



The Zones of Regulation® Implementation & Fidelity Checklist Name/Date _____

Clinician/Adult - Use this form to monitor your own implementation for adherence, quality, and level of exposure to match the form below.

Fidelity Observer(s) - Use this form to score implementation fidelity on four key elements. Scoring details at the bottom of this form.

Key Elements: 1) **Prepares** materials, 2) **Structures** implementation, 3) **Facilitates** learning, 4) **Evaluates** (provides feedback)

I am (circle one): **Clinician/Adult** | **Fidelity Observer** Setting (circle one): **Whole class** | **Small group (2-4)** | **Individual**

ADHERENCE: Clinician/Adult accurately delivers program elements

		Yes	No
PREPARES	Adult prepares visual materials in advance		
STRUCTURES	Adult structures lessons in recommended sequence (Lead-in, Activity, Wrap-up) as stated in curriculum		
	Adult refers to visuals/reproducibles		
FACILITATES	Adult uses curriculum to introduce vocabulary, visual supports and discussion points		
	Adult facilitates involvement/reflection of curriculum content through statements, discussion questions and activities		
EVALUATES	Adult gives verbal feedback to students		
	Adult checks (evaluates) student learning		

QUALITY: Clinician/Adult competently administers program elements

	3 (High quality)	2 (Adequate quality)	1 (Poor quality)
PREPARES	Adult gathers/prepares all recommended materials and supplemental visuals prior to implementation	Adult gathers/prepares most materials prior to implementation	Minimal or no materials/visual supplements prepared
STRUCTURES	Adult introduces content according to instructions in <i>The Road Map</i> found in the Zones curriculum. Lessons include a lead-in, activity, and wrap up	Adult introduces content according to the <i>Zones Road Map</i> , but lessons include activities and wrap up only	Adult introduces lessons from various parts of the curriculum using activities only
	Adult refers to visuals/reproducibles provided for discussion or completion of activity	Some or limited reference and/or use of visuals/reproducibles	No use or reference to visuals/reproducibles
FACILITATES	Adult introduces and uses key vocabulary, visuals and engages students in discussions, activities and lessons	Adult occasionally uses key vocabulary and facilitates some discussions/activities/lessons for students	Adult teaches with limited discussions and/or activities
	Adult engages students in learning by using a variety of prompts/techniques (modeling, role play, self-monitoring, self-reflection, reflective questioning, choices, visual supports)	Adult engages students through modeling and visual supports	Adult tells students to participate with limited encouragement for participation
EVALUATES	Adult uses positive and specific language (asks questions, offers choices, models) to guide and reinforce ("Let's go check your Zone," "What is a tool to help you care for your (Red) Zone?")	Adult uses positive language and occasionally uses specific language (asks questions, offers choices, models) to guide and reinforce	Negative or corrective language and use of vocabulary ("It is not okay to be in the Red Zone!" or "You need to be in the Green Zone!")
	Adult consistently uses recommended <i>Ways to Check for Learning</i> found in the curriculum (e.g., Zones Check-In, observation of student demonstrating targeted skills, student report, etc.)	Adult uses only one tool (e.g, Zones Check-In)	Adult does not check for student learning

EXPOSURE: Guidelines for minimum exposure based on the setting and types of learners

	Yes	No
General Education Classroom: MINIMUM Two 20-minute sessions per week for concepts in each of the 18 lessons. Activities may be altered due to the grade level and some lesson concepts may require multiple sessions to cover content. Instruction should be spread over 5+ months with vocabulary, visuals and discussion points infused into everyday routines. Lessons may be taught out of order (see <i>Road Map</i>) and some lesson content may not be appropriate for some students given their ages/abilities. (Special needs inclusion students: Add one+ 30-minute priming session to introduce Zones framework and 6+ 30-minute follow-up sessions to review and extend activities.)		
Specialized Classroom (majority of learners are special needs students): MINIMUM Two 25-minute sessions per week Specialized Small Group (2-4 students per group) or Individual Sessions: MINIMUM One 30-minute session per week for concepts outlined in 18 lessons. Instruction should be spread over 6+ months with vocabulary, visuals and discussion points infused into everyday routines and across settings. Student performance and needs guide intervention. Lessons may be taught out of order and some lesson content may not be appropriate for some students given their abilities. Refer to the <i>Road Map</i> in the curriculum for suggested order.		

ALIGNMENT and ENGAGEMENT (Optional)

3 = solid examples/clearly evident, 2 = some evidence, 1 = no/minimal evidence

Differentiated instruction and developmental appropriateness	3	2	1
Student engagement and participation	3	2	1

High Fidelity: **Adherence** = Yes for all elements; **Quality** = Score of 3 across all elements; **Exposure** = Yes for setting **Align/Engage** = Score of 3 for both
 Adequate Fidelity: **Adherence** = Yes for all elements; **Quality** = Score 2-3 on each element; **Exposure** = Yes for setting **Align/Engage** = Score of 2-3 on both