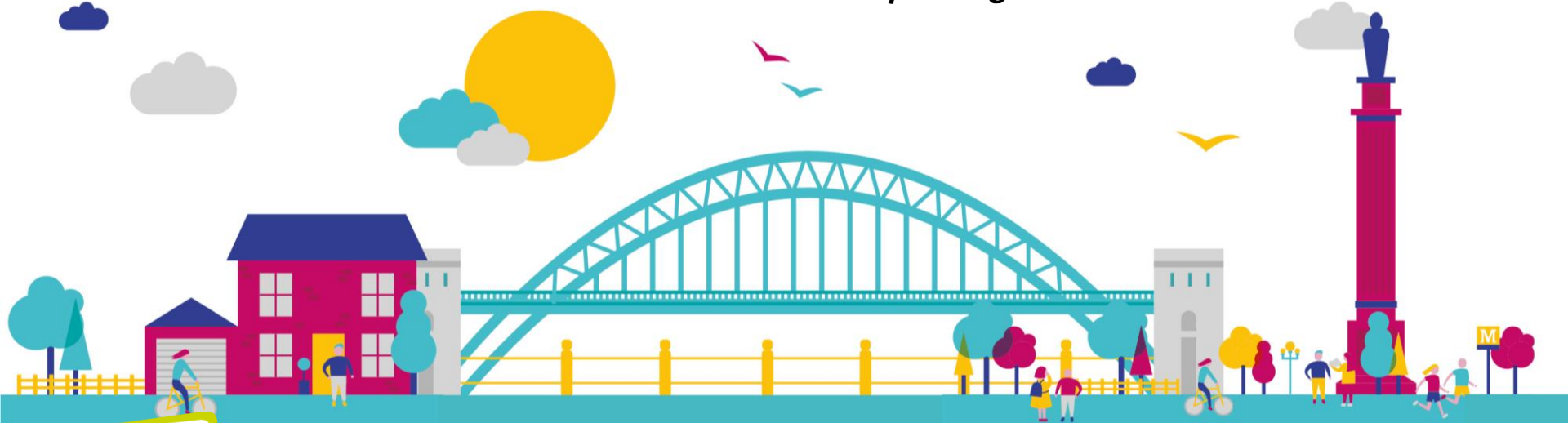


# A Parent's Introduction to...

# The Zones of Regulation

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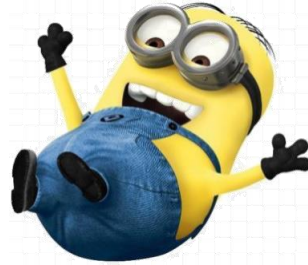
let's talk  
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# Quick Check In



# What is The Zones of Regulation Approach?

- Used by many US and UK schools.
- Helps sensory, social and emotional development.
- A simple way for children to check in with their feelings and find out what helps them to cope and feel good.
- Uses 4 zones which each represent different levels of alertness.
- All 'zones' and feelings are welcome and valid.

# The Four Zones

**Green:**  
Good  
To Go!

**Yellow:**  
Slow  
Down...

**Blue:**  
Rest  
Area

**Red:**  
STOP!



## BLUE ZONE

Sad  
Sick  
Tired  
Bored  
Moving Slowly

## GREEN ZONE

Happy  
Calm  
Feeling Okay  
Focused  
Relaxed

## YELLOW ZONE

Frustrated  
Worried  
Silly/Wiggly  
Excited  
Loss of Some Control

## RED ZONE

Mad/Angry  
Terrified  
Elated/Ecstatic  
Devastated  
Out of Control

Which 'zones' can you identify?



Are there any shifts between zones?

# Relationships

"She is feeling a little blue as she is worried about the homework. Usually doodling or a counting game will help her to come around!"

The Zones of Regulation approach helps schools to develop a shared language for staff and students to talk openly about their feelings.

"Miss Smith asked Harry if he'd like to try the Lazy-8 breathing to help him feel better. I joined in as this always helps me too!"

You might find it easier to chat with teachers and connect with other parents about how your child is feeling if everyone uses the same language to understand each other.

"When I am in the red zone I need to run and jump! When Jessie is in the red zone, she likes space to sit alone."

Your child will find it helpful to relate to themselves and their peers too!

"I know how you feel, I was so mad when I lost the game on Fortnite, I wanted to throw my controller. My dad said I might be in the yellow zone, and we played football together to help me calm down."

# Regulation

Children learn how to regulate their emotions by learning from others.

This means that we need to teach children what emotions are and how to manage them.

Children must feel regulated (**safe and calm**) before they can learn. This is why it is important to focus on our thoughts and feelings in school (and everywhere else!)

As adults we can lead by example, and model how we deal with our emotions to help children.



