

Encouraging Emotional Intelligence in Early Childhood Part 1

Increase children's capacity to
self-regulate and handle big feelings.



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The Change

You WILL do what I say!

Tuning in.





Large Group Brainstorm

What emotional skills do you want the young children to have?

EMOTIONAL INTELLIGENCE

PART 1

SCHEDULE

- Overview
- Typical Development
- Brainstorming
- Teaching EQ Skills
- Emotion Coaching
- Conclusion
- Survey

GUIDELINES:

- Follow along on the handout
- Participate when and how it works for you
- Identify a strategy that matches your early childhood environment
- Take turns with me



OBJECTIVE:

Identify strategies and tools to encourage emotional intelligence in young children



Let's not forget
that the little
emotions are the
great captains of
our lives and we
obey them without
realizing it.

-Vincent van Gogh



Main Points

- EQ skills must be learned. We are not simply “born with it”
- Children must learn to discern how they feel (and what they can do about it), and how others’ feel (and what they can do about it)
- We can increase these skills directly and indirectly, during everyday interactions and teachable moments

There are Many Benefits!



“Children with higher emotional intelligence are better able to pay attention, are more engaged in school, have more positive relationships, and are more empathic.”

“Teaching Emotional Intelligence in Early Childhood” Shauna L. Tominey, Elisabeth C. O'bryon, Susan E. Rivers, Sharon Shapses, NAEYC 2017

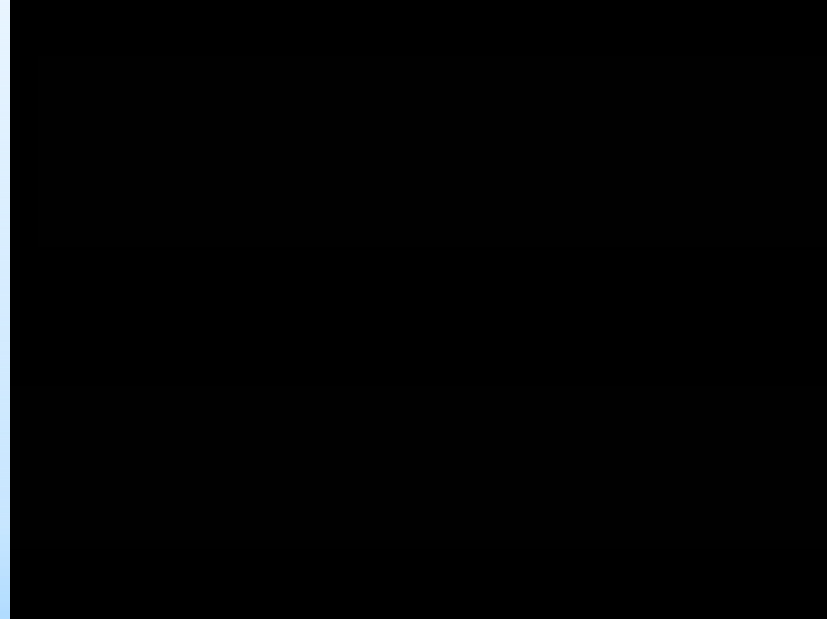
Why Focus on Emotional Needs?

- Early childhood experiences train the brain
- Problems begin when children are young
- If not addressed early, problems persist
- Early challenges have a decisive impact on later outcomes
- High quality strategies lead to positive social/emotional outcomes
- Social-emotional development highly impacts your world



Emotional Intelligence

A different way of being smart.



*1995 - Daniel Goleman writes “revolutionary new book” called “Emotional Intelligence.”

Teach the 5 Skills of Emotional Intelligence

Recognize how I am feeling

Understand causes and consequences

Label feelings in myself and others

Express feelings appropriately

Regulate to maintain or shift my feelings

Mayer and Salovey's (1997) & Brackett and Rivers (2014)
RULER: Yale Center for Emotional Intelligence and Childcare Learning Centers (CLC)



If your emotional abilities aren't in hand, if you don't have self-awareness,
if you are not able to manage your distressing emotions,
if you can't have empathy and have effective relationships,
then *no matter how smart you are,*
you are not going to get very far.

