

# Welcome to today's Insight / APSAD webinar.

We'll be starting at 10am (QLD time).



Use the chat icon for all questions and comments

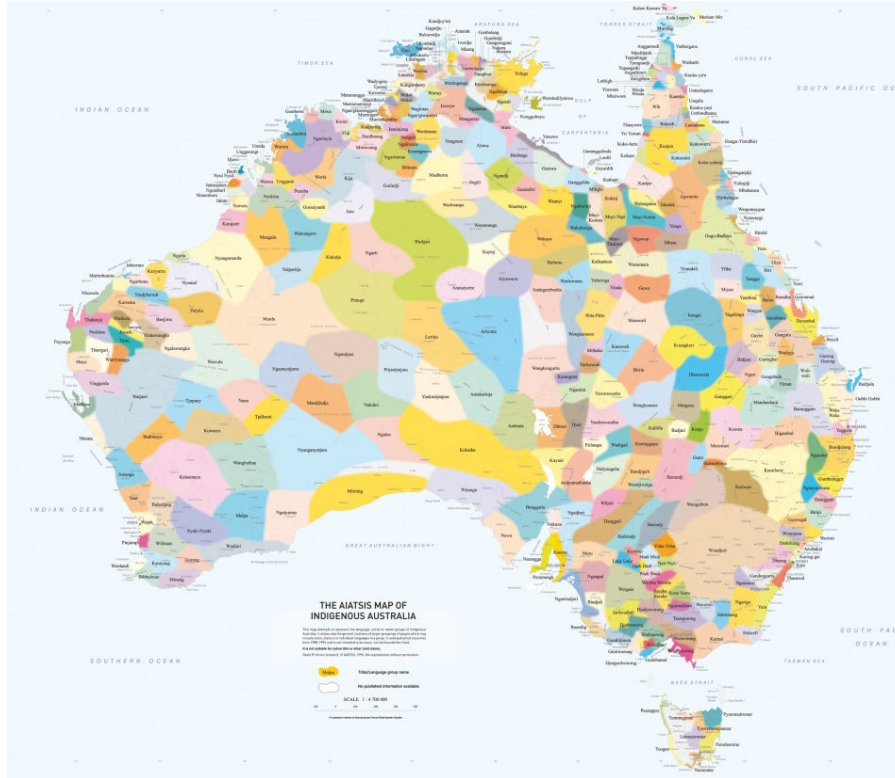


If you are experiencing problems or require technical assistance call Zoom on 1800 768 027.



A recording of this webinar will be available on our YouTube channel in the coming weeks.

# Acknowledgement of Country



**We respectfully  
acknowledge the  
Traditional Owners  
and Custodians of the  
land on which our  
service and events  
take place.**

**We pay our respects  
to Elders past, present  
and future.**

This map attempts to represent the language, social or nation groups of Aboriginal Australia. It shows only the general locations of larger groupings of people which may include clans, dialects or individual languages in a group. It used published resources from 1988-1994 and is not intended to be exact, nor the boundaries fixed. It is not suitable for native title or other land claims. David R Horton (creator), © AIATSIS, 1996. No reproduction without permission. To purchase a print version visit: <https://aiatsis.gov.au/>

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# One size (doesn't) fit all: Exploring ways to support people who use substances to build and strengthen self-regulation skills



Meg Schneck  
Occupational Therapist

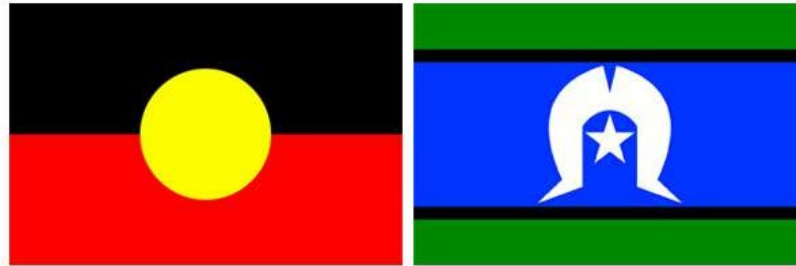


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Special thanks to UQ students involved in this project!

# Acknowledgement of Country

I acknowledge the Traditional Owners and their custodianship of the lands on which we meet. I pay my respects to Elders, past, present and emerging, and acknowledge the important role Aboriginal and Torres Strait Islander people have played and continue to play in our community.



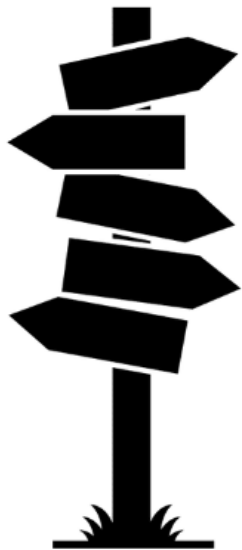
# Acknowledgement of Lived Experience

Recognising individuals, families and communities living with mental health and substance use stories and the value of their input into the work that we do.





<https://mymentalhealth.org.au/safespaces>



# Outline

- What is self-regulation?
- Project background
- Exploring the resources
- Examples in practice
- Reflections
- Questions

"It helps me focus"



"I need it to sleep"

## Things you may have heard from clients

"I can't get going in the morning without..."

