

Schoolwide Implementation: The Zones of Regulation

Webinar with Emily Walz
Trainer & Implementation Specialist

Learning Targets

- Describe **The Zones of Regulation framework and core principles** as it relates to a school setting
- Identify **universal practices** for implementing *The Zones of Regulation* within a classroom, school, and district setting
- Break down **implementation planning** into phases and actionable steps
- Design foundational components of their own **unique implementation plan**

Documents for your Training Day

All documents for the day are found on the password protected webpage for your training. The information is in your confirmation email. **Password: Zoneswebinar**

1. Agenda		4. Discount Flyer	
2. PPT Handouts		5. Certificate of attendance <small>(available at the end of the webinar)</small>	
3. Stop and Jot Notes and Implementation Planning Worksheet		6. Survey and Resource List <small>(email sent after the webinar)</small>	

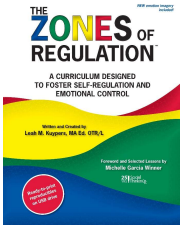
About Emily

- Zones of Regulation Implementation Specialist & Trainer
- Licensed Special Education Teacher (M.S.Ed- LD/EBD/DCD)
- 15 years teaching Special Education in public schools
- SEL coordinator & Zones Implementation Specialist
- Consults with Schools, Districts, Practitioners



Disclosures

Course Content Disclosure:
 This course will focus on primarily one product, methodology and curriculum, The Zones of Regulation® (2011) created by Leah Kuypers, published by Think Social Publishing.



Agenda

- Schoolwide Practices & Considerations
- 15 Minute Break
- Implementation Planning





THE ZONES OF REGULATION

FRAMEWORK & CURRICULUM

<p style="text-align: center; background-color: #008000; color: white; border-radius: 10px; display: inline-block; padding: 2px 10px;">What it IS</p>	<p style="text-align: center; background-color: #000080; color: white; border-radius: 10px; display: inline-block; padding: 2px 10px;">What it ISN'T</p>
<p>A proactive, skills-based approach</p> <p style="text-align: center;">A cognitive pathway to follow for regulation</p> <p style="text-align: center;">Flexes and adapts for most learners and settings</p>	<p>A behavior approach</p> <p style="text-align: center;">A discipline model or compliance driven</p> <p style="text-align: center;">A scripted curriculum only for younger learners</p>

Four ZONES describe WHAT WE ARE FEELING ON THE INSIDE

Emotions

Energy

Level of Alertness

Image © 2021 Think Social Publishing, Inc. Adapted from The Zones of Regulation 2-Storybook Set (2021), Kuypers & Sautter

The ZONES of Regulation™

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

© 2011 Think Social Publishing, Inc. All rights reserved. From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

The Zones of Regulation Pathway


Context and climate are factors within each step.

© The Zones of Regulation, 2021. All rights reserved. Do not reproduce.

Key Principles of The Zones of Regulation

- Zones are based on feelings, not behaviors.
- All the Zones are OK.
- The Zones helps us regulate toward our goals, not compliance.
- The Green Zone is not the goal.
- How we teach The Zones matters.

— All the —
ZONES
— are —
OK



Why is The Zones effective in schools?








Images: The Road to Regulation (Kuypers & Sautter, 2021, socialthinking.com)

- Neutral common language
- Moves us away from "good" and "bad" labels
- Helps students understand each other, empathy
- Reframes conversations about behavior
- Integrates best practices
- Helps facilitate inclusion

Social Emotion Learning (SEL) in Schools: The Research



Predictor of Future Outcomes:

- graduation
- employment
- college

Increased academic outcomes:

Average 13 pct. points

\$11 return on each \$1 invested in SEL (saving on intervention)

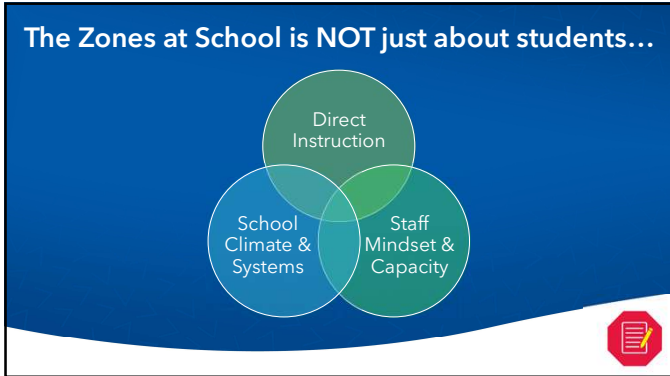
Decreased:

- conduct/behavior issues
- Emotional distress
- Substance use
- Involvement with criminal justice

Increased:

- Positive Attitudes
- Positive Social Behavior
- Positive Mental Health

Taylor, R.D., Oberle, E., DuRoi, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. *Child Development*, 88(6), 1166-1174. <https://doi.org/10.1111/cdev.12962>
 Raffield, C., Swetten, B., Kipp, A., Levin, N., Shind, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit Cost Analysis*, 6(3), 508-544. <https://doi.org/10.1017/bca.2015.15>
 Birmah, S. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 2283-2288. <https://doi.org/10.2196/ajph.2014.026326>



Adult Mindset Matters


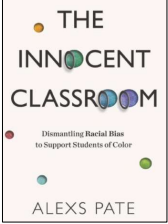
- Examine the LENS in which we view students social, emotional, behavioral differences
- Value emotional wellness over behavior management
- Value lens vs. deficit lens
- Open to trying new practices and techniques

"Kids do well if they can."
- Ross Greene

Relationships & Affirming Identities

- Intersectional identities: neurodiversity, LGBTQ+, cultural, racial, linguistic, etc
- Authentic relationships between staff, students and families
- Safe and supportive climate for all students, staff, families
- Engage and integrate student, family, community voice

The Innocent Classroom
Dismantling Racial Bias to Support Student of Color





"Essentially, the Innocent Classroom is a practical methodology for building active and functional relationships with each child in your classroom. The Innocent Classroom is a place where children are allowed to exist without the weight of negative stereotypes, iconography, and narratives that so profoundly affect their lives."

