

Pāhake - Zones of Regulation

Dear Parents,

In Pāhake our students are learning about The Zones of Regulation, a social thinking and social skills curriculum. The Zones help students become more aware of and in-control of their emotions and impulses. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called "zones", with each of the four zones represented by a different colour.

In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports, so they will have a toolbox of methods to use to move between the zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills:

1. How to read others' facial expressions.
2. How to recognise a broader range of emotions.
3. Perspective about how others see and react to their behaviour.
4. Insight into events that trigger their less regulated states.
5. When and how to use tools and problem solving skills.

The four zones are as follows:

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Yellow Zone is used to describe a heightened state of alertness and elevated emotions. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone. A person has "some control" of their body in the Yellow Zone.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone. A person is described as "out of control" if in the Red Zone.

The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. A person's "body is moving slowly" in the Blue Zone.



How can you use the Zones of Regulation with your child?

Students will receive guidance in identifying the emotions that go with each zone, expected and unexpected behaviour, and tools and strategies.

1. Practice with them identifying the emotions that go with each zone.
2. Practice with them identifying expected and unexpected behaviours.
3. Practice utilising tools and strategies (It is best to practice the tools and strategies when the students are calm, so they will be comfortable to use the tools when they are not in the green zone.)
4. When you see them in the blue, yellow, or red zone prompt them to identify what zone they are in and to identify a tool or strategy they can use to get back to the green zone.

Expected and Unexpected Behaviours

Expected behaviours are the behaviours that give people around you good or comfortable thoughts about you. Classroom rules are the expected behaviours in the classroom and are taught consistently. (Examples of expected behaviours: listening when others are using our HEART values, speaking, hands to self, etc.)

Unexpected behaviours are the behaviours that give people uncomfortable thoughts about you. The unexpected behaviours for the classroom are not always taught to students. It is important to teach students about how unexpected behaviours can affect their learning, as well as the learning of others. (Examples of unexpected behaviours: hitting, interjecting, not completing learning, etc.)

More information can be found about the zones at:

[Learn more about the zones here!](#)