"I need it for energy"

"It helps me calm down/chill out"

"It helps me perform better"

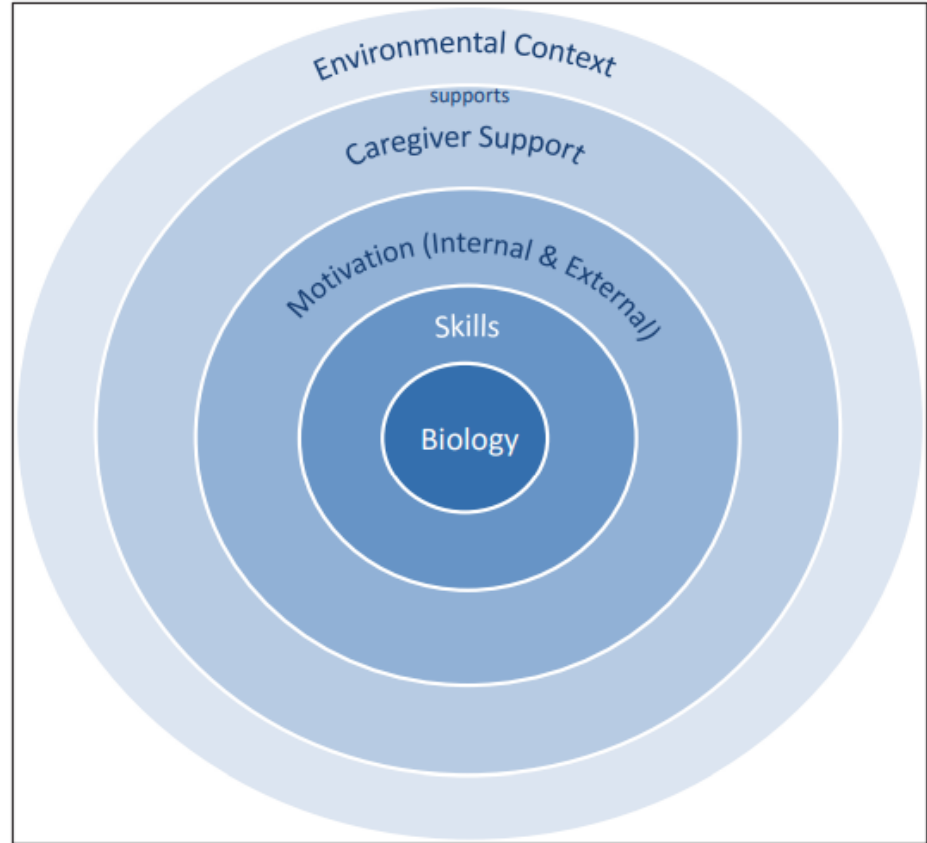


# Self-Regulation - what is it?

*“the act of managing  
thoughts and feelings to  
enable goal-directed action”*

(Murray & Rosanbalm, 2017)

Figure 3. Factors Contributing to Self-Regulation Enactment



# Example – Sleep

Desired goal directed action = Go to sleep



## Biology

- Circadian rhythm
- Increased drowsiness
- Yawning
- Difficulty focusing

## Skills

- Awareness of body signs of sleepiness
- Sleep hygiene
- Calming strategies

## Motivation

- Improve function
- Necessity
- Reduce risk (self and others)
- Enjoyment

## Supports

- Caregiver/co-regulation
- Medication
- Rain machine, white noise, sleep story

## Environment

- Physical (e.g. bed, day/night)
- Social (e.g. potential disruptions)
- Work (e.g. 24hr roster)

Low energy



## Example – Sports

Desired goal directed action = Play a football game

### Biology

- Strength
- Speed
- Fast reaction time
- Attention
- Focus
- Endurance

### Skills

- Understand the rules
- Time management
- Alerting strategies
- Physical and cognitive skills

### Motivation

- For fun
- For health
- Don't want to let the team down
- Obligation

### Supports

- Teammates including you in game
- Transport

### Environment

- Physical (e.g. a field to play on)
- Social (e.g. people to play with)

