


How children are feeling determines how they behave, that's why we should always pay more attention to their feelings than we do to their behaviour.

Bridgett Miller

FB/TrueGrowthParenting

Always keep in mind that emotions are often the driving force behind behaviors. A child or teen isn't going to say, "Excuse me, I'm struggling with my feelings right now." They might act out, though. It means the same thing.

Pathway
2 SUCCESS



Beneath every behaviour there is a **feeling.**
And beneath each feeling is a **need.**

And when we meet that need rather than focus on the behaviour, we begin to deal with the **cause** not the symptom.

TRYING TO UNDERSTAND
THE BEHAVIOUR OF
SOME PEOPLE IS LIKE
TRYING TO SMELL THE
COLOUR NINE.



The session will cover the following points:

- Why do emotions matter when we think about behaviour? (using anxiety as an example)
- Why do we use Zones of Regulation (ZofR) in school?
- How do the ZofR develop emotional understanding?
- How can ZofR be used at home?
- Why is the ZofR programme the best thing since sliced bread!

To gain an overview of:

- Ideas for useful phrases
- suggested strategies and tools to support self-regulation
- Suggested texts

Why do emotions matter when we think about behaviour?

A child's behavior is not always what it seems

Behavior is communication

What we see: Behavior

What we don't see:
What's under the surface

The diagram features an iceberg floating in a blue ocean. The tip of the iceberg, which is above the water line, is labeled 'What we see: Behavior'. The much larger part of the iceberg is submerged and labeled 'What we don't see: What's under the surface'. Various internal factors are listed within the submerged part of the iceberg, each in a different color. These factors include: SOCIAL SKILLS (purple), SECURITY (blue), ENVIRONMENTAL STRESSORS (red), POWER (red), SELF-ESTEEM (teal), NEED FOR ATTENTION (purple), BASIC NEEDS (green), HUNGER (red), ATTENTION (purple), DEVELOPMENTAL LEVEL (yellow), PHYSICAL SAFETY (purple), THOUGHTS (blue), SLEEP (orange), SENSORY NEEDS (orange), EXECUTIVE FUNCTIONING (purple), ATTACHMENT (red), NEED FOR CONNECTION (yellow), EMOTIONS (red), SADNESS (orange), FEAR (black), NEED TO BELONG (purple), and ANGER (green).

SOCIAL SKILLS

SECURITY

ENVIRONMENTAL STRESSORS

POWER

SELF-ESTEEM

NEED FOR ATTENTION

BASIC NEEDS

HUNGER

ATTENTION

DEVELOPMENTAL LEVEL

PHYSICAL SAFETY

THOUGHTS

SLEEP

SENSORY NEEDS

EXECUTIVE FUNCTIONING

ATTACHMENT

NEED FOR CONNECTION

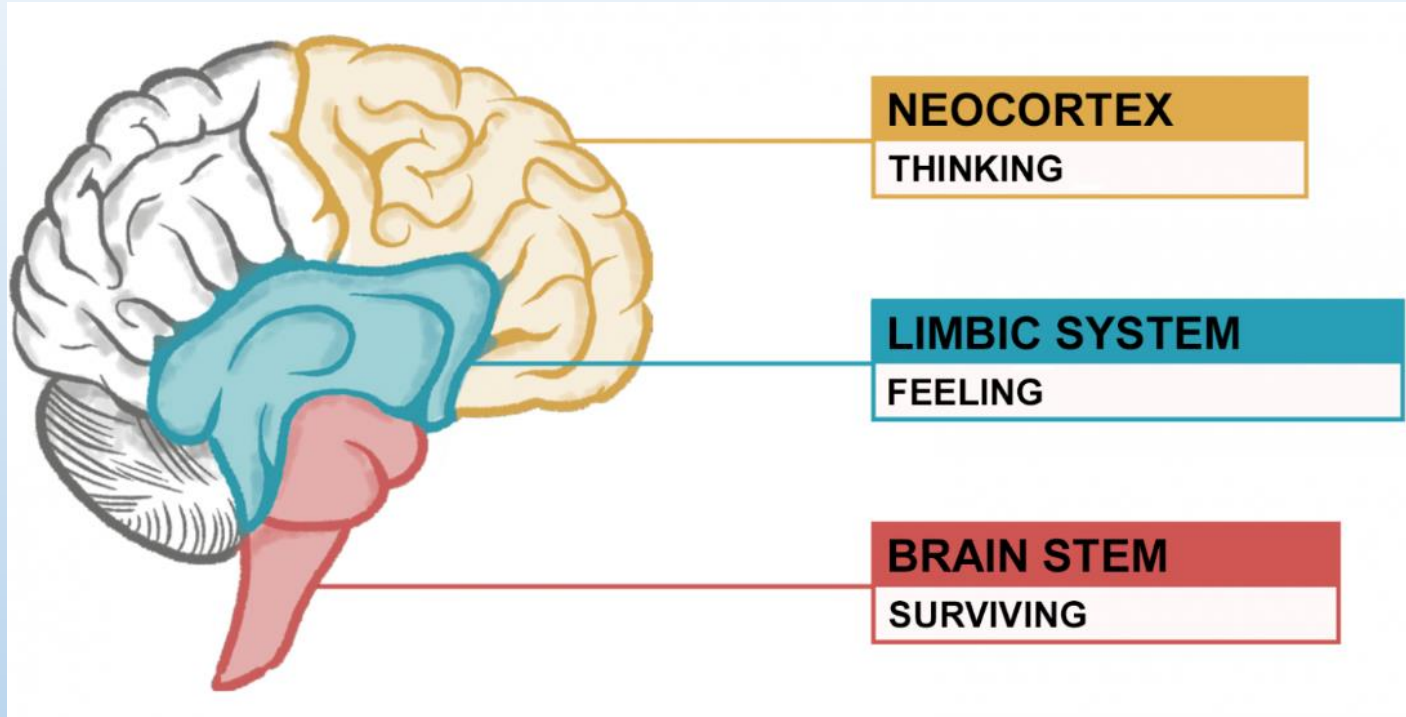
EMOTIONS

SADNESS

FEAR

NEED TO BELONG

ANGER



The Limbic system

The limbic lobe is our caveman brain. The limbic lobe's main function is survival. When presented with stress or dangerous situations, the limbic system automatically takes over to keep us alive. The brain fills up with cortisol and adrenaline which speeds up our breathing and reactions. This is to give us the energy and power to fight or flight.

