

COGNITIVE PROCESS



ATTENTION

• DEFINITION

- Attention is defined as a process, which compels the individual to select some particular stimulus according to his interest and attitude out of the multiplicity of stimuli present in the environment



• TYPES

- Voluntary(Volitional)
- Involuntary (Non Volitional)
- Voluntary attention is Implicit and Explicit Volitional Attention.
- Involuntary aroused by Enforced- Instincts and Spontaneous- Sentiments

DETERMINANTS OF ATTENTION



External Factors

- Nature of stimulus
- Intensity of Stimulus
- Size of the Stimulus
- Contrast , Change and Novelty
- Location of the Stimulus
- Repetition of the Stimulus
- Movement of the Stimulus
- Definite form of the object
- Isolation of the stimulus

CONT



Internaal Factors

- Interest and Attention
- Motives
- Mental set up
- Past Experience
- Emotion
- Habit

Internal Factors

- Aim
- Meaning
- Disposition and Temperament

Factors affecting Perception

- 
- **SENSE ORGANS**
 - **BRAIN**
 - **MEMORY IMAGES OF THE PAST EXPERIENCE**
 - **PERSONAL INTEREST AND MIND SET**
 - **ACQUIRED INTEREST**
 - **NEEDS AND DESIRES**

ERRORS AND INACCURATE PERCEPTION



Errors

- Illusion
- Hallucination

Causes of Inaccurate

- Defective Functioning of sense Organs
- Inadequate stimulus
- Too many stimuli at one Time
- Poor health
- Limited attention
- Figure Merges in the Ground
- Guidance

LEARNING



DEFINITION

The term learning covers every modification in behavior to meet environmental requirements

- Gardner Murphy- 1968

TYPES OF LEARNING



- Stimulus Response Learning
- Perception Learning
- Verbal learning
- Motor Learning
- Concept learning
- Problem Solving learning
- Attitude learning
- Paired Associate Learning

MEMORY



DEFINITION

Memory consists in remembering what has previously been learned

FACTORS INFLUENCING MEMORY



• **EXTRINSIC FACTORS**

- Meaningfulness of Material to be memorized
- Amount of material
- Time required to vocalize response
- Distraction

• **INTRINSIC FACTORS**

- Age
- Maturity
- Will to Learn
- Interest and Attention
- Intelligence
- Rest and sleep
- Medical conditions

METHODS TO IMPROVE MEMORY



- Whole and Part Method
- Space and Unspaced Method
- Repetition and Practice
- Making use of the Principles of association
- Grouping and Rhythm
- Utilizing as many senses as Possible
- Pulling at all together
- Funnel Approach
- Acronym
- Acrostic
- Mnemonics

THINKING



**PROBLEM SOLVING
IS A PROCESS OF OVERCOMING
DIFFICULTIES THAT APPEAR TO
INTERFERE WITH THE
ATTAINMENT OF GOAL. IT IS A
PROCEDURE OF MAKING
ADJUSTMENTS INSPITE OF
INTERFERENCES**

