

Research suggests that an indicator of a student's future success is their social emotional awareness, ability and well-being.

JJ Hill will begin using the curriculum lessons developed through *The Zones of Regulation* book by Leah M. Kuypers in five classrooms, and supported by the teachers in all three specialists - music, art and gym.

The Zones provides teachers and parents with very clear instructions to guide their students through a set of sequenced lessons, encouraging students to learn about their own regulation system and how they can adjust it. Each week, the classrooms who are piloting this curriculum will send home information to families so you'll know what your child is focusing on learning that week.

These teachings will help all of our students better evaluate their current social emotional zones and make choices to regulate their thoughts, actions, and sensory needs in a manner that helps them feel proud of themselves for working to be responsible members on their community.

In Week One, we learn about self-regulation and the 4 different Zones of Regulation.

SELF-REGULATION: The ability to achieve the preferred state of alertness (energy) for the given situation. This includes regulating one's body's needs as well as one's emotions.

BLUE ZONE: Used to describe a low state of alertness (energy). The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

GREEN ZONE: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

YELLOW ZONE: Used to describe a heightened state of alertness (energy). A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

RED ZONE: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

In Week Two, we learn about Tools and Strategies we can use in the Zones.

TRIGGER: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

TOOLS OR STRATEGIES: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

In Week Three, we learn about Expected / Unexpected Behaviors.

EXPECTED BEHAVIORS: Behaviors that give people around you good or comfortable thoughts around you.

UNEXPECTED BEHAVIORS: Behaviors that give people uncomfortable thoughts around you.

In Week Four, we learn about Size of the Problem:

WHAT IS THE SIZE OF THE PROBLEM / IS THIS A BIG OR LITTLE PROBLEM: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

BIG PROBLEMS: Problems that many people share and that have no easy, quick, or pleasant solution.

MEDIUM PROBLEMS: Problems some people share and are able to be resolved in an hour to a couple of days.

LITTLE PROBLEMS: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

In Week Five, we each create our own Toolbox based upon what we've discovered about ourselves.

INNER CRITIC: Used to describe negative, self-defeating thoughts.

INNER COACH: Used to describe positive thoughts.

In Week Six, we learn about how our brain helps us self-regulate.

AMYGDALA: Is where the *feeling brain* resides. The *feeling brain* works best when it stays connected to the *thinking brain*.

PRE-FRONTAL CORTEX: Is where the *thinking brain* resides. The *thinking brain* works best when it stays connected to the *feeling brain*.

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