Emotional Intelligence in Children: A Review of Programs and Web Sites

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EMOTIONAL INTELLIGENCE IN CHILDREN:
A REVIEW OF PROGRAMS AND WEB SITES

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By
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EMOTIONAL INTELLIGENCE IN CHILDREN:
A REVIEW OF PROGRAMS AND WEB SITES

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In recent years, the term emotional intelligence has become popularized in the media, beginning with the success of Goleman’s best-selling book *Emotional Intelligence: Why It Can Matter More Than IQ* (1995). Since the time this book was published, other media outlets including educational curriculums and Internet web sites have promoted this growing area of interest. Although emotional intelligence continues to be popular in the commercial media, there is actually very little scientific research on this topic. Much of the available research relates to university students (Dawda & Hart, 1999) and people in the workplace (Cherniss, 2000; Goleman, 1995), with minimal attention given to children and adolescents.

What the available research does show is that there is disagreement among researchers as to the definition of emotional intelligence. Though a consistent definition does not exist in the research, it does appear that researchers agree that emotional intelligence is developmental in nature and can be improved upon during one’s lifetime (Bar-On & Parker, 2000; Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990).
In an attempt to improve emotional intelligence skills, specific curriculums have been designed and marketed to increase children’s levels of emotional intelligence. Using a program evaluation model, this paper includes a review of these curriculums in an attempt to determine their relationship with the emotional intelligence models found in the scientific research. It was found that these curriculums actually rely very little on the research when defining emotional intelligence, and that there is no specific evidence to support their claims that children’s emotional intelligence skills improve after participating in these programs. In fact, in most cases, it seems as though the research as been ignored. Furthermore, it was found that other established programs, not claiming specifically to increase emotional intelligence skills, actually do address many skills involved in the various definitions of emotional intelligence, though they have not been specifically marketed to do so. Aside from these marketed curriculums, the Internet also offers a few websites that pertain to emotional intelligence in children, although much of the presented information, again, is not based on the available research.

Because these marketed curriculums and Internet web sites appear to make unsubstantiated claims and as a result they mislead the reader by presenting information that is not supported by scientific data, professionals need to be cautious when choosing programs to implement with students. Using a program evaluation model will assist in determining whether the program is reaching the target population, as well as if the programs’ interventions are effective. In addition, all consumers need to be aware of information presented on the Internet, to be alerted that much of the presented information is not based on scientific research, and therefore need to question the validity of the information being presented.
CHAPTER ONE

The concept of emotional intelligence is a relatively new area of interest that has been popularized by the book *Emotional Intelligence: Why It Can Matter More Than IQ*, written by Daniel Goleman (1995). Although the concept of emotional intelligence has received much recent media attention, little research has been done to explore the reliability and validity of this concept. Salovey and Mayer (1990) first defined emotional intelligence as being a subset of social intelligence, which includes “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions” (p. 189). Mayer and Salovey (1997) refined their original definition of emotional intelligence as involving

The ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (p. 10)

More recently, Bar-On and Parker (2000) defined emotional intelligence as “an array of emotional, personal, and interpersonal abilities that influence one’s overall ability to cope with environmental demands and pressures” (p. 33).

As the concept of emotional intelligence continues to expand, there have been publications relating to how emotional intelligence is present in the work place (Cherniss, 2000; Goleman, 1998), as well as studies with university students (Dawda & Hart, 1999).
However, little research has been done concerning emotional intelligence in children and adolescents.

The available research would suggest that emotional intelligence is developmental in nature, with abilities emerging as early as infancy when babies learn to distinguish and respond to others' facial expressions (Mayer & Salovey, 1997). Mayer and Salovey (1997), Bar-On and Parker (2000), and Goleman (1995) have suggested that emotional intelligence can be improved upon through education and remedial programs. This project will include a review of the literature on emotional intelligence as it relates to children. Also, the developmental issues of emotional intelligence will be discussed. Current intervention programs that claim to improve emotional intelligence skills will be evaluated using a program evaluation model. Other established programs that were not originally designed to specifically promote emotional intelligence growth will also be reviewed in an attempt to show their relationship with the various theories of emotional intelligence. Finally, Internet websites will be reviewed to determine their own strengths and weaknesses in relation to emotional intelligence.

This literature review section of this paper is comprised of five broad sections. The first section presents an overview of various definitions of emotional intelligence. Salovey and Mayer (1990) offered their original definition, and then responded to criticisms and refined their original definition in 1993. In 1997, they again made modifications to their definition, and most recently in 2000, gave further explanation of their definition of emotional intelligence. In 1995, Goleman summarized Salovey and Mayer's original writings in his best-selling book entitled *Emotional Intelligence*. Most recently, Bar-On (1997) and Bar-On and Parker (2000) have published their definition of
the components of emotional intelligence. The second section consists of the
developmental aspects of emotional intelligence as it relates to children and adolescents.
The third section discusses the assessments available for measuring emotional
intelligence in children. The fourth section contains a brief overview of program
evaluation. Section five reviews programs being marketed as improving emotional
intelligence skills and uses program evaluation strategies to critique each program. The
sixth section reviews programs that do not actually claim to address emotional
intelligence skills but do have specific goals that fit the emotional intelligence models.
Finally, Internet web sites pertaining to emotional intelligence in children will be
reviewed and evaluated.
CHAPTER TWO

Review of the Literature

*Theory and Definitions of Emotional Intelligence*

**Salovey and Mayer 1990 definition.** In 1990, Salovey and Mayer defined emotional intelligence as a subset of social intelligence, and “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them, and to use this information to guide one’s thinking and actions” (p. 189). They suggested three related mental processes that involve emotional information exist, which included the following: appraising and expressing emotions in the self and others, regulating emotion in the self and others, and using emotions in adaptive ways. They stated that this set of mental processes exists in everyone, although individual differences can be found in the individual’s processing styles and abilities.

The mental process of appraisal and expression of emotions consisted of emotions in the self and emotions in others. Salovey and Mayer (1990) stated that the fundamental processes of emotional intelligence are initiated when individuals perceive information that elicits emotions. Emotional intelligence allows for the accurate appraisal of these emotions and then allows for either verbal or nonverbal expression of emotion. The authors summarized that the accurate appraisal and expression of emotions is part of emotional intelligence, stating, “this is the case because those who are more accurate can more quickly perceive and respond to their own emotions and better express those emotions to others” (p. 193). In addition to the appraisal and expression of emotion in
oneself is the nonverbal perception of emotions in others and as a result the empathetic response to the recognized emotions in others. Empathy was defined as “the ability to comprehend another’s feelings and to re-experience them oneself” (p. 194). People skilled in empathy can choose socially adaptive behaviors in response to the perceived emotions.

The second mental process involved in their definition of emotional intelligence was the regulation of emotion in oneself, as well as in others. Mayer and Gaschke (1988) reported that regulating emotions includes the ability to monitor, evaluate, and sometimes acting to change mood. People regulate and alter their own moods by choosing activities or associates that bring about pleasant feelings or moods. Salovey and Mayer (1990) also stated that emotionally intelligent people are also able to regulate and change the emotional reactions of others. They concluded that although most people regulate emotions in self and others, the emotionally intelligent person should be especially skilled at this process and should attain goals he or she has set to reach. Salovey and Mayer stated, “on the positive side, they may enhance their own and others’ moods and even manage emotions so as to motivate others charismatically toward a worthwhile end” (p. 189).

The third mental process involved in emotional intelligence is using emotions in an adaptive way. Salovey and Mayer (1990) stated there are four components to this process: flexible planning, creative thinking, mood redirected attention, and motivating emotions. In flexible planning, the authors suggested that mood swings may help people to consider a wider variety of plans when considering outcomes and making decisions about the future. Shifts in mood can also assist in facilitating more creative thinking in
response to problem solving tasks. Mood redirected attention was described as focusing attention on new problems that will be helpful when difficult emotions occur. Finally, they stated that a person’s mood might be used to motivate working towards difficult tasks. Situations involving high-anxiety may motivate people to increase their efforts to be successful, as in the case of studying for an exam. The authors further noted that when in a good mood, confidence levels may be higher and can result in more positive outcomes when faced with obstacles or negative experiences. Having a positive attitude may also lead to creating interpersonal experiences that lead to more desired outcomes and rewards.

Mayer and Salovey 1993 Definition. In 1993, Mayer and Salovey published an article that refined their original definition of emotional intelligence and responded to criticism about their theory. They stated that their definition of emotional intelligence was a form of intelligence because it involves a series of mental abilities. Because mental abilities were involved, emotional intelligence differed from traits such as extraversion. Mayer and Salovey (1993) stated, “although a trait such as extraversion may depend on social skill, or result in it, a trait is a behavioral preference rather than an ability. Knowing what another person feels, in contrast, is a mental ability” (p. 435).

Mayer and Salovey (1993) further explained that there are underlying mechanisms of emotional intelligence, which include emotionality, the facilitation and inhibition of emotional information flow, and specialized neural mechanisms. Concerning emotionality itself, the authors stated mood swings may help people when considering future outcomes. They stated “mood swings, as least when moderate, may assist such people in breaking set when thinking about the future, and enable them to
consider a wider variety of possible outcomes” (p. 436). Moods have an important part in prioritizing goals and tasks. Mayer and Salovey (1993) reported research done by Salovey and Rodin by stating, “Because moods and emotions sometimes arise when there is a mismatch between personal expectations and environmental realities, moods direct attention to the self, perhaps to clarify the experience and facilitate adaptive responses to it” (p. 437).

Mayer and Salovey (1993) also responded to criticism about whether their theory of emotional intelligence was truly an intelligence. Mayer and Salovey responded that they used the term “emotional intelligence” as opposed to “emotional competency” because emotional intelligence is a mental aptitude. They stated, “we are not talking about reaching a criterion, as would be implied by a competence conception. Nor are we talking about an ability divorced from intellect, but rather enhanced processing of certain types of information: in short, emotional intelligence” (p. 439).

*Mayer and Salovey 1997 definition.* In 1997, Mayer and Salovey revised their 1990 definition of emotional intelligence, stating that their original definition seemed vague in areas and that while it contained information related to perceiving and regulating emotions it did not address feelings. Their revised definition included the feelings involved in emotional intelligence. The new definition referred to the *branches* of *skills* involved in emotional intelligence as opposed to the mental processes that were described in the 1990 definition (see Appendix A). Mayer and Salovey’s (1997) revised definition was

Emotional intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate
thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. (p. 10)

The first branch was the perception, appraisal, and expression of emotion. Within this branch, feelings can be recognized in oneself and in others. Imaginative thinking allows children to attribute feelings to objects. As people mature, they are better able to monitor and express their own internal feelings. They become able to recognize expressions and feelings observed in other people and in their surroundings.

The second branch was the emotional facilitation of thinking. In this skill, the generation of emotions can be understood by recognizing how a character in a story or how another person is feeling. Children become able to generate feelings within themselves that allow them to understand how another person may be feeling. As individuals grow, they become able to anticipate how changes in daily life and social criticisms might feel.

The third branch was understanding and analyzing emotions, employing emotional knowledge. In this branch, individuals begin to recognize that complex and contradictory emotions can co-exist in some circumstances. For example, children learn that it is possible to have feelings of both love and hate towards the same person.

The fourth branch was the reflective regulation of emotions to promote emotional and intellectual growth. In this branch, people must be open to the feelings and emotions they have. In turn, they can learn by attending to these feelings and emotions.

Mayer, Salovey, and Caruso 2000 definition. In the year 2000, Mayer, Salovey, and Caruso reviewed Salovey and Mayer’s definition of emotional intelligence, as well as further clarifying each of the four branches. Mayer et al. (2000) again summarized their
definition of emotional intelligence as an ability theory that is comprised of four branches. The first branch involved emotional perception, including the capacity to both perceive and to express feelings. They stated, “emotional perception involves registering, attending to, and deciphering emotional messages as they are expressed in facial expressions, voice tone, objects of art, and other cultural artifacts” (p. 109). People who are able to see emotions on the faces of others learn much more about the emotions and thoughts of these individuals than would be the case had they missed such an important cue.

The second branch of emotional intelligence involved emotional integration and the emotional facilitation of thought. Emotions often enter the cognitive system and can alter the way people think about given situations. The authors stated, “these changes force the cognitive system to view things from different perspectives, for example, alternating between skeptical and optimistic points of view” (p. 109). When people view problems from multiple points of view, they tend to think more creatively about the problems and possible solutions and outcomes.

Understanding emotions was the third branch of emotional intelligence. Here, people demonstrate understanding of feeling emotions, as well as their meanings. The authors stated, “the person who is able to understand emotions – their meanings, how they blend together, how they progress over time – is truly blessed with the capacity to understand fundamental truths of human nature and of individual relationships” (p. 109).

