyone has a “Home Zone”

Your home zone is the way you usually feel with no input from anyone else.



Blue Zone - A less energetic person who may not get excited about most things



Yellow Zone – a more active or intense person



Green Zone – a generally happy, calm person

We're all different, but we all use 4 zones. There are no bad Zones.

Sensations or Bodily Feelings



In the **Green Zone**, your brain is in control of your body.

- Your mind might feel focused, happy, clever, social and Ready to Learn (Emotions)
- Your body may feel calm, relaxed, connected, comfortable (Sensations)
- IN CONTROL (brain and body in balance)
- WE LEARN, THINK AND PROBLEM SOLVE BEST WHEN WE

ARE IN THE **Green Zone**



In the **Blue Zone** you have very little energy

- Your mind might feel stupid, bored, sad, disappointed or worried (Emotions)
- Your body may feel heavy, slow, sluggish, lethargic, dull, throbbing (Sensations)
- It is hard to think, interact with others, make decisions, talk, follow instructions or complete tasks
- MOVING SLOWLY (need to increase alertness)



In the **Yellow Zone** you have LOTS of energy

- Your mind may feel excited, enthusiastic, silly OR disappointed, frustrated, annoyed, mad, anxious or alarmed (Emotions)
- Your body might feel light, strong, pulsing, quick, tight, gnawing, sharp (Sensations)
- COULD LOSE CONTROL (calm down before trying to learn or solve problems)



In the **Red Zone** your energy is so high that you start to feel OUT OF CONTROL

- Your mind might feel elated, furious, powerful, terrified or overwhelmed (Emotions)
- Your body may feel immovable, strong, charged, breathless, pounding heart (Sensations)
- You might display Fight, Flight or Freeze behaviours (amygdala & adrenaline)
- It is difficult to think or make decisions, talk or follow instructions (Stay Safe)



Self-Regulation Tools

What do YOU do to self-regulate...

- To stay focused and awake in this presentation?
- To talk to a stranger?
- To calm down when you are upset?



Adult Self-Regulation Tools

- Put something in your mouth (oral motor input)
 - Chew gum, pencil, your lip or fingernails; drink coffee; eat; smoke; breathe
- Move (vestibular input)
 - Doodle; bounce legs, rock, pace, tap pencil, roll shoulders, squirm, trip to washroom
- Touch (tactile)
 - Twist hair; pet animals; jingle keys or coins; fidget with items (phone, ring, bracelet)
- Look (visual input)
 - Around room; read signs; look at phone
- Listen (auditory input)
 - Music, talk to self; tap pencil or jingle keys





Sensations/Bodily Feelings

Calming

- Linear movements
- Predictability
- Repetition



Energizing

- Variety
- Unpredictability
- Novelty



Energizing Tools are for the Blue Zone



Working Gum



Moving cushion



Sour, Chewy & Crunchy



Fidget Tools

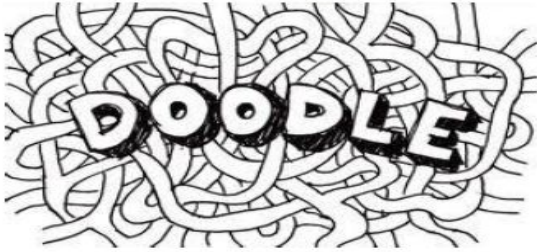


Movement



Surprises & Changes

Focus & Organizational Tools for the Green Zone



Highlighters & Timers



Talk to an adult



Puzzles & mind challenges



Remember your strengths



Positive Inner Coach

Calming Tools For Safety in the Yellow and Red Zones!



Reduce noise and visuals

Calm Down	
	Sit on chair
	Feet on floor
	Fold hands
	Take 3 deep breaths
	Count to 10
	Good work

Calm Down Routine



Slow Rocking



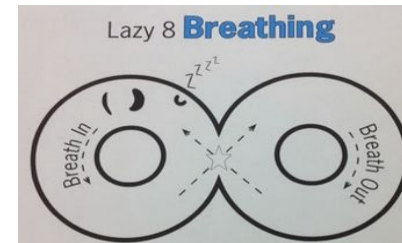
Bean Bag Squeezes



Fidgets



Hideaway/Break



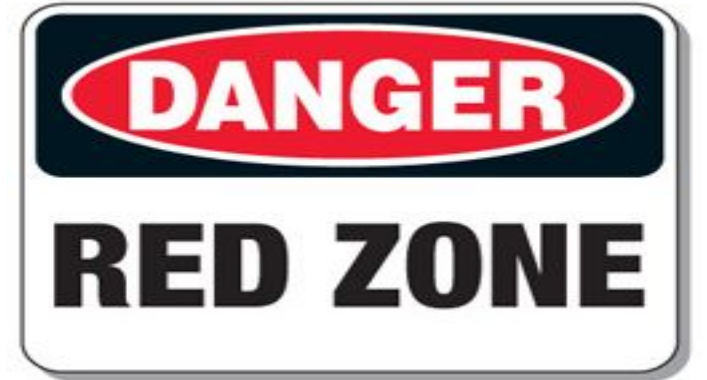
Breathing



Squeezele
Seat

When in the Red Zone!

