

Indiana Social-Emotional Learning Competencies: A Neurodevelopmental Culturally Responsive Framework

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Link to presentation and other resources:

bit.ly/IndianaSEL

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OVERVIEW

1. Whole Child Wellness; Connections to MTSS
2. Framework used to construct the 2 new competencies & how Indiana's Seven Social-Emotional Learning (SEL) Competencies are different than CASEL.
3. The role adults play in social-emotional learning
 - a. Take it slow and do it right
 - b. Myths
4. How to implement SEL Competencies through all grade levels
 - a. Importance of collaboration
 - b. Emphasis on comprehensive PK-12 implementation with ongoing evaluation (formative & summative)
5. Sharing of resources

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INDIANA'S SOCIAL-EMOTIONAL LEARNING COMPETENCIES



Infographic created by Dr. Brandie Oliver, 2018

INDIANA SOCIAL-EMOTIONAL LEARNING COMPETENCIES

Built Upon A Neurodevelopmental Culturally Responsive Framework



WHY ADDRESS THE WHOLE CHILD WELLNESS IN SCHOOLS?



1 in 5 children have a diagnosable mental health challenge.

37% of children with mental health challenges drop out of school.



70% of children in the juvenile system have a mental health challenge.

Suicide is the number 3 leading cause of death in children ages 10-24.



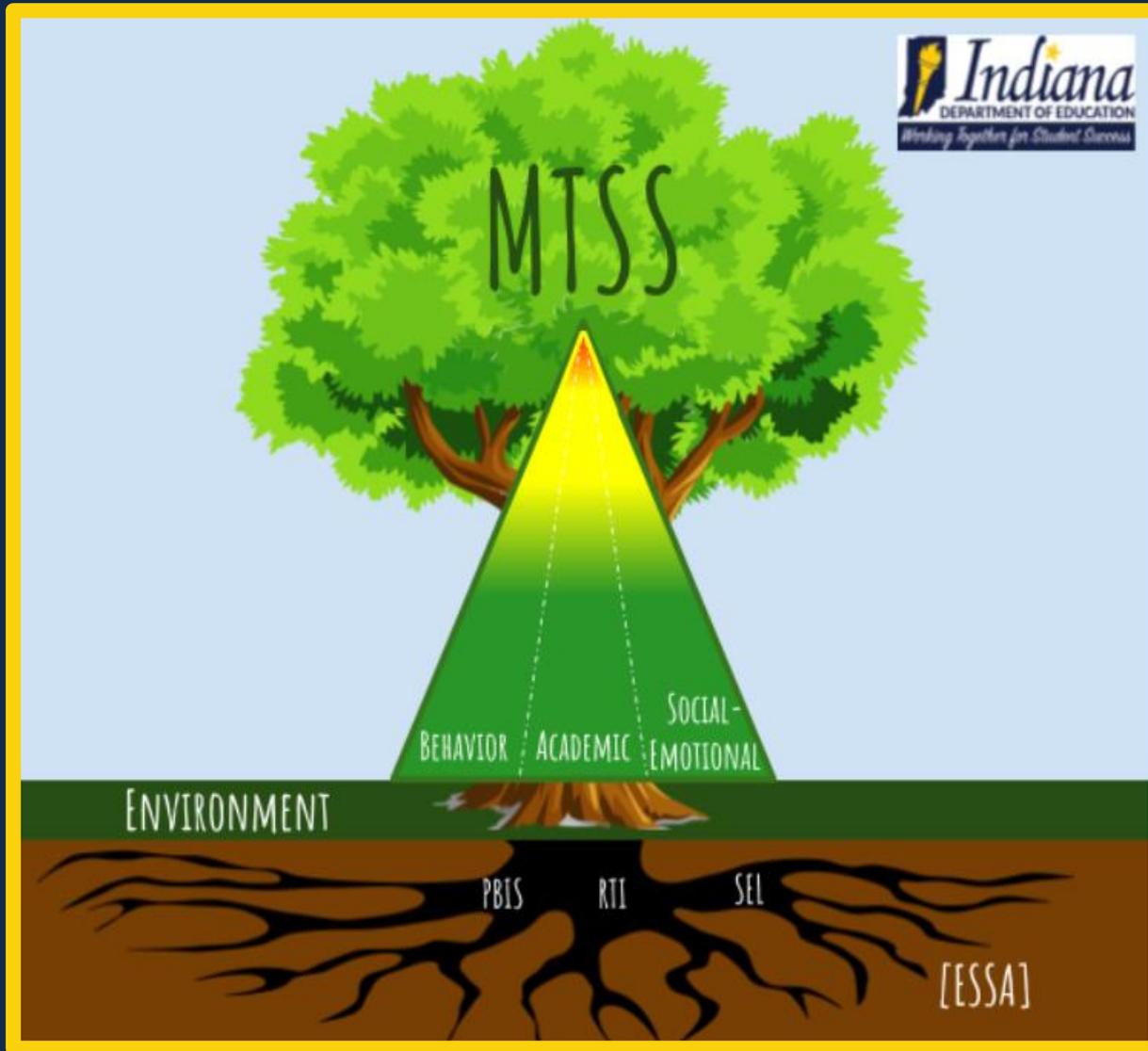
Children with untreated mental health challenges perform poorly in school.

