Supporting Children to Learn How to Regulate their Emotions

Monica Smith
The Legal Bit

This training is based on:

• Training delivered by the author, Leah Kuypers in London (October 2019)

• The Zones of Regulation Manual and Social Thinking Resources (Michelle Garcia Winner)

• My experience of implementing the Zones in Worcestershire Schools.

• I am not a certified trainer and attendance on this course does not mean that you are a certified trainer.

• You may use these slides for in house training but you cannot charge for it.
Are you sitting comfortably?
What is your sensory profile?

<table>
<thead>
<tr>
<th>Senses</th>
<th>Proprioception</th>
<th>Vestibular</th>
<th>Taste</th>
<th>Smell</th>
<th>Touch</th>
<th>Visual</th>
<th>Auditory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid</td>
<td></td>
<td></td>
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<tr>
<td>Neutral</td>
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</tr>
<tr>
<td>Seek</td>
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</tr>
</tbody>
</table>
Pause
There are two ways that we regulate

<table>
<thead>
<tr>
<th>Self regulation</th>
<th>Mutual regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing what we can do ourselves</td>
<td>Using other people as a source of comfort</td>
</tr>
<tr>
<td>Using our own strategies</td>
<td>Accepting help and strategies</td>
</tr>
</tbody>
</table>
What is Self-Regulation?

• Self-regulation is our ability to control our own thoughts, emotions, and behaviours in relation to our environment.
What is ‘normal’

• Be open to new ideas
• Limit side conversations
• Engage positively
• Reflect thoughtfully
How do we regulate?

- Change our physical environment (if we can)
- Develop a plan and contingencies
- Adapt self talk
What does self regulation look like?

- Resisting an emotional outburst when something or someone upsets us
- Focusing on work when distractions are near
- Holding back tears when we feel upset or hurt
- Delaying gratification
- Controlling the impulse to move or meet physical needs
- Calming ourselves down when feeling anxious or worried
- Transitioning from one task to another independently
Why does it happen?

• No direct link with IQ or language abilities
• Can be impacted on by co-regulator environment – trauma, neglect or poor modelling
• Links with neuro diverse development
• Children and young people are still working themselves out.
• Children and young people have less control over their environment.
Why do we need to teach it?

- Early education creates an important foundation for academic skills, but social skills are actually far more predictive of outcomes into adulthood than early academics.

  - [https://www.sciencedaily.com/releases/2015/07/150729142152.htm](https://www.sciencedaily.com/releases/2015/07/150729142152.htm)
• Self regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or Math(s) skills. Blair, 2002, 2003: Normandeau & Guay, 1998

• Research shows that teachers can have a positive effect on student’s self regulation skills. Burchinal, Peisner-Feinberg, Bryant & Clifford (2000)

• Higher academic achievement is more likely when interventions include self regulation components. Blair & Razza (2007)
Supporting Transitions

NOW

NEXT

or

I choose

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When things change

Plan A

- **Where..** we are going..
- **Who..** will be there..
- **What..** we will do there..
- **When..** we are going..

But! If _______________ turn over for **Plan B**
Problem Planning

**5 Emergency Problems**

- The school is on fire. I can see flames.
- I have been in a car accident and have hurt myself seriously.
- I have woken up at night because I can hear a window breaking downstairs.
- Someone in my family has died.
- My games console has been stolen.
  - I’m choking on a peanut.
  - School has been closed and we don’t know when it will open.

**4 Big Problems**

- The fire alarm has gone off. I’m on a bus and it has pumped into a parked car.
- I’m in a shop and I have just seen someone steal something.
- Someone in my family is in hospital and I am worried.

**3 Medium Problems**

- I watched a film about fires and I’m worried about it.
- I have fallen over in the playground and cut my leg.
- My favourite Pokemon card is missing from my bag.
- I’ve got a hospital appointment.
- My games console controller doesn’t work.
  - I have just eaten something and I feel sick.
  - I have got a new teacher because my teacher has left.

