

# Emotional Intelligence

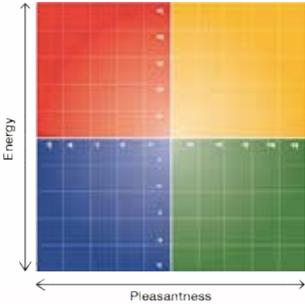
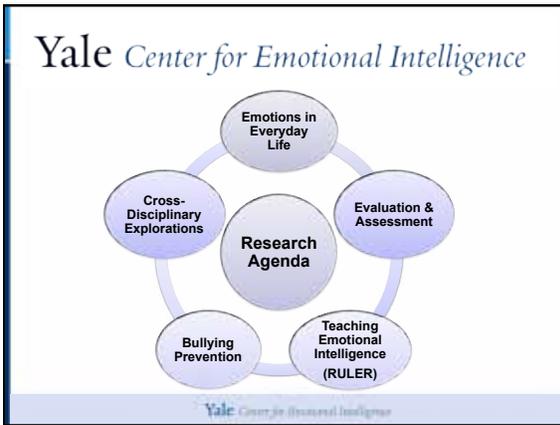


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## Introductions

## A Rollercoaster of Emotions



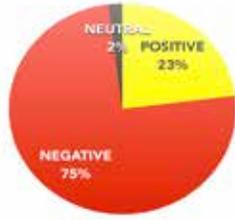
# EMOTION REVOLUTION

BORN THIS WAY FOUNDATION  
 EMPOWERING YOUTH • INSPIRING BRAVERY



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## HOW DO STUDENTS FEEL AT SCHOOL?



Among the top 10 emotions named by 22,000 high schoolers  
 75 were negative and 23 were positive.

**STUDENTS FEEL...**

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**TIRED**



**BORED**

*70% of the time*



**STRESSED**

*80% of the time*

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**STUDENTS WHO SAID...**

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**Other people have been mean or cruel to me**

*tend to feel more*

**Lonely      Fearful      Hopeless**

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**STUDENTS WANT TO FEEL...**

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**HAPPY**



**EXCITED**



**ENERGIZED**

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**STUDENTS WHO SAID...**

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**What I'm learning is relevant to my goals in life**

*tend to feel more*

**Interested      Respected      Happy**

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**Vision**  
To use the power of emotional intelligence to create a more healthy, 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.

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**Modern View of Emotion**

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**Emotions matter for:**

- Attention, memory, and learning
- Decision-making and judgment
- Relationship quality
- Physical and mental health
- Everyday effectiveness



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### What is Emotional Intelligence? 1990 – Introduction to Psychology

“Emotional intelligence is the ability to monitor one’s own and others’ feelings, to discriminate among them, and to use this information to guide one’s thinking and action.”

-Salovey & Mayer, 1990



### What is Emotional Intelligence?

Mayer & Salovey, 1997; Brackett & Rivers, 2011

- Recognizing emotions in self and others.
- Understanding the causes and consequences of emotions.
- Labeling emotions accurately.
- Expressing emotions appropriately.
- Regulating emotions effectively.

### RECOGNIZING EMOTION

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



**FACS example**

E.g. Action code: 1, 2, 4, 5, 7, 20

- 1C Inner brow raise
- 2C Outer brow raise
- 4B Smile (corner)
- 5D Upper lip raise
- 7B Lower lid tighten
- 20B Lip stretch
- 26B Jaw drop



### 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**

- Individual differences
- Social norms (family/work)
- Culture




### REGULATING EMOTION

The “thoughts” and “actions” we use to manage our own emotions and to help others manage their emotions.

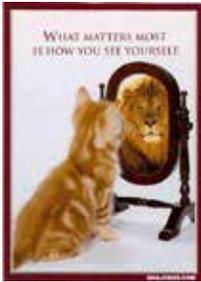


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### Measuring Emotional Intelligence

Self-knowledge is limited, particularly in the domain of emotional skills

How many of you have received feedback on these skills?



