

**Counselors **SPEAK**:**  
**Connecting**  
**Carefully, Candidly**  
**and Courageously**  
**July 10, 2020**



**OKLAHOMA**  
**Education**



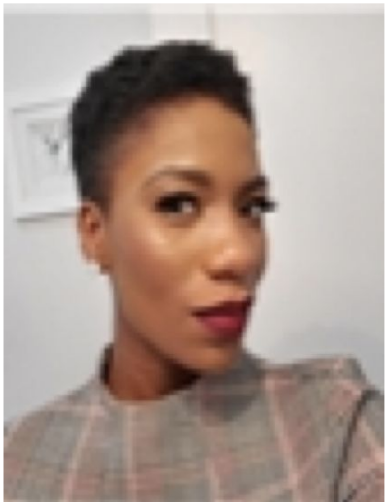
# OSDE Student Support Panel



**Beth Whittle,**  
**M.Ed., LPC**  
Executive Director of  
Counseling



**Petra Woodard,**  
**M.Ed.**  
Executive Director of  
Academic  
Counseling



**Tosin Akande, MPH**  
Bullying Prevention  
Specialist



**Shelly Ellis, Ph.D.**  
Deputy Supt. of  
Student  
Support

# OSDE Student Support Panel - 2



**Elizabeth Suddath,  
MPH**  
Executive Director of  
Prevention and  
School Climate  
Project Director



**Blaire Harrison,  
M.Ed.**  
School Climate  
Specialist



**Amanda  
Sellers, LMSW**  
School Climate  
Specialist



**Heather Graham,  
M.Ed.**  
School Climate  
Specialist



**Jenna Jones,  
M.Ed.**  
School Climate  
Specialist

# Why Are We Here?

To provide Oklahoma Counselors a forum to:

- **S**hare thoughts and concerns in a safe space
- **P**rocess possible causes and solutions
- **E**ducate, equip, and empower one another
- **A**ct, plan and implement
- **K**eeep the conversation going

# What's the Conversation?

**How to help students develop and understand empathy.**

# EMPATHY

The ability to understand and share the feelings of another.

Drives connection.

**VS.**

# SYMPATHY

Feelings of pity and sorrow for someone else's misfortune.

Drives disconnection.



