



NNSTOY SEL Fellowship

Webinar 3

**Emotional Intelligence:
Empathy, Positivity & Confidence**

Webinar Protocols

Please mute your screen when you are not talking.

When you do speak, please begin with your name: “This is Josie, and...”

Hop on the back channel chat at any point in the webinar - this is a great way to pose questions or to get in discussion ideas when you’re waiting to speak.

Solutions-focused, professional conversation

Webinar Agenda

Announcements

Guest SEL Expert: Dr. Patricia C. Heindel/Q&A

Emotional Intelligence

Empathy

Positivity

Confidence

Discussion

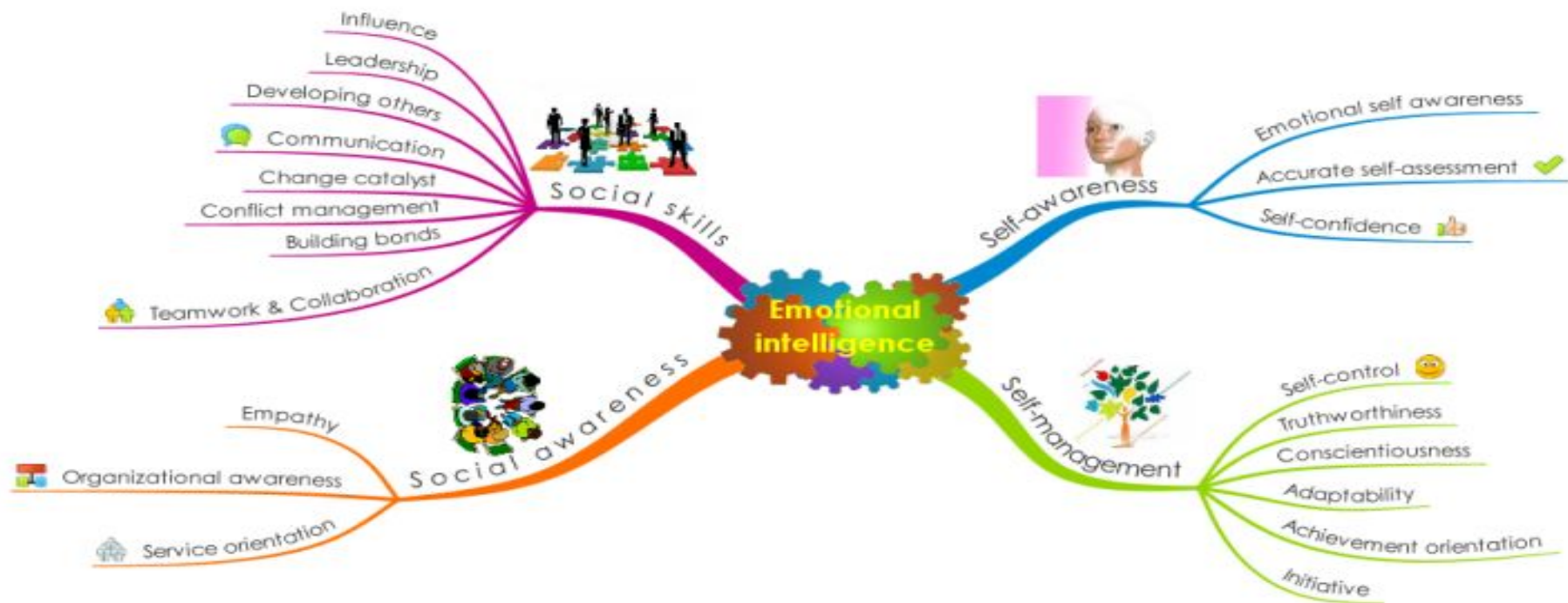
Guest SEL Expert: Dr. Patricia C. Heindel

Patricia Heindel, Ph.D., co-project leader with Maurice Elias, Ph.D. of the Academy for Social-Emotional Learning in Schools, is the Dean and Director of Human and Social Development at the College of Saint Elizabeth (CSE). She is the Director of the CSE Center for Human and Social Development and the Center's School Culture and Climate Assessment Lab. She is co-director of the School Culture and Climate Initiative delivered in partnership between the Center for Human and Social Development and the Youth Empowerment Alliance of the United Way of Northern New Jersey.

Academy for Social-Emotional Learning in Schools <http://sel.cse.edu/>

College of Saint Elizabeth <http://www.cse.edu/about-cse/centers/hsd/academy>

Emotional Intelligence



What do the experts say?

