

Indiana Social-Emotional Learning Competencies: Late High School (11-12 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
Late High School (11-12 grade)	<ol style="list-style-type: none"> Students use mind-body techniques to help with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine. Students are able to focus on their own body and breath. 	<ol style="list-style-type: none"> Students can use movement through the use of shaking, dancing, and yoga techniques. Use of music helps re-establish helpful connections in the lower brain regions. Focused Attention Practices, such as breathing exercises, can be implemented for one minute at the beginning and end of class. We can use visualization as students close their eyes and focus on their breath.

		<p>3. Mindfulness practices (See Educational Neuroscience Toolkit & Social-Emotional Learning Educator Toolkit for additional resources).</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>Late High School (11-12 grade)</p>	<p>1. Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility.</p>	<p>1. Journaling patterns of activities, transitions, routines, and/or behaviors to identify and affirm social, academic, and emotional wellbeing. Journal can take the form of words, pictures, digital art, audio clips, etc.</p> <p>2. Practice stress relieving practices with students (e.g., mindfulness, breathing, imagery, etc.)</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
Late High School (11-12 grade)	<p>1. Students understand the connections between their emotions, and their thoughts, and actions, including what they say and feel.</p>	<p>1. Teach students how the words used sometimes describe a feeling. Explain how physical words commonly become associated with emotions. Helpful tool found here.</p> <p>2. Practice positive self-talk with students. Help students recognize how their thinking impacts their actions/behaviors and emotions.</p> <p>3. Perception and how we see the world around us is critical to understand in these adolescent years. Dr. McGonagal has an excellent talk on stress and perception for adolescents to watch, discuss and reflect upon.</p>

2B. Students recognize personal strengths.

"I am aware of my strengths."

Grade Level	Indicator	Strategies
Late High School (11-12 grade)	<p>1. Students use their personal strengths to care and support others.</p> <p>2. Students continue to build their own personal strengths as well as have an understanding of the areas that need further developed.</p> <p>3. Students are able to connect their personal strengths and their future career pathways.</p>	<p>1. Engage in College/Career Readiness Surveys & Assessments that support student strength development.</p> <p>2. Educators use cooperative learning strategies (e.g., pair/share, jigsaw, etc.), to help students not only learn to working together, but also build their own strengths and also see the strengths in others. Click here for a list of additional cooperative learning strategies.</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 and enhancing 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
<p>Late High School (11-12 grade)</p>	<p>1. Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning.</p> <p>2. Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and/or community.</p>	<p>1. Implement learning goals in classroom.</p> <p>2. College and career activities that connect student's interests, passions, and strengths.</p> <p>3. Collaborative and cooperative group work activities.</p> <p>4. Implement service learning project. Learning and action through service-learning give students a sense of purpose and internal motivation because what they do matters and makes a difference. Learn more about effective planning and implementation of service learning here.</p> <p>5. Develop an Intentional Acts of Kindness Week/Month or School Culture (ongoing) Examples: Students post positive messages; give positive notes; share positive drawings on a school-wide bulletin board; weekly positive announcement that highlights student stories of gratitude.</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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students apply focused attention practices to help regulate their attention and focus. 2. Students choose a mindful practice strategy when noticing heightened emotional response. 	<ol style="list-style-type: none"> 1. List and share ways to create Focused Attention Practices, taking a few minutes twice a day to concentrate on a stimulus such as sound, breath, or a taste to bring self-awareness to the present moment, regulating attention and focus. (See Educational Neuroscience Toolkit for additional resources). 2. Have students create a poster for younger students on the importance of self-regulation. What happens if we react without pausing and thinking about feelings and next steps? What are three benefits to self-regulating reactions?

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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students identify supportive adults they can use as resource in times of needed extra support. 	<ol style="list-style-type: none"> 1. Teach journaling as a stress relieving strategy. 2. Teach students about automatic negative thinking and how to use positive self-talk. This is a good time to discuss the negative brain bias we all carry into every situation. Conscious Leadership

	<ol style="list-style-type: none"> Students recognize life stressors and have strategies to manage them. Students demonstrate an understanding of how their brains respond to stress and how to use positive self-talk. 	<p>documentary can be shown In class and discussed with a collaborative mural as in the documentary.</p> <ol style="list-style-type: none"> Teach the strategy, Unhooks, as an example of how to use positive self-talk (see Appendix for more details).
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3C. Students practice personal responsibility.

"I can take responsibility for my actions."

Grade Level	Indicator	Strategies
Late High School (11-12 grade)	<ol style="list-style-type: none"> Students take responsibility for own learning and personal growth. Students reflect on their actions and demonstrate an awareness of the consequences on others. Students show responsibility by acting in a professional, culturally responsive, and ethical manner. 	<ol style="list-style-type: none"> Employ Restorative Practices. Teach, practice, and model growth mindset language and strategies (See ideas in Social-Emotional Learning Educator Toolkit). Application of learning goals. Ethical decision-making skills taught, practiced, and modeled. Case scenarios, "What If" scenarios offered to students to work out in small groups or pairs (can be personal situations or content-specific).

