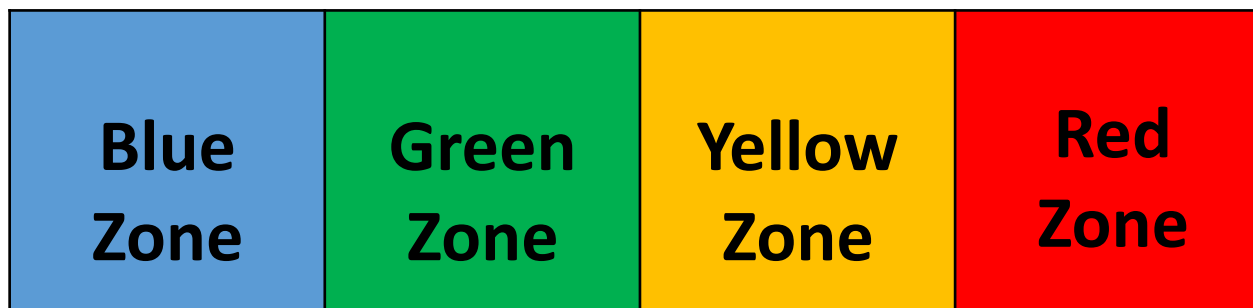


In The **ZONE:**

A Framework for

SEL & Self-Regulation Strategies for Students

with Autism



Virginia Occupational Therapy School Symposium

Virginia Beach, VA.

March 10, & 11, 2017

Presenter: Evelyn L. Zirkle, MS OTR/L

SECEP Occupational Therapy Coordinator



Regional Public School Program

- Students with Moderate to Severe Behavior Problems
- OT focus on antecedent strategies in ABA based instruction
- OT services focus on strategies for coping with frustration, sensory supports, and reducing maladaptive behaviors.

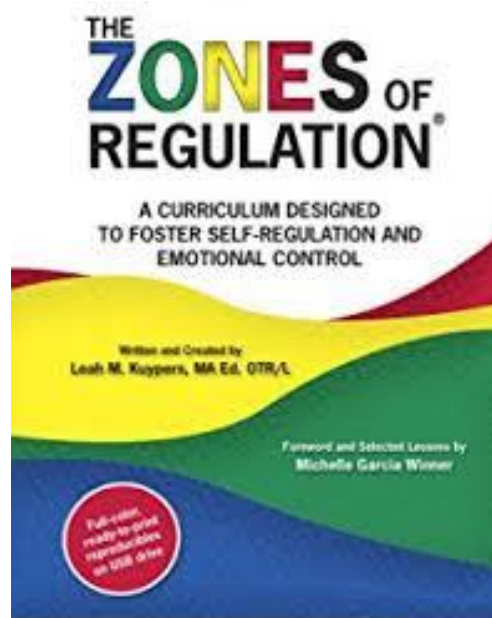


Autism Spectrum Program

- 2014-2015 OT introduced ZONES with SECEP ASP students individually & on whole class basis at several sites
- ASD program Approx. 8 students in a class; Self-contained & some with Inclusion
- OT and/or OT- Speech Co-Teach
- Chosen for its visual and user friendly language

Presentation Goals

- Review the ZONES of Regulation curriculum and how it combines sensory & cognitive behavioral strategies for social-emotional learning and self-regulation in a classroom.
- Review the use of power point presentations and other visual supports to engage attention and facilitate comprehension in students with ASD
- Review use of activity based groups with the Zones
- Practice deep breathing as a fundamental calming technique.
- ID strategies for calming and alerting, such as Calming Sequence, Yoga, & Life Moves.



The Zones of Regulation:

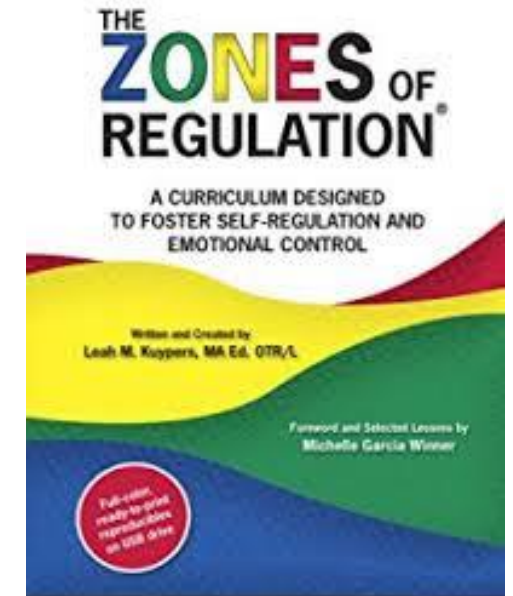
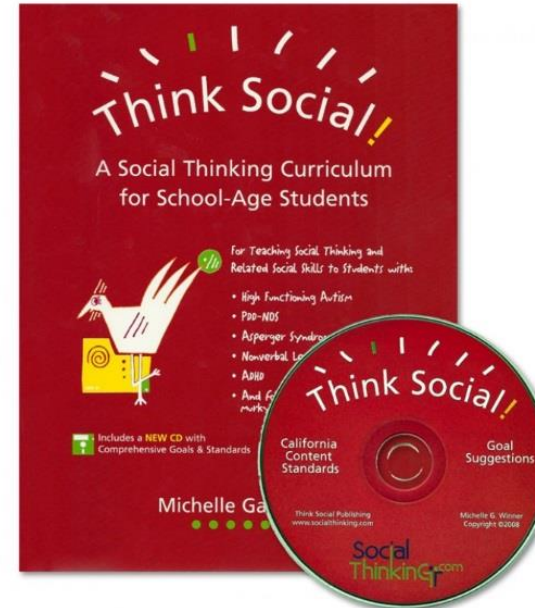
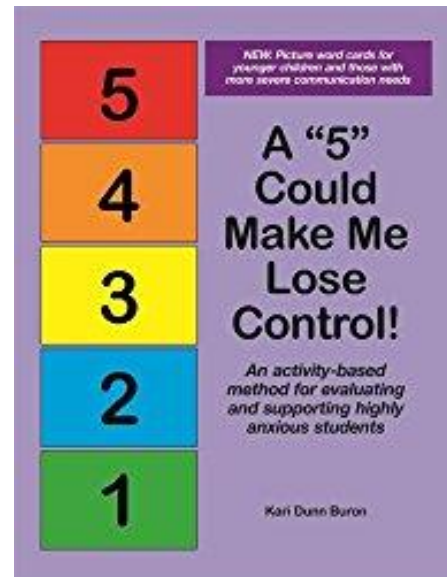
A Curriculum Designed to Foster Self-Regulation & Emotional Control

Written and Created by Leah M. Kuypers, MA Ed., OTR/L

Thinking Social Publishing (2011)

Selected Lessons by Michelle Garcia Winner from her Social Thinking
and ILAUGH program.

Works that Influenced The ZONES



ZONES & The Alert Program Social Story: Combine sensory & language concepts together

ZONES of Regulation:

How Does Your

Engine

Run

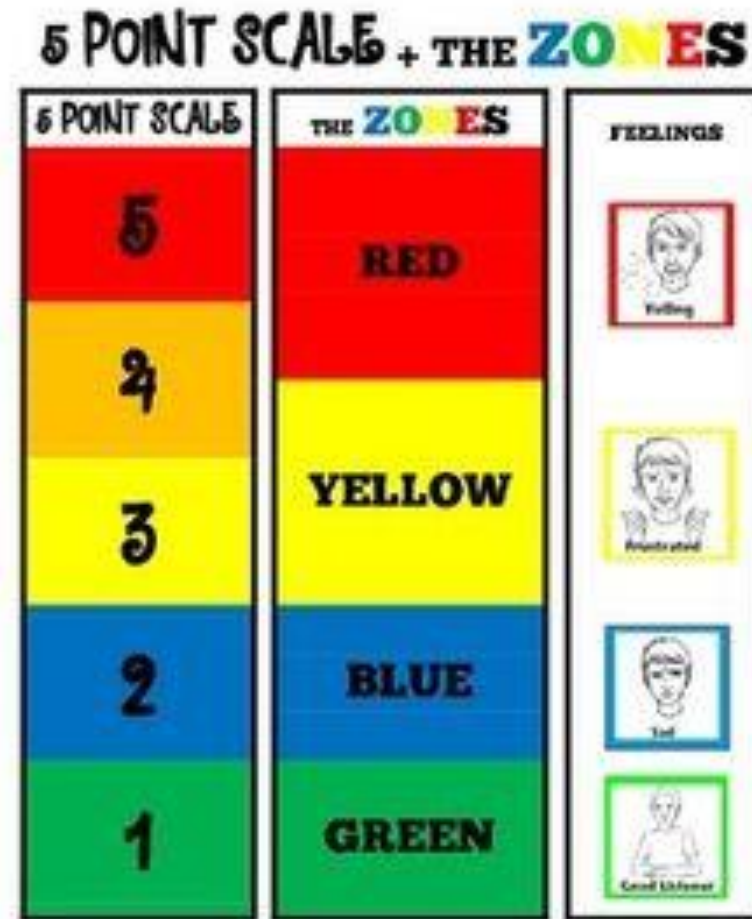


**Your body
works like a car
engine.**



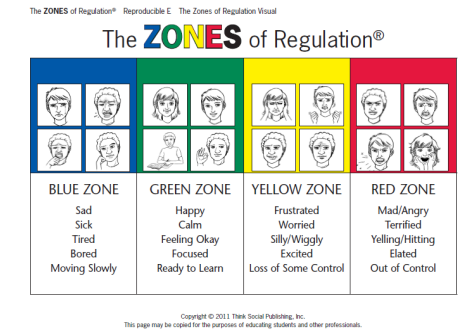
Incredible 5 Point Scale: Combined with the Zones

- Two tools can be integrated to work together.
- Teach flexibility by reassigning the colors:




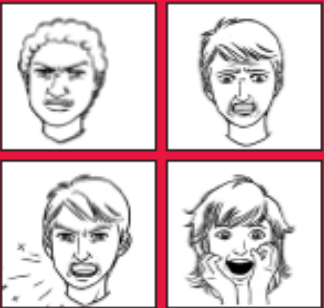


GOALS of THE ZONES

- ID emotions & the relationship to 4 specific zones
- ID own body's cues and related Zone (Physiological; Alertness level)
- ID triggers that lead to dysregulated states
- ID how emotions, thinking processes, sensory and physiological needs, and the environments that can influence the related Zone
- Introduce Social Perspective Taking



The ZONES of Regulation®

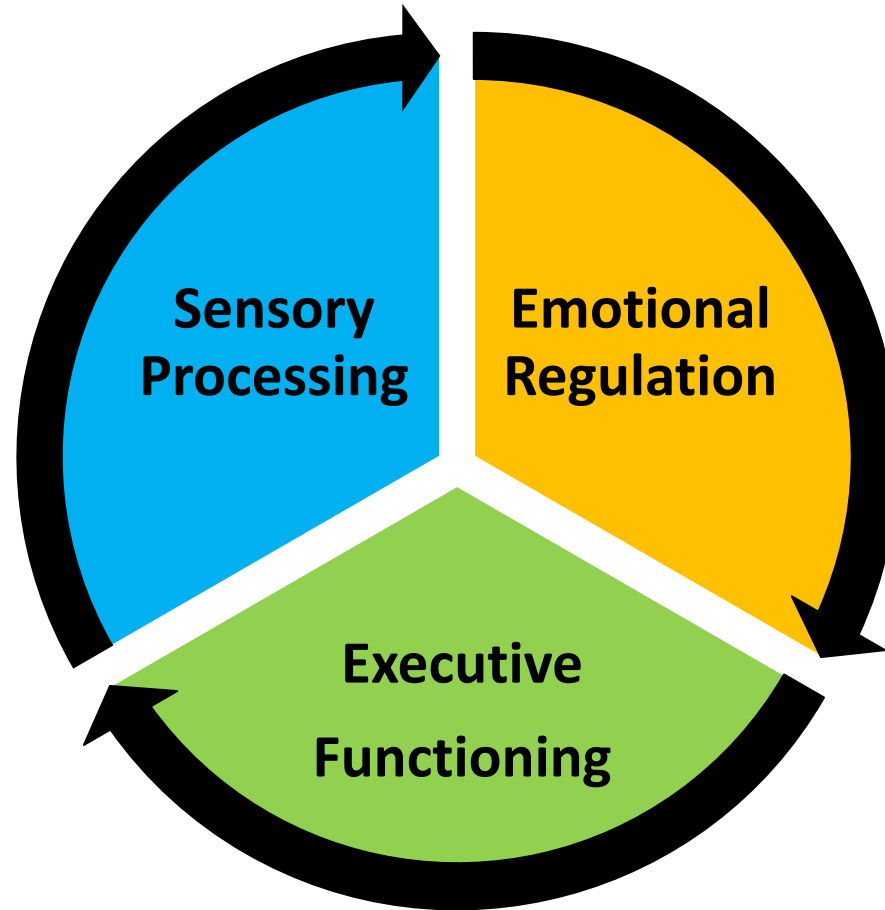
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The ZONES
is a
conceptual
framework
to
teach
self-regulation




SELF-REGULATION:

The ability to do what needs to be done
while in optimal state for the demand

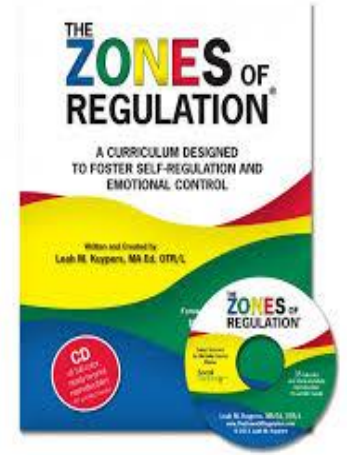


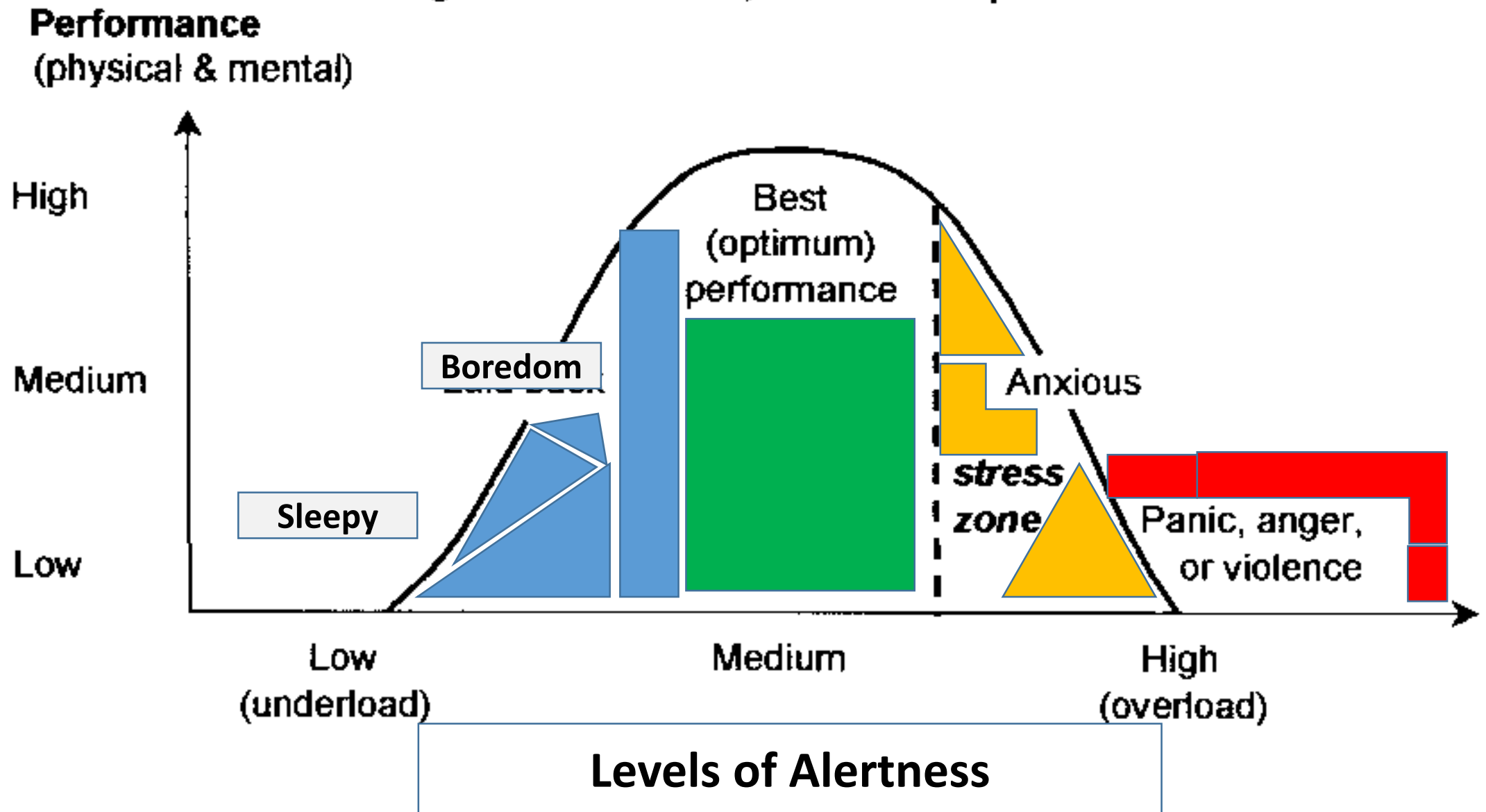
The ZONES of Regulation integrates (3) critical neurological processes: executive functioning, emotional regulation, & sensory supports.

The ZONES of Regulation			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick or Hurt Tired	Happy Calm Feeling Okay Good	Frustrated Worried Silly/Wiggly Grouchy	Mad/Angry Terrified Yelling Too Silly/Wiggly
Bored Moving Slowly Shy Exhausted Depressed	Focused Ready to Learn Good Listener Proud Relaxed	Excited Anxious Jealous Confused Embarrassed Upset	Elated Hitting Extreme Emotions Out of Control
			

Key Components of The ZONES

- Inspired by The Alert Program & Incredible 5 Point Scale
- Cognitive Behavioral Approach
- **Conceptual Framework**
- User friendly language
- Breaks down abstract social concepts into concrete visuals
- Focuses on building skills with underlying problems
- ID Levels of alertness
- ID Emotions
- Social Perspective Taking
- Sensory Strategies
- Calming Strategies (deep breathing)
- Thinking Strategies (EF):
- Teaches impulse control & problem solving skills





Categorizes Emotions into 4 ZONES





- Zones describe how your brain and body feel
- **Blue Zone** – Body running slow, such as when tired, sick, sad, or bored
- **Green Zone** – Like a green light , “Good to Go!”
- **Yellow Zone** – Proceed with Caution & Slow Down!
- **Red Zone** – Extreme Emotions! out of control, trouble making good decisions, and must STOP



All the ZONES are OK !

RED & YELLOW ZONE are “OK”

- Different zones are experienced throughout the day
- No wrong or bad zones; Can make poor choices
- There are “expected ZONES” for different environmental demands
- Safe; Non-judgmental means to communicate and recognize feelings
- Provide natural consequences for poor choices in the RED Zone; Process afterward the circumstances what led to the Red Zone and how to do differently the next time



More Than One ZONE

- Students can be in more than one Zone at once
(Ex. Blue for Tired and Yellow for Anxiety over a test)
- The same emotion can be categorized into different zones
(Ex. Disappointment in Blue or Yellow & Jealous can be Yellow or Red)
- Listing more than one Zone can indicate that they are really in touch with their feelings and alertness level.



