

The ZONES of Regulation



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Key points...

- Teach Chapter 3 lessons in order
- There is no “bad” zone or feeling
- Notice, Name & Understand Feelings
- Choose which tools will fit your students/class
- Practice tools when in the green zone

Did you know...

- Happiness is a skill that parents can teach their children.
- Kids develop habits of thinking, feeling and behaviour based on what we teach them about the world, their relationships, and our expectations.
- 50 years of happiness research shows that people find happiness through their connections to other people.
- Prosocial emotions → love, compassion, empathy, gratitude, appreciation, joy, contentment, optimism, faith and confidence
- Emotional Literacy is one of the most important keys to mental health and well-being.
- Children who can regulate their emotions are better at soothing themselves when they are upset, which means they experience emotions like fear and anger for shorter periods of time.

Ways to foster emotional literacy

- Teach the mind...body connection
 - Show your child how emotions can be linked to physical sensations. For example, anger often leads to a hot face, and worry leads to an uncomfortable tummy
- Teach self-management skills
 - no feeling is bad...it's "how" we manage our feelings that is important
- Express your own emotions
 - For example, you might say "I'm frustrated how we're stuck in this traffic"
- Teach mindful awareness
 - show your child how to relax the body, which will relax the mind



Recognizing emotions in self and others

Understanding the causes and consequences of emotions

Labeling emotions accurately

Expressing emotions appropriately

Regulating emotions effectively

Feelings

- involve a body reaction
- are influenced by our thoughts and perceptions
- can be simple and/or complex
- can give us energy
- ...possible to feel several feelings at the same time
- are never right or wrong...they simply exist
- are contagious
- are often suppressed

Therefore it is very important to learn to identify our feelings!!

FEELINGS

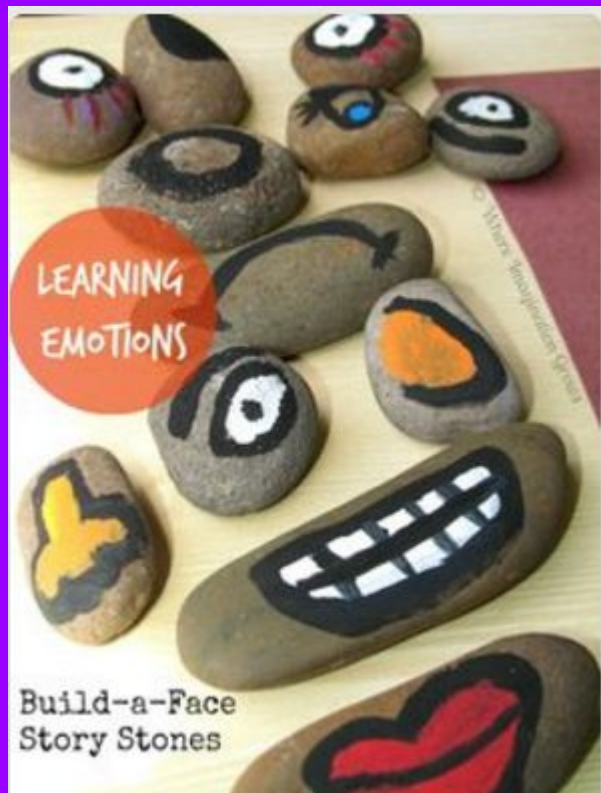
Right now I feel _____!

