

## Chapter 12

# Fostering Affective Development Outcomes: Emotional Intelligence

Barbara A. Bichelmeyer, James Marken, tamara Harris, Melanie Misanchuk, & Emily Hixon

### Editors' Foreword

#### Preconditions

##### **Content**

- Focus on emotional intelligence as content

##### **Learners**

- All learners, though formal curriculum has focused on K-12

##### **Learning environments**

- All settings

##### **Instructional development constraints**

- No notable resource limitations (time or money)

#### Values

##### **About ends (learning goals)**

- Importance of emotional intelligence
- Importance of emotional learning to cognitive learning
- Importance of emotion and cognition for rational thinking

##### **About priorities (criteria for successful instruction)**

- [None specified]

##### **About means (instructional methods)**

- Create an emotionally healthy environment to enhance learning for all students
- Cannot be taught in the abstract

##### **About power (to make decisions about the previous three)**

- Models offered primarily by theorists but adapted by teachers

#### Universal Methods

1. Use stories with a problem orientation.
  - Introduce emotion in a non-personal way in stories.
  - Purposefully explore the feelings of characters in a story.
  - Tie what's happening in a story directly to events that are occurring in the lives of the children in the classroom.
2. Teach the language and concepts of emotion.
3. Model the skills of emotional intelligence.
  - React to the environment in an emotionally healthy way.
  - Teach in an emotionally healthy way.
4. Take time to deal with emotions.
  - Take advantage of varied and multiple practical experiences in the classroom, for application of skills in a variety of situations.
  - Introduce activities that foster emotional intelligence into cognitive lessons.
5. Provide active, integrated experiences to foster emotional competence.
  - a. Explore stories.
  - b. Ask students to reflect on, consider, and name their own emotional responses.
  - c. Incorporate instructional activities that foster emotional intelligence into lessons that facilitate cognitive, psychomotor, and social development.

#### Situational Principles

1. With very young children (underdeveloped emotional intelligences), explicitly explore how objects can move us into different emotional states.

2. With older children (more self-regulatory), help them to create their own strategies for display of emotions.
3. With younger children, empathy can be increased through use of stories and guided discussions.
4. With older children, lead discussions of how others make us feel, and extrapolate to displays of emotion in presence of others.
5. For extreme emotional problems or inappropriate displays of emotion, use conventional methods from counseling, such as activity reinforcement, activity bouncing, hurdle helping, and signal interference.
6. With children who are not strong at assimilating emotional experiences and applying that knowledge at later times in other problem situations, diaries or journaling can be helpful, or discussions of success stories.
7. Where maladaptive strategies may have been learned at home, use art, stories, or diaries to help learners regulate their emotional responses and teachers understand the students