

# Facilitated Viewing Guide for Marc Brackett

## Session 1

### Permission to Feel: Unlocking the Power of Emotions to Achieve Wellbeing and Success

TIME	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
5:48 to 14:48	Checking In & Reflecting	<ol style="list-style-type: none"> <li>1. Reflect on the Haruki Murakami quote. What “storms” have changed you?</li> <li>2. Check in with yourself. Where do you fall on the Mood Meter? What color is the quadrant where your rating falls? What feeling word best describes where you fall on the Mood Meter?</li> <li>3. Given what you’re feeling, what’s your strategy for managing that feeling?</li> <li>4. What do you notice about the word bubbles displaying the emotions felt by students, teachers, and administrators during COVID? Does this reflect your experience? Does it reflect the experiences of those around you?</li> <li>5. What do you notice about the word bubbles displaying the <i>desired</i> emotions of educators before and during the pandemic? Does this reflect your experience? Does it reflect the experiences of those around you? Why might the top desired emotion shift from “happiness” to “appreciated”?</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">The Colors of Our Emotions</a> (article)</li> <li>• <a href="#">Mood Meter Cheat Sheet</a> (pdf)</li> <li>• <a href="#">Mood Meter</a> (downloadable app)</li> <li>• <a href="#">Life-Sized Classroom Mood Meter</a> (activity)</li> </ul>
14:49 to 22:00	Emotions Matter	<ol style="list-style-type: none"> <li>1. Who is the person in your life who has given you the permission to be your “true, full feeling self”? Have you given <i>yourself</i> permission to feel? Are you someone who gives others permission to feel?</li> <li>2. What impact can emotions have on students’ behavior and performance in the classroom? What impact can emotions have on adults’ behavior and performance in the classroom?</li> <li>3. Are you an emotion scientist or an emotion judge? Do you perceive yourself differently in different situations? (e.g., an emotion scientist at school but an emotion judge at home)</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Dr. Marc Brackett and Brené Brown on “Permission to Feel”</a> (podcast episode)</li> <li>• <a href="#">Permission to Feel</a> (Dr. Marc Brackett’s book)</li> <li>• <a href="#">4 Ways to Be an Emotional Scientist</a> (article)</li> <li>• <a href="#">Emotion Scientist vs. Emotion Judge</a> (printable)</li> </ul>

TIME	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
23:00 to 27:34	RULER Strategies	<ol style="list-style-type: none"> <li>1. How have you supported development of RULER skills in your classroom? Discuss each element of the acronym. How can you increase support and instruction (both direct and indirect) of these skills? Where do you need support?</li> <li>2. How do we as a staff or team differentiate between the following emotions: anxiety, stress, frustrated, and overwhelmed? How do we do this for other similarly grouped emotions? How do we teach and support children in developing nuanced language for identifying emotions?</li> <li>3. Are students and adults equitably free to express emotions in our building or center? How do we know? How do we promote equity of permission to feel?</li> <li>4. How do adults in our building/center support children emotionally through co-regulation? What does this look like?</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">What is RULER?</a> (website)</li> <li>• <a href="#">RULER Acronym</a> (printable)</li> <li>• <a href="#">The Emotions of Learning: Q&amp;A with Marc Brackett, PhD</a> (article)</li> <li>• <a href="#">RULER for Families</a> (website)</li> </ul>
27:35 to 37:44	Big 7 Strategies	<ol style="list-style-type: none"> <li>1. Reflect and assess the degree to which we implement the Big 7 Strategies for <i>ourselves</i>. Reflect and assess the degree to which we implement, to the best of our ability, the Big 7 Strategies for our students. Break down each strategy. Where are our strengths and where are our weaknesses?</li> <li>2. How do we model positive self-talk for our students? How do we respond to self-talk (both positive and negative) when we hear it from our students? What does this look like? Where can we improve?</li> <li>3. Reflect on the use of the “Connect with Others” strategies in your classroom, building, or center. Which one are you best at? Which one do you struggle with the most? What supports would help you turn that struggle into an opportunity for growth?</li> <li>4. What role does emotional intelligence play for students? For classroom teams? For administrators? (Think both short- and long-term.)</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Stopping Negative Teacher Self-Talk</a> (blog post)</li> <li>• <a href="#">How to Teach Positive Self-Talk</a> (blog post)</li> <li>• <a href="#">Marc Brackett – Emotional Intelligence</a> (YouTube video)</li> <li>• <a href="#">Self-Reg 101</a> (Dr. Stuart Shanker’s website)</li> </ul>

