



2

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 'All panelists and attendees'

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

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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**

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


5

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


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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



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CO-REGULATION



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


- Student 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

8

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

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WE MUST BE ABLE TO REACH THEM IN ORDER TO TEACH THEM.

10

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.

12

ACES: ADVERSE CHILDHOOD EXPERIENCES

Increase in ACES correlates with Increased risk of:

- Depression
- Mental Distress
- Disability
- Early death



Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

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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

THE ZONES OF REGULATION

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MAKE SURE FOUNDATIONAL NEEDS ARE MET

FOOD

WATER

EXERCISE/PLAY

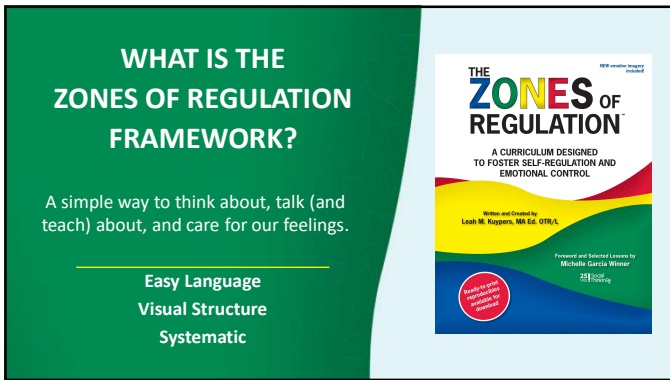
SLEEP

LOVE/SECURITY

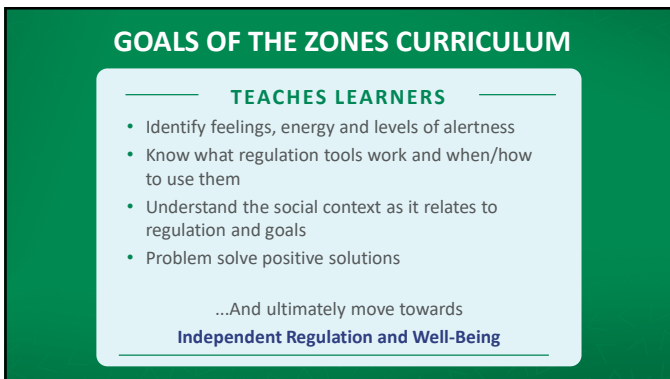
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**THE ZONES OF REGULATION®
FRAMEWORK & CURRICULUM**

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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**EXTERNAL FACTORS
IN MANAGING ONE’S ZONE:**

<p style="text-align: center; margin: 0;">CONTEXT</p> <p style="font-size: small; margin: 0;">Situation/Setting plus the people around</p>	<p style="text-align: center; margin: 0;">TASK DEMANDS</p> <p style="font-size: small; margin: 0;">What is being asked of you</p>	<p style="text-align: center; margin: 0;">GOALS</p> <p style="font-size: small; margin: 0;">What do you want to accomplish <i>(short term and long term)</i></p>
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TOOLS HELP US:

Regulate And Meet Our Goals	Do Our Jobs And Tasks	Support Our Sense Of Well-being
-----------------------------	-----------------------	---------------------------------

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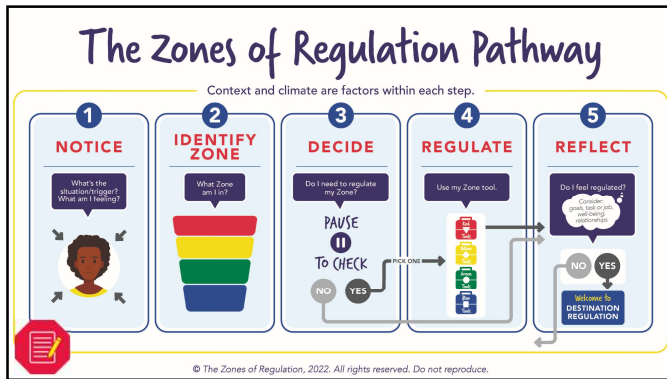
OUTCOMES OF MANAGING YOUR ZONE

