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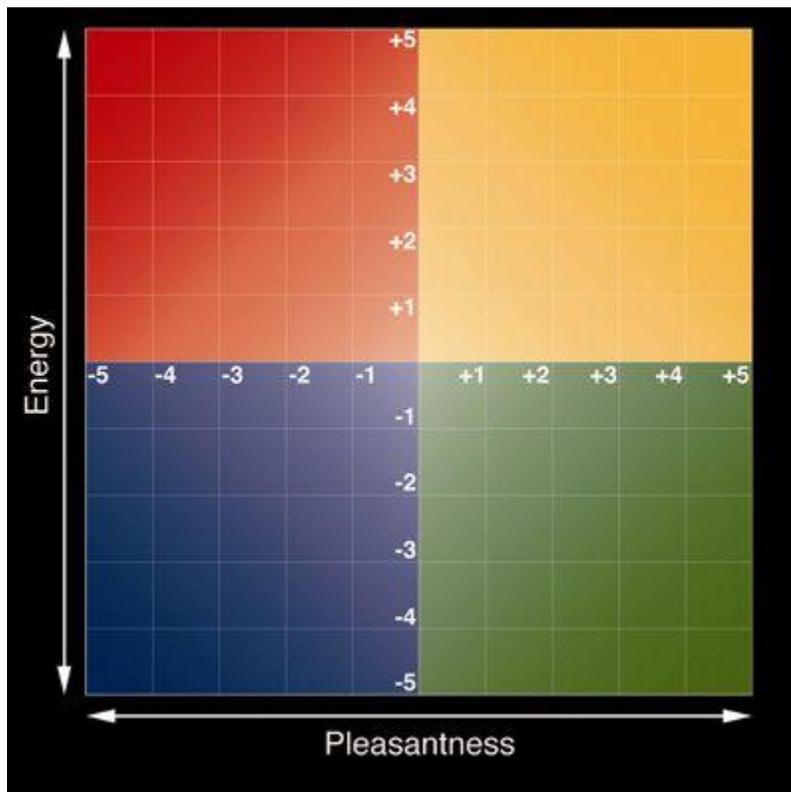
Application: [Moodmeterapp.com](http://Moodmeterapp.com)

### **EMOTIONAL INTELLIGENCE** (Salovey and Mayer, 1990)

=the ability to monitor one's own and others' feelings,

To discriminate among them, &

To use this information to guide one's thinking and actions



\*Note: This is how you feel now, not overall

Now= Our state

Overall = Our trait

- **Expand your emotional vocabulary** Discover the nuances in your feelings.
- **Gain insights about your inner life** Learn what's causing your feelings over time.
- **Regulate your feelings** Use strategies to regulate your feelings: enhance how you manage your life.
- **Remember to check in with yourself** Use reminders to check-in on your feelings throughout the day.
- **View your report** Learn how your feelings are affecting your decisions, relationships, and performance.

## Mood Meter

Plot yourself on the x-axis and y-axis, where they intersect is your point on the graph

Why is Plot-to-Vocabulary difficult?

It's nebulous

We don't stop in the middle of the day to do this often

Double axes is hard

There is a judgement call/ value statement with assigning a feeling word

Issue of *Emotional Labor*= the emotions we have to show for our job, but don't necessarily correlate to our current emotional state

The problem with that is that our true emotions tend to come out in micro-expressions (the more you try to express it, the more it reveals)

Ask yourself: How many students have 2-3 evidence based self-regulation skills for each quadrant of the mood meter?

BUT that is our goal; and these skills are tied to cognitive-developmental skills

Ex: a kindergartner is not going to call a friend when they are stressed... junior high, yes

## Tips from Mark:

- ID the emotion (emotional self-awareness)
- Ask yourself: Will that emotion best serve me for what I need to do now?
- If it's not, then you have to ask yourself, what is my strategy to get in that right state (emotional regulation)

## Emotion Revolution

(Born this Way Foundation with Lady Gaga)

<http://ei.yale.edu/what-we-do/emotion-revolution/>

Asked thousands of students:

- How do you feel when you're in school? (23% positive) (75% negative)
- Top answers: Tired, Bored, and Stressed
- How would you ideally feel in school: Supported, energized, (they are asking to be more emotionally connected)

## Good Stress

Eustress

Motivates us

Promotes well-being

Enhances performance

## Bad Stress

Distress

Makes us physically sick

Weakens the immune system

Impairs performance

New term in the schools: "FOMO" = fear of missing out



- = your facial expressions control how you think
- **Regulating emotions effectively**
- NAME It to TAME it
- Example of teachers making it public, not just suppressing it
- Verbalize your strategies to students out loud; model

## ANCHOR TOOLS

- Charter (poster) of what do you want to feel in school

Bus metaphor (you can ride in the front or back, but you can't in front of the bus)

- Mood meter App

Personal or group

What's our strategy to maintain or change it?

Art

- **Meta moment**
- Something happens
- Sense (activate the parasympathetic, deactivate the sympathetic); BREATHE
- Stop
- See your best self (\*you have to WANT to regulate; you can't regulate someone else)
- = A LENS to help you see
- THINK OF our **personal ideals** of how you see yourself (supportive, compassionate, caring); do your behaviors align with the self you are. In turn, you choose better strategies
- THINK OF your **reputation** (how do you want to be remembered after this incident)
- THINK OF **outcome**
- THINK of the **blueprint** (from ME to WE) ñ everything happens in relationship, not in isolation; have the courage to deal with problems and confront the person... it's a process, not just 1 meeting
- The feelings master
- The mood meter (wo)man
- Why take a meta-moment? Because there's no do-overs in life
- Strategize
- Succeed

Teachers Remember:

WHAT COLOR YOU WANT TO BE IN DEPENDS ON WHAT WILL BEST SUITE YOUR AUDIENCE

= MOOD CONGRUENT LEARNING

Ex: Holocaust lesson, blue, storytelling

Ex: Boston tea party, red

Ex: nonviolent problem solving, green

You learn the content better if you, as the learner, are in the same spot as the topic color

**SEL in the HS**

Usually teens resent it because it's presented in a babyish way

Instead, try: *"Let's all sit up in our seats, do a check in. [Students mentally plot their emotion on the mood meter]. Will that mood best serve you for this class? Talk to your neighbor and discuss. [1-3 minutes elapse.] What strategy you can use to get where you need to be. Let's share a couple as a class."*

Now you are ready to start lesson

**RED**

Persuasive writing

Debating

**Yellow**

Creative writing

Brain storming

**BLUE**

Proofing

Editing

**Green**

Journal writing

Building consensus

**K through 8 (using his RULER program)**

One feeling word is integrated in the core curriculum every 2 weeks (16-18 words/ yr)

Using a 5 step process

Personal Association

Academic Link

School home partnership (interview parents at home about that feeling word)

Creative connection

Strategy building session (cooperative learning groups where students think of ways to maintain the positive emotions and diminish the negative one)

**Optimizing Intelligences (HS) more about personal development**

SEL taught in AP Class, or part of advisory period

Use of modules

Students explore themselves through lessons on:

Mindset

Visioning

Goal setting

Well-being

Personality

The mind-body connection

Creativity

Flow

Critical thinking

... and EMOTIONAL INTELLIGENCE