

## **What is the problem here?**

**Claire told the teacher that Ann smacked her with a stick. Ann was told off and made to miss her play time for the rest of the week.**

**The next day Claire told the teacher that Lisa had pushed her off the big tyre. Lisa was made to miss the rest of play.**

**The day after Claire told the teacher that Adam had got her in a headlock and pulled her hair. Adam was made to apologise and his parents were brought in.**

**Claire told the teacher that Ann smacked her with a stick. Ann was told off and made to miss her play time for the rest of the week. Why did Ann hit her?**

**The next day Claire told the teacher that Lisa had pushed her off the big tyre. Lisa was made to miss the rest of play. Why did Lisa push her?**

**The day after Claire told the teacher that Adam had got her in a headlock and pulled her hair. Adam was made to apologise and his parents were brought in. Why did Adam hurt her?**

**Getting the whole picture is much more useful to everyone involved and means children shouldn't feel an injustice. Finding out the antecedent (what happened before the behaviour) is a key part of the process.**



# Behaviour and Expectations

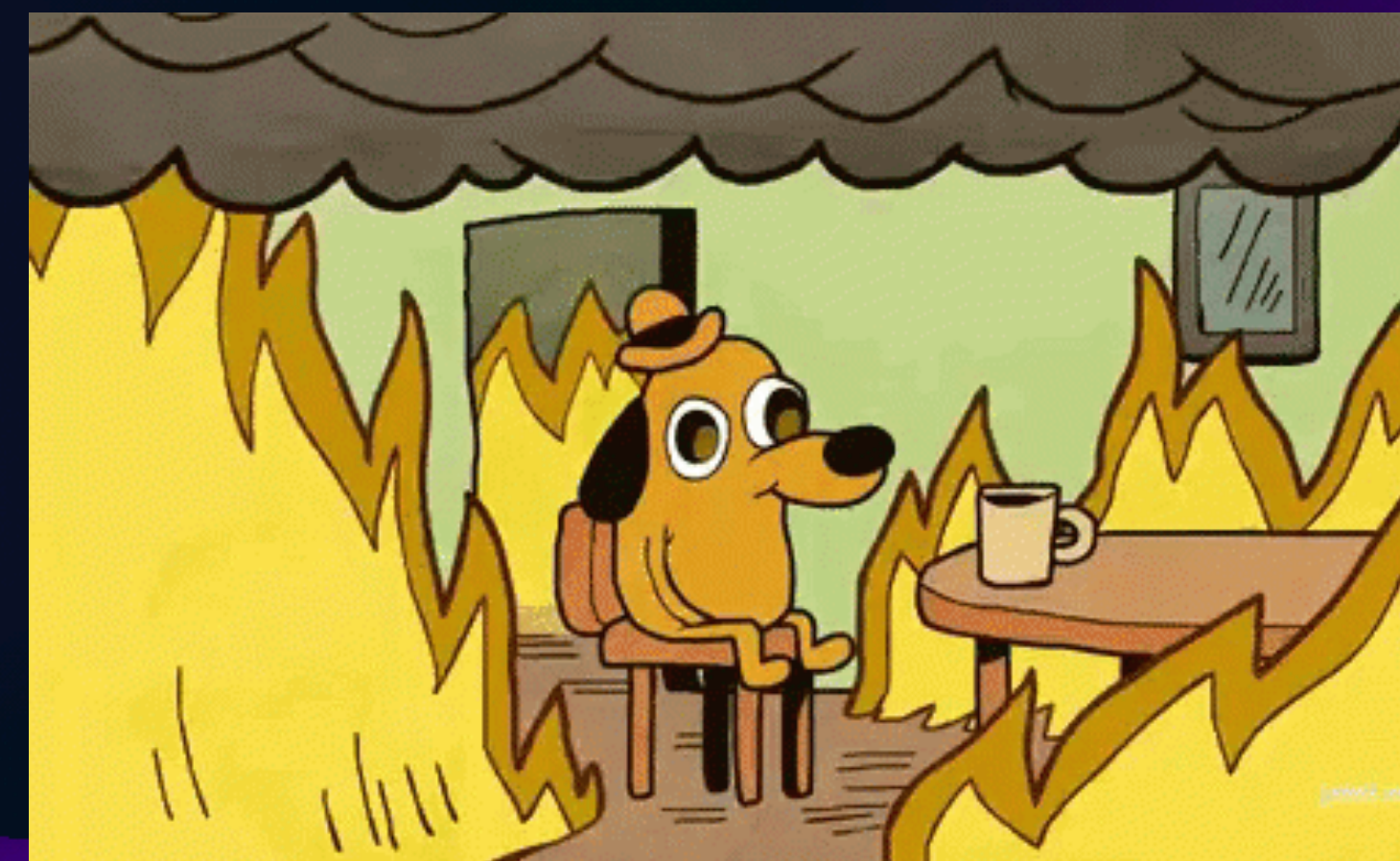
Since our last staff meeting on behaviour (back in October), we introduced Ready, Safe, Respectful. How has that helped your class?