- Pre-teach Red Zone tools (where to go)
- Be sure all students and staff know what to do if someone is in the Red Zone
- Co-ordinate with Safety Plan if needed
- Minimize talking – use visuals
- Give enough time for calming (up to an hour)
- Complete organizing (green zone) activity before returning to previous activity or class
- Problem solve with student later, not in the moment!



My Red Zone Plan



Name: _____

My Red Zone Plan

What Happens?

(A situation that has happened more than once that triggers me into the red zone.)

--

What can I do when this happens?

--

Name: _____

Who can help me?	Where can I go?

☐ What should I do once I am calm again?

--

How to Help Your Students Be in the Right **ZONE** at the Right Time

- Teach what Zone is expected for different activities
- Rehearse expected behaviour for each Zone.
- Have them identify what Zone they are in before an activity
- Make a plan to use Tools which work for them to get to the expected Zone
- Allow students to use their tools!
- Praise students for being in the expected Zone and using Tools
- REMEMBER – you are working with your student to have them become SELF-regulated. Only support as needed.

How You Might Use the Zones Program?



1. Create a Zones area in your classroom



2. Teach the lessons

- Borrow or purchase the Zones of Regulation manual, by Leah Kuypers.
- Go through the Zones Lesson Scope and Sequence at <https://slideplayer.com/slide/7478981/> and design your own lessons.
- Start with the first lesson (free download) on *msprincipe.com*
 1. Register (free) on *msprincipe.com*
 2. Go to this protected page: bit.ly/2...
- and get in touch for additional lessons
julie@msprincipe.com
jpalmer@sd40.bc.ca

*We have adapted lessons and materials for teachers for primary, intermediate and older students within our District.



Recipe for Regulation

Mini Unit Lesson Topics

Topic 1 - Introduction to the Zones

Topic 2 - Sensations

Topic 3 - Triggers

Topic 4 - Tools (incl. Mindfulness & Growth Mindset)

Topic 5 - Expected & Unexpected

3. Gather Zones tools

- Decide where to keep them and teach-model-practice how to use them



<http://www.missvskinderkraziness.com/2016/04/flexible-seating-hack-diy-stability.html>



<https://www.create-abilities.com/blogs/create-abilities-blog/ways-to-use-fidgets-to-keep-students-focused>



<http://special-ism.com/seat-based-sensory-strategies-to-keep-students-seated-and-focused>

4. Plan & Practice Energizing and Calming Activities for Your Entire Class throughout the Day

- Use MindUp breathing, [Mind Yeti](#)
- Create/Designate an **individual Break Space** for calming (remember you have to **reorganize after calming**)
- Use DPA, Brain Breaks and **individual breaks** for energizing (remember you have to **reorganize after energizing**)
- Practice using individual Zone Tools and the Break Space with your entire class – decide as a class which tools help and which are a distraction
- Try flexible seating/work spaces in your classroom. (more later!)
- Compliment them for managing themselves in whichever zone they are in, especially if they are mindful of their peers.
- Not meant to be punitive. It is not meant to be a class management strategy.

Sample Break Spaces-Where in your school?



The Safe Place - pair a study carrel with a Zuma chair and noise cancelling headphone or music



Take a Break Spot



Chill Out Zone

Teach students how to use “Time Away” independently and praise them for practicing self-regulation.


Go to <http://mspalmersclassroom.weebly.com/bloghome/time-away-a-self-regulation-strategy-for-the-classroom>

or <https://www.responsiveclassroom.org/what-is-responsive-classroom-time-out/>

Sample Flexible Seating












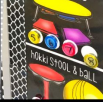



FLEXIBLE SEATING Expectations



1. Choose a spot where YOU can work BEST!
2. If your spot is not working for you, you may move **ONCE**.
3. Use all of the seating the correct way. They are tools **NOT** toys.
4. Take care of our classroom supplies.
5. If you are **NOT** doing your best work the teacher will choose your seat for you!

