A Feasibility Study of The Zones of Regulation® curriculum as part of Tier I MTSS
Erin McQuaid, MS, OTRL, CAPS
Brookline Public School
BSOT Tufts University

Abstract

Current study explores feasibility for implementing The Zones of Regulation® curriculum in a general education classroom as part of pro-active Multi-Tiered System of Support (MTSS) at Tier I. Conducted from wellness/prevention standpoint. Author determined feasibility for replication of study design for eventual carryover to other general education classrooms. Aim to explore feasibility of systems approach. Results indicate that intervention may be feasible to replicate in a general education classroom as part of MTSS. Survey data indicated intervention as presented was also effective. Students overall scores improved on the Adapted Zones survey in a statistically significant manner from pre to post intervention (p < .01) with medium effect. Using the DESSA-Mini teacher questionnaire, social emotional competencies demonstrated group improvements that were statistically significant (p < .01) from pre to post intervention with smaller effect. Qualitative data analysis revealed the following themes: Collaboration and consultation, Group size for discussion/Student Engagement, Time commitment, and Adaptations to Enhance Overall Feasibility.

Purpose

The current project is to assess the feasibility of The Zones of Regulation® Curriculum in a classroom of 4th grade students at a public elementary school. Specifically, study aims to answer 3 research questions:

1. What is the feasibility of the implementation of The Zones of Regulation® curriculum in a 4th grade classroom as part of general education?
2. What is the perception of a 4th grade teacher regarding the feasibility of implementing The Zones of Regulation® curriculum on a whole class level?
3. What, if any, improvements are perceived by students involved in the curriculum to the areas of self-awareness, knowledge, and application?

Results cont.

• Results indicate that with a few changes to methodology study design & The Zones of Regulation® intervention may be feasible to replicate in a general education classroom as part of a Multi-Tiered System of Support.
• Results of The Zones Survey & DESSA-MINI indicated that intervention presented in current study was effective in this particular setting at the time of the study.
• The COSA was not found to be sensitive to change.
• As study’s main purpose was to determine feasibility of implementing The Zones of Regulation® using a whole class approach results should be viewed with caution.

Limitations of Study

• Small sample size
• Zones Survey psychometric properties unstudied
• Possible Participatory Bias (Teacher & OT)
• Social Desirability of Self-Report Measures

Future Direction

• Repeat study with 7 lessons next year with same teacher
• Change methodology within sessions to include initial whole class mini-lesson followed by more time in small group within lesson
• Deliver same concept across 2 shorter sessions built into daily schedule (e.g. morning meeting)
• Allow at least 40 minutes for sessions exploring tools
• Repeat use of data collection methods
• Further analyze The Zones Survey to determine responsiveness, reliability, & validity & analyze change at item level
• Repeat use of the DESSA-Mini informing teacher of length of time required
• Consider elimination use of COSA from study design due to questionable fit with constructs being measured which will decrease burden on children, teacher, & investigator

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