Emotional Intelligence in the Classroom

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Robert Plutchik’s Wheel of Emotions
“If our emotions are the music of life, then emotionally intelligent people are good musicians - they do not stifle their emotions or overindulge in them. Instead they compose them into sustaining life rhythms that mesh well with other people.”

—Coon & Mitterer, Psychology: Modules for Active Learning, 13th Edition 2015
Today’s topics

• Emotional Intelligence - Social and Emotional Learning (in schools)
  • What it is
  • Why it’s important to teach in schools & latest research
  • How it’s beneficial to you and your students

• Practical, seamless integration of EI into your curriculum

• Weaving EI into the culture and structure of the school
  • School Climate
  • Direct instruction of EI
  • Classroom Learning Experience - insights & best practices for embedding SEL
What is Emotional Intelligence?
Emotional Intelligence (EI or EQ)

“The ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s feelings and actions”

–Mayer and Salovey (1990)

...towards a positive goal

–Sally Altrocchi (2014)
Why is EQ important?

Stimulus → Emotion → Filter → Interpret → Behavior
Developing EQ

- perceive emotions
- vocabulary
- understand impact
- intrinsic motivation
- social skills
- empathy
- understand messages and actions
- manage emotions proactively
- facilitate our emotions
“I went to the mood meter and expressed my feelings to one of my closest friends, and that helped me change my mood. I needed to tell somebody that I was really mad and get that over with so I could just be calm.”

- Student, Age 10 - testimonial, Yale Center for Emotional Intelligence
Developing EQ

- perceive emotions
- build vocabulary
- understand impact

understand messages and actions
manage emotions proactively
facilitate our emotions

intrinsic motivation
empathy
social skills
“The Mood Meter helps me assess how I feel during the day. I’ve realized that I jump around from emotion to emotion throughout the day, so the Mood Meter helps me get more in control of my emotions. I can think things out better instead of reacting irrationally.”

- Student, Grade 11- testimonial, Yale Center for Emotional Intelligence
Developing EQ

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Give Yourself
Why we do it

- **Strengthen intrinsic motivation**
  - what are our short-term goals for any action?
  - our end goals?
  - what is it that makes us get up in the morning?
  - how do our actions impact our goals?

- **Build social skills** - relationships with others and self-confidence

- **Practice empathy**, a fundamental skill in building relationships
  - how am I impacting others?
  - how might others’ feelings impact the situation?
  - what are the other relevant perspectives?
Nutshell version of EQ:

(Know) • What am I feeling?
(Choose) • What options do I have?
(Give) • What do I really want?
Think about and write...

• a negative emotion you experience at work and what triggers that emotion

• strategies you have used to deal with that emotion

• how effective each strategy has been

• other possible strategies you could implement to manage your negative emotions
Why is Emotional Intelligence beneficial to you and your students?

Social and emotional factors are the *drivers*...

or *limiters*...

of learning
Case Study:
Anna Kearney’s 3rd grade,

Findings:
- increased motivation
- goal setting
- critical thinking
- problem solving
- collaboration
- leadership skills
- agility
- adaptability
Weaving EI into the culture and structure of your school

- School Climate
- Direct Instruction of EQ skills
- Classroom Learning Experience
School Culture and Climate

• What are your goals for teaching and learning?

• Does your school culture reinforce or undermine them?

• To what degree are adults in the learning community great role models for the youth?
Direct Instruction of EQ Skills

• What are the foundational, learnable skills that will enable young people to excel socially, emotionally and academically?

• How are those taught in a systematic, developmental process with the accountability of valid measures?
Classroom Learning Environment

- Are you consistently creating an environment that’s conducive to learning?

- Are you engaging children meaningfully to take ownership of their own learning and behavior?

- Are you asking powerful questions and inviting young people to lead their own lives?
Seamless integration of EI in your classroom

Incompatible instruction or adjustable framework?

• English
• Drama
• History
• Latin?
• Mathematics?
How would consequences be different if a character were to behave differently?

The Outsiders
by S.E. Hinton

EQ Skills: Emotional Literacy, Behavior Patterns, Consequential Thinking, Intrinsic Motivation
EQ in Latin? (or any foreign language)

- Language learning depends on effective communication
  - empathy: recognize and comprehend emotions
  - reading emotional signs and body language

- Today’s Latin
  - culture
  - history
  - daily life of Romans

EQ Skills: Emotional Literacy, Behavior Patterns, Consequential Thinking, Empathy
Pre-Algebra Example: Distance is a function of time

*Does our mood affect the relationship between distance and time?*

*Are time and distance functions of mood?*
Analyze:
- givens
- constraints
- relationships
- goals

Consider:
- analogous problems
- progress evaluation
- a change of course as an option
- correspondences between different approaches

EQ Skills: Recognize Patterns, Consequential Thinking, Intrinsic Motivation
IQ + EQ = Success
Last questions

• What are you currently doing to enhance the emotional intelligence of your students?
• Write down one thing you will do when you get back to your school
Next steps:

• Learn more about Emotional Intelligence

• Plan to investigate how to work Emotional Intelligence into your school, helping staff and students to understand how EQ can help them achieve success academically and in life

• Individual training and customization

• EQ Vocabulary and Language - establish consistency among students and faculty
Six Seconds
Global Emotional Intelligence Network

iSEL course online: Introduction to Emotional Intelligence

1. free - engaging learning materials and weekly drop-in sessions (online discussions)

http://www.6seconds.org/events/isel

2. enhanced: $50 …or free with $50 membership to EQ.org

• experienced facilitator leads work in small group towards completion certificate
How is the EQ training going for you?

Great... I've found the hot button for frustration, anger and fear... now all I need is the hot button for debonair, sexy and irresistible!
Resources

- Six Seconds, The Emotional Intelligence Network
  - 6Seconds.org
  - EQ.org
- The Collaborative for Academic, Social and Emotional Learning (CASEL)
- The George Lucas Educational Foundation (GLEF)
- The Center for Social Emotional Learning
- The Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
EXAMPLE RESEARCH AND INNOVATIVE SEL RESEARCH ARTICLES FROM THE FIELD

• 1960's-70's: Stanford's Mischel runs series of studies on delayed gratification in children - about achievement situations and what influences a child to make his or her choice...more than marshmallows! (Walter Mischel)

• 1977: Harvard study demonstrating IQ not independently a predictor of salary, productivity, status, life satisfaction, happiness, success in relationships (George Vallent)

• 1987: “Blighted Slum” research - ability to handle frustrations, control emotions, get along with others are better predictors than IQ of socioeconomic level (Felsman & Vallant)

• 1992: National Center for Clinical Infant Programs determines that factors like self assurance, impulse control, social skills and the ability to seek help from teachers are more predictive of academic success than early ability to read and fact knowledge

• Educators' social and emotional skills vital to learning (Jones, Bouffard & Weissbord) - concrete factors in the success of teachers, students and schools

• A Case for Emotional Intelligence in Schools: http://www.6seconds.org/2007/11/02/a-case-for-emotional-intelligence-in-our-schools/

• Teaching adolescents to become learners - the role of non cognitive in shaping school performance (University of Chicago Literature Review)

• Six Seconds education research: http://www.6seconds.org/education/research/


• Daniel Goleman on Emotional Intelligence:  http://www.danielgoleman.info/topics/emotional-intelligence/

• 2014: Daniel Goleman's book, “The Triple Focus: A New Approach to Education,” which suggests it's not enough to have children learn about ethical virtuosity because we need to embody our ethical beliefs by acting on them