



Developing emotional intelligence in our children

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Objectives

- Difference between IQ and EQ
- What are the competencies of EQ?
- Importance of EQ
- Family life
- Emotionally intelligent parenting
- Examples



Definition

EQ is the ability to identify, assess and control the emotions of oneself, others and groups

IQ is a score derived from an IQ test predicting academic performance

Abilities

Identify, evaluate, control and express ones own emotions; perceive, and assess others emotions; use emotions to facilitate thinking, understand emotional meaning.

Ability to learn, understand and apply information to skills, logical reasoning, word comprehension, maths skills, abstract and spatial thinking, filter irrelevant information

School/workplace

Teamwork, leadership, successful relationships, initiative, collaboration

Success with challenging tasks, ability to analyse and connect the dots, research and development

Identifies

Leaders, team players, authority figures

Capable individuals, mental challenges



The bigger picture...

1. EQ has a greater impact on success than IQ
2. Usually remain calm under pressure
3. Resolve conflict effectively
4. Are empathetic to self and others
5. Lead by example
6. Put more considerations into decisions and problem solving



What is Emotional Intelligence? “EQ”

5 EQ competencies

- Self-awareness
- Social awareness
- Self-management
- Relationship management skills
- Responsible decision-making



Self-awareness

- Accurately assessing one's own thoughts, feelings, interests , values and strengths
- Recognizing how these influence choices and actions
- Maintaining a well-grounded sense of self confidence
- What does this mean for a Prep school child?

They should be able to accurately label emotions AND should be able to analyse factors that trigger their stress reactions.



Social awareness

- Seeing others' perspective and being able to empathise with them
- Recognizing and appreciating individual and group similarities and differences
- Recognizing and using family, school and community resources
- What does this mean for a Prep school child?

They should be able to identify verbal, physical and situational cues indicating how others feel AND should be able to predict others feelings



Self-management

- Regulating one's emotions to handle stress, control impulses and persevere in overcoming obstacles
- Setting and monitoring progress towards personal and academic goals
- Expressing emotions appropriately
- What does this mean for a Prep school child?

Describe the steps of setting and working towards goals AND set and make a plan to achieve a short-term goal.



Relationship management skills

- Establishing and maintaining healthy and rewarding relationships
- Resisting inappropriate social pressure: preventing, managing and resolving interpersonal conflict
- Seeking help when needed
- What does this mean for a Prep school child?

Describe approaches to making and keeping friends AND demonstrate co-operation and teamwork to promote group goals.



Responsible decision-making

- Making decisions based on consideration of: ethical standards, safety concerns, appropriate social norms, respect for others and consequences of actions
- Applying decision-making skills to social and academic situations
- What does this mean for a Prep school child?

Identify a range of decisions they make at school and home AND evaluate strategies of resisting peer group pressure, unsafe and unethical activities.



Family life

first school for emotional learning

Through family, we learn how to:

- **Feel** about ourselves and how **others** will react to our feelings
- **Think** about these feelings and what **choices** we have in reacting
- **Read** and **express** hopes and fears



Learning takes place:

- In what parents say and do
- In how adults treat each other
- When parents are emotionally competent **in their own relationships**, they are capable of helping the children work through their emotional challenges.



How being emotionally intelligent links to our parenting style

The 4 parenting styles

- Dismissive parent
- Disapproving parent
- Permissive parent
- The emotionally intelligent



Emotionally intelligent parent

What they are not

- Is NOT confused or anxious about the child's emotional expression
- Does NOT make light of the child's negative feelings
- Does NOT say how the child **should** feel
- Does NOT feel they can **fix** every problem for the child



Emotionally intelligent parent

What they are

- Values the child's negative emotions as an opportunity for intimacy and learning
- Can tolerate spending time with a sad, angry, fearful child, does not become impatient
- Is aware of and values their own feelings
- Sensitive to the child's emotional state and **respects** the child's emotions
- The balance between embracing and guiding
- guidance on regulating emotions, sets limits and teaches acceptable expression of emotions, teaches problem solving skills



Emotionally intelligent parent

Effects of this style on children

- They learn to
 - Correctly identify their feelings
 - Trust their feelings
 - Regulate their emotions
 - Solve problems
- They have high self-esteem
 - learn well
 - get along with peers and authority



