

SEI-YV Assessor Manual

Anabel Jensen, Carina Fiedeldey-Van Dijk, Joshua Freedman

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1. Introduction

Background

The SEI-YV is a validated psychometric assessment for youth ages 7-18. The online or paper-based tool is used to measure current levels of competence in the Six Seconds Model of Emotional Intelligence – set in the context of important life outcomes (called Life Barometers).

The SEI-YV is used with youth for educational or counseling/coaching purposes. It may be used with individuals, classes, or groups in schools, as well as in after school programs, in sports, and in other educational or therapeutic settings. When used appropriately, the report can help young people develop increased self-understanding and can become a starting point for helping youth make effective choices and set goals.

The SEI-YV was developed by Anabel Jensen, Ph.D., and Carina Fiedeldey-Van Dijk, Ph.D. Dr. Jensen is the Founding President, and Dr. Fiedeldey-Van Dijk is the Senior Research Scientist of Six Seconds and President of ePsy Consultancy. The SEI-YV is based on the Six Seconds Model of Emotional Intelligence, which was developed by Anabel Jensen and Joshua Freedman. The SEI-YV is part of the set of SEI tools whose developers also include Massimiliano Ghini, Lorenzo Fariselli, and Federica Valentini. Key contributors to the growth and application of the SEI-YV also include Marsha Rideout, Karen McCown, Deborah Havert, Amy McConnell Franklin, Barbara Fatum, Alex Russell, and Susan Stillman.

Six Seconds, the publisher of the SEI tools, is a 501(c)3 nonprofit organization with the purpose of supporting people to create positive change. First founded in California, USA, in 1997, the organization is led by change agents in 10 countries. The organization publishes scientific tools and development



programs, and conducts training and consulting to improve outcomes in schools, businesses, families and communities worldwide.

Characteristics

Questionnaire: 99 items divided into two sections, “EQ” and “Barometers”

Scales:

- Total EQ.
- Three pursuits of EQ – Self-awareness, Self-management, Self-direction.
- Eight competencies of the Six Seconds EQ Model.
- Five important drivers of success called Life Barometers.

Availability: Online, or on paper upon request and approval.

Languages:

- Online: English only.
- Paper: English, Afrikaans, Urdu, with Spanish under construction.

Reports:

- Individual report online.
- Group report upon request.
- Customized and comparison reports upon request.

Purpose

- Classroom, school, and educational organizations (e.g., for assessment of whole-school social emotional learning)
- Research (e.g., for program validation or correlation of EQ and other attributes)



- Coaching and counseling (e.g., for developing holistic and actionable goals with individual youth and families)

2. Interpretation

Introduction

Emotional intelligence (EQ) is the capacity to blend thinking and feeling to create optimal outcomes for oneself and others. The Six Seconds EQ Model was developed as a framework for putting emotional intelligence into action. The goal is to utilize the energy and information in emotions together with careful thinking to solve the challenges and realize the opportunities of life.

Starting in 1997, the model was originally developed by Anabel Jensen and Joshua Freedman who drew on many sources for its creation:

- The Self-Science process from *Self-Science: The Emotional Intelligence Curriculum*, Karen McCown et al. (Six Seconds' Founder; first published in 1978).
- The Mayer-Salovey-Caruso model of emotional intelligence (Peter Salovey is a Six Seconds' Advisory Board member).
- Daniel Goleman's writing on emotional intelligence (in his 1995 book, *Emotional Intelligence*. Goleman described Self-Science as a model curriculum for EQ development).
- Other leading research on emotion and cognition from scientists including Candace Pert (Six Seconds' Advisory Board member), Antonio Damasio (*Descartes's Error*), and Joseph LeDoux (*The Emotional Brain*).



The Six Seconds Model of Emotional Intelligence

This model of EQ-in-Action begins with three important pursuits: to become more aware (noticing what you do), more intentional (doing what you mean), and more purposeful (doing it for a reason).

1. Know Yourself:

Self-awareness

Clearly noticing what you feel and do.

Emotions are data, and this pursuit allows you to accurately collect that information.

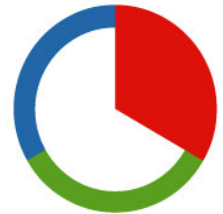


2. Choose Yourself:

Self-management

Doing what you mean to do.

Instead of reacting “on autopilot,” this pursuit encourages you to proactively respond to make conscious, careful decisions.

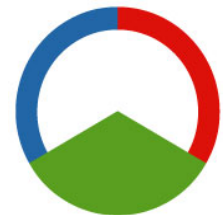


3. Give Yourself:

Self-direction

Doing it for a reason.

This pursuit helps you put your most important commitments into action so you unlock your full power and potential.



Within each of these three pursuits are specific, measurable, learnable EQ components or skills in action. The EQ components are shown on the next page.





The Six Seconds EQ Model:

Pursuit	EQ Component	Definition
Know Yourself	Enhance Emotional Literacy	Accurately identifying and interpreting both simple and compound feelings
	Recognize Patterns	Acknowledging frequently recurring reactions and behavior
Choose Yourself	Apply Consequential Thinking	Evaluating the costs and benefits of your choices
	Navigate Emotions	Assessing, harnessing, and transforming emotions as a strategic resource
	Engage Intrinsic Motivation	Gaining energy from personal values and commitments vs. being driven by external forces
	Exercise Optimism	Taking a proactive perspective of hope and possibility
Give Yourself	Increase Empathy	Recognizing and appropriately responding to others' emotions
	Pursue Noble Goals	Connecting your daily choices with your overarching sense of purpose

(Blue=reflect. Red=pause. Green=go!)



Interpretation Guide

Life Barometers

In the first five pages of the SEI-YV Report, Assessors will find the Life Barometers, a measure of the youth’s current level of functioning in five critical areas. Six Seconds uses Life Barometers as indicators of the elements needed for a successful life; our research and experience show that the components of the Six Seconds EQ Model are key drivers of these outcomes. So, when emotional intelligence is put into action, it supports these critical ingredients.



When interpreting the SEI-YV, one can use the Life Barometers as a context in which to determine how well the youth is functioning in these five critical areas. As the SEI-YV report says:

“It is helpful to gauge how you are doing now so you can set goals for the future. In particular, we are looking at five different Life Barometers that tell you how you are doing in life at the moment. A Life Barometer is an indicator or a measure that you can use independently or in combination when taking stock on your life.”

Life Barometers	Definition
GH – Good Health	Valuing nutrition, feeling energized; being able to participate physically and mentally
RQ – Relationship Quality	Actively participating in a social network in a variety of ways; being able to foster constructive, mutually respectful relationships
LS – Life Satisfaction	Feeling content and balanced; being able to keep events and experiences in perspective, whether challenging or successful



PA – Personal Achievement	Being diligent and conscientious; attaining successes; fulfilling commitments; being able to consistently accomplish objectives
SE – Self-Efficacy	Confidence in, and knowledge of, ability to accomplish tasks, including managing expectations and moods to set and reach challenging goals

K-C-G

Within this framework, the Assessor considers the youth’s scores on the three pursuits: Know Yourself, Choose Yourself, and Give Yourself. While higher scores are often desirable, balance is crucial. Just as very low scores can represent an area of challenge, very high scores can as well; these are areas where the youth is significantly different from most of her/his peers. Particularly when the three pursuits are out of balance (i.e., variation of one standard deviation or more), one should be aware of potential risk. With that in mind, the following table provides a starting point for developing a hypothesis to explore strengths and possible areas of concern:

Area	Low Scores	High Scores
K Know Yourself	Risk: May be unaware of emotions and choices Benefit: May be pragmatic	Risk: May be overly self-analytical Benefit: May be gaining key insight from self-awareness
C Choose Yourself	Risk: May be impulsive or reactive Benefit: May be spontaneous	Risk: May be pushy or rigid Benefit: May be careful and accountable
G Give Yourself	Risk: May be lost or isolated Benefit: May be dispassionate	Risk: May be impractical Benefit: May have a strong compassion and moral compass



Exploring the Eight EQ Components

Following is a guide to the eight EQ components. For each EQ component, a definition is included, followed by an explanation of its importance, and the potential meaning of low and high scores.

Know Yourself

Enhance Emotional Literacy (EEL): learning to accurately identify and appropriately express feelings.

This skill helps us to sort our complex emotions, name our feelings, and begin to understand their causes and effects. Emotional Literacy requires both recognizing feelings (which occurs at a non-analytic level) and cognitively understanding them.

