



# Workshop for the Assessment of Social-Emotional Competences: Application of SEC-I and SEC-SJT

Sarah M. Schneider, Daniel Wolf und Astrid Schütz  
University of Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136



## Workshop for the Assessment of Social-Emotional Competences: Application of SEC-I and SEC-SJT

Sarah M. Schneider, Daniel Wolf und Astrid Schütz

### License

The workshop is a result of the Erasmus+ project SEC4VET (Assessing and Promoting Social-Emotional Competences of Young People with Cognitive Impairments in Vocational Education and Training, grant number: 2017-1-DE02-KA202-004136; the website of the project is available at <https://sec4vet.eu/>) and was supported by the European Commission. The workshop is publicly available and can be used free of any charge under a Creative Commons License CC BY-SA 4.0 (<http://creativecommons.org/licenses/by-sa/4.0/>).



### Disclaimer

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

All content has been checked carefully. Despite these quality controls, errors cannot be completely ruled out. The authors cannot be made liable for the consequences of any of those errors. For feedback and further suggestions please contact Prof. Dr. Astrid Schütz (E-Mail: [astrid.schuetz@uni-bamberg.de](mailto:astrid.schuetz@uni-bamberg.de)).

### Citation

Schneider, S. M., Wolf, D., & Schütz, A. (2020). *Workshop for the Assessment of Social-Emotional Competences: Application of SEC-I and SEC-SJT*. University of Bamberg.



# Workshop for the Assessment of Social Emotional Competences

Part 1: Teaching & Learning Goals

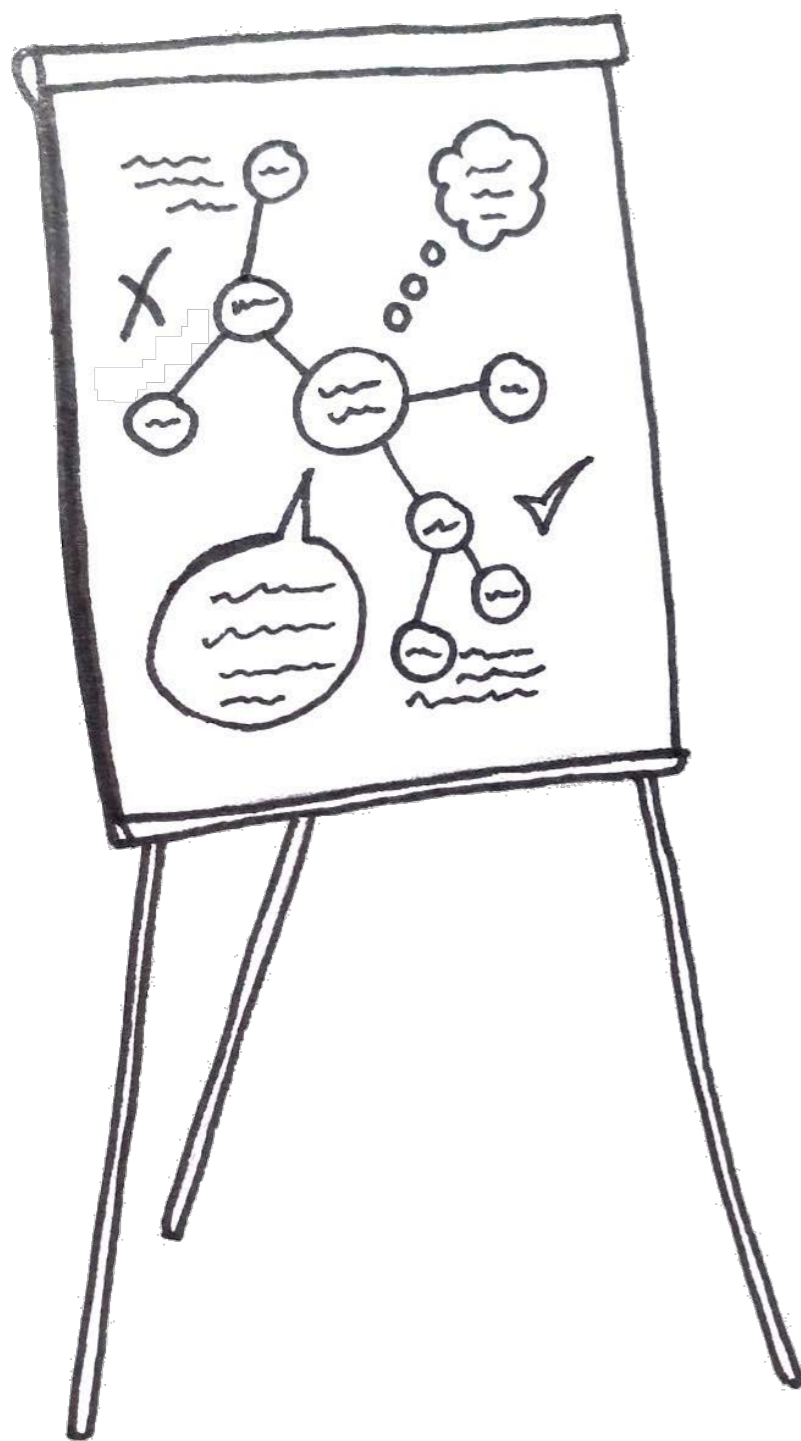
Sarah Schneider, Daniel Wolf & Astrid Schütz

Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136





Moodboard - What are  
**your** expectations of  
this workshop?



# What are my expectations of this workshop?

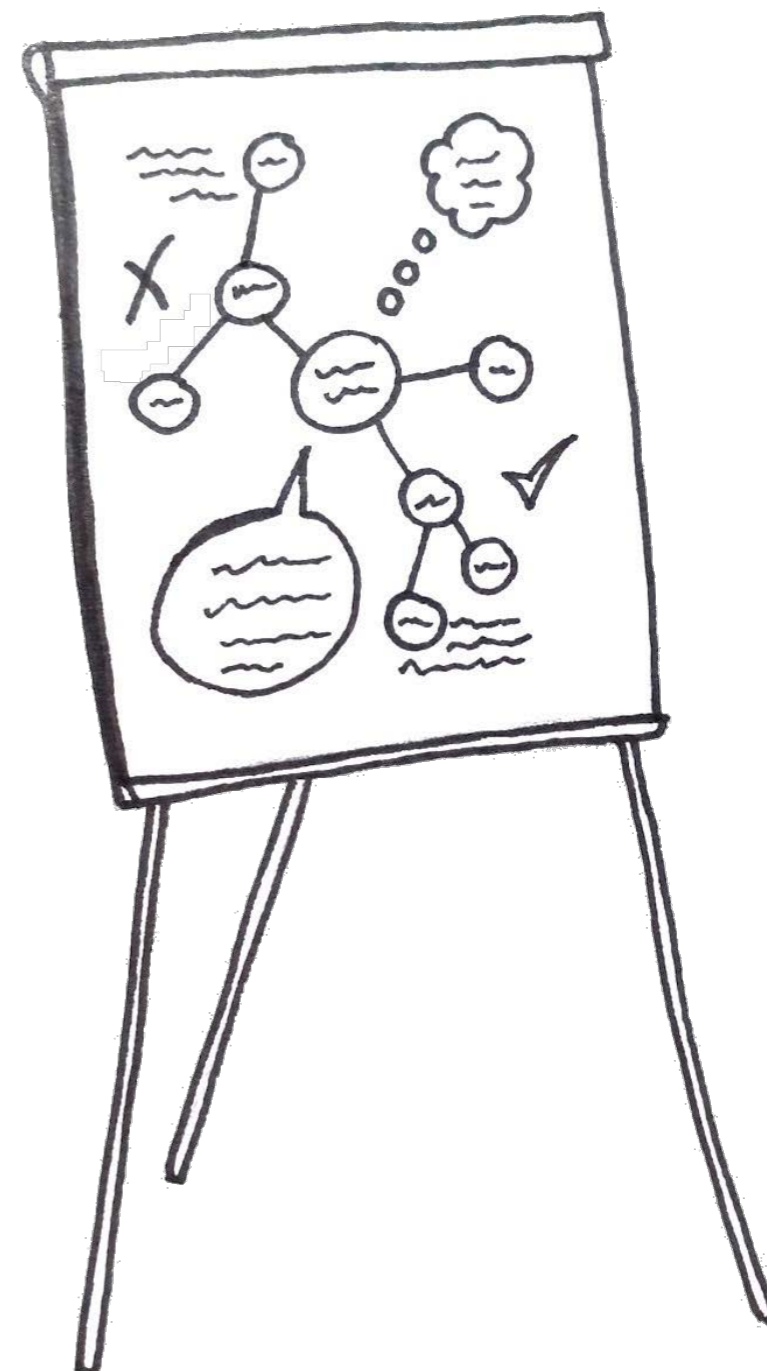
- Have a discussion on social-emotional competencies!
- Get to know yourself and your day-to-day work better!
- Show you our assessment tool for social-emotional competencies of adolescents with cognitive impairments!
- Have a good time!



# What do you think....

...are “social and emotional competencies”?

- Facets and different aspects?
- Different situations?



# Social-emotional competencies

Empathy

Diplomacy,  
politeness and tact

Interactions  
and  
relationships

Express your  
feelings

Care for others

Trust others

Handling  
emotions

Keep healthy  
and positive  
relationships

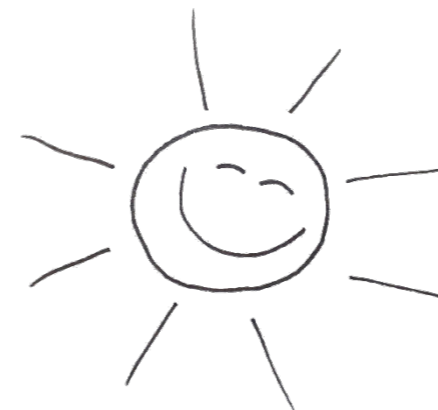
Understanding  
social norms

Reflect on your feelings

# Benefits of high social-emotional competencies?

What might be some benefits of social-emotional competencies that you can think of?

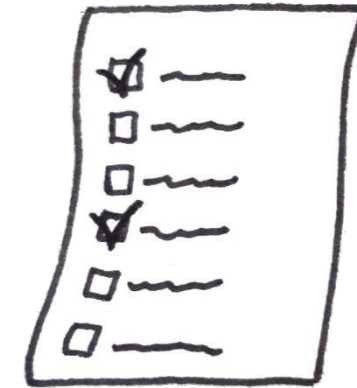
- Satisfactory relationships
- Career success
- Personal well-being
- Easier everyday life



# Social-emotional competencies

Social-emotional competencies have important benefits – but how do we

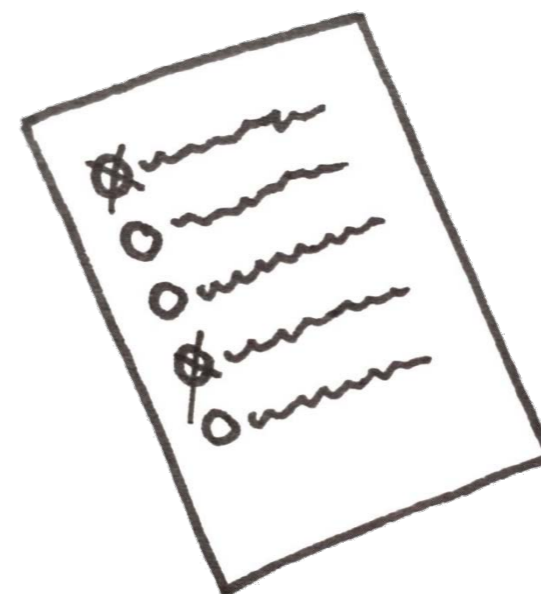
- assess them?
- Determine present strengths?
- Foster deficits?



# The SEC4VET-assessment

What are your experiences with any kind of assessments?

- Tests? Questionnaires? Observations?
- On social-emotional competencies or other areas?
- Which target group?
- Did you experience any difficulties?



# Possible difficulties with other tests

- Too complex, too demanding for the target group
- Too long
- Not suitable for the age cohort
- Including one aspect only (e.g. only ability or only self-report)
- What to do with the test results?

# The SEC4VET-assessment

- Level 1: Self-rating of competencies of perceiving and regulating one's (emotional) inner life as well as other aspects of social-emotional competences
- Level 2: Testing a global factor of social-emotional competences with a **Situational Judgment Test**.
- Level 3: **Observer-rating** to evaluate Level 1 and Level 2 & rating of observed emotion perception and regulation of the target group

# What are we going to do the next few days?

- Social-emotional competencies
- The SEC4VET-assessment
- Psychometric quality criteria
- Potential problems and key points to think about beforehand
- Level 1: Self-rating
- Level 2: Situational Judgment Test
- Introduction to observation
- Level 3: Observer-rating
- Scoring and conclusion



This project has been funded with the support of the European Commission.

This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Workshop for the Assessment of Social Emotional Competences

Part 2: Social-emotional competences  
Sarah Schneider, Daniel Wolf & Astrid Schütz  
Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

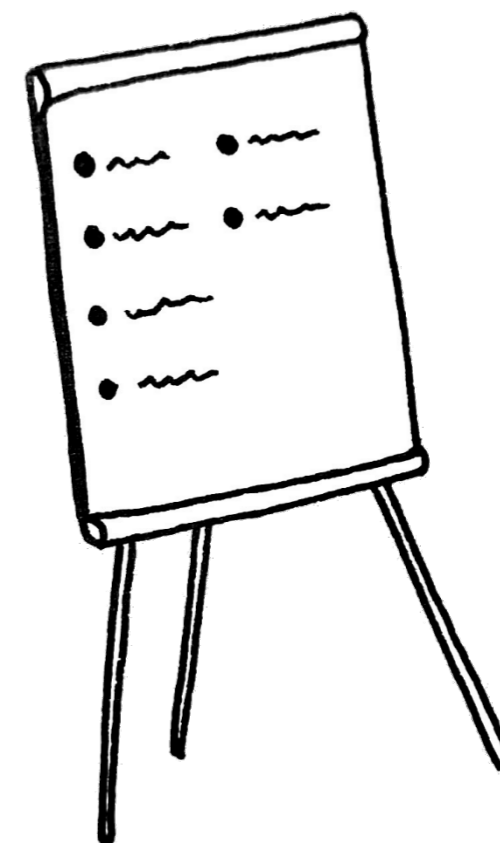
Project number: 2017-1-DE02-KA202-004136



# Social-emotional competencies...

...in your institution:

- Range of impairments
- Age group
- Vocational trainings



Please think of one positive and one negative incident where adolescents have shown different aspects of social and emotional competencies.

# Multiple intelligences (Gardner 1983)

Verbal-linguistic  
(word smart)

Logical –  
mathematical  
(reasoning  
smart)

Spatial  
(picture smart)

Naturalist (nature  
smart)

Musical-rhythmic  
(music smart)

Bodily –  
kinesthetic (body  
smart)

Interpersonal  
(people smart)

Intrapersonal  
(self smart)

# Definition of emotional intelligence

Emotional intelligence is  
“the ability to monitor one’s own and others’  
feelings, to discriminate among them, and to use  
this information to guide one’s thinking and action.”

