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Application of Emotional Intelligence in Elementary Education Classrooms

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APPLICATION OF EMOTIONAL INTELLIGENCE

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by

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ABSTRACT

Application of Emotional Intelligence in Elementary Education Classrooms

Teacher preparation programs do not train teachers about emotional intelligence; nor do they train teachers how to integrate emotional intelligence into daily activities and the classroom environment. Focusing on emotional intelligence in the classroom can positively influence a child's learning, growth and development, and role in the social environment we all live. The following research project investigates the research on emotional intelligence, how it is used in the classroom, how it leads to student success, and how educators can encourage personal emotional inquiry and emotional intelligence in social and personal situations. The project culminates with a resource handbook that helps educators use emotional intelligence methods for improvement in the classroom.

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Chapter 1

INTRODUCTION

Educators have struggled to identify the exact skills and knowledge students need

to be successful in life. Often, general intelligence (i.e., average IQ) plays only a 10-20%

role in determining whether a student is successful in life (i.e., academic achievement and

occupational status) (Mayer & Salovey, 1997). Mayer and Salovey argue that other

factors, especially emotional intelligence, play a greater role in determining whether one

is successful or not. Unfortunately though, our schools focus very little on these other

factors—like emotional intelligence—that contribute to how successful a person might be

in life.

Statement of the Problem

Emotional intelligence has been defined as: "the ability to perceive emotions, to

access and generate emotions so as to assist thought, to understand emotions and

emotional knowledge, and to reflectively regulate emotions so as to promote emotional

and intellectual growth" (Mayer & Salovey, 1997, p. 5). Emotional intelligence relates to

the complexities of emotional reasoning (i.e., understanding and thought about emotions).

Individuals' emotions also articulate n individual's personal relationships and

understanding of the world (Mayer & Salovey). Therefore, emotional intelligence is

essential to leading a successful life.

However, educators know very little about emotional intelligence and receive

very little training on how to improve student's emotional intelligence. Therefore, there

is a need to develop a resource handbook for educators, specifically elementary teachers, to help them focus more on improving student emotional intelligence.

Purpose of the Project

The purpose of this project was to provide educators a resource handbook that will help them understand how to develop classroom relationships that support emotional growth and maturity in students. The resource handbook focuses primarily on how to use current research and theory about emotional intelligence to teach children how to understand: (a) emotions, (b) social and personal relationships, and (c) personal emotions.

Chapter Summary

In summary, it is necessary for educators to develop ways to improve the emotional intelligence of students. Resources are not available for educators to reference in order to understand the emotional developmental needs of students. Teachers need a resource available so that they may develop complex trustworthy relationships with their students in order to model emotional maturity.

In Chapter 2, Review of Literature, I review current literature on emotional intelligence, how it is used in the classroom, how it leads to student success, and how educators can encourage personal emotional inquiry and emotional intelligence in social and personal situations. In Chapter 3, Method, I identify the audience, procedures, and goals for the development of the resource handbook.

Chapter 2

REVIEW OF LITERATURE

Emotional intelligence continues to be a topic of interest in the field of education. Individuals with apparently average levels of intelligence lead successful lives, whereas individuals with high levels of intelligence (determined by IQ scores) struggle with the demands of life (Goldenburg, Matheson, & Mantler, 2006). Research on teaching and learning is reaffirming what educators have always suspected--emotions play an important role in any child's life and development. In fact, Greenberg and Snell (1997) stated, "emotion is very important to the educative process because it drives attention, which drives learning and memory" (p. 103). The purposes of this applied project was to research emotional intelligence and educate educators on some best practices of building emotional competence in their students, and integrating emotional learning in the classroom. This chapter summarizes some of the literature on emotional intelligence and how it can be used to benefit student learning.

Emotional Intelligence Defined

Emotional intelligence has been defined as "the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth" (Mayer & Salovey, 1997, p. 5). The concept of emotional intelligence grew out of the research on intelligence and emotions, which were previously perceived as two contradictory ideas (i.e., emotions were previously viewed as irrational

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thought and intelligence was viewed as rational thought). Research on emotional

intelligence bridges the perceived gap between intelligence and emotion, and joins these

two concepts into one trait that gages a person's action and decisions together. Amelang

and Steinmayr (2006) stated that "regardless of considering emotional intelligence as an

ability or as a personality trait, all definitions imply that emotional intelligence is a meta-

trait (i.e., personality trait) governing (in an undetermined way) the intellect or the

personality" (p. 460).

The concept of emotional intelligence has changed over time. For instance, the

following is Mayer and Salovey's revised definition of emotional intelligence,

> the ability to perceive accurately, appraise, and express emotion; the ability to
> access and/or generate feelings when they facilitate thought; the ability to
> understand emotion and emotional knowledge; and the ability to regulate
> emotions to promote emotional and intellectual growth. (p. 10)

Richburg and Fletcher (2002), however, have defined it differently; they developed a

popular way to think about emotional intelligence (which received notoriety in

Goleman's book, *Emotional Intelligence*) as being comprised of five components: (a)

knowing one's emotions, (b) managing emotions, (c) motivating one-self, (d) recognizing

emotions in others, and (e) handling relationships. Mayer and Salovey, though, have

argued that Richburg and Fletcher's inclusion of motivational characteristics within

emotional intelligence has moved the research away from specific measurable emotional

or mental abilities.

Goldenberg, Matheson, and Mantler (2006) identified and summarized various

definitions of emotional intelligence; as a result, they found that there are two types of

definitions. The first type focuses on ability models in which emotional intelligence is

defined as a set of cognitive abilities in emotional functioning (i.e. thoughts about

emotions) (Goldenberg et al.). The second type mixes trait-ability models that incorporate

a wide range of personality characteristics and other traits (i.e., how emotions affect your

behavior) (Goldenberg et al.).

The different definitions of emotional intelligence are significant for various

reasons. For instance, Mayer and Salovey developed a measurable definition of emotion

intelligence. Other definitions by Goleman; Richburg and Fletcher; and Goldenberg,

Matheson, and Mantler are important because they help us understand how personality

characteristics of emotional intelligence affect our actions and decisions. Researchers are

still considering what it means to be emotionally intelligent; therefore, their findings are

in a state of flux. In an effort to define what it means to be emotionally intelligent, some

researchers have split emotional intelligence into two parts, intrapersonal intelligence and

interpersonal intelligence. These intelligences are based on the information processing

capacities of an individual, and usually indicate personal emotional self-awareness and

empathy. Interpersonal intelligence, on the other hand, is the ability to read the moods,

intentions, and desires of others. The following section focuses on intrapersonal

intelligence, which is the ability to access one's own feelings (Taylor et al., 1999).

Intrapersonal Intelligence

Understanding one's own emotions is essential to self-awareness and the ability to

direct one's life (Richburg & Fletcher, 2002). The more self-aware students are, the

more they are able to reflect on their learning, and make it personal and meaningful.

Equally so, the more children are able to direct their thoughts and actions, the more

positive relationships they will have both personal and professional. Intrapersonal

intelligence requires the ability to look introspectively into one's thoughts, feelings, and actions, in order to acquire emotional understanding and competence self-consciously. The following sections will address the importance of intrapersonal intelligence in more depth; interpersonal intelligence is addressed later in this chapter.

Phases of Intrapersonal Intelligence

Understanding emotion starts in infancy and is first displayed by the ability of infants to distinguish the emotional expressions of others. Infants are then able to understand their own bodily sensations (i.e., internal feelings and facial expressions) within a certain social context (Mayer & Salovey, 1997). As an infant grows, emotions serve to alert him or her of important changes in his or her environment or body (Mayer & Salovey). As a person continues to grow and develop, emotions enable the person to think critically about a given situation and consider multiple perspectives. As a person continues to mature, he or she also begins to build emotional knowledge and understanding of complex and contradictory emotions and circumstances (Mayer & Salovey). Ultimately, a person is able to build an ability to regulate their emotions and be attentive to the reactions and feelings that their emotions create. This stage of development allows an individual to think critically about a given situation and to learn something from the emotions he or she feels (Mayer & Salovey). These developments in emotional maturity show that in order for one to be emotionally intelligent they must first be able to understand their own emotions.

Emotional Regulation

Another aspect of intrapersonal intelligence is the ability to regulate and manage emotions within a given situation. Brenner and Salovey (1997) defined emotional

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regulation as "the process of managing responses that originate within cognitive-experiential, behavioral-expressive, and physiological-biochemical components" (p. 170). Emotional responses come from various components of the body; and being able to manage feelings and expressions, and awareness of internal feelings is part of emotional regulation (Brenner & Salovey).

There are specific reactions, responses, and feelings that make up the feeling of emotions in an individual's body; these reactions in the body are what individuals must manage, to regulate their own emotional actions. Brenner and Salovey noted that the: (a) cognitive/experiential response consists of one's thoughts and awareness of emotional states (i.e., feelings); (b) behavioral/expressive response involves speech, body movement, facial expression, posture, and gesture (i.e., visible signs of emotion); and (c) physiological/biochemical response which, involves physical states of brain activity, heart rate, skin response, and hormone levels. The researchers maintained that the personal management of emotions could dictate how people will react in stressful situations and provide an understanding of their social functioning.

