

Second Draft of Instructional Framework for Zones of Regulation

Key Components	Level 1 Beginning	Level 2 Developing	Level 3 Fluent	Level 4 Exemplary
Language	Staff know language but don't use it with students.	Staff use language only in the context of an isolated lesson.	Students and staff use Zones language in various, often unplanned contexts, such as conversations during recess or in the classroom or office.	Students respond to one another using Zones language, unprompted by staff.
Zones materials	Staff post visuals.	Staff use posters to illustrate emotions during isolated lesson.	Students and staff refer to visuals in conversation to self-assess emotional regulation.	Students and staff are able to self-regulate and self-monitor without the support of visuals (for example, during day-to-day activities) in all contexts.
Lessons	Lessons are haphazard, and there is no alignment among classes.	Lessons are held schoolwide in isolated periods of time.	Lessons are embedded in the cross-curricular block and in explorations time.	Lessons on self-awareness and emotional regulation come from a variety of sources and are fully integrated into the school day.
Student self-regulation	Students are unable to acknowledge their Zones of Regulation.	Students are able to self-regulate, with prompting from an adult.	Students acknowledge the need to self-regulate and have the skills and ability to do so as required.	Students support one another in self-regulation.
Adult self-regulation	Adults make excuses such as "It's just how I am" or "I'm getting better." Adults engage in reactive behaviors.	Adults are able to acknowledge the need for regulation and can self-regulate or change behavior when colleagues prompt them.	Adults are self-aware and can seamlessly reflect and know how to regulate when needed.	Adults are able to coach one another to successfully self-regulate.