TIME	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
37:45 to 44:44	Put It All Together	<ol style="list-style-type: none"> <li>1. What are our classroom- and building-level routines? How many transitions must students engage in, and which are the most difficult? What can we do to make the difficult transitions easier?</li> <li>2. What specific strategies can you use to protect and/or restore your own emotional regulation? What specific strategies can you use to protect and/or restore your students' emotional regulation?</li> <li>3. How can you avoid or redirect (negative) emotional contagion amongst adults? How can you do this for students?</li> <li>4. What strategies help you be the best version of yourself each day? What strategies give your students the opportunity to show you the best version of themselves?</li> <li>5. What does "permission to feel" look like, sound like, feel like? What does it <i>not</i> look, sound, or feel like?</li> <li>6. How can we instill and sustain systemic equity for students and adults around emotions, emotional intelligence, and the permission to feel? What does inequity look like? What can we do about inequity?</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Helping Children Transition Between Activities</a> (tip sheet)</li> <li>• <a href="#">Visual Supports for Routines, Schedules, and Transitions</a> (tip sheet)</li> <li>• <a href="#">Strategies for Emotional Regulation</a> (blog post)</li> <li>• <a href="#">Dealing With Tantrums: Reset Activities</a> (article)</li> <li>• <a href="#">Emotional Contagion: Why Emotions Are Contagious</a> (article)</li> <li>• <a href="#">Commitment to Diversity, Equity, &amp; Inclusion in RULER</a> (website)</li> </ul>

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## Session 2

### Social and Emotional Learning: RULER

TIME	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
45:46 to 54:26	Focusing on Systemic Change	<ol style="list-style-type: none"><li>1. Reflect on how you support social and emotional learning in your classroom, building, center, or district. Do a quick inventory of how students are supported in social and emotional learning at these three levels: Universal (all students), Targeted (some students), and Individual (single students). Use the Tiered Supports Graphic Organizer to collect your thoughts. Which supports are intervention-focused and which supports are prevention-focused? What changes are needed?</li><li>2. Are there parallels between the school Dr. Brackett describes in Connecticut and your school or district? If so, how can your practices be part of a <i>system</i> that ensures consistency and sustainability of social and emotional learning? If not, how has your school or district avoided or outgrown the “siloeed” approach to supporting social and emotional learning?</li><li>3. What is the balance in terms of how much time is being spent on social-emotional learning (SEL) versus the “core” curriculum? Is SEL integrated into instruction or treated as an add-on? How is this working for students? For staff?</li><li>4. What policies (local, state, or national) support or promote teaching SEL? What policies are roadblocks to this work? How can we work with stakeholders to address the roadblocks?</li></ol>	<ul style="list-style-type: none"><li>• <a href="#">Tiered Supports Graphic Organizer</a> (printable)</li><li>• <a href="#">Collaborative for Academic, Social, and Emotional Learning</a> (CASEL) (website)</li></ul>

TIME	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
54:27 to 56:45	Reflecting in Your Context	<ol style="list-style-type: none"> <li>1. Think about your building-level policies (e.g., bullying, behavior management, suspension, etc.). How informed are these policies by emotional intelligence?</li> <li>2. Think about the adults in your building (or district). Are there more emotion scientists than emotion judges? Or vice versa? Or is it evenly mixed? How can we increase the number of emotion scientists and then sustain their skills?</li> <li>3. What are the top 1-2 outcomes you would like to see in your classroom, building, or district around SEL?</li> <li>4. How <i>ready</i> are stakeholders in your building or district to work toward achieving your top 1-2 outcomes? Use the Stages of Change resources as a guide.</li> <li>5. Dr. Brackett refers to social and emotional learning as “life’s work,” meaning it is an ongoing pursuit. The RULER Approach is developed to be implemented in all programmatic levels (PK-12). Where is SEL already happening in your district? Are there any gaps? How have families been engaged in this work and can we improve these efforts?</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Emotional Intelligence</a> (article)</li> <li>• <a href="#">Emotion Scientist vs. Emotion Judge</a> (printable)</li> <li>• <a href="#">The Six Stages of Behavior Change</a> (article)</li> <li>• <a href="#">Stages of Change: Primary Tasks</a> (infographic)</li> </ul>
1:02:39 to 1:06:35	SEL in Programmatic Levels	<ol style="list-style-type: none"> <li>1. [PK-5 only] How is SEL already integrated in the “core” curriculum? How can we improve or strengthen this integration? What supports are needed? How do we ensure SEL is developmentally appropriate?</li> <li>2. [6-12 only] How is SEL already integrated in the “core” curriculum? How can we improve or strengthen this integration? What supports are needed? How can we make SEL developmentally appropriate for older students without feeling like one more thing on teachers’ plates?</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">SEL Strategies for Elementary</a> (article)</li> <li>• <a href="#">Promoting Social and Emotional Learning in the Middle and High School Years</a> (issue brief)</li> </ul>

