A COMPREHENSIVE LITERATURE REVIEW AND CRITIQUE
ON EMOTIONAL INTELLIGENCE AS A
CONCEPTUAL FRAMEWORK FOR
SCHOOL COUNSELORS

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<u>Abstract</u>

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<u>A comprehensive literature review and critique on emotional intelligence as a conceptual</u>
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Emotional intelligence, a term coined in 1990 by Peter Salevoy and John D.
Mayer is also referred to as emotional literacy, emotional competence, EI and EQ.
Throughout the past decade, psychologists have researched the concept of emotional
intelligence, exploring its need to be taught in schools and its importance for success in
life. This research project was a literary review and critique of the concept of emotional
intelligence and its validation as part of a school curriculum.

This paper aimed to complete four objectives. First, the leading researchers of
emotional intelligence were studied, as were their definitions and theories regarding the
concept. Second, the emotional development of children was examined rendering
educational implications for the teaching of emotional intelligence in schools. Third,

emotional intelligence programs that have been successfully implemented in schools were reviewed. Finally, recommendations were made to educators and school counselors for using emotional intelligence as a conceptual framework.

In consideration of the first objective of this paper, throughout the past ten years, four researchers were at the forefront of the study of emotional intelligence: Howard Gardener, Peter Salevoy, Daniel Goleman, and Jonathan Cohen. Although each researcher created original means to define his theory of emotional intelligence, the general outcomes regarding definitions and characterizations of the concept among the researchers was similar. Emotional intelligence includes two general divisions. First, to be emotionally literate, a person must have an understanding of his/her emotions, including the ability to label the emotions, understand the influential factor creating the emotion, and the appropriate behavior for the emotion. Second, a person must have an understanding of the emotions of others, most notably, empathy.

The second objective of this paper aimed to unite an understanding of the emotional development of children with the implications for educators when establishing emotional literacy curriculum. It was found that children's foundation for emotional intelligence begins during infancy, so the effectiveness of emotional literacy programs in schools is contingent on the earliest time of onset, kindergarten.

The third objective of this paper was to explore successful emotional literacy programs that already exist in schools across the country. Three key factors were found to be common characteristics of successful emotional intelligence programs in schools. First, successful schools designated a special class to emotional intelligence. The class began in kindergarten and continued through the child's graduation. Second, teachers

and other school staff were provided with extensive training on the teaching of emotional intelligence and were given continued support. Finally, parents were provided information and training in order for emotional intelligence to be reinforced between home and school.

The final objective of this paper was to make recommendations to school counselors for using emotional intelligence as a conceptual framework. Although the research on emotional intelligence and its implications for counselors is limited and relatively new, four recommendations were made to school counselors. First, school counselors are responsible for creating a K-12 emotional developmental curriculum. Second, they are responsible for creating an aggressive K-8 curriculum. Third, they are responsible for teacher and staff training regarding this subject, as well as acting as ongoing consultants. Finally, school counselors are responsible for informing and educating parents on how to foster emotional intelligence in their children.

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CHAPTER ONE

Introduction

For too long, education has focused solely on academic needs, offering advanced coursework for students with high IQ's, and remedial coursework for students with low IQ's or special educational needs. Although IQ may be a strong contributor to academic achievement, it is not necessarily a determining factor of success in school and fulfillment in life.

At the onset of the twenty-first century, public schools are no longer the safest institutions for children. The 1990's were witness to some of the most bizarre and deadly crimes among youth in the United States, and far too many occurred in school systems. American children were becoming more depressed, more violent and more dependent on drugs and alcohol. More antidepressant prescriptions for youth were being filled, more teenagers were having babies, and more children were raising themselves. Without the emotional skills needed to cope and survive growing up today, IQ has limited benefits.

 Emotional intelligence, or EI, is also referred to as EQ, for emotional quotient, in order to correspond with IQ. It includes one's competency in perceiving self and others. It can be characterized as having abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope (Goleman, 1995). The key element of all aspects of emotional intelligence is an awareness of one's own feelings as they occur, as well as the feelings of others.

Unlike IQ, which cannot be significantly changed by experience or education, emotional competencies can be learned, practiced, and improved. Although the family

may be the first "institution" in which children are trained emotionally, the teaching is often indirect, through actions; the lessons and examples are often negative in nature. As these emotionally deprived children enter school, they can either become a problem the school must control, or an opportunity the school is responsible to educate. As schools assume responsibility for educating students to act emotionally intelligent, the school, family and society benefit.

Learning how to be emotionally intelligent is not simply an issue for students from deprived backgrounds, it is a lesson that benefits all students, all people. Noticing distinctions among others in their moods, temperaments, motivations and intentions, as well as truly understanding one's own range of emotions, labeling the emotions and guiding one's own behavior are skills that schools can teach, and most students can learn at different levels of proficiency.

There is another aspect of emotional intelligence that should be addressed in public schools, and that is the increased awareness of emotional intelligence in the workplace. Public education has a responsibility to prepare students for the "real world," including; post-secondary education, the work force, and life. The workforce in this century focuses on new definitions of leadership, team building strategies, and self management, which are all aspects of emotional intelligence. Emotionally intelligent employees create a healthier and more productive workforce.

As public schools assume the responsibility of teaching emotional intelligence to students, they are faced with the dilemma of where to fit it into an already packed curriculum. School counselors can use the theme of emotional intelligence as a framework for their curriculum.

Statement of the Problem

There is extensive literature on the subject of emotional intelligence, but very little focuses on the use of this concept in the practice of counseling.

Purpose of the Study

The purpose of this study is twofold. First, the researcher will gain a comprehensive body of knowledge that will assist in advancing her knowledge as a practicing school counselor, and the sharing of this information on emotional intelligence and counseling practice with other professionals in school counseling. Second, the researcher will create a comprehensive body of knowledge to assist in the practice of counselors and training programs.

Limitations of the Study

Because the concept of emotional intelligence has been coined, defined and researched only within the last decade, the diversity of the literature as well as the broadness of study, exploration and research is somewhat finite. A small handful of psychologists have led the research on emotional intelligence, and it is their work that is cited, quoted, and built upon in professional journals and other literature on the topic. Also, because the newness of the concept, the studies and findings are continuously shaping the recommendations of the research.