# Empathy

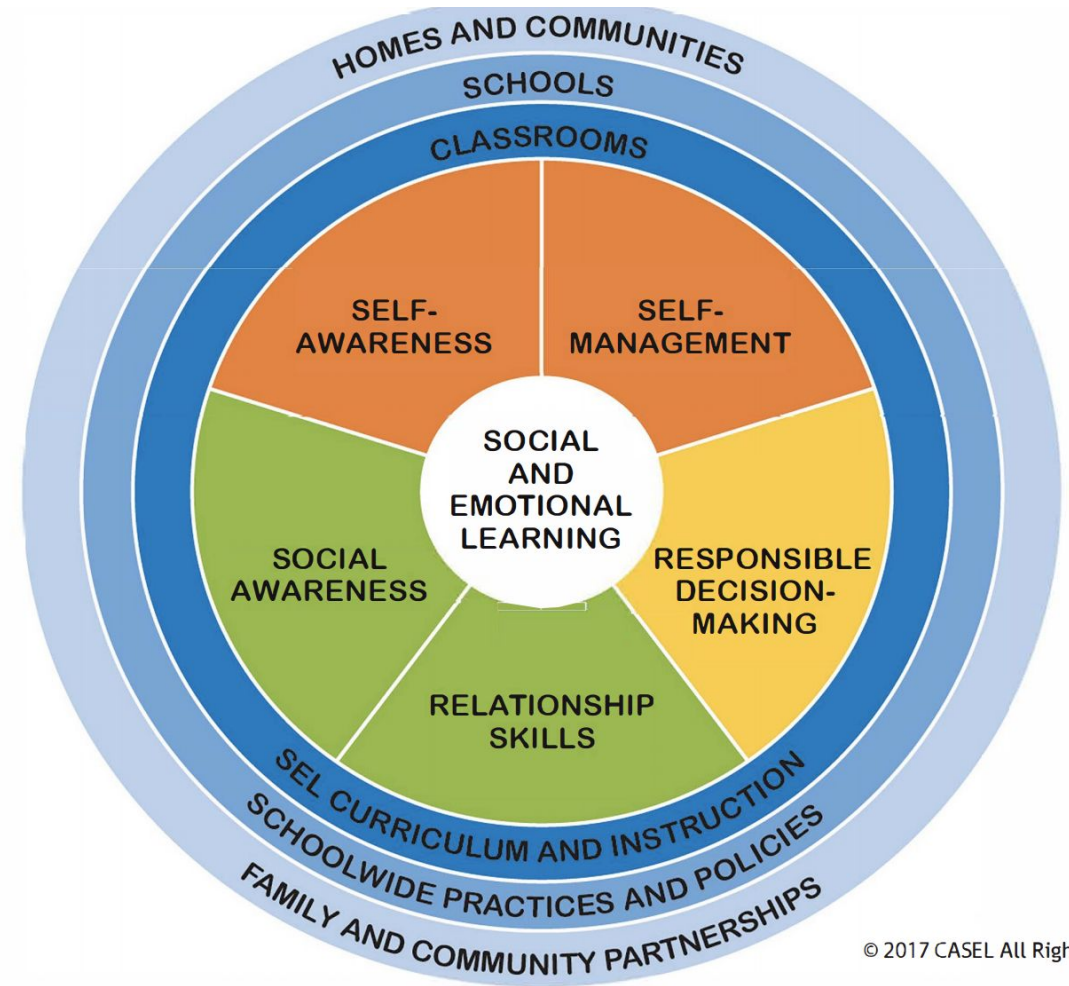


# Social Emotional Core Competency

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➡ PERSPECTIVE-TAKING
- ➡ EMPATHY
- ➡ APPRECIATING DIVERSITY
- ➡ RESPECT FOR OTHERS



© 2017 CASEL All Rights Reserved



# Classroom Considerations

## Social Awareness

	<b>I provide opportunities for students to practice communication skills. (Understanding others' perspective, allowing two-way communication.)</b>
	<b>I believe in general my students do well if they can.</b>
	<b>I work to build an environment that is inclusive of diverse backgrounds and cultures and includes practices that represent all student voices.</b>
	<b>I understand the organizational forces at work, guiding values and unspoken rules that operate among people</b>
	<b>I find it easy to read people's emotions?</b>
	<b>I feel uncomfortable when people get emotional?</b>

**0- Almost Never**

**1- Rarely**

**2- Sometimes**

**3- Usually**

**4- Almost Always**

# Social and Self Awareness

## How to use this information

- To know and grow yourself.
- To identify “triggers” that cause us to be less empathetic with others.
- To better manage self in relation to others.
- To make strategic self changes (not overhauls).
- To model what we ask of students and others.

# Helping Students Develop Empathy

from *UnSelfie: Why Empathetic Kids Succeed in Our All-About-Me World* by Michele Borba

1. Help kids develop a moral identity
2. Help kids with “do-overs”
3. Encourage empathy through stories
4. Support empathy education in schools
5. Examine your values
6. Be mindful of social media use
7. Help kids find their inner hero

[Greater Good Science Center  
at UC Berkeley](#)

# Teaching Students Empathy

## Start with the SEL Resources you have

- Identify if your school is currently using or has access to an evidence-based SEL curriculum.
  - Use Empathy lessons from the curriculum as a starting point or to build additional lessons around empathy.
- Research your SEL programs website to see if there is online or distance learning SEL lessons.
  - Identify if there are any of the online lessons are around empathy, equity, diversity, or cultural relevance.
- Access free SEL resources and activities listed in this training.
- Incorporate empathy in lessons, model, and identify when students practice empathy during daily in-person and digital interactions.

# Empathy Lesson Plans & Resources

## Free SEL Resources

[Teaching Tolerance](#)

[The Teacher's Guild](#)

[Start Empathy: Diversity and Respect - MPS](#)

[Building Safe And Healthy Relationships - Classroom Activities](#)

[Article: Prioritizing Empathy and Anti-Racism in Schools](#)

[Article: Empathy in the Classroom. Why Should I Care?](#)



# Lesson Plans to Teach Empathy

## Free SEL Resources

### Sanford Harmony

 Dashboard  
Pre-K & K

Unit 1 Diversity & Inclusion

Unit 1

### Diversity & Inclusion Overview



**This unit is designed to help *students* learn diversity and inclusion skills:**

- Get to know one another.
- Discover and appreciate commonalities.
- Appreciate and learn from diversity.
- Develop an attitude of inclusion.
- Embrace a common classroom identity.
- Feel valued as an individual and as a member of the group.

 Dashboard  
Pre-K & K

Unit 2 Empathy & Critical Thinking

Unit 2

### Empathy & Critical Thinking Overview



**This unit is designed to help students learn empathy and critical thinking skills:**

GOALS

- Develop emotional understanding, including recognizing feelings, and identifying their causes and consequences.
- Develop empathy for others.
- Increase flexible thinking and decrease stereotyped thinking.
- Develop incremental (change- and growth-based) thinking.

