

Intervention to Increase Self-Regulation in Kindergarten Students

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Abstract

Self-regulation is an important set of skills that children develop from infancy through adolescence. Children develop physically, emotionally, and cognitively at different rates based on their experiences in life. Specifically, self-regulation plays an important role as a child enters a structured school setting for the first time. A child's Kindergarten year is a year full of growth and development and lays the foundation for academic and behavioral success in school. The current study will look at the academic grades, discipline infractions, and self-regulation skills via a teacher checklist of a small group of Kindergarten students without disabilities in three different regular education classroom settings over the course of implementation of a direct instruction-based intervention program, The Zones of Regulation ®. The group of Kindergarten students will participate in 17 self-regulation lessons taught by the author in a whole group setting (at least 25 total students per class). The author will compare pre- and post-intervention program data to determine if the explicit instruction in self-regulation via the intervention program helped the Kindergarten students to improve their overall self-regulation skills by improving academic grades, reducing or eliminating disciplinary infractions, and improving self-regulation skills via the teacher checklist. The results of the study showed that all of the participants had an overall positive change on their score on the Self-Regulation Data Collection Checklist, seven out of eight participants had a positive change on 2 or more of the subsets of the checklist, seven out of eight participants showed an increase in time on-task from January to April, four out of eight participants showed an increase of 20 points or more in time on-task from January to April, and all participants had no disciplinary referrals in April. The only direct measure that did not show a pattern of increase or decrease was the participants' academic grades in Language Arts and Math. These positive changes in various measures for seven out of

eight or all of the participants showed that the direct-instruction, self-regulation lessons (Zones of Regulation ®) intervention helped the participants to increase self-regulation skills.

Keywords: self-regulation, Kindergarten, academic achievement, transition to school

Intervention to Increase Self-Regulation in Kindergarten Students

Students enter Kindergarten with a wide range of pre-Kindergarten experiences and exposure to school-like structure. Some students attend full day preschool where the structure and academic demands are very similar to that of Kindergarten. Some students attend preschool for a few hours, a few days per week which helps to increase school readiness skills and provide an introduction to a structured environment, but is not a true picture of full day Kindergarten academics and expectations. Lastly, some students do not attend preschool and are at home with a parent or family member. Although these settings build strong family connections, these settings provide the least amount of direct exposure to school readiness skills and school structure. Given this wide range of exposure to academic experiences and structure, students enter Kindergarten with varying levels of self-regulation skills and exhibit varying rates of adjustment to a full day academic program. How does students' varying levels of self-regulation skills relate to their adaptation or adjustment to school and/or their overall academic and behavioral success in school?

Literature Review

In Thompson & Waters (2014) study, they report that by age 5, the age when most children are entering Kindergarten, children have a general understanding of emotions by being able to recognize an emotion when it is expressed either verbally or nonverbally, understand what causes a person to feel a certain emotion, and how an emotion can be reactivated. Then, by age 7 (approximately 1st grade), children can make and understand connections between emotions and beliefs and know that emotions do not always need to be expressed. Lastly, by age 9 (approximately 3rd grade), children can regulate and make meaning of emotions (Thompson &

Waters, 2014). It is important to consider overall child development and developmental milestones in regards to self-regulation skills in order to provide a context for skills that Kindergarten students should or should not have upon entering school and skills that Kindergarten students may or may not gain over the course of their Kindergarten school year.

In previous studies, self-regulation can be defined as the process of a person using his own thoughts, feelings, and actions as a means to manage, integrate, and/or assess his own behavior and/or academic achievement (Damsuwan, Suwanmonkha, Thummaphan, & Yoelao, 2013; Reid, Schartz, & Trout, 2005). In most cases, self-regulation skills are learned naturally over time through observation and indirect modeling by adults and peers in the environment. Direct instruction and behavioral interventions in self-regulation have helped many students decrease negative behaviors and increase positive behaviors at school. Self-regulation interventions have shown much success in previous studies with students with learning disabilities, behavior disorders, and mental retardation (Reid, Schartz, & Trout, 2005). The current study aims to look at the degree to which direct instruction of a self-regulation program can increase social relationships, positive behaviors, and/or academic achievement in students without disabilities at the Kindergarten level.

Self-regulation skills and transition to school go hand in hand. When students enter school they are met with higher academic demands, highly structured classroom settings, and higher expectations for independence than ever before. Cimeli, Neuenschwander, Roebbers, and Rothlisberger (2012) state that “self-regulation during early childhood can be characterized as an integration of emotion and cognition, with an effective balance between both...” (p.354). As students begin this process of integration upon entering Kindergarten, the ability to control their own behavior, emotions, motivation, and attention assists students in establishing and

maintaining positive adult and peer relationships and developing problem solving skills to promote learning. All of which contributes to a student's increased development of self-regulation skills and successful transition and adjustment to school. Thus, successful transition and adjustment to school depends on a combination of academic achievement, positive classroom behavior, and relationships with peers and adults (Cimeli, et al., 2012).

