# THEY CAN BE TAUGHT!

EMOTIONAL INTELLIGENCE SKILLS IN AT-RISK YOUTH (AND OTHERS)

15TH IIRP WORLD CONFERENCE

JENNIFER MURET BATE
COMMUNITY LEARNING CENTER
WINFIELD, KANSAS

What is Emotional Intelligence?
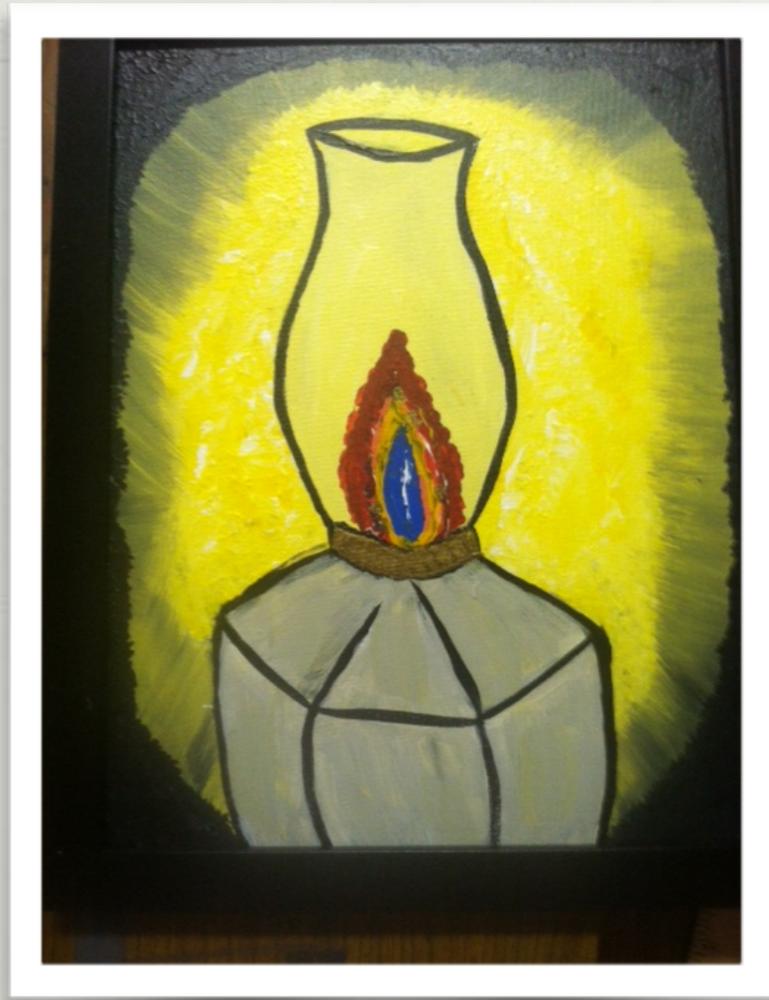
What does it look like?

Who has it?

- **arithmetic**

- **reading**

- **vocabulary**

- **general knowledge**

- **spacial imagery**

- **visualization**

- **perceptual speed**

- **reasoning**

- **induction**

- **visual/auditory processing**

- **quantitative reasoning**

- **verbal comprehension**

Intelligence Quotient (IQ)
Cattell-Horn-Carroll theory

Crystalized Intelligence

- breadth & depth of acquired knowledge, ability to communicate knowledge, ability to reason using previously learned experiences & procedures

Fluid Intelligence

- reason, form concepts, solve problems using unfamiliar information or novel procedures

Intelligence Quotient (IQ)
Thurstone theory

What makes a shining star?

He is open-minded

She can let things go

She can relate to a variety of people

He gets everyone else excited about the path we are taking

She handles negativity & disagreement well

She recognizes effort in others

He is willing to work as hard as anyone else

She always focuses on, models ways to best meet people's needs

Emotional Intelligence (EQ)

Self Awareness	Your ability to recognize your own emotions, feeling sure about your own worth and abilities
Self Regulation	Your ability to manage stress, stay honest, take responsibility for your performance & behavior, handle change, be open to new ideas
Motivation	Your ability to constantly try to improve, align yourself with the goals of a group, be ready to act on opportunities, pursue goals persistently despite setbacks
Empathy	Your ability to recognize how people feel, anticipate other's needs, work with many different types of people, understand why others act in certain ways
Manage relationships	Your ability to communicate clearly, influence & lead others, cause positive change, manage conflicts, build bonds with others by cooperating, create group identity

Goleman, 1995

Importance of EQ

Emotional intelligence is the sine qua non of leadership. **Without it**, a person can have the best training in the world, an incisive, analytical mind, & an endless supply of smart ideas, but **he still won't make a great leader.** Daniel Goleman in Harvard Business Review, 2004

To make it in this environment, you'll have to do something that **people overseas can't do cheaper, that computers can't do faster,** and that satisfies the growing aesthetic and emotional desires of an abundant age.
Daniel H. Pink in Journal of New England Board of Higher Education, 2005
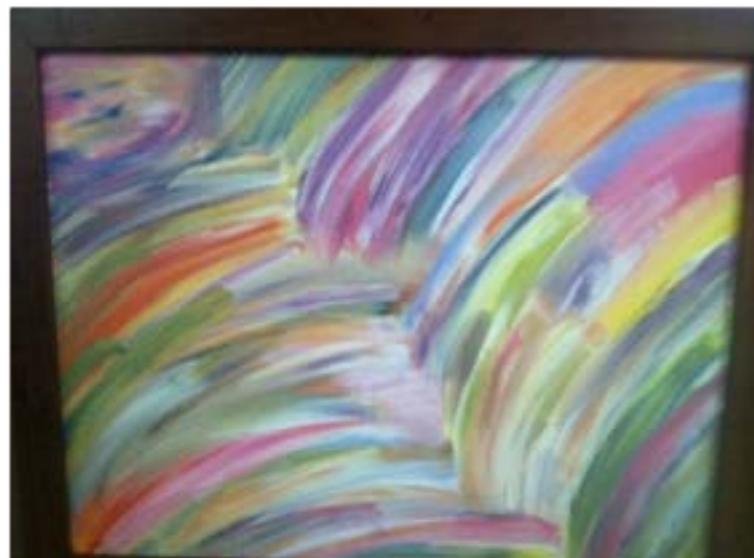
Personality factors and emotional intelligence have important roles in contributing to **good psychological health** for adolescents

Samuel O. Salami in Social Behavior & Personality, 2011

Moods and emotions increase flexibility in future planning and problem solving, support inventive thinking, direct or re-direct attention, and motivate & sustain persistence at challenging tasks. Given these circumstances, it becomes even more **critical to incorporate** the teaching of emotional competency.

Jill Aguilar, Dani Bedau, & Chris Anthony in Reclaiming Children & Youth, 2009

Costs of Emotional Illiteracy

Suicide

Divorce

Aggressiveness

Substance Addiction

Bullying

Job Failure

Dropping Out

Eating Disorders

Goleman, 1995

The good news...

