Adapted Zones of Regulation Curriculum for Early Childhood

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| 1: Introduction to the Zones of Regulation | • Students become familiar with the concept of the Zones  
• Students increase emotions vocabulary  
• Students increase recognition of facial expressions | Therapist made adapted Zones social story and modified Zones of Regulation poster using google images and clip art.  
Group Activity: using mirrors or I-pads have students practice facial expression from each Zones. |
| 2. Green Zone                   | • Students will learn about the green zone  
• Students will be able to describe the feelings connected to the green zone  
• Students will be able to identify and apply a tool in the green zone  
• Students increase emotions vocabulary | Therapist made social story on Green Zone.  
Group Activity: Read social story, make Green Zone poster during a whole classroom group time using Google images.  
Learn a new tool: You Tube videos “Shake Break”  
“Count to 100” |

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| 3. Green Zone and Whole Body Listening | Students will learn about the green zone  
Students will be able to describe the feelings connected to the green zone  
Students will be able to identify and apply a tool in the green zone  
Students increase emotions vocabulary | Therapist read “If You’re Happy and Know It” by James Warhola  
Group Activity: Introduce “Whole Body Listening Concept” Model all 6 parts of Whole Body Listening by Placing the Body parts on the large poster. Use the following verbal cues:  
Eyes are watching  
Ears are listening  
Voices quiet  
Bodies Calm  
Hands to self  
Feet to self  
Learned new tool “Self Hug” |
|---|---|---|
| 4. Blue Zone | Students will learn about the Blue zone  
Students will be able to describe the feelings connected to the Blue zone  
Students will be able to identify and apply a tool in the Blue zone  
Students increase emotions vocabulary | Therapist made social story on The Blue Zone.  
Group Activity: Make a Blue Zone poster during a whole classroom group time using Google images. |
| 5. Blue Zone | Students will learn about the blue zone  
Students will be able to describe the feelings connected to the blue zone  
Students will be able to identify and apply a tool in the blue zone  
Students increase emotions vocabulary | Read the Book “When I Feel Sad” by Cornelia Maude Spelman  
Group Activity: Have children make sad “clay faces” on blank face mats.  
Learn a new tool: Jump to 10! |

| 6. Yellow Zone | Students will learn about the Yellow zone  
Students will be able to describe the feelings connected to the Yellow zone  
Students will be able to identify and apply a tool in the Yellow zone | Therapist made social story on The “Yellow Zone” and another on “Feeling Frustrated”  
Group Activity: Make a Yellow Zone poster during a whole classroom group time using Google images. |
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| **7. Yellow Zone and Size of the Problem** | - Students will learn about the yellow zone  
- Students will be able to describe the feelings connected to the yellow zone  
- Students will be able to identify and apply a tool in the yellow zone  
- Students increase emotions vocabulary  
- Students will learn about the Size of the Problem | - Read story: Silly Tilly by Eileen Spinelli.  
- Therapist made social story on small problem and big problem.  
- Group activity: make a poster for small and big problems using google images.  
- Learn a new tool |
| **8. Red Zone** | - Students will learn about the Red Zone  
- Students will be able to describe the feelings connected to the Red Zone  
- Students will be able to identify and apply a tool in the Red Zone  
- Students increase emotions vocabulary | - Therapist made social story on Red Zone.  
- Group Activity: Make Red Zone poster during a whole classroom group time.  
- Learn a new tool: belly breathing |

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| 9. Red Zone   | Students will learn about the Red zone  
|              | Students will be able to describe the feelings connected to the Red zone  
|              | Students will be able to identify and apply a tool in the Red zone  
|              | Students increase emotions vocabulary  
|              | **Read Story:** When Sophie Gets Angry, Really, Really Angry by Molly Bang  
|              | **Group Activity and Tool:** make calming bottles  |
| 10. Review of Zones of Regulation and Expected and Unexpected Behavior | Students review the concepts of the Zones  
|              | Students increase emotions vocabulary  
|              | Students will learn basic awareness of expected and unexpected behaviors in each zone  
|              | Students recognize and select an appropriate tool based on their zone  
|              | **Read story:** The Way I Feel by Janan Cain  
|              | **Therapist made social story on expected and unexpected behaviors.**  
|              | **Group Activity:** Have children raise a green sign for expected behaviors and red sign for unexpected behaviors to match the picture.  
|              | **Practice favorite tool.**  |
| 11. Fun with Zone and Zone Check-In | Students review the concepts of the Zones  
|              | Students increase emotions vocabulary  
|              | Students will learn about a check-in system to assess their ability to  
|              | **Group activity:** Therapist made Zone Game  
|              |  Use blue, green, yellow and red hula hoops/spot markers and emotion pictures.  |

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- Students will recognize and select an appropriate tool based on their zone.

- In pairs, have students match emotion to Zone.

  Tool: Zone check-in