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RULER

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Recognizing

- Child's feelings: "It looks like this homework is causing you to feel overwhelmed."
- Parent's feelings: "I'm feeling concerned that if you don't get started soon, you won't be able to finish this and I will feel frustrated."

U

Understanding

- If the child is overwhelmed: "This is a big assignment and I can understand how you might feel overwhelmed. Maybe it would help if we divided it up and you just worked on one piece of it tonight. Do you think that would help?"
- If the child is frustrated: "I realize you've been working on this project for several days now, and you're not as far along as you hoped you'd be. Is there one part that seems to be holding you back?"

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Labeling

- Child's feelings: "It looks like you are feeling overwhelmed." (or "frustrated").
- Parent's feelings: "I'm feeling concerned that if you don't get started soon, you won't be able to finish this."

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Expressing

- "It's okay to cry. That's what families are for. Occasionally I cry when I'm overwhelmed too, and it helps the feelings pass. On the other hand, if I feel overwhelmed at work, I know I need to manage those feelings so that I'm professional on my job, and I have other ways to take care of myself. As I've gotten older, I've figured out ways to organize myself to prevent feeling overwhelmed."
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# Emotionally Intelligent Communication: RULER Skills for Families

The five skills of Emotional Intelligence are taught, modeled, practiced and developed one conversation at a time. These conversations will help your child to make sense of their experiences and learn from them.

Use the five skills of emotional intelligence to respond to:

## A child's feelings and behavior

**Situation:** Your first grader feels excluded from a group of children who are planning to go to the park together with their families. The other parents work part time and are available to go during the week.

"It sounds like you would have really liked to be invited to go to the park with Courtney and Jamal and that you are feeling a bit left out.

[Recognize, Understand, and Label].

Is that how you are feeling, a little down? I'm noticing that you don't have much energy, your head and shoulders are down. [Express]

Would you like to tell me more about it? Oh, so you overheard them talking and it sounded like you would be missing a lot of fun. That must have been difficult. Is there something that you can tell yourself that would make you feel less left out and more connected to your friends? [Regulate] !

Or perhaps there is something that we can do? !For instance we could invite them on the weekend."

## A situation

**Situation:** Your fourth grader does not get to play the drums in the school orchestra and her teacher wants her to play the trumpet. She walks off the school bus appearing angry and frustrated.

"It can be disappointing when you don't get something that you really want [Recognize].

I know how much you really wanted to play the drums. [Understand]. It seems like you are a little angry too. Would you like to tell me more about that? [Labeling]

Do you think that Ms. X would be willing to hear how you feel about this? Perhaps we can practice together – I can be her and you can be you. What would you say? [Express].

So do you think that a trumpet would be an acceptable instrument or would you rather have a conversation with her about the drums?



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Practicing RULER at Home:

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3 FDPHOJ[JOH

7R UHFRJQLJH HPRWLRQV IDPLOLHV FDQ  
h'LVFXVV KRZ HPRWLRQV DUH H[ SUHVHVG RQ RXU IDP  
ERGLHV  
h 1RWLFH DQG KRQRU \RXU FKLOGUHQ\ V DQG \RXU HP  
h \$FNQRZOHGJH \RXU FKLOGUHQ\ V DQG \RXU RZQ HPR  
RPLQLPLJLQJ WKHP



6 OEFSTUBOE JOH

7R XQGHUVWDQG HPRWLRQV IDPLOLHV FDQ  
h 5HIOHFW RQ \RXU HPRWLRQDO UHVSQVH WR DQG \R  
HYHQW  
h (S+RUH KRZ IHHOLQJ WKLW ZD\ LQIOXHQFHV \RXU F  
h \$VN \RXU FKLOGUHQ TXHVWLRQV DERXW ZKDW HPRW  
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7R ODEHO HPRWLRQV IDPLOLHV FDQ  
h 8VH D ZLGH UDQJH RI IHHOLQJ ZRUGV ZLWK FKLOGU  
h )LQG WKH EHVW ZRUG WR GHVFULEH \RXU IHHOLQJV  
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7R H[ SUHVH HPRWLRQV IDPLOLHV FDQ  
h +HOS FKLOGUHQ HYDOXDWH WKH EHVW WLPH SODFH



3 FHVMBUJOH

7R UHJXODWH HPRWLRQV IDPLOLHV FDQ  
h 0RGHO GLIIHUHQW HIIHFWLYH VWUDWHJLHV IRU FKL  
HPRWLRQV  
h +HOS FKLOGUHQ ILQG XVHIXO DQG VXFFHVVIXO VWU  
HPRWLRQV WKH\ H[SHULHQFH  
h 9DOLGDWH WKDW \RXU FKLOGUHQ\ V HPRWLRQV DUH  
EHKDYLRUWH[ SUHVVLQJ WKHLU HPRWLRQV