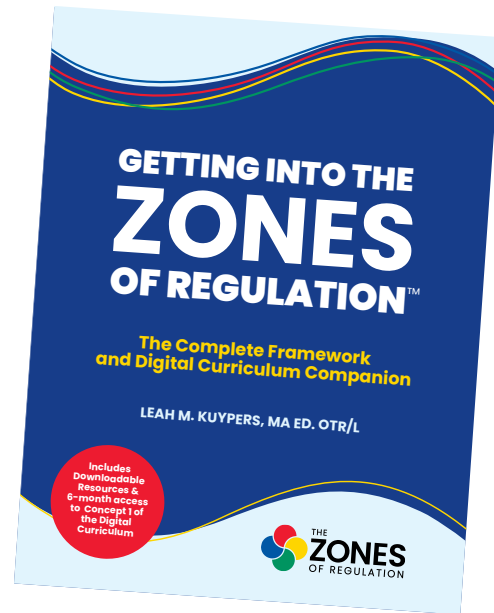# GETTING INTO THE ZONES OF REGULATION™

The Complete Framework and Digital Curriculum Companion

LEAH M. KUYPERS, MA ED. OTR/L

LEADER RESOURCES

Online Bibliography and Resources

(Visit www.socialthinking.com/getting-into-the-zones to locate the listing.)

FACTORS IMPACTING REGULATION

DIRECTIONS: Consider underlying factors that may be impacting the regulation of a learner you support. Use this reflection as a starting point for deeper exploration.

What's Under the Hood?
Neurobiological Components of Regulation

- Development
- Sensory Processing
- Executive Functioning
- Emotional Regulation
- Social Cognition
- Trauma Exposure/ACEs

What's the Terrain?
External Factors Impacting Regulation

Lived Experience • Culture • Sociopolitical Factors • Access • Relationships
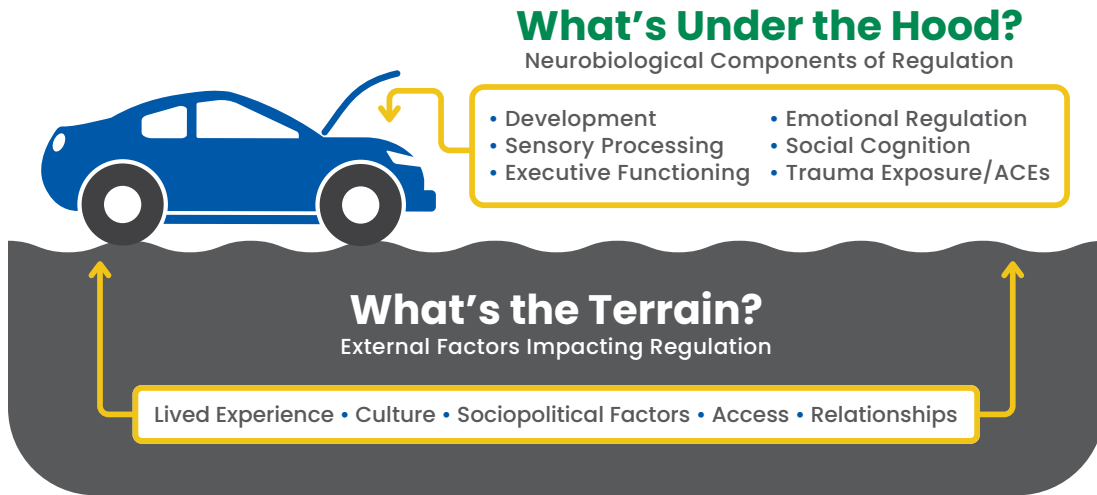
Learner Name	What I observe (What the learner is expressing)	Neurobiological factors to explore	External factors to explore

SENSORY PREFERENCES AND LIFESTYLE: AVOIDING TO SEEKING SCALE

DIRECTIONS: Place an X indicating how each sense is perceived and provide examples underneath of ways sensory needs can be met through daily living activities and lifestyle.

