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guide to making
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Holly Elissa Bruno



WHAT YOU NEED
TO LEAD
an Early Childhood Program

Emotional
Intelligence
in Practice

Emotional Intelligence (EQ)

- ❖ Ability to read people as well as we read books
- ❖ Knowledge of the neuroscience of human relationships
- ❖ Acting wisely, informed by this information and understanding



Three steps to Using Emotional Intelligence EQ & U

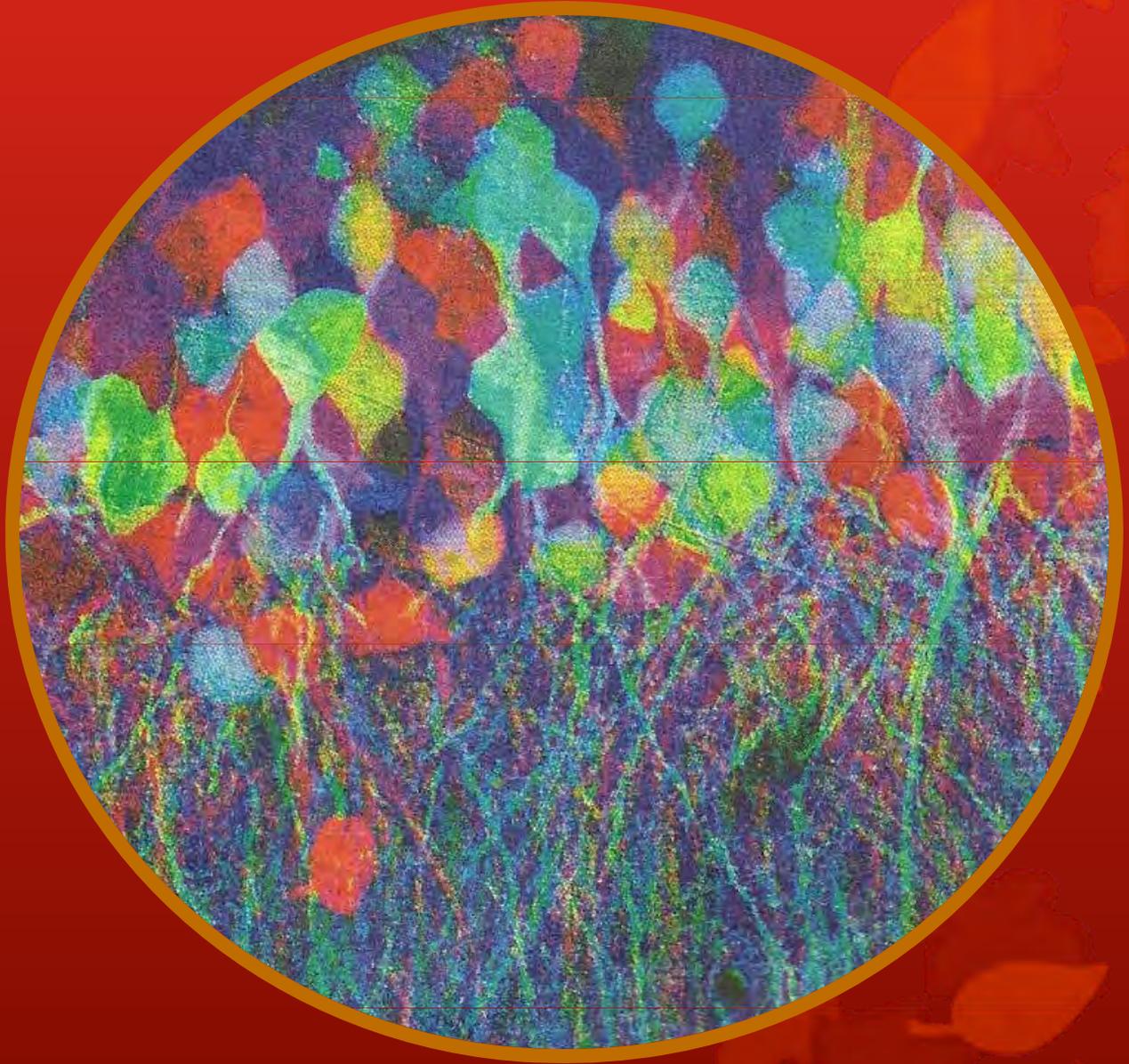
1. **EYES** on the Prize: What do children need?
2. **Quit** taking it personally (**Q-Tip**)
3. **USE** who you are, your original self, warts and all



Neurons in the adult brain

In continuous
communication

Interconnected



IQ & EQ

IQ-ability to logically
analyze

EQ-ability to read &
comprehend the richness of
human communication



IQ measures our ability to:

- Combine and separate concepts;
- Judge and reason;
- Engage in abstract thought

Dr Daniel Goleman on EQ:

Academic intelligence has little to do with emotional life. People with high IQ's can be stunningly poor pilots of their personal lives.