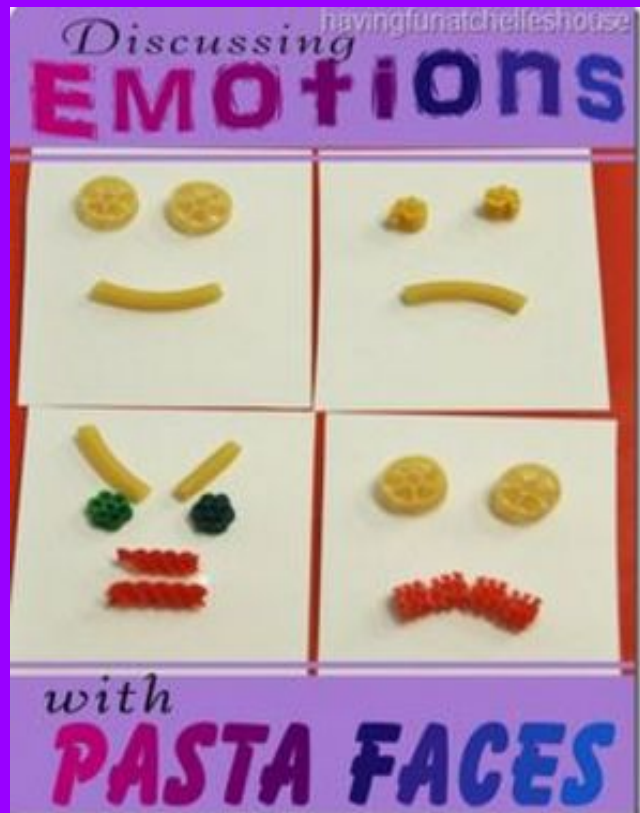
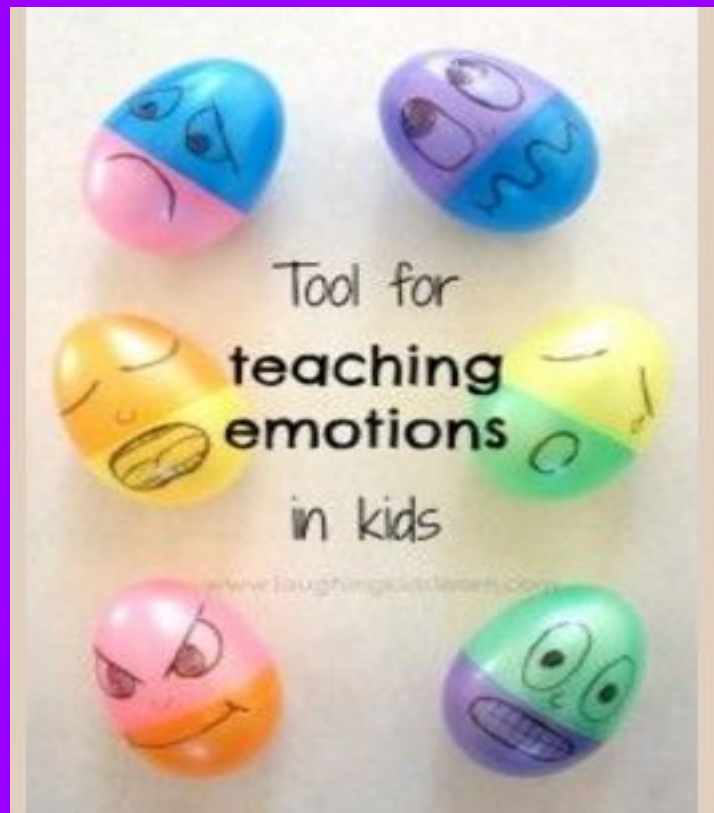


THIS IS A WORKING POSTER

How Are You Feeling Today?











The following are a few examples of the methods people use to avoid feeling their emotions. **“I’m noticing that...” “I wonder if...”**

- Ignoring your feelings
- Pretending something hasn’t happened
- Overeating
- Eating foods loaded with sugar and fat
- Exercising compulsively
- Any type of compulsive behavior
- Always keeping busy so you can’t feel
- Excessive reading or TV
- Working Excessively
- Keeping conversations superficial
- Burying angry emotions under the mask of peace and love

Conversation Prompts...



Kid Conversation Starters

When are you
(or have been)
most afraid?

What has been
the happiest day
of your life?

If you could change
one thing in the world
what would you
change?

If you could change
one thing about yourself
what would you change?

What is
the one thing
you couldn't live
without?

What is your
favorite movie
of all time?
Why?

What cartoon
character would you
most like to be
and why?

What is the
worst thing about
being ___ years old?

What is the
best thing about
being ___ years old?

Describe your
perfect day.

What job would
you like to have
when you grow up?

Who is your
best friend?
Why are they your
best friend?



FAMILY DINNER QUESTIONS

how
does she?



how
does she?



EMOTIONS DISCOVERY BOTTLES



MANAGING BIG EMOTIONS



Fabulous
Books About Emotions

MUST-HAVE BOOKS FOR YOUR SOCIAL-EMOTIONAL LIBRARY



Identifying feelings in self

Identifying Feelings



Identifying feelings in others



Listen → Sketch → Draft

Name:

Date:

ZONES Across the Story!

end								
beginning								
middle								
end								





1.

2.

3.

