Emotional Intelligence for Teachers: The RULER Approach

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[Alo] [hā]
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
Got Emotional Intelligence?
Bloom’s Taxonomy of Affective Domain

Adapted from Krathwohl, Bloom, & Masia (1964) by Elizabeth Park
Howard Gardner

Multiple Intelligence
EI Theory
Daniel Goleman

Emotional Intelligence

<table>
<thead>
<tr>
<th>Personal Competence</th>
<th>Social Competence</th>
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<tbody>
<tr>
<td><strong>Self-Awareness</strong></td>
<td><strong>Social Awareness</strong></td>
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<tr>
<td>Emotional Self-Awareness</td>
<td>Empathy</td>
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<tr>
<td>Accurate Self-Assessment</td>
<td>Organizational Awareness</td>
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<td>Self-Confidence</td>
<td>Service Orientation</td>
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<td><strong>Self-Management</strong></td>
<td><strong>Social Skills</strong></td>
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<td>Self-Control</td>
<td>Leadership</td>
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<td>Conscientiousness</td>
<td>Communication</td>
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<tr>
<td>Adaptability</td>
<td>Influence</td>
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<tr>
<td>Achievement Orientation</td>
<td>Change Catalyst</td>
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<td>Initiative</td>
<td>Conflict Management</td>
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<td>Building Bonds</td>
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<td>Teamwork and Collaboration</td>
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<td>Developing Others</td>
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</table>
Recognizing emotions in self and others
Understanding the causes and consequences of emotions
Labeling emotions accurately
Expressing emotions appropriately
Regulating emotions effectively

http://ei.yale.edu/ruler/
State of Emotional Affairs Across USA

Born This Way Foundation
HOW H.S. STUDENTS FEEL EACH DAY

Tired  Bored  Stressed

N = 22,000 Diverse high school students
HOW YALE UNDERGRADS FEEL

- Excited
- Frustrated
- Stressed
- Anxious
- Tired
- Accomplished
- Proud
- Motivated
- Overwhelmed
- Stress
- Pressure
- Frustration
- Discouraged
- Disappointed
- Annoyed
- Content
- Satisfied
- Happy
- Inspired
- Exhausted
- Interested
- Challenged
- Pride
- Support
- Broken
HOW EDUCATORS ACROSS THE USA FEEL

- exhausted
- overwhelmed
- inspired
- angry
- satisfied
- fulfilled
- concerned
- Motivated
- surrounded
- respected
- supported
- loved
- prized
- talented
- valued
- appreciated
- proud
- confident
- challenged
- lurid
- included
- useful
- productive
- busy
- sad
- loneliness
- fatigue
- valued
- determined
- Undervalued
- energized
- excited
- joyful
- contentment
- Pride
- Laughter
-规模以上
- fulfilled
- smart
- engaged
- creative
- useful
- productive
- anxious
- stressed
- excited
- thrilling
- exhilarated
- confident
- challenged
- valued
- appreciated
- honored
- respected
- supported
- loved
- prized
- talented
- valued
- determined
- undervalued
- energized
<table>
<thead>
<tr>
<th>Grading criteria</th>
<th>Positive emotion $M$ (SD)</th>
<th>Negative emotion $M$ (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall performance</td>
<td>4.60 (1.33)</td>
<td>4.00 (1.20)</td>
</tr>
<tr>
<td>Creativity</td>
<td>4.97 (1.40)</td>
<td>4.08 (1.26)</td>
</tr>
<tr>
<td>Spelling/punctuation</td>
<td>4.73 (1.26)</td>
<td>4.15 (1.32)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3.70 (1.26)</td>
<td>3.85 (1.12)</td>
</tr>
<tr>
<td>Composition structure</td>
<td>3.90 (1.27)</td>
<td>3.35 (1.23)</td>
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</tbody>
</table>

Emotions Matter

- Attention, memory, & learning
- Decision making
- Relationship quality
- Creativity
- Mental health
The Anchors of Emotional Intelligence

The Anchors of Emotional Intelligence are evidence-based tools designed to enhance the emotional intelligence of school leaders, teachers and staff, and students and their families.

http://ei.yale.edu/ruler/
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 emotion.
Expressing Emotion

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

Influences: Personality, Gender, Race, Ethnicity, Culture, Power, Social Norm
Regulating Emotion

The “thoughts” and “actions we use prevent, reduce, initiate, maintain, or enhance emotions in order to promote personal growth, build relationships, achieve greater well-being, and attain goals.
Strategies for Moving from One Quadrant to Another
● All teachers need to become comfortable talking about feelings

● All emotions are okay to have but some reactions are okay and others are not
RULER Approach: Four Anchor Tools

