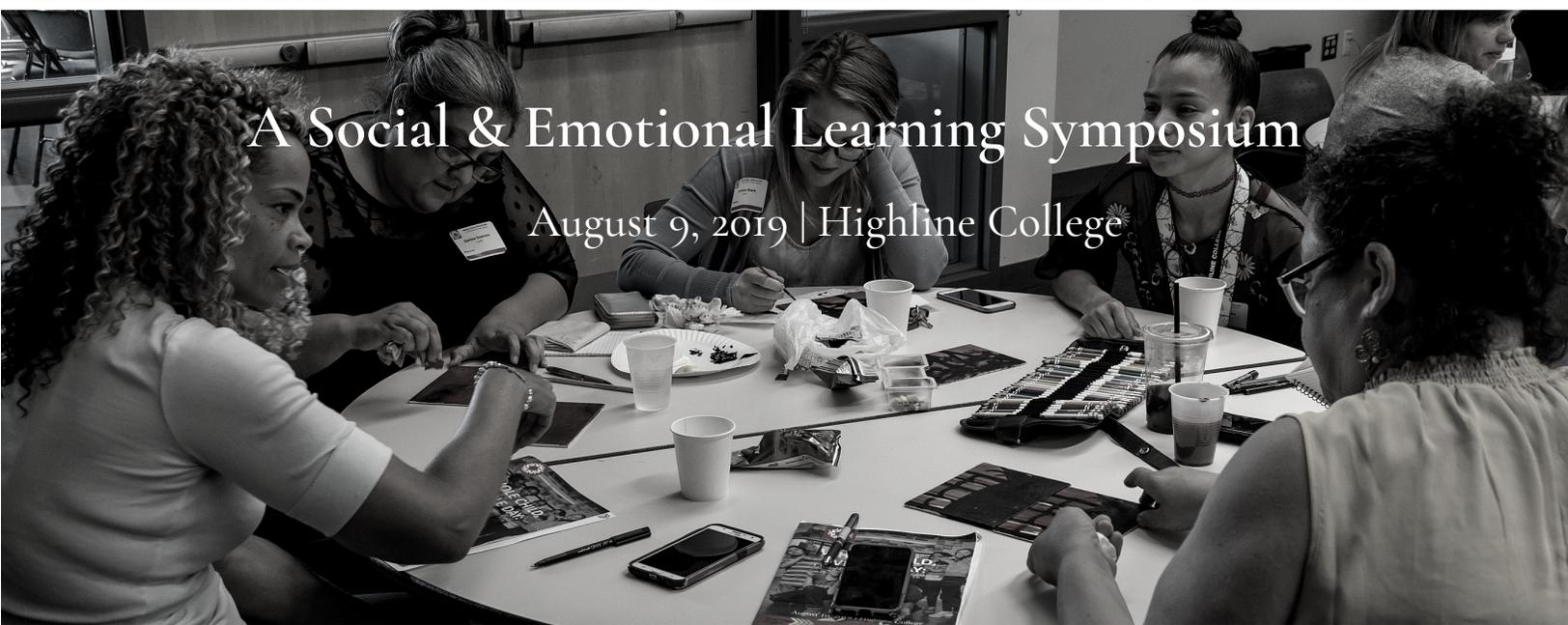


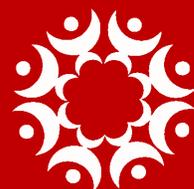


WHOLE CHILD, WHOLE DAY:

