

Emotional Regulation

The Zones of Regulation

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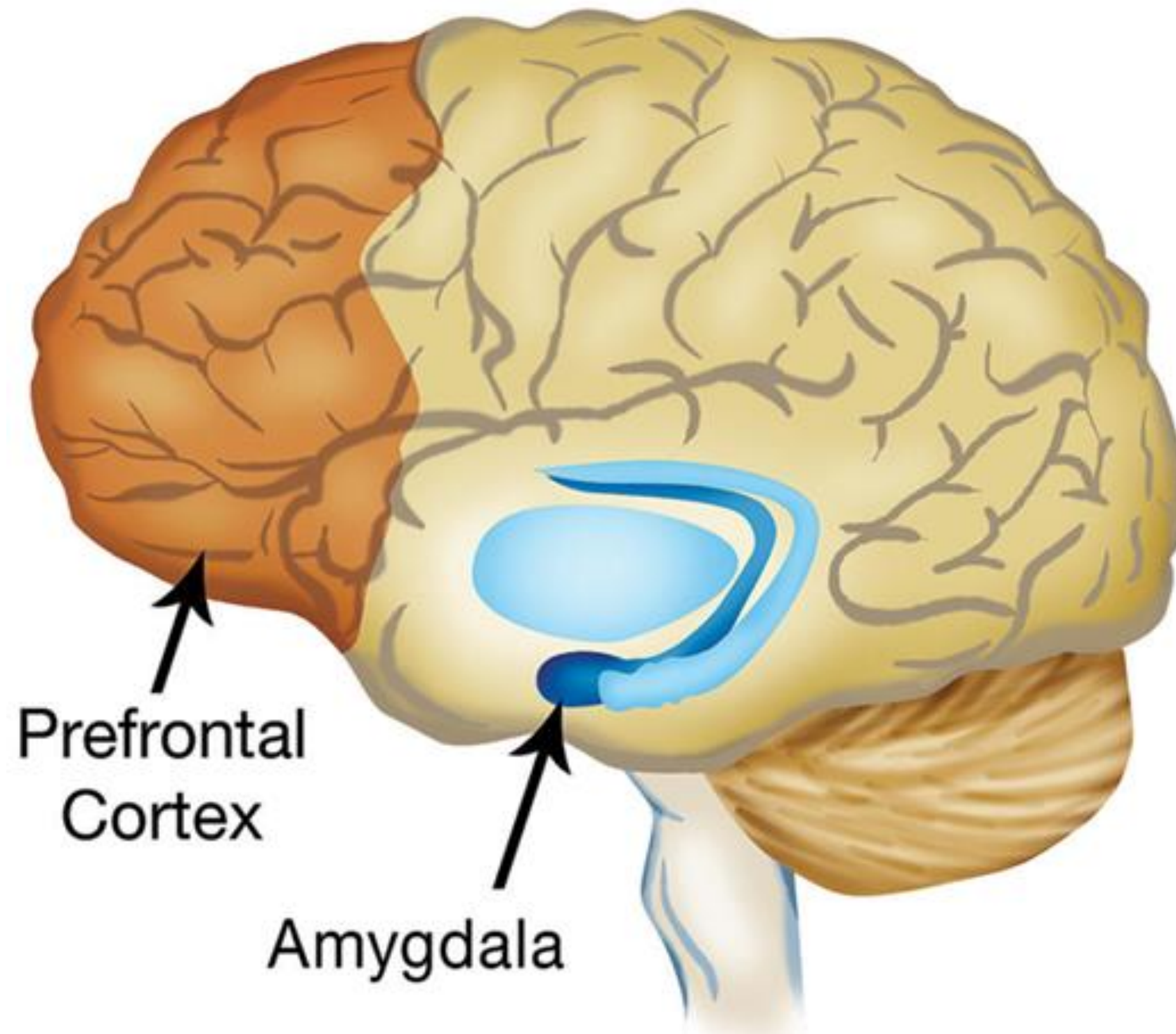


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Session overview

- **How our brain works**
- **Fight, Flight, Freeze**
- **Introducing the zones**
- **What does each zone look like?**
- **Our role in the Zones of regulation**
- **Practical strategies / building a toolkit**
- **Q&A**

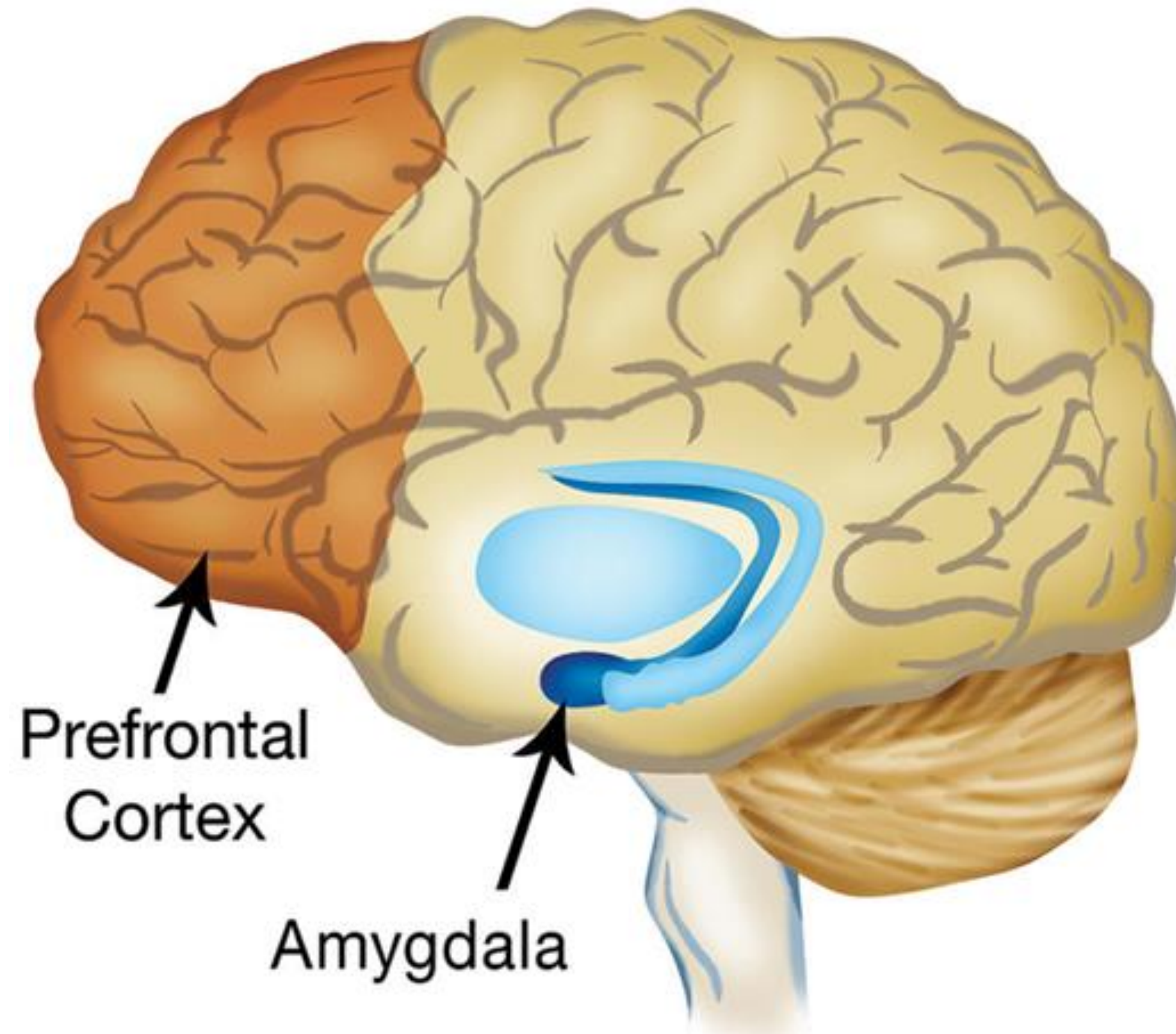
A Child's Brain Structure:



