



The Solution Studio

Tip of the Month: ***Self-Regulation***

Self-Regulation

Ability to monitor and control our own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation.

It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation, and to persist on relevant tasks even when we don't enjoy them.



Source: Joan L Cook and Greg Cook. "Self-Regulation." Pearson Allyn Bacon Prentice Hall. 2014.

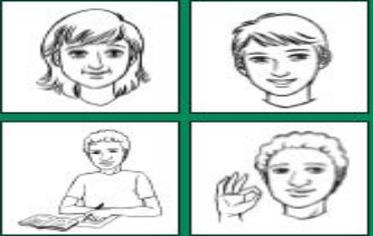
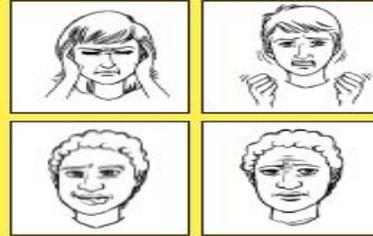
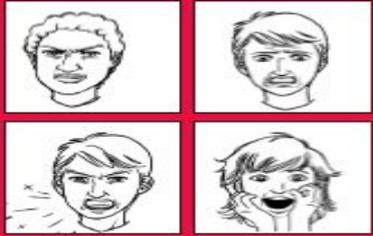
<http://www.selfregulationstation.com>



The **ZONES** of Regulation

- A systematic and cognitive approach which teaches students to self-regulate their sensory needs, emotions and impulses to meet the demands of the environment and be successful academically and socially.
- The four zones describe one's level of alertness and feelings.

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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Using the **zones**, students learn how to self-monitor their own feelings, reflecting on the zone they are currently in and whether they need to use any of their regulation strategies (e.g. take a walk on the pitch, take a break, stretching or have a drink water) to move or to remain in the **“green, ready to learn zone”**. This allows them to self-regulate and assume personal responsibility without being prompted.

INTERVENTIONS: Getting Emotionally Grounded

The art of eating to stay grounded requires the avoidance of artificial ingredients, food dyes and taste additives. Eating heavy foods such as whole grains and meat also helps in this process.

Foods to EAT:

1. Whole grains: brown rice, oatmeal, whole wheat, barley
2. Root vegetables: potatoes, onions, beets
3. Turkey (think of the sleepy feeling you get after eating a turkey dinner). Breakfast with turkey sausage or turkey bacon is a good start to the day.
4. Red meat: an occasional hamburger is very grounding.
5. These ingredients in combination produce soups, stews or roasted dinners.



INTERVENTIONS: Getting Emotionally Grounded

Foods to AVOID:

1. Sugary foods burn carbs too quickly and leave the child depleted.
2. Food dyes and additives. Studies have shown they produce ADHD-like symptoms in 2-3% of children.
3. In addition, if the child has a history of stomach pains and/or bowel irregularities, suggest that parents consult with their child's doctor about the possibility of food intolerances which can be a factor in anxiety.



SENSORY SIGNALS: Holds it Together at School, Then Melts Down at Home

Sensory Explanation:

- The school day is full of multi-sensory input, placing great demand and stress on the nervous system.
- This is especially difficult for those who struggle with sensory modulation and self-regulation.
- The child tries so hard to follow the rules of the classroom and to please the teacher and staff, as well as meet the social expectations of peers.
- When the child returns home from a long day of stress on the nervous system, a child may simply need to melt down to let it all out in an environment where the child feels safe, and can be with those who love and respect the sensory differences.

SENSORY SIGNALS: Holds it Together at School, Then Melts Down at Home

Allowing a child to “reset” helps him understand that his emotions or behavior can be altered; recognising their emotional state and selecting strategies to get back to green zone.

Ideas to Help!

- Respect this as a true sensory signal the school day was overwhelming and incredibly challenging.
- Try not to lean towards the theory of “Why do they do this at home and not at school? Doesn’t that mean they can control it?”
- Offer a sensory retreat to help unwind and unload the sensory input from the day.
- Provide an indoor swing such as a hammock or cuddle swing, as swinging in slow, rhythmical planes of movement can be very calming and regulating.
- Invert the head.
- Provide full body deep pressure touch.
- Provide opportunities for proprioception (e.g. yoga, brisk walking, swimming).
- Decrease the amount of stimuli for at least an hour when the child gets home from school.
- Refrain from chores, homework and other demands during the after-school hour.

“Life is 10% what happens to us and 90% how we react to it.”

-Charles Swindoll