A Social & Emotional Learning Symposium
August 9, 2019 | Highline College



Road Map
Project
Supported by CCR

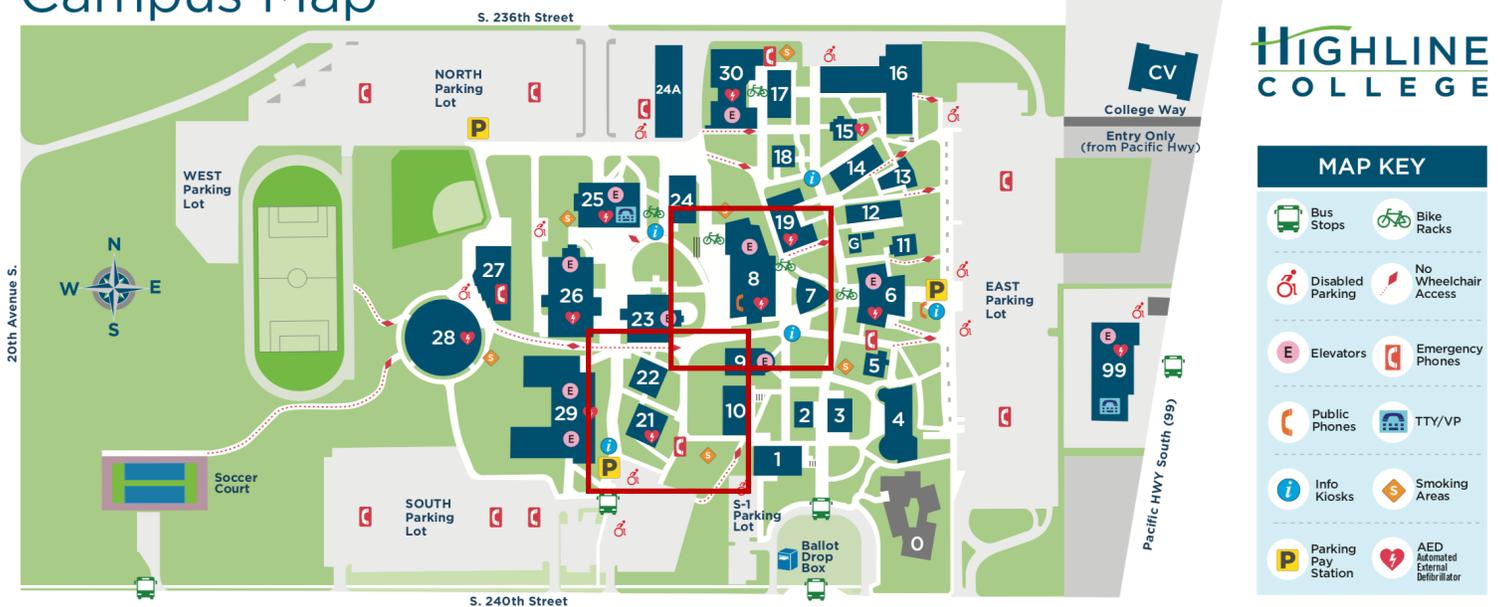


YDEKC
Youth Development Executives
of King County

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Campus Map



Building 8: Mt. Townsend, Mt. Constance, Mt. Olympus, Mt. Skokomish, 2nd Floor
 Building 21: Rooms 104, 105, 203, 205, 206
 Building 22: Rooms 102, 103

WELCOME



Welcome to YDEKC’s 4th annual Whole Child, Whole Day: A Social & Emotional Learning Symposium. We are glad to see you! Thank you for spending a summer day with us to connect, learn, and support each other. Together, we can support the whole child across the whole day.

Who is Youth Development Executives of King County (YDEKC)?

YDEKC is a coalition and cross-sector convener supporting the holistic success of children and youth in King County. Our members represent more than 110 non-profit youth serving organizations directly serving youth ages 5 through young adulthood within King County. YDEKC works to build bridges between organizations and across systems to create an ecosystem of supports for the whole child across the whole day.

What do we mean by Whole Child, Whole Day?

Taking a whole child approach means weaving social, emotional, and academic skill development together in an environment that is welcoming, supportive, and inclusive of all youth. This whole child approach acknowledges that learning doesn’t only happen during school time, but across the “whole day” in a variety of settings, and recognizes that families, schools, expanded-learning providers, and community members must work together to build an integrated ecosystem of supports for our youth.

Getting Around on Campus

The Highline College campus map indicates ADA accessible parking and pathways. Building 8 is fully ADA accessible, and has an elevator in the building. Building 21 & 22 have ramps for wheelchair access to any of the classrooms. Bathrooms in Building 8, 21, and 22 are wheelchair accessible.

