

THE ZONES OF REGULATION®

Starting this school year, LES will be implementing a school wide initiative called Zones of Regulation. Teachers will no longer use the clip chart system. Instead, students will learn how to become aware of their emotions and reactions and improve their ability to problem solve. This information sheet is intended to provide families with an explanation of the program.

What are The Zones of Regulation?

The Zones curriculum is used to teach self-regulation by labeling all the different ways we feel and states of alertness we experience into four zones. The Zones curriculum provides strategies to teach students to become more aware of their emotions, improve controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

The Four Zones

The **Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. Being in the Green Zone will help students be successful in the classroom.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions;

however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone. A person is described as “out of control” if in the Red Zone.

Expected and Unexpected Behaviors

Expected behaviors are the behaviors that give people around you good or comfortable thoughts about you. Classroom rules are the expected behaviors in the classroom and are taught consistently. (Examples of expected behaviors: raising your hand, paying attention, be respectful, etc.)

Unexpected behaviors are the behaviors that give people uncomfortable thoughts about you. The unexpected behaviors for the classroom are not always taught to students. It is important to teach students about how unexpected behaviors can affect their learning, as well as the learning of others. (Examples of unexpected behaviors: hitting, blurting out, not completing work, etc.)

Tools and Strategies

Students can develop a toolbox, which is a collection of calming and alerting strategies a student can pull from depending on the present need. The tools or strategies in the toolbox are techniques that help the student in regulation. Some examples include: identifying the true size of the problem, taking a walk, taking deep breaths, listening to music and/or doing jumping jacks. Students will learn to first stop their brain before they act, think of the options, and go with the best option to help them get back to the Green Zone.

How can you use The Zones of Regulation?

Students have received instruction in identifying the emotions that go with each zone, expected and unexpected behavior, and tools and strategies.

Here are some things that you can do to support The Zones of Regulation:

- Practice identifying the emotions that go with each zone.
- Practice identifying expected and unexpected behaviors.
- Practice utilizing tools and strategies when calm.
- When you see your child in the blue, yellow or red zone, prompt them to identify what zone they are in and to identify a tool or strategy they can use to get back to the Green Zone.
- If you see your child in the yellow or red zone, prompt them to “stop their brain” and choose a strategy to calm down.