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MTSS FRAMEWORK



SOCIAL-EMOTIONAL LEARNING

According to [CASEL](#), “Social and Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary 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.”



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RESEARCH SUPPORTING SEL

Academic Achievement

Students who receive SEL interventions showed an 11-percentile gain on academic achievement compared to those that did not participate in SEL programs.



[Source](#)

Lasting Benefits

Effects of SEL continue to benefit students ~ 3.5 years after last SEL intervention.

- ↑ Academic performance 13 percentile points higher
- ↑ Prosocial behaviors & wellbeing
- ↓ Decrease in drug use & conduct problems

[Source](#)

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RESEARCH SUPPORTING SEL

Financial Benefits



For every one dollar invested in EBP SEL programming, there was an \$11 return on investment.

[Source](#)

Educator Benefits

Teachers trained and supported in implementing SEL programs reported...

- ↓ Job-related anxiety
- ↑ Interaction with students
- ↑ Teacher engagement
- ↑ Personal accomplishment

[Source](#)

Framework



- Educational Neuroscience Lens
- Trauma Responsive
- Cultural Responsiveness

CASEL vs. Indiana



© CASEL 2017



Infographic created by Dr. Brandie Oliver, 2018

INDIANA SOCIAL-EMOTIONAL LEARNING COMPETENCIES

Built Upon A Neurodevelopmental Culturally Responsive Framework

★ 2 New SEL Competencies

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

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A LOOK AT THE COMPETENCIES

- 7 Competencies
- Developmental level breakdown
 - Grade-level bands
- Student friendly
- Indicators & Strategies

