

Parents and Carers' Autumn 2024 Coffee Morning

Today's Agenda:

Welcome from Mrs Bryant Berkin (SENCO)

How Ingrave Johnstone supports additional needs - Mrs Bryant Berkin

Information from SNAP - Mrs Franklin

Zones of Regulation information - Mrs Bryant Berkin

Q&A

Chat time!

Welcome from Mrs Bryant Berkin

- ▶ [Support at Ingrave Johnstone](#) - *what does support look like in school?*
- ▶ The [Ordinarily Available](#) - *how do class teachers meet the needs of all pupils?*
- ▶ The [Ordinarily Available Targeted Support](#) - *how might my child receive additional support?*
- ▶ The [school website's SEN page](#) - *how can I find out about more support in our local area?*
- ▶ Essex's [Local Offer](#) - *where can I find out more from the Local Authority?*
- ▶ Essex's [Supporting Your Neurodiverse Child](#) guidance - *what advice is there for families to use at home?*
- ▶ Essex's [Sensory Awareness guidance](#) and the [NHS Occupational Therapy guidance](#) - *how can I support my child's sensory needs at home?*
- ▶ The [school's annual information report](#) - *who do I speak to at school about my child's needs and how do I do this?*

Support for Families (outside of school)

- ▶ The [Essex Wellbeing Service](#)
- ▶ [Essex Family Forum](#) - a group of parents and carers of children with additional needs and disabilities.
- ▶ [Essex Families in Focus](#) - a charity providing advice and support to families with children with special needs.
- ▶ Great Oaks Clinic: Post-Diagnostic Support group - monthly dates 9.30-10.30am
upcoming dates: 11th December, 7th January, 12th February
- ▶ [NHS NELFT Specialist Health Visitor](#) advice line - Tuesdays and Thursdays 9.30-11.30am 0300 300 1816 - for children known to or previously known to the Community Paediatric service.
- ▶ [MyOTAS \(My Own Time and Space\)](#) - support group of activities for families and children with neurodiversities. More information available on their Facebook page for anxiety, autism, ADHD, dyslexia and dyspraxia.
- ▶ Sunnyside, Rosebay Avenue, Billericay - SEN Drop In - second Thursday of the month 9.30-11am.
- ▶ [SENDIASS](#) offer workshops, advice and guidance for parents/carers with a child waiting for an autism assessment via Essex Autism Central - contact sally.grainger@essex.gov.uk
- ▶ [SENDIASS Videos and Presentations](#) - online guides for SEN related topics.
- ▶ ... and of course, [SNAP!](#)



Support for Families (outside of school)



**A FACILITATED SESSION FOR PARENTS & CARERS OF CHILDREN
WITH AUTISM TO MEET AND SHARE IDEAS**

**THIS IS AN INFORMAL GROUP, ALTHOUGH WE WILL HAVE GUEST
SPEAKERS VISITING ON OCCASION**

THE LAST FRIDAY OF THE MONTH, 7PM-8PM



IF YOU WOULD LIKE TO ATTEND, PLEASE LET US KNOW

£2 EACH (TO COVER REFRESHMENT COSTS)




INFO@CHICKENANDFROG.CO.UK/ 01277 230068

Support for Families (outside of school)

SEND Coffee Morning





Parent /Carer SEND coffee morning at Brentwood Library.
Free Tea, Coffee and biscuits provided !
Children are welcome to attend

1st Tuesday of every month
9:45-10:45
Brentwood Library
Brentwood
CM14 4BP

A free informal monthly meet up for advice, support and to meet new people.
Alongside opportunities to meet with SEND services within the community.

