

A photograph of Gillis School at sunset. The building is a modern, single-story structure with light-colored stone or concrete walls and a dark roof. A large arched window in the center is illuminated from within, casting a warm glow. Above the arch, the words "GILLIS SCHOOL" are visible. The sky is a mix of soft pinks, oranges, and blues. In the foreground, there is a paved area and some greenery.

GILLIS

SCHOOL

BELONGING AND SELF-REGULATION

MARCH 19, 2024





# GILLIS SCHOOL GOAL

## What led to the creation of this goal?

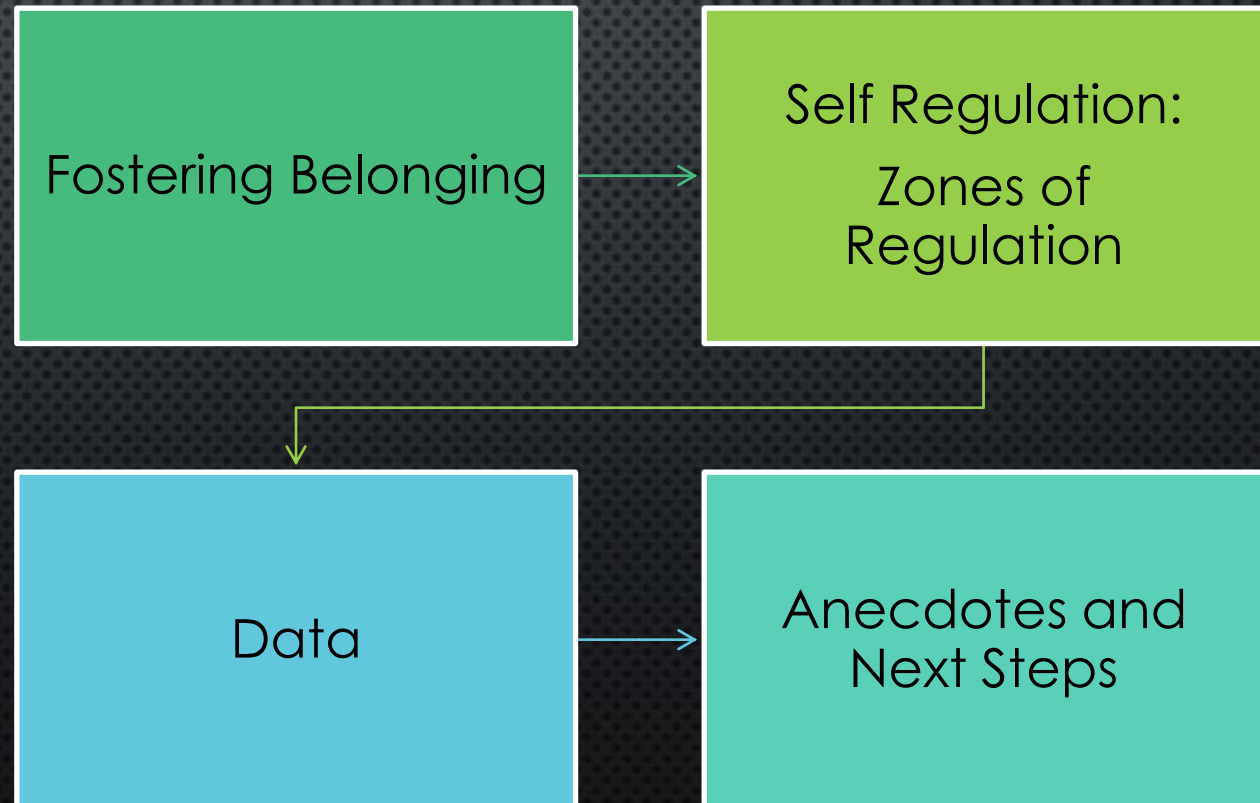
Coming out of a pandemic in which many protocols and procedures restricted student leadership opportunities and the need for students to resolve their own conflicts due to lack of proximity, we saw a need for the development of self-regulation strategies. At times students demonstrate unexpected responses to challenges and as a school we need to develop and support consistency in behavioral awareness, conflict resolution strategies, and transition expectations.

