

# **COMPONENTS OF SEL**

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**MEASURING YOUR SCHOOL'S  
EMOTIONAL GPA**

# **OUR TIME AND SEL**

**Who are you?**

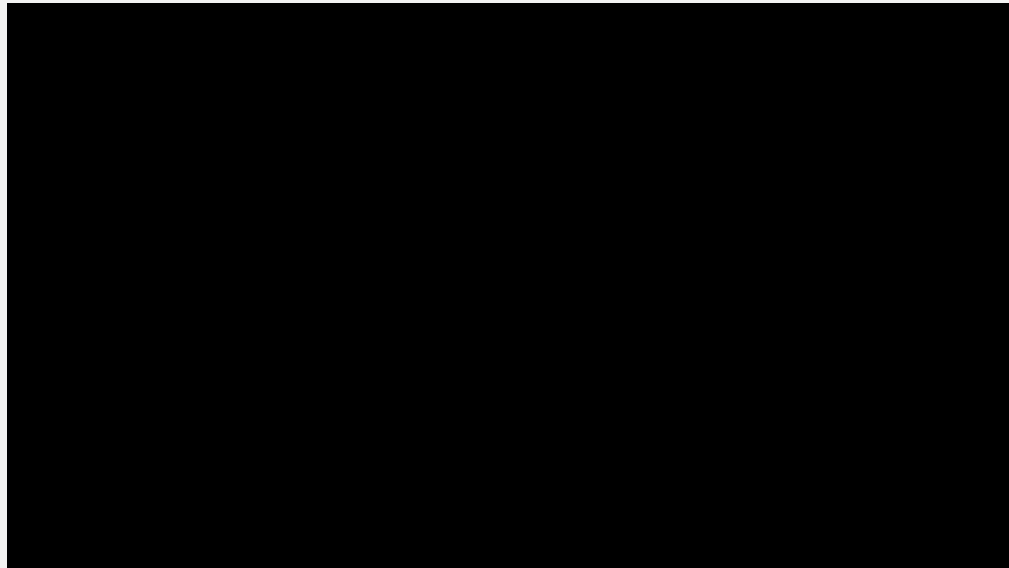
**About me...**

**What about SEL?**

- ◆ **Why it's important in schools**
- ◆ **How it benefits students**
- ◆ **How it benefits teachers/staff**

**WHAT IS SEL?**

**LET'S WATCH....**



How do we define social and emotional learning (SEL)? Researchers generally agree upon five key competencies of SEL ([Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011](#)). These competencies provide the foundation for maintaining high-quality social relationships and for responding to the challenges of life.

<b>1. SELF-AWARENESS</b>	<ul style="list-style-type: none"><li>•What are my <b>thoughts</b> and <b>feelings</b>?</li><li>•What causes those thoughts and feelings?</li><li>•How can I express my thoughts and feelings respectfully?</li></ul>
<b>2. SELF-MANAGEMENT</b>	<ul style="list-style-type: none"><li>•What different <b>responses</b> can I have to an event?</li><li>•How can I <b>respond</b> to an event as constructively as possible?</li></ul>
<b>3. SOCIAL AWARENESS</b>	<ul style="list-style-type: none"><li>•How can I better understand other <b>people's</b> thoughts and feelings?</li><li>•How can I better understand why <b>people</b> feel and think the way they do?</li></ul>
<b>4. RELATIONSHIP SKILLS</b>	<ul style="list-style-type: none"><li>•How can I adjust my actions so that my interactions with different <b>people</b> turn out well?</li><li>•How can I communicate my expectations to other <b>people</b>?</li><li>•How can I communicate with other <b>people</b> to understand and manage their expectations of me?</li></ul>
<b>5. RESPONSIBLE DECISION MAKING</b>	<ul style="list-style-type: none"><li>•What consequences will my actions have on myself and others?</li><li>•How do my <b>choices</b> align with my values?</li><li>•How can I solve problems creatively?</li></ul>
<p><a href="#">"What is SEL? Skills and Competencies"</a> page Collaborative for Academic, Social, and Emotional Learning (CASEL)</p>	

# EMPATHY

Empathy, generally defined as the ability to understand **and** share another person's emotional state, is a multidimensional construct, consisting of cognitive (inferring mental states) and emotional (observer's emotional response to another person's emotional state) components.

