

Zones of Regulation *at Home*


LIFE IS 10% WHAT HAPPENS TO US AND 90% HOW WE REACT TO IT.
-CHARLES SWINDOLL


The Zones of Regulation is a widely-used program in School District 8 that is designed to help students recognize and regulate their emotional responses. The following skills are taught and practiced:


- 1) Recognizing your own emotional state
- 2) Identifying other people's emotional states
- 3) Developing personalized strategies to help to regulate your emotions
- 4) Distinguishing between a big problem and a small problem and the expected response based on the size of the problem
- 5) Connecting your own responses to other peoples' level of comfort or discomfort


Ways to Support at Home:

- 1) Help your child to recognize their own emotional state:

Blue zone:  Sad, lonely, tired, depressed, bored

Green zone:  Calm and able to listen/focus * *this is the ideal zone* *

Yellow zone:  Slightly agitated, hyper, nervous, worried, irritated

Red zone:  Angry, overwhelmed, terrified

Remember that it is natural to experience each of the zones and the goal is to find ways to calm our bodies and our minds so we can find our way back to the green zone.

When they are calm, ask your child what each zone looks like and feels like for them. How do they feel each zone in their body? For example, does their stomach hurt when they're worried or anxious? Talk about how you feel and/or look in each zone.

Idea: Draw a picture of yourselves in each zone.

Based on the program
by Leah Kuypers:

More information can
be found at:

www.zonesofregulation.com

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2. Help your child recognize other people's emotions:

Using movies and stories, talk about how characters are feeling based on their facial expressions and/or what they are saying and doing.

Play a guessing game in which you both make faces and guess which emotion the other person is portraying.

Once your child is identifying emotions well, see if you can classify which zone is represented by the emotion.

4. Distinguish between a big problem and a small problem and the expected response:

- 1) Make a list of some **big** problems and how you would expect people to respond. For example: A bear in the backyard, a forest fire near by or an injured friend. In these situations a **big** response would be expected (running, yelling for help etc.)
- 2) Make a list of some **small** problems and how you would expect people to respond. For example: a broken pencil, spilled milk, no cookies left. In these situations a **small** response would be expected (asking for a new pencil, cleaning up the mess, eating a different snack)

5. Connect your child's responses to how others feel:

Talk about how it might make people feel if you have an unexpected response to a problem. For example, a **big** response to a small or medium problem makes other people feel uncomfortable.

3. Develop personalized strategies to regulate emotions and return to the green zone:

Create a personal "toolbox" for your child, for example:

- If I'm in the blue zone, it might help to go for a walk in the fresh air or draw a picture.
- If I'm in the yellow zone, it might help to take deep breaths and rock on a rocking chair.
- If I'm in the red zone, it might help to pound a pillow or run laps around the house.

Establish what you can do to help in each zone, for example:

- If your child's in the blue zone, they may just want your quiet company and a hug.
- If your child's in the yellow zone, they may want some help using their strategies.
- If your child's in the red zone, they may want you stay close by without talking.

Idea: Draw pictures of each strategy. Visual reminders often work better than verbal reminders.