



ZONED-IN

COMPREHENSIVE SOCIAL AND EMOTIONAL LEARNING INTERVENTION

Zoned-In:

1. Uses educative curricular materials to teach teachers about social and emotional learning (SEL), SEL instruction, and curriculum adaptation.
2. Provides a model, program, and curriculum for SEL intervention

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ZONED-IN: A SUMMARY

“ There is a buy in in terms of understanding that kids have these needs. We try to make the best of what we have ”

-SCHOOL ADJUSTMENT
COUNSELOR

“ Time constraints and funding and staff constraints to do that kind of stuff is a huge issue. ”

*School Adjustment
Counselor*

“ I think one thing that people need to know that not everyone knows that changing behavior is like learning academics it takes a long time ”

-School Adjustment Counselor

ZONED-IN: SYSTEM SUMMARY

More than just a social and emotional learning (SEL) curriculum, Zoned-In is a comprehensive intervention system, individualized program, and curricular materials, which wrap around the school day to create in-depth and authentic SEL learning. Although Zoned-In is technically a 15-20-minute daily morning meeting, its expansive design seeps into every element of your student's school day. It can change your student's trajectory from diagnosis or office referral to lifelong learner. Teachers' voice is embedded in the Zoned-In Design. It has responded to issues and strengths which teachers have identified in interviews about their current social-emotional programming. Quotes on each title page indirectly highlight how each section responds to the teacher's voice.

This program is designed to be situated within your school's Response to Intervention systems (RTI) in Tier 2 and/or 3. Zoned-In provides more intensive and individualized small group SEL instruction than in a typical school-wide Tier 1 model. Zoned-In has been designed for schools who are using, or are willing to begin using, Zones of Regulation (Kuypers, 2019) as their school-wide Tier 1 SEL programming. Zoned-In employs the language established in Zones of Regulation (Kuypers, 2019) to create a coherent narrative throughout all Tiers of SEL instruction within the school, as well as provide a universal language for all staff and students within the building.

Zoned-In increases Social Emotional Learning (SEL) by using a 2-pronged approach: *(1) Creating an Environment that Fosters the Development of SEL Skills and (2) Providing Targeted Instruction in SEL Skills and Strategies*. Zoned-In develops an environment that fosters SEL skills through the design of learning activities, such as journaling and community sharing. Wrap-Around support additionally creates this environment. When using this component, all staff members model and cue the use of SEL skills throughout the entire school day. Furthermore, in this program, both students and teachers are positioned as learners who are growing together.

This positioning disrupts traditional power hierarchies that may be a barrier to trust, while also showing students that SEL is a lifelong learning process, thus further resulting in an environment that supports SEL. The Zoned-In system uses a research-based instructional framework during daily mini-lessons (SAFE- Sequenced, Active, Focused, Explicit) to teach SEL skills within the 5 Core Competencies described on [page 10](#). These skills are further practiced in the journaling and community sharing activities, as well as modeled and cued in students' everyday school experience.

WHAT THIS SYSTEM IS NOT:

This system is not intended to produce classroom compliance. Zoned-In is not a behavior intervention program. Students will not leave Zoned-In with behavior management systems or charts. This system is not a siloed experience where students come are 'intervened upon' and go back to their daily classroom experience. It is not a classroom management component or another thing for teachers to teach.

WHAT THIS SYSTEM IS:

This system is designed to develop social and emotional skills while promoting student *wellbeing*. Zoned-In may result in behavior change, yet this is not the primary goal, nor are traditional behaviorist perspectives used. Behavior often results from emotional needs that are not being met and/or when students do not yet have the tools to communicate their emotions or needs (Greene, 2014; Perry & Szalavitz, 2017) The 5 Core Competencies which categorize the skills taught in this system include communication, self-management, and self-awareness, all skill branches that likely impact behavior. However, Zoned-In moves beyond the traditional behaviorist approach, which focuses on increasing or extinguishing behaviors through reward and consequence (Brandsford, Brown, & Cocking, 2000; Greene, 2014). Instead of creating Pavlov's Dogs, students who respond to a stimulus through reward and consequence, Zoned-In works to assist students in developing an understanding of oneself through skill instruction and environmental shifts. Zoned-In honors student voice, choice, and experience.

Zoned-In is a system that involves the entire team, including the classroom teacher, Zoned-In teacher, specialists, and student. It moved beyond the isolated walls of a single classroom and expands across the school day. In the Zoned-In System, students are not receivers of knowledge bestowed upon them from the pedestal of the teacher; instead, teachers and students learn and transform together.

OVERVIEW:

Who are the Learners?

- Groups of 3-8 Students in Grades 3-5
- Staff Members: Any adult working with students in the program

Where Can Zoned-In Be Used?

- Broadly: In elementary schools across the country. The system has been made to be adapted to fit the needs of the students, school, and community
- Specifically: In elementary school classrooms. Ideally, in a dedicated space so that the students feel safe, routines are established, and the program has a sense of value

Who Can Lead Zoned-In?

- **School Staff:** Research shows that SEL programming has the most impact when implemented by school-based staff (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011; Payton, Weissberg, Durlak, Dymnicki, Taylor, Schellinger, & Pachan, 2008).
- **School Staff with Minimal Training:** This curriculum includes educative curricular features, such as narratives and guiding principles, so that most staff members can implement this program with minimal training. Look for curricular boxes that will support your learning and understanding of SEL, SEL instruction, and the Zoned-In System.
- **Individuals with open minds** who are willing to be positioned as learners with students
- **Teams:** This is a team-based program. Although a single person is positioned as the program implementor, the students, as well as other staff members such as classroom teachers, are part of this team. Team members will all be involved in implementation decisions, instruction, and learning.

What are the Goals of Zoned-In?

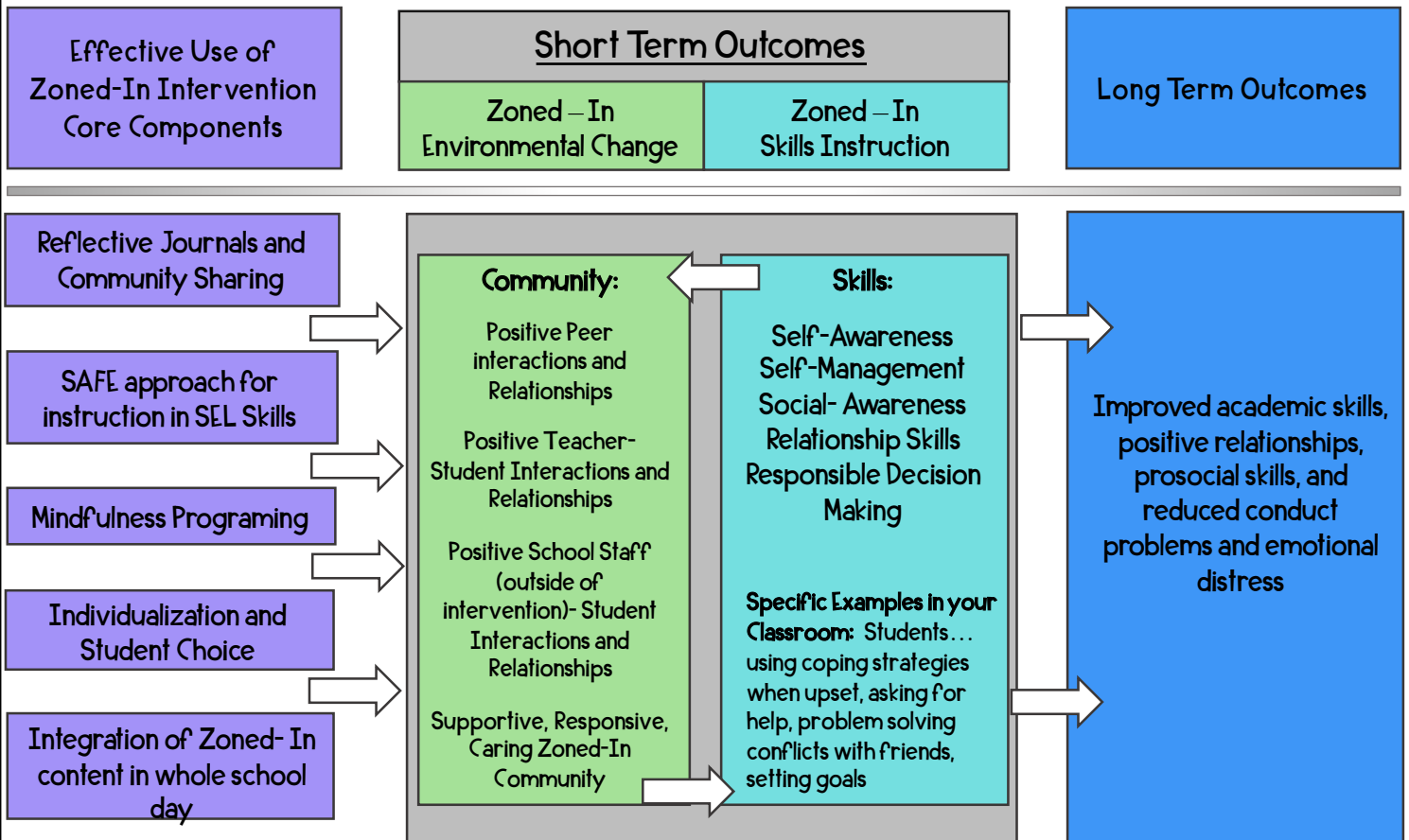
- Increase student's SEL skills within the 5 Core Competencies ([See Page 10.](#)) to create mentally healthy individuals with strong problem solving and communication skills to support them in their academic and lifelong journeys.
- Create short- and long-term outcomes described on [Page 7](#) through for students who require more targeted and intensive instruction than can be provided using school-wide SEL programming at the Tier 1 level.
- Create caring school communities through wrap-around student support.
- Interrupt the flow of students requiring special education services or disciplinary action by creating caring learning environments and learning opportunities for students and staff to develop SEL skills. SEL programming increases academic scores and decreases conduct problems and emotional distress (Durlak et al., 2011; Payton et al., 2008)([See Page 14](#)). These three areas may contribute to special education or disciplinary referrals.

What Does the Zoned-In Morning Meeting Look Like?

1. Reflective Journaling: Identifying Regulatory Levels and Responding to a Question of the Day (3-5 Minutes)
2. Community Sharing: Students Share all or Portions of their Journals (2-3 Minutes)
3. Mini-Lesson: in Targeted SEL Skill (10 – 13 Minutes)
4. Mindfulness Activity: Brief Student Selected Mindfulness (2-3 Minutes)
5. Wrap Around the School Day: Morning Meeting Skills Continuously Modeled and Cued by School Staff Throughout the School Day (All Day)

In summary, the model below can be used to visualize the entire Zoned-In System. The model hypothesizes how effective use of the core intervention components interacts with the theories of design to results in both short- and long-term outcomes. The purpose and parts of this model are described in greater detail on [Page 53](#).

Figure 1: Zoned-In Mechanisms That Matter



This model was inspired by two models. The first, conjecture mapping, designed by Sandoval (2014). This method is "a means of specifying theoretically salient features of a learning environment design and map(s) out how they are predicted to work together to produce desired outcomes" (Sandoval, 2014, p.19). This model maps Zoned-In components that are considered to be the primary mechanisms driving outcomes (listed on the far right), while also disaggregating the two different design theories (*Environmental Change* and *Skill Instruction*). The theory underlying this mapping system was then applied using the model format developed by Rimm-Kaufman & Hulleman (2015) specifically for SEL.



ZONED-IN TO SOCIAL & EMOTIONAL LEARNING

“ I wish that we were better informed on strategies that can be used to help students, instead of just jumping towards going directly to the school counselor for support ”

-Classroom Teacher

WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?

SEL- A HISTORY:

Social and Emotional Learning (SEL) was launched as a framework in 1994 as a response to a meeting held at the Fetzer Institute (Weissberg, Durlak, Domitrovich, & Gullota, 2015). This meeting was convened to discuss strategies to enhance students' social-emotional competence, academic performance, health, and citizenship to reduce mental health, physical health, and behavioral problems (Weissberg et al., 2015). This meeting led to the launch of the Collaborative for Academic, Social, and Emotional Learning (CASEL) (Weissberg et al., 2015). This group now serves to assist teachers, policymakers, and community members in researching and promoting high-quality SEL across the nation.

SEL- A DEFINITION:

CASEL's widely accepted definition of SEL is as follows:

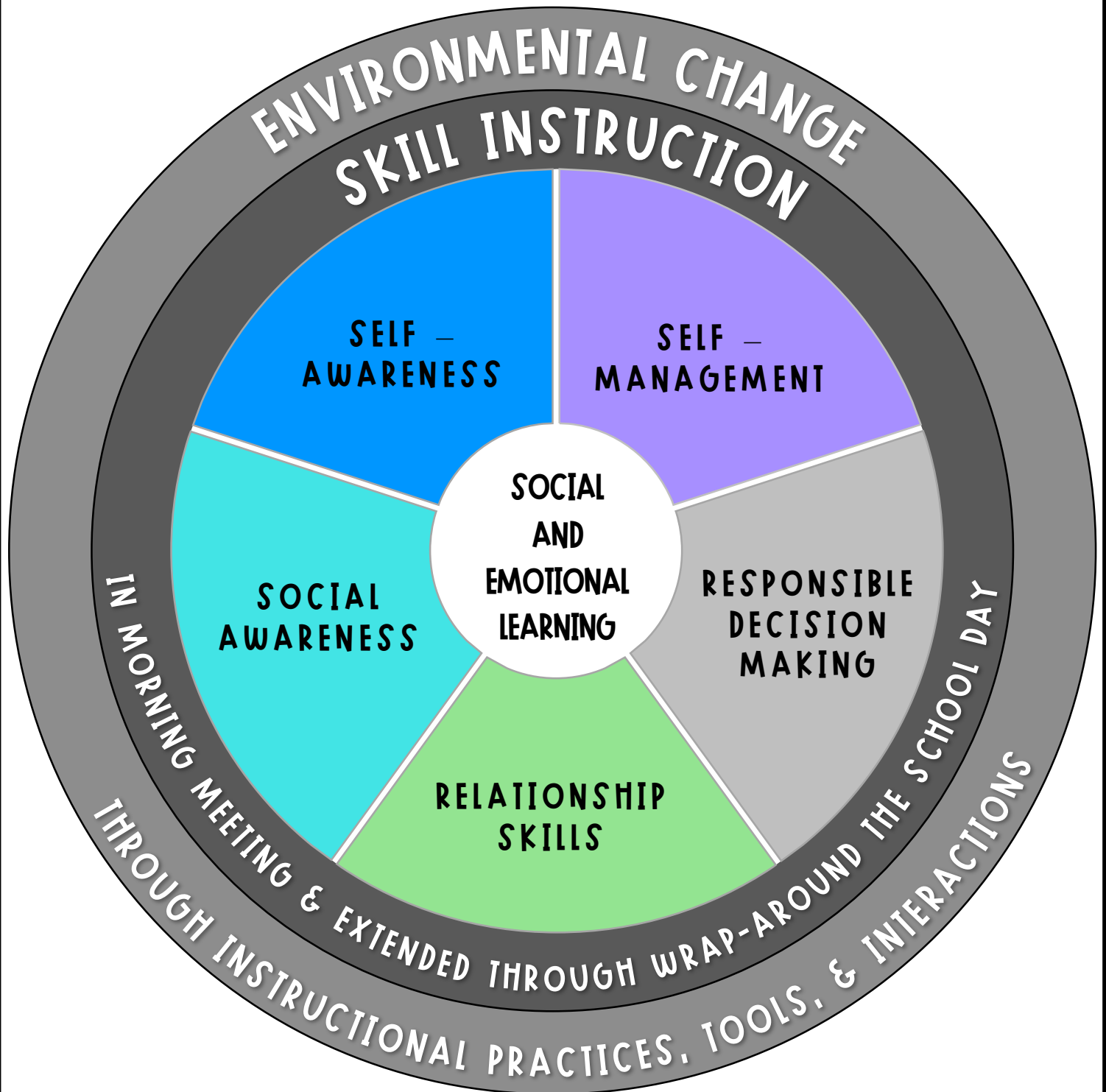
“Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (CASEL, n.d.a)

Social and Emotional Learning moves past schools as producers of test scores and focuses on educating the whole child to produce mentally healthy, collaborative, and community-driven individuals.

SEL- THE SPECIFICS THROUGH CORE COMPETENCIES:

The **5 Core Competencies** (Casel, n.d.a; Durlak et al., 2011; Greenberg, Weissberg, O'Brien, Zins, Fredericks, Resnik, & Elias, 2003) operationalize learning within the social and emotional learning framework. These Core Competencies can be loosely thought of as the five main categories of skills that make up social and emotional learning. Research has shown that the development of one area increases and affects the development of other areas (Ross & Tolan, 2018). All 5 of the competencies in this framework are interrelated and often overlapping.

ZONED-IN THEORETICAL MODEL



Zoned-In Theoretical Model (inspired by CASEL's (n.d.a) model) The 5 Core Competencies interlock to create 1 Whole: Social and Emotional Learning. *Skill instruction* and *Environmental Change* support the growth of these competencies. These theories are described in greater detail on [Page 18](#).

The following outlines the definitions of each Competency and provides specific examples of skills within each Core Competency. These categories are fluid. Many skills could fall under multiple definitions. Zoned-In teaches skills on both the CASEL list and the "Zoned-In Additional Skills" List. They are color coded to match the theoretical model found on the previous page. Additionally, this list serves as an example and is not all-encompassing. Your students, classroom, and community may have additional skills and strengths that are not included on this list but should still be considered a valuable part of SEL.

Self-Awareness [as seen in CASEL (n.d.a)]:

“The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset” (CASEL, n.d.a)

- Identifying Emotions
- Accurate Self-Perception
- Recognizing Strengths
- Self Confidence
- Self-Efficacy

Self-Awareness – Zoned- In Additional Skills:

- Linking Sensory Cues to Emotion and or Arousal Levels (i.e. my heart is beating quickly, I may be anxious or excited).
- Self-Monitoring Emotional levels: Recognizing the Need to Check in with Feelings Consistently
- Separating What Can be Controlled from What Cannot
- Identifying Reasonable Areas of Growth
- Linking Actions to Emotions (I was frustrated and because of that I lashed out)
- Recognizing the Need for Self-Management

Self-Management [as seen in CASEL (n.d.a)]:

“The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations- effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals” (CASEL, n.d.a)

- Impulse Control
- Stress Management
- Self-Discipline
- Self-Motivation
- Goal Setting
- Organizational Skills

Self-Management– Zoned- In Additional Skills:

- Selecting and Utilizing Appropriate Coping Strategies
- Recognizing Triggers
- Self-Coaching
- Knowing When To Self-Advocate
- Setting a Reasonable Goal Based On Area of Growth
- Monitoring Progress on Goals
- Breaking Goals into Manageable Chunks
- Creating a Plan to Reach Goals

Social Awareness [as seen in CASEL (n.d.a)]:

“The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports” (CASEL, n.d.a)

- Perspective taking
- Empathy
- Appreciate diversity
- Respect for others

Social Awareness- Zoned-In Additional Skills:

- Understanding How Actions Affect Others
- When a Problem Arises, Identifying the Need of All Involved
- When A Problem Arises, Balancing the Needs of People and what is 'right'
- Knowing Your Resources and How to Access Them (Including People such as Counselors or Items such as Fidgets)

Relationship Skills [as seen in CASEL (n.d.a)]:

“The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed” (CASEL, n.d.a)

- Communication
- Social Engagement
- Relationship Building
- Teamwork

Relationship Skills- Zoned- In Additional Skills:

- Communicating Emotions (self-awareness) to others
- Communicating Needs to Help Deal with Emotions (Self-management)
- Self-Advocating

Responsible Decision Making [as seen in CASEL (n.d.a)]:

“The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions and a consideration of well-being of oneself and others” (CASEL, n.d.a)

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



Responsible Decision Making- Zoned-In Additional Skills:

- Using Relationship Building Communication Skills to Analyze Problems, Negotiate Solutions, and Enact an Appropriate Solution
- Recognizing Unsafe or Trigger Situations and Asking for Help
- Using One's Voice as a Pathway to Justice and Inclusion

THE 5 CORE COMPETENCIES AND ZONED-IN:

The Zoned-In Systems strengths and teaches all of 5 of these competencies through direct skill instruction and environmental features of the program, such as pedagogical decisions and student-teacher interactions. The specifics of how the Environmental Change and Skill Instruction interlock to support SEL development can be found on [Page 18](#). Details on which specific skills are targeted and when can be found in the concept map on [Page 55](#).

WHY SOCIAL AND EMOTIONAL LEARNING?

Social and emotional learning creates a wide range of positive academic, emotional, and behavioral outcomes. By adding Zoned-In to your current SEL programming, you are providing more intensive instruction to students who require it, and thus increasing access to the learning and results listed below. Furthermore, SEL is a highly supported framework with parents, teachers, and administrators on board. To reach peak success, Zoned-In requires the support of all staff involved with students in the program. Research shows that most school community members value SEL. However, the research listed below could also be used to validate further the need for SEL programming and garner support for Zoned-In.

WHAT THE RESEARCH SAYS:

Social and Emotional Learning...

(Durlak et al., 2011; Payton et al., 2008)

Improves...

- Academic Scores
- Social and Emotional Skills: Including emotional awareness, coping with stress, goal setting
- Attitudes Towards Self, School, and Others: Including self-perceptions, prosocial attitudes, bonding to school, self-esteem
- Social Behaviors: Including positive interactions with others, leadership, response to conflict and peer pressure



And Decreases..

- Emotional Distress: Including anxiety, depression, and social withdrawal
- Conduct Problems: Including risky and disruptive behavior, aggression, noncompliance, disciplinary referrals, and suspensions

Works...

- When implemented by school staff
- With students in K-Highschool in a range of contexts from urban to rural as well as socioeconomically, racially, and ethnically diverse groups of students

WHO SUPPORTS SEL?