Extremely Low: Concrete	Extremely High: Emotional
Unlikely to notice and name his/her own feelings. May find feelings overwhelming and irrational.	May have strong emotional vocabulary, which creates sense of insight. Likely to be able to express emotional ideas.

Recognize Patterns (RCP): consciously identifying our own habitual reactions.

The brain establishes and follows neural pathways to create efficiency; these patterns are a link between thoughts, feelings, and actions. Left unaware, patterns can cause us to react in negative ways.

Extremely Low: Unaware	Extremely High: Analytical
Unlikely to notice own behaviors and reactions. May get stuck repeating same mistakes.	Probably insightful into own behavior. May quickly and accurately notice (but not necessarily change) recurring reactions. May overanalyze.



Choose Yourself

Apply Consequential Thinking (ACT): evaluating (emotionally as well as practically) the short and long term costs and benefits of our choices.

Every action, every choice, has an effect. This skill lets us examine the consequences of our choices. It is key to managing our impulses and acting intentionally (rather than reacting).

Extremely Low: Reactive	Extremely High: Paralyzed
Unlikely to pause and consider impact of choices (may not even recognize s/he is making choices). Likely to be impulsive.	Probably considers implications carefully (short and long term, self and others). May become overly risk-averse or evidence “analysis paralysis.”

Navigate Emotions (NVE): transforming and generating feelings to move forward in a productive way.

This EQ component allows us to shift between emotions and generate feelings in a productive way. The word “navigate” implies a process for forward movement through challenges.

Extremely Low: Volatile	Extremely High: Placid
May either avoid feelings (suppress, minimize, fix, ignore) or over-indulge in them. Unlikely to skillfully create productive emotions for self or others.	Likely to experience feelings without being “stuck” in one or another. Probably gains positive insight and energy from emotions and generates useful feelings. May become unable to choose a feeling state, continually moving from one to another.



Choose Yourself *(continued)*

Engage Intrinsic Motivation (EIM): gaining energy from personal values and commitments versus being driven by others.

People who require external reinforcement to be motivated are always at the mercy of others. This skill helps us discover and engage a powerful inner motivation that prompts us to change and grow. This skill allows choice, which builds an internal sense of efficacy.

Extremely low: Passive	Extremely high: Driven
May not be highly motivated, or motivated by outside forces (such as bribes/praise or fear/punishment). Likely to be easily swayed by others.	Likely to be self-assured, self-reliant, and self-motivated. May be impatient with things that s/he doesn't see as important. May need to listen more to others' thoughts and feelings.

Exercise Optimism (EOP): taking a perspective of choice and opportunity.

Optimism allows us to see beyond the present and take ownership of the future. This skill blends thinking and feeling to shift beliefs and attitudes to a more proactive stance. An optimistic approach creates options and opportunities and helps us overcome setbacks and adversities.

Extremely low: Victim	Extremely high: Overconfident
When faced with challenge, likely to blame others or circumstance rather than taking ownership. May overly emphasize problems and see her/himself as powerless.	Likely to take responsibility and find multiple solutions to challenges. Tends to persevere and gains energy to fix what's wrong. Sees opportunities but may not consider the consequences for self or others.



Give Yourself

Increase Empathy (ICE): recognizing and appropriately responding to others emotions.

Empathy includes a cognitive EQ component (understanding), an emotional EQ component (connecting), and an active EQ component (responding). Empathy is key to understanding others, forming enduring and trusting relationships, and ensuring we consider and care for other people.

Extremely low: Distant	Extremely high: Entangled
Is likely to minimize or ignore others' feelings or misunderstand them. May create distrustful or distant relationships. May feel that others don't understand them.	Probably will connect deeply with others to understand them, help them feel supported, and build trust. May become too caught up in other people's emotions and needs.

Pursue Noble Goals (PNG): connecting daily choices with a deep sense of purpose.

This EQ component provides a sense of direction, a 'north star,' which can be used on a day-to-day basis to be clear about what's most important. It helps us recognize that we have efficacy and a role in the world. This clear sense of purpose creates the courage and conviction to handle difficult situations.

Extremely low: Aimless	Extremely high: Impelled
Probably focused on short-term and self. May lead to being easily distracted or swayed by momentary interests or seeking comfort.	Can create a strong sense of personal power and leadership. May be able to use purpose as a catalyst to transform feelings (own and others) and put them in service of this vision. May "run-over" others if not combined with empathy.



EQ Component Combinations

The next step for interpretation is to explore the inter-relationships between various scales. The art in interpreting a SEI-YV profile is to analyze not just the individual scores, but also the balance within sections and the combination within competencies.

Balance between the three “Pursuits” of Know Yourself, Choose Yourself, Give Yourself is important for optimal functioning. Here are some possible implications of imbalances.

Combination	This person could be...
Low Know and High Give	Self-sacrificing, lacks confidence, easily persuaded.
High Choose and Low Give	Missing long-range goals; good self-management but focused more on self than others.
Low Know and High Choose	Taking action without sufficient data; not solving the important issues for her/himself.

These combinations are helpful for the Assessor to make a hypothesis; they are not to be used to diagnose clinical issues. All possible outcomes of these combinations of competencies need to be carefully and respectfully explored, as appropriate for a given youth and context.

Next, look at the eight competencies. Here are a few examples:

Combination	People with this combination...
Low RCP, Low ACT	Might struggle with impulsivity; may be perceived as overactive or a behavior problem; may not be able to look ahead or anticipate.
High EEL Low ICE	May take analytic approach to emotions; may be very articulate, but lack social problem-solving behaviors; may be perceived as aloof.
High EIM, Low PNG	May be motivated only in the short term.
Low NVE, High ICE	May become overwhelmed by others’ feelings; might depend on others to make emotional decisions or have difficulty leading others.



High EEL and ACT, Low ICE	May take an analytic approach to people; may be overly cautious and may come across as distant; may need to find softer way of expressing concerns.
High NVE, High ICE, High PNG	May be a leader; may be service oriented.
Low EOP, High ACT	May over-evaluate risks. May take a pessimistic orientation; may see the problems before the opportunities. May be more rigid / less flexible.
High EOP, Low ACT	Might under-evaluate risks. May have a playful orientation; may always think there is a way out. Might be a flexible problem-solver but may fail to evaluate realistically.
High ACT, Low EEL/ICE	Might over analyze; may always want more data; may become overly concerned about items/people. Could freeze in an emotionally charged situation; may be unable to move forward quickly and efficiently.
High RCP, Low ACT/EIM	Might recognize habits, but may have difficulty changing and/or be aware of why to change.
High PNG, Low ICE,	May run over people in pursuit of purpose. May see the goal as more important than feelings; might be perceived as selfish even when goals are worthy. May be well intentioned but not careful with others.
Low EIM, Low EOP	May be passive, disengaged, fatalistic. May have developed learned helplessness.
Low ICE, High EIM/ACT	May want to be always right about decisions. Might be determined on his/her course but be inflexibly ethical (“my way or the highway”); may have difficulty seeing multiple perspectives.
High EIM, High EOP	May often self-initiate. May be seen as a self-starter and problem solver, often creative with solutions.

Again, these combinations are intended as a started point for the Assessor’s exploration and should be not treated as a “diagnosis.”



It is also helpful to consider the Life Barometers, discussed earlier, together with selected competencies. The Assessor may ask him or herself how a particular competency might impact a high or low barometer. For example, if a young person’s health barometer is low, and his or her score in consequential thinking is low, it stands to reason that he or she could use help in making more careful evaluation of health choices. Examine the young person’s high and low barometers and related high or low competencies to explore complex patterns. The combinations of Life Barometers and EQ scores can also be explored through the EQ Yardstick.

EQ Yardstick

The SEI-YV Report includes the EQ Yardstick chart, which shows which EQ components are significant predictors of the different Life Barometers. This chart can help the Assessor further interpret the profile and identify important areas to celebrate success and to focus attention for development.

