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Emotional Intelligence in the Classroom: Skill-Based Training for Teachers and Students

Successful schools ensure that all students master basic skills such as reading and math and have strong backgrounds in other subject areas, including science, history, and foreign language. Recently, however, educators and parents have begun to support a broader educational agenda – one that enhances teachers' and students' social and emotional skills.[1] Research indicates that social and emotional skills are associated with success in many areas of life, including effective teaching, student learning, quality relationships, and academic performance.[2–4] Moreover, a recent meta-analysis of over 300 studies showed that programs designed to enhance social and emotional learning significantly improve students' social and emotional competencies as well as academic performance.[5]

Incorporating social and emotional learning programs into school districts can be challenging, as programs must address a variety of topics in order to be successful.[6,7] One organization, the Collaborative for Academic, Social, and Emotional Learning (CASEL), provides leadership for researchers, educators, and policy makers to advance the science and practice of school-based social and emotional learning programs. According to CASEL, initiatives to integrate programs into schools should include training on social and emotional skills for both teachers and students, and should receive backing from all levels of the district, including the superintendent, school principals, and teachers. Additionally, programs should be field-tested, evidence-based, and founded on sound

psychological or educational theory.[6–8] CASEL also recommends that social and emotional learning programs: (1) provide developmentally and culturally appropriate instruction; (2) attempt to create a caring and engaging learning environment; (3) teach children to apply social and emotional skills both in and out of school; (4) enhance school performance by addressing the cognitive, emotional, and social dimensions of learning; (5) encourage family and school partnerships; and (6) include continuous evaluation and improvement.

In this chapter, we describe two programs that fulfill CASEL's requirements and also are compatible with mandates set by *No Child Left Behind* (NCLB),[9] one designed for teachers and the other for middle school students. Both programs are part of a larger initiative involving training and curriculum for school administrators and teachers, parents, and students at all grade levels (i.e., preschool to high school).[10] The programs also are anchored in emotional intelligence (EI) theory,[11] which proposes that four fundamental emotion-related abilities comprise EI, including (1) perception/expression of emotion, (2) use of emotion to facilitate thinking, (3) understanding of emotion, and (4) management of emotion in oneself and others. These four skills promote better quality relationships, enhance emotional health, and improve academic and work performance.[2,3]

The first program is *The Emotionally Intelligent Teacher* (EIT). This full-day workshop, which comes with an activity book, provides teachers of all grade levels with innovative strategies, tools, and techniques to increase their awareness of the importance of EI skills and enhance their ability to employ EI skills in their professional and personal relationships. The second program we describe is *Emotional Literacy in the Middle School* (ELMS). ELMS is a multi-year program that integrates weekly social and emotional learning lessons into existing curricula. There also is a full-day workshop to train teachers on ELMS. Both the EIT and ELMS have been adopted by school districts throughout the United States and abroad, and a comprehensive, multi-method system has been developed to evaluate both programs. Before going into detail about these programs, we provide an overview of EI theory and discuss the importance of emotion-related skills in both teacher and student performance.

☐ Emotional Intelligence

Today, there are two general models of EI in the literature: a skill-based model proposed originally by Mayer and Salovey[11] and a variety of "mixed" approaches.[12–14] According to Mayer and Salovey, EI pertains to an individual's capacity to reason about emotions and to process emo-

tional information to enhance cognitive processes and regulate behavior. For instance, Mayer et al.[15,16] discuss the ability to manage one's own emotions (e.g., the ability to distract oneself temporarily from a difficult situation) as an element of EI. Mixed models, on the other hand, define and measure EI as a set of perceived abilities, skills, and personality traits. For instance, Bar-On's[12] model of EI includes one's perception of his or her ability, "stress tolerance," and basic personality traits such as "optimism." Because both perceived abilities and traits are in the conceptual framework, proponents of the mixed model approach have generally employed self-report measures as opposed to performance measures to assess EI.

Our programs are anchored in the skill-based model of EI. Research indicates that one's estimate of his or her EI (as assessed by self-report as opposed to skill-based measures) is mostly uncorrelated with actual emotion-related ability and does not predict behavior.[17] In our view, keeping EI constrained to a set of emotion-related skills (i.e., the perception, use, understanding, and management of emotion) makes it possible to assess the degree to which EI skills specifically contribute to behavior, as well as provides a firm foundation for developing programs to enhance these skills.[17,18]

The four EI skills included in the Mayer and Salovey[1] model are interrelated, as proficiency in one skill influences mastery in other areas, and cumulative, as mastery on the first three skills culminates in proficiency in the fourth area – management of emotion. Here, we briefly describe the four EI skills; more detailed information can be found elsewhere.[1]

The first skill, *perception of emotion*, refers to the ability to perceive emotions in oneself and others, as well as in other stimuli, including objects, art, stories, and music. The second skill, *use of emotion to facilitate thinking*, refers to the ability to use or generate emotions to focus attention, communicate feelings, or engage in other cognitive processes such as reasoning, problem solving, and decision making. The third skill, *understanding of emotion*, refers to the ability to understand emotional information and the causes of emotions and how emotions combine, progress, and change from one to another. The fourth skill, *management of emotion*, refers to the ability to be open to feelings and employ effective strategies to promote personal understanding and growth.

