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Thinking your way

*"Your personalised learning journey starts **here**"*

James's

Neurodiversity report

We're all the same, we're all unique. This report shows why you think and learn the way you do.

The Cognassist neurodiversity assessment consists of eight tests which investigate literacy, numeracy and six of the main cognitive domains involved in learning and thinking.

Learner details

Learner name	James Learner
Gender	Male
Date of birth	12 Jan 2005
Age at assessment date	16
Client reference	JLCA1
Programme level	Level 3
Subject or sector	
English additional language	No
Highest education level	

Organisation details

Learning provider	Seetec
Date & time of assessment	Wed, 12 Jan 2022 at 14:26

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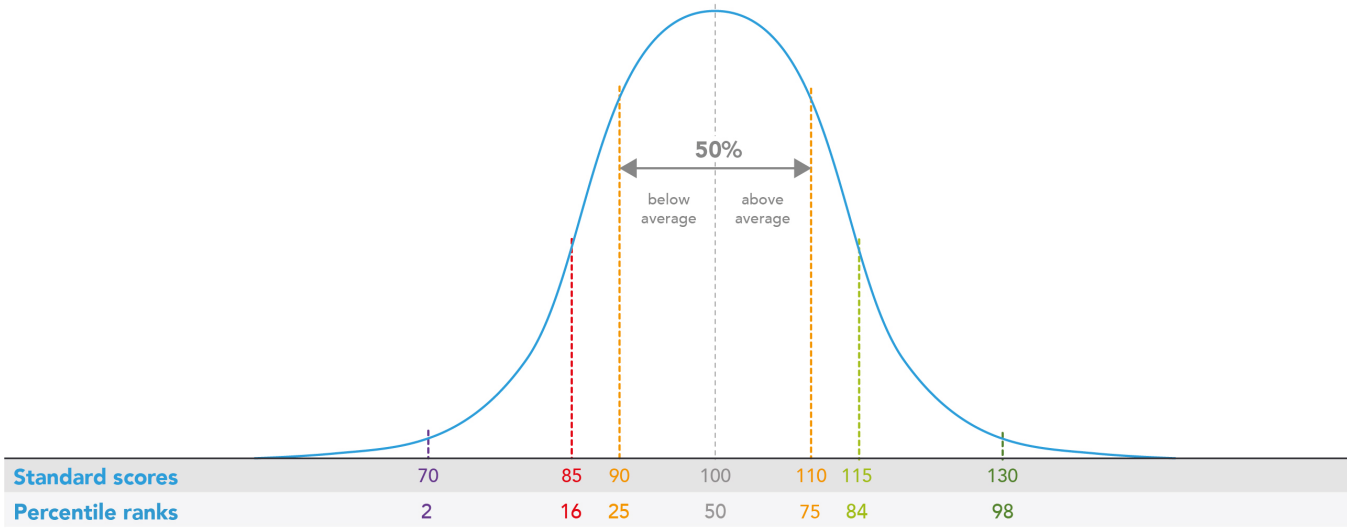
How to use the neurodiversity assessment

This neurodiversity assessment reports on eight domains of the brain involved in thinking and learning and can be used to help identify and develop personalised learning strategies.



What are standard scores?

In order to compare scores on different tests the score is standardised using statistical modelling called standard deviation. The result of this is that the average is 100, exactly half of the population sits between a standard score of 90 - 110, and only 2% of the population less than 70 or more than 130.

Tens of thousands of people have completed the Cognassist neurodiversity assessment which provides a very large and accurate comparison of results. The assessment standardises scores according to age and gender too which is a sophisticated method of standardisation and leads to very accurate results.

What are percentile ranks?

Percentile ranks are an easy way to view the standard score and see what this means compared to the population as a whole. For example, if a person has a standard score of 85 within a certain domain, this has a percentile rank of 16 which means they fall into the 16th percentile and have performed higher than 16% of people the same age and gender as them. If they score 130 on a different domain, which has a percentile rank of 98, it means they have performed higher than 98% of people the same age and gender as them.