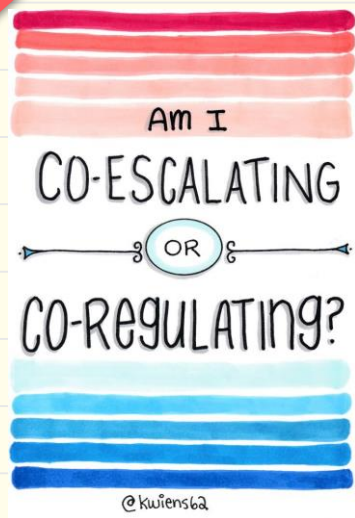
"I am feeling tired today, I'd say I am in the Blue Zone. I am going to have a sip of water and open the window to wake myself up!"

"I am very excited to see you all in our class performance. All of this positive energy and motivation puts me in the Yellow Zone. I will be cheering you on!"

# Supporting Regulation

Co-regulation

Self-Regulation



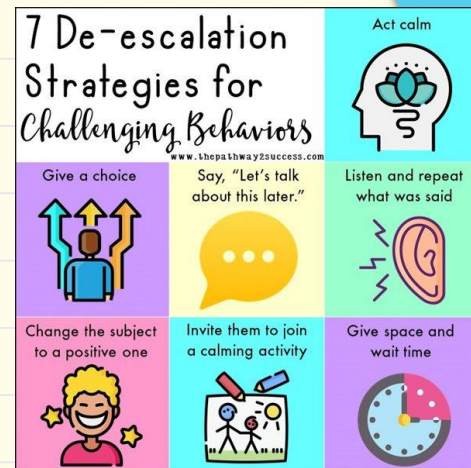
Model how you feel

Offer choice

Practise tools together to de-escalate

Reflect on situations together

Give space and time when needed





## Co-Regulation in action?



# Things to do at home

## Regular Check Ins

Decide how you all like to check in with each other and remember to do it often

## Watch, Sing, Read

Lots of films, songs and books include emotions. Use your favourites to start a conversation about feelings at home.

## Tactile Play

Play dough, kinetic sand, foam, water, bubbles... These things are helpful in making 'untouchable' things, like emotions, more real

## Movement

Play games to see how our bodies feel in different zones: Leap frog; sleeping lions; body scans; musical statues.

## Create

Make a poster about the Zones, or create a toolkit of things that would work for your child

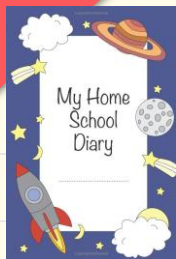
## Talk

Use language your child knows, e.g. "You look sleepy, are you in the Blue Zone?"

# Toolkits and trackers



- Lanyards
- Desk Charts / Sliders
- Personal Toolkits
- Paper Tracker
- iPads
- Classroom Display
- Home-school communication

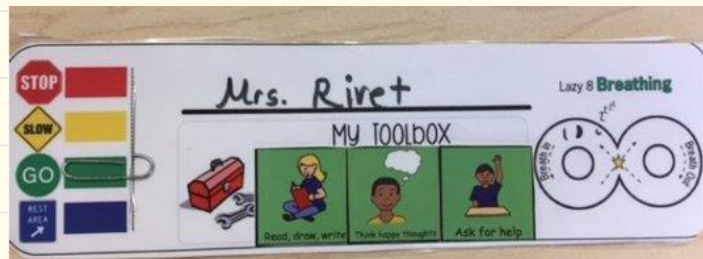
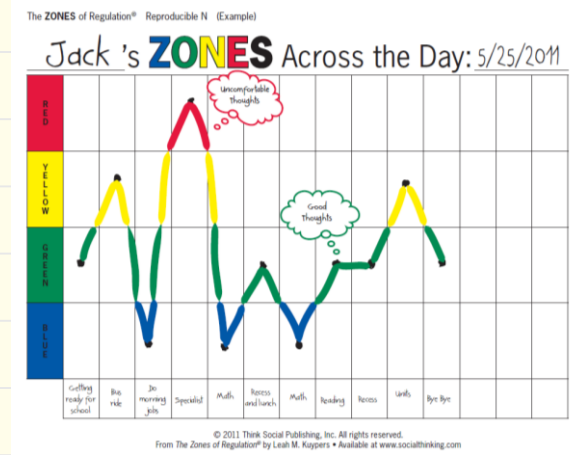


**Yellow Zone**  
I need to take caution.

Worried   
 Nervous   
 Annoyed   
 Upset

I can try these tools:

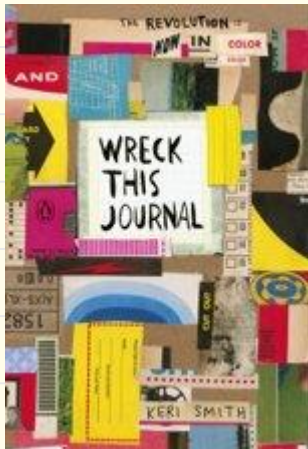
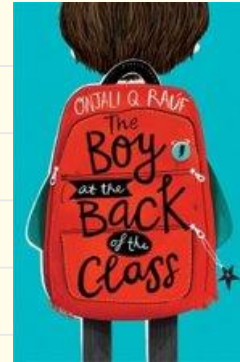
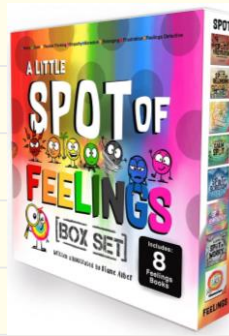
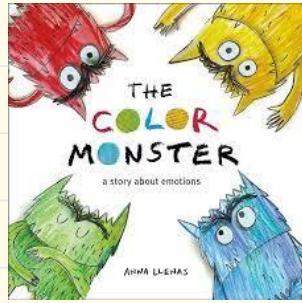
Take a Break   
 Get a Drink   
 Walk   
 Inner Coach



