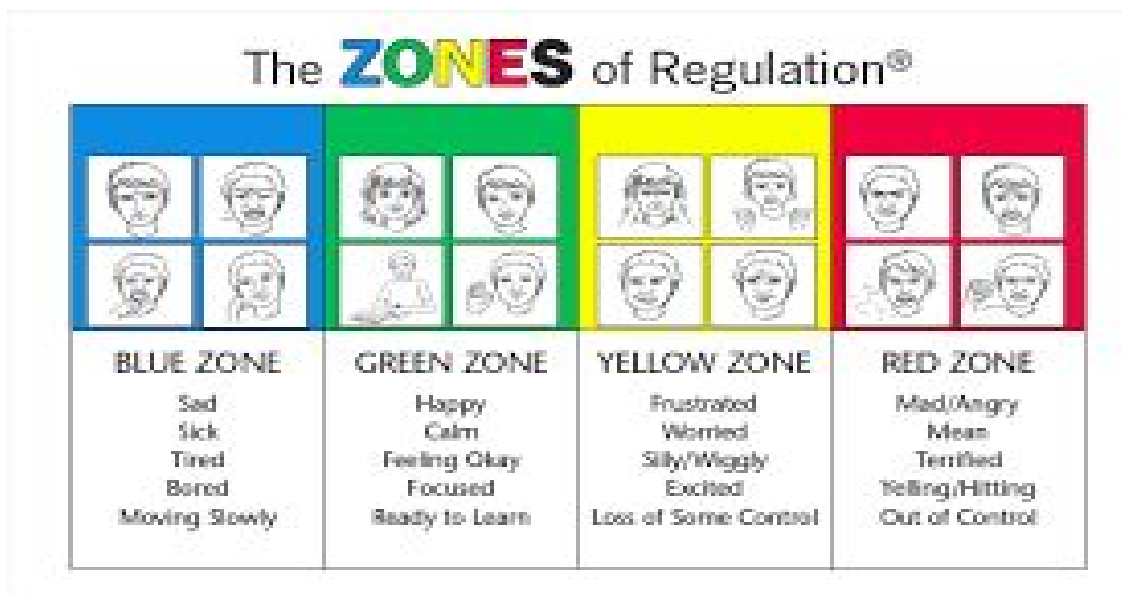


Information About The **ZONES** of Regulation

Dear Parents and Guardians,

Over the past week or two your child has been learning about the Zones of Regulation (or “The ZONES” for short) in his or her classroom. These lessons and activities were designed by Leah Kuypers, licensed occupational therapist, to help students gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. We want to help the students recognize when they are in the different zones, as well as learn how to use strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.

A goal for CCGS is that students have a common language for expressing their emotions. This creates a comfortable and supportive environment for the student to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations.



You can support your child at home by understanding and modeling this same language. Here are a few examples of what this may look like at home.

- Model using the language. Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to control or regulate) ourselves. For example, "This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths." Help the student gain awareness of his or her zones and feelings by pointing out your observations.
- Help your child become comfortable using the language to communicate feelings and needs by encouraging him or her to share what zone they are in.
- Encourage your child to use a calming tool such as breath slowly, count to ten, read a book, or color a picture when they are in the yellow, blue, or red zones.
- **It is important to note that everyone experiences all of the zones—the Red and Yellow Zones are not the "bad" or "naughty zones. All of the zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment. Students and adults will go through several zones in one day. This is normal!**

Sincerely,
Shannon Hamm
Principal at CCGS

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