



SUPPLEMENTARY FILE

Appendix A

Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)

Teacher Rating Scale

Your Name: _____ Student Date of Birth: _____

Student Name: _____ Student Grade: _____

Today's Date: _____

Using the following scale, identify how frequently the student has displayed each of the following behaviors during the previous month. Circle only one number for each behavior.

0 = Never, 1 = Sometimes, 2 = Often, 3 = Almost Always

Social Behavior				
Arguing	0	1	2	3
Cooperation with peers	0	1	2	3
Temper outbursts	0	1	2	3
Disruptive behavior	0	1	2	3
Polite and socially appropriate responses toward others	0	1	2	3
Impulsiveness 0 1 2	0	1	2	3
Academic Behavior				
Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3



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Difficulty working independently	0	1	2	3
Distractedness	0	1	2	3
Academic engagement	0	1	2	3
Emotional Behavior				
Sadness	0	1	2	3
Fearfulness	0	1	2	3
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	0	1	2	3
Difficulty rebounding from setbacks	0	1	2	3
Withdrawal	0	1	2	3

The SAEBRS form was created by Stephen P. Kilgus, Sandra M. Chafouleas, T. Chris Riley-Tillman, and Nathaniel P. von der Embse Copyright © 2013 by Stephen P. Kilgus. All rights reserved.

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Data coding/sorting/presenting process:				
Once all ratings have been completed, the user adds the scores within each subscale to yield a summed score. Subscale scores can then be combined to yield the Total Behavior scale score. Summed scores range between 0-18 For <i>Social Behavior</i> and <i>Academic Behavior</i> , 0-21 for <i>Emotional Behavior</i> , and 0-57 for <i>Total Behavior</i> . Please see below for guidelines regarding how each item should be scored, as scoring varies from item to item:				
Social Behavior	Never	Sometimes	Often	Almost Always
Arguing	3	2	1	0
Cooperation with peers	0	1	2	3
Temper outbursts	3	2	1	0
Disruptive behavior	3	2	1	0
Polite and socially appropriate	0	1	2	3
Impulsiveness	3	2	1	0
Academic Behavior	Never	Sometimes	Often	Almost Always
Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	3	2	1	0
Distractedness	3	2	1	0
Academic engagement	0	1	2	3
Social Behavior	Never	Sometimes	Often	Almost Always
Sadness	3	2	1	0
Fearfulness	3	2	1	0
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	3	2	1	0
Difficulty rebounding from setbacks	3	2	1	0
Withdrawal	3	2	1	0

From: Kilgus (2014).

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The Effects of Co-Teaching Zones of Regulation on Elementary Students' Social, Emotional, and Academic Risk Behaviors

Appendix B

Sample lesson from Zones of Regulation Curriculum (Kuypers, 2011)

Lesson 1: Creating Wall Posters of the Zones

Goals for this Activity:

- Students become familiar with the concept of The Zones
- Students increase emotions vocabulary
- Students increase recognition of facial expressions.

Materials:

- Two 12" X 18" pieces of construction paper in each of these colors: green, yellow, red, and one piece in blue (known as the "zones colors")
- A piece of black construction paper
- Markers in zones colors
- Glue
- Scissors
- One copy of Zones Emotions (see Reproducible C)
- Software such as Boardmaker (www.mayer-johnson.com) can be used as an alternative to creating "feelings" pictures.
- One copy of Zones Labels (See Reproducible D)
- One copy of The Zones of Regulation visual (see Reproducible E) per student
- **For older students:** Container in which to put the cut-out pictures, such as a hat, buck or jar.
- **For younger students:** On *Monday When It Rained*, by Cheryl Kachenmeister or *The Way I Feel*, written and illustrated by Janan Cain

Overview

This activity introduces students to the four zones used to categorize the different emotions and states of alertness people experience while creating visuals to display in the classroom. Using images of various feelings that are drawn from a container or descriptions of feelings read from a book, students learn to identify the four zones that are the foundation of the curriculum. Students also work on increasing their vocabulary of emotions and recognition of facial expressions.