Food and Drinks

Food and drinks will be served during Registration, Lunch, 2:15-2:30PM Break, and Happy Hour. There are water fountains in each building. We have ordered individual lunches based on registration and any requested dietary restrictions. Please choose a lunch that matches your dietary restrictions. Please note that non-alcoholic and alcoholic drinks will be served for Happy Hour starting at 4:15PM.

Resources

Looking to make your next event more accessible? Check out this Event Accessibility Checklist, Webinar, and other resources from the Washington State Governor's Office of the Education Ombuds.

Fragrance Reduction

We ask participants to help us reduce exposure to fragrances by refraining from using scented products at the event.

All Gender Restrooms

For the Symposium, we have designated All-Gender Restrooms in Building 8 on the 2nd Floor. An All-Gender Restroom is for everyone to use. Gendered restrooms are available on the 1st floor in Building 8 and in Buildings 21 and 22.

Mindfulness Space

Looking for a quiet space from noise or distractions once the program begins? Possible spots include our Mindfulness Space outside of the café on the 2nd floor of Building 8, Mount Townsend while workshops are in session, or outdoors on campus (look for a view of the water!).

Interpretation

The workshop session "Valores y Cultura Latinx/Latinx Culture and Values" will be conducted in Spanish. Simultaneous English interpretation will be provided via headset for anyone who needs it.

Lactation Room

An office on campus has been designated as a Lactation Room for nursing mothers. If you need access to the room, ask a YDEKC staff member to open the space for you.

"By integrating moments of reflection, positive interactions, and appreciations, we craft the climate and culture we're striving for—one in which everyone in the room feels they belong to a safe and caring community of learners, where they are valued and able to learn and work together productively." - CASEL 2019

With guidance from the Whole Child, Whole Day Advisory Committee, we have embedded SEL practices throughout the event, with the goal to create an inclusive learning environment that promotes a sense of belonging, community-building, and joy. Look for these SEL practices at the symposium:

WELCOME

Warm Welcome & Inclusion Activities: Our opening plenary includes a community building activity giving people an opportunity to build connections. Our emcees for the day and Keynote Speaker will illustrate engaging approaches and stories that connect to our themes for the day.



A Variety of Engaging Practices: The day will include brain breaks, a journal for every participant, a mindfulness space, Hear our Voices! booth led by youth, and a nature play station. Workshop presenters will devote at least 1/3 of their scheduled time for attendees to discuss, practice, apply, and reflect. These strategies ensure that we provide a variety of practices that match the different ways we all learn.



Optimistic Closure: At the end of the symposium, we have built in a 15-minute reflection in the last workshop session of the day to answer the question, "Now what?". We will close the symposium with Happy Hour and Random Acts of Joy where participants can celebrate and win prizes from local organizations and companies that promote self-care and wellness through art, cultural activities, and mindfulness.

9:00 - 10:05 PLENARY: Building 8, Mt. Townsend

- Welcome from Youth Development Executives of King County
Mona Grife, SEL Strategy Senior Manager and Anne Arias, Project Manager, YDEKC
- Community Building: Wield Your SEL Super Power in Support of the Whole Child
Victoria Santos, Co-Executive Director, Young Women Empowered
Stacy Kain, Program Services & Training Director, Boys & Girls Clubs of King County
- Keynote: Authentically Engaging Youth of Color with a Culturally Relevant Approach
Rashad Norris, Director of Community Engagement, Highline College

10:15 - 11:45 BREAKOUT SESSION A: Buildings 8, 21, and 22

- Journey through the Fearless Imagination: Writing and Storytelling with SEL
- UN-Settled: Recognizing and Disrupting White Supremacy in the Classroom
- Dear White Teacher, Do You See Me?
- Valores y Cultura Latinx/Latinx Culture and Values
- Finding Yourself through Others
- Uplifting Viable World Males of Color through Intentional and Restorative Relationship Building
- Cultivating a Culture that Leads with Racial Equity
- Why Understanding Our Students' Power Traits is Key
- Equity in the Classroom: Strategies that Build Relationships, Promote Student Voice, and Develop the Whole-Child
- Equity Focused Policy, Partnerships and Practice for a Whole Child, Whole Day System

11:45 - 12:40 NETWORKING LUNCH: Building 8, Mt. Townsend

- Drop-In Activities: Nature Play Station, Hear Our Voices! Booth, and the Mindfulness Space. These activities are open 11:45-2:15.