The Brainstem

When we are born, the brainstem is pretty much fully developed it contains cranial nerves that link the brain with the rest of the body, which is what enables us to move, see, talk etc.

YOUR BRAIN



Brain stem

breathing, heart



amygdala

senses danger and tells the body



pre-frontal cortex

manages emotions and makes decisions

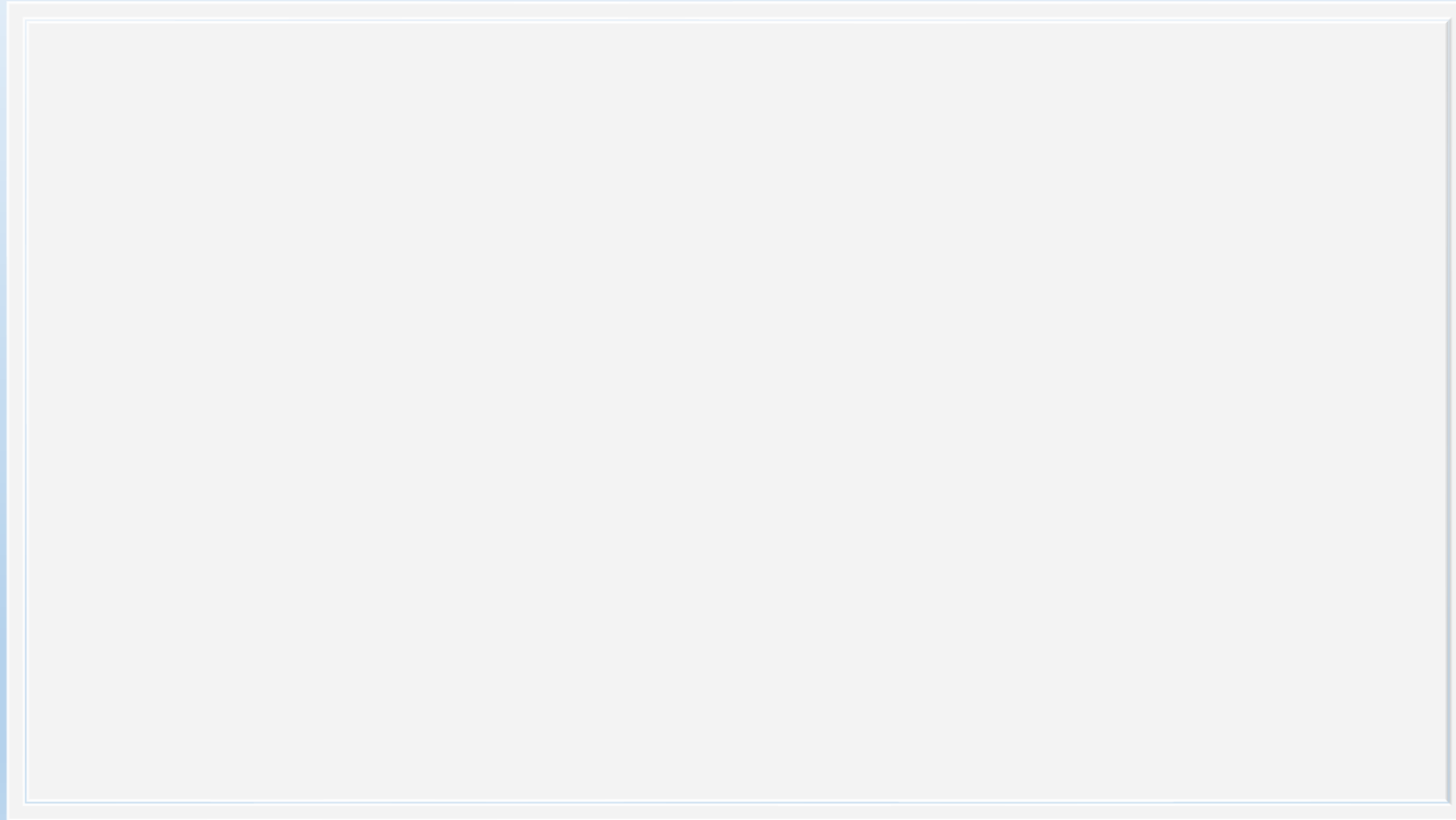


FLIPPED LID

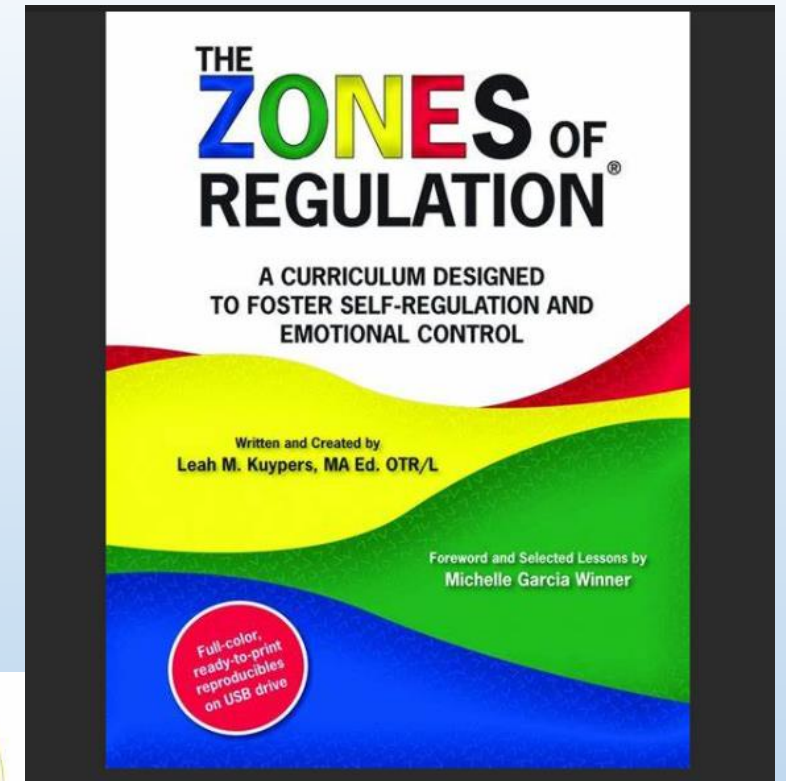
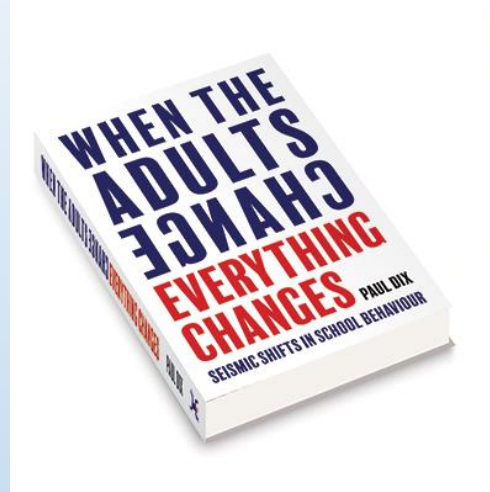
when our amygdala takes over, the pre-frontal cortex doesn't do its thing - we **FLIP OUR LID!** We struggle to make good choices. So, take a break. Reflect, close the lid.

