

ISSAQUAH SCHOOL DISTRICT

**Para Professional PD Bundle**  
**Topic: Zones of Regulation**  
**Length: 3 hours**

**TOPIC INTRO**

What are the zones of regulation? Our schools use it, how can we use it? In this bundle you will hear from the creator of the Zones of regulation, how zones of regulation can help students with ASD , and find ways to support the zones through sensory input.

**Bundle Resources**

Youtube: Zones of Regulation: interview with Creator (1:05 Hour)

Power Point: Zones of regulation Parent Presentation (30 Mins )

Power Point: Zones of regulation for students with ASD (1 hour)

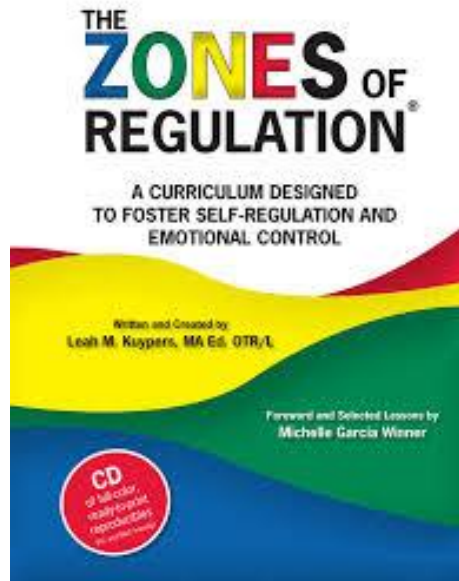
Cheat Sheet: Zones of Regulation Definitions ( 25 mins)

YouTube  
[Click here](#)  
To Watch

Power Point  
[Keep Scrolling](#)  
To Read

Power Point  
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Cheat Sheet  
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# ZONES OF REGULATION

A Curriculum Designed to Foster  
Self-Regulation  
& Emotional Control

Presented to the RLE PAC by Lindsay Lindsay  
(Resource Teacher) and Jeremy Sanbrooks  
(Counsellor)

# THINK ABOUT IT.....

We know when our kids are stressed,  
they are not ready to learn!



But, what about us? Parents? Grandparents?  
Guardians? School staff?

We've all been there,  
**STRESSED** to the MAX!!!

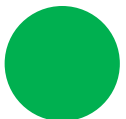


What stresses do you bring to the job? Life?



# SELF-REGULATION

- The ability to adjust level of alertness AND direct how emotions are revealed behaviorally in socially adaptive ways in order to achieve goals.
- Encompasses:
  - Self-control
  - Resiliency
  - Self-management
  - Anger management
  - Impulse control
  - Sensory regulation



# Why teach the Zones?!

We need to teach our kids GOOD coping and regulation strategies so they can help themselves when they become stressed, anxious, or sad.

Typically, kids who can self-regulate will turn into teens who can self-regulate. Self-regulation skills are vital for the success and happiness of our children.

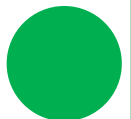


## How does mental health impact children and youth?

- 10-20% of Canadian youth are affected by a mental illness or disorder
- 5% of male youth and 12% of female youth, age 12 to 19, have experienced a major depressive episode.
- 3.2 million 12-19 year olds in Canada are at risk for developing depression
- Suicide is among the leading causes of death in 15-24 year old Canadians, second only to accidents
- In Canada, only 1 out of 5 children who need mental health services receives them.

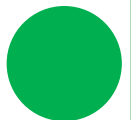


(Canadian Mental Health Association, 2014)

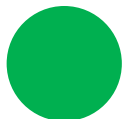
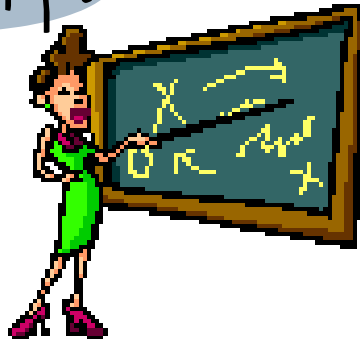
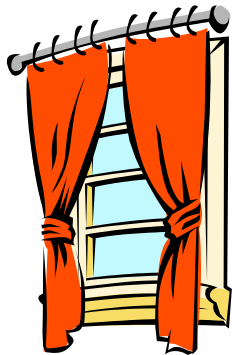


# RESEARCH ON SELF-REGULATION

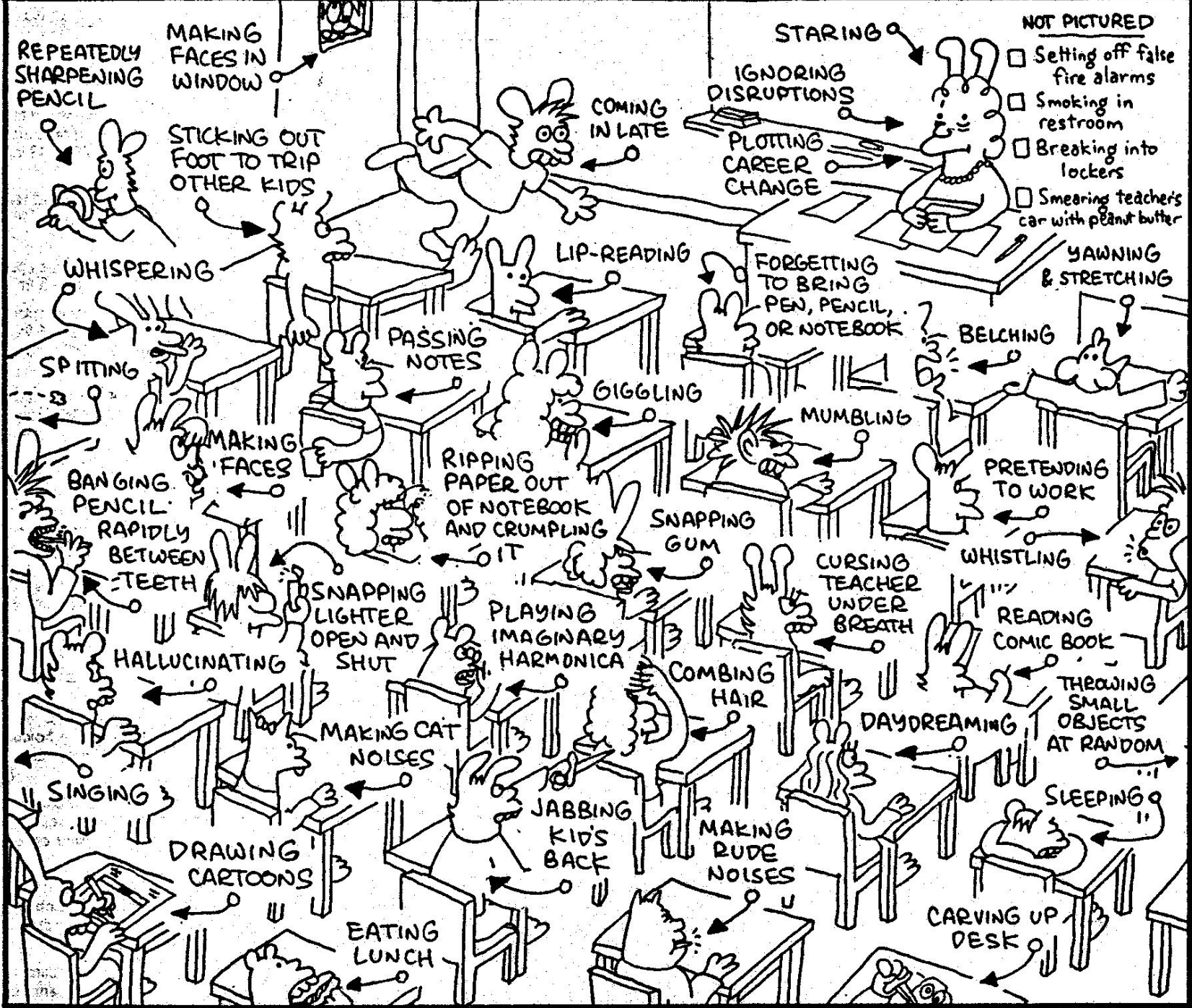
- Higher academic achievement is more likely when interventions include self-regulation components. - Blair & Raza, 2007
- Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills. – Blair, 2002-2003; Normandeau & Guay, 1998
- Research shows that teachers can have a positive effect on students' self-regulation skills. – Burchinal, Peisner-Feinberg, Bryant & Clifford, 2000.



# TYPICAL CLASSROOM SENSATIONS







REPEATEDLY SHARPENING PENCIL

MAKING FACES IN WINDOW

STICKING OUT FOOT TO TRIP OTHER KIDS

WHISPERING

SPITTING

BANGING PENCIL RAPIDLY BETWEEN TEETH

HALLUCINATING

SINGING

DRAWING CARTOONS

EATING LUNCH

PASSING NOTES

RIPPING PAPER OUT OF NOTEBOOK AND CRUMPLING IT

SNAPPING LIGHTER OPEN AND SHUT

MAKING CAT NOISES

PLAYING IMAGINARY HARMONICA

JABBING KID'S BACK

MAKING RUDE NOISES

LIP-READING

GIGGLING

SNAPPING GUM

COMBING HAIR

STARING

IGNORING DISRUPTIONS

PLOTTING CAREER CHANGE

FORGETTING TO BRING PEN, PENCIL, OR NOTEBOOK

MUMBLING

CURSING TEACHER UNDER BREATH

DAYDREAMING

CARVING UP DESK

NOT PICTURED

- Setting off false fire alarms
- Smoking in restroom
- Breaking into lockers
- Smearing teacher's car with peanut butter

YAWNING & STRETCHING

BELCHING

PRETENDING TO WORK

WHISTLING

READING COMIC BOOK

THROWING SMALL OBJECTS AT RANDOM

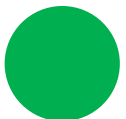
SLEEPING

# WHICH PARENT ARE YOU?

Regulated



Dysregulated



# WHAT ARE THE ZONES?

There are four zones to describe how your brain and body feel.

**BLUE Zone** – Your body is running slow, such as when you are tired, sick, sad or bored.

**GREEN Zone** – Like a green light, you are “good to go.” Your body may feel happy, calm and focused.

**YELLOW Zone** – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.

**RED Zone** – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and must **STOP!**



# GOALS OF THE ZONES CURRICULUM

## To teach the students:

- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings

## And ultimately...

- Independent Regulation!



# ACTIVITY

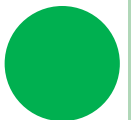
- Think of your child(ren)...
- What zone is that child(ren) usually in?
- What do you do to help regulate your child(ren)?



# YIELD - CAUTION

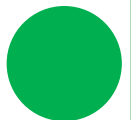


Conversely, what are some of the possible triggers that we should recognize in our kids?

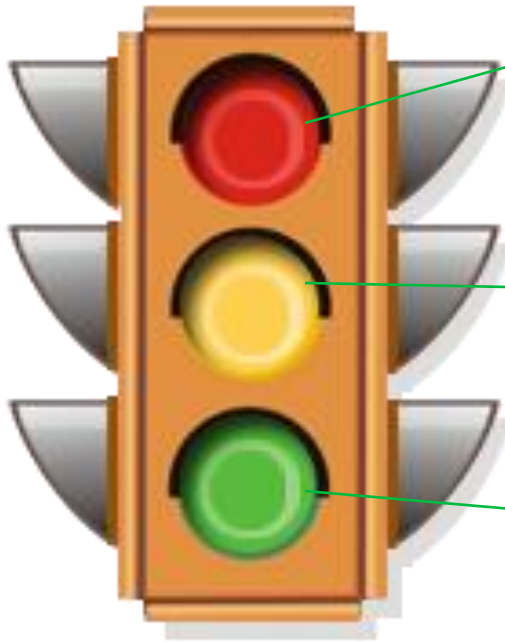


# TIPS FOR HANDLING AN UNEXPECTED RED ZONE

- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student's feelings
- Evoke some of the emotion in yourself
- Give them time and space
- Process later using STOP, OPT and GO Solution Finder
- Designated safe spot
- Avoid power struggles
- Teach all tools in a calm regulated state



# SOLUTION FINDER



**STOP**

Stop before you act

**OPT**

Think of all your options and how they will work out

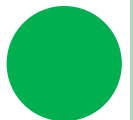
**GO**

Go with your best options



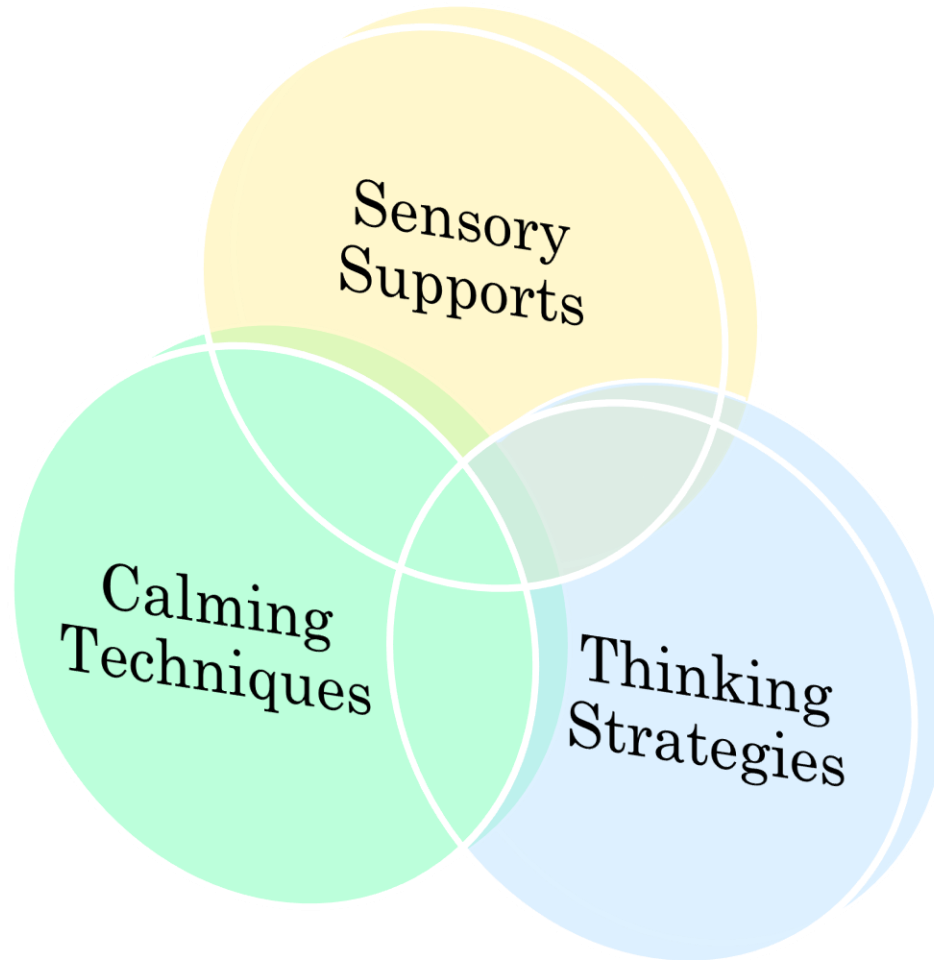
**Problem:** \_\_\_\_\_

**My best option is:** \_\_\_\_\_

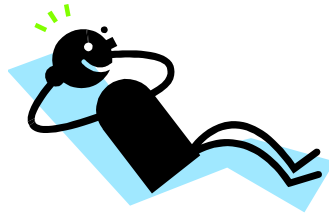




# VARIOUS TOOLS FOR SELF-REGULATION



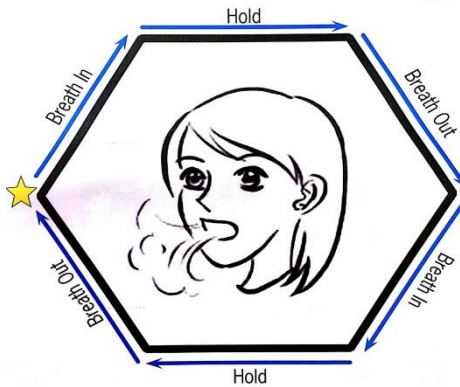
# CALMING TECHNIQUES



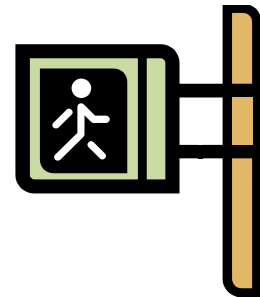
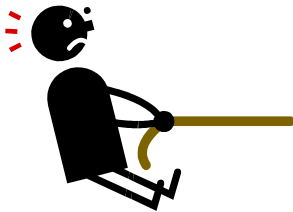
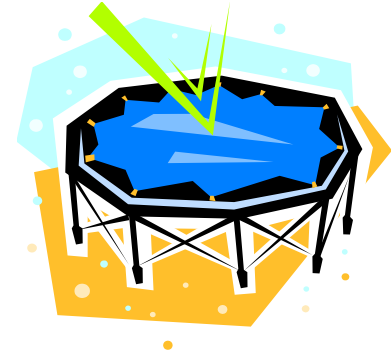
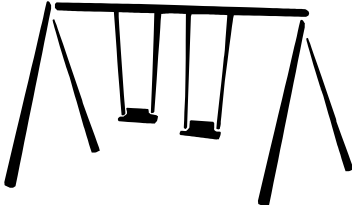
## Lazy 8 Breathing



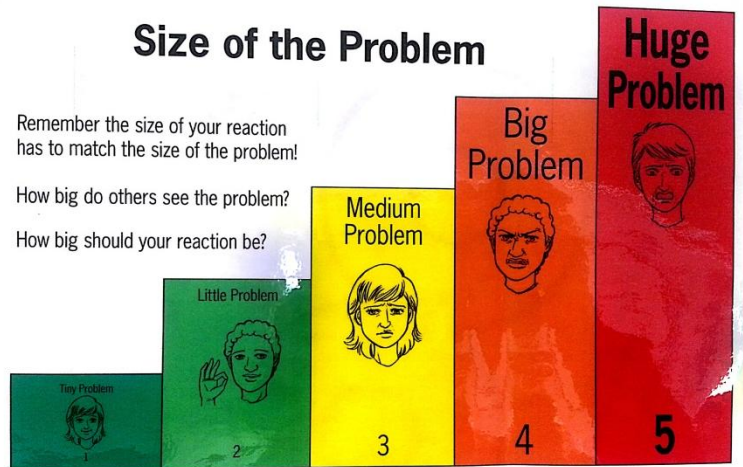
## The Six Sides of Breathing



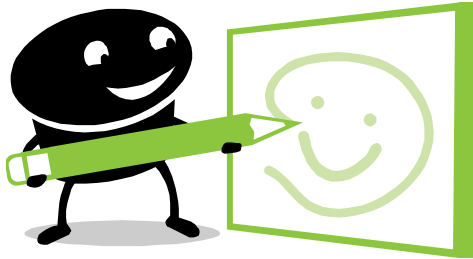
# SENSORY SUPPORTS



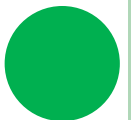
# THINKING STRATEGIES



# THIS IS A PICTURE OF ME.....



- Activity:
- Complete the worksheet “This is a picture of me in the...”
- Once you have completed the worksheet, get together with a group with one representative from each zone to share your pictures
- Have fun!



# MY ZONES TOOLBOX

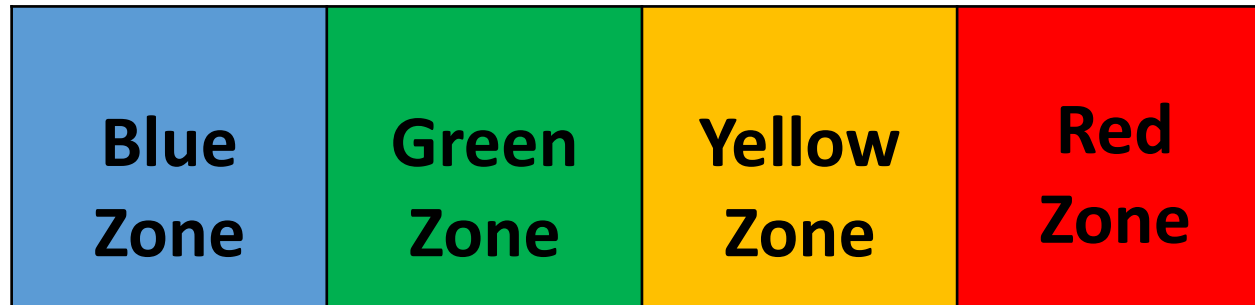
The ZONES of Regulation® Reproducible Z

\_\_\_\_\_ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



**In The **ZONE**:**  
**A Framework for**  
**SEL & Self-Regulation Strategies for Students**  
**with Autism**



**Virginia Occupational Therapy School Symposium**  
**Virginia Beach, VA.**  
**March 10, & 11, 2017**  
**Presenter: Evelyn L. Zirkle, MS OTR/L**  
**SECEP Occupational Therapy Coordinator**



## **Regional Public School Program**

- Students with Moderate to Severe Behavior Problems
- OT focus on antecedent strategies in ABA based instruction
- OT services focus on strategies for coping with frustration, sensory supports, and reducing maladaptive behaviors.



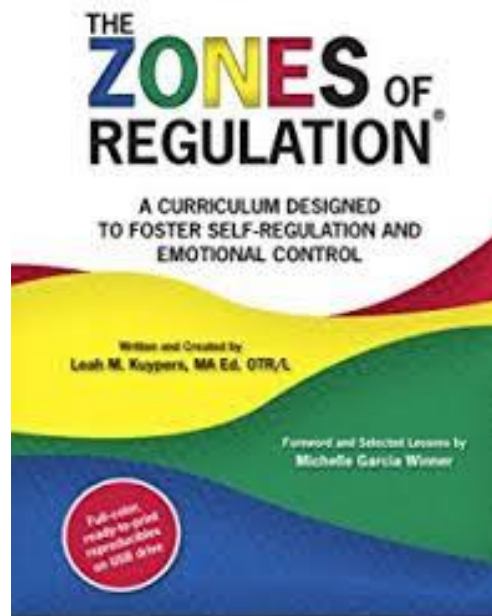


# Autism Spectrum Program

- 2014-2015 OT introduced ZONES with SECEP ASP students individually & on whole class basis at several sites
- ASD program Approx. 8 students in a class; Self-contained & some with Inclusion
- OT and/or OT- Speech Co-Teach
- Chosen for its visual and user friendly language

# Presentation Goals

- Review the ZONES of Regulation curriculum and how it combines sensory & cognitive behavioral strategies for social-emotional learning and self-regulation in a classroom.
- Review the use of power point presentations and other visual supports to engage attention and facilitate comprehension in students with ASD
- Review use of activity based groups with the Zones
- Practice deep breathing as a fundamental calming technique.
- ID strategies for calming and alerting, such as Calming Sequence, Yoga, & Life Moves.



