



1

TECH CHECK AND VIRTUAL ENGAGEMENT

TECHNOLOGY

- We will not see or hear you
- You can see the speaker and their shared screen
- Be sure that you are in full screen mode
- Close all other windows for speed

COMMUNICATION/ENGAGEMENT

Chat

- Open for comments throughout the training
- Be sure to chat with 'Everyone'


Raise Hand

- When asked to weigh in

Q&A

- Type questions in here
- Provide general questions
- We may not have time for all questions

Questions?
Contact Molly via text or email:
Cell: 319-610-4245
Office: 312-952-4361
info@zonesofregulation.com



2

DOCUMENTS FOR YOUR TRAINING DAY

All documents for the day are found on the password protected webpage for your training. The information is in your confirmation email. **Password: Zoneswebinar**

1. Agenda 	4. Discount Flyer 
2. PPT Handouts 	5. Certificate of Attendance <i>(available at the end of the webinar)</i> 
3. Stop and Jot Notes 	6. Survey and Resource List <i>(email sent after the webinar)</i> 

3

GET TO KNOW ELIZABETH

- Speech and Language Pathologist/Social Cognitive Specialist
- Co-Director/Owner – Communication Works
- Collaborative Zone trainer and co-author
- Mom, sister, cousin of different types of learners

ElizabethSautter.com

*FREE Parenting Resources: www.elizabethsautter.com
@Elizabeth.Sautter




4

Meet Leah Kuypers, M.A. Ed, OTR/L

- Author and Developer of The Zones of Regulation® Curriculum and Apps
- Occupational Therapist
- SEL consultant/trainer



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WHAT WE WILL LEARN TOGETHER

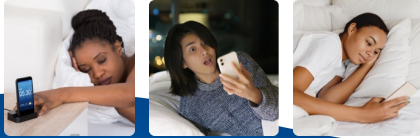
<input type="checkbox"/> Introduction to Regulation	<input type="checkbox"/> Regulation Strategies/Tools
<input type="checkbox"/> Introduction to the Zones Framework	<input type="checkbox"/> Implementation in different settings
<input type="checkbox"/> Exploration of the Zones curriculum	<input type="checkbox"/> Closing notes and questions

6

WHAT IS REGULATION?

The ability to adjust level of alertness
AND
direct how emotions are revealed behaviorally in order to achieve goals, meet demands and support your well-being.

-Adapted from work of Clair Kopp



7

CO-REGULATION



Regulation that occurs in the context of a Social Interaction, such as:

- Learners seeks assistance from teacher/caregiver
- An individual responds to another in attempt to support him or her when facing a stressor

The SCERTS Model by Prizant et al 2006

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WHY TEACH REGULATION?

- 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

- Higher academic achievement
- More teacher satisfaction
- Return on investment (for every dollar invested there is \$11 in return)



CASEL.ORG
[Zonesofregulation.com/research-evidence-base.html](https://www.zonesofregulation.com/research-evidence-base.html)

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DEVELOPMENT OF REGULATION




Initial Behavior Strategies

- Use behavior to get needs met
- Co-regulation needed
- Sensory-motor strategies

Progress into Language Strategies

- Words & symbols to regulate
- Express emotional state to co-regulator
- Negotiate concerns

Greenspan, S. (1997)
The SCERTS Model, Prizant et al. (2006)


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DEVELOPMENT OF REGULATION

Final level - Metacognitive Strategies

- Internalizing a dialog
- Reflect on cognitive processes that support regulation
- Recognize another's perspective and social conventions

Support/guidance (verbal techniques, sensitivity, expectations) from caregivers **IS KEY** in development of these strategies



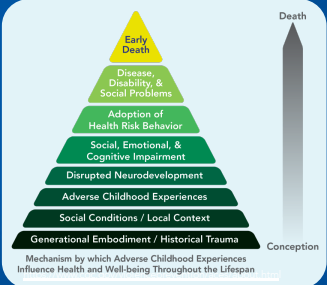
The SCERTS Model, Prizant et al.

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ACES: ADVERSE CHILDHOOD EXPERIENCES

Increase in ACES correlates with Increased risk of:

- Depression
- Mental Distress
- Disability
- Early death



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SET THE TONE

- Examine the lens in which we view behavior
- “Challenges occur when the task or situation outstrips our capacity to cope.”
- Discover lagging skills
- Evaluate biases
- Create positive climate based on relationships




Kids do well if they can! - Ross Greene

livesinthebalance.org

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CULTURALLY RESPONSIVE TEACHING STRATEGIES FOR THE ZONES

- Discuss how people may **DIFFER** in perceiving feelings and behaviors
- Use **IMAGERY** and **MEDIA** that is representative of and relevant to learners
- Use **VISUAL SUPPORTS** to increase accessibility for learners at all stages of language and cognitive development
- Collaborate with learners to create **SCENARIOS** for practice/role play that are relevant to their lives
- Never force learners to check-in with their Zone

More info and Equity Guide PDF: zonesofregulation.com/equity-in-sel.html

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DOWNLOADS AVAILABLE AT ZONESOFREGULATION.COM




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MAKE SURE FOUNDATIONAL NEEDS ARE MET

FOOD **WATER** **EXERCISE/PLAY** **SLEEP** **LOVE/SECURITY**

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IMPORTANT POINTS

- We all go through different states of alertness and emotions all day long
- Sometimes we can't see what is going on inside
- Regulation is developmental
- Childhood experiences play a role
- Co-regulation/connection and collaboration is key
- Be aware and responsive to cultural

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WHAT WE WILL LEARN TOGETHER

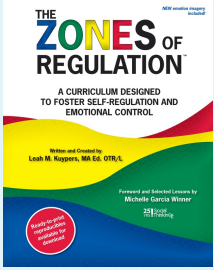
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<input type="checkbox"/> Introduction to the Zones Framework	<input type="checkbox"/> Implementation in different settings
<input type="checkbox"/> Exploration of the Zones curriculum	<input type="checkbox"/> Closing notes and questions

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WHAT IS THE ZONES OF REGULATION FRAMEWORK?

