



# Summary Report: Social Emotional Learning Competency Stakeholder Review

## Centering Equity in the Indiana Department of Education's Social Emotional Learning Competencies



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The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader’s convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.

## Introduction

The Indiana Department of Education (IDOE) requested assistance from the Region 8 Comprehensive Center (Region 8 CC) to co-facilitate and design a Stakeholder Review Committee. This request is a component of the Indiana (IN) Multi-Tiered System of Supports (MTSS) and Social-Emotional Learning Initiative (2020-R8-I-002 IN-02-Year2). The purpose of the committee was to center the voices of the content experts in the field in understanding ways to make equity more explicit in the PK-12 IDOE Social-Emotional Learning (SEL) Competencies. The need, goals, and design of this project were a collaborative effort among team members at the Indiana Department of Education, the Region 8 CC, and the Center to Improve Social and Emotional Learning and School Safety (CISELSS). The purpose of this report is to summarize the project's goals, process, findings, and implications for future work regarding equity in social-emotional learning in Indiana.

## Project Overview and Background

Under the leadership of Christy Berger, Director of Social, Emotional, and Behavioral Wellness (SEBW) at the IDOE, the SEBW team partnered with leaders at Butler University, the Collaborative for Academic, Social, and Emotional Learning (CASEL), and a group of stakeholders to discuss and detail the core elements of social and emotional learning. In January 2019, that team published the [PK-12 Social-Emotional Learning Competencies](#) (Desautels & Oliver, 2019) based on [CASEL's five](#) (2020) interrelated areas of competence (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). The team also included two additional competencies, which are considered foundational to educational neuroscience research. Each of the seven competencies (Sensory Motor Integration, Insight, Regulation, Collaboration, Connection, Critical Thinking, and Mindset) includes a description, a set of indicators organized by grade-bands, and example strategies for educational use. Since the publication of the SEL competencies, the IDOE has provided professional learning opportunities for approximately 200 schools emphasizing the integration of the SEL competencies into Tier One of the MTSS.

After multiple conversations with stakeholders across the state, fueled by social justice concerns and recent human rights movements (e.g., Black Lives Matter; Me Too), the SEBW team realized that the Indiana competencies could be more explicit about how SEL can advance educational equity. More educators are aware that effective social-emotional learning requires difficult conversations about equity and systemic injustice and want to ensure students feel safe in their learning environments.

Initial conversations about the need for this project began in the summer of 2020 between the IDOE SEBW team and the Region 8 CC. Additionally, the Region 8 CC collaborated with CISELSS with input from the IDOE to prepare the project goals, group processes, and to generate a list of potential Indiana stakeholders.

**Indiana's Governor's Commitment to Educational Equity.** As the project was being designed, the SEBW team was encouraged by Governor Eric Holcomb's commitment to educational equity in his August 2020 address to the state, [True Equality and Equity leads to Opportunity for All](#). Governor Holcomb expressed dedication to understanding the root causes of inequities ingrained in the state's systems and institutes. He created the first-ever Chief Equity, Inclusion, and Opportunity Officer, who is a member of the Governor's cabinet. This office will focus on strategic planning to improve *"equity, inclusion, and opportunity across all state government operations as well as drive systemic change to remove hurdles in the government workplace and services,"* (Holcomb, 2020). Following Governor Holcomb's agenda, the IDOE



wants to ensure the work is sustainable and situated in the larger goals of the state to support systemic change across multiple institutions.

**IDOE Commitment to Educational Equity.** Similar to Governor Holcomb’s charge of creating equitable systems, the IDOE recently created their definitions of Educational Equity and Culturally Responsive Practices. The definitions are as follows:

- ◀ **IDOE’s definition of Educational Equity:** Equity in education means that schools are putting systems in place to ensure that every child has an equal chance for success. That requires educators to understand the unique challenges and barriers faced by individual students or student populations, then ensure that additional supports are provided to help them overcome said barriers.
- ◀ **IDOE’s definition of Culturally Responsive Practices:** Culturally responsive practices are research-based techniques that help create environments around curriculum, and instructional methods that validate and reflect diversity, identities, and experiences of all students. These connections help students navigate what they learn at school and how it applies to their lives.

These definitions served as the basis of conversation about the SEL competencies during the review process.

### *Project Goals*

The goals of the project directed the activities and outputs. The specific goals were as follows:

- 1) Examine, and review the current PK-12 IDOE SEL competencies and indicators from educational equity and culturally responsive lens to ensure they are explicit about how SEL can advance educational equity in social-emotional learning.
- 2) Center the voices of content experts and community members to provide suggestions for revisions of competencies and indicators to reflect a greater focus on educational equity and cultural responsiveness.
- 3) Provide additional suggestions for sample strategies and moving the work forward.