## The Zones of Regulation:

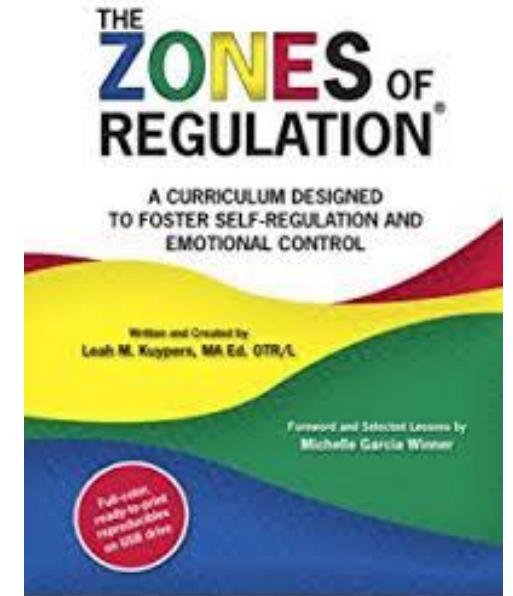
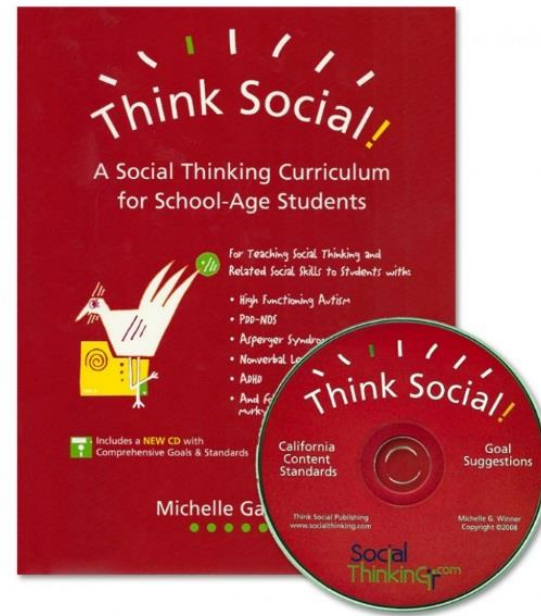
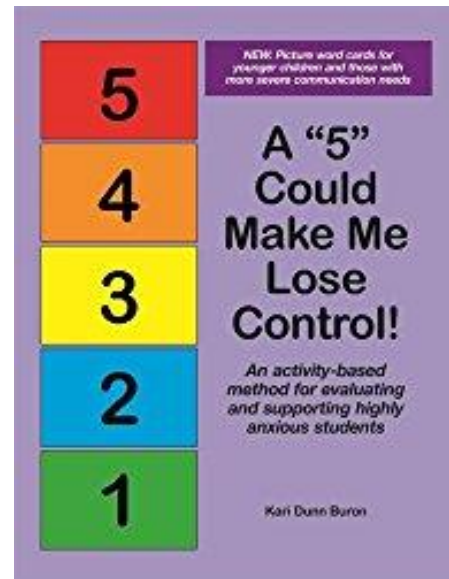
A Curriculum Designed to Foster Self-Regulation & Emotional Control

Written and Created by Leah M. Kuypers, MA Ed., OTR/L

Thinking Social Publishing (2011)

Selected Lessons by Michelle Garcia Winner from her Social Thinking and ILAUGH program.

# Works that Influenced The ZONES



# ZONES & The Alert Program Social Story: Combine sensory & language concepts together

**ZONES of Regulation:**

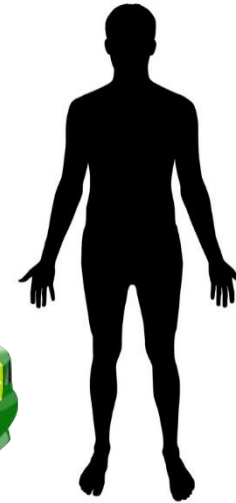
**How Does Your**

**Engine**

**Run**



**Your body  
works like a car  
engine.**



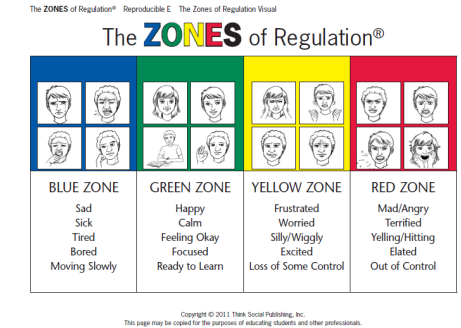
# Incredible 5 Point Scale: Combined with the Zones

- Two tools can be integrated to work together.
- Teach flexibility by reassigning the colors:







# GOALS of THE ZONES

- ID emotions & the relationship to 4 specific zones
- ID own body's cues and related Zone (Physiological; Alertness level)
- ID triggers that lead to dysregulated states
- ID how emotions, thinking processes, sensory and physiological needs, and the environments that can influence the related Zone
- Introduce Social Perspective Taking



# The ZONES of Regulation®

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

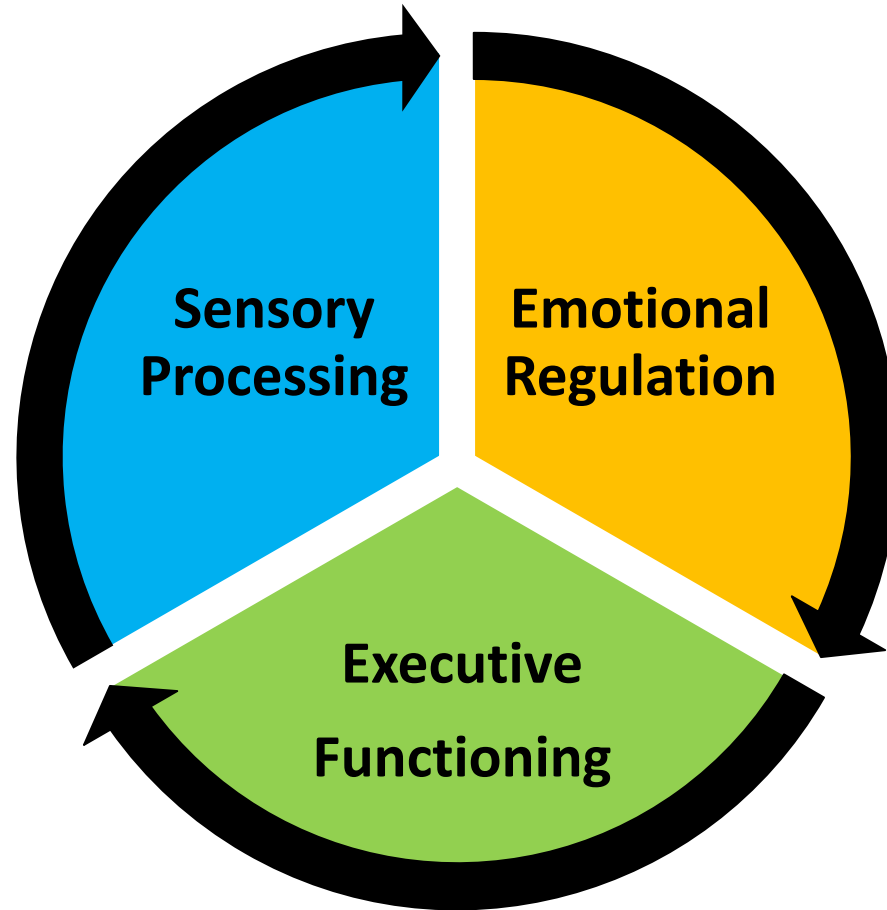


**The ZONES**  
is a  
**conceptual**  
**framework**  
to  
teach  
**self-regulation**



# SELF-REGULATION:

The ability to do what needs to be done while in optimal state for the demand

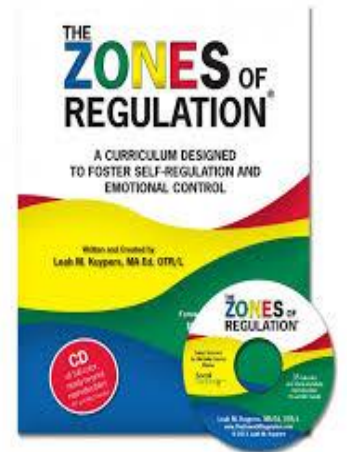


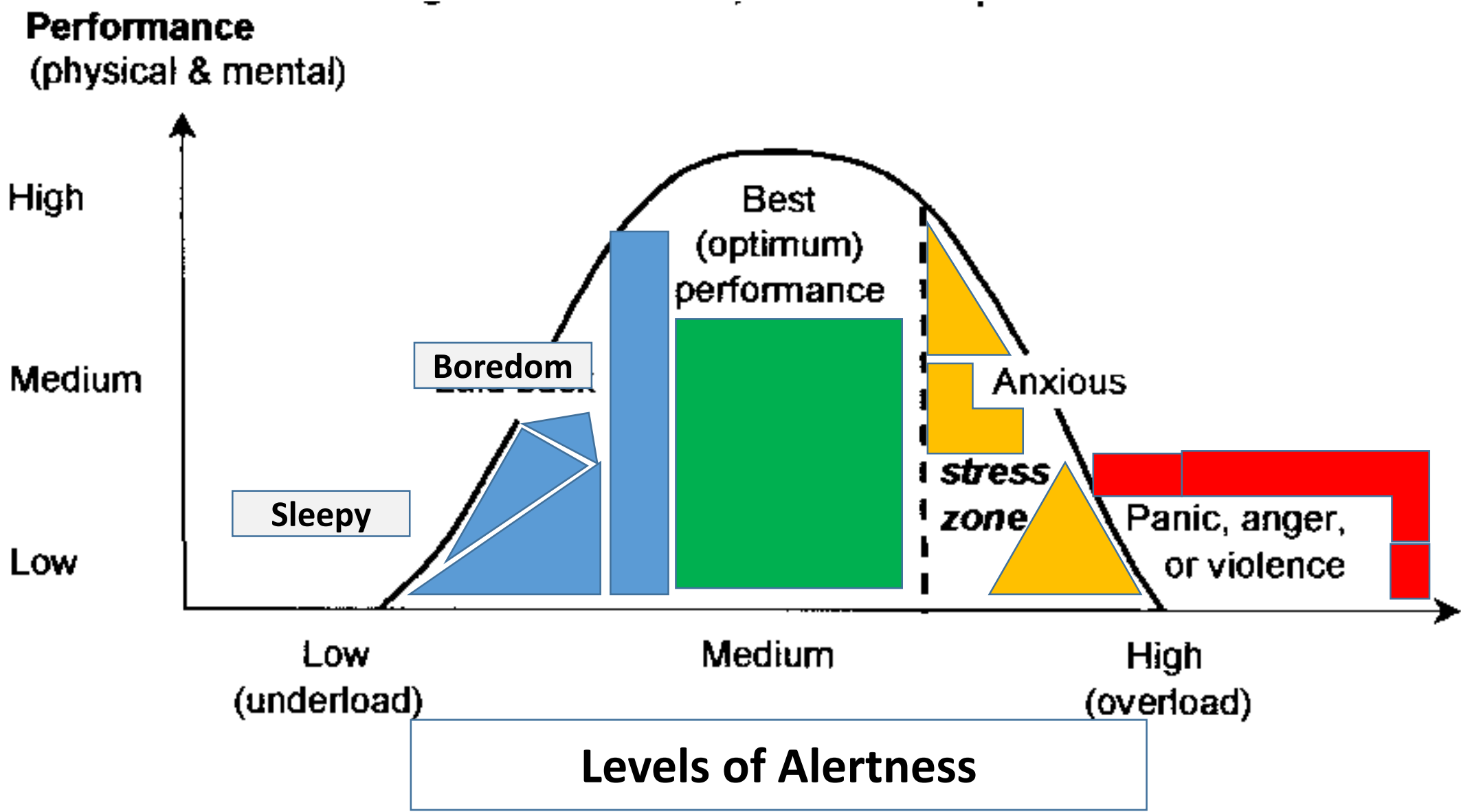
The ZONES of Regulation integrates (3) critical neurological processes: executive functioning, emotional regulation, & sensory supports.

The ZONES of Regulation			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick or Hurt Tired	Happy Calm Feeling Okay Good	Frustrated Worried Silly/Wiggly Grouchy	Mad/Angry Terrified Yelling Too Silly/Wiggly
Bored Moving Slowly Shy Exhausted Depressed	Focused Ready to Learn Good Listener Proud Relaxed	Excited Anxious Jealous Confused Embarrassed Upset	Elated Hitting Extreme Emotions Out of Control
			

# Key Components of The ZONES

- Inspired by The Alert Program & Incredible 5 Point Scale
- Cognitive Behavioral Approach
- **Conceptual Framework**
- User friendly language
- Breaks down abstract social concepts into concrete visuals
- Focuses on building skills with underlying problems
- ID Levels of alertness
- ID Emotions
- Social Perspective Taking
- Sensory Strategies
- Calming Strategies (deep breathing)
- Thinking Strategies (EF):
- Teaches impulse control & problem solving skills





# Categorizes Emotions into 4 ZONES





- Zones describe how your brain and body feel
- **Blue Zone** – Body running slow, such as when tired, sick, sad, or bored
- **Green Zone** – Like a green light , “Good to Go!”
- **Yellow Zone** – Proceed with Caution & Slow Down!
- **Red Zone** – Extreme Emotions! out of control, trouble making good decisions, and must STOP



All the ZONES are OK !



# RED & YELLOW ZONE are “OK”

- Different zones are experienced throughout the day
- No wrong or bad zones; Can make poor choices
- There are “expected ZONES” for different environmental demands
- Safe; Non-judgmental means to communicate and recognize feelings
- Provide natural consequences for poor choices in the RED Zone; Process afterward the circumstances what led to the Red Zone and how to do differently the next time



# More Than One ZONE



- Students can be in more than one Zone at once  
(Ex. Blue for Tired and Yellow for Anxiety over a test)
- The same emotion can be categorized into different zones  
(Ex. Disappointment in Blue or Yellow & Jealous can be Yellow or Red)
- Listing more than one Zone can indicate that they are really in touch with their feelings and alertness level.

The Zone depends on the **intensity of the emotions**

# Outside Mask for Inside Zone

- Disguise our zone by putting on a mask to match social expectations (ex. “Put on a happy face” if disappointed & jealous)
- Pick up child from school and they loose it then they are aware of social expectations & so that peers continue to think good thoughts about them until a safe place to let their emotions out
- Teach how to manage Yellow Zone emotion inside of them throughout the day so that it doesn't turn into the Red Zone



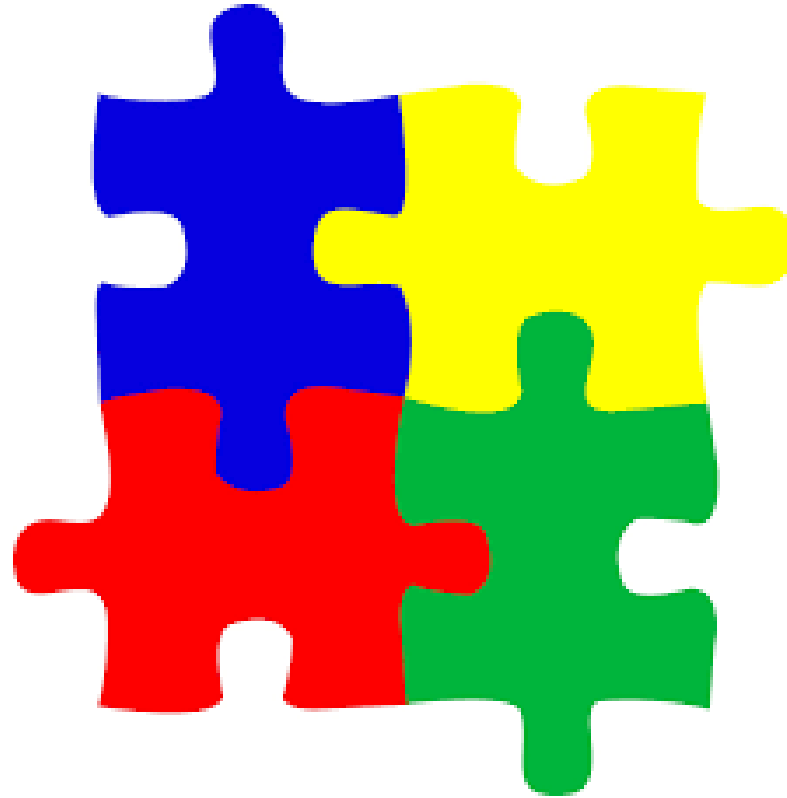
# Mutual/Co-Regulation: Adult Support

- Independent self-regulation takes a long time to develop in neuro typical children
- Special needs students may require many years and may never develop independent self-regulation.
- The program provides a structure for co-regulation /mutual regulation.
- Able to repeat the lesson more than once or do the lesson a regular basis to assist student's in comprehending the concept taught



# AUTISM SPECTRUM DISORDER

## Teaching Strategies



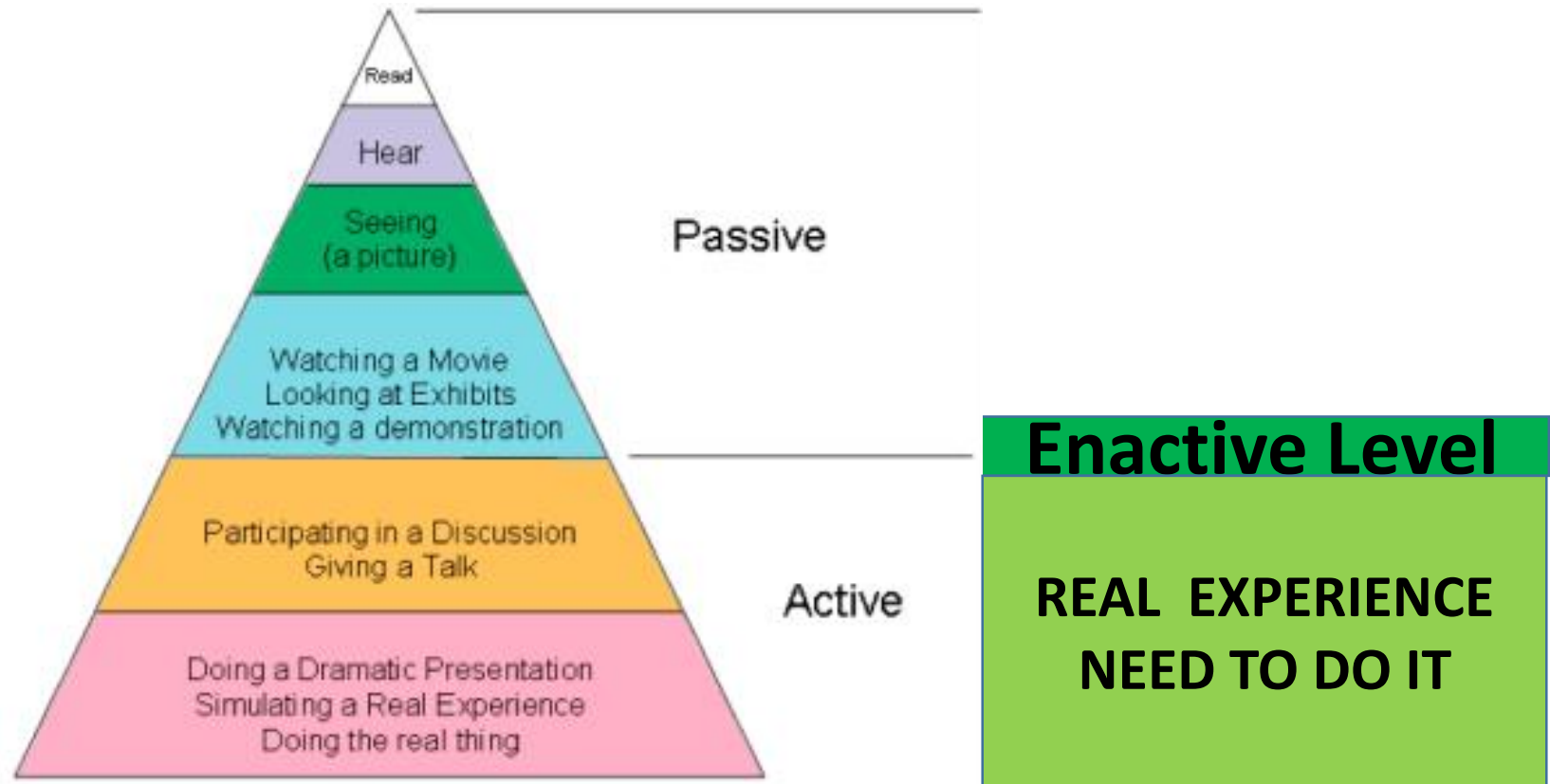


NATIONAL  
AUTISM  
CONFERENCE

**National Standards Project  
identifies “self-management” as  
an effective intervention for ASD**

# Enactive Mind Approach (Ami Lin 2003)

- ASD diagnosis limited social cognition
- Teach explicitly to meet social demands
- Teach to generalize in natural social setting



# Systemizing Theory with ASD (Simon Baren-Cohen 2006)

- ASD diagnosis highly driven to create systems to understand information and abstract concepts
- Ex. interstate roadway systems are concrete (literally and figuratively!) and easy to understand.
- Emotions, levels of alertness, & social expectations are abstract & ever changing. Zones make them concrete and visual.





# Central Coherence Theory

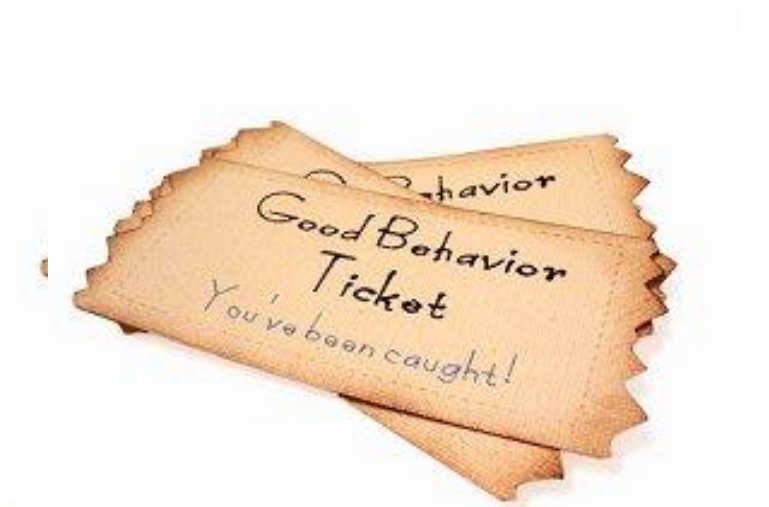
## (Based on work by Uta Frith 1989)

- ASD diagnosis tend to focus on small irrelevant details vs. the whole gestalt
- Results in difficulty picking up relevant details, understanding deeper meaning, & ID source of a problem
- Zones is concrete means of comprehending abstract info; Four simple Zones
- Zones focuses on whole concept vs. minute details



# Positive Behavioral Supports: Reinforcement

- Teach underlying skills
- Reinforce staying in Green Zone
- Reward efforts to use a tool to cope even if it is not successful.
- Don't encourage perfectionism & anxiety over rewards



# Who can benefit from The Zones ?

- 4 year old preschoolers if at or above average intellect
- Elementary student
- Secondary students
- Middle school students
- High school students







# Language Delays & Cognitive Involvement



- Adaptations provided for younger and older students in the manual
- More cognitively involved students with less language can develop awareness of ZONES and follow visual supports to guide self-regulation strategies



# Adapted ZONES

The ZONES of Regulation			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick or Hurt Tired	Happy Calm Feeling Okay Good	Frustrated Worried Silly/Wiggly Grouchy	Mad/Angry Terrified Yelling Too Silly/Wiggly
Bored Moving Slowly Shy Exhausted Depressed	Focused Ready to Learn Good Listener Proud Relaxed	Excited Anxious Jealous Confused Embarrassed Upset	Elated Hitting Extreme Emotions Out of Control
			

What zone am I in?

