

Neurometrist: Knowles Felicia
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VERBATORIA

TALENT QUOTIENT

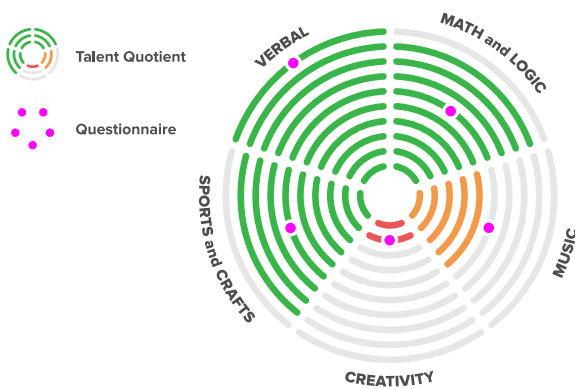
SUMMARY REPORT

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YOUR SKILL
Singing

I. TALENT QUOTIENT (TQ), PERSONAL QUALITIES (PQ)



Risk Behavior Quotient (RBQ): **6 of 10**

Ease of making decisions with unpredictable outcomes that do not necessarily pose a threat

Stress Resistance (SBQ): **not available for this age**

Ability to make adequate decisions in a stressful situation, which we face for the first time

Mindfulness (MBQ): **not available for this age**

The state of awareness of one's emotions, feelings and thoughts, their causes, outside of reflection on the surrounding reality

II. TALENT QUOTIENT - EMOTIONAL INTELLIGENCE

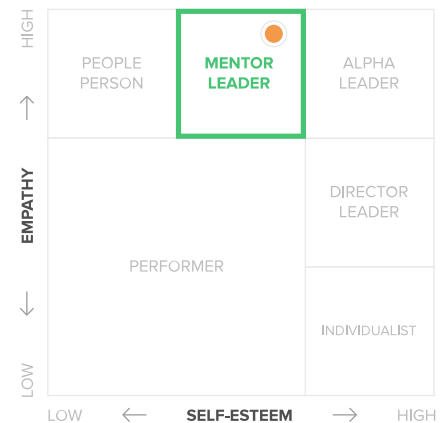
Mentor Leader

Self-esteem: **62** Empathy: **95**

Emotional Quotient balance between inter-, intra-personal talents defines comfortable team role for children, teenager, adult. (see the section "Sport and Leadership").

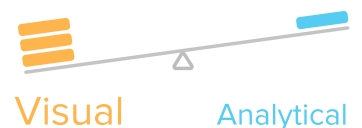
Unlike applied areas talents those in emotional directly affected and changes throughout a life under environment and social conditions.

Consider retesting after 12-18 months of Emotional Quotient.



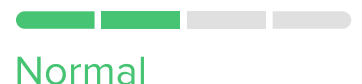
III. Thinking type

Appropriate type of training is through examples, from general to particular. A picture is worth a thousand words: experience for person is more important source of skills than learning rules. Peculiar to the thinking in the form of images by its creation, formation, support, operation and modification with the help of presentation mechanisms and examples.












IV. Emotionality

Optimal metric values that define a person as balanced and adequate in manifestations. Does not require efforts to show their emotions or to repress them.




SCHOOL GRADES


Forecasting school performance is a task that accompanies parents throughout the development of their child. Choosing a profile, a suitable methodology, additional classes are frequent questions when moving from class to class. Subjects that were not before appear at the same time with the load increasing. For example: is it possible to know the ability to physics on arithmetic mark? It is just as wrong as assessing surgeon for the operation speed with the scalpel. Each subject has its own requirements for abilities that are made for a module by leading teachers of Moscow. Individual distribution of neurometrics abilities affects on future success more than the existing facilities and skills


	UNDERSTANDING	MEMORIZING
Algebra		
Art		
Biology		
Chemistry		
Foreign language		
GAC (Global art culture)		
Geography		
Geometry		
History		
Informatics		
Literature		
Mathematics		
Music		
Native language		
Outworld		
Physical training and sports		
Physics		
Science		
Second foreign language		
Social studies		
Technology		


Color denotation


Color denotation in the column "COMPLEXITY" is easiness (child independence) or difficulty (need more classes and parents attention) of **subjects in relation to each other**.



Child achieves results independently and parental control is minimal.


The results are stable. There is no proneness to fatigue or obliviscence.


In general assimilates the school curriculum of the subject and the result depends on motivation and control.


Additional lessons, repetitions and explanations are needed for achieving a stable assessment (see Attention-Memory module)


Can not be chosen as a profile. The assessment depends significantly on the efforts of parents, methods and teacher.








"Restlessness" and "stupid mistakes". With two "red" on the subject - an individual program and control (see Attention-Memory).