An individual's experience, expression, and regulation of emotions could influence his or her personal socialization (Eisenberg, Fabes, & Losoya, 1997). In addition, emotional, contextual, and behavioral regulations are processes that are relevant to an individual's social adeptness. These regulations demonstrate the ability to: (a) shift attention away from an arousing or unpleasant situation, (b) sustain attention, (c) voluntarily initiate or continue action, and (d) inhibit action. Ciarrochi, Chan, and Bajgar (2001) found that managing these emotions in a positive way increased self-esteem and decreased anxiety. Though there are still questions about the positive affects that

increased self-esteem and decreased anxiety have on student learning, there is considerable evidence citing positive effects.

Once an individual is aware of his or her emotions and is able to understand and regulate them, he or she naturally begins to apply these skills to being aware and understanding the emotions of others. This is an important process in emotional intelligence, since it is the ability of individuals to interact with others in a social setting and build relationships.

<div align="center">Interpersonal Intelligence</div>

Understanding one's emotions leads to a better understanding and consideration of others; more specifically, it can lead to higher social skills, social competence, and a more sensitive perspective (Richburg & Fletcher, 2002). According to Taylor et al. (1999), "people with higher levels of emotional intelligence are easily able to identify and describe feelings in themselves and others, can effectively regulate states of emotional arousal in themselves and others, and generally use emotions in adaptive ways" (p. 340). These skills are essential to functioning in the social world, building and maintaining relationships, and understanding different perspectives and cultures.

<div align="center">*Social Competence*</div>

Building relationships involves difficult and complex emotions; these difficult and complex emotions have an affect on everyone involved in nearly any type of relationship (Richburg & Fletcher, 2002). Through exposure to complex relationships, individuals gain a better understanding of emotional expression and social competence (Richburg & Fletcher). Saarni discusses this idea further, by connecting emotions to relationships, and relationships to emotions. Saarni (1997) wrote that

emotional responses are contextually anchored in social meaning, that we have learned cultural messages about the meaning of social transaction, relationships, and even our self-definitions [that] emotional competence is inseparable from cultural context [and therefore] our relationships influence our emotions, and our emotions reciprocally influence our relationships. (p. 38)

Saarni emphasizes how being emotionally intelligent begins and ends with one's social and cultural environment because one's social environment defines emotional maturity and appropriateness. If a person cannot emotionally interact and relate with his or her peers, he or she will not be able to understand the social world around him or her effectively.

Therefore, Saarni (1997) identified the following relevant skills and capabilities one should have in order to be emotional competent within the social world:

1. Awareness of one's emotional state, including the possibility that one is experiencing multiple emotions, and at even more mature levels, awareness that one might also not be consciously aware of one's feelings due to unconscious dynamics or selective inattention;
2. Ability to discern others' emotions, based on situational and expressive cues that have some degree of cultural consensus as to their emotional meaning;
3. Ability to use the vocabulary of emotion and expression terms commonly available in one's (sub)culture and at more mature levels to acquire cultural scripts that link emotion with social roles;
4. Capacity for empathic and sympathetic involvement in others' emotional experiences;
5. Ability to realize that an inner emotional state need not correspond to outer expression, both in oneself an in others, and at more mature levels the ability to understand that one's emotional-expressive behavior may impact on another and to take into account in one's self-presentation strategies;
6. Capacity for adaptive coping with aversive or distressing emotions by using self-regulatory strategies that ameliorate the intensity or temporal duration of such emotional states;
7. Awareness that the structure or nature of relationships is in part defined by the quality of emotional communication within the relationship; and
8. Capacity for emotional self-efficacy: The individual views her or himself as feeling, overall, the way he or she wants to feel. (pp. 47-58)

These skills are understood to be interdependent of one another; an effect on one skill could equally affect another (i.e., improving awareness of one's emotional state would also improve their ability to discern others' emotions) (Saarni). In order to promote social and emotional competencies effectively, educational programs should be based on a multifaceted approach that address the fact that each of the skills above are interdependent of each other (Saarni). This program would address all the skills listed above; and by students improving one of the skills listed, it increases their ability to improve on the other skills.

A Study by Dunn, Brown, Slomkowski, Tesla, & Youngblade

To understand interpersonal intelligence better, researchers have investigated the relationship between children's understanding of other's feelings and emotions, their ability to reason and explain human actions based on that person's feelings and emotions, and awareness of their own emotional states and behavior caused by them (Dunn, Brown, Slomkowski, Tesla, & Youngblade, 1991). For instance, Dunn et al. conducted a study to predict and explain actions that are brought on by mistaken or false beliefs (e.g., their ability to understand that people can believe something that is not true), and how those beliefs influence their reasoning and behavior. Dunn et al. found that children differed in their understanding of others' feelings as well as their ability to explain their own behavior in response to the feelings of others. In addition, Dunn et al. found that children who were part of a family that engaged in discussion about feelings and causality were better able to explain the relationship between feelings and actions months later.

Cassidy, Parke, Butkovsky, and Braungart (1992, as cited in Ciarrochi et al., 2001) also conducted a study on interpersonal intelligence of children. In their study, they

investigated the emotional perception and understanding of kindergarten and first grade

children by showing pictures of people who experienced various emotions, and then

asked questions about: (a) the emotion, (b) the situation, and (c) responses to the

emotion. Cassidy et al. found that children, who were good at the perception and

understanding of emotions, were more accepted by their peers. In a different study,

Ciarrochi et al. found similar results as Cassidy et al.; they found that emotion

management and perception were related to the amount and satisfaction of social support

from: (a) friends, (b) extended family, (c) siblings, or (d) parents. Therefore, research

suggests that individuals with high levels of emotional intelligence are better at building

and maintaining relationships and social support (Ciarrochi et al.).

Researchers are continuing to study and refine the concept of emotional

intelligence. As their research and theories improve, researchers are beginning to

formulate stages of emotional development, and a more specific definition of what it

means to be emotionally intelligent. The more researchers understand how an individual

becomes emotionally intelligent, the more educators will be able to use this information

as a tool to understand where and how their student's are behind in emotional growth.

Part of this evaluative process includes developing strategies for measuring the emotional

intelligence of individuals. The more accurately we are able to measure emotional

intelligence, the more educators will understand its affects on student learning.

<p style="text-align:center">Measurement of Emotional Intelligence</p>

As touched on earlier, researchers do not agree on how to measure emotional

intelligence. Further, there is very little consensus on how to accurately assess an

individual's capacity for emotional intelligence. For instance, Goldenberg et al. (2006)

reported that the various emotional intelligence assessment instruments differ in two ways: (a) they are based on different conceptual frameworks; and (b) they use different measurement approaches (e.g., performance tests, self-report inventories, or observer ratings).

Researchers have investigated whether emotional intelligence can predict the criteria needed (i.e., academic performance, education, income, etc.) for a successful life outcome. In one study, researchers investigated emotional intelligence measures by use of specific success criteria, including: (a) grades as indicators of academic performance; and (b) level of education, income, and prestige of profession as indicators of professional success (Dette, Abele, & Renner, 2004, as cited in Amelang & Steinmayr). In another study, the researchers investigated the developmental aspects of emotional intelligence that are thought to develop throughout the lifespan. In both of these studies, Amelang and Steinmayr found that their findings supported those of Matthews, Roberts, & Zeidner (2004, as cited in Amelang & Stenmayr) who reported that emotional intelligence had influence in the prediction of academic and professional success.

Goldenberg et al. assessed the validity of the various emotional intelligence assessment tools. They were specifically interested in comparing the tests results between a performance based measure of emotional intelligence (i.e., the Mayer-Salovey-Caruso Emotional Intelligence Test; MSCEIT) and a self-report measure of emotional intelligence (i.e., the Self-Report Emotional Intelligence Scale [SREIS],) (Goldenberg et al.). They concluded from their study that performance based tests of emotional intelligence can be used to directly assess an individual's performance level on a test because they can be evaluated against an objective criteria. However, self-report

measures—that simply ask individuals to report their   level of emotional intelligence—

can reflect perceived emotional intelligence rather than actual emotional intelligence.

Therefore, researchers need to improve the validity of emotional intelligence measures in

order to better understand and study emotional intelligence.

Brackett, Mayer, and Warner (2004) conducted a study to assess the testable

validity of emotional intelligence by relating the MSCEIT to testing scales from the

College Student Life Space Scale (CSLSS; Brackett, 2001, as cited in Brackett et al.). By

studying various aspects of persons' everyday behavior, Brackett et al. evaluated how

low or high emotional intelligence affect people's lives. They found that male

participants with lower levels of emotional intelligence were more likely to: (a) consume

large amounts of alcohol, (b) use drugs illegally, and (c) be involved in deviant behavior.

In addition to validity, researchers are studying the reliability of specific tests to

see how these tests accurately measure emotional intelligence. Petrides, Pérez-González,

and Furnham (2007) conducted research to: (a) establish the testable reliability of trait

emotional intelligence (i.e., emotion-related self-perceptions and dispositions concerning

personality); (b) determine the validity for trait emotional intelligence; and (c) explore the

generalities of trait emotional intelligence theory to measure emotional intelligence

accurately. The researchers found that trait emotional intelligence was highly related to

such personality dimensions as: (a) neuroticism, (b) extra-version, (c) openness to

experience, (d) agreeableness, and (e) conscientiousness. This finding suggests that

researchers can accurately test for the personality dimensions listed above; and since

these dimensions are factors that contribute to emotional intelligence, the test predicts for

emotional intelligence. Also, it "was positively associated with life satisfaction and

adaptive coping styles and negatively associated with rumination and maladaptive styles"
(p. 33).