-Daniel Goleman

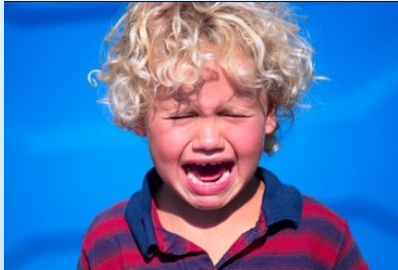
Children often Experience Emotional Difficulties



- ✓ Developmental stage
- ✓ The environment
- ✓ Imitating others
- ✓ Basic needs not met
- ✓ Do not know what *to do*
- ✓ Lack emotional skills

Tantrums Statistics

- Appear 1-3 years, begins to taper by 3-4 years
- About 80% of 1-4 year olds experience tantrums
- Average 2-5 minutes per episode
- Average times per week: 8 (1 yr), 9 times (2 yr) and 5 (4 yr)



Age of child

	18 – 24 months	30 – 36 months	42 – 48 months
Percentage of children who throw temper tantrums	87%	91%	59%

From Potegal & Davidson (2003)

**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

1-10%



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

5-15%

**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

100%

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

Promoting
Social Emotional
Competence

Children Need to be able to Discern



~ Part 1 ~

- ✓ What am I feeling?
- ✓ What can I do about it!



~ Part 2 ~

- ✓ What are *they* feeling?
- ✓ What can I do about it?

Children Need to Learn:

- Everyone has feelings
- There are words for feelings
- Feelings are neither good nor bad
- 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

EMOTIONAL DEVELOPMENT TRAJECTORY

Age	0-1 Year	1-2 Years	2-3 Years	3-4 years	4-5 years
Feelings	Anger Sadness & Fear Stranger Anxiety	Happy, sad, lonely, love, increasing anger, embarrassment, shame, pride, worry and similar social emotions	Happy, sad, lonely, love, increasing anger, embarrassment, shame, pride, worry and similar social emotions	Love, dependency, anger, frustration, rebellion, and fear	Social emotions such as insecurity, humility, envy, confidence
Self & Emotional Awareness: Emotions Child demonstrates understanding of their own emotions and awareness of emotions becoming reactions and behaviors	Explores the world and environment around self and how things work Expresses emotions through facial expressions, sounds, and gestures Notifies and responds to emotions displayed by others	Demonstrates awareness of self as separate from others Expresses feelings, needs, and wants with nonverbal communication, vocalization, and a few words Associates emotions with words and expressions	Identifies self as part of the family, culture, community, or group Describes or labels self as a boy or girl Recognizes and describes own emotions Shows some understanding of others' emotional expressions	Demonstrates knowledge of family celebrations, traditions, and expectations Uses words to express emotions Recognizes and responds to others' emotional expression	Shows increasingly accurate understanding of own strengths, preferences, limitations, and personal qualities Demonstrates or describes increasing understanding of cause and effect around own emotional reactions Exhibits growing ability to understand and anticipate others' emotional reactions to situations or behaviors
Self & Emotional Awareness: Confidence Child demonstrates confidence 'I am capable, I can experiment, I can make mistakes, and I can move on'	Independently prompts caregiver to meet basic needs Uses voice or body to show likes and dislikes	Independently attempts new challenges or activities that may or may not be successful Checks with and accepts support from adult or caregiver when necessary	Demonstrates or describes personal skills, likes, or dislikes Seeks help from adult to meet needs or solve problems	Demonstrates confidence in a range of abilities and expresses pride in accomplishments Consistently and effectively uses social/emotional resources such as adults, peers or things for support	Demonstrates confidence and inclination to express opinions and ideas Engages in increasingly independent and self-directed activities

Consider a child you care for...

1. Choose which age-range the child is in
2. Note which skills are expected at this age
3. Compare just before and just after this age.