POSITIVE
RESOLUTIONS

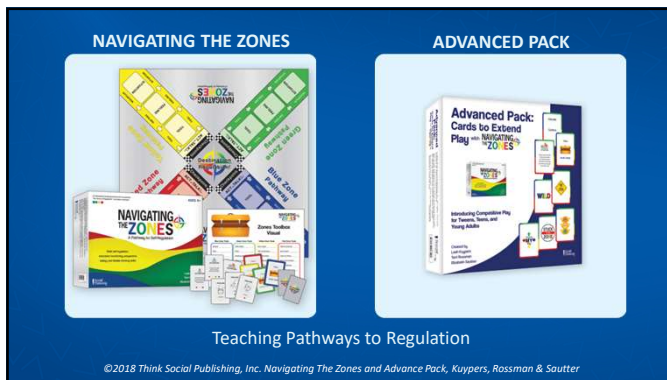
EMOTIONAL
COMFORT AND WELL-
BEING

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

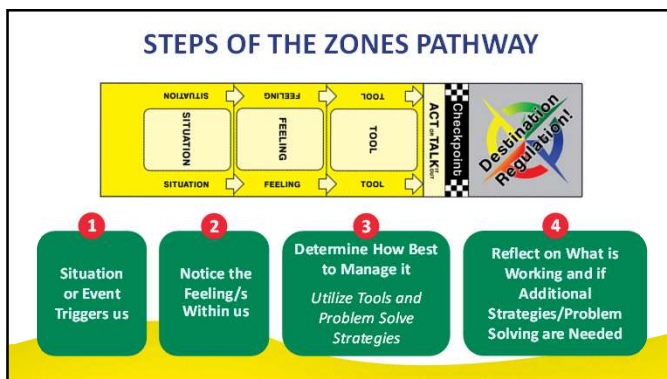
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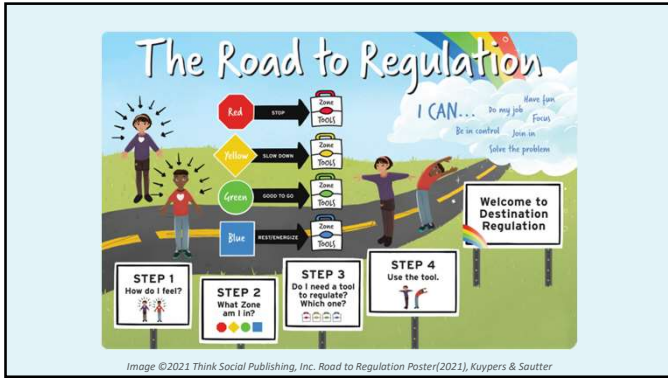
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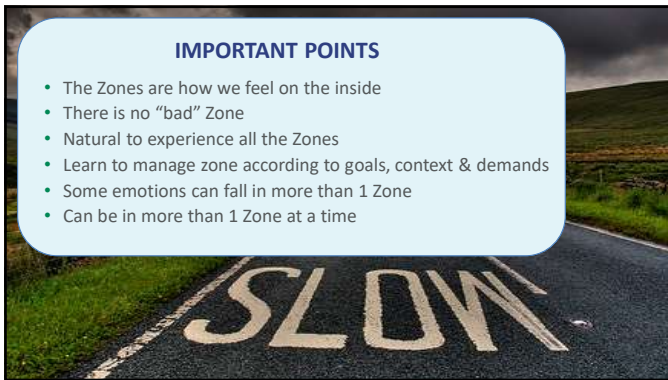
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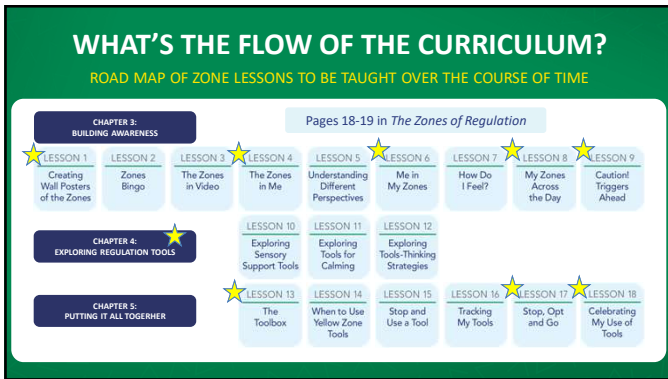
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LESSON ORGANIZATION

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

Overview

This lesson is designed to help students understand the Zones of Regulation and how they can be used to manage their emotions. Materials: Handouts, markers, poster board, glue sticks, scissors.

