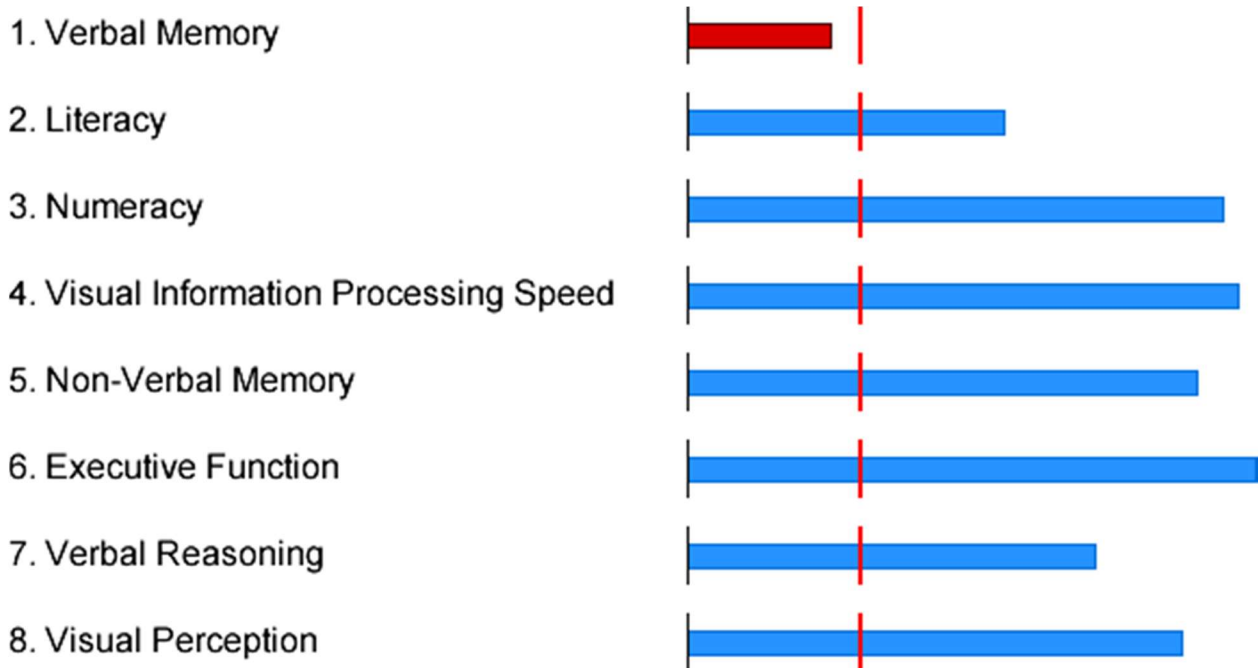


Assessment Report: Additional Learner Support Need

Full Name	Joe Learner
Learning Provider	Your Companies Name
ILP Reference Number	YCN-00001
Report Reference	102/1567
Age at Assessment Date	17
Date of Assessment	25/06/2016
Assessment Administrator	Jane Assessor

Results

The chart below shows Joe's results for each of the eight tests. Any results which are lower than the intervention limit, shown in red, are areas which require intervention.



Support Worker Comments

Notes from Jane Assessor, who was the administrator of the assessment:

Joe was comfortable undertaking the test, although expressed some negativity on the parts he found difficult. This is normal behaviour from Joe who can easily become frustrated when he is struggling with tasks. Joe has never fully enjoyed education and prefers sport and hands on activities. He has completed a traineeship prior to securing this apprenticeship where it was highlighted that Joe is a bright lad but can forget to complete parts of tasks. Joe is good socially and has a professional relationship with his peers.

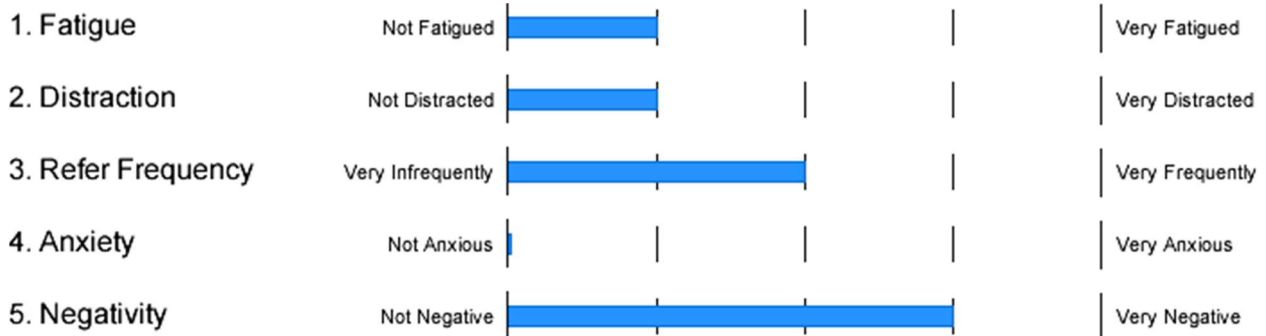
Learner Behaviour

Once the assessment was completed, Jane Assessor was asked to comment on five behavioural aspects which may, or may not, have been displayed by Joe during the assessment.