Name _____

	Proprioception
	Vestibular
	Taste
	Smell
	Touch
	Visual
	Auditory

Avoiding   Neutral   Seeking
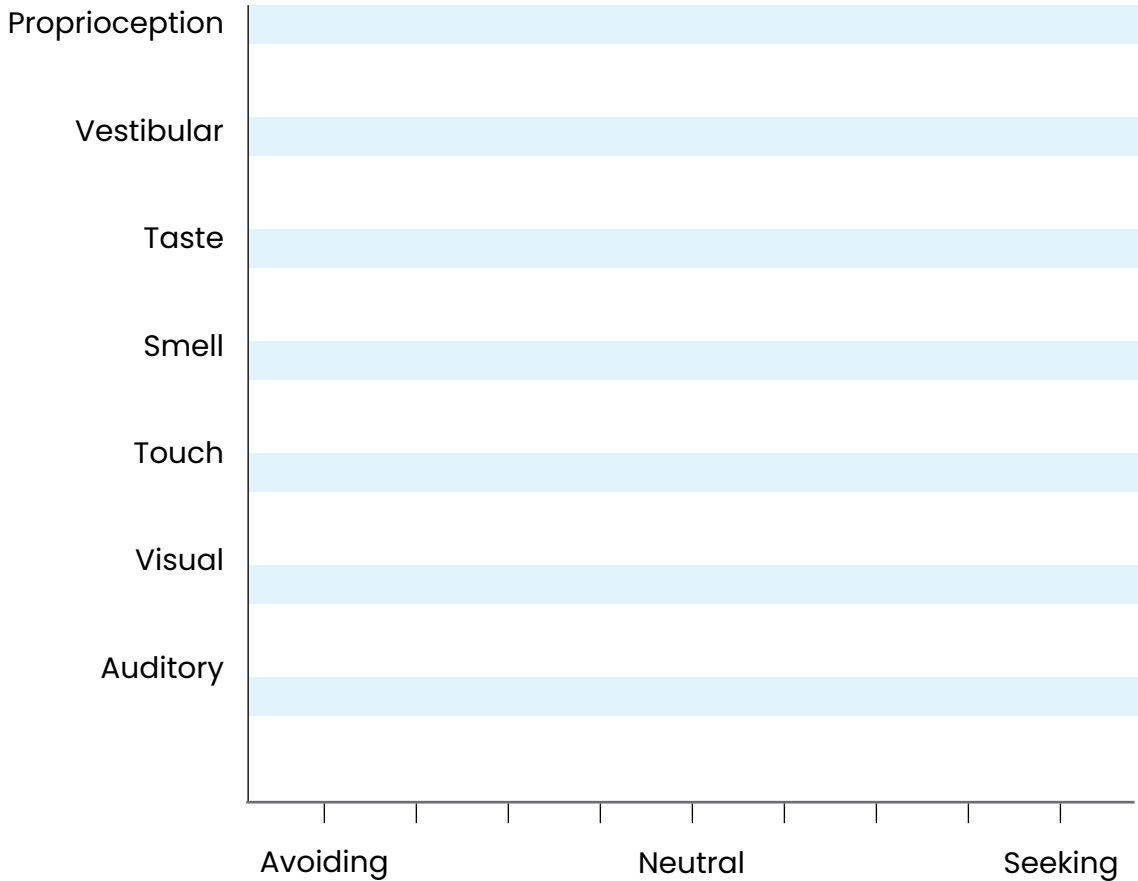
ZONES OF REGULATION DIGITAL CURRICULUM AND CASEL COMPETENCY CORRELATION CHART

Zones Concept	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making
C1: What Is Regulation?	X	X			X
C2: Introducing The Zones of Regulation	X	X			
C3: All The Zones Are Okay	X	X	X		X
C4: My Signals, My Zones	X				
C5: The Zones Check-In	X	X	X	X	
C6: Situations That Trigger and Spark	X	X	X	X	X
C7: What Is a Regulation Tool?		X	X		X
C8: Building My Zones Toolbox	X	X	X	X	X
C9: Deciding to Regulate	X	X	X	X	X
C10: The Zones Pathway	X	X	X		X

For more information on CASEL SEL Competencies, see: casel.org.

The ZONES OF REGULATION

LEADER REFLECTION ACTIVITY

MY ZONES AND SIGNALS

DIRECTIONS: In the space below, list common emotions you experience in each Zone, as well as the sensations and signals that you associate with it.

BLUE ZONE
Low levels of energy and down feelings

Emotion	Sensation/Signal

GREEN ZONE
Calm energy and a sense of control

Emotion	Sensation/Signal

YELLOW ZONE
Higher energy and stronger feelings

Emotion	Sensation/Signal

RED ZONE
Extremely high energy and our strongest feelings

Emotion	Sensation/Signal

THE ZONES OF REGULATION
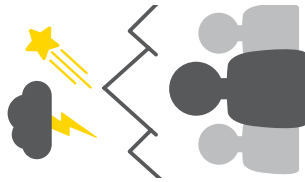
LEADER REFLECTION ACTIVITY

MY ZONES PATHWAY REFLECTION

DIRECTIONS: Reflect on how you have experienced *The Zones of Regulation Pathway* by completing the steps below for a recent event.

STEP 1: NOTICE

What's a recent situation? Was there a trigger or spark?
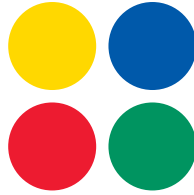
STEP 2: CHECK-IN

What Zone were you in?

STEP 3: DECIDE

Did you need to regulate? Consider your options and goals.

STEP 4: REGULATE

What did this look like to you? Describe using your chosen tool.

STEP 5: REFLECT

Did your regulation work well for you? Consider your goals and well-being.

Is there anything you would have done differently?

THE ZONES OF REGULATION

ZONES CHECK-IN CONSIDERATIONS

DOs

DON'Ts

✓ **DO** model first by "owning your zone" and checking in with all of your Zones to establish a safe climate that values all feelings.
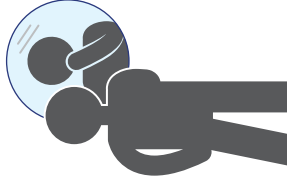
✗ **DON'T** make checking in one-sided just for learners. We all experience all of The Zones.

✓ **DO** use a Zones Check-In as a non-judgmental communication strategy, reinforcing that ALL ZONES ARE OKAY.

✗ **DON'T** connect a Zones Check-In to a compliance or punitive system. Remember: The Zones is not a behavior management system; there should be no rewards or punishments for being in any Zone.

✓ **DO** consider that checking in can feel hard for some learners due to self-awareness and their sense of safety and comfort in the situation.

✗ **DON'T** force someone to check in. It is crucial to respect the autonomy of each unique individual.

✓ **DO** use observations and inquiry when checking in with learners. For example, "I see that your head is down, and you are yawning. What Zone are you in?"

✗ **DON'T** label somebody's Zone for them. This can lead to misunderstanding and misinterpretation.

✓ **DO** check-ins throughout the day to allow for self-reflection in all of The Zones.

✗ **DON'T** use Zones Check-Ins only during challenging moments.

For more information on the Zones Check-In, see Chapter 2.
In addition, Concept 5 in *The Zones Digital Curriculum* is devoted to the Zones Check-In.

