

A group of seven children are silhouetted against a bright, hazy sunset sky. They are in various dynamic poses, some jumping with arms raised, others holding hands in a line. The scene is captured from a low angle, making the children appear to be on a grassy hill. A dark blue diagonal shape is overlaid on the left side of the image, partially obscuring the children's silhouettes.

Transforming How SEL is Taught:

The Marriage of
Academic Instruction
with Social
Emotional Learning



Hello.

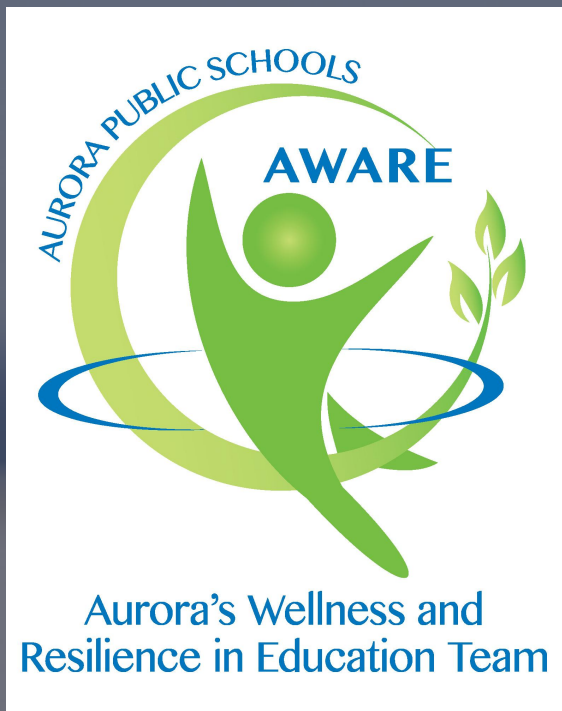
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A W A R E

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Aurora, Colorado

Aurora Public Schools



The Purpose of Academic Behavior through Content

What is it?

- Set of 2 courses
- Non-cognitive factors & social emotional competencies
- Embedded SE skills and support

How It Was Created

- University Partnerships
- 2.5 year development period
- Based in research

How It Was Delivered




- COURSE 1 - Foundations
 - Non-cognitive factors
 - 12 weeks face-to-face
 - Youth Mental Health First Aid
- COURSE 2 - Application and Integration
 - CASEL social emotional competencies
 - 8 month blended learning
 - Embedding SEL in lesson plans
 - Trauma Responsive Practices Class

Non-Cognitive Factors

Sets of behaviors, skills, attitudes, and strategies that are crucial to students' academic performance and persistence.

Five Non-Cognitive Factors

- Academic Behaviors
- Academic Perseverance
- Social Skills
- Learning Strategies
- Academic Mindsets

