



The Other Kind of Smart: Enhancing Your Child's Emotional Intelligence

Ann Rowe, Ph. D.

Kingsbury Wellness and Learning Group

kingsburywellness.org

arowe@kwlg.org

(202) 545-2410



Our mission is to remove barriers and unlock potential for families with learning and behavior challenges.

Services

- Comprehensive Neuropsychological Testing
- Autism Evaluation
- Admissions Testing
- College Accommodations
- Individual Psychotherapy for Children and Adults
- Family Therapy
- Tutoring
- Speech Language Evaluation
- Consultation
- Professional Development

During Covid-19, telehealth services available.



Resilience in the Time of Covid-19



Individual Qualities

- Self Regulation
- High Self-Esteem
- Strong Coping Skills
- Empathy

Factors Contributing to Resilience in Children

Social Connectedness



- Strong Family relationships
- Close relationship with adult outside family



Community Connection

- Connection to School
- High Quality Friendships



Your Child's Resilience Starts With You

- Connection
- Attention
- Setting Your Priorities
- Realistic Expectations
- Acceptance



Write Your Family's Story of Covid-19

Children remember: _____

- What they attend to
- Connections between events and their feelings
- Associations between sensory experiences and events
- The “story”—connecting the dots in a meaningful way

What do you want your child to remember?

What is Emotional Intelligence?



Popularized in the 1990s by Daniel Goleman

Character

Four domains:

- Self-awareness
- Self-management
- Social awareness (empathy)
- Relationship management (social skills)



Emotional Intelligence Quiz
Harvard Business Review

<https://hbr.org/2015/06/quiz-yourself-do-you-lead-with-emotional-intelligence>

Emotional Self-Awareness

- Able to describe emotions as you experience them
 - Understand the reasons for your feelings
 - Understand personal strengths and weaknesses
 - Can describe feelings in detail, beyond just “happy” ‘sad”, “angry”
 - Understand how stress affects your mood and behavior
-



Positive Outlook

- Optimistic in the face of challenging circumstances
- See people as good and well-intentioned
- Focus on opportunities rather than obstacles
- Look forward to the future



Emotional Self-Control

- Manages stress well
- Controls impulses
- Demonstrates patience
- Appears calm in the face of pressure or emotional turmoil
- Uses strong emotions, such as anger, fear, and joy, appropriately and for the good of others





Adaptability

- Flexible when situations change unexpectedly
- Adept at managing multiple, conflicting demands
- Easily adjusts goals when circumstances change
- Can shift priorities quickly
- Adapts easily when a situation is uncertain or ever-changing

Empathy

- Strives to understand people's underlying feelings
 - Tries to understand why people behave the way they do
 - Understands how other people's experiences affect their feelings, thoughts, and behavior
 - Shows curiosity about others by listening attentively
 - Understands others' points of view, even when they differ from your own
-



Why is Emotional Intelligence Important?

- Strong impact on important adult outcomes (prosperity, happiness, relationship and career success)
- Soft skills are highly valued in future careers
- Important to decision making



Why is Emotional Intelligence Important for Kids?

- Ingredients for school readiness in preschoolers:

- Confidence
- Curiosity
- Intentionality
- Self-control
- Relatedness
- Capacity to communicate
- Cooperativeness

All related to Emotional Intelligence rather than academic markers

National Center for Clinical Infant Programs – *Head Start: The Emotional Foundations of School Readiness*



How Emotional Intelligence Develops



Emotions are Messages

Tell us something needs to change
Motivate us to take action
Motivate us to grow and learn

8 Basic Emotions

And the purpose of each one



Anger

To fight against problems



Fear

To protect us from danger



Anticipation

To look forward and plan



Surprise

To focus us on new situations



Joy

To remind us what's important



Sadness

To connect us with those we love



Trust

To connect with people who help



Disgust

To reject what is unhealthy

Emotions are Complex

Physical

Cognitive

Feeling

Emotional
Intelligence skills
are linked but may
develop at different
rates

- Asynchrony between cognitive intelligence and emotional intelligence
- Are your child's skills actually age-appropriate?
- Some skills may lag behind but still be within typical development
- Development of emotional intelligence skills influenced by language skills, attention, and executive functioning



Challenges May Result from Skill Delays

- Shared definitions of social situations/accepted responses
- Language to express feelings verbally
- Self-regulation skills
- Anticipating the consequences of behavior
- Shifting cognitive set/behavior pattern
- Perspective taking skills





Infants

- Communicate with face and body
- Imitate caregiver's expressions
- Respond to emotions in others
- Begin to self-soothe with adult support
- Develop trust



Toddlers/Preschoolers

- Begin peer interaction while managing emotional arousal
- Initiate prosocial behaviors and interactions, along with friendships
- Stay connected with adults
- Aware of expressions of basic emotions and situations (happy, sad, angry, scared)
- Recognize and label own emotions
- Begin to follow social rules, like taking turns
- Engage in rudimentary problem solving with adult support
- Self-conscious emotions like shame and guilt begin to develop