Salovey & Mayer (1990)

# 4-Facet-Model of Emotional Intelligence

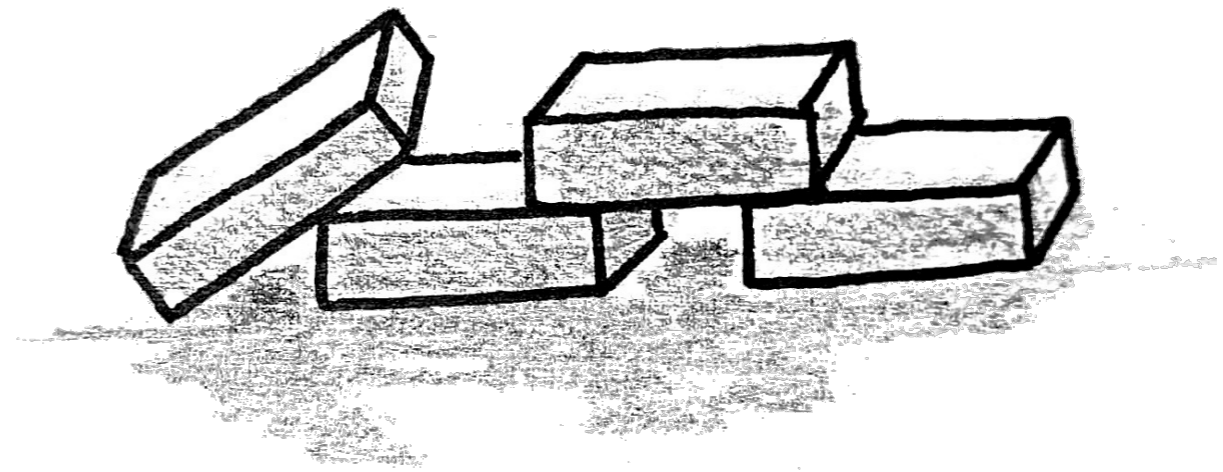
(Mayer & Salovey, 1997)

Regulation of  
emotions

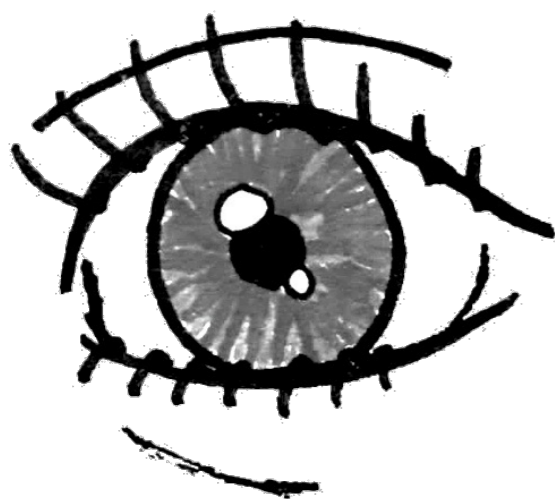
Knowledge of  
emotions

Use of  
emotions

Perception of  
emotions



# Facet 1: Perceiving and expressing emotions



Perception of  
emotions

identify emotions in one's body and thoughts

identify emotions of others by their behaviour, voice, facial expression, etc.

express one's emotions accurately to highlight needs

differentiate between true and fake emotional expressions

## Facet 2: Using emotions as support



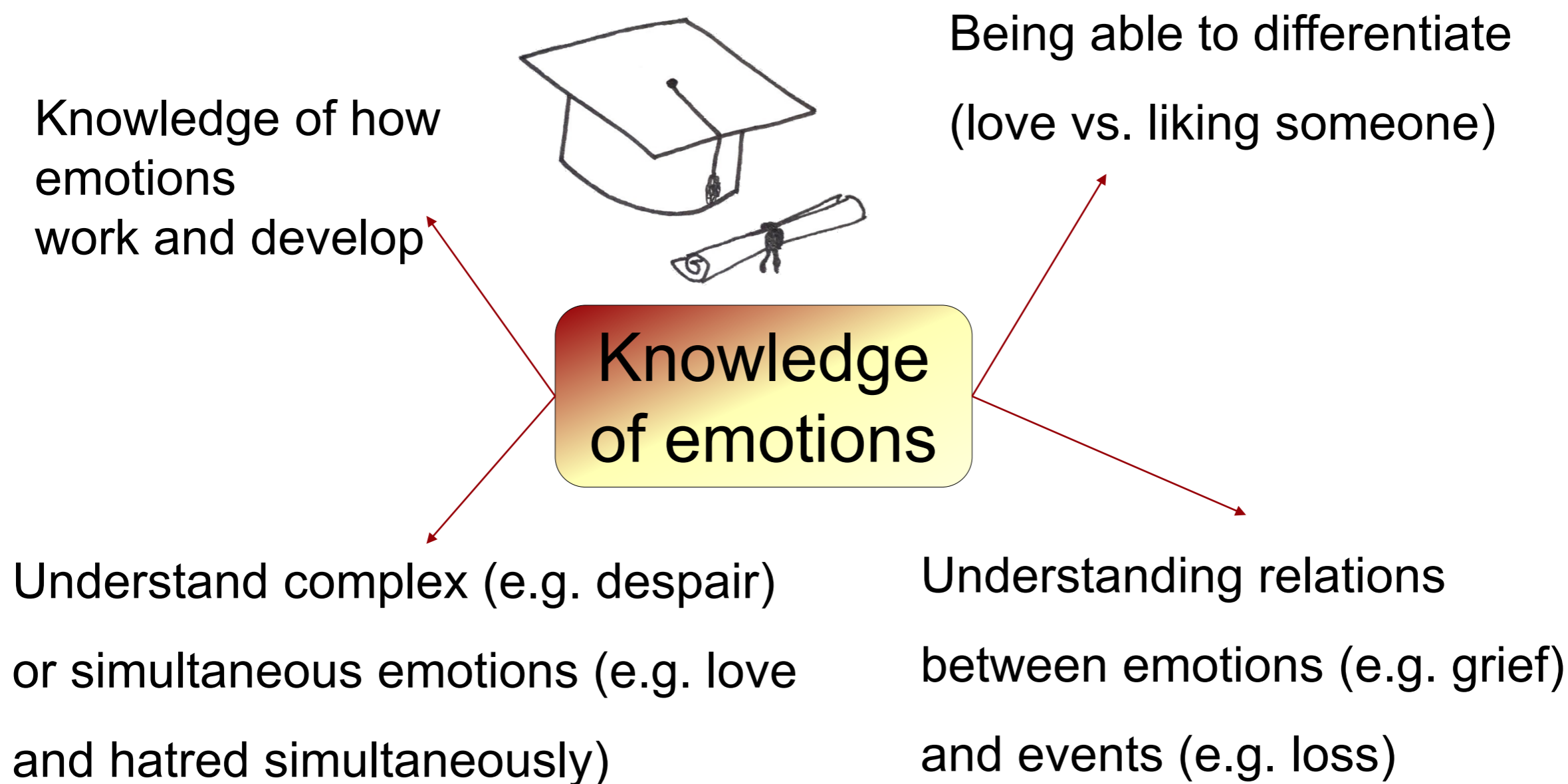
Use of  
emotions

generate and use  
emotions

emotions support the  
memory and the  
judgement

emotions enable a  
differentiated access to  
problems and their solving

## Facet 3: Understand and analyse emotions



## Facet 4: Regulating emotions

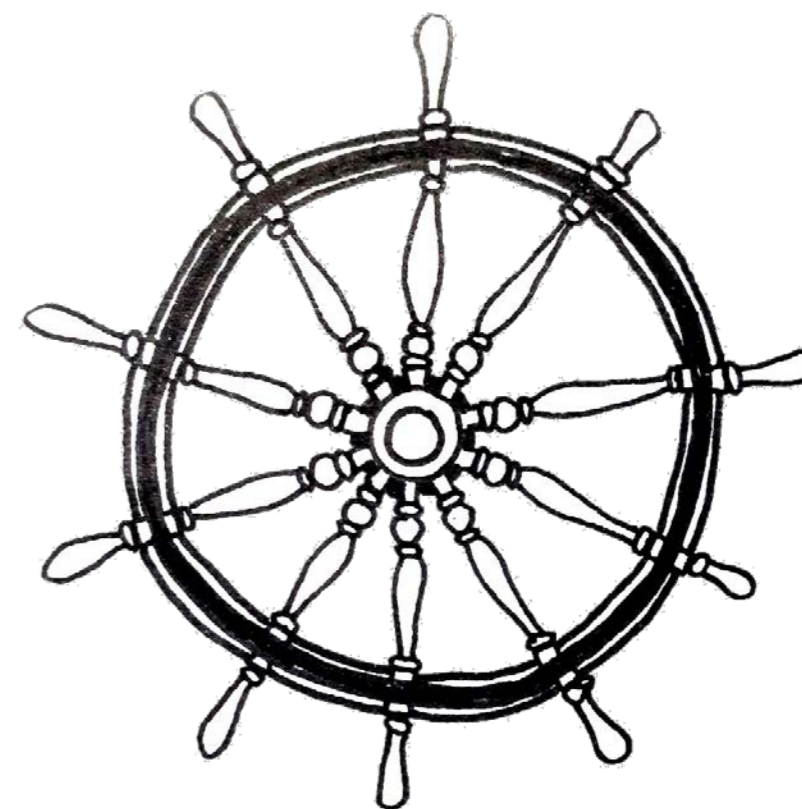
Ability to change one's emotions  
and emotions of others

Reflect upon emotions

Be open to unpleasant emotions

Weaken or amplify emotions

**Regulation of  
emotions**



# How to assess emotional intelligence?

## **MSCEIT** -The Mayer-Salovey-Caruso emotional Intelligence Test

- ability-based
- Only performance test for assessing the four facets of emotional intelligence worldwide
- 141 items
- Provides total EI score, two Area scores, four Branch scores, and eight Task scores

# But how do you know which answer is “correct”?

## Consensus method

- The correct answer is the one that was chosen by the majority of test participants.

## Expert method

- The correct answer is chosen by professional experts and researchers in the respective subject area.

## Target valuation method

- Test participants rate another target person regarding her or his experience in a situation described.

# How to assess emotional intelligence?

## **SREIS** - Self-Rated Emotional Intelligence Scale (Brackett, Rivers, Shiffman, Lerner & Salovey, 2006)

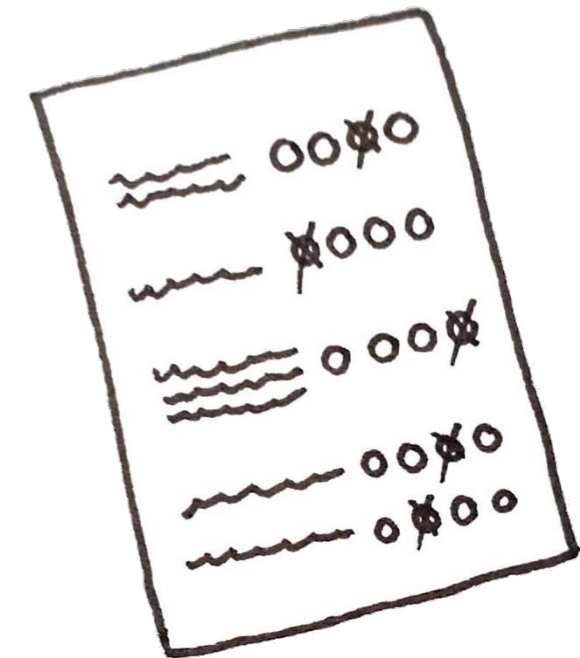
- Self-rating of one's emotional intelligence and abilities
- Based on the Four-facet-Model by Mayer & Salovey

# SREIS Item example: Perceiving emotion

Please read each statement carefully, and then write the letter that corresponds to how inaccurately or accurately each statement describes you.

**I am aware of the nonverbal messages other people send.**

- |                        |     |
|------------------------|-----|
| Very inaccurate        | = 1 |
| Moderately inaccurate  | = 2 |
| Neither nor Moderately | = 3 |
| Accurate               | = 4 |
| Very accurate          | = 5 |

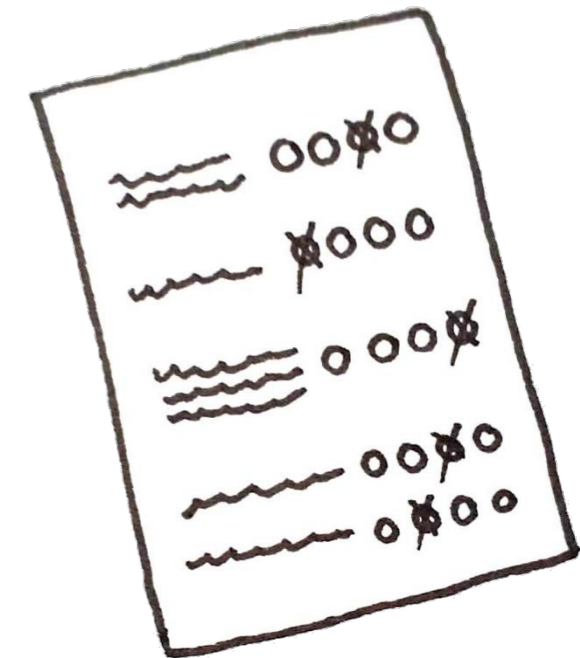


# SREIS Item example: Using emotion

Please read each statement carefully, and then write the letter that corresponds to how inaccurately or accurately each statement describes you.

**I am a rational person and I rarely, if ever, consult my feelings to make a decision.**

- |                        |     |
|------------------------|-----|
| Very inaccurate        | = 1 |
| Moderately inaccurate  | = 2 |
| Neither nor Moderately | = 3 |
| Accurate               | = 4 |
| Very accurate          | = 5 |

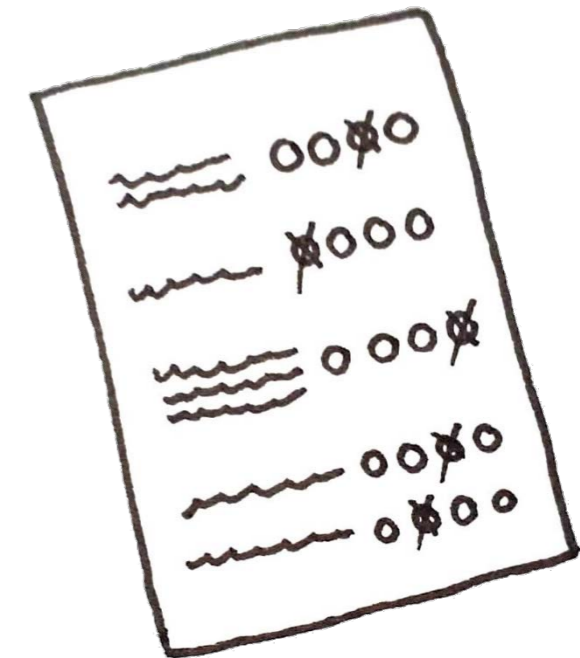


# SREIS Item example: Understanding emotion

Please read each statement carefully, and then write the letter that corresponds to how inaccurately or accurately each statement describes you.

**I have a rich vocabulary to describe my emotions.**

- |                        |     |
|------------------------|-----|
| Very inaccurate        | = 1 |
| Moderately inaccurate  | = 2 |
| Neither nor Moderately | = 3 |
| Accurate               | = 4 |
| Very accurate          | = 5 |

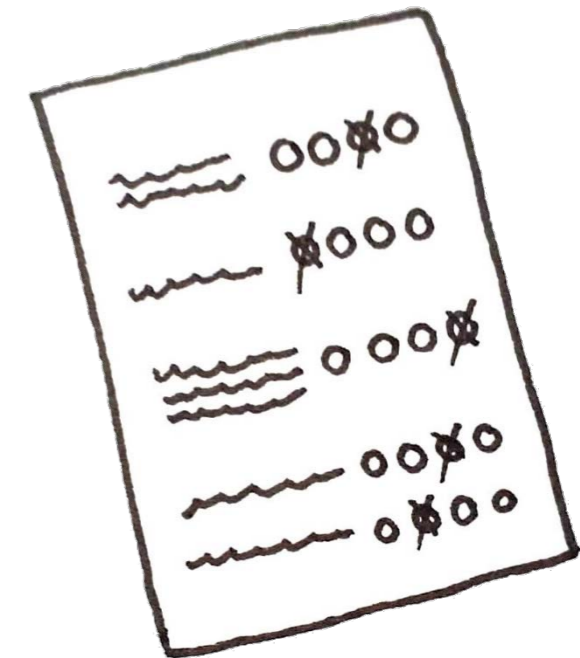


## SREIS Item example: Managing emotion (self)

Please read each statement carefully, and then write the letter that corresponds to how inaccurately or accurately each statement describes you.