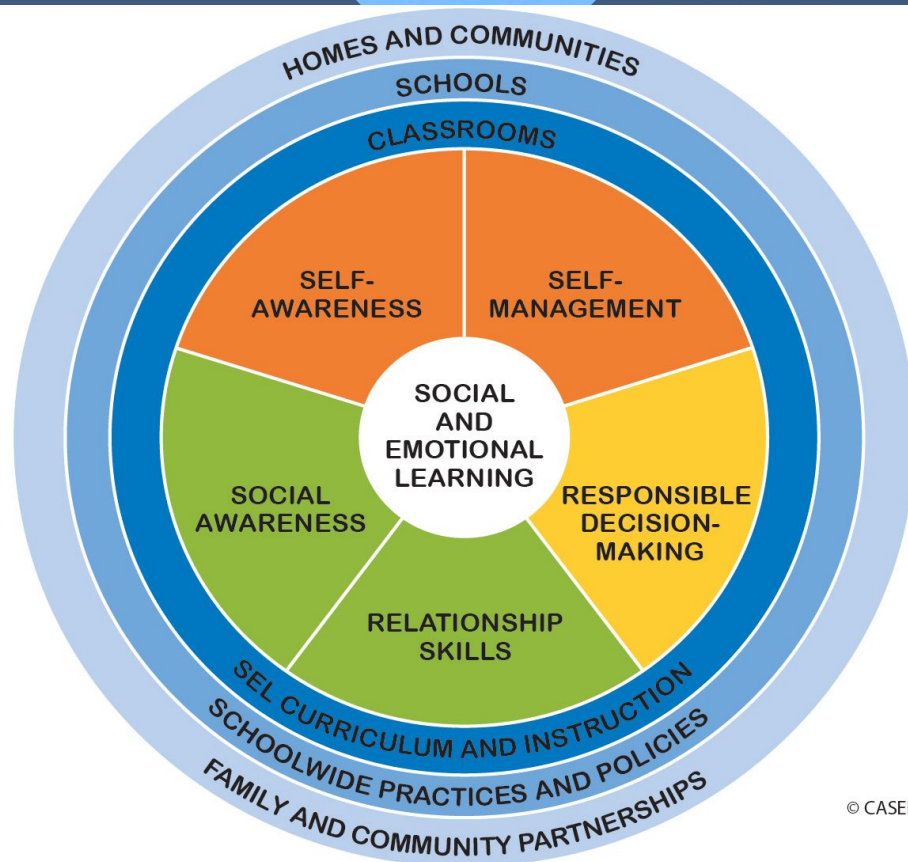


Social and Emotional Learning (SEL)

Involves developing competencies to:

- **Understand and manage emotions**
- **Set and achieve positive goals**
- **Feel and show empathy for others**
- **Establish and maintain positive relationships**
- **Make responsible decisions.**

CASEL



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Trauma

A close-up photograph of a hand held palm up, filled with a fine, bright red powder. The background is dark and out of focus. A diagonal line divides the image, with the top-left portion being dark blue and the bottom-right portion being dark red.

- An overwhelming, extremely painful and/or terrifying experience
- An inability to employ the fight or flight response
- Includes a breakdown in the capacity to regulate internal states

Trauma-Informed Education



- Recognizes the widespread impact of trauma & undertakes potential paths for recovery
- Recognizes the signs & symptoms of trauma in students, teachers, and staff
- Responds by fully integrating knowledge about trauma into procedures and practices
- Seeks to actively resist¹⁴ re-traumatization

Project Evaluation

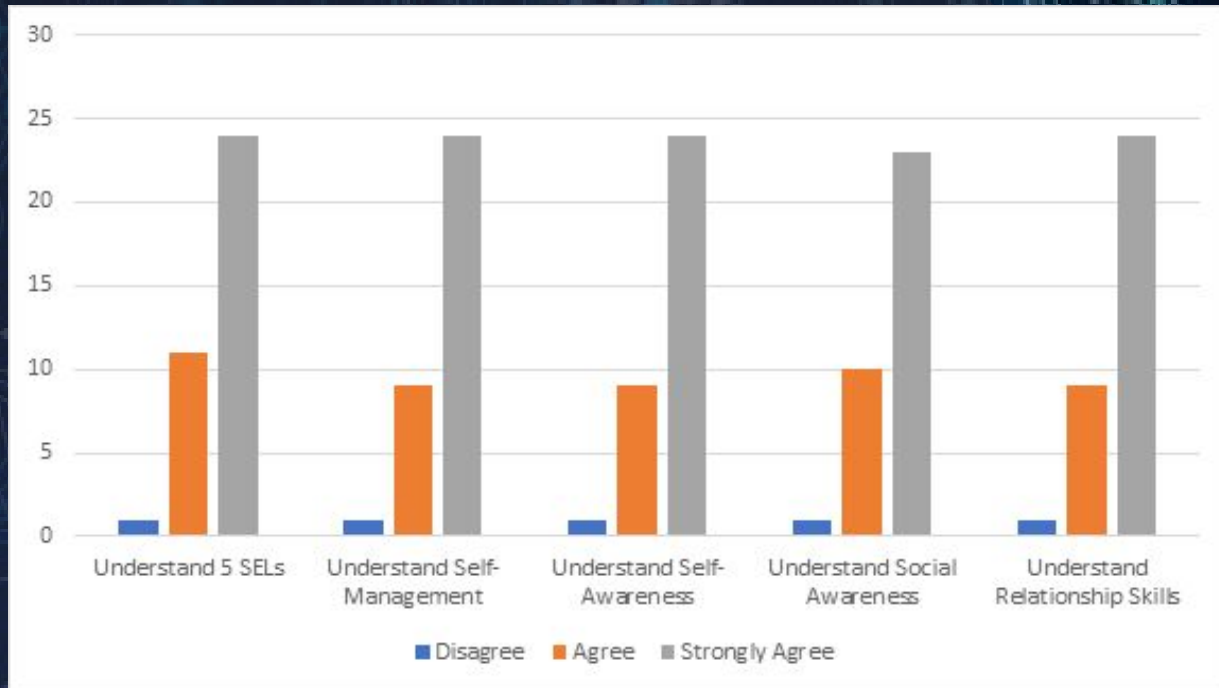
Outcome data related to both learning objectives and participant satisfaction were collected

