

# The Morris Educational Foundation

Presents Part 2 of the 2016-17 Parent Education Series



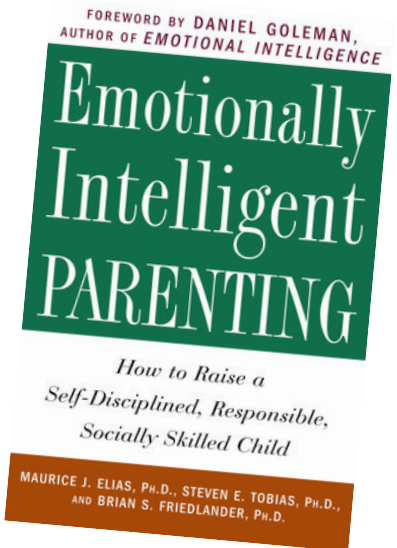
## A Two Event Program: Is EMOTIONAL INTELLIGENCE the Key to Success?

### Emotionally Intelligent Parenting

with

**Dr. Maurice Elias**

Join us as [Dr. Maurice Elias](#) discusses the strong role that emotions play in a child's psychological development. Dr. Elias, Director of the [Social-Emotional Learning Lab](#) at Rutgers University, is a recognized authority on social-emotional learning and its impact on a child's success in school and life. His publications number in the hundreds and his blog on [Edutopia](#) is read by educators worldwide.



**Tuesday ■ May 2 ■ 7:00 pm**  
**MHS Auditorium**

Book Sale & Signing to Follow Presentation

### Empathy in the "Selfie" Age

**Erica Hartman, Director of Technology Integration, MSD**  
**John Berkowitz, LCSW, Family Healing Center, Livingston**

Research shows that today's teens are 40% less empathetic than those of 30 years ago. Join our guest speakers as we discuss the importance of teaching and nurturing empathy in today's digitally saturated culture.

We'll also be launching our summer book club with [UnSelfie](#), which will be available for sale.

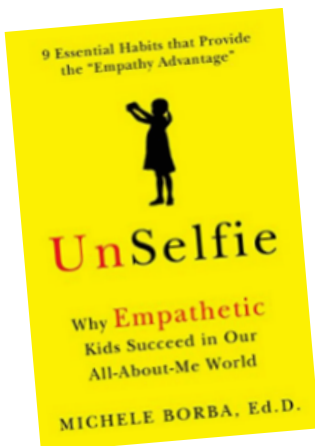
**Wednesday ■ May 10 ■ 10:00 am**  
**FMS Media Center**

Following brief FMS HSA meeting @ 9:45

Both programs are intended for **PARENTS WITH KIDS OF ALL AGES**

**CHILD CARE WILL BE PROVIDED ON TUESDAY, MAY 2 AT 7PM**

To register for one or both programs, please visit [morrisedfoundation.org](http://morrisedfoundation.org)



THIS PROJECT WAS  
MADE POSSIBLE BY A  
GRANT FROM  
THE ROTARY CLUB  
OF MORRISTOWN



Co-Sponsored by the Morristown/  
Morris Township Joint Municipal  
Alliance, Funded in part by  
Governor's Council on Alcoholism  
and Drug Abuse (GCADA)



Atlantic  
Health System

Morristown Medical Center

# Emotionally Intelligent Parenting Tips by Dr. Maurice Elias

Part 2 of the 2016 – 2017 MEF Parent Education Series  
May 2, 2017

## Abide by “The 24 Karat Golden Rule”

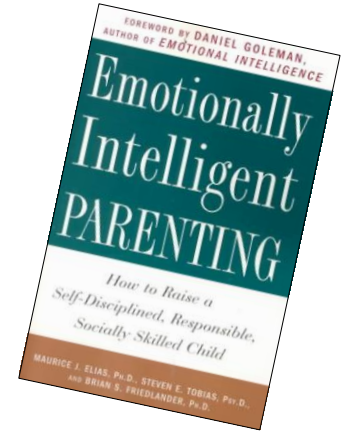
~ *Do Unto Your Children as You Would Have Others Do Unto Your Children* ~

