

**THE ZONES OF REGULATION®**  
 A Framework to Address  
 Self-Regulation & Emotional Control

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 www.zonesofregulation.com

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**The Big Picture**

- Understanding Self-Regulation
  - Development
  - Components
  - Viewing behavior
- How to Build Regulation Skills: The Zones of Regulation®
  - Background info
  - Increasing awareness
  - Tools
  - Implementing
  - Assessment/Data Collection




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**Self-Regulation**

The ability to adjust level of alertness **AND** direct how emotions are revealed behaviorally in socially adaptive ways in order to achieve goals.

-Adapted from work of Clair Kopp

Encompasses:

- Self-control
- Resiliency
- Self-management
- Anger management
- Impulse control
- Sensory Regulation



-Bronson, 2000

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### Development of Self-Regulation

- Initial *Behavior Strategies*
  - Motor actions
  - Sensory-motor strategies
- Progress into *Language Strategies*
  - Words and symbols to regulate arousal
  - Organize actions
  - Express emotional state
  - Negotiate concerns



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

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### Development of Self-Regulation

- Final level- *Metacognitive Strategies*
  - Internalizing a dialog
  - Reflect on cognitive processes that support organization, decrease anxiety, modulate attention and arousal
  - Recognize another’s perspective and social conventions
  - Support/guidance (verbal techniques, sensitivity, expectations) from caregivers is key in development of these strategies

-The SCERTS Model, Prizant et al.

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### Milestones of Self-Regulation

- By 2 years of age:
  - Children are able to delay actions when requested by caregivers
  - Begin to behave according to caregivers’ or social expectations **without** external motivators
- By 3 years of age:
  - Express emotions- a hallmark of co-regulation
- During Pre-School years:
  - Gain greater flexibility
  - Begin to use rules to guide behavior
  - Produce strategies to reduce tension and able to reflect on behavior

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### Milestones Continued

- Kindergarten: Year to get on all students on level playing field
- 2<sup>nd</sup> Grade: Shift in responsibility to students' managing their own needs with greater independence
- Brain continues to develop into mid-twenties




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Jordan will self-regulate with 100% accuracy across 3 environments with 1 or less prompt 4 out of 5 trials.

Goal ideas offered in the Zones of Regulation curriculum book.

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### Brain's Potential Effects on Behavior

- **Deep Limbic System:** Bonding and mood center. Associated with negative thoughts.
- **Basal Ganglia:** Controls body idling speed. Associated with anxiety and concentration.
- **Prefrontal Cortex:** Supervisor of the brain where executive functioning occurs.
- **Cingulate:** Gear shifter- makes you get stuck on certain thoughts/behaviors.
- **Temporal Lobes:** Understanding language and facial recognition. Associated with temper flare-ups and rapid mood shifts.

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## Research on Self-Regulation



- Higher academic achievement is more likely when interventions include self-regulation components -Blair & Razza, 2007
- Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills -Blair, 2002, 2003; Normandeau & Guay, 1998
- Research shows that teachers can have a positive effect on students' self-regulation skills -Burchinal, Peisner-Feinberg, Bryant, & Clifford, 2000

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## Components of Self-Regulation

1. Sensory Processing and Modulation
2. Executive Functioning
3. Emotional Regulation
4. Social Cognition



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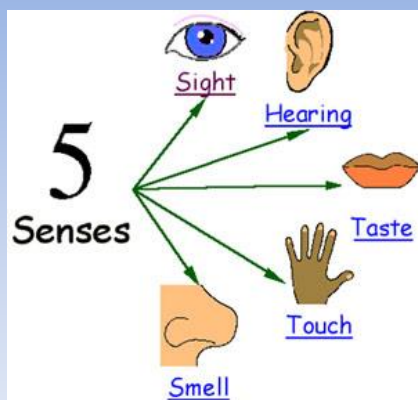
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### Hidden Senses



- Vestibular Sense
  - Processes movement and the body’s relationship to gravity
- Proprioceptive Sense
  - Provides information on body’s position in space and amount of force needed to grade movements

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### Sensory Processing

- Information is registered through the senses
- Central nervous system orients to and interprets sensory input
- Determine if response is needed
- Influences our level of arousal




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### Modulating our Senses

- Each sense is set differently to what feels “just right”
- “Just-right” will vary person to person
- Some senses may be hyper-responsive meaning a very little amount of a sensation can be over-stimulating so person “avoids”
- Other senses can be hypo-responsive meaning it takes a lot of a sensation before a person feels “just-right” so person “seeks”
- Sensory Diet/Lifestyle set up by an OT can help with modulating the students’ senses

