

THE EMOTIONALLY INTELLIGENT CHILD

**EFFECTIVE STRATEGIES FOR PARENTING
SELF-AWARE, COOPERATIVE &
WELL-BALANCED KIDS**

**BY RACHAEL KATZ, MS, ED, AND
HELEN SHWE HADANI, PHD**

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THEORY OF MIND

FROM BABIES TO SCHOOL-AGE KIDS

BABIES

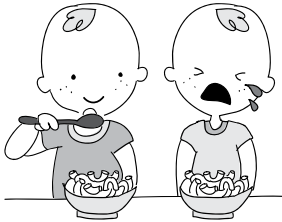
Your baby is responsive to others' emotional expressions and can learn about the world from social interactions.



Eleven-month-old Layla waves and shouts "hi" to every person she sees. She notices their eye contact, waves, and smiles, and so continues to repeat her efforts to greet others.

TODDLERS

Your toddler begins to notice that different people have different desires and the resulting actions and emotions that emerge when those desires are either fulfilled or not.



Alex, 22 months old, eats his lunch of macaroni and cheese with delight. He watches closely, however, as his twin brother Karl, bursts into tears and dumps his plate on the floor.

PRESCHOOLER younger

Your young preschooler can understand that people act according to their beliefs and that others' beliefs might differ from theirs.



Three-year-old Kate ran to hide behind her mother whenever she saw a dog, as she believed all dogs to be scary creatures. Her friend Sebastian thought dogs were friendly and tried to pet the dogs he encountered.

Figure 1

THEORY OF MIND

FROM BABIES TO SCHOOL-AGE KIDS, *continued*

PRESCHOOLER older

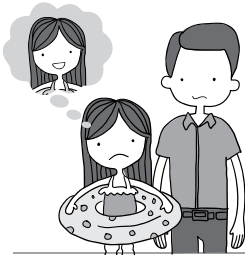
Your older preschooler grasps that people might have false beliefs about the world (i.e., someone's belief differs from reality).



Eli, 5 years old, helped his family prepare a surprise party for his dad's birthday. Eli knew his dad thought (falsely) that it would be just an ordinary day.

SCHOOL-AGE younger

Your school-age child adds another layer to their understanding of mental states when they realize that people can hide their feelings from others.



"Let's trick Papa!" whispered 6-year-old Monica to her mother. "We'll tell him that we didn't have any fun today at the beach." She tries to look disappointed when she tells her father they had a terrible time.

SCHOOL-AGE older

Your older school-age child can recognize that even if it appears that someone is not thinking, the mind is always at work.



Seven-year-old Kai sat concentrating with his pencil just touching the paper but not moving. "I'm thinking about all of the stories I could write," he told his dad when he came to check whether he had finished his homework. "My mind just won't stop thinking!"

Figure 1

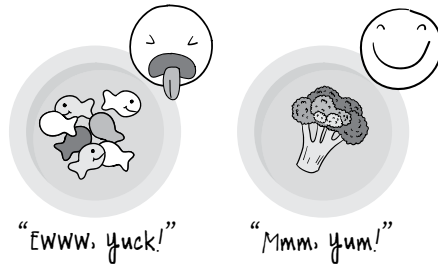
YUCK OR YUM

THE BROCCOLI-GOLDFISH STUDY

Researchers Repacholi and Gopnik (1997) used the fact that almost all children prefer goldfish crackers over broccoli to demonstrate that starting around 18 months, children can recognize that someone else has a different desire.

Experimenter shows the child that she **DISLIKES** **GOLDFISH CRACKERS** but **LIKES BROCCOLI**

(the opposite of what most kids like).

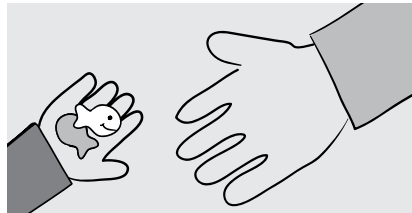


Then experimenter asks child, "Can you give me some?"