ANXIETY ACTIVATES OUR THREAT RESPONSE SYSTEM

Which sets off chain of events that results in anxiety symptoms as the body is getting ready for action.



How we got here



Why do we use ZofR in school?

Zones of regulation provides the children with tools to help them Self-regulate

Self-regulation

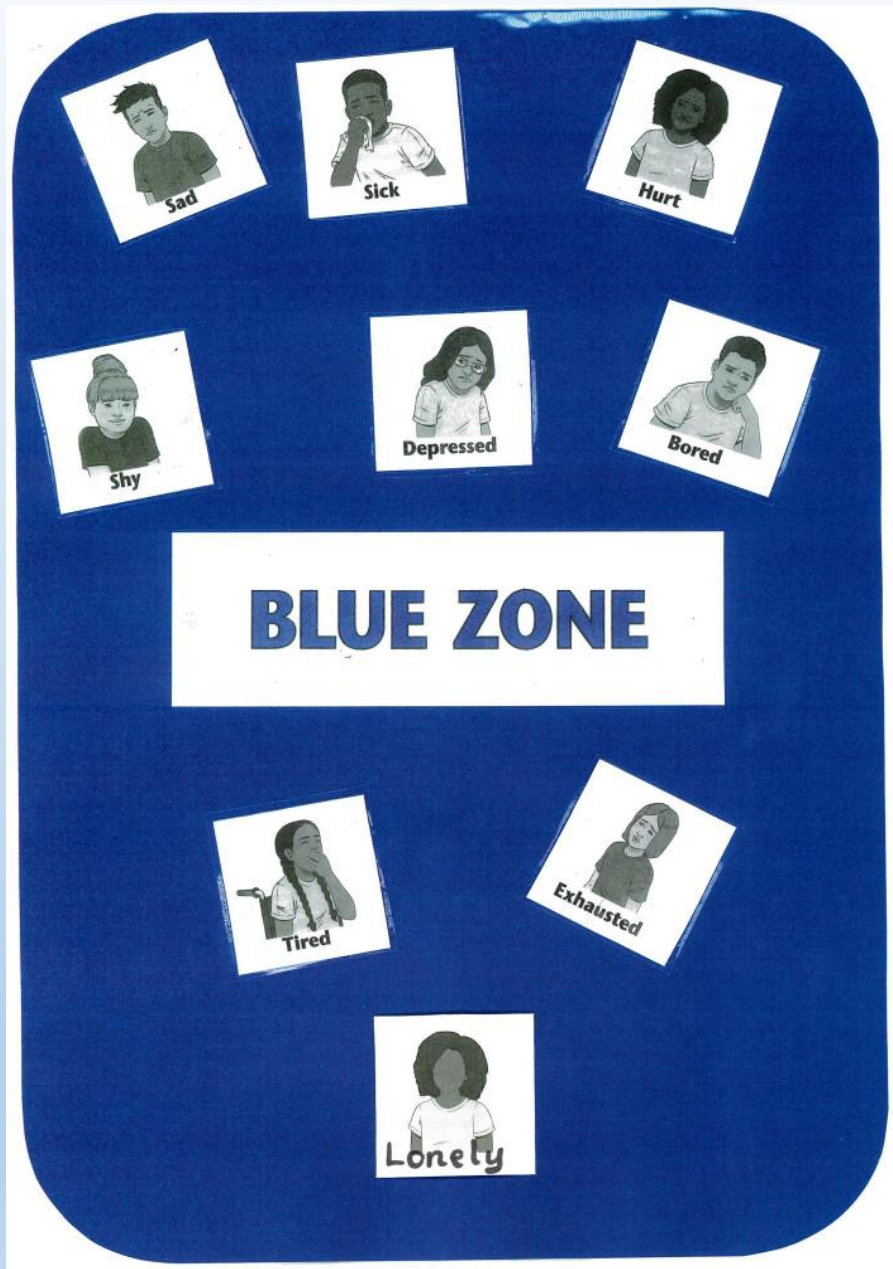
Self-regulation is the **ability to tolerate sensations, situations and distress and form appropriate responses**. in different situations. In children, self-regulation matures just like other developmental processes.