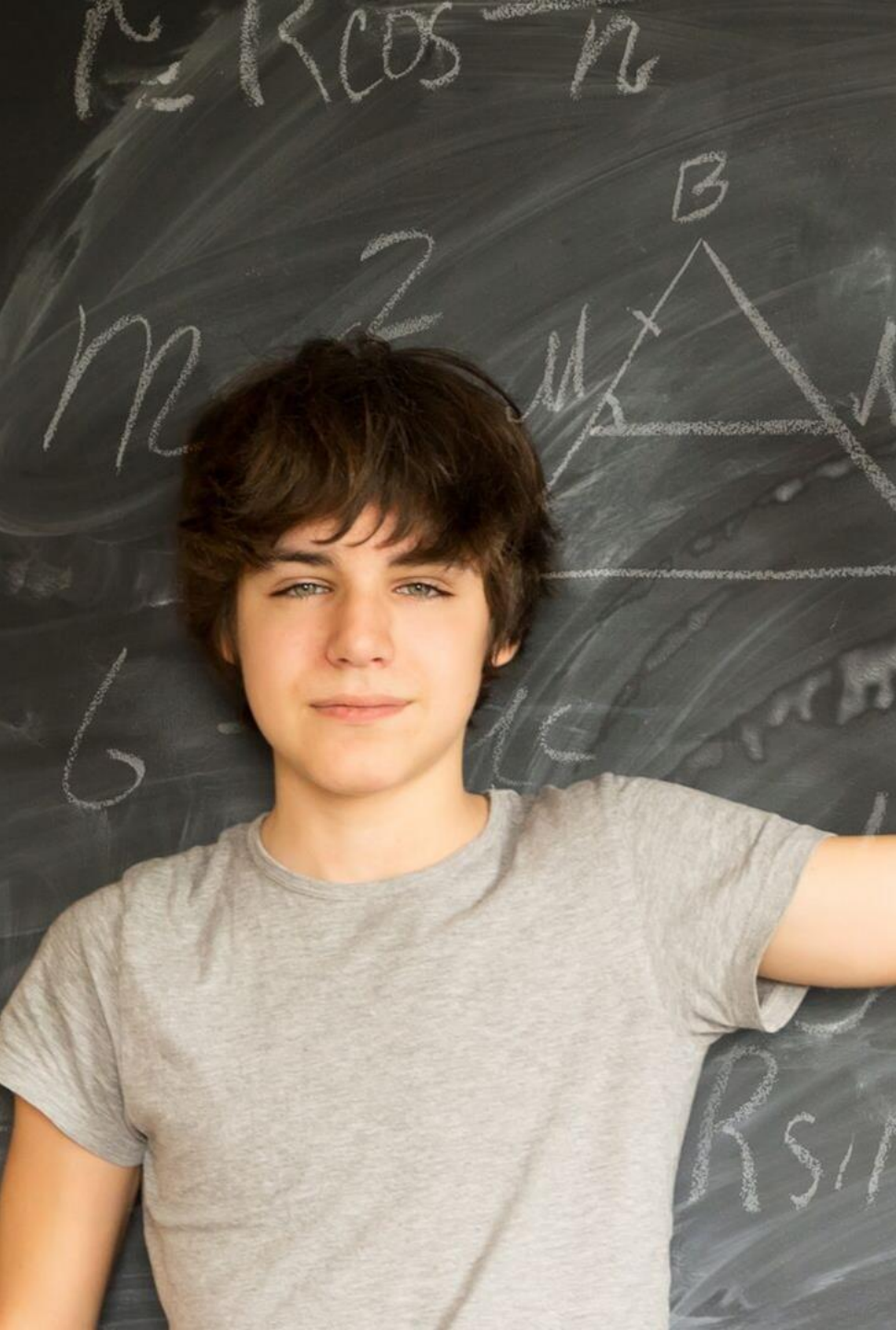
Middle Childhood

- Form dyadic friendships and stable peer reputations
- Control aggressive impulses
- Demonstrate emotional regulation within the peer group, showing emotions in appropriate contexts
- Resolve more complex social difficulties with a flexible variety of solutions
- Distinguish emotional intensity
- Understand that one can use thinking to control emotions
- Purposely hide or express emotions from others
- Can recognize that a person's distress may exist beyond the immediate situation



Pre-Teen

- Build upon earlier understanding of others to comprehend more complex emotional situations in self and other
- Form a largely group-based identity with increasing independence from adults
- Become able to resolve conflicts within dyadic and group situations
- Understands that one can feel “mixed” emotions