- Ability to recognize personal feelings and those of others
- Managing emotions effectively in ourselves and others.
- Learned capacity that can be improved

Goleman

- Ability to perceive emotions
- Understand emotions and emotional knowledge
- EQ predicts a person's ability to learn emotional skills
- Inborn form of intelligence

Salovey, Mayer & Caruso

- Array of non cognitive capabilities
- Skills that help to cope with environmental demands and pressures

Bar-On

Components of Emotional Intelligence



	Recognition	Regulation
Personal Competence	<p>Self-Awareness</p> <ul style="list-style-type: none"> ✓ Self-confidence ✓ Awareness of your emotional state ✓ Recognizing how your behavior impacts others ✓ Paying attention to how others influence your emotional state 	<p>Self-Management</p> <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas and information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully
Social Competence	<p>Social Awareness</p> <ul style="list-style-type: none"> ✓ Picking up on the mood in the room ✓ Caring what others are going through ✓ Hearing what the other person is "really" saying 	<p>Relationship Management</p> <ul style="list-style-type: none"> ✓ Getting along well with others ✓ Handling conflict effectively ✓ Clearly expressing ideas/information ✓ Using sensitivity to another person's feelings (empathy) to manage interactions successfully

Models of EQ

Models of Emotional Intelligence

There is significant debate in the academic and professional communities over which model of EI is most comprehensive. However, three main model types have been proposed.

The Ability – Based Model

- Emotional Perception
- Emotional Use
- Emotional Understanding
- Emotional Management

The Trait Model

- 2009, Petrides and colleagues, people possess as a part of their personality, a number of emotional self – perceptions and emotional traits.

Mixed Models

- Daniel Goleman gave range of competencies broken down into skillsets

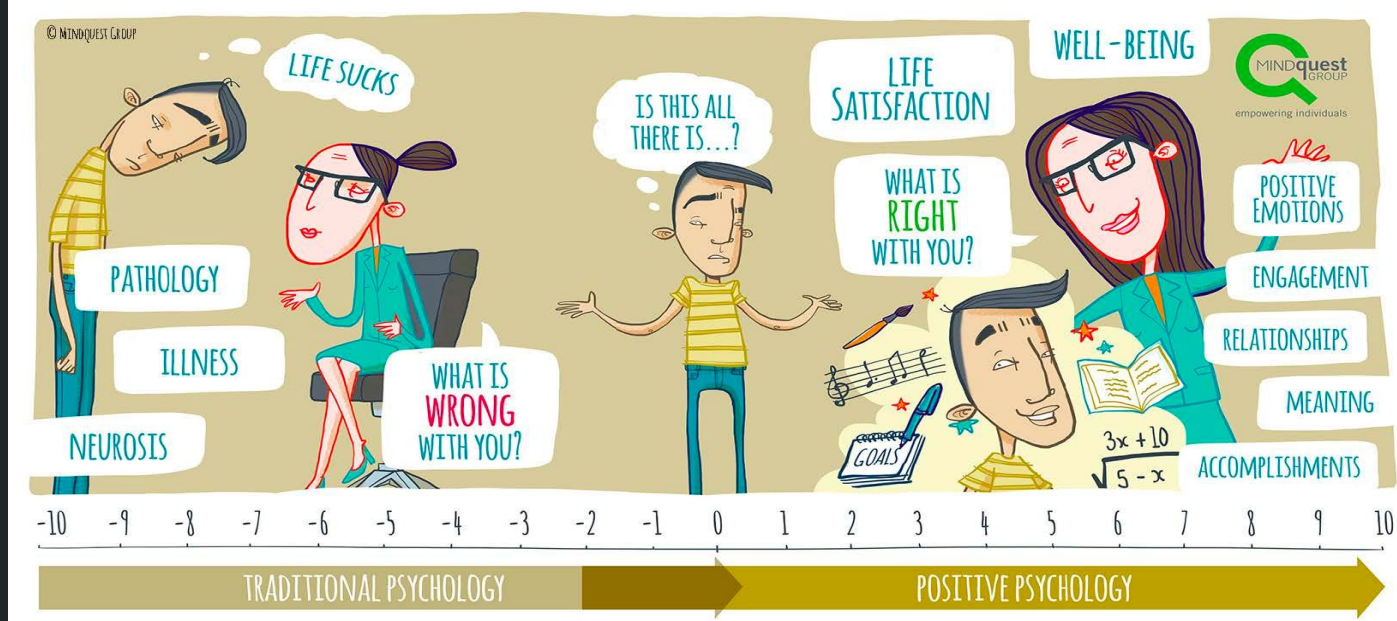
Empathy

Empathy vs. Sympathy by Brene Brown

<https://youtu.be/1Evwgu369Jw>

“Empathy allows the child to appreciate the perspectives and feelings of another, to sense violations of justice and care, and to better distinguish right from wrong.”
(Berreth & Berman, 1997, p. 24)

Positivity



“A research and intervention approach that focuses on promoting optimal functioning and well being. It seeks to identify the strengths and skills that enable individuals and communities to thrive.” - Ciarrochi, Atkins, Hayes, Sahdra & Parker (2016)

What is Positive Psychology?

