

THE YALE CENTER FOR EMOTIONAL INTELLIGENCE: WHAT'S NOW AND WHAT'S NEXT

Christina Cipriano, Ph.D.

Prepared for the Meeting of the Center for Curriculum Redesign
Harvard Graduate School of Education
November 28, 2018

Yale SCHOOL OF MEDICINE

Child Study Center



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HI, I'M CHRIS

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MOON

And make it SHINE for everyone

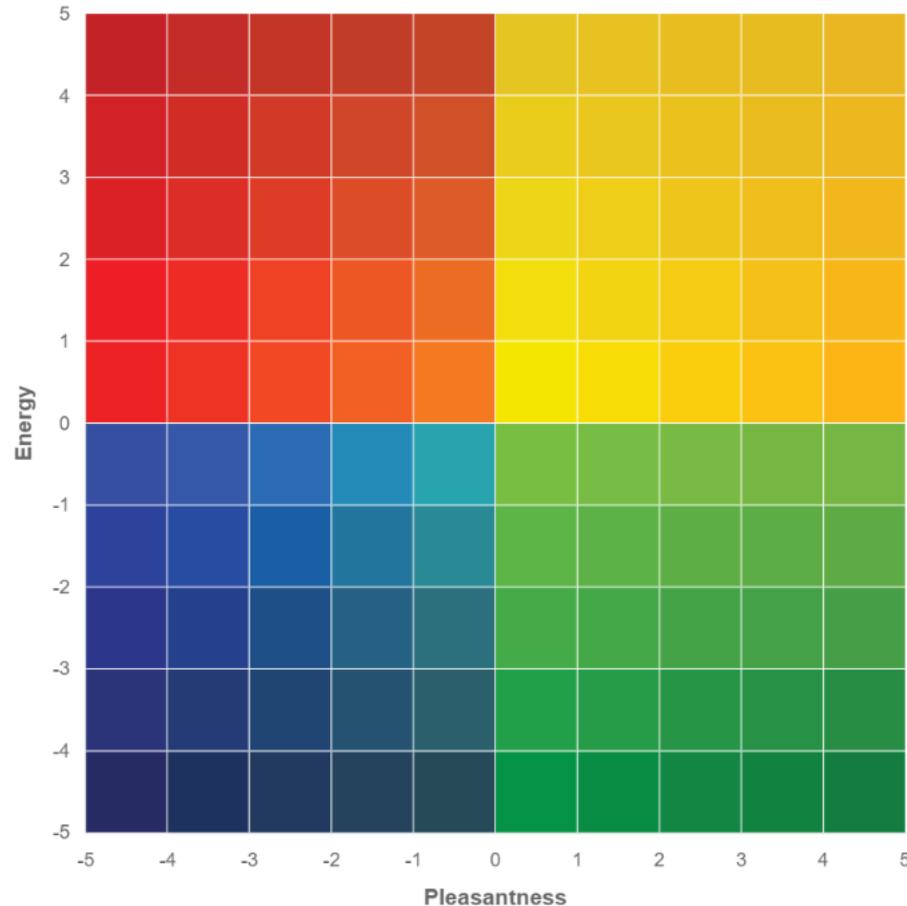
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HOW ARE YOU FEELING?

<https://ruler.online/mood-meter/plot/group/efe8ea63-e730-4f8c-a014-4b2b213d1217>



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OUR VISION

TO USE THE POWER OF EMOTIONS TO CREATE A
HEALTHIER AND MORE EQUITABLE, INNOVATIVE,
AND COMPASSIONATE SOCIETY

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SOCIAL AND EMOTIONAL LEARNING



A systemic approach to social and emotional learning

- Is theory-driven & evidence-based
- Provides training and support for all stakeholders
- Enhances mindsets, skills, culturally responsive pedagogy, and climate across all grade levels
- Moves away from standard piecemeal approaches (assemblies, classroom kits, “flavor of the month”)
- Infuses SEL into school mission, vision, and policies

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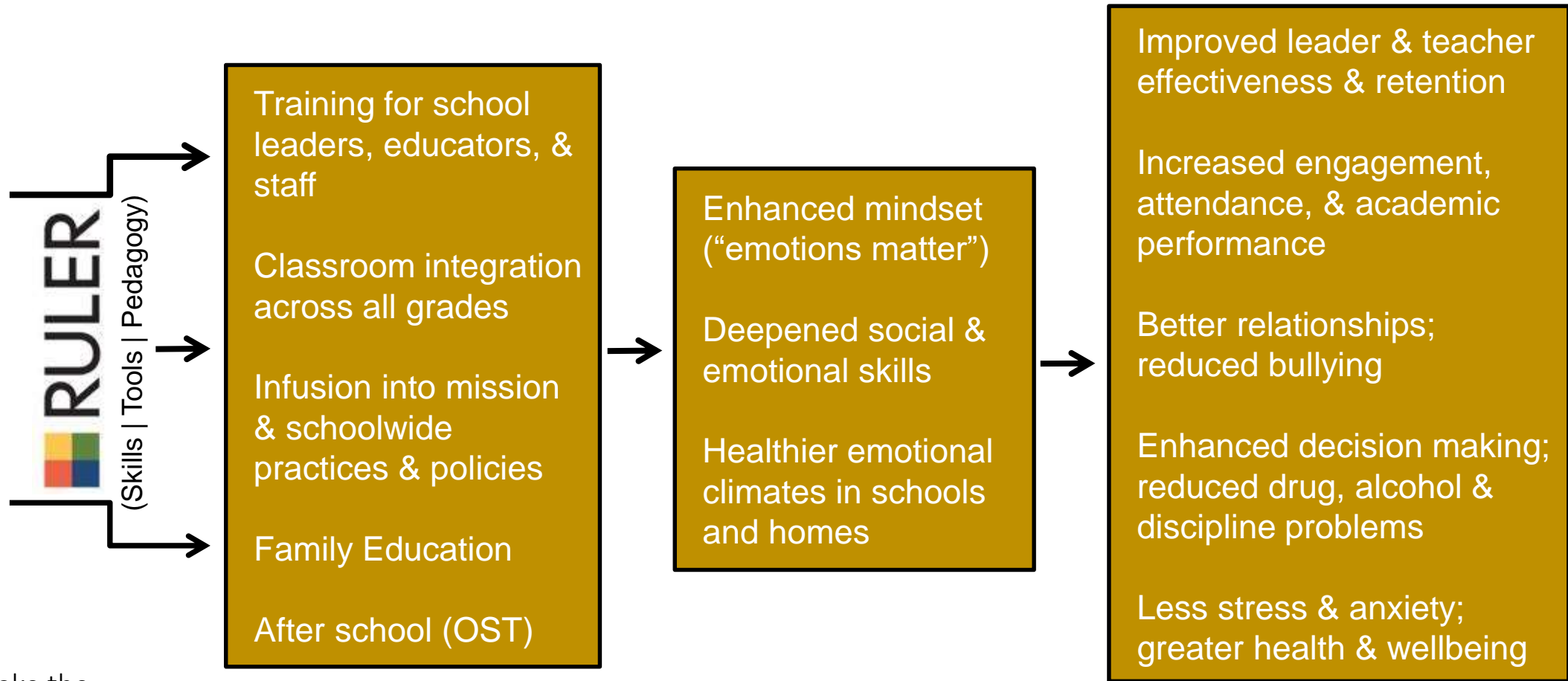
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THEORY OF CHANGE



