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### 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](mailto: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**

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>	

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### THE BIG PICTURE GOALS FOR TODAY

- 1 Understand Regulation
- 2 Address the Climate
- 3 Teaching regulation skills using The Zones of Regulation®

Intro to the Framework

Lessons and Expansions

Exploring Tools

Implementation

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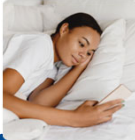
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### WHAT IS REGULATION?

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*

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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

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### Neurobiological in Nature

- Neurobiological underpinnings
  - Hormones
  - Neurotransmitters and pathways
  - Sensory
- Be mindful that regulation is a developmental process
- Learning process that is rarely mastered



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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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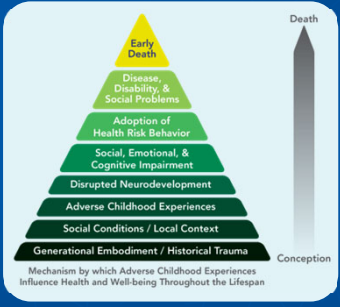
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### ACES: ADVERSE CHILDHOOD EXPERIENCES

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

<https://www.cdc.gov/violenceprevention/aces/about.html>

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

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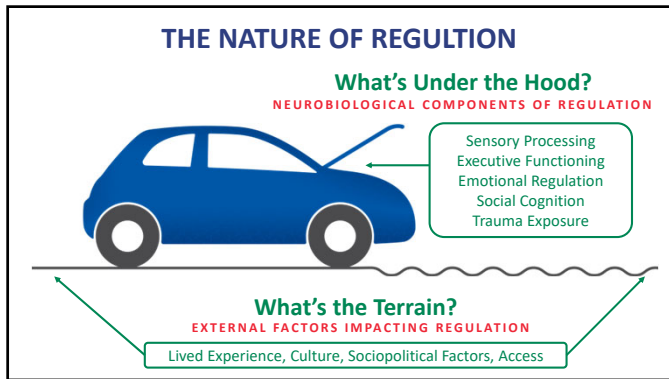
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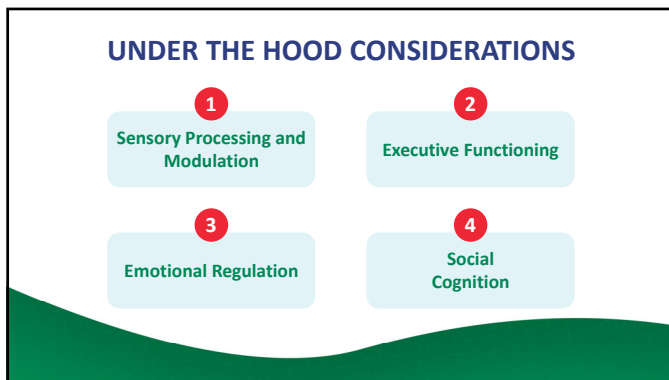
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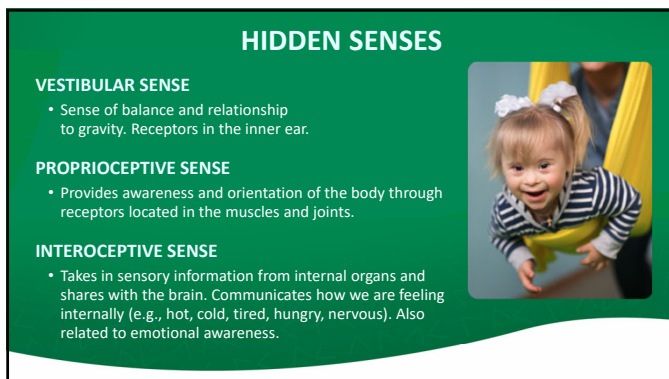
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### SEEKING VS. AVOIDING/DEFENSIVE

- Each sense has a “just right” threshold
- Sometimes sense is set **very high**
  - hypo-responsive
  - Causes one to SEEK additional sensory input
- Sometimes sense is set **very low**
  - hyper-responsive
  - Causes one to be DEFENSIVE and/or AVOID sensory stimuli



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### MODULATING COMMON CLASSROOM SENSATIONS



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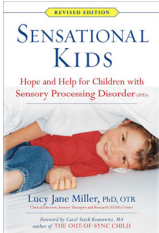
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### LIVING A SENSATION LIFE

- Sensory Lifestyle provides optimal combination of sensations to feel “just right”
- Sensory needs are met in a purposeful, adaptive, proactive and meaningful way
- Individualized to each learner and are best when done in collaboration with an OT



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### SENSORY PREFERENCES AND LIFESTYLE

Place an x indicating how you perceive each sense and provide examples for each under

Sense	Examples	Preference Level (Avoiding to Seeking)
Proprioception	Contact sports, cuddling, rough housing with my kids	Seeking
Vestibular	Hiking, skiing, moving during seated tasks	Seeking
Taste	Spicy food, daily coffee, love ethnic food, chew gum	Neutral
Smell	Enjoy perfume, scented lotions, candies	Neutral
Touch	Tolerate most textures and touch	Avoiding
Visual	Can become overwhelmed in chaotic environments	Avoiding
Auditory	Distracted by background noises, avoid loud restaurants	Avoiding

