

Successful Schools...
It's All About *Emotions*,
Relationships* and *Connections

Patrick Fennell
Empowerment Solutions, LLC



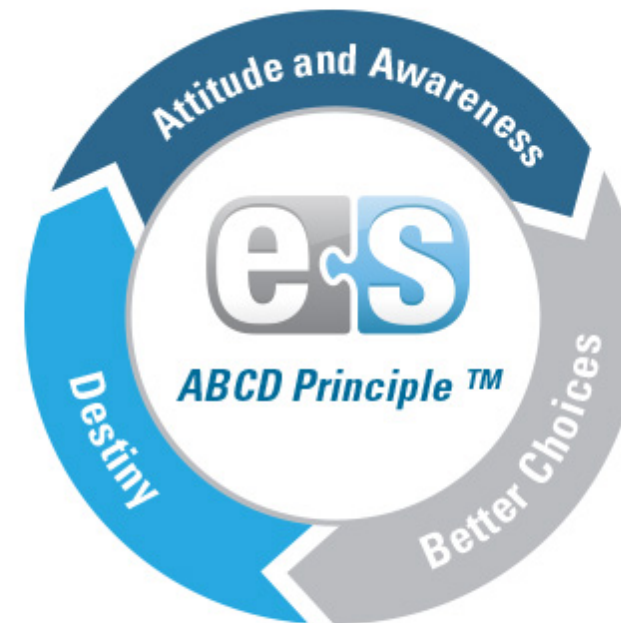
Patrick Fennell, Founder

ABCD PRINCIPLE™

Prior to reading, we first learn out ABC's. At Empowerment Solutions, we believe that in order to build and enhance personal and professional relationships, we must learn and implement our ABCD's.

A Our **attitude** is the outward representation of who we are on the inside. Our attitude is shaped by our past and present experience. We must increase our **awareness** of who we are and what has and continues to shape our attitude and perspective.

BC We are faced with a variety of conscious and unconscious choices each and everyday. When we are accountable for our attitude and become more aware, it empowers us to make **better choices**.



D When we make better choices, it leads to our **destiny** - the fulfillment of the purpose and plan of our lives.