Here is an example of one section:

Barometer	Most Significant EQ Contributors	Effect								
<p>Good Health 118</p>	<p>EIM - Engage Intrinsic Motivation 74</p> <p>PNG - Pursue Noble Goals 100</p> <p>EEL - Enhance Emotional Literacy 85</p>	<table border="1"> <caption>Effect of EQ Contributors on Good Health</caption> <thead> <tr> <th>Contributor</th> <th>Effect Score</th> </tr> </thead> <tbody> <tr> <td>EIM</td> <td>65</td> </tr> <tr> <td>PNG</td> <td>100</td> </tr> <tr> <td>EEL</td> <td>85</td> </tr> </tbody> </table>	Contributor	Effect Score	EIM	65	PNG	100	EEL	85
Contributor	Effect Score									
EIM	65									
PNG	100									
EEL	85									

Each Life Barometer and its score appears in the leftmost column (Good Health is shown in the example; the average score for each Barometer is 100 with a standard deviation every 15 points away from 100). In the center column are the three EQ components that statistical analysis suggests to be the most powerful drivers of that Life Barometer (again, the mean score in these scales is



100, with 15 points as the standard deviation.) To the right is a graph with the three EQ components in columns, and a line showing the Life Barometer score. In this sample, the EQ components are below the Life Barometer, indicating that this outcome is not well driven by this youth's EQ. This can be interpreted to show the outcome is coming from other resources (such as IQ, family support, luck, etc). It can also mean that the outcome is unlikely to be sustained without developing some of the EQ drivers that will support the outcome.

Another possible scenario is that the EQ drivers are higher than the Life Barometer line. In this case, there are EQ strengths that can be used to bring up the outcome.

With attention to a particular barometer, the student can be coached to use his/her EQ competencies to develop action steps to improve the outcome. If low, then the EQ competency could be an important development area. If high, it could be a sustainable strength. Finally, the Life Barometer line may be quite close to the EQ components. This means there is a match between the level of EQ and the outcome.

As far as we know, the analysis provided in the Yardstick is not available in any other report and is especially important given the SEI-YV's focus on the application of EQ to create positive change.



3. Psychometrics

Description of The Norm Sample

The most recent statistical validation of the SEI-YV, version V2.1, is based on a sample size of $n = 5,715$, which dates from 2007 to the beginning of 2011. For statistical validation, the norm base was cleaned from bogus and outlier responses for optimal credibility, as it forms the baseline against which individual and group responses are standardized and compared, resulting in an effective norm base of size $n = 5,693$.

Ideally, we want the gender and age distribution to be closely equal in all categories and across different countries, which may be achieved with growing an even larger norm base over time, and by managing or encouraging specific projects. Currently, male-female distribution in the norm base shows a ratio of 1:2. In addition, female youth tends to be slightly younger (peaking around 12-13 years) than male youth (peaking around 13-15 years). The average age of the norm population is 13 years and four months. There are several hundred youth in each of the eight combined gender-age categories in the norm base, which allows for trustworthy statistical comparisons between them. The combined age and gender category distribution in the norm base is as follows:

Age Category	Percentage	Divided into Gender
7-10 years	9.05%	of which 51.41% is female
11-13 years	49.08%	of which 76.60% is female
14-15 years	24.57%	of which 58.73% is female
16-18 years	17.30%	of which 61.55% is female
Overall, 67.12% of the norm sample is female.		



Gender is fairly equally spread across the countries where the SEI-YV was used across multiple projects, with a notable exception where females dominate, namely Singapore. We need yet more data to draw a conclusion with confidence for the age categories across different countries. So far, attempts to do so are highly dependent on where different practitioners from the same country find local opportunities to use the SEI-YV, which is part of the challenges of growing any young assessment. Given the progress we made since 2007, we are highly encouraged by it.

Country and ethnic representation have expanded considerably in the last four years: 14 different countries (of which nine are sizable) used the SEI-YV over 204 project groups of varying sizes. A third of these projects contained group sizes of 30 or sometimes considerably more students. Within countries, students reported rich ethnicity combinations. While students completed the survey in English, in some countries another language may be the medium for instruction and spoken at home.

Significant Country	Frequency	Percentage (cont.)
Singapore	1,723	31.0%
USA	1,462	26.3%
Canada	512	9.2%
Australia	142	2.6%
UK	375	6.8%
Pakistan	590	10.6%
Philippines	511	9.2%
South Africa	115	2.1%
Mexico	88	1.6%
Other	34	0.6%



Females significantly outperformed males on all scales (EQ components and Life Barometers) despite age distribution, including the validity indicators. Importantly, the found differences lie in the strength of individual EQ component scores, but not necessarily between EQ component scores when they are viewed across as EQ profiles. In contrast to gender, EQ performance does not follow a set score strength pattern across the different age categories, with one exception. Older youth tend to respond less positively, so their scores are slightly lower than younger children. Given that males, who underperformed compared to females, also tend to be a bit older, the found difference in gender performance with regards to EQ component score strength is partially amplified. Keep in mind also that slightly lower EQ among older groups are part of EQ stabilization and hence to be expected. It may be that as children mature, they become more discriminating.

EQ performance between countries with sizable and composite representation within the norm population is not significantly different one from another overall. From some countries, youth from multiple ethnicities were assessed. These characteristics together support the claim that the SEI-YV is largely free from cultural influences, starting with the extreme care we take when formulating and translating survey items. The data in the norm base span a range of socio-economic sectors, types of schools, academic needs, and achievement levels.

Standardization

The demographic characteristics and EQ performance of the norm population lead to the recommendation that score standardization should be based on the norm population in general, rather than being specific to gender and/or age



category, until a future date when more research is available. For group reports and individual report comparisons where groups consist of both male and female youth, the use of general population norms are required.

At this time, the data are not weighted for norming purposes as was done in Version 2.0. The main reason for this decision is that given the complexity of multiple demographic characteristics in the norm population, any weighting based on existing frequencies amplify rather than neutralize the skews that exist. For now, we are content with the composite nature of the current demographic distribution while we continue to gather data and grow the norm base in as natural a way as possible. Whereas previous norms may have been slightly lenient overall, the new norms may be slightly strict overall. We believe the norming pendulum will stabilize in the near future, while we are pleased with the progress made over the life span of this young assessment.

Psychometric characteristics of all survey items held remarkably steady over several iterations of statistical validation. No items required major changes, while both the number and order of items appear to function effectively.

The descriptive statistics for the EQ components, Life Barometers, and two validity indicators are shown below. These form the basis for standardizing individual and group scores. Note that there is a tendency towards negative skewedness statistics (i.e., positively skewed distributions). This is normal in self-judged measures where Likert-type response scales are used. In general, skewedness is low and close to zero. The kurtosis (i.e., peakedness) of the distributions varies close to zero across the scales as well, which is desirable.



Scale (score range 20-100)	Mean	SD	Skewedness	Kurtosis
TOTEQ raw	73.75	8.99	-0.191	-0.393
KNOW raw	75.22	10.05	-0.297	-0.246
CHSE raw	71.83	9.12	-0.149	-0.295
GIVE raw	74.20	10.91	-0.292	-0.204
EEL raw	75.09	11.06	-0.335	-0.146
RCP raw	75.68	10.86	-0.350	-0.060
ACT raw	71.00	11.14	-0.214	0.121
NVE raw	68.35	11.38	-0.152	-0.119
EIM raw	75.78	11.59	-0.223	-0.342
EOP raw	72.31	12.06	-0.220	-0.174
ICE raw	77.10	11.29	-0.443	-0.018
PNG raw	71.3	12.5	-0.194	-0.184
OVERALL LIFE				
BAROMETER raw	73.9	9.52	-0.353	0.087
GHEALTH raw	67.96	15.83	-0.225	-0.279
RELQUAL raw	80.65	11.8	-0.642	0.414
LIFESAT raw	74.63	12.61	-0.405	-0.007
PERSACH raw	75.44	13.45	-0.408	-0.051
SELFEFF raw	70.07	10.85	-0.029	0
PIN raw	74.57	12.6	-0.289	0.042
IC raw (score range 0-4)	0.76	0.48	1.368	3.899

In the scale of response inconsistency (IC), a higher Kurtosis is desirable. The raw IC value is positively skewed (meaning in general and for the norm population as a whole, the scores are on the low side) and highly peaked (in other words, consistently so). This means that if an individual youth shows a high IC score, this can be interpreted as exceptional and meaningful. More about this will be said in the next section.



Note that the above reported values are raw values, which should not be confused with standardized scores that we use in SEI-YV reports. The use of standardized scores enables us to make direct comparisons between EQ components and Life Barometers related to either individuals or groups of youth, as these are all set against the same baseline provided by the norm population. Think of this as two students, one who got 24 and another who got 30 for two tests. The second student performed better, right? Wrong. Unless we know that the first student's test was 24 out of 30 and the second student's test was 30 out of 50, which we can now turn into percentage scores of 80% and 60% respectively (a simplistic version of standardization), can we make a direct and accurate comparison between the two students.

