

RESEARCH AND SCHOLARLY ARTICLES ON THE ZONES OF REGULATION (Kuypers, 2011)

**Studies in gray are specific to Tier-1 (whole class/whole school) Implementation*

Study Title (ordered by date)	Institution/Organization	Author(s)	Quick Description	Publication	Access
Using universal strategies to support self-regulation in a virtual school setting (2022)		Deborah K. Zeitlin, and Joshua Skuller	<i>Journal Article:</i> Intervention utilizing The Zones of Regulation as part of MTSS focus on regulation in an elementary level virtual learning setting.	AOTA SIS Quarterly Practice Connections, 7(1), 5-7.	Restricted Access through https://research.aota.org/ajot
Social-Emotional Learning and its Effect on Children's Self-Confidence and Self-Regulation Skills (2021)	Trevecca Nazarene University, TN	Cheryl F. McCray	<i>Dissertation:</i> Tier-3 intervention teaching The Zones as part of MTSS with elementary students, measured impact on self-regulation and self-confidence.	ProQuest	Link to Preview https://www.proquest.com/openview/351f5217318a52076f37fb5d7ca3ad34/1?pq-origsite=gscholar&cbl=18750&diss=y
Using Technology to Enhance Sensory-Based Interventions (2021)		Piller, A., Del Pilar Saa, M., Tremino, I., Koester, A. C., & Duker, L. S.	<i>Journal Article:</i> Article lists The Zones of Regulation Apps in "Examples of of Apps to Promote Sensory-Related Wellness" and utilized The Zones of Regulation App as an intervention in case study of 8 year-old with ASD.	AJOT SIS Quarterly Practice Connections, Vol 6(1), 2-4	Restricted Access through AJOT https://research.aota.org/ajot
Developing Self-Regulation in Children with FASD Using the Zones of Regulation (2021)	University of Washington, WA	Anderson, S., Bartholow, B., Snow, J., Stratiner, M., Nash, J., & Jirikowic, T.	<i>Journal Article:</i> Clinical intervention with children ages 8-11 with Fetal Alcohol Spectrum Disorder (FASD) using The Zones lessons adapted for students with FASD, includes recommendations.	AOTA SIS Quarterly Practice Connections, 2 (4), 5-7.	Restricted Access through AJOT https://research.aota.org/ajot
Brevard Public Schools School Safety and Climate Study (2020)	University of Central Florida (UCF), U.S. Dept of Justice	Kristina K. Childs; Sara L. Bryson; Jennifer H. Peck; Kim Gryglewicz; Roberto H. Potter	<i>Grant-funded Study:</i> Research conducted in 5 schools in a public school district utilizing The Zones of Regulation as part of a comprehensive mental health intervention focused on increasing school safety in schools with significant disciplinary disparities.	Office of Justice Programs' National Criminal Justice Reference Service	https://www.ojp.gov/library/publications/brevard-public-schools-school-safety-and-climate-study-final-summary-overview
Collaborative Development of a Social-Emotional Skills Development Curriculum for Children Who Are Deaf (2020)	California School for the Deaf Fremont (CDS Fremont), CA	Domenique Embrey, Tiffany Wilson, and Courtney Hipskind	<i>Journal Article:</i> Adapted preschool SEL intervention program for children who are deaf/hard of hearing (D/HH), focused on SEL and sensory processing using The Zones framework.	AOTA SIS Quarterly Practice Connections, 5(1), 7-10	Restricted Access through AJOT https://research.aota.org/ajot

