# Fostering Empathy and Compassion

**Fostering Empathy and Compassion**

Dr. Regina Hardy Whitehouse
Th Virginia Research

**Empathy and Connection to Family**

Focus on partnering with families. Research supports need for partnering to build social emotional growth - WHY?

**Ghosts in The Classroom**

Think of a positive experience from school. Who helped it be positive?

Think of a negative experience from school. What made it negative?

**Partnering Vocabulary**

**Words:** We, Our, Us, Team
**Goals:** What do we want to achieve together?
**Roles:** How can we partner around that?

**What is Partnering?**

**Reflect:** Where is our program on a partnering continuum? How can we boost it to the next level?

**Partnering Vocabulary**

**Input:** What does the Family, School, Teacher, Community Know, Think, Feel?
**Responsibilities:** What are we each doing?
**Students:** How are we helping our student?

**Challenges of Meeting All Needs**

Teachers have the challenge of meeting the needs of many learners in their classrooms. Requires patience, thought, time, planning.

**School Climate and Culture**

Whole school approach
- Empathy in Communication
- PBIS
- Staff and student culture of respect
- Reinforced in all school settings
- Starts from top!

**Meaningful Participation**

How do we make every child feel valued?

How does this intersect with partnering with families?

**An Attitude of Empathy and Active Listening**

**Take breath,** give self time to think how to respond.
**Begin with empathy** (you may be the first empathy heard all day).
**Focus on emotions** (speaker may need to express emotions before thinking or problem solving).
**Active listening** (and listen, wait to hear the message).

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**Watch nonverbal** communication.
**Reflect** feelings, body posture, need for time.
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**Allow time** for calming before moving to planning and movement forward.