A simple way to think about, talk (and teach) about, and care for our feelings.

Easy Language
Visual Structure
Systematic



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GOALS OF THE ZONES CURRICULUM

TEACHES LEARNERS

- Identify feelings, energy and levels of alertness
- Know what regulation tools work and when/how to use them
- Understand the social context as it relates to regulation and goals
- Problem solve positive solutions

...And ultimately move towards
Independent Regulation and Well-Being

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THE ZONES OF REGULATION® FRAMEWORK & CURRICULUM

What it IS

A proactive, skills-based approach

A cognitive pathway to follow for regulation

Flexes and adapts for most learners and settings

What it ISN'T

A behavior approach

A discipline model or compliance driven

A scripted curriculum only for younger learners

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FOUR ZONES DESCRIBE:
- What We Are Feeling On The Inside -

Emotions | Energy | Level of Alertness

Image ©2021 Think Social Publishing, Inc.
 From The Zones of Regulation 2-Storybook Set (2021), Kuypers & Sautter

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BLUE ZONE

- Low state of alertness and energy
- Down feelings
- May feel:
 - Sad
 - Sick
 - Tired
 - Bored

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GREEN ZONE

- Calm and organized state of alertness
- Neutral emotions
- May feel:
 - Happy
 - Content
 - Focused
 - Calm

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YELLOW ZONE

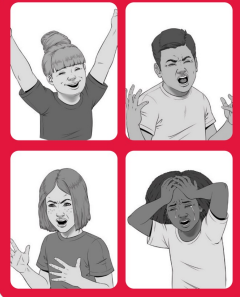
- Higher state but still have some cognitive control
- Energy is up
- Emotions elevated
- May feel:
 - Frustration/Stress
 - Anxiety
 - Excitement or Silly
 - Wiggly or Agitated




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RED ZONE

- Very heightened state of alertness
- May be in Fight, Fright, Flight, or Freeze mode
- Intense, powerful emotions
- May feel:
 - Elated/Ecstatic
 - Enraged/Angry
 - Terror/Panic
 - Devastated




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RED ZONE IS NOT THE "BAD ZONE"
#OwnYourZone



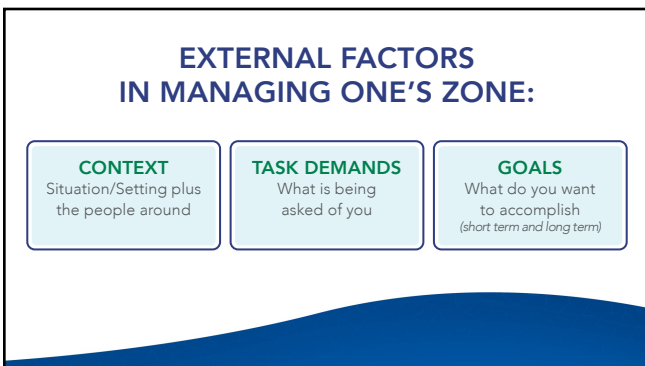
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TOOLS HELP US:

Regulate And Meet Our Goals

Do Our Jobs And Tasks

Support Our Sense Of Well-being

BLUE
Tools

GREEN
Tools

YELLOW
Tools

RED
Tools

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OUTCOMES OF MANAGING YOUR ZONE

POSITIVE RESOLUTIONS



EMOTIONAL COMFORT AND WELL-BEING

Behavior doesn't determine your Zone
Behavior is a by-product of how we manage our Zones


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The Zones of Regulation Pathway


Context and climate are factors within each step.

1 NOTICE

What's the situation/trigger?
Who am I feeling?



2 IDENTIFY ZONE



3 DECIDE


Do I need to regulate my Zone?

PAUSE
||
TO CHECK

NO YES

4 REGULATE

Use my Zone tool



5 REFLECT

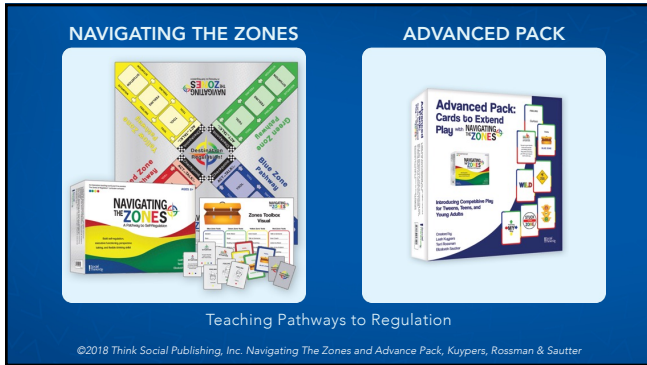
Do I feel regulated?
(Quality, not just a part of my emotional experience)