Promote Emotional Skills

- Direct Teaching – books, songs, games and during imaginary play
- Indirect Teaching – in the moment as you go through your day



1st - Small Group Discussion

2nd - Large Group - Share One top Strategy

What are some things you currently do to foster children's EQ Skills?

Recognize how I am feeling

Label my feelings

Express feelings appropriately

Regulate to maintain or shift my feelings



Encourage Emotional Intelligence

1. Teach children about emotions
2. “Emotion-coach” through difficult moments





✓ What am I feeling?



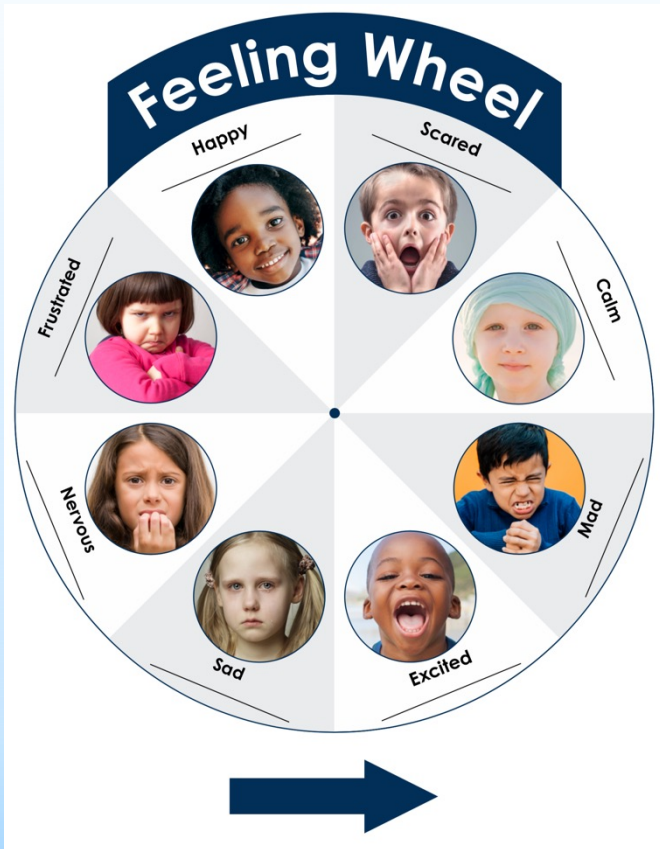
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Teach Children about Emotions

“When we talk about feelings, even with toddlers, children learn how to control their emotions more readily. We are giving our children a set of important tools they’ll use for the rest of their lives.”

Emotional Development in Young Children

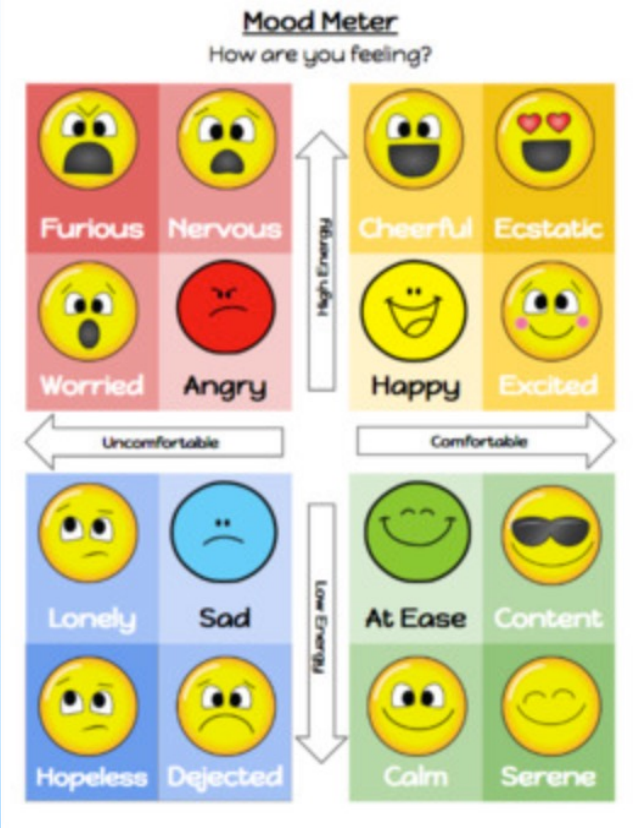
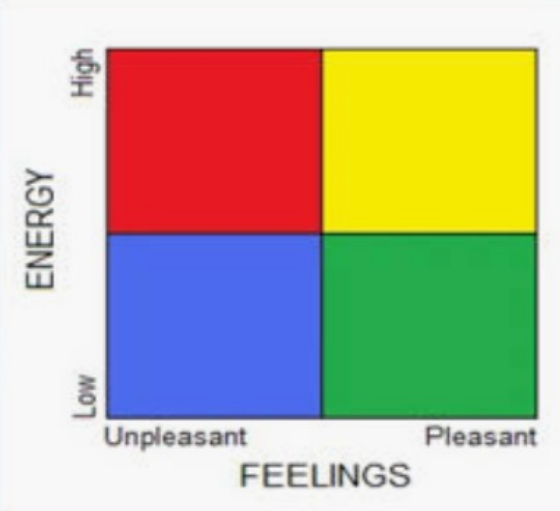
Dr. Susanne Denham, Ph.D., George Mason University



