



ALDGATE KINDERGARTEN

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Government of South Australia
Department for Education

Dear parents and caregivers,

Our 2023 Quality Improvement Plan goal is *to increase children's ability to engage in sustained, purposeful play and learning experiences with others*. To do this, *we will consistently use intentional teaching of feelings, regulation strategies and social skills*. During recent conversations with you, we have been excited to share what we have been implementing at Kindergarten, and learning that many children are already using the Zones of Regulation at home! We hope that this information will help you to understand when your child is talking about the coloured Zones, and why we are focusing on the areas of social skills, regulation and emotions to support children's sustained engagement in learning at Kindergarten.

"Emotional and behavioural self-regulation contributes to young children's growing independence and resilience. It is this growing ability to control their own feelings and behaviour that eventually allows a child to become more skilled in their relationships with children and adults. If we are able to recognise when we are becoming less regulated, we are able to manage our feelings and get ourselves to a healthy place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation®."

Here are some links to find out more about The Zones of Regulation:

<https://www.zonesofregulation.com/index.html>

<https://occupationaltherapy.com.au/learning-self-regulation-with-the-zones-of-regulation/>

If you have any questions or would like to chat about your child's learning, please get in touch.

Bianca, Hayley, Jen, Vikki and Lyn.

Regulation

What is Regulation?


Regulation is the ability to manage our emotions, attention, arousal level and behaviour. Regulation is context specific; this means that the way we regulate can change depending on the environment we are in and people around us. Multiple areas of the brain work together to achieve regulation. Regulation skills can be learnt with explicit teaching, modelling, and coaching.

Regulation developmental stages

Developing regulation skills is a lifelong process that develops over time, and involves many aspects of social, emotional, and cognitive development. Our first experiences of regulation are *co-regulation* experiences with adults. Over time, and with support, we can develop self-regulation skills. This sequence is not necessarily fixed, i.e., there are still times that we as adults co-regulate with colleagues, family, or friends.



Self-Regulation V Co-Regulation

Self-Regulation	Co – Regulation
<ul style="list-style-type: none">• Regulation in the absence of another person/others.• The ability for an individual to appropriately manage their emotions, attention, arousal level and behaviour. 	<ul style="list-style-type: none">• Regulation in the presence/support of another person.• Relationships support development of regulation.• Repeated co-regulation experiences as a child establish a foundation for healthy attachment which later leads to the development of more independent self-regulation.

Supporting development of regulation

The *Zones of Regulation* is a curriculum taught in schools and preschools that supports children and young people to gain knowledge and skills required to support development of regulation. Following is further information on the Zones of Regulation curriculum.

Information about the **ZONES** of Regulation

You are receiving this information as your child/ren will be learning about the *Zones of Regulation* at school or preschool. This information will provide you with insight into what your child/ren will be learning and how you can support this learning in the home environment.

The *Zones of Regulation* is a curriculum made up of lessons and activities, designed by an Occupational Therapist, to help children and young people gain the knowledge and skills required to be able to adequately self-regulate. This involves being able to manage their emotions, attention, arousal level and behaviour.

The aim is to teach children more about their emotions and to further develop their self-regulation skills. Self-regulation is an essential skill in life, and in all learning environments.

Children will first learn to recognise emotions in themselves and others and then about how their emotions and attention are connected to learning. The children will participate in activities and discussions designed to help them recognise when they are in each of the different zones, in addition to learning how to use strategies to change or stay in the zone they are in.

There are four zones that are categorised into four different colours that depict different levels of arousal, these are outlined below.

Blue Zone – when your body is running slowly, such as when you are tired, sick, sad, or bored.

Green Zone – when you are “good to go” - ready to learn, feeling happy, calm, and focused.

Yellow Zone – when you have a higher energy or alertness level, such as when you feel frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, surprised.

Red Zone – when you experience extreme feelings such as terror, uncontrollable anger, aggression, or elation.