NO YES

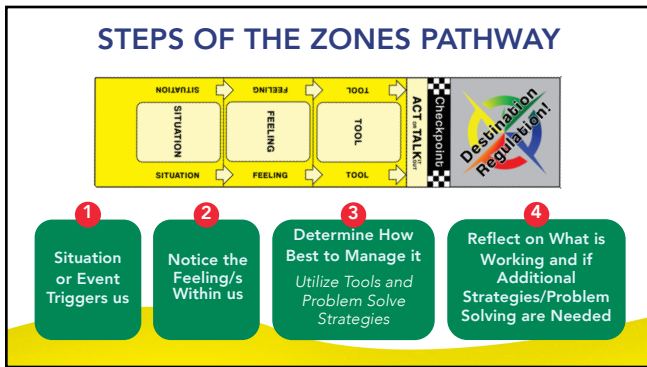
Ways to DESTINATION REGULATION

© The Zones of Regulation, 2022. All rights reserved. Do not reproduce.

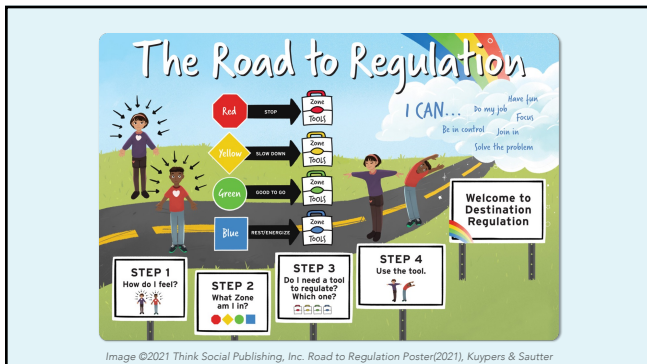
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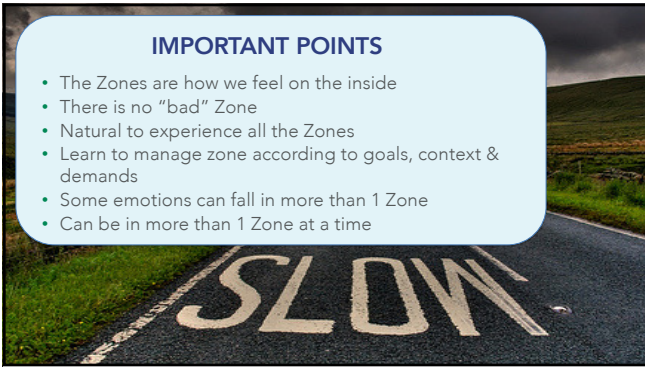
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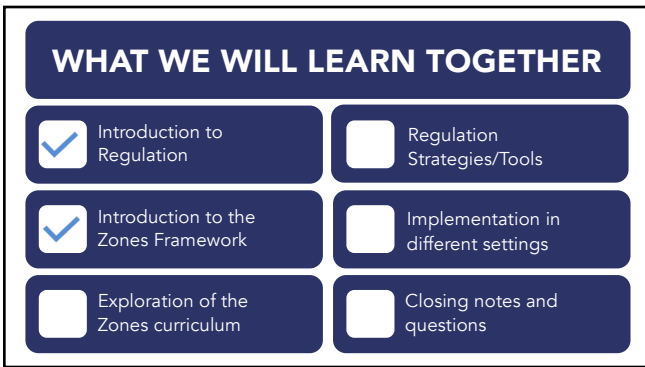
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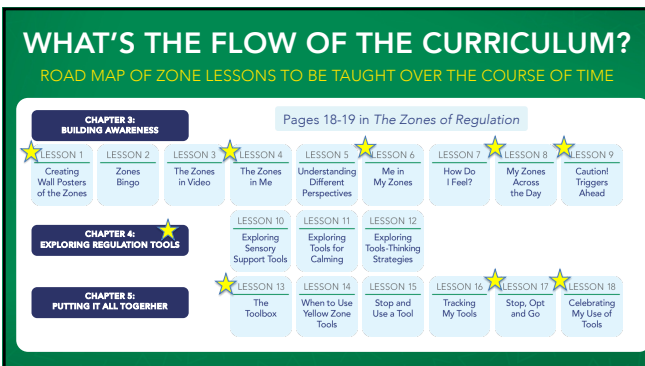
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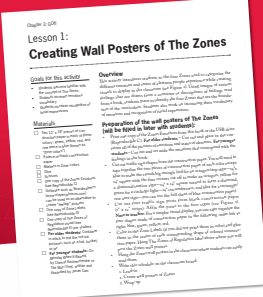


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LESSON ORGANIZATION



**Lesson 1:
Creating Wall Posters of The Zones**

Goals for this activity:

- Students will understand the purpose of the Zones of Regulation.
- Students will be able to identify the four zones and their characteristics.
- Students will be able to create a wall poster for each zone.

Materials:

- Handouts: Zones of Regulation Overview, Zones of Regulation Glossary, Zones of Regulation Refrigerator Visual
- Markers
- Scissors
- Glue
- Construction paper (one color for each zone)
- Stapler

Preparation of the wall posters of The Zones:

Hold the paper in front with students:

1. The teacher will read the overview of the Zones of Regulation to the class. The teacher will ask the students to identify the four zones and their characteristics.

