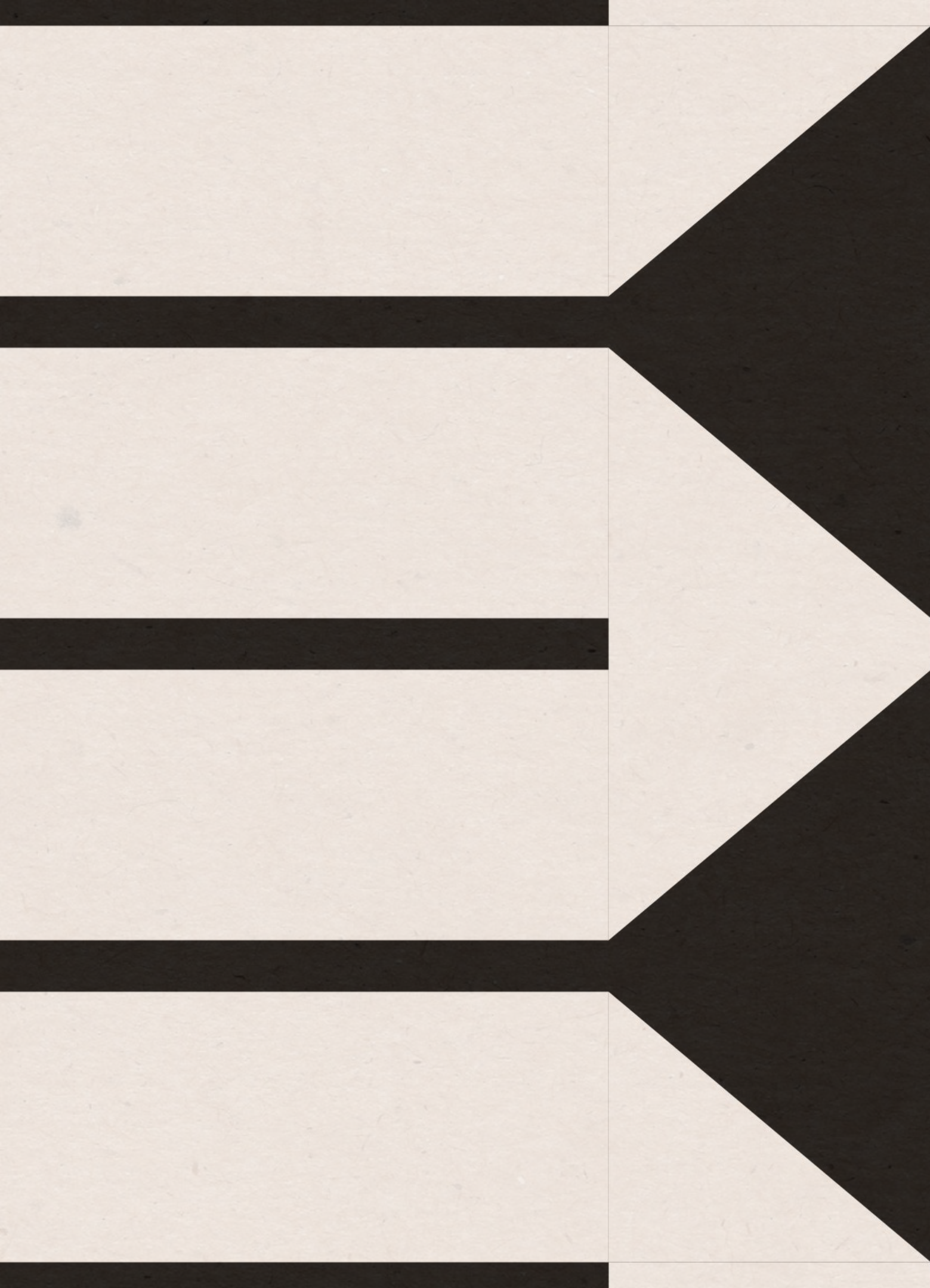




**Social-Emotional
Learning in Salmon Public
Schools**



**The Mahoney
House
Chelsea & Mallori**



Workshop Overview & Goals

- 1. Connect SEL to our mission**
- 2. Sample SEL lessons**
- 3. Share our experiences**
- 4. Discuss challenges**
- 5. Offer recommendations**



The Mahoney House

The Mahoney House is a nonprofit organization dedicated to strengthening families by supporting individuals affected by domestic violence, sexual assault, stalking, teen dating violence and child abuse. The organization provides resources such as emergency shelter, advocacy, safety planning, and referrals to counseling and legal services. By helping individuals find safety, stability, and support, The Mahoney House promotes healthier family relationships and safer communities.

