

Roots of Empathy
Racines de l'Empathie

Welcome to your Roots of Empathy Instructor Training

Trainer:

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The Theory of Change

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Impact

The impact of the Roots of Empathy program has been documented through numerous outcome-based research studies that were conducted across three continents. This research has found that children in the Roots of Empathy program experience:

- An increase in prosocial behaviors (e.g., sharing, helping, and including)
- An increase in empathy
- A decrease in violent and aggressive behaviors, including bullying (Connolly et al. 2010, Loeber and Stouthamer-Loeber, 2017, Semon et al. 2013, Schonen-Roult, Zelenow-Zait and Herriman, 2012)

Emotional Literacy - Affective Empathy

Emotional literacy develops as children begin to identify and label the baby's feelings, reflect on and understand their own feelings, then bridge to understand the feelings of others. As they develop emotional literacy throughout the program, they are able to discuss their own feelings, relate to the feelings of their classmates, solve conflicts more readily, and gain a deeper understanding of self and have more satisfying friendships.

Perspective-taking - Cognitive Empathy

Roots of Empathy encourages students to take the perspective of the baby, so he/she is able to understand how the baby might be feeling, and what the baby's intentions are.

Theory of Change

Emotional Literacy - Affective Empathy → **Perspective-taking - Cognitive Empathy** → **Attachment and Infant Development** → **Experiential Learning**

Attachment and Infant Development

Children in the Roots of Empathy classroom observe the secure attachment relationship between a baby and parent(s) who visit their classroom throughout the school year, along with a trained Roots of Empathy instructor. Children witness the vulnerability of the baby and the power of the love between the parent and baby, along with the baby's developmental milestones and temperament traits. The baby is measured and is a "Tiny Teacher".

Experiential Learning

There is deep learning around the Green Basket as children engage both cognitively and emotionally through guided observations and experiential questions. The children learn to label the baby's feelings and intentions.

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Roots of Empathy Overview of Research

Research and the Roots of Empathy Program




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Family Visit

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Primary: Family Visit

THEME 1 – Meeting the Baby

Aims


- 1.To help students become close observers of the Baby's cues and the parent's interaction with the Baby.
- 2.To introduce students to the concept of temperament and individual differences.
- 3.To help students become aware of a baby's physical competencies in the early months.
- 4.To help students understand that in the continuum of growth, there are predictable stages but each baby develops at their own pace.
- 5.To check the students' predictions about the Baby's ability and size.
- 6.To measure and weigh the Baby.
- 7.To help students identify the Baby's cues of overstimulation and tiredness, and to change the activity in response to these cues.
- 8.To help students learn about perspective taking.


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 **Family Visit**
Primary curriculum


1. Emotional Literacy is the ability to identify, name and express one's own emotions and be able to identify and name the emotions of others. How does the Instructor help children develop emotional literacy during the Family Visit?
2. How does the Instructor highlight the secure attachment the Roots of Empathy baby has to their parent during the Family Visit?

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 **Primary curriculum, Theme 1: Meeting Baby, Family Visit**




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 **Family Visit**
Primary curriculum

1. Emotional Literacy is the ability to identify, name and express one's own emotions and be able to identify and name the emotions of others. How does the Instructor help children develop emotional literacy during the Family Visit?
2. How does the Instructor highlight the secure attachment the Roots of Empathy baby has to their parent during the Family Visit?

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Junior: Family Visit


THEME 1 – Meeting the Baby

Aims

1. To help students become astute observers of the Baby's cues and the parent's interaction with the Baby.
2. To help students become aware of a baby's physical competencies in the early months.
3. To measure and weigh the Baby.
4. To help students to become aware of a baby's ability to hear in the early months.
5. To introduce the idea of temperament.
6. To help students understand that in the continuum of growth, there are predictable stages but each baby develops at his or her own pace.
7. To help students identify the Baby's cues of overstimulation and tiredness, and to change the activity in response to these cues.

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Family Visit

Junior curriculum

1. Why is a risk free learning environment an important part of the Roots of Empathy program?
2. In observing the baby's behavior and reactions during the Family Visit, children have the opportunity to better understand the concept of temperament. How does the Instructor highlight temperament traits? How could you bridge this learning to the children?


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Junior Curriculum, Theme 1: Meeting Baby, Family Visit

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Family Visit Junior curriculum

1. Why is a risk free learning environment an important part of the Roots of Empathy program?
2. In observing the baby's behavior and reactions during the Family Visit, children have the opportunity to better understand the concept of temperament. How does the Instructor highlight temperament traits? How could you bridge this learning to the children?