# Today's Goals

- What are the **4 Functions of Behaviour?**
- What are the **Zones of Regulation?**
- How do we help children with **Emotion Coaching?**





# Part 1

# Functions of Behaviour

Possible functions of a behaviour and finding appropriate replacements.



# 4 A's of Functions of Behaviour

- Avoidance
- Attention
- Access
- Automatic

Always zone in on your consequences to ensure they are not reinforcing the behaviour.





# Avoidance

- **Escape from a person/activity/environment.**
- **e.g. Rachel is constantly talking to others, sharpening their pencil, asking for water, asking for the toilet once they're given work.**
- **Possible Strategy: Ask if they need help (are they escaping because it's too hard?) or try motivation/rewards. If avoidance behaviour means they don't do the work, they must catch up on any work missed in their own time.**





# Attention

- **Socially reinforced**
- **E.g. Mark is always disrupting the class by shouting out. Today, it is about his new white shorts. The teacher keeps having to come over and tell him to keep his legs hidden, yet the behaviour continues and the class keep complaining.**
- **Possible Strategy: Provide positive reinforcement before the behaviour happens e.g. “Mark now’s not the time to show your shorts, when you’ve done all your maths work, you can tell everyone about them at playtime.” After that ignore the behaviour (not the child) and redirect to task and tell others to ignore.**
- **Note: Make sure the attention seeking doesn’t result in even more attention whether it is positive or negative.**



# Access

- **Access to an item or activity.**
- **E.g. Kim starts screaming and shouting whenever she gets to school and gets to go to the sensory room for the whole first hour.**
- **Possible Strategy: Have set time routined in the day for sensory room/scooters etc. or a 'I need sensory room time' card so they have access to allow time for decompression especially before demanding tasks. This may involve teaching them a more appropriate way to get access to or showing them on their schedule when they can access it.**
- **NOTE: The shouting/screaming may be an automatic response to being overstimulated etc.**



# **Automatic**

- **An act that satisfies a particular sensory need**
- **e.g. Little Julia in Year 1 eats the dough frequently because she likes the texture and taste.**
- **Hardest to change.**
- **The act itself is automatically reinforcing.**
- **Could be stimming (hand flapping etc.), eating sand, spitting.**
- **Could be soothing (crying, hitting things)**
- **Could be for being defiant for defiant's sake e.g. they do it just because they enjoy it.**
- **Possible Strategy: Find something that satisfies the behaviour but is safer for the child and others e.g. throwing beanbags at a target (not Mr Rourke!)**
- **Note: Never reprimand a child for stimming as they are often self soothing (unless it's dangerous), in this case redirect them to more appropriate behaviour and praise that.**



