

# CREATING AN EMOTION REVOLUTION IN OUR NATION'S SCHOOLS

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*Yale Center for Emotional Intelligence*

# Yale *Center for Emotional Intelligence*

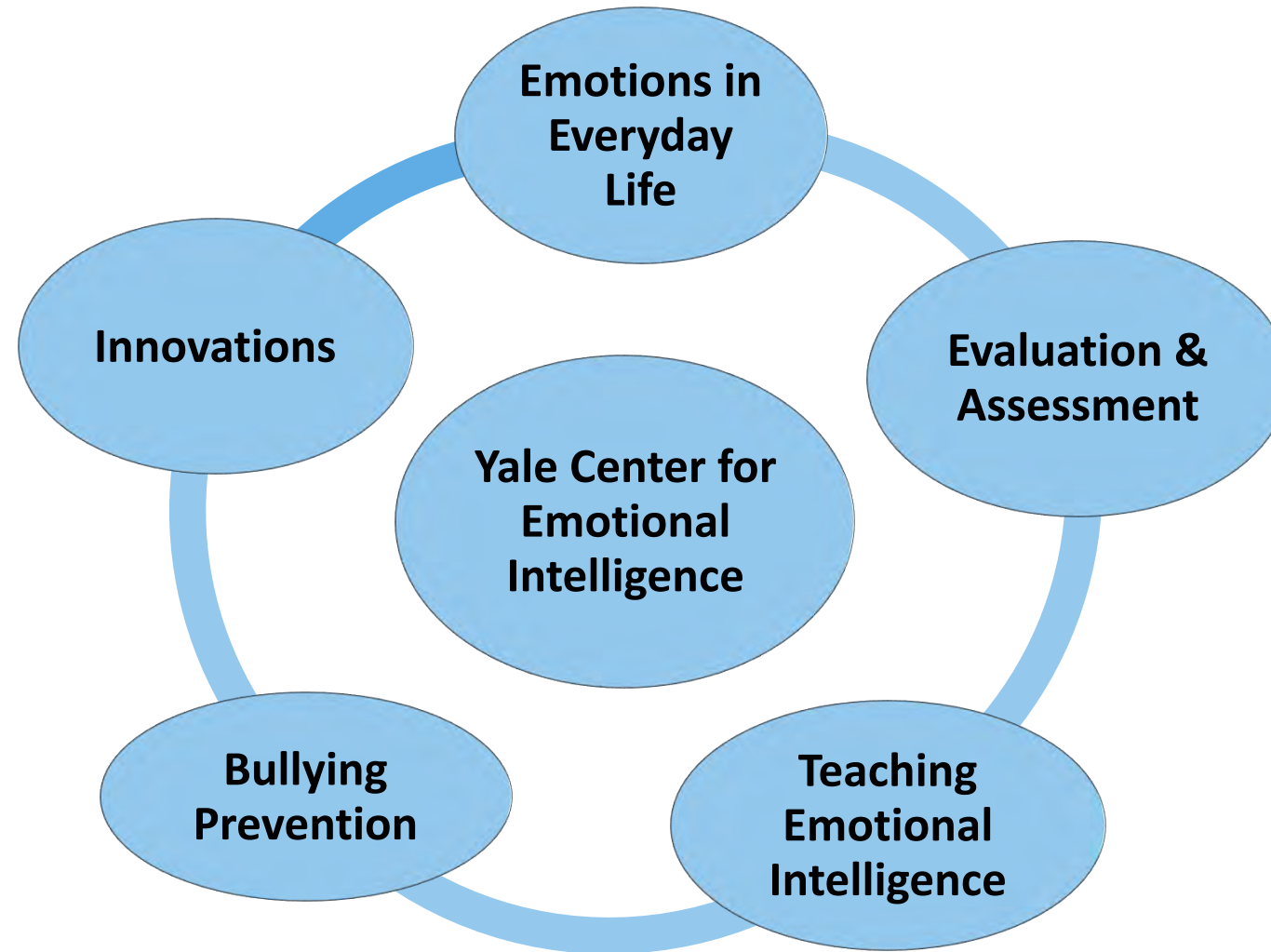
## ***Vision***

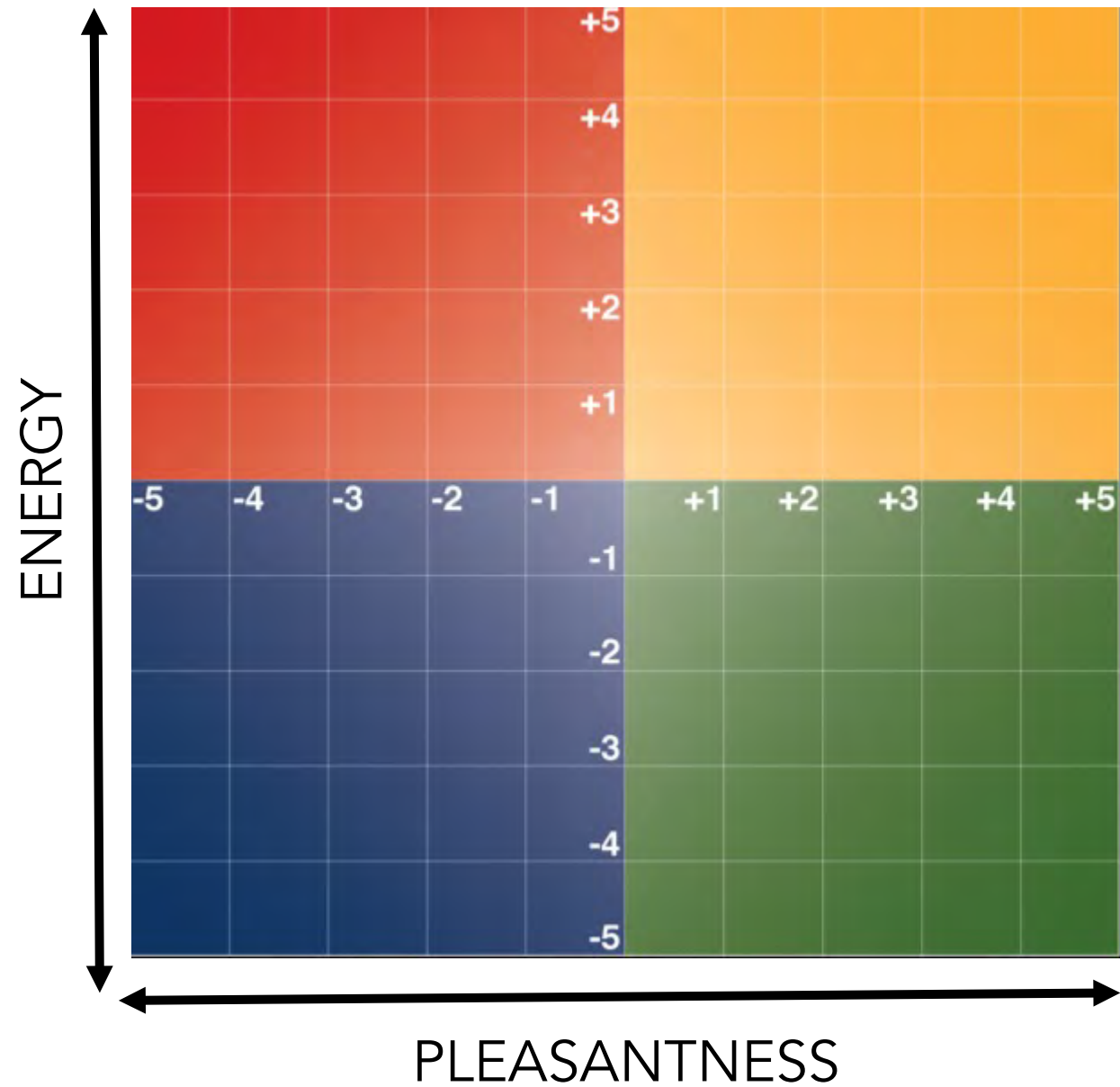
To use the power of emotional intelligence to create a healthier and more, equitable, effective, and compassionate society.

