ARIZONA SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

FOR MORE INFORMATION:
602.542.3852
TOLL FREE 1-844-260-2890

www.azed.gov

Table of Contents

Table of Contents 2
Arizona Social and Emotional Learning Competencies 3
Introduction. 3
Arizona SEL Competencies 4
SEL Research 6
Trauma Informed SEL 7
Culture & Equity & SEL 8
Advancing Transformative SEL: Promising Approaches in Schools 9
Transformative SEL Using an Equity Lens 9
Effective SEL Implementation 11
Integration of SEL and Academics 13
Core SEL Competencies 14
Reference Page. 18

Arizona Social and Emotional Learning Competencies

> ***It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.***
>
> ***– Margaret Wheatley, 2004[1]***

Introduction

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges[2]. The Arizona Department of Education (ADE) recognizes the value and importance of supporting students' academic, social and emotional learning, as well as the SEL of educators and communities. The Arizona Department of Education believes that social and emotional learning will positively affect all students as empowered problem solvers equipped with the agency to be successful in the cognitive, social, and emotional aspects of life.

The Arizona Social Wellness Committee and external partners believe that the CASEL definition of transformative SEL should be a common definition in the larger state system of K-12 education. We believe that social and emotional learning is a process whereby students and teachers build strong, lasting, and respectful relationships founded on:

- the application of similarities and differences,
- the examination of the root causes of inequity,
- and the development of collaborative solutions to community and social problems[3].

It is the goal of the Social Wellness Committee and the external stakeholders that we identify ways in which equity and social, emotional, and academic development can be mutually reinforcing. To accomplish this requires all aspects of the state system to examine issues of race directly; this can be difficult and uncomfortable, but we cannot avoid race and let the challenges go unacknowledged and, therefore, be inadequately addressed[4].

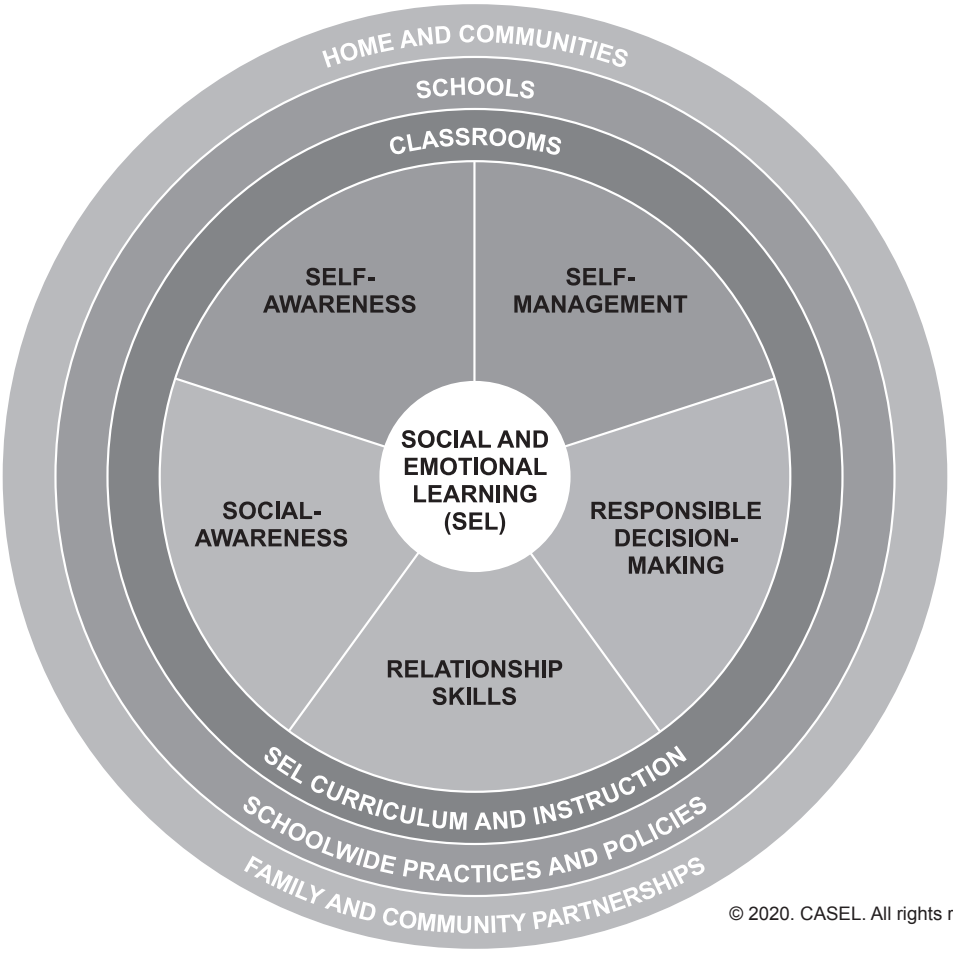
Based on research and recommendations from Arizona stakeholders, the decision was made to use the CASEL framework of five Competencies as the foundation for social and emotional learning in Arizona. The ADE is using CASEL's integrated framework to promote and integrate - intrapersonal, interpersonal, and cognitive competence in Arizona's youth and youth-serving adults.