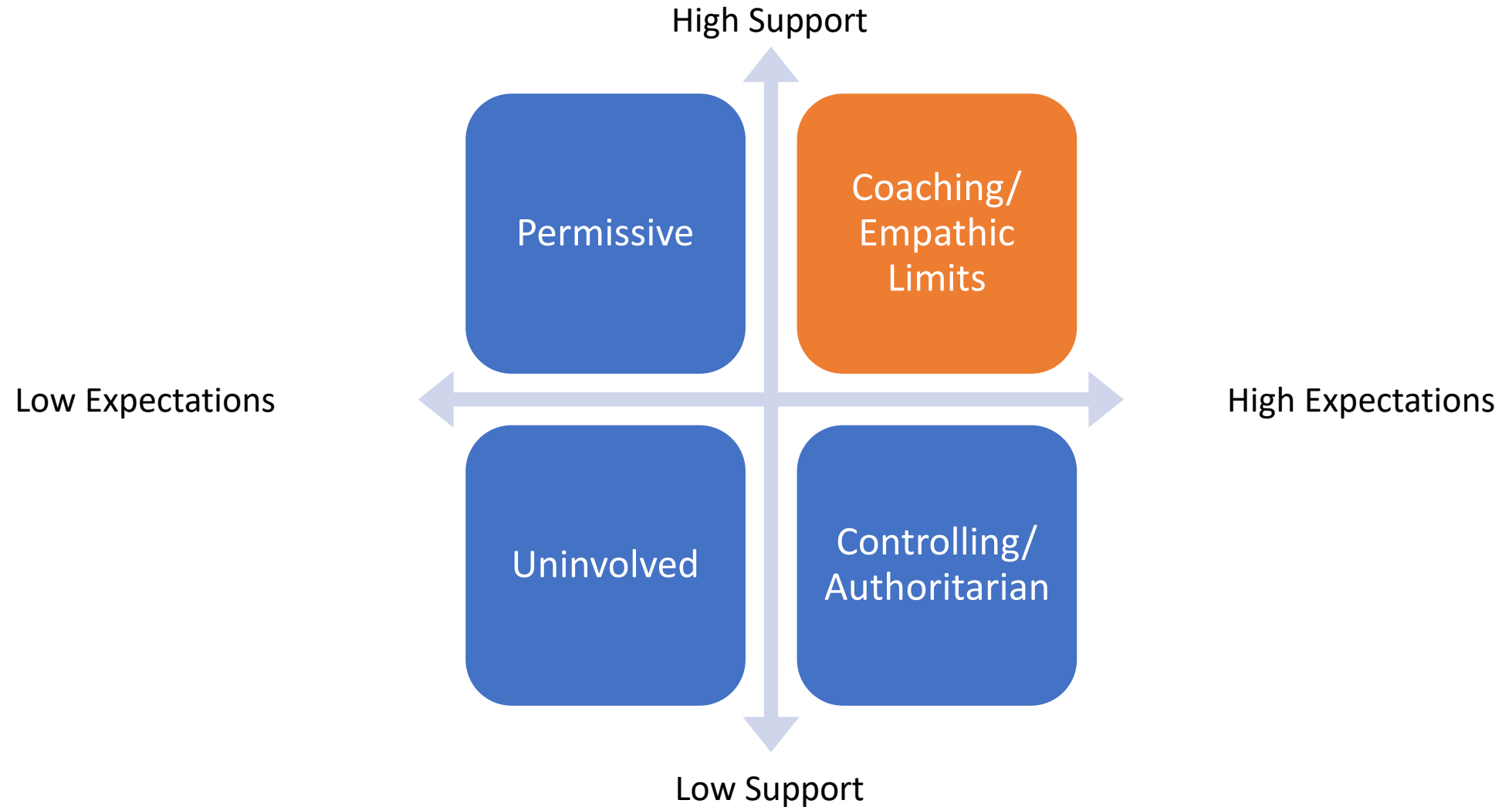
Adolescence

- Achieve more mature relationships with others and emotional independence from parents and other adults (while maintaining these relationships)
- Understand that emotions may depend on experiences and personality traits
- Form an individuated personal identity (first group-based, then individuated)
- Acquire an articulated set of values and an ethical system to guide behavior



Strategies to Foster Emotional Intelligence

Parenting Styles



Your Role: Emotion Coach

- Listen with compassion
- Provide emotional validation
- Help child put feelings into words
- Help child focus on body signals
- Help child see alternatives
- Set boundaries of acceptable behavior
- Don't take behaviors personally
- Apply consequences without judgment





Negative Emotions Are...

- ☐ Sign of Weakness
- ☐ Form of Manipulation
- ☐ Sign of Bad Character

The Power of Validation Hall and Cook (2012)

- What validation IS:
 - Recognizing & accepting a child's emotional experience
 - Acknowledging that the child's feelings are legitimate (even if you don't agree)
- What validation ISN'T:
 - Accepting inappropriate behavior
 - Failing to use appropriate consequences

