

The **Zones** of Regulation

Perryfields Infant School

What are the Zones of Regulation?

- There are 4 colours- blue, green, yellow and red.
- It is designed as a way of developing emotional literacy and being able to explain feelings linked to colours.
- The creator of The Zones of Regulation is Leah Kuypers.
- Each colour is linked to a feeling and there are strategies for each colour.
- The idea is to help children return to green where possible.
- It is important for children understand that they can feel any of the colours and adults will acknowledge that this is ok.

Blue

- Blue can mean any of the following:
- Tired
- Poorly/unwell
- Unhappy/sad
- Emotional
- Worried

If a child links their feelings to the blue zone they may be encouraged to talk about why they are feeling that way, to read a favourite book, have a drink, sit in a quiet place for a few minutes etc.. to see if they feel better.

Green

- **Green** can mean any of the following:
 - Happy
 - Ready to learn
 - Friendly
 - Alert
 - Regulated
 - Calm

When a child is **green** this is acknowledge too. A thumbs up may be given, a smile or just a 'great'. Children are taught that it is ok to be **green** then have another feeling and change colours. They do not have to feel **green** all day.

Yellow

- **Yellow** can mean:
- Starting to get excited
- Stress
- Nervousness
- Frustration
- Anxiety

If a child identifies that they are in the **yellow** zone they may be asked to go for a walk, bounce a ball, jump up and down, have a drink, use something from their sensory tool box and talk to a familiar adult.

Red

- Red can mean:
 - Anger
 - Rage
 - Terror
 - Heightened state of emotional need

If a child is in the red zone they may be encouraged to go to a quiet space with an adult to talk about their feelings. They may need some calm time, a drink and some breathing exercises. A walk and talk can sometimes help with excessive energy or worry. Drawing pictures of their worries can help too, if they find it hard to use words. Children in the red zone will be supported to get back to green but their red feelings are acknowledged.

How does this work in school?

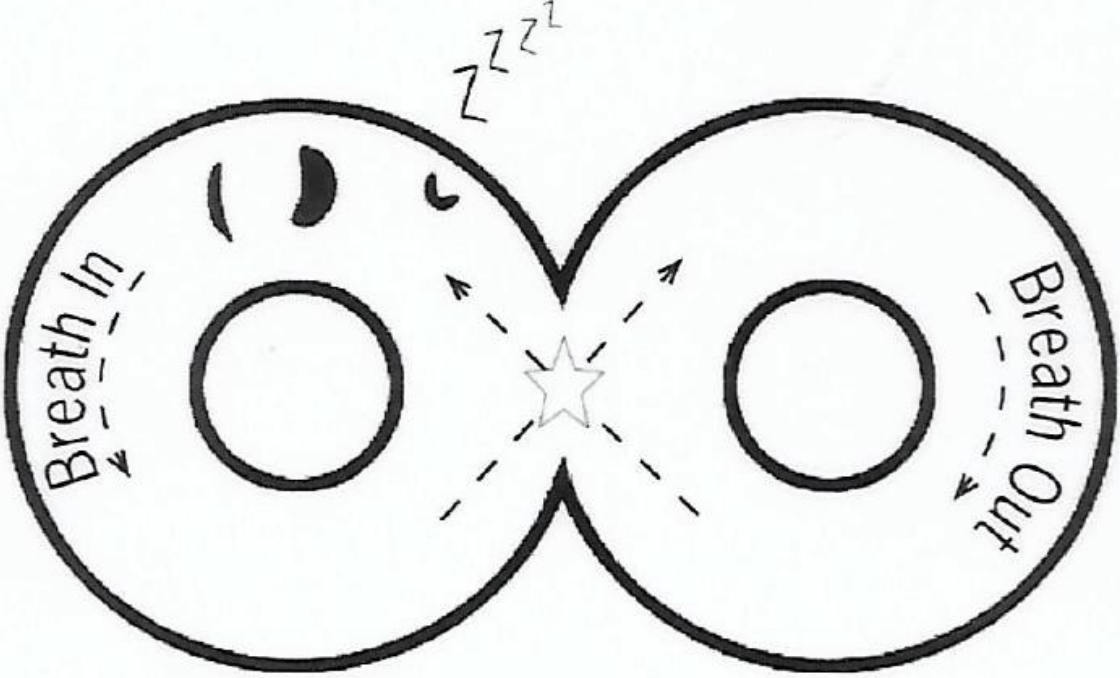
- All classrooms have a display with the colours and matching emotion faces to help the children to recognise the emotions linked to them.
- Some classes put their names into corresponding buckets when they arrive at school, some classes answer the register in the morning and/or afternoon with their emotion.
- Some children will need support as soon as they come into school and, wherever possible, an adult will talk them through their emotions.
- Some children have mini spinners that they can use to set their emotion and this can be changed during the day.
- Children who need enhanced support to understand their emotions have time built in each day/ week to talk about the colours and emotions to develop their independence using the Zones of Regulation.
- Staff talk about their emotions to help the children understand that everyone has feelings.

- *"WE ALL ENCOUNTER TRYING CIRCUMSTANCES THAT TEST OUR LIMITS FROM TIME TO TIME. IF WE ARE ABLE TO RECOGNIZE WHEN WE ARE BECOMING LESS REGULATED, WE ARE ABLE TO DO SOMETHING ABOUT IT TO MANAGE OUR FEELINGS AND GET OURSELVES TO A HEALTHY PLACE. THIS IS THE GOAL OF THE ZONES OF REGULATION."*

- LEAH KUYPERS, CREATOR OF THE ZONES OF REGULATION

Techniques

Lazy 8 **Breathing**



I am feeling...

Green Zone



I am ready to learn and be a good friend.

Yellow Zone



I need to calm down and get back to the green zone. I need a drink of water and a few deep breaths

Blue Zone



I need some fresh air or some exercise. I can have a drink or a snack to help wake me up.

Red Zone



I need some quiet time and something from my box. I need to take deep breaths and use words.

Any questions?