

OFFICE OF

# Student Support Services

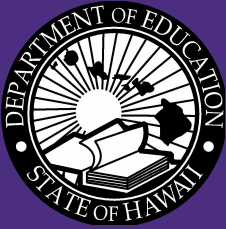
## 38th Annual SPIN Conference

### April 6, 2024

## SPIN's Ocean Of Possibilities

## Hawai'i Department of Education





OFFICE OF

# Student Support Services

## Developing Resilience & Empathy “Building Better Sandcastles”

**April 6, 2024 1:20-2:20 PM**

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# Building Better Sandcastles



Helping kids grow their empathy skills – like sliding into someone else’s rubber slippahs – and boost their resilience – bouncing back from life’s rip tides – are superpowers for future happy grown-ups. Drop in for tips on developing these protective factors and skills in kids, and watch them turn into sandcastle pros. It’s going to be a whale of a time!



# Desired Outcomes For Today: participants will...

- ❖ Understand what is meant by resilience
- ❖ Understand what is meant by empathy
- ❖ Be aware of how the Department of Education is working to develop resilience and empathy in public school for ALL students;
- ❖ Learn tips for reinforcing empathy and resilience at home and in the community;
- ❖ Be aware of resources for more information and support regarding developing empathy and resilience in children and youth with disabilities.



# Agenda for today:

## Outline-

- I. **Introduction:** (Inclusive Opening) The Aloha Circle
- II. **Resilience:** What is Resilience and The Core Competencies
- III. **Empathy:** Meaning and Expression
- IV. **Developing Resilience and Empathy in Schools:** For ALL students
- V. **Reinforcing Empathy and Resilience at Home and in the Community**
- VI. **Resources**
- VII. **Closing Circle:** (Optimistic Closure): The Word Wave



# Collaborative for Academic and Social Emotional Learning (CASEL) SEL 3 Signature Practices



1. Inclusive Welcome
2. Engaging Strategies
3. Intentional Close

[CASEL Signature Practices  
Playbook](#)

[CASEL SEL 3 Signature Practices  
WEBSITE](#)





We are so happy you're here!

Say hello and share one thing you will do for yourself this weekend!



# Aloha!

## Types of Self-Care

<b>Physical</b>  Sleep <b>Stretching</b> Walking Exercise <b>Nutrition</b> Yoga	<b>Emotional</b>  Stress Management <b>Coping Skills</b> Compassion <b>Therapy</b> Journaling	<b>Social</b>  <b>Boundaries</b> Support System <b>Positive</b> Social Media Communication <b>Friends</b>	<b>Spiritual</b>  Time Alone <b>Meditation</b> Prayer <b>Nature</b> Sacred Space
<b>Personal</b>  Hobbies Creativity <b>Goals</b> Identity <b>Authenticity</b>	<b>Space</b>  Safety <b>Healthy</b> Environment <b>Stability</b> Clean Space	<b>Financial</b>  Saving Budgeting <b>Money</b> Management Paying Bills <b>Boundaries</b>	<b>Work</b>  Time Management Work <b>Boundaries</b> Breaks

BlessingManifesting

# Agreeing on "How to Be"

We are...

- Student centered
- Present and engaged
- Solution-oriented
- Equitable in dialogue and discussions
- Collaborative and supportive
- Free to come and go as we need
- Patient with technical glitches







# Inclusive Opening: Aloha Circle





# Inclusive Opening: Aloha Circle

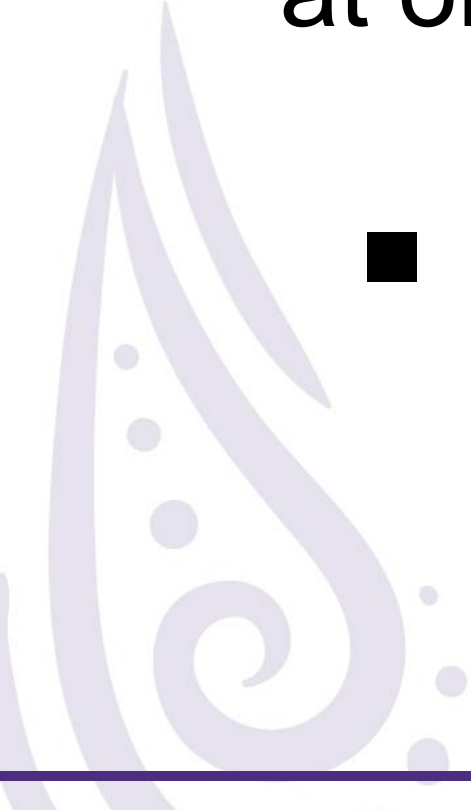
- Into the circle, we will all share at once...
  - Your name





# Inclusive Opening: Aloha Circle

- Into the circle, we will all share at once...
  - The community you identify with