The Zone depends on the **intensity of the emotions**

Outside Mask for Inside Zone

- Disguise our zone by putting on a mask to match social expectations (ex. “Put on a happy face” if disappointed & jealous)
- Pick up child from school and they loose it then they are aware of social expectations & so that peers continue to think good thoughts about them until a safe place to let their emotions out
- Teach how to manage Yellow Zone emotion inside of them throughout the day so that it doesn’t turn into the Red Zone



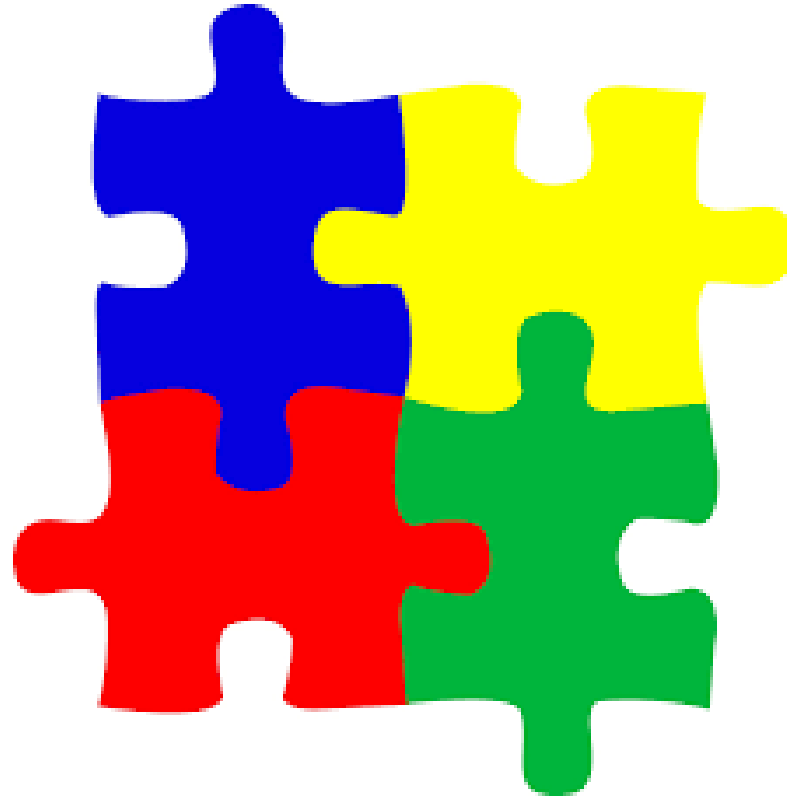
Mutual/Co-Regulation: Adult Support

- Independent self-regulation takes a long time to develop in neuro typical children
- Special needs students may require many years and may never develop independent self-regulation.
- The program provides a structure for co-regulation /mutual regulation.
- Able to repeat the lesson more than once or do the lesson a regular basis to assist student's in comprehending the concept taught



AUTISM SPECTRUM DISORDER

Teaching Strategies



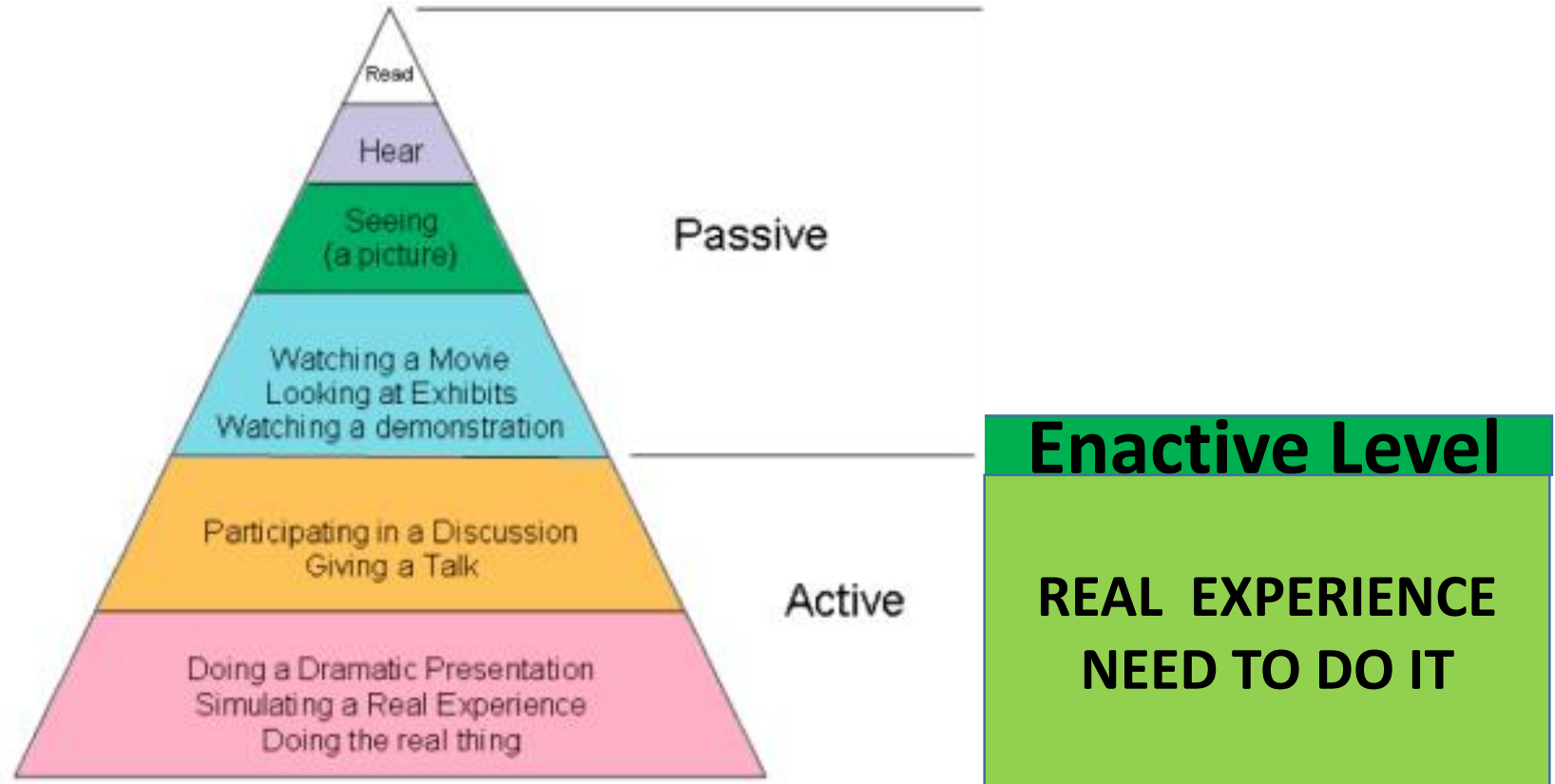


NATIONAL
AUTISM
CONFERENCE

**National Standards Project
identifies “self-management” as
an effective intervention for ASD**

Enactive Mind Approach (Ami Lin 2003)

- ASD diagnosis limited social cognition
- Teach explicitly to meet social demands
- Teach to generalize in natural social setting



Systemizing Theory with ASD

(Simon Baren-Cohen 2006)

- ASD diagnosis highly driven to create systems to understand information and abstract concepts
- Ex. interstate roadway systems are concrete (literally and figuratively!) and easy to understand.
- Emotions, levels of alertness, & social expectations are abstract & ever changing. Zones make them concrete and visual.



Central Coherence Theory

(Based on work by Uta Frith 1989)

- ASD diagnosis tend to focus on small irrelevant details vs. the whole gestalt
- Results in difficulty picking up relevant details, understanding deeper meaning, & ID source of a problem
- Zones is concrete means of comprehending abstract info; Four simple Zones
- Zones focuses on whole concept vs. minute details



Positive Behavioral Supports: Reinforcement

- Teach underlying skills
- Reinforce staying in Green Zone
- Reward efforts to use a tool to cope even if it is not successful.
- Don't encourage perfectionism & anxiety over rewards



Who can benefit from The Zones ?

- 4 year old preschoolers if at or above average intellect
- Elementary student
- Secondary students
- Middle school students
- High school students







Language Delays & Cognitive Involvement

- Adaptations provided for younger and older students in the manual
- More cognitively involved students with less language can develop awareness of ZONES and follow visual supports to guide self-regulation strategies



Adapted ZONES

The ZONES of Regulation			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick or Hurt Tired	Happy Calm Feeling Okay Good	Frustrated Worried Silly/Wiggly Grouchy	Mad/Angry Terrified Yelling Too Silly/Wiggly
Bored Moving Slowly Shy Exhausted Depressed	Focused Ready to Learn Good Listener Proud Relaxed	Excited Anxious Jealous Confused Embarrassed Upset	Elated Hitting Extreme Emotions Out of Control
			



The ZONES of Regulation & Feelings



Sad
Sick or Hurt
Tired



Happy
Calm
Feeling Okay
Good



Frustrated
Worried
Silly/Wiggly
Grouchy



Mad/Angry
Terrified
Yelling

Bored
Moving Slowly
Shy
Exhausted
Depressed

Focused
Ready to Learn
Good Listener
Proud
Relaxed

Excited
Anxious
Jealous
Confused
Embarrassed
Upset

Elated
Hitting
Aggressive
Extreme
Emotions



Communication:

Team & Home Collaboration

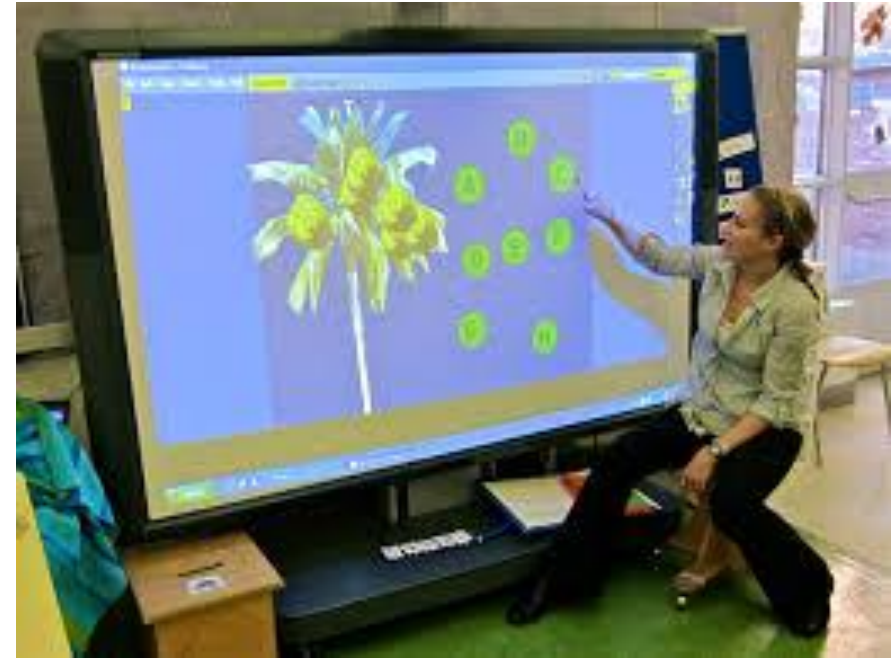
- Send Home Parent Letter
 - Send Home Zones Chart
 - Send Home Zone Glossary
-
- Copy of Zones Chart for each student
 - Folder for each student
 - Posters in the classroom and school areas
 - Share about your fluctuating zones



Structure of Group Sessions

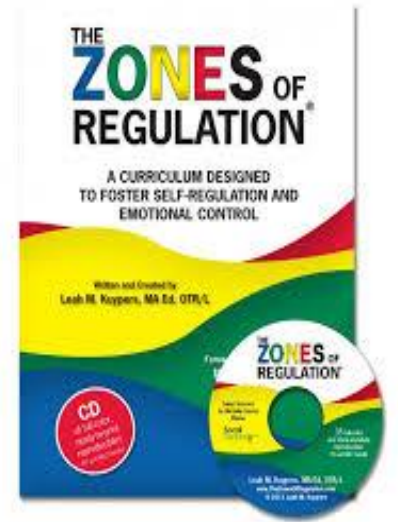
- White Board and/or Desk top copy
- 30-60 min lesson; depending on Tools Incorporated
- Individual or Whole Group with Centers
- Deep breathing
- LESSON
 - Lesson Lead In –Orientation to Lesson
 - Learning Activity Applying the Lesson
 - Wrap Up Review –Discuss
- Tool Box Explore & Practice Strategies





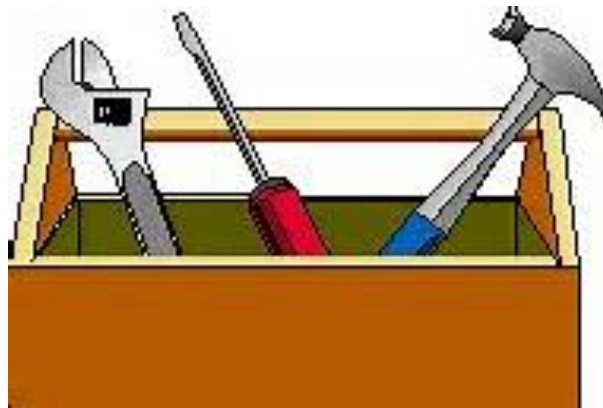
The ZONES (3) Sections

- Chapter 3: (9 Lessons)
 - Understanding the Zones Curriculum
- Chapter 4: (3 Lessons)
 - Exploring Calming & Alerting Tools
- Chapter 5: (6 Lessons)
 - Learning to Apply Tools



ZONES Learn & Use Tools ASAP

- After Lesson 4 –If the student understands concept of the Zones, then Lessons 10-12 Calming & Alerting Strategies can be integrated into teaching sequence
- The Calming & Alerting strategies are being developed as tools all along & then formalized in Lesson 13: The Toolbox



THE **ZONES** OF REGULATION®

A CURRICULUM DESIGNED
TO FOSTER SELF-REGULATION AND
EMOTIONAL CONTROL

Written and Created by
Leah M. Kuypers, MA Ed. OTR/L

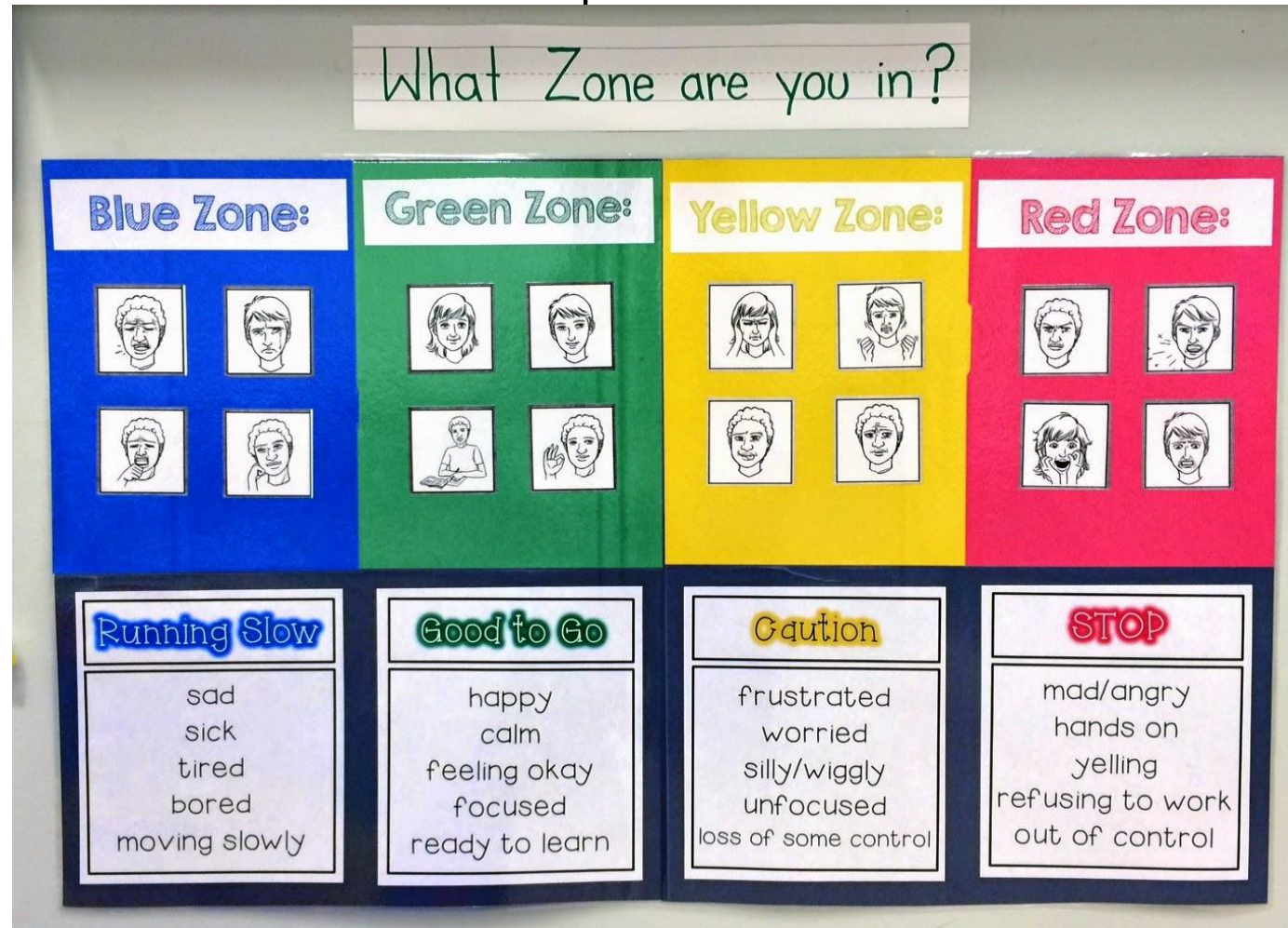
Foreword and Selected Lessons by
Michelle Garcia Winner



Lesson 1

Create Wall Posters of the Zones

Z-p. 26



ZONES of Regulation:

How Does Your

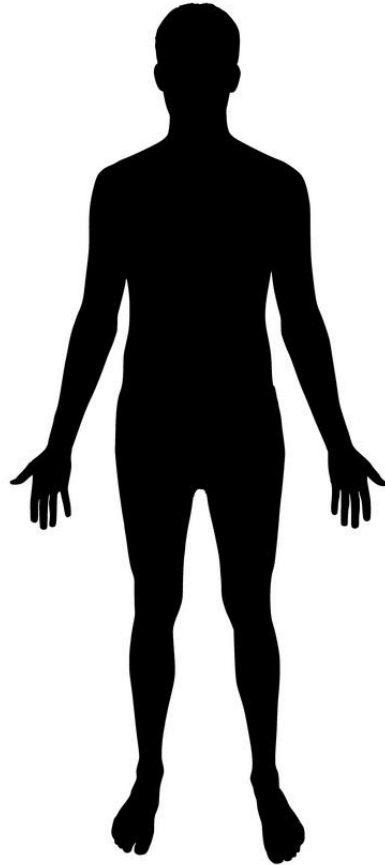
Engine

Run



Evelyn Zirkle, MS OTR/L SECEP OT Coordinator
(Adapted from: How Does Your Engine Run: The Alert Program: by MarySue Williams OTR & Shelly Shellenburger, OTR; The Zones of Regulation: by Leah Kuypers OTR; Hunter and the Amazing Remote Control: by Lori Copeland Phd.; and Google Images/Clip Art)

Your body works like a car engine.



Sometimes it runs on **low speed**.

Sometimes it runs on **high speed**.

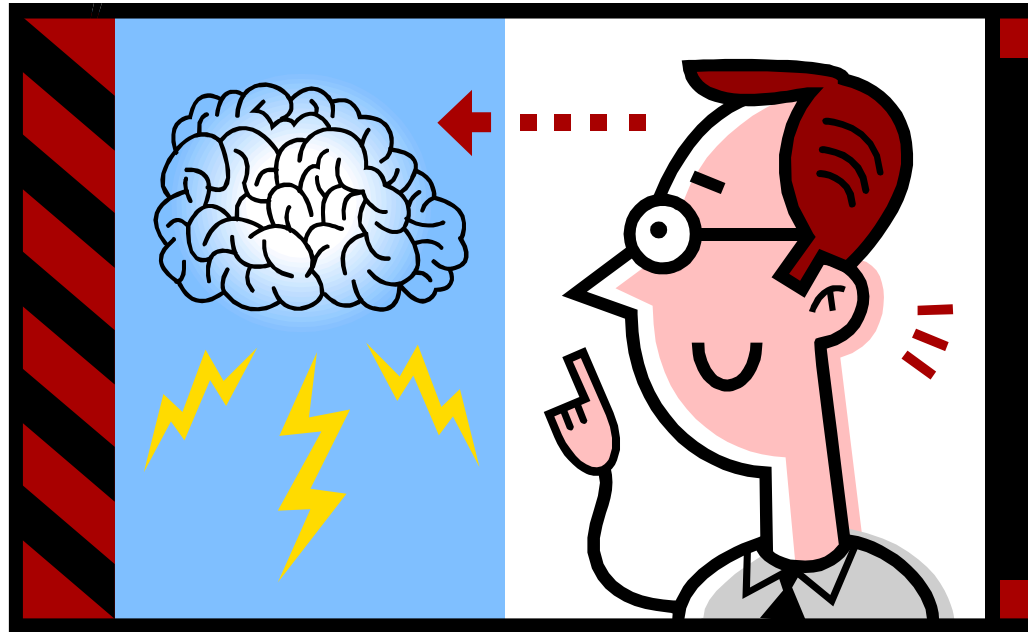
Sometimes it runs **just right**.

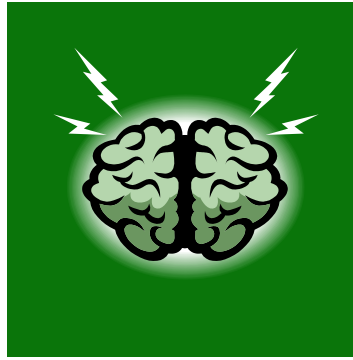


Your brain controls the body “engine” through the neurons, the spinal cord, and nerves.