12:45 - 2:15 BREAKOUT SESSION B: Buildings 8, 21, and 22

- Ethics of Care: The Time and Cost, Part I
- Trauma-Informed Youth Work: From Healing Relationships to Just Communities, Part I
- Futurisms in Native Education & Partnership Building for Native Learner Success
- Zero Youth Detention: Leading with Racial Equity
- Cultivating Our Scholars
- Centering the Margins: What Can Youth and Elders Offer Each Other?
- Healing Communities with Creativity
- Whose Story? Centering Youth & Families of Color

2:30 - 4:15 BREAKOUT SESSION C: Buildings 8, 21, and 22

- Ethics of Care: The Time and Cost, Part II
- Trauma-Informed Youth Work: From Healing Relationships to Just Communities, Part II
- Emotional Resilience for Managers
- SEL: A Tool for Domination or a Practice for Liberation?
- "Who Taught You That?" - Understanding Gender, Creating Affirming Spaces
- Creative Expression - a Trauma-Informed Approach to Developing SEL Skills
- Integrating Mindfulness into Social Emotional Learning

4:15 - 5:15 HAPPY HOUR: Building 8 Mt. Townsend

- Random Acts of Joy Giveaway
- Come socialize, reflect, and debrief over light snacks and beverages!



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@ThisIsYDEKC



@YDEKC

KEY THEMES



Identity Development to Celebrate the Whole Child

What does it look like to create learning environments where children, especially children of color, feel seen, heard, and valued in positive ways every day? Through curriculum, teaching methods, role models, and more, we can support positive identity development in youth.



Strengthening Adult Mindsets and Social and Emotional Skills

How can we develop social and emotional skills in youth, when we (the adults) struggle with it? From promoting a sense of belonging and self-care for all staff in the workplace to addressing our biases around race and gender, we must reflect on and strengthen our own skills in order to model them for youth.



Trauma Informed and Healing Practices

What does it mean to support young people holistically as they navigate racially unjust systems? We aspire to center children's strengths and culture, understand the roots of trauma and its collective impact, incorporate strategies for healing, and build relationships where we are accountable to each other.



Centering Youth and Family Leadership

When developing equity-based environments for youth, how do we seek, value, and honor the expertise and leadership of youth and families, especially those who have been marginalized? Cultivating opportunities for authentic engagement with youth and families is vital to supporting the whole child and improving our education systems so that race is no longer a predictor of student success.



Teaching SEL with Cultural Relevance

What does social and emotional skill development look like when we explicitly integrate racial equity into the way we teach and model core competencies? Embedding intentional skill building in self-awareness, self-management, self-efficacy, social awareness, social management, and social engagement into curriculum and activities using a racial equity lens enables youth to learn and practice these critical life skills.

B Beginner

This session is designed for participants with little to no knowledge of the subject.

I Intermediate

This session is designed for participants with working knowledge of the subject.

A Advanced

This session is designed for participants who have some expertise in the subject matter.

**KEYNOTE
SPEAKER**



Rashad Norris
Director of Community Engagement,
Highline College

Keynote: Authentically Engaging Youth of Color with a Culturally Relevant Approach

Perceptions and assumptions of culture, race, and history by the dominant narratives in textbooks and society can skew self-identification, self-love, and self-confidence. Rashad's keynote will address historical knowledge that is unknown to students, and the effects it has on building an authentic student-teacher relationship. Participants will discover the significance of engaging students through history, race, and most importantly, cultural identity. Rashad will reference interactions and conversations drawn from youth summits and student workshops that he has created and facilitated. He will be referencing Black History as the content to express the importance of using History to motivate, inspire, and encourage our students to press on with the strength and courage that has been planted by Black scholars and their ancestors.