ZONES LANGUAGE

INSTEAD OF…	TRY…
"You need to calm down."	"Let's do a Zones Check-In."
"It's too loud in here."	"The noise in here is making ME feel like I'm in the Yellow Zone, and it's hard for me to think. I need to take a deep breath to manage my Zone."
"You need to take a break."	"How are you feeling? Should we try a tool?"
"You are losing points/ getting clipped up on our level system."	"Let's check in with the Zones." If unable to identify a feeling or Zone, with permission, you might go on to say, "It looks like your body has a lot of energy and you are having a hard time focusing. Maybe you are feeling silly in the Yellow Zone. What's a tool that might help?"
"Don't worry about that."	"How can I help with this feeling?"
"You need to get back to the Green Zone."	"It is okay to be angry in the Red Zone **and** we need to have a safe body. Let's find a tool to help." (Show a visual of their Red Zone Toolbox choices.)

THE ZONES CLIMATE RUBRIC

PURPOSE AND DIRECTIONS: This rubric can be used to reflect on the Essential Elements of the Zones Climate. It shows a continuum from basic implementation of Zones Climate strategies to inclusive, responsive, and agency-centered practices. Adapt this observational tool as needed to your setting's climate/culture, Zones leaders, and goals. Take into consideration that building the Zones Climate does not happen overnight, rather it is established over time as you move through *The Zones of Regulation® Digital Curriculum*. Each element notes when you may begin to implement these strategies during the course of instruction. The Zones Climate Rubric has two primary uses:

1. Reflection and Goal Setting:

Use this rubric to self-reflect on the integration of Zones Climate Elements; notice what is working well and set future goals. It could also be used to spark discussion within a professional learning community.

2. Walk-through:

This rubric may also be used within school (or similar) settings for a climate "walk-through." Select one element at a time as a "look-for," and time the walk-through to follow instruction of related concepts. For example, conduct a walk-through looking for Zones Visuals, allowing time for all leaders to teach "Concept 2: Introducing The Zones of Regulation." Use the data to celebrate successes, identify goals to work toward, and keep track of progress toward implementation goals.

0 = Not Yet (Insufficient) Not in place, misuse	1 = Proficient Basic elements	2 = Exemplary Inclusive, learner agency IN ADDITION to basic elements

1. Provide Direct Instruction and Practice Opportunities

Dedicated time, practice, and reinforcement are provided for *The Zones of Regulation® Digital Curriculum* concepts, including connecting with supportive adults such as caregivers, teachers, therapists, support staff, etc., for carryover.

0 = Not Yet (Insufficient)	1 = Proficient	2 = Exemplary
• No evidence yet of Zones instruction. • Visuals are posted/used without direct instruction of *The Zones Digital Curriculum.* • No time is set aside or dedicated to direct instruction.	• Direct instruction and practice are provided on a regular basis. • Instruction follows the scope and sequence of *The Zones Digital Curriculum.* • Zones concepts are reinforced in group discussions. • The Zones Bridge is shared with supportive adults (caregivers, therapists, teachers, etc.) for every concept taught.	All in proficient, and: • Zones instruction and pacing are adapted to best meet the needs of learners. • Zones concepts are reinforced continuously in large and small groups, individual conversations, and teachable moments. • Zones concepts are woven into academic content. • Sustained contact exists between supportive adults (caregivers, therapists, teachers, etc.) regarding concepts and strategies taught to generalize across settings.

0 = Not Yet (Insufficient) Not in place, misuse	1 = Proficient Basic elements	2 = Exemplary Inclusive, learner agency IN ADDITION to basic elements

2. Post Zones Visuals

Concept 2 is taught in *The Zones Digital Curriculum*.

Zones posters and visuals are accessible for all to reference. NOTE: This is not to be expected until.

0 = Not Yet (Insufficient)	1 = Proficient	2 = Exemplary
• Zones Visuals not yet present. • Visuals are placed in an area that cannot be easily seen/referenced by leaders or learners. • Clip chart/behavior management system with Zones colors is present, which misrepresents/undermines The Zones framework.	• Zones Visuals are posted. • Visuals are in a location that is easily referenced by leaders and learners. • Visuals are engaging for learners.	All in proficient, and: • Visuals are created in collaboration with learners. • Visuals are culturally and linguistically relevant, age appropriate, and reflective of learners. • Visuals incorporate accessible vocabulary and visual imagery. • Learners independently reference Zones Visuals and/or use them for non-verbal communication. • Visuals are referenced in conversations, discussions, and teachable moments.

3. Offer Zones Check-Ins

Learners and leaders have a system for noticing and communicating their Zone. Systems will vary according to the learner population. Remember, we *never* force others to check in but can provide alternative ways for them to communicate if/when ready. NOTE: This is not to be expected until **Concept 5** is taught in *The Zones Digital Curriculum*.

0 = Not Yet (Insufficient)	1 = Proficient	2 = Exemplary
• The Zones Check-In system is not yet present. • The check-in system is used incorrectly to monitor learner behavior. • The check-in system is used punitively (i.e., earning or losing points depending on Zone). • The check-in system exists but is not used often.	• The Zones Check-In system provides a non-verbal way to communicate one's Zone. • The check-in system is used at a scheduled time, such as when entering the setting. • Leaders participate in the check-in system and share as appropriate.	All in proficient, and: • Learners have agency to check in at both scheduled times *and* when they feel the need. • Staff model "owning your Zone" by publicly checking in, verbally and with the system. • Non-verbal check-in system is culturally and linguistically relevant, age appropriate, and reflective of learner population. • Learners show comfort with check-in system. • The check-in system is inclusive and accessible for all learners in the setting.