- Teachers- 93% of teachers believe that schools should promote SEL development (Bridgeland, Bruce, & Hariharan, 2012)
- Administrators- 96% believe SEL is just as important as academic learning (Morning Consult, 2018)
- Parents- 86% of parents believe that SEL skills significantly helps children be more successful in the future (Morning Consult, 2018)
- Employers- The most important job skills of 2020 include emotional intelligence, collaboration, and complex decision making- All SEL Skills (Marr, 2019)

Students who participated in SEL programming showed average academic gains of 11 – 17% percentile points (Payton et al., 2008)



ZONED-IN: THE MODEL

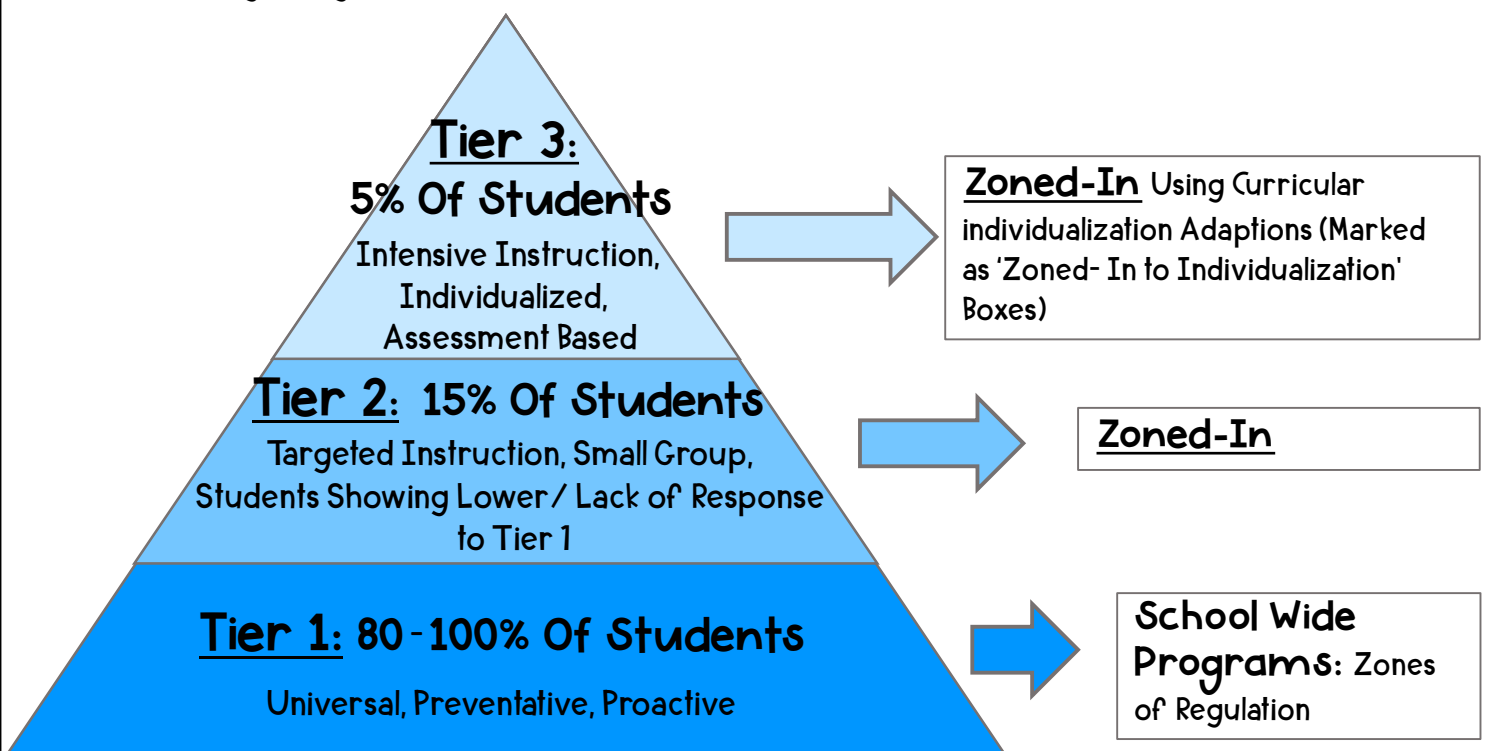
“ Students shouldn't view SEL as a block throughout the day, all teachers and staff should be using it and modeling strategies throughout the day, as a way of life. ”

-Classroom Teacher

THE MODEL:

HOW DOES ZONED-IN FIT INTO OUR SCHOOL?

Zoned-In serves as a more intensive intervention embedded in a Response to Intervention (RTI) Model. Zoned-In can be adjusted to fit into either Tier 2 or 3 of the RTI system. The goal of this intervention is to augment and intensify the Zones of Regulation Program (Kuypers, 2019), a successful program designed to support students in developing regulation and emotional control skills. Ideally, Zones of Regulation (Kuypers, 2019) should be used at the Tier 1 level throughout your entire school. Zoned-In adopts language consistent with Zones of Regulation (Kuypers, 2019). I have made efforts to note this throughout the materials. Creating a Tier 2 and 3 intervention that builds off of the language within the first Tier creates a mutual understanding between all staff members and students. It allows for staff members involved in the child's educational day, but not directly teaching the curriculum, to reinforce and model social and emotional skills such as labeling emotions and recognizing triggers. Additionally, building off of Zones of Regulation (Kuypers, 2019) has the potential to establish a coherent continuum of intensifying social and emotional support, which can, in turn, foster a unified experience for students moving through the tiers.



The above model embeds Zoned-In into the traditional RTI model described by Hawken, Vincent, & Schumann (2008), which is used in school systems across the nation. Specifically, this model depicts the intensification of instruction and the distribution of resources within a school system. The goal of this model is to provide intensifying support, traditionally academic (Saeki, Jimerson, Earhart, Hart, Renshaw, Singh, & Stewart 2011) so that students can make appropriate progress in the general education curriculum. The assumption is that the number of students requiring these intensified services will decrease in each tier.

MOVING FROM TIER 2 TO TIER 3: TOOLS FOR SUPPORT

Zoned-In is designed to be adaptable to both context and student need. If implemented as is, Zoned-In tends to meet more of the qualifications of the Tier 2 intervention components described in the model above (Hawken et al., 2008). However, the school or Zoned-In teacher may decide that their group of students, or just several students within the group, require more intensive and individualized intervention. Therefore, embedded in this program are particular design features that allow the implementor to adapt the curriculum to shift it from a Tier 2 to a Tier 3 intervention.

The Following Design Features Have Been Embedded within the Curriculum to Intensify Instruction:

- A Program Entrance Survey: Collect Information on Student Strengths and Needs
 - Instruction can be Individualized Using This Data
- Look For **"Zoned-In to Tier 3"** curricular boxes for Tier 3 Guidance
 - That emphasize areas specifically designed to individualize instruction
 - That identify areas that interventionists can make decisions to individualize
 - Which provide examples of how to individualize based on baseline forms

THEORIES OF DESIGN:

A Preview:

Zoned-In Has Been Designed To:

- Develop SEL Skills Through Environmental Change and Skill Instruction
- Be Adaptable To Student Needs and Community Needs
- Extend From the Intervention Classroom into the Entire School Day

The *Theories of Design* section describes the underlying theories behind the Zoned-In model, program, and curriculum. These theories, *Environmental Change* and *Skill instruction*, drive the design and implementation of Zoned-In. Zoned-In uses these two design theories to promote student and staff learning within all 5 Core Competencies. Referencing these theories when adapting the program to meet your school's and community's needs will help maintain the outcomes of the program. Adaptations that significantly alter or remove one of these theories will impede the theorized results (such as increased SEL skills and decreased emotional distress).

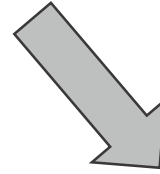
A 2 COMPONENT THEORY: ENVIRONMENTAL CHANGE AND SKILL INSTRUCTION

Most SEL programming focuses on either *Environmental Change* or *Skill Instruction* to increase social-emotional learning (Durlak et al., 2011; Greenberg et al., 2003; Rimm-Kaufman & Hulleman, 2015). This program does both. Zoned-In believes that students and staff learn through both interactions between individual and environment, as well as through instruction. Thus, the system uses two design theories to promote these two learning types. *Environmental Change* refers to direct and indirect methods to alter the learning environment and school community to create a caring and supportive community. This community fosters SEL Skills through student and staff responses to the environment. For example, in a school context where communication of one's feelings is valued and modeled by adults, students are more likely to respond similarly, and vice versa. The design of Morning Meeting, teaching pedagogies, positioning of adults as learners, and wrap-around features are all features created to result and sustain *Environmental Change*.

Environmental Change creates a caring and responsive environment in which *Skill Instruction* can more effectively occur. *Environmental Change* builds trust and relationships between students and adults, which increases the effectiveness of *Skill Instruction* because skills taught often require vulnerability and openness. For example, lessons focused on sharing triggers. *Skill Instruction* refers to direct and targeted instruction in specific SEL skills and/or strategies. In Zoned-In, *Skill Instruction* occurs through targeted mini-lessons during Morning Meeting.

The model on the next page summarizes the two theories in separation, and uses the bottom portion of the model to represent Zoned-In.

SEL PROGRAMMING: A TRADITIONAL APPROACH



ENVIRONMENTAL CHANGE:

Theory: Altering the environment will lead to student's learning SEL Skills

Characteristics: Creating community-caring, supportive, responsive classroom and school environment, classroom management strategies

SKILL INSTRUCTION:

Theory: Providing instruction in specific SEL skills will lead to students learning SEL skills.

Characteristics: Explicit instruction, educational activities, can be integrated into academics or stand alone

ZONED-IN: A blend of Environmental Change and Skill Instruction

Bridging Theories: Zoned-In's Wrap-Around Features

The Wrap-Around features of Zoned-In serves to bridge the theories of *Skill Instruction* and *Environmental Change*. This component extends Zoned-In beyond the isolated Zoned-In classroom and into the entire school day. Communication between all staff, as well as the positioning of team and students as learners, facilitates this extension. Additionally, Wrap-Around features alter the school environment as school staff model and cue SEL skills throughout the school day. The school community then begins to respond and interact with students in a consistent manner. Therefore, this component creates a caring and responsive school environment and thus can be considered *Environmental Change*. However, modeling and cueing of SEL skills throughout the day can also be regarded as *Skill Instruction* as teachers, adults, and students are practicing and discussing SEL skills.

Creating A Learning Community: An *Environmental Change* Feature

Zoned- In relies on student and adult relationships and feelings of trust and safety. To support this environmental feature, it is recommended that staff participate in the program *with* students instead of teaching *to* them. This upends traditional power dynamics that may be a roadblock for students developing SEL skills. Moreover, by acting as a learner with students, I theorize that this will lead to an increase in the use of **active learning pedagogies**, a key feature of SAFE instructional design- a research-based SEL framework (CASEL, n.d.b; Durlak et al., 2011; Payton et al., 2008) (See [Page 41](#) for more on SAFE). For example, teachers who are learning with students are more likely to model strategies, think aloud, and ask students to problem-solve with them. Furthermore, when the teacher is completing the learning activities with students, she/he is also demonstrating the value of these activities. Finally, learning with students builds SEL capacity within teachers and staff as well. By developing SEL skills, teachers are more equipped to teach these skills!

In Summary- Learning *With* instead of Teaching *To*:

- Builds Trust and Community
- Shifts Power Dynamics
- Increases use of Active Pedagogies
- Shows Students the Value of Learning Experiences
- Increases Teacher SEL Skills

How Do I Learn *With*?

- Complete Your Own Journals as Students Do
- Participate in Community Sharing
- Share and Reflect on Your Own Zones and Emotions
- Share Personal Stories Related to Lessons
- Participate in Mindfulness Activities
- Celebrate and Discuss Your Own Growth in SEL



ZONED-IN: THE PROGRAM

“ There needs to be more one on one time with kids, checking in, so that we can show empathy towards our students, and use their specific situations to provide them with the necessary tools to regulate or cope. ”

-Classroom Teacher

THE PROGRAM:

WHAT ARE THE DAILY COMPONENTS OF ZONED-IN?

Zoned-In is a whole that can be decomposed into many parts. Each part has been specifically designed to operate using either one or both of the design theories described above, *Environmental Change* and *Skill Instruction*, to promote learning within the 5 Core Competencies. The first disaggregation of Zoned-In produces two major components: Morning Meeting and Wrap-Around the School Day. These two elements operate using the *Environmental Change* and *Skill Instruction* theories to promote learning within all 5 Core Competencies. The second dissection of the program results in a variety of individual components, such as journaling and community sharing. Each of these individual components uses *Environmental Change* and *Skill Instruction* in varying degrees to promote specific Core Competencies.

The following section provides a broad overview of each individual component within Morning Meeting and Wrap-Around the School Day. The subsequent section then “Zooms In” to describe each individual component. This description includes the “why” behind its design and how to use the individual component with your students. Integrated throughout the descriptions are ties to the Core Competencies, as well as educative curricular features to enhance your learning of SEL, SEL instruction, and the Zoned in System. These take the form of curricular boxes, such as Stories from the Classroom.

OVERVIEW:

The following overview of the program components provides a broad description. I have included this so that readers are able to see how the components flow together during the subsequent “Zoomed In” detailed descriptions of each component. In sum, thinking of this as a puzzle, this section provides the entire image of the Zoned-In Puzzle, and the subsequent section illuminates the detailed images engrained on each puzzle piece

GUIDING PRINCIPLE: PLAN ROUTINES BUT BE READY TO PIVOT

Before Day 1 think about answering the following questions: Where will students place their backpacks? Where will students keep their journals and materials? Where will students complete their journals, or will they self-select? How will you provide feedback to reinforce classroom norms?

GUIDING PRINCIPLE: PLAN ROUTINES BUT BE READY TO PIVOT

Before Day 1 think about answering the following questions: Where will students place their backpacks? Where will students keep their journals and materials? Where will students complete their journals, or will they self-select? How will you provide feedback to reinforce classroom norms?

Morning Meeting:

15- 20-minutes at the start of the school day

Groups of 3-8 Students in Grades 3-5

To use time efficiently and increase the likelihood of a positive transition into the school day, students should come directly to the Zoned-In space from morning drop-off, meaning that students in the Zoned-In group should enter school and proceed to the Zoned-In space instead of their general education classrooms. In this way, Morning Meeting can serve as a soft transition, a bridge, from home to the start of their school day.

- 1. Reflective Journaling (3 -5 Minutes):** Students fill out a daily journal page while waiting for the entire group to arrive.
 - Students identify their Zone of Regulation
 - Students identify the body cue that altered them to their zone
 - Students can choose to share what they think caused them to be in that zone
 - Students respond to a Question of the Day which is either confidence building, self-awareness focused, or a conversation generator to introduce or review mini-lesson skill
- 2. Community Sharing (2-5 Minutes):** Students may choose to share any or all of their journal with their Zoned-In Community
- 3. Mini Lesson (9-13 Minutes)** on a SEL Skill/strategy focus of the week (Ex. identifying one's zone, self-monitoring regulation, coping strategies...)
 - Instruction will include...
 - Use the SAFE Instructional Framework
 - Focused: Discussions on importance of skill/strategy, when to use it, how it relates to other skills
 - Explicit: Defining Terms
 - Active: Modeling, Practice, Role-Play
 - Focus of the Day-A question and/or guiding idea to guide student focus throughout the school day. This, or a journal's Question of the Day will serve as a lunching discussion point for the subsequent lesson.

4. Mindfulness Activity (2-3 Minutes)

- Students select a mindfulness activity for the day
- Later in the curriculum, mindfulness strategies often transition to coping strategies

Wrap-Around The School Day:

Occurs throughout the entire school day.

All staff who work with students in Zoned-In should participate in this Zoned-In Component.

Although morning meeting is over, skill use and learning continue throughout the school day in all school-based settings (e.g. classroom, specials, specialists' classrooms) through:

- Teachers authentically modeling the use of a skill/strategy in their own setting
- Students practicing/thinking/responding to the 'Focus of the Day'
- Teacher (or students) cueing student (or teacher) as necessary
- Universal language used in student-staff, staff-staff, and student-student interactions
- Clear and consistent communication between all involved staff members

GUIDING PRINCIPLES: 1. Responding to student needs may mean altering the program 2. Adjustments, just like the program, should be done *with* students not *to* them.

Voices from the Classroom: Adjusting Routines to Center Student needs

Ms. C had worked hard to co-design the classroom environment with her students. They had come up with a clear set of routines and norms. One of those routines was that students would come into the classroom, leave their bags by the door, and begin to work on their journals in the carpet area where morning meeting was held. A few weeks in, Ms. C noticed that students were coming into the classroom and starting their journals, but some students were talking as they journaled. Ms. C thought that this was great because these two students seemed to need to warm-up the program by building a relationship. Plus, their journals were still getting done while they were working on relationship skills, a Core Competency! However, Ms. C started to notice that a third student, Erin, was often asking them to "shut up" or saying, "I can't get this done with you two doing that." Ms. C held a group conference. She asked the group if they should revisit their routine. Students talked together about what they liked about the routine and what didn't work. Ms. C encouraged them to share their thoughts and asked questions to help clarify and elicit all student opinions. When Erin shared her need for quiet, the group realized that they needed to come up with a solution. Ms. C asked, "How can we create a space where Erin can have quiet to get her journal done, but other students are still able to work and chat?". Students began to propose solutions, and eventually, they had a list of feasible ideas. The group modified the routine: students who wanted to journal and talk would journal on the rug using whisper voices, and students who wished to work in quiet could journal in the tented reading area in the back with music or noise-canceling headphones. Together the group identified a need to alter the routine and used collaboration to change it. Ms. C reflected and realized that this experience also built skills in all 5 Core Competencies.



ZOOMING- IN ON ZONED-IN

“ I aim to provide my students with a toolbox of strategies to use across environments. ”

Speech and Language Pathologist

ZOOMING IN ON INDIVIDUAL COMPONENTS:

Returning to the puzzle metaphor, this section provides a detailed description allowing you to see the intricacies on each puzzle piece. However, just like a puzzle, these pieces will only make sense with the whole image in mind. Thus, it may be helpful to return to the overview above after progressing through each Zoomed-In section. Specifically, each section provides a depiction of the what, how, why behind each individual component. These Zoomed-In sections use a mirrored sequence so that each individual component is presented in the same order as they occur in Morning Meeting, concluding with a Zoomed in section for Wrap-Around the School Day. Several sections describe supportive materials. You can locate these materials in the appendices.

ZOOMED-IN: REFLECTIVE JOURNALING

“journals, giving students time to reflect on how they are feeling to start the day puts them in the right mindset.”

-Special Education Teacher

WHAT IS REFLECTIVE JOURNALING?

Reflective journaling is the first component of Morning Meeting. Students transition into the classroom, put their backpacks in a designated area and then begin to work on their journal pages. Group members, including the teacher, complete one page per day. These pages create a space for students to practice skills taught in mini-lessons, for example identifying their Zones. However, these pages also create a responsive environment as they provide opportunities for the child to share their experiences and feelings safely, and for adults and other group members to respond. Thus, through the combination of skill practice and community development, the use of journals combines both *Environmental Change* and *Skill Instruction* to develop all 5 Core Competencies, as described in the wheel image on [Page 33](#).

HOW DO YOU USE REFLECTIVE JOURNALING?

The graphic below depicts a Zoned-In journal page and explains how to use this tool.

Write the Date to keep track of progress!

DATE: _____

JOURNAL OF THE Day

This Morning I feel...

Students write or draw to show what sensory feeling cued their Zone selection. Potential ideas include: fast heartbeat, slow breathing, heavy body, stomachache. (Recommended that this is not an optional section)

Students color or write in their Zone (Blue, Green, Yellow, Red)

I know this because my body feels...

Sentence or Picture

I'm in this Zone Because...

Sentence or Picture

Students can choose to explain why they think they are in that zone. This is a great opportunity to check in, recognize triggers, and for students to share positive or negative experiences. This could be optional. Especially since sometimes students don't know why!

Question of the Day! Students can respond in 1 or more words.

2 Things That I have Been Proud of Myself For Recently:

1. _____

2. _____

Reflective Journaling Set Up:

Putting the journal pages in a binder is an easy way for students to track their progress. Using a binder allows students to flip back to analyze or reflect on past experiences. For teachers, having the journal pages all in one area makes progress monitoring and data collection more efficient.

Corner Image Cues:

Each week has its own decorative corner image. This design feature assists teachers and students in keeping track of what pages/weeks have been completed and what pages/weeks have been missed. It also helps students keep their pages in the correct order!

Norms and Privacy:

These journals can be very personal for group members (staff and students). Thus, it is paramount that teachers establish a clear set of rules and norms for journal use. Decide with, and share with, students the rules about who gets to see their journals and where they will be kept in the classroom so that they remain private.

Questions to think about include:

- Will Parents ever get to see them?
- Does the child complete pages that they have missed?
- Can the child opt-out of certain days if they are feeling dysregulated?
- Are there rules that keep the journal safe from peers?
- Do special education teachers, counselors, and other adults, not within the direct intervention group have access?

Safety:

The Zoned-In teacher should check journals every day for safety reasons. Likely, teachers will check by listening to students share during Community Sharing. However, if a child chooses not to share with the group, the teacher should do a visual check of the journal at the end of Morning Meeting. Students may share experiences or feelings that need to be reported to administration, counselors, social workers, or other staff members to protect the child's emotional or physical safety.

Differentiation:

Different students need different things. Journals have built-in differentiation by providing space for students to choose to draw or write. For this program to be successful, relationships and trust are paramount. Therefore, it may be necessary to center the Core Competencies and decenter things like spelling, handwriting, grammar, etc.

PAIR CHOICE WITH DIFFERENTIATION TO BUILD SKILL

Building in self-differentiation and choice empowers students, and builds skills in the five competencies (self-awareness about what they feel they need, self-management as they select that choice, responsible decision making, and relationship skills through self-advocacy) This also builds relationships as choice builds community and shows students that you trust them.

GUIDING PRINCIPLE: USE ASSET-BASED DIFFERENTIATION, BUILD ON WHAT STUDENT STRENGTHS TO INCREASE LEARNING

Differentiation means individualizing instruction, process (activities), content (what the student needs to learn), product (things created like journals and worksheets), or the learning environment (the physical space) (Iris Center Vanderbilt, n.d).

Guiding Principle In Practice: Some methods of differentiation in Morning Meeting:

- Having students draw instead of write
- Providing choice as to how students express learning
- Reading aloud material
- Pairing students to read the material together
- Scribing student responses
- Tailoring questions and activities to student interest
- Providing a personal schedule or checklist for the meeting
- Not requiring students to share some aspects with peers
- Allowing students to work in alternative spaces in the classroom
- Reducing or increasing sensory information within the classroom (turning down the lights, playing music, using noise-canceling headphones, encouraging movement)
- Provide sentence stems to scaffold student verbal responses

Using Your Resources:

Part of learning in the social awareness and self-management competencies are knowing what your tools and resources are and using them appropriately. Morning Meeting journaling can support this. Students should be encouraged to use anchor charts, handouts, and tools developed in the program to complete their journal. These tools could include lists of what each Zone could feel like, or a group created anchor chart that displays different coping strategies.

Sequencing and Adaptable Insert Weeks:

The journals are flexible! They are designed in a sequenced way so that each journal topic builds and pairs with the mini-lessons that week, in the previous week, and or in the coming weeks. For example, if the theme of the week is understanding the sensory feelings associated with each Zone, some of the journal pages for the week may ask students to identify or reflect upon a time that they felt Blue and what that felt like in their bodies.

However, if you notice that students are still growing in a particular skill set, it may be beneficial to repeat a journal week that emphasized that skill.

Three different insert weeks are included: Coping with Tests, Zones at Home, and Coping at Home. These can be plugged in wherever it makes sense for your students. Timing and student strengths and needs differ, and thus these weeks can help you build and respond to community needs.

GUIDING PRINCIPLE: WHEN ADAPTING LESSONS TO MEET THE NEEDS OF STUDENTS, MAINTAIN CORE COMPONENTS TO MAINTAIN OUTCOMES

Voices from the Classroom: Adapting Lessons

This week at Zoned-In had been a long one! Ms. C had had multiple parents emailing her, classroom teachers reaching out, and students letting her know that they felt they were very strong in using their Zones at school, but wanted to know more about how to use these strengths at home. Ms. C decided to pause where they were in the Zoned-In weeks and do some thinking as a group about how the group could use their skills at home. When planning her lessons, Ms. C used the Core Components Chart ([Page 53](#)) and the details about the SAFE framework on [Page 41](#). She decided that her lesson on Monday would use role-play, a practice that fits in the 'Active' category. She planned to have students role-play what they could do in stressful situations at home. She made sure to reflect back on the Core Components chart each day to ensure she maintained all of the Core pieces to sustain outcomes.

