



Portland Public Schools
Middle Level
Syllabus

School Year: 2016-17

Teacher: Ken Washington		School: Hosford MS
Subject: The Zones of Regulation	Course Title: Social skills	Grade Level(s): 6,7,8
Is high school credit an option for this course? <input type="checkbox"/> No		
Prerequisites: IEP goals in the social/emotional area		
<u>Course description:</u> The Zones of Regulation is a curriculum that helps students gain skills in self and emotional regulation, which in-turn fosters better self-control and problem solving skills. The course helps students "consciously" and "conceptually" regulate their actions as they move through the different Zones. Students will be able to draw from a toolbox of calming techniques, cognitive strategies, and sensory supports to help regulate emotions and their actions.		
Standards: <u>SOCIAL SKILLS:</u> Goals of the course align with the ASCA National Standards for personal/social development guide to provide the foundation for personal and social growth, as students progress through school and into adulthood. Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others. PS: A1 Acquire Self-knowledge PS: A2 Acquire Interpersonal Skills Standard B: Students will make decisions, set goals and take necessary action to achieve goals. PS: B1 Self-knowledge Application Standard C: Students will understand safety and survival skills. <u>PS: C1 Acquire Personal Safety Skills</u> Students are working on individual IEP goals as developed by their IEP Team. Students will develop skills in the areas of self and emotional regulation, which will lead to better self-control and problem solving skills. In addition, students will learn		

calming techniques, cognitive strategies and sensory supports to help with self and emotional regulation.

In addition, students will also learn how to resolve conflicts, deal with bullying and self-advocate for themselves.

Schedule of topics/units covered:

THE ZONE OF REGULATION TOPICS: 1. Introducing the Zones 2. What Zone should I be in? 3. Expected social behavior 4. Understanding different perspectives 5. Learning about "Triggers" 6. Exploring tools to calm 7. Breathing strategies 8. Thinking strategies (E.g. big, medium or small problem) 9. Sensory tools 10. Learning when to use the tools 11. Stop, opt and Go tool 12. How to track the tools

OTHER TOPICS:

Conflict Resolution, Peer Pressure, Bullying, Self-Esteem and Cooperation

Academic Vocabulary:

Self-regulation, The Zones (Blue Zone, Green Zone, Yellow Zone, Red Zone), Calming techniques, Thinking Strategies, and Sensory Tools, Toolbox, Tools or Strategies, Trigger, Stop, Opt and Go, Expected Behaviors, Unexpected behaviors, Big Problem, Medium Problem and Small Problem

The Zones of Regulation Curriculum

Supplemental resources:

"Think Social" (A social Thinking curriculum)

"Strong Kids" Social Skills Curriculums

Other resources: Didax: "Character Education" Materials, Online Role-Play YouTube videos and videos from the Learn360 website

Differentiation/ accessibility strategies and support (TAG, ELL, SpEd, other):

Flexible grouping

Rate and level curricular adjustments

Tiered lessons

Different Engagement Strategies

Diverse questioning strategies

Flexible grouping

Use of technology

Final proficiencies:

Students will have increased their knowledge/skill level in the following areas: emotional vocabulary, perspective taking, empathy skills, awareness of his/her states of alertness/emotional zones, regulation skills, understanding of body

language, problem solving and conflict resolution skills.




Essential skills to be taught or assessed:



- Knowledge of Emotional Vocabulary (Including the Zones)
- Ability to Understand Facial Expression/Body Language
- Perspective Taking
- Awareness of States of Emotions and Alertness
- Use of Calming Techniques
- Use of Thinking Strategies
- Use of Sensory Tools
- Problem Solving Skills
- Knowledge of Triggers

Assessment/evaluation/grading policy:

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Students use of strategies from “tool box”, teacher observation, improved peer and adult relationships/interactions, data, tracking sheets, student self-evaluation

FINAL MARK	SCORE PATTERNS	NOTES/RATIONALE
A	<p>½ or more Highly Proficient ½ or less Proficient No Close or Developing</p>	<p>Student consistently exceeds the minimum level of proficiency on determined standards.</p> 
B	<p>¼ or more Highly Proficient ¾ Proficient No Close or Developing</p>	<p>  TARGET PRACTICE Student often exceeds the minimum level of proficiency on determined standards.</p>
C	<p>All HP or Proficient No Close or Developing</p>	<p>Student meets minimum proficiency in all determined standards in order to earn a C in the course, which would indicate their readiness to move to the next level.</p> 

D	At least 2/3 Highly Proficient, Proficient, or Close No more than 1/3 Developing	 <p>Student does not meet the minimum proficiency on all determined standards and may struggle when moving on to the next level.</p>
F	More than 1/3 Developing	 <p>Student has not yet gained a minimum level of proficiency on determined standards and can not move on to the next level.</p>

Students will be graded on class participation and demonstration of application of skills taught.

BEHAVIORAL EXPECTATIONS: PBIS CLASS MANAGEMENT PLAN:

ATTENDANCE: It is expected that students will be present in class every day unless a note from a parent or guardian is provided and the absence is excused. Students are responsible for making up all work missed while they are absent in order to receive a grade for that work.

TARDINESS: When students are tardy they miss the instructions for the day's assignment. When you come in late, please understand that it can disrupt the flow of things, so please come in quietly, and wait to get the information you missed, so as not to disturb the class any more than necessary.

HALL PASSES: Hall passes will not be issued within the 10- minutes at the beginning or end of a class. If given permission to leave, you are expected to return to class within 5 minutes. The hall pass is on a clipboard located in the front of the room. Please sign the time you left and the time you returned.

POSITIVE INCENTIVE PROGRAM: Students will be rewarded with positive incentives for engaging in positive behaviors. Incentives include: Howlers, Praise, Positive call home, and participation in preferred activity.

RESTORITIVE JUSTICE: If a student harms an individual or the classroom community, they will be allowed to participate in a restorative justice process to amend harms, make restitutions and be accepted back into the community.

RULES: It is each student's responsibility to behave in a manner that is respectful of the rights of all members of the class. Students are expected to demonstrate **safe, respectful, and responsible** behavior.

CONSEQUENCES: In the event that a student's tardiness or behavior become a problem, we will follow the Restorative Justice action plan displayed in the classroom: the following consequences will be implemented:

1. Reminder/Redirection
2. Individual private conference with the teacher and student
3. "Break" (Time-out) in or outside of class
3. Stage 1, 2 or 3 referral
4. Call the student's parent or guardian
5. Refer the student to the student advocate (Student Management Specialist)

CONTACT INFORMATION: The best way to reach me is by email: kwashing@pps.net, but you may also contact me by phone at 503.916.5640, ext. 70307. If I am unavailable, please leave a callback number and I will return your call within 48 hours. Thank You.

Signature of instructor completing this form: **Teachers sign here**

Ken Washington

Administrator Approval:

By approving this syllabus the administrator verifies that

- a. *the course code written on this form is accurate and that this code has been correctly placed into eSIS by the school's data clerk.*
- b. *the teacher listed on the syllabus meets the endorsement requirements as set forth by ODE and NCLB.*
- c. *the course meets the requirements of the District required core curriculum including standards.*
- d. *the teacher is using District adopted materials or has been approved to use other resources.*