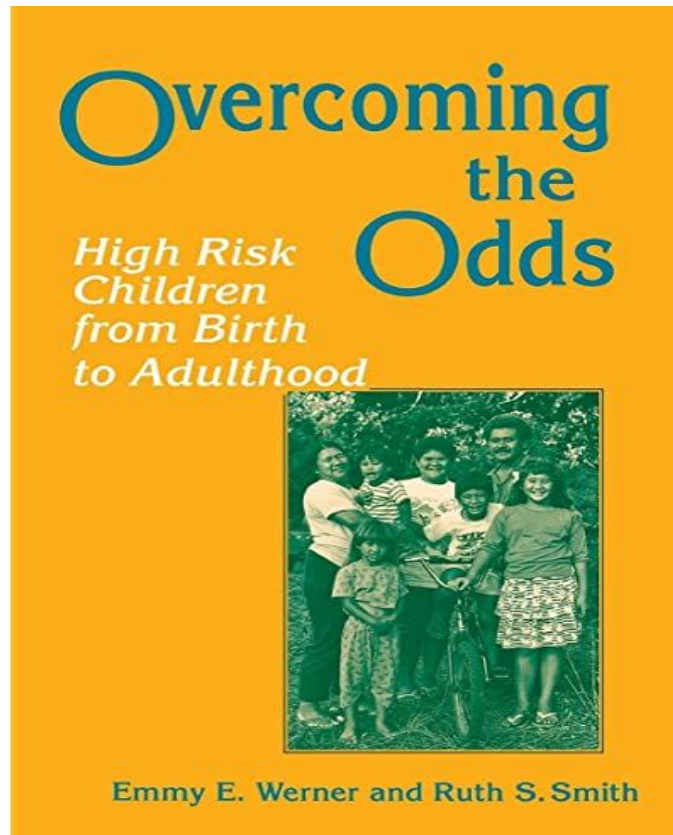
# Inclusive Opening: Aloha Circle

- Into the circle, we will all share at once...
  - Your gift





**Resilience:** the ability to cope in the face of adversity



**Protective Factors:**

**Who is your MAMA? Meaningful Adult, Meaningful Activity**



**Empathy:** the ability to understand and share another's feelings



# Making Sound Choices