-Alexs Pate
innocentclassroom.com

SEL Climate Strategies

- Reflect on academic and behavioral outcomes, expectations, punitive measures through a critical equity lens
- Build proactive and positive practices
- Ensure all students are supported in expressing the full range of emotions
- Consider accessibility across settings and opportunities
- Create a culture of emotional wellness by modeling that all Zones are OK
- Create a culture where staff and students support each other in using tools to regulate their Zones




"[Schoolwide Zones] has helped our staff in understanding the needs of our students. It helps build empathy instead of frustration with our more challenging students. The Zones also create a conversation that is more hopeful and skill based instead of punishment based. I could go on and on...."

"School climate improved almost immediately."


"Increase in student and teacher empathy. More positive and healthy relationships between students and teachers. Common language for all humans who enter our school. A more calm and mindful environment."

**Impact Statements:
Schoolwide Zones
of Regulation Survey
(2020)**

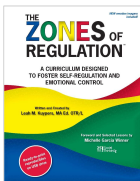


5 Universal Practices → **SCHOOLWIDE ZONES**

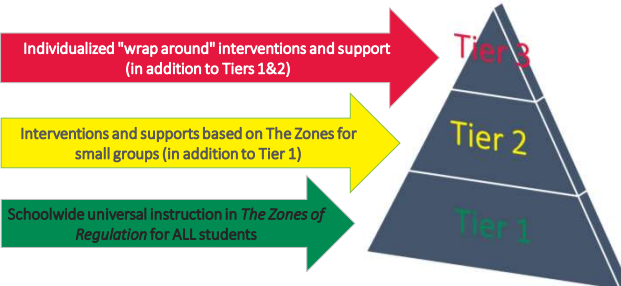
- 1 ALL students taught lessons from **The Zones of Regulation**® curriculum
- 2 Common Zones **visuals** across building
- 3 Common Zones **language** used by all staff in all settings
- 4 Regular opportunities for students & staff to **check-in** with their Zones
- 5 Easy access to Zones' **regulation tools** for students & staff



Universal Practice #1:
All students taught lessons from The Zones of Regulation Curriculum



What does Direct Instruction look like?

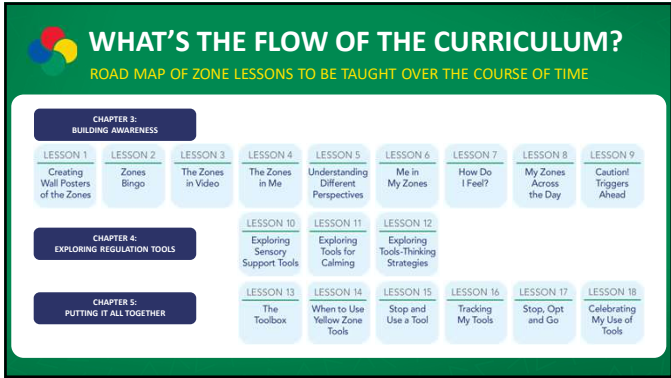


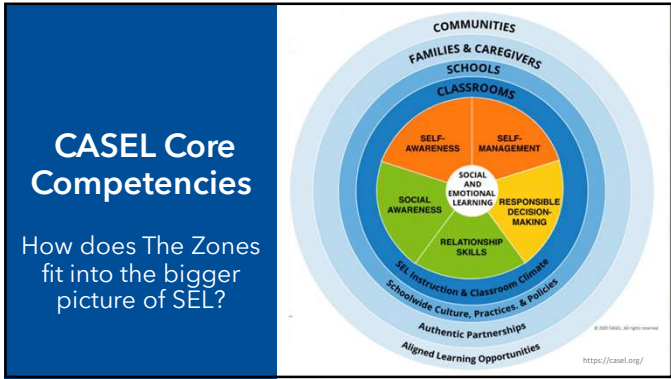
Individualized "wrap around" interventions and support (in addition to Tiers 1&2)

Interventions and supports based on The Zones for small groups (in addition to Tier 1)

Schoolwide universal instruction in *The Zones of Regulation* for ALL students

<https://www.pbis.org/>







Lesson Organization

EVERY LESSON INCLUDES:

- Overview and Goals
- Materials and Prep
- Lead-in for all ages
- Multiple Activities for different age groups (younger, older)
- Wrap-up
- Ways to Generalize Learning
- Additional Learning Activities
- Many Reproducible Visuals

Instructional Resource:

The Zones of Regulation 2-Storybook Set

Digital Version Available

Culturally Responsive & Inclusive Teaching Strategies for The Zones

- Use **IMAGERY** and **MEDIA** that is representative of and relevant to students
- Use **VISUAL SUPPORTS** to increase accessibility for students at all stages of language and cognitive development
- Discuss individual and cultural differences in perceiving and expressing feelings and behavior.
- Collaborate with students to create **SCENARIOS** for practice/role play that are relevant to their lives
- Do not force students to check-in with their Zone, especially in an elevated state
- Discuss nuances of context and societal bias when teaching expectations around behavior.