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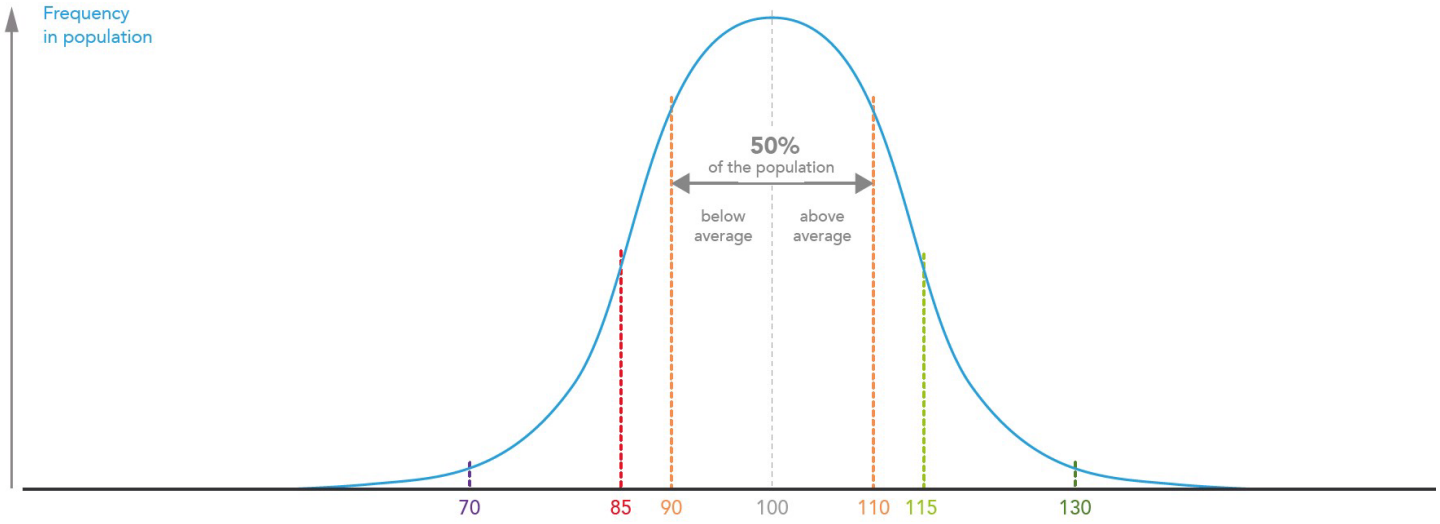
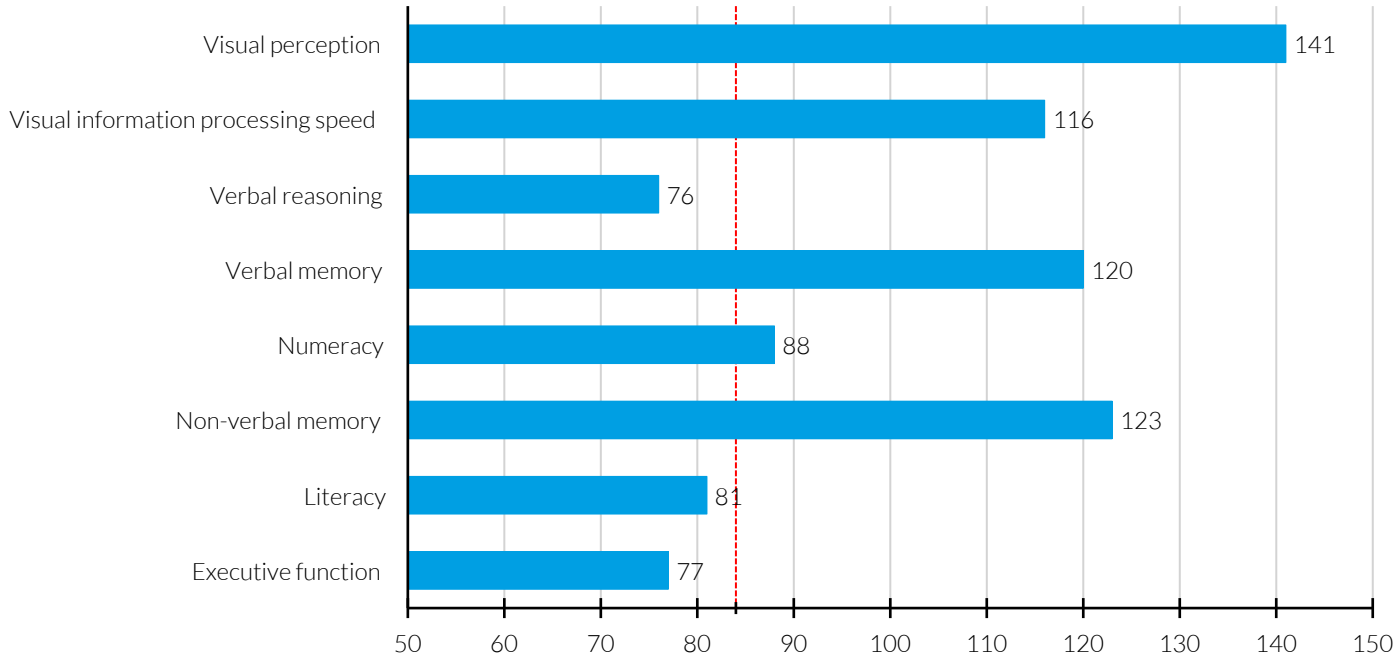
James's results