**High energy!**

# Substances and self-regulation

## Slow down

- Opioids
- Alcohol
- Benzos
- Cannabis\*



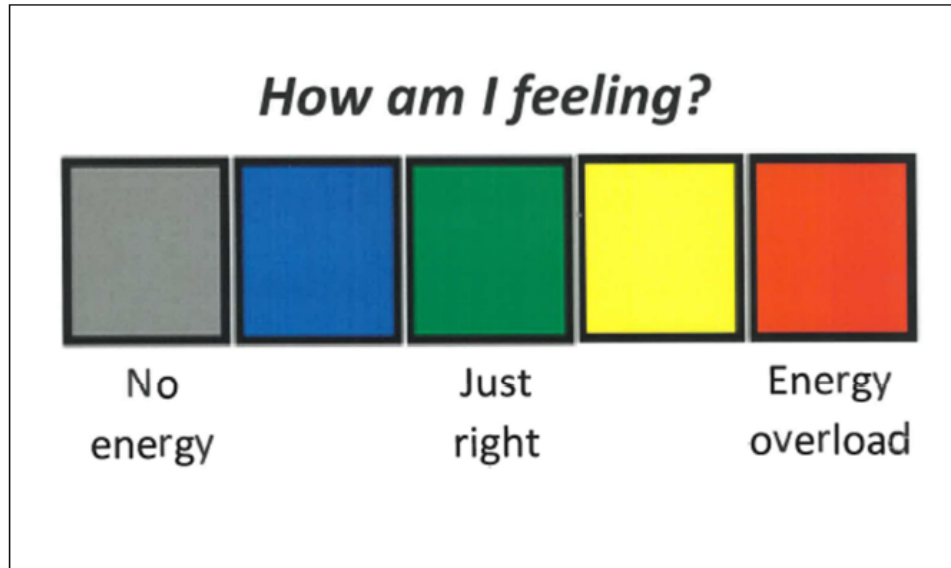
## Speed up

- Methamphetamine
- Caffeine
- Cocaine
- Nicotine

## Alter

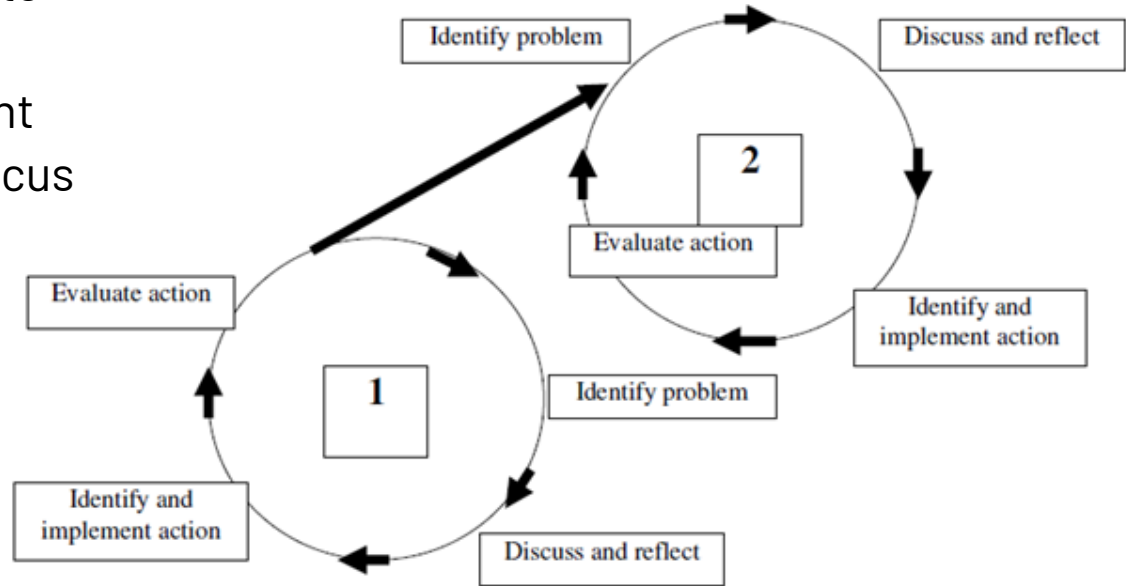
- LSD
- Psilocybin

# Body Zone Resources

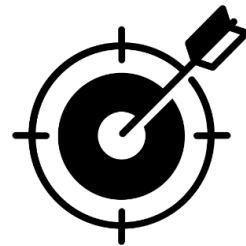


# Action-learning project

- UQ OT GEMS students
- 10 weeks (90 hours)
- Service improvement and development focus



# Project Aims



- **Outcome 1:** AOD clinicians to have readily available access to resources to support self-regulation interventions with AOD clients.
- **Outcome 2:** The resources will support those that have substance use concerns to have improved self-regulation and function, increasing participation in meaningful activities
- **Outcome 3:** The resources will support OTs working in the AOD space to communicate clinical reasoning and promote occupation-focussed approaches with the wider multidisciplinary team
- **Outcome 4:** Promoting the value of OT approaches within AOD services

# Practice context

- Community AOD
- MDT
- Counselling
- Peer support
- Harm minimisation
- Psychosocial & medically-assisted teams