Mayer and colleagues have developed performance tests of EI, including the Mayer-Salovey-Caruso Emotional Intelligence Tests for adults (MSCEIT)[15] and children (MSCEIT-YV).[19] Both of these tests reliably assess the four-skill model of EI. Moreover, scores on both tests predict a wide range of important life outcomes. Among college students and adults, higher MSCEIT scores are associated with higher quality interpersonal relationships among couples[20] and friends,[21] academic

performance and social competence,[17,22] and key workplace outcomes, including stress tolerance and salary.[23] Lower MSCEIT scores are associated with maladaptive behavior, including drug use, alcohol consumption, and fighting.[24,25] Among school children, MSCEIT-YV scores are associated positively with teacher ratings of adaptability, leadership, and study skills and negatively with aggression, anxiety, conduct problems, hyperactivity, and attention and learning problems, as well as self-reported smoking behavior.[26]

The first premise behind our programs is that both teacher and student proficiency in EI is expected to influence effective communication, management of stress and conflict, maintenance of a positive school environment, and academic or workplace success. Teachers experience a wide range of positive and negative emotions while teaching and interacting with students.[4,27] The nature of their job requires dealing with their own emotions as well as those of students, parents, colleagues, and administrators. Moreover, teachers are among the groups displaying the highest levels of occupational stress. In one study, more than 30% of British teachers perceived their jobs as stressful, with reports of increasing pressure.[28] Indeed, stress and poor emotion management continually rank as the primary reasons why teachers become dissatisfied with the profession and end up leaving their positions.[29] There also has been growing alarm at the rate of teacher burnout and the adverse implications this has for the learning environment in schools and the achievement of educational goals.[30] Moreover, teachers who have difficulty regulating their emotions (and their classrooms) tend to have students who experience more negative emotions in class (e.g., sadness, shame, and guilt).[4] We believe that EI skills are one of the roots of these problems and that emotional skills training for teachers can create a more stable, supportive, and productive learning environment – one that encourages positive social interaction, active engagement, and academic achievement among students.

Considerable research indicates that EI skills play a central role in children's academic, personal, and social lives above and beyond the effects of personality and general intelligence. Emotions drive attention,[31] which impacts learning, memory, and behavior. The ability to regulate emotions, for example, can help students to stay focused in class and handle anxiety-arousing situations such as taking tests.[32] Indeed, children with higher EI skills tend to experience higher academic achievement than children with lower EI skills.[22,33–36] It also is possible that some EI skills will interact with intelligence to predict academic achievement, such that children of the same level of intelligence will perform differently in school depending on their level of EI. For example, a highly intelligent student who becomes anxious during a test may fail because he or she has

not learned effective strategies to deal with the problem. Thus, providing training in emotion skills may lead to greater academic achievement.[7,37,38]

Children with higher EI also tend to behave in more socially appropriate, non-aggressive ways at school and tend to be relatively popular, prosocial, and secure.[39–41] Moreover, deficits in EI skills have been linked to alcohol and tobacco use,[42] anxiety and depression,[43–45] poor physical and psychological health,[46] and violence.[47] For example, the inability to judge emotional expressions in others may be directly associated with hostility and aggression in children, as aggressive children perceive more hostility in others than do non-aggressive children.[48] In contrast, children skilled in the perception of emotion have more positive social interactions.[49] Additionally, children who can express their emotions effectively, both verbally and nonverbally, tend to adhere well to society's rules and norms for communicating how they feel.[36] This is important because students who are able to develop quality social relationships at school feel more comfortable in the school environment, receive better support from teachers and peers, and form healthier attachments to school.[50,51] Thus, we assert that teaching emotional literacy to children is one important way to potentially affect these many aspects of students' lives.

☐ Emotionally Intelligent Teacher Workshop

The goal of the *Emotionally Intelligent Teacher Workshop*[52] is to provide teachers with resources to create a safe, satisfying, caring, and productive school environment. This one-day, highly interactive seminar focuses on leadership and professional development. Because interpersonal relationships have been shown to be a prominent determinant of school effectiveness,[53] another goal is to improve relationships with students and the various stakeholders in the school community.

Tools presented in the workshop are designed to serve as coping mechanisms for stress, which continually ranks as the top reason why teachers leave the profession.[29] Specifically, the workshop provides participants with: (1) in-depth information about the four EI skills (i.e., the perception, use, understanding, and management of emotion), (2) knowledge of how EI skills play an integral role in academic learning, decision making, classroom management, stress management, interpersonal relationships, team building, and the overall quality of one's life, and (3) innovative strategies and tools to increase each EI skill using activities, simulations, and group discussions.