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### EXECUTIVE FUNCTIONING: THE THINKING BEHIND THE DOING

**Umbrella term that describes the cognitive process involved in the conscious control of thoughts and actions**  
- Leibermann et al., 2007

**EF skills have been closely linked to academic success in school-age children**  
- Bull & Scerif, 2001; Gathercole et al., 2005; Kibby et al., 2004; Zametkin & Ernst, 1999

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### EXECUTIVE FUNCTIONS CONNECTION WITH REGULATION

- SELF-TALK:** Internal speech used to guide behavior
- IMPULSE CONTROL:** Thinking before acting
- FLEXIBILITY:** Consider multiple options, revise plans, adapt to change
- WORKING MEMORY:** Reflect on past experiences and code new information to help predict what you may experience

Illustration from Tools to Try Cards for Kids (Kuyppers & Sautter, 2021 socialthinking.com)

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## STOP AND READ THE ROOM

<u>SPACE</u>	<u>TIME</u>	<u>OBJECTS</u>	<u>PEOPLE</u>
Where am I? What's going on? What are the expectations for this environment?	Time of day Part of schedule or routine? What is happening immediately? What pace is required?	What is being used and how so? What materials are needed?	Actions Face Body Appearance Mood Communication

Sarah Ward, MS, CCC/SLP, Kristen Jacobson, MS, CCC/SLP, efpractice.com

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## EMOTIONAL REGULATION

- Feelings are innate, we can't change how we feel
- We can help learners learn how to monitor, evaluate, and modify the intensity and temporal features of their emotional response
- Both Intrinsic and Extrinsic processes are responsible for regulating the emotional reactions in order to meet one's goals



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## SOCIAL COGNITION

Cognitive functions that involve people and enables us to participate in social engagements

Used to understand the social context and guide you in regulating your behavior (or managing the expression of the Zone) to meet your social goals.

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**SOCIAL THINKING®  
AND SOCIAL COMPETENCIES**  
MICHELLE GARCIA WINNER  
*socialthinking.com*

- Curriculum designed to teach learners how to understand how the social world works rather than simply learn social skills and rules
- Explores concept of thinking about self and others in the shared environment to help guide interactions
- Teaches how to consider other peoples' thoughts and feelings when regulating oneself within a situation to meet social goals



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**FIRST STEP IN  
USING  
THE ZONES OF  
REGULATION...**



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**REFLECTION:**

What can you do to do  
to create a  
**POSITIVE CLIMATE**  
for all in your setting?



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### REFRAME OUR VIEW ON BEHAVIOR

- Examine the lens in which we view behavior
- "Challenges occur when the task or situation outstrips our capacity to cope."
- Discover lagging skills

*Kids do well if they can! -Ross Greene*



[livesinthebalance.org](http://livesinthebalance.org)

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### FOSTERING REGULATION?

WISE OWLS



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### BE MINDFUL OF...



- Our reservoir of coping capacity is always changing
- What is pulling from the body's budget?
- Some more abundant than others
- Empathize, support and teach rather than punish, shame and demean

*- Lisa Feldman Barrett*

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### SEL AND EQUITY IN SCHOOLS

- We acknowledge systemic racism and "otherisms" in our school systems
- Evaluate implicit bias and if that leads to implicitly racist behavior
- Develop intentional and authentic relationships with learners and families



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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](https://zonesofregulation.com/equity-in-sel.html)

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### DOWNLOADS AVAILABLE AT ZONESOFREGULATION.COM



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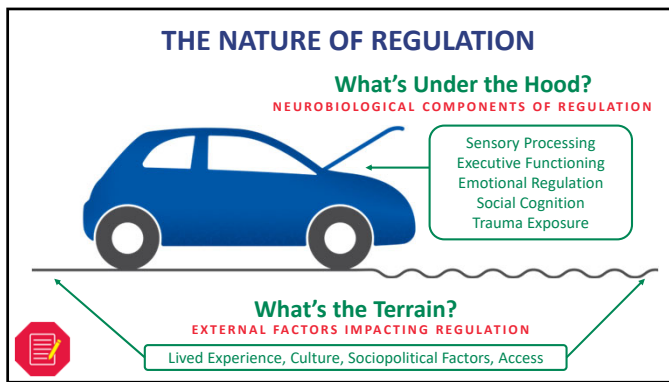
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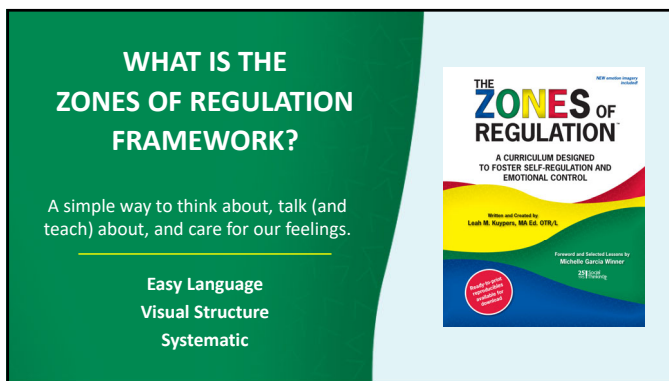
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### GOALS OF THE ZONES CURRICULUM