Previous literature and studies on self-regulation and how self-regulation relates to transition and adjustment to school, academic achievement, positive behaviors, and social relationships for students at the Kindergarten level exists, but typically includes a specialized population (i.e. children with ADHD, low socio-economic status), a specific skill or aspect of self-regulation (i.e. self-monitoring, self-reinforcement, executive functioning) or a very specific, direct intervention (i.e. KITS intervention) (Reid, Schartz, & Trout, 2005; Damsuwan, et al., 2013; Braun, Conte, Fisher, Gill, Healey, Newman, Pears, & Ticer, 2014). All of these studies found that self-regulation is an integral part of a student's overall development and success in school. Reid, Schartz, & Trout (2005) report that, "self-regulation interventions can produce meaningful improvements in student on-task behavior, academic productivity and accuracy, and reduction of inappropriate or disruptive behaviors" (p. 373). Direct instruction of self-regulation skills and interventions can level the playing field for students from a variety of socio-economic backgrounds and with various diagnoses so that all students can learn and develop the essential skills for timely adjustment to and be success in school (Braun, et al., 2014).

In one previous study, most closely related to the current study, by Cimeli et al., (2012) the authors found that highly structured classroom settings like a full day Kindergarten program require good self-regulation skills. The authors discuss how important good self-regulation skills are for successful transition to school-age academic and behavioral demands, including higher

levels of independence. Cimeli et al., (2012) looked at emotional control (EC) and executive functioning (EF) and related these to adaptation to school in young children. Cimeli et al., (2012) found that, “children’s successful adaptation to school is significantly influenced by their self-regulatory abilities. In this study, EF and EC were shown to be important for fostering early learning and good classroom adjustment that place children on favorable trajectories that tend to persist (p. 368). Cimeli et al.’s (2012) findings provide a foundation for the importance of the development of self-regulation skills in students and the positive relationship between good self-regulation skills and success in school. In another previous study, also very closely related to the current study, by Damsuwan et al. (2013) the authors found that an intervention program incorporating instruction in self-regulation skills improved learning behaviors of underachieving students. Through observation and modeling, students were taught to become more aware of their own learning behaviors in order to enhance and modify learning behaviors to improve academic success. The authors facilitated goal setting, reflection, and data collection for the students to take ownership of their own learning behaviors. Damsuwan et al.’s (2013) findings provide evidence for the success of a program-based intervention to improve self-regulation. Although the participants in Damsuwan et al.’s (2013) study were fifth grade students (approximately 11 years old), the study still shows the effectiveness of a program-based intervention.

The current study is different in methodology and does not look at the specific aspects of EF and EC as in Cimeli et al.’s (2012) study, but the current study does aim to determine if the development of self-regulation skills effects adaptation to school and overall school success for students in Kindergarten. The current study is different in population and does not look at underachieving, fifth grade students as in Damsuwan et al.’s (2013) study, but the current study

does aim to determine if a targeted, direct instruction-based intervention program (The Zones of Regulation ®) in self-regulation will improve the overall academic achievement (early learning skills), positive behaviors (classroom adjustment), and social relationships of Kindergarten students without disabilities in a regular education classroom setting. The current study will expand the depth of research in regards to self-regulation as it relates directly to students' adaptation or adjustment to school and to overall success in school. The current study will also expand the breadth of research on direct instruction-based, intervention programs that provide students with targeted exposure to and guided learning opportunities in self-regulation. This aspect of the study will allow for the intervention to be implemented with a variety of large or small populations of students with or without disabilities and will allow for easy generalization from school to school.

Method

Participants and Setting

Participants were selected from three regular education Kindergarten classrooms at a suburban, public elementary school. The Kindergarten students were selected through individual and informal consultation sessions between the researcher, the classroom teacher, and the assistant principal. Informed consent was provided by each student's parent or guardian prior to data collection. Self-regulation skills were studied in eight Kindergarten students, which included 6 males and 2 females ranging in age from 5 to 6 years old. There were a total of 17 self-regulation lessons taught to the participants in a whole group environment. The whole group environment consisted of 24-27 total students per regular education Kindergarten classroom with the help of a teacher's assistant. None of the participants have school-based

diagnoses. Some of the participants have teacher initiated, informal behavior charts to monitor behavior.

Materials

The Zones of Regulation ® self-regulation program by Leah Kuypers was used to teach the self-regulation lessons in the whole group environment to the participants. A Self-Regulation Data Collection Checklist was completed for each participant by the classroom teacher at the start of the program and a Self-Regulation Data Collection Checklist was completed for each participant by the classroom teacher at the conclusion of the program. Direct observational data for each participant was taken by the each participant's respective classroom assistant two times per month via a 30-second whole-interval time sampling observation method.

