

SEL Appendix A: Emotional Intelligence and SEL

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The history of emotional intelligence is not what it seems

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Very briefly, the concept of Emotional Intelligence is attributed to Professors Peter Salovey and John D. (Jack) Mayer in 1990.

- Prof. Salovey is the President of Yale University, and the Chris Argyris Professor of Psychology.
- John Mayer was a Postdoctoral Scholar at Stanford University and is Professor of Psychology at University New Hampshire. They have conducted very significant research in the area and published numerous articles of importance.
- They were joined later by David Caruso, PhD to continue the development of the model with them and the development of their ability-based, emotional intelligence assessment: the Mayer-Salovey-Caruso-Emotional-Intelligence-Test (MSCEIT).

The work of Salovey and Mayer, and the concept of Emotional Intelligence, **was made popular by Journalist, Daniel Goleman. Goleman successfully brought Emotional Intelligence into the public arena. He published a book, "Emotional intelligence: Why it can matter more than IQ" in 1996. It shot to the top of the best seller list and stayed there for months.**

Goleman did, however, expand and change the original concept of Emotional Intelligence put forward by Mayer and Salovey, and this has caused some confusion and overstating of its importance.

MAYER, SALOVEY, CARUSO DEFINITION OF EMOTIONAL INTELLIGENCE

"Emotional Intelligence includes the ability to engage in sophisticated information processing about one's own and others' emotions and the ability to use this information as a guide to thinking and behavior. That is, individuals high in emotional intelligence pay attention to, use, understand, and manage emotions, and these skills serve adaptive functions that potentially benefit themselves and others".

(In "Emotional Intelligence: New Ability or Eclectic Traits?" John D. Mayer, Peter Salovey and David R. Caruso. American Psychologist, September 2008, Vol. 63, No. 6, pages 503 - 517.)

<http://www.theeiinstitute.com/what-is-emotional-intelligence/4-mayer-and-salovey-model-of-emotional-intelligence.html>

Goleman and SEL

Goleman's concept of Emotional Intelligence (Goleman 1995) helped spark the SEL movement because it gave a name and public recognition to the idea that factors other than the outcomes of domain-specific tests were important to development of the "whole child."

Goleman became one of the co-founders of The Collaborative for Academic, Social, and Emotional Learning (CASEL) at a meeting of scholars in 1994. CASEL remains a leading force in the dissemination of SEL

Later Treatment of “Emotional Intelligence”

After 1994 “Emotional Intelligence” goes on its own journey.

After their initial influence in the 1990s, John D. Mayer and Peter Salovey dived totally into what has become a narrower construct of “emotional intelligence,” spending the next decade validating their hypothesis that it was indeed, literally, a form of intelligence (not just a learned set of skills).

However, Mayer, Caruso, and Salovey (2016) ultimately defined emotional intelligence as “the ability to **reason** validly with emotions and with emotion-related information, and to **use emotions to enhance thought**” (10).

The Mayer-Caruso-Salovey team make a strong case for the existence of emotional skills and a convincing case for how they are structured and how they operate. HOWEVER, as far as I can see, EI is now—according to M-C-S—a totally conscious, rational **set of skills**—managing emotions beneficially.

- To me, this conception seems, more than ever, further and further removed from the concept of “intelligence” as being an aptitude—one with a strong hereditary tendency. Now, it’s conscious and it’s learned. [BTW, the authors acknowledge that their work is far from original and that it came to greater public notice because they attached the label of “intelligence” and their concept was later picked up and trumpeted by Goleman (Salovey, et al. 2004).]
 - Of course, it is certainly conceivable that the construct of “Aptitude” needs to be reconsidered. Clearly, the neurological processes being measured in intelligence tests are malleable and developing throughout life. “Aptitude” cannot be thought of the way it was a century ago. The question is whether it has any value at all as a separate construct. I have not seen an active movement to overthrow “aptitude” as a valuable construct.
- This also seems to take it further away from the original SEL—and certainly the later SEL—movement, which has moved more toward the “social” aspect of SEL.

A vanishing presence for Goleman and “emotional intelligence.”

It is telling that in the 2006 *The Educator’s Guide to Emotional Intelligence and Academic Achievement* (Elias and Arnold 2006), a volume of essays coming out of the CASEL group, Goleman and EI are mentioned only in Chapters 8 and 9, despite being in the book’s title. There is still value in name recognition, but most SEL curriculum development has its own momentum, and is not based on EI in any substantial way.

And by 2017, they have disappeared altogether in institutional reviews of research, such as AIR, OECD, and NRC. See, for example, the AIR report (Berg, Osher and Moroney, et al.

February 2017) and the very recent OECD report (Kankaraš and Suarez-Alvarez October 2019).

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