



Student's Emotional Health Assessment Tool (SEHAT)

Dr. Kranti K. Srivastava

Interpretive Report

VIVEK
02 Apr 2025



Copyright © 2024 by Prasad Psycho Private Limited. All rights reserved.
May not be reproduced in whole or in part in any form or by any means
without written permission of Prasad Psycho Private Limited.



Particulars

Name	VIVEK
Gender	MALE
Reason for Referral	Sample Report
Assessor	VIVEK PATIL

Disclaimer

This profile arises from self-report questionnaires which may have alterations/variation due to individual's actual level of motivation, interests, experience, values, abilities, skills, mood state etc. than the analysis in the report captured basis the responses shared at the time of testing. The report must be interpreted in the light of corroborating evidence gained during the clinical interview. The findings of this report should be professionally interpreted in the light of other information about the individual. This report may include sensitive information that is likely to be misinterpreted by those without the required training. Authorization for use of this report is limited to the examinee and their designated consultants. Any further use requires the authorization of the examinee or their legal guardian.

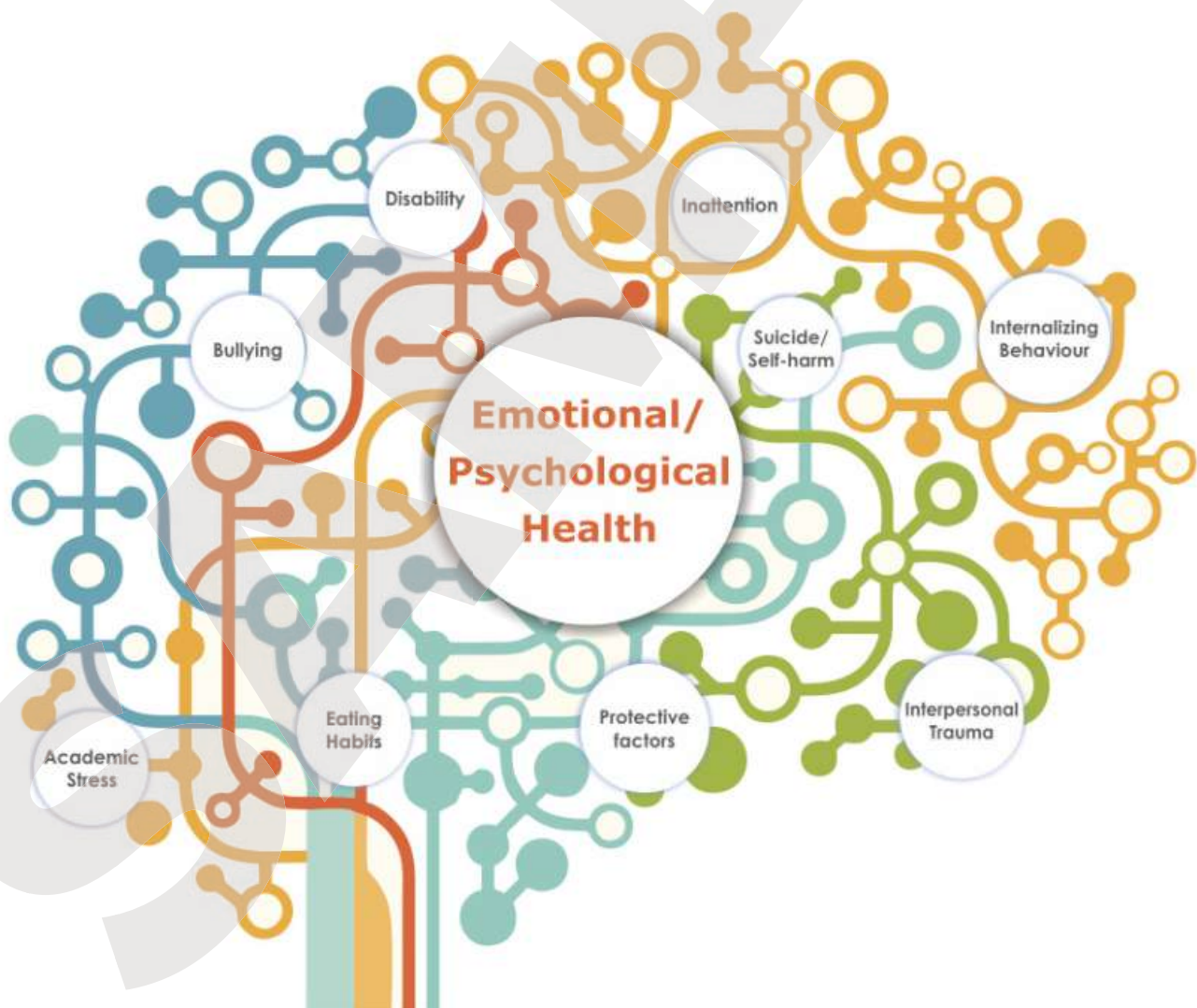


Introduction

This report is based on the subject's responses to the Student's Emotional Health Assessment Tool (SEHAT). It provides the respondent's composite score and its description on the overall scale. The composite score and its description provided in this report may be interpreted by a competent Mental Health professional.

Overview of the test

The Student's Emotional Health Assessment Tool (SEHAT) developed by Dr. Kranti K. Srivastava is a comprehensive tool that has 54 items in total which come across the following domains-Academic stress, Bullying, Disability, Eating Habits, Inattention, Internalizing Behavior, Interpersonal Trauma, Suicide/Self-harm and Protective factors.