One of the powerful tools offered in the training workshop is the EI Blueprint, a four-question process that helps teachers (and students)

deal effectively with emotional experiences such as a meeting with an angry parent or a confrontation with a school bully. The Blueprint integrates scientific theory and practical applications to enhance classroom culture by helping teachers both to prepare for situations they expect to be emotionally difficult as well as to evaluate and cope with emotionally-laden situations they have already encountered. Specifically, it guides teachers to work through these situations using the EI model, skill-by-skill, beginning with perception of emotion and ending with management of emotion.

The Blueprint is a set of four questions that teachers are instructed to ask themselves about an anticipated or past experience. Each question represents one of the four EI skills that the teachers will use in the preparation for, or the evaluation of, the emotional experience. Because emotions contain important information about people and the environment (perception of emotion) and identifying one's own feelings and those of the other person are key factors in how a situation is handled, the first question is "How may/*was* each person feel/*feeling*?" Emotions also influence how we think, and our thoughts influence how we handle a situation (use of emotion). Thus, the second question is, "What may/*were* you and the other person think/*thinking* about as a result of these feelings?" Next, in order to understand the underlying causes of the emotional experience (understanding emotion), teachers ask themselves, "What may cause/*caused* each person to feel the way he/she does/*did*?" The fourth Blueprint question, "What may/*did* you and the other person do to manage these feelings?" deals with the specific strategies that each person uses to handle his or her emotions (management of emotion). This step is vital in planning for and determining the effectiveness of emotional management strategies. The final part of the Blueprint requires participants to reflect on the interaction and write a plan as to how the situation could have been handled more successfully.

Teacher Activities

The EI Teacher Workshop provides teachers with practical activities to do on their own and in their classrooms to further the development of each EI skill. Here we discuss one tool per EI skill; the full set of activities can be found elsewhere.[52] Each activity emphasizes the development of a single EI skill, but practicing one skill will often lead to mastery in other areas of EI as well. The activities are simple exercises that have the potential to foster lifelong skills that are essential for professional and personal success. We encourage routine performance of these exercises or

personal variations of them, as well as their application to a variety of contexts inside and outside of work.

Perception of Emotion

The ability to recognize one's own emotions and identify how others are feeling requires attention to multiple internal and external cues and the analysis of both verbal and nonverbal communication in oneself and others. Devoting adequate time and attention to fostering such emotional awareness is extremely important in optimizing teacher effectiveness in multiple domains. For instance, when teachers are able to recognize how they are feeling throughout the day in different situations, they may better express themselves in and out of the classroom. Emotional self-awareness also may help to predict emotions in various circumstances and guide one's behavior. Likewise, the ability to accurately assess the emotions of others can be used to guide the approach a teacher may take to certain lectures and activities, parent–teacher conferences, daily interactions with fellow teachers, and meetings with administrators.

For perception of emotion activity, teachers provide a written description of events that happened over the course of a school day, including what they were doing in these situations and who else was present. Then, they record the emotions they (the teachers) were feeling and the intensity of the emotions during each of these events. Next, they record how they believe those around them were feeling during the same events, including the verbal and nonverbal cues (e.g., facial expressions, voice, posture) that served as a basis for their emotional judgments of these people (see Figure 1.1 for a fill-in sheet for this activity). This activity can be done periodically throughout the day or at the end of the day.

This exercise is designed to: (1) increase the amount of attention one pays to one's own and others' emotions, and (2) enhance one's ability to evaluate the emotions of the self and others. This activity initially requires a pen and paper and time set aside. Over time and with practice, this activity can be modified so that it is done mentally within the teacher's daily routine. Also, to assess the effectiveness of their ability to perceive others' emotions, teachers may choose to ask those around them about their feelings after completing the activity. Teachers can extend this exercise to the other EI skills by adding the following columns to the table: (1) emotions/moods/thoughts generated by the situation and how these were/could be modified, (2) causes of the emotion, and (3) emotion management strategies used, their effectiveness, and other possible strategies.

EVENT/ACTIVITY/ PEOPLE PRESENT	EMOTION/ INTENSITY (SELF)	EMOTION CUE/ EMOTION (OTHERS)
EXAMPLE: *parent–teacher conference with Billy's mom about Billy's recent grades*	EXAMPLE: *– somewhat nervous – very cautious – mild compassion*	EXAMPLE: *– frown: sadness – eyes wide: surprise – leaning forward: interest*

FIGURE 1.1. Perception of Emotion Teacher Activity.