 Frustrated	 Excited	 Lonely	 Sad
 Mad	Today, I feel... _____		 Nervous
 Happy	 Loved	 Scared	 Proud

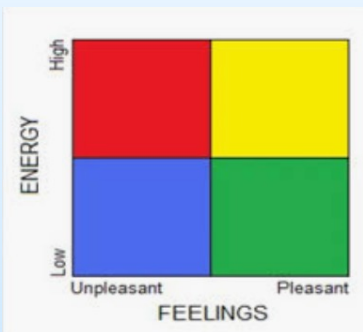
<https://challengingbehavior.cbcs.usf.edu/resources/index.html>

Mood Meter



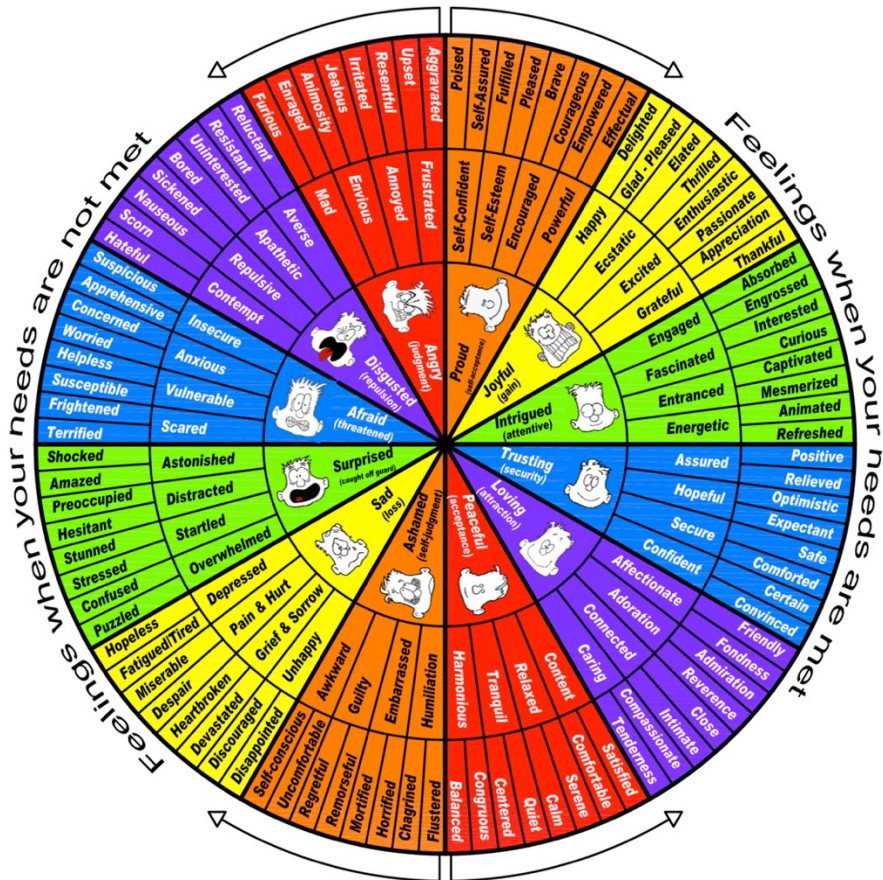
Yale

Mood Meter

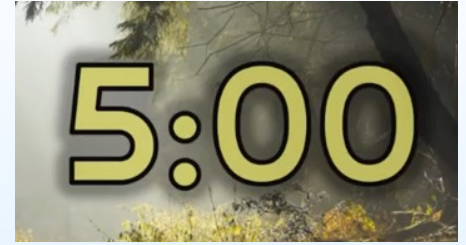


Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

Feelings Wheel

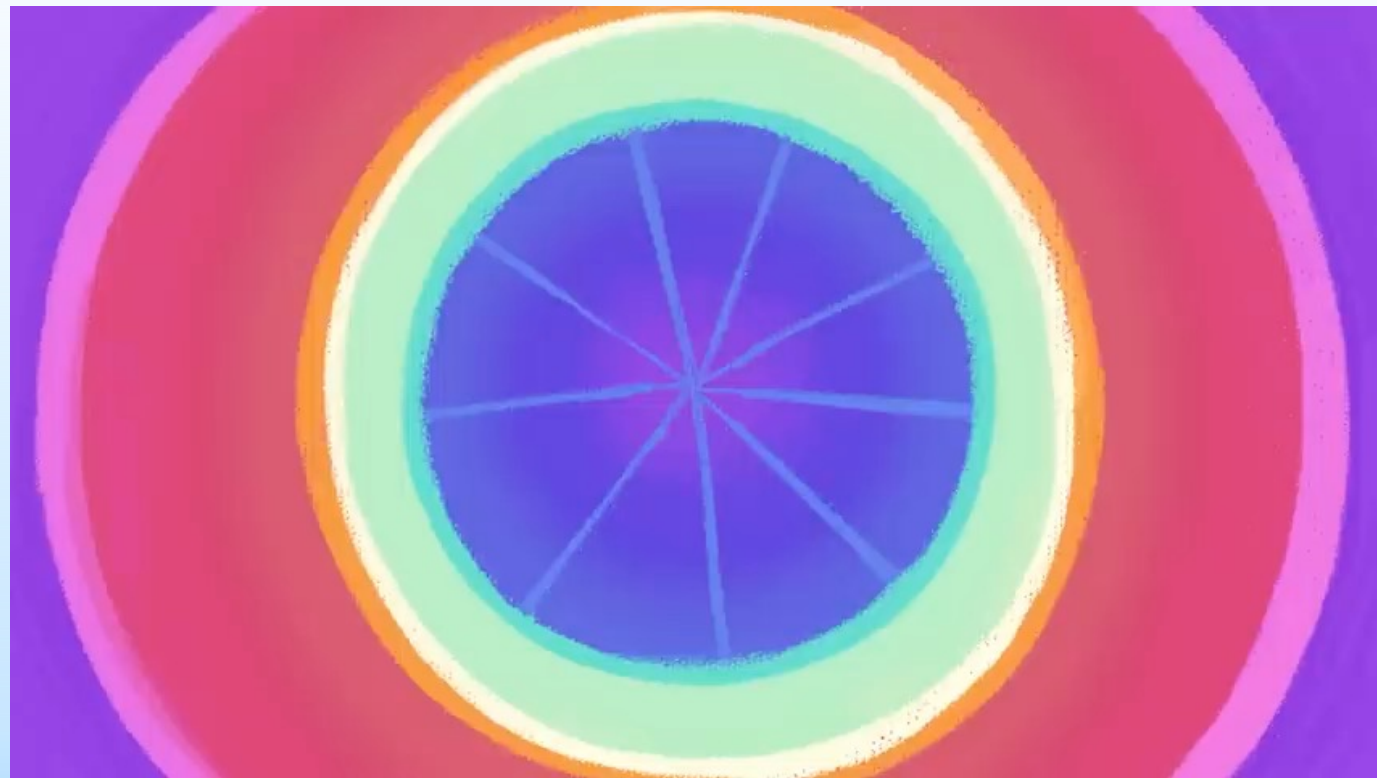


Do Fun Activities that Intentionally Teach Emotional Skills



- Make faces together - "Make a _____ face."
- Q and A: How does your face look when you feel proud?" "What makes you feel proud?"
- Activity: "Sad me."
 - Ask, "Do you ever feel sad (or other emotion words)?" List why as the child/children share out.
 - Have brainstorm: "What do you usually do when you are sad?" and "What are ideas of what you can do when you feel sad."
 - Add ideas as appropriate for your group and practice (include verbal/auditory, physical, mental/visual, self-nurturing, creative). Examples:
 - Cry
 - Tell a pet
 - Talk to someone you trust
 - Take a walk