Self-regulation is the ability to control emotions, thinking, behaviors and motor action in different situations.

Definition from youtudetherapysource

How do the ZofR develop emotional understanding?





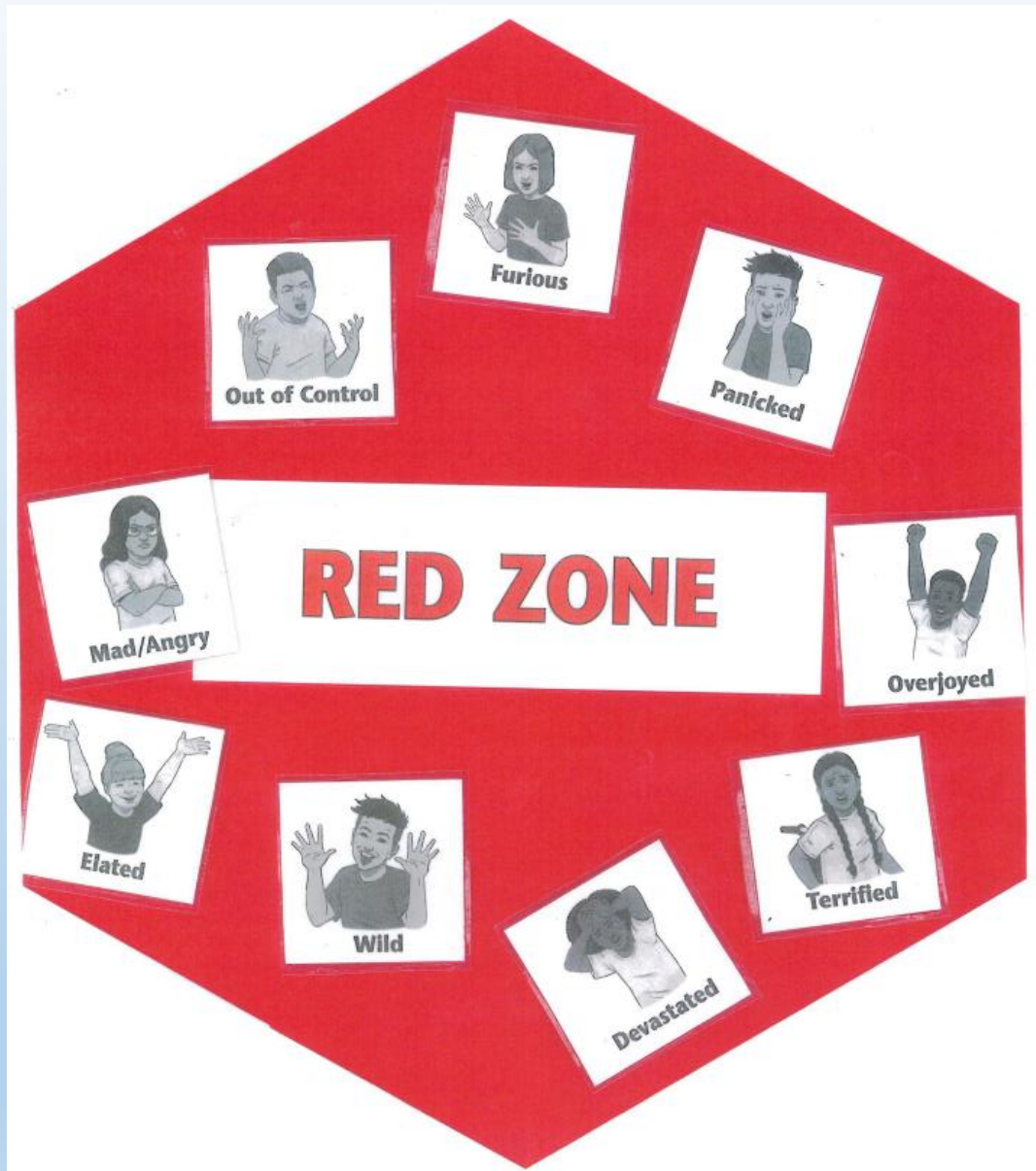
- The Blue Zone is used to describe low states of alertness, such as when a child feels sad, tired, ill, or bored. This is when your body is moving slowly or sluggishly.



- The Green Zone is used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the green Zone. This is the zone children generally need to be in for school work and being social. Being in the Green Zone shows control.
- The Green Zone you are “good to go”.

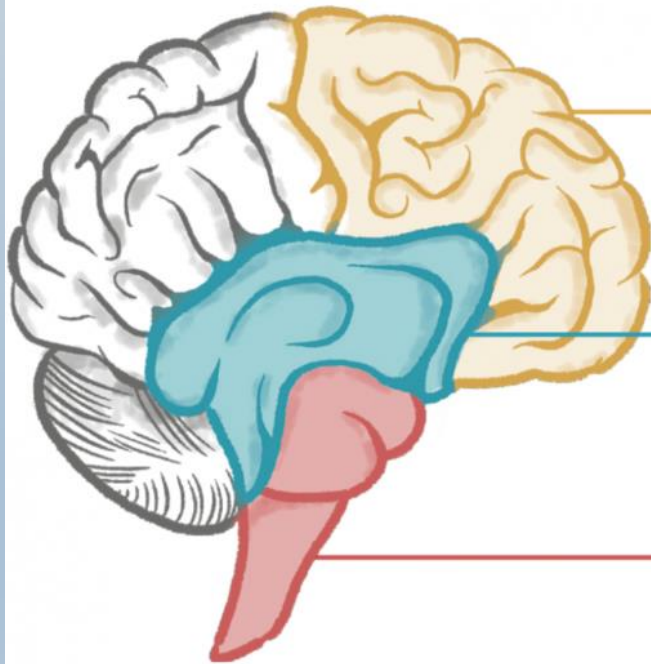


- The Yellow Zone is used to describe a heightened state of alertness; however a person has some control when in the Yellow Zone. A person may experience stress, frustration, anxiety, excitement, silliness, nervousness, confusion and many more slightly elevated emotions and states when in the Yellow Zone (wiggly or sensory seeking). The Yellow Zone is starting to lose control.
- When in the Yellow Zone, proceed with caution.