2. The teacher will give each student a piece of construction paper of the color of the zone they are assigned to create.

3. The teacher will give each student a copy of the Zones of Regulation Glossary and the Zones of Regulation Refrigerator Visual.

4. The teacher will ask the students to use the glossary and refrigerator visual to create a wall poster for their zone.

5. The teacher will ask the students to share their wall posters with the class.

EVERY LESSON INCLUDES:

- Overview and Goals
- Materials and Prep
- Lead-in for all ages
- Multiple Activities for different age groups (younger, older)
- Wrap-up
- Ways to Generalize Learning
- Additional Learning Activities
- Many Reproducible Visuals

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SET UP

- 1 **Create Folders**
- 2 **Share**

Information about The Zones®
(Reproducible A)

The Zones Glossary®
(Reproducible B)

Refrigerator Visual®
(Reproducible E)



ZONA AZUL	ZONA VERDE	ZONA AMARILLA	ZONA ROJA
Trote	Felicidad	Inquietud	Enojado/Enfadado
Enfermo	Tranquilo	Preocupado	Astomado
Cansado	Me siento bien	Bichoquiso	Estrofiado/Estrofiado
Movimiento lentamente	Relajado	Pierdo control un poco	Devastado
			Fuera de Control

*Set up handouts available in Spanish, French and English at Zonesofregulation.com

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DIFFERENTIATION AND ADAPTATION

CONSIDER:

Age/
Developmental
Stage


Language

Accessibility

Cultural
Relevance

Interest Areas




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INTRODUCING THE ZONES TO LEARNERS

LESSONS 1-3 AND ADAPTATIONS

- Become familiar with The Zones
- Increase emotions vocabulary
- Increase recognition of facial expressions
- Zones in others

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USING CHILDREN'S LITERATURE

Match character to corresponding zone

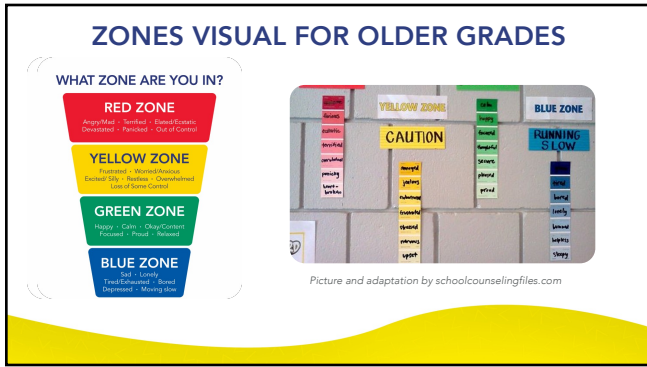
Make connections:
 "Tell me about a time you felt ..."
 "Show me how ... looks on you."
 "What Zone does the emotion go in?"

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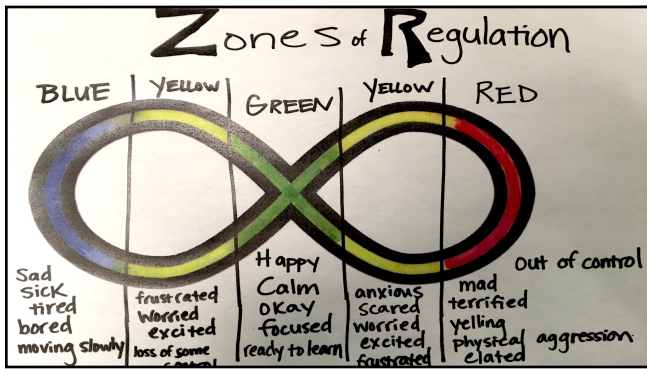
THE ZONES OF REGULATION STORYBOOKS

Image ©2021 Think Social Publishing, Inc. From The Zones of Regulation 2-Storybook Set (2021). Kuypers & Sautter

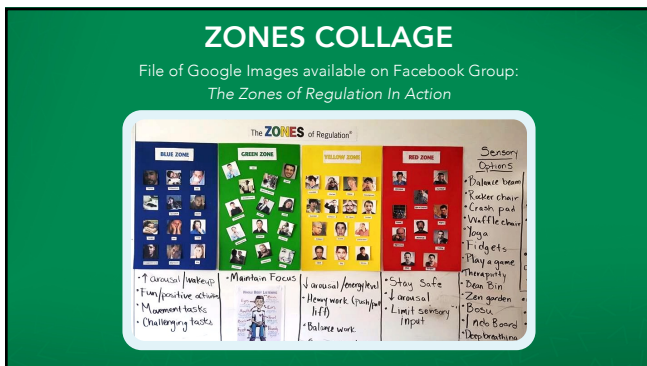
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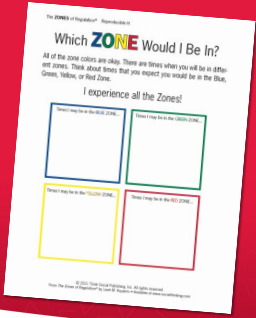


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THE ZONES IN ME

- Relating Zones to self
- Learn it is natural to experience all of the Zones
- Increase awareness on how external factors impact Zone

Lesson 4



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FUN ADAPTATIONS USING SCENARIOS