## Model Emotional Intelligent Behavior for your Children

1. Be Aware of One’s Own Feelings and Those of Others
2. Show Empathy and Understand Others’ Points of View
3. Regulate and Cope Positively with Emotional and Behavioral Impulses
4. Be Positive Goal and Plan Oriented
5. Use Positive Social Skills in Handling Relationships

## Aim to Achieve Peace in Your Home

- Make Your Home an Oasis of Calm and a Safe Haven
- Reduce Household Stress
- Focus on Expressing Positive Emotions
- Increase Time Laughing Together as a Family



**Dr. Maurice J. Elias** is Professor, Psychology Department, Rutgers University and Director, Rutgers Social-Emotional and Character Development Lab [www.secdlab.org](http://www.secdlab.org). He has received the Sanford McDonnell Award for Lifetime Achievement in Character Education and the Joseph E. Zins Memorial Senior Scholar Award for Social-Emotional Learning from the Collaborative for Academic, Social, and Emotional Learning (CASEL). He has written numerous books on the subject and writes a blog on Social-Emotional and Character Development (SECD) at [www.edutopia.org](http://www.edutopia.org).

Please Join us as we Continue the Discussion...

## Empathy in the “Selfie” Age

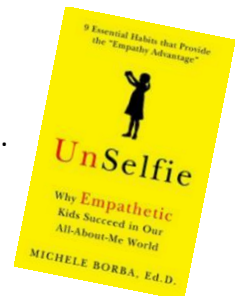
with

**Erica Hartman** - Director of Technology Integration, MSD  
**John Berkowitz** - LCSW, Family Healing Center, Livingston



Research shows that today’s teens are 40% less empathetic than those of 30 years ago. Join our guest speakers as we discuss the importance of teaching and nurturing empathy in today’s digitally saturated culture.

We’ll also be launching our summer book club with [UnSelfie](#), which will be available for sale.



**Wednesday ▪ May 10 ▪ 10:00 am**  
**FMS Media Center**

(following brief FMS HSA meeting @ 9:45)

Intended for **PARENTS WITH KIDS OF ALL AGES**  
To register, please visit [morrisedfoundation.org](http://morrisedfoundation.org)



THIS PROJECT WAS  
MADE POSSIBLE  
BY A GRANT FROM  
THE ROTARY CLUB  
OF MORRISTOWN



Funded in part by  
Governor’s Council on  
Alcoholism and Drug  
Abuse (GCADA)



**Atlantic  
Health System**  
Morristown Medical Center

# Merit Badges?



FOREWORD BY DANIEL GOLEMAN,  
AUTHOR OF EMOTIONAL INTELLIGENCE

# Emotionally Intelligent PARENTING

*How to Raise a  
Self-Disciplined, Responsible,  
Socially Skilled Child*

MAURICE J. ELIAS, Ph.D., STEVEN E. TOBIAS, Ph.D.,  
AND BRIAN S. FRIEDLANDER, Ph.D.