THE ZONES OF REGULATION

4. Easy Access to Regulation Tools

Learners and leaders have access and opportunities to use regulation tools within their setting. This can look like a "regulation station" of some type, basket of tools, or having toolbox visuals to remind learners of options. In the Zones Climate, using tools is the norm, not the exception. NOTE: This is not to be expected until **Concepts 7 and 8** are taught from *The Zones Digital Curriculum.*

0 = Not Yet (Insufficient) Not in place, misuse	1 = Proficient Basic elements	2 = Exemplary Inclusive, learner agency IN ADDITION to basic elements
• Access to regulation tools not yet present.	• All learners are taught how to use regulation tools.	All in proficient, and:
• Tools are only taught to and used by select learners.	• A few regulation tools are referenced/provided.	• Learners show comfort with using regulation tools.
• Learners need to leave their learning environment to access tools.	• Leaders prompt learners to use the regulation tools in a proactive manner.	• A variety of tools/strategies is available, including movement-based tools, sensory tools, mindfulness/breathing strategies, fidgets, cognitive strategies, etc.
• Regulation tools are provided without any instruction, modeling, or practice.	• A regulation area and/or a community toolbox is posted.	• Learners show agency and independence as they self-select to use their tools and the regulation station.
• No routines or expectations are set or maintained for use of tools (such as how to transition in and out of a regulation space).	• Learners are given opportunities to practice using tools when regulated.	• Learners have individualized toolboxes, and a community toolbox with ideas is posted.
• Use of a regulation area (or a tool) is commanded as a punitive measure or with a negative association.	• Expectations around tool use are taught (i.e., use as intended, transition after, time adherence, etc.).	• Leaders model using tools throughout the day and have their own toolbox visible for reference.
		• Learners use tools responsibly (i.e., use as intended, transition after, time adherence, etc.).

THE ZONES OF REGULATION

5. Use Zones Language

Leaders and learners use Zones terminology and language that promote regulation and wellness throughout the day. Examples: *"I'm feeling tired in the Blue Zone. Can anyone help me think of a tool to care for my Zone?" "I notice your body is moving really quickly. What Zone are you in?" "What tool did that character use to manage their Zone?"* NOTE: This is not to be expected until learners are given adequate time to explore and practice introductory Zones concepts.

0 = Not Yet (Insufficient) Not in place, misuse	1 = Proficient Basic elements	2 = Exemplary Inclusive, learner agency IN ADDITION to basic elements
• Zones–friendly language is not observed. • Leaders describe Zones based on outward behavior rather than internal state. • Leaders assign Zones to learners rather than asking or offering observations. • Misuse of The Zones framework, such as indicating that the Red Zone is the bad Zone or telling learners they need to get back to the Green Zone.	• Zones language is used during specific Zones lessons. • Zones language used in assigned SEL time such as in morning meeting, etc. • Zones language is being used in individual conversations with learners. • Leaders "own their Zone" and talk about their own feelings. • Zones language is used only by those providing instruction.	All in proficient, and: • Zones language is used throughout the day. • All adults in a setting are using Zones as common language. • Learners use Zones language both with and without prompting/framing. • Zones language and concepts are used in group discussions. • Leaders pair verbal with visual cues when referencing Zones. • References to Zones concepts are observed during academic instruction, such as within discussions about characters, current and historical events, etc.

THE **ZONES** OF REGULATION

BUILDING THE FOUNDATION FOR REGULATION: MY ACTIONS

DIRECTIONS: Reflect on the Think About and Actions/Strategies recommended in *Building the Foundation for Regulation* (pages 59–68). Identify your priorities and complete the boxes below for each practice.

	Notice or think about:	Action or strategy to try:
1. REGULATE YOURSELF		
2. BUILD RELATIONSHIPS		
3. CO-REGULATE WITH LEARNERS		
4. CULTIVATE INCLUSION		
5. MAKE SENSE OF BEHAVIOR		

THE **ZONES** OF REGULATION

LEADER REFLECTION ACTIVITY

IDENTIFYING THE
ZONES CLIMATE PRACTICES

DIRECTIONS: Re-read the The Zones Climate Classroom Vignette on page 68. Identify and list examples of how the classroom teacher integrated each of the Essential Elements of the Zones Climate into their setting.

1. Provide direct instruction and practice opportunities.

_____

2. Post Zones Visuals.

_____

3. Offer Zones Check-Ins.

_____

4. Make regulation tools accessible.

_____

5. Use Zones language.

Reflect: Mark examples you would like to try in your setting.

CONCEPT PLANNER

Concept	
Date Range	
# of Sessions	
Resources to Print	☐ Group Activity: ___ ☐ Group Activity: ___ ☐ Group Activity: ___
	☐ Geared Activity(ies): ___ ☐ Geared Activity(ies): ___ ☐ Geared Activity(ies): ___
	☐ Check for Learning ☐ Bridge ☐ Zones Visual(s) ☐ Check for Learning ☐ Bridge ☐ Zones Visual(s) ☐ Check for Learning ☐ Bridge ☐ Zones Visual(s)
Other Materials	
Vocabulary	
Differentiation Notes	
Progress through Concept (check as complete)	☐ Hook ☐ Core Lesson ☐ Group Activity ☐ Geared Activity ☐ Wrap-Up ☐ Check for Learning ☐ Distribute Bridge ☐ Hook ☐ Core Lesson ☐ Group Activity ☐ Geared Activity ☐ Wrap-Up ☐ Check for Learning ☐ Distribute Bridge ☐ Hook ☐ Core Lesson ☐ Group Activity ☐ Geared Activity ☐ Wrap-Up ☐ Check for Learning ☐ Distribute Bridge

THE **ZONES** OF REGULATION

SAMPLE INDIVIDUALIZED REGULATION GOALS

These are goal and objective ideas that can be adapted for Individualized Education Plans (IEPs), interventions, and treatment plans to accompany Zones of Regulation instruction. Please collaborate with the learner, caregivers, teacher, and other supportive adults to develop and adapt them as appropriate for each unique learner and setting. Keep in mind that IEP goals should be specific, measurable, achievable, relevant, and time-bound (SMART).