The Zones of Regulation: Research and Scholarly Articles

A Feasibility Study of The Zones of Regulation® curriculum as part of Tier I MTSS, POSTER (2018, updated 2020)	Tufts University, MA	Erin McQuaid	<i>Poster Session:</i> General education Tier-1 instruction using The Zones of Regulation with 4th grade class in Elementary School setting.	AJOT: Vol. 72	Restricted Access through AJOT https://research.aota.org/ajot
Self-Regulation in the Classroom: An Action Research Study (2020)	Vancouver Island University, Canada	Jaime Woodford	<i>Action Research Thesis:</i> General education Tier-1 instruction in Grade 1-2 class in Elementary Setting.	University Publication	https://www.viurrspace.ca/items/7e3ee98a-b0b7-43ab-9c57-fb1f9c50830d
The Impact of a Social Emotional Learning Curriculum on the Social-Emotional Competence of Elementary-Age Students (2019)	Clemson University, SC	Michelle Dunn	<i>Dissertation:</i> Large-scale study of implementing The Zones of Regulation in general education Tier-1 instruction in twelve 2nd grade classrooms from three socio-economically diverse Elementary Schools.	University Publication	https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=3461&context=all_dissertations
Increasing Self-Regulation for ADL Independence in Children: Feasibility Study and Coregulation Curriculum Description POSTER (2019)	Western Michigan University, MI	Michelle Suarez, Ben Atchison, Elsie Bush	<i>Poster Session:</i> Clinical focus group of children ages 6-14 with regulatory issues utilizing The Zones of Regulation to increase independence in Activities of Daily Living (ADLs).	AJOT: Vol. 73 Iss. 4	Restricted Access through AJOT https://research.aota.org/ajot
Blue–Yellow–Red–Green: Teaching Self-Regulation Skills to First Graders (2019)	The School Association for Special Education (SASED), IL	Christa Valkanos, Cheryl Huber–Lee, and Susan M. Cahill	<i>Journal Article:</i> Whole-class instruction using The Zones of Regulation curriculum in two 1st Grade classrooms in 15 weekly 30 min. sessions. Includes case examples.	AOTA OT Practice, 21(12), 7–11.	Restricted Access through AJOT https://research.aota.org/ajot
Trauma-Responsive Practice in Baltimore City Public Schools: Humane Education (2019)	Baltimore City Public Schools, Project Mickey, MD	Jennifer Ganz	<i>Journal Article:</i> Intervention utilizing adapted Zones of Regulation check-in within humane/animal therapy with children with trauma histories in a Elementary Setting.	Protocol, Volume LIX, Issue 3, 4-5	Restricted Access through Maryland School Psychologists' Association MSPA https://www.msponline.org/
Harmonizing Social Emotional Learning for Students with Special Needs (2019)	Dominican University of California	Deema Shihadih	<i>Thesis:</i> Music therapy intervention for elementary learners with intellectual disabilities, combining components of The Zones of Regulation with components of the PATHs curriculum.	University Publication	https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1004&context=education-masters-theses
Effectiveness of Components of the Zones of Regulation on Student Behaviors (2019)	Minot State University, ND	Marti Quale	<i>Thesis:</i> Intervention in school setting using components of The Zones of Regulation with 2nd/3rd grade students with ASD & ADHD diagnoses focused on participation and compliance in classroom.	ProQuest	https://www.proquest.com/openview/1cda57cc52b358bef37203adb0eb37dc/1?pq-origsite=gscholar&cbl=18750&diss=y

