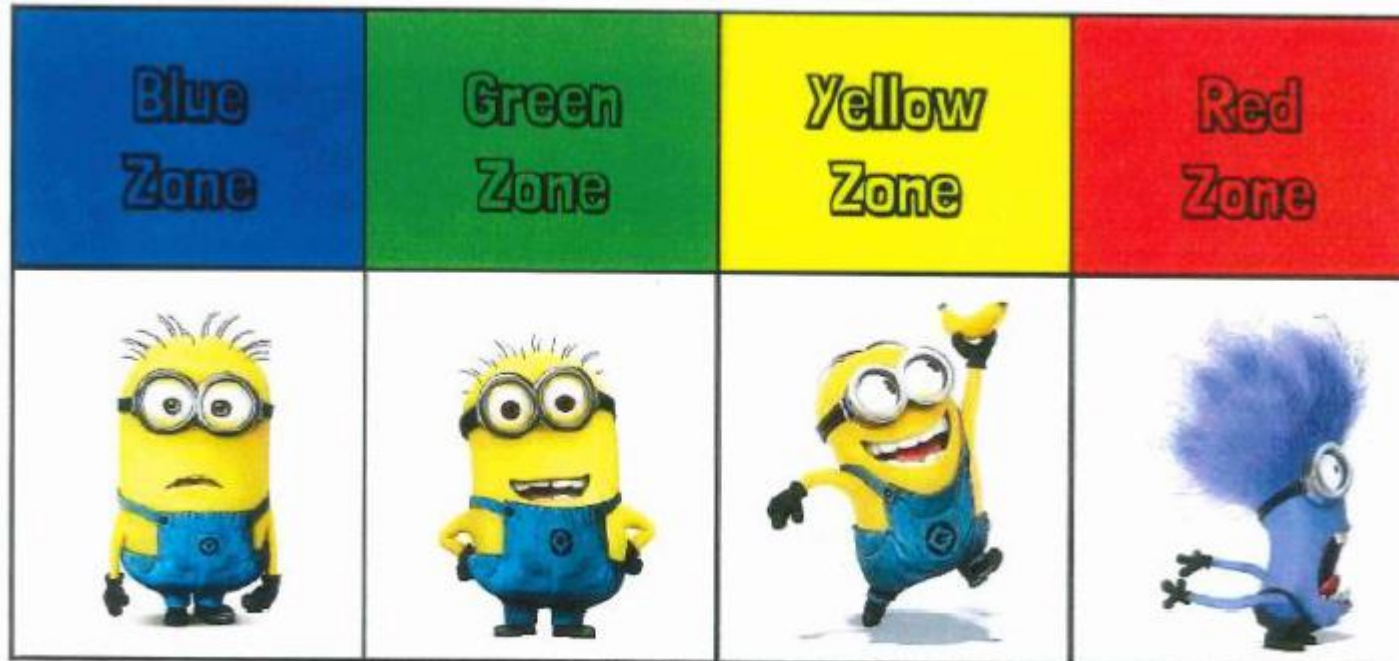


Positive Behaviour Management and The Zones of Regulation

A Presentation for Parents and Carers



Aims:

- Begin to understand why children might display challenging behaviour.
- Learn about the 'Positive Behaviour' approach.
- Have an understanding of how 'The Zones of Regulation' works and try some self regulation tools.



The Bucket Model of behaviour

Every one of us has a 'bucket' in our head.

The bucket is our capacity to manage or to hold stress, anxiety, fear, shame, frustration, etc.

Having developmental differences can mean that the bucket is filling up quickly with frustration and anxiety.

When the bucket is getting full we will begin to see challenging/distressed behaviour.