For further information please call 0300 247 0013

Essex Child and Family Wellbeing Service

Service commissioned by:  

Support for families (outside of school)



The poster features a central illustration of a family (mother, father, child, and baby) standing in front of a house. Logos for 'hcrq Care Group' and 'Believe in children Barnardo's' are positioned at the top. The main title 'SEND Drop In Session' is in large, bold, pink letters. Below it, a black text block provides an overview of the service. The poster lists seven delivery sites in green rounded rectangles, each with its location and session frequency. A note at the bottom states that no booking is required. The footer includes the 'Essex Child and Family Wellbeing Service' name and logos for Essex County Council and NHS.

hcrq
Care Group

Believe in children
Barnardo's

SEND Drop In Session

An opportunity to speak to our Additional Needs Early Intervention Team to get advice and support - no diagnosis is required.
Suitable for families* and professionals

Northlands Park Family Hub -
Davenants, Basildon,
SS13 1QX
1st and 3rd Tuesday of
each month
3pm to 4.30pm

Fryerns Delivery Site -
Greenshoots Building
Churchill Avenue,
Basildon SS14 2EQ
1st Thursday of
each month
9.30am to 10.30am

All About Delivery Site- James Hornsby High School, Leinster Road,
Laindon SS15 5NX
3rd Tuesday of each
month 10am to 11am

Sunnyside Delivery site - Rosebay Avenue,
Billericay CM12 0GH
2nd Thursday of each
month 9.30am to 11am

Highcliffe Delivery Site - Rettendon View,
Wickford, SS11 8JE
2nd and 4th Tuesday of
each month
10am to 11am

Little Lions Family Hub - Northwick Park Academy, Third Avenue,
Canvey Island SS8 9SU
4th Monday of each month 1.30pm to 2.30pm

Wishing Well Delivery Site - Waterman Primary School, The Boulevard,
Rochford SS4 1QF
3rd Thursday of each month 11am to 12pm

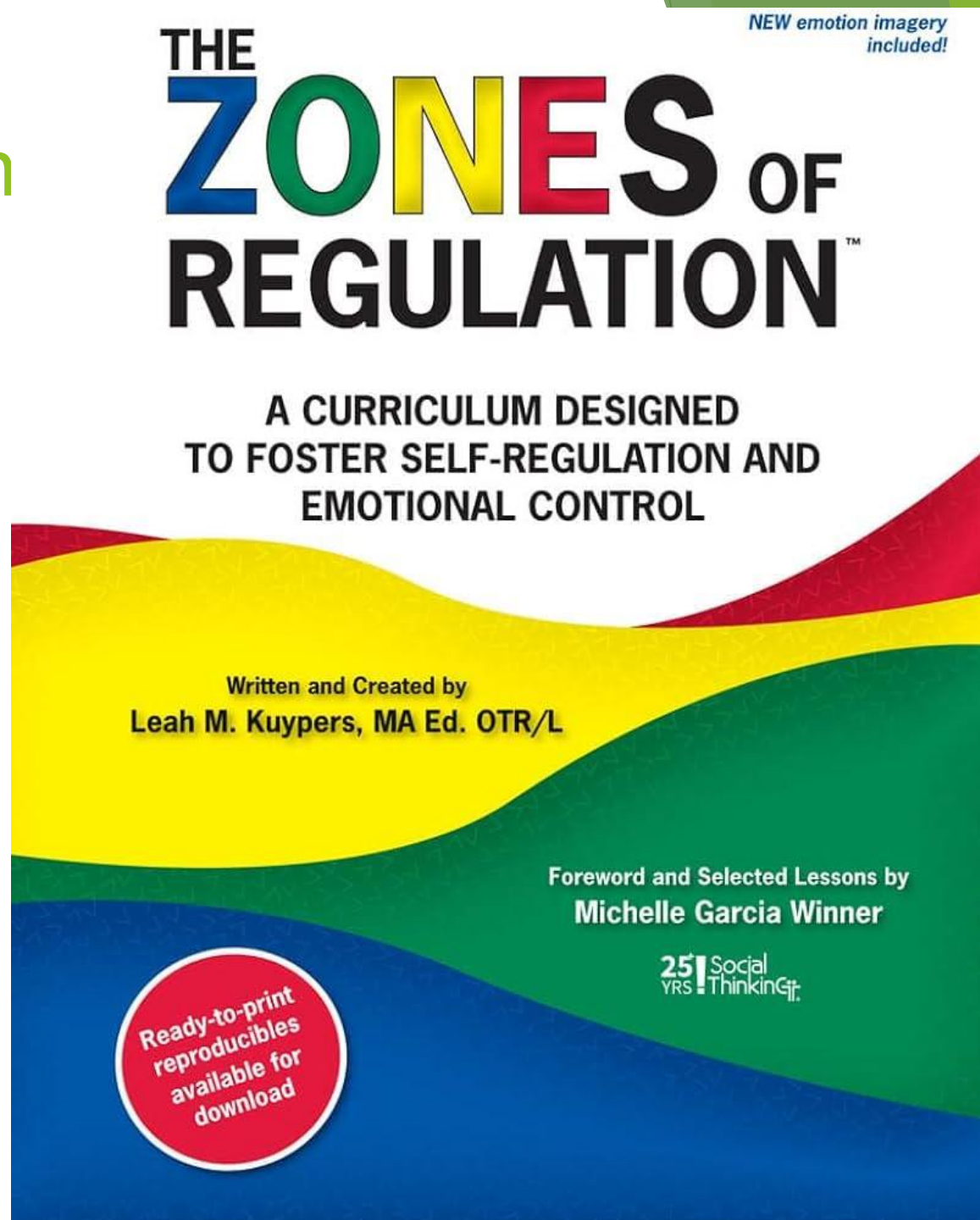
*Children do not have to accompany parents/carers to drop in

