



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



5

FIRST THINGS FIRST...



PARENTS ARE A CHILD'S #1 SOCIAL-EMOTIONAL COACH.

- You are the experts of your child!
- We are here to support you.
- It takes a team!



NOTHING IS WRONG WITH YOUR CHILD!

- Your child is not broken, there is nothing wrong with them!
- Behavior is communication and a response.



YOU ARE A GREAT CAREGIVER!

- You care!
- You are here!
- You are doing the best you can with the knowledge and capacity you have.
- Relationship is key.

6

THE BIG PICTURE GOALS/AGENDA

- Understanding Regulation
- Introduction to the The Zones of Regulation®
- Using the The Zones in the Home
- Getting Started
- Daily Check-ins
- Explore Tools
- Triggers
- You Got This!

7

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



8

CO-REGULATION

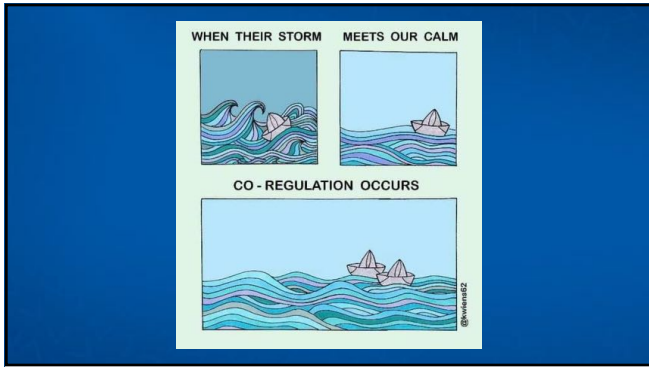


Regulation that occurs in the context of a Social Interaction, such as:

- When your child needs your support, coaching or help.
- Sharing your caring words, gestures and actions to help your child in need.
- Helping your child initiate a task and get motivated.

The SCERTS Model by Prizant et al 2006

9





10

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
- Create a supporting and loving home environment

Kids do well if they can! - Ross Greene

Parents do well if they can! - Elizabeth Sautter

livesinthebalance.org

11

DEVELOPMENT OF REGULATION

- Initial Behavior Strategies
- Progress into Language Strategies
- Final level- Metacognitive Strategies

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

Guess what?
You can teach me these skills.



12

MAKE SURE FOUNDATIONAL NEEDS ARE MET

FOOD WATER EXERCISE/PLAY SLEEP LOVE/SECURITY

13

THE BIG PICTURE GOALS/AGENDA

Understanding Regulation

Introduction to the The Zones of Regulation®

Using the The Zones in the Home

Getting Started Daily Check-ins Explore Tools Triggers You Got This!

14

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

15

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

16

BLUE ZONE

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

17

GREEN ZONE

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

18

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




19

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




20

RED ZONE IS NOT THE "BAD ZONE"
#OwnYourZone



21

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

22

THE BIG PICTURE GOALS/AGENDA

Understanding Regulation

Introduction to the The Zones of Regulation®

Using the The Zones in the Home

Getting Started Daily Check-ins Explore Tools Triggers You Got This!

23

1 GETTING STARTED

Read/Review

Information about The Zones* (Reproducible A)

The Zones Glossary* (Reproducible B)

Refrigerator Visual* (Reproducible E)

Share

<https://www.zonesofregulation.com/free-downloadable-handouts.html>

24

2 GETTING STARTED

Post Visuals

- Co-create visuals with your child and family
- Follow their interests
- Make it accessible
- Let your child be the teacher

**Set up handouts available: <https://www.zonesofregulation.com/free-downloadable-handouts.html>*

25

www.schoolcounselingfiles.com

26

MIDDLE/HIGH SCHOOL/TEENS

WHAT ZONE ARE YOU IN?

- RED ZONE**
Angry Mad - Frenzied - Elated/Excited - Overwhelmed - Frustrated - Out of Control
- YELLOW ZONE**
Frustrated - Worried/Anxious - Elated/Silly - Relieved - Challenged - Loss of Some Control
- GREEN ZONE**
Happy - Calm - Okay/Content - Focused - Proud - Relaxed
- BLUE ZONE**
Sad - Lonely - Tired/Exhausted - Bored - Depressed - Moving Slow

Made on wordart.com

27



28



29



30

ZONES FRIENDLY LANGUAGE

INSTEAD OF...	TRY...
"You need to calm down."	(Your Example)
"It's too loud."	"The noise in here is too loud and I'm feeling 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."	"Do you want to try a tool?"
"Don't make me mad, or you will lose your dessert."	"One breath for me, one breath for you?" (modeling a calming tool)
"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'm here for you, do you want _____"

31

BOOKS TO TEACH THE ZONES

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?"