- ❖ **Why is this so important?**
- ❖ **Self-assessment**
- ❖ **Understanding vs. application**

**What's your EQ (empathy quotient)?** This quiz, adapted from a common psychological test of empathy, gauges two key empathy types: concern for others and perspective (the ability to imagine someone's point of view). For each question, pick a number from 1 to 5, then tally your scores.

<b>1</b> Doesn't describe me	<b>2</b> Describes me a tiny bit	<b>3</b> Describes me somewhat	<b>4</b> Pretty much describes me	<b>5</b> Describes me to a T
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### 1 How deep is your concern?

- When I see people who aren't as well off as I am, such as the homeless guy who's always on the corner, I feel bad for them. And I worry! \_\_\_\_\_
- I can't stand to think of anyone being taken advantage of; I get so mad, I want to jump in and make things right again somehow. \_\_\_\_\_
- I often get emotional unexpectedly. When I read about even a distant tragedy (tsunamis, fires), I need to reach for the tissues. \_\_\_\_\_
- Others would describe me as a big softie, and I'd have to agree. \_\_\_\_\_

Your  
concern  
score

#### What your number means

**18 or higher** Highly empathetic  
**16 to 17** Above average  
**15** Smack in the middle  
**13 to 14** You may need to focus more on the world around you.  
**12 and lower** You need to increase your EQ.

### 2 Can you see things from another's eyes?

- When I'm bothered by a pal or family member, I try to imagine myself in her shoes. ("So *that's* why she did that!") It helps calm me down. \_\_\_\_\_
- I think it's fun to occasionally imagine what life would be like if I were someone else, like my boss or a good friend, just out of curiosity. \_\_\_\_\_
- I'm not big on yelling or criticism, even when a person deserves it. I can't help but think how bad she'd feel if I chewed her out. \_\_\_\_\_

Your  
perspective  
score

#### What your number means

**13 to 14** You're a pro at imagining what others are feeling.  
**11 to 12** Better than most  
**10** About average  
**9** You find putting yourself in another's shoes a challenge.  
**8 or lower** You could benefit from practicing your empathy skills.

### 3 Add your scores for your empathy quotient

+=

Total  
empathy  
score

#### What your number means

**33 or higher** Extremely empathetic. **27 to 33** Quite empathetic. **25 or 26** Average. **23 or 24** Below average. **22 and below** Low on empathy.



# EMPATHY SCHOOL OF CHICAGO, IL

School Name:			Training Name:	
School Year:		Teacher Grade:	Training Location	
PD Attended:		Date:		
Teacher Name:				
Principal Name:				
Teacher Signature:			Principal Signature:	

Course	Level	Comment
Hearing	1 2 3 4 5	
Listening	1 2 3 4 5	
Identify Feeling	1 2 3 4 5	
Reflection	1 2 3 4 5	
Affect	1 2 3 4 5	
Response	1 2 3 4 5	
Action	1 2 3 4 5	
Follow up	1 2 3 4 5	
Total Credits:		0

1st Semester Grade	2nd Semester Grade	Final Grade (only if using number values for semester grades)	Comments
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	
A B C D E	A B C D E	A B C D E	

CARKHUFF SCALE KEY	
LowLevel	1
Moderately LowLevel	2
Interchangeable or Reciprocal	3
Moderately High Level	4
High Level	5

Credit/Accountability/PD/Experience Key	
1 semester course	.5 credits
2 semester course	1 credit

Grading Scale Key		
Grade	Low%	High %
A	90	100
B	80	89
C	70	79
D	60	69
F	below60%	

# ILLUSTRATIONS OF EMPATHY

This video  
is  
appropriate  
for ages  
three  
through  
high school



# ILLUSTRATIONS OF EMPATHY

**The second video is appropriate for age three through high school (14-15)**



## **WHY PRACTICE EMPATHY?**

**It's generally understood we need empathy and that it is inherently good. It might be harder to explain to teams of people "why" we need it. Consider the following resource:**

## Why Practice Empathy?

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Empathy is a building block of morality—for people to follow the Golden Rule, it helps if they can put themselves in someone else’s shoes. It is also a key ingredient of successful relationships because it helps us understand the perspectives, needs, and intentions of others. Here are some of the ways that research has testified to the far-reaching importance of empathy.