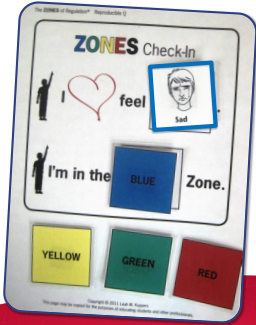


- Target for each Zone
 - Hula Hoops
 - Spots
- Bean bags
- Scooters
- Trampoline
- Swing
- Angry Birds

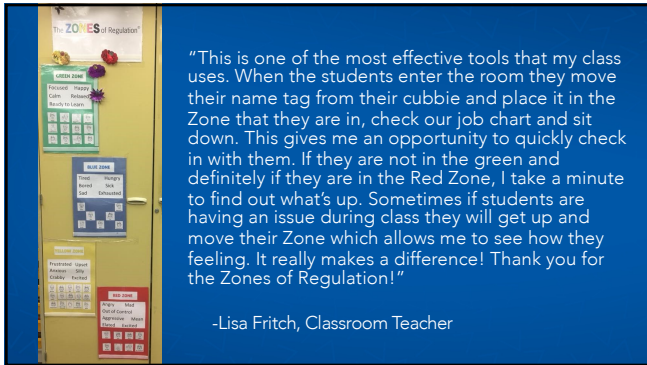
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ZONES CHECK-IN

- Small group/ individual check-in with visual
- Popsicle stick with name dropped in colored container representing Zone
- Clothespin with name clipped to Zones Poster



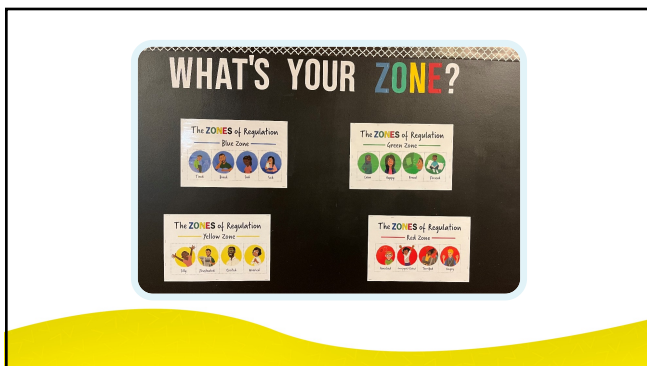
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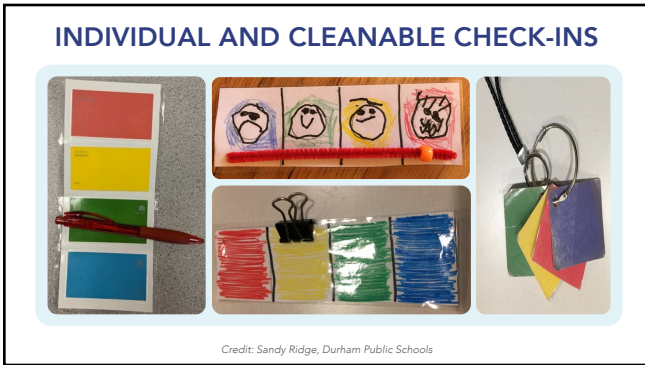
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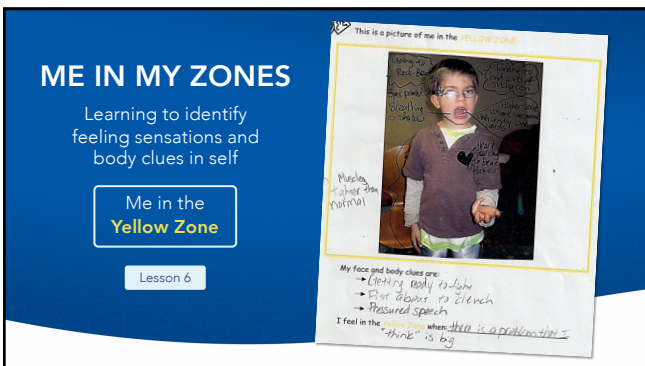
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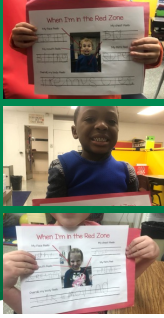
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- Completed during written expression
- Addressed labeling and identifying feelings

Contributed by:
[Stephanie Murphy @MrsMurphy_Lasso](#)



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ZONES OF REGULATION APPS

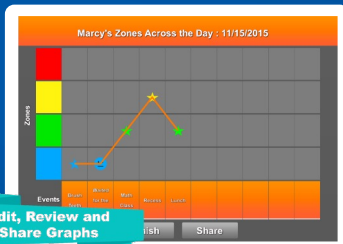
EXPLORING EMOTIONS THE ZONES OF REGULATION



Available on Google Play, Amazon Appstore, App Store, and Mac App Store.

