

Emotional and Aptitude Test Report

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Students in their adolescence go through a lot ; not just in terms of choosing the right subjects, which will shape their career but also face various issues arising out of emotional regulation. No two children are same and each one is unique in its own way. Each student will grow differently and each one will have to face different issues and problems in the world as each day unfolds a new opportunity and a new challenge will emerge.

> The test we have designed is a simple test to measure Emotional Regulation and various aspects on one's Aptitude, which helps in identifying the areas of strength and weakness for an individual.

> These tests allow us to understand their personality and guide you to make necessary changes).

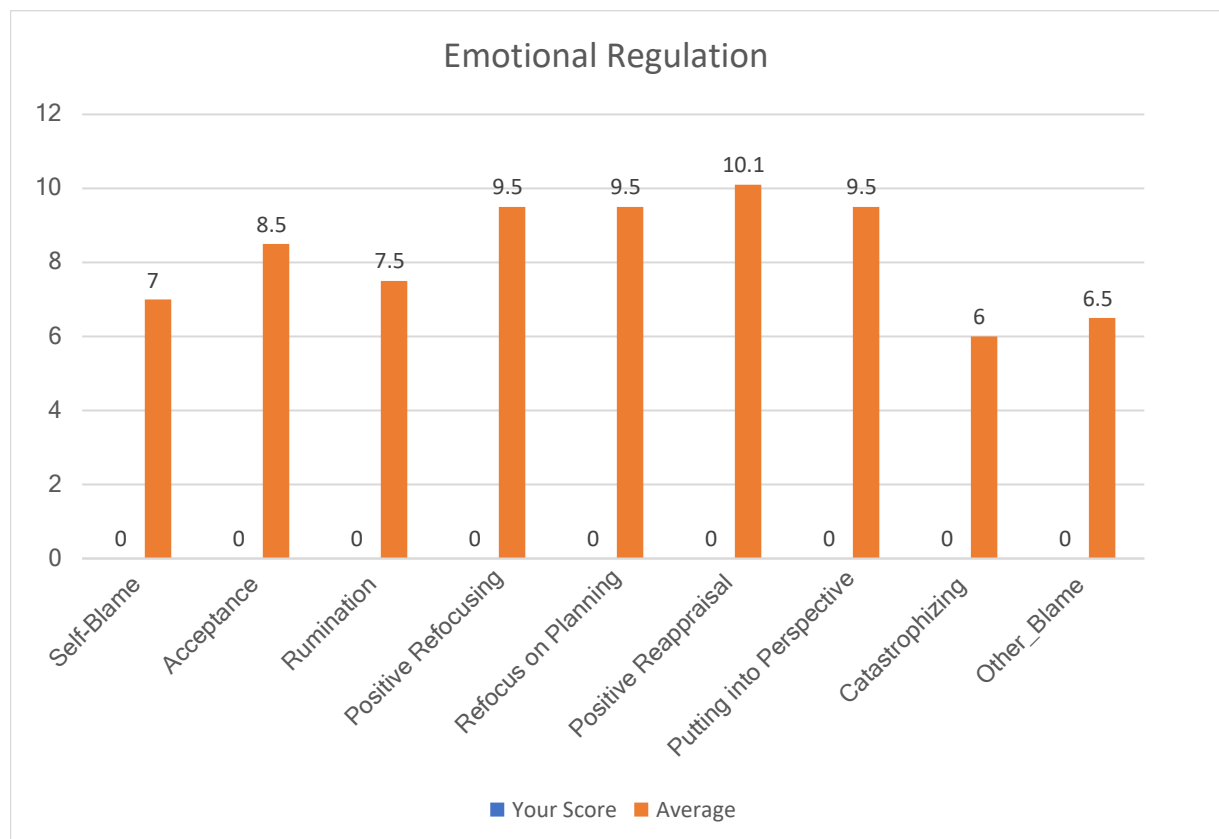
Know Yourself First : It will Help You Decide Your Career



Emotional Regulation Parameters



Your Result



Norms of the Test Variables

Self-blame is a coping strategy in which thoughts are central of holding yourself responsible for what you have experienced. A high score on Self-blame, it means that this person is highly preoccupied with his or her sense of guilt.