 - Be alone
 - Call a friend
 - Ask for a hug
 - Give a hug
 - Talk to your teddy bear
 - Listen to music
 - Write about it
 - Draw your sadness.
- "Mirror mirror - What do I see?" Use a hand or wall mirror.
 - Look in the mirror and say - "Mirror, mirror, what do I see?"
 - Then make an emotion face - "I see a sad mommy looking at me."
 - Then give your child a turn.
 - Help the child say, "I see a happy *Mattie* looking at me!"
- Sing Songs

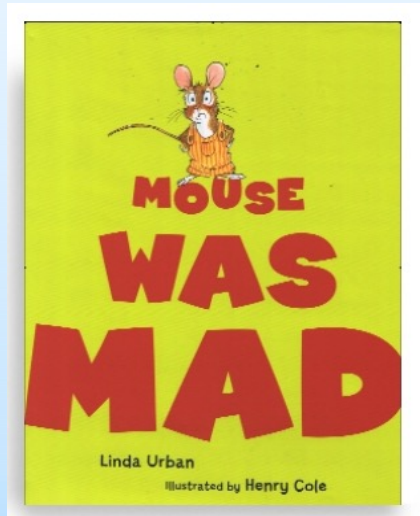
If you are happy and you know it...add new verses to teach feelings
If you're sad and you know it, cry a tear.."boo hoo"
If you're mad and you know it, use your words "I'm mad"
If you're scared and you know it ask for help, "help me"
If you're happy and you know it, shout hurray! - HURRAY!
If you're tired and you know it, give a yawn.



<https://youtu.be/ZHS7vCdBeus?si=-jPIfkZs8MIFnrdz>

Use Books!

How might you use these books?



Making Space & Moving on



<https://vimeo.com/216100606>

What do the Adults do?
What is the result?

Feelings Go Away



<https://vimeo.com/216097590>

What do the Adults do?
What is the result?

2

**Maintain a supportive
response and emotion-coach
through difficult situations**

In a “Supportive Environment”, the Adult...

- Listens with full attention and restates what children say (often also seizing the opportunity to expose the children to new vocabulary)
- Accepts and reflects children’s feelings
- Spends private, quality time with individual children through one-on-one activities, such as story reading and game playing

<https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health>

Benefits of Emotion-Coaching

- Child
 - Better handles emotions
 - More effecting at soothing themselves and being resilient
 - More biologically relaxed due to lower stress hormone
- Social advantages
 - Better liked by peers
 - More social skills
 - Better physical health
 - Higher academic scores
 - Fewer behavior problems

Resource:

Dr. John Gottman

Raising An Emotionally Intelligent Child



ABCs of Emotion-Coaching



- A. Reframe
- B. Get in “helpful mode”
- C. Help the child feel heard

A. REFRAME





Change the
“Self-talk”

