



The Alcott Center for Cognitive Enhancement, LLC

Individualized, Research-Based Neurocognitive Interventions

POST PROGRAM RESULTS

Patient Name: XXX
Age: 8:6 **Gender:** F

Pre-Testing Date: 9/7/2007, 3/3/2008
Post-Testing Date: 6/13/2008
Examiner: Vince Carahaly, Program Director
Lynn Carahaly, MA-CCC-SLP

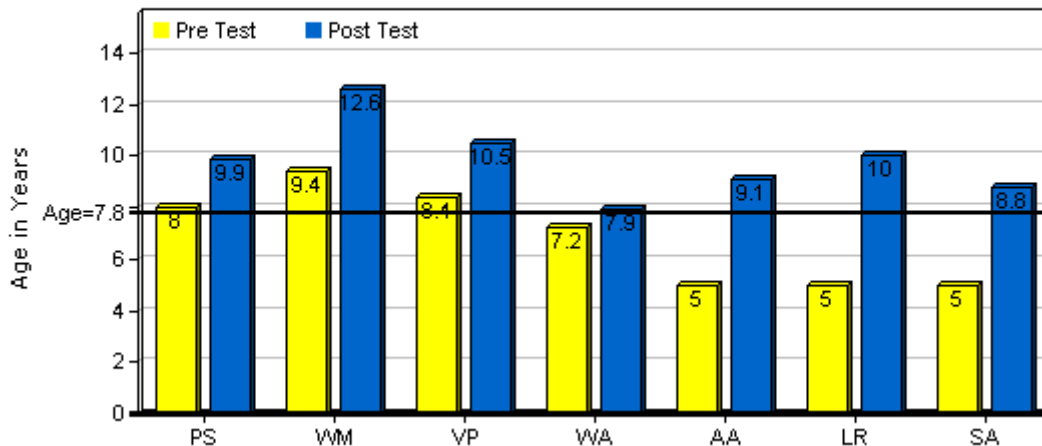
Student completed 36 sessions of PACE (Processing and Cognitive Enhancement) training with Vince Carahaly.

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 (GCTB), 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 9/7/07	Post-Test 6/13/08	Change
Processing Speed GCTB	8.0	9.9	+1.9
Working Memory GCTB	9.4	12.6	+3.2
Visual Processing GCTB	8.4	10.5	+2.1
Word Attack GCTB	7.2	7.9	+0.7
Auditory Analysis GCTB	5.0	9.1	+4.1
Logic-Reasoning GCTB	5.0	10.0	+5.0
Selective Attention GCTB	5.0	8.8	+3.8

Comparison of Pre and Post Scores
Selected Scores



Comprehensive Test of Phonological Processing (CTOPP)

The Comprehensive Test of Phonological Processing (CTOPP) was 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 Standard 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**” a standard score of 4 – 5 is considered “**Poor**” and a standard score of 1 – 3 is considered “**Very Poor.**” Results are as follows:

Standard Score Results

Subtest	Pre Test – 9/7/07 & 3/3/08 Std. Score	Post Test – 6/13/08 Std. Score	Change in Normative Classification
Elision (EL)	8	8	
Blending Words (BW)	9	12	
Memory for Digits (MD)	8	8	
Rapid Digit Naming (RN)	9	12	
Non-word Repetition (NR)	6	8	▲ Below Avg to Average
Rapid Letter Naming (RL)	8	12	
Rapid Color Naming (RC)	3	11	▲ Very Poor to Average
Rapid Object Naming (RO)	5	14	▲ Poor to Above Avg
Blending Nonwords (BN)	11	11	
Segmenting Nonwords (SN)	11	13	▲ Average to Above Avg

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 standard score of 80 – 89 is considered “**Below Average**” a standard score of 70-79 is considered “**Poor**” and a standard score of 35-69 is considered “**Very Poor.**” Results are as follows:

Composite Score Results

Skill	Pre Test – 9/7/07 & 3/3/08 Composite Score	Post Test – 6/13/08 Composite Score	Change in Normative Classification
Phonological Awareness (PACS=EL+BW)	91	100	
Phonological Memory (PMCS=MD+NR)	82	88	
Rapid Naming (RNCS=RD+RL)	91	112	▲ Average to Above Avg
Alternate Phonological Awareness (APACS =BN+SN)	106	112	▲ Average to Above Avg
Alternate Rapid Naming (ARNCS =RC+RO)	64	115	▲ Very Poor to Above Avg

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