

Abstract

The present study was conducted to develop an indigenous scale to assess the cognitive errors of children. The research was carried out from the different government and private schools. First of all the interviews were taken from the experts in the field of Child psychiatry and from children to understand the reason and the types of cognitive errors found in children. After getting rich data from all the highly qualified experts and children the next study was conducted for the development of the indigenous scale based on that information obtained through interviews. For this 3 experts participated in the present study and the interview was conducted from 20 children (boys and girls) from different Government and Private institutes. Six cards of Children's Apperception Test were also used in the present study to assess the cognitive patterns of children. After developing scale from all the rich information next step is to do pilot testing to assess that whether children could understand the items of the present study. For this purpose, 200 participants were taken for the pilot testing. After pilot testing and factor analysis next step was to establish the psychometric properties of the test. For the purpose to establish concurrent validity of the test Children Negative Error Questionnaire was used in the present study. The results of the study revealed that the Cognitive Error Scale is highly reliable scale to assess the cognitive patterns of the children. The present scale has two subscales "negative thinking about the self and others" and "believe on negative thinking" which can help to assess different cognitive errors. The first subscale "negative thinking about self and other can help to assess the cognitive errors such as Discounting positive, Jumping to conclusion, Emotional reasoning, All and Non thinking, Future prediction, labeling, mind filter, overgeneralization, blaming others, mind reading, always being right and the second subscale "believe on negative thinking" can assess the cognitive errors such as Should's and must's, Personalizing, Catastrophizing, Discounting Positive, Jumping to conclusions, Mental Filter, emotional reasoning, heaven's reward fallacy, mind reading. In factor

analysis principle axis factor was used with Varimax Rotation which help to identified two factors. The ranges of the present study were also established to assess the severity of the scores. The results indicated that it is reliable and valid tool to assess the cognitive Errors of Children.