CHAPTER TWO

Review of Literature

For centuries, psychologists have recognized both the cognitive and affective

divisions of the human mind. Public education has given much attention to the cognitive

development of students, and little attention to the nurturing of affective development.

Few people would disagree that the purpose of schools is to promote academic skills and

knowledge, taking students from one educational level to the next. However, that is a

difficult task to accomplish if the student is consistently absent; if the student is expelled

or suspended; if the student is dropping out of school, dealing with a death, dealing with

family problems, problems with peers and relationships. Many times students are

physically present in the classroom, but their minds are preoccupied with emotional

issues. The academic needs of students cannot be fully met until their emotional

preoccupations are addressed. Throughout the 1990's, researchers, psychologists and

theorists have studied various aspects of emotional intelligence. And during this past

decade, based on the growing number of studies and research on emotional intelligence,

schools across the country are discovering that it is important to nourish both the

cognitive and affective elements of the mind. Since affective development is a primary

focus for the work of school counselors, a thorough understanding of emotional

intelligence is important. After reviewing the literature on the topic of emotional

intelligence, this chapter will first explore the definitions and theories of leading

researchers on the subject; and second, this chapter will examine the emotional

development of children and the educational implications of teaching emotional

intelligence, attempting to combine psychological research with educational practice.

Third, successful programs on emotional intelligence that currently exist in public

schools around the country will be discussed. Finally, this chapter will make recommendations to school counselors.

<u>Definitions</u>

In 1993, Howard Gardner's groundbreaking book <u>Multiple Intelligences: The Theory in Practice</u> was published, and the popular exploration of emotional intelligence began. Gardner's research suggests that there are seven categories of intelligence that people may possess; among the seven are interpersonal intelligence and intrapersonal intelligence, which are more popularly known as emotional intelligence.

According to Gardner, interpersonal intelligence focuses on people outside of oneself. It builds on a core capacity to notice distinctions among others; in particular, the contrasts in moods, temperaments, motivations, and intentions. A skilled adult, such as some religious or political leaders, teachers, therapists and parents, is able to read the intentions and desires of others, even when these have been hidden.

Intrapersonal intelligence, on the other hand, focuses on oneself. It includes the ability to access one's feelings and range of emotions making discriminations among them, labeling them, and drawing upon them as a means of understanding and guiding one's own behavior. A person with good intrapersonal intelligence has an effective and viable understanding of self (Gardner, 1993).

Gardner states that both interpersonal and intrapersonal faculties pass the test of an intelligence. Both require problem-solving with significance for the individual. In summary of Gardner's two personal intelligences, interpersonal intelligence allows one to understand and work with others; intrapersonal intelligence allows one to understand and work with oneself. In the individual's sense of self, one encounters a mixing of inter-and

intra- personal components. "A sense of self emerges as one of the most marvelous of human inventions-a symbol that represents all kinds of information about a person and that is at the same time an invention that all individuals construct for themselves" (p. 25).

In the eight years since Gardner's research of multiple intelligences was published in a book, nearly 15 years after he formulated the theory, many researchers and theorists have pursued the idea of interpersonal and intrapersonal intelligences.

Peter Salevoy, a Yale psychologist, along with colleague John D. Mayer coined the term *emotional intelligence* in 1990; it has since become the popular and commonly used term when referring to skills related to the affect. Although the term is often used loosely, it has a scientific foundation. In order for Salevoy and Mayer to identify emotional intelligence as an intelligence, four criteria had to be met, including: it had to be defined, a means for measuring it had to be developed, its independence from other intelligence had to be documented, and its real world predictability had to be demonstrated.

Salevoy's definition of emotional intelligence includes both inter- and intrapersonal skills, and is outlined in five domains: knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships (Salevoy & Sluyter, 1997).

Salevoy's first domain, *knowing one's emotions*, or self-awareness, is the ability to recognize a feeling as it happens (1997). He believes this is the keystone of emotional intelligence because the ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding. People with a greater certainty about their feelings are better navigators of their lives, having a surer sense of how they really feel

about personal decisions.

The second domain, *managing emotions,* is the ability to handle feelings so they are appropriate, which builds on self-awareness (Salevoy & Sluyter, 1997). The capacity to soothe oneself, to shake off anxiety, gloom, irritability and the consequences of failure are considered by Salevoy to be a basic emotional skill. People who excel in this domain can bounce back far more quickly from life's setbacks and upsets.

Motivating oneself is Salevoy's third domain (1997). Channeling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity. Emotional self control, which is the delay of gratification and the stifling of impulsiveness, underlies accomplishment of every kind. Being able to get into a motivational flow enables outstanding accomplishments. People who have the skill of motivation tend to be highly productive and effective in their undertakings.

Salevoy's fourth domain is *recognizing emotions in others* (1997). Empathy, another ability that builds on emotional self-awareness, is the fundamental people skill. People who are empathetic are more attuned to the subtle signals that indicate what others need or want.

The last domain, *handling relationships,* combines managing emotions in self and in others. This includes the ability to have popular leadership effectiveness. People possessing the intelligence to handle relationships are social stars and excel at anything relying on interacting with others (Salevoy & Sluyter, 1997).

Along with Salevoy's five domains, he outlines eight emotional competencies that are closely linked to cultural values. The first emotional competency reads as follows: "Awareness of one's emotional state, including the possibility that one is experiencing

multiple emotions, and at even more mature levels, awareness that one might also not be consciously aware of one's feelings due to unconscious dynamics or selective inattention" (Salevoy & Sluyter, 1997). The ability to differentiate the feeling of being angry with someone from the feeling of being hurt by someone, combined with an understanding of those emotions, offers additional options for how to interact in a given situation.

The "ability to discern others' emotions, based on situational and expressive cues that have some degree of cultural consensus as to their emotional meaning" (Salevoy & Sluyter, 1999) is the second emotional competency outlined by Salevoy. With knowledge and understanding of why people act the way they do, comes the ability to make inferences regarding the emotions of others even when they are not obvious.