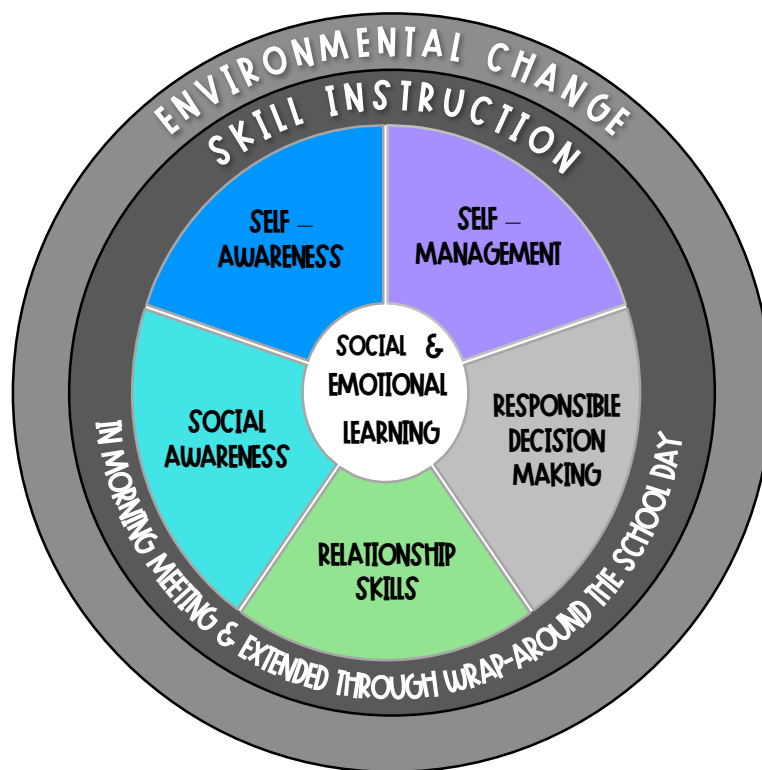
WHY USE JOURNALING?

Morning Meeting Reflective Journals serve several purposes, both organizationally and for SEL development:

1. Transitions students into the classroom: Allows for efficient use of time as students transition into the room.
2. Creates a bridging activity to regulate students as they move from home to school
3. Allows for Check-In: The teacher can recognize students who may need more support transitioning into the school day based on the Zone they indicated.
4. Conversation Building Tool: The daily question at the bottom of the journal page often served as the launching point for the conversation of the day, review of previous skills, or a pre-thinking for an upcoming topic.
5. Journal design builds all 5 SEL Core Competencies!

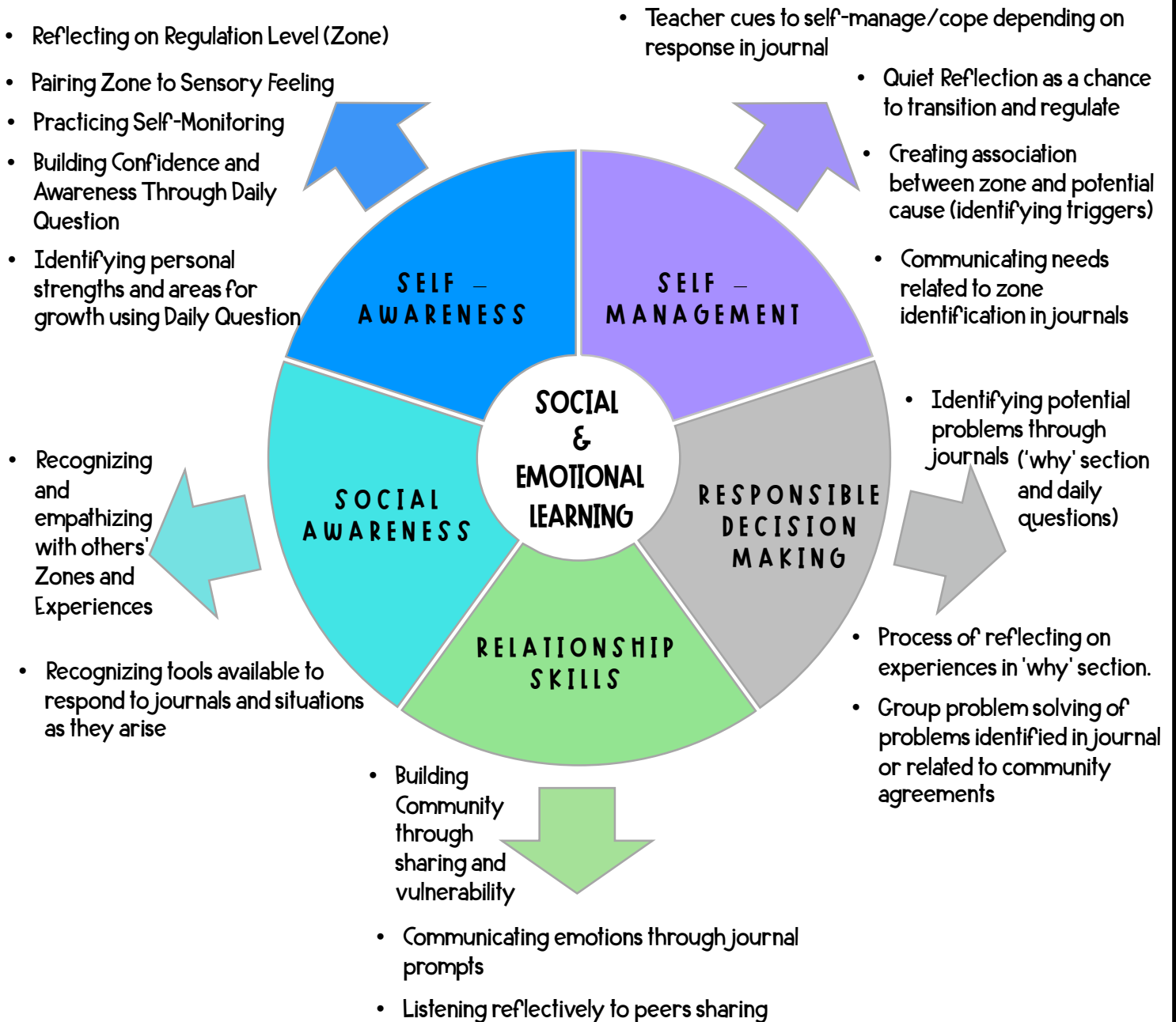
ZONED-IN TO TIER 3:

Reflection Journals can be used for data collection and decision making in Tier 3. Use the Zone identification and sensory feelings to track progress on self-monitoring skills. Things to think about: Are students accurately matching sensory experience to a Zone? Does the Zone that the student identified seem to match body cues they are exhibiting precisely? Data that responds to these questions can be used to design targeted instruction and track progress.



In the model to the left, both journaling and community sharing operate within both outer rings: *Environmental Change* and *Skill Instruction* to create learning in the 5 Core Competencies. Journaling and Community Sharing target the same specific skills within each competency during each Morning Meeting. Thus, these two components move beyond general learning within each competency. In the model below, on the next page, the rings are removed to detail how these 2 Zoned-In components relate to specific skills within each competency.

LEARNING THE 5 CORE COMPETENCIES USING JOURNALING



VOICES FROM THE CLASSROOM: RESPONDING TO STUDENT JOURNALS

Erin came into school on Friday, appearing very agitated. Erin leans over and pushes her journal towards Ms. C, showing Ms. C that she had colored in the Yellow Zone. Although it is not yet Community Sharing time, Ms. C recognizes the learning opportunity as well as the need to support Erin. Ms. C starts by validating Erin's feelings and helping create an association between Zones and sensory/physical observations. She says, "Erin, thank you for sharing what Zone you are in today. I wondered if you were in the yellow Zone when you came in today because you had your fists clenched and seemed to be frowning. I wonder, what could we do together to get back to the Green Zone, or closer to the Green Zone, before moving on to our school day?". Ms. C recognizes the need to use a coping strategy while also affirming that coping strategies may not "make everything ok." Her phrasing also helps Erin see that this is something that the group can do together, and she is not alone in her feelings. Ms. C recognized and responded to her students' needs, even though it deviated from the planned schedule.

Why Journals Emphasize the Tie between Sensory Feelings and Regulation:

In an interview conducted with teachers working on developing SEL programs, teachers often reported that students seem to go from 0-60 in a blink of an eye. Part of this issue is likely that students do not recognize the sensory (physical) warning signs that could cue them to their emotional state. We often hear students who can use the emotional language after the fact, such as "I felt frustrated" or "I was very excited!" However, these students do not recognize the physical cues, and thus missing the warning signs. In this section of the journal, we are helping students connect the body and mind to develop Self-Awareness!

By focusing on the sensory feelings that relate to the child's zone, students are...

1. Individualizing the Experience: Students recognize that everyone feels emotions differently and learns to recognize the individuality of emotions and related sensory feelings. For example, when some people feel anxious, they feel like they have butterflies in their stomachs, whereas others feel a tightness in their chests
2. Creating Self-Awareness: Students can realize that there are body cues that occur in between 0 and 60, and eventually use these feelings to self-monitor.
3. Developing a Baseline and a Language: Students are creating a baseline experience that coping strategies and mindfulness experiences will later relate to. For example, when using mindfulness strategies, students must focus on their sensory feelings and have the language to explain and reflect on how these feelings change.

GUIDING PRINCIPLE: USING QUESTIONING STRATEGIES TO GUIDE STUDENTS IN CREATING THEIR OWN UNDERSTANDING

Voices from the Classroom: Responding to a mismatch between zone and body cue

Dante shares from his journal that he is in the Blue Zone because he is sad about having to miss a football game this weekend. However, Ms. C notices that Dante is exhibiting body cues that seem to match further with the Yellow Zone. She uses questioning to see if this is the case.

Ms. C: "Dante, I notice that you said you are in the Blue Zone. Can you tell me why you chose that Zone?"

Dante: "Because I'm sad. Sad is the Blue Zone!

I don't want to miss the game!"

Ms. C: "I can understand that. That must be so upsetting to miss something you enjoy. I know that sometimes we say sad is in the Blue Zone, but can you tell me what your body is doing right now that made you choose the Blue Zone?"

Dante: "Well, I'm holding my teeth together really hard. My heart is beating kind of fast. I feel hot,".

Ms. C: "I also noticed you were clenching your teeth. I also saw that you were kicking the chair a little too. Do all of these things sound like the Blue Zone. The Blue Zone usually means low energy. We can use our anchor chart where we listed all of the body cues to help us too".

Dante: "I guess my body is probably more in the Yellow Zone. I guess sad can maybe be Yellow too."

Ms. C uses questioning and classroom resources to help Dante recognize his Zone. However, she does not tell him what his Zone is or tell him that he is incorrect. Instead, she helps him think more deeply about where he is.

ZOOMED-IN: COMMUNITY SHARING

“ Understanding the "why" behind others' actions is very important in terms of social skills and developing bonds with others ,”

-Speech and Language Pathologist

WHAT IS COMMUNITY SHARING?

Community Sharing occurs when students have finished their journals. Community Sharing is an opportunity for students to share with the Zoned-In Group what they have written in their journals. Community Sharing uses both theories of *Environmental Change* and *Skill Instruction* to facilitate learning. During Community Sharing, students practice sharing emotions, feelings, and experiences, as well as empathize with each other and support one another. This results in a connected, caring, and responsive community (*Environmental Change*). This individual component also has teachers and students model for each other and practice effective communication and relationship skills. Therefore, Community Sharing also utilizes *Skill Instruction*.

HOW DO I USE COMMUNITY SHARING?

After the majority of students have had time to complete their journals, invite students to share. When setting up this process, teachers should think about answering the following questions:

- Will students share their entire journal?
- How will you decide which student will be selected to share first?
- Will you use a talking stick or item to help students recognize turn-taking?

Norms and Privacy:

If students choose to share more than the Question of the day, then they are likely to share some personal things. This is a result of the questions in the journals. Make sure that you establish a clear set of norms for the sharing process. Decide with and share with students the norms for how the group shares their journals, as well as how group members will listen to and support one another.

Create a community that is supportive and where discussion stays within the classroom. It is recommended that you encourage students to share some aspect of their journal every day, but do not require students to share more personal elements. Community Sharing has been designed to increase learning in the Core Competencies, so it is recommended that Zoned-In groups encourage each other to share. In a trial run of this program, all students wanted to share every day, but this could differ from community to community and student group to student group. The safer students feel with each other, the more likely students will be to communicate their emotions, needs, strengths, and experiences.

Questions to think about include:

- How will students show support and listening?
- How will you practice with students what this sharing looks like?
- How will you positively reinforce the expectations and norms?
- How will you intervene when a child is responding to another student's journal share in a negative way?
- How will you encourage students to participate?

WHY COMMUNITY SHARING?

Morning Meeting Community Sharing serves several purposes, both organizationally and for SEL development. Community Sharing further grounds the purpose of completing the journals and moves the journals beyond self-awareness skills through to communicating needs.

1. **Builds Community:** Students build community empathy and understanding as they share their vulnerabilities and support one another.
2. **Launches and Reviews:** Some days sharing the Daily Question launches the min-lesson for the day, serves as a review of a past skill, or starts to create background knowledge and base level understandings for future lessons. It builds SEL Core Competencies! (see Wheel on [Page 33](#))

GUIDING PRINCIPLE: INCREASE STUDENT INDEPENDENCE AND CONFIDENCE BY GRADUALLY RELEASING RESPONSIBILITY

Voices from the Classroom: Encouraging students to share

Ms. C has been teaching Zoned-In at the Mae Carol Jemison school for almost two months. She thinks that the group has established a strong community and relationships. However, she notices that during Community Sharing, Israel has only been sharing his Question of the Day from his journal. Ms. C would love to see Israel begin to share more to work on communicating his emotions and needs. She wants to help him share but does not want to force him.

The next day, while students are journaling, Ms. C leans over to Israel and says, "Israel, I would love for you to start sharing more of your journal. I was wondering if it would help you to start smaller and work your way up to sharing larger pieces". Ms. C recognizes that a foundational pillar of Zoned-In is student voice and choice, and thus she wants to plan *with* Israel instead of *for* or *at* him. After discussing the importance of sharing with Israel, he agrees that he would like to progress towards sharing. Israel stated that he was not sharing because he was both nervous and unsure of how to share well. Ms. C and Israel decided that it would be helpful for the group of students to verbally encourage him before, and for Ms. C to provide further guidance to help him share. The first week, Israel continues to read his Question of the Day and then selects a portion of the journal for Ms. C or a peer to share with the group.

The following week, Israel shares both his Question of the Day and his Zone Color, this is a smaller piece of the journal that Israel thought would be a starting point. The next week, Israel continues to share those components. Additionally, Ms. C provides verbal sentence stems, so that Israel feels more comfortable sharing his "Body Cues" section. These stems include "My body felt..." and "I knew I was ____ because I felt ____ in my body." The next week, the sentence stems were removed, and Israel shared those three sections of his journal independently. Finally, with one part left to share, Israel and Ms. C decided that Israel would feel comfortable sharing independently, but being able to cue Ms. C for a sentence stem or cueing Ms. C that he would like to opt-out because this day's "why" felt too personal. Together, Ms. C and Israel created a plan, and gradually Israel began to share more and more with less and less support.

ZOOMED-IN: MINI-LESSON

Some students may have to be explicitly taught certain foundational concepts (e.g. identifying their own emotion, understanding sizes of problems, etc.) before they are able to independently implement strategies to help with regulation.

-Speech and Language Pathologist

We Need to Teach the Skill

-School Adjustment Counselor

ZOOMED-IN: MINI-LESSON

“Some students may have to be explicitly taught certain foundational concepts (e.g. identifying their own emotion, understanding sizes of problems, etc.) before they are able to independently implement strategies to help with regulation. ”

-Speech and Language Pathologist

“ We Need to Teach the Skill ”

-School Adjustment Counselor

WHAT ARE MINI-LESSONS?

Mini-lessons make up the majority of the Morning Meeting time. Mini-lessons primarily use *Skill Instruction* design theory to promote student and teacher learning. During Mini-lessons, teachers, and students, participate directly in conversations and instruction to develop an understanding of the SEL skill or strategy. These lessons teach a specific skill or strategy within the 5 Core Competencies. *Skill Instruction*, and thus Mini-lessons, differs from *Environmental Change*, where learners strengthen SEL knowledge as they interact with the environment. Due to overlap between competencies, a lesson's skill or strategy often falls into more than one competency category. The concept map on [Page 55](#) details the specific relationships between Mini-lesson focus and Core Competencies. Mini-lessons are organized in weekly, sometimes two weeklong, units which sequence instruction to build an understanding of a particular concept (SEL skill or strategy). It should be noted that even though the teacher is facilitating this lesson to some degree, the teacher is still learning with students, and the lessons take an active and conversational form, as opposed to lecture.

HOW DO I TEACH MINI-LESSONS?

Use the Concept Map ([Page 55](#)) to identify the weekly concept that each daily Mini-lesson builds towards. The *Zoned-In Units and Lessons* section (Starting on [Page 66](#)) of this curriculum then describes each lesson in detail.

Each Unit Follows a Similar Pattern:

1. **Unit Skill/Concept Overview Page:** The goal of this overview is to assist the teacher in constructing an initial understanding of the concept/skill of the unit, describe why the skill/concept is taught, detail why the concept/skill is taught at this point in the unit, and specify how this unit can be integrated into Wrap-Around the School Day.

Specifics of the Overview Page:

Detailed Concept/Skill Definition: The skill/concept is defined using a teacher level definition, examples, and description.

- **Lesson Design Rationale:** Description of how the lessons build the concept/skill through the use of Meta-learning objectives.
- **Rationale Behind Skill/Concept Selection:** Explanation related to why Zoned-In prioritizes this skill/concept. This section identifies potential links to other concepts/skills and where the skill/concept could show up in the school day.
- **Links to Wrap-Around the School Day:** Specific guidance depicting how to Wrap this skill/concept around the school day. This section includes examples of what teachers and staff can do, as well as recommendations about what information the Zoned-In teacher should communicate to Wrap-Around staff
- **Creating Links Between Concepts:** A chain showing the links between the current concept, previous concepts, and concepts going forward. This section notes the importance of previously taught prerequisite skills, as well as links forward to note the significance of the current concept in future skill development.
- **Creating Tools:** One of the underlying goals of Zoned-In is that students will self-create tools to assist them in mastering and/or practicing skills/concepts. This overview section details tools that students, teachers, and the Zoned-In group will have created by the end of the unit.

2. **Detailed Lessons for Each Unit**

3. **Materials for Each Lesson**

Each Lesson Follows a Similar Pattern:

1. **List of Required Lesson Materials**
2. **Learning Objectives**
3. **Conversation Launch:** Generally, on the first day of the unit, the conversation launch question may be related to the journal Question of the Day or may be provided by the lesson. For the remainder of the unit, the Conversation Launch question usually refers to the previous days "Focus of the Day." This method creates a bridge between lessons and a sense of coherence.
 - A. **Potential Answers to Conversation Launch:** This section is included in lessons where the conversation launch question is significantly different from the surrounding lessons or when the question may result in particular misconceptions. Potential answers provide a thinking and planning point for teachers to think about how they may address misconceptions or use questioning strategies to build on student answers.
 - B. **Guidance to Summarize and Conclude Conversation:** Zoned-In provides this section when the lesson uses a conversation only because an activity was not appropriate or necessary to meet the learning objectives.
4. **Activity:** Activities vary depending on the concept and learning objective. Often, the unit uses different variations of the same activity. Each lesson includes specific directions on what the activity is and how to conduct it with students.
5. **Focus of the Day:** The Focus of the Day serves as a conclusion to the current lesson and a launch for the next day's lesson. This question relates to the learning objective and overall unit concept. For example, in the unit on coping skills, the Focus of the Day might be "Notice times in the day when your body cues you that it may be time to use a coping strategy. How did you feel before using a coping strategy? How did you feel after using the strategy?" These questions serve to extend Zoned-In into the school day and to connect lessons within a unit.

Designing with SAFE Instruction

Each lesson uses the SAFE instructional framework. In two meta-analyses (Durlak et al., 2011; Payton et al., 2008) of SEL programming, programs that used the SAFE framework had statistically significant impacts on effect sizes, meaning that these programs had more considerable positive outcomes in each of the six areas (e.g., increases in academic results and SEL skills, decreases in emotional distress, etc.) To increase the magnitude and likelihood of positive outcomes, Zoned-In Mini-lessons use the SAFE framework in every lesson.

What is SAFE?

SAFE is an acronym for an instructional framework.

SAFE Stands For: (CASEL, n.d.b; Greenberg et al., 2003)

Sequenced: Connected and Coordinated Activities. Skills Developed Sequentially.

Active: Active Forms of Learning (modeling, role-playing, rehearsal with feedback)

Focused: Spends sufficient time in each skill area. Emphasize *developing* and building on strengths over time.

Explicit: Targets specific social-emotional skills.

How Are Zoned-In Min-Lessons SAFE?

Sequenced: Lessons, and lesson activities, are connected and sequenced in a way that skills build upon each other. Unit concepts coherently flow to develop understanding.

Zoned-In Lesson Example(s): Focus of the Day connects each lesson with the prior one.

For example, developing an understanding of how Zones relate to sensory feelings is taught before self-monitoring. Tying sensory perceptions to each Zone is a prerequisite skill for self-monitoring.

Active: The program supports, through communication tools and common language, all adults in the child's school life in modeling the skill throughout the day. Activities are designed so that students are actively practicing skills. Activities require students to actively construct knowledge through modeling, role-play, and discussion.

Zoned-In Lesson Example(s): In the self-monitoring unit, students actively monitor their Zone after each school block on a visual tracker worksheet.

Focused: Lessons build skills over time and recognize that children are developing strengths and building upon them.

Zoned-In Lesson Example(s): Lesson units build and link together. Students first recognize their body cues and zones, then self-monitor throughout the day, then begin to learn and practice coping skills. Concepts are sequenced purposefully so that each subsequent skill builds and ties to the previous one. Students develop skills by continuing to practice them in journals and through modeling and cueing in Wrap-Around the School Day components.

Explicit: Each unit targets a specific SEL skill, defines it with students, and has group members practice it.

Zoned-In Lesson Example(s): The Body Cues unit begins by defining body cues with students, discussing the skill as a group, and then has students practice identifying their body cues throughout the school day.

Some elements of Zoned-In fall into multiple categories of the SAFE framework.

Examples in Zoned-In: Conversation questions are used in a **sequenced** manner so that students can **actively** make sense of skills and strategies (**focused**) and relate it to their background knowledge and experiences.

ADAPTING TO YOUR STUDENTS USING

Zoned-In SAFE lesson components were selected to flow together. However, Zoned-In is adaptable to your students' interests, strengths, and needs by substituting some SAFE instructional methods for others. This modification should not alter outcomes because the lesson maintains the SAFE framework. However, to support unit coherency, Zoned-In recommends that teachers use consistency when adjusting the unit. For example, In the Body-Cues lesson, if you chose to substitute creating an anchor chart as a group for role-playing in one lesson, this modification should be used in the remainder of the unit.