- Seminal studies by [Daniel Batson](#) and [Nancy Eisenberg](#) have shown that people higher in empathy are more likely to help others in need, even when doing so [cuts against their self-interest](#).
- Empathy reduces [prejudice and racism](#): In one study, white participants made to empathize with an African American man demonstrated less racial bias afterward.
- Empathy is good for your [marriage](#): Research suggests being able to understand your partner’s emotions [deepens intimacy and boosts relationship satisfaction](#); it’s also fundamental to resolving conflicts. (The GGSC’s [Christine Carter](#) has written about effective strategies for developing and expressing [empathy in relationships](#).)
- Empathy reduces bullying: [Studies](#) of Mary Gordon’s innovative [Roots of Empathy](#) program have found that it decreases bullying and aggression among kids, and makes them kinder and more inclusive toward their peers. An unrelated study found that [bullies lack “affective empathy”](#) but not cognitive empathy, suggesting that they know how their victims feel but lack the kind of empathy that would deter them from hurting others.
- Empathy promotes heroic acts: A [seminal study](#) by Samuel and Pearl Oliner found that people who rescued Jews during the Holocaust had been encouraged at a young age to take the perspectives of others.
- Empathy fights inequality. As [Robert Reich](#) and [Arlie Hochschild](#) have argued, empathy encourages us to [reach out](#) and [want to help](#) people who are not in our social group, even [those who belong to stigmatized groups](#), like the poor. Conversely, research suggests that [inequality can reduce empathy](#): People show less empathy when they attain higher socioeconomic status.
- Empathy is good for the office: [Managers who demonstrate empathy](#) have employees who are sick less often and report greater happiness.
- Empathy is good for health care: A large-scale study found that doctors high in empathy have [patients who enjoy better health](#); other research suggests training doctors to be more empathic improves [patient satisfaction](#) and the doctors’ [own emotional well-being](#).

## Level 5: High Level of Empathic Responding

- Reflecting each emotional nuance
- Voice and expressions finely attuned to the client's moment-by-moment experiencing
- Accurate response to the full range and intensity of **both** surface and underlying feelings and meanings

## Level 3: Interchangeable or Reciprocal Level of Empathic Responding

- Verbal and nonverbal responses show understanding
- Essentially **interchangeable** with the client's expressions
- Accurately reflecting** the client's story and surface feelings or state of being

## Level 1: Low Level of Empathic Responding

- Communicating little or no awareness or understanding of the person's feelings
- Responses are irrelevant or abrasive**
- Changing the subject, giving **advice**, etc.

## Level 4: Moderately High Level of Empathic Responding

- Somewhat additive, accurately identifying the client's implicit underlying feelings
- Response illuminates subtle or veiled facets of the client's message
- Enables the client to get in touch with **deeper** feelings and **unexplored** meanings of behavior

## Level 2: Moderately Low Level of Empathic Responding

- Responding to the surface message but **omitting** feelings or factual aspects of the message
- Inappropriately qualifying feelings
- Inaccurately interpreting feelings

# GENERAL FORMAT TO BEGIN

It sounds like you **feel** \_\_\_\_\_.

So you are **feeling** \_\_\_\_\_ because \_\_\_\_\_.

Because \_\_\_\_\_ you'd \_\_\_\_\_.

If you \_\_\_\_\_ then you would **feel** \_\_\_\_\_.

How about you/we \_\_\_\_\_.