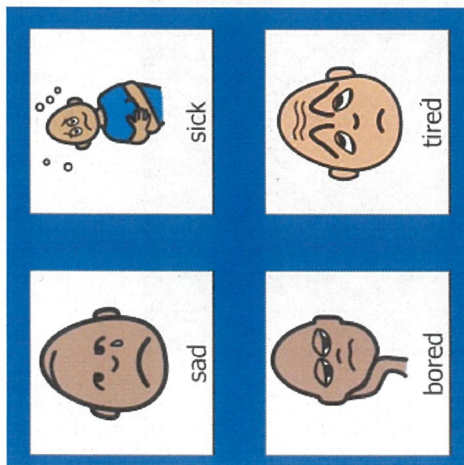
You can support your child/ren on this journey by:

- Identify your own feelings using Zones language with your child.
- Talk about what tool you will use to take care of your Zone and teach your child what tools they can use.
- Regularly check in with your child and use wondering/noticing statements. Zones visuals can help with this.
- Get to know how you react to situations as this will assist you to help your child.
- Understand what triggers your child and their sensory threshold.
- Use consistent language and validate your child's feelings.

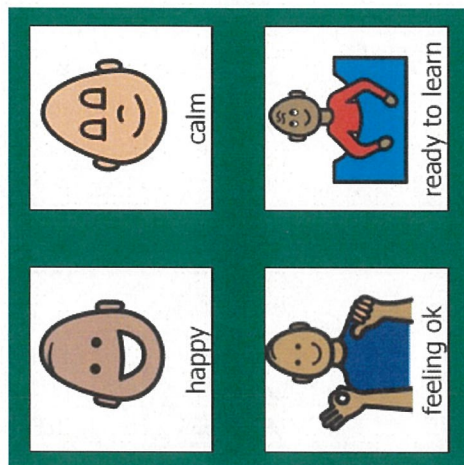
It is important to be mindful that none of the zones are “bad” or “naughty”. All the Zones are expected at one time or another. Throughout implementation of the curriculum, children will practice identifying what Zone they might be in and what to do when the Zone they are in does not match their needs or goals.

We hope you enjoy learning about the *Zones of Regulation* and find this a useful tool to support your child/ren at home with their emotions and self-regulation skills.

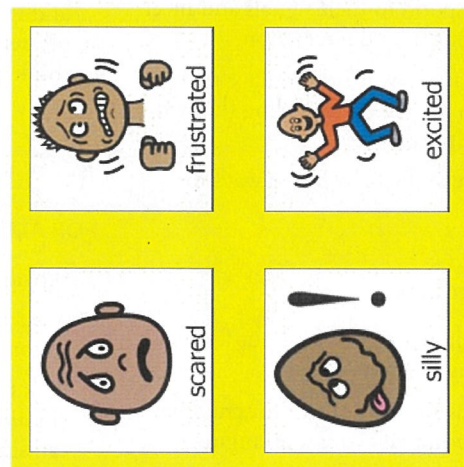
THE ZONES OF REGULATION®



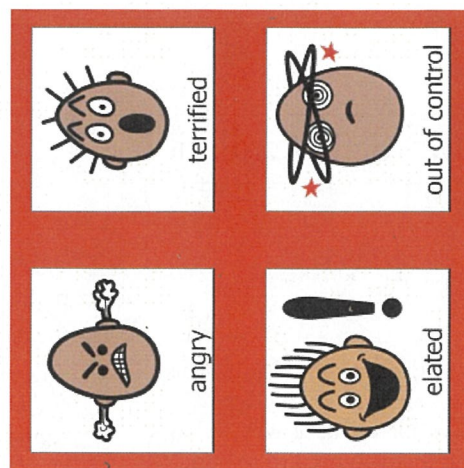
Blue Zone
 Sad
 Sick / Hurt
 Tired
 Bored
 Moving Slow



Green Zone
 Happy
 Calm
 Feeling Ok
 Focused
 Ready to Learn



Yellow Zone
 Scared / Worried
 Frustrated
 Silly/Wiggly
 Excited
 Loss of Some Control



Red Zone
 Angry/Mad
 Terrified
 Elated
 Out of Control