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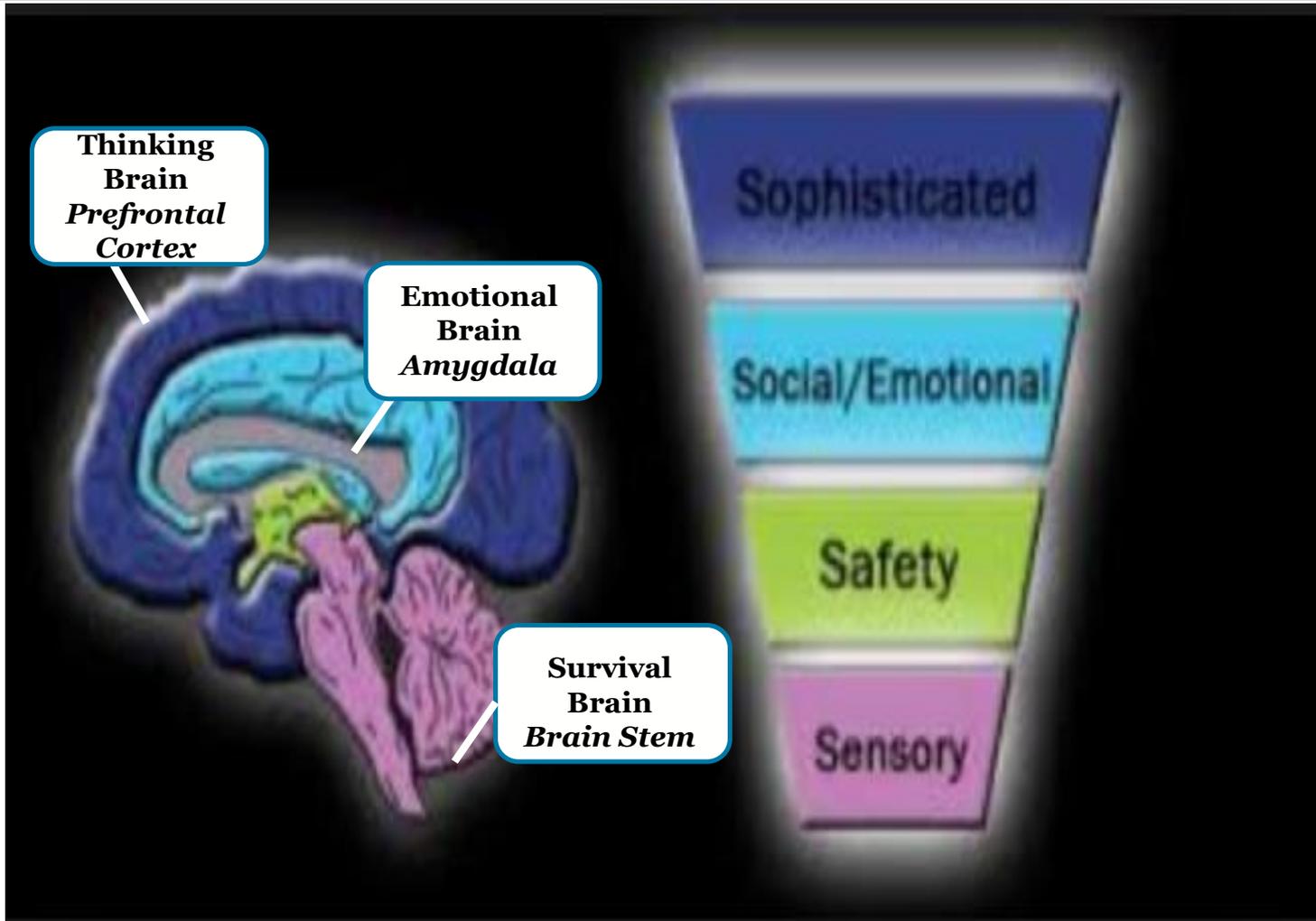
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2C. Students demonstrate self-efficacy.

"I am capable of learning."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students are beginning to understand the multiple strengths they bring to the learning environment. 2. Students developing confidence, with the support of adult educators, when they participate in the teaching and learning environment. 	<ol style="list-style-type: none"> 1. Be specific when giving praise. Process praise specifically on the positive behavior/skill you are noticing rather than giving person/achievement-specific praise. Strength-Based activities--find activities that help build and develop student strengths. 2. Additional information for both activities can be found in the Social-Emotional Educator Toolkit.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students participate eagerly and frequently without the prompt from the teacher. 2. Students demonstrate a willingness to try new tasks and/or share ideas with others. 	<ol style="list-style-type: none"> 1. Promote student voice as often as possible--where to do work in the classroom, what materials to use, how to represent what has been learned, etc. 2. Ask students to lead the class in a game. 3. Invite students to demonstrate a skill or the steps they used to work a problem. 4. Students need to be a part of designing the class guidelines at three times during the school year as the development of individual students and the class as a whole changes frequently.
Middle School (6-8 grade)	<ol style="list-style-type: none"> 1. Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior. 	<ol style="list-style-type: none"> 1. Have students take a strength finders assessment; use strengths as a foundation in all goal-setting plans <p>The VIA survey is a free tool and can be</p>

