

PERMISSION TO FEEL

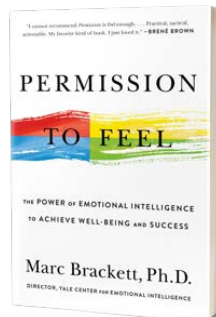
*The Power of Emotional Intelligence to Achieve
Well-being and Success in School and Life*

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#PermissionToFeel



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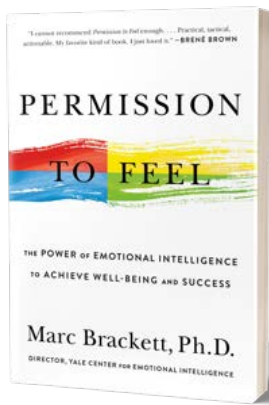


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Resources

Articles, Newsletter, Apps,
Blog, & Virtual Book Club

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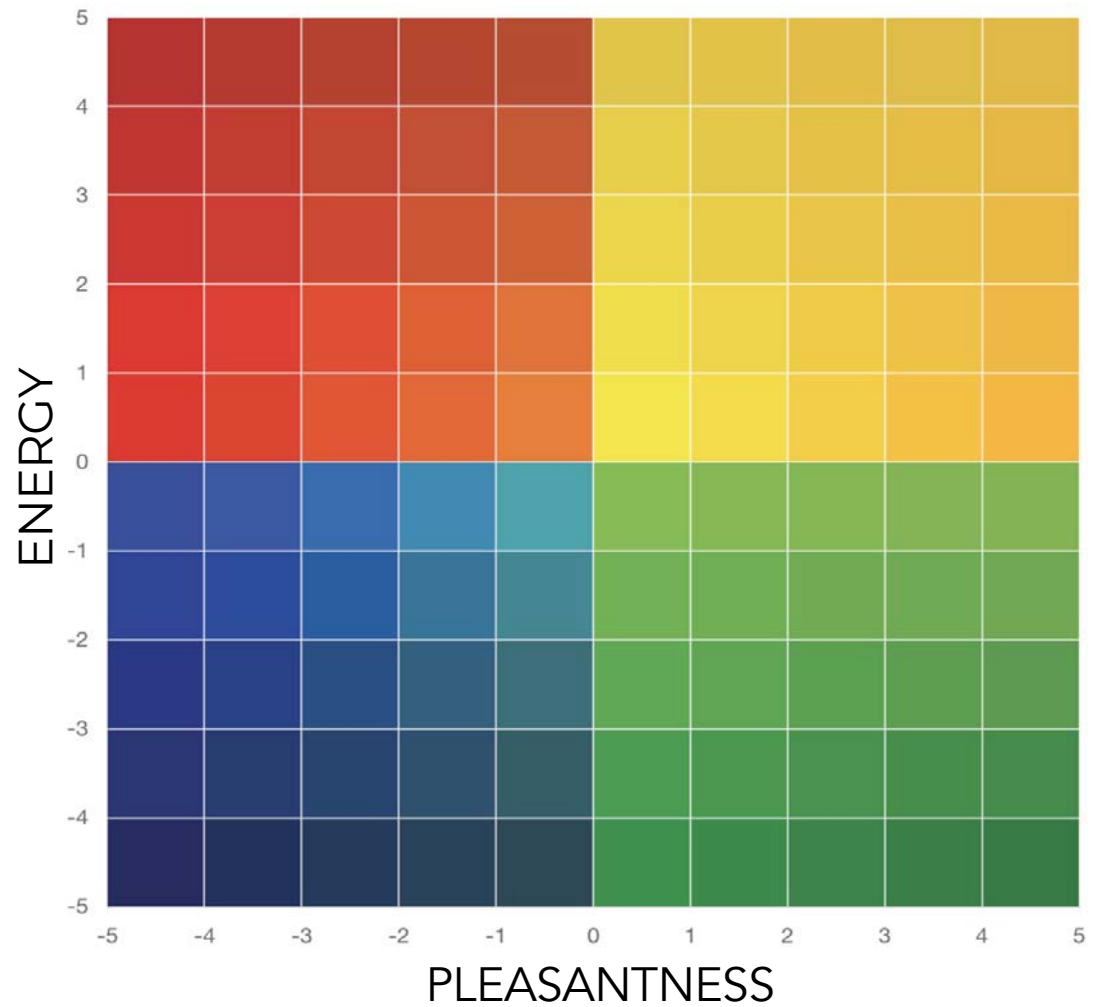


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How are
you feeling?

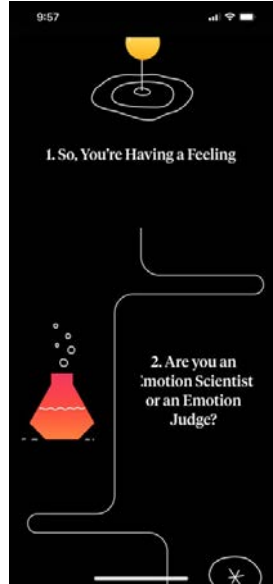
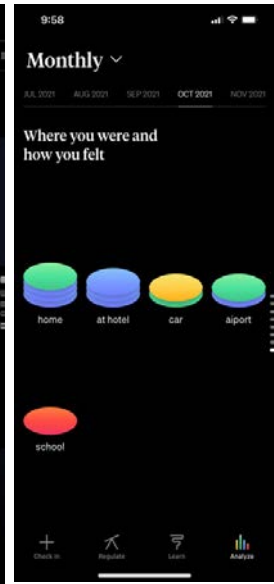
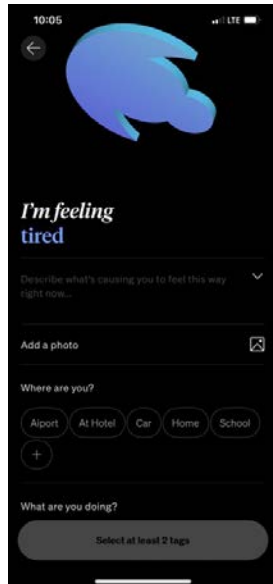
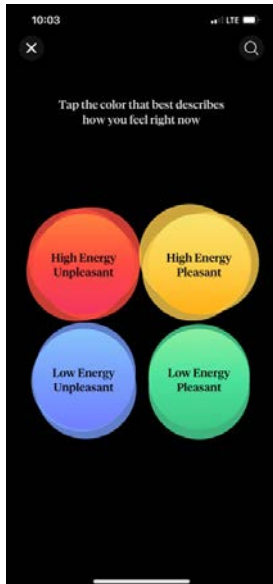