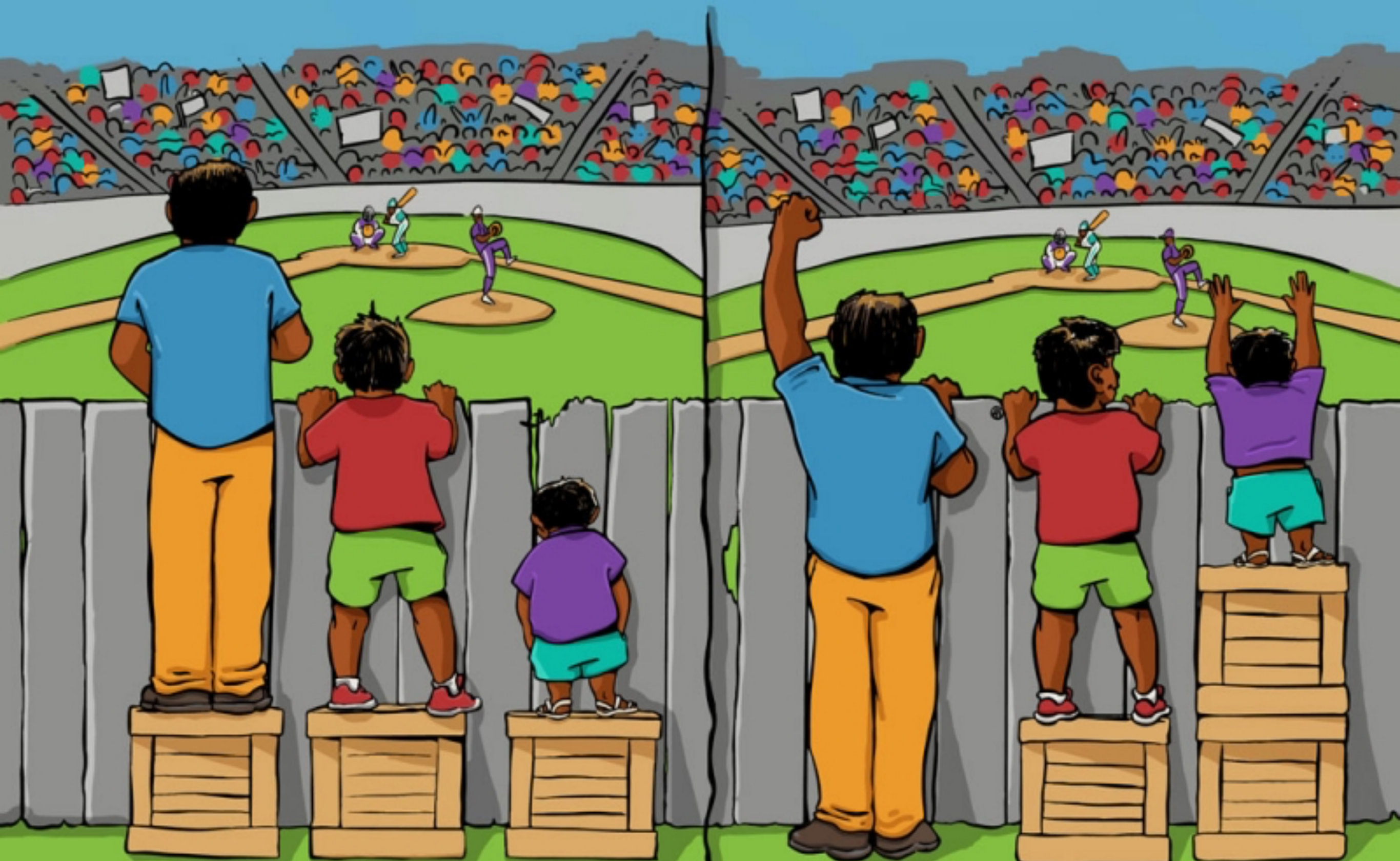
Our Mission

Today's Agenda

- Equity Reset
- Social Identity
- Identifying and Overcoming Common Barriers to Equitable and Inclusive Environments
- Emotionally Intelligent, Open Dialogue for “Difficult” Conversations

Equity Defined

- Equity - provides people with the specific support, resources and opportunities needed (adaptable, individual-focused)
- Equity in academics is a ***shared responsibility*** that creates an environment where ALL students and staff succeed by providing specific support, resources and opportunities needed