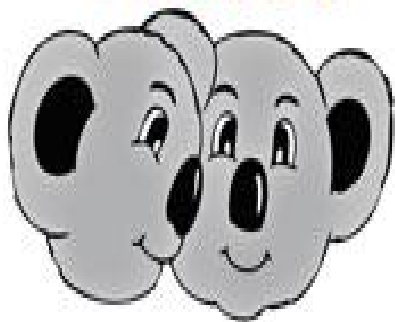
Possible supports at schools...

The **ZONES** of Regulation®

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



FUN
FRIENDS



FRIENDS
FOR LIFE

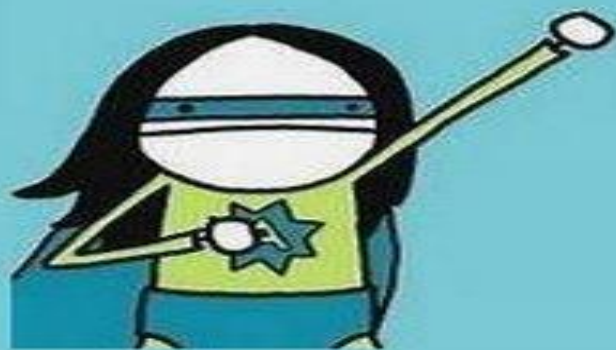



*School Counselors Make
World of Difference*



ANXIETY GIRL!

able to jump to the worst conclusion
in a single bound!

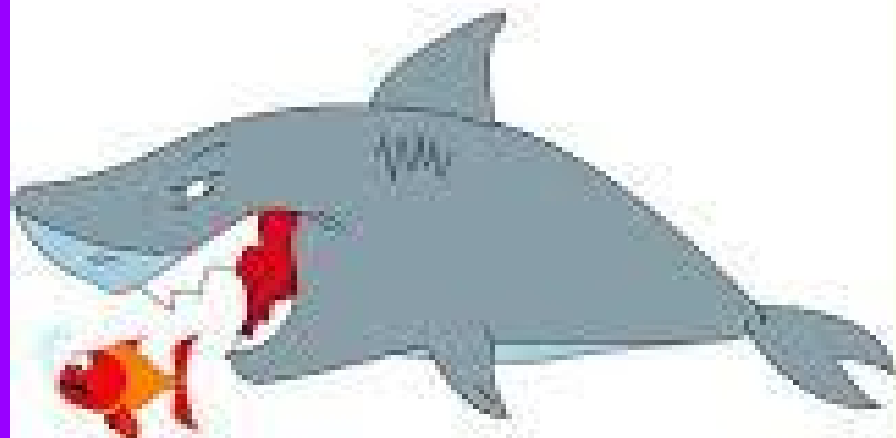


- A feeling state consisting of physical, emotional and behavioral responses to perceived threats
 - Diffuse, unpleasant sense of apprehension accompanied by physical symptoms such as headache, sweating, palpitations, chest tightness stomach upset, restlessness
 - Normal and necessary part of everyday life
- 
- A close-up photograph of a person's hand holding a small, dark-colored stress ball. The ball is covered in white text listing various symptoms and feelings associated with anxiety, including 'restlessness', 'jumpy', 'disoriented', 'scared', and 'tense'. The hand is positioned in the lower right corner of the frame, with the fingers wrapped around the ball. The background is a solid, light blue color.



FEAR vs ANXIETY

FEAR



**Stress Response from
Immediate Danger!**

ANXIETY



**Stress Response just
from your Thoughts!**

- Best viewed on a continuum from low to high
- Individual differences in the experience of anxiety
 - types of symptoms
 - intensity of symptoms
 - frequency of symptoms

ANXIETY BECOMES A PROBLEM WHEN:

- child is upset & distressed
- stops them from doing things that he/she likes
- affects academics or athletic pursuits
(perfectionism/doesn't get things done)
- children with anxieties have **NORMAL WORRIES** that have become **MORE EXTREME**

Behavioral symptoms: What does a child do?

“Safety Behaviours” can include.....

- Avoidance
- Escape from the situation
- Distraction
- Reassurance Seeking
- Resistance to change

*** Avoidance is a habit-forming, ineffective way of coping in the long run. With patience and consistency, a child will practice coping skills and learn to face his/her fears.

