

Building Social and Emotional Learning (SEL) Capacity Through PLTW Launch

Meet the Facilitators



Flora Gasca
PLTW
Instructional Developer



Jessica Reyes
PLTW Launch Master Teacher
SAUSD TK-8 Coach
Mild/Moderate Sped Teacher

Our Agenda

- Welcome and Introduction of Presenters
- Overview of Session
- SEL Competencies
- SEL in the PLTW Modules
- Q/A



SEL Research

- Meta-analysis of the current evidence for universal school-based (USB) social and emotional learning (SEL) interventions for students in **kindergarten through 12th grade** available from 2008 through 2020.
- The sample includes **424 studies** from **53 countries**, reflecting **252** discrete USB SEL **interventions**, involving **575,361** students.
- Results endorsed that, compared to control conditions, students who participate in USB SEL interventions experienced **significantly improved skills, attitudes, behaviors, school climate and safety, peer relationships, school functioning, and academic achievement.**



Source: [Cipriano C, Strambler MJ, Naples LH, et al. The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. Child Development. 2023;94\(5\):1181-1204. doi:10.1111/cdev.13968](#)

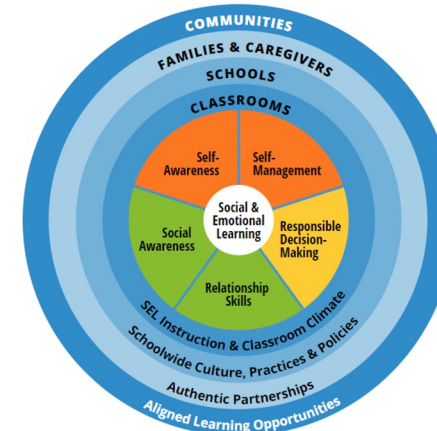
SEL Competencies

- The following competencies that students develop with Social and Emotional Learning (SEL) are from the [CASEL framework](#). They address five broad, interrelated areas of competence:
- self-awareness,
- self-management,
- social awareness,
- relationship skills, and
- responsible decision-making

Interactive CASEL Wheel

[↑ Back to top](#)

Engage with our interactive wheel by selecting a competency or setting to learn more.



Social & Emotional Learning

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

SEL Implementation

- SEL-focused classrooms often include three components: a supportive classroom climate, **integration of SEL into academic instruction**, and explicit SEL instruction.



Transportable Skills

Transportable skills are durable skills that are important to society and are applicable to multiple tasks, jobs, and industries. These essential skills allow people to transition successfully from role to role or task to task.



Transportable Skills: Literature Connections

Quick Activity



How do the CASEL Competencies connect to transportable skills?

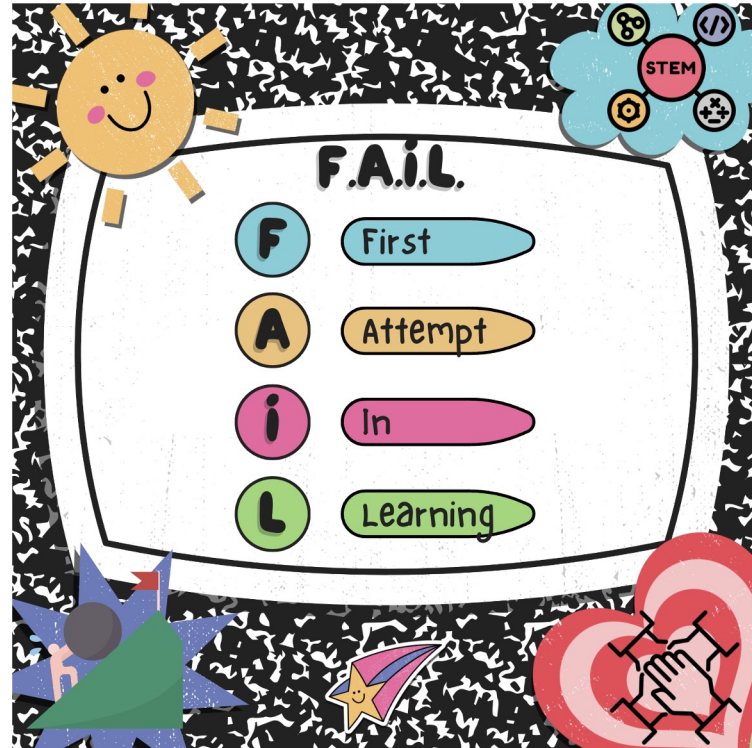


SEL *Before* Starting PLTW



 **SPARKING
CURIOSITY**

SEL *Before* Starting PLTW



The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual


The ZONES of Regulation™

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Relaxed	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

© 2011 Think Social Publishing, Inc. All rights reserved.
From The Zones of Regulation™ by Leah M. Kuypers • Available at www.socialthinking.com

Integration of SEL into the PLTW curriculum


- 13 Guide students to work in their small groups to build a model that uses a wheel and axle to move a load. Students may create the load using VEX IQ components, or they may use other materials you provide. Set a time limit for this build and make students aware of it before they begin working.
- 14 Direct students to share their wheel and axle models with the class and discuss how the models help to move a load.