Procedure and Design

Response definitions. Self-regulation skills are defined as: 1) *raising hand* by lifting any part of either arm into the air so that the tip of the middle finger rises above the shoulder and holding the arm in the air for 3 or more seconds; 2) *verbally expressing feelings* by moving the mouth and using an audible voice to articulate feelings in a phrase or complete sentence (sad, tired, bored, sick, happy, calm, relaxed, focused, ready to learn, confused, scared, worried, excited, frustrated, silly, overwhelmed, angry, mad, out-of-control, or any variation of) to a peer or adult; 3) *maintaining personal space* by keeping hands, feet, and all other body parts 1.5-3 feet away from the body of peers or adults in all school settings; 4) *following teacher directions* by moving the hands, feet, or other body parts in order to complete the task or demand spoken by the teacher within 5 seconds with no more than one verbal reminder from the teacher or classroom assistant after 5 seconds; 5) *talking to peers* by moving the mouth and making any

audible noise with the mouth and voice in order to gain the attention of a peer regardless of if the peer reciprocates by engaging in the same or similar action; 6) *waiting for directions* by using the body to sit in a chair or in a designated space on the carpet for 10 or more seconds while the teacher speaks to the whole group; 7) *listening to adults* by using both eyes and the head to look at the teacher or classroom assistant and using the body to sit in a chair or in a designated spot on the carpet while the teacher speaks to the whole group; 8) *staying in assigned area* by keeping the arms, legs, and all other body parts in a chair or in a designated space on the carpet in the classroom, keeping the arms, legs, and all other body parts in a line within 5 feet of an adult, or keeping the arms, legs, and all other body parts in another classroom or area in the school within 5 feet of an adult.

Functional Assessment Summary. The classroom assistant in each of the three Kindergarten classes conducted two 20-minute observations of each participant per month using a 30-second, whole-interval time sampling observation method. Direct observations of the participants' behaviors were used as a direct assessment measure of self-regulation skills. The classroom assistant marked the participant as "on-task" for each 30-second interval where any of the above listed behaviors persisted for the entire 30-second interval. The classroom assistant marked the participant as "off-task" for each 30-second interval where any of the above listed behaviors did not persist for the entire 30-second interval. The whole-interval time sampling method underestimates the use self-regulation skills in each participant in order to conservatively estimate the effectiveness of the intervention (Mayer, Sulzer-Azaroff, & Wallace, 2014). The results of the observations are reported later as a percentage of "on-task" behavior, where "on-task" consists of any and all of the above listed behaviors.

Before the start and at the end of the Zones of Regulation ® lessons, the teacher in each of the three Kindergarten classes completed a pre- and post-checklist on each participant's self-regulation skills. The categories (limited skills, with prompts(visual/verbal), emerging skills (1+ settings), and functionally independent) on the checklist were converted into a number in order to calculate an average score on the pre- and post-checklist to quantitatively measure change. A blank copy of the Self-Regulation Data Collection checklist is available in the appendix. Each participant's academic grades and number of code of conduct disciplinary referrals in January, February, March, and April were also recorded and reported. The pre- and post-intervention teacher checklists, academic grades, and disciplinary referrals were used as indirect assessment measures. The direct observations done in January by the classroom assistants, the pre-intervention checklists, and the academic grades and disciplinary referrals for January were used as baseline data for each participant.

The development of self-regulation skills, when it occurs naturally, varies among students in Kindergarten and depends on many factors. Each student's level of proficiency with various self-regulation skills can either positively or adversely affect their school and social experience in many ways. Self-regulation can be taught in order to assist students in learning new and improving emerging self-regulation skills to gain positive social skills and experiences, achieve high academic grades, and avoid disciplinary referrals. The method of teaching self-regulation skills is the question the current study wants to address and potentially answer. Does a direct instruction, self-regulation program increase self-regulation skills in Kindergarten students? The current study hypothesized that participants' self-regulation skills will increase upon delivery of direct-instruction, self-regulation lessons in order for participants to gain

positive adult and peer attention, positive adult and peer interaction, success (85% grade or better) in academic subjects, and no disciplinary referrals.

Experimental Design. An AB single-subject experimental design was used during the current study to identify and determine increases in self-regulation skills in the eight study participants. The AB single-subject experimental design was used to determine if a functional relationship between acquiring self-regulation skills and direct, target instruction in self-regulation existed. An AB single-subject experimental design was chosen due to the length of the Zones of Regulation ® program (17 lessons), the scheduling availability of the Kindergarten classrooms (one 40-minute lesson per instructional cycle), and the time needed to teach all of the lessons in the program based on the first two factors.