Based on the Right Information





# Protective Factors: HA



Nā Hopena A'o Statements

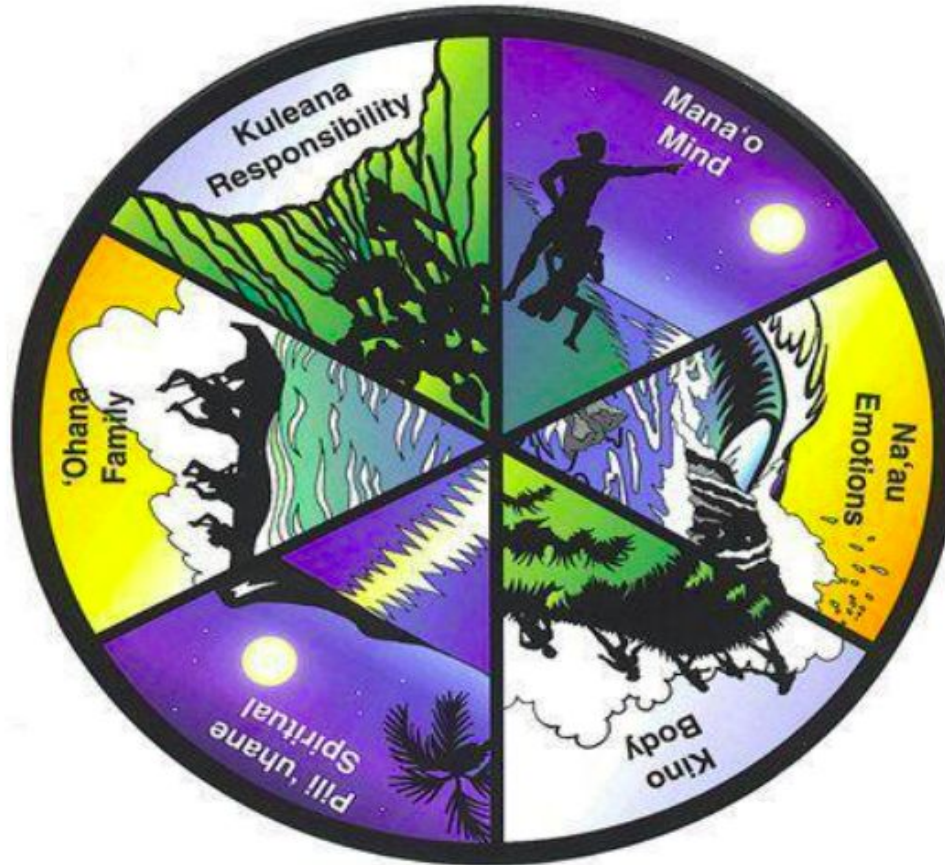
## HĀ: BREATH







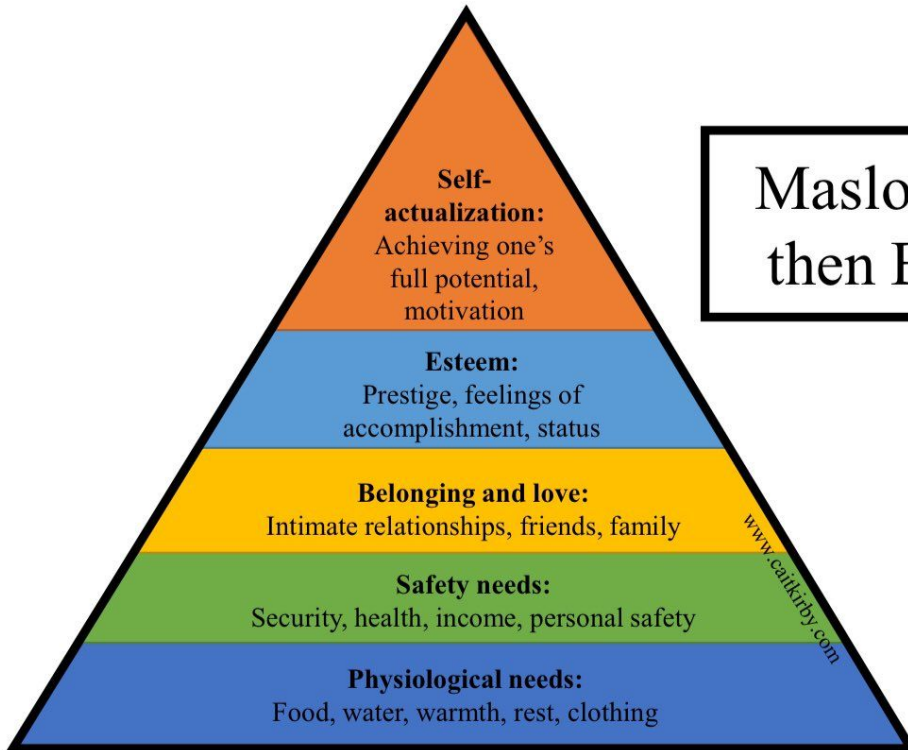
# Protective Factors: Lokahi Wheel



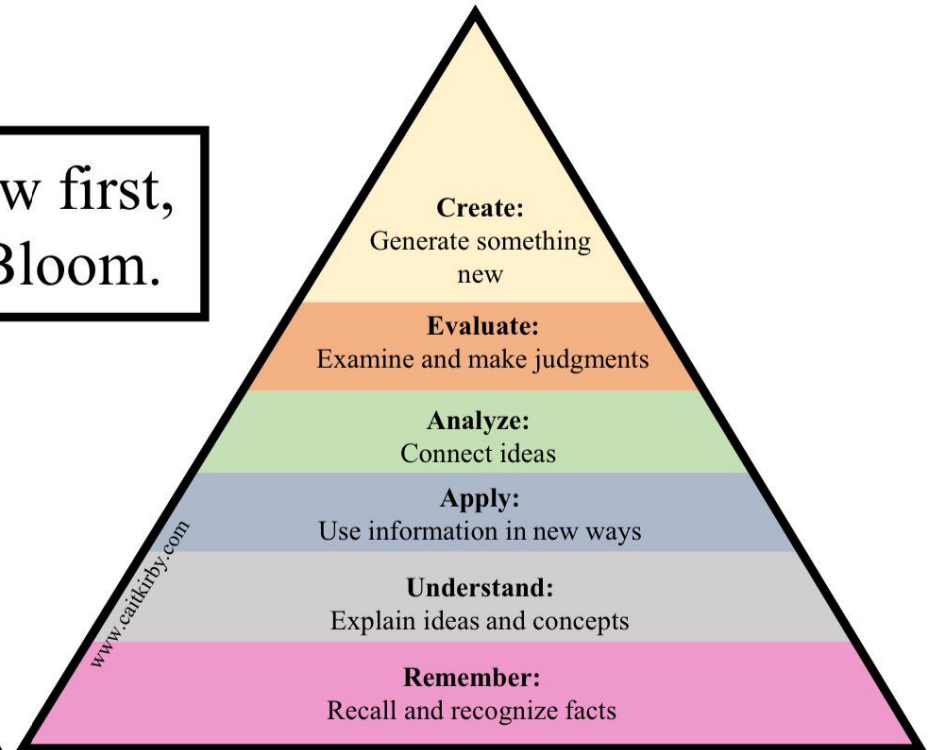


# Protective Factors: Maslow First, then Bloom

Maslow's hierarchy



Bloom's taxonomy



Maslow first,  
then Bloom.