...they _can_ be taught!

Goleman found that, unlike IQ, emotional intelligence can be learned and increased.
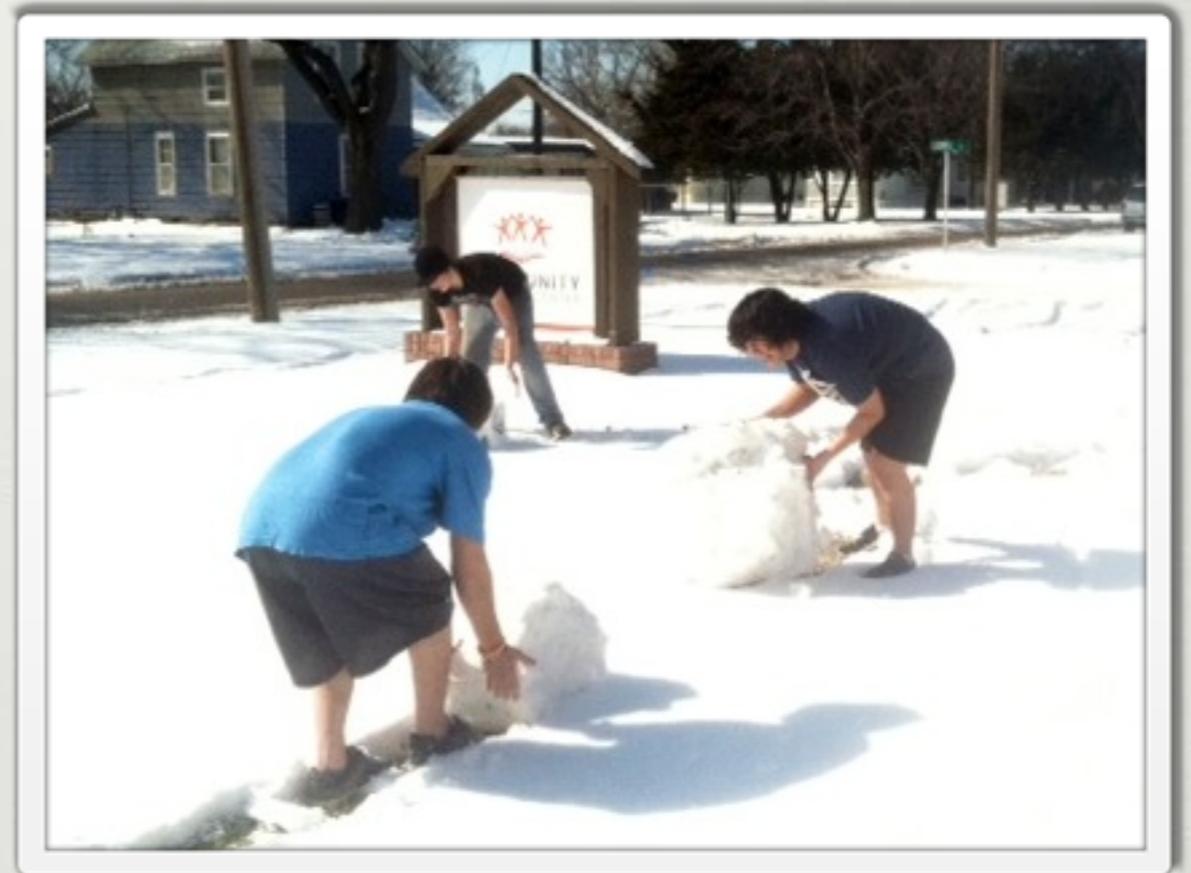
Community Learning Center EQ Project

- 12 week teaching unit (activity period) Sept - Nov 2011

- Students given multiple "pre-test" assessments

- Students organized into small & large groups for lessons & activities relating to Goleman's five areas of EQ

- Students given corresponding "post-test" assessments and a narrative final evaluation of the unit
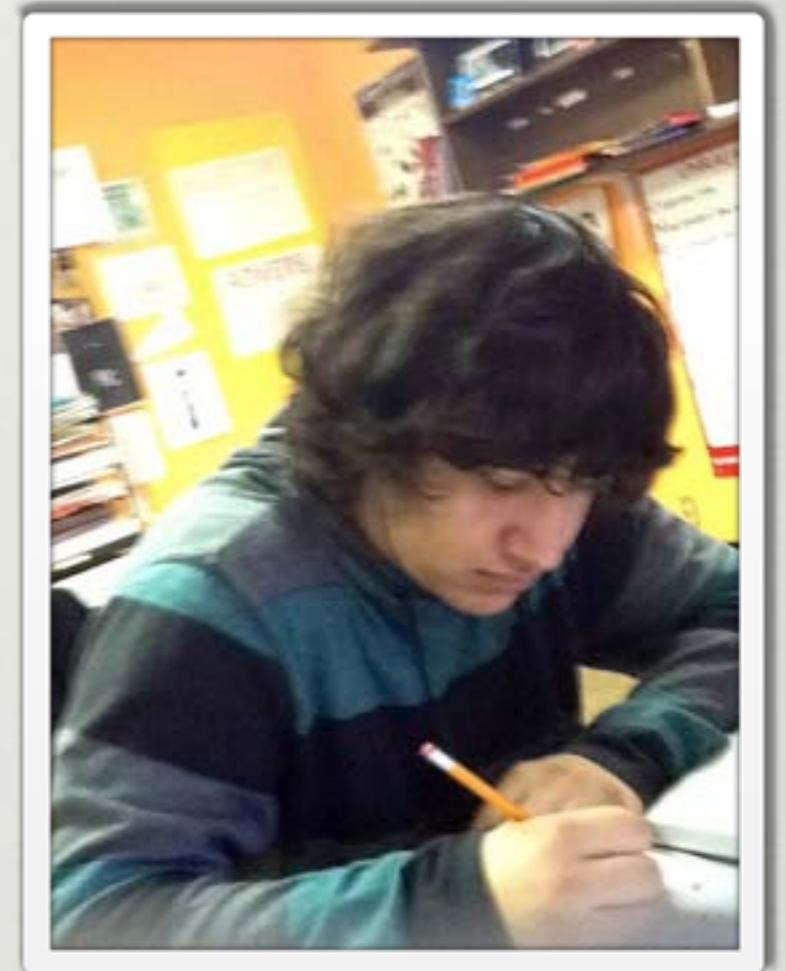
Self-awareness activities

