



Introduction

The Indiana Department of Education (IDOE) and numerous stakeholders have worked together to create a crosswalk of academic standards and Social-Emotional Learning (SEL) competencies. 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.” SEL is a vital part of a strong curriculum and will enhance learning.

Teaching SEL skills is as important as teaching academic content. Research confirms teachers demonstrating high social-emotional competence will be rewarded by students who are more engaged in the learning process. Engaged students leads to improved academic performance. Ensuring all students are academically engaged is our highest priority as educators.

IDOE has developed strategies to integrate academic and social-emotional skills. These strategies can help create an environment where students are able to do their best learning. These guidelines for delivering curriculum content were designed by Indiana teachers for Indiana teachers. These educators created lessons and activities to complement your curriculum. The guidelines are suggestions to help create safe, positive learning communities where every student can thrive.

As a teacher, the social-emotional environment of your classroom is reflected in the students’ behavior and attitudes. These suggestions are used as a guide to incorporate SEL skills into your own teaching style.

Our goal at IDOE is to provide research-based learning opportunities to aid in your classroom success.

Please feel free to share suggestions and ask questions. The Social, Emotional, and Behavioral Wellness (SEBW) Team is always happy to hear about successful techniques in the field and share them with fellow teachers. Contact information for all SEBW team members can be found at www.doe.in.gov/SEBW.

*“How we teach is just as important as
What we teach.*”

What are the Indiana Social-Emotional Learning Competencies?

Indiana Social and Emotional Competencies

1. Sensory-Motor Integration: the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

2. Insight: the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

3. Regulation: the ability is to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

4. Collaboration: the ability is to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

5. Connection: the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

6. Critical Thinking: the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and

ethical lens.

7. Mindset: the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

Application

Indiana's Social-Emotional Learning (SEL) Competencies are meant to be embedded in the delivery instruction as well as may be taught within specific SEL lessons. The academic standard is listed in the left column. The highlighted words are what the team used to help identify the competencies that align with it. The purpose of highlighting the key words in the academic standards was to help make the team's thinking visible. The middle column identifies the SEL competency(s) that integrate well with the academic standard. The Application Practices are quick examples of how to embed the competency within the academic delivery of instruction. There are linked resources available for further exploration if desired.

Student Services Application

School counselors, school psychologists, school social workers, and behavioral specialists play a vital role in our school system. As student services personnel, your expertise is essential in supporting teachers as they embed SEL into their academic work. Within the crosswalk there are application practices that can be used to support SEL learning. It is important that students know who the student service personnel is and how they support students. There are many ways to be visible in the classroom: individually teach lessons to classes, co-teach one of the application practices, or provide support to teachers.

Middle School Alignment of SEL Competencies with Academic Standards

English Language Arts		
Grade 6	Word	PDF
Grade 7	Word	PDF
Grade 8	Word	PDF
Social Studies		
Grade 6	Word	PDF
Grade 7	Word	PDF
Grade 8	Word	PDF
Math		
Grade 6	Word	PDF
Grade 7	Word	PDF
Grade 8	Word	PDF
Science		
Grade 6	Word	PDF
Grade 7	Word	PDF
Grade 8	Word	PDF
Computer Science	Word	PDF

As we return to school please reference this [resource](#) as you incorporate social-emotional learning and diversity into your K-12 classroom. The bibliotherapy is organized by The Seven Indiana Social-Emotional Learning Competencies and Books about Race. Each book title has the correlating lexile band, appropriate grade level, and author.

Special Acknowledgement:

The Indiana Department of Education would like to acknowledge the assistance in the creation of this resource to the following individuals:

Christy Berger, Indiana Department of Education
Paula Brennan, Susie's Legacy
Kelly Brooks, Center Grove Community Schools
Michelle Clarke, Indiana Department of Education
Alicia Erwin, MSD of Wayne Township
Jennie Gaylord, CSC of Eastern Hancock
Brandon Gilliam, MSD of Wayne Township
Lindsay Hayes, MSD of Wayne Township
Christine Hernandez, School City of Hammond
Alisa Isaacs-Bailey, Greencastle Community Schools
Andrea McCoy, MSD of Washington Township
Kyle Miller, Westfield Washington Schools
Jason Murrey, Indiana Department of Education
Heather Palmer Keyes, Clay Community School Corporation
Shannon Proctor, Clark Pleasant Schools
Jamie Reese, Indiana Connections Academy
Brie Schoch, MSD of Perry Township
Jenny Sears, Penn Harrison Madison Schools
Marcus Simmions, MSD of Pike Township
Lisa Truitt, Indiana Department of Education
Heather Toney, CSC of Eastern Hancock
Jess Yoder, Indiana Department of Education