Neurometrist: Khureltsooj Bolormaa
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VERBATORIA
TALENT QUOTIENT
SUMMARY REPORT

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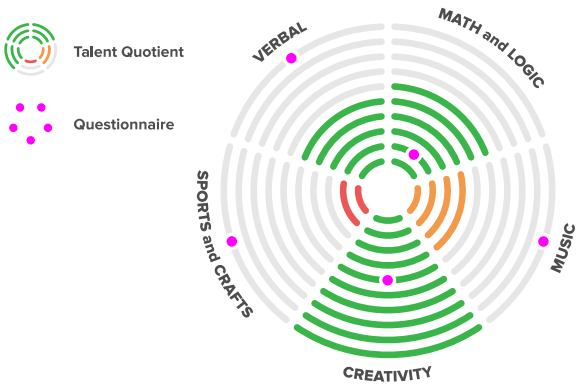
4 phase ARCHIMEDES learning plan (only for Russia)
Not available

MEMORIZING EFFECIENCY:
Check page Attention and Memory (p. 3)

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



Risk Behavior Quotient (RBQ): **3 of 10**
Ease of making decisions with unpredictable outcomes that do not necessarily pose a threat

Stress Resistance (SBQ): **4 of 10**
Ability to make adequate decisions in a stressful situation, which we face for the first time

Mindfulness (MBQ): **5 of 10**
The state of awareness of one's emotions, feelings and thoughts, their causes, outside of reflection on the surrounding reality

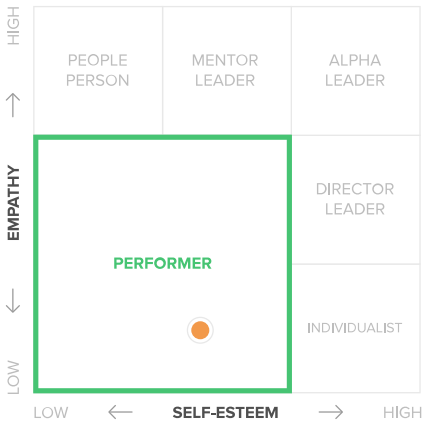
II. TALENT QUOTIENT - EMOTIONAL INTELLIGENCE

Performer
Empathy: **15** Self-esteem: **45**

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

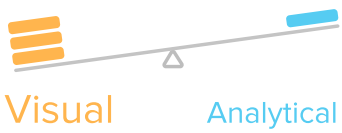
Unlike applied areas talents those in emotional directly affected and changes throughout a life under environment and social conditions.

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.

Normal

TALENT QUOTIENT PERSONAL DESCRIPTION

Abilities priority in every area

Talent edge description (according to G. Gardner)

PRIORITY Verbal Talent Edge

The study of languages, especially native, corresponds to standard program complexity. It is recommended to start learning foreign languages by age without any advance. Do not focus on the selection of profession/leading classes that depend heavily on texts or speech memorization.

Verbal and linguistic intelligence facet allows person to speak, including the mechanisms responsible for the components of speech like sounds, grammar, meaning, and pragmatism. The manifestations of this intelligence facet can be attributed to the mastery of both oral and written speech, and awareness of the words meaning, their sound, pronunciation, spelling and application possibilities in life. There may be an ability for foreign languages, the ability of speaker. At high priority facets - speaking of such people is easy and grace, and writing is the so-called "congenital literacy" and literary style.

PRIORITY Logic Talent Edge

Mastering mathematics and related areas is given easily. Effect of high abilities of logical thinking and medium in the account area (or vice versa) may be expressed. Ability to allocate the main thing, notice details, summarize and remember sorted events and facts (including the numbers). Problems solving and mastering programs of standard complexity without additional efforts and controls.

Logical and mathematical facet of intelligence gives a person the ability to handle numbers and make predictions, generalizations, vary abstract concepts, symbols and numbers, to discover and solve logic problems in a variety of symbolic systems. Characteristic is the importance of finding semantic relationships among subjects, explanation of cause consequence connections through the rules, ability to relate quotient and the whole. At high facet priority - carries a great potential for the individual regardless of the chosen sphere of professional self-realization through inclination to experiments, analyticity.

Music Talent Edge

Mastering standard program of complexity with the obligatory additional control and attention to the methodology of studying. It is not advisable to choose a profession/leading classes, the success of which depends heavily on the skills of this area.