# The Morris Educational Foundation Presents

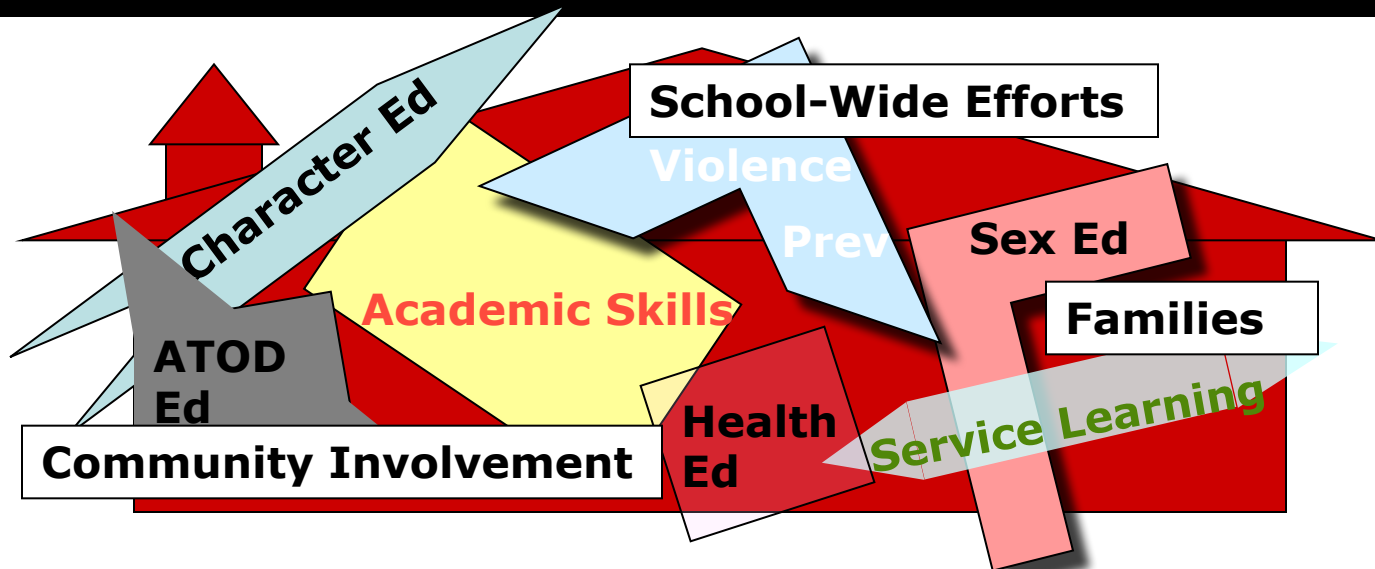
- **Is EMOTIONAL INTELLIGENCE the  
Key to Success?**
- **Emotionally Intelligent Parenting**
  - with
    - **Dr. Maurice J. Elias**
    - **Rutgers University**