[1] (Wheatley, 2002)
[2] (CASEL, 2020)
[3] (CASEL, 2020)
[4] (The Aspen Institute, 2018)

Arizona SEL Competencies

The Arizona Social and Emotional Learning Competencies with equity elaborations for adults and students in kindergarten through 12th grade focus on a set of social, emotional, behavioral, and character competencies that support success in school, relationships, and the community[5].

These competencies[6] are interrelated and include:



© 2020. CASEL. All rights reserved.

- Self-awareness
- Social awareness
- Relationship skills
- Self-management
- Responsible decision making

[5] (ASCD, 2019)
[6] (CASEL, 2020)

Arizona SEL Competencies (cont.)

CASEL 5 Competencies	Equity Elaborations
Self-awareness	Involves understanding one's emotions, personal identity, goals and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.
Self-management	Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.
Social-awareness	Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources and supports.
Relationship skills	Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.
Responsible decision-making	Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.
	Revisions to Weissberg et al. (2015)

The purpose of these competencies is to provide Arizona districts, schools, and those that partner with them, a set of desired knowledge, skills and behaviors that can be used to implement social-emotional learning within schools and classrooms and intentionally integrate within K-12 content areas. Arizona recognizes that these competencies benefit all adults in an educational system as well as all students that are a part of that same system. The five Arizona SEL competencies can be taught in many ways across many settings and at the discretion of each school and district as a local control decision. The Arizona Early Learning Standards 4th Edition include social and emotional learning through specific adopted standards which complement and align with the ADE social and emotional competencies. Use of this framework is completely voluntary and not required. Schools districts are encouraged to research and select SEL curriculum that works best in their community.

SEL Research

> ***I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills. Most educators believe that the development of the whole child is an essential responsibility of schools, and this belief is what has motivated them to enter the profession.***
>
> ***– Linda Darling-Hammond***
> ***Handbook of Social and Emotional Learning: Research and Practice, 2015***

The research validates that social emotional competencies impact young people's academic achievement. A meta-analysis of 213 rigorous studies of SEL in K-12 schools (across urban, rural, and suburban settings), (Durlak et al., 2011) indicated that students receiving quality SEL instruction demonstrated the following:

Social and Emotional Learning Meta-Analysis Findings	
Better Academic Performance	achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction
Improved Attitudes and Behaviors	greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior
Fewer Negative Behaviors	decreased disruptive class behavior, including noncompliance, aggression, delinquent acts, and disciplinary referrals
Reduced Emotional Distress	fewer reports of student depression, anxiety, stress, and social withdrawal

In addition, the meta-analysis found that school-based programs conducted by school staff (e.g., teachers, as opposed to outside providers) are most effective, indicating that they can be incorporated into routine educational practice.[7] Arizona recognizes that if SEL is integrated within the classroom and school setting, all adults within that system should be supported around their own social and emotional needs as well as trained to provide SEL curriculum and integration of SEL across academic areas.