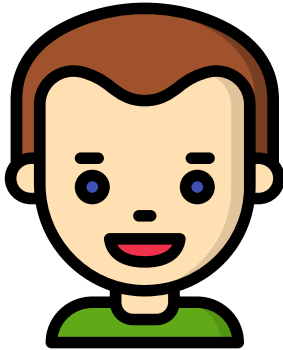
Out-of-school hobby

First of all, it is necessary to consider as additional classes those who have green color in both columns: abilities to progress and speed of development here is maximum. In classes with yellow color it will probably take a lot of effort and attention of the parents, but the result is also possible. Not recommended only classes with grey color "achievements" as the child abilities do not quite appropriate to the requirements for achieving outstanding results in these classes.

DEVELOPING CLASSES	UNDERSTANDING	MEMORIZING
Acting technique	Green	Green
Additive technologies and 3d printing	Yellow	Green
Astronomy	Yellow	Green
Autoclub	Yellow	Green
Chess	Grey	Green
Circus art	Yellow	Green
Conversational vaudeville genre	Green	Green
Cosmology	Yellow	Green
Dancing	Yellow	Green
Design and modeling	Yellow	Green
Digital production technology	Yellow	Green
Engineering and artistic design	Grey	Green
Expeditions	Yellow	Green
Experimentation (chemistry, physics)	Green	Green
Financial management	Green	Green
Graphic design	Grey	Green
Handicraft	Yellow	Green
Journalism	Yellow	Green
Junior naturalist (biology, zoology, botany)	Yellow	Green
Languages of not similar to native phonetics	Yellow	Green
Languages of similar to native phonetics	Yellow	Green
Military science	Grey	Green
Modern business	Yellow	Green
Modern programming	Yellow	Green
Musical	Green	Green
Navigation	Yellow	Green
Painting, drawing, composition, photography	Yellow	Green
Paleontology	Yellow	Green
Phytodesign	Grey	Green
Piano	Yellow	Yellow
Political studies	Green	Green
Popular medicine	Yellow	Green
Radio-controlled models (piloting)	Yellow	Green
Robotic engineering	Yellow	Green
Scenic speech	Green	Green
School of young entrepreneur	Yellow	Green
Singing	Green	Green
Stringed or percussion instruments	Yellow	Green
Visual media creativity (cinema, television, video, radio)	Grey	Green
Vocal and drama studio	Yellow	Green

Color denotation in the column "COMPLEXITY" is easiness (child independence) or difficulty (need more classes and parents attention) of subjects in **relation to each other**.

	
RESULT!	EASILY LEARNED
	
YOU CAN TRY	NEED TO REPEAT
	
NOT THE BEST CHOICE	QUICKLY EXHAUSTS



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Age 5

Report date:
19 January 2021

Risky behavior is determined by the action of three factors (The Theory of Purposeful Behavior of the Individual by D. Rotter):

- a person's opinion with regard to whether this decision will lead to the desired results (subjective value of the result);
- a person's opinion about the decision that his «significant» people expect from him (the desire to meet expectations);
- a person's confidence in his own ability to slow down or accelerate the development of the situation.

High propensity for making risky decisions

There are only 7% of such people, or one in 13 people - a willingness to take risks, even if it is considered a serious threat that can cause unpredictable consequences. In such people, risk may cause fear, but not the desire to avoid it. There may be a desire to experience thrills. There is also an excessive sense of personal control over any situation. They will choose activities that require skill to overcome dangerous situations - pilots, entrepreneurs, athletes, and so on.

Medium propensity for making risky decisions

The majority, 57% of people - are not inclined to extreme risk assessments, such as danger or, conversely, thrills. For such people, a risky situation is a common task, the solution to which a person seeks through an assessment based on his experience, emotional intelligence, internal attitudes and beliefs, the opinions of others, and so on. In psychology, this type is defined as willing to take situational risk if the worst possible outcome does not lead to irreparable consequences. Generals!

LOW propensity for making risky decisions

34% of people, or every third — the desire to avoid situations in which decisions are inevitable, associated with the risk of adverse, or even just uncertain consequences. Such people are characterized by a balanced approach, often long reflection, internal analysis of the situation, and comparison of options for action. «Measure it seven times, cut it once», and often they prefer to entrust a risky decision to someone else. Professions that require fast and responsible decisions are not the best matching for them, they are engineers by nature.

Definition

Risk is a key component of human decision-making. This is a choice in a situation of uncertainty, when there is a danger of getting a worse outcome as a result of the decision than before the choice. It can appear in a variety of areas, such as choosing a profession, a life partner, the risk of material losses, management risk, the risk of losing authority, and so on. There is also an extreme risk - loss of life or health - associated with the choice of sports, certain types of activities. A person who wants to take risks in one situation will take risks in others. Such people have a higher background level of activation of the Central nervous system. (Wahbeh, H., Oken B. S., 2012).

Science

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