

EMOTIONAL INTELLIGENCE

EFFECT SIZE: 0.50

High-Quality Instruction Cycle Connection:

Step 3: Instruction
Step 6: Adapt Instruction

Utah Effective Teaching Standards Alignment:

- Standard 1, Elements 2, 4
- Standard 3, Element 3
- Standard 4, Elements 1, 2

Personalized, Competency Based Learning Framework Essential Component:

Culture of Learning
Social Emotional Learning

WHAT?

Teachers who encourage and nurture student development of emotional intelligence can expect to see students who are more capable of effectively leveraging the skills of self-motivation, self-control, recognizing one's own feelings and the feelings of others, managing one's emotions, and building social relationships. **Emotional Intelligence** is related to the outcomes of understanding and managing emotions and establishing and maintaining positive relationships from [Social Emotional Learning: A Utah State Board of Education Technical Assistance Document](#).

WHY?

The effect size of emotional intelligence is 0.50, which is a little over one year of growth for one year of learning. Students with the skills to regulate their emotions tend to persist through challenges. Students who are self-motivated and possess the skills of self-control are more likely to participate in academic goal setting and put more effort into achieving goals. Students who engage in positive social interactions at school, both with their teachers and peers, tend to have increased school attendance and classroom scores.

HOW?

To cultivate emotional intelligence in students, teachers can help students learn skills to recognize and regulate emotions, build positive relationships with others, model and foster respectful communication with students, and help students discover their own motivation for learning and academic achievement.

PREPARATION:

- Consider which students are already high in emotional intelligence and pair/group them with students who may need more emotional intelligence modeling.
- Design opportunities in day-to-day lesson plans for students to recognize emotions in themselves and others, and learn and practice social skills.

IMPLEMENTATION:

Teacher Actions

- Teach explicitly and model skills, such as:
 - Communication.
 - Relationship building.
 - Conflict resolution.
 - Stress management.
 - Self awareness.
 - Emotion identification.
- Demonstrate real-world connection to current learning objectives to foster self-motivation.
- Provide students with opportunities to work together.
- Teach and provide opportunities for students to monitor their own work and/or progress.
- Use reflective listening skills to help students understand their own emotions.

Student Look-Fors

- Create and maintain positive relationships with peers, teachers and other school personnel.
- Regulate emotions and behavior.
- Engage in classroom activities and assignments.

Reflection

- What opportunities did I provide for students to use skills that would foster emotional intelligence?
- What students may need additional support to foster emotional intelligence, and how can I provide them with that support?

Go Deeper—Resources to learn more

MacCann C, Jiang Y, Brown LER, Double KS, Bucich M, Minbashian A. Emotional intelligence predicts academic performance: A meta-analysis. Psychol Bull. 2020 Feb;146(2):150-186. [doi: 10.1037/bul0000219](https://doi.org/10.1037/bul0000219). Epub 2019 Dec 12. PMID: 31829667.

Harsha N. Perera, Michelle DiGiacomo, The relationship of trait emotional intelligence with academic performance: A meta-analytic review, Learning and Individual Differences, Volume 28, 2013, Pages 20-33, ISSN 1041-6080, <https://doi.org/10.1016/j.lindif.2013.08.002>.

PBIS: Supporting and Responding to Students' Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators https://assets-global.website-files.com/5d3725188825e071f1670246/61d491718427fb77f9a8c878_Supporting_and_Responding_to_Students%E2%80%99_Social.pdf

Sánchez-Álvarez N, Berrios Martos MP, Extremera N. A Meta-Analysis of the Relationship Between Emotional Intelligence and Academic Performance in Secondary Education: A Multi-Stream Comparison. Front Psychol. 2020 Jul 21;11:1517. [doi: 10.3389/fpsyg.2020.01517](https://doi.org/10.3389/fpsyg.2020.01517). PMID: 32793030; PMCID: PMC7385306.



HOME CONNECTIONS

- Encourage parents to help their child express their feelings and needs including when and how to ask for additional support.
- Share resources for engaging children in meaningful conversations at home.
- Encourage parents to support their child in identifying and selecting personal and educational goals.

For further information, please contact:
Jennifer Throndsen, Director
Teaching and Learning
Jennifer.Throndsen@schools.utah.gov