How are you feeling?

Enraged	Panicked	Stressed	Jittery	Shocked	Surprised	Upbeat	Festive	Exhilarated	Ecstatic	HIGH ENERGY
Livid	Furious	Frustrated	Tense	Stunned	Hyper	Cheerful	Motivated	Inspired	Elated	
Fuming	Frightened	Angry	Nervous	Restless	Energized	Lively	Excited	Optimistic	Enthusiastic	
Anxious	Apprehensive	Worried	Irritated	Annoyed	Pleased	Focused	Happy	Proud	Thrilled	
Repulsed	Troubled	Concerned	Uneasy	Peeved	Pleasant	Joyful	Hopeful	Playful	Blissful	
Disgusted	Glum	Disappointed	Down	Apathetic	At Ease	Easygoing	Content	Loving	Fulfilled	LOW ENERGY
Pessimistic	Morose	Discouraged	Sad	Bored	Calm	Secure	Satisfied	Grateful	Touched	
Alienated	Miserable	Lonely	Disheartened	Tired	Relaxed	Chill	Restful	Blessed	Balanced	
Despondent	Depressed	Sullen	Exhausted	Fatigued	Mellow	Thoughtful	Peaceful	Comfortable	Carefree	
Despairing	Hopeless	Desolate	Spent	Drained	Sleepy	Complacent	Tranquil	Cozy	Serene	
← LOW PLEASANTNESS →					← HIGH PLEASANTNESS →					

How We Feel

<https://howwefeel.org/>



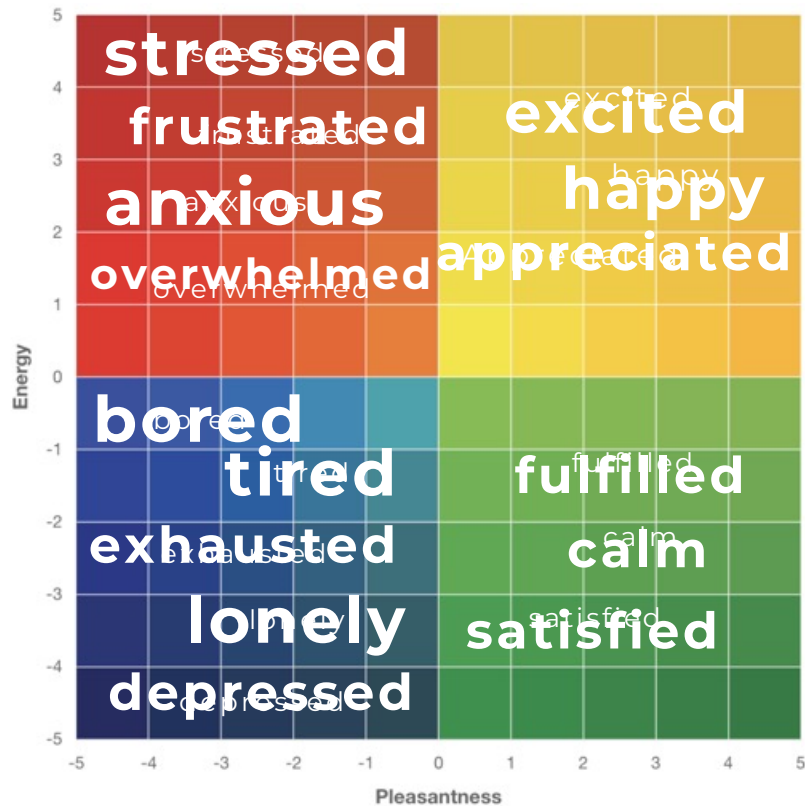
How Educators' Feel during COVID

A word cloud illustrating the various emotions educators experienced during the COVID-19 pandemic. The words are arranged in a roughly circular shape, with 'Anxiety' being the largest and most central word. Other prominent words include 'Stressed', 'Worried', 'Uncertainty', 'Fear', 'Frustrated', 'Overwhelmed', 'Sad', 'Lonely', 'Helpless', 'Isolated', 'Bored', 'Grateful', 'Curious', 'Love', 'Joy', 'Peace', 'Hope', 'Anger', 'Scared', 'Confused', 'Tired', 'Concerned', 'Nervous', 'Unsure', 'Optimistic', 'Exhausted', 'Lonely', 'Calm', 'Happy', 'Uneasy', and 'Frustrated'.