RESULTS

The 14-mos-olds will give the experimenter what the **CHILD** LIKES

(goldfish crackers)



The 18-mos-olds will give the experimenter what the **ADULT** LIKES

(broccoli)

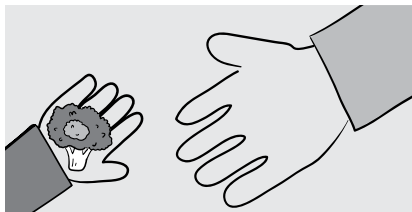


Figure 2

EXECUTIVE FUNCTIONS

COGNITIVE SKILLS THAT CONTROL BEHAVIORS

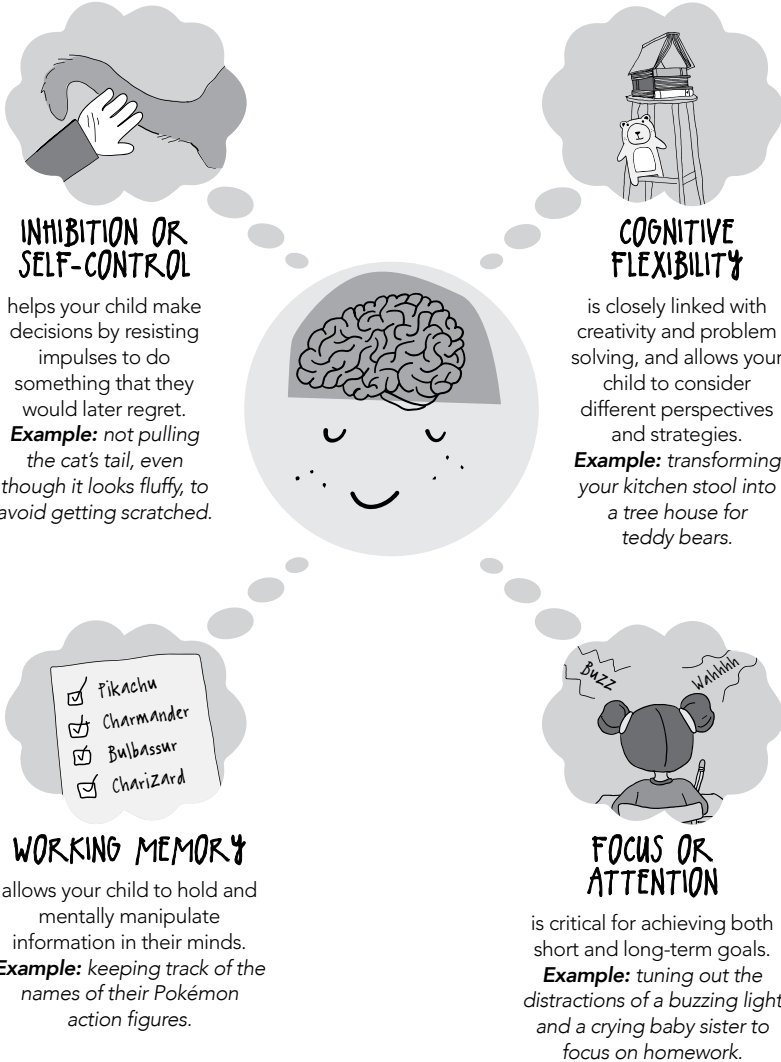


Figure 3

PLANNING TEMPLATE

HOW TO PLAN WITH YOUR CHILD

Your template can be simple and feel fun. Think about using bold letters, playful frames, simple drawings, colorful paper, or fun stickers to help engage your child.

- Invite your child to write or draw their idea

1

WHAT IS YOUR IDEA?



bake a cake

2

WHAT WILL YOU NEED? WHERE?

our kitchen

WHAT?



sugar
vanilla
flour
butter

WHO?

mama to help me with the oven
my sister to taste test

3

WHAT WILL YOU DO IF...? WHAT IF...

I drop the eggs on the floor



THEN I WILL...

go to the market to buy more eggs

Where: what part of the home will your child use?
Where will your child play?

What: what materials do you need to make your child's idea happen?

Who: Does your child's idea need someone else to help? Ask *whether* and *how* they want to join in.

Most things don't go according to plan so anticipate/plan for change.




Make your own template


Figure 4

REFLECTION TEMPLATE

HOW TO REFLECT WITH YOUR CHILD

- Listen to your child and help record their thoughts with simple drawings to illustrate their thinking.
- Invite your child to draw or write, you can scribe if needed.
- Avoid judgement.

