

# What is **RULER?**

And How Can It Be  
Used at Home



## What is RULER?

- Research-based program created by Yale Center for Emotional Intelligence
- RULER is a program used to help students, families, and educators build emotional intelligence
- RULER is an acronym used to remember the different aspects of emotional intelligence. RULER stands for:
  - **Recognizing** emotions in self and others
  - **Understanding** the causes and consequences of emotions
  - **Labeling** emotions accurately
  - **Expressing** emotions appropriately
  - **Regulating** emotions effectively

## Why do we use it at school?

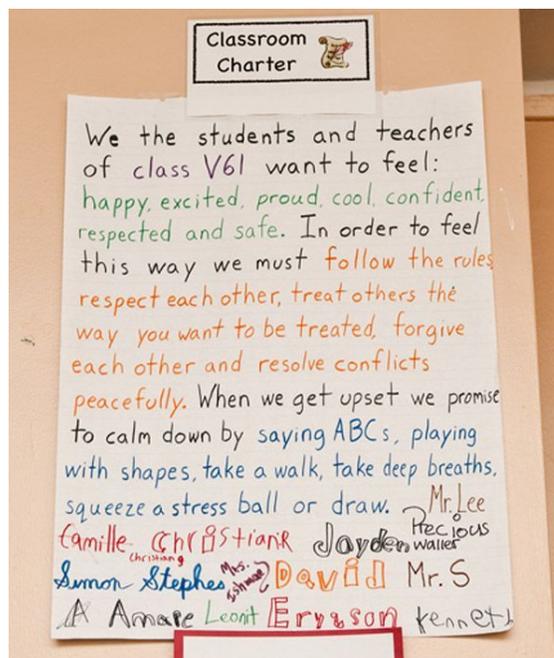
- Research has shown many benefits of the RULER curriculum including:
  - Students using RULER have better academic performance
  - RULER increases emotional intelligence and social skills
  - Decreases anxiety and depression
  - Improves school climate
  - Students using RULER are less likely to bully other students
  - Students using RULER have better leadership skills and attention
  - Teachers have better relationships with students, less burnout, better relationships with admin, and are more positive about teaching



## The Four Anchor Tools of RULER and how to use them at home

### 1. The Charter

- The Charter helps enhance school climate and community well-being through establishing common goals and a shared vision
- It is a document created by the community (the classroom or the family)- everyone should be part of the process
- The Charter clearly and specifically outlines what is needed to build a supportive and productive learning environment
- Fosters a sense of shared accountability for behaviors and reduces bullying behaviors



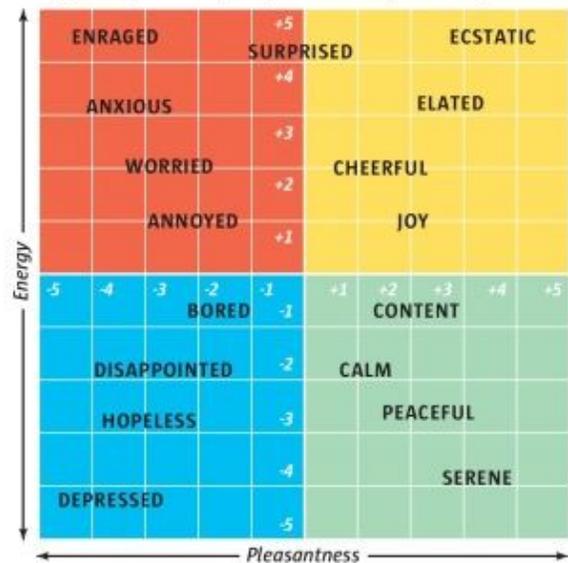
#### How to Use The Charter at Home:

- Create a family charter of shared ideas for how everyone will be treated at home.
- The family charter should answer questions such as:
  - How do you want to feel at home?
  - What behaviors foster those feelings? What can you do each day to ensure that everyone experiences those feelings? Be specific
  - How should we prevent and manage unwanted feelings/conflict?
- Revisit the charter regularly and use to reflect- for example, "What have we done to appreciate each other this week?"
- Add to the charter when needed
- Should be signed by everyone and displayed in a visible area
- Here is a template to help you create your own family charter:

[http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale\\_Family\\_Charter.pdf](http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale_Family_Charter.pdf)

## 2. The Mood Meter

- The Mood Meter helps develop emotional awareness through recognition and communication of feelings
- It is a color-coded chart used to graph feelings based on energy and pleasantness levels
- Helps families and educators know how to best meet students' needs

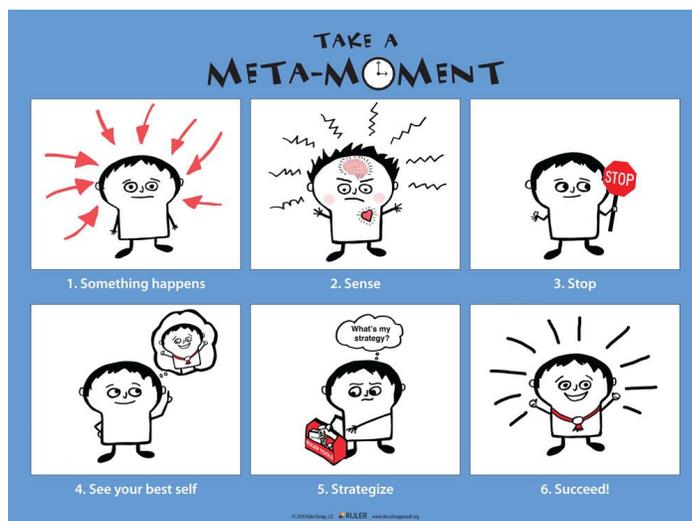


### How to Use The Mood Meter at Home:

- Post a mood meter in your home in a visible area. Make your own or use these templates:  
[http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale\\_Mood\\_Meter1.pdf](http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale_Mood_Meter1.pdf)
- Use a nametag, special magnet, photo, or picture to represent each family member- check-in throughout the day (morning, after school/work, bedtime) and move your image around depending on your mood
- Ask questions: Where are you on the mood meter? What caused you to feel that way? How can you stay there or move to a different quadrant? What is that emotion called? How can I help you move to the green?
- Talk about how to prevent or reduce red and blue feelings and how to initiate, maintain, and enhance yellow and green feelings
- While some emotions may be uncomfortable, remember, there are no 'bad' emotions, all feelings are ok!
- Keep a journal: Use different colors for different moods. Use the journal to understand what triggers different feelings. **\*There's a mood meter app to help track your mood\*** <http://moodmeterapp.com/>
- Plot characters in a book on the Mood Meter: where are they on the meter? Why? How can they stay or move to a different quadrant?
- Come up with a song that represents each quadrant and play song to express or generate different emotions

### 3. The Meta-Moment

- Helps students handle strong emotions so that they can make better decisions
- It is a brief 'step-back' from the situation
- Teaches students to pause and think before acting and consider how their 'best self' would react in the situation



#### How to Use The Meta Moment at Home:

- Know the Meta-Moment Steps: Knowing the steps will help you assist your student during triggering events

Step 1: **Something happens**- There is a triggering event

Step 2: **Sense**- How are you feeling? How does your body feel?

Step 3: **Stop**- Before reacting, pause for a second to assess

Step 4: **See your best self**- Visualize your best self, use positive self-talk

Step 5: **Strategize**- What would your best self do in this situation?

Step 6: **Succeed!**- Reflect on the successful result, what made it successful? How can you use this knowledge next time you are triggered?

