

Indiana Social-Emotional Learning Competencies: Serving the Whole Child June 2021



Working Together for Student Success

Welcome & Introductions

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Today's Agenda

- **The importance of Whole Child Wellness**
- **Indiana's updated Seven Social-Emotional Learning (SEL) Competencies**
- **How SEL Competencies can be implemented in the school setting**
- **Self care tips for adults**

Importance of Whole Child Wellness: U.S.

13-20%

**U.S. Children
Diagnosed with
a
Mental Health
Disorder**

5%

**U.S.
Adolescents
Diagnosed with
a Substance
Abuse Disorder**

**Mental Health
Issues**



**Chronic
Absenteeism
(10%)**

**Youth are
6x**

**More Likely to
Complete
School Offered
Treatments**

Importance of Whole Child Wellness: Indiana

36.5%

of Students
claim they
have been
cyber bullied

Children
living in
poverty
increased

15.2%

25.9%

of Hoosier
high school
students did
not feel safe
at school.

13.7%
of students
met the
definition of
chronic
absenteeism

Prior to COVID,
almost 1 in 3
Hoosier students, in
grades 6 through
12, reported feeling
sad or hopeless two
or more weeks in a
row.

Discussion

Which data point surprised you?

Maslow's Hierarchy of Needs



What is Trauma?

- **Exposure** to an event that threatens or harms the physical or emotional integrity of the individual or someone close to them.
- Trauma overwhelms the person's ability to respond in a healthy way (physically, emotionally, and/or mentally).
- Trauma creates significant difficulty in functioning. For children and youth, it can have a significant **impact** on their social, emotional, and cognitive development, including their ability to self-regulate and learn.

Three Types of Trauma

- **Acute**
- **Complex/developmental**
- **Historical/generational**

Trauma Stress-Response

Positive

Brief increases in heart rate,
mild elevations in stress hormone levels

Tolerable

Serious, temporary stress responses,
buffered by supportive relationships

Toxic

Prolonged activation of stress response systems
in the absence of protective relationships

Change in Mindset

Move from

Move towards

“What did you do?”



“What happened to you?”

“What’s wrong with you?”



“Has this person’s neurological status been altered?”

“At risk”



“At promise”

Social Emotional Learning Defined

Social and Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills to...



understand and manage emotions,



set and achieve positive goals,

establish and maintain positive relationships,



feel and show empathy for others,



and make responsible decisions.

Benefits of SEL

**SEL Interventions
Increase Student
Academic
Performance By
11%**

[Source](#)

**\$11
ROI for Every
Dollar Spent on
SEL
Programming**

[Source](#)

**SEL
Impact Greatest
When
Programming
Begins in
Kindergarten**

[Source](#)

**SEL
Programming
has a Positive
Impact on
Teachers**

[Source](#)

Common Myths Surrounding SEL

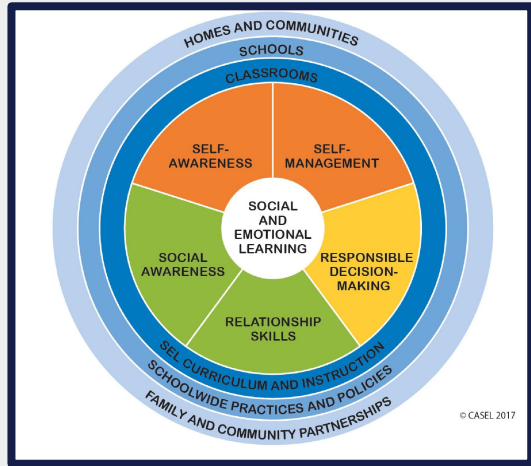
**SEL is
“Touchy-Feely”
and takes away
from academic
time.**

**SEL is only for
elementary
students.**

**SEL is all about
feelings.**

**SEL is only for
students with
behavior /
discipline
problems.**

CASEL Competencies: Indiana



Self-Awareness
Self-Management
Social Awareness
Relationship Skills
Responsible Decision-Making Skills