Intervention. The Zones of Regulation ® self-regulation program was used to teach whole group self-regulation lessons to three regular education Kindergarten classes with the aim of improving the eight participants' self-regulation skills. The researcher taught 17 self-regulation 40-minute lessons in a whole group setting in each of the Kindergarten classes. The researcher taught each class one time per instructional cycle (every 6 days). Some of the self-regulation lessons were slightly modified and extended to maximize student understanding and students' ability to complete program tasks and activities. The Zones of Regulation ® program utilized various instructional strategies such as: whole group instruction, small group instruction, games, activities, and independent practice to teach and master self-regulation concepts. The author of The Zones of Regulation ®, Leah Kuypers, states that self-regulation is, "the ability to do what needs to be done to be in the optimal state for the given situation. This includes regulating one's sensory needs, emotions, and impulses to meet the demands of the environment, reach one's goals, and behave in a socially appropriate way" (p. 3). The Zones of Regulation ®

uses a conceptual framework to teach self-regulation skills by teaching students to categorize energy levels and feelings in order to improve students' abilities to recognize and communicate thoughts and feelings. The Zones of Regulation ® then teaches students strategies and tools to help them move between the zones and begin to self-regulate (Kuypers, 2011).

Results

Self-Regulation Data Collection Checklist

There was an increase in all eight of the participant's overall scores on the post-intervention Self-Regulation Data Collection Checklist when compared to the pre-intervention checklist. These results are provided in Figure 1. The Self-Regulation Data Collection Checklist was also broken down into three subsets or subsections to look at specific areas more closely. These three subsets were: basic foundational skills, emergent understanding, and functional confidence. In the basic foundation skills section, the classroom teacher scored each participant on items such as: ability to communicate wants and needs, accepts 1-2 changes in schedule, ability to identify 10 or more emotions in pictures, and recognizes simple emotions in others with 10 items total in this section. In the emergent understanding section, the classroom teacher scored each participant on items such as: stays on-task while engaged in activity, able to identify state of arousal and feelings (Zones), can identify 5 triggers that lead to frustration or anxiety, and initiates use of tools/supports to regulate self with 12 items total in this section. Lastly, in the functional confidence section, the classroom teacher scored each participant on items such as: handles being corrected by others, self-advocates in adverse situations, able to generate solutions to positively solve problems, and negotiates compromise as part of conflict resolution with 13 items total in this section. A comparison of each subset for each participant can be found in

Figures 2 and 3. There was a positive change in the participant's score for two out of three subsets for 7 out of 8 of the participants. Only one participant saw a slight negative decrease in two of the three subsets, but the increase in the one subset was high enough that this participant still had an overall positive increase.

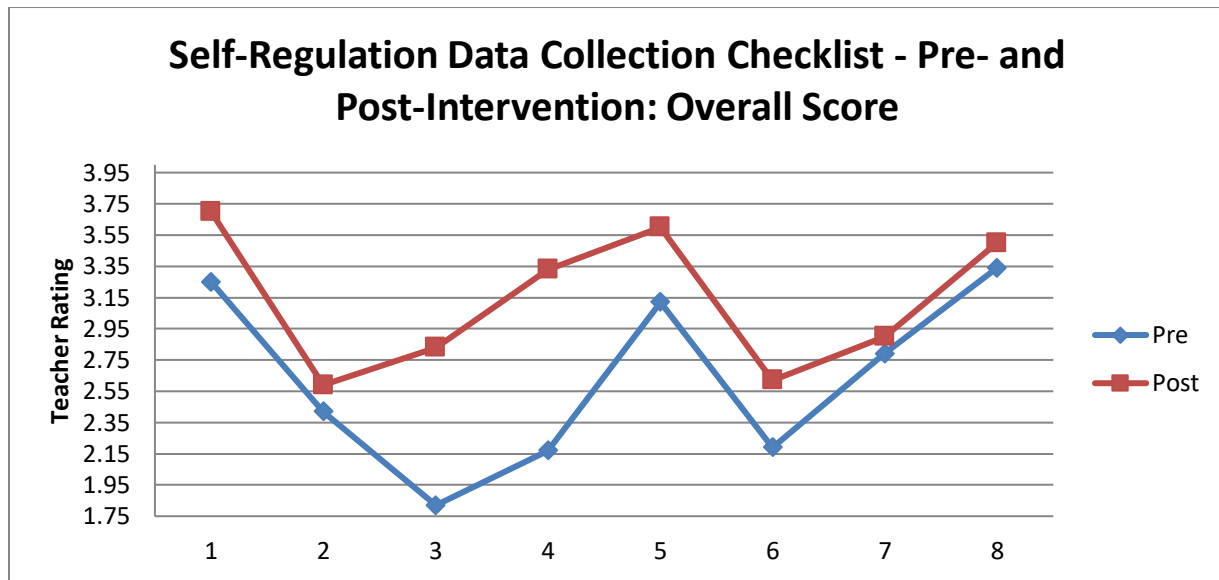


Figure 1. This figure depicts the overall pre- and post-intervention scores for each participant on the Self-Regulation Data Collection Checklist that was completed by each participant's classroom teacher at the beginning of the study and at the end.