**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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### 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; color: green; font-weight: bold;">CONTEXT</p> <p style="font-size: small;">Situation/Setting plus the people around</p>	<p style="text-align: center; color: green; font-weight: bold;">TASK DEMANDS</p> <p style="font-size: small;">What is being asked of you</p>	<p style="text-align: center; color: green; font-weight: bold;">GOALS</p> <p style="font-size: small;">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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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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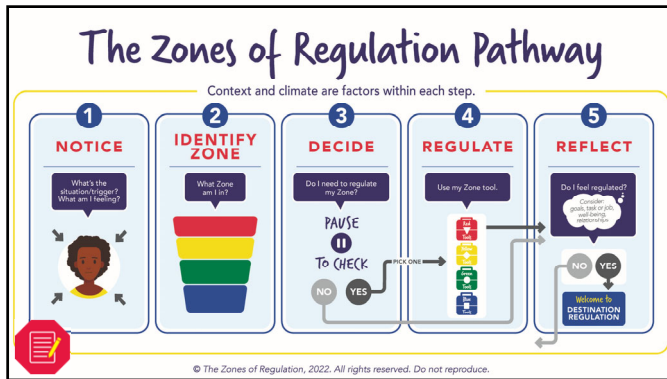
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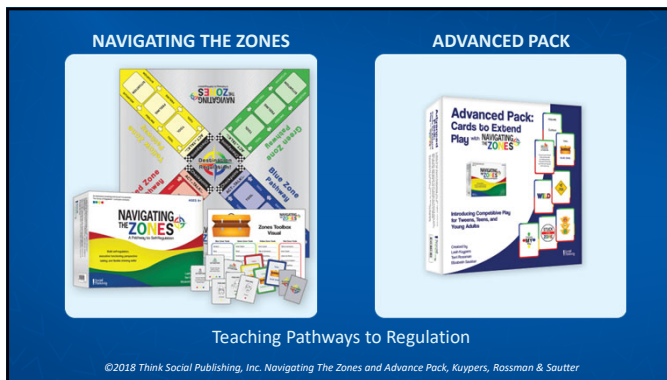
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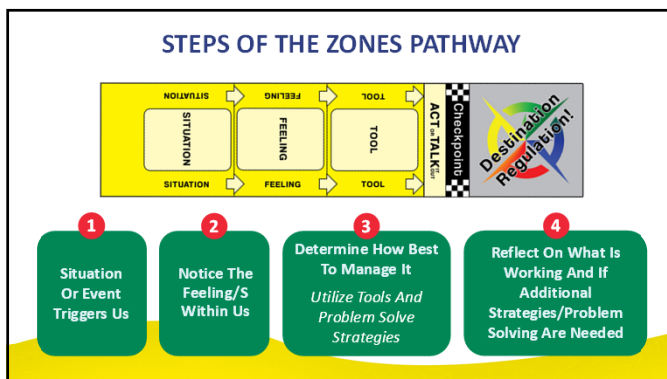
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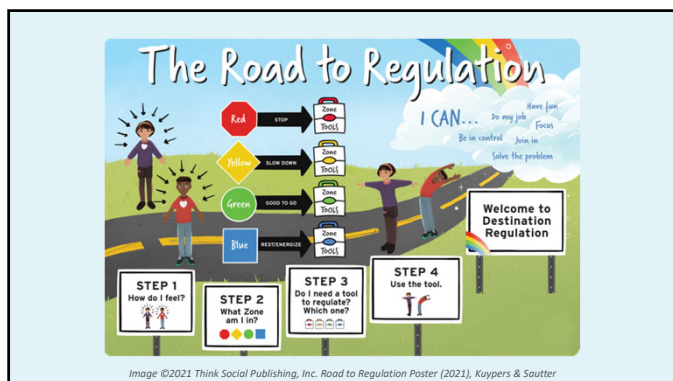
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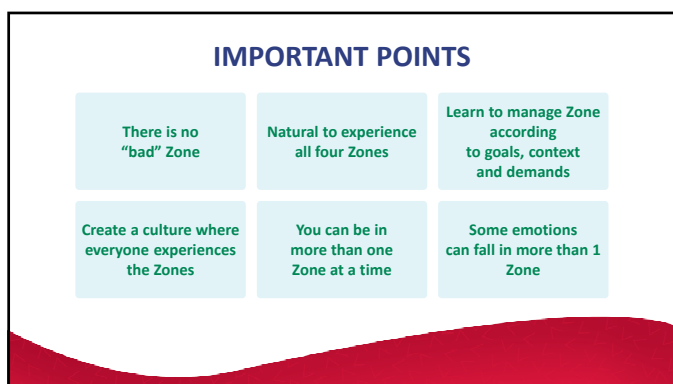
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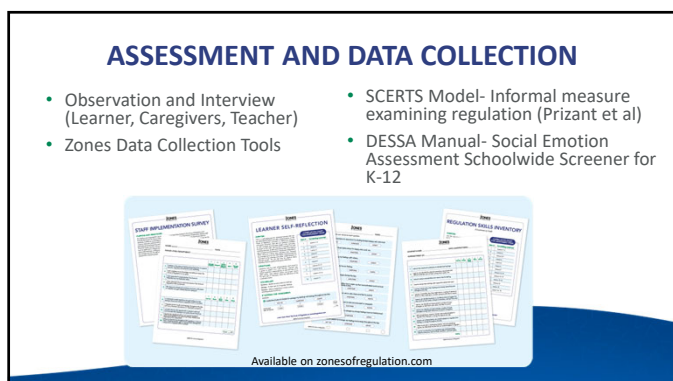
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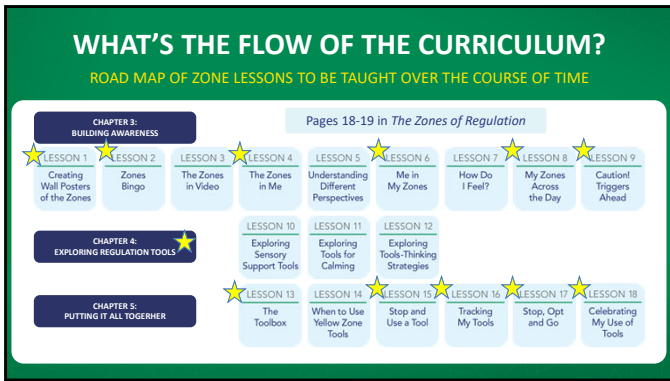
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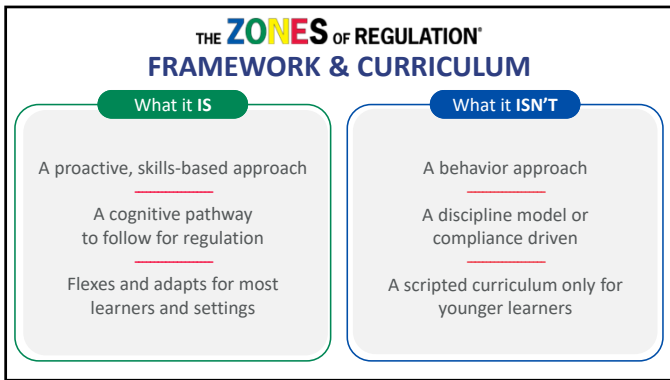
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### SET UP