- The Red Zone is used to describe extremely heightened state of alertness or very intense feelings. A person may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone.
- Being in the Red Zone can be explained by being overwhelmed by your feelings and having a loss of control.

Natural responses



NEOCORTEX
THINKING

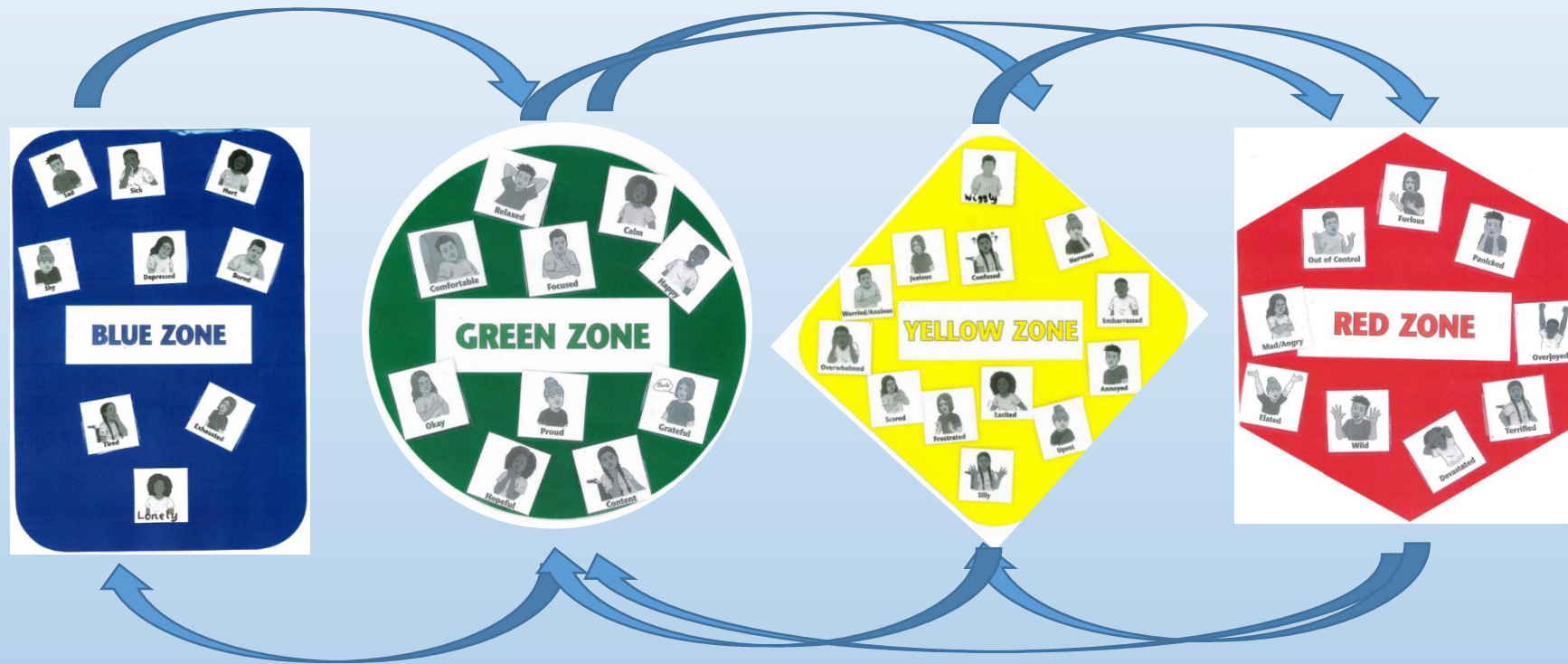
LIMBIC SYSTEM
FEELING

BRAIN STEM
SURVIVING



Do you ever 'flip your lid'?

It is normal to move freely between the zones.
It is important to remember that there are no 'negative' zones.



It's okay to have
any of these
emotions!

It's how we behave
when we are
having these
strong feelings that
matters!

Zones of regulation give the
children the words they can
use to express their feelings.

What **Zone** are you in right
now?

How are the ZofR taught at Beechcroft?



BEHAVIOUR BLUEPRINT

Adult Behaviour	Three Rules	Over and above recognition
<p>Calm, consistent and fair</p> <p>Give first attention to best conduct</p> <p>Relentlessly bothered</p> <p>Meet and greet with a smile</p> <p>Recognise over and about conduct</p>	<p>Ready</p> <p>Respectful</p> <p>Safe</p>	<p>Praise</p> <p>Brick on the Wall of Fame</p> <p>Nomination for Hot Chocolate Monday</p> <p>Parents and carers informed</p>

Be the best that you can be

Stepped sanctions	Suggested sentence stems
<p>Proximity praise</p> <p>Reminders of expected behaviours</p> <p>Reminders of rules</p> <p>Zones of Regulation referred to</p> <p>Take up time</p> <p>Zone of Regulation tool support</p> <p>Withdrawal offered</p> <p>Withdrawal directed</p> <p>Restorative conversations</p>	<p>I've noticed that .You know the school rules; ready, respectful, safe.</p> <p>Can you remember when (refer to a positive example)...and how that made you feel? I expect you to . (share expected behaviour) Thank you for listening.</p> <p>I wonder if you are feeling. . .?</p> <p>You look like you might be in the ...zone (refer to the Zones of Regulation..)</p> <p>Is there something you need help with?</p>

Restorative Questions

Can you tell me what happened? Can you explain how you were feeling?

What zone were you in?

