

# EMOTIONAL INTELLIGENCE



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# On this sheep-scale, how do you feel today?

Let's check in first!  
Put your sheep-scale  
# in the Zoom chat!



WHAT IS EMOTIONAL INTELLIGENCE?

# Introduction Video

<https://www.youtube.com/watch?v=QGQQ7pJQgHk>

# Emotional Intelligence is...

- The ability to **manage** and **identify** your own **emotions**, in addition to the emotions of others
  - Those with high emotional intelligence are able to identify how they feel, what their feelings mean, and how it can impact their behavior and other people.
  - They possess strong self-awareness.
  - They have strong interpersonal skills and thrive in their work-related environments, especially with conflict management and making informed decisions.
- Overall, it helps us **build** strong relationships, **succeed** at school/work, and **achieve** our academic/career and personal goals

# Experts tell us...

- Those with higher emotional intelligence and resilience are more likely to be **happier** and more physically **healthy**.
  - Can adapt easily to changing environments
- People with higher emotional intelligence and resilience **perform** at **higher** levels.
- Low emotional resilience correlates to higher **absenteeism**.
- There are **5 key components** to emotional intelligence:
  - 1. Self-awareness
  - 2. Self-regulation
  - 3. Motivation
  - 4. Empathy
  - 5. Social Skills

# THE 5 EMOTIONAL INTELLIGENCE COMPONENTS

# Component 1: Self-Awareness

- When someone is self-aware, they understand **their own** thoughts, feelings, values, beliefs, and actions.
    - Understanding who you are, what your wants are, how you feel, and why you do the things that you do
  - You're able to see your own patterns of behavior and motives.
  - You can recognize your triggers, identify your strengths, and recognize your limitations.
- ➔ *For us: ask for constructive feedback, set goals, reflect on your experiences*



## Component 2: Self-Regulation

- Self-regulation refers to the ability to **control** your impulsive feelings and behaviors while **managing** your emotions in a healthy way.
    - Your emotional reactions are in proportion to the given circumstances.
    - You think before you act and consider the consequences.
- ➔ *For us: look at challenges as opportunities, find ways to manage difficult emotions*



# Component 3: Social Skills

- Refers to how you perceive emotions and interact/communicate with others.
  - The more you're in tune with your emotions...the easier it is to assess others'.
    - Perceiving others' feelings appropriately enables building and maintaining healthy relationships. It also facilitates effective communication.
  - Social skills also includes active listening and nonverbal communication skills (i.e., body language, gestures, facial expressions)
- *For us: practice good eye contact, ask open-ended questions, practice active listening*

# Component 4: Empathy

- Empathy is the ability to understand others' feelings and see things from their point of view.
  - In conversations, you understand where someone is coming from.
  - "Stepping into the shoes of another person"
- Empathy doesn't stop developing in childhood - we can nurture its growth throughout our lives

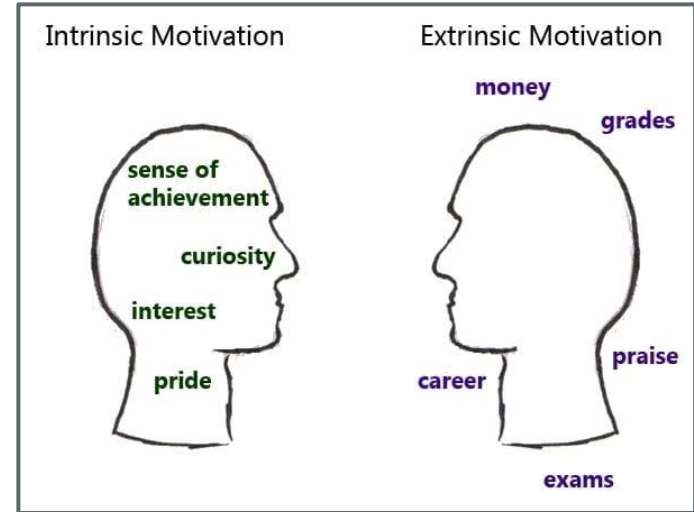
➔ *For us: be willing to share your feelings, talk to new people, engage in a cause (i.e., community project)*



# Component 5: Motivation

- Motivation refers to your ability to inspire both yourself and others to action.
- Emotionally intelligent people are typically are **intrinsically motivated**.
  - You do something because you enjoy it or see it as an opportunity to explore, learn, and grow your potential.