Validity

Validity Indicators

Four validity indicators are measured:

General frame of mind

Three items are rated at the start of the survey using the same Likert-type response scale as the other survey items:

I feel great

I think positively

I am in a good mood

We expect students to provide a positive score on all three items; scores ranging from 1 to 3 should be explored further during the required debriefing of the SEI-YV report. It is also a good idea to consider responses to these three



items together with the next validity indicator, and/or the EQ component EOP (Exercise Optimism).

Positive impression

Average performance and the distribution of scores for positive impression is closely aligned with that of other EQ scales. This is a standardized score with a mean of 100 and a standard deviation of 15, similar to that of the EQ components and Life Barometers. This means that a markedly high, standardized positive impression score, as identified by standard deviation points, remains a valid gauge for further follow-up as indicated in SEI-YV reports across the different survey versions. Scores larger than 1SD are labeled as “possibly invalid”; scores larger than 2SD are labeled as “probably invalid”. The reasons for a high positive impression (PIN) score should be explored further with the youth, parent, counselor, and/or teacher.

Number of missing items

We require a minimum of 94% completion of the survey items in order to validate the EQ profile of the youth. This means that a maximum of six missing items across the survey is allowed. When the maximum is reached, no zero point or midpoint on the response scale is allocated, as we feel that such a method may put the youth at a disadvantage and can lead to misleading scale results. Instead, scale scores are calculated with the remainder of the items that contribute to each scale. While we lose a tiny bit of the psychometric strength in the scale(s) where the missing response occurs, the calculation of the scale score is the most accurate reflection of that youth that we have at that time.



Response inconsistency

Dispersed throughout the survey, five pairs of items have similar wording. These item pairs are intended to assess the consistency with which the youth responded to the survey. Youth who fail to read the survey items carefully, or who respond at random or in some other systematic fashion may miss these pairs, potentially causing them to have largely different ratings from one another. Tracking the differences in these paired ratings, researchers expected that the ratings would be generally very close under normal assessment circumstances. The mean difference between these five item pairs together is 0.76 (less than one rating point) with standard deviation 0.48. Average scores on all five individual inconsistency pairs lie below a one-point difference.

When IC is larger than five, we question the validity of the youth's EQ profile of. This number remained stable across different survey and report versions. There is a slightly noticeable sensitivity in the IC score related to age: as can be expected, younger children (who have less life experience), are less consistent in their item ratings.

Overall, girls tend to score slightly higher than boys. The highest difference between the two genders lies in ICE (increase empathy), again, which can be expected. The score difference is about seven raw points (Cohen's $d < 0.40$). When this is translated into a standardized score, the difference becomes less than one standard point and hence is negligible.

Construct Validity

The objective of construct validity is to find empirical confirmation of EQ conceptualized as consisting of three pursuits and further segmented into eight EQ components. As with most self-judged (self-report) measures of Emotional



Intelligence, we found that the factorial structure of the SEI-YV is uni-factorial. This is also a point of critique against EQ measures in general, which is well debated in academic literature. However, through statistical factor analysis with varimax rotation, we also found mild support for a two-dimensional scope, as shown by the scree plot of eigenvalues below.

A total of 13 factors had an eigenvalue greater than 1 and accounted for 47.91% of the common variance. However, in this case Kaiser's criterion may not be the best guide for extracting this many meaningful factors with the number of items available. One factor shows a large positive eigenvalue and accounts for 20.33% of the common variance alone. The next three factors have an eigenvalue greater than 2; the common variance that these four factors account for is 31.59%. In addition, the scree plot shows a reasonable bend at five factors (with common variance 34.03%). Eight factors together account for 39.92% of the common variance in the factor structure of the SEI-YV.

We need to recognize that due to the target population of the SEI-YV where the attention span is typically shorter than in the case of adult surveys, we are attempting to confirm the theoretical structure within the limitations of only 68 EQ scale items. (Other items are used specifically for calculating the validity indicators.) The factor structure revealed below also helps explain the internal consistency statistics (Cronbach's coefficient alpha) that are reported later.

In an attempt to confirm the K-C-G pursuits, interpretation of three extracted factors reveal a grouping of the eight EQ scales as follows:



Factor number	Dominant EQ component	EQ Pursuit
Factor 1:	EOP EEL (basic knowledge) EIM NVE (open sharing)	Choose Yourself Know Yourself
Factor 2:	ICE EEL (interactive knowledge) PNG NVE (conflict resolution) RCP	Give Yourself Know Yourself
Factor 3:	ACT	Choose Yourself

Empirically, the allocation of specific EQ components to one of the three pursuits appears to be somewhat forced. There is growing argument that elements of all three pursuits can be found in each of the eight scales. Using the norm data, we plan to explore this empirically in further detail. For example, we want to investigate the possibility of treating and measuring the three pursuits as a horizontal dimension and complementary to the existing eight EQ components, rather than in a hierarchical fashion as is the current practice. At the very least, this will help us understand the three pursuits with renewed insight.



An eight-factor structure largely confirms the following EQ scales in this order of strength:

Factor number	Dominant EQ component	Common Variance Explained
Factor 1:	EIM	5.3775
Factor 2:	ICE	5.1616
Factor 3:	EOP	3.1336
Factor 4:	RCP	2.8836
Factor 5:	NVE (open sharing)	2.8474
Factor 6:	EEL (complex)	2.7905
Factor 7:	PNG	2.7420
Factor 8:	ACT	2.2084

All item factor loadings are above 0.30, indicating a good placement within the factor to which it contributes. Once the norm data has grown to be reasonably free from demographic skews, we will further investigate the multi-factorial structure for improved theoretical refinement and fit. The common variance that the factors currently account for also needs to be monitored.

Concurrent Validity

In the SEI-YV survey, the assessment measures Life Barometers under a separate section, which asks the youth about current performance in specific arenas that impact their lives daily. The overall Life Barometer score breaks down into five different Barometers. Youth tend to rate themselves slightly lower on the Life Barometer items than on the EQ component items.

Importantly, the Life Barometers afford us a built-in opportunity to measure concurrent validity via multiple regression analysis. The validity is said to be concurrent rather than predictive due to the fact that youth complete the second section of the survey immediately after the first section. The insights gained from this analysis are also reported in a powerful EQ Yardstick that is extremely



useful for purposes of further development. Many practitioners view the EQ Yardstick as the most powerful part of the SEI-YV report.

The variance in scores within each of the Life Barometers is explained as follows by the EQ components:

Life Barometer	Percentage of Variance Explained
<i>Overall</i>	%R2 = 59.14%
Good health	%R2 = 17.84%
Relationship quality	%R2 = 40.34%
Life satisfaction	%R2 = 50.16%
Personal achievement	%R2 = 45.37%
Self-efficacy	%R2 = 20.61%

Overall, the regression results, and hence the concurrent validity of the SEI-YV, look favorable. The results for the two outer Life Barometers are only moderate due to a slight bimodality in the responses: youth tend to have either good health habits or not so much, and are either moderately self-efficacious or slightly more. This latter aspect is addressed via refinements in the item wording of the current edition of the SEI-YV, V2.11. While we include good health as a Life Barometer in the SEI-YV in recognition of this being a growing issue among youth in many parts of the world, we are still working to fully understand the relationship between physical health (eating and exercise) and emotional intelligence. The most important EQ scales contributing to each Life Barometer are determined by a statistical technique called stepwise regression analysis (forward procedure). The top three with the highest contributing value



to each of the five Life Barometers are shown below. Note that some EQ components repeat across the Life Barometers, though their order of importance may differ. It is also helpful to keep in mind that the EQ components contribute value as they work together to explain the variance in Life Barometer scores from the norm base. Therefore, all indicated EQ components should be considered together when compared against the corresponding Life Barometer.

Life Barometer	Most Significant EQ Contributors
Good Health	EIM Engage Intrinsic Motivation PNG Pursue Noble Goals EOP Exercise Optimism
Relationship Quality	EOP Exercise Optimism ICE Increase Empathy NVE Navigate Emotions
Life Satisfaction	EOP Exercise Optimism PNG Pursue Noble Goals EIM Engage Intrinsic Motivation
Personal Achievement	EIM Engage Intrinsic Motivation ACT Apply Consequential Thinking EOP Exercise Optimism
Self-Efficacy	EOP Exercise Optimism EEL Enhance Emotional Literacy EIM Engage Intrinsic Motivation

Ultimately, all eight EQ components are important for further development of the Life Barometers. The top EQ components that statistically contributed most to the regression model for each Life Barometer were selected, hence the order in which they are listed is meaningful. Note that the same EQ component can contribute to different Life Barometers, but in a different order of importance, and in combination with different EQ components **each** time. From the



perspective of further developing the Life Barometers then, Assessors should pay particular attention to these combinations of EQ components.