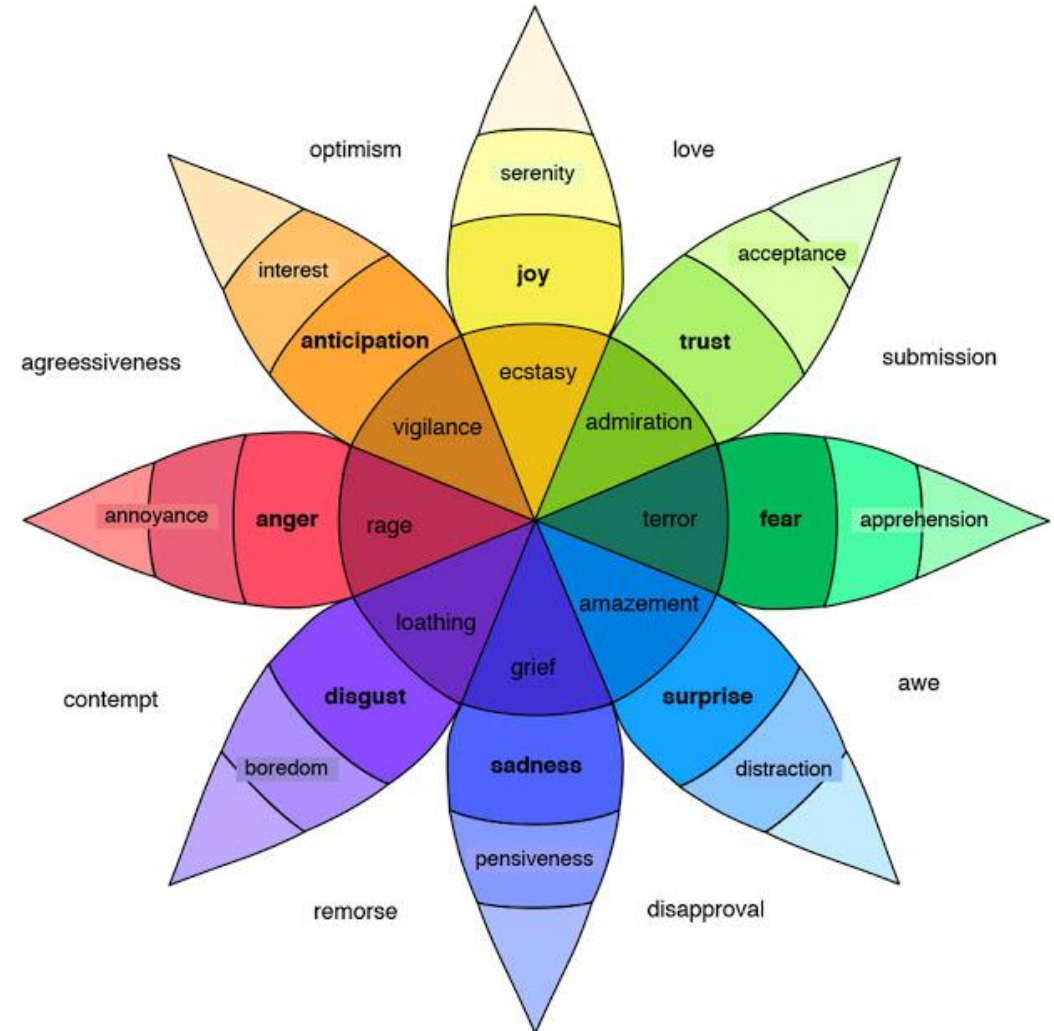
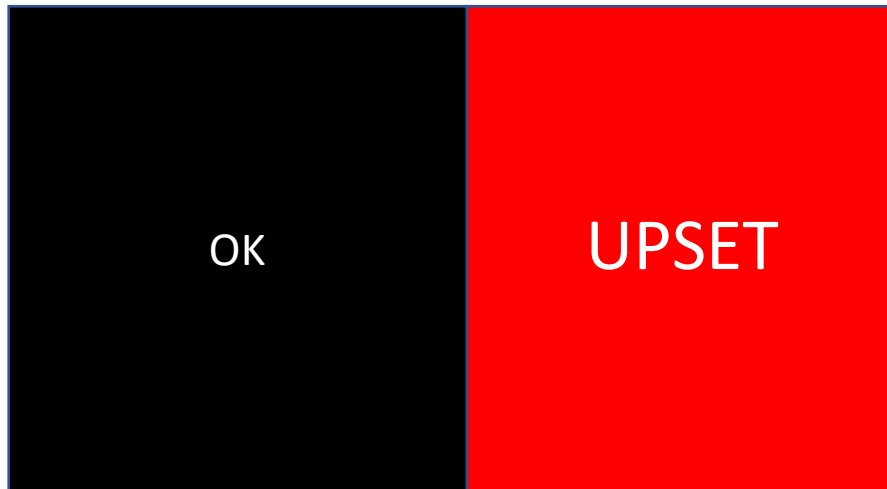
“Feelings are not wrong – they just are – but actions can be wrong.”

Increase Emotional Awareness

- NAME EMOTIONS
- SEE GRADATIONS IN EMOTIONS
- IDENTIFY EMOTION TRIGGERS
- RECOGNIZE BODY SIGNALS



Broaden Range of Emotion Labels

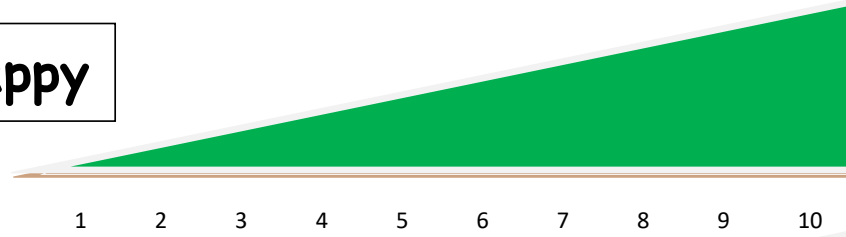


Zones of Regulation

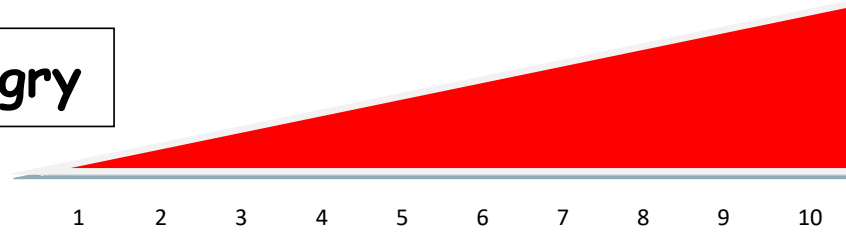
Red Zone(Very High) Angry, Unsafe Body
Yellow Zone(Caution) Frustrated, Excited
Green Zone (Just Right) Happy, Calm, Focused
Blue Zone(Low) Tired, Bored

Today I feel ...