More info and PDF version of Equity Guide www.zonesofregulation.com/equity-in-act.html

Universal Practice #2:
Common Zones VISUALS across building

*Curriculum Lesson 1: Making Zones Posters, Road to Regulation Storybook

Sennett Middle School, Madison Public Schools

Differentiation & Adaptation

Consider:

- Age/developmental stage
- Language
- Accessibility
- Cultural relevance
- Interest areas

Best Practice: Make Visuals Together!

Sheridan Dual Language School, Minneapolis MN

Early Learners Pre-K/K/K



Image via Instagram: @sophes_cp_classroom

Horizontal lines for student response.

Secondary- Middle/High School

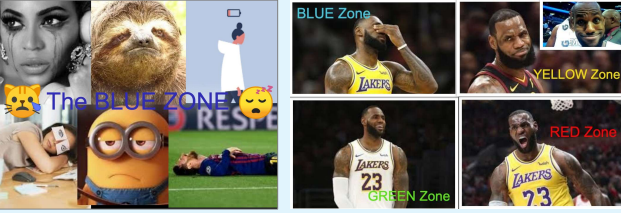
- WHAT ZONE ARE YOU IN?
RED ZONE: Angry/Frustrated, Tense/Anxious, Scared/Excited, Devastated, Panicked, Out of Control
YELLOW ZONE: Frustrated, Worried/Anxious, Embarrassed, Silly, Hesitant, Overwhelmed, Loss of Sense of Control
GREEN ZONE: Happy, Calm, Okay/Content, Focused, Proud, Relaxed
BLUE ZONE: Sad, Lonely, Tired/Overwhelmed, Bored, Depressed, Moving Slow



Made on wordart.com

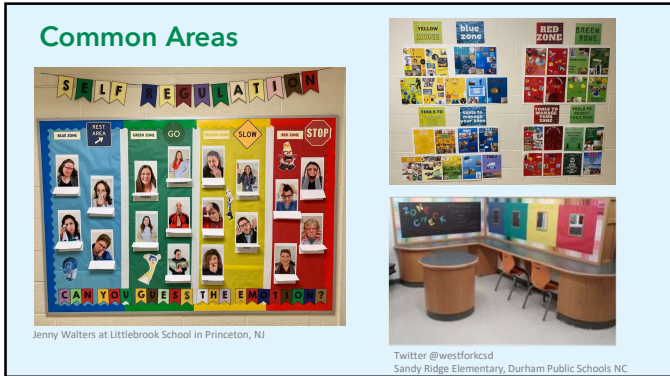
Horizontal lines for student response.

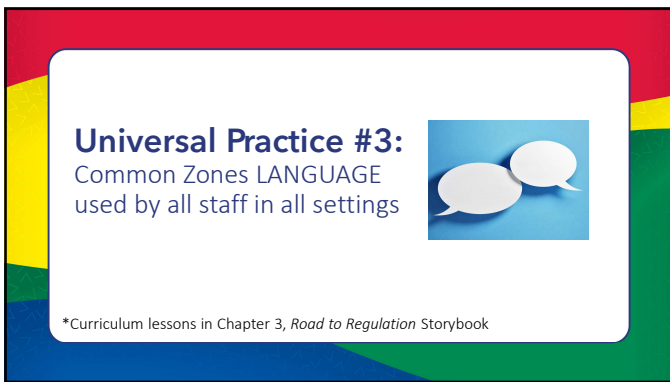
Picture Collage

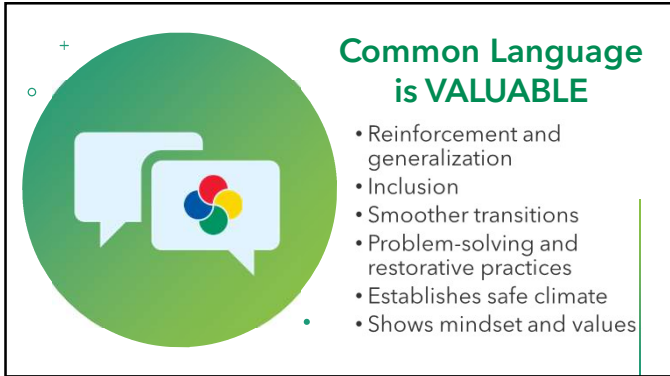


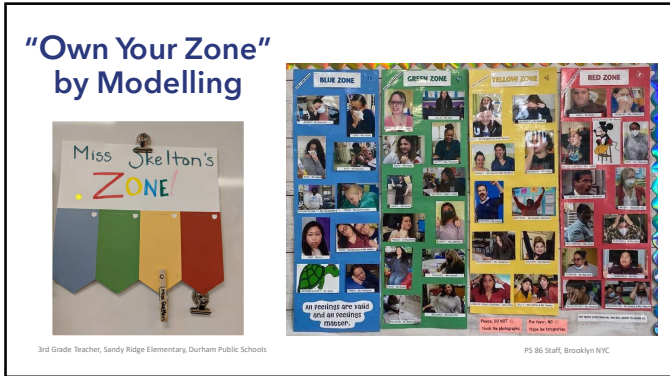
Made on Photocollage.com

Horizontal lines for student response.










ZONES FRIENDLY LANGUAGE	
INSTEAD OF...	TRY...
"You need to calm down."	(Your Example)
"It's too loud in here."	"The noise in here is making ME feel like I'm in the Yellow/Red Zone, and it's hard for me to think. Can you help me take a deep breath to manage my Zone?"
"You need to take a break."	"It looks like you might be in the _____ zone. Do you want to try a tool?"
"You are losing points/getting clipped up on our level system."	"Let's check in with The Zones. How are you feeling?"
"Don't worry about that."	"How could you take care of your Zone to help with this feeling?"
"You need to get back to the Green Zone."	"I wonder if a tool might help you focus on _____ right now?"