Stressed
Worried
Uncertainty
Fear
Anxiety
Sad
Overwhelmed
Frustrated
Lonely
Helpless
Isolated
Bored
Grateful
Curious
Love
Joy
Peace
Hope
Anger
Scared
Confused
Tired
Concerned
Nervous
Unsure
Optimistic
Exhausted
Lonely
Calm
Happy
Uneasy

How Children Feel during COVID





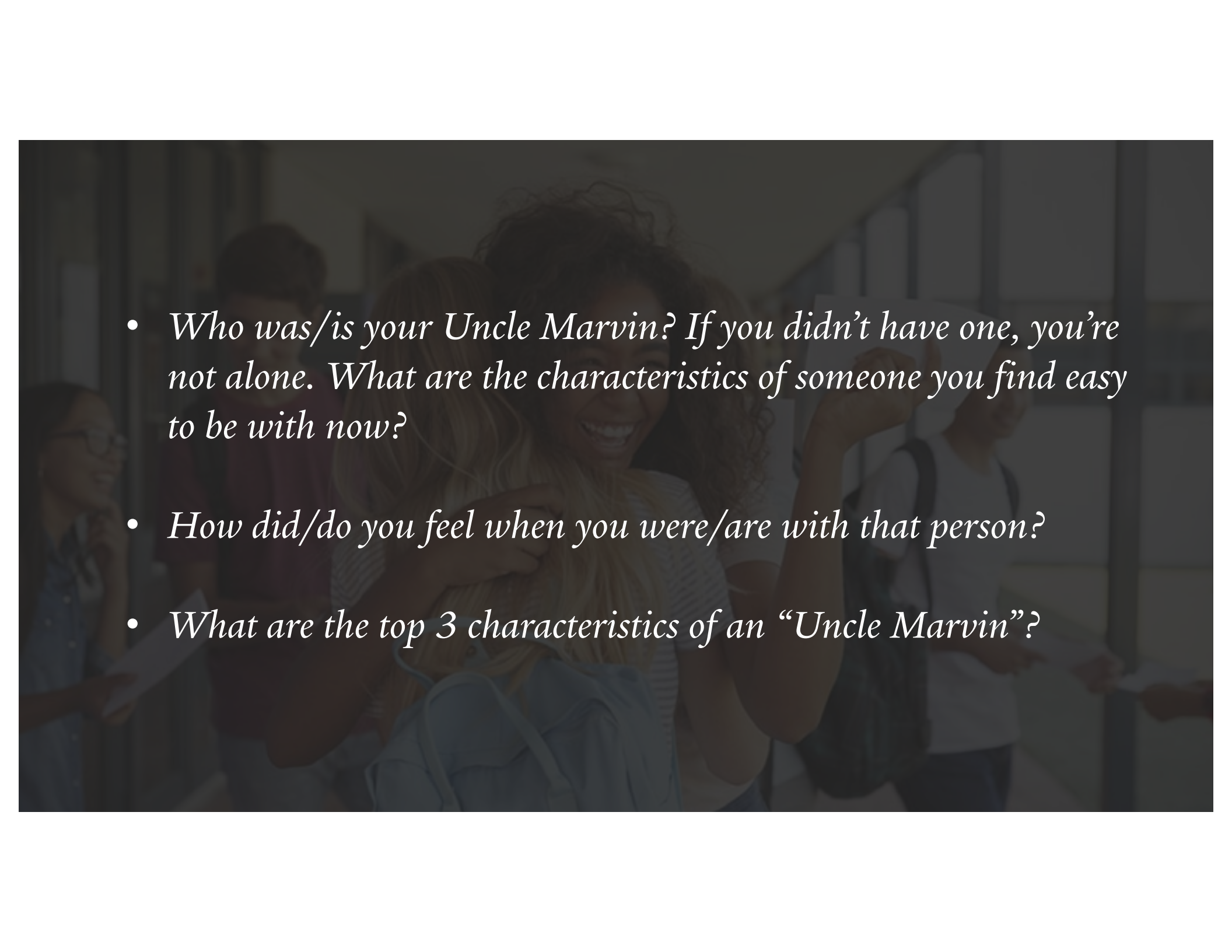
How we feel & how we're dealing with our feelings are out of balance

We are spending upwards of 90% of the day in the RED & BLUE.

What can we do? What's the goal?

A dark, atmospheric photograph of a roller coaster track. The track is a dark color, possibly black or dark blue, and features several loops and drops. The background is a dark, cloudy sky, and there are silhouettes of trees at the bottom of the frame. The overall mood is mysterious and thrilling.

It starts with
Permission To Feel

- 
- A background image showing a group of young people in a hallway. In the foreground, a young woman with curly hair is smiling and looking towards the camera. She is wearing a light-colored shirt. Behind her, other students are visible, some looking at papers or talking. The image is slightly dimmed to make the text stand out.
- *Who was/is your Uncle Marvin? If you didn't have one, you're not alone. What are the characteristics of someone you find easy to be with now?*
 - *How did/do you feel when you were/are with that person?*
 - *What are the top 3 characteristics of an "Uncle Marvin"?*

Top “Permission To Feel” Characteristics



A word cloud of characteristics for 'Permission To Feel'. The words are arranged in a circular pattern around the center. The largest word is 'Empathic'. Other large words include 'Compassionate', 'Non-judgmental', 'Supportive', 'Validating', and 'Unconditional-love'. Smaller words include 'Vulnerable', 'Open', 'Inviting', 'Genuine', 'Patient', 'Not-a-fixer', 'Attentive', 'Accepting', 'Encouraging', 'Caring', and 'Open-minded'.