# Developing Resilience and Empathy in Schools

A large, vibrant watercolor splash in the center of the page, featuring a mix of colors including yellow, orange, green, blue, purple, and red. The splash is irregular and textured, with some colors overlapping. To the left of the splash, there are faint, light purple decorative elements consisting of curved lines and circles.

**BRAVE  
SPACE**



# Developing Resilience and Empathy in Schools



**B**

INNOVATION PLAYLIST  
**FROM SAFE SPACES  
TO BRAVE SPACES**

**SPACE**

**E**

▶ ⏪ ⏩ ⏸ ⏹

A video player interface is overlaid on the watercolor splash. It features a black background with white text and icons. The word "BRAVE" is partially visible, with the letter "B" on the left and "SPACE" on the right. The video title "INNOVATION PLAYLIST FROM SAFE SPACES TO BRAVE SPACES" is centered. At the bottom, there are standard video control icons: play, previous, next, and full screen.



## AN INVITATION TO BRAVE SPACE



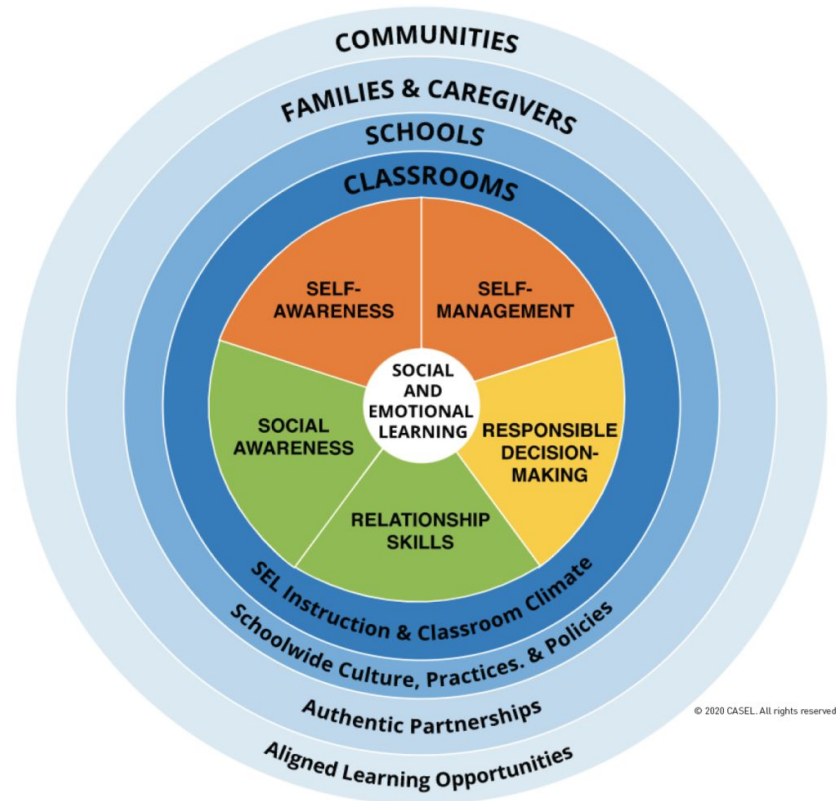
Together we will create *brave space*  
Because there is no such thing as a “safe space” —  
We exist in the real world  
We all carry scars and we have all caused wounds.  
In this space  
We seek to turn down the volume of the outside world,  
We amplify voices that fight to be heard elsewhere,  
We call each other to more truth and love  
We have the right to start somewhere and continue to grow.  
We have the responsibility to examine what we think we  
know.  
We will not be perfect.  
This space will not be perfect.  
It will not always be what we wish it to be  
But  
It will be *our brave space together,*  
*and*  
*We will work on it side by side.*  
by Micky ScottBey Jones