Music intelligence facet forms in human sensitivity to sound and phonemes. Degrees of development are manifested not only on music classes, but in the constant analysis of sound space, recognition and capture of rhythms, melodies, beats, timbres and musical tonality. May manifest as ability to music composing and improvisation, play musical instruments, to the study of foreign languages based on melody and tone sound.

PRIORITY Creativity Talent Edge

Unique opportunities for implementation. Spatial and temporal intelligence is the ability to remember places, images and events. Accumulated information becomes a source for creativity, creation of new images as the basis of remembered and totally new. It is important to understand that creative intelligence does not implement creative intelligence and is revealed only through one of the other areas. It is possible to study several foreign languages at the same time, including the methods of "global" reading.

Spatial and temporal intelligence facet determines the ability of a person to operate with images of objects and phenomena in the dynamics of a four-dimensional space, regardless of their starting position, the ability to accurately perceive the visible world, transform the stored images into new, and also the ability to recreate aspects of visual experience even in the absence of a corresponding physical object. Typical associated perception of time and space, the ability to see and create shapes, outlines and images. The key property is imagination, fantasy, understanding of the subject and its significance without essence of the subject. Regardless of the facet priority - complements and enhances other applied abilities.

Sports&Crafts Talent Edge

Do not select areas as a major, if data are key skills for achieving of considerable success.

Bodily-kinesthetic (motor) facet of intelligence is learning through movement. For this facet, the manifestations of abilities are the ability to control and manage own body, and also use this ability to achieve expressive (facial expressions, gestures) or dynamic goals (sport, playing an instrument). Development can be directed both to large motility (coordination of movements, balance, dexterity, strength, flexibility, etc.) and to small (deft sensitive fingers and acervulus). World perception with such intelligence is due to its motor activity, i.e. Information regarding the position and condition of the body, determines how the further perception of the surrounding reality happens.

ATTENTION AND MEMORY

These data help to optimally plan training schedule taking into account the performance for each area. Attention to different activities is allocated by the brain differently. The value of attention is not associated with intellectual potential (neurometrics) of the same facet: at a high potential there can be deficit, norm or critical values of attention and vice versa in any combination. Use the indicators of this report for a better planning of training schedule, corresponding to the features of the memory work.

VERY IMPORTANT: Indicators characterize what the distribution of attention for the current period of brain development and after 9-12 months can change considerably in a natural way.

High attention (RED areas) in any area is the equivalent of a good memory. These classes will become a skill and knowledge that is available through the week and longer. The flip side of excessively high attention will be high fatigue due to the fact that the memorization process is extremely labour-consuming.

Attention deficit (YELLOW area) typically manifests as "forgetfulness".

VERBAL	5
MATH, LOGIC	12
MUSIC	13
CREATIVITY	16
SPORT, CRAFTS	22

Effective memory mode in these classes. Optimal attention for classes in the standard loads intensity. Special adjustments in the schedule are not required.

MANIFESTATIONS

Even with high abilities in this area new material can be forgotten.

REASON (WITHIN THE NEUROMETRY)

At this stage of individual development information from this area isn't effectively transfered to the long-term memory by the brain.

RECOMMENDATIONS

Longer, crossed by themes and repetitive activities are recommended. Mandatory monitoring of involvement in the learning process.

MANIFESTATIONS

Memorizes a lot in this area, effectively assimilates new material, but fatigue, inattention and refusal to practice can quickly appear - especially if the duration is an hour or more.

REASON (WITHIN THE NEUROMETRY)

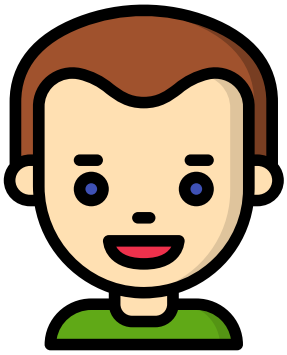
Quickly overloaded due to the high memorization effectiveness, becomes saturated with information.

RECOMMENDATIONS

Short frequent classes up to 20 minutes, changing the way of giving information within one class, knowledge control in the first half of the class

Risk propensity

RBQ
3



Chinzorigt

Age 5

Report date::
29 october 2020

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

1. «Linking Electrical Signals with Future Decisionmaking» (Zhang et al., March 2014), Frontiers in Behavioral Neuroscience vol. 8 art. 84, doi:10.3389/fnbeh.2014.00084

2. «Neural Processing of Risk» (Mohr et al, March, 2010), The Journal of Neuroscience / Behavioral/ Systems/Cognitive 30(19):6613– 6619, DOI:10.1523/JNEUROSCI.0003-10.2010

3. Yaple Z., Martinez-Saito M., Panidi K., Shestakova A., Klucharev V. (accepted for publ. 2019) Depletion of executive control during risky decision making reveals a correspondence between the reflection effect and trial-by-trial strategy formation.// Journal of higher nervous activity named af. Pavlova.

