



Ceres Induction Program

Individualized Learning Plan Cycle 1

2021-2022



Candidate Name:	Education Specialist	Induction Year:	Year 2
Date Started:	10/5/2021	Date Completed:	12/30/21
Grade Level:	Preformal Autism	Subject:	Zones of Regulation

Focus Inquiry Goal and Connection to CSTPs	
<p>1. Focus goal for this inquiry: Education Specialist: 1 goal per year needs to be connected to your special education context.</p>	<p>I will implement daily lessons using the curriculum, Zones of Regulation. Zones of Regulation. (A curriculum comprised of lessons and activities used to gain skills in the area of self- regulation and emotional control for late preschoolers to adults.) 50% of my students with autism, a severe disability, will learn how to self-regulate their emotions using a variety of supports including visuals, social stories, and check-ins.</p>
<p>2. California Standards for the Teaching Profession (CSTP) <i>Highlight the standard most connected to your goal.</i></p>	<ol style="list-style-type: none"> 1. Engaging and Supporting All Students in Learning <li style="background-color: yellow;">2. Creating and Maintaining Effective Environments for Student Learning 3. Understanding and Organizing Subject Matter for Student Learning 4. Planning Instruction and Designing Learning Experiences for All Students 5. Assessing Students for Learning 6. Developing as a Professional Educator
<p>3a. Which CSTP element(s) will be addressed? <i>(Provide element number and wording.)</i></p> <p>3b. What is your placement on the Continuum of Teaching Practice (CTP) at the beginning of the inquiry?</p>	<p>3a. 2. Creating and Maintaining Effective Environments for Student Learning. 2.6 (Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn)</p> <p>3b. Teacher: Exploring: Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring communities.</p> <p>Students: Emerging: Some students share responsibility for the classroom community.</p>

Measurable Performance Outcomes

4a. What are the anticipated measurable outcomes for student achievement as a result of this ILP?

4a. I will know my students have met the goal when they are able to expressively or receptively identify how they are feeling by pointing/saying to the Zone of Regulation (green-happy, red -mad, blue-sad, yellow-silly or frustrated) and self-regulate their emotions using a variety of supports including visuals, social stories, and check-ins. I will know when I have met my goal when 50% of my students are able to use the strategies to get back into the green zone with the tools we have provided. Strategies include going for a walk, breathing, deep breaths, listening to a song, reading a book, getting a fist bump/hug, jumping, etc. I will take data on how many times students use the Zones of Regulation to self-regulate their emotions.

4b. What data will you collect? *I.e.: tally marks, pre/post assessments, exit tickets, CFAs, CSAs, student surveys,...*

4b. I will measure student outcomes and how I will know that they can identify how they are feeling by taking data and evaluating the data periodically. I will create data sheets and train my paraprofessionals on how to take data. I will use tally marks for my data sheets. I anticipate that students will increase in identifying what zone they are in (Red/Green) by receptive or expressively showing staff. I anticipate a significant growth in positive behaviors as we will be working on this daily by; modeling, prompting, and explicitly teaching, during Circle Time, the Zones of Regulation. We will track the data by indicating a tally mark on the data sheet.

5. What are the anticipated measurable and observable outcomes for your teaching practice?

My anticipated measurable and observable outcomes are to have the following occur:

- 50% students will be able to correctly identify the Zones of Regulation as well as use them to express their emotions.
- By January 2022 my teaching will improve by reviewing and reflecting on my students Zones of Regulation data and then modifying/accommodating and implementing needed tools and strategies based on said data

I teach in a moderate/severe pre-formal autism special education classroom. I will model as I teach the Zones of Regulation. I will use visual aids to support my visual learners as well as my English language learners. Visuals are a strategy to help my students understand and show how they are feeling. I have to explicitly teach visuals and their meaning to my students. Working in a classroom with students who have moderate to severe disabilities, I need to use many strategies to help them comprehend and express how they feel. In addition to visuals I use sign language, gestures, extra wait time, and physical prompting are examples of strategies I use within the classroom.

Inquiry and Action Plan

Examining research **related to my focus goal** and applying new learning in my instructional setting.

Action Research #1

1a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning, observation of other teachers), research conducted, resources explored, and/or individual consulted)

I will create or find Zones of Regulation lessons that include, "how to identify the zones and a social story. Zones of Regulation is a curriculum designed to foster self-regulation and emotional control. After working with my team, paraprofessionals and PLC team, I will ensure my lesson will have the appropriate modifications for my students. We will modify the lesson to make sure the curriculum is accessible to my students with moderate/severe special needs.

1b. Act: How did you implement the plan, research, and/or ideas in your classroom?
Be detailed in describing what you did in your classroom with your students.

IMPLEMENTATION:

My initial plan was to research Zones of Regulation, create data sheets, and ensure my paraprofessionals were able to take accurate data.