Insight
Regulation
Connection
Collaboration
Critical-Thinking Skills

Educational Neuroscience Foundation

**SENSORY-MOTOR
INTEGRATION**



INSIGHT



REGULATION



CONNECTION



CRITICAL-THINKING



MINDSET



COLLABORATION



History of Indiana's SEL Competencies

Created in 2018 by
Butler University



Reviewed in 2018 by
stakeholder group



IDOE released to the field
January 2019



200+ PD on IDOE
Competencies



Equity stakeholder group
created 2020



Review of competencies
and indicators



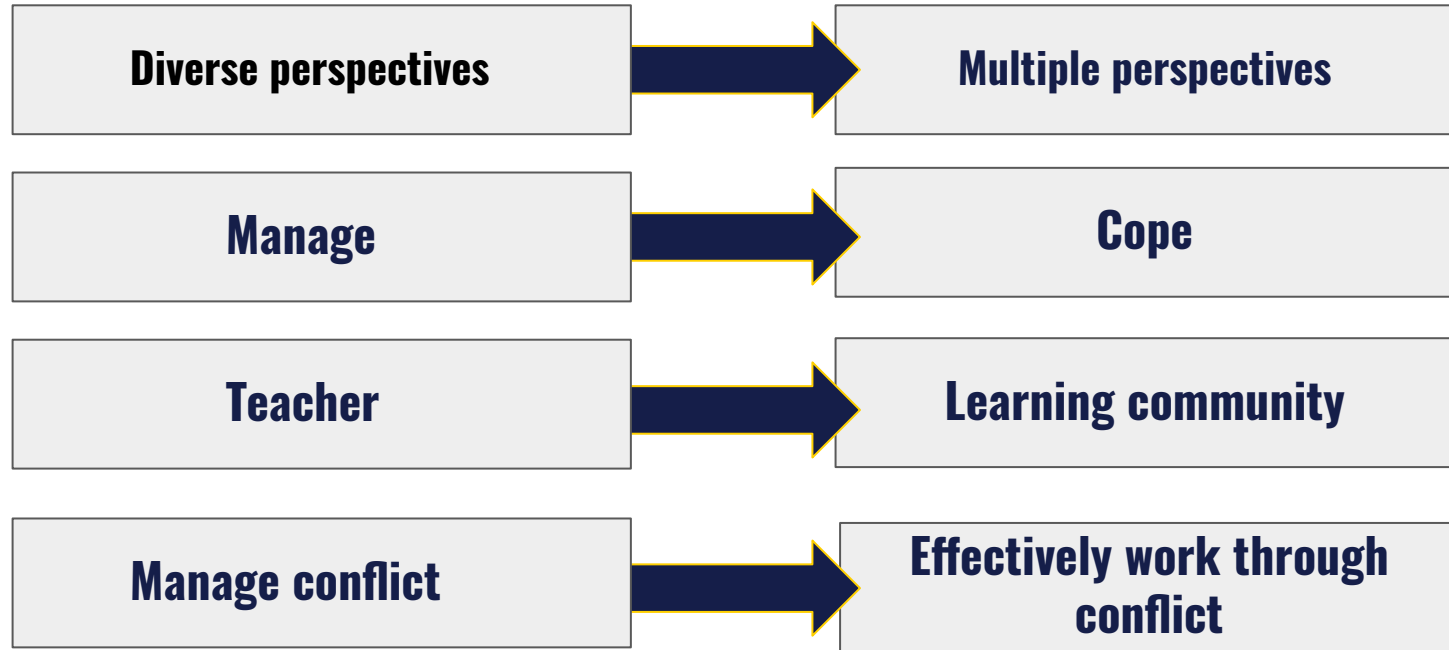
Release of updated SEL
competencies February 2021



Reminders for the SEL Competencies

- **SEL Competencies and toolkits are not intended to serve as a behavior management technique or a way of creating compliance within youth serving agencies.**
- **SEL competencies are meant to work together and overlap in certain areas.**
- **Modeling is a huge part of social-emotional learning.**
- **There is a need to address the SEL competencies of adults first.**