FRAMEWORK USED TO CONSTRUCT SEL COMPETENCIES



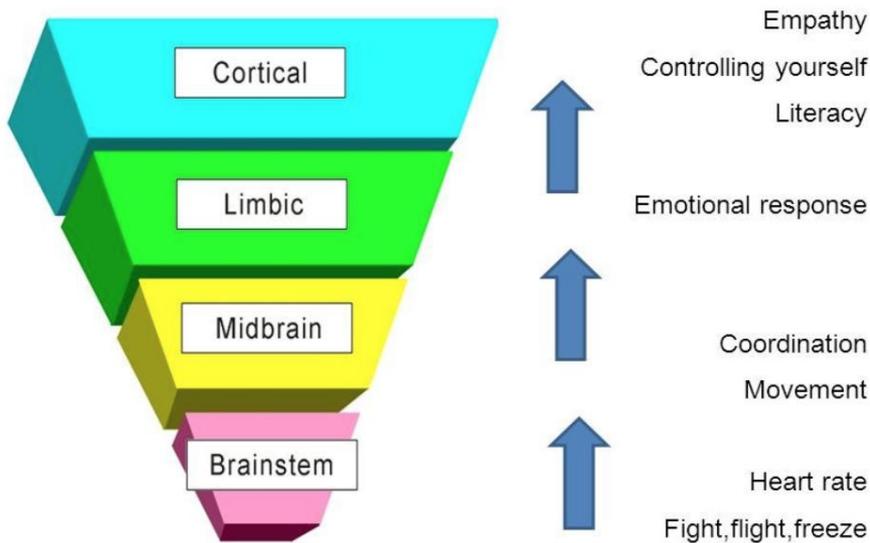
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SENSORY-MOTOR INTEGRATION

- Meeting in Brain Development

Perry's Neurosequential Model



Perry, B.D. (2002). *Brain Structure and Function I: Basics of Organisation*. Adapted in part from *"Maltreated Children: Experience, Brain Development and the Next Generation"* (W.W. Norton & Company).

- Language of the brain stem is sensation

Language of the limbic system is feelings or emotions

Language of the cortex is words

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HOW DOES SEL PROMOTE SUCCESS IN SCHOOL & LIFE?

Figure 1.

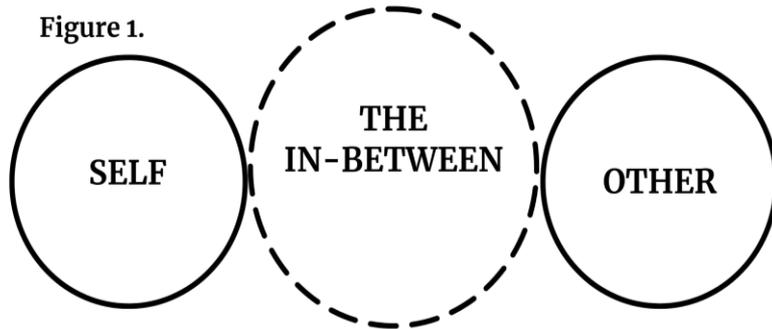
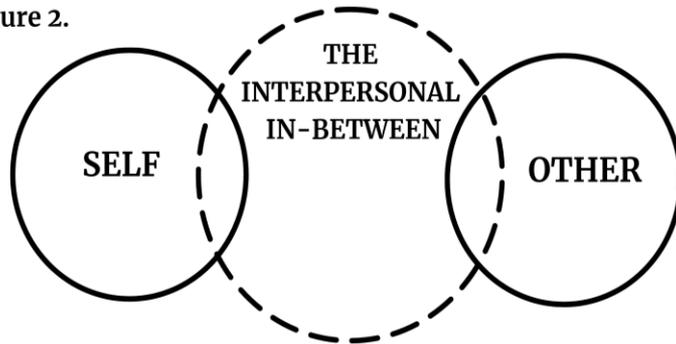


Figure 2.