- personality & working style inventories

- self-esteem quiz

- right-brain/left-brain survey

- feelings & emotions recognition activities
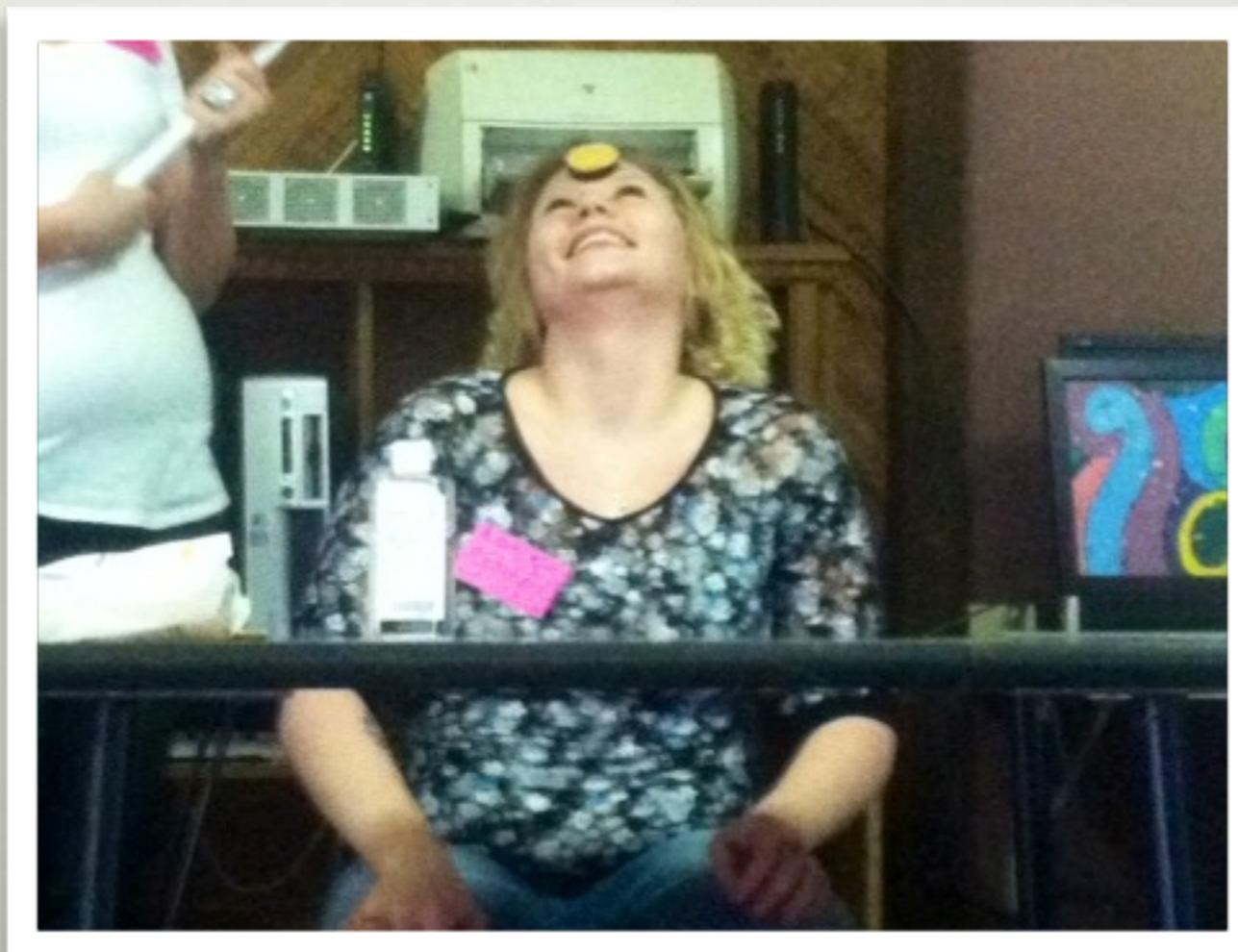
Self-regulation activities

- turning complaints into requests

- stress management activity

- lessons managing shame, reframing negative thoughts

- writing advice column letters

Motivation activities

- "SMART" Goal lesson

- monthly goal-setting activities & monitoring of progress

- "graveyard" pictures - putting negative past events "to rest"& moving on

- daily check-in & check-out circles

Empathy activities

- circle discussion: what is empathy

- two sides to every story activity (drawings: "icebergs")