- [Learner] will increase emotional vocabulary as demonstrated by labeling emotions _____, _____, and _____ in self and others in _____ out of _____ opportunities.

- [Learner] will increase emotional vocabulary from _____ to _____ common feelings/emotions in _____ out of _____ opportunities.

- Given a check-in system and routine (such as a Zones Check-In), [Learner] will verbally or non-verbally identify and/or communicate their feelings using emotional vocabulary or naming system (Zone) in _____ out of _____ opportunities.

- [Learner] will name one or more body signals they experience in relation to at least four emotions (Zones) in _____ out of _____ opportunities.

- Given a situation, [Learner] can identify or explain at least two different perspectives of how others may feel in _____ out of _____ opportunities.

- [Learner] will identify at least _____ situations that are "triggers" or cause them to have uncomfortable or less regulated feelings in _____ out of _____ opportunities.

- [Learner] will demonstrate at least _____ regulation tools or strategies that they can use to manage their feelings in _____ out of _____ opportunities.

- [Learner] will identify at least _____ tools they find calming (Yellow Zone and Red Zone tools), _____ tools that help support their well-being (Green Zone tools), and _____ tools that help them re-energize (Blue Zone tools) in _____ out of _____ opportunities.

- Given visual/verbal prompting and access to regulation tools (Zones Toolbox), [Learner] will select and use a tool/strategy to regulate in a real-time situation in _____ out of _____ opportunities.

- [Learner] will identify at least one situation within the day/week in which they would have benefited from using a regulation tool in _____ out of _____ opportunities.

- [Learner] is able to pause or delay an impulse to think through options when faced with a problem or stressor in _____ out of _____ opportunities.

- Given a problem or triggering situation, [Learner] can identify and reflect on three or more options including using a regulation tool vs. not using a regulation tool in _____ out of _____ opportunities.

- [Learner] will identify at least one situation within the day/week in which they regulated successfully in _____ out of _____ opportunities.

- [Learner] can reflect on real-time situations when they did regulate vs. did not regulate and the impact it had on their outcomes and goals in _____ out of _____ opportunities.

ZONES IN THE HOME

Using The Zones of Regulation in home and residential settings can be beneficial for both learners and the adults who support them. The concepts found in *The Zones of Regulation Digital Curriculum* can be directly taught within a family unit or caregivers can support learners by creating a Zones Climate at home. In addition to the tips below, explore the Zones Bridge activities within the Digital Curriculum to help extend regulation skills into the home.

Here are some tips to support using The Zones in a home setting:

- Create a visual of the four Zones for the home. You may choose to incorporate pictures of family members (and pets) modeling various feelings for each Zone. (Concept 2)

- Use Zones Check-Ins on a regular basis to connect as a family. This can look like each family member having their name on a sticky note or clothespin and using the visual of the four Zones to check in by moving their sticky note or clothespin throughout the day. (Concept 5)

- Model using the visuals and the Zones language with all family members.

- When reading books or watching movies together, infuse Zones language into reflections on the characters' feelings, behaviors, and/or tools as they manage their Zones.

- Have a family discussion around tools for each Zone, putting together a family Zones Toolbox that can be displayed visually. In addition, put together a collection of objects that work as tools in a designated space for easy access by all. (Concepts 7 and 8)

- Explore tools that a young learner gravitates to in the home and community to personalize the learner's toolbox. Take pictures of the tools that a learner finds effective and add them to their Zones Toolbox visual. (Concepts 7 and 8)

- Try out a Tool of the Week by choosing a regulation tool or strategy to try each week as a family. Some examples are journaling, listening to music, going for a nature walk, eating a healthy snack, and taking screen breaks. Collect your favorite tools in a family Zones Toolbox. Check out our *Tools to Try Cards for Kids* and *Tools to Try Cards for Tweens & Teens* for ready-to-go tool ideas. (Concept 8)

- Build a comfort corner or regulation station by creating a place (or two) for kids and family members to go when they want to regulate. Choose a space that's comfortable and quiet, and include items such as stuffed animals, coloring books, fidgets, and books. Practice using your designated space a few times together. Caregivers can model behavior by using it themselves when they need a break.

- Tools can be reviewed and reinforced by making a book, video, or slideshow of the learner using their tools that the family can reference frequently with the learner when they are in a calm state.

- The family can work together to use tools, giving each other Tool Tickets and working together to accumulate a set amount to earn a special reward they decide on. (Concept 8)

- *The Zones of Regulation Storybook Set*, Zones apps, *Tools to Try* card decks, and *Navigating The Zones* game can be used to reinforce and explore Zones concepts.

- Family Game Night with games like UNO, Sorry!, and Twister can easily be turned into opportunities to practice and reinforce The Zones. Take turns naming an emotion or experience for each red-, yellow-, green-, or blue-colored Zone during game play.

