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

Indiana
DEPARTMENT OF EDUCATION

Working Together for Student Success

Welcome & Introductions

- **Christy Berger,** Director of Social, Emotional, and Behavioral Wellness

- **Lisa Truitt,** Social, Emotional, and Behavioral Wellness Specialist

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%**

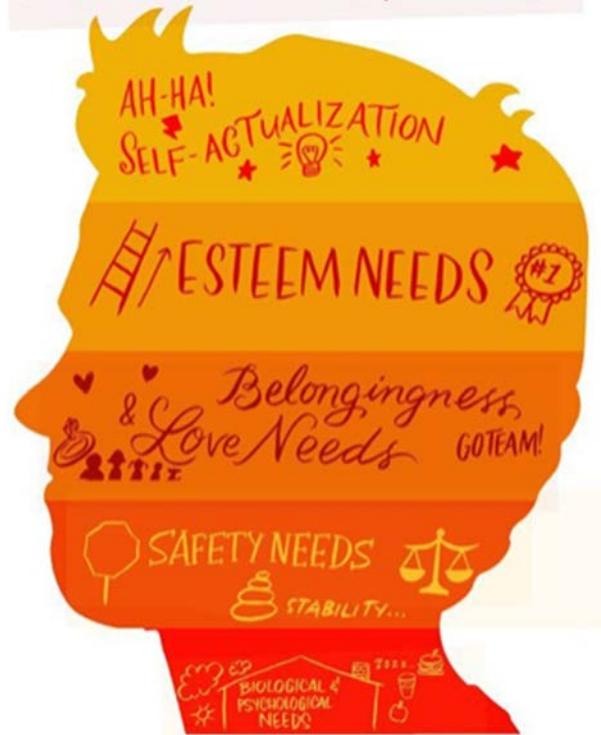**25.9%** of Hoosier high school students did not feel safe at school.

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.

Source: IYI Kids Count Data Book 2021

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

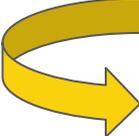| Move from	Move towards
"What did you do?"	"What happened to you?"
"What's wrong with you?"	"Has this person's neurological status been altered?"
"At risk"	"At promise"

Social Emotional Learning Defined

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

understand and manage emotions,

set and achieve positive goals,

feel and show empathy for others,

establish and maintain positive relationships,

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.

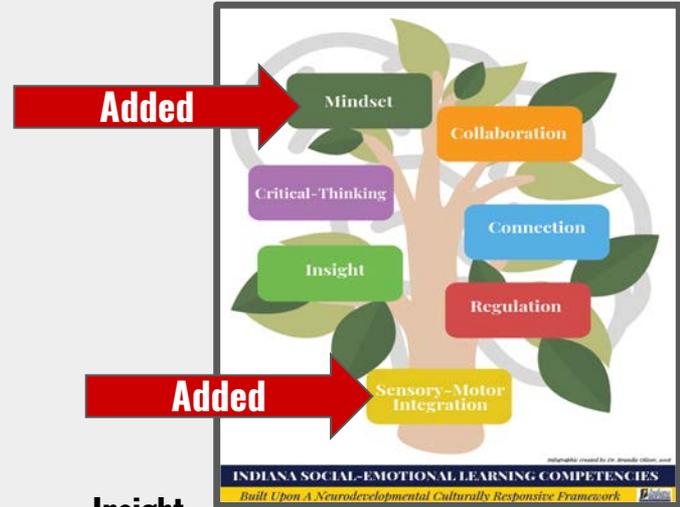SEL is only for students with behavior / discipline problems.

CASEL Competencies: Indiana

Self-Awareness ————————→ Insight
Self-Management ————————→ Regulation
Social Awareness ————————→ Connection
Relationship Skills ————————→ Collaboration
Responsible Decision-Making Skills ——→ Critical-Thinking Skills