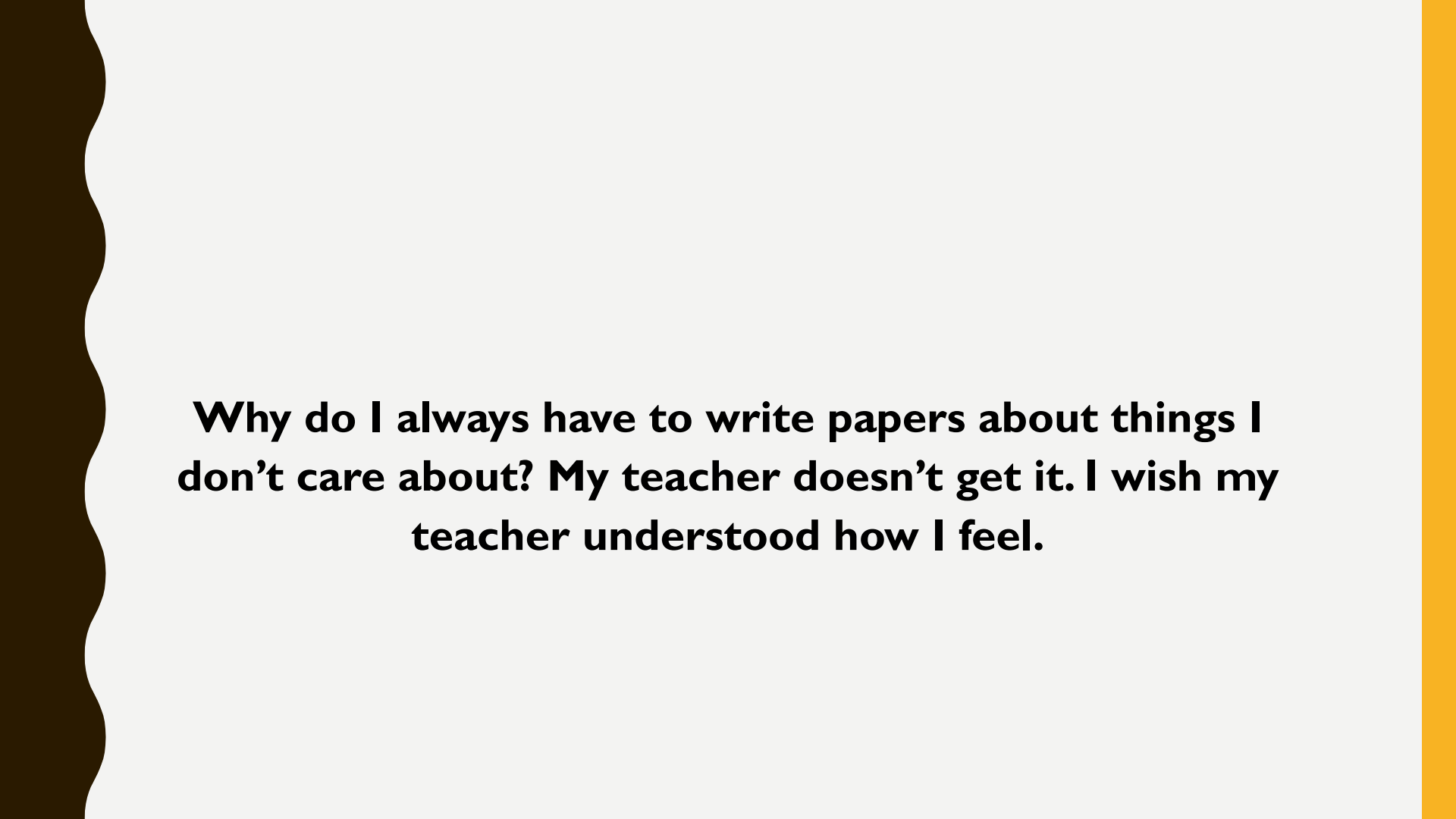
# **EMPATHY CHALLENGE!**

**I don't have my homework again...sigh...it's my family situation.**

**Why do I always have to present to the class when I'm terrible at it? My teacher keeps making me do it. I'm freaking out.**



**If I fail another test in any class, my parents will kill me.  
They are threatening to pull me out of this school and  
I'm afraid it's going to happen.**