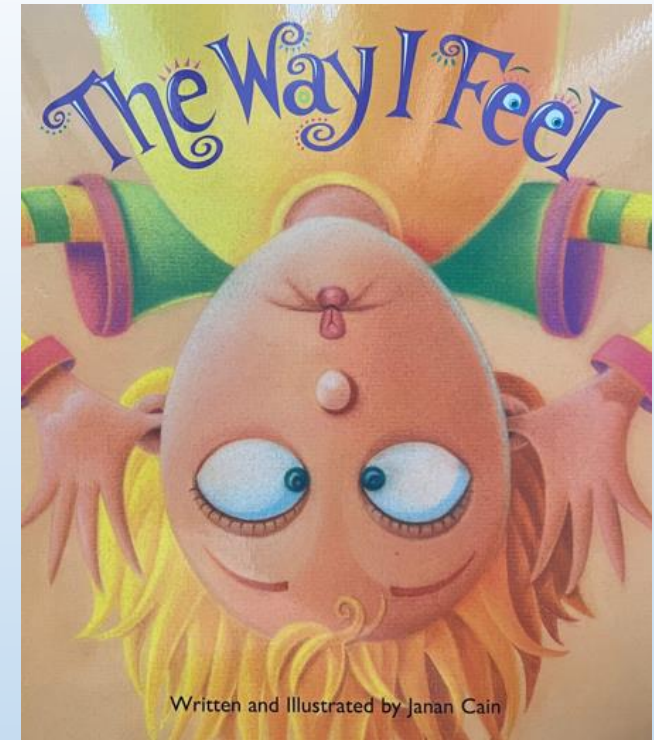
Did your actions help to solve the problem? What could you have done differently?

Is there anything that needs to be done to make the situation right?

Relentless Routines

Politeness Zones of Regulation Supportive responses Hot Chocolate Monday

Learning opportunities



- Whole school approach
- Class discussions
- 1:1 support
- Assemblies
- In the moment conversations
- Restorative conversations

Learning to recognise the feelings of others through body language

What can we see?

What does this tell us?

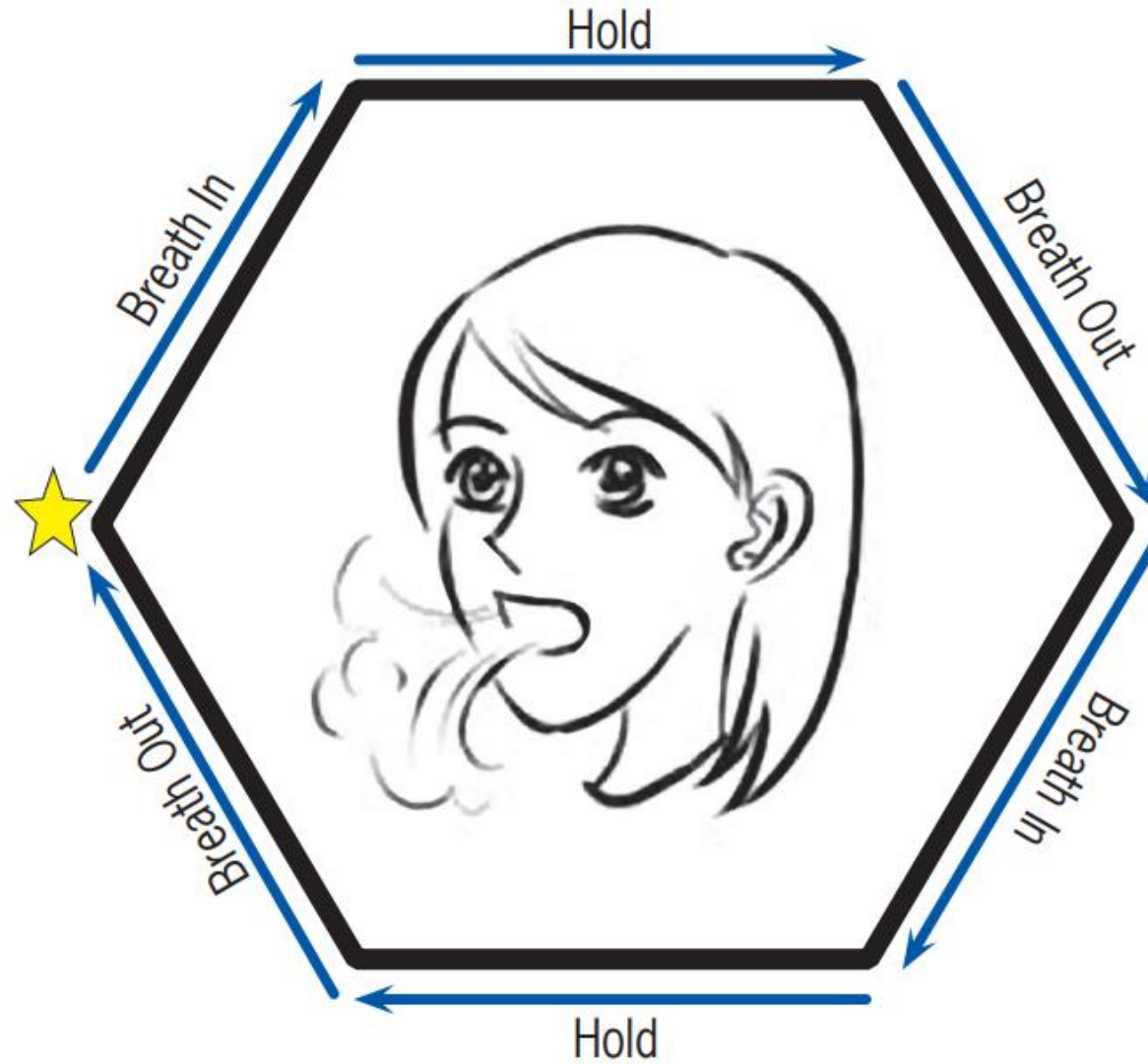
Body language and facial expressions



What strategies and tools can assist self-regulation?