## ***Mission***

To conduct rigorous research and develop innovative educational approaches to empower people of all ages with the emotional intelligence skills they need to succeed.

# Yale Center for Emotional Intelligence









# EMOTIONS MATTER

ATTENTION, MEMORY, AND LEARNING

DECISION MAKING

RELATIONSHIP QUALITY

PHYSICAL AND MENTAL HEALTH

EVERYDAY EFFECTIVENESS



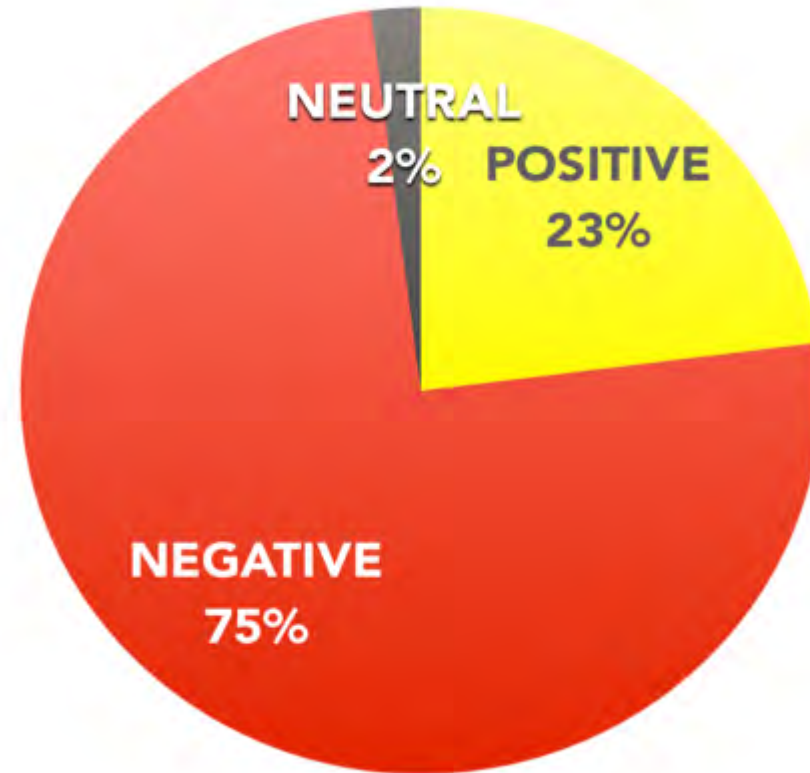
# HOW DO HIGH SCHOOL STUDENTS FEEL IN SCHOOL?

