

# MTSS/PBIS AND ZONES OF REGULATION CROSSWALK

	Description	Zones of Regulation Instruction/ Interventions at Each Tier
<b>TIER 1</b>	<p>MTSS: Core Programming</p> <p>PBIS: Universal Prevention</p> <p>Schoolwide programming and direct instruction in social, emotional, and behavioral competencies is provided for all learners. Instruction is proactive, preventive, and universal.</p>	<ul style="list-style-type: none"> <li>• Zones concepts are taught schoolwide in general education classrooms as positive, proactive instruction to promote regulation, wellness, and inclusion.</li> <li>• Zones of Regulation is used as a common language within the building by all staff and learners, including restorative and problem-solving discussions.</li> <li>• Zones Visuals are found throughout the building.</li> <li>• All learners and leaders are encouraged to participate in Zones Check-Ins as part of their daily routines.</li> <li>• A variety of regulation tools is accessible for both learners and leaders to use across settings.</li> <li>• Caregivers/families provide input and are provided information on The Zones of Regulation framework and how to carry over practices in the home/community.</li> </ul>
<b>TIER 2</b>	<p>MTSS: Supplemental Interventions</p> <p>PBIS: Targeted Prevention</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Learners with like social, emotional, and/or behavioral goals are grouped for more frequent and targeted instruction of Zones of Regulation concepts.</li> <li>• Differentiated/adapted instruction of Zones content is provided, using the curriculum differentiation features and guidance, to match strengths, development, goals, and needs.</li> <li>• More opportunities to practice and apply Zones concepts are embedded throughout the day.</li> <li>• Increased access to individualized tools/strategies is provided.</li> <li>• Increased positive reinforcement around identifying feelings/ Zones and using tools to regulate is provided.</li> <li>• Collaboration between home, community settings, and school is provided for consistent use of Zones of Regulation programming across settings.</li> </ul>
<b>TIER 3</b>	<p>MTSS: Intensive Intervention</p> <p>PBIS: Intensive, Individualized Prevention</p> <p>Intensified and individualized interventions and “wrap around” support is provided for learners needing additional supplements to both Tier 1 and Tier 2 supports.</p>	<ul style="list-style-type: none"> <li>• Individualized Zones of Regulation instruction and visual supports tailored to learner’s strengths, development, and interests are provided.</li> <li>• More frequent exposure and/or 1:1 instruction and practice around Zones of Regulation concepts is provided.</li> <li>• Trained staff offer additional co-regulation supports.</li> <li>• Learners receive increased access to individualized tools/ strategies, as well as frequent practice in using tools when in a calm state.</li> <li>• Increased positive reinforcement around identifying feelings/ Zones and using tools to regulate is provided.</li> <li>• Increased consultation between home, school, and outside providers such as therapists is provided.</li> <li>• Individualized positive behavior support plans are developed to guide staff in supporting learner’s regulation and well-being.</li> </ul>

**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](https://mtss4success.org)) Center on PBIS ([pbis.org](https://pbis.org))