A person is a person  
through  
other  
persons.  
—Bantu

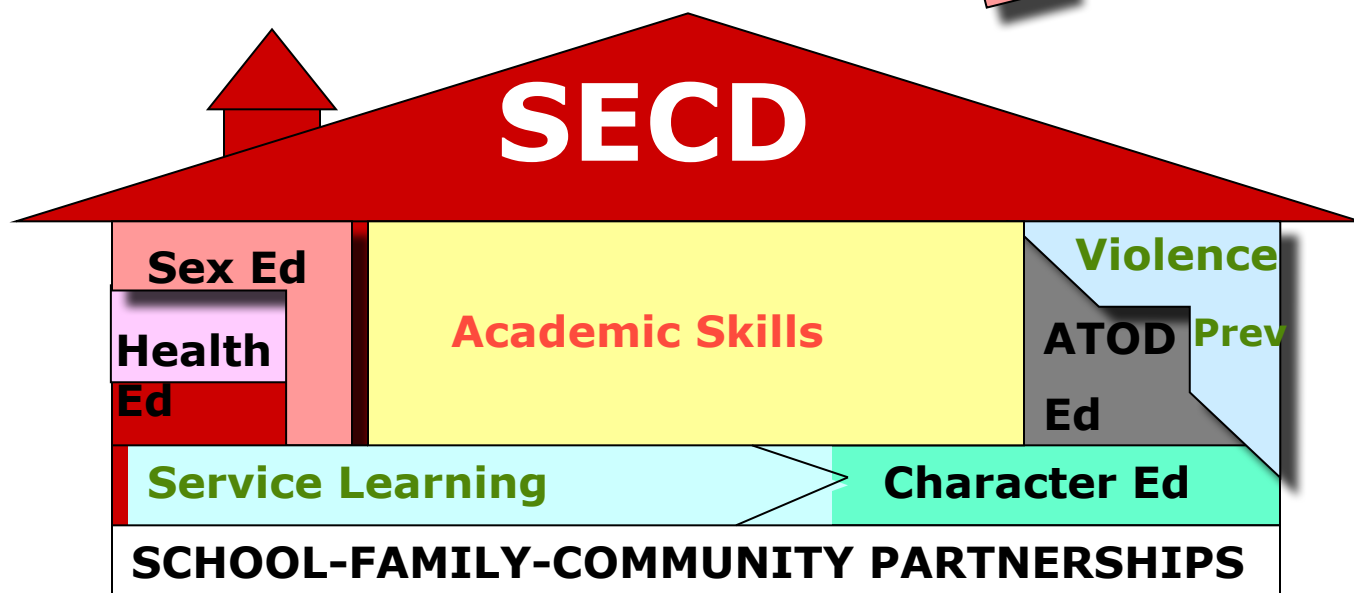


# Social-Emotional and Character Development (SECD): *A Coordinated Framework Provides Synergy*

**A Jumbled  
and  
Fragmented  
Schoolhouse**



**A School of  
Social-  
Emotional &  
Character  
Competence**



# If You Had a Magic Wand, What Values Would You Wish Your Children Would Internalize Forever?

- Friendship
- Peace
- Wisdom
- Beauty
- Long Life
- Riches
- Popularity
- Family



# The World Is Changing

- *We can no longer take for granted the life skills and social support systems that were built into human experience over millions of years. Now, increasing attention is being given to formal education to provide or at least supplement the life skills training (including social skills) that historically were built into the formal processes of family and kin relations (Hamburg, 1990, p. iv).*

- **Did You Know???... Shift Happens**

# **THE NEW CHALLENGES FACING CHILDREN**

- **Increased pace of life**
- **Greater economic demands on parents**
- **Alterations in family composition and stability**
- **Breakdown of neighborhoods and extended families**
- **Weakening of community institutions**
- **Unraveling of parent-child bonds due to work, school demands, time, drugs, mental health, and economic burdens**
- **Climate of war, terror**
- **Ongoing exposure to an array of digital media and pervasive advertising that encourage violence as a problem-solving tool and other health-damaging behaviors and unrealistic lifestyles**