Through an understanding of how a person's domains compare to one another, and compare to the population as a whole, it's possible to dramatically improve the way that person thinks and learns.

This chart shows the resulting standard scores for each domain, how domains compare to one another and how this compares to a large population of the same age and gender.





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Notes on the assessment

Notes written at the time of the assessment:

Here the learner may record how they felt about the assessment, and any additional background information.

A learning need is evidenced by reporting a standard score of 84 or less in any of the assessed eight domains. This neurodiversity assessment report can be used to tailor a programme of support and provide reasonable adjustments for this learner based on their individual needs.

Cognassist learning programme

James has demonstrated a learning need which, if unsupported, could affect their ability to successfully complete their programme. This means they would benefit from a provision of reasonable adjustments, and from being supported by a personal learning programme, which is being generated for them.

A tailored resource is being created which will provide personalised training in strategies to overcome challenges related to the learning needs identified below.

Specialist guidance will also be provided to support a tutor in how to adapt and personalise training. It is important James engages with the learning modules each month, in order to progress through their personalised development plan. The modules provided will be helpful within education and training, employment and their personal life. Monthly reports will be available to provide information on this programme of tailored interventions that should be used as part of an embedded support strategy.

Domain	Standardised score	Additional support
Verbal memory	120	
Literacy	81	Recommended
Numeracy	88	
Visual information processing speed	116	
Non-verbal memory	123	
Executive function	77	Recommended
Verbal reasoning	76	Recommended
Visual perception	141	

Activities likely to benefit from support

There is an opportunity for support within literacy where a weakness has been identified with enough significance to likely be a barrier to them within their program of learning specifically with tasks associated with the activities in the table below.

A learner with a need in literacy will typically have difficulty with the following areas of a learning qualification framework:

Skill area	Activities for literacy
Analysis	• Drawing conclusions. • Making inferences.
Non-verbal communication	• Remembering details of a particular event.
Verbal communication	• Learning new vocabulary (from verbal and written materials). • Reading fluently. • Expressing ideas - certain words may be difficult to remember. • Identifying sounds that correspond to letters.
Written communication	• Comprehension of written text. • Understanding questions (verbal and written). • Spelling (including mixing up the correct collection of letters in a word.

Reasonable adjustments for end-point assessments

The following reasonable adjustments need to be considered for this learner at end-point assessment.

Assessment type	Adjustments
Observation	• Give the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Ask the learner to repeat any verbal instructions given to ensure their understanding of what they have to do is sound. • If giving a list of verbal instructions, pause between each one to allow the learner to go through the process mentally.
Practical	• Written information should be presented in clear fonts that are not at an angle, in font size 12 or higher and 1.5 or double spacing. • Give the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Ask the learner to repeat any verbal instructions given to ensure their understanding of what they have to do is sound. • If giving a list of verbal instructions, pause between each one to allow the learner to go through the process mentally.
Test	• Written information should be presented in clear fonts that are not at an angle, in font size 12 or higher and 1.5 or double spacing. • Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.
Project	• Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.
Presentation	• Give clear instructions. • Express timings more than once and clearly.
Discussion	• Give the learner time to think before requiring them to respond to any verbal or written instructions or questions.

Activities likely to benefit from support

There is an opportunity for support within executive function where a weakness has been identified with enough significance to likely be a barrier to them within their program of learning specifically with tasks associated with the activities in the table below.

A learner with a need in executive function will typically have difficulty with the following areas of a learning qualification framework:

Skill area	Activities for executive function
Planning and time management	• Arriving at appointments and meetings on time. • Finishing tasks within the allocated time. • Initiating tasks (getting started). • Working on more than one task at a time (multi-tasking). • Organising work / study / social life. • Carrying out routine daily tasks. • Planning activities.
Self and social awareness	• Using feedback to improve performance. • Interacting with others in a social environment. • Being aware of own difficulties. • Controlling any impulses to act / behave in a certain way. • Reacting to changes and adjusting behaviour accordingly.
Analysis	• Analysing a situation or task (and understanding what it involves).
Problem solving	• Thinking outside the box. • Thinking in a logical and strategic way (going through steps in a process). • Solving problems.
Verbal communication	• Remembering instructions / directions long enough to act upon them.

