

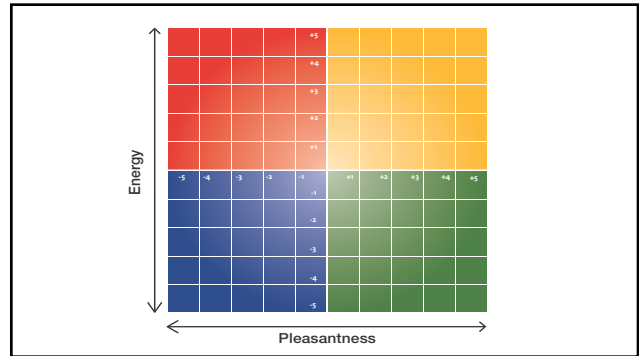
CREATING AN EMOTION REVOLUTION

MARC A. BRACKETT, PH.D.
 Director, Yale Center for Emotional Intelligence
 Professor, Yale Child Study Center

@marcbrackett marc.brackett@yale.edu
 ei.yale.edu ruler.yale.edu
 inspired.fb.com



Yale Center for Emotional Intelligence



EMOTIONS MATTER

- ATTENTION, MEMORY, AND LEARNING
- DECISION MAKING
- RELATIONSHIP QUALITY
- PHYSICAL AND MENTAL HEALTH
- EVERYDAY EFFECTIVENESS



HOW DO U.S. HIGH SCHOOL STUDENTS FEEL IN SCHOOL?

Yale Center for Emotional Intelligence

Robert Wood Johnson Foundation

BORN THIS WAY FOUNDATION
 EMPOWERING YOUTH • INSPIRING BRAVERY

HOW H.S. STUDENTS FEEL EACH DAY



Among the top 10 emotions, 8 were negative and 2 were positive.

TOP 3 CURRENT FEELINGS:



TIRED



BORED

70% of the time



STRESSED

80% of the time

THERE ARE TWO TYPES OF STRESS

<p>GOOD STRESS (POSITIVE CHALLENGE)</p> <ul style="list-style-type: none"> • Motivates us • Promotes well-being • Enhances performance 	<p>BAD STRESS (NO RELIEF IN SIGHT)</p> <ul style="list-style-type: none"> • Makes us physically sick • Weakens the immune system • Impairs performance
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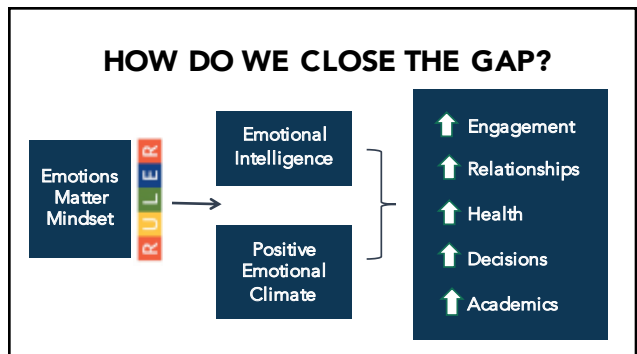
HOW H.S. STUDENTS WANT TO FEEL



HAPPY . EXCITED
ENERGIZED . INSPIRED
SAFE . COMFORTABLE . VALUED . RESPECTED
CONNECTED . SUPPORTED
BALANCED . CONTENT
EMPOWERED . MOTIVATED
PASSIONATE . PURPOSEFUL

HOW DO STUDENTS' EXPERIENCES AT SCHOOL RELATE TO THEIR FEELINGS?


Meanness & Cruelty...	Fearful & Hopeless
Positive Relationships...	Accepted & Connected
Engaging Instruction...	Hopeful & Interested
Relevance & Meaningfulness...	Happy & Respected



- ### EMOTIONAL INTELLIGENCE
- RECOGNIZING EMOTION
 - UNDERSTANDING EMOTION
 - LABELING EMOTION
 - EXPRESSING EMOTION
 - REGULATING EMOTION

RECOGNIZING EMOTION

Identifying emotion in oneself and others by interpreting facial expressions, body language, vocal tones, and physiology



UNDERSTANDING EMOTION

Knowing the causes and consequences of emotions, including the influence of different emotions on thinking, learning, decisions, and behavior



LABELING EMOTION

Having and using a sophisticated vocabulary to describe the full range of emotions



EXPRESSING EMOTION

Knowing how and when to express emotions with different people and in multiple contexts

Influences:

- Temperament/personality
- Gender, role, power
- Social norms (family/work)
- Culture (display rules)



REGULATING EMOTION

The "thoughts" and "actions" we use to manage our own (and others') emotions

Moving from:

- Negative self-talk to positive self-talk
- Body tension to mindful breathing
- Blaming to reappraising
- Procrastination to achieving goals



EI AMONG YOUTH PREDICTS...