Mayer et al. (2000) focused extensively on the fourth branch of emotional intelligence, emotional management. They stated, “partly as a consequence of various popularizations, and partly as a consequence of societal pressures to regulate emotions,
many people identify emotional intelligence with its fourth branch, emotional management" (p. 107). Because of the seeming connection with other researchers’ definition of emotional intelligence, as well as with definitions in the popular media, Mayer et al. have offered a detailed description of their model’s fourth branch. The authors made the point that emotional management must begin with the first branch, emotional perception. They stated,

Only if one has good emotional perception in the first place can one make use of mood changes and understand emotion. And only with such understanding will one have the breadth of knowledge necessary to manage and cope with feelings fully. (p. 110)

People who are skilled in emotional management seem to follow certain criteria, and do so with flexibility. Effectively managing emotions also involves understanding emotions in relationship to others, as well as taking into account several emotional responses and choosing between them. Mayer et al. (2000) referred to the need for emotional management to be “plastic,” meaning that “it permits the person to proceed in ways he or she thinks best, on emotional, spiritual, pragmatic, or other grounds” (p. 110). They compared choices made by the emotionally intelligent person to choices made by someone who is considered to have high traditional intelligence, stating that, “being emotionally intelligent does not necessarily mean a person will want to, say, stay in a job or save a marriage, just as being intelligence does not mean a person will want to read challenging books all day long” (p. 110). They argued that other facets of personality must be looked at to why these decisions are made, but that the emotionally intelligent individual has the ability to consider various emotional paths. The authors stated, “it is
this requirement for plasticity that explains why emotional intelligence, measured as an ability, does not correlate highly with optimism, cheerfulness, friendliness, and other such traits and yet still predicts important life outcomes” (p. 110). Mayer et al. reiterated the point that their model is based on ability, as opposed to a constellation of personality traits.

_Goleman 1995 definition._ In 1995, Goleman published his book _Emotional Intelligence_. Goleman, a professional writer, tried to synthesize his understanding of emotional intelligence in day-to-day living. However, he did not do his own scientific research but summarized research findings related to the theory of emotional intelligence. He reviewed the literature that pertained to the brain and its centers for emotion. Goleman pointed to sociobiologists’ observations that emotions guide people when faced with situations too important to leave to intellect alone, such as danger and loss. Traditional intelligence, or IQ, cannot solely be a factor in decision making. Goleman (1995) stated, “all emotions are, in essence, impulses to act” (p. 6). He further stated that the mind is dichotomous, that people have a rational mind and an emotional mind. The rational mind is the mind that individuals are typically conscious of, which allows for more prominent pondering, reflecting, and thinking. The emotional mind is more impulsive and powerful and, at times, illogical. When feelings are intense, the emotional mind becomes dominant, leaving the rational mind ineffectual. In most cases, the emotional mind and the rational mind work together, maintaining balance between them; however, when human passions arise, the emotional mind predominates and supercedes the reasoning of the rational mind.
To better understand the impact of emotions on the rational mind, Goleman (1995) reviewed how the brain evolved. He referred to the neocortex, which contains the parts of the brain that correlates and comprehends sensory input. It also allows humans to add feelings to these perceptions. The large number of neural interconnections within the human brain allows for greater range of emotional responses, and makes it possible to have feelings about feelings.

Within the brain, the amygdala is the center for emotional matters. It is in this area that emotional memories are stored. The amygdala serves as an important role in scanning life’s experiences for signs of trouble. If trouble is sensed, the amygdala instantly reacts, sending signals to all other parts of the brain. When the amygdala sends signals of fear, it sends messages to all major areas of the brain. Kagen (as cited in Goleman, 1995) stated, “it triggers the secretion of the body’s fight-or-flight hormones, mobilizes the centers for movement, and activates the cardiovascular system, the muscles, and the gut” (p. 16). Goleman further added that due to an emotional emergency, the amygdala is able to influence and drive the rest of the brain, which includes the rational mind.

In 1992, research done by LeDoux (as cited in Goleman, 1995) showed that the architecture of the brain allows for the amygdala to respond to sensory signals before the neocortex, which explains the extent to which emotions can overcome rationality. The amygdala can start a response before the input can fully be registered by the neocortex. LeDoux explained, “some emotional reactions and emotional memories can be formed without any cognitive participation at all” (p. 18). When storing memories, the hippocampus stores narrative memories and facts of the situations, while the amygdala
stores the emotions related to these experiences. The more intense the amygdala arousal, the more likely it is for the memory to be stored. The amygdala scans an experience and compares what is currently happening with events in the past. When part of the current experience is similar to the event from the past, the amygdala responds before confirming whether the experience matches the previous experience. As a result, the amygdala "commands that we react to the present in ways that were imprinted long ago, with thoughts, emotions, and reactions learned in response to events perhaps only dimly similar, but close enough to alarm the amygdala" (Goleman, 1995, p. 21). Many significant emotional memories are from the early years of life. During the early years, brain structures such as the neocortex and hippocampus have not yet fully developed, while the amygdala is closer to being more fully matured. These emotional memories are stored before an infant has words for the experience, so when the memory is triggered later in life, there is no associated thought about the emotional response.

Having reviewed the development of the brain and its centers for emotion, Goleman then offered his definition of emotional intelligence. He reviewed and summarized Salovey and Mayer’s research on how intelligence is brought into emotions. Goleman gave no credit to Mayer in text when giving this definition, though he does reference Salovey and Mayer’s 1990 article as his source for the information. Goleman (1995) summarized “Salovey’s” definition of emotional intelligence into five domains. These five domains included the following: self-awareness, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Individuals differ in ability level in each of these five areas. His definition did not exactly match Salovey and Mayer’s original definition.
Self-awareness was the first domain of emotional intelligence as summarized by Goleman (1995). He cited Mayer’s (1993) definition of self-awareness as meaning, in short, “being aware of both our mood and our thoughts about mood” (p. 47).

The second domain of emotional intelligence was managing emotions. He stated:

The design of the brain means that we very often have little or no control over ‘when’ we are swept by emotion, not over ‘what’ emotion it will be. But we can have some say in ‘how long’ an emotion will last. (p. 57)

Most of what people do in life has to do with trying to maintain control of their moods; when possible people will select these activities that make themselves feel better.

Motivating oneself was the third domain of emotional intelligence (Goleman, 1995). Self-regulation also was included in this area. The effect of positive motivation on achievement indicates that enthusiasm and persistence are important characteristics when faced with life’s challenges, and they have a positive impact on levels of accomplishment. Being able to maintain impulse control and imposing a self-directed delay of gratification is important when working towards goals in life. Goleman also discussed the attitude of hope as being important in motivating oneself. In relation to hope, optimism is another attitude that has shown positive results when people set to reach goals in life. He stated, “From the standpoint of emotional intelligence, optimism is an attitude that buffers people against falling into apathy, hopelessness, or depression in the face of tough going” (p. 88).

Goleman’s (1995) fourth domain of emotional intelligence was recognizing emotions in others. In this area, empathy served as a fundamental skill in working with other people. Empathy stemmed from self-awareness, in that the more aware people
were of their own emotions, the more able they were to read other’s feelings. As people’s emotions were less frequently expressed in words, it was important to read nonverbal expressions of emotion, which includes tone of voice, gestures, and facial expressions.

The fifth domain of emotional intelligence was handling relationships or managing emotions in others. This domain included interaction with others and social competence and incompetence. Having self-awareness builds upon two other domains of emotional intelligence, self-management and empathy. Goleman (1995) stated, “with this base, the ‘people skills’ ripen. These are the social competencies that make for effectiveness in dealings with others; deficits here lead to ineptness in the social world or repeated interpersonal disasters” (p. 112). In every social encounter, people send both verbal and nonverbal messages that affect the individuals who are involved in the social exchange.

In summary, Goleman summarized brain research and the emotional centers in the brain. He has categorized Salovey and Mayer’s 1990 definition of emotional intelligence into five domains. These domains include knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

**Bar-On and Parker 2000 definition.** More recently, Bar-On and Parker (2000) published their model of the emotional intelligence construct. They reviewed Bar-On’s previous research in 1997, which included the following characteristics of emotional intelligence:

Emotionally intelligent people are people who are able to recognize and express their emotions, who possess positive self-regard, and are able to actualize their
potential capacities and lead fairly happy lives. They are able to understand the way others feel and are capable of making and maintaining mutually satisfying and responsible interpersonal relationships, without becoming dependent on others. These people are generally optimistic, flexible, realistic, and successful in solving problems and coping with stress, without losing control. (p. 33)

The Bar-On and Parker (2000) model consisted of five dimensions, which include the following: intrapersonal, interpersonal, adaptability, stress management, and general mood.

Bar-On and Parker’s (2000) intrapersonal dimension consisted of the related abilities of emotional self-awareness, assertiveness, self-regard, self-actualization, and independence. They defined emotional self-awareness as “the ability to recognize and understand one’s feelings” (p. 33). Assertiveness was defined as “the ability to express feelings, beliefs, and thoughts” (p. 33), while self-regard was “the ability to accurately appraise oneself” (p. 33). Self-actualization was stated as being “the ability to realize one’s potential capacities” (p. 33). Finally, independence was defined as “the ability to be self-directed and self-controlled in one’s thinking and actions and to be free of emotional dependency” (p. 33).

The interpersonal dimension (Bar-On & Parker, 2000) consisted of the related abilities of empathy, social responsibility, and interpersonal relationship. Empathy was “the ability to be aware of, to understand, and to appreciate the feelings of others” (p. 33). Social responsibility was “the ability to demonstrate oneself as a cooperative, contributing, and constructive member of one’s social group” (p. 33). Interpersonal
relationship was “the ability to establish and maintain mutually satisfying relationships that are characterized by emotional closeness” (p. 33).

The adaptability dimension was comprised of the related abilities of reality testing, flexibility, and problem solving. Reality testing was “the ability to validate one’s emotions” (p. 34). Flexibility referred to “the ability to adjust one’s emotions, thoughts, and behavior to changing situations and conditions” (p. 34). Problem solving was “the ability to identify and define problems as well as to generate and implement potentially effective solutions” (p. 34).

The stress management dimension consisted of the related abilities of stress tolerance and impulse control. Stress tolerance was “the ability to withstand adverse events and stressful situations without falling apart by actively and positively coping with stress” (p. 34). Impulse control was “the ability to resist or delay an impulse and to control one’s emotions” (p. 34).

The general mood dimension consisted of optimism and happiness. Optimism was “the ability to look on the brighter side of life and to maintain a positive attitude even in the face of adversity” (p. 34). Happiness was “the ability to feel satisfied with one’s life, to enjoy oneself and others, and to have fun” (p. 34).

*Emotional Intelligence Developmental Aspects* Mayer and Salovey (1997) suggested that emotional intelligence abilities emerge as early as during infancy and then develop as a person matures. They stated that, “people high in emotional intelligence are expected to progress more quickly through the abilities designated and to master more of them” (p. 10). At the earliest branches of emotional intelligence were the abilities of perceiving
and expressing emotions, which progresses to the highest branch of the conscious, reflective regulation of emotion.

Mayer and Salovey (1997) suggested that infants display emotions from the time of birth, as they cry to express needs such as food and warmth, and later begin to laugh and smile in response to pleasures. Infants learn to identify and differentiate their own emotional states, as well as those in others. They can distinguish between facial expressions and respond accordingly. As they develop, they become better able to identify physical sensations and become more aware of social surroundings.

Young children are also able to identify their own and others' emotional states. Developmentally, after a child recognizes his or her emotions, he or she begins to label and perceive relationships among them. Parents are important influences in this area as they teach their children about emotional reasoning by discussing the relationship of emotions in different situations. As feelings mature, young children, through imagination, are able to monitor and express feelings. Children learn to generate emotions by thinking of ways a character in a story may feel. Children learn that their emotions can be separated from their actions, meaning that at times their outward behaviors may be hiding their true internal emotions. During early childhood, emotional skills first begin to develop in the home setting, through the parent-child relationship, as parents help their children label their emotions, show respect for their feelings, and introduce them to situations requiring social interactions (Mayer & Salovey, 1997). They stated, however, that the parents may be inconsistent in the lessons they teach their child about emotions. The authors stated, "parents may avoid feelings, or a parent may deny he is angry even while behaving with hostility. As a consequence, children sometimes
develop disorders in which they become far removed from their feelings or misunderstand them” (p. 19).

Mayer and Salovey (1997) suggested that standard curriculums teach emotional lessons in the school setting. They indicated that children learn about emotions and feelings through characters portrayed in storybooks. They stated, “story characters have an inescapable tendency to become happy, afraid, jealous, and so forth, and children can observe both what makes those characters feel as they do and also how the characters cope in response to the feelings” (p. 19). As children progress through school, stories and characters become more complex which, in turn, increases the level of emotional learning. They also said that teachers are important role models when teaching lessons about emotions. Some of the most important learning about emotion and remediation of emotional skills occurs through the informal teacher-child relationship.

Mayer and Salovey (1997) also noted that the importance of values are taught through liberal arts subjects, stating that “values are often discussed and taught in liberal arts subjects as history, citizenship, and (more often in private schools) religion. From these we learn about the value systems within which emotional responsivity occurs” (p. 20). The authors further discussed that cultural and religious differences impact emotional responses. They stated, “different styles of emotionality exist within different systems. One prevalent Western tradition esteems individual life, democracy, equality among individuals, and education, while it abhors destruction of life and property, discrimination, and ignorance” (p. 20).

Goleman (1995) also indicated that emotional intelligence can be developed and that parents play an important role in the development of a child’s emotional intelligence.
He stated that in order to effectively teach children appropriate emotions and responses, parents must display the elements of emotional intelligence themselves. When children are upset, parents who are adept in the skills of emotional intelligence take the opportunity to discuss their child’s feelings and to help them find ways to handle their feelings.