Acceptance refers to thoughts where you resign yourself to what has happened and accept it, thinking that it cannot be changed and life goes on. A high score refers to the frequent use of Acceptance as a strategy.

Rumination refers to thinking all the time of and/or being preoccupied with the feelings and thoughts associated with the negative event.

Positive Refocusing This concept refers to thinking about other, pleasant matters instead of the event in question. Research has shown that this strategy in itself may have a positive effect on people's well being.

Refocus on Planning A high score refers to the frequent use of this strategy. A low score refers to a less frequent use of this strategy.

Positive Reappraisal This strategy refers to mentally attributing a positive meaning to an event in terms of personal growth, thinking that the event makes you stronger, looking for the positive sides of an event.

Putting into Perspective Putting into Perspective refers to thoughts that play down the seriousness of the event when compared to other events and to emphasizing in your mind that there are worse things in the world.

Catastrophising refers to recurring thoughts about how terrible the event has been and about what you have gone through being the worst thing to happen to a person, much worse than what others experience.

Other-blame refers to thoughts of putting the blame for what you have experienced on others, holding others responsible for what has happened and/or thinking about the mistakes others have made in this respect.

Negative-focused coping strategies: Other-blame, Catastrophising, Rumination, Self-Blame

Positive-focused coping strategies: Refocus on Planning, Refocus on Planning, Putting into Perspective, Acceptance, and Positive Refocusing.

"What is Aptitude Test About?"

An aptitude is a component of a competence to do a certain kind of work at a certain level. Outstanding aptitude can be considered "talent". An aptitude test, by definition, is any type of assessment that evaluates the talent/ability/ potential to perform a certain task, with no prior knowledge and/or training.

This test is designed to provide a convenient, objectively- scorable measure of general cognitive ability or intelligence in the form of profile containing five verbal and five performance sub-tests. These subscales are substantially related to general intellectual ability, which has been consistently found to be important for job performance in virtually all occupation. Patterns of high scores and low scores are helpful in counselling or placing individuals in jobs that enable them to realize their potential."

Aptitude Tests Description

Information: score reflects the degree to which an individual has accumulated a fund of knowledge about diverse topics. Long term memory is required for the Information test. High score on information are likely to be found among persons in occupations Examples of such jobs include journalist, professor, teacher, researcher and librarian.

Comprehension :Comprehension assesses the ability to evaluate social behavior High score in this subscale would be found in persons in a variety of occupations but particularly in those that require social skills and reasoning abilities. Examples of such jobs include, psychologist, social worker, teacher, lawyer, police officer, human resource worker.

Arithmetic :This test, requiring the solution of numerical problems, reflects reasoning and problem solving abilities. High score :Examples of such occupation includes accountant, engineer, astronaut, pilot, computer programmer, scientist and electronic technician.

Similarities : Similarities requires more than simply retrieving knowledge from long term memory; in addition, it is a measure of how effectively one can use this knowledge. High score on this section may be linked to occupations that require the ability to generalize, abstract, and find relationships that are not immediately obvious. Examples of such occupations include detective, lawyer, writer, social scientist, engineer and artist.

Vocabulary : it indicates the individual's openness to new information and concepts and reflects the capacity effectively to store, categorize, and retrieve this information appropriately .High score on this section may be linked Examples of such occupations include english teacher, journalist and writer. Moreover, high vocabulary is found amongst person that has achieved distinction in many occupations including business executive, particularly those whose occupation require university and graduate degree.

Digit Symbol requires the learning of a new coding and its use in a context in which visual-motor activity is important. High score in this section may be linked, Examples of such job include, air traffic controller, dentist, surgeon, drafts person, designer, and electronic technician.