**Bullying and Empathy**

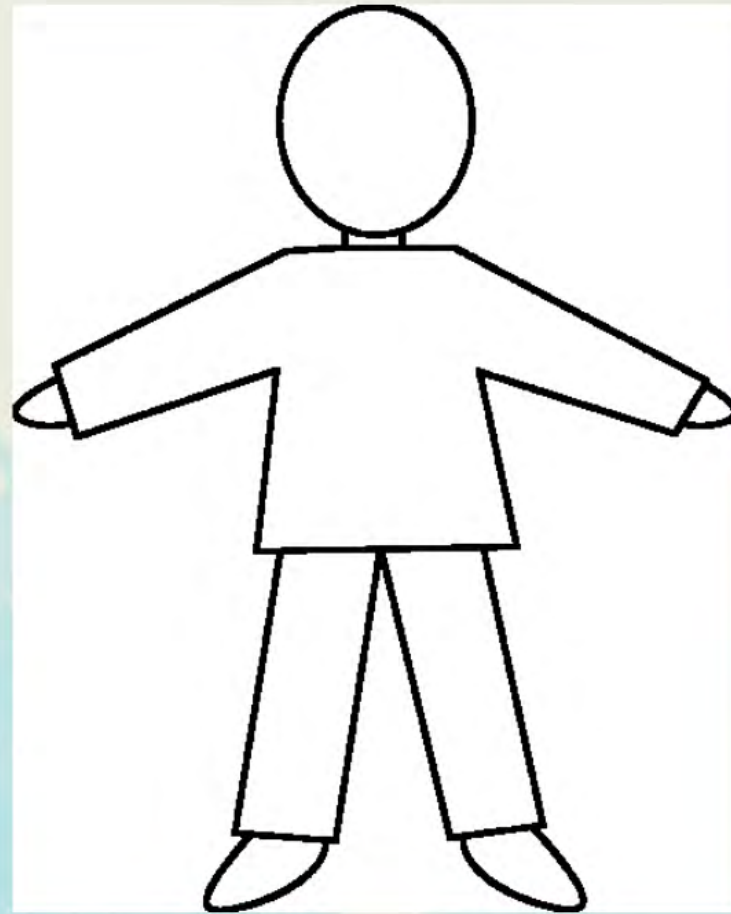**Goals**

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**References**

**Bullying and Empathy**

### Fostering Empathy and Compassion

Uniting Social-Emotional Learning,
Content Instruction and Family
Partnering

Dr. Shayna Brody Whitehouse
Dr. Virginia Hrywnak
Healthy Learning Paths
2015

**Goals**

- Define empathy and discuss its development in early childhood years
- Discuss how empathy and social-emotional skills support social and academic success
- Review techniques focused on building emotional understanding and empathy in early childhood
- Focus on family partnerships and how these relationships support empathy

**What is Compassion?**

**Summary of Early Childhood Development**

**What is Empathy?**

**Social-Emotional Development**

**How Do Empathy and Compassion Develop?**

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**Relationships**

**Responsible to Instruct**

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# Bullying and Empathy



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- Review

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# What is Empathy?

- Showing care for a friend
- Feeling how a friend must feel when something happens (positive or negative)
- Being able to look from the perspective of a friend
- Understanding the experiences of a friend in the classroom and beyond

*Empathy fuels connection, sympathy drives disconnection. ~Brene Brown*

# *What is Compassion?*

- An extension of empathy, offering to make a situation better
- Understanding the perspective of a friend and doing something to help

# *Summary of Early Childhood Development*

- Rely on visual supports for problem solving, see it to understand it
- Learn new vocabulary daily, need support to understand the abstract terms like emotions and feelings
- Focus on their personal experiences but begin to ask questions to learn about others and their world
- Possess increasing attention and memory skills

# Social-Emotional Development

- Begin to understand both basic emotions and emotions like pride and guilt
- Show more self-awareness and awareness of others
- Begin to learn and use strategies to control emotions
- Desire to have control and success in environment

# How Do Empathy and Compassion Develop?

- They learn when their cognitive and social-emotional development support their ability to take a friend's perspective
- They learn from hearing others talk about emotions
- They learn from watching models
- They learn by receiving empathy
- They learn by receiving praise and attention for positive behavior

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# *Relationships*

- A must!
- These skills take time, practice and reinforcement to develop
- Remember you are a model and to model

*Expressing care for another is not an innate ability present more naturally in some people than others, but rather a skill that can be taught and nurtured through a supportive educational environment.*
*~Scotty McLennan*

## Responsible to Instruct

- Self-Awareness
- Social-Awareness
- Self-Management
- Social Skills
- Responsible Decisi

Standards (varies across districts/ states)

- Emotional literacy
- Emotional awareness
- *Theory of Mind*
- Sharing, cooperation
- Self-monitoring
- Problem solving skills

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# What's the Research?

*Increase Safety, School Completion, Academic Achievement and Social Success with:*

- Self-Awareness
- Social-Awareness
- Self-Management
- Social Skills
- Responsible Decision Making

**How Do Standards and Research Intersect?**

**Where Does Social – Emotional Development Come into Play in Instruction?**

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# *Define Behaviorally*

How do we know a child has developed:

- Emotional literacy and awareness
- Theory of mind
- The ability to share and cooperate
- Skills for self-monitoring and social problem solving

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# Integration into Daily Interaction and Content

- **Model and demonstrate** care and connection
- Take time to **watch and listen**
- **Point out** nonverbal and verbal cues to children
- **Ask** "When did you feel that way?"
- **Ask how children feel inside** - Slow down to allow them to experience the feeling
- **Ask if they feel proud** when they help or notice someone in need

# *Planning for Integration*

How do we integrate empathy and compassion into subject areas?
Think about direct lessons, discussion, activities, relationships, daily communication, structured and unstructured play.

# Empathy and Connection to Family

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Research supports need for partnering to build social emotional growth - WHY?

