



EDUCATIONAL THERAPEUTICS ONLINE

SESSION 3

Emotional Intelligence





AIMS:

1. To explore the physiological origins of emotion and the implications of this.
2. To establish a definition of 'emotional intelligence'.
3. To determine how emotional literacy can be facilitated therapeutically and educationally.
4. Focus on personal emotional literacy.

By the end of this session, you will...

- Know what is meant by "Emotional Intelligence"
- Have a sense of the role of emotional intelligence in education
- Have an understanding of the biological basis of emotion
- Have begun a personal exploration of emotional intelligence and confidence

""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."

- ARISTOTLE, The Nicomachean Ethics

Emotional Intelligence

Take a moment to consider what you understand by the term emotional intelligence/literacy.

Maslow mentioned emotional strength in the 50's and Howard Gardener in his work on multiple intelligences includes both inter and intrapersonal intelligences as most important to successful communications.

Of course, as human beings we have to measure everything so there came Emotional Quotient. It was however Daniel Goleman in his bestselling book of the same name published in 1995, who really brought the concept into popular knowledge.

There has been some controversy about the use of the word 'intelligence' but included in any title helps assist the sales!

Goleman's list of emotional competencies is a useful starting point:

1. SELF AWARENESS

The ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognise their impact on others while using gut feelings to guide decisions.

2. SELF REGULATION

involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.

3. SOCIAL SKILL

Managing relationships to get along with others.

4. EMPATHY

Considering other people's feelings especially when making decisions.

5. MOTIVATION

Being aware of what motivates them.

In our programmes we do not measure but like to observe and give children/adults an understanding of their feelings and the words used to describe them. Most importantly to recognise the physiology of emotions and learn how to express (not repress) their emotions positively. This in turn allows their brain to function and learning to take place.

We use a variety of programmes based on ancient practices of breathing techniques through to Neuro-linguistic programming (NLP) anchoring and software that allow them to see in real time how their emotions impact on their daily life and managing successfully.

"Emotional Intelligence"

refers to the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence or IQ.

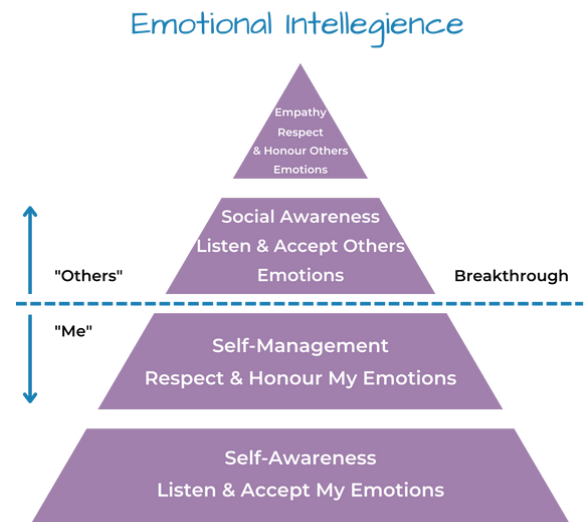


Emotional Literacy and Transactional Analysis Claude Steiner

Uses a scale to observe and measure stress and notes that under stress we regress to:

Numbness, various other symptoms culminating in primal emotion

Afterwards there maybe impact on our ability to; communicate and understand others communication, to differentiate one emotion from another and to be empathic towards others.



Relaxation, what is it?

The skill of relaxation is well worth practising to loosen, become less tense, stretched. Use relaxation recordings to get you started. Relaxation removes pressure and allows your body a breathing space to heal itself. It releases energy not available to you when you are tense and holding tightly.

There are many ways of relaxing:

- Awareness: first it is important to become aware of when you are tense. Understanding how your body works is the first step. Noticing which muscles are tense is vital so that you know when to relax them.
- Simple tense and relax exercise throughout the body practised regularly will enable you to get to know your body better.
- Emotional tension often gathers in the stomach area and is very much tied in with your breathing - learning how to breathe regularly and deeply will enable you to release tension and oxygenate the whole system, body and brain-you will feel better, think more clearly, and find your immune system improving.
- Quietening the mind releases much mental tension and allows you to still the rapid circular thoughts that get you nowhere passing to deeper levels of thought where answers are more likely to be found.