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ZONES OF REGULATION: EXPLORING EMOTIONS APP



Edit, Review and Share Graphs

Lesson 8 & 15

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DATA DRIVEN SERVICES

COMPARE GRAPHS OVER COURSE OF TIME

- Does day become more regulated over time?
- Look at antecedents to dysregulation
- Notice what is working
- Help to inform us what we could do different in future

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CAUTION! TRIGGERS AHEAD

Recognize personal triggers

Build foresight/problem solve triggers

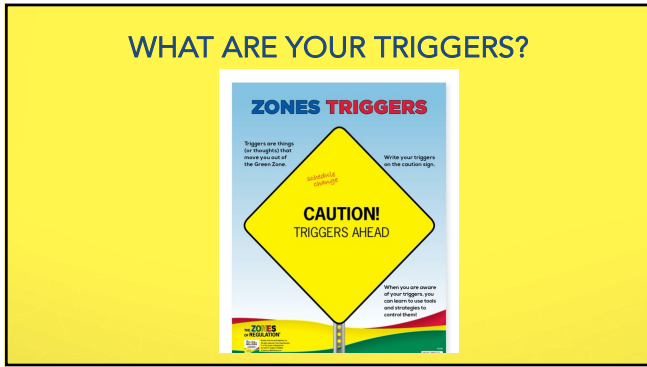
Perspective taking and co-regulation

Lesson 9

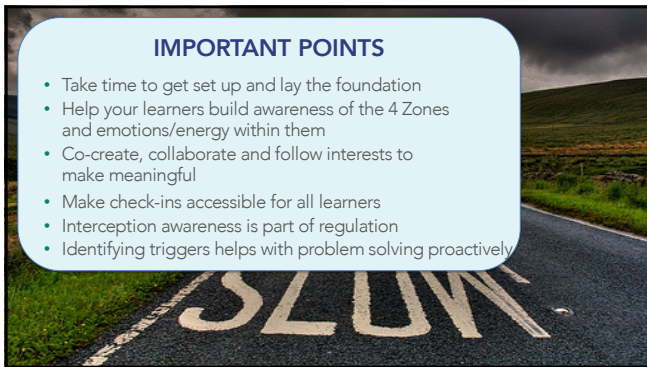
62

tiphero.com/food-cubby

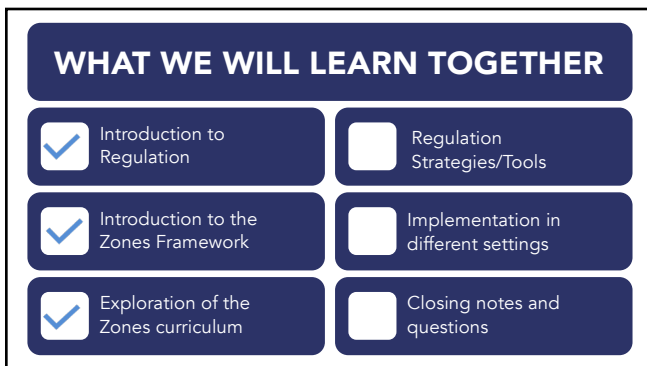
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UNDERSTANDING ZONES TOOLS



Blue Zone Tools help wake up our bodies, provide comfort, and regain focus.



Green Zone Tools help us maintain a calm, focused, alert state. Often proactive wellness strategies.



Yellow Zone Tools help us regain control and calm ourselves.



Red Zone Tools help us stay safe and start to feel calmer.

Lessons 10-12

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TEACHING EACH TOOL


- Body Scan Notice how you're feeling on the inside and signals
- Show & Do Demonstrate and practice using the tool
- Reflect Notice impact of tool and what Zone/s the tool would help in
- Circle Circle on Zones Tool Worksheet at end of the week
- Review Continually review previously taught tools

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SELF-REFLECTION FOR ZONES TOOLS

MOVE IT

WALL PUSHES



Tools to Try Cards for Kids, (Kuypers and Sautter, 2020)

The ZONES of Regulation™ Reproducible R Name: Leah

ZONES Tools Worksheet

Name of Tool	Circle the Zone or Zones you think the tool would help in.			
	Blue	Green	Yellow	Red
Wall Pushes	Blue	Green	Yellow	Red
Bird Breath	Blue	Green	Yellow	Red
Eat Wise	Blue	Green	Yellow	Red
Walk it Out	Blue	Green	Yellow	Red
Seek Guidance	Blue	Green	Yellow	Red
Growing Roots	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red
	Blue	Green	Yellow	Red

Lesson 10

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STOP, OPT AND GO

- Increase problem solving/planning abilities
- Decrease impulsive/ reactive behaviors
- Work together to problem solve scenarios
- Have reusable copy available for quick access

Lesson 17

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REGULATION STATIONS

teachingprogress.blogspot.com ana-white.com/2011/05/easy-kids-tent-reading-nook kinderfriends.com

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Consider your **ZONE** tools that help you self-regulate:

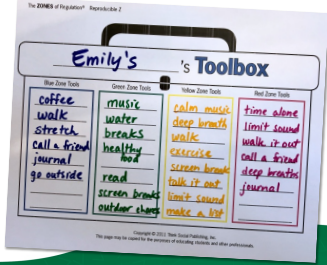
- Sensory supports
 - Exercise, oral, fidgets, music
- Emotional Regulation
 - Calming strategies
- Executive Functioning
 - Organization strategies
 - Thinking strategies
- Social
 - Connecting
 - Getting support



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ORGANIZE TOOLS TO MANAGE YOUR ZONE

- Differ person-to-person
- Differ depending on Zone
- Provides agency for learner
- Help us learn (do our job)
- Does not **REPLACE** learning activities