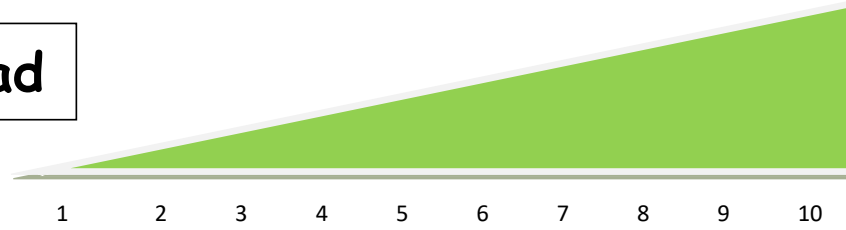
Happy



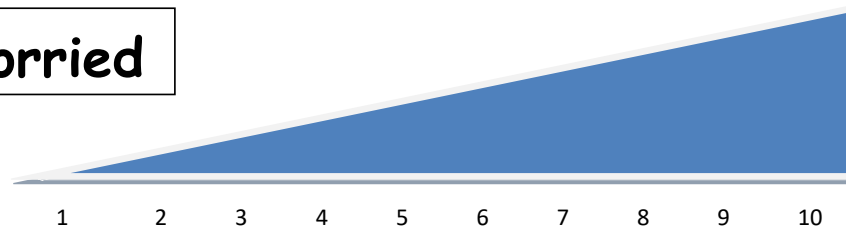
Angry



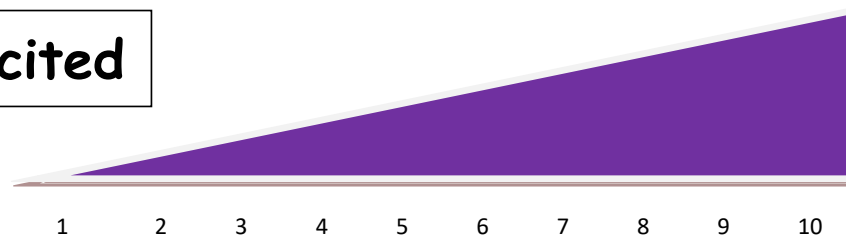
Sad



Worried



Excited



Upset

How it Looks at Home

- Hit parents
- Yell loud
- Call brother names
- Throw things
- Cry
- Look Angry

When:

- Brothers team up together
- Parents don't follow through on promises
- Doesn't like food and no other options
- Rule if don't finish food, no dessert
- Brothers coming in bedroom
- When have to repeat because people don't understand

How it Looks at School

- Cry
- Yell
- Argue

When:

- Teacher tells to do something doesn't want to do
- When things change
- When work is hard
- When work is too easy
- When friends don't listen
- When friends don't follow through on what they say
- Feel left out
- People misunderstand what you are saying



Managing Emotions

Challenge for Parents



Trigger



Laura Markham: Peaceful Parent, Happy Kids Workbook

Anatomy of a Tantrum

- Tantrums Follow a Pattern
 - Yelling/Screaming/Anger
 - Physical Action
 - Crying/Whining/Sadness



Caregiver Reset

- 3 Second Self Scan (How would you respond as your best self?)
- 5 Senses
- Stop- Drop- Breathe
- Calming Self Talk
- Re-evaluate Expectations