Picture Completion: The analytical skills required to distinguish important, critical details from unessential omissions. High score in this section may be linked to occupations characterized by the skills described on the left. Examples of such jobs include, laboratory technician, air traffic controller, marketing specialist, and indeed, a wide variety of occupations that require analytical figural skills.

Spatial : The Spatial subtest requires the ability to visualize abstract visual objects in different positions in two-dimensional space . High score in this section may be linked to occupations characterized by abstract thought and creativity in the spatial domain. Examples of such job include architect, graphic designer, mechanical engineer, heavy equipment transport worker, machine operator and mechanic.

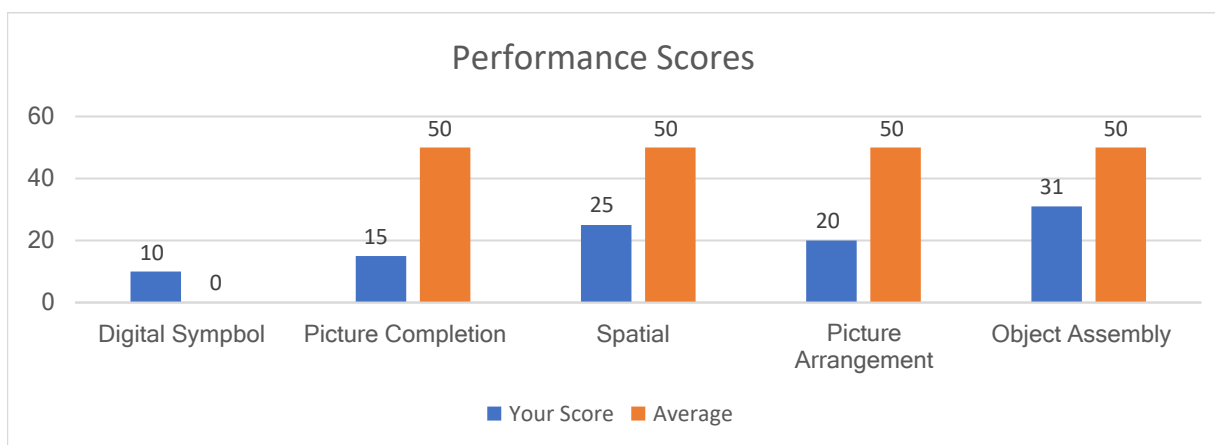
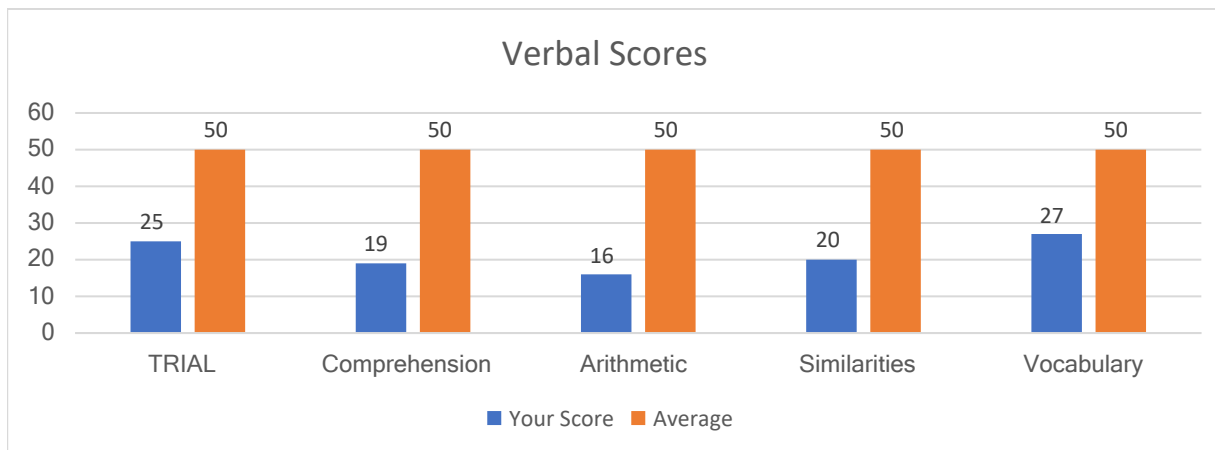
Picture Arrangement : This task requires both perceptual abilities and sufficient social intelligence to have insight into others' behavior, permitting evaluation of alternative outcomes. High score in this section may be linked to occupations that require high visual