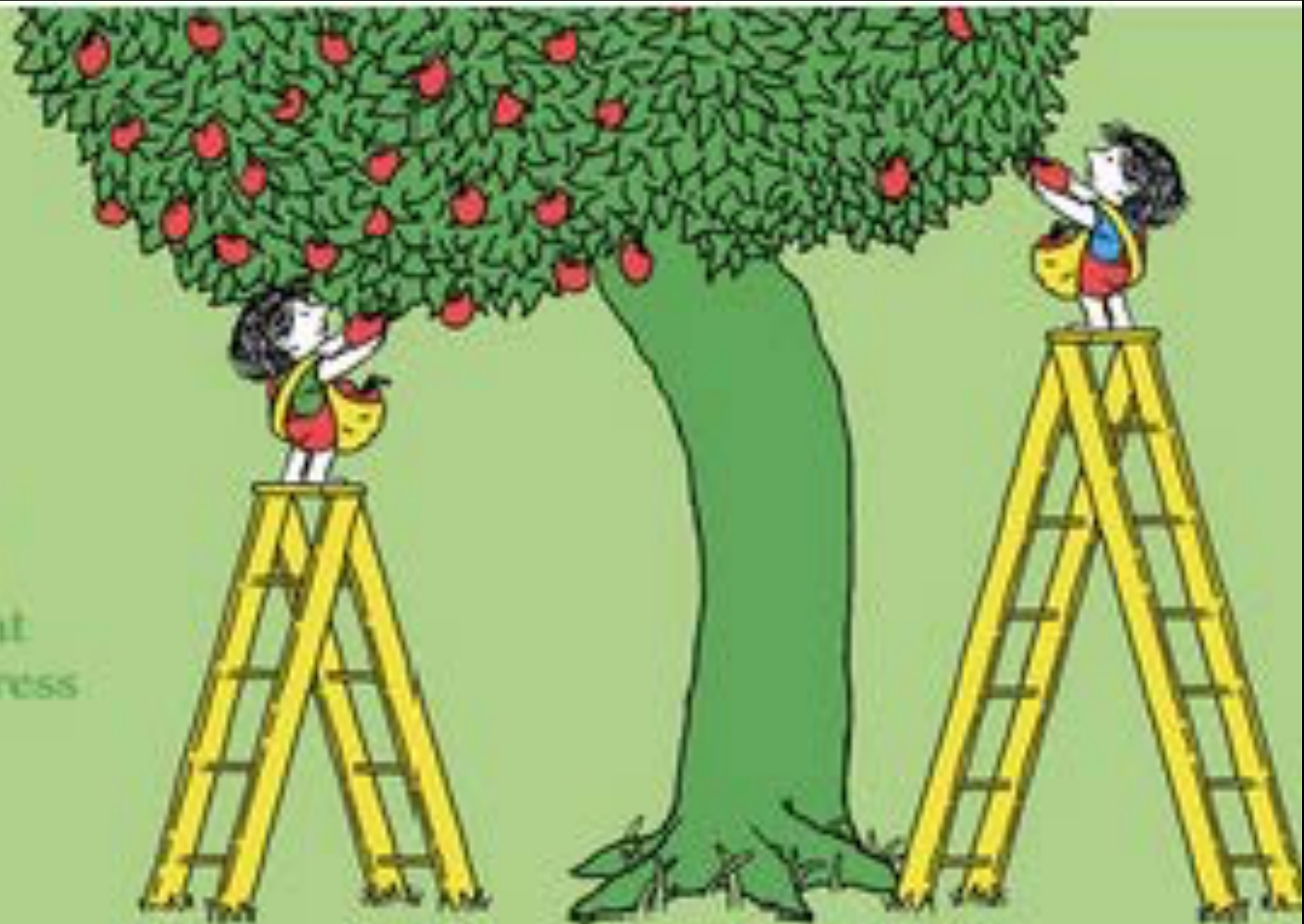


EQUALITY

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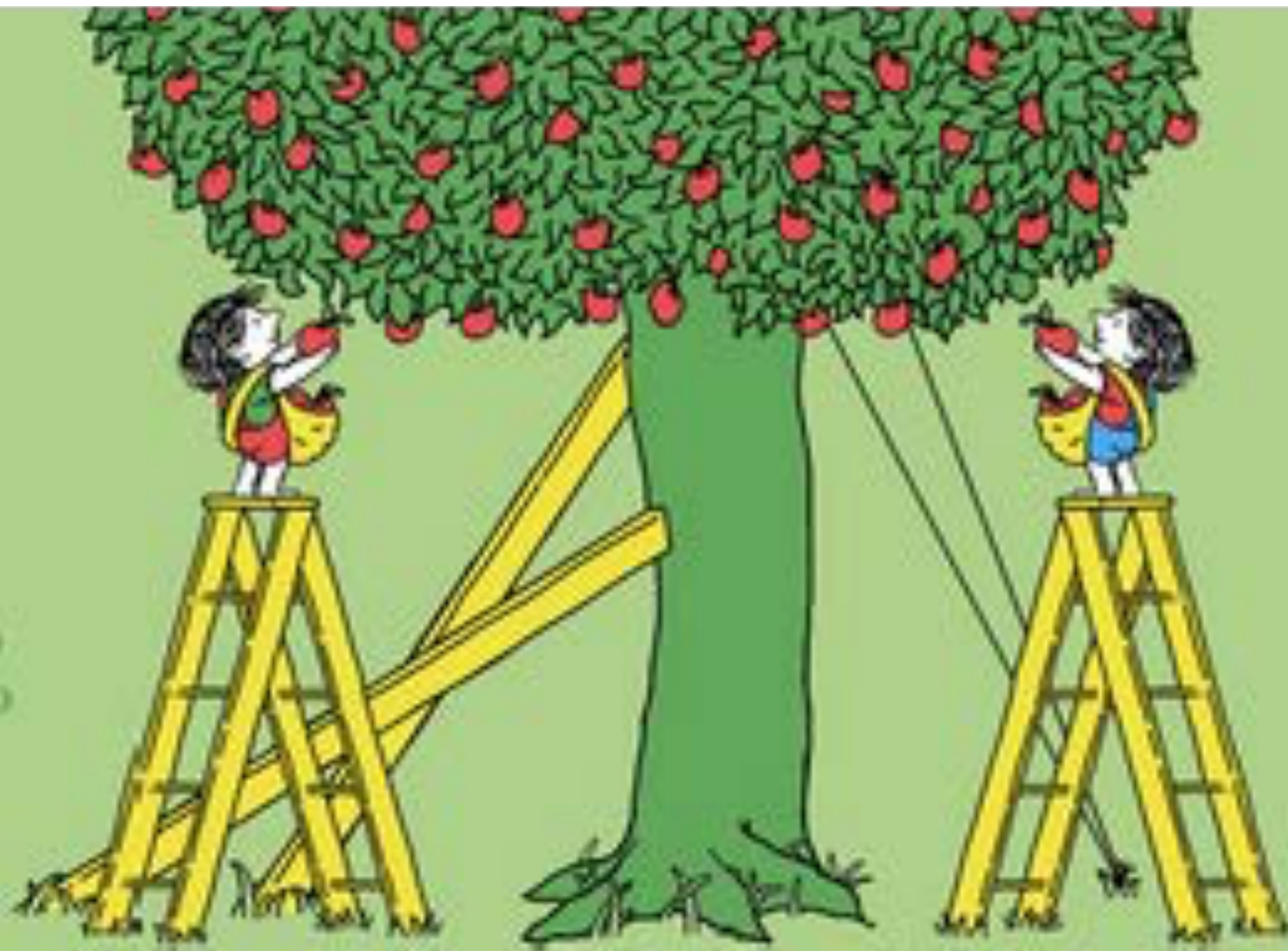
Equity