Since the beta values in the respective regression equations of all the identified EQ components are positive, one should interpret the relationship that high scores in these EQ components are generally associated with high scores in the Life Barometers. The statistical selections above help users target their development with an enhanced chance of success. Ideally, the Life Barometer and three EQ component scores grouped together should be in balance with one another.

Reliability

Associations Between Scales

Pearson's product-moment correlation coefficient was used to determine the association between scales:

Three EQ pursuits (K-C-G)

0.69 – 0.72

Eight EQ components

On average 0.53

Ranging between 0.40 and 0.68

Five Life Barometers

On average 0.42

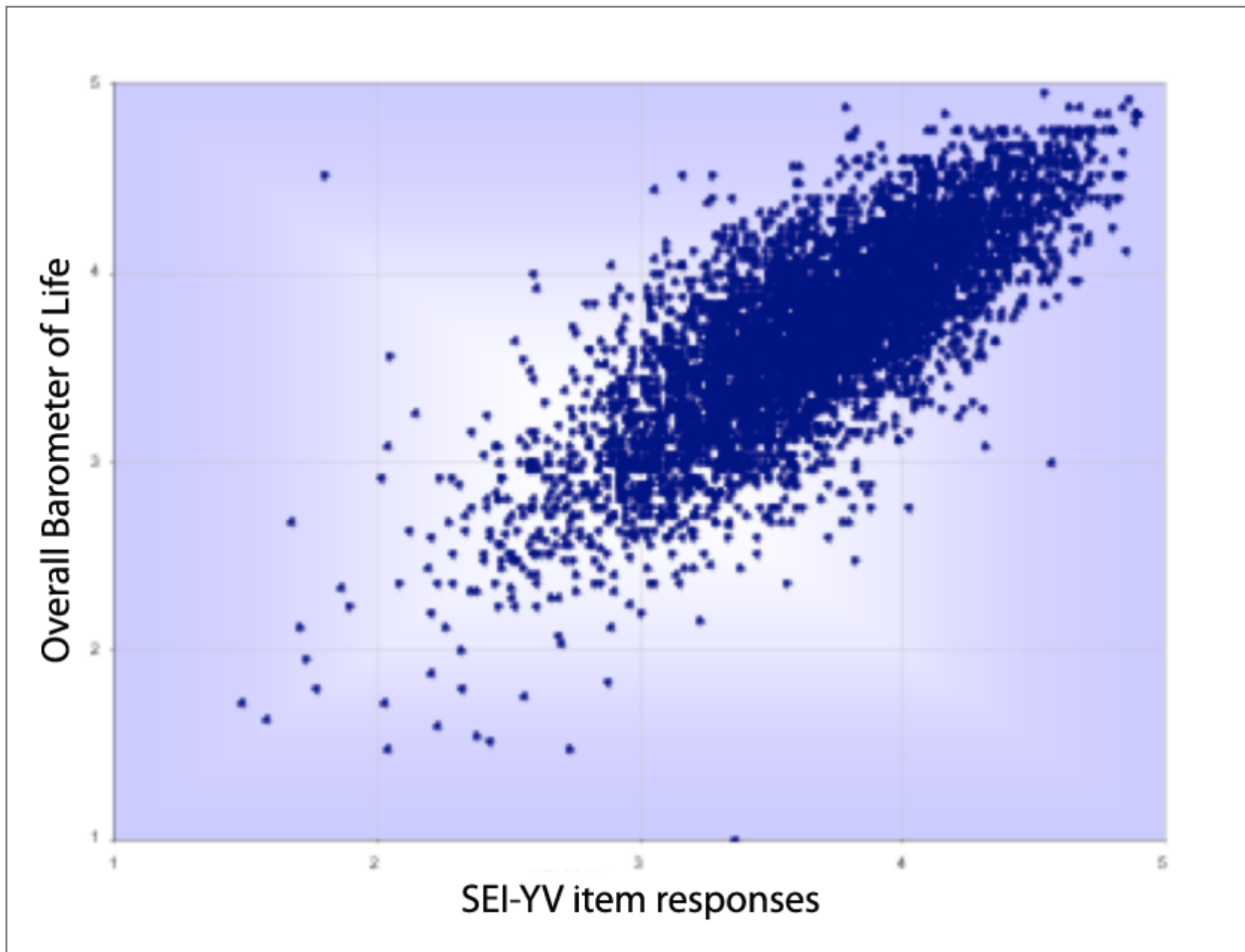
Ranging between 0.23 and 0.63

The three pursuits, eight attributes and five life barometers performed consistently across different demographics.

The correlation between the **EQ component** items and the **Life Barometer** items is 0.77 on average. The following graph displays the relationship



between the two, and supports the further development of EQ and SEL through the EQ Yardstick that is offered in individual and group SEI-YV reports:



The linear direct relationship between the EQ components and Life Barometers is evident from the graph, despite individual exceptions. It also serves as a good visual display of the effect of self-judged measures, where responses tend to lie slightly above the theoretical midpoint of 3 on the Likert-type rating scale, averaging between 3 and 4. Youth, in general, tend to rate themselves more positively; this changes with age and life experience.



Internal Consistency

The list shows Cronbach's coefficient alpha statistic for each EQ component below. Because it is somewhat dependent on the number of items per EQ scale, with higher reported alpha values when the number of items increases substantially and introduces some redundancy, this is shown as well. The average response score per scale is also shown.

Scale	Alpha	Number of items	Average score (out of 5)
EEL	0.74	11	3.75
RCP	0.63	7	3.77
ACT	0.64	8	3.55
NVE	0.63	9	3.42
EIM	0.78	9	3.78
EOP	0.74	8	3.62
ICE	0.74	9	3.86
PNG	0.71	7	3.57
<i>PIN</i>	0.70	6	3.73
Life Barometers	0.84	25	3.69

In spite of fair variance in item wording within each EQ scale, all internal consistency measures are satisfactory. None of the average scale scores are overly positive, with fair approximation of normal distribution characteristics as the table in the section about standardization indicates in further detail.



In Summary

Overall, the statistical validation of the SEI-YV is standing the test of time, growing in strength, and supportive of practices related to emotional intelligence (EQ), as well as social and emotional learning (SEL). We are committed to keep growing the heterogeneous composition of the norm base and keep the validation and standardization research behind the SEI-YV up to date.

Although the SEI-YV shares the same theoretical structure as that of the adult SEI version, as a separate survey with its own unique items, it stands and performs independently. One cannot transfer the validity of the youth version to that of the adult version, and *vice versa*. Since it is erroneous to infer reports of validation from one version to the next (as is sometimes done with other assessments belonging to the same product suite), it is important to know that we have the validation of each separate assessment in place as reflected by separate research studies, norm populations, and manuals.



4. Administration

Project Setup

The SEI-YV is administered through the Six Seconds' Tools Intranet. Certified users receive an account to manage the assessments. There are training videos on the Intranet and users are shown the use of the intranet during certification training.

To Create a SEI-YV Administration

1. Log into the system
2. Click the "SEI" tab
3. Select "Add Project" from the SEI-YV menu
4. Complete the project settings form following this sample:

SEI YOUTH - Project:

[Back to](#)

Project Data

Name

Description

Questionnaire settings

Items language

Items per page

Report

Report norm


Report language

Report type	Activate	Send to test taker	Send to coach	Send to others (specify addresses, separated by , or ;)
Youth (Credits: 5)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="text"/>
Total credits for a compiled test	<input type="text" value="5"/>			



Note: Do not select “Send to test taker.” The report should only be given to youth in the debrief process.

Click Save – then click “Back to list”

5. Select the “link” icon:  then select the URL shown.
6. Open this URL on the computer for the youth’s use.

To Use the Paper Version

Follow steps 1-4 above to create a project.

5. Download the paper version form from the Tools Intranet (see Resources menu).
6. Have the youth answer the questionnaire.
7. In the SEI-YV project list (visible after step 4, above) locate the project, for example:

Edit	11SS-SEI-YV08	RIDEOUT MARSHA	English (USA)	English	English	8			
------	---------------	----------------	---------------	---------	---------	---	---	---	---

Then click the Easy Load icon to the far right: 

The online questionnaire will open.