Other SAFE approaches:

- Using problem-solving steps to work through a community problem
- Integrating a role play for additional practice
- Coaching students through skills in their classroom
- Peer to Peer coaching or modeling
- Using books paired with analysis or role-play to learn a SEL skill
- Creating an anchor chart or play as a group to explain a concept

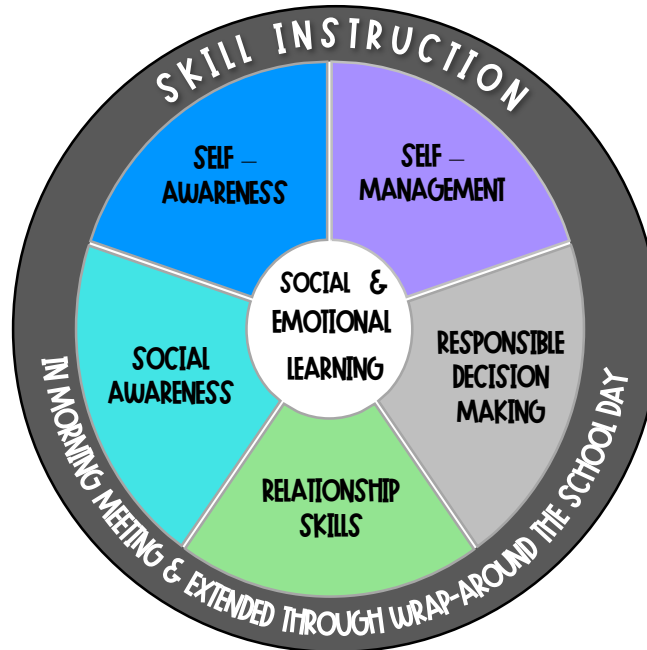
WHY USE MINI-LESSONS?

Mini-Lessons Will...

1. **Directly Teach SEL Skills within the 5 Core Competencies:** Lessons take the form of conversations and exploration paired with more explicit definitions to teach concepts.
2. **Create a Structure to Expand:** Each lesson finishes with a goal or thought question (Focus for the Day) for students to expand the concept into their school day. For example, they may take a sheet with them and self-monitor their zones by recording after each period.

3. **Connect to Previous Lessons:** The Focus of the Day or journal's Question of the Day is often used as a launching point for the daily lesson. This design helps students and teachers connect ideas and concepts from lesson to lesson.
4. **Use a Research-Based Instructional Framework:** Each lesson uses the SAFE instructional process. Programs that use this framework are more effective in increasing SEL skill development, positive attitudes, social behaviors, and academic performance while decreasing conduct problems, and emotional distress (Durlak et al., 2011; Payton et al., 2008)

A Summary Using the Zoned In Theoretical Model:



This model contrasts with the model shown in the journaling and Community Sharing section. Journaling consistently teaches specific skills within all 5 Core Competencies using both *Skill Instruction* and *Environmental Change*. Comparatively, Mini-Lessons uses *Skill Instruction* to teach concepts within all 5 Core Competencies. These concepts differ from lesson to lesson, and thus this holistic model becomes a more robust representation, instead of the specific skill breakdown used in the other model. This model shows that Mini-lessons use *Skill Instruction* to teach many individual concepts within each Competency throughout the progression of Zoned-In.

ZOOMED-IN: MINDFULNESS

“ Regulation is the biggest- going from 0 to 60 and right from irritated to punching kids in the face. That's the biggest issue we have not knowing how to manage that stress. Even academic stress and knowing how to work yourself through the situation. ”

-SCHOOL ADJUSTMENT COUNSELOR

WHAT IS MINDFULNESS?

Mindfulness is the ability to focus attention on thoughts, feelings, perceptions, or sensory experiences that arise from moment to moment in a non-reactive way (Schoenert-Reichl, Oberle, Lawlor, Abbott, Thomson, Oberlander, & Diamond, 2015). Mindfulness is “paying attention in a particular way, on purpose, in the present moment, and nonjudgmentally” (Schoenert-Reichl et al., 2015, p. 53).

WHAT IS MINDFULNESS?

Mindfulness can be incorporated every day or just 2-3 times a week, depending on your students' needs and feelings about the activities. Generally, it is more effective to use it as an ending activity to transition students out of the classroom.

GUIDING PRINCIPLE: INTEGRATE CHOICE TO EMPOWER STUDENTS

Integrate choice by allowing students to select the mindfulness activity. There are numerous ways to integrate student choice, which will also build the Core Competencies of responsible decision making and relationship skills.

Examples:

- Using a brief community discussion to democratically select an activity
- Taking turns to be the child that selects the activity
- Giving students a field of 2 or 3 different strategies to choose from
- Allowing a student to pick any activity from a specified page
- Using repetition and review by enabling a child to pick a favorite from previous activities.

ZONED-IN TO TIER 3

Individualize the experience by creating a mindfulness program tailored to the student's needs. Use the teacher and student responses from the Entrance Surveys to create a mindfulness break schedule throughout the day or solely within Morning Meeting. For example, if a teacher indicated that a student was strong in communicating their needs but required more support to identify their emotions, the Zoned-In teacher and student could work together to create a system to enhance these strengths and needs. They may decide that the child should communicate the need for a break during the school day (a strength) and that the Mindfulness breaks with a focus on pairing body cues to zones and emotions. Thus, the team creates an individualized data-based plan based on both the child's strengths and needs.

Where Do I find Mindfulness Tools?

Go Noodle- Includes Mindfulness activities with a free account. Paid accounts have greater access to a wider variety of videos. Activities include: Yoga, muscle activation and release, guided imagery.

<https://www.gonoodle.com/>

Stop, Breathe, Think Kids: A mindfulness app, free for teachers, that can be added to phones, iPads, and computers. They also have a YouTube page.

Activities Include: Breathing activities, mindful movement, meditative listening, social stories.

<https://www.stopbreathethink.com/kids/>

https://www.youtube.com/playlist?list=PLZnnWZRQ2IN5_bgzO7r5hUxQGb36bNNE9

WHY MINDFULNESS?

According to a study on a mindfulness program on 4th and 5th-grade students, mindfulness improves students' (Schonert-Reichl et al., 2015):

1. *cognitive control* such as students ability to organize, sequence, and regulate behavior including attention to task, ability to ignore distractions, notice rules, and patterns, and regulate emotions
2. *SEL Skills* including empathy, perspective-taking, emotional control, optimism, school concept, prosocial skills
3. *Acceptance by peers*

Many mindfulness skills also translate into coping skills, which are a component of self-management.

ZOOMED-IN: WRAP-AROUND THE SCHOOL DAY

“Also, students shouldn't view SEL as a block throughout the day, all teachers and staff should be teaching it and modeling strategies throughout the day, as a way of life. ”

-classroom teacher

“It's one thing to do it in isolation in morning meeting but applying those skills in the moment. ”

-Special Education Teacher

“Communication but it's time that the teachers don't have so we need the resources to be able to effectively communicate to carry over the skills into the day- understanding how to cue the skills and how to handle the behaviors. ”

-School Administrator

WHAT IS WRAP-AROUND THE SCHOOL DAY?

Wrap-Around the School Day extends Morning Meeting from the Zoned-In classroom throughout the entire school day. This component begins with team communication and results in adults modeling SEL concepts and cueing students to use SEL skills and strategies in a variety of school contexts. Wrap-Around has been designed to increase learning using both theories of design: *Environmental Change* and *Skill Instruction* to enhance learning. Wrap-Around the School Day uses these two components in a particular way that were described in detail in the Design Theories Section on [Page 18](#).

HOW DO I CREATE A WRAP-AROUND SYSTEM?

2 Interrelated components are needed:

First, the Zoned-In teacher, in collaboration with staff, must establish a communication system so that all staff are up to date on Zoned-In's group progress, student goals, and target skills. Zoned-In teachers and staff must then model and cue SEL skills throughout the day.

Wrap Around Through Communication:

When this program is successful, there is a seamless transition between Morning Meeting instruction and how adults are interacting and reinforcing skills in the rest of the school day. To do this, all adults need to have a mutual understanding of Zoned-In content and student progress. Specifically, staff members must be using the same language, know what skills have been taught already, what skills have been mastered and by whom, and what students' individual goals are.

People that Need to Be Informed:

- Classroom Teacher
- Administration
- Specials Teachers: Music, Gym, Art, Library, etc.
- Specialists that Work With the Student: Special Education Teacher, Occupational Therapist, Speech Pathologist, School Counselor, Social Worker, Paraprofessionals, etc.
- The Student's Family

What Staff Need to Know:

- What is Being Learned Currently in Zoned-In
- What the Focus of the Day is
- What Has already been taught in Zoned-In
- What the child's strengths are
- What the child's personal goals are
- What Language is Used
- That we are all on the same team: the Child's Team!

What Staff Need To Do:

- Use communication tools to stay up to date on what is occurring in Zoned-In
- Cue student (to self-monitor, use a coping strategy, etc.)
- Authentically Model Skills and Think Aloud as the need for them arises (self-monitoring, coping, etc.)
- Share information about what is occurring in each setting (I notice that Erin always uses a coping strategy independently in Art)
- Build a relationship where you are learning together (See [Page 21](#))!

The concept map ([Page 55](#)) provides a more detailed description about what staff need to do within each unit.

Communication Tools:

Universal Language Handout:

Through interviews with school staff working on developing a SEL program, I discovered that there was a need for a universal language. On [Page 86-87](#), you can find a handout that can be used as a tool to establish that universal language. This sheet includes words, definitions, and examples as well as a place for staff to add more language as it comes up with your students. The team should use these phrases with children in the Zoned-In group throughout the school day. Students will likely also use this language with staff, and staff may choose to give the same handout to students to guide student-student and student-staff interactions further. Additionally, a list of sentence stems is included. These sentence stems represent common phrases that are used when modeling or cueing students and could serve as a helpful starting point.

Communication Tools- Ideas and Examples:

Different contexts require different communication strategies. What works in one school may not work in another. What works will depend on the number of staff members involved with each student, the number of students participating in Zoned-In, and school resources, including time. These ideas have been generated as part of interviews with teachers currently designing or working with SEL programs. Each of these strategies has affordances and constraints related to the ease of information dispersal and specificity of that information. For example, a group chat is easy to send, easy to read, and quick to access, but it also decreases the ability to track and trace data, personalize information about each student, and has some privacy concerns.

1. A living Google Document where staff can note specific instances of what is occurring and what is being taught (example of Structure on [Page 84](#))
 - For privacy reasons, there may need to be 1 document per student receiving Zoned-In programming.
2. Weekly or daily email to staff involved (example of Structure on [Page 84](#) and [85](#))
3. Weekly or daily printed newsletter (Similar to Email Structure)
4. Large chatgroup on phone or computer app such as GroupMe, Slack, or Whatsapp

VOICE FROM THE CLASSROOM: USING WRAP-AROUND THE SCHOOL DAY TO CREATE A SEAMLESS TRANSITION FROM MORNING MEETING TO THE SCHOOL DAY

MaKai leaves Zoned-In Morning Meeting and heads back to his classroom. His class has already started math and are beginning a number talk. MaKai takes his seat and starts the problem. He kicks his feet against the floor. At the front of the Room, Ms. Gregory taps her marker back and forth on the board. She stops and says, "Wow. I just noticed I was tapping my marker. I am going to check in with myself because sometimes that is a body cue for me. Hmm. I also notice that my heart is beating pretty quickly, and I feel hot. I wonder what Zone my body is cueing me to notice. Does anyone know?" MaKai raises his hand. Ms. Gregory points towards him, and he says, "Yellow, I think." Ms. Gregory nods. "I agree I think my body is telling me Yellow. Thank you so much for helping me notice. I think that means I should take a minute and breathe before we start. I'm not sure why I am yellow, but I can still do something about it. My body cues helped me notice, with your help, how I feel before my brain seems to notice my emotion." Ms. Gregory had checked the Google Doc before school started today to see what was going on in Zoned-In. She saw that the group was working on coping strategies, but that some students were still strengthening their body cue skills. Ms. Gregory thought aloud to model her analysis of her own body cues. She then asked the class to help her think about what her body cues meant, asking students to take greater ownership and become involved in the learning experience. Ms. Gregory purposely called on Makai because even though her class is working on these skills at the Tier 1 level, she knew that the Zoned-In group was focusing on this skill this week. Here, the classroom teacher used the communication tool to create a seamless overlap between Morning Meeting instruction and her classroom experiences. She also used think-aloud strategies, which are Active Pedagogies under the SAFE instructional framework.

ZONED-IN TO TIER 3:

A detailed communication program should be created for students in Tier 3. By sending out specific information about what a student is working on and how others can support them, further individualizing the program. Additionally, the level of detail makes data tracking more efficient and specific. Consider using a google doc form for each child in Tier 3.

WHY WRAP-AROUND THE SCHOOL DAY?

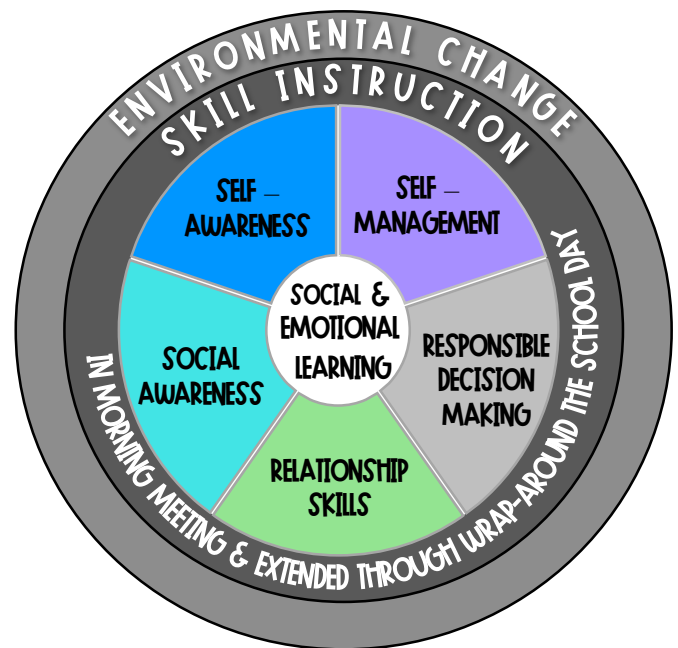
Morning Meeting occurs in a small window of the school-day, 15-20 minutes, but ideally, we want SEL skills to happen throughout the entire school day.

Wrapping around the child to create a consistent SEL experience will...

1. **Increase the amount of TIME** that the child is learning and practicing SEL skills, while also leading to a lesser amount of dedicated SEL instruction time. This system will reduce the number of staff needed to implement this intervention.
2. **Create Authentic SEL Learning:** Students are practicing SEL skills when the need for these skills arises, instead of practicing and seeing them solely in an isolated context
3. **Create Value:** Seeing adults across the school day practice and model SEL skills with the child, increases the likelihood that the child will see these skills as valuable. They are seen as a part of daily life, as they should be!
4. **Disrupt Traditional Notions of Intervention:** Traditionally, intervention programs, both academic and social-emotional, occur in an isolated context. These programs tend to focus on "intervening upon" a student in an alternative setting, and then sending the child back into the school day. Zoned-In Wrap-Around the School Day creates a feeling that the intervention is something that occurs across time and locations. Formatting also makes it a team response, one done with the student, instead of upon.

A Summary Using the Zoned In Theoretical Model:

Wrap-Around the School day facilitates learning in all 5 Core Competencies. The specifics of which competencies depends on the instructional goals and student goals communicated to staff. Wrap-Around the School day uses both *Environmental Change* and *Skill Instruction*. The component alters the way that students and staff, as well as staff and staff, interact. It creates a caring and responsive environment as staff and students respond to each other's needs using SEL Skills. For example, in the Voices from the Classroom, the teacher responded to Makai's goals, and Makai responded to the teacher by supporting her in using Zones. Wrap-Around also relies on Skill Instruction through school-wide modeling and cueing. Therefore, as all 5 Competencies



are taught using both design theories, and the specific competencies are unknown until related to the students' and curriculum progression, the holistic Zoned-In model matches the Wrap-Around component.



ZONED-IN TO ADAPTION

“ Sometimes it's okay to take different pathways as long as we are all working toward the same result. ”

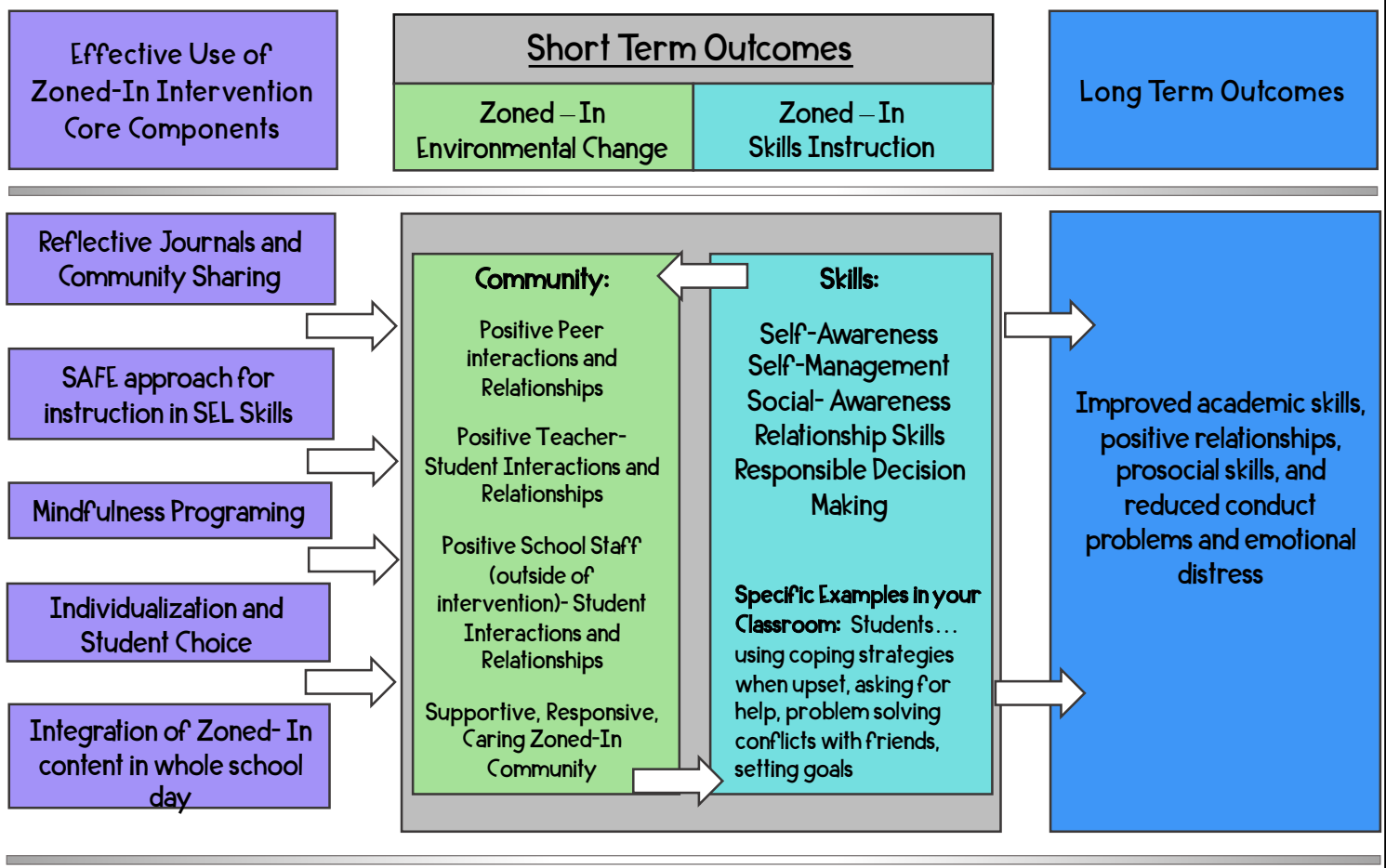
-Speech and Language Pathologist

ADAPTING ZONED-IN FOR YOUR STUDENTS, SCHOOL, & COMMUNITY:

Returning once again to the puzzle piece model, the previous section described the minute features on each puzzle piece, which creates the entire Zoned-In picture. However, Zoned-In recognizes that every teacher adapts systems, programs, and curriculums to the needs of his or her students. Yet, this must be done in a way that does not influence the overall results of the system, or in the puzzle metaphor, the experience of putting the puzzle together.

Zoned-In recognizes that students' needs and school context must influence the program. Every setting is different, and thus every program cannot be successful with the exact same elements. However, the Zoned-In system must be adapted in particular ways to maintain the features that have been designed to result in change. The chart below highlights the Core Components, or design features, that are hypothesized to result in the short- and long-term program outcomes. When making decisions about altering instruction, materials, or program set-up, preserving the Core Components will maintain the overall results. Below the diagram are specific examples of what this means. But in general, if the components in the far left purple column are implemented with fidelity and pedagogies or activities outside of the constraints of that column are added or altered, then overall program outcomes should remain valid. Zoned-In implementers should revisit this chart whenever they are individualizing the program to meet the needs of their students and groups.

Figure 1: Zoned-In Mechanisms That Matter



GUIDING PRINCIPLE: MAKE ADAPPTIONS BASED ON THE MECHANISMS THAT MATTER TO MAINTAIN ZONED-IN RESULTS

Adaptions to Avoid: Altering the Core Components and Altering Outcomes-

Examples:

- Eliminating Journaling or A feature of journaling such as connecting sensory feeling to zone
- Altering instruction that effects SAFE. Examples include replacing modeling with direct teacher talk.
- Removing staff-wide communication- limiting Zoned-In to your own classroom without carrying over with other individuals involved with the child

Adaptions that Work: Altering Approaches without Altering Core Components:

Examples:

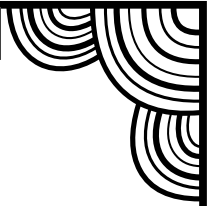
- Trading Modeling for Student Role Play (Active traded for Active)
- Using Mindfulness Approaches outside of the resource list (still mindful!)
- Reviewing or repeating a week
- Using a different communication tool or strategy with other staff members



CONCEPT MAP

“ I feel communication and identification is key . ”

-Classroom Teacher



WHAT IS THE CONCEPT MAP AND HOW DO I USE IT?

Zoom out to see the big picture of Zoned-In. The concept map allows you to see the entire picture of the Zoned-In Mini-lessons. Ross & Tolan (2018) found that increasing SEL learning within one competency impacts learning and skill within the other competencies as well. Therefore, these lessons have been sequenced so that skills build upon each other in a coherent manner instead of teaching all of the concepts within one competency and then moving to the next competency. This map shows how skills interlock with each other and with the core competencies, while also providing the week by week sequence. Under each week's number is the corner image used on the journal pages for that week. This cue allows quicker access, more effortless organization within student binders, and greater flexibility in organizing, resequencing, and repeating lessons to meet student needs.

Each week lists the concept, which is the main idea of the week. The Smaller Skills column breaks down the concept into smaller skill components. Connect Back provides information about prerequisite skills required to be successful in this week. This prerequisite list can help teachers make adaptation decisions regarding repeating, removing, or reordering weeks. For example, if a teacher sees that next week's lesson is on Body Cues and requires students to understand and name each Zone, but the teacher recognizes that her students are still developing this skill. The teacher may then choose to increase supports during that unit or repeat the previous unit. The next column, Classroom Carryover, relates to Wrap-Around the School Day. This section provides specific actions for all staff members related to this unit's skill. However, it should be noted that the enactment of this may differ depending on students' success in the prerequisite skills. The last five columns correspond to the 5 Core Competencies.