The background of the slide features a close-up photograph of vibrant green leaves. A diagonal line, starting from the top left and extending towards the bottom right, divides the image. The area to the right of this line is brightly lit, showing the texture and veins of the leaves in detail. The area to the left is in shadow, appearing much darker and less detailed. The overall color palette is various shades of green.

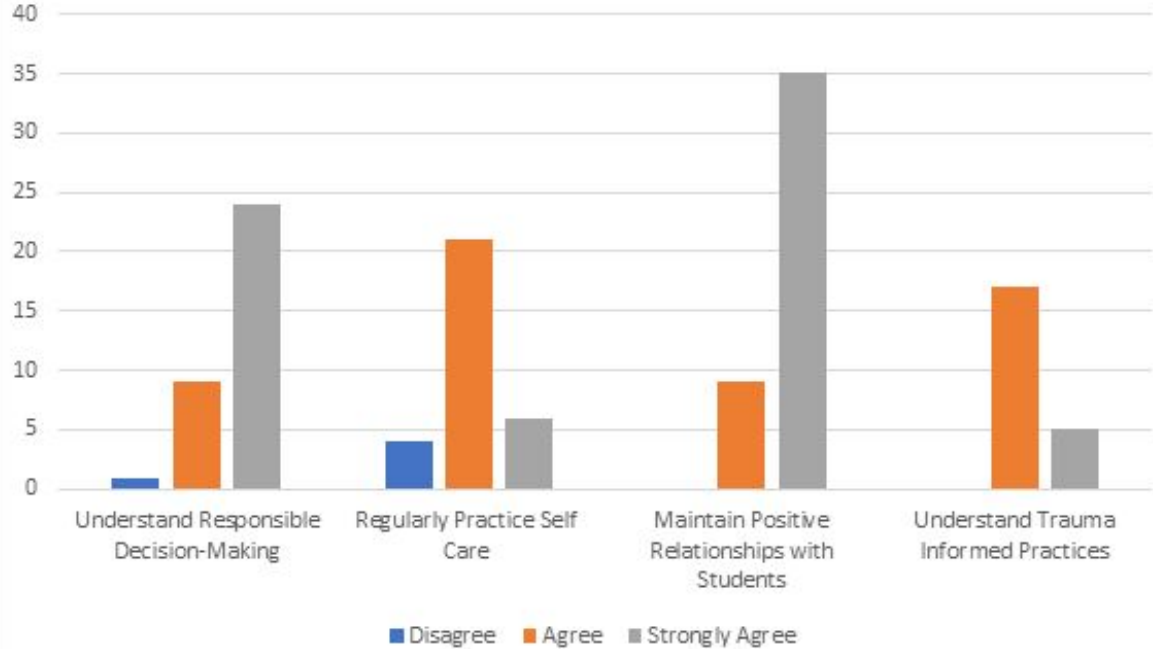
Academic Behavior Through Course Content Course #1 Evaluation

- A content knowledge test was administered at both the beginning and the end of the course.
- Course participants earned significantly higher scores on the post-test as compared with the pre-test: $t(47) = 15.834, p < .001$