You will find yourself renewed and rejuvenated, able to have the energy to make different choices and stick with them thus releasing past habits and patterns that are no longer valid.

Takes off the pressure and gives you a break

Helps you concentrate and think more clearly

Energises you and helps make you happier in relationships

Enables you to realise your potential and creative self



Developing Emotional Intelligence

Readiness for Change:

James Prochaska (University of Rhode Island)

1. OBLIVIOUS

"It isn't that they can't see the solution – they can't see the problem" There is great resistance to change – they just don't see the point.

2. CONTEMPLATION

See that they need to improve and have begun to think about how to do so, but not quite ready to do anything about it. Generally substitute thinking for acting.

3. PREPARATION

Begin to focus on the solution; aware of the problem, see that there are ways to solve it; ripe for change.

4. ACTION

Visible change begins; plan of action is embraced. Forward movement. Based on previous three stages.

Penny Moon: ACE Card

Awareness

Choice

Energy

Emotional Re-learning

The Process:

1. Regaining a sense of safety: calming the easily triggered circuits enough to allow relearning: relaxation, biofeedback, etc.
2. Regain some sense of control – the unlearning lesson of learned helplessness.
3. Retelling and reconstructing the story of the trauma in safety – this changes the associations within the emotional brain – this occurs in stages and repeatedly.
4. Mourning the loss caused by the trauma – allows for re-emergence of hope.

Improved Self Esteem

Trauma and its impact on the physical body

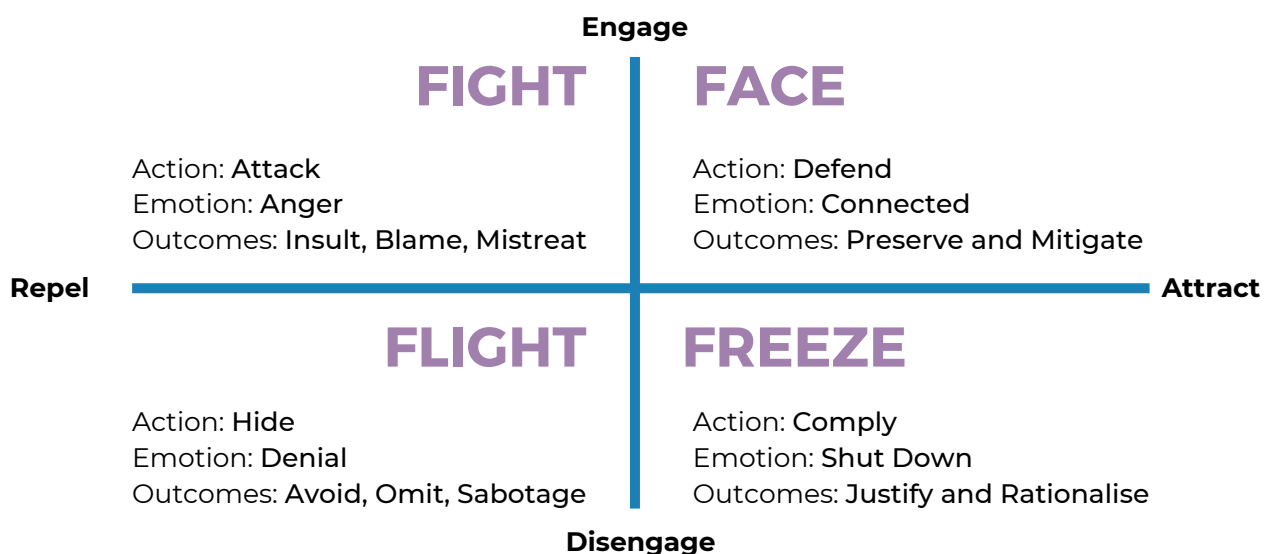
FEAR

Stress is a normal part of everyday life but as there are fewer sabre tooth tigers to escape from, we have replaced them by road rage or the simple act of living in our society with its personal worries and the broader concerns of life which are brought to our attention by the 'news'. Chronic stress, that is when we have had a lot of life's challenges, can build up over time and impact on our general health and wellbeing.