**I know how to keep calm in difficult or stressful situations.**

- |                        |     |
|------------------------|-----|
| Very inaccurate        | = 1 |
| Moderately inaccurate  | = 2 |
| Neither nor Moderately | = 3 |
| Accurate               | = 4 |
| Very accurate          | = 5 |

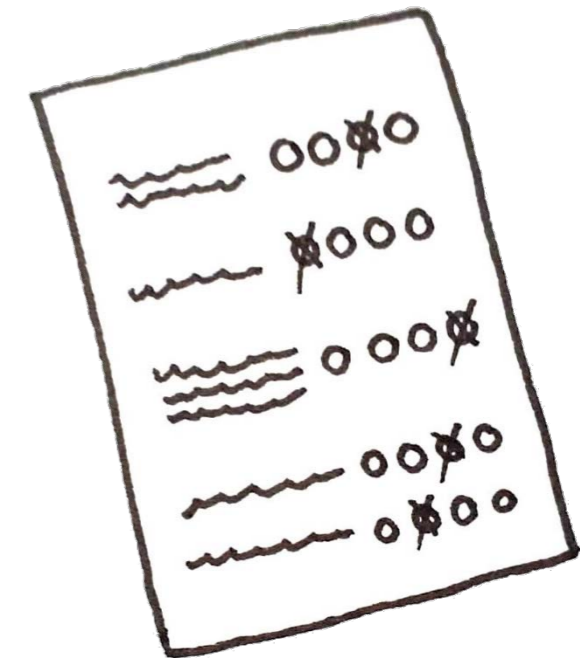


# SREIS Item example: Social management

Please read each statement carefully, and then write the letter that corresponds to how inaccurately or accurately each statement describes you.

**When someone I know is in a bad mood, I can help the person calm down and feel better quickly.**

- |                        |     |
|------------------------|-----|
| Very inaccurate        | = 1 |
| Moderately inaccurate  | = 2 |
| Neither nor Moderately | = 3 |
| Accurate               | = 4 |
| Very accurate          | = 5 |



# Assessment of emotional intelligence: Conclusion

Assessment of emotional intelligence is possible via

- Tests of maximum performance
- Self-assessment

...what do you think of the methods, we discussed so far? Would you consider them appropriate to assess emotional intelligence of the target group?



# Definition of social intelligence

cognition



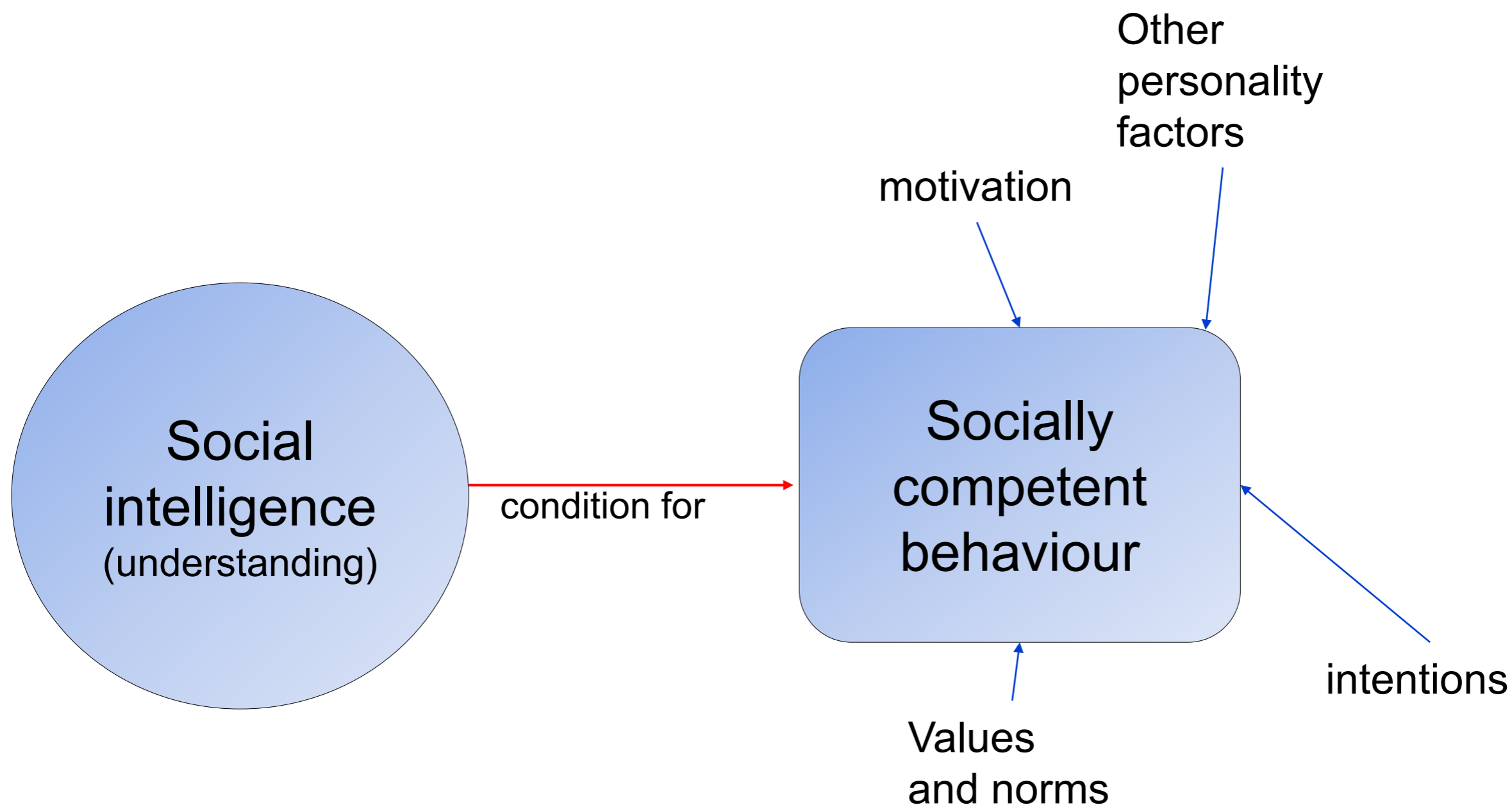
“Social intelligence is the ability to understand and manage other people and to act wisely in human relations.”

E. L. Thorndike (1920)

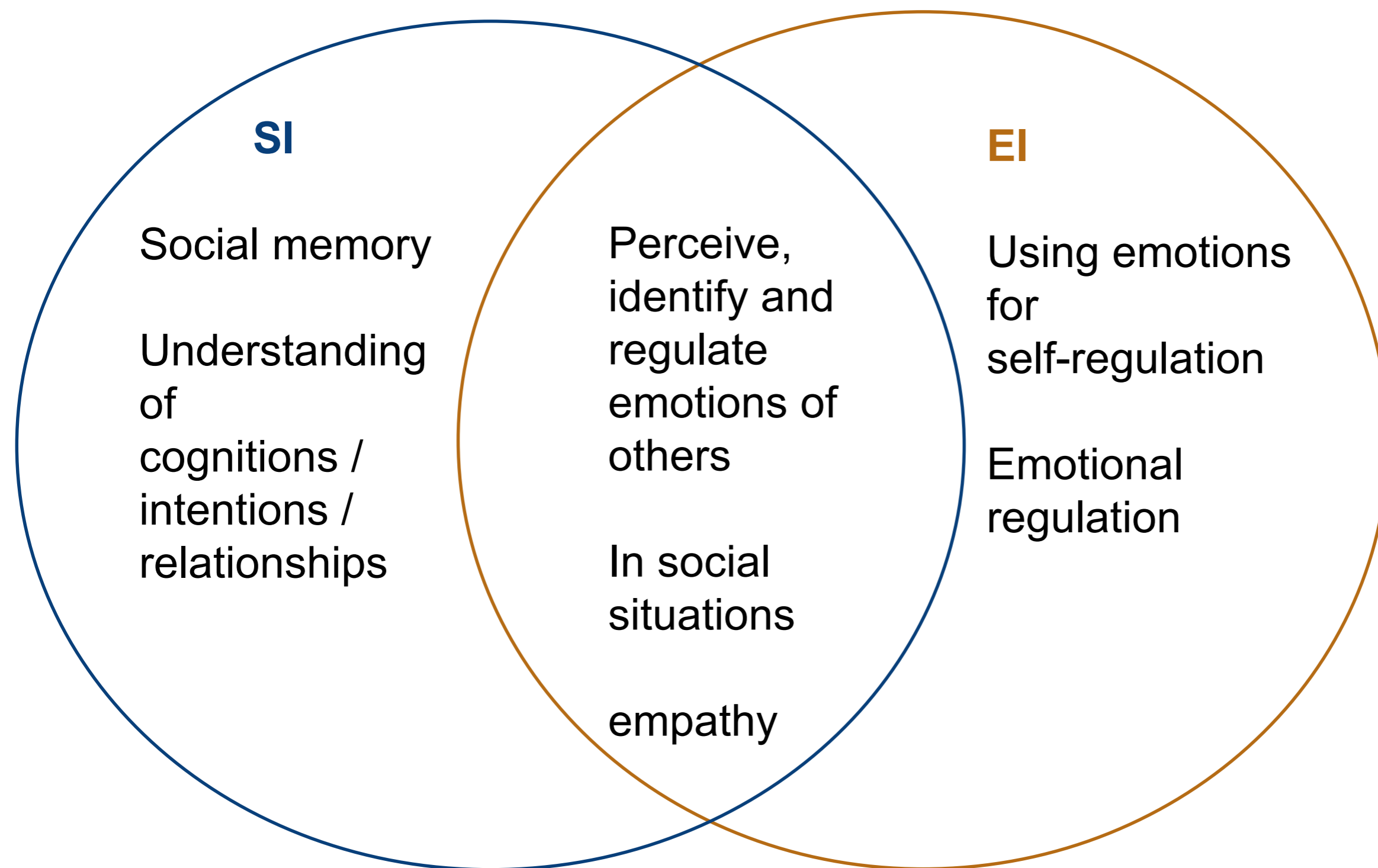
behaviour



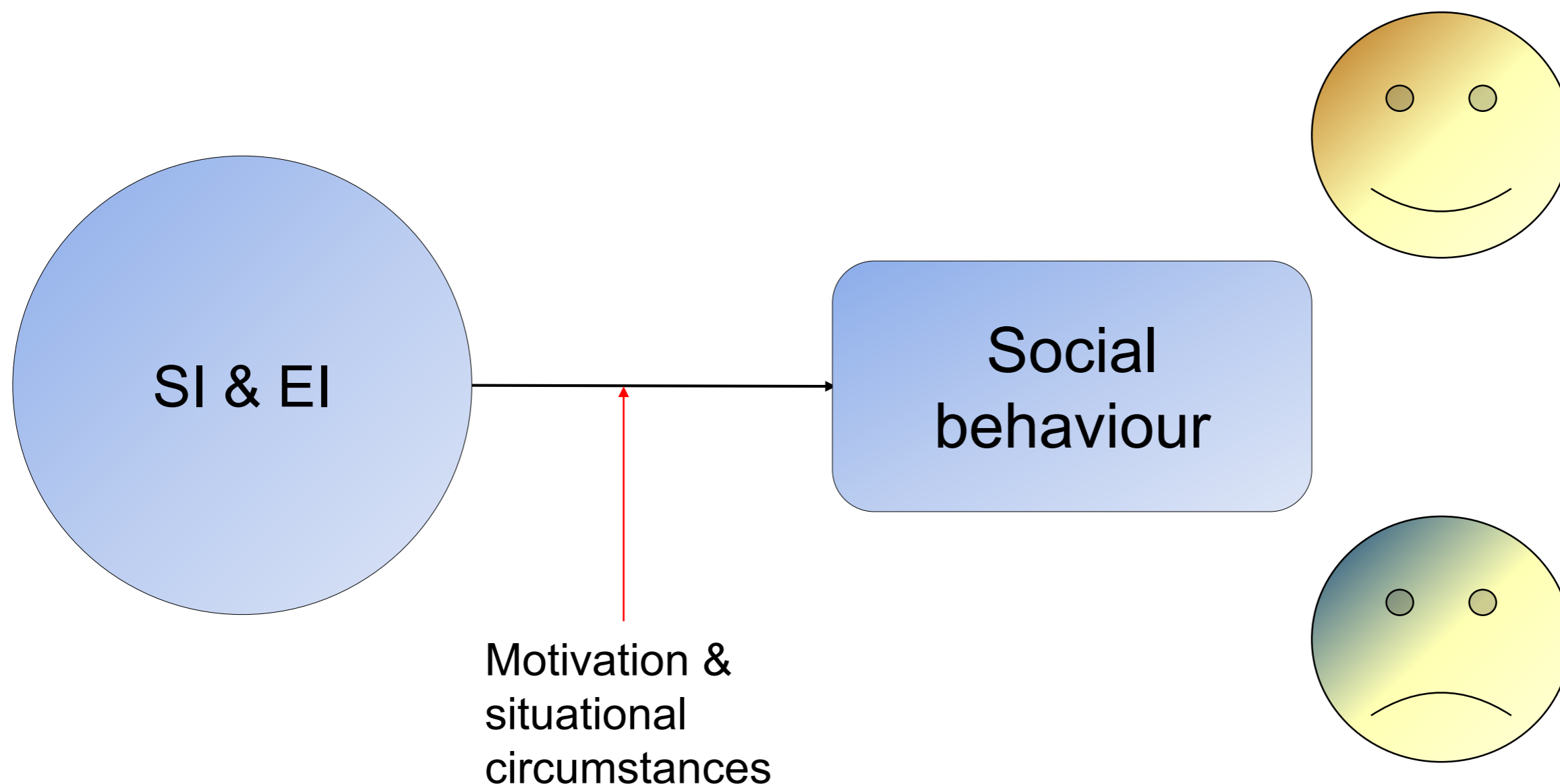
# Magdeburg Model of Social intelligence (Weis, 2008)