**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*

**GOOD STRESS**  
(POSITIVE CHALLENGE)

- Motivates us
- Promotes well-being
- Enhances performance

**BAD STRESS**  
(NO RELIEF IN SIGHT)

- Makes us physically sick
- Weakens the immune system
- Impairs performance

**THERE ARE TWO TYPES OF STRESS**

# HOW H.S. STUDENTS WANT TO FEEL



**HAPPY . EXCITED**  
**ENERGIZED . INSPIRED**

**SAFE . COMFORTABLE . VALUED . RESPECTED**

**CONNECTED . SUPPORTED**

**BALANCED . CONTENT**

**EMPOWERED . MOTIVATED**

**PASSIONATE . PURPOSEFUL**

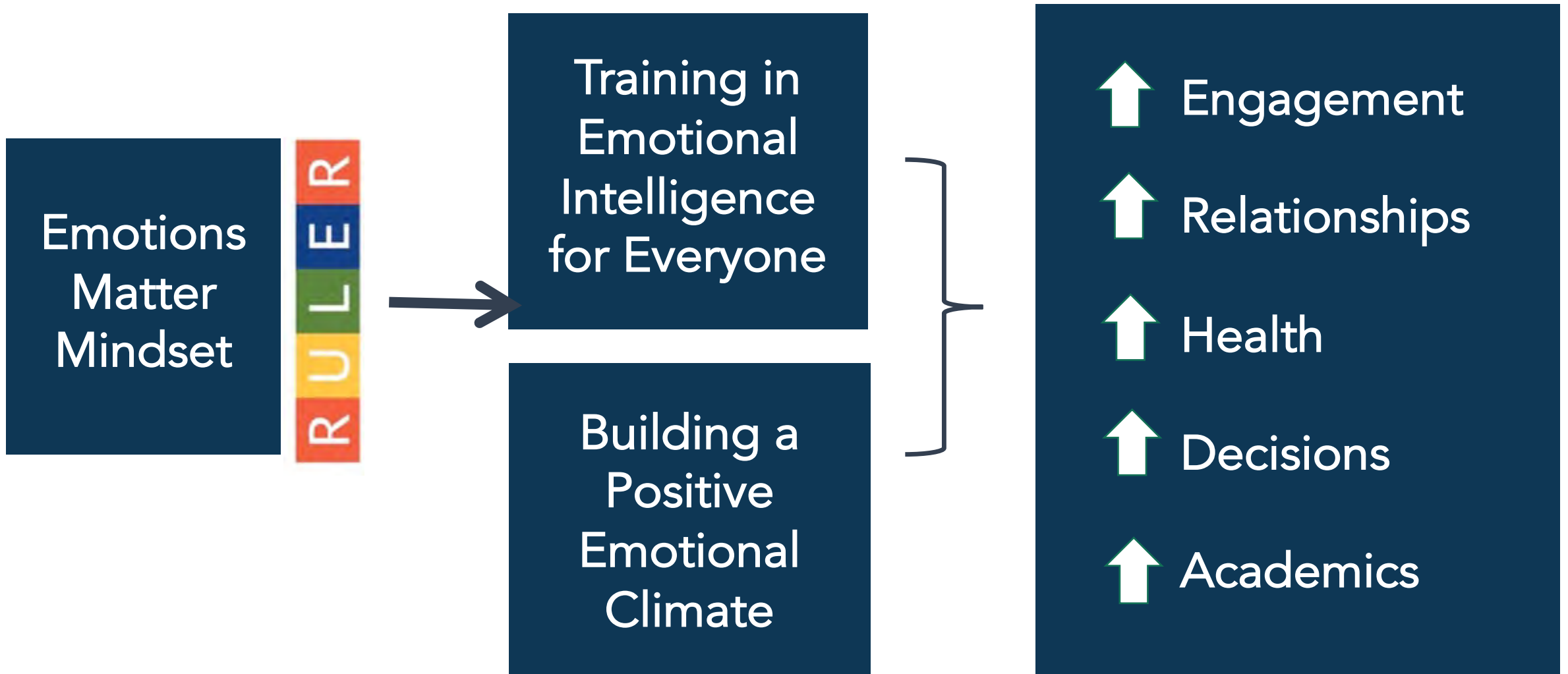
# STUDENTS' EXPERIENCES & FEELINGS

STUDENTS WHO SAID...

FEEL...

Experience meanness and cruelty	Hopeless & Fearful
Have positive relationships	Accepted & Connected
Have a voice in decision making	Valued & Interested
Content is engaging and relevant	Inspired & Happy

# HOW DO WE CLOSE THE GAP?



# 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, and cognition



# 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

Enraged	Furious	Frustrated	Shocked	<b>M</b>	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	<b>O</b>	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	<b>O</b>	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	<b>D</b>	Pleasant	Joyful	Proud	Blissful
<b>M</b>	<b>O</b>	<b>O</b>	<b>D</b>	<b>M</b>	<b>E</b>	<b>T</b>	<b>E</b>	<b>R</b>
Disgusted	Disappointed	Glum	Ashamed	<b>E</b>	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	<b>T</b>	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	<b>E</b>	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	<b>R</b>	Relieved	Restful	Tranquil	Serene

# EXPRESSING EMOTION

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

## Influences

- Individual differences
- Family norms
- Social norms (work/school)
- Culture (display rules)



# REGULATING EMOTION

The “thoughts” and “actions” we use to prevent, reduce, initiate, maintain, or enhance emotions in order to promote personal growth, build relationships, achieve greater well-being, and attain goals