MTSS/PBIS AND
ZONES OF REGULATION CROSSWALK

	Description	Zones of Regulation Instruction/ Interventions at Each Tier
TIER 1	MTSS: Core Programming PBIS: Universal Prevention Schoolwide programming and direct instruction in social, emotional, and behavioral competencies is provided for all learners. Instruction is proactive, preventive, and universal.	• Zones concepts are taught schoolwide in general education classrooms as positive, proactive instruction to promote regulation, wellness, and inclusion. • Zones of Regulation is used as a common language within the building by all staff and learners, including restorative and problem-solving discussions. • Zones Visuals are found throughout the building. • All learners and leaders are encouraged to participate in Zones Check-Ins as part of their daily routines. • A variety of regulation tools is accessible for both learners and leaders to use across settings. • Caregivers/families provide input and are provided information on The Zones of Regulation framework and how to carry over practices in the home/community.
TIER 2	MTSS: Supplemental Interventions PBIS: Targeted Prevention Interventions are targeted toward learners identified as "at-risk" or needing additional supplement to Tier 1 instruction. This may consist of small group, and/or targeted behavioral or mental health supports.	• Learners with like social, emotional, and/or behavioral goals are grouped for more frequent and targeted instruction of Zones of Regulation concepts. • Differentiated/adapted instruction of Zones content is provided, using the curriculum differentiation features and guidance, to match strengths, development, goals, and needs. • More opportunities to practice and apply Zones concepts are embedded throughout the day. • Increased access to individualized tools/strategies is provided. • Increased positive reinforcement around identifying feelings/Zones and using tools to regulate is provided. • Collaboration between home, community settings, and school is provided for consistent use of Zones of Regulation programming across settings.
TIER 3	MTSS: Intensive Intervention PBIS: Intensive, Individualized Prevention Intensified and individualized interventions and "wrap around" support is provided for learners needing additional supplements to both Tier 1 and Tier 2 supports.	• Individualized Zones of Regulation instruction and visual supports tailored to learner's strengths, development, and interests are provided. • More frequent exposure and/or 1:1 instruction and practice around Zones of Regulation concepts is provided. • Trained staff offer additional co-regulation supports. • Learners receive increased access to individualized tools/strategies, as well as frequent practice in using tools when in a calm state. • Increased positive reinforcement around identifying feelings/Zones and using tools to regulate is provided. • Increased consultation between home, school, and outside providers such as therapists is provided. • Individualized positive behavior support plans are developed to guide staff in supporting learner's regulation and well-being.

NOTE that learners receiving special education services have access to instructional support
in any tiers that apply to their unique skills, needs, and goals.

Resources: Multi-Level Prevention System | Center on Multi-Tiered Systems of Support (mtss4success.org) Center on PBIS (pbis.org)

THE ZONES
OF REGULATION

LEADER REFLECTION ACTIVITY

FOUNDATIONAL PLANNING

DIRECTIONS: Fill in these foundational planning steps as they relate to your site.

YOUR "WHY"
How is The Zones of Regulation going to benefit your setting?

LEADERSHIP TEAM AND SUPPORTIVE ADULTS
Who should be involved?

RESOURCES NEEDED
Include training, curriculum subscription, books, supplementary resources

REGULATION SELF-REFLECTION

PURPOSE: This is a self-assessment for individual learners that can be administered before and after implementation of *The Zones of Regulation® Digital Curriculum* to determine progress and guide instruction. Each item aligns to core concepts and practices taught in the curriculum as shown in the Concept Correlation Chart on this page. Use this tool to evaluate how well individual learners, as well as the whole group, have learned key Zones concepts and practices. When using as a whole group evaluation tool, compare the average score for the group before implementing the curriculum to the average score after implementation to evaluate growth. You can also look for patterns within individual items to guide instruction.

DIRECTIONS: Questions may be read independently, read aloud to a group, or asked one-on-one with learners. Learners may answer questions independently or with the help of an adult scribe. Have learners select one answer choice for each item. Share definitions of unfamiliar words with learners as needed.

IF SCORING THIS ASSESSMENT:

Example:

1   I can name, or identify, most of my feelings.   (NOT YET)   (SOMETIMES)   (ALWAYS)

Score each item as follows: 1 point   2 points   3 points

CONCEPT CORRELATION CHART

Item Number	Correlating Concept(s)
1	Concept 2
2	Concept 3
3	Concept 4
4	Concept 5
5	Concept 5
6	Concept 6
7	Concepts 7–8
8	Concepts 7–8
9	Concepts 7–8
10	Concept 8
11	Concept 9
12	Concept 10

THE **ZONES** OF REGULATION

REGULATION SELF-REFLECTION

Learner Name: _____

DIRECTIONS: Mark your choice for each statement.

1   I can name, or identify, most of my feelings.   (NOT YET) (SOMETIMES) (ALWAYS)

2   I notice how people around me are feeling.   (NOT YET) (SOMETIMES) (ALWAYS)

3   I notice the body signals or sensations that come with my emotions (such as a fast heartbeat).   (NOT YET) (SOMETIMES) (ALWAYS)

4   I am comfortable sharing my feelings with others.   (NOT YET) (SOMETIMES) (ALWAYS)

5   I notice when my feelings change during the day.   (NOT YET) (SOMETIMES) (ALWAYS)

6   I can name things that often bother me or make me feel uncomfortable (such as loud noises, changes in schedule, cutting in line).   (NOT YET) (SOMETIMES) (ALWAYS)

7   I know 2–3 tools or strategies I can use to calm down and feel more in control.   (NOT YET) (SOMETIMES) (ALWAYS)

8   I know 2–3 tools or strategies I can use to feel more awake, focused, or energetic.   (NOT YET) (SOMETIMES) (ALWAYS)

9   I know 2–3 tools or strategies I can use to keep feeling healthy and comfortable throughout the day.   (NOT YET) (SOMETIMES) (ALWAYS)

10   I am willing to try and practice new tools.   (NOT YET) (SOMETIMES) (ALWAYS)

11   I can pause and think about my choices when I'm having a problem.   (NOT YET) (SOMETIMES) (ALWAYS)

12   I use tools or strategies in the moment to help me with my feelings and behavior.   (NOT YET) (SOMETIMES) (ALWAYS)

DONE

For Teacher Only

Add the totals for each column and divide by 12.