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# *Ghosts in The Classroom*

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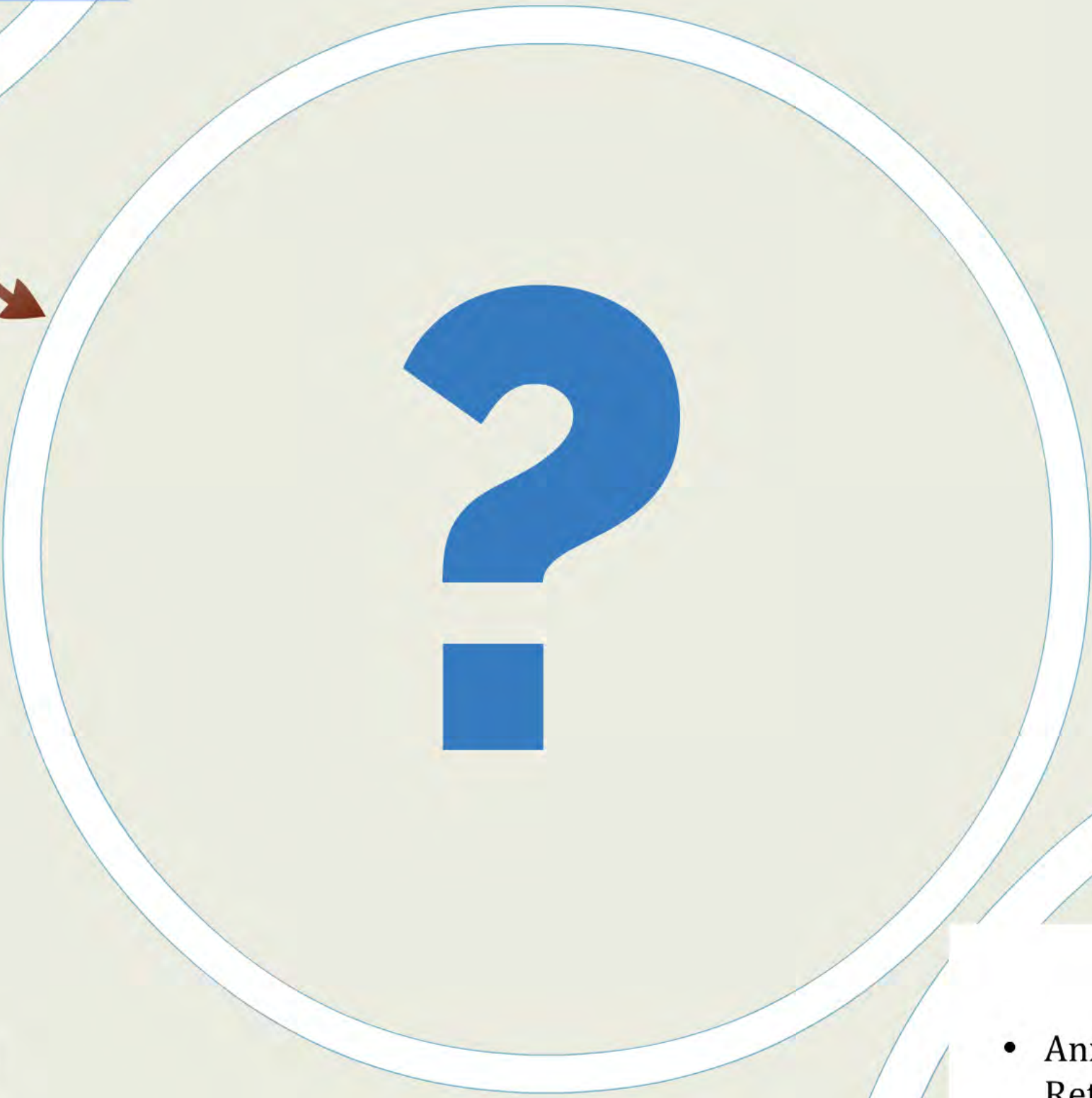
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