

At The Zones of Regulation, we acknowledge the longstanding presence of Systemic Racism and "otherism" in our education system and society at large. While The Zones of Regulation framework and concepts are often considered universal, the facilitator should use culturally responsive strategies/practices when teaching The Zones that respect, reflect, and honor student identities and life experiences. The following strategies are not an exhaustive list, but offer guidance in striving toward a more equitable learning experience for ALL children and young adults in our places of learning.

Culturally Responsive School CLIMATE Strategies:

- Use a Value Lens vs. Deficit Lens when discussing students
- Build authentic relationships with students and families, through active listening
- Consider Implicit Bias at work when discussing and addressing "unexpected behavior" and punitive measures among staff
- Carefully examine classroom, school, district systems around behavior and and punitive measures through an equity lens
- Consider practices around authentic inclusion of ALL students
- #OwnYourZone: Create a culture of acceptance by modeling that all Zones are OK
- Create a culture where staff and students support each other in using tools to take care of their Zone (Self-Care)

Culturally Responsive ZONES TEACHING Strategies:

- Discuss how people may differ in perceiving feelings and behaviors
- Use imagery and media that is representative of and relevant to students; use a critical eye for bias when exploring imagery/media. (PLEASE BE AWARE that many materials found online for free or purchase on sites such as TeachersPayTeachers.com do NOT represent the values and intentions of *The Zones of Regulation*)
- Use visual supports to increase accessibility for students at all stages of language and cognitive development
- Collaborate with students to create scenarios for practice/role play that are relevant to their lives
- #OwnYourZone, create a culture of acceptance by modeling that all Zones are OK- including the Red Zone

- Discuss context, perception, and implicit bias when teaching about “expected” and “unexpected” behavior
- Discuss how consequences for “unexpected behavior” can differ for those in marginalized or historically oppressed communities
- Do not force students to check-in with their Zone, especially if they are in an elevated state
- Create a culture where staff and students support each other in using tools to take care of their Zone

REFERENCES & Further Reading

National Equity Project: Social Emotional Learning and Equity

<https://www.nationalequityproject.org/frameworks/social-emotional-learning-and-equity>

The Aspen Institute Education & Society Program: Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action

<https://www.aspeninstitute.org/publications/pursuing-social-and-emotional-development-through-a-racial-equity-lens-a-call-to-action/>

The Education Trust: Social, Emotional, and Academic Development through an Equity Lens

<https://edtrust.org/social-emotional-and-academic-development-through-an-equity-lens/>