## **Group Process**

### *Identification of Potential Stakeholders*

The IDOE and planning team collaborated to generate a list of Indiana leaders and practitioners with content knowledge expertise regarding equity and SEL. The IDOE and planning team wanted to ensure multiple perspectives were involved in collaboratively making meaning about how equity could be more explicit in the competencies. The original group of stakeholders, who helped create the initial competencies in 2018, was added to the list of stakeholders to invite. The team added additional leaders to the list and considered various identities, experiences, and characteristics. Specifically, the team considered roles, organization affiliation, region, experiences, content expertise, and multiple intersecting identities.

The IDOE sent an invitation email to the list of potential participants asking those interested and willing to partake to send times of day that may work best to schedule small group sessions. The invitation email

also described the group process, expectations, and the potential impact of their contributions to the work.

### *Review Participants*

The participants volunteering their time represented various national and local community organizations and education agencies in Indiana. Participants held various roles that included, for example, teachers, professors, directors, counselors, and researchers (see **Appendix A** for a complete list of participants).

The national and local community organizations represented included Ariadne Getty Foundation, Butler University, CASEL, Division of Mental Health and Addiction, Family and Community Partners, Family and Social Service Administration (FSSA), Indiana Institute on Disability and Community at Indiana University, Indiana Wesleyan University, Indiana Youth Institute, Peace Learning Center, Playworks, and SCP Consultants. The local education agencies represented included Hamilton Southeastern Schools, Metropolitan School District of Lawrence Township, Metropolitan School District of Pike Township, Metropolitan School District of Washington Township, Metropolitan School District of Wayne Township, Noblesville High School, South Bend Community School Corporation, and Westfield Washington Schools.

### *Timelines or Schedules of Sessions*

The planning team scheduled four working group sessions to review and discuss each competency. Each session was one-and-a-half hours long and focused on particular competencies. Small groups were provided discussion questions for each competency and asked to keep notes regarding their discussion. Individuals were assigned one competency to review as “homework” and asked to provide their suggestions for change. Between sessions, the IDOE team collaborated to summarize participants’ feedback. The following table reflects the dates of each working group session and the content reviewed.

**Table 1. Dates, Sessions, and Content Reviewed by Stakeholders**

Dates	Sessions	Competencies Reviewed
October 28, 2020	Working Session 1	Definitions; Competency 1 (Sensory Motor Integration)
November 18, 2020	Working Session 2	Competencies 2 (Insight) and 3 (Regulation)
December 15, 2020	Working Session 3	Competencies 4 (Collaboration) and 5 (Connection)
January 13, 2021	Working Session 4	Competencies 6 (Critical Thinking) and 7 (Mindset)





## *Working Group Session Procedures*

The Region 8 CC developed a project plan aimed at reviewing the competencies over four sessions, with the final session occurring in January to facilitate the required revisions by the time the Whole Child Summit was held on February 24, 2021, and where those attending the Summit could also provide a final round of feedback on the revised competencies.

The Region 8 CC and CISELSS collaborated to design small group activities and discussion questions to ensure a thorough and targeted review of each competency. Before session one, facilitators created seven small groups that would focus on each of the particular competencies for review and suggested revisions. These groups were created to include various roles and identities to ensure multiple perspectives as each competency was reviewed. As well, IDOE, the Region 8 CC, and CISELSS were spread across groups in order for the team to know what occurred in each group and to provide any direction or assist with facilitation.

To frame the conversation, committee members were assigned two articles to read ([The Future of Healing](#) (2018) and [When SEL is Used as Another Form of Policing](#) (2020)) and provided various resources from multiple organizations (see **Appendices B and C** for both lists of resources) to review before Session 1. Members were also asked to review the IDOE's definitions of Educational Equity and Culturally Responsive Practices and engaged in an online discussion activity to unpack and respond to those definitions and other questions about centering equity in SEL. The team used a [Padlet activity](#) to begin brainstorming their responses to questions that framed the whole group discussion in Session 1.

Each session included an introduction and focused on one or two competencies so that all seven competencies were explored over the four working group sessions. During Session 1, teams were asked to determine roles (facilitators, timekeepers, observers, and notetakers) to ensure consistency and equitable participation throughout each session.

