

**Nevada Profile of a Learner
Emotional Literacy:
Teaching Self-Regulation
through the Zones**

Team Members:

- **Melissa Davis - Kindergarten Teacher**
- **Rachel Gonzalez - Kindergarten Teacher**

- **Crystal Cabral - 1st Grade Teacher**
- **Lisa Mills - 1st Grade Teacher**

- **Kimi Melendy - Principal**
- **Katy Loop - Literacy Specialist**
- **Jennifer Gehant - TOSA**

Background:

Lahontan Elementary School will design and implement Zones of Regulation lessons tailored for K-1 classrooms that will be easily implemented across K-1 classrooms. These lessons will feature consistent language and teaching methods aimed at helping students identify and regulate their emotions effectively.

A learner-centered framework is established for all academic activities, incorporating academic Roadmaps and school-wide Positive Behavioral Interventions and Supports (PBIS). This includes acknowledging expected behavior and providing reteaching of expectations across all school zones. The school motto reinforces behavior expectations and seamlessly integrates with the implementation of Zones of Regulation.

What if all kids were able to identify their zone and self-regulate their emotions?

Actions:

- As a team, we collaborated to focus and determine the primary emotions associated with the four Zones for kindergarten and first-grade students: Green (representing happiness and calmness), Yellow (indicating frustration and excitement), Blue (reflecting sadness and tiredness), and Red (signifying anger and overjoy). Our collective effort aimed to streamline and identify these emotions to better support the emotional development of young learners.
- Lessons and activities will be provided to students that will engage them in exploring Zones of Regulation and to develop strategies to navigate and understand the emotions for each Zone.
- Books and materials purchased for teachers to implement lessons.

Draft Competencies:

- **Empowering - K-2 Balance:** Identify the difference between needs and wants and choose to support a given goal.
- **Thriving - K-2 Resilience:** Nevada learners identify their successes and challenges of the learning process, with guidance, to understand the impact on their classrooms and/or schools or communities.
- **Connecting - K-2 Communication:** Understand that emotions differ between people and that sometimes their words and actions affect others' emotions.
- **Connecting - K-2 Collaboration:** Play and work cooperatively to accomplish common goals.

Barriers/Obstacles:

TIME



- *Time for the team to gather everything*
- *Time for the staff to get trained*
- *Time to implement critical lessons about social emotional health for our little learners*

Successes!

RESOURCES

- *Amazing Lessons
- *Fantastic Social Emotional books appropriate for kindergarten and 1st grade students
- *Stickers
- *Posters

- *Talented and dedicated team members
- *Qualified and dedicated building staff members

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TEAM

Successes!

STUDENTS

Students will be able to self-regulate their emotions as they learn to identify their feelings and learning self-soothing, de-escalation strategies.

Students will be able to identify and recognize more feelings to increase their emotional intelligence to help them thrive and find success.

IDENTIFY

What's Next?

- **Teachers will be trained on the Zones of Regulations.**
 - **Increased student voice and student agency as students identify feelings and work together to problem solve.**
- **Posters of the Zones will be hung in all classrooms.**
 - **Visual references for young learners are critical to solidify concepts**
- **Students will continue to be trained on the zones of regulation and how the different colors relate to feelings or moods.**
 - **Zones believes that no color is better than any other color, rather that they just represent different levels of emotion.**

Research

- **Students struggling with appropriate emotional response at school inspired the Lahontan Elementary team to research methods of SEL instruction that would blend with MTSS and PBIS programs already in place.**
- **Participation in the network team has contributed to the advancement of this initiative, which might have progressed more slowly without it.**