# The relation between SI and EI

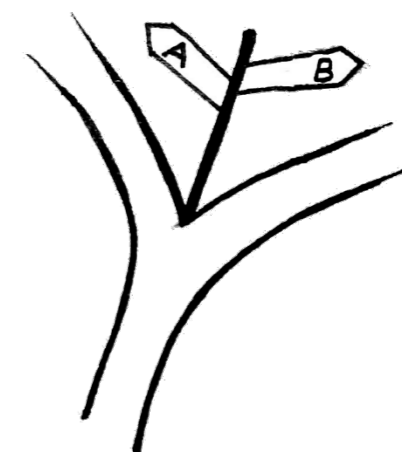


# SI, EI and social behaviour – ability perspective

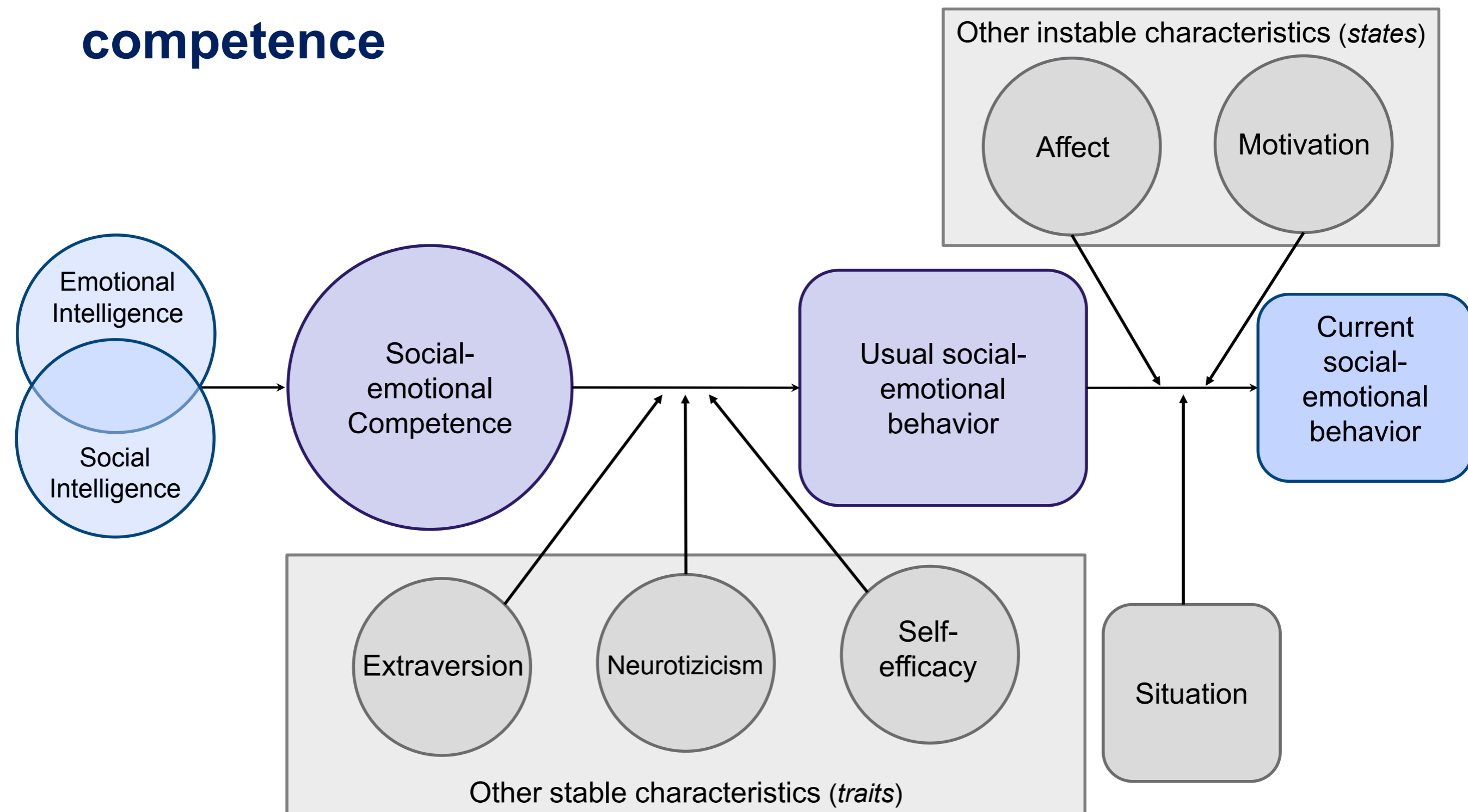


# To summarize: How does prosocial behaviour come about:

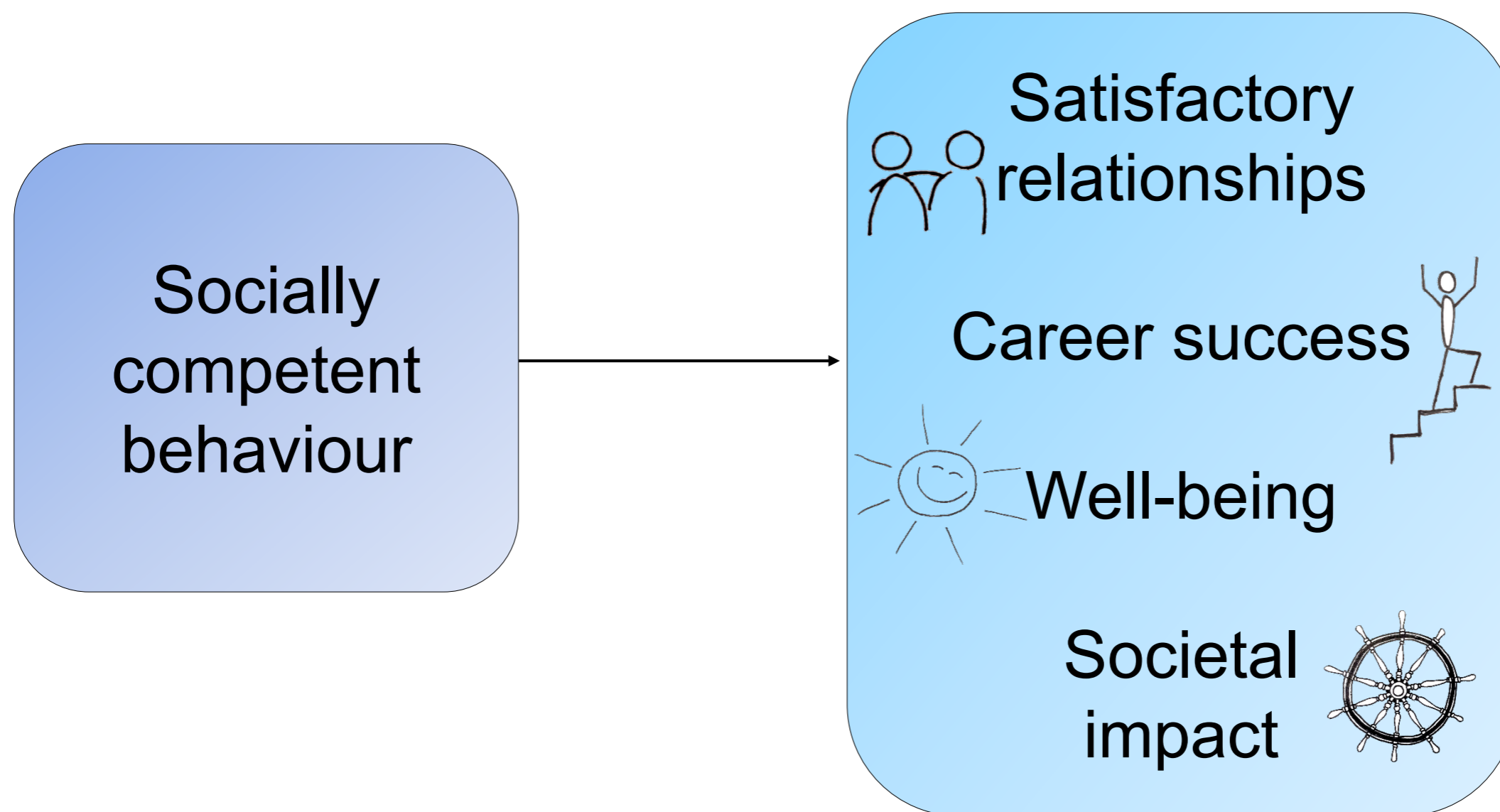
- Being able to
- Wanting to
- Having the opportunity



# The SEC4VET-Model of social-emotional competence



# Socially competent behaviour and the outcome





This project has been funded with the support of the European Commission.  
This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Workshop for the Assessment of Social Emotional Competences

Part 3: Development of the Social-Emotional Competences Inventory and the Social-Emotional Competence Situational Judgement Test

Sarah Schneider, Daniel Wolf & Astrid Schütz

Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136



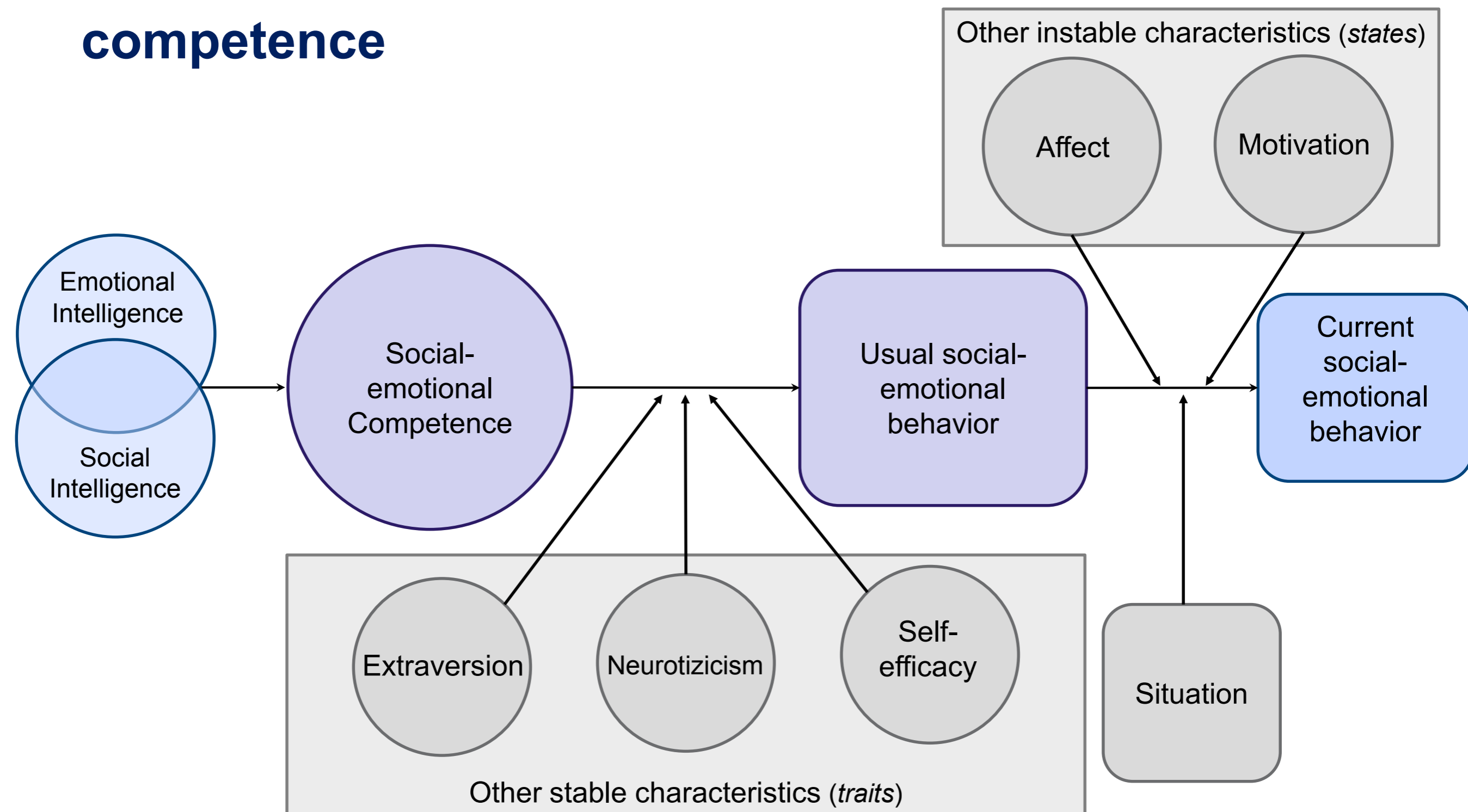
# Developing the SEC4VET-assessment – The “basic ingredients”

What do we need to develop an assessment tool for SEC4VET?

1. Theoretical model
2. Definition of the target group and its needs
3. Definition of scope and aim of the assessment to be developed
4. Status analysis of existing assessments



# The SEC4VET-Model of social-emotional competence



## 2. Definition of the target group and its needs

- Adolescents from the approximate age group of 16 – 25 years
- Adolescents with different forms and severity of cognitive impairments
  - Learning difficulties
  - Affective disorders
  - Minor cognitive impairments
- Adolescents in vocational training (broad range of professions)

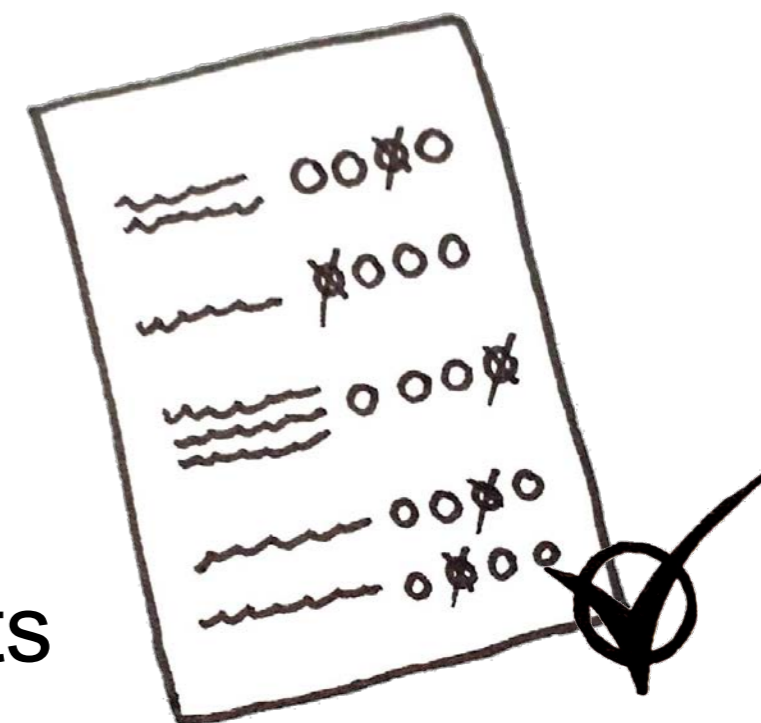


Has to be  
considered in  
the assessment

### 3. Definition of scope and aim of the assessment to be developed

The SEC4VET-assessment has to be

- Multidimensional
- Flexible
- Adapted to the needs of the adolescents
  - As short as possible
  - Easy language



And it has to depict the current state of the adolescents' social and emotional competencies in a clear way that allows further support.

## 4. Status analysis of existing assessments

KANN  
Assessment of  
personal  
resources

MSCEIT

HKI (Heidelberg  
Competence  
Inventory)

FEEPA

FEEL-KJ

Rotterdam  
Emotional  
Intelligence  
Scale

Shortened  
General  
Attitude and  
Belief Scale



## 4. Status analysis of existing assessments

Available tests were e.g.

- Too demanding
- Not suitable for the age group
- unidimensional

# The SEC4VET-assessment tool: how do we want to assess?

- Level 1: **Self-rating** of competencies of perceiving and regulating one's (emotional) inner life as well as other aspects of social-emotional competences
- Level 2: Testing a global factor of social-emotional competences with a **Situational Judgment Test**.
- Level 3: **Observer-rating** to evaluate Level 1 and Level 2 & rating of observed emotion perception and regulation of the target group

# Initial Scales of the SEC-Inventory: what do we want to assess?

Perception of  
Emotions in  
Oneself

Perception of  
Emotions in  
Others

Regulation of  
Emotions in  
Oneself

Regulation  
of Emotions in  
Others

Cognitive  
Empathy

Affective  
Empathy

Empathic  
Behavior

Respect for  
Social Norms

Socially  
Oriented  
Behavior

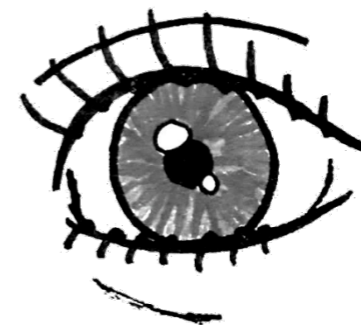
# Perception of Emotions in Oneself

- What do I feel in different situational contexts?
- Can I name and differentiate these emotions?
- Can I feel emotions in my body? (e.g. sadness in the chest and stomach, happiness in a feeling of weightlessness)



# Perception of Emotions in Others

- Am I able to understand or detect others' emotions by reading their facial expression, by understanding situational contexts?
- Can I detect “fake” emotional expressions? (e.g. someone is smiling but the smile does not “reach her/his eyes”)



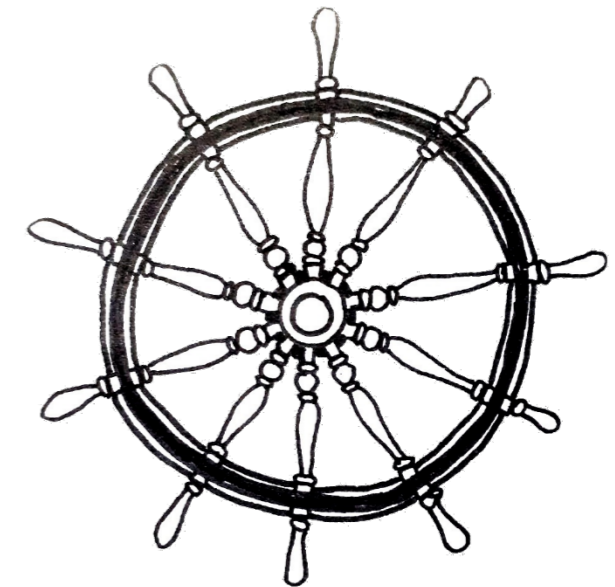
# Regulation of Emotions in Oneself

- Am I able to change or positively influence my current emotions? (Do I know what is helpful for me?)
- Am I able to control negative emotions in a healthy but socially acceptable way?