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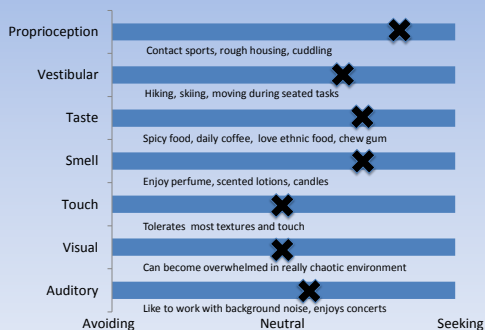
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### Sensory Preferences and Lifestyle

Place an X indicating how you perceive each sense & provide examples for each under  
**Avoiding to Seeking Scale**




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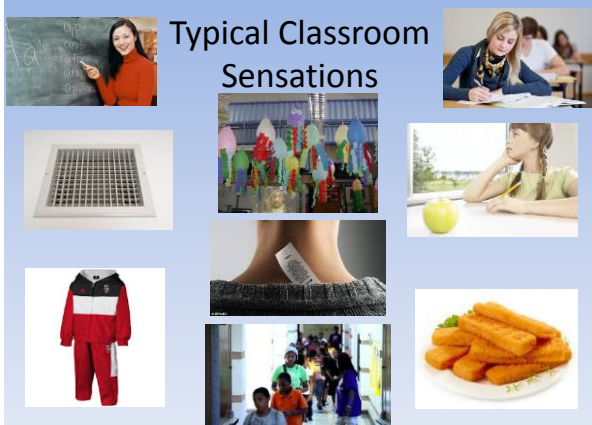
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### Typical Classroom Sensations




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### Executive Functioning

- Umbrella term that describes the cognitive process involved in the conscious control of thoughts and actions -Leibermann et al., 2007

- EF skills have been closely linked to academic success in school-age children -Bull & Scerif, 2001; Gathercole et al., 2005; Kibby et al., 2004; Zametkin & Ernst, 1999.




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### Executive Functions Effecting Regulation

- Attention shifting: Swiftly switching back and forth between mental tasks
- Flexibility: Consider multiple options, revise plans, adapt to change
- Working Memory: Reflect on past experiences and code new information to help predict what you may experience

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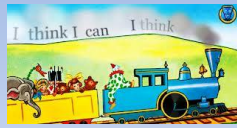
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### EF's Effect Regulation Cont.



- Self-Talk: Internal speech used to guide behavior
- Impulse Control: Thinking before acting
- Planning: Seeing the end result and problem solving the hurdles along the way.

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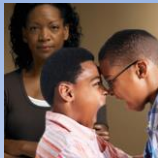
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### Emotional Regulation



- Monitoring, evaluating, and modifying the intensity and temporal features of one's emotional response
- Involves processes both *Intrinsic* and *Extrinsic* that are responsible for controlling the emotional reactions in order to meet one's goals

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### Emotional Regulation

- Physiological state/arousal level colors our perceptions and experiences
- Involuntary emotions elicited, then modulated by executive functions to account for:
  - social perspective taking
  - motivation
  - objectivity
- Children learn it is socially appropriate to replace negative emotional states with positive ones

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### Social Cognition & Theory of Mind



The ability to understand that others' thoughts, feelings and experiences differ from yours.

Critical in being able to regulate your behavior to social demands, sustain play and have meaningful conversation.

Uta Frith and Simon Baron Cohen

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- Curriculum designed to teach students how the social world works rather than simply state social skills and rules
- Explores concept of *thinking about others* in the shared environment to help guide interactions and behavior
- Students learn to regulate their own behavior based on the other peoples' thoughts and expectations
- Leads to generalized social skills, competency and independence

Michelle Garcia Winner, 2005  
[www.socialthinking.com](http://www.socialthinking.com)

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### Integration of Social Thinking® Concepts in Zones Curriculum

- *Expected vs. Unexpected* related to Zones
- *Good thoughts vs. uncomfortable thoughts*
- *Your behavior changes my thoughts and feelings*
- *Social Behavior Maps*
- *Size of the Problem*
- *Superflex®*



Michelle Garcia Winner, 2005  
[www.socialthinking.com](http://www.socialthinking.com)

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### Understanding Behavior

- *"Kids do well if they can!"*
- *"The demands placed upon us outstrips our capacity to cope."*
- Collaborative Problem Solving
- Discover lagging skills



Ross Greene  
[www.livesinthebalance.org](http://www.livesinthebalance.org)

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### Our Well of Coping Capacity



- Reservoir always changing
- Some more abundant than others
- Some days better than others
- Empathize, support and teach rather than punish, shame and demean

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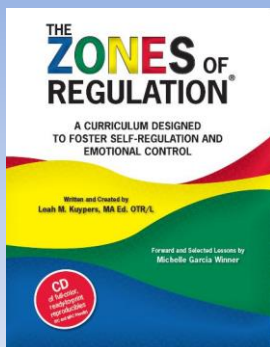
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A framework to simplify how we think about and manage our feelings and states.