Source: Michael McKnight (2019)

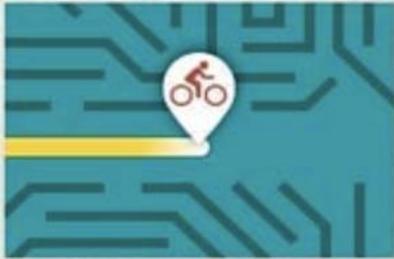
- Touchpoints/
Connection /
Relationships –
Concept of Mattering
- Regulation/ when I
feel safe and felt,
understood, validated,
I learn!
- Our Neuro-Anatomy
- Educator Well-Being

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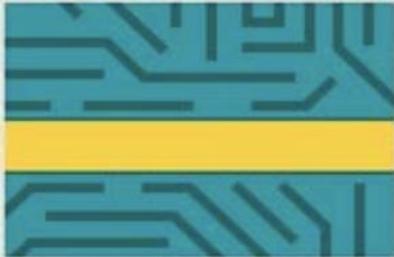
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MINDSET COMPETENCY

Neuroplasticity



New thoughts and skills **carve out new pathways.**



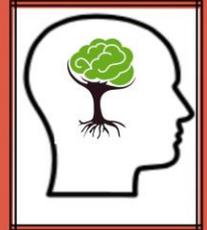
Repetition and practice **strengthen these pathways,** forming new habits.



Old pathways **get used less and weaken.**

With **repeated and direct attention** towards a desired change, we all have the ability to **rewire our brains.**

RESILIENT MINDSET



~~FAILURE~~ →

LEARNING OPPORTUNITY

~~MISTAKES~~ →

GROWTH OPPORTUNITIES

~~IMPOSSIBLE~~

~~UNSUCCESSFUL~~

"Do not judge me by my success, judge me by how many times I fell down and got back up again."

~Maya Angelou

ROLE OF ADULTS TO IMPLEMENT SEL PROGRAMS

Personal Commitment to SEL and Ongoing Reflection



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ROLE OF ADULTS TO IMPLEMENT SEL PROGRAMS

Walk the Talk: Be a Model of SEL Skills



Your children
will become
who you are;
so be who you
want them to be.

-anonymous



*Be authentic:
Our students
will know if we
do not believe
in this work!*

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ROLE OF ADULTS TO IMPLEMENT SEL PROGRAMS

Examine Your Current Practices;
Add Small Intentional Strategies To Meet
Your Students' Needs



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ROLE OF ADULTS TO IMPLEMENT SEL PROGRAMS

4 C's

Explore The 4 C's

What do your Children need?

What **Choice** do you need to make?

Are you willing to take the **Chance**?

What **Change** do you hope to impact?

Our Impact on
the 4 C's

You must make a
choice to take a
chance to make a
change to impact the
lives of children.