LOWER IN EI

- Conduct problems
- Aggressive behavior
- Hyperactivity/attention problems
- Risky sexual behavior
- Substance abuse
- Social deviance
- Anxiety/depression

HIGHER IN EI

- Empathy
- Well-being
- Quality relationships
- Prosocial behavior
- Satisfaction with school
- Leadership skills
- Academic achievement

EI AMONG EDUCATIONAL LEADERS

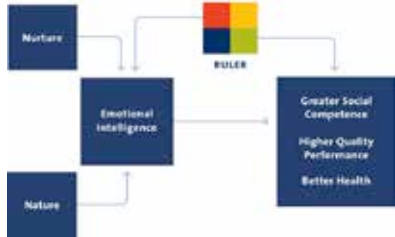
Leader with low EI

- Lacks empathy
- Sees hostility when not present
- Leads by intimidating
- Likes subduing others
- Gets power by having followers
- Models aggression

Leader with high EI

- Has greater empathy
- Builds positive relationships
- Is a team player
- Models healthy communication
- Has less burnout & greater job satisfaction
- Has higher performance ratings
- Creates more positive school climates

HOW DOES EI DEVELOP?



Our Center's evidence-based approach to social and emotional learning (SEL)

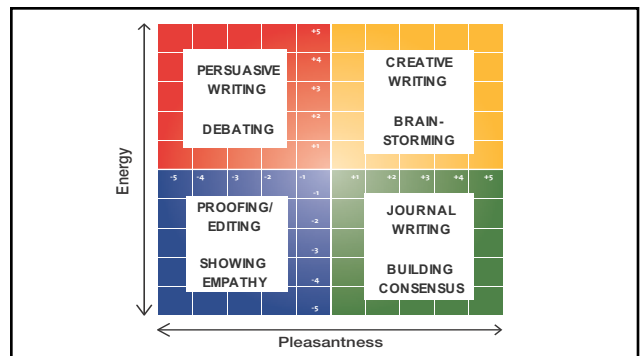
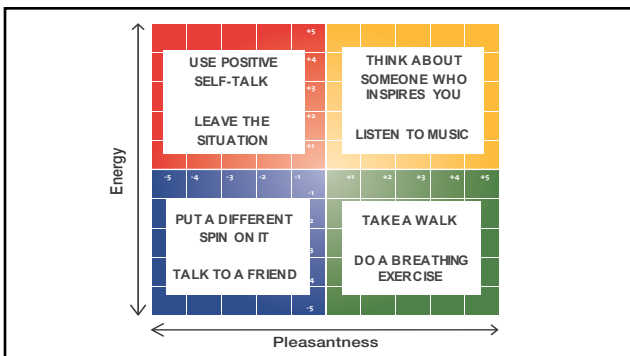
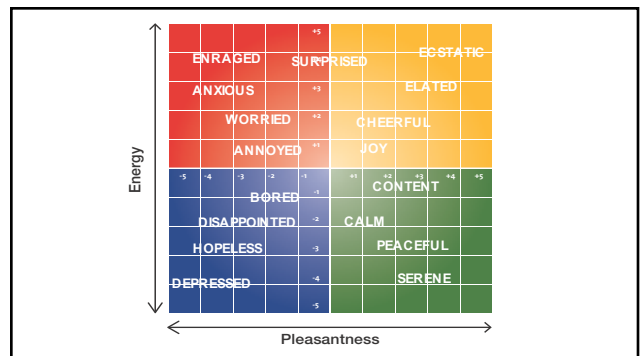
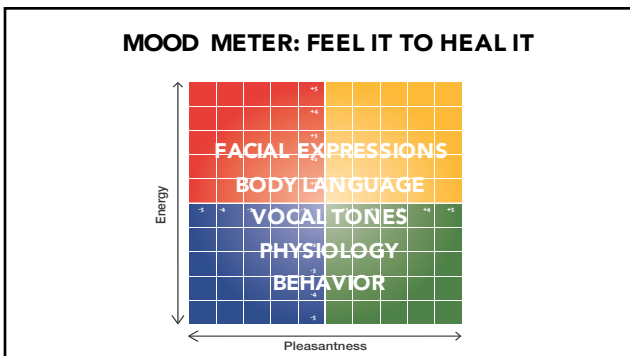
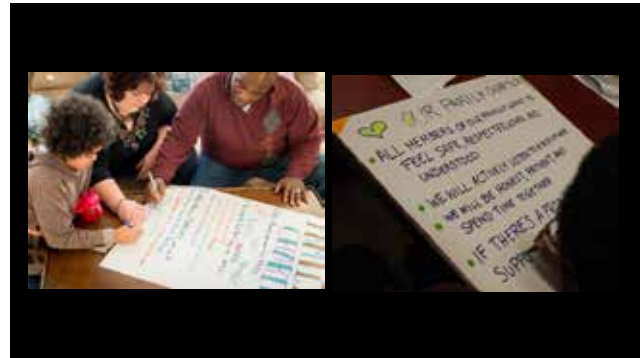
RULER = ALL STAKEHOLDERS TRAINED