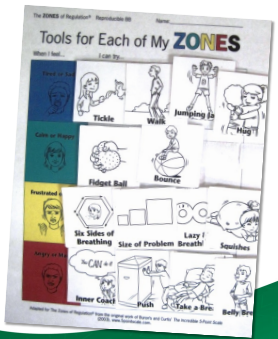


Lesson 13

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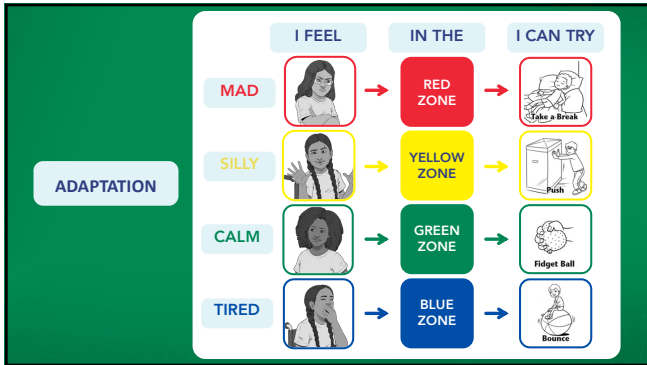
VISUAL TOOLBOX

- Use to reduce verbal overwhelm
- Choice board
- Glue vs. Velcro
- Simplify as needed

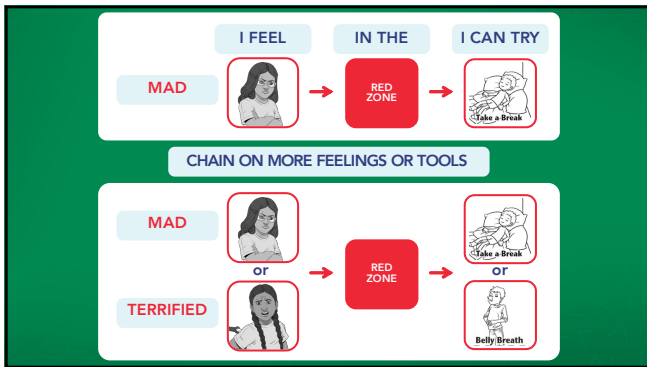


Lesson 13

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TOOL TALK

- Model the tools and language yourself
- Some are cognitive in nature and may not be applicable to all learners
- May not see learners "using" the tool but there may be clues
 - Subtle deep breath
 - "You can have it, I can be flexible"
 - "How about ...?" (problem solving and offering solutions)

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RED ZONE/CRISIS TIPS

- NOT the time to teach new skills
- Pre-teach/Over-learn Red Zone Tools
- De-escalation training and strategies
- Don't force learners to check-in with Zones
- Use YOUR tools
- Give them time and space
- Use Zones language taught during restorative conversations/processing later



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ZONES FRIENDLY LANGUAGE

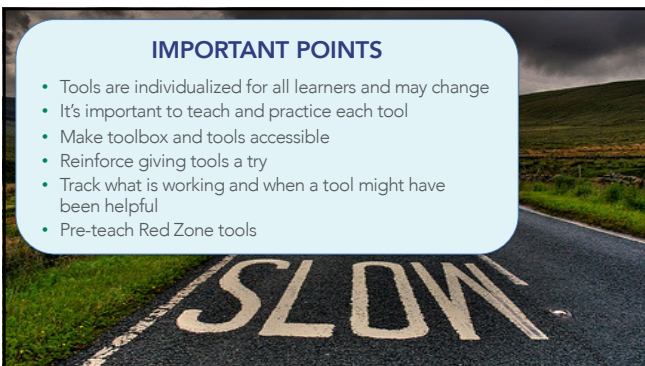
INSTEAD OF...	TRY...
"You need to calm down."	(Your Example)
"It's too loud in here."	"The noise in here is making ME feel like I'm in the Yellow/Red Zone, and it's hard for me to think. Can you help me take a deep breath to manage my Zone?"
"You need to take a break."	"It looks like you might be in the ____ zone. Do you want to try a tool?"
"You are losing points/getting clipped up on our level system."	"Let's check in with The Zones. How are you feeling?"
"Don't worry about that."	"How could you take care of your Zone to help with this feeling?"
"You need to get back to the Green Zone."	"I wonder if a tool might help you focus on ____ right now?"



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IMPORTANT POINTS

- Tools are individualized for all learners and may change
- It's important to teach and practice each tool
- Make toolbox and tools accessible
- Reinforce giving tools a try
- Track what is working and when a tool might have been helpful
- Pre-teach Red Zone tools



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WHAT WE WILL LEARN TOGETHER

<input checked="" type="checkbox"/> Introduction to Regulation	<input checked="" type="checkbox"/> Regulation Strategies/Tools
<input checked="" type="checkbox"/> Introduction to the Zones Framework	<input type="checkbox"/> Implementation in different settings
<input checked="" type="checkbox"/> Exploration of the Zones curriculum	<input type="checkbox"/> Closing notes and questions

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MULTI-DISCIPLINARY COLLABORATION IS ESSENTIAL!