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## The ZONES Framework

### What it IS

- A teaching tool
- A thinking framework
- A way to nurture development of skills
- Supportive in nature

### What it ISN'T

- A discipline model
- A behavior approach
- A way to shame for negative behavior
- Punitive in nature

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## Feelings and States determines Zone



Expression of Zone determines if Expected or Unexpected

Graphic credit to Attention Magazine, Oct. 2012

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## Goals of The ZONES Curriculum

- To teach the students:
  - Identify their feelings and levels of alertness
  - Effective regulation tools
  - When and how to use tools
  - Problem solve positive solutions
  - Understand how their behaviors influence others' thoughts and feelings
- And ultimately...
  - Independent Regulation!

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## What Was Needed:



- A tool to help students regulate their emotions as well as sensory needs
- Strategies to address lagging skills in executive functioning and social cognition
- A systematic, visual way to classify the different ways we feel
- A simple, concrete tool that is easy to refer to and understand

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## Incorporated Ideas From:



- The Incredible 5-Point Scale, by Kari Dunn Buron & Mitzi Curtis
- Cognitive Behavior Management Theory
- Social Thinking®, by Michelle Garcia Winner
- Systemitizing Theory, by Simon Baron-Coen
- Central Processing Theory, by Uti Frith
- The Alert Program®, by M.S. Williams & S. Shellenberger

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### Evidence Based Practice v.s. 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 Management
  - Executive Functioning
  - Social Thinking
- Literature Review on [www.zonesofregulation.com](http://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

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### Four ZONES used to describe levels of alertness and feelings:



- Blue Zone:** sad, sick, tired or bored.
- Green Zone:** in control, calm, happy, ready to learn.
- Yellow Zone:** more intense emotions & states but able to maintain control, worried, frustrated, silly, excited, scared, overwhelmed
- Red Zone** is out of control, elated, angry, wild, or terrified.

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### Important Points



- There is no "bad" zone
- All of the zones are expected in different times and circumstances
- Learn to manage one's zone according to personal goals, social context and environmental demands
- Create a culture where everyone experiences the Zones
- You can be in more than one zone at a time
- Some emotions can fall into more than 1 zone

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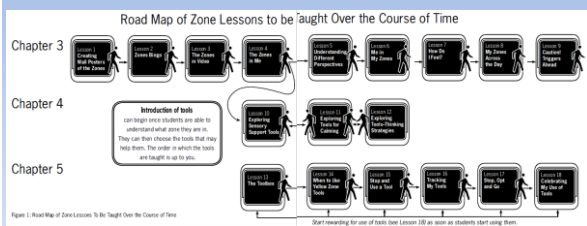
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## Where to Start?




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## Lesson 1 and Adaptations: Introducing Students to The Zones

- Become familiar with The Zones
- Increase emotions vocabulary
- Increase recognition of facial expressions




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### THE ZONES OF REGULATION®

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Stretch	Drink water	Deep breaths	Take a break

Copyright © 2011 Leah Kuypers, MSW, CCLS. Published by SocialThinking.com

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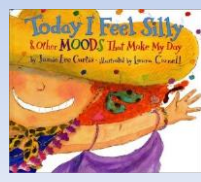
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### Using Children's Literature

- Match character to corresponding zone
- Make connections:
  - “Tell me about a time you felt ...”
  - “Show me how ... looks on you.”




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### Teaching Zones to Younger Children

- 2 basic emotions per Zone
- Pair 2-3 tools for each Zone
- Create a routine to follow



**“What Zone Are You In?”**  
**The Friendship Ship** by Erica Bland  
 Songs to encourage social communication and emotional regulation in young children

Available on Amazon, iTunes &  
<http://thefriendshipforkids.com/>

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### Visuals for Students to Check-In

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### Check In



Assessing students' awareness

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Zones Flip Book for Desk

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### Is it *Get Back to Green* or *Manage the Zone* one is in?

- We CAN'T change the way students feel, we CAN help them manage those feeling states
- Talk about the expected Zone for the social and environmental context
- Compare the Zone student is in verse the Zone of the Context
- Help student problem solve tools to manage their Zone to keep those around them comfortable and meet their goals.
- NEVER make them feel bad about the Zone they are in. Support them in controlling the feelings they have.