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@YDEKC 8

B  **Journey through the Fearless Imagination: Writing and Storytelling with SEL**
Building 21: Room 206

Bryan Wilson, Programs Manager, Bureau of Fearless Ideas

Let's get creative. It's vital! Poet Jericho Brown writes, "hope is always accompanied by imagination, the will to see what our physical environment seems to deem impossible. Only the creative mind can make use of hope. Only a creative people can wield it." Together, we'll engage with writing and storytelling activities that deploy social and emotional practice to approach seemingly fearsome creative tasks with courage, with a fearless imagination. We'll discuss strategies to invite every student to be the main character in their learning journey and celebrate the power of their individual and collective voice. Participants will leave with activities to support SEL with students or professional teams, a "story spine" to inspire new lessons, and perhaps your own stories to wield.

I  **UN-Settled: Recognizing and Disrupting White Supremacy in the Classroom**
Building 21: Room 205

Damithia Nieves, Educator/Founder, Thrive Yoga

What is white supremacy culture and how does it show up in spaces of learning? This workshop will be an opportunity to examine ways in which tenets of white supremacy culture show up in our schools, classrooms and youth centered spaces. Space and time will be offered for centering, grounding and connection to access deep reflection. Participants will have an opportunity to engage in small and large group dialogue as well as co-create strategies for recognizing and disrupting elements of white supremacy in the personal, interpersonal and spaces we teach.

B  **Dear White Teacher, Do You See Me?**
Building 21: Room 104

Theresa Hardy, Founder & Executive Director, Inspirational Workshops

Sarai Smalls, Rising 8th Grader, and Sharare Miller, Rising 9th Grader, Trailblazers Program Participants

In this workshop, educators and youth development professionals will have the opportunity to confront and recognize implicit biases. Participants will gain tools to develop a culturally responsive curriculum and instruction. We will creatively explore microaggressions and best communication practices when communicating with youth of color. This workshop will be co-facilitated by teenagers from the Trailblazers Program who serve as consultants to educators, sharing their experiences and what could improve in their learning environments through self-advocacy and communication skills.



Valores y Cultura Latinx/Latinx Culture and Values

Building 8: Mt. Olympus

Haydeé Lavariega, Educator, University of Washington & United Way of King County

Sandra Simarra, Community Leader, White Center CDA

Patricia Palomino, Community Leader, Educare & Concepción Saavedra, Community Leader, Para Los Niños

Join a conversation and listen to the experiences of Latinx mothers working with schools and communities to undo inequities. We will talk about how SEL looks like at home, experiences about communication and inclusion, and how they have extended their knowledge of SEL.



Finding Yourself through Others

Building 21: Room 203

Rashad Medley, Lead Site Coordinator, Communities in Schools of Renton

In this session you will learn how an after-school program at Dimmitt Middle School in Renton engages students to work collaboratively to harness students' courage, compassion and collaborative energy. The program fosters cooperation, communication, empathy and problem solving skills and involves six core principles: (1) Promote Youth Voice, (2) Create Change, (3) Make Impact Visible, (4) Connect People, (5) Embrace Developmental Levels, and (6) Encourage Reflection.

Uplifting Viable World Males of Color through Intentional and Restorative Relationship Building

Building 22: Room 102



Marcus Harden, CPO, The Academy for Creating Excellence

Clarence (CJ) Dancer, COO, The Academy for Creating Excellence

Participants will gain an understanding of the ACE model which leads to success of best practices used to cultivate intentional relationships with males of color. ACE implements the Family, Academics, Motivation, Environment (FAME) model to ensure programs focus on the whole child, improve health & wellbeing, ensure youth empowerment and improve skills to promote healing.



Cultivating a Culture that Leads with Racial Equity

Building 22: Room 103

Angela Griffin, Chief Program Officer, Treehouse

Explore Treehouse's journey to embed racial equity, trauma-informed practices and emotional intelligence into its culture to meet the academic needs of youth in foster care; a population that is disproportionately youth of color, LGBTQ+ and often coming from poverty. To address the traumas and inequities they experience, Treehouse leads with a racial equity lens across the organization to deconstruct white normative bias and alleviate its impact on youth. Throughout this workshop, we'll share strategies, tools and practices attendees can bring to their roles. From focusing on every level of stakeholder with goals and messaging, to board engagement, leadership development and capacity building – walk away with a pathway to an anti-racist, SEL- and trauma-informed organization.