Self-Regulation Data Collection Pre- and Post-Checklist Results												
Participant	Pre-BFS	Post-BFS	Change (+/-)	Pre-EU	Post-EU	Change (+/-)2	Pre-FC	Post-FC	Change (+/-)3	Pre-Overall Checklist	Post-Overall Checklist	Change (+/-)4
1	3.7	3.5	-0.2	3.42	3.83	0.41	2.62	3.77	1.15	3.25	3.7	0.45
2	3.4	2.8	-0.6	2.17	2.67	0.5	1.69	2.31	0.62	2.42	2.59	0.17
3	2.4	3.2	0.8	1.67	2.75	1.08	1.38	2.54	1.16	1.82	2.83	1.01
4	2.5	3.4	0.9	2.17	3.5	1.33	1.85	3.08	1.23	2.17	3.33	1.16
5	3.7	4	0.3	2.42	3.5	1.08	3.23	3.31	0.08	3.12	3.6	0.48
6	2.5	3.2	0.7	2.08	2.58	0.5	2	2.08	0.08	2.19	2.62	0.43
7	3.3	3.8	0.5	2.83	2.75	-0.08	2.23	2.15	-0.08	2.79	2.9	0.11
8	3.4	3.6	0.2	3.08	3.58	0.5	3.54	3.31	-0.23	3.34	3.5	0.16

Figure 2. This figure depicts each participant’s pre- and post-intervention scores on each subset of the Self-Regulation Data Collection Checklist along with the positive or negative change in each score.

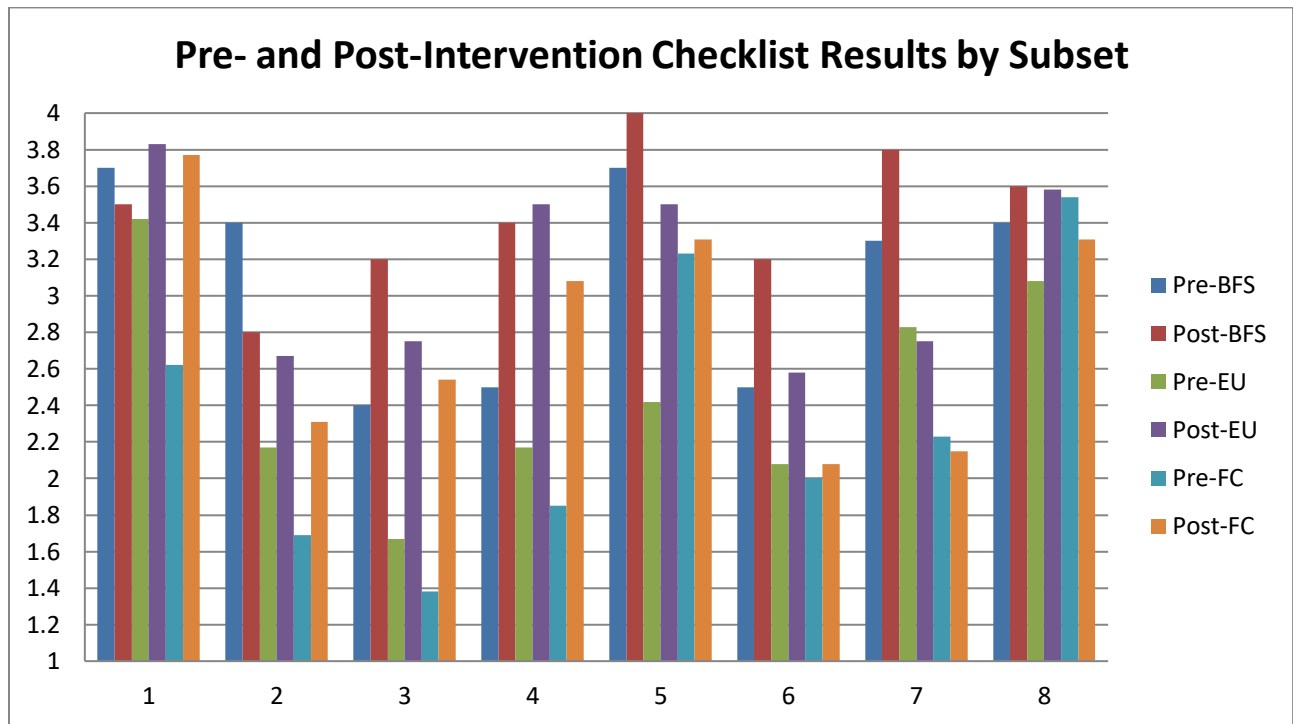


Figure 3. This figure depicts the pre-and post-intervention scores for each of the three subsets on the Self-Regulation Data Collection Checklist.