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### Emotional Intelligence Outcomes

See Brackett, Rivers, & Salovey, 2012 for a review

<p><b>Less skilled:</b></p> <ul style="list-style-type: none"> <li>• Conduct problems</li> <li>• Aggressive behavior</li> <li>• Hyperactivity/attention problems</li> <li>• Risky sexual behavior</li> <li>• Substance Abuse</li> <li>• Social deviance</li> <li>• Anxiety</li> <li>• Depression</li> </ul>	<p><b>More skilled:</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Well-being</li> <li>• Adaptability to school</li> <li>• Quality relationships</li> <li>• Prosocial behavior</li> <li>• Satisfaction with school</li> <li>• Leadership skills</li> <li>• Academic achievement</li> </ul>
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### Emotional Intelligence among Leaders

See Brackett, Rivers, & Salovey, 2012 for a review

**Managers/Leaders**

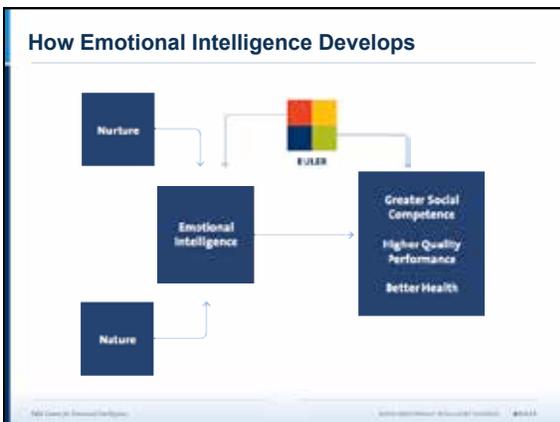
- Have greater sensitivity and empathy, and are more expressive
- Are rated as more effective leaders by direct reports and managers
- Receive greater merit increases
- Receive higher performance ratings

**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!”*

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### Moving from Add-on to Embedded

Effective approaches to SEL have these attributes:

- Based in theory
- Scaffold training across development
- Provide a common language
- Align with curriculum & Common Core
- Integrate with behavior support systems
- Promote teacher effectiveness
- Promote well-being
- Enhance behavior & school climate
- Boost academics



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### RULER is for all Stakeholders

**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...

**The Mood Meter**



**Take a Meta-Moment**



**Solve problems with The Blueprint**

Problem	Goal	Strategy

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### Too Many Rules, Not Enough Feelings

Building a Positive Culture and Climate with the Charter



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### Name it to Tame It with the Mood Meter

Building Self- and Social Awareness

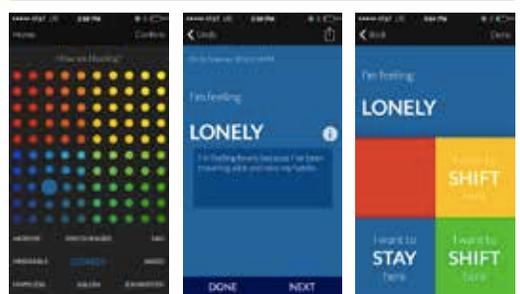
Energy

ENRAGED	SURPRISED	ECSTATIC
USE POSITIVE SELF-TALK	THINK ABOUT SOMEONE WHO INSPIRES YOU	
LEAVE THE SITUATION	LISTEN TO MUSIC	
	BODY LANGUAGE	
	VOCAL TONES	
PUT A DIFFERENT SPIN ON IT	TAKE A WALK	
TALK TO A FRIEND	DO A BREATHING EXERCISE	

Pleasantness

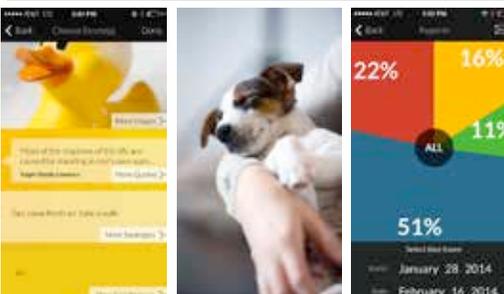
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### www.moodmeterapp.com