- ◀ ***Every group at each session.*** In each session, small groups would work together to provide feedback on one competency and its indicators. In sessions that focused on two competencies, half of the groups would work together on one of the competencies and supporting indicators. The other half would work together on the other competency and supporting indicators. Groups used the discussion questions to engage in conversations and meaning-making. The group members designated as the notetakers used a Google document to take notes during the conversations.
- ◀ ***Each group had "homework" once between the sequence of sessions.*** Specifically, each group was assigned to one competency and individuals were responsible for providing feedback on a particular competency (and its indicators) into a set of recommendations for the IDOE. Therefore, at the end of the session sequence, each of the seven groups articulated a set of recommendations for one of the seven competencies based on the feedback of all participants, resulting in recommendations for each of the seven competencies. This homework was completed by individuals assigned to each competency group, as reconvening the small groups between sessions was infeasible.
- ◀ ***Completing the homework.*** Between sessions, individuals from the assigned group for a specific competency reviewed notes from the small group discussions. They recommended edits to the competency using a graphic organizer (see **Appendix D: Example Graphic Organizer**). Their recommendations were then posted to a shared Google Drive folder within two weeks after the session where their particular competency was discussed. The IDOE staff reviewed and synthesized



the suggested edits in each graphic organizer to develop a draft working document of changes to the competencies. A smaller internal team, consisting of members from the IDOE, CISELSS, the Region 8 CC, and working group members, reviewed the changes to create the final working draft of the competencies and indicators.

### *Finalizing the Work*

The IDOE presented a final draft of the revised competencies at the IDOE Whole Child Summit in February 2021. A breakout session encouraged Summit participants to provide their reactions and suggestions to the revisions. The IDOE team created a list of terms and shared language to support understanding of the new changes and example strategies. The feedback and suggestions received from the working sessions and participants at the Whole Child Summit are being incorporated into a final draft for dissemination in 2021.

## **Findings**

In collaborative efforts between team members at the IDOE, the Region 8 CC, and CISELSS, the purpose of this project was to make equity more explicit in the SEL competencies and indicators by centering the knowledge and ideas of content experts and community members. Project facilitators documented the meaning-making process and themes that emerged during conversations with stakeholders to ensure that changes reflected the group’s perspectives and to understand implications for future work regarding equity and social-emotional learning in Indiana.

The project’s findings are organized into overarching themes relevant to the work in general and those specific to the seven competencies. The following results outline themes regarding adult competencies, grade-bands, language and loaded terminology, and high-level changes to Competencies 1 through 7. An overview of the data collected from session evaluations are also included in the findings.

### *Overarching Theme: Need for Adult Competencies*

Overwhelmingly, the stakeholder group described a need for the work to shift from centering student competencies to creating equitable learning environments by focusing on adult perceptions and behaviors. Participants described how moving towards equity and justice is about creating safe, supportive, equitable, and responsive contexts for healing, learning, and belonging. One participant referenced the provided resources from [The Education Trust](#) (2020) and [Medium](#) (2020) when describing the importance of addressing adults’ beliefs and expectations.

Several participants suggested that the IDOE might include adult competencies alongside student competencies to support adults in modeling healthy behaviors, reflecting on their bias, and ensuring the design of healthy learning environments to support students as they develop SEL skills. Further, offering adult competencies helps educators focus on the conditions they create to ensure every student can thrive, which helps to prevent deficit perspectives or “blaming the child.”

The need for adult competencies supports the IDOE’s Process of Diversity, Equity, and Inclusion that requires adults to engage at multiple stages of personal and professional growth in order to promote student growth. Specifically, adult personal growth is about self-exploration to understand how



perspectives and bias may influence engagement with others. Additionally, adults work together to grow by building a common language, engaging in critical conversations, and holding each other accountable. The IDOE process could be supported with adult SEL competencies to guide and enhance personal growth and development.

### *Overarching Theme: Grade-band Considerations*

The competencies include grade-bands (PK-2, 3-5, 6-8, 9-10, 11-12) and indicators to support the typical development of children in schools. The grade-bands were included for general consideration; however, the group suggested that it should be more explicit that educators meet students where they are developmentally and focus on advancing skills regardless of grade or age considerations. Many of the competencies and indicators have overlap as skill development cuts across multiple areas. Educators will want to provide support and use scaffolding with students as they develop and practice skills.

### *Overarching Theme: Language and Terminology around Equity*

The use of language is an important tool that influences change and shapes perceptions. During both whole group and small group discussions, participants often identified specific language or terminology that needed to be defined, unpacked, or changed to coincide with the vision and mission of the work. To help frame the work, participants were provided the IDOE's definitions of Education Equity and Culturally Responsive Practices and were asked questions about their perspectives of these definitions.

Many participants thought the IDOE definition of Educational Equity was missing a call for a deeper understanding or interrogation of systemic factors that are often the cause of the barriers that students face. Instead of suggesting that it is the student's responsibility to overcome said barriers, a systemic approach centers on those who create and uphold the system to understand the history, root causes, and current perspectives and practices that perpetuate the inequalities to dismantle that system.