TIME	TOPIC	NOTES, THOUGHTS & QUESTIONS TO ASK	ADDITIONAL RESOURCES
1:06:36 to 1:27:15	SEL Tools	<ol style="list-style-type: none"> <li>1. A school or classroom Charter using the RULER approach can be compared to PBIS behavioral expectations. What are the similarities and differences between the RULER Charter and PBIS Expectations? Use the resources on PBIS Expectations Examples and Creating a Center Charter as a guide.</li> <li>2. If you asked students and adults, what would the Charter be for your classroom, school, or district? How do kids and adults want to feel at school?</li> <li>3. Think about how the Mood Meter can be integrated into different cognitive skills. What could this look like across content areas? Draw a graph with four quadrants and brainstorm how different activities/tasks in your classroom are best suited for the emotions associated with each quadrant. Use the Mood Meter Cheat Sheet as a guide. How can you support students in engaging both their “feeling brain” and “thinking brain”? Research tells us that learning and self-regulation occur when emotions and thoughts are engaged in tandem.</li> <li>4. How could you use the data from having students “check-in” using the Mood Meter at the beginning (or throughout) each day/class?</li> <li>5. The Meta-Moment is a 4-step process to maintain self-regulation in the event of a stressor. How do you know when you are close to “flipping your lid”? How can you help students be more aware of when they are close to “flipping their lids”? What is the value of teaching students how to self-regulate?</li> <li>6. Notice how the use of strategies is <i>last</i> in the Meta-Moment process. Discuss what must happen before a strategy is implemented in order for it to be successful.</li> <li>7. The Blueprint focuses on past or possible conflicts to consider different perspectives of those involved in the conflict. How can this be incorporated into the curriculum to increase SEL <i>and</i> content knowledge/skills?</li> </ol>	<ul style="list-style-type: none"> <li>• PBIS Expectations for <a href="#">Elementary</a>, <a href="#">Middle</a>, and <a href="#">High</a> Schools (websites)</li> <li>• <a href="#">Creating a Center Charter</a> (handout, pg. 5)</li> <li>• <a href="#">RULER Anchor Tools Overview</a> (handout)</li> <li>• <a href="#">Mood Meter Cheat Sheet</a> (pdf)</li> <li>• <a href="#">Blue Brain Red Brain Balance is the Key</a> (blog by Dr. Stuart Shanker)</li> <li>• <a href="#">Introducing Staff to the Meta-Moment</a> (activity)</li> <li>• <a href="#">Feel like you're about to lose it? It could be a good time for a Meta-Moment</a> (article)</li> <li>• <a href="#">Solve Problems with The Blueprint</a> (graphic organizer)</li> </ul>

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1:27:16 to 1:31:30	Outcomes of SEL	<ol style="list-style-type: none"> <li>1. Think back on the top 1-2 outcomes you identified earlier around SEL in your classroom or building. How will these outcomes benefit students? Adults?</li> <li>2. Dr. Brackett refers to SEL as being “embedded into the immune system of the school.” What does this tell us about the importance and function of social and emotional learning?</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">Research on Benefits of SEL</a> (CASEL website)</li> </ul>

## Using an MTSS to Sustain SEL Efforts

An MTSS (multi-tiered system of support) is a *framework* for ensuring students receive the appropriate behavioral or academic supports they need to be successful. This framework can be applied to social-emotional learning (SEL) to identify which supports will be in place for students using a tiered approach. As with all types of MTSS, the three tiers outline which supports are universal (all), targeted (some), and intensive (individual). The following example identifies ways to implement an MTSS to sustain integration of SEL and increase positive outcomes for students.