# Regulation of Emotions in Others

- Am I able to change the emotions of others by changing the situational context in an adequate way or by responding to their needs?



# Cognitive Empathy

- Can I understand others' feelings and behaviour on a cognitive, logical level of thinking?
- Can I see and understand why they feel the way they do?



# Affective Empathy

- Can I experience what others feel?
- Can I create the same feeling in myself that the other person currently has by putting myself exactly in their position?



# Empathic Behaviour

- Am I able to translate my cognitive and affective empathy into acting and behaving empathetically?



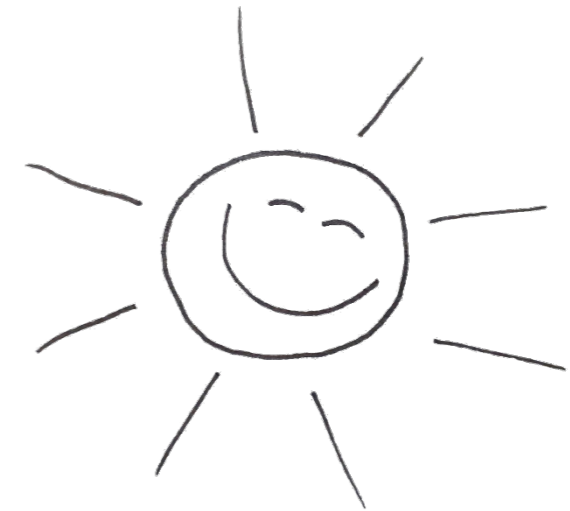
# Respect for Social Norms



- Am I able to comprehend the norms that are relevant in society?
- Am I able to relate to these values and ideals in terms of my own morality?
- Am I able to recognize the necessity of norms and rules that apply to everybody including myself?
- Do I recognize that I am in fact a part of society that forms norms (understanding the reciprocal relationship between society and norms)?

# Socially Oriented Behavior

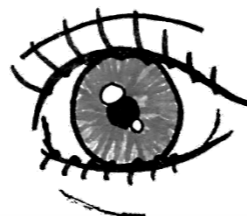
- Am I able to create and maintain positive relationships for both parties in an interaction or relationship, me and the other party?
- Am I able to recognize harmful relationships and to end them if necessary?



# Current representable scales of the SEC – Inventory



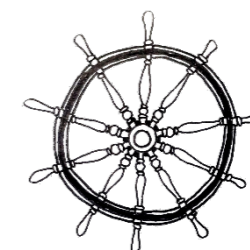
Perception of  
Emotions in Oneself  
(PES)



Perception of  
Emotions in Others  
(PEA)



Regulation of  
Emotions in Oneself  
(RES)



Regulation  
of Emotions in Others  
(REA)

Cognitive Empathy  
(ECO)



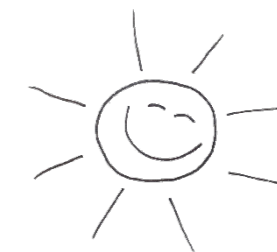
Empathic Behavior  
(EBE)



Respect for Social  
Norms  
(SON)



Socially Oriented  
Behavior  
(SOB)



# The SEC4VET-assessment final scales

## Self-rating

- Perception of Emotions in Oneself (5 items)
- Perception of Emotions in Others (5 items)
- Regulation of Emotions in Oneself (4 items)
- Regulation of Emotions in Others (5 items)
- Cognitive Empathy (5 items)
- Empathic Behavior (4 items)
- Socially Oriented Behavior (9 items)
- Respect for Social Norms (4 items)

## Situational Judgment Test

- 10 items

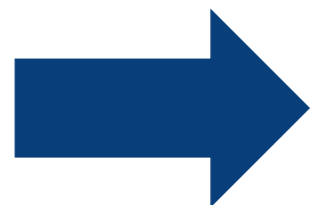
## Observer-rating

- Perception of Emotions in Oneself (5 items)
- Perception of Emotions in Others (5 items)
- Regulation of Emotions in Oneself (4 items)
- Regulation of Emotions in Others (5 items)
- Cognitive Empathy (5 items)
- Empathic Behavior (4 items)
- Socially Oriented Behavior (9 items)
- Respect for Social Norms (4 items)

# Advantages of the SEC4VET-assessment

We can assess social-emotional competencies on three different levels that complement each other:

- Situational Judgment Test: objective performance test
- Self-rating: expressing the adolescents inside view
- Observer-rating: validation and broadened overview



Flexible and multi-dimensional usage

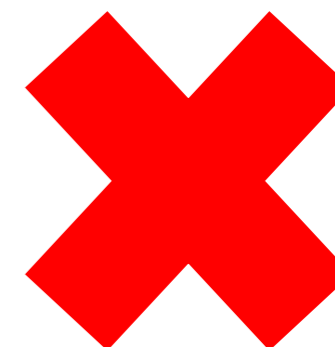
# The SEC4VET-assessment – “Promises and Perils”

## What is possible



- Provide additional information for educational decisions
- Insights and understanding of social-emotional competencies of the target group at different levels

## What is not possible



- Spontaneous assessment (observer-rating!)
- untrained professionals (observer-rating!)



This project has been funded with the support of the European Commission.

This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Workshop for the Assessment of Social Emotional Competences

Part 4: Psychometric quality criteria  
Sarah Schneider, Daniel Wolf & Astrid Schütz  
Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136



# Introduction to psychometric quality criteria

- What is standardization and why do we need it?
- Introduction to objectivity, reliability and validity
- How to obtain high quality criteria in assessments
- Quality criteria of the SEC4VET-assessment



# Standardization of assessment tools

By standardizing tests we ensure the comparability of the results. A test can have standardized

- Instructions
- Items / questions
- Answer options
- Scoring

A B

## Person A gets different instructions than person B

A B

Please choose the best response.

Only men should swear and tell dirty jokes.

- ☐ Agree strongly
- ☐ Agree mildly
- ☐ Disagree mildly
- ☐ Disagree strongly

Please choose the response that describes your opinion best

Only men should swear and tell dirty jokes.

- ☐ Agree strongly
- ☐ Agree mildly
- ☐ Disagree mildly
- ☐ Disagree strongly

# The order in terms of item difficulty varies between A and B

A B

Please solve the tasks.

Subtraction

☐  $97483 - 8958 =$

☐  $12144 - 965 =$

☐  $134 - 46 =$

☐  $15 - 8 =$

Please solve the tasks.

Subtraction

☐  $15 - 8 =$

☐  $134 - 46 =$

☐  $12144 - 965 =$

☐  $97483 - 8958 =$

# Different response formats

A B

Please choose one or more response options.

Please describe.

What were your last migraine symptoms?

What were your last migraine symptoms?

☐ nausea

☐ photosensitivity

☐ Sharp pain

☐ Visual disturbances

## Different methods, different scoring

A B

- A has 20 questions to be answered, B has only 10
- A works on a questionnaire, B has to do a performance test
- A's test is scored via expert method, B's test is scored via consensus method
- Application of different norms

# Standardization of instruments & tests

- We have to ensure that we can compare the **test situation and the results** of person A with person B with person C with....
- Standardization is a requirement of **objectivity**, which is one of 3 **main quality criteria** for psychological assessment

# How to make sure the test works?

**Objectivity** = Are the results independent of the test situation and/or the testing person?

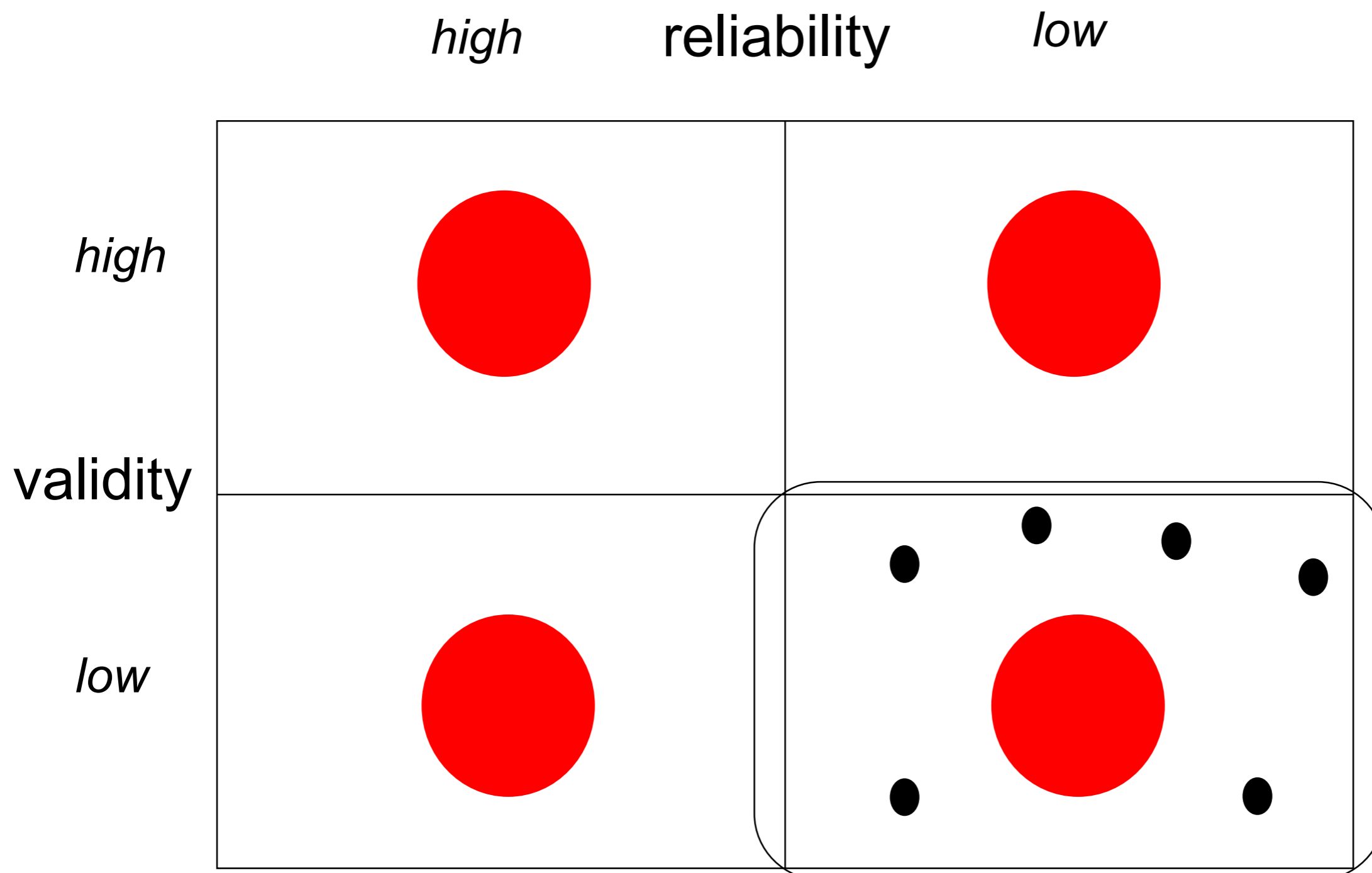
**Reliability** = If I use the test on person A multiple times, will it deliver similar results? → Is my test able to measure precisely?

**Validity** = Does the test really measure what it intends to measure?

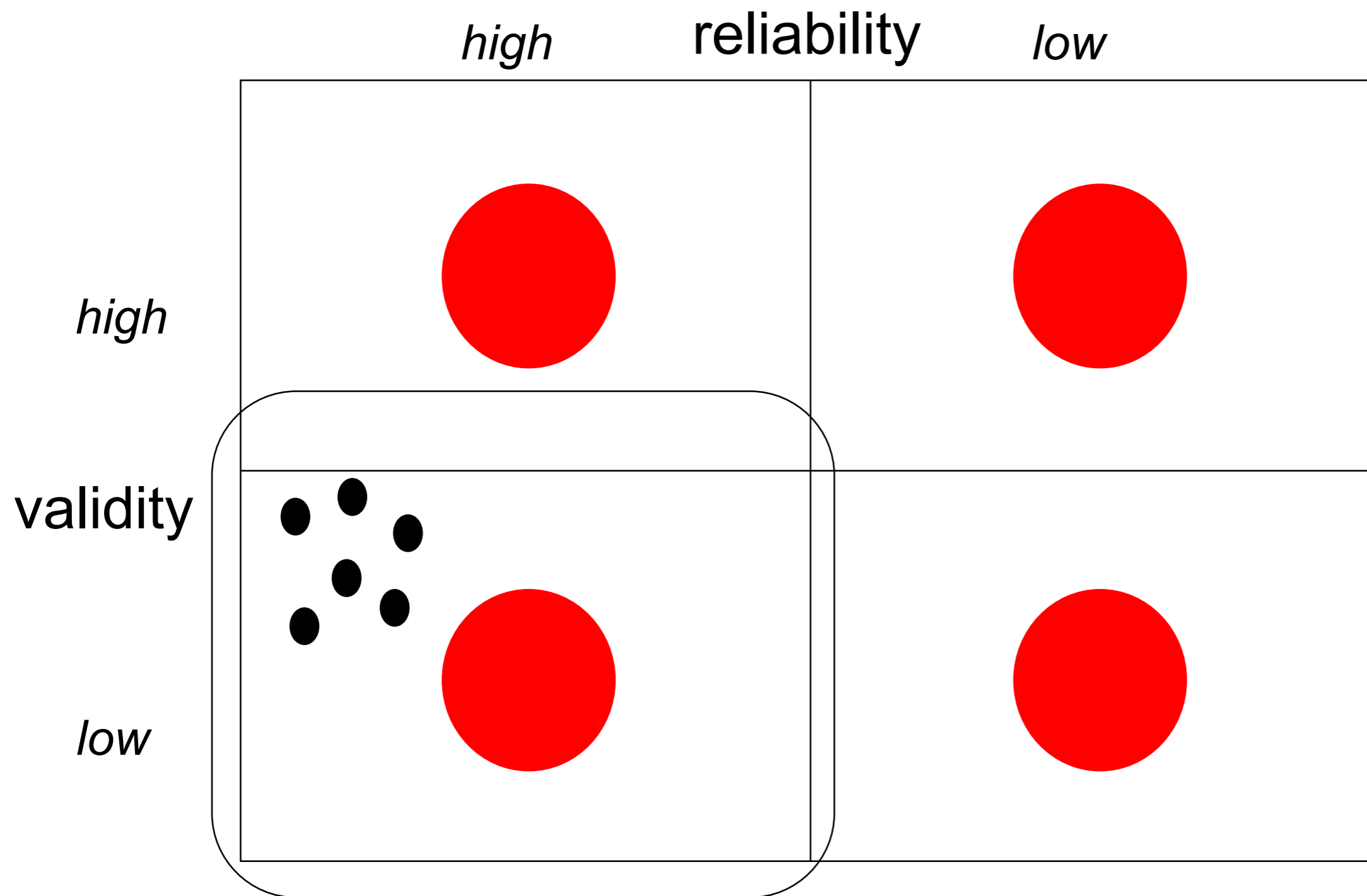
# How to make sure the test works?



