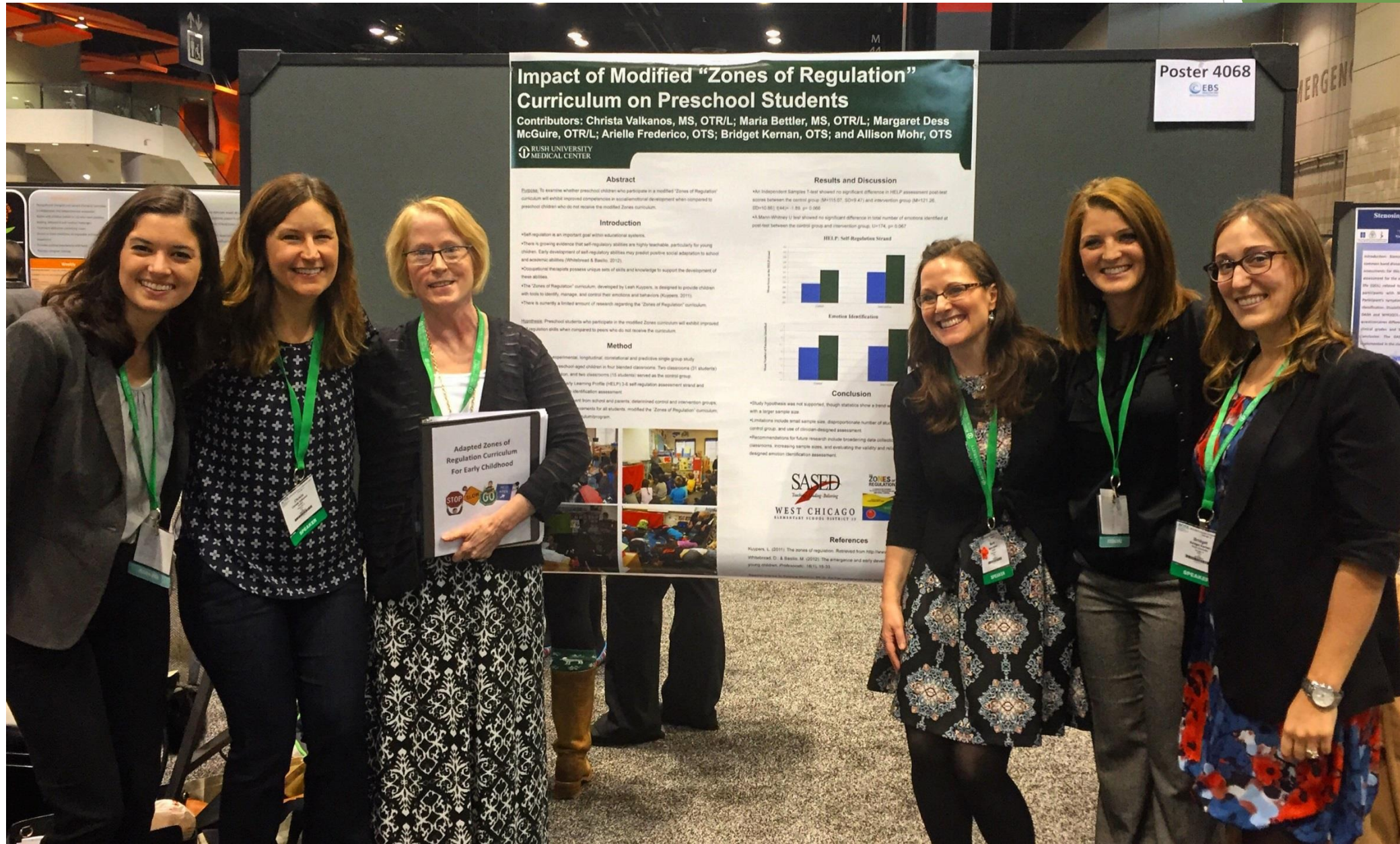


# Poster Presentation at AOTA Conference - Chicago 2016





## Abstract

**Purpose:** To examine whether preschool children who participate in a modified “Zones of Regulation” curriculum will exhibit improved competencies in social/emotional development when compared to preschool children who do not receive the modified Zones curriculum.