Salevoy's third emotional competency is outlined as the "ability to use the vocabulary of emotion and expression terms commonly available in one's culture and at more mature levels to acquire cultural scripts that link emotion with social roles" (Salevoy & Sluyter, 1997). Using words to represent an emotional experience accomplishes two goals. First, it allows for self to communicate with others about feelings and emotions. Second, the ability to label emotions allows for elaborations, comparisons, and integrations with other situations and people.

The "capacity for empathic and sympathetic involvement in others_ emotional experiences" is the fourth emotional competency (Salevoy & Sluyter, 1997). Empathy and sympathy are perhaps the most significant qualities that create social bonds. They connect people to each other.

Salevoy's fifth emotional competency is the "ability to realize that an inner

emotional state need not correspond to outer expression, both in oneself and in others, and at more mature levels the ability to understand that one's emotional-expressive behavior may impact on another and to take this into account in one's self-presentation strategies" (Salevoy & Sluyter, 1997). Salevoy uses the term *emotional dissemblance* as a strategy aimed at maintaining or restoring an emotional equilibrium by a person's altering of the communication of his/her emotional experience to others (1997). Emotional dissemblance is effective when it is used as a self-protections strategy. It can be ineffective in the sense that others may get "mixed messages." The important element in this emotional competency is a person's awareness of the ability to separate inner emotion with outer expression.

The "capacity for adaptive coping with aversive or distressing emotions by using self-regulatory strategies that ameliorate the intensity or temporal duration of such emotional states" is the sixth competency (Salevoy & Sluyter, 1997). A person experiencing moderate to high control over circumstances, may utilize coping strategies including: problem-solving, support seeking, distancing/detachment, self-blaming and blaming others.

Salevoy's seventh emotional competency is the "awareness that the structure or nature of relationships is in part defined by the quality of emotional communication within the relationship" (Salevoy & Sluyter, 1997). One is aware of how he/she communicates differently depending on the nature of the relationship. With this awareness comes the ability to gauge relationship goals with particular individuals.

Finally, Salevoy's eighth emotional competency is the "capacity for emotional self-efficacy: The individual views her or himself as feeling, overall, the way her or she

wants to feel" (Salevoy & Sluyter, 1997). An individual accepts his/her emotional experience allowing for the individual's feelings of emotional balance.

Salevoy believes these eight competencies to be interdependent; increasing one's skill in one emotional competency results in gains with other competencies. There are also different levels of proficiency within each competency. For example, competency includes the ability to label one's emotions; children may be able to do this, but not at the proficiency level of some adults.

Like Gardner, Salevoy's emotional intelligence includes both inter- and intrapersonal skills. As one of the leading and pioneer researchers on the subject of emotional intelligence, Salevoy offers detailed components on the topic in his five domains and eight competencies. Simply stated, Salevoy's definition of emotional intelligence can be summarized as 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 action (1997).

Psychologist Daniel Goleman can be credited with making emotional intelligence a trend in popular culture. His research explores definitions and characteristics of emotional intelligence finding it to be twice as important as either cognitive ability or technical expertise in determining an individual's success (1995). Similar to Salevoy, Goleman categorizes emotional intelligence into five different groups: emotional self-awareness, managing emotions, harnessing emotions productively, empathy, and handling relationships.

According to Goleman, emotional self-awareness includes proficiency in three abilities. First, improvement in recognizing and naming one's own emotions. Second,

being better able to understand the causes of one's feelings. Finally, emotional self-awareness includes the ability to recognize the difference between feelings and actions (1995).

Goleman's second category is managing emotions. This category includes better frustration tolerance and anger management, appropriate expressions of anger, stress management, and less social anxiety. Goleman cites an excerpt from Aristotle's *The Nicomachean Ethics* that best summarizes Goleman's characteristics of managing emotions: "Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-this is not easy." (p. ix, 1995).

Goleman's third category includes self responsibility and self control. Minimizing impulsive behavior and delaying gratification are important characteristics of emotional intelligence.

Empathy and the ability to read the emotions of others is Goleman's fourth category. This includes abilities such as proficiency at being able to take another person's perspective, improved sensitivity for others' feelings, and better listening to others.

Goleman's final category is handling relationships, which includes all aspects of interaction with others. Harmony in groups including sharing, cooperation, and helpfulness is part of this category. It also includes diplomacy in dealing with others, and being able to resolve conflicts and negotiate disagreements. An individual's assertiveness in dealing with others is also a part of this category.

Goleman's five categories are closely associated with Salevoy's five domains.

Like Gardner and Salevoy, Goleman's definitions and characteristics of emotional intelligence include a focus on self as well as the relationship and perception of self with others.

Self-reflective capacities and the ability to recognize what others are thinking and feeling are the core of Jonathan Cohen's social and emotional learning (SEL) theory (1999). This core provides the foundation for understanding, managing and expressing the social and emotional aspects of life. According to Cohen, social and emotional competencies, or modes of intelligence, define the capacity to solve social and emotional problems and to make something useful that is valued in one or more cultures. These competencies allow people to categorize emotions, to solve social problems creatively, to be effective leaders or collaborators, to be assertive and responsible, and to be able to ask provocative emotional and social questions that lead to new learning (1999). Building on the work of the Northeast Foundation for Children, Cohen cites five key dimensions that represent the core attitudes and skills of SEL: cooperation, assertion, responsibility, empathy, and self-control (1999).

Finally, David Ryback, through his research on the topic, defines emotional intelligence using four components: sharpening instincts, controlling negative emotions, discovering talents, and management (1998). His research focuses on adults who want to improve their emotional intelligence. Ryback's characteristics for each of the four components show a relationship with the previously mentioned researchers and their definitions of emotional intelligence.

The first component is sharpening instincts. This includes having a deeper understanding of one's own feelings and how they affect others. It also includes effective

personal decision making and sensitivity to intercultural differences.

The second component, controlling negative emotions, includes anger management and conflict resolution. It also includes negative emotions as they relate to others, for example in marriage and child-rearing. Minimizing depression and anxiety as well as improving self-image and self-confidence are also part of this component.

The third component is discovering talents. Under this category, Ryback includes tasks such as personal projects, self-improvement programs, and compassionate approaches to personal relationships.

Finally, Ryback's fourth component is superior management skills.   This includes the ability to mediate conflicts, to improve communication skills, and to maintain a sense of ethics and fairness.