# The CASEL 5...

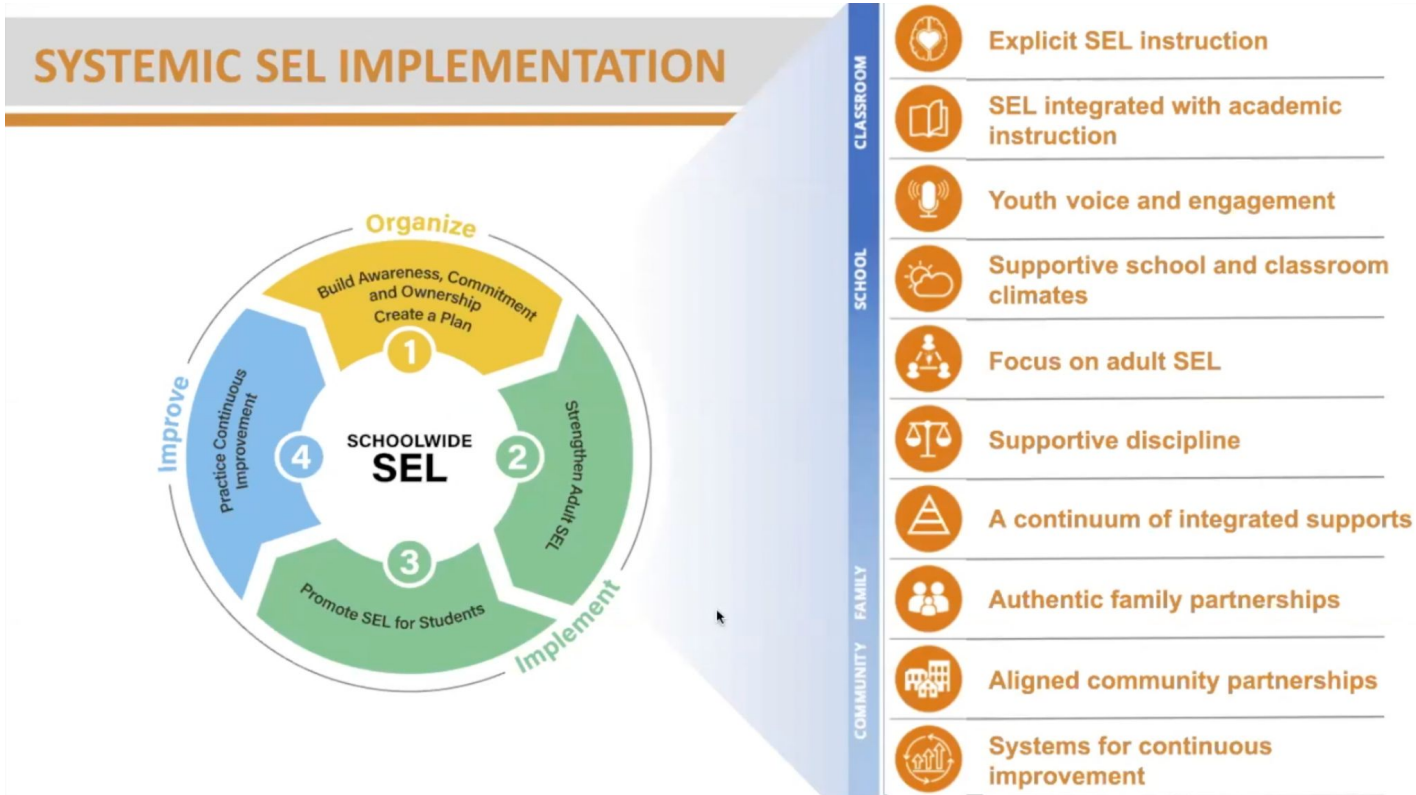
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Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



# Indicators of Schoolwide SEL



# SELF-AWARENESS

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The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose (**resilience**)

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose





# Classroom Examples: Self-Awareness

Students use self-reflection to understand the factors that contribute to their emotions and how their emotions impact them.

Students are encouraged to recognize and reflect on ways in which their identity is shaped by ability, race, culture, experiences, and environments.

Students self-assess their performance on academic tasks and interpersonal interactions via rubrics, check-ins, or the Panorama survey.





# How are you feeling?

1



2



3



4



5



6



7



8



# SELF-MANAGEMENT



The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency - **self-advocacy as an important piece of resilience**



