Taking the Zones Home

How to Implement the Zones of Regulation in the Home Environment

Presented by: Taylor Carroll-Marino, M.S., NCSP
Lauren Regan, Special Educator
Introduction: Who Are the Presenters?

Taylor Carroll-Marino is a school psychologist at Riverside School.

She learned about the Zones of Regulation in Newtown, CT and was trained by Leah Kuypers (author of the Zones of Regulation curriculum).

Currently, Taylor uses the Zones with many of her students and even in her own life!

Lauren Regan is a special education teacher at Riverside School.

As Taylor has implemented the Zones of Regulation curriculum with her students, Lauren has reinforced the strategies and vocabulary in the classroom. She is pleased with how effective it is for students (and adults!)
What are the Zones of Regulation?
What Are The Zones?

“Children do well if they can” Ross Greene (The Explosive Child, 2005)
Defining the Zones
The Goals of the Curriculum

Help to recognize their different states of feeling “zones” based on mental and physiological responses
Learn coping strategies and tools to stay in a zone or move from one to another
How to recognize facial expressions of others, perspective-taking and when to use tools and problem solving skills
Students Who Benefit From the Zones

- Difficulties with self-regulation
- Students with diagnosed neurobiological and mental health disorders (ASD, ADHD, Tourette syndrome, ODD, conduct disorder, selective mutism and anxiety disorders).
- All people in general could benefit - even adults! Everyone experiences difficulties with self-regulation at some point
- Age group: preschool to adult
What is Self-Regulation?

- Ability to adjust your state of alertness and how you display your emotions through behavior in socially adaptive ways
- To successfully self-regulate, three critical neurological components need to be integrated:
  - sensory processing
  - executive functioning
  - emotional regulation
What strategies are in my toolbox?
**Expected and Unexpected Behaviors**

<table>
<thead>
<tr>
<th>Social Behavior Mapping</th>
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<tr>
<td><strong>Situation:</strong> Listening to the teacher talk</td>
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- **Expected Behavior**
- **Unexpected behavior**
- **How to use these terms**
Size of the Problem

- Small Problem
- Medium Problem
- Big Problem
- How to use these terms
Self-Talk: Inner Coach and Inner Critic

- Inner Coach
- Inner Critic
- How to use these terms
Sensory Strategies

- Deep Breaths
- Count to 5, 10 or 100
- Squeeze putty/fidget ball
- Turn off lights
- Calming music or activity
Noticing Triggers

- Notice irritants that may put you into the yellow or red zone

- Situations or behaviors that cause you to become less regulated
How can the Zones of Regulation help us at home?
## Preschool/Early Elementary

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<td>Sick</td>
<td>Good listener</td>
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| Sad          | Happy
Tired       | Excited
Sick          | Mean
Exhausted      | Good listener
Shy            | Silly
Depressed     | Proud
Nervous        | Out of control
Focused        | Nervous
Relaxed        | Terrified
Appreciated    | Jealous
Content        | Aggressive
Thankful       | Ashamed
                | Disgusted          | Furious             |
How to Own the Zones (for Parents/Adults)

- Start identifying when you feel a certain Zone
  - “This is really frustrating me and making me go into the yellow zone”

- Model how you used a Zone tool and got back into the “Green Zone”
  - “I need to use a tool to calm down”
  - “I will take some deep breaths”
Zone Strategies at Home: Proactive

- Post the zones
  - As a family, make a poster together and add pictures or drawings of each person in each zone.
- Make a zones toolbox for your family
- Talk about what zone is expected or unexpected in the situation
- Make a social story for when to use the zone tool
Zone Strategies at Home: In the Moment

- Point out observations of children
  - “I notice you’re in the _____ zone because you’re ________”
- Share with the child how his/her behavior is affecting the zone you are in
- Ask, “Is this a small or big problem?”
- Ask, “Is this expected or unexpected?”
- Remind child to use one of the tools
Zone Strategies at Home: Reflection

- Implement a reward system for using a strategy and getting back to the green zone
- Verbal reinforcement for using strategies:
  - I noticed you were in the _____ zone
  - You did _______
  - You got back to the green zone
- Ask, “What could you do differently next time?”
- Social Behavior Mapping:
  You did _______
  Others felt _______
  Others did _______
  You felt _______
Questions?

- If you still have questions after the workshop, you may contact us by email
  - Taylor Carroll-Marino taylor_carroll-marino@greenwich.k12.ct.us
  - Lauren Regan lauren_regan@greenwich.k12.ct.us