There is evidence that emotional intelligence can be reliably measured in adults,
as well as predict specific outcomes (i.e., depression) (Ciarrochi et al., 2001). However,
questions remained on whether it was equally reliable and valid in young adolescents
(e.g., ages 13-15). Past research has measured emotional intelligence in young people
with the use of performance measures and observations (Ciarrochi et al.). Ciarrochi et al.
reported that adolescents reliably and accurately report their own levels of emotional
intelligence.

The purpose of measuring emotional intelligence is to understand the effects it has
on individuals. One of the main concerns for emotional intelligence is its function to
education and student learning. Measurement of emotional intelligence allows educators
to understand the implications it has on the educational process.

<center>Educational Implications</center>

Mayer and Salovey (1997) found that since emotional intelligence results from
emotional achievement and social competence, programs and curriculum could improve
individual student success by integrating a strategy to improve emotional achievement
and social competence; both essential factors of emotional intelligence. Due to the
importance of emotional intelligence, intrapersonal and interpersonal intelligence in
particular, resources and staff development programs should develop for teachers to
improve on emotional achievement and social competence.

Goleman conceptualizes emotional intelligence as a collection of personal
qualities or characteristics (Mayer & Cobb, 2000). There is considerable debate

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concerning how personal qualities and characteristics may affect a student's education and success. Goleman argues that grades, IQ, or SAT scores do not predict who will succeed in life. In fact, over time, one's IQ does not change, but one's emotional intelligence can change (Goleman). Therefore, Goleman claims that emotional intelligence could be a more complete indicator of a person's success in life, and an important aspect to teach in the classroom.

Teaching emotional understanding and positive emotional attitudes in the classroom could be an effective way for children to become more emotionally competent. Researchers suggest that, "children's emotional behaviors and competencies are responsive to environmental changes, [and that] through their reinforcement behaviors, parents [and teachers] may intentionally or inadvertently reinforce certain emotional expressions and extinguish others" (Zeidner, Matthews, Roberts, & MacCann, 2003, p. 81). Further, since children model their parents,' teachers,' and peers' behaviors, these behaviors can be negative (i.e., suppression of negative emotions, explosive, or abusive behavior) or positive (i.e., problem solving or seek social support) (Zeidner et al.). In addition, Mayer, Salovey, and Caruso (2002/2004, as cited in Goldenberg et al., 2006) suggested that emotional intelligence is a type of ability that should be related to other types of abilities (e.g., reading, writing, arithmetic) and, therefore, should be developed with age and experience.

Mayer and Cobb (2000) identified and compared various definitions and concepts of emotional intelligence and their applications for education. Each of these definitions are explained below:

1. Theoretical Emotional Intelligence: This concept includes abilities of perception and expression of emotion, integration of emotions in thought, understanding emotions, and management of emotions in educational programs (Mayer & Salovey, 1997, as cited in Mayer & Cobb).

2. Character Education: This concept emphasizes values of fairness, honesty, compassion, responsibility, and respect for self and others in educational programs (Character Education Partnership, 1998, as cited in Mayer & Cobbs).

3. Socio-Emotional Learning: This concept includes integrating learning life skills and social competencies, health promotion and problem prevention skills, coping skills and social support for transitions and crises, and positive contributory service into educational programs (Elias et al., 1997; as cited in Mayer & Cobbs).

4. Popular Emotional Intelligence: This concept includes knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships within educational programs (Goleman, 1995; as cited in Mayer & Cobbs).

The question arises as to which of these concepts will be most effective in an educational setting.

In order for the application of emotional intelligence policy in education to be successful, it should be integrated along with social intelligence; which includes emotional intelligence and being able to use this skill within a given social context (Mayer & Cobb, 2000). In addition, the authors suggested that emotional intelligence theory might become effectively established in education settings if they are used with the liberal and creative arts to better understand emotional reasoning. Mayer and Cobb

argued that emotional intelligence might bring about a greater understanding of personality psychology in education policy and, therefore, bring about a more balanced picture of individuals and the learning they need.

Classroom Implications

Emotional intelligence needs to be taught explicitly in the classroom. This is because children can learn irreversible intrapersonal and interpersonal emotional strategies that can have negative consequences throughout their life. In fact, Taylor et al concluded from a study that, "when caregivers failed to regulate excessive levels of low emotional arousal and/or excessive levels of high negative emotional arousal, there can be permanent alterations in the morphological development of the orbit frontal cortex" (p. 350).

Without explicit instruction, children can fail to understand emotionally the social world around them. However, there is debate on when and how people should be taught about emotional intelligence. Taylor et al. challenged Goleman's (1995, as cited in Taylor et al.) position that it is possible to learn emotional skills at any stage of life. Taylor et al., instead, claimed that some people might be beyond a point where they can improve their emotional intelligence. The main concern for this literary review is whether teaching emotional intelligence to students, specifically elementary aged children, can improve their emotional intelligence.

Staff at a primary school in the UK conducted an exploratory, qualitative study of emotional intelligence using the Promoting Alternative Thinking Strategies curriculum (PATHS; Kusché & Greenberg, 1994, as cited in Kelly, Longbottom, Potts, & Williamson, 2004). The focus of the study was to: (a) identify interventions with the use

of whole class or whole school approaches; (b) evaluate the impact of a selected

intervention, particularly in order to enhance students' ability to manage difficult

emotions; and (c) explore whether an intervention that addresses emotion and feeling

might have a positive impact on behavior.

The purpose of the PATHS curriculum is used to: (a) develop and utilize a

broader range of emotional vocabulary, (b) increase students' ability to talk about

emotions, and (c) develop and understand the meta-cognitive aspects of emotion.   The

PATHS curriculum is also used to allow students to think through and anticipate problem

situations (Dodge, 1986; as cited in Kelly et al.).

The researchers concluded that using PATHS helped students to: (a) build a

descriptive vocabulary of feelings (i.e., use in writing); (b) enhance self-awareness (i.e.,

detailed knowledge of feelings); (c) develop the ability to describe their own feelings; (d)

recognize emotions in others; (e) develop empathy (i.e., support and fairness); (f) manage

emotions (i.e., steps of calming down); and (g) manage relationships (i.e., show

compassion).   Therefore, this study shows that an elementary emotional intelligence

program can be successful.

The development of emotional intelligence in elementary aged students can

decrease the negative effects of transitioning from primary to high school (Qualter et al,

2007). That is, teaching emotional intelligence in elementary programs can help students

be more successful in middle and high school (Qualter, Whiteley, Hutchinson, & Pope,

2007).

Elias (as cited in Qualter et al.) investigated the relationship between emotional

intelligence and the transition into high school. More specifically, Elias conducted a

study to assess how high or low levels of emotional intelligence influenced the transition; Elias was also interested in whether the use of an intervention program would produce positive emotional intelligence results. The Qualter et al. findings supported the idea that higher levels of emotional intelligence: (a) increased students' ability to transition to high school; (b) decreased teacher concerns about homework, effort, and behavior; and (c) increased grades. Qualter et al. concluded that the positive results showed that there was a relationship between emotional intelligence scores and ability to cope with transition, and those students with lower emotional intelligence scorers benefited from an intervention program.

A study by Richburg and Fletcher (2002) used the Popular Emotional Intelligence Subscales and Abilities to direct student learning (Goleman, 1995, as cited in Richburg & Fletcher). They explained how an individual could explore emotions and their respective situations by identifying an emotion that they experience personally or identifying the emotions of another person in a social scenario. Once students can learn to identify an emotion, Richburg and Fletcher suggested ways to identify their ability to manage emotions and motivate themselves because unmotivated students may set low expectations and put forth low effort. Usually, students who demonstrate an ability to initiate conversation, speak directly to others, and bring others into conversation, are socially competent. Once educators are able to identify the strengths and weakness of students in the classroom, they are able to know which behaviors they should positively enforce, target for student growth, and plan activities to overcome the deficits of emotional competence.

Affects to Student Disabilities

Emotional intelligence can directly influence students' ability to learn, especially students with learning disabilities. For instance, Pellitteri, Dealy, Fasano, and Kugler (2006) found that there is a relationship between emotional processes and reading disabilities because disabilities and emotional processes are associated with: (a) poor self-concept, (b) lack of motivation, and (c) poor social interaction skills. Educators can be more effective—especially with students with disabilities—if they are more sensitive to student's emotional lives (Pellitteri et al.). It is important for educators to understand student's emotional lives because Pellitteri et al. noted that students with learning disabilities tend to have problems with self-regulation and, therefore, become: (a) passive, (b) dependent, and (c) low motivated learners. Pellitteri et al. stated that:

> children with decoding difficulties but no general language or auditory processing disorder will most likely have the language and comprehension capacity necessary to understand social interactions, whereas students with comprehension problems may have linguistic deficits that can directly affect emotional knowledge through limitations in finding verbal labels of emotional states and forming elaborate emotion schemas and social scripts. (p. 158)

Students with disabilities, who share positive feelings and behaviors, are able to: (a) take in written information, (b) use prior knowledge, and (c) make more inferences and connections to the material.

Emotional Intelligence of Educators

Students model their teacher's behavior. Thus, the emotional intelligence of teachers is an important factor in developing emotional intelligence in students (Pellitteri et al., 2006). Teachers need to model a certain level of personal emotional awareness in order to communicate with students on an emotional level. As a result, researchers have

identified ways that educators can be more emotionally intelligent. According to Houston (1997),

- Educators need to know more about emotional systems in order to plan enhancements for learning;

- Teachers have a critical role in the facilitation of the growth of students;

- Knowledge of emotional development is essential to the understanding and motivation of students;

- Measurement of emotional maturity should be cautioned;

- Boys and girls have unique emotional development patterns and problems;

- Emotions do not exist in a vacuum, but are a response to the environment (e.g., school, family, and friends) of an individual.