## Goal Statement:

***By June 2024, 95% of all K-6 Gillis School students will be able to identify their emotions/feeling on self-reflection and be able to use at least one tool/strategy to shift their emotional state.***



# OUR STRATEGY





# FOSTERING BELONGING

- WHOLE SCHOOL STRATEGIES
  - COMMON LANGUAGE AND EXPECTATIONS
  - CELEBRATE DIVERSITY
  - LEADERSHIP AND MODELING
  - CELEBRATIONS
  - COMMUNITY CONNECTIONS
- SMALL GROUP STRATEGIES
  - CLUBS
- INDIVIDUAL SUPPORTS









# Self-Regulation

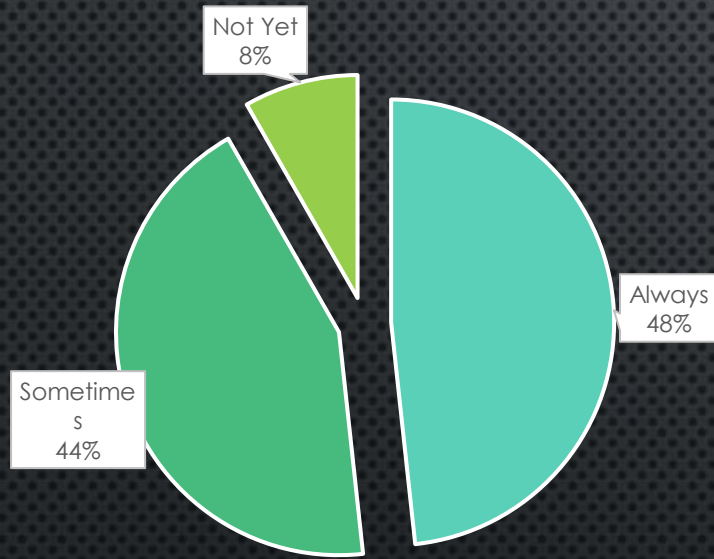
- Taught in every classroom
- Correlates a colour to an emotion
- All zones are OK
- Develop strategies to get back to green
- Easy visual reference for all students
- Common Language

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

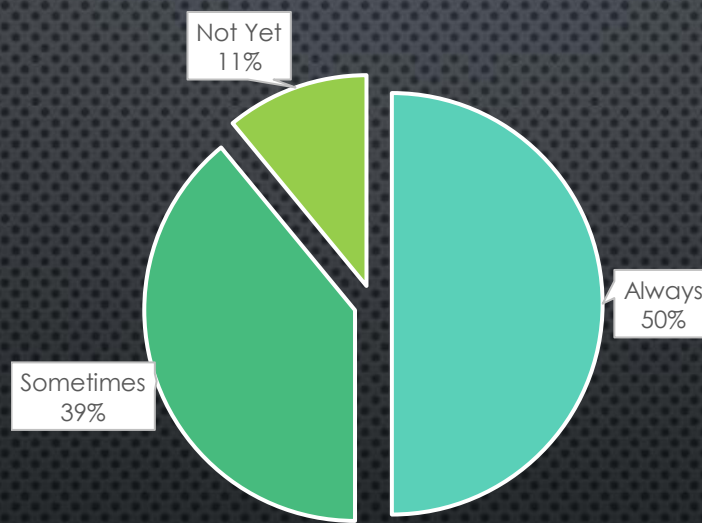
# STUDENT SELF REFLECTION:

Can List Seven Emotions



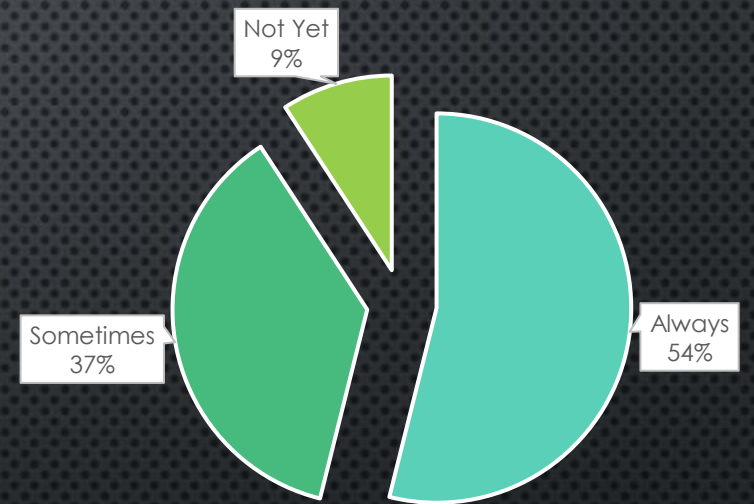
Always Sometimes Not Yet

Notices How the Body Feels with Different Emotions



Always Sometimes Not Yet

Has Strategies to Calm Down and Feel in Control

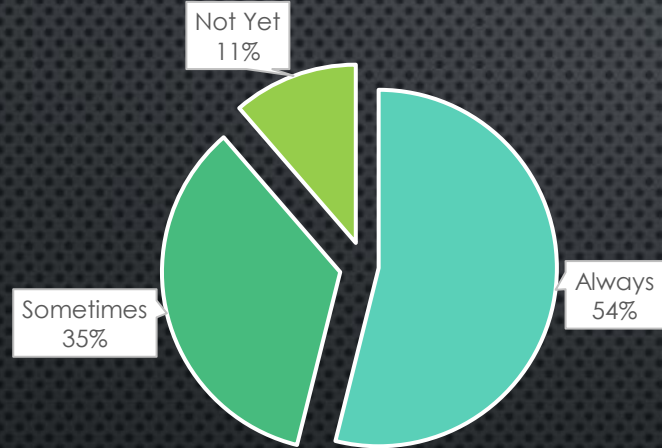


Always Sometimes Not Yet



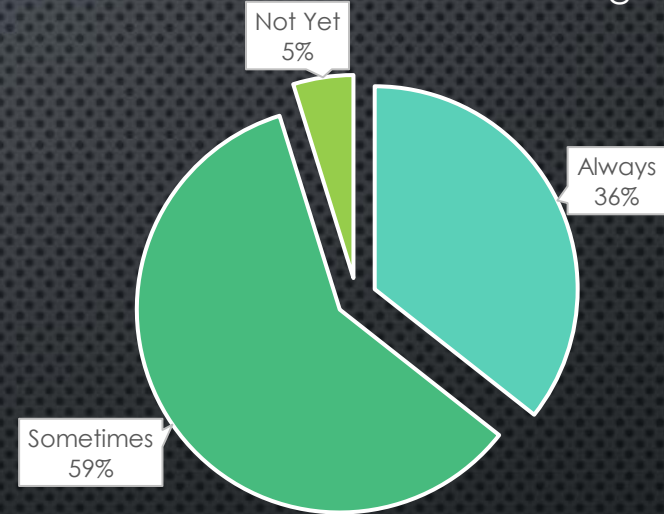
# STUDENT SELF REFLECTION:

Understand Why it is Helpful to Manage Feelings and Energy



■ Always ■ Sometimes ■ Not Yet

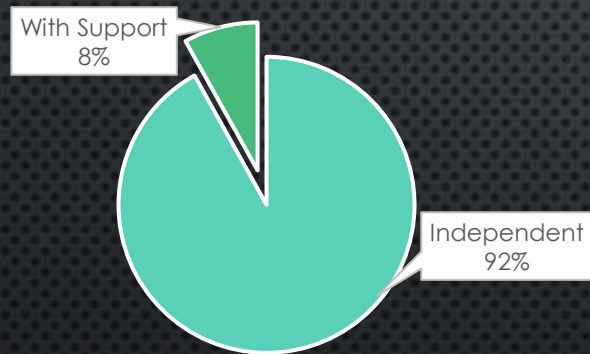
Notice How Others are Feeling



■ Always ■ Sometimes ■ Not Yet

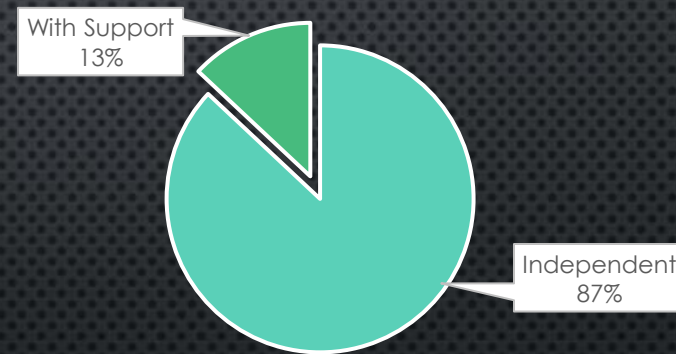
# TEACHER OBSERVATION TRACKED (FEB-MAR)