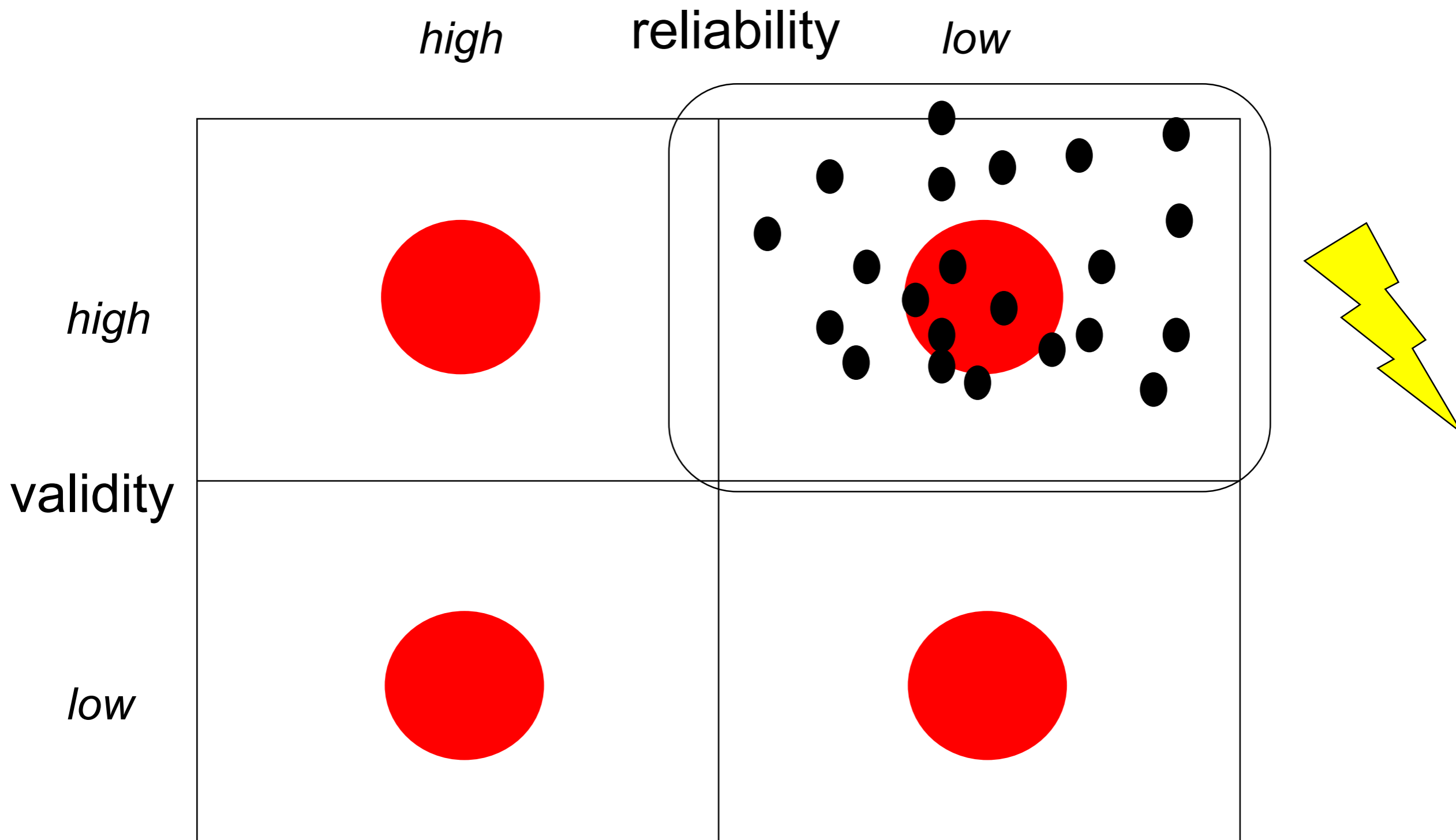
# Introduction to reliability and validity



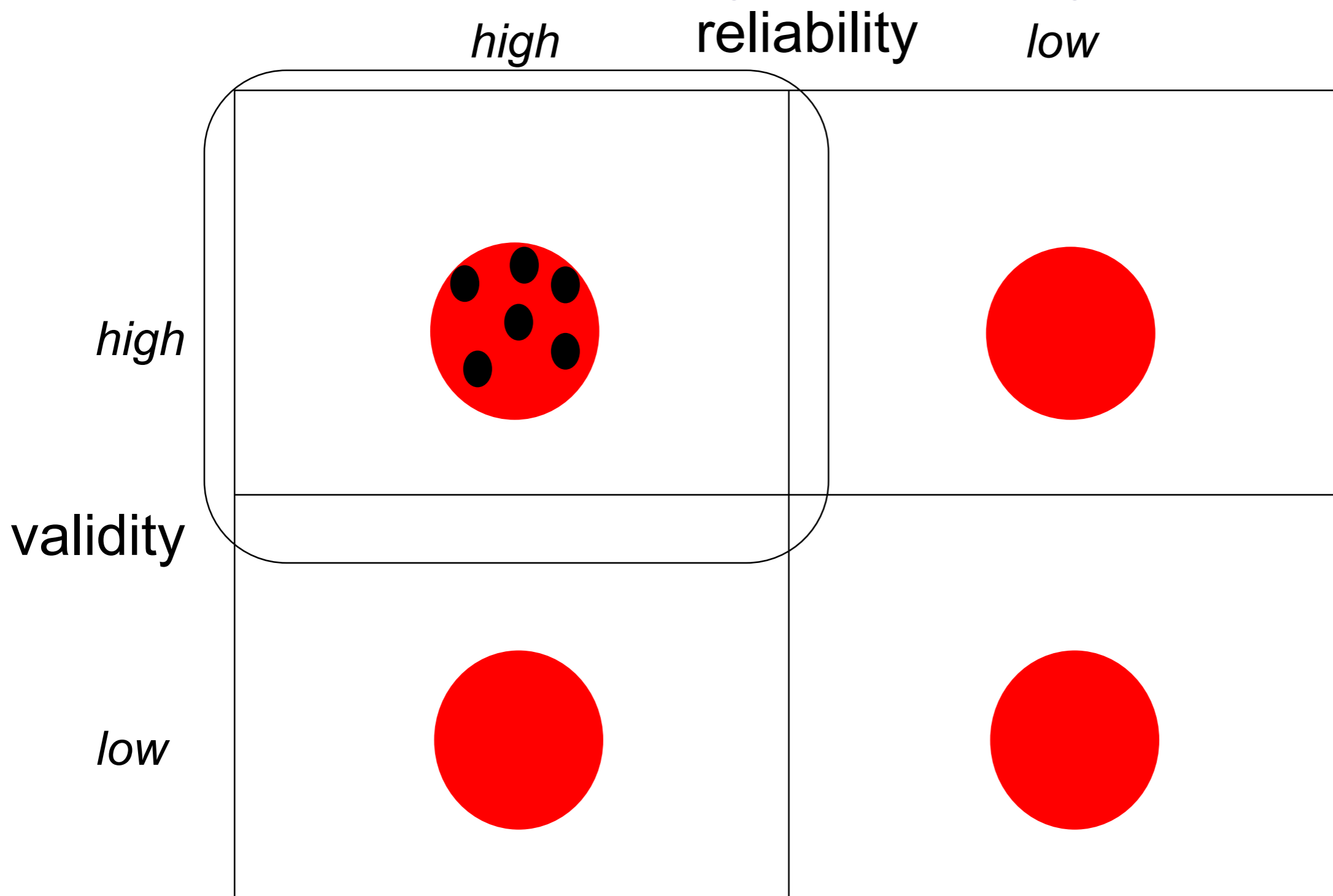
# Introduction to reliability and validity



# Introduction to reliability and validity



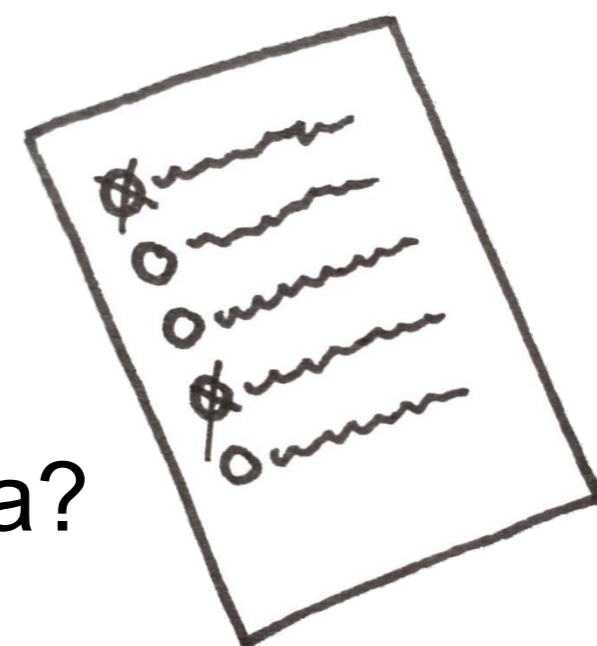
# Introduction to reliability and validity



## High validity & high reliability

We need a **standardized, objectively, valid and reliable** instrument for measuring social and emotional skills in adolescents with cognitive impairment.

How do we achieve these three quality criteria?



# How to get high objectivity, reliability and validity

High  
objectivity

- Trained professionals use the assessment tool
- No subjective evaluation (biased by emotions and opinions)
- Block out personal sensitivities
- Replicable testing situations and circumstances
- The assessment is always conducted in the same way (e.g. not 3 of 9 scales, only half of the items)
- The test persons are instructed on the purpose of the assessment in a standardized way



High  
reliability



High  
validity

...But how can YOU ensure that you get objective, reliable and valid results, when you use the SEC4VET-assessment?





This project has been funded with the support of the European Commission.

This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Workshop for the Assessment of Social Emotional Competences

Part 5: Using the SEC4VET-assessment: Potential problems

Sarah Schneider, Daniel Wolf & Astrid Schütz

Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136



Berufsbildungswerk  
Mosbach - Heidelberg



# Difficulties and problem sources for the use of the SEC4VET-assessment tool

1. Problem sources
  - On the part of the test persons
  - On the part of the professionals
2. Issues of self-ratings and performance tests
3. Issues of observation and observer-rating

# Problem sources on the part of the test person

Imagine you want to conduct the SEC4VET-assessment on a group (let's say 10 persons) of adolescents...

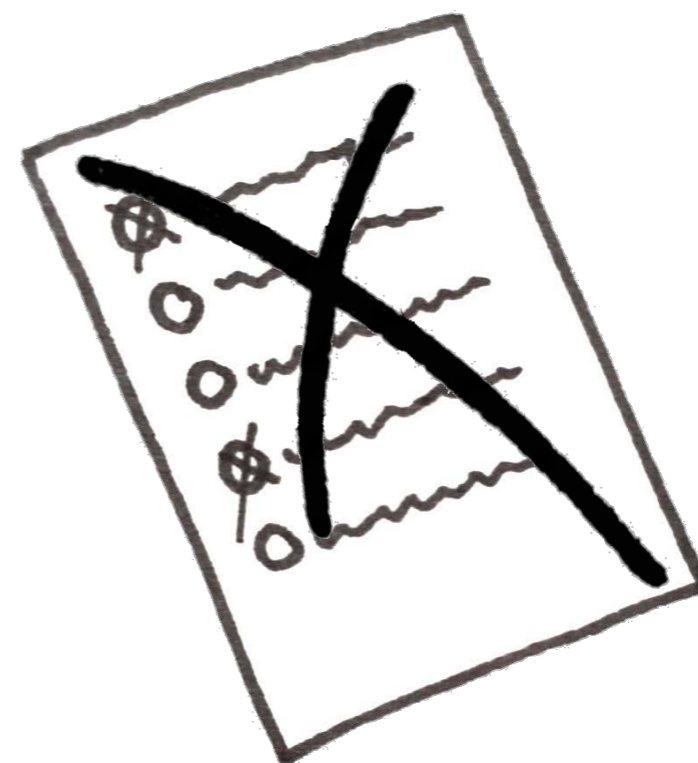
...what could possibly go wrong?

...motivation - mind set - situation



# Problem sources on the part of the participant

- Motivational problems
- Problems of comprehension
- Problems of distraction
- Refusal



# How to deal with problems on the part of the participant

Please think about how you would address a participant, who is having trouble with



motivation

comprehension

distraction

# How to deal with motivational problems

## Don't

"You have to do this now if I say it's important"

"I know you don't want to do this, but let's get it over with quickly"

"Why are you always so uninterested in everything?  
It's the same as last time with test XY"

## Do

"Today I have some very interesting questions for you."

"Is it ok for you to think about yourself by means of these questions?"

"Today I want to ask you to do something very special for yourself"

# How to deal with motivational problems

## Don't

Put participants under pressure

Introduce the assessment as something tedious

Scold them

## Do

Ask participants in a friendly way

Introduce the assessment as something valuable for participants

Think ahead in terms of timing

# How to deal with problems of comprehension

## Don't

“What is there not to understand? Don't you know what XY means?”

“Of course, I can read it to you.”  
\*reads with very intense emphasis and elaborate facial expressions\*

“I'll give you an example for 'proud': You are proud when you got straight A's in your exams.”

## Do

“Do you want to try the next item for starters?”

“Of course, I can read it to you.”  
\*reads without emphasis and neutral facial expression\*

“Try to think about a little, maybe you can make a guess?”

