***Welcome to Stillman Translations preliminary onboarding assessment!***

*This assessment has 5 sections. Make sure to follow the instructions and complete all the information needed.*

*The goal of this request is to analyze your performance and your potential.*

*Breath in and out, and do your best. Hope we can count on you soon!*

**SECTION 1. INSTRUCTIONS**

Below you will find a special instruction for section 3:

\*Please make sure target text mirrors source format.

\*Normalize spaces.

**SECTION 2. GLOSSARY**

*In this section, you are required to complete this task:*

*\*Extract four terms (cells 1 to 4) from the text in Section 3 that you consider are worth being in the glossary.*

|  |  |  |
| --- | --- | --- |
|  | **Source** | **Target** |
| 1 | **Defectiveness/Shame schema** | **Esquema de Defectividade/vergonha** |
| 2 | **Entitlement schema** | **Esquema de Arrogo** |
| 3 | **Mistrust/Abuse schema** | **Esquema de Desconfiança/Abuso** |
| 4 | coping styles | mecanismos de enfrentamento |

**SECTION 3. TRANSLATION**

Please, add your sample translation below (between 300-500 words). Bear in mind this should be the best sample of your work!

|  |  |
| --- | --- |
| **Source** | **Target** |
| **Case formulation**  The result of the assessment was the creation of a case formulation with the following hypotheses about causative and maintaining aspects of Kevin's symptoms, taking underlying schemas and coping styles into account.  1. **Defectiveness/Shame schema** in connection with   * his gross motor (also partially phonological) difficulties   subtle familial messages (father's and grandfather's perfectionism and high standards concerning their son's/grandson's performance)   * mother's norms of perfectly correct behaviour.  1. **Entitlement schema.** His mother's soft, pampering manner at home resulted in feelings of being small and insecure elsewhere. This attitude, along with being an only child, complicated the development of age-appropriate social competence when asserting oneself with peers. As a protective defence when an attempt to establish contact was made, Kevin responded with retreat or gave a curt response. 2. **Mistrust/Abuse schema:** Various encounters with aggressive or annoying schoolmates had hurt Kevin and were part of his reason for avoiding school. 3. **Avoidance of schema-triggering**   **situations** led to a typical vicious circle of avoidance. The initial denial of insecurity and fear also served to avoid unpleasant feelings.  **5. Reinforcing factors in the family interaction:** Kevin's mother is reluctant  to push him to face certain frustrations, because she is afraid of 'breaking' thealready stretched relationship. Because she experienced violence and harsh punishment in her own childhood, she has avoided using physical means of limit-setting. Behind her caution and permissiveness of Kevin's contrariness are biographically conditioned schemas (Emotional Deprivation and Subjugation under her own dominant foster mother, resulting in Shame/Defectiveness). She has over-identified with Kevin, and felt it was harsh to expect too much from him. She formed, thereby, a subliminal coalition against the father, who was very rational and emotionally distanced. As a result Kevin and his mother were aloof with his father (role polarisation: strict distanced father and 'good' soft mother). The mother  also identified herself with Kevin's fear (she recognises the 'twinge' in the stomach when flustered). | **Formulação de caso**  O resultado da avaliação foi a criação de uma formulação de caso com a seguinte hipótese sobre os aspectos causadores e sustentadores dos sintomas de Kevin, considerando esquemas subjacentes e mecanismos de enfrentamento.   1. **Esquema de Defectividade/vergonha** em relação a    * Grandes dificuldades motoras (e parcialmente fonológicas)    * Mensagens sutis da família (perfeccionismo do pai e do avô e altos padrões para a performance do filho/neto).    * Regras de comportamento da mãe. 2. **Esquema de Arrogo.** O tratamento delicado e mimado da mãe em casa resultou em sentimentos de insegurança e pequenez nos demais lugares. Essa atitude, juntamente com o fato de ser filho único, dificultou o desenvolvimento de competências sociais compatíveis com sua idade junto aos colegas. Quando tentou-se fazer contato com ele, Kevin recuou ou deu respostas breves, como forma de proteção. 3. **Esquema de Desconfiança/Abuso:** diversos encontros com colegas agressivos ou desagradáveis magoaram Kevin e foram parte do motivo de evitar ir à escola. 4. **Evitar situações de gatilhos de esquemas** gerou um círculo vicioso característico de evitação. A negação inicial de insegurança e medo também ajudou a evitar sentimentos desagradáveis. 5. **Fatores de reforço na interação familiar:** a mãe de Kevin é resistente a forçá-lo a enfrentar certas frustrações, pois tem medo de “quebrar” a relação já desgastada. Por ter experiências de violência e punições severas quando era criança, ela evitou o uso de meios físicos para impor limites. Por trás da cautela e permissividade às oposições de Kevin, existem esquemas biograficamente condicionados (*Privação emocional* e *Subjugação* em relação à sua mãe adotiva, o que resultou em um esquema de *Vergonha/Defectividade*). Ela se identifica muito com Kevin e considera rígido esperar muito dele. Assim, ela formou uma aliança subliminar contra o pai, que era muito racional e emocionalmente distante. Como consequência, Kevin e sua mãe eram indiferentes ao pai (polarização: pai rígido e distante e mãe gentil e “bondosa”). A mãe também se identificava com o medo de Kevin (ela reconheceu a “pontada” no estômago quando está nervoso). |

**SECTION 4. QUESTIONS AND COMMENTS**

We also need to check your capacity to spot potential issues beforehand.

In the table below, please list your questions and comments in relation with this test:

1. Challenging sections from the source text or sections you are unsure of should be copied or inserted into the **Source Text** column.

2. Write your translation in the **Target Text** column.

3. Doubts and comments should be written in English.

|  |  |  |
| --- | --- | --- |
| Source Text | Target Text | Question / Comment  (in English) |
| Peers | colegas | In portuguese, we have the term “pares”, but in this context, I believe “colegas” is a better choice considering the context of children and teenagers. |
| 2. Avoidance of schema-triggering  situations | 4. Evitar situações de gatilhos de esquemas | I am not sure if we have an expression in Portuguese for schema-triggering, so I used a sentence to explain it. |
|  |  |  |
|  |  |  |
|  |  |  |

**SECTION 5. REFERENCES**

In the table below, please list the reference material you have consulted to carry out this test.

1. Please introduce the **Reference source** (including publisher and full title as appropriate) in the first column.
2. Specify if your reference source is general or specific. If specific, clarify which term or section the reference covers.

|  |  |
| --- | --- |
| Reference Source | General / Specific (Term) |
| <https://books.google.com.br/books?hl=pt-BR&lr=&id=FEgrqcgtvN4C&oi=fnd&pg=PA10&dq=terapia+do+esquema&ots=f7e3ONT8_R&sig=YMPTC6qSIM87sjR07JKstVTnKlE> – Terapia do Esquema: Guia de técnicas cognitivo-comportamentais inovadoras | Theory and terms related to Modes and Shemas |
| <https://repositorio.ufu.br/bitstream/123456789/21066/1/SchemaModeInventory.pdf> - Schema Mode Inventory (SMI): Revisão sistemática de literatura e validação de conteúdo da versão reduzida no contexto brasileiro | Theory and terms related to Modes and Shemas |
|  |  |

Thanks!