The adrenalin response often referred to as fight, flight or freeze happens when a traumatic incident takes over from your normal reactions and focusses your attention completely on survival. It is likely that your concentration and memory maybe affected.

Grace Laconte adds a fourth response which is 'face' up to your fear and hold your ground. Of course, one has to choose according to the level of fear in proportion to your survival.

Small worries can develop into phobias transferring emotionally charged situations in the past to the present and impact badly on a person's ability to live their best life.



A GOOD WATCH ON YOUTUBE: Bob Newhart: Stop It!

The History of 'Trauma'

Hysteria was viewed as a psychological disorder. As far back as 1900 BCE hysteria (meaning the uterus) was first described by the ancient Egyptians caused by "spontaneous uterus movement." This was also sometimes referred to as having a wandering uterus.

A French neurologist Jean Martin-Charcot was the first person to attempt a study of 'hysteria' which appeared with a range of symptoms. Needless to say many women were diagnosed with 'hysteria', the vapours and 'fetch the smelling salts' were common phrases used mainly of middle and upper classes naturally!

- **Blindness**
- **Emotional outbursts**
- **Hallucinations**
- **Being in a sort of trance**
- **Developing amnesia**
- **Experiencing paralysis**
- **Fainting or passing out (syncope)**
- **Increased suggestibility**
- **Loss of sensation**
- **Histrionic behaviour (being overly dramatic or excitable)**
- **Having epileptic-like seizures**
- **Increased pain sensations**
- **Rigid or spasming muscles**

Post first World War 'shell shock' in all its horror was finally defined and it later became Post Traumatic Disorder (PTSD). Some men were shot for desertion of their posts, others sent to recuperate in England and return to the trenches.

Now trauma is used for much lesser experiences than your friend being blown to pieces standing next to you. Without a doubt, with our further understanding of how the brain works we can understand how an emotionally charged experience can leave a pathway of destruction that ripples into the future with some people. Finding how to manage this is what many people have been doing and it seems there can be a multi layered approach. Reducing anxiety with a variety of techniques, understanding how our body experiences emotion can really empower individuals to manage to express their emotions usefully.

You may like to look at some images of the first world war under PTSD or shell shock to grasp the different realities

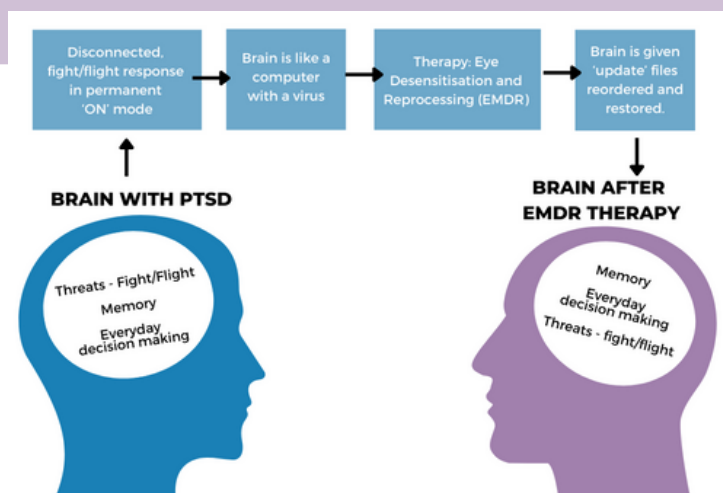
All our experiences from conception through to birth, from childhood nurture to adolescence peer pressure, will impact on our brain and how we express our emotions within a world where we may feel insecure.

Treatment:

It has not always been kindly, if you investigate the history of mental health you will see a wide variety of treatment varying from icy water (popular these days) to straightjackets and lobotomy.

Nowadays there is talking therapy in all its shades and hues with medication see recent scandal concerning repeat prescriptions of benzodiazapenes

EMDR, (Eye Movement Desensitisation and Reprocessing) NLP (neuro-Linguistic Programming) and various relaxation techniques can be applied to help those suffering from various traumas. Of course, changing behaviours in a sustainable way may need more long-term therapeutic interventions and in the most severe cases may not be helped except with self-regulation of drugs and alcohol with inevitable consequences.