Children can struggle to regulate their emotions.

Their amygdala becomes sensitive to a *perceived* threat and so the survival response is likely to be triggered.

A Child's Brain Structure:



- ◉ The increase of hormones during puberty makes teenage brains more vulnerable to stress.
- ◉ Prefrontal cortex is the logical part of the brain that helps manage the anxiety response and problem solve.
- ◉ Develops into our mid to late 20's in females and early 30's in males.



Fight

Flight

Freeze

Fawn

What People See:

Screaming
Shouting
Throwing things
Running away
Red face
Punching
Swearing
Crying
Hiding
Freezing
Fighting
Heavy breathing

What People Might
Not See:

Upset
Helpless
Fear
Injustice
Jealousy
Guilt
Worry
Shame
Rejection
Envy
Scared
Overwhelmed
Nervous
Tired
Frustration
Sadness
Confused
Disappointment
Embarrassment

What People See:

Screaming

Throwing things

Shouting

Red face

Punching

Running away

Crying

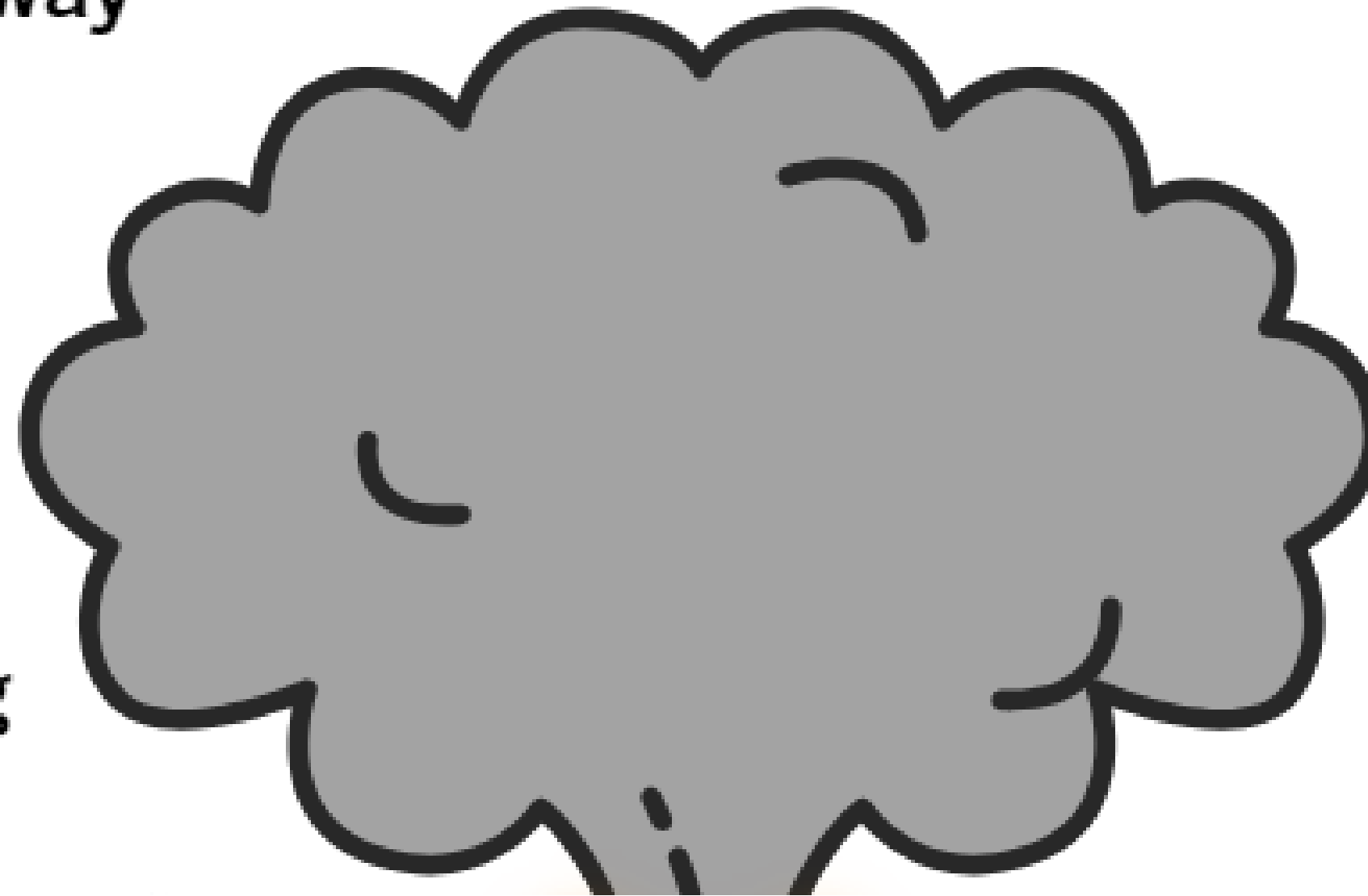
Swearing

Freezing

Hiding

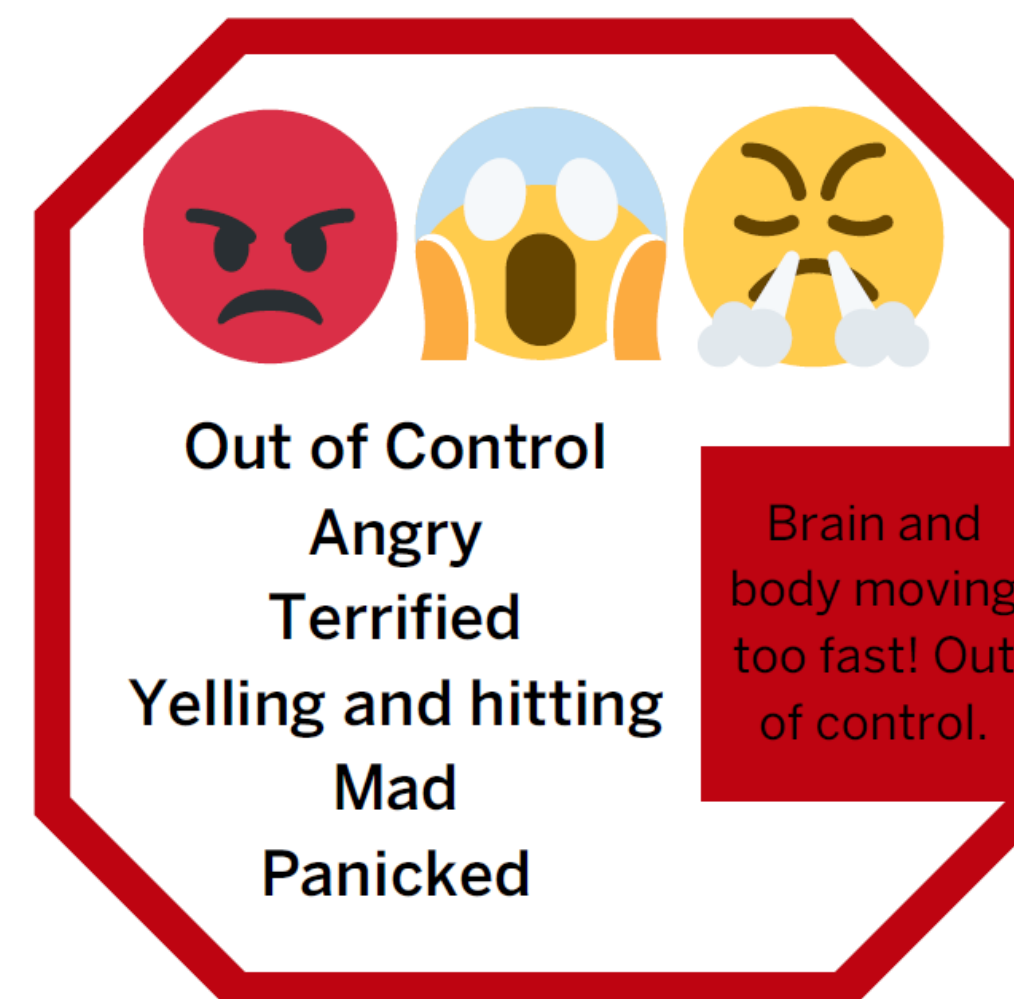
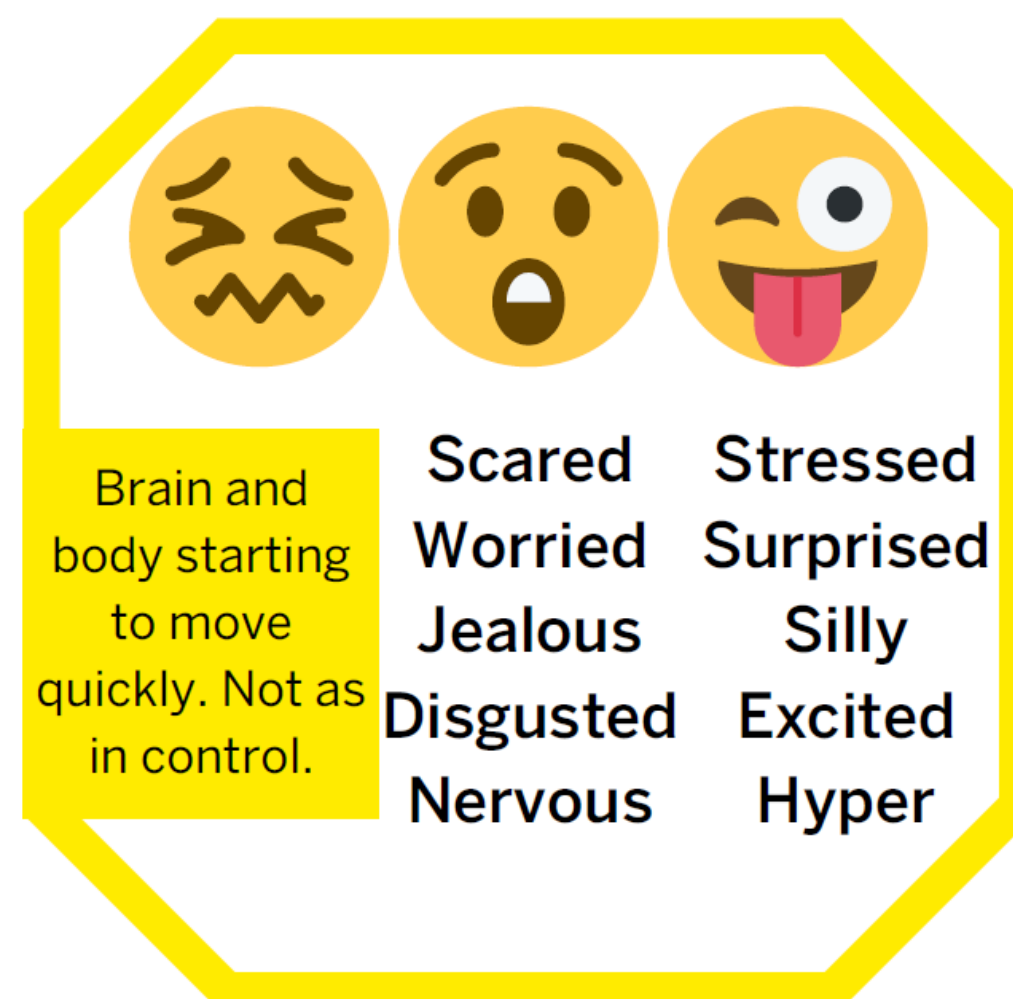
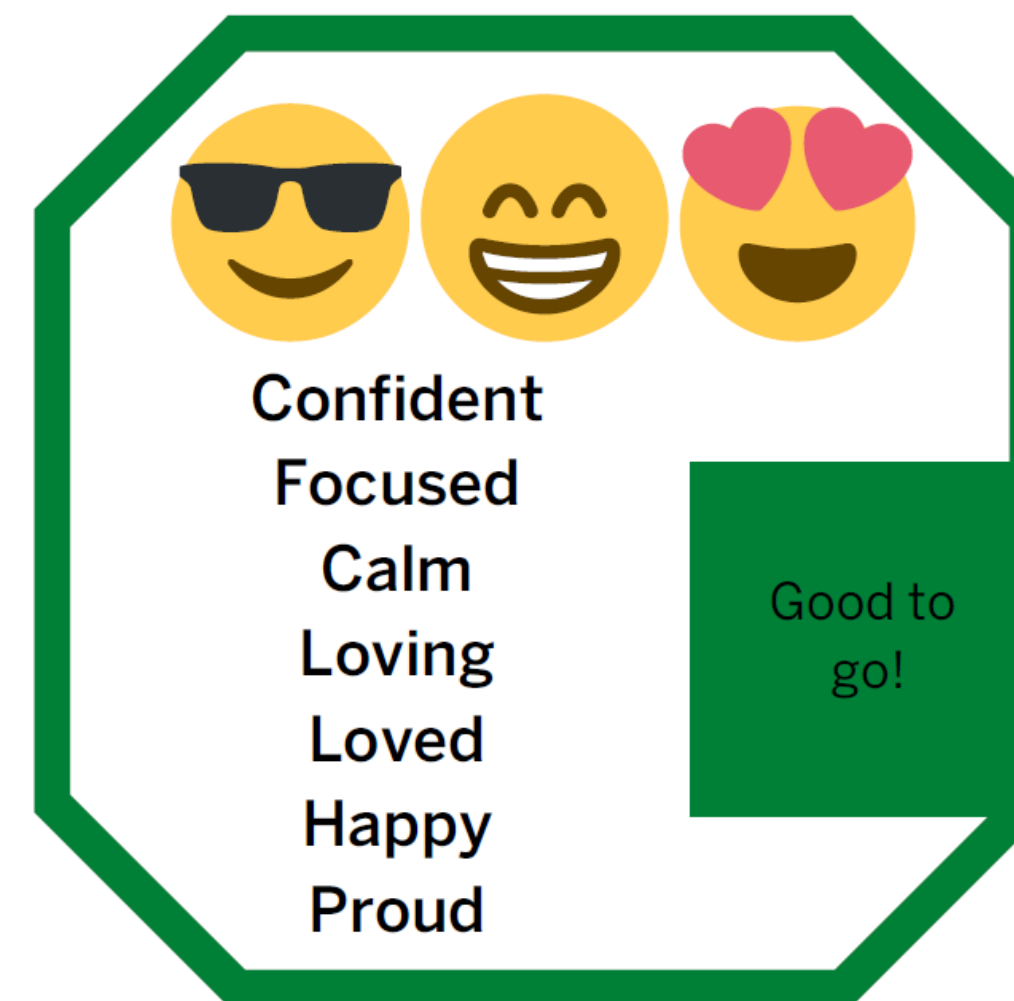
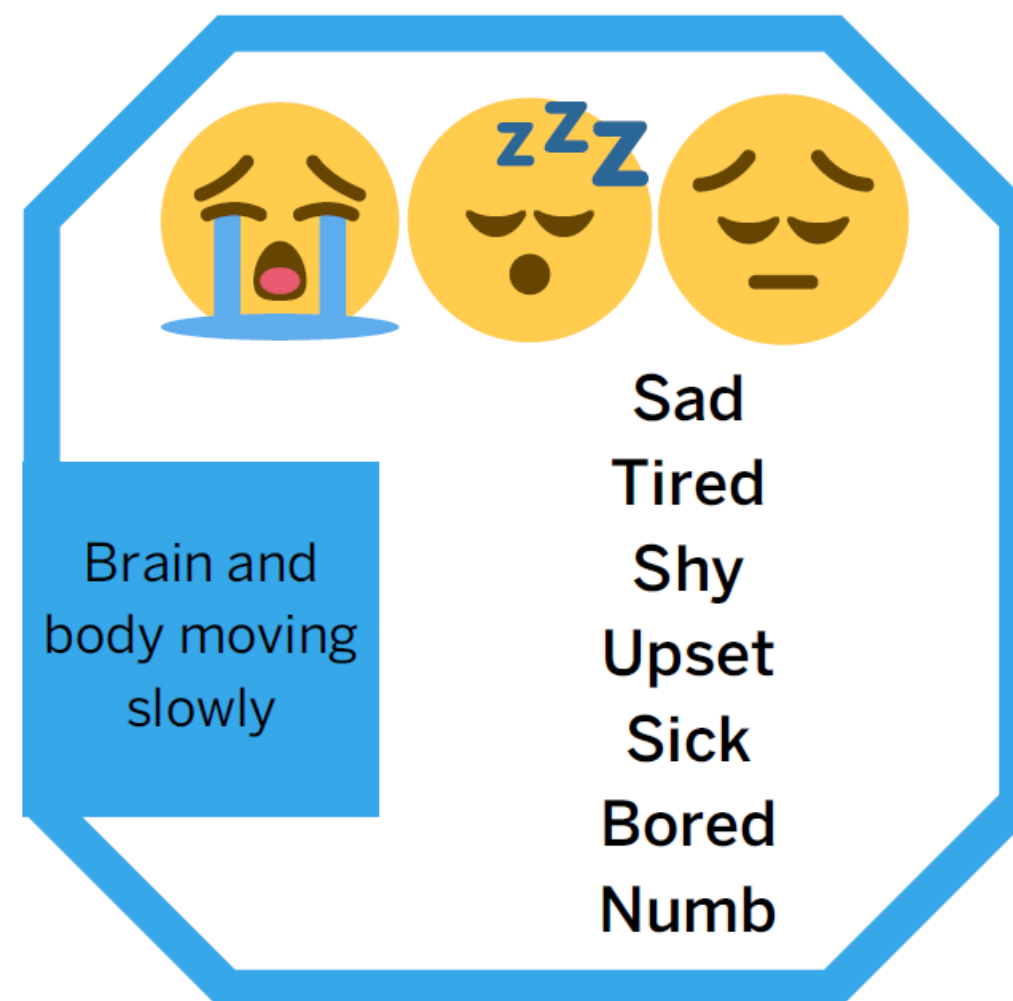
**Heavy
breathing**