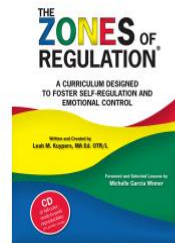
## Introduction

- Self-regulation is an important goal within educational systems.
- There is growing evidence that self-regulatory abilities are highly teachable, particularly for young children. Early development of self-regulatory abilities may predict positive social adaptation to school and academic abilities (Whitebread & Basilio, 2012).
- Occupational therapists possess unique sets of skills and knowledge to support the development of these abilities.
- The “Zones of Regulation” curriculum, developed by Leah Kuypers, is designed to provide children with tools to identify, manage, and control their emotions and behaviors (Kuypers, 2011).
- There is currently a limited amount of research regarding the “Zones of Regulation” curriculum.

**Hypothesis:** Preschool students who participate in the modified Zones curriculum will exhibit improved self-regulation skills when compared to peers who do not receive the curriculum.



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### References

- Kuypers, L. (2011). The zones of regulation. Retrieved from <http://www.zonesofregulation.com>
- Whitebread, D., & Basilio, M. (2012). The emergence and early development of self-regulation in young children. *Profesorado*, 16(1), 15-33.
- Special thanks to Patricia Murphy, Ph.D. for her assistance with statistical analysis.

## Method

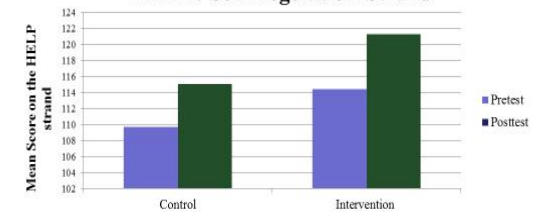
- Design:** Quasi-experimental, longitudinal, correlational and predictive single group study
- Participants:** 46 preschool-aged children in four blended classrooms. Two classrooms (31 students) received the intervention, and two classrooms (15 students) served as the control group.
- Instruments:** Hawaii Early Learning Profile (HELP) 3-6 self-regulation assessment strand and clinician-designed emotion identification assessment
- Procedures:** Obtained consent from school and parents; determined control and intervention groups; completed pre- and post- assessments for all students; modified the “Zones of Regulation” curriculum; and implemented 11-week curriculum/program.



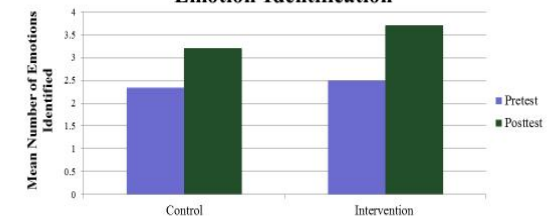
## Results and Discussion

- An Independent Samples T-test showed no significant difference in HELP assessment post-test scores between the control group (M=115.07, SD=9.47) and intervention group (M=121.26, SD=10.86);  $t(44) = -1.89, p = 0.066$
- A Mann-Whitney U test showed no significant difference in total number of emotions identified at post-test between the control group and intervention group;  $U = 174, p = 0.067$

### HELP: Self-Regulation Strand



### Emotion Identification



## Conclusion

- Study hypothesis was not supported, though statistics show a trend which may have been significant with a larger sample size.
- Limitations include small sample size, disproportionate number of students in intervention versus control group, and use of clinician-designed assessment.
- Recommendations for future research include broadening data collection to additional schools or classrooms, increasing sample sizes, and evaluating the validity and reliability of the clinician-designed emotion identification assessment.

# References

Kuypers, L. (2011). The zones of regulation. Retrieved from <http://www.zonesofregulation.com>

Whitebread, D., & Basilio, M. (2012). The emergence and early development of self-regulation in young children. *Profesorado*, 16(1), 15-33.