

Indiana Social-Emotional Learning Competencies: Early High School (9-10 grade)

Note on grade level ranges:

Because the brain develops from the bottom up—from the brain stem to the limbic system and then to the cortex—children and adolescents who have been affected by chronic adversity may enter our classrooms with varying levels of brain activation and development. While students are intended to reach mastery in the benchmark by the end of the grade range, educators may want to revisit the earlier skills periodically. Students impacted by trauma or other life stressors may experience developmental delays that require additional emotional, behavioral, and cognitive supports.

1. Sensory Motor Integration

Sensory motor integration refers to 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.

1A. Students demonstrate an understanding of body awareness and sensations in the body.

"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	1. Students identify body and natural rhythms such as heart rate, breathing, sleeping, and seasonal rhythms with regard to feelings, thoughts, and behaviors.	1. Students can use movement through shaking, dancing, and yoga-finding a pattern of breathing that feels good to them. Reflecting and sharing these different sensations and rhythms they have experienced is so critical to emotional well-being. 2. Use of music helps re-establish helpful connections in the lower brain.

	<p>2. Students use mind-body techniques to help with life stressors and to become more aware of where they feel stress in the body.</p> <p>3. Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy.</p> <p>4. Students describe and list a variety of sensations they experience each day.</p>	<p>3. Focused Attention Practices which are breathing exercises to implement for one minute at the beginning and end of class. We can use visualization as students close their eyes and focus on their breath and the imagery of the visualization.</p> <p>4. Mindfulness practices (See Educational Neuroscience Toolkit & Social-Emotional Learning Educator Toolkit for additional resources).</p> <p>5. Graph heart rate, breathing patterns, etc. and share how these rhythms help us or interrupt our routine.</p>
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1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Strategies
<p>Early High School (9-10 grade)</p>	<p>1. Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks.</p> <p>2. Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community.</p>	<p>1. Listen to a specific rhythm beat (song, pattern, hymn, etc.).</p> <p>2. Ask students to draw or write out the pattern from that sound related to the period of time you are seeking insight. (More information in the Appendix).</p>

2. Insight

Insight refers to 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.

2A. Students identify a wide range of emotions.

"I am aware of my emotions."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students begin to build emotional vocabulary to describe their feelings. 2. Students learning the sensations of EARLY emotions and mind-body connection. 3. Students continue to add feelings to journal writings or other writings. 4. Students begin to practice expressing emotions by using "I feel" statements. 	<ol style="list-style-type: none"> 1. Use of television clips or movies to help teach/demonstrate emotional experiences--provides students an entry into discussion of topic. 2. Teach students how the words used sometimes describe a feeling. Explain how physical words commonly get associated with emotions. Helpful tool found here. 3. Identify a sensation and draw what it looks like and how it feels in your body. Give the sensation a color, size and shape. Share or discuss with others (See Educational Neuroscience Toolkit for additional resources for mind-body activities). 4. Teach, model, and practice "I feel" statements with students.

2B. Students recognize personal strengths.

"I am aware of my strengths."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students identify and assess personal qualities and external supports. 	<ol style="list-style-type: none"> 1. Create an "Islands of Self" to help with the discovery and identification process of strength development (Details on this strategy can be found in the Appendix section).

	<p>2. Students understand the importance of strengths in their learning goals and for their future plans.</p> <p>3. Students are able to connect their personal strengths and their future career pathways.</p>	<p>2. Engage in College/Career Readiness Surveys & Assessments that support student strength development.</p> <p>3. Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click here).</p>
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2C. Students demonstrate self-efficacy.

"I am capable of learning."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<p>1. Students understand what motivates them to be successful.</p> <p>2. Students feel pride in the work they produce and they recognize their unique abilities and strengths were the key factors in the success.</p>	<p>1. Focus on intrinsic motivators in the classroom so students learn to focus on the things they can control--intentional focus on the development of a growth mindset.⁴</p> <p>2. Strength-based goals.</p>

3. Regulation

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

3A. Students demonstrate self-control.

"I can control my actions and manage my feelings."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotional regulation strategies that can be implemented. 2. Students pause and reflect before acting--they employ "stop and think" approaches or "self-talk" strategies. 	<ol style="list-style-type: none"> 1. List occasions when you wish you had paused before reacting! How would the outcome be different? How so? 2. Provide the students with "What if" scenarios to highlight the difference when self-regulation is utilized and when it is not. 3. Teach students how to challenge and change negative automatic thinking and other "self-talk" strategies. "Unhooks" is an example listed in the Appendix section. This is an excellent time to reintroduce the concept of neuroplasticity and how patterned repetitive experiences change the structure and function of our brains and produce different habits, feelings and coping strategies. (See Educational Neuroscience Toolkit for additional resources).

3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to change them."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students identify supportive adults they can use as resource in times of needed extra support. 2. Students recognize signs of stress and continue practicing healthy stress relieving strategies. 	<ol style="list-style-type: none"> 1. Teach students about signs of stress, impacts of stress on the mind, body, and emotions, the connection between stress and learning, stress and the brain, etc. (See Educational Neuroscience Toolkit for additional resources).

		<p>2. Practice with students the various healthy stress relieving strategies (See Social-Emotional Learning Educator Toolkit for additional resources).</p>
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3C. Students practice personal responsibility.

"I can take responsibility for my actions."

Grade Level	Indicator	Strategies
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students come prepared to learn. 2. Students have an awareness of personal safety skills and the consequences of irresponsible behavior. 3. Students demonstrate ability to adapt to growth and change. 	<ol style="list-style-type: none"> 1. Employ Restorative Practices. 2. Teach and reinforce readiness expectations. 3. Teach, practice, and model growth mindset language and strategies (See Social-Emotional Learning Educator Toolkit for additional resources).

