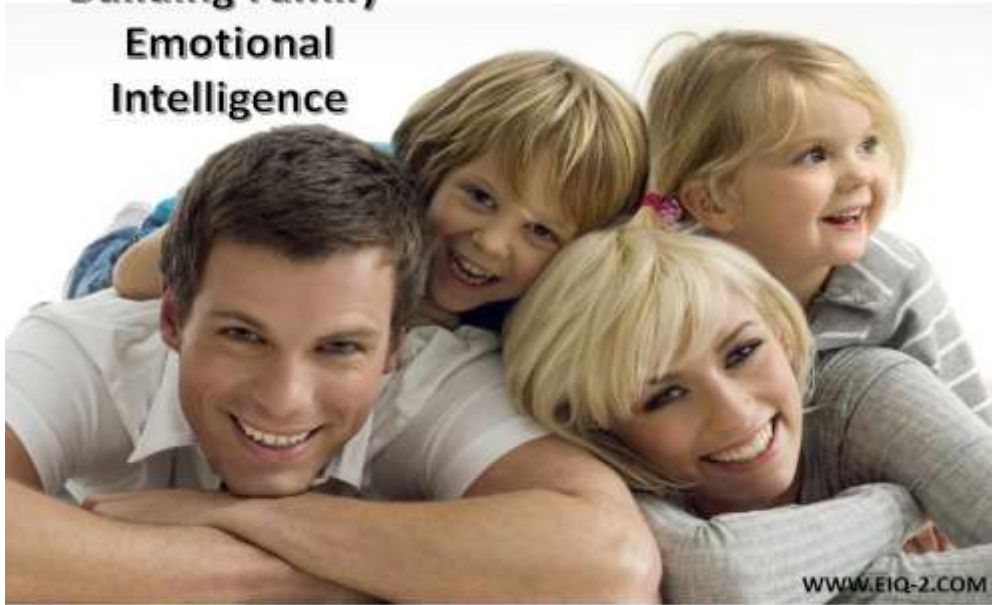




## Emotional Intelligence, Parenting and Families

### Building Family Emotional Intelligence



The family is the primary unit for developing self-esteem, confidence and healthy emotional perspectives. Children learn by their interactions with parents, observing social interaction of adults, communication and significantly, listening. Feelings are understood at early ages in a general, superficial sense. Good family structures consistently display and reinforce positive interactions. They also focus on the child's development with positive expressions and sounds.

Some keys to effective parenting:

1. In healthy structures, **the family is there for the child creating a safe, secure nurturing relationship**. Parents actively express care and concern. This is communicated through verbal and nonverbal signals. In dysfunctional families, the child exists to take care of the parents. This creates a significant stress and pressure at an early time. It also communicates the wrong structure.

2. In effective family relationships, **two-way open communication is modeled**. It includes listening, feedback and adjustment. In a nurturing setting, this communication is positive and establishes healthy self-esteem. Listening is the underlying skill that develops empathy and social awareness. In a positive family, communication has clear, well defined messages that are easily understood. Questions and dialogue promote amplification, detail and further connection. In less effective families, communication is neglected and ambiguous. Parents fail to take responsibility for both verbal and nonverbal signals. There is extensive confusion and guessing leading to poor social skills.
3. **Developmental expectations should be age appropriate**. Toys, books, education, learning and interaction should be based on reasonable sensitivity to growth and maturity. While general patterns work, each child needs to be understood and nurtured as an individual. When things go wrong, it generally comes from expectations that are either too high or too shallow.
4. **Parents serve as emotional guides**. Their mission is to present and define healthy feelings. Understanding cause and effect, emotional triggers, a vocabulary of feelings and effective self-management begin in the home. Inappropriate homes discourage emotional expression (expect them to be suppressed), have children question their own value, and avoid communication.
5. **Parents express unconditional love**. This creates healthy self-awareness. Feelings of acceptance and appreciation let the individual understand that s/he is valued even when behaviors are unacceptable. This generates positive feelings of safety and security supporting initiative, creativity and motivation. In less effective families, rejection comes with failure and inappropriate behavior.



