

Emotional Intelligence: From Theory to Practice

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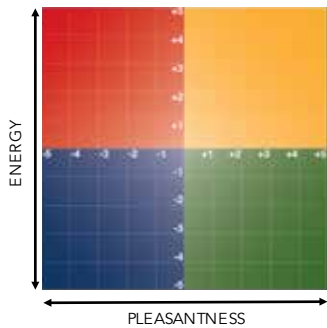
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Yale Center for Emotional Intelligence

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

MAYA ANGELOU



EMOTIONS MATTER

ATTENTION, MEMORY, AND LEARNING

DECISION MAKING

RELATIONSHIP QUALITY

PHYSICAL AND MENTAL HEALTH

EVERYDAY EFFECTIVENESS



HOW DO STUDENTS FEEL IN SCHOOL?



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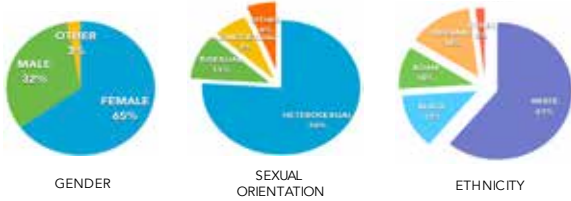
Yale Center for Emotional Intelligence

BORN THIS WAY FOUNDATION
EMPOWERING YOUTH • INSPIRING BRAVERY

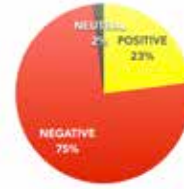
Robert Wood Johnson
Foundation



DIVERSE SAMPLE



HOW DO STUDENTS FEEL AT SCHOOL?



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

TOP 3 CURRENT FEELINGS:



TIRED



BORED

70% of the time



STRESSED

80% of the time

HOW DO STUDENTS WANT TO FEEL AT SCHOOL?

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?

STUDENTS WHO SAID...

Other people have been mean or cruel to me

tend to feel more

Lonely Fearful Hopeless

STUDENTS WHO SAID...

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

tend to feel more

Interested Respected Happy

STUDENTS WHO SAID...

In my school, teachers deliver engaging and interesting lessons

tend to feel

Less bored More respected Happier

STUDENTS WHO SAID...

Teachers encourage creativity

tend to feel

Happy Interested Hopeful

STUDENTS WHO SAID...

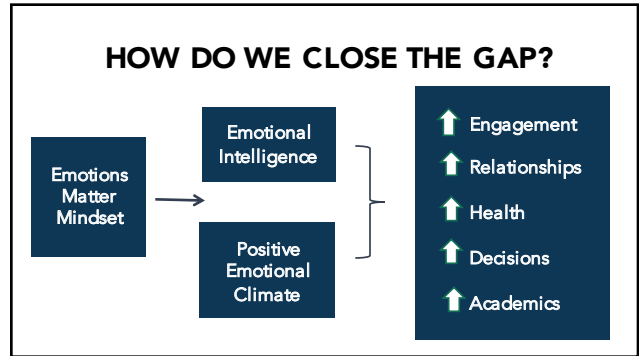
Students in my school get along well

tend to feel

Accepted Connected Supported

WHAT IS SEL?





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

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



REGULATING EMOTION

The "thoughts" and "actions" we use to manage emotions

Moving from:

- Negative self-talk to positive self-talk
- Blaming to reframing
- Procrastination to achieving one's goals



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

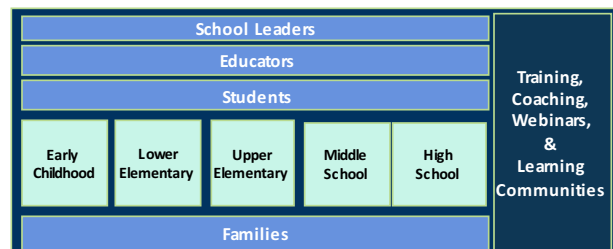
Have faster cohesion
 Perform more effectively in a shorter time
 Are more satisfied with team communication
 Receive more social support from team members

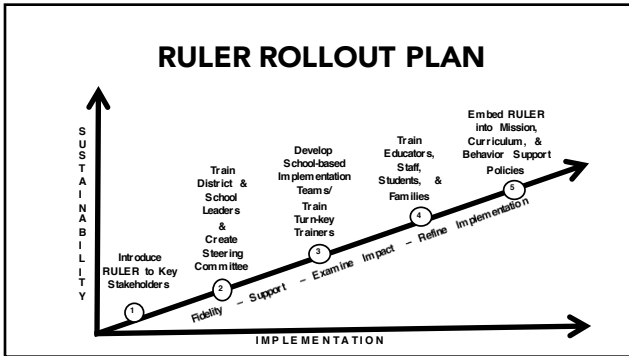
CEOs, "I would do anything to take this person with me!"