3


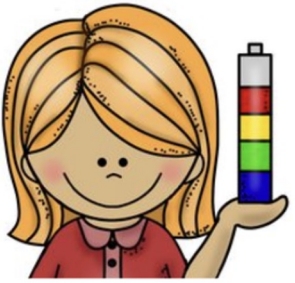


TEACHER

3-Stability and Motion: Forces and Interactions Teach...





Group Roles

 <p>CAPTAIN</p>	 <p>MATERIALS MANAGER</p>
 <p>TIME KEEPER</p>	 <p>SPEAKER</p>



CASEL Competencies

- self-awareness,
- self-management,
- social awareness,
- relationship skills
- responsible decision-making

Let's explore!

Small Group Collaboration

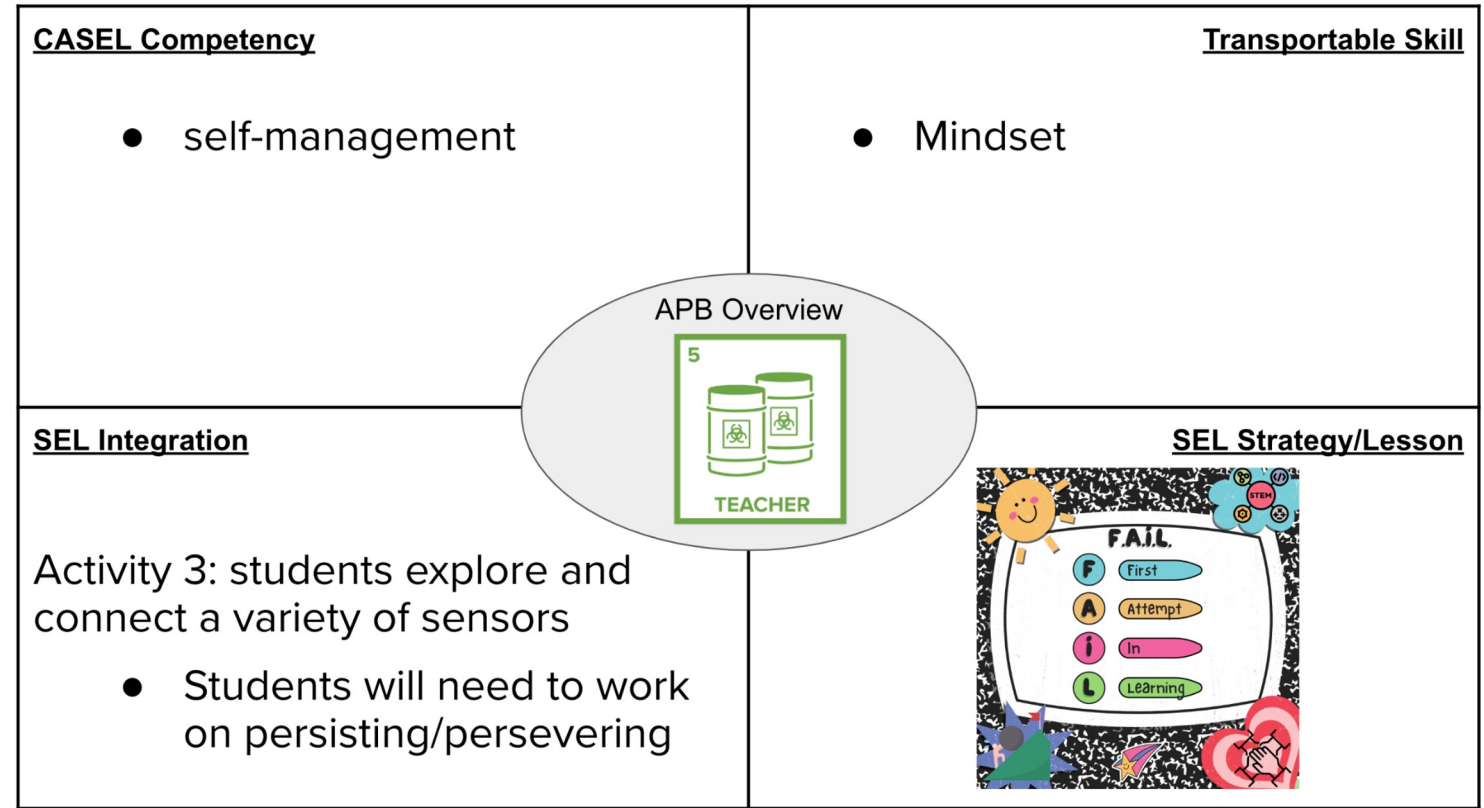
A large, stylized green graphic on the right side of the slide, consisting of several overlapping, wavy, horizontal bands that create a sense of depth and movement.

A white logo featuring a central lightning bolt surrounded by several curved lines, suggesting a spark or energy.**SPARKING
CURIOSITY**

Small Group



- Review your CASEL Competency
- Choose one APB Overview to review
- Identify one transportable skill/competency connection
- Discuss one strategy/lesson that you could use to address the SEL



Thank You!



- jessica.reyes@sausd.us
- fgasca@pltw.org

