

## Cognitive Assessments - Summary

First Name: Sample1 Timepoint: Baseline Date: January 2, 2022

### About this Summary



The members of the XXX want to thank you for taking the time to participate in our study. As part of your participation in this project, we learned about how you use different parts of your brain when doing certain tasks on an iPad. These tasks focus on different ways we use our brain in our daily lives such as for remembering things, speaking and listening, or focusing on small details in the world around us.

The purpose of this summary is to share with you the results of the cognitive tasks that you completed. It's important to note that these tasks were conducted for research purposes only and are not intended to be used as clinical or diagnostic assessments. For the purposes of this research study, these tasks were conducted by research personnel who have been trained in the administration of these tasks, but who are not licensed clinicians.

Remember that the results from this summary are from a single snapshot in time, and may not consider things like stress, sleep, or mood, which can affect the results of these tasks. We want this summary to help you learn about yourself and how you work as a unique individual, but also want you to know that this summary does not replace a comprehensive clinical evaluation.

### DID YOU KNOW?

#### Processing Speed

is a strength for you!



### Areas of Strength

Executive Functioning

Processing Speed

Problem Solving & Reasoning

Memory (Working, Episodic, Short-term & Long-term)

Language



### Examples of Everyday Cognitive Function



An example of someone using **working memory** could be being able to remember a person's address up to 10 minutes after learning it.

Someone demonstrates **episodic memory** by remembering specific experiences, like your first day of school, or a fun party at a friend's house.

Someone using **short-term memory** might be able to repeat a newly learned phone number back to someone without marking it down.

Someone displaying **long-term memory** might remember important dates like birthdays and upcoming appointments, or something they read in a book last year.

Someone demonstrating **executive functioning** might be able to pay attention in class, plan a party, or organize a to-do list.

Someone applying **language skills** might enjoy reading a magazine or writing a short story. They may also be confident or comfortable speaking to a large group and actively listening to others.

Someone using **processing speed** could be able to follow instructions to complete a task, write an assignment or test quickly, or plan a fun activity. They may also be good with recognizing visual patterns, or good with numbers.

Someone displaying **problem-solving abilities** might be able to fix a broken piece of technology, or plan to finish a late project. Someone using **reasoning abilities** may be able to easily figure out what type of gift a friend might enjoy.

### Next Steps to Consider



This summary contains results of cognitive tasks that were conducted solely for research purposes, and we are unable to offer a clinical interpretation of these findings. We recommend that you discuss this summary with your health care providers or educators to see if it can help with your learning needs or determine if a more comprehensive clinical evaluation would be beneficial for you.

If you have consented to share the results of your research assessments with your health care providers, they have also been provided with a copy of this summary.

### Have Questions?



If you have any questions about this report, please contact the Study Team.

### Acknowledgement

This summary has been co-designed with the XXX.

### Areas that Might Need Extra Support

Verbal Learning

Visual Problem Solving