# How to deal with problems of comprehension

## Don't

Humiliate the participants by stating the meaning of an item as obvious

Mediate the correct response by demonstrating the item in question via facial expressions

Imply the correct response by giving an example that explains the item in question

## Do

Encourage the participants to try another item

If reading to the participants is necessary, read as neutrally as possible

Encourage the participant to take her/his time

# How to deal with problems of distraction

## Don't

Attach the assessment to an exhausting class or school lesson

Conduct the assessment “on the side”

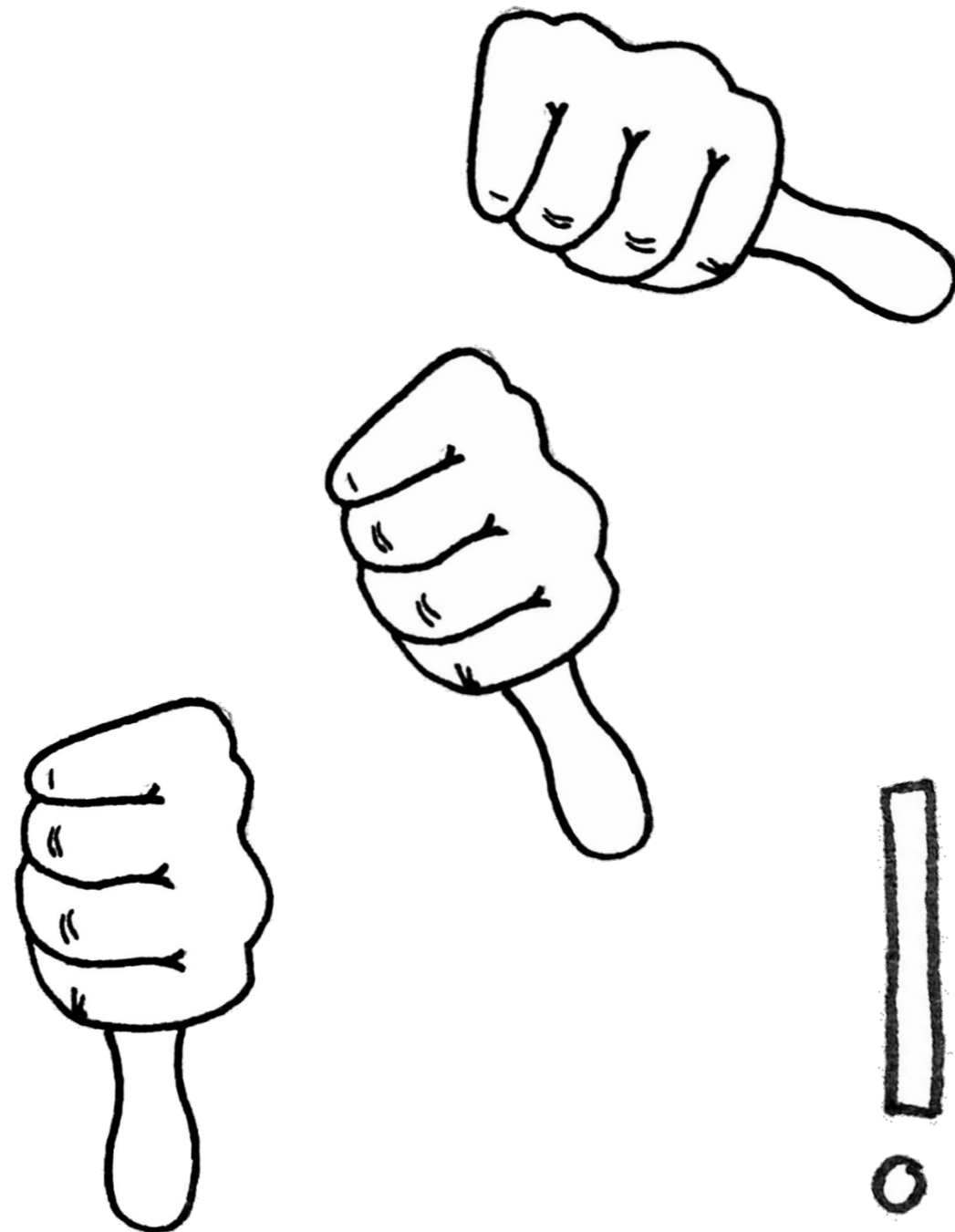
## Do

Schedule an extra date and time for the assessment

Prepare the room for the assessment

# Problem sources on the part of the professional

- Motivational problems
- Unprepared
  - time
  - Target group
  - Assessment
- Lack of objectivity



# How to deal with problems on the part of the professional

Motivation and lack of objectivity

- Try to plan ahead to minimize stress and negative emotions
- Try to blend out earlier discrepancies (e.g. during class) with a participant

# Issues of self-rating, performance test and observations

...what potential problems come along with the different levels of the SEC4VET-assessment?

Self-rating

Situational Judgment Test

Observer-rating

# Issues of self-rating and Situational Judgment Test

Response bias and pattern

“What went wrong here?”

What do you think happened during these assessments?

What are your suggestions regarding what could have lead to these response patterns?



## SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
29) Ich kann anderen dabei helfen, mit ihren Gefühlen umzugehen.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) Ich bemerke, wenn ich schlecht gelaunt bin.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) Ich weiß, wie ich mit meinen Gefühlen umgehen kann.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Ich versuche herauszufinden, was anderen wichtig ist.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) Ich bemerke, wenn andere ängstlich sind.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) Ich kann verstehen, weshalb andere überrascht sind.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) Ich entschuldige mich, wenn ich andere verletzt habe.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) Ich versuche zu schlichten, wenn andere streiten.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) Ich kann andere beruhigen, wenn sie wütend sind.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) Ich bemerke, wenn ich überrascht bin.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) Ich mache anderen kleine Geschenke.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) Ich bemerke, wenn andere stolz sind.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) Ich kann verstehen, weshalb andere sich schämen.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

### SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
29) Ich kann anderen dabei helfen, mit ihren Gefühlen umzugehen.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30) Ich bemerke, wenn ich schlecht gelaunt bin.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31) Ich weiß, wie ich mit meinen Gefühlen umgehen kann.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32) Ich versuche herauszufinden, was anderen wichtig ist.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33) Ich bemerke, wenn andere ängstlich sind.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34) Ich kann verstehen, weshalb andere überrascht sind.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35) Ich entschuldige mich, wenn ich andere verletzt habe.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36) Ich versuche zu schlichten, wenn andere streiten.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37) Ich kann andere beruhigen, wenn sie wütend sind.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38) Ich bemerke, wenn ich überrascht bin.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39) Ich mache anderen kleine Geschenke.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40) Ich bemerke, wenn andere stolz sind.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41) Ich kann verstehen, weshalb andere sich schämen.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

nie selten gelegentlich häufig immer

### SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
29) Ich kann anderen dabei helfen, mit ihren Gefühlen umzugehen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
30) Ich bemerke, wenn ich schlecht gelaunt bin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
31) Ich weiß, wie ich mit meinen Gefühlen umgehen kann.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
32) Ich versuche herauszufinden, was anderen wichtig ist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
33) Ich bemerke, wenn andere ängstlich sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
34) Ich kann verstehen, weshalb andere überrascht sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
35) Ich entschuldige mich, wenn ich andere verletzt habe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
36) Ich versuche zu schlichten, wenn andere streiten.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
37) Ich kann andere beruhigen, wenn sie wütend sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
38) Ich bemerke, wenn ich überrascht bin.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
39) Ich mache anderen kleine Geschenke.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
40) Ich bemerke, wenn andere stolz sind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
41) Ich kann verstehen, weshalb andere sich schämen.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

nie selten gelegentlich häufig immer

### SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
1) Ich versuche zu helfen, wenn andere ängstlich sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2) Ich kann andere beruhigen, wenn sie ängstlich sind.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Ich bemerke, wenn ich stolz bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4) Ich kann mich selbst beruhigen, wenn ich angespannt bin.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Ich will mich gleich nach einem Streit wieder vertragen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Ich bemerke, wenn andere schlecht gelaunt sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7) Ich kann verstehen, weshalb andere angespannt sind.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Ich bedanke mich, wenn andere etwas für mich tun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Ich unterstütze andere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Ich versuche anderen zu helfen, wenn ich das Gefühl habe, dass sie Hilfe brauchen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Ich kann andere beruhigen, wenn sie angespannt sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Ich bemerke, wenn ich traurig bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Ich kann mich selbst beruhigen, wenn ich ängstlich bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Es beschäftigt mich, wenn ich Streit mit anderen habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
29) Ich kann anderen dabei helfen, mit ihren Gefühlen umzugehen.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30) Ich bemerke, wenn ich schlecht gelaunt bin.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31) Ich weiß, wie ich mit meinen Gefühlen umgehen kann.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Ich versuche herauszufinden, was anderen wichtig ist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
33) Ich bemerke, wenn andere ängstlich sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
34) Ich kann verstehen, weshalb andere überrascht sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
35) Ich entschuldige mich, wenn ich andere verletzt habe.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) Ich versuche zu schlichten, wenn andere streiten.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) Ich kann andere beruhigen, wenn sie wütend sind.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) Ich bemerke, wenn ich überrascht bin.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39) Ich mache anderen kleine Geschenke.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) Ich bemerke, wenn andere stolz sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
41) Ich kann verstehen, weshalb andere sich schämen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

 Erasmus+ Project  
Social Emotional Competences for VET

### SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
1) Ich versuche zu helfen, wenn andere ängstlich sind.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Ich kann andere beruhigen, wenn sie ängstlich sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3) Ich bemerke, wenn ich stolz bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
4) Ich kann mich selbst beruhigen, wenn ich angespannt bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5) Ich will mich gleich nach einem Streit wieder vertragen.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Ich bemerke, wenn andere schlecht gelaunt sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7) Ich kann verstehen, weshalb andere angespannt sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
8) Ich bedanke mich, wenn andere etwas für mich tun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9) Ich unterstütze andere.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Ich versuche anderen zu helfen, wenn ich das Gefühl habe, dass sie Hilfe brauchen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11) Ich kann andere beruhigen, wenn sie angespannt sind.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Ich bemerke, wenn ich traurig bin.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Ich kann mich selbst beruhigen, wenn ich ängstlich bin.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Es beschäftigt mich, wenn ich Streit mit anderen habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

nie    selten    gelegentlich    häufig    immer

 Erasmus+

4 von 7

### SEC-I-SR

Bitte kreuze für jede Aussage die Abstufung an, die dich am besten beschreibt.

	nie	selten	gelegentlich	häufig	immer
1) Ich versuche zu helfen, wenn andere ängstlich sind.	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Ich kann andere beruhigen, wenn sie ängstlich sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3) Ich bemerke, wenn ich stolz bin.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Ich kann mich selbst beruhigen, wenn ich angespannt bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
5) Ich will mich gleich nach einem Streit wieder vertragen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Ich bemerke, wenn andere schlecht gelaunt sind.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7) Ich kann verstehen, weshalb andere angespannt sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Ich bedanke mich, wenn andere etwas für mich tun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9) Ich unterstütze andere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Ich versuche anderen zu helfen, wenn ich das Gefühl habe, dass sie Hilfe brauchen.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
11) Ich kann andere beruhigen, wenn sie angespannt sind.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Ich bemerke, wenn ich traurig bin.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Ich kann mich selbst beruhigen, wenn ich ängstlich bin.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
14) Es beschäftigt mich, wenn ich Streit mit anderen habe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	nie	selten	gelegentlich	häufig	immer

# What can you do if these response patterns occur?

## Preventive:

- Clear and standardized instruction
- Questions (not on items!) are asked before the assessment starts

## Subsequent:

- Flip through the questionnaire quickly – are there large amounts missing? Ask the participant if she/he wants to try and work further on these missing items

# Issues of self-rating

## Strengths

- Gives information that is difficult to obtain otherwise
- Detailed and differentiated information
- Assesses latent constructs
- economical



## Deficits

- Social desirability
- Response biases
- Dependent on self-reflecting skills
- Problem of perception
- Problem of memory



# Issues of self-rating and Situational Judgment Test

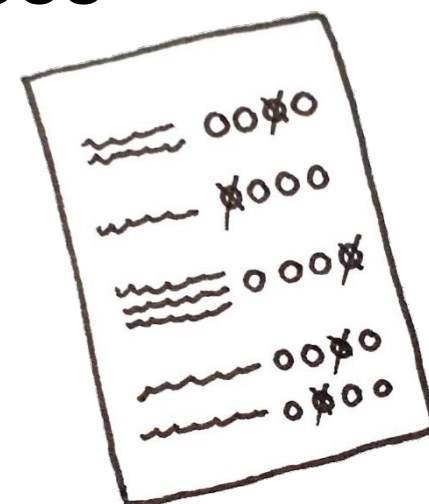
## Response bias in standardized assessments

- Social desirability
- Acquiescence bias
- Extreme responding
- Intermediate responding



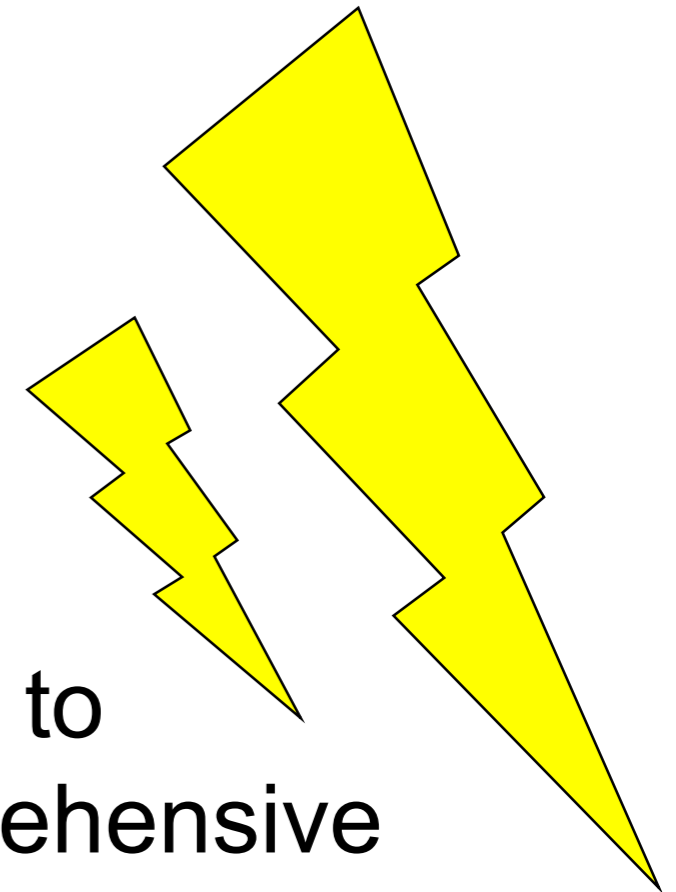
## Biases resulting from questionnaire design

- Order of questions
- Response format
- Order of responses

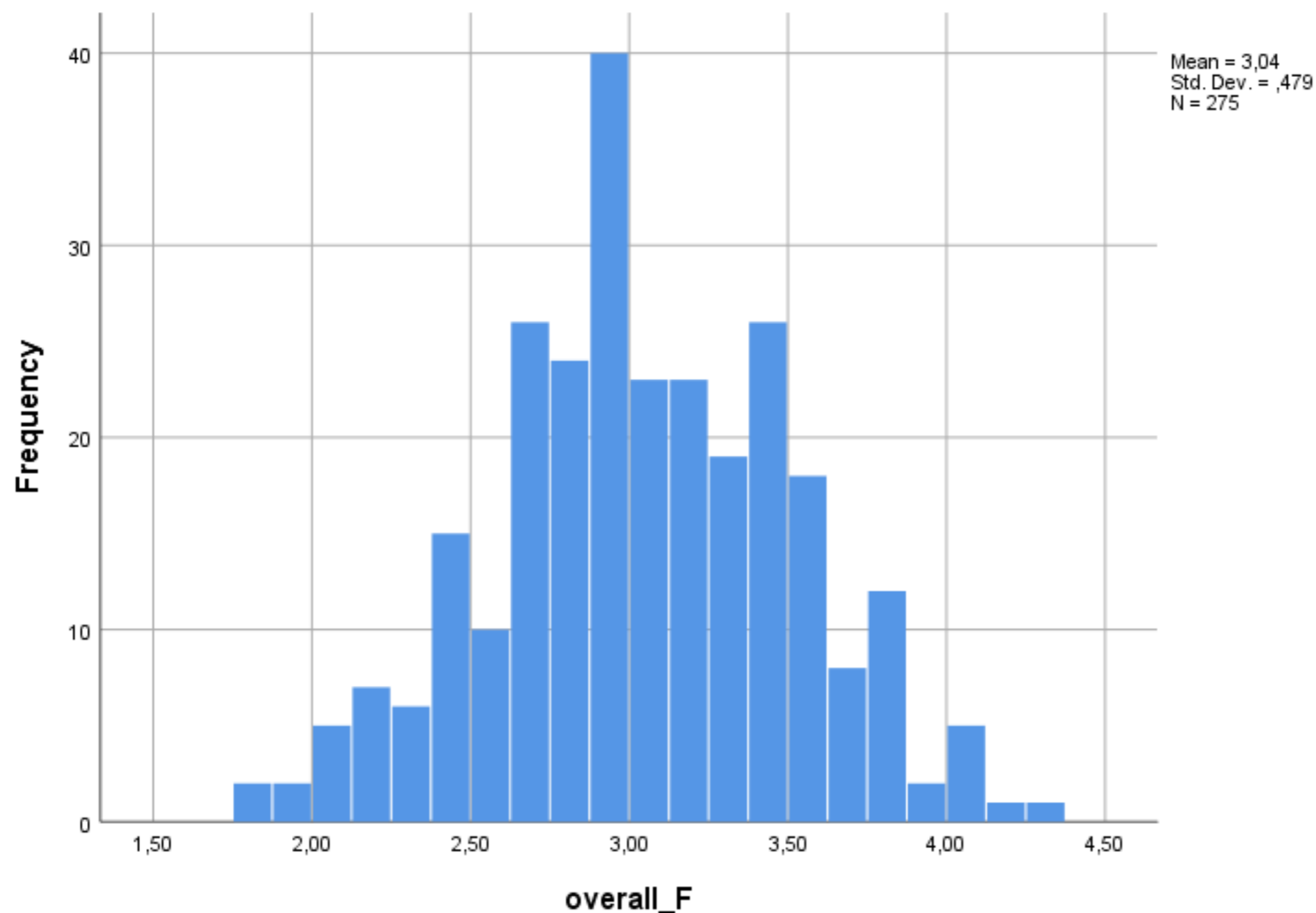


## Be aware!

- If a participant consistently chooses the highest option it does NOT automatically mean that she/he has high emotional and social competencies
- It could also be
  - Preferred tendency
  - Social desirability
  - Distraction and boredom
- Be sure to compare self-rating scores to observer-rating scores to get a comprehensive result



# Issues of observation and observer-rating



# Errors of observation

Halo-effect



Stereotypes



Sympathy





This project has been funded with the support of the European Commission.