The questions asked are as follows:

1. How fatigued did the subject appear?
2. How distracted did the subject appear?
3. How frequently did they refer to you [the administrator] for guidance?
4. How anxious did the subject appear?
5. How negative did the subject appear?

The results are as follows:



Conclusion

An opportunity to support your learning has been identified, specifically within the area of Verbal Memory; this can be achieved by improving the strategies used on this type of task. Improving this strategy may help you within your performance within the workplace and personal life.

By improving your Verbal Memory you will become better at tasks involving complex instructions, find it easier to remember what you have read and find some parts of your job easier.

A resource of appropriate strategies will be created for you that will help you to introduce strategies that can make associated tasks easier than they would be otherwise and allow you to become more productive in work and life.

Interventions

A personalised program of strategies has been designed for Joe, which will further develop their skills in tasks associated with Verbal Memory. Through continued practise of these strategies they will become second nature and Joe may become proficient in tasks associated with Verbal Memory.

It's important to note that any individual's ability to undertake specific tasks can be improved over time when the right strategies and behaviours are introduced.

Joe has been allocated a personalised development program, and will have received instructions on how to access this.

Appendix

Tests Undertaken

The CognAssist Apprenticeship Neurodiversity Assessment for 16 – 25 year olds consists of eight sub-tests which investigate literacy and numeracy and six of the main cognitive concepts involved in learning and thinking.

The results of the eight sub-tests are presented in a visual chart which outlines to the reader the subject's cognitive profile and any domain(s) which may benefit from additional intervention to improve the subject's ability with associated tasks.

The results are not absolute and an individual will be able to improve their abilities in each of the domains with practise and appropriate strategies. They are to be used to identify where any additional intervention may be most successfully applied.

The following sub-tests were administered within this Battery and descriptions are provided on the purpose of each.

1. Verbal Memory

This is a measure of memory for verbal information. The sub-test measures 2 forms of memory, immediate and delayed which can alternatively be described as short and long term memory for verbally presented information.

In the case of this sub-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 sub-test has 14 questions related to the passage.

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

2. Literacy

This measures reading accuracy and reading speed.

In this sub-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 sub-test.

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

3. Numeracy

This measures the 4 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.

In this sub-test the subject 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 sub-test.

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

4. Visual Information Processing Speed

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

The subject 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 subject needs to enter the corresponding number into the system. Symbols are displayed at random. This is a time limited sub-test.

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

5. Non- Verbal Memory

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

In this sub-test the subject 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 sub-test.

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

6. Executive Function

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

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

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

7. Verbal Reasoning

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.

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

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

8. Visual Perception

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.

In this sub-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 random placed around the screen. The subject needs to place each of the nine pieces in the correct order to re-build the image.

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

Detailed Results

1. Verbal Recall

Total Questions Displayed	14
Percentage Correct	14.2%
Intervention Limit	20%
Answers Correct	2
Answers Incorrect	12
Questions Not answered	0

2. Literacy

Total Questions Displayed	60
Number Correct	30
Intervention Limit	10
Percentage Correct	50%
Intervention Limit	15%
Answers Correct	30
Answers Incorrect	23
Questions Not answered	7

3. Numeracy

Total Questions Displayed	57
Percentage Correct	66.6%
Intervention Limit	17%
Answers Correct	38
Answers Incorrect	11
Questions Not answered	8

4. Visual Information Processing Speed

Total Questions Displayed	91
Percentage Correct	73.6%
Intervention Limit	25x%
Answers Correct	67
Answers Incorrect	24

5. Non-Verbal Memory

Total Questions Displayed	20
Percentage Correct	90.0%
Intervention Limit	30%
Answers Correct	18
Answers Incorrect	2
Questions Not answered	0

6. Executive Function

Total Questions Displayed	80
Number Correct	80
Intervention Limit	30
Answers Correct	80
Answers Incorrect	0

7. Verbal Reasoning

Total Questions Displayed	72
Number Correct	58
Intervention Limit	20
Percentage Correct	80.6%
Intervention Limit	30%
Answers Correct	58
Answers Incorrect	7
Questions Not answered	7

8. Visual Perception

Total Questions Displayed	7
Number Correct	5
Intervention Limit	2
Answers Correct	5
Questions Not answered	2