



Sandford Primary School

49 Greenhill Road
Sandford
Winscombe
North Somerset
BS25 5PA

Tel: 01934 852602

Fax: 01934 853416

E-mail : office@sandfordprimary.org

Website: <http://www.sandfordprimary.org>

Executive Headteacher: Lorna Richardson

Monday 18th September

Dear Parents/Carers

Zones of Regulation™

This year, as a school, we will be participating in the Zones of Regulation™ curriculum (or “The Zones” for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist. They are designed to help children gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state could be a challenge in the library. The lessons and learning activities are designed to help pupils recognise when they are in different Zones as well as learn how to use strategies to change or stay in the Zones they are in. In addition to addressing self-regulation, pupils will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others feel, insight into events that trigger their feelings, calming and altering strategies and problem solving skills.

The Zones categorise how we feel into 4 different colours, Blue, Green, Yellow and Red. Please see the attachment with this letter than explains which emotions match which colour and tools that can help everyone when they are in a particular Zone. There is also a list of key vocabulary.

A critical aspect of this curriculum is that all adults know and understand the Zones language. This creates a comfortable and supportive environment for pupils to practice their self-regulation skills. It also helps pupils learn the skills more quickly and be more likely to apply them in any situation. You can support your child during the process by doing the following:

- Use the language and talk about the concepts of the Zones as they apply to you in a variety of environments, so children understand it is natural that we all experience the different Zones and use strategies to regulate ourselves. For example, “That is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm me down, I will take some deep breaths”.
- Validate what Zone children are in and help them identify ways to regulate their feelings and behaviours.
- Share with children how our zones are effecting each other.



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- Help children become comfortable using the language to communicate their feelings and needs by encouraging them to share their Zones with you.
- Show an interest in learning about children's triggers and Zone tools.

It is important to note that everyone experiences all of the Zones – the Red and the Yellow are not the "bad" or "naughty" Zones. All of the Zones are OK and natural to experience. The Zones of Regulation™ is intended to be neutral and not communicate judgement.

If you have any questions, please contact me via the office.

Thank you,

Samantha Momber

Miss S Momber
SENDCo
Hasting Class Teacher

Key Vocabulary

Self regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to regulate. The Zones of Regulation creates a system to categorise how the body feels and emotions into four coloured Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick or bored.

Green Zone: Used to describe a calm state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a calm state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, panic, extreme grief, terror or elation when in the Red Zone and feels a loss of control.

Toolbox: a collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Blue, Yellow or Red Zone.



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Stop, Opt, Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviours: Behaviours that give people around you **okay thoughts** about you.

Unexpected behaviours: Behaviours that give people **confused thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? And is this a Big or Little Problem?: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only effect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

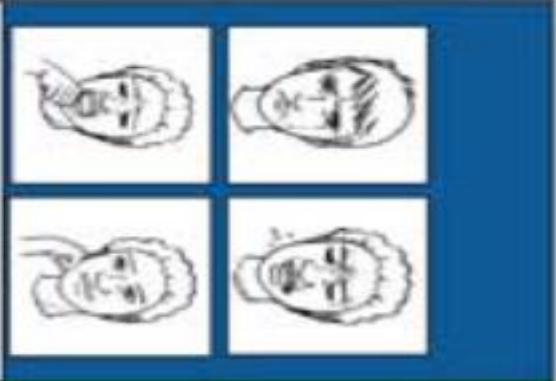
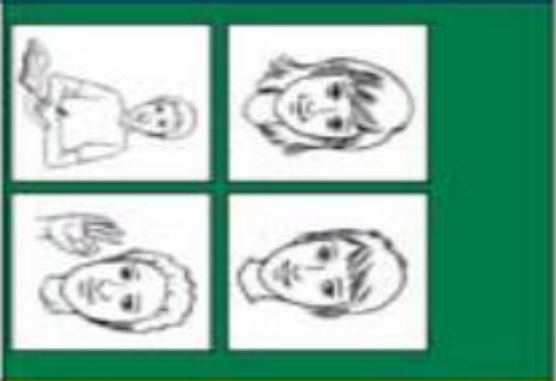
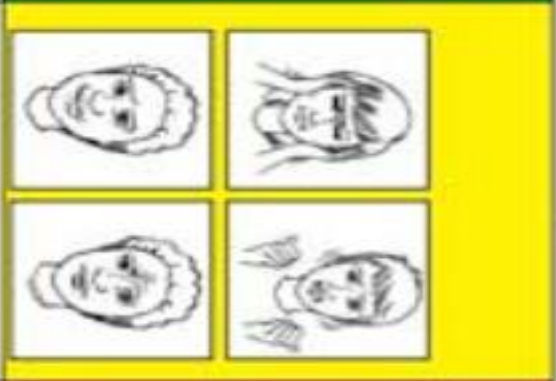
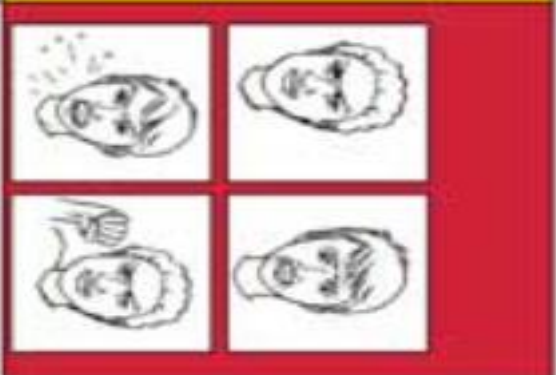
Please see the next two pages for visuals that you can use at home



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The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

How can you help yourself?

The BLUE zone

How might you feel?

sad
tired
bored
moving slowly

What might help you?

Talk to someone
Stretch
Take a brain break
Stand
Take a walk
Close my eyes

The GREEN zone

How might you feel?

happy
okay
focused
ready to learn

What might help you?

The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?

The YELLOW zone

How might you feel?

nervous
confused
silly
not ready to learn

What might help you?

Talk to someone
Count to 20
Take deep breaths
Squeeze something
Draw a picture
Take a brain break

The RED zone

How might you feel?

angry
frustrated
scared
out of control

What might help you?

Stop what I'm doing
Make sensible choices
Take deep breaths
Ask for a break
Find a safe space
Ask for help