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
sad sick tired bored moving slowly shy depressed	happy calm feeling good focused ready to learn	worried silly wiggly excited loss of some control hyper stressed irritated frustrated	mad yelling yelling anger control angry red bigger emotions out of control upset

## The ZONES of Regulation & Feelings



**Sad**  
Sick or Hurt  
Tired

**Happy**  
Calm  
Feeling Okay  
Good

**Frustrated**  
Worried  
Silly/Wiggly  
Grouchy

**Mad/Angry**  
Terrified  
Yelling

**Bored**  
Moving Slowly  
Shy  
Exhausted  
Depressed

**Focused**  
Ready to Learn  
Good Listener  
Proud  
Relaxed

**Excited**  
Anxious  
Jealous  
Confused  
Embarrassed  
Upset

**Elated**  
Hitting  
Aggressive  
Extreme  
Emotions



# Communication: Team & Home Collaboration

- Send Home Parent Letter
  - Send Home Zones Chart
  - Send Home Zone Glossary
- 
- Copy of Zones Chart for each student
  - Folder for each student
  - Posters in the classroom and school areas
  - Share about your fluctuating zones

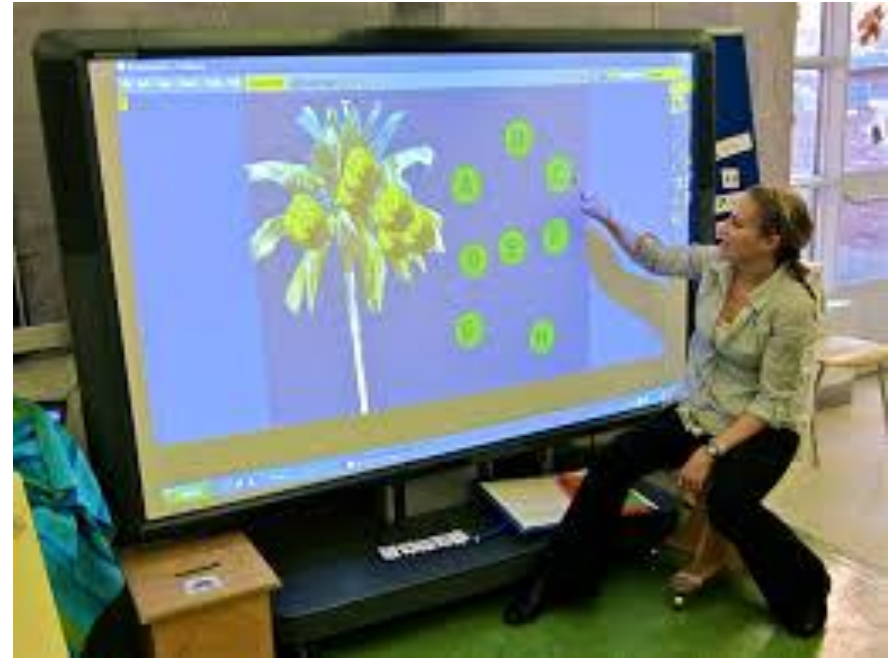


# Structure of Group Sessions

- White Board and/or Desk top copy
- 30-60 min lesson; depending on Tools Incorporated
- Individual or Whole Group with Centers
- Deep breathing
- LESSON
  - Lesson Lead In –Orientation to Lesson
  - Learning Activity Applying the Lesson
  - Wrap Up Review –Discuss
- Tool Box Explore & Practice Strategies

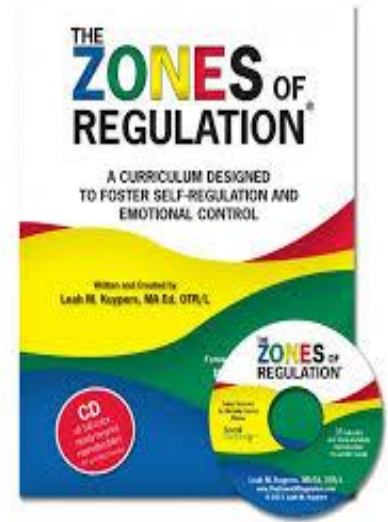






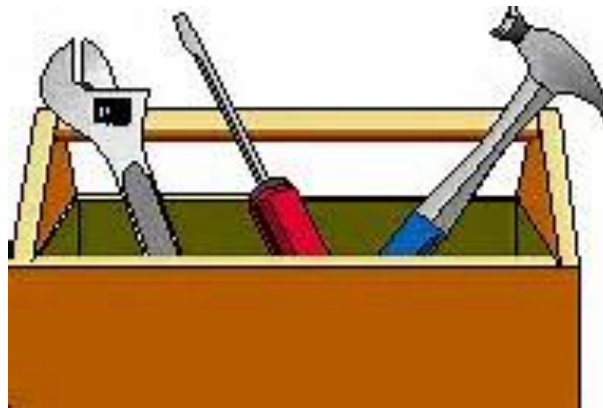
# The ZONES (3) Sections

- Chapter 3: (9 Lessons)
  - Understanding the Zones Curriculum
- Chapter 4: (3 Lessons)
  - Exploring Calming & Alerting Tools
- Chapter 5: (6 Lessons)
  - Learning to Apply Tools



# ZONES Learn & Use Tools ASAP

- After Lesson 4 –If the student understands concept of the Zones, then Lessons 10-12 Calming & Alerting Strategies can be integrated into teaching sequence
- The Calming & Alerting strategies are being developed as tools all along & then formalized in Lesson 13: The Toolbox



# THE **ZONES** OF REGULATION<sup>®</sup>

A CURRICULUM DESIGNED  
TO FOSTER SELF-REGULATION AND  
EMOTIONAL CONTROL

Written and Created by  
Leah M. Kuypers, MA Ed. OTR/L

Foreword and Selected Lessons by  
Michelle Garcia Winner

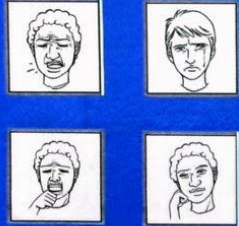




# Lesson 1

## Create Wall Posters of the Zones

Z-p. 26

What Zone are you in?

Blue Zone:	Green Zone:	Yellow Zone:	Red Zone:
			
<b>Running Slow</b>	<b>Good to Go</b>	<b>Gaution</b>	<b>STOP</b>
sad sick tired bored moving slowly	happy calm feeling okay focused ready to learn	frustrated worried silly/wiggly unfocused loss of some control	mad/angry hands on yelling refusing to work out of control

# ZONES of Regulation: How Does Your

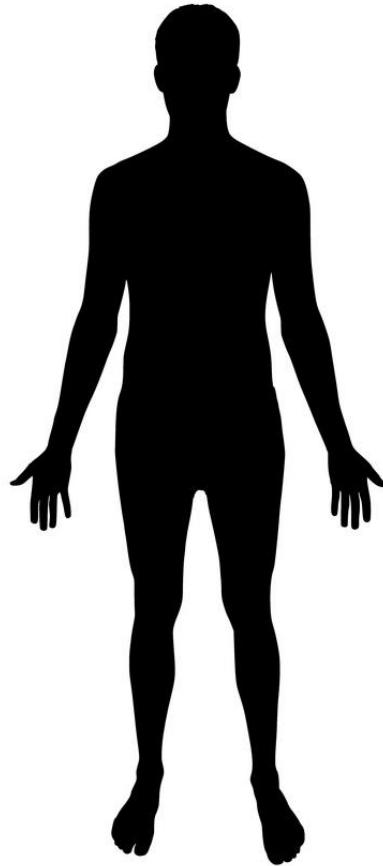
Engine

Run



**Evelyn Zirkle, MS OTR/L SECEP OT Coordinator**  
**(Adapted from: How Does Your Engine Run: The Alert Program: by MarySue Williams OTR & Shelly Shellenburger, OTR; The Zones of Regulation: by Leah Kuypers OTR; Hunter and the Amazing Remote Control: by Lori Copeland Phd.; and Google Images/Clip Art)**

**Your body works like a car engine.**



Sometimes it runs on **low speed**.

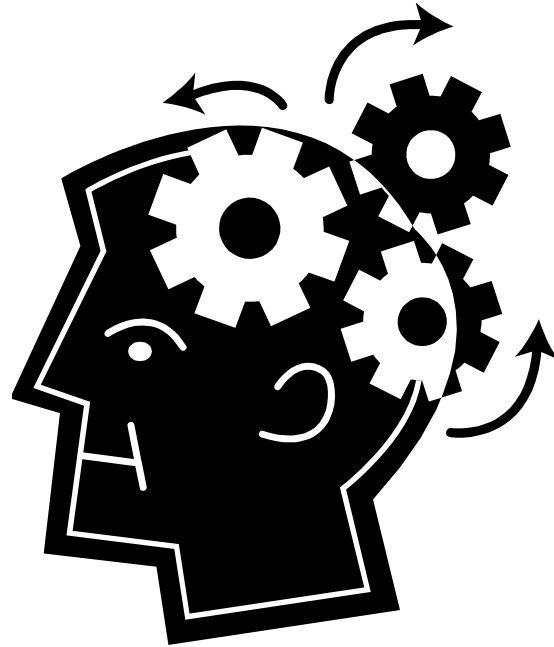
Sometimes it runs on **high speed**.

Sometimes it runs **just right**.

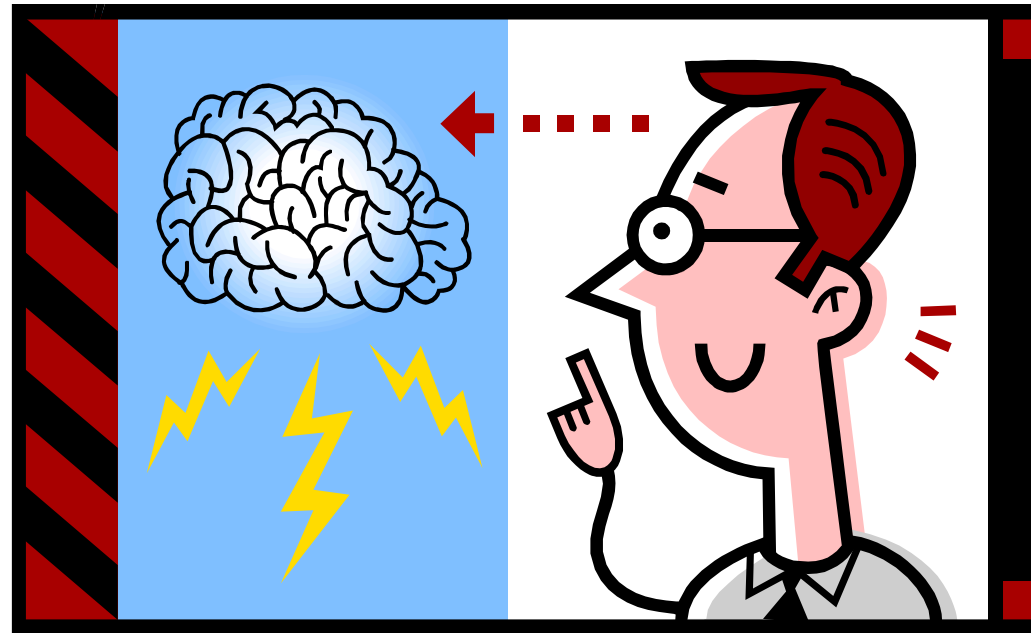


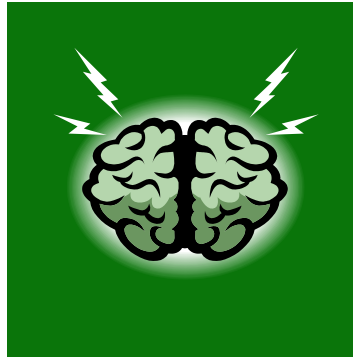


**Your brain controls the body “engine” through the neurons, the spinal cord, and nerves.**



**Your brain makes your body  
feel and act different ways.**





Your brain controls  
“The **ZONES** of Regulation”.



In the **Green Zone**, your body's engine is running **“just right”**. You are **“good to go”**.  
You may feel **happy, calm, and focused**.



# Feeling “Ok” and Focused may look like ...



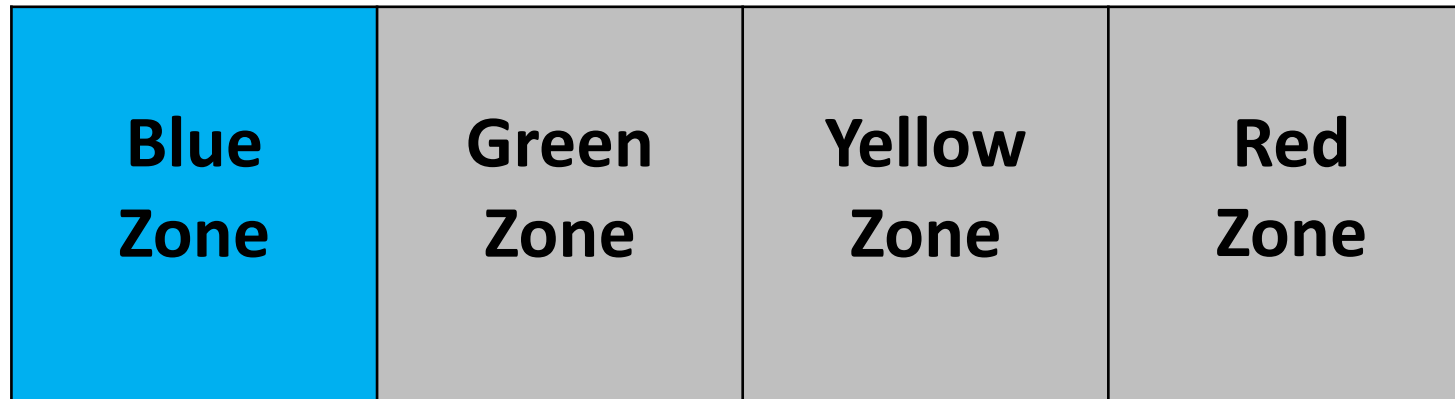
**Ready to learn may look like this ...**



**NOT this ...**



In the **Blue Zone**, your body's engine is running on **“low” or “slow”** speed.





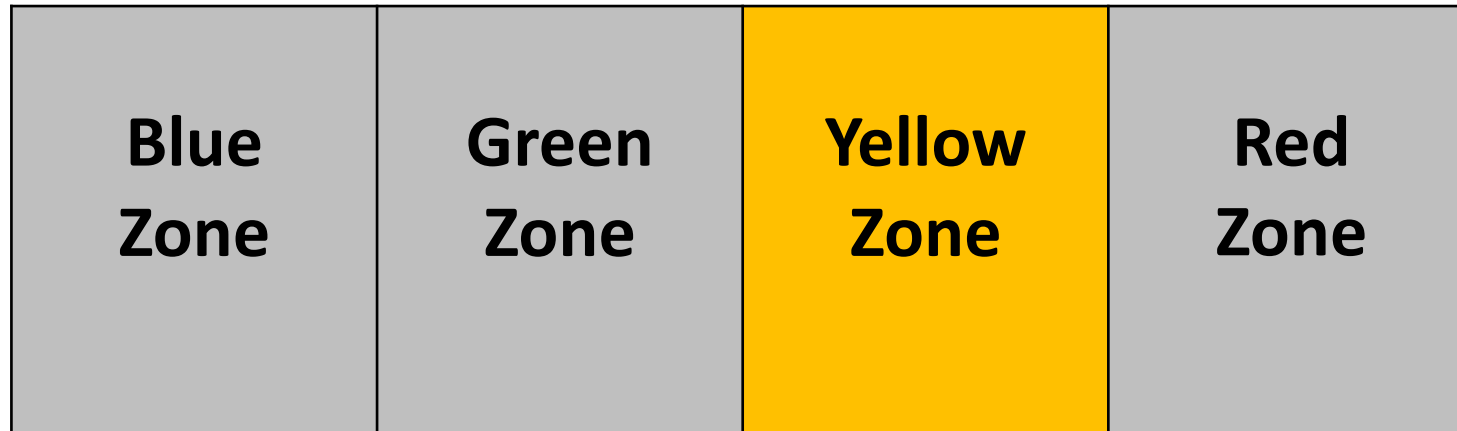
In the **Blue** Zone, you may feel sad, sick,  
tired, bored, or be moving slowly.



In the **Blue Zone**,  
bored may look  
like this ...



In the **Yellow Zone**, you need to proceed slowly with “caution” and be careful.



**You need to pause or stop to think.**



In the **Yellow Zone**, read the road signs ...



**Rough road ahead !**



**You are on the edge – about to loose it!**



**Your ZONE of regulation is about  
to change. ⚠️**





**In the **Yellow Zone**,**  
**you may feel worried,**  
**frustrated, silly wiggly,**  
**and excited.**



**Silly wiggly and frustration may look like ...**



**Or - Not keeping hands to ourselves**



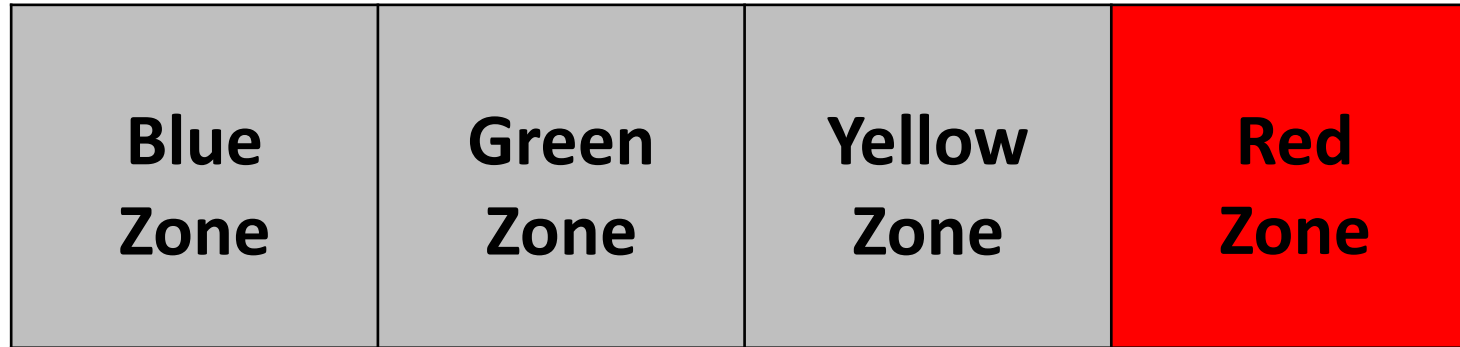
A ZONE **CHANGE** is COMING either . . .

To the calmer **Green Zone**



Or to the out of control **RED ZONE**





The **RED Zone** is



The **RED Zone** is

OUT OF  
control

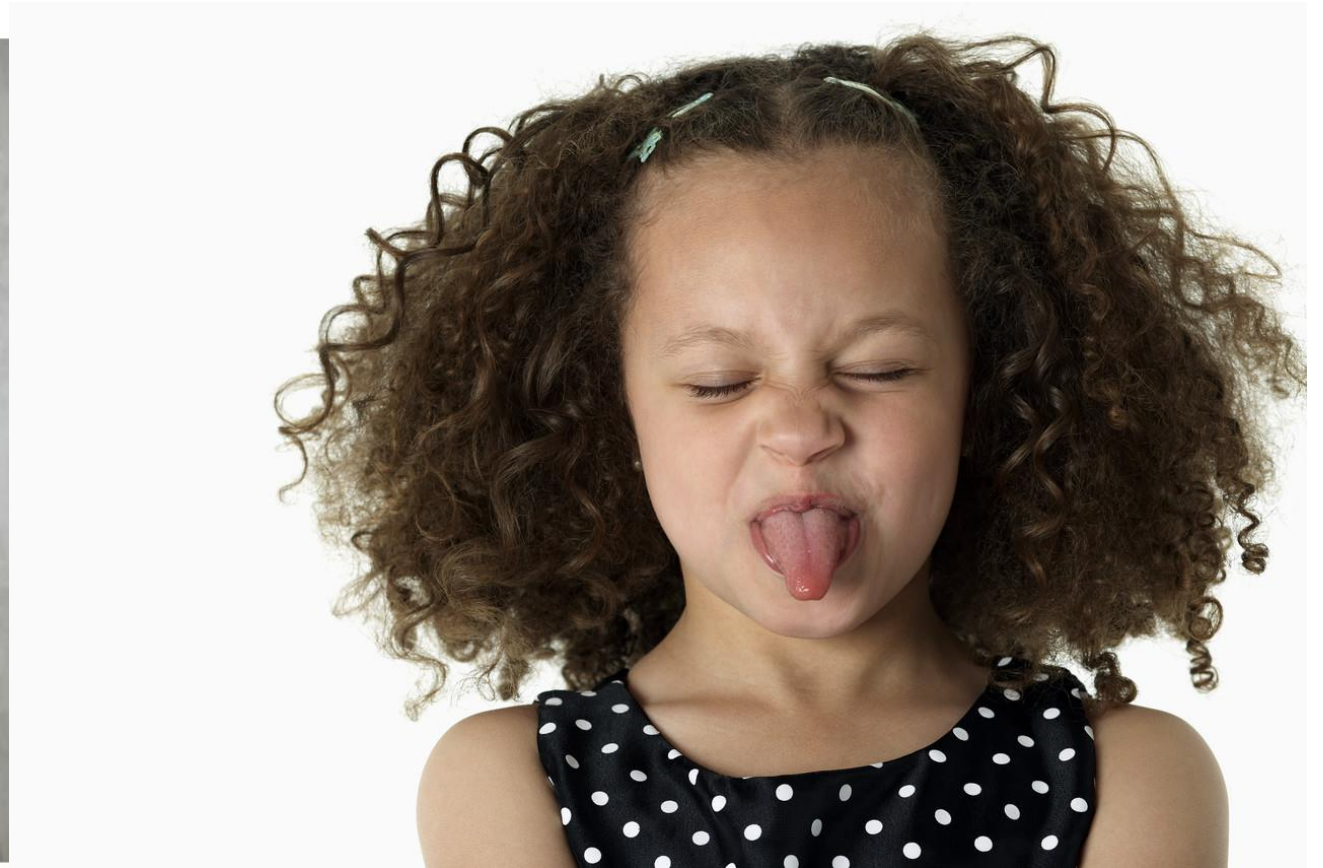


In the **RED ZONE**, you may feel angry or mad,  
terrified, elated,  
or out of control.  
You may feel like  
yelling or hitting.





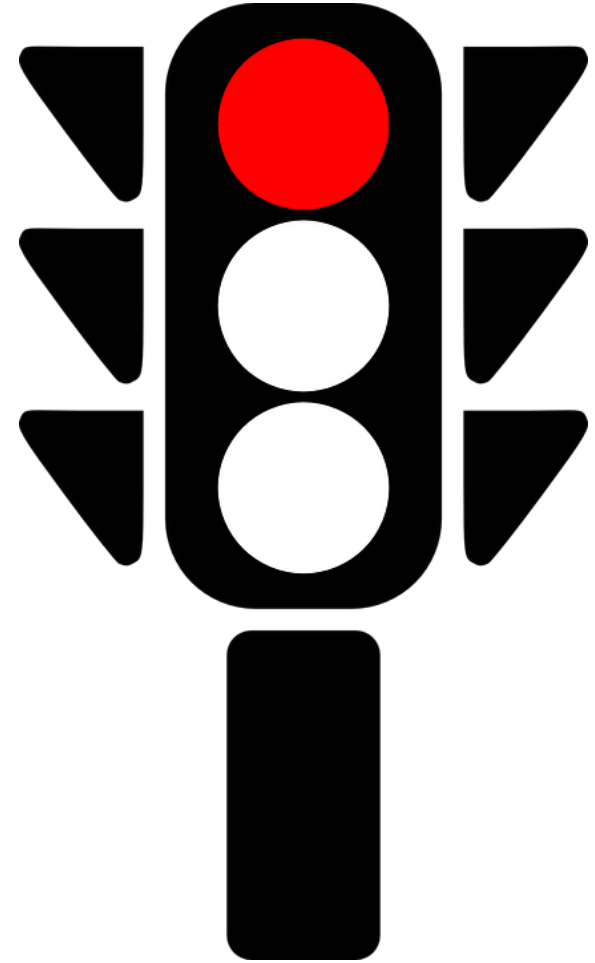
Mad or angry may look like this ...



**Out of Control “Too Silly” may look like ...**



In the **RED ZONE**,  
your body engine is  
running on **high speed**.  
You have trouble making  
good decisions and must **STOP**.