**Avoidance**



**Attention**

**Discuss on your table any children that exhibit any of the 4 As and what you could do to help them.**

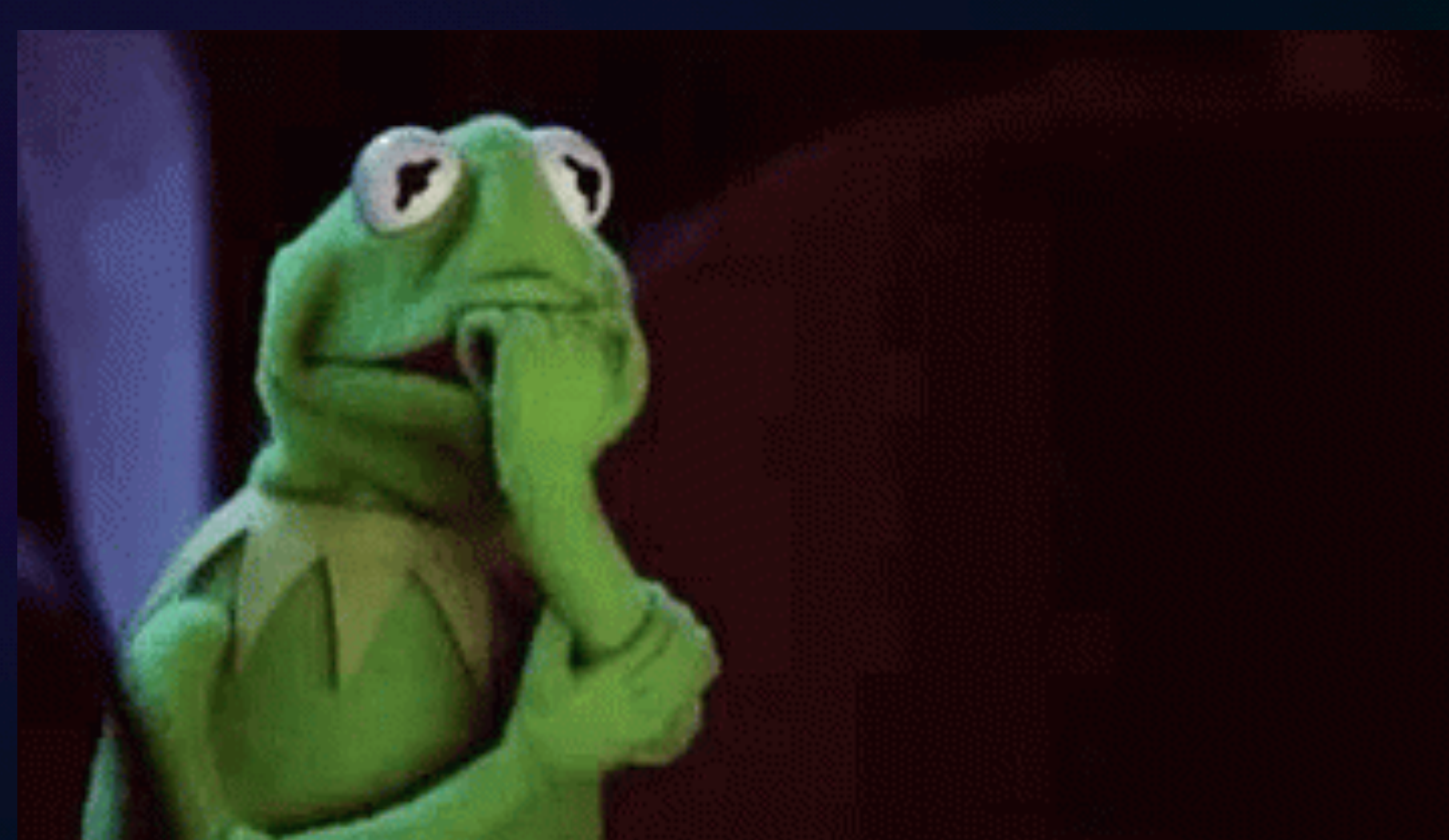


**Access**



**Automatic**





## Part 2

# Zones of Regulation

Labelling emotions



**I think something supportive of this could be to consider Zones of Regulation as a shared language and tool. This will support children in identifying how they are feeling.**

**Staff Feedback Oct 23**



**Look for the hurt  
underneath the  
attack.**

**From 'I'm Ok,  
You're Ok'**



# What Zone Are You In?

Blue Zone	Green Zone	Orange Zone	Red Zone
SAD HURT SICK TIRED <b>What can I do?</b> <b>REST</b> Take a break Ask for help Talk to someone	HAPPY FOCUSED CALM EXCITED <b>What can I do?</b> <b>GO</b> Think happy thoughts Finish my work Help others Share ideas	SURPRISED CONFUSED WORRIED SILLY <b>What can I do?</b> <b>SLOW DOWN</b> Take deep breaths Talk to someone Go for a short walk Count to ten I can also.....?	ANGRY RAGING TERRIFIED ANNOYED <b>What can I do?</b> <b>STOP</b> Take a time out Run a lap Squeeze a stress ball Drink water I can also.....?

