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

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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.
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
Levels of Alertness

- Low (underload): Sleepy
- Medium: Best (optimum) performance, Boredom
- High (overload): Anxious, Stress zone, Panic, anger, or violence
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 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

<table>
<thead>
<tr>
<th>BLUE ZONE</th>
<th>GREEN ZONE</th>
<th>YELLOW ZONE</th>
<th>RED ZONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
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<td>Terrified</td>
</tr>
<tr>
<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Yelling</td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>Grouchy</td>
<td>Too Silly/Wiggly</td>
</tr>
<tr>
<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Elated</td>
</tr>
<tr>
<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Anxious</td>
<td>Hitting</td>
</tr>
<tr>
<td>Shy</td>
<td>Good Listener</td>
<td>Jealous</td>
<td>Extreme</td>
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<tr>
<td>Exhausted</td>
<td>Proud</td>
<td>Confused</td>
<td>Emotions</td>
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<tr>
<td>Depressed</td>
<td>Relaxed</td>
<td>Embarrassed</td>
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<td></td>
<td></td>
<td>Upset</td>
<td>Out of Control</td>
</tr>
</tbody>
</table>

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**What zone am I in?**

- Blue Zone: Focused, Good Listener, Proud
- Green Zone: Happy, Calm, Feeling Okay, Good
- Yellow Zone: Frustrated, Worried, Silly/Wiggly, Grouchy
- Red Zone: Mad/Angry, Terrified, Yelling, Too Silly/Wiggly
<table>
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</tbody>
</table>
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
• 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. Kuppers, MA Ed. OTR/L

Foreword and Selected Lessons by
Michelle Garcia Winner

Full-color, ready-to-use reproducibles on USB drive
Lesson 1
Create Wall Posters of the Zones

What Zone are you in?

Blue Zone:
- Running Slow
  - sad
  - sick
  - tired
  - bored
  - moving slowly

Green Zone:
- Good to Go
  - happy
  - calm
  - feeling okay
  - focused
  - ready to learn

Yellow Zone:
- Caution
  - frustrated
  - worried
  - silly/wiggly
  - unfocused
  - loss of some control

Red Zone:
- STOP
  - mad/angry
  - hands on
  - yelling
  - refusing to work
  - out of control
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”.

Blue Zone  Green Zone  Yellow Zone  Red Zone
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
<table>
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The **RED Zone** is **EXTREME**
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.
FIND YOUR FOCUS ZONE

Get Your Mind Right
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.

Blue Zone  Green Zone  Yellow Zone  Red Zone

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
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</table>

The ZONES of Regulation
Lesson 2

**ZONES BINGO: WHAT ZONE IS IT?**

<table>
<thead>
<tr>
<th>BINGO: The ZONES of Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image 1]</td>
</tr>
<tr>
<td>![Image 7]</td>
</tr>
</tbody>
</table>
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

EVERYTHING WENT JUST AS EXPECTED
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 Say ...

May Think ...

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

This is a picture of me in the RED ZONE:

My face and body clues are:

[Blank line]

I feel in the RED ZONE when:

[Blank line]

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
- Cluttered Overwhelmed Brain
- Overwhelming Pressure in Brain
- Overloaded Brain
- Table Talk Volume
- Slow Heart Beat
- Relaxed Muscles

Show me how that feels.
Green

www.Peacemaker-Counsel.com
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;
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**

Adapted from ZONES of Regulation by Evelyn Zirkle, MS OTR/L
Zones Across the Day:
Case B with Sensory Modulation & Bipolar Disorder

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ZONES ACROSS THE DAY</th>
<th>DATE:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wake Up/Get Ready</td>
<td></td>
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<tr>
<td></td>
<td>Bus Ride</td>
<td></td>
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<td></td>
<td>Morning Work / Meeting</td>
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<tr>
<td></td>
<td>Guided Reading</td>
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<td></td>
<td>Movement Break</td>
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<td></td>
<td>Math</td>
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<td></td>
<td>Lunch</td>
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<td></td>
<td>Self Selected Reading</td>
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<td></td>
<td>Science</td>
<td></td>
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<td>PE</td>
<td></td>
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<tr>
<td></td>
<td>Band Assembly</td>
<td></td>
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<td></td>
<td>Game Grp End of Day Pack Up</td>
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<tr>
<td></td>
<td>Arrive Home</td>
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</tr>
</tbody>
</table>