- Create Folders**
- Share**

Information about The Zones®  
*(Reproducible A)*

The Zones Glossary®  
*(Reproducible B)*

Refrigerator Visual®  
*(Reproducible E)*



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Traducción de The Zones of Regulation® por Leah Kuyper & traducido por www.zonesofregulation.com

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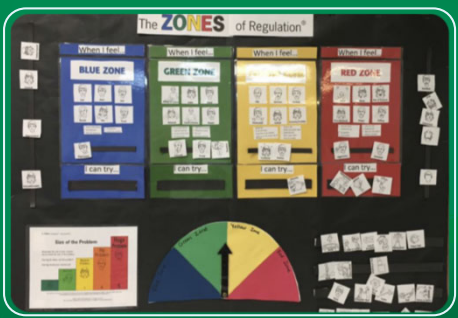
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### BUILD AN INTERACTIVE VISUAL



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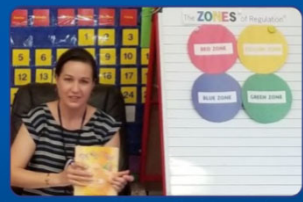
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### INTRODUCING THE ZONES TO LEARNERS

**LESSONS 1-3**

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



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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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### DIFFERENTIATION AND ADAPTATION

**CONSIDER:**

Age/ Developmental Stage	Language	Accessibility	Cultural Relevance	Interest Areas
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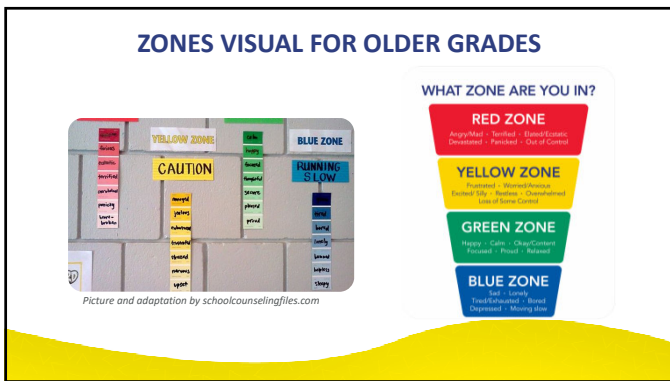
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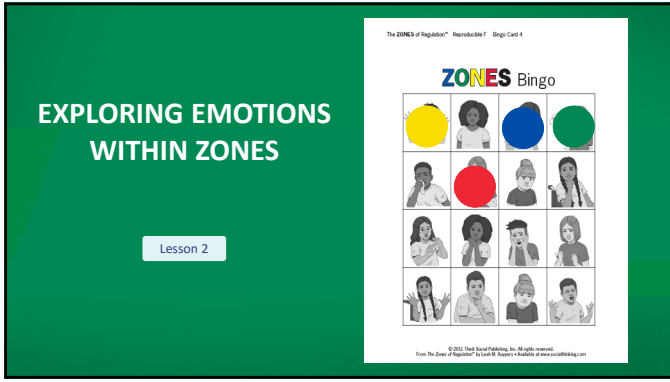
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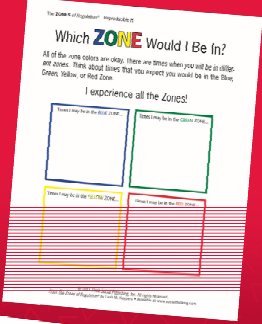
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### THE ZONES IN ME