Why Understanding Our Students' Power Traits is Key

Building 8: Mt. Skokomish

Terikka Faciane, M.Ed., Learning Success Coach, It's Time: The 'I AM' Project

Many students are expected to learn the same, perform the same, and produce the same, when in fact, they are not the same. As long as there is a disconnect between our academic expectations of students and their understanding of who they are and what they're capable of; our goals as educators will not be fully realized and neither will our students' need for personal meaning. As students begin to understand and embrace who they are and the areas they shine in, they may be more willing to engage in the learning and life process. This session will introduce participants to the Power Traits Model and bring a deeper awareness of why understanding their Power Traits is key to bridging the disconnect.



Equity in the Classroom: Strategies that Build Relationships, Promote Student Voice, and Develop the Whole-Child

Building 21: Room 105

Denisha Saucedo, 2018 Regional Teacher of the Year, Kent Elementary

In this session, educators will learn strategies for building student-teacher relationships. Relationships are the foundation for learning. This will be a chance to hear why student voice, and both teacher and student self-efficacy have a higher effect on student achievement than curriculum and planning. This session will prepare teachers and administrators to head back to their building and look at class policies and make systemic changes that emphasize SEL for both teachers and students.



Equity Focused Policy, Partnerships and Practice for a Whole Child, Whole Day System

Building 8: Mt. Constance

Jessica Werner, Executive Director, YDEKC and Panel of Cross-Sector Leaders

How can equitable learning environments be centered in emerging policies, partnerships and practice within our institutions? With new implementation guidance on equity-focused social emotional learning at the state and national level and emergent opportunities to create stronger community partnerships, a future where children and youth of color thrive could become a reality. Social and Emotional Learning can be the framework to align school day and out-of-school supports and ensure that all young people experience a sense of belonging and identity affirming environments throughout their day.

**DROP-IN
ACTIVITIES
11:45-2:15**

**Nature Play with Woodland Park Zoo
West Side of Building 8, outdoors**

Sheri Hill, PhD, Senior Manager Early Childhood Programs, Woodland Park Zoo

Nemesia Herzstein, Lead Learning Facilitator, Early Childhood, Woodland Park Zoo

Nature play is a self-directed activity that allows children, youth, and adults to explore nature objects and the world around them. Connections with the natural world and nature play are proven to improve both educational and health outcomes, as well as build empathy and executive functioning skills. Join Woodland Park Zoo educators to find out for yourself how easy it can be to build connections with nature!



Mindfulness Space

2nd floor of Building 8, near the Café

Youth Development Executives of King County

Need a quiet moment to refocus, recharge or reflect? Visit the mindfulness space, or also called Peace Corner, a designated space to practice mindfulness. This space will have sensory items such as fidgets, comfortable seating, glitter jars, SEL themed books, and coloring pages- all objects that are designed to help students with meditation and reflection. Peace corners are proven to be effective in empowering students to practice resilience as well as take ownership of their actions and emotions. Peace corners were originally intended for students; however, everyone deserves time for quiet reflection, especially educators.



Hear Our Voices!

Building 8, 2nd Floor, near Mt. Skokomish

Bryan Manzo, Zoe Manzo, and Ana Hoyos, Counselor and Teachers, Sand Point Elementary

Arianna Carter, Nora Gupta, Otti May Godi, and Luca Manzo, students

Come and share your story with us at the Hear Our Voices booth. Hear Our Voices is a new Social Emotional Learning program/podcast for 4th and 5th grade students at Sand Point Elementary. Each month Hear Our Voices will be producing an SEL podcast focusing on language, expression, culture, and the shared humanity of living in this region. Learn more about Hear Our Voices via the Why The Face podcast.





