

TEACHING SOCIAL EMOTIONAL COMPETENCE

How a child is greeted is important predictor for what kind of day they will have.
How we deal with stressful moments predict how your day will go.

80% of skills that differentiate successful/unsuccessful people are related to social-emotional intelligence – Dan Goleman study. 80% EQ vs. 20% IQ

EQ accounts for 95% of reason people excel. Shouldn't we focus more school energy on teaching kids these skills?

First time in history that kids are getting large amount of data that is not edited by caring adult.
Media, music, tv, internet, etc.

We have to teach kids to understand information they are exposed to b/c we can't edit for them.

Since 1949, 100% of animated films have at least 1 act of violence in it.
5 instances of violence/hour on prime time TV; 20 instances/hr on Sat. am. TV

Kids need skills to deal with the world out there.

STRESS RESPONSE

Flight or fight – amygdala (midbrain) kicks us into high gear when stressed.

Amygdala hijack reaction – amygdala circumvents rational thought and has us react before thinking: Impulse to action. Need to teach kids to think, anticipate, problem solve w/o reacting impulsively.

M&M candy test – sit in front of 3 candies w/o eating them. Ring bell if can't wait and can eat candy. If can wait, will get more candy after. Kids who can control impulses and wait, do better in life. Kids who could wait also had 210 points higher on SAT.

EMOTIONAL INTELLIGENCE – lifelong skill building

Ability to understand and manage/deal with our own and others emotions.

Competencies

1. Sense, label and understand what we feel: know how we're feeling and why
2. Self-regulation – control feeling and impulses: cope w/ feelings and not act on impulses - anger, depression, anxiety, self-control, positive self-worth
3. Self-monitoring – motivate toward positive goal and problem solve: focus, goal setting, modifying performance in light of feedback, positive energy
4. Empathy/Perspective taking – Recognize feelings in others: good listener/ sensitivity to others.

5. Relationship skills – handle other people’s emotions and reactions in context of positive relationships. Team working, expressing emotions, persuasion, good character, sensitivity to social cues, good problem solving

“Men cry with their fists”

Our culture: “I think, therefore I am” vs. Other cultures: “I see you, therefore you are.”

Declaration of Interdependence – all members sign as part of a team.

Succeeding: getting beyond fear, giving it your best with reasonable way to get job done.

TV values: Fame, Beauty, Riches

Parent values: peace, family/friends, wisdom

Discuss with our kids what they see on TV in terms of values we want to teach.

Feelings fingerprints – parts of your body that tell you what you’re feeling, learn them and attend to them and learn how to calm self.

“Emotionally Intelligent Parenting”:

The 24 karat Rule: Do unto your children as you would have others do unto your children.

Be aware of how you’re feeling and how you’re responding to your child.

Goal: teach kids how to make good decisions

1. Emphasize your child’s strengths – focus on what they did right, not wrong
2. Listen to your child’s feelings – understand, not just soothe
3. Listen to your own feelings – build a vocabulary for it
4. Apologize when you lose your temper – not for consequence, but for screaming
5. Maintain your sense of humor – stress reducer and enhancer for learning

How to talk so your children will NOT think:

1. Tell them exactly how you think all the time – no room for free thought
2. Evaluate statements/ideas as good or bad (replace with: “tell me more about that”)
3. “When I was your age . . . “ –
4. Never allow your children to make mistakes – need room for mistakes because that is how we learn!
5. Repeat yourself
6. Always be serious

“Emotionally Intelligent Teenagers” M. Elias

“Children don’t test limits, they seek them.”

How to talk so your kids WILL think:

1. Modeling – kids learn more from what they see than what they hear
2. Prompting and cueing – develop a culture of caring/concern defined by norms and language. You can cue them with few words b/c they understand what is expected
3. Paraphrasing – stop and restate what they just said to instead of responding. Let's kids' know you're listening and buys you time to think about how to respond so you're not being impulsive.
4. Questioning Techniques: a) open-ended questions b) 2-question rule – usually you get more info the 2nd time, tells kid you're more interested than y/n response 3) Columbo technique –
5. Long Run Tips – a) it's a marathon, not a sprint that needs patience and persistence b) flexibility and creativity c) developmental adaption – change responses to kids as they age.

Parenting for Adolescents:

1. Start by listening without judgment – best way to stop communication is to judge
2. You are parent, not friend – set clear expectations and limits
3. Be understanding, but firm
4. Find and praise strengths (4:1 ratio)
5. Seek out kid's opinions/ideas and value them, get their perspective
6. Develop clear goals for your family and children
7. Set limits
8. Some things are non-negotiable
9. If family having trouble, get help

Nine-Step Problem Solving Method

(very few problems that don't get better with this method)

1. identify feelings
2. calm self down (to avoid amygdala derailment) once calmed down, natural problem solving skills kick in (rational thought process)
3. identify the problem
4. set goal
5. think of possible solutions
6. generate pros/cons of each solution
7. pick your best solution
8. plan it and scan it (for problems)
9. do it and review it

ISBE – this year passed standards that schools must teach these skill; mental health prevention program. School had to submit plan last year, and put it in place this year.

Teaching how to deal with disappointment

www.casel.org - international clearing house for EQ, located at UIC!