



Blackpool Council

Dear parents/ carers,

RE: Zones of Regulation

At Educational Diversity we use 'The Zones of Regulation'. They are based on a range of 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 sessions and activities are designed to help the Children 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 behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

This means that everyone knows and understands The Zones language. This creates a comfortable and supportive environment for the student to practice their self-regulation skills. It also helps children learn the skills more quickly and are more likely to apply them in many situations.

You can support your child during this process by doing the following:

- Use the language and talk about the concepts (see attached) of The Zones as they apply to you in a variety of environments. Make comments aloud so children can understand 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 gain an awareness of their Zones and feelings by pointing out observations.



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Headteacher - Victoria O'Farrell

- Validate what Zone they are in and help them to brainstorm expected ways to self-regulate so their behaviour is expected for the context.
- Share how their behaviour is affecting the Zone you are in and how you feel.
- Help them to become comfortable using the language to communicate their feelings and needs by encouraging the student to share their Zone with you.
- Show interest in learning about the triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
- Positively reinforce your child for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when they are demonstrating unexpected behaviours 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.

I have attached the ‘Zones’ and a glossary of some of the language that will be used in school with the children. We will be holding a parent information meeting in the Spring term.

Please contact me if you would like to discuss further or require any additional information.

Yours Sincerely



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