Common Associated Features

- depressed or irritable mood, cries easily
- fidgety, nervous habits (e.g. nail biting)
- sleep problems
- headaches, upset stomach, aches and pains
- overly dependent or clingy
- perseverance, difficulty shifting tasks, resistance to change, inflexibility
- easily overwhelmed; gives up easily, low frustration tolerance
- difficulty demonstrating knowledge on tests or during classroom participation
 - trouble coming to school or entering school/classroom

Frequently Overlooked Symptoms

- angry outbursts
- oppositional and refusal behaviors
- temper tantrums
- attention seeking behaviors
- hyperactivity and difficulty sitting still
- attention and concentration problems; difficulty learning
- scholastic underachievement or excessive resistance to doing work
- frequent visits to doctor
- high number of missed school days
- difficulties with social or group activities

How adults can actively help kids cope with worries.....

- Ignore complaining behaviors
 - walk away, change topic
- Reinforce positive self-talk
 - you can do it! I believe you'll do your very best!
- Reinforce brave/approaching behaviors
 - catch a child being brave
- Promote extra-curricular activities
 - chess, basketball, scouts, art classes
- Practice active problem solving as a group

WHAT HELPS

- gentle encouragement to gradually approach feared experiences when they are ready (set the child up for success)
- positive feedback that increases child's motivation to overcome fears (focus on successes rather than failures)
- ample time and opportunities to practice approaching their fears (break down into manageable chunks)
- extra time where appropriate for tasks associated with anxiety (watch for procrastination/avoidance and perfectionism)
- regular & predictable routines and structure
- consistent and firm parenting/teaching style

Food is the
most abused
anxiety drug.

Exercise
is the most
underutilized
antidepressant.

People with no experience of anxiety can say things like...



But finding the courage isn't that easy to do.

Children need tools that can be used when facing fears

1. Calm Breathing

2. Muscle Relaxation

3. Facing Fear (exposure)

- have your child repeatedly go into feared situations until he/she feels less anxious. Exposure is not dangerous and will not make the fear worse. Start with less scary up to those things that cause more anxiety
- Don't rush. It can be very scary facing the things one fears. Be encouraging and recognize that your child needs to go at his/her own pace.
- Practice....practice....practice

4.CBT (Cognitive Behavioral Therapy)

- FRIENDS, Taming Worry Dragons, Coping Cat

PROBLEMS CAUSE EMOTIONS AND THOUGHTS

BIG PROBLEM → BIG REACTION



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LIKE...

DROPPING YOUR ICE CREAM CONE



© 2014
Billion



breathe.



Shallow breathing
only fills the top
part of the lungs.



Deep breathing
fills the lungs
fully!

**More air = more oxygen = improved
health and energy.**



Belly Breathing

□ http://www.youtube.com/watch?v=_mZbzDOpyIA



LAUGHTER

<http://www.youtube.com/watch?v=xaPepCVepCg>



Laughter
is an
instant
vacation. 😊
- Milton Berle

Don't believe
every thing
you think.

worrying won't stop
the bad stuff from happening
it just stops you
from enjoying the good.