FLEXIBLE SEATING



EDITABLE CHOICE BOARD

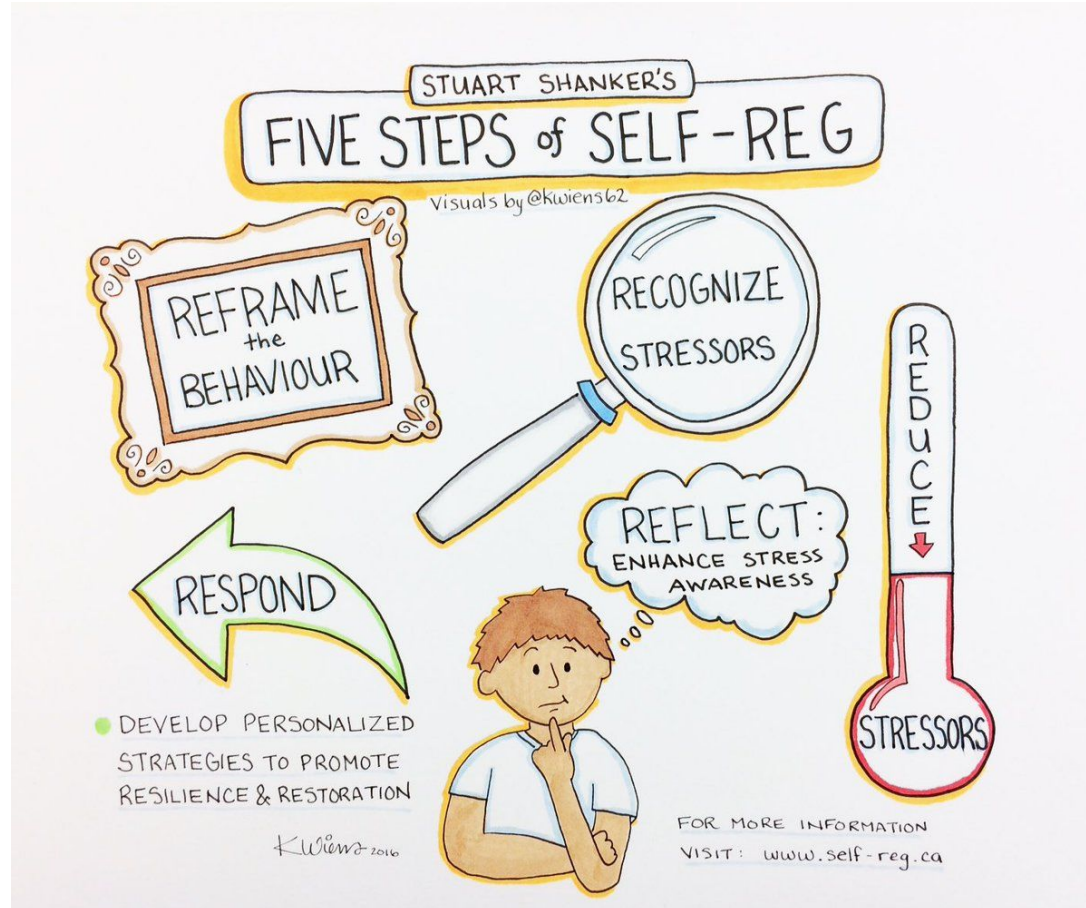


lakeshore comfy floor seat

Remember the Basics

- The best time for a ZONES intervention is BEFORE a trigger or behaviour happens.
- If your student does display unexpected behaviours and they need an immediate zone break – have a plan to go back and finish the activity.
- Always follow an energizing activity with a calming/organizing activity.

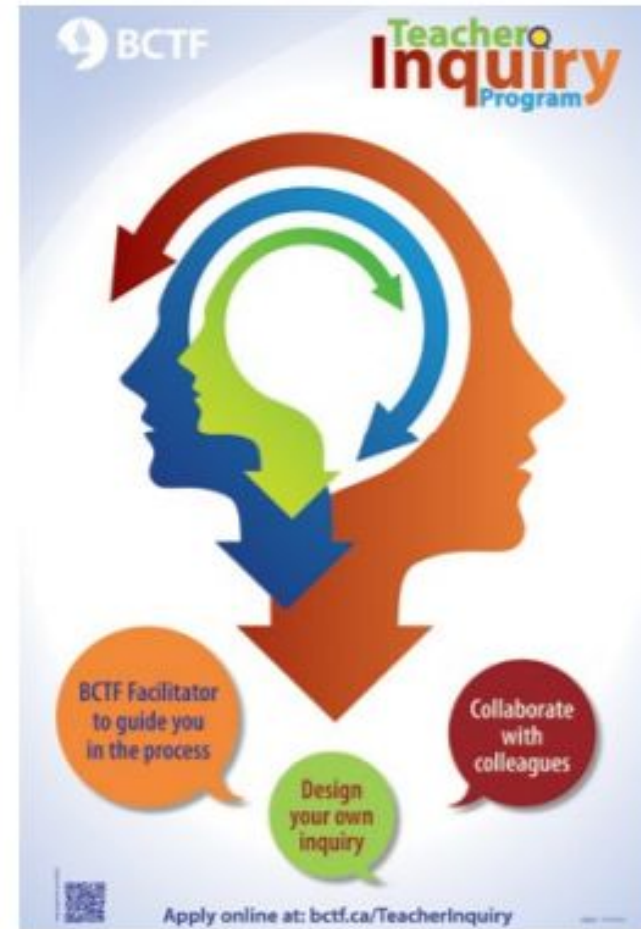
Remember that **YOU** are Modeling Self-Regulation Throughout the Day



- Take the time to recognize your own stressors and ways that you self-regulate.
- Talk about them with your students.
- Take this journey together!

Dig into the **ZONES** a Little Deeper

Check out the latest PITA newsletter for the New Westminster/BCTF Teacher Inquiry Project into the Zones of Regulation. Think about applying next year!



Remember



**KEEP
CALM
AND
MAY THE
ZONES
BE WITH YOU**

ZONES Q & A

- burning questions
- what ifs....
- but...
- troubleshooting
- first steps
- individualization (for specific situations/teachers/students)

Please Join Our Self-Regulation Community

Forum: <http://bit.ly/Z-forum>