No Booking Required

Essex Child and Family Wellbeing Service

Service commissioned by:  

The Zones of Regulation



The Zones of Regulation

- ▶ Originally developed for children and young people with autism.
- ▶ An easier way to communicate emotions, including how, when and why people experience different emotions.
- ▶ Used worldwide across different ages.
- ▶ A concept used to help children self-regulate.
- ▶ Categorises feelings and emotions into four coloured zones.
- ▶ Aims to teach children to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs and improve their ability to resolve conflicts.

Information about the Zones of Regulation

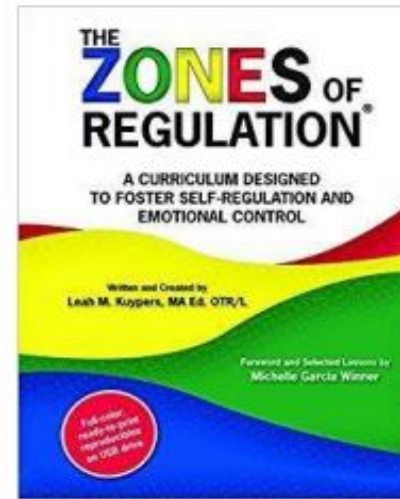
- ▶ [An introduction from the author, Leah Kuypers.](#)
- ▶ [What are the Zones?](#)
- ▶ [Zones of Regulation - Youtube page](#)

What does it do?

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



What is self-regulation?

DEFINITION OF SELF-REGULATION:

“...it is defined as the capacity to manage one’s thoughts, feelings and actions in adaptive and flexible ways across a range of contexts.”

Jude Nicholas

It encompasses:

- Self-control
- Resilience
- Self-management
- Anger management
- Impulse control
- Sensory regulation



Awareness of Feelings

Awareness of how your body feels

- How to 'feel'
- Voice tone, rate, volume
- Heart rate and breathing
- Thinking abilities and patterns
- Facial expressions
- Body language
- Gestures/actions
- Muscle tension

The Main Principles

- ▶ Four main colours: green, yellow, red and blue.
- ▶ **IMPORTANT:** there is NO WRONG ZONE to be in!
- ▶ At school, we say we prefer to be in the ‘green zone’ because it means we are ready to learn, but there are times where it is understandable to be in other zones too.
- ▶ All feelings are okay - it is what you do with them that counts.
- ▶ Everyone experiences all of the zones, there are no ‘bad’ or ‘naughty’ zones.
- ▶ The Zones of Regulation are intended to be neutral and not communicate judgement.
- ▶ We can’t change the way children feel, but we CAN help them manage their feelings/states and behaviours - e.g. “It is okay to feel angry, but it is not okay to hit...”.
- ▶ You can be in more than one Zone at the same time sometimes (e.g. you can be sad and angry at the same time).