**2 Small Problems**

- My friend keeps talking about the fire alarm.
- I have cut my finger and I need a plaster.
- I can’t find my spellings book.
- Someone has called me nasty name at school.
- I’m playing online with my friends and they aren’t listening to me.
  - The ingredients have changed in my favourite pasta sauce. It doesn’t taste the same.
  - My best friend is off school.

**1 Tiny Problems**

- The caretaker is banging the fire alarm bell and it is loud.
- I have finished writing my story and my hand is aching.
- Ethan won’t let me have the blue paint right now.
- My friends don’t want to play my game at break time.
- I’m playing online with my friends and I keep losing.
  - I have been given my sister’s lunch instead of my own.
  - My usual TA is helping somebody else right now.

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**My Problem Plan**

<table>
<thead>
<tr>
<th>My Problem</th>
<th>Help needed?</th>
<th>My Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Emergency</strong></td>
<td>😞</td>
<td>I need someone to sort this out for me!</td>
</tr>
<tr>
<td><strong>4 Big</strong></td>
<td>😞</td>
<td>I can sort this with a lot of help from someone else.</td>
</tr>
<tr>
<td><strong>3 Medium</strong></td>
<td>😞</td>
<td>I can sort this with a little bit of help from someone.</td>
</tr>
<tr>
<td><strong>2 Small</strong></td>
<td>😊</td>
<td>I can sort this by myself with a reminder from someone else.</td>
</tr>
<tr>
<td><strong>1 Tiny</strong></td>
<td>😊</td>
<td>I can sort this all out by myself!</td>
</tr>
</tbody>
</table>
# Problem Planning

## I Don’t want to go to R.E. !!!

<table>
<thead>
<tr>
<th>Situations</th>
<th>1 I feel positive</th>
<th>2 I feel OK</th>
<th>3 I feel a bit uncomfortable</th>
<th>4 I feel really anxious</th>
<th>5 I feel like I am going to explode!!</th>
<th>My plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking to the lesson which is a long way from the Base.</td>
<td></td>
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<td></td>
<td>I don’t like crowds and I’m worried about being late for the lesson.</td>
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<td></td>
<td>I have had permission to wear my headphones on the way to class. Once I am in the room I need to take them out without being told to. The Base staff will remind me when I need to go for my lesson and will prompt me to leave in time. As I get older I will learn to remember to do this for myself.</td>
<td></td>
</tr>
</tbody>
</table>
# Problem Planning

<table>
<thead>
<tr>
<th>Worry:</th>
<th>Positive and happy</th>
<th>ok</th>
<th>A bit uncomfortable and worried</th>
<th>Anxious and scared</th>
<th>Overwhelmed and I can't do anything</th>
<th>My Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am going to catch it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- I can talk to the adults around me and look at websites that I can</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>trust such as:</td>
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<td></td>
<td></td>
<td><a href="https://www.bbc.co.uk/newsround/51887051">https://www.bbc.co.uk/newsround/51887051</a></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>- I can follow the guidance from the government to help keep me safe:</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td><a href="https://www.gov.uk/coronavirus">https://www.gov.uk/coronavirus</a></td>
</tr>
<tr>
<td>People are going to die.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Viruses can be dangerous like the flu or they can be quite mild like a</td>
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<td></td>
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<td>cold.</td>
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<td></td>
<td></td>
<td>- Every year new viruses develop. Some people catch them</td>
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<td></td>
<td>- Some people have recovered from having coronavirus and were only a little bit ill.</td>
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<tr>
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<td></td>
<td></td>
<td>- Some people will have had the virus and not noticed that they had it because they had no symptoms.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>- Some people, often people who are already ill or are quite old, are at risk of becoming quite ill.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Every year people die from viruses and this year some people who are at risk will die.</td>
</tr>
</tbody>
</table>

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School Wide
Tier 1 Implementation

THE
ZONES OF
REGULATION®
What are the Zones of Regulation?