6. **Parents are continuing sources of guidance and wisdom.** For children, adults serve as role models. Performance, communication and continuing relationships provide the foundation for values, ethics, principles and integrity. Availability, consistency and quality guidance serve to create life-long frameworks. When parents fail, children are left to raise themselves and look for alternative sources of information.
7. **Organizational and social skills are developed by the family.** Parents set the tone for organization, cleanliness, hygiene, and responses to both internal and external situations. Planning, crisis, time and stress management are all set by parents. Information, guidance and modeling create emotional intelligence. When this support structure fails, strategic and tactical thinking fail. Goals and achievement lag.
8. **Families need to set clear, appropriate boundaries.** Definition allows the development of personal assertiveness. It rejects timidity or aggressive responses. Personal boundaries create individual dignity and self-respect. They also generate understandings of value and ownership. When these are poorly established, respect, etiquette and politeness become suspect.
9. **Healthy homes affirm children regularly and automatically.** Mom and dad generate ongoing emotional support. They continuously offer hope, optimism and constructive insight. In these families, there is always something good to be said. When this breaks down, children may feel unloved, unlovable and unworthy. In later life, they will struggle to have mutually beneficial, supportive, respectful relationships.
10. **Structure creates understanding.** Roles; reasonable, logical consequences; and systems promote individual growth and personal management. Without this structure, confusion, and chaos are at one extreme with rigidity and rejection at the other



## Emotionally Smart Parenting

*Success Dynamics International*  
232 Bent Oak Loop; Champion's Gate, FL 33837  
(863) 420-1929 [WWW.EIQ-2.Com](http://WWW.EIQ-2.Com)

**The beginning of a habit is like an invisible thread, but every time we repeat the act, we strengthen the strand, add to it another filament, until it becomes a great cable that binds us irrevocably, thought and act. -Orison Swett Marden**