Additional research validates the follow-up effects of school-based universal SEL interventions. A meta-analysis[8] of 82 school-based, universal social and emotional learning interventions involving over 97,000 kindergarten to high school students. The meta-analysis, indicated that students receiving quality SEL instruction demonstrated the following outcomes:

Follow-Up Effect of School-based Universal SEL Interventions	
Increased Graduation Rates	6% increase in high school graduation rates 11% increase in college graduation rates
Fewer Negative Behaviors	Less likely to ever be arrested or become involved with the juvenile justice system

[7] (NYSED, 2018)
[8] (Durlak, 2011)

Trauma Informed SEL

Developing social and emotional skills in Arizona students is an important part of meeting the needs of the whole child. Another critical piece to meeting the needs of the whole child is creating trauma informed social and emotional learning practices implemented within Arizona classrooms and schools.

Trauma-Sensitive Schools are created via schoolwide trauma-informed practices aimed at helping children **feel safe, be connected, get regulated and learn.**[9]

Individual trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life-threatening with lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being.[10]

FACT: One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior.[11]

"Experts explain that trauma is not an event itself, but rather a response to one or more overwhelmingly stressful events where one's ability to cope is dramatically undermined".[12] Educational systems and parents/caregivers recognize the impact trauma can have on an individual's school experience and in turn their academic success and in response are creating trauma-informed schools and classrooms. The Arizona Social Wellness Committee and external partners and parents believe that all SEL programs and activities should be trauma-informed.[13] The goal of the integration of SEL and trauma-informed practices is to not only provide tools to cope with extreme situations, but to create an underlying culture of respect and support built by creating safe and supported learning environments for all children and young adults.

Adult SEL Skills Are Directly Tied to Our Ability to Be Trauma Sensitive[14]

Adults Need Social-Emotional Competencies:

- to be able to foster a safe environment so that children feel supported and can thrive
- to be able to recognize when someone is experiencing an emotion or not feeling safe
- to have and use good listening skills and understand other perspectives, to see as best they can through the child's eyes
- to approach children with empathy and understanding, validating feelings and behavior, and build relationships
- to build social-emotional competencies for students to empower all who are affected by adversity and help them cope with the trauma

[9] (Attachment & Trauma Network, Inc., n.d.)
[10] (U.S. Department of Health & Human Services, n.d.)
[11] (NCTSN, 2008)
[12] (TLPI)
[13] (Pawlo, 2019)
[14] (NCTSN)

Trauma Informed SEL (cont.)

Supporting Student SEL in a Trauma-Sensitive School:

- helps children survive and cope in various situations
- allows children to increase their ability to identify, express, and manage emotions
- teaches children to connect their actions to their thoughts and feelings by noticing feelings and physical sensations in their bodies, such as heat (embarrassment, shame), pressure (stress), tingling, muscular tension (anger, nervousness)
- teaches children to safely express their feelings in healthy ways
- teaches children coping strategies for managing their feelings

A **trauma-sensitive environment** helps ensure **all children** will cultivate healthy behaviors and have opportunities to thrive in the face of difficulties and hardships.