- sharing reactions to pictures activity

- movie: discuss character's feelings & overall EQ

Managing relationships activities

- activity: how to give feedback

- positive feedback circles

- activity: turning complaints into requests

- activity: conflict management styles
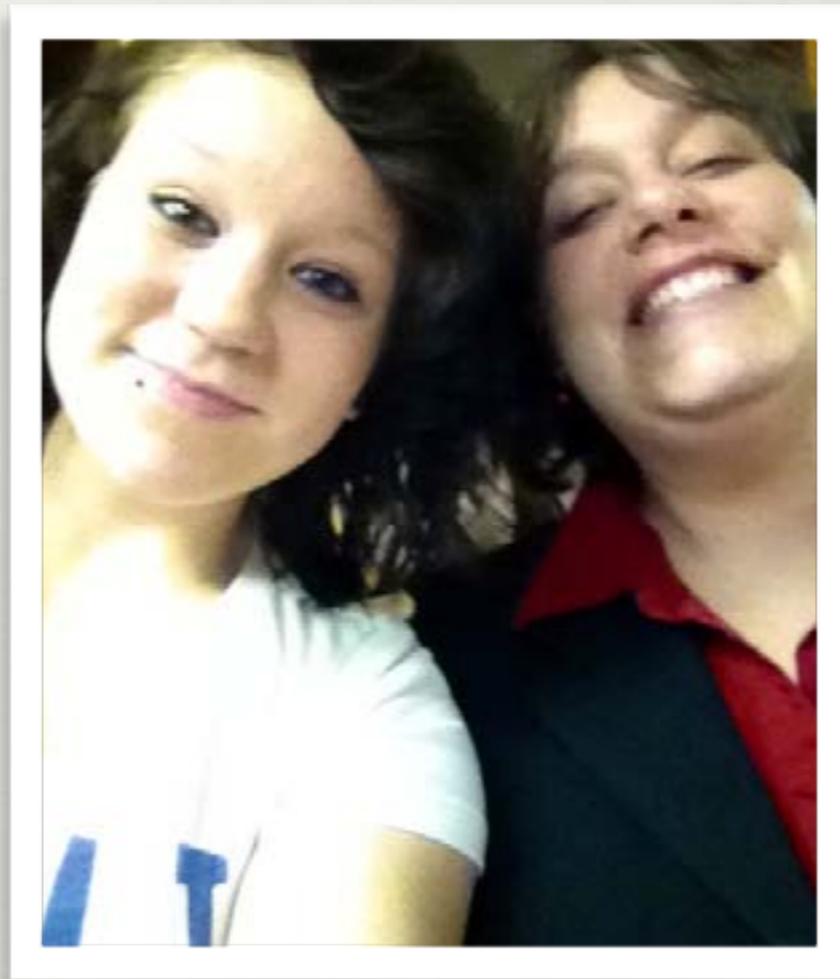
Our Results: self esteem survey
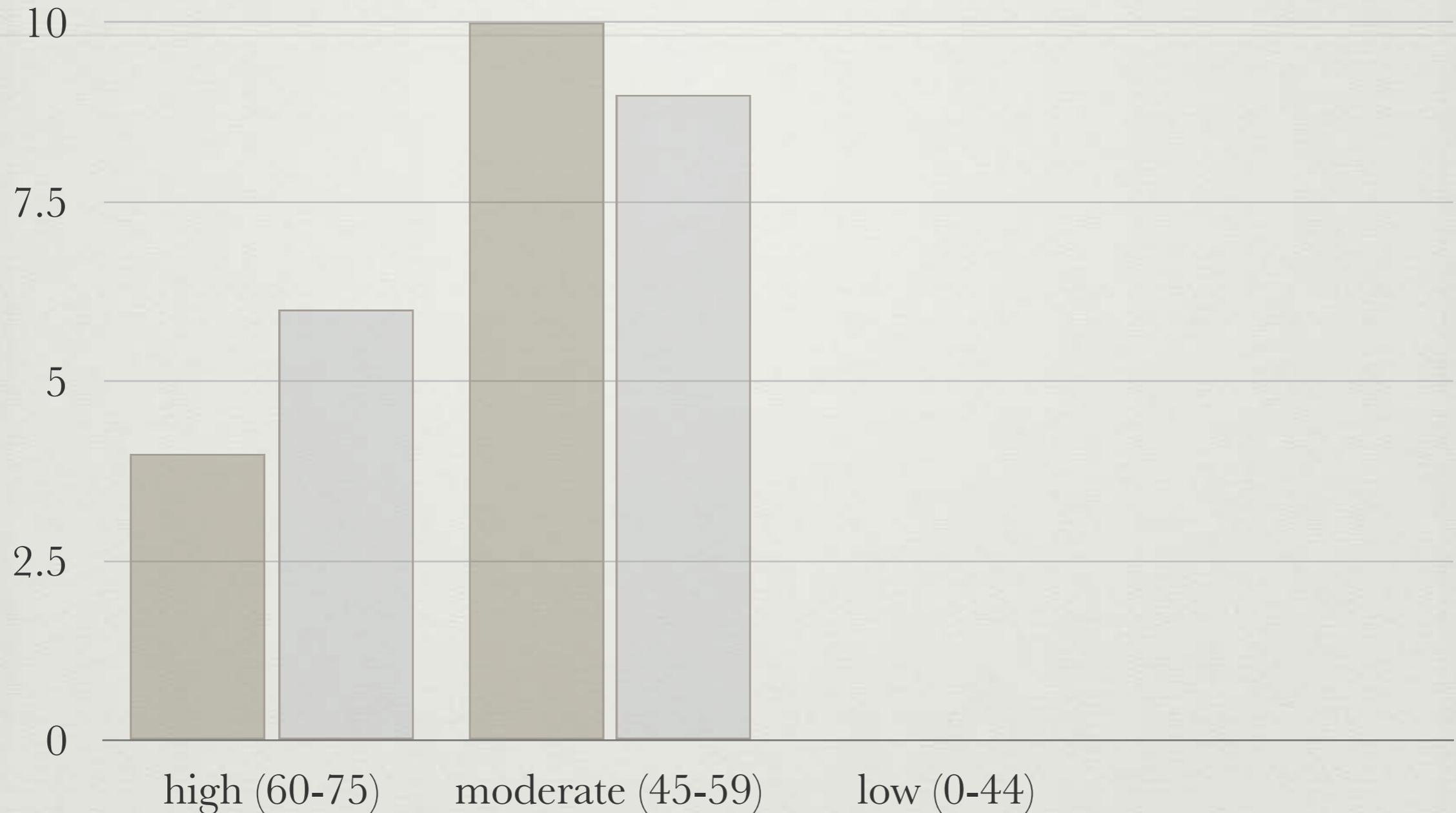
**pretest mean = 57.4**　　　　　　　　**post-test mean = 58.3**

Our Results: online EQ assessment
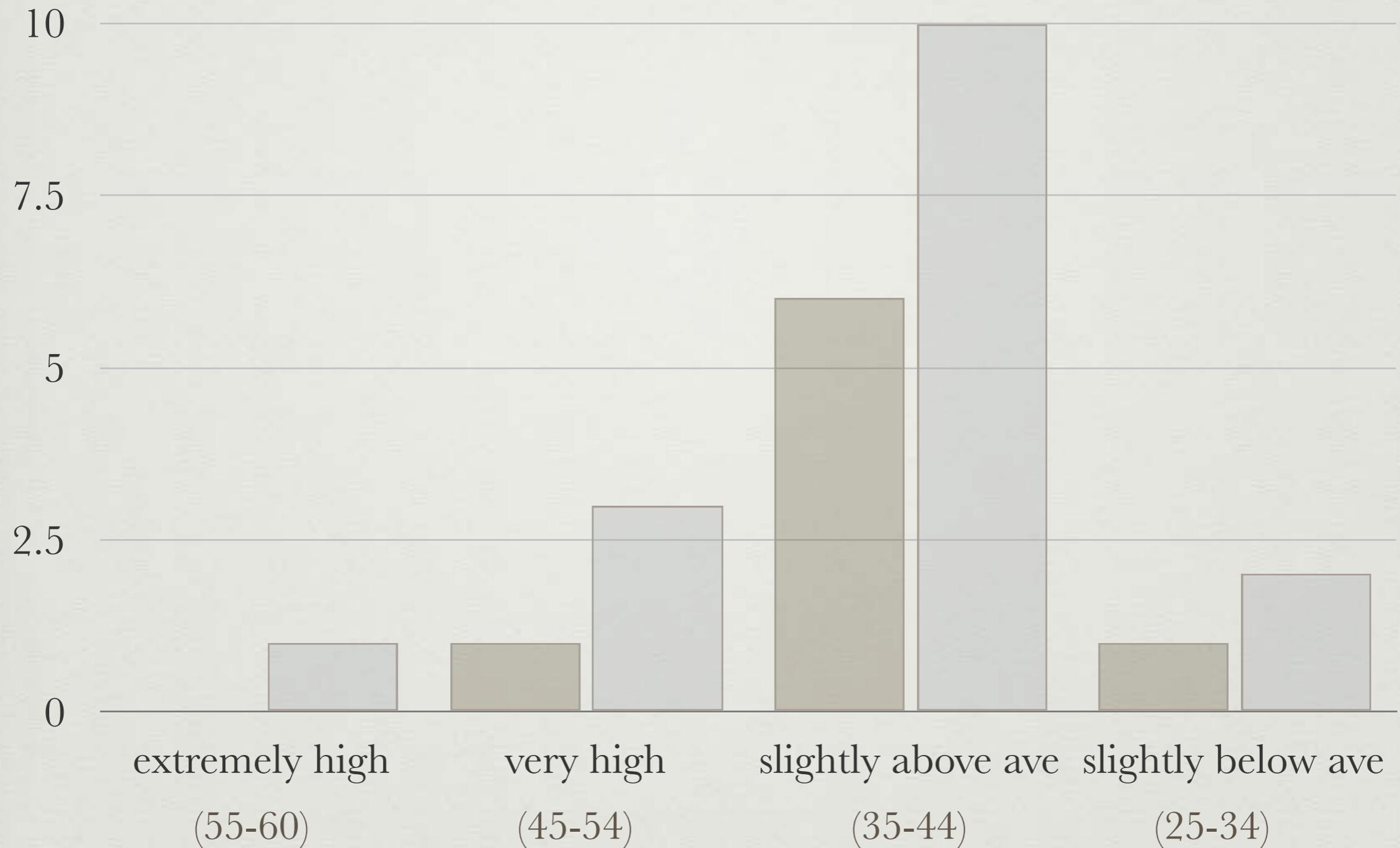
pretest mean = 40.0   post-test mean = 40.6