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## Supporting Students in Managing their Zones

1. Check your Zone
2. Is it expected or Unexpected?
3. What is a (yellow) zone tool to manage it?

OR

1. What Zone is Expected here?
2. What Zone are you in?
3. Can you think of a tool to help you in your Zone so everyone is comfortable and you meet your goals?




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## Exploring Emotions & Zones in Others



- Pairing facial expressions with emotions
- Gain awareness of how others perceive people in the different Zones
- Understand how one's behavior can change/affect others' feelings and Zones




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## Learning to ID Zones in Self

Me in the Yellow Zone

2<sup>nd</sup> Grade Student

This is a picture of me in the **YELLOW ZONE**

My face and body clues are:

- Clenching ready to fight
- Fists about to clench
- Pressured speech

I feel in the **Yellow Zone** when there is a problem that I think is big

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### Building Awareness

- Voice tone, rate, volume
- Heart rate and breathing
- Thinking abilities and patterns
- Facial expressions
- Body language
- Gestures/actions
- Muscle tension




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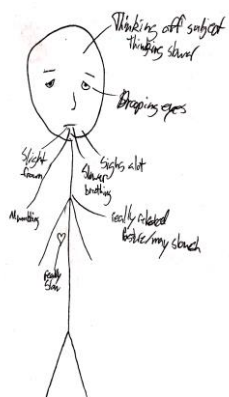
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### Draw a Picture of Self in Each of the Four Zones

Me in the  
**Blue Zone**

8<sup>th</sup> Grade Student




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Learning activities  
tailored to  
different ability  
levels

Understanding Different Perspectives

When I am in the **RED ZONE** and it is unexpected...

Other kids might feel around me.

Other kids might be thinking or

Other kids might say or

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### Social Behavior Maps (SBM)

- Manage your Zone to match what is “expected” for that environment/context
- Allows students to reflect on how their actions affect others’ feelings and perspectives and consider likely outcomes based on behaviors
- Create a SBM for the different Zones
  - How the Blue, Green, Yellow and Red Zone can be “expected” vs. “unexpected”
  - Map out use of tools vs. staying in unexpected zone

Michelle Garcia Winner, 2005  
www.socialthinking.com

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Expected Behaviors	How they make others feel	Positive outcomes for you	How you feel about yourself
Unexpected Behaviors	How they make others feel	Negative outcomes for you	How you feel about yourself

Michelle Garcia Winner, 2005  
www.socialthinking.com

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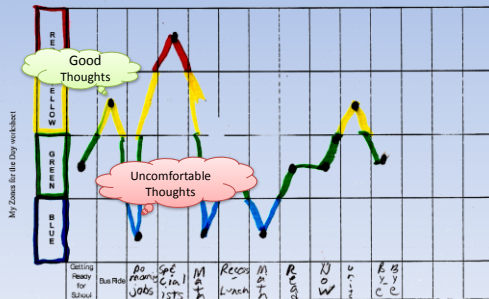
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### Graphing My Zones with Perspective Taking

Jack's Zones for the Day: 11/5/2008




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### Data Driven Services



- Compare graphs over course of time
  - Does student’s day become more regulated?
  - Look at antecedents to dysregulation (i.e. always in math)
  - Notice what is working (i.e. consistently managing self well in P.E. and recess)
  - Help to inform us what we could do different in future

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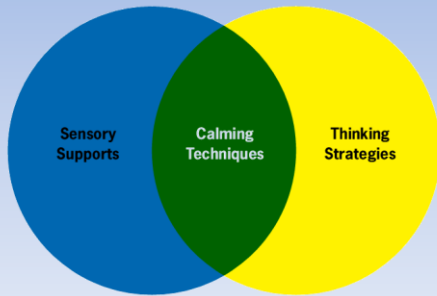
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### Exploring Various Types of Tools




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### Understanding ZONES Tools

- Blue Zone tools** help wake up our bodies, feel better, and regain focus.
- Green Zone tools** help us stay calm, focused and feeling good. These are often proactive strategies.
- Yellow Zone tools** help us regain control and calm ourselves.
- Red Zone tools** help us stay safe and start to calm down.

