

About Session 1:

Setting out — how to raise emotionally intelligent children

Overview

- ☺ Introduction to the program
- ☺ Warm-up exercise
- ☺ Guidelines/rules for the group
- ☺ Structure of the sessions
- ☺ Normalising children's behaviour
- ☺ Emotional intelligence
- ☺ Emotion Coaching
- ☺ Resources
- ☺ Having family fun
- ☺ Friendship skills
- ☺ Emotion Coaching skills
- ☺ Role plays.



Home activities

- ☺ Emotion Talk Time (ETT): Spend time and talk with your child each day, at a time when your child is most likely to feel comfortable talking. This might be after preschool, after dinner, in the bath, or in bed
- ☺ ETT has the benefit of providing quality time with your child and can improve communication. Try to listen in an open minded and non-judgmental way. Not all children talk openly about feelings. If your child is like this, be patient. Try to have ETT when you are doing something together, such as driving or doing household tasks
- ☺ Notice lower intensity emotions such as worry, irritability or disappointment
- ☺ Use the Emotion Diary to record ETT and/or emotion coaching experiences.

What is emotional intelligence?

Emotional intelligence is the ability to:

- identify and understand your own emotions
- successfully use emotions during social interactions
- use your emotional awareness to guide you when solving problems
- deal with frustration and be able to wait to get what you want
- keep distress from overwhelming your ability to think
- be in control of how and when you express feelings.

'A set of traits that matters enormously for our destiny.'

(Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.)



Why is emotional intelligence important?

Emotional intelligence is important because:

- it allows you to have awareness and control over what you do
- it results in lower levels of stress, which are associated with better health
- enables more satisfying friendships and lasting intimate relationships
- you can soothe yourself, and are therefore able to calmly focus, concentrate, and think when faced with a challenging situation
- it makes you more resilient. This means change and stress are easier to deal with.



Emotion Coaching

To emotion coach your child you:

1. Become aware of their emotion, especially if it is of a lower intensity (such as disappointment or frustration)
2. View their emotion as an opportunity for intimacy and teaching
3. Communicate your understanding and acceptance of the emotion
4. Help them use words to describe what they feel
5. If necessary, help them to solve problems. You may also communicate that all wishes and feelings are acceptable, but some behaviours are not.



Adapted from Gottman, J. M. & DeClair, J. (1997). *The Heart of Parenting: Raising an Emotionally Intelligent Child*. New York: Simon & Schuster.

Why emotion coaching improves children's behaviour

'Emotion Coaching works alongside positive forms of discipline that rely on providing children with clearly understood consequences for misbehaviour' (Gottman, 1997: p 67).

When parents begin to Emotion Coach, they find that discipline problems often decrease. This might be because:

1. Emotion Coaching parents respond to their children when their feelings are still at a low level of intensity, which means that they get attention sooner and don't (unconsciously or consciously) need to escalate their behaviour or start to feel more intense emotions
2. If children are Emotion Coached from an early age, they become well practiced at self-soothing. They are more likely to stay calm, even when they are experiencing strong emotions
3. Emotion Coaching parents don't disapprove of their children's emotions, so there are fewer points of conflict. At the same time, they set clear limits about inappropriate behaviour — they ensure that children know the rules and the consequences for breaking them
4. Emotion Coaching creates a strong emotional bond between parents and children, so children are more responsive to their parents' requests.



Glossary

Anger management

Being in control of your own behaviour when you are angry. This involves:

- being more aware of what triggers your anger
- controlling what you do when you are angry
- expressing your anger in ways that are safer and more constructive for you and for other people.

Criticism

Negative comments that have the effect of making someone feel judged as a person.

Delayed gratification

Waiting before getting a reward.

Emotion Coaching parenting style

A style of parenting in which a parent pays attention to the child's emotions and helps them to identify, understand and express their emotions, as well as helping the child problem solve.

Emotion disapproving parenting style

A style of parenting in which the parent judges and criticises the child's emotions, and sets limits on and controls emotional expression. Parents who prefer this style might also have trouble expressing their own feelings.

Emotion dismissive parenting style

A style of parenting in which the parent ignores the child's feelings, preferring instead to distract the child and focus on positive rather than negative feelings. Parents who favour this style often have trouble expressing sadness and attempt to control or hide their own anger.

Emotion expressiveness

Showing emotion through (for example) body language, facial expression, language and actions.

Emotion regulation

Monitoring and modifying your emotional reactions in ways that result in appropriate and effective expression of emotions.

Emotion talk time (ETT)

A time for parent and child to talk about emotions, and a chance to apply Emotion Coaching strategies.