Don't Forget- The Morning Meeting Program is designed to develop all five Core Competencies through *Environmental Change*, as well as some *Skill Instruction* components in the set up of the program (Journaling and Community Sharing). For example, the theoretical wheel model on [Page 33](#) breaks down how Journaling and Community sharing target specific Core Competencies. The concept map outlines the Core Competencies covered in the Mini-lessons only.



5 CORE COMPETENCIES COLUMN KEY:

SA = Self-Awareness SM = Self-Management SoA = Social-Awareness RS = Relationship Skills RDM = Responsible Decision Making

ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	S A	S M	S O A	R S	R D M
1 	Setting the Stage- Program Set Up	<ul style="list-style-type: none"> Co-Designing Norms Discussing Why We Need These Skills Creating Community Goals Community Bonding Games 		<ul style="list-style-type: none"> Inform staff of group goals 					
2 	Setting the Stage- Mindfulness	<ul style="list-style-type: none"> Review and Continue norm development Review and Continue Community bonding Introduce Mindfulness: what, why, how, when, practice 	<ul style="list-style-type: none"> Community Norms 	<ul style="list-style-type: none"> Introduce Staff to Mindfulness 					
3 	Setting the Stage- Zones Review	<ul style="list-style-type: none"> What are Zoned of Regulation What does each zone look like, sound like Review Universal Language 	<ul style="list-style-type: none"> Zones of Regulation Basic Understanding 	<p>Emphasize Zones:</p> <ul style="list-style-type: none"> Model explaining your own zone throughout the day Ask child about their zone 					
4 	Zones -In- What Does Your Body Feel like In Each Zone?	<ul style="list-style-type: none"> Tying Sensory Feelings to each Zone Recognizing It is different for each person 	<ul style="list-style-type: none"> Zones of Regulation- Language in each zone, emotional words in each zone Communicating our Zone 	<ul style="list-style-type: none"> Model pairing sensory experience to zones Note sensory noticing to wonder about student's Zone (I see you are breathing hard...) 					
5 	Zones- In- How Do I Check In with Myself? Self Monitoring!	<ul style="list-style-type: none"> Introduce Self-Monitoring What, Why, When, How Introduce Self-Monitoring Tool Discuss Adaptions to tool with Group Self-Monitoring Throughout the School Day 	<ul style="list-style-type: none"> Zones of Regulation- Language in each zone, emotional words in each zone Body Cues in Each Zone Communicating our zone 	<ul style="list-style-type: none"> Model pairing sensory experience to zones Note sensory noticing to wonder about student's Zone (I see you are breathing hard...) Cue students to self-monitor using self-monitoring sheet at regular intervals 					

5 CORE COMPETENCIES COLUMN KEY:

SA = Self-Awareness SM = Self-Management SoA = Social-Awareness RDM = Responsible Decision Making RS = Relationship Skills

ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	SA	SM	SoA	RS	RDM
6	Zones- In- How Do I Check In with Myself? Self Monitoring Week 2	<ul style="list-style-type: none"> Continue self-monitoring with greater accuracy and independence Students look for patterns and trends in their 2 weeks of monitoring sheets (are they always yellow at a certain time?) 	<ul style="list-style-type: none"> Zones of Regulation- Language in each zone, emotional words in each zone Body Cues in Each Zone Understanding of meaning of self-monitoring Communicating our zone 	<ul style="list-style-type: none"> For students who are ready, move from modeling to more cuing and coaching students to self-monitor Think aloud about patterns in your teacher self-monitoring (i.e. are you always yellow in math?) 					
7	Tying Together Zones- How do other reacts when I am in each zone?	<ul style="list-style-type: none"> Social mapping to understand how others perceive student behavior in each zone Understanding how our actions influence other's actions and feelings Relate emotion and regulation to our actions (behavior) (Some students may continue to use self-monitoring sheet if they are still practicing) 	<ul style="list-style-type: none"> Tying together Zones, body cues, and resulting behaviors Self-monitoring continues 	<ul style="list-style-type: none"> Communicate which students are still using self-monitoring sheet and why Make connections and cue students to self-monitor even without their tracking sheets Model and think aloud why, when, and how you recognize the need to self monitor and then how to do this without a tracking sheet Notice and think aloud about how others are reacting and thinking about your zone Notice and think aloud about how you as the teacher are reacting to students in the green zone 					

5 CORE COMPETENCIES COLUMN KEY:

SA = Self-Awareness

SM = Self-Management

SoA = Social-Awareness

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Decision Making

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ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	SA	SM	SoA	RS	RDM
8	Changing Zones- What are my triggers? What makes me immediately move from the Green Zone to another Zone?	<ul style="list-style-type: none"> Define triggers, why they are important to notice Using self-monitoring to notice what triggers us (developing a self-understanding) 	<ul style="list-style-type: none"> Zones and Body cues Self-monitoring Communicating our Zone 	<ul style="list-style-type: none"> Continue to model and cue for self-monitoring Continue to model and cue for how zones and actions affect other's zones and actions Think aloud and model- recognize when you are moving zones, explain how you know that your zone is changing, note the trigger with students 					
9	Changing Zones- How can I change my Zone when I am sad or upset? (Introduction to Coping)	<ul style="list-style-type: none"> Defines coping strategies- what are they, why do we use them, how do we cope Audition coping strategies to discover which ones work for us and which do not Create personalized lists of coping strategies 	<ul style="list-style-type: none"> Zones and Body cues Self-Monitoring Triggers (create a bridge and reinforce it later describing how coping and triggers relate) 	<ul style="list-style-type: none"> Coach students to self-monitor and recognize triggers with more independence Note with students when you realize a trigger is approaching and what you are going to try to help yourself Note any new triggers that arise for you or students Ask students about what coping strategies they have liked or disliked so far- model with using some AT END OF WEEK: give students' completed coping lists and picture of anchor chart to all staff and families 					

5 CORE COMPETENCIES COLUMN KEY:

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ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	S A	S M	S O A	R S	R D M
10	Changing Zones- How do I know when to cope and if it works?	<ul style="list-style-type: none"> Discuss when to use coping strategies Students begin using self-monitoring sheet from weeks 5 and 6, but this time note what coping strategy they used to return or attempt to return to the Green zone Connect how we feel before coping to how we feel after Update personalized lists at end of the week to further support which strategies work in action 	<ul style="list-style-type: none"> Zones and Body Cues Self- Monitoring Coping (definition from last week) (Beginning to link to communicating our zones AND our needs) 	<ul style="list-style-type: none"> Model recognizing the need to cope and deploying a coping strategy Reflect after coping- how do you feel now? How do you know? Cue students to cope- ex. "I notice you are showing body cues that make me think you are in the Yellow Zone. Can we try a coping strategy from your list together?" Model communicating your needs- as in "I need some space to use a coping strategy" 					
11	Changing Zones- How do I cope when I know a trigger is coming?	<ul style="list-style-type: none"> Directly relating triggers and coping strategies Using coping strategies preemptively 	<ul style="list-style-type: none"> Zones and Body Cues Self-monitoring Triggers Using coping strategies Communicating our needs 	<ul style="list-style-type: none"> Model recognizing a trigger is coming and trying a strategy Continue to cue students to self-monitor and use coping strategies in the moment 					

5 CORE COMPETENCIES COLUMN KEY:

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ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	SA	SM	SoA	RS	RDM
12	Zoned- In Collaborators - How can I use Self-Coaching to persevere?	<ul style="list-style-type: none"> A bridge between coping strategies and problem-solving units Define self-coaching and positive self-talk: What is it, when do we use it, how do we use it Create examples of our own self-coaching Peer coaching and role-playing for students to practice self-coaching aloud 	<ul style="list-style-type: none"> Zones and Body Cues Self-Monitoring Triggers (Coping- for some students this may become an explicit coping strategy) 	<ul style="list-style-type: none"> Model positive self talk Coach students through using positive self talk Model noting when your zone is beginning to change and then choosing to use self-coaching (Creating a bridge between the two concepts and modeling when to use the strategy) Cue students to continue to use coping strategies 					
13	Zoned- In Collaborators - How big is this problem really?	<ul style="list-style-type: none"> Define size of the problem: what is it, why does it matter Thinking about how problems have different magnitude Recognizing when to solve the problem, when to ask for help, and when to let it go Relating using coping strategies to help identify the size of the problem and match our reaction to the size of the problem 	<ul style="list-style-type: none"> Zones and Body cues Self-Monitoring Other's reactions to your zone/actions Coping Strategies Communicating our needs 	<ul style="list-style-type: none"> Model thinking about reaction and problem size Continue self coaching cues and modeling 					



5 CORE COMPETENCIES COLUMN KEY:

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ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	S A	S M	S O A	R S	R D M
14	Zoned-In Collaborators - How do I solve problems collaboratively and justly?	<ul style="list-style-type: none"> This is a large idea-modeling and teaching of this will be integrated for the rest of the school year as problems arise Linking size of the problem to our ability to solve it interdependently or even at all Thinking about balancing our needs with others needs when solving a problem Analyzing what is just when solving a problem-even if it does not fit our needs or the other party's needs General focus on communicating needs 	<ul style="list-style-type: none"> Communicating our needs Coping strategies triggers 	<ul style="list-style-type: none"> This is a large idea-modeling and teaching of this will be integrated for the rest of the school year as problems arise When a problem arises- model how to communicate feelings and needs and try and come up with a joint solution 					
15	Zoned-In Goal Getters- How can I create and monitor short term (daily) goals?	<ul style="list-style-type: none"> What are goals, why do we set goals, how do we set goals Recognizing our areas for growth and identifying reasonable goals related to these areas Monitoring progress towards these goals (this could end up being two-week unit depending on skill) 	<ul style="list-style-type: none"> Self-awareness of areas of growth (done in journals) Self coaching Self monitoring 	<ul style="list-style-type: none"> Provide all staff with students' goals Cue student to check in throughout the day and think about how they are doing on their goal. Model doing this for your own goal Model recognizing in the moment times to work on goal Use self-coaching to work through tricky moments to reach goal, stay on track, or respond to not meeting the goal yet 					



5 CORE COMPETENCIES COLUMN KEY:

SA = Self-Awareness SM = Self-Management SoA = Social-Awareness RDM = Responsible Decision Making RS = Relationship Skills

ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	S A	S M	S O A	R S	R D M
16	Zoned-In Goal Getters- How can I create long term goals?	<ul style="list-style-type: none"> What are long term goals, why do we set these goals, we do we set these goals, how are they different than short term goals? writing appropriate, reachable, long term goals Breaking goals into benchmarks or reasonable pieces to create a plan to reach the goal (may take the entire week to write and break about goals into a reasonable plan) 	<ul style="list-style-type: none"> Short term goal setting and monitoring Self-awareness of areas for growth (done in journals) Self coaching 	<ul style="list-style-type: none"> Discuss plans with students and encourage their journey Model checking in on your own progress towards a goal and altering trajectory as needed Model self-coaching and cue self-coaching 					
17	Zoned- In Goal Getters- How can I monitor my progress towards my goal?	<ul style="list-style-type: none"> Monitor progress towards a long-term goal Recognize if the plan is not going perfectly and alter it as needed (this could end up being two-week unit depending on the goals selected and student skill or continue to occur in tandem with next unit) 	<ul style="list-style-type: none"> Self-monitoring Goal Setting Problem solving (as issues in plan arise) Size of the problem Coping 	<ul style="list-style-type: none"> Cue students to monitor plan Model monitoring progress towards your goal and model how to respond to challenge by coping and altering the plan 					



5 CORE COMPETENCIES COLUMN KEY:

SA = Self-Awareness

SM = Self-Management

SoA = Social-Awareness

RDM = Responsible Decision Making

RS = Relationship Skills

ZONED- IN CONCEPT MAP

Unit & Journal Corner Image	Concept	Smaller Skills	Connect Back: Prerequisite Skills	Classroom Carry Over (Key Communication)	S A	S M	S O A	R S	R D M
Insert Week	Zoned into Context- How do I cope with tests?	<ul style="list-style-type: none"> Recognize how tests can trigger us Self-monitoring during tests to recognize when we need to cope Discuss coping strategies that can work while taking a test 	<ul style="list-style-type: none"> Zones and Body Cues Self-monitoring Triggers copng 	<ul style="list-style-type: none"> (Depends on testing that is occurring, rules of what is allowed during testing, student needs, etc) 	D e p e n d s	o n	S k i L L		
Insert Week	Zoned into Context- How can we Use our Zones at home?	<ul style="list-style-type: none"> Discuss how zones can be used at home, when to use it, and why Specifics will depend on the needs of the students- could focus on problem solving at home, self-monitoring, how triggers differ, or just zones in general 	<ul style="list-style-type: none"> Zones and body cues Self-monitoring Problem solving triggers 	<ul style="list-style-type: none"> Communicate with families and staff- communication content depends on the the focus of the lesson selected based on student needs 	D e p e n d s	o n	S k i L L		
Insert Week	Zoned into Context- How can we use coping strategies at home?	<ul style="list-style-type: none"> Discuss how coping strategies can be used at home, when to use them, and why Discuss how triggers may be different at home 	<ul style="list-style-type: none"> Zones and body cues Self-monitoring Problem solving Triggers Coping strategies Self-coaching 	<ul style="list-style-type: none"> Communicate with families and staff- communication content depends on the the focus of the lesson selected based on student needs 	D e p e n d s	o n	S k i L L		



MINI-LESSONS

What do you envision effective SEL instruction... to look like?

“ Teaching understanding and strategies. Providing opportunities for students to practice (e.g. role play, hypothetical scenarios, as situations occur, etc.) and teaching them how to carryover these skills. ”

—SPEECH LANGUAGE PATHOLOGIST



UNIT 4

WHAT DOES YOUR BODY FEEL LIKE IN EACH ZONE?

Linking Sensory Experiences to Zones



UNIT 4: UNIT OVERVIEW

Skill Overview: What does your body feel like in each Zone? Linking sensory experiences (feelings) to Zones of Regulation.

Competencies: This skill is situated primarily in self-awareness, but the communication components of the mini-lesson and activities pushes the lesson into social awareness and relationship competencies.



Linking Sensory Cues to Zones involves children and adults recognizing their body cues and associating these cues with individual zones. In this unit, students move past the association between each Zone and Emotional language, such as “I am Yellow Because I am Excited” and move towards understanding the sensory cues associated with each Zone. For example, by the end of the unit students should be able to make statements such as “I am in yellow zone because my heart is beating very quickly, and I feel sweaty”. Students work to build a bridge between sensory experiences, Zone, and then emotion.

This bridge between sensory experiences and Zones creates a deeper understanding of Zones as children often do not have the language to explain the full range of emotions that they may be feeling or the skills to identify that emotion at the moment. Often times students are using the same word to describe a wide range of emotions and thus identifying the incorrect Zone. For example, students may say that they are frustrated by a math problem, and therefore they are yellow when in reality they are showing body cues indicating that they are in the Yellow Zone. Student and teacher actions to co-regulate may be different depending on the Zone, so correctly identifying this state is paramount. Furthermore, by focusing on sensory experiences, students can notice the cues that occur with the emotion before potentially being aware of the emotion. This new skill may allow students to intervene to interrupt reactions sooner.

How This Unit Builds the Link: Learning Objectives

Students have already been attempting this skill in their journals for the first three weeks of the program. This practice is critical because students will already have some background knowledge, at least on the value of the skill, but now students will have the skills.

- Students will learn why, how, and when to pay attention to their body cues
- Students will identify body cues associated with each Zone
- Students will begin to focus on how their body cues them in each Zone and how they may often show some body cues and not others

UNIT 4: UNIT OVERVIEW

Why Should My Students Link their Sensory Feelings and Their Zones:

These are Prerequisite skills for ...

- Self-Monitoring
- Using Coping Strategies
- Differences We May See In the School Day:
 - By recognizing where their bodies are, students may catch themselves and understand the need to self-regulate before escalating
 - By Recognizing where their bodies are, students will be able to identify their zones more accurately.

Wrap-Around The School Day:

Adults Across the School Setting Should...

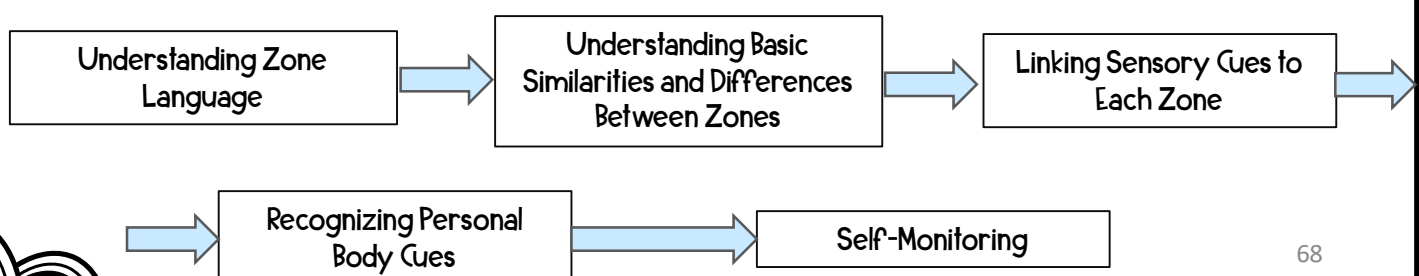
- Authentically model recognizing their Zone using sensory cues
- Ask the students to notice the body cues you may be exhibiting in a particular setting (make these clear and exaggerated as necessary) and pair to a zone together
- Notice and verbalize the body cues the student may be showing and think aloud to wonder with the student about their Zone
- Cue the student to pause and notice their body cues and coach them to pair this to the Zone

Zoned-In Facilitators Should Communicate...

- Each Students strengths and needs in the prerequisite skill: identifying each Zone and emotions within each Zone)
- The objectives of this unit: linking sensory experiences to each Zone
- Concrete examples of how, when, and why staff should model and cue these skills
- Any other skills that the Zoned-In group may need further practice with and thus could benefit from seeing in authentic contexts.

Creating Links Between Concepts: Forwards and Backwards

This section creates a clearer picture of how this concept fits into previous and future unit concepts. It links previously explored ideas with the current concept, then links forward to future lessons.



UNIT 4: UNIT OVERVIEW

Creating Tools:

By the end of this unit students will have an anchor chart that they can use as a resource throughout the Zoned-In program. There is also a completed anchor chart on [Page 82](#) that can be used as a handout in future lessons (should not be used by students until after this unit). Anchor charts will differ because student ideas and experiences in each Zone will vary. A blank anchor chart handout is also included so that teachers or students can fill it out based on their own anchor chart. The handouts can be added to folders or travel around with students to serve as a resource outside of the Zoned-In space.

MINI-LESSON I

Materials: Chart Paper, Markers, Anchor Chart Model (Blank [Page 81](#), Completed [Page 82](#))

Learning Objectives:

- I can Explain What a Body Cue is
- I can Explain Why I should Pay Attention to My Body Cues

Morning Meeting Components:

- Journal (3 Minutes)
- Community Share (3 Minutes)
- Mini-Lesson (12 Minutes)
- Mindfulness (2-3 Minutes)

Lesson Sequence:

Conversation Launch:

We have been thinking a lot about our Zones in the past few weeks. I have noticed on our journal pages after we identify our Zone, the journal asks us to answer, "I know this because my body feels...". This week we are going to focus on our physical feelings and how those go with our Zones. Why do you think it may be important to focus on the physical feelings within our bodies? What do you think we should be paying attention to in our bodies?

Potential Answers:

- We should focus on them because they tell us things like if we are hungry or tired
 - **Possible Ways to Build:** Yes, and could they also tell us other feelings? Like if we are frustrated? When we are hungry and tired, do we usually do something about it? How could this relate to using our feelings to think about our Zones?
- We should pay attention to how we feel inside.
 - **Potential Ways to Build:** Can you give me an example of what you mean by feel inside?
- We can also look at what our body looks like. If we scrunch our fists, that could mean we are yellow or red.
 - **Potential Ways to Build:** Great work, can you think of some other examples? What about ways that our body may be acting on the inside that people can't see?

MINI-LESSON I

IDENTIFYING AND ADDRESSING MISCONCEPTIONS:

Misconception: Body cues are feelings like my body feels sad

Teacher Language: Sad is an emotional feeling. We want to think about physical feelings in our body. Think about a time that you were sad. What was your body doing? (crying, lip sticking out, body feeling heavy)

Misconception: Some body cues are bad. It is bad to feel your heart race.

Teacher Language: Last week when we reviewed our zones, what did we say about each Zone? (that none of them are bad and that each Zone happens to everyone of ten times all in one day). Just like how we said, it makes sense to be yellow sometimes, like at recess or when you are excited the night before a trip. It is also ok to have certain physical feelings. When we are running around at recess, it makes sense for our heart to beat very quickly. Emotional Feelings and physical feelings are usually not good or bad; they are just part of our daily life.

Summarize and Conclude Conversation With:

You all gave some phenomenal answers. I love that I hear (Insert relevant answers and why they were important). We need to pay attention to our bodies because sometimes our bodies know how we are emotionally feeling before we do. Our bodies attempt to give us clues to help us realize how we are feeling. Sometimes this is physical feelings inside of our bodies, and sometimes it is things that we can see our bodies doing. For the rest of the week we are going to be working to fill in this anchor chart to help us think about all of the body cues, or physical feelings, our body does to help cue us or tell us, about our emotions. We are going to be body cue detectives. Before we finish, turn to the person next to you and work together to come up with a definition for body cues. How can we explain what a body cue is?

Anchoring Ideas: The remainder of the week students are going to work with the teacher to create an anchor chart listing the body cues that could fall into each Zone (See an example of anchor chart on [Page 82](#)). The heading of the anchor chart defines what body cues are. Call on students to share what they discussed and create a definition for the anchor chart.

- Examples of Definitions:
- Body Cues are physical feelings in your body that can cue you to your Zone
- You can see and feel body cues that give you hints as to what your Zone is
- You can see and physically feel body cues. You can use them to help figure out your Zone.

Focus of the Day:

Today, I want you to really notice what your body is doing during the school day. I want you to start brainstorming about what body cues could be going in each Zone.

MINI-LESSON 2

Materials: Chart Paper, Markers, Anchor Chart Model
(Blank [Page 81](#), Completed [Page 82](#))

Learning Objectives:

- I can Explain What a Body Cue is
- I can Explain Why I should Pay Attention to My Body Cues
- I can Identify what My Body Looks like and Feels like in the Blue Zone

Morning Meeting Components:

- Journal (3 Minutes)
- Community Share (3 Minutes)
- Mini-Lesson (12 Minutes)
- Mindfulness (2-3 Minutes)

Lesson Sequence:

Conversation Launch:

Yesterday, we talked about our body cues. Can someone remind us what a body cue is? (call on a student to explain). Great, and our definition is on our anchor chart just in case we need a reminder. Today we are going to think about how our bodies cue us when we are in the Blue Zone. On our anchor chart, we have two sections to help us brainstorm and stay organized. One section says, "How my Body Looks," and the other section says, "How my body physically feels inside." How might the ideas we come up with be different in each category?

Potential Answers:

- The "How my Body Looks" Is things that we can see outside of our body
- "How my Body Physically Feels Inside" are things that other people wouldn't be able to see.
- "How my Body Physically Feels Inside" Is all of the stuff that your insides do like breathing and your heart beating.

DESIGNER DECISION EXPLAINED: WHY START WITH THE BLUE ZONE?

Zoned- In designers chose to start with the Blue Zone for 2 Reasons:

1. By beginning with Blue, lessons can move through the energy hierarchy established in Zones. Blue is the lowest energy Zone. This sequence sparks potential conversations about how energy levels can relate to body cues.
2. Starting with the Green Zone may have been helpful in creating a baseline. However, the Green Zone body cues are less evident because it is viewed as a neutral space. Therefore, Starting with Blue can warm students up to the process and create a greater understanding of what Body Cues means before applying it to a more complex Zone.