Goleman (1995) also discussed the development of emotional intelligence by focusing on the windows of opportunity for gaining skills as related to family experience. Goleman reviewed how parenting styles have a lasting effect on a child’s emotional life. He stated that there are three common emotionally inept parenting styles, which include ignoring feelings altogether, being too laissez-faire, and being contemptuous. When parents ignore their child’s feelings altogether, they treat the incident as being trivial and wait for the problem to blow over. Goleman stated that these parents “fail to use emotional moments as a chance to get closer to the child or to help the child learn lessons in emotional competence” (p. 190). Parents who are too laissez-faire notice how a child feels, but feel that however the child reacts to that emotion is fine, even if it turns to violence - such as hitting. These parents rarely discuss or model alternative emotional responses with their child. Goleman stated, “they try to soothe all upsets, and will, for instance, use bargaining and bribes to get their child to stop being sad or angry” (p. 191). Finally, parents who are contemptuous and show no respect for how the child feels often will react harshly or punish the child for displaying emotions. Goleman stated, “these are the parents who angrily yell at a child who is trying to tell his side of the story, ‘Don’t you talk back to me’” (p. 191). In order to effectively teach children appropriate emotions and responses, parents must display the elements of emotional intelligence
themselves. When children are upset, parents who are adept in the skills of emotional intelligence take the opportunity to discuss their child’s feelings and to help them find ways to control their feelings. Though many emotional skills and issues are present among children’s friends, as they grow older, it is their parents who serve as the background for skills in emotional intelligence, beginning as early as infancy in developing empathy.

Like Mayer and Salovey (1997) and Goleman (1995), Bar-On and Parker (2000) seemed to agree that emotional intelligence is learned developmentally and can be improved upon during life. Bar-On and Parker stated, “emotional intelligence develops over time, changes throughout life, and can be improved through training and remedial programs as well as through therapeutic interventions” (p. 33).

Given the available definitions of emotional intelligence and the developmental issues involved, the question then can be asked, “Is an individual’s level of emotional intelligence based on nature or nurture?” At this point, available research does not give a definitive answer. Goleman (1995), in his review of research in the area of neuroscience, reported that anatomically, the brain is the last organ to become fully developed and that it continues to mature throughout childhood and into adolescence. He suggested that the centers for emotion are one of the last systems to fully develop, which allows for repeated experiences during childhood to help develop emotional skills. He stated that the parent-child relationship and parenting styles are critical for the child’s emotional development. Researchers such as Salovey and Mayer (1990), Mayer and Salovey (1993, 1997), and Bar-On and Parker (2000) suggested that emotional skills can be taught and remediated in childhood. Mayer and Salovey (1997) discussed opportunities for emotional
development that can be taught within standard curriculums in school, such as learning how to identify and generate feelings, labeling feelings, and learning about cultural values. Specific skills related to emotional intelligence can be acquired throughout life, suggesting that biological factors alone cannot account for one’s emotional intelligence.

Assessment of Emotional Intelligence in Children

Having defined emotional intelligence and reviewed research stating that emotional intelligence is developmental in nature, the next step would seem to be how to assess children’s levels of emotional intelligence. In accordance with their definition of emotional intelligence, Bar-On and Parker (2000) published the first standardized testing measure of emotional intelligence to be used with children and adolescents. The Bar-On Emotional Quotient -Inventory: Youth Version (Bar-On EQ-I: YV) Self Report Scale is a self-report scale that consists of 60 items. The Bar-On EQ-I: YV has a mean of 100 and a standard deviation of 15. This scale yields a total EQ score, as well as identifying strengths and needs in individual scale scores. The subscale scores include the following: Interpersonal Scale, Intrapersonal Scale, Adaptability Scale, Stress Management Scale, General Mood Scale, and Positive Impression Scale. The Total EQ score gives “a general indication of how emotionally and socially intelligent the respondent is in general” (Bar-On & Parker, 2000, p. 19). The Positive Impression Scale and the General Mood Scale provide information about the child; however, they are not part of the child’s Total EQ score.

Children who earn high scores on the subscales show the following characteristics on each scale. On the Intrapersonal Scale, “these individuals understand their emotions. They are also able to express and communicate their feelings and needs” (Bar-On &
Parker, 2000, p. 19). On the Interpersonal Scale, “these individuals are likely to have satisfying interpersonal relationships. They are good listeners and are able to understand and appreciate the feelings of others” (p. 19). On the Adaptability Scale, “these individuals are flexible, realistic, and effective in managing change. They are good at finding positive ways of dealing with everyday problems” (p. 19). On the Stress Management Scale, “these individuals are generally calm and work well under pressure. They are rarely impulsive and can usually respond to a stressful event without and emotional outburst” (p. 19). On the General Mood Scale, “these individuals are optimistic. They also have a positive outlook and are typically pleasant to be with” (p. 19). On the Positive Impressions Scale, “these individuals may be attempting to create an overly positive self-impression” (p. 19).

Many characteristics of emotional intelligence can be measured by Bar-On and Parker’s (2000) scale. As research continues to become available, it is very likely that additional formal assessment strategies will be developed.

*Overview of Program Evaluation*

The following section of this paper focuses on program evaluation strategies and their importance in evaluating social programs. Rossi and Freeman (1993) published a book on program evaluation methods and defined it by stating, “evaluation research is the systematic application of social research procedures for assessing the conceptualization, design, implementation, and utility of social intervention programs” (p. 5). Basically, program evaluation involves the use of research methodologies to improve ways that programs are conducted, starting with the earliest stages of defining programs, through program design, development, and implementation.
People involved in program evaluation search for the answers to several questions, which first includes the nature and scope of the problem that requires the program as well as the demographics of people involved. Second, they look at what interventions are likely to resolve or significantly reduce the problem, and whether these interventions are reaching the target population and being implemented in the correct way. Next, evidence is reviewed to determine whether the program is effective. Finally, researchers need to determine the program’s cost and make a comparison relative to its effectiveness and benefits (Rossi & Freeman, 1993).

For the purposes of this paper, Rossi and Freeman’s (1993) program evaluation model will be used to critique specific emotional intelligence curriculums. For each curriculum, the title and target population will be listed, as well as the cost of the materials needed to implement the program. An overview of each program will be provided, followed by a detailed account of the interventions that will be used. Finally, strengths and weaknesses will be discussed in relationship to how each program successfully or unsuccessfully relates to the theory of emotional intelligence, and to what extent each program improves emotional intelligence skills as claimed.

*Improving Emotional Intelligence Skills*

With the recent developments in assessing emotional intelligence in children and adolescents, professionals may soon be able to determine children’s levels of emotional intelligence. Currently, there are no research-based programs that are specifically designed specifically to remediate and increase emotional intelligence skills. However, many available school-based programs, particularly in the areas of peer mediation, conflict resolution, and social skills training, target some of the components of emotional
intelligence as defined by Salovey and Mayer (1990), Mayer and Salovey (1997), and Bar-On and Parker (2000). Finally, several Internet web sites offer suggestions and programs to improve emotional intelligence skills. The purpose of the next section of this paper is to use a program evaluation model to critically review programs that specifically claim to improve emotional intelligence skills. Next, other established programs that were initially designed to improve skills other than emotional intelligence per se will be reviewed to determine their correlation with the emotional intelligence definitions. Appendix C includes detailed program information, while Appendix D includes a tabled list of each program and its fit with the previously reviewed models of emotional intelligence. Finally, the last section of this paper includes a review of Internet web sites relating to children and adolescents.

**Review of Emotional Intelligence Programs**

Programs were selected based on library and internet searches for emotional intelligence programs specifically relating to children. All programs meeting this criteria have been reviewed. At the time of this research, only four programs met this criteria. The following four programs claim to be specifically designed to improve children’s emotional intelligence skills.


*Target population.* The target population for this curriculum is elementary school-aged students.

*Cost of the program.* The manual for this program costs $34.95.

*Nature and scope of the program.* Self-Science, an emotional intelligence curriculum, is published by Six Seconds, an educational service organization
designed to support the development of emotional intelligence through training and materials. The key components of the current program began in 1978; however, the newly revised second edition claims to incorporate emotional intelligence research. The Self-Science model operates on three basic assumptions. The first assumption is “there is no thinking without feeling and no feeling without thinking” (Stone-McCown, Freedman, Jensen, & Rideout, 1998, p. ix). The second assumption is that “the more conscious one is of what one is experiencing, the more leaning is possible” (p. ix). The third assumption is “experiencing one’s self in a conscious manner – that is, gaining self-knowledge – is an integral part of learning” (p. ix).

Self-Science defined emotional intelligence as including six fundamental components, which then have sub-components. These components included building empathy and optimism, controlling yourself and delay of gratification, managing feelings, socializing effectively, motivating yourself, and committing to noble goals. The authors stated that “emotional intelligence is a way of understanding and shaping how we think, feel, and act” (Stone-McCown et al., 1998, p. 4). They reported that the behaviors that mark the development of emotional intelligence skills include talking about feelings and needs; listening; sharing and comforting; growing from conflict and adversity; prioritizing and then setting goals; including others; making conscious decisions; and giving time and resources to the larger community. They further claim that Self-Science and Emotional Intelligence skills lead to greater esteem, higher motivation, creativity and achievement, less violence, more accountability, and stronger classroom and school communities.
Interventions. The Self Science program consists of sixty-two lessons that are divided into two parts, which may be taught during a one- or two-year course. Students are grouped by developmental age, with an equal number of males and females. Size of the groups may vary, depending upon age. The authors suggest eight to ten members for younger children and ten to fifteen for older students. A smaller group size allows for intimacy amongst the group, as well as increased opportunity for active participation. This program is designed to build emotional intelligence skills and “to develop a learning community which fosters respect, responsibility and resiliency” (p. 3).

Self-Science is an experience-based program that uses process-oriented methods such as activities or role-playing to give children emotional and cognitive skills that will increase their understanding and functioning in all learning situations. Children learn accountability for their actions by recognizing that they have a choice about their thoughts, feelings, and actions. Ideally, two teachers work as a team and serve as the facilitator of the lesson. The content of the curriculum is determined by children’s real life experiences. There are ten goals in the Self-Science Curriculum. The first five goals target group cohesiveness, as well as orienting students to later developing skills. The last five goals center around individual and group accountability.

Effectiveness of the program. The manual for this program offers no research to support the authors’ claims that children’s levels of emotional intelligence improved following the implementation of this program.

According to the website, www.selfscience.com, in the year 2000 Six Seconds conducted a pilot study of the Self Science program, that included approximately 400 students. The goal of the pilot study was to determine whether the Self Science program
did in fact result in measurable benefits, such as improvement of classroom climate and reduction of violence, and whether or not further research would be warranted. Furthermore, the study sought to determine whether Self-Science's EQ competencies and classroom climate changes are measurable, as well as to determine whether teachers utilizing the Self Science curriculum found it to be effective in enhancing their teaching.

From a pool of thirty teachers who had expressed interest in the area of affective education, twenty were selected randomly to participate in the study. Participating teachers represented schools from a cross-section of environments, including being urban and rural, public and private, diverse and homogenous, and special needs and mainstreamed. The twenty randomly chosen teachers were then asked to invite a peer teacher to be a part of the control group. Teachers in the pilot group would be responsible for getting permission for their administration for participation. Teachers without permission were not included; as a result additional teachers were added to create a pilot group of twenty teachers. The study does not indicate the total number of teachers in the control group.

All teachers then received their initial materials which included the Self-Science curriculum text, an observation assessment which is a checklist that a teacher or other adult completes, and a student self-report questionnaire (SEQI). Prior to implementing the Self Science program, the control and experimental groups were asked to deliver the student questionnaire and to complete one observation assessment. The teachers in the pilot group were then instructed to experiment with the Self Science lessons and to deliver lessons in at least ten class periods. The pilot group teachers also received
periodic follow-up materials including further lesson instructions and available on-going coaching from Six Seconds staff members.

Prior to the completion of this study, the pilot teachers were asked to complete an overview survey questionnaire to determine their initial responses to the program. Next, an observation assessment with a Six Seconds staff member was scheduled, and, finally teachers administered the SEQI as a posttest.

Of the twenty teachers in the pilot group, three decided not to participate at all; three did not complete all ten required lessons; thus fourteen teachers remained in the study. One of those teachers did not complete the survey questionnaire, which then left only thirteen participants in the pilot group. Again, the study makes no mention of the number of participants in the control group.

According to the preliminary findings, based on thirteen teachers, Six Seconds found that all teachers in the study reported that the program increased cooperation and improved classroom relationships. Also, 92% agreed that the program helped to increase student focus and attention, as well as improved teacher/student relationships. The website reported, “all teachers also found Self-Science to be a positive experience and plan to continue Self-Science and/or other affective curricula in the future” (2002, p. 3). (Refer to Appendix B for complete results). Concerning emotional intelligence skills, the data from the student survey, the SEQI, and the observation forms were analyzed. The researchers reported that “in preliminary results, it appears that compared to the control groups, the study group had 2.5 times the number of positive interaction between students” (2002, p. 3).
In addition to reporting the overall data using all thirteen teachers’ data, the website reported an individual teacher’s data. This particular teacher reported that for his class, at an “at risk” school, the students increased their recognition of the importance of EQ; increased their leadership awareness/skills; improved their emotional literacy; and experienced increased levels of optimism/growth, resources/trust, and assertive behaviors/self-advocacy. Data from another teacher at a “privileged” school indicated increases in levels of self-confidence/dreams coming true, interpersonal skills, use of humor/self-acceptance and making others laugh, I-messages, and skills used for self-calming.