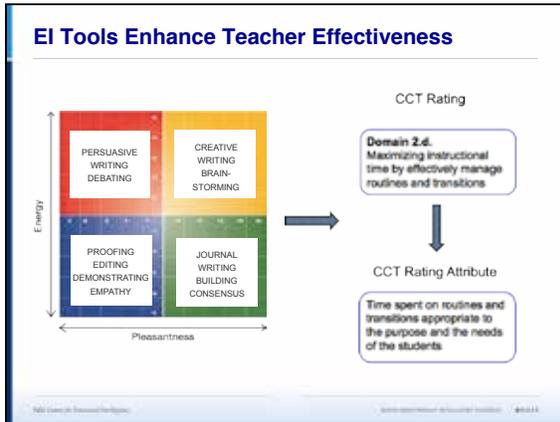


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*“Between stimulus and response, there is a space. In that space lies our freedom and power to choose our response. In our response lies our growth and freedom.”*

**VIKTOR E. FRANKL**

### From Suspensions To Skill-Building with the Meta-Moment

Regulating emotions skillfully with personalized strategies

### From Me To We with the Blueprint

Solving interpersonal challenges by understanding both sides

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 their feelings?
Reflect & Plan	What could I have done to handle the situation better? What can I do now?	

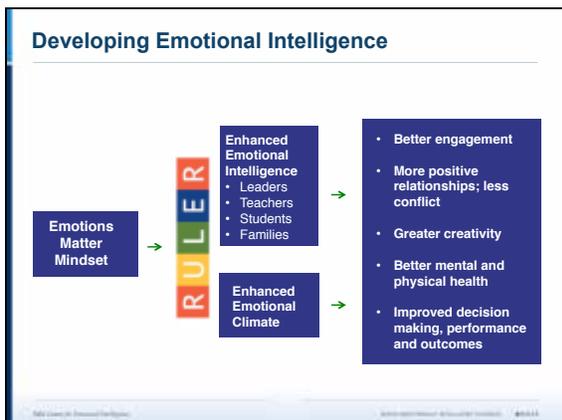
### Advanced RULER Training

#### The Feeling Words Curriculum (K-8)

- One "feeling word" is integrated into the core curriculum every two weeks using a 5-step process
  - Personal Association, Academic Link, School-Home Partnership, Creative Connection, & Strategy-Building Session

#### Optimizing Intelligences (High School)

- Two courses, beginning with a vision & action plan for achieving goals in high school and culminating with a future vision for life after high school
- Students explore themselves through lessons on:
  - Mindset, visioning, goal setting, motivation, well-being, personality, the mind-body connection, creativity, flow, critical thinking, and emotional intelligence



### Effectiveness of RULER

**Students:**

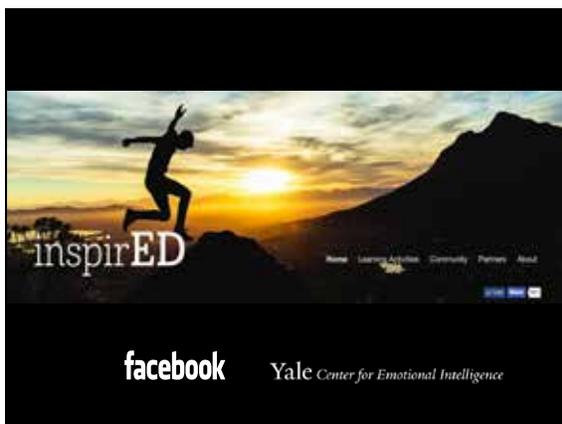
- Less anxious and depressed
- Better problem solvers; self-managers
- Greater leadership skills
- Fewer attention, learning, and conduct problems
- Better academic performance

**Teachers:**

- More supportive; higher effectiveness

**Classrooms/Schools:**

- Have more positive climates
- Less Bullying



### The Other Side of the Report Card

Policy and Standards for Social and Emotional Learning

- Children are "wired for good" - if attachments at home and school are positive, they will thrive.
- Children's "goodness" and ability to reach their full potential is ours to nurture or neglect.
- Teaching emotional intelligence can help us to create a healthier, more effective, and compassionate society.

## Thank you!

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**Bullying Prevention Resources (Facebook):**  
 Facebook.com/safety/bullying

**InspirED (resource center of Facebook)**  
 Inspired.facebook.com  
 inspired@yale.edu