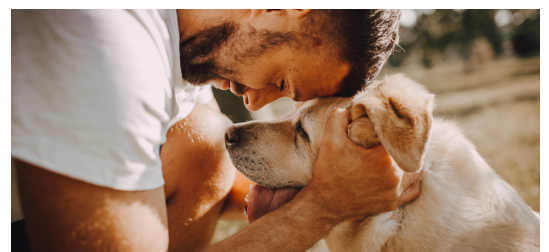
Various other therapeutic mediums can be used when available on a long-term basis for the more severe end of symptoms.

The emotional brain is highly attuned to symbolic meanings and to the mode Freud called the “*primary process*” - the messages of metaphor, story, myth and the arts have always been a powerful way to support and bring about change since the beginning of time.

This is our favourite way to support children and young people ‘artfully vague?’

[Check out Nick Hennessey.](#)

- Horticulture
- Animal Therapy
- Music
- Rebound
- Sand
- Play
- Art
- Talking therapies
- Drugs



The Emotional Brain

How does our brain work?

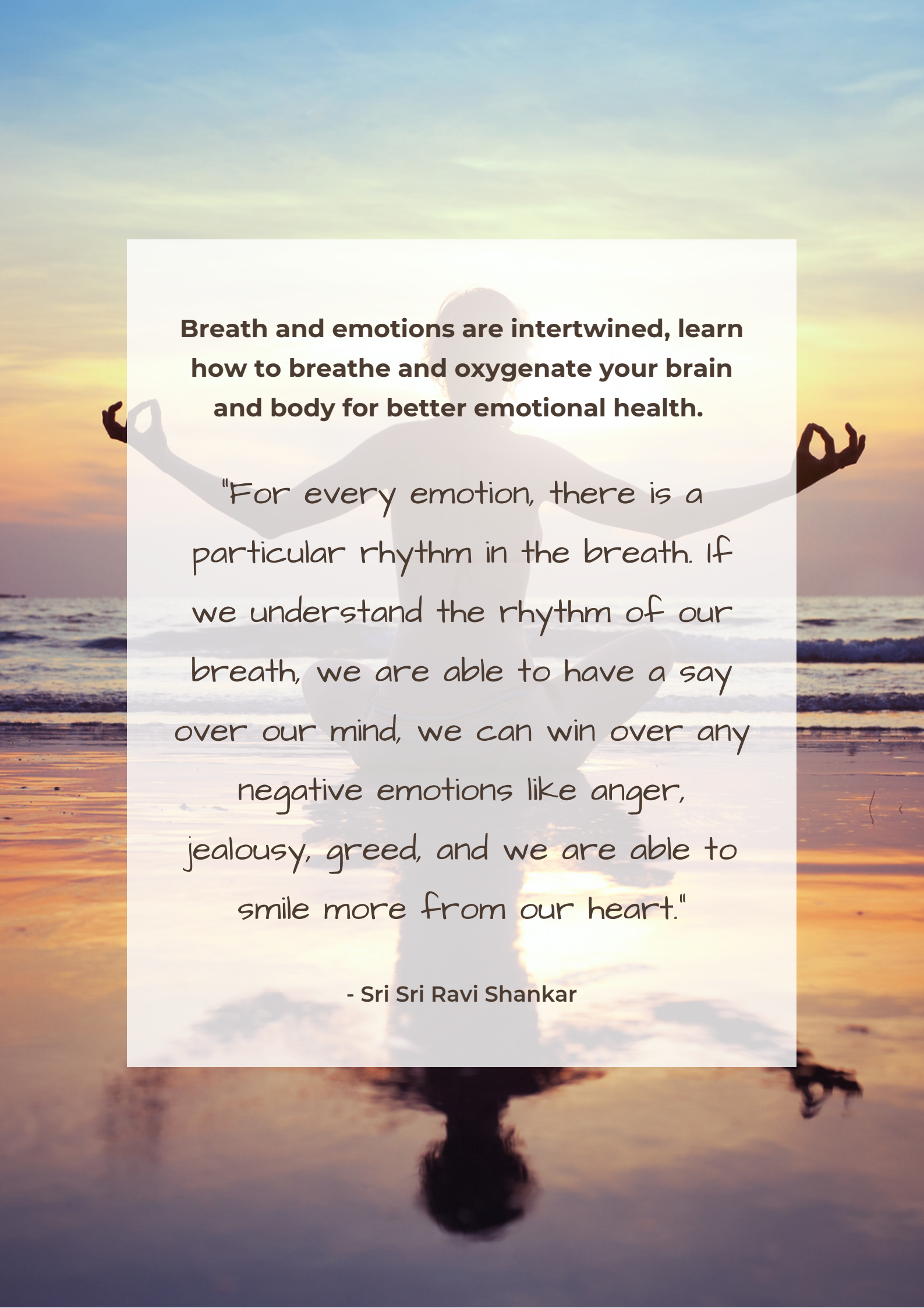
40 years ago, we thought we knew how a third of the brain works, now with all the knowledge and development we know less than 0.03%.