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)

Las ZONAS de Regulación™

ZONA AZUL	ZONA VERDE	ZONA AMARILLA	ZONA ROJA
Triste Enfermo Cansado Aburrido Moviéndose lentamente	Feliz Tranquilo Me siento bien Entusiasmado Relajado	Frustrado Preocupado Bata/inquieto Entusiasmado Pienso control un poco	Enojado/Enfadado Aterrorizado Eufórico/Exultado Desenfado Fuera de Control

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Traducción de The Zones of Regulation™ por Sarah M. Kappeler y disponible en www.zonesofregulation.com

*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

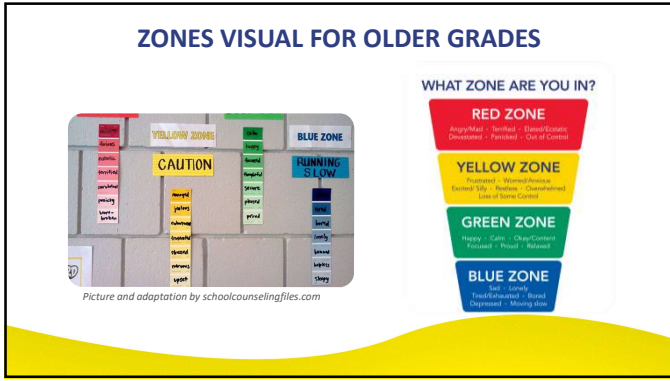
Make connections:
 "Tell me about a time you felt ..."
 "Show me how ... looks on you."
 "What Zone does the emotion go in?"

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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

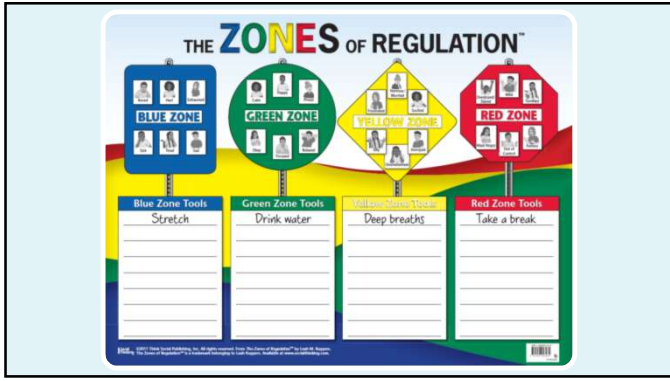
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ZONES ALLOWS FOR INDIVIDUALIZATION

Relevant to what the individual:

- Understands
- Experiences

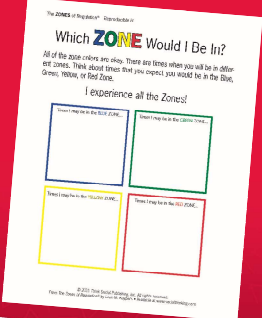


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THE ZONES IN ME

- 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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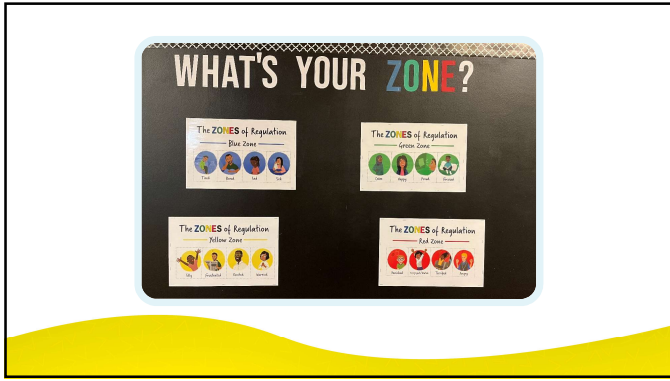
"This is one of the most effective tools that my class uses. When the students enter the room they move their name tag from their cubbie and place it in the Zone that they are in, check our job chart and sit down. This gives me an opportunity to quickly check in with them. If they are not in the green and definitely if they are in the Red Zone, I take a minute to find out what's up. Sometimes if students are having an issue during class they will get up and move their Zone which allows me to see how they feeling. It really makes a difference! Thank you for the Zones of Regulation!"