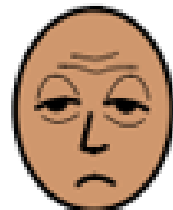
The Blue Zone

Blue Zone

- Your body is running slow



sad



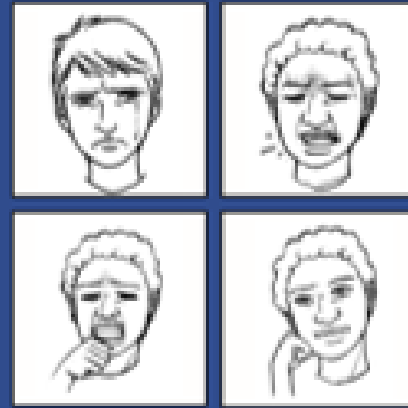
tired



unwell



bored



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

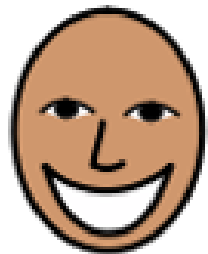
Blue



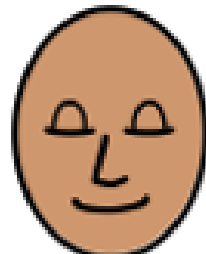
Sick
Sad
Tired
Bored
Moving Slowly

The Green Zone

Green Zone



happy



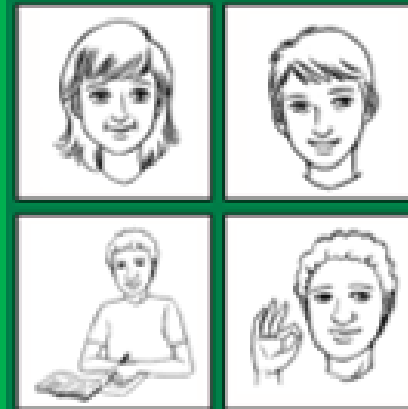
calm



focused



relaxed



GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

Green



Hoppy
Calm
Good to Go
Focused
Ready to Learn

The Yellow Zone

Yellow Zone



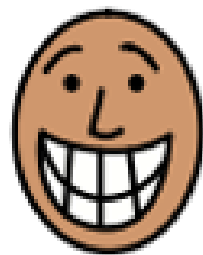
nervous



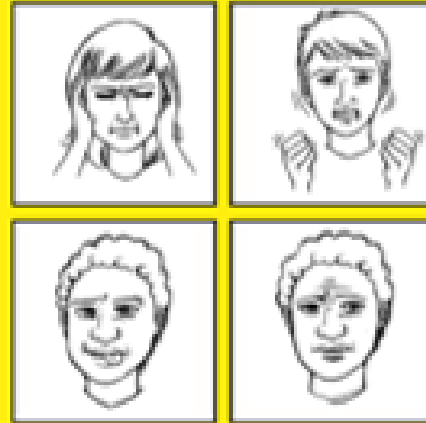
upset



embarrassed



excited



YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

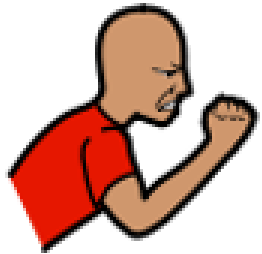
Yellow



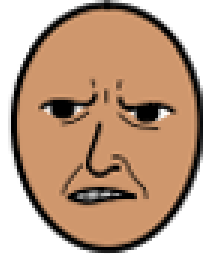
Frustrated
Worried
Silly/Wiggly
Anxious
Excited