32

THE ZONES OF REGULATION STORYBOOKS

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

33

MEDIA TO TEACH EMOTIONS/ZONES

- Sesame Street
- Daniel Tiger
- Donald Duck
- Winnie the Pooh
- Charlie Brown
- Disney movies: Inside Out, Finding Nemo, Frozen
- Charlie Brown
- Wallace and Gromet
- Friday Night Lights
- Big Bang Theory
- Friends

Images from Disney's Inside Out, pinterest.com/elizabettsalter/video-clips/

34

"When the home and school teams collaborate, it results in more rapid acquisition of target behaviors and increases the likelihood that positive behavior change is maintained over time."
(Koegel, Matos-Freedeen, Land & Koegal, 2011)

35

GETTING CONNECTED WITH SCHOOL

- Write a letter to teacher (s)
- Create a personal story "about me" with your child
- Make a short video intro
- Set up an in-person meeting
- Build rapport

FILLABLE FREEBIE: <https://www.elizabettsalter.com/parent-letter>

36

CHECK-INS

A check-In is a time to pause and assess how we are feeling.

- Morning, afternoon, evening/bedtime
- Spontaneous- make accessible
- Be a model
- Check for learning

37

GET CREATIVE

- Popsicle stick with name dropped in colored container representing Zone
- Clothespin with name clipped to Zones Poster
- Photos or names written of each family member
- Images that represent family members

38

HOME CHECK-IN

WHAT ZONE ARE YOU IN?

MAKE A ZONES CHECK-IN AT HOME

- Watch the video directions.
- Download and print your Check-In at Home template, and make a copy for each person in your family.
- Gather your materials. (Examples: popsicle sticks, pipe cleaners, markers, etc.)
- Create your Zones Check-In at Home. (Examples: Use a pipe cleaner to make a heart, use a marker to write your name, use a pipe cleaner to make a face, etc.)
- Display in a place where your family spends lots of time together.
- Start Check-In at Home every day or every week, but for sure everyday!

Create a Zones Check-In for Home


39

1 DEVELOPING A TOOLBOX

Explore Tools

- Teach and practice
- Do a try in, not a buy in
- Different tools for different Zones and situations
- Be consistent, track tool use

Tools are strategies, resources, people, support that help a person regulate to meet a goal, task or demand.



40

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.



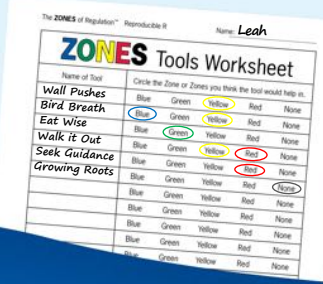
Red Zone Tools help us stay safe and start to feel calmer.

41

TEACH AND PRACTICE TOOLS



MOVE IT
WALL PUSHES



The ZONES of Regulation™ Reproducible #11 Name: *Leah*

Name of Tool	Blue	Green	Yellow	Red	None
Wall Pushes	Blue	Green	Yellow	Red	None
Bird Breath	Blue	Green	Yellow	Red	None
Eat Wise	Blue	Green	Yellow	Red	None
Walk it Out	Blue	Green	Yellow	Red	None
Seek Guidance	Blue	Green	Yellow	Red	None
Growing Roots	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

42

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

43

TOOL EXAMPLE: BREATHING TECHNIQUES

Using breath and motion for regulation

FEEL IT
BIRD BREATH

FEEL IT
Tunnel Breathing

From the Tools to Try Cards for Tweens and Teen Decks (Kuypers and Sautter)