Tracking My Tools

Tools I Can Try:	Did It Work?:
Deep breaths	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Size of the problem	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Take a walk	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Talk to an adult	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Count to 10	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Wall push-ups	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Weighted blanket	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Safe spot	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Green Zone calming book	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>
Math in head	Yes <input checked="" type="checkbox"/> No <input checked="" type="checkbox"/>

# Books & Resources



# Information for Parents

Handouts

Take away and have time to think to consider the key messages.

Think about how it could look for you and your family.

**Zones of Regulation**

**THE ZONES**

The four zones represent the interplay between physical performance and levels of alertness. Whilst the green zone is considered the optimal zone for learning, it is important to remember that all emotions, and experiences are important.

What it might be important to consider is how much control a young person feels over their emotions in different zones and the level of support they might require.

**NO EMOTION IS BAD**

Each zone contains emotions that might be seen more positively than others. For example, in the red zone, people often focus on anger and frustration, but ecstatic and overwhelmed are also represented in this zone.

It is important to reinforce the idea that no emotion is bad, but sometimes people might need support to manage their feelings - this is where connections and relationships with others can play a vital role.

**PRACTISE & PRAISE**

All strategies and tools need to be practised when we are calm and feel safe and supported. It is estimated that a tool needs to be trialled ten times before it can be used successfully. Attempts to use tools even when unsuccessful should be praised.

Also consider practising strategies in different environments, such as outside and other regularly accessed areas of the school.

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**THE ZONES OF REGULATION PARENT GUIDANCE**

**What is it?**

The Zones of Regulation teaches children to sort their feelings and emotions into 4 zones, based on how alert, motivated and energised they feel. For each zone, there are tools and strategies that may help your child to feel calm and regulated.

**The ZONES of Regulation**

Zone	Alertness	Motivation	Energised
Red	High	High	High
Yellow	High	Low	Low
Green	Low	Low	Low
Blue	Low	High	High

**MODELLING**

The Zones is most successful with young people, by both adults around them. We are feeling, sharing well as the strategies ourselves, gives a child can be difficult for Normalising car encourages open

**Relationships**

Schools that use the Zones of Regulation develop a shared language for staff and students to talk openly about their feelings.

You might find it easier to chat with teachers and connect with other parents about how your child is feeling if everyone uses the same language to understand each other.

**Useful Stuff**

The following resources have been developed by Newcastle Educational Psychology Service:

Follow this QR code to a Padlet with lots of book recommendations and other useful resources.

Follow this QR code to watch a short video which explains the Zones of Regulation.

**What can we do at home?**

- Regularly check-in - how are you all feeling?
- Watch movies, sing songs, read books together.
- Explore emotions with play dough or kinetic sand.
- Play movement games to see how our bodies feel at different times (Eg. sleeping lions, leapfrog)
- Make a poster about your child's Zones.
- Make a toolbox full of things that help your child.
- Try to use language that your child is familiar with (Eg. "You look sleepy, are you in the blue zone?")
- Talk about your own emotions and what you can do. "I am in the Yellow Zone. I think I need some space to calm down."
- Ask school for help or advice.

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# Let's look at some strategies

There are four toolkits around the room, each representing a Zone:

Blue, Green, Yellow, Red

Take a look at the tools and activities in each toolkit and think about whether these things could be helpful for your child.

The ZONES of Regulation® Reproducible R

Name: Jane Doe

## ZONES Tools Worksheet

Name of Tool	Circle the zone or zones you think the tool would help in.				
rice bin	Blue	Green	Yellow	Red	None
putty	Blue	Green	Yellow	Red	None
cushion	Blue	Green	Yellow	Red	None
fidget ball	Blue	Green	Yellow	Red	None
headphones	Blue	Green	Yellow	Red	None
sit on ball	Blue	Green	Yellow	Red	None
weighted vest	Blue	Green	Yellow	Red	None
	Green	Yellow	Red	None	None
	Green	Yellow	Red	None	None
	Green	Yellow	Red	None	None



BLUE ZONE

Sad  
Sick  
Tired  
Bored  
Moving Slowly

GREEN ZONE

Happy  
Calm  
Feeling Okay  
Focused  
Relaxed

YELLOW ZONE

Frustrated  
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RED ZONE

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**Questions?  
Reflections?**

**Let us know  
what you think!**

Zones of Regulation Parent  
Session