The Red Zone

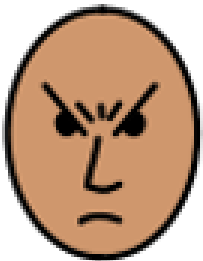
Red Zone



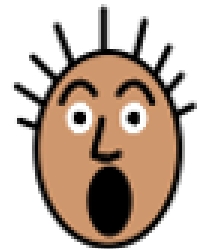
aggressive



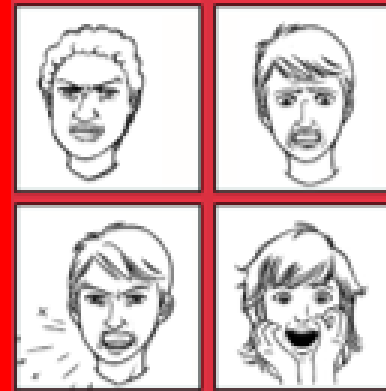
mean



angry



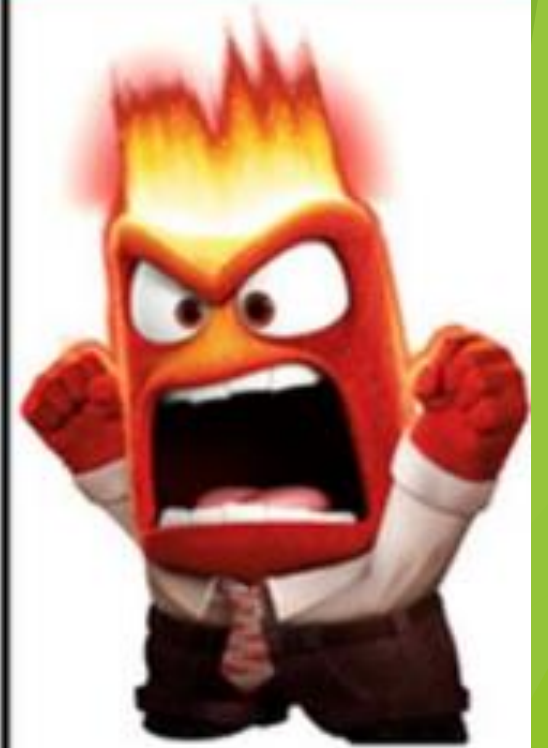
terrified



RED ZONE

Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control

Red



Mad/Angry
Mean
Yelling/Hitting
Out of Control
I Need Time and Space

The Zones



- **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*).

Creating a Tool Kit of strategies

- ▶ The ZoR Programme refers to building your own toolkit - these are individual sets of strategies to refer to when wanting to help move from one zone to another.



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

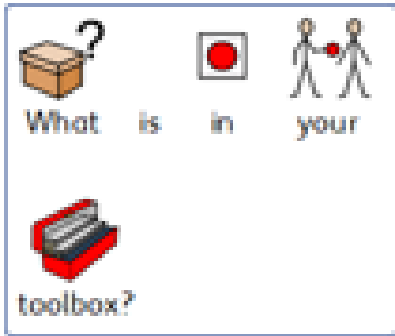
Green Zone tools: help us stay calm, focused and feeling good.

These are often proactive strategies.

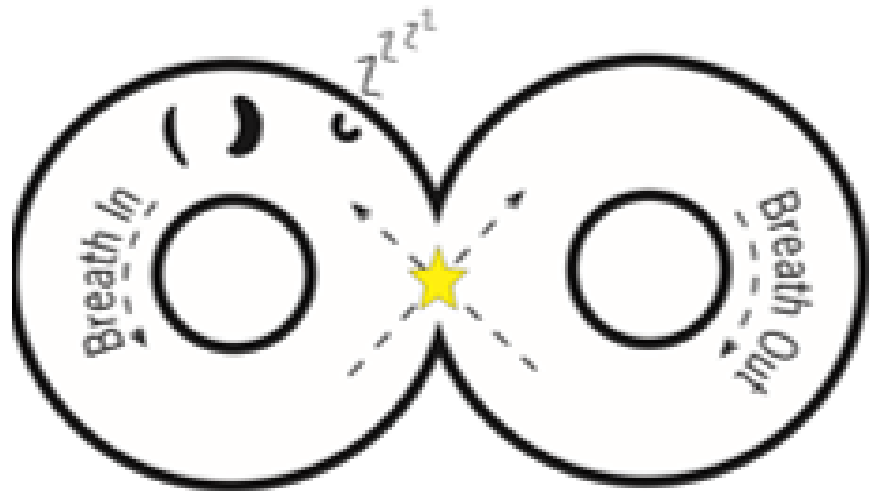
Yellow Zone tools: help us regain control and calm ourselves. **Red Zone tools:** help us stay safe and start to calm down.