Use of Emotion

Because emotions influence the way we think and behave, it is important to be able to use this skill effectively and to be able to generate one's own emotional states as well as those of others in order to establish the appropriate emotional conditions for different types of thinking. Experiencing the right emotions at the right times can improve motivation and energy in the teacher and interest and attention in students. In contrast, certain emotional states experienced in and out of the classroom can be distracting for both students and teachers alike. Similarly, the success of conversations with parents or school administrators is significantly affected by the emotions present during these interactions. For example, attempting to have a focused conversation with someone who is over-joyed about something can be difficult because very positive emotions tends to result in inductive as opposed to deductive reasoning. Hence, teacher effectiveness is dependent upon the abilities to recognize which

emotions are best for different situations, to harness emotional energy to facilitate thinking and behavior, and to generate optimal emotional states for different contexts.

For this activity, teachers first write about how certain aspects of their environments affect their emotions, and in turn their motivation, teaching efficacy, and interactions with others. For instance, how do the lighting, music, or other aspects of the settings where they grade papers or teach affect their own and others' emotions and moods? How do these emotions or moods then influence the way they correct papers or their effectiveness in instructing a class? Then, they make a list of what they already do to generate certain moods in themselves or their students. Next, they list different upcoming activities and events for which they would like to put themselves, their students, or others in a certain emotional mindset, such as a specific literature or history lesson. Finally, they list ways they can produce the emotions or moods they are hoping to evoke for each situation; this last part of the activity links to the fourth EI skill, the management of emotion. Some examples of ways to influence emotional states in oneself and others may include different types of lighting, music, emotion-laden readings, mental imagery, or games (see Figure 1.2 for a fill-in sheet for this activity).

The primary goals of this activity are to: (1) increase awareness of how emotions affect the way we think and behave, and (2) develop a set of tools for manipulating the emotions of oneself and others in order to affect thinking, behavior, and especially performance and effectiveness in different domains. This is a great brainstorming activity for teachers to discuss with each other and their students in order to obtain more ideas and feedback. Once a list of potential emotion-generating strategies has been formulated, teachers should try incorporating them into their daily activities and again converse with others to find out what strategies have worked or failed.

Understanding of Emotion

To fully understand oneself and others, one must know what causes emotions and be able to articulate a full range of emotions when describing how oneself or others may be feeling. These skills are particularly relevant in professions such as teaching, which require constant interaction with others and hence a continuous interplay of emotions. For instance, a more confident, outgoing student who volunteers often in class may be relatively unaffected when the teacher says aloud that the answer the student has provided is incorrect. However, the same situation could cause feelings of anxiety, frustration, or embarrassment in a shy or less confident student. In noticing the shy student's reaction, the teacher

MY ENVIRONMENT & ITS EFFECTS ON ME & OTHERS
EXAMPLE: – *After lunch in class on a rainy day, students are tired, bored, and lethargic.* – *I am tired too, and it is sometimes difficult to be energetic and enthusiastic.*

HOW I GENERATE MOODS IN MYSELF & OTHERS
EXAMPLE: *I sometimes start a lesson with some upbeat music or a joke to get everyone's attention and to bring a little more energy into the room.*

ACTIVITY/EVENT	DESIRED STATE	HOW TO GENERATE
EXAMPLE: *meeting with Susan to discuss her tardiness*	EXAMPLE: *attentive, patient, calm, firm, compassionate*	EXAMPLE: *clear mind beforehand with mental imagery*

FIGURE 1.2. Use of Emotion Teacher Activity.

may feel guilty and distracted from the lesson. To transform her own and her students emotions into something more positive, the teacher may decide to discuss the situation and the associated emotions later with the hurt student. This is just one illustration of how a deeper understanding of emotion and an enhanced emotion vocabulary can impact classroom culture, learning, and achievement. However, the ability to understand

the triggers of emotions and to communicate about them is essential to the success of all professional and personal relationships.

For this exercise, teachers write about an emotion they or someone they know has felt recently. They write about the intensity of the emotion, how long it lasted, the events that led up to the emotion, how the emotion progressed (e.g. from annoyance to anger to rage), ended, or changed into other emotions, and the events that surrounded the emotion's transformation or departure. Then, they read over what they have written and think about potential causes of the emotion and why they think it changed or went away (see Figure 1.3 for a fill-in sheet for this activity).

The purpose of this activity is for teachers to explore deeply their own and others' emotional experiences in order to: (1) foster a better understanding of the causes of emotions and their progressions, and (2) encourage the use of an advanced emotion vocabulary. The exercise should be repeated periodically with the experience of different types of emotions and situations. It can also be done during or immediately after an emotional experience to facilitate a better understanding of the situation so that it can be dealt with more effectively.

Management of Emotion

The ability to manage emotions in oneself and others is a valuable skill for teachers. Depending on the situation, actively dealing with or distracting oneself from one's own or others' emotions may be more appropriate. Regardless, the frequent implementation of emotion-management strategies is a priceless approach to effective classroom management, stress reduction, functional professional and personal relationships, and overall quality of life. For example, teachers who can manage their own and students' emotions while teaching can create a more open and effective teaching and learning environment with fewer distractions. Similarly, those who can control their emotional reactions and effectively influence how others feel can deal better with difficult conversations with parents and administrators.