**If you are stuck in a ZONE,  
then use a tool to change the zone.**



STAY FOCUSED  
FIND FOCUS  
ONE YOUR  
FOCUS ZONE  
OUR ZONE



**LIFE IS 10%  
WHAT HAPPENS  
TO YOU AND 90%  
HOW YOU  
RESPOND  
TO IT**



# REMEMBER ...

**You are the driver  
in control of your  
body engine. You  
can change your  
engine speed.**



**The same way that you can change the TV channel using your remote control.**





# End of Short Book

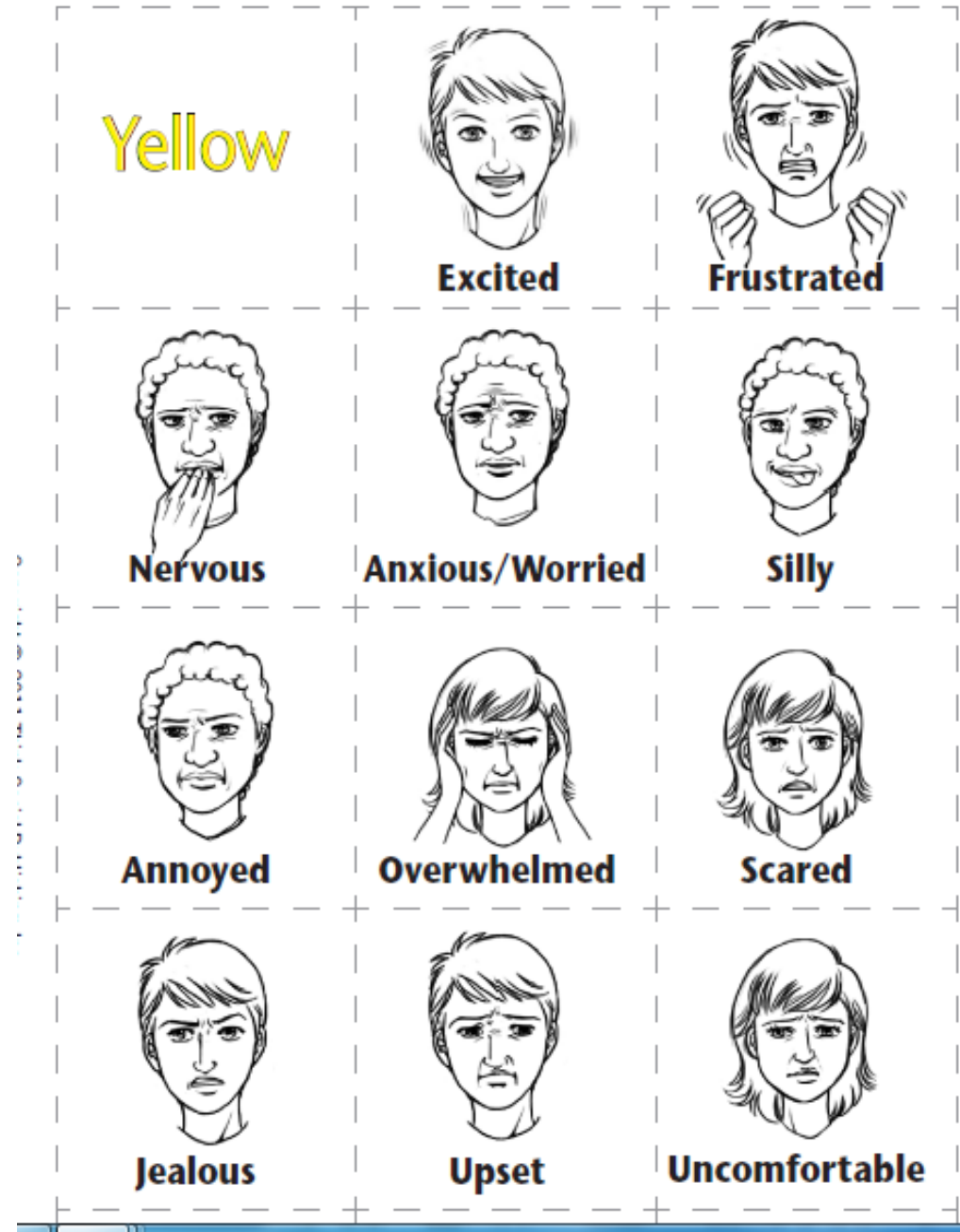
## The **ZONES** of Regulation.



**Evelyn Zirkle, MS OTR/L SECEP OT Coordinator**  
**(Adapted from: How Does Your Engine Run: The Alert Program: by Mary Sue Williams OTR & Shelly Shellenburger, OTR; The Zones of Regulation: by Leah Kuypers OTR; Hunter and the Amazing Remote Control: by Lori Copeland Phd.; and Google Images/Clip Art)**

# Sort Faces and Emotions into Zones

- Familiarize with concept of Zones
- Increase Emotions Vocabulary
- Increase recognition of facial expressions



MOSAIC MAGAZINE & CLIP ART



## The ZONES of Regulation

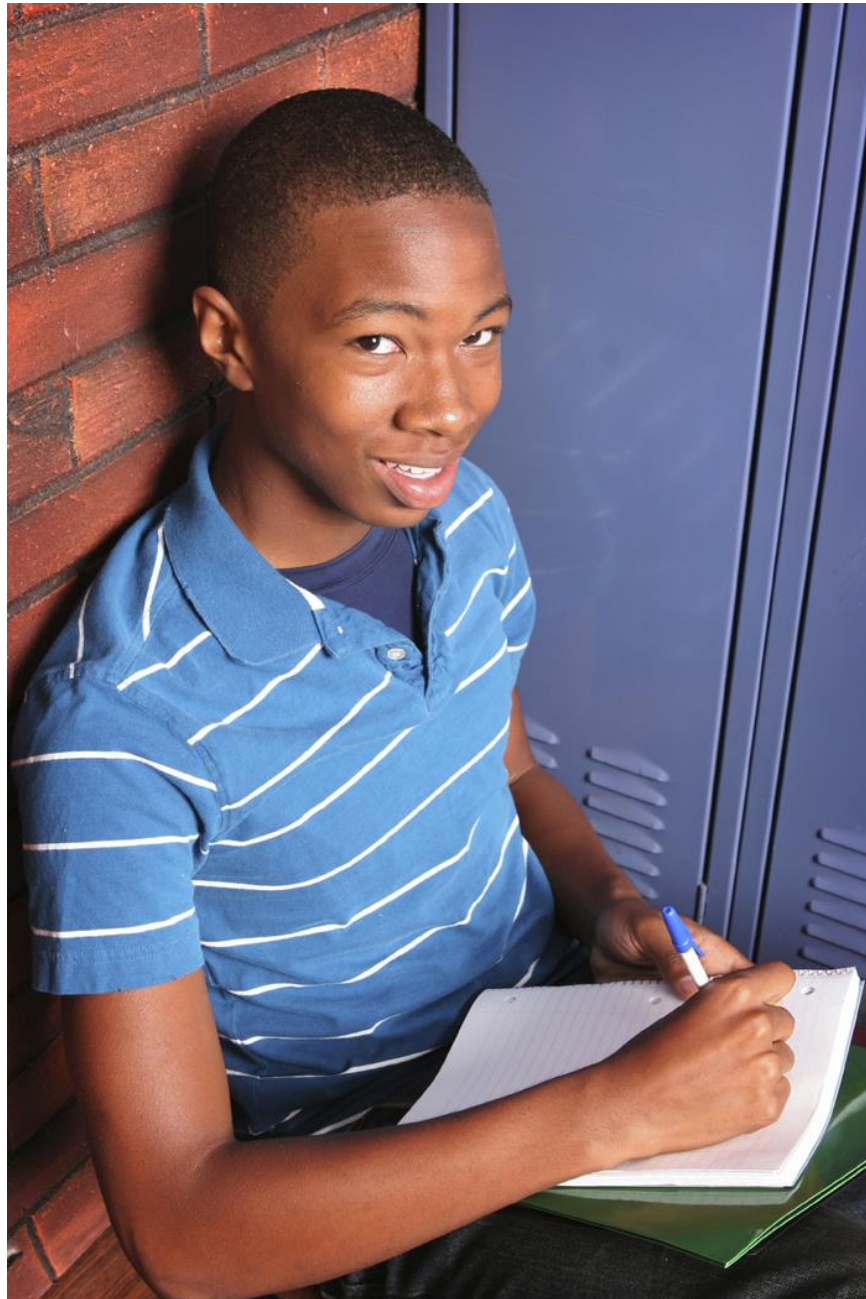
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
<p>Sad Sick or Hurt Tired</p>	<p>Happy Calm Feeling Okay Good</p>	<p>Frustrated Worried Silly/Wiggly Grouchy</p>	<p>Mad/Angry Terrified Yelling Too Silly/Wiggly</p>
<p>Bored Moving Slowly Shy Exhausted Depressed</p>	<p>Focused Ready to Learn Good Listener Proud Relaxed</p>	<p>Excited Anxious Jealous Confused Embarrassed Upset</p>	<p>Elated Hitting Extreme Emotions Out of Control</p>
			

# Lesson 2

## ZONES BINGO: WHAT ZONE IS IT?

**BINGO: The ZONES of Regulation**











**RED  
ZONE**

**YELLOW  
ZONE**

**GREEN  
ZONE**

**BLUE  
ZONE**





**RED  
ZONE**

**YELLOW  
ZONE**

**GREEN  
ZONE**

**BLUE  
ZONE**



**RED  
ZONE**

**YELLOW  
ZONE**

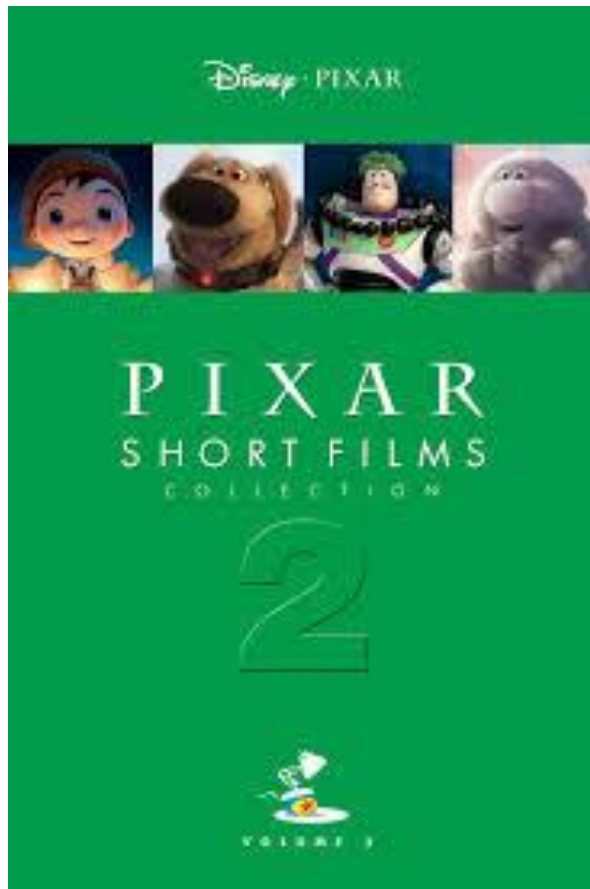
**GREEN  
ZONE**

**BLUE  
ZONE**

# Lesson 3

## The ZONES in Video

Z p.56



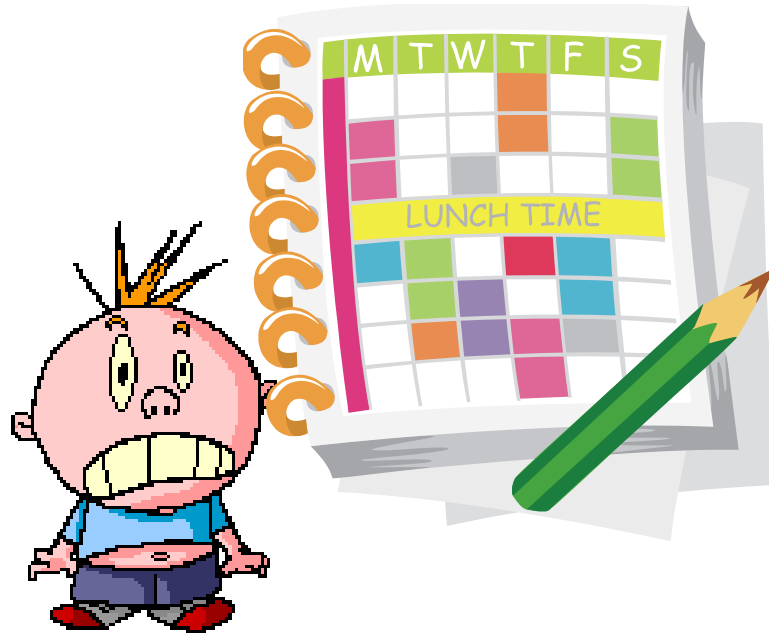
# Lesson 4

## ZONES in Me: Scenarios

Z p. 59

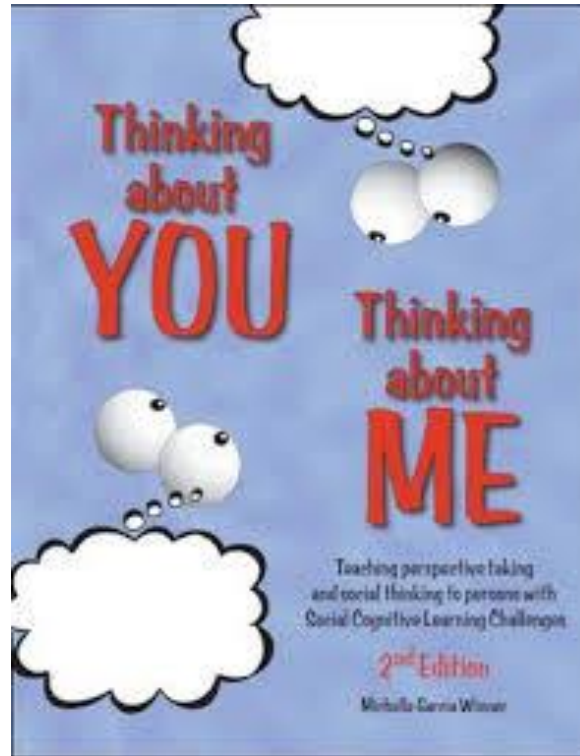
### Sort Scenarios into Expected Zones





You were told that the plans need to change.

# Lesson 5: Understanding Different Perspectives



Z p. 62

**The ZONES of Regulation”.**

Adapted by Nicole Boggs, SLP & Evelyn Zirkle, MS OTR/L



# ZONE Response



EVERYTHING  
WENT  
JUST  
AS  
EXPECTED

Or, an  
**UNEXPECTED**  
Surprise  
Response



Teacher says the schedule changed for an Assembly. Red Zone behaviors would be “unexpected” and other people will have “uncomfortable thoughts” about you. Others may be upset or stressed and not want to include you in activities.



When I am in the

RED ZONE

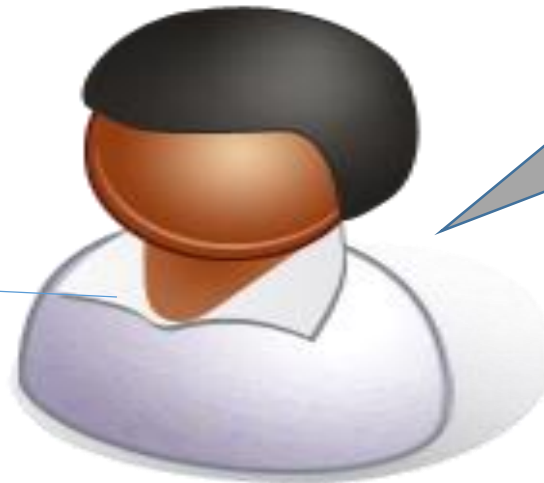
and it *unexpected* ...

Other kids around me ...

May  
Think ...

May Say ...

May Feel ...



# Lesson 6

## Me in My Zones:

### Booklet on the Zones in My Body



Z p. 73

Adapted from The Zones of Regulation  
by Evelyn Zirkle, MS OTR/L

# Me in My ZONES

Name: \_\_\_\_\_



This is a picture of me in the RED ZONE:

My face and body clues are:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

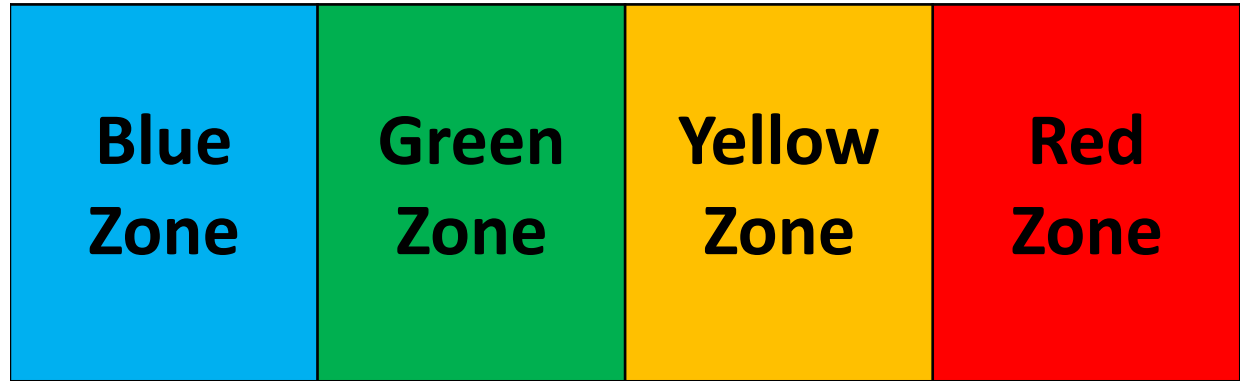
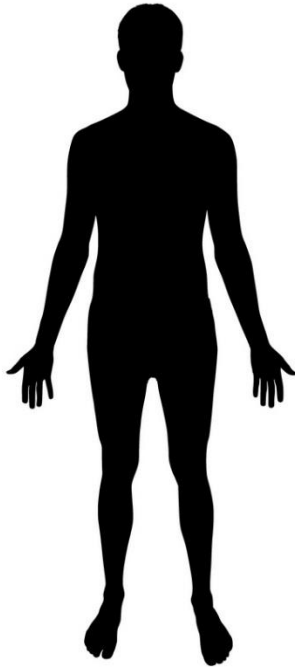
I feel in the RED ZONE when:

\_\_\_\_\_

I am more likely to make others feel:

\_\_\_\_\_

Our body's responses change in different  
**ZONES** of Regulation.



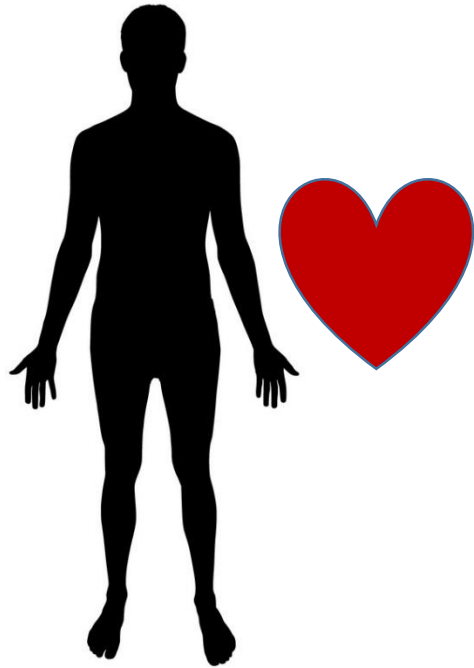
Are your muscles relaxed or tense ?

In neck and back ?

In your hands ? In your stomach ?











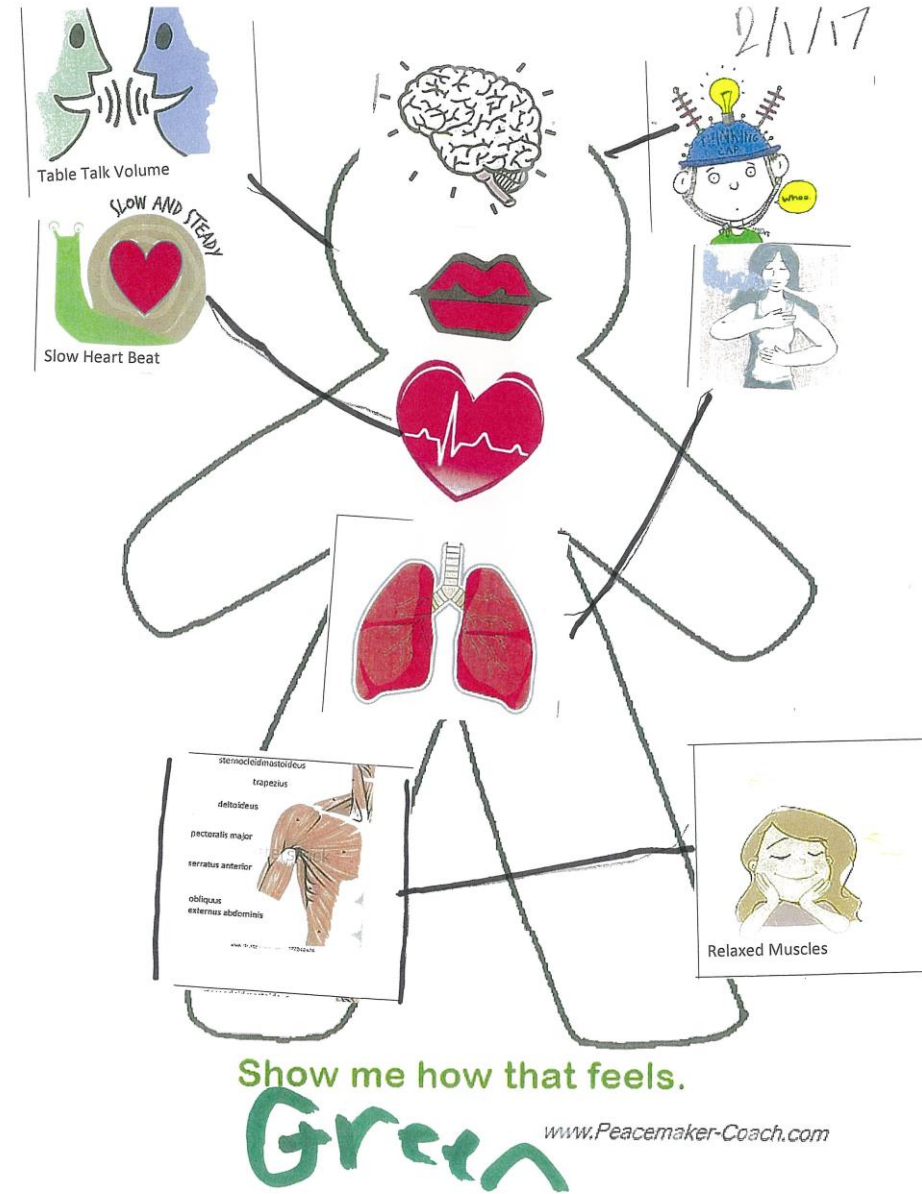
# Is your heart beat fast or slow ?