WE ARE ALL STAKEHOLDERS

- SLPs: Social cognition, executive functioning (EF), emotional language and communication
- OTs: Sensory regulation, interoception, EF, social goals, tool exploration
- Psych Field: Emotional awareness, tools, crisis/trauma, assessment
- Teachers and assistants: Daily implementation, reinforcement, generalization
- Counselors/Social Workers: Bridge between Sp. Ed. & Reg. Ed, individual intensive instruction, mental health support
- Administration: Leadership, creating the culture, providing resources, model
- Support Staff: Common language, guiding learners, co-regulation
- Caregivers and Families: Experts on the individual, carry-over

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WHAT OUR ROLE CAN LOOK LIKE

SCHOOLWIDE

- Identify student body's needs
- Zones leadership group
- Educate ALL staff
- Foster a supportive culture with a common language
- Consult and provide resources

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PROACTIVE INTERVENTIONS AND ZONES

ZONES CAN BE USED AS A TIER 1-3 INTERVENTION

3 TIERS OF SUPPORT
MTSS (Multiple Tiers of Student Support)

mtssuccess.org | zhs.org

TIER 1:

- Whole school instruction on The Zones
- Visuals in classrooms and common spaces
- Toolbox accessible for all

TIER 2:

- Small group instruction with learners needing additional support
- Deeper exploration of tools

TIER 3:

- Individualized instruction and support
- Self-monitoring set up daily

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SCHOOLWIDE RESOURCES

(available on zonesofregulation.com)

- Schoolwide Zones "Cheat Sheet"
- Schoolwide Implementation Guide
- Implementation and Fidelity Checklist
- Web-based Consultations and Trainings with Schoolwide Specialist, Emily Walz

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WHAT OUR ROLE CAN LOOK LIKE

WHOLE CLASS

Push in lessons for reg. ed. classrooms

Teachable moments through the day

Supportive culture: we all work on regulation

Common way to support emotional and behavioral health

Ongoing coaching and consulting with teacher

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WHAT OUR ROLE CAN LOOK LIKE

	SMALL GROUPS	INDIVIDUAL THERAPY
	 Students with similar abilities learn and practice together	 Intensive intervention
	 Builds a supportive community	 Significant individualization to meet needs

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WHAT OUR ROLE CAN LOOK LIKE

HOME AND COMMUNITY

 Carry-over between home/community/school environment	 Education	
 Resources for caregivers, coaches, neighbors	 In home or community skill building	

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IMPORTANT POINTS AND REMINDERS

- A Zone is determined by how one feels on the inside, not their **behavior** on the outside.
- There is no **bad** Zone.
- It's natural to experience **all** Zones.
- Learn to manage Zone according to **goals, context demands, and well-being**.
- Create a culture where **everyone** experiences the Zones.
- The Zone climate should portray respect, empathy and compassion rather than **blame, shame, or punishment**.





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LASTLY: CELEBRATE SUCCESS!

- Celebrate achievements in using language and tools to regulate Zones
- Positively reinforce attempts to regulate
- Generalize use of tools across environments

Lesson 18

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Stay in touch with us!

SIGN UP FOR OUR NEWSLETTER

FOLLOW US ON SOCIAL MEDIA

FOR OFFICIAL TRAINING AND RESOURCES VISIT:
ZonesOfRegulation.com

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FREE ZONES RESOURCES

zonesofregulation.com

Zones Book Nook

Supplementary Visuals

Schoolwide Docs

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SUPPLEMENTARY ZONES PRODUCTS

APPS

EXPLORING EMOTIONS



THE ZONES OF REGULATION



PRINT PRODUCTS
Sold exclusively by Social Thinking



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CUSTOMIZED CONSULTING



- Discussion, Q&A session
- Implementation planning, trouble-shooting, etc.
- Web-based via Zoom
- Ongoing Consulting Available



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FROM ALL THE LEARNERS AND MYSELF...



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**QUESTIONS:
WHAT DO YOU WONDER?**



Please put questions in the Q&A for best visibility.



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ZONES OF REGULATION DISCLOSURES

Course Content Disclosure:
This course will focus on primarily one product, methodology and curriculum, The Zones of Regulation®. Having access to the curriculum is essential for implementation with fidelity.

Financial Disclosure:
Leah Kuypers owns Kuypers Consulting, Inc. and profits from the webinars which the company hosts. As author of The Zones of Regulation, she receives royalties for related products.

Non-financial Disclosure:
Leah Kuypers has no non-financial relationships to disclose.

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**GUIDELINES FOR USE OF
THE ZONES OF REGULATION
NAME AND MATERIALS**



For information on sharing intellectual property on The Zones, please review the dos and don'ts found in this link: socialthinking.com/landin/Pages/Intellectual%20Property

Email info@zonesofregulation.com with questions

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USEFUL WEBSITES...

<ul style="list-style-type: none"> • zonesofregulation.com • socialthinking.com • 5sointscale.com • efpractice.com (Sarah Ward) • youtu.be/DX6T7Q43icF (Friends? Video Clip with Red and Green Character) 	<ul style="list-style-type: none"> • livesinthebalance.org (Ross Greene) • thegraycenter.org (Social Stories) • socfoundation.net • braingym.org • alartoprogram.com 	<ul style="list-style-type: none"> • 1000petals.com • tinetwork.org • plbis.org • crisisprevention.com • pandasnetwork.org • makesociallearningstick.com
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EVIDENCE BASED PRACTICE VS.. PRACTICE BASED ON EVIDENCE

- Zones Concept is grounded by science and based on immense evidence:
 - Central Coherence Theory
 - Theory of Mind
 - Systemizing Theory
 - Self-Management
 - Cognitive Behavior Therapy
 - Executive Functioning
 - Social Thinking
- Literature Review on www.zonesofregulation.com
- Featured as a "Promising Practice" in Attention Magazine (October 2012) and in AOTAS SISIS
- Qualitative Evidence and positively reviewed by experts

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