

Dealing with Feeling

From Theory to Practice to Systemic Change in CT Schools

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 Yale Center for Emotional Intelligence

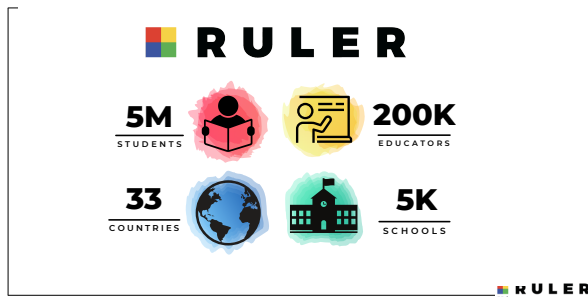
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5M STUDENTS

200K EDUCATORS

33 COUNTRIES

5K SCHOOLS

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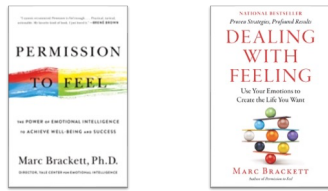
Emotional Intelligence

- R**ecognizing emotions in oneself and others
- U**nderstanding the causes and consequences of emotions
- L**abeling emotions with a nuanced vocabulary
- E**xpressing emotions
- R**egulating emotions with helpful strategies

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From Permission to Dealing



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Educators aren't regulating well



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Students aren't regulating well either

- Impulse control, tantrums, and screaming outbursts
- Excessive crying or shutting down
- Blaming and scapegoating
- Physically assaulting others
- Refusing to share or participate
- Pouting and withdrawing
- Gossiping and meanness
- Drugs and alcohol

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Why emotion regulation, why now?

The Age of Amplification - We live in constant overdrive: 24/7 news cycle, outrage-driven feeds, political polarization

A World of Crises - Pandemic, climate disasters, wars, injustices, economic uncertainties.

Collective stress has become chronic. Without emotion regulation, we spiral into outrage and fear that corrode well-being. We burn out and fracture our relationships.



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Why does regulation matter for leaders?

- It keeps us effective under stress: clearer thinking, better decisions
- It protects performance: greater focus, persistence, less burnout
- It supports health: lower anxiety and depression, better sleep quality
- It strengthens relationships: less escalation, more constructive conflict, stronger trust and repair
- It helps us live longer, healthier, happier lives



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Our Research on ER and Leaders

Emotionally intelligent leadership most consistently predicts:

- Better well-being for staff and educators.
- Lower burnout/exhaustion.
- Higher job satisfaction and engagement.
- Lower turnover intentions in schools.
- Stronger climate and relational quality in schools.
- More creativity, innovation, and citizenship behavior in the workplace.



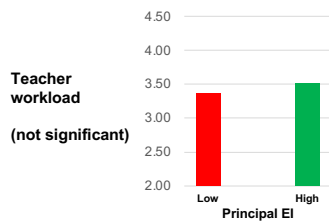
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Our Research on ER and Leaders



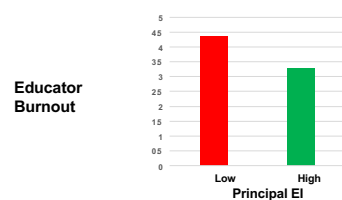
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Our Research on ER and Leaders

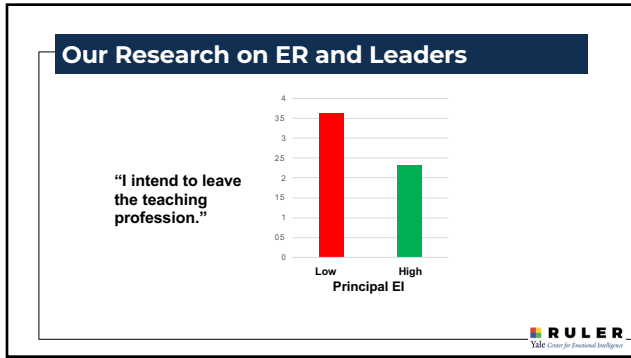


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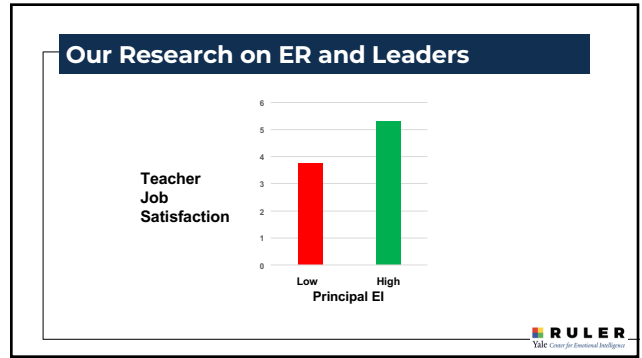
Our Research on ER and Leaders



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Teachers higher in emotion regulation:

- Have greater sensitivity and empathy
- Are rated as more effective
- Receive higher performance ratings
- Are less stressed and burnt out
- Have greater job satisfaction
- Build more positive classroom climates
- Have students who perform better

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Emotion Regulation among Youth

↓ Conduct problems	↑ Empathy
↓ Aggressive behavior	↑ Wellbeing
↓ Hyperactivity/attention problems	↑ Quality relationships
↓ Risky sexual behavior	↑ Prosocial behavior
↓ Substance abuse	↑ Satisfaction with school
↓ Social deviance	↑ Leadership skills
↓ Anxiety/depression	↑ Academic achievement

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Emotion Regulation Definition

The *thoughts* and *actions* we use to prevent, reduce, initiate, maintain, or enhance emotions (PRIME) to make sound decisions, have greater well-being, build and maintain positive relationships, and attain goals.