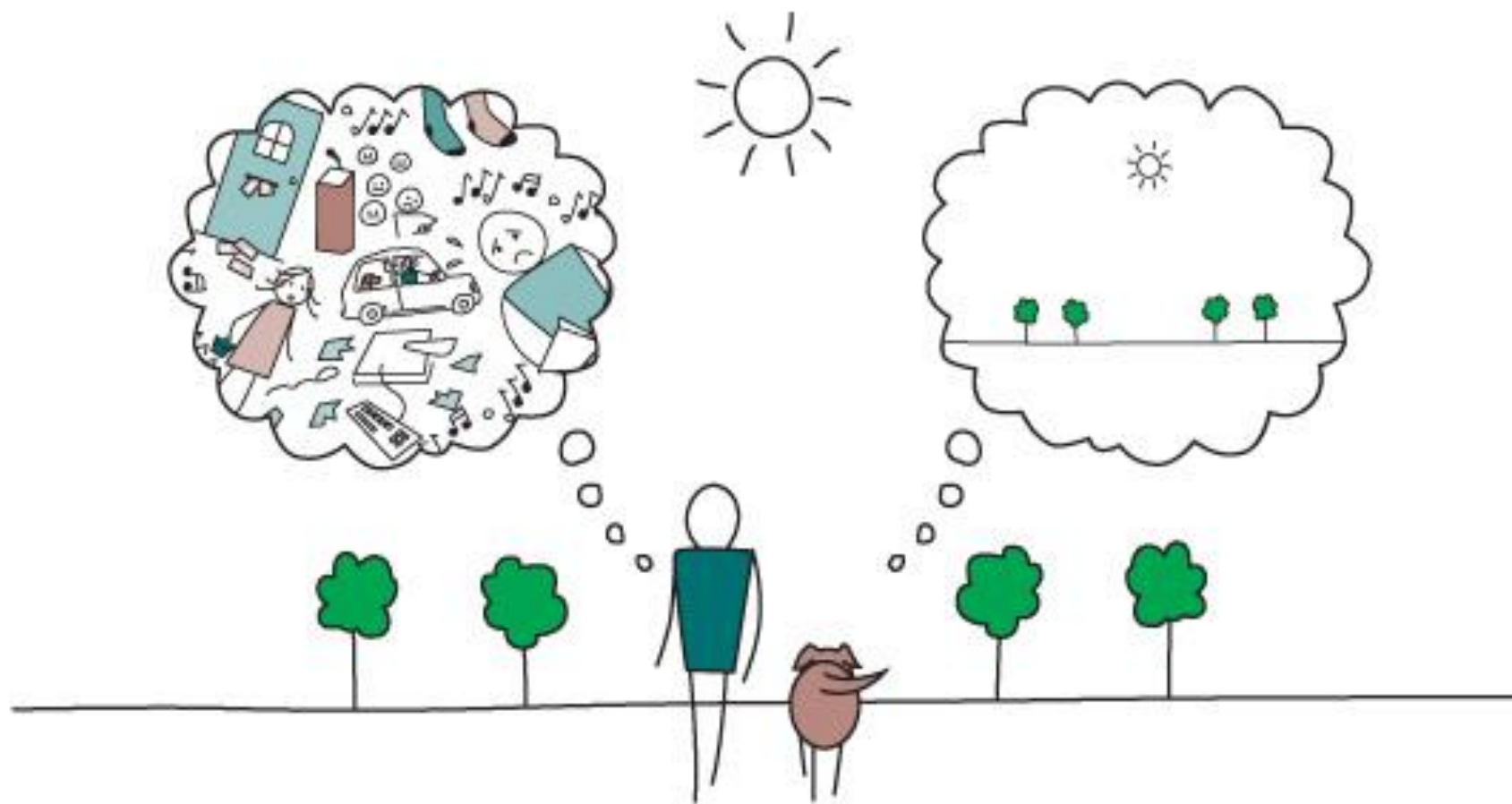
# Classroom Examples: Self-Management

Teachers make learning objectives explicit and clear

Students are taught to use organization tools such as planners, check-lists, rubrics and class material organizational systems.

Classrooms have “Calm Centers”; teachers incorporate routines for taking breaks, including movement

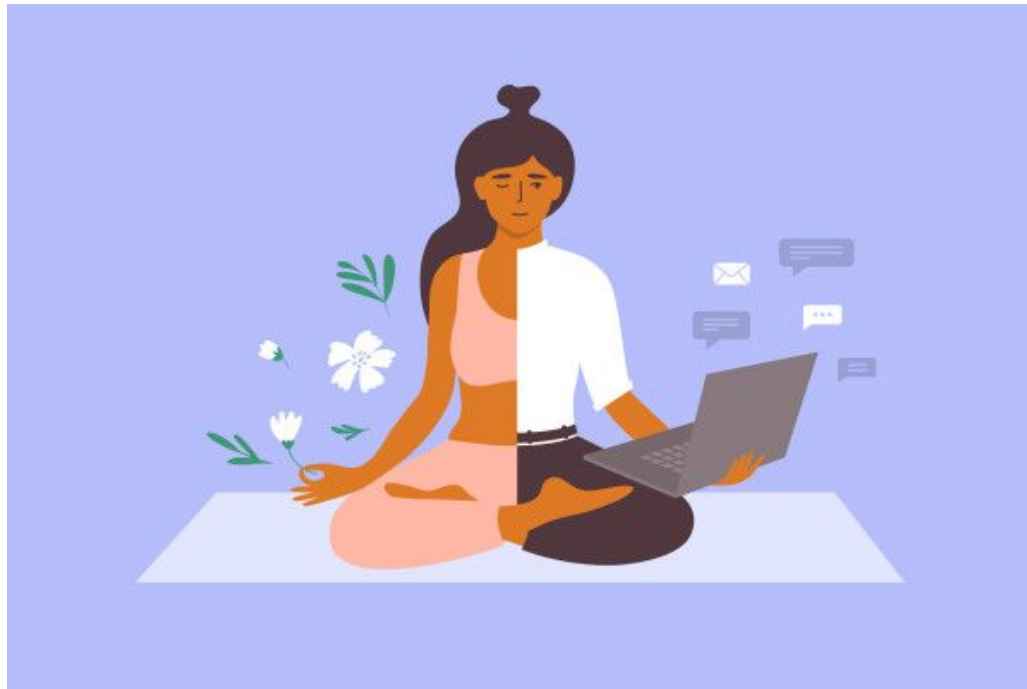




Mind Full, or Mindful?