## ZONES OF REGULATION!

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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### The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Dejected Out of Control

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From The Zones of Regulation™ by Leah M. Koomer. Available at www.occupationaltherapy.com

- Describes an individual's emotional state.
- Gives children a colour that can match their mood.
- By being able to identify their emotions is the first step in learning suitable and appropriate strategies for managing these emotions.



# Prof Steve Peters

CREATOR OF THE **GROUNDBREAKING** MIND MODEL



'The mind programme that helped me win my Olympic Golds'  
Sir Chris Hoy

The  
**MIND  
MANAGEMENT**  
Programme for  
Confidence, Success and Happiness

- We all have a human brain, a chimp brain and a computer brain.
- Our chimp is in charge of our emotions.
- Our chimp can be irrational and reactive.
- We have to keep our chimp happy and exercised.
- We have to manage our chimp.
- Counting to 10 delays the chimp and puts the human back in control.
- Separating that chimp from my human has helped me significantly.
- Became the starting point for Regulation Rex (and one child in particular).



# Regulation Rex



- **Based around Zones of Regulation.**
- **Gives children a face to their emotion and helping them identify feelings as something we all have.**
- **It also helps in separating their action from them as a person (no such thing as a naughty child!).**





# REGULATION - REX

Green Rex is ready to learn.

Green Rex is happy, focussed, listening and safe.







# REGULATION - REX



Blue Rex is moving slowly.

Blue Rex is feeling sad, tired or bored.