Fighting





Introducing the Zones



Scenario 1

Your child comes home from school and puts their head down on the table. They tell you they don't want to talk about it.

Which zone does this represent?

Blue Zone

- Withdrawn
- Head down
- Crying
- Staring out of the window
- Struggling to focus or concentrate
- Appearing tired
- Hiding away
- Running away
- Not speaking to others

Scenario 2

Whilst you are watching a film together, you notice your child is wriggling around and disturbing their brother and sister. They are fiddling with some toys and making a lot of noise.

Which zone does this represent?

Yellow Zone

- Fidgeting
- Jumping around
- Distracting others
- Walking/running around
- Shouting
- Making noises
- Banging/tapping things around them
- Rocking on a chair
- Leg tapping
- Looking around the room
- Asking lots of questions/asking for help

Scenario 3

During a trip to the park, you notice your child standing with their arms crossed and frowning.

They begin joining in a football game with some other children but start kicking the ball out of play repeatedly.

Which zone does this represent?

Red Zone

- Shouting/screaming
- Punching/kicking/hitting/pushing
- Walking out of a room
- Crossing arms
- Bashing/banging things
- Sighing
- Crying
- Self-injury (skin picking, digging in nails)
- Stamping feet
- Running away/hiding

Scenario 4

During a family dinner, you notice your child is fiddling with a toy in their hands. Your child is eating their meal. They are listening to and contributing during conversations.

Which zone does this represent?