Our Results: paper EQ assessment
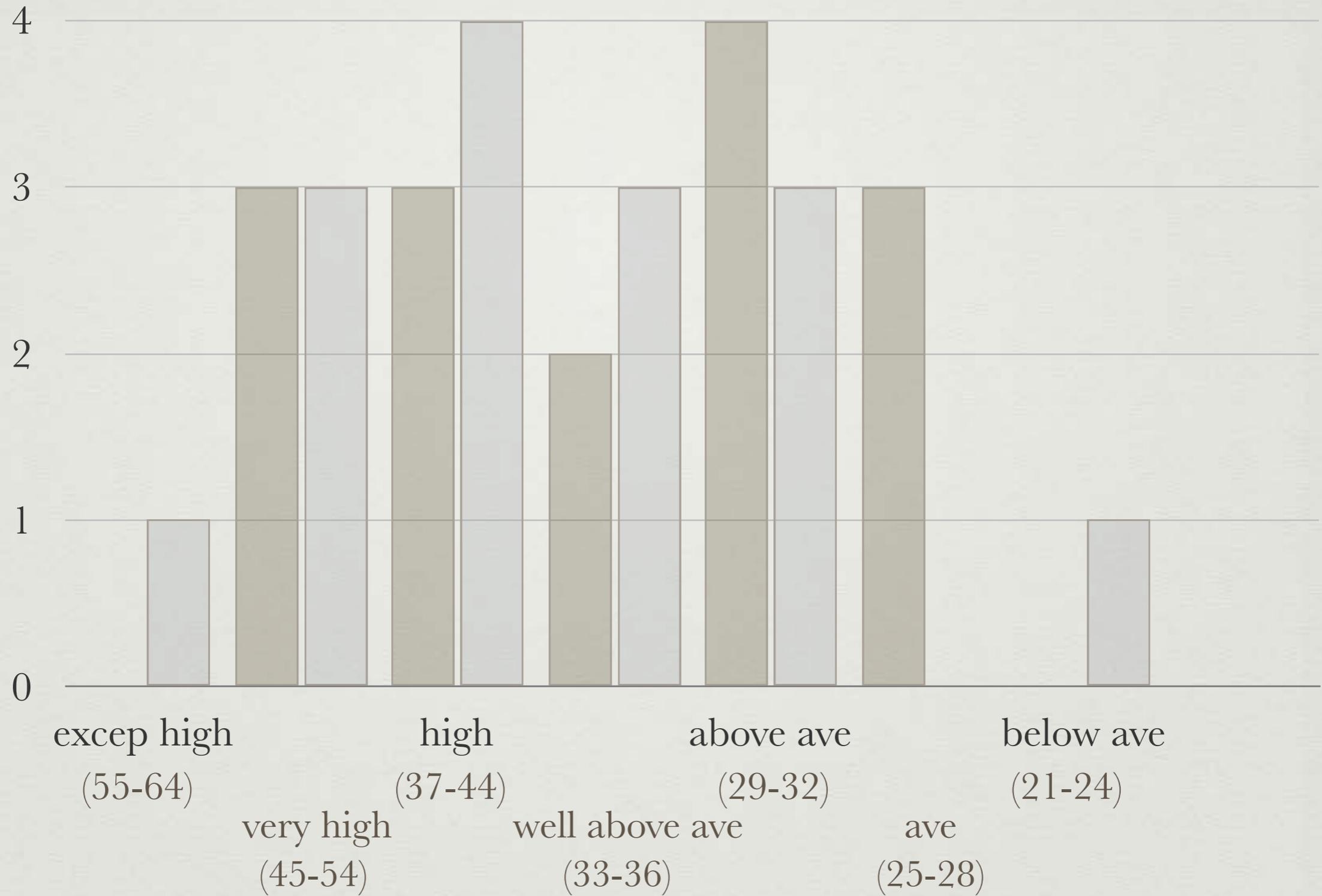
pretest mean = 36.4   **post-test mean = 39.2**

Conflict Narrative Results

(pretest)

Total Responses: 19
(most synonyms for "angry")

Recommendations:
"they should grow up"
"stop being annoying"
"ignore the other person"
"call the police"

67% believed the conflict could be solved

Conflict Narrative Results

(post-test)

Total Responses: 43
(less than half synonyms for "angry")

Recommendations:
"talk to the other person"
"find out why she is upset"
"think about what he feels"
"be more understanding"

82% believed the conflict could be solved

Students' Final Evaluations

- handling **conflict has improved** in the school

- we see changes in self-control, getting along, awareness of others, & communication

- people are more polite & understanding & have **better attitudes**

- school climate has calmed down; it's more **comfortable peaceful, friendly & productive**