MINI-LESSON 2

GUIDING PRINCIPLE: USING PROBING QUESTIONING CAN UNCOVER WHAT STUDENTS KNOW AS WELL AS WHERE THEY MAY HAVE ALTERNATIVE UNDERSTANDING

Voices from the Classroom

A Snippet of A conversation with Erin:

Erin: "How my Body Looks" has to do with things people can see, but "How my Body Physically Feels Inside" has to do with feelings."

Ms. C: *Feelings is a vast word and can have to do with physical feelings and sensory information as well as emotional feelings. Erin must understand that we are explicitly talking about sensory information because we have already linked emotion to zone and are trying to move deeper. I am going to ask a question to see what Erin understands.*

Erin, What do you mean by feelings? Can you give me an example of what you mean?"

Erin: Ummm, like grumpy.

Ms. C: I see what you mean now. Last week we talked about emotions and how that links to our zones. Is grumpy a physical feeling in your body like feeling your heartbeat quickly, or your stomach grumbling, or is it an emotion like I feel sad, I feel upset, I feel Happy?

Erin: Oh, It's an emotion like I feel grumpy!

Activity:

Now, we are going to list all of the body cues that can go with the Blue Zone. To help us, I want you all to pause for a moment and try and remember a time that you felt Blue. Maybe you were sad about a test score or about something a friend said. Perhaps you didn't sleep last night and are feeling so incredibly tired. Whatever works for you. Think about what others can see when they look at you. What can you feel inside of you? Is your heart, stomach, or breathing acting in a certain way?

Collect student answers and ideas and add them to the anchor chart. Often there is an overlap between what people can see vs. what you feel inside. The particular place on the chart does not matter as long as it is in the blue category. The group can decide where to list an idea based on group norms and discussions. An example of a filled-out anchor chart can be found on [Page 82](#). However, your students may have come up with other ideas.

Focus of the Day:

Today, try and notice your body cues again, but this time focus on the cues that we have listed on the board. Do you notice any Blue Zone cues throughout the day? Are you feeling any Blue emotions? Did your Cues let you know you were in the Blue Zone before you noticed the emotion?

MINI-LESSON 3

Materials: Chart Paper, Markers, Anchor Chart Model (Blank [Page 81](#), Completed [Page 82](#))

Learning Objectives:

- I can Identify what My Body Looks like and Feels like in the Green Zone
- I can notice my Body Cues During the School Day

Morning Meeting Components:

- Journal (3 Minutes)
- Community Share (3 Minutes)
- Mini-Lesson (12 Minutes)
- Mindfulness (2-3 Minutes)

Lesson Sequence:

Conversation Launch:

Yesterday, we talked about our Blue Body Cues I see that we came up with (List several ideas) that are what we see. I also notice we (list several ideas) that are physical feelings in the Blue Zone. Did anyone think of or notice anything else when they were focusing on their body cues during yesterday? (Add to chart as necessary)

Potential Answers: Similar to Previous Lesson

Activity:

Now, we are going to list all of the body cues that can go with the Green Zone. This one may be a little tricky because often we don't think about the Green Zone. To help us, I want you all to pause for a moment and try and remember a time that you felt Green. Maybe you were reading a book with your family? Perhaps you were playing outside or talking with a friend? Think about what others can see when they look at you. What can you feel inside of you? Is your heart, stomach, or breathing acting in a certain way?

Collect student answers and ideas and add them to the anchor chart. Just like yesterday, there is an overlap between what people can see vs. what you feel inside. The particular place on the chart does not matter as long as it is in the Green Zone category. The group can decide about the location using group norms and discussions. An example of a filled-out anchor chart can be found on [Page 82](#). However, your students may have come up with other ideas. Students may come up with fewer ideas for the Green Zone than for other Zones.

MINI-LESSON 3

Focus of the Day:

Today, try and notice your body cues again, but this time focus on the cues that we have listed on the board. Do you notice any Green Zone cues throughout the day? Are you feeling any Green emotions? Did your Cues let you know you were in the Green Zone before you noticed the emotion?.

LEARNING NEVER STOPS- LIVING DOCUMENTS

Self-Management includes knowing what resources you have and how to use them. This anchor chart should be displayed in the classroom and be a living document. By living documents, I mean that students should continue to add to it as they notice more body cues that could fall into each category.

MINI-LESSON 4

Materials: Chart Paper, Markers, Anchor Chart Model (Blank [Page 81](#), Completed [Page 82](#))

Learning Objectives:

- I can Identify what My Body Looks like and Feels like in the Yellow Zone
- I can notice my Body Cues During the School Day

Morning Meeting Components:

- Journal (3 Minutes)
- Community Share (3 Minutes)
- Mini-Lesson (12 Minutes)
- Mindfulness (2-3 Minutes)

Lesson Sequence:

Conversation Launch:

Yesterday, we talked about our Green Body Cues I see that we came up with (List several ideas) that are what we see. I also notice we (list several ideas) that are physical feelings in the Green Zone. Did anyone think of or notice anything else when they were focusing on their body cues during yesterday? (Add to chart as necessary)

Potential Answers: Similar to Lesson 2

Activity:

Now, we are going to list all of the body cues that can go with the Yellow Zone. To help us, I want you all to pause for a moment and try and remember a time that you felt Yellow. Maybe you were frustrated because you lost a game at recess? Perhaps you were excited because you were going to get to do something fun after school?

Collect student answers and ideas and add them to the anchor chart. Just like other lessons, there is an overlap between what people can see vs. what you feel inside. The particular place on the chart does not matter as long as it is in the Yellow Zone category. The group can make this decision using group norms and discussions. An example of a filled-out anchor chart can be found on [Page 82](#). However, your students may have come up with other ideas.

MINI-LESSON 4

ZONED-IN TO TIER 3: VOICES FROM THE CLASSROOM

Going into this lesson, Ms. C knew that Erin always started to rock her chair back and forth when she was in the Yellow Zone. She had talked to Erin about this before, but Erin did not seem to realize that she was doing this because she was frustrated or anxious. After collecting answers for the anchor chart for a few minutes, Ms. C asks, "Hmm, I think we are still missing some things. I want you all to take a minute and really think about your own body. We are all different. What are some ways that my body might cue me that I am in the yellow zones, that may be different from other people's cues? I am going to imagine the last time that I was in the Yellow Zone," Ms. C knows that she wants Erin to come up with a particular aspect that is individual to her. She also knows that Erin loves participating and would share something personal if it comes up. Ms. C is trying to create a story of her own Yellow Zone to show specific things that may be yellow that students won't think of, as well as create a trusting environment. Ms. C also purposely does not state the emotion so that the focus becomes what is happening in her body as a cue. "I remember I was trying to fix a chair in my house. I kept trying, and the screw kept falling out over and over again, no matter how hard I tried. I started to breathe very quickly and shallowly. I could feel my face warming up. I felt hot. I started to bang my fist on the ground. Oh, that's not on the chart! Banging fists on things! Can anyone else think of another idea?". Ms. C Looks at Erin. "Erin, you always have good ideas. Do you have anything to share?". Ms. C has individualized instruction by thinking about her specific students and how they appear in each Zone. She has created an environment where sharing is safe, and she has provided an example of something individual to her to encourage others.

Focus of the Day:

Today, try and notice your body cues again, but this time focus on the cues that we have listed on the board. Do you notice any Yellow Zone cues throughout the day? Are you feeling any Yellow emotions? Did your Cues let you know you were in the Yellow Zone before you noticed the emotion?

MINI-LESSON 5

Materials: Chart Paper, Markers, Anchor Chart Model (Blank [Page 81](#), Completed [Page 82](#))

Learning Objectives:

- I can Identify what My Body Looks like and Feels like in the Red Zone
- I can notice my Body Cues During the School Day

Morning Meeting Components:

- Journal (3 Minutes)
- Community Share (3 Minutes)
- Mini-Lesson (12 Minutes)
- Mindfulness (2-3 Minutes)

Lesson Sequence:

Conversation Launch:

Yesterday, we talked about our Yellow Body Cues I see that we came up with (List several ideas) that are what we see. I also notice we (list several ideas) that are physical feelings in the Yellow Zone. Did anyone think of or notice anything else when they were focusing on their body cues during yesterday? (Add to chart as necessary)

Potential Answers: Similar to Lesson 2

Activity:

Now, we are going to list all of the body cues that can go with the Red Zone. To help us, I want you all to pause for a moment and try and remember a time that you felt Red. I know that we do not often feel red because we learned that red means that we are entirely out of control. You may have recently been in the Red Zone, or you may need to think back farther. Maybe you were angry because of something that happened at home or at recess? Perhaps you were terrified of something?

Collect student answers and ideas and add them to the anchor chart. Just like other lessons, there is an overlap between what people can see vs. what you feel inside. The particular place on the chart does not matter as long as it is in the Red Zone category. The group can make this decision using group norms and discussions. An example of a filled-out anchor chart can be found on [Page 82](#). However, your students may have come up with other ideas.

MINI-LESSON 5

GUIDING PRINCIPLE: USING STUDENT IDEAS TO CREATE CONVERSATION CAN BUILD MEANINGFUL UNDERSTANDING. ESPECIALLY WHEN USING DEEPER QUESTIONS SUCH AS "WHY", "HOW", AND "WHAT IF".

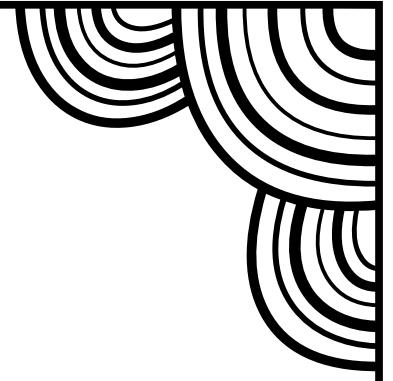
Guiding Principle In Practice: Students may notice that there is an overlap between the Yellow Zone and Red Zone body cues.

To create conversation, consider the following questions:

- Why is it ok that this body cue is in both categories?
- Why do you think that the body cue is in both categories?
- Even though we wrote the same thing, do you think that this cue happens differently? Does the cue feel different in each Zone?

Focus of the Day:

Today, try and notice your body cues again, but this time focus on the cues that we have listed on the board. Do you notice any Red Zone cues throughout the day? Are you feeling any Red emotions? Did your Cues let you know you were in the Red Zone?



UNIT 4: RESOURCES

WHAT DOES YOUR BODY FEEL LIKE IN EACH ZONE?

Linking Sensory Experiences to Zones



OUR ZONES, OUR BODY CUES

WHAT IS A BODY CUE?

You can see and physically feel body cues. You can use them as clues to figure out your Zone.

Zone	How My Body Looks (What People See)	How my Body Physically Feels Inside (What People Can't See)
Blue		
Green		
Yellow		
Red		

OUR ZONES, OUR BODY CUES

WHAT IS A BODY CUE? You can see and physically feel body cues. You can use them as clues to figure out your Zone.

Zone	How My Body Looks (What People See)	How my Body Physically Feels Inside (What People Can't See)
Blue	<ul style="list-style-type: none"> • Tears • Eyelids Drooping • Head in hands or on desk • Yawning • Eyes Closed • Frowning 	<ul style="list-style-type: none"> • Low energy • Muscles are tired • Stomach feels heavy • Body feels heavy or floppy • Nauseous • Sleepy • Hurt (ex. Headache)
Green	<ul style="list-style-type: none"> • Sitting up tall • Eyes on the speaker • Calm hands • Smiling or neutral face 	<ul style="list-style-type: none"> • Muscles relaxed • Heart beating normally • Feels easy to listen • Even breathing
Yellow	<ul style="list-style-type: none"> • Eyes Moving Around • Wide Open Eyes • Jumping or Moving all Around • Clenching Teeth • Making angry sounds • Tapping pencil • Tapping Foot • Banging hands on table • Swaying back and forth • Biting Nails • Giggling uncontrollably • interrupting 	<ul style="list-style-type: none"> • High energy • Breathing heavily • Hard to catch your breathe • Feels hard to focus • Fast heartbeat • Butterflies in stomach • Tightness in Chest • Sweaty • Jittery • Frozen • Tight Muscles • Warm
Red	<ul style="list-style-type: none"> • Red Face • Stomping • Running Away • Kicking, Pushing, Throwing • Crying • Screaming 	<ul style="list-style-type: none"> • Out of Control Energy • Sweating • Heart Racing like after long race • Holding your Breath • Breathing very quickly and shallowly • Tight chest • Hard to focus or listen • Feel Hot

TOOLS

1. **Wrap- Around Communication Tools**
 - **Communication Tool Examples (p. 84 - 85)**
 - **Universal Language Sheet (p.86 - 87)**

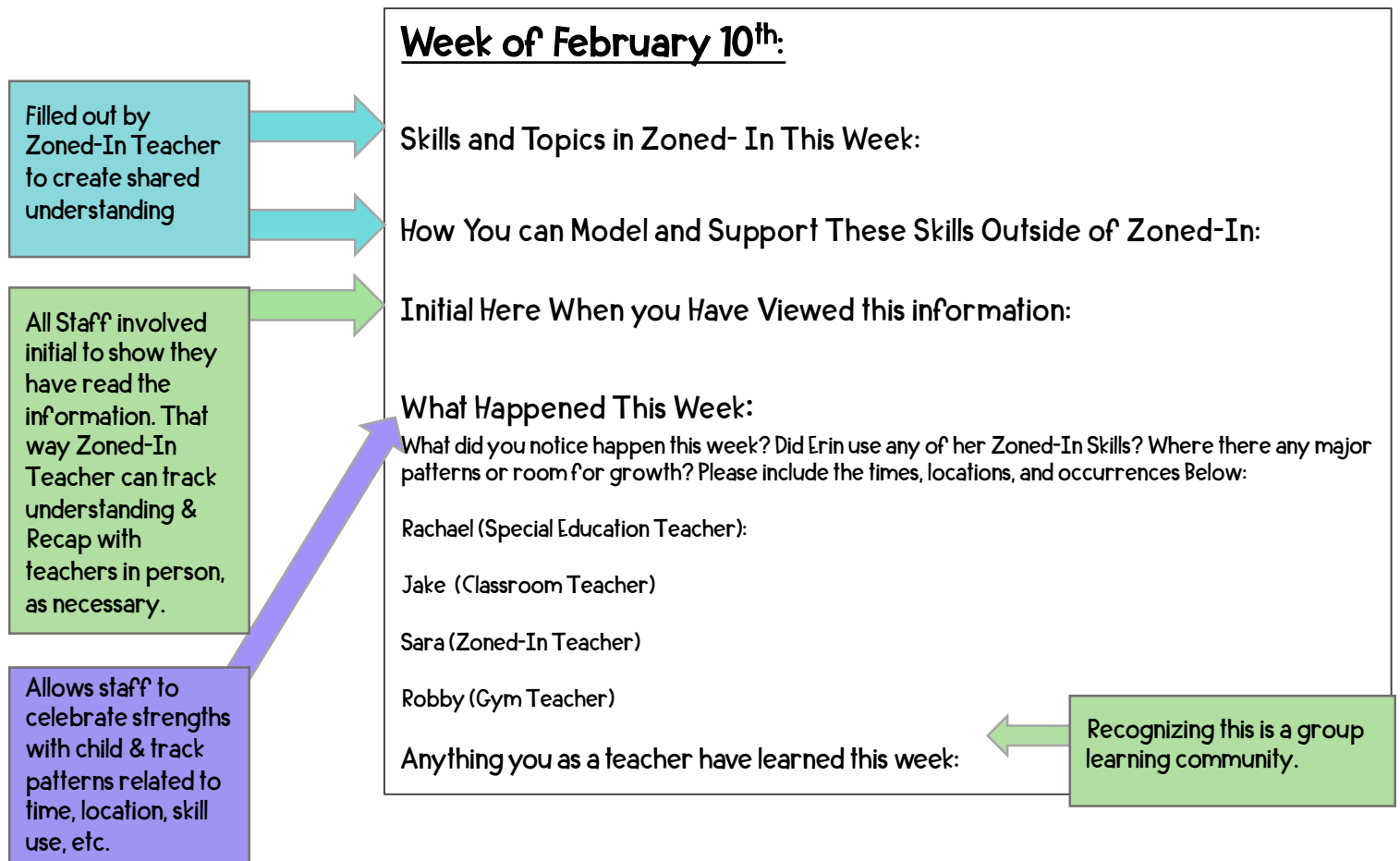
2. **Zoned in Entrance Survey**
 - **Teacher Survey (p. 88 - 93)**
 - **Student Survey (p. 94 - 97)**

3. **Zoned In Journals (p. 98 – 206)**

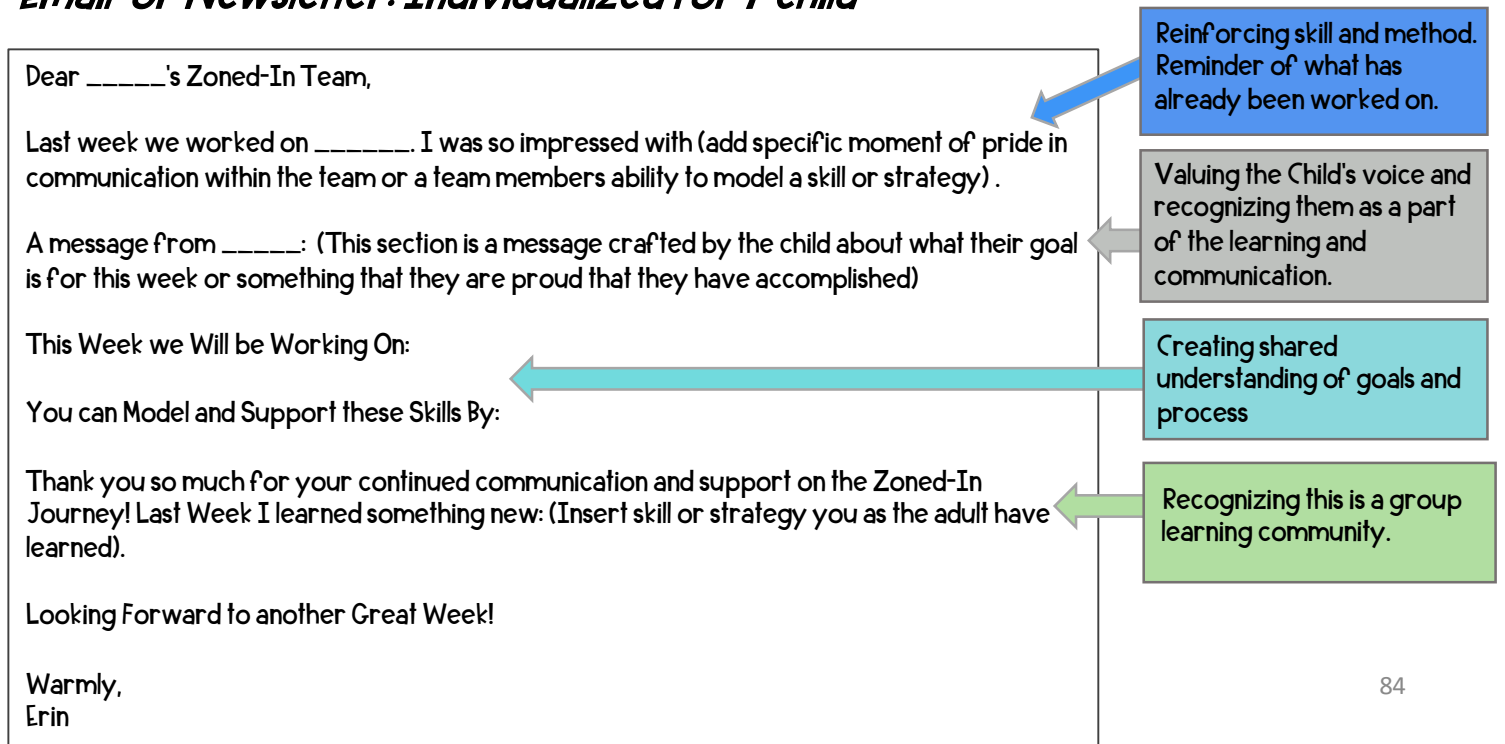
4. **References (p. 207 – 208)**

COMMUNICATION TOOLS

Living Google Doc Formatting



Email or Newsletter: Individualized for 1 child



COMMUNICATION TOOLS

Email or Newsletter for Entire Zone– In Group

Dear Zoned-In Team,

Last week we worked on _____. I was so impressed with (add specific moment of pride in communication within the team or a team members ability to model a skill or strategy).

This Week we Will be Working On:

You can Model and Support these Skills By:

Thank you so much for your continued communication and support on the Zoned-In Journey! Last Week I learned something new: (Insert skill or strategy you as the adult have learned).

Looking Forward to another Great Week!

Warmly,
Erin

Reinforcing skill and method.
Reminder of what has
already been worked on.

Creating shared
understanding of goals and
process

Recognizing this is a group
learning community.

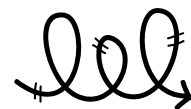
ZONED-IN

Language

The Zoned-In Group is working hard to increase our social emotional learning skills. We need your help! Zoned-In uses a specific set of vocabulary to describe feelings, physical experiences, and strategies. Many of these words you are likely already familiar with because we are building from Zones of Regulation. Please use the language on this list to help create an all-encompassing program!

Word	Definition	Example
Zone	4 Zones that are related to energy levels and emotions. It is important to recognize that no zone is bad and every zone happens to everyone!	"After recess I checked my zone and I felt like I was in the yellow zone"
Blue Zone	Low Energy. Emotions Include: sad, sick, tired, hurt, upset	"In the morning I am in the blue zone because I am so tired"
Green Zone	Relaxed, calm, ready to learn. Emotions Include: happy, calm, proud, focused,	"In the green zone I am calm and ready to learn"
Yellow Zone	High Energy. Emotions Include: Silly, excited, anxious, frustrated, hyper.	"After recess I was yellow because I was still so excited about football"
Red Zone	Very High Energy. Emotions Include: Feeling out of control, angry, mean, scared, unsafe	"I saw a cartoon character in the red zone who was screaming and throwing things"
Mindfulness	Ability to focus attention, thoughts, feelings, and perceptions as they arise in a non-reactive way.	"We practiced mindfulness by doing body scans this morning"
Body Check	Checking in with yourself to see what zone your body is in by thinking about the physical and sensory signs.	"I did a body check and noticed my heart was racing. I think I am in the yellow zone"
Body Cues	Physical cues you can notice in a body check that tell you what zone you may be in.	"I notice my body is cueing me that I am green because my breathing is regular"
Self-Monitoring	Checking in with yourself periodically to see how you are feeling emotionally and physically	"I self-monitor by stopping to notice my body cues every period"

FLIP OVER FOR MORE!