Typical Triggers for Kids

Unfairness

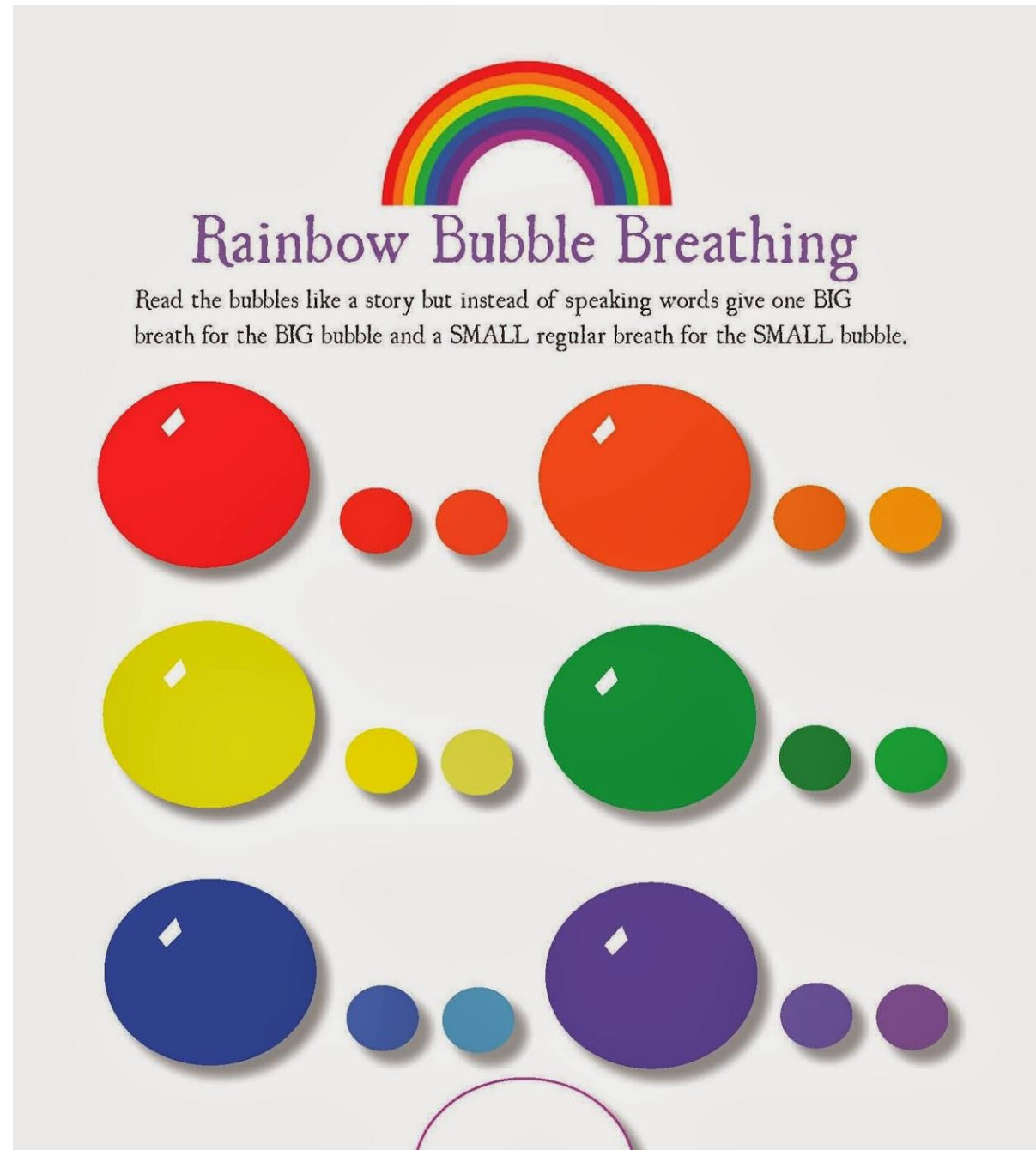
Not Having a Choice

Impatience, Difficulty Waiting

Being Talked Down To

Calming Strategies for Kids

- Mindful Breathing
- Visualization
- Self Talk



Calming Bottles

Ingredients

water bottle
clear Elmer's glue
fine glitter
clear dish soap
superglue

Directions

$\frac{3}{4}$ bottle water with $\frac{1}{4}$ bottle glue
Add a couple of squirts of dish soap
Funnel in glitter
Fill to top leaving no air
Glue lid on with superglue