8. Carefully input the data from the paper questionnaire into the online system.

The report will be generated by the system.



5. Planning a SEI-YV Project

Ethical Use

The Six Seconds Emotional Intelligence Assessment – Youth Version, or SEI-YV for short, is a Level B psychometric assessment, which means misuse can be harmful. Please read and comply with the American Psychological Association standards for ethical use of assessments:

<http://www.apa.org/ethics/code2002.html#9>

Certified SEI-YV Users will use the assessment to assist youth to be more effective and healthy. To do so, she or he needs the knowledge, attitudes, and skills to do so effectively. These include:

Knowledge:

Psychometrics --

- Strengths and limitations of a self-report tool.
- SEI-YV factor structure (Cronbach's alpha and inter-scale correlations).
- Predictive validity.

Ethical Use --

- In the case where an individual report will be generated, the test-taker's guardians will need to give informed consent prior to use of the tool; this should include the purpose of taking the SEI-YV and the way the data will be used.
- Test takers who receive individual reports will not be asked to nor pressured to reveal or discuss their scores to anyone other than the Certified SEI-YV Assessor who is debriefing them.
- SEI-YV reports and data will be kept confidential or in accord with the agreement with the test taker and/or guardian.



- The feedback report will only be provided to youth, teachers, or parents in the context of a debriefing session by a qualified SEI-YV Assessor.

Attitudes:

- Respectful of individuals
- Compassionate about feelings
- Demonstrate curiosity and encouragement

Skills:

- Set up and administer SEI-YV
- Interpret SEI-YV profiles
- Individual debrief dialogue providing useful questions and suggestions
- Present SEI-YV model and purpose to groups

Certification:

Do not use the SEI-YV unless you have been instructed in the knowledge, attitudes, and skills outlined above, and you understand the conditions for appropriate use. Use of the SEI-YV indicates your acceptance of these standards.



Using the SEI-YV In Research

The SEI-YV is well suited to use in research. Examples include validating program effectiveness, determining the significance of emotional intelligence, or correlating emotional intelligence with other factors.

Only certified SEI Assessors are allowed to have access to an individual's report, and individuals who receive reports need some form of debrief by a Certified Assessor.

The SEI-YV is often administered in a school/classroom environment in which both certification and experience are needed to handle the group report and feedback. Therefore, four options are available to facilitate the SEI-YV:

1. Research Only

- Data is collected from administration of SEI-YV. Each group or classroom is set up as a unique project to facilitate comparisons (e.g., intervention and control groups, or pre- and post-intervention groups).
- A scored dataset is provided for each project.
- In this instance, no individual or classroom reports are generated, making it unnecessary for the researcher to be certified.
- This option requires the least financial investment and time.

2. Selected Group Reports

- Data is collected from administration of the SEI-YVs. Each group or classroom is set up as a unique project to facilitate comparisons.
- A scored dataset is provided for each project.



- Classroom reports are generated for some or all classrooms/groups.
- Selected classroom teachers are debriefed on the group report by a Six Seconds Certified Assessor. This feedback guides instruction, helping the teacher understand the EQ needs of his or her class.

3. Selected Group and Individual Reports

- Data is collected from administration of SEI-YVs. Each group or classroom is set up as a unique project to facilitate comparisons.
- A scored dataset is provided for each project.
- As above, some or all group reports are created, and debriefed with the teachers by a Certified Assessor.
- Selected individual youth reports are created. These can be used by a Certified Assessor in counseling, parent conferences, IEPs, etc.

4. Complete Reporting

- Data is collected from administration of SEI-YVs. Each group or classroom is set up as a unique project to facilitate comparisons.
- A scored dataset is provided for each project.
- Group reports are created for each classroom, and Certified Assessors facilitate a debriefing with each teacher.
- Individual test takers (each child/student) receive an individual report, which is debriefed by a Certified Assessor. This can also be shared 1:1 with parents.
 - Facilitation can be managed in a group setting using the “Feeling Smart” curriculum. In this case, students are told that if they have



questions, then they can have a 1:1 discussion about their feedback.

- Individual debriefs can be conducted in individual conferences, such as student-parent-teacher conferences.
- This option requires a large number of people to be certified in order to manage the process from start to finish.
- Typically teachers are trained to be Certified Assessors in order to use the tool in their own classrooms.

Using the SEI-YV with a School or Group

To use the SEI-YV, consider these three stages:

1. Pre-Administration – prepare for the process
2. SEI-YV Administration – have students take the questionnaire
3. Debrief – make use of the data

Details for each stage are below, followed by several additional recommendations.

1. Pre-Administration

- Determine which classes or groups will participate and how the reports will be utilized. See the “Using the SEI-YV for Research” section above for suggestions on various ways the reports can be managed.
 - Ideally, all students from 7 years old will participate on an annual basis.



- To reduce time and costs, some schools use the SEI-YV in alternate grades (e.g., grades 3 and 5).
- Note: For younger students, an adult can complete a “perspective Youth Version” (pYV) providing the adult’s perspective on the child (this can be a parent, teacher, counselor, etc). In this case, a similar process to below is followed, but the adult answers based on her/his perspective about the child.
- Ascertain if school or district permission is necessary for group assessment. Send home and receive permission slips.
- Consider who will manage the assessment administration. It is essential that the administrator is someone who will not overly influence the students’ responses. S/he must be able to supportively answer questions in a neutral way. Students will often look to the adult for cues about the “right” answer.
- Have a classroom discussion with students regarding:
 - The number of questions in the assessment
 - The idea that the results are a “snapshot in time” and can/will change based on circumstance
 - That there are no right or wrong answers
 - Not spending too much time on any one question, just answering with your 'gut'
 - It’s okay if some questions sound the same
 - Clarify how to use a “Likert-like” scale where 1 represents the lowest level of agreement, and 5 the highest.



- Encourage them to ask questions if something is confusing, like words they don't recognize, etc.
- Create a SEI-YV project for each classroom or group using the Tools Intranet (see elsewhere in this manual for instructions). It is helpful for tracking, group reports, and future comparisons, to use a standardized format for your projects. For example, for administration in Fall of 2012 for Mr. Johnson's 2nd grade: "2012 Fall - Grade 2 - Johnson"
- When preparing to administer for a whole school, create a list of every classroom to be included, and then copy/paste the "Public Link" code for each project into the list so you have a clear organization of the access URL for each project.

2. Administration

Administer using online or paper

- Online: The Certified Assessor creates a project (see elsewhere in this manual). Each computer in the room can be pre-loaded with that URL open on the web browser.
- Paper: From the Tools Intranet (<http://quest.6seconds.it>) the Certified Assessor can log in and go to "Resources" under the SEI-YV tab. The SEI-YV Paper Version may be downloaded and printed. The form has the questions and space to mark answers.
 - After students have completed the questionnaire on paper, the Certified Assessor must log into the Intranet and enter each questionnaire into the system.
 - Log into <http://quest.6seconds.it>



- Click SEI, then go to SEI-YV Projects.
- If you have not created the project, do so. In the project list, look for the green Easy Load icon on the far right:

	Name	Norm	Report language	Items language	Reports	Quest. mode	Quest. access
Edit	Dr Fatum LIII&LIV	English (USA)	English	English	7		

Clicking the Easy Load icon will open a blank questionnaire, copy the answers from the paper questionnaire into the online system. Now data and reports can be managed as usual.

- It typically takes 30-45 minutes for a class to take the SEI-YV. Younger students might need to take a break.

3. Debrief

Depending on the needs and resources, the SEI-YV can be utilized in many ways. Ideally, the feedback will be used with whole school, for each classroom, and for individual students:

Whole School: Request a group report for the total school (email sei@6seconds.org with the list of all projects in the school). Or, use the individual classroom group reports if there is a manageable number.

- Discuss the group report with the school leadership / administration.
- What challenges and opportunities are revealed?



- What current behaviors among students can be linked to areas of relative strength and weakness?
- How does the current group profile reflect the school's goals and vision? What strengths can be utilized, what weaknesses are important to address?
- Create a summary of the school-wide EQ goals and communicate with all faculty, as well as parents and students.

Whole Classroom: Request a group report from sei@6seconds.org identifying the Certified Assessor's name and project name(s).