In addition to helping students, emotional intelligence has been shown to help educators in their daily jobs in a number of ways. For instance, emotional intelligence has been shown to help avoid work stressors, improve supervisor support, increase social integration, and diminish job related self-doubt (Kaufhold & Johnson, 2005). The more educators are emotionally mature, the more likely they will deal with stressful work situations in a positive way. Therefore, educators need to be self-aware and reflective of themselves (Kaufhold & Johnson).

Cautions about Emotional Intelligence and Education

There is very little research on how to effectively integrate and teach emotional intelligence in the classroom. As a result, researchers are unsure how or even whether educators should use emotional intelligence in schools. For instance, Mayer and Salovey (1997) are reluctant about developing courses on emotional intelligence. Mayer and

Cobb (2000) also question our understanding of the basic components of emotional intelligence. Therefore, they conclude that educational policy on emotional intelligence is being directed and informed through journalistic accounts of emotional intelligence rather than scientific research and hard data.

Researchers, like Mayer and Cobb, warn educators that emotional intelligence still fails to accurately predict whether an individual will be success. Mayer and Cobb stated that, "the idea that different traits, such as motivation, empathy, and so on, contribute to a unitary function that contributes dramatically to success is as of yet undemonstrated" (p. 174). In the Kelly et al. (2004) study of the PATHS curriculum, the researchers decided that emotional competence more clearly differentiates the educational process from those of social skills and avoids the controversy that surrounds intelligences. The researchers suggested that an emotional intelligence curriculum would require a clear definition related to highly organized and structured ideas. In addition, Mayer and Cobb agreed that, in order for emotional intelligence to become a credible indicator of life success, it would need to be defined clearly, and measurements tools would need to be developed and evaluated.

However, despite the disagreements, there are benefits of teaching emotional intelligence in the classroom on a daily basis. Children and adults can relearn and nurture their emotional growth throughout a lifetime (Bocchino, 1999). Bocchino also suggested that improving students emotional literacy skills could influence their level of general happiness and ability to manage his or her own lives. These contributions help students develop the skills needed to understand themselves and their emotions, complex relationships, different people and cultures, and social changes in the world. While some

researchers are cautious about starting programs that focus on or integrate emotional intelligence, there is enough literature that suggests that this could only benefit student learning and development.

Chapter Summary

Emotion plays a pivotal role in our lives on a daily basis. However, emotional intelligence is neglected generally in schools. Teaching children emotional strategies has the ability to affect greatly the decisions they make and the lives they lead. Teaching emotional strategies and integrating emotional support in the classroom will positively influence a child's learning, growth and development, and role in the social environment we all live.

This review of the literature has provided the reader with how emotional intelligence has been used in educational settings, and how it could be used to benefit students' learning. In Chapter 3, the audience, procedures, and goals for the development of a resource manual are presented so that the reader will be familiar with the methods used for the development of the applied project.

Chapter 3

METHOD

Educators know very little about emotional intelligence and receive very little training on how to improve student's emotional intelligence. Therefore, there is a need to develop a resource handbook for educators, specifically elementary teachers, to help them focus more on helping students further develop their emotional intelligence. The purpose of this project was to develop a resource handbook to help educators understand how to develop classroom relationships that support emotional growth and maturity in individual students.

Target Audience

While this project was specifically developed for elementary teachers, administrators, teachers at all grades, and paraprofessionals might all benefit from it. These different educators should be able to apply what they learn from the resource handbook with individual students, small groups, or entire classrooms.

Procedures

The procedures used to develop this resource are: (a) compile the research findings from current emotional intelligence theory and its applications to education; (b) compile the findings from school programs where emotional intelligence theory was used; and (c) compile a resource manual for educators' use, based on the current research available. These procedures allowed the researcher to develop a resource manual based

on the current literature on emotional intelligence to encourage educators to educate students in a better elementary school setting.

Goals of the Applied Project

The goal of the applied project was to assemble a useful and versatile resource handbook for educators to utilize in order to increase their understanding of the personal emotional growth that all students go through during childhood, and how this emotional and social growth affects their learning every day. In addition, the resource was developed to be a guide to develop personal emotional relationships with their students or develop a classroom environment that encourages, and strengthen student's emotional competence.

Peer Assessment

The researcher invited three colleagues to provide informal feedback on this applied project. These colleagues reviewed the project for its appropriateness and effectiveness, how it will benefit the audience, and make recommendations for possible improvements. Assessments were given through written email recommendations, on hard copies of the handbook, and verbally. These suggestions are presented in Chapter 5.

Chapter Summary

Many researchers support the idea that emotional intelligence is essential to leading a successful life. However, educators know very little about emotional intelligence and receive very little training on how to improve student's emotional intelligence. Therefore, there is a need to develop a resource handbook for educators, specifically elementary teachers, to help them focus more on improving student emotional intelligence. The development of the applied project shows: (a) the audience,

(b) procedures, and (c) goals for how the resource manual on emotional intelligence will most effectively be developed and used. In Chapter 4, this author presents the handbook as a tool for educators to use in the classroom; and in Chapter 5, she concludes with a discussion of the project contributions, limitations, and includes recommendations for further study or improvement.

Chapter 4

RESULTS

The following chapter includes the resource handbook developed for educators entitled "How Kid's Feelings Affect Their Learning: A Teacher's Guide to Emotional Intelligence." This handbook serves to educate teachers on the emotional intelligence and development of children, and how to use current research on emotional development and intelligence to develop daily routines and lessons that better serve children and their learning in the classroom. The handbook also includes activities that can be used in the classroom and in conjunction with curriculum to educate children about the value of emotions and other people's feelings.

How Kids' Feelings Affect Learning

A Teacher's Guide to Emotional Intelligence

ANGRY	WORRY	BORED	CONFUSED	GUILTY
DISGUST	FRUSTRATED	HAPPY	SAD	JEALOUS
MEAN	RAGE	CONTENT	SCARED	SHY
SORRY	SURPRISE	SUSPICIOUS	TIRED	ANXIOUS

By Sabrina D Farmer

Table of Contents

Emotional Intelligence Summarized

ANGRY WORRY BORED CONFUSED GUILTY

What Exactly Is Emotional Intelligence?

Researchers define Emotional Intelligence in a number of ways:
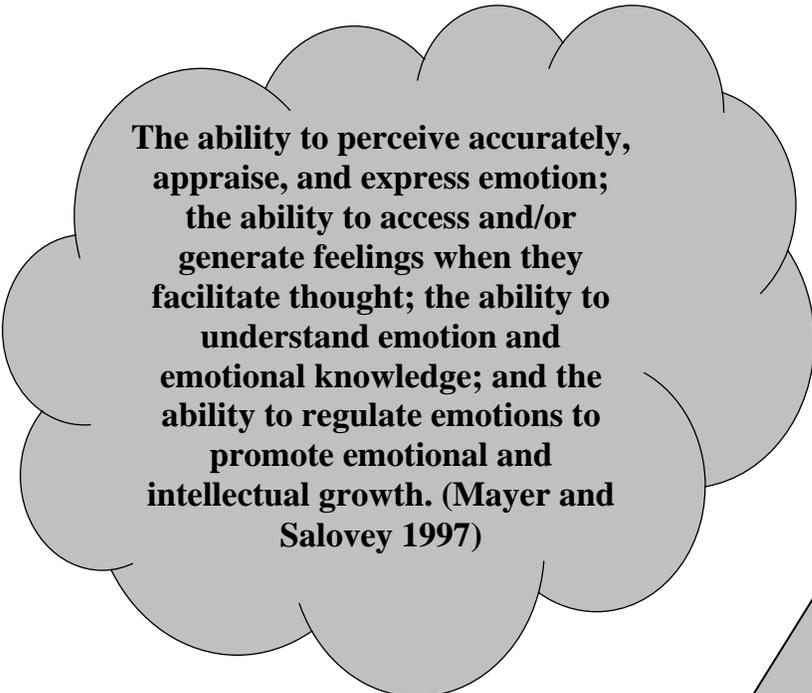
The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (Mayer and Salovey 1997)
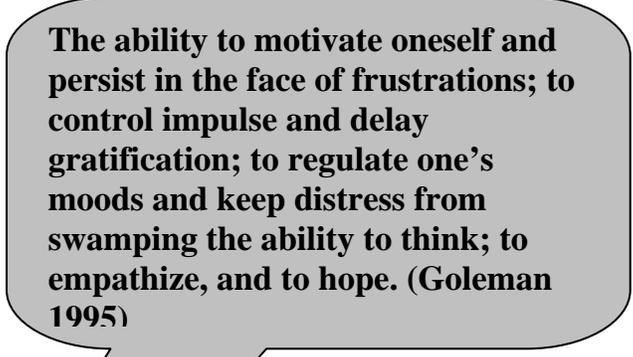
The ability to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize, and to hope. (Goleman 1995)
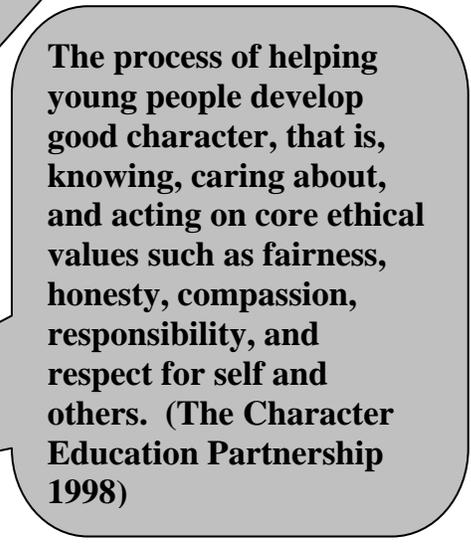
The process of helping young people develop good character, that is, knowing, caring about, and acting on core ethical values such as fairness, honesty, compassion, responsibility, and respect for self and others. (The Character Education Partnership 1998)

The process through which children and adults develop the skills, attitudes, and values necessary to acquire social and emotional competence. (Elias et al. 1997)

Emotional Intelligence

The following chart organizes emotional intelligence into four categories (Mayer and Salovey, 1997, p. 11).

Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

Stays open to feelings, both pleasant and unpleasant.	Reflectively engages or detaches from emotions depending upon informativeness or utility.	Monitors emotions in relation to oneself and others, such as how clear, typical, influential, or reasonable they are.	Manages negative and positive emotions through moderation, without repression or exaggeration.

Understanding and Analyzing Emotions; Employing Emotional Knowledge

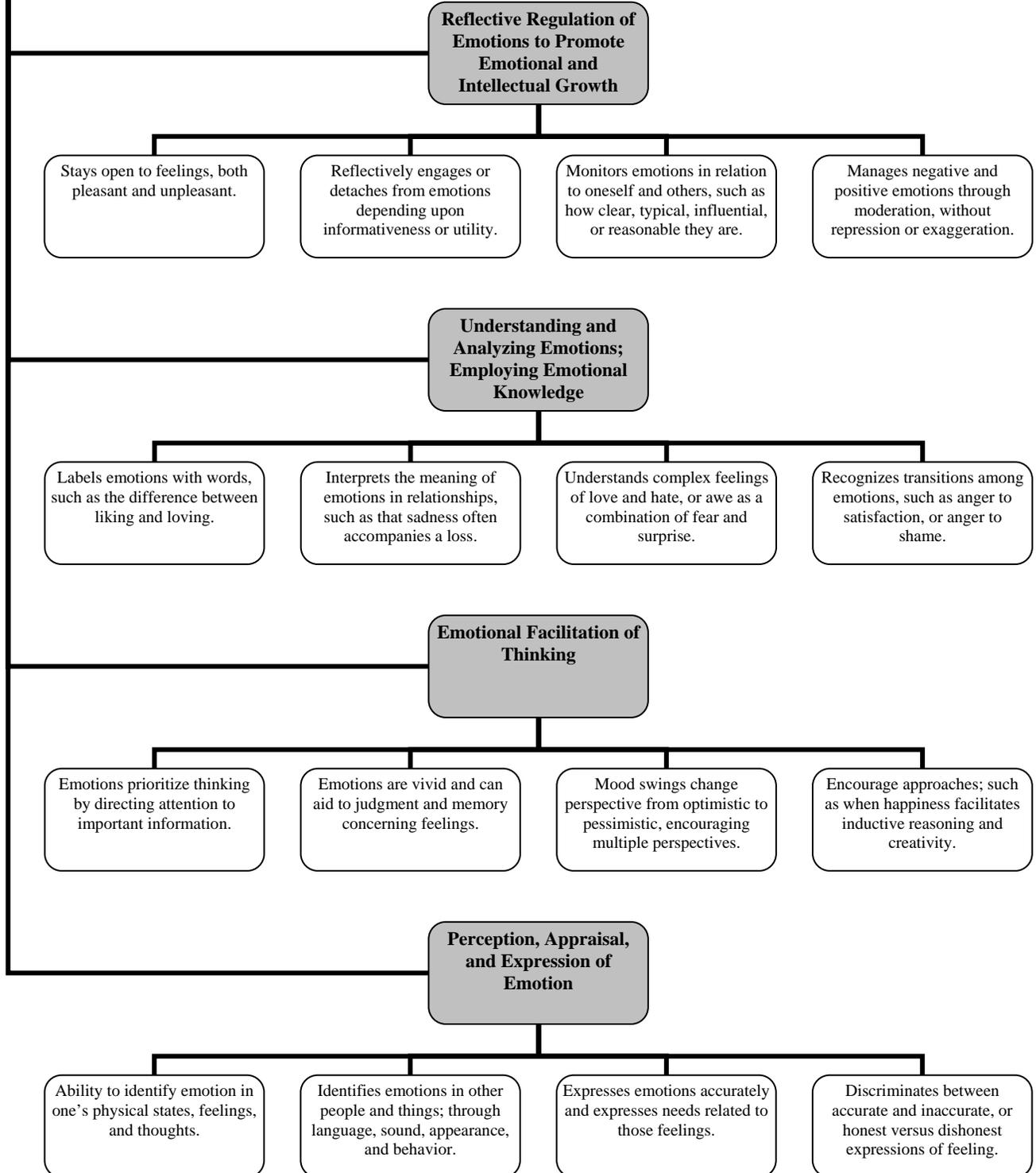|			
Labels emotions with words, such as the difference between liking and loving.	Interprets the meaning of emotions in relationships, such as that sadness often accompanies a loss.	Understands complex feelings of love and hate, or awe as a combination of fear and surprise.	Recognizes transitions among emotions, such as anger to satisfaction, or anger to shame.

Emotional Facilitation of Thinking

Emotions prioritize thinking by directing attention to important information.	Emotions are vivid and can aid to judgment and memory concerning feelings.	Mood swings change perspective from optimistic to pessimistic, encouraging multiple perspectives.	Encourage approaches; such as when happiness facilitates inductive reasoning and creativity.

Perception, Appraisal, and Expression of Emotion

Ability to identify emotion in one's physical states, feelings, and thoughts.	Identifies emotions in other people and things; through language, sound, appearance, and behavior.	Expresses emotions accurately and expresses needs related to those feelings.	Discriminates between accurate and inaccurate, or honest versus dishonest expressions of feeling.

Child Development of Emotional Understanding

DISGUST | FRUSTRATED | HAPPY | SAD | JEALOUS

2

How Are Emotions Learned?

A certain amount of brain development and emotional development/intelligence should occur around a given age. The following list is a guideline for educators to reference.

Brain Development and Emotional Development
(Greenberg & Snell 1997) and (Haviland-Jones, Gebelt, & Stapley 1997)

Infancy
- **Communicates mostly through expression, action, affectivity**
- **Learns meaningfulness of emotions, and refines facial expressions**
- **Builds expectancies through social interaction and emotional displays**
- **Must rely on caregiver to modulate emotions during times of stress**

Toddler
- **Beginning to use language to express internal feelings**
- **Skilled in showing and knowing emotional displays**
- **Most of their habitual emotional responses are established**

Preschool Years
- **Using language more to coherently express feelings, may exhibit control over non-verbal forms of expression**
- **Begins to exhibit self-control and self-expression**
- **Language and communication serve to:**
    1. **Symbolize one's attitudes towards other**
    2. **Debate and act on problems both intraphysically and interpersonally**
    3. **Increase self control**
    4. **Enhance self-awareness**
- **May begin self-talking**
- **Begins differentiating the emotions, needs, and desires of others within certain contexts.**
- **Start learning culturally appropriate and undesirable emotional displays (i.e., smiling when really disappointed)**
- **Still may have trouble with the concept of mixed-emotions (i.e., happy and sad)**

Elementary Years
- **Ages 5-7 children undergo a major developmental transformation, allowing children to take on more responsibilities, independence, and social roles.**

- **Ability to internalize feelings and thought, allowing children to think through problem situations and anticipate their occurrence**
- **If children misidentify their own feelings or those of others, they are likely to generate maladaptive solutions to a problem.**
- **Should be showing the ability to calm down in stressful situations to think a problem through**
- **Becoming better at attaching and detaching expressions and feelings along with certain contexts and behaviors.**
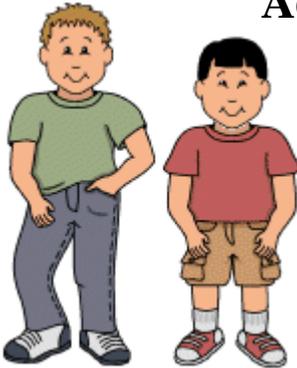
Adolescent Years

- **Emotions and behavior become extremely complex.**
- **Certain emotional states can change the process of thinking, learning, or acting.**
- **An emotion alone can create a chain of thoughts, behaviors, and processes. (i.e., fear can become a subconscious phobia)**
- **Emotions become the basis of identity and ideals**
- **Form attachments to ideals, people, and careers**
- **Are aware of feeling everything, which in turn has an effect on their values and understanding.**

Emotional Management and Regulation Strategies

(Brenner and Salovey 1997)

Children use these strategies as they develop, and show self-control. These are also strategies that do not necessarily develop within a certain age range; they can be developed and improved on anytime.

- **Use of Internal Strategies (by age 10) – the ability to cognitively think through a stressful situation by attempting to manage or change a situation that is causing negative feelings.**
- **Use of Solitary Strategies (consistently improving) – the ability to regulate emotions without assistance.**
- **Match Strategy to Stress (improvement in middle childhood and early adolescence) – the ability to manage stressful situations with flexibility, distinguishing between controllable and uncontrollable stressors, and choosing the most effective strategy.**
- **Differences Between Boys and Girls Coping with Stress**
    1. **Girls are more likely to rely on social support.**
    2. **Girls are more likely to focus on the emotion that is being felt directly, and addressing it.**
    3. **Boys are more likely to use physical activity to manage stress.**

What Does Emotional Intelligence Look Like?

