



The Alcott Center for Cognitive Enhancement, LLC

Individualized, Research-Based Neurocognitive Interventions

POST PROGRAM RESULTS

Patient Name: XXXX

Age: 9:6 Gender: F

Report Date: 01/29/07

Examiner: Vince Carahaly, Program Director & Psychometrician
Lynn Carahaly, MA, CCC-SLP

Student completed 36 hours of PACE (Processing and Cognitive Enhancement) training with Vince Carahaly.

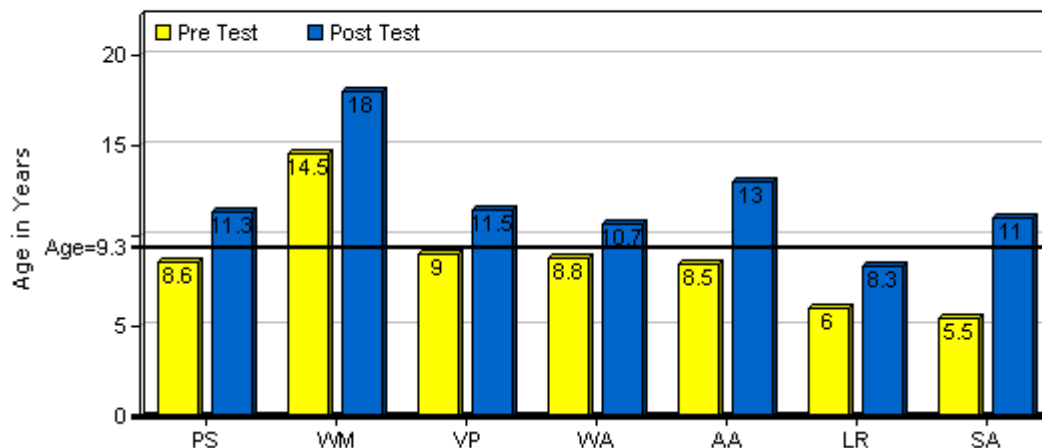
Test Evaluation

To assess objectively the effects of the training program on cognitive skills, the following tests are from either the Gibson Cognitive Test Battery (GT), Woodcock Reading Master Test (WRMT), or other cognitive test instruments that have been given prior to and after the training. Please note: 18 is the maximum age reported since performance at this level is similar to that of an adult and 5 is the minimum age reported.

Selected Scores

Test Name	Pre-Test	Post-Test	Change
Processing Speed GCTB	8.6	11.3	+2.7
Working Memory GCTB	14.5	18	+3.5
Visual Processing GCTB	9	11.5	+2.5
Word Attack GCTB	8.8	10.7	+1.9
Auditory Analysis GCTB	8.5	13	+4.5
Logic-Reasoning GCTB	6	8.3	+2.3
Selective Attention GCTB	5.5	11	+5.5

Comparison of Pre and Post Scores
All Scores



Comprehensive Test of Phonological Processing (CTOPP)

Subtests from the CTOPP were administered to assess various auditory processing skills at the phonemic level as well as auditory memory and word finding. Persons with deficits in one or more of these kinds of phonological processing abilities may have more difficulty learning to read than those who do not. The CTOPP was developed to aid in the identification of individuals from kindergarten through college who may profit from instructional activities to enhance their phonological skills.

CTOPP Subtest Scores

In order to be considered within the “**Average**” normative classification range, a child must achieve a standard score of 8 – 12, (10 is the mean). A standard score of 6 – 7 is considered “**Below Average**” and a standard score of 4 – 5 is considered “**Poor**”. Results are as follows:

Subtest	PRE-Program Std. Score	POST-Program Std. Score	Change in Normative Classification
Rapid Digit Naming (RD)	5	9	Increase from Poor to Average
Rapid Letter Naming (RL)	6	10	Increase from Below Average to Average
Rapid Color Naming (RC)	4	10	Increase from Poor to Average
Rapid Object Naming (RO)	3	8	Increase from Very Poor to Average
Memory for Digits (MD)	10	12	
Nonword Repetition (NR)	5	9	Increase from Poor to Average

CTOPP Composite Scores

In order to be considered within the “**Average**” normative classification range a child must achieve a composite score of 90 – 110, (100 is the mean). A composite score of 80 – 89 is considered “**Below Average**”. A composite score of 70 – 79 is considered “**Poor**”. A composite score of 35 – 69 is considered “**Very Poor**”. Results are as follows:

Skill	PRE-Program Composite Score	POST- Program Composite Score	Normative Classification
Rapid Naming (RD+RL)	RNCS = 73	RNCS = 97	Increase from Poor to Average
Alternate Rapid Naming (RC+RO)	ARNCS = 61	ARNCS = 94	Increase from Very Poor to Average
Phonological Memory (MD+NR)	PMCS = 85	PMCS = 103	Increase from Below Average to Average

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