The definition also lacks a focus on successful outcomes, justice, and freedom for all students. There was also a challenge to using the word "equal." Participants suggested that instead, equity is about providing supports and opportunities that create high outcomes, which will not be the same or equal for all.

When discussing the definition of Culturally Responsive Practices, many referred to researchers and educational leaders with expertise on the topic, such as [Zaretta Hammond](#), [Geneva Gay](#), [Gloria Ladson-Billings](#), and others. As one member stated, they believe the IDOE definition does not "pack the same punch" as many others described in research and popular literature. Overall, the definition was described as missing a description about how adults must be aware of their own bias, cultural awareness, and knowledge. The definition does not discuss the importance of the "whole child" approach where students have agency and voice to be the "co-creators of their own learning" while "using familiar cultural information and processes" to build "critical social awareness." Further, there is no information about the importance of creating communal learning environments that build relationships, promote identity development, and include reciprocal teaching and learning between adults and students.

As small groups discussed each competency, many highlighted language that needed further discussion or may have been viewed as problematic. The IDOE team determined there needed to be a glossary of terms to accompany the competencies to ensure educators are aware of the use of language and meanings of terms. Some participants described the competencies as including terms that could be viewed as





persuasive or having degrading interferences. For example, participants described the term “diversity” as depersonalizing by minimizing the complex experiences and intersecting identities of people. As one participant said, “The term *diversity* is sometimes used to describe the practice of adding people of color to an existing, often white group, creating a binary of white versus other. Instead... use multiple perspectives to highlight the idea that everyone can contribute in meaningful ways and no one is expected to speak for or represent their cultural community.”

Additionally, participants suggested that the term “post-secondary goals” should replace career and college readiness. Using “post-secondary goals” is broader and honors all choices students might make in deciding their future instead of a more narrow focus that implies success is only for those who choose to attend college or who can participate in opportunities that enhance career-specific skills during K-12 education. Additional examples of terms that were challenged or needed further definition included “empathy,” “agency,” “bias,” “manage,” “regulation,” “appropriate,” and “feelings” versus “emotions.”

### *Competency-Specific Themes*

The following includes themes generated from working session small group conversations and internal dialogue between facilitator and leaders as they summarized feedback and suggestions. The themes are specific to each Competency and its Indicators.

- ◀ **Competency 1: Sensory Motor Integration** is understanding how experiences and emotions can impact and manifest in the body. Conversations about this competency included recognition and inclusion of how various communities have different cultural expectations about sensory motor behaviors. Additionally, there is a need to recognize how this competency may include bias or be interpreted by those who are able-bodied and there is a need to recognize how this may be expressed by those who have a variety of abilities. There is also a need to engage in focused attention practices to disrupt the cycles of neurological events that can become stuck when one does not pay attention to their own sensations and language of the body. Some participants also described a need to be more explicit about how this competency is different than regulation. It was suggested that the competency explicitly state that developing skills in sensory motor integration is essential for ALL children regardless of experiences, strengths, and areas of need. A small group discussed how the “general population” is often not aware of how emotions manifest in their bodies, so adult self-awareness of this competency will be important for student growth.
- ◀ **Competency 2: Insight** is not only essential for understanding one’s emotions, thoughts, beliefs, and values, but was changed to include awareness about how one is influenced by social systems and cultural identities. Participants also suggested this competency should mention the impact of history, social contexts, and cultural perspectives on core beliefs. Insight is key to the development of self-awareness, self-efficacy, self-actualization, and valuing the ways others feel and think differently than oneself. Additionally, small group conversations described a need for explicit descriptions of the differences between emotions and feelings, and the understanding that interpretation of emotions can be based in bias.
- ◀ **Competency 3: Regulation** is multifaceted, involving one’s emotions, feelings, thoughts, and behaviors, as well as unique experiences and backgrounds. Updates to this competency also include the emphasis on student agency and voice. Agency is about the student being the “agent” (or “person with an active role” in learning) rather than the teacher, which honors the identities, experiences, and preferences of all students. Changes to this competency were made to reflect the immense



options available to support student regulation development but not to seem prescriptive in strategy selection. Further, the term “regulation” was removed and replaced with “being able to recognize and navigate.”