4. «Correlation of Risk-Taking Propensity with Crossfrequency Phase–Amplitude Coupling in the Resting EEG» (Jaewon Lee et al., June 2013), Clinical Neurophysiology 124 (2013) 2172–2180, dx.doi.org/10.1016/j.clinph.2013.05.007

5. «PHYSIOLOGICAL ENSURING OF EMOTIONAL INTELLIGENCE FOR INDIVIDUALS INCLINED TO RISKY BEHAVIOR» (Mironova U. V., Dissertation of 2017, VolSMU of the Ministry of Health of the Russian Federation, Scientific adviser MD Kudrin R.A.)

6. «EEG-CORRELATES OF ACTIVATION OF THE BODY'S RESERVE CAPABILITIES» (Khalo P.V., Borodyansky U.M., UDC 57.056, SFU. Technical Sciences)

7. «Personal-Psychological Predictors of Propensity to Risky Behavior» (Bunas A. A., Azimuth of Scientific Research: Pedagogics and Psychology. - 2013. - No. 2. - P. 508)

8. «EEG-Rhythms and Cognitive Processes» (Novikova S. I., Modern Foreign Psychology. - 2015. - Vol. 4. – No. 1. - Pp. 91-108.)

9. «A Meta-Analysis on Age Differences in Risky Decision-Making: Adolescents Versus Children and Adults.» (Defoe, I.N., Dubas, J.S., Figner, B., & van Aken, M.A. (2015) Psychological Bulletin, 141(1), 48–84.doi: 10.1037/a0038088).

Stress resistance

SBQ
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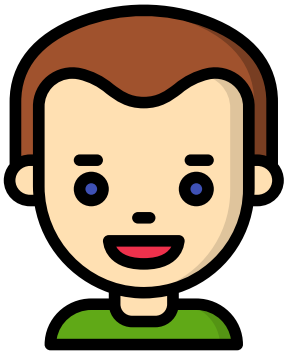

Chinzorigt

Age 5

Report date::
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Determining factors of stress resistance

— physiological features. Inborn or acquired in early childhood. A certain type of the higher nervous activity, temperament (sanguine, choleric, phlegmatic, melancholic.);

— emotions and self-esteem. Inclination to irritability, anger, rage, unreasonable anxiety. Open-minded and friendly people with a sense of humor tend to cope with stress more easily;

— self-confidence in the ability to speed-up, slow-down developing situation.

High stress resistance

A person keeps calm under any circumstances, even those in which most people panic.
- able to make adequate decisions
- controls both the physical and internal state of stress, and one's reactions
- controls and rationalizes emotions
- able to structure information into necessary and irrelevant in the stress situation
- tolerant of criticism

- typical for anxious individuals with an elevated emotional background
- responses to stress are anxiety, mental and physical tension, and nervousness
- person feels stressed for the most insignificant reasons

Low stress resistance

Recommendations

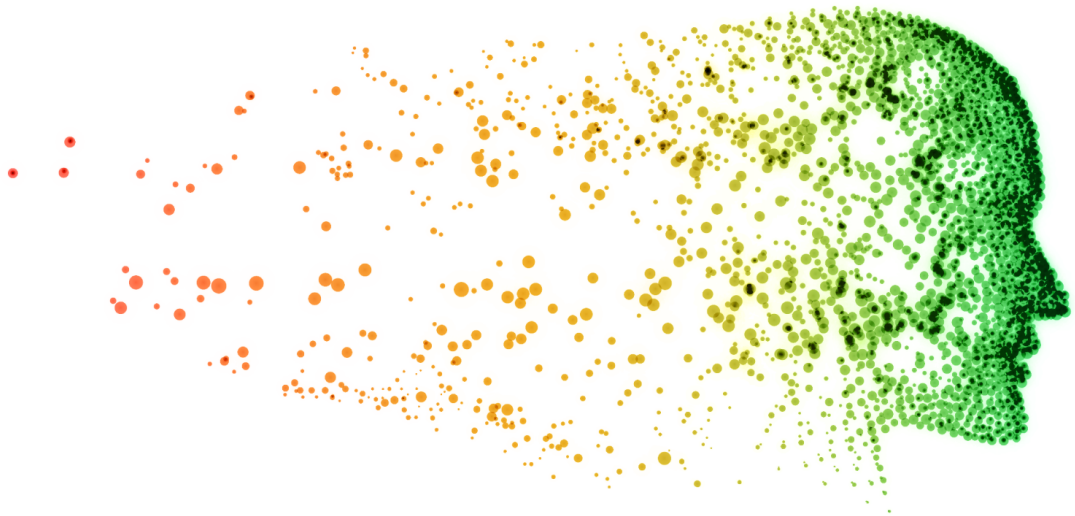
The ability to withstand stress must be increased to the highest level possible. Constant anxiety, fear of change negatively affect health, appearance and working ability.

