

# Student's Emotional Health Assessment Tool (SEHAT)

Dr. Kranti K. Srivastava

## Interpretive Report

**VIVEK PATIL**

12 Mar 2024



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## Particulars

Name **VIVEK PATIL**

Age **22**

Gender **MALE**

ID **1234**

Reason for Referral **--**

Assessor **VIVEK PATIL**

## Disclaimer

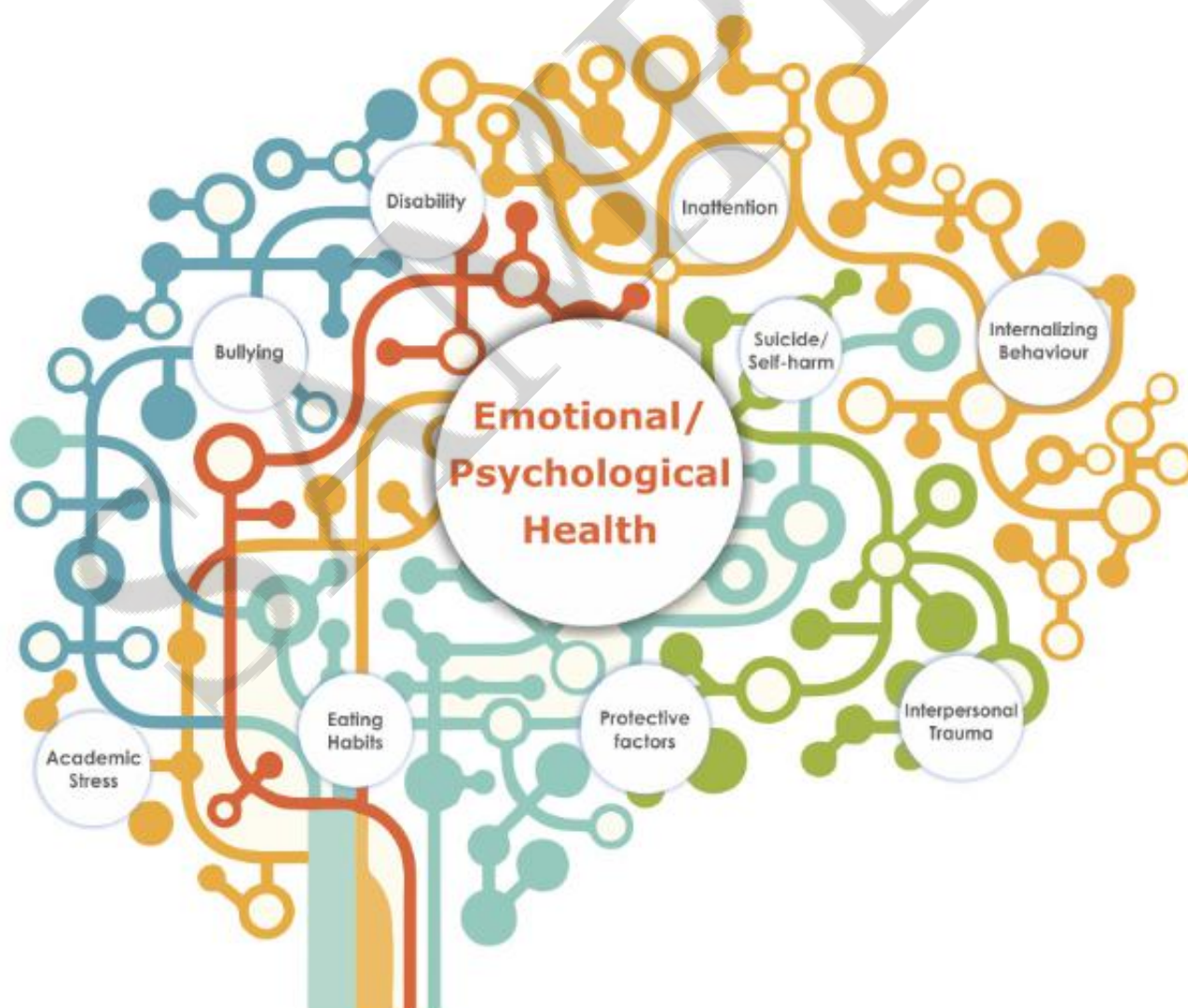
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## Introduction