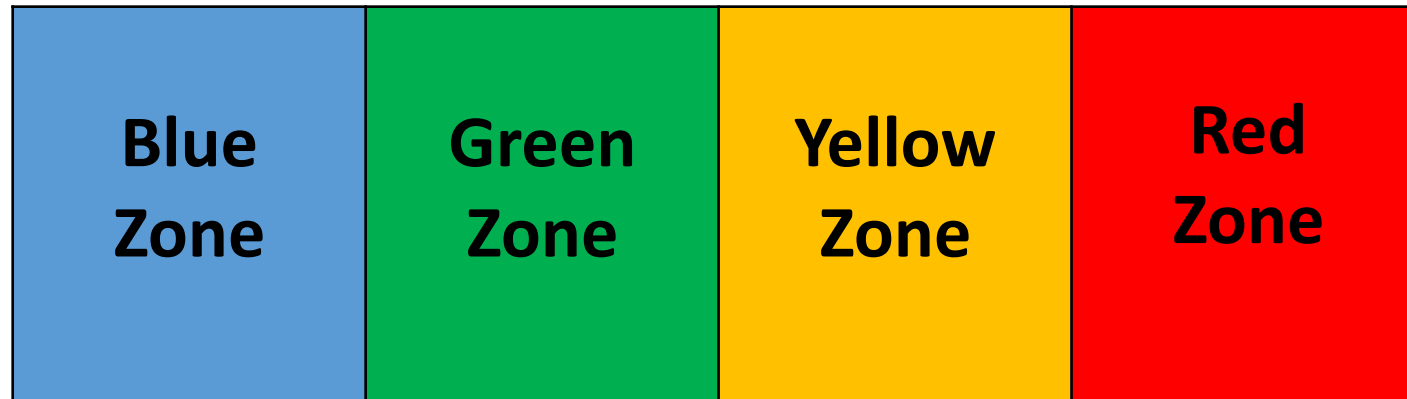


**Your brain makes your body
feel and act different ways.**

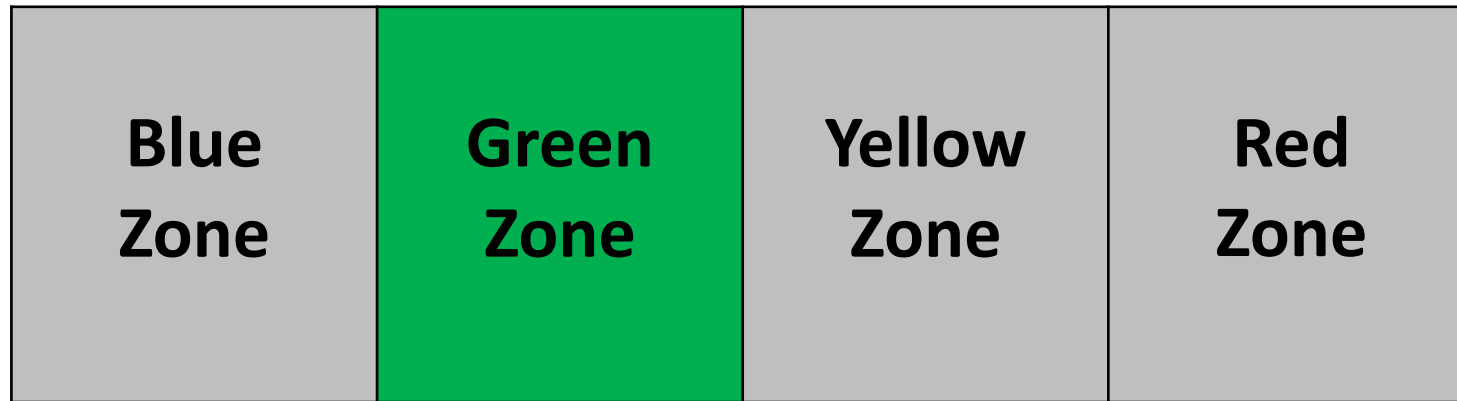




Your brain controls
“The **ZONES** of Regulation”.



In the **Green Zone**, your body's engine is running **“just right”**. You are **“good to go”**. You may feel **happy, calm, and focused**.



Feeling “Ok” and Focused may look like ...



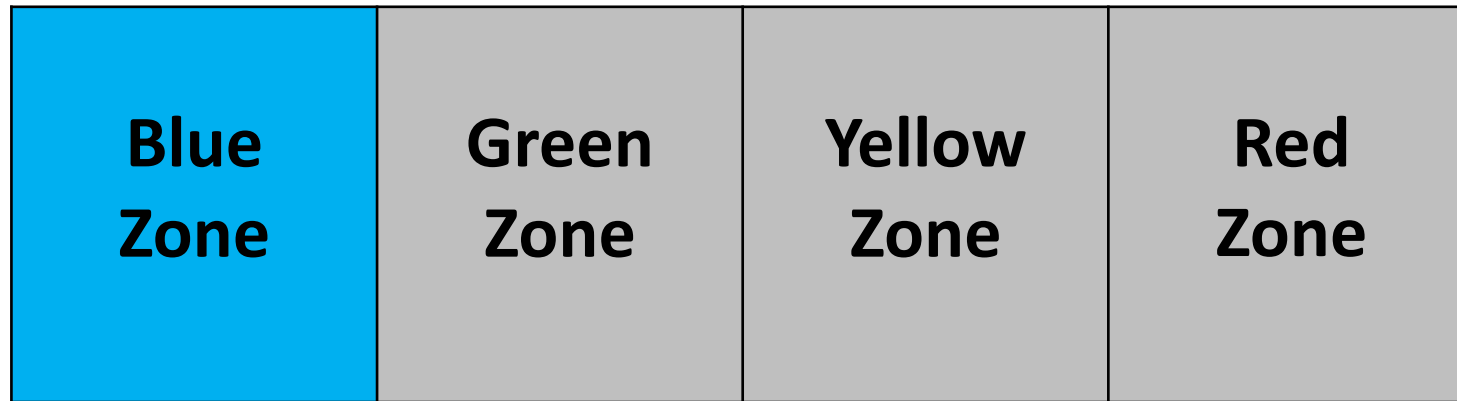
Ready to learn may look like this ...



NOT this ...



In the **Blue Zone**, your body's engine is running on “low” or “slow” speed.



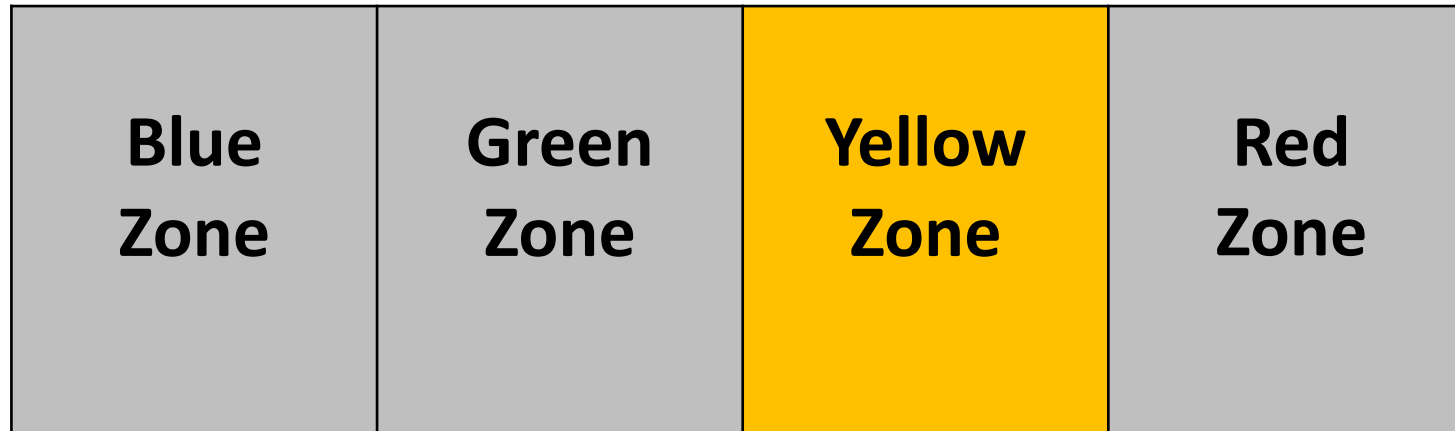
In the **Blue** Zone, you may feel sad, sick,
tired, bored, or be moving slowly.



In the **Blue** Zone,
bored may look
like this ...



In the **Yellow Zone**, you need to proceed slowly with “caution” and be careful.



You need to pause or stop to think.



In the **Yellow Zone**, read the road signs ...



Rough road ahead !



You are on the edge – about to loose it!



**Your ZONE of regulation is about
to change. ⚠**



In the Yellow Zone,
you may feel worried,
frustrated, silly wiggly,
and excited.



Silly wiggly and frustration may look like ...



Or - Not keeping hands to ourselves



A ZONE **CHANGE** is COMING either . . .

To the calmer **Green Zone**



Or to the out of control **RED ZONE**



Blue Zone	Green Zone	Yellow Zone	Red Zone
--------------	---------------	----------------	-------------

The **RED Zone** is



The **RED Zone** is

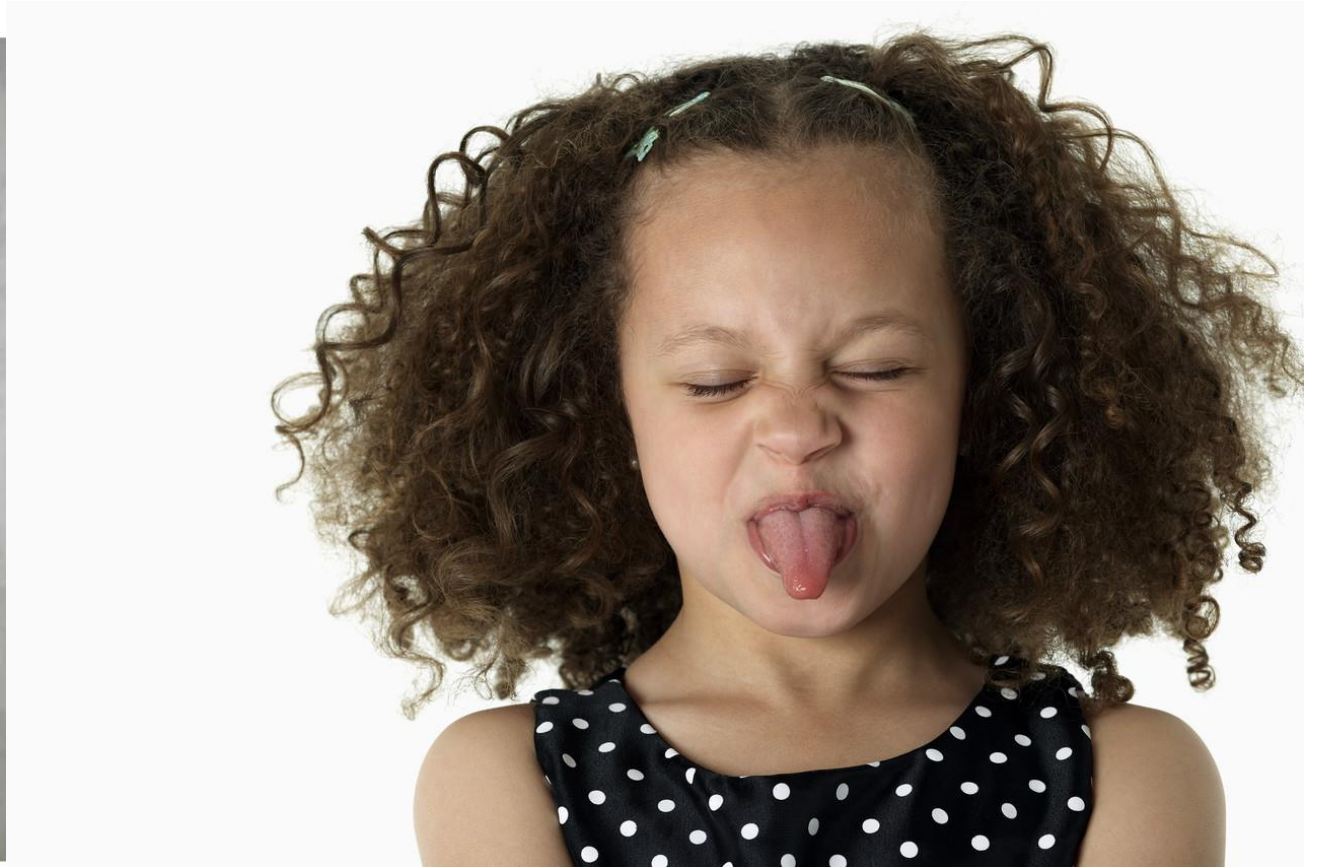
OUT OF
control



In the **RED ZONE**, you may feel angry or mad,
terrified, elated,
or out of control.
You may feel like
yelling or hitting.



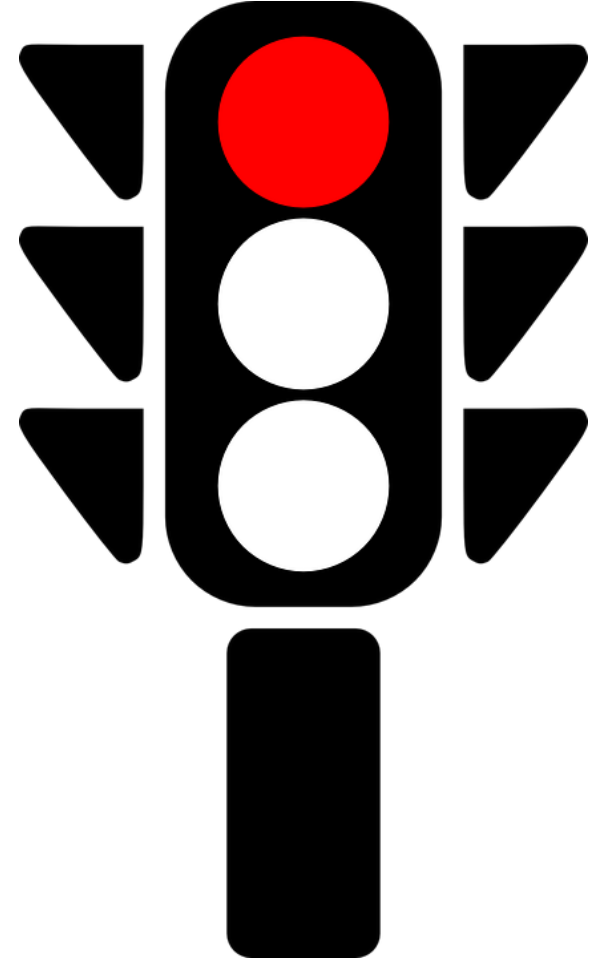
Mad or angry may look like this ...



Out of Control “Too Silly” may look like ...



In the **RED ZONE**,
your body engine is
running on **high speed**.
You have trouble making
good decisions and must **STOP**.



**If you are stuck in a ZONE,
then use a tool to change the zone.**



S FIND FO
ONE YOUR
FOCUS ZO
OUR ZONE



**LIFE IS 10%
WHAT HAPPENS
TO YOU AND 90%
HOW YOU
RESPOND
TO IT**



REMEMBER ...

**You are the driver
in control of your
body engine. You
can change your
engine speed.**

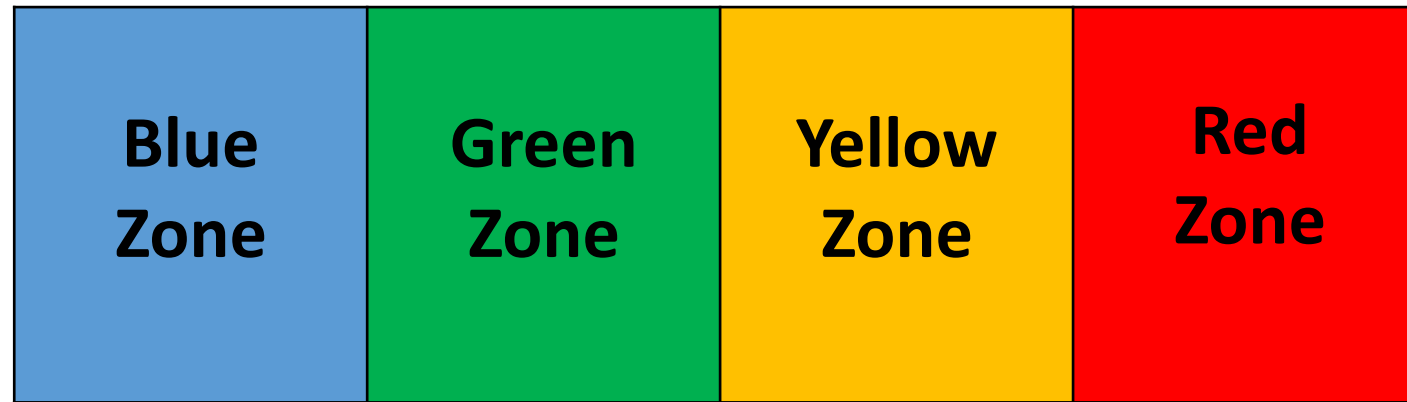


**The same way that you can change the
TV channel using your remote control.**



End of Short Book

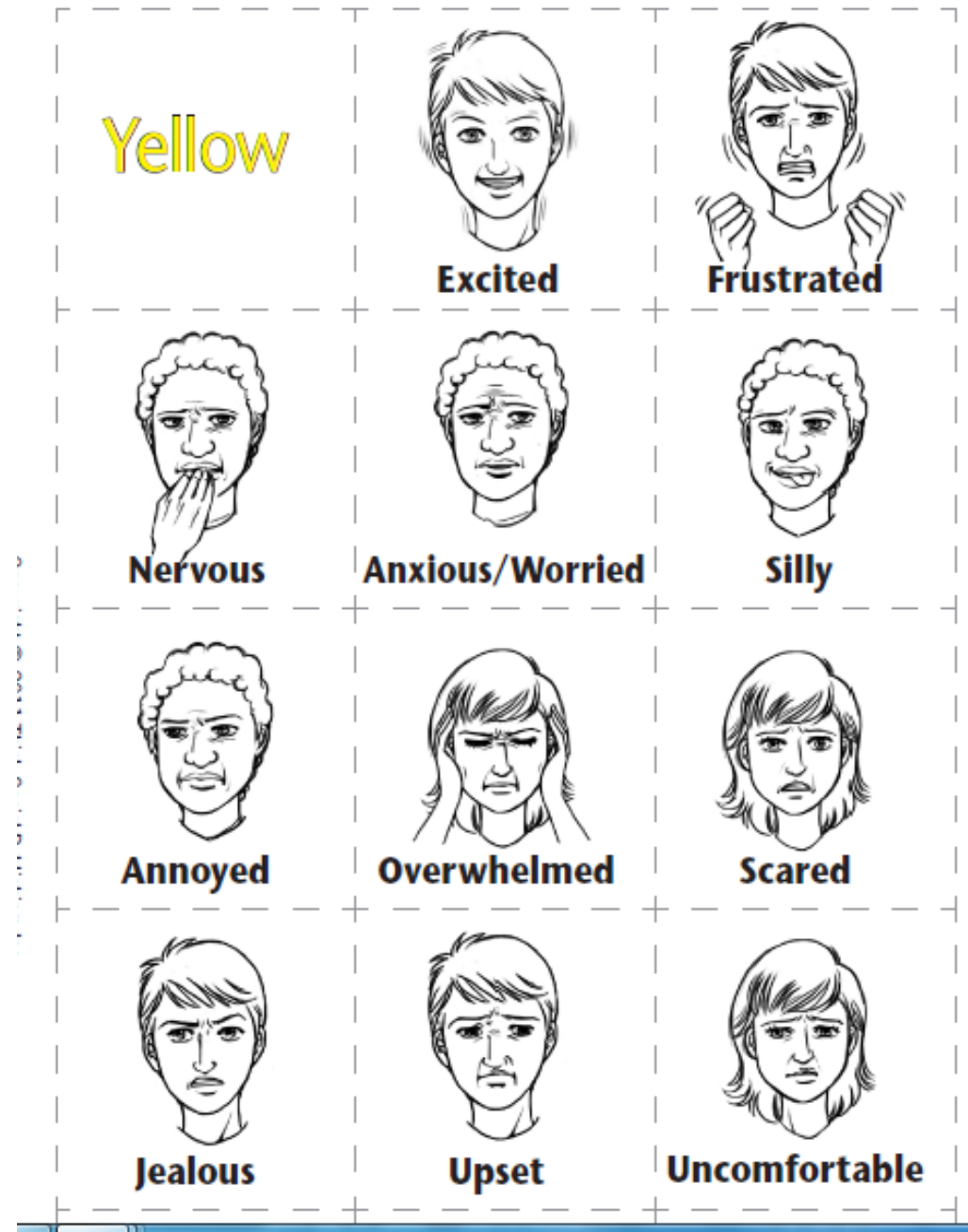
The **ZONES** of Regulation.



Evelyn Zirkle, MS OTR/L SECEP OT Coordinator
(Adapted from: How Does Your Engine Run: The Alert Program: by Mary Sue Williams OTR & Shelly Shellenburger, OTR; The Zones of Regulation: by Leah Kuypers OTR; Hunter and the Amazing Remote Control: by Lori Copeland Phd.; and Google Images/Clip Art)

Sort Faces and Emotions into Zones

- Familiarize with concept of Zones
- Increase Emotions Vocabulary
- Increase recognition of facial expressions



MOSAIC MAGAZINE & CLIP ART



The ZONES of Regulation

BLUE ZONE

Sad
Sick or Hurt
Tired

Bored
Moving Slowly
Shy
Exhausted
Depressed



GREEN ZONE

Happy
Calm
Feeling Okay
Good

Focused
Ready to Learn
Good Listener
Proud
Relaxed



YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Grouchy

Excited
Anxious
Jealous
Confused
Embarrassed
Upset



RED ZONE

Mad/Angry
Terrified
Yelling
Too Silly/Wiggly

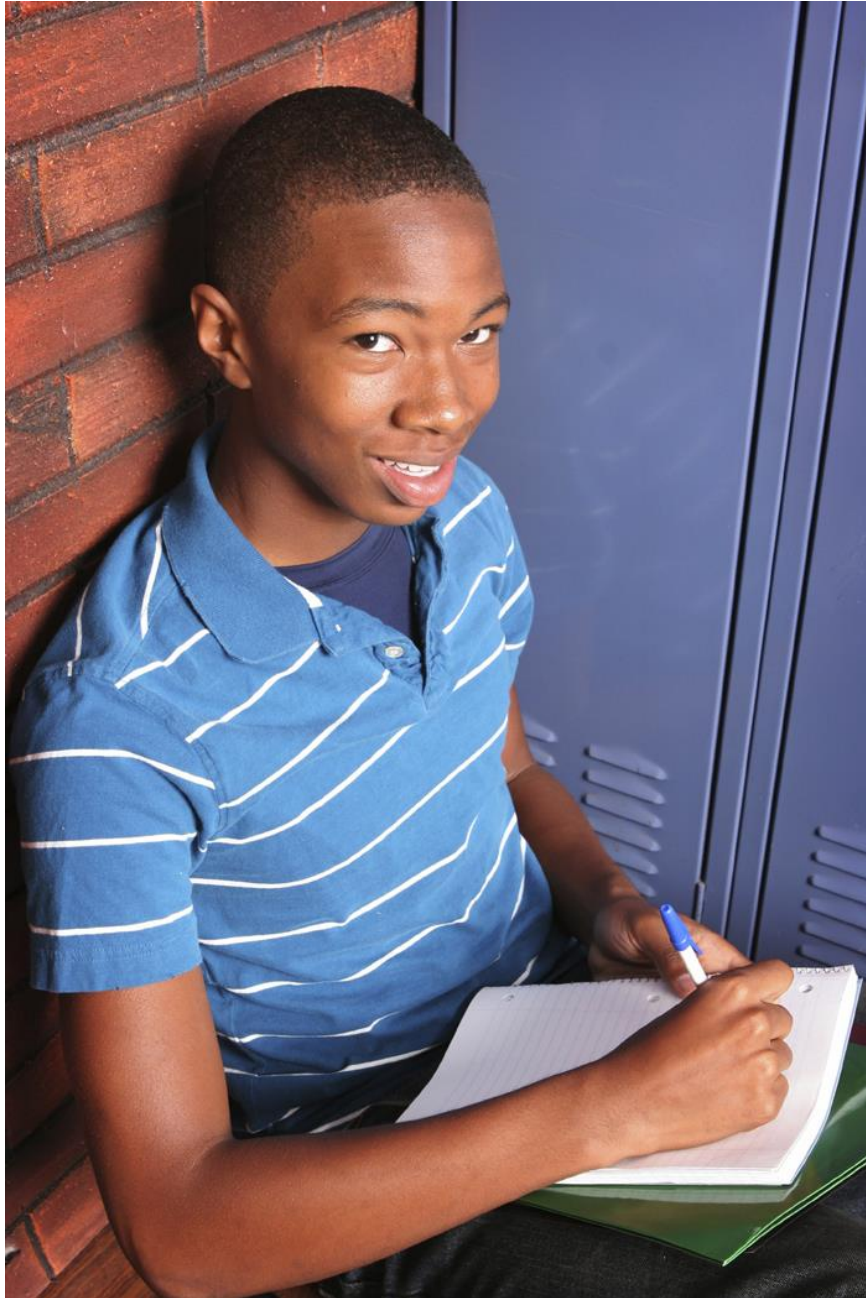
Elated
Hitting
Extreme
Emotions
Out of Control



Lesson 2

ZONES BINGO: WHAT ZONE IS IT?





