

This page must be handed out to the child for feedback purposes, to explain to them the definitions of each composite, and to use for goal setting and a short development plan.

EQ-i YOUTH JUNIOR PROFILE: FEEDBACK REPORT

Anon Sample

I am 10 years old

17 Feb 2021

MY EI PROFILE

On this scale, I scored in the **HIGH RANGE**



SELF-PERCEPTION: HOW I KNOW AND UNDERSTAND MYSELF

On this scale, I scored in the **MID RANGE**

- I try to understand how I feel and why I feel the way I do, but sometimes it is hard for me
- I know what I'm good at and what I'm not so good at, but sometimes it's hard to tell
- I like to try new ways to get better at things



SELF-EXPRESSION: HOW I TALK ABOUT MY FEELINGS AND BEHAVE AROUND OTHERS

On this scale, I scored in the **HIGH RANGE**

I mostly:

- show and tell others how I really feel
- tell someone when I don't agree, without being rude
- know how to make decisions by myself



INTERPERSONAL: HOW I MAKE AND KEEP FRIENDS AND HOW I HELP OTHERS

On this scale, I scored in the **HIGH RANGE**

I mostly:

- care for and trust my friends and family and they know that I care for them
- know when someone is happy or sad and I can feel happy or sad with them
- I care about what happens to my team or class. I also like to help others



STRESS MANAGEMENT: HOW I DEAL WITH MY FEELINGS, HOW I STAY POSITIVE EVEN IF THINGS CHANGE

On this scale, I scored in the **HIGH RANGE**

I mostly:

- am okay with things changing
- know how to calm myself down when I feel stressed
- believe that even when things aren't going great, it will get better again



TEACHER/PARENT RESOURCE PAGE



It's important that the practitioner explains to the child that they haven't failed at anything and remind them that this test had no right or wrong answers. Instead, the tools on this page are there to help them better understand their emotions and where they can develop. This page will be used to discuss the child's results and talk to them about whether they agree or disagree.

This is a short guide to get you started on the journey of helping the child build and maintain effective emotional and social skills. Based on the child's results, there may be a specific area that you would like to focus on more. The greatest gift you can give to the child is to get to **KNOW THEM** personally. Understanding the child better will guide you in coming up with the best solutions and identify possible underlying issues, such as bullying.

SELF-PERCEPTION

Foster a "CAN DO" attitude.

Encourage and praise the process followed to solve the problem and not merely the solution. Avoid phrases like "Wow, you are so smart". Instead, say "Wow, you kept on trying until you found a solution".

Teach them that mistakes are part of learning, especially for children. They need to learn that it's unrealistic to expect a perfect outcome the first time they attempt something. As the adult, you need to be patient and not scold/discourage mistakes. Children must not be embarrassed by mistakes.

Help them to embrace challenges and not give up. It is only through persistent trying that they can become better at things.

Use experiences to discuss what the child thinks they are good at and what they are not so good at. Even talents require effort to develop into becoming great. Just because you have a talent doesn't mean that results will come easily. It's also important to embrace challenges in things they feel they might not be good at, as in life we will have to sometimes do things we are not good at. This will allow them to discover and develop new skills.

Help them to identify and label their emotions. It's important for you as the adult to be real about your emotions. Use experiences to share when something made you sad, or when something really excites you, etc.

SELF-EXPRESSION

For children to learn how to truly express their emotions, learn how to be assertive and become age-appropriately independent, they need to know that their environment is a safe space. A safe environment can only be created by key caregivers in children's lives.

Make the child aware of both verbal and non-verbal communication.

Don't remove or 'protect' them from conflict situations. Rather use the opportunity to show them how to work through the discomfort and manage it appropriately.

Basic manners are important in communicating with others.

It is important that children learn to speak up when they disagree, but that they do so in a respectful way.

To promote age-appropriate independence, allow children to make daily decisions such as choosing between lunch options, what to wear, etc. Teach them about the pros and cons of their decisions.

INTERPERSONAL

Children need to be taught how to care for the environment and for others. As a key role player in the child's life, you carry this responsibility.

Guide the child to not only listen to respond, but to truly hear what the other person is trying to say.

Explain the difference and importance of both verbal and non-verbal communication.

Explain to them that how they treat others will either grow or hinder relationships.

Teach children to apologise when they have wronged someone as well as tell someone if they feel they've been hurt.

STRESS MANAGEMENT

Children need to learn that change is part of life. When they get distressed by change, allow them to express their fears, and draw their attention to opportunities that accompany change. Use past examples from their life to show that change might be uncomfortable, but it allows us to grow and experience new and exciting opportunities.

Teach them coping strategies for when they feel stressed:

Let them laugh!

Exercise, sport, play, and creative activities are great ways to release stress. Respect that children have different interests, so make sure that they do engage in activities which they truly enjoy so that you're not adding extra stress with an overscheduled routine filled with activities that they don't enjoy.

Help them to make a list of what is in their control and what is not. As much as children need to learn what they can control, it's vital for them to differentiate what is not their fault, e.g. divorce of their parents.

Sufficient quality sleep is crucial.

Use past examples to show that life has seasons, and even though the current situation might not be great, better times will come.

CHILDREN LEARN MOST BY WHAT THEY SEE AND NOT WHAT THEY HEAR, SO PAY ATTENTION TO YOUR OWN BEHAVIOURS