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HOW HIGH SCHOOL STUDENTS FEEL AT SCHOOL (N=22,000)



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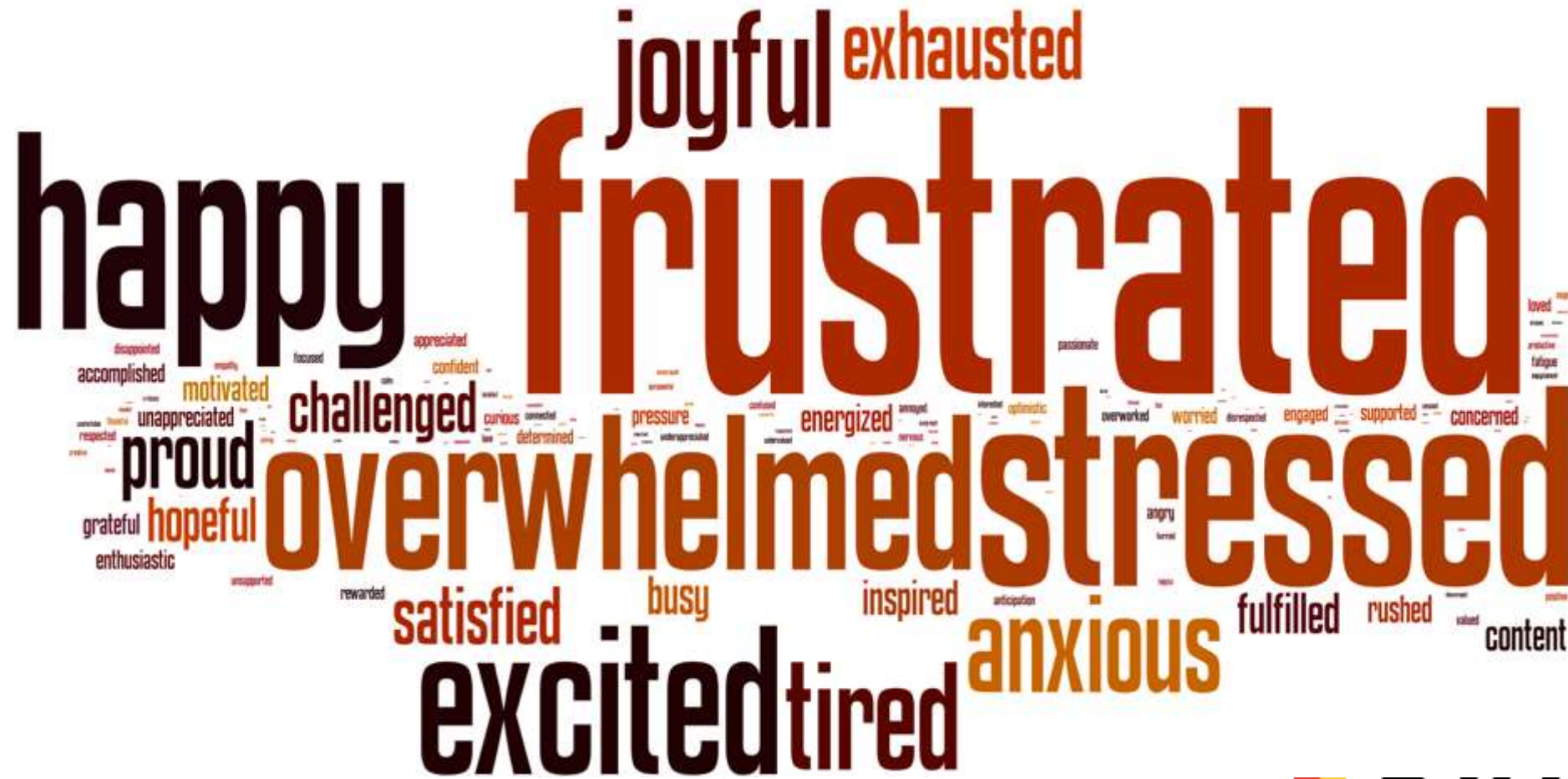
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HOW EDUCATORS FEEL AT SCHOOL (N= 6,000)



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We ~~should~~ can and will
do ~~Something.~~ More.
Better.
Everything.



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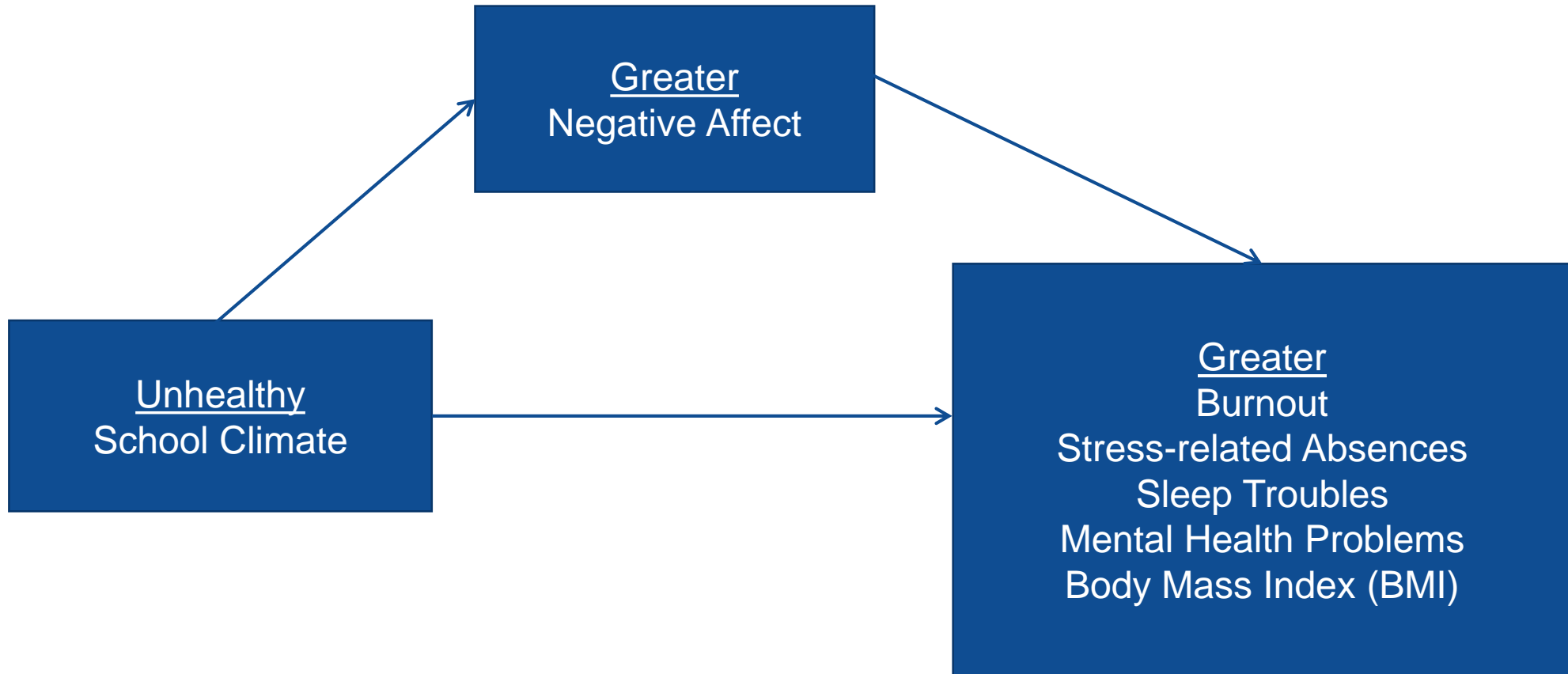
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CLIMATE, TEACHER EMOTIONS, KEY OUTCOMES