This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Workshop for the Assessment of Social Emotional Competences

Part 6: Self-rating & Situational Judgment Test  
Sarah Schneider, Daniel Wolf & Astrid Schütz  
Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136



# The SEC4VET process: Self-rating and Situational Judgment Test

Please take the time to complete the Self-rating and the Situational Judgment Test yourself to familiarize yourself with the questions.

What are your impressions of the two questionnaire levels?



# Reminder: Dealing with motivational problems

## Don't

Put participants under pressure

Present and introduce the questionnaire as something unpleasant

Scold the participants

## Do

Ask participants kindly

Present the questionnaire as something valuable for the participants

Plan ahead, schedule time

# Dealing with problems of understanding

## Don't

Humiliate participants by presenting the meaning of a word/item as obvious

Convey the “correct” answer by means of special emphasis or clear facial expressions

Convey the “correct” answer using an example that explains the item and its meaning.

## Do

Encourage participants to try another item

If reading is necessary, it should be as neutral as possible

Encourage participants to take their time

# Dealing with problems due to distraction

## Don't

Carry out the survey after a strenuous school lesson

Carry out the questionnaire “on the fly”

## Do

Set your own date and time frame for the questionnaire

Prepare the room for the questionnaire

# Role play: Situational Judgment Test

Please divide into groups.

Each group needs

- One test person
- One professional who will carry out the test
- Two observers

Please use one of the exercise rooms and create a test situation there.

- The test person will fill out the SJT form
- The professional will instruct the test person and encourage her/him to take the test
- The two observers observe the role-play that is being played out and make detailed notes either regarding the professional or the test person

**More details are on the work slips!**

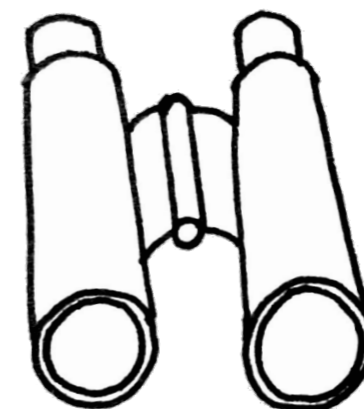
Please take 5 minutes to prepare for the role. (**Target persons: Please do not show the information on your work slip to the other players!**).

Please carry out the procedure in your respective role for **max. 15 minutes** .

Please return and report on your experience!

## Role play: Thoughts

- How did you feel during the role play?
- What was difficult and why?
- Observers: What did you notice?





This project has been funded with the support of the European Commission.

This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.



# Workshop for the Assessment of Social Emotional Competences

Part 7: Observer-training and Observer-rating  
Sarah Schneider, Daniel Wolf & Astrid Schütz  
Universität Bamberg

[www.sec4vet.eu](http://www.sec4vet.eu)

Project number: 2017-1-DE02-KA202-004136



# A reminder: Errors of observation

Halo-effect



Stereotypes

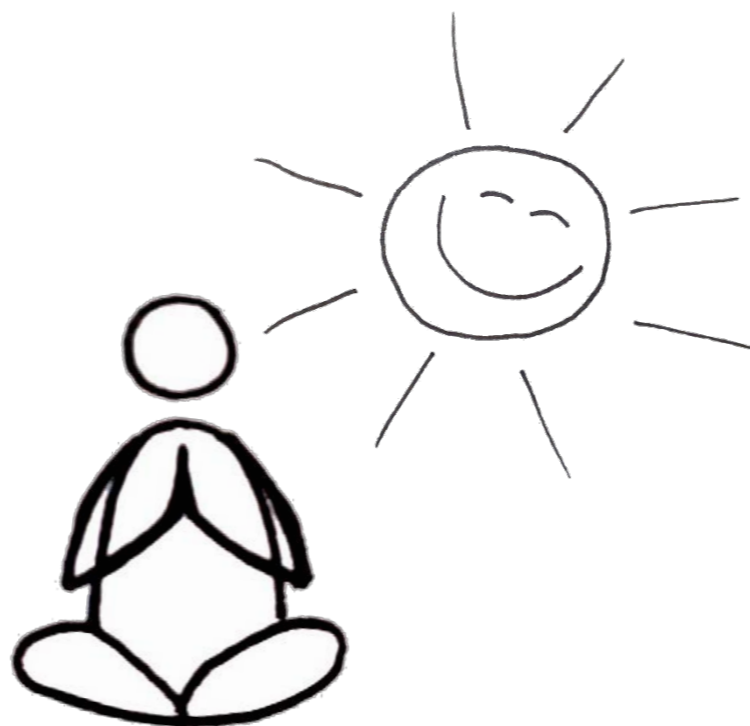


Sympathy



## ...but there is more: Attention training

<https://www.youtube.com/watch?v=ubNF9QNEQLA>



<https://www.youtube.com/watch?v=Ahg6qcgoy4>

## A try on “micro expressions”

<https://www.youtube.com/watch?v=rGhOuA3rr1k>

Please watch carefully and try to identify the emotions that might be shown through these micro expressions!

Do you agree with the solutions?

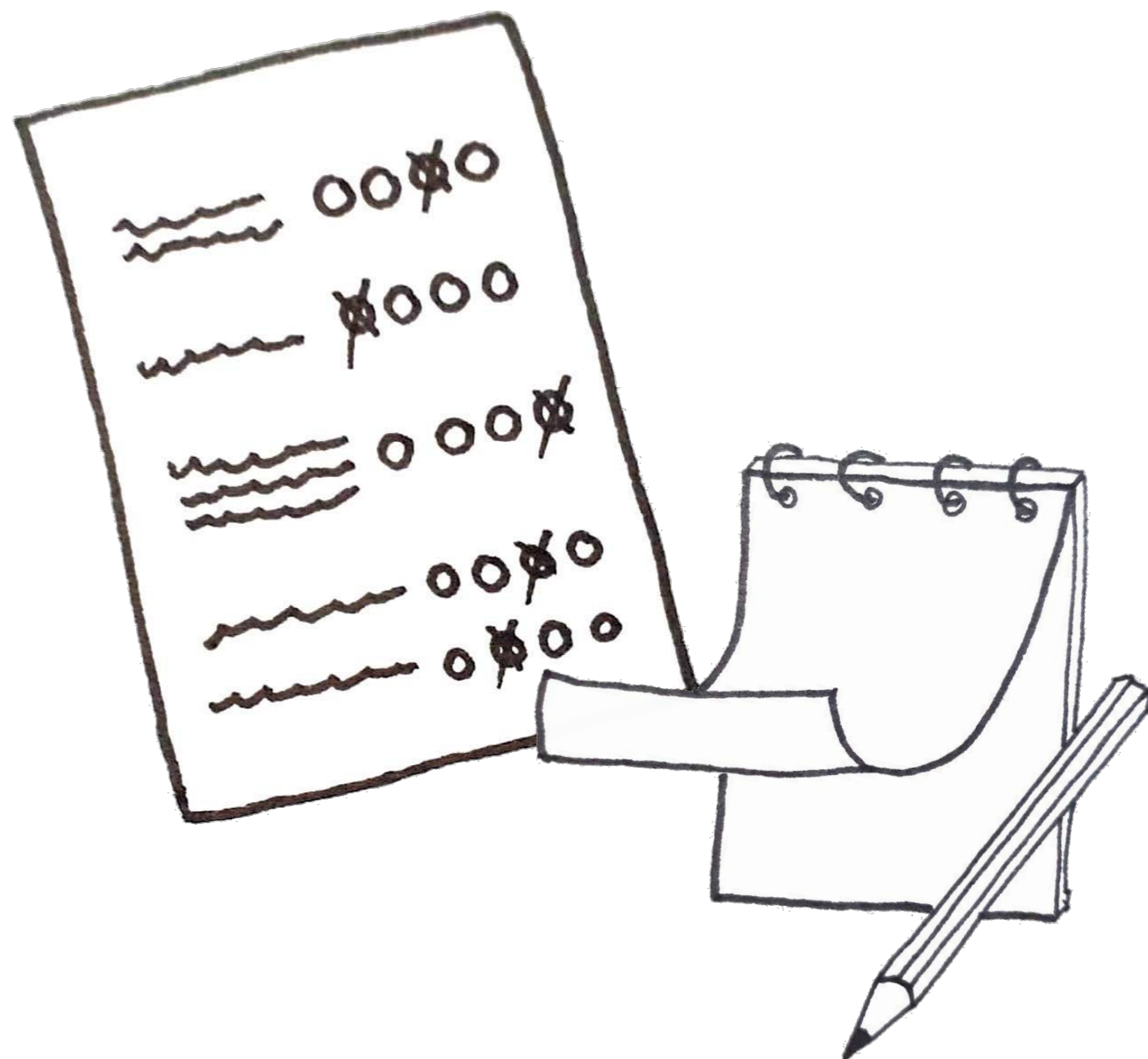
Difficulties?



# The observer-rating

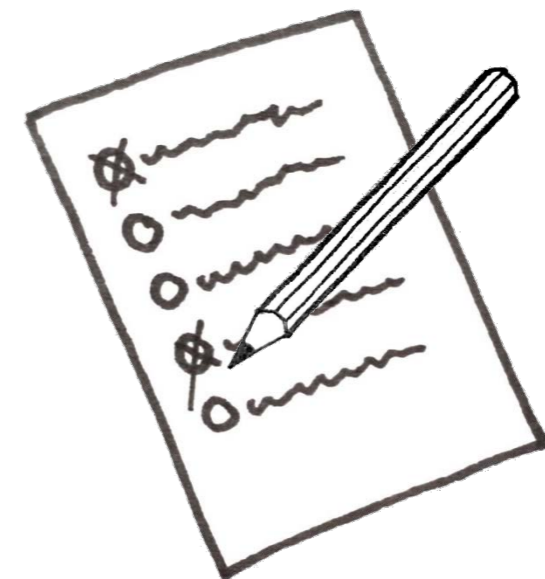
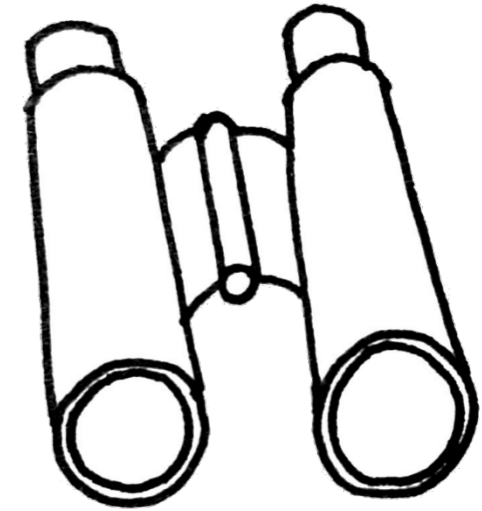
Please take your time  
and look at the items for  
the observer-rating.

What might be difficult  
when rating the  
adolescents in your  
institution?



# Using the movie “Carnage” as an example – observer-training

- Please split into 4 groups
- Each group will observe one character:
  - Group 1: Please observe **Michael**
  - Group 2: Please observe **Penelope**
  - Group 3: Please observe **Alan**
  - Group 4: Please observe **Nancy**
- Try to fill out the observer-rating for your designated character **as well as possible!**



# observer-training

Please let's discuss:

- How did you rate the four characters?
- Why did you choose particular responses?
- Which items were difficult to rate?





This project has been funded with the support of the European Commission.

This publication reflects the views of the author only and the Commission cannot be held responsible for any use which may be made of the information contained therein.

# References & further reading

- Brackett, M. A., Rivers, S. E., Shiffman, S., Lerner, N., & Salovey, P. (2006). Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence. *Journal of Personality and Social Psychology*, 91(4), 780–795. <https://doi.org/10.1037/0022-3514.91.4.780>
- Grob, A., & Smolenski, C. (2005). *Fragebogen zur Erhebung der Emotionsregulation bei Kindern und Jugendlichen (FEEL-KJ)*. Huber.
- Holtz, K.-L., Eberle, G., Hillig, A., & Marke, K. R. (2005). *HKI: Heidelberger Kompetenz-Inventar für geistig Behinderte*. Universitätsverlag Winter.
- Lindner, H., Kirkby, R., Wertheim, E., & Birch, P. (1999). A brief assessment of irrational thinking: The shortened General Attitude and Belief Scale. *Cognitive Therapy and Research*, 23(6), 651–663. <https://doi.org/10.1023/A:1018741009293>
- Lukesch, H. (2006). *FEPA: Fragebogen zur Erfassung von Empathie, Prosozialität, Aggressionsbereitschaft und aggressivem Verhalten*. Hogrefe.
- Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications*. (pp. 3–34). New York, NY: Basic Books
- Mayer, J. D., Salovey, P., & Caruso, D. (2002). *Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Version 2.0*. Multi-Health Systems.
- Pekaar, K. A., Bakker, A. B., van der Linden, D., & Born, M. P. (2018). Self- and other-focused emotional intelligence: Development and validation of the Rotterdam Emotional Intelligence Scale (REIS). *Personality and Individual Differences*, 120, 222–233. <https://doi.org/10.1016/j.paid.2017.08.045>
- Petermann, F., Schmidt, M. H., & Suing, M. (2012). *Kompetenzanalyseverfahren (KANN): Fremdbeurteilung beobachtbarer personaler Ressourcen bei Kindern und Jugendlichen*. Hogrefe.

# References & further reading

- Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.  
<https://doi.org/10.2190/DUGG-P24E-52WK-6CDG>
- Steinmayr, R., Schütz, A., Hertel, J., & Schröder-Abé, M. (2011). *MSCEIT: Mayer-Salovey-Caruso Test zur Emotionalen Intelligenz*. Deutschsprachige Adaptation des Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) von John D. Mayer, Peter Salovey & David R. Caruso. Huber.
- Süß, H.-M., Seidel, K. & Weis, S. (2008). Neue Wege zur leistungsbasierten Erfassung sozialer Intelligenz und erste Befunde. In W. Sarges & D. Scheffer (Hrsg.), *Innovative Ansätze für die Eignungsdiagnostik* (S. 129-143). Göttingen: Hogrefe.
- Süß, H.-M., Baumgarten, M., Karthaus, C., Nötzold, J. & Strien, J. (2010). Neue Befunde zur Struktur der sozialen Intelligenz und ihren Bezügen zur akademischen Intelligenz. Vortrag auf dem 47. Kongress der DGPs, Bremen.
- Thorndike, E.L. (1920). Intelligence and its use. *Harper's Magazine*, 140, 227–235.
- Vöhringer, M., Schütz, A., Gessler, S., & Schröder-Abé, M. (2020). SREIS-D: Die deutschsprachige Version der Self-Rated Emotional Intelligence Scale. *Diagnostica*, 1–11. <https://doi.org/10.1026/0012-1924/a000248>
- Weis, S. (2008). Theory and Measurement of Social Intelligence as Cognitive Performance Construct. Doctoral dissertation. Otto-von-Guericke-University Magdeburg, Germany.