

Follow-Up Information For Parents From

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Based on his presentation:
What Parents can do to Ensure Students'
Success in School and Life

Presented to Parents in Tenafly, NJ
on
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People with Emotional Intelligence (EQ) are healthier, more employable, make better leaders and have better relationships. The Wall Street Journal has written about the importance of EQ in politics, law, and business. Parents have a critical role to play in nurturing and developing their children's EQ - striving to create an environment of trust, respect, and support as well as modeling "emotionally intelligent" behavior at home.

The presentation I gave was designed to help Tenafly parents understand what we can do to ensure students' success in school and life. I have prepared the following materials to help parents communicate with children on a deeper, more gratifying level, how to help them successfully navigate the intricacies of relating to others, and how to counter the harmful influences of the mass culture.

The presentation was the first parent event held in conjunction with a new initiative I am working on with the Tenafly School District. This program, Developing Safe and Civil Schools (DSACS) is an ongoing effort to evaluate current offerings, eliminate unnecessary programming and fill in any gaps to offer

Tenaflly students a rich, rewarding and emotionally healthy school experience at all grade levels.

Emotionally Intelligent Parenting

By Maurice Elias, Steve Tobias, and Brian Friedlander

- v Have A Family Mission Statement/Vision
- v Listen to Your Feelings
- v Emphasize Your Kids' Strengths
- v Apologize When You Lose Your Cool
- v Children Follow What You Do Even More Than What You Say, But They Do Listen!
- v Make Your Home an Oasis Against Stress
- v **The 24 Karat Golden Rule:** Do Unto Your Children as You Would Have **Others** Do Unto Your Children
- v Follow up at **RutgersMJE@AOL.COM**

The Building Blocks of Emotionally Intelligent Parenting and an EQ-Building, Relationship-Nurturing Home

- 1. Appreciation:** give clear praise for trying new things, not doing what peers are doing, taking care of even small household or school responsibilities
- 2. Belonging:** help children participate in local teams and extracurriculars, take classes to build hobbies, but avoid overload
- 3. Confidence:** encourage effort and follow through, celebrate accomplishments
- 4. Competencies:** build study skills and planning skills for projects, assignments, meeting household and family responsibilities, working in groups and teams, exercising leadership
- 5. Contributions:** involve children in family charity decisions; encourage giving a percentage of major gifts, holiday presents, to those in greater need; model and encourage community service

Based on Elias, M. J., Tobias, S. E., & Friedlander, B. S. (2002). Raising emotionally intelligent teenagers. New York: Three Rivers Press/Random House.

Emotional Expression: Your Pattern and Range

From: Raising Emotionally Intelligent Teenagers, by Elias, Tobias, and Friedlander

How often do you display the following feelings towards your children:

	Always	Regularly	Once in a While	Rarely	Never
Love	1	2	3	4	5
Pride	1	2	3	4	5
Fun	1	2	3	4	5
Compassion	1	2	3	4	5
Respect	1	2	3	4	5
Understanding	1	2	3	4	5
Interest	1	2	3	4	5
Anger	1	2	3	4	5
Disappointment	1	2	3	4	5
Frustration	1	2	3	4	5
Annoyance	1	2	3	4	5
Embarrassment	1	2	3	4	5
Anxiety	1	2	3	4	5
Withdrawal	1	2	3	4	5

We list positive feelings first because many people forget about these. What is the balance between positive and negative feelings you show—not what you feel, but what you show? Remember, our children only know what we show them. Most parents find they need to put more emphasis on showing more of the positive feelings, because the negatives seem to come out fairly easily. The key for our children is balance. So, put your focus on the positives and don't worry so much about decreasing the negatives at the moment. The latter is hard for most parents. You can re-balance through positives.

Your EQ Parenting Strengths

To what extent would you say you:

a. Are Aware of Kids', Spouse's Feelings:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

b. Show a High Degree of Self-control with Children:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

c. Possess a Strong Sense of Empathy with Children:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

d. Are Great at Seeing Other Family Members' Points of View

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

e. Set Positive Goals for Children, Family:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

f. Do Organized, Detailed Planning around Parenting Tasks:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

g. Act in Highly Effective, Comfortable Ways With My Teenagers:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

h. Resolve Household Conflicts Peacefully:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

i. Use Creative Problem Solving Around Parenting Issues:

This is Definitely Me Sort of Me Definitely Not Me
1 2 3 4 5

You need to honestly appraise your own strengths when it comes to using your EQ skills in parenting. When it comes to parenting, what is "definitely you"? What is "sort of you"? What is "not you"? Would your kids agree? Would your children's other parent agree? If you are courageous, ask them!! The feedback can only help!