The website states, “the next steps are to correlate the survey data with the SEQI, observation reports, and academic performance. Following this data analysis, this report will be updated, and a more comprehensive study will be initiated” (2002, p. 4). The study did not indicate how variables such as training, experience, and administrative supports may have influenced results. The final comment was “given that positive change can be made with only a small investment of resources, perhaps we are all obligated to make this form of instruction a priority” (2002, p. 5).

**Strengths.** The Self-Science program has several similarities to Salovey and Mayer’s (1990), Mayer and Salovey’s (1993, 1997), Goleman’s (1995), and Bar-On and Parker’s (2000) definitions of emotional intelligence. The first assumption of the Self-Science curriculum is that “there is no thinking without feeling and no feeling without thinking” (Stone-McCown et al., 1998, p. ix). This assumption agreed with Salovey and Mayer’s theory that emotional intelligence involves both emotion and cognition. The definition provided by Stone-McCown et al stated, “emotional intelligence is a way of
understanding how we think, feel, and act” (p. 4), which is similar to the third branch of emotional intelligence in Mayer and Salovey’s (1997) definition, which concerns individual’s ability to understand and analyze emotions. In the Self-Science program, the authors reported that behaviors that are important in emotional intelligence development include talking about feelings, listening, and sharing. Mayer and Salovey (1997) make the point that children often talk about feelings when discussing how characters in stories might feel. Role-playing, which is a significant part of the Self-Science curriculum, allows for children to take others’ perspectives and generate different feelings themselves. Other components of the Self-Science program that directly relate to Mayer and Salovey’s definition of emotional intelligence include empathy and managing feelings. As part of their original 1990 definition, Salovey and Mayer reported that individuals who are skilled in empathy are able to choose socially adaptive behaviors in response to perceived emotions. In 2000, Mayer, Salovey, and Caurso reviewed the fourth branch of emotional intelligence, which addresses emotional management, stating that effective emotional management involves flexibility and understanding emotions in relationship to others.

The management of feeling component of the Self-Science curriculum is also found in Goleman’s (1995) definition, which states that people try to maintain control of their moods by selecting activities to make themselves feel better. Other components in the Self-Science program are motivating yourself, delay of gratification, and committing to noble goals, which seem to correlate with Goleman’s (1995) third domain of emotional intelligence, that of motivating oneself. Goleman argues that motivation has a positive impact on levels of accomplishment and that impulse control and self directed delay of
gratification are important when working toward goals in life. Optimism is also included in this domain.

Fewer similarities can be found between the Self-Science curriculum and Bar-On and Parker’s (2000) definition. Empathy, again, is an important part of both the Self-Science program and Bar-On and Parker’s definition. Self-Science does include a component of building optimism, which Bar-On and Parker included in their General Mood Dimension of emotional intelligence.

*Weaknesses.* Though there are many aspects of this program that target emotional understanding in self and others, there are also parts of the program that exceeded the scientific research base that has defined emotional intelligence. First, there is not a single reference listed in the program’s manual, although the introduction section refers heavily to Goleman’s work. The components of the Self-Science program most closely relate to Goleman’s review of the available research in his book *Emotional Intelligence.* Stone-McCown et al. (1998) also make claims that have not been substantiated by research, such as emotional intelligence “leads to greater self-esteem, higher motivation, creativity and achievement, less violence, more accountability, and stronger classroom and school communities” (p. 2). There is no research available to support this statement, nor is a reference provided as the authors source for this information. Stone-McCown et al. also list behaviors that are important in emotional intelligence development, though they do not give specific information on how people develop these skills.

In addition to the aforementioned weaknesses, many questions also need to be asked about the Self Science pilot study. For example, the sample size of the teachers participating in the pilot study was very small, and the number of teachers participating in
the control group was never mentioned. The selection process for both the control and pilot groups does not truly appear to be random, but rather on a volunteer basis. In addition, it was not indicated whether all teachers taught the same specific lessons or whether they chose the lessons on their own. Next, it is not reported how many lessons were actually given, whether teachers stopped at the minimum requirement of ten lessons or if more lessons were delivered. Actual statistical results for the control group were not reported but rather included only one statement regarding the control group, which was, “the study group had 2.5 times the number of positive interaction between students” (2002, p. 3). Also, specific questions included on the teacher and student surveys (SEQI) were not listed. Though the study reported that approximately 400 students were included in the study, it does not indicate the students’ ages, grade, or specific demographic information. This pilot study reported improvements in the overall classroom environment; however, it does not mention specifically that emotional intelligence skill improved as a result of implementing the Six Seconds curriculum.

Source. Handle with Care Emotional Intelligence Activity Book.

Target population. The target population is children through adult.

Cost of the program. The manual for this program costs $16.95.

Nature and scope of the program. The Handle With Care Emotional Intelligence Activity Book, published by Six Seconds, is a book of activities designed to promote emotional intelligence. According to the authors:

Emotional intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our interactions with others and our understanding of ourselves. It defines how and what we learn; it allows us to set
priorities; it determines the majority of our daily actions. Research suggests it is responsible for as much as 80% of the 'success in our lives.' (Freedman, Rideout, Jensen, & Freedman, 1997/1998, p. 1)

They further add that the development of emotional intelligence includes six basic components, which include increase self-awareness and identify feelings, control yourself and delay gratification, socialize effectively, motivate yourself, build empathy and optimism, and commit to noble goals. They made the point that emotional intelligence develops as a result of nature and nurture, that emotional intelligence can be learned and can be increased.

*Interventions.* The authors described five building blocks for increasing emotional intelligence, which include interrupting the pattern-following rut, gathering accurate data and analyzing, building de-escalating patterns, communicating with others and with yourself, and redirecting. The *Handle With Care Activity Book* consists of twenty-four themes that are designed to promote emotional intelligence. For each of the themes, an explanation of the theme is given, as well as activities for individuals, families, classes, or other groups. Also included are quotations, role models, books, and movies that will help build understanding and application of the theme. Questions and photographs are included to help reflect on the activities. In addition, the book also comes with stickers and postcards that are “to encourage you to practice EQ skills, to celebrate growth, and to reach out to others” (p. 10). Activities in this book can be used in any order. The twenty-four themes that are included to promote emotional intelligence growth are courage, adversity, perseverance, interdependence, empathy, creativity, noble goal, motivation, curiosity, accountability, optimism, forgiveness, initiative, conflict,
humor, tolerance, service, truth, tranquility, awareness, resiliency, self-control, fusion, and integrity.

Effectiveness of the program. No research was provided in the manual concerning the effectiveness of this program in relation to improving emotional intelligence skills.

Strengths. This activity book is published by Six Seconds, who also published the Self-Science Curriculum that was previously reviewed. Most of the activities in this book are similar to the components of the Self-Science program, and as a result the strengths and weaknesses of these books are similar to the reviewed Six Second Program. The Handle With Care Activity Book includes activities that claim to promote empathy development, which is a part of Salovey and Mayer’s (1990, 1997), Goleman’s (1995) and Bar-On and Parker’s (2000) definitions. Freedman et al. (1998) further discuss components of optimism, delay of gratification, motivation, and commitment to noble goals, which relate to Goleman’s third domain of emotional intelligence.

Weaknesses. From the beginning pages of the introduction, the authors make claims that have not been substantiated by research. They stated that research indicated that emotional intelligence “is responsible for as much as 80% of the ‘success’ in our lives” (p.1). Though they stated that research makes this claim, they gave no reference for finding that research. Though they never referred specifically to the source, there is a quotation in Goleman’s book which states, “at best, IQ contributes about 20 percent to the factors that determine life success, which leaves 80 percent to other forces” (1995, p. 34). It is unclear whether the authors are referring to this statement exactly, but they offered no reference for source for this, or any other information in their book. As with
the Self-Science curriculum, the *Handle With Care Activity Book* offered several key elements from developing emotional intelligence skills, but they did not review specifically any research pertaining to how these skills develop. Freedman et al. (1998) described five building blocks for increasing EQ that included the following: Interrupting the pattern-following rut, gathering accurate data and analyzing, building de-escalating patterns, communicating with others and with yourself, and redirecting. Although these were listed as building blocks of emotional intelligence, it is again unclear what research supports this claim. This book also included stickers and postcards to help practice emotional intelligence skills and to reach out to others, but it is unclear exactly how stickers and postcards allow for “practice” of these skills is unclear. Contained in the book are twenty-four themes that were designed to promote emotional intelligence growth, but, again, these themes that include courage, adversity, perseverance, and curiosity do not fit with the definitions of emotional intelligence in the available research (Bar-On & Parker, 2000; Goleman, 1995; Mayer & Salovey, 1993, 1997; Salovey & Mayer, 1990).

*Source. 50 Activities for Teaching Emotional Intelligence, Level I: Elementary*

*Target population.* The target population for this program is elementary school students.

*Cost of the program.* The cost of the manual is $18.95.

*Nature and scope of the program.* The book, *50 Activities for Teaching Emotional Intelligence*, offered by Innerchoice Publishing, is an activity guide that compiled emotional literacy activities from the past decade. The author stated, “the activities have been compiled expressly for the purpose of helping you apply the theory
and recommendations of authorities in the field of brain-based education and emotional learning, including behavioral scientist and best-selling author Daniel Goleman" (Schilling, 1996, p. 1). During the introduction and theory part of this book, the author reviewed much of the research on emotional intelligence as it appears in Goleman’s 1995 book *Emotional Intelligence*. Emotional Intelligence, as defined by Schilling, was “the capacity to acquire and apply information of an emotional nature, to feel and to respond emotionally. This capacity resides in the emotional brain/mind” (p. 3). She made the point that emotional competencies are “skills and attributes – self-awareness, empathy, impulse control, listening, decision making, anger management – whose level of development determines the strength of our emotional intelligence and the degree of our emotional competence” (p. 3).

*Interventions.* This activity guide consisted of ten units, each containing five activities. Activities in each of the ten units included three group activities and two Sharing Circles. Many of the activities included handouts, which were referred to “Experience Sheets.” It was suggested that the units be implemented in the same order they are in the book; however, flexibility is allowed. These ten units were self-awareness, managing feelings, decision making, managing stress, personal responsibility, self-concept, empathy, communications, group dynamics, and conflict resolution.

Throughout the book, the author used the terms emotional intelligence, emotional literacy, emotional competence, and emotional competencies in a variety of contexts. The term emotional intelligence referred to “the capacity to acquire and apply information of an emotional nature, to feel and to respond emotionally” (Schilling, 1996, p. 3). She stated that the terms emotional literacy and emotional competence “are used
interchangeably to describe the relative ability to experience and productively manage emotions. The shorthand for these terms is EQ” (p. 3). Emotional competencies are “skills and attributes – self-awareness, empathy, impulse control, listening, decision making, anger management – whose level of development determines the strength of our emotional intelligence and the degree of our emotional competence” (p. 3).

Several strategies could be used to achieve the ten goals including role-plays, worksheets, experiments, and discussions. In addition, an integral part of the curriculum was the Sharing Circle, in which children gather together to discuss their feelings on given subjects.

Effectiveness of the program. There is no research provided concerning the effectiveness of this program in improving emotional intelligence skills. Since these activities were originally designed to promote emotional literacy and emotional competence, which are different concepts than emotional intelligence, it would seem more likely that the activities in this book would improve these skills rather than emotional intelligence.

Strengths. This activity book has units that center around emotional literacy and emotional competencies, which include activities that promote the experience and discussion of emotions, which Salovey and Mayer (1990, 1997) and Mayer et al. (2000) have repeatedly stressed as a necessary component of emotional intelligence. Their model of emotional intelligence involved both the emotional and cognitive systems, and this activity book focused specifically on the emotional component. Activities relate to several parts of Salovey and Mayer’s (1990) and Mayer and Salovey’s (1993, 1997) definition, including empathy, conflict resolution, and managing emotions. Managing
emotions was also one domain of Goleman’s definition (1995). Stress management was also addressed in this book, which was one dimension of Bar-On and Parker’s (2000) theory of emotional intelligence.

Weaknesses. As in other self-proclaimed emotional intelligence curriculums and activity books, this book sited only Daniel Goleman as a source of reference. The introduction section of this book is basically a summary of Goleman’s (1995) bestseller, Emotional Intelligence. Schilling used the terms emotional literacy and emotional competence interchangeably, stating that “emotional literacy and emotional competence are used interchangeably to describe the relative ability to experience and productively manage emotions. The shorthand for these terms is EQ” (p. 3). The author gave no clear distinction between the terms emotional literacy, emotional competency, and emotional intelligence. The definitions given seemed to overlap. Along the same lines, the activities in this book are a compilation of emotional literacy activities. Although these activities did provide exposure to some of the principles of emotional intelligence, if they were originally targeted to improve emotional literacy then why is the book titled as an emotional intelligence curriculum rather than emotional literacy if nothing has changed?

Source. Fostering Emotional Intelligence in K – 8 Students

Target population. The target population for this emotional intelligence program is students in kindergarten through eighth grade.

Cost of the program. The manual for this program costs $29.95.