Stress Hormone Changes Behavior

Explosive
Chaotic
Tantrum
Rigid
Loud
Aggressive



Anxious
Agitated
Whiney
Spacey
Annoyed
Resistant



Calm
Relaxed
Flexible
Cooperative
Content







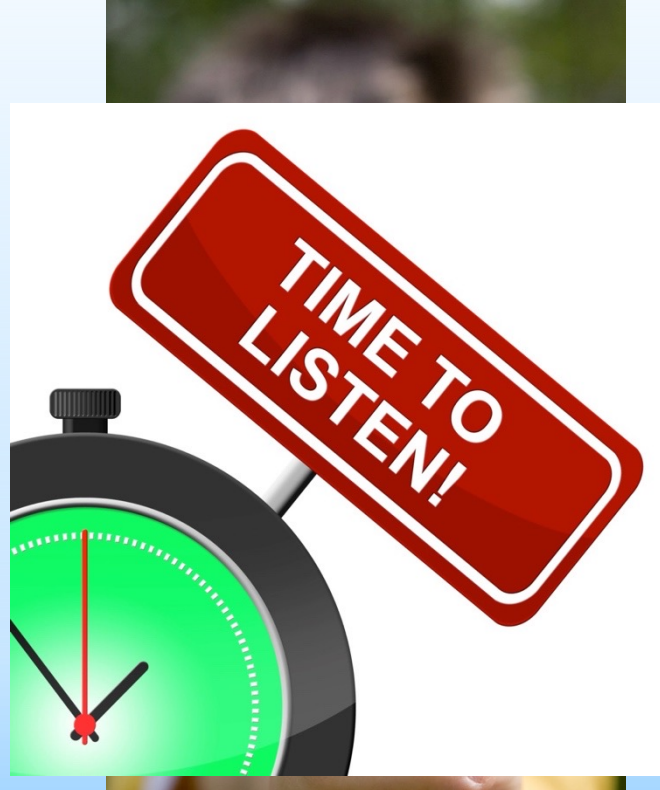


Become aware of the child's emotion and recognize the moment as an opportunity for intimacy and teaching

B. GET INTO “HELPFUL MODE”

Press the “Pause” Button

Connect



Take an Empathetic Stance



- Move down to child, getting below eye level
- Open your “heart-full” and helpful hands
- Use a soft, tuned-in facial expression
- Remain present and “infuse calm”

C. HELP THE CHILD FEEL HEARD

Why?

- Empathy is the foundation of emotion-coaching. Research shows the deeper the adult/child connection, the easier it is to discipline. Sears found there are three features of connected kids
 - They want to please
 - They are more willing to cooperate
 - They are more self-controlled



*“The only way to
change someone’s mind
is to connect with them
from the heart.”*

- Rasheed Ogunlaru.

Seek to understand the child's point of view.



- Actively listen to the child
- Repeat back what you hear
- “Hold space” for the feelings
 - I’m listening.
 - I will help you.
 - I think you had something very important to say, what did you want to tell him?
 - Tell me what you need.
 - What did you think was going to happen?

Past Question:

- If we validate and label the feelings our child is having, does that increase those feelings?



“Name it to
Tame it.”

Explosive
Chaotic
Tantrum
Rigid
Loud
Aggressive



Anxious
Agitated
Whiney
Spacey
Annoyed
Resistant



Calm
Relaxed
Flexible
Cooperative
Content



The Baby



The Angry Toddler



Preschooler Won't Go to Circle





Recognizing



Understanding



Labeling



Expressing



Regulating

These skills, which form the acronym RULER, are the heart of an effective approach for modeling emotional intelligence and teaching the emotional intelligence skills children need to be ready to learn

(Hagelskamp et al. 2013; Rivers et al. 2013).



Video Analysis

- What did the adult do?
- Which EQ skills were impacted?

Video

- <https://vimeo.com/216089540>



Avoid “Feeling Stoppers”



- “You’re okay.”
- “You’re not hungry.”
- “There’s nothing to be afraid of.”
- “That didn’t hurt.”
- “Tell her you’re sorry.”
- “Quiet, your acting too silly!”
- “Toughen up!”
- “Don’t be such a baby”
- “That’s nothing to cry about.”