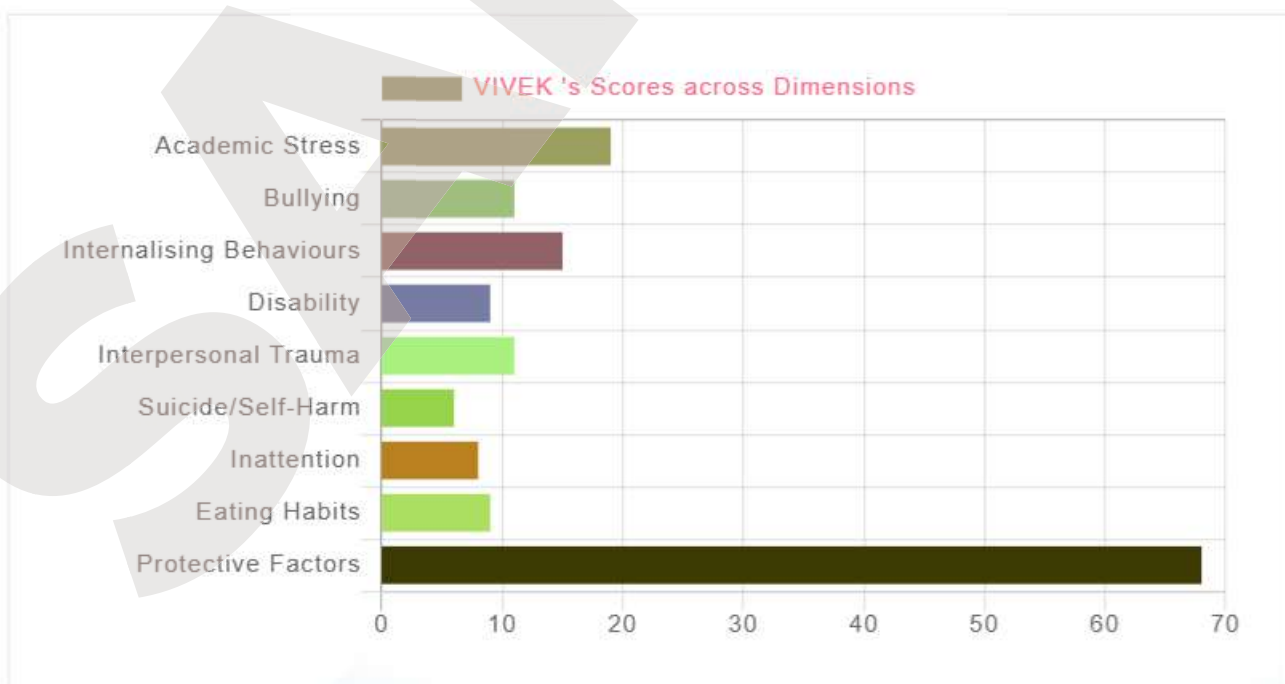




Results

TOTAL SCORE	QUALITATIVE DESCRIPTOR
156	High

SUBSCALE	RAW SCORE	QUALITATIVE DESCRIPTOR
Academic Stress	19	High
Bullying	11	Low
Internalising Behaviours	15	Average
Disability	9	High
Interpersonal Trauma	11	Low
Suicide/Self-Harm	6	Average
Inattention	8	High
Eating Habits	9	High
Protective Factors	68	Average





The assessment aims to provide an understanding of the emotional/psychological health and its impact across different aspects of a child or adolescent's life. Childhood and the teen years are one of the most crucial & significant part of our lives. Hence, the assessment helps us understand if children are going through a tough time in any aspect of their life. This assessment basically provides a holistic view of a child's or adolescent's emotional/psychological health, a tool of how their emotional state affects various aspects of their life.

Total Score Interpretation

emotional health_high

The subject has scored a high score on SEHAT which means that the student is likely to be struggling with various demands at school, home or with friends. Their parents or teachers might be unintentionally communicating negatively with him/her. She/he is probably viewing himself/herself as incompetent due to constant comparison with peers. Parents may carefully observe their behaviours and seek feedback from teachers & peers to provide them with appropriate help. School counsellors may be consulted to support student learning and adopt techniques which can help in improving performance. Low interaction with peers, reduced parental support, and pressure to perform could be contributing factors to deteriorating emotional well-being. To enhance interest in daily activities, the student may engage in leisure pursuits which provide opportunity for relaxation and prevent burnout. Patterns should be observed by parents or teachers and adequate professional help may be sought. Seeking immediate professional help shall alleviate the distress effectively and enhance student wellness. Hence, a high score on SEHAT reflects an overall worse emotional health.

Dimension Wise Interpretations

Academic Stress

19

It is a mental stress with respect to some anticipated frustration associated with academic failure or even an awareness of the possibility of such failure.

Score Interpretation

academic stress_high