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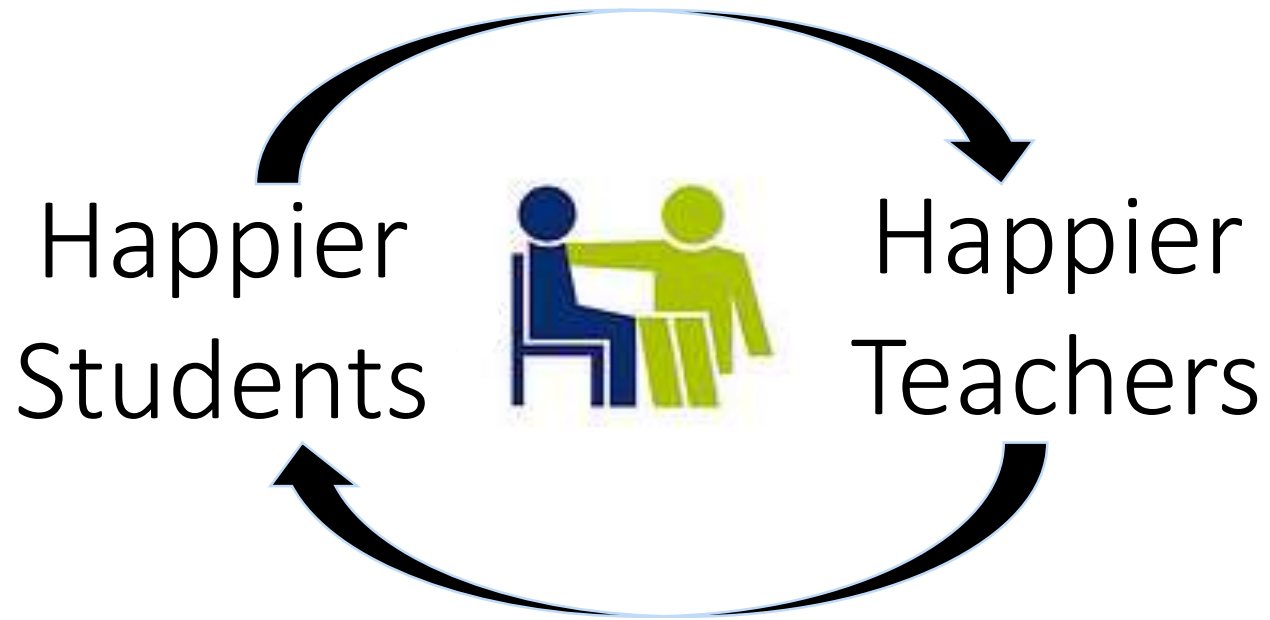
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Relationship quality shapes social and academic development across the lifespan.



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Aspen Institute, 2018

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EMOTIONS MATTER

ATTENTION, MEMORY, AND LEARNING

DECISION MAKING

RELATIONSHIP QUALITY

PHYSICAL AND MENTAL HEALTH

PERFORMANCE AND CREATIVITY

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EMOTIONAL INTELLIGENCE

- R**ecognizing emotions in self and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions accurately
- E**xpressing emotions appropriately
- R**egulating emotions effectively

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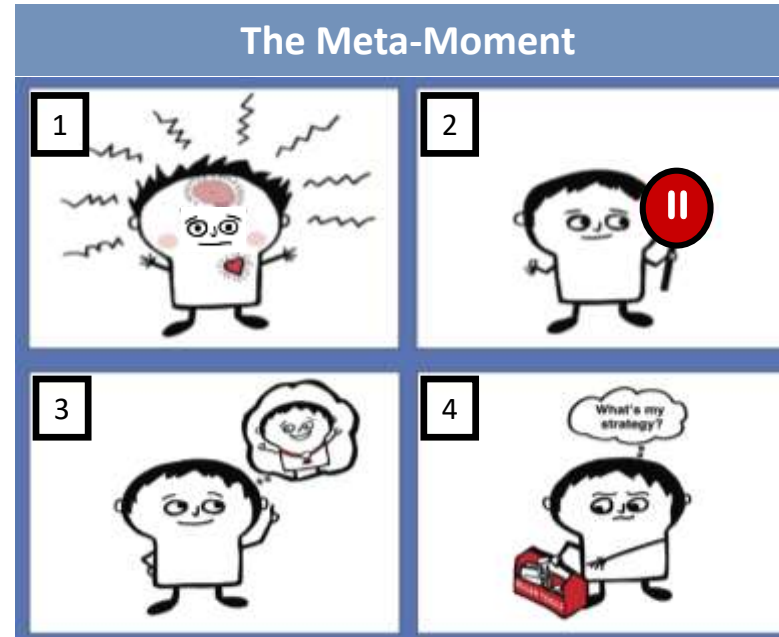
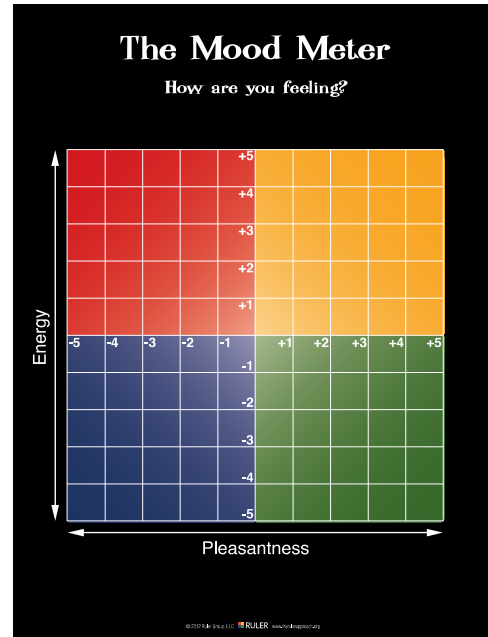
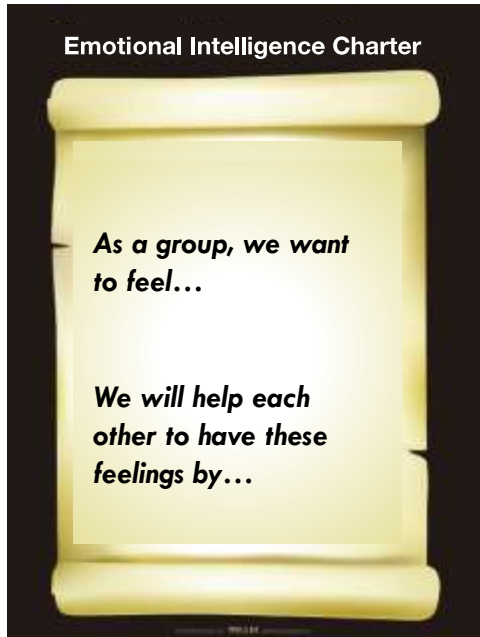
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ANCHORS OF EMOTIONAL INTELLIGENCE