Reset Activities

Motor-based

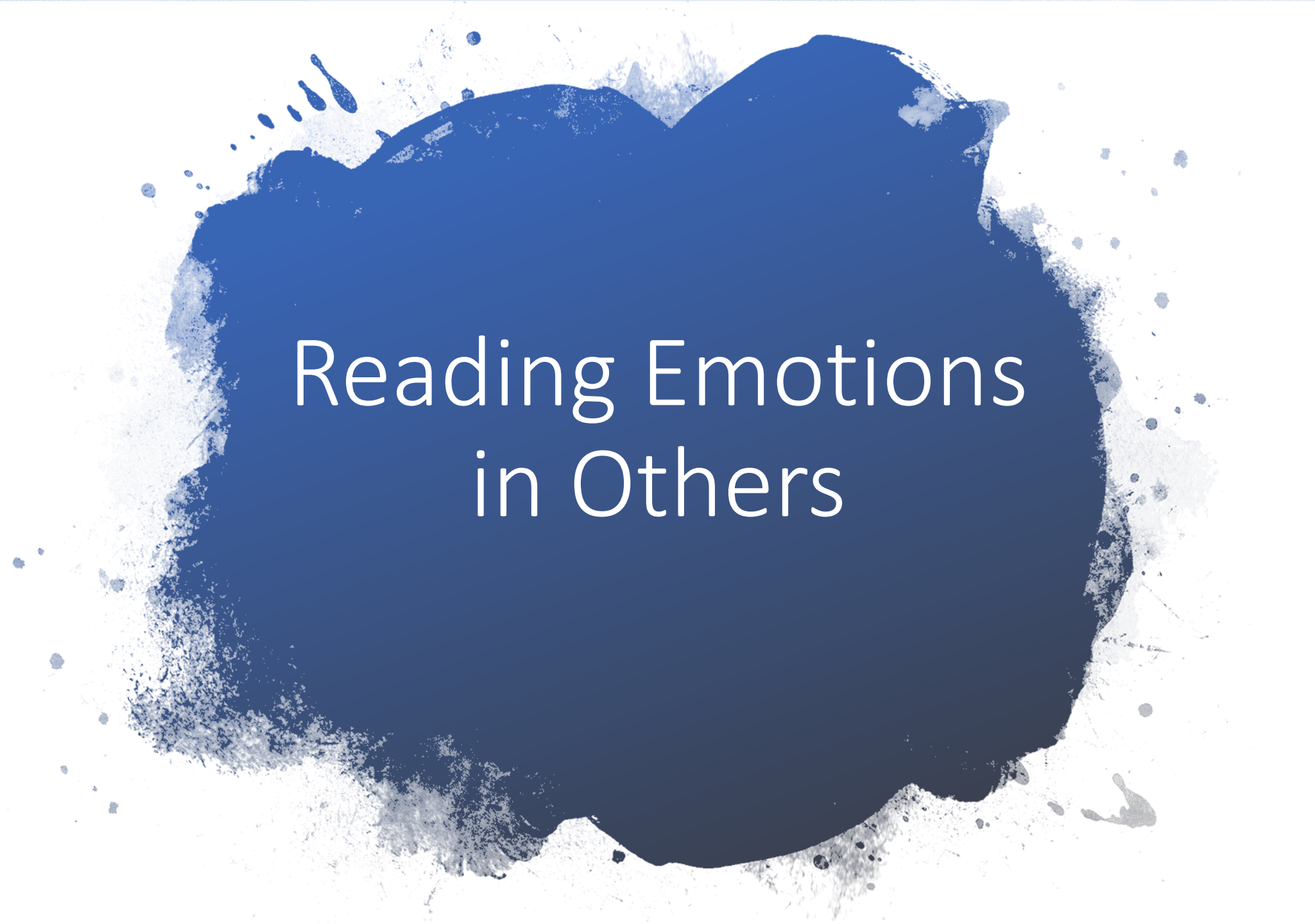
Simple and Fast

Child Can Do Independently

Neutral in Appeal

Clear Ending Point





Reading Emotions in Others

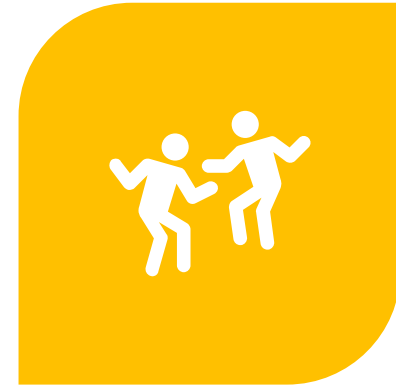
Connection—Build Your Child's Emotional Bank Account



SPECIAL TIME (15 MINUTES
PER DAY)



DAILY HABITS/RITUALS



ROUGHHOUSING/PLAYFUL
GAMES



Empathy Skill Building

Demonstrate empathy in your interactions with child

Help your child see events from other perspectives

Point out nonverbal cues in movies and in everyday life

Read children's literature and discuss perspective of characters

A close-up photograph of two hands shaking in a firm grip. The hand on the left is dark-skinned, and the hand on the right is light-skinned. The background is a textured, light-colored surface. The entire image has a blue color cast.

Negotiating Relationships

Model
Effective
Social Skills
in Your
Parenting

Apologize

Apologize Easily and Often to Child

Acknowledge

Acknowledge the Effects of Actions on Child

Repair

Repair/ Make Amends

Plan

Make a Plan for Next Time



Connecting the Dots— the ABC's

Antecedent

- What was the context?
- What happened before the behavior of concern?
- What was the child's understanding of the situation?
- What might the understanding of other people in the situation have been?
- What was the feeling that led to behavior?