- we use EQ skills outside of school: less fighting with friends, **more thinking before acting, listening to others, & speaking out about problems**
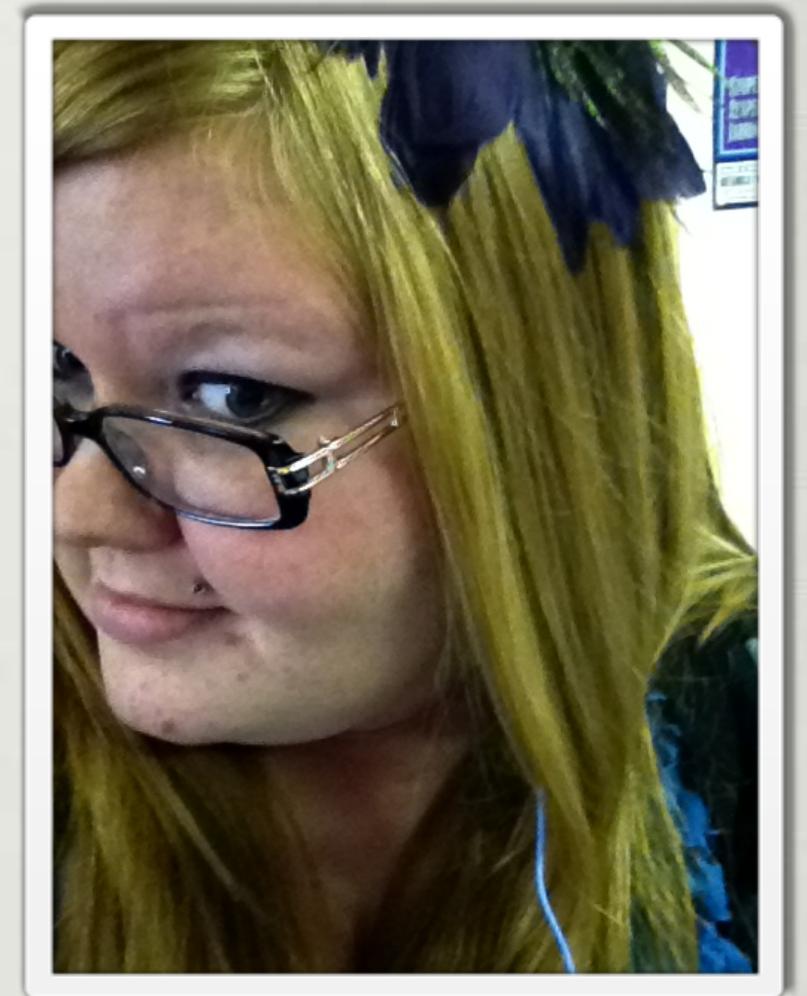
Staff's Final Evaluations

- students **self-regulate more easily** & stop themselves when upset to assess situation instead of blowing up

- students more able to recognize & communicate their emotions

- **school climate positively affected** with students' improved abilities to manage stress & conflict

- students more able to be **civil, even when they are disagreeing**

- students talking more about their feelings, having **more empathy & less conflict**

Conclusions

- Students and staff have learned to be more reflective, open-minded, honest with ourselves and others, and tolerant, which may be the most important things a person can learn.

- Community Learning Center plans to continue to incorporate Emotional Intelligence instruction with its academic curriculum.

References

Aguilar, J., Bedau, D., & Anthony, C. (2009). Growing emotional intelligence through community-based arts. *Reclaiming Children & Youth*, 18, 3-7.

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam.

Goleman, D. (2004). What makes a leader? *Harvard Business Review*.

Kane, H.. & Brand, C. (2003). The importance of Spearman's g as a psychometric, social & educational construct. *Occidental Quarterly*, 3(1).

Salami, S. (2011). Personality and Psychological Well-being of adolescents: The moderating role of emotional intelligence. *Social Behavior and Personality*, 39(6), 785-794.

Pink D. (2005). The coming right brain economy. *Journal of New England Board of Higher Education*, XX(1).
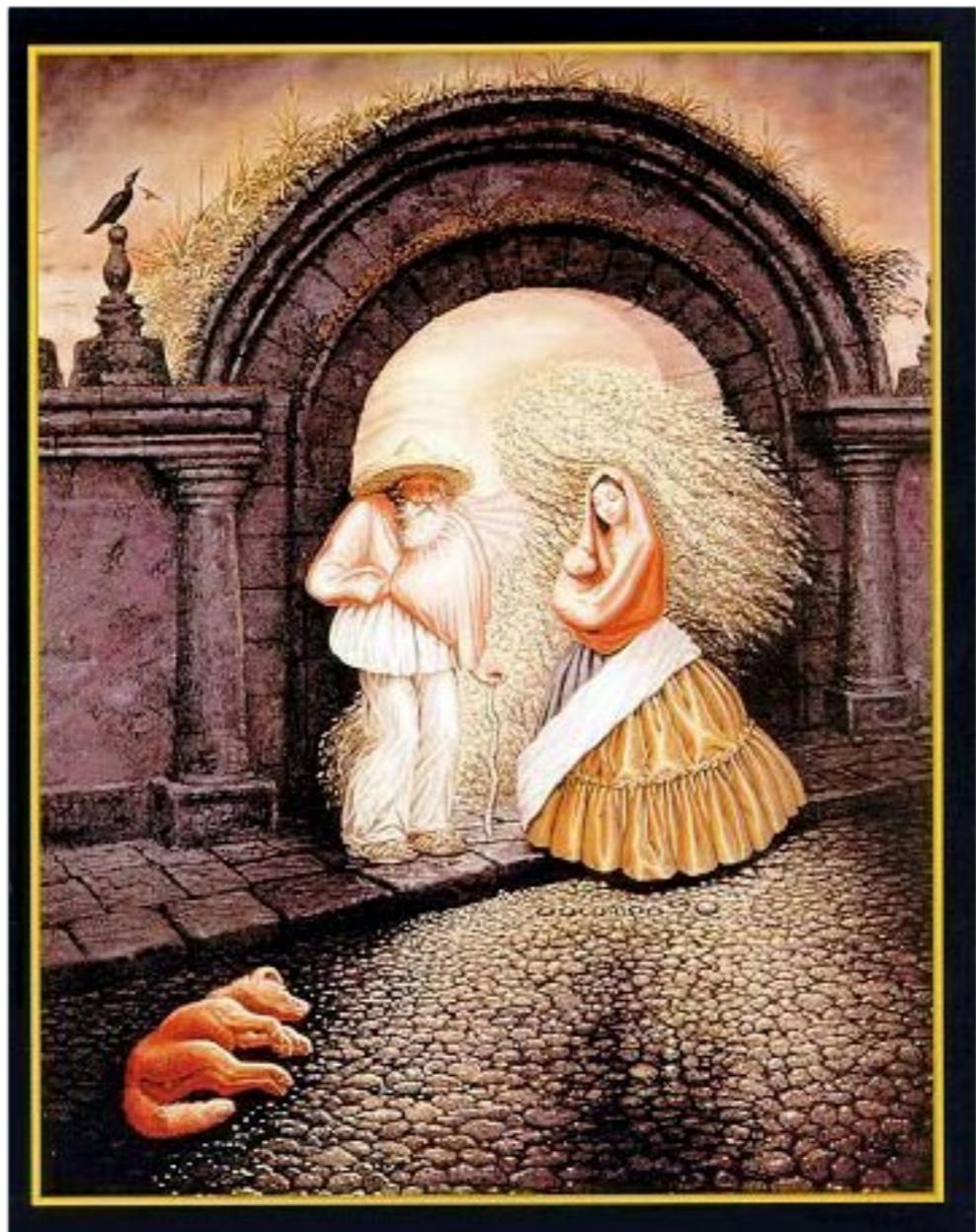
Turning Complaints into Requests

"I don't have anything to write with!"   vs.   "Can I borrow a pencil?"

"It's hot in here!"   vs.   "Will you *please* open the window?"