Universal Practice #4:
Regular opportunities for students & staff to CHECK-IN with their Zones



*Curriculum end of Chapter 3 (pg. 96-101), Road to Regulation Storybook

Check-in Basics:

DOs:

- DO** model first by "owning your Zone" and checking in with all of your Zones to establish a safe climate that values all feelings.
- DO** use a Zones check-in as a non judgmental communication strategy, reinforcing that ALL ZONES ARE OK.
- DO** consider that checking in can feel hard for some learners due to self-awareness, their sense of safety and comfort in the situation.
- 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?"
- DO** check-ins throughout the day to allow for self-reflection in all of The Zones.

DON'Ts:

- DON'T** make checking in one-sided just for learners. We all experience all of the Zones.
- DON'T** connect a Zones check-in to a compliance or punitive system. Remember: The Zones is not a behavior management system; there should not be rewards or punishments for being in any Zone.
- DON'T** force someone to check in. It is crucial to respect the autonomy of each unique individual.
- DON'T** label somebody's Zone for them. This can lead to misunderstanding and misinterpretation.
- DON'T** only use Zones check-ins during challenging moments.

Classroom Zones Check-In Systems

L: Hale Mason Crest Elementary- Fairfax Co VA, R: Mel Taylor @MYISMagic

Classroom Check-Ins

Boys and Girls Club of Sonoma County, CA

Caitlyn Welsh- Waterloo Catholic District Board

Group Check-ins

Sandy Ridge Elementary, Durham Public Schools, NC
Carin Stroncak, Brookwood Elementary Hillsboro, OR

Kelly Nakashima, Armatage Elementary, MN

Adapt Zones Check-ins for Tweens & Teens

- Use discreet check-in systems- remember to NOT force students to check-in
- Students may not want to do a public check-in, think of alternative such as journaling etc.
- Non-verbal check-in during a mindful moment- "body scan"
- Integrate technology

My Zones Check-in

Let's check in about how you are today!

Hi! What ZONE are you in right now? *

Blue

Cool
Calm
Focused
Moving Slow

Green

Happy
Calm
Focusing
Relaxed

Yellow

Excited
Silly/Wiggly
Energetic
Lots of Some Control

Red

Mad/Annoyed
Cranked
Frustrated
Out of Control

No Thanks

GoogleForms Check-in

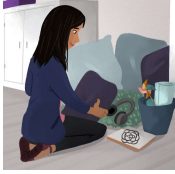
What is one TOOL you can use to take care of your Zone today? *

- Talk to a friend
- Draw a picture
- Listen to music
- Drink lots of water
- Stretch
- Dance
- Eat healthy food
- Run
- Write a note to someone or journal
- Smile and laugh
- Help someone
- Jumping jacks
- Deep breaths
- Play a game
- Other

Is there anything else you want to talk about today? *

Your answer

Universal Practice #5:
 Easy access to Zones' REGULATION TOOLS for students & staff

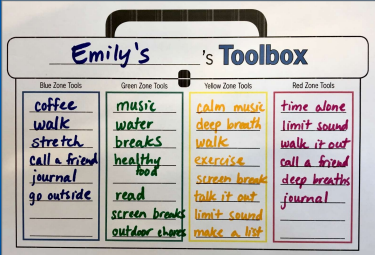


*Curriculum Ch. 4: Lessons 10-12, Ch. 5: Lessons 13-18
 The Regulation Station Storybook

What is a Zones Tool?

Any practice or strategy that helps us:

- Regulate and meet goals
- Do our jobs/tasks
- Support our sense of wellbeing



Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
coffee	music	calm music	time alone
walk	water	deep breath	limit sound
stretch	breaks	walk	walk it out
call a friend	healthy food	exercise	call a friend
journal	read	screen break	sleep breaths
go outside	screen break	talk it out	journal
	outdoor chores	make a list	

Instructional Resource: Tools to Try Cards




ELEMENTARY/PRIMARY **TWEENS & TEENS**

Regulation Stations- Accessible Zones Tools

- Non-punitive
- Zones visual/visual cuing
- Tools for ANY Zone: sensory, regulation, movement, mindfulness, connection
- Reduced sensory demands
- Timer, time limits
- Privacy & comfort
- Teach routine with intention



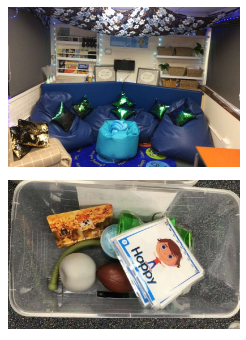
THE ZONES OF REGULATION
Best Practices for Adding a "Regulation Station" to your Classroom



Evidence for introducing a Regulation Station into your classroom:

- Regulation Station: A designated area in the classroom where students can go to regulate their emotions and self-calibrate when they are feeling overwhelmed or stressed.
- Self-regulation: The ability to manage one's own emotions, thoughts, and behaviors in a way that is appropriate to the situation.
- Social-emotional learning (SEL): The process of acquiring and using skills to recognize, understand, and manage emotions; set and achieve positive goals and feelings; and establish and maintain positive relationships.
- Mindfulness: The practice of paying attention to the present moment with an attitude of openness, curiosity, and non-judgment.
- Sensory diet: A collection of activities designed to provide the sensory input that an individual needs to function at their best.
- Deep breathing: A simple technique for calming the mind and body.
- Counting: A simple technique for focusing the mind and reducing stress.
- Visualization: The process of creating a mental image of a desired outcome or a peaceful scene.
- Music: Listening to calming music can help reduce stress and improve mood.
- Journaling: Writing down thoughts and feelings can help clarify emotions and reduce stress.
- Physical activity: Engaging in physical activity can help release stress and improve mood.
- Social support: Talking to a friend or family member about feelings can help reduce stress and improve mood.

