

## Youth Report – Assessor Data

The first eleven pages of the report should only be shared with the youth by a Certified Assessor well versed in Six Seconds’ K–C–G model and competent at debriefing the profile. Results reported so far are supported by mathematical and statistical findings that are presented in this section. The next pages detail the youth’s assessment results in table and numerical formats, show the impact of EQ competencies on the life barometers, and comment on the validation of the responses; these pages are intended for the SEI Certified Assessor.

### Assessment Scores

	Overall	118
Barometers of Life	Good Health	121
	Relationship Quality	106
	Life Satisfaction	118
	Personal Achievement	122
	Self-Efficacy	125
	Total EQ	114
Pursuits	Know Yourself	107
	Choose Yourself	116
	Give Yourself	119
EQ competencies	Enhance Emotional Literacy	104
	Recognize Patterns	111
	Apply Consequential Thinking	108
	Navigate Emotions	124
	Engage Intrinsic Motivation	121
	Exercise Optimism	112
	Increase Empathy	115
	Pursue Noble Goals	124



## Next Steps

The results in this report can be used in multiple ways. Two steps are offered below – there are many more. As a start, one can choose to focus only on the EQ profile or on the barometer profile. Putting the two together facilitates deeper insight and more learning opportunities. Choose a next step that is most appropriate for the unique situation of the youth.

### 1. Focus on EQ

As a first application and entry step, focus on the EQ scores that are the highest (strengths that appear to help the youth thrive) and lowest (challenges that can be overcome through further personal development). This may be done for the purpose of:

- o Personal development
- o Grouping youth with similar strengths
- o Grouping youth with different strengths
- o Selecting groups on the basis of specific EQ competencies
- o Identifying role models
- o Determining learning styles

However, the youth may not be interested in EQ for its own sake. Help him or her identify the value of EQ by linking it to goals about which he cares. These can be from the Barometers or general discussion. For example, ask:

1. “What’s one of your goals for the next semester?”
2. “What EQ competencies would be most important in helping you accomplish this goal?”

*This chart can be used to facilitate the discussion:*

Goal	How can EQ help?	One next step



## Next Steps (continued)

### 2. Benchmarking the Life Barometers

As an intermediate or advanced step, combine the results from the life barometers with the results of the youth's EQ profile. This has been prepared in a convenient EQ Yardstick format on the next page

While the further development of all eight EQ competencies will be beneficial to the youth, the EQ Yardstick reveals which EQ competencies, in particular order as provided in the mid-column of the table, contribute most to each of the five barometers of life. The EQ competencies were determined by statistical predictions based on the prescribed sample that was used to standardize the EQ and barometer profiles.

Choose a life barometer that is of particular importance in the particular situation of the youth. This may be tied to a:

1. Personal goal
2. Learning objective
3. Targeted benchmark
4. Shared family value

Consider ways in which the identified EQ competencies can help realize the focus of contact with the youth. Track the progress and outcome to show successes. Contact Six Seconds if assistance is needed in planning this.

Use the tips below to assist the youth in reading his/her EQ Yardstick.



### Tips for Reading the Youth's EQ Yardstick (next page)

1. Which barometer do you choose to focus on? You may choose one or two that interest you most.
2. The "Effect" graph shows the competencies most closely tied to this Barometer. Are the competencies in this graph even? Strong? Challenging? This can help you identify an EQ challenge to develop and/or an EQ strength to use in service of this Barometer area.
3. Which EQ competencies are not in full alignment? Is an EQ competency a lot lower than the others? If so, consider strengthening this competency. Is a competency a lot higher than the others? If so, perhaps you over-rely on this competency and can tone it down.
4. If there is one area to develop, are there other competencies that could help develop that one?