Quick Overview



Common Behaviors

Age Range	Common Behaviors/Reactions/Feelings	How to Help
Young Children & Preschool (1–5 years old)	<ul style="list-style-type: none">• Helplessness• Agitation• Heightened arousal• Change in appetite, or bed wetting• Sleep disturbances and nightmares• Regression of milestones• Trauma related play• Fears associated with loss/abandonment of caregiver• Increase temper tantrums, whining, or clinging behaviors• Confusion• Difficulty/inability to understand feelings• Inability to talk about feelings• Seeking reassurance	<ul style="list-style-type: none">• Patience and tolerance• Provide reassurance• Encourage expression through play, reenactment or storytelling• Plan calming, comforting activities before naptime• Maintain routines when possible• Avoid media exposure
Elementary (6–12)	<ul style="list-style-type: none">• Guilt• Traumatic play• Discussing/retelling of the traumatic event repeatedly• Sleep difficulties and nightmares• Anger, aggressiveness, outbursts• Sadness, crying	<ul style="list-style-type: none">• Patience, tolerance, and reassurance• Play sessions and staying in touch with family through telephone and internet• Regular exercise and stretching

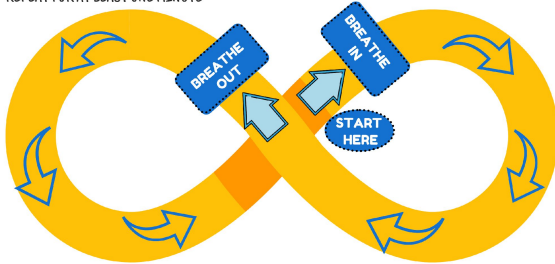
SEL Strategy

MINDFUL BREATHING EXERCISE

TRACE THE ARROWS AS YOU FOCUS ON YOUR BREATHING.

REMEMBER:

1. RELAX YOUR BODY
2. TAKE SLOW-DEEP-FULL BREATHS- AS YOU BREATHE IN THROUGH YOUR NOSE
3. PAY ATTENTION THAT YOU ARE TAKING BELLY BREATHS
4. EXHALE SLOWLY THROUGH YOUR MOUTH
5. REPEAT FOR AT LEAST ONE MINUTE



Frustrated



Embarrassed



Sad



Mad

This
is
how
I
feel
today!



Nervous



Happy



Proud



Scared



Loved



Lonely



Why Does Mental Health Matter?



Discussion

What do you consider as your role or responsibility in improving the mental wellness and overall well-being of students in your school(s)?

How do SEL and School Mental Health Intersect?

- SEL and mental health both determine how we handle stress, relate to others, and make choice.
- Many mental health interventions focus on SEL competencies, because students with mental health problems often need extra support with these skills.
- SEL curricula reduces the likelihood, severity, and chronicity of mental health problems, including mental illness.
- SEL promotes positive mental health for all students.

Adult SEL and Wellbeing

“There is no better Tier 1 intervention than an encouraged, enlightened and healthy teacher.” -- Dr. Adam Saenz, author of “The Power of a Teacher: Restoring Hope and Well-Being to Change Lives”



www.doe.in.gov/sebw



30 Minutes Per Day of Self-Care

- Read or Listen to Podcasts (The Happiness Lab or Brene Brown Podcast)
- Enroll in the IDOE's Science of Happiness Course.
- Get outside! Take in the creation and beauty of nature.
- Try deep breathing, relaxation, yoga, or meditation.
- Download the Calm or Down Dog Yoga apps (free for educators).
- Read and say daily affirmations.

30 Minutes Per Day of Self-Care Continued

- Read more about Self-Care in the Time of Coronavirus.
- Give yourself grace, you are not working under typical circumstances.
- Be kind to yourself.
- Spend time in the Virtual Calming Room.
- Consider at-home activities to promote positive coping practices, effective communication and connection with social supports.
(English and Spanish): <https://changethefrequency.today>

Thank you!

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Indiana
DEPARTMENT OF
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