Nature and scope of the problem. Gwen Doty, who was a teacher for twenty years, wrote this curriculum guide as a way of integrating the concept of emotional intelligence into academic content activities. Doty credited Howard Gardner,
a hero of hers, and Goleman, her second idol, as providing the foundation of research for her book. She stated, "emotional intelligence creates individuals who are 'people smart'; individuals who can read other people, who can take on the role of a leader as well as the role of facilitator and team member" (Doty, 2001, p. viii). Doty argued that teaching emotional intelligence skills in the schools can be done by incorporating these skills in the general curriculum. Teachers act as facilitators and role models while enhancing students’ understanding of emotional intelligence. She suggested that integrating emotional intelligence into the school curriculum should not be a difficult task, but says that, "integration could be as simple as asking students to write a reflection paragraph about what they think the character in the story should do to solve the problem" (p. 6). Following this type of written exercise, the class could discuss the story and the appropriate responses in emotional situations. Doty also suggested that teachers make mental notes and refer to a table in her book that lists traits of those who have high and low emotional intelligence. Those who have low emotional intelligence would benefit from EI training.

Doty (2001) listed five components of emotional intelligence which included awareness of self and others, approval of self and others, mastering self-responsibility, finding personal meaning, and valuing honesty and ethics. For each of these areas, Doty offered suggestions on how to incorporate emotional intelligence skills into the curriculum.

Doty (2001) defined self awareness as being an integral component of emotional intelligence. She stated that self awareness is made up of one’s self concept as well as knowledge of oneself. She emphasized the importance of empathy as well as the
conscious awareness of one’s surroundings. She suggested that teachers can foster a more conscious awareness in students through the classroom environment by encouraging open thought and explorations, which send messages to students that they can express their opinions freely. Doty also suggested that students learn by exploration rather than by memorization. Specific discussion formats such as focused discussion groups also allow students to gain more understanding of a topic.

Having defined self awareness, the second component in Doty’s definition of emotional intelligence is the approval of self and others. She defined self approval as “the ability to understand and accept I feel what I feel, I believe what I believe, I like what I like, and I am capable of what I am capable of” (p. 57). Not only must children learn to understand and accept who they are, but also that other people are entitled to be who they are with their own beliefs and values. Children must be able to see others’ points of view and be empathetic towards others, and Doty stated that this can happen only when children have learned to value themselves. Doty reported that children not only need to be empathetic but also that pessimism and optimism have to do with their own self approval.

The third component of emotional intelligence as defined by Doty (2001) was mastering self-responsibility. Here, Doty emphasized students’ own accountability in the decisions they make. Doty stated, “self-responsibility means giving up self-centeredness (the ‘me-first’ syndrome) and controlling urges for instant gratification” (p. 76). Students who have mastered self-responsibility are in control of their actions and have an understanding of future consequences before they behave in certain ways. Doty also made the claim that “mastering self-responsibility can also lead to less school violence.
As students learn techniques to become more responsible learners, they also learn suitable ways of responding to various situations and encounters” (p. 78).

Doty (2001) stated that the fourth component of emotional intelligence is finding personal meaning. She stated, “students must be able to construe relevant meanings and connections for the learned information to become committed to long-term memory” (p. 98). Students also need to feel an emotional connection to information as well as find patterns in learning in lessons taught in the classroom. Doty stated, “by finding personal meaning in a piece of information, students find self-worth and self-acceptance in that they become an integral component in the learning process” (p. 98).

The fifth and final component of emotional intelligence was valuing honesty and ethics. Doty (2001) defined ethics as “a system of morals one chooses to abide by” (p. 14). She stated that children’s ethics are shaped by observations of significant others in their lives, as well as through the media. Doty argued that parents are a critical component in the development of ethics and that they should be an integral part of the child’s school life, whether through volunteering or mentoring during the day or through notes and telephone calls to the teacher. Doty stated, “honesty and ethics are a natural way to being the components of emotional intelligence full circle as a well-rounded individual emerges” (p. 118).

Interventions. In her book, Doty (2001) gave several suggestions for activities to improve emotional intelligence, providing suggested activities to use to teach each of the five components of emotional intelligence. For the purpose of this paper, several samples, but not all, activities will be reviewed.
In the area of self-awareness, Doty (2001) listed an activity to be used with children in first through fourth grade, to be incorporated into science or language arts classes. Children are to go on a nature walk and find an object such as a leaf or a twig. After getting back to class, students determine how the object is similar, or different, to themselves in areas such as size, shape, color, or feelings. Students then complete a Venn diagram to show the likes and differences. For fifth through eighth grade, students complete a similar activity, but rather than comparing themselves to objects in nature they compare themselves to famous historical people whom they admire.

Under the component of self-approval, Doty (2001) listed several activities that can be used with children of various age levels. An activity that can be used with students in kindergarten through eighth grade students is “Quiet Ball” (p. 64). Students in the class sit in a circle while a topic is brought up for discussion. The topic is usually related to a current social or academic issue. The quiet ball is then tossed to a student who is then asked to share his/her feelings about the topic. The child has the choice of sharing feelings or passing the ball to someone else if he/she is uncomfortable. The rule is that only the person who possesses the ball may speak, and no judgmental comments or opinions can be made about what other students have shared.

In the area of self-responsibility, an activity Doty suggested centers around natural consequences. Students in kindergarten through eighth grade can participate in these activities in social studies or language art classes. In this activity, students are told an action and then asked to tell what the consequence of that action could be. Doty gave the example action of “George Washington chopped down the cherry tree” (p. 88). The consequence would be “He had to earn back his father’s trust” (p. 88).
Under the personal meaning component, Doty (2001) listed several activities to increase levels of personal meaning within school subjects such as language arts, social studies, and science. The newspaper can be an effective tool for use with kindergarten through eighth grade students. Younger children can cut out a favorite comics strip, mix up the order of the scenes, and then put them back in the correct sequential order. Or, students can cut from the newspaper specific letters of words they are currently learning. For older students, they can find an article of interest, cut and paste it on a board, and then identify topic sentences and supporting details. Students could also write a letter to the editor on a topic of interest to them. Other activities to increase personal meaning as suggested by Doty include group presentations, which emphasizes team building; student debates; role-playing; learning centers; and time for student reflection.

Finally, Doty (2001) listed activities to improve the fifth component of emotional intelligence, which is honesty and ethics. An example of an activity in this area is titled “Just Because” and can be implemented through language arts classes in grades kindergarten through eighth. In this activity, students brainstorm a list of ideas that would demonstrate the meanings of ethics and honesty. Examples of these ideas include “hold the door open for someone; compliment someone; respect the opinions of others; and show respect for all types of people” (p. 119). Students are then told to implement five of the ideas each day. Students record the activities they choose, and at the end of one week they reflect on their successes and their feelings about the incident.

Effectiveness of the program. There is no report of any formal studies that have been done to evaluate the effectiveness of this program in raising children’s levels of emotional intelligence. Doty (2001) did, however, offer a way for teachers to measure
growth in their classrooms. She suggested that once teachers have become familiar with their students, the teachers complete an assessment of each student’s level of emotional intelligence. This assessment was based on observation of the student and is done using a rubric and assessment sheets for each of the five emotional intelligence components. Each student should be assessed at both the beginning and end of the school year to measure emotional intelligence growth. Also included were graphs to mark individual as well as class average emotional intelligence growth. Doty suggested using this graphed information to determine the success of integrating emotional intelligence components into the curriculum. Modifications could then be made based on the progress.

**Strengths.** This emotional intelligence curriculum has many components that relate to Salovey and Mayer’s (1990), Mayer and Salovey’s (1997), Goleman’s (1995), and Bar-On and Parker’s (2000) definitions of emotional intelligence. As in other curriculums, Doty (2001) stressed the importance of empathy, which can be found in Salovey and Mayer’s (1990), Mayer and Salovey (1997), Goleman’s (1995), and Bar-On and Parker’s (2000) model of emotional intelligence. Doty also included activities relating to self-awareness, which is the first component in Goleman’s (1995) definition as well as the Intrapersonal dimension of Bar-On and Parker’s definition. All of the activities Doty listed can easily be incorporated into the general school curriculum, which makes for efficient use of time. Many of the activities involved discussion groups that ask children to share their feelings and to listen to the feelings of others. Mayer and Salovey’s (1997) definition focused more heavily on feelings, and feelings are involved in several of Doty’s activities. Also, Doty made the point that parents play a critical role in the development of emotional intelligence skills. Salovey and Mayer also believed
that the parent-child relationship is crucial in that parents help children label emotions, show respect for their feelings, and get children involved in social interactions. Goleman (1995) also stressed that parents and parenting styles have an effect on emotional intelligence development. Doty also provides activities to strengthen children’s problem solving and conflict resolution skills, which Mayer and Salovey (1997) stated is a promising way of improving emotional intelligence skills.

_Weaknesses._ While many of the activities in this curriculum relate to emotional intelligence definitions and development, there are some accompanying problems. First, as with the other emotional intelligence curriculums, Doty (2001) used Goleman’s (1995) work as the basis for her interpretation of emotional intelligence. She appeared to ignore the actual research done by Salovey and Mayer (1990), Mayer and Salovey (1993, 1997) or Bar-On and Parker (2000). Second, although Doty credited Goleman as her second idol, she appeared to have developed her own definition of emotional intelligence. Though citing Goleman as her reference, Doty’s components of emotional intelligence did not match Goleman’s definition. It is unclear where she obtained her components of emotional intelligence. Finally, Doty included a rubric to assess children’s levels of emotional intelligence, but she gave no research or reference telling how she determined what information should be included in this rubric and assessment of emotional intelligence skills.

_Review of Additional Programs that Relate to Emotional Intelligence_

The following programs did not claim to focus on emotional intelligence skills. Instead, these programs actually targeted other skills but did include some components of emotional intelligence. In this section, these programs will be reviewed, with specific
emphasis placed on the components that relate to emotional intelligence. Several programs were reviewed based on a library search. Out of the initial programs that were selected, the following six programs were included in this paper based on their having components that fit with the available theories and definitions of emotional intelligence (Bar-On & Parker, 2000; Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990).

*Skillstreaming the Elementary School Child – Revised Edition.*

*Skillstreaming the Elementary School Child – Revised Edition* (McGinnis & Goldstein, 1997) was a social skills training approach designed for elementary school students. Skillstreaming was defined by the authors as being psychoeducational in nature, and focuses on the processes of modeling, role-playing, feedback, and transfer as ways of teaching prosocial behaviors. The goal of Skillstreaming was to teach desirable behavioral skills to those children who have behavioral skills deficits. As a result of improved behavior and feelings of social competence, the authors stated that children’s self-concept would also improve. The Skillstreaming approach can be applied to remediate significantly deficient social skills, as well as for prevention by means of helping children increase personal satisfaction and happiness through improved prosocial skills. The intent of the Skillstreaming approach was to teach students problem-solving skills, assertiveness, and ways to improve interpersonal relationships through active learning techniques.

After choosing the children to participate in the program, the children are grouped according to two criteria. McGinnis and Goldstein (1997) stated, “the first criterion is shared skill deficiency. It is useful to group students who share similar skill deficiencies
or patterns of deficits” (p. 42). The second criteria “concerns the generalization-enhancing principle of identical elements” (p. 42). It is this criterion that allows for the transfer of skills learned during the teaching session to the real-world setting. The greater the similarity between the two settings, the more likely it is that students will be able to use these skills in their everyday lives.

In addition to the group leaders and the participating students, school support staff and parents play an important role in the generalization of prosocial skills across settings. Other individuals who are part of the student’s life, such as other teachers, principals, counselors, peers, and family members can help to maintain and improve prosocial skills that are being emphasized in the group. These individuals can help promote skill growth by prompting the use of a skill, encouraging use of a previously learned skill, reassuring the student, and rewarding the children for correct skill use.

Skillstreaming can be incorporated into the school day at various times. It can be incorporated into the school’s regular curriculum, “specifically, in subject areas that deal with personal or interpersonal development such as social studies (e.g., family and community relationships), language arts (e.g., communication and problem-solving skills), and health (e.g., stress management, peer relationships)” (McGinnis & Goldstein, 1997, p. 50). Other than in the regular curriculum, the Skillstremaing skills may be taught in specific environments such as a resource classroom or during in-school suspensions.

Ideally, Skillstreaming should be taught in the environment in which the student spends the majority of his or her time. Sessions should take place three to five times per week, approximately 25-40 minutes in length. However, teachers should continue to
prompt, encourage, reassure, and reward students throughout the day to help promote skill building. A total of 60 skills are included in the program, but not all of these skills will be taught to the same group. Instruction can take place in a large or small group of students, and in some circumstance with an individual.

*How this program relates to emotional intelligence.* While this program’s main focus was social skills development, it does target problem solving skills, which relates to Mayer and Salovey’s (1997) and Mayer et al.’s (2000) second branch (emotional facilitation of thought) of emotional intelligence. For example, Mayer et al. (2000) made the point that, “the emotional facilitation of thought (branch 2) focuses on how emotion enters the cognitive system and alters cognition to assist thought” (p. 109). Although cognition can be negatively interrupted by feelings such as anxiety, it is possible that positive feelings can also assist in altering thoughts. When these changes occur in the cognitive system, it allows for multiple perspectives and therefore allows for people to think about problems more deeply and to consider multiple outcomes to problems.