RESEARCH:

I started by doing a lot of research on Zones Of Regulation. I looked up The zones of regulation on their website and I also bought the book..Zones of Regulation. I also took time to go over to a teacher's class at Margret L Annear. This teacher is a preschool autism teacher and implements the zones of regulation in her classroom. I now have a better idea on how to implement this into my everyday routine with my students. I am using suggestions seen on different websites; these websites are listed below. A lot of the information I found was for children ages 8 and up which is a few years older than my students. Again I teach students who are 3 to 5 years of age with autism. I then reached out to my Program Specialist who was very helpful and provided me with many Zones of Regulation resources. She sent me many supports including; ideas and clips on how to address the child's emotion, tools to create the safe space I have now in my classroom, and she explained that repetition is key. She helped me create a slideshow of the two emotions we use most in preschool, happy and mad. This co-worker shared many different tools and strategies such as help to create a calm down area with a bean bag stuffed animals and books. The calm down area also has a sensory sequence blanket and the tools the child can use on the wall as well as visuals on how to teach this in my classroom. The tools we use in my classroom are deep breaths, drawing, blowing bubbles, read a book, take a break in the calm down area, or jump on the trampoline. When I received all this amazing curriculum, I was no longer stressed, but really excited to use it in my class.

TEACHER:

Using her feedback I created a calm down area and put up visuals about the emotions including the tools the child may use and different strategies to use. This area is used with students to bring calmness. I use a sequence cloth for them to touch (sensory needs), I added a bean bag, and a Clifford the Big Red Dog plush toy to help support my students to relax. I also utilize a book shelf for them if

they choose to read. They now have a place to sit when they are upset or need a break ("cool down" area) from stressful feelings. Since I created that space, it has worked out well. For example, myself along with my paras, used a data sheet to chart our daily check ins on feelings and what zone they are in. I provided the data sheet below. It has been improving daily. I ask the child have some students that like to play in that area, so I am working on it being a safe zone and not a play area. It is difficult, as I don't want it to be a "bad" place to go either. Now that I have that area, I provide a daily Zones of Regulation lesson. These lessons are taught as a whole group, one to one, or in a small group they are feeling everyday and show them the Zones of Regulation visuals so they can choose how they feel. My verbal students and non verbal students utilize the visuals. My verbal students point to the picture and then say I am feeling happy because I love my mommy. That is just one example, but they are now starting to say how they are feeling outside of circle time so that's pretty neat. We start our circle time with showing the kids a clip from Disney's "Inside Out" and we pause to talk about how each character feels. I pick popsicle sticks and whomever's name is called, I will have them come up front to tell or show the class how they are feeling. In our preschool setting, we have 3 to 5 year old children that have autism. Some of my students are verbal and some of them are non-verbal. We have an abundance of visuals that show the different emotions. We first ask, "How are they feeling?" and then ask, "What zone are they in?" For example, I have taken a few clips of how I start to teach my students of how they are feeling.

STUDENTS:

During the lessons, the students checked-in daily during circle time. For example, I called Mikey up during the circle and asked him how he is feeling today. Mikey then pointed to the green zone and said happy. I said, "Can you turn around and tell the class how you are feeling?" and he turned around and said, "I am feeling happy." I asked him what zone he was in and prompted him to say the green zone. Mikey is catching on quickly. He clapped for himself and went back to sit in his seat. I then called up Jared and he was fast. He said "I feel sad today." I asked if I could give him a hug; he let me hug him and smiled. Then stood up to say he is happy and in the green zone now. The last clip I will share is with my student Julian. Julian ran up and said a few different feelings. He was happy, then angry. He is still learning that it is ok to come up and talk in front of the class. He gave me a hug with a smile on his face and wanted to show the class his "angry" face. During this time, we are only introducing the green zone (HAPPY) and the red zone (ANGRY/MAD), as well as different strategies to help get one back to the green zone. I will introduce more zones after Christmas break.

ADDITIONAL IDEAS: As we came back from winter break I have created a clip up and down wall. This chart is a behavior clip chart for classroom management kids reward chart. I used a pocket chart I had and created cards to put in each pocket area. At the top it says

outstanding, under that says excellent choices, under that says great effort, then under that says ready to learn, then think about it, and then make better choices, and last parent contact. I have only used this chart with my verbal students and its working. I use close pins to move up and down on the chart. I do not have enough data on this yet so I didn't add it in to my reflection. My non verbal student do not have behaviors that are aggressive like cussing an hitting other so I only use it on my verbal students and they want to be on top all the time. They have been calming down so much faster and when upset they always say that they don't want to be moved down in which helps them make better choices. This just something new I just added to the classroom so I will see how it goes the rest of the school year.

1c. Observe & Reflect:
What was the specific impact on your teaching **and** your students' achievement *after* the research/ideas were implemented?

Impact on teaching:
By narrowing my focus by working on 2 zones (HAPPY and MAD) I found that it helped my students better understand how to tell us how they are feeling. They are little children so keeping this narrowed down to just 2 emotions has really helped them express how one is feeling. When I tried to add in other emotions, the kids started to pick a bunch of different pictures and it became a game. Keeping it to two emotion visuals has changed this goal for the better and has kept the children focused and on topic.The impact it had on myself, as a teacher, was incredible. At first, I thought this was a very hard concept for my classroom, as I have 3 to 5 year old kiddos with autism. Don't get me wrong, I was very nervous, as well as optimistic. I created a slideshow for the two zones that we went over and the kids loved it. The link is down in the evidence. I played this slideshow everyday and the kids just loved to come up and point to and or expressively tell the class what they loved or what made them mad everyday. They sat so nice while the slide show was on so they could be picked to come up the board and participate. This goal has been a little tough to implement, however once the concept was understood, the students love it now. According to many articles read and research,I knew my students needed this because if they can self regulate then I would be able to increase student academic learning.