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Materials Packet

Online Resources

Assessments:

Self-esteem quiz: http://literacy.kent.edu/Midwest/Resc/Kansas/passessment.html

EQ assessment: http://www.ihhp.com/quiz.php

EQ assessment: psychology.about.com/library/quiz/bl_eq_quiz.htm

Emotions label: greatergood.berkeley.edu/ei_quiz/

Activities:

http://helpguide.org/mental/eq5_raising_emotional_intelligence.htm

www.sustainable-employee-motivation.com/team-building-activities.html

www.literacy.kent.edu/Midwest/Resc/Kansas/

www.ascpskincare.com/content/img/resources/EmotionalIntelligence.pdf

Recommended Reading:

Bradberry, T. & Greaves, J. (2009). *Emotional intelligence 2.0*. San Diego, CA: Talentsmart.

Carter, P. (2009). *Test your emotional intelligence*. Philadelphia, PA: KoganPage.

Daniel, M. (2000). *Self-scoring emotional intelligence tests*. New York, NY: Sterling.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York, NY: Bantam.

Lynn, A. (2007). *Quick emotional intelligence activities for busy managers*. New York, NY: Amacom.

Self Awareness Activities

1. Using "Emotions Faces" handouts (these & other activities are available at www.kk107.k12.sd.us/new_page_2.htm),

compete a feelings-check circle, encouraging participants to identify *precisely* how they are feeling.

2. Create a chart using "Emotions Faces" or the "Six Families of Emotion" handout (lesson EQ1, available in *Quick Emotional Intelligence Activities for Busy Managers*). Give participants colored sticky dots and have them stick the dots on the chart to indicate their feelings. (This can be done over multiple days, to compare differences in mood over time.) Discuss how our feelings at a given time affect our perceptions of people & events and how feelings can be "contagious" to others.

3. Have participants compete left brain/right brain surveys (available at www.homeworktips.about.com/library/brainquiz/bl_leftrightbrain_quiz.htm). Read "advice" given for your type. Read the characteristics listed there and discuss whether you feel they accurately reflect you. Choose 2-3 pieces of advice to try to implement in the coming week; then discuss your experiences with the group.

4. Have participants complete the True Colors personality quiz (available at www.truecolorscareer.com). Read the description of your personality type and make a collage that represents your personality traits and talents. Share your collage with the group and discuss.

5. Using results from the online surveys, create pictures, charts, or diagrams of participants' personality or brain"types." Discuss the benefits and difficulties of working in teams of those who are like or unlike you. (For extra credit, create teams with differing "types" and complete a task - such as building a bridge out of notecards. Give teams limited supplies and time to meet specific requirements for the task - such as height, strength, design, etc. When task is complete, discuss the process of completing the task and how having the different "types" of team members affected the process. Predict how it what would happen with teams of similar "types.")

Self Regulation Activities

1.   Create a poster showing three aspects of stress. The left column represents issues, problems, situations, etc., which you find stressful. The center column represents your (physical,emotional, behavioral, etc.) responses to stress. The right column represents ways in which you reduce or deal with stress.

     Prior to creating your poster you may spend time in circles discussing these three aspects. Posters may utilize pictures, drawings, or words, and may be shared with the group or posted upon completion.

2.   Using the four points of Nathanson's Compass of Shame (withdrawal, avoidance, attack self, attack others), create a diagram on the floor. Then ask participants to think of a time in life that was difficult, remember how they were affected, and how they reacted. Without necessarily sharing the nature of the difficulty, ask participants to stand within the diagram and walk to the four points which represent their reactions, sharing as much detail as   they are comfortable discussing.
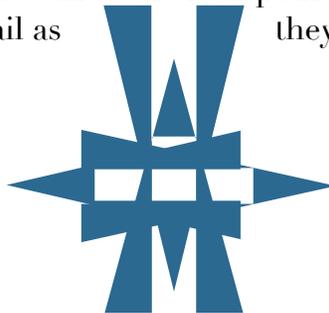
When all participants have had an opportunity to share, note what appeared to be shared experiences. Discuss possible problems that could occur if the reactions were taken to extreme, & what could help avoid those problems.

3. Discuss with participants our tendencies to assume the best of ourselves & the worst of others in conflict situations. Think about the impact our actions may have on whether a situation escalates or de-escalates. Using examples of conflict from everyday life, fill out the following chart: (an example has been included)

<u>Event</u>	Important papers you left on the table are missing
<u>Negative Thought</u>	The person sitting at the table stole them
<u>My Action</u>	I angrily accuse him/her of theft
<u>Likely Result</u>	We get into an argument, & possibly a fight
<u>Reframed, Positive Thought</u>	Someone might have accidentally picked them up, or I might have lost them
<u>My Action</u>	I ask the person at the table if he/she could help me

| | look around for them |
| <u>Likely Result</u> | We search together, & might find the papers; won't likely get in a fight |

Discuss with participants that it is sometimes beneficial to give others the benefit of the doubt, and that we can "choose our own adventure" by determining how we react in a conflict situation. Challenge participants to try this in real life, & report their results back to the group.

4. Using situations common to your participants (depending on age, setting, etc.), imagine a person with a problem has come to them for advice. Participants may role-play the situation, write a "Dear Abby" style advice letter, or simply discuss what they would recommend to the person. (An example follows:)

Dear Wise Participants,
I have had a lot of trouble recently with an acquaintance. He/She has been saying really negative things about me to my friends. This person just stares at me whenever we are in the same room. I don't remember doing anything to him/her, so I don't have any idea what this is about. It makes me really uncomfortable. I don't know what to do about it, and I don't want things to get worse. What should I do?

Motivation Activities

1.   Introduce participants to the concept of SMART goals (that are Specific, Measurable, Action-oriented, Reasonable, & Time-bound). Examine some common goals people have (ie, New Year's resolutions), and discuss whether they are SMART. If not SMART, re-word the goals, adding details so that a person might be accountable & know whether the goal had really been achieved.
    Example: I want to get organized
    Re-wording: I will file the pile of papers on the desk by Friday afternoon.
(more information available at
http://www.tlplearningsolutions.com/docs/SMART_Goals_Teens_2011.pdf)

2. Ask participants to spend 2-3 minutes brainstorming goals (both personal and professional/academic) they have for themselves. Then, ask participants to choose 2 - 4 goals they would like to work on this week/month/quarter. Have participants answer the following questions (& consider posting the information in a place participants will be able to be reminded of their answers):
• What is your goal? (be sure to state in SMART goal form)
• Why is this goal important to you?
• What steps should you take to achieve the goal? When (specifically) will you take these steps?

• What help or resources to you need to take these steps to reach your goal? How & when will you do that?
• What benefits/rewards will occur as a result of achieving your goal?

3. Conduct <u>regular</u> check-in circles with participants in which you discuss your goals. Discuss your progress, milestones & successes, set-backs, questions, frustrations, and any changes you might have made to your goals. Provide an opportunity to ask for input and assistance when needed. Affirm each other's hard work, and provide support as well as accountability.