- A cognitive behaviour based curriculum
- Designed to help children learn how to regulate their emotions independently
- Teaches students to recognize and identify their feelings
- Teaches students to learn how their behaviour affects those around them
- Equips students with the tools they need to regulate their actions
- Allows students increased control and problem-solving abilities
What it IS:

- A teaching tool
- Holistic
- A thinking framework
- A way to nurture development of social-emotional skills
- A way to create consistent language across all settings
What it IS NOT:

- A Zone board
- A discipline model
- A reactive behaviour approach
- A way to shame negative behaviour
- Punitive in nature
- Judgemental
Ways to Utilize the Zones of Regulation

**Tier 1: Universal Interventions:**
Language and techniques used by all staff members for all students in all areas of the school setting.

**Tier 2: Targeted Interventions:**
Whole class and/or small group

**Tier 3: Individual Interventions:**
Individualized plan for identified students
What are the Zones?

**ZONES OF REGULATION**

**REST AREA**
- Low State of Alertness
- Bored
- Tired
- Sad
- Disappointed
- Sick
- Depressed
- Shy

**GO**
- Ideal State of Alertness
- Happy
- Positive
- Thankful
- Proud
- Calm
- Content
- Ready to Learn

**SLOW**
- Heightened State of Alertness
- Excited
- Silly
- Annoyed
- Worried
- Embarrassed
- Confused
- Nervous

**STOP**
- Extremely Heightened State of Alertness
- Upset
- Angry
- Aggressive
- Mad
- Elated
- Terrified
- Out of Control
Blue Zone

- Low state of alertness
- Low energy
- Slow to get started
- Bored
- Tired
- Sad, Down in the dumps
- Disappointed
- Sick
- Depressed
- Shy
Green Zone

- Ideal state of alertness
- Just-right amount of energy
- Gets started easily
- Happy
- Positive
- Thankful
- Proud
- Calm
- Content, Focused
- Ready to Learn
Green Zone

happy
positive
proud
calm
content
thankful
listening
focussed
in the group
ok
ready
switched on
learning
good
Green Zone
Yellow Zone

- Heightened state of alertness
- Keyed up, higher energy
- Caution
- Excited
- Silly, Wiggly
- Annoyed, Frustrated
- Worried
- Embarrassed
- Confused
- Nervous
Yellow Zone

- annoyed
- giddy
- upset
- distracted
- excited
- confused
- fidgety
- embarrassed
- left out
- unsure
- worried
- silly
Yellow Zone
Red Zone

- Extremely high state of alertness
- Very high energy
- Difficulty working
- Upset
- Angry
- Aggressive
- Mad
- Elated
- Terrified
- Out of control

Stop
Red Zone

eelated  terrified  livid  jubilant  angry

cross  shocked

disgusted  thrilled

ecstatic  horrified  furious  crazy  distressed
Red Zone
Pause
There are no ‘bad’ zones!

• Just behaviours in the wrong contexts.

• What do we expect to see?
Getting the balance right

Behaviours

Contexts
### Expected vs Unexpected Behaviours

**Expected** behaviours make other people **feel** ...

- Happy
- Relaxed
- Comfortable
- Calm
- Included

**Unexpected** behaviours make other people **feel** ...

- Sad
- Frightened
- Uncomfortable
- Anxious
- Excluded
<table>
<thead>
<tr>
<th>Expected behaviours</th>
<th>This makes me feel ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say hello to me</td>
<td>Happy</td>
</tr>
<tr>
<td>Listen to me</td>
<td>Relaxed</td>
</tr>
<tr>
<td>Want to be with me</td>
<td>Comfortable</td>
</tr>
<tr>
<td>Include me in their</td>
<td>Calm</td>
</tr>
<tr>
<td>conversation/activity</td>
<td>Included</td>
</tr>
<tr>
<td></td>
<td>Confident</td>
</tr>
<tr>
<td></td>
<td>Motivated</td>
</tr>
</tbody>
</table>
## Expected vs Unexpected Behaviours

**Unexpected** behaviours encourage **other** people to...

- Avoid me
- Not want to listen to me
- Tell me off
- Nag me
- Exclude me from their conversation and activity

This makes **me** feel...