The Zones of Regulation: Research and Scholarly Articles

<p>Efficacy Study of a Social Communication and Self-Regulation Intervention for School-Age Children With Autism Spectrum Disorder: A Randomized Controlled Trial (2019)</p>	<p>University of North Carolina (UNC) Chapel Hill, NC</p>	<p>Sallie W. Nowell, Linda R. Watson, Brian Boyd, and Laura G. Klinger</p>	<p><i>Peer Reviewed Journal Article</i> Assessed efficacy of a parent-assisted 12-week group intervention for 1st and 2nd graders with ASD targeting social-communication and self-regulation skills for students and competency for parents using Zones of Regulation and Social Thinking concepts and lessons combined with TEACHH program.</p>	<p>LSHSS Journal Online: Vol. 50 Iss. 3</p>	<p>Link to Abstract: https://pubs.asha.org/doi/10.1044/2019_LSHSS-18-0093</p>
<p>Teacher Perceptions of Effectiveness of the Zones of Regulation (2019)</p>	<p>Southern Connecticut State University</p>	<p>Karli Kisiel</p>	<p><i>Thesis:</i> Teacher perception study at elementary school implementing The Zones of Regulation schoolwide.</p>	<p>ProQuest</p>	<p>Link to Preview: https://www.proquest.com/openview/ef11c99732ea04dd4af1591b5f5263ad/1?cbl=18750&diss=y&pq-origsite=gscholar</p>
<p>Increasing Self-Monitoring Effectiveness Using Heart Rate Zone Notifications and The Zones of Regulation® (2018)</p>	<p>University of Cincinnati, OH</p>	<p>Jamie Jones</p>	<p><i>Dissertation:</i> Intervention with students grades 1-3 in Alternative School setting for students identified with EBD, combined instruction using selected Zones of Regulation lessons along with smartwatch heart monitors focused on self-monitoring to increase on-task behavior.</p>	<p>University Publication</p>	<p>https://etd.ohiolink.edu/acprod/odb_etd/etd/r/1501/10?clear=10&p10_accession_number=ucin1562059964659066</p>
<p>Integrating Social and Emotional Learning Instruction into Core Academic Instruction for Students with ASD (2018)</p>	<p>California Lutheran University</p>	<p>Mellisa Spence, Amy Tseng</p>	<p><i>Journal Article:</i> Recommendations for integrating Zones of Regulation and Social Thinking concepts into common core academic instruction for Autistic students.</p>	<p>DADD Online Journal Volume 5 Number 1</p>	<p>https://exceptionalchildren.org/sites/default/files/2023-04/updated_dec_doj_2018.pdf</p>
<p>Transforming Traumatized Children within NSW Department of Education Schools: One School Counsellor's Model for Practise – REWIRE (2017)</p>	<p>New South Wales Department of Education, Aus</p>	<p>Deborah A. Costa</p>	<p><i>Journal Article:</i> Counselor-led wellness program using the REWIRE Model that includes 17 weeks of whole-class Zones of Regulation, focused on increasing capacity and connection for children who are victims of maltreatment and/or trauma.</p>	<p>Children Australia Volume 42 Number 2 pp. 113-126</p>	<p>https://search.proquest.com/docview/1910234712?pq-origsite=gscholar&fromopenview=true</p>
<p>Developing Self-Regulation in Children with FASD Using the Zones of Regulation (2021)</p>	<p>Elizabethtown College, PA</p>	<p>Carly Mutter</p>	<p><i>Thesis:</i> Data collection and perception data in elementary school implementing Zones of Regulation schoolwide, sampled 5 students from each classroom in school using multiple measurements.</p>	<p>University Publication</p>	<p>https://jayscholar.etown.edu/cgi/viewcontent.cgi?article=1009&context=otstu</p>

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<p>Mindfulness Implementation in the Classroom (2016)</p>	<p>Simon Fraser University, CA</p>	<p>Elena Di Giovanni</p>	<p><i>Thesis:</i> School district initiative using The Zones of Regulation language as foundation for broader mindfulness practice in Tier-1 in 5 elementary schools.</p>	<p>University Publication</p>	<p>https://summit.sfu.ca/item/16475</p>
<p>Zones of Regulation® for Preschool Students: An Intensive Skills Training Intervention Model (2015)</p>	<p>University of Cincinnati, OH</p>	<p>Kayley Sanger</p>	<p><i>Dissertation:</i> Intervention with preschoolers with identified behavioral concerns in an Early Childhood setting using adapted version of The Zones of Regulation in 6-weeks of biweekly instruction, followed by incidental teaching/prompt training for generalization.</p>	<p>University Publication</p>	<p>https://etd.ohiolink.edu/acprod/odb_etd/etd/r/1501/10?clear=10&p10_accession_number=ucin1595847029142493</p>