High Emotional Intelligence	Low Emotional Intelligence
Uses "I" messages	Makes blame statements
Can openly express feelings	Cannot share feelings verbally
Isn't preoccupied with negative emotions	Lets negative feelings dominate
Reads nonverbal language effectively	Is oblivious to nonverbal communication
Makes decisions based on feelings and logic	Acts without reasoning or logic
Accepts self and others	Is not accepting of self or others
Can apply self-responsibility	Has not learned to accept responsibility
Can communicate assertively	Uses passive or aggressive communication
Is motivated by personal meaning	Is motivated by rewards and instant gratification
Is emotionally resilient	Carries grudges; is unforgiving
Promotes the optimistic point of view	Focuses on the negative point of view
Can identify the feelings of others	Is not perceptive of the feelings of others
Doesn't blame others for mistakes	Feels it is always someone else's fault
Says, "I feel…"	Says, "YOU always…"
Reacts to hurt by processing feelings	Reacts to hurt with physical violence
Reacts to grief by sharing feelings	Reacts to grief by stifling emotions
Usually feels respected and competent	Usually feels inadequate and defensive
Is a good listener	Is a poor listener
Talks out problems or Miscommunications	Acts out when there is a problem

(Doty 2001, p. 7)

Why Teaching Emotional Intelligence in the Classroom is Important

MEAN RAGE CONTENT SCARED SHY

3

Teaching students emotional intelligence skills has the following effect:

Awareness of Self and Others
- Better ability to recognize and name own emotions
- Better ability to understand the causes for feelings
- Better ability to distinguish between feelings and actions

Approval of Self and Others
- More positive feelings about self, school, and family
- Better ability to handle stress
- Less social anxiety and loneliness
- Better ability to see another's perspective
- Improved empathy with others

Mastering Self-Responsibility
- Better equipped with anger management tools
- Fewer class disruptions, fights, put-downs, and so on
- Better ability to express anger appropriately
- Less aggressive and self-destructive behavior

Finding Personal Meaning
- Better ability to analyze and understand relationships
- Better ability to solve problems in relationships
- More assertive and skilled with communication

Valuing Honesty and Ethics
- Increased friendliness and involvement with peers
- More considerate of peers
- Increased group interaction skills
- More sharing and helpfulness evident
- More democratic in dealing with others

Techniques for Teaching Emotional Intelligence

4

The goal of teaching emotional intelligence is to give students the tools necessary to deal with the various aspects of life:

- Activities (e.g., sports, clubs, etc.)

- Working with others (e.g., school, jobs, etc.)

- Career readiness

- Successful friendships

- Healthy relationships

- Resolving anger without violence

Classrooms and teachers that integrate academic and emotional learning need to create a classroom environment that feels safe, caring, and positive. Doty (2001) suggests creating a "No Fear" plan, which can include the following suggestions:

- Safety – Students will feel free from physical violence or bullying and from emotional pain such as threats, manipulation, embarrassment, or stress.

- Choices – Students will have real choices in academic and emotional learning.

- Respect – Students will show respect for their own feelings and for those of others.

- Multiple Intelligences – Students will be aware of the individual intellectual strengths of others and will nurture and support these various abilities.

- Motivation – Students will engage in activities they find exciting and stimulating.

- Relevant Learning – Students will be provided with lessons in which they can find personally meaningful connections to the real world.

- Emotional Intelligence - Students will value, discuss, and validate their own feelings and those of others.

Teaching Emotional Intelligence in the Classroom
(Doty 2001)

These are great general rules and attitudes to build a classroom around. If a teacher builds their lessons and daily routines around these concepts, they are building a foundation for emotional growth and intelligence in all learners.

Awareness of Self and Others

- A classroom environment where students are encouraged to share ideas without consequence fosters students who share in discussion and have a higher self-awareness of themselves and others.

Approval of Self and Others

- A classroom environment where students are positive, meet challenges, and succeed in some form are strengthening their own self-approval, learning to take risks, search for new challenges, and creating success for the future.

Mastering Self-Responsibility

- A classroom environment where students are asked to think democratically, to think about decisions they have made, understand natural consequences, and ask for help and learn from others, are teaching students to master self-responsibility.
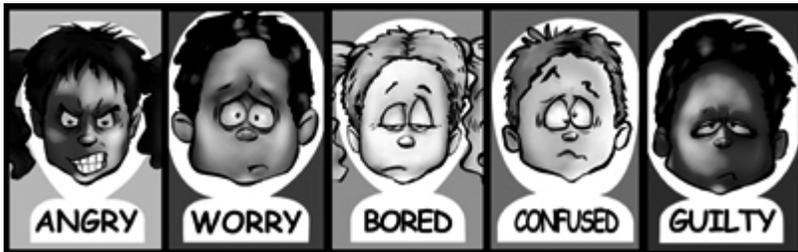
Personal Meaning

- A classroom environment where students learn cooperatively, make relevant connections to their life, learn through themes, and learn through movement find personal meaning and form emotional ties to what they're learning.

Honesty and Ethics

- Classroom environments where students develop character, work as a community, and are empowered learn the value of honesty and ethics.

The following pages include activities for teachers to use in the classroom, along with curriculum or as stand-alone activities to improve student emotional intelligence.

5

Activity 1

This allows students to think reflectively about themselves and the world or objects around them. You can also use this along with a language arts unit and use specific objects that relate to a story.

**Introducing Myself to Me
(Adapted from Doty, 2001)**

Grades: K-4

Related Subject Areas: Science & Language Arts

Directions:

Take the class on a walk around the playground, school, outside, or inside. Ask the students to find an object that they like. The students need to decide how the object is similar to them. They will use the following table to organize their thoughts, and can use a Venn-diagram. They will need to make similarities between themselves and the object they like. Depending on the age or ability, students can also illustrate their list.

Me	Me and Object	Object
Size:	**Size:**	**Size:**
Shape:	**Shape:**	**Shape:**
Outside Covering:	**Outside Covering:**	**Outside Covering:**
Colors:	**Colors:**	**Colors:**
Feeling:	**Feeling:**	**Feeling:**
Needs:	**Needs:**	**Needs:**

Activity 2

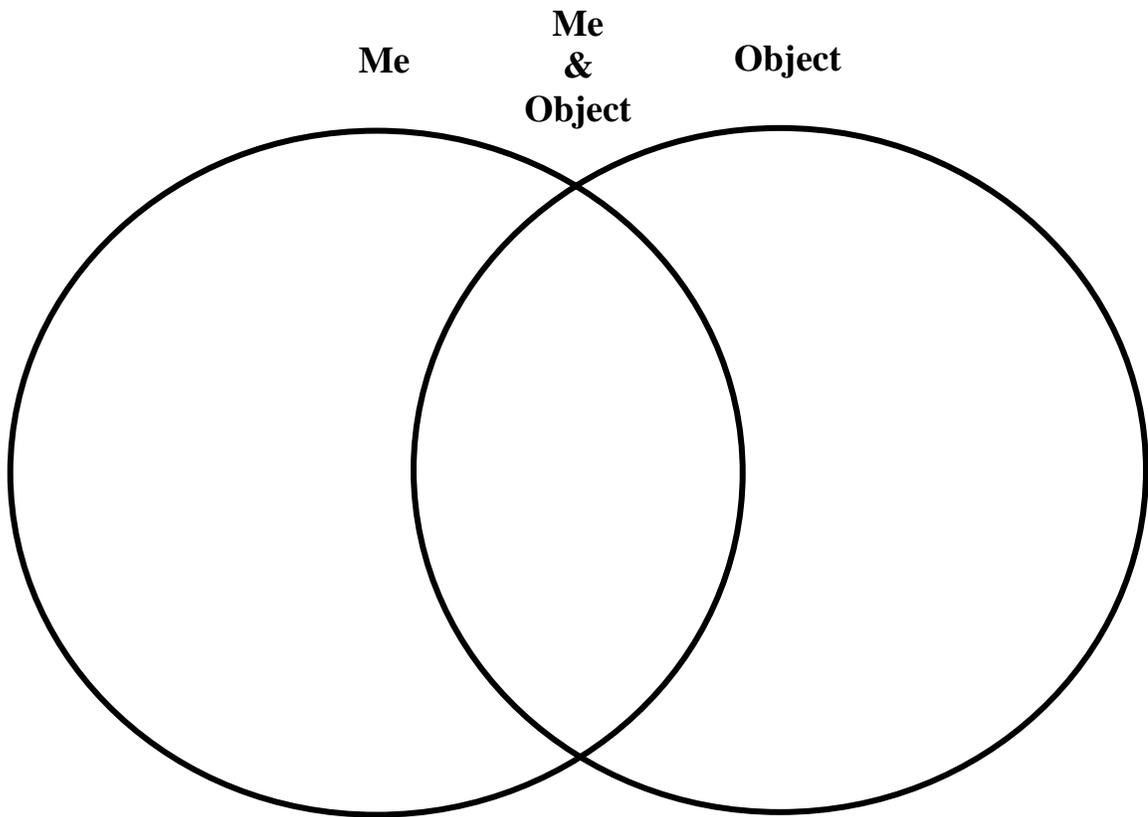**Introducing Myself to Me – Continued**
(Adapted from Doty, 2001)

Grades: K-4

Related Subject Areas: Science & Language Arts

Directions:

Once students have filled out the chart above, students can create their own Venn-diagram. They can use the template below, or create their own using construction paper. The class could also do this exercise as a whole, and create a huge Venn-diagram to display in the class.