Feelings



CALMING

Worry Brain vs Happy Brain

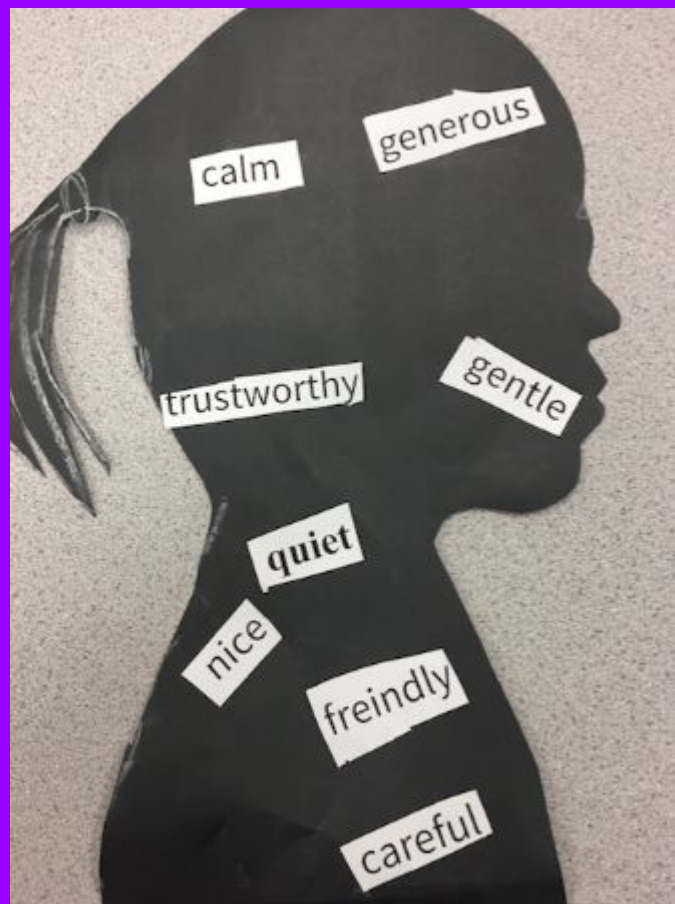


Worry is a major trigger!!

WORRYING



- This may be the most important step ('demystification')
- Kids need to be helped to understand that excessive anxieties/worries are '**BRAIN LIES**'
- The fears/worries may feel real, but they're not.
- Help the child to re-label their fears/worries with some type of nonfearful label ('worry brain,' 'Mr. Worry,' 'Brain Bug,' 'Worry Pest')
- Help the child draw a picture or even make a puppet of their 'brain pest' (and then act out it's annoying messages, using silly voices as needed)
- With teens: Use labels like, "**My tweaky amygdala**"



How To Stop Worrying: A Flowchart



ESTABLISHING PREDICTABLE ROUTINES, SCHEDULES & TRANSITIONS

- Based on a child's age
- Establish Consistent times for eating & sleeping
- Balance active times with quiet times
- Balance group time with time to be alone
- Keep routines consistent
- A predictable routine helps children understand what they will be expected to do during each part of their day...at school & at home
- A predictable routine helps children be more relaxed and cooperative...
- A predictable routine helps children be more responsible, independent and confident...

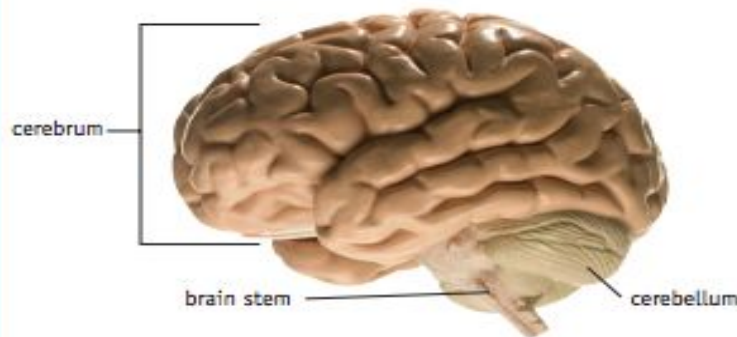
Your Brain

by Sheila Fletcher

What Does It Look Like?

Your brain is about the size of a large grapefruit and looks like a pinkish-grey mixture of jelly and pudding. It has three main parts: the cerebrum (suh-REE-brum), the cerebellum (suh-ruh-BELL-um), and the brain stem. The cerebrum helps you to talk, solve problems, and remember things. The cerebellum helps you to coordinate your muscles. The brain stem connects all areas of your brain to the rest of your body.

Your brain is also divided into halves. The right half of your brain controls the left side of your body, and the left half controls the right side.



How Does It Work?

Your brain is your control centre. It sends and receives messages to and from every part of your body, even when you don't know that it's happening. For example, your brain tells your heart to beat and your lungs to breathe. Imagine if you had to remember to keep doing those things! Messages travel along nerves. They can travel as fast as 400 km/h. Neurons (NEW-rons) are nerve cells that act like wires, taking messages from the brain to all parts of your body.

Keeping It Healthy

The best way to keep your brain healthy is to keep using it! Eat good foods, get lots of exercise and sleep, and avoid drugs and alcohol, which can damage the brain. Your brain keeps working even while you sleep. Some people go to sleep worrying about a problem and wake up with the solution!

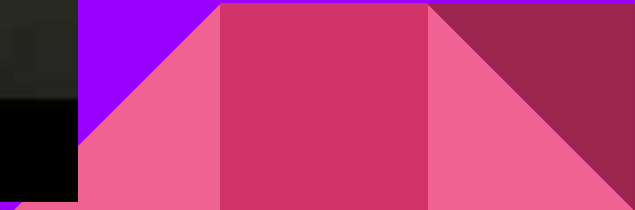


Did You Know...?

