



The **ZONES** of Regulation®

at Linkwood Primary

Emotional Self- Regulation

What is it?

- The ability to effectively manage and respond to emotional experiences.
- Being aware of our feelings and acting in a suitable way.
- In school, children need to be able to self-regulate to help them be ready to learn.
- A vital skill in the adult world.

Why is it important?

- To help children identify how they are feeling.
- To learn (and teach) effective responses known as self-regulation strategies.
- To teach children that there are no 'bad' emotions, but to recognise whether their emotional response is appropriate to the situation.

What happens when children cannot self-regulate

- Tantrums and outbursts
- Abusive behaviours (e.g. punching, kicking, biting)
- Emotional distress
- Inattention/ distractibility
- Refusal to participate.

What can I do?

- Remember you are your child's first teacher-model talking about feelings and respond openly to the emotions you see in your child, help them problem solve.
- Talk to your child about how they are feeling, help them identify the emotion.
- Talk about their body cues when they feel that emotion (e.g. you are crying, are you sad?)
- Use ZONES of regulation to find a way to manage their emotions
- Notice when your child uses a strategy and praise them for it.

The **ZONES** of Regulation®

What is 'Zones of Regulation'?

- A visually structured way of supporting children to recognise their feelings, level of alertness and to use strategies to appropriately respond.
- Develops a shared language for you and your child.
- Supports independent self-regulation.

What is a zone?

- There are four zones each with their own feelings, level of alertness and strategies (see materials attached)
- The lowest level of alertness is known as the **BLUE ZONE**. We might want to be in the blue zone when we are relaxing.
- Sometime we need to increase our level of alertness and move to the **GREEN ZONE**. We are calm and focused in the green zone, this is a good zone for learning.
- When we are more alert we enter the **YELLOW ZONE**, where we are more excited. We need to use caution when we are in this zone.
- The **RED ZONE** is a heightened state of alertness, where emotions are extreme and our choices can be hard, we need to stop in this zone.

What are the strategies we can use?

- Some strategies are sensory as our emotions are closely linked to our sensory experiences- Eating a carrot is an example of this.
- Some are physical like running on the spot.
- Some get children to think-e.g. about happy times, talking about it, or using a distraction.

Do some exercises.



Get a drink of water.



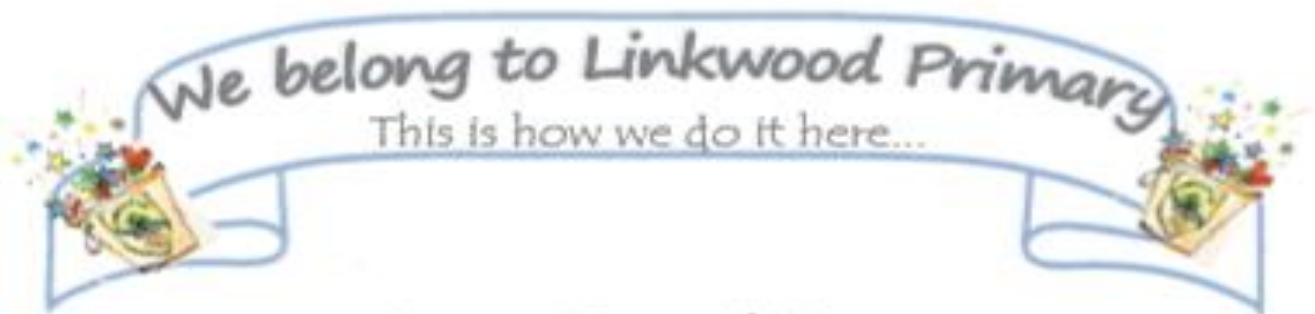
Take 10 deep breaths.



Emotion Coaching

We use emotion coaching at Linkwood to label the emotion that the child is displaying, this helps validate the very real feeling that the child is having and helps them overcome that feeling quicker. We teach all children the language of emotions so that they can use these words to describe how they are feeling.

We use these steps to help children manage their emotions:



Emotion Coaching Steps

Step 1

- *Recognising, empathising, soothing to calm*

Step 2

- *Validating the feelings and labelling*

Step 3

- *Setting limits on behaviour*

Step 4

- *Problem solving with the child/ young person.*

Here is an example of what we might say when a child's emotions are escalated-

'I can see you feel frustrated. I can understand that you want to use the red pen for your drawing. It's not OK to snatch it from your friend. What can we do next time you'd like something that someone else is using?'

We use the steps below to talk through incidents and remind the children of the steps they can take to manage their emotions. You might find this helpful to use at home too.

5 Steps to Managing Big Emotions