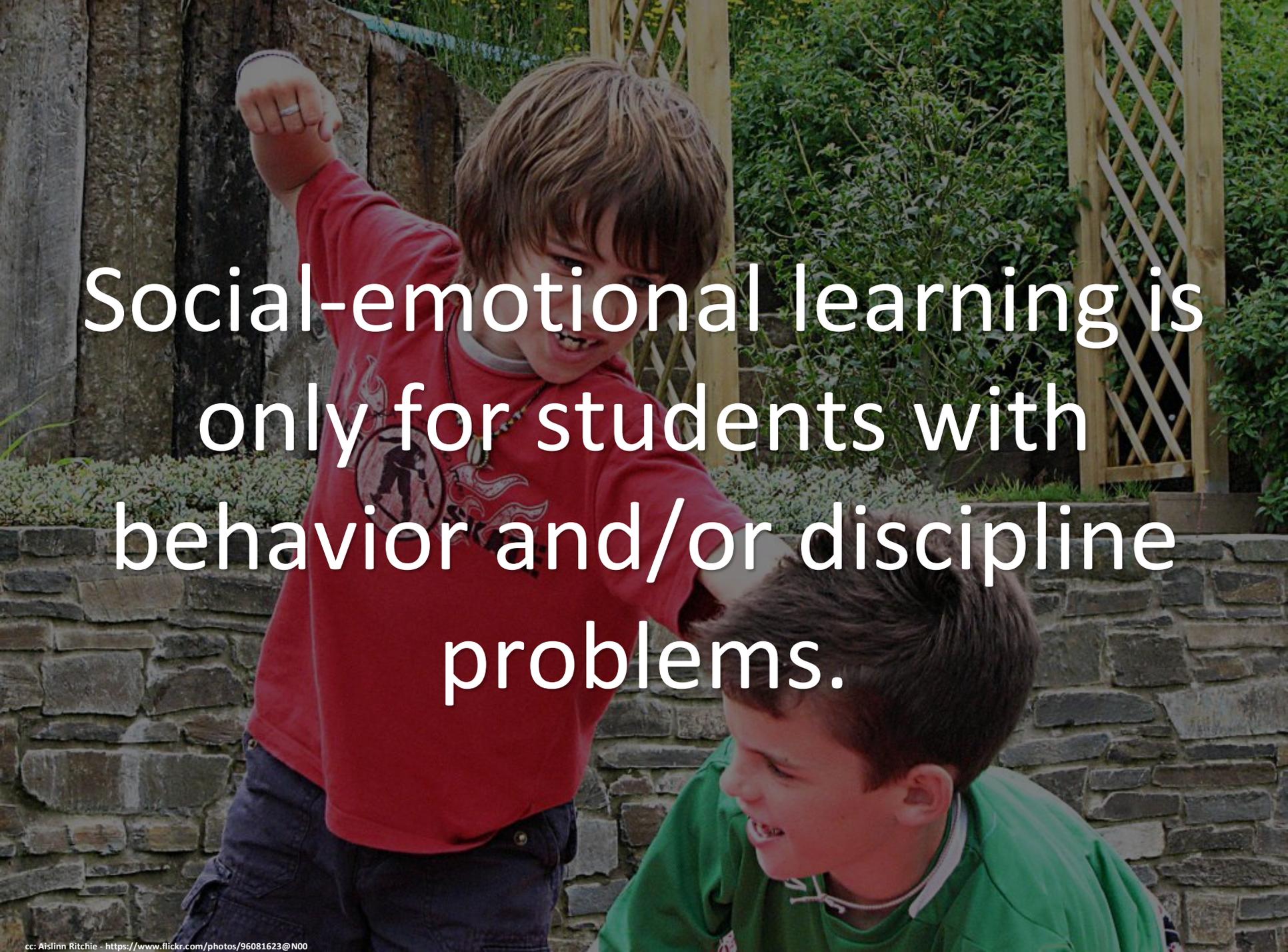
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**HAVE YOU HEARD
EVER HEARD ANY
OF THESE
STATEMENTS?**



Social-emotional learning is all about feelings.

A photograph of two young children playing outdoors. One child, wearing a red shirt, is standing and reaching out towards the other child, who is wearing a green shirt and sitting on the ground. They are in front of a stone wall and a wooden lattice fence. The text "Social-emotional learning is only for students with behavior and/or discipline problems." is overlaid on the image in white, bold, sans-serif font.

Social-emotional learning is
only for students with
behavior and/or discipline
problems.

A young girl with blonde hair in a ponytail, wearing a red shirt, is sitting at a desk in a classroom, looking down at a book or paper. The background is blurred, showing other students and classroom furniture.

Social-emotional learning is
only for elementary students.

A woman with curly hair and glasses, wearing a light-colored blazer, is standing in front of a whiteboard. She is holding a blue marker in her right hand, writing on the board. In her left hand, she holds a large white document with some faint text and a diagram. The background is a plain, light-colored wall.

Social-emotional learning is
“touchy-feely” and takes away
from academic time.

**HMMMM...COULD
ANY OF THESE BE
TRUE?**

ALL ARE COMMON MYTHS

Social-emotional learning is *all* about feelings.

- Emotional awareness and regulation are pivotal components of SEL, but the development of communication skills, executive functioning skills, conflict management, and many other fundamental life skills are connected to SEL programming.

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ALL ARE COMMON MYTHS

Social-emotional learning is ***only*** for students with behavior and/or discipline problems.

- Teaching SEL skills as a preventive measure helps ensure students are learning in a regulated state. Work to provide ***multiple*** opportunities for students to practice strategies to help strengthen neural pathways.

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ALL ARE COMMON MYTHS

Social-emotional learning is “touchy-feely” and takes away from academic time.

- SEL focuses on developing skills necessary for academic success (e.g., organization, time-management, communication skills). Additionally, SEL strengthens relationships, which can allow more time to be dedicated to academic instruction and less on managing behavior.