The brain is part of your body's nervous system. It controls body functions and also stores information. For example, riding a bike is hard to learn. After a while, though, the memory of how to ride is stored in your brain. Then riding is much easier.



Flip your lid!!!



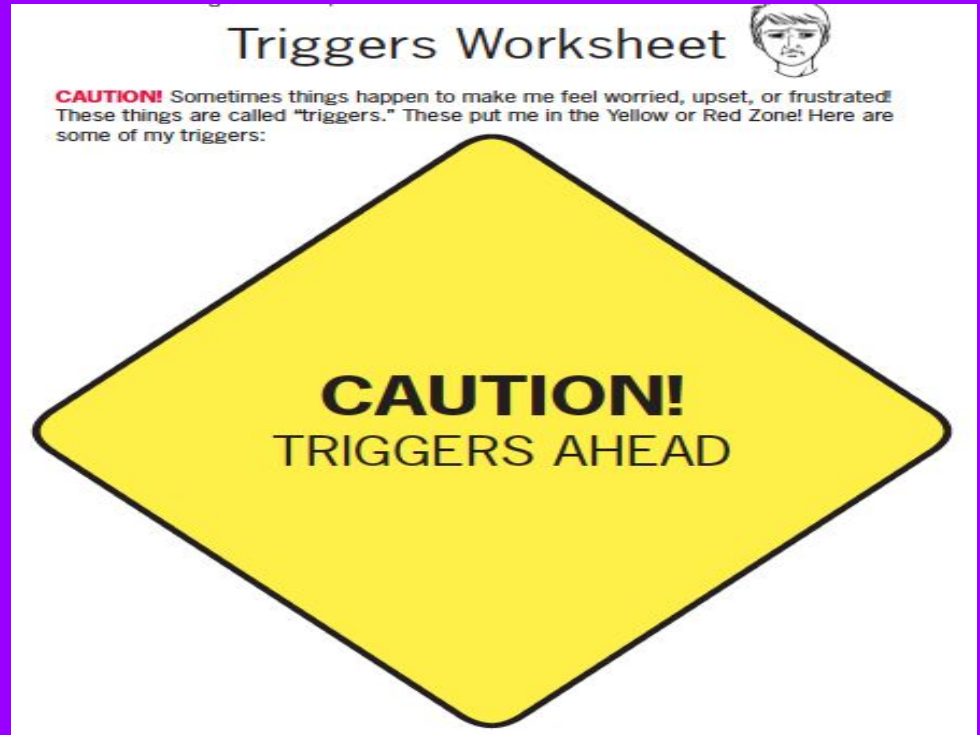
Think of a time...

- when you felt so worried or anxious your mind was working like a shaken bottle. What helped you think more clearly?
- talk about it!!