*Second Step: A Violence Prevention Curriculum, 2nd Edition*

Second Step was a primary prevention curriculum that is designed to reduce children’s levels of impulsive and aggressive behaviors in an attempt to improve their overall social competence. This curriculum was used as primary prevention, targeting skill deficits that would lead children to be at-risk for violence, as well as other behaviors such as substance abuse, suicide, and school dropout. Although Second Step helped build skill deficits in the at-risk child, it also helps other children in the class with problem solving, self-esteem, and academic readiness. The approach of Second Step was to develop skills in empathy, impulse control, and anger management, and then
combining these skills together as a whole. There were three goals for the curriculum, which include being better able to identify others’ feelings, taking others’ perspectives, and teaching empathetic responses. The second goal was to teach problem-solving skills in social situations, which would lead to fewer instances of impulsive and aggressive behaviors. The third and final goal was to teach children to be able to identify angry feelings and to use anger-reduction techniques to decrease overall angry behaviors.

When implementing the Second Step curriculum, it was recommended that classroom teachers be the primary presenters, with other faculty members such as social workers or school counselors playing supportive roles. Classroom teachers are preferred presenters because they are with the children for the majority of the school day and can help students apply skills learned in the curriculum in other situations throughout the day. Children will begin to trust the teacher and learn that they can turn to their teacher for support. A classroom teacher as presenter also ensures that all students in the class receive the lesson, which in turn can help to establish new norms for classroom rules and behaviors.

It was suggested that the students be involved in the curriculum at every grade level and that all faculty be trained in the Second Step program. Having the entire school familiar with the curriculum allows for consistent implementation of the program, as well as consistent instruction from year to year. Counselors, psychologists, and social workers would then be able to provide support and could follow-up with students who are at high risk and who may need further intervention.

Second Step Lessons should be taught in a circle of horseshoe formation, allowing students to see the teacher and each other as well as encouraging class
participation. The lessons should be taught in sequential order as presented in the
curriculum, since each new skill builds upon those skills previously taught. The lessons
consist of a large photograph along with a story and discussion questions. The students
are instructed to look at the photograph on a card while the teacher reads a story.
Following the story, discussion questions from the card are asked, requiring more than
simple “yes/no” responses. Posters of problem-solving and anger management steps are
also provided to add additional visual reinforcement of the curriculum strategies. After
the story and discussion, a role-play or an activity follows. In the role-play, teachers and
students model the skill being presented. Other students then provide feedback and
discuss whether the appropriate strategies and steps were used.

An important part of the Second Step curriculum is the “transfer of training” for
each skill. The transfer of training allows students to practice newly learned skills across
environments, such as in the classroom, the playground, and at home. Students may take
home letters to their parents; or other helpful recommendations include selected
children’s books and videos that reinforce concepts taught in the lesson.

*How this program relates to emotional intelligence.* Many of the skills taught in
this program can be related to the principles of emotional intelligence. Specifically, this
program targets problem solving skills, empathy, impulse control, and anger
management. The specified goals of the program also indicate a connection to emotional
intelligence. The goals of the program focus on the importance of the recognition and
identification of emotions, which is similar to Mayer and Salovey’s (1997) first branch of
emotional intelligence. Goleman’s (1995) fourth domain of emotional intelligence also
stresses recognizing emotions in others. Bar-On and Parker’s (2000) Intrapersonal and
Interpersonal dimensions include the recognition and understanding of one’s own and other’s feelings. The Second Step curriculum also includes posters for the classroom that depict problem solving and anger management, which serve as additional reinforcement. Use of role-play and feedback from other students are also an important component of the program. Mayer et al. (2000) stated, “emotional perception involves registering, attending to, and deciphering emotional messages as they are expressed in facial expressions, voice, tone, objects or art, and other cultural artifacts” (p. 109). Through the use of role-play, children learn to take on multiple perspectives, as well as practice in portraying different feelings. Providing feedback gives children the opportunity to empathize with the characters, as well as to develop problem solving skills. When children are exposed to posters that portray children who are experiencing an array of emotions, others can learn to recognize and identify what these feelings are.

Conflict Resolution Through Peer Mediation in the Elementary School

Conflict Resolution Through Peer Mediation in the Elementary School (Hale, 1996) was published by the National Association for School Psychologists. The goal of this program was to use peer mediation as a structured approach for students to help other students solve their own problems. Students who mediate problems between other students are called conflict managers. Conflict managers are nominated by other students and if, selected, then go through a nine to twelve hour training session. There are also regular debriefing and “Booster” training sessions to help maintain skills and to discuss questions and issues that come about during student mediations. Conflict managers need to have good leadership qualities and good communication skills. Communication skills are extremely important in that the conflict manager must work to get the students
involved in describing problems, getting them to listen to each other, and finally to come to a mutually acceptable resolution to the problem at hand. Conflict managers work in pairs and must follow strict rules of procedure and confidentiality when working with students. An adult trained in conflict resolution will always be close to the site of the mediation in case problems arise.

The manual for this program includes training materials that are to be duplicated and given to students, as well as the materials for the trainer to read and use during training sessions and program implementation. Also included are additional readings on conflict resolution and a video to be used during the student training.

The process of conducting a mediation session involves several steps that must be followed. First, the two conflict managers are introduced to the students. Next, the five rules are stated and must be agreed to by the students. Next, each student is asked to describe what happened and how he/she felt about it. Third, the conflict managers work with the disputants to brainstorm solutions to the problem. Finally, the conflict managers summarize the solutions, obtain a verbal agreement between the students, and then have them sign a written agreement. The mediators then shake hands with the students and congratulate them for solving the problem.

The training for the conflict managers and the mediation process includes lessons in nonverbal communication and active listening. The students find partners and then practice reading nonverbal communication messages such as facial expressions, posture, tone of voice, and length of sentences. They learn the main skills involved in active listening. First, they are taught to restate important thoughts and feelings. Then, they are to use verbal and nonverbal cues to show they are listening and to encourage the other
person to continue talking to show that he/she is truly being heard. Next, the conflict managers are to restate, in their own words, what the speaker said, which indicates to the student that the conflict manager has been listening and has the facts of the dispute correct. Fourth, the conflict manager asks questions for clarification to gain additional information. Fifth, the conflict managers are to reflect the feelings of the speaker to show that they are hearing the students’ feelings and to help them know if they are hearing the feelings correctly. The final step is to summarize the facts and feelings to ensure that everyone is understanding the same situation.

Conflict managers are also trained in I-messages. There are four parts to an I-message, which include stating the feeling, stating the other person’s behavior, stating the effect of that behavior on you, and then stating what you want to happen. Conflict managers also help students to brainstorm solutions to their problems. When brainstorming, the disputants would state as many ideas or solutions they can think of in one or two minutes, without any comment from the conflict manager. After one or two minutes, the conflict manager summarizes all of the ideas and then discusses the ones that may be the most possible or agreeable to solve the problem. Good solutions to the problem are specific, describing how, when, where, and who is involved. Good solutions are balanced, meaning that both disputants share responsibility for carrying out the solution. And, good solutions are realistic, meaning that the students can actually carry out the plan.

The number of conflict managers needed for each school depends on the size of the school. All conflicts within the school are not appropriate for mediation, as some problems may be serious and may require standard disciplinary procedures. Following
mediation, the conflict manager completes a mediation report form, which becomes helpful when evaluating program progress throughout the year, as well as giving examples of mediations to discuss. It is important to collect and analyze data that include the total number of mediations per month, the time of day most mediations occurred, the most common types of conflict, and the percentage of agreements reached. A sample baseline data form is included in the manual and should be completed prior to implementation of the peer mediation program and again at the end of the year.

The manual stated that conflict managers are evaluated during the training through debriefing of role-plays and activities. Also, debriefings of the conflict managers following a mediation session will provide information. The manual suggests that the mediators complete a self-evaluation checklist, report to program coordinators, and also that random exit polls with the disputants be taken as part of the evaluation process.

Concerning the overall evaluation of the peer mediation program itself, the manual suggests several methods of following up on mediation’s effectiveness. These methods include pre- and posttests of the trainees, school climate questionnaires, analysis of discipline problems that occurred before and after program implementation, and a parent questionnaire.

*How this program relates to emotional intelligence.* Mayer and Salovey (1997) reported that conflict resolution programs appear promising as a way of teaching emotional intelligence skills. The goal of this program is to use peer mediation as a structured approach for students to help others solve problems. It trains conflict managers as leaders, helping students brainstorm solutions to problems, which involves considering multiple options. Students also learn to read nonverbal communication
messages such as facial expression, which relates to the first branch of emotional intelligence (Mayer et al., 2000). Conflict managers also reflect feelings of the students involved to show that they are listening and that they are hearing the feelings correctly. This program focuses heavily on feelings and on the perception and identification of feelings in one’s self and others.

*Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children*

Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children was an emotional education curriculum to be used with children in grades 1 – 6, as well as a companion edition for adolescents (Vernon, 1989). The purpose of the curriculum “is to provide educators, counselors, school psychologists, social workers, and others working in the schools with a comprehensive curriculum to help youngsters learn positive mental health concepts” (p. 1). The curriculum was divided by grade levels, with activities in the areas of self-acceptance, feelings, beliefs and behavior, problem solving/decision making, and interpersonal relationships. Each activity states the objective for the lesson, and also contains content and personalization discussion questions. The content questions pertain to the details that were taught in the lesson, while the personalization discussions allow for students to apply what they have learned. The author stated, “this personalization component is critical because it helps to move students from intellectualization about what they learn to understand of how such learning can enable them to cope more positively with the challenges of growing up” (p. 1). Students are actively involved in all lessons, since many methods of teaching are employed such as role-plays, stories, written activities, and art. The author stated that the content of this curriculum has been based upon the work of Albert Ellis and his Rational
Emotive Therapy (RET). She further explained that “RET is a counseling intervention generally based on the assumption that emotional problems result from faulty thinking about events rather than from events themselves. As such, it involves a cognitive-emotive-behavioral system” (p. 2).

The curriculum was meant to be used as a preventative step before problems arise. It may also be used to remediate skills when working with children who have specific adjustment problems. The activities were designed for use in the classroom or small group setting, although they can be altered to work with individual students. The activities usually require about fifteen to twenty minutes, with about fifteen additional minutes for discussion.

How this program relates to emotional intelligence. The title of this program, itself, indicates that the principles of emotional intelligence are addressed, as both emotions and cognition are the focus. Lessons target emotional intelligence skills such as emphasizing feelings and problem solving/decision making. Interpersonal relationships, which is a dimension of Bar-On and Parker’s (2000) theory, are also stressed. The program uses role-plays, stories, and written activities, which allows children to again consider others’ perspective and also to recognize and identify feelings.

I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program

The I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program is a three-volume series that has been designed to help children of the preschool through intermediate elementary grades learn to solve problems they may be having with others. The author stated, “ICPS offers a practical approach to help most children learn to
evaluate and deal with problems. Its underlying goal is to help children learn how to think, not what to think” (Shure, 1992, p. 1).

An important part of the ICPS program is a process called, “problem-solving dialoguing” (p. 8). The author stated,

In ICPS dialoguing, the teacher guides the child in applying ICPS concepts to solve a real-life problem. This type of dialoguing reflects a style of thought that will help children try again if their first attempt to solve a problem should fail and learn to cope with frustration when their desires must be delayed or denied. (p. 8)

There are five basic principles to dialoguing. The first principle is for the teacher and the child to identify the problem. Teachers should ask the children what has happened, without making judgment on the situation. This step allows children the opportunity to verbally explain the situation, as well as providing the teacher with facts to avoid jumping to any wrong conclusions. The second principle is to understand and deal with the real problem. In this step, teachers must try to discover the real cause of the problem, not just react to the child’s solution to the real problem. The third principle is that the teacher should not alter the real problem to fit his or her own needs. The fourth principle is that the child must solve the problem. This process encourages the child to think for himself/herself in discovering solutions for the problem. The teacher can help a child do this by actively learning what the child thinks caused the problem, as well as feelings about the situation. The final principle is that the focus of the ICPS process is on how, not what, the child thinks. Much attention should be focused on the child’s thinking process in general and how this process is used to solve problems long term, as opposed to the child’s solution to only the immediate problem.
How this program relates to emotional intelligence. This program emphasizes problem solving skills and focuses on how children think about problem situations and the feelings that are involved. By focusing on feelings in problem solving strategies, both systems of emotions and cognition are combined, which is a critical part of Salovey and Mayer’s (1990), Mayer and Salovey’s (1993, 1997) and Mayer et al. (2000) theories of emotional intelligence. In this program, attention is focused on the child’s thinking process as opposed to the immediate solution to the problems.

Connecting with Others: Lessons for Teaching Social and Emotional Competence

Connecting with Others: Lessons for Teaching Social and Emotional Competence (Richardson, 1996) is a program designed to increase effective and positive classroom management. This program was originally developed for use with special needs students who had difficulty with prosocial skills and maintaining friendships; however, it may be used with all students. The book consists of thirty lessons to be used with kindergarten through second grade students, with additional volumes for older grade levels. The lessons are based on the theories of Transactional Analysis, Assertiveness Training, and Cognitive Behavior Modification.