Identify Emotion or Zone



■ Independent ■ With Support

Has Strategy to Shift Emotional State

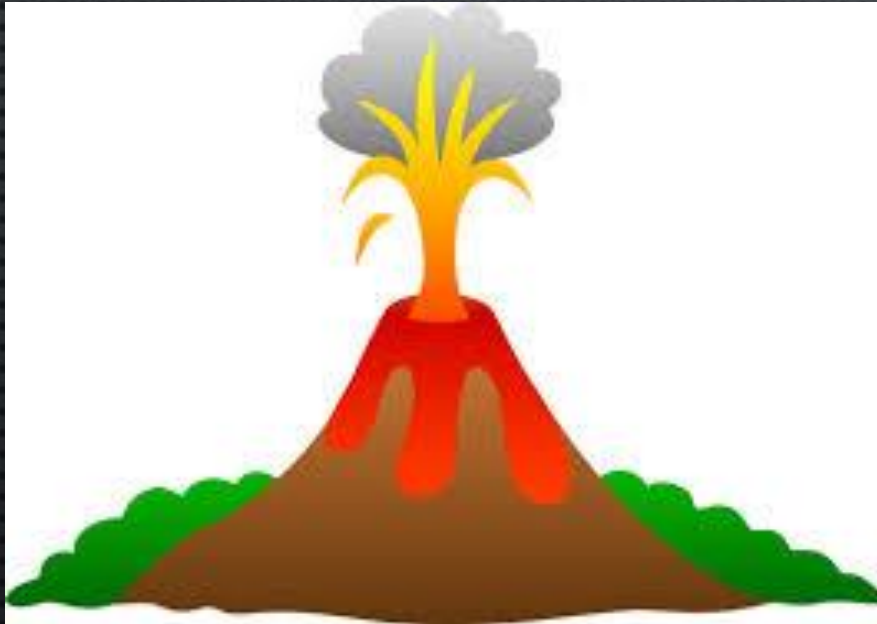


■ Independent ■ With Support

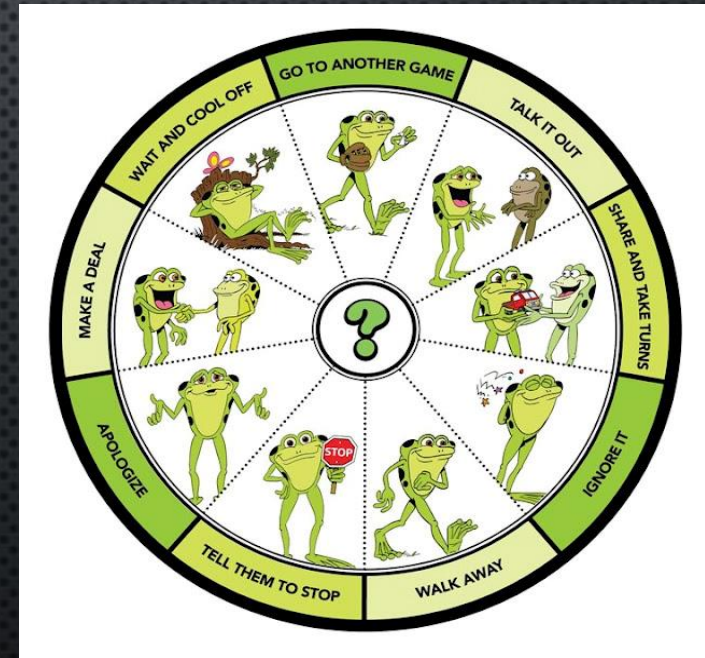


# NEXT STEPS

Problem Volcano



Kelso's Choice





# ANECDOTES

- “I’M BORED, I WANT TO QUIT”  
-GRADE 6 PEACEMAKER
- “I’M IN THE BLUE ZONE”  
-NEURODIVERSE KINDERGARTEN STUDENT







# THANK YOU

## References:

Kuypers, L. M., & Winner, M. G. (2021). *The zones of regulation: A curriculum designed to foster self-regulation and emotional control*. Think Social Publishing, Inc.

O'Neill, B., Glass, D., & Evans, B. (1991). *Kelso's Choice: Conflict Management for Children: A leader's guide*. Rhinestone Press.