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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing. 2. Students recognize the importance of diverse perspectives within communication and seek understanding. 	<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 provides feedback. 2. Pair/share activities; group work; students discuss group making expectations prior to group project and sets group norm/agreement before beginning tasks.

4B. Students understand teamwork and works with others.

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

Grade Level	Indicator	Strategies
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students contribute to project teams to produce original works or solve problems. 2. Students demonstrate willingness and ability to respectfully work toward a common goal. 	<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
Late High School (11-12 grade)	<p>1. Students find constructive solutions and work towards compromises, seeking a win-win outcome.</p>	<p>1. Problem-solving role-play and debates to improve critical thinking and assertive communication strategies that can lead to strong conflict management skills.</p> <p>2. Students engage in problem-solving discussions or engage in small group-based cooperative learning game. For example, students are given one of the "Worst Case Scenarios" from the SEL Educator Toolkit and need to work together to solve this issue.</p> <p>3. Implementation of Restorative Practices.</p> <p>4. Students have the opportunity to participate in a peer mediation program.</p>

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
Late High School (11-12 grade)	1. Students feel empowered to advocate on behalf of themselves and others.	1. Provide opportunities for service learning projects at the school for students. 2. Engage in open discussions about prejudice, bias, and stereotypes. 3. Encourage participation in clubs and organizations as well as providing students the opportunity to start new clubs or organizations.

5B. Students demonstrate care and concern for others.

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

Grade Level	Indicator	Strategies
Late High School (11-12 grade)	1. Students demonstrate a strong understanding of how other people might feel about an experience or situation.	1. Empathy Mapping activity. Empathy Map activity 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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students know how they learn for different tasks. 2. Students know their preferences for studying for tests. 3. Students can demonstrate a deep and personal understanding by asking questions to better understand material and information. 	<ol style="list-style-type: none"> 1. Minute Paper; Please answer each question in one or two sentences: What is the most useful, meaningful, and intriguing thing you learned from today's class discussion? 2. Encourage use of an <i>Exam Review Self-Reflection</i> sheets so students take time to review and learn how their study habits impact their exam results. Find an example here. 3. Utilize exit tickets and/or other classroom formative assessment tools. Click here for an example of exit tickets.

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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students apply problem-solving techniques. 2. Students take into account how personal beliefs and values influence decision-making. 3. Students evaluate how their decisions will impact themselves and others. 4. Students apply decision-making skills to future career choices. 	<ol style="list-style-type: none"> 1. Role-play scenarios Use the <i>Six Thinking Hats</i> technique by Edward De Bono to help add an experiential element of perspective-taking to decision-making. Click here for additional information. 2. Ask students, "If you had one million dollars, what would you do with this money?" Invite the class to discuss. At different points in the discussion, you can add different variables to the discussion (e.g., what if your family member needed a medical procedure, what if this school was going to close and needed \$100,000 to stay open, what if ...). At the end of the discussion, encourage students to think about how their own personal beliefs and values impacted the way they chose to spend the money--reinforcing the way they make decisions is impacted by their values and beliefs (also emphasizing no right/wrong--that everyone has their own values and beliefs.) 3. Provide time for students to reflect and discuss scenarios (real world examples/current events are excellent options) on how a choice/decision impacted another person(s). What was the impact? What other choices were available? What could have been the outcomes? These discussions help students expand their thinking to help broaden perspectives, see multiple options, and increase empathy. 4. Students develop career decision tree/t-chart.

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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals. 2. Students apply self-corrective thinking. 3. Students interpret data to appraise evidence and evaluate arguments through a strength-based lens. 	<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. Implement the reciprocal peer questions/peer group discussion. 3. Use of FIP: First Important Priorities Exercise (See Appendix for more information/details).

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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students faced with failure/mistakes in hopes of finding new outcome. 2. Students search for alternate strategies to overcome barriers and mistakes to achieve their goals. 3. Students work to find challenges and value effort as a learning experience. 	<ol style="list-style-type: none"> 1. Provide student choice in assignments and projects. It is important to vary by multiple intelligences and creative approach. 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.

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
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students apply creative strategies and novel approaches when faced with problems or learning tasks. 2. Students focus and try multiple flexible and creative thinking strategies. 	<ol style="list-style-type: none"> 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. 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?"

7C. Students accept constructive feedback.

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

Grade Level	Indicator	Strategies
Late High School (11-12 grade)	<ol style="list-style-type: none"> 1. Students approach making mistakes as an opportunity to receive feedback. 2. Students view feedback as 'data' that helps them learn. 	<ol style="list-style-type: none"> 1. Use process praise language in the classroom. (See example here). 2. Be specific when giving feedback; ensure the feedback is focused on the skill to be improved upon and not the student. Question to ask: <ul style="list-style-type: none"> • What learning needs to take place? 3. Infuse a problem-solving approach to the constructive feedback process.