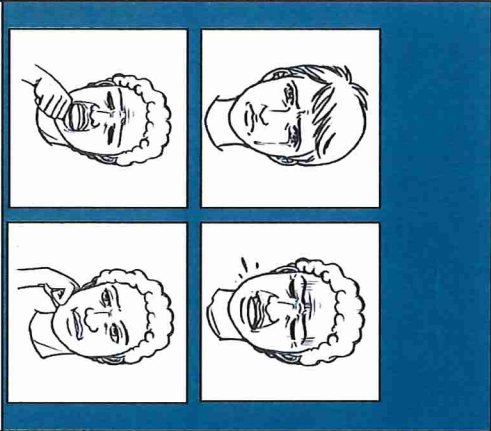
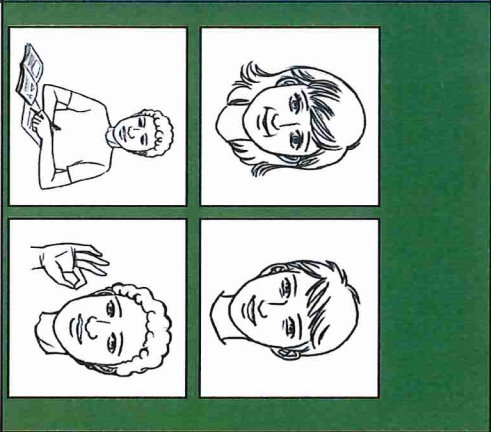
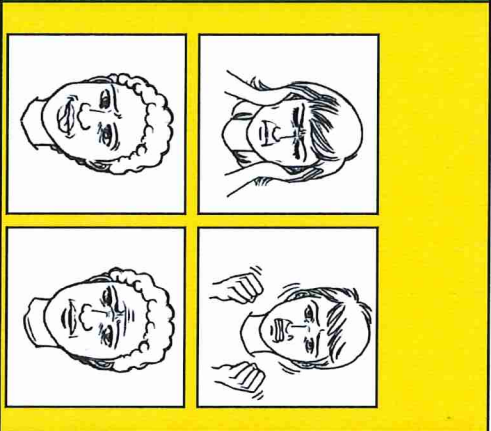
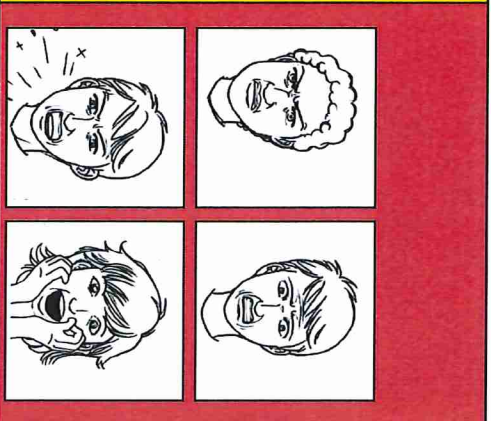


The ZONES of Regulation®

 <p>BLUE ZONE</p> <p>Sad Sick Tired Bored</p> <p>Moving Slowly</p>	 <p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused</p> <p>Ready to Learn</p>	 <p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited</p> <p>Loss of Some Control</p>	 <p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated</p> <p>Out of Control</p>
---	---	---	---

Here are a few ideas for a person's (child's) toolbox.
These strategies can be used to move from a blue, yellow, or red zone to a green zone.

_____ 's Toolbox

Blue Zone Tools

Talk to someone
Play with a friend
Go outside/Run
Smile/Think happy
deep breaths
Take a nap
Stretch/stand up
Jump/Ask for help

Green Zone Tools

eye contact
Good body language
Sit up/sit still
Good attitude
Good listener
focused
feeling okay
Paying Attention

Yellow Zone Tools

deep breaths
Positive Self-talk
Ask for help
do your best
Jump Around
Take a nap
Think positive
Calm down

Red Zone Tools

deep breaths
apologize
Quietly stomp feet
hug or talk to
Someone
Count to 10 slowly
Color/run
Do something else

Information About The **ZONES** of Regulation®

Hello,

As an additional lesson for Guidance Mrs. Davies (our district occupational therapist) and I presented to your child's classroom about the Zones of Regulation (or "The Zones" for short). The Zones is a concept designed by Leah Kuypers, licensed occupational therapist, to help him/her gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The **ZONES** are designed to help the students recognize when they are in the different zones as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students have an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A critical aspect of the Zones is that all team members know and understand The **ZONES** language. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. You can support the student during this process by doing the following:

Use the language and talk about the concepts of The **ZONES** as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths."

Help the student gain awareness of his or her zones and feelings by pointing out your observations.

Talk about what zone is "expected" in the situation or how a zone may have been "unexpected."

Share with the student how his or her behavior is affecting the zone you are in and how you feel.

Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her zone with you.

Show interest in learning about the student's triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.

Make sure you frequently reinforce the student for being in the expected zone rather than only pointing out when his or her zone is unexpected.

It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the "bad" or "naughty" zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

Feel free to use the **ZONES** language at home and encourage them to be aware of what Zone they are in so they can self-regulate their reactions and behaviors. Once they are aware of what Zone they are in you can help them move back to the Green Zone (happy, calm, ready to learn etc.) Please see the Zones chart on the back of this page. Feel free to contact us for more information or if you would like to look at our Zones of Regulation resources. Thank you!

Tiffany Schuette
School Counselor
(920) 898-4208
tschuette@nhsd.k12.wi.us

Kelly Davies
Occupational Therapist

Letter derived from: Copyright © 2011 Think Social Publishing, Inc.

ZONE Idioms

Blue Zone

- Down in the dumps
- Downhearted
- Why the long face?
- Feeling blue
- Under the weather

Green Zone

- In seventh heaven
- I feel ten feet tall
- On top of the world
- On cloud nine
- Cool as a cucumber
- Pleased as punch
- I'm cool
- I'm down with that

Yellow Zone

- Wound up
- At my wit's end
- Butterflies in my stomach
- Woke up on the wrong side of the bed
- Chip on your shoulder
- Cause a stir
- At the end of your rope
- Under the wire
- Ants in your pants
- Fish out of water

Red Zone

- Lost my cool
- Ready to boil
- Blow off some steam
- About to explode
- Mad as a hornet
- Beside yourself
- Go bananas
- Go to pieces
- Come apart at the seams
- Thrilled to bits
- Over the moon
- Jumping for joy