 **WHAT DID YOU THINK?**

WHAT WENT WELL?	WHAT COULD HAVE BEEN BETTER?	WHAT WILL YOU CHANGE NEXT TIME?
<p>the cake was delicious and it was fun to share with my family</p>	<p>had to wait while the oven heated up to the right temperature</p>	 <p>preheat the oven before starting the cake batter</p>
<div>1</div> <p>What were lessons learned, key discoveries, or key takeaways?</p>	<div>2</div> <p>Are there any ways it could be improved if you were to do this idea again?</p>	<div>3</div> <p>What are specific things your child would like to do differently?</p>


 Make your own template

Figure 5

INFLUENCER MAP

WHO INFLUENCES, AFFECTS, AND SUPPORTS YOUR CHILD?



CULTURE



VALUES



CUSTOMS
& BELIEFS



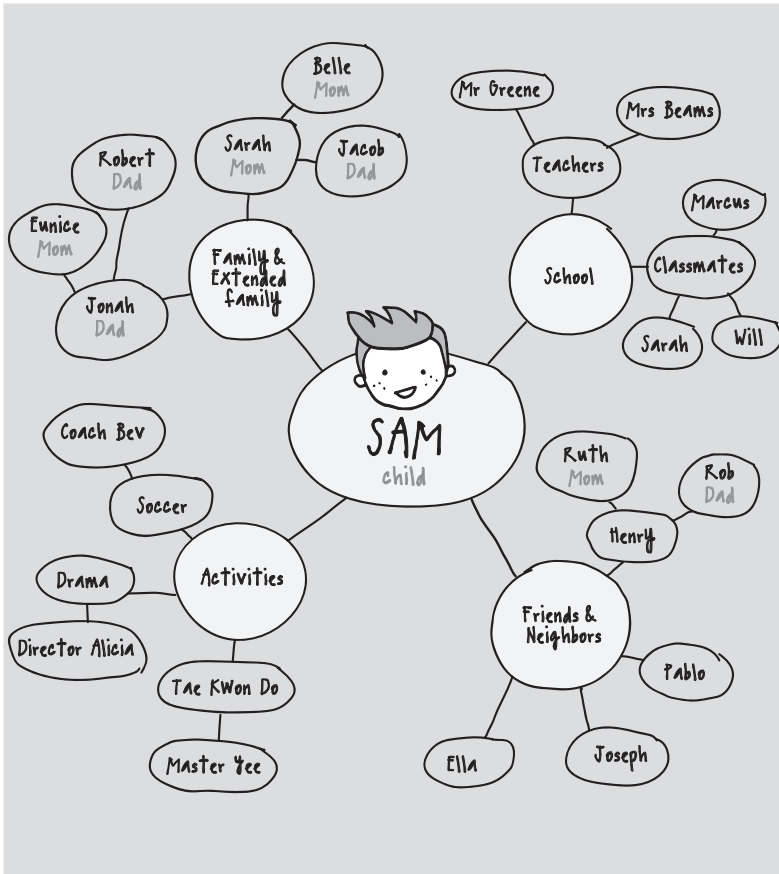
LAWS & RULES



RESOURCES



ENVIRONMENT



Make your own map

Figure 6

PUPPET PLAY

SHOWING A FAMILY VALUE



TALK ABOUT THE PUPPET PLAY WITH YOUR CHILD



Figure 7

MIND FRAMEWORK

HOW TO ALIGN WITH YOUR CHILD'S THOUGHTS & ACTIONS

	MINDFULNESS <i>Paying attention to the present moment without judgment</i>	Being mindful puts you in the present moment so that you can attend to your child with ease. Taking time to observe your thoughts and feelings without immediately reacting to them makes a big difference when you are parenting.
	INQUIRY <i>Pausing to gather information about your child's reaction</i>	Viewing the world like your child requires asking about their actions, listening to their responses with respect, and putting your assumptions about why they do what they do to the side.
	NON-JUDGMENT <i>Not defaulting to shame, blame, and criticism</i>	Avoiding judgment by observing your child with respect to their development, their approach to experiences, and their needs.
	DECIDE <i>Thinking about your response and making it intentional</i>	Being intentional about how you respond to your child's actions and noting your reactions will help shape your child's thinking and beliefs.