Richardson (1996) summarized Transactional Analysis as, “briefly, this theory holds that people undergo certain abrupt behavioral changes as they interact with others” (1996, p. 4). Three concepts that were borrowed from the Transactional Analysis theory include: Multiple modes of behavior, OK and not-OK feelings, and Discrimination training and transaction in various situations. The concept of multiple modes of behavior is illustrated in the book by the different “Me’s.” For example, the lessons teach about
the “Enthusiastic Me” or the “Impulsive Me,” and the children learn to associate feelings and behaviors with each of the “Me’s.” The “OK and not-OK feelings” are demonstrated through talk of good and not-so-good feelings; although everyone has not-so-good feelings at times, it is what an individual says and does with that feeling that becomes important. Finally, the discrimination training and transactions in various situations are addressed by encouraging students to learn appropriate times and situations of when to use the different “Me’s.”

Under the concept of assertion training, Richardson (1996) stated, “assertion training focuses on cognitive, affective, and behavioral procedures to increase self-advocacy and interpersonal communication” (p. 4). This program teaches and gives activities for practicing assertive behaviors, and puts an emphasis on choosing assertive behaviors rather than nonassertive or aggressive behaviors.

The final underlying principle of this program is cognitive behavior modification. In short, cognitive behavior modification is the process of an individual’s modifying his or her own thoughts, and as a result, modifying behavior. Richardson stated, “based on an internal as opposed to an external reward system, CBM involves teaching children ways of thinking just as any other type of skill would be taught” (p. 6). She further stated that self-awareness, self-instruction, self-monitoring, self-discipline, and self-evaluation are important parts of cognitive behavior modification.

Teachers of the Connecting with Others program model four steps to help children understand the process of thinking through a problem. These four steps include “Stop!, Think!, Plan!, and Check!” Stopping an activity allows an opportunity to gain control in a situation and to then be able to think about what may be the consequences of
the behavior. Children then learn to plan ahead, be thinking of possible choices and solutions to the problem, and then finally to check and determine whether the plan is working.

The lessons in this program are divided into six skill areas, which include: Concept of Self and Others, Socialization, Problem Solving and Conflict Resolution, Communication, Sharing, and Empathy and Caring. Each lesson involves active student participation and stresses the importance of skill generalization to other environments.

*How this program relates to emotional intelligence:* With this program, children are taught to associate feelings and behaviors with characters such as the “Impulsive Me” or the “Enthusiastic Me.” Children learn to label many different feelings and read nonverbal cues from pictures, such as facial expressions, to identify feelings. Many of the lessons discuss feelings and how people react in given situations based on feelings. Children are taught problem solving skills, including thinking of consequences of behavior and developing solutions to problems. This program also has a unit devoted to empathy.

*Review of Internet Sites*

In addition to the many informal interventions and structured programs that can increase emotional intelligence skills, there are many web sites available on the Internet that provide a variety of information on emotional intelligence. Many of these web sites pertain to emotional intelligence in the workplace, although more sites addressing emotional intelligence in children are being developed. The following web sites contain information as it relates to children and the general principles of emotional intelligence as well as information that applies to educators, parents, and children. These web sites were
found using the Yahoo search engine with the key words *emotional intelligence* and *children.*

**www.6seconds.org**

The Six Seconds web site seemed to be the largest web site containing emotional intelligence information. The Six Seconds home page offered background information and a history of the company. It was stated, “Six Seconds is a nonprofit organization dedicated to bringing emotional intelligence into practice in schools, families, organizations, and communities” (2001, Home Page, ¶1). It claimed to teach skills such as emotional literacy, optimism, empathy, management of impulses, and other skills to help both children and adults lead more “joyful, complete, productive, and healthy lives” (2001, Home Page, ¶2) Six Seconds was founded in 1997, and in its first three years published books and calendars, launched “Nexus,” which is an international conference on learning and teaching emotional intelligence, and provided training in EQ to teachers and consultants within the United States and around the world.

Three main areas addressed by Six Seconds include programs for schools, a network for people interested in emotional intelligence, and publishing. In the area of school programming, Six Seconds claimed to “provide a combination of training, curriculum, and materials that integrates emotional intelligence throughout the school to improve classroom management, communication, and build a school culture of respect, responsibility, and resiliency” (2001, Resources in emotional intelligence section, ¶2). The Six Second publication, *Self Science* curriculum, which was reviewed earlier, was used as a part of school programming.
The EQ Network worked with a variety of groups, including those in the education field, activists, parents, trainers, children, and the general public. Six Seconds offered certification training that teaches best practices and best ways to learn and teach emotional intelligence. The Six Seconds web site itself offered many tools for learning about emotional intelligence, including articles, information on trainings, an EQ Store, as well as access to the EQ on-line newsletter, “EQ Today.” Finally, the “Nexus EQ Conference” was an annual international conference that brings together the community of those interested in emotional intelligence.

Six Seconds defined emotional intelligence as “the capacity to create positive outcomes in your relationships with others and with yourself” (2001, EQ section, ¶1). They also made the claim that “increasing emotional intelligence (EQ) has been correlated with better results in leadership, sales, academic performance, marriage, friendship, and health” (2001, EQ section, ¶2). According to Six Seconds, there are eight key fundamentals of emotional intelligence, which include: build emotional literacy; recognize patterns; apply consequential thinking; evaluate and re-choose; engage intrinsic motivation; choose optimism; create empathy; and commit to noble goals. Building emotional literacy helps people sort feelings, name them, and understand their cause and effect. In recognizing patterns, people begin to recognize patterns in their behavior, and learn how to interrupt patterns and replace them with conscious behaviors to help them achieve goals. In the area of applying consequential thinking, people need to use emotions to help control their actions so that they make creative, insightful, and powerful decisions. People can use “self-talk” as a way of mentally exploring multiple options and view points. Under the fundamental of evaluate and rechoose, people can change their
thoughts, feelings, and actions based on feedback from others. In engaging intrinsic motivation, people need to motivate themselves as well as others. When choosing optimism, people need to try to avoid getting trapped by negativity, and can do so by finding refuge in other people or practices that provide positive input. The fundamental of creating empathy involves recognizing and responding to other people’s emotions. Finally, committing to noble goals involves activating all other elements of emotional intelligence. Goals give people a sense of direction and help individuals become the people they want to be.

In terms of publishing, Six Seconds has many materials available for purchase in their site’s EQ store. The EQ store was opened in 1997 and claims to have “excellent resources for building emotional intelligence” (2001, EQ Store section, ¶1). All proceeds support Six Seconds, a nonprofit organization promoting EQ in schools, families, organization, and communities around the world. Items available in the store included books, hands-on activities, and teaching materials. Six Seconds current featured item is the EQ Learning Journal. This journal includes activities and reflections for adults to use to increase their emotional intelligence skills. Also available for purchase are overheads, that illustrate areas of the brain, development, conflict, attachment, and an introduction to emotional intelligence. Six seconds also offers “Biodots,” which are small dots that stick to the hand and reflect body temperature, which change color depending on stress level. The website states, “Biodots are an excellent experiential tool for people of all ages to build awareness and self-management. They also work well for encouraging focus and attention” (2002, EQ Store, Hands-On Teaching Materials, 1000 Biodots section, ¶1). The EQ store also offers EQ postcards, which can also be found in the Handle With Care
Activity book that was reviewed earlier in this paper. The postcards come in full color for a set of four cards. EQ stickers are also available. The website stated that these are “integral parts of activities for developing EQ. Ideas are printed with the stickers, or use them in new creative ways. Topics include humor, truth, team, integrity, initiate, awareness…and more!” (2002, EQ Store, Hands-On Teaching Materials, EQ Stickers section, ¶1)

**Strengths.** This website offered a notable amount of information, but actually has very few strengths when comparing it to the available research. The website did stress the importance of emotional intelligence skills and emphasized the importance of training teachers to incorporate emotional intelligence curriculums in the classroom, specifically through the use of their publication, the *Self Science Curriculum*. Empathy was an important part of their definition of emotional intelligence, which was also found in other researchers’ definitions (Bar-On & Parker, 2000; Goleman, 1995; Mayer & Salovey, 1993, 1997; Salovey & Mayer, 1997). Emotional literacy was also an important component, as it helps people become familiar with emotions. In their model, the component of consequential thinking included the use of emotions to help control actions and make creative and powerful decisions. Mayer and Salovey (1997) also made the point that emotions can alter the way people think about given situations and can therefore help people think more creatively about problems and possible solutions and outcomes. Six Seconds also stressed optimism and motivation, which were also a part of Goleman’s definition of emotional intelligence. Bar-On and Parker also addressed the importance of being optimistic in life.
**Weaknesses.** It appears that most of this information has been developed as a result of Six Seconds’ own interpretation of emotional intelligence. They have created their own definition of emotional intelligence, and on that basis have offered a website that is filled with information not yet substantiated by research findings. They even offer “Nexus,” which is an international conference on learning and training emotional intelligence skills, but this training program appears to be based on Six Seconds’ model of emotional intelligence rather than on research-based models. The items available in their EQ store do not appear to directly promote emotional intelligence skills, but are rather expensive items that promote Six Seconds’ agenda. For example, the authors gave no explanation for how emotional intelligence postcards developed, nor how in fact they promote emotional intelligence skills. Although the website offered much information related to emotional intelligence, the information source is unclear. This situation is very problematic in that the Internet has become such a major source of information, and this large web site is supplying non-researched-based information to the general public.

www.wholechild.net/ei.htm

On this website developed by the Whole Child/Adolescent Center, readers were given the option of choosing several topics related to children and adolescents, such as anger management, learning disabilities, psychological testing, social cognitive disorders, and emotional intelligence. Information was also available about the center’s director, Anita Bohensky, Ph.D. This site used Salovey and Mayer’s (1990) definition of emotional intelligence, stating that EI is “the ability to monitor one’s own and others’ emotions, to discriminate among them, and to use the information to guide one’s thinking and actions” (2001, Home Page, ¶1). They further reported that through magazines and
television, our society has begun to recognize that having or developing emotional intelligence affects success in communicating with others and being able to cope with the demands of today’s complex society. They made the point that parents and teachers need to assist children in learning these skills, although few schools have incorporated such skills in their curriculums. Although many children were not necessarily considered to be gifted in traditional intelligence, it is important that they be recognized as intelligent in their own unique ways and to have help in developing their talents and skills so that they, too, have the opportunity for success. These skills and talents should be viewed as being as important as is traditional intelligence.

In closing, the Whole Child/Adolescent Center made the statement that they “help work with you, your child/adolescent, and your child/adolescent’s school to assess and develop our child’s skills and abilities and, in so doing, improve their self-esteem and promote a more positive attitude toward their education” (2001, ¶3). Following this statement, viewers were given a telephone number, address, fax number, and e-mail address to contact the Whole Child/Adolescent center. Viewers may also contact Dr. Bohensky directly via e-mail, although a fee of twenty-five dollars is required for a response to questions.

Strengths. This website actually used Salovey and Mayer’s (1990) definition of emotional intelligence rather than Goleman’s (1995), as most sources do, though there is no specific reference mentioned in the text. The author of this web page stressed the importance of the parent-child and teacher-child relationships in the development of emotional intelligence skills, which had also been reported by Mayer and Salovey (1997) and Goleman (1995).
**Weaknesses.** Though Salovey and Mayer’s (1990) work served as the basis for the definition of emotional intelligence on this website, it is their 1990 version, not their current definition, that is used. Other information on this website did not appear to be research-based, as no references were given for their source of information. Dr. Bohensky, the center’s director, is available to answer questions relating to emotional intelligence, but charges a twenty-five dollar fee to do so. This approach seems a bit opportunistic, since Dr. Bohensky is not a published author nor does not claim to be an expert in the area of emotional intelligence.

**www.wondertoy.com**

This website is entitled “Dr. Pearson’s Wonderful Toy Company, Inc.” Dr. Linda Pearson earned her Ph.D. in psychology and then began to work professionally in a variety of settings, with several treatment problems. She used this experience to develop two dolls, called “Peaches and Babin.” Her company manufactured these dolls to assist children in expressing themselves. Pearson encouraged all children to use the dolls to increase emotional intelligence and to facilitate emotional development. Play is often used to help children learn and toys may help children in doing their work. Buying a toy is an important decision because it will direct the child’s development. Certain toys can assist in enhancing positive attitudes and coping skills. Pearson suggested avoiding purchasing mass-produced or hyped toys that have no educational value.

According to the website, Peaches and Babin are emotional intelligence toys that assist children in communication. Each doll has seven expressive faces that peel off and interchange. The dolls promote expression in a nonthreatening way. Emotional
intelligence toys should help children identify emotions, express their own emotions in an appropriate way, and allow others to understand their feelings.

Pearson made the statement, “recent findings have identified emotional intelligence as the single most important factor in predicting success and happiness in life” (2001, Dr. Pearson’s Editorials section, ¶1). Although no references were cited as sources of information, Pearson went on to report that emotional intelligence gives a child more advantages than a high cognitive IQ.

**Strengths.** Through the use of these dolls, children learn to identify feelings and to be able to read information from their facial expressions. Mayer and Salovey (1997) stressed that feelings are an important part of emotional intelligence. These dolls let children express their own feelings, as well as help them understand the feelings of others.