Steps parents use to build empathy into relationships and enhance emotional intelligence

1. Being **aware** of the child's emotion
2. Recognising the emotion as an **opportunity** for intimacy and learning
3. Listening **empathically** and **validating** the child's feelings
4. Helping the child verbally **label** emotions
5. Setting limits while **helping** the child problem-solve



Practical examples

9 year old Vera comes home from school, looking upset and is moody because the girls at break refused to play with her. Her father looks up from the tv, long enough to say

“Not again! Look Vera, you are a big girl now. You are not a baby. Don’t get all upset every time somebody won’t play with you. Go play with someone else.”

So what is Vera thinking...

“Dad is right (because he is dad = authority), I am a baby. That’s why they wont play with me. I am horrible. Nobody likes me. Nobody wants to be my friend. It’s not use trying to play with someone at break. I will just sit alone.”



Dad could say something along the lines of: “You look sad, Vera. Tell me what’s going on”

And the conversation may be

Vera: “Lisa wont let me play races at break”

Dad: “I bet that hurt your feelings”

Vera: “Yes it did. It made me mad”

Dad: “Did you talk to them about it?”

Vera: “No, I don’ t want to”

Dad: “What do you want to do?”

Vera: “I don’ t know”. Pause “Maybe I will see what happens tomorrow”

Dad: “You think that’s a better idea?”

Vera: “Yip, I think they will change their minds tomorrow...”



Another example:

Mother finds her son in front of the dog, screaming in terror (The child is in no physical danger from the dog)

How should mom handle this?



Response 1:

(hugging the child) “Shhh... Mommy’s here, my nunu. It’s ok. I won’t let that naughty doggie hurt you (chases dog away).”



Response 2:

“That felt really scary. Didn’ t it? It will be ok. I am here to help you. Let us tell the doggie to go away. Ok? Go away doggie.



- That felt really scary. Didn't it?
- It will be ok. I am here to help you.
- Let us tell the doggie to go away.

Validating and labeling

Reassuring

Problem-solving suggestion

Empowering child

- "Go away doggie"

Joint problem solving



- Mom uses the opportunity for intimacy and learning. She demonstrates self-control (role modeling), and empowers her son in his own problem solving.
- Do not be too negative: excessive criticism is destructive to the child and to the parent-child relationship
- No helicopter moms or dads
- No labels (other than labelling the emotions)
- Do not retell the story to others and humiliate the child



More strategies

- Create a mental map of your child's daily life
- Avoid 'siding with the enemy' and avoid always siding with you child as they could be wrong
- Think about you child's situation in terms of similar adult situations
- Do not try to impose your solutions
- Empower your child by giving choices and suggestions
- Always with respect, patience and kindness



When NOT to be an emotionally intelligent parent

- Pressed for time
- Have an audience
- You are upset, tired
- Serious misbehaviour
- Child is 'faking' an emotion



Test time



A child disappears in Menlyn and the parents can not find the child. After sometime the child is found by a security guard and brought to the parents.

- Parents response: “You silly child! I am so mad at you. I am never taking you to the shops again”
- Child’s feelings: Fear (of being lost and fear of parent)
- Better response: “You must have been so scared. I was scared too. Come here and let me hold you a bit and then we can talk about what happened. And about what to do if it happens again”



Your child comes home from school and says “I am never going to school again. The teacher is so unfair and always picking on me. I get demerits for doing nothing!”

- Parent’s response: “What did you do to make the teacher cross?” OR

“That teacher, I am sick of her picking on you (loose self-control)”

- Child’s feeling:

- Better response:



While in the bathtub, your child says “I hate my brother. I wish you never had him”.

- Parent response: “That’s a terrible thing to say. We don’t talk like that in this house. Who do you think you are. I never want to hear that again. Stop being horrible”
- Child’s feeling:
- Better response:



Jess runs a race at an athletics meet. She comes 4th. After the race her team mates congratulate her on running a good race. She gets upset, and explains that she only came 4th because the other girls cheated and she has a sore leg. (No one cheated and Jess does not have a sore leg)

Possible responses:

