



**Mid North Education Centre**  
*Making a difference by engaging and empowering*

# Whole School Regulation Agreement

## RATIONALE

At Mid North Education Centre (MNEC), we believe that all students have the right to access self-regulation tools to help them to manage their emotions in a non-judgemental and safe way. We are committed to providing the Zones of Regulation program across the whole site to ensure consistency and to support students to move towards independent regulation.

## CURRICULUM ACTIONS – WHAT WE TEACH

The Zones is a systematic, cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.



### The Four Zones: Our Feelings & States Determine Our Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

(<http://www.zonesofregulation.com/index.html>)

## LEARNING INTENTIONS

Students will **know** that they experience different feelings throughout the day.

Students will **understand** that they will go between the different Zones when their feelings change.

Students will be able to identify (**do**) their feelings at different times during the day.

## SUCCESS CRITERIA

Students will:

- Engage with the provided check-in (feelings) visuals.
- Improve their ability to use emotional vocabulary to describe how they are feeling.
- Improve their ability to regulate resulting in decreased impulsive/reactive behaviours.
- Increase their use of tools to aid in self-regulation, across a variety of settings.
- Understand that the green zone is the optimal zone for success socially and academically.
- Feel validated that it is ok to go between the Zones during the day.
- Increase their understanding of personal triggers that influence their Zones.
- Understand that strategies can be used both inside the classroom and outside in the yard.
- Achieve their Regulation One Plan and/or SACE goals.

## ROLES AND RESPONSIBILITIES

At MNEC, the Zones of Regulation inform the language we use and the way in which we educate the students about their feelings and their responses to situations. The Zones are intended to be neutral and not communicate judgement on any student or staff member using them.

**Teachers will:**

- Send home Parent and Carer Information prior to lessons starting.
- Collect individual student self-regulation data at the agreed upon times during the year.
- Ask students to formally identify their Zone at least twice a day using the provided school-wide visuals and supports.
- Provide targeted lessons using the Zones of Regulation curriculum and supporting resources.
- Provide social stories to students to reinforce learning where necessary.
- Provide scheduled Movement Breaks that support students to regulate.
- Use common language with students so that they may identify their Zone and their regulation strategy:

**'I feel \_\_\_\_\_. I am in the \_\_\_\_\_ zone. The strategy I will use is \_\_\_\_\_.'**

- Explicitly teach and practice a variety of strategies (calming techniques, cognitive strategies, sensory supports) to use to move between Zones.
- Use The Zones language and talk about the concepts of the Zones as they apply in a variety of environments.
- Make comments aloud to model appropriate use of the framework.
- Use verbal referencing to support the students understanding of their different feelings and Zones.
- Don't emphasize that students need to use their strategies to **"get back to the Green Zone"**, instead use the language **"to be ready to learn"**.
- Positively reinforce students for recognising their Zones and managing their behaviours while in the different Zones.
- Empathise with the students and validate what they are feeling.
- Provide consistent routines and expectations when utilising The Zones.
- Use the student's Regulation Scale and Sensory Profile to inform Zones practices.
- Use Zones terminology and reinforce concepts throughout the day in restorative conversations, problem-solving, teachable moments, literary discussions, etc.
- Revisit concepts after students have had time to apply the teachings so they can process at a deeper level.
- Share lesson information via the school Newsletter and Facebook page to support understanding and help students to use The Zones of Regulation framework across their home, community, and school environments.
- Use the Zones of Regulation to set targets for students with self-regulation needs when writing individual student One Plan SMARTAR Goals / SACE Goals.

#### **SSO's will:**

- Follow teacher instruction and routines implemented within the learning.
- Ask students to identify their Zone using the provided school-wide visuals and supports.
- Support with the collection of individual student self-regulation data where needed.
- Reinforce student social stories and their toolbox of strategies to help the student to move between The Zones.
- Use verbal referencing to support the students understanding of their different feelings and Zones.
- Don't emphasize that students need to use their strategies to **"get back to the Green Zone"**, instead use the language **"to be ready to learn"**.
- Positively reinforce students for recognising their Zones and managing their behaviours while in the different Zones.
- Empathise with the students and validate what they are feeling.
- Follow consistent routines and expectations when utilising The Zones.
- Support individual student self-regulation One Plan / SACE goals.

### Classrooms will:

- Always display the provided school-wide Zones of Regulation posters.
- Have an individualised desk display for each student to visually represent their current Zone and their chosen strategy (inside / outside) for the day.
- Provide students with access to the ZoR folders outlining the student's current feeling, Zone and strategies. Utilise folders within targeted Zones check-ins.
- Provide a designated space (Regulation Station) for learners to use regulation tools and strategies; that follows the 'Best Practices for Adding a "Regulation Station" to your Classroom'.

### Leadership will:

- Gather student self-regulation data and use to inform school practices including Tier 1-3 supports as needed.
- Monitor implementation and provide ongoing support in implementing The Zones of Regulation curriculum.
- Maintain staff capacity through organising and providing ongoing training opportunities.
- Implement and assist with school-wide common language, visuals, and strategies.

## MONITORING STUDENT PROGRESS

- Teachers will ensure all students have a Regulation Scale and Ready to Learn profile, and that they are regularly updated as needed.
- Teachers will monitor student progress by collecting and analysing a range of data through different processes at allocated times of the year:

Assessment	Term 1	Term 2	Term 3	Term 4
<b>ABLES</b> - Personal and Social Capability: Self-Awareness: Self (ASD)	Weeks 3-4		Weeks 3-4	
<b>Student Self-Regulation Questionnaire</b>	Week 2			Week 2

## REPORTING ON ACHEIVEMENT

All teachers will formally report twice per year (Terms 2, 4), in writing to students and their parents/carers about the students' progress and achievement in relation to the students individualised SMARTAR One Plan Regulation goal (**Developing. Practicing. Applying.**). Parent interviews will occur in Terms 1 and 3 or at any other negotiated time.

**Term 1:** Parent Interviews, One Plan SMARTAR Regulation Goals / SACE Goals

**Term 2:** Written Student Reports, Learning Folio

**Term 3:** Parent Interviews, One Plan SMARTAR Regulation Goals / SACE Goals

**Term 4:** Written Student Reports, Learning Folio

<b>Document Type</b>	Whole School Agreement
<b>Document Version</b>	2.0
<b>Document Status</b>	FINAL
<b>Publication Date</b>	22/09/2023
<b>Review Date</b>	22/09/2024
<b>Author</b>	Shannon Davis, Rebecca McCarthy, Sharna Smith, Lauren Proctor
<b>Audience</b>	Site Staff (Leaders, Teachers, SSOs)
<b>Approval Date</b>	Governing Council 26/09/2023
<b>Document Location</b>	COMMON – WHOLE SCHOOL AGREEMENTS – REGULATION - 2024