- ◀ **Competency 4:** The **Collaboration** competency was changed to be more intentional about sharing power and spaces to navigate conflicts and honor the multiple perspectives and embodied experiences each person brings to the group. Collaboration recognizes the variety of needs, histories, identities, and experiences of each student while also considering the views of others. Small group conversations also highlighted the complexity of interpreting verbal and non-verbal communication, and the impact of adult expectations and perceptions when supporting the development of communication skills. Such conversations emphasized the importance of adults engaging in self-reflection in tandem to supporting students’ communication and collaboration skills.
- ◀ **Competency Five: Connection** was changed from the original wording to be more specific about exposing and understanding power dynamics and the differential experiences of others. Further, this competency includes skills regarding building positive relationships, valuing multiple perspectives, creating a positive community, and practicing social responsibility. Group conversations also questioned the use of the term empathy because it can be defined as “other than” or “condescending.” Instead, the competency focuses on developing healthy personal identities while also creating confidence to successfully navigate social interactions and honor the identities of others.
- ◀ **Competency 6: Critical Thinking** was edited to include a more explicit understanding of bias and systemic inequalities. Critical thinking includes one’s ability to reflect on problems in context, understand causes, and engage in critical inquiry to solve problems. Additionally, changes to this competency include more than just learning about the ways one learns but is more explicit about understanding the impact of the environment or context on learning. Small group discussions highlighted the impact of beliefs in identifying “problems” and suggested that a collaborative process should be considered when making decisions, determining solutions, and engaging in action.
- ◀ **Competency 7: Developing Mindset** supports students to examine multiple perspectives to acquire perseverance, self-discovery, and the ability to give and receive constructive feedback. Participants also noted that with the mindset competency, it would be important for educators to interrogate the assumption that students are situated in the same playing field and challenge the myth of meritocracy. It was also noted that systemic oppression has different influences on the development of individual mindsets.

### Online Feedback Results

The Region 8 CC and the IDOE asked participants to complete an anonymous online feedback form after Sessions 1 and 4 (see **Appendix E** for detailed survey results from Sessions 1 and 4). Feedback from Session 1 in October impacted changes to small group functioning and highlighted the need for participants to give feedback throughout the process. After Session 1, participants were offered a “parking lot” document that could be used throughout and between all sessions to provide qualitative feedback or suggestions.

The agenda for Session 1 included introductions and whole group discussion before breaking into small groups. Participants believed that they did not have significant time for small group conversation in Session 1. The lowest-rated item on the feedback survey asked about sufficient opportunities for



discussion and interaction. Therefore, facilitators changed the remaining sessions so that small groups were assigned only one of the two competencies covered during that session. Small groups were also structured so there was little whole group time, and a core of the session was centered on small group interaction.

After Session 4 in January 2021, participants reported that the SEL Review Group process was useful to their work. However, the lowest ratings were in regard to achieving the group objectives and sufficient opportunities for discussion and interaction.

Participants were also asked to respond to open-ended prompts and provided information in the parking lot. Additionally, some participants provided the leadership team with verbal feedback. The following includes themes from open-ended responses.

- ◀ **Positive Opportunity to Share and Collaborate.** Overall, participants appreciated the “opportunity to speak with others who have an interest in equity” and enjoyed being part of a “diverse group with a variety of experiences and perspectives” and “many strengths.” Another stated that “meeting all the amazing people” in the group was a positive experience, and another stated that they looked forward to the sessions because it was “refreshing to talk about such an important topic with like-minded people.” Further, participants appreciated a “process... to ensure as a state we are serving ALL students,” and one said, “I have great pride in the opportunity to be part of this work.”
- ◀ **Continuing the Work.** While many participants enjoyed the process and were positive about the impact of this project, several asked questions or gave feedback about how this work might continue. It was described as a “powerful step in the right direction” and encouraging that “these conversations are even happening.” Still, participants are hopeful that similar equity work will continue to come from leadership at the IDOE. It is believed that this project “should be more than a one-time venture.” Participants look forward to comparable projects in the future where stakeholders could collaborate and “continue learning together.” Additional suggestions were to provide technical assistance to ensure schools have implementation support, enhance the “diversity” in the IDOE leadership, and for all leaders to continue their own self-reflection and “development in equity, anti-racism, and cultural responsiveness.”

## Next Steps for the IDOE

The Stakeholder Review Committee engaged in a collaborative process to create understanding about ways to revise the SEL competencies to center equity. Besides the development of the updated competencies, the process brought out multiple important themes or implications relevant to enhancing the work and dismantling systemic educational inequities in Indiana. The facilitation team collaborated to discuss the themes and suggestions that came from this process to outline the suggested next steps. The implications are summarized below, and include strategic communication planning, designing professional learning materials and supports, creating adult competencies, and including specific SEL terms and strategies.