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

RULER APPROACH TO TRAINING





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...

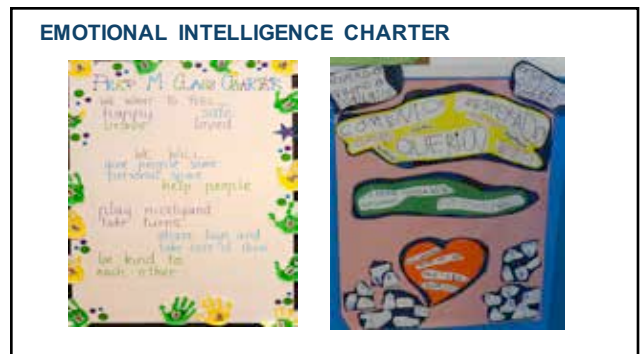
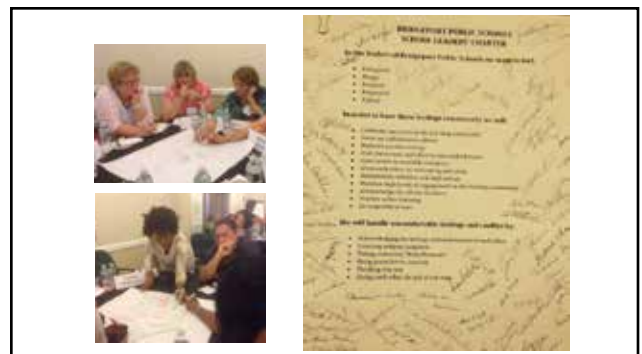
The Mood Meter

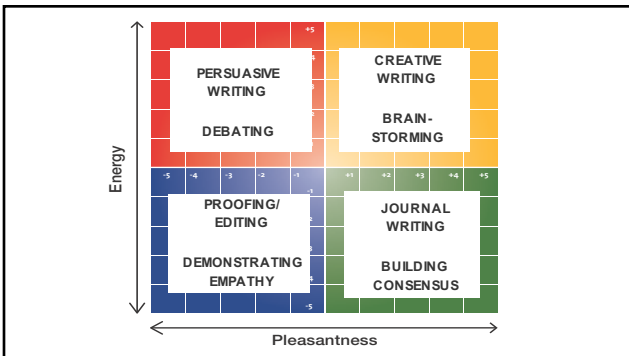
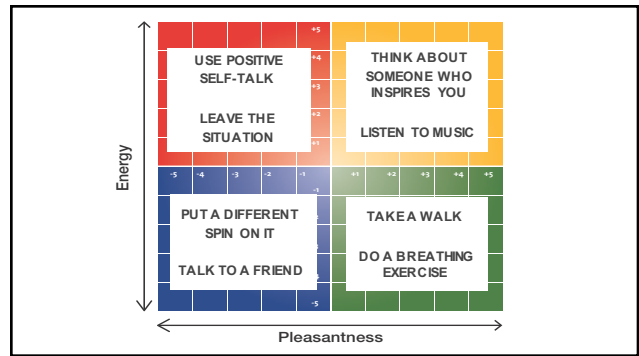
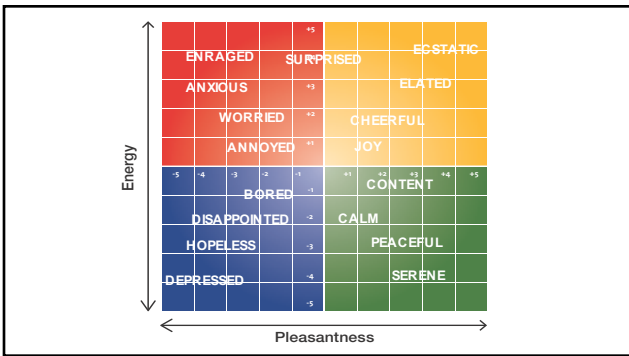
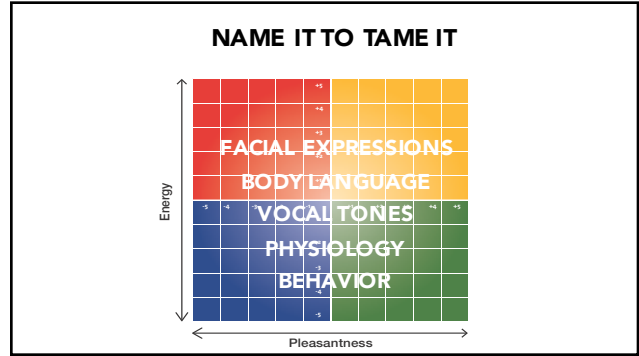
How are you feeling?