The Bucket Model for behaviour

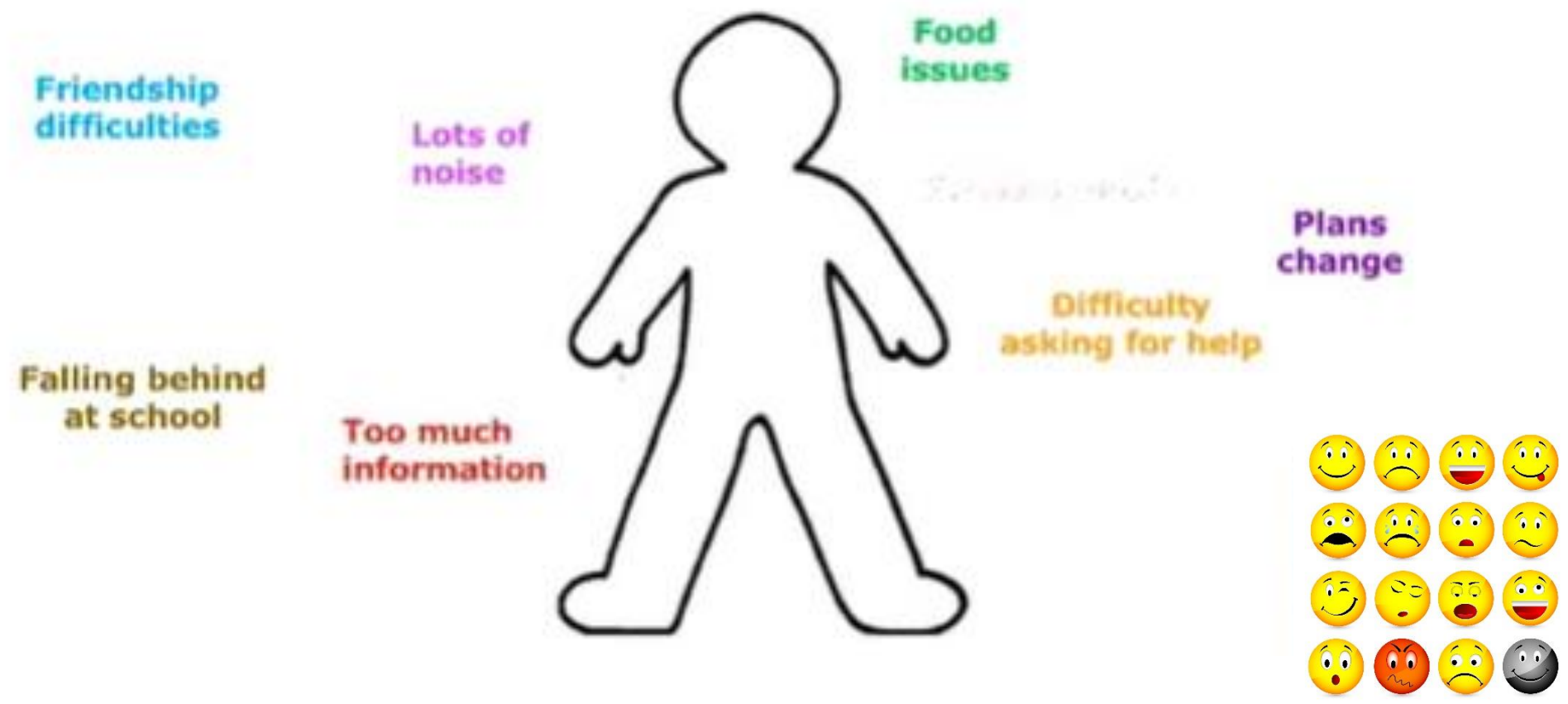
If we ourselves do not have the same difficulties or sensitivities as our child, it can be hard to work out what the triggers are.

For various reasons, children might not be able to tell us when their bucket is getting full.

And they might not be able to make the holes without us helping them.

When the bucket overflows, we may have to deal with meltdowns.

External reasons for behaviour...



Internal reasons for behaviour...
(things that fill up the bucket)



The bucket is filling.....

Think about the types of things that fill up your buckets?

What might be filling up your children's buckets?

How might your child let you know?

Are they old enough to recognise the signs and take steps to calm down or do they need help?



STAR Chart

SETTING

Where? When?
Who?

Look for patterns at times of day, in some places, when certain things happen, at transitions, when it is noisy, when certain people are around, etc.

TRIGGER

What happened just before?

Look for a pattern of things that happen just before the behaviour, such as a noise, a request, being asked to do something or ending an activity.

ACTION

What did they do?

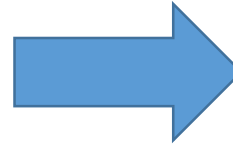
How do they react when the bucket is getting full?
What are the warning signs for us to be aware of?

RESULT

Who responded and how?

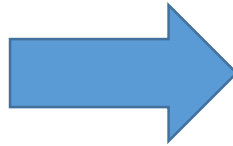
What responses are most helpful?
Who is best person to respond?
Do they want you to respond or do they want to be alone?