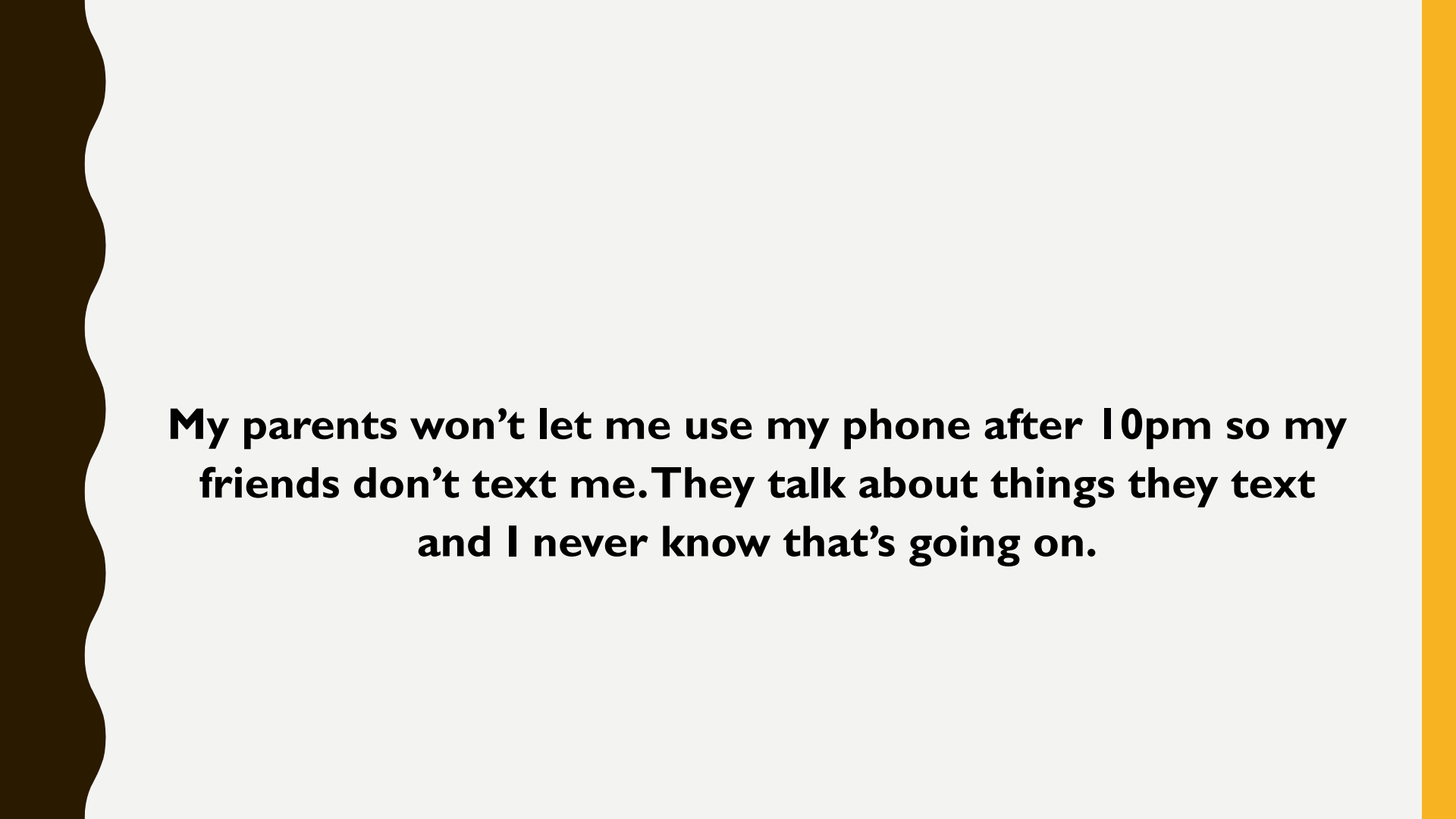


**Why do I always have to write papers about things I don't care about? My teacher doesn't get it. I wish my teacher understood how I feel.**



**I'm terrible at math. I'll never do well on tests. Everyone thinks I'm stupid.**

**My ankle hurts every time I run and I look slow. People make fun of me and won't pick me to be on their team. I don't want to play any sports.**



**My parents won't let me use my phone after 10pm so my friends don't text me. They talk about things they text and I never know that's going on.**

**When my brother had my teacher for science he got all A's so now my parents expect me to. It's too hard for me. My teacher thinks I'm my brother and I'm not.**

**Every time we have to find a partner people make excuses so they don't have to work with me. I get the leftover kids all the time. It's not fair.**

**If I get a detention I won't get a department award and that would be humiliating. Last year everyone got one.  
My sister says it's impossible not to.**



**I asked 3 people to room with me on our science trip to Florida and they all said no so I don't want to go. Everyone else seems to have a roommate.**