<table>
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<tr>
<th>Charter</th>
<th>Mood Meter</th>
<th>Meta-Moment</th>
<th>Blueprint</th>
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<tbody>
<tr>
<td>Establish safety based on norms</td>
<td>Increase self-awareness and emotion regulation</td>
<td>Manage response when triggered</td>
<td>Perspective taking</td>
</tr>
</tbody>
</table>
Three questions guide the Charter:

1. How do we want to feel?
2. What can we do to help ourselves and each other to experience these feelings consistently and to create a positive learning environment?
3. What strategies can we use when we feel uncomfortable or when we are not “living” the Charter?
Muraco Elementary School

CLASS
CHARTER

INCLUDED
COMFORTABLE
SAFE
SPECIAL
RESPECTED

POT O' GOLD

Ms. Reyelt
Ms. Aceto-Block

Teacher's Name

- Include new friends
- Help others
- Treat others nicely
- Share items
- Ask others to join in
- Clean up
- Walk
- Reading books
- Reading chores
- Keep tables clean
- Keep room free
- Play together
- Wash hands
- Special lessons
- Respect others

Names Listed:

Chloe
Soo
Will
Ishaq
Vivian
Nice
Rae
Rahma
Joe
Rosa
Sama
Nahla
Willy
Abigail

Chaminade University
At School We Want to Feel...

Safe  Excited  Kind

Included  Happy

We Promise to...

Listen to others  Say “I’m sorry” and “yes”

Share  Be gentle with our bodies

Help friends  Play fair  Work hard
● A tool for building self-awareness and social-awareness.
● The X-axis is pleasantness — your subjective, private mental experience.
● The Y-axis is energy — how much physical energy is running through your body.
Mood Meter

Energy

Pleasantness
1. Something happens
2. Sense
3. Stop
4. See your best self
5. Strategize
6. Succeed!
<table>
<thead>
<tr>
<th>Ruler Skill</th>
<th>Katrina</th>
<th>Jeff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recognize and Label</strong></td>
<td><strong>How does Katrina feel?</strong>&lt;br&gt;• Frustrated&lt;br&gt;• Embarrassed&lt;br&gt;• Envious&lt;br&gt;• Vindicated</td>
<td><strong>How does Jeff feel?</strong>&lt;br&gt;• Proud&lt;br&gt;• Shocked&lt;br&gt;• Angry&lt;br&gt;• Sad</td>
</tr>
<tr>
<td><strong>Understand</strong></td>
<td><strong>What caused Katrina to feel that way?</strong>&lt;br&gt;Katrina feels frustrated because she is unsuccessful at her art project. Her embarrassment is caused by Jeff laughing at her work. When she looks at Jeff's success on his project, she feels envious. Ripping up Jeff's work causes Katrina to feel immediately vindicated.</td>
<td><strong>What caused Jeff to feel that way?</strong>&lt;br&gt;Jeff feels proud because he is excelling at the task. When Katrina rips up his project, he feels shocked, as he would never have expected that from her. He is sad when he realizes that all of his hard work has been ruined.</td>
</tr>
<tr>
<td><strong>Express and Regulate</strong></td>
<td><strong>How does Katrina express and regulate her feelings?</strong>&lt;br&gt;Katrina tries to regulate her frustration by putting everything down and taking deep breaths. She does not successfully regulate her embarrassment and envy and expresses her emotions by destroying Jeff's project.</td>
<td><strong>How does Jeff express and regulate his feelings?</strong>&lt;br&gt;Jeff expresses his pride with a big smile and then laughs at Katrina's work. After Katrina rips up his work, Jeff sits still with a shocked expression on his face. He then begins to cry. Jeff tries to regulate his anger and sadness by picking up the pieces of his work and trying to recover the project.</td>
</tr>
<tr>
<td><strong>Reflect and Plan</strong></td>
<td><strong>What could Katrina have done to handle the situation better?</strong>&lt;br&gt;Katrina could have asked for help when she was frustrated with her project. She also could have used strategies to calm down instead of ripping up Jeff's work. To move forward, Katrina could apologize to Jeff and, if she felt comfortable, explain why she was so triggered by his laughter.</td>
<td><strong>What could Jeff have done to handle the situation better?</strong>&lt;br&gt;Jeff could have offered to help Katrina instead of laughing at her. Moving forward, he could apologize for making fun of her attempts on the art project, especially since the teacher did not see.</td>
</tr>
</tbody>
</table>
OUR WORK IS PRESERVING WHAT IT IS TO BE HUMAN - experiencing emotions, being present, interacting socially.

Marc Brackett
Yale Center for Emotional Intelligence
Questions