Green Zone

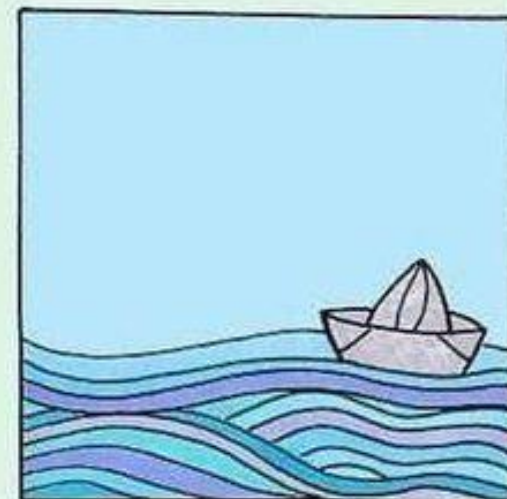
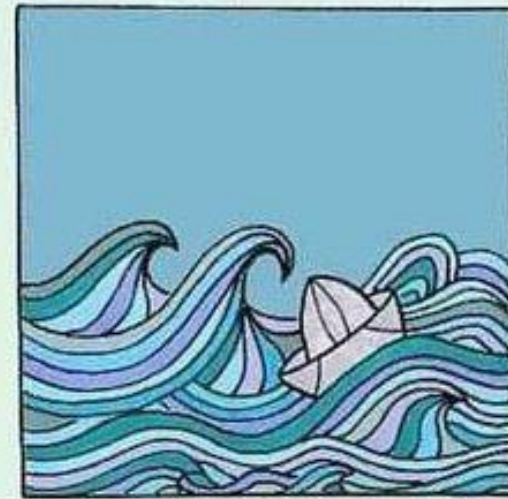
- Able to use strategies that are helpful to them
- Able to concentrate and focus (may not look exactly how we expect)
- Participating in conversations.
- Taking part in activities
- Sharing with others
- Asking to do things they enjoy
- Choosing to spend time with family