For this activity, teachers write about a negative emotion they experience at work, what triggers that emotion, the strategies they have used to deal with that emotion, and how effective each strategy has been. Then, they brainstorm about and record other possible strategies they could implement to manage their negative emotions. For example, self-talk, exercise, talking to a friend or colleague, and deep-breathing are often recommended (see Figure 1.4 for a fill-in sheet for this activity).

The goal of this activity is for teachers to: (1) evaluate the effectiveness of their current strategies for emotion regulation, and (2) explore the

EMOTION/ INTENSITY		
EXAMPLE: *moderate frustration*		
HOW LONG IT LASTED		
EXAMPLE: *most of class period*		
PRECEDING EVENTS		
EXAMPLE: *students passing notes despite my warning*		
EMOTION PROGRESSION		
EXAMPLE: *frustration to anger to guilt to calm*		
EVENTS SURROUNDING EMOTION TRANSFORMATION/ DEPARTURE		
EXAMPLE: *They stopped when I told them I deducted points from their class participation grades.*		
POTENTIAL CAUSES OF INITIAL EMOTION		
EXAMPLE: *I get frustrated when students don't pay attention when I teach.*		
POTENTIAL CAUSES OF EMOTION PROGRESSION		
EXAMPLE: *– Frustration turned to anger as they ignored me.* *– I felt momentarily guilty for deducting points.* *– After thinking more, I thought their actions justified the punishment, and I was calm.*		

FIGURE 1.3. Understanding of Emotion Teacher Activity.

EMOTION		
EXAMPLE: *anxiety*		
TRIGGER		
EXAMPLE: *evaluation by an* *administrator*		
CURRENT/PAST STRATEGIES FOR DEALING WITH EMOTION		
EXAMPLE: *Remind myself of my* *strengths and try to do my* *best and be myself.*		
EFFECTIVENESS OF STRATEGIES USED		
EXAMPLE: *Generally, I feel somewhat* *less anxious.*		
OTHER POSSIBLE STRATEGIES		
EXAMPLE: *– deep breathing* *– plan a lesson I feel more* * comfortable with* *– yoga the morning before* *– take a break for fresh air* * on my free period before* * the evaluation.*		

FIGURE 1.4. Management of Emotion Teacher Activity.

possibilities of implementing other approaches to manage their emotions. Teachers can modify the lesson by listing the emotions of their students or others, the strategies they notice others use, and also by listing how they themselves can help those around them manage their emotions more effectively.

Quality Assurance

To ensure successful implementation as well as continuous improvement of the EI Teacher workshop, several steps are taken to evaluate the quality of the program. Sources of program evaluation include a questionnaire distributed to workshop attendees after they have participated,

anecdotes from teachers and administrators after they utilize the workshop tools, and follow-up interviews. In general, administrators report improvements in the way they conduct meetings with teachers, fellow administrators, and parents, which they attribute largely to a better understanding of how emotions affect interpersonal relations as well as to their use of the EI Blueprint to plan these meetings.

Classroom teachers report an enhanced ability to consider their own emotional biases and the emotional states of their students when planning lessons or reacting to student behavior. Teachers also describe a heightened awareness of the emotions that students bring with them from home, the playground, or other aspects of their lives in addition to various attempts to account for these emotions in the classroom. For example, instead of rushing directly into schoolwork, one teacher now allows a few minutes first thing in the morning for students to share their feelings. Finally, we are currently designing studies to examine quantifiable changes in EI, work-related stress, and other important outcomes in teachers, other faculty, and administrators as a result of the workshop.

☐ Emotional Literacy in the Middle School

After receiving initial training in the EI Teacher Workshop, teachers are trained in one of our emotional literacy programs for students. The programs are field-tested and provide evidence-based lessons designed to improve academic performance and increase social competence. The programs also are developmentally appropriate (i.e., account for the cognitive, social, and emotional skills of children in different grade levels) and based on EI theory. The primary goal is for students to become *emotionally literate* by gaining a holistic understanding of "feeling" words, which characterize the gamut of human experience such as excitement, shame, alienation, and commitment. In our view, emotional literacy fosters social competence by teaching students self- and social aware-ness, empathy, and healthy communication. Emotional literacy also helps to develop emotion-related skills through the performance of tasks that teach the four fundamental EI skills (i.e., the perception, use, under-standing, and management of emotion). Finally, emotional literacy fosters the key skills emphasized in national educational standards such as NCLB.[9] Specifically, the program promotes overall academic learning by enhancing vocabulary, comprehension, abstract reasoning, creative writing, critical thinking, and problem solving.

Emotional literacy lessons are easily incorporated into traditional school subjects such as language arts and social studies, but can also be

taught in other subject areas such as health and science. Given the high demands on teachers, language arts and social studies are the most practical vehicles with which to teach social and emotional skills. Literature and history lessons as well as current events invariably involve characters that experience a myriad of emotional experiences that need to be expressed, understood, and regulated. These characters provide "real world" examples of how emotions play an integral role in human interaction. Finally, the lessons are organized to help teachers to differentiate instruction, thereby supporting the unique and full development of all students.