**RED
ZONE**

**YELLOW
ZONE**

**GREEN
ZONE**

**BLUE
ZONE**



**RED
ZONE**

**YELLOW
ZONE**

**GREEN
ZONE**

**BLUE
ZONE**



**RED
ZONE**

**YELLOW
ZONE**

**GREEN
ZONE**

**BLUE
ZONE**



**RED
ZONE**

**YELLOW
ZONE**

**GREEN
ZONE**

**BLUE
ZONE**



**RED
ZONE**

**YELLOW
ZONE**

**GREEN
ZONE**

**BLUE
ZONE**



**RED
ZONE**

**YELLOW
ZONE**

**GREEN
ZONE**

**BLUE
ZONE**



**RED
ZONE**

**YELLOW
ZONE**

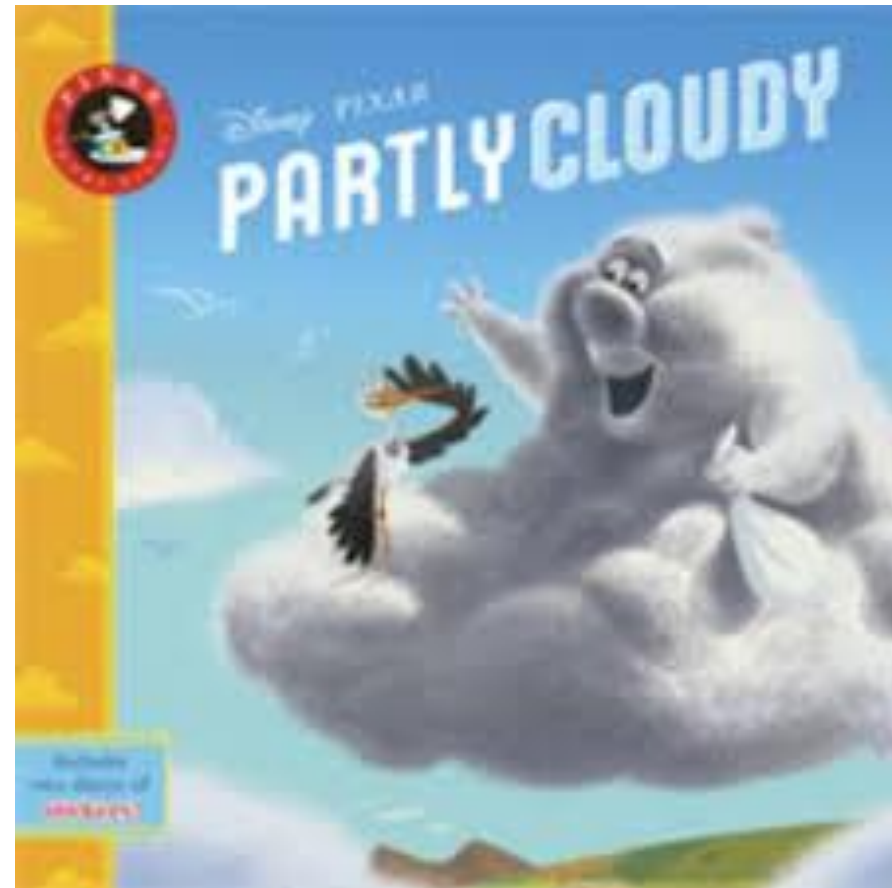
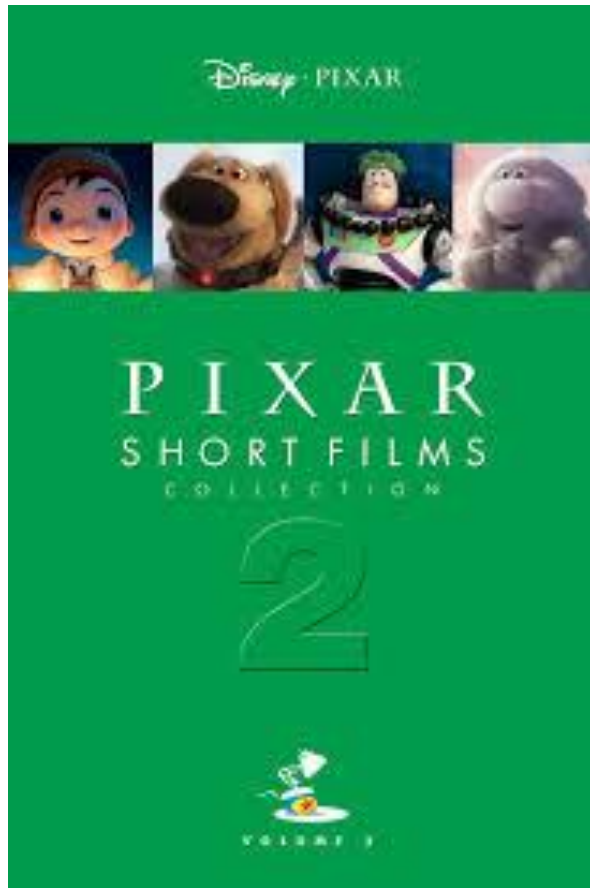
**GREEN
ZONE**

**BLUE
ZONE**

Lesson 3

The ZONES in Video

Z p.56



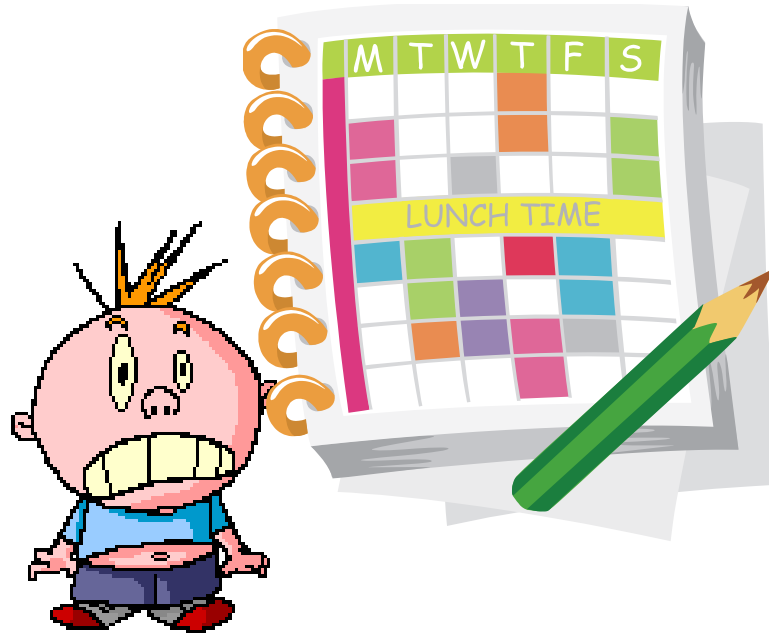
Lesson 4

ZONES in Me: Scenarios

Z p. 59

Sort Scenarios into Expected Zones

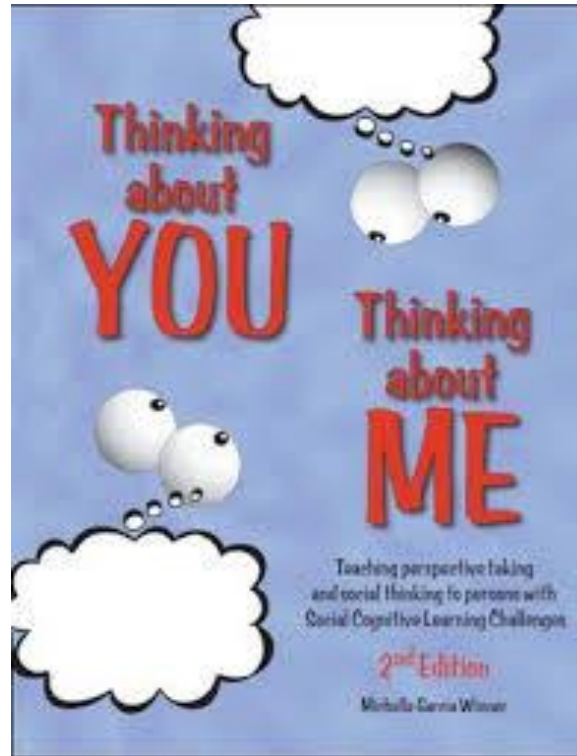




You were told that the plans need to change.

Lesson 5:

Understanding Different Perspectives



Z p. 62

The ZONES of Regulation”.

Adapted by Nicole Boggs, SLP & Evelyn Zirkle, MS OTR/L

ZONE Response



Or, an
UNEXPECTED
Surprise
Response



Teacher says the schedule changed for an Assembly. Red Zone behaviors would be “unexpected” and other people will have “uncomfortable thoughts” about you. Others may be upset or stressed and not want to include you in activities.



When I am in the

RED ZONE

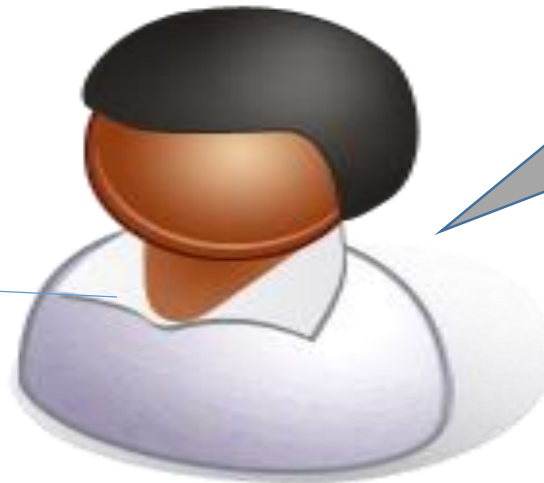
and it *unexpected* ...

Other kids around me ...

May
Think ...

May Say ...

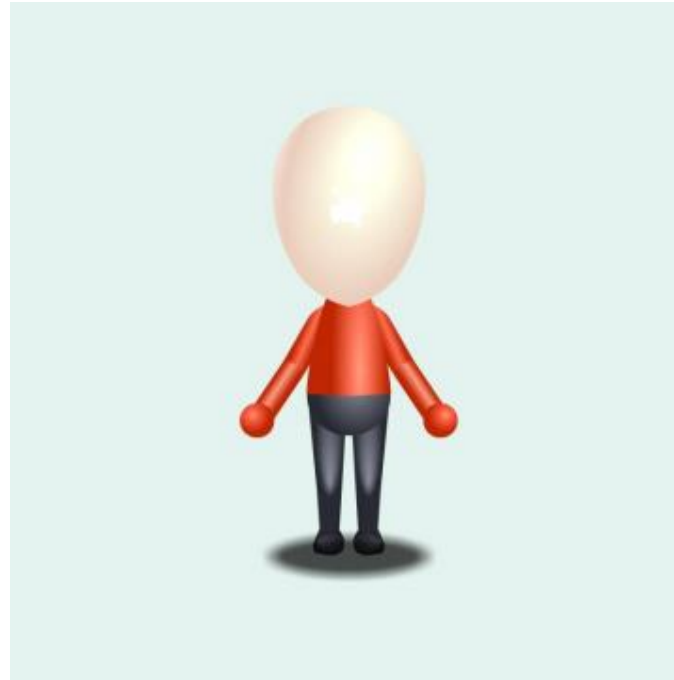
May Feel ...



Lesson 6

Me in My Zones:

Booklet on the Zones in My Body



Z p. 73

Adapted from The Zones of Regulation
by Evelyn Zirkle, MS OTR/L

Me in My ZONES

Name: _____



This is a picture of me in the RED ZONE:



My face and body clues are:



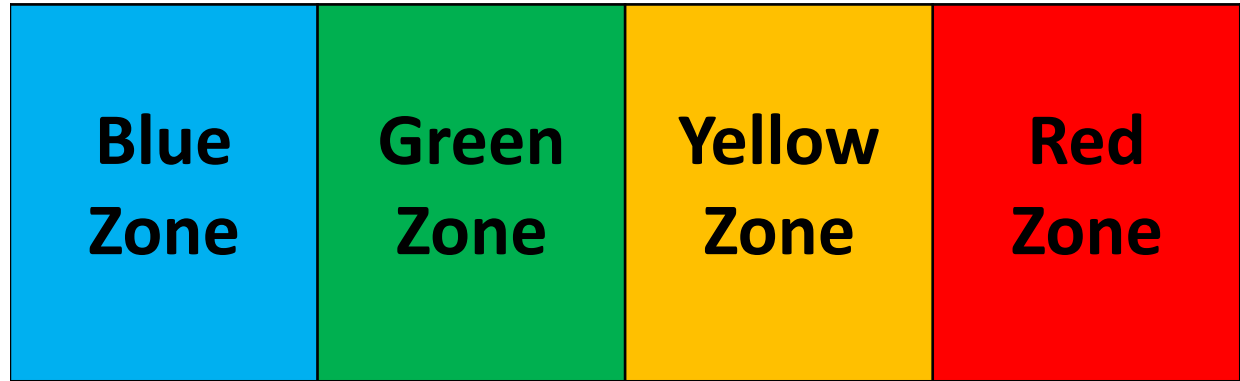
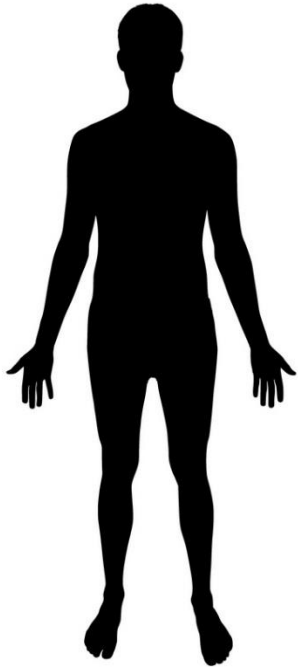




I feel in the RED ZONE when:

I am more likely to make others feel:

Our body's responses change in different
ZONES of Regulation.



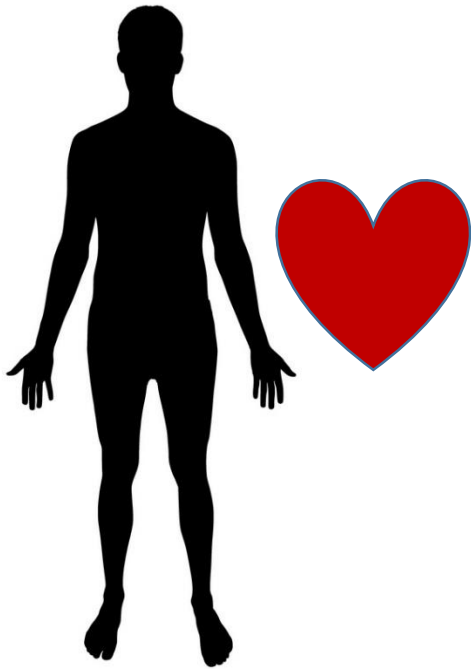
Are your muscles relaxed or tense ?

In neck and back ?









In your hands ? In your stomach ?

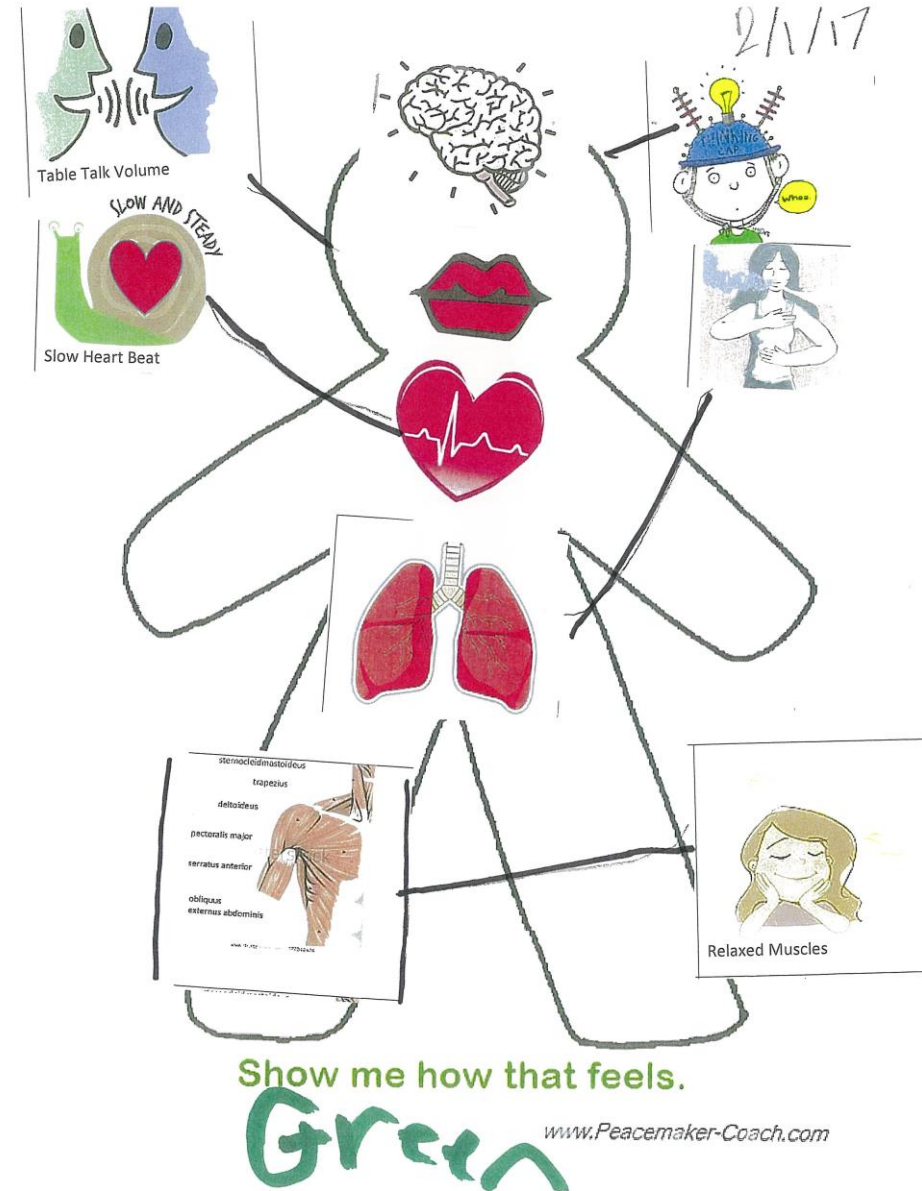


Is your heart beat fast or slow ?