Learn about  
psychoactive  
substances

Applying OT  
frameworks to  
AOD context

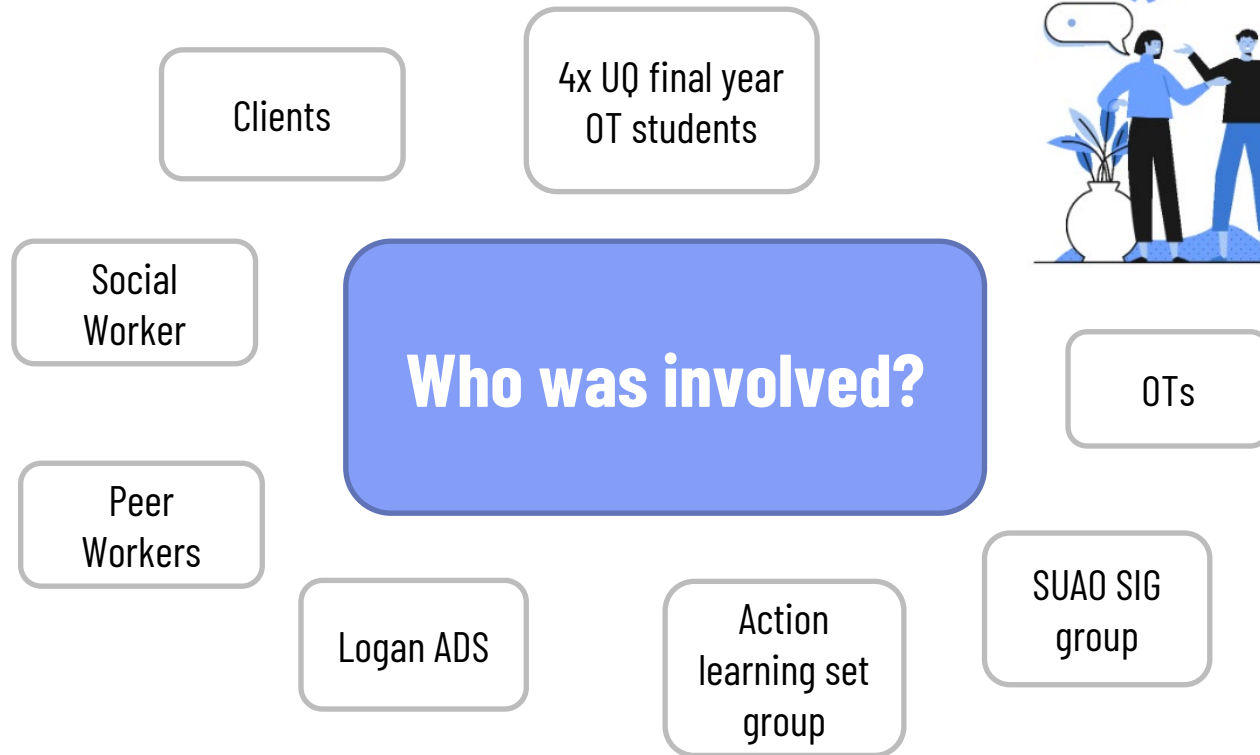
## Student learning goals

Learn how  
substances impact  
function and  
participation

Learn how OTs can  
support people who  
use substances

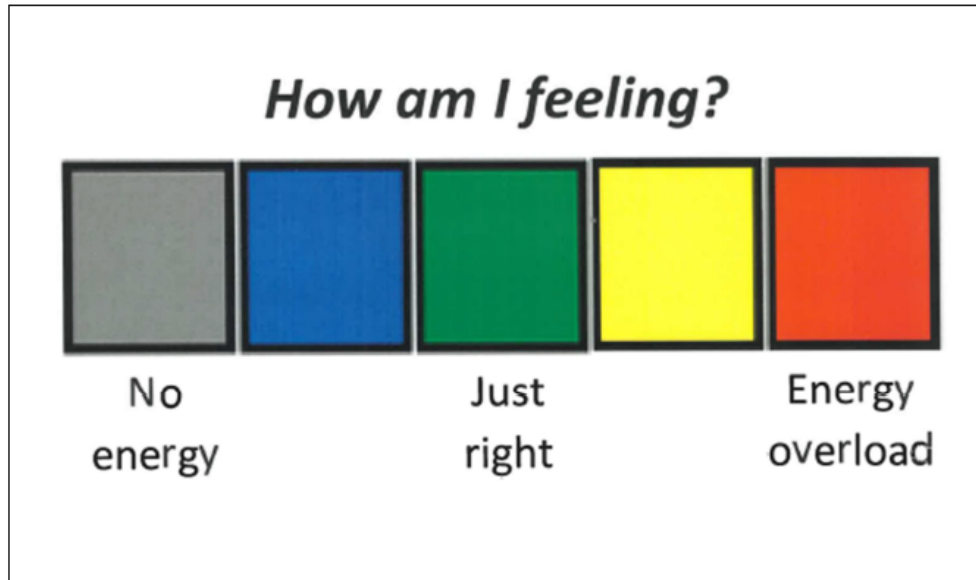
Learn how OTs  
contribute to the  
AOD MDT

Learn how to adapt OT  
tools/approaches to  
be accessible to MDT



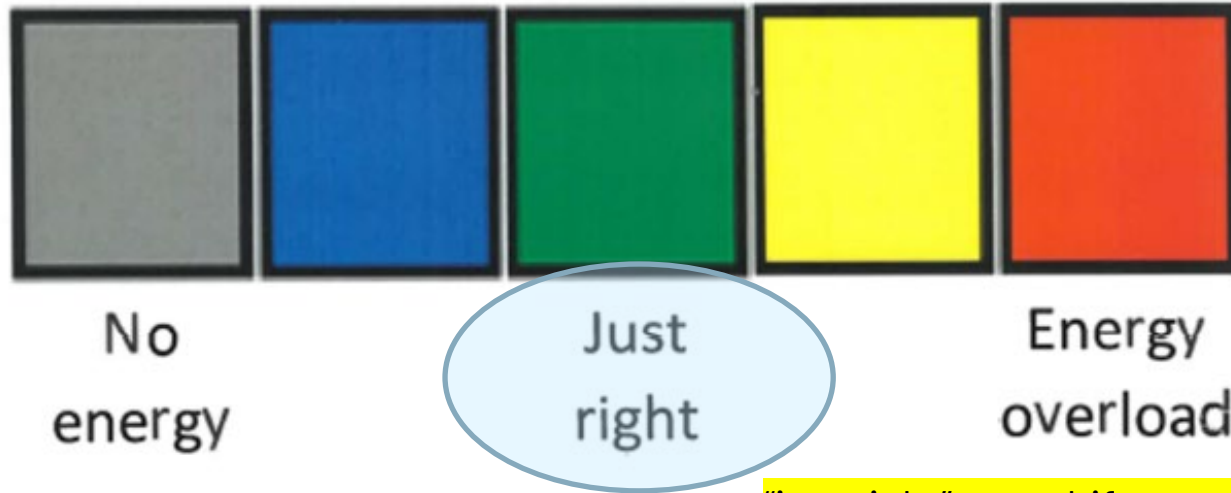
# Body Zones Ladder

- Support client awareness of their body arousal levels
- Enable self-regulation by supporting client to know how/when to use calming or alerting strategies
- Provide scaffolding for sensory interventions



## DISCLAIMER!

*How am I feeling?*



"just right" may shift up or down the ladder depending on the environment and task demands

