

# Self-Regulation Zones Check-In Chart & Cards

## SECTION 1 · THE CHART, THE BOARD AND COLOR CARDS

SELF-REG ZONES

CARDS

## Strategy Cards (Color)

Twelve 2-inch cards: concrete self-regulation strategies a student can pick from, any zone. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 15.



Self-Regulation Zones Check-In Chart and Strategy Cards

Page 10 of 25

+ BRIGHT PATH SPED

## THE BOARD AND COLOR CARDS

SELF-REG ZONES

## Regulation Zones Chart (Color)

meant to be posted and taught from, not cut apart. This is the color set; the same chart in 13.



## Green Zone

SETTLED

Might look like: Comfortable, even voice, on task

Might hear: an even voice, a relaxed "sure, okay."

## Yellow Zone

EXTRA ENERGY

Might look like: Restless, louder voice, fidgety

You might hear: a louder voice, "this is hard", or quick, nervous talking.

## Red Zone

BIG FEELINGS

Might look like: Fast breathing, shouting or crying

You might hear: loud crying or shouting, or going completely quiet.

AS THE FILL CLIMBS FROM BLUE TOWARD RED, ENERGY IS CLIMBING TOO.

WHAT THE GAUGE SHOWS, AND WHAT IT DOES NOT  
The fill level is a picture of the check-in, nothing more — it does not screen or score anything, does not point to a clinical finding, and does not say why a zone was picked. What a body signal means for a given student is your team's reading, not this chart's.

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+ BRIGHT PATH SPED

# What Is Inside, and Where

## Before you begin

PAGE 4



Start Here —  
Three Steps  
START HERE

4

## 01 The Chart, the Board and Color Cards

PAGES 6–11



Self-Regulation  
Zones Chart  
(Color)  
REFERENCE

6



Zones Check-In  
Board  
BOARD

7



Two Desk-Size  
Check-In Boards  
BOARD

8



Zone Cards (Color)  
CARDS

9



Strategy Cards  
(Color)  
CARDS

10



Blank Strategy  
Cards (Type or  
Write the Word)  
CARDS

11

## 02 The Ink-Saver Sets

PAGES 13–15



Self-Regulation  
Zones Chart (Ink-  
Saver)  
REFERENCE

13



Zone Cards (Ink-  
Saver)  
CARDS

14



Strategy Cards  
(Ink-Saver)  
CARDS

15

## 03 Using It, Data and Home

PAGES 17–24



How to Use the  
Chart and Cards  
REFERENCE

17



Zones Check-In  
Log  
LOG

18



Weekly Roll-Up  
and Graph  
TRACKER

19



Filled Example  
EXAMPLE

20



Family Page  
NOTES

21



Hand-Off to  
Another Adult or  
Room  
NOTES

22



Phrase Bank  
REFERENCE

23



Storage and  
Binder Labels  
REFERENCE

24

### HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

# Start Here — Three Steps



1

## Print and post the chart

Print the chart (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the check-in board (page 7), the four zone cards (page 9) and the twelve strategy cards (page 10) on cardstock, laminate, and cut on the dashed lines.

Blank cards for any strategy missing are on page 11: type the word, print, cut.



2

## Show the chart, check in

Point to the chart, say the line (page 23), and let the student put the matching zone card in a check-in slot on the board (page 7). Offer a strategy card if one would help.

The how-to page (17) has the rest: choosing a strategy, what to do when a zone surprises you, and what to do when a strategy is missing.



3

## Log it, roll it up, send it home

One row on the log (page 18) each time a check-in happens: which zone was named, what strategy was tried, how it was checked in, where, and any notes.

Total the week on the roll-up (page 19) and dot the graph. Send the family page (page 21) home the week the chart is new; the hand-off page (page 22) goes with the chart to any other adult.

### WHAT THIS FILE IS

A fillable PDF: a four-zone check-in chart, 4 cut-apart zone cards and 12 cut-apart strategy cards in two sets, a check-in board and the data pages behind it, with type-in fields on the board, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription and prints the same on every machine.

### WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student a way to name how keyed-up they feel and counts what was named and tried.