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### Tips for Handling an Unexpected Red Zone

- Pre-teach Red Zone tools
- Safety is first priority
- Limit verbals
- This is not a teachable moment
- Validate the student's feelings
- Evoke some of the emotion in yourself
- Give them time and space
- Process later using STOP, OPT and GO Solution Finder (Reproducible GG)



-Siegel and Byrson

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Reflecting on how sensory supports, thinking strategies and calming techniques can help us

ZONES Tools Worksheet					
Name of Tool	Circle the zone or zones you think the tool would help in.				
Belly Breather	Blue	Green	Yellow	<input checked="" type="radio"/> Red	None
Drink Water	Blue	<input checked="" type="radio"/> Green	Yellow	Red	None
Drink <sup>plenty</sup> fluids	<input checked="" type="radio"/> Blue	Green	Yellow	Red	None
More <sup>than 100</sup> words	Blue	Green	<input checked="" type="radio"/> Yellow	Red	None
My Calming <sup>response</sup>	Blue	Green	Yellow	<input checked="" type="radio"/> Red	None
Drink medicine	<input checked="" type="radio"/> Blue	Green	Yellow	Red	<input checked="" type="radio"/> None
Lazy <sup>4-8"</sup> Breathing	Blue	Green	<input checked="" type="radio"/> Yellow	Red	<input checked="" type="radio"/> None
Break	Blue	Green	Yellow	<input checked="" type="radio"/> Red	<input checked="" type="radio"/> None
Talk to Adult	<input checked="" type="radio"/> Blue	<input checked="" type="radio"/> Green	<input checked="" type="radio"/> Yellow	Red	None
Listen to music	<input checked="" type="radio"/> Blue	<input checked="" type="radio"/> Green	<input checked="" type="radio"/> Yellow	Red	None
Take a break	<input checked="" type="radio"/> Blue	<input checked="" type="radio"/> Green	<input checked="" type="radio"/> Yellow	<input checked="" type="radio"/> Red	<input checked="" type="radio"/> None
Exercise <sup>regularly</sup>	Blue	<input checked="" type="radio"/> Green	Yellow	Red	<input checked="" type="radio"/> None
	Blue	<input checked="" type="radio"/> Green	Yellow	Red	None

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### Sensory Supports




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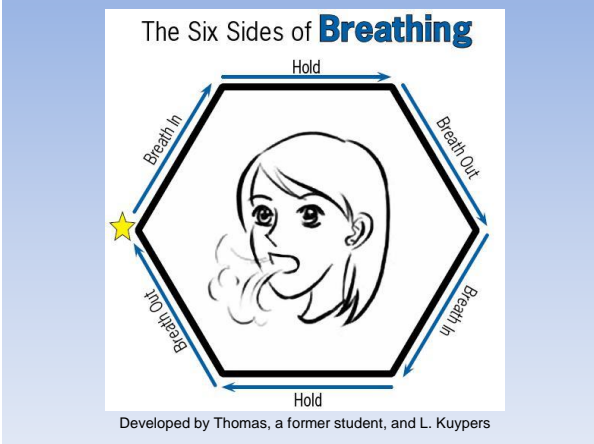
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Introducing The Zones Picture Studio, the new educational content in the Zones of Regulation App. Boost emotional awareness by reflecting on scenarios and snapping a photo of how the scenario would make a student's body look and feel.

**HOURS OF LEARNING AND FUN!**

Available on the **App Store**

Available on the **Mac App Store**

ANDROID APP ON **Google play**

Available on **amazon**

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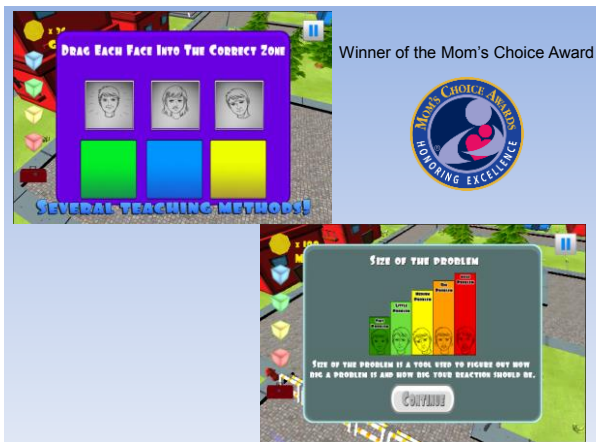
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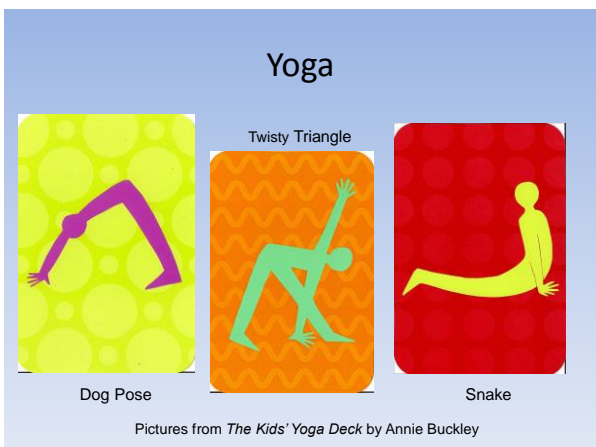
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### Size of the Problem