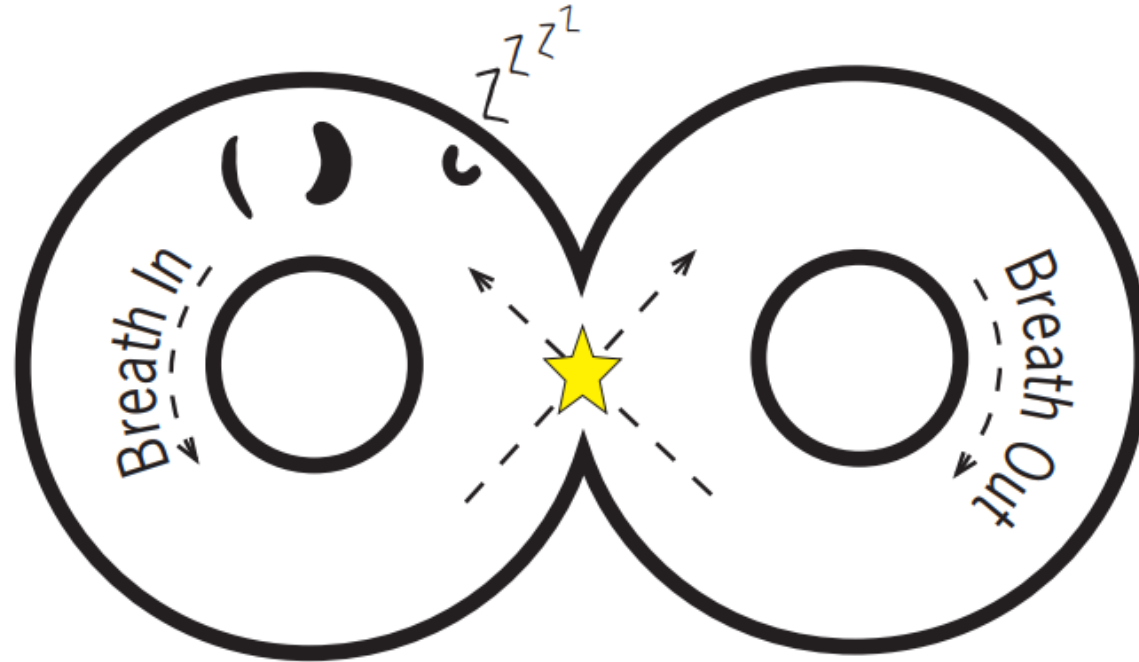
Tools

The Six Sides of **Breathing**



Starting at the yellow star trace with your finger the sides of the hexagon as you take a deep breath in, feeling your shoulders rise as the air fills you. Trace over the next side as you hold your breath for a moment. Slowly breathe out as you trace the third side of the hexagon. Continue tracing around the bottom three sides of the hexagon as you complete another deep breath. Continue The Six Sides of Breathing cycle until you feel calm and relaxed.

Lazy 8 Breathing



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.

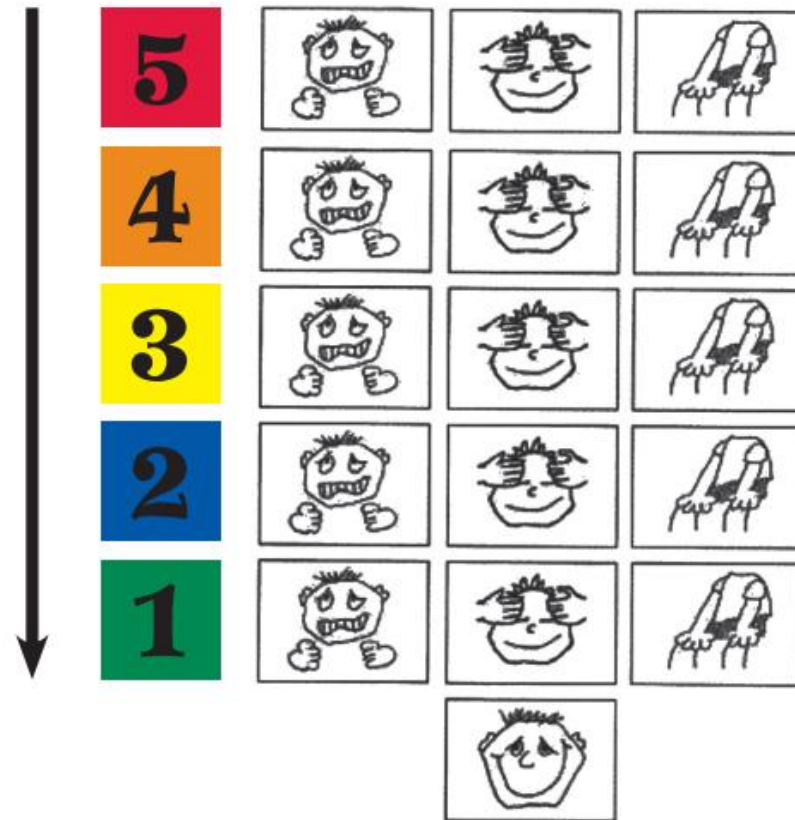
As you cross over to the other side of the Lazy 8, slowly let your breath out.

Continue breathing around the Lazy 8 until you have a calm body and mind.

My **Calming** Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



ZONES Tools Menu



Carry



Read



Jump



Bounce



Run



Push



Tickle



Pull



Swing



Talk to Adult



Hug



Animal Walks

What happens next?

- Moving forward....