### WHICH PAGE, WHEN

| YOUR SITUATION                                        | GO TO                                        |
|-------------------------------------------------------|----------------------------------------------|
| A student learning to name how keyed-up they feel     | Chart, page 6                                |
| A student who checks in more than once a day          | Check-in board, page 7                       |
| Several students, or a board that travels in a folder | Desk-size boards, page 8                     |
| A photocopier, or a copy that goes home               | Ink-saver chart and cards, pages 13 and 14   |
| The IEP meeting or a family conference                | Roll-up and graph, page 19; example, page 20 |

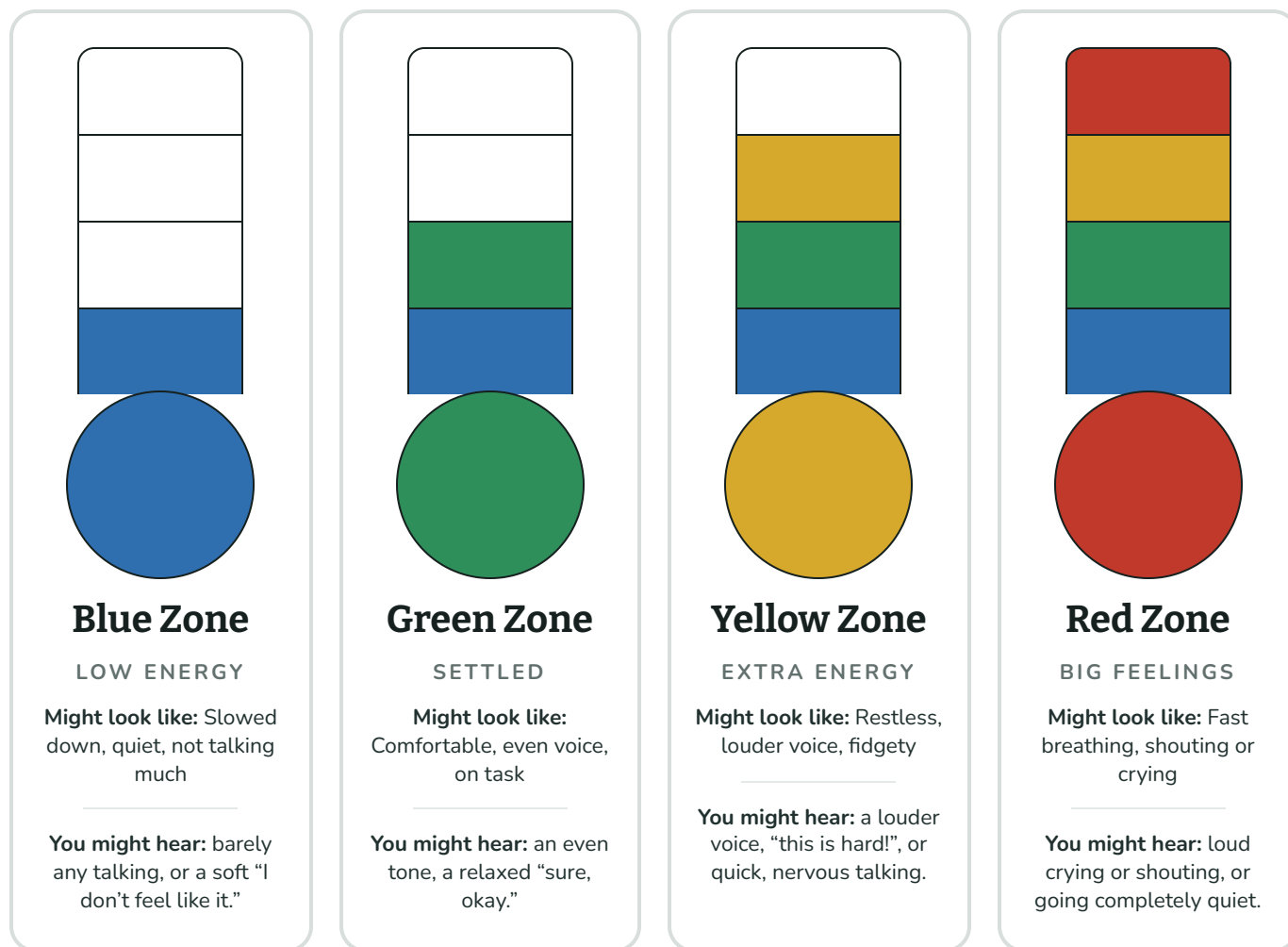
### IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

**A field will not hold my typing.** Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

## REFERENCE

## Self-Regulation Zones Chart (Color)

Four zones on one gauge, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.



READ THE TUBE BOTTOM TO TOP — AS THE FILL CLIMBS FROM BLUE TOWARD RED, ENERGY IS CLIMBING TOO.

## HOW THE CHART IS USED

Point to the chart before a check-in and let the student pick the zone that matches, then the matching zone card goes on the board (page 7). Teach the four zones before the first check-in — a student cannot pick a zone they have not been shown.

## WHAT THE GAUGE SHOWS, AND WHAT IT DOES NOT

The fill level is a picture of the check-in, nothing more — it does not screen or score anything, does not point to a clinical finding, and does not say why a zone was picked. What a body signal means for a given student is your team's reading, not this chart's.