Case B with Sensory Modulation & Bipolar Disorder
Lesson 9: Caution! Triggers Ahead

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:

CAUTION!
TRIGGERS AHEAD
Other People Bothering You
Room is Too Loud
Tying Shoes
Being Told “No”

NO. You cannot.
CAUTION!
TRIGGERS AHEAD

- Being told No
- Reading words I don’t know
- Transitions
- Making a mistake
- Waiting for my turn
- Not being first in line
CAUTION!
TRIGGERS AHEAD

- Making a mistake
- Writing makes my hand tired
- Loud noises
- 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

Repeat 5 x Slowly Rhythmically
Chapter 4: Explore Calming & Alerting Tools

- Sensory Supports
- Calming Techniques
- Thinking Strategies
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

<table>
<thead>
<tr>
<th>Name of Tool</th>
<th>Circle the zone(s) you think the tool would help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fidget Stretchy Stress Ball</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Silly Putty</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Bean Bag Fidget</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Yoga Poses</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Exercise Cards</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Life Moves/Me Moves DVD</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Go Noodle website Movements</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Listening to Upbeat Music</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Listening to Calming Music</td>
<td>Blue, Green, Yellow, Red, None</td>
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# Chapt. 4 Lesson 10: Sensory Support Exploration Centers

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<tr>
<th>Name of Tool</th>
<th>Circle the zone(s) you think the tool would help</th>
</tr>
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<tbody>
<tr>
<td>Weighted Neck Wrap/Snake</td>
<td>Blue</td>
</tr>
<tr>
<td>Bean Bag Chair/Bungee Chair</td>
<td>Blue</td>
</tr>
<tr>
<td>Zuma Rocker</td>
<td>Blue</td>
</tr>
<tr>
<td>Wiggle Seat Cushion</td>
<td>Blue</td>
</tr>
<tr>
<td>Stand to Work</td>
<td>Blue</td>
</tr>
<tr>
<td>Drink water from a straw</td>
<td>Blue</td>
</tr>
<tr>
<td>Chew gum</td>
<td>Blue</td>
</tr>
<tr>
<td>Glitter Bottle/Relax Bottles</td>
<td>Blue</td>
</tr>
<tr>
<td>Doodling/Coloring</td>
<td>Blue</td>
</tr>
<tr>
<td>Reading a book or magazine</td>
<td>Blue</td>
</tr>
<tr>
<td>Name of Tool</td>
<td>Circle the zone or zones you think the tool would help in.</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>rice bin</td>
<td>Blue Green Yellow Red None</td>
</tr>
<tr>
<td>putty</td>
<td>Blue Green Yellow Red None</td>
</tr>
<tr>
<td>cushion</td>
<td>Blue Green Yellow Red None</td>
</tr>
<tr>
<td>fidget ball</td>
<td>Blue Green Yellow Red None</td>
</tr>
<tr>
<td>headphones</td>
<td>Blue Green Yellow Red None</td>
</tr>
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<td>sit on ball</td>
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<td>Blue Green Yellow Red None</td>
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<td>Blue Green Yellow Red None</td>
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<td>Blue Green Yellow Red None</td>
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<td>Blue Green Yellow Red None</td>
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<td></td>
<td>Blue Green Yellow Red None</td>
</tr>
<tr>
<td></td>
<td>Blue Green Yellow Red None</td>
</tr>
</tbody>
</table>
Get Ready to Learn

YOGA
WHOLE CLASS STRETCHING EXERCISES

Cat
Relax neck tension, upper body stretch.

Bench
Chapter 4: Lesson 11

Sensory Supports

Calming Techniques

Thinking Strategies
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 the changing the brains’ pattern of thinking (Ex. Deep breathing shifts nervous system from stressed to more relaxed state)
## ZONES Tools Worksheet

<table>
<thead>
<tr>
<th>Name of Tool</th>
<th>Circle the zone(s) you think the tool would help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep “Belly” Breathing</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Lazy “8” Breath</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Hexagon Breathing</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Count to 10</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
<tr>
<td>Calming Sequence</td>
<td>Blue, Green, Yellow, Red, None</td>
</tr>
</tbody>
</table>
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.