Direct Observational Data

Each classroom assistant in the each of the participant’s classrooms completed 20-minute observations two times per month of the participants to document “on-task” behavior and “off-task” behavior using a whole interval time-sampling method and clearly defined self-regulation behaviors. During the month of April, the classroom assistants only completed one observation due to time constraints. The results of the observational data did not show as clear of a positive

change from observation to observation as the results of the Self-Regulation Data Collection Checklist. These results are depicted in Figure 4. For one participant, the observational data stayed on or near 100% throughout the time of the study. On the other hand, the first observation conducted in January was used as a baseline so when comparing the first observation in January to the last observation in April, seven out of the eight participants showed an increase or stayed the same (participant at 100%) in the percentage of time on task as illustrated in Figure 5. Four out of the eight participants increased their time on-task percentage more than 20 points, which due to the use of the whole interval time-sampling method actually underestimates the participant's time on-task.

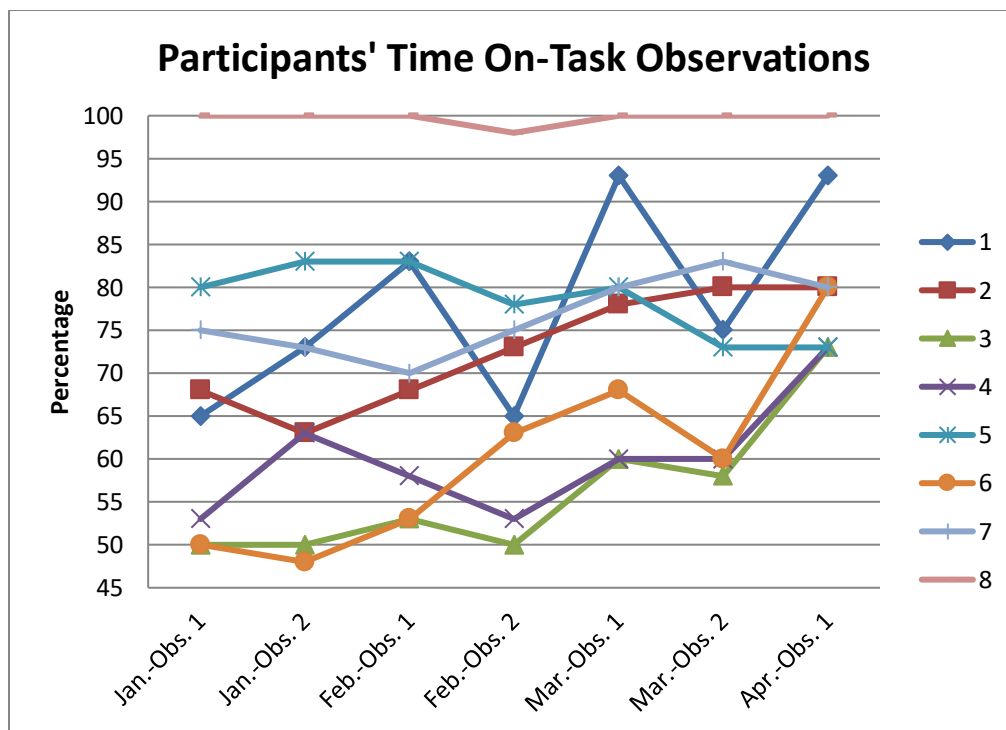


Figure 4. This figure depicts each participant's percentage of time on-task as recorded by the classroom assistant during two observations each month, with the exception of April.

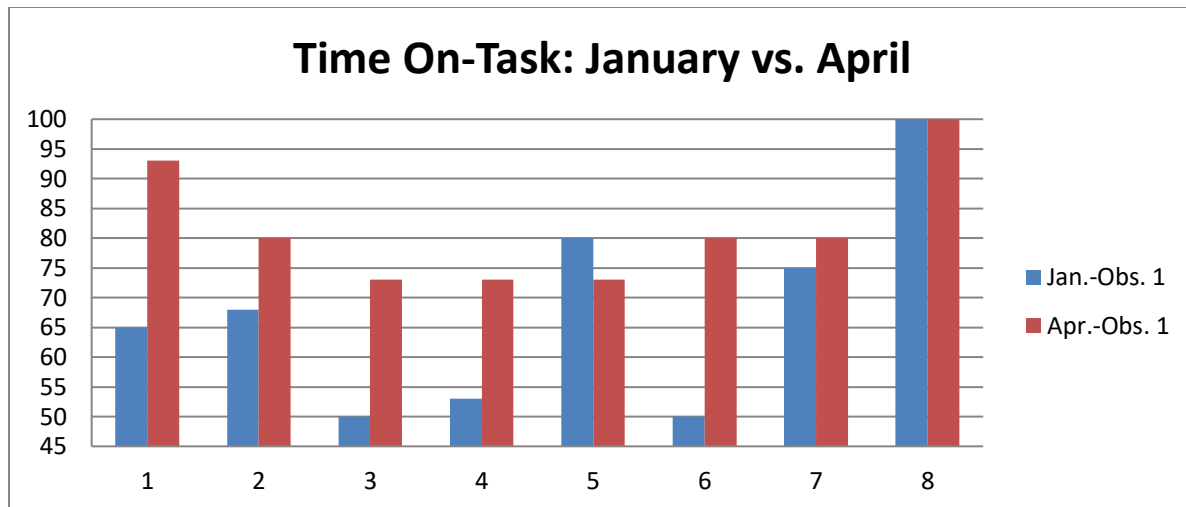


Figure 5. This figure depicts only the first observation data taken in January and the last observation data taken in April.