Regulation Station Examples

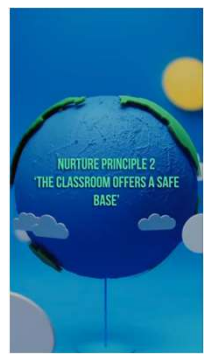




Ponderosa Elementary-Billings MT, Move Mindfully Hale Elementary, Minneapolis Public, Antietam Elementary, VA

Zooming In

"Safe Spaces" at Pinkie St Peter's Primary School, Musselburgh, UK

Music credit: "Happy" by Pharrell Williams
*We do not own the rights to the music in this video.



Virtual Calming Tools

example: <https://www.district196.org/about/calm-room>

Virtual Calming Room

Sometimes life can be overwhelming and it can lead to such through difficult times. This Virtual Calming Room was designed to assist in identifying different strategies for managing emotions. We have these tools with several helpful activities and practices for when life gets tough.

Disclaimer: The following links are purely for educational purposes and are not intended as psychological interventions or as a substitute for psychological treatment. If you are in need of psychological help you should seek the consultation of a licensed mental health professional.

Credit: Minnesota Indep. School District 196:

Individualized Tools

Zones Rooms/Sensory Spaces

- Non-punitive
- Reduced, increased sensory input
- Scheduled, unscheduled

Chad Jackson, Ponderosa Elementary (Billings, MT), Nate Brinkley, East Elementary, Jennifer Gilles, Crestwood Primary School

What about School Discipline?

The Zones is NOT a behavior or discipline model.

"Ditch the Clip"

- Use Zones check-in, co-regulation support, access to tools as the foundation of classroom management plans.

Restorative Practice/Restorative Justice

- Call on common language to facilitate restorative/problem-solving conversations and circles.

Positive Behavior Support Plans

- Use common language and communication preferences, triggers, preferred/effective tools and strategies.

Red Zone/Crisis Tips

- NOT the time to teach new skills
- De-escalation training and strategies
- Don't force students to check-in with their Zone
- Use YOUR tools
- Use Zones language taught during restorative conversations/processing later



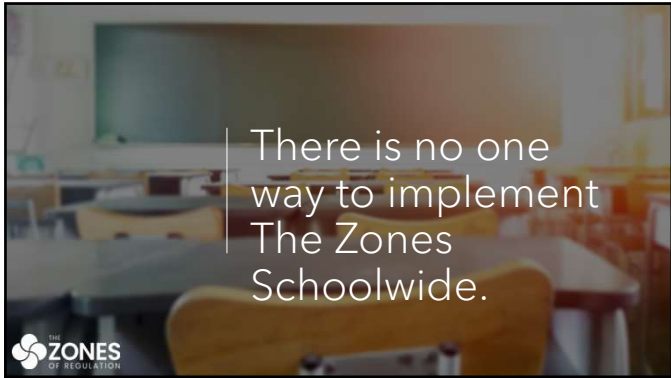
Based on Restorative Justice and Practice: <https://www.irp.edu/>, <https://www.irp.edu/gdtr/>
Elementary Durham NC


Agenda

Schoolwide Practices & Considerations

15 Minute Break

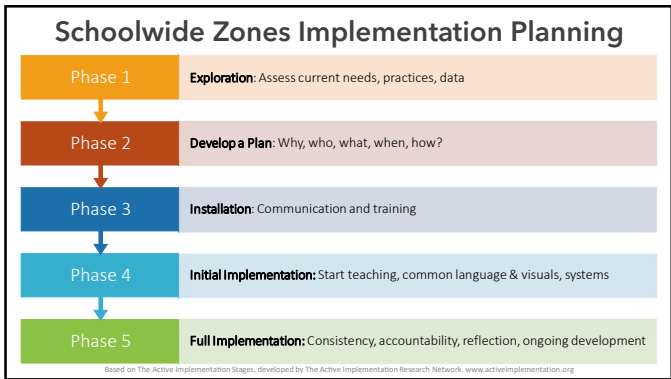
Implementation Planning





**Before Beginning:
Leadership Team of
"Champions"**

- Administrators
- Counselors/social workers
- Teachers
- Support staff
- Mental health practitioners
- Behaviorists
- PBIS & MTSS teams
- Special education staff
- Therapists- OT, SLPs, PT
- Familiar with Zones



The screenshot shows two documents from the Zones of Regulation website. The left document is titled 'Keys to Successful Schoolwide Implementation of The Zones of Regulation' and lists suggested phases of implementation. The right document is titled 'SCHOOLWIDE ZONES OF REGULATION: Top 10 Do's and Don'ts' and lists specific guidelines for implementation. A green arrow points from the text 'Free Schoolwide Zones Resources on Website' to the URL below.

Free Schoolwide Zones Resources on Website


<https://www.zonesofregulation.com/schoolwide-implementation.html>

IMPLEMENTATION PHASE 1: Exploration


- Assess Students' Needs: What do we SEE?
- Data Dive: *surveys, historical behavior data, screeners, etc.*
- What is unique about our school site? Considerations specific to our student/staff population?