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Neuroscience


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Neuroscience


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 **Dr. Bruce Perry**



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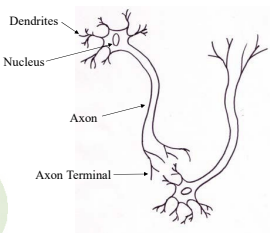
 **Dr. Andrew Meltzoff**



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 **Neurons Connecting**



1. The skin is the largest sense organ.
2. Touch is a way of communicating with a baby.
3. A gentle, soothing touch conveys love to a baby.
4. When baby is touched for the first time, these two neurons (on chart) connect.
5. Receptors send an electrical current down the axon of the neuron and out through the terminal fibres.
6. The current crosses over the synapse and is picked up by the dendrites of the next neuron.
7. The synaptic connection (point of communication) creates a neural pathway.
8. The more the baby is touched, the stronger the connection becomes.


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Neuroscience Links to the Curriculum

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Kindergarten Theme 1 Post Family Visit


THEME 1: Meeting the Baby

Kindergarten POST FAMILY VISIT

Aims

- ① To review students' observations about the baby's overall development.
- ② To develop in students a sense of a baby's vulnerability.
- ③ To introduce the concept of "literacy of feelings" by talking about different feelings and their names.
- ④ To develop perspective taking.
- ⑤ To reflect on what students have learned.
- ⑥ To help students understand that a baby learns through his senses.

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Kindergarten Theme 1 Post Family Visit

KINDERGARTEN POST FAMILY VISIT


THEME 1: MEETING THE BABY

Can a Baby Touch? (Aims ① ④ ⑥)

Remind students that a newborn's fists are tightly clenched. If you try to put a finger in the baby's hand, you will notice that he will grip your finger tightly because he does not realize that he can let it go. Have the students imagine they are newborn babies and ask them to name some of the things that they could not do if their fists were clenched all the time. For example: Could they tie their shoelaces? Hold a crayon to write or draw? Use a fork or spoon to eat? Hold a glass to drink? Emphasize that a baby is totally dependent on others for his needs, and is not yet able to do what they can do.

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Junior Theme 1 Pre Family Visit

Aims

1. To introduce the program and motivate students' interest in the baby.
2. To develop a rapport with the students and the classroom teacher and establish an atmosphere of respect and caring.
3. To set up and explain the parameters of having a baby in the classroom.
4. To introduce information about the development of a baby's brain; to explain how brain development takes place through sensory input.
5. To help students understand that babies learn through their senses.
6. To help students understand the concept of temperament.
7. To help students understand that by observing the baby's temperament they will learn about their own temperament and the temperament of others.

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Junior Theme 1 Pre Family Visit

Opinion Poll on Sensory Learning (Aim 5)

Ask students to name any senses. If not forthcoming, write the words *touching*, *hearing*, *feeling*, *smelling*, and *tasting* on the chart paper. Explain that a baby's development depends on sensory learning, meaning that they use their senses. Ask the teacher to help you get the students into groups of 4-5. Tell them that this activity is like a television quiz show. Give each group their *True* and *False* cards. Explain to the students that you are going to read out a statement about a newborn's sensory capabilities and they are to discuss within their groups whether the statement is true or false. They have one minute to reach a consensus. Ask the students if they know what the word consensus means. If necessary, explain that you would like each group to agree on whether each statement is true or false. You will indicate time is up by raising your hand, at which point one member of the group will hold up a *True* or *False* card. Each person in the group should have a turn at holding up a card. Repeat this process for each statement. When all the statements have been read, review the correct answers with the class.

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Junior Theme 1 Pre Family Visit

How Does a Baby's Brain Develop? (Aims 4, 5)

Ask students what they think a baby's brain needs for it to develop. Talk about how the human brain develops and how sensory input is crucial in early brain development. Tell students that a baby is born with approximately 100 billion neurons! Draw a diagram of a neuron on the chalkboard or the flip chart (using the diagram included). Emphasize that stimulation alone is not enough - a lot of love is required to help a baby's learning. Explain that touching a baby gently is one way of showing love and that it helps to create more neural pathways in the brain (refer to the *Roots of Empathy Instructor's Resource Manual* for information on a baby's brain development).

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Infant Development

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Navigation icons: back, forward, search, etc.




Infant Development



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Navigation icons: back, forward, search, etc.