- Meet with teacher to discuss results. Allow teacher to guide the conversation about student needs. Help the teacher understand her classroom and the range of scores in each of the eight competencies.
- Coach teacher on effective ways to use the data:
- Compare areas of relative strength and weakness.
- Identify examples of how student behavior is linked to EQ competencies.
- Explain that using strengths is a tool when you are working on weaker areas.
- Plan SEL lessons and discussions where the group, on average, scored higher. Then continue into areas where the group scored lower. A variety of curricula are available in the EQ store online and in the Six Seconds lesson library (www.6seconds.org)
- As mentioned below in Additional Recommendations, this process is even more effective if the teacher has also taken the Six Seconds Emotional Intelligence Assessment (SEI).



Individual Youth: Download reports as needed from the Tools Intranet (click SEI, and under SEI-YV, choose Reports and search. Or, choose Projects, select the project, then click the link showing the number of respondents in the project. This will open a list of all the individuals in the project. Click on the PDF icon to open each report).

- **All students**: ideally every teacher as well as school counselor, social worker, or school psychologist is SEI-YV certified and can contribute to whole classroom debriefing and curricular instruction as well as work with students in small groups and individually.
 - The SEI-YV can become part of the curriculum. The “Feeling Smart” curriculum is designed to support this process. Additional curricula such as Self-Science are available on the website. Individual students can then request a private conversation with the teacher if they have additional questions.
 - The SEI-YV can be debriefed in 1-1 conversations; just as some teachers meet children individually for reading assessments, they can have brief discussions with each student about the SEI-YV report and her/his EQ goals for the year.
 - It is effective to use the SEI-YV report in a student-parent-teacher conference. The “Life Barometers” model in the SEI-YV provides a structure to focus the conversation on many aspects of the child’s development. The student, parent(s), and teacher(s) can all consider goals for this student in light of these critical ingredients for success. If the parent(s) have also taken the SEI, that information can be used in this session as well.



- **Selected students:** Individual reports can be generated as needed.
 - If there are specific individuals in a group with whom a teacher needs additional dialogue, or where specific feedback will be valuable, the Certified Assessor can download the report and review with the teacher, or the teacher and child (or teacher, child, parents, etc.).
 - For children involved in counseling, working with a learning specialist, or where an Individual Educational Plan is being developed, the Certified Assessor can assist by bringing the important data from the SEI-YV into these processes.

Additional Recommendations for Schools and Groups

When using the SEI-YV with a school or group, consider how the Certified Assessor can support other educators and students with their SEI-YVs.

Three ways to follow up based on comfort level of teacher and available resources and time:

1. Go into classroom to model exercises as 'expert'
2. Provide exercises and train the teacher on how to do them
3. Have teacher do all the planning and intervention

Introduce “Feeling Smart” and other curricula as a process for following up on the SEI-YV. Discuss with teacher creative ways to pair or group kids during debrief and implementation exercises. Examples:

- Pair students who are strong in a competency with those who are weak in that area.



- Invite students who are strong in a competency to role model those strengths.
- Group students who are strong in a competency to teach that competency to the class.
- Discuss the Self-Science process and include curriculum-based interventions.
- Offer specialized “workshops” around teachers’ schedule (at lunchtime, P.E. etc.) in order to demonstrate some classroom exercises that could help strengthen a competency for the group.
- Plan to deliver the SEI-YV again at regular intervals (yearly, beginning and end of school year, after the completion of key elements of the program, etc.) We recommend at least 30 days between assessments.
- Have the teacher take the SEI in order to be able to compare strengths and weaknesses with those of his or her class. This provides a much deeper discussion of the classroom group report, because it allows the teacher to see that there may be some areas of his/her strength that can be particularly valuable for this group, and potential areas of weakness that could undermine the group’s development.

Using the SEI-YV with Individual Youth and Families

Please review the recommendations for research and school use. Many of the same guidelines apply. Again, there are three stages to the implementation:

1. Pre-Administration – prepare the child and/or family



2. Administer the SEI-YV – have the child and/or family complete the assessment
3. Debrief – utilize the data

Details on each stage follow:

1. Pre-Administration

- Explain administration process to the family.
- If necessary, have consent form signed by parents and assent form signed by youth.
- Discuss the assessment with youth. Address the following;
 - The number of questions in the assessment
 - The idea that the results are a snapshot in time and can/will change based on circumstance
 - That there are no right or wrong answers
 - Not spending too much time on any one question, just answering with a 'gut' or intuitive response
 - It's okay if some questions sound the same
 - A “Likert-like” scale where 1 represents the lowest level of agreement, and 5 the highest
 - The importance of asking questions if something is confusing, such as words students are not able to recognize, etc.



- Create a SEI-YV project using the Tools Intranet (see elsewhere in this manual for instructions). It may be useful to create one project for individual coaching/training, and put all clients into this one project.
- If a parent/caregiver will be in the room when the assessment is done, discuss his or her role. Especially with younger children, adults will often be tempted to “help” by providing their perspective on questions when the child is uncertain. It’s important for the adults to supportively answer questions with a neutral tone and actively avoid directing the child to a particular answer.

2. Administration

- Administer using online or paper version (see instructions above).
- The SEI-YV takes approximately 20-30 minutes for most youth. Younger students might need to take a break.

3. Debrief

Review the individual debriefing process below. Depending on the scope of the assignment, the debrief will take various forms:

- Debrief may be conducted with the youth individually.
- Debrief may be conducted with the youth and parent(s) together or some combination thereof.
- Debrief may be conducted over a series of meetings.

Often when using the SEI-YV with a family, it will be useful for the parent(s) or caregiver(s) to take the SEI adult version. This creates an opportunity to discuss the dynamics of the family and the way family members can best support one another to reach their goals.



Considerations about the debrief:

- This process can be conducted in-person or by telephone (or Skype).
- In some cases, when working with older youth, the Assessor may suggest to the parents that the youth may be debriefed first by themselves, and then have the parents join in on the debrief to allow the youth to share what they learned about themselves.
- Parents have the option to see the assessment before the debrief, if interested.
- It is recommended that the first few times that you debrief you have careful preparation to review the scales and meanings.
- It is helpful to have the youth's report in front of you for reference.
- Preparing an analysis of the combinations of competencies enables the debrief to be rich with insights and suggestions for growth.



6. Debriefing the SEI-YV

Whether you are using the SEI-YV in a classroom, program, or with individuals, this six- step process for SEI-YV Assessors will help the youth and teachers/parents understand the assessment and move into action.

This process is intended as a guide. The debrief should be a natural conversation that flows with the youth's needs and the Assessor's insight.

The steps of a typical debrief will include:

1. Set the Context
2. Taking Stock
3. EQ Profile
4. Focus On Strengths
5. Encourage Action
6. Close

Details of each step are below.

1. Set the Context

a) Clarify Agreements

Ensure that all the people involved have a shared understanding of the process:

- What is the purpose of the child taking the SEI-YV and of this discussion?



- Who will hear about the assessment results?
- What is the scope of the conversation?

b) Engage the Youth

Begin with some general, open questions to invite the youth to begin sharing. The purpose is to put her/him at ease, and also to get a sense of her/his current level of understanding. Examples include:

- What does emotional intelligence mean to you?
- What do you think you do well? What do you think your strengths are?
- If you could make one change in your life, what would it be? Why? Do you feel you have the power to do that?

c) Introduce the SEI-YV

- The SEI-YV measures eight competencies of emotional intelligence in a context of five life barometers.
- It is a self-report tool, so results depend on how **the individual** understood and answered questions.
- The SEI-YV provides a “snapshot” for understanding the student’s competencies and needs. It is not the whole truth, but rather part of the story; it is part of the process of meaning-making that aids the youth’s development. The purpose of this feedback is to support the youth to achieve long-term success.
- All the areas measured by the SEI-YV can be developed and improved, and brought into more balance, if needed.



d) Offer These Key Points/reminders

- It is okay to ask questions about anything you do not understand.
- EQ skills are learnable.
- Focusing on individual strengths is important because those strengths are the resources that will most quickly facilitate any actions chosen by the individual.

2. Taking Stock

On pages three of the SEI-YV report, the graphic of the Life Barometers appears (shown to the right). Turn to this page and discuss the five Barometers.



a) Define the Barometers

Depending on the age of the youth, it may be helpful to give a **one-line** definition of each Barometer, and/or to provide page four of the report as a reference. Note that on page four there is a simple, concise description of each barometer in italics; the Barometers are:

Barometer	Concise Description
Good Health	<i>Eating healthy food, being active, and feeling fit</i>
Relationship Quality	<i>Having friends to talk to and rely on at all times</i>
Life Satisfaction	<i>Feeling happy overall and finding joy in yourself, others, and life in general</i>
Personal Achievement	<i>Doing well in school and in life</i>
Self-Efficacy	<i>Feeling in charge of yourself, believing that you can do whatever you set out to do</i>



b) Review the Barometer Scores

Turn to page five of the report and the graph titled, “Your Barometers of Life.” Point out that the graph shows the five Barometers you’ve been discussing. Show the youth the scale across the bottom, starting with the middle, “Like Most Youth.” The “average” young person scores in this range. If the scores are a great deal lower, OR a great deal higher, the youth could be experiencing challenges in this area.