# EQ Yardstick

Barometer	Most Significant EQ Contributors	Effect								
<p><b>Good Health</b></p> <p>121</p>	<p>EIM – Engage Intrinsic Motivation 121</p> <p>EO – Exercise Optimism 112</p> <p>PNG – Pursue Noble Goals 124</p>	<table border="1"> <caption>Effect Data for Good Health</caption> <thead> <tr> <th>Contributor</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>EIM</td> <td>121</td> </tr> <tr> <td>EOP</td> <td>112</td> </tr> <tr> <td>PNG</td> <td>124</td> </tr> </tbody> </table>	Contributor	Score	EIM	121	EOP	112	PNG	124
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## Reliability of the Results

**Overall Reliability:** Possibly invalid

(In normal range, Out of norm, Possibly invalid)

The reliability of the SEI YV questionnaire is tested through 3 indicators:

Positive Impression Index, Consistency Index, Completion Time

**Consistency:** High

The consistency index evaluates the frequency of answer choices that the child uses in the 5-point Likert Scale (e.g, “Almost never,” “Almost always”). The algorithm creates a “density indicator” of how often the youth uses option 1, 2, 3, 4, or 5? Their frequency is compared to the international standard. If one or more options is significantly over-used, the system identifies a potential problem.

If the consistency level is low, the results reported here may be deemed of questionable validity. This means that random responding should be explored as a possible reality, or else the youth may not have sufficient self-knowledge to have answered the survey truthfully. In this case one might choose to ask someone who knows the youth very well to complete the assessment on behalf of the youth by using the SEI-PYV.

**Positive impression:** Average

The assessment measures to see if responses are overly positive or negative. This may occur for a multitude of reasons, for example, test apprehension, social desirability, high achievement orientation, a life coping strategy, or unrealistic self-appraisal.

There are 5 options for this score: Very Low, Low, Average, High, Very High. “Very High” or “Very Low” results may signify an invalid questionnaire; this needs to be explored further before making definite conclusions.

**Completion time:** Extremely short

As in the other SEI indexes, the individual test-taker’s behavior is compared to a large international sample; typically individuals take around fifteen minutes to complete the SEI YV. If completion time is unusually fast or slow, it’s a signal of a potential issue. The completion time index is calculated based on main questionnaire, starting after the personal data page.

Completion time can be: Extremely short, Short, Average or Long



## Youth's Unedited Comments from the Assessment

*"Sample Text."*

### Cautionary Remark

The SEI Emotional Intelligence Assessment for Youth was not developed for the direct purpose of detecting pathology. Any such interpretations made from the findings in this report should be verified with other means of identification. The user is encouraged to use this report in combination with other sources of comparative information.

The report provides a visual display of an individual's current level of emotional intelligence based on the Six Seconds Model, and the five barometers of life success. These serve as a useful guideline for an array of applications that the youth, counselor, teacher, or parents can choose to utilize.

### More from Six Seconds

Other report options and supplements are available from Six Seconds, including:

#### **EQ for youth**

SEI-YV Individual Summary Report

SEI-YV Group Report

Customized analysis of SEI-YV data

#### **EQ for adults**

SEI Brain Brief Profile

SEI Leadership Report

SEI Development Report

SEI-360

SEI Group Report

Customized analysis of SEI data

**For additional resources including articles, books, and learning materials, visit: [www.6seconds.org](http://www.6seconds.org)**



## Quick Reference

Some SEI–YV counselors may want to have summarized access to the various graphs and tables offered in the full report. This is conveniently provided as a Quick Reference following on the next pages.

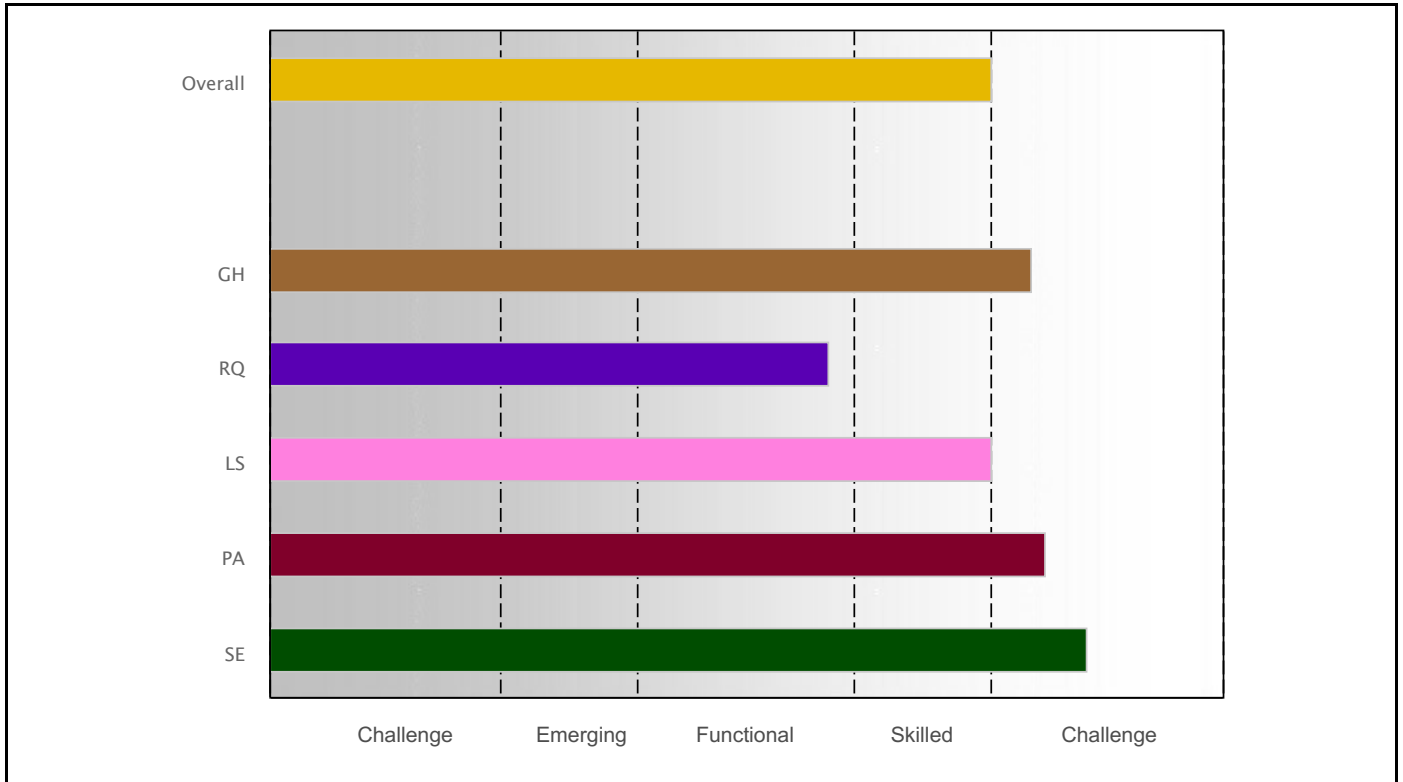
Six Seconds recommends that counselors use the reference pages with great discretion, and only after familiarization of all the contents in the full report. The results are best communicated in the context of the K–C–G model and the credibility of the youth's responses. Ideally during debriefing, counselors will refer to the full report and exclude the Quick Reference, to be used for internal purposes only (pages 19–21).



## Quick Reference: Barometers of Life

For: Sample Report

Test Date: March, 18 2021



GH - Good Health

RQ - Relationship Quality

LS - Life Satisfaction

PA - Personal Achievement

SE - Self-Efficacy

Overall - All the life barometers together

Specific EQ competencies have a significant effect on these important Barometers of Life.