Our role in the **Zones** of Regulation

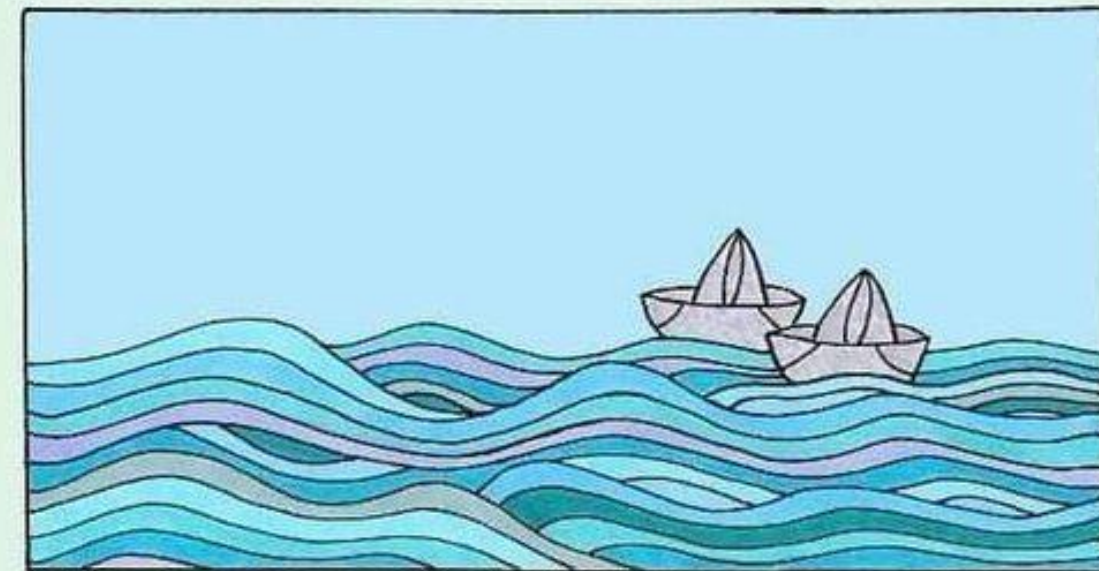
Co-Regulation

How to Co-Regulate

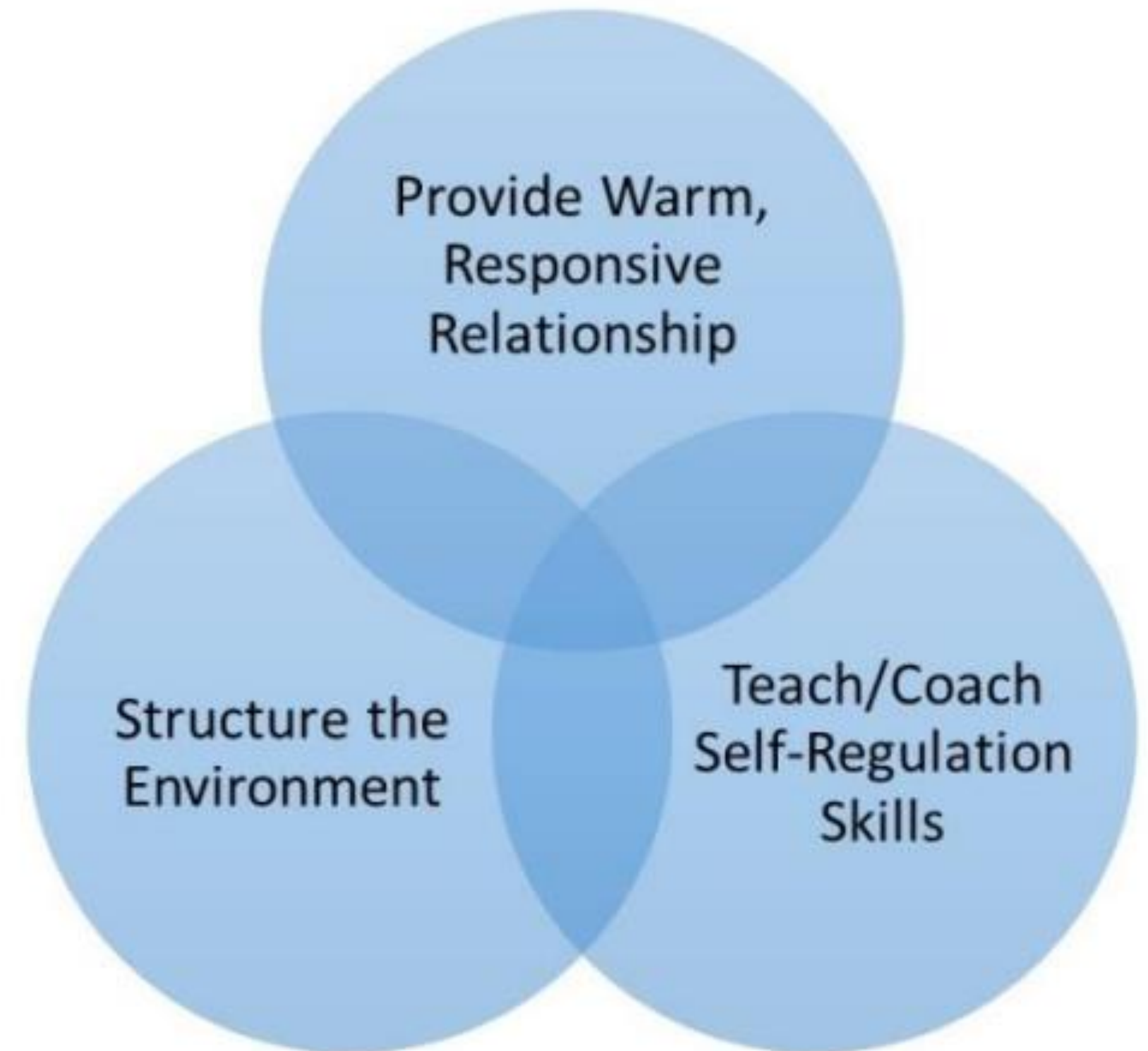
WHEN THEIR STORM MEETS OUR CALM



CO - REGULATION OCCURS



@kwiens62



**Normalise talking about and
exploring emotions.**

**Recognise emotions aren't good
or bad.**

**Develop understanding of why
big emotions happen.**

**Externalise emotions – drawing,
characters.**

Emotional Coaching:

Notice the emotion

“It looks like you are feeling ... I wonder if that’s because . . .”

Normalise

“Lots of children feel like that when . . .”

Set limits

“It's ok to feel...but it’s not ok to . . .”

Problem solve

“I wonder if it would help to . . .”

Active Listening:



So have I got it
right you're
saying.....?

I'm so pleased
you've talked to
me about this...

I wonder what
might help

It sounds as
though you're
feeling...am I
right?

I wonder if you
could tell me a
bit more about
that...?




I can see
that you're
upset.....

Let's think together
about what you
could do next...

That sounds
really difficult...




Avoid: rescuing, trivialising, minimising
Encourage: openness, tentative, explorative talk

Practical Resources and Ideas to Support with Zones of Regulation






Brain and body moving slowly

Sad
Tired
Shy
Upset
Sick
Bored
Numb



Confident
Focused
Calm
Loving
Loved
Happy
Proud


Good to go!



Brain and body starting to move quickly. Not as in control.

Scared
Worried
Jealous
Disgusted
Nervous

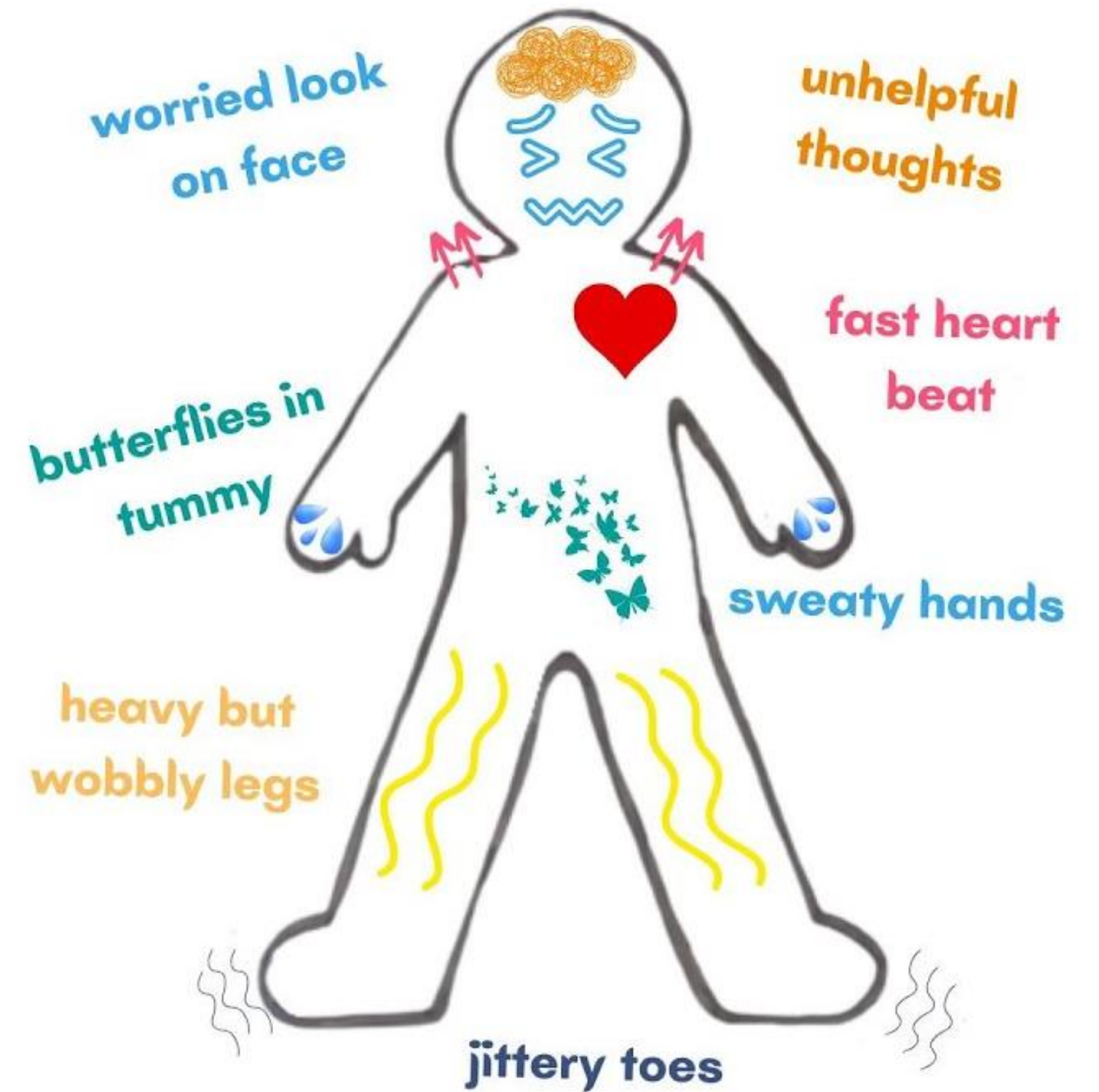
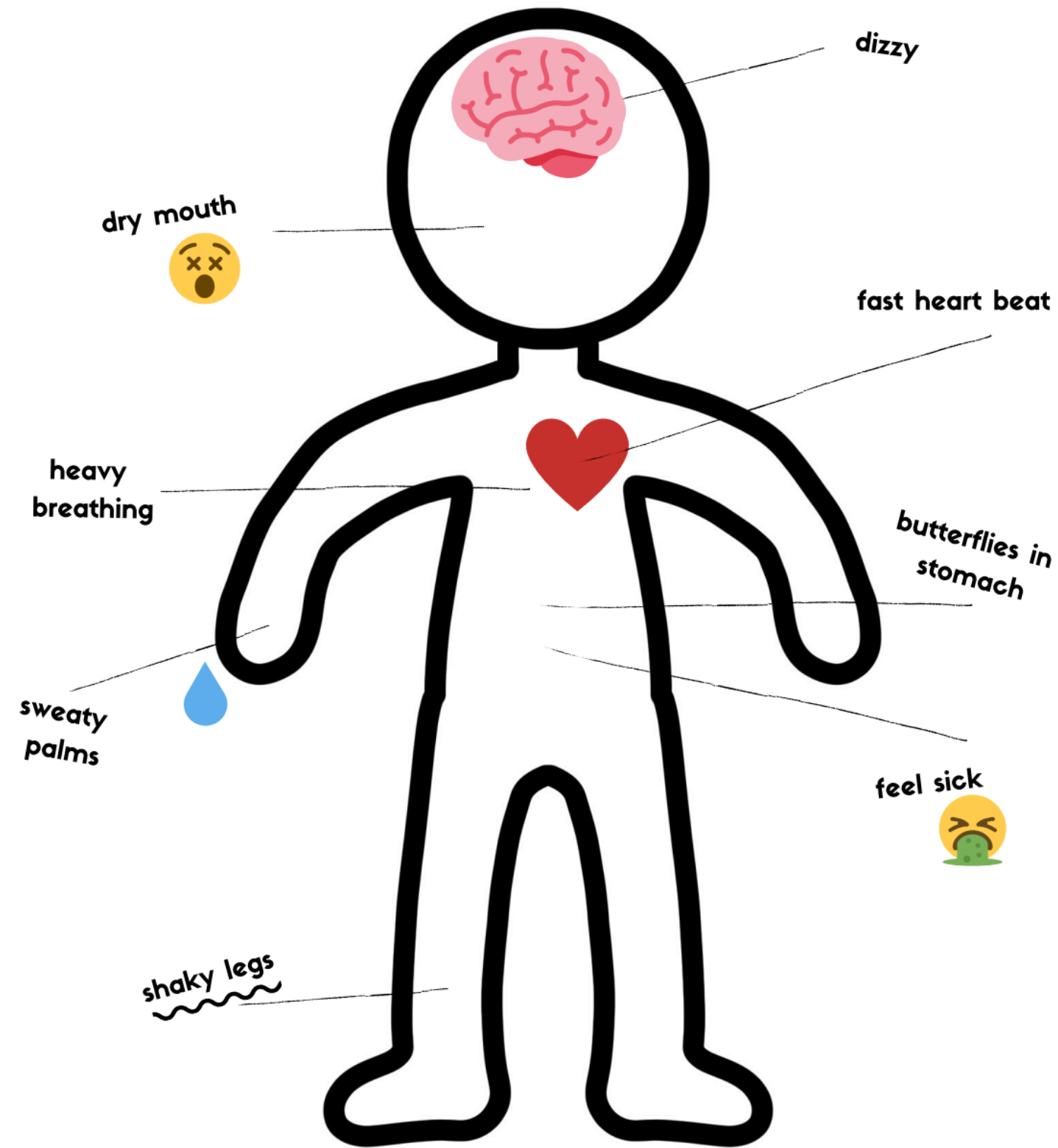
Stressed
Surprised
Silly
Excited
Hyper