# Professional Development

## Free SEL Resources

### Sanford Inspire

This free online resource celebrates and develops inspirational educators through free on-demand courses and resources designed to support **social emotional learning** and **inspirational instruction** in the PK-12 classroom and at our partner universities.

#### Module: **Teaching Students Empathy**



In this module, you will learn what empathy is, why it's important to foster in the classroom, and what specific actions you can take to develop a more empathic environment.



#### **In this module, you will:**

- ✓ Explore ways to model, establish, and nurture empathy with students.

# Teaching Students Empathy

## Example SEL Purchased Resources

Example Lesson for Grade 3  
Accepting Differences  
[Weekly Lesson Card](#)  
[Following Through](#)

<https://www.secondstep.org/success-stories/kansas-8-week-sel-intervention-improves-behavior>



# Teaching Students Empathy

## Example SEL Purchased Resources



- [Chapter 8 Summary - Empathy](#)
- [Video - Developing Empathy](#)
- [2019 Keynote: Empathy – The Highest Cognitive Skill Possible and the One Everyone Needs to Survive](#)
- [Shubert Books](#)



- [Teaching Empathy and Kindness: 6 Children's Books to Read in 2020](#)
- [Leader in Me and CASEL: Aligned for Impact](#)



# Teaching Students Empathy

## Example SEL Purchased Resources

### Module 3: Building Relationships and Resolving Conflicts -

- Develop skills that build positive relationships
  - Understand and utilize the power of apologizing and forgiving
  - Develop healthy guidelines for dating
  - Understand the importance of helping others and volunteering
- Empathize and show compassion
- Problem-solving and decision making
- Manage social media and resist cyberbullying



**Lesson Overviews**

**Developing healthy, supportive relationships** is one of the key tasks of adolescence. Lessons 3.1 - 3.3 aid students' ability to identify the traits they value in a friend, take another person's perspective, and feel what another might be feeling in response to challenging situations.

**3.1 Developing Positive Relationships**

**Bell Ringer Discussion**

**THINK PAIR SHARE:** How will you feel about a friend who...

1. Why do you think relationships are important in life?

2. What do you think is most important in a healthy, quality friendship?

Research shows that a relationship with a close friend is one of the most important factors in a person's well-being and happiness.

The subject of peers and the fabric that binds society, positive relationships are essential to living a meaningful and fulfilling life. Without them, there would be no basis for community. Many consider friendship more important than romantic love. In this lesson students discuss the traits they most value in a friend/relationships, obstacles that can hurt or end a friendship, and the social skills needed to develop and maintain meaningful relationships.

Research on the effects of adolescent friendships on social adjustment indicates that quality can be more important than quantity (Walsh et al., 2008). Students who have at least one close friend often fare better than those who have many friendships, but on a more superficial level. While popularity can be important for setting the stage for friendship development, it is the high-quality friendship that provides a buffer against feelings of loneliness and depression and other adjustment problems, especially when general peer acceptance is low (Nangle, 2003).

The high school years are a critical time to reflect on friendship. Many students develop new interests and may find that they have drifted away from the friendship they formed in middle school. Helping students to retain a sense of equilibrium through this sometimes-painful transition period can enhance their sense of connectedness to the school community and make their level of engagement in academic pursuits (Kannell & Monrad, 2007; Beard et al., 2011).

In this lesson, students identify and discuss the traits they most value in a friend. This activity builds on Lesson 2.8: Recognizing Character Strengths, so students should be familiar with the vocabulary of different character traits and why these traits are important to relationships.

**3.2 Standing in the Other Person's Shoes**

Being able to take the perspective of another person is a key skill in developing caring and supportive relationships, and is an important component of empathy (Rosen, 2009). In this lesson, students are guided to recognize another person's feelings, needs, thoughts, and beliefs that influence her/his perspective. To facilitate this awareness, students observe a video vignette of two friends with different perspectives of the same situation and then perform similar role-play in pairs, with a third student playing the role of "neutral observer" and providing feedback.

