

The logo consists of a white speech bubble shape with a tail pointing towards the bottom right, set against a dark green circular background. Inside the bubble, the word "SPEECH" is written in a green, uppercase, sans-serif font, and the word "leap" is written in a green, lowercase, cursive font below it.

SPEECH
leap

A large, solid dark purple circle that overlaps the bottom right corner of the green circle and the text below.

Speech and Language Therapy



About Me

- I am a Speech and Language Therapist at Speech Leap
- I visit St George's every Thursday mornings
- I see children for an assessment of their speech, language and communication, review targets for children with an EHC plan and deliver training sessions to school staff
- Today we will discuss some of these topics





Emotional Regulation



Zones of Regulation

- Tool to help teach children about emotions and self-regulation
- Helps children to become more aware of their emotions and triggers
- Supports children to become more independent in managing their emotions and ability to problem solve conflicts
- Helps children to understand how their behaviour impacts those around them



Zones of Regulation

- There are four different zones which are used to describe how your brain and body feel
- Emotions are not only what we can see on the outside, but also how we feel on the inside
- It is okay to feel the emotions in the different zones and no zone is a bad zone



Blue zone

- When you are in the Blue zone, your body is running slow
 - Tired
 - Sick
 - Sad
 - Bored





Green zone

- The Green zone is like a green light. It is when you are 'good to go'. This is the zone where optimal learning occurs
 - Happy
 - Calm
 - Focussed
 - Okay





Yellow zone

- When you are in the Yellow zone, proceed with caution and slow down. You are beginning to lose control.
 - Frustrated
 - Silly
 - Wiggly
 - Excited
 - Worried
 - Anxious
 - Surprised









Red zone

- The Red zone is reserved for extreme emotions. When you are in the Red zone you are out of control, have trouble making good decisions and must stop!
 - Terror
 - Uncontrolled anger
 - Aggression
 - Explosive behaviour
 - Devastation
 - Elation





Zones Check-In

			
<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>



Triggers

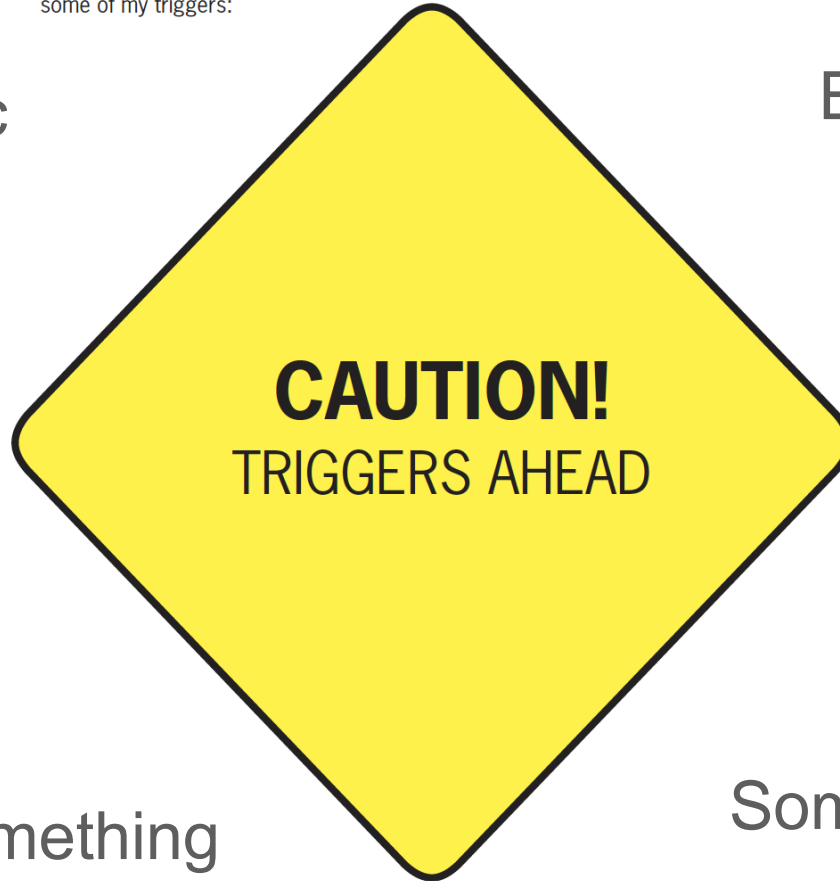
CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called “triggers.” These put me in the Yellow or Red Zone! Here are some of my triggers:





Triggers

CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called “triggers.” These put me in the Yellow or Red Zone! Here are some of my triggers:



Traffic

Big presentation
at work

Horror films

Birthday

Christmas

CAUTION!
TRIGGERS AHEAD

Being late

Rats

Someone making
me jump

If I can't do something



_____'s Toolbox

Blue Zone Tools

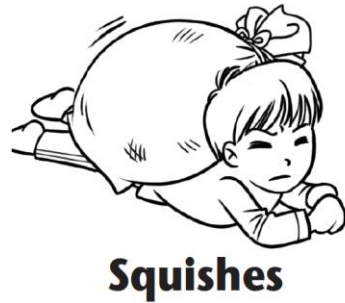
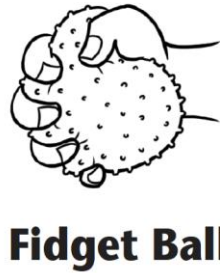
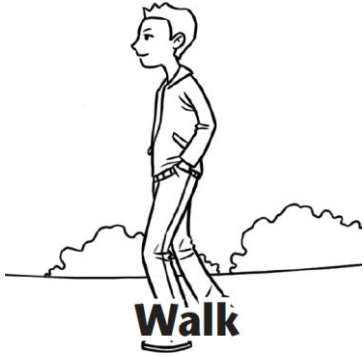
Green Zone Tools