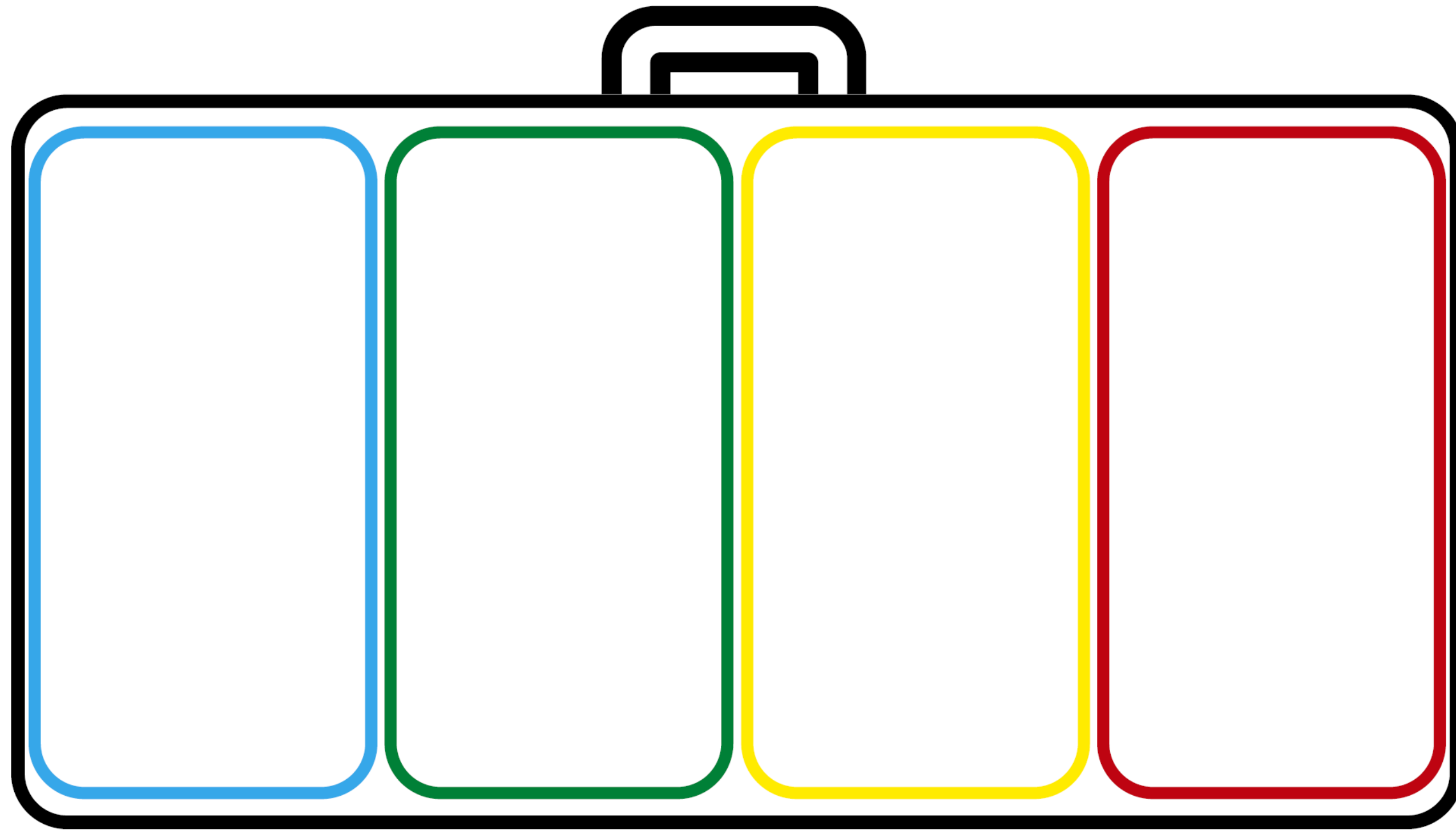
Out of Control
Angry
Terrified
Yelling and hitting
Mad
Panicked

Brain and body moving too fast! Out of control.