Custom tools that
identify and address
inequality



Justice

Fixing the system to
offer equal access to
both tools and
opportunities



Social Identity:
Who are you?

Who Are You?

- You will be randomly assigned a partner
- Prior to connecting with your partner...write down 2 social identities that are **important to you** and impact **how you navigate the world**
- Write down 2 social identities you don't typically think about



Dimensions of Diversity

Who Are You?

- You will be randomly assigned a partner
- Prior to connecting with your partner...write down 2 social identities that are **important to you** and impact **how you navigate the world**
- Write down 2 social identities you don't typically think about
- When you connect with your partner...
- Write down 2 social identities **for your partner** based on how you see them
- Write down 2 things that you think make you different from your partner
- Partner A shares how she/he saw their partner (identity and differences), then Partner B shares all of her/his answers for themselves; then switch

Social Identity

- Influences how we see ourselves
- Influences how we interact with others
- Impacts choices and decisions (beliefs, values and goals)
- Two characteristics of identity: **continuity** and **contrast**
- Identity develops over time through relationship with others (experimentation) (adaptation) (categorization) (comparison) (distinctiveness)
- What is the impact on social identity in a largely homogeneous school environment?
- What is the impact when people are not seen (or heard) in the way that they identify themselves?
- How does not being seen or not seeing others impact the “real” goals of education?

Overcoming Obstacles

Common Barriers to Equity and Inclusion

- Non-accessible physical environment
- Lack of technology/resources
- Negative attitudes (stereotyping, stigma, prejudice)
- Systems and policies that hinder involvement of all people
- Communication
- Social
- Lack of awareness

Unconscious Bias

- Attitudes or stereotypes that effect our *understanding*, *decisions*, and *actions* in an unconscious manner
- Social stereotypes formed outside of conscious awareness
- Often incompatible with one's conscious values
- Impacts how we *see* others, what we *think*, our *expectations* and how we *treat* others

Microaggressions

- What are microaggressions?
- Subtle, everyday verbal and non-verbal slights, snubs and insults driven by unconscious bias
- Microaggressions invalidate or trivialize the experience or capacity of those in the “out-group”
- Our brains have a strong need to be connected to a caring community
- Maintains a sense of identity
- The amygdala (fear center) reacts to the hint of a social threat

Best Practices...