**Weaknesses.** While these dolls do help children to learn about feelings and emotions, it seems quite a stretch to label these dolls as “emotional intelligence toys.” While they promote emotional literacy, how exactly do they promote intelligence? Also, the dolls are very expensive to purchase. Pearson also made claims that do not appear to be substantiated by research, such as “recent findings have identified emotional intelligence as the single most important factor in predicting success and happiness in life” (2001, Dr. Pearson’s Editorials section, ¶1). She did not cite references for the claims she makes, nor is there evidence to show that playing with these dolls actually improves children’s levels of emotional intelligence.
CHAPTER THREE

Summary

The term "emotional intelligence" has recently become popularized in today's media by Goleman's 1995 bestseller *Emotional Intelligence: Why It Can Matter More Than IQ*. Since his book, several other media outlets, including magazines and Internet websites, have promoted their spin on this growing area of interest. However, much of the available information has been reported by the popular media, with very little reference to the actual scientific research relating to emotional intelligence.

Concerning the research in the area of emotional intelligence, Salovey and Mayer (1990) were the first to define emotional intelligence. They stated that emotional intelligence is a subset of social intelligence which includes "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (p. 189). In 1993, Salovey and Mayer refined their definition and responded to criticisms about their theory, stating that emotional intelligence is an intelligence rather than a behavioral trait because it involves a series of mental abilities. Four years later, in 1997, Salovey and Mayer revised their original definition, as they stated that the earlier definition was vague in areas and that it did not address feelings. Their new definition refers to the skills involved in emotional intelligence as opposed to the mental processes that comprised the 1990 definition. Salovey and Mayer's 1997 definition stated, "emotional intelligence involves the ability
to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotions and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (p. 10). In 2000, Mayer et al gave further clarification to their theory, but made no changes to their definition.

In 1995, Goleman published the book, *Emotional Intelligence*. Goleman, who is a professional writer, included his understanding of emotional intelligence in day to day living. Goleman reviewed and compiled several authors’ works, though it is not indicated that he did his own scientific research. Very little information was taken from Salovey and Mayer’s published articles at that time. Goleman summarized information relating to brain research pertaining to its centers for emotions. He then defined emotional intelligence by summarizing Salovey and Mayer’s 1990 definition. Goleman summarized their definition into five domains: self-awareness, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Although Goleman claimed to have summarized their findings, his definition did not exactly match Salovey and Mayer’s original definition of emotional intelligence.

Further research by Bar-On and Parker (2000) resulted in yet another definition of emotional intelligence. Their model of emotional intelligence consists of five domains, which include: interpersonal, intrapersonal, adaptability, stress management, and general mood. Bar-On (1997) stated, “emotionally intelligent people are people who are able to recognize and express their emotions, who possess positive self-regard, and are able to actualize their potential capacities and lead fairly happy lives” (as cited in Bar-On & Parker, 2000, p. 33).
Having reviewed several definitions of emotional intelligence, the question can then be asked how emotional intelligence is developed. Little research seems to be available in this area, although it appears that the researchers (Bar-On & Parker, 2000; Goleman, 1995; Mayer & Salovey, 1997) agree that emotional intelligence is gained developmentally and that it can be improved upon during one's lifetime. Salovey and Mayer (1997) reported that emotional intelligence skills develop as early as infancy and that these skills continue to develop with maturity. As people mature, they continue to generate feelings through planning and anticipating different changes in lifestyle.

Concerning the assessment of emotional intelligence in children, currently there appears to be only one available standardized measure that exists. The Bar-On EQ-I: YV is a sixty-item scale that has a mean of 100 and a standard deviation of 15. The scale gives a Total EQ score which indicates how emotionally and socially intelligent the child is in general. In accordance with their definition of emotional intelligence, the scale measures the intrapersonal, interpersonal, adaptability, stress management, and general mood dimensions, plus a Total EQ score.

As more research relating to emotional intelligence skills in children becomes available, it would seem likely that more formal assessment strategies would also be developed. The formal assessment strategies would allow professionals to determine which students have lower levels of emotional intelligence, and would then help to determine which children may need remediation of these skills. At this time, there seems to be only a few specific curriculums and activity books that appear to be specifically designed to increase emotional intelligence, and there is no evidence to indicate that these books actually improve emotional intelligence skills as they claim, or whether they more
closely improve other skill areas such as emotional literacy or emotional competency. These curriculums offer no research findings to support improvements in children's levels of emotional intelligence.

Aside from the programs that specifically target emotional intelligence, there are many other established, structured intervention programs and curriculums that were published years ago that address many of the skills associated with emotional intelligence. These programs were originally designed to target other aspects of social skills and behavior control, but that also address many of the emotional intelligence skills as defined earlier. For example, some programs target social skills using role-playing, modeling, feedback, and transfer as a way of learning prosocial behaviors. Children learn problem-solving skills, assertiveness, and ways to improve interpersonal relationships, which all seem to be part of emotional intelligence. Other activity guides focus on violence reduction and help improve mental health concepts with children, in the specific areas of self-acceptance, feelings, beliefs and behavior, problem solving/decision making, and interpersonal relationships.

In addition to these structured programs, there are several Internet sites that offer information on emotional intelligence. However, as seen in the specific emotional intelligence curriculums, many of these sites include their own definitions of emotional intelligence, as well as activities and strategies to promote skill development. Other sites offer merchandise available for purchase such as dolls, calendars, books, and other materials that claim to be related to emotional intelligence development. Again, these web sites contain information that, for the most part, is unsubstantiated by research.
Overall, in the past ten years, emotional intelligence has become a new area of interest to both those in the scientific research field and those in the popular media. Concerning the current available scientific research, there is actually very little research pertaining to children in this area. Even those researchers at the forefront of the studies disagree on the definition of the exact skills that are actually involved in emotional intelligence. Salovey and Mayer, who published their first definition of emotional intelligence in 1990, have made several revisions to their definition since that time. Although this concept is continuing to evolve and with more researchers seeming to become interested in this topic, there are still many questions remaining to be answered. Is emotional intelligence an intelligence itself, or is it closer to a social skill, as some critics have suggested. As more and more research develops, the answer to these and many other questions will hopefully be addressed. In the mean time, consumers of popular books, magazines, and website searchers are urged to beware of the content they are reading. These popular sources do not appear to present the actual scientific research, but rather their own “spin” on what has become popularized by best-selling works.

It would seem that before curriculums could be developed to improve emotional intelligence skills, there would have to be some consensus as to the actual definition of emotional intelligence. How is it possible to improve these skills if there is no agreement as to what needs to be improved? If and when emotional intelligence is shown to be an exclusive construct, significant research needs to be conducted as to how these skills would best be developed. Until that time, it is critical for professionals to use appropriate program evaluation strategies before implementing or recommending curriculums that claim to improve emotional intelligence skills. Through these structured evaluation
methods, professionals will be instrumental in implementing effective, research-based programs that will be beneficial to its participants.
References


APPENDIX A

Salovey and Mayer’s Branches of Emotional Intelligence

APPENDIX A

Salovey and Mayer's Branches of Emotional Intelligence


<table>
<thead>
<tr>
<th>EMOTIONAL INTELLIGENCE</th>
<th>Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to stay open to feelings, both those that are pleasant and those that are unpleasant.</td>
<td></td>
</tr>
<tr>
<td>Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility.</td>
<td></td>
</tr>
<tr>
<td>Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.</td>
<td></td>
</tr>
<tr>
<td>Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding and Analyzing Emotions; Employing Emotional Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.</td>
</tr>
<tr>
<td>Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.</td>
</tr>
<tr>
<td>Ability to understand complex feelings: simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.</td>
</tr>
<tr>
<td>Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Facilitation of Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotions prioritize thinking by directing attention to important information.</td>
</tr>
<tr>
<td>Emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings.</td>
</tr>
<tr>
<td>Emotional mood swings change the individual's perspective from optimistic to pessimistic, encouraging consideration of multiple points of view.</td>
</tr>
<tr>
<td>Emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perception, Appraisal, and Expression of Emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to identify emotions in one's physical states, feelings, and thoughts.</td>
</tr>
<tr>
<td>Ability to identify emotions in other people's designs, artwork, etc., through language, sound, appearance, and behavior.</td>
</tr>
<tr>
<td>Ability to express emotions accurately and in express needs related to those feelings.</td>
</tr>
<tr>
<td>Ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling.</td>
</tr>
</tbody>
</table>
APPENDIX B

Self-Science Pilot Project Summary
The 2000-2001 Pilot began to explore, but did not conclude, how training, experience, and administrative support influenced results. It is clear that there are meaningful opportunities to positively influence classroom instruction. Given that positive change can be made with only a small investment of resources, perhaps we are all obligated to make this form of instruction a priority.

Table 1: Self-Science Pilot Project Summary

17 classrooms used Self-Science over a six month trial. 13 classrooms are represented in this initial survey of teachers:

<table>
<thead>
<tr>
<th>As a result of doing Self-Science...</th>
<th>Teachers who agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation increased</td>
<td>100%</td>
</tr>
<tr>
<td>Conflict decreased</td>
<td>69%</td>
</tr>
<tr>
<td>Collaborative work is improved</td>
<td>77%</td>
</tr>
<tr>
<td>Positive verbal statements increased</td>
<td>77%</td>
</tr>
<tr>
<td>Students have become more focused/attentive</td>
<td>92%</td>
</tr>
<tr>
<td>Put downs decreased</td>
<td>85%</td>
</tr>
<tr>
<td>Violence decreased</td>
<td>69%</td>
</tr>
<tr>
<td>My relationship with my students has improved</td>
<td>92%</td>
</tr>
<tr>
<td>My relationship with my students' parents has improved</td>
<td>69%</td>
</tr>
<tr>
<td>Learning in my classroom has improved</td>
<td>77%</td>
</tr>
<tr>
<td>Relationships in my classroom have improved</td>
<td>100%</td>
</tr>
<tr>
<td>I found this to be a positive experience</td>
<td>100%</td>
</tr>
<tr>
<td>I plan to continue Self-Science/other affective curricula in the future.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Average years as a teacher: 10.1
Average months of using Self-Science: 5.4
Average number of Self-Science lessons: 12.1

Total group size: 311
White (non Latino) 71%
Asian/Asian American 9%
Latino 9%
African American 7%
Other 4%

Grade ranges 2-10
Students identified as Special Needs 9%

Self-Science is published by Six Seconds, a 501(c)3 public benefit corporation -- online at www.sixseconds.org or by phone at (650) 685-9885. The curriculum was created by Karen Stone McGown, and was first published in 1978. The 2000-2001 Pilot was directed by Anabel L. Jensen, Ph.D., and coordinatated by Marsha Rideout. Data analysis and reporting was coordinated by Joshua Freedman.
APPENDIX C

Program Information

Title: *Self-Science: the Emotional Intelligence Curriculum, 2nd Edition*
Publisher: Six Seconds
Date: June 1998
Cost: $34.95

Title: *Handle with Care Emotional Intelligence Activity Book*
Authors: Freedman, J. M., Rideout, M. C., Jensen, A., Freedman, P
Publisher: Six Seconds
Date: 1997/1998
Cost: $16.95

Title: *50 Activities for Teaching Emotional Intelligence: Level 1, Grades 1 – 5*
Authors: Schillling, D., Palomares, S.
Publisher: Innerchoice Publishing
Date: 1996
Cost: $18.95

Title: *Skillstreaming the Elementary School Child*
Authors: McGinnis, E., & Goldstein, A.
Publisher: Research Press
Date: 1997
Cost: $19.95

Title: *Second Step: A Violence Prevention Curriculum, 2nd Edition*
Publisher: Committee for Children
Date: 1992
Cost: $974.00

Title: *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children*
Authors: Vernon, A.
Publisher: Research Press
Date: 1989
Cost: $30.75

Title: *I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program*
Authors: Shure, M. B.
Publisher: Research Press
Date: 1992
Cost: $39.95
Title: Connecting With Others: Lessons for Teaching Social and Emotional Competence
Author: Richardson, R. C.
Publisher: Research Press
Date: 1996
Cost: $39.95

Title: Fostering Emotional Intelligence in K–8 Students: Simple Strategies and Ready-to-Use Activities
Author: Doty, G.
Publisher: Corwin Press, Inc.
Date: 2001
Cost: $29.95

(Prices as of March 2003)
APPENDIX D

Programs and Emotional Intelligence Components
| Conflict Resolution Through Peer Mediation in the Elementary School |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Connecting With Others: Lessons for Teaching Social and Emotional Competence |
| I Can Problem Solve: An Interpersonal Cognitive Problem-Solving Program |
| Teaching, Facilitating, and Managing an Emotional Education Curriculum for Children |
| Teaching, Facilitating, and Managing an Emotional Education Curriculum for Children |
| Second Step - A Violence Prevention Curriculum, 2nd Edition |
| The Handle with Care Emotional Intelligence Activity Book |
| Self Science: The Emotional Intelligence Curriculum, 2nd Edition |

| Recognizing feelings in self |
| Generating/expressing feelings |
| Managing emotions |
| Handling relationships |
| Assertiveness |
| Independence |
| Social Responsibility |
| Self-regard |
| Optimism |
| Flexibility |
| Problem-solving |
| Involves emotion and cognition |

| Recognizing feelings in others |
| Generating/expressing feelings |
| Managing emotions |
| Handling relationships |
| Assertiveness |
| Independence |
| Social Responsibility |
| Self-regard |
| Optimism |
| Flexibility |
| Problem-solving |
| Involves emotion and cognition |