- Model the steps yourself when YOU are triggered
- Practice breathing exercises and positive self-talk BEFORE a triggering event occurs so that you know exactly what to do in the moment
- Post a reminder of the steps in a visible spot. Here is a poster to help:

<http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale-Metamoment1.pdf>

## 4. The Blueprint

- The Blueprint helps students and educators manage conflict
- Students learn to consider a disagreement from another person's perspective
- Develop empathy through considering the feelings of others
- Work together to identify healthy solutions to conflicts

### How to Use the Blueprint at Home:

- Use questions during disagreement and problem-solving to help student understand how someone else might be thinking/feeling. For example:
  - How do I feel? How does the other person feel?
  - What caused my feelings? What caused the other person's feelings?
  - How did I express/regulate my feelings? How did the other person express/regulate their feelings?
  - What could I have done to handle the situation better?
- Help your child consider the perspective of characters in books/movies
- Here is a blueprint worksheet to help:

[http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale\\_Blueprint.pdf](http://www.greatschools.org/gk/wp-content/uploads/2015/06/Yale_Blueprint.pdf)

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?	

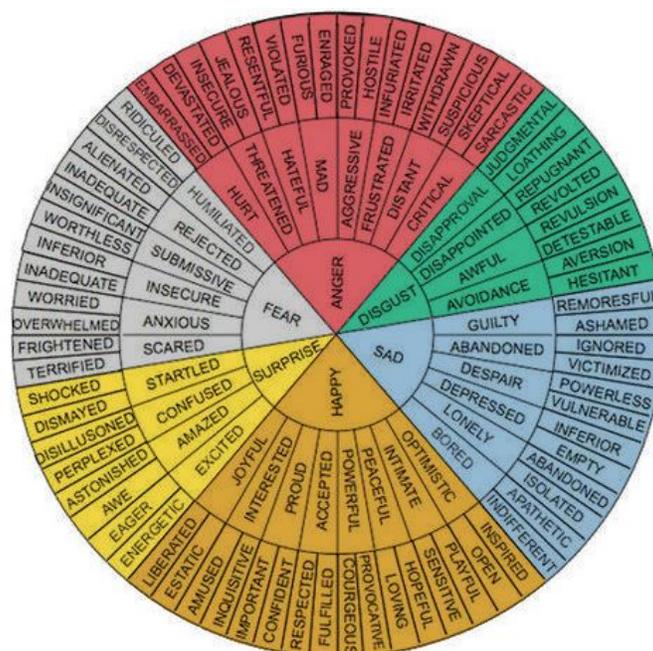
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## Feeling Words Curriculum:

- Helps students expand their vocabulary of emotion words
- Through developing a richer emotional vocabulary, it becomes easier to understand and support the student's needs
  - For example: If you ask your student how they are feeling and they say, "Bad" it is more difficult to know how to support them than if they say, "Angry" "Sad" "Disappointed" etc.

## How to Use the Feeling Words Curriculum at Home

- Tell a personal story or read a story together. Then ask your child...
  - How did the character felt?
  - How do you know they felt this way?
  - When was a time you felt the same way?
  - What did you do when you felt that way?
- Ask your child to imagine what he/she would do or say if they had a friend that was feeling \_\_\_\_\_ (scared, sad, mad, etc)
- Draw pictures of what different emotions look like or make songs of what different emotions sound like
- Play a game! <http://www.greatschools.org/gk/do-you-feel-me/>



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**Questions? Feel free to contact Meghan Kaloper,  
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## **Additional Resources for Families:**

More resources, activities, and videos:

<http://www.greatschools.org/gk/yale-tools-for-families/>

<http://www.edutopia.org/keys-social-emotional-learning-video>

<https://www.youtube.com/watch?v=t8UhRBwmvd4>

<http://rulercommunity.yale.edu/>

[https://inspired.fb.com/social\\_emotional\\_learning/](https://inspired.fb.com/social_emotional_learning/)

More information and research basis for RULER:

<http://ei.yale.edu/ruler/ruler-overview/>

[http://www.educationworld.com/a\\_curr/emotional-intelligence-ruler-program-yale.shtml](http://www.educationworld.com/a_curr/emotional-intelligence-ruler-program-yale.shtml)

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