Students' achievement *after* research implemented:
The student outcome was impressive and exciting. The students love participating in class, which makes it very fun. My students will be in the cafeteria or outside for recess and I hear them telling their friends that they don't like that and that it makes them mad. Or another example is the other day my student was walking and tripped and my student said Ms. Cynthia, "Are you ok"? And he then said " are you happy now in the green zone"? That was such an amazing feeling. The students now love to check in and show us or tell us how they are feeling. The students also ask me if I can play the slideshow of McDonalds, which is on the Happy slide(green zone) so they can show the class. Overall the students utilize the calm down area appropriately and not to play in. They will raise their

	hand and ask to go read a book or to watch a quick video. Then they get up and go back to work on their goals.
<p>1d. Artifact/Evidence: Insert artifact and/or <i>public</i> link to artifact related to this action step.</p>	<p>-Inside Out Video -https://drive.google.com/file/d/15bQ3NmhLIOb9mea_ZqKzVYNTgW8pVlsx/view?usp=sharing</p> <p>-https://docs.google.com/document/d/1eWfeBLkZxGmFasW3GE7ZlnU3_Uoxul2005QRRKrJ1qo/edit?usp=sharing</p> <p>Mentor Observation</p> <p>https://zonesofregulation.com/</p> <p>https://www.zonesofregulation.com/equity-in-sel.html</p> <p>https://autismawarenesscentre.com/shop/therapies/the-zones-of-regulation/</p>
<p>1e. Connections: Describe artifact/evidence connection to</p> <ul style="list-style-type: none"> • your ILP Goal AND • CSTP for this inquiry. 	<p>These Zones of Regulation lessons relate to my ILP Goal and placement on the CSPT Continuum because it allows me to create and maintain an effective learning environment. The tools we use daily now in our classroom are: Visuals of the zones, and on the back of each zone there are the strategies they can use. For example, my student Jojo was outside at recess and was upset about another student using the scooter. Jojo went up to the student and tried to take the kid off. A paraprofessional (teachers Aide) went up to Jojo and showed him the visuals and asked him what zone he was in? Jojo pointed to the angry face and then turned the visual over and pointed to the book. The para pulled out a little book he loves and went to sit down and read it to him. This connects to my ILP and the CSTP in a great way. Not only did my student utilize the emotion visual system we put in place, he also used a strategy on the back of the card and used a tool to help calm him down. The para knew exactly what to do to de-escalate the behavior. In class we use the same strategy, however, we go over emotions daily and utilize the calm down area. Another example in class was when my student was up dancing during circle time and it was time to get our wiggles out. He is very active and verbal and pushed a kid right next to him. I stopped the video and he automatically said sorry to the student and said he was in the mad zone. We walked over to the calm down area and talked about what he did and that we don't hit our friends and he asked if he could hug him. It was adorable and so rewarding that it is paying off.</p>
Action Research #2	
<p>2a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning,</p>	<p>2a Initial Plan I will make sure all paraeducators have a visual of the zones and strategies on their person, in case they need them to help a student</p>

observation of other teachers), research conducted, resources explored, and/or individual consulted)

express their emotions.

RESEARCH

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. Self-regulation is a specific set of skills including social skills, problem solving, emotional responsiveness, and comprehension of emotions. These skills are developed through modeling from those around us, reinforcement of appropriate behaviors, and direct instruction. As children enter preschool, some students may struggle to develop these important skills. Self-regulation is considered an essential component of early childhood development, which predicts various long and short-term outcomes for students (e.g., academic achievement, enhanced social development). The term self regulation is defined across several levels of functioning, including behavioral, motivational, cognitive, and social-emotional domains. Students' ability to self-regulate correlates with effective classroom behavior and high achievement, and in contrast, poor self-regulation forecasts future problems in school (Blair & Raver, 2015).

PLAN

I have created a slideshow for the green zone. Every day we go over the slideshow and discuss our feelings and what zone we are in. I have gone into the two other autism preschool classrooms to observe how other teachers utilize zones of regulation. I asked them for resources and I also shared mine with them. We created a lesson plan and data sheets to take data on the students. On the data sheet created, we take data 4 days a week. We ask our kids how they are feeling daily and help them if needed. I have verbal students and non verbal students. I have created a key at the bottom to show how we take data. For example, FP means full physical and that is when we have to help them touch the zone they are in. We also use M which equals the model. This is where we will model how we check in and they will copy.

2b. Act: How did you implement the plan, research, and/or ideas in your classroom?

Be detailed in describing what you did in your classroom with your students.

2b ACT

Plan-

I have systematic lessons and provide materials that allow for structured teaching, focusing on emotional literacy, self-control, social competence, positive peer relations, interpersonal problem-solving skills and role-playing components included in the curriculum as well as suggestions for developing opportunities for learning within the classroom. As I have lesson plans that go over

the zones of regulation, I also include incidental teaching is an evidenced-based methodology consisting of contextualized instruction which takes advantage of naturally occurring opportunities – “incidents” – to teach valued skills in the context of child preference and use. The essential components of incidental teaching include modeling, providing practice opportunities with the skills, giving corrective feedback, providing reinforcement, and reviewing skills.