- *Conversation using shared language*

- *Pictures*

- *Unpicking what the triggers were in a situation*

- *Talking about options for next time*

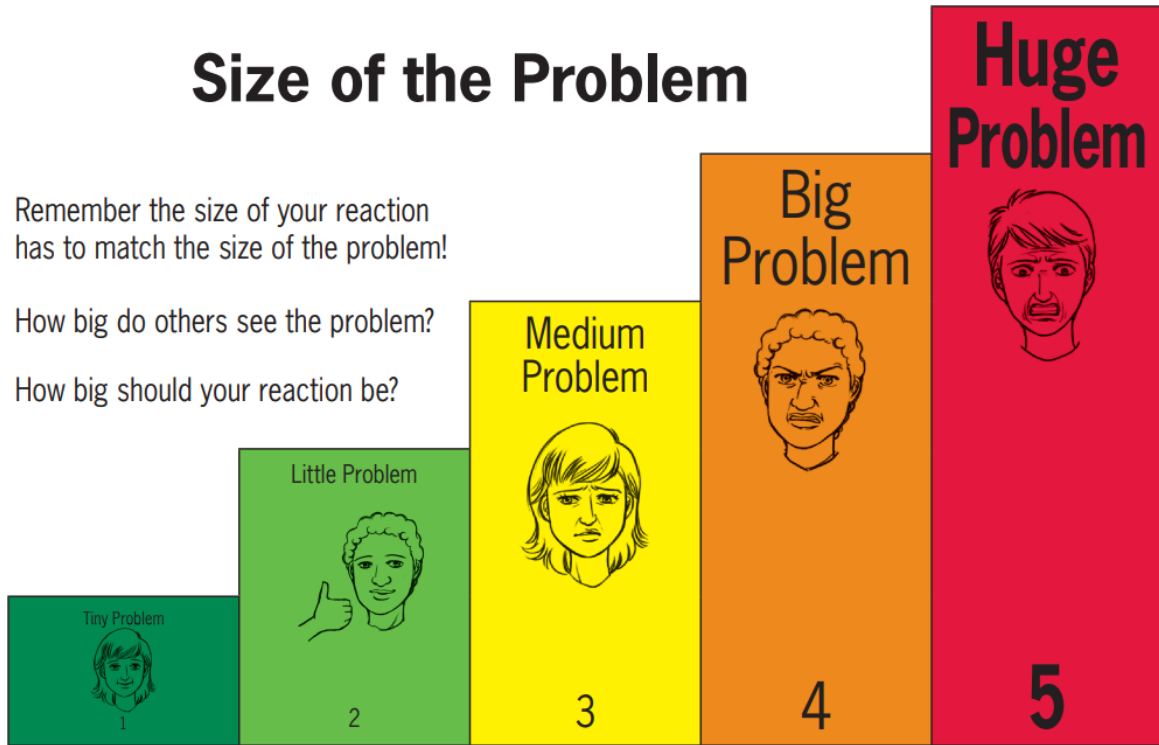
- *Reminding of successes*

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Name: _____



This is a picture of me in the **YELLOW ZONE**:



My face and body clues are:

→ _____

→ _____

→ _____

I feel in the **YELLOW ZONE** when:

I am more likely to make others feel:

Solution Finder Worksheet

Problem: _____



Think about a situation when you had (or anticipate having) a difficult time **STOPPING** and staying in the Green Zone.

How can we use ZofR at home?

- Posters
- Language
- Refer to zones when noticing a change in behaviour
- Be curious about the 'trigger'
- Narrate your thoughts and feelings
- Model behaviours
- Make a list of 'tools' for the family

Why is $ZofR$ the best thing since sliced bread?

What else is behind the behaviour?

Imagine a really tricky day of your own

- *What are you feeling?*
- *What do you need?*

- *How is the child feeling when they display challenging behaviours?*
- *What do they need?*



The power of reframing and language

I don't want
to

..but I **NEED**
to

I am certain that...

Accept and move
on..

I can see.. I
notice that...

More help is
available..

I wonder if...

Suggested sentence stems

I've noticed that .You know the school rules; ready, re-
spectful, safe.

Can you remember when (refer to a positive example)...and
how that made you feel? I expect you to . .(share expected
behaviour) Thank you for listening.

I wonder if you are feeling. . .?

You look like you might be in the ...zone (refer to the Zones
of Regulation..)

Is there something you need help with?



BEHAVIOUR BLUEPRINT

Adult Behaviour	Three Rules	Over and above recognition
Calm, consistent and fair Give first attention to best conduct Relentlessly bothered Meet and greet with a smile Recognise over and about conduct	Ready Respectful Safe	Praise Brick on the Wall of Fame Nomination for Hot Chocolate Monday Parents and carers informed

Be the best that you can be

Stepped sanctions	Suggested sentence stems
Proximity praise Reminders of expected behaviours Reminders of rules Zones of Regulation referred to Take up time Zone of Regulation tool support Withdrawal offered Withdrawal directed Restorative conversations	I've noticed that .You know the school rules; ready, re- spectful, safe. Can you remember when (refer to a positive example)...and how that made you feel? I expect you to . .(share expected behaviour) Thank you for listening. I wonder if you are feeling. . .? You look like you might be in the ...zone (refer to the Zones of Regulation..) Is there something you need help with?

Restorative Questions

Can you tell me what happened? Can you explain how you were feeling?
What zone were you in?
Did your actions help to solve the problem? What could you have done differently?
Is there anything that needs to be done to make the situation right?

Relentless Routines

Politeness Zones of Regulation Supportive responses Hot Chocolate Monday

Restorative Questions

Can you tell me what happened?

Can you explain how you were feeling?

What zone were you in?

Did your actions help to solve the problem? What could you have done differently?

Is there anything that needs to be done to make the situation right?

Zones of Regulation promotes...

Self regulation!

Empathy and tolerance

Understanding

Awareness of others and self

Connection and trust

Responsibility for our actions

Continuous improvements

Some people might say that Zones help to make your life better...what would you say?

I was excited when it was my birthday!

I can get back to green zone if I have a cuddle and feel safe. I like to breathe gently, in and out.

You might be in blue zone if someone doesn't play with you because you might feel lonely.

Zones helped me understand about ***'s ADHD. I know what zone he is in and I can stay 'green' when I get annoyed. I stay green by lazy eight breathing.

The zones are a good idea! It is ok to be in the red zone but you need to be careful of your actions.

Helps me to know that some people might show emotion with their bodies.