Me   **Me & Object**   **Object**

Activity 3

Reading Body Language Exercise
(Adapted from Doty, 2001)

A teacher could also encourage students to observe common gestures or body language movements. They could analyze their observations, and rate them statistically.

Grades: K-8

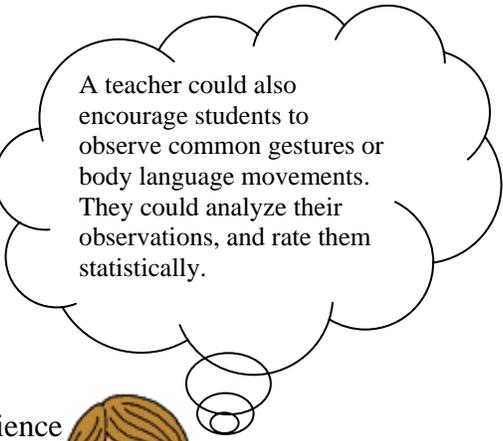**Subject Areas:** Social Studies, Language Arts, & Science

Directions:

Using the summary of types of body language, have students study pictures in books related to a culture, or book the class is working on. The students can make inferences about the people or character's feelings, and their intentions. Students can write reflections about their own observations and feelings. If wanting to expand on this topic, scientifically, students can research body language further, and find more descriptions and examples.

Students can also choose to draw or illustrate their observations, and it would be especially fun for students to try to mimic various kinds of body language, play charades, and/or role-play using various forms of body language.

Types of Body Language

- Gestures – Palms up, open hands, and arms outstretched are gestures of an open attitude; whereas, defensive or bored signs of behavior can be shown through arms and legs crossed, head low on chest, hands rubbings eyes, and wringing hands.

- Facial Expressions – ends of the mouth turned up and direct eye contact are gestures of a positive attitude. Straight lips and ends of the mouth turned down can be gestures of boredom or disagreement. Disapproval or disbelief can be displayed through a furrowed forehead or eyebrow.

- Posture – Feelings of boredom or restlessness can be shown through a slumped position or leaning away. Increased interest can be shown through leaning forward and a straight posture.

- Movement – Feelings of confidence and competence are shown through a straight posture and eye contact with other persons.

Activity 4

**Awareness Alert
(Adapted from Doty, 2001)**

Grades: K-4

Subject Areas: Language Arts, Social Studies, & Science

I think this would be a great rating scale to put on the wall in the classroom. This would allow students to feel empowered to share their feelings about how an activity, day, or unit is going. This is a great way for students to be reflective and understand their own feelings.

Directions:

The following rating scale can be used throughout the entire year to assist students in rating class activities. They can rate whether they liked an assignment, or how they felt a specific discussion went. This scale allows students to express and identify their personal feelings, and shows that the classroom is an environment where students are allowed to freely express themselves respectfully is appreciated.

Students can use the scale below, or the teacher can make a scale that uses visual images. Teachers can also create a scale in which there are ratings in-between the extremes; so students can express their emotions that are maybe in-between.

Self-Rating Scale

Super good stuff…………………………………………….Bad News

Easy…………………………………………………….....What?

Happy…………………………………………………….Sad

I can use this……………………………………………...I'll never use this

I agree…………………………………………………….I disagree

Free feeling………………………………………………Tight Feeling

Fun……………………………………………………….Boring

I liked it…………………………………………………..I disliked it

Activity 5

Quiet Ball (Adapted from Doty, 2001)

Grades: K-8
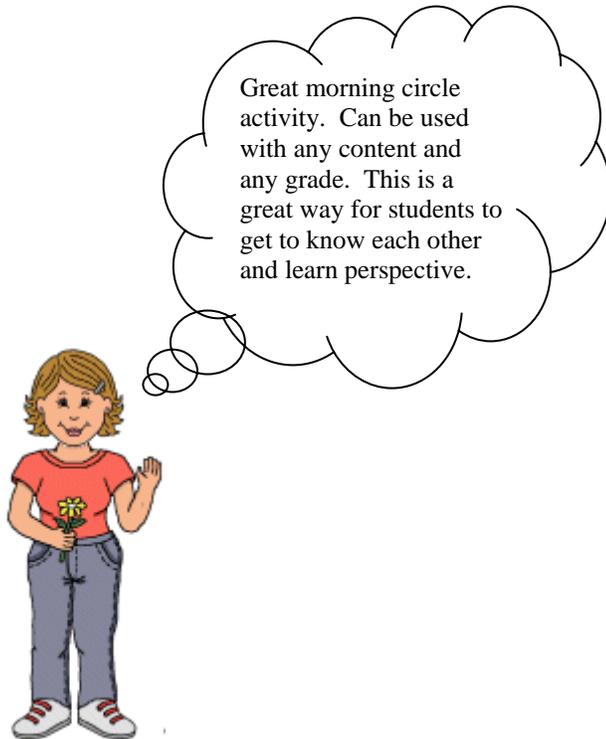
Subject Areas: Language Arts, Social Studies, & Science

Directions:

The students should sit in a circle on the floor. The teacher or students can decide on a relevant topic/issue to discuss. Using a ball that can be tossed to students, they are individually asked to share their thoughts and ideas on the topic/issue. The student holding the ball is the only student allowed to speak, and they are allowed to pass it on to who ever they please. No one is allowed to talk unless he or she has the ball, and no one is allowed to pass judgment. No one is allowed to mention or talk about the topic/issue discussed in the game once it has finished, until the next quiet ball game has begun. You can use this for current events or a book the class is reading.

Example:

Teacher: Tell me how you felt about the (blank) exhibit at the (blank) museum.

Student: I felt personally connected… I felt confused, etc.

> Great morning circle activity. Can be used with any content and any grade. This is a great way for students to get to know each other and learn perspective.
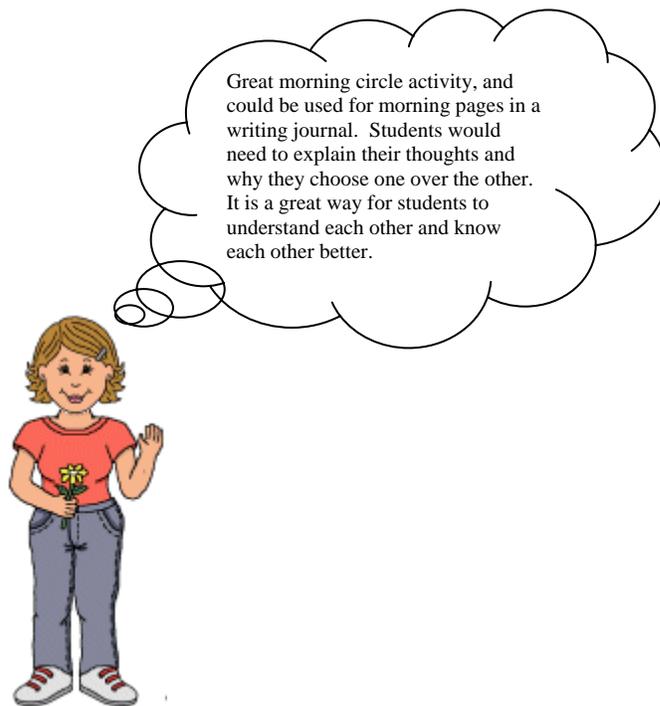
Activity 6

Morning Connections (Adapted from Doty, 2001)

Grades: K-8

Morning connections can be an entire class activity, or an individual writing activity that students do in their journal. For an entire class activity, students will gather in a circle with the teacher. The teacher will start the activity by stating an incomplete sentence that is related to current events, or to a specific content/unit theme. Students will take turns completing the sentence. The individual students learn to approve of themselves more, and believe in their own personal feelings and thoughts.

Examples:

- If I were to take the time to learn a new activity, I would choose…
- I could become a better friend by…

Great morning circle activity, and could be used for morning pages in a writing journal. Students would need to explain their thoughts and why they choose one over the other. It is a great way for students to understand each other and know each other better.

Activity 6 Continued

Morning Connections
(Adapted from Doty, 2001)

Great morning circle activity, and could be used for morning pages in a writing journal. Students would need to explain their thoughts and why they choose one over the other. It is a great way for students to understand each other and know each other better.

Grades: K-4

Subject Areas: Language Arts, Social Studies, & Science

- **Famous/Rich**

I would rather be _____ than _____, and it is okay to feel that way

because_____.

- **Beautiful/Rich**

It is more important to be _____ than _____, because

_____.

- **Creative/Well-Organized**

I would rather be _____ than _____, and my reasons are

_____.

- **Good Reader/Good Mathematician**

I prefer to be a _____ over being a _____, and I feel this way

because_____.

- **Thousand Dollars/Thousand Friends**

It is more important to have a _____ than a _____, because

_____.

Activity 7

**Natural Consequences
(Adapted from Doty, 2001)**

Grades: K-4

Subject Areas: Language Arts, & Social Studies

Since students take part in consequences, these activities serve to show students how there are consequences to anything. Furthermore, consequences are good and bad. This activity could also go along with science (e.g., cause and effect).

Directions:

Students need to learn that there are natural consequences to actions, and a cause and effect. Teachers need to integrate the use of teaching natural consequences into content and curriculum units.

Examples:

- **Action:** George Washington chopped down the cherry tree.
- **Consequence:** He had to earn back his father's trust.