- 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

Lesson 4

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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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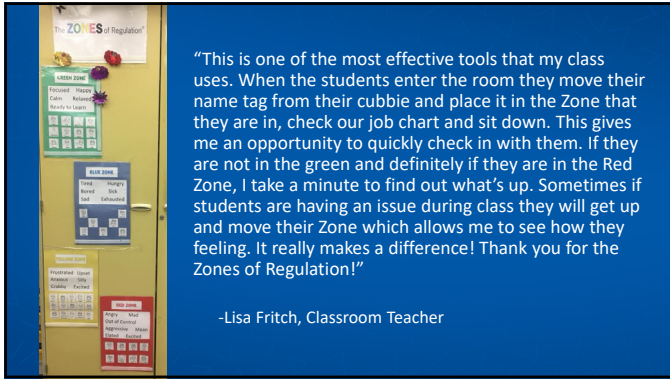
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"This is one of the most effective tools that my class uses. When the students enter the room they move their name tag from their cubbie and place it in the Zone that they are in, check our job chart and sit down. This gives me an opportunity to quickly 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

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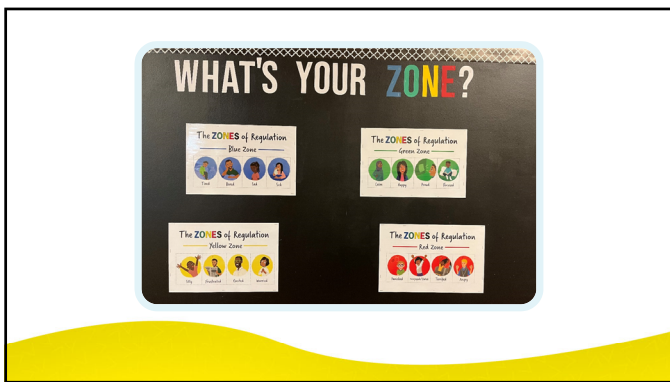
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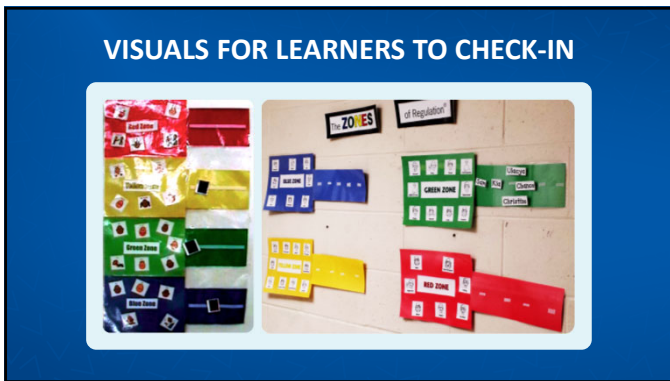
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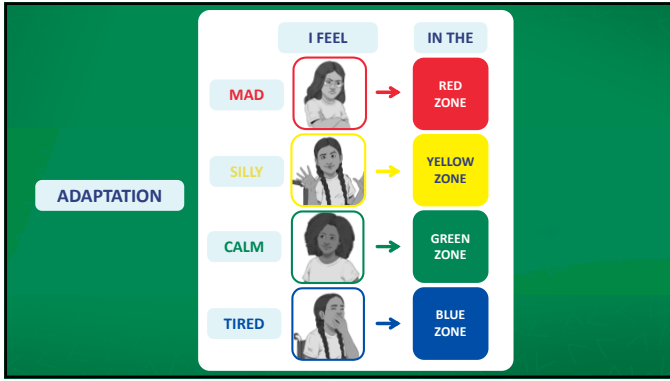
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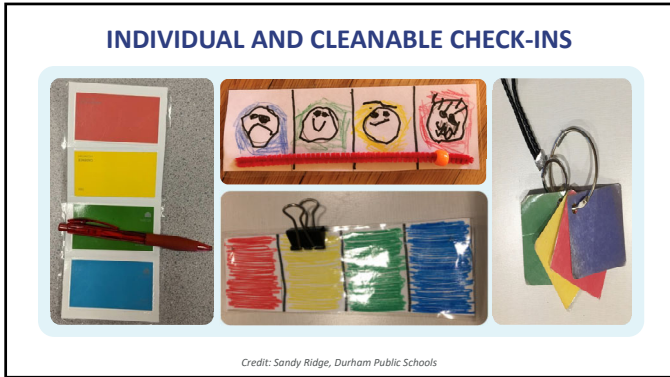
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**ME IN MY ZONES: INTEROCEPTION**  
 NOTICE THE FEELING(S) WITHIN US