- Lonely
- Frustrated
- Ashamed
- Resentful
- Isolated
What is **your** expected behaviour when?

• You have slept in?
• You have lost ½ a stone?
• You are in the doctor’s surgery?
• It is Christmas eve?
• You partner has forgotten something on the shopping list?
• You are in a staff meeting?
• You are out with your friends.
• You are feeding back about this training at a staff meeting?
• You are talking to your line manager about an issue at work?
What behaviours do we expect children to be in when?

• They have slept in?
• They get picked for the football team?
• They are ill and at the doctors?
• It is Christmas eve?
• Their mum has bought the wrong tomato sauce.
• They are in a lesson.
• It is playtime.
• They are talking in front of the whole class.
• They are talking to their teacher about an issue with another child.
<table>
<thead>
<tr>
<th>Scenarios</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are at a funeral</td>
</tr>
<tr>
<td>Your friend just told you their dog is at the vets</td>
</tr>
<tr>
<td>You have missed the school bus</td>
</tr>
<tr>
<td>You are having your favourite meal for dinner</td>
</tr>
<tr>
<td>Your Dad says it is his turn to choose the take away tonight</td>
</tr>
<tr>
<td>The school is on fire</td>
</tr>
<tr>
<td>You have got a stomach ache</td>
</tr>
<tr>
<td>Your friend wants to play with someone else today</td>
</tr>
<tr>
<td>You were playing your games really late last night</td>
</tr>
<tr>
<td>It is double maths this afternoon</td>
</tr>
</tbody>
</table>
### Scenarios

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Scenario</th>
<th>Scenario</th>
<th>Scenario</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>You best friend is coming to your house for tea</td>
<td>Your teacher has asked you to be in the school play</td>
<td>You have forgotten your homework</td>
<td>You are going on a school trip today</td>
<td>Your brother is crying in the playground</td>
</tr>
<tr>
<td>Your Mum is late picking you up</td>
<td>It’s world book day</td>
<td>Your teacher is off sick</td>
<td>Your friend has been picked for the football team</td>
<td>Your teacher is telling you off for something that you didn’t do</td>
</tr>
<tr>
<td>You have forgotten your homework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You are going on a school trip today</td>
<td></td>
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</tr>
<tr>
<td>Your brother is crying in the playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pause
So what zone are you in?
Daily Check-In Examples
Tools to **increase** and **decrease** activity

- Learning breaks
- Go for a walk
- Make a plan
- Drink Water
- Distraction
- Stretch and Breathe
- Eat something
Things I can do when I am in the blue zone

- success
- not sure
- no way
Things I can do when I am in the green zone

success

not sure

no way
Things I can do when I am in the **yellow** zone

- **success**
- **not sure**
- **no way**
Things I can do when I am in the red zone

- success
- not sure
- no way
Goal Setting

1. I am feeling ____________________________
   I know my zone

2. I need to _______________________________
   I need more/less energy

3. I can ___________________________________
   Know what tool to use to get to an expected zone
5 Top tips for using Zones

1. Everybody has to buy in - what’s in it for me?
2. Remember to be non judgemental – the behaviour looks red no one is red.
3. Make it accessible.
4. It is for everyone – even the adults.
5. Needs to consistent – not just once a week.
For more information

• Speech and Language Therapy Resources
  https://www.hacw.nhs.uk/childrens-speech-and-language-resources/

• Zones of Regulation
  www.zonesofregulation.com

• Expected and Unexpected Behaviours
  www.socialthinking.com
Any Questions?

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01527 488326

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