-Lisa Fritch, Classroom Teacher

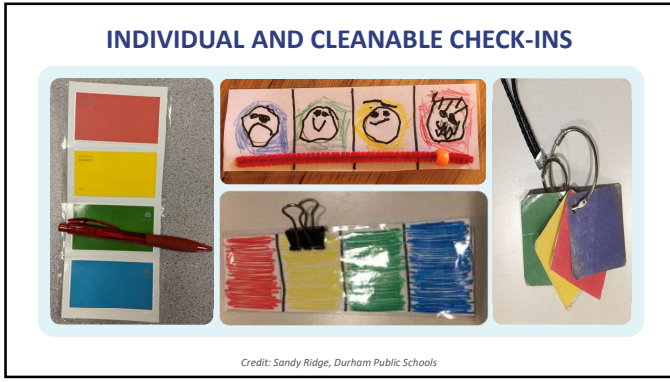
55

VISUALS FOR LEARNERS TO CHECK-IN

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ME IN MY ZONES
 Learning to identify feeling sensations and body clues in self

Me in the **Yellow Zone**

Lesson 6

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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

Lesson 8 & 15

62

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

Lesson 8 & 15

63

CAUTION! TRIGGERS AHEAD

- Recognize personal triggers
- Build foresight/problem solve triggers
- Perspective talking and co-regulation

Lesson 9

64

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IMPORTANT POINTS

- Take time to get set up and lay the foundation
- Help your learners build awareness of the 4 Zones and emotions/energy within them
- Co-create, collaborate and follow interests to make meaningful
- Make check-ins accessible for all learners
- Interception awareness is part of regulation
- Identifying triggers helps with problem solving proactively

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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

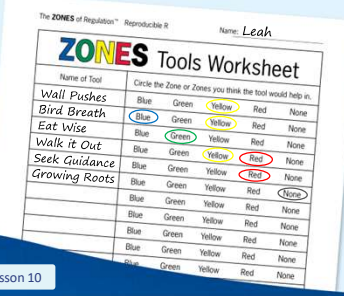
- Body Scan** Notice how you're feeling on the inside and signals
- Show & Do** Demonstrate and practice using the tool
- Reflect** Notice impact of tool and what Zone/s the tool would help in
- Circle** Circle on Zones Tool Worksheet at end of the week
- Review** Continually review previously taught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

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SELF-REFLECTION FOR ZONES TOOLS



MOVE IT
WALL PUSHES



The ZONES of Regulation® Reproducible R Name: Leah

Name of Tool	Circle the Zone or Zones you think the tool would help in:			
	Blue	Green	Yellow	Red
Wall Pushes				
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

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

72

REGULATION STATIONS

teachinginprogress.blogspot.com @no-white.com/2011/06/easy-kids-tent-reading-nook kinderfriends.com

73

- DIMINISH STIMULI**
Fabric (tent, netting, curtains) to absorb sound and block visual
- BURROW**
Pillows, bean bags, stuffed animals, weighted blanket
- PLUSH BOTTOM**
Dog bed, camp mat, foam flooring, gym mat
- TOOL BOX**
Books, headphones, fidgets, visuals

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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

Emily's Toolbox

<p>Blue Zone Tools</p> <p>coffee walk stretch call a friend journal go outside</p>	<p>Green Zone Tools</p> <p>music water breaks healthy food read screen breaks outdoor chairs</p>	<p>Yellow Zone Tools</p> <p>calm music deep breaths walk exercise screen breaks talk it out limit sound make a list</p>	<p>Red Zone Tools</p> <p>time alone limit sound walk it out call a friend sleep breaks journal</p>
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VISUAL TOOLBOX

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

Tools for Each of My ZONES

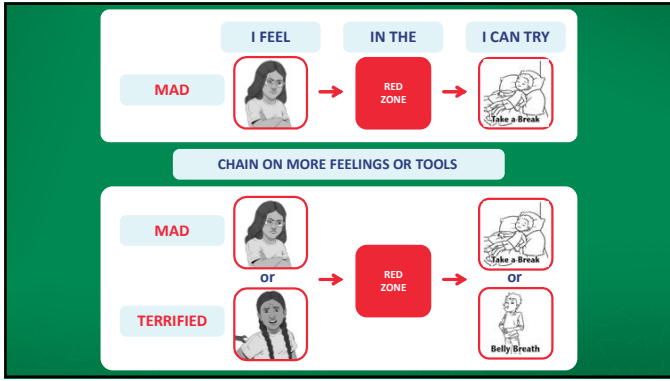
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ADAPTATION

