

# Supporting Emotional Regulation



## Social Partners



## Language Partners



<b>Green Zone</b> calm happy excited great Asif Alamin Fahad keep it up
<b>Blue Zone</b> sad tired sick Mohamed Sheharyar I can... talk about it drink rest
<b>Yellow Zone</b> silly annoyed worried Sahaj I can... exercise take a break talk about it
<b>Red Zone</b> angry I can... thinking time social story deep breaths



## Conversation Partners



### The ZONES of Regulation®

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



## Social Partners

- Be **consistent**
- Observe and think about what zone the student might be in
- Try a variety of strategies based on children's **strengths**, interests and sensory needs – review these regularly
- **Join In:** join a child in their chosen strategy to regulate
- **Mirror** facial expression and body language (tune into the child)
- Allow children to move away from you or an activity and entice them back (they may be seeking a break!)
- Have a box of real objects that the adult can bring to the child 1 by 1 initially (try one tool at a time)

## Language Partners

- Adopt the same principles as with Social Partners
- **Model** for the child what you would like them to do when they are dysregulated
- **Label** emotions, through words, sign and/or symbols
- Make **calm space in room and model how to use it**
- Begin to use the language of the zones and introduce emotion vocabulary

## Conversation Partners

- Introduce the “zones of regulation” to students
- Encourage students to check in using the zones and model these throughout the day
- Reduce your language level when students are dysregulated
- Introduce breathing/calming/problem solving work sheets from the zones programme where appropriate
- Introduce group activities from the zones programme