SCORE _____

_____ (total number of tallies above)	_____ (total number of tallies above)	_____ (total number of tallies above)
× 1 =_____	× 2 =_____	× 3 =_____

LEARNING TARGET RUBRIC

PURPOSE AND DIRECTIONS: This tool assists you in monitoring and tracking a learner's progress, and in planning and pacing instruction of *The Zones of Regulation® Digital Curriculum*. Use observations, questions, and concept activities, in addition to the Check for Learning to gauge and rate a learner's understanding of the learning targets on the rubric.

NOTE: The goal of The Zones of Regulation is growth along each learner's developmental continuum, not "mastery" of each learning target; this will look different for each learner. Therefore, it's important to measure progress in terms of a learner's individual growth, rather than how they compare to a "norm" or age level.

0	1	2	3	4	5
No grasp of concept or targets taught. Can't demonstrate with maximal support.	Emerging awareness of concept. May be able to point out or provide examples in others to demonstrate understanding, but unable to demonstrate concept with maximal support or provide personal examples of concept.	Emerging awareness of concept. Learner can point out and provide personal meaningful examples of concept and can demonstrate by applying concept with maximum to moderate adult support/cueing.	Solid understanding of concept and can demonstrate by applying concept with moderate to minimal adult support and cueing.	Solid understanding of concept and can demonstrate by applying concept with minimal to no adult support and cueing.	Learner can demonstrate knowledge of the concept independently during real-time events. Learner can teach and model concept to others.

IF YOU RATE PROGRESS AT 0

Use adaptation suggestions within the Concept Guide, as well as Geared Activities, to further practice and reinforce this skill. If a learner's understanding remains at 0 over time, consider the appropriateness of the curriculum for this learner.

IF YOU RATE PROGRESS AT 1 OR 2

Spend more time teaching and give the learner opportunities to apply this concept before moving on to the next one. Explore concepts using alternative adaptation suggestions, Geared Activities, modeling media such as literature and video, and any additional outside resources that provide learner with further opportunity to explore content. Consider accessibility and any modifications that may be warranted.

IF YOU RATE PROGRESS AT 3, 4, OR 5

Continue to use the concept in context and apply in real time during teachable moments as they arise. Increase learner agency, enabling them to explore, communicate, and apply concepts their own way. Use your judgment to determine if the learner is ready to move on to a new concept or explore further. Spiral back to concepts over time, encouraging learner to build a deeper understanding.

LEARNING TARGET RUBRIC

Learner Name: _____

Zones Leader Name: _____　　　Instructional Date or Period: _____

Concept and Learning Target	Q1	Q2	Q3	Q4	Notes
C1: I can use the word "regulate" in a sentence.					
I can describe one or more ways a person may regulate themselves.					
C2: I can name and describe the four Zones of Regulation.					
I can sort, or categorize, feelings into the four Zones of Regulation.					
C3: I can connect my feelings and Zones with real-life situations.					
I can give an example of how people have different feelings and perspectives in a situation.					
C4: I can name at least one body signal I feel when I am in each Zone.					
I can explain how body signals, Zones, and emotions are all connected.					
C5: I can pause and do a Zones Check-In on my own or with others.					
With practice, I can check in when I am in each of the Zones: Red, Yellow, Green, Blue.					

THE ZONES
OF REGULATION

LEARNING TARGET RUBRIC

Concept and Learning Target	Q1	Q2	Q3	Q4	Notes
C6: I can notice and describe the situation around me (when, where, what, who).					
I can name at least two of my triggers and two of my sparks.					
C7: I can identify common regulation tools around me.					
I can use The Zones of Regulation to categorize regulation tools.					
C8: I can reflect on how a tool helps me regulate.					
I can share a helpful tool from each Zone in my toolbox.					
C9: I can pause to think about my options and goals before acting.					
I can decide if using a regulation tool will help in a situation.					
C10: I can use the Zones Pathway in real-time situations.					
Using the Zones Pathway, I can reflect on how my regulation is working for me.					

THE ZONES OF REGULATION

OBSERVING REGULATION COMPETENCIES

PURPOSE: Use this tool to evaluate learners' competencies in the key concepts taught in *The Zones of Regulation Digital Curriculum*. Each item correlates to core concepts and practices taught in the curriculum as shown in the Concept Correlation Chart on this page. You may choose to administer this inventory before and after intervention using *The Zones Digital Curriculum* or midway through as a way to monitor progress. This inventory does not have a scoring component; rather, results may be used to make decisions regarding progress of individuals or groups of learners and to guide instruction. You can also look for patterns within individual items to guide group instruction.

DIRECTIONS: This assessment tool should be completed by an adult who has an established positive relationship with the learner. Reflect on how the individual learner has exhibited each competency over a period of a couple of weeks, depending on the frequency of interaction/observation. If possible, use data such as learner anecdotal notes as a reference when completing this tool and consider completing it with other adults who regularly work with the learner. You may also prompt learners directly to reflect on specific question items, such as "How does your body feel when you're in the Blue Zone?"