**My friend accused me of liking her boyfriend and it's not true. She's just jealous of me. I'm done with her.**

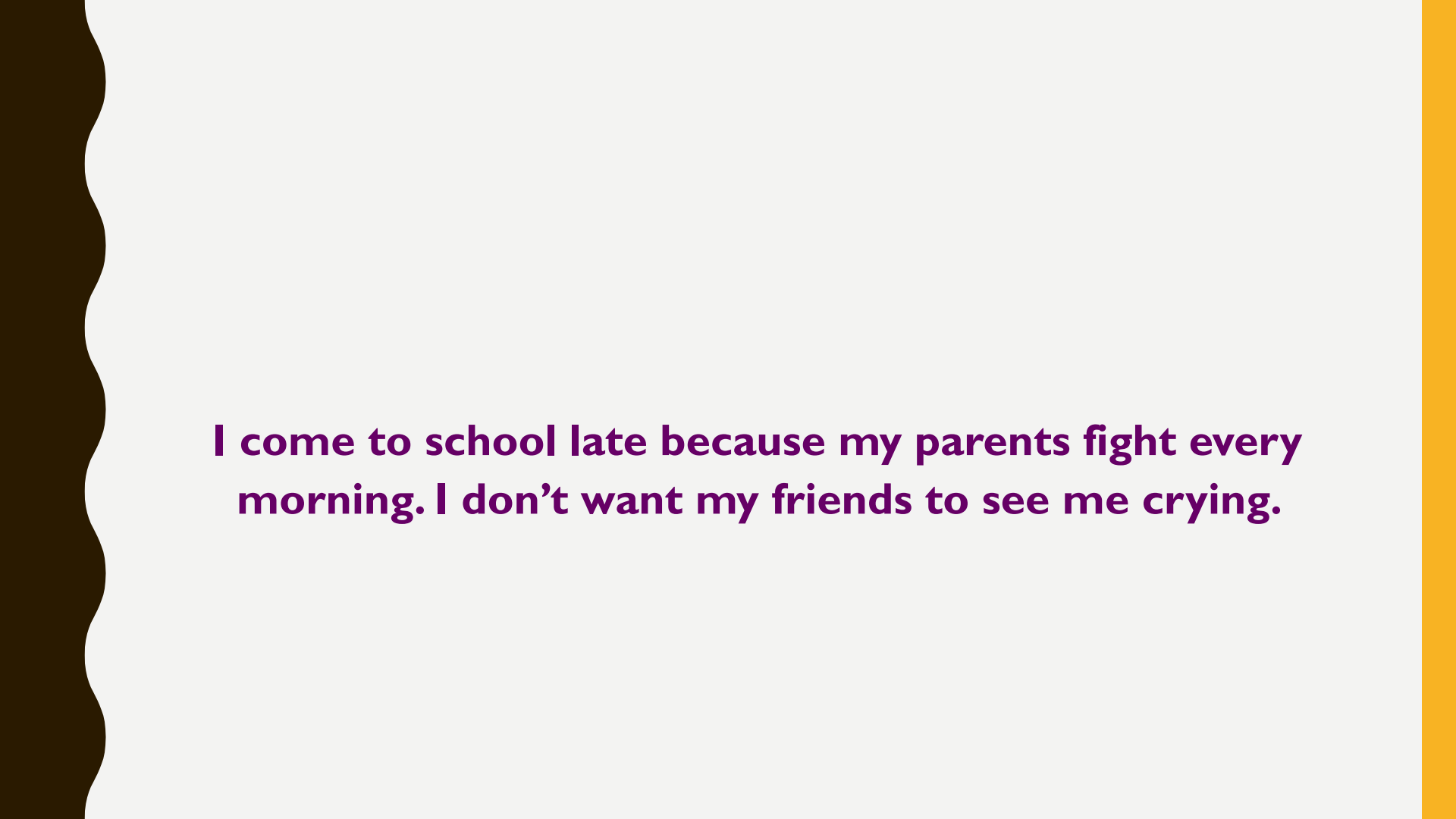
**Science is my favorite class, but the teacher doesn't like me. I can tell. I don't know what to do. I should have an A but now I have a C.**

**Conferences are humiliating for me. All my parents do is yell at me the whole time. I don't want to talk next time.**



**My art project is ugly and I don't want it displayed. I don't want my friends to see it. They will laugh at me.**

**My workbook is at my dad's house and I was with my mom last night. I keep telling my dad I need the book but he doesn't listen to me.**