Zones in Me: Physiology Cut and Paste

	 Well Organized Thinking and Attention	 Well Organized Thinking And Attention	 Well Organized Thinking and Attention
	 Cluttered Overwhelmed Brain	 Overwhelming Pressure in Brain	 Overloaded Brain



ME in MY ZONES Book: The RED ZONE

A picture of me in the RED ZONE:



My face and body clues are:

- -hand fisted
- face hot and red
- heart beating fast

In the RED ZONE, I feel:

Mad , Out of Control, Yelling, Tearing Paper

I'm more likely to make others feel:

Scared or mad

ME in MY ZONES Book: The BLUE ZONE

A picture of me in the BLUE ZONE:



My face and body clues are:

- Slump in my chair; Hold my head up
- Move slowly
- breath slow ; yawn

In the BLUE ZONE, I feel:

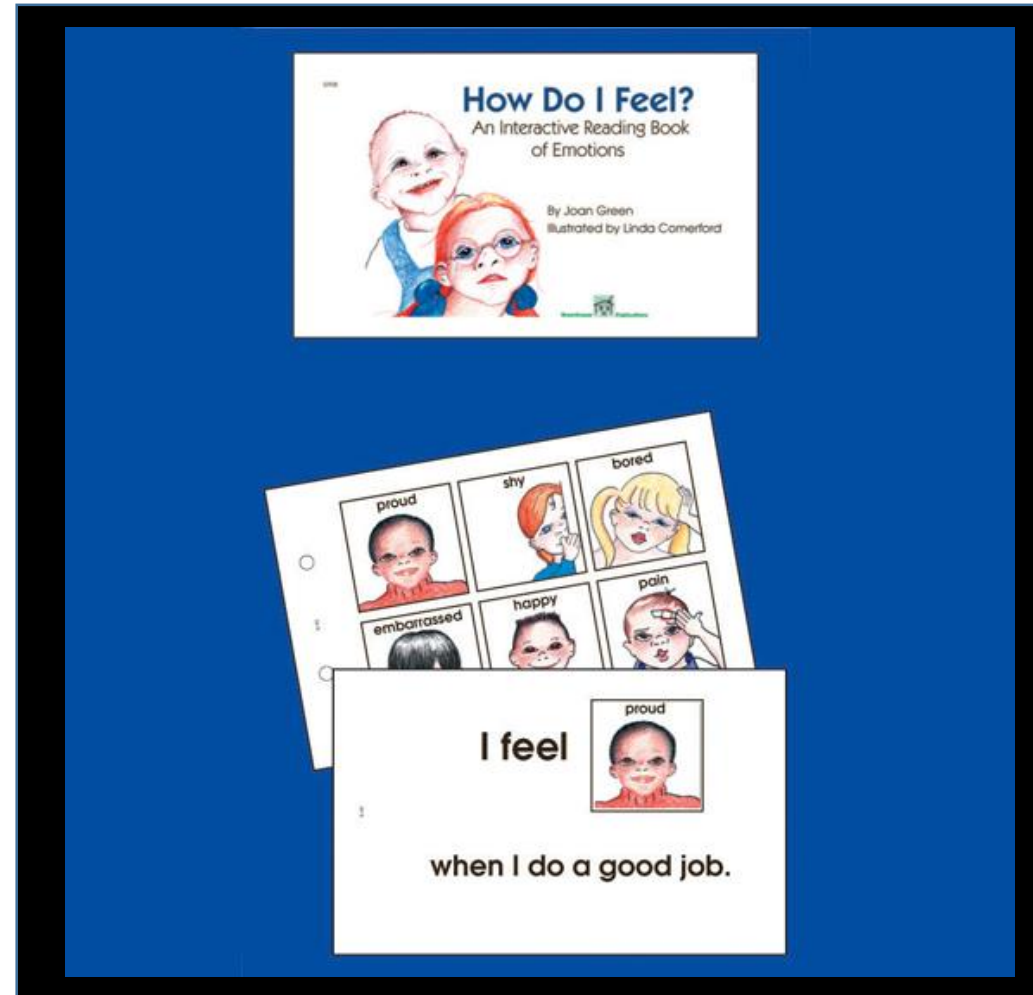
Sad, Sleepy

I'm more likely to make others feel:

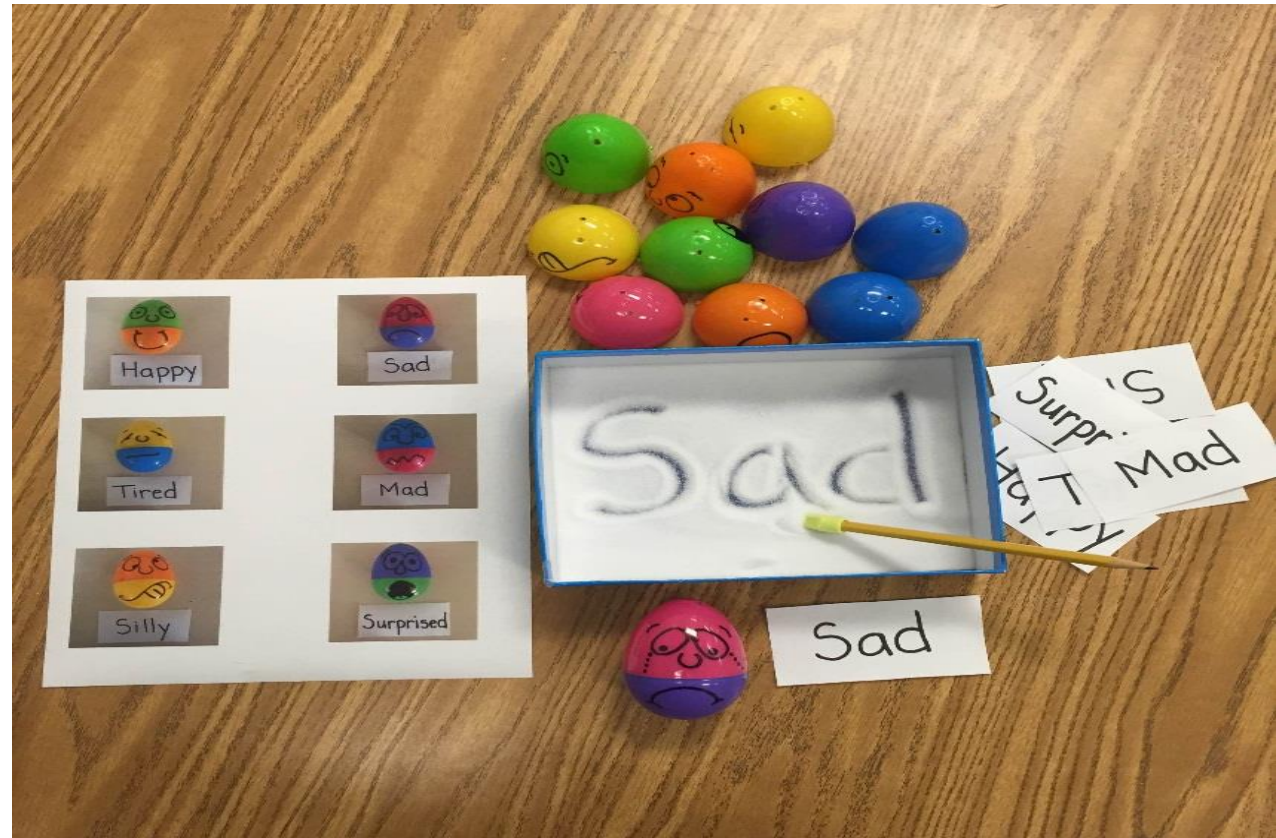
They don't want to play with me; I'm no fun;

Lesson 7:

How Do I Feel ?



How Do I Feel?



Adapted from "The Zones of Regulation " p. 82 and

Adapted from Hunger and the Amazing Remoted Control, p H-30 SLOW MOTION Button

Adapted by Evelyn Zirkle, MS OTR/L

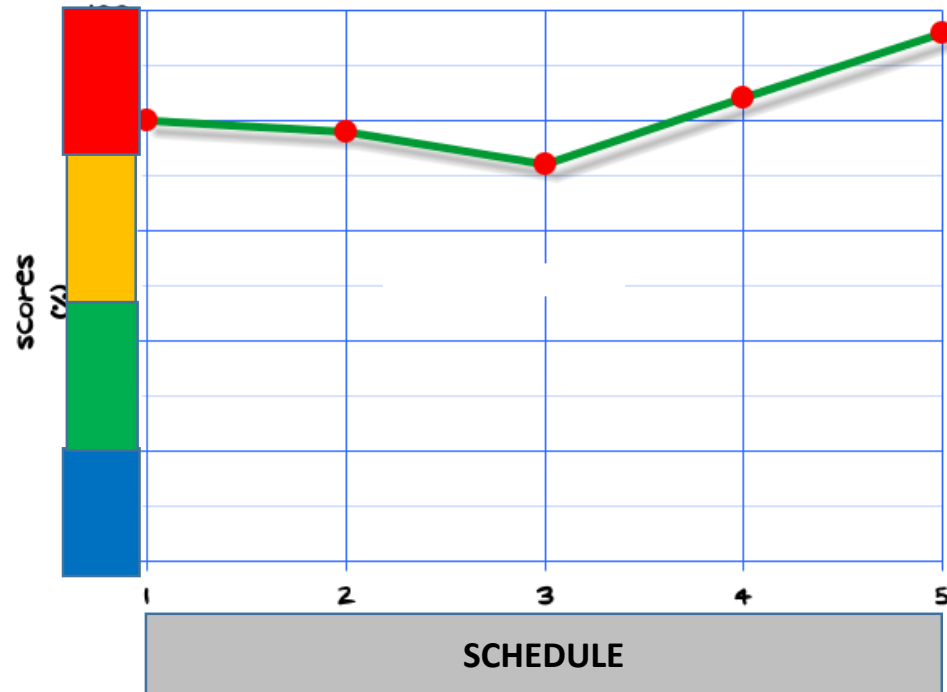
Your pet died ?



Lesson 8:

ZONES Across the Day Graphing

Z p. 86



Adapted from ZONES of Regulation
by Evelyn Zirkle, MS OTR/L

Zones Across the Day: Case B with Sensory Modulation & Bipolar Disorder

[illegible]

Lesson 9:

Caution! Triggers Ahead

Z p. 73



Adapted from The Zones of Regulation
by Evelyn Zirkle, MS OTR/L

Lesson 9: Caution! Triggers Ahead



- ID personal triggers that lead to Red or Yellow Zone
- Problem solve to avoid triggers
- Many students lack insight with events that cause them to lose control
- Gather trigger list from staff and parents

Triggers Worksheet



CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called "triggers." These put me in the Yellow or Red Zone! Here are some of my triggers:



Other People Bothering You



Room is Too Loud



Tying Shoes



Being Told “No”



Being told No

**Reading words I
don't know**

**CAUTION!
TRIGGERS AHEAD**

Transitions

**Making a
mistake**

**Waiting for my
turn**

**Not being first
in line**

Making a mistake

**Writing makes my
hand tired**

Loud noises

**CAUTION!
TRIGGERS AHEAD**

**Weird
smells**

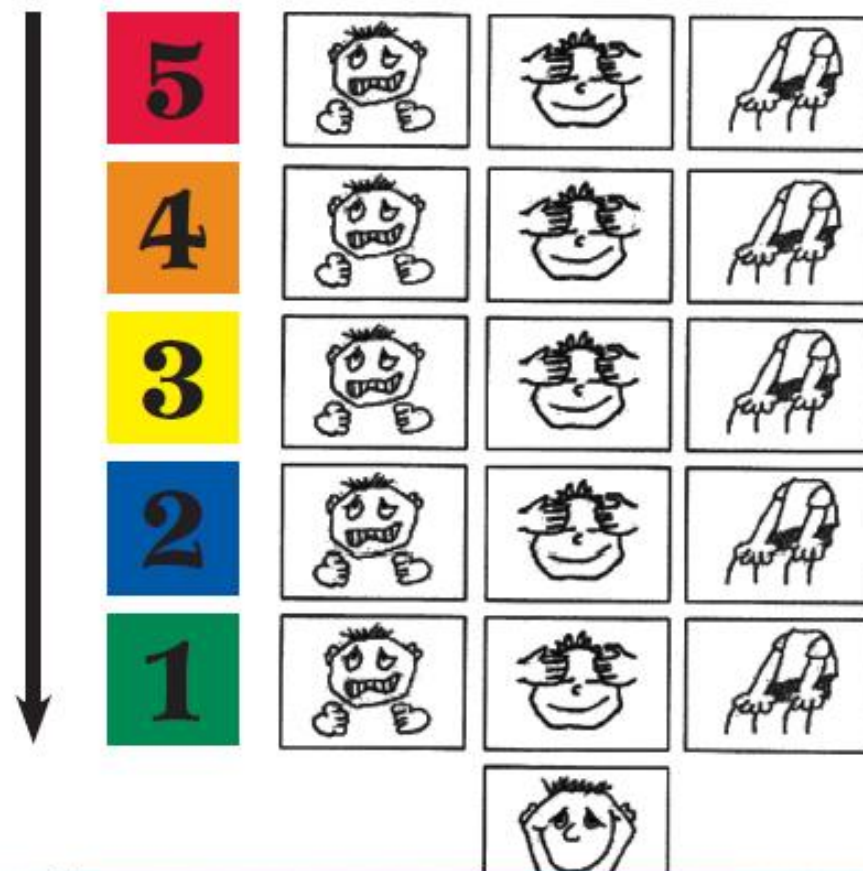
**Having to stop my
computer game**

**Having to clean
up my stuff**

My **Calming** Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

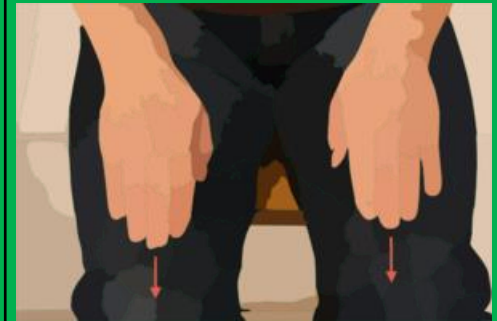
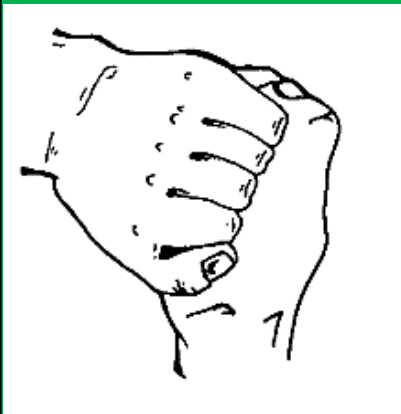
This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



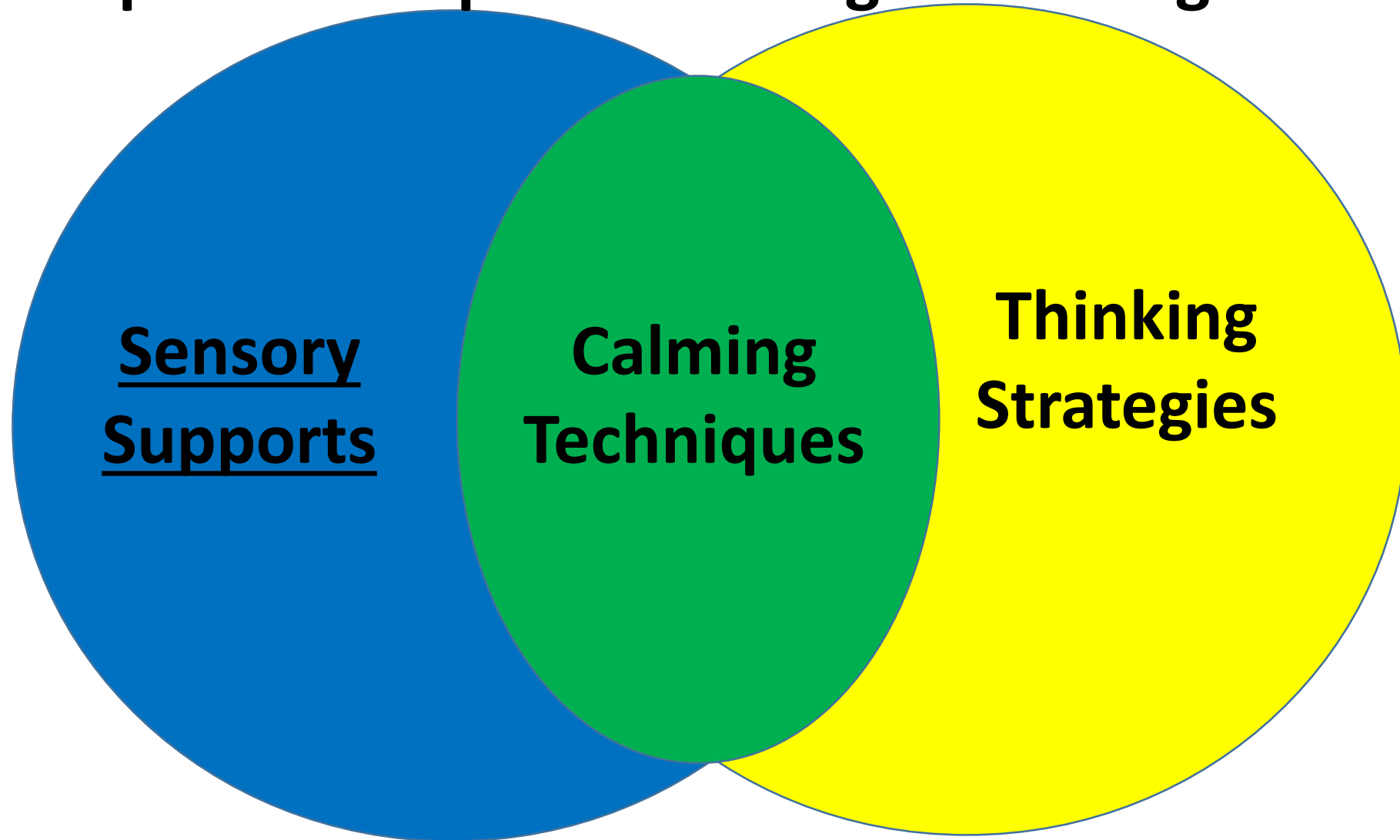
The Calming Sequence Visual

Buron, Manns, Schultz, & Thomas, 2004, from “When My Worries Get Too Big!” By K.D. Burton 2006

**Repeat
5 x
Slowly
Rhythmically**



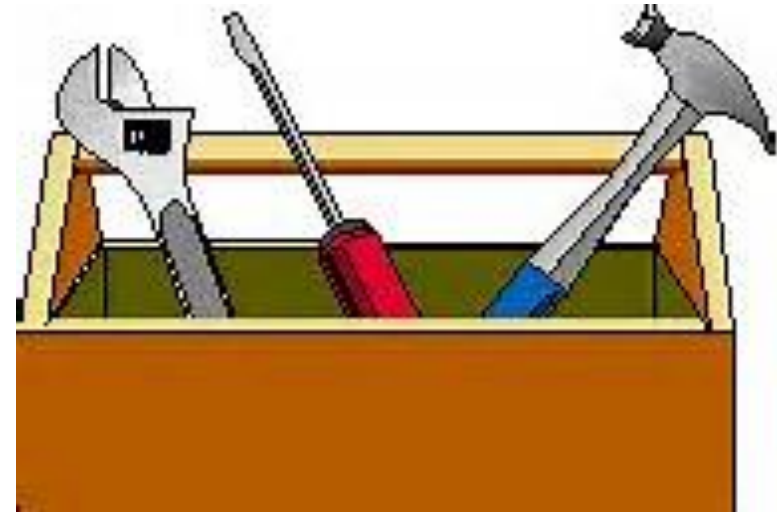
Chapter 4: Explore Calming & Alerting Tools



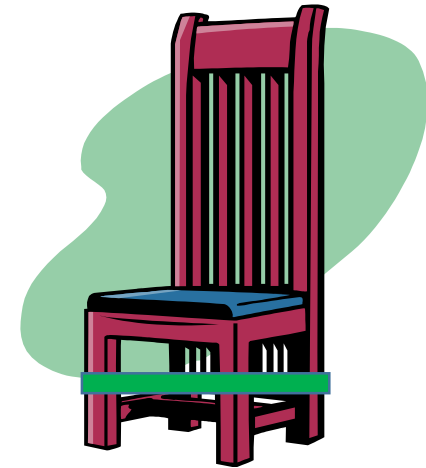
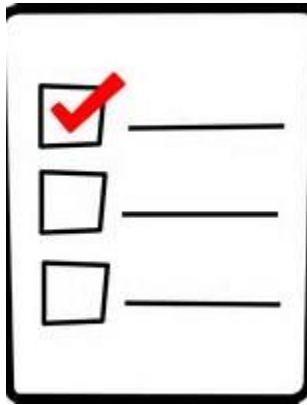
Introduce & Integrate ASAP

Calming & Alerting Tools

- Introduce Early in Sequence; Order of Tool Introduction is Flexible
- Learn & practice various tools for calming & alerting; ID
- Overlap between tools
- ID unique preferences for choices in tools



Sensory Diet: Value Meal



QUICK MOVEMENT BREAK



Chapt. 4 Lesson 10

Sensory Support Tools to Calm & Alert

ZONES Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Fidget Stretchy Stress Ball	Blue	Green	Yellow	Red	None
Silly Putty	Blue	Green	Yellow	Red	None
Bean Bag Fidget	Blue	Green	Yellow	Red	None
Yoga Poses	Blue	Green	Yellow	Red	None
Exercise Cards	Blue	Green	Yellow	Red	None
Life Moves/Me Moves DVD	Blue	Green	Yellow	Red	None
Go Noodle website Movements	Blue	Green	Yellow	Red	None
Listening to Upbeat Music	Blue	Green	Yellow	Red	None
Listening to Calming Music	Blue	Green	Yellow	Red	None

Chapt. 4 Lesson 10:

Sensory Support Exploration Centers

ZONES Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Weighted Neck Wrap/Snake	Blue	Green	Yellow	Red	None
Bean Bag Chair/Bungee Chair	Blue	Green	Yellow	Red	None
Zuma Rocker	Blue	Green	Yellow	Red	None
Wiggle Seat Cushion	Blue	Green	Yellow	Red	None
Stand to Work	Blue	Green	Yellow	Red	None
Drink water from a straw	Blue	Green	Yellow	Red	None
Chew gum	Blue	Green	Yellow	Red	None
Glitter Bottle/ Relax Bottles	Blue	Green	Yellow	Red	None
Doodling/Coloring	Blue	Green	Yellow	Red	None
Reading a book or magazine	Blue	Green	Yellow	Red	None

ZONES Tools Worksheet

[illegible]