- Big picture thinking and objectivity
- Perspective taking
- Egocentric versus exocentric application

Size of the Problem Worksheet  
Big vs. Little Problems

Problem size: Huge Problem	<b>5</b>	
Problem size: Big Problem	<b>4</b>	
Problem size: Medium Problem	<b>3</b>	
Problem size: Little Problem	<b>2</b>	
Problem size: Tiny Problem	<b>1</b>	

**Size of the Problem**

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

Michelle Garcia Winner, 2005  
[www.socialthinking.com](http://www.socialthinking.com)

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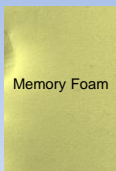
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### Flexible Thinking vs. Rockbrain®

Can be used in conjunction with Superflex© Curriculum



- Address cognitive flexibility
- Increase perspective taking
- Make visual and able to manipulate

Superflex Curriculum  
Madrigal and Winner, 2008  
[www.socialthinking.com](http://www.socialthinking.com)

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### The Inner Coach vs. The Inner Critic

The ZONES of Regulation® Reproducible 1

**Inner Coach**

Inner coaches help us use positive self-talk to give us the courage and strength to get through stressful situations.

Difficult times I may need my inner coach are:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My inner coach reminds me to use strategies to keep myself calm.

To help me get to the Green Zone, my inner coach reminds me to:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

My inner coach also helps to keep positive thoughts in my head so I can be successful.

My inner coach might say to me:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Help student recognize + & - thought patterns

- "I hear your Inner Critic. What can your Inner Coach say back?"

Adaptations for younger students:

- Give + and - self-talk a name
  - Mr. Happy and Mr. Mean
- Draw a picture of each
- Include speaking bubbles

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The Zones of Regulation® Reproducible Z

\_\_\_\_\_ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

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### Toolbox for Older Students

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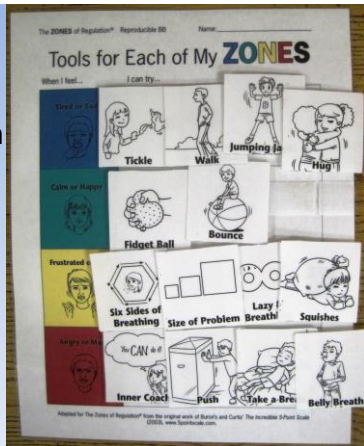
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Individualize tools for each student.

Use visual to prompt tool use.




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### Zones Poster with Visuals of Tools




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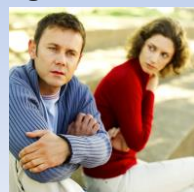
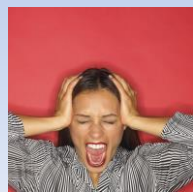
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We all work on Self-Regulation!




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## 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




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Learning to use  
our  
tools as soon as we  
move into the less  
regulated states.

### When To Use My Yellow Zone Tools

How my body feels: \_\_\_\_\_

In the Yellow Zone, I look: *tense, fists clenched, angry face*

I feel: *anxious, frustrated, mind is racing*

I act: *louder voice, unfriendly words*

Adapted for The Zones of Regulation® from the original Anxiety Curve in Ewens and Curtis' The Incredible 5-Point Scale (2003), www.Spokebooks.com.

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Tools I Can Try:	Did It Work:
Bouncing in place	Yes
Belly Breather	Yes
Jumping Jacks	Yes
Size of problem	No
The Emojizer	Yes
Superflex Thinking	Yes
Think Cool Thoughts	Yes
Yawning	Yes
Drinking Water	Yes
Fidget	Yes
Pa-Shani-Pa	Yes
Work but breathe	Yes
Ignore the problem	No
Look at the good side	Yes

Find the Antinoble and Noble  
Yes/No

Students Self-Reflect and Monitor Tools

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**Arjun's Tool Use**

Every 10 tools = a prize

**Tool Award!**  
Congratulations on using a tool from your toolbox.

**Positively Reinforcing Tool Use**

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### Caution! Triggers Ahead

- Link success with expected Zone
- Recognize personal triggers
- Work to problem solve triggers
- Build foresight and perspective taking