Academic and Discipline Data

Unlike the positive change seen in the overall and subset scores of the participants on the Self-Regulation Data Collection Checklist and the increase in time on-task percentages as shown by the comparison of the January and April observational data, there did not seem to be a positive or negative impact on the participant's academic grades. Each participant had ups and downs in both Language Arts and Math grades over the course of the study as seen in Figure 6. In regards to disciplinary data, very few of the participants of the study started the study with disciplinary referrals. Only two out of the eight participants started with disciplinary referrals in January. The other six out of eight participants did not start with disciplinary referrals and did not receive any over the course of the study. The two participants who started with disciplinary referrals were able to decrease the number of referrals over the course of the study and ended the study with zero disciplinary referrals for the month of April. In April, all eight of the participants had zero disciplinary referrals as illustrated in Figure 7.

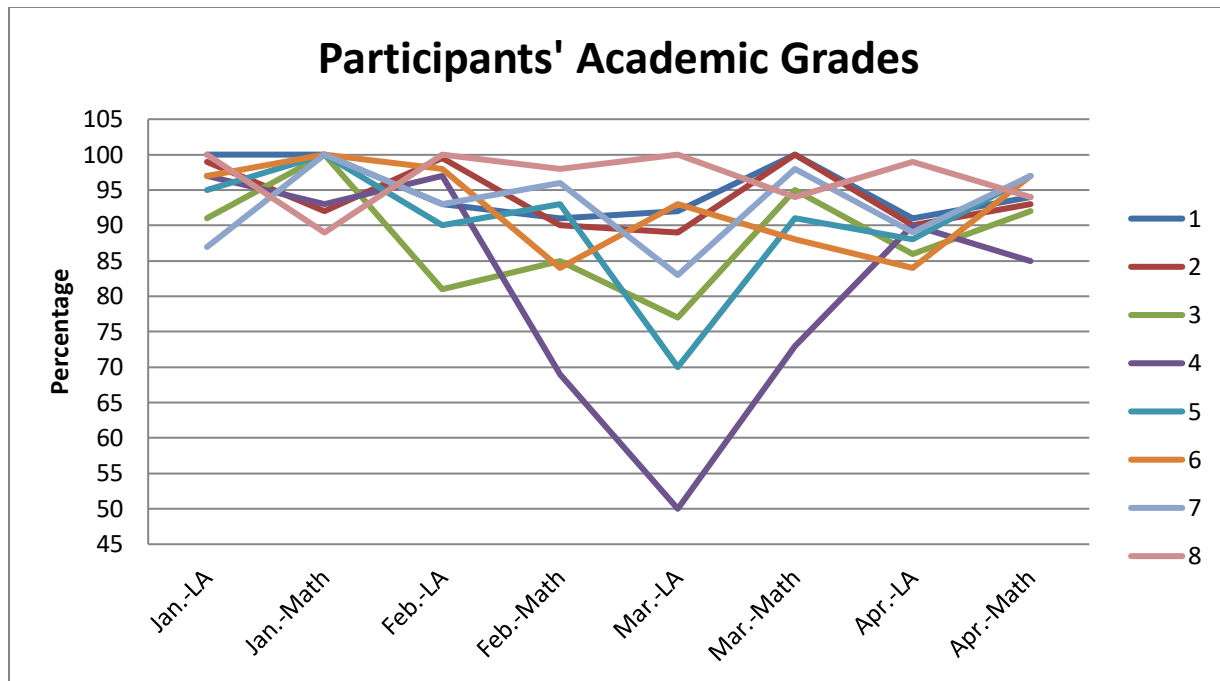


Figure 6. This figure depicts the participants' Language Arts and Math grades each month over the course of the study.

Number of Discipline Referrals				
Participant	January	February	March	April
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	2	1	0	0
5	0	0	0	0
6	2	1	1	0
7	0	0	0	0
8	0	0	0	0

Figure 7. This figure depicts the number of disciplinary referrals for each participant by month.

Discussion

The present study hypothesized that the participants' self-regulation skills would increase upon delivery of direct-instruction, self-regulation lessons in order for the participants to gain positive adult and peer attention, positive adult and peer interaction, success (85% grade or better) in academic subjects, and no disciplinary referrals. The hypothesis was mostly correct. The results of the study showed that all of the participants had an overall positive change on their score on the Self-Regulation Data Collection Checklist, seven out of eight participants had a positive change on 2 or more of the subsets of the checklist, seven out of eight participants showed an increase in time on-task from January to April, four out of eight participants showed an increase of 20 points or more in time on-task from January to April, and all participants had no disciplinary referrals in April. The only direct measure that did not show a pattern of increase or decrease was the participants' academic grades in Language Arts and Math. These positive changes in various measures for seven out of eight or all of the participants showed that the direct-instruction, self-regulation lessons (Zones of Regulation ®) intervention helped the participants to increase self-regulation skills.