Vulnerable
Compassionate
Open
Not-a-fixer
Inviting
Genuine
Unconditional-love
Patient
Empathic
Validating
Non-judgmental
heart
Supportive
Attentive
Open-minded
Accepting
Encouraging
Caring

Emotions Matter



- Attention, memory, and learning
- Decision making
- Relationship quality
- Physical and mental health
- Performance and creativity



Emotion Scientist vs. Emotion Judge

An Emotion Scientist...

- Is open, curious, and reflective
- Views *all* emotions as information
- Is in learner mode (investigates)
- Wants to get “granular”
- Has a “growth mindset”

An Emotion Judge...

- Is critical, closed, and ignores emotion
- Views emotions as “error”
- Is in knower mode (makes attributions)
- Clumps emotions as good or bad
- Has a “fixed mindset”



The RULER Skills

Recognizing emotions in self and others

Understanding causes and consequences of emotions

Labeling emotions accurately

Expressing emotions

Regulating emotions effectively

Recognizing Emotion



Identifying emotion by interpreting our own thoughts and physiology, as well as others' facial expressions, vocal tones, body language, and behavior

Going Deeper with Recognizing Emotion

- People see different things in the same expression. Who is right?
- Are we reading others' emotions or attributing emotions to them?
 - How I feel or how I want someone to feel influences perception
- Familiarity matters: Consider the 'instances' of emotion you've had with loved ones vs. new colleagues
- The only way to *really* know is to ask, "How are you really feeling?" – and then *really* listen!


Understanding Emotion



Knowing the causes and contextual influences of emotions, as well as their consequences on thinking, learning, decisions, and behavior

Going Deeper with Understanding Emotion

- Our emotions are not “hardwired”; rather they are constructed based on our life experiences (e.g., culture and development)
- There are (mostly) global themes:
 - Anger = injustice
 - Disappointment = unmet expectations
 - Anxiety = uncertainty
- But what I perceive and what you perceive as an injustice can be completely different.
- Without understanding the causes of emotion, it's hard to label them

A group of young people are in a hallway. In the foreground, a woman with curly hair is smiling and holding a piece of paper. Behind her, a blonde woman is also smiling. To the left, a man in a red shirt is looking down. To the right, another person is holding a piece of paper. The background shows a hallway with lockers.

What does the idea that emotions are constructed, and not hardwired, shift about how you think about your own and others' emotions?

Labeling Emotion



Having and using a nuanced vocabulary to describe the full range of emotions

A group of students in a hallway, with a smiling girl in the foreground holding a piece of paper.

What's the difference among:

Anxiety, Stress, Pressure, Fear, & Overwhelmed

(define each term – no cheating! 😊)



Debrief:

Anxiety = Uncertainty about the future

Stress = Too many demands, not enough resources

Pressure = Something at stake is dependent upon your behavior

Fear = Feeling as if there is impending danger

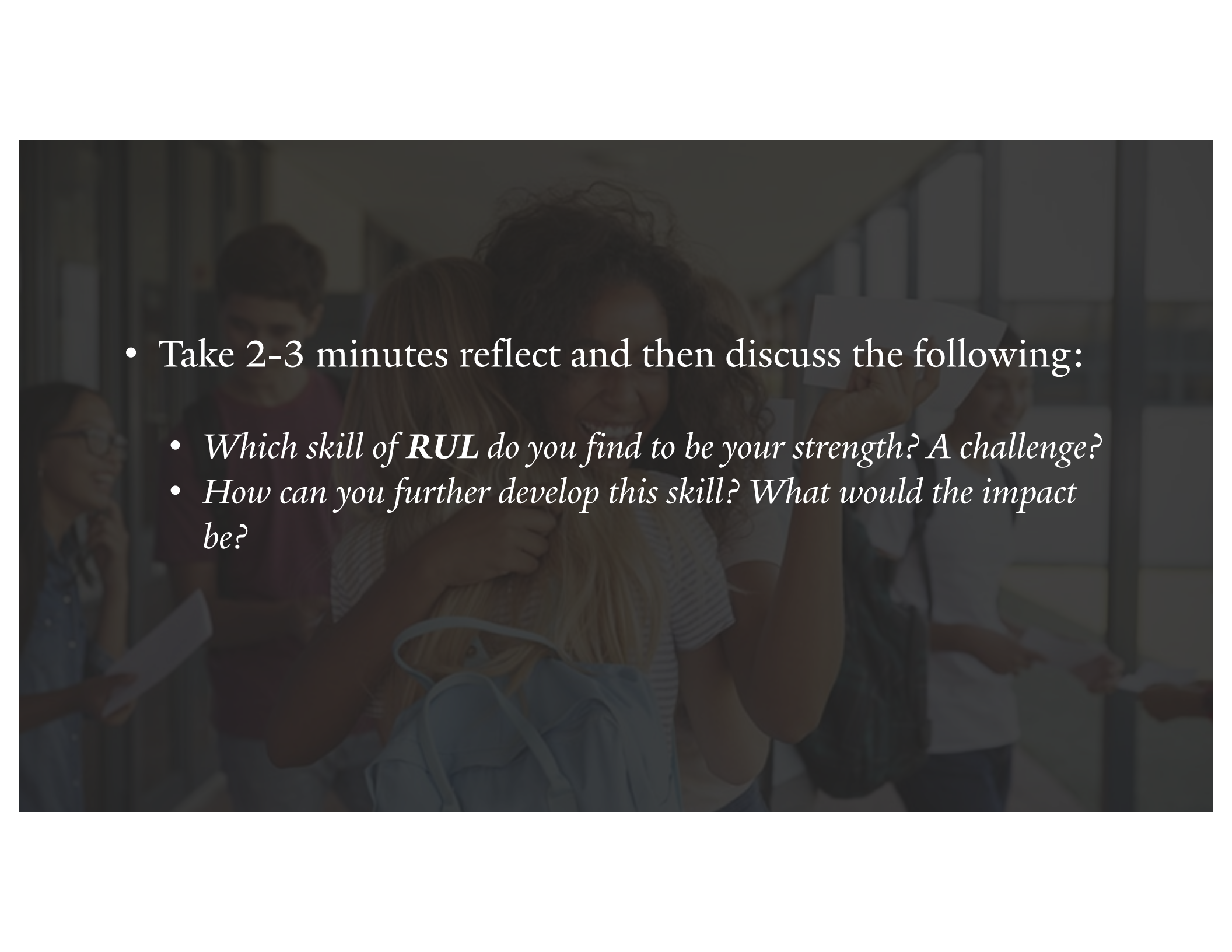
Overwhelmed = Overcome by emotion

A group of students in a hallway. A girl with curly hair is hugging a friend with blonde hair. They are both smiling. Other students are visible in the background, some holding papers. The image is dimmed to serve as a background for the text.

What did this exercise teach us about the importance of labeling emotions precisely?

Going Deeper with Labeling Emotion

- Certain languages have words that we don't have and vice versa. We can enhance our understanding of other people's emotions and experiences by learning feeling words in other cultures (e.g., Mudita)
- Everyone should be able to describe their inner experiences. Without language we can't communicate our needs and get support.
- To really know someone, we need to know how they feel.

- 
- A group of students in a hallway, some holding papers, with a semi-transparent text overlay.
- Take 2-3 minutes reflect and then discuss the following:
 - *Which skill of **RUL** do you find to be your strength? A challenge?*
 - *How can you further develop this skill? What would the impact be?*

Expressing Emotion



Knowing how and when to express emotions with different people and across contexts, including the influences of personality, gender, power, family background, social norms, race, ethnicity, and culture

Going Deeper with Expressing Emotion

- There are rules in society about who gets to express certain emotions.
 - “Anger privilege”
- Marginalized groups often have to engage in greater emotional labor (suppression) than majority groups
 - This impacts identity development, and health and wellness.
- Our own research shows an emotional glass ceiling for women
- Everyone has a different comfort level with expressing emotions
- Be mindful of “ethnocentrism” (our way is the “right” way)
 - Eye contact is not “universal”

Regulating Emotion