# Looks familiar??



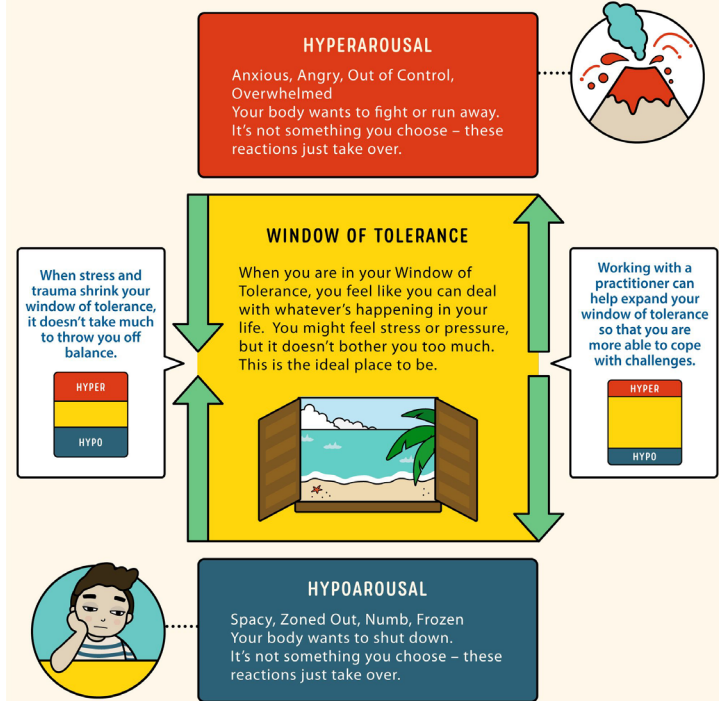
To be used with The Zones of Regulation™ curriculum  
Reproducible E

## The ZONES of Regulation™

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

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From The Zones of Regulation™ by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

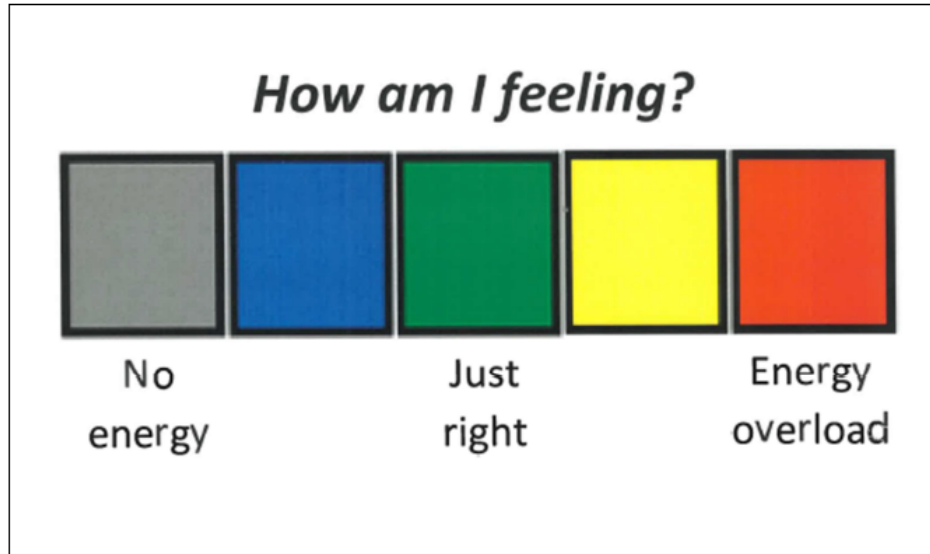
## How Trauma Can Affect Your Window Of Tolerance



nicabm  
[www.nicabm.com](http://www.nicabm.com)

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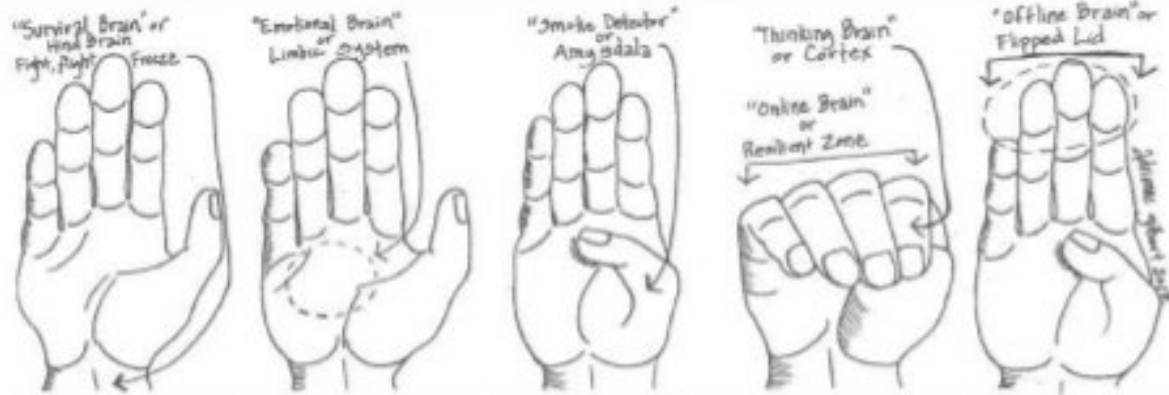
# Making it accessible to the MDT



- Linking to “Flip your Lid”/hand model of the brain and Window of Tolerance (commonly used in AOD education/interventions)
- Help to target appropriate intervention (e.g. bottom up or top down)
- As a check-in tool
- Can be brief or part of ongoing intervention

# Understanding the Brain

## Hand Brain Model, Dr. Dan Siegal



### Survival Brain

Sensation  
Autonomic functions  
Survival strategies:  
fight, flight,  
freeze, submit,  
& collapse

### Emotional Brain

Expression/  
regulation of  
feeling  
Memories  
relationships/  
attachment

### Amygdala

Smoke alarm

Thinking Brain  
Critical thinking  
Problem solving,  
planning,  
creativity,  
beliefs, impulse  
control

### Offline Brain

Survival brain  
in control  
Not able to  
access the  
thinking brain.