Reasonable adjustments for end-point assessments

The following reasonable adjustments need to be considered for this learner at end-point assessment.

Assessment type	Adjustments
Observation	• Express timings more than once and clearly. • Provide one instruction at a time, and pause, before moving on to the next. • Permit the learner to write notes.
Practical	• Express timings more than once and clearly. • Provide one instruction at a time, and pause, before moving on to the next. • Permit the learner to write notes.
Test	• Express timings more than once and clearly. • Provide one instruction at a time, and pause, before moving on to the next.
Project	• Express timings more than once and clearly.
Presentation	• Express timings more than once and clearly. • Provide one instruction at a time, and pause, before moving on to the next.
Discussion	• Permit the learner to write notes.

Activities likely to benefit from support

There is an opportunity for support within verbal reasoning where a weakness has been identified with enough significance to likely be a barrier to them within their program of learning specifically with tasks associated with the activities in the table below.

A learner with a need in verbal reasoning will typically have difficulty with the following areas:

Skill area	Activities for verbal reasoning
Analysis	• Evaluating, analysing and synthesising information. • Forming concepts that involve new information / procedures. • Making inferences and generalising ideas. • Making predications. • Identifying similarities and differences in objects and situations. • Categorising objects.
Non-verbal communication	• Recalling and explaining experiences in the correct sequence.
Problem solving	• Solving problems.
Verbal communication	• Understanding spoken information. • Communicating ideas in writing and speaking.
Written communication	• Understanding written material / information.

Reasonable adjustments for end-point assessments

The following reasonable adjustments need to be considered for this learner at end-point assessment.

Assessment type	Adjustments
Practical	• Encourage the learner to focus on the detail in a question or written document. • Encourage the learner to re-read information to enhance understanding. • Allow the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Reword questions if required.
Test	• Encourage the learner to focus on the detail in a question or written document. • Encourage the learner to re-read information to enhance understanding.
Project	• Encourage the learner to focus on the detail in a question or written document. • Encourage the learner to re-read information to enhance understanding. • Reword questions if required.
Presentation	• Allow the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Reword questions if required.
Discussion	• Allow the learner time to think before requiring them to respond to any verbal or written instructions or questions. • Reword questions if required.

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Explanation of the assessment

The Cognassist neurodiversity assessment consists of eight tests which investigate literacy and numeracy and six of the main cognitive concepts involved in learning and thinking.

The results of the eight tests are presented in a visual chart which outlines the learner's cognitive profile. The results are not absolute and the learner will be able to improve their abilities in each of the domains with practice and appropriate strategies. They are to be used to identify where any additional intervention may be most successfully applied.

The following tests were administered within the assessment and descriptions are provided on the purpose of each.

Verbal reasoning

Measurement

This is a measure of verbal reasoning. It requires integration of skills including verbal reasoning, vocabulary, logico-deductive reasoning and lateral thinking. Such higher order thinking processes can be linked by the term executive functioning and associated with functioning of the frontal lobes of the brain.

The test

In this test, the learner is shown two words which are uniquely linked by a third word. The unique linked word is shown with three distractor words. The learner must identify the correct unique link word from the three distractors. This is a time limited test.

The score

The score is determined by the number and percentage of correct identifications made within the time period.

Literacy

Measurement

This measures reading accuracy and reading speed.

The test

In this test, the subject is presented with a word on screen and must identify whether it is a real word in the English language or whether it is a made-up word and not present in the English language. This is a time limited test.

The score

The score is determined by the number and percentage of correct answers given within the time period.

Numeracy

Measurement

This measures the four formal operations of addition, subtraction, multiplication and division. A weakness in any of these areas is not particularly concerning but it can affect some aspects of employment where calculations are a central part of the job.

The test

In this test, the learner is presented with an arithmetic question and asked to input the answer. The arithmetic questions consist of operations of addition, subtraction, multiplication and division and increase in complexity. This is a time limited test.

The score

The score is determined by the number of correct answers given within the time period.

Executive function

Measurement

This is a measure of abilities including planning, initiation, regulation and monitoring of performance.

