A Comparison of SEL Programming Promoting Self-Regulation in Children

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1. Conscious Discipline®   Zones of Regulation™

- Goal is to **train teachers** to model and teach children to be aware of their own states and **regulate** how to transition from one brain state to another to promote learning readiness

- **Curriculum** teaches children **self-management tools** to identify which "zone" their state of alertness falls, how to transition from one zone to the next, how to interpret facial expressions, and how to anticipate and prepare for triggers

Self-Regulation   States of Readiness   Executive Function   Self-Management

2. Reflective Question

- What are key differences between Conscious Discipline® and Zones of Regulation™?

3. Results

- **CASEL's SAFE approach** to SEL programming and McCloskey, et al. (2008)'s first three **principles for executive function intervention** used to evaluate programs
- **More empirical research needed** on both programs

SAFE SEL Evaluation Rubric Component	Conscious Discipline® (Rubric Score out of 4)	Zones of Regulation™ (Rubric Score out of 4)
Sequenced	2.0	4.0
Active	2.0	2.0
Focused	2.0	4.0
Explicit	2.0	4.0

McCloskey, et al. (2008)'s First Three Principles for Executive Function Intervention	Rich Executive Function Environment	Belief that Executive Function can be Explicitly Taught	Teaches Internalization of Self-Regulation
Conscious Discipline®	✓		
Zones of Regulation™		✓	✓

Further Reading

McCloskey, G., Perkins, L. A., & Divner, B. V. (2009). *Assessment and intervention for executive function difficulties.* Routledge.

Blair, C. & Raver, C. C. (2015). The neuroscience of SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice.* (65-80). The Guilford Press.