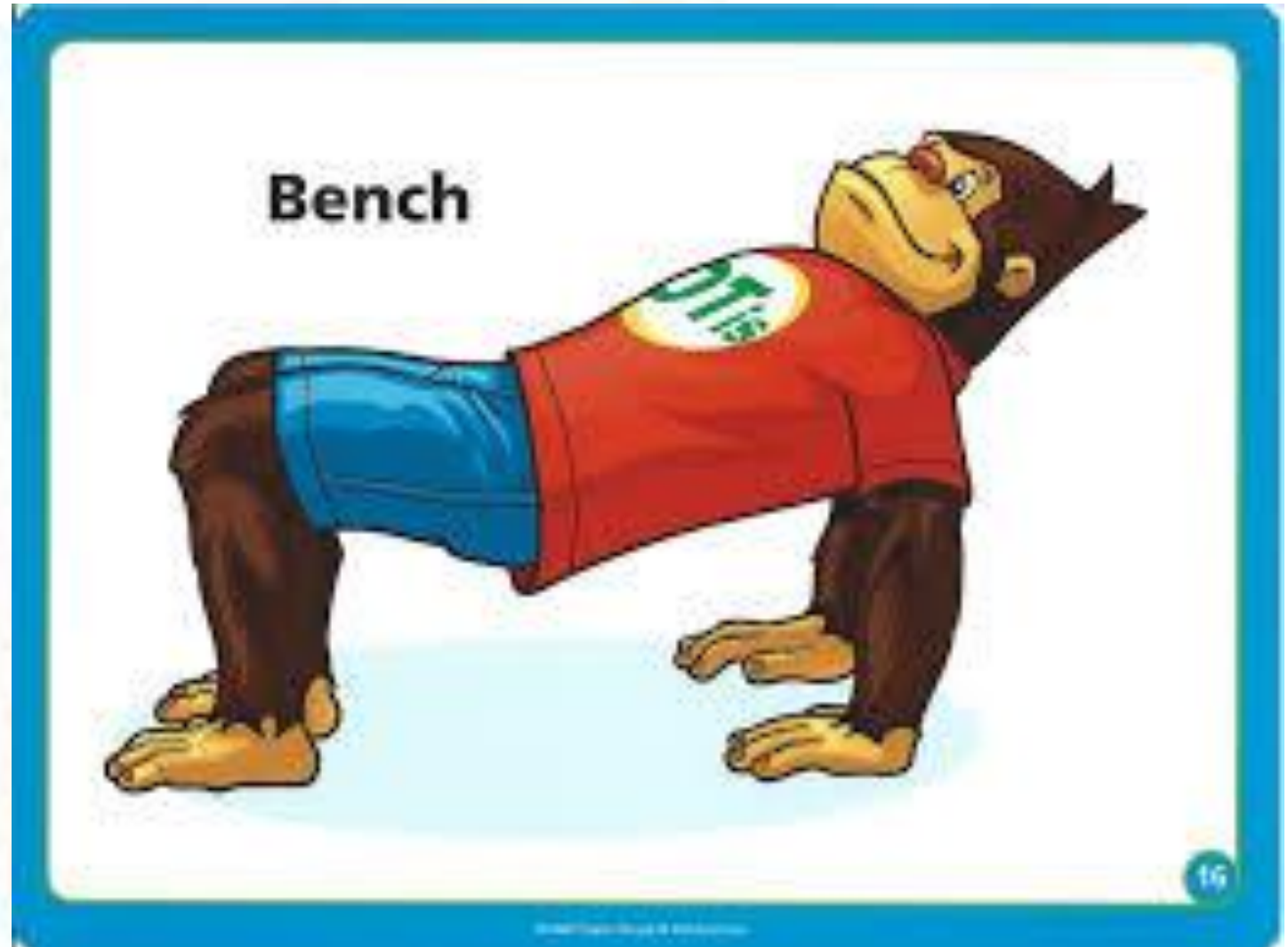
Get Ready to Learn



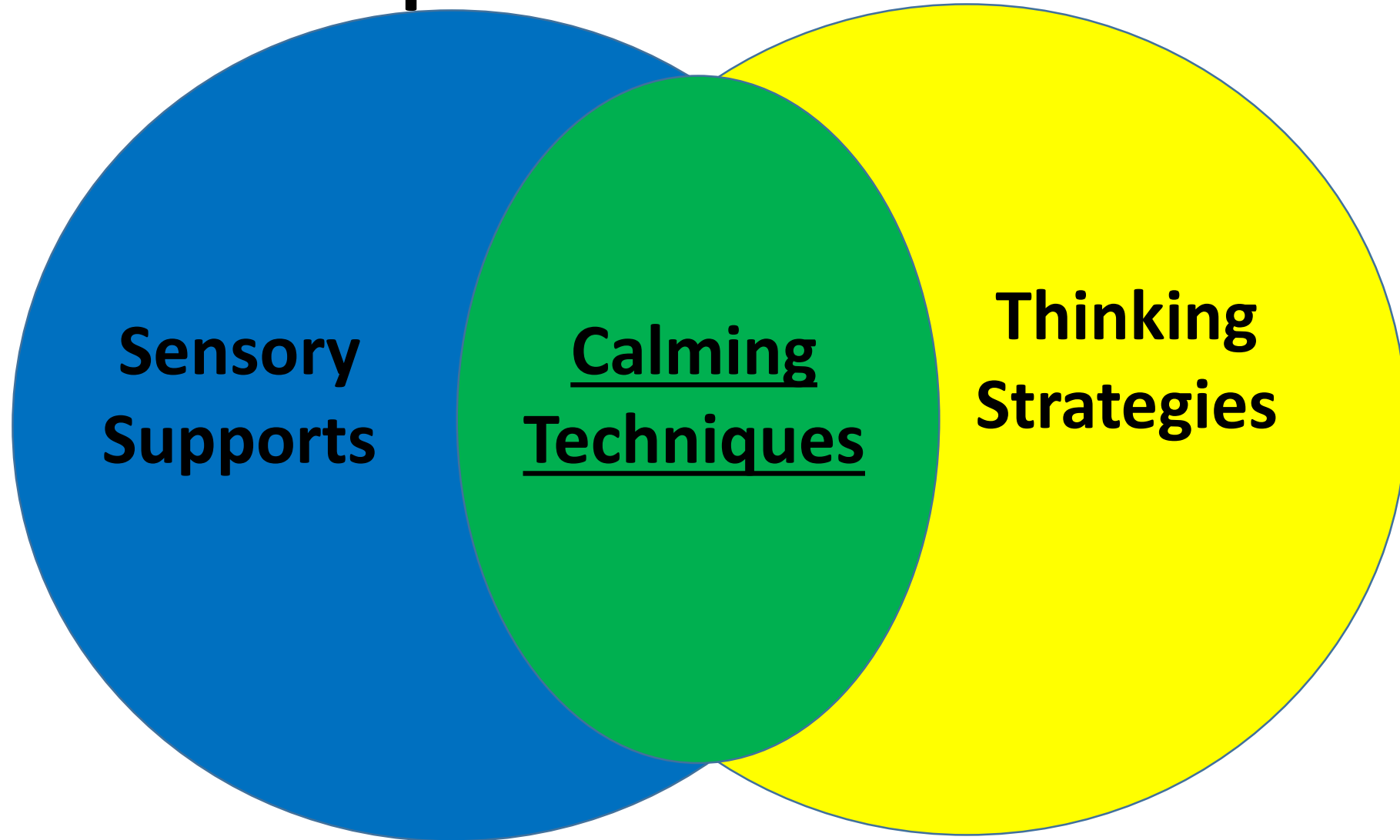
YOGA



WHOLE CLASS STRETCHING EXERCISES



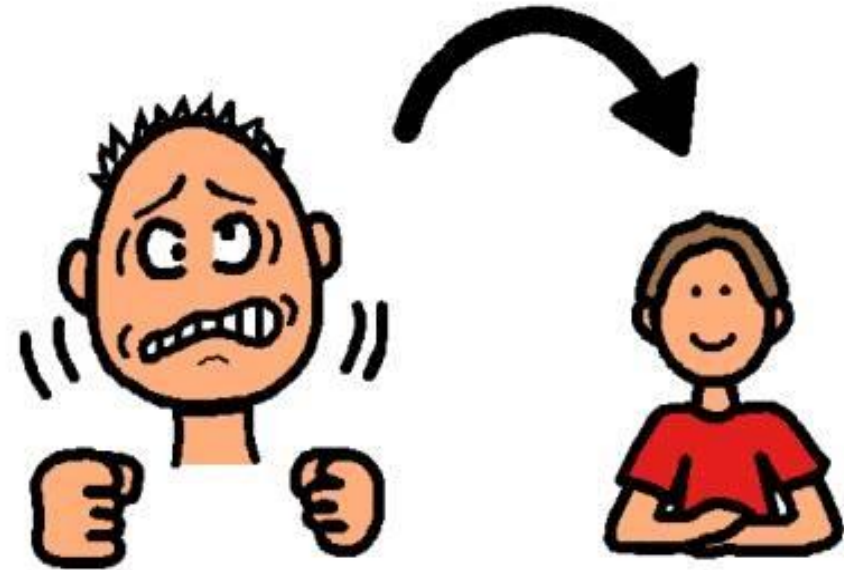
Chapter 4: Lesson 11



Lesson 11:

Calming Techniques

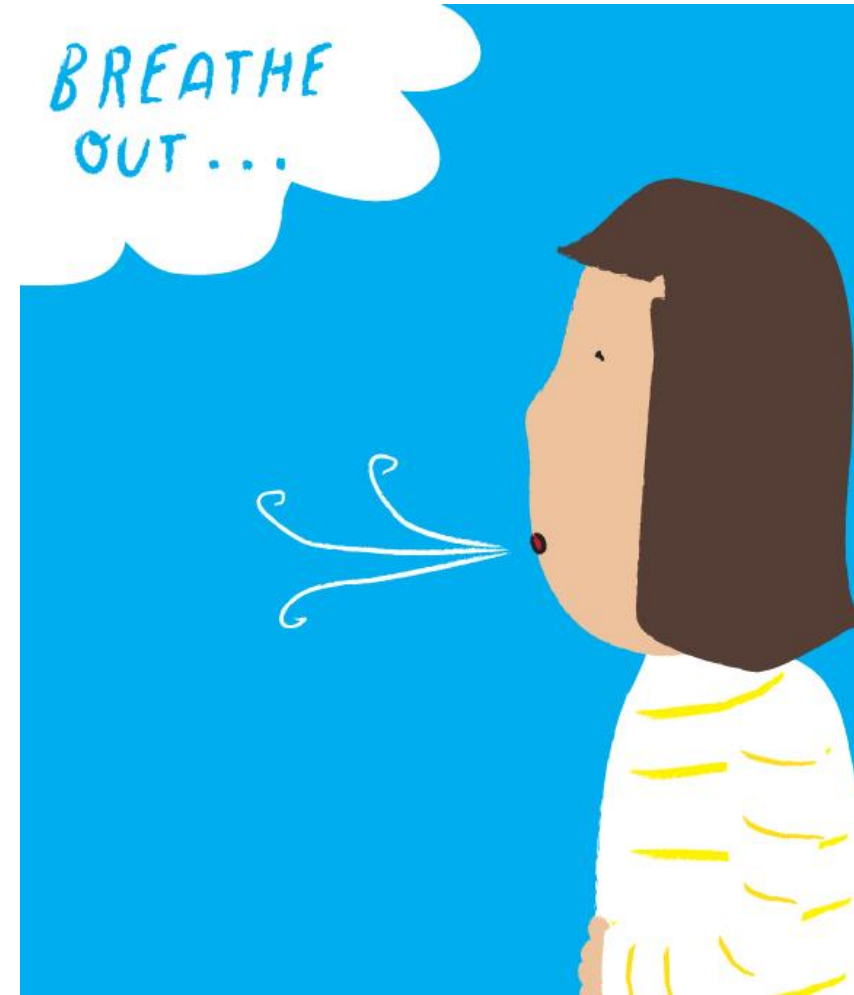
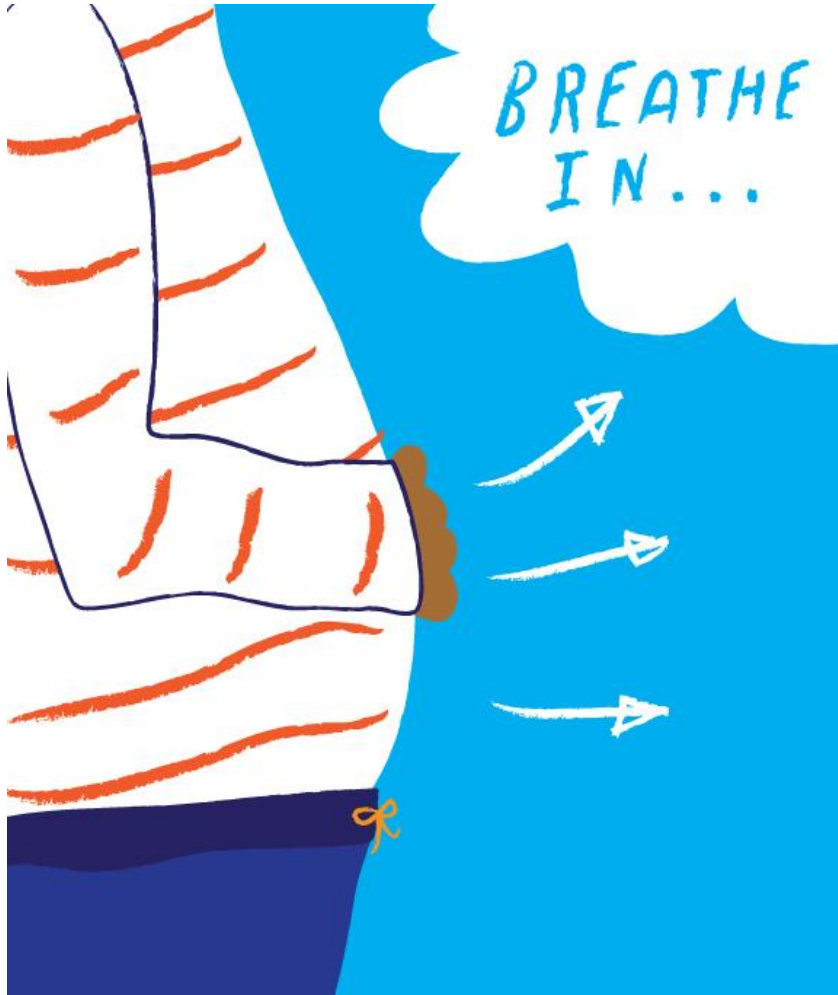
- Use to change zones when in yellow or red zones
- Calming techniques combine a component aimed at shifting the physiological reaction of the body to a stressful situation to calm the nervous system as well as a neuro-cognitive component aimed at changing the brains' pattern of thinking (Ex. Deep breathing shifts nervous system from stressed to more relaxed state)



Chapt. 4: Calming Techniques

ZONES Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Deep “Belly” Breathing	Blue	Green	Yellow	Red	None
Lazy “8” Breath	Blue	Green	Yellow	Red	None
Hexagon Breathing	Blue	Green	Yellow	Red	None
Count to 10	Blue	Green	Yellow	Red	None
Calming Sequence	Blue	Green	Yellow	Red	None

Deep Breathing “Belly”