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

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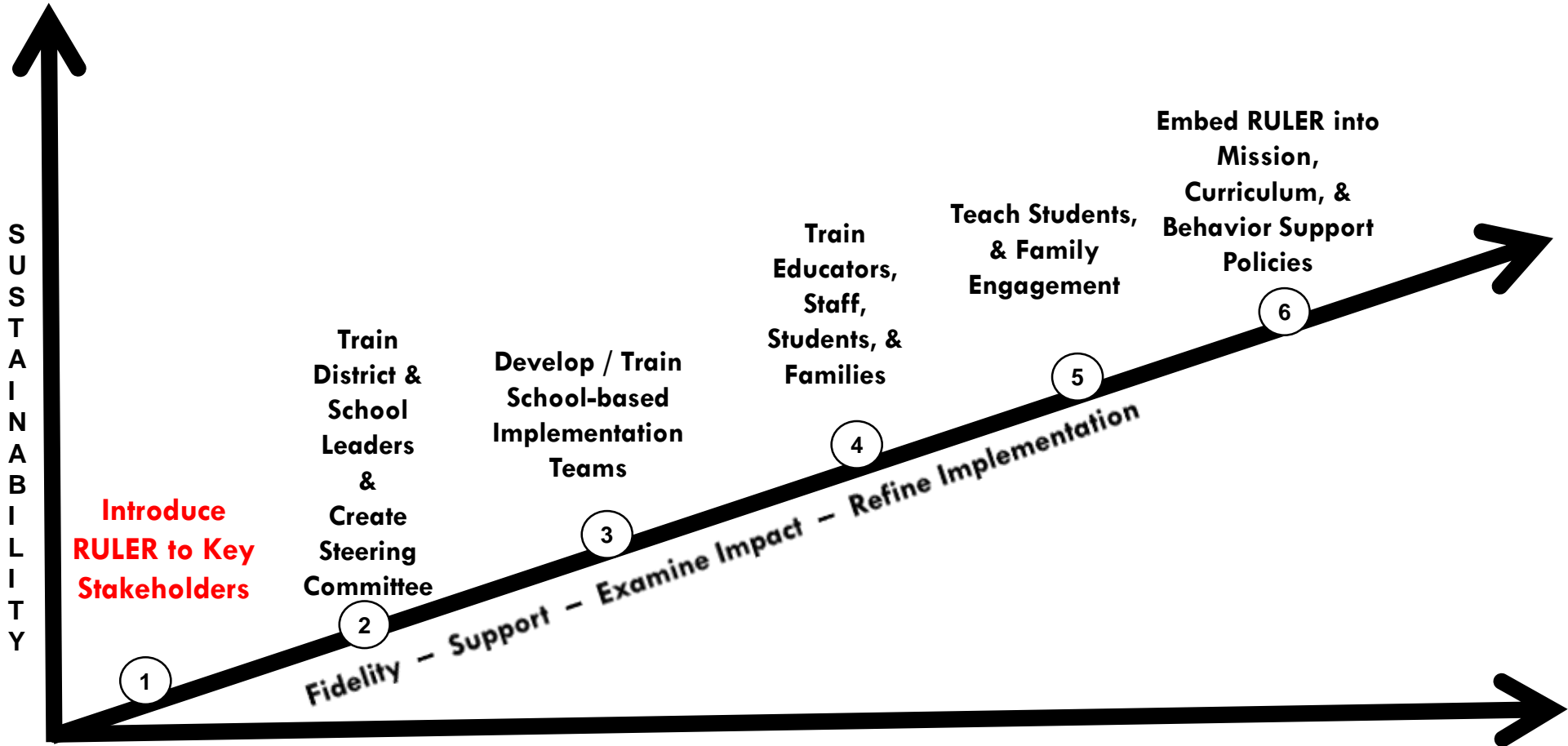
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RULER ROLLOUT