— positive thinking techniques. Just by expecting troubles, a person can make them more likely to occur. Problems occur every day, but they should not become a barrier to enjoy the fullness and joy of life. One should clear one's mind from all disturbing, groundless thought forms by observation, control, and argumentation.
— accept the flux of life: everything in the world is born and then dies, one event is replaced by another. Practice flexibility of thinking!
— learn to let go and control emotions. You may reflect and understand that there is no reason to worry, you can jump and scream, be creative or work out, do cognitive tasks – we all have our methods.
— meditation and deep breathing techniques.
— steady sleep schedule, physical exercises, vitamins (D and B, Mg and K).
— dealing with self-esteem. Compare the Real and Ideal "I/Me" and evolve in your coordinate system. Thinking about other people's judgments causes stress and is energy consuming and challenging.

Further reading

— Robert M. Sapolsky. The Psychology of Stress.
— Nadezhda Tarabrina “The Psychology of Post-traumatic Stress”.
— Ukraintseva Yu.V. Some Features of the Bioelectric Brain Activity and Heart Rate Regulation in Individuals with Different Types of Behavior Under Emotional Stress
— Pashkov A. A., Dalin I. S. Electroencephalographic Biomarkers of Stress Induced by Experiment
—Some Features of the Bioelectric Brain Activity of Individuals with Various Levels of Anxiety in Comfortable Conditions and with Intellectual Burden
— Tatyana Lapshina “Psychophysiological diagnostics of human emotions based on the EEG records”
— A.V. Gribanov, I. S. Kozhevnikova, Yu. S. Jos, A. N. Nekhoroshkova “Spontaneous induced electrical activity of the brain at a high level of anxiety”
— Selection of Neural Oscillatory Features for Human Stress Classification with Single Channel EEG Headset https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6323535/
— Quantification of Human Stress Using Commercially Available Single Channel EEG Headset, 2017 https://www.researchgate.net/ figure/Neurosky-single-channel-EEG-headset_fig2_319409826

Mindfulness MBQ **5**



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Low (MBQ score 0 to 3)

Reflexive, diffuse state. It is characterized by the dominance of memories of the past and fears of the future in decision making; the dependence of the state and decisions on the environment; often used template, proven approaches in situations of choice; concentration on “internal idols” - beliefs not based on an understanding of the moment; high dependence of feelings and thoughts on emotions, people's actions - identification of oneself with them; a tendency to assess people and events around, and the assessment of their own actions and thoughts leads to a change in mood.

High (MBQ score 6 to 10)

A high level of mindfulness is the ability to understand the causes and manage one’s state, thoughts at every moment. The concentration of attention when making decisions regarding the moment “here and now” is characteristic; rational positive thinking regardless of circumstances; ability to keep focus on the most important thing in the moment; lack of appraisal of the environment, to oneself; management and understanding of their own thought processes and emotions; high level of self-control of behavior; insightful, creative approach to tasks.

What Mindfulness is?

Mindfulness is a property and condition of a person in which he is aware of himself, emotions, feelings and thoughts, their causes, is able to direct and switch them, without reflection on the surrounding reality. This is the acceptance of oneself, the world and oneself in a consistent, natural course of events. In this awareness, the good will not be the antipode of the bad, but appears as an independent unit with its own meaning of existence, not feeding on the struggle with the opposite. Awareness gives confidence, stability without reinforcement, without the need for movement. Awareness allows a person to enjoy the result of a proposed action without actual action.