# Zones in Me: Physiology Cut and Paste

	 <p>Well Organized Thinking and Attention</p>	 <p>Well Organized Thinking And Attention</p>	 <p>Well Organized Thinking and Attention</p>
	 <p>Cluttered Overwhelmed Brain</p>	 <p>Overwhelming Pressure in Brain</p>	 <p>Overloaded Brain</p>



# ME in MY ZONES Book: The RED ZONE

## A picture of me in the RED ZONE:



## My face and body clues are:

- -hand fisted
- face hot and red
- heart beating fast

## In the RED ZONE, I feel:

Mad , Out of Control, Yelling, Tearing Paper

## I'm more likely to make others feel:

Scared or mad

# ME in MY ZONES Book: The BLUE ZONE

## A picture of me in the BLUE ZONE:



## My face and body clues are:

- Slump in my chair; Hold my head up
- Move slowly
- breath slow ; yawn

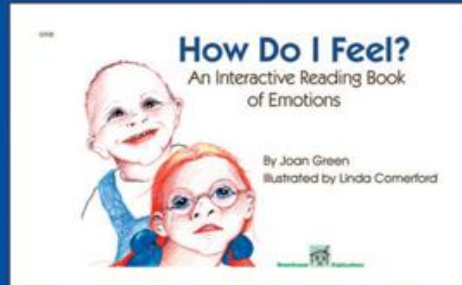
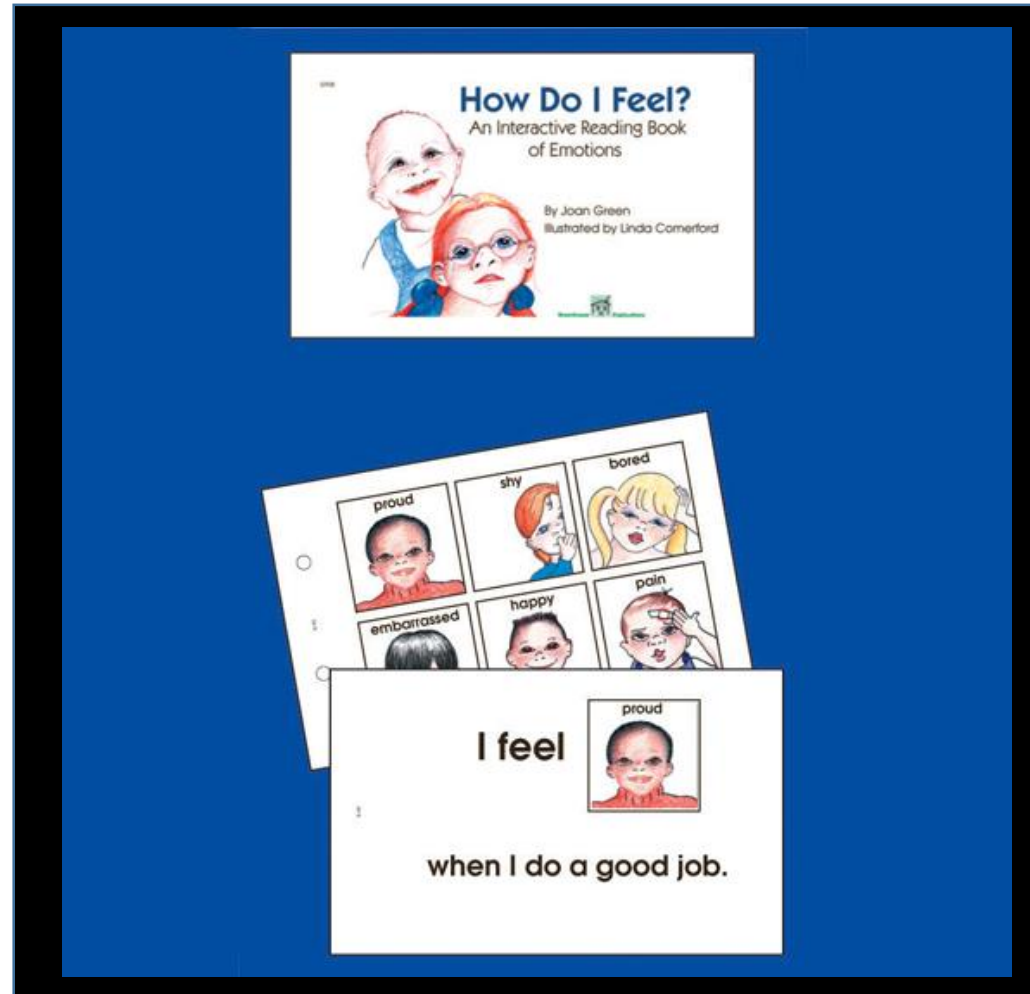
## In the BLUE ZONE, I feel:

Sad, Sleepy

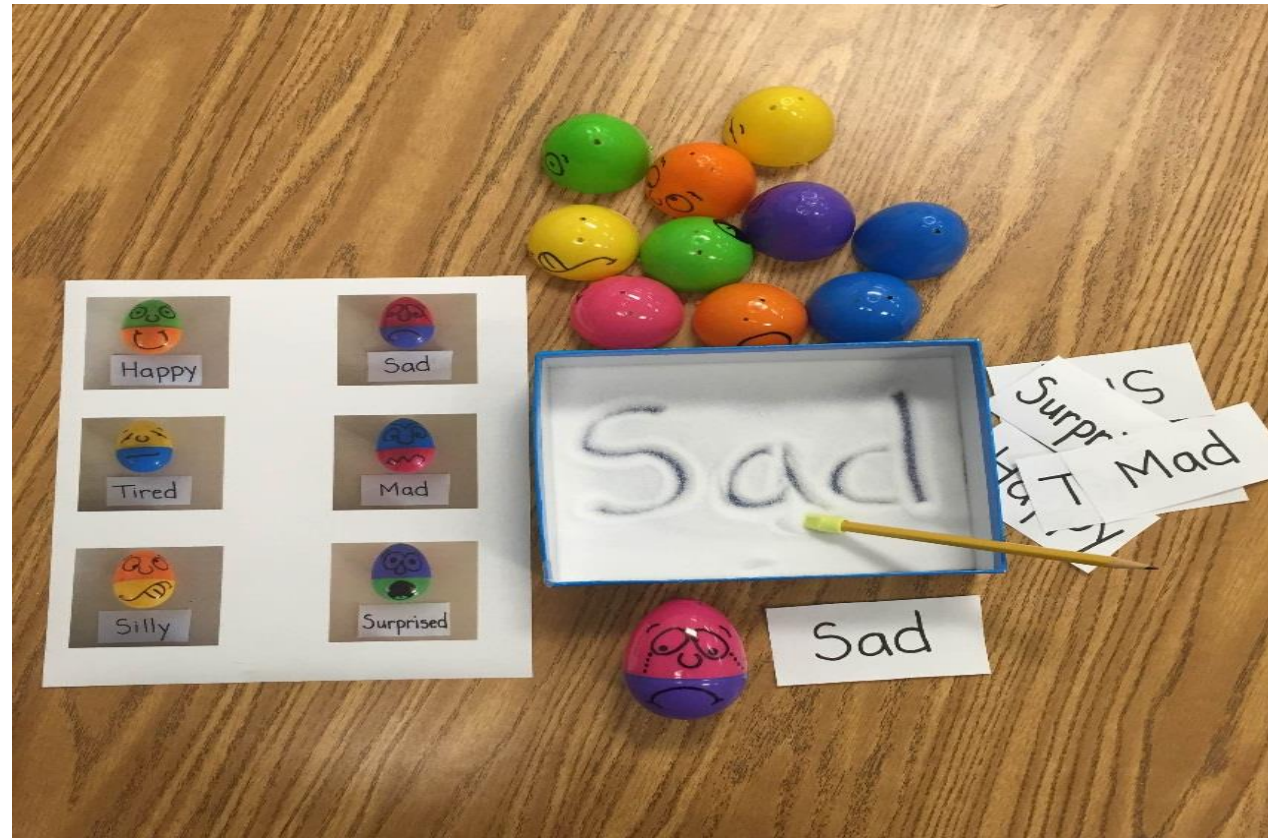
## I'm more likely to make others feel:

They don't want to play with me; I'm no fun;

# Lesson 7: How Do I Feel ?



# How Do I Feel?



Adapted from "The Zones of Regulation " p. 82 and

Adapted from Hunger and the Amazing Remoted Control, p H-30 SLOW MOTION Button

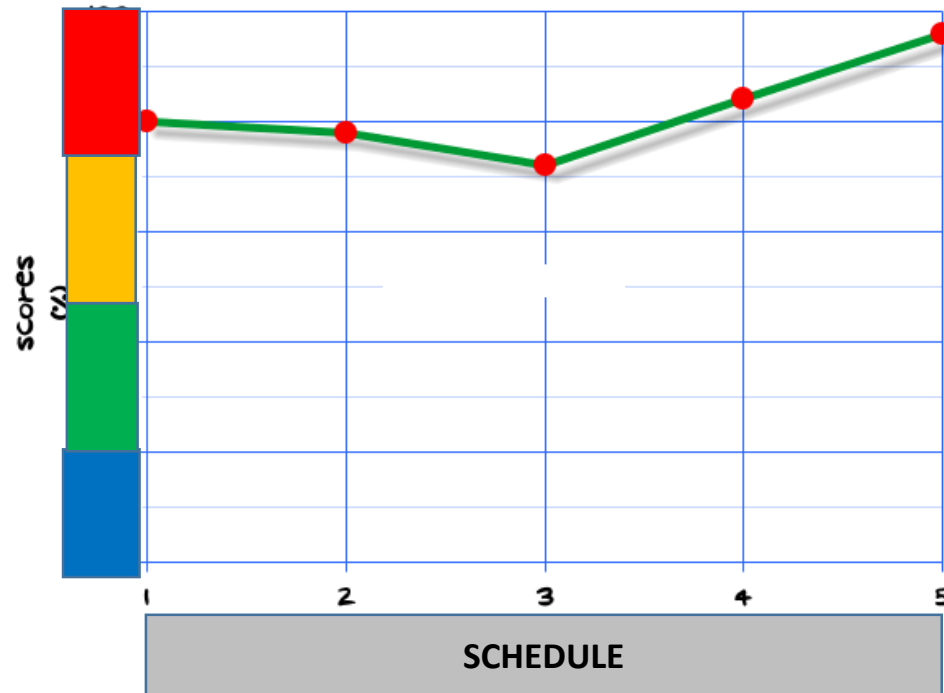
Adapted by Evelyn Zirkle, MS OTR/L

Your pet died ?



# Lesson 8: ZONES Across the Day Graphing

Z p. 86



Adapted from ZONES of Regulation  
by Evelyn Zirkle, MS OTR/L

# Zones Across the Day: Case B with Sensory Modulation & Bipolar Disorder

NAME:	ZONES ACROSS THE DAY												DATE:
							●				●		
				●			●		●			●	
		●		●	●				●				●
	●		●										
	Wake Up/Get Ready	Bus Ride	Morning Work/ Meeting	Guided Reading	Movement Break	Math	Lunch	Self Selected Reading	Science	PE	Band Assembly	Game Grp End of Day Pack Up	Arrive Home



# Lesson 9: Caution! Triggers Ahead

Z p. 73



Adapted from The Zones of Regulation  
by Evelyn Zirkle, MS OTR/L

## Lesson 9: Caution! Triggers Ahead

- ID personal triggers that lead to **Red** or **Yellow** Zone
- Problem solve to avoid triggers
- Many students lack insight with events that cause them to lose control
- Gather trigger list from staff and parents



# Triggers Worksheet



**CAUTION!** Sometimes things happen to make me feel worried, upset, or frustrated! These things are called "triggers." These put me in the Yellow or Red Zone! Here are some of my triggers:



# Other People Bothering You



# Room is Too Loud



# Tying Shoes



# Being Told "No"



**Being told No**

**Reading words I  
don't know**

**CAUTION!  
TRIGGERS AHEAD**

**Making a  
mistake**

**Transitions**

**Waiting for my  
turn**

**Not being first  
in line**



**Making a mistake**

**Writing makes my  
hand tired**

**Loud noises**

**CAUTION!  
TRIGGERS AHEAD**

**Weird  
smells**

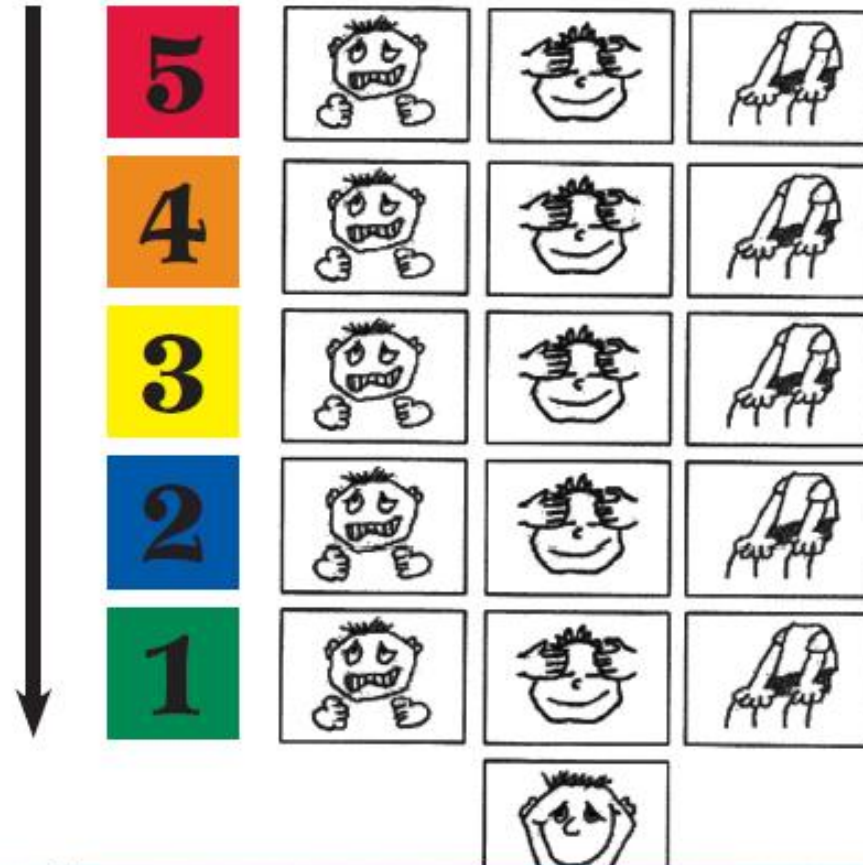
**Having to stop my  
computer game**

**Having to clean  
up my stuff**

# My **Calming** Sequence Visual

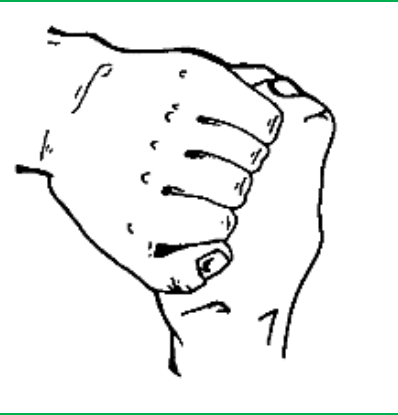


**Activity:** Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.

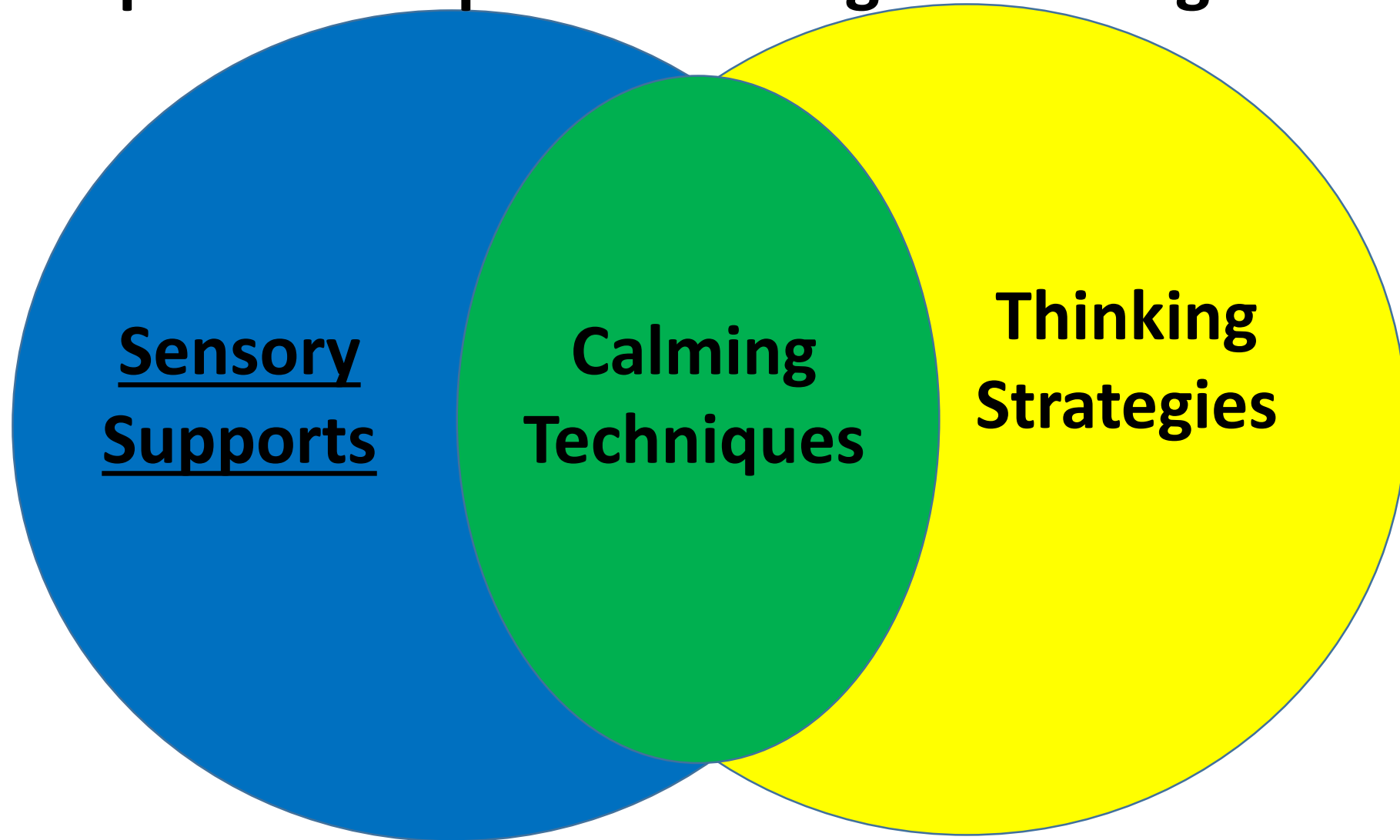


# The Calming Sequence Visual

Buron, Manns, Schultz, & Thomas, 2004, from "When My Worries Get Too Big!" By K.D. Burton 2006

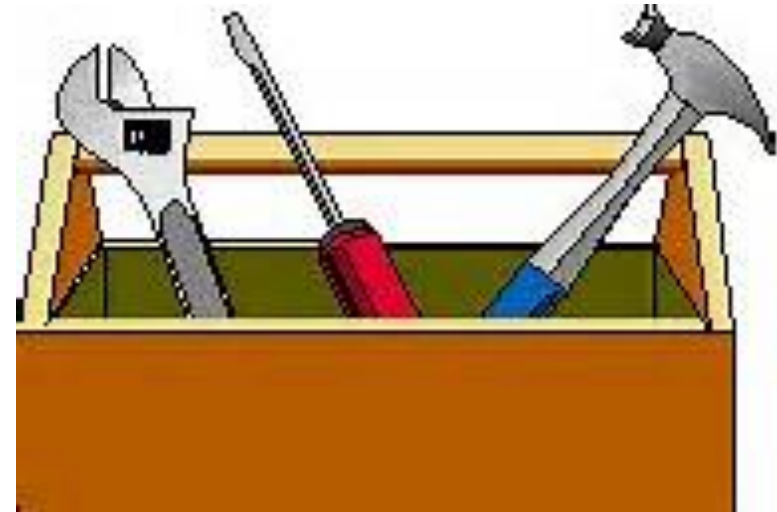
<p><b>Repeat</b> <b>5 x</b> <b>Slowly</b> <b>Rhythmically</b></p>	 A black and white line drawing showing two hands clasped together, with fingers interlaced. The hands are positioned as if being held together in a firm grip.	 A cartoon illustration of a young woman with brown hair in a ponytail, wearing a blue tank top. She has her eyes closed and her hands are pressed against her eyes, covering them completely. The background shows a simple room with a lamp and a table.	 A cartoon illustration of a person's hands resting on their knees. The person is wearing dark pants. Two red arrows point downwards from the hands, indicating a downward pressure or movement.
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# Chapter 4: Explore Calming & Alerting Tools

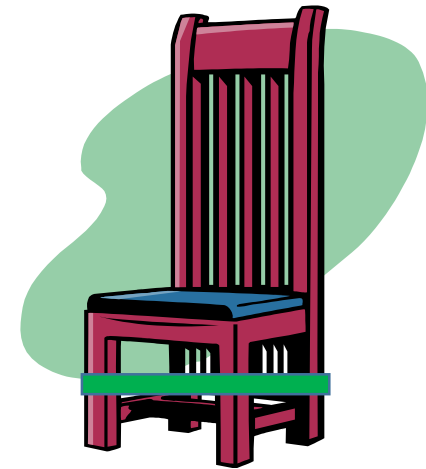
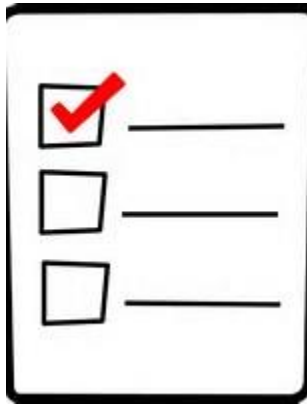


# Introduce & Integrate ASAP Calming & Alerting Tools

- Introduce Early in Sequence; Order of Tool Introduction is Flexible
- Learn & practice various tools for calming & alerting; ID
- Overlap between tools
- ID unique preferences for choices in tools



# Sensory Diet: Value Meal



# QUICK MOVEMENT BREAK



# Chapt. 4 Lesson 10

## Sensory Support Tools to Calm & Alert

ZONES Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Fidget Stretchy Stress Ball	Blue	Green	Yellow	Red	None
Silly Putty	Blue	Green	Yellow	Red	None
Bean Bag Fidget	Blue	Green	Yellow	Red	None
Yoga Poses	Blue	Green	Yellow	Red	None
Exercise Cards	Blue	Green	Yellow	Red	None
Life Moves/Me Moves DVD	Blue	Green	Yellow	Red	None
Go Noodle website Movements	Blue	Green	Yellow	Red	None
Listening to Upbeat Music	Blue	Green	Yellow	Red	None
Listening to Calming Music	Blue	Green	Yellow	Red	None

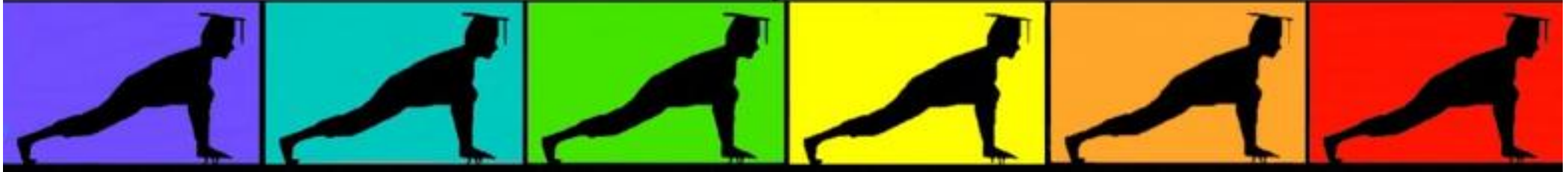


# Chapt. 4 Lesson 10: Sensory Support Exploration Centers

ZONES Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Weighted Neck Wrap/Snake	Blue	Green	Yellow	Red	None
Bean Bag Chair/Bungee Chair	Blue	Green	Yellow	Red	None
Zuma Rocker	Blue	Green	Yellow	Red	None
Wiggle Seat Cushion	Blue	Green	Yellow	Red	None
Stand to Work	Blue	Green	Yellow	Red	None
Drink water from a straw	Blue	Green	Yellow	Red	None
Chew gum	Blue	Green	Yellow	Red	None
Glitter Bottle/ Relax Bottles	Blue	Green	Yellow	Red	None
Doodling/Coloring	Blue	Green	Yellow	Red	None
Reading a book or magazine	Blue	Green	Yellow	Red	None