44

TOOL EXAMPLE: MOVE IT

Task and goal-oriented tools to help us regulate

MOVE IT
Stand Tall

MOVE IT
Wall Pushes

45



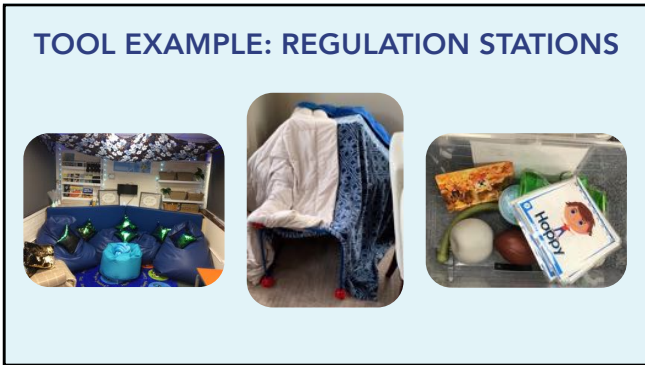
46



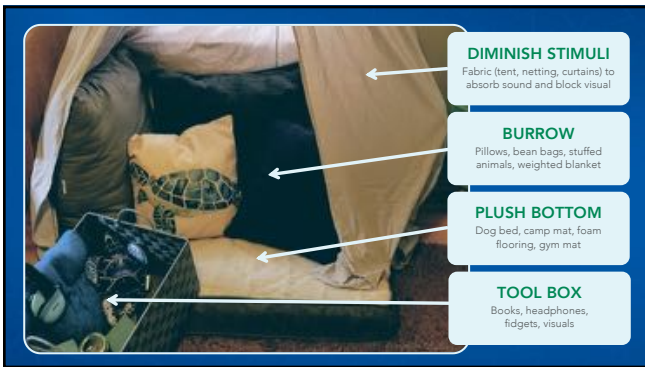
47



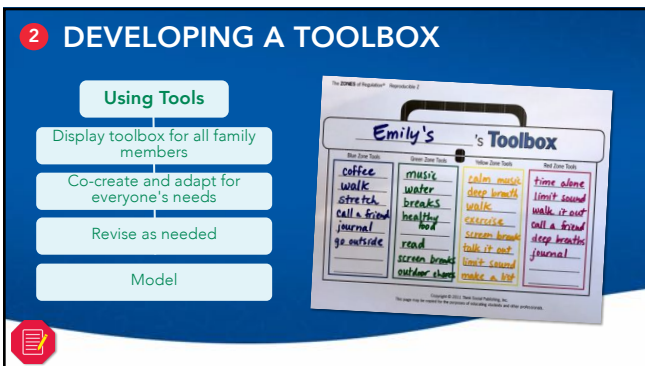
48



49



50



51

ADAPTATIONS TO TOOLBOXES

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

52

ADAPTATIONS TO TOOLBOX

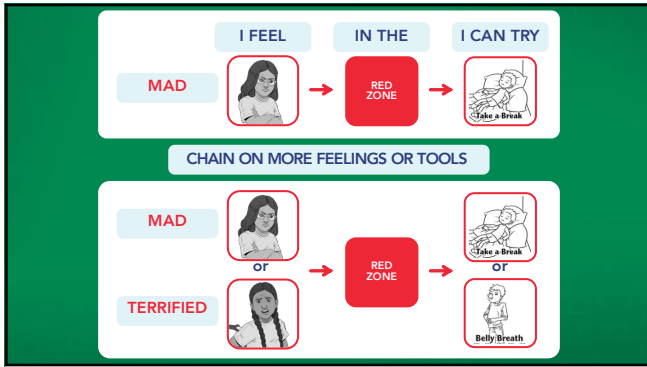
	I FEEL	IN THE	I CAN TRY
MAD		RED ZONE	Take a Break
SILLY		YELLOW ZONE	Push
CALM		GREEN ZONE	Fidget Ball
TIRED		BLUE ZONE	Bounce

53

ADDING TOOLS TO THE CHECK IN PROCESS

WHAT TOOLS DOES YOUR CHILD USE CURRENTLY?

54



55



56

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

57

TRIGGERS/SPARKS

Triggers can be a person, place, smell, taste, memory, etc. that evokes feelings or thoughts.

- Help your child recognize triggers
- Track daily activities
- Problem solve together
- Model and discuss your triggers

58

WHAT ARE YOUR CHILD'S TRIGGERS?

59

SUPPORTING BIG EMOTIONS

- NOT the time to teach new skills
- Pre-teach/Over-learn Red Zone Tools
- Create a safe space and safe person
- Don't force learners to check-in with Zones
- Use YOUR tools
- Give time and space
- Slow down, breathe, talk less

60

CREATING A ZONES LIFESTYLE

✓

Build awareness with family and community ... make it inclusive

✓

Consider your child's preferences for sight, sound, taste, touch, smell, movement, balance, interceptions.

✓

Put visuals on refrigerator, in bedroom, bathroom, desk, dinner table.

✓

Check-in each morning, afternoon, evening, bedtime, during meals, before and after tasks, on weekends.