Lesson 6

ENERGY

CHEST

STOMACH

MUSCLES

BRAIN

THROAT

HEART

SKIN

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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

94

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- Completed during written expression
- Addressed labeling and identifying feelings

Lesson 6

Contributed by:  
 Stephanie Murphy @MrsMurphy\_Lasso

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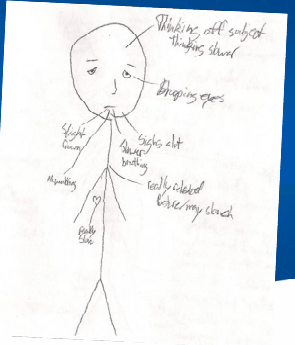


**DRAW A PICTURE OF YOURSELF IN EACH OF THE FOUR ZONES**

Feeling tired in the **BLUE Zone**

8<sup>th</sup> Grade Student

Lesson 6



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**CHECK IN WITH BODY SCAN CHART**



*Kelly Mahler: Interception, [kelly-mahler.com](http://kelly-mahler.com)*

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**ZONES OF REGULATION APPS**

EXPLORING EMOTIONS      THE ZONES OF REGULATION



SEVERAL TEACHING METHODS

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

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### ZONES OF REGULATION: EXPLORING EMOTIONS APP

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### DATA DRIVEN SERVICES

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### CAUTION! TRIGGERS AHEAD

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

Lesson 9

101

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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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### SENSORY SUPPORTS



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### TEACHING EACH TOOL

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

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### PRACTICE TOOL, THEN REFLECT





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

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### SELF-REFLECTION FOR ZONES TOOLS



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	None
Wall Pushes	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bird Breath	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eat Wise	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walk it Out	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek Guidance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Growing Roots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lessons 10

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### EXPLORING VARIOUS TYPES OF TOOLS



**FEEL IT**  
These tools use our senses to support regulation and modulation.

**MOVE IT**  
These tools integrate physical activity to impact regulation.

**THINK IT**  
These tools provide thought-based strategies to help us regulate.

**DO IT**  
Task and goal-oriented tools involve taking action.

**CONNECT**  
Co-regulation tools encourage empathy, thinking of others, and accessing relationships for support.

Following card samples from Tools to Try Cards for Kids (2020) and Tweens and Teens (2022) by Kuypers and Sautter, socialthinking.com

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**FEEL IT**  
Using our senses to support regulation

FEEL IT  
**THE GREAT OUTDOORS**



TOOLS TO TRY  
The Zones of Regulation®

FEEL IT  
**iComfort**



TOOLS TO TRY  
The Zones of Regulation®

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**MOVE IT**  
Using physical activity to impact regulation

MOVE IT  
**CHAIR PUSH-UPS**



TOOLS TO TRY  
The Zones of Regulation®

MOVE IT  
**Stand Tall**



TOOLS TO TRY  
The Zones of Regulation®

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**THINK IT**  
Using thought-based strategies for regulation

THINK IT  
**FAVORITE PLACE**



TOOLS TO TRY  
The Zones of Regulation®

THINK IT  
**Embrace Mistakes**



TOOLS TO TRY  
The Zones of Regulation®

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**DO IT**  
Task and goal-oriented tools to help us regulate

DO IT  
**ROCK, PAPER, SCISSORS**



Tools to Try  
The Zones of Regulation™

DO IT  
**Get your Zzzz's**



Tools to Try  
The Zones of Regulation™

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**CONNECT**  
Co-regulation tools to access support from others

CONNECT  
**CODE BREAK**



Tools to Try  
The Zones of Regulation™

CONNECT  
**Seek Guidance**



Tools to Try  
The Zones of Regulation™

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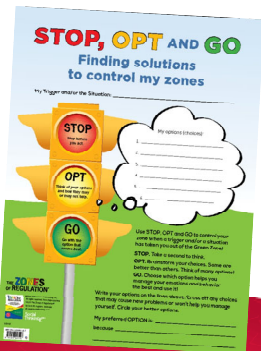
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**STOP, OPT AND GO**

- 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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My Trigger and/or the Situation: \_\_\_\_\_

My options (choices):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Use STOP, OPT and GO to control your zone when a trigger and/or a situation has taken you out of the Green Zone!