# Mindfulness Practices

Mindfulness means paying attention to your life, here and now, with kindness and curiosity.



Source: [Berkeley Greater Good Science Center](#)





## Mindfulness for Keiki Tools for Self-Calming

Mindfulness is the ability to focus on the moment, the here and now and let go of thoughts that come along. It provides children a tool to self-calm and focus on what's happening at the moment so they can pause and use strategies they know work for them to tackle a stressful situation. Try a few of these activities, about 5 minutes each, to help your child find their inner calm.

### Belly Breathing

When we are stressed, our breaths come fast and shallow. Belly breathing reduces our heart rate and triggers a calm response. Place your hands on your belly. Breathe in and expand your belly for 4 seconds, hold in the air for 4 seconds, slowly blow out the air until it's all gone. Repeat 5 times.



### Mindful Bubbles

Watching bubbles can calm the mind, reduce frustration and promote peaceful thinking. Blow a single bubble. Pay attention to the swirling colors. Watch how each bubble floats magically in the air. Intentionally pop one and notice how it feels on your skin.



### Bell Listening Exercise

A simple, yet powerful exercise that shifts attention to the present moment and surrounds. Ring a bell (a physical bell or from an app). Close your eyes and listen to the vibration of the bell. Raise your hand when it stops, then listen for other sounds for 1 minute.



### Focused Coloring

Coloring can help you feel more present, calm your mind and chase worries away. Find a peaceful place. Focus on your breathing and how different colors make you feel. Notice the textures and how colors blend. Don't let your mind wander, stay focused on the present.



### Glitter or Calming Jar

This activity lets you visualize your swirling emotions that will settle once you are calm. Fill a clear jar with water, some glitter and baby oil. Shake the jar and watch as the glitter settles down after swirling chaos. Focus on your breathing.



### Use Your Spidey Senses

This classic mindfulness exercise helps you to pause and focus your thoughts on the present. Turn on your "Spidey senses" to pay attention to sights, smells, hearing, taste and touch. Take a moment to focus on each sense, one at a time, while breathing deeply.



Sources:

<https://www.pbs.org/parents/crafts-and-experiments/practice-mindfulness-with-belly-breathing>

<https://www.mentalup.co/blog/mindfulness-activities-for-teens>

<https://blog.stageslearning.com/blog/six-simple-mindfulness-practices-for-kids-with-autism>

<https://positivepsychology.com/mindfulness-for-children-kids-activities/>





# Mindful Minute



“STRESS is Excitement without the breath... Breathe”

# SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating **empathy** and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



Learn more: [casel.org](https://casel.org)

# Classroom Examples: Social Awareness

Classroom communities create agreements or class rules together.

Students are given opportunities to work collaboratively and in different group settings.

Teachers appreciate and honor the cultural differences within the school community.



# Social Awareness: One Minute Accolade



Learn more: [casel.org](https://casel.org)

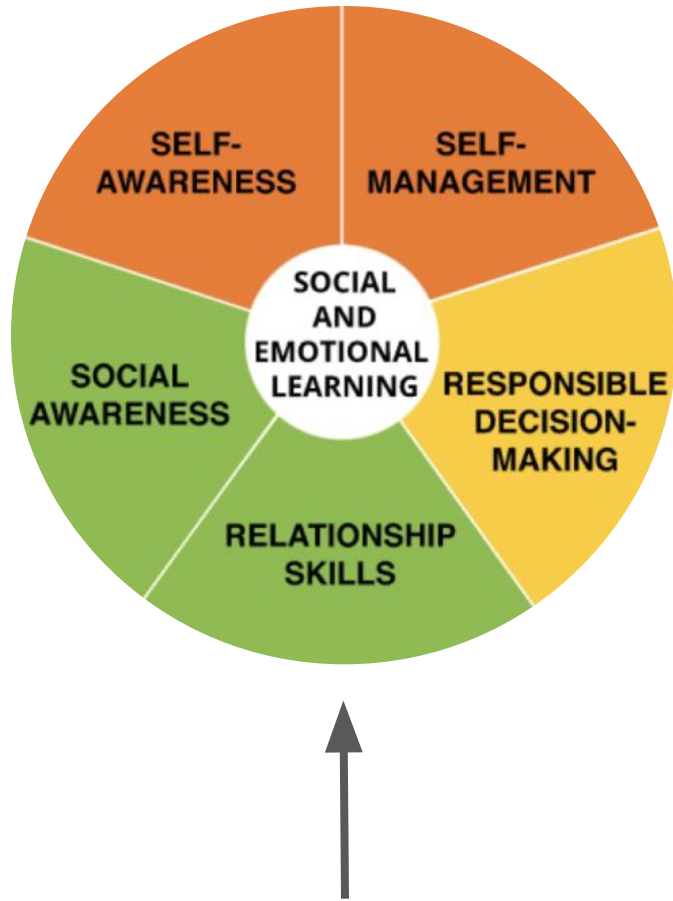
## One Minute Accolade

silently for a minute about ONE reflection question that you provide, such as: Something you are grateful for.



