

E.M.P.A.T.H.Y™ Observation Protocol: Ms. Roberts and Amina

Adapted from Riess, H. (2018). The impact of clinical empathy on patients and clinicians: understanding empathy's side effects. *AJOB Neuroscience*, 6(3), 51-53.

<p align="center">Criteria</p>	<p align="center">Example 1 Ms. Roberts and Amina</p> <p>Provide the context for each of the criteria especially when it happened during the interaction.</p>	<p align="center">Example 2 Ms. Roberts and Amina</p> <p>Provide the context for each of the criteria especially when it happened during the interaction.</p>	<p align="center">Reflection Questions</p> <p>Which example demonstrated an empathic interaction between teacher and student?</p>
<p>E is for Eye Contact.</p> <ul style="list-style-type: none"> • What do you notice about the eye contact of the teacher? • What do you notice about the eye contact of the student? <p>Example: Staring, Use’s eye glances throughout a discussion, no Eye contact.</p>			<p>How did the empathic teacher's eye contact, facial expressions, and posture contribute to creating a supportive and understanding environment for the student? In addition, how did the same impact the willingness to engage and respond to the teacher?</p>
<p>M is for Muscles of Facial Expression.</p> <ul style="list-style-type: none"> • What do you notice about the facial expression of the teacher? • What do you notice about the facial expression of the student? <p>Example: Stern, Calm, Teacher was mimicking the student’s facial expression or vice-versa, annoyed, defeated.</p>			
<p>P is for Posture.</p> <ul style="list-style-type: none"> • What do you notice about the posture of the teacher? • What do you notice about the posture of the student? <p>Example: Teacher positioned themselves to make sure they are at the same eye level as the student, Teacher aligned their body posture with the student’s posture or vice-versa, slouching</p>			

<p>A is for Affect.</p> <ul style="list-style-type: none"> • What do you notice about the affect of the teacher? • What do you notice about the affect of the student? <p>Example: I sensed (calmness, frustration, trust, helplessness, despair) emotions in the teachers/students response.</p>			In both scenarios, what impact did the teacher's affect and tone of voice have on the student's willingness to share their struggles and engage in the learning process?
<p>T is for Tone of Voice.</p> <ul style="list-style-type: none"> • What do you notice about the tone of the teacher? • What do you notice about the tone of the student? <p>Example: Student spoke very softly and mumbled, Teacher was stern and yelling, Student sounded defeated.</p>			
<p>H is for Hear the Whole Person.</p> <ul style="list-style-type: none"> • What do you notice about how the teacher demonstrates hearing the other? • What do you notice about how the student demonstrates hearing the other? <p>Example: Leaned in as the other started talking, evidence of listening to understand.</p>			How did the teacher's active listening and consideration of the student as a whole person (beyond just their academic performance) or a lack thereof such listening and consideration contribute to fostering a sense of trust and safety?
<p>Y is for Your Response.</p> <ul style="list-style-type: none"> • What do you notice about how the teacher responds to the other? • What do you notice about how the student responds to the other? <p>Example: Teacher acknowledged the student's response and built the conversation on what they heard both verbally and physically or vice versa.</p>			Reflecting on the student's response in both examples, what changes did you observe in their attitude, confidence, or motivation throughout the interaction with the teacher?

Overall Reflection Questions:

- In both examples, when the teacher demonstrated empathic behavior vs non-empathic towards the student, what specific actions or behaviors did you notice that conveyed empathy or lack thereof?
- After reflecting on both examples, at what point of the interaction if and how could Ms. Roberts change their response? Why? Why not?
- Based on your observations of both examples, how would you describe the importance of empathy in a classroom setting and its potential impact on students' learning outcomes and emotional well-being?

Empathy Video Case Dialogues

Ms. Roberts and Amina (Example 1)

Characters:

- **Ms. Roberts:** A math teacher.
- **Amina:** A struggling student in Ms. Roberts' math class.

Scene: A math classroom. Ms. Roberts stands at the front of the class, wrapping up the conversation on equations.

[Ms. Roberts turns around to face the class.]

Ms. Roberts: Today, we focused on the concept of quadratic equations and we'll begin to do the same tomorrow. But, before you all go, I would like to talk with some of you all individually. Amina, would you mind staying back for a moment?

[Amina looks nervous, keeps her head bowed, and stays seated as the other students start to leave. Moment of silence as the classroom clears out.]

[Ms. Roberts walks over to Amina's desk and hovers over Amina]

Ms. Roberts: You have a failing grade in this class right now. What seems to be the problem?

[Amina looks down, avoiding eye contact.]

Amina: It's the concepts, Ms. Roberts. I just don't get it. I don't get anything.

[Ms. Roberts' facial expression shows impatience and frustration.]

Ms. Roberts: Amina, what don't you get? We've studied these concepts day in and day out. Look at the board. We go over these. I don't get what your issue is.

[Ms. Roberts stands, displaying a rigid and authoritative posture.]

