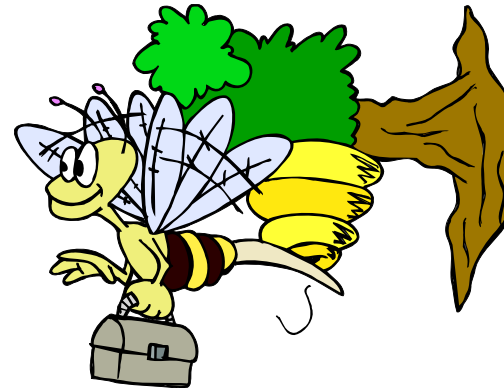




Presents

Teaching EQ to Children, Part 2

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www.arlenetaylor.org
Brain References**



Working Definition

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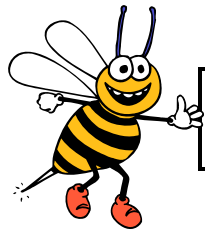
Emotional Intelligence (EQ) involves the ability to know what feels good, what feels bad, and how to get from bad to good in a way that results in positive outcomes

Many people try to get from bad to good using addictive behaviors (e.g., substances) that tend to result in negative outcomes over time

EQ Continuum

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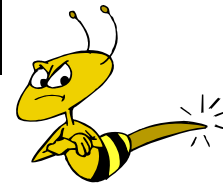
Behaviors can be analyzed and plotted on a metaphorical EQ Continuum



High

Average

Low



The higher one's position on the EQ Continuum, the easier it is to identify high versus low EQ behaviors

EQ – Nothing New...

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In all likelihood, behaviors related to all levels of EQ have been around as long as humans have inhabited this planet

EQ terminology, characteristics, studies related to its importance, a metaphorical continuum, and EQ assessments are all coming into their own in this 21 Century



$$\mathbf{IQ + EQ = SQ}$$

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IQ (Intelligence Quotient)

describes inherited potential abilities with which you were born



EQ (Emotional Intelligence Quotient)

describes learned abilities distinct from, but complementary to, academic intelligence as measured by IQ

SQ (Success Quotient)

describes your relative success over your lifetime

Estimates

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Contribution to your overall success in life:

- **IQ contributes about 20%**
- **EQ contributes about 80%**



Top performers in life use both in harmony

Note: at work, successful managers tend to have high EQ, while less successful managers often have high IQ but low EQ

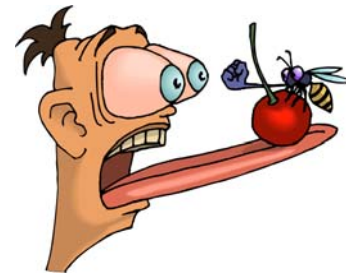
What did You Learn?

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Most educational systems stress IQ and reason (e.g., read, write, math, science)

You are expected to learn EQ from your care providers, role models (if they had high EQ they could teach it to you), peer groups, and life experiences

You can develop and/or raise your EQ at any age . . .

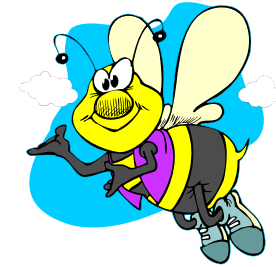


High EQ Is Essential

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EQ does not show up in IQ tests and yet your level matters more than anything else in determining your overall success in life both personally and professionally

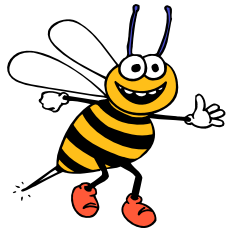
There can be a HUGE difference between persons with low levels of EQ versus high levels of EQ



Characteristics of High vs Low

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↑
EQ



Satisfied
Aware
Balanced
Peaceful
**High self-
esteem**
**Happy (even
appreciative)**

Frustrated
Unaware
Unstable
Restless
**Low self-
worth**
**Unhappy (even
depressed)**

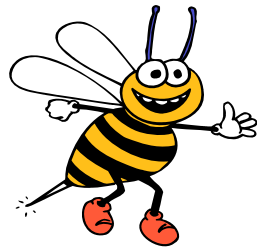
↓
EQ



Characteristics, Cont'd

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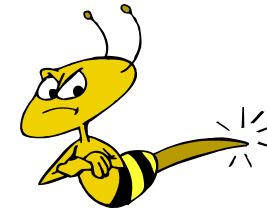
↑
EQ



Motivated
Contented
Connected
Calm
Interdependent
Energetic
Perceive
success

Dejected
Angry
Lonely
Stressed
Dependent
Tired
Perceive
failure

↓
EQ





Helps Minimize Conflict

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**Conflict happens everywhere —
and it is expensive**



