EVIDENCE-BASED PRACTICE SYMPOSIUM
The Prepare Curriculum: Empathy Training

ROBERT OLIVER
MARK AMENDOLA
CIBHS 2015
EMPATHY DEFINED

• The ability to put oneself in another’s shoes and understand what someone may be thinking and feeling.
EMPATHY

• One of the most important components for being able to operate on an emotionally healthy level.
The development of empathy is crucial to students in learning to resolve disputes with their peers and form relationships with others. Many students not only cannot recognize the feeling of others, they are not aware of their own feelings.
• Rutgers University actually found that empathy can be factored in as the most important tool in preventing violence (Dobrich and Dranoff, 2003).
• Adolescents needed to learn empathy in a strong, assertive manner, not confusing it with sympathy.
Empathy is an opponent to aggression and is a tool for reducing harassment and violence while promoting prosocial behavior.
• Seeing and understanding the perspective of others is a critical skill set that assists with understanding the use of skill sets taught in Aggression Replacement Training®.
Working with Emotional Intelligence (Goleman, 2000)

• The essence of empathy is sensing what others feel without saying so.
Goleman (2006) recently identified the combination of emotional intelligence and empathy as “social intelligence”…

....the ability to develop healthy interpersonal relationships on a social, emotional and psychological level.
ADELMAN TAYLOR MODEL of Social Emotional Learning

The Adelman Taylor Model from UCLA divides students into three groups:
- **Group 1**: The regular student
- **Group 2**: The mildly at risk student
- **Group 3**: The student with serious issues

- **Group 1**: Needs SOME Social Emotional Learning
- **Group 2**: Needs More
- **Group 3**: Most
Social Emotional Learning (SEL)

- SEL is the knowledge, habits, skills and ideals that are at the heart of a child's academic, personal, social, and civic development.
- This type of learning enables individuals to:
  - recognize and manage emotions,
  - develop caring and concern for others,
  - make responsible decisions,
  - establish and maintain positive relationships, and
  - handle challenging situations effectively.
Framework for Student Success: SEL Instruction

- Recognizing one's emotions and values as well as one's strengths and limitations
- Making ethical, constructive choices about personal and social behavior
- Managing emotions and behaviors to achieve one's goals
- Social awareness
- Self-management
- Responsible decision-making
- Relationship Skills
- Social & emotional learning
- Forming positive relationships, working in teams, dealing effectively with conflict
- Showing understanding and empathy for others
Framework of SEL Competencies

- Self Awareness
  - Identifying and recognizing emotions
  - Accurate self perception
  - Recognizing strengths, need and values
  - Self effectiveness
  - Spirituality
SEL Competencies

• Social Effectiveness
  - Accurate perspective
  - Empathy
  - Appreciating diversity
  - Respect for others
SEL Competencies

- Responsible Decision Making
  - Problem solving
  - Evaluation, reflection and goal setting
  - Personal, moral and ethical responsibility
SEL Competencies

- Self-Management
  - Impulse control and stress management
  - Self motivation and discipline
  - Anger management
  - Goal setting and organizational skills
SEL Competencies

- Relationship Management
  - Communication, social engagement and building relationships
  - Working cooperatively
  - Negotiation, refusal and conflict management
  - Seeking and providing help to others
Focus on Feelings

• First students learn to identify feelings in a general manner by discussing situations and what type of feeling might result.

• It is important to teach the language of feelings first before one can recognize, identify and express feelings.
• Students practice the skill of listening empathetically after learning the procedure for responding to the feelings of other.

• As students gain experience in this area, they learn the skill steps to dealing with their feelings and the feelings of others.
• Lessons in this section use a variety of techniques, including role-play and discussion.

• You will help the students also learn how to respond with empathy by summarizing what people say and by guessing and reflecting back the person’s feeling.
• Patient and skilled instructors help by repetition, frequent practice, and affirmation of attempts and approximations of the desired outcomes.
EMPATHY: A Four Phase Process

1. IDENTIFICATION

.....we allow ourselves to become absorbed in contemplating the other person and his/her experiences.
2. INCORPORATION

• The act of taking the experience of the other person into ourselves.
• When we identify, we project our being into others. When we incorporate, we interject the other person into ourselves.
3. REVERBERATION

• What we have taken into ourselves now echoes upon some part of our own experience and awakens a new experience.

• We allow for an interplay between the two sets of experiences, the internalized feelings of others and our own experience.
4. DETACHMENT

• In this stage of empathic understanding, we withdraw from our subjective involvement and use methods of reason and scrutiny.

• We break our identification and deliberately move away to gain the social and psychic distance necessary for objective analysis.