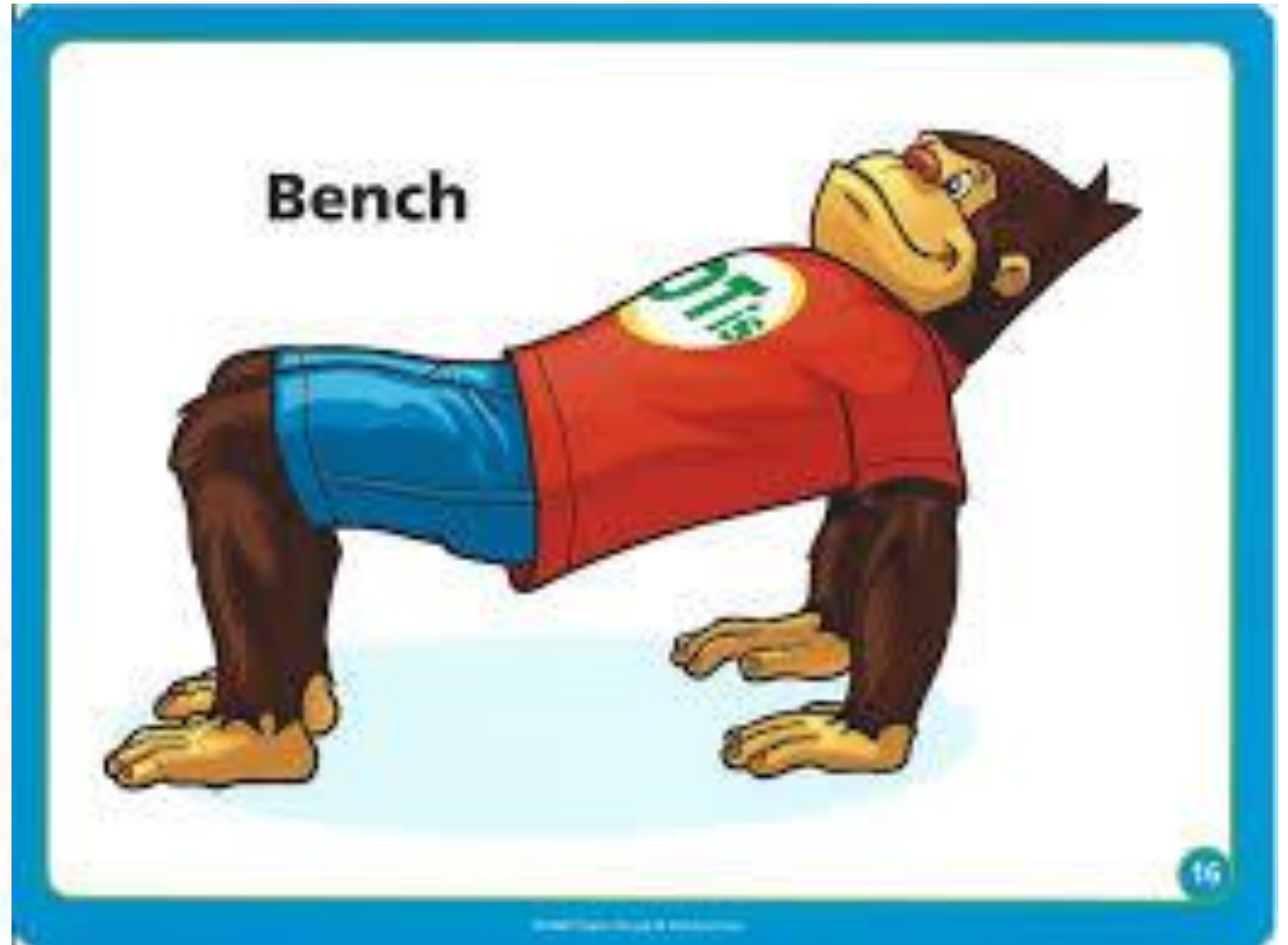
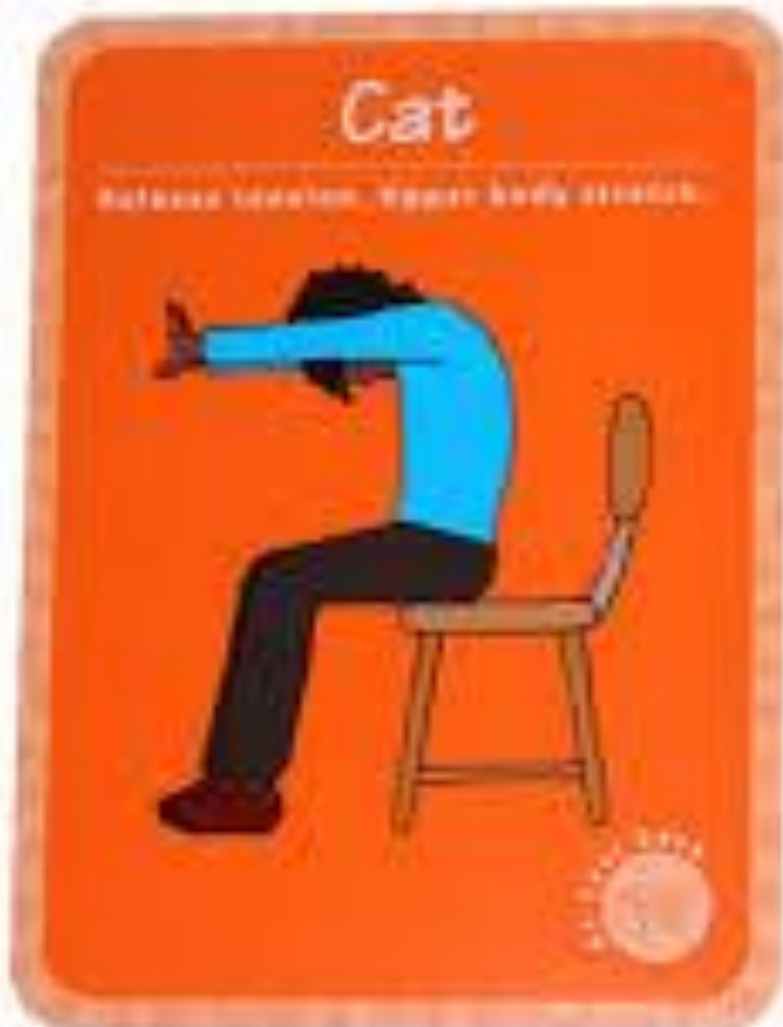
# Get Ready to Learn



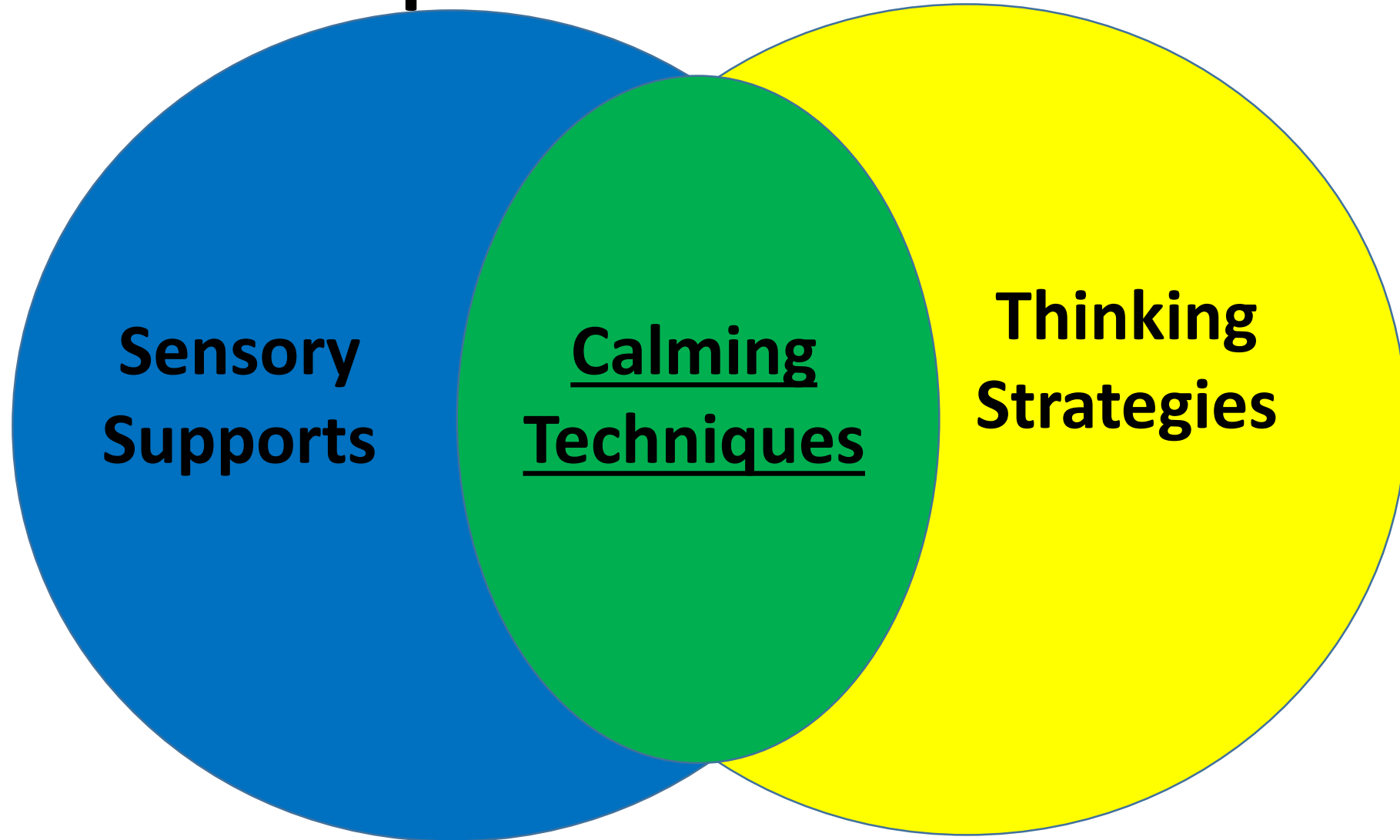
## YOGA



# WHOLE CLASS STRETCHING EXERCISES



# Chapter 4: Lesson 11



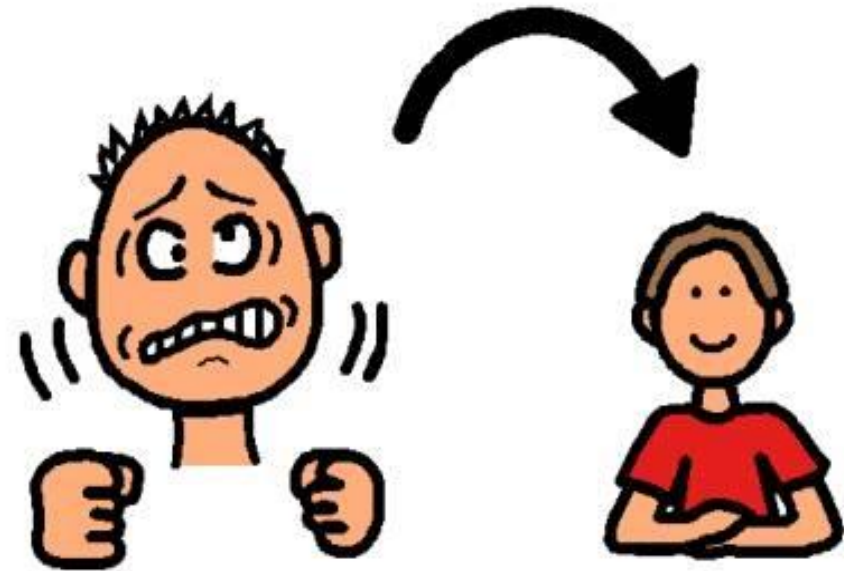
**Sensory  
Supports**

**Calming  
Techniques**

**Thinking  
Strategies**

# Lesson 11: Calming Techniques

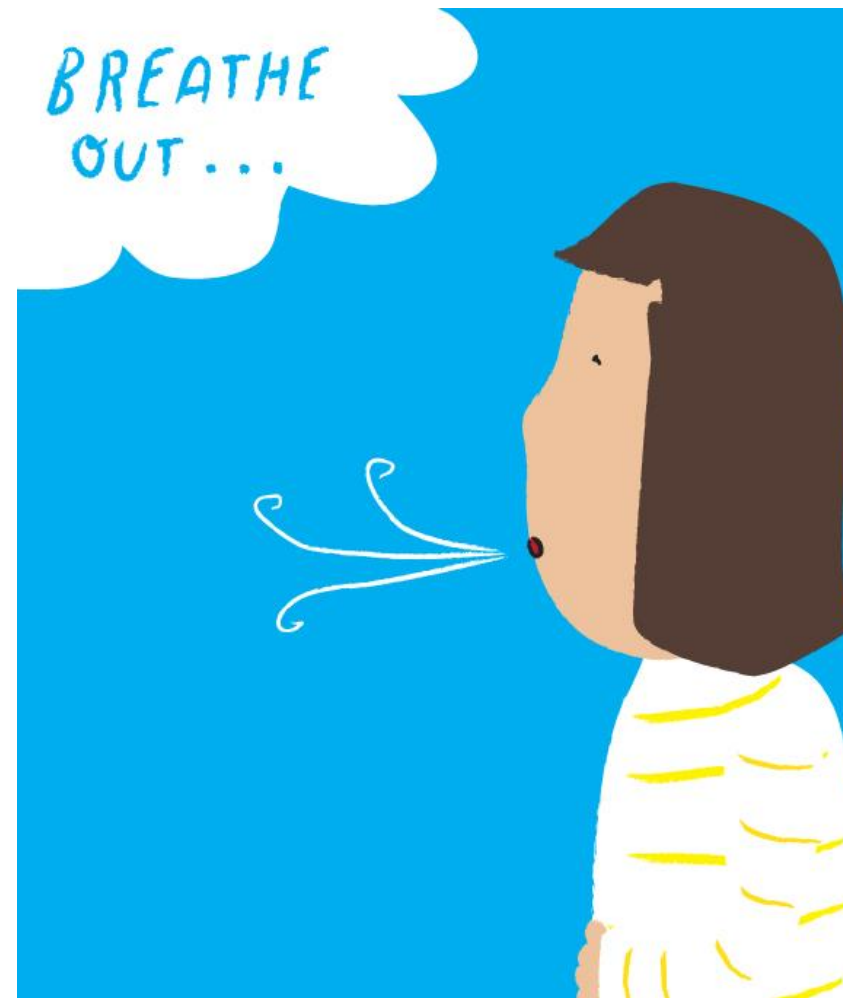
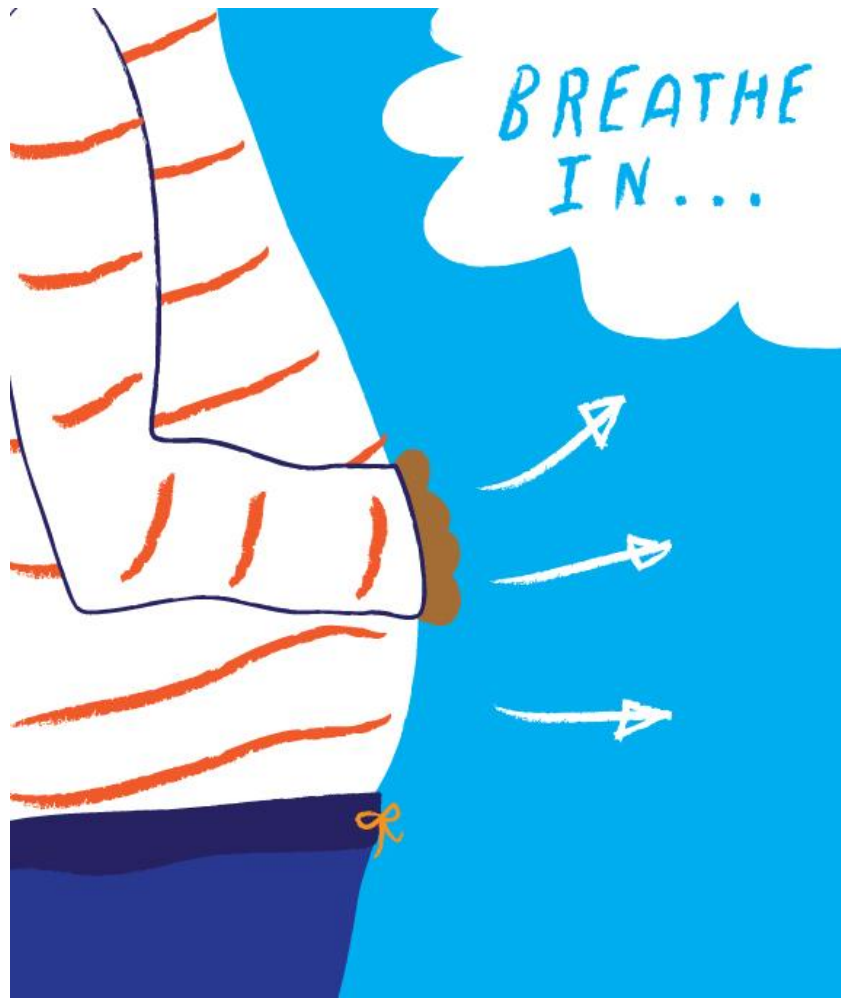
- Use to change zones when in yellow or red zones
- Calming techniques combine a component aimed at shifting the physiological reaction of the body to a stressful situation to calm the nervous system as well as a neuro-cognitive component aimed at the changing the brains' pattern of thinking (Ex. Deep breathing shifts nervous system from stressed to more relaxed state)



# Chapt. 4: Calming Techniques

ZONES Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Deep "Belly" Breathing	Blue	Green	Yellow	Red	None
Lazy "8" Breath	Blue	Green	Yellow	Red	None
Hexagon Breathing	Blue	Green	Yellow	Red	None
Count to 10	Blue	Green	Yellow	Red	None
Calming Sequence	Blue	Green	Yellow	Red	None

# Deep Breathing “Belly”





# Breathing Practice

- Inhale

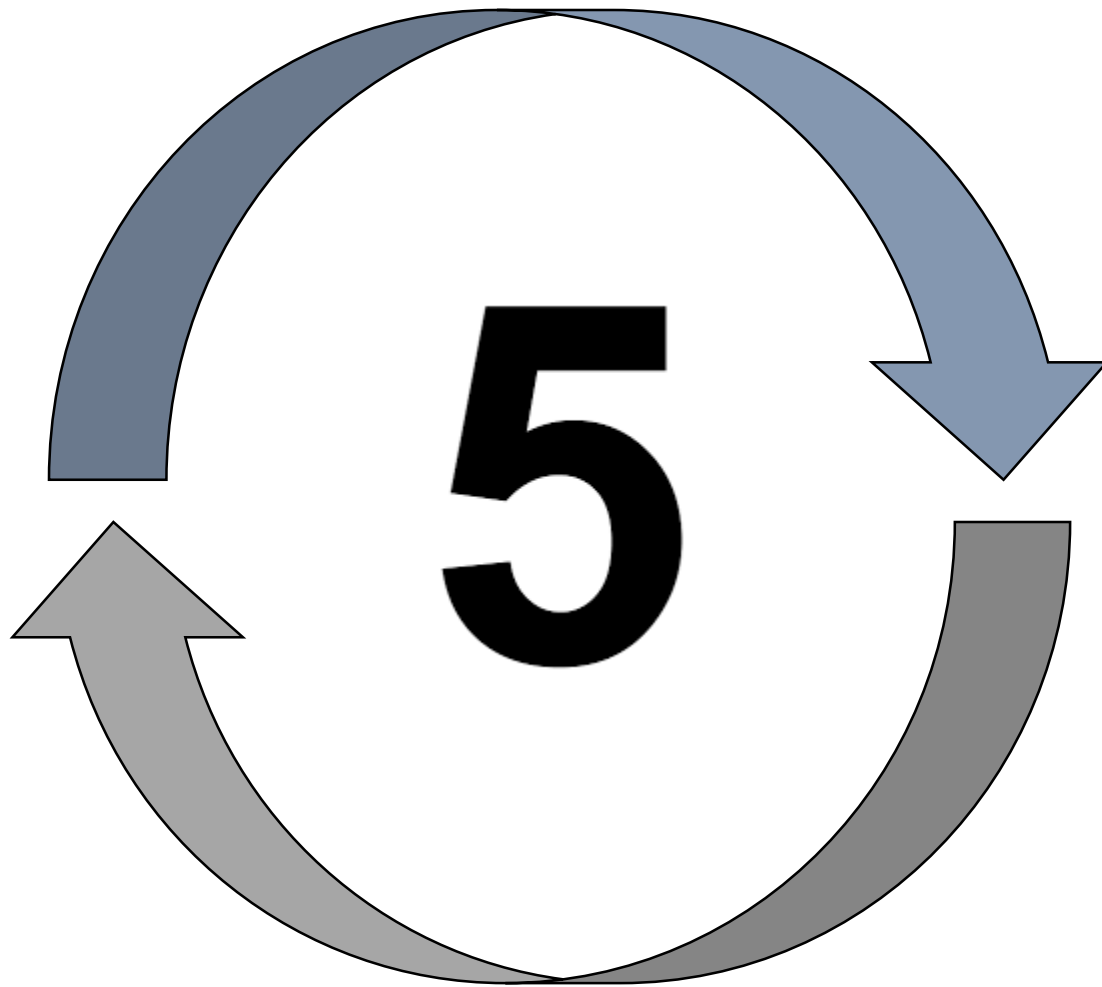


- Exhale

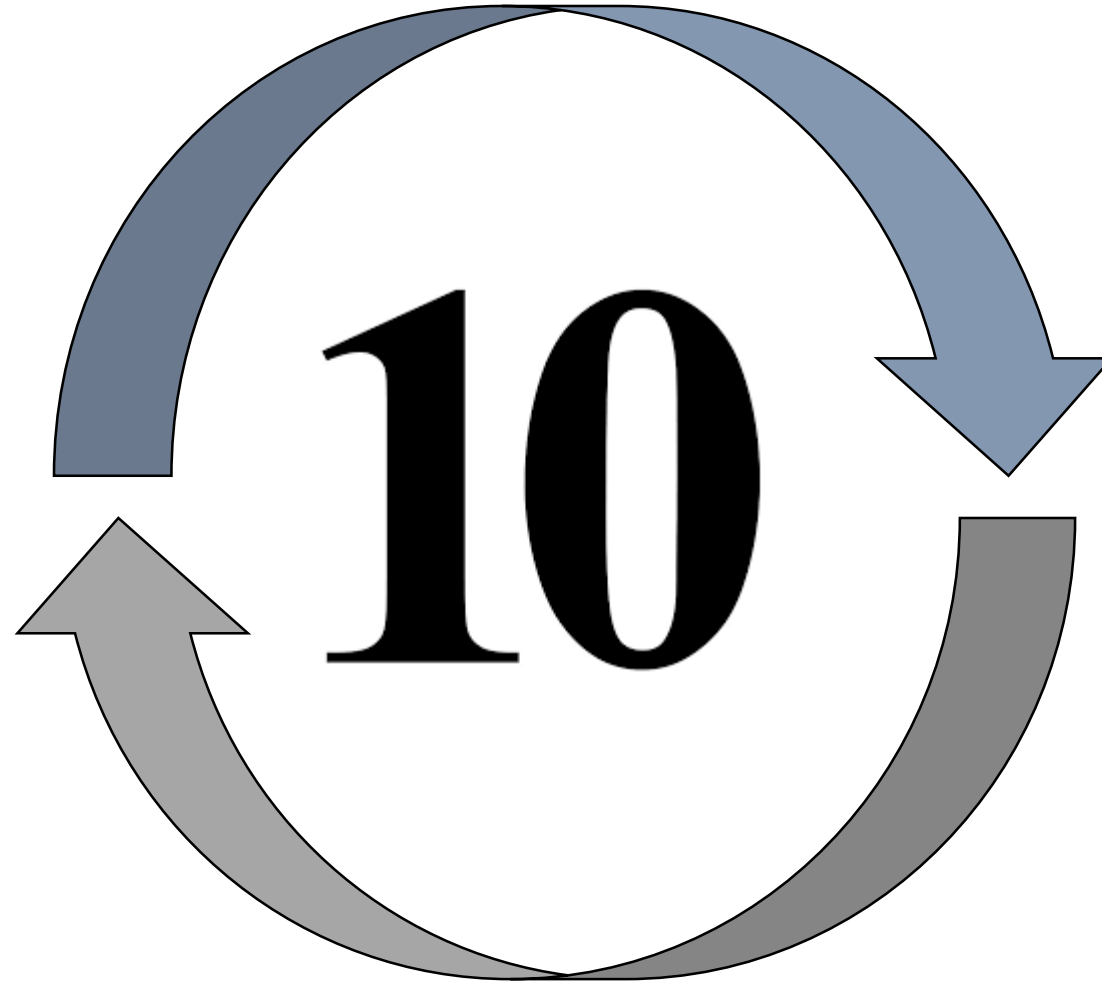


STEP 7

Repeat the Cycle 5 Times



Build Up Skills to  
Repeat the Cycle 10 Times



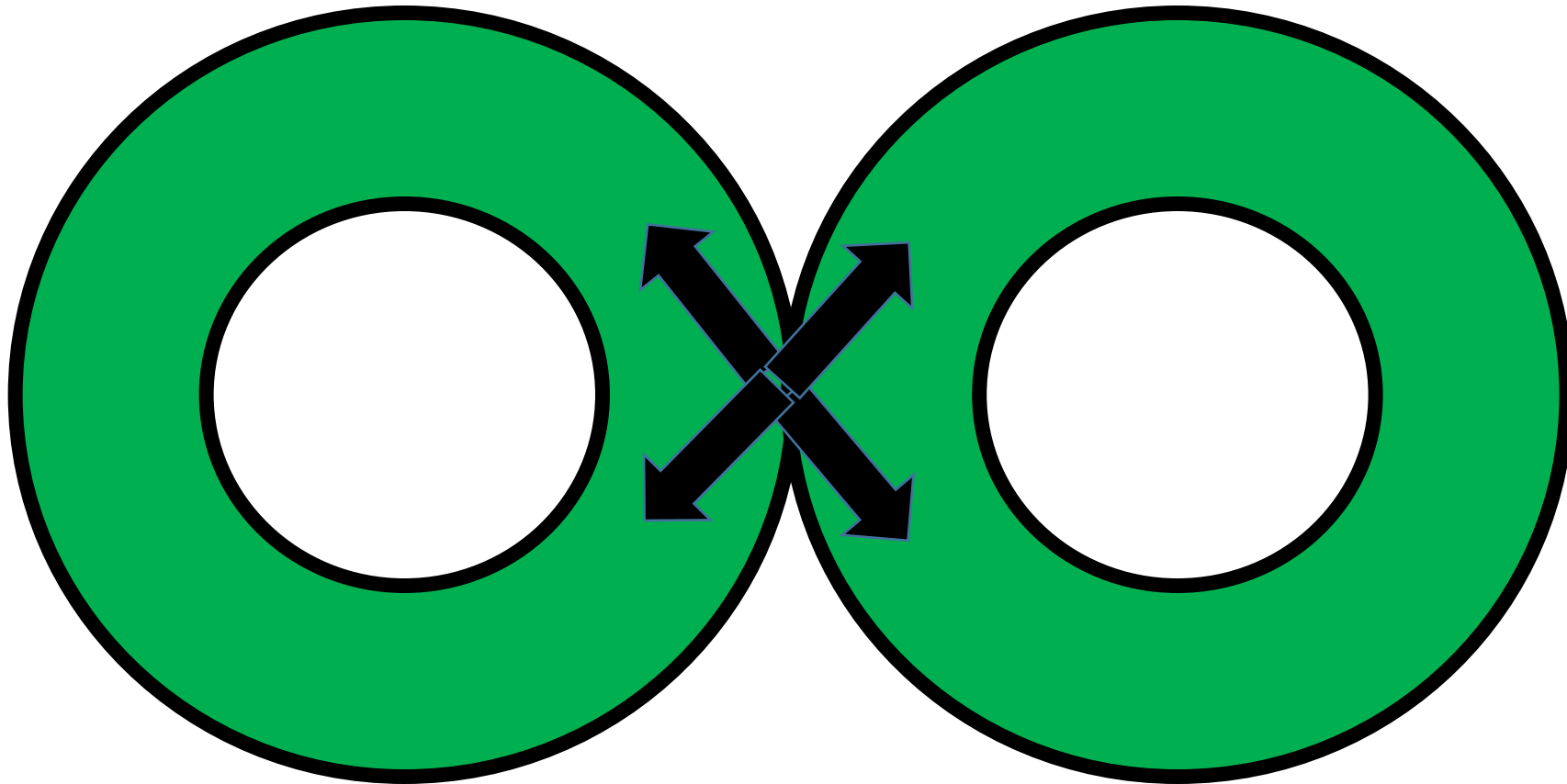
# Build Up Skills Deep Breathing for a QUIET 1 Minute