Yellow Zone Tools

Red Zone Tools



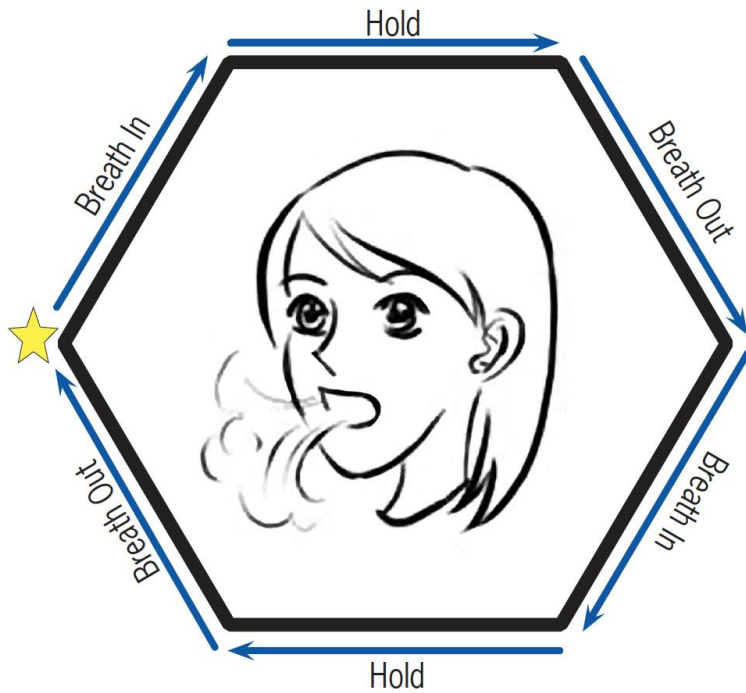
Sensory Strategies



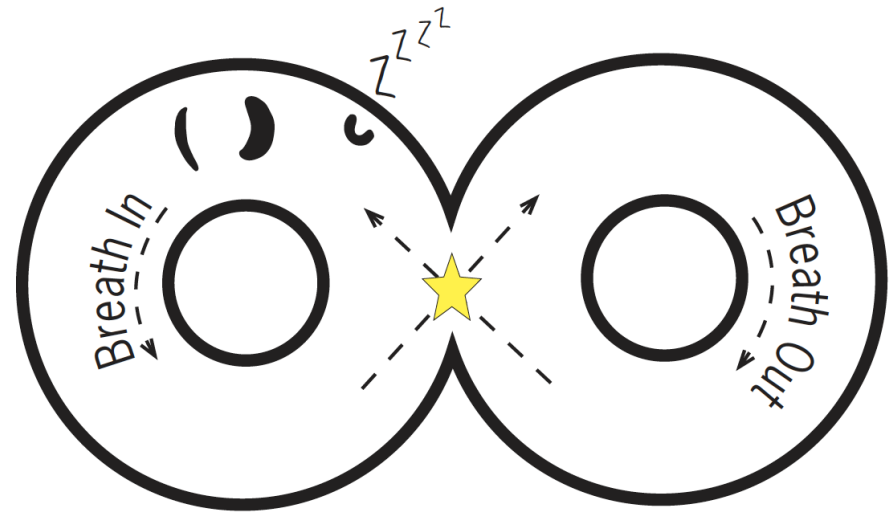


Calming Strategies

The Six Sides of **Breathing**

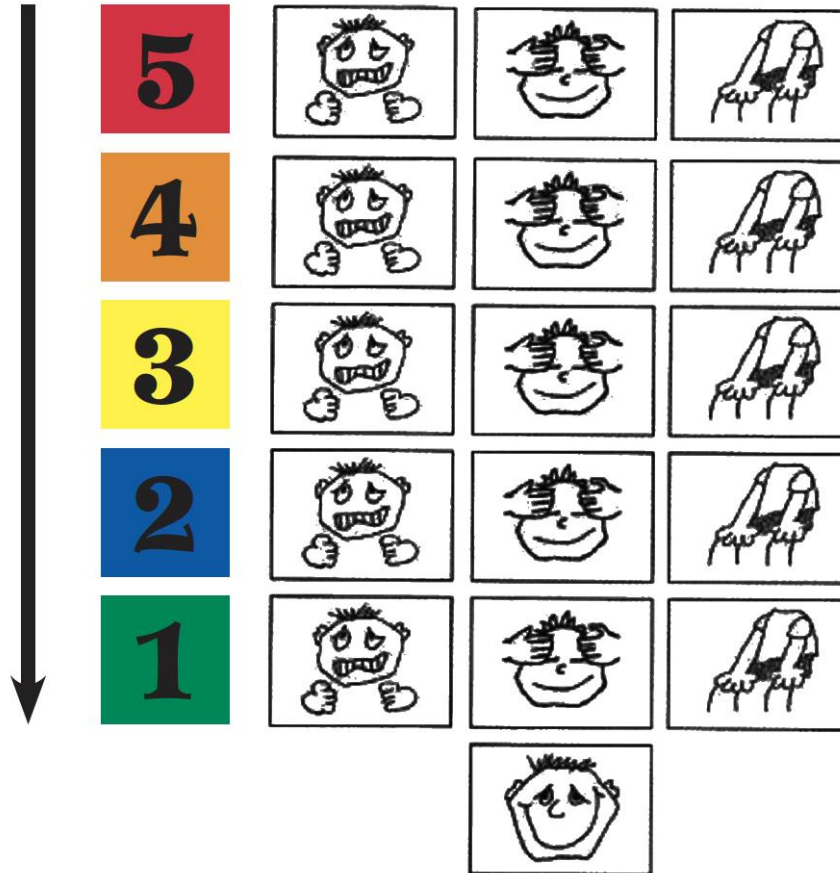


Lazy 8 **Breathing**





Calming Strategies





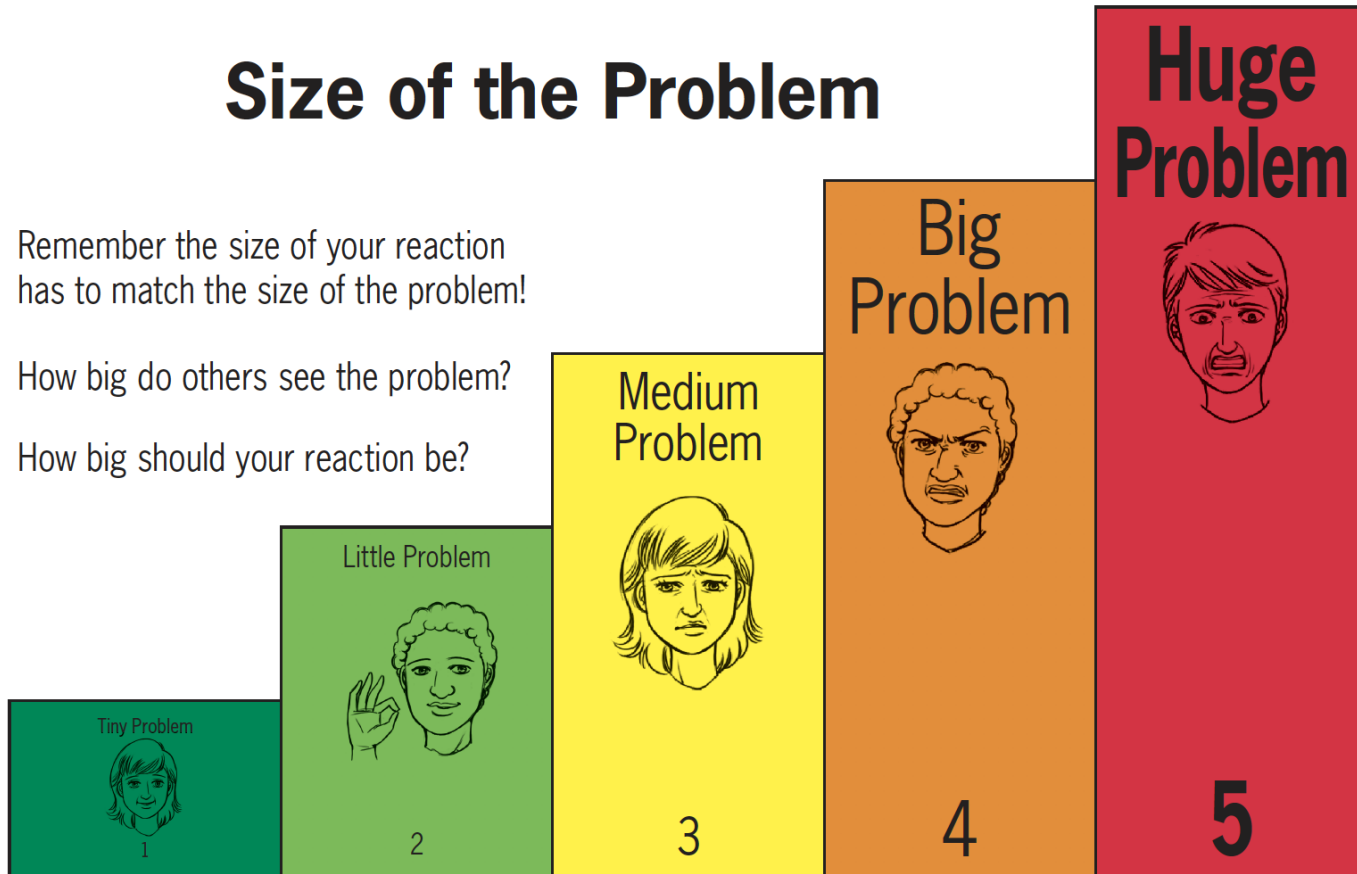
Thinking Strategies

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?





How can Zones be used at home?

- Zones cards on the wall or fridge
- Relate the zones to yourself e.g. “I got stuck in traffic today which made me feel frustrated, I was in the yellow zone”
- Model the language so that the child can think about what you are expecting them to say e.g. “that made you feel happy so you were in the green zone”
- Prompt them to use the toolbox strategies at home.



Social Stories



What are Social Stories?

- Social Stories™ were developed by Carol Gray
- They are short descriptions of a situation, event or activity with specific information about what happens and why and may also include information about what to do.
- Social Stories were developed to teach social skills to children with Autism or social communication differences in a safe and meaningful way



What can Social Stories be used for?

- Teach new skills (e.g. to say “thank-you”, wash hands)
- Help them understand how people may behave / respond in situations and how they may be expected to respond
- Help cope with changes (e.g. changes in routine or a life change – moving house, having a sibling)
- As a behaviour strategy (e.g. what to do if they get angry or anxious)
- Develop self-esteem by providing positive feedback about a strength



What can Social Stories be used for?

Using gentle hands

I like to see my friends at school.

I can find it hard to keep my hands to myself. Sometimes I hit or scratch other children.

This might make the children feel sad or scared.

Instead, I can wave hello.

I can smile.

I can say or sign "let's play".

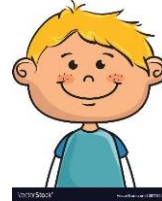
If my hands feel busy, I can put my hands on my knees.

I can cross my arms.

I can hold a soft toy or fidget toy.

I am learning to use gentle hands, this is ok.

Using gentle hands lets other children know I am ready to play. It makes them feel safe and happy.





How to support your child with Social Stories

- Parents/guardian are not expected to write them
- Can read stories written by school staff to support child at home
- Can provide topics to school if there is anything in particular that the child finds challenging



Questions