Ethics of Care: The Time and Cost, Part I*

Building 8: Mt. Constance

Julia Ismael, Restorative Justice Coordinator, Washington Building Leaders of Change (WA-BLOC)

On campus, most likely the expectation is to care for self, students, each other and institution yet we struggle to find recognition for the emotional work of care and the time it requires. Care requires time to hold emotions, practice dialogue, build relationships and arrive at the right question in problem-solving. In this talking circle, we explore costs of emotional labor and our relationship with time using critical race and feminist thought as foundations. This session benefits all who feel the cost of the emotional labor of care, who possess an interest in applying a different relationship with time as a remedy and who are willing to practice other forms of communication that challenge destructive norms around care and time. (*This is a 3 hour session. Participants are asked to commit to the full three hours)



Trauma-Informed Youth Work:

From Healing Relationships to Just Communities, Part I*

Building 22: Room 102

Briana Herman-Brand, Founder/Educator, The Capacity Project

This interactive workshop will explore the widespread impacts of trauma in young people's lives and communities and support participants to build skills at the intersections of healing and justice work. We will recognize the interconnections of trauma and oppression at individual, collective, systemic, and intergenerational levels and learn to honor the innate intelligence of young people's survival strategies and resiliency. We will explore tools that undo patterns of judgment, blame, and shame and establish relationships rooted in empathy, mutual dignity, and shared power. Participants will be supported to deepen their self-awareness, increase compassion for themselves and others, and develop their capacity to foster healing relationships at the center of efforts towards social and educational justice. (*This is a 3 hour session. Participants are asked to commit to the full three hours)



**Futurisms in Native Education & Partnership Building
for Native Learner Success
Building 8: Mt. Olympus**

Sara Marie Ortiz, Native Education Program Manager, Highline Public Schools

Join us as we discuss strategies in teaching Native learners and engaging with Native/Tribal communities in Highline Public Schools and the framework of a bold new model for supporting all-learner success by centering Indigenous, particularly family leader, perspectives, experiences and histories.



**Zero Youth Detention: Leading with Racial Equity
Building 21: Room 206**

Claudia Pineda, Zero Youth Detention Program Coordinator, King County

Derrick Wheeler-Smith, Zero Youth Detention Director, King County

During this session, presenters will share the considerations that could be made through the design and implementation of projects that address racial equity. To ensure that services and resources are distributed equitably, the organizations that intend to accomplish these objectives must have the internal capacity to develop a consistent culture with shared social justice frameworks. Equity needs to be an inherent and explicit value to the point that everyone in the organization has a clear grasp of the history that led to the development of inequity as well as the specific ways that their role in the organization addresses these inequities on a daily basis. Presenters will use the Zero Youth Detention initiative as an example of how a social justice framework is implemented in practice.



**Cultivating Our Scholars
Building 21: Room 205**

Regina Elmi, Executive Director, Somali Parent Education Board

*Cherryl Jackson-Williams, Family and Community Engagement Coordinator
(Renton Innovation Zone), Renton School District*

In order to center and cultivate the gifts of our students, adults must first evolve their thinking towards serving the whole child. This session challenges participants to adopt an asset-based mindset centered on culture and identity that will deepen their awareness of the personal and cultural influences that shape students' experiences. In addition, it also supports an inclusive environment that functions as a "learning lab" that allows families, teachers, and administrators to explore traditions and family structures different than their own. As a result of participating in this session, participants will develop strategies to tap into family and community wisdom and local resources, increase connections among families, identify community issues that impact classroom culture, and identify methods of culturally sensitive communication.



Centering the Margins: What Can Youth and Elders Offer Each Other?

Building 22: Room 103

Victoria Santos, Co-Executive Director, Young Women Empowered

Azure Savage, Youth Leadership Council Member, Young Women Empowered

We live in a culture that marginalizes both young people and elders. The vibrant visions of youth and the seasoned wisdom of elders are neglected when our personal value is seen through a lens of economic production. This workshop is an experiential exploration of how we uplift young people's voices while embracing our elders' wisdom and connecting across the generations. How do we co-create space in which everyone has a role with meaningful power, voice and authority? This question cannot be answered by one group alone – they need us all.



Healing Communities with Creativity

Building 21: Room 105

Aaron Counts, Lead Artist, Creative Justice

Youth Leadership Board members, Creative Justice

Creative Justice uses art as a means to critique and disrupt the school to prison pipeline. In this youth-led presentation, attendees will move through an interactive process that takes a closer look at their experiences with the school and justice systems. Participants will emerge with a greater understanding of the many ways institutions exacerbate the trauma already inflicted on our communities, and look at the ways Creative Justice uses art instruction as a healing force.