Emotional intelligence

A person's ability to understand, express and regulate their own emotions in ways that are effective for themselves and others.

Emotional self care

Being aware of and looking after your own emotional needs.

Emotion Tuning

Identifying and exploring emotions (part of Emotion Coaching).

Empathy

A person's ability to recognise and understand the emotion of another, and to put themselves in another person's shoes.

Permissive parenting style

A style of parenting in which the parent accepts the child's emotions but does not help the child solve problems. Parents who prefer this style express their own emotions but often have difficulty resolving them.

Meta-emotion

What people think and feel about showing emotion.

Modelling

Demonstrating a behaviour that others learn from.

Praise

Approving or encouraging statements.

Reflective listening

Listening attentively and then demonstrating this by repeating or paraphrasing what you heard.

Self esteem

A person's self-image and sense of self-worth.

Self soothe

The ability to calm yourself.

Validation

An act that shows you respect a person and take them and their feelings seriously.



Web Links

Tuning in to Kids

www.tuningintokids.org.au

Information and resources about the *Tuning in to Kids: Emotionally Intelligent Parenting Program*.

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

www.casel.org

CASEL is an international collaboration of educators, scientists, policy makers, foundations and concerned citizens promoting social and emotional education and development in schools.

Emotional Intelligence Information

www.unh.edu/emotional_intelligence

The purpose of this site is to communicate scientific information about emotional intelligence, including relevant aspects of emotions, cognition, and personality.

EQ.org

www.eq.org

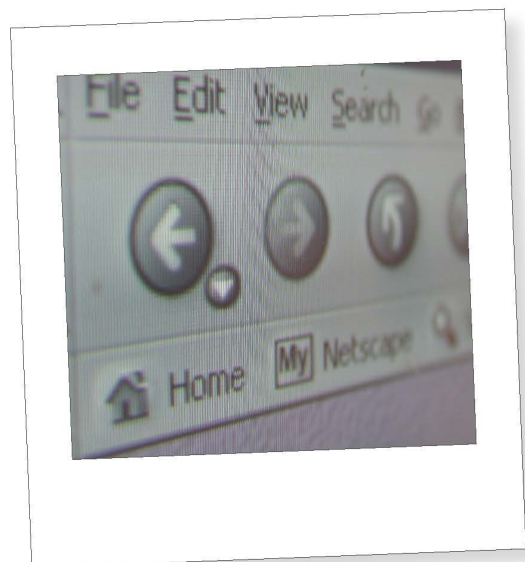
EQ.org is a directory that aims to provide a convenient and comprehensive tool for people interested in developing emotional competence to find the resources they need.

Faber and Mazlish

www.fabermazlish.com

This website includes resources from the authors Adele Faber and Elaine Mazlish. They studied for ten years in parent groups with the late child psychologist, Dr. Haim Ginott, who was the main inspiration for the research on emotionally intelligent parenting undertaken by John Gottman (see The Gottman Institute below). Faber and Mazlish's internationally acclaimed books *How To Talk So Kids Will Listen & Listen So Kids Will Talk* (almost two million copies sold) and *Siblings Without Rivalry* (#1 on The New York Times Best Seller List) have been translated into a number of different languages.

The authors are former members of the faculty of the New School for Social Research in New York and Family Life Institute of C.W. Post College of Long Island University.



The Gottman Institute

www.gottman.com

The Gottman Institute works to help create and maintain greater love and health in relationships. It is committed to an ongoing program of research that increases the understanding of relationships and adds to the development of interventions that have been carefully evaluated. The Institute aims to make all services accessible to the broadest reach of people across race, religion, class, culture, sexual orientation, and ethnicity.

Raising Children

www.raisingchildren.net.au

This website provides useful information for parents and carers about a range of child development issues.

6seconds — Emotional Intelligence Network

www.6seconds.org

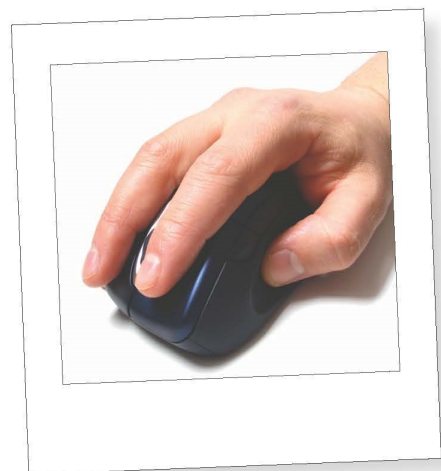
6seconds is a non-profit organisation supporting the development of Emotional Intelligence in schools, homes and communities. The site has many articles, resources and free information as well as an online store.