- Assess current state of SEL: *What do we already have in place? What IS and ISN'T Working?*
- Communicate with stakeholders
- Review *The Zones of Regulation* curriculum
- Attend official training


IMPLEMENTATION PHASE 2: DEVELOPMENT
Foundational Planning



- Establish your **WHY**
- Define roles on leadership team
- Plan and budget for Resources:
 - The Zones Curriculum and supplementary resources
 - Training
 - Regulation tools and supports, color copies, lamination, etc




IMPLEMENTATION PHASE 2: DEVELOPMENT
Develop a Plan



- WHO** is directly teaching?
- WHICH** lessons/objectives?
- WHEN** will lessons be taught?
- HOW** to integrate into content areas?
- HOW** to support implementation and accountability?
- HOW** to connect with families & caregivers?

What does instruction look like?
 Elementary and Early Childhood

- Morning/Afternoon Meeting
- Circle Time
- Guest Lessons
- Specialist/Content Class



Middle & High School (Secondary)



- Advisory/Homeroom Period
- Unit in Study Skills
- Unit in Health or Wellness Class
- Guest Lessons in Content Class

Instructional Pacing Varies



- Burst at Beginning of year, Mid-year
- Once a Week
- Once a Month
- Bi-Weekly
- Quarterly Burst
- Your Students' Pace

Schoolwide Zones of Regulation IMPLEMENTATION PLANNING WORKSHEET

This worksheet is designed to be used in tandem with the Schoolwide Zones of Regulation Implementation Guide. Please note that easy access to The Zones of Regulation Curriculum is essential to implementation, as well as training for leadership teams and instructional staff.

DATE RANGE					
GOALS					
SYSTEMS					
STAFF TRAINING & SUPPORT					
LESSONS/CONTENT TO COVER					
MATERIALS NEEDED:					

THE ZONES OF REGULATION



Creating Your Unique Plan

Schoolwide Implementation Training Handout

Schoolwide Zones of Regulation Implementation Phases				
Phase 0 - Preparing for School-wide Implementation	Phase 1 - Establish Common Language	Phase 2 - Daily Zones Check-in	Phase 3 - Tools and Strategies	Technology Integration
Activities/Chapters: Ch. 1 - Get Ready Ch. 2 - Get Set	Lessons: 1 - Intro (Instructor)* 2 - Bingo (Teacher) 3 - Zones in Video (Teacher)	Lessons: 6 - Me and my Zones (teacher) primary 8 - My Zones Across the Day (teacher) intermediate	Lessons: 10 - Exploring Sensory Support Tools (Teacher) 11 - Exploring tools for Calming (Instructor) 12 - Exploring Tools: Thinking Strategies (Instructor) <ul style="list-style-type: none"> - Size of the Problem 	Elementary School: _____ _____ Middle School: _____ _____ _____ _____ _____ _____ _____ _____ _____
Goals: 1 School-wide understanding of the goals of Zones of Regulation (zones, materials, scope and sequence of lessons, process of implementation, timeline)	Goals: 1) Hang Zones posters in schools 2) Teach overview of each Zone (journey) 3) All adults model and use language 4) Start to use language with students	Goals: 1) Each student will check in and identify which zone they are in at least 3 times a day 2) Staff will check in with flex and consistent focus on welcome 3) Create calming toolboxes (google, maps, stations, etc.)	Goals: 1) Teach zone-specific strategies and tools 2) Provide students access to tools and strategies 3) All adults model and use tools and strategies 4) Embed language, tools, and strategies in conflict-resolution school-wide	Grade level topics for discussion: 1) Kindergarten Intro to zones 2) L1:1 3) L1:2 4) 3rd growth mindset intro 5) Self-advocacy intro 6) Perspective-taking 7) 7th:1 8) Goal setting
Materials/Procedures: Materials if needed Contact VSAF coach	Materials/Procedures: Universal check-in LINK - Data collection system for student check-in Staff available for check-in	Materials/Procedures: Universal check-in LINK - Data collection system for student check-in Staff available for check-in	Materials/Procedures: -Procedure to access -Calming tool -reinforcement of strategy use	

Zooming In			
Date Range	Week 1 - 3 (09 - 02/04) BOOST CAMP	Week 4 - 7 (02/7 - 10/20)	Week 8-11 (10/25 - 12/22)
Goals:	Teach/Review the Zones Set-up check-in system Consistency among staff Parent Communication	Introduction of the Tools in a Binding book, naming strategies & sensory support Teach "top of the week" up until week 13	Expected/Unexpected Behaviors Calming tool instruction/ review
Systems:	<ul style="list-style-type: none"> • Zones visual in every classroom • Check-in boards • Send parent letter home 	<ul style="list-style-type: none"> • Include mind/ness in all • Top table in your space • Modeling/practicing continuously 	<ul style="list-style-type: none"> • Creating a common language • Bringing and modeling expected behaviors • Sharing thoughts about others behavior
Staff Training & Support:	<ul style="list-style-type: none"> • Review expectations • Plan the year • Provide Visual SENSE Parent Letter 	<ul style="list-style-type: none"> • Individualize sensory supports/needs as needed 	As Needed
Lessons/Content to cover:	REQUIRED: <ul style="list-style-type: none"> • Lesson 1: Create visual cards • Lesson 2: Video • Create Check-in signs 96-100 OPTIONAL: <ul style="list-style-type: none"> • Lesson 2: Bingo • Lesson 4: Zones in Life 	REQUIRED: <ul style="list-style-type: none"> • Lesson 10 • Lesson 11: Use flex with teaching strategies (Hug) • Lesson 12: Size of the Problem & Inner Coach OPTIONAL: <ul style="list-style-type: none"> • Rock Plan Brain • Zones Check-in Home Resources • Supplement Size of the Problem Lesson 	REQUIRED: <ul style="list-style-type: none"> • Chapter 3: Expected and Unexpected Behaviors OPTIONAL: <ul style="list-style-type: none"> • Our Behavior Inside the Feelings of Those Around Us • Good Thoughts vs. Uncomfortable Thoughts
Materials needed:	<ul style="list-style-type: none"> • Reproducible C-D-E • Labels 100/100 • Signs - Zones Library • Picture books for 	<ul style="list-style-type: none"> • Reproducible D • Reproducible E but can be flexible with breathing strategies 	<ul style="list-style-type: none"> • Zones from Zones Library



Layering The Zones with other SEL curriculum?