Responding to behaviour



Behaviour:

We see and respond to this



Thoughts and feelings driving the behaviour:

We don't usually see or respond to this

Ironically, behaviour is often punished repeatedly but if the thoughts and feelings are resolved or eased, the behaviour will change.

“When X happened, what were you thinking and what were you feeling?”



Making a plan to maintain good behaviour and manage challenging behaviour.

Situation: A trip to the supermarket

Potential Triggers: It might be busy, it might be noisy. He will not like the cold in the chilled and frozen sections. Other customers may try to speak to him. His favourite biscuits may not be in stock. The queue at the till may be longer than expected. He will almost certainly get bored.



What we want to see:

Not too much running around.
Staying close to mum and the trolley.
Calm and occupied.



Strategies to maintain or react:

Give him his own list of his favourite items which he is responsible for putting in the trolley.
Give him lots of praise for helping you.
Have ear defenders handy.



Leave after 15 minutes (or agreed time) even if not quite finished.

Wear sunflowers lanyard and ask for till to be opened if busy.

First signs of problems:

Voice will get louder.
Will try to run to find next item.
Won't listen to you unless you get down to his level and make sure you have his attention.
Will press face into your leg when other customers pass by.

Have some of his bubble wrap ready to distract him. Offer him a piece of free fruit if on offer.
Have his hoodie ready to put on if he finds it cold. He can put his hood up if he doesn't want people to see him.
Place hand gently on his and say his name before speaking.
Remind him occasionally that he can have his new comic in the car if he behaves nicely in the store.

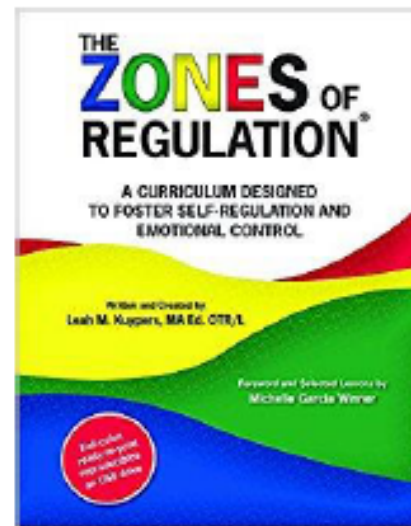
Top Tips!

- Don't take it personally, understand that there is always a reason behind the behaviour and they do not have the words/ skills/ ability to cope to be able to communicate their needs to you.
- Give the child space so they can self regulate – don't try and talk to them when they are at crisis point.
- No ultimatums – give choices instead. The priority must be to help them return to a calmer state, do not 'punish' or talk about what has happened until much later.
- Use STAR charts to identify needs and triggers.
- Restorative approach – Natural consequences. Ask the child what they think they should do to make things right e.g. Tape up the book they have ripped/ tidy up the mess they made, write a sorry note.
- Notice the positive, use their interests and strengths to build self esteem.

WHAT ARE THE ZONES OF REGULATION®?

Teaches students:





- Vocabulary of emotional terms
- How to recognise their own emotions
- How to detect the emotions of others (read others' facial expressions)
- What may trigger certain emotions
- How others may interpret their behaviour
- Problem solving skills



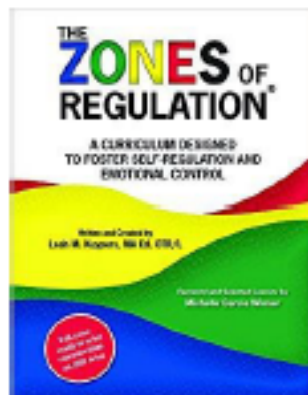


- **Blue Zone:** sad, sick, tired or bored (*low state of alertness – brain and/or body is moving slowly or sluggishly*).
- **Green Zone:** in control, calm, happy and ready to learn (*regulated state of alertness*).
- **Yellow Zone:** more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).
- **Red Zone:** elated, angry, wild, terrified. (*heightened state of alertness and out of control*).

The ZONES of Regulation®

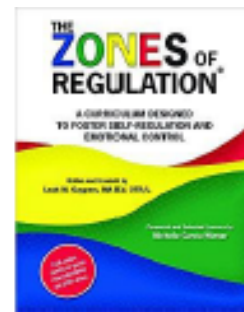
			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

KEY POINTS:



- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. *"It's OK to be angry but it is not OK to hit..."*
- You can be in more than one Zone at a time (eg. sad AND angry).

KEY POINTS:



- If your child is confidently using words to describe their emotions, they don't need to revert to Zones language **HOWEVER** it is useful for them to know the strategy groups that will help them.