> ***"How teachers speak, listen, see, and interact with young people matters. They shape the environment and interactions that in turn shape students' sense of themselves and their competence. Teachers can reproduce marginalization or disrupt it. As such, they play an essential role in rehumanizing school experiences for Latinx, Black, and Indigenous students."***
>
> ***– Imani Goffney 2020***

Culture & Equity & SEL

Culture and equity are important in the process and approaches for SEL. In addition, with the growing focus on trauma-informed practices and behavioral health supports, SEL can help create caring, just, inclusive, and healthy communities that support all learners in reaching their fullest potential.[15] As educators, it is our responsibility to navigate the varied and complex causes of educational inequity and work to close these gaps. We must ensure that all students receive the supports they need to achieve in academics and life and are treated equitably under discipline policies. SEL can help us achieve these goals.[16]

> ***"Success in school should not be defined just by our test scores … but also by the ability to think for ourselves, work with others, and contribute to our communities."***
>
> ***– Student Quote[17]***

[15] (IDOE, 2019)

[16] (NYSED, 2018)

[17] (The Aspen Institute National Commission on Social, Emotional, & Academic Development, 2019)

Transformative SEL Using an Equity Lens

The 5 SEL Competencies can be elaborated on to demonstrate the natural integration of equity as a key outcome to the inclusion of social and emotional learning with the adults, students and school community within a learning system.

The five competencies can be grouped by the following equity areas of focus.[18]

- **Identity** aligns with self-awareness.
- **Agency and Efficacy** align with self-management and relationship skills
- **Belonging and Engagement** align with social awareness and responsible decision making

Educational equity means that all students have access to the same resources and educational rigor despite race, gender, ethnicity, language, disability, family background or family income.[19] By extending the definition of SEL to focus on the natural connections to equity, the definition of SEL becomes transformed. "Transformative SEL is a process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences; learn to critically examine root causes of inequity; and develop collaborative solutions to community and social problems.[20]

Advancing Transformative SEL: Promising Approaches in Schools

Schools should embody values, norms, and practices specific to their local communities. As communities change, so too do schools. In many schools across the country, educators already work to foster a sense of community and appreciation for students' backgrounds. Efforts such as transformative SEL, which seek more equitable educational experiences for all students, can support these efforts at scale. The examples in the table highlight practices to promote transformative SEL in schools.[20]

Cultural Integration
• Connect student's cultural assets to academic concepts and skills, such as designing history lessons that resonate with students' backgrounds. • Encourage student reflection on their own lives and society. • Support student cultural competence by facilitating learning about their own and other cultures.

[18] (CASEL, 2020)

[19] (Council of Chief State School Officers, 2017)

[20] (Council of Chief State School Officers, 2017)

Advancing Transformative SEL: Promising Appoaches in Schools (cont.)

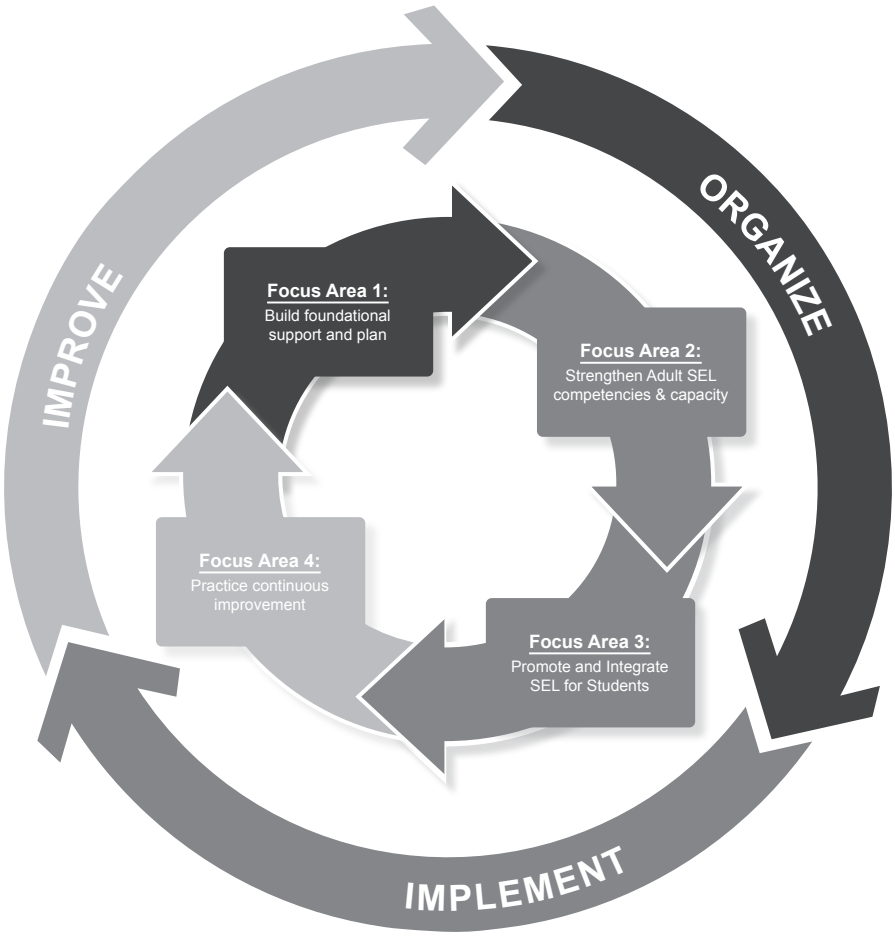
Classroom Community Building
• Conduct morning meetings. • Set individual and classroom goals and expectations. • Engage in collaborative problem solving.
Promoting Ethnic-Racial Identity Development
• Recognize and assess the impact of one's beliefs and biases. • Understand one's strengths. • Ground and affirm one's cultural heritage(s).