The organisation publishes the Self-Science curriculum as well as other materials for schools and families, provides teacher, parent and trainer-training, and runs educational programs for children.

Talaris Research Institute

www.talaris.org

The Talaris Institute works to improve the healthy social, emotional and cognitive development of children from the prenatal period through age five by providing parents and other caregivers with tools to raise their children effectively.



Useful books for tuning in to kids

The Heart of Parenting. How to Raise an Emotionally Intelligent Child. John Gottman, (1997), Bloomsbury, London.

Emotionally Intelligent Parenting. Maurice J. Elias, Steven E. Tobias and Brian S. Friedlander (1999), Doubleday, New York.

How To Talk So Kids Will Listen & Listen So Kids will Talk. Adele Faber and Elaine Mazlish (1980, 2000), Avon Books, New York.

Siblings Without Rivalry. Adele Faber and Elaine Mazlish (1987, 1998), Avon Books, New York.

How to Talk So Kids will Learn, in Home and at School. Adele Faber and Elaine Mazlish (1996), New York Fireside, New York.

Loving Your Child is Not Enough, Positive Discipline that Works. Nancy Samalin (1988), Penguin, New York.

Love and Anger — the Parental Dilemma. Nancy Samalin (1992), Penguin Books, New York.

Loving Each One Best: A Caring and Practical Approach to Raising Siblings. Nancy Samalin with C. Whitney (1996), Bantam Books, New York.

The Optimistic Child. Martin Seligman (1995), Random House, Australia.

What Am I Feeling? John Gottman and Talaris Research Institute (2004). See www.talaris.org.

Smiling At Yourself — Educating Young Children About Stress and Self Esteem. A Mendler (1990), Network Publications, California.

What Every Parent Needs to Know. Margot Sunderland (2008), Dorling Kindersley, London. (The hardback edition of this book is called *The Science of Parenting*)

Building Emotional Intelligence. Linda Lantieri (2008), Sounds True Inc. New York. (This book comes with a CD of relaxation and meditation for children)

You are My World. Amy Hatkoff (2007), Stewart, Tabori and Chang, New York.

Sometimes I feel ... How to help your child manage difficult feelings. Samantha Seymour (2009), Finch Publishing, Sydney.



Group leader role play — Being dismissive: Mum and Georgia

Mum: Time for bed Georgia.

Georgia: I don't want to go to bed.

Mum: You know its 8:30 and time for bed.

Georgia: But I'm scared of the monsters.

Mum: There aren't any monsters in your room. We looked last night and there weren't any there.

Georgia: But they are there tonight!

Mum: Look, I'm getting sick of this. I'll come up and check your room again.
(They go up to Georgia's room to look.)
See, no monsters!!! You just have to put on a brave face and remember that there are no such things as monsters. You're a big 4-year-old now.

Georgia: (Screams and cries inconsolably)



Emotion Coaching: Mum and Georgia

Mum: Time for bed Georgia.

Georgia: I don't want to go to sleep.

Mum: You don't want to go to sleep. Sounds like something is going on... you know it is 8:30 – bed time.

Georgia: I'm scared of the monsters again.

Mum: You feel scared by something in your room again. Hey — (gives a cuddle) would you like to show me what's scary?

Georgia: (They go up to Georgia's room and Georgia points out the shadows made by the dinosaurs on her shelf).

Mum: Those shadows really do look scary. I can see why you feel scared, I might too, if I thought they were real. (They sit on the bed and have a cuddle)

Georgia: I like it when you're here mummy. I'm not so scared of them now.

Mum: That's good.
You know, I've found that sometimes there are ways to make shadows seem a bit less scary. When I was little, I used to look at them up close. What do you think we could do to make *these* shadows seem less scary?

Georgia: We could read to them about other scarier things like dinosaurs or put shoes under my pillow, so if they come in the night I can run really fast and get away!

Mum: Those are great ideas! Do you want to try them?

Georgia: Yeah.

Mum: I reckon you're really good at coming up with ideas.



Being dismissive: Mum and Cody

Mother: Cody, it's time for preschool.

Cody: I don't want to go.

Mother: Come on, it's time to go. I've got to drop you there to take Michael to the doctors after. (in a matter-of-fact tone)

Cody: Noooo. I hate preschool. (whimpering)

Mother: No you don't. You love going. You've never not wanted to go before. What's happened now?