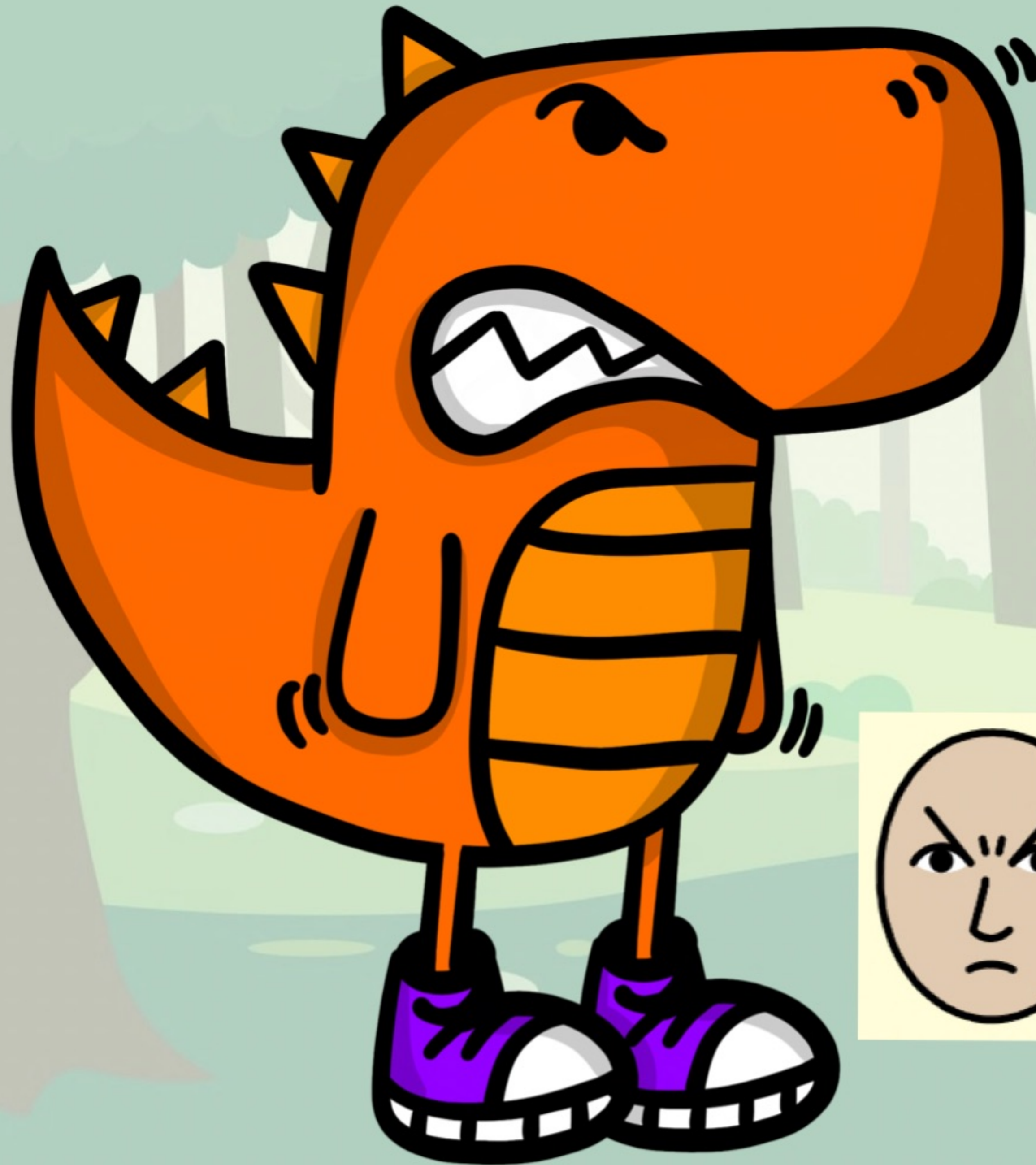
## REGULATION - REX

Yellow Rex is trying to learn.

Yellow Rex is feeling worried, confused or silly.







## REGULATION - REX

Orange Rex is not ready to learn.  
Orange Rex is upset, angry, agitated, annoyed or frustrated.





# Regulation Rex



- **Children (and adults) can be coached to find strategies to deal with all of these emotions.**
- **Working with them to problem solve once they are in a calm and their brain is in 'reasoning mode' is essential to make these as successful as possible.**





## Part 3

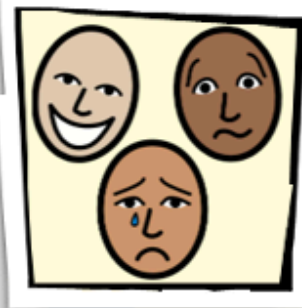
# Emotion Coaching

Helping children deal with big emotions in a consistent and supportive way

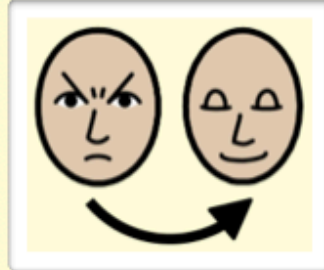


**Co-regulation & emotion coaching strategies on display as a reminder for staff and children. Enable children to label their emotions but also identify appropriate strategies for dealing with them.**





# EMOTION COACHING



## R Regulate

Finding suitable strategies to calm down.

"Let's go to the calm area to choose a regulating activity."



## R Recognise

Label the emotion.

"I can see your Rex is orange because you are shouting."



## R Relate

Connect and empathise with the child.

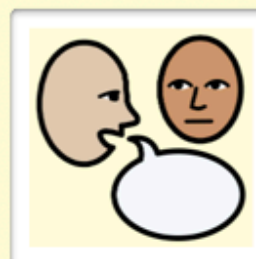
"I think you are angry because Jim hit you. I feel angry too sometimes, like when I stubbed my toe on the table."



## R Reason

Come up with a more appropriate response next time.

"Now you are calmer, what could we do next time to manage our angry Rex better?"