- Be aware of my own personal biases, style, preference, lens and focus (reflect)
- Create an environment conducive to learning about differences (comfortable, safe and respected)
- Learn about your students' background, interests and learning styles (connect)
- Refuse to tolerate disrespectful, hurtful or intolerant behavior (establish boundaries & consequences)

Avoid Triggering Stress Responses By...

- Building relationships with all students
- Being mindful of intent vs impact (awareness of in-group culture and associated norms)
- Affirming and validating all experiences and potential
- Sharing awareness of words/actions that invalidate and trivialize experiences of the out-group
- Learning what rapport and connection look like to others
- Educating self and others (be an ally)
- Redefining in-group and out-group in the classroom (purpose and values)
- Listening without defense (vulnerability)

Emotional Intelligence

What is Emotional Intelligence?

- The ability to perceive and evaluate your emotions
- The ability to adapt and appropriately express your emotions
- The ability to understand others and their emotions
- The ability to influence and reason using emotions
- The intersection of the head and the heart

Four Quadrants of Emotional Intelligence

RECOGNITION

REGULATION

PERSONAL COMPETENCE

Self-Awareness

- Self-confidence
- Awareness of my emotional state
- Recognition of how my behavior impacts others
- Conscious of how others influence my emotional state

SOCIAL COMPETENCE

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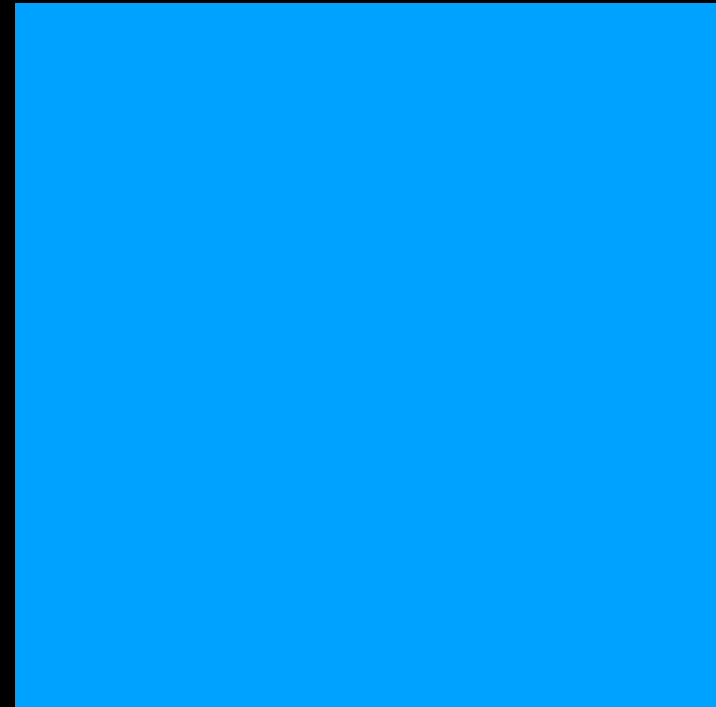
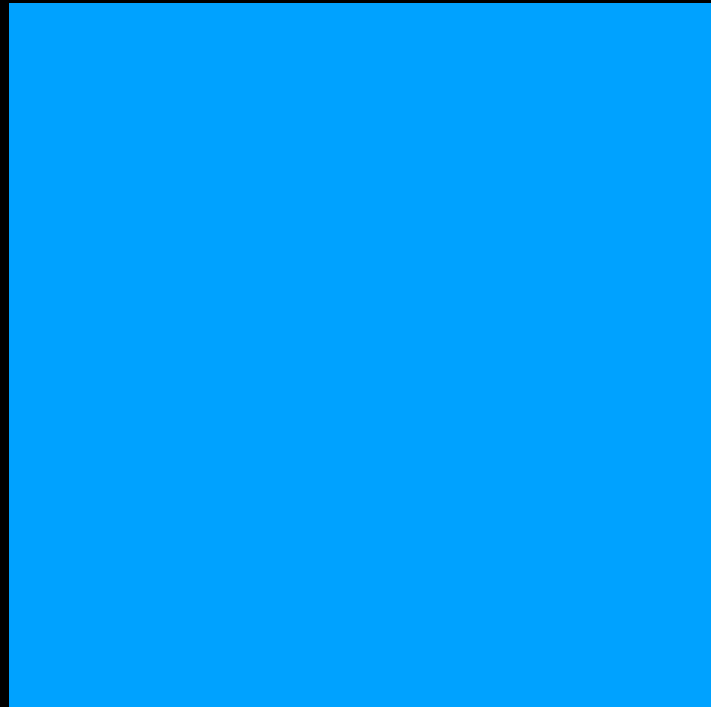
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Self-Management