### *Immediate Next Steps*

- ◀ **Strategic Communication Plan.** The IDOE is collaborating with CISELSS and the Region 8 CC to develop a strategic communication plan that includes information about the rollout of the new SEL

competencies. The plan will allow the IDOE to target communication to the public community on the goals and process of the project and how the efforts coincide with other equity work in the state. The plan will also include information relevant to educators about how the new competencies might influence the SEL efforts in their local contexts.

- ◀ ***SEL Terms and Strategies.*** During the working groups, it was determined that some vocabulary should be examined and defined. In tandem with the updated competencies, the IDOE created a glossary of terms to support equitable practices. Additionally, the IDOE is working to include specific strategies as examples to go along with the new competencies and indicators.

### *Long-Term Goals*

- ◀ ***MTSS and Professional Learning.*** The IDOE will continue to collaborate to create professional learning that supports local education agencies. Professional learning will be adapted to integrate the new competencies into the work that the MTSS team is engaged in across the state. Further, resources will be created to build the capacity of school districts regarding the new competencies, equity, and SEL to support educators in designing equitable learning environments. Resources will also provide an understanding of how the competencies are situated in the bigger picture of MTSS and systemic SEL at the state and local levels.
- ◀ ***Adult Competencies.*** To create equitable learning environments that support students' social-emotional learning, participants described the need for an examination of adult behaviors and perceptions. Overwhelmingly, the group felt that creating and publishing specific adult competencies would further endorse equitable approaches as educators utilize the student SEL competencies in their schools and classrooms. The IDOE leaders are working collaboratively to assess the needed capacity for the design and publication of adult SEL competencies.

Besides the implications mentioned above, several participants indicated that they would like to continue the working group because as some suggested, "The work is never complete." Equity considerations are something that should be regularly attended to and reviewed to ensure our educational system is equitable.



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## Appendix A: Stakeholder Participants List

Indiana SEL Competency Review Group Stakeholders					
Last	First	Title	Organization	Email	Group
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## Appendix B: Resources

Indiana Department of Education:

- [PK-12 SEL Competencies](#)

CASEL:

- [New Definition of SEL](#)
- Explanation of New Definition and Framework:
  - [Webinar](#)
  - [Webinar Slides](#)
  - [Recommended Resources from Webinar](#)

Panorama Education:

- [Guide to the Core SEL Competencies](#)

The Education Trust:

- [Social, Emotional, and Academic Development Through an Equity Lens](#)

Great Lakes Equity Center:

- [Centering Equity in Social Emotional Learning](#)

Articles:

- [The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement](#)
- [When SEL is Used as Another Form of Policing](#)





## **Appendix C: CISELSS Selected Resources**

### *Selected Resources on Race & Equity*

*(Compiled by the Center to Improve Social and Emotional Learning and School Safety)*

#### **[How to Be an Antiracist Educator](#)**

*ASCD*

This article explores five recommended actions for how to teach for an antiracist future.

#### **[Guidance on Culturally Responsive-Sustaining School Reopenings: Centering Equity to Humanize the Process of Coming Back Together](#)**

*Metropolitan Center for Research and Equity and the Transformation of Schools at NYU*

This resource offers guidance to policymakers, district and school leaders, and school personnel on reopening schools with a focus on student-centered, culturally responsive teaching.

#### **[Resources to Support Children’s Emotional Well-Being Amid Anti-Black Racism, Racial Violence, and Trauma](#)**

*Child Trends*

This article provides guidance, with links to supporting resources, for supporting children’s emotional well-being amid anti-Black racism, racial violence, and trauma.

#### **[Talking About Race and Privilege: Lesson Plan for Middle and High School Students](#)**

*National Association of School Psychologists (NASP)*

The objectives of this lesson plan are for students to be able to (1) define the concept of privilege and (2) identify and express examples of privilege in their lives or the world in which they live.

#### **[Awake to Woke to Work: Building a Race Equity Culture](#)**

*Equity in the Center*

This guide aims to support leaders in building and expanding their organizations’ capacity to advance race equity.

#### **[Criteria for an Equitable School – Equity Audit](#)**

*Mid-Atlantic Equity Consortium (MAEC)*

This equity audit tool helps school leaders assess whether or not the school provides the processes and information which create a positive learning environment so students and staff can perform at their highest levels.

#### **[Applying an Equity Lens to Social, Emotional, and Academic Development](#)**

*The Pennsylvania State University*

This brief, created by The Pennsylvania State University with support from the Robert Wood Johnson Foundation, addresses some of the barriers that prevent many students of color and other marginalized youth from developing social and emotional competencies. The brief then discusses strategies for overcoming those barriers.