Eg. sick or tired = blue zone strategies

If your child is in the Red Zone...

- Limit verbals – this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. “Wonder if this strategy would help...?”



Deep breaths everyone in Red Beast for sleeping.

UNDERSTANDING ZONE TOOLS:



Blue Zone tools: help wake up our bodies, feel better and regain focus.

Green Zone tools: help us stay calm, focused and feeling good. These are often proactive strategies.

Yellow Zone tools: help us regain control and calm ourselves.

Red Zone tools: help us stay safe and start to calm down.

Pick 2/3 for each Zone (depends on child).

SENSORY STRATEGIES:

- Bear Hug
- Swing/rock
- Go for a walk
- Wall push ups
- Sucking smoothie through straw
- Chewy foods (eg. thick slice of bread)
- Blow bubbles
- Classical music
- Roll on an exercise ball
- Trampoline
- Blanket roll



THESE ARE NOT A TREAT BUT A TOOL TO HELP THE CHILDREN FEEL REGULATED.

Which sensory supports do you use in daily life?

SENSORY TOOLS



Purple



Could you have a sensory box at home?

WHAT CAN I SAY TO MYSELF?

<https://theconfidencepostlb.files.wordpress.com/2014/09/rethink.jpg>

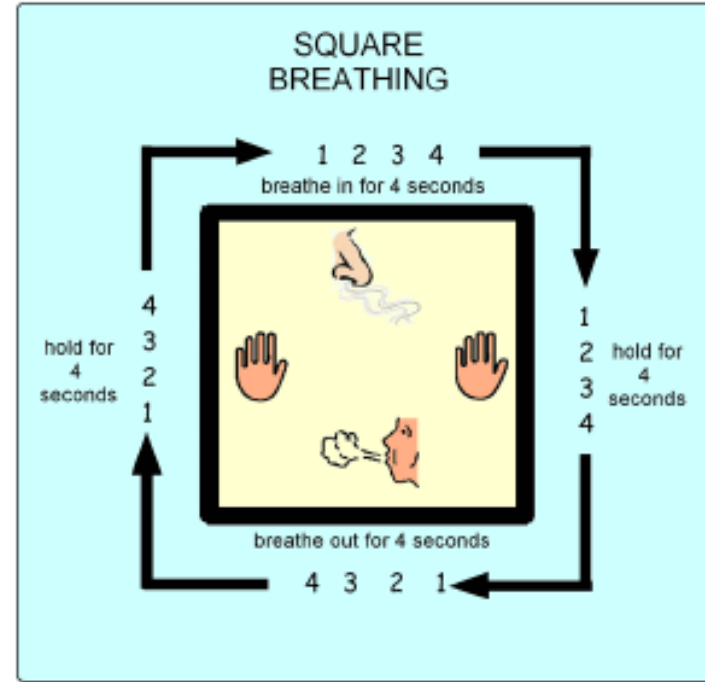
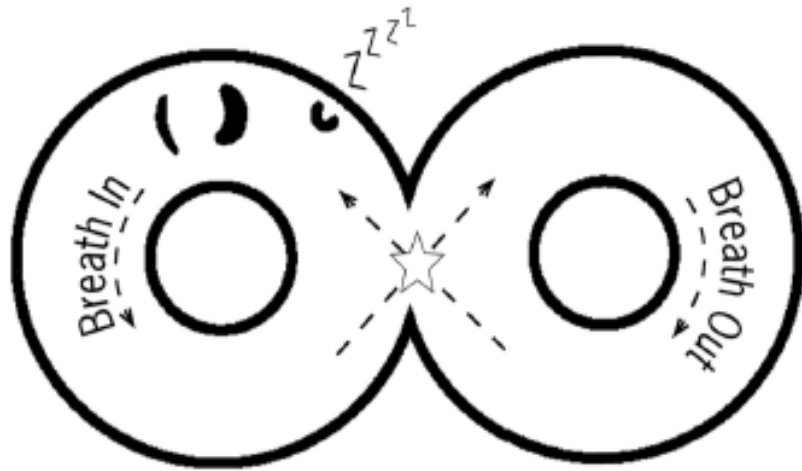
INSTEAD OF... TRY THINKING...