CONTINUED: ZONED-IN

Language

Word	Definition	Example
Size of the Problem	A tool to recognize if the reaction matches the size of the problem. A medium problem should have a medium reaction.	"I was crying and very upset but now I realize the size of the problem was small"
Triggers	Experiences, things people say, places, or sensory (smells, sounds, sights, touch, tastes) that can instantly make someone move to a different zone.	"People being late is one of my triggers. If someone is late, I get very upset even if they have a good reason"

Sentence Stems:

- Would you like to share what you learned in Zoned-In today? I love hearing about what you do!
- (Insert Zone-In Teacher) mentioned that Zoned-In was working on (Insert Skill) this week. Can we work on it together?
- Could you please do a body check for me? I notice your zone may have changed?
- Modeling: "Wow! Right now my body is (insert body cues) so I think I am in the ____ Zone.
- Modeling: "I feel (Insert Zone). I am going to try one of my coping strategies" (Model coping strategy)
- Your body cues (Insert Specific Cues) are showing me that you may be in the ____ Zone. (Should do this all zones including green)
- Hey (Name) I hear you telling me that you are in the ____ Zone what coping strategy could we try together to get us back in the green zone?
- When you did/said ____ (insert positive or negative actions) that made me feel/think ____.
- I am sorry that that happened. What could I have done differently?
- We had some trouble today with ____ what could we do next time instead of ____?
- I noticed that you used a coping strategy when you ____ (insert strategy or time used). Did it work? I am so proud of you!

Student Name:_____

Teacher Name:_____

Date:_____

ZONED-IN: ENTRANCE SURVEY

Hi Teachers! Welcome to our new program- Zoned- In. This entrance survey is to help identify areas of strength and growth for your student(s). This will help us individualize the program based on your student. This is a wrap-around program meaning that we are all working together to create a learning environment with this student. This means that, ideally, you are also a member of this student's team. As the program continues, we will discuss what our team will look like, how we will communicate, how we will create a wrap around learning environment for this student, AND how we will continually celebrate our growth as a group!

SURVEY DESIGN:

This survey has been created around the 5 Core Competencies of Social Emotional Learning found in the model on the right. This survey is meant to identify both broad Competencies that are strengths as well as individual skills that are strengths or areas for growth. Please reach out with any questions about areas

Email: _____



Examples of Skills within Each Category:

Self -Awareness:

- Identifying Emotions
- Recognizing Strengths and Areas for Growth
- Linking Sensory Cues to Emotion
- Self-Monitoring Emotional Levels

Self-Management

- Stress Management and Coping Skills
- Goal Setting (Identifying goals, breaking them into manageable pieces)
- Self-Coaching
- Recognizing Triggers

Social Awareness

- Empathy
- Perspective Taking
- Understanding how Actions Affect Others
- Problem Solving with Peers
- Knowing and Accessing Resources

Relationship Skills:

- Communicating Effectively
- Relationship Building
- Communicating Emotions
- Communication Needs
- Self-Advocating

Responsible Decision Making:

- Identifying Problems
- Reflecting on Self, Potential choices, and Actions
- Using communication to analyze a problem, negotiate and enact a solution with others
- Recognizing unsafe situations or situations related to triggers and asking for help
- Using one's voice as a pathway for inclusion and justice

Student Name:_____

Teacher Name:_____

Date:_____

ZONED-IN: ENTRANCE SURVEY

Using the sheet on the first page, please answer the following questions about your student's strengths and areas for growth. The name and date are repeated on this sheet so that you may keep the first page to use as a resource throughout the year. Those 5 Core Competencies will drive the curriculum of Zoned-In. However, it should be noted that the list of skills in each category were to serve as an example and there are many more that will be addressed.

Over-View of Strengths and Areas for Growth

When thinking about your student across all settings. Please order the Core Competencies from greatest strength to greatest need. Try and use each number only once.

Core Competencies:

Self- Awareness, Self-Management, Social Awareness, Responsible Decision Making, Relationship Skills

1. _____
2. _____
3. _____
4. _____
5. _____

Any Specific Comments that You Would Like to Share About the Above Rankings:

Please fill out each question based on your understanding of your student.
If you are unsure of an answer, please feel free to ask the child the question

Self- Awareness:

1= Strong Disagree, 2= Disagree 3=Neither Disagree or Agree, 4= Agree, 5 = Strongly Agree

Area:	Examples or Definitions:					
Can Identify the 4 Zones	Green, Blue, Red, Yellow	1	2	3	4	5
Can Identify at Least 3 Emotions that go with each Zone	Ex. Blue- Sad, tired, sick, Green- Calm, ready to learn, happy, neutral Yellow- frustrated, excited, anxious Red-angry, scared, stressed	1	2	3	4	5
Can identify the energy level with each zone	i.e. Blue- Low-energy, unpleasant Green- Medium-energy, pleasant Yellow- Higher-energy, pleasant or unpleasant Red- Highest- Energy out of control, unpleasant	1	2	3	4	5
When prompted, Can relate sensory experiences to each zone	Ex. When I am yellow my heartbeats very quickly.	1	2	3	4	5
Can define triggers	Ex. Something that makes me go from green to another category quickly	1	2	3	4	5
Can state areas that are strengths and areas where they are still growing	Ex. I am very good at writing imaginative stories. I need to work on my addition facts. I am very good at helping my friends when they are upset. I need to work on calming down.	1	2	3	4	5

Please fill out each question based on your understanding of your student. If you are unsure of an answer, please feel free to ask the child the question

Self- Management:

1= Strong Disagree, 2= Disagree 3=Neither Disagree or Agree, 4= Agree, 5 = Strongly Agree

Area:	Examples or Definitions:					
Can identify 3 coping strategies that work for them	Ex. Deep Breathing, Going for a walk, getting some water, seeing the guidance counselor	1	2	3	4	5
When prompted, can use a coping strategy	"I notice you are upset; would you like to go for a walk?"	1	2	3	4	5
Can set a manageable goal	Ex. During writing, I will write one paragraph	1	2	3	4	5
Can identify 3 things that are triggering for them	Ex. When I am late to school, loud noises, losing at recess	1	2	3	4	5
Can control impulses	Ex. Can use a strategy to stop self from calling out or responding to a situation too quickly	1	2	3	4	5

Social Awareness:

1= Strong Disagree, 2= Disagree 3=Neither Disagree or Agree, 4= Agree, 5 = Strongly Agree

Area:	Examples or Definitions:					
Can recognize when others are upset	Ex. Noticing that a friend is upset during a game	1	2	3	4	5
Can explain the perspective of another person	Ex. Erin was upset in the game because she lost.	1	2	3	4	5
Can explain how their actions affect others	Ex. When I told Erin that her book was silly that made her feel sad.	1	2	3	4	5

Please fill out each question based on your understanding of your student. If you are unsure of an answer, please feel free to ask the child the question

Social Awareness:

1= Strong Disagree, 2= Disagree 3=Neither Disagree or Agree, 4= Agree, 5 = Strongly Agree

Area:	Examples or Definitions:					
When Solving a problem, can balance their needs and the needs of others or what is socially/morally right	Ex. At recess when I was upset because people weren't playing the game by the rules. I talked to my friends about what the rules were. They said that was unfair. We changed the rules together.	1	2	3	4	5
Can identify their resources and how to access them	Ex. I know my counselor can help me calm down. If I ask my teacher, she will let me go.	1	2	3	4	5

Relationship Skills:

1= Strong Disagree, 2= Disagree 3=Neither Disagree or Agree, 4= Agree, 5 = Strongly Agree

Area:	Examples or Definitions:					
Can communicate their needs and emotions	Ex. "I feel frustrated" or "I feel frustrated when you cold call me"	1	2	3	4	5
Can communicate needs to help resolve issues or needs	Ex. "I need to go for a walk" (self-advocacy)	1	2	3	4	5
Can work as with others in a team	Ex. Playing games, working on projects, taking turns, collaborating	1	2	3	4	5
Can build relationships with others	Ex. Creating friendships and healthy relationships	1	2	3	4	5



Please fill out each question based on your understanding of your student. If you are unsure of an answer, please feel free to ask the child the question

Responsible Decision Making:

1= Strong Disagree, 2= Disagree 3=Neither Disagree or Agree, 4= Agree, 5 = Strongly Agree

Area:	Examples or Definitions:					
Can Identify Problems	Ex. People breaking rules in a game, people being mean or cruel to others, not having materials for class	1	2	3	4	5
Can identify possible rational and feasible solutions to a problem	Ex. I broke my pencil so I will ask for a new one, My friend is breaking the rules of a game at recess so I will ask if he knows the rules	1	2	3	4	5
Can analyze a situation and reflect on its safety	Ex. Running away from my class is dangerous on the fieldtrip	1	2	3	4	5
Can use their voice as a pathway for inclusion or justice	Ex. At recess my friend was being teased, so I stepped in and used my voice to support my friend and let others know teasing is wrong	1	2	3	4	5

Is there anything else you would like to share about your student's strengths? What would you like to learn as part of this program?

Thank you for taking the time to fill out this survey. It will help us work together to build a program that will best support our student!



Name: _____

Date: _____

ZONED-IN: STUDENT SURVEY

Check 5 Things You are Good At. Circle 3 Things You Want to Get Better At:

Check all that apply

Managing My Feelings

Solving my Own Problems

Friendships

Setting Goals

Asking for Help

Reacting Appropriately

Asking for What I Need

Taking Responsibility for my Actions

Focusing

Identifying Things that Make me upset

Getting back to Green Quicker when Upset

Knowing what Zone I'm in

Using Calm Down Strategies

Letting the little things go

Anything Else You Want to Share About Your Choices?

Self- Awareness:

Circle the Answer that makes tells the most about you. Please be honest. This will help us grow together!

Area:			
I know the 4 Zones of Regulation	I need help to do this	I might need a reminder	I can do it
I can name emotions that go in each zone.	I need help to do this	I might need a reminder	I can do it
I can tell someone what my body feels like in each zone	I need help to do this	I might need a reminder	I can do it
I know what I am good at and what I need to get better at	I need help to do this	I might need a reminder	I can do it

Self- Management:

Circle the Answer that makes tells the most about you. Please be honest. This will help us grow together!

Area:			
I can tell you some things that help me calm down	I need help to do this	I might need a reminder	I can do it
I can use a strategy to help myself calm down	I need help to do this	I might need a reminder	I can do it
I can set a goal to help me get something done or to help me grow.	I need help to do this	I might need a reminder	I can do it
I can name some of the things that make me sad or mad.	I need help to do this	I might need a reminder	I can do it

Social Awareness:

Circle the Answer that makes tells the most about you. Please be honest. This will help us grow together!

Area:			
I know how my actions make other people feel	I need help to do this	I might need a reminder	I can do it
I can tell how other people feel	I need help to do this	I might need a reminder	I can do it
I know why someone may be feeling the way they are	I need help to do this	I might need a reminder	I can do it
I know who can help me	I need help to do this	I might need a reminder	I can do it

Relationship Skills:

Circle the Answer that makes tells the most about you. Please be honest. This will help us grow together!

Area:			
I can tell someone else how I feel	I need help to do this	I might need a reminder	I can do it
I can tell someone else what I need when I am upset or sad	I need help to do this	I might need a reminder	I can do it
I can work well with others on a team	I need help to do this	I might need a reminder	I can do it
I ask for help when I need it	I need help to do this	I might need a reminder	I can do it



Responsible Decision Making:

Circle the Answer that makes tells the most about you. Please be honest. This will help us grow together!

Area:			
I can speak up when I thinking something is wrong or unfair	I need help to do this	I might need a reminder	I can do it
I can solve problems with others	I need help to do this	I might need a reminder	I can do it
I know when something is unsafe	I need help to do this	I might need a reminder	I can do it



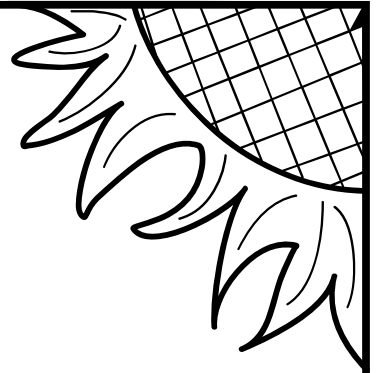
Put a star next to the statement that shows an area where you want to grow.



Put a heart next to the statement that you think is your biggest strength.

Other Things I Want You Know:

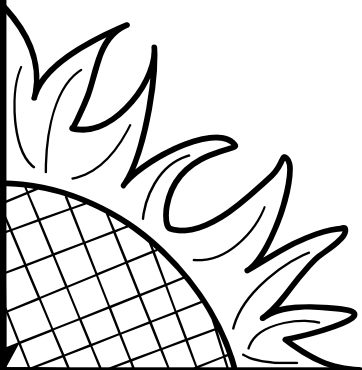


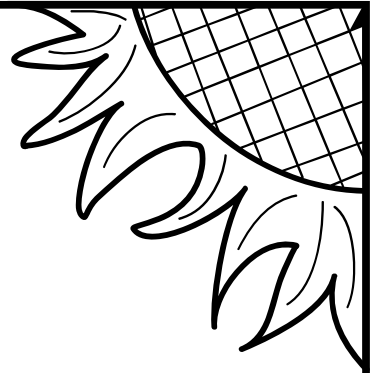


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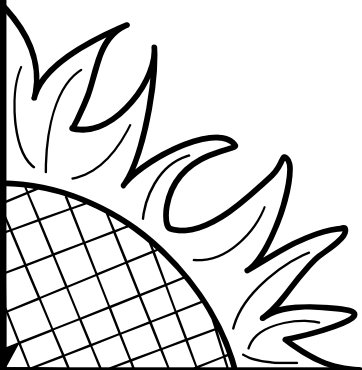
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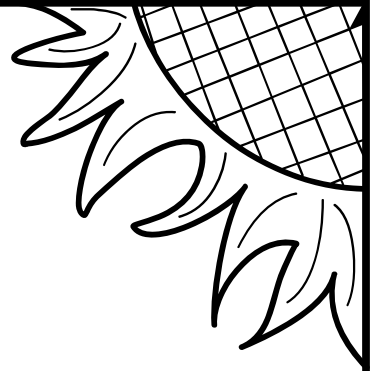




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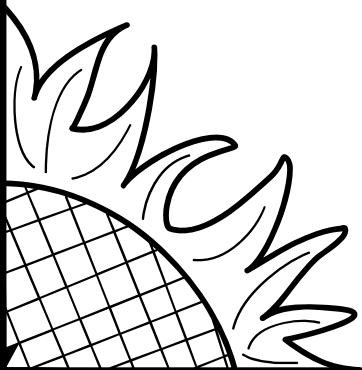


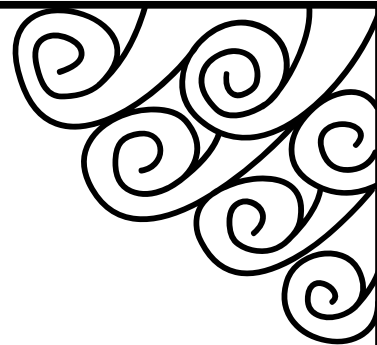


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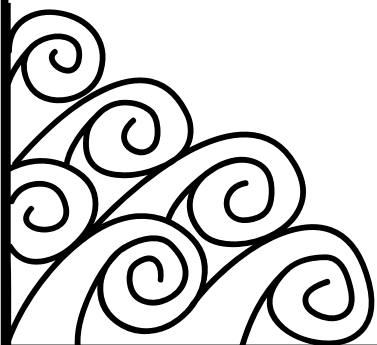


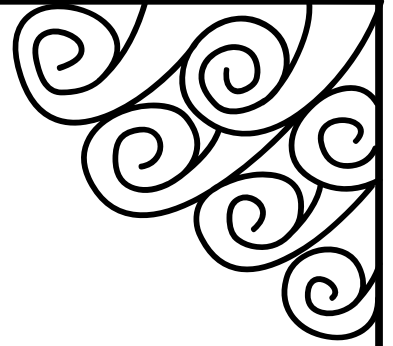


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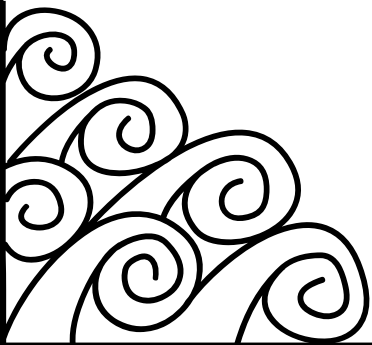
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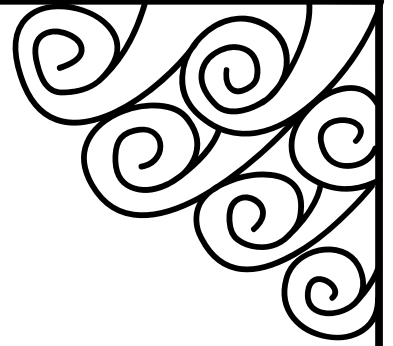




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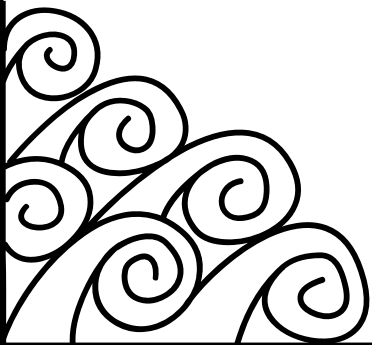
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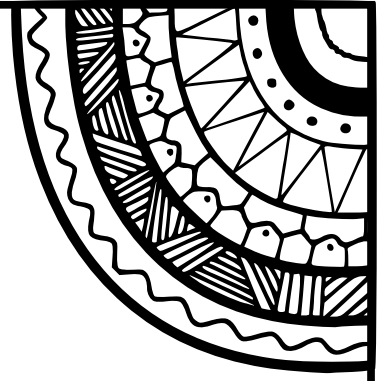




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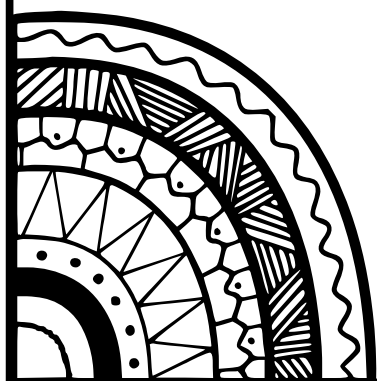


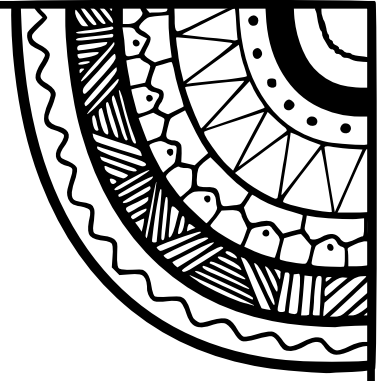


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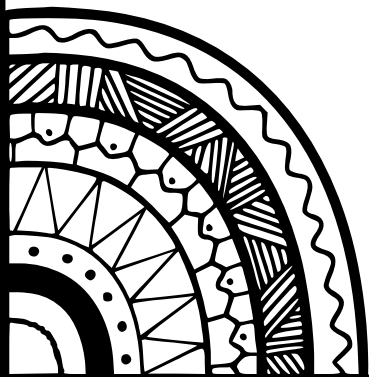
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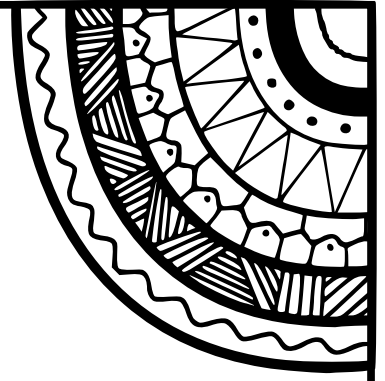




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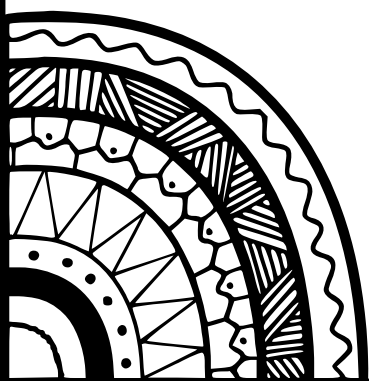
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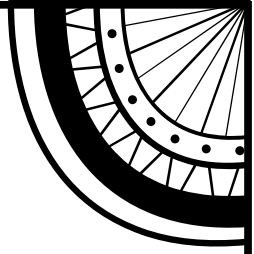
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DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

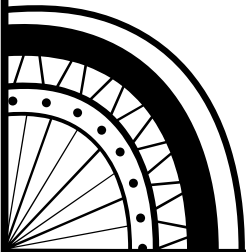
Sentence or Picture

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2 Things I am Good At:

1. _____

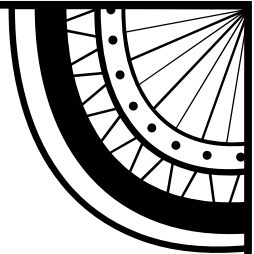
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DATE: _____

JOURNAL OF THE

Day



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Sentence or Picture

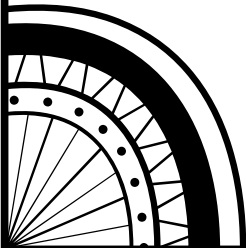
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2 Things That Make Me Smile:

1. _____

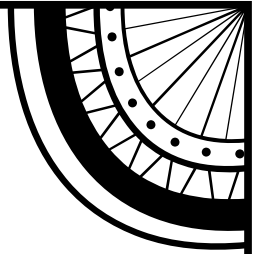
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DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

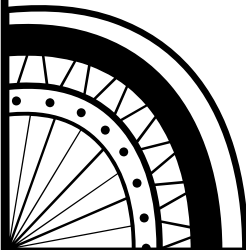
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Sentence or Picture

2 Things That Are Important to Me:

1. _____

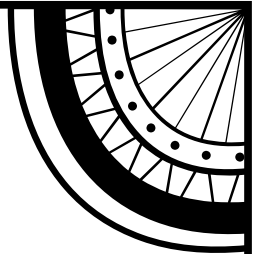
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DATE: _____

JOURNAL OF THE

Day



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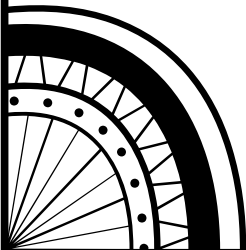
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2 Rules I Think We Should Have at Morning Meeting:

1. _____

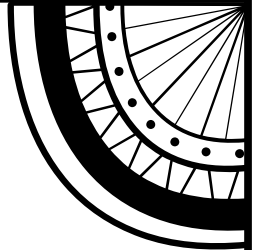
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DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

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Sentence or Picture

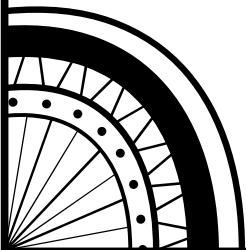
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2 Things I Want to Learn in Morning Meeting:

1. _____

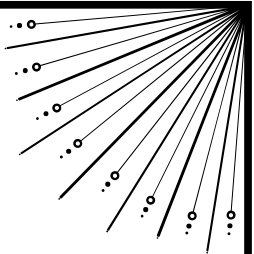
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DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

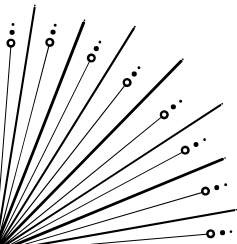
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Sentence or Picture

2 Things I am Thankful For:

1. _____

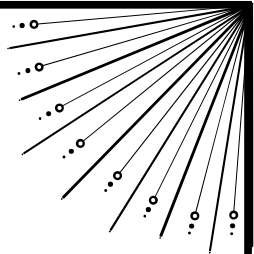
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DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

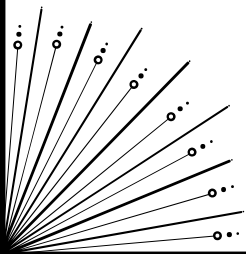
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2 Body Signs that Cue me That I am in the Green Zone:

1. _____

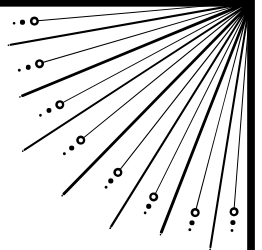
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DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

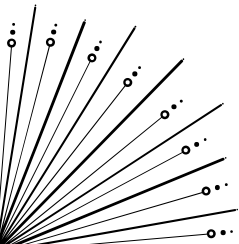
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2 Body Signs that Cue me That I am in the Blue Zone:

1. _____

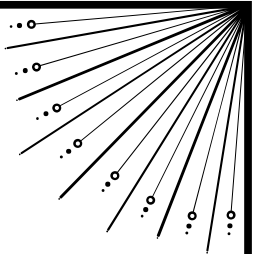
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

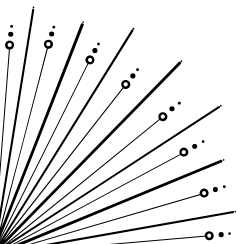
Sentence or Picture

Sentence or Picture

2 Body Signs that Cue me That I am in the Yellow Zone:

1. _____

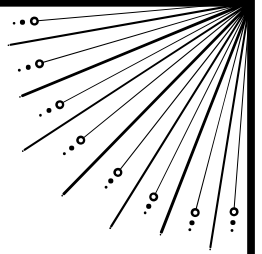
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

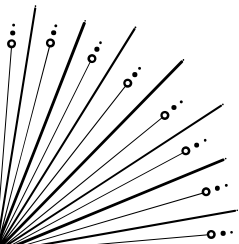
I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

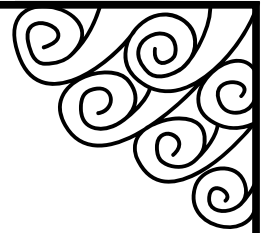
Have you tried a mindfulness strategy in the classroom?
Which one? If not, which could you try?