Figure 8

5 EMOTIONAL APPROACHES

MAKE A POSTER WITH YOUR CHILD

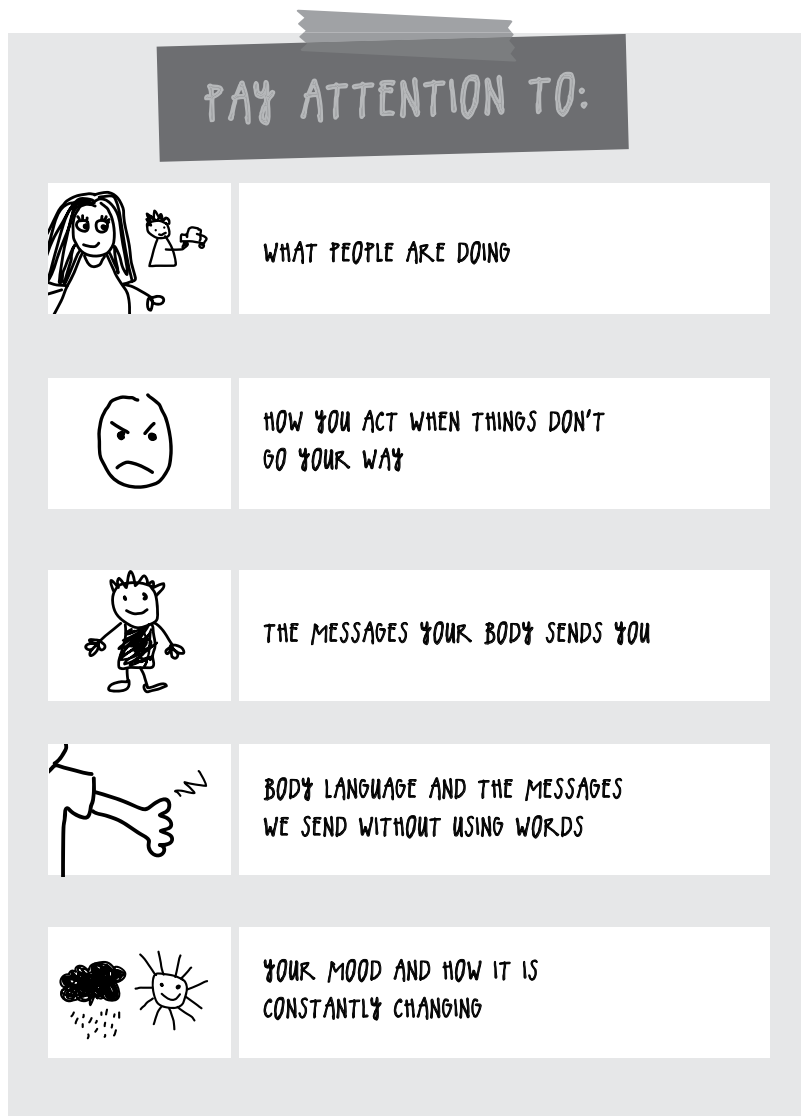


Figure 9

WHAT DOES MY CHILD NEED?

COMMON WAYS THAT CHILDREN EXPRESS THEIR NEEDS

<i>Need</i>	<i>Inquire about the Connection to the Need</i>	<i>What to Look for</i>
PHYSICAL	Are my child's physical needs being met? Are they hungry? Thirsty? Tired? Cold?	Unexpected meltdown in an everyday situation with known people or places, especially around meal/snack times or bedtime/naptime
POWER	Is my child feeling competent? Are they feeling effective? Are they trying to communicate their ideas?	Saying 'no,' not listening; doing the opposite action; angrily refusing to do something; expressing a desire to hurt someone or something
BELONGING	Is my child feeling connected to others? Are they feeling appreciated? Accepted? Is there sharing and interchange happening?	Wanting to make friends (standing near another child and/or copying what they do); showing emotion when excluded by a group or individual; showing distress when loved ones leave (crying when dropped off at school)
FUN	Is my child laughing? Is my child lively? Is my child making discoveries? Is there time for my child to be spontaneous?	Exploring with the five senses: smelling, touching, tasting, seeing, and hearing things; getting wet, dirty, or breaking things
FREEDOM	Is my child experiencing independence? Has my child been given choices? Does my child have time to just be?	Intentionally running off; saying 'no' or not listening; excluding others; hoarding or hiding

Figure 10