## BOARD

## Zones Check-In Board

NAME

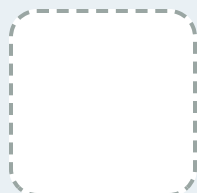
TODAY

WHAT ZONE AM I IN RIGHT NOW?

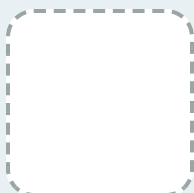


## TODAY'S CHECK-INS

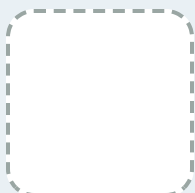
A card goes in one of these slots at each check-in, then moves to the log (page 18) at the end of the day or before the next check-in.



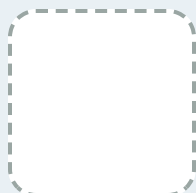
CHECK-IN 1



CHECK-IN 2



CHECK-IN 3



CHECK-IN 4



CHECK-IN 5



CHECK-IN 6

## WHAT A CHECK-IN SLOT IS FOR

Each slot holds one zone card for one moment in the day — a card is not corrected or swapped once it is placed, even if a later check-in picks a different zone. Write the time on the line under the slot as it is filled, so the order of the day is on the board, not just remembered.

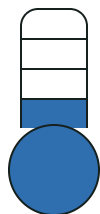
## MOVING A CARD TO THE LOG

At the end of the day, or whenever the strip fills up, copy each slot's time and zone onto one row of the log (page 18), then clear the strip for the next day. The board itself is never the record; the log is.

## CARDS

## Zone Cards (Color)

Four 2-inch cards, one for each zone on the chart (page 6), cut apart so one of them can move onto the check-in board (page 7) instead of being pointed at on the wall. This is the color set; the same four in the ink-saver set are on page 14.



Blue Zone

**BLUE ZONE**

## STATE

**Low energy**

## MIGHT LOOK LIKE

Slowed down,  
quiet, not  
talking much



Green Zone

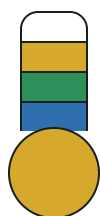
**GREEN ZONE**

## STATE

**Settled**

## MIGHT LOOK LIKE

Comfortable,  
even voice, on  
task



Yellow Zone

**YELLOW ZONE**

## STATE

**Extra energy**

## MIGHT LOOK LIKE

Restless,  
louder voice,  
fidgety



Red Zone

**RED ZONE**

## STATE

**Big feelings**

## MIGHT LOOK LIKE

Fast breathing,  
shouting or  
crying

## AT A GLANCE

| # | ZONE        | STATE        | WHAT IT MIGHT LOOK LIKE              | A STRATEGY TO TRY |
|---|-------------|--------------|--------------------------------------|-------------------|
| 1 | Blue Zone   | Low energy   | Slowed down, quiet, not talking much | move              |
| 2 | Green Zone  | Settled      | Comfortable, even voice, on task     | None needed       |
| 3 | Yellow Zone | Extra energy | Restless, louder voice, fidgety      | count             |
| 4 | Red Zone    | Big feelings | Fast breathing, shouting or crying   | couch             |

**WHY FOUR CARDS, NOT A FULL SHEET**

The zones are a closed set of four, so they get their own page at full size instead of sharing a twelve-card sheet the way the strategy cards do. There is no blank zone card for the same reason there is no fifth zone: the set does not grow.

**PRINTING AND SIZING**

Cardstock holds up to daily handling better than plain paper. Every card in this file, zone or strategy, prints at the same 2-inch size so one set of slots on the board (page 7) fits all of them.

**HOW THE ZONE CARD AND THE STRATEGY CARD WORK TOGETHER**

A zone card answers “what zone am I in?” and goes in the board’s main slot (page 7); a strategy card (page 10) answers “what could help right now?” and is offered alongside it, not instead of it. Neither one is required — some check-ins are just a zone, with no strategy needed at all.

## CARDS

## Strategy Cards (Color)

Twelve 2-inch cards: concrete self-regulation strategies a student can pick from, any zone. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same twelve in the ink-saver set are on page 15.



LOG

Zones Check-In Log

One row every time a check-in happens. It counts two things: which zone was named, and what strategy, if any, was tried.

| STUDENT |      | SETTING OR ROUTINE |      |                | WEEK OF        |       |       |
|---------|------|--------------------|------|----------------|----------------|-------|-------|
| #       | DATE | TIME               | ZONE | STRATEGY TRIED | HOW CHECKED IN | WHERE | NOTES |
| 1       |      |                    |      |                |                |       |       |
| 2       |      |                    |      |                |                |       |       |
| 3       |      |                    |      |                |                |       |       |
| 4       |      |                    |      |                |                |       |       |
| 5       |      |                    |      |                |                |       |       |
| 6       |      |                    |      |                |                |       |       |
| 7       |      |                    |      |                |                |       |       |
| 8       |      |                    |      |                |                |       |       |
| 9       |      |                    |      |                |                |       |       |
| 10      |      |                    |      |                |                |       |       |
| 11      |      |                    |      |                |                |       |       |
| 12      |      |                    |      |                |                |       |       |
| 13      |      |                    |      |                |                |       |       |
| 14      |      |                    |      |                |                |       |       |
| 15      |      |                    |      |                |                |       |       |
| 16      |      |                    |      |                |                |       |       |

WHAT "HOW CHECKED IN" MEANS ON THIS SHEET

Your own short word for what actually happened — card, pointed, verbal. Use the same words every day so two rows can be compared.