Based on the data, there seems to be a functional relationship between self-regulation skills, the dependent variable and the direct-instruction, self-regulation lessons intervention (The Zones of Regulation ®), the independent variable. These results should be interpreted carefully because there are other factors and considerations to keep in mind before this study can be replicated. First, the Self-Regulation Data Collection Checklists were completed by each participant's classroom teacher so there is a level of subjectivity in the results of the checklist scores that must be considered in interpreting the results. Second, the observations done by the classroom assistants were complete two times per month, which is infrequent for tracking

increases and decreases in self-regulation skills. Most other studies use at least daily observations to measure the target behavior(s). Third, Kindergarten students grow and develop quickly and drastically over the course of their first year of school. As the school year progresses, the students become more and more accustomed and adjusted to the classroom routines, procedures, and expectations allowing them to self-regulate more easily. Fourth and final, there was no interobserver reliability data taken to determine if the classroom assistants were accurately recording the participant's behavior. Each classroom assistant did receive instructions from the author and was provided with written and visual examples of the target behaviors.

In addition to these considerations, there were limitations to the study as well. The lack of interobserver reliability data was an important limitation to the study because interobserver reliability data would ensure the reader that the classroom assistants were accurately measuring the participants "on-task" behavior. Without this data, the direct observational data recorded by the classroom assistants could be questioned. Another limitation was the lack of any type of reinforcement procedure to reinforce the participants when self-regulation skills were being used in the classroom to more rapidly increase these skills. This limitation leads to another limitation because how do the participants know they are increasing their self-regulation skills if they are not being reinforced? The self-regulation lessons taught during the study are just the first steps in helping the participants to understand and learn about what self-regulation is, how to identify feelings in themselves and others, and how to manage feelings and situations.

The current study provided valuable information about the power of direct-instruction, self-regulation lessons for Kindergarten students, but lacked a more comprehensive approach. If the participants were able to much such positive changes during three months of only self-

regulation lessons, what positive strides would they be able to make if reinforced for use and application of the skills taught? Future research on this topic or with a similar hypothesis needs to add in a reinforcement procedure to test if the reinforcement procedure would improve the use and application of the self-regulation skills more rapidly. Future research on this topic needs to include more frequent observations by both the classroom assistant and the author to ensure the observational data is reliable. The current study is just the tip of the iceberg with research on self-regulation skills in Kindergarten students and students of all ages. Self-regulation skills are important and with a direct-instruction intervention can be increased in a short amount of time, but there is so much more room for more targeted and rapid improvement with a few changes and adjustments to the research design.

Appendix A

Self-Regulation Data Collection Checklist

Student: _____

Self-Regulation Data Collection	Demonstrates:			
	Limited Skills	With Prompts (Visual/ Verbal)	Emerging Skills (1+ settings)	Functionally Independent (All settings)
Basic Foundational Skills	1	2	3	4
Ability to communicate wants and needs				
Asks for help				
Accepts endings/transistion with use of concrete tool (timer/schedule)				
Accepts 1-2 changes in schedule (flexibility)				
Ability to ask for a break				
Ability to wait for a short period of time				
Ability to identify 10 or more emotions in pictures				
Participates in calming activities				
Recognizes simple emotions in others				
Labels 7 emotions in self				
Emergent Understanding				
Attends to group activities				
Stays on task while engaged in activity				
Accepts helps from adults to aid in regulation				
Communicates anger, frustration or disapproval via verbal/visual means				
Communicates lack of understanding or need for clarification				
Accepts unexpected changes in plans				
Able to identify state of arousal and feelings (Zones)				
Can identify 5 triggers that lead to frustration or anxiety				
Identifies how one's behavior affects others feelings and thoughts				
Initiates use of tools/supports to regulate self				
Identifies what is the main problem given a conflict (gestalt thinking)				
Ability to classify the size of a problem (objectivity)				
Functional Confidence				
Accepts Authority from: Adults				
Peers				
Follows general rules of enviornment/situation				
Handles being corrected by others				
Self-advocates in adverse situations				
Refuses requests of others appropriately				
Able to generate solutions to positively solve problems				
Ability to tolerate new demands				
Self-advocates needs, wants and desires				
Regulates voice and body to match environmental demands				
Negotiates compromise as part of conflict resolution				
Adjusts own behavior based on interpretation of nonverbals/environmental cues				
Proactively clears hurdles to maintain expected regulated state				

Adapted from H. Hanzlick, L. Petersen and L. Rogers' *Moving Toward Functional Social Competence* (2007)

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