Let's Practice!

Ask Clarifying Questions

Empathize

Label Feelings

Validate

LET'S
DO
THIS!

Label Feelings - Validate - Empathize - Clarify - Describe

3 y/o says "I don't want to clean up!"



4 y/o says "She is mean! She won't let me play!"



6 y/o says "Your bossy. I am not going to listen to you!"



Past Question:

Isn't it "spoiling"?

When you connect, you help the child integrate the brain regions

*Tantrum = disintegrated

*Connection *helps integrate the brain regions*

What gets in the way of self-regulation?

- ✓ Giving too much stuff
 - ✓ Sheltered from pain and natural consequences
 - ✓ Shielding from disappointment
 - ✓ Serving child what they want all the time
 - ✓ Lack of limits (especially when adult gives in to stop a tantrum)
- *Because gets in the way of learning resilience.
- *NOT* by too much love/affection/connection

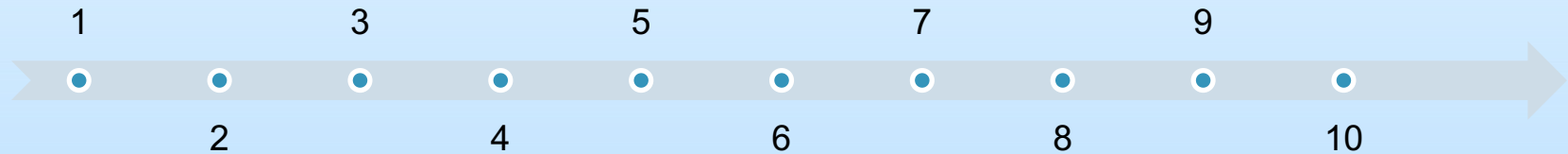
Scenario: Analyze Impact on EQ

A child hits another child:

Which strategies that have been recommended?

Does NOT
increase EQ

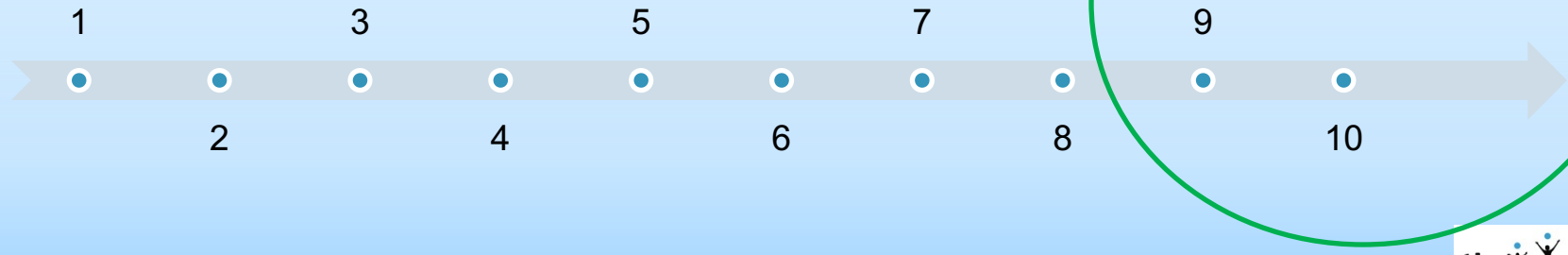
Significantly
increases EQ



A Child Hits Another Child:

Which strategies jump out as significantly increasing EQ?

Does NOT
increase EQ



Significantly
increases EQ



Other comments
or questions?

Takeaways

- What is a strategy or tool you can use to encourage emotional intelligence in young children?



****WHAT YOU DO MATTERS!**





Build Relationships



Grow Skills



Monkey Around



Become Helpers



Feel Loved

Thank you!
We truly can do more together!!



It takes a big
heart
to help shape
little
minds.





TAKE SURVEY



Thank you!



We truly can do more together.

