**Zones of Regulation – Individual Counseling**

All materials and activities are derived from the book: The Zones of Regulation: A Curriculum Designed to Foster Self-Regulation and Emotional Control.

10/18/2016 – Session #1 – Using the Zones Chart (Reproducible E) we went through each Zone and what feelings fit in each Zone. We then read the book “The Way I Feel” by Janan Cain and we discussed what Zone in which each feeling would fit (Pgs. 27-28).

11/3/2012 – Session #2 – The Zones in video: We watched different YouTube videos and decided which Zone each character displays and for what situation. (Pgs. 54-55). The following videos were used:

* + Here is a video on what it looks like to be in the Blue Zone (explain that we see blue and red zone in the video): <http://www.youtube.com/watch?v=a5ze5PfDEzI&index=2&list=PL87B22B04EC463D3B>
  + Here is a video on what it looks like to be in the Green Zone (After viewing, ask students why Dory is in Green Zone): (Finding Nemo: Just Keep Swimming): <https://www.youtube.com/watch?v=sB6W2VAx2J8>
  + Here is a video on what it looks like to be in the Yellow Zone (Walk through the many different Zones that are in this video): <https://www.youtube.com/watch?v=2mOqWxM5PyY>
  + Here is a video on what it looks like to be in the Red Zone (After viewing, ask students why she is in Red Zone): <http://www.youtube.com/watch?v=pq9hBEvFNlM&list=PLD7C6A74DFECE6B3F&index=1>

11/10/2016 – Session #3 – Expected/unexpected Behavior and when people have Good Thoughts or Uncomfortable Thoughts: In preparation for this session his teacher recorded him have expected and unexpected behaviors. Using a chart on the board with a smile face and sad face at the top and a drawing of eyes, head, shoulders, legs, and hands we talked about what are expected/unexpected behaviors and what each of those body parts look like for expected/unexpected. We then watched his videos and he decided if each video had expected or unexpected behaviors. There were some videos with unexpected behaviors that he laughed at and we talked about how his behavior can impact the feelings of those around us. We then talked about when his teachers and classmates have good thoughts or uncomfortable thoughts. Looking at the videos again we decided if others around us were having good thoughts or uncomfortable thoughts and pointed out the facial expressions of others.

Videos of student used:

1. He was walking slowly in line about 30 feet behind the kid in front of him. Others were walking appropriately in line.
2. He was walking slowly in line about 60 feet behind the kid in front of him and other kids were watching the behavior.
3. He was walking slowly in line and he was far away from his peers, around the corner and down the hall. Others were walking appropriately in line.
4. Other kids were doing their work while he was slouched in his chair and not doing his work.
5. He was doing his work, writing and following directions.
6. Screaming and having a tantrum in class.
7. Pushing his notebook and paper on his desk, not doing his work and punching the paper. Other kids were following directions and doing their work.
8. Pictures of him following the teacher’s directions and completing his work.

11/17/2016 – Session #4 – Using the Zones situation cards from Lesson #4 we placed the different situations into one of the four squares on the “What Zones Should I Be In?” worksheet. We also talked about how the feeling elated is in the red zone and that there is no bad zone. Depending on the situation there are certain zones we are expected to be in. For example if we are screaming during class and in red zone when we should actually be in Green Zone so we are ready to learn.

11/23/2016 – Session #5 – Reviewed expected vs. unexpected behavior and good vs. uncomfortable thoughts by going thorough different examples. We also reviewed the different emotions in the Zones. This was able to assess that he is retaining this information.

12/1/2016 – Session #6 – Using the Zones Lesson #5 we completed the Social Mapping for expected behaviors in the Green Zone and unexpected behaviors in the Yellow or Red Zone. This helps him to see how others feel about his behavior.

12/13/2016 – Tried to take him but would not follow expectations for walking in the hallway. Went back to class instead of coming with me for Zones activities.

12/20/2016 - Session #7 - Using the Zones Lesson #5 we completed the Understanding Different Perspectives worksheets one for each color.

1/5/2017 – Session #8 – Completed a “Me in My Zones” packet from Lesson #6.

1/12/2017 – Session #9 – Introduce My Zones across the day from Lesson #8 – talk to Wallace if she feels it is appropriate for use in the classroom. Use think bubbles for how “others were feeling.”

1/19/2017 – Session #10 – Caution! Triggers ahead! From Lesson #9

1/26/2017 – Session #11 – Exploring Sensory Support Tools and use the Zones Tools Worksheet – Lesson #10

2/2/2017 – Session #12 – Exploring Tools – Thinking strategies Size of the Problem from Lesson #12

2/9/2017 – Session #13 – Exploring Tools – Thinking strategies – Inner Critic vs. Inner Coach from Lesson #12

2/14/2017 – Session #14 – The Toolbox from lesson #13. Use reproducible AA & BB for younger students.

2/21/2017 - Session #15 – When to use Yellow Zone Tools from Lesson #14

Session #16 – Stop and use a tool from Lesson #15

Session #17 – Tracking my Tools from Lesson #16

Session #18 – STOP, OPT, and GO from Lesson #17

Session #19 – Celebrating the use of my tools from Lesson #18

\*\*Will use the Zones apps for continuing sessions. \*\*\*