From John W. Whitehead

***Children are the living  
message we send to a time  
we will not see.***

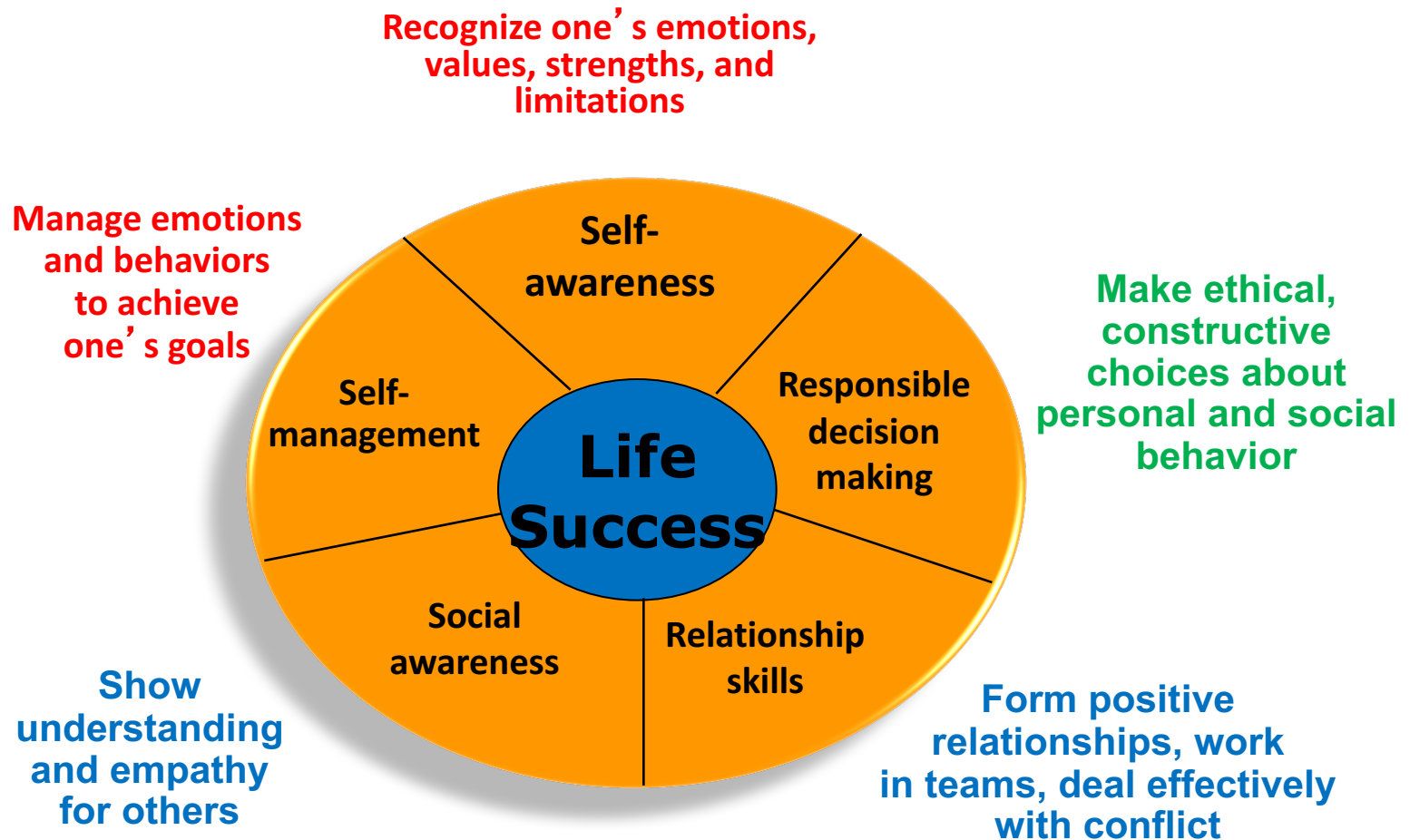
# Sources of Continued Inspiration: What Do You Believe?

- *We are going to ask our children not just to talk but to act, serve, and live in accordance with a set of higher values and with a buoyant optimism.* -- R. Sargent Shriver
- *Intelligence plus character – that is the goal of true education.* -- Rev. Dr. Martin Luther King, Jr.
- *To educate a person in mind and not in morals is to educate a menace to society.* -- Theodore Roosevelt
- *Wisdom of the mind alone, without wisdom of the heart, is worthless.* -- (Aaron of Karlin)

# Emotionally Intelligent Parenting

- **Model Emotional Intelligent Behavior for your Children**
  1. Be Aware of One's Own Feelings and Those of Others
  2. Show Empathy and Understand Others' Points of View
  3. Regulate and Cope Positively with Emotional and Behavioral Impulses
  4. Be Positive Goal and Plan Oriented
  5. Use Positive Social Skills in Handling Relationships
- **Aim to Achieve Peace in Your Home**
  -  Make Your Home an Oasis of Calm and a Safe Haven
  -  Reduce Household Stress
  -  Focus on Expressing Positive Emotions
  -  Increase Time Laughing Together as a Family

# What Skills are Needed for Success in School and Life/Participatory Competencies?



# *Fundamental Principles of SECD*

- *Caring relationships provide the foundation for all lasting learning.*
- *Emotions affect how and what we learn.*
- *Children benefit from knowing their “Laws of Life” and having a sense of positive purpose.*
  - *Goal setting and problem solving provide cohesiveness, focus, direction, and energy for learning.*

# Benefits of SECD

## Good Science Links SECD to the Following Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 10-11 percentile-point gains on standardized achievement tests

## And Reduced Risks for Failure:



- Conduct problems
- Aggressive behavior
- Emotional distress

**Source:** Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*. (available at [www.casel.org](http://www.casel.org)) and M. Berkowitz & M. Bier, *What works in character education*. (Washington, DC: Character Education Partnership, 2006) (available at [www.characterandcitizenship.org](http://www.characterandcitizenship.org).)