WHAT GOES IN "NOTES"

What was happening around the check-in, in your own words — a class, a transition, an activity. Count how many different zones show up in a week on the roll-up (page 19).

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 30 check-ins.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

| # | WEEK OF | CHECK-INS | MOST LOGGED ZONE | MOST-USED STRATEGY | NOTES |
|---|---------|-----------|------------------|--------------------|-------|
| 1 |         |           |                  |                    |       |
| 2 |         |           |                  |                    |       |
| 3 |         |           |                  |                    |       |
| 4 |         |           |                  |                    |       |
| 5 |         |           |                  |                    |       |
| 6 |         |           |                  |                    |       |
| 7 |         |           |                  |                    |       |
| 8 |         |           |                  |                    |       |

CHECK-INS PER WEEK · ONE DOT PER WEEK, THEN DRAW THE LINE



COUNTING THE WEEK

Count the rows on the log (page 18) for the week: every row is one check-in. The most-logged zone is the one that appears most in that column; the most-used strategy is the one that appears most in the “strategy tried” column, not counting rows marked “none needed.”

BRINGING THIS PAGE TO A MEETING

This page counts how often the tool was used and which zones and strategies came up, not whether any zone logged is expected or a concern — that reading is your team’s, not this page’s. The criterion field above is where your team’s own number goes.

WHY THIS PAGE COUNTS CHECK-INS, NOT A PERCENT

The other single-cards in this collection track a percent returned to task or ready, because there is a right answer to compare against. There is no right zone to check in with, so this roll-up counts how often the tool was used and which zones and strategies came up instead — a record of use, not a score.



EXAMPLE

## Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Diego is invented, and so is every mark on this page. One school day on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

### The log, one day (page 18)

| # | DATE | TIME  | ZONE        | STRATEGY TRIED | HOW CHECKED IN | WHERE     | NOTES           |
|---|------|-------|-------------|----------------|----------------|-----------|-----------------|
| 1 | 9/29 | 8:20  | Green Zone  | None needed    | card           | classroom | Morning meeting |
| 2 | 9/29 | 9:45  | Yellow Zone | draw           | card           | classroom | Math block      |
| 3 | 9/29 | 10:30 | Green Zone  | None needed    | card           | classroom | Centers         |
| 4 | 9/29 | 12:00 | Red Zone    | couch          | pointed        | cafeteria | Loud lunchroom  |
| 5 | 9/29 | 1:15  | Yellow Zone | count          | verbal         | classroom | Transition      |
| 6 | 9/29 | 2:45  | Green Zone  | None needed    | card           | classroom | Pack-up         |

### The roll-up, three weeks (page 19)

| # | WEEK OF | CHECK-INS | MOST LOGGED ZONE | MOST-USED STRATEGY | NOTES                      |
|---|---------|-----------|------------------|--------------------|----------------------------|
| 1 | 9/8     | 16        | Green Zone       | draw               | Chart introduced this week |
| 2 | 9/15    | 18        | Green Zone       | count              | No absences                |
| 3 | 9/22    | 19        | Green Zone       | couch              | Home practice started      |

#### READING THE NUMBERS

The day above: 6 check-ins, most logged zone Green Zone, 3 of 6 (50 percent); 3 different zones named that day. The weeks: 16, then 18, then 19 check-ins — a rising COUNT of check-ins, which is a record of how often the tool was used, not a change in which zones were logged.

#### A LINE THIS SHEET COULD WRITE

“Over three weeks, checking in became more frequent for Diego — 16, then 18, then 19 times a week — and Green Zone was the zone logged most often the week of 9/8, with draw the strategy reached for most that week.”

#### HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 19) at 16, 18 and 19, joined by a line that rises. The day above shows three of six check-ins were Green Zone with no strategy needed, and the other three (one Red, two Yellow) each named a different strategy card, so the log shows not just which zone was named but what was tried, if anything.

#### WHAT THIS EXAMPLE IS NOT

One invented child's day and three weeks. It sets no typical rate, predicts nothing about a real student, and does not say whether any zone logged is expected or a concern — that reading is your team's, not this file's. The criterion field would hold whatever Diego's team wrote.