**Triggers Worksheet**

CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called "triggers". These put me in the Yellow or Red Zone! Here are some of my triggers:

math  
loud noises  
people calling me names  
**CAUTION!**  
TRIGGERS AHEAD  
not understanding directions  
strong smells  
transition

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### Overcoming Triggers

- Accommodate and provide supports
  - i.e. visuals, seating
- Modify the task
  - i.e. differentiate the assignment, scaffold task to meet student within their zone of proximal development
- Establish Skills
  - Address underlying deficits that are interfering

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**Solution Finder Worksheet**  
 Problem: *Student gets in my face*

Handwritten solutions in a thought bubble:  
 Hit push kick her  
 yell at her  
 tell a teacher  
 load on her  
 walk away or ignore her  
 ask my teacher  
 Belly Breaths

Think about a situation when you had (or anticipate having) a difficult time STOPPING and staying in the Green Zone.

Use this STOP, OPT, and GO Solution Finder Worksheet to brainstorm all of the OPTIONS you have — good and bad. This includes using your tools as well as the choices that aren't so good, like losing your cool.

- Consider each option.
- Take a yellow or red marker and cross off each option that would cause you to go into those zones.
- Take a green marker and circle the best option(s) to go with.

My best option is: *ignore her, use inner coach, Belly Breaths*

Problem Solving with Stop, Opt and Go

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**Applicable to... Nearly Everyone!**

- Learning activities provided for:
  - Preschool & elementary age students
  - Upper grade level students
- Can be adapted to reach nonverbal students or ones with lower cognition
- Used successfully with adults

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**Putting the Zones into Practice**

- Collaboration with parents and professions is essential!
- Relevant for a multi-disciplinary team
  - SLPs: social cognitive skills, EF, emotional awareness, communication
  - OTs: self-regulation skills, EF, social skills, learning and management of tools
  - Psych Field: Emotional awareness, tools
  - Teachers and Aides: Daily implementation, reinforcement, generalization
  - Counselors/Social Workers: Bridge between Sp. Ed. & Reg. Ed, individual intensive instruction

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### What Our Role Can Look Like

- School Wide
  - Work with admin to see what student body’s needs are
  - Inservice/Educate staff on concepts and strategies to enhance the social emotional skills of all students
  - Help foster a supportive culture with common language
  - Consult on problems
  - Provide resources for staff
  - Work with team on rolling it out




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### What Our Role Can Look Like

- Whole class
  - Push in lessons for regular education classrooms
  - Student generalizes skills with teacher reinforcement
  - Supportive culture: we all work on self-regulation
  - Common way for teacher to approach behavior needs for all students
  - Ongoing coaching and consulting with teacher




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### What Our Role Can Look Like

- Small groups
  - Students with similar needs together learn and practice critical skills
  - Builds a supportive community
- Individual therapy
  - Intensive intervention
  - Significant individualization to meet needs
- Assist in carry-over between home/community/school environment




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## How Does The Zones Mesh with Other Strategies/Approaches?

- The Zones is not a stand alone concept
- Best when infused with what student already knows and can build from
- Integrate into the Positive Behavior Support Plan and RTI
- Incredible 5-Point scale, Second Step and Alert Program can be used in conjunction

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### Zones with 5-Point Scale

	Feels Like	Looks Like	Tools to Help	What Adults Can Do
5 Red Zone	Out of Control	Going all over the place, throwing stuff, can't think, impulsive, yelling, swearing/unfriendly words, intense tone, clenched fists, angry face, body tense, brain gets stuck, think a problem is big, negative thoughts	Blanket, sour, think about the size of the problem, inner coach, flexible thinking, sensory area	Give space, limit talking
4 Low Red High Yellow	Engine High, Excited/ Escalated/ Need to Calm Down	Negative thoughts, think a problem is big, brain gets stuck, voice gets loud, throw things, name calling, stronger refusal to do things	Blanket, sour, think about the size of the problem, inner coach, flexible thinking, give space, sensory area	Give space, limit talking
3 Yellow Zone	Excited/Starting to Escalate/A bit Annoyed/Silly	Breathing a little faster, stomach feels a little weird, feet tap, fidget with hands, wander off/don't pay attention, lips become smaller, big eyes or eye roll, say "sigh", heart kinda fast, breathing is heavier or holding your breath, higher pitch voice, arms moving faster/body seems more loose, think a problem is big, brain gets stuck, goofy, tickling or touching people when they don't want to be, refusal to do things	Blanket, sour, think about the size of the problem, folding art, inner coach, flexible thinking, sensory area	Ask what they can do to help, offer tools, distract
2 Green Zone	Calm/Regulated	Calm, relaxed muscles, focused, normal voice volume and friendly, smiling or neutral face, heart beating normal, breathing is regular	sour, keeping hands busy, folding art, flexible thinking, inner coach	Stay supportive, "nice job staying at a 2", check in
1 Blue Zone	Sleeping/Tired	Could be asleep, really relaxed muscles, brain is moving slow, quieter voice/maybe mumble, eyes partly closed, long face, heart beating slow, breathing slower	Walk, Chew Gum, sour, inner coach, flexible thinking	Offer tools, check in, give space then check back in