- Utilize common language, universal practices, The Zones culture as foundation
- Assess strengths, overlaps, and unique characteristics of both
- Determine pacing within implementation

IMPLEMENTATION PHASE 3: Installation (communication & training)

Staff Training:


- The "WHY" and Buy-in
- Mindset- regulation lens vs. behavior lens
- The Zones framework and core tenets
- Overview of core lessons/concepts
- Universal practices
- YOUR PLAN: Pacing, instruction, timelines, etc



A Closer Look at Buy-In



- WHY do students need regulation?
- Use DATA and VISION for students
- Address insecurity and "initiative fatigue"
- Make it easily accessible by providing materials and scaffolded support
- Slow and steady, may have pilot classrooms
- Prioritize staff wellness by integrating into staff culture
- Celebrate small victories





Mason Crest Elementary,
Fairfax County Public Schools,
VA

Social Emotional Planning Notes



Findlays during science/social studies
Resource: <https://www.zonesofregulation.com/distance-learning-resources.html>

Week of	Lesson Topic	Lesson Ideas	Books	Teacher Language	Notes
Sept. 10	Intro to Zones	https://docs.google.com/presentation/d/1S5W0gq3h2uJzP7iUjLzC5Uv8eAUF95Q3l0WvVj79UbcI4f6I9eNId_gj2v8D5d2EiU_0_06 youtube.com/watch?v=UjK4yUjFvR5S&t=14s			Identify life, work citizen skills that align with Zones lessons and create I can statements Fe

Address Common Barriers/Challenges

- "I don't have time for another thing."
- "Aren't we giving kids excuses for their behavior?"
- "My students can't use tools safely."
- "My students will stay in the "calm corner" all day."
- "This is too immature for my students."

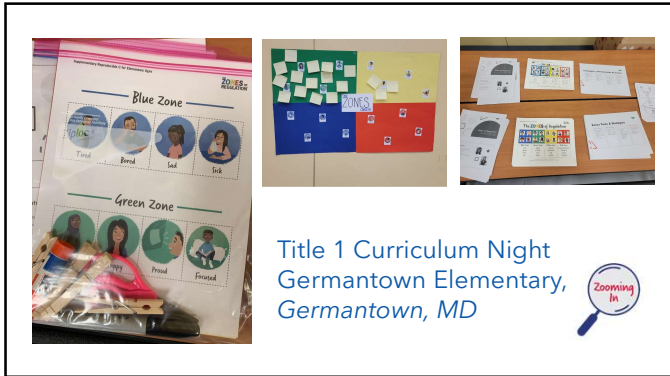
IMPLEMENTATION PHASE 4: Initial Implementation

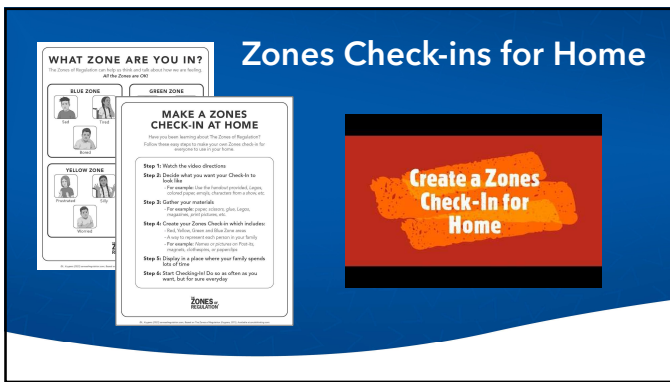
- **START TEACHING!**
- Connect with families/caregivers
- Leadership team: coaching and support
- Start common language and visuals across school
- Some schools- Assembly to intro Zones

Involving Families & Caregivers

- Website, newsletters, social media
- Parent-teacher conferences
- Curriculum nights
- Assemblies
- Activities for home







IMPLEMENTATION PHASE 5: Full Implementation

- All teachers and support staff using The Zones
- Monitor implementation: walk-throughs, teacher surveys, student surveys, schoolwide data, etc
- Review/revise implementation plan and resources
- Leadership team: push into team/department meetings, review data, make adjustments
- Open discussions and support at staff meetings
- Ongoing training opportunities

Integrate The Zones into Academics

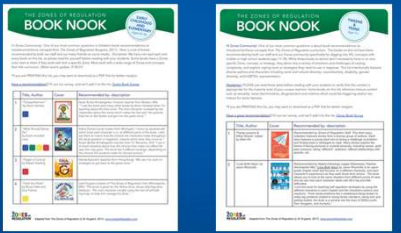
- **Math:** Data collection, graphing, data-based decisions
- **Reading/Writing:** Literature, Poetry, Journaling
- **Social Studies:** Use Zones to empathize with historical figures, understand current events
- **Science:** Physiology, how our brain and bodies work together, stress response



Credit: L-Mel Taylor @MYISMagic.