**STOP.** Take a second to think.

**OPT.** Brainstorm your choices. Some are better than others. Think of many options!

**GO.** Choose which option helps you.

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### REGULATION STATIONS

*teachinginprogress.blogspot.com*      *ona-white.com/2011/06/easy-kids-tent-reading-nook*      *kinderfriends.com*

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**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

**TOOLBOX**  
Books, headphones, fidgets, visuals

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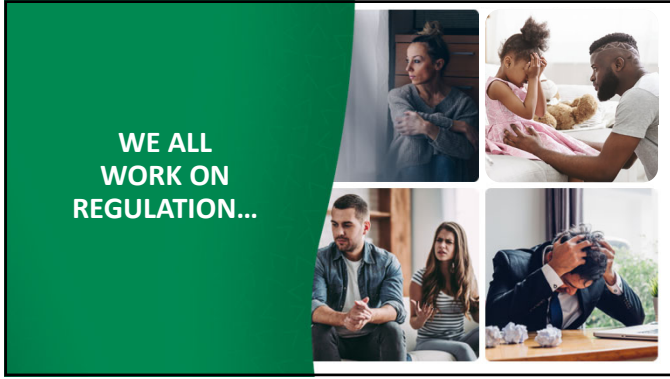
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WE ALL WORK ON REGULATION...

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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**

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

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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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**MODIFY FOR  
YOUNGER AGE AND/OR  
INTELLECTUAL DISABILITIES**

Scale down to 1-2 basic emotions per Zone

Pair 1-3 tools for each Zone



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


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**ADAPTATION**

	I FEEL		IN THE		I CAN TRY
MAD		→	RED ZONE	→	 Take a Break
SILLY		→	YELLOW ZONE	→	 Pinch
CALM		→	GREEN ZONE	→	 Fidget Ball
TIRED		→	BLUE ZONE	→	 Bounce

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**CHAIN ON MORE FEELINGS OR TOOLS**

	I FEEL		IN THE		I CAN TRY
MAD		→	RED ZONE	→	 Take a Break
CHAIN ON MORE FEELINGS OR TOOLS					
MAD		OR	RED ZONE	OR	 Take a Break
TERRIFIED					 Belly Breath

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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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### WUDFN IQJ #P \#WR R OV

- Increase use of tools
- Built in self-monitoring
- Awareness of which tools are most effective
- Reinforce giving tools a try
- Build internal motivation

Tools Can Try	Use it	Check Date
Deep breathe	Yes	
Stop for a problem	Yes	
Take a walk	Yes	
Talk to an adult	Yes	
Count to 10	Yes	
Self-praise	Yes	
Laugh/laughed	Yes	
Deeply quit	Yes	
Learn Zones coloring book	Yes	
Math in hand	Yes	

Lesson 16

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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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### BUILDING COPING CAPACITY IN THE RED ZONE

- Video Model-learner pretending to be in Red Zone and demonstrating how to use tool-review often!
- Make up Social Story™ or simple PowerPoint for learner to view on Red Zone feelings and how to cope.
- Remember that tools can progressively become more adaptive.

© Carol Gray (carolgraysocialstories.com)



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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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### 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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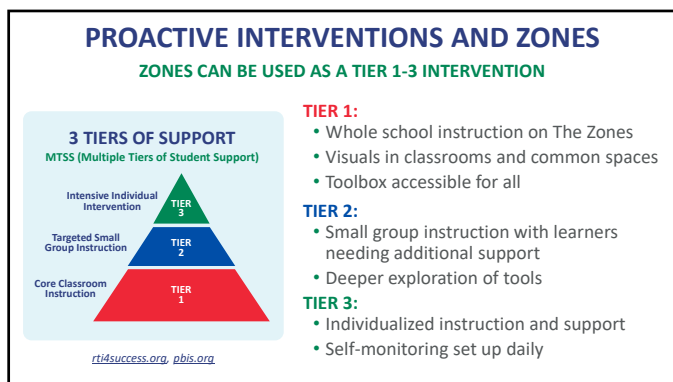
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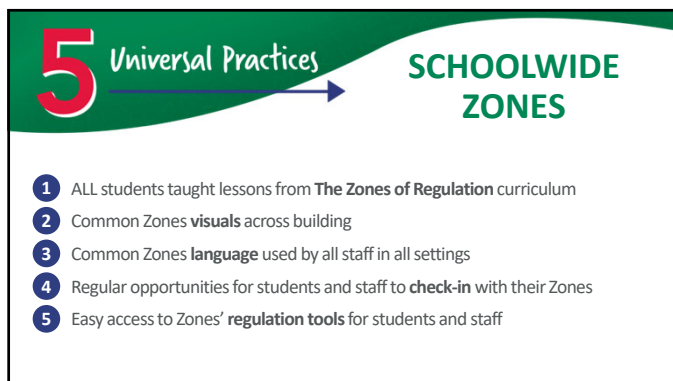
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### SCHOOLWIDE CONSIDERATIONS AND IDEAS

- Plan for implementation
- Communication with families on Zones concepts
- Send out Tool or Emotion of the Week
- Volunteers to make visuals
- Accessing grants for funding