![Calming Sequence Visual](image)
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

- Sensory Supports
- Calming Techniques
- Thinking Strategies
# Lesson 12: Thinking Tools

## ZONES Thinking Tools Worksheet

<table>
<thead>
<tr>
<th>Name of Tool</th>
<th>Circle the zone(s) you think the tool would help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of the Problem: Big vs. Little Problem</td>
<td>Blue  Green  Yellow  Red  None</td>
</tr>
<tr>
<td>Inner Coach – Positive Self Talk</td>
<td>Blue  Green  Yellow  Red  None</td>
</tr>
<tr>
<td>Inner Critic – Negative Thoughts</td>
<td>Blue  Green  Yellow  Red  None</td>
</tr>
<tr>
<td>Super Flex vs. Rock Brain</td>
<td>Blue  Green  Yellow  Red  None</td>
</tr>
<tr>
<td></td>
<td>Blue  Green  Yellow  Red  None</td>
</tr>
</tbody>
</table>
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?
ZONES THINKING STRATEGIES: MENU Button

SiZe of the ProBleM

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

The size of my REACTION should match the size of the PROBLEM! *Don’t overreact 😊*
Medium Problem
Argument with a Friend
What Size is Your Problem?

- Little:
  - Not My Business
  - Someone calls me a name

- Medium:
  - Being teased by a friend
  - Your desk is stained by coffee

- Big:
  - Classmates made me upset by teasing
  - A teacher said something mean

What Size is Your Response?

1. Get Help
2. Ignore
3. Getting back at them
4. Get a new desk
5. Talk to principal and counselor
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
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
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.autismspiration.com on Teaching Flexible Thinking
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
<table>
<thead>
<tr>
<th>Name of Tool</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weighted Neck Wrap/Snake</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Bean Bag Chair/Bungee Chair</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Zuma Rocker</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Wiggle Seat Cushion</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Stand to Work</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Drink water from a straw</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Chew gum</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Glitter Bottle/Relax Bottles</td>
<td>B</td>
<td>G</td>
<td>Y</td>
<td>R</td>
</tr>
<tr>
<td>Doodling/Coloring</td>
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<td>Y</td>
<td>R</td>
</tr>
</tbody>
</table>

**ZONES Tools Worksheet**

<table>
<thead>
<tr>
<th>Name of Tool</th>
<th>Blue</th>
<th>Green</th>
<th>Yellow</th>
<th>Red</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>rice bin</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>putty cushion</td>
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<tr>
<td>fidget ball</td>
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<tr>
<td>rub back</td>
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</tbody>
</table>

- Blue: Calm
- Green: Moderate
- Yellow: Focused
- Red: Discouraged
- None: No effect
Yellow Zone Tools

and calm my body by:

- Stop
- Take a Break
- Belly Breath
- Squishes
- Talk to Adult
- Push
- Animal Walks
- Hug
- Shoulder Rub

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

- Pull
- Six Sides of Breathing
- Squishes
- Push
- Body Breath
- Talk to Adult
- Cuts
- Take a Break
- Lazy B Breathing
- Size of Problem
- Walk
Lesson 14

When To Use My **Yellow Zone** Tools

I try my Yellow Zone tools here.

How would my day look different?

How my body feels:

In the Yellow Zone,
Lesson 16

<table>
<thead>
<tr>
<th>Tools I Can Try:</th>
<th>Did It Work?:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<tr>
<td></td>
<td>No</td>
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<tr>
<td></td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

• Google Images
• Get Ready to Learn (Get Ready to Learn.com Yoga New York City Schools)
• GRTL pilot research analysis by NYU Department of Occupational Therapy in 2009/10 were presented to an enthusiastic audience at the AJOT Conference in Philadelphia in April 2011 by NYU professor Dr Koenig, PHD.
• Life Moves DVD: Thinking Moves, LLC; website info@thinkingmoves.com Thinkingmoves.com