



# Taking the Zones Home

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## How to Implement the Zones of Regulation in the Home Environment

Presented by: Taylor Carroll-Marino, M.S., NCSP  
Lauren Regan, Special Educator



# Introduction: Who Are the Presenters?

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Taylor Carroll-Marino is a school psychologist at Riverside School.

She learned about the Zones of Regulation in Newtown, CT and was trained by Leah Kuypers (author of the Zones of Regulation curriculum).

Currently, Taylor uses the Zones with many of her students and even in her own life!

Lauren Regan is a special education teacher at Riverside School.

As Taylor has implemented the Zones of Regulation curriculum with her students, Lauren has reinforced the strategies and vocabulary in the classroom. She is pleased with how effective it is for students (and adults!)







# What are the Zones of Regulation?



# What Are The Zones?

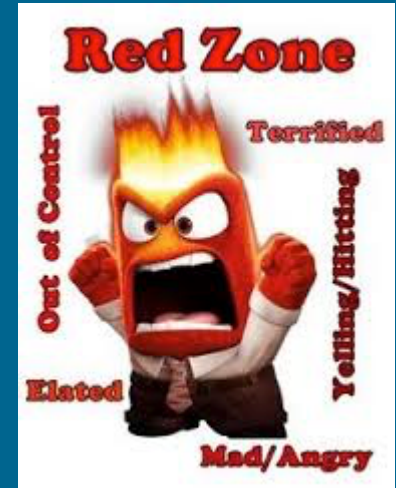
“Children do well if they can” Ross  
Greene (The Explosive Child, 2005)

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

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# Defining the Zones



# The Goals of the Curriculum

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Help to recognize their different states of feeling “zones” based on mental and physiological responses

Learn coping strategies and tools to stay in a zone or move from one to another

How to recognize facial expressions of others, perspective-taking and when to use tools and problem solving skills



# Students Who Benefit From the Zones

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- Difficulties with self-regulation
- Students with diagnosed neurobiological and mental health disorders (ASD, ADHD, Tourette syndrome, ODD, conduct disorder, selective mutism and anxiety disorders).
- All people in general could benefit - even adults! Everyone experiences difficulties with self-regulation at some point
- Age group: preschool to adult




# What is Self-Regulation?

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- Ability to adjust your state of alertness and how you display your emotions through behavior in socially adaptive ways
- To successfully self-regulate, three critical neurological components need to be integrated:
  - sensory processing
  - executive functioning
  - emotional regulation






What strategies  
are in my toolbox?




# Expected and Unexpected Behaviors

**Social Behavior Mapping**  
 Situation: **Listening to the teacher talk**

**Expected**

My behavior that is expected in the situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Quiet voice Eyes focused and thinking about the teacher Looking like I am thinking about what the teacher is saying Hands touching only the materials on my desk	Calm Pleased Happy	Calm face Calm voice Relaxed body	Calm Relaxed 

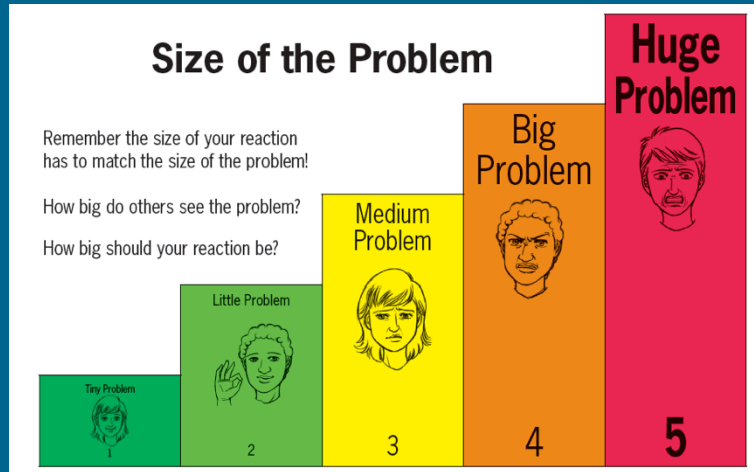
**Unexpected**

My behavior that is unexpected in the situation	Others' feelings about my behavior(s)	How others treat me based on how they feel about my behavior(s)	How I feel based on how I am treated in the situation
Telling the teacher about what I did last night Reading a book I brought from home Kicking the chair in front of me Looking at objects or people around the room or staring out the window	Stressed Frustrated	Unhappy face Her eyes look right at me Unhappy sounding voice She tells me what I am doing that is unexpected and she asks me to stop in a loud voice	Stressed Frustrated Angry 