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

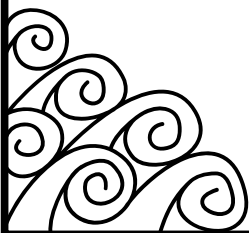
Sentence or Picture

Sentence or Picture

2 Things that Make Me Happy (Green):

1. _____

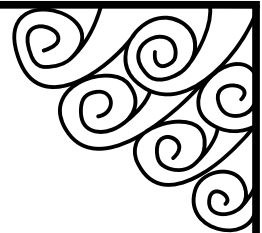
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

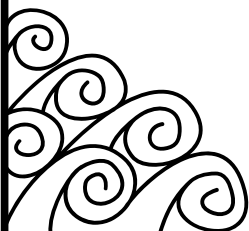
Sentence or Picture

--	--

2 Things That Make Me Feel Silly (Yellow):

1. _____

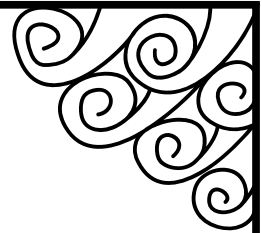
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

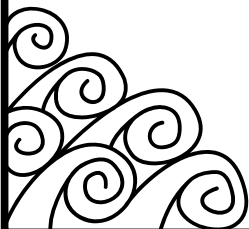
Sentence or Picture

--	--

**2 Things That Make Me Feel Frustrated
(Yellow):**

1. _____

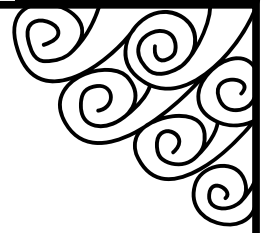
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

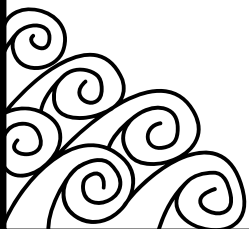
Sentence or Picture

--	--

2 Things That Make Me Feel Sad (Blue):

1. _____

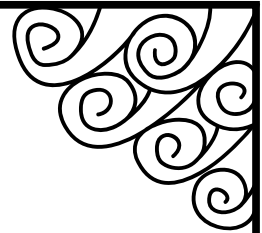
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

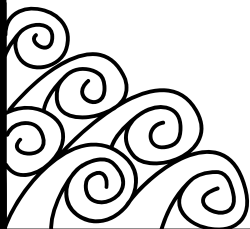
Sentence or Picture

Sentence or Picture

2 Things That Make Me Feel Out of Control
(Red):

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I love About the Weekend:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I Need To Get Better At:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Of My Talents:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

Yesterday After Lunch and Recess, My Body Felt:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

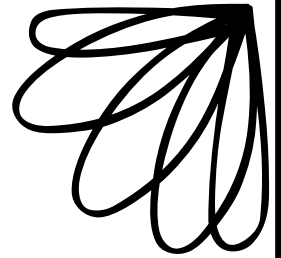
A time I felt Yellow this week...

My body felt...

DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

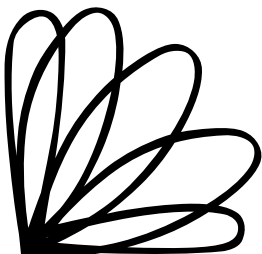
Sentence or Picture

Sentence or Picture

2 People that Make me Feel Special:

1. _____

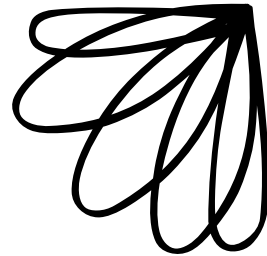
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

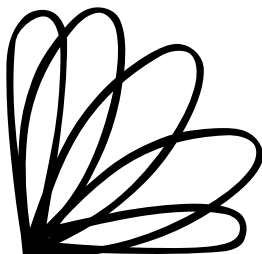
Sentence or Picture

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2 Things I Love About Myself:

1. _____

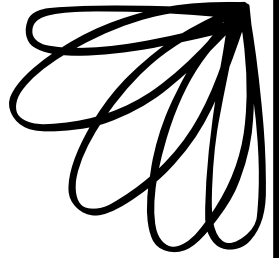
2. _____



DATE: _____

JOURNAL OF THE

Day



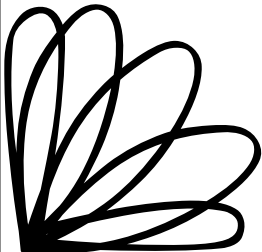
This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
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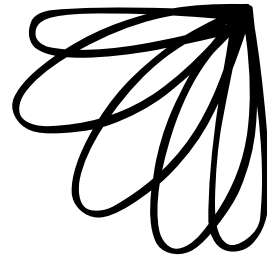
How Is Self Monitoring Going so Far? What has been Easy? Hard? Helpful?



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

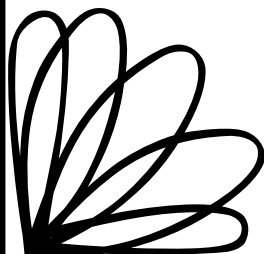
Sentence or Picture

--	--

2 Things That Made Me Smile Yesterday:

1. _____

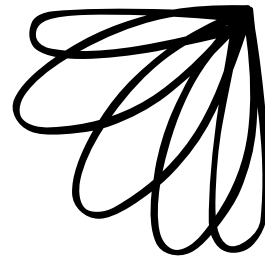
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

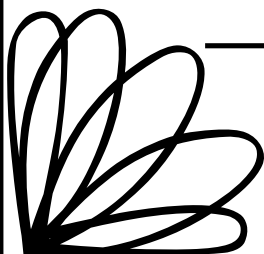
I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

What I noticed While Self Monitoring This Week:



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I Will do To Help Myself Self-Monitor
This Week:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things I Like About My School:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things I Like About My Class:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I Want You To Know:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

How did self-monitoring go this week? Why do you think it is important?

DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things That I have Been Proud of Myself For Recently:

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I think When I see my Classmates
Acting Like They are in the Green Zone:

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I think When I see my Classmates Acting Like They Are in the Yellow Zone:

1. _____

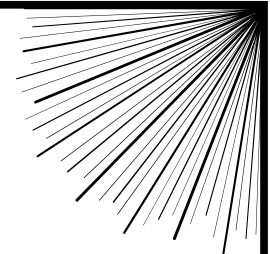
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

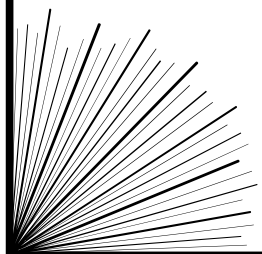
I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
---------------------	---------------------

2 Things I think When I see my Classmates Acting Like They Are in the Blue Zone:

1. _____

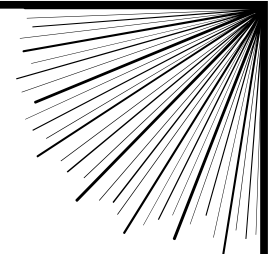
2. _____



DATE: _____

JOURNAL OF THE

Day



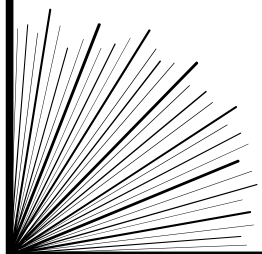
This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
---------------------	---------------------

How did I do Self-Monitoring Without my Sheet this week? What can I do Better?



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things That I Love About ME:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things that Make Me Feel Frustrated (Yellow):

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things that Make my Zone Change from Green to Blue, Yellow, or Red during the School Day:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

A time I felt Yellow this Week...

My Body Felt...

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

An Example of a Time I Was Triggered This Week:

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things that Make me Feel Calm (Green):

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things That Make Me a Good Student:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things that Make me a Good Friend:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Times I have been Triggered This Week (at home or school):

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

Do you have a favorite coping strategy? What is it and why?

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Ideas I have to Make our Class Better:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things That I Did Well Yesterday:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Times I Used a Coping Strategy This Week:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things I like About Using my Coping Strategies:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

What did you notice this week while tracking your zones and coping strategies?

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 of my Biggest Triggers:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 of my Triggers at Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I can Do When I KNOW a Trigger is Coming:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I Can Do When a Trigger happens and I am Surprised. I Didn't See It Coming:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 People I Know Who Can Help me When I Feel Triggered:

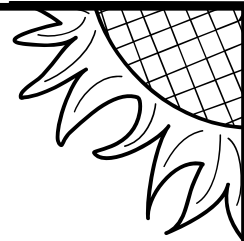
1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

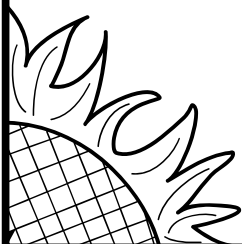
Sentence or Picture

--	--

2 Things that I have Gotten Better At:

1. _____

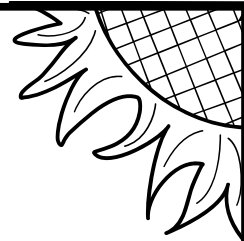
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

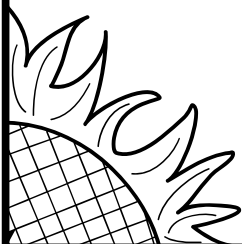
Sentence or Picture

--	--

2 Things That Make Me Unique:

1. _____

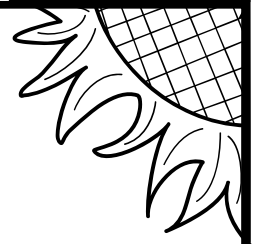
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

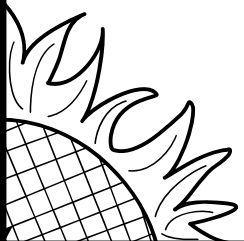
I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
---------------------	---------------------

2 Things I Say to My Friends to Cheer Them Up:

1. _____

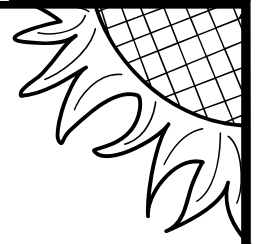
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

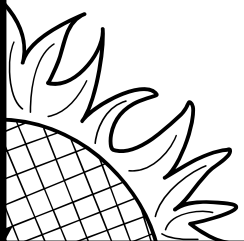
Sentence or Picture

--	--

2 Things that My Teacher Says That Make Me Feel Special:

1. _____

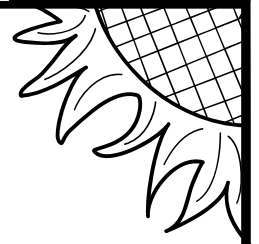
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

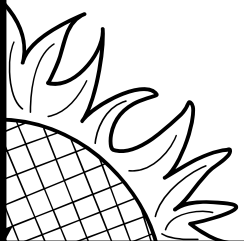
I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
---------------------	---------------------

2 Things I can Say to MYSELF When I feel Stuck, Sad, or Mad:

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things that Make Me Special:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Times I Overreacted to a Problem Recently:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things that Happened This Week that are Small Problems:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I Can do to Help Me Decide How Big My Problem Is:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

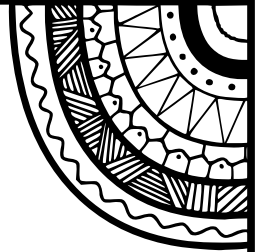
Sentence or Picture

My Plan to Help Match my Reaction to the Size of the Problem:

DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

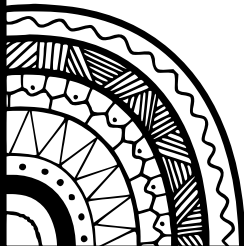
Sentence or Picture

Sentence or Picture

2 Things I Love About my Friends:

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

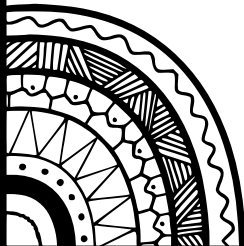
Sentence or Picture

Sentence or Picture

2 Things I Can Say When I Need To Ask for Some Space to Use a Coping Strategy:

1. _____

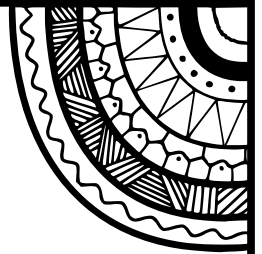
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

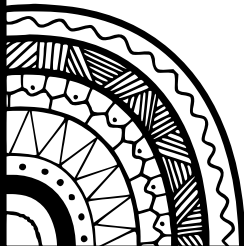
Sentence or Picture

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2 Things I Can Say When I am Upset With Someone:

1. _____

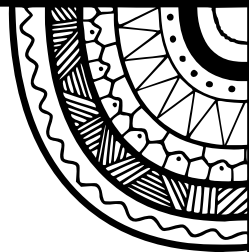
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

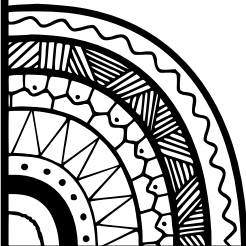
Sentence or Picture

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2 Ways That I Can Move on When I am Upset
or Don't Get What I Want:

1. _____

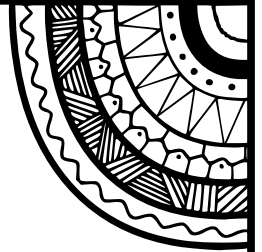
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

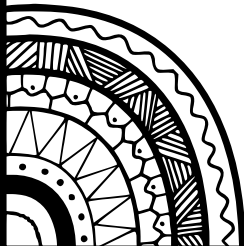
Sentence or Picture

Sentence or Picture

2 Things I Can do to Show Someone That I am Sorry:

1. _____

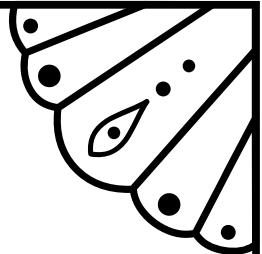
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

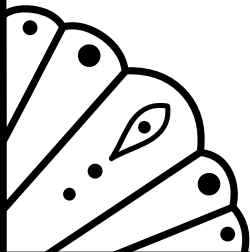
Sentence or Picture

Sentence or Picture

2 Things That I Still Need to Get Better At:

1. _____

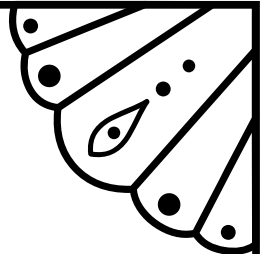
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

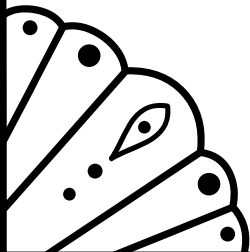
Sentence or Picture

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2 Things I Want Us to Work on In Morning Meeting:

1. _____

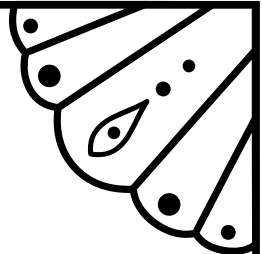
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

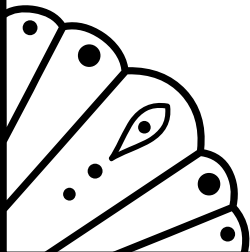
Sentence or Picture

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2 Things I can do to Reach My Goal Today!:

1. _____

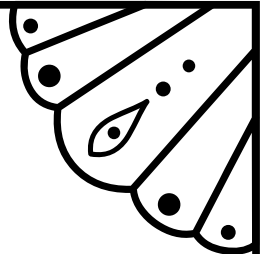
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

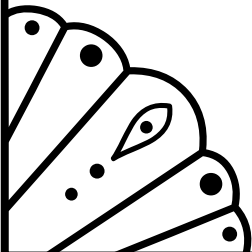
Sentence or Picture

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2 Things I can do to Reach My Goal Today:

1. _____

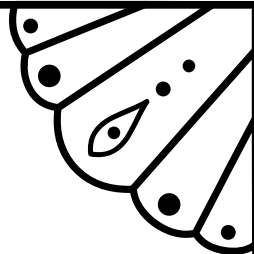
2. _____



DATE: _____

JOURNAL OF THE

Day



This Morning I feel...

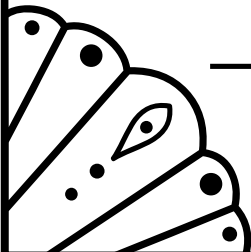
I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

Did You Reach Some of Your Goals This Week?
What Helped You?



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

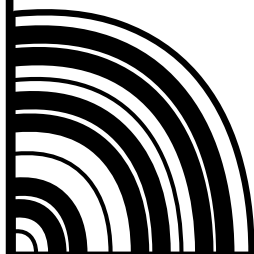
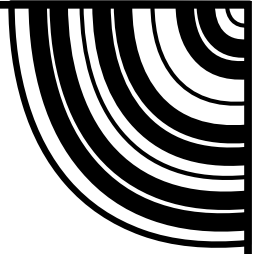
Sentence or Picture

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2 Things I Want to Tell You Today:

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Ideas for Long Term Goals I have:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

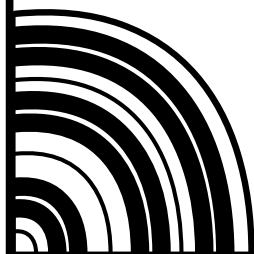
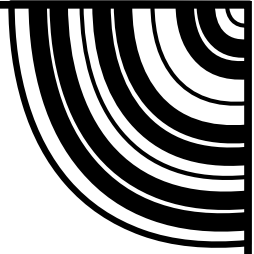
Sentence or Picture

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2 Things I Think Help People Reach Their Goals:

1. _____

2. _____



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things That Will Help me Reach my Goal:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

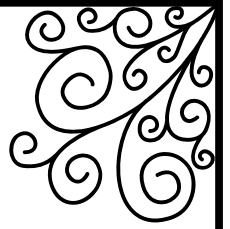
--	--

2 Reasons Why my Goal is Important to me:

1. _____

2. _____

DATE: _____



JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

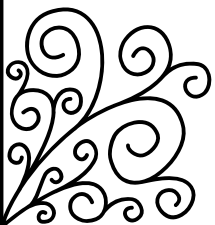
I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
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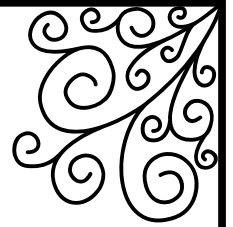
2 Things I Think my Teacher Loves About Me:

1. _____

2. _____



DATE: _____



JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

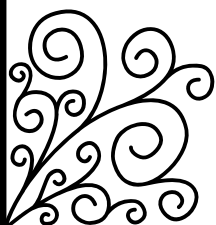
Sentence or Picture

Sentence or Picture

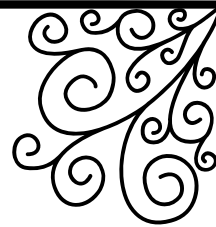
2 Things I did Yesterday To Make PROGRESS
Towards my Goal:

1. _____

2. _____



DATE: _____



JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

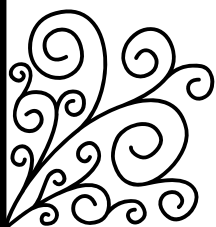
Sentence or Picture

Sentence or Picture

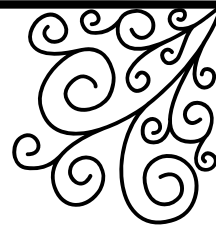
2 Things I Can do Today to Make PROGRESS
Towards my Goal:

1. _____

2. _____



DATE: _____



JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

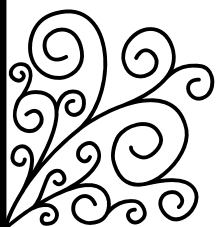
Sentence or Picture

Sentence or Picture

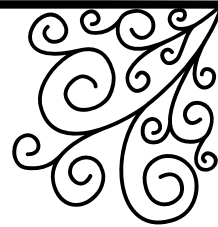
2 Things I Can do Today to Make PROGRESS
Towards my Goal:

1. _____

2. _____



DATE: _____



JOURNAL OF THE

Day

This Morning I feel...

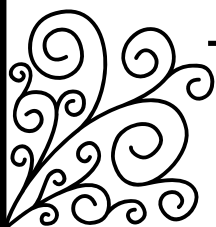
I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

How Am I Doing at Reaching my Goal? Is There Anything I need to Change to Help myself?



DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things My Body Feels When I Am Taking a Test:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Things I Can do When I am Stressed During a Test:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things I Can Do to Help Myself be Successful
on a Test:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

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2 Coping Strategies I can Use During a Test:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

What Are Some Things You Are Good at that a Test Can't See?

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Ways I Can Use My Zone's At Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Ways I Can Self-Monitor my Zone's at Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Triggers for me at Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Times of the Day at Home That I am Usually Yellow:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

--	--

2 Ways I can Use my Morning Meeting Skills at Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture	Sentence or Picture
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2 Coping Strategies that I Could Use at Home:

1. _____
2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...



I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Ways I Could Help my Family Use Zones or Coping Strategies:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Things that Cue me That I Should Use a Coping Strategy While at Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Ways my Family Can Help me Use my Morning Meeting Skills at Home:

1. _____

2. _____

DATE: _____

JOURNAL OF THE

Day

This Morning I feel...

I know this because my body feels...

I'm in this Zone Because...

Sentence or Picture

Sentence or Picture

2 Times I Used a Coping Strategy At Home
This Week:

1. _____

2. _____



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