- **Home: contributes to illness, stress, violence, addictions, divorce, murder . . .**
- **Churches: decreases spirituality, burns out teachers and ministers, triggers misunderstandings . . .**
- **Workplace: managers spend 18% of their time managing employee conflicts**
—US State News; August 19, 2006

Marshmallow Experiment

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**Longitudinal study by
Stanford researcher,
Walter Mischel**



653 four-year-olds in the original study

**He promised a second marshmallow to
any child who could postpone eating
their marshmallow until the researcher
returned to the room in 15-20 minutes**

Experiment Results

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Some children couldn't wait for 15-20 minutes and ate the marshmallow before researcher returned

Some thought differently – they concentrated on doing something else rather than focusing on what they wanted to avoid (e.g., sang songs, told stories, played games, walked around the room, fell asleep)



Participants at Age 18

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Those who had won a 2nd marshmallow were more socially competent and self-assertive, exhibited more resilience in dealing with life's frustrations, had applied delayed gratification in pursuit of their goals, and had averaged 200 points higher on their SAT results



Those who had not waited were more indecisive, stressed, and stubborn . . .

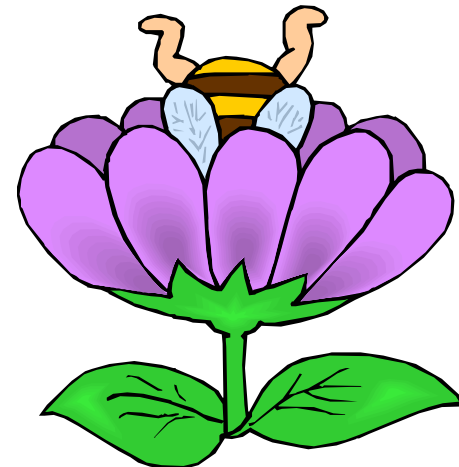
Research Conclusion

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**The quality of self-control
at age four —**

**defined as the capacity to
delay gratification as one
single skill —**

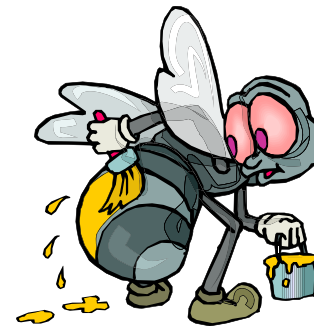
**is twice as powerful
a predictor of latter success in life, as
compared to the person's IQ**



EQ Myths

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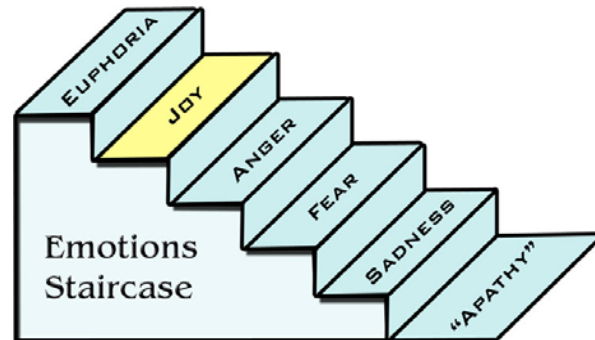
1. EQ equates with being “nice” (false; it equates with being graciously functional)
2. EQ is higher in women (false)
3. EQ means giving free reign to feelings (false)
4. EQ is fixed genetically (false)
5. EQ is developed only in childhood (false)



The Goal

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Use every opportunity to increase your skill level to identify emotions accurately, understand what they are trying to tell you, take appropriate action, and decide how long you want to hang onto the feelings you created



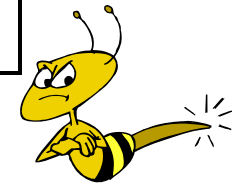
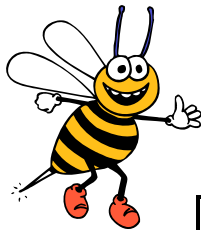
**Gender differences
in socialization –
Avoid that trap!**

High-EQ Behaviors

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Eight behaviors have come to be associated with high levels of EQ

People with high EQ tend to consistently exhibit behaviors that cluster at the high end of the EQ Continuum



#1 High-EQ Behavior

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Able to identify, accurately label, assess the level of intensity, and express emotions appropriately



Some people are already throwing something or yelling before they realize the emotion of anger has surfaced . . .