## R Repair

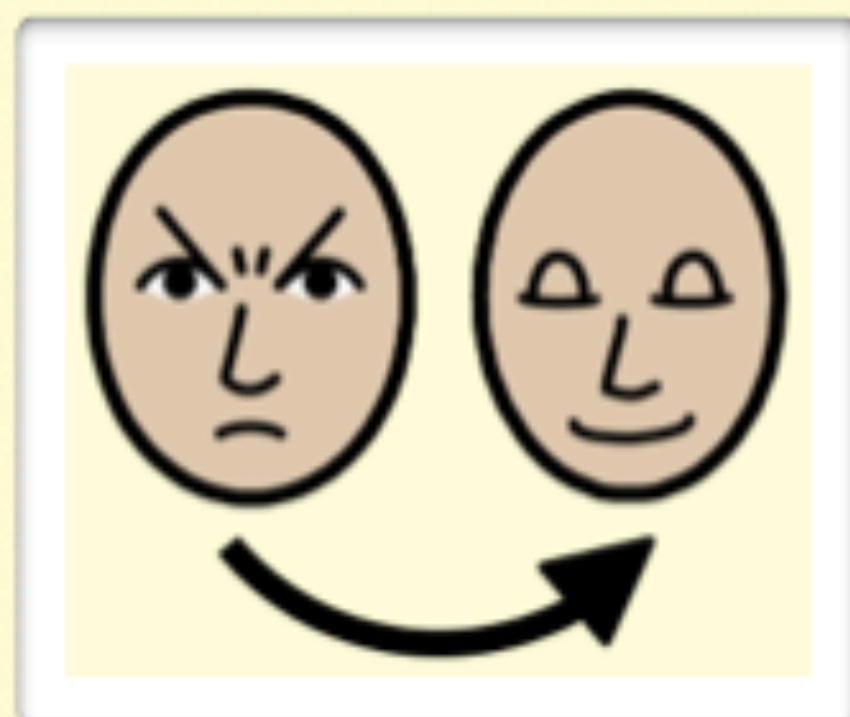
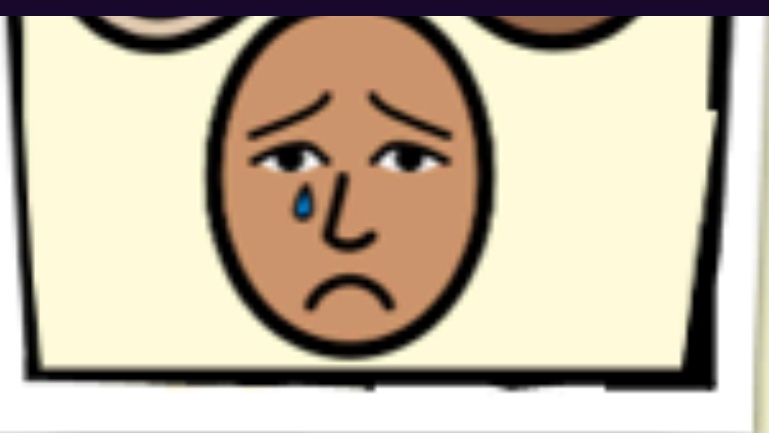
Repair any damage done with those involved.

"Let's go and see if Jimmy is OK. It will be a good chance to apologise too."

- Helping the children to manage their behaviours.
- If a child is struggling in maths, we'd get **resources** to help them understand and model to them - we have to have that role in coaching them with their emotions.
- Having a **consistent** script with simple steps across the school will hopefully help.
- Time spent on this can **vary** depending on the child and situation.
- Regulating a child to a calmer state is the **essential** first step.
- Finding out the **why** for each step of an incident should be common practice.



# Emotion Coaching 5 Rs - Stage 1



**R**egulate

**Finding suitable strategies to calm down.**

“Let’s go to the calm area to choose a regulating activity.”





# Emotion Coaching 5 Rs - Stage 2



**R**ecognise

**Label the emotion.**

“I can see your Rex is orange because you are shouting.”



# Emotion Coaching 5 Rs - Stage 3



**R**elate

**Connect and empathise with the child.**

“I think you are angry because Jim hit you. I feel angry too sometimes, like when I stubbed my toe on the table.”



# Emotion Coaching 5 Rs - Stage 4



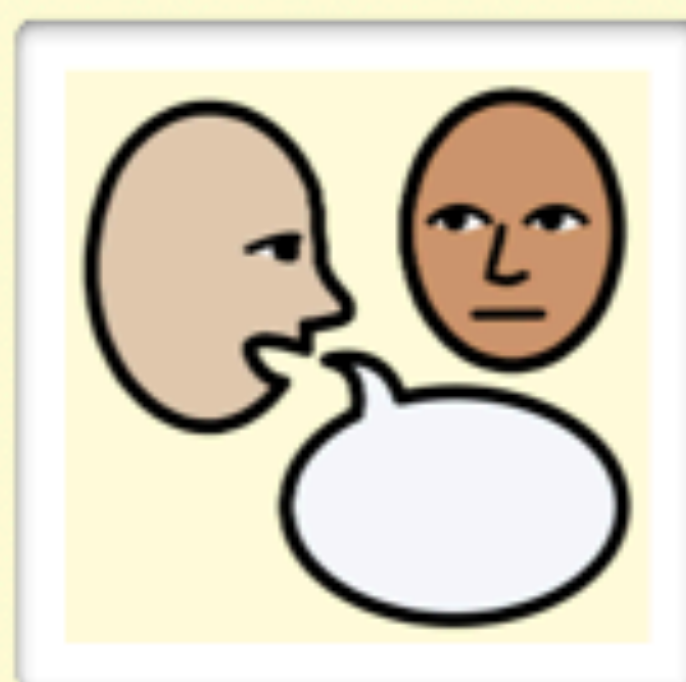
**R** **Reason**

**Come up with a more appropriate response next time.**

“Now you are calmer, what could we do next time to manage our angry Rex better?”