IMPLEMENT-

For example, while teaching the green zone, which is the happy zone, we have numerous opportunities throughout the day. Today for instance, we created an art project and all of the students were engaged and laughing. One of my students said that everyone is funny and in the green zone. Another example of the green zone was when the behavior specialist came into our classroom and was laughing with me. A student walked up to us and said you are in the green zone. She was very impressed. Utilizing instructional techniques in addition to incidental or implicit instruction supports greater mastery of new information. Incidental teaching includes two common elements: 1) the use of environmental structuring tactics, such as permitting the child to make choices, arranging toys that evoke children's interests, placing materials out of children's reach, and planned forgetfulness and 2) the use of instructional tactics that match children's interests and actions, as seen in child-led incidental teaching. Incidental teaching within the classroom allows for an integrated in vivo setting to follow the critical components needed for the learning of the targeted skills as outlined in behavioral skill training models. This is ideal as most students retain skills taught with explicit practice opportunities to engage in the behavior.

RESEARCH:

My research consisted of talking to my grade level team members, the behavior specialist, doing research online, and also reading books on Zones of Regulation. I now have a better idea on how to implement Zones of Regulation into my everyday routine to help my students learn how to cope with different emotions they are feeling. I am currently using ideas that I have seen on different websites and suggestions made by my team members and also behavior specialists. A lot of the information out there is for children a little bit older than my students, who are 3 to 5 years of age with autism. I then spoke with my behavior specialist who is extremely knowledgeable with working with students from the ages 3-21. She helped me by sending many ideas and clips on how to address the child's emotion, plus tools to create the safe space I have now in my classroom. She explained to me that repetition is key in using lesson plans. She helped me create a slideshow of the two emotions we use most in preschool, happy and mad. My co-team members shared many different tools and strategies, as well as visuals on how to teach this in my classroom.

2c. Observe & Reflect:

What was the specific impact on your teaching **and** your students' achievement *after* the research/ideas were implemented?

Impact on teaching and**Students' achievement *after* research implemented:**

Creating and maintaining an effective environment for my students is my first and foremost objective everyday when they walk through the classroom doorway. My students are entitled to a positive, happy, supportive, and most importantly safe place to learn and grow. The specific impact of teaching the Zones of Regulation is teaching my students how to communicate their feelings when they are mad and happy. As I stated before, I teach preschool students who were diagnosed with autism. At this stage in their early childhood development, I concentrate on the 2 out of 4 emotions, happy and mad. My students currently are able to let any staff member know how they are feeling when they are happy by verbalizing or by touching a picture icon that has a happy face. My staff and I do daily check-ins throughout the day to continue to help our students learn when they are happy and mad. Repetition is the key to learning new concepts. My students are able to express how they feel when they are mad and will use different strategies to get back into the green zone, or the happy zone.

Teacher:

As I have lesson plans that go over the zones of regulation, I also include incidental teaching is an evidenced-based methodology consisting of contextualized instruction which takes advantage of naturally occurring opportunities – “incidents” – to teach valued skills in the context of child preference and use .The essential components of incidental teaching include modeling, providing practice opportunities with the skills, giving corrective feedback, providing reinforcement, and reviewing skills. For example, while teaching the green zone, which is the happy zone, we have numerous opportunities throughout the day. Today for instance, we created an art project and all of the students were engaged and laughing.

Students:

One of my students said that everyone is funny and in the green zone. Another example of the green zone was when the behavior specialist came into our classroom and was laughing with me. A student walked up to us and said you are in the green zone. She was very impressed. Utilizing instructional techniques in addition to incidental or implicit instruction supports greater mastery of new information. Incidental teaching includes two common elements: 1) the use of environmental structuring tactics, such as permitting the child to make choices, arranging toys that evoke children's interests, placing materials out of children's reach, and planned forgetfulness and 2) the use of instructional tactics that match children's interests and actions, as seen in child-led incidental teaching. Incidental teaching within the classroom allows for an integrated invivo setting to follow the critical components needed for the learning of the targeted skills, as outlined in behavioral skill training models. This is ideal as most students retain skills taught with explicit practice

opportunities to engage in the behavior.

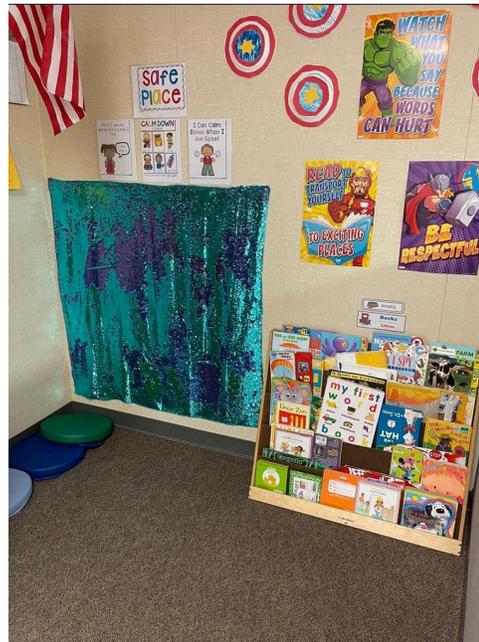
2d. Artifact/Evidence:

Insert artifact and/or *public* link to artifact related to this action step.