The Arizona Social Wellness SEL Work Group and External Advisory Group are committed to the support and extension of resources to support the Arizona Social and Emotional Learning Competencies. With intentional implementation, these competencies can naturally integrate across content area standards to support the "whole" student. The Arizona SEL Competencies will have a positive effect on school and classroom climates and will assist with preparing students for life success after high school.[21] Together with Arizona families and community, we believe integration of the Arizona SEL Competencies in the academic mainstream of learning will equip students to realize their aspirations and contribute in positive ways to our schools and society during and after their K-12 life.[22]

The Arizona SEL goals include; provide SEL professional development for all adults at a school site and district office, implement social and emotional learning across all grade levels and content areas in a student's PreK-12 experience. The long-term impact is global and positively related to academic success and effectively preparing all Arizona students to succeed in school and in life.[23]

[21] (IDOE, 2019)
[22] (ASCD, 2019)
[23] (CASEL, 2020)

Effective SEL Implementation



Schools, districts and communities are jumping into implementation for the fall of the 2020-2021 school year. For some districts this is a new step, for other schools and districts, this is the next step in their strategic implementation plan around SEL. Implementation plans should focus on system needs and should include long range goals, as well as a continuous improvement piece as a key to an iterative model. The key pieces include building a strong foundation, supporting and training adults at each site and district office, as well as adopting K-12 curriculum and instructional routines that positively integrate SEL through all academic areas to become part of the culture of the school, district and community. Successful implementation begins with a focus on 4 distinct areas which include:

1. Organize – Build foundational support and long-range plan
2. Implement – Strengthen Adult SEL competencies; promote and integrate SEL for all students
3. Improve- Build in a continuous improvement model.[24]

[24] (CASEL, 2020)

Effective SEL Implementation (cont.)

The Arizona Social Wellness Committee believes that the CASEL Guide to Schoolwide Social and Emotional Learning[25] is a critical tool to begin systemic planning and implementation. Arizona believes in a continuum model that first provides foundational learning and support for all adults within a learning system.

The following definitions for standards, curriculum, instruction and assessment are common definitions across the Arizona Department of Education. The addition of competencies shows how academic standards and competencies are similar. The table also shows that competencies do not require approval by the State Board of Education. Communities are different and have different SEL needs. Competencies allow school systems to adopt and implement SEL competencies and resources that fit the specific needs of their community.