Role-playing exercises have long been regarded as an effective strategy for developing the skill of perspective taking. In these role plays, students practice active listening—a set of techniques that helps them focus their attention, restate or paraphrase what they are hearing, and check for understanding—which was introduced in Lesson 1.11: Using Active Listening. As noted in the earlier lesson, students may feel uncomfortable when first engaging in active listening. The suggested sentence

### Module 3 Lesson Overview



# Teaching Students Empathy

## Video Resources for Counselors and Teachers



# Teaching Students Empathy

## Video Resources for Counselors and Teachers

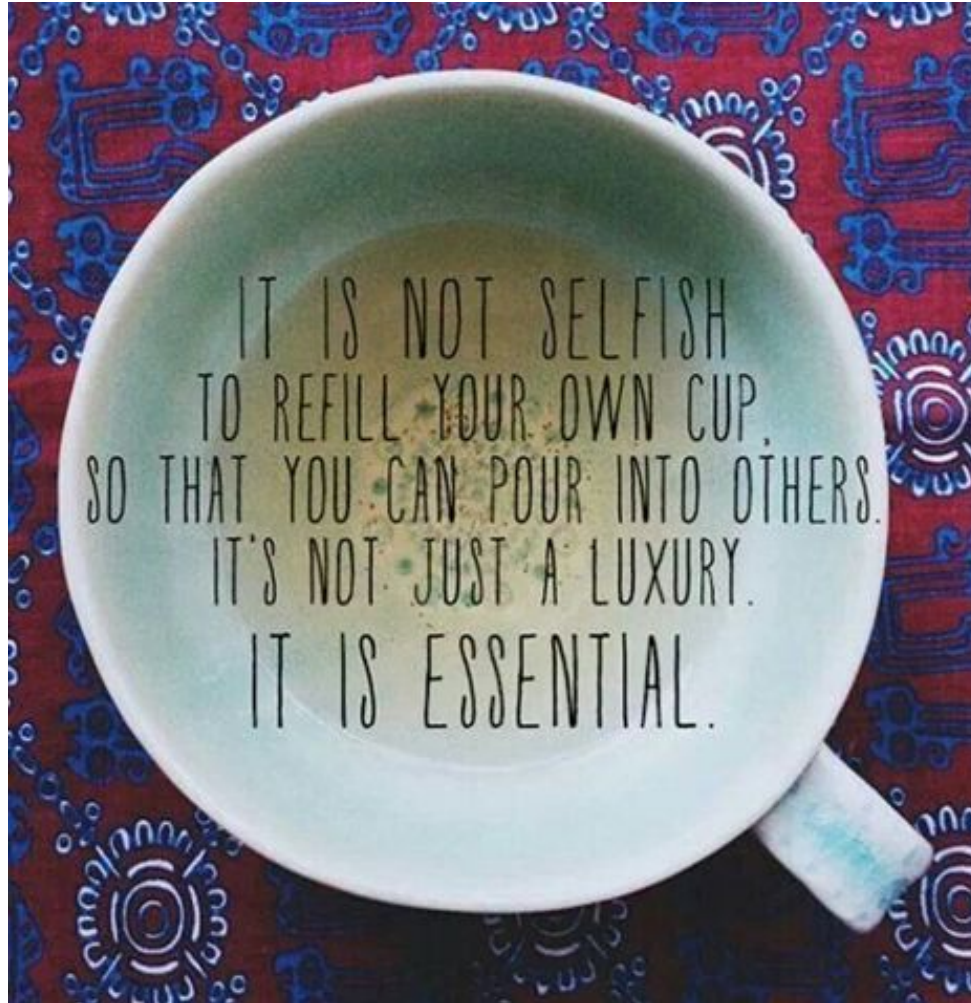


# Teaching Students Empathy

## Video Resources for Counselors and Teachers



# Self-Care



*When you are in a better place, your kids experience a better place.”*

**Take 30 seconds to write down your go-to self-care.**

# Self-Care Resources

- [Full List of SDE SEL Resources](#)
- [Self-Care for Teachers and Educational Professionals](#)
- [Self-Care for Parents and Caregivers](#)
- [Create a Self-Care Plan](#)
- [Understanding Compassion Fatigue](#)