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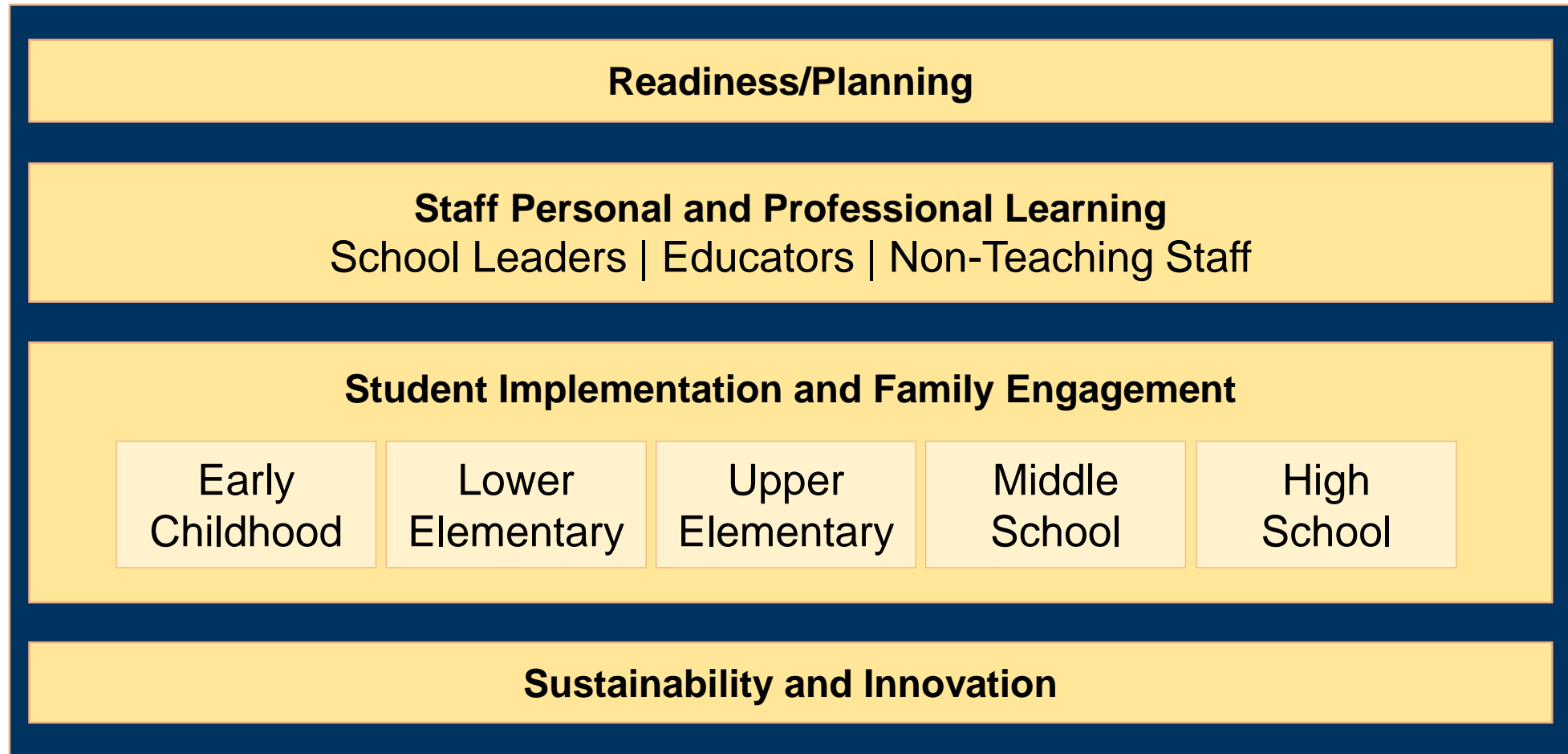
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IMPLEMENTATION



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RULER ROLLOUT



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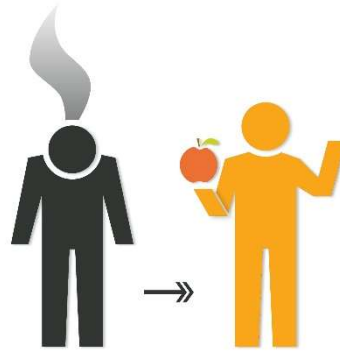
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FOR TEACHERS

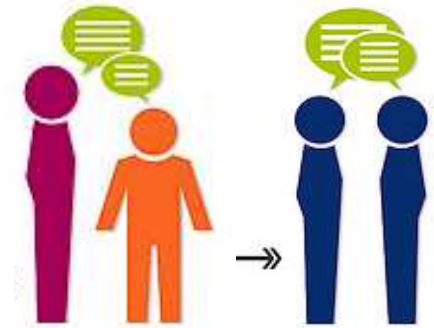
Teachers who participate in RULER demonstrate



Increased educational efficacy.
(I believe I make a difference in student lives by teaching)



Improved attitudes.
(I like my job)



More engagement
with peers and parents.

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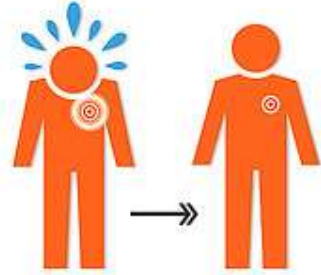
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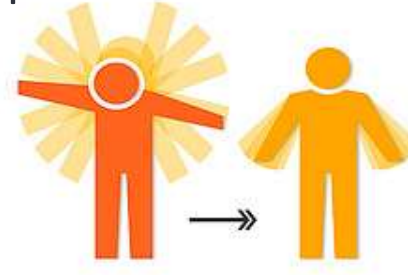
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For students

Students who participate in RULER



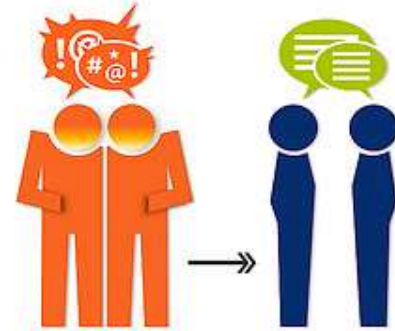
Have less anxiety and depression.



Are more attentive and less hyperactive in school.



Perform better academically and socially



Are less aggressive.



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For classrooms

Classrooms who participate in RULER



Are more engaged in learning.



Have better quality relationships between students and teachers.



Demonstrate increased prosocial behavior and decreased bullying

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To
all ~~educate~~ ren
the whole child,
we need to
start with sel.