**I come to school late because my parents fight every morning. I don't want my friends to see me crying.**

**The library book I checked out is missing again. I put it in my desk and it disappears. This isn't fair!**



**I don't have any friends at lunch. They all say the seats are saved when I try to sit down. I end up alone.**

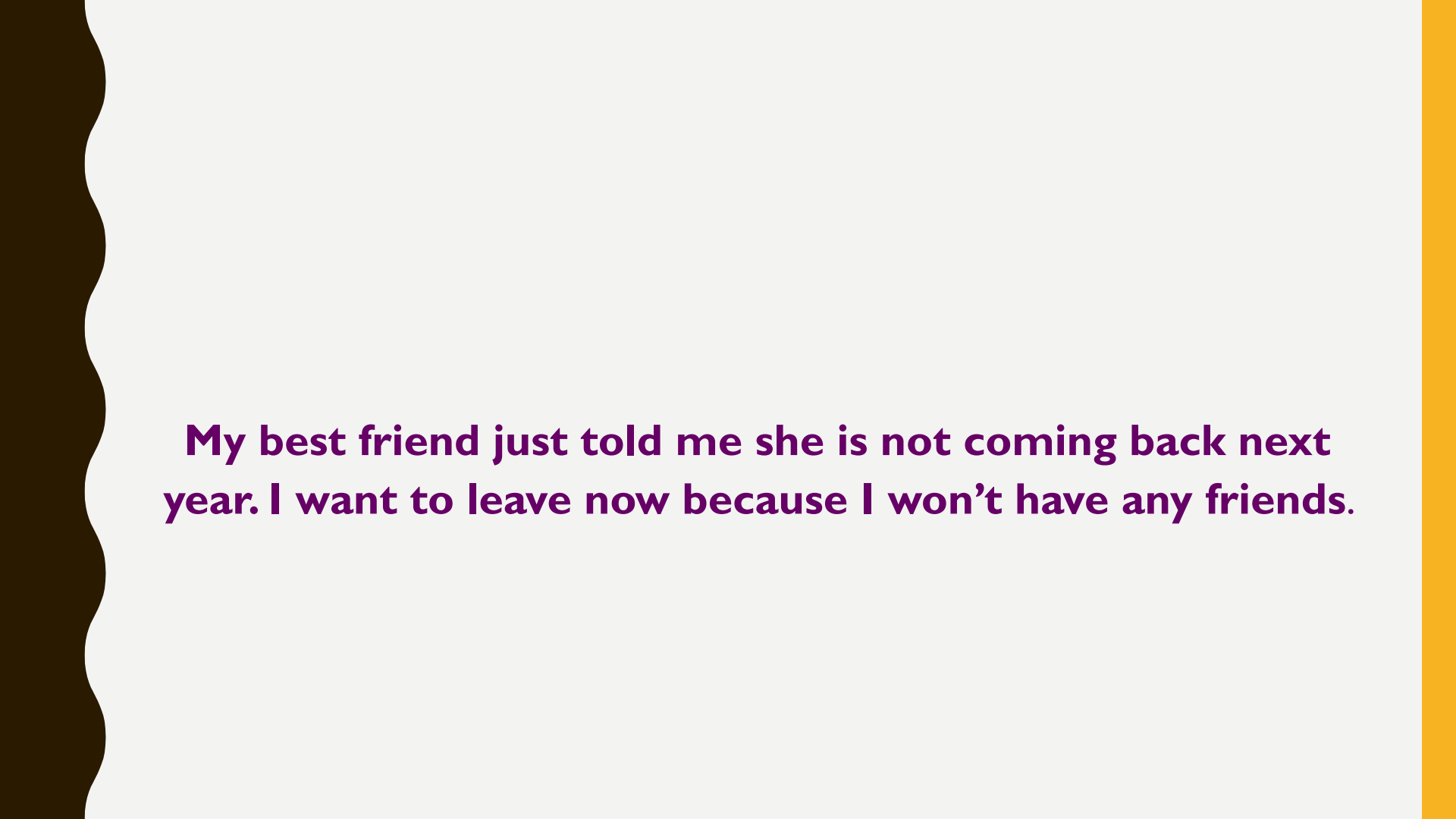
**I am in support reading and my best friend isn't. She always talks about her higher reading group. I don't know what to do.**



**My friend won't play with me at recess. She plays with Susie and they run away from me.**

**Our dog is sick and I am afraid something is going to happen to her while I am at school. I'm sad and I see my mom crying at night.**

**My grandfather died and I see my dad looking really sad.  
I'm afraid something will happen to my dad.**



**My best friend just told me she is not coming back next year. I want to leave now because I won't have any friends.**

**I am on the B team for soccer and all my friends made the A team. They won't talk to me anymore because they think they are better than me.**



**My stomach hurts and I want to go home. Only my mom knows how to make it feel better.**



**There is a birthday party this weekend and I didn't get invited. My friends talk about it at recess. I don't want to come to school.**

**Rumors are flying that say our music program is being phased out. You can't let that happen. We've spent years building it.**