This translates to how A Quiet Place applies our programmes. Our brain would seem to have unlimited potential and who are we to know how much more there is to understand. Therefore, the potential for everyone could be limitless.

Here are a few brain facts!

- > Your brain contains more connections than there are stars in our entire galaxy
- > You have 70,000 thoughts per day
- > Right and left side of the brain tends to be called the male and female brain with the corpus callosum bridge connecting the 2 sides.
- > Meditation is proven to increase IQ and boost your brain power, relieve stress and promote higher learning levels.
- > The conscious mind controls our brain only 5% of the day. Whereas the subconscious mind has a hold of our thoughts 95% of the time!
- > The emotional brain and how fear can shut down our ability to think clearly, make the best decisions and learn!



A person is shown in a meditative pose, sitting cross-legged on a sandy beach. Their arms are extended outwards to the sides, with hands in the Anjali mudra (prayer position). The background is a serene sunset over the ocean, with the sun low on the horizon, casting a warm, golden glow across the sky and water. The person's silhouette is reflected in the wet sand in the foreground.

Breath and emotions are intertwined, learn how to breathe and oxygenate your brain and body for better emotional health.

"For every emotion, there is a particular rhythm in the breath. If we understand the rhythm of our breath, we are able to have a say over our mind, we can win over any negative emotions like anger, jealousy, greed, and we are able to smile more from our heart."

- Sri Sri Ravi Shankar

Emotional Literacy: Exercises

What is emotion?

What is the difference between mood, emotion and temperament?

AN EMOTION

An emotion is a set sequence of responses automatically triggered by the brain in order to prepare the body and mind for appropriate action when our senses perceive that something relevant to our wellbeing is occurring.

A MOOD

An emotion is a set sequence of responses automatically triggered by the brain in order to prepare the body and mind for appropriate action when our senses perceive that something relevant to our wellbeing is occurring.

TEMPERAMENT

A particular person's predisposition to certain emotions and moods. It affects the way we learn to express our feelings.

EXERCISES:

1. Recall a mood you have been in during the past week and think about the exact factors that may have caused it. Note the quality of the thoughts which you have had while you were in that mood and whether they affected the decisions you made during that time.
2. Think of a time when a minor incident occurred and you completely overreacted.
3. Think of an emotional experience in your own childhood that still influences the way you sometimes react today, especially perhaps when you are under stress.

Computer Bio-Feedback Programmes

Bio feedback programmes were developed in the 50's to help people manage their blood pressure. By resting your finger on a feedback box your BP could be measured

by the alarming noise it made. Now things are much more sophisticated and we use a programme called HeartMath.

This connects you by a finger or ear sensor to a reading of your heart rate variability where you can read in real time exactly what is happening and learn to control it with your breath. It provides the opportunity for a conditional response which shows how delicate the homeostatic response of your body is to every sensation around you. Then various games controlled by your breathing patterns reinforce your ability to understand the physiology of emotions and learn to express emotions appropriately.

The body and mind can be harnessed with the heart and brain working coherently.

Did you know?