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 Michelle Garcia Winner - Social Behavior Mapping

- Expected Behavior
- Unexpected behavior
- How to use these terms

# Size of the Problem



- Small Problem

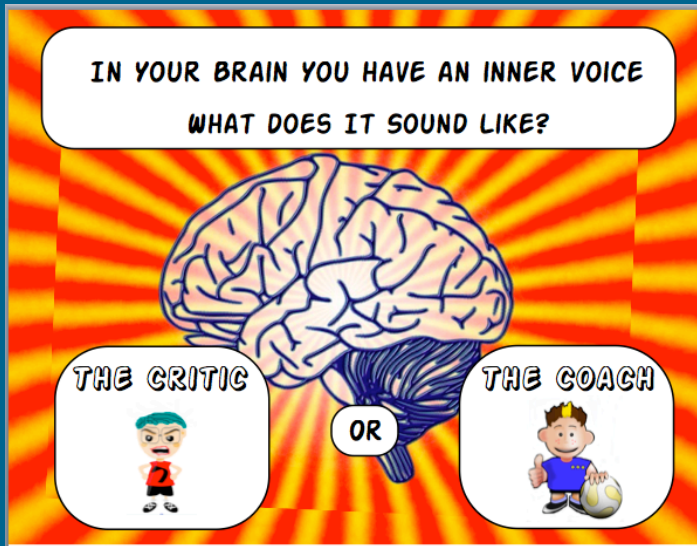
- Medium Problem

- Big Problem

- How to use these terms

# Self-Talk: Inner Coach and Inner Critic

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- Inner Coach
- Inner Critic
- How to use these terms


# Sensory Strategies

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- Deep Breaths
- Count to 5, 10 or 100
- Squeeze putty/fidget ball
- Turn off lights
- Calming music or activity





How can the  
Zones of Regulation  
help us at home?



# Preschool/Early Elementary

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BLUE	GREEN	YELLOW	RED
Sad Tired Sick	Happy Calm Good listener	Excited Silly Nervous	Mean Mad Yelling/Hitting



# Upper Elementary/Middle School

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BLUE	GREEN	YELLOW	RED
Sad Tired Sick Exhausted Shy	Happy Calm Good listener Proud Focused Relaxed	Excited Silly Nervous Embarrassed Jealous	Mean Mad Out of control Terrified Elated

# High School/Adult

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BLUE	GREEN	YELLOW	RED
Sad	Happy	Excited	Mean
Tired	Calm	Silly	Mad
Sick	Good listener	Nervous	Out of control
Exhausted	Proud	Embarrassed	Terrified
Shy	Focused	Jealous	Aggressive
Depressed	Relaxed	Ashamed	Furious
	Appreciated	Disgusted	
	Content		
	Thankful		

# How to Own the Zones (for Parents/Adults)

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- Start identifying when you feel a certain Zone
  - “This is really frustrating me and making me go into the yellow zone”



- Model how you used a Zone tool and got back into the “Green Zone”
  - “I need to use a tool to calm down”
  - “I will take some deep breaths”



# Zone Strategies at Home: Proactive

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- Post the zones
  - As a family, make a poster together and add pictures or drawings of each person in each zone.
- Make a zones toolbox for your family
- Talk about what zone is expected or unexpected in the situation
- Make a social story for when to use the zone tool

# Zone Strategies at Home: In the Moment

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- Point out observations of children
  - “I notice you’re in the \_\_\_\_ zone because you’re \_\_\_\_\_”
- Share with the child how his/her behavior is affecting the zone you are in
- Ask, “Is this a small or big problem?”
- Ask, “Is this expected or unexpected?”
- Remind child to use one of the tools

# Zone Strategies at Home: Reflection

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- Implement a reward system for using a strategy and getting back to the green zone
- Verbal reinforcement for using strategies :
  - I noticed you were in the \_\_\_\_\_ zone
  - You did \_\_\_\_\_
  - You got back to the green zone
- Ask, “What could you do differently next time?”
- Social Behavior Mapping:
  - You did \_\_\_\_\_
  - Others felt \_\_\_\_\_
  - Others did \_\_\_\_\_
  - You felt \_\_\_\_\_

# Questions?

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- If you still have questions after the workshop, you may contact us by email
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  - Lauren Regan [lauren\\_regan@greenwich.k12.ct.us](mailto:lauren_regan@greenwich.k12.ct.us)