Open science

1. Mindfulness – a Neuro-Psycho-Biological Way forward for Defining Spirituality, Stanisław Radoń, doi: 10.4467/20844077SR.13.015.1603

2. A Wearable Adaptive Neurofeedback-based System for Training Mindfulness State, Corina Sas, Lancaster University, UK, https://link.springer.com/article/10.1007/s00779-015-0870-z

3. Neuro-imaging of mindfulness meditations:implications for clinical practice, Paolo Brambilla, Cambridge University Press 2011, Epidemiology and Psychiatric Sciences, doi:10.1017/S204579601100028X

4. Measuring Mindfulness: First Steps Towards the Development of a Comprehensive Mindfulness Scale, Claudia Bergomi, Wolfgang Tschacher, Zeno Kupper, Springer Science+Business Media, DOI 10.1007/s12671-012-0102-9

5. The Discourse of Mindfulness: What Language Reveals about the Mindfulness Experience, P. Ordóñez-López & N. Edo-Marzà (eds.), New Insights into the Analysis of Medical Discourse in Professional, Academic and Popular Settings (pp. 173-198)

6. Psychobiology of Mindfulness, Dan J. Stein, MD, PhD, Victoria Ives-Deliperi, MA, Kevin G.F. Thomas, PhD, Pearls in Clinical Neuroscience 2008,

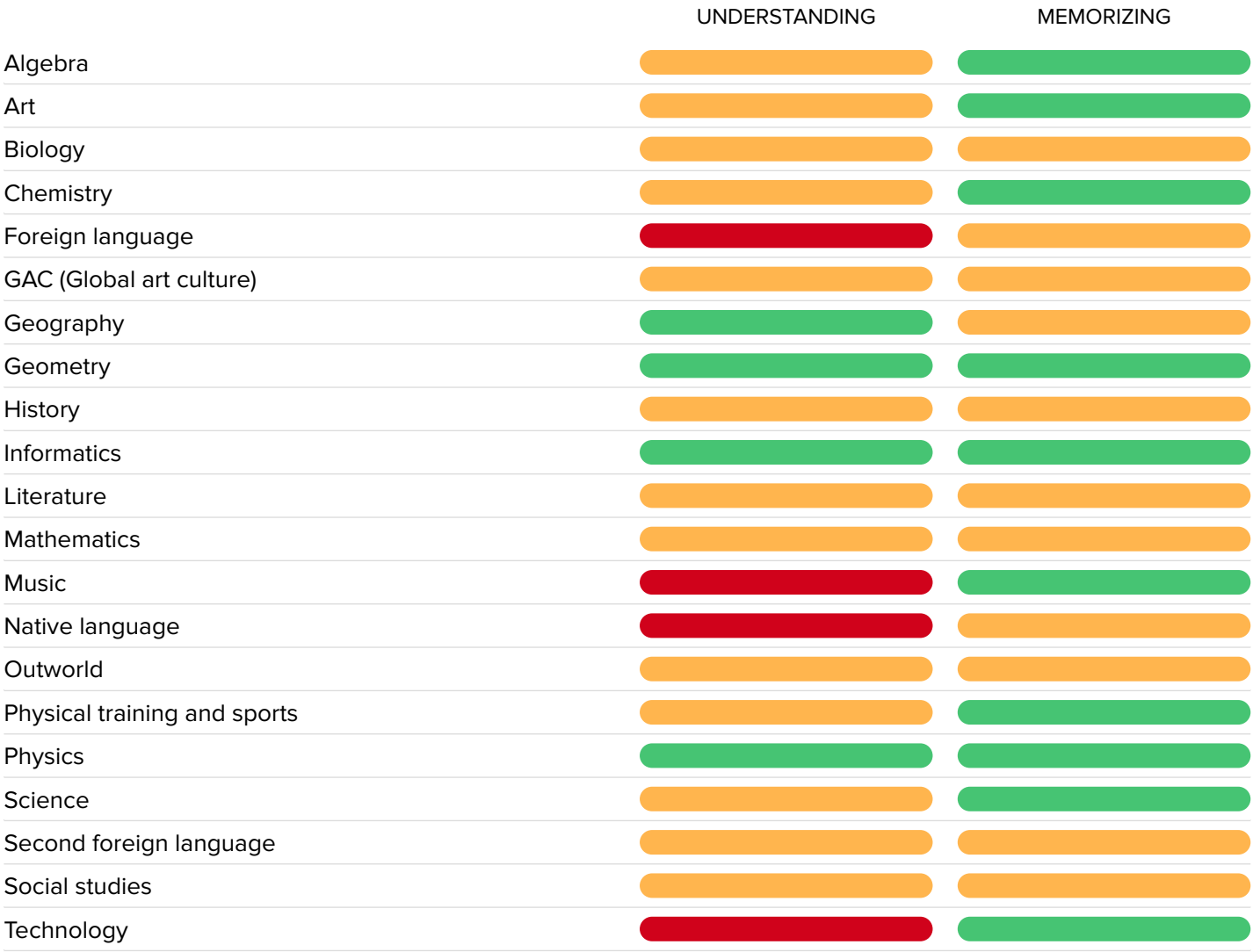
7. Stepping out of history: Mindfulness improves insight problem solving, Brian D. Ostafin University of Groningen, Department of Psychology, http://dx.doi.org/10.1016/j.concog.2012.02.014