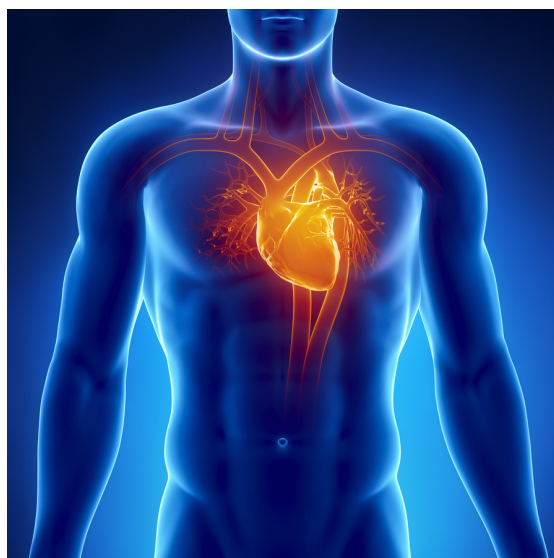
Positive emotions can increase the brain's ability to make good decisions.

You can boost your immune system by focusing on positive emotions.

Positive emotions create physiological benefits in your body.

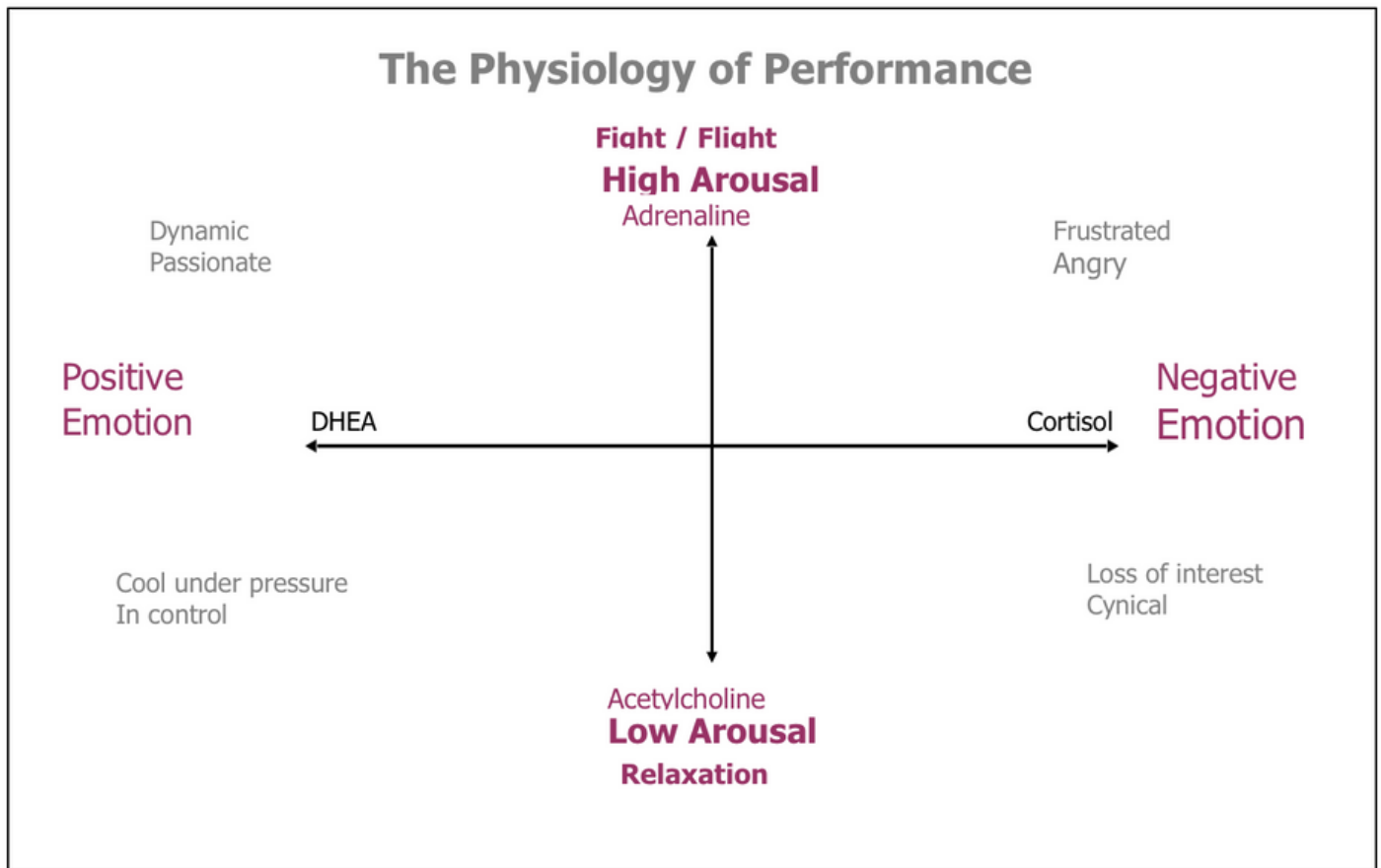
Negative emotions can create nervous system chaos, but positive emotions do the opposite.