The Zones Book Nooks- Elementary & Secondary

<https://www.zonesofregulation.com/zones-book-nook.html>



Integrating into Specialists/Electives

- Visual unique to subject matter
- Check-in system for transitions
- Regulation tools available, systematically taught
- Use common language
- **Most important:** Highlight how we can use the arts, movement to express and take care of our Zones



See Kristine Tardy Art Teacher on Twitter @tkbeck3rdgrade teacher using Pinterest Huff Post article: What is a Sensory Path? Sheridan: Dual language school blog

Sustainability Planning		Year 1	Year 2 & Beyond
TRAINING		<ul style="list-style-type: none"> Initial Training for ALL Staff 	<ul style="list-style-type: none"> Review Training for ALL Staff, focus on extended concepts Initial Training for NEW Staff
TEACH		<ul style="list-style-type: none"> Key Concepts to ALL Students 	<ul style="list-style-type: none"> Review Key Concept Lessons Extended concepts, break up by grade/age levels
SYSTEMS & VISUALS		<ul style="list-style-type: none"> Common Language Across Building Visuals in Every Classroom, Common Areas Check-in Systems in Every Classroom 	<ul style="list-style-type: none"> Use in Problem-Solving/Restorative Practices Integrate into Academic Instruction, Specialists Maintain Systems and Visuals from Year 1
COLLECT DATA		<ul style="list-style-type: none"> Consistency in Instruction for Teachers Schoolwide Disciplinary Data 	<ul style="list-style-type: none"> Consistency in Instruction for Teachers Student Understanding Schoolwide Disciplinary Data

School Spotlights- Implementation Stories
www.zonesofregulation.com/blog

Rudense Elementary School
 Shifting School Climate Using Common Language

Ridge Crest Elementary
 A Whole Staff Approach to SEL


Sustainability Planning: Consistency & Accountability

Hold each other accountable:

- Checklists
- Walk-throughs
- Team meetings
- Teacher surveys
- Targeted coaching- collaborative teaching
- Zones Implementation & Fidelity Checklist

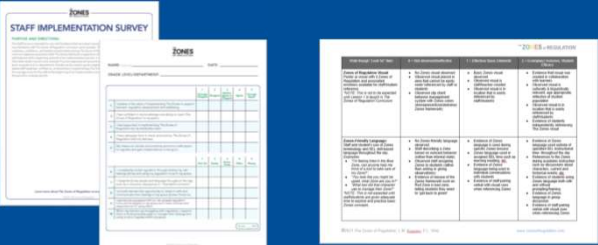
Consistency, Support, Data Collection

How do we know it's working?
Data Collection Methods



*School Walk-throughs	*SEL Screeners
Schoolwide behavioral or disciplinary data	*Pre-Post Surveys & Inventories
Facilitator & staff surveys, questionnaires	Climate surveys- staff, student, family


Data Collection Tools



Staff Implementation Survey School Walkthrough Rubric

Implementation & Fidelity Checklist

- Gives Guidance for General Education and Special Education Settings
- Rubric to evaluate instruction/teaching methods: breaks down into Preparation, Structure, Facilitation, Evaluation



SEL Screeners

Can be used to:

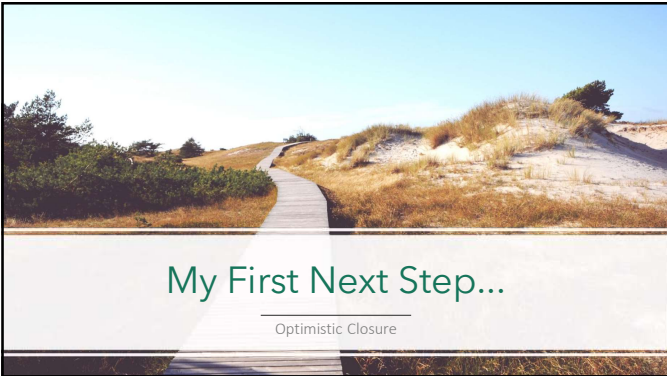
- Identify students needing SEL interventions
- Identify areas of focus for Tier-1
- Create and monitor schoolwide SEL goals
- Identify staff and/or grade levels needing support
- **Use this data as just 1 component of overall SEL data collection, combined with attendance, disciplinary, survey, and observational data*

Common SEL Screeners:
 DESSA-mini
 Panorama
 SSIS
 SAEBRS

Informal Data Collection with Students

- Questionnaires
- Check-in/check-out with reflection
- Student self-monitoring
- Observations
- Skill-related tasks:
 - Sorting, matching, describing Zones
 - Identifying personal tools for each Zone
 - Creating skits, videos, brochures, etc







Customized Consulting

- Discussion, Q&A session
- Implementation planning, trouble-shooting, etc.
- Web-based via Zoom
- Ongoing Consulting Available



SUPPLEMENTARY ZONES RESOURCES



Navigating the Zones
Game & Extension Pack



Tools to Try Cards for
Kids, Tweens & Teens



THE ROAD TO
REGULATION
2-Storybook Set



Posters

Available at socialthinking.com 

ZONES OF REGULATION APPS

EXPLORING EMOTIONS



Explore Emotions in
Simulated Environments

THE ZONES OF REGULATION



SEVERAL TEACHING METHODS






FREE ZONES RESOURCES
zonesofregulation.com

Zones Book Nook
 Supplementary Visuals
 Schoolwide Docs

Stay in touch with us!

SIGN UP FOR OUR NEWSLETTER
 FOLLOW US ON SOCIAL MEDIA

FOR OFFICIAL TRAINING AND RESOURCES VISIT:
ZonesOfRegulation.com

**QUESTIONS:
 WHAT DO YOU WONDER?**

Please put questions in the Q&A for best visibility.

SCAN FOR OUR SURVEY