Body Mapping



Making a Zones tool kit:



We can do different things to give us more energy or to release our energy.

To help us feel more alert and move up or to feel less alert and move down.





Up regulating activities

These activities are best used when children or young people seem disengaged, bored, withdrawn, low, sad, worried or when they may need to disperse energy before calming.

The aim is raise or disperse their energy through fun activities that increases their heart rate slightly.

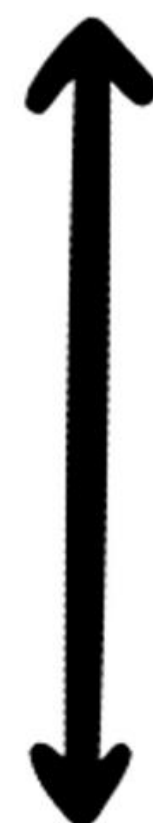


Down regulating activities

These activities are best used when children or young people are in a high energy state e.g. anxious, excited, hyperactive, annoyed or angry.

They aim to slow them down, regulate breathing and try to relax them. Sometimes children will need to do an up regulating activity first to disperse some energy before they can engage in a down regulating activity.

**HIGH
ENERGY**



**LOW
ENERGY**

Enraged	Stressed	Shocked	Surprised	Festive	Ecstatic
Fuming	Angry	Restless	Energised	Optimistic	Excited
Repulsed	Worried	Uneasy	Pleasant	Hopeful	Blissful
Disgusted	Down	Apathic	At ease	Content	Fulfilled
Miserable	Lonely	Tired	Relaxed	Restful	Balanced
Despair	Desolate	Drained	Chill	Tranquil	Serene

UNPLEASANT



PLEASANT

RISE

Making a Zones tool kit:



We can do different things to give us more energy or to release our energy.

To help us feel more alert and move up or to feel less alert and move down.





Temperature Change

Cooler temperature decreases your heart rate (which is usually faster when emotionally overwhelmed). Try splashing your face with cold water, drink cold water or hold an ice cube in your hand.

Higher temperatures increase your heart rate (which is usually lower when feeling sad). Take a hot bath, wrap up in a blanket, have a hot drink or talk a walk in the sunshine.



Intense Exercise

Intense exercise for intense emotions. Sprint to the end of the street, jumping jacks, intense dancing or push ups.



Paced Breathing

Slow down your breath with some deep breathing. Ideally breathe out longer than you breathe in e.g. inhale for 5 secs, exhale for 7secs.



Progressive Muscle Relaxation

When you breathe in tense each muscle group from head to toe. As you breathe out, relax them.





EMOTIONAL REGULATION WORKBOOK

Name:

RISE

Mental Health Support



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youtube.com/@rise-ne



<https://rise.childrensociety.org.uk/>

EMOTIONS FIREWORK

Explosion: Behaviour



Fuse: What were your thoughts and feelings?



Trigger: What Happened?



Scenario 1

Your child comes home from school and puts their head down on the table. They tell you they don't want to talk about it.

What could you do?

What Could You Do?

- Give them space/time
- Do an energiser/physical activity
- Get your child moving by giving them a job to do around the house
- Encourage them to talk to siblings/friends
- Ask them to draw how they are feeling
- Give them the option to take a break/do some breathing

Scenario 2

Whilst you are watching a film together, you notice your child is wriggling around and disturbing their brother and sister. They are fiddling with some toys and making a lot of noise.

What could you do?

Yellow Zone

- Movement break
- Help them get rid of some energy
- Give them a timer to talk as much as they like about a topic.
- Ask them to write or draw something related to the film you're watching
- Fidgets or something to touch/squeeze
- Do some deep breathing
- Mindful moment

Scenario 3

During a trip to the park, you notice your child standing with their arms crossed and frowning.

They begin joining in a football game with some other children but start kicking the ball out of play repeatedly.

What could you do?

Red Zone

- Adults around the YP to self-regulate before getting involved if necessary
- Take the YP to a safe space to calm down
- Deep breathing
- Give them an energy outlet (stomping feet, squeezing something soft, running up and down, humming, spinning around, star jumps)
- Squeeze and relax muscles
- Write down feelings/frustrations on paper and rip it up

Scenario 4

During a family dinner, you notice your child is fiddling with a toy in their hands. Your child is eating their meal. They are listening to and contributing during conversations.

What could you do?

Green Zone

- Allow the doodling – if it is causing disruption to anyone else or stopping the YP from being involved at any point – discuss this with them and find a more appropriate strategy.
- Praise the YP for joining in and participating – and for using a strategy that works for them.

Questions



**The
Children's
Society**

NHS
North East and
North Cumbria


Department
for Education



**The
Children's
Society**

Mental Health Support Team

Online Resources



Our website can tell you more about our service and has many free resources to help support your mental health and wellbeing.



Scan the QR code or head to
rise.childrenssociety.org.uk



We have a range of self-help guides: anxiety, low mood, exam stress and self-esteem.



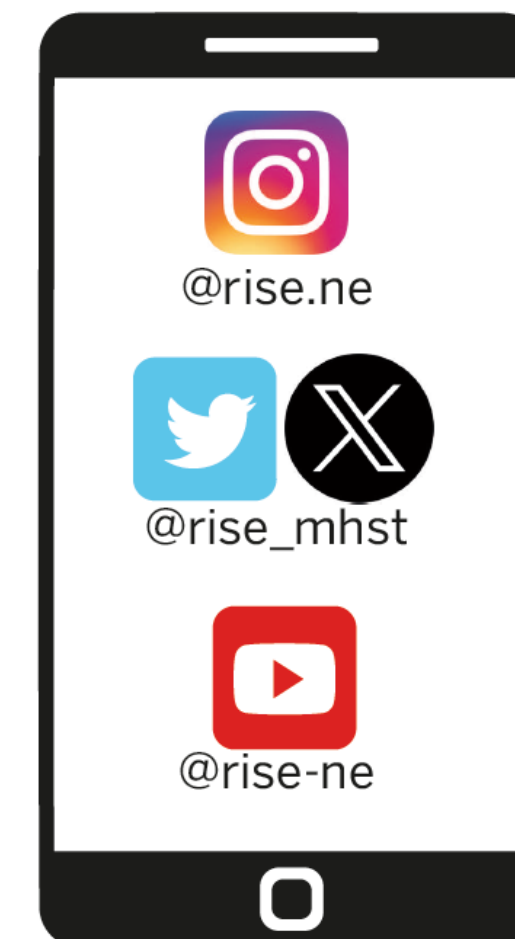
Scan me!



Check out our YouTube channel which contains helpful videos and shorts e.g. anxiety, low mood, mindfulness



Scan me!

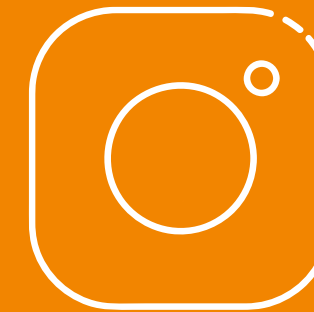


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