Preparation of the wall posters of the Zones (will be filled in later with students):

- Print one copy of the Zones Emotions from this book or the USB drive (reproducible C).
For older students-Cut out and place in the container all of the pictures of emotions and states of alertness. **For younger students**-Cut out and set aside the emotions that correspond with the feelings in the book.
- Cut out traffic sign shapes from the construction paper. You will need to tape together two pieces of each color except blue to make the visuals big enough (red for an octagon/stop sign-14”X14” square with the four corners cut off to make an octagon, yellow for a diamond/caution sign-“14X14” square turned to form a diamond, green for a circle/go light-14” circumference, blue for a rectangle/rest area sign-you can use the full sheet of blue construction paper).
- Cut out four traffic signs posts from black construction paper (1”X12” strips). Affix the posts to the four signs. **Note to teachers:** For simpler visual display, you can tape together the four shapes made of construction paper in the following order left to right: blue, green, yellow, red.
- Color in the Zones Labels (if you did not print them in color) and glue them in the center of each corresponding shape of colored construction paper. Hang the Zones of Regulation label above where you will post the Zones wall posters.

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- Hang the Zones wall posters in the classroom where students can easily read them.
- Write this schedule on the classroom board.
 1. Lead-in
 2. Create wall posters of zones
 3. Wrap-up

Lead-in for all ages

1. Get students interested by asking them if they believe they can categorize all the ways we feel and act into four groups or zones. Introduce the concept of the zones with the wall posters for a visual:
 - There are four zones we will use to describe how your brain and body feel.
 - When you're in the Blue Zone, your body is running slow, such as when you are tired, sick, sad or bored.
 - The Green Zone, like a green light is when you are "good to go." If you are in the Green Zone you may feel happy, calm and focused.
 - When entering the Yellow Zone, proceed with caution and slow down! The Yellow Zone describes when you start to lose control, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious, or surprised. It is a good idea to use caution when you are in the Yellow Zone.
 - The Red Zone is reserved for extreme caution such as terror, uncontrolled anger, aggression and elation. When you are in the Red Zone, you are out of control, have trouble making good decisions and must STOP.
2. Review with the students the goals of the activity. Explain that they will be participating in an activity to categorize emotions and different ways they feel into the four zones.

Activities for different age groups

For younger students

For preschool and early elementary students, you can do the activity in the following way:

1. Introduce the zones and tell the students they will be using a book to help them learn how they can use zones to describe how they feel.
2. Using the book *On Monday When It Rained* or *The Way I feel*, read to the students each description of how each character feels.
3. Before you reveal the character's emotion, have the students guess the emotion and which zone the character is in.
4. As you read the book, have students glue each relevant emotion/state picture from the Reproducible C onto the wall posters of the zones in the corresponding zone (for example: silly—yellow, scared—yellow, disappointed—yellow or blue, happy—green, sad—blue, angry—red, thankful—green, frustrated—yellow, shy—yellow or blue, bored-blue, excited—yellow, jealous—yellow or red, proud—green).
5. Ask students about a time they felt each of these emotions and assess their ability to identify emotions in themselves. After the book is finished, reiterate that is okay that students are in different zones at different times; this is expected and part of being who we are.

For older students

For upper elementary to high school students, you can do the activity in the following way:

1. Have students take turns selecting a picture from the container. When it is a student's turn, that student should tell the other students what the emotion is and also show them the picture (often students need prompting to address the class rather than face the wall posters). If the emotion is less familiar to the students, provide examples of when they may experience the emotion (for example, sometimes I feel anxious before a test).

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2. Ask the student who chose the emotion to demonstrate to the class which facial expression correlates with the emotion.
3. As a group, discuss where to glue the picture within the zones. (Informally assess which students are grasping the concept of the zones through this task versus those who are not. Provide more support to students who are having a more difficult time.)
4. Have the student who drew the picture glue it to the poster in the zone decided on by the group.
5. Once completed, visually display the posters for the students to continue to view, such as on an uncluttered wall in the classroom at the students' eye level. Refer to the posters frequently after you do this lesson to aid the students in checking in and learning the zones.

Wrap-up

Assess students' abilities to recognize their zones at the end of the lesson by having the students state how they feel at the present time and asking them to identify their zone (see Check-In on page 96). Lead a discussion to further evaluate understanding by asking the following:

- *How will sorting the ways you feel and act into four zones help you understand yourself better?*
- *How will it help you understand your classmates better?*

Emphasize that when they understand how they are feelings, they are better able to control themselves. For example, when they recognize that they feel restless or frustrated, they are able to do something about it. Even if they don't have the tools to do something about it, at least they can tell others how they feel using common language: The Zones of Regulation.