Standards	**Competencies**
What a student needs to know, understand, and be able to do in a specific content area, including processes, by the end of each grade level/course. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. ***Arizona Standards are adopted at the state level by the State Board of Education and implementation is mandatory.***	What a student needs to know, understand, and be able to do with specific knowledge, skills and behaviors within a context. These skills can be demonstrated long after the initial learning takes place and are considered life skills. ***Arizona Competencies implementation is voluntary.***
Curriculum	
The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools. Curricula include scope and sequence of K-12 standards and/or learning objectives/targets aligned to the state standards. Comprehensive curricula are necessary to plan the pace of instruction, align standards and grade level expectations horizontally and vertically, set district assessment and professional development calendars and guide teachers as they deliver instruction. ***Social and Emotional Learning curriculum should be trauma informed. Social and emotional competencies naturally integrate within content area curriculum.***	

[25] (CASEL, 2020)

Effective SEL Implementation (cont.)

Instruction
The methods and processes used by teachers in planning, instruction and assessment. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards. ***Social and Emotional Learning instruction should be trauma informed. Social and emotional competencies naturally integrate within content area instruction.***
Assessment
The process of gathering information about student learning to inform education-related decisions. Assessments can reflect a wide variety of learning goals/targets using a range of methods serving many important users and uses at a variety of levels from the classroom to the boardroom. In this sense, assessment is an essential part of informing the teaching and learning process. ***Social and Emotional Learning assessment should be trauma informed. Social and Emotional Learning assessments should be informal through the use of formative assessment dimensions (questioning, feedback, communication, observations) and should not be graded.***

Integration of SEL and Academics

> ***"Social, emotional, and cognitive development are deeply intertwined and together are integral to academic learning and success."***
>
> ***– Jones and Kahn, 2017[26]***

Social and emotional development is a continual process as students learn to apply skills in new content domains and new contexts. For this reason, ideally social and emotional goals and academic goals should be integrated and aligned to support healthy development in a young person's life.[27]