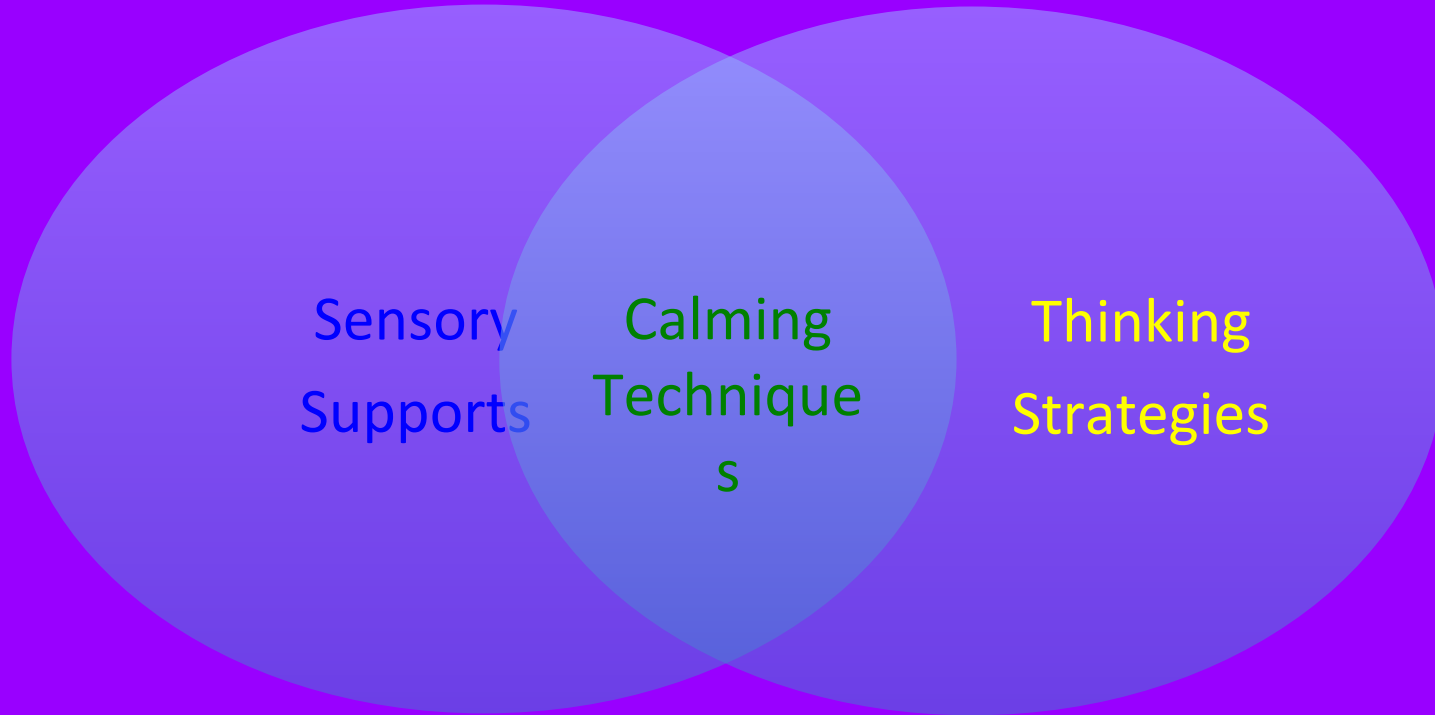


Identify your
school triggers
→ Personal &
Professional
Triggers!!

I Notice bundle...



Tools to Calm and Alert



Calming, alerting & thinking strategies....

Calming Techniques

- 6 sides of breathing
- lazy 8 breathing
- calming sequence
- counting to 10
- 4 square breathing
- learning to take a deep breath

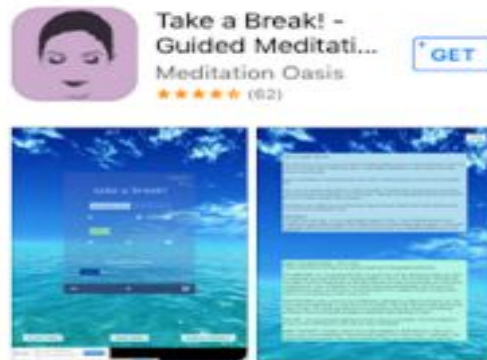
Alerting Techniques

- go for a walk
- drink of water
- trampoline

Thinking Strategies

- Helpful thoughts
...unhelpful thoughts

Apps...



iPhone and Android Apps

- <http://www.healthline.com/health/anxiety/top-iphone-and-android-apps> (The 15 Best Anxiety iPhone/Android APPS of 2015)
- <https://itunes.apple.com/us/app/in-flow-mood-and-emotion-diary/id549101905?mt=8> (Mood & Emotion Diary)
- <http://10apps.net/2015/07/24/colorfy-relax-with-this-excellent-color-and-color-android/> (APPS to Relax & Color)

Websites

- <http://www.5pointscale.com/> (Behaviour Site)
- <http://keltymentalhealth.ca/mental-health/disorders/anxiety-children-and-youth> (Anxiety)
- <http://www.anxietybc.com/> (Anxiety)
- <http://www.anxietybc.com/resources/mindshift-app> (Anxiety)
- <http://mindcheck.ca/> (Mental Health...lot's of options)
- <http://www.casel.org/> (Academic, Social-Emotional Learning)
- <http://thehawnfoundation.org/mindup/> (Social-Emotional Learning)



Surprise Toolbox



SURPRISE TOOLBOX

Think of questions you could ask to find out what is inside the surprise toolbox.

OPEN/CLOSED-ENDED QUESTIONS

Definitions:

Closed-ended questions can be answered with a “yes” or a “no” or with a one-word answer

Open-ended questions cannot be answered with yes or no and require more explanation

Directions: Identify your questions as closed or open-ended by marking them with a “C” or an “O”

IMPROVE QUESTIONS

Take one **closed-ended question** and change it into an **open-ended question**

Take one **open-ended question** and change it into a **closed-ended question**