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### SCHOOLWIDE RESOURCES

*(available on [zonesofregulation.com](http://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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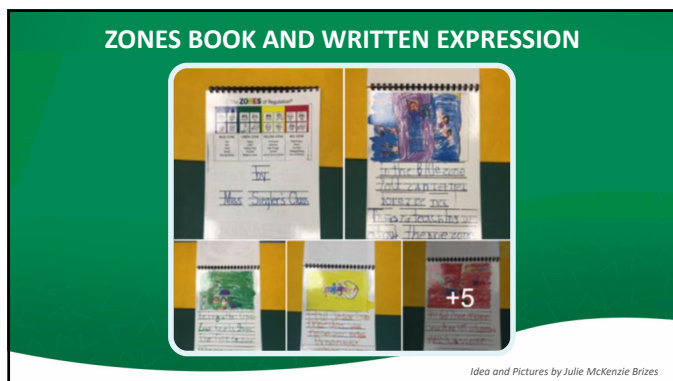
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### IMPORTANT POINTS AND REMINDERS

- 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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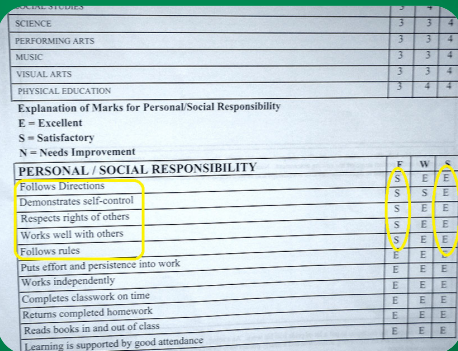
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PERSONAL / SOCIAL RESPONSIBILITY		F	W	T
Follows Directions		S	E	E
Demonstrates self-control		S	S	E
Respects rights of others		S	E	E
Works well with others		S	E	E
Follows rules		S	E	E
Puts effort and persistence into work		E	E	E
Works independently		E	E	E
Completes classwork on time		E	E	E
Returns completed homework		E	E	E
Reads books in and out of class		E	E	E
Learning is supported by good attendance		E	E	E

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**FREE ZONES RESOURCES**  
[zonesofregulation.com](http://zonesofregulation.com)

The collage features four main resource cards:
 

- BOOK NOOK:** A grid of book covers with descriptions.
- The ZONES of Regulation:** A set of character cards for each zone: Blue (Sad, Bored, Tired, Shy), Green (Happy, Excited, Calm, Proud), Yellow (Normal, Frustrated, Tidy, Confident), and Red (Overwhelmed/Unkind, Shamed, Angry, Scared).
- Top 10 Do's and Don'ts:** A list of behavioral guidelines.
- Schoolwide Docs:** A collection of documents for school-wide implementation.

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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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*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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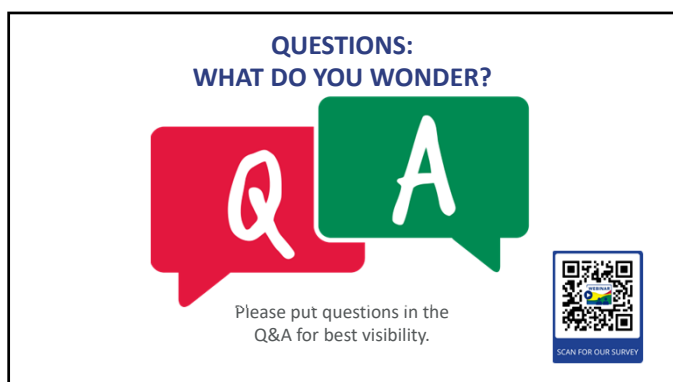
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### ZONES OF REGULATION DISCLOSURES

**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. (D.B.A. The Zones of Regulation, 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](https://socialthinking.com/LandingPages/Intellectual%20Property)

Email [info@zonesofregulation.com](mailto:info@zonesofregulation.com) with questions

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### USEFUL WEBSITES...

<ul style="list-style-type: none"> <li>• <a href="https://zonesofregulation.com">zonesofregulation.com</a></li> <li>• <a href="https://socialthinking.com">socialthinking.com</a></li> <li>• <a href="https://spointscale.com">spointscale.com</a></li> <li>• <a href="https://efpractice.com">efpractice.com</a> (Sarah Ward)</li> <li>• <a href="https://youtu.be/DXsT7Q43icE">youtu.be/DXsT7Q43icE</a> (Friends? Video Clip with Red and Green Character)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://livesinthebalance.org">livesinthebalance.org</a> (Ross Greene)</li> <li>• <a href="https://thegraycenter.org">thegraycenter.org</a> (Social Stories)</li> <li>• <a href="https://spdfoundation.net">spdfoundation.net</a></li> <li>• <a href="https://brainym.org">brainym.org</a></li> <li>• <a href="https://alertprogram.com">alertprogram.com</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://1000petals.com">1000petals.com</a></li> <li>• <a href="https://rtinetwork.org">rtinetwork.org</a></li> <li>• <a href="https://pbis.org">pbis.org</a></li> <li>• <a href="https://crisisprevention.com">crisisprevention.com</a></li> <li>• <a href="https://pandasnetwork.org">pandasnetwork.org</a></li> <li>• <a href="https://makesociallearningstick.com">makesociallearningstick.com</a></li> </ul>
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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](http://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

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