Learn more: [casel.org](https://casel.org)

# RELATIONSHIP SKILLS



The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others (**empathy**)



Learn more: [casel.org](https://casel.org)

# Classroom Examples: Relationship Skills

Students are taught how to listen actively, take turns, resolve conflict peacefully.

Students and teachers spend time getting to know one another's interests, skills and identities.

Teachers model positive, respectful communication to students and colleagues.





# Developing Resilience and Empathy in Schools







# Developing Resilience and Empathy in Schools



**CHOOSE LOVE AWARENESS MONTH**  
**STARFISH MOMENTS**

## Jesse and the Starfish

Jesse was walking along the beach, picking up starfish and throwing them into the sea. An older person walking the other way comes over to him and asks, "What are you doing?" Jesse simply replies, "Well the tide is gone out and the starfish are stranded on the beach. If I don't pick them up and throw them back into the water, they'll die."

The older person chuckles and says, "I just came from the other way. There are tens of thousands of starfish all over the beach. If you worked all day you wouldn't make a difference."

Without pausing Jesse bends down to pick up a starfish and throws it into the water. He turns to the older person, looks them directly in the eyes and says, "I made a difference to that one."

[www.ChooseLoveMovement.org](http://www.ChooseLoveMovement.org)

choose love  
movement

# RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.



Such as:

- Demonstrating **curiosity and open-mindedness**
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



Learn more: [casel.org](https://casel.org)

# Classroom Examples: Responsible Decision-Making

Students are given choices when possible and are encouraged to think through the decision-making process.

Mindfulness practices help students practice pausing before reacting to experiences and learn to respond thoughtfully.

Discipline processes include opportunities for students to reflect on the learning involved in the situation.





# Developing Resilience and Empathy in Schools



**Build awareness:** Opportunity to promote and strengthen current support systems and everyday educational practices

**Foster Positive Relationships:** Ensure students feel cared for by providing a safe and supportive environment.



**Connect your child or teen to virtual mental health support with Hazel Health, your child can**



**HERE  
TO  
HELP  
TELEHEALTH**

POWERED BY:







# Reinforcing Resilience and Empathy at Home and in the Community

## 6 Tips for unlocking empathy in your kids

Empathy is the ability to recognize, feel and respond to the needs of other people. It requires that you put yourself in another person's "slippers" to imagine what they are thinking and feeling, and then to offer your help. Empathetic kids grow up to be successful, caring adults. Below are some evidence-based strategies for nurturing your child's ability to empathize.

 **1** Be a role model by empathizing with your child and other people.



Follow the "2 ears, 2 eyes and 1 mouth rule". Spend more time listening and paying attention than talking. Seek understanding and show kindness.

 **2** Teach your child how to regulate their negative emotions.



Kids need to learn techniques--like belly breathing or counting to 10--to manage their own negative feelings like frustration or anger.

 **3** Look for frequent opportunities to practice empathy.



Encourage empathy by asking your kids to reflect on how family and friends are feeling. Involve your kids in helping neighbors and with community projects.

 **4** Teach how to read facial expressions and body language.



Young children and some children with disabilities misinterpret facial expressions or body cues (like crossed arms), making it harder to identify feelings in others.

 **5** Help your kids discover what they have in common with others.



People tend to find it easier to show empathy to someone who they think is similar to them. That's why making kids aware of how others are more like them than different is helpful.

 **6** Assist your kids to develop their internal sense of right & wrong.



Kids are more likely to develop their own sense of morality if their parents avoid using bribes or shaming to help others, and talk to them instead on how wrong-doing affects others.

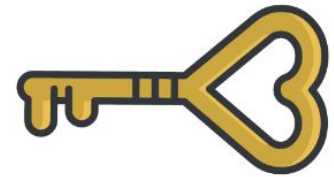




## Empathy in your kids



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unlocking empathy in your kids

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# Resources

## [Info for Parents on SEL](#)

### Common SEL programs:

- [Choose Love](#)
- [Second Step](#)
- [Nā Hopena A‘o \(HĀ\)](#)
- [The Leader in Me](#)
- [Here to Help](#)
- [Telehealth Hazel Health](#)

### Fun Resources:

<https://www.fishyrobb.com/post/14-easy-one-minute-brain-breaks-to-keep-kids-learning>





# Thoughts & Reflections



**CJ's Message for Today:**



*“You can't stop the waves,  
but you can learn to surf.”*

- JON KABAT-ZINN

[WWW.LOVEJOYANDWONDER.COM](http://WWW.LOVEJOYANDWONDER.COM)



# Optimistic Closure: Closing Circle

## *Word Wave*

*"A word or phrase that resonated with me today..."*





***Mahalo!***