- **Action:** Pocahontas helped the white settler's plant corn.
- **Consequences:**

  _____

- **Action:** Sleeping Beauty pricked her finger on the spinning wheel.
- **Consequences:**

  _____

Activity 8

Academic Self-Responsibility (Adapted from Doty, 2001)

Grades: K-4

Subject Areas: All

Directions:

All teachers can benefit from using this template to encourage their students to think critically about the work they are doing, what they do well, and what they could be improving. This activity works great for conferences, and you can encourage older grades to do this in writing. Also, encourage students to illustrate or write some specific goals for the future.

This is an activity for all grades to participate in to reflect on their performance in school, how they feel about certain topics, and how confident they feel in certain subjects. Students can do this activity any time of year, and it will benefit their self-reflection, and allow them to think critically about things they could improve on. It encourages them to be responsible for their own learning.

Academic Strength	Academic Weakness
Draw/write about the ways that you feel smart.	Draw/write about the things in school that are hard for you.

How can this strength get even stronger?	How can this weakness be improved?

Illustrate/write about the ways that you might use these skills in the future.

Activity 9

This activity is made so that students think about the real world. It also helps with perspective, and considering their parent's jobs. It makes them think reflectively about the activities they do, their importance, and how much responsibility they require.

From School to Job (Adapted from Doty, 2001)

Grades: K-8

Subject Areas: All

Directions:

During this activity, students will brainstorm ways that they believe school is similar or different to working a job. The class can also come together and create huge Venn diagrams for each comparison. If students would benefit from doing so, they can also illustrate their thoughts.

	School/Job Similarities	School/Job Differences
Homework		
Reliability		
Time		
Money		
Skills		
Following Rules		
Peers		

Activity 10

Multiple Strategies for Personal Meaning (Adapted from Doty, 2001)

Grades: K-8

Subject Areas: All

These are great activities that work for any content, and are good general practice for any teacher to do with a classroom. These kinds of activities encourage student participation and enjoyment.

Use the list below to enhance classroom and student activities to build personal meaning.

K-8 During personal projects and activities, individual students can incorporate family history and experiences to increase interest and personal meaning.

K-8 Increase the opportunity for students to create physical models, diagrams, etc. during projects and activities. When students create something tangible, it increases interest and meaningfulness.

K-8 Make sure students are given the opportunity to close/summarize their learning through class discussion, journaling, and reflection. This makes learning more meaningful.

1-8 Increase activities and learning units were students could choose activities through centers, and learn in cooperative learning groups.

3-8 Incorporate the opportunity for students to invent games and activities that incorporate what they have learned.

3-8 Give students the opportunity to present what they have learned in an interesting and creative way.

3-8 Increase the opportunity for students to role-play and write out plays. This is a chance for students to express what they have learned.

4-8 For classes that can be mature during this activity; allow students to build debate teams, research a topic, and take a stance for what they feel. Students should also look at the issue from various perspectives.

Activity 11

Fable Studies (Adapted from Doty, 2001)

Grades: K-8

Subject Areas: Language Arts

Directions:

This activity can be used with any fable or piece of literature. Students will need to pick a character that interests them, and decide what their ethical values are. The character's values can be positive or negative. It would also be a good idea to have students write about the character that they mostly identify with. Younger students can illustrate their thoughts.

Example Fable:

The Lion and the Mouse

Once when a lion was asleep, a little Mouse began running up and down upon him; this soon awoke the Lion, who places his huge paw upon him, and opened his big jaws to swallow him.

> Mouse: Pardon, O King, forgive me this time, I shall never forget it; who knows but what I may be able to do you a turn some of these days?

The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go. Some time after, the Lion was caught in a trap, and the hunters who desired to carry him alive to the King tied him to a tree while they went in search of a wagon to carry him on. Just then, the little Mouse happened to pass by and seeing the sad plight, in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of Beasts. "Was I not right?" said the little Mouse.

> Little friends may prove great friends.

-Aesop's Fables

Activity 12

This activity is great because you can use it with any writing or language arts lesson, and incorporate any specific content. This also helps students with understanding the basic elements of a story, allows them to be creative, and work in groups.

Finish My Fable (Adapted from Doty, 2001)

Grades: 3-8

Subject Areas: Language Arts

Directions:

Students can use the template below, or create their own. Students will work in groups of two creating a comic strip. The students will take turns drawing each frame of the comic strip. When they are finished, the students will need to discuss in their group about the moral of the story, and be prepared to share their story and its significance with their classmates.

Example Template:

Title:
_____

Moral:
_____
_____
_____
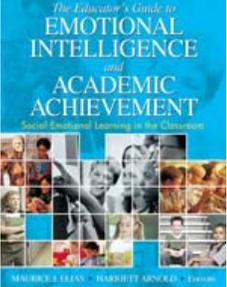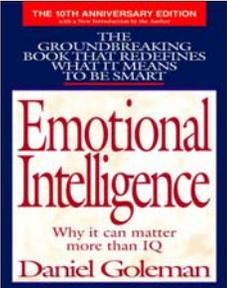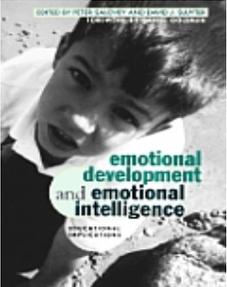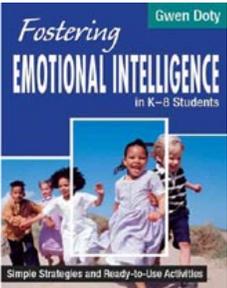
Child Development of Emotional Understanding

6

Resources for Educators

	The Educator's Guide to Emotional Intelligence and Academic Achievement: Social-Emotional Learning in the Classroom **Maurice J. Elias and Harriett Arnold** A good summary of why emotional intelligence is important to education.
	Emotional Intelligence **Daniel Goleman** This is a must- read for anyone wanting to understand what role our emotions play in our thought process, how they can affect us, and how important they are.
	Emotional Development and Emotional Intelligence: Educational Implications **Peter Salovey and David J. Sluyter** A great read for educators wanting to understand the workings of emotional intelligence from the foremost researchers.
	Fostering Emotional Intelligence in K-8 Students: Simple Strategies and Ready to Use Activities **Gwen Doty** A good general breakdown of the topic, but great classroom activities and management strategies.

Chapter 5

DISCUSSION

The purpose of this project was to develop a handbook for educators to use in their classroom to further develop emotional intelligence in all students. Emotional intelligence is not focused on in today's curriculum. In general, though, all students benefit from increasing their emotional intelligence. Further, students benefit from a classroom environment that encourages a higher self-awareness, self-approval, and responsibility; as well as, a teacher that is sensitive to the various emotional maturities of children; that play such a vital role in their learning process.

Limitations to the Project

The biggest limitation of this project, and research on emotional intelligence, is the lack of agreement on what emotional intelligence really is. Definitions of emotional intelligence range from scientific explanations of what the brain does during an emotional reaction, to more practical but vague definitions of social appropriateness and respectfulness. The ambiguity in defining it also leads to problems measuring and assessing it. There is still value in incorporating lessons on making students more emotionally mature into classrooms, and encouraging teachers to be sensitive to the various situations that cause emotional distress for children.

Another limitation of this project is the fact that teachers already have too many standards they are expected to meet. Though this author's intention was to make the activities in the handbook easily incorporated into daily routine, there may be some

difficulty for teachers to assimilate emotional intelligence theories into the classroom activities, which are already so restricted and cramped.

Peer Assessment

Three colleagues reviewed the project for its appropriateness and effectiveness, how it will benefit the audience, and made recommendations for possible improvements. The fifth grade elementary school teacher who evaluated it really liked the handbook overall. She thought that the visual organization of the project was really well laid out and interesting. She thought that the activities were appropriate, and functional for the day-to-day workings in the classroom, and easily incorporated into pre-existing lesson and unit plans. Overall, her suggestions for improvement on the project were mostly grammatical and editing suggestions.

The fourth grade teacher who evaluated it also thought it was very interesting. She felt the information was helpful, and the visuals were fun. Overall, her suggestions for improvement were: it would be helpful for the author to include examples of the activities completed, and to put less text on each page. This teacher was very honest, in that, she was doubtful of her ability to integrate these activities in her classroom instruction.

The third evaluator works in outdoor-education, and for non-profit youth outreach programs. Overall, she felt that the informative charts were useful and effective classroom management tools. She felt that the project could be adapted more to benefit a youth audience, but that the project was creative and logical. Her only suggestions for improvement included the adaptation for older grades and grammatical recommendations.

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Recommendations

More research needs to be conducted on emotional intelligence, and its affects on student learning in the classroom. It is evident that children benefit from an educational system where educators and the lessons they teach are sensitive to the individual emotional needs of all their students. Educators and their students would benefit from continued research on emotional intelligence that would further support the integration of emotional intelligence and education, and its specific contribution to student learning.

Project Summary

Emotional intelligence is very important; but despite its importance, it is neglected in our schools. Therefore, I set forth to develop a handbook to teach educators more about emotional intelligence. This project has included a synthesis of current research on emotional intelligence, and its benefits to education. The project has more specifically included ways in which children develop emotionally, how they interact socially, and how they handle relationships with other people. The project also includes ways to encourage a positive classroom environment that encourages emotional intelligence; and activities, which can be either stand-alone activities, or activities that can be adapted along with a unit theme to integrate emotional intelligence into daily learning.

Even though some educators may feel that an integration of specific emotional intelligence curriculum is excessive, it is equally important for educators to understand the impact that individual emotions play in a child's ability to learn academics, and socially. The ability for educators to increase emotional intelligence of their students will have a positive impact on their ability for children to succeed in the future.

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