Breathing Practice

- Inhale

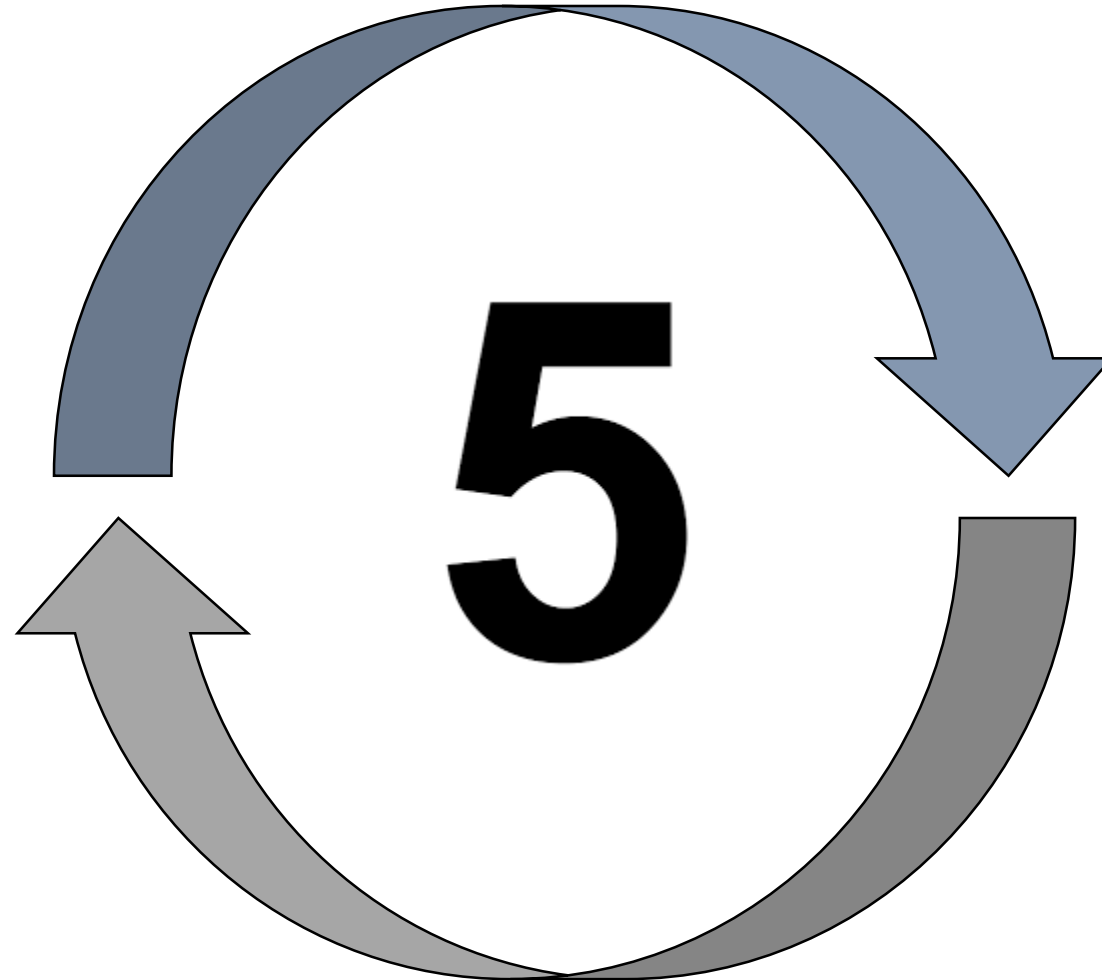


- Exhale

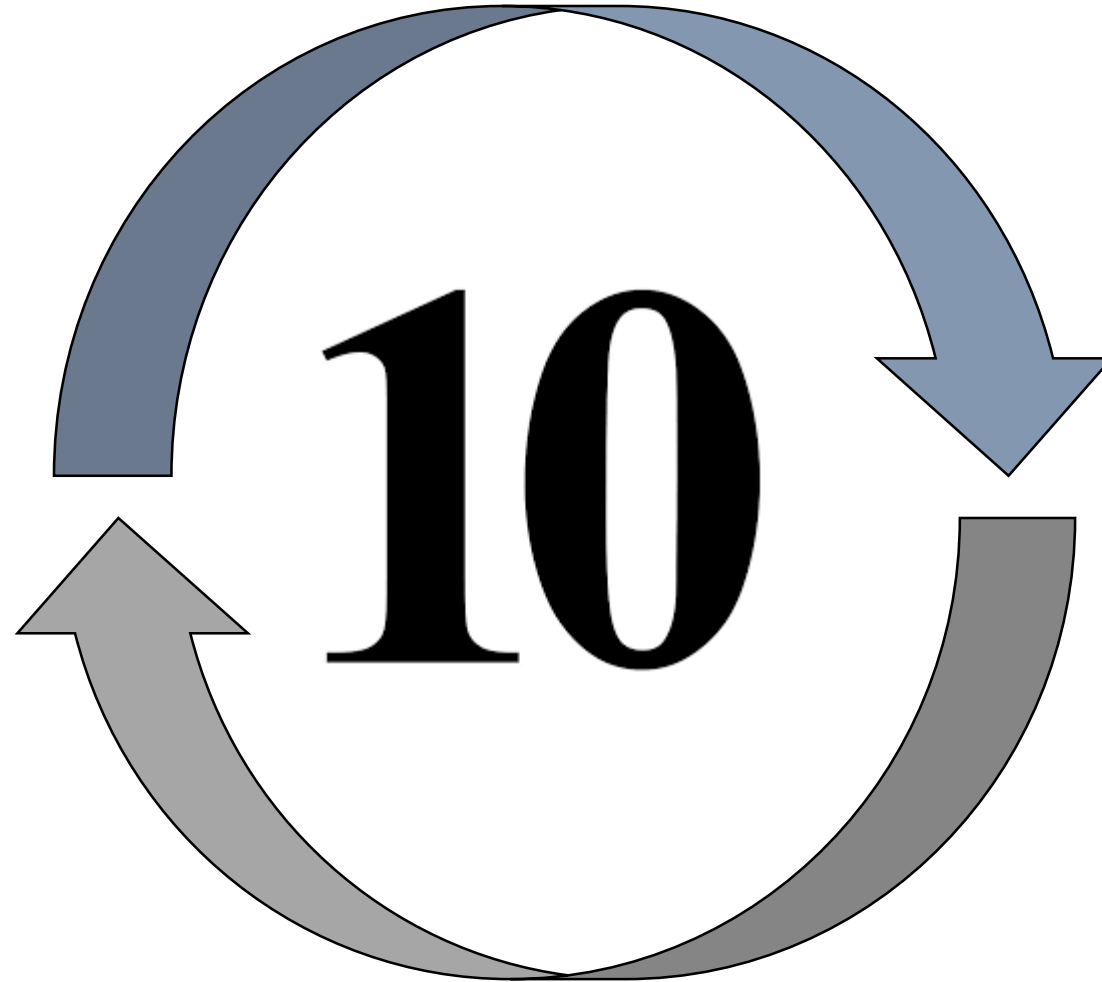


STEP 7

Repeat the Cycle 5 Times



Build Up Skills to
Repeat the Cycle 10 Times



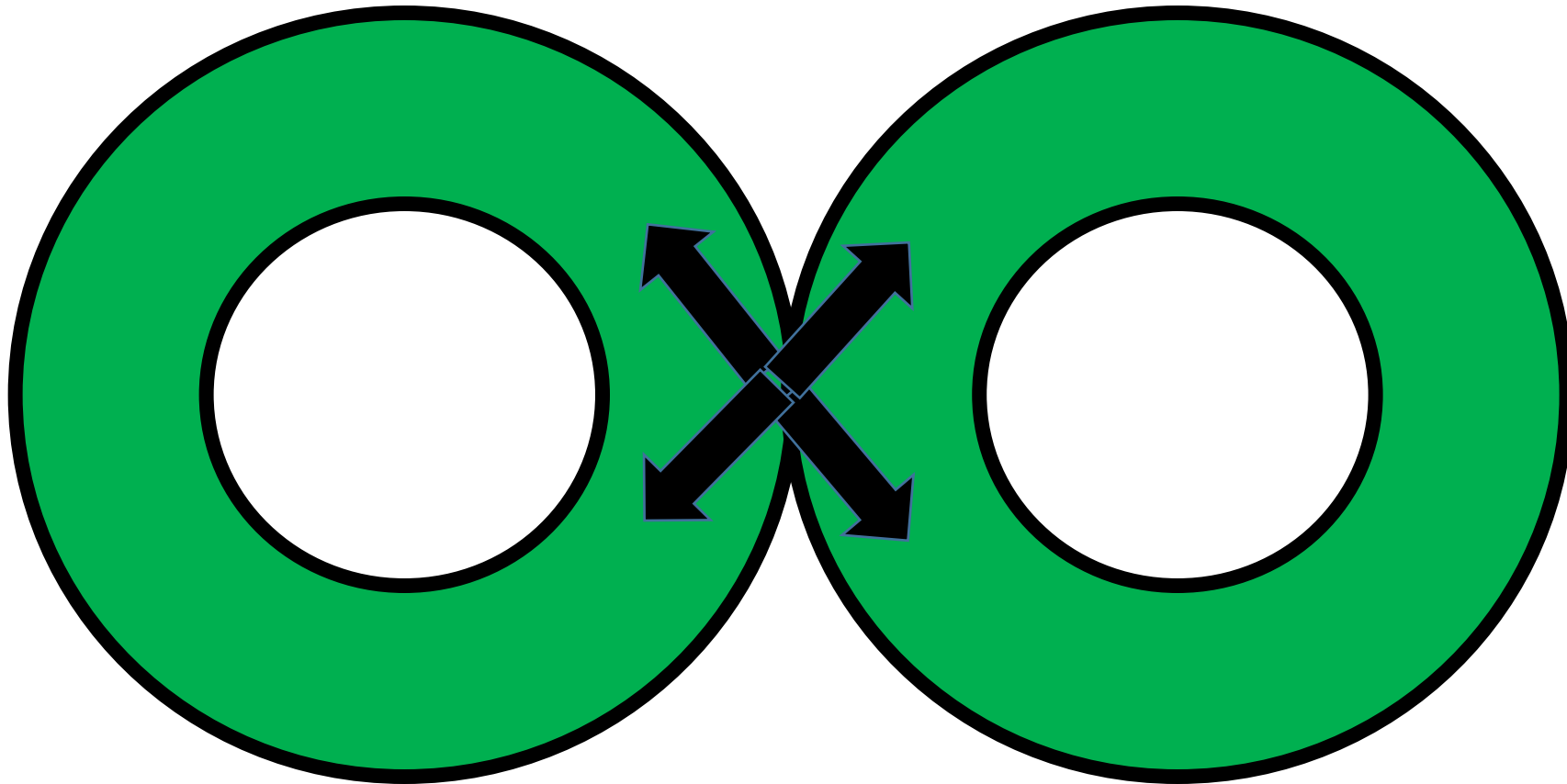
Build Up Skills Deep Breathing for a QUIET 1 Minute



Lazy “8” Infinity Breathing

- BREATH In Around Circle

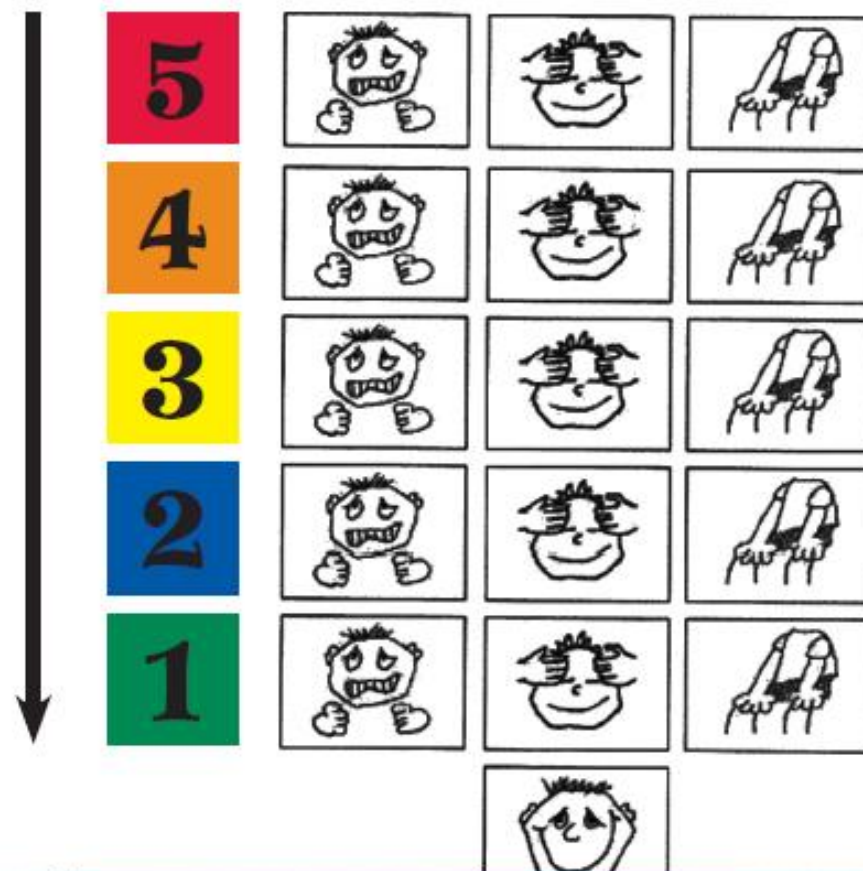
- BREATH Out Around Circle



My **Calming** Sequence Visual

Activity: Try this calming sequence. Does it feel good and calming? How can you change it so that it works for you?

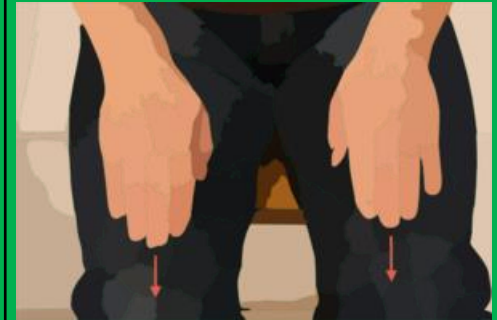
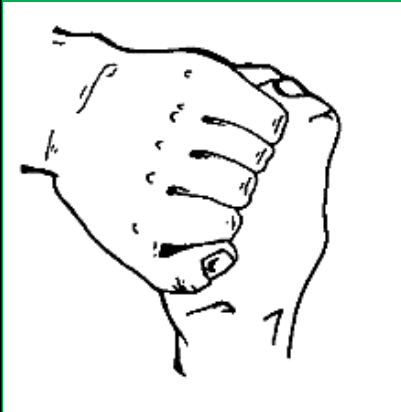
This calming sequence goes like this: Squeeze your hands together; close your eyes and rub your head; then rub your legs. Repeat the sequence five times, bringing your stress down.



The Calming Sequence Visual

Buron, Manns, Schultz, & Thomas, 2004, from “When My Worries Get Too Big!” By K.D. Burton 2006

**Repeat
5 x
Slowly
Rhythmically**



Count to 10

“1 hold steady, 2 hold steady, 3 hold steady, ... 10 I’m ready”

- Eyes Open or Closed
- Quiet Voice
- Slowly Count to 10



Count to 10

“1 hold steady, 2 hold steady, 3 hold steady, ... 10 I’m ready”

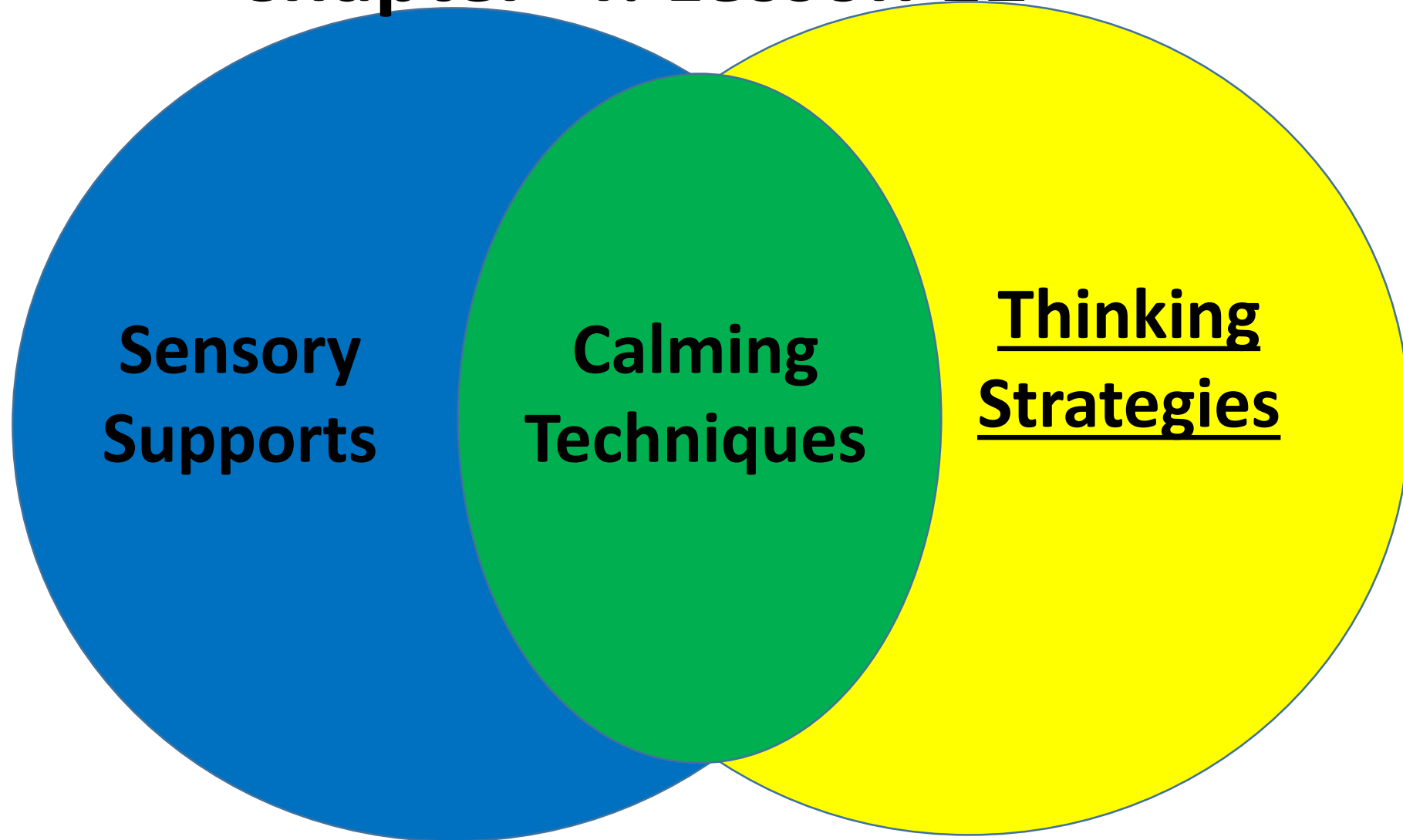
- Try with a Kinesthetic Component with Finger Counting:
Press Fingers on Table; Touch Fingers; Isolate Fingers; Oppose Fingers



Thinkingmoves.com Life Moves DVD



Chapter 4: Lesson 12



Lesson 12: Thinking Tools

ZONES Thinking Tools Worksheet					
Name of Tool	Circle the zone(s) you think the tool would help				
Size of the Problem: Big vs. Little Problem	Blue	Green	Yellow	Red	None
Inner Coach – Positive Self Talk	Blue	Green	Yellow	Red	None
Inner Critic – Negative Thoughts	Blue	Green	Yellow	Red	None
Super Flex vs. Rock Brain	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

Lesson 12:

Thinking Strategies

- Cognitive Behavioral Approach
- Impulse Control
- Problem Solving
- Reflective Thinking
- Social Perspective Taking

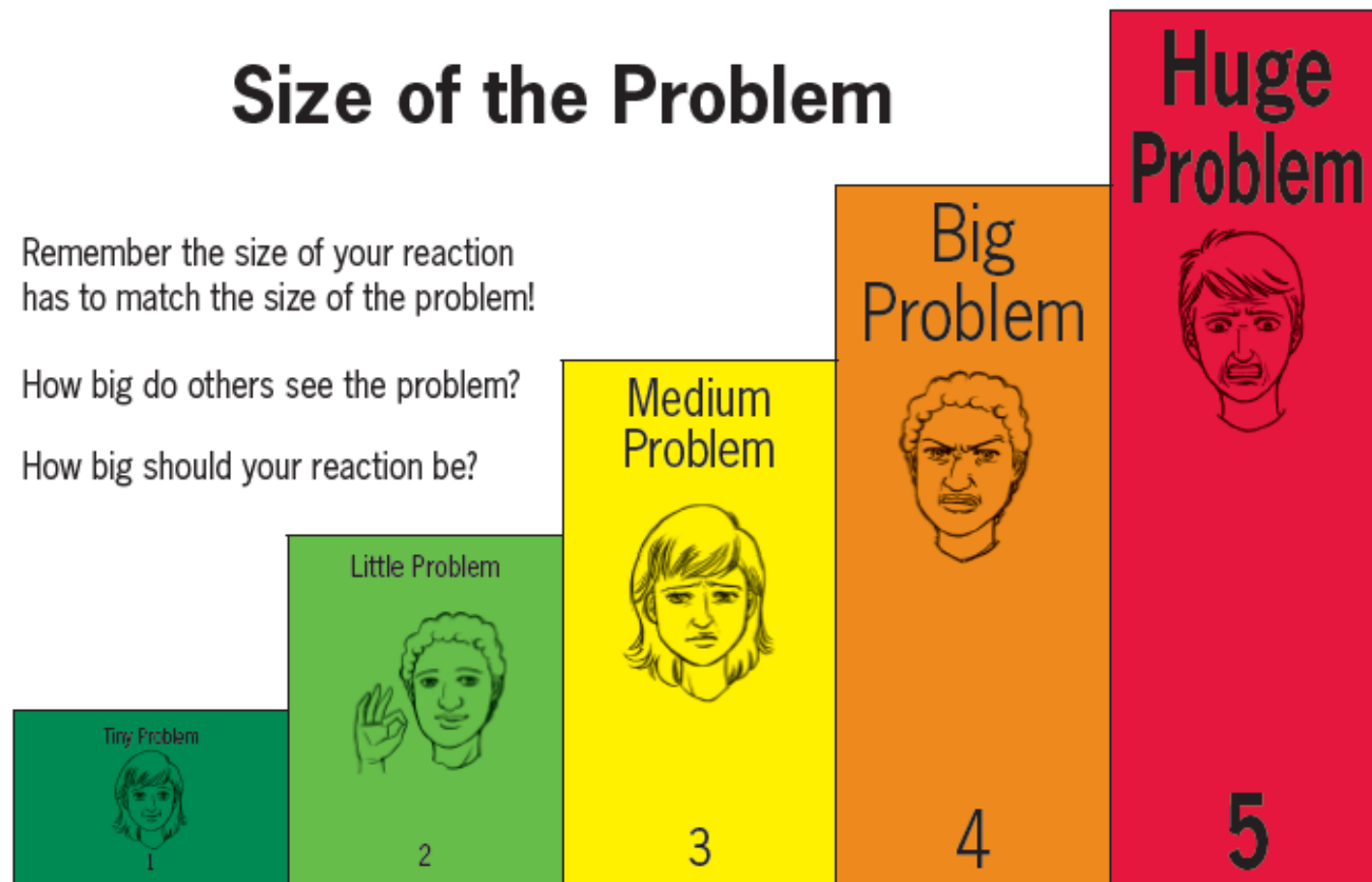


Size of the Problem

Remember the size of your reaction
has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

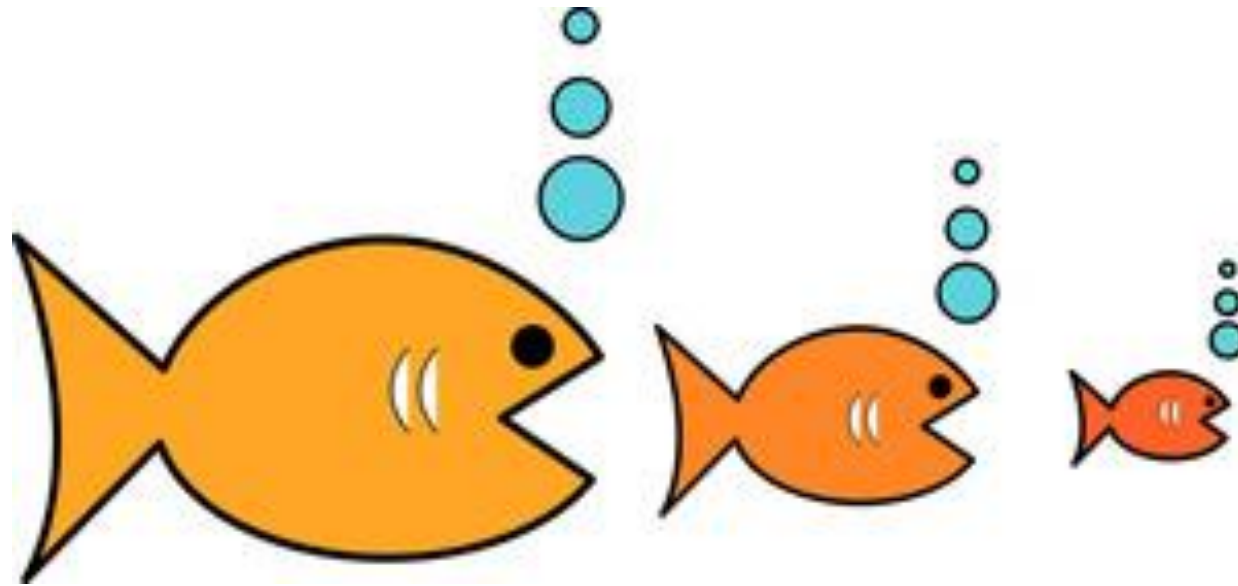


Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

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ZONES THINKING STRATEGIES: MENU Button **SiZe of the ProBlE**M



ZONES L-12, p121











Hunter Remote Control:
Menu Button

By Evelyn Zirkle, MS OTR/L SECEP OT Coordinator

& Nicole Boggs, SLP

Rev 3-18-15

The size of my REACTION
should match the size of the PROBLEM! *Don't overreact ☺

5	Emergency, Tragedy, Danger	 	Crying uncontrollably, Very Upset, Scared	DISASTER MANY PEOPLE TO FIX
4	Break your arm, Hurt badly, Someone hits or bullies you	 	Crying, Very Sad, Mad, Frustrated	LARGE Special Adult to Fix (Doctor, Plumber)
3	Plans Change, Consequences for unexpected behavior	  	Nervous, Sad, Irritated, Disappointed	MEDIUM Adult to Fix (Teacher, Parent)
2	Not being first in line, Having to wait or take turns, Sharing		Uncomfortable , Disappointed	SMALL A Kid Can Fix It By Him/Herself
1	No Real Problem	 	Happy, Calm, Relaxed	LET IT GO! Too Small, Do Not Fix

Medium Problem

Argument with a Friend



What Size is Your Problem?

NOT
swimming

little

Some one
calls me
a name.

being teased
by a classmate

Your name
is written on
a sign

Classmate
made me
upset by
teasing.

you feel like
you want to run
away from home

medium

BIG

Get
Help

2

ignore

3

getting
back on track

Get a new
one

4

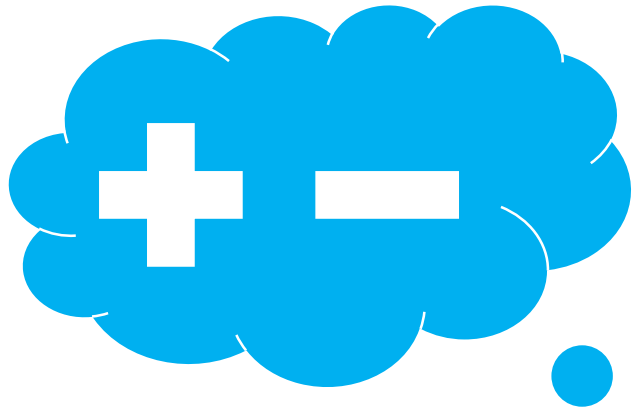
Call police
to come and
get you

5

What Size is Your Response?