→ *For us: avoid overusing extrinsic rewards, celebrate your accomplishments (big or small)*



"TO FEEL DIFFERENTLY, WE HAVE TO SEE DIFFERENTLY. AND TO SEE DIFFERENTLY, WE HAVE TO GAIN KNOWLEDGE THAT WE DON'T HAVE. TO GAIN KNOWLEDGE THAT WE DON'T HAVE, WE HAVE TO EXPERIENCE NEW THINGS."

TAKE  
a ↗  
break

# SIGNS OF LOW EMOTIONAL INTELLIGENCE

1. Poor emotional control/self-regulation
2. Difficulty recognizing emotions
3. Poor social skills
4. Unable to show compassion to others
5. Self-centeredness
6. Blames others

## SIGNS OF **LOW** EMOTIONAL INTELLIGENCE IN CHILDREN



Shows discomfort in conversations about emotions



Has low self-control and self-regulation



Blames others, shows aggressive behaviors



Doesn't recognize when someone is feeling hurt or sad



# Examples

- Avoiding talking about how they feel, or using vague terms (i.e., I feel bad, I'm just tired)
- In stressful situations, there isn't a 'cool down' or processing time - they're quick to react
- Have difficulty working in teams and minimize/neglect others' points of view
- Have difficulty accepting constructive feedback

PROMOTING EMOTIONAL INTELLIGENCE  
TO OUR STUDENTS

# Encouraging Self-Awareness & Emotional Literacy

- **Providing vocabulary for feelings**
  - Encouraging I statements: “I feel \_\_\_\_\_ when \_\_\_\_\_.”
  - If you notice an emotion - ask. “Do you feel \_\_\_\_\_?”
    - Make sure the vocabulary is at their comprehension level (i.e., worried/anxious)
- **Check-ins**
  - Make it fun or more engaging with picture charts, books, or games
  - The Zones of Regulation (Kuypers, 2011): have students identify what zone they are in.

<b>CHECK-IN</b>	
<b>Green Zone</b>	I am Feeling: Happy, focused, ready to learn and calm.
<b>Blue Zone</b>	I am Feeling: Sad, tired, bored, nervous or sick.
<b>Yellow Zone</b>	I am Feeling: Frustrated, silly, a little out of control, worried or excited.
<b>Red Zone</b>	I am Feeling: Angry, upset, out of control, wanting to yell or hit or am refusing to work.

# Encouraging Social Awareness & Interpersonal Skills

- **Perspective-taking**

- Try to ask the student how they would feel in given situations/scenarios
- Roleplay: Act out different social situations with the student. Identify and work through their challenges. If you feel they need social skills modeled, act as **the student** in the scenario and have them be the teacher, friend, parent, etc.

- **Promote active-listening**

- Play games with students like popcorn storytelling, Simon says, telephone, iSpy
- Check-in with students to make sure they are remaining attentive and provide reminders/repeat if necessary

# Encouraging Motivation & Action

- **Problem solving**
  - Have students communicate and identify their problems or difficulties. Then, model the problem solving rather than simply giving them the answer.
  - Identify the problem, generate solutions, reflect on the impact
- **Good-decision making**
  - Foster independence: encourage students to take responsibility for their choices
  - Modeling: model making thoughtful decisions and explain your reasoning to them.



ACTIVITY: LET'S BEGIN OUR EMOTIONAL  
INTELLIGENCE JOURNEY!

# NERIS Model Personality Test

Since the first component to emotional intelligence is self-awareness...let's take a personality test!

The NERIS Model is very similar to the Myers-Briggs personality assessment, and uses the same result acronyms. It determines your personality traits and will generate your results in a 5-letter acronym with an assigned character (i.e., INJF-T = the advocate).

This can also be shared with students who are discovering their passions and determining career interests.

Take it Here: <https://www.16personalities.com/free-personality-test>

# What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type. For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

## 1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer  
**E**  
Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer  
**I**  
Introversion

## 2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer  
**S**  
Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer  
**N**  
Intuition

**ISTJ**  
Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

**ISFJ**  
Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

**INFJ**  
Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

**INTJ**  
Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

**ISTP**  
Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

**ISFP**  
Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

**INFP**  
Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

**INTP**  
Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

**ESTP**  
Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

**ESFP**  
Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

**ENFP**  
Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

**ENTP**  
Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

**ESTJ**  
Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

**ESFJ**  
Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

**ENFJ**  
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

**ENTJ**  
Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

## 3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer  
**T**  
Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer  
**F**  
Feeling