Gardner, Salevoy, Goleman, Cohen and Ryback have similar definitions and characterizations of emotional intelligence. Each researcher includes both inter- and intrapersonal aspects of emotional intelligence. Although the concept of emotional intelligence is relatively new, research shows that it is not necessarily innate, it can be taught. In order to create an emotionally intelligent society, those in the trenches of education are gradually beginning to join together with the researchers to create curricula that will foster emotional intelligence.

Emotional development and educational implications

Peter Salevoy considers two questions concerning education and emotion together. First, is emotional knowledge a domain of learning for educators? And second, should knowledge about emotion be a general curricular matter for public schools? (Salevoy & Sluyter, 1997). To answer these questions, Salevoy discusses the three

phases of emotional learning: acquisition, refinement, and transformations.

The acquisition phase includes three aspects of the emotional process: reflexive affect, temperament, and labeling. A person not only acquires and practices different emotions, but also shows a temperament for them, and eventually labels them. According to Salevoy, much of the basic acquisition skills occur during infancy and are almost automatic among human beings (1997). It is also during infancy that children use information about emotion to make decisions about their own behavior.

The implications for educators when considering the acquisition phase are more about their indirect and subconscious messages to students rather than direct lessons and teaching. The acquisitional level deals with school climate and morale. An educator who becomes embarrassed when presenting a lesson, sends messages about the content to students nonverbally and indirectly, this is called emotional signaling (Salevoy & Sluyter, 1997). In this phase, students learn emotional skills by example, not by lesson. Regardless of the children's age, emotions in schools are contagious.

According to Salevoy, refinement is the second phase of emotional learning. During this phase, simple changes or additions are made to the emotional repertoire. For example, a child may cry because of physical pain, whereas an adult may scream "ouch." The basic meaning of the emotion does not change, only the manner and place of expression.

Children learn to refine their emotions through their family and culture. School being a large part of a child's culture, has a tremendous influence in the teaching of appropriateness of emotions. Helping children refine the appropriateness of their emotional expression is continuos throughout the school day.

While acquisition refers to the expression and perception of emotion and refinement refers to the attaching and detaching of the expressions and feelings to particular contexts and behavior, transformation refers to changes in whole systems. At this point in Salevoy's research, transformation includes two different processes. First are the ways in which a particular emotion transforms the process of thinking, learning and getting ready to act. Different emotional states usually illicit different processing techniques. Second is how the emotional process itself is changed with experience and knowledge so that the context and meaning of emotion becomes personalized. Much like a fear can become a phobia, an emotion can remain simple, or it can be transformed into a system of thoughts and behaviors.

According to a study of public school students in New Jersey, Salevoy and Sluyter concluded that most transformations wait for the intellectual and social skills of adolescence, especially later adolescence (1997). The implications for educators are threefold. First, educators use these emotional transformations to illicit certain emotional responses from students. For example, educators may use argumentative discussions or debates to illicit anger about racism; or, they may illicit peacefulness when discussing reactions to a poem. Second, educators can use the developmental emotional transformations to motivate students in class, drawing on their emotions. Finally, an understanding of developmental emotional transformations is beneficial when considering, for example, advancing students to higher grade levels or when working with children having social or interpersonal problems.

According to Jonathan Cohen, the emphasis on growth and activities that promote social and emotional development emerges from several sources: the progressive

educational movement; the civil rights and the women's movements; psychoanalytic, psychological, and psychiatric prevention work; and, the studies in education and the neurosciences that link social and emotional competencies to developmental processes (Cohen, 1999). In the last two decades, schools have been involved in a series of programs designed to promote social competencies and to proven social, emotional, and health problems. Students are offered character education; delinquency prevention; health, drug, and sex education; violence prevention and lessons in family life; as well as, morality and multicultural values. The intent of such instruction is to intervene in a manner that will both enhance specific skills like conflict resolution, cooperative learning and peer counseling, while preventing problems in the future.

In offering his expertise on programs and perspectives for social and emotional learning, Cohen discusses three potentially overlapping ways to further SEL in schools using direct teacher to learner approaches. The first is curriculum and noncurriculum based SEL programs for all children. The second is SEL programs and perspectives for at-risk students. And the third way to further SEL in schools is SEL for educators (Cohen, 1999).

Curriculum and noncurriculum based SEL programs for all children seek to promote the development of social and emotional competencies across the board. There are two major ways to do this according to Cohen: curriculum based SEL programs, and perspectives on social and emotional development and learning that can be integrated into whatever class or subject being taught (1999).

Curriculum based SEL programs seek to educate children about the value of social and emotional competencies and to foster the development of specific skills in

these areas. Such programs have SEL classes which seek to teach children to communicate more effectively, cooperate, resolve conflicts creatively and adaptively, reflect on self and interpersonal experience, control impulsivity, and make more thoughtful and collaborative social decisions. Not all school districts have the luxury to require SEL classes and therefore individual educators find ways to incorporate and integrate such lessons into existing required units.

Some SEL programs seek to address the needs of children who are psychosocially at-risk, those not gifted in the inter and intrapersonal intelligences. Cohen suggests three questions educators must ask themselves when considering their limitations with at-risk students: Who are at-risk students? What are the options among socially and emotionally informed programs that could help these students? And, to what extent can educators work with and help at-risk students? (Cohen, 1999).

Cohen cites that generic risk factors, for classifying a student as being at-risk, can be grouped into seven overlapping categories: first, constitutional handicaps include prenatal complications and biochemical imbalance; second, skill development delays include low intelligence, social incompetence, and learning disabilities; third, emotional difficulties include immaturity and low self-esteem; fourth, family circumstances include low social status, child abuse, and familial mental illness; fifth, interpersonal problems include peer rejection, alienation and isolation; sixth, school problems include suspension, expulsion and failure; and seventh, ecological context includes poverty, racial injustice and unemployment (Cohen, 1999). These categories overlap, they include very different levels of functioning, and they do not distinguish symptom from cause. Cohen suggests three ways SEL programs can aim to address the specific needs of at-risk

students (1999).

The first way social and emotional learning programs can address the specific needs of at-risk students is through individual efforts to diagnose and treat the problems of the student. This is traditional mental health work, which includes diagnosing the problem and mapping out an individualized plan to treat the problem. Mental health professionals in collaboration with educators determine the treatment and needs of the child.