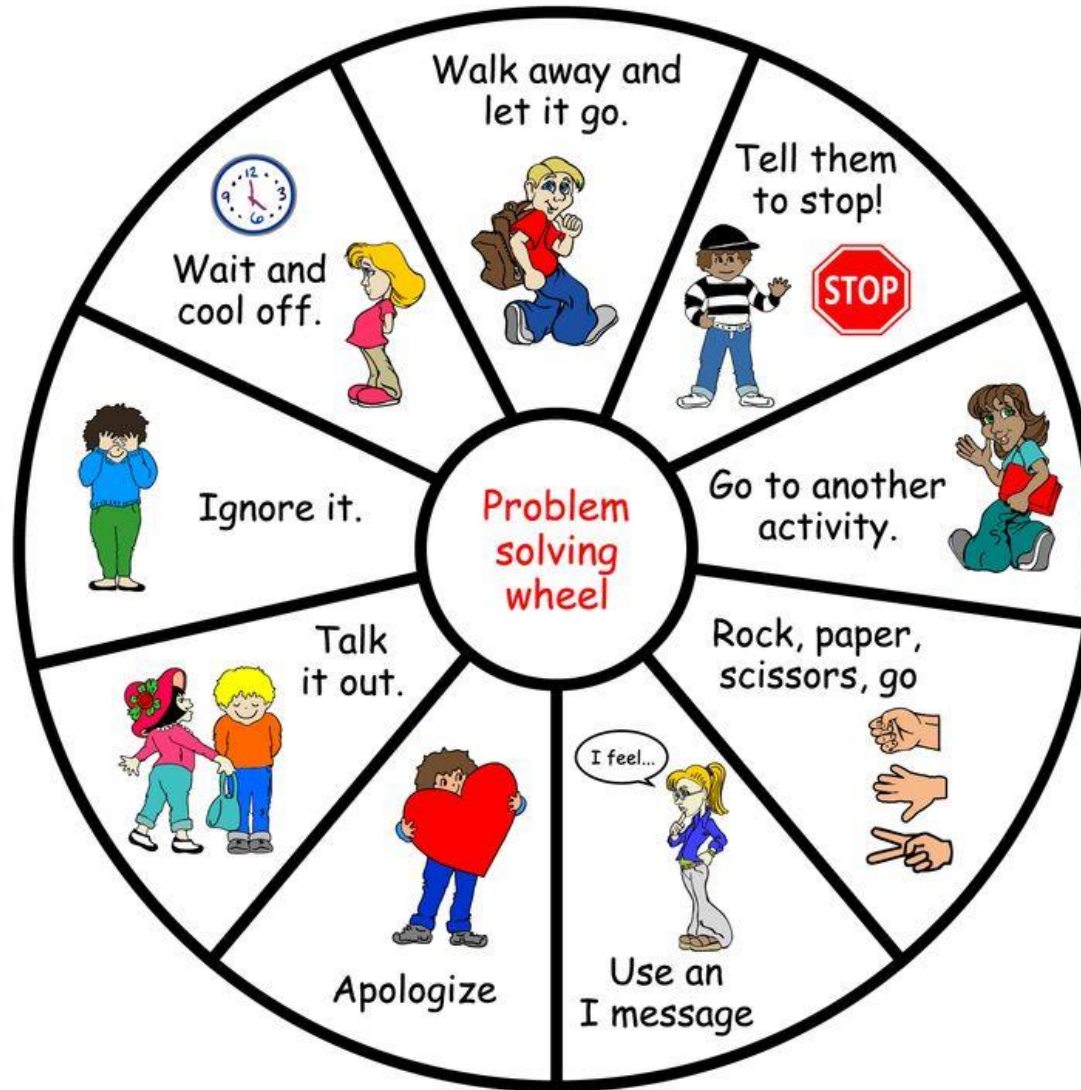
Behavior

Consequence

- What was the other person's reaction?
- Was that a desired outcome?
- What could you do different next time?



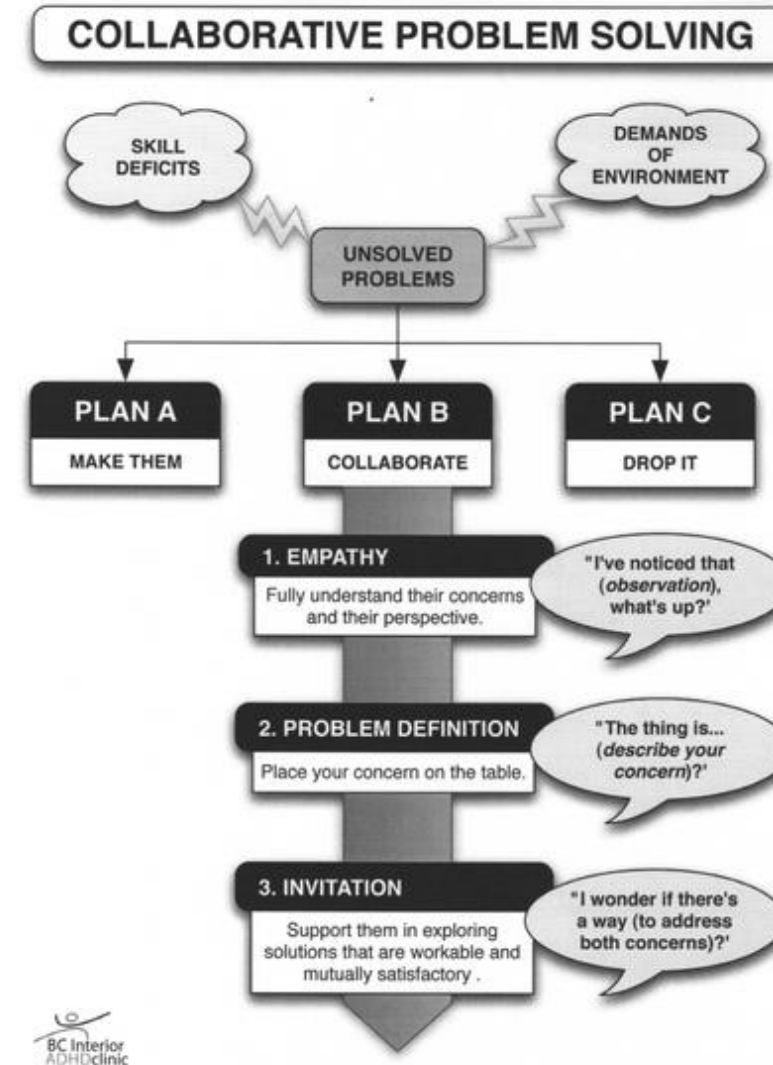
What can I do?



Kids Do Well, If They Can

Massachusetts General
“Think Kids”
thinkkids.org

Ross Greene
“The Explosive Child”
livesinthebalance.org





References

- The Power of Validation by Karyn Hall and Melissa Cook
- The Emotionally Healthy Child by Maureen Healy
- Peaceful Parent, Happy Kids Workbook by Laura Markham
- The Happiest Toddler on the Block by Harvey Karp
- Emotional Intelligence by Daniel Goleman
- Raising an Emotionally Intelligent Child by John Gottman and Daniel Goleman
- How to Talk So Kids Will Listen and Listen So Kids Will Talk by Adele Faber and Elaine Mazlish
- Raising Human Beings by Ross Greene
- Keeping SEL Developmental: The Importance of a Developmental Lens for Fostering and Assessing SEL Competencies

<https://measuringSEL.casel.org/wp-content/uploads/2018/11/Frameworks-DevSEL.pdf>



Additional Resources

- greatergood.berkeley.edu
- livesinthebalance.org
- thinkkids.org
- [Yale Center for Emotional Intelligence http://ei.yale.edu/](http://ei.yale.edu/)
- 6seconds.org

Collage Images from Preschool Pocket Treasures by Melissa Kaseman

http://awards.visitcenter.org/awards2016/editors_choice/index.php?gallery=second_place



Your Questions

Want to talk with us about your child?

Free 30-minute Phone Consultation

Define the Problem
Get Started on a Solution

Contact Us: info@kwlg.org
(202)545-2410