

LEARNER SELF-REFLECTION

PURPOSE:

This is a self-assessment for individual learners that can be administered before and after implementation of *The Zones of Regulation* curriculum to determine progress and guide instruction. Each item (or question) correlates to core concepts and practices taught in the curriculum as shown on the right. Use this tool to evaluate how well individual learners, as well as the whole class, have learned key concepts and practices from *The Zones of Regulation*. When using as a whole class evaluation tool, compare the average score for the class before implementing the curriculum to the average score after implementation to evaluate growth. You can also look for patterns within individual items to guide whole group instruction.

DIRECTIONS:

Questions may be read independently, read aloud to a group or asked 1-on-1 with learners. Learners may answer questions independently, or with the help of an adult scribe. Have learners select one answer choice for each item. If necessary, share the definitions of key vocabulary below.

VOCABULARY:

Emotions - Words we use to label our feelings.

Manage - To take care of, or regulate, feelings.

Situation - What is happening in a time or place, including people around you.

IF SCORING THIS ASSESSMENT:

Example:

10 I understand why it's helpful to manage my feelings and energy throughout the day.

NOT YET

SOMETIMES

ALWAYS

Score each item as follows:

1 Point

2 Points

3 Points

Total

___/30

CORRELATION CHART FOR ASSESSMENT ITEMS

Item #	Correlating Lesson(s)
1	Lessons 1-3
2	Lesson 6
3	Lesson 4
4	Lesson 5
5	Lesson 8
6	Lesson 9
7	Lessons 10-13
8	Lessons 10-13
9	Lessons 14-16
10	Lesson 17

Learn more about The Zones of Regulation at zonesofregulation.com

STUDENT NAME: _____ DATE: _____

Directions: Mark or circle your choice for each question.

1 I can list at least 7 emotions to name how I'm feeling besides happy, sad, and mad.

NOT YET

SOMETIMES

ALWAYS

2 I notice how my body feels inside when I'm happy, sad, mad, etc.

NOT YET

SOMETIMES

ALWAYS

3 I am comfortable sharing my feelings with others.

NOT YET

SOMETIMES

ALWAYS

4 I notice how people around me are feeling.

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 in control.

NOT YET

SOMETIMES

ALWAYS

8 I know 2-3 tools or strategies I can use to feel more focused or energetic.

NOT YET

SOMETIMES

ALWAYS

9 I can use a tool or strategy to help me manage my strong feelings (*such as feeling mad, worried, out of control*).

NOT YET

SOMETIMES

ALWAYS

10 I understand why it's helpful to manage my feelings and energy throughout the day.

NOT YET

SOMETIMES

ALWAYS



REGULATION SKILLS INVENTORY

(Completed by Staff)

PURPOSE:

Use this tool to evaluate skills and key concepts taught in The Zones of Regulation™ curriculum. Each item (or question) correlates to core concepts and practices taught in the curriculum as shown on the right. You may choose to administer this inventory pre and post intervention using The Zones of Regulation curriculum or midway through intervention as a way to monitor progress. This inventory is not meant to be scored, 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 administered by a facilitator who has an established positive relationship with the learner. When completing this tool, reflect on how the individual learner has exhibited each competency over a period of 1-2 weeks. 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?".

CORRELATION CHART FOR ASSESSMENT ITEMS

Item #	Correlating Lesson(s)
1	Lessons 1-3
2	Lesson 6
3	Lesson 3,5
4	Lesson 6
5	Lesson 8
6	Lesson 4
7	Lessons 9
8	Lessons 10-13
9	Lessons 10-13
10	Lesson 14-15
11	Lessons 15
12	Lesson 15
13	Lesson 16-18

LEARNER NAME: _____ DATE ADMINISTERED: _____

ADMINISTERED BY: _____

		1 Not Yet	2 Rarely	3 Some- times	4 Often	5 Always
1	Learner has emotional vocabulary to identify their feelings.					
2	Learner can identify the physical sensations associated with different feelings such as heart racing when upset, etc.					
3	Learner notices and identifies how others may be feeling.					
4	Learner shares their feelings with supportive adults with ease.					
5	Learner notices when their feelings and energy levels fluctuate throughout the day.					
6	Learner can predict how they might feel in a variety of situations (such as a class celebration, or when someone calls them a name).					
7	Learner can identify situations or conditions that are triggers for them (such as loud noises, changes in schedule, cutting in line, etc).					
8	Learner can identify and demonstrate a variety of tools/strategies to help them calm down and feel in control.					
9	Learner can identify and demonstrate a variety of tools/strategies to help them feel more focused or energized.					
10	With prompting or support, learner uses tools/strategies to regulate their feelings or energy throughout the day.					
11	Learner can independently use tools/strategies to regulate their feelings or energy throughout the day.					
12	When faced with a challenging situation and strong feelings, learner can effectively choose and use tools/strategies to regulate.					
13	Learner can describe how regulating their feelings/energy impacts outcomes, such as social, academic, personal goals.					
	TOTAL					

STAFF IMPLEMENTATION SURVEY

PURPOSE AND DIRECTIONS:

This Staff Survey is intended for use with facilitators that have been trained in The Zones of Regulation and have familiarity with The Zones of Regulation curriculum and concepts. The first set of statements address staff readiness, confidence, and beliefs around implementing The Zones of Regulation; the second set relate to common classroom practices within The Zones that build a supportive climate for regulation. This survey can be administered at the beginning and end of an implementation period, or midway through to monitor progress. Note that results may be more accurate if survey responses are anonymous or tracked by instructional team (such as grade level or department). Results can be used to guide targeted coaching and support, as well as assess staff readiness, confidence, and practices in implementing The Zones of Regulation. You may compare the average score for the staff at the beginning of an implementation period to the average score at the end of the period to evaluate growth.

NAME: *(optional)* _____ DATE: _____

GRADE LEVEL/DEPARTMENT: _____

		1 Strongly Disagree	2 Disagree	3 Neither Agree or Disagree	4 Agree	5 Strongly Agree
1	I believe in the value of implementing The Zones to support learners' regulation development and wellbeing.					
2	I feel confident in my knowledge and ability to teach The Zones of Regulation in my space.					
3	I feel supported in implementing The Zones of Regulation by my leadership team.					
4	I have adequate time to teach and practice The Zones of Regulation with my learners.					
5	My classroom climate and practices promote a safe space to regulate and gain independence in doing so.					
		1 Not Yet	2 Rarely	3 Some-times	4 Often	5 Always
6	I consistently model regulation through stating my own feelings (Zone) and using my regulation tools in my space.					
7	I integrate Zones visuals and language throughout the day, such as in character discussions or "teachable moments".					
8	I provide learners the opportunity to check-in with and communicate their feelings in my space (Zones Check-in).					
9	Learners are equipped with (or can access) regulation tools and strategies in my space and I have routines and expectations for using them.					
10	When my learners are struggling with regulation, I support them in finding healthy ways to manage their feelings and using tools to regulate within my space.					

Score: ___/50