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

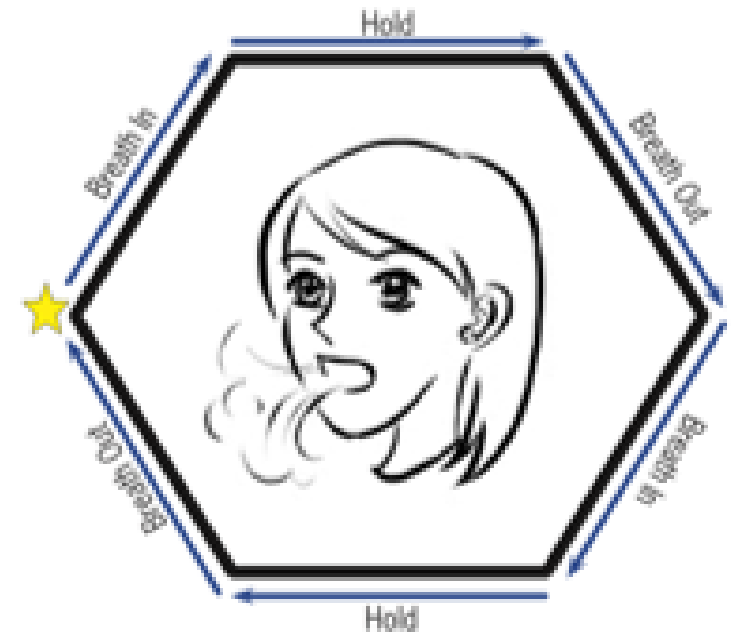
Examples of strategies in Tool Kits



Lazy 8 Breathing

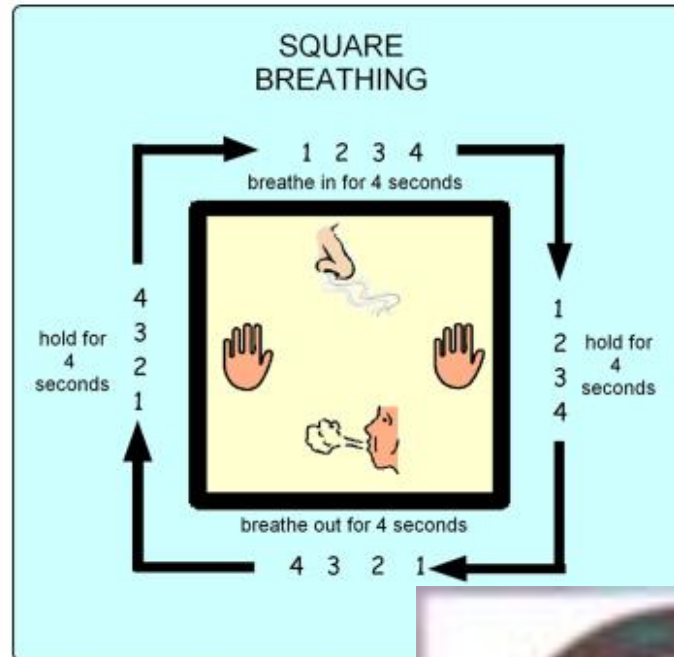
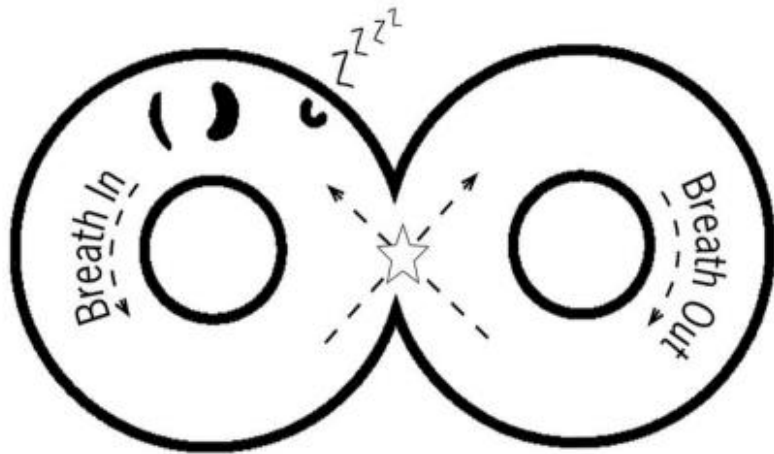