Cody: I just don't want to. (starts to cry)

Mother: (starting to get irritated) Come on Cody, I haven't got time right now. Get your shoes and your bag. You're going to make me late! (annoyed)

Cody: (kicking her bag, she starts to wail)

Mother: Stop it Cody!! Will you get in the car. (exasperated)

The situation continues ...



Emotion Coaching: Mum and Cody

Mother: Cody, it's time for preschool.

Cody: I don't want to go.

Mother: Come on, it's time to go. I've got to drop you there and take Michael to the doctors.

Cody: Noooo. I hate preschool.

Mother: Oh, you don't like preschool? That's not what you usually say. Has something happened there?

Cody: No. (starts to cry)

Mother: Oh (giving a cuddle). Something has made you feel sad and stopped you wanting to go to preschool.

Cody: (hugging mum) I want to stay home.

Mother: You're feeling sad and now you want to stay home.

Cody: Yes. I hate Jordan.

Mother: Did something happen with him yesterday?

Cody: Yeah, he pushed me over. And told the others not to play with me.

Mother: Oh, that's a bit rough. No wonder you're feeling sad. Maybe you're a bit angry with him too?

Cody: Yeah. I'm not playing with him anymore. I'd rather play with Adam.

Mother: Oh, so you think you might play with someone else. That sounds like a good idea. I bet you'll have fun with Adam. Maybe you can ignore Jordan?

Cody: Yeah

And off they go to preschool ...



Being dismissive: Mum and Cody

Mother: Cody, it's time for school.

Cody: I don't want to go.

Mother: Come on, it's time to go. I've got to drop you there to take Michael to the doctors. (in a matter-of-fact tone)

Cody: Noooo. I hate school. (whimpers)

Mother: No you don't. You love going to school. You've never not wanted to go before. What's happened now?

Cody: I just don't want to. (starts to cry)

Mother: (starting to get irritated) Come on Cody, I haven't got time right now. Get your shoes and your bag. You're going to make me late! (annoyed)

Cody: (Kicks his bag and starts to wail)

Mother: Stop it Cody!! Will you get in the car. (exasperated)

The situation continues ...



Emotion Coaching: Mum and Cody

Mother: Cody, it's time for school.

Cody: I don't want to go.

Mother: Come on, it's time to go. I've got to drop you there and take Michael to the doctors.

Cody: Noooo. I hate school.

Mother: Oh, you don't like school? That's not what you usually say. Has something happened?

Cody: No. (starts to look tearful)

Mother: Oh, sweetheart (giving a cuddle). Something's made you feel sad and stopped you wanting to go to school.

Cody: (hugging mum) I want to stay home.

Mother: You're feeling sad and you want to stay home?

Cody: Yeah. I hate Jordan.

Mother: Did something happen with him yesterday?

Cody: Yeah, he pushed me over in the hall and told the others I couldn't hang out.

Mother: Oh, that's a bit rough. No wonder you're feeling sad. Maybe you're a bit angry with him too saying that in front of your friends?

Cody: Yeah. I'm not playing with him anymore. I'd rather play with Adam.

Mother: Oh, so you think you might play with someone else. That sounds like a good idea. I bet you'll have fun with Adam. Maybe you can just ignore Jordan.

Cody: Yeah. The others don't really like him anyway ...

And off they go to school ...



Being dismissive: Dad and Sarah

Dad: What's the matter?

Sarah: My picture's ugly.

Dad: Let me see. Sarah, it's a beautiful picture. What's wrong with it?

Sarah: It's no good. Sally's picture was much better ...

Dad: Oh don't be silly sweetheart. Your picture is just as good as hers I'm sure.

Sarah: Huh?

Dad: Come on, let's go and read a story. You'll be alright.

Sarah: Naa. I don't want to. (she leaves the room)



Emotion Coaching: Dad and Sarah

Dad: What's the matter?

Sarah: My picture's ugly.

Dad: Let me see. Sarah, it's a beautiful picture. What's wrong with it?

Sarah: It's no good. Sally's picture was much better...

Dad: Hummm... so you're feeling a bit disappointed that your picture isn't as good as Sally's.

Sarah: Yeah.

Dad: It's frustrating when you try really hard and then you don't think your picture is really good. I feel sad too when I don't do as well as I would like.

Sarah: Mmm. But she didn't like her picture either.

Dad: Oh, so it sounds like you were both disappointed with your pictures. Were there any things at preschool that you did think you did okay on today?

Sarah: Yeah, I was first to clean up all the paints and Wendy said that I was very good.

Dad: Oh, that's great.

Sarah: Yeah.

Dad: Well done!

They start to read a book ...