Educational Neuroscience Foundation

SENSORY-MOTOR INTEGRATION

CONNECTION

INSIGHT

CRITICAL-THINKING

REGULATION

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

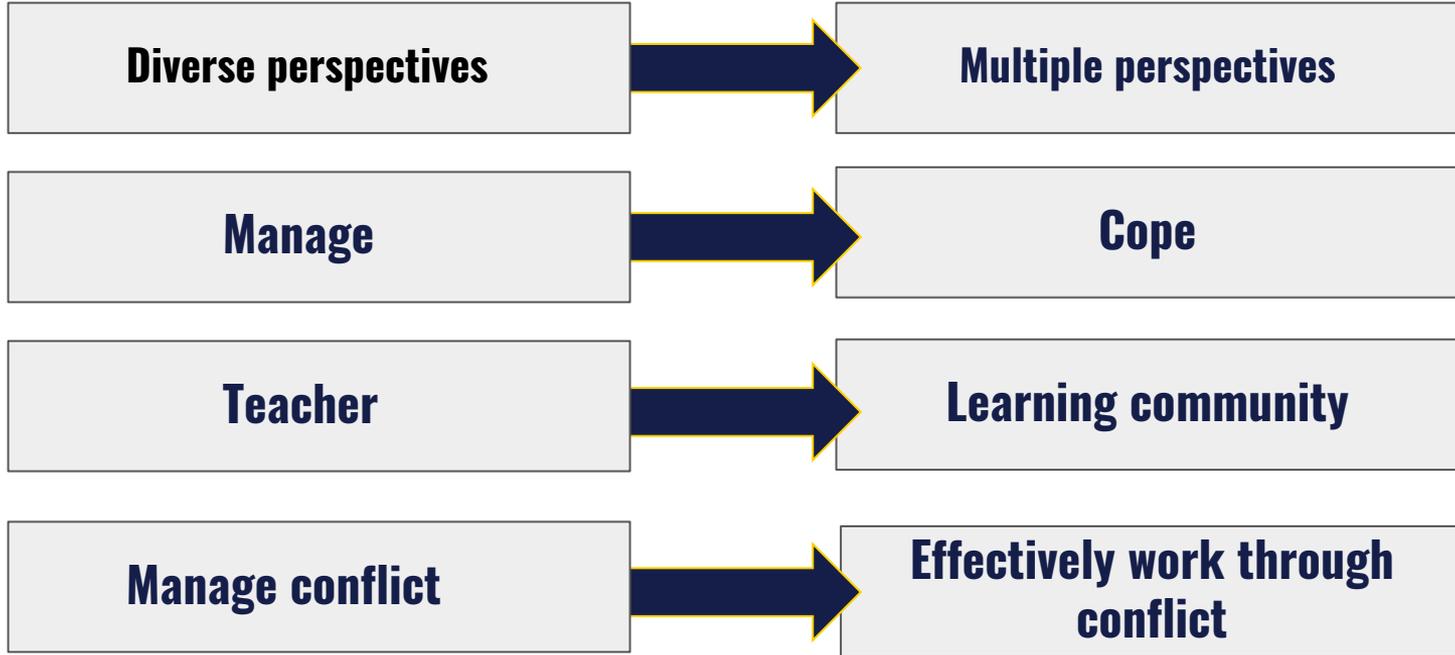**+** Equity stakeholder group created 2020 **+** Review of competencies and indicators **=** Release of updated SEL competencies February 2021

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

Diverse perspectives	→ Multiple perspectives
Manage	→ Cope
Teacher	→ Learning community
Manage conflict	→ Effectively work through conflict

Common Behaviors

| Age Range	Common Behaviors/Reactions/Feelings	How to Help
Young Children & Preschool (1–5 years old)	• 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	• 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)	• Guilt • Traumatic play • Discussing/retelling of the traumatic event repeatedly • Sleep difficulties and nightmares • Anger, aggressiveness, outbursts • Sadness, crying	• 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

BREATHE OUT   BREATHE IN

START HERE
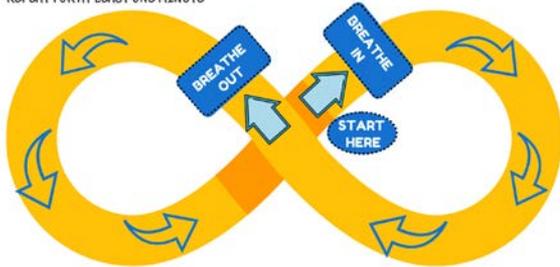
Frustrated   Embarrassed   Sad

Mad   This is how I feel today!   Nervous

Happy   Proud

Scared   Loved   Lonely

MINDFUL MINUTE

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!

Christy Berger
Cberger@doe.in.gov
317-234-1242

Lisa Truitt
LTruitt1@doe.in.gov
317-233-6016

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