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{cookieName:wBounce.isAggressive:false,isSiteWide:true,hesitant:,openAnimation:false,exitAnimation:false,timer:,sensitivity:,cookieExpire:,cookieDomain:,autoFire:,isAnalyticsEnabled:false} The Regulatory Zone Program is a self-regulatory tool to help children identify, address, and use strategies to achieve self-control and emotional regulation in a non-judgmental and safe way. We can all use regulatory activity zones to monitor, maintain, and change our level of regulation. Here, you'll find regulatory activity zones and tips for working on self-regulation through fun and interactive activities. This is a Diy Zones activity that you can make as part of your occupational therapy treatment and can be used over and over again! Using interactive zones of regulatory activities can help children struggling with self-regulation. Activities to support emotional regulation and coping skills can come in many forms. In this resource, you will find special activities to add to the regulatory tool box zone, so monitoring and maintaining a functional level of regulation is possible under any circumstances. There are regulatory poster zones, worksheets, self-regulatory checks, regulatory game zones, and even cootie catchers. All of these regulatory tools are strategies to help children become more self-conscious to function. Let's break it down further... What is self-regulation? Well, let's break it down. Self means you or me. Regulation means the process of being in control or having management. So, add these two terms together and you get self-regulation. Self-regulation means you or I are in control and have management of ourselves. Self-regulation is a skill that many children have learning difficulties and achieve without help. On any given day, a child (and an adult) faces several situations and circumstances that require self-awareness and others as well as the ability to have or gain self-control. In general, a child must achieve the optimal level of awareness and self-awareness to identify their inner feelings and emotions and be ready to organize themselves when the time comes. They need to learn strategies and techniques that work for them to assist them in leaving a less optimal level to return to regulatory levels ready to go. Here are the wiser activities that kids can use in their Zone of Regulation Toolbox. Curricula self-regulation There are many different programs that offer a self-regulation curriculum. This is a regulatory and intervention program that can help children (and adults) to learn the skills to achieve appropriate emotional regulation for each situation, circumstances, and environment. Amazon affiliate links are included below. Many programs, programs, or interventions made by occupational therapy professionals, for example, regulatory zones, warning programs, test drives, sensory connections, and a new program called, The Regulation Rocket. One of the common self-regulation programs is the Regulatory Zone. The Regulatory Zone Program is what most of our children use in their schools and homes. The program helps kiddos to identify, address, and use strategies to achieve good self-control and emotional regulation in a non-judgmental and safe way. Using zones helps take the focus away from the child as good or bad and puts the focus on getting control to return to the green zone. Children's teachers' self-regulation programs and their parents or teachers how to recognize the relationship between their emotions, feelings, and internal circumstances and the behaviors and actions we see. These relationships have an impact on attention, learning, and emotion. When students understand the relationship between their state of arousal and their ability to organize themselves, they can identify different zones or levels that they are currently in at a certain time. They can then use regulatory tools or strategies to impact their passion so that they can appropriately and efficiently respond to the demands of a given task. What is regulation? Self-regulation is the ability to achieve, nurture, and change a person's level of arousal, emotion, and behavior. This ability to control yourself depends on impulse control, working memory, and in general, the ability to keep yourself in check. The ability to experience feelings and desires and make decisions based on those concepts requires motivation, willingness, higher level of thinking. This requires the ability to monitor our own thoughts, actions, feelings, internal body

processes (interception), and then make choices. These decisions can sometimes happen in an instant. For some, this instant decision-making can lead to poor regulation. Self-regulation may refer to emotional regulation or behavioral regulation. Our self-reflection of our feelings, emotions, and response to situations is the ability to use emotional regulation. Emotional regulation can seem like a bad decision based on the inner mind, or being in a grumpy mood and as a result meaningful to a friend. Emotional regulation has to do with mental decisions related to emotion and mood. The rules of conduct refer to decisions related to actions and what we say, do, or think about in response to inner thoughts and desires. I think we can all say that one time or another we have something we expect to do but really DON'T want to do it. Maybe it was mowing the lawn when we