✓

Use books, TV shows, movie clips, media to discuss Zones, tools and situations.

✓

Discuss situations ahead of time.

61

YOU GOT THIS!

- Adhere to foundational needs
- Have visuals organized and systemized
- Use Zone language on a regular basis
- Check-in often
- Focus on interests, strengths, wins, celebrations and fun
- Teach advocacy skills



62

Stay in touch with us!



SIGN UP FOR OUR NEWSLETTER



FOLLOW US ON SOCIAL MEDIA

FOR OFFICIAL TRAINING AND RESOURCES VISIT:

ZonesOfRegulation.com

63

FREE ZONES RESOURCES
zonesofregulation.com

The collage features three main sections: 'Zones Book Nook' on the left with a book cover and text; 'Supplementary Visuals' in the center showing a grid of emotion faces and a 'Top 10 Do's and Don'ts' chart; and 'Schoolwide Docs' on the right with a 'DO' and 'DON'T' list.

64

SUPPLEMENTARY ZONES PRODUCTS

APPS
 EXPLORING EMOTIONS

 THE ZONES OF REGULATION

PRINT PRODUCTS
Sold exclusively by Social Thinking

65

SUPPLEMENTARY ZONES RESOURCES

Available at socialthinking.com

66

CUSTOMIZED CONSULTING



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

67

FROM ALL THE LEARNERS AND MYSELF...



THANK YOU FOR JOINING US

68

QUESTIONS: WHAT DO YOU WONDER?



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



69

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.

70

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/LearningPages/IntellectualProperty

Email info@zonesofregulation.com with questions

71

USEFUL WEBSITES...

<ul style="list-style-type: none"> • zonesofregulation.com • socialthinking.com • socialscale.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) • spcfoundation.net • braincvm.org • albertprogram.com 	<ul style="list-style-type: none"> • 1000petals.com • tinetwork.org • plbis.org • crisisprevention.com • pandasnetwork.org • makesociallearningstick.com
---	--	--

72

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

73

REFERENCES AND RESOURCES

Amen, D. (1998). *Change your brain, change your life*.

Ayres, A. J. (1972). *Sensory integration and the child*.

Barkley, R. A. (1997). Behavior inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*, 121(1), 65-94.

Blair, C., & Razza, P. (2007). Relating Effortful Control, Executive Function, and False Belief Understanding to Emerging Math and Literacy Ability in Kindergarten. *Child Development*, 78(2), 647-663.

Bronson, M. (2000). *Self-regulation in early childhood*.

Buckley, A. *The kids yoga deck*

Buron, K. D., & Curtis, M. (2003). *The incredible 5-point scale*.

Cain, J. (2000). *The way I feel*.

Curtis, J. L. (1998). *Today I feel silly & other moods that make my day*.

Dawson, P. and Guare, R. (2009) *Smart but Scattered*.

Dennison, P., & Dennison, G. (1994). *Brain gym: Teachers revised edition*

Greene, R. W. (2006) *The explosive child*

Greenspan, S. (1997). *Infancy and early childhood- The practice of clinical assessment and intervention with emotional and developmental challenges*.

74

Greenspan, S. (1997). *Infancy and early childhood- The practice of clinical assessment and intervention with emotional and developmental challenges*.

Kopp, C. (1982) *Antecedents of self-regulation: A developmental perspective*

Kuypers, L. M., (2011). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*

Kuypers, Rossmann & Sautter (2018). *Navigating the zones and Advance pack*.

Leibermann, D., Giesbrecht, G.F., & Müller, U. (2007). Cognitive and emotional aspects of self-regulation in preschools. *Cognitive Development*, 22(4), 511-529.

Madrigal, S. & Winner, M. G., (2008). *Superflex: A superhero social thinking curriculum*.

Miller, L. J. (2006). *Sensational kids*.

Myles, B. S., Cook, K. T., Miller, N. E., Rinner, L., & Robbins, L. A. (2000). *Asperger syndrome and sensory issues*.

Prizant, B., Wetherby, A., Rubin, E., Laurent, A., & Rydell, P. (2006). *The SCERTS model: A comprehensive educational approach for children with autism spectrum disorders*.

Siegel, D. & Byron, T. P. (2011). *The whole-brain child*.

Williams, M. S. & Shellenberger, S. (1994). *"How does your engine run?" A leader's guide to the alert program for self-regulation*.

Winner, M. G., (2005). *Think social! A social thinking curriculum for school-age students*.

75