The Six Sides of Breathing

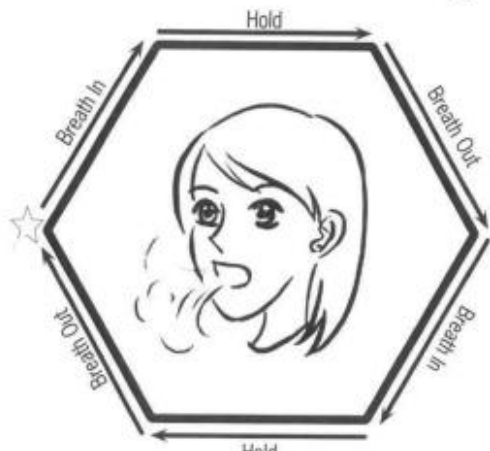


Examples of strategies - breathing

Lazy 8 Breathing











The Six Sides of Breathing

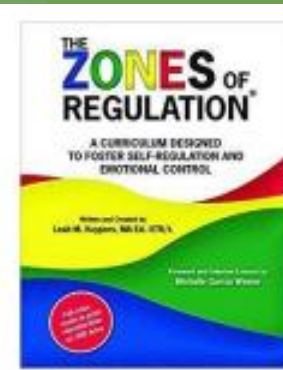


Example of Tool Kit

Tools for Each of My ZONES

When I feel...	I can try...		
Steady or Fead 	 Jumping Jacks	 Jump	
Worried or Scared 	 Fidget Ball	 Size of Problem	 Talk to Adult
Frustrated or Silly 	 Squishes	 Run	 Inner Coach
Angry or Mad 	 Lazy 8 Breathing	 Six Sides of Breathing	 Take a Break

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



Deep inside everyone a Red Beast lies sleeping.

- 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.
“I wonder if this strategy would help...?”

's **Toolbox**

Blue Zone Tools



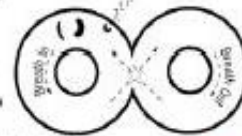
Green Zone Tools



Yellow Zone Tools

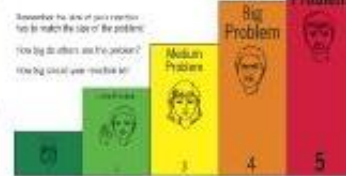


Lazy 8 Breathing



© 2008 University of Wisconsin

Size of the Problem



Red Zone Tools



The Six Sides of Breathing



Examples of strategies to try at home

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 child feel regulated.

Sensory Resources to try at home

SENSORY TOOLS



Could you have a sensory box at home?

Strategies to try at home

COUNTING

- **Forward and backward**
- **Count objects**
- **Count colours**
- **Count breaths**
- **Count pulse**



Growth Mindset - Inner Coach

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

**INNER COACH
VS
INNER CRITIC**



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!)