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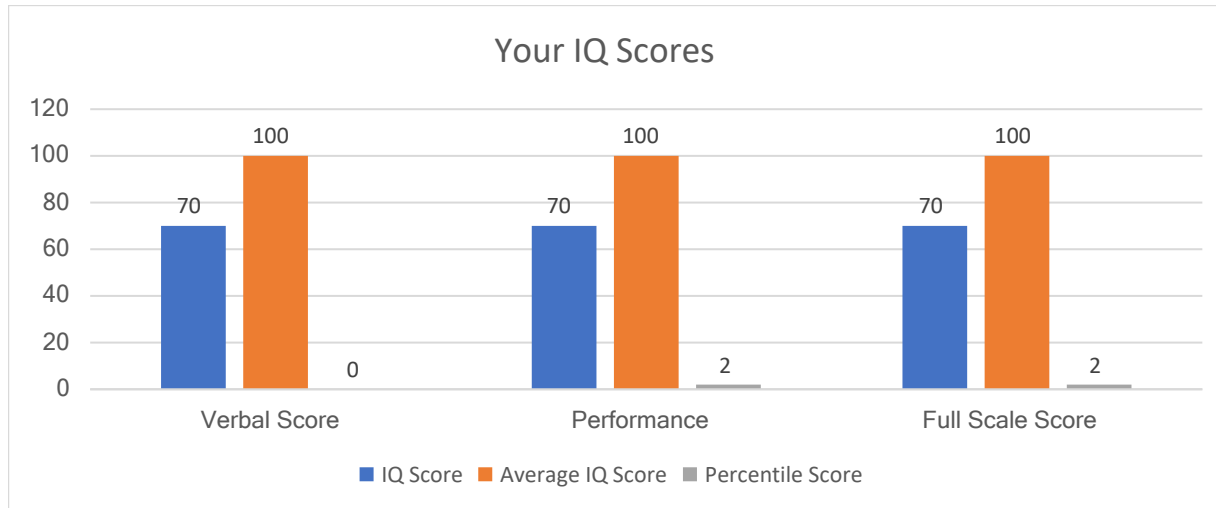
perception and the ability to see cause-effect relationships. Examples include the numerous occupations for which inferring other people's motivations and intentions is important, such as a salesperson, advertising specialist and marketing representative.

Object Assembly :For such task, perceptual analytical skills are required to visualize how the separate parts might be reassembled, or, alternatively, first to identify elements of familiar objects in the disarranged segments and to form a judgment about the integration of the segments into a whole. Because the parts are printed, rather than in a manipulable form, visualization skills are required to imagine the form of the figure when parts are re-arranged.

High score in this section may be linked to occupations characterized by perceptual analytical skills. Examples of occupations in which high scorers might be found include mechanic, civil engineer, builder and architect.



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➤ *The analysis of above helps students and parents to know more, which in-turn allows them to be open to accepting and respecting the thoughts and beliefs of the young children thereby creating an environment of harmony, trust and understanding. The concept of this methodology is to help participant to find the right path to reach his destination. Coaching, Mentoring and Discussion is certain methods that help in evaluating and guiding the participants to become self-reliant and contribute effectively for smooth functioning of the system. This methodology we believe allows participants to be more expressive in their thoughts and reemphasis's that the role of the guide/ mentor is only to clear doubts and provide an environment of confidence and self-sustenance.*

Psychologist

**Dr Bhavna Chadha
Neuro Clinical**

**To Schedule an appointment with a Counselor-Contact Phone No. 011-40073779,
9818013063**