The second way is early detection and early secondary prevention. These programs emphasize early detection of potential or actual problems and advocate early intervention. Such programs include mental health screenings, school based counseling and supervised peer counseling programs.

The third way SEL programs attempt to meet the needs of at-risk students is through primary prevention. Cohen suggests that advocates of primary prevention in schools can implement programs in two ways. First, by implementing curriculum and noncurriculum based programs that promote social and emotional skills and competencies; and second, by introducing pro-social vocabulary and behaviors to affect school climate (1999).

The final way to further SEL programs in schools according to Cohen is through teaching social and emotional learning to educators (1999). Being able to recognize, understand, and learn from their own experiences can further an educator's capacity to, through experience, convey the process of genuine discovery and its essential value to the children with whom they work. The skill of empathy allows educators to work more effectively with students, colleagues, and parents.

According to Daniel Goleman, emotional literacy had an implied mandate for schools to pick up the slack for failing families in the task of socializing children. In order for this to happen, two major changes are required. First, educators and schools must go beyond their traditional mission; and second, people in the community must become more involved in schools (Goleman, 1995).

Traditional teacher training does not include teaching emotional literacy. Goleman believes that there is a self-selection process in the kind of teacher who gravitates to teaching emotional literacy courses because not every person has a temperament suitable for the subject matter that includes talking about feelings (1995). Regardless of whether there is a class specifically devoted to emotional literacy matters far less than how the lessons are taught. The quality of the teacher, for this type of class especially is important since the teacher is a constant model to the class. Whenever a teacher responds to one student, twenty or thirty others learn a lesson.

Beyond teacher training, communities have a responsibility to support the lessons taught in schools. Students need opportunities both in and out of the classroom to turn moments of personal crisis into lessons in emotional competence. Consistent messages from school and home reinforce the lessons. The idea is that what children learn in emotional literacy classes will not stay behind at school, but will be tested, practiced, and sharpened in the actual challenges of life.

Salevoy's research on brain development and its affects on emotional development reveal that during the maturation process, some components of emotional development precede later forms of cognition. As a result, in early development, affect is an important precursor to other modes of thinking, and therefore must be integrated with

other developmental functions for optimal maturation (1997). The manner in which behavior, emotions and cognitions become integrated in the first decade of development has implications for psychological and emotional functioning throughout the lifespan (Salevoy & Sluyter, 1997). Emotion is important to the educative process because it drives attention. It has been difficult, however, to incorporate emotions into the school curriculum because so little is truly understood about emotions, and is only relatively recently that emotional intelligence is being pursued and researched by psychologists. Salevoy offers research on the development of emotions throughout three stages of childhood: infancy and toddlerhood; the preschool years; and, the elementary school-age years.

During infancy, emotions provide infants and toddlers with their major means of communicating with others, as well as within themselves. Through the caregiver's reactions to the infant's emotional displays, the infant slowly builds expectancies regarding the nature of social interaction. So the manner in which such emotions are socialized in early development is believed to have a major impact on the child's later ability to monitor and share emotions (Salevoy & Sluyter, 1997). During the first three years of life, the entire repertoire of affective signals develops, and these signals are available for use throughout the rest of the individual's lifetime. By the time children begin to use language to express their feelings, most of their habitual affective responses have already been established. By the end of toddlerhood, most children have become skilled in both showing and interpreting emotional displays (Salevoy & Sluyter, 1997).

According to Salevoy, one of the crucial developmental tasks during the preschool years is to learn to integrate previously developed emotional signals with their

newly acquired language skills (1997). Through the ability to label emotions, the child

develops a new form of self-control and self-expression. Salevoy states that language

skill serves the child's emotional control in three ways. First, it serves the child's

function of mediating between intention or desire and behavior or action. Second, it

allows the child to communicate his/her emotional state to others. Third, language allows

the child to be consciously aware of how he/she is feeling (1997). During early

childhood, the role of language is particularly important in understanding the

development of emotional and social competence. Language and communication serve

many important functions that are new in this preschool phase. They provide a means to:

first, symbolize one's attitudes toward others; second, debate and act on problems both

intrapersonally and interpersonally; third, increase self-control; and fourth, enhance self-

awareness (Salevoy & Sluyter, 1997).

Finally, between the ages of five and seven, children undergo a major

developmental transformation that includes increases in cognitive processing skills, a

growth spurt, and changes in brain size and function. This transition and the

accompanying changes allow children to undertake major changes in responsibilities,

independence, and social roles (Salevoy & Sluyter, 1997). The one big developmental

accomplishment during this age is the child's ability to internalize much of what before

was accomplished verbally, thus enhancing problem-solving skills.

When considering the development of emotional competencies as it relates to the

physical development of the brain, Salevoy suggests five implications for educators.

First, the nature and quality of teacher-child and peer-peer social and academic

interactions impacts brain development, attention, and learning. During development, the

nature of social and educational interactions plays an active role in shaping brain growth. Brain development is malleable and strongly impacted by experiences throughout childhood, which strengthen neural networks (Salevoy & Sluyter, 1997).

Second, education can be considered to be a critical influence on strengthening neocortical control and self-awareness. Educators have the potential to play an important role in strengthening the pathways that lead to the integration of affect, language, and cognition. Although teaching content is important, the manner in which it is taught may be more important (Salevoy & Sluyter, 1997).

Third, the strengthening of frontal lobe capacities is critical to academic, social and personal outcomes. The capacity of the frontal lobe includes maintenance of attention, social problem-solving skills, frustration tolerance, and the management of negative and positive affect (Salevoy & Sluyter, 1997).

Fourth, helping children develop awareness of emotional processes, both in themselves and in others, applying verbal labels to emotions, and encouraging perspective taking and empathic identification with others are the first steps in developing these frontal lobe functions of interpersonal awareness and self-control. Salevoy's research shows that children who show the most impulsive and aggressive behavior have the least access to verbalizing and discussing their emotions (1997).

Finally, attending patiently to children's emotions and their effects as a central part of classroom processes will lead to improved personal academic outcomes. Teaching healthy strategies for coping with, communicating about, and managing emotions assists children in maintaining attention and focus during academic and interpersonal learning contexts (Salevoy & Sluyter, 1997).