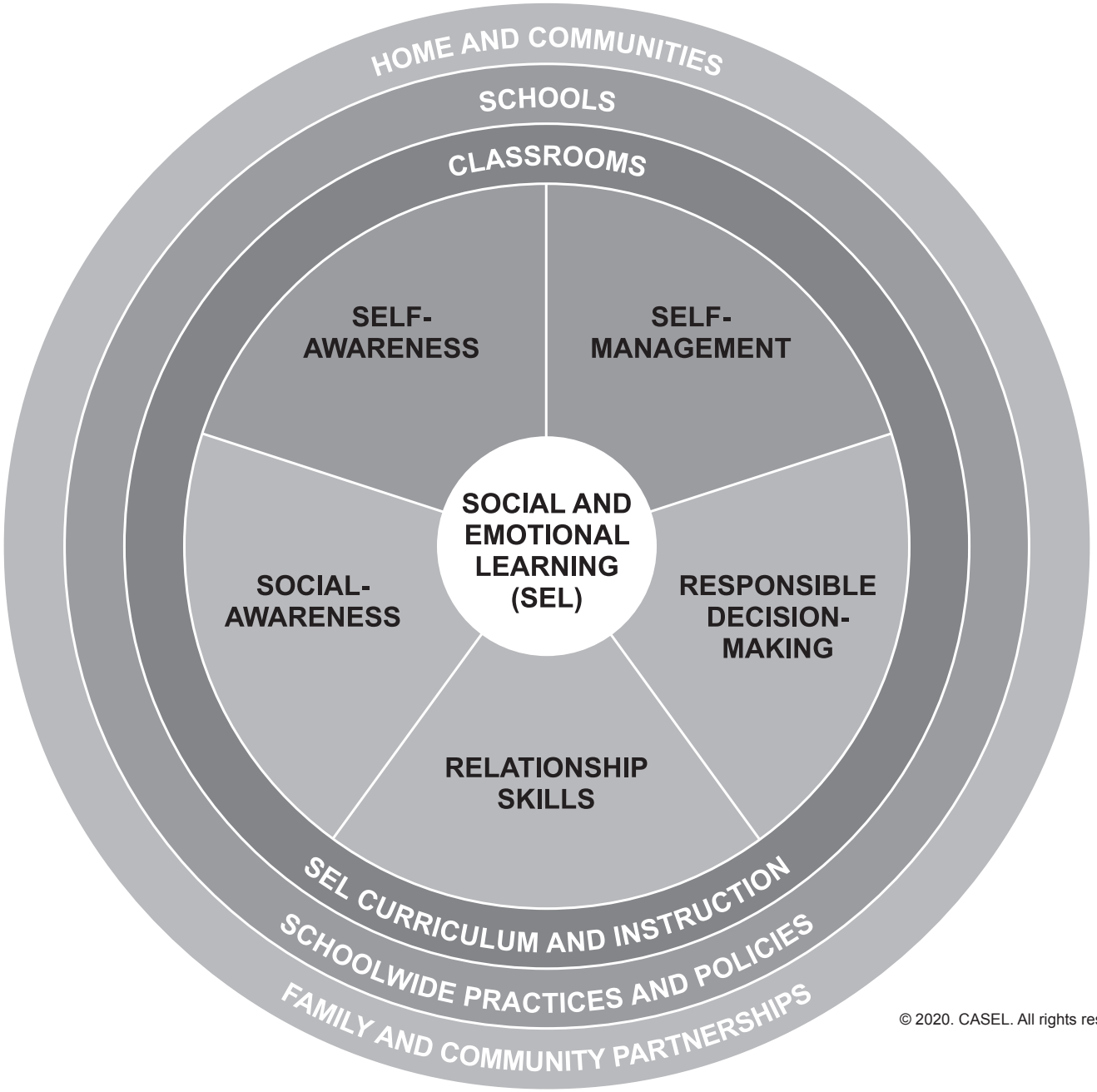
The integration of the Arizona SEL Competencies into academic instruction is already occurring in most classrooms. What the Arizona SEL Competencies bring is an awareness that both academic/content standards and SEL competencies support a safe and respectful classroom climate as well as positively affect the content learning experience for students. Whether a best practice classroom routine or a content specific integration, the power of the awareness of supporting social and emotional learning through academic instruction is significant. The Arizona SEL website has multiple resources that demonstrate the natural alignment and integration of the Arizona SEL competencies and academic standards.

[26] (Institute, 2017)

[26] (CASEL, 2020)

Core SEL Competencies

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. The Arizona Department of Education (ADE) recognizes the value and importance of supporting students' academic, social and emotional learning as well as the SEL of educators and communities. ADE is using CASEL's integrated framework to promote intrapersonal, interpersonal, and cognitive competence. These five core competencies and SEL equity elaborations can be taught in many ways across many settings.



© 2020. CASEL. All rights reserved.

Arizona Department of Education

Core SEL Competencies (cont.)

Self-awareness (Identity)

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." Key characteristics and skills include:

Core Competency

- Identify and label one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Equity Elaborations

- Engaging in identity exploration and coming to a resolution regarding one's own identity
- Examining the importance of both personal and collective identities
- Recognizing one's biases and deriving constructive meanings of social identities
- Grounding in and affirming of cultural heritage(s)
- Recognizinge how everything is interconnected in and across diverse contexts

Self-management (Agency & Efficacy)

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. Key characteristics and skills include:

Core Competency

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Setting and achieving goals

Equity Elaborations

- Coping with acculturative stress
- Coping with discrimination/prejudice
- Developing a sense of agency and resiliency
- Addressing personal & group challenges to achieve self & collective goals

Core SEL Competencies (cont.)