Acclaims

Critiques

Scientific study of what makes life most worth living	Not guided by an overarching theory or framework. Sweeping claims are made about human nature and the causes of happiness.
Focus on individual strengths and virtues	Neglects cultural, social, economic, and situational context issues.
“Happiness is a skill. It requires time and effort.” Dr. Andrew Weil	Reinforces Western value systems.
Learned Optimism combats learned helplessness	Can be used as a tool for conformity and to manipulate certain outcomes.
Focuses on the individual and community thriving	Diminishes value of negative emotions.

The PERMA Model of Well-Being

Positive Emotion

Positive emotions are an essential part of our well-being. Happy people look back on the past with gladness; look into the future with hope; and they enjoy and cherish the present.

Relationships

Everyone needs someone. We enhance our well-being and share it with others by building strong relationships with the people around us - family, friends, coworkers, neighbours.

Accomplishment

Everyone needs to win sometimes. To achieve well-being and happiness, we must be able to look back on our lives with a sense of accomplishment: 'I did it, and I did it well'.

Engagement

When we focus on doing the things we truly enjoy and care about, we can begin to engage completely with the present moment and enter the state of being known as 'flow'.

Meaning

We are at our best when we dedicate time to something greater than ourselves. This might be religious faith, community work, family, politics, a charity, a professional or creative goal.

From Martin Seligman's *Flourish*, 2011

What is Positive Psychology? <https://youtu.be/1qJvS8v0TTI>

Perma https://youtu.be/iK6K_N2qe9Y

The PERMA Model: Your Scientific Theory of Happiness

<https://positivepsychologyprogram.com/perma-model/>

Confidence

“There are thousands of teachers in schools labeled as underperforming who have strategically built themselves **islands of confidence** and who work zealously — contrary to the demands of policies that prescribe narrow instruction — to engage their students in challenging, relevant curriculum that will push them to [their] intellectual frontier. . . .

Confidence

“... When you truly believe in the intellectual potential of students, you start with the goal of identifying strengths and then provide enriching options and direction to bring those strengths to the surface and promote high intellectual performance as opposed to minimum proficiency.”

Yvette Jackson, *The Pedagogy of Confidence*

Discussion prompts

- What are the pros and cons of using Emotional Intelligence curriculum vs. Social Emotional Learning curriculum?
- Which approach of SEL teaching do you find to be the most effective? Indirect example teaching or a direct uniform schoolwide approach or curriculum?
- What are the social and/or political undertones of social emotional education, character education and positive education?

Additional Emotional Intelligence Resources

30 Of The Best Books To Teach Children Empathy

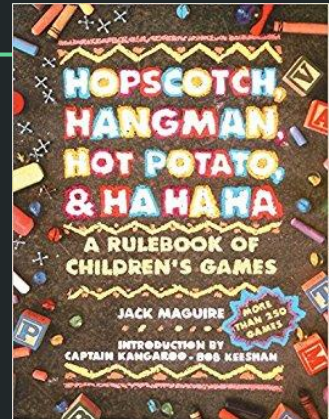
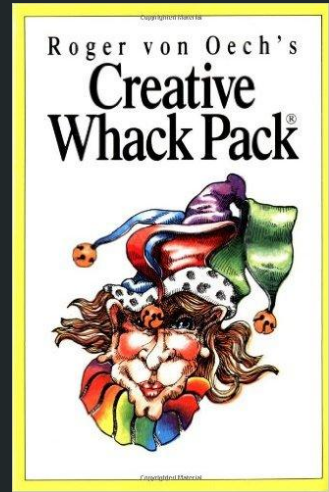
http://www.teachthought.com/pedagogy/50-of-the-best-books-to-teach-children-empathy/?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Authentic Happiness <https://www.authentichappiness.sas.upenn.edu/>

Flourish: A Visionary New Understanding of Happiness and Well-Being by Martin Seligman

Flow: The Psychology of Optimal Experience by Mihaly Csikszentmihalyi

Congrats to JoLynne,
our Fellow of the
Month!





NNSTOY SEL Fellowship

Webinar 3

**Emotional Intelligence:
Empathy, Positivity & Confidence**