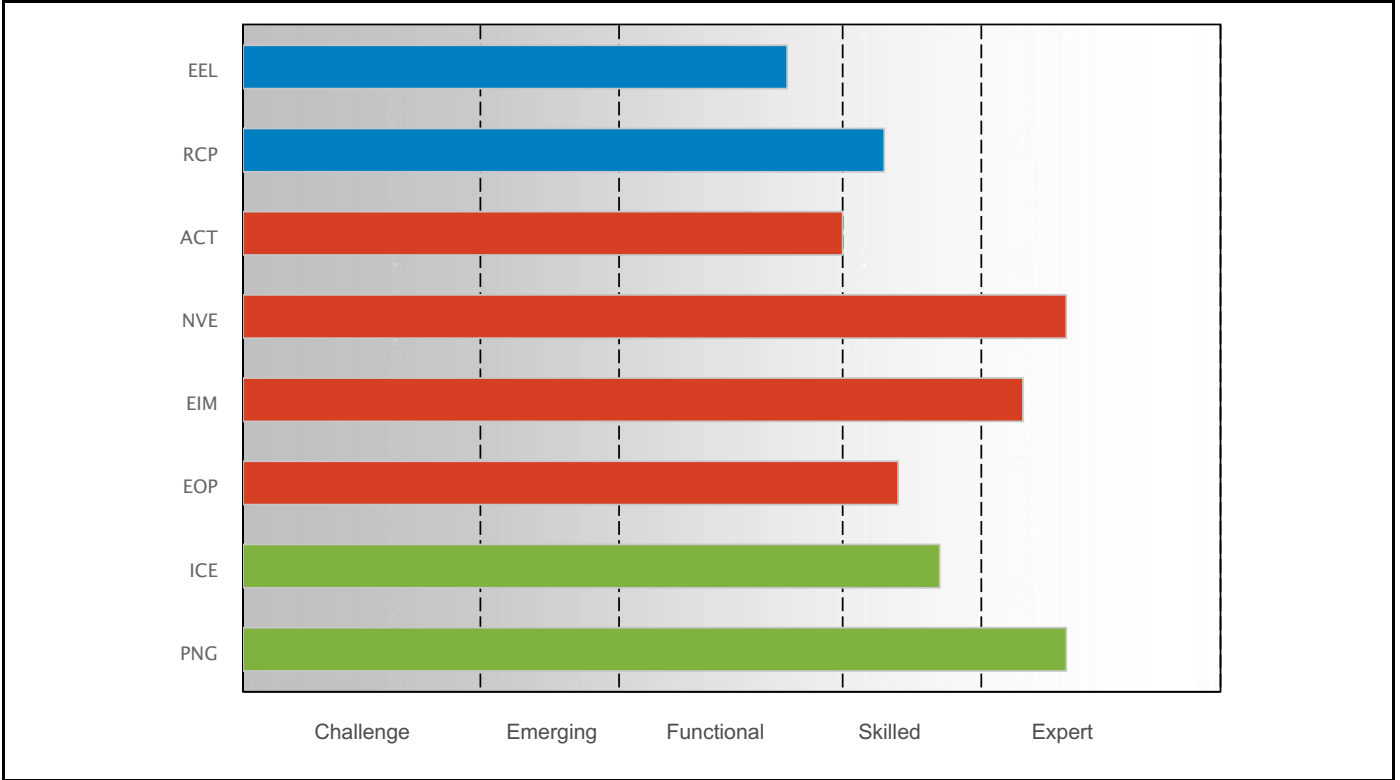




# Quick Reference: Emotional Intelligence Profile

For: Sample Report

Test Date: March, 18 2021



Know – Know Yourself	EEL – Enhance Emotional Literacy RCP – Recognize Patterns
Choose – Choose Yourself	ACT – Apply Consequential Thinking EIM – Enhance Intrinsic Motivation EOP – Exercise Optimism NVE – Navigate Emotions
Give – Give Yourself	ICE – Increase Empathy PNG – Pursue Noble Goals



# Quick Reference: EQ Yardstick

For: Sample Report

Test Date: March, 18 2021

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