



1. What are the Zones of Regulation (ZOR)?

Zones of Regulation are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children 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. The lessons and learning activities are designed 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.

2. Why do the 4 colors mean and why are they circular and interconnected?

The four colors in The Zones of Regulation help us to categorize our feelings so we can understand how we might regulate them. The 4 Zones are in a circular formation to represent how our feelings are fluid and that one Zone can blend into the next. This design illustrates the changing of our emotions, levels of energy and alertness that we

move between and through in our daily lives.

3. Why is it important to know about and better understand The Zones language?

It is important that all team members (parents, teachers, school counselors, etc.) know about The Zones language. This creates a comfortable and supportive environment for the child/student to practice his or her self-regulation skills. It also helps the child/student learn the skills more quickly and be more likely to apply them in many situations. You can support your child/student during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the child/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 your child/student gain awareness of his or her Zones and feelings by pointing out your observations.
- Validate what Zone your children/students are in and help them brainstorm expected ways to self-regulate so their behavior is expected for the context.
- Share with the child/student how his or her behavior is affecting the Zone you are in and how you feel.
- Help the child/student become comfortable using the language to communicate his or her feelings and needs by encouraging the child/student to share his or her Zone with you.
- Show interest in learning about the child’s/student’s triggers and Zones tools. Ask the child/student if he or she wants reminders to use these tools and how you should present these reminders.
- Ask the child/student to frequently share his or her Zones Folder with you and talk about what he or she has learned.
- Make sure to positively reinforce children/students for recognizing their Zone and managing their behaviors while in it, rather than only pointing out when children/students are demonstrating unexpected behaviors while in a Zone.

***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.