

# Zones of Regulation® Digital Curriculum and DESSA Crosswalk



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The Zones of Regulation Digital Curriculum (2024) supports the social, emotional, and behavioral development of learners ages 5-adulthood, and is primarily used within elementary and middle school settings. In The Zones, we categorize our feelings, energy, and regulation tools into four colored Zones: Blue, Green, Yellow, and Red. This simple framework helps learners develop communication around their emotions, problem-solving skills, and regulation competencies. The evidence-based Digital Curriculum can be flexibly implemented in Tier-1 social emotional learning instruction, Tier-2 or 3 interventions, or special education services. The Zones of Regulation fosters a common language and school climate where feelings are welcome, regulation is the norm, and wellness thrives.

The DESSA suite of assessments measures key social and emotional competencies essential for student success now and into the future. The DESSA assessments span kindergarten through 12<sup>th</sup> grade and can be completed by educators, students, and parents or guardians. The assessments are nationally standardized, norm-referenced, strength-based behavior rating scales, measuring the positive skills, behaviors, and mindsets necessary for students to thrive. The six competencies measured by the DESSA, their abbreviations, and their definitions are listed here:

- **Self-Awareness (SA):** The ability to understand emotions, thoughts, and values and how they influence one's behavior; recognize strengths and limitations; and develop healthy identities and a sense of purpose.
- **Self-Management (SM):** The ability to manage emotions and behaviors across different situations and environments and to demonstrate agency as one works to set and achieve personal and collective goals.
- **Social Awareness (SO):** The understanding of social norms for behavior; the ability to empathize with, respect, and take the perspectives of others; and the feeling of connection and belonging with family, peers, schools, and community groups.
- **Relationship Skills (RS):** The ability to establish and maintain healthy and positive relationships including effective communication, collaborative problem-solving, negotiating conflict, and demonstrating helpful and supportive behaviors.
- **Responsible Decision Making (RDM):** The ability to make careful, reliable, and constructive choices about personal and social behavior that are appropriate across diverse situations; to consider the personal, social, and collective impact of one's actions; and to demonstrate curiosity and an open-mindedness to learning.
- **Optimistic Thinking (OT):** The belief and demonstration of confidence, hopefulness, and positive thinking regarding oneself, others, and one's life situations in the past, present, and future.

This crosswalk shows how the DESSA can be used to assess skills and measure outcomes aligned with the Zones of Regulation curriculum.

## Alignment between the Zones of Regulation Digital Curriculum and DESSA Competencies

Concept (Lesson)	Learning Targets	SA	SM	SO	RS	RDM	OT
<b>C1: What is Regulation?</b>	1. I can use the word “regulate” in a sentence. 2. I can describe one or more ways a person may regulate themselves.	X	X			X	X
<b>C2: Introducing The Zones of Regulation</b>	1. I can name and describe the four Zones of Regulation. 2. I can sort, or categorize, feelings into the four Zones of Regulation.	X	X				
<b>C3: All The Zones are Okay</b>	1. I can connect my feelings and Zones with real life situations. 2. I can give an example of how people have different feelings and perspectives in a situation.	X	X	X		X	X
<b>C4: My Signals, My Zones</b>	1. I can name at least one body signal I feel when I am in each Zone. 2. I can explain how body signals, Zones, and emotions are all connected.	X					
<b>C5: The Zones Check-In</b>	1. I can pause and do a Zones Check-In on my own or with others. 2. With practice, I can check in when I am in each of the Zones: Red, Yellow, Green, Blue.	X		X	X	X	
<b>C6: Situations that Trigger and Spark</b>	1. I can notice and describe the situation around me (when, where, what, who). 2. I can name two of my triggers and two of my sparks.	X	X	X	X	X	X
<b>C7: What is a Regulation Tool?</b>	1. I can identify common regulation tools around me. 2. I can use The Zones of Regulation to categorize regulation tools.		X	X		X	
<b>C8: Building a Zones Toolbox</b>	1. I can reflect on how a tool helps me regulate. 2. I can share a helpful tool from each Zone in my toolbox.	X	X	X	X	X	X
<b>C9: Deciding to Regulate</b>	1. I can pause to think about my options and goals before acting. 2. I can decide if using a regulation tool will help in a situation.	X	X	X	X	X	X
<b>C10: The Zones Pathway</b>	1. I can use the Zones Pathway in real-time situations. 2. Using the Zones Pathway, I can reflect on how my regulation is working for me.	X	X	X		X	X



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The DESSA System from Aperture Education: A Riverside Insights Company is a student resilience system that helps educators measure and strengthen social, emotional, and behavioral skills to reduce challenges that interfere with learning. The DESSA universal screening and supplemental assessments are widely used, practical, evidence-based measures of social and emotional competence of students in grades K-12. These powerful data analytic tools enable educators to identify trends, validate curriculum effectiveness, and drive positive academic and well-being outcomes for students. Robust reporting in the DESSA System provides insights for educators and staff to proactively differentiate instruction using DESSA-provided instructional strategies and tiered intervention resources. The DESSA System's strength-based approach is grounded in resilience theory and designed to bring the whole child into focus. To learn more, visit [www.ApertureEd.com](http://www.ApertureEd.com).