#2 High-EQ Behavior

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**Able to recognize quickly
what the emotion is
designed to communicate**

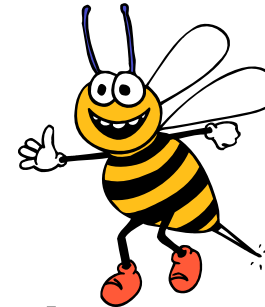


**Some people act inappropriately in a
specific situation because they didn't
recognize the information the emotion
was trying to convey**

#3 High-EQ Behavior

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Able to delay gratification and exhibit good impulse control



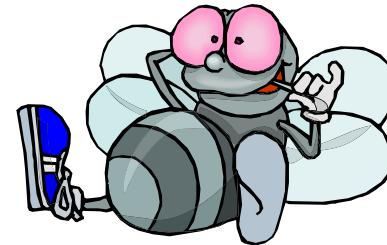
Would you have gotten a second marshmallow if you had been part of the Stanford Marshmallow Experiment?

**Are you able to *think differently now*?
How often do you *kick the cat*?**

#4 High-EQ Behavior

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Able to articulate the difference between identifying a specific emotion and taking immediate action based on that emotion



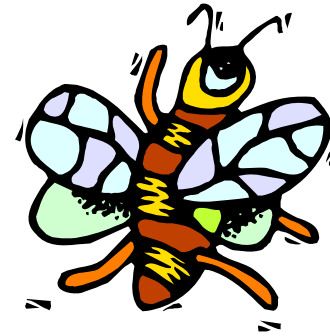
Sometimes the preferred decision is to learn from this experience and exhibit a more functional behavior next time

#5 High-EQ Behavior

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Able to listen, read and interpret social cues, and understand the perspective of others whether or not there is agreement

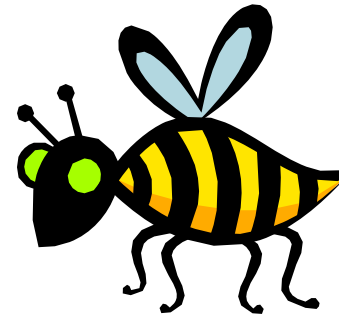
Each brain is unique and only has its own opinion – You can agree, disagree, or negotiate to common ground . . .



#6 High-EQ Behavior

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**Exhibit effective verbal
and nonverbal skills
along with empathy
and compassion**



**Parents and partners sometimes enable
dysfunctional behaviors. You can exhibit
empathy and compassion and *still get
the job done . . .***

#7 High-EQ Behavior

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Able to manage own feelings and moods effectively and take responsibility for them

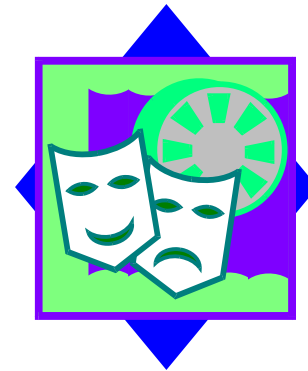


A mood is simply a feeling that hangs around for a time (sometimes for a very long time). Do you blame others for the feelings you created? Do people tend to tip-toe on eggshells around you?

#8 High-EQ Behavior

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Able to handle relationships effectively, minimizing any tendency to take things personally, jump to conclusions, or overreact



When did you last take something personally, jump to conclusions, or overreact? Replay the DVD in your mind and record a new preferred response

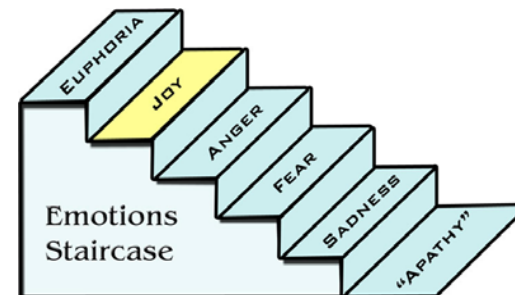


If a Child Can . . .

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Little Farguart learned to hang a sign around his neck with a “feeling” label on it (refer to article on website by Taylor)

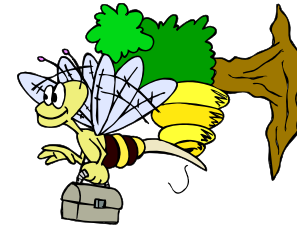
Joy: I feel *glad*
Anger: I feel *mad*
Fear: I feel *scared*
Sadness: I feel *bad*



School of Life

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**Emotional Intelligence is a
required course for success**



**There is always a *next class*, homework is
challenging, and exams are often tough to
pass, so many drop out . . .**

**You can do it and help others raise their
level of EQ by watching you role-model**