Childhood is a crucial window of opportunity for shaping lifelong emotional competencies. Habits acquired in childhood become set and are harder to change later in life. As developmental psychologists continue to research the growth of emotions, they are able to be more specific about just what lessons children should be learning at each point in the unfolding of emotional intelligence, what long term deficits will exist for those who fail to master the right competencies at the appointed time, and what remedial experiences might make up for what was missed.

Social and emotional learning is both a new and a very old idea. In all cultures and in every generation, educators and parents have been concerned with children's sense of well-being and ability to get along with others. In today's environment, educators have no choice but to address their students' personal and social development, even when their first priorities may be academic skills. Combining the hard work of developmental psychologists and researchers with the hard work of educators who are in the front lines daily in order to meet the needs of children is often an ever changing battle and an overwhelming commitment. In the last decade, many pioneering schools have implemented carefully planned programs to address the social and emotional needs of students.

Successful programs

The Nueva School, a private school in San Francisco, California requires a class called Self Science. The subject in Self Science is feelings, which demands that both teachers and students focus on the emotional aspect of life. The strategy is to use the tensions and traumas of children's lives as the topic of the day. The teachers address real issues like envy, hurt, and being left out, which are all issues that could escalate into

schoolyard fights. Students learn to resolve disagreements and resentments before they

spiral into an all out fight. According to the developer of the Self Science Curriculum,

Karen Stone McCown, "Learning doesn't take place in isolation from kids' feelings.

Being emotionally literate is as important for learning as instruction in math and reading"

(Goleman, 1995). The ultimate goal of Self Science, which was developed and

implemented nearly twenty years ago, is to illuminate the child's sense of self and

relationships with others. They are no grades given in Self Science; life itself is the final

exam. At the end of eighth grade, as students prepare to leave the school for high school,

each student is given an oral test in Self Science, using hypothetical situations. The Self

Science Curriculum has thirteen main components: 1.) self-awareness; 2.) personal

decision-making; 3.) managing feelings; 4.) handling stress; 5.) empathy; 6.)

communications; 7.) self-disclosure; 8.) insight; 9.) self-acceptance; 10.) personal

responsibility; 11.) assertiveness; 12.) group dynamics; 13.) conflict resolution (Goleman,

1995). These core skills suggest a prevention strategy for the ills that plague children

today. When addressing the topic of self-awareness, students aim for a sense of feeling

recognition and learn to build a vocabulary for their feelings. They explore connections

between thoughts, feelings, and reactions, knowing if thoughts or feelings are ruling a

decision, then exploring consequences and alternative choices. Students learn to

recognize their strengths and weaknesses, while learning to view themselves in a positive,

but realistic light. When addressing the topic of managing emotions, students learn how

to realize what triggers a feeling and learn ways to handle the feelings. Students learn

responsibility by taking ownership of decisions and actions as well as following through

on commitments. Empathy and relationships are a major social focus. Students learn to

understand others' feelings and to respect differences. They learn how to be good listeners and question-askers. The skills the students at Nueva School are taught during their eight years there, cover every aspect of emotional intelligence.

The Nueva School may be a school destined to succeed with such a course as Self Science, since it is a private school where nearly all students are from privileged backgrounds and are gifted in some area. But the Augusta Lewis Troup Middle School, in the inner city of New Haven, Connecticut has found success with their comprehensive K-12 Social Competence Program, designed by Yale psychologists. The curriculum has content nearly identical to the Nueva School. Children in the youngest grades get basic lessons in self-awareness, relationships, and decision-making. They play with a feelings cube by rolling it like dice and talking about a time they had the feeling they rolled. By fourth and fifth grade, as peer relationships take on an immense importance in their lives, they get lessons that help their friendships work better: empathy, impulse control, and anger management. In sixth grade the lessons relate more directly to the temptations and pressures for ex, drugs, or drinking. By ninth grade the ability to take multiple perspectives is emphasized. Each classroom displays a stoplight poster that reviews the course of action for working through conflicts (Goleman, 1995).

The Boston Public School System adopted a literature-based program called "Voices of Love and Freedom" that emphasizes reading skills and emotional development. The program uses age-appropriate literature as the starting point for discussions about empathy, respect, and civility (Harrington-Lueker, 1997).

Constellation Community Middle School, a two year old charter school in one of the toughest neighborhoods in Long Beach, California, stresses the importance of

personal responsibility and getting along with others. Each morning, the students recite the five core principles of the school: "Anything that hurts another person is wrong. We are each other's keepers. I am responsible for my own actions. I take pride in myself. Leave it better than when you found it" (Harrington-Lueker, 1997). The school has five faculty members who act as emotional coaches for the 130 students. The teachers work one on one with the students, helping them master emotional skills such as curbing impulses, controlling anger, and respecting the rights of others.

The Responsive Classroom approach to teacher is utilized in middle schools around the country (Salevoy & Sluyter, 1999). It has six components: classroom organization, the Circle of Power and Respect, rules and logical consequences, academic choice, guided discovery, and assessment and reporting to parents (Salevoy and Sluyter, 1999).

The first component, classroom organization deals with adolescents' attention to personal space, furniture, display of student work and the need for physical activity within the classroom. Students gain experience in democratic decision making as they negotiate with the teacher how the classroom would be most comfortably organized.

The Circle of Power and Respect (CPR) provides a structure for middle school students to know and understand each other.   Held during the daily student-teacher advisory periods, CPR includes a greeting between students; and opportunity to share what's happening in one's life; a lively activity; and news and announcements.

Rules and logical consequences, the third component, emphasizes building rules and expectations based on the students' own goals, what it is that they hope to accomplish in school. Logical consequences teach students that they will be held

accountable for their behavior, but that they can also fix things that go wrong.

Academic choice allows students the opportunity to increase their own initiative in learning and developing academic skills. Students are encouraged to take initiative within assignments to design and plan their own unique way to meet the objectives.

The fifth component, guided discovery, takes students through exploratory introductions to materials and ideas within the classroom. Students learn to care for their learning environment, and build supportive, intellectually challenging learning atmospheres.

The final component of The Responsive Classroom is assessment and reporting to parents. By engaging parents in goal setting and dialogue at the beginning of the school year, The Responsive Classroom helps create meaningful relationships between parents, students, and teachers around mutually understood goals.

