Information About The **ZONES** of RegulationTM

Fitzgerald Elementary School will be participating in The Zones of RegulationTM curriculum (or “The Zones” for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help him/her gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self- management, and impulse control. 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.

At Fitzgerald, every child will be given a Zones of Regulation chart in their student tote. We will use the Zones program daily during our live lessons to support our students’ well-being. Our School Counselors will also be providing lessons to all of our students. Additionally, we will have parent trainings to ensure all team members know and understand The Zones language, which is a critical component of the program. The home-school partnership will also help our students learn the skills more quickly and be 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 of The Zones as they apply to you in a variety of environments. 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.
* Validate what Zone your students are in and help them brainstorm expected ways to self-regulate so their behavior is expected for the context.
* Share with the student how his or her behavior is affecting the Zone you are in and how you feel.
* Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her Zone with you.
* Show interest in learning about the student’s triggers and Zones tools. Ask the student if he or she wants reminders to use these tools and how you should present these reminders.
* Ask the student to frequently share his or her Zones chart with you and talk about what he or she has learned.
* Make sure to positively reinforce students for recognizing their Zone and managing their behaviors while in it, rather than only pointing out when students are demonstrating unexpected behaviors while in a Zone.