

## **Zones - a social skills program**

**Corlyn Lambert Student Support Teacher**

**Eston Composite School**

### **Summary:**

Students who have social learning challenges benefit from increasing their ability to “read others”, use proper self-control or problem solve in social situations. The Zones of Regulation program uses social thinking, visual supports and self-management in teaching students how to consciously regulate their behaviors and solve social problems. As well, many other literary resources have been incorporated with the “Zones” program to facilitate an appropriate social skills program.

This program was implemented with three students, one grade student and two grade two students. These are students who have social skills on their eIIP's or have been referred due to their many instances of social interventions. They worked in their small group 3X/cycle.

### **Outcomes:**

C1.1: Examine healthy behaviours and opportunities and begin to determine how these behaviours and opportunities may affect personal well-being.

USC2.1: Demonstrate a basic understanding of how thoughts, feelings, and actions influence health and well-being.

USC1.3: Analyze, with support, feelings and behaviours that are important for nurturing healthy relationships at school.

USC2.4: Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.

USC1.5: Explore the association between a healthy sense of “self” and one’s positive connection with others and the environment.

DM1.1: Examine initial steps (i.e., Stop, Think, Do) for making basic choices regarding healthy behaviours; healthy brain, heart, and lungs; healthy relationships; pedestrian/street safety; and a healthy sense of self.

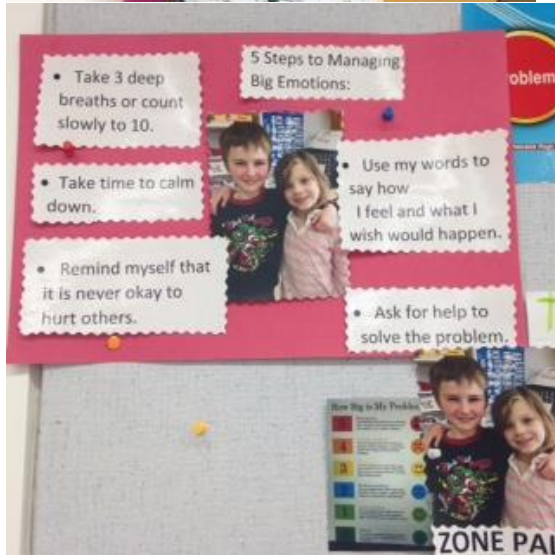
DM2.1: Demonstrate how, why, and when to ask for help and/or advice when discovering healthy connections related to thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

AP1.1: Apply the steps of Stop, Think, and Do (with guidance) to develop healthy behaviours related to a healthy brain, heart, and lungs; healthy relationships; pedestrian/ street safety; and a healthy sense of self.

AP2.1: Act upon health-related understandings, skills, and confidences to make healthy connections related to personal thoughts-feelings-actions, healthy snacking, affects of illness/disease, respect, safety, and diversity.

The students start out discussing and learning about the different zones/colors of behaviors that exist. The activities provide many hands-on activities. Pictures can be of the students themselves to be more relevant. Posters are built as reminders and hints to self - regulation. Strategies for interpreting and changing behaviors are

introduced, practiced and reinforced. Role plays are utilized, studied, discussed and evaluated. Our library has a multitude of Julia Cook books which are used to instigate discussion. Many of them also have guide books which are used to further extend the social discussions and situations. These have been a valuable resource. We also used many other types of literature from our school and regional library. Parts of the “bucket filler” idealism and activities were also incorporated into the program. After much discussion and practice, the students are also taught various steps they can take to change and/or modify their behaviors to become more socially accepted.



## **Reflection**

We started out just using the Zones of Regulation program, but found that it needed some activities to reinforce and enhance the experience for the students using it. We found using the literary resources to be very beneficial. At times, the EA's that were administering the program found the Zones of Regulation manual to be cumbersome and difficult to figure out. As a result, I rewrote most of the lessons in more user friendly and shortened terms.