Social awareness (Belonging & Engagement)

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. Key characteristics and skills include:

Core Competency

- Perspective taking
- Empathy
- Respect for diversity
- Understanding social/ethical norms
- Recognizing family, school and community supports

Equity Elaborations

- Engaging in perspective taking with people from different & similar backgrounds
- Discerning the importance of diversity (situational)
- Understanding the meaning of diversity in contexts (climate)
- Recognizing cultural demands & opportunities
- Understanding social norms for positive, constructive behavior across settings

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. Key characteristics and skills include:

Core Competency

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Equity Elaborations

- Demonstrating cultural competence
- Leveraging cultural fluency
- Collective efficacy & working collaboratively
- Promoting collective wellbeing and positive social behaviors.

Core SEL Competencies (cont.)

Responsible decision-making (Belonging & Engagement)

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. Key characteristics and skills include:

Core Competency

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Equity Elaborations

- Considering diversity salience and climate
- Assessing the impact of beliefs and biases
- Pursuing co-created, inclusive, mutually beneficial solutions
- Reflecting on the broader ethical consequences of one's decisions for intragroup, intergroup and institutional relations

Reference Page

ASCD. (2019). *All Learning is Social and Emotional, Helping Students Develop Eseential Skills for the Classroom and Beyond.* Alexandria: ASCD.

Attachment & Trauma Network, Inc. (n.d.). Retrieved from Creating trauma Sensitive Schools: https://creatingtraumasensitiveschools.org/

CASEL. (2020, June 5). Retrieved from What is SEL?: https://casel.org/what-is-sel/

CASEL. (2020). *Guide to Schoolwide SEL.* Retrieved from CASEL: https://schoolguide.casel.org/

Council of Chief State School Officers. (2017, December). *Leading for Equity: Opportunities for State Education Chiefs.* Retrieved from CCSSO: https://ccsso.org/sites/default/files/2018-01/Leading%20for%20Equity_011618.pdf

Durlak, J. W. (2011). The Impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 405-432.

IDOE. (2019, November). *Iowa's Social-Emotional Learning Competencies*. Retrieved from Iowas Department of Education: https://educateiowa.gov/sites/files/ed/documents/IowasSocial-EmotionalLearningCompetencies.pdf

Institute, A. (2017, September 13). *The Evidence base for How We Learn - Supporting Students' Social, emotional, and Academic Development.* Retrieved from Aspen Institute: https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf

NCTSN. (2008). *Child Trauma Toolkit for Educators*. Retrieved from The National Child Traumatic Stress Network: https://www.nctsn.org/resources/child-trauma-toolkit-educators

NCTSN. (n.d.). *Child Trauma Toolkit for Educators*. Retrieved from The National Child Traumatic Stress Network: https://www.nctsn.org/sites/default/files/resources/child_trauma_toolkit_educators.pdf

NYSED. (2018, August). *Student Support Services*. Retrieved from New York State Education Department P-12: http://www.p12.nysed.gov/sss/documents/SELEssentialforLearningandLife.pdf

Pawlo, E. L. (2019, October 28). *All SEL should be trauma-informed*. Retrieved from Kappa Online: https://kappanonline.org/all-sel-should-be-trauma-informed-schools-pawlo-lorenzo-eichert-elias76390-2/

The Aspen Institute. (2018, May 9). *Publications*. Retrieved from The Aspen Institute Education & Society Program: https://www.aspeninstitute.org/publications/pursuing-social-and-emotional-development-through-a-racial-equity-lens-a-call-to-action/

The Aspen Institute National Commission on Social, Emotional, & Academic Development. (2019). *From a Nationat Rick to A Nation at Hope*. Washington D.C.: The Aspen Institute.

TLPI. (n.d.). *The Problem: Prevalence of Trauma*. Retrieved from Trauma Sensitive Schools: https://traumasensitiveschools.org/

U.S. Department of Health & Human Services. (n.d.). *Substance Abuse and Mental Health Services Administration*. Retrieved from https://www.samhsa.gov/

Wheatley, M. J. (2002, June 15). *Home Page*. Retrieved from Margaret J. Wheatley: https://www.margaretwheatley.com/articles/whenchangeisoutofcontrol.html