Children's Home Society

HYPOAROUSAL

HYPERAROUSAL

"offline Brain" or  
Flipped Lid

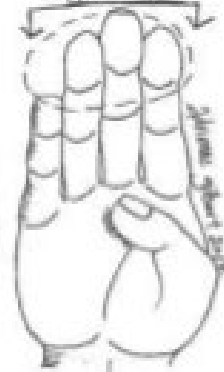


"Thinking Brain"  
or Cortex

"Online Brain"  
or  
Resilient Zone



"offline Brain" or  
Flipped Lid





WINDOW OF TOLERANCE

HYPOAROUSAL

HYPERAROUSAL



So  
What?

## HYPOAROUSAL

Consider using **alerting** sensory/ bottom up approaches as 'thinking brain' may be offline

Client more likely to actively participate in **cognitive approaches** when in these zones. **Sensory approaches** can also support clients to **maintain** optimal arousal when in these zones.

## HYPERAROUSAL

Consider using **calming** sensory/ bottom up approaches as 'thinking brain' may be offline



HYPOAROUSAL

HYPERAROUSAL



### Helpful for...

Learning (school, work), conflict resolution, planning, organising, problem solving

HYPOAROUSAL



HYPERAROUSAL



### Helpful for...

Play, performance (e.g. athletic, creative)



HYPOAROUSAL

HYPERAROUSAL



### Helpful for...

Survival (e.g. running away,  
tasks with intense gross motor  
demands)



HYPOAROUSAL

HYPERAROUSAL

Just  
right



**Helpful for...**

Body recovery, readiness for  
sleep



Stan explained that they need alcohol to **sleep**.  
Stan lives with anxiety, a home with conflict and  
limited other strategies to “wind down”.  
They identified feeling in the yellow or red zones often.





As an AOD worker, we can support Stan to recognise their body arousal levels and explore alternative (non-substance) calming strategies for Stan to reach the “just right” body zone for their desired goal of getting to sleep.

# Body Zones Pocket Tool

- Taking the intervention out of the therapy space and into real life
- Uses concepts of self-regulation, sensory strategies, emotional intelligence, safety planning and recovery
- Portable and accessible
- Easily personalised (cards can be added/removed)
- Visual and tactile



**I am in the RED ZONE**

**Emotions that I might be feeling:**

Anger | Anxious | Panic | Agitated

Fearful | Disconnected | Distressed

Irritable | Horrified | Disgusted



**I am in the RED ZONE**

I am feeling \_\_\_\_\_

**Calming** strategies I can use:

- \_\_\_\_\_
- \_\_\_\_\_

**If I have an energy overload  
I might notice:**

**Head:** Racing thoughts, impulsive, can't let things go, hard to think clearly

**Body:** Racing heart, shaking, sweaty hands, tight muscles, clenching teeth, breathing fast, can't sit still



**I often notice:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## I am in the RED ZONE

### Emotions that I might be feeling:

Anger | Anxious | Panic | Agitated

Fearful | Disconnected | Distressed

Irritable | Horrified | Disgusted



## I am in the RED ZONE

I am feeling Disrespected

### **Calming strategies I can use:**

- Remove myself from the situation  
- go for a walk
- Heavy work! (e.g. 50 pushups)

## If I have an energy overload I might notice:

**Head:** Racing thoughts, impulsive, can't let things go, hard to think clearly

**Body:** Racing heart, shaking, sweaty hands, tight muscles, clenching teeth, breathing fast, can't sit still



## I often notice:

- Stuck on thoughts
- Tight fists
- Snapping at people
- Restless

## I am in the GREY ZONE

### Emotions that I might be feeling:

Depressed | Helpless | Numbness

Disconnected | Powerless

Unmotivated



## I am in the GREY ZONE

I am feeling \_\_\_\_\_

**Alerting** strategies I can use:

- \_\_\_\_\_
- \_\_\_\_\_

### If I have low or no energy I might notice:

**Head:** Tired, forgetting things, shame, embarrassed, distracted

**Body:** Exhausted, moving slowly, numb



### I often notice:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## I am in the GREY ZONE

### Emotions that I might be feeling:

Depressed | Helpless | Numbness

Disconnected | Powerless

Unmotivated



## I am in the GREY ZONE

I am feeling Helpless

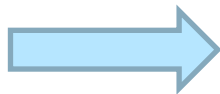
### **Alerting** strategies I can use:

- Drink something cold and fizzy
- Have a shower
- Deep pressure to make myself feel safe\*

### **If I have low or no energy I might notice:**

**Head:** Tired, forgetting things, shame, embarrassed, distracted

**Body:** Exhausted, moving slowly, numb



### **I often notice:**

- Out of my body
- Disorientated
- Frozen
- Fatigue

**I am in the YELLOW ZONE**

**Emotions that I might be feeling:**

Excited | Silly | Stressed

Nervous | Worried | Frustrated

Embarrassed | Grouchy



**I am in the YELLOW ZONE**

I am feeling \_\_\_\_\_

**Calming** strategies I can use:

- \_\_\_\_\_
- \_\_\_\_\_

**I am in the BLUE ZONE**

**Emotions that I might be feeling:**

Alone | Sad | Tired

Shy | Bored | Disappointed

Moving Slowly | Sick



**I am in the BLUE ZONE**

I am feeling \_\_\_\_\_

**Alerting** strategies I can use:

- \_\_\_\_\_
- \_\_\_\_\_

---

**I am in the GREEN ZONE**

**Emotions that I might be feeling:**

Love | Relaxed | Confident

Hopeful | Satisfied | Happy

Proud | Calm | Focused



**I am in the GREEN ZONE**

I am feeling calm and alert and able to  
do things that are important to me



# Safety planning

## Crisis support services:

- In an emergency: 000
- Lifeline: 13 11 14 or text 0477 13 11 14 for 24/7 mental health support
- DV Connect: 1800 811 811 (24/7 DV support)
- 1300 MH CALL: 1300 642 255 (24/7 mental health support)
- ADIS 1800 177 833 (24/7 alcohol and drug support)