What is SEL? _____

Social-Emotional Learning (SEL) teaches students skills in five key areas:

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

Through lessons, role-playing, and real-life practice, students learn to manage emotions, communicate effectively, empathize with others, and make constructive choices, while a supportive school environment reinforces these skills to improve behavior, academics, and overall well-being.

Collaborative for Academic, Social, and Emotional Learning. (2023). *SEL with families and caregivers*. <https://casel.org/systemic-implementation/sel-with-families-caregivers/>

+Academic Impact _____

Students participating in SEL programs show an average 11-percentile-point increase in academic achievement compared to students who do not participate.

+Behavioral Impact _____

SEL programs lead to significant reductions in conduct problems, aggression, and emotional distress among students.

+Long-term Outcomes _____

Students who receive SEL instruction are more likely to graduate from high school and experience better employment outcomes in adulthood.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). *The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions*. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

Why Social-Emotional Learning Supports Strong Families

emotional regulation

Emotional regulation is the ability to recognize and manage emotions in healthy ways. In families, this can include staying calm during disagreements, expressing feelings appropriately, and taking breaks when overwhelmed. Practicing emotional regulation helps prevent conflicts from escalating, supports children's sense of safety, and builds resilience.

communication

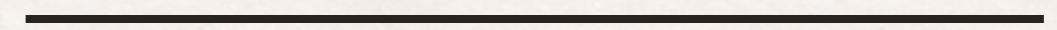
Healthy communication is essential for family well-being, and SEL helps strengthen it by encouraging active listening, clear expression of needs, empathy, and understanding others' perspectives. SEL lessons also emphasizes respect, non-judgment, and emotional safety to create supportive and trusting relationships.

conflict resolution

Conflict is a normal part of family life, but SEL provides tools to handle it in constructive ways. Skills such as problem-solving, negotiation, managing emotions, and finding win-win solutions help families resolve disagreements and reduce stress. Teaching children these skills can also prevent unhealthy relationship dynamics in the future.



Move This World





Core Project

Lesson 13: Including Others

The Mahoney House



THE CORE PROJECT

What does it mean to
“include others”?

What does it look like?



Ciao, Alberto - Pixar Short



Why would I choose this
Pixar Short to discuss
including others?



Let's play a game



You'll be given a set of images.

Your job will be to memorize and recall the images.

RULES:

- On the back of your paper, number 1 through 10.
 - You will be shown images for a period of time. Memorize them and their placement.
 - When the time is up, you will be asked to recall where the image was. Write down the number of the position where it was located.
 - This will become more and more challenging as the activity progresses.
-

Memory Game - WikiFun



What happened?

- How did you go about keeping track of where the images were?
- At what point did you stop being accurate?
- Why does this get harder and harder?

Takeaways.

Don't walk through the world looking for evidence that you don't belong, because you will always find it. Don't walk through the world looking for evidence that you're not enough because you'll always find it. -Brene Brown

- Do you think students at our school feel overlooked? Why do you think it happens?
 - What do you think it's like to be overlooked, or not included?
 - What begins to happen over time when people are constantly overlooked?
 - What does it take to include others?
-



Exit ticket:

1. What are two ways you actively contributed to the class?

2. What can someone do individually to notice others? What changes could happen in the school to include everyone?

Core Challenge: *This week, start taking notice of those around you. The next step is to take initiative—engage with someone new and “memorize” something notable about them. Later, when you see them again, bring up the notable thing. Then, watch as you make their whole day.*

Challenges and Recommendations

**Consistent Lessons
& Scheduling**



**Garner School
Support**

**Community
Perception**



**Community
Awareness Initiatives**

**Choosing the Right
Curriculum**



**Vetting Process for
All Stakeholders**

Questions?



Thank You!

Reach Out Anytime:

**The Mahoney
House**

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