▶ MY HEART FILLS WITH HAPPINESS - Book - Read Aloud
<https://www.youtube.com/watch?v=p9nvHYQfLS0>

1. Blair C, Granger DA, Willoughby M, Mills-Koonce R, Cox M, et al. Salivary cortisol mediates effects of poverty and parenting on executive functions in early childhood. *Child Dev.* 2011a;82:1970–84. [\[PMC free article\]](#) [\[PubMed\]](#) [\[Google Scholar\]](#)
2. [Green/Red Zone Lesson](#)

▣ Zones of Regulations 2021-2022



The picture above shows the sensory/calm down area. The calm down area I created is utilized daily. Our theme is Superheroes and as you can see some of the posters up on the wall. I have strategies placed on the wall as well as on the back wall and the cabinet to the left. Also to the left is a bean bag not shown. When a child is very hyper, sad, mad and or just not complying with a staff member, instead of waiting them out because that could take a very long time, we would offer the calm down area to go take deep breaths, watch a short video, read a book, get some water, color, or just to relax. This has helped behaviors from escalating to now de-escalate the behaviors in order to get the child back into work mode or to follow instructions.

2e. Connections:

Describe artifact/evidence connection to

- your ILP Goal **AND**
- CSTP for this inquiry.

These Zones of Regulation lessons relate to my ILP Goal and placement on the CSPT Continuum because it allows me to create and maintain an effective learning environment. Teaching the green zone has been incredibly fun in our classroom. We literally laugh all day and create funny and happy opportunities throughout the day. For example, everyday I play a slideshow of the green zone. On the slideshow we discuss the happy emotion and the green zone. I have videos of breathing techniques, calm body videos, and different

tools to use when happy. We teach them how to control themselves by using inside voices, reading a book, coloring, breathing, counting and a simple hug. We discuss what makes them happy and also use a lot of visuals due to my non verbal students having a communication system in play to help teach them equally. Once I go over the curriculum, I read them a book that is funny. I act silly and they all start laughing and at that moment we pause and go over the green zone. By going over this daily routine has brought not only happiness into the classroom setting but the joy each student has when they say how they feel is overwhelming. I have a preschool class that loves to participate, so by creating fun moments to discuss the Green zone has improved our effective learning environment.

Action Research #3

3a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning, observation of other teachers), research conducted, resources explored, and/or individual consulted)

I will add Zones of Regulation daily check-ins as well as systems for progress monitoring.
 -I will collaborate with my PLC in order to create a data sheet to gather pre/post data as well as progress monitor the frequency to which students are utilizing the Zones of Regulation to self-monitor.

3b. Act: How did you implement the plan, research, and/or ideas in your classroom?
 Be detailed in describing what you did in your classroom with your students.

PLAN
 In my autism preschool school class, we focus on two out of the four emotions: happy and mad. My students are new to a classroom setting, new to following rules, and new to leaving their parents for the first time. My students' world, as they knew it, has changed 100% and they are all figuring out their new day. With that being said, they are going through different emotions, mainly happy and mad. It is my job to help my students navigate through their feelings and give them strategies to get through their behaviors.

IMPLEMENT
 How I implement my plan on a daily basis is doing daily check-ins with my students during whole group instruction. I call up each student one by one and ask the question of the day, "how are you feeling"? For the students who are verbal, they verbally express how they are feeling and also touch either the happy face or the mad face. For my non-verbal students, I ask them the question, and some need a partial prompt to touch either happy or mad.
 Another time that zones of regulation are implemented is when a student gets mad at recess over sharing the tricycle. The tricycle is a hot item and my little ones are currently learning the social skill of sharing. Sharing is an extremely hard skill to learn, especially since they never really had to share before attending school.
 Unfortunately, the tricycle is not always available and the student will get mad because they do understand that they have to wait their turn. So either myself or the paraprofessional will help the student through this behavior. When we notice the student is visibly mad, we quickly go over to the student and ask what zone are you in? Once the student says the red zone or points to the red zone, we

are able to offer strategies to get back into the green zone, or the happy zone. I will usually tell the student that it is okay to be mad but we have to fix it. I will then offer one of the tools to help, it could be breathing, it could be counting to 10, or it could be going for a walk, just to name a few tools. Once the student calms down after using one of the tools. We ask again how they are feeling, and the student will say in the green zone, or happy.

During small group instruction, I, also, teach the different emotions that we all go through. We all act out all the emotions with different facial expressions and we verbally express the different emotions, too. Once we have talked about the different emotions, we will do a worksheet to reinforce the different emotions. I have found that having the visuals will help our students retain the information.