- | | |
|-------------------------------|---|
| I'M NOT GOOD AT THIS | -WHAT AM I MISSING? |
| I'M AWESOME AT THIS | -I'M ON THE RIGHT TRACK |
| I GIVE UP! | -I'LL USE SOME OF THE STRATEGIES I'VE LEARNED |
| THIS IS TOO HARD | -THIS MAY TAKE SOME TIME AND EFFORT |
| I CAN'T MAKE THIS ANY BETTER | -I CAN ALWAYS IMPROVE; I'LL KEEP TRYING |
| I CAN'T DO MATH | -I'M GOING TO TRAIN MY BRAIN IN MATH |
| I MADE A MISTAKE | -MISTAKES HELP ME IMPROVE |
| I'LL NEVER BE AS SMART AS HER | -I'M GOING TO FIGURE OUT WHAT SHE DOES AND TRY IT |
| IT'S GOOD ENOUGH | -IS THIS REALLY MY BEST WORK? |

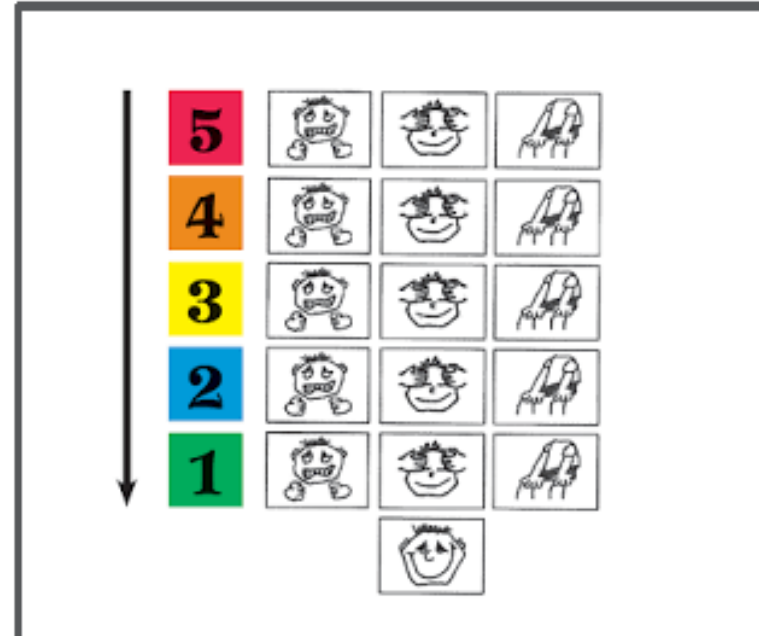
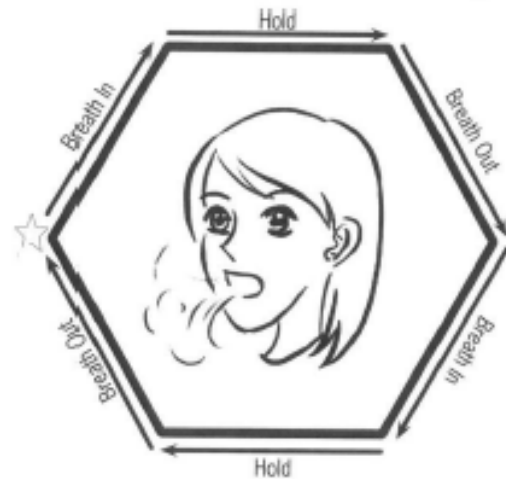
INNER COACH VS INNER CRITIC



Lazy 8 Breathing



The Six Sides of Breathing



CALMING ACTIVITIES

Puzzles

Listen to Music

Draw/Paint

Origami

Play-Doh/clay

Read

Stack Rocks



HOW CAN I SUPPORT THE ZONES OF REGULATION?

- Identify your own feelings using **Zones** language in front of your child (e.g. “I’m frustrated, I am in the yellow zone”)
- Provide positive reinforcement when your child is in the **Green Zone** and if they make efforts to stay in the **Green Zone**. Eg. “I can see you are working really hard to stay in the **Green Zone** by...”
- Talk about what tool you will use to be in the appropriate **Zone** (e.g. “I’m going to go for a walk, I need to get to the green zone”)
- Label what zones your child is in throughout the day (e.g. “You look sleepy, are you in the blue zone?”)
- Teach your child which **Zones** tools they can use (e.g. “It’s time for bed, let’s read a book together in the rocking chair to get to the blue zone.”)
- Post and reference the **Zones** visuals and tools in your home (**Zone** check in stations and toolboxes for the family!) Make portable **Zones** cards (see editable document on website).