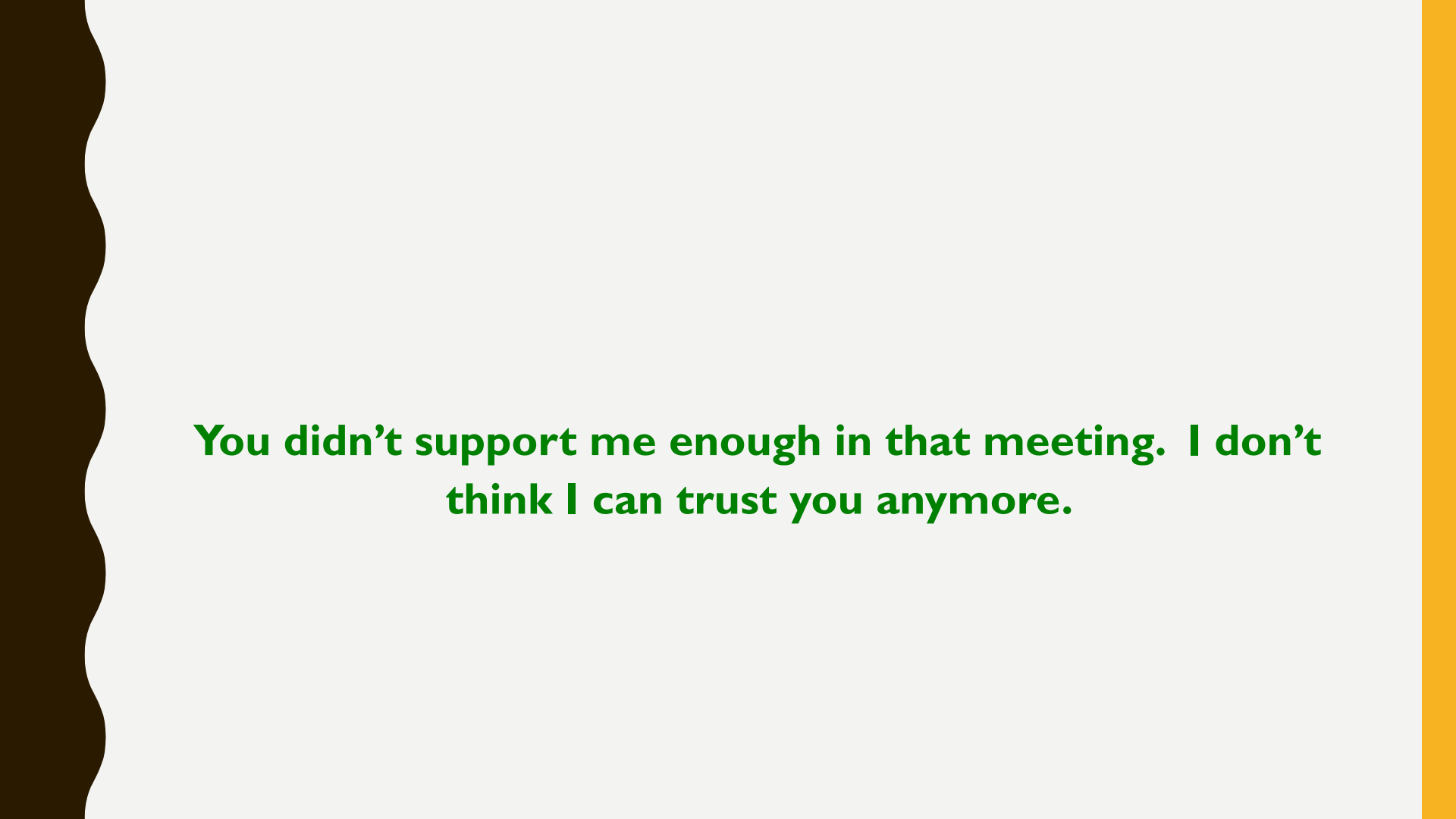
**That parent is blaming me for his child's poor grades, but we both know it's because he doesn't do his work. He must be removed from my class.**

**My husband was just laid off. I don't know what we'll do living on my salary.**

**My teaching partner is not carrying her weight. I'm working twice as hard because of it. I want this addressed.**

**I have a medical problem and will need to have my teaching load adjusted. I don't know what I would do without my job.**

**A student I know hacked into my Instagram account and shared my photos with everyone. I don't think I can show my face to my students.**



**You didn't support me enough in that meeting. I don't think I can trust you anymore.**



**How could you deliberately schedule me to teach that class? You knew I didn't want to and you did it anyway.**

# REFERENCES

- *Direct Social Work Practice: Theory and Skills* by Hepworth, Rooney and Rooney (2009); it provides a roadmap to judge your responses based on a 5-point scale similar to the one used by Truax and Carkhuff (1967).
- <http://cultureofempathy.com/references/Test.htm>

# KEEP THE CONVERSATION GOING!

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