The primary focus of The Responsive Classroom is to build the quality of responsibility in its students.

The Resolving Conflict Creatively Program (RCCP), is one of the largest and longest running models of social and emotional learning in the United States (Cohen, 1999). The program integrates strategies for conflict resolution and intergroup relations into the daily life of middle school classrooms and schools. The RCCP model for peaceful schools has five components for effective implementation: the curriculum component, professional training, peer mediation, parent training, and administrator training (Cohen, 1999).

The K-12 curriculum component includes a focus on the following key skills: active listening, assertiveness, the expression of feeling in appropriate ways, empathy and

perspective taking, cooperation, negotiation, the appreciation of diversity, and methods for countering bias (Cohen, 1999). The lessons involve role-playing, interviewing, group discussion, brainstorming, "teachable moments," and other experiential and affective learning strategies (Cohen, 1999).

After the initial 24 hours of introductory training for educators, ongoing support is provided for each teacher through a staff developer who visits the participating school between six and ten times a year to help with preparation, observe classes, give demonstration lessons, and discuss concerns.

The third component of RCCP is peer mediation. This is a student-led program which provides a peer model for nonviolence and the appreciation of diversity. It reinforces students' emerging skills in working out their own problems.

Parent training is an important component because it reinforces the skills taught at school, in the home. RCCP provides workshops for families to provide them with the opportunity to learn more about intergroup relations, family communication, conflict resolution, and asserting needs in a nonjudgmental, nonattacking manner.

Finally, administrator training introduces RCCP concepts and shows school administrators how they can use their leadership to encourage everyone within the school community to embrace and model humane, democratic, and creative approaches to dealing with conflict and diversity (Cohen, 1999).

The RCCP model has been successfully implemented in urban, suburban, and rural communities across the country, allowing each school district to adapt the model according to its own personal characteristics and needs.

Emotional intelligence and school counseling

Because research and information specifically on emotional intelligence as a conceptual framework for counselors is limited, it is recommended that counselors consider existing programs as resources, then individualize their program to suit the specific needs of the school. After considering the existing research, four general recommendations are made to school counselors in using emotional intelligence as a conceptual framework.

First, school counselors need to establish a developmental K-12 curriculum using emotional intelligence as a conceptual framework. The curriculum should be based on the six fundamental components of emotional intelligence: building empathy and optimism; controlling self and delaying of gratification; managing feelings; socializing effectively; motivating self; and, committing to noble goals (McCown, 1998). These fundamentals lead to certain behaviors, creating new habits of mind and body. The method for assessment of learning these fundamental components is through behavior. Seven general behaviors mark the development of EQ: talking about feelings and needs; listening, sharing, comforting; growing from conflict and adversity; prioritizing and setting goals; including others; making conscious decisions; and, giving time and resources to the larger community (McCown, 1998). The K-12 curriculum should include direct instruction and specially designated and required EQ courses in the earlier K-8 grades. Emotional literacy curriculum in the later grades, 9-12, could consider a variety of possibilities including: a required course, an elective course, workshops, school counselor classroom visits, units within the required health curriculum, student directed sessions, and integrating emotional literacy within the existing courses.

The second recommendation to school counselors is a part of the K-12

curriculum, but it focuses on grades K-8. Kindergarten through eighth grade should be a major focus of any developmental guidance, emotional competency based curriculum since the research shows that emotions are developed and shaped as early as infancy (Salevoy & Sluyter, 1997). With family as the first teachers of emotional literacy, kindergarten and early elementary grades include children from a variety of emotional backgrounds. A K-8 emotional intelligence curriculum should include a weekly lesson from the counselor, followed by a daily session when the teacher reinforces the counselor's session, as well as the integration of the emotional competencies throughout the school day from the entire school staff. The program should focus on four fundamental skills: recognizing, understanding, communicating, and managing feelings; recognizing and redirecting patterns of behavior; setting goals and moving toward them; and, increasing respectful communication, thinking, and behaviors (McCown, 1998).

The third recommendation to school counselors utilizes the counselor's role as a school consultant and resource person. In order for a curriculum centered around emotional intelligence to be successful, a school counselor is responsible for teacher and school personnel training, as well as for ongoing practical support. The teachers would be trained by the counselors on the emotional intelligence curriculum, as well as practical methods of integrating aspects of the curriculum within the core content curriculum. The counselor would provide ongoing support by helping with lesson preparation, observing classes, demonstrating lessons, and conferencing with teachers.

The final recommendation to school counselors in establishing an effective emotional literacy program addresses the counselor's role as an emotional intelligence consultant to the family. Providing workshops, newsletters, and informative parents'

nights on the topic of nurturing emotional intelligence in the home, creates a marriage between the lessons learned in school and the home, reinforcing the EQ messages. Topics of special importance for nurturing emotional intelligence in the home include: listening skills, conflict resolution, feelings assertion, and the expression of needs in nonjudgmental and nonattacking manners.

Although the research of emotional intelligence as it relates specifically to the responsibilities of the school counselor is limited, the research and development of emotional intelligence has made great strides since the term was coined only a decade ago. It has also been in this last decade that stories of youth violence seem to headline newspapers and news programs across the country. Perhaps it is for this reason that the idea of emotional literacy, emotional intelligence, emotional competence, social and emotional learning, EQ, EI, whatever the term of choice, has sold itself. Continued collaboration between the researchers and the practitioners, combined with examples of successful implementation of programs and school curricula will promote the need for emotional literacy programs in all schools. Ghandi once proclaimed: "If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children."

CHAPTER THREE

Conclusions and Recommendations

After conducting an extensive research of the literature on the subject of

emotional intelligence, this chapter will summarize the findings, formulate conclusions

and make recommendations for a conceptual framework of counseling for school

counselors.

Summary

Howard Gardner, Jonathan Cohen, Peter Salevoy and Daniel Goleman, the

leading researchers on the subject of emotional intelligence, have overlapping

perspectives on the topic. Emotional intelligence, also known as emotional literacy,

emotional competency, EI and EQ, according to these researchers, generally speaking

includes both an understanding of self and the feelings of self, as well as an

understanding of others and their feelings.