- SKINNER

TERMS RELATED TO PROBLEM SOLVING



- **INITIAL STATE**
- **GOAL STATE**
- **PERSON OR OPERATOR**
- **PROBLEM SPACE**

STEPS IN PROBLEM SOLVING



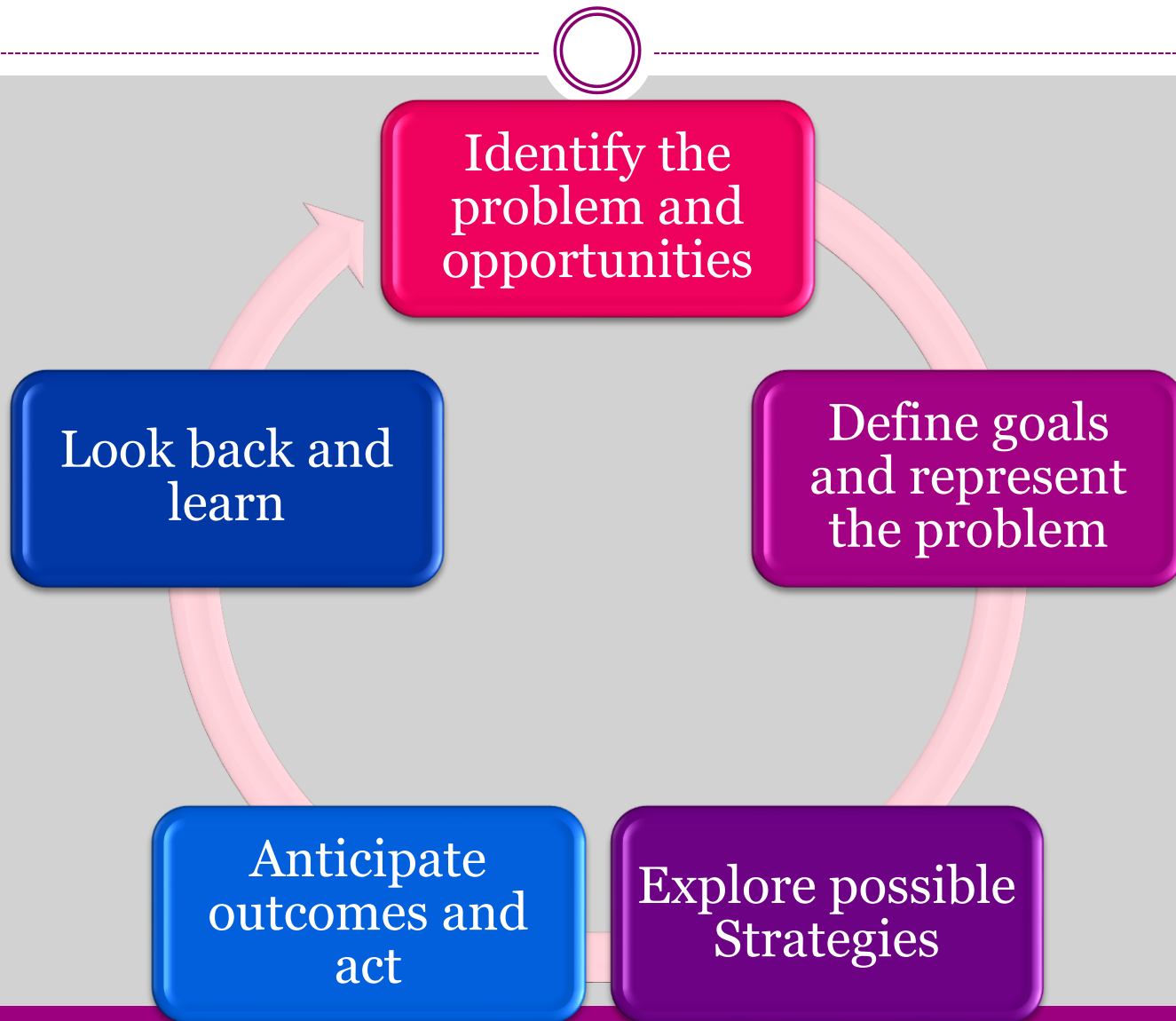
- I- Identify problems and Opportunities
- D- Define goals and represent the problem
- E- Explore possible strategies
- A- Anticipate outcomes and act
- L- Look back and Learn

SCIENTIFIC METHODS OF PROBLEM SOLVING



- Awareness of the problem or realization of difficulty
- Understanding the problem
- Collecting relevant information data
- Formulating hypothesis or possible solutions
- Evaluation of the hypothesis for possible solutions
- Applications of the accepted Conclusions

Sub Heading of the Above



Psychological Assessment- VIII TH UNIT

TYPES OF PSYCHOLOGICAL TESTS

INDIVIDUAL AND GROUP TESTS

OBJECTIVE TESTS

PERSONALITY TESTS

INTELLIGENCE TESTS

APTITUDE TESTS

ATTITUDE TESTS

INTEREST INVENTORIES

CONT

PAPER PENCIL TESTS

PERFORMANCE TESTS

COMPUTER-ASSISTED TESTS

SPEED TESTS

POWER TESTS

CLINICAL TESTS

NEUROPSYCHOLOGICAL TESTS

DEVELOPMENT OF PSYCHOLOGICAL TESTS



- Analysis of the situation- **PLANNING**
- Tentative selection of the test items- **ITEM GENERATION**
- Development of Standardized procedures- **SCRUTINY BY EXPERTS**
- Administration of the test to a representative group- **PILOT STUDY**
- Final selection of the test items
- Evaluation of the final test

CHARACTERISTICS OF PSYCHOLOGICAL TESTS



- Standardization
- Objectivity
- Test norms
- Reliability
- Validity

PRINCIPLES OF ASSESSMENT AND TESTING



PRINCIPLES OF ASSESSMENT

- TESTING SHOULD BE HOLISTIC
- TESTING SHOULD BE ONGOING
- TESTING SHOULD BE BALANCED

PRINCIPLES OF TESTING

- **NEED FOR TESTING** ○
- **SELECTION OF THE TESTS**
- **COSENT OF THE CLIENT**
- **ADMINISTRATION OF THE TEST**
- **SUBJECTIVE STATE OF THE CLIENT**
- **COMPETENCE OF THE COUNSELLOR**
- **CONFIDENTIALITY**
- **ETHNIC, LINGUISTIC AND CULTURAL DIFFERENCES**
- **INTERPRETATION OF THE TEST SCORES**

USES OF PSYCHOLOGICAL TESTS



- TAKE DECISIONS
- GET ACCURATE RESULT
- SELF-UNDERSTANDING
- UNDERSTANDING OF THE CLIENTS
- PSYCHOLOGICAL TESTING IN SCHOOL SETTINGS

CONT



- CAREER PLANNING
- COUNSELLING
- IDENTIFICATION OF CHILDREN WITH SPECIAL NEEDS
- IDENTIFY MENTAL ABILITIES
- DIAGNOSING PERSONALITY DISORDERS