## Non-crisis support services:

- BrookRed Warm Line: 07 3343 9282  
(Monday to Friday 5:00pm-9:00pm)
- Beyond Blue: 1300 224 636
- Diverse Voices: LGBTQ+ peer support 1800 184 527 3pm - midnight
- 1800 Respect: 1800 737 732 (DV support)

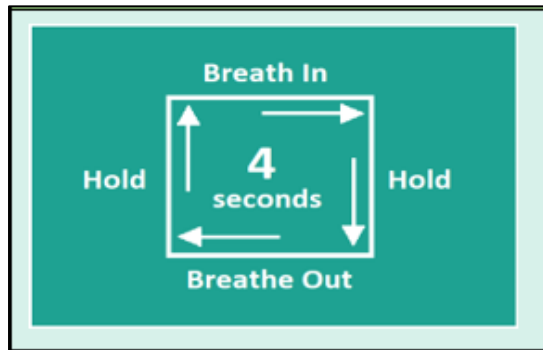
## My Safe People

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## My Safe Places

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Strategies



## Grounding Exercise

Look around you and find:

- 5 things you **See...**
- 4 things you **Feel...**
- 3 things you **Hear...**
- 2 things you can **Smell...**
- 1 thing you can **Taste...**

Apps I find useful \_\_\_\_\_

Apps I can use to help me:

Calm harm	Headspace
Mood Prism	Calm
Smart Recovery App	Nomo

I am in the RED ZONE

I am feeling \_\_\_\_\_

**Calming** strategies I can use:

- \_\_\_\_\_
- \_\_\_\_\_

# Recovery focused

## My Goals

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Activities that I enjoy:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Body Zones Pocket Tool – Template V1

self regulation resource - formatted

Megan Schneck MS

File Home Insert Design Layout References Mailings Review View Help Table Design Layout

Clipboard Font Paragraph Styles Editing Voice Sensitivity

AutoSave Off

Search

Share

Find Replace Select Dictate Sensitivity

Normal No Spacing Heading 1 Heading 2 Title

Clipboard Font Paragraph Styles Editing Voice Sensitivity

<p><b>I am in the RED ZONE</b></p> <p>I am feeling _____</p> <p>Calming strategies I can use:</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>	<p><b>I am in the BLUE ZONE</b></p> <p>I am feeling _____</p> <p>Alerting strategies I can use:</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>	<p><b>I am in the YELLOW ZONE</b></p> <p>I am feeling _____</p> <p>Calming strategies I can use:</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>
<p><b>I am in the GREEN ZONE</b></p> <p>I am feeling calm and alert and able to do things that are important to me</p>	<p><b>I am in the GREY ZONE</b></p> <p>I am feeling _____</p> <p>Alerting strategies I can use:</p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> </ul>	<p><b>How am I feeling?</b></p> <p>No Energy Just Right Energy Overload</p>
<p><b>Grounding Exercise</b></p> <p>Look around you and find:</p> <p>5 things you See... 4 things you Feel... 3 things you Hear... 2 things you can Smell... 1 thing you can Taste...</p>	<p><b>My Safe Places</b></p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	<p><b>My Goals</b></p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>

<p><b>I am in the RED ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Anger   Anxious   Panic   Agitated</p> <p>Fearful   Disconnected   Distressed</p> <p>Irritable   Horrified   Disgusted</p>	<p><b>I am in the BLUE ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Alone   Sad   Tired</p> <p>Shy   Bored   Disappointed</p> <p>Moving Slowly   Sick</p>	<p><b>I am in the YELLOW ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Excited   Silly   Stressed</p> <p>Nervous   Worried   Frustrated</p> <p>Embarrassed   Grouchy</p>
<p><b>I am in the GREEN ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Love   Relaxed   Confident</p> <p>Hopeful   Satisfied   Happy</p> <p>Proud   Calm   Focused</p>	<p><b>I am in the GREY ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Depressed   Helpless   Numbness</p> <p>Disconnected   Powerless</p> <p>Unmotivated</p>	
<p><b>Breath In</b></p> <p>Hold 4 seconds Hold</p> <p><b>Breathe Out</b></p>	<p><b>My Safe People</b></p> <ul style="list-style-type: none"> <li>_____</li> <li>_____</li> <li>_____</li> </ul>	

# Body Zones Pocket Tool – Template V2

How to create the cards:

1. Print the pages in colour, SINGLE SIDE PRINT only.
2. Cut out the OUTSIDE of the table an along the dotted lines.
3. Cut BETWEEN the cards along the dotted lines.
4. Fold the cards along the middle bold line.
5. Laminate cards with a space between each card.
6. Cut a small margin around each card to ensure both halves stay together.
7. If you don't have a laminator, you can glue the unprinted sides together, or with a cardboard layer.
8. You can then hole punch the corner to place on a keyring or carabiner.

<p><b>I am in the RED ZONE</b></p> <p>I am feeling _____</p> <p><b>Calming strategies I can use:</b></p> <ul style="list-style-type: none"><li>• _____</li><li>• _____</li></ul>	<p><b>I am in the RED ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Anger   Anxious   Panic   Agitated</p> <p>Fearful   Disconnected   Distressed</p> <p>Irritable   Horrified   Disgusted</p>
<p><b>I am in the BLUE ZONE</b></p> <p>I am feeling _____</p> <p><b>Alerting strategies I can use:</b></p> <ul style="list-style-type: none"><li>• _____</li></ul>	<p><b>I am in the BLUE ZONE</b></p> <p><u>Emotions that I might be feeling:</u></p> <p>Alone   Sad   Tired</p> <p>Shy   Bored   Disappointed</p>

Thanks Irene!!





