



# Encouraging Emotional Intelligence Part 2

## Building the Social-Emotional Intelligence Needed to Empathize, Perspective-Take, and Get Along Well with Others

### Course Objectives:

- Label adult responses and activities that will increase children’s ability to label emotions in others
- Identify a strategy to promote conflict resolution and problem-solving skills in young children

**"The most important ingredient in the formula of success is knowing how to get along with people."  
-Vincent van Gogh**



### A different way of being smart

- Knowing our own emotions
- Managing our emotions
- Motivating Oneself
- Empathy
- Social Skills

### Children need to learn:

- Feelings can give you information, like other senses
- Feelings are different from actions
- There are many ways to deal with feelings
- I am in charge of my feelings and have choices
- Feelings are okay, hurting people is not
- You can recognize other’s feelings by their facial expressions
- I should care about and have empathy for other’s feelings

**Children need to be able to discern: What are others feeling? What can I do about it?**



\*Children with higher emotional intelligence are better able to pay attention, are more engaged in school, have more positive relationships, and are more empathic.” NAEYC Shauna Tominey et al.

### Children often experience social-emotional difficulties because they

- Lack the “Executive Function” skills needed
- Do not have their basic needs met
- Reacting to the environment they are in
- Imitating what they see in those around them
- Have misinterpreted other’s behavior
- Do not know what to do when they experience a variety of situations
- Are in a particular developmental stage

**“People’s emotions are rarely put into words, far more often they are expressed through other cues. The key to intuiting another’s feelings is in the ability to read nonverbal channels, tone of voice, gesture, facial expression, and the like.”**

-Daniel Goleman - “Why it can matter more than IQ”

### In order to play well with others, children need to be able to

- Decode peer’s social skills
- Assess other’s social needs and goals
- Find ways to engage others so they are willing to admit a peer into ongoing play
- See and feel another person’s emotional experience



# Building the Social-Emotional Intelligence Needed to Empathize, Perspective-Take, and Get Along Well with Others

## 1 Teach Social-Emotional Skills

Promoting these skills in young children has a positive impact. What you do will make a difference!



How do you currently encourage emotional intelligence in social relationships between young children?

- During "teaching times"
- During everyday moments as you go through your day
- During difficult and emotional peer interactions

**Understand causes and consequences**  
(What caused that? Why did that happen?)

**Show understanding and empathy**  
(What can I do?)

**Perspective-take**  
(How would that feel?)

**Discern emotional cues from others**  
(What are they feeling?)

**Problem-solve**  
(What are my choices? How can I respond?)

**Resolve conflicts**  
(What can I do about it?)



What did the adult do to promote SEQ Skills?



# Building Social-Emotional Intelligence Needed to Get Along Well with Others

## 2 Foster perspective-taking skills

- Help children understand causes and consequences
- Help child identify feelings in others



- Play games such as "Name that Emotion"

Happy	Bored	Curious	Silly	Fantastic	Shy	Impatient	Peaceful
Sad	Confused	Proud	Excited	Worried	Ignored	Safe	Jealous
Mad	Surprised	Disappointed	Uncomfortable	Friendly	Satisfied	Important	Overwhelmed
Brave	Lonely	Frustrated	Confused	Stubborn	Angry	Relieved	Tense
Cheerful	Loving	Embarrassed	Tense	Generous	Calm	Interested	Anxious

- Do activities where you stay curious and explore perspectives and alternatives
  - EX: "What if...?"**
    - What if your friend hit you? How would you feel? What could you do?
    - What if you knocked over your friend's tower at school? How would you feel? How do you think your friend would feel?
    - What if someone at school was teasing you and calling you names. How would you feel? What could you do?
    - What if you really wanted a toy and someone else was playing with it? How would you feel? What could you do?
- Read Books:** try to pinpoint different perspectives
- Sing songs too!**



### What did the adult do to promote SEQ Skills?

## 3 Help children learn to resolve conflicts

- Change self-talk around conflict
- Propose and discuss conflicts outside of the moment
- Coach through difficulties

- Help Children Seek Out Common Ground
  - Instead of "right" or "wrong"... Seek to share "perceptions"
  - Instead of what happened and who is to blame... Seek to "hear thoughts and feelings"
- Use a helpful conflict-resolution process when challenges come up



### Explore and try options

- Wait and take turns
- Get a timer
- Share
- Play together
- Say "Please, stop"
- Ask for help

### Problem Solving Steps



**Step 1: What is my problem** \*Have practice taking turns listening and validating.

**Step 2: Think, think, think of some solutions** \*Goal is to generate as many ideas as possible.

**Step 3: What would happen if?** \*How would everyone feel? Would it be safe? Would it be fair?

**Step 4: Give it a try!**



### Objective Check:

- A strategy to promote conflict resolution and problem-solving skills in young children
- An adult responses and activities that will increase children's ability to label emotions in others



# Positive Behavior Intervention Supports Encouraging Emotional Development



## Teach Skills

- \*How to calm
- \*How to express strong feelings
- \*How to take a break when needed
- \*How to refuse or say "no"
- \*How to wait
- \*How to ask for help



## Foster Social Emotional Skills

- \*Build emotional literacy skills
- \*Identify and label emotions
- \*Model social language
- \*Problem-solve with child
- \*Teach perspective-taking
- \*Promote, model, and practice friendship skills like sharing, helping, taking turns, apologizing, empathy

## Provide a Highly Supportive Environment that Prevents Challenges

- \*Empathize with child's feelings
- \*Stay calm
- \*Be consistent and clear with rules
- \*Teach child the rules
- \*Tell child what you want them to do
- \*Reinforce when child does something you want them to do
- \*Modify the environment to provide a good fit
- \*Plan ahead so you don't have to rush child
- \*Prepare for transitions with verbal alert or timer
- \*Sing songs to indicate what will happen next
- \*Provide a regular routine
- \*Make sure child gets enough down time, activity and sleep each day
- \*Provide two reasonable choices
- \*Make sure your expectations match what the child is capable of
- \*Give clear and simple directions with only one step at a time
- \*Use "first-then" and "when-then" statements

## Strengthen your Relationship with your Child

- \*Give child positive attention
- \*Give encouragement
- \*Have special one-on-one play time
- \*Get down at child's level
- \*Listen to child's stories
- \*Be silly together
- \*Provide hugs and pats on the back
- \*Invite child to help you with a chore
- \*Tell child what you like about them
- \*Ask for the child's opinion and insight