Build Up Skills Deep Breathing for a QUIET 1 Minute





HUNTER

• Part I



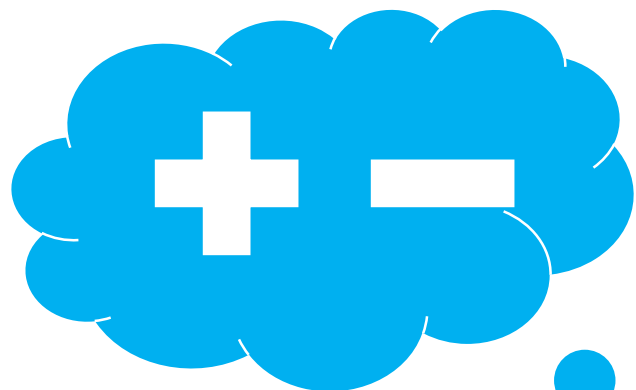
SELF TALK: ZAP the Inner CRITIC

Adapted by Evelyn L Zirkle, MS OTR/L

From ZONES of Regulation by Leah Kuypers M.Ed. OTR/L

INNER COACH: Thinking Strategies Lesson 12 Z p. 127

From Hunter and the Amazing Remote Control by Lori
Copeland, Ph.D. The COACH Button H p. 31



HUNTER and the INNER COACH: Part II Intro to PROBLEM SOLVING

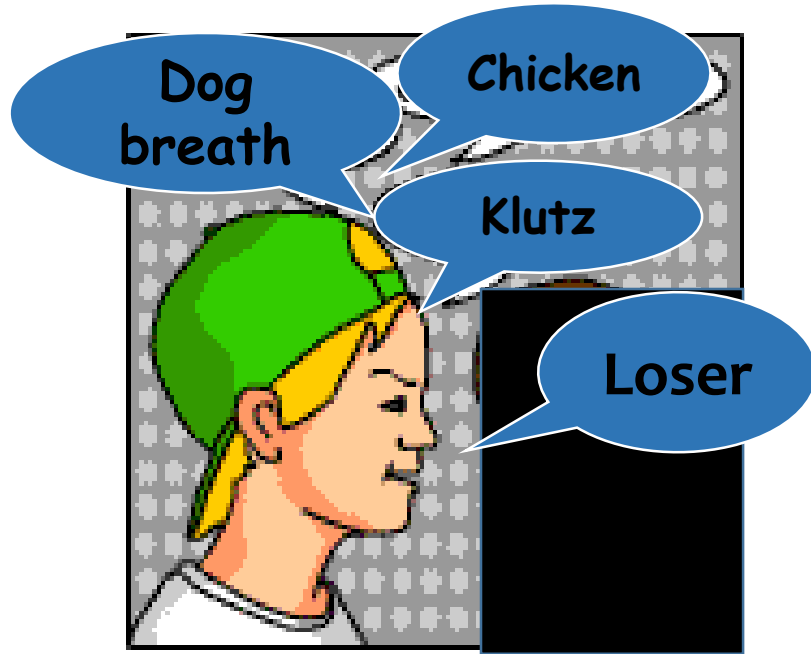
Adapted by Evelyn L Zirkle, MS OTR/L

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INNER COACH: Thinking Strategies Lesson 12 Z p. 127

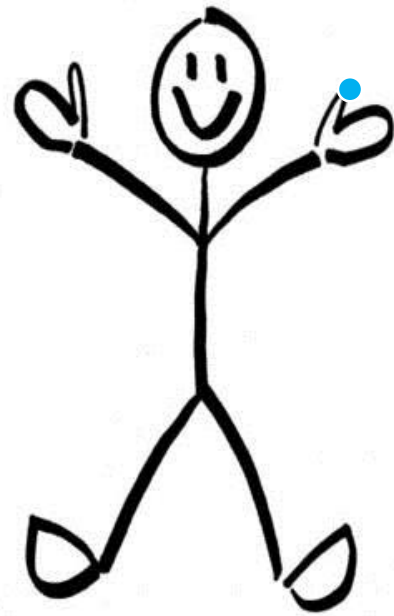
From Hunter and the Amazing Remote Control by Lori
Copeland, Ph.D. The COACH Button H p. 31

Inner Coach could help you cope with “teasing” and “name calling” from other kids.



DRAW Your COACH

Let's draw a picture of your inner coach, name him, and write down some things he would say to you.



I won't
always get to
do what I
want to do.

HUNTER and SuperFlex vs. Rock Brain Thinking: Part 2

ZONES of Regulation Lesson 12

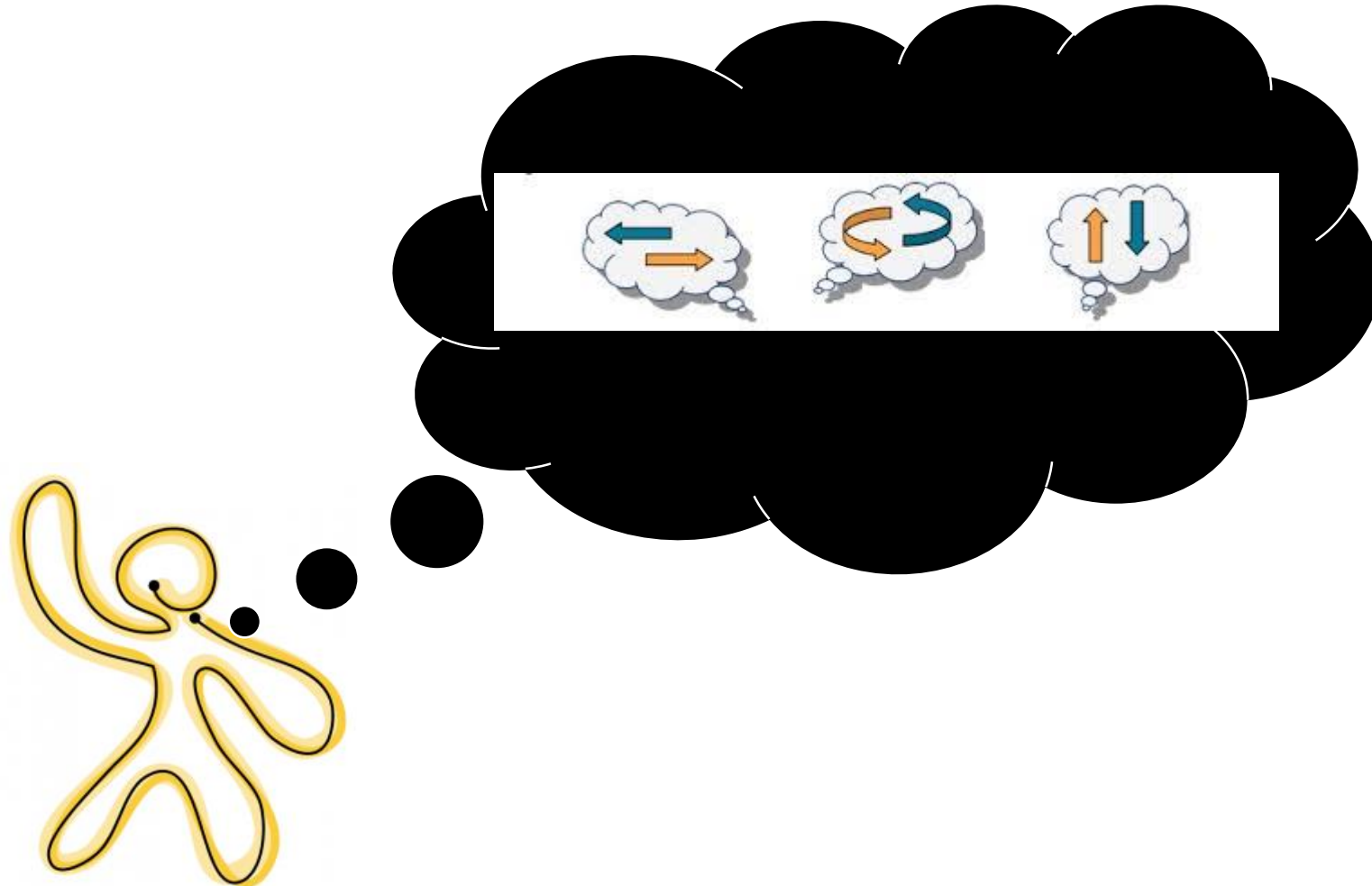
Adapted by Evelyn Zirkle, MS OTR/L



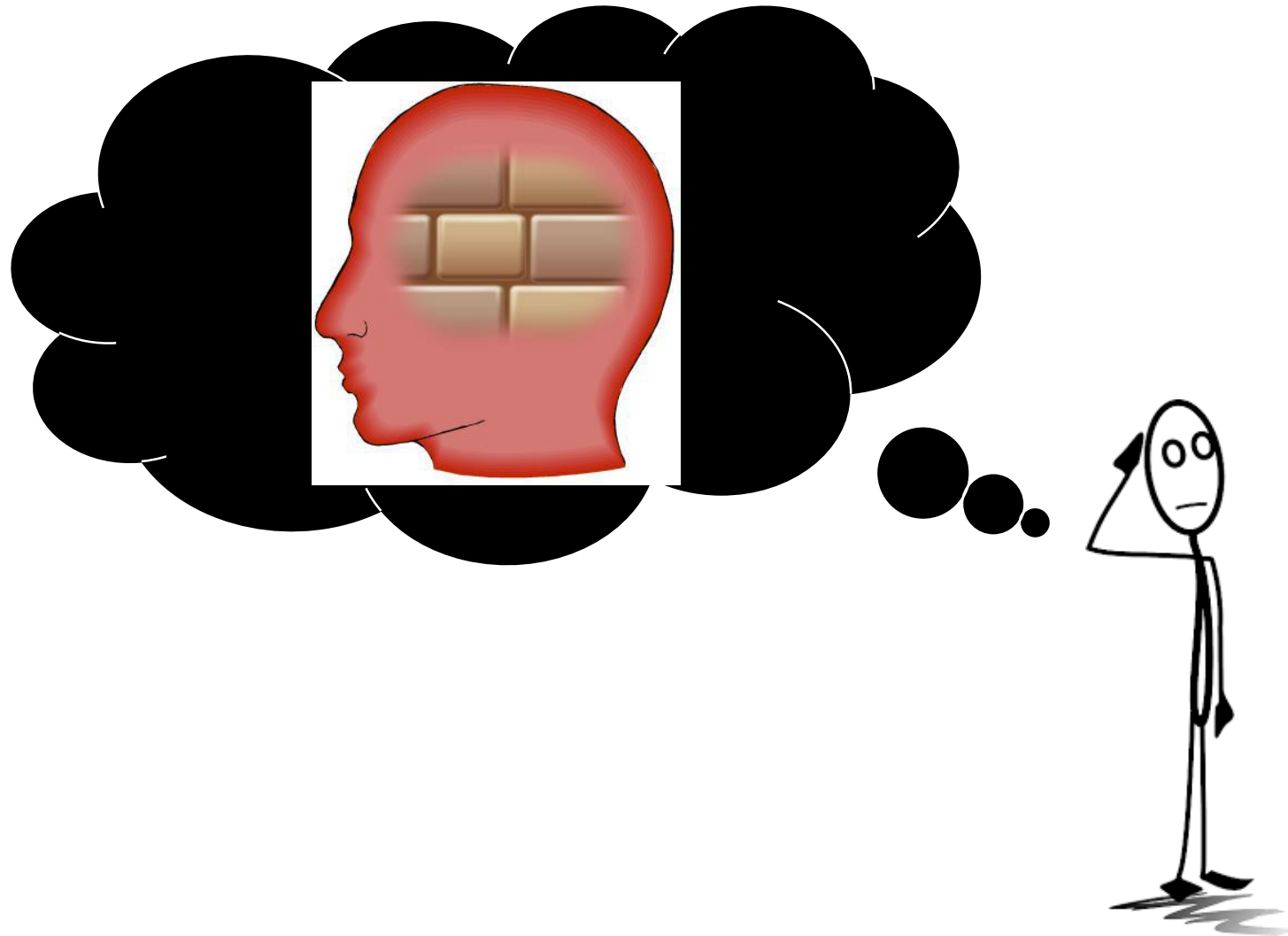
Adapted from The Zones of Regulation
by Leah Kuypers w selected lessons by Marcia Garcia Winner
ZONES Lesson 12, Z p 131 and

Free lesson from <http://www.autisminspiration.com> on
Teaching FlexibleThinking

Flexible thinkers “move” their brain around the problem and think of different solutions.



A rock thinker is rigid and cannot move their brain around a problem. They try the same thing over and over again.



Flexible vs. Rock Thinker Game

Practice thinking of Popsicle Stick responses & Pipe Cleaner responses to solving a problem.



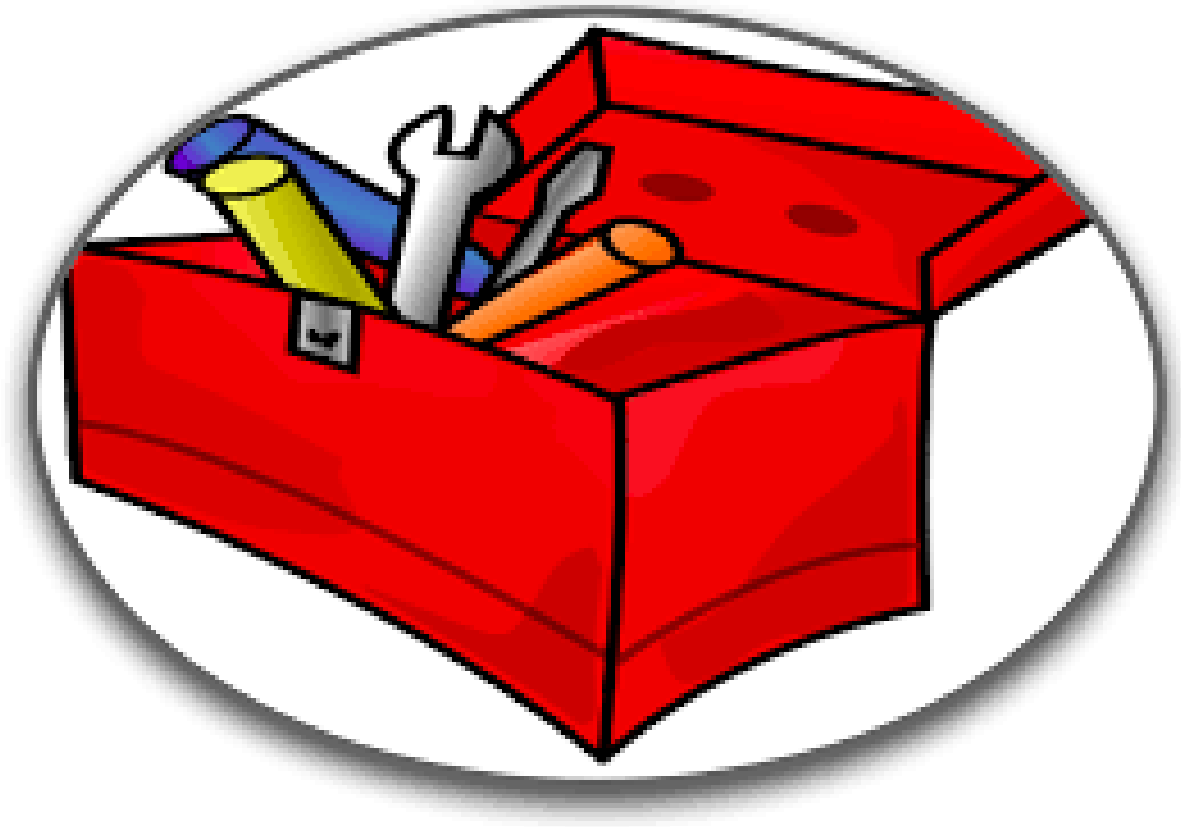
Chapt. 5

Learning When to Use & Apply Tools

- Learn why, when, and how to use the tools
- Learn to integrate their use into every day life
- Reinforce practice and use of the strategies.



Lesson 13: The Toolbox



Yellow Zone Tools



and calm my body by:



Take a Break



Belly Breath



Squishes



Talk to Adult



Shoulder Rub



Animal Walks



Push



Hug

When I'm in the Red Zone,
I can try these Red Zone tools:



Pull



Six Sides of Breathing



Squishes



Push



Belly Breath



Talk to Adult



Curve



Take a Break



Lazy 8 Breathing



Size of Problem



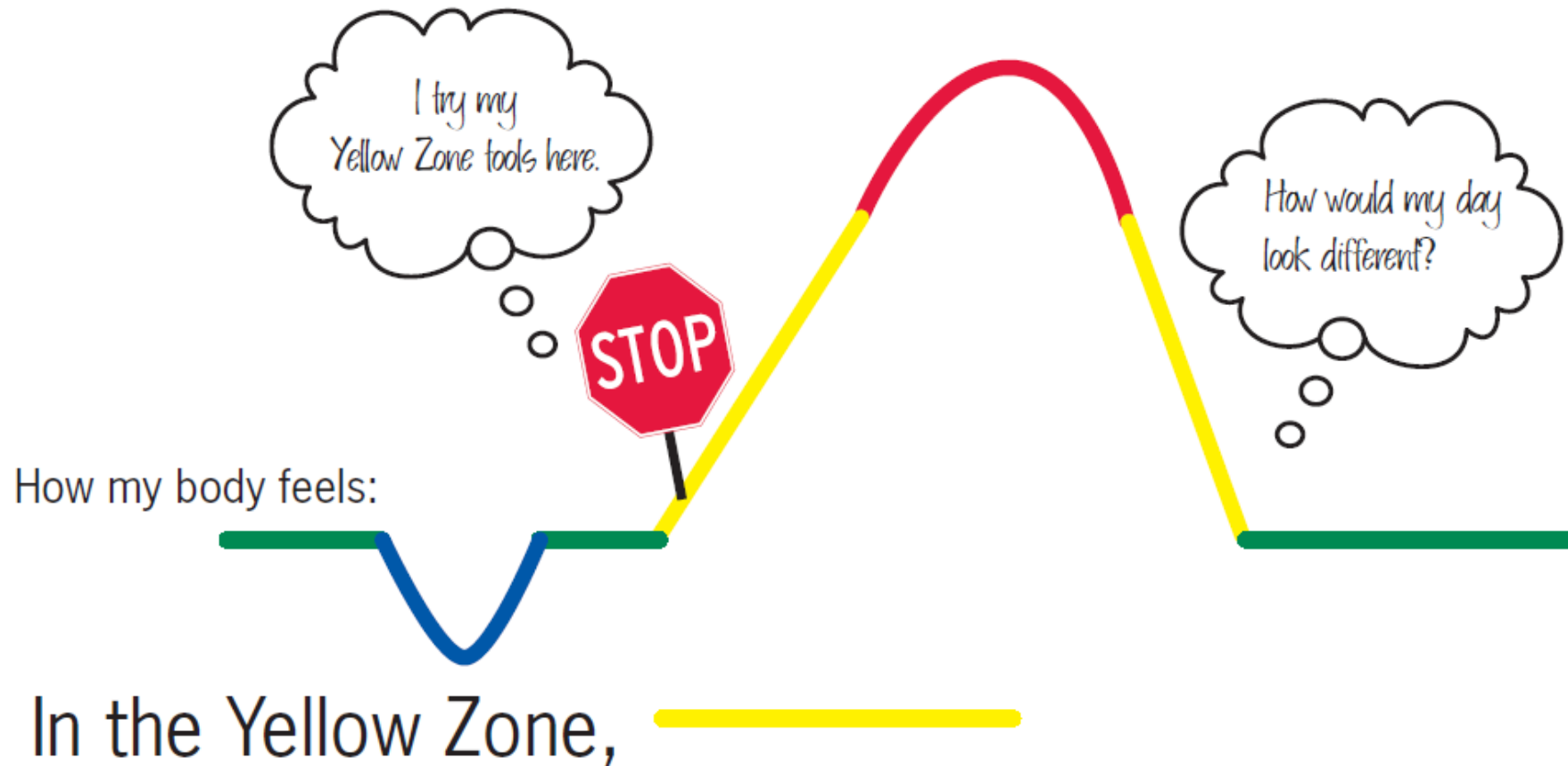
Walk



Shoulder Rub

Lesson 14

When To Use My **Yellow Zone** Tools



Lesson 16

The **ZONES** of Regulation® Reproducible EE Tracking My Tools Worksheet

Tracking My Tools

Tools I Can Try:

Did It Work?:

	Yes															
	No															
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															
	Yes															
	No															

Lesson 17:

STOP, OPT, and GO

- Simple visual aid & easy phrase
- Assist with impulse control
- Problem solving alternatives
- Reflect on what is the most beneficial solution

Solution Finder Worksheet

Problem: _____

A thought bubble graphic with a black outline and five horizontal lines for writing inside.

Think about a situation when you had (or anticipate having) a difficult time STOPPING and staying in the Green Zone.



Lesson 18

Celebrate Use of Tools



- Reinforce remaining in the Green Zone as expected
- Reinforce when a student uses a tool
- Reinforce use of a tool, whether it worked or not
- Label or Acknowledge what zone they are in in various situations so that they can begin to recognize where they are

The ZONES of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<p>Sad</p> <p>Sick or Hurt</p> <p>Tired</p>	<p>Happy</p> <p>Calm</p> <p>Feeling Okay</p> <p>Good</p>	<p>Frustrated</p> <p>Worried</p> <p>Silly/Wiggly</p> <p>Grouchy</p>	<p>Mad/Angry</p> <p>Terrified</p> <p>Yelling</p> <p>Too Silly/Wiggly</p>
<p>Bored</p> <p>Moving Slowly</p> <p>Shy</p> <p>Exhausted</p> <p>Depressed</p>	<p>Focused</p> <p>Ready to Learn</p> <p>Good Listener</p> <p>Proud</p> <p>Relaxed</p>	<p>Excited</p> <p>Anxious</p> <p>Jealous</p> <p>Confused</p> <p>Embarrassed</p> <p>Upset</p>	<p>Elated</p> <p>Hitting</p> <p>Extreme Emotions</p> <p>Out of Control</p>
			

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