

## Getting to Know You

This summary is intended to give teachers and other school staff a shortcut to gaining an overview of the intervention. It is vitally important for the success of an intervention that it is implemented with fidelity and that the person using the intervention is given time to read and digest the contents of the guide as part of comprehensive training before using it with children.

### Getting to Know You - Emotional Literacy – Assessment and Intervention- Ages 7-11

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#### Introduction to the assessment and development of emotional literacy

'*Emotional Literacy: Assessment and Intervention – Ages 7-11* provides practical tools that can be used by anyone involved in the education of children and young people. Their purpose is to discover where pupils' strengths and weaknesses are in the area of emotional literacy, in order to provide a better understanding of these competences and, where necessary, to highlight areas for intervention.'

#### Chapter 1 What is emotional literacy?

This chapter explains the meaning of emotional literacy and how it links to behaviour, the individual and in classrooms and the school as a whole. It also discusses its importance for society and as an aim of schooling.

#### Chapter 2 The Dimensions of Emotional Literacy

Making use of Daniel Goleman's (1996) broad classification, five dimensions of emotional literacy are identified and form the basis of the assessment and intervention;

Personal Competences                      Self-awareness - Self Regulation – Motivation

Social competences                        Empathy – Social skills

### **Chapter 3 Using the checklists to help raise standards of emotional literacy**

There are three checklists - Pupil, Teacher and Parent. They are discussed in detail in chapter 5. This chapter discusses how to use the emotional literacy checklists to help a school achieve the aim of raising emotional literacy.

- Monitoring emotional literacy standards
- Accessing the emotional literacy curriculum
- Whole school level – Classroom level – Individual level

### **Chapter 4 – Developing social and emotional competences**

This chapter explains the frameworks that underpin the use of the assessments.

‘Any successful intervention will include the following three stages’- environmental changes, consequences and teaching personal competences and skills

The second relates to teaching alternative strategies. This involves understanding the purpose of behaviour, the communication function of behaviour and finally, teaching alternative strategies.

The process of teaching emotional literacy is shown as a useful flow chart on Page 24.

### **Chapter 5 – Administering and Scoring the tests.**

Pupil Checklist – This would be most appropriately used with individuals or very small groups. It contains 25 items

The child scores themselves against statements such as ‘I often lose my temper’ using ‘very like me’ through to ‘not like me at all’. Each answer has a numerical score which gives an overall emotional literacy score.

Teacher Checklist – This can be used for whole school/ class. It can be used as an audit for baseline and post intervention measures or as screener. It has 20 items and is scored in the same way as the pupil checklist

Parent Checklist – This would mainly be used for the parents of children receiving 1-1 or small group intervention. It has 25 items and is scored in the same way as the others.

The chapter goes on to give information about;

- How to administer the checklists
- Interpreting the checklists
- Comparing scores with a nationally representative sample
- Uses of scores in school

### **Chapter 6 – Technical Information**

#### **Interventions**

This comprises about half of the book. After an introduction, information about general techniques, there are sections with suggested activities to develop self-awareness, learning about self-regulation, increasing motivation, enhancing empathy and improving social skills.