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## Assessment and Data Collection

- Observation
- Interview
- Behavior Rating Inventory of Executive Function® (BRIEF)
- Sensory Processing Measure (SPM) or Sensory Profile
- Behavior Assessment System for Children, Second Edition (BASC-2)
- Social Skills Rating System (SSRS)
- ILAUGH Model-informal social cognitive assessment by Michelle Garcia Winner)
- SCERTS Model- Informal measure examining regulation abilities and mutual vs. self-regulation (Prizant et al)
- Self-Regulation Data Collection (available on [www.zonesofregulation.com](http://www.zonesofregulation.com))

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SAP-OBSERVATION FORM: Conversational Partner Stage  
Emotional Regulation (page 5)

Child's name: \_\_\_\_\_

SELF-REGULATION			
			1 Demonstrates availability for learning and interacting
			SR1.1 Responds to sensory and social experiences with differentiated emotions
			SR1.2 Monitors attentional focus of a social partner (= JA1.1)
			SR1.3 Shows reciprocity in speaker and listener roles to share experiences (= JA4.1)
			SR1.4 Demonstrates ability to inhibit actions and behaviors
			SR1.5 Persists during tasks with reasonable demands
			SR1.6 Demonstrates emotional expression appropriate to context
			2 Uses behavioral strategies to regulate arousal level during familiar activities
			SR2.1 Uses behavioral strategies to regulate arousal level in solitary and social activities
			SR2.2 Uses behavioral strategies modeled by partners to regulate arousal level
			SR2.3 Uses behavioral strategies to engage productively in an extended activity
			3 Uses language strategies to regulate arousal level during familiar activities
			SR3.1 Understands and uses early emotion words (= JA2.1, JA3.1)
			SR3.2 Understands and uses advanced emotion words (= JA2.3, MR1.2)
			SR3.3 Understands and uses graded emotions (= JA2.3, MR1.3)
			SR3.4 Uses language strategies to regulate arousal level during solitary and social activities
			SR3.5 Uses language strategies modeled by partners to regulate arousal level
			SR3.6 Uses language strategies to engage productively in an extended activity
			4 Uses metacognitive strategies to regulate arousal level during familiar activities
			SR4.1 Uses internalized rules modeled by adult instruction to guide behavior (SU1.3)

rev. 10/11 Autism Spectrum Disorders

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### Using The Zones Proactively!



- Everyone stands to benefit from learning about self-regulation
- Creates a culture of understanding and acceptance
- Incorporate regulation & mindfulness strategies into daily routines
- Routinely allows for practice and reflection on tools when in a calm state
- Aides in problem solving positive solutions
- Promotes independent regulation

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### Find The ZONES on the Web



[www.zonesofregulation.com](http://www.zonesofregulation.com)

- Training info & schedule
- Purchase books/products
- Research
- Free Share Page
- Email Sign-up



-The Zones of Regulation (Info)  
-The Zones of Regulation in Action (group forum)



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### Useful Websites...

- [www.zonesofregulation.com](http://www.zonesofregulation.com)
- [www.5pointscale.com](http://www.5pointscale.com)
- [www.socialthinking.com](http://www.socialthinking.com)
- [www.executivefunctiontherapy.com](http://www.executivefunctiontherapy.com) (Sarah Ward)
- [www.rti4success.org](http://www.rti4success.org)
- [www.livesinthebalance.org](http://www.livesinthebalance.org) (Ross Greene)
- [www.jillkuzma.wordpress.com](http://www.jillkuzma.wordpress.com)
- [www.kimochis.com](http://www.kimochis.com)
- [www.mscd.edu/extendedcampus/toolsofthemind/](http://www.mscd.edu/extendedcampus/toolsofthemind/)
- [www.thegraycenter.org](http://www.thegraycenter.org)
- [www.spdfoundation.net](http://www.spdfoundation.net)
- [www.braingym.org](http://www.braingym.org)
- [www.autisminternetmodules.org](http://www.autisminternetmodules.org)
- [www.alertprogram.com](http://www.alertprogram.com)

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

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