Infant Development

1. Why is it important for children to learn about the concept of "Not Yet?"
2. The children in the video have seen the Roots of Empathy Baby pass through the developmental stages of 1) not yet being able to grasp the ball, 2) being able to grasp one ball, 3) being able to grasp two balls, and 4) now being able to tap the two balls together. What do you think the children learned about infant development and how do you think they felt when the Baby reached this milestone?"

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Family Visit Checklist

- Emotional Literacy
- Engaging the Parent
- Engaging the Students
- Attachment and Attunement
- Neuroscience
- Temperament
- Infant Development
- Empathy
- Following Baby's Lead
- Reading Baby's Cues


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The 4 Threes

- **3 Seconds** Ask the parent to pause with the Baby in front of each child for 3 seconds when singing the welcome and goodbye songs
- **3 Temperament Traits** are highlighted at each family visit and bridged to the students' temperaments
- **3 Songs** sing 3 songs at each family visit. Songs should match the Baby's state to help coach the children to be attuned to how the Baby is feeling.
- **3 Breaths** at the beginning of each of the 27 visits, invite the students take 3 deep breaths


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Infant Development

Age	Physical	Social	Cognitive	Emotional	Speech/ Language
2-4 months	-lifts head 45 degrees -tracks object 6" away -brings hands together	-smiles	-interested in faces more than objects	-innate emotions (disgust) -startle reaction	-may turn in the direction of a voice
4-6 months	-rolls over one way -sits with support -raises chest, supported by arms -reaches for objects -grasps objects	-laughs -imitates facial expressions, sounds, and actions	-intrigued by an object's various properties -no apparent object permanence	-anger, surprise, and joy emerge -discriminates happy, sad and surprised faces	-babbling (aa, oo) -looks when spoken to -makes sounds (ba-ba, ga-ga)
6-8 months	-sits without support -feeds self finger foods -bears some weight on legs when held up -takes small object with fist	-raises arms to be picked up -fussing relationship with parent if needs are met	-begins to search for missed object -drops objects to see effect	-develops fear and shyness -reacts to sad, crying or frowning faces	-takes turns making sounds -discriminates language from non-language
8-12 months	-stands with support -crawls up and down stairs -walks with support	-stranger anxiety -offers toys -sociable with parent nearby -waves "bye"	-follows simple direction -object permanence, will look for hidden object	-social referencing (looks to parent for reaction)	-shakes head "no" -nods "yes" -says "dada", "mama" -loves songs, rhymes and dance

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Toys


Early Development

- Student Engagement:** How does the Instructor engage the students using the toy and what kinds of gestural language and behaviors tell you that they are engaged?
- Following the Baby's Lead:** How did the Instructor use experiential questions to coach the children to observe the Baby's interaction with the toy? Any other comments or observations?

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Toys: Early Development



Toys

Baby Who has "Not Yet" Learned to Crawl

- Infant Development:** What are the children learning about infant development? Relate this learning to the Roots of Empathy concept of "not yet" and the uniqueness of each baby.
- Temperament:** How does the Instructor help the children to understand the temperament trait of persistence? How could you bridge this learning to the children's own experiences?

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Toys: A Baby Who Has Not Yet Learned to Crawl



Toys


Baby Who is Crawling

- Social Development:** How does the Instructor highlight the Baby's level of social development through play?
- Perspective Taking:** How does the children's understanding of the Baby's attachment to their parent and the parent's attunement to the Baby deepen through this activity?

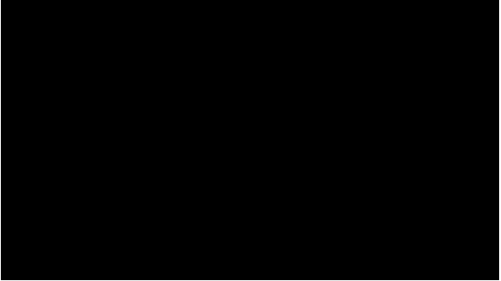
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Toys: A Baby Who is Crawling




Artwork and Literature



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Why do we use children's literature in Roots of Empathy?

- A non-threatening way of opening the door to feelings.
- Provides a common experience for all children
- It gives practice in perspective taking which leads to empathy
- Encourages the use of imagination thereby improving the capacity for empathy


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Reflection

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Reflection

Roots of Empathy is an evidence-based program. What are the main impacts children experience that have been found in the independent research conducted on the program?

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Reflection

Why do we introduce Neuroscience in the Roots of Empathy Program?

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Reflection

Why are the 4 threes important in the family visit? (three breaths, three seconds, three songs, three temperament traits)

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Reflection

Why do we use children's literature in the Roots of Empathy Program?

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