The majority of our work has taken place in fifth- through eighth-grade classrooms where we have implemented the Emotional Literacy in the Middle School program (ELMS).[54] ELMS provides teachers with six concrete "how to" steps for quick and easy implementation. Each step can be completed in less than 15 minutes or can be extended to the teacher's liking. The steps should be completed in order, with one new feeling word introduced per week. Below is a brief description of the six steps.

1. *Introduction of Feeling Words*. Teachers introduce the feeling word by relating its meaning to students' prior knowledge and personal experiences. For example, before introducing the word "alienation," teachers ask students to talk about a situation in which they felt isolated or as if they did not belong. The first step personalizes the learning experience by helping students to relate to the word both intellectually and emotionally.
2. *Designs and Personified Explanations*. Students then interpret and explain abstract designs in terms of their symbolic representations of feeling words. For example, teachers ask students how a design consisting of several circles separated by a line looks like the word alienation. This step encourages divergent thinking and the visualization of the elements and actions that represent meanings of feeling words.
3. *Academic and Real World Associations*. This step involves students relating feeling words to social issues or academic topics. For example, students are asked to link the word alienation to the 2005 Hurricane Katrina disaster in the USA. This exercise teaches students to evaluate how the people around them and those of different societies and time periods may experience, express, and manage emotions.
4. *Personal Family Association*. Next, students are instructed to have a discussion about the feeling word with a family member at home. For example, students ask parents or other relatives about a time when they felt alienated. This step encourages parental/familial involvement in students' academic work and fosters good communication between children and their families.

5. *Classroom Discussions*. For this step, class discussions are initiated based on student sharing of Academic/Real World Associations and Personal Family Associations. A discussion ensues when the teacher asks other students to respond to their associations or other students' accounts of the situations. For example, in one district, a student discussed how Nelson Mandela was alienated from society in South Africa. This step helps students to expand each others' knowledge base and perspectives through exposure to others' viewpoints.

6. *Creative Writing Assignments*. The final step involves writing assignments using the feeling word of the week. For example, students are asked to write a short story with a beginning, middle, and end about a person who went from being alienated to feeling elated. In this exercise, students incorporate their own ideas and personal experiences into writing and think creatively and critically about how emotions progress and transform in life experiences. This step also provides a means for student expression of a broad range of emotion knowledge.

Student Activities

In addition to the weekly introduction of feeling words through the six steps, there are student activities, which are designed to have students work intensely on certain emotional literacy skills. The activities are brief, teacher-friendly, and easily incorporated into any classroom setting. They go beyond the memory-based learning and logical-abstract thinking that are emphasized in most traditional classroom endeavors. The activities described below are excerpts from the ELMS program; however, they can be tailored to different age groups. For example, for elementary school students, activities and discussions may focus on a single basic emotion (e.g., happiness or anger), whereas for older children, projects may emphasize more subtle or complex emotions (e.g., alienation or hostility) or a range of related emotions (e.g., different levels of sadness, ranging from discontented to forlorn).

We provide a complete description of one sample student activity per EI skill. As you will note, each activity is structured similarly. First, the teacher briefly introduces the activity and the EI skill it is designed to foster. This introduction is followed by the student project itself and concludes with an in-class discussion about the project and its associated EI skill. After initiating the discussion and encouraging the participation of as many students as possible (especially non-volunteers), the teacher should assume a relatively passive role in the discussion. This will encourage more student–student interaction and cooperation.

Perception of Emotion

Children and adults see hundreds of faces throughout the day. These faces express the spectrum of emotions. The ability to accurately identify these emotions can help us to better understand how others feel and to communicate more effectively. Although interpreting nonverbal communications, such as facial expressions, is an essential component to all social interactions, our culture does not explicitly train individuals on these skills. We also rarely receive feedback as to whether we perceive the facial expressions accurately. Thus, the purpose of this project is for students to examine various facial expressions and identify the emotions that they may depict.

Teachers introduce the project with a short description of how people use their voices, different parts of the body, and especially their faces to convey feelings. The teachers explain the importance of knowing how to accurately perceive nonverbal emotional expressions. For example, if someone is displaying a sad facial expression, they may have experienced some kind of loss and be in need of social support. Then, the teacher either describes or shows pictures of a few aspects of the face that may reveal different emotions (e.g., furrowed brows may denote anger; downward turned corners of the mouth may indicate sadness; blushing could be a sign of embarrassment, etc.). Next, the teacher asks students for examples of other aspects of the face that may correspond to different emotions. Students then work individually or in small groups to create a collage or a mobile. During class time or as homework, students peruse the newspaper, comic strips, and magazines to find pictures of faces depicting the expression of a single emotion (e.g., an entire collage of faces depicting happiness), a range of related emotions (e.g., a mobile of faces depicting different levels of anger from annoyed to furious), or a lot of different emotions. Students cut out the pictures and use them to build a collage or mobile.