Additional:

I call up each student one by one and ask the question of the day, "how are you feeling?" For the students who are verbal, they say how they are feeling and also touch either the happy face or the mad face. For my non-verbal students, I ask them the question; some can point to the happy or mad face on their own and some need a partial prompt to touch either happy or mad. Another time that zones of regulation are implemented is when a student gets mad at recess over sharing. The tricycle is a hot item and my little ones are currently learning the social skill of sharing. Sharing is an extremely hard skill to learn, especially since they never really had to share before attending school. Unfortunately, the tricycle is not always available and the student will get mad because they do understand that they have to wait their turn. So, either myself or the paraprofessional will help the student through this behavior. When we notice the student is visibly mad, we quickly go over to the student and ask what zone they are in? Once the student says the red zone or points to the red zone, we are able to offer strategies to get back into the green zone, or the happy zone. I will usually tell the student that it is okay to be mad but we have to fix it. Then offer one of the tools to help; it could be breathing, it could be counting to 10, or it could be going for a walk, just to name a few tools. Once the student calms down after using one of the tools, we ask again how they are feeling. The student will usually say they are in the green zone, or happy. During small group instruction, I teach the different emotions that we all go through. We all act out all of the emotions with different facial expressions and we verbally express the different emotions, too. Once we have talked about the different emotions, we will do a worksheet to reinforce the different emotions. I have found that having the visuals will help our students retain the information.

3c. Observe & Reflect:
 What was the specific impact on your teaching **and** your students' achievement *after* the

Impact on teaching and Students' achievement *after* research implemented:

TEACHER-

I added Zones of Regulation daily check-ins as well as systems for

research/ideas were implemented?

progress monitoring. Making this repetitive has improved my students' behavior. While teaching autism children can be very difficult not knowing why they are crying and upset or mad or even happy and want to be praised, having a system in place and numerous visuals on the walls as well as in the communication books and on staff members at all times, has greatly improved student behavior and will now be implemented into my daily routine. I have collaborated with my PLC team in order to create a data sheet to gather pre/post data as well as progress monitor the frequency to which students are utilizing the Zones of Regulation to self-monitor. The data sheet has helped me be able to change or modify what I am doing and if there is any progress. By keeping data I am now able to create new ways on how I teach children how to express their emotions and ways they can use the tools provided to calm down and control what it is one is feeling. I will continue to use the data sheets and calm down area as well as interactive slides to improve my student's learning.

STUDENTS-

My students have soared greatly with this ILP goal. My students are excited now to do our daily check-ins and get to come up in front of the class to show their peers how they are feeling. The verbal students will point to and also say how they are feeling and why. My non verbal students will point to how they are feeling as well as make that emotion face. The students now utilize the calm down area I created for them. I feel that they now feel as if they now have a voice and a way to tell us how they are feeling and what is wrong. They have all the tools needed to help them gain control and then calm down before getting school work done. The students never used to want to participate and now love to participate daily. They also love the visuals outside of the classroom so they can let other adults know how they are feeling. It has been such an amazing journey we have all been on this year and how much each student has grown.

3d. Artifact/Evidence:
Insert artifact and/or *public* link to artifact related to this action step.

Data Zones of Regulation
<https://docs.google.com/spreadsheets/d/1YZo7gJd2uw7xU44jFd610YJCdiaW2zya65JwANEifis/edit?usp=sharing>

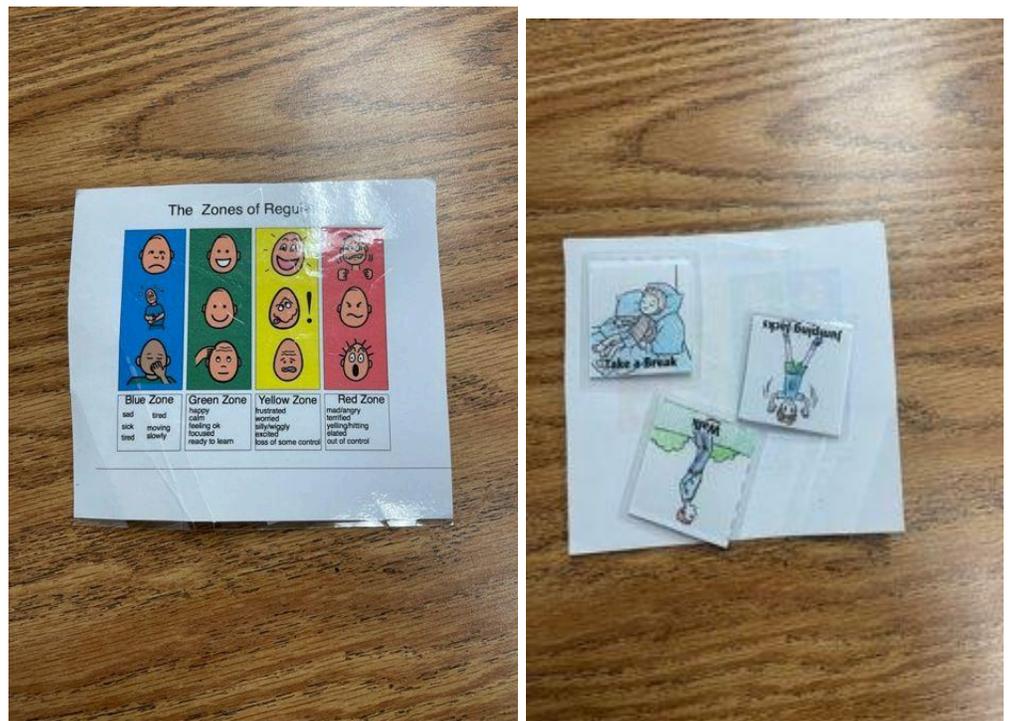
Video of students responding to Zones of Regulation:

[Video of students using Zones of Regulation](#) - 1

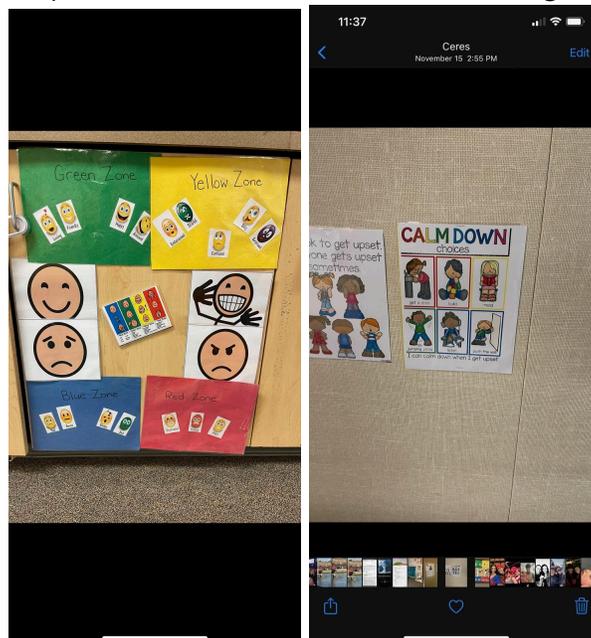
[Video of students using Zones of Regulation](#) - 2

[Video of students using Zones of Regulation](#) - 3

[Green/Red Lesson](#)



Visuals of Zones of Regulation that all staff members carry with them throughout the day to check in with students when they are in a behavior. The first picture shows the four zones of regulation: green zone (happy), blue zone (sad), yellow zone (worried) and red zone (mad zone). The second picture is just some strategies that we use to help our students return back to the green zone.



The pictures above is a large visual display of the Zones of Regulation that covers the emotions and strategies on how to fix their emotions to get back to green zone (happy).



This picture shows a worksheet that the students completed reviewing emotions. We discussed being happy, sad, mad, and scared.

3e. Connections:

Describe artifact/evidence connection to

- your ILP Goal **AND**
- CSTP for this inquiry.

These Zones of Regulation lessons relate to my ILP Goal and placement on the CSPT Continuum because it allows me to create and maintain an effective learning environment. Teaching my students the Zones of Regulation helps my students express their emotions in a positive and effective manner. My staff and I do daily check-ins throughout the day, using the Zones of Regulation chart that you will find in 3D. If the student is happy, we encourage the student to say the following: I am happy and then touch the happy face. We then tell the student that being in the green zone is the zone we would like to be in all of the time. However, there are times when the students are mad, and when they ask the student what zone they are in, they will touch the red zone, or the mad zone. Once the student says they are in the red zone, we show them the strategies on the back on the Zones of Regulation and ask them how we can fix it to get back in the green zone, happy zone.

Action Research #4 (optional, if needed)

4a. Plan: Describe initial plan, research, and/or ideas for this action step (i.e. professional learning, observation of other teachers), research conducted, resources explored, and/or individual consulted)

4b. Act: How did you implement the plan, research, and/or ideas in your classroom?
Be detailed in describing what you did in your classroom with

your students.	
4c. Observe & Reflect: What was the specific impact on your teaching and your students' achievement <i>after</i> the research/ideas were implemented?	
4d. Artifact/Evidence: Insert artifact and/or <i>public</i> link to artifact related to this action step.	
4e. Connections: Describe artifact/evidence connection to <ul style="list-style-type: none"> • your ILP Goal AND • CSTP for this inquiry. 	

Reflection	
<p>Look back at your Measurable Performance Outcomes (part 4a & 4b) for this ILP Cycle:</p> <p>1a. Did <u>all students</u> meet the measurable performance outcomes you described in 4a? Support your answer with data collected.</p> <p>1b. What modifications to instruction did you make for special population students? (Connect the IEP modifications and classroom instruction.)</p>	<p>1a. 50% of students were able to correctly identify the Zones of Regulation as well as use them to express their emotions. My students did not meet the measurable performance outcomes that I anticipated. I did my research, data, and observations and also built the zones of regulation board and many visuals to support it. I now have a better idea on how to implement this into my everyday routine with my students. However I did not anticipate the necessity of my paras and how much I need them to make this productive. I have had a para pulled and put into another class, a para broke her wrist and is gone until April, many different subs, and many absences due to covid related absences. This classroom was shut down 2 times and we had to quarantine for 10 days at home.. I have, on the other hand, gained a lot of knowledge since the start of this ILP and will continue to work on my students' emotions and how to regulate them in the future. When I received all this amazing curriculum, strategies and tools, I was no longer stressed, but really excited to use it in my class.</p> <p>1b. I modified many things in my classroom to better help my students be able to express their feelings and utilize the tools provided. I created interactive slideshows on emotions and we went over what makes them happy and what makes them mad. On the happy slide there were tons of pictures of things the kids loved as well as on the anger slide, things the children would not like. I would have my verbal students come up and point to and say what makes them happy and what makes them mad. My non verbal students are still working on how to understand what the other students were doing. I would have a para bring them up and help them point to</p>