# Research Registries

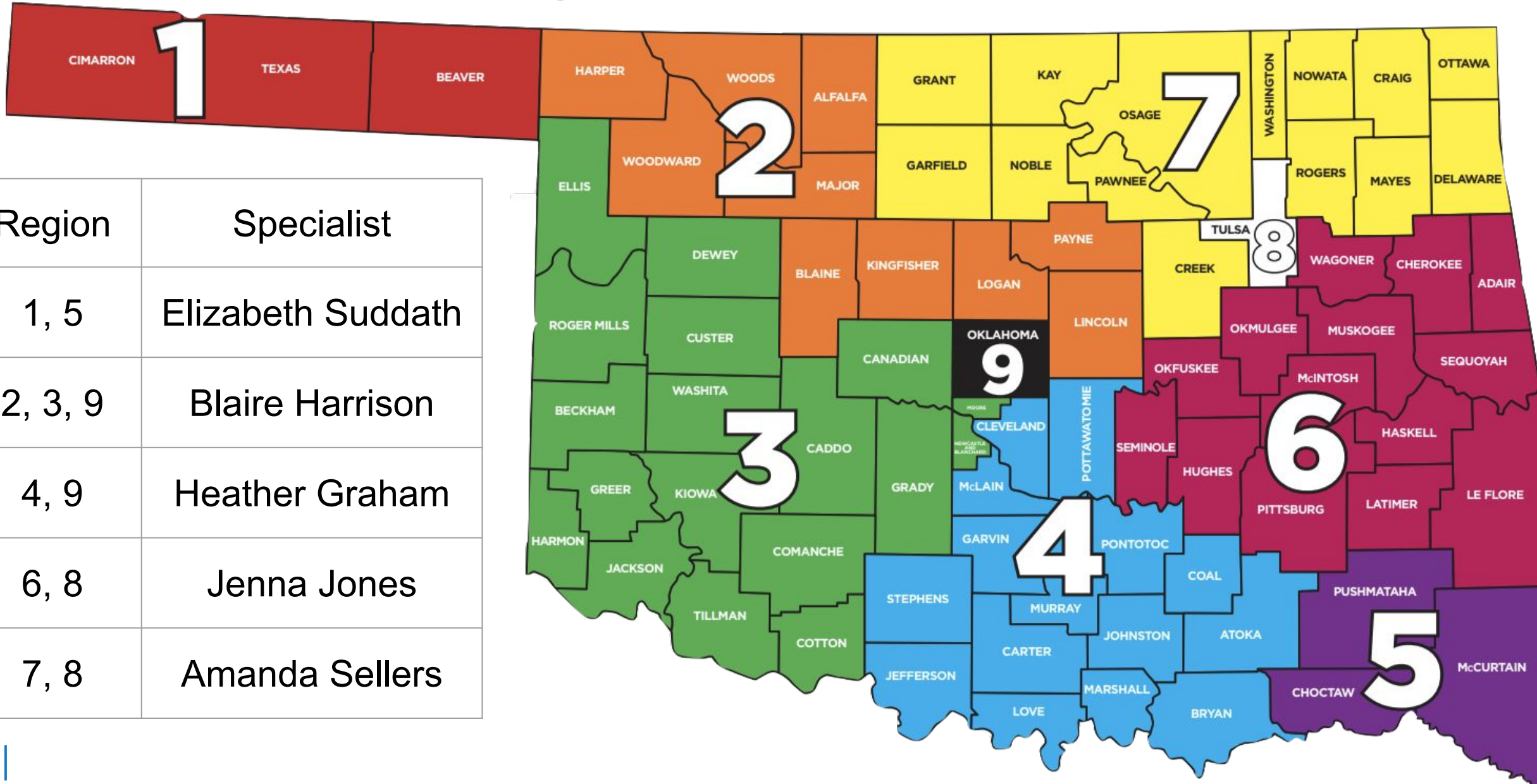
- [What Works Clearinghouse](#)- by the Institute of Education Science
- [SAMHSA](#) - Substance Abuse and Mental Health Services Administration
- [CASEL](#) - The Collaborative for Academic, Social, and Emotional Learning

## Assessment Tools

### [Social Emotional and Behavioral Screening Instruments](#)

# OKTransform Regional Map

Region	Specialist
1, 5	Elizabeth Suddath
2, 3, 9	Blaire Harrison
4, 9	Heather Graham
6, 8	Jenna Jones
7, 8	Amanda Sellers



# School Climate Specialists

Region	Regional School Climate Specialist	Email	Phone Number
Regions 1 & 5	Elizabeth Suddath	<a href="mailto:elizabeth.suddath@sde.ok.gov">elizabeth.suddath@sde.ok.gov</a>	(405) 521-2106
Regions 2, 3 & 9	Blaire Harrison	<a href="mailto:blaire.harrison@sde.ok.gov">blaire.harrison@sde.ok.gov</a>	(405) 317-9625
Region 4 & 9	Heather Graham	<a href="mailto:heather.graham@sde.ok.gov">heather.graham@sde.ok.gov</a>	(405) 250-9649
Region 6 & 8	Jenna Jones	<a href="mailto:jenna.jones@sde.ok.gov">jenna.jones@sde.ok.gov</a>	(918) 822-4205
Region 7 & 8	Amanda Sellers	<a href="mailto:amanda.sellers@sde.ok.gov">amanda.sellers@sde.ok.gov</a>	(405) 317-6836