

EQTE Case study

(Resources: Graphs of SEI EQ Competencies and Life barometers, SEI-YV Combinations Page from SEI-YV Manual)

This is a profile of John, a 14 year-old male, who most recently took the SEI-YV in May. Two SEI-YV graphs are included, wherein one can see a change in his scores from December when he took his first SEI-YV to May, when he took the second one. The comments below are from the spring semester, just before he took his second SEI-YV. He attends a new independent charter school in the Southwest.

At John's school, EQ/SEL competencies are taught. The focus during this second semester was on Navigating Emotions, building Optimism, and pursuing Noble Goals. Themes addressed stereotyping/ bullying, awareness and importance of leaving a personal legacy, and self-reflection on learning styles.

Counselor Comments

John is described as a thoughtful, aware, and intelligent young man. He sometimes has trouble in relationships, as his thinking can be abstract and he can be impatient with others who do not follow his line of reasoning. He does not always recognize his feelings and those of others, and when he does, he often discounts their significance. Other kids see him as a creative and usually positive influence; a student who approaches challenges well and can be a leader in school projects. He is skilled at interacting with adults, and they often recognize his unique abilities, but he lacks friends his own age.

The counselor states that John is developing excellent EQ skills for his age and will continue to grow. He generally sets lofty goals for himself and sometimes has challenges with the more tangible EQ skills like recognizing patterns. He is able to show leadership skills in school, sometimes tirelessly organizing group meetings, chat sessions, and email communication for school projects. He is beginning to accept constructive feedback and alter his thoughts and actions. He is inquisitive, thoughtful, and engaged. His ideas are sometimes vague and difficult to understand, but he demonstrates the types of thinking that can lead to great things. He is not afraid to take risks, and his motivation, engagement, and maturity are blossoming at a very positive rate.

Parent Comments to Counselor

I am concerned about John's relationships with his peers. I know he is highly regarded by his teachers but I wish he had more friends. We encourage him to reach out but do not feel he knows how to do that, outside of school. I understand his behavior is good at school but at home he often gets agitated and has emotional outburst, which are difficult

for us to handle. He seems to be impatient with us, when we do not understand what he wants, or when we disagree with his choices. Sometimes it seems that he is not that concerned with his school work, and seems just a little unmotivated. Since he's been working with you, he seems a bit more able to name his feelings and see a little more how he may be responsible for some of his behavior. He seems a little more able to understand our point of view, but it's still a daily struggle.

Teacher comments

John has worked this semester to develop positive habits and patterns in his academic work. He is more diligent about writing his homework down and taking notes when appropriate without prompting. One of his major academic challenges is his lack of clear communication in writing and speaking. He has been working hard on it and has made a lot of progress over the semester. He is now much more aware of what it means to rethink his communication before presenting it to the teacher or class. He shows innovation by asking good questions, predicting challenges with his group's product, and taking steps to reach a quality final goal.

His effort, drive, and creativity were extremely passionate and involved. He was reflective with his work and strived to make the content of his story more relatable and grounded, which is something he's struggled with.

Overall, he has made significant progress in his organization, analysis skills, and his ability to receive and adapt criticism. He should work towards struggling to adapt to an assignment's requirements, increase his editing of work, and maintain his level of creativity. Through practice, time, and maturity, he can eventually develop his unfiltered, and clear voice.

John's statements in SEI 1st Administration, December

"Emotional intelligence is the ability to know yourself and be in charge of your amygdala and keep it from controlling you."

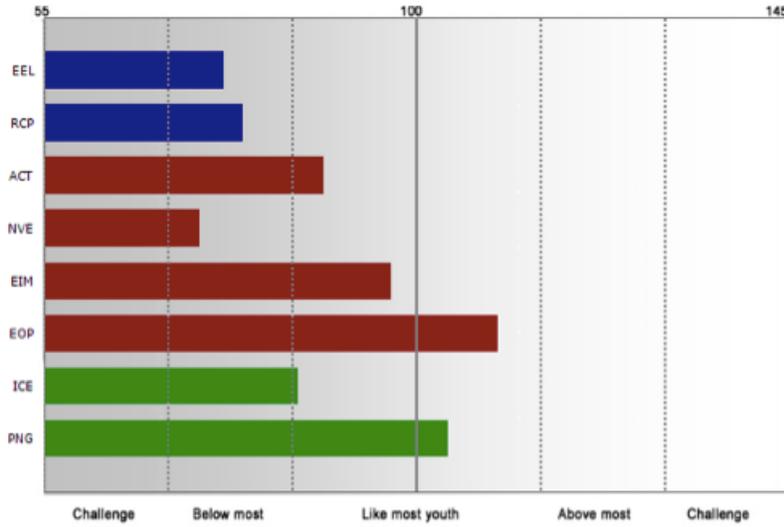
"Emotional intelligence is important because the human brain's amygdala is very small clump of neurons that make decisions quickly and is often unyielding to any judgement made after it has acted. If you have emotional intelligence, you can gauge this effect."