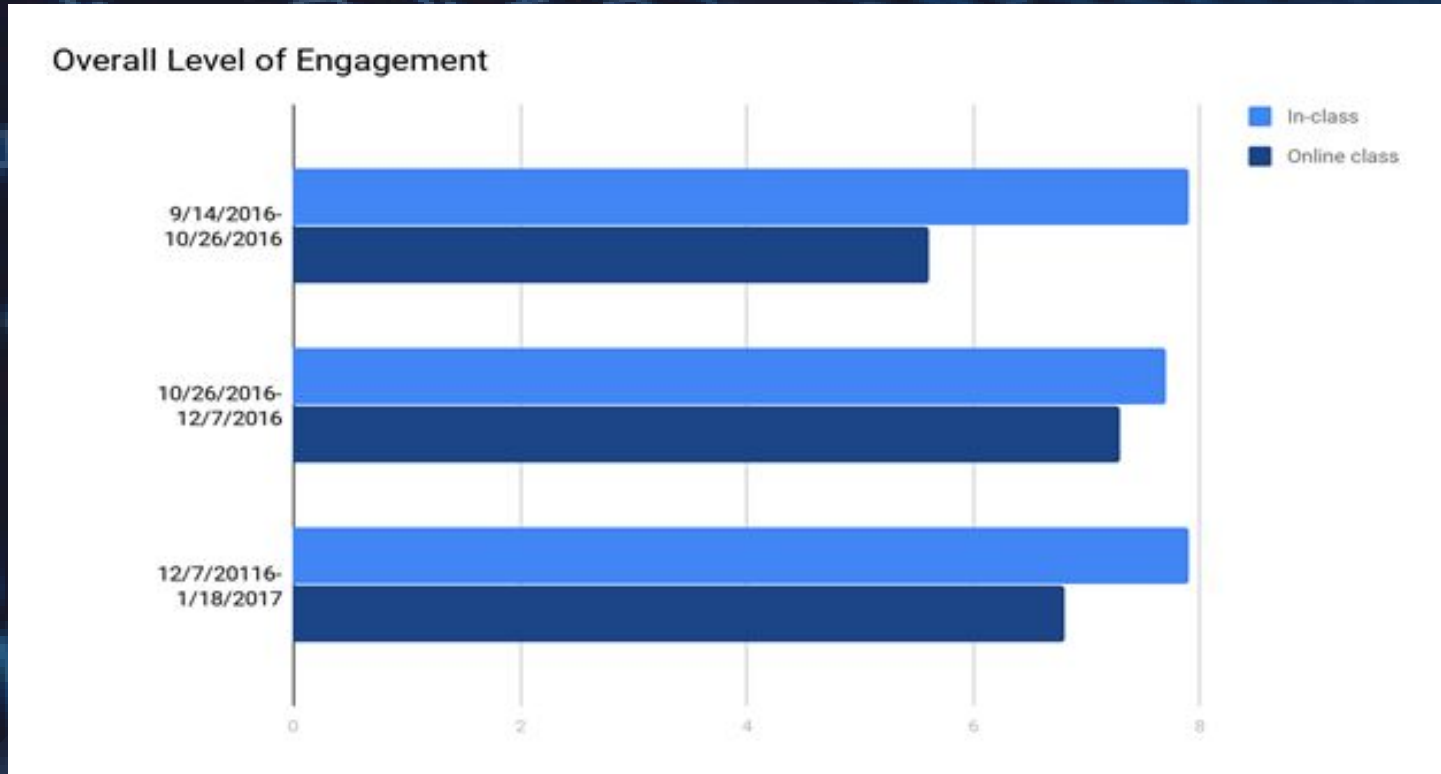
Academic Behavior Through Content Course #2 Evaluation



Academic Behavior Through Content Course #2 Evaluation cont.



Evaluation of Engagement of Course #2 Participants in Online vs. Face-to-Face Classes



Next Steps

[Text here](#)



Resources

The background of the slide features a landscape of sunflowers in the foreground, with several wind turbines scattered across the middle ground. The sky is a gradient of colors from a bright yellow-orange near the horizon to a clear blue at the top, indicating a sunset or sunrise. A dark, semi-transparent diagonal shape is overlaid on the left side of the image, serving as a backdrop for the text.

Teaching Adolescents To Become Learners

The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review.
<https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

CASEL <http://www.casel.org/>

Foundations Syllabus [Foundations](#)

Integration and Implementation Syllabus [Integration](#)

HEARTS Information <http://aware.aurorak12.org/trainings/hearts/>

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Thank You

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