The finished projects are collected and displayed in the classroom to be presented by the students and discussed as a class (see Figure 1.5). The class discussion should focus on the specific parts of the face, what emotion students think it depicts, and why. Teachers may ask students how the same facial expression may express different emotions or how the same emotion may be expressed in a variety of ways, depending on the person. The conversation may expound on cultural differences in facial expression, other nonverbal emotional expression such as body movement and aspects of the voice, and also why accurate interpretation of nonverbal communication is important.

FIGURE 1.5. Perception of Emotion Project: Collage of different facial expressions.

Use of Emotion

At a young age, most of us are introduced to some form of mass media, and by early childhood, we are well acquainted with many media advertisements. These advertisements are designed to generate particular emotions to make the viewers think a certain way about themselves and the product or service they promote. Because of this, advertisements provide a great medium through which to learn how emotions impact thinking. The purpose of this project is for students to explore how television commercials influence emotions to set the stage for thinking a particular way about themselves and products or services.

Teachers begin with a five-minute introduction on how advertisers often attempt to manipulate our emotions to capture attention and to make us think differently about ourselves and what they are advertising. The teacher either describes or shows a videotape of two or three well-known commercials that evoke emotions (e.g., Campbell's soup commercials evoke happiness, warmth, and peacefulness by showing a smiling mom serving the soup to her cheerful children; Dodge truck commercials evoke confidence and exhilaration with large, muscular men driving fast and fearlessly over rough terrain) and what these emotions are intended to make us think (e.g., mothers who serve Campbell's soup

FIGURE 1.6. Use of Emotion Project: Pantene makes you feel . . .?

are happy and loving; men who drive Dodge trucks are strong and fearless).

The teacher then asks students to think about the emotions or emotional triggers that commercials use and how these emotions may affect their thoughts. Then, students work individually or in small groups to pick a familiar commercial and create a poster depicting the commercial, the audience it targets, its various components used to influence emotions, the emotions it elicits, and the thoughts those emotions may facilitate.

The finished projects are presented by the students and discussed as a class. Figure 1.6 shows a fifth-grade student's project that depicts the emotions she believed Pantene shampoo commercials evoke. The discussion can begin with detailed descriptions of the projects by the students and may continue with a conversation about other times when emotions may affect our thoughts or behavior (e.g., when we are in a good mood, we may be more motivated to clean or do creative types of homework; when in a negative mood, we may be better at critical evaluation such as working through a personal problem or math homework, etc.). Discussions also may include how we may be able to manipulate our own

moods to suit different situations (e.g., think of a happy memory to cheer up when feeling down, etc.).

Understanding of Emotion

As children and adults, we often wonder about the underlying causes of our own and others' feelings. All emotions have causes, but they are not always easily identified. One way of developing a better understanding of what causes certain emotions is by analyzing objects, events, people, and situations and then thinking about what emotions they may evoke. The purpose of this project is to think about how different things, people, and places may evoke different emotions.

Teachers introduce the project with a brief description of how emotions have causes, some easier and some more difficult to identify. The teacher either describes two or three circumstances that may cause or have caused particular emotions in the people who experience them (e.g., the birth of a baby causes a mother to be elated; Hurricane Katrina left its victims in states of despair and devastation). The teacher then asks students to think about different experiences and the emotions they trigger. Then, students work individually or in small groups to create a collage. During class time or as homework, students peruse magazines and websites to find pictures of objects, events, people, and situations that may trigger different types of emotions. Students cut out the pictures and use them to build a collage or mobile.

The finished projects are collected and displayed in the classroom to be presented by the students and discussed as a class (see Figure 1.7 for one student's project on the word "Alienation"). Class discussions should focus on the picture, the emotion it elicits, and why it evokes this emotion. Teachers should encourage students to discuss how the same object or situation may trigger different emotions in different people and how an understanding of what causes themselves and others to feel the way they do may benefit them in their relationships with friends and family members.

Management of Emotion

From infancy, we develop different styles of managing the emotions we feel. For instance, newborns turn away from fear-provoking stimuli or suck on pacifiers to decrease their anxiety, toddlers look to their mothers for comfort to reduce feelings of distress, and school-age children begin finding their own tools to regulate frustration or excitement in appropriate ways. Being aware of how we manage our own emotions and those of others is essential to optimal functioning. One way to foster this

FIGURE 1.7. Understanding of Emotion Project: Real world representations of the word alienation.

awareness is to analyze the ways we handle emotions and the effectiveness of the strategies we use. The purpose of this project is for students to expand their strategies for managing their emotions and to think about which strategies are more effective and why.