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Divisions of Research

At School

At Home

At Work

Assessments

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ASSESSMENTS

A DIGITAL SEAD AND SCHOOL CLIMATE ASSESSMENT TOOLKIT

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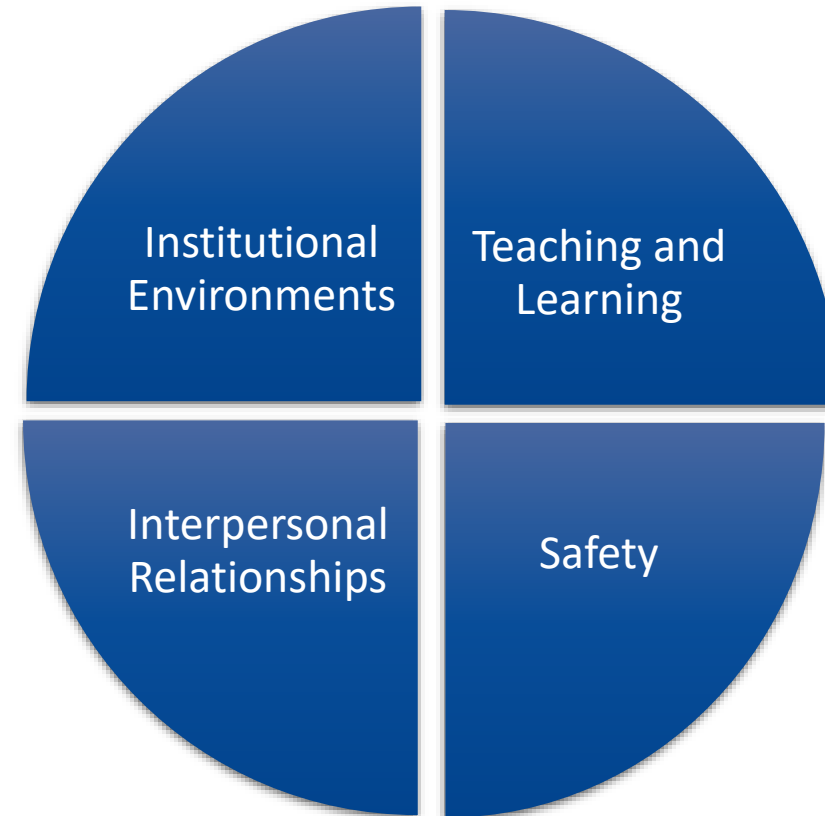
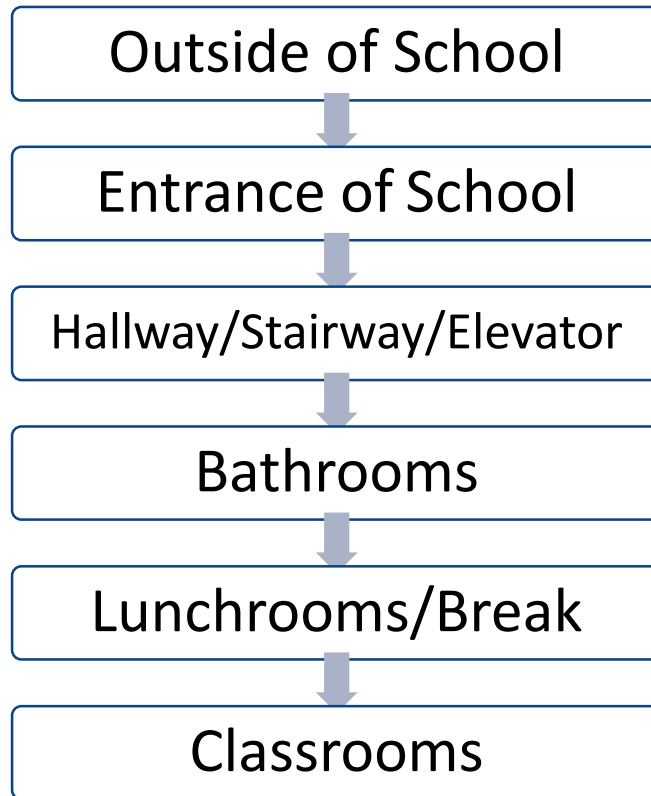
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SCHOOL CLIMATE TOOL



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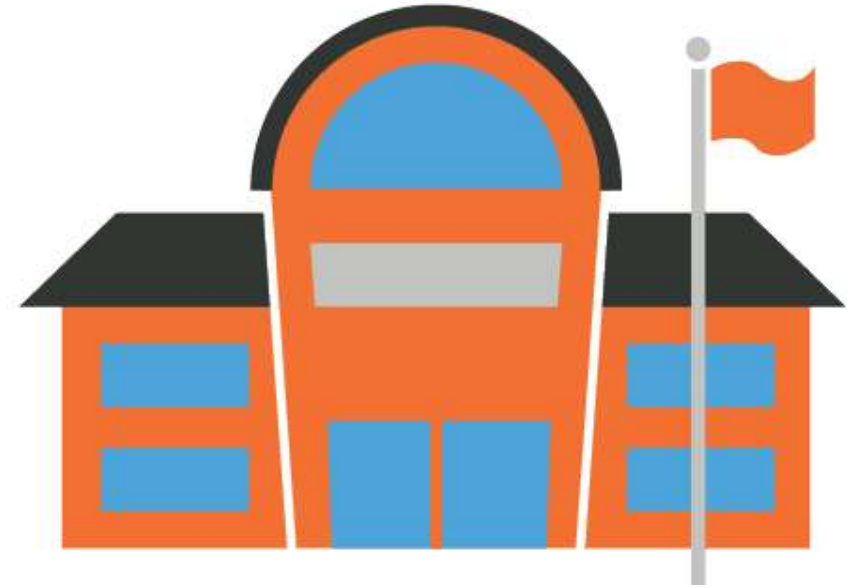
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SCHOOL CLIMATE TOOL

- School Climate Tool Quick Stats:
 - 4 domains
 - 11 dimensions
 - 61 indicators
 - 26 items on General Survey capturing overall feel of school on climate indicators
- Item Validation and Tech development underway
- Psychometric Validation 2019-20 School Year



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EMOTION REGULATION ASSESSMENT

What do educators want to know about children's development of emotion regulation skills?



There are a myriad of different emotion regulation strategies that could be effective and the “best” strategy will vary between individuals and across situations.

No one assessment could capture students' knowledge about and ability to use all of these different strategies in a sufficiently nuanced way.

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EMOTION REGULATION ASSESSMENT

Focus on children's ability to implement cognitive reappraisal – that research shows is effective in many situations and is linked to well-being.



Goal: Establish research-based benchmarks for children's abilities to generate and use cognitive reappraisals to regulate their emotions in preschool through HS

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EMOTION REGULATION ASSESSMENT

- Vignettes: Validate the benchmarks- student developmental ability to identify the ER Strategy
- Performance Based Assessment: Can they use the strategies to regulate when induced (sticky key)



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MOMENTARY EMOTION ASSESSMENT

Can we benchmark high school student's emotional experiences?



Can we provide in the moment intervention to support student emotion regulation?