# Lazy "8" Infinity Breathing

- BREATH In Around Circle

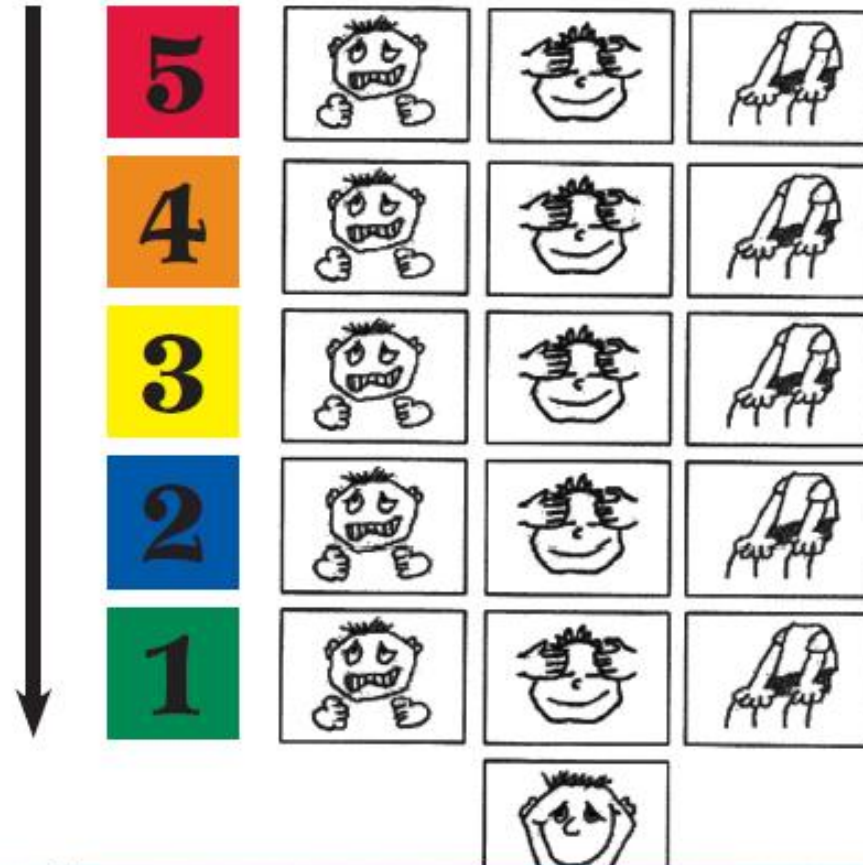
- BREATH Out Around Circle



# My **Calming** Sequence Visual

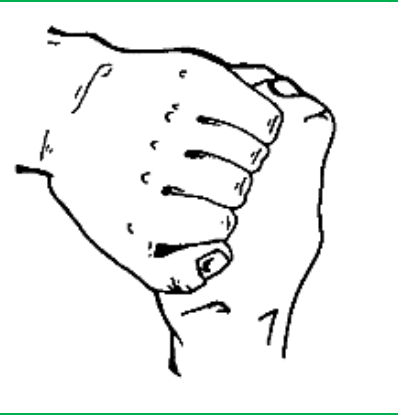


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# The Calming Sequence Visual

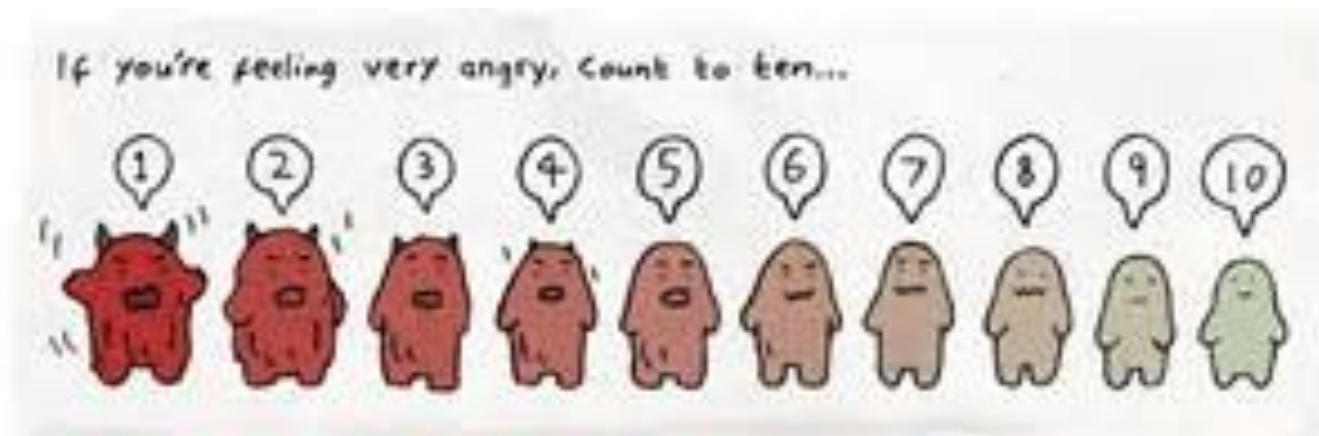
Buron, Manns, Schultz, & Thomas, 2004, from "When My Worries Get Too Big!" By K.D. Burton 2006

<p><b>Repeat</b> <b>5 x</b> <b>Slowly</b> <b>Rhythmically</b></p>	 A black and white line drawing showing two hands clasped together, with fingers interlaced. The hands are positioned as if being held together in a firm grip.	 A cartoon illustration of a young woman with brown hair in a ponytail, wearing a blue tank top. She has her eyes closed and her hands are pressed against her eyes, covering them completely. The background shows a simple room with a lamp and a table.	 A cartoon illustration showing a person's hands resting on their knees. The person is wearing dark pants. Two red arrows point downwards from the hands, indicating a downward pressure or movement.
---	--	--	---

# Count to 10

“1 hold steady, 2 hold steady, 3 hold steady, ... 10 I’m ready”

- Eyes Open or Closed
- Quiet Voice
- Slowly Count to 10





# Count to 10

“1 hold steady, 2 hold steady, 3 hold steady, ... 10 I’m ready”

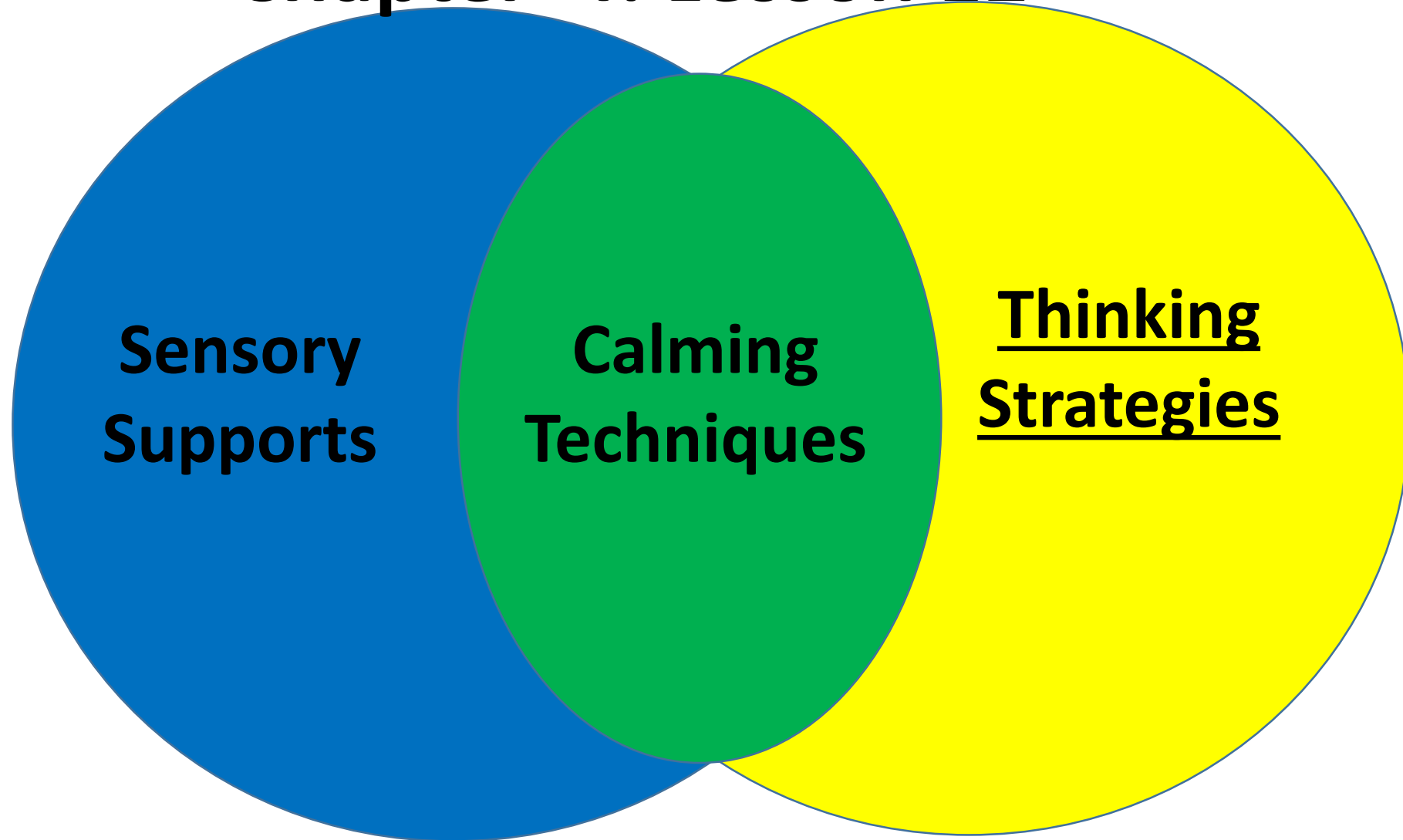
- Try with a Kinesthetic Component with Finger Counting:  
Press Fingers on Table; Touch Fingers; Isolate Fingers; Oppose Fingers



# Thinkingmoves.com Life Moves DVD



# Chapter 4: Lesson 12



**Sensory  
Supports**

**Calming  
Techniques**

**Thinking  
Strategies**

# Lesson 12: Thinking Tools

ZONES Thinking Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Size of the Problem: Big vs. Little Problem	Blue	Green	Yellow	Red	None
Inner Coach – Positive Self Talk	Blue	Green	Yellow	Red	None
Inner Critic – Negative Thoughts	Blue	Green	Yellow	Red	None
Super Flex vs. Rock Brain	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

# Lesson 12:

## Thinking Strategies

- Cognitive Behavioral Approach
- Impulse Control
- Problem Solving
- Reflective Thinking
- Social Perspective Taking

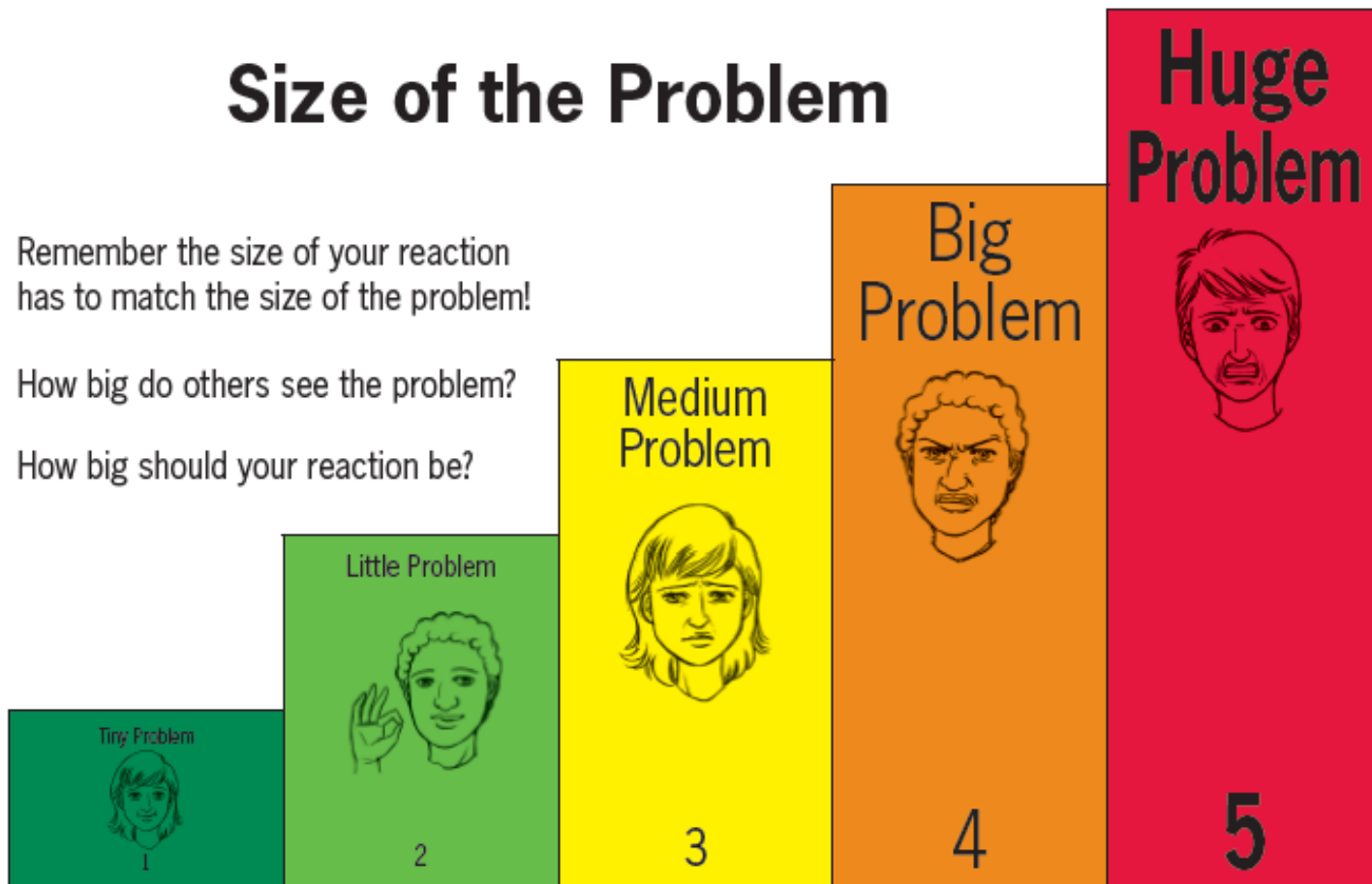


# Size of the Problem

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?

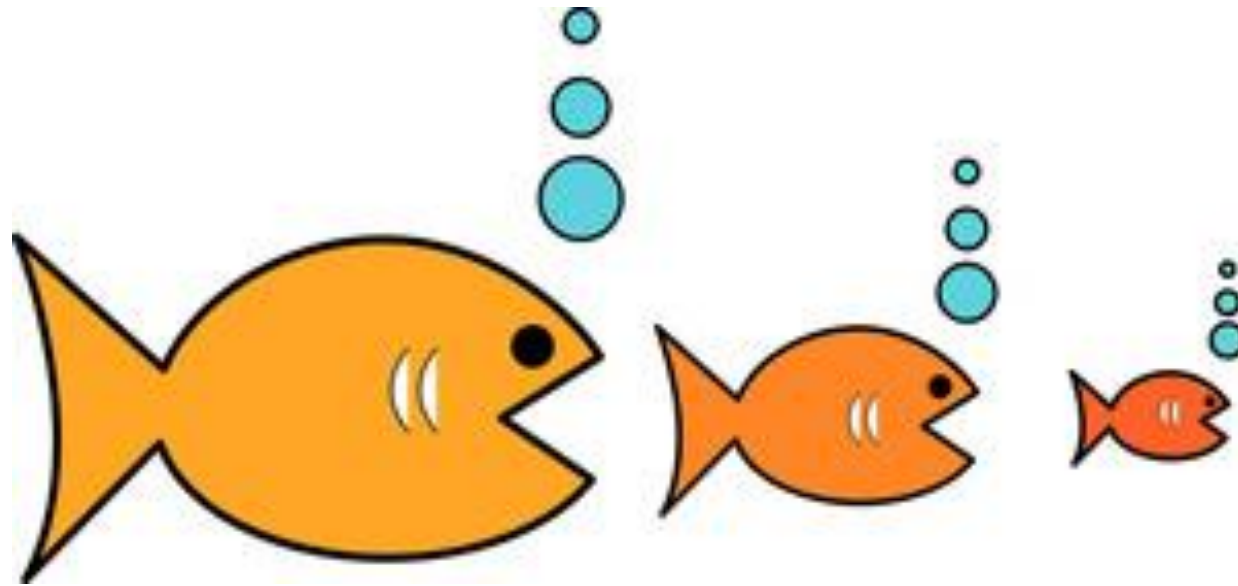


Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, [www.socialthinking.com](http://www.socialthinking.com), and Buron and Curtis' *The Incredible 5-Point Scale* (2003), [www.5pointscale.com](http://www.5pointscale.com)

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ZONES THINKING STRATEGIES:  
MENU Button  
**Size of the Problem**



ZONES L-12, p121


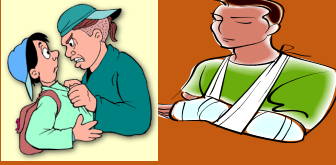


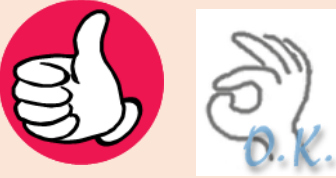
Hunter Remote Control:  
Menu Button

By Evelyn Zirkle, MS OTR/L SECEP OT Coordinator

& Nicole Boggs, SLP

Rev 3-18-15

**The size of my REACTION  
should match the size of the PROBLEM! \*Don't overreact 😊**

<b>5</b>	Emergency, Tragedy, Danger		Crying uncontrollably, Very Upset, Scared	<b>DISASTER</b> <b>MANY PEOPLE TO FIX</b>
<b>4</b>	Break your arm, Hurt badly, Someone hits or bullies you		Crying, Very Sad, Mad, Frustrated	<b>LARGE</b> <b>Special Adult to Fix</b> <b>(Doctor, Plumber)</b>
<b>3</b>	Plans Change, Consequences for unexpected behavior		Nervous, Sad, Irritated, Disappointed	<b>MEDIUM</b> <b>Adult to Fix</b> <b>(Teacher, Parent)</b>
<b>2</b>	Not being first in line, Having to wait or take turns, Sharing		Uncomfortable, Disappointed	<b>SMALL</b> <b>A Kid Can Fix It</b> <b>By Him/Herself</b>
<b>1</b>	No Real Problem		Happy, Calm, Relaxed	<b>LET IT GO!</b> <b>Too Small, Do Not Fix</b>



# Medium Problem

## Argument with a Friend



# What Size is Your Problem?

NOT  
swiping  
ning

Some one  
Calls me  
a name.

being teased  
by a classmate

Your name  
is written on  
a bag

Classmate  
made me  
upset by  
teasing.

you feel like  
you want to run  
away from home

little

medium

BIG

Get  
~~AAA~~  
help

2

ignore

3

getting  
back on track

get a new  
one

4

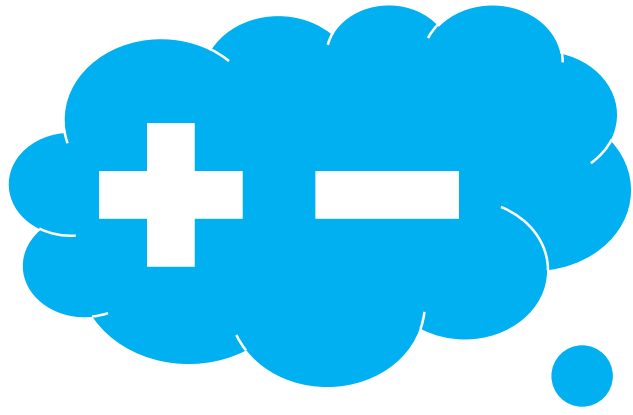
Call police  
to come and  
get you

5

# What Size is Your Response?

# Build Up Skills Deep Breathing for a QUIET 1 Minute





HUNTER

Part I



SELF TALK:

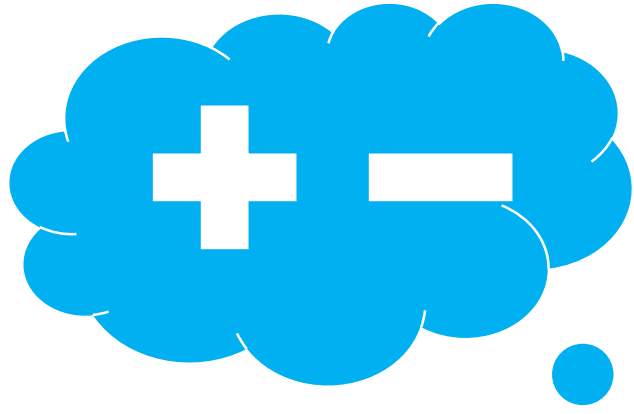
ZAP the Inner CRITIC

Adapted by Evelyn L Zirkle, MS OTR/L

From ZONES of Regulation by Leah Kuypers M.Ed. OTR/L

INNER COACH: Thinking Strategies Lesson 12 Z p. 127

From Hunter and the Amazing Remote Control by Lori  
Copeland, Ph.D. The COACH Button H p. 31



# HUNTER and the INNER COACH: Part II Intro to PROBLEM SOLVING

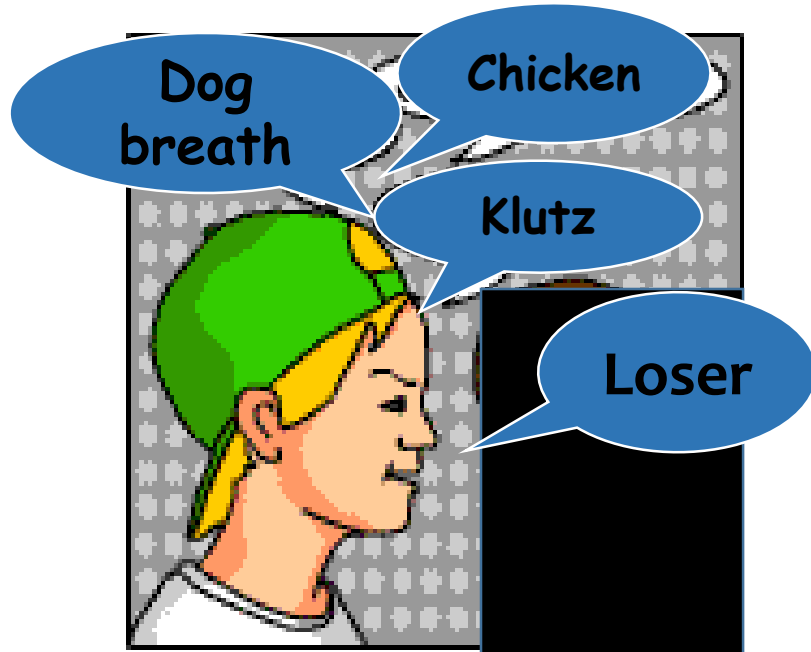
Adapted by Evelyn L Zirkle, MS OTR/L

From ZONES of Regulation by Leah Kuypers M.Ed. OTR/L

INNER COACH: Thinking Strategies Lesson 12 Z p. 127

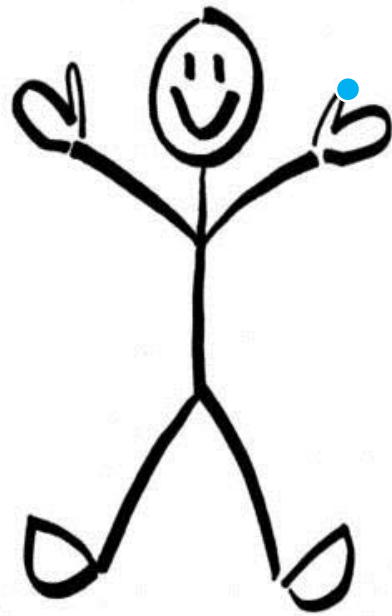
From Hunter and the Amazing Remote Control by Lori  
Copeland, Ph.D. The COACH Button H p. 31

Inner Coach could help you cope with “teasing” and “name calling” from other kids.