	I FEEL		IN THE RED ZONE		I CAN TRY
MAD		→		→	
SILLY		→	YELLOW ZONE	→	
CALM		→	GREEN ZONE	→	
TIRED		→	BLUE ZONE	→	

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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

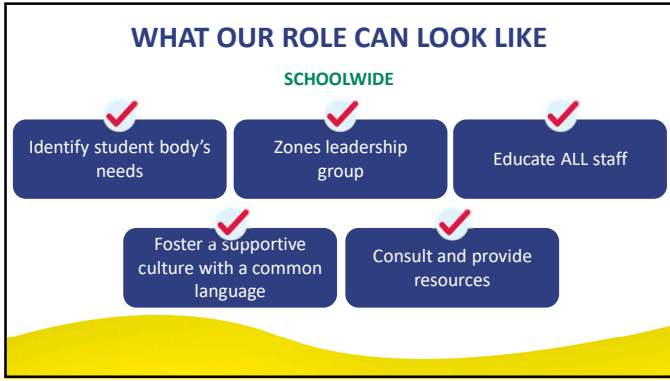
83

MULTI-DISCIPLINARY COLLABORATION IS ESSENTIAL!

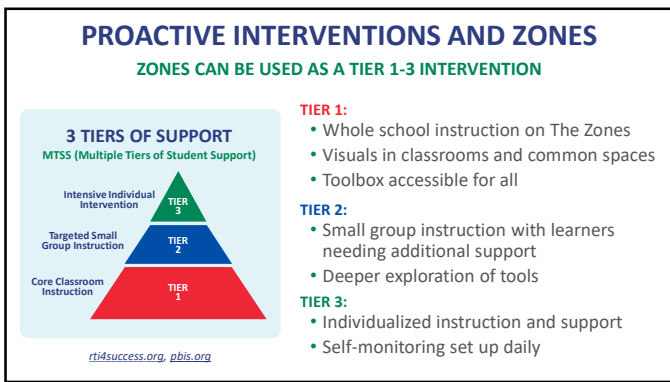
WE ARE ALL STAKEHOLDERS

- 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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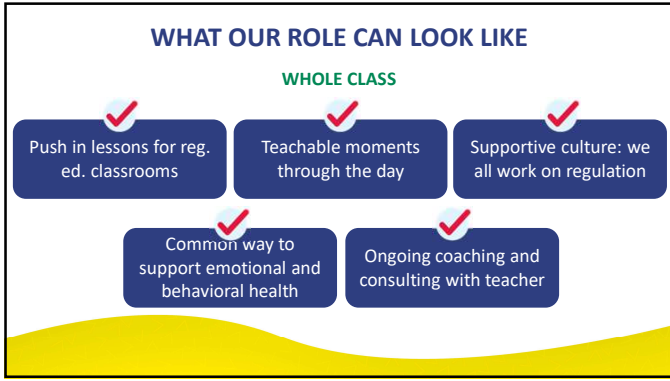
SCHOOLWIDE RESOURCES

(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

HOME AND COMMUNITY

✓

Carry-over between home/community/school environment

✓

Education

✓

Resources for caregivers, coaches, neighbors

✓

In home or community skill building





By Collaborative Zones Speaker Elizabeth Sautter
makesociallearningstick.com

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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



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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.

SCAN FOR OUR SURVEY

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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/LandingPages/Intellectual%20Property

Email info@zonesofregulation.com with questions

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USEFUL WEBSITES...

<ul style="list-style-type: none"> • zonesofregulation.com • socialthinking.com • spointscale.com • efpractice.com (Sarah Ward) • youtu.be/DXsT7Q43icE (Friends? Video Clip with Red and Green Character) 	<ul style="list-style-type: none"> • livesinthebalance.org (Ross Greene) • thegraycenter.org (Social Stories) • spdfoundation.net • braingym.org • alertprogram.com 	<ul style="list-style-type: none"> • 1000petals.com • rtinetwork.org • pbis.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 AOTA's SISIS
- Qualitative Evidence and positively reviewed by experts

103

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