Whose Story? Centering Youth & Families of Color

Building 21: Room 104

Naomi True, Program Coordinator, Southend Stories (Orca BSK)

Lexi Easter, Rising 9th Grade Student, Southend Stories (Orca BSK)

Through activities that get us laughing, moving our bodies, and reflecting, we will explore local histories of resistance that belong in all of our classrooms. Beginning with an exploration of participants' learning and communication styles, we will engage with our own identities and stories in relationship to core curricula and counternarratives of history. An interactive storytelling showcase at the end of the workshop will demonstrate how educators could begin to center youth and families of color.



Emotional Resilience for Managers

Building 21: Room 205

Mozart Guerrier, Executive Director, 21 Progress

This workshop will aid managers who have experience leading themselves and are new or seasoned managers who are seeking impactful, culturally engaging, and simple tools to lead people towards a common goal. The session will cover goal setting, conflict, and routines for healthy teams.



SEL: A Tool for Domination or a Practice for Liberation?

Building 21: Room 104

Porter Eichenlaub, SEL Program Manager, School's Out Washington

Deepa Bhandaru, Youth Program Curriculum Developer & Strategist, Refugee Women's Alliance

In this workshop we'll unpack SEL's emergence from white-dominant culture and explore the ways SEL can better address racial, class, gender, and sexual oppression. Through small-group discussion, role play, and other interactive techniques, we'll deconstruct the biases inherent in SEL and consider more inclusive and representative SEL practices that move us closer to the goal of educational equity.



"Who Taught You That?" - Understanding Gender, Creating Affirming Spaces

Building 21: Room 206

Lex Gavin, Best Starts for Kids Program Quality Coordinator, School's Out Washington

"The Transgender Tipping Point" was declared by TIME Magazine in 2014. Transgender people have been fighting for decades for presence in politics, media, and all facets of life. Unanswered questions about gender have entered the collective consciousness. Many people understand that it's vital to support marginalized youth in programs, but don't know how. Others might question why our culture's understanding of gender is worth examining at all. If you're open to a paradigm shift and a generous helping of introspection, join us! This activity-based workshop will explore where ideas about manhood and womanhood come from, the relationship between the "rules" of gender and colonialism, what's at stake for transgender and gender non-conforming youth, and how to create welcoming and affirming programs.



**SEL: Creative Expression - a Trauma-Informed Approach to Developing SEL Skills
Building 21: Room 203**

*Lacie Braun, LMHC, Training Consultant, Art with Heart
Kate Baker, Trainer, Art with Heart*

Learn how creative expression provides kids and young people with a tool to develop SEL skills by offering low-barrier, non-threatening ways of expressing their emotions and connecting with their communities. Take part in a creative expression activity to understand for yourself the power of creative expression, and you'll be ready to use it with whomever you serve.



**Integrating Mindfulness into Social Emotional Learning
Building 21: Room 105**

*Kim Armstrong, Executive Director, Space Between
Tai Velasquez, Director of Community Engagement, Space Between*

This workshop focuses on how mindfulness can support current and new social emotional programming, as well as support adults in being the best caring adult they can be for youth. By offering adults an opportunity to pause and observe themselves, they are increasing their capacity to focus on student strengths, needs, and success. This workshop invests in educators by prioritizing self-care, self-awareness, self-management, and self-compassion - for both teachers AND students. The workshop is grounded in research on trauma-informed, healing-centered teaching, as well as evidence-based practices in mindfulness (paying attention to what's happening right now with curiosity and kindness, so we can choose what to do next). Our presentation is informed by best practices for adult learning: emphasizing experiential, discussion-based, and activity-based learning and reflection.

**SPECIAL
THANKS**

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Y-WE
YOUNG WOMEN
EMPOWERED

TAKE ACTION!

October 24, 2019

TWEET WHAT ACTION STEPS YOU HAVE
TAKEN IN SUPPORT OF THE WHOLE CHILD
ACROSS THE WHOLE DAY. USE #SELKC,
#WHOLECHILDWHOLEDAY, AND
#LIGHTSONAFTERSCHOOL.



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