CONCEPT CORRELATION CHART

Item Number	Correlating Concept(s)
1	Concept 2
2	Concept 3
3	Concept 3
4	Concept 4
5	Concept 5
6	Concept 5
7	Concept 6
8	Concepts 7–8
9	Concepts 7–8
10	Concepts 7–8
11	Concept 8
12	Concepts 9–10
13	Concept 10
14	Concept 10
15	Concepts 9–10

THE ZONES OF REGULATION

OBSERVING REGULATION COMPETENCIES

Learner Name: _____

Date Administered: _____

Administered by: _____

		1 Not Yet	2 Rarely	3 Some-times	4 Often	5 Always
1	Learner can identify a range of their emotions/feelings.					
2	Learner can predict how they might feel in a variety of situations (such as a class celebration, or when someone calls them a name).					
3	Learner notices and identifies others' feelings and perspectives.					
4	Learner can identify the body signals/sensations associated with different feelings (such as heart racing when upset, etc.).					
5	Learner communicates feelings with supportive adults.					
6	Learner is aware of how their feelings and energy levels fluctuate throughout the day.					
7	Learner can identify situations/conditions that are triggers or cause them to feel less regulated (such as loud noises, changes in schedule, cutting in line, etc.).					
8	Learner can identify and demonstrate a variety of regulation tools/strategies to help them calm down and feel in control (Yellow and Red Zone tools).					
9	Learner can identify and demonstrate a variety of regulation tools/strategies to help them feel more awake, focused, or energized (Blue Zone tools).					
10	Learner can identify and demonstrate a variety of regulation tools/strategies that can help them maintain their health, wellness, and comfort (Green Zone tools).					
11	Learner willingly practices and reflects on new regulation tools.					
12	Learner is able to delay an impulse in order to think through options when facing a problem or stressor.					
13	With prompting or support, learner uses tools/strategies to regulate.					
14	Learner can independently use tools/strategies to regulate.					
15	Learner can connect regulating their feelings and behaviors with positive outcomes, such as achieving goals.					

THE ZONES OF REGULATION

LEADER REFLECTION ACTIVITY

CONCEPT 1 PLANNER

DIRECTIONS: Refer to "Concept 1: What Is Regulation?" in *The Zones of Regulation® Digital Curriculum.* Use this planner to help orient and prepare you for instruction. Use the Concept Planner on page 15 to plan and track progress of concepts over time.

Concept	
Date Range	
# of Sessions	
Resources to Print	☐ Group Activity: ☐ Geared Activity(ies): ☐ Check for Learning ☐ Bridge ☐ Zones Visual(s)
Other Materials	
Vocabulary	
Differentiation Notes	
Progress through Concept (check as complete)	☐ Hook ☐ Wrap-Up ☐ Core Lesson ☐ Check for Learning ☐ Group Activity ☐ Distribute Bridge ☐ Geared Activity

DIGITAL CURRICULUM IMPLEMENTATION AND FIDELITY CHECKLIST

Name:_____ Date: _____ Setting (circle one): Whole class | Small group | Individual
Concept # Observed: _____

Use Part A and Part B to score implementation fidelity on *The Zones of Regulation® Digital Curriculum*; scoring details at the bottom. NOTE: Deep knowledge of The Zones of Regulation framework and Digital Curriculum are essential to observing for program fidelity.

PART A: OBSERVATION FORM

	NOT EVIDENT: 0	SOMEWHAT EVIDENT: 1	MOSTLY EVIDENT: 2	COMPLETELY EVIDENT: 3
QUALITY				
Leader facilitates active engagement and participation from learners, using strategies presented in the Concept Guide.				
Most learners are engaged in instruction (e.g., asking/answering questions, Pair & Share, participating in digital and hands-on activities).				
Leader models the use of Zones language and vocabulary throughout instruction.				
Leader adapts instruction for learners (development, age, neurology, culture, language, and life experiences). Circle adaptation(s) observed.				
Leader uses strategies such as questioning and observation throughout instruction (e.g., learner work, Pair & Share, discussions) to evaluate learner understanding.				
Leader normalizes a wide range of feelings in their setting (i.e., all feelings and Zones are okay).				
Leader co-regulates with learners using strategies (e.g., verbal and non-verbal Zones Check-Ins, prompting learners to use regulation tools, providing visual supports for communication, etc). Circle the co-regulation strategy(ies) observed.				
Leader has a Zones Check-In routine and system accessible to learners and supporting adults (after teaching Concept 5).				
Leader provides easy access to regulation tools and strategies and normalizes their use (after teaching Concepts 7, 8).				
ADHERENCE				
Leader is prepared to teach concept content: has prepared and reviewed instructional materials in advance of teaching this concept (e.g., printable handouts, Zones Visuals, Bridge, etc.).				
Leader posts relevant Zones Visuals in areas visible to learners.				

PART B: INTERVIEW

How many concepts in Digital Curriculum have you taught? _____

	NEVER: 0	RARELY: 1	OFTEN: 2	ALWAYS: 3
ADHERENCE				
Do you deliver instructional components in the recommended sequence (Hook, Core Lesson, Group Activity, Geared Activity, Wrap-Up)?				
Do you administer the Check for Learning (formative assessment) to learners?				
Do you distribute the Zones Bridge to family/caregivers and/or relevant partners?				
Do you use the data from the Check for Learning, or alternative provided in each Concept Guide, to evaluate learner understanding and inform further instruction?				
EXPOSURE				
Do you dedicate at least **40 minutes per week** to direct instruction of new Zones concepts and/or to reinforce concepts previously taught? *Note: The 40 minutes can be spread over the course of the week.*				
Do you reinforce Zones Concepts and apply them outside of direct instruction of the Zones curriculum?				
Are you teaching the concepts in *The Zones Digital Curriculum* in the sequence suggested?				

SCORING (54 TOTAL POINTS POSSIBLE)

High Fidelity = 43 points or more (> 80% +)
Moderate Fidelity (some improvement needed) = 32–42 points (60–79%)
Low Fidelity (significant improvement needed) = 31 points or less (<60%)

TOTAL PER CATEGORY				
TOTAL SCORE				