Increasing the fit between  
the persons  
needs/circumstances and  
the chosen AOD intervention



Therapy resources (e.g.  
worksheets) often not  
practical or meaningful to  
clients (e.g. barriers to client  
accessing them when they  
really need it)



Frustrations around RPP that  
requested for a compliance  
requirements (not driven by  
client goals or needs)

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## Client example



Lacey is a young person referred for support with methamphetamine and cannabis use following birth of their first child. Lacey has a diagnoses of BPD, mild ID and a history of trauma and often finds it tricky to regulate themselves and problem solve when big feelings pop up. This has often been a trigger for use and Lacey wants to explore ways to manage this.



# Outcomes

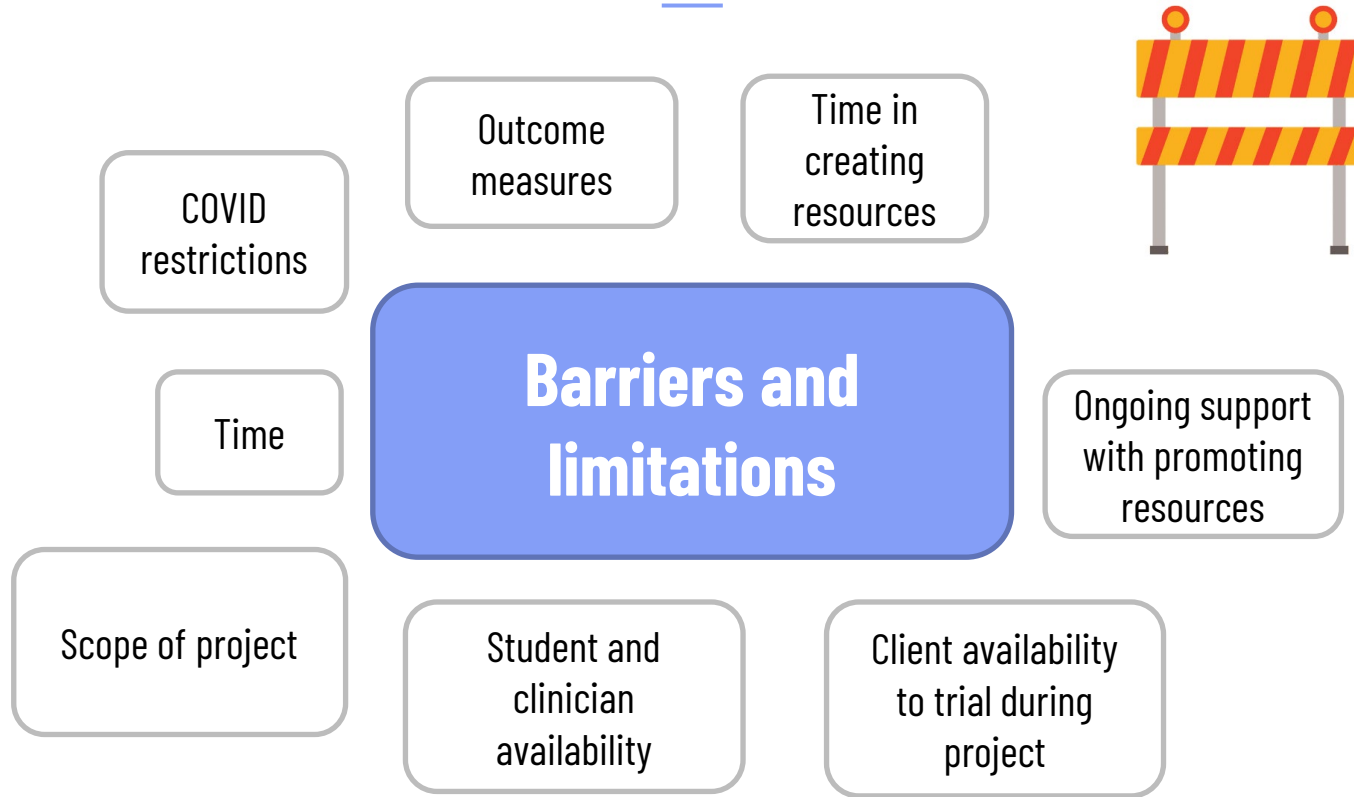
- Reported increase ability to identify body signs that they are approaching the “red zone”
- Reported that holding onto and flipping through tool was grounding (touch seeking)
- Accessed 2x new 24hr support lines since having tool
- Added personalised items to tool including picture of kiddo (identified as main reason for recovery/change)



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Resource kindly shared by a guest from Safe Space



# Where to from here?

- Continue trialling resources and gaining client and worker feedback
- Continue promoting and supporting MDT members that are keen to use resources
- Modify resources in response to feedback
- Improve templates to allow for easy distribution







# Resources and references

Kuypers, L. M., & Winner, M. G. (2011). *The Zones of Regulation: A Curriculum Designed to Foster Self-regulation and Emotional Control*. Think Social Publishing, Incorporated.

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Thank you for listening.

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Thanks for joining us today

Join us on the 26<sup>th</sup> of October

Dr Samuel Brookfield

*“More human” - An ethnographic exploration of how people experience methamphetamine use and recovery*

Want to see previous webinars? Subscribe to our YouTube channel.  
[youtube.com/c/InsightQueensland](https://youtube.com/c/InsightQueensland)



Centre for alcohol and other drug  
training and workforce development



The Australasian Professional Society  
on Alcohol and other Drugs