School Leaders	Blended Training Model Coaching Online portal Learning Communities
Educators & Staff	
PreK-H.S. Students	
Families	

ANCHORS OF EMOTIONAL INTELLIGENCE

THE CHARTER: TOO MANY RULES, NOT ENOUGH FEELINGS!







www.moodmeterapp.com

**THE META-MOMENT:
FROM SUSPENSIONS TO SKILL-BUILDING**

Take a
Meta-Moment



**Solve problems with
The Blueprint**

Describe	What happened?	
RULER Skill	Me	Other Person
Recognize & Label	How did I feel?	How did ____ feel?
Understand	What caused my feelings?	What caused ____'s feelings?
Express & Regulate	How did I express and regulate my feelings?	How did ____ express and regulate his/her feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

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**THE BLUEPRINT:
MOVING FROM ME TO WE**

FEELING WORDS CURRICULUM: PRE-K TO 8

Word Families	Grade: 6	Grade: 7	Grade: 8
Guilt/Shame	accountable	remorseful	scapegoat
Empathy	empathic	compassionate	altruistic
Anxious	anxious	tense	paralyzed
Calm	serene	contemplative	tranquil



- (1) Personal association,
- (2) Academic link
- (3) Creative connection
- (4) School-home partnership
- (5) Strategy Session

OPTIMIZING INTELLIGENCE: HIGH SCHOOL

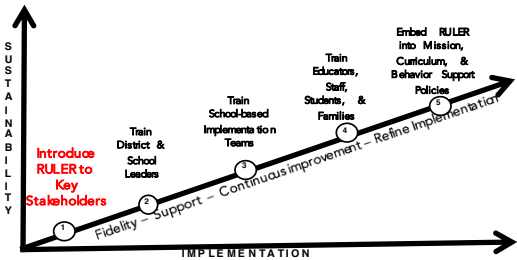
Who am I?
(mindset, personality, motivation)

Where do I want to go?
(visioning, goal setting)

What do I need to get there?
(critical thinking, emotional intelligence, wellbeing, creativity)



RULER = EI PART OF A SCHOOL'S IMMUNE SYSTEM



RULER MAKES A DIFFERENCE

- Students:**
- Less anxious and depressed
 - More developed emotional skills
 - Fewer attention problems
 - Better academic performance
 - Greater leadership skills
- Teachers:**
- More engaging, supportive, and effective
- Classrooms/Schools:**
- More positive climates and less bullying



inspirED

Created by teens, educators, and scientists to enhance school climate

- **Assess:** Get a snapshot of how adults & students feel
- **Evaluate:** Receive a full report
- **Plan:** Create an action plan
- **Act:** Use resources (lessons, videos, community)
- **Reflect:** Discuss progress & best practices



inspired@yale.edu
Inspired.fb.com

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IT'S TIME FOR AN EMOTION REVOLUTION

- Emotions Matter
- Emotional Intelligence is real
- It's never too early or too late to develop EI
- There are tools to develop EI and enhance school climate
- Infusing EI can help us to create a healthier and more equitable, effective, and compassionate society

THANK YOU

*It's our responsibility to take seriously the
social and emotional education of our children.*

EMAIL: marc.brackett@yale.edu WEBSITES: ei.yale.edu; ruler.yale.edu

TWITTER: [@marcbrackett](https://twitter.com/marcbrackett); [@YaleEmotion](https://twitter.com/YaleEmotion); [@RulerApproach](https://twitter.com/RulerApproach)

FACEBOOK: [TheRULERApproach](https://www.facebook.com/TheRULERApproach) APP: moodmeterapp.com

inspirED: inspired.fb.com; inspired@yale.edu

RULER TRAINING: grace.carroll@yale.edu