John's statements in SEI 2nd administration, May

"Emotional intelligence is the ability and knowledge to evaluate one's emotions."

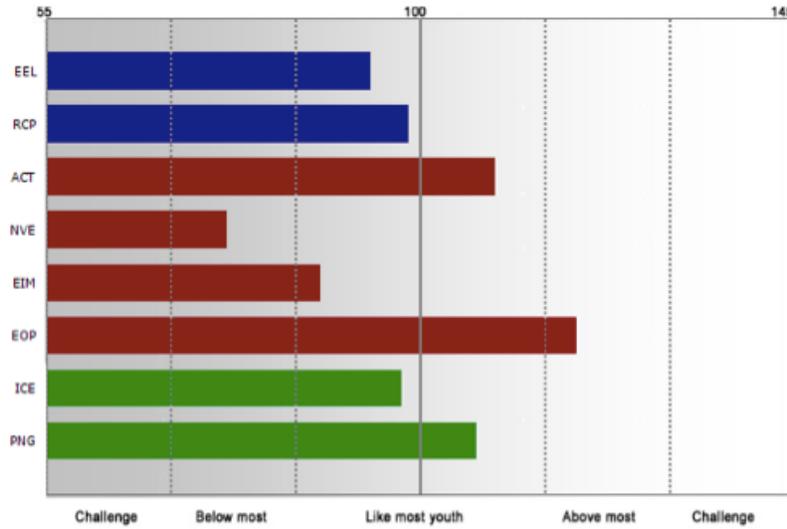
"Emotional intelligence is important because It helps you evaluate your emotions."

Your Detailed Emotional Intelligence Profile



EEL - Enhance Emotional Literacy **RCP** - Recognize Patterns **ACT**-Apply Consequential Thinking
NVE- Navigate Emotions **EIM**-Enhance Intrinsic Motivation
EOP-Exercise Optimism **ICE**-Increase Empathy **PNG**-Pursue Noble Goals

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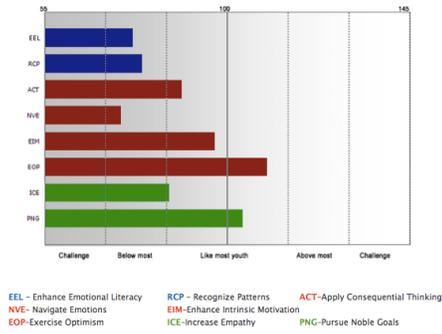
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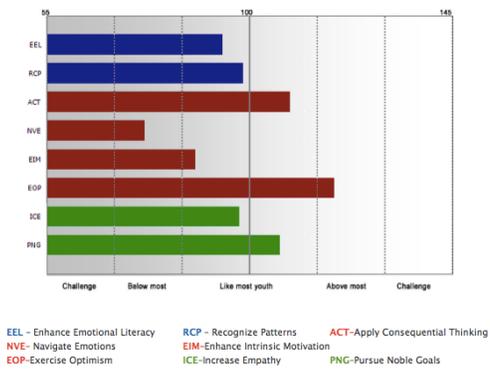
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December 1st Assessment

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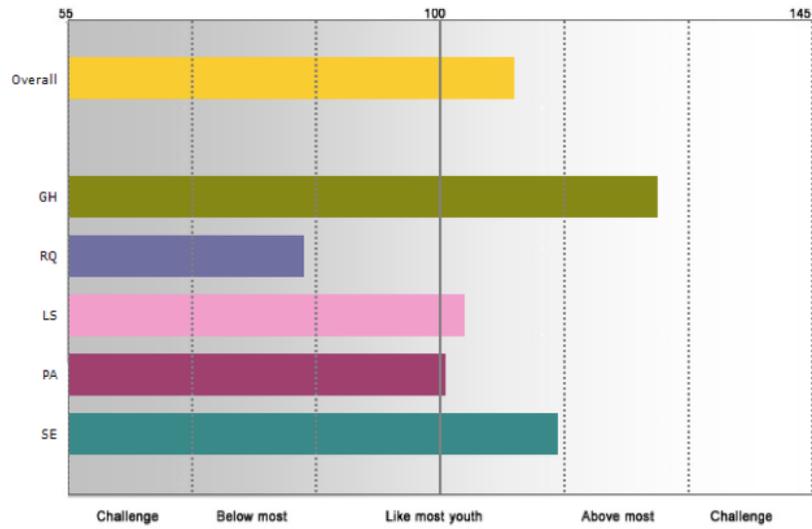


May-2nd Assessment

Barometers of Life May--2nd Assessment

SEI EMOTIONAL INTELLIGENCE
ASSESSMENT

Your Barometers of Life



GH - Good Health **RQ** - Relationship Quality **LS** - Life Satisfaction
PA - Personal Achievement **SE** - Self-Efficacy **Overall** - All the life barometers together