## 4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer  
**J**  
Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations


then you prefer  
**P**  
Perceiving

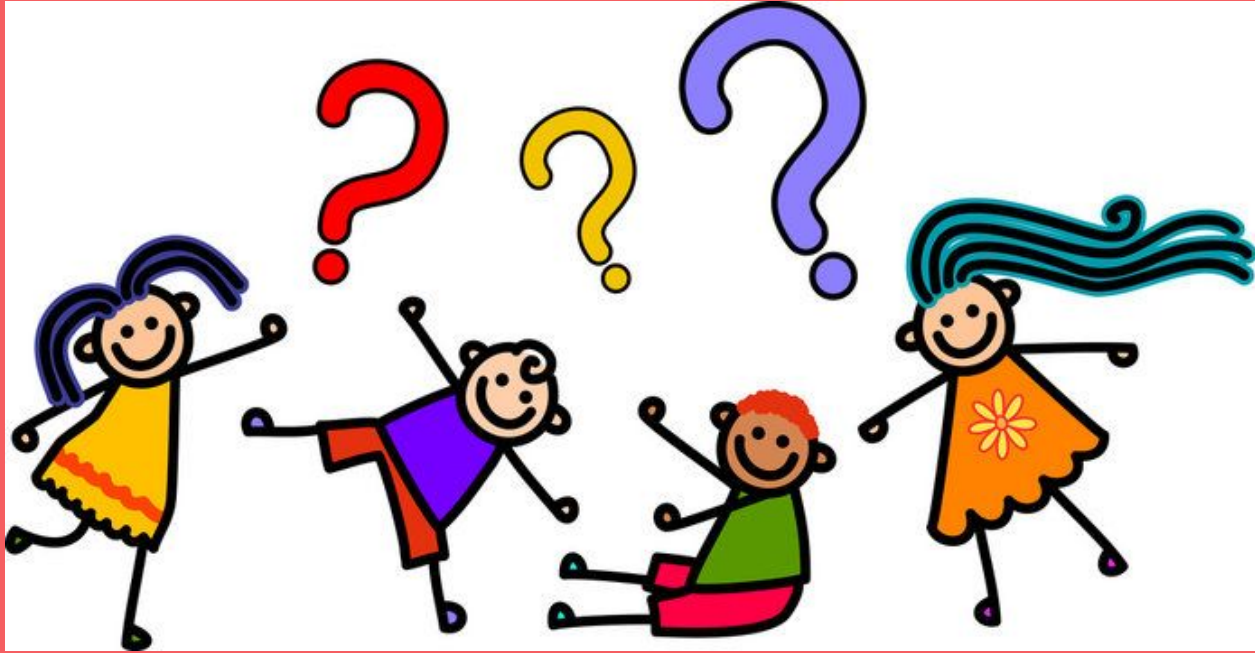


## Personality Type Distribution in the General Population

Type	Frequency in Population	
ISFJ	■■■■■■■■■■■■■■■	13.8%
ESFJ	■■■■■■■■■■■■■	12.3%
ISTJ	■■■■■■■■■■■■■	11.6%
ISFP	■■■■■■■■■	8.8%
ESTJ	■■■■■■■■■	8.7%
ESFP	■■■■■■■■■	8.5%
ENFP	■■■■■■■	8.1%
ISTP	■■■■■	5.4%
INFP	■■■■	4.4%
ESTP	■■■■	4.3%
INTP	■■■	3.3%
ENTP	■■■	3.2%
ENFJ	■■■	2.5%
INTJ	■■	2.1%
ENTJ	■■	1.8%
INFJ	■■	1.5%

Data source: "MBTI Manual" published by CPP

<b>ISTJ</b>  Warren Buffet	<b>ISFJ</b>  Mother Theresa	<b>INFJ</b>  Mahatma Gandhi	<b>INTJ</b>  Mark Zuckerberg
<b>ISTP</b>  Steve Jobs	<b>ISFP</b>  Michael Jackson	<b>INFP</b>  J K Rowling	<b>INTP</b>  Jimmy Wales
<b>ESTP</b>  Donald Trump	<b>ESFP</b>  Larry Ellison	<b>ENFP</b>  Walt Disney	<b>ENTP</b>  Barack Obama
<b>ESTJ</b>  Steve Ballmer	<b>ESFJ</b>  Sam Walton	<b>ENFJ</b>  Oprah Winfrey	<b>ENTJ</b>  Bill Gates



QUESTIONS?

THANK YOU FOR ATTENDING!

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