The human heart's magnetic field can be measured several feet away from the body.



In fetal development, the heart forms and starts beating before the brain begins to develop.

The Chemistry of Emotions



Breathing and relaxation exercise allow us to move from negative to a positive emotional state.

Can you think of examples to demonstrate this?

NOTES:

Magic Button

Key A Quiet Place Skill



Purpose: building inner resources / managing emotions.

Anchoring is a way of making conscious and deliberate connection between the state of mind and the “anchor” (an action, a sound, a picture etc) so that we can recall that state of mind simply by triggering the anchor. It is a way of making our resources available to us when we need them. With young children, we often use the idea of a “magic button” which is simply activated by pressing the tip of the thumb and the tip of the index finger together.

1. Having already ascertained which positive state (e.g., happy) they want to achieve, we explain about the magic button, how it works and what it's for.
2. We then ask them to think of a time when they experience that state of mind and ask them to pinpoint the exact moment when they felt best.
3. We then ask them to close their eyes and “go inside” and see what they saw then, hear what they heard, feel what they felt, making sure that they're “associated” (right inside the experience, looking out through their eyes). Then we ask them to make it bigger, brighter, turn up the volume, smile and increase the sub modalities which make it more intense.
4. We repeat 3 again and when the experience is at its peak, they press the magic button for several seconds, taking it off just before the experience begins to subside.
5. They repeat this process 3 more times (we encourage them to double the good feelings, turn up all the sub modalities etc.)
6. Then they relax, let go of the experience and think about something else for a moment to change state.
7. Now we test the anchor by pressing it. Does it bring back that experience? Do they get the state they need? If not, we go back and repeat steps 2-5 again.
8. Now test the anchor by imagining a challenging situation and pressing the anchor to notice the difference.

THE INVITATION

It doesn't interest me what you do for a living I want to know what you ache for, and if you dare to dream of meeting your heart's longing.
It doesn't interest me how old you are
I want to know if you will risk looking like a fool for love, for dreams, for the adventure of being alive
It doesn't interest me what planets are squaring your moon
I want to know if you have touched the centre of your own sorrow, if you have been opened by life's betrayals or have become shrivelled and closed
From fear of further pain!
I want to know if you can sit with pain, mine or your own,
without moving to hide it or fade it or fix it.
I want to know if you can be with joy, mine or your own:
If you can dance with wildness and let ecstasy fill you to the tips of your fingers and toes without cautioning you to be careful, be realistic,
or to remember the limitations of being human.
It doesn't interest me if the story you are telling me is true
I want to know if you can disappoint another to be true to yourself:
if you can bear the accusation of betrayal and not betray your own soul
I want to know if you can be faithful and therefore be trustworthy.
I want to know if you can see beauty even if it's not pretty every day, and if you can source your own life from God's presence.
I want to know if you can live with failure, yours and mine, and still stand on the edge of a lake and shout to the silver moon, "Yes!"
It doesn't interest me where you live or how much money you have
I want to know if you can get up after the night of grief and despair, weary and bruised to the bone, and do what needs to be done for the children.
It doesn't interest me to know who you are, how you came to be here.
I want to know if you will stand in the centre of the fire with me
and not shrink back.
It doesn't interest me where or what or with whom you have studied.
I want to know what sustains you from the inside,
when all else falls away.
I want to know if you can be alone with yourself;
and if you truly like the company you keep in the empty moments?

- Inspired by Oriah Mountain Dreamer, Native American Elder, May 1994