really wanted to watch a movie inside. Maybe we want to sleep when we really have to get up for the initial meeting. This would be an example of behavioral regulation. Knowing that they are it is necessary to do and make the decision to do so rather than give into impulse is a form of self-regulation. We have several blog posts here on the website explaining self-regulation in more detail. This article about using the Mightier program for self-regulation demonstrates how to use apps and games to help children identify their feelings and take advantage of coping strategies that impact those various changes in emotional regulation. The game adjusts to challenge the child as they become more adept at overcoming strategy. In this craft and self-regulation activity, we use the concept of lions and sheep to bring abstract regulatory meaning to concrete learning and exploration places, by helping children to see that self-regulation strategies can make a big difference in paying attention and learning in class or completing tasks that need to be done at home. In this article, we discuss the relationship between executive function skills and emotional regulation. What a regulatory zone Well, in short summation, it is a curriculum or framework created by occupational therapist, Leah Kuypers, designed to help a child navigate their sometimes confusing emotions. The curriculum helps children achieve self-regulation and emotional control by gaining skills in self-control and problem solving based on targeted zones identified by color. These zones help children recognize, categorize, and communicate their feelings or emotions based on a specific zone. This makes the program an effective and smooth tool for children to understand, learn, and achieve without feeling judged or different. Let's review the zone quickly so you can have a better understanding of the reasons behind my fun tool creations. I designed these tools for individual children to help them better understand and navigate their emotions while identifying strategies that help them shift from less desirable zones to quieter, focused zones, which are better for participating and studying in schools, homes, churches, and in therapy. What Does Color Mean in the Regulatory Program Zone? The Red Zone is a very high state of alertness with intense emotions and is usually seen as an uncontrollable child. Examples include: excitement, anger, anger, destruction, etc. The Yellow Zone enters a state of heightened alertness and heightened emotions are usually seen as heading towards the red zone, but the child still has control. Examples include: nervous, wiggly/silly, frustrated, excitement, etc. Green zone is the optimal level of alertness and is usually seen as a child good to go and ready to lean in and social interaction. Examples include: positive, calm, happy, focused, content, etc. Blue Zone is a low level of alertness usually seen as a slow-walking child. Sample Example sick, bored, tired, sad, etc. Fun Zone Of Regulatory Activities What's the best part about fun tools I make? YOU can create and use it with most of any regulatory program based on the program framework. Take a look at the fun tools I created and take common structures and designs to build important tools to go with any program you might take advantage of in therapy, classrooms, or at home. 1. Zones Pocket Play for Emotions and Coping Strategies In this zone activity, children can create the tools they need to work on self-regulation. It has kiddos folding the file folder to create a pocket at the bottom. Cut the ends. Use hot glue to turn a large pocket into four parts (red, yellow, green, and blue). Color and label sections by zone. Have kiddos label craft sticks with emotion or coping strategies and put in the right pockets. This Zones Pocket Play for Emotions and Coping Strategies folder can be used in a home or classroom. 2. Zone Check-In Tube Has kiddos paint or colored tape wrap around the paper towel tube according to the color of the zone. If painting, wait to dry. Follow up with kiddos writing emotional words or even drawing emotional facial expressions into matching tube colors. Place the hair band onto the tube to roll up and down as needed to check in with the children throughout the day. 3. Zone Check-In Frame Hot glue coloring stick craft according to zone color (red, yellow, green and blue) to create a square frame and then ask the child to write the zone title on one side and zone the emotional words on the other or have the emotion words of the child's writing zone on one side and the coping strategy on the other. Place the clothes clasp onto the frame for clips as needed to check in with the children throughout the day. This tool can also be used to teach and review while studying program zones as well. 4. Zone Grab Bag Game Have kiddos make an emotion identification grab bag game. This can be done in different ways: • Draw emotional expressions as faces on matching color point stickers and place on bottle caps (for younger children). • Simply draw emotional facial expressions on the bottle cap directly with black markers (for older children). • Draw emotional facial expressions on plastic spoons with suitable colored markers (for younger children). • Image of emotional facial expressions on plastic spoons with black markers (for older children). children).

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