# HOW EMOTIONALLY INTELLIGENT ARE YOU?





# WHAT DOES EI PREDICT?

## Less Skilled

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

## More Skilled:

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

# WHAT DOES EI PREDICT?

## Managers/Leaders

Have greater sensitivity and empathy

Are rated as more effective by direct reports

Receive greater merit increases and performance ratings

## Teams

Have faster cohesion

Perform more effectively in a shorter time

Are more satisfied with team communication

Receive more social support from team members

*CEOs, "I would do anything to take this person with me!"*

# HOW EMOTIONAL INTELLIGENCE DEVELOPS





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

# RULER = ALL STAKEHOLDERS TRAINED

Leaders

Educators & Staff

PreK-H.S. Students

Families

Blended  
Training  
Model

Coaching

Online portal

Learning  
Communities

# ANCHORS OF EMOTIONAL INTELLIGENCE

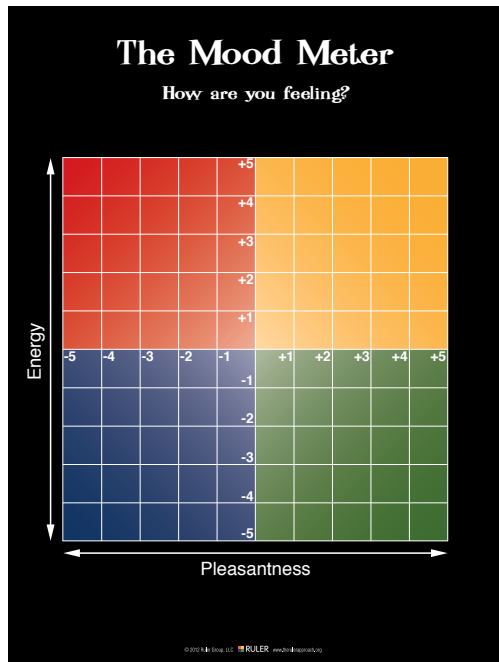
**Emotional Intelligence Charter**

As a class, we want to feel...

In order to have these feelings consistently, we will...

We will prevent and manage conflict by...

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**Take a Meta-Moment**

1. Something happens
2. Sense
3. Stop
4. See your best self
5. Strategize
6. Succeed!

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**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 CHARTER: TOO MANY RULES, NOT ENOUGH FEELINGS!



# LAUNCHING IN HAWAII





**Social Emotional Learning Charter**

*We want to feel...*

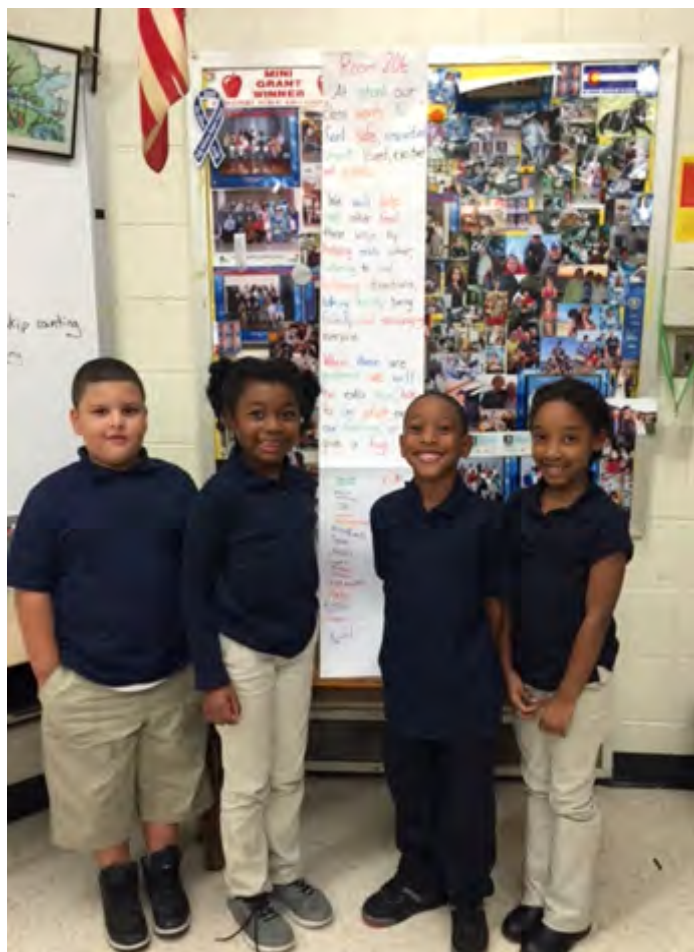
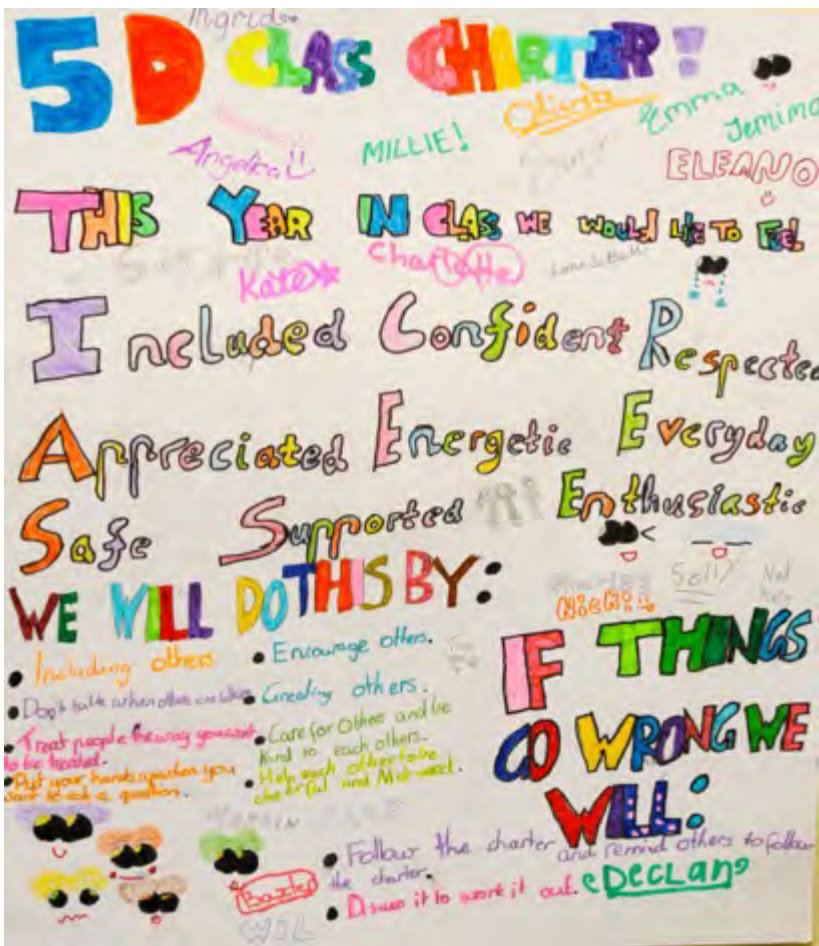
- Balanced
- Energized
- Proud, Safe
- Passionate
- Valued
- Optimistic
- Connected