There is **self-regulation** and **co-regulation**.

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What is co-regulation?

Co-regulation is the intentional, supportive process by which one person helps another manage emotions with the intention of strengthening that person's capacity for self-regulation over time.

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With Co-regulation, the the leader:

- De-activates before they attempt to co-regulate!
- Stays calm, attuned, and steady
- Focuses on connection and guidance
- Acknowledges feelings without removing expectations
- Helps the other person to settle
- Models and practices skill with the other person
- Allows productive struggle. Discomfort is supported, not erased
- Support fades as skills grow (other person is an active agent)
- Co-regulation is *scaffolding*, not rescuing.



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What are the science-backed strategies?

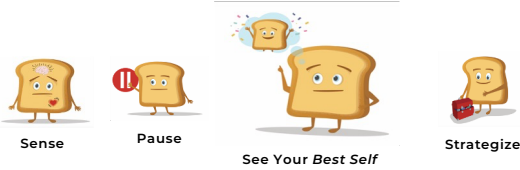
- Shifting your beliefs about emotions
- Labeling your emotions precisely
- Quietening your mind and body
- Redirecting your thoughts
- Cultivating your emotional strength through relationships
- Optimizing your emotion regulation budget – your fuel!!
- Becoming the best version of yourself



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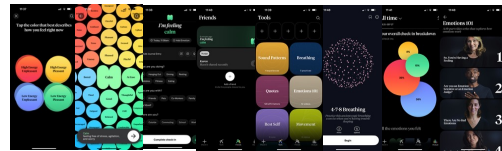
What kind of leader do you want to be?

The Meta-Moment



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HowWeFeel.org



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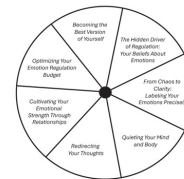
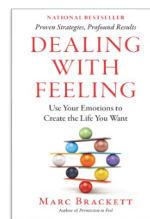
new webcast **DEALING WITH FEELINGS** every other week
Dr. Marc Brackett



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Dealing with Feeling Wheel



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From Self to System

How District Leaders Build the Conditions for Emotional Intelligence to Succeed

Karen Niemi
Yale Center for Emotional Intelligence

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Activity

Think of a school you would want your own child to attend.

What is one word that describes that school?

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Why this matters now

What leaders are carrying right now

- Mental health needs
- Teacher burnout and attrition
- Student behavior
- Academic urgency
- Polarization and public pressure

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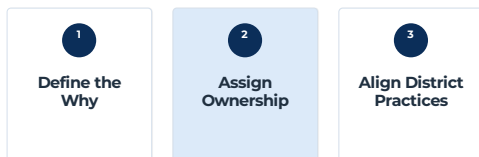
Emotional intelligence does not scale through inspiration alone.

It scales through systems.

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What successful districts do differently

Three key moves



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Move 1: Define the why

Educator stress & burnout

Retention, morale, exhaustion, absenteeism

Climate & belonging

Bullying, safety, trust, school connectedness

Engagement & behavior

Attendance, discipline, motivation, classroom functioning

Community concerns

Mental health, family voice, local priorities, post-crisis recovery

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Move 2: Assign Ownership

- Org chart
- Executive sponsor
- Implementation lead
- Budget and staffing
- Principal support
- Cross-department expectations

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Move 3: Align district practices

- Professional learning
- Assessment and reflection
- Student curriculum/programming
- Continuous improvement
- Communication

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Quick district diagnostic

When districts struggle

- The work sits only in student supports
- Academics, HR, climate, and MTSS are disconnected
- No named owner with authority
- No staffing or budget line
- PD is optional and episodic

When districts sustain it

- Cabinet-level ownership and cross-office alignment
- Connected to academics, climate, discipline, and adult well-being
- Budgeted resources and staffing
- Multi-year implementation plan
- Clear role for principals, school teams, continuous improvement

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What gets in the way?

- Staff burnout
- Student behavior
- Community tensions
- Mental health needs
- Competing priorities
- Leadership capacity

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Monday morning takeaway

Three big questions:

- Why does this matter here?
- Who owns it?
- How will we align, measure, and improve it over time?

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Scan the QR code for:

- Emotionally Intelligent Leadership Symposium
- Today's Slides
- Free CT School Climate Resources

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Connecticut Pilot Opportunity: 15 Districts

Selected districts will receive

- A partnership with the Yale Center for Emotional Intelligence and CAPSS
- Leadership training to support greater engagement, increased well-being, and a more positive school and district school climate
- Guidance for aligning district vision, adult practice, climate efforts, and implementation planning.

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districts
fully funded
pilot cohort

If you are interested, send an email to me directly:
drmrcbrackett@yale.edu



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It's time to redefine success!

- Dysregulation costs us in health, relationships, productivity, and safety.
- Technical skills aren't enough.
- Emotion regulation determines how skillful we are at managing conflict, dealing with stress, building trust, and inspiring and motivating others.
- Emotion regulation is the difference between reacting vs. responding, burning out vs. sustaining, breaking apart vs. holding together.
- *Emotion regulation skills make you the kind of leader that people trust when skies get rough.*

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