### **Podcast: Start with Responsive**

*Transformative Learning Solutions*

In this podcast, Zaretta Hammond (author of *Culturally Responsive Teaching and The Brain*) talks about the why and how of becoming a more responsive educator. Hammond starts with three strategies: (1) humanize your interactions with all students, (2) use the Neuroscience of Trust as your first Culturally Responsive Teaching tool, and (3) practice touching the spirit by igniting positive emotions.

### **Adverse Community Experiences and Resilience: A Framework for Addressing and Preventing Community Trauma**

*Prevention Institute*

Funded by Kaiser Permanente Community Benefit in Northern California, and based on interviews with practitioners in communities with high rates of violence, the report outlines specific strategies to address and prevent community trauma—and foster resilience—using techniques from those living in affected areas.

### **The Science of Equality, Volume 1: Addressing Implicit Bias, Racial Anxiety, and Stereotype Threat in Education and Health Care**

*Perception Institute*

This in-depth research report discusses implicit bias, racial anxiety, stereotype threat, and the role of racial dynamics in education and health care. The report ends with a section describing critical interventions that institutions and individuals can engage in to respond effectively to the racial dynamics that harm targeted groups.

The findings, conclusions, recommendations, or other content contained in these materials are those of their authors or developers and do not necessarily reflect positions or policies of WestEd.

This document was prepared by the Center to Improve Social and Emotional Learning and School Safety at WestEd through a cooperative agreement with the U.S. Department of Education under grant S424B180004. Its content does not necessarily reflect the views or policies of the funder, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



## Appendix D: Example Graphic Organizer

**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

Competency	Edits
<p><b>3A. Students demonstrate self-control.</b></p> <p><i>“I can control my actions and manage my feelings.”</i></p>	

Indicators	Edits
<p>1. Students begin to regulate their impulses (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator). (PK-2 grade)</p> <p>2. Students, with educator support, use brain aligned strategies to manage intense or difficult feelings. (PK-2 grade)</p>	
<p>1. Students practice regulating their impulses using tools previously taught to them (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator). (3-5 grade)</p> <p>2. Students begin to adjust and modify emotions and behaviors by using gentle cues from the adults in the environment. (3-5 grade)</p>	
<p>1. Students identify and describe the role of the amygdala in anxiety, aggression, and fear. (6-8 grade)</p> <p>2. Students identify, describe, and draw how emotions affect how they feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, please visit this site. (6-8 grade)</p> <p>3. Students practice mindfulness, focused breathing, focused attention practices, and other regulation strategies when they begin to notice a heightened emotional response (sometimes with an adult prompt). (6-8 grade)</p>	
<p>1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotional regulation strategies that can be implemented. (9-10 grade)</p> <p>2. Students pause and reflect before acting—they employ “stop and think” approaches or “self-talk” strategies. (9-10 grade)</p>	
<p>1. Students apply focused attention practices to help regulate their attention and focus. (11-12 grade)</p>	



Indicators	Edits
2. Students choose a mindful practice strategy when noticing heightened emotional response. (11-12 grade)	

Competency	Edits
<p><b>3B. Students recognize life stressors and have strategies to manage them.</b></p> <p><i>“I can recognize situations that make me feel stressed and take appropriate steps to change them.”</i></p>	

Indicators	Edits
<p>1. Students begin to identify challenging situations and, with an adult, create stress-reducing coping strategies that help calm the amygdala and nervous system. (PK-2 grade)</p> <p>2. Students recognize body sensations and emotional reactions when feeling life stressors. (PK-2 grade)</p>	
<p>1. Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress-reducing coping strategies that help calm the amygdala and nervous system. (3-5 grade)</p>	
<p>1. Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult). (6-8 grade)</p> <p>2. Students are able to recognize the different stressors and common stress responses. (6-8 grade)</p>	
<p>1. Students identify supportive adults they can use as resource in times of needed extra support. (9-10 grade)</p> <p>2. Students recognize signs of stress and continue practicing healthy stress-relieving strategies. (9-10 grade)</p>	
<p>1. Students identify supportive adults they can use as resource in times of needed extra support. (11-12 grade)</p> <p>2. Students recognize life stressors and have strategies to manage them. (11-12 grade)</p> <p>3. Students demonstrate an understanding of how their brains respond to stress and how to use positive self-talk. (11-12 grade)</p>	



Competency	Edits
<p><b>3C. Students practice personal responsibility.</b></p> <p><i>"I can take responsibility for my actions."</i></p>	