The test

In this test, the learner is given a letter and is asked to type as many English language words they can recall which start with this letter. In total the learner will be given three letters to identify as many words as possible with. This is a question limited test.

The score

The score is determined by the number of English language words which are input within the time period.

Visual perception

Measurement

This test measures the visuo-constructive and visual perceptual abilities involved in shape recognition, mental rotation, design matching and making the whole from its constituent parts.

The test

In this test, an image appears on the screen for a limited period of time and is then separated into a grid of nine pieces which are randomly placed around the screen. The learner needs to place each of the nine pieces in the correct order to re-build the image.

The score

The score is determined by the number of images correctly re-built within the time period.

Visual information processing speed

Measurement

This is a measure of perceptual speed, i.e., how quickly the learner analyses symbols and pictorial non-verbal information. The test measures skills relating to sustained attention, visual perceptual analysis and working memory.

The test

The learner is presented with ten random symbols which are always shown, each corresponding to a number between 0 and 9. One symbol at a time is displayed and the learner needs to enter the corresponding number into the system. Symbols are displayed at random. This is a time limited test.

The score

The score is determined by the number of correct identifications made within the time period.

Verbal memory

Measurement

This is a measure of memory for verbal information. The test measures two forms of memory, immediate and delayed which can alternatively be described as short and long term memory for verbally presented information.

The test

In the case of this test, the verbal information is presented as a passage of text shown on screen and read by a narrator, and then removed before questions about the text are asked at a later time. This test has fourteen questions related to the passage.

The score

The score is determined by the number of correct answers given from a finite number of questions.

Non-verbal memory

Measurement

This test measures memory for non-verbal information such as diagrams, pictures or objects.

The test

In this test, the learner is exposed to a number of pictures and has to recall the target object seen by making a forced choice between the target and a distractor in each case. This is a question limited test.

The score

The score is determined by the number of correct answers given from a finite number of questions.

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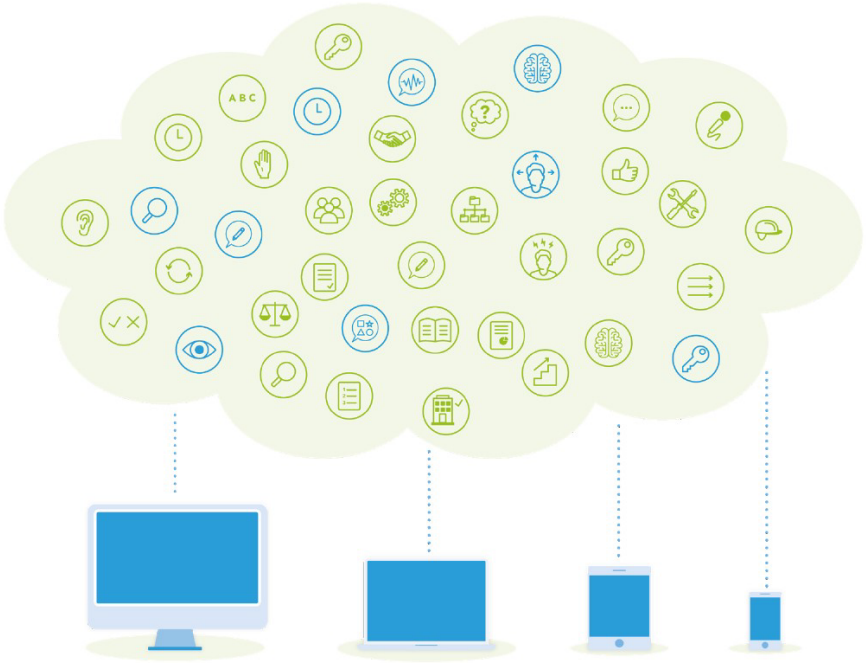
Your development plan

You may have noticed that there are some skill areas you struggle with far more than others and have not been able to determine why, or maybe even what you can do about it. These skill areas will be associated with tasks involving executive function, literacy, verbal reasoning, where it has been identified that there is an opportunity to help you by creating personalised learning strategies.

You can access these personalised strategies through any smart phone, tablet, laptop or desktop and they will help you to perform better at work and study more successfully.



Use any device to access your plan and learn up to a maximum of four strategies per month. Practise these strategies during the month and discuss them with your tutor. Remember that **it's very important to complete at least one strategy every month, and the more strategies you complete, the better the chance of you getting the qualification you deserve.**

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