4. Collaboration

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

4A. Students demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students respond appropriately to basic interpersonal comments and/or questions. 2. Students demonstrate ability to give and receive feedback to work towards effective communication skills. 	<ol style="list-style-type: none"> 1. Practice listening skills by use of triad exercise where one person listens, one speaks, and one observes and then provides feedback. 2. Teach students how to give constructive feedback to peers; provide multiple opportunities to practice feedback skills. Some sample questions to model might be: <ul style="list-style-type: none"> • Tell me more • I am not sure I understand so let me clarify • I think what you are trying to say is.... • What would you think of saying it another way?

4B. Students understand teamwork and works with others.

"I will use active listening skills to communicate with others."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students cooperate with others and negotiate roles and relationships for tasks during group experiences. 	<ol style="list-style-type: none"> 1. Provide time in class for students to build relationships with each other so when engaged in small group activities they are familiar with each other. 2. Be intentional about infusing cooperative group work into classroom.

4C. Students apply conflict management skills.

"I will use assertive communication to resolve conflicts cooperatively."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens. 2. Students becoming an active listener, working to use "I-messages" throughout the conflict management process. 	<ol style="list-style-type: none"> 1. Teach conflict through a collaborative problem solving process, focusing on a strength-based lens. 2. Implementation of Restorative Practices. 3. Facilitate Peer Mediation.

5. Connection

Connection refers to 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.

5A. Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.

"I build respectful and positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students listen to others' ideas and respect different ways of being and doing. 2. Students begin to think critically about equity and social justice. 	<ol style="list-style-type: none"> 1. Provide opportunities for service learning projects at the school for students. 2. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios.

5B. Students demonstrate care and concern for others.

"I build relationships showing care and concern for others."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	1. Students show care for people like them and people different from them.	1. Empathy Mapping activity. Empathy map resource can be found here . 2. Students complete the "Barriers to Empathy" Activity. *Both strategies can be found in the Social-Emotional Learning Educator Toolkit.

6. Critical Thinking

Critical thinking refers to 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.

6A. Students demonstrate an understanding of metacognition.

"I know how I learn."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	1. Students know how they learn for different tasks. 2. Students know their preferences for studying for tests.	1. Utilize exit tickets and/or other classroom formative assessment tools. Click here for an example of exit tickets. 2. Encourage use of Exam Review Self-Reflection sheets so students take time to review and learn how their study habits impact their exam results. Find an example here .

	<p>3. Students can recognize their strengths and growth areas in learning and processing information.</p>	<p>3. Provide students with graphic organizers to help organize complex information into categories, which allows students' brains have an easier time to remember, and it might also help them visualize the information when trying to remember for future retrieval. Click here for examples of graphic organizers.</p> <p>4. Use the K-W-L strategy. See the SEL Appendix for more information.</p>
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6B. Students understand the decision-making process.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Strategies
<p>Early High School (9-10 grade)</p>	<p>1. Students understand problem-solving techniques.</p> <p>2. Students understand how personal beliefs and values influence decision-making.</p> <p>3. Students have the ability to begin to connect how decisions they make impact their future career pathways.</p>	<p>1. Role-play scenarios.</p> <p>2. Career exploration activities.</p> <p>3. Self-assessment activities.</p>

6C. Students analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students focus on finding the best explanation rather than being right. 2. Students ask thoughtful and reflective questions to seek more information to gain greater understanding. 3. Students understand the importance of considering multiple viewpoints in the problem-solving process. 	<ol style="list-style-type: none"> 1. Teach and use the Thinking Aloud in Pairs for Problem Solving (TAPPS) strategy to increase students' skills in critical thinking and metacognition. See here for TAPPS guide. 2. SWOT analysis (see Appendix for full description). 3. Provide students the opportunity to debate current events or historical events. Use a structured debate format. See the debate teaching guide here as one example.

7. Mindset

Mindset refers to 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.

7A. Students demonstrate a willingness to learn, especially when faced with challenges or following a failure.

"I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."

Grade Level	Indicator	Strategies
Early High School (9-10 grade)	<ol style="list-style-type: none"> 1. Students seek continuous ways to improve learning. 	<ol style="list-style-type: none"> 1. Have students reflect about what they have learned from their mistakes/challenges and write about their work, or about a learning experience they are working on.

	<p>2. Students view failure as an opportunity to learn and understand it is a cyclical process of small successes and there will be frequent mistakes.</p>	<p>2. Use formative assessments to provide multiple opportunities to give feedback and gain student input. Students can then learn from constructive feedback. Visit this site to seek some formative assessment activity ideas.</p>
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7B. Student practices flexible and innovative thinking.

"I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."

Grade Level	Indicator	Strategies
<p>Early High School (9-10 grade)</p>	<p>1. Students practice multiple divergent thinking strategies.</p> <p>2. Students show effort and apply creative strategies demonstrating ability to change their mind.</p>	<p>1. Different perspectives: Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a situation.</p> <p>2. Use Socratic Circles and Socratic questions. Use questions that may not have an "answer," such as, "what might happen if it always rained on Sundays?"</p>

7C. Students accept constructive feedback.

"I am trying to learn from the feedback that others give me."

Grade Level	Indicator	Strategies
<p>Early High School (9-10 grade)</p>	<p>1. Students view feedback as 'data' that helps them learn.</p>	<p>1. Use process praise language in the classroom. (See example here).</p>

2. Students use feedback from themselves and others to revise and build on an idea.

2. Students review learning journals and/or learning goals to reflect on progress and any barriers to achieving their goals-- then make changes to their existing goals to reflect the learning from this process.