PEI
SEL Curriculum Focus

Southern Indian Health Council, Inc Fall 2022

Alexis Spratt- PEI Specialist
Jonathan Roman- PEI Specialist
Anastasia Przytulski- ICSS Youth and Family Advocate
Disclosure Statement

- Faculty Disclosure Statement: As a jointly accredited provider of continuing education, the IHS Clinical Support Center must ensure balance, independence, objectivity, and scientific rigor in its educational activities. Course directors/coordinators, planning committee members, faculty, reviewers and all others who are in a position to control the content of this educational activity are required to disclose all relevant financial relationships with any commercial interest related to the subject matter of the educational activity. Safeguards against commercial bias have been put in place. Faculty will also disclose any off-label and/or investigational use of pharmaceuticals or instruments discussed in their presentation. All those who are in a position to control the content of this educational activity have completed the disclosure process and have indicated that they do not have any relevant financial relationships or affiliations with any manufacturers or commercial products to disclose.

- There is no commercial interest support for this educational activity.

Disclaimer

The views expressed in this presentation are those of the speaker and do not necessarily represent the views, policies, and positions of the Indian Health Service (IHS), or the U.S. Department of Health and Human Services (HHS).
Learning Objectives

At the end of this presentation, participants will be able to:

• Acquire new knowledge in understanding the importance of SEL within reservation school systems.

• By utilizing Social Emotional Learning on a cultural foundation to help students navigate the world around them by understanding their emotional competencies in order to live a happy and healthy life.
Introducing Educational Foundation
Educational Goals for Implementation

- Trust
- Rapport
- Community
- Emotional Awareness
First 15 weeks Lesson Plan

1. Introduction
2. Self Boundaries
3. Boundaries w/ Others
4. Self Awareness
5. Self Management
6. Responsible Decision Making
7. Relationship Skills
8. Social Awareness
9. Bullying
10. Problem Solving
11. Stressors
12. Sadness, Anger, Isolation, Depression
13. Mindfulness
14. Healthy Habits
15. Reflection/Closeout
American Indian Life Skills

- Teaches Life Skills
- Communication
  - Learn healthy listening skills and how to ask open ended questions
- Problem Solving
  - Learn how to break down problems and choose the best option to act on
- Depression
  - Recognizing the signs and coping skills
- Stress Management
  - How it affects our feelings and the benefits of positive self-talk
- Anger Regulation
  - Recognizing triggers and how to express anger
- Goal Setting
  - Learn the importance of goals and how to make realistic goals
American Indian Life Skills

- **Skill Based Approach**
  - Focus on youth's strengths and weaknesses
- **Develop Social Skills**
  - Attained by completing activities with others
- **Rationale/Components**
  - Listed and easy to follow
- **Demonstrates**
  - How each skill will be developed and implemented
- **Provides Feedback**
  - Open discussion for students to share and support each other
CASEL

Core Competencies

- Self-Awareness
  - Ability to understand one's own emotions, thoughts and values
- Self-Management
  - The ability to manage one's emotions, thoughts and behaviors
- Social Awareness
  - Ability to understand the perspectives of and empathize with others
- Relationship Skills
  - Establish and maintain healthy and supportive relationships
- Responsible Decision-Making
  - Ability to make caring constructive choices about personal behaviors in various social situations
CASEL

Key Settings

- Classroom
  - To facilitate age appropriate and culturally responsive instruction
- Schools
  - Establishing an area where students and adults feel respected, supported and engaged
- Families and Caregivers
  - Creating ongoing communication with helping understand child development for families and caregivers
- Communities
  - Community to provide safe developmentally rich settings for learning and development as well as have a deep understanding of community needs and assets.
Why Try

- Evidence Based Social and Emotional Learning Program
- Teach youth in a way they can understand and remember.
- Visual Learning
- Auditory Learning
- Body-Kinesthetic Learning
WhyTry

- Engages Students through Pictures, Videos, Multimedia, Hands-on Activities, Music, and Journals
- Improve Classroom Engagement, Attendance Records, Academic Performance, Ability to Set and Achieve, and Locus of Control
WhyTry

Ten visual analogies that teach:
- Improved decision making
- Dealing with peer pressure
- Impulse Control
- Obeying laws and rules
- Valuing hard work
- Plugging in to support systems
- Having a future vision
WhyTry

Successful Intervention Tool

- Help Engagement
- Graduation Rates
- Increase Resilience
- Violence Prevention
- Truancy Reduction
- Academic Success
Presenter Contact Information

Alexis Spratt
(619) 445-1188 x 256   (619) 509-0870   aspratt@sihc.org

Jonathan Roman
(619) 445-1188 x 257   (619) 936-8277   jroman@sihc.org

Prevention Program Coordinator: Joe Tyon
(619) 445-1188 x 271   jtyon@sihc.org

Anastasia Przytulski
(619) 445-1188 x 265   (619) 457-3530   aprzytulski@sihc.org

ICSS Program Coordinator: Angelica Heredia
(619) 445-1188 x 263   aheredia@sihc.org
Thank You!