Indicators	Edits
<p>1. Students begin to demonstrate their understanding of classroom guidelines/rules, and the consequences when they are not followed. (PK-2 grade)</p> <p>2. Students begin to take responsibility for classroom roles and their role as a learner. (PK-2 grade)</p>	
<p>1. Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom. (3-5 grade)</p> <p>2. Students demonstrate an understanding of the impact of their choices/actions. (3-5 grade)</p>	
<p>1. Students take an active participation in the learning process. (6-8 grade)</p> <p>2. Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator. (6-8 grade)</p>	
<p>1. Students come prepared to learn. (9-10 grade)</p> <p>2. Students have an awareness of personal safety skills and the consequences of irresponsible behavior. (9-10 grade)</p> <p>3. Students demonstrate ability to adapt to growth and change. (9-10 grade)</p>	
<p>1. Students take responsibility for their own learning and personal growth. (11-12 grade)</p> <p>2. Students reflect on their actions and demonstrate an awareness of the consequences on others. (11-12 grade)</p> <p>3. Students show responsibility by acting in a professional, culturally responsive, and ethical manner. (11-12 grade)</p>	





## Appendix E: Sessions 1 & 4 Survey Results

After Session 1 on October 28, 2020, participants were asked to rate 10 items using a 5-point response scale of *Strongly Disagree* (1) to *Strongly Agree* (5). Nine of the 10 items had ratings higher than 4.0. The highest-rated items, tied at 4.62 each, were that respondents perceived the session was relevant to their work; that it was a worthwhile investment of their time; that they had a clear understanding of the purpose of the stakeholder review; and that they increased their knowledge about the project goals, objectives, and participant roles. The lowest rated item at 3.85 was that the session provided sufficient opportunities for discussion and interaction.

**Table 2. Survey Results from October 2020**

Items	Response Percentages					Descriptive Statistics	
	<i>Strongly Disagree</i> (1)	<i>Disagree</i> (2)	<i>Neutral</i> (3)	<i>Agree</i> (4)	<i>Strongly Agree</i> (5)	Mean	Std. Dev.
I increased my knowledge about the project goals, objectives, and participant roles. (n=13)	--	--	--	38%	62%	4.62	0.51
I increased my knowledge about IDOE definitions of equity and cultural responsiveness. (n=13)	--	--	8%	62%	31%	4.23	0.60
I increased my knowledge about small group goals and roles. (n=13)	--	8%	--	31%	62%	4.46	0.88
This session provided sufficient opportunities for discussion and interaction. (n=13)	--	8%	31%	31%	31%	3.85	0.99
The discussion questions helped foster a deeper understanding of equity in SEL. (n=13)	--	8%	8%	38%	46%	4.23	0.93
This session was of high quality. (n=13)	--	--	8%	46%	46%	4.38	0.65
This session was relevant to my work. (n=13)	--	--	--	38%	62%	4.62	0.51
This session was useful to my work. (n=13)	--	--	8%	31%	62%	4.54	0.66
This session was a worthwhile investment of my time. (n=13)	--	--	8%	23%	69%	4.62	0.65
I have a clear understanding about the purpose of the stakeholder review. (n=13)	--	--	--	38%	62%	4.62	0.51

After Session 4 on January 13, 2021, participants were asked to rate eight items using a 5-point response scale of *Strongly Disagree* (1) to *Strongly Agree* (5). All eight items had mean scores above 4.00; the highest-rated item at 4.64 was that the SEL Review Group process was useful to their work. At 4.21, the two lowest-rated items were that the SEL Review Group objectives were achieved overall and that the sessions provided sufficient opportunities for discussion and interaction.



**Table 3. Survey Results from January 2021**

Items	Descriptive Statistics			Response Percentages				
	<i>n</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Strongly Disagree (1)</i>	<i>Disagree (2)</i>	<i>Neither Agree nor Disagree (3)</i>	<i>Agree (4)</i>	<i>Strongly Agree (5)</i>
I increased my knowledge about how to center equity in SEL Competencies.	14	4.36	0.50	0%	0%	0%	64%	36%
I increased my understanding of next steps for Indiana SEL Competencies.	14	4.29	0.61	0%	0%	7%	57%	36%
The sessions provided sufficient opportunities for discussion and interaction.	14	4.21	0.89	0%	0%	29%	21%	50%
Overall, the SEL Review Group objectives were achieved.	14	4.21	0.70	0%	0%	14%	50%	36%
This process was of high quality.	14	4.29	0.83	0%	7%	0%	50%	43%
This process was relevant to my work.	14	4.64	0.50	0%	0%	0%	36%	64%
This process was useful to my work.	14	4.57	0.51	0%	0%	0%	43%	57%
This process was a worthwhile investment of my time.	14	4.50	0.52	0%	0%	0%	50%	50%



## Acknowledgements

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