Take a Meta-Moment

Solve problems with The Blueprint

| Problem | Me | Other Person |
|----------------------------|----|--------------|
| What's the problem? | | |
| What do I want? | | |
| What do they want? | | |
| What do we both want? | | |
| What are the solutions? | | |
| What is the best solution? | | |
| What is the agreement? | | |





MOOD METER INTEGRATION

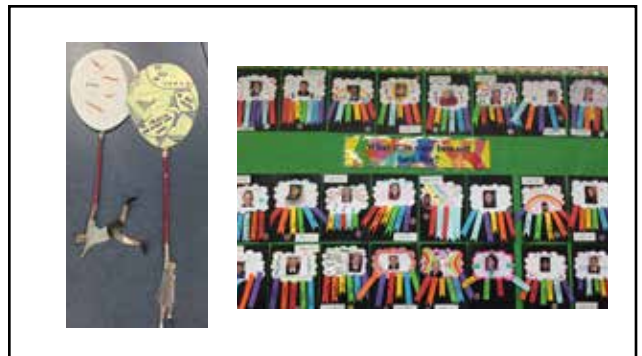


www.moodmeterapp.com

FROM SUSPENSIONS TO SKILL-BUILDING

Take a **Meta-Moment**


1. Something happens
2. Notice
3. Stop
4. Take your mind off
5. Re-engage
6. Succeed!



**Solve problems with
The Blueprint**

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? | |



The Feeling Words Curriculum (K-8)

- Feeling words are integrated into core curriculum using a 5-step process
 - Personal Association, Academic Link, School-Home Partnership, Creative Connection, & Strategy-Building Session

Optimizing Intelligences (High School)

- Focus is on:
 - Who am I? Where do I want to go? What skills do I need to get there?
- Students learn about:
 - Mindset, goal setting, motivation, well-being, personality, mind-body connection, creativity, flow, critical thinking, and emotional intelligence

What Are Feeling Words?

| Word Family | Grade: 6 | Grade: 7 | Grade: 8 |
|-----------------|--------------|---------------|--------------|
| Happy | jubilant | triumphant | fulfilled |
| Sad | despair | sullen | desolate |
| Angry | hostile | enraged | livid |
| Fearful | apprehensive | vulnerable | inhibited |
| Proud | elated | arrogant | narcissistic |
| Guilt/Shame | accountable | remorse | scapegoat |
| Empathy | empathic | compassion | altruistic |
| Anxious | anxious | tense | paralyzed |
| Calm | serene | contemplative | tranquil |
| Motivated | persistent | passionate | inspired |
| Respect | deferent | integrity | authentic |
| Apathy | pessimistic | aloof | apathetic |
| Self-Management | will power | impulsive | restraint |

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



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Join "educator group"

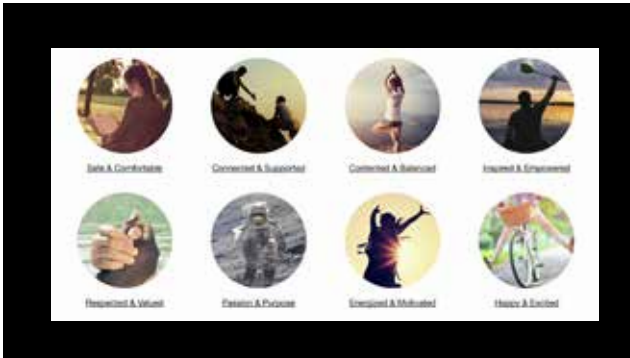
Home Learning Activities Community Pages About

Yale Center for Emotional Intelligence facebook



inspired Team

Start an InspirED Team at Your High School



**IT'S TIME FOR AN
EMOTION REVOLUTION**

- Emotions Matter
- Emotional Intelligence is real
- There are tools to develop emotional intelligence
- Developing emotional intelligence can help us to create a healthier, more effective and compassionate society.

THANK YOU

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