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ALL ARE COMMON MYTHS

Social-emotional learning is *only* for elementary students.

- SEL skills are essential across all developmental levels and have been demonstrated as essential for the postsecondary success for all students.

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HOW TO USE THE NEW SEL COMPETENCIES

These competencies are meant to be implemented into what educators are already doing in the classroom.

- Procedures
- Routines
- Bell Work
- Meeting times
- Curriculum
- Formative Assessments [Exit Tickets]

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CROSS CURRICULAR SUPPORT

BOOK LIST

Grades K-4

Anh's Anger - by Gail Silver and Christiane Krömer [Feelings, Regulation]

Beautiful Oops - by Barney Saltzberg [Mindset, Learning from Mistakes]

Dogger - by Shirley Hughes

Feelings - by Aliki [Feelings, Insight]

Glad Monster, Sad Monster: A Book About Feelings - by Anne Miranda & Ed Emberley

[Feelings, Insight, Regulation]

Have You Filled A Bucket Today? - by Carol McCloud [Empathy, Kindness Connection]

I'm Mad (Dealing With Feelings) - by Elizabeth Crary [Feelings, Insight, Regulation]



READINGS

Below is list of books that can be used for one's own professional development, in learning communities, integrated in student curriculum, and/or all whole staff trainings.

UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World

by Michelle Borba

Teens today are forty percent less empathetic than they were thirty years ago. Why is a lack of empathy—which goes hand-in-hand with the self-absorption epidemic Dr. Michele Borba calls the Selfie Syndrome—so dangerous? First, it hurts kids' academic performance and leads to bullying behaviors. Also, it correlates with more cheating and less resilience. And once children grow up, a lack of empathy hampers their ability to collaborate, innovate, and problem-solve—all must-have skills for the global economy.

In *UnSelfie* Dr. Borba pinpoints the forces causing the empathy crisis and shares a revolutionary, researched-based, nine-step plan for reversing it.

The good news? Empathy is a trait that can be taught and nurtured. Dr. Borba offers a framework for parenting that yields the results we all want: successful, happy kids who also are kind, moral, courageous, and resilient. *UnSelfie* is a blueprint for parents and educators who want to kids shift their focus from I, me, and mine...to we, us, and ours.

Brainstorm: The Power and Purpose of the Teenage Brain: An Inside-Out Guide to the Emerging Adolescent Mind

by Daniel J. Siegel

Written by a leading expert in brain science, this book sheds light on the often misunderstood yet critical time in children's lives when they straddle childhood and adulthood but don't fit squarely in either phase. Siegel characterizes the teen years as the most powerful life phase for activating courage, purpose, and creativity. He creates empathy for the teenage experience and helps parents understand how to work with and support their teenagers.

Day 84:

Emotional Regulation

Guiding Question: How do we return to our prefrontal cortex (calm) after being triggered (amygdala)?

Strategies/Activity

When we are angry, anxious, upset in any way, our prefrontal cortex shuts down and it can be hard for us to think clearly and/or rationally. Because of this it is difficult to pause and think before we react. Can you think of a recent time when you felt this way and unintentionally spoke or acted before thinking about the consequence? We learn to pause and regulate at a very young age. If we do not learn to regulate at a young age, it is much more difficult to learn the more we age. Spend time over the next two days to watch videos with students! Discuss our coping strategies again and if we are intentionally using these strategies to emotionally regulate.

Resources

Self Regulation Skills

https://www.youtube.com/watch?v=m4UGDaCgo_s

Controlling Emotions: A Lesson From Angry Birds

<https://www.youtube.com/watch?v=pFkRbUKy19g>

SEL in Action! Richmond Schools!



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RESOURCES TO SUPPORT YOUR WORK

<https://www.doe.in.gov/sebw>

Toolkits

- Social-Emotional [101](#)  and [201](#) 
- [Social-Emotional Learning Toolkit](#) 
- [SEL Lesson Plans](#)  and [SEL Toolkit](#)  Video
- [Educational Neuroscience Toolkit](#) 
- [Neuroscience Toolkit Video](#) 
- [Universal Screening Toolkit](#) 
- [Reading Resource List for Adults](#) 

REMEMBER...



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