	<p>what made them happy and mad. The paras have to do hand over hand prompts to help my non verbal students due to their cognitive skills being below average. We play sing-along songs, identify noises, visit happy places, and offer tons of choices. My non verbal students all have a PEC communication book that they have on them at all times so they have their voice and choices throughout the day. I have created a calm down area for all students to go to to work on calming down and using the tools provided. For example, the students can color, read a book, relax on the beanbag, work on breathing exercises, listen to music, etc. I have modified my classroom to meet the needs of all of my amazing students.</p>
<p>2a. Describe the impact of the ILP process on <u>your teaching practice</u>. Support your answer with evidence.</p> <p>2b. Will you continue to work on this goal for a future cycle or will your goal be different for the next cycle? If it is different for the next cycle, what will you focus on next?</p>	<p>2a. It affected my teaching practice by helping me to understand that things don't always go as planned. I feel better about this goal than the goals last year. It has taught me that repetition is key and my classroom working on this daily really works. I did not meet my anticipated goal, however the results have been amazing. Have learned that research and data collection are so important to the process. After reaching out to program specialists and other co teachers, along with observations from my mentor, I have really enjoyed the whole process along with constructive criticism to help me better myself as an educator.</p> <p>2b. Yes, I will continue to work on this goal in the future and probably for the rest of my teaching career. I feel it is so important to teach children how to express their emotions, mad or happy, and to be able to utilize the tools I have provided to better help them through the process. As I will continue on this goal I will also be doing something different for my next ILP. On my next ILP, I will focus on my paras and create training for them. My main focus will probably be on data collection and engaging with the students. Let them know that it is okay to be silly with the kiddos and they should be the child's biggest reinforcer.</p>

3. Post-Inquiry CSTP Reflection (Continuum of Teaching Practice)		
CSTP & Element Provide Wording	Placement Along Continuum (Emerging, Exploring, Applying, Integrating, Innovating)	Continuum Description (Copy and Paste from CSTP Element/Placement)
<p>Example: 1.6 Monitoring student learning and adjusting instruction while teaching.</p>	<p>Teacher: Exploring Student: Exploring (CSTP 1 and 2 ONLY)</p>	<p>Teacher: Seeks to clarify instructions and learning activities to support student understanding. Student: Students receive assistance individually or in small groups during instruction. (CSTP 1 and 2 ONLY)</p>
<p>2.6 Employing</p>	<p>Teacher: Applying</p>	<p>Teacher: Maintains regular use of routines and procedures</p>

classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn.	Students: Exploring	<p>that are culturally responsive and engage students in the development and monitoring of norms. Reinforces and rewards appropriate social and academic behaviors in the classroom while providing positive behavior supports. Responds appropriately to behaviors in ways that lesson disruptions to the learning climate.</p> <p>Student: Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>
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Evidence For Placement Along Continuum

Provide specific examples to support teacher and/or student placement.

Teacher I placed myself at Applying because I am able to maintain regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. I am now able to reinforce and reward appropriate social and academic behaviors in the classroom while providing positive behavior reports. For example when I feel a child is about to go into a behavior I will present them with a visual and ask how they are feeling. I am then able to redirect that behavior and go to the calm down area I created and work on different strategies to calm them down. They are now able to respond impropriety to behaviors in ways that lessen disruptions to the learning climate. I am now able to connect district , site, and classroom procedures to promote a climate of fairness and respect for all students. For example, Zones of regulation is a big deal in the Ceres Unified school district and is widely used at Walter White elementary school where I teach Preschool Autism at. The best feeling is when the principal and or other educators walk in and my students tell them how they are feeling and what zone they are in. Involving all students in the development of classroom procedures and routines has really created an amazing atmosphere and safe learning environment for all.

Student (CSTP 1 and 2 ONLY) I placed my students at Exploring because they receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms. They are able to follow directions and transition without disruption. My students are still working on yet getting better at understanding consequences for their actions and are now able to take deep breaths and talk about how they are feeling as well as utilize their PECS Communication book in order to show us how they are feeling. For example I will assign special jobs to make interactions meaningful and provide a reason to interact with other children for a child that is not normally motivated to do so. For example, a child collects the name cards placed around the table during snack time by gaining another child’s attention and requesting their name card. I also have one turn off the lights when watching a video and another turn them on after it is finished. Another example is during art, I have students help pass out paper and crayons to help them interact with other students. Having a classroom that is predictable I feel is key. Students love to feel wanted and appreciated which then makes them happy and comfortable to express themselves. My students are learning how to use I statements when they are upset and or happy to help them better understand their own feelings and how to work through them.

Observations

Link to Mentor Observational Notes

Identify if the observation was "In-Person" or "Video"

In-Person

-https://docs.google.com/document/d/1eWfeBLkZxGmFasW3GE7ZlnU3_Uoxul2005QRRKrJ1q0/edit?usp=sharing- In Person

(Had a mentor change at the start of November due to my 1st one moving out of the area.)

Link to Candidate's Observation of other Teachers <i>This should be completed once a year.</i>	Was not able to complete this during this cycle due to teacher substitute shortages throughout the district.