- Keeping disruptive emotions and impulses in check
- Aligning actions with values
- Being flexible with change
- Resiliently pursuing goals and opportunities

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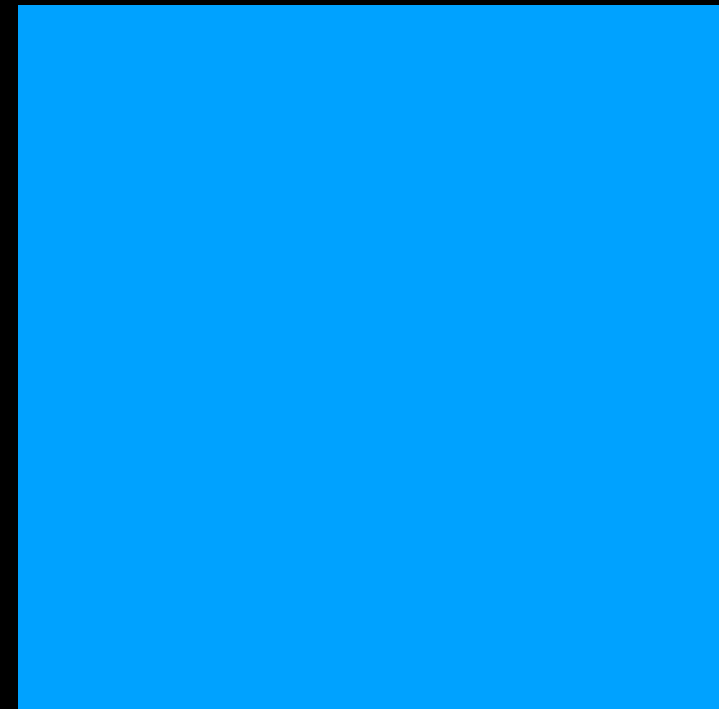
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SOCIAL COMPETENCE

Social Awareness

- Picking up on the mood in the room
- Caring about what others are going through
- Hearing what the other person is “really” saying



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Relationship Management

- Getting along well with others
- Handling conflict effectively
- Clearly expressing ideas and information
- Being empathetic to manage interactions

The “A - E” of Emotional Intelligence

- **Activating Event**
- **Belief**
- **Consequences**
- **Dispute Beliefs**
- **Effective New Beliefs**

Self-awareness

- ***The ability to recognize my emotions as I experience them and understand their effects (self and others)***
- Examine how you make appraisals
- Become aware of your emotional responses to the environment
- Learn what your intentions are
- Pay attention to your actions
- Seek input from others

“Difficult” Conversations

- “Difficult” conversations displaces the notion of difficult onto students who are labeled as diverse
- “Difficult” allows us to dismiss and avoid
- Conversations about identity challenge us (shame/fear/defensiveness)
- Why?
- Deemed socially unacceptable to discuss and, as a result, are unpracticed (context and lack of prior engagement)

Have Open Dialogue by...

- Meaningfully incorporating identity into the curriculum and discussion
- Learning from each other
- Expecting different viewpoints and encouraging humility, empathy, respect and understanding
- Modeling how to talk and think about diversity and identity:
- Listening without interrupting before speaking
- Checking for understanding

Have Open Dialogue by...

- Creating an environment of safety (vulnerability and curiosity)
- Asking questions without shaming or humiliating (opinions, upbringing, naivety)
- **Fear** creates resistance...resistance yields stagnation or regression
- Addressing hesitancy in conversation (root cause/shared feelings)
- Focusing on the goal (ALL feel represented/respected/accepted/cared for/understood)

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