Brooke Jackson  
Principal

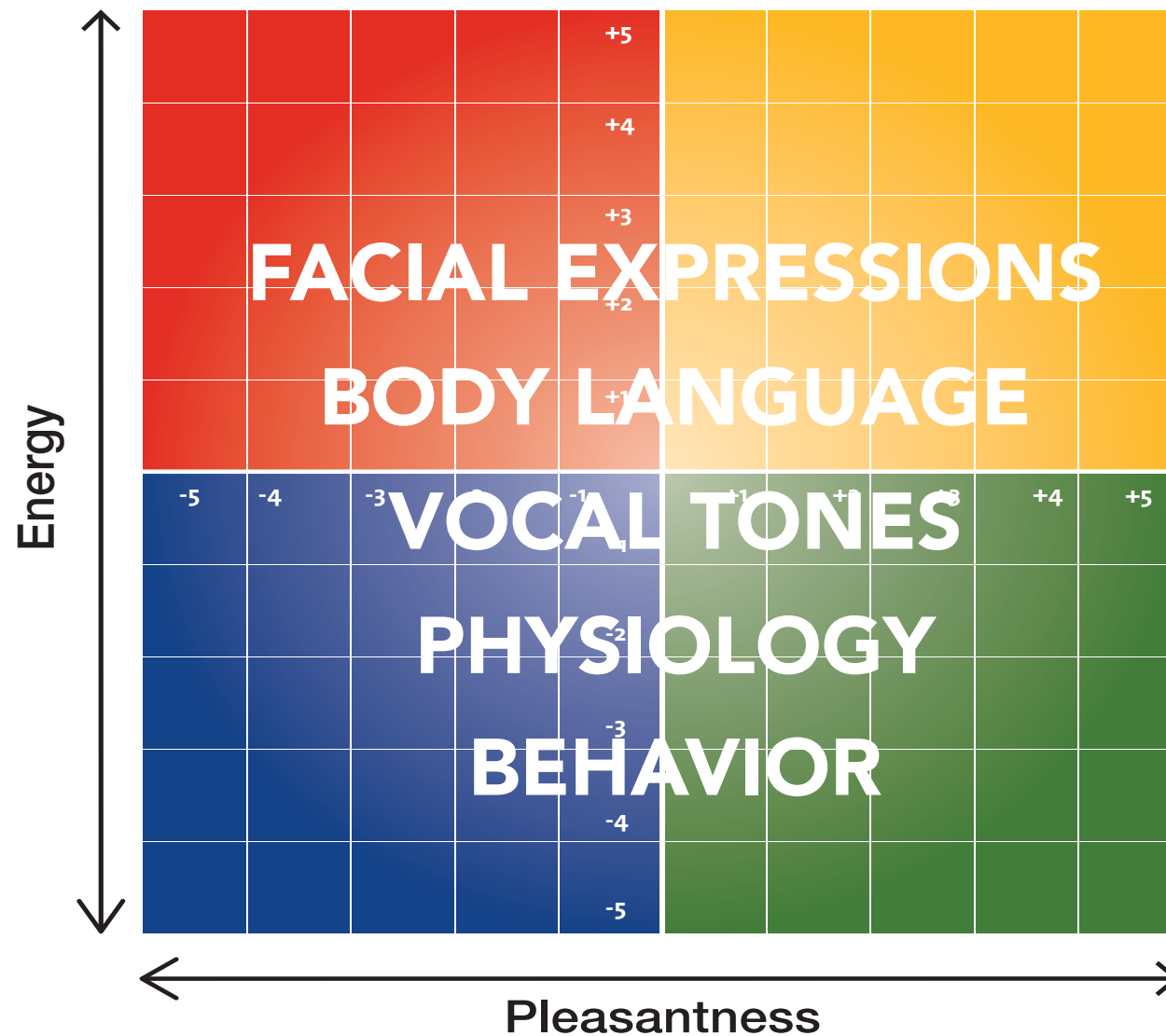
NYC LAB SCHOOL

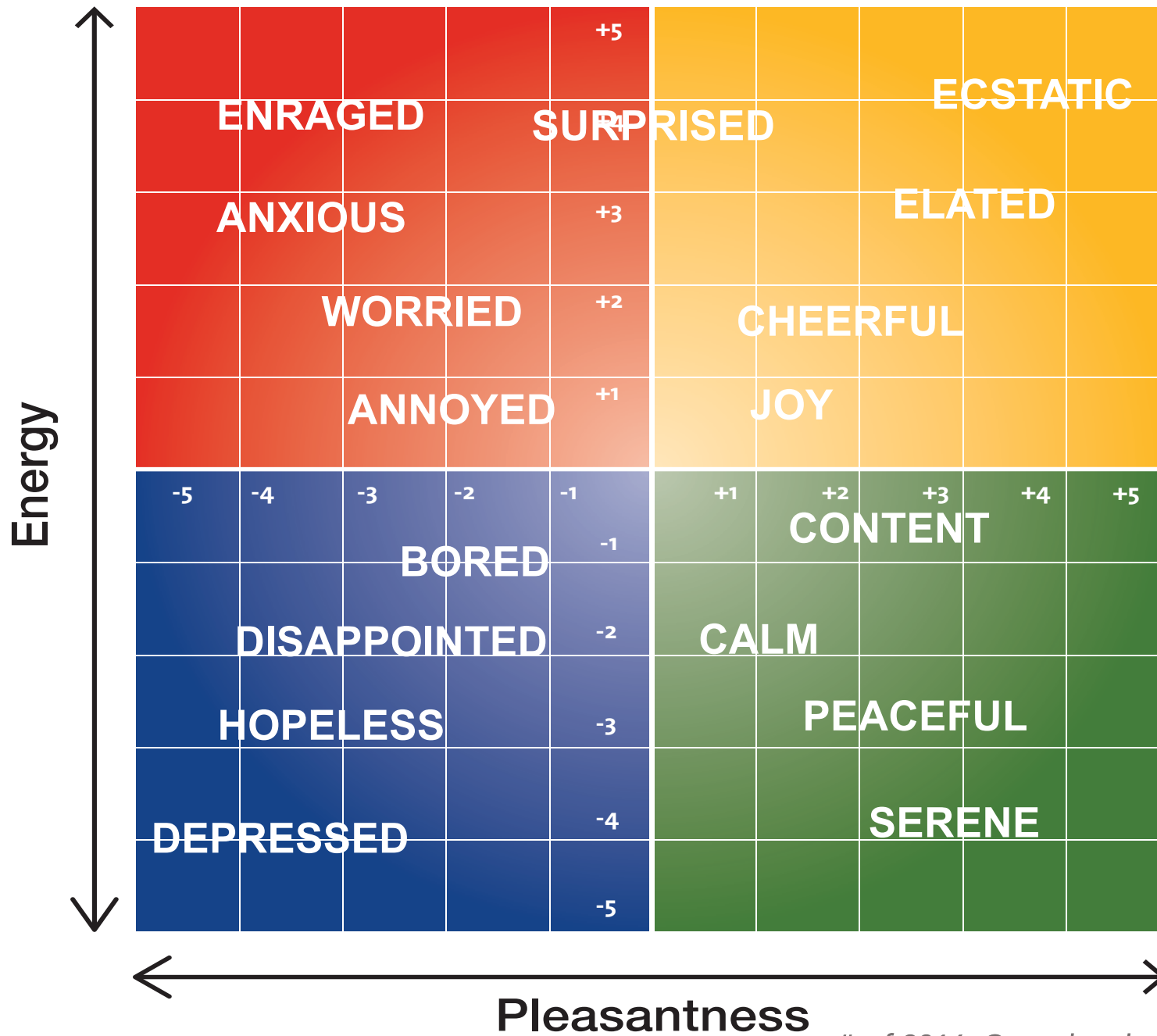


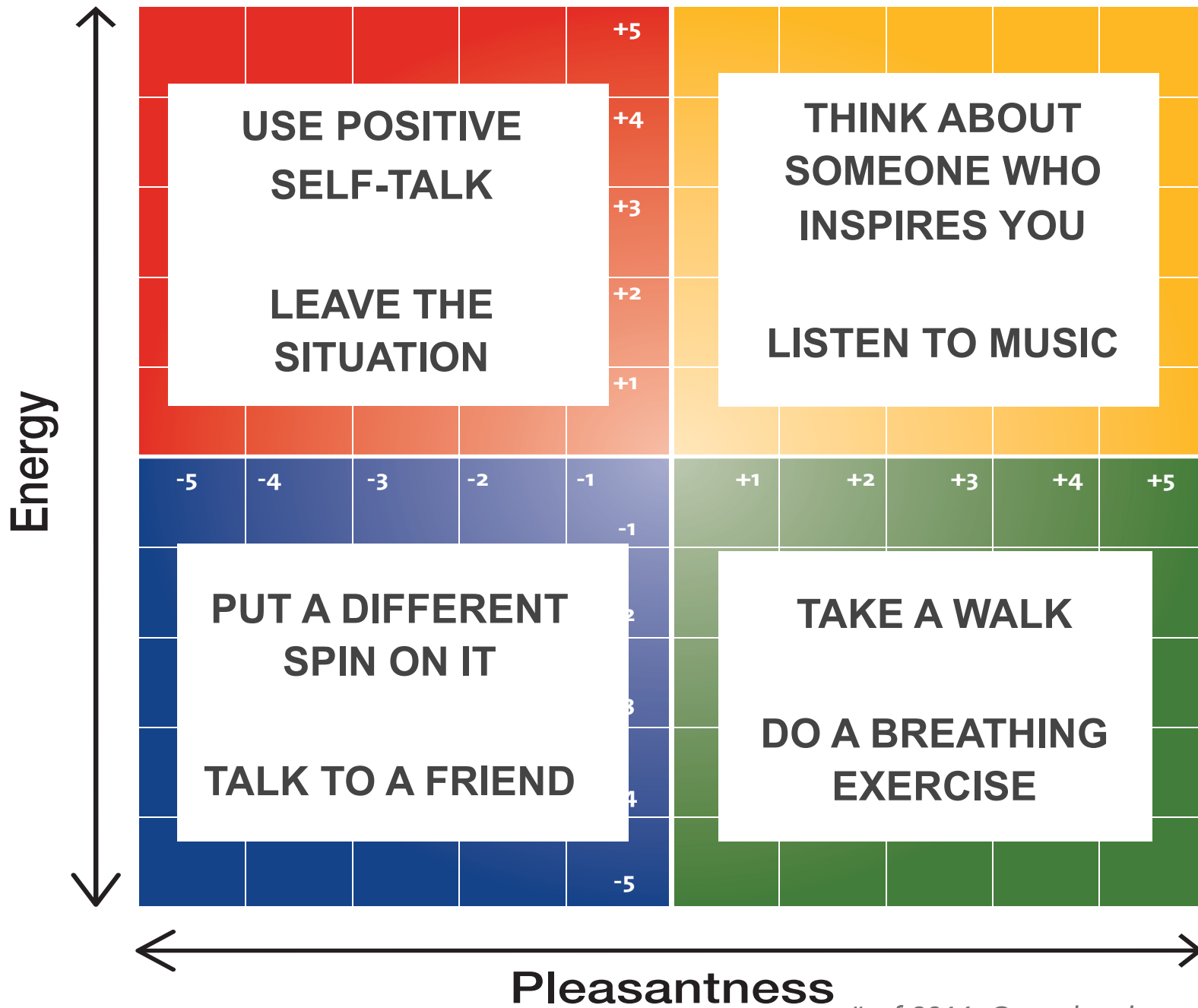




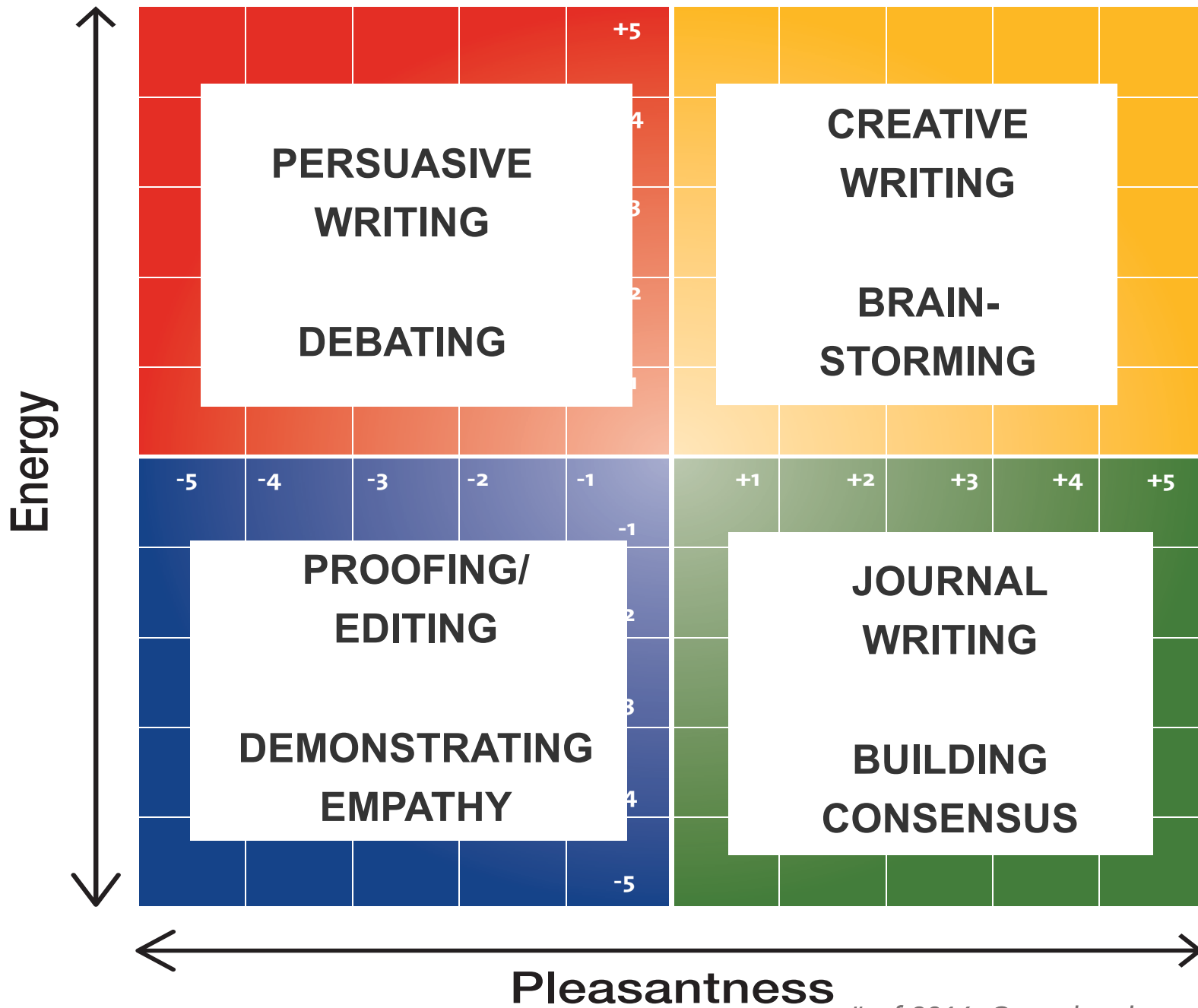
# MOOD METER: NAME IT TO TAME IT







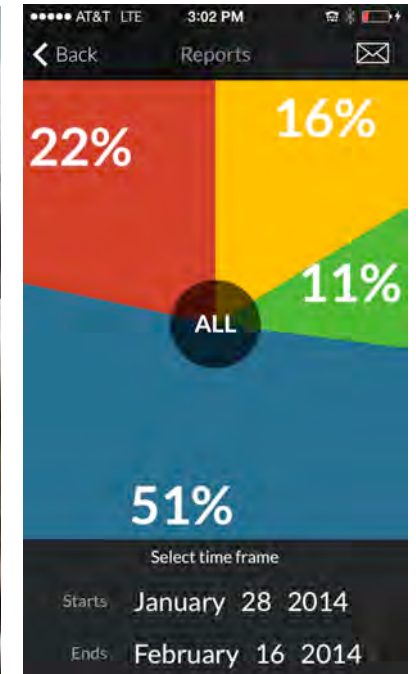
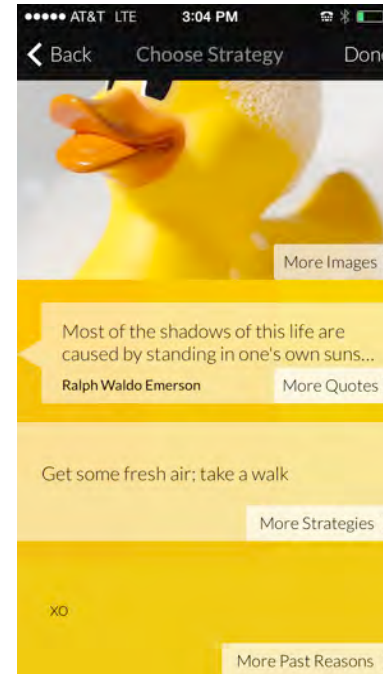
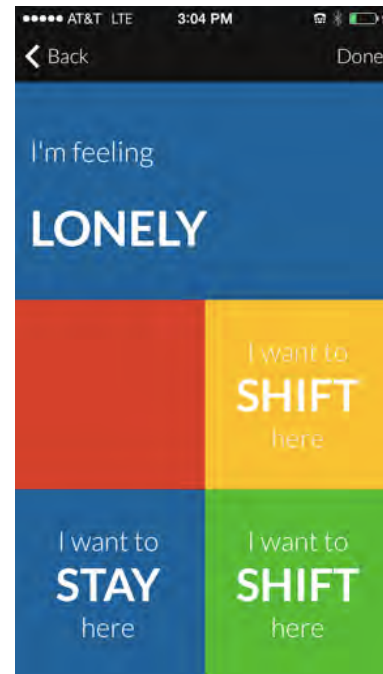
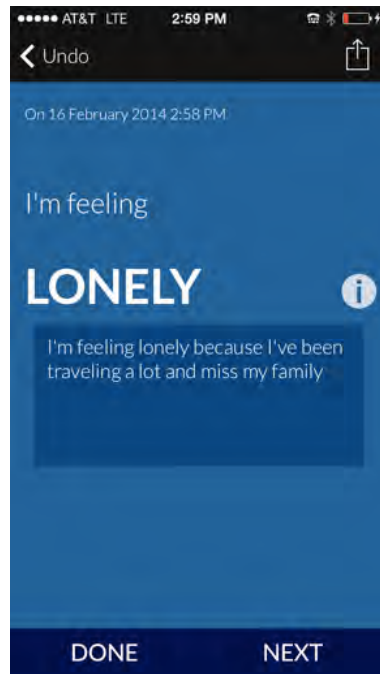
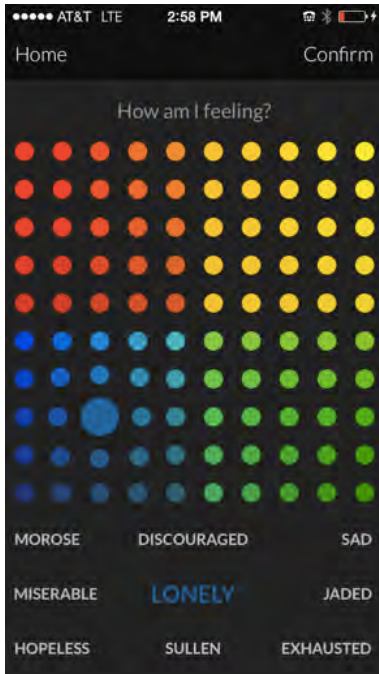








# www.moodmeterapp.com



“

*Between stimulus and response,  
there is a space. In that space lies  
our freedom and power to choose  
