



Social-Emotional Learning at Mill Creek Elementary

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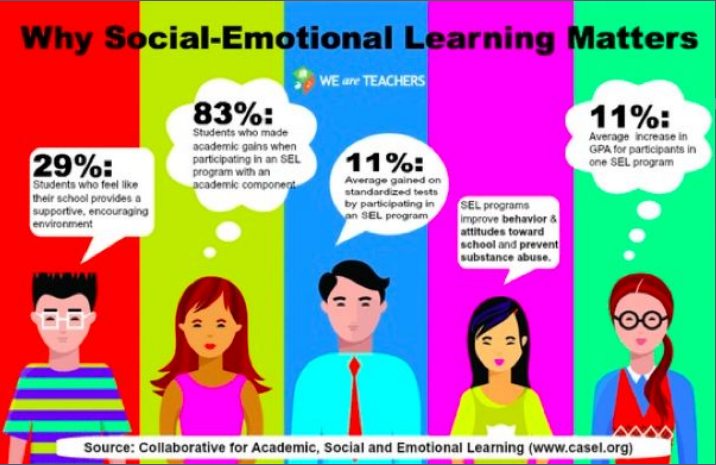
What Is Social-Emotional Learning?

Social-emotional learning (SEL) helps people:

- Understand and manage their emotions
- Set and achieve positive goals
- Have and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



Why SEL Matters



The Goal of SEL in Schools

SEL in schools supports whole-child development. When implemented schoolwide, SEL can help create a positive school climate where students and adults can thrive together, improving social-emotional competence and academic achievement.



Second Step[®]
Elementary

Research Links Evidence-Based SEL to Positive Outcomes



Student Gains in . . .

- Social-emotional skills
- Improved attitudes about self, others, and school
- Prosocial classroom behavior
- 11 percentile-point gain in overall academic achievement



Reduced Risk of . . .

- Conduct issues
- Emotional distress

2017 Meta-Analysis: Lasting SEL Effects²

A separate study found that SEL interventions are associated with lasting positive effects. Months or years after SEL exposure, students experienced increased levels of academic success and lower risks of adverse outcomes.

Elementary SEL Instruction

Elementary Second Step includes two (2) components:

Core Tier 1 Second Step Lessons - taught by classroom teachers

- Weekly lessons throughout the school year
- Teachers can access lessons and enhancement activities from their Second Step Dashboard

Bullying Prevention and Personal Safety - taught by counselors

- Bully Prevention Units are taught in grades 3 - 5
- Child Protection Units are taught in grades K - 2

Welcome to Second Step[®] Elementary

The Second Step[®] Elementary digital program is the SEL program used in all elementary schools in the Everett School District.

It's research-based and designed for elementary students.




Second Step[®] Skills and Concepts




Unit 1	Unit 2	Unit 3	Unit 4
Growth Mindset & Goal-Setting	Emotion Management	Empathy & Kindness	Problem-Solving

Resources for reinforcing SEL at Home

- Reach out to your child's teacher to access more social-emotional learning resources, including book lists.
- Watch for Home Links and Weekly Communications from your student's teacher.
- Join the Second Step® Programs community for Families on their website to learn more about social-emotional learning, why it's important, and see what your child is learning.

**Home Link**
Unit 2: Emotion Management

Kindergarten

What Is My Child Learning?

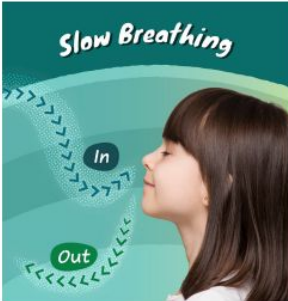
Unit Themes

Your kindergarten is learning to use clues, including looking at a person's face and body and what's going on, to recognize 3 common feelings—happy, sad, and mad. Toward the end of the unit, they also become familiar with slow breathing as a way to help themselves feel calm when they experience strong emotions.

Why is it important?

Research shows that children who learn the skills in this unit are more likely to:

- Be better learners
- Build stronger relationships
- Have higher self-esteem
- Be better problem-solvers



Practice at Home

What to Look For

Notice and praise your child when they recognize and label feelings—their own and other people's—or use clues to guess how someone else is feeling. You can say, *It does look like that person feels mad. Good job paying attention to their face and body and what's going on!*

Try This!

Discuss: A few times a week, ask your child, *When did you see someone who looked happy today? When did you see someone who looked sad? How did you know they felt that way?*

Discuss: A few times a week, ask your child, *When did you feel mad or sad today? What did you do to feel calm?*

Practice: After your child has learned slow breathing at school, practice with them. Take a deep breath through your nose, hold it for a moment, then slowly release it through your mouth.

Lesson 3: Mistakes Are Okay!

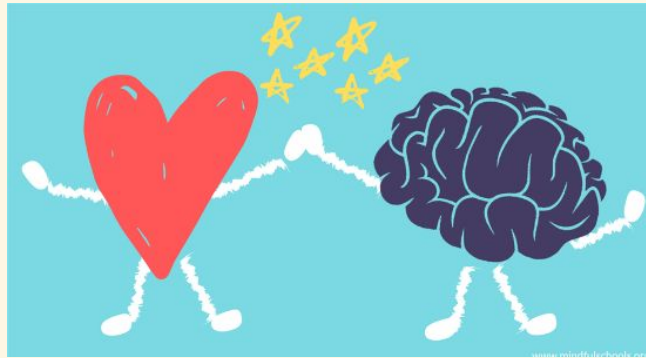
Summary

In this week's lesson, your child will learn that mistakes are a natural part of the learning process. They'll practice encouraging their classmates (and themselves) while the class learns and practices a skill together: snapping their fingers.

Try This at Home

Remind your child that everyone makes mistakes and that mistakes help us learn. Point out when you make mistakes or tell them a story about a time you learned something from making a mistake.

Multi-tiered System of Supports Social Emotional Resources for Students and Families



School Counselor SEL Supports for Students

Responsive Services for Students

- Identifying issues affecting school performance
- Social or behavioral problems
- Skill development for academic success
- Short-term individual and small group counseling
- Assessing students' abilities and interests
- Providing professional development to staff

Guidance Curriculum for Students

Bully Prevention	Transition
Personal Safety	Career/Academic

System Supports for Students

- Participation in school committees
- Equity focused program management
- Professional development to stay current on evidence-based practices

• School Counselor SEL Supports for Families •

Responsive Services and System Support

Consultation

Referrals to community resources

Consult with parents and teachers
regarding school and academic issues

School transitions

Support families in understanding the school
community, and assist with school concerns

Develop effective education and behavioral
plans and interventions

Facilitate meetings with students, teachers
or school administrators as needed

• Social and Emotional Resources for Families •

Mental and Physical Health Resource Links for Families:

- Learning Video Resources
- SEL Video Resources
- Help for Families
- Community Resources
- SEL resources for families
- Crisis Intervention and
Counseling Resources

Helpful Social Emotional Websites

Big Life Journal
Fostering Growth Mindset

Big Life Journal

Child Abuse Prevention

Hot Chocolate Talk

Underaged Drinking
Prevention

Ask Listen Learn

 **RESilience** | Uplifting Youth Through Healthy
Communication About Race

American Psychological
Association/RES



Questions?

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