The “thoughts” and “actions” we use to prevent, reduce, initiate, maintain, or enhance our own and others’ emotions (co-regulation) in order to promote wellbeing, build positive relationships, and attain goals

A group of diverse students in a hallway. In the foreground, a young woman with curly hair is hugging a friend with long blonde hair. They are both smiling. In the background, other students are walking, some holding papers. The image is dimmed to serve as a background for the text.

*What did you learn about emotion regulation
growing up?*

What Emotion Regulation Isn't

- ER is not about denying our, or others', emotions.
- ER is not about self-control or social control of others. Strategies are aligned with people's unique identities, strengths, values, and cultural backgrounds.
- ER is not just about happiness.
- We are not born with ER skills—they are co-constructed throughout development.
- ER is not a personality trait.
- There is no criterion of correctness for ER strategies.

ER is Complex, But it's Worth it!

Emotion Regulation is:

- Specific to the emotion
- Specific to the person
(identity/personality/values/culture)
- Specific to context/relationship
(home/work/sports/leisure)
- Effortful
- Developmental
- *No criterion of correctness!*

Emotion Regulation must be:

- Taught (explicitly)
- Encouraged
- Practiced
- Evaluated
- Refined across life

Helpful Strategies

PERMISSION TO FEEL

- Our mindsets about emotion regulation

EMOTIONAL SELF-AWARENESS

- Recognize, understand, & label emotions

MANAGING YOUR BODY'S BUDGET

- Sleep, nutrition, exercise

MANAGING YOUR PHYSIOLOGY

- Mindful breathing

MANAGING YOUR THOUGHTS

- Positive self-talk, reappraisal, & distancing

MANAGING RELATIONSHIPS

- Healthy social connections; navigating emotional contagion

MANAGING LIFE SMARTLY

- Setting personal goals; spirituality/religion; hobbies, entertainment
- Modifying & selecting situations to prevent stress; routines & time management

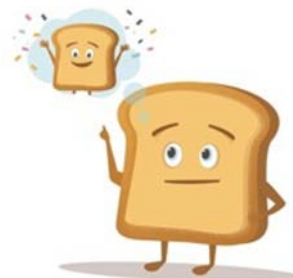
RULER Tools of Emotional Intelligence



Charter



Mood Meter



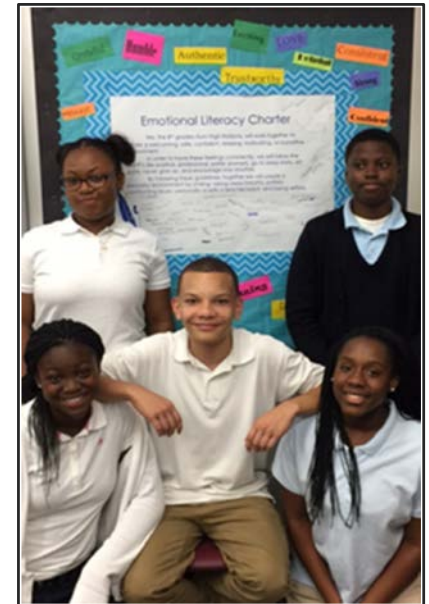
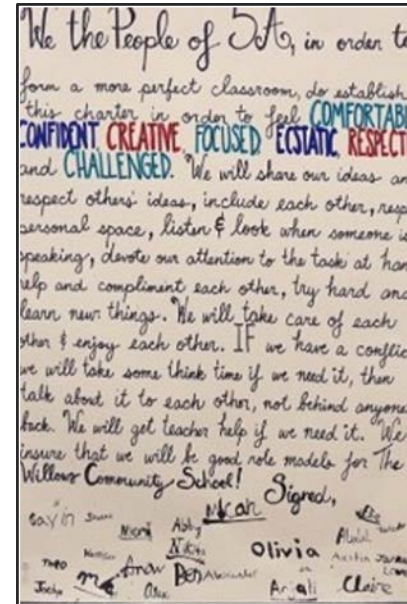
Meta-Moment