In the day-to-day world, no intelligence is more important than the interpersonal.



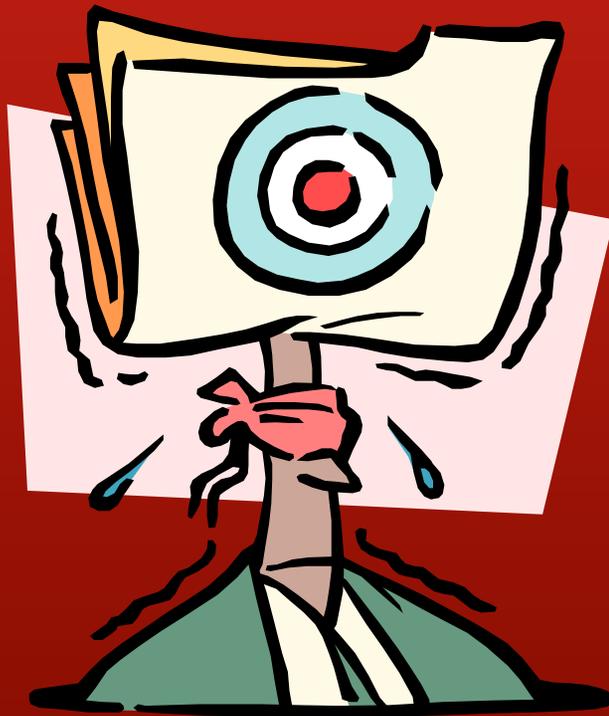
**Messages
without words**

**65-90% of
human emotion
is communicated
without a word**

Neuroscientific discoveries on the adult brain:

- ❖ Our heartbeat communicates an electromagnetic signal up to 5 feet
- ❖ Mirror neurons reflect and mimic the moods of people around us: Moods are catching
- ❖ People in power have a stronger effect on the mirror neurons of those not in power
- ❖ Decision fatigue: Our brains hit the snooze button after 3-4 hours of continuous decision making

Amygdala hijack



- Small almond shaped gland
- Fight or flight response
- Signals the release of adrenalin or cortisol
- Removes perspective



Orbitofrontal cortex (OFC)

- ❖ Modulates the amygdala
- ❖ Brain's “**executive function**”
- ❖ Allows us to “step to the side” to regain perspective
- ❖ OFC= Perspective & professionalism

If you were the director what would you do?

Director Veronica, excited about seeking accreditation, is about to walk into her staff meeting. Just before she steps in the door, she hears

Teacher Trina Marie say: "Let's not do those stupid portfolios. Too much work! Drag your feet. You know Veronica will do it for you"

When Trina Marie looks up, she says: "Hey Veronica! What a great dress. Is that new?"

Veronica's face grows beet red. Everyone watches the two women anxiously.

What percentage of teachers embraces change immediately?

- 5%
- 10% Never change
- 15% Slowly adapt and change
- 60% Wait and see "what's in it for me?"

Dr. Neila Connors *If you don't feed the teachers, they eat the students.*

Five principles of effective confrontation

1. Focus on behavior, not personality
2. Be factual and concrete
3. Know what you stand for: Keep your eyes on that prize
4. Don't get "hooked" into power struggles: Q-TIP
5. Expect adults to take responsibility for themselves.

Five steps to effective confrontation

1. Name inappropriate behavior
2. State what is expected
3. Ask: **"What will you do to correct this?"**
4. Persist until a solution is identified and agreed upon
5. Make a clear plan for follow-up, including notification of consequences if behavior does not change.

Frederick the “Floater”

is heading your way. What do you do?

- Frederick whines about everything & everyone
- He can't stand Millie, lead toddler teacher
- He will never make enough money
- The children are on his last nerve
- He will go on and on and on whining unless you _____?

How to stop whiners

Brinkman & Kirshner, Dealing with people you can't stand

Do not:

- Agree with the whiner
- Disagree with the whiner
- Solve the whiner's problem for her.

Do:

- Interrupt, ask for a concrete example
- Say: "Let's problem solve"
- If s/he refuses to problem solve, say: **"Since I can't help you with that problem, please don't bring it to me again."**

On the value of EQ vs. IQ

At its best, IQ contributes about 20% to the factors that determine life success, which leaves 80% to other sources.

Dr Daniel Goleman



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