# From Pablo Casals

*Each moment we live never was before and will never be again. And yet what we teach children in school is  $2 + 2 = 4$  and Paris is the capital of France. What we should be teaching them is what they are. We should be saying:*

*Do you know what you are? You are a marvel. You are unique. In all the world there is no other child exactly like you. In the millions of years that have passed, there has never been another child exactly like you. You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel.*

**And we reach our potential through our relationships:**

# *How to Help Your Child Grow Into an Emotionally Intelligent Adult*

- **Appreciation:** give clear praise for trying new things, not doing what peers are doing, taking care of even small household or school responsibilities—clear appreciation helps children prioritize
- **Belonging:** help children participate in local teams and extracurriculars, take classes to build hobbies, but avoid overload—be sure to have a focal area for belonging

# *How to Build Caring Learning Communities of Character at Home or in School*

- **Confidence:** encourage effort and follow through, celebrate accomplishments
- **Competencies:** build study skills and focusing and planning skills for projects, assignments, meeting household and family responsibilities, working in groups and teams, exercising leadership

# *What Every Child Needs to Become a Mensch*

- **Contributions:** involve children in family charity decisions; encourage giving a percentage of major gifts, holiday presents, to those in greater need; model and encourage community service; prioritization and concentration are key elements of focus

# Contact/Follow Up Information

- [www.secdlab.org](http://www.secdlab.org)
- Email:
- [Maurice.elias@rutgers.edu](mailto:Maurice.elias@rutgers.edu)
- Also for Parents: ***The Joys and Oys of Parenting: Wisdom and Insight from the Jewish Tradition***
- For ongoing information about Emotional Intelligence:
- [www.Edutopia.org/user/67](http://www.Edutopia.org/user/67)
- [SELinSchools.org](http://SELinSchools.org)

## **Emotional Expression: Your Pattern and Range**

**How often do you display the following feelings towards your children?:**

	Always	Regularly	Once in a While	Rarely	Never
Love	1	2	3	4	5
Pride	1	2	3	4	5
Fun	1	2	3	4	5
Compassion	1	2	3	4	5
Respect	1	2	3	4	5
Understanding	1	2	3	4	5
Interest	1	2	3	4	5
Anger	1	2	3	4	5
Disappointment	1	2	3	4	5
Frustration	1	2	3	4	5
Annoyance	1	2	3	4	5
Embarrassment	1	2	3	4	5
Anxiety	1	2	3	4	5
Withdrawal	1	2	3	4	5

We list positive feelings first because many people forget about these. What is the balance between positive and negative feelings you show—not what you feel, but what you show? Remember, our children only know what we show them. Most parents find they need to put more emphasis on showing more of the positive feelings, because the negatives seem to come out fairly easily. The key for our children is balance. So, put your focus on the positives and don't worry so much about decreasing the negatives at the moment. The latter is hard for most parents. You can re-balance through positive.

## Trigger Situation Monitor

1. Briefly describe a trigger situation that happened.
2. What happened?  
Who were you with?  
When did it happen?  
Where were you?
2. How did you feel?
3. Did you notice the physical signs of stress in yourself (your Stress Signature)?  
Where did you feel the signs?
4. What did you say and do?
5. What happened in the end?

6. How calm and under control were you as the situation was taking place?

1	2	3	4	5
Under control	mostly calm	so-so	tense and upset	out of control

7. How satisfied were you with the way you communicated?

Body Posture	1	2	3	4	5
Eye Contact	1	2	3	4	5
Spoken Words	1	2	3	4	5
Tone of Voice	1	2	3	4	5

1= not at all; 2= only a little; 3= so-so; 4=pretty satisfied; 5=quite satisfied

8. What did you like about what you did?
9. What didn't you like about what you did?
10. What are some other things you could have done to handle the situation? What are some things you might do if the situation comes up again? (use another page to write exactly what you would do and how you would do it)