Size of the Problem

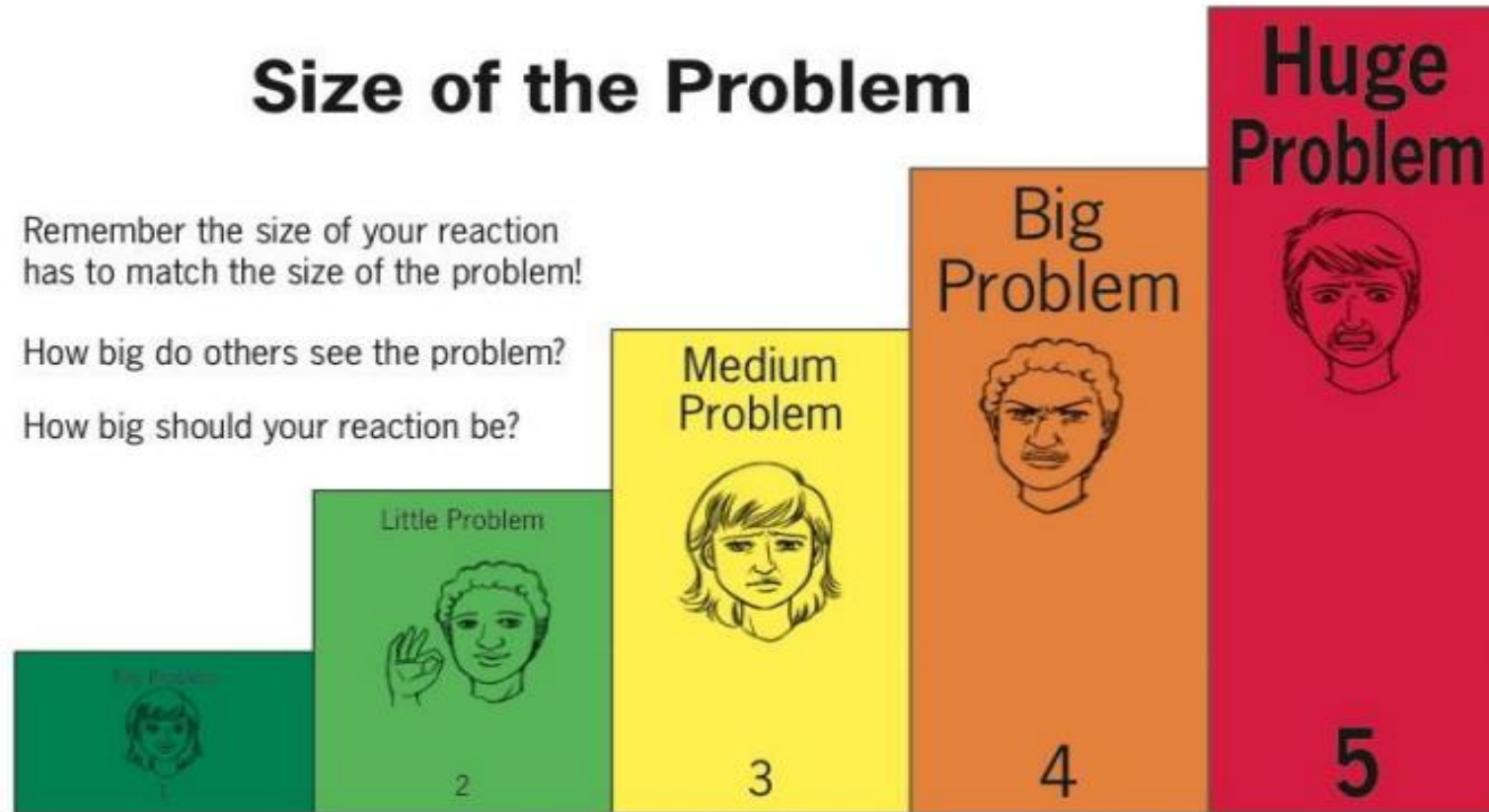
The ZONES of Regulation® Reproducible W

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?



EXPLORE EXPECTED AND UNEXPECTED REACTIONS... MAKE SURE YOU FREQUENTLY PRAISE YOUR CHILD FOR HAVING EXPECTED REACTIONS RATHER THAN JUST POINTING OUT THE UNEXPECTED.

Summary

- 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).

HOW CAN I SUPPORT THE ZONES OF REGULATION AT HOME?

- 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?”)

Using The Zones at Home

- ▶ Resources originally created during lockdown period.
- ▶ [Video from Leah Kuypers on how to create a Zones Check-In at Home.](#)
- ▶ [Downloadable resources from the Zones of Regulation website.](#)