Blueprint

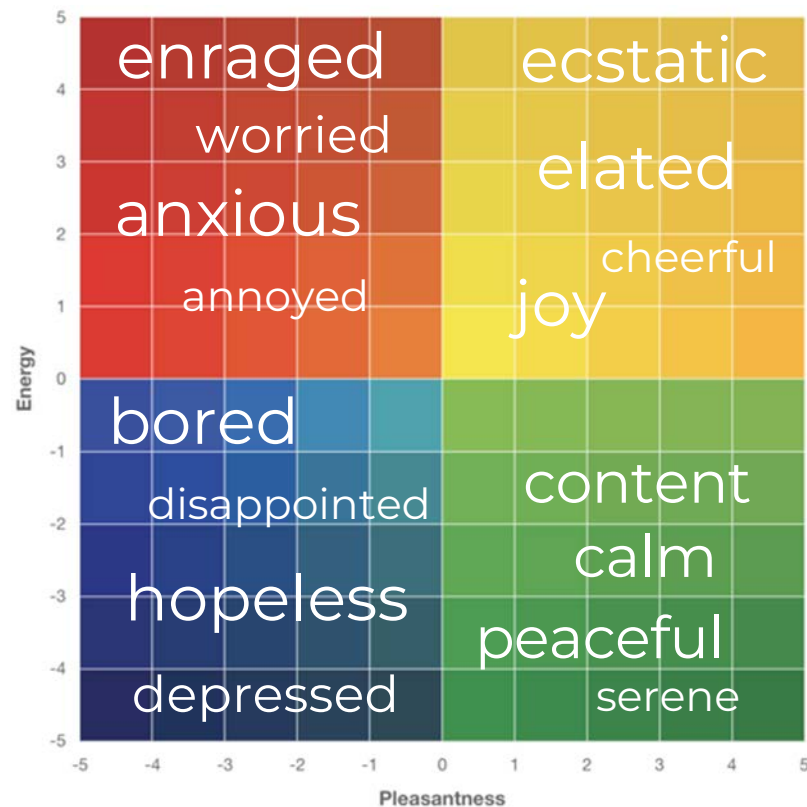
The Charter

Too Many Rules, Not Enough Feelings

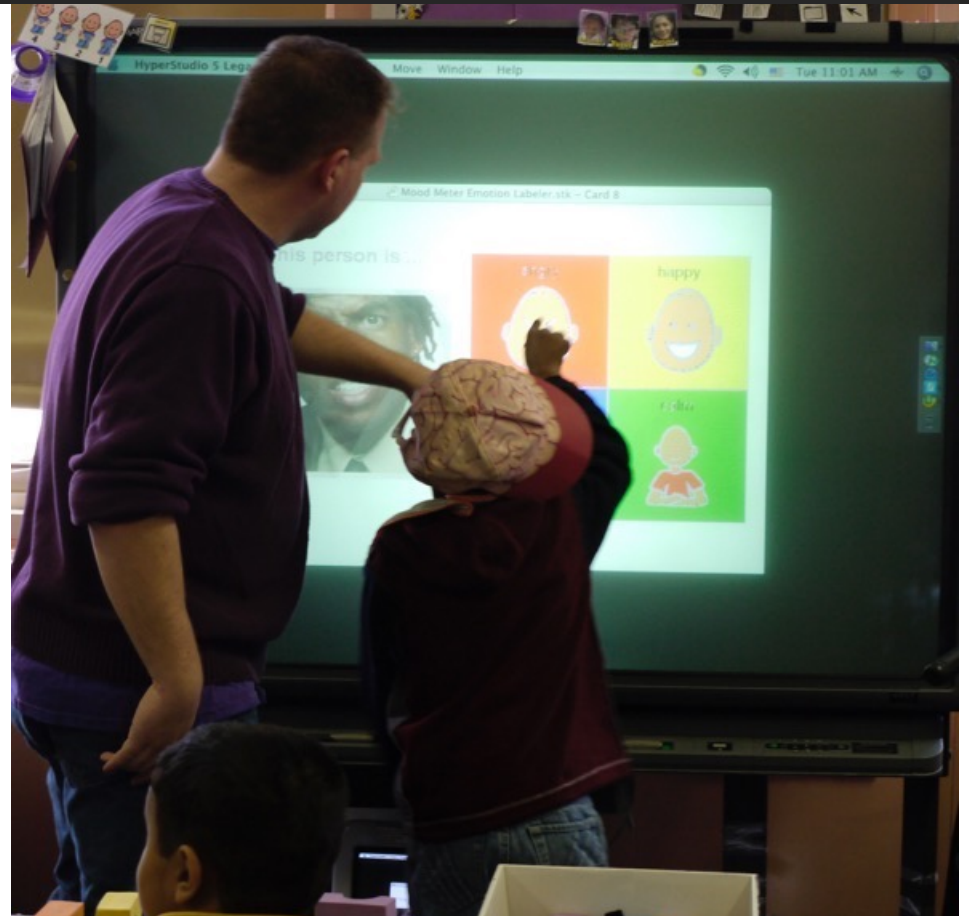
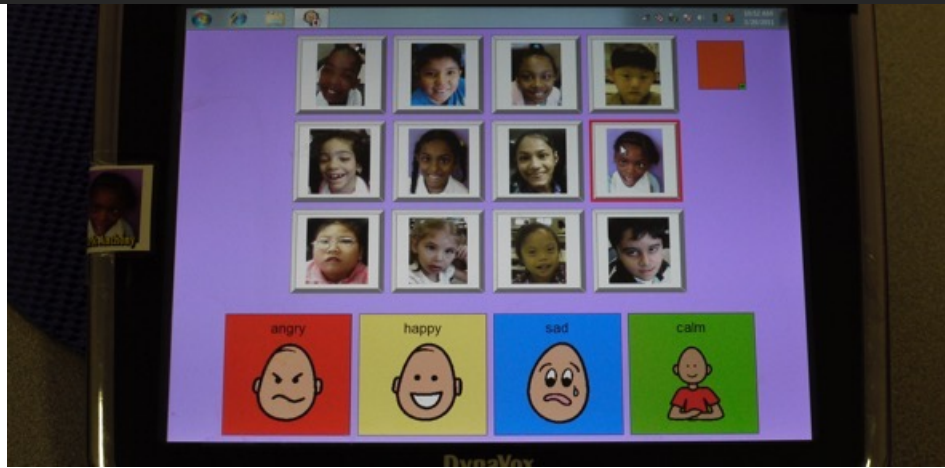