Depending on the age of the child, and the amount of experience the child has had with bar graphs, point out the scores on each Barometer using neutral terminology. Just make observations, such as: “You scored yourself ‘like most youth’ in Good Health” or “Your scores in Relationship Quality land in the ‘challenge’ area.”

Next, ask the child about these Barometers:

- Ask if the youth’s perception matches the scores.
- Ask the youth what he/she notices are his/her strengths.
- Maintain a focus on curiosity and discovery:
 - “Does this match your view of yourself?”
 - “Why might that be?”
- Next, focus on areas to improve:
 - “Are there any of these that you want to increase?”
 - “What might happen if you did that?”
 - “What might happen if you did not change this?”



c) Shift to EQ

Explain that we know from research and experience that one of the key drivers of these Barometers is emotional intelligence. In other words, if you want to maintain or improve any Barometer, emotional intelligence **skills** can help with that.

Explain that since emotional intelligence skills are learnable, they provide a powerful tool for the youth to change selected Barometers and/or to maintain those that are strong.

3. EQ Profile

a) KCG

Briefly introduce the terms Know Yourself, Choose Yourself, and Give Yourself. Use the definitions on page six of the report.

Point out the color code of the three pursuits (blue, red, green).

Turn to page seven (and keep page six beside it for reference). Point out that the graph follows the same structure as the Life Barometers.

Discuss the questions at the bottom of page seven, with statements and questions such as:

“The bars lying in the area of ‘Above most’ are desirable, together with a balance between the three different pursuits. An extremely high or low score may be seen as a challenge for you.”

1. Notice your Total EQ. Is this high? Is this low? Is this too high or too low?
2. Is the score for Know Yourself higher than the scores for Choose Yourself or Give Yourself? What is the balance between K-C-G?
3. Is your profile what you expected? Why, or why not?



b) Eight Competencies

On page eight, very briefly point out the graphic, and be sure the youth understands that inside each part of KCG model, there are several competencies (or skills). It may be useful to set pages eight and nine out for reference; then, turn to the graph on page ten.

Ask the youth for his/her first impressions: “What do you notice as you look at the graph?”

Share some of your impressions, for example:

- “I notice your Apply Consequential Thinking score is higher than your Exercise Optimism score.”
- “I notice several of the scores are in the ‘Challenge’ area, and several are in the ‘Like Most Youth’ area.”
- “According to this graph, your highest score is in Increase Empathy.”

c) More Details

Either:

- Provide a one-line definition of each competency, or
- Ask the youth to explain what s/he thinks each means, or
- Ask the youth which competency s/he would like to discuss first and briefly define that competency together.

Explore the scales.

- Ask where the youth agrees or disagrees with the scores reported in this SEI-YV profile.
- Questions to ask:



- “Which are one or two strengths?”
- “Which are one or two challenges?”
- “Is your profile what you expected?” For each scale discussed, ask the youth to consider the impact of this competence. For example: “How might higher optimism help you in your life?”

d) Consider Combinations

Point out the largest gaps – areas where one score is notably higher or lower than another. Using your insights (and the guide from earlier in this manual), discuss any combinations that stand out.

4. Focus on Strengths

Six Seconds believes that people make the most change when they engage and utilize their strengths. While people often focus first on the weaknesses, encourage the youth to reflect on individual strengths and discuss how to use these to address areas for development.

- Ask the youth which of the five barometers are her/his strengths?
 - Share with the youth that we know that strength in EQ competencies helps develop life outcomes or life barometers.
- Ask the youth which of the 8 competencies are her/his strengths?
 - Encourage the youth to consider how to use individual strengths even more effectively. “What are some ways you use this strength?”



What would it look like and feel like to use the strength even more powerfully?”

5. Encourage Action

One goal of the SEI-YV is to help youth improve their lives. Awareness is not enough - change comes from action! Simple actions can be very powerful. Just one small change can unlock a lot of growth.

See pages 13, 14, and 15 of the SEI-YV report for guidance. Note the small worksheet on page 13 for goal setting. The EQ Yardstick can be especially effective if the youth has identified (in step 2 of this process) the Barometers where s/he wants to make change.

Focus on specifics. Address the following:

- Is there one area you would like to develop?
- Is there a Life Barometer you would like to develop?
- Or is there an EQ competency you would like to improve?
- Identify next step(s). Ask:
 - How might someone go about achieving that?
- Clarify vision. Consider:
 - How will you know you succeeded?
- Check commitment
 - How will you monitor your progress?



- The Expectancy Theory (by Victor Vroom), can be used to assess motivation by using these three questions:
 - How important is the goal?
 - How clear is the path that will lead to achieving the goal?
 - How much do you believe you can follow this path?
- Offer support
 - Would you like me to follow-up with you about this?
 - Ensure youth is not only focused on low areas.

6. Close

- Ask youth to recap any next steps or commitments that have been made.
- Express your appreciation for the youth and adults in youth's life and their willingness to discuss this with you.

Debrief Best Practices

Keep these practices in mind as you debrief the SEI-YV.

Context Setting (<5 min)

- A. *Safety*: Feelings of safety and trust are paramount. Welcome the client to the conversation, say something to express your appreciation and support.
- B. *Privacy*: Be clear about who is going to get this information and in what manner. For example, the Assessor might say that the conversation we



are having will be “just between us,” but I will share a summary with your parents. Always encourage communication with parents to share highlights of the summary, and emphasize that the discussion is not a “secret.” In some cases, it may be beneficial to debrief first with the youth alone, and then have the youth bring parents in and explain the results in his/her own words.

- C. *Purpose*: Ask the youth what s/he wants out of this process.
- D. *Scope*: Identify the length of time you will be talking, and if this is part of a series, the overall scope.
- E. *Snapshot*: Remind the student this SEI-YV provides a snapshot based on the way they answered the SEI-YV items. The SEI-YV provides data for discussion.
- F. *Goal*: Scores are not the same thing as competencies. The scores are objective and external – they are on the graph; the competencies live within the child. The goal is not to raise scores, but to increase competence.

Guidelines

- A. *Link to Life*: Ask student to tell you how the EQ components are playing out in his or her life. What are his or her challenges and successes? How is EQ a part of that?
- B. *Two Ears, One Mouth*: The youth should talk about 2/3 of the time, your primary job is to ask good questions and listen.



- C. *Good Questions*: Blend thought and feeling, create reflection, move the youth toward new insight and depth. Often youths' questions can be turned back to them. Stay curious and engage their curiosity as well.
- D. *Ask First*: Before giving advice or telling your example/story, ask if s/he wants to hear it.
- E. *Strengths Too*: While many students put most of their attention on their lowest-scoring areas, be sure to focus on strengths. How are they using the strengths? How can they apply those even more (perhaps to help with challenges they face)?
- F. *Offer input through Multiple Intelligences*: Use activities and tools that engage multiple intelligences to work with students on various competencies. For example, youth may want to create an "EQ Goal" using clay, drawing, etc., to make it more concrete for them.

Closure

- A. *Recap*: Ask the student to recap the conversation (perhaps write down he or she says and give to her or him).
- B. *1-2-3 Pasta!*: Ask youth to identify 2-3 specific actions steps. What strategy will he or she try? Get a timeline (e.g, 2x per week for 2 weeks)
- C. *No Dangles*: Create a plan to answer any un-answered questions.
- D. *Back to Purpose*: Reiterate the purpose identified, ensure the conversation has met the individual's needs.



7. Appendices

The appendices for this manual are in the Resources section of the Tools Intranet. (<http://quest.6seconds.it/>, click on SEI, then under the SEI-YV menu choose “Resources” and then choose “International” or your preferred language).

Resources include:

- Sample Report
- Sample Parent Letter with Permission Form
- Sample IRB Section dealing with SEI-YV
- Sample Timeline for Implementation



The SEI-YV Assessor Manual provides background information, psychometric data, ethical considerations, and recommendations for using the Six Seconds Emotional Intelligence Assessment – Youth Version.

www.6seconds.org/tools/sei

