

Incorporating Emotional Intelligence into the T&I Classroom

EI Defined: Emotional aptitude is a “meta-ability”, it is the ability to think and react appropriately to our emotions and is a determining factor in how well we use other skills we possess, including intellect.

Characteristics of Males and Females with High IQ Versus High EI:

	High IQ	High EI
Male	<ul style="list-style-type: none"> ☞ Variety of intellectual interests/abilities ☞ Ambitious, productive, predictable, dogged, untroubled by concerns for self ☞ Critical, condescending, fastidious, inhibited, unexpressive, detached ☞ Emotionally bland, uneasy with sensual experience 	<ul style="list-style-type: none"> ☞ Socially poised, outgoing, cheerful ☞ Not prone to fearfulness or worrying thoughts ☞ Notable capacity for commitment to people or causes, for taking responsibility, for possessing an ethical outlook ☞ Sympathetic and caring in relationships ☞ Rich, appropriate emotional life
Female	<ul style="list-style-type: none"> ☞ Intellectual confidence ☞ Fluent expression of thoughts ☞ Value for intellectual matters and variety of intellectual interests ☞ Introspective, prone to anxiety and guilt ☞ Hesitant to openly express anger 	<ul style="list-style-type: none"> ☞ Assertive and directly expressive ☞ Positive feeling about self ☞ Outgoing and gregarious ☞ Appropriate expressions of feelings ☞ Reaches out to new people ☞ Playful, spontaneous, open to sensual experience

Components of EI and Suggested Strategies for Development:

Self-Awareness – recognizing a feeling as it happens; the keystone of Emotional Intelligence

- ☞ Reflective journals that record behaviors and feelings in stressful situations
- ☞ Concrete, accurate and timely feedback about behavior
- ☞ Decision-making activities
- ☞ Objective analysis of skills/abilities

Self-Management – Handling feelings so they are appropriate; delaying gratification, stifling impulses, marshaling emotions to meet goals toward an increased attention span, self-motivation, mastery learning, and creativity

- ☞ Physical activity
- ☞ Values assessment with alignment of activities
- ☞ Principle definition
- ☞ Organizing assignments, materials, work space; maintaining a calendar/planner
- ☞ Using positive, constructive criticism with others
- ☞ Goal setting activities
- ☞ Proactively designing strategies for handling stressful situations
- ☞ Calculating risks and creatively solving problems and acting on the most feasible solutions
- ☞ Volunteer/service activities

Social Awareness – Recognizing feelings in others

- ☞ Active listening skills
- ☞ Diversity training/sensitivity
- ☞ Organizational charts/hierarchy
- ☞ Identifying primary characters in situations
- ☞ Predicting and responding to others' needs

Relationship Management – Managing emotions in others; essential component of popularity, leadership, and interpersonal effectiveness

- ☞ Peer mentoring, coaching, tutoring
- ☞ Providing feedback to others
- ☞ Including all members of a group
- ☞ Constructing persuasive arguments
- ☞ Predicting others' responses and structuring an approach to a situation
- ☞ Modifying voice or tone in communicating
- ☞ Creating effective visual aids
- ☞ Study groups
- ☞ Active participation in team assignments