

Neurometrist: Innab Maram
Cell v11.3 // Form v16.0 // Age: 10

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VERBATORIA

Talent Quotient

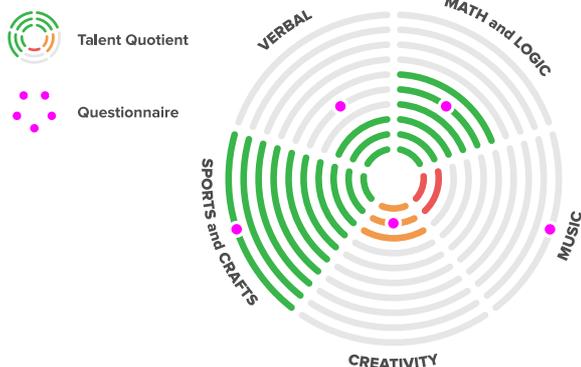
Summary Report

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SUGGESTED HOBBIES
Design and modeling

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



Risk Behavior Quotient (RBQ): **4 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 novel situation that is stressful.

Mindfulness: **not available for this age**

The state of awareness of one's thoughts, feelings and emotions as well as their causes without being affected by the social environment.

II. II. EMOTIONAL QUOTIENT (EQ)

Natural Born Leader

Self-esteem: **70** Empathy: **92**

Comfortable group roles are determined by the balance of various aspects of emotionality such as upbringing and experiences.



III. Thinking type

The appropriate type of training is through learning the rules- from elementary to complex. It is easy to transfer learned theories into practice. Analytical thinking is formed in a small number of people and manifests itself in a variety of areas from drawing to mathematics. Such people need more time, repetition and clarification to understand the information.



IV. Emotionality

Able to restrain their emotions. Provides an opportunity for effective development as they are able to keep their composure in highly emotional states. Low tendency for emotional outbursts.



ATTENTION AND MEMORY

This data helps you plan your activities based on strengths in each area. The brain distributes attention to specific activities differently based on individual differences. One's level of attention is not related to their intellectual potential of the same intelligence. At a high frequency of responses, there may be a deficit, normal or critical level of attentiveness - and vice versa in any combination. The metrics in this report may be used to better plan a schedule that matches your needs.

IMPORTANT: The indicators characterize the distribution of attention in the current stage of brain development. This can change significantly after 9-12 months.

High attention (RED) in any area equals to good memory. These subjects will turn into knowledge and skills that are accessible for a long time after a week. On the flip side of overly high attention will be increased fatigue because the process of memorization is extremely labor-intensive.

Deficit of attention (YELLOW) is usually manifested as forgetfulness.

Efficient attention (GREEN) characterizes subjects that are easily learned/grasped without much practice or repetition.

VERBAL

5

MATH, LOGIC

28

MUSIC

5

CREATIVITY

13

Bodily-kinesthetic intelligence

28

Memory is effectively used during these classes. Attention is optimal for studying at standard workload intensity. No special adjustments to the schedule are required.

EXPRESSION

New material can be easily forgotten, even with high levels of ability in this area.

REASON (WITHIN THE NEUROSCIENCE)

At this stage of individual development, the brain is less effective at transferring the information to the long-term memory.

RECOMMENDATIONS

Longer interactive and repetitive sessions are recommended. Oversight of the study process is highly recommended.

EXPRESSION

Memory capacity is good in this area and there is effective comprehension of new material. However, fatigue, loss of attention and refusal to study can appear - especially with a lesson lasting one hour or more.

REASON (WITHIN THE NEUROSCIENCE)

Quickly overloaded and overwhelmed with new information due to highly effective memorization process.

RECOMMENDATIONS

Short but frequent lessons up to 20 minutes each, a change in the way that new material is presented and reviewing the material covered in past classes during the first part of each lesson is recommended.

SCHOOL SUBJECTS

Predicting school performance is a task that accompanies parents throughout their child's development. The choice of a major, a suitable methodology, additional classes and frequent questions when moving from class to class. Simultaneously with the increase in study load, new questions appear! Each subject has its own requirements which were compiled for the module by leading international educators. The individual distribution of neurometric abilities affects the future success much more than the existing skills and abilities.

	UNDERSTANDING	MEMORIZING
Algebra		
Art		
Biology		
Chemistry		
Computer Sciences		
Foreign language		
GAC (Global art culture)		
Geography		
Geometry		
History		
Literature		
Maths		
Music		
Native language		
Outworld		
Physical education		
Physics		
Science		
Second foreign language		
Social studies		
Technology		

Color denotation

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

The child is able to achieve results on their own with minimal parental guidance.

Results are stable, there is no predisposition to fatigue or forgetfulness.

The child is able to adapt to the school curriculum and subjects- results depend on motivation and guidance.

Additional lessons, repetition and explanation are required to achieve a satisfactory average grade. (see module Attention-Memory)

Highly advised not to be selected as a major. Grades depend significantly on external motivators: the efforts of parents, methodology and teachers.

Timing adjustments in the class are required to achieve a stable grade. "Restlessness" and "unnecessary mistakes" are typical. A specialized program and extra guidance are required if both understanding and memorizing are "red" for the subject. (see Attention-Memory)

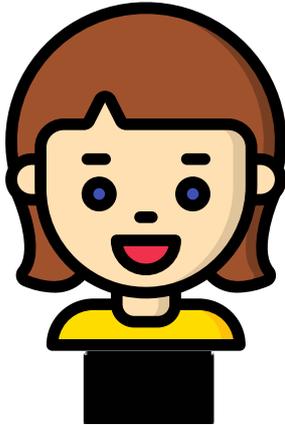
Out-of-school hobby

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.

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

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





Age 10

Report date:
27 may 2021

Risky behavior is usually determined by the action of three factors:

- 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 what the important people in their life expect them to do (the desire to meet expectations)
- a person's confidence in their own ability to slow down or accelerate the development of the situation

High risk-taking tendency level

Only 7% or one in 13 people are willing to take risks- even if it is viewed as a serious threat that can cause unpredictable consequences. These people feel afraid about taking risks, but not to the extent that they avoid taking action. They tend to take part in high-risk activities. It is also typical for them to feel the need to control every situation. They will choose an occupation that requires risk-assessment and handling skills. Some examples of such professions are pilots, entrepreneurs and athletes.

Medium risk-taking tendency level

The majority or 57% of people are not inclined to qualify risk as danger or, on the contrary, they see it as a thrill. These people will approach a risky situation based on their experience, emotional intelligence, personal beliefs, the opinions of others, and so on. In Psychology, this type is defined as willing to accept the situational risk if the worst possible outcome does not lead to irreparable consequences.

Low risk-taking tendency level

34% of people or one in three strive to avoid situations in which decision making is inevitable- especially when it is associated with unfavorable or uncertain consequences. These people are characterized by a balanced approach, lengthy reflection, internal analysis of the situation and consideration of all options. They prefer to ask someone else to make a risky decision for them. Professions with the need for quick decisions are not for them, although they would make great engineers.

Definition

"Risk" is a key component in human decision-making. There is a possibility of getting a worse result as a because of the decision. It can manifest itself in a variety of areas like one's professional life, love life, material losses and so on. There can also be an extreme risk like loss of life or health. A person seeking to take risks in one situation will also be likely to take risks in others. Such people have a higher background level of central nervous system activation. (Wahbeh H., Oken B.S., 2012).

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