Howard Gardner uses the terms interpersonal and intrapersonal faculties when

referring to emotional intelligence. Intrapersonal intelligence includes the ability to

access one's feelings and range of emotions making discriminations among them,

labeling them and drawing upon them as a means of understanding and guiding one's

own behavior. Interpersonal intelligence on the other hand focuses on people outside of

oneself. It includes the ability to notice distinctions of emotions in others, contrasts in

moods, temperaments, motivations, and intentions (Gardner, 1993).

Peter Salevoy, who is credited for coining the term emotional intelligence, has researched the topic extensively for over fifteen years. He outlines eight emotional competencies: self-awareness of one's emotional state; the ability to discern others' emotions and their meaning; the ability to use vocabulary in expression of emotions; empathy and sympathy toward others; realization that inner emotional state in self and others need not correspond with outer expression; the capacity for adaptive coping; awareness that the nature of relationships is in part defined by the quality of emotional communication within the relationship; and, self efficacy (Salevoy & Sluyter, 1997). The competencies are interdependent, and levels of proficiency vary with each competency.

Daniel Goleman uses five categories to characterize emotional intelligence: emotional self-awareness, managing emotions, harnessing emotions productively, empathy, and handling relationships (Goleman, 1995). Like Goleman, Jonathan Cohen uses five key dimensions to characterize what he terms as social and emotional learning, or SEL. These core categories are: cooperation, assertion, responsibility, empathy, and self-control.

Gardner, Salevoy, Goleman and Cohen define emotional intelligence using similar characteristics, they simply categorize them differently. Common threads among the three psychologists include: empathy, labeling emotions, understanding relationships, self-control/self-awareness, responsibility, assertiveness, and coping skills. All of the researchers acknowledge that the study of emotions is new, somewhat esoteric, and sometimes unpredictable. However, by combining the developmental process with the research that does exist about emotion, researchers and educators have collaborated to

create successful emotional intelligence programs in schools.

The researchers agree that emotional intelligence can be learned. The first teacher of emotional intelligence is family, the second is school. Developmentally speaking, the sooner in the curriculum a school institutes emotional literacy programs, the more opportunities for rearing emotionally intelligent children. Salevoy suggests five implications for educators when considering the development of emotional competencies as they relate to the development of the brain: the nature and quality of the teacher-child social and academic interactions; the critical influence on strengthening neocortical control; the strengthening of frontal lobe capacities; the development of self-awareness of emotional processes; and, patience in attending to children's emotions (Salevoy & Sluyter, 1997). Childhood is a window of opportunity for shaping lifelong emotional competencies.

Hundreds of schools across the country have implemented successful emotional literacy programs. Some of the programs have been developed by the individual schools, other programs are national and have been used across the United States. The implementation of the various programs includes several common ideas. The first common characteristic is the importance of teacher training for the subject of emotional literacy. Second, is the creation of a specific class designated to the topic of emotional intelligence. The third characteristic is the inclusion of family as participators in raising emotionally intelligent children. Finally, successful school programs begin teaching lessons on emotional intelligence when students first begin school, in kindergarten.

Among the schools and programs mentioned in chapter two, common curricular themes on the subject of emotional intelligence are addressed. The schools and programs

include themes such as: managing feelings, empathy, responsibility, conflict resolution, self-awareness, communications, and cooperation.

<u>Conclusions</u>

With new educational research comes the assigning of responsibility to teach the findings. For emotional literacy programs to be successful, there must be a solid marriage between school and family. However, in many situations, the family is not equipped to foster emotional competency in its children. The responsibility is ultimately on the shoulders of the school, especially the teachers and school counselors.

Developmental guidance programs in many schools, whether intentionally or quite possibly unintentionally, have addressed emotional literacy issues such as: conflict resolution, empathy, labeling feelings, and self-awareness. During the elementary and middle school years, when school counselors make regular classroom visits, they play an integral role in the emotional education of students. Too often, the guidance curriculum is not established, nor is it developmental. In consideration of the research done during the last decade, a logical conceptual framework of counseling for school counselors is one designed around developmental emotional intelligence.

The key skills of emotional intelligence each have a critical learning period extending over several years in childhood. Massive sculpting of neural circuits, the networks on which emotional feelings rely, takes place during these periods, each of which represents an optimal "emotional window" for learning specific skills. Once the emotional brain learns something, it never lets it go; once a window is closed, the pathway is forever imprinted. Most of the responses of the neural circuits are well established before a child leaves elementary school, the rest mature by the end of

adolescence (Sheldon, 1996). The elementary and middle school years provide the window of opportunity for school counselors to promote emotional intelligence.

Recommendations

This research suggests four recommendations for school counselors. First, create a K-12 developmental curriculum using emotional intelligence as a conceptual framework. Second, since a child's emotional foundation is established early, the K-8 EQ curriculum should be especially aggressive. Third, school counselors need to establish their role as consultant, trainer, and practical support for teachers and other school personnel. Finally, school counselors must inform and instruct parents and families on how to nurture emotional intelligence in the home, so lessons at school are reinforced in the home.

It is recommended that school counselors establish a K-12 developmental curriculum, as a conceptual framework, focused on teaching emotional intelligence in order to take advantage of that window of opportunity to reach and teach children and adolescence. The psychologists and educators discussed in this paper offer consistent research that has been supported in practice by many educators in many schools across the country.

The role of the school counselor goes beyond direct instruction to students on issues of emotional intelligence. Emotional competency is best achieved when reinforced in all aspects of life, including home, classroom, and community. To promote emotional literacy, school counselors need to act as consultants to parents, teachers, and administrators.

Emotionally healthy and competent children learn better. Emotionally healthy and competent adults work better. Because EQ and IQ often function interdependently, education has a responsibility to address both EQ and IQ in school; both the emotional and rational minds. Why consider teaching

emotional literacy in schools when for hundreds of years people attended school, graduated, found jobs and managed to survive in the real world without instruction of the emotions? The face of America has changed. The onset of the twenty-first century has brought new issues into schools and into the world. The ever-changing picture of the American family and cultural diversity, along with an earlier onset of puberty, and issues of health, sex, depression and violence unite everyday in American classrooms, in the workplace and on the streets. Before educational success, professional success, and financial success people must have emotional success.

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