For this activity, teachers begin with a short explanation of how people manage their emotions in various ways and how some management strategies are more or less effective than others. The teacher then describes the following: (1) a time when she or someone else (e.g., a family member, friend, character in a book) felt an emotion (e.g., sadness or frustration), (2) what triggered it (e.g., the teacher's daughter, who was learning to ride a bike without training wheels, fell off the bike and skinned her knee), (3) how the emotion was dealt with (e.g., the child cried but then stopped and decided to get back on and try again), (4) what effect the chosen strategy may have had (e.g., the girl eventually learned to ride the bike), and (5) how the emotion could have been managed both more and less effectively (e.g., if the girl had continued crying and not gotten back on the bike, she may never have learned how to ride a bike).

Next, students are asked to think about feeling a particular emotion (the teacher can assign the emotion or let the students choose their own)

and different experiences that elicit that emotion. Then, they are asked to write on paper or posterboard (working in class, individually or in groups, or as homework) different ways to effectively handle that emotion. A class discussion is initiated as students are asked to share with the class their posters or the experiences they wrote about and how they managed their emotions. Alternatively, one large poster could be created with the top ten strategies (see Figure 1.8). Class discussions should emphasize as few or as many of the following: what they were feeling, how they reacted, how long the feeling lasted, what or who changed the feeling, how effective that was, and how they may have reacted differently.

Quality Assurance

A comprehensive multi-method system has been developed to evaluate ELMS. First, it is possible to administer various assessments to teachers and students at several time points before, during, and after implementation of the ELMS program. Second, anecdotal feedback is generally collected in meetings between program implementers (or researchers), superintendents, school principals, and teachers. Finally, there is a quality assurance sheet created to monitor teacher adherence to program

FIGURE 1.8. Management of Emotion Project: Dealing with anger.

protocol as well as student and teacher reactions to the program. This sheet is filled out by observers who visit classrooms and observe teachers while they are implementing the program.

Teachers and students exhibit strong, positive reactions to ELMS. According to the teachers, students: (1) seem more comfortable expressing themselves in class without fear of being judged and ridiculed, (2) appear to have a better understanding of their peers and family members, (3) interact more effectively with students with whom they previously were unable to maintain positive interactions, (4) demonstrate less problem behavior and more prosocial behavior, and (5) write better and incorporate feeling words into other curriculum areas. Teachers also report (1) more positive relationships between themselves and other students, (2) more comfort in sharing their own emotions and experiences with their students, (3) a better ability to recognize and respond constructively to students' social and emotional needs, and (4) a keener awareness of their own emotions and how they contribute to maintaining a healthy classroom climate. This is particularly important given research indicating that teachers' emotions influence both teachers' and students' cognitions, motivations, and behavior.[4] Moreover, a recent experiment showed that students who participated in the ELMS program (as compared to the control group) were rated by their teachers as more adaptable, less anxious, depressed, and hyperactive, and possessed stronger leadership, social, and study skills after just four months of program involvement. Importantly, the students in the ELMS group as compared to the control group also had higher end-of-year grades in reading, writing, and work habits.[26]

☐ Conclusion

In this chapter we have described two ways to infuse EI skills into the classroom. First, we introduced the EI Teacher Workshop. This workshop provides teachers (and other faculty) with a background on the importance of emotions in teaching and learning, an overview of the four EI skills, a set of tools to develop each EI skill, and the Blueprint to help them handle difficult interpersonal situations more effectively.

Second, we discussed ELMS, an emotional literacy program designed to develop emotion-related skills in students. Grounded in EI theory, the program's six steps and supplemental activities focus on the four EI skills: the perception, use, understanding, and management of emotion. The lessons and activities also encourage the use of new vocabulary, abstract and critical thinking, creative writing, and problem-solving skills as well as self- and social awareness, empathy, healthy communication,

and student–student interaction. Through these activities, ELMS enhances academic learning and social competence.

Thus far, these programs have been implemented in several schools throughout the United States, including New York, New Jersey, Connecticut, and Arkansas, as well as in districts throughout Kent, England. Feedback from administrators, teachers, parents, and students, as well as preliminary results from our experiments, suggest that the programs are well-received, enjoyable, and producing quantifiable benefits. Teachers and principals report having improved relationships with colleagues, parents, and students. Students report building higher quality relationships with their peers, teachers, and parents. Furthermore, the programs have had a positive impact on school-related performance as well as other personal and school-related outcomes for both students and teachers. We also are currently extending our work to elementary schools[55] as we believe these skills should be introduced as early as possible in life and reinforced continuously throughout development (cf. Ref. 6).

Emotion-related skills play an integral role in people's daily lives.[1,3,5] Incorporating EI training programs into the classroom can result in a number of benefits outside of, but especially within, the academic setting. Indeed, schools that utilize social and emotional learning programs report an increase in academic success, improved quality relationships between teachers and students, and a decrease in problem behavior.[6] This chapter details two such programs designed to benefit students, teachers, and administrators.

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