This domain indicates the stress experienced by the student due to academic demands. The high score indicates that the student is



unable to cope with academic demands. She/he is struggling to manage time and is lacking in extra curricular activities as well. She/he might be comparing himself/herself to peers and experiencing low self-esteem. Their perceived inability to meet parental expectations is an added factor to their high academic stress. During examination she/he is in a poor emotional state which makes them forget the material. All the above mentioned factors result in their resistance to go to school.

Bullying

11

Bullying is generally seen as intentional behaviour to harm another, repeatedly, where it is difficult for the victim to defend himself or herself.

Score Interpretation

bullying_low

This domain indicates peer relations as built and experienced by the student at the school. The score indicates that the student is likely to be adjusting well with peers. S/he is included from group activities and conversations. They are likely to do well in group projects and are an effective team player. This regard from peers at school is positively impacting their emotional health.

Internalising Behaviours

15

the nonconscious mental process by which the characteristics, beliefs, feelings, or attitudes of other individuals or groups are assimilated into the self and adopted as one's own.

Score Interpretation

internalising behaviours_average

This domain indicates the mood and emotional state of the student. The average score as obtained by the student indicates his/her neutral mood states in different situations. This reflects optimum emotional responsiveness to people. To know more about their approach towards life and future, adults might undertake meaningful conversations with them. Their sleeping and eating patterns are fairly well balanced. They can manage their thoughts in less stressful situations however, might need assistance in highly



demanding ones. Their interest in hobbies might be present however, their progress might be monitored to help them advance to the next level to maintain stimulation.

Disability

9

a lasting physical or mental impairment that significantly interferes with an individual's ability to function in one or more central life activities, such as self-care, ambulation, communication, social interaction, sexual expression, or employment.