8. Neural correlates of cognitive efficiency, Bart Rypma Rutgers University Psychology Department, USA, NeuroImage 33 (2006) 969-979

9. Emotional Memory, Mindfulness and Compassion, Dennis Tirch, ISBN: 978-0-387-09592-9, DOI 10.1007/978-0-387-09593-6

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



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**.

Color denotation

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).

Automatic selection of extra-curricular activities

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

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

SPORT AND LEADERSHIP

Sport achievements are high requirements in 4 of the seven intellectual skill areas. In contrast to strengthening physical education, in the sport of achievements, intellectual abilities play a determining role and are more important than physical data. If only high potential is available in all four areas, sport can be considered as main activities, exceptions are certain types (chess and others), the conclusion on them is formed separately.

Kinesthetic (motion) - for precise control of the body and memory positions, angles, gestures, etc ..

Space and time (creativity) - for coordination in game dynamics, accurate calculation of positions and moves.

Interpersonal intelligence (communicative) - the ability to adapt in complex hierarchies, including "informal".

Inside-personal intelligence (self-confidence) - protection from "burning out" in defeats and victories.

Lack of necessary indications in any of the four areas can only be compensated to a certain extent by physics and psychology of motivation (coaching techniques), but it is intelligence that is the criterion of success in sport.

SELECTION OF SPORT AND MODE OF OCCUPATIONS

PHYSICAL EDUCATION OR SUPPLEMENTARY ACTIVITIES

Without limitations of the dynamics of the game space - including hockey, football and other complex space-time games

To make a bet on intellectual sports or roles in them. In the technique of possession of the ball, for example, the result will be worse than in the planning of the drawing of the game or in defense

In the next 9-12 months, participating in team sports is not the best choice. Instead of acquiring the skills of interaction, people will rather close and choose a comfortable role on _perimenter_ interactions

COMFORTABLE ROLE IN THE COLLECTIVE

The potential type of leadership determines such a role in the team for a person, in which he can fully rely on skills and constraints in the interlining sphere, as well as in intrapersonal self-identification.

Unlike applied faces, the type of leadership can vary, but the measurement data show exactly the comfortable role for the near future, which, if necessary, will be the most effective starting point for changes

Performer

The performer can not always understand his true motives for any action, his desires, motivations and emotions"". The principle of non-interference is traced, such a person more often makes decisions for him, or is guided by the opinion of others about him. This type of leadership is distinguished by its ability to work out important public tasks. Accepting existing rules, laws and regulations, they try not to oppose established installations. They are comfortable staying a little in the shade, showing themselves, their skills and opportunities under the guidance of other people.

Self-awareness edge: He is objective to himself, will be able to re-evaluate his conceit under the influence of circumstances or criticism, ideally suited for the role of director with / powers /

Empathy: Complexity with understanding of emotions and interrelations of others, he does not know how to avoid conflicts in collectives and can be the cause of such conflicts

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4. Daniela Calvetti, Annalisa Pascarella. Brain activity mapping from MEG data via a hierarchical Bayesian algorithm with automatic depth weighting, (Jul 2017) https://arxiv.org/abs/1707.05639

5. Sayan Nag, Sayan Biswas, Sourya Sengupta. Can Musical Emotion Be Quantified With Neural Jitter Or Shimmer? (Apr 2017) https://arxiv.org/abs/1705.03543

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13. Иваницкий ГА. (1997) Распознавание типа решаемой в уме задачи по нескольким секундам ЭЭГ с помощью обучаемого классификатора. ЖВНД им. ИП.Павлова. Т. 47

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