our response. In our response lies  
our growth and freedom.*

”

VIKTOR E. FRANKL

# Take a Meta-Moment



1. Something happens



2. Sense



3. Stop



4. See your best self



5. Strategize



6. Succeed!









# Solve problems with The Blueprint

# THE BLUEPRINT: MOVING FROM ME TO WE

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?	



# FEELING WORDS CURRICULUM: PRE-K TO 8

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



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

# Reflections on Fifth Grade

Emotional Literacy

I have & This program is  
great I have benefited a lot from

I learned how to deal with many emotions. I learned how to put myself in another's place. I think I learned the most from the word 'accepting' because I rarely used to accept people.



If you have a lot of feelings on your chest, you can write them down and feel relieved. It helps you understand your feelings so you can deal with them and not be down in the dumps. It's like opening up your heart to others. And if you stop hiding your feelings and open up, you'll feel brand new.

# OPTIMIZING INTELLIGENCE: HIGH SCHOOL

- *Who am I?*
- *Where do I want to go?*
- *What do I need to get there?*

- Mindset
- Personality
- Motivation
- Emotional Intelligence
- Critical Thinking
- Visioning
- Goal setting
- Well-being
- Mind-body connection
- Creativity
- Flow

# 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



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Inspired.fb.com

# 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 creative tools to develop EI and enhance school climate
- Infusing EI into schools, homes, and workplaces can help us to create a healthier and more equitable, effective, and compassionate society.



# THANK YOU

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