Score Interpretation

disability_high

This domain indicates the physical functioning of the student and the response of others towards the same. The high score indicates that the student has poor physical health due to which their overall well-being is deteriorating. She/he might be treated differently due to the same for which parents and teachers can remain observant. Regular monitoring shall be helpful. Physical and emotional wellness are interrelated which implies that a student's physical fitness would impact their academic performance in some manner.

Interpersonal Trauma

11

Interpersonal trauma is a type of trauma that involves harm to a person by another. Occurring in either childhood or adulthood, interpersonal trauma includes: emotional abuse, emotional neglect, physical abuse, physical neglect, and/or sexual abuse.

Score Interpretation

interpersonal trauma_low

This domain indicates the quality of relationships of the student. The score indicates that the student has observed a healthy dynamic between their parents. Any positive affirmations and appreciation from parents might make him/her feel loved. S/he is likely to feel safe in the presence of adults. Parents and teachers shall continue to extend the warmth to the student which will create trust. Consequently, s/he would share their problems which would prevent any substantial harm from coming their way.

Suicide/Self-Harm

6



Self-injury refers to deliberate, direct self-destruction of body tissue.

Score Interpretation

suicide/selfharm_average

This domain indicates any potential tendencies of self harm being experienced by the student. The student has obtained an average score on this dimension which means that s/he might be dealing with some stress which hasn't reached a high level of intensity. Identification and intervention from parents and teachers might be helpful in preventing any severe problems from developing. S/he may seek help from counsellors to build skills for effectively managing problems.

Inattention

8

Inattention: a state in which there is a lack of concentrated or focused attention or in which attention drifts back and forth.

Score Interpretation

inattention_high

This domain indicates the student's ability to maintain attention and focus in the classroom. The high score indicates that students might find it difficult to stay still, and can face difficulty in concentrating in class. She/he is likely to be unable to follow instructions and likely to be inadequate in task fulfilment. If parents/teachers observe any of the mentioned symptoms they may refer the student to a professional for detailed understanding and support.

Eating Habits

9

It refers to the complex interplay of dietary choices, habits, and food consumption patterns exhibited by individuals.

Score Interpretation

eating habits_high



This domain indicates eating habits of the child which contribute to physical fitness of the child. The high score indicates that the student has abnormal eating habits in terms of the amount of food consumed and body weight. His/her appearance has a bearing on how he/she feels about himself/herself. Preoccupation with weight and appearance is linked to attention in other life areas like school performance and peer interaction. Low esteem emerging from how one views self adversely impacts well-being. S/he might be experiencing negative emotions due to the same.

Protective Factors

68

Protective factor for the screening tool is defined as the characteristic at the psychological (emotional regulation, emotional awareness, emotional stability and self efficacy), family (family adjustment), or community (including peer support and school environment) level that is associated with a lower likelihood of problem outcomes or that reduces the negative impact of a risk factor on problem outcomes.

Score Interpretation

protective factors_average

This domain indicates the factors in the student's life like their family, peer support, school environment, their ability for emotional regulation, emotional stability, emotional awareness, and self-efficacy. The score indicates that the student has optimum support from their surroundings. S/he might be unable to cope when faced with a relational challenge at home, with peers or teachers. Their adjustment in this domain might be improved with some enhanced communication. S/he can gauge reactions and feelings of others. His/her performance in multiple areas impacts self-confidence which may impact their ability to solve problems effectively. S/he can more or less solve problems efficiently but may require some aid from surroundings viz parents, teachers and friends.



Item Responses

1	1	2	2	3	3	4	4
5	5	6	4	7	3	8	2
9	1	10	2	11	3	12	4
13	5	14	5	15	4	16	4
17	4	18	3	19	3	20	3
21	2	22	2	23	1	24	1
25	1	26	2	27	2	28	2
29	2	30	2	31	3	32	3
33	3	34	3	35	4	36	4
37	2	38	2	39	1	40	1
41	1	42	1	43	5	44	5
45	4	46	4	47	4	48	3
49	3	50	3	51	2	52	4
53	4	54	5				



Impressions / Suggestions

Assessor Suggestions for the Report

Urophi/Prasad