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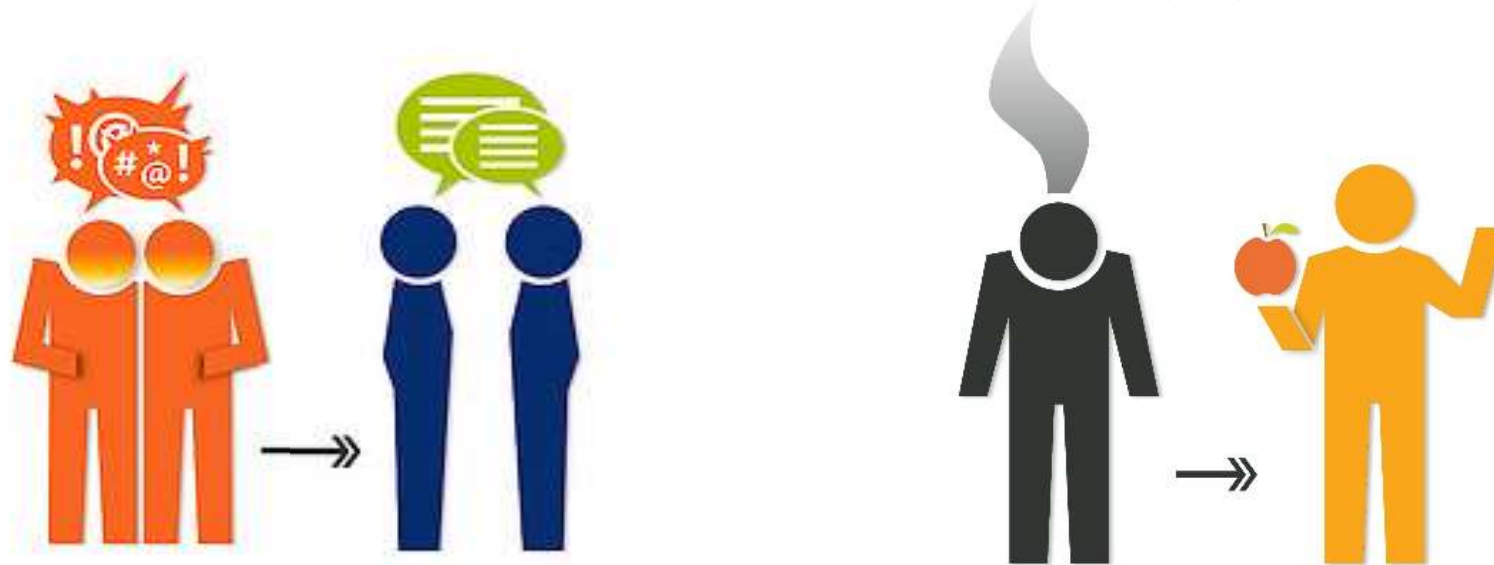
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TEACHER EMOTIONAL HEALTH AND WELLBEING

- What can we ask teacher's at school about their psychosocial health?



- How can we support educators to live emotionally healthy lifestyles?

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Emotions matter.

SEL programs help students and their teachers form and sustain better quality relationships, and improve both their respective psychological health and well-being.

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IT'S NOT MAGIC, IT'S **SCIENCE.**

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Belfield et al., 2015; Durlack et al., 2011; Rivers et al., 2013; Finn & Rock, 1997; McWhirter et al., 2012

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empirically validated

SEL is a pedagogical practice that **shapes the child's brain** and likely produces alterations that lays the foundation for **promoting all future learning.**

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Design with SEL.

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Design with the Learner in mind.

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Universal Design for Learning (UDL), a framework for inclusive and personalized learning, provides an **evidence-based approach** to define and address unequal **access to SEL** programming.

(Rose & Meyer, 2002, 2006)

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The underlying premise of the UDL framework is that **barriers** to learning do not exist solely in the **capacities of the learner**, rather they occur within **interactions between the learner** and **the learning environment.**

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“Universal” does not mean
“one size fits all”

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Is  **RULER**[®] failing to
meet the needs of the very
students it matters to most?

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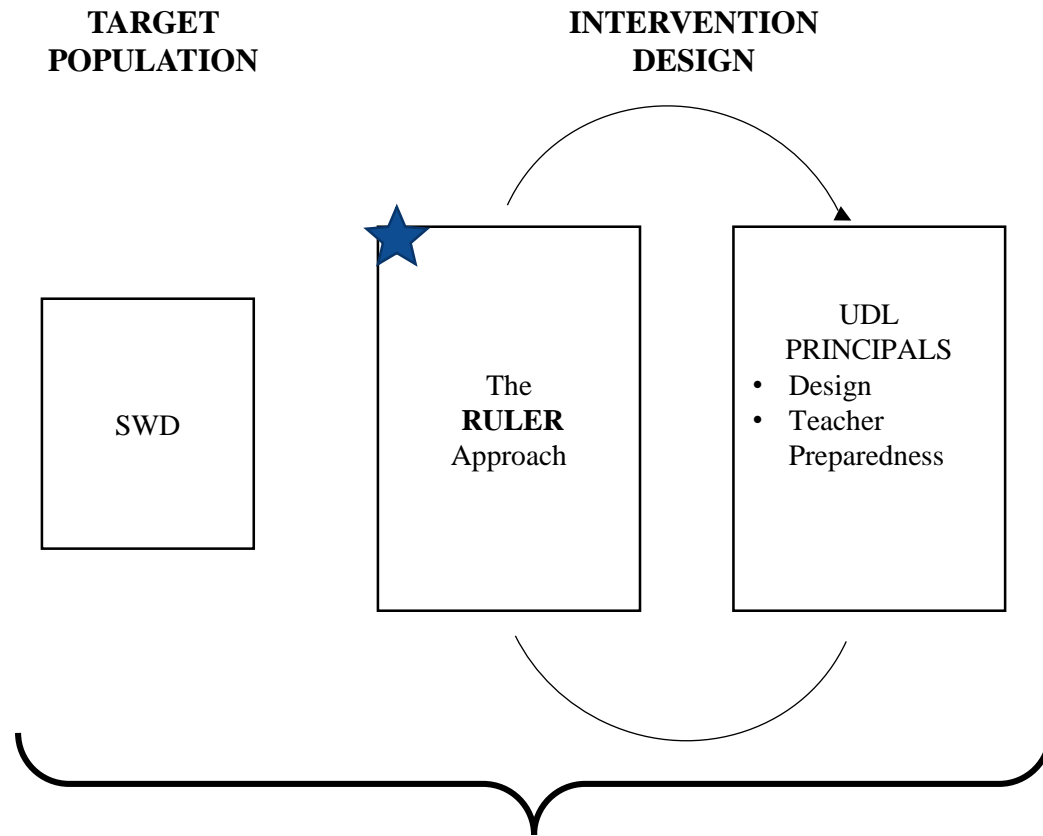
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MEASURING UP RULER TO PROMOTE ACCESS AND OUTCOMES FOR STUDENTS WITH DISABILITIES