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

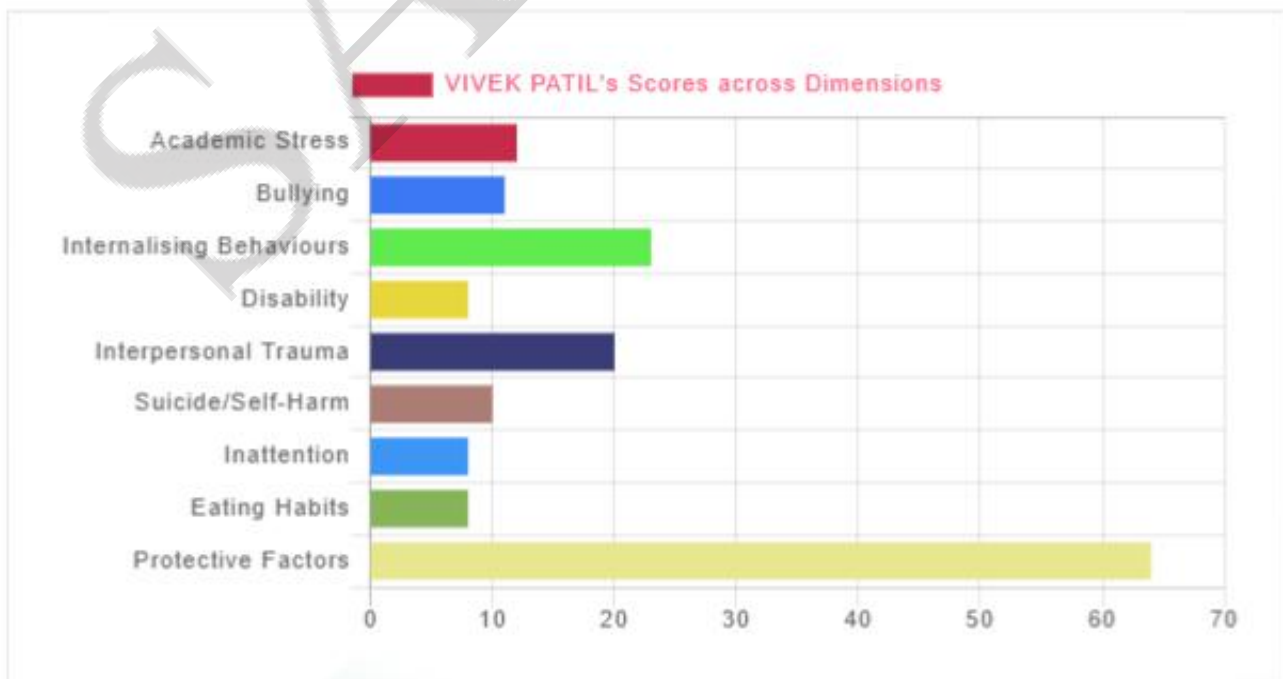
The Student's Emotional Health Assessment Tool (SEHAT) developed by Dr. Kranti K. Srivastava is a comprehensive tool that has 54 items in total which come across the following domains-Academic stress, Bullying, Disability, Eating Habits, Inattention, Internalizing Behavior, Interpersonal Trauma, Suicide/Self-harm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



## Results

TOTAL SCORE	QUALITATIVE DESCRIPTOR
164	High

SUBSCALE	RAW SCORE	QUALITATIVE DESCRIPTOR
Academic Stress	12	Average
Bullying	11	Low
Internalising Behaviours	23	Average
Disability	8	High
Interpersonal Trauma	20	High
Suicide/Self-Harm	10	High
Inattention	8	High
Eating Habits	8	Average
Protective Factors	64	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

12

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\_average

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

coping fairly with academic demands. She/he is able to manage time and is adequately managing extracurricular. She/he might be occasionally comparing himself/herself to peers and experiencing low self-esteem. Their perceived ability to meet parental expectations may contribute to their academic stress. All the above mentioned factors result in their willingness 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

23

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

8

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

20

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\_high

This domain indicates the quality of relationships of the student. The high score indicates that the student has observed discord between their parents. Any past verbal aggressions from parents might make him/her feel neglected and unloved. She/he might feel scared in the presence of an adult. In addition to that, any signs of being afraid when with a specific individual or signs of sexual abuse maybe identified when interacting with a peer.

## Suicide/Self-Harm

10

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

### Score Interpretation

#### suicide/selfharm\_high

This domain indicates any potential tendencies of self harm being experienced by the student. A high score on this domain reports any indication of self-harm or suicidal thoughts. She/he does not see life as worth living. His/her self esteem, interest, and optimism is likely to be low.

### 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

8

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

### Score Interpretation

#### eating habits\_average

This domain indicates the eating habits of the student which contribute to physical fitness of the student. S/he is physically fit



and may consider being mindful of their lifestyle. An average score warrants some modifications which might be helpful in promoting emotional health as well. Preoccupation with weight and appearance is linked to attention in other life areas like school performance and peer interaction. Self-esteem emerging from how one views self impacts emotional health.

## Protective Factors

64

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

## Impressions / Suggestions

*Assessor Suggestions for the Report*

Graphical/visuals

SAMPLE