# Emotion Coaching 5 Rs - Stage 5

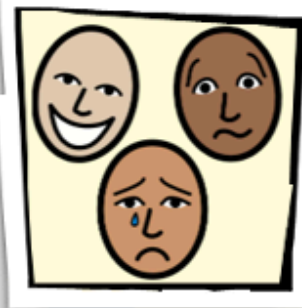


**R**epair

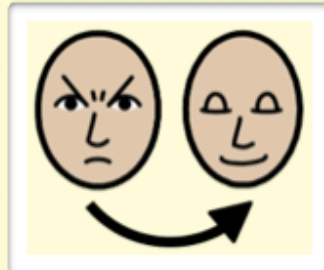
**Repair any damage done with those involved.**

“Let’s go and see if Jimmy is OK. It will be a good chance to apologise too.”





# EMOTION COACHING



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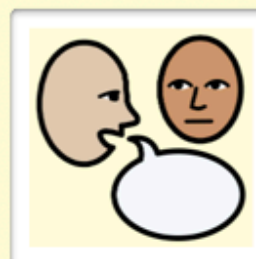
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Repair any damage done with those involved.

"Let's go and see if Jimmy is OK. It will be a good chance to apologise too."

- In an ideal world, we would do each of these every time but that is just not **realistic**.
- Helping children to **learn** to regulate independently is essential to their development and learning.
- Sometimes reassurance you will **return** to a situation later in the day can comfort them enough to get through the next lesson.
- Repeat incidents and occurrences may warrant **more** input and time e.g. circle of friends.
- This can be done with all children **involved** once they are at a regulated level.



# Strategies To Help

- We can teach children to manage their Rex.
- It can be dependent on child e.g. jumping on a trampoline, talking about it, quiet space.
- We can use Emotion Coaching to help children to regulate.
- What works for one may work for most and what works for most may not work for one.
- Pick your battles - you can't help every child every time.
- Put a pin in things and reassure children you will return to them.
- Can be split into Zen Rex (Controlled and Logical) & Red Rex (Out of Control Red Flags) responses.





- Ideally **Red Rex Responses** never happen (very idealistic and a lot less realistic though!)
- Red Rex has taken control of the situation and has seen red, which results in you losing control.
- Separating this state from the child helps them to stop labelling themselves as a naughty child.





- We want to teach children **Zen Rex Strategies**.
- It's about finding strategies that help to put them back in control.
- The idea being that we get these right and planned in long before Red Rex even shows up and takes control of the situation.



What **Zen Rex** strategies (desirable deescalating strategies) can you come up with to eliminate the number of **Red Rex** undesirable responses? Use sticky notes to jot down your group's ideas.





# Zen Rex

**Quiet Spot**

**Calming Strategies**

**Walking away from situation**

**Trampoline**

**Journalling**

**Talking to a peer**



# Red Rex



**Hitting**

**Intimidating**

**Aggressive Shouting At Someone**

**Throwing**

**Kicking**

**Hurting**

**Manipulating**



# Going Forward

## Next 10 Days...

- Introduce children to Regulation Rex.

## Next 10 Weeks...

- Explore suitable Zen Rex strategies for your class and vulnerable individuals in your class and work with them to reflect on scenarios where they could use them.
- Identify which function of the behaviour a child is exhibiting and how better to appropriately replace that behaviour.

## Next 10 Months...

- Train all staff on Regulation Rex and using our Zen Rex strategies.
- Embed emotion coaching scripts as a normal way of life across school.
- Train Wellbeing Ambassadors to be Regulation Rex Zenseis to help children co-regulate and talk about their Rex in a supportive way.
- Have clear 'Regulation Zones' around the school that all children are familiar with and respectful of.



**Thank you for listening!**  
**Please come and see/  
message me if you have  
any questions/  
comments.**