CIPRIANO, BRACKETT, EVANS, SCHLICHTMANN, & BARNES



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PHASE I

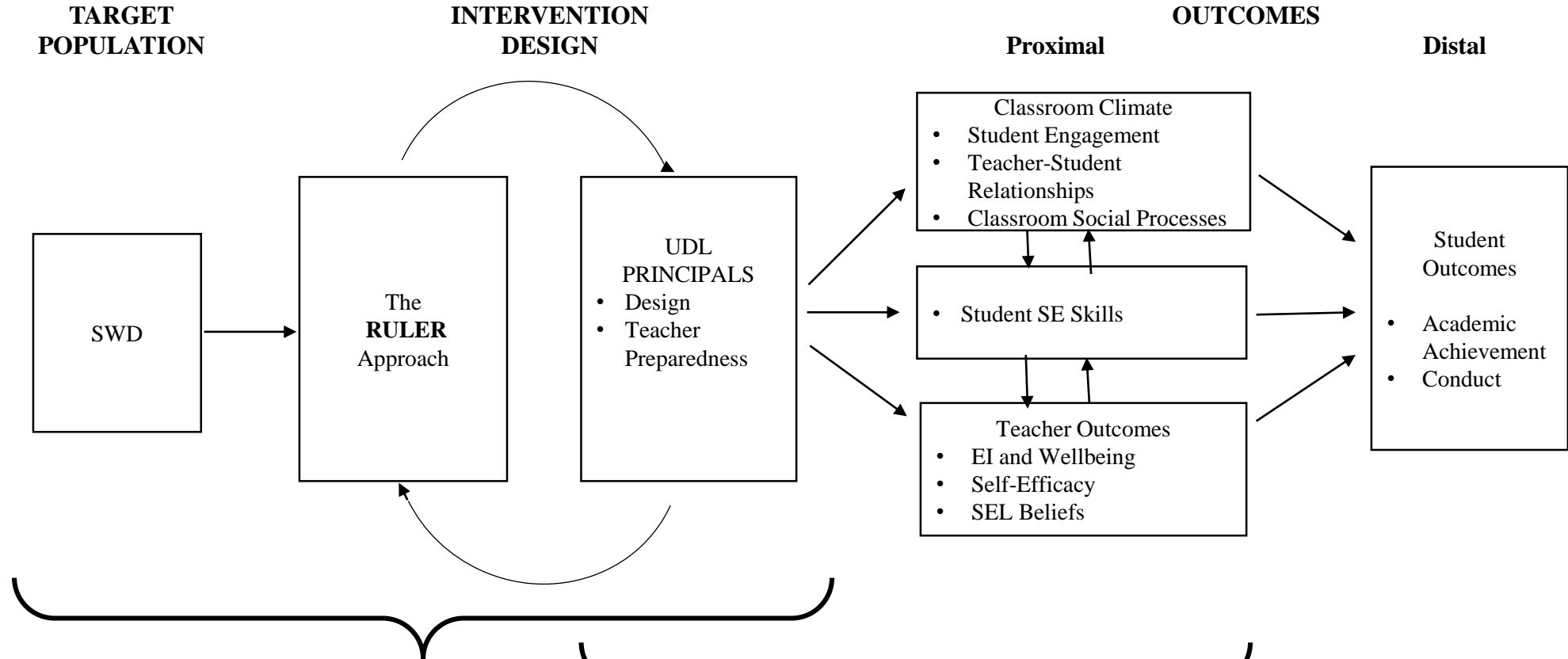
★ We are here.

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PHASE II

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MEASURING UP RULER TO PROMOTE ACCESS AND OUTCOMES FOR STUDENTS WITH DISABILITIES

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Teacher themes and inclusion of UDL principles will be examined alongside Classroom Climate scores, Teacher, and Student measures

Findings will **provide the foundation for a systematic research investigation to develop and test the efficacy of RULER for SWD** within general education classroom environments, creating artifacts and access points identifying where and how to improve SEL programming for SWD.

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Investing in our state- the initiative to make Connecticut the 1st Emotionally Intelligent State



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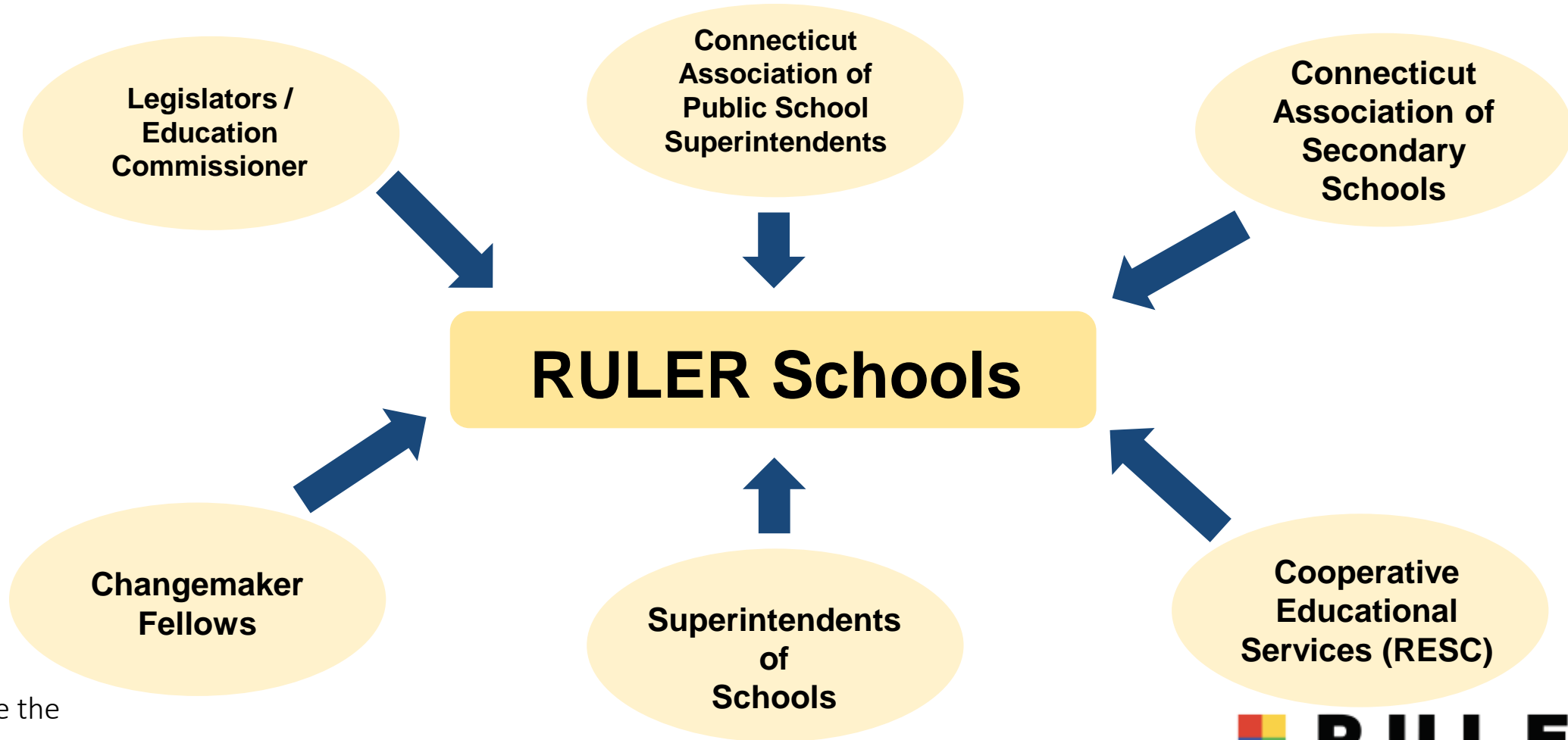
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Questions?

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