Amina: I have a lot of things going on right now and I'm just trying to figure this all out.....

Ms. Roberts: *[Interrupts sternly]* I think you should spend more time studying and less time making these excuses.

[Ms. Roberts' affect is condescending, cold, and detached.]

Amina: I do study Ms. Roberts. I study all night. I just don't get it- It's too confusing...

Ms. Roberts: [Interrupts again] I don't want to hear it. Okay. I have tutoring. Do you come to that? Study groups? Office hours? You don't show up to any of them. If you cared, then maybe you would show up.

Amina: I do care.[Close to tears] I'm trying my best Ms. Roberts. I really am. I just don't get what's going on.

[Ms. Roberts dismisses Amina's concerns without considering any external factors or personal challenges he might be facing.]

Ms. Roberts: Listen. I can't be bothered with your personal issues. Personal issues are meant to stay outside of the classroom. Okay? I expect you to come to class tomorrow ready to learn.

[Ms. Roberts folds her arms and stares down at Amina]

Amina: [Resistant] Well I can't be bothered with your Math.

[Amina starts packing up her things]

Ms. Roberts: Amina, you know that's disrespectful. Imagine what would happen if I called your parents.

Amina: [Frustrated] Whatever.

[Amina picks up her backpack and proceeds to walk out of the classroom]

[The scene ends with Amina feeling discouraged and isolated, unable to seek assistance or improve his understanding of the subject.]

Ms. Roberts and Amina (Example 2)

Characters:

- **Ms. Roberts:** A math teacher.
- **Amina:** A struggling student in Ms. Robert's math class.

Scene: A math classroom. Ms. Roberts stands at the front of the class, wrapping up the conversation on equations.

[Ms. Roberts turns around to face the class.]

Ms. Roberts: That's all for today, everyone! Today, we focused on the concept of quadratic equations and we'll do the same tomorrow. But, before you all leave, I would like to talk with some of you all individually. Amina, would you mind staying back for a moment?

[Amina looks hesitant but nods and stays seated as the other students start to pack up their bags. Moment of silence as the classroom clears out.]

[Ms. Roberts walks over to Amina's desk, maintaining eye contact throughout and sits down next to her.]

Ms. Roberts: *[In a kind tone]* Amina, I've noticed you've been struggling lately in class. What seems to be going on?

[Amina looks down, avoiding eye contact.]

Amina: Ummm *[Frustrated]* I just don't get it, Ms. Roberts. I try, but it feels like I'm not making any progress.

[Ms. Roberts' facial expression shows genuine concern and empathy.]

Ms. Roberts: Hey, that's okay. And it's normal. You know is there anything in particular? We could try a new strategy maybe.

[Ms. Roberts maintains an open and relaxed posture.]

Amina: *[Mumbles]* I don't see how that's going to help me.

[Amina defeatedly pulls up her hand and rests it on under her chin]

Ms. Roberts: Well, *[Encouragingly]* I'm here to help you. So, can you show me the specific areas that you find most difficult? *[Picks up the packet that is sitting on Amina's desk]*

[Amina hesitates for a moment, then starts explaining her struggles with solving quadratic equations.]

[Ms. Roberts maintains a calm and reassuring affect.]

Amina: I- I just don't know where to start. It's too many steps and it's all just confusing to me.

Ms. Roberts: Okay well, let's try— [flips through the packet] maybe these ones? And, it's completely normal to feel overwhelmed at times, Amina.

[Amina visibly relaxes, feeling heard and understood.]

Amina: [Mumbles] ok, I guess.

Ms. Roberts: So let's break it down into smaller steps. I'll guide you through the process, and we'll solve a few examples together. Sounds good?

[Amina nods, showing a glimmer of hope.]

Ms. Roberts: Okay, so first off we have this example. Which is $y = 3x^2 + 2x + 4$.

[Fades/Inaudible Dialogue as Ms. Roberts proceeds to explain the quadratic equations step by step, pausing to answer Amina's questions and providing additional examples.]

[Amina solving a quadratic equation problem with Ms. Roberts' guidance, her confidence gradually building.]

Ms. Roberts: Good job, Amina! So, how do you feel about what you did?

Amina: I get it a little more. [Amina smiles]

Ms. Roberts: I'm glad to hear it helped, Amina. But, Beyond math, is there anything else going on? Anything, maybe at home?

[Amina hesitates, then opens up about personal difficulties at home.]

Amina: Um, I do have something going on but um- I don't want to talk about it. [Apologetically] Sorry.

Ms. Roberts: No! No, no no no. That's okay. I just want you to know that we all have challenges outside of school and it's normal to be overwhelmed and stressed sometimes. You know my room is always a safe place to come if you need it. Okay?

Amina: Okay [Big smile and a look of big relief] Thank you Ms. Roberts.

Ms. Roberts: Yeah. Have a good day! [Gives a big smile]

Amina: You too! [Starts packing up her things]

[The scene ends with them sharing a genuine smile]