Regardless, keep this inventory of your strengths. By reading and putting into practice ideas from **Emotionally Intelligent Parenting** and **Raising Emotionally Intelligent Teenagers**, we expect you will get better at your strengths and improve in those areas you wish to improve.

Family Fun Plan Worksheet

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Fun Recall—List some times when you have had the most fun as a family

Fun Things—List some thing that different family members find to be the funniest

Fun Centers—List where in the house you have the most fun as a family

Fun Time—When during the week can you schedule some family fun? For how long?

Fun Activities—What can we do as a family to have fun?

<u>Possible Places</u>	<u>Parents' Ideas</u>	<u>Child's Ideas</u>
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At Home

At the Mall

In the Car

In the Park

Other Places

Fun Resources—What do we need to have fun (e.g., books, games, videos, toys, supplies, etc.)

Books to Help with Emotionally Intelligent Parenting and Teaching

Parenting

Elias, M. J., Tobias, S. E., & Friedlander, B. S. (2000). Emotionally intelligent parenting: How to raise a self-disciplined, responsible, socially skilled child. NY: Three Rivers Press.

Elias, M. J., Tobias, S. E., & Friedlander, B. S. (2002). Raising emotionally intelligent teenagers: Guiding the way to compassionate, committed, courageous adults. New York: Random House/Three Rivers Press. (available from the author, RutgersMJE@AOL.COM, in Spanish at amazon.com).

Teaching

CASEL (2003). Safe and Sound: An educational leader's guide to evidence-based social and emotional learning programs. Chicago: Collaborative for Academic, Social, and Emotional Learning.

Elias, M. J. (2003). Academic and social-emotional learning: Educational Practices Series, Booklet #11. Geneva, Switzerland: International Academy of Education (IAE) and the International Bureau of Education (IBE), UNESCO. <http://www.ibe.unesco.org>.

Elias, M. J., & Arnold, H. A. (Eds.) (2006). The educator's guide to emotional intelligence and academic achievement: Social-emotional Learning in the classroom. Thousand Oaks, CA: Corwin Press.

Elias, M. J., Arnold, H. A., Hussey, C. S. (Eds.) (2003). EQ + IQ = Best leadership practices for caring and successful schools. Thousand Oaks, CA: Corwin Press.

Elias, M. J., & Bruene, L. (2005). Social Decision Making/Social Problem Solving for Middle School Students: Skills and Activities for Academic, Social, and Emotional Success. Champaign, IL: Research Press.

Elias, M. J., Friedlander, B.S., & Tobias, S. E. (2001). Engaging the resistant child through computers: A manual to facilitate social & emotional learning. Port Chester, NY: National Professional Resources (available through the author, RutgersMJE@AOL.COM, 732-445-7778, ext. 34).

Elias, M.J., Ogburn-Thompson, G., Lewis, C., & Neft, D.I. (Eds.) (2008). Urban dreams: Stories of hope, resilience, and character. Lanham, MD: University Press of America.

Elias, M. J., & Zins, J. E. (Eds.) (2004). Bullying, peer harassment, and victimization in the schools: The next generation of prevention. New York: Haworth.

Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., Kessler, R., Schwab-Stone, M. E., & Shriver, T. P. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development.

Lantieri, L. (Ed.). (2001). Schools with spirit: Nurturing the inner lives of children and teachers. Boston: Beacon Press.

Lantieri, L., & Patti, J. (1996). Waging peace in our schools. Boston: Beacon Press.

Norris, J. A., Kress, J. S. (2000). Reframing the standards vs. social and emotional learning debate: A case study. The Fourth R, 91 May, June, July, 7-10.

Novick, B., Kress, J., & Elias, M. J. (2002). Building learning communities with character: How to integrate academic, social, and emotional learning. Alexandria, VA: ASCD.

Pasi, R. (2002). Higher expectations. New York: Teachers College Press.

Patti, J. & Tobin, J. (2007). Smart School Leaders: Leading with emotional intelligence (2nd ed). Iowa: Kendall Hunt.

WEB RESOURCES: www.teachSECD.com, www.CASEL.org, and www.Character.org

A variety of **media** resources and materials on SEL/EQ are available through www.edutopia.org (includes an SECD Blog), www.nprinc.com, and www.communitiesofhope.org. (e.g. National Center for Innovation and Education (1999). Lessons for Life: How smart schools boost academic, social, and

emotional intelligence. Bloomington, IN: HOPE Foundation (a video in-service kit, especially for new teachers or teachers new to SEL/EQ, linked to Failure is Not an Option materials).