4.   Ask participants to think about past problems, events, associations, or difficulties that made it hard to achieve their goals, make good decisions, and become their best selves. Ask participants to decorate "gravestones" or write epitaphs and symbolically "put to rest" these negative influences. (RIP: Procrastination)

<u>Empathy Activities</u>

1.   Reading: "What's Empathy Got to Do With It?" (B. Martinuzzi, 2006; available: <u>www.mindtools.com/pages/article/newLDR_75htm</u>) Discuss the ten tips for developing empathy:
• Truly listen to people
• Don't interrupt people
• Tune-in to others' non-verbal communication
• Pay attention to your own non-verbal communication
• Use people's names
• Be fully present when you are with people
• Smile at people
• Encourage people to speak
• Give genuine recognition & praise
• Take a personal interest in people

2. Show participants the following pictures (available at <u>http://www.unexpectedpages.com/files/optical/double-meaning/optical-illusions-double-meaning.php</u>). Ask them to remain silent, but examine the picture and write down what the picture shows. After giving participants time to do so, ask for everyone to share answers. Discuss why answers are different,
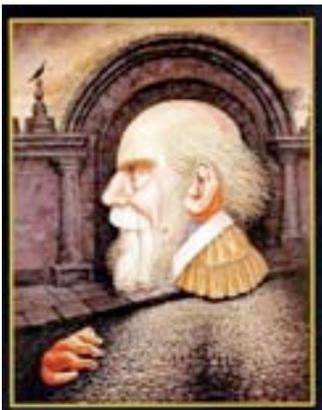
and what that might teach us.

portrait of a man's bust,   picture of a woman's face,   drawing of a young
or 2 people on the street?   or a saxaphone player?   woman, or old woman?
3. Show participants a series of pictures (collected from magazines, newspapers, online, etc.) and ask them to list 2-3 words that describe how they feel when looking at each picture. (Examples might include the ocean, bungee jumpers, a playground, a police officer, horses, etc.) After writing their reactions for all the pictures, ask participants to share their answers for picture #1. Note the difference in people's answers. Discuss why we might have different reactions, and that each one's reaction is equally valid. Note the importance of making ourselves aware of other people's feelings.

4. Behavior icebergs: Discuss with participants that our behaviors are like icebergs; only a small part of the total is visible to others. More information available at http://www4.rgu.ac.uk/files/RGU%20-%20Managing%20Emotions%20Workshop.doc) At a given time, people can see our actions, but they cannot (unless we make a point of sharing them) see our thoughts, motives, attitudes, feelings, or values which might have led us to those actions. They only know part of the story, and often this causes problems and misunderstandings between people.

Using the diagram of the iceberg, ask participants to think of a time their behaviors were misunderstood. Fill in the "seen" and "unseen" parts of the iceberg with details from that time. Discuss what it was like to be misunderstood, and what problems resulted. (Extra credit: do the exercise again, this time asking participants to think of a time another person "wronged" them. Ask participants to put themselves in the other person's shoes, and imagine what "unseen" factors might have been at work at the time. Discuss how participants' feelings about the wrongdoing might have been impacted if they had known these "unseen" factors, and whether their own reactions might have been different.)

Discuss the potential value in sharing the "unseen" parts of our iceberg behaviors, and in remembering that all people have a lot more "below the surface" than we commonly know.

our
actions

our values
our motives
our feelings
our attitudes
our thoughts

I didn't go to my
best friend's birthday party

Chris yelled at me
in front of a group of people

I knew her other friend (that I
    don't like) would be there
I didn't want to start a fight
I wanted my friend's birthday
        to be nice
I was sorry to miss, but her day
    being nice is more important

???????????

5. Show participants a clip, TV show episode, or movie .(Depending on setting & age of participants, you might use *The Office*, *Peanut's Thanksgiving special*, *The Freedom Writers Diary*, etc.) After viewing, discuss with participants some of the following:
• How much empathy did the character(s) show?
• What "unseen" factors may have been influencing the character's behavior?
• What recommendations would you make to the characters to help improve their empathy skills? (Or, if their skills were good, what specific examples of empathy did you notice the characters show?)

- How might this story have been different if the characters had significantly better (or worse) empathy skills?

Managing Relationships Activities

1. Discuss with participants how to receive feedback (listen with an open mind, acknowledge the speaker, don't explain, agree or disagree). Then conduct a series of circles:

Positive feedback circle: Moving around the circle, have participants each tell something they appreciate or admire about the person on their right. When the circle is complete, repeat the process going the other direction, with participants telling something they appreciate or admire about the person on their left. (Alternate format: choose one person to be the subject of the circle, and have all other participants in the circle take turns telling something they appreciate or admire about that person.)

2. Turning complaints into requests: Ask participants to make a list of things that are bothering them at this point in time. (Lists can include simple or serious issues.) Then ask participants to choose one item from the list to share with the group. Go around, giving each participant a chance to read his/her issue.

Discuss that how we communicate our issues with others has a direct impact on the likelihood they will be willing to help resolve the issues. For example, "I don't have anything to write with; there are no pencils in this room," is not likely to make anyone very sympathetic to us. (It seems whiney and obnoxious.) Instead, we should think about what it is that we really need - a pencil - and make a request. For example, "Could someone lend me a pencil?"

Ask participants to practice turning the complaints they shared with the group into requests. Then share the requests with the group. Compare the likely reactions when issues are shared as requests instead of complaints. (Extra credit: throw in a "please.")

Examples:
"My stuff is all over the place." could become
"Please put my things back after you use them." or
"Could someone help me straighten things up?" or
"Could I borrow a bag to put my things in?"

3. Conflict Resolution Techniques: Ask participants to brainstorm a list of conflicts they remember encountering. Ask them to discuss how those conflicts were (or weren't) resolved. What did they (and the others involved) do? How well did it work?

What were the issues involved? Did they get what they wanted? Did they get all of what they wanted, or just part? Were there any consequences or collateral damage?

Discuss with participants that there are many different ways to resolve conflict. These include competition, collaboration, compromise, accommodation, and avoidance. Stress that none of these techniques is the single best way to resolve a conflict, but the technique you choose should be based on the particular conflict situation. Factors influencing your choice include the relative importance of the problem, how quickly it needs to be addressed, and the importance of the relationship with others involved in the struggle. (More information available at http://www.ag.ndsu.edu/pubs/yf/famsci/fs1563.pdf)

Ask participants to discuss the potential benefits and drawbacks of each conflict resolution technique. Have participants relate back to the conflict they discussed with the group and identify which technique(s) were used to resolve the conflict. Discuss which other techniques might have been helpful in the situation and how they might have been implemented. (Encourage application of these techniques in following days in real-life conflicts, including reporting back to the group on the experience.)

4. Applied Conflict Resolution Techniques: Ask participants to find stories of conflicts in the news. Have participants report back what techniques were used and evaluate the results. Have participants make recommendations based on their knowledge of conflict resolution techniques.