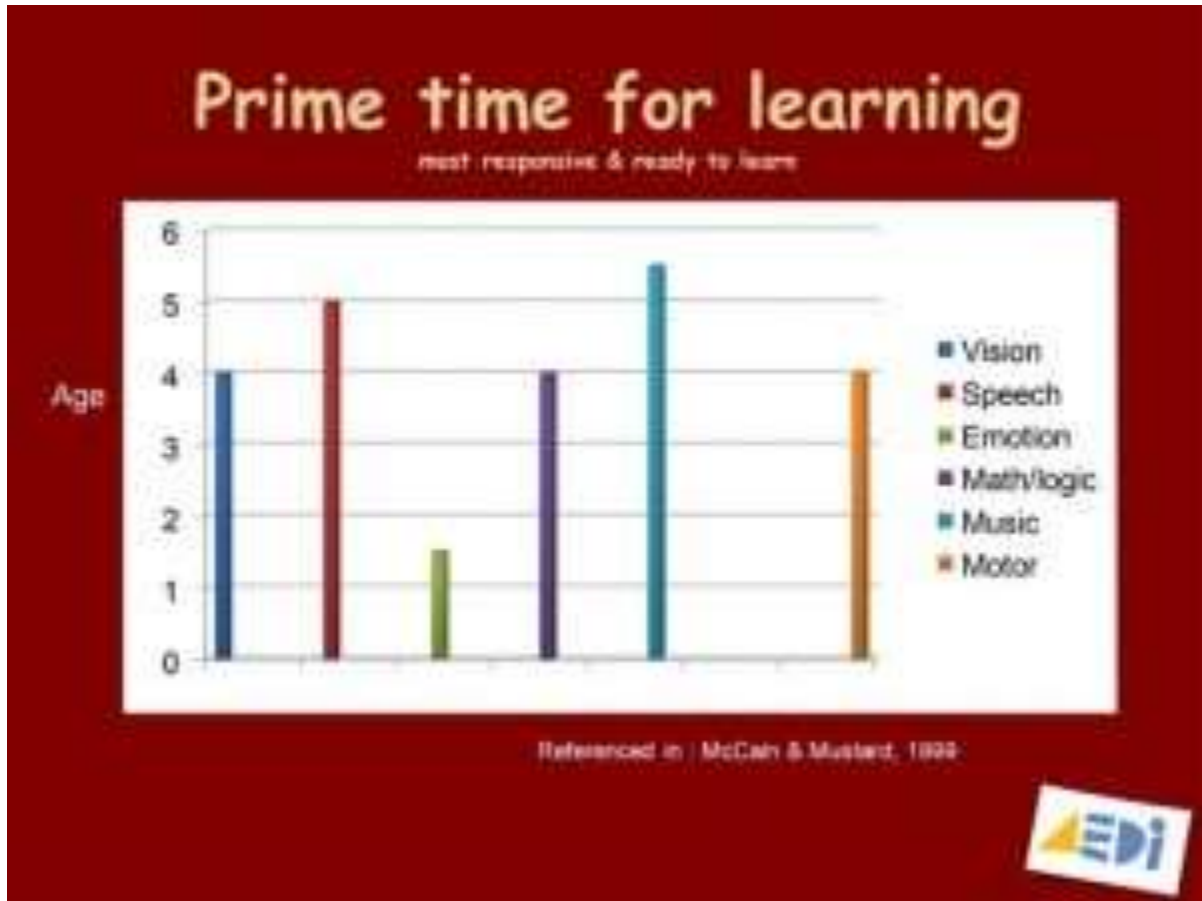


**Tips for Effective Communication and Relationships:**

1. **Communicate:** Be available; take time; listen. Paying Attention is critical. It's far more important that children be heard than they be agreed with.
2. **Think before you speak.** Try to phrase things in positive, encouraging ways. 'No' is a harsh word that sounds like personal rejection.
3. **Avoid threats and ultimatums.** Logical consequences and appropriate responses are far better than thoughtless reactions.
4. **Forgive and seek forgiveness.** Don't hold on to anger or grudges. Conversely, when you do or say something wrong, accept responsibility and make amends.
5. **Ask, don't tell.** Requests show respect. Demands display control. Model what you want to see.



6. **Use the 'Magic' words.** If you want etiquette, politeness and manners in your children, display them.
7. **Express understanding.** Let the children know you 'get it.'
8. **Be respectful.**
9. **Communicate with emotional intelligence.**



**For Further Reading:**

Carter, Carol © 2006 **People Smarts for Teens: Becoming Emotionally Intelligent** Lifebound Press

Elias, Maurice J.; Tobias, Steven E.; and Friedlander, Brian S. © 2002 **Raising Emotionally Intelligent Teenagers: Guiding the Way for Compassionate, Committed, Courageous Adults** Three Rivers Press

Gottman, John; and Goleman, Daniel © 2011 **Raising An Emotionally Intelligent Child** Simon and Schuster

Newmark, Gerald © 2011 **How To Raise Emotionally Healthy Children: Meeting The Five Critical Needs of Children...and Parents Too!** NMI Publishing

Tobias, Steven E.; and Friedlander, Brian S. © 2011 **Emotionally Intelligent Parenting: How to Raise a Self-Disciplined, Responsible, Socially Skilled Child** Harmony Press

Windell, James © 1999 **Six Steps to an Emotionally Intelligent Teenager: Teaching Social Skills to Your Teen** Wiley Publishing

**Emotional Intelligence in Parenting and Families** Course (1/2 Day Program): Review of emotions in couples, families and in parenting; being attentive, empathetic and genuinely interested; dealing with family and relational conflicts; coping with different life issues; keeping a positive personal life. The essentials of emotional intelligence including Self-Awareness, Self-Management, Social Awareness and Relationship Management are applied to families and home-life.

The *EQ-2* system begins with clear definitions and diagnostics. These come through application of reliable, proven quality assessments. From a defined starting point, *EQ-2* creates customized training for targeted results. It partners for performance via coaching and consulting. Finally, it assures excellence in results.

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**THE EMPATHY PRINCIPLE™**

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**EQ-2L™ SECOND STAGE EMOTIONAL INTELLIGENCE: LEADERSHIP**

**EQ-2I™ SECOND STAGE EMOTIONAL INTELLIGENCE:  
INFLUENCE/PERSUASION**

**TmEQ-10 TEAM EMOTIONAL INTELLIGENCE**

**EMOTIONALLY SMART ORGANIZATIONS ESO™**

**CLIENT CENTERED SERVICE EQ-2CRM™**