The Mood Meter

Name It to Tame It



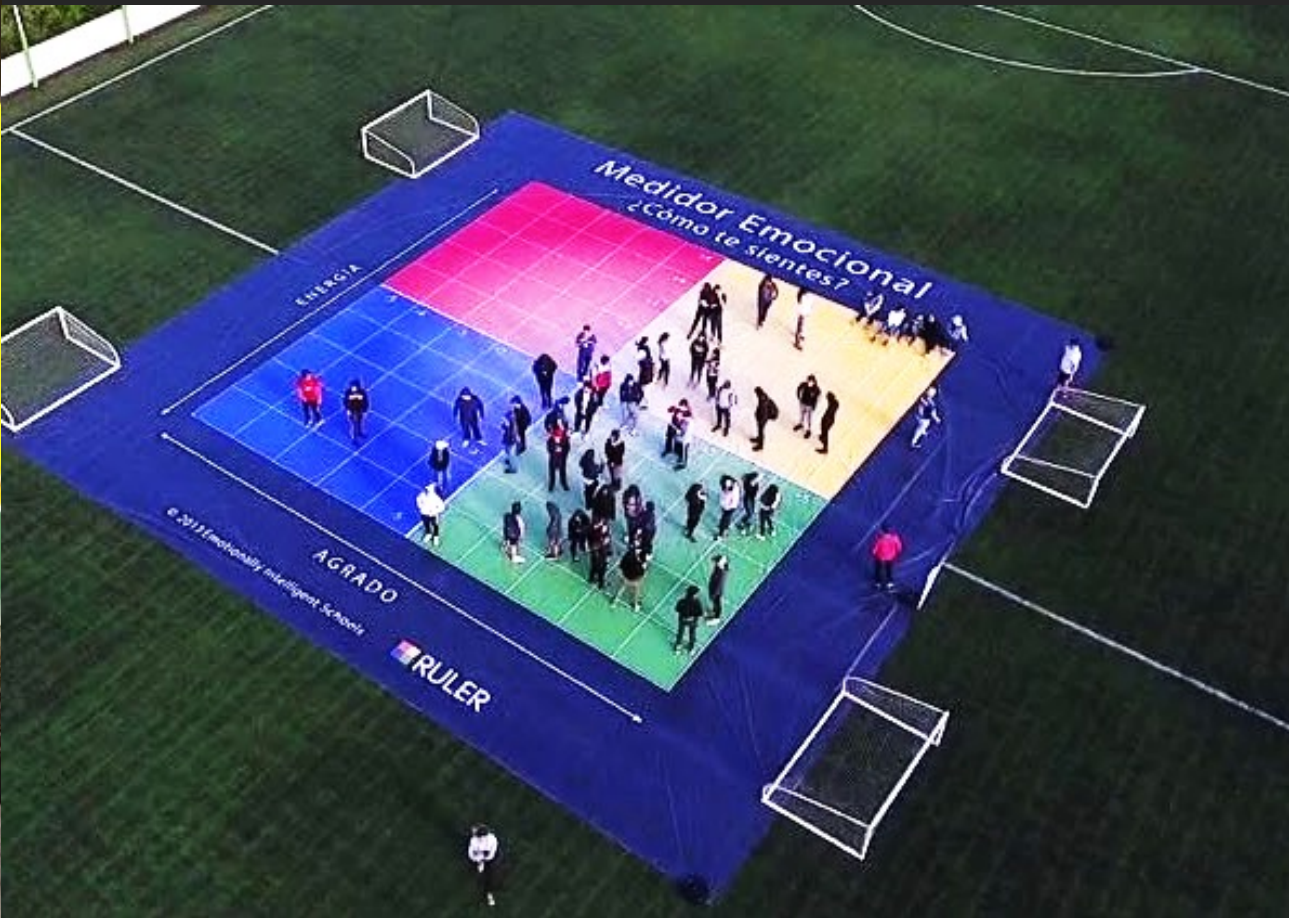
The Mood Meter



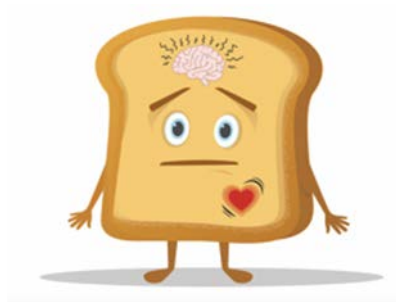
The Mood Meter



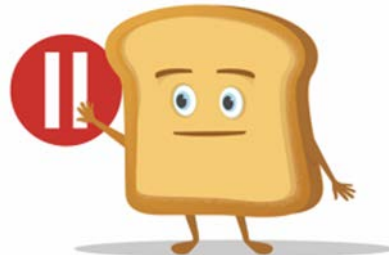
The Mood Meter



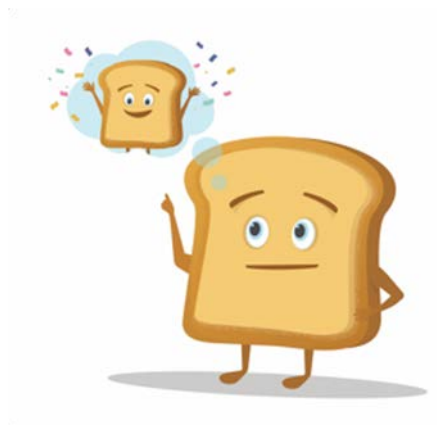
The Meta-Moment



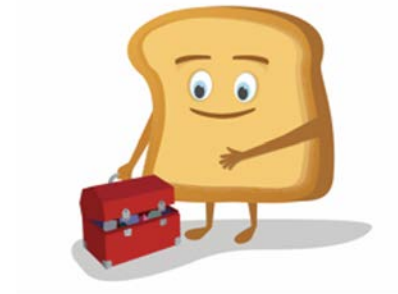
Sense



Pause



See Your Best Self



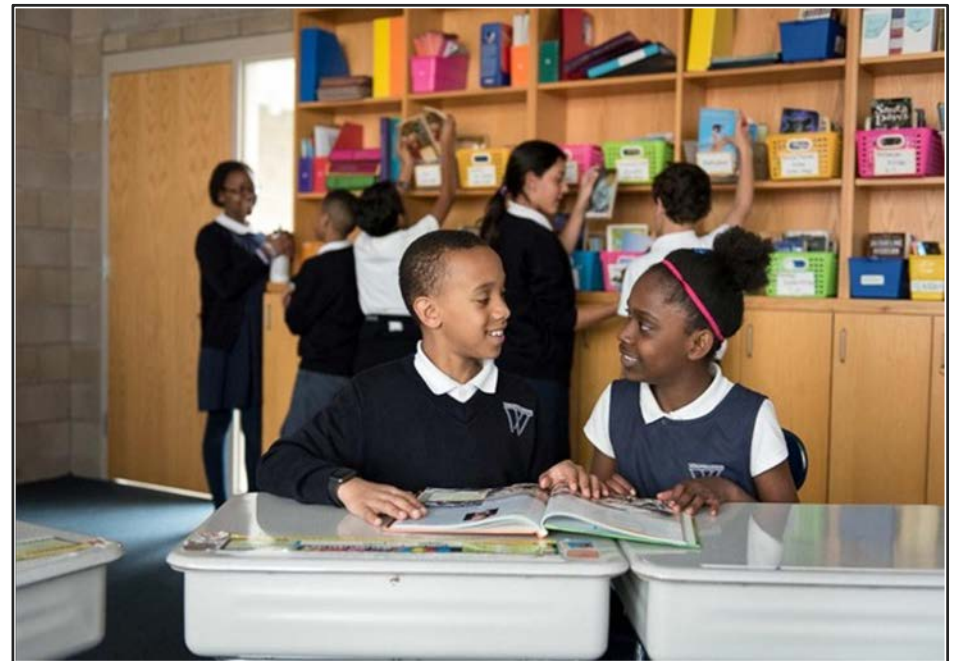
Strategize

The Meta-Moment



The Blueprint

From Me to We





RULER Makes a Difference

Students

- Less anxious and depressed
 - More developed emotional skills
 - Fewer attention problems
 - Better academic performance
 - Greater leadership skills
-

Educators

- More engaging, supportive, and effective
 - Less burnout and greater job satisfaction
-

Classrooms and Schools

- More positive climates and less bullying

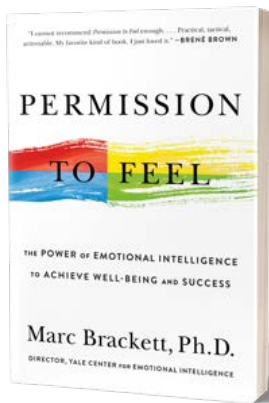
Let's Put It All Together!

- Give yourself & others **permission to feel**.
- Strive to become an **emotion scientist**, not an emotion judge. Lead with empathy, compassion, and non-judgment.
- **Be an Uncle Marvin**. Remember the “mere presence effect” and the power of focusing on others.
- Give yourself **permission to fail**. Be open to **apologizing, forgiving, and repairing** – and seeking **professional help** if necessary.
- Appreciate that developing these skills is **life's work!**
- Focus on **systemic change** & embrace the complexity.
- Together we can build a **healthier, & more equitable, innovative, & compassionate** society.

Thank you!

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