## DRAW Your COACH

Let's draw a picture of your inner coach, name him, and write down some things he would say to you.



I won't  
always get to  
do what I  
want to do.

# HUNTER and SuperFlex vs. Rock Brain Thinking: Part 2

## ZONES of Regulation Lesson 12

Adapted by Evelyn Zirkle, MS OTR/L



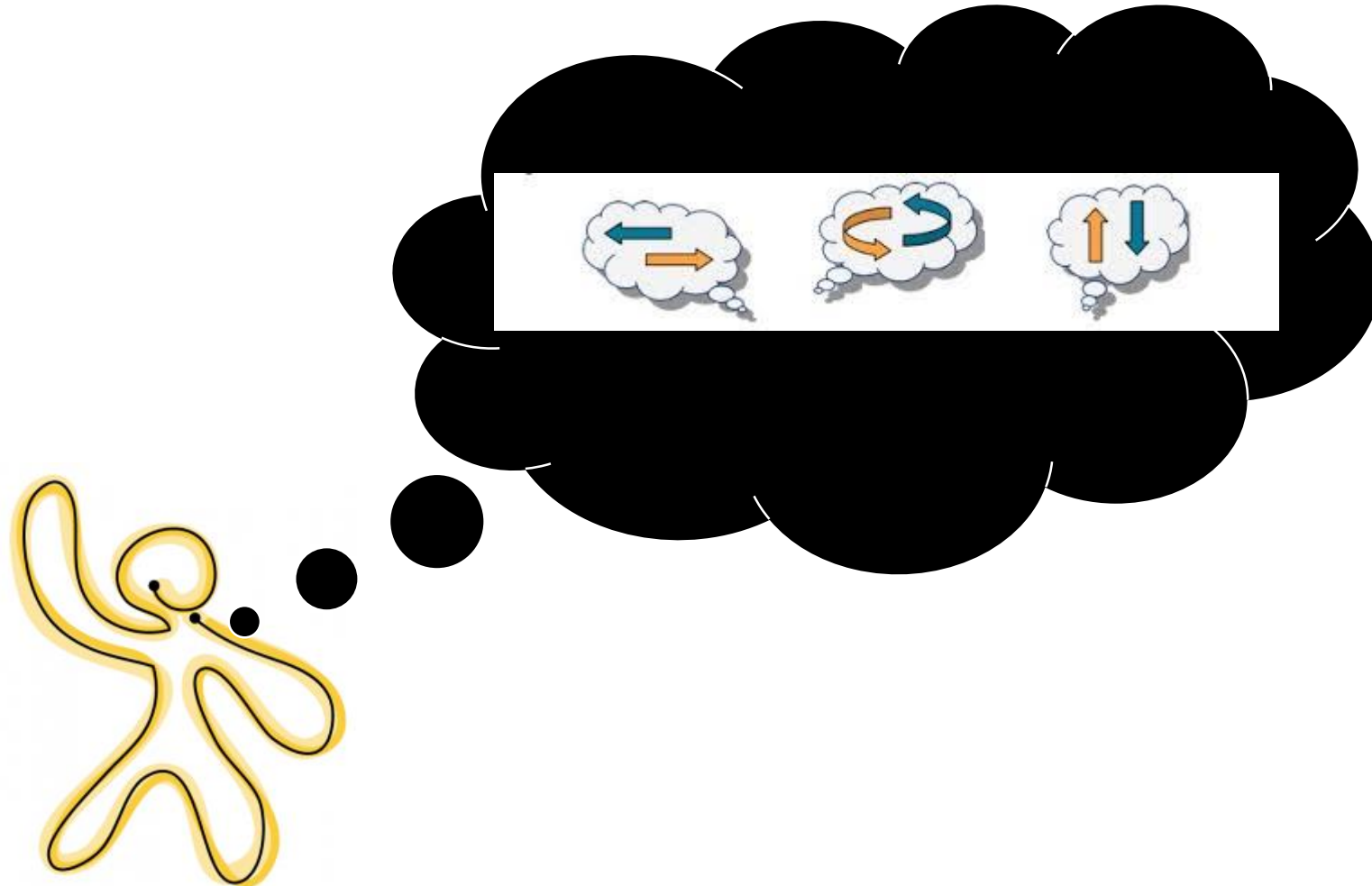
Adapted from The Zones of Regulation  
by Leah Kuypers w selected lessons by Marcia Garcia Winner

ZONES Lesson 12, Z p 131 and

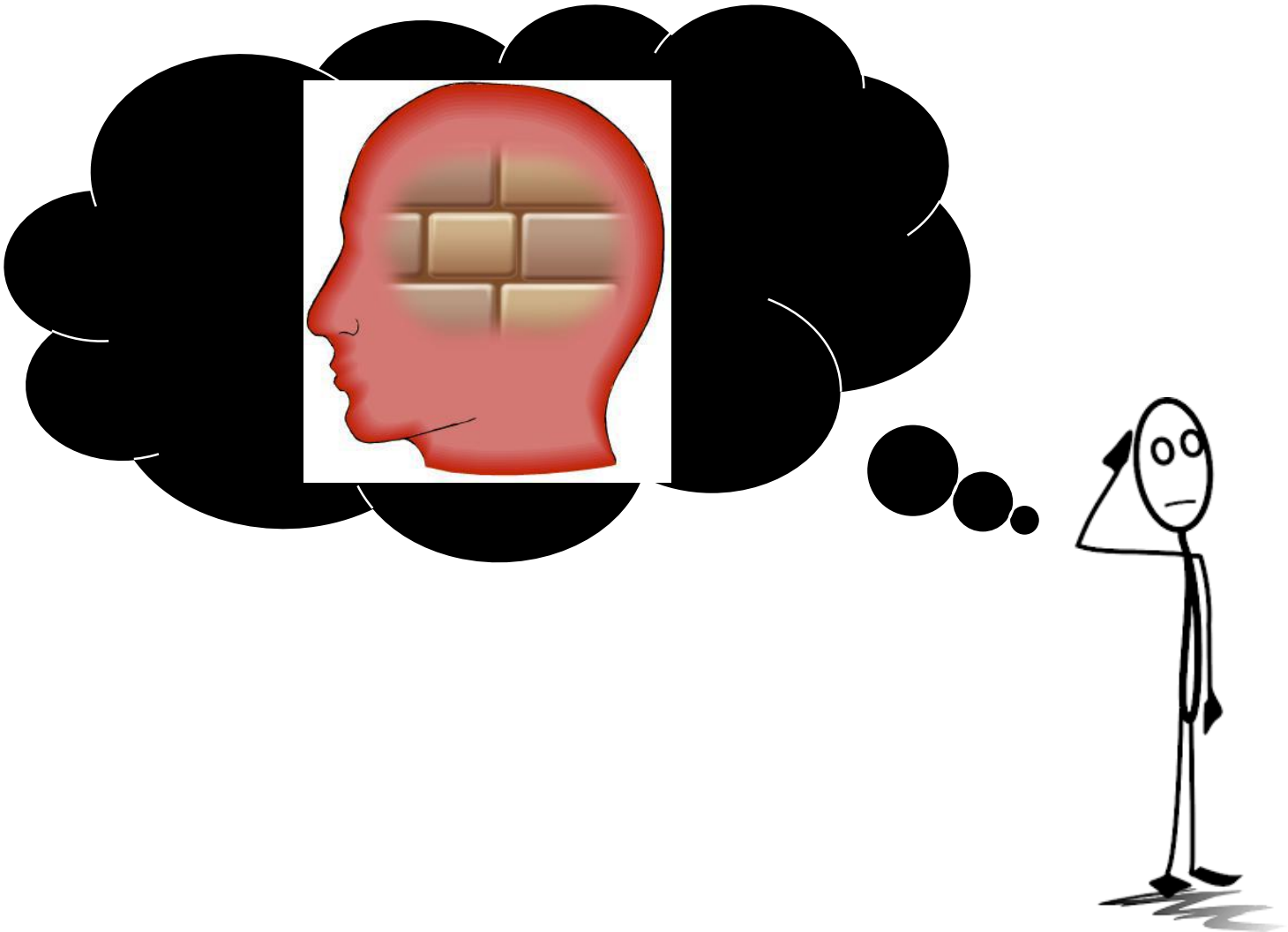
Free lesson from <http://www.autisminspiration.com> on  
Teaching FlexibleThinking



Flexible thinkers “move” their brain around the problem and think of different solutions.



A rock thinker is rigid and cannot move their brain around a problem. They try the same thing over and over again.



# Flexible vs. Rock Thinker Game

Practice thinking of Popsicle Stick responses & Pipe Cleaner responses to solving a problem.



# Chapt. 5

## Learning When to Use & Apply Tools

- Learn why, when, and how to use the tools
- Learn to integrate their use into every day life
- Reinforce practice and use of the strategies.

REST AREA

GO

SLOW

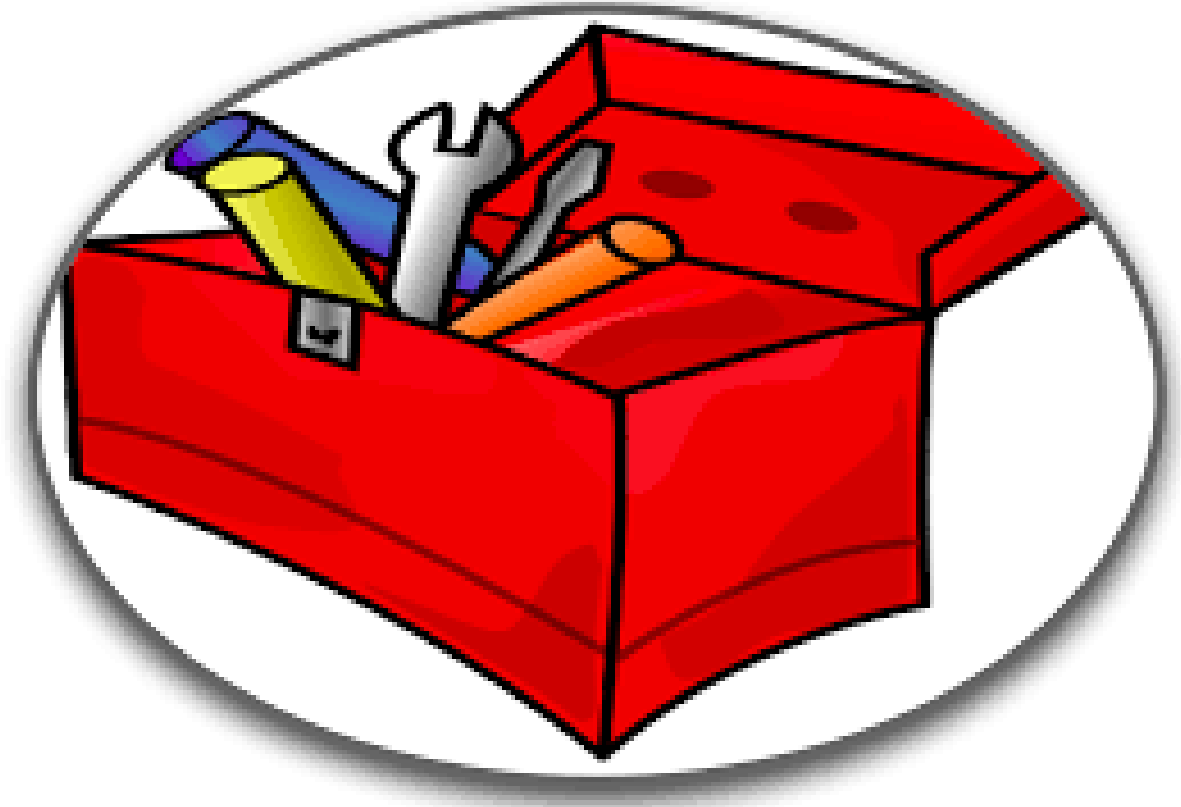
STOP

sad	tired	calm	ready to learn	wily or wacky	frustrated	mad	angry
sick	bored	happy	okay	hyper	upset	yelling	hitting

Use tools to get in the green zone.

drink water	count to 10	take deep breaths	sense and release	do wall push ups	use fidgets	draw	write	talk to an adult
ask to take a break	self talk	ask to take a walk	counting breaths	do stretches	listen to music	lift something heavy	ask to eat a snack	find calm place

# Lesson 13: The Toolbox





# Yellow Zone Tools



and calm my body by:



Take a Break



Belly Breath



Squishes



Talk to Adult



Shoulder Rub



Animal Walks



Push

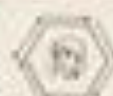


Hug

When I'm in the Red Zone,  
I can try these Red Zone tools:



Pull



Six Sides of Breathing



Squishes



Push



Belly Breath



Talk to Adult



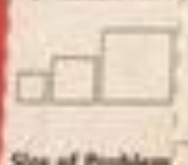
Carry



Take a Break



Lazy 8 Breathing



Size of Problem



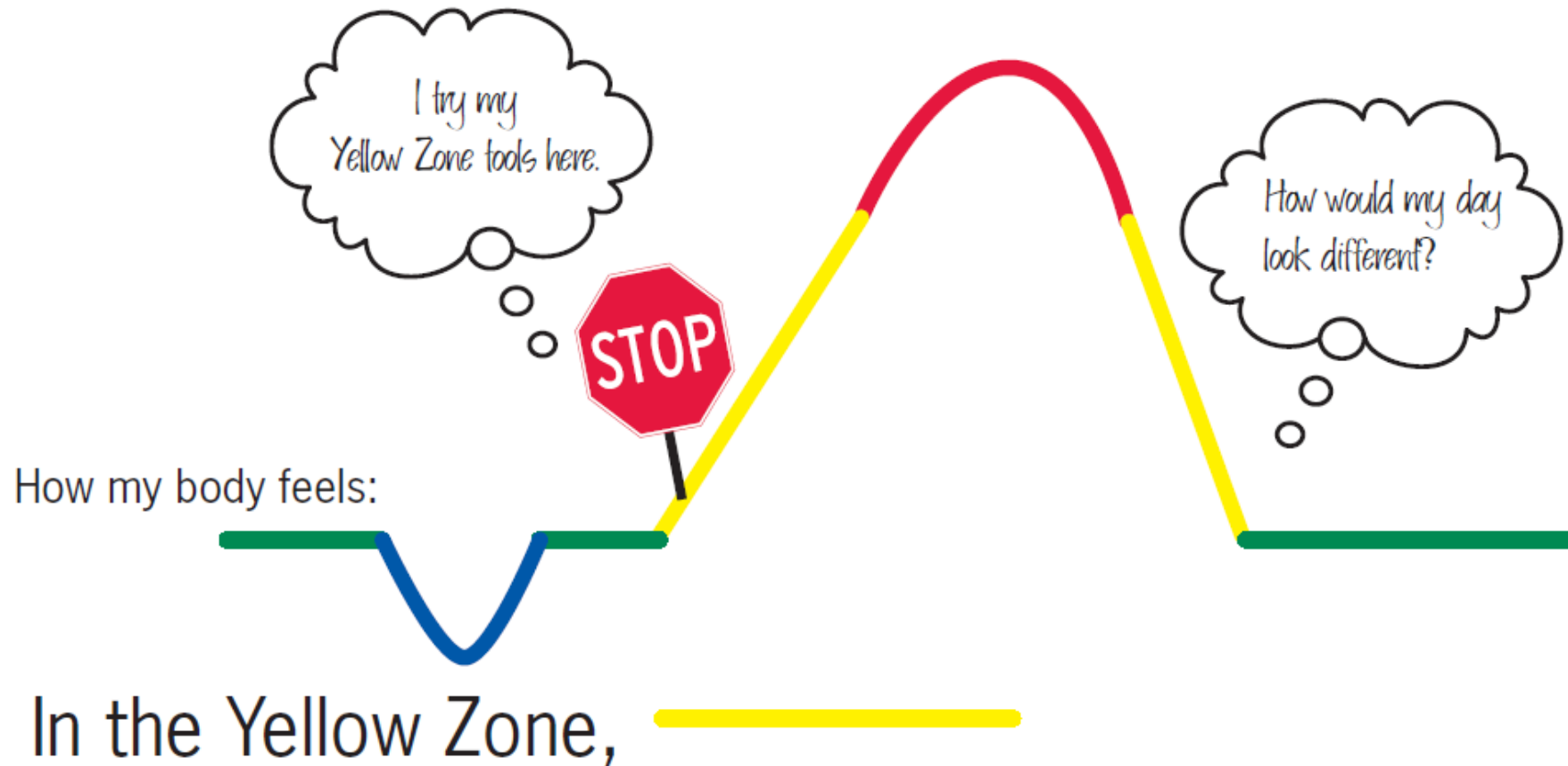
Walk



Shoulder Rub

# Lesson 14

## When To Use My **Yellow Zone** Tools





# Lesson 16

## Tracking My Tools

Tools I Can Try:

Did It Work?:

	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			
	Yes																			
	No																			

# Lesson 17: STOP, OPT, and GO

- Simple visual aid & easy phrase
- Assist with impulse control
- Problem solving alternatives
- Reflect on what is the most beneficial solution

## Solution Finder Worksheet

Problem: \_\_\_\_\_



A large, white thought bubble with a black outline. Inside the bubble, there are five horizontal lines for writing, providing space for the user to describe a situation where they had a difficult time stopping and staying in the green zone.

Think about a situation when you had (or anticipate having) a difficult time STOPPING and staying in the Green Zone.



# Lesson 18

## Celebrate Use of Tools



- Reinforce remaining in the Green Zone as expected
- Reinforce when a student uses a tool
- Reinforce use of a tool, whether it worked or not
- Label or Acknowledge what zone they are in in various situations so that they can begin to recognize where they are

## The ZONES of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<p>Sad Sick or Hurt Tired</p>	<p>Happy Calm Feeling Okay Good</p>	<p>Frustrated Worried Silly/Wiggly Grouchy</p>	<p>Mad/Angry Terrified Yelling Too Silly/Wiggly</p>
<p>Bored Moving Slowly Shy Exhausted Depressed</p>	<p>Focused Ready to Learn Good Listener Proud Relaxed</p>	<p>Excited Anxious Jealous Confused Embarrassed Upset</p>	<p>Elated Hitting Extreme Emotions Out of Control</p>
			

# References

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- Life Moves DVD: Thinking Moves, LLC; website [info@thinkingmoves.com](mailto:info@thinkingmoves.com)  
Thinkingmoves.com
- Novotny, S., & Kravitz, L. (n.d.). The Science of Breathing. Retrieved July 11, 2015.
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# The ZONES of Regulation™ Glossary

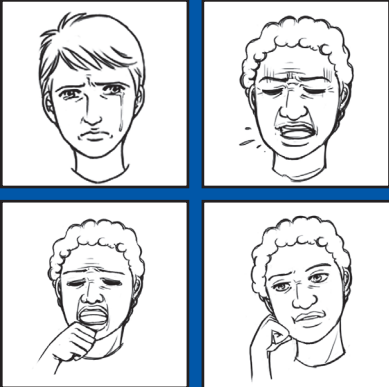


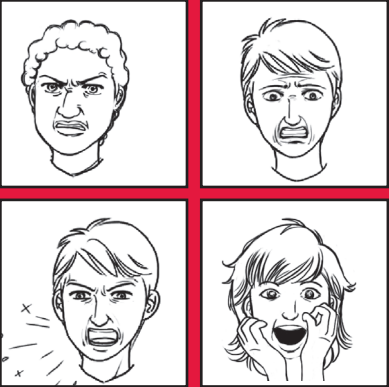
- Self-regulation:** The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.
- The Zones:** A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.
- Blue Zone:** Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.
- Green Zone:** Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.
- Yellow Zone:** Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.
- Red Zone:** Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.
- Toolbox:** A collection of calming and alerting strategies a student can pull from depending on the present need.
- Tools or strategies:** Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.
- Trigger:** An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.
- Stop, Opt, and Go:** A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.
- Expected behaviors<sup>1</sup>:** Behaviors that give people around you **good or comfortable thoughts** about you.
- Unexpected behaviors<sup>1</sup>:** Behaviors that give people **uncomfortable thoughts** about you.
- Doer:** The person or persons doing the expected or unexpected behavior in a situation.
- What is the size of the problem? and Is this a Big or Little Problem?<sup>2</sup>:** Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).
- Big Problems:** Problems that many people share and that have no easy, quick, or pleasant solution.
- Medium Problems:** Problems some people share that are able to be resolved in an hour to a couple of days.
- Little Problems:** Problems that only affect one to two people and can be ignored or solved in a matter of minutes.
- Inner critic:** Used to describe negative, self-defeating thoughts.
- Inner coach:** Used to describe positive thoughts.
- Superflex thinking<sup>2</sup>:** A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.
- Rock Brain thinking<sup>2</sup>:** A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

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1 Social Thinking vocabulary developed by Michelle Garcia Winner, *Thinking About YOU Thinking About ME* (2007)

2 Social Thinking vocabulary developed by Stephanie Madrigal and Michelle Garcia Winner, *Superflex: A Superhero Social Thinking Curriculum* (2008)

# The **Zones** of Regulation™

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