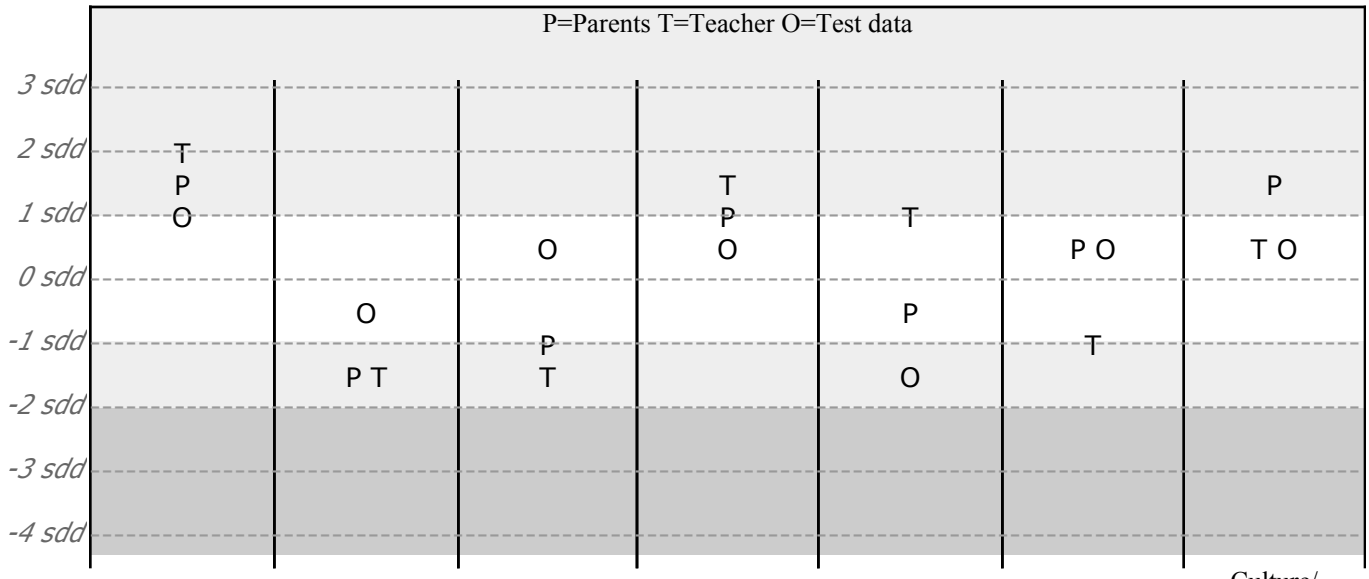
The Cognitive Processing Inventory (CPI)

Name: Kristine (example) **Age:** 10 **Grade:** 4 **School:** Smith Elementary School **Date:** 3/10/08

The chart below shows relative processing strengths and/or weaknesses within Kristine based upon normative data from CPI ratings and/or objective test information. 0 (zero) sdd represents Kristine's average overall CPI rating.



validity		Auditory	vs	Visual	Sequential	vs	Conceptual	Speed	Executive	Culture/ Language
	P	1.4	1.9	-1.6	-1.0	-1.2	1.0	-0.6	0.5	1.4
+	T	2.2	2.5	-1.3	-1.7	-1.8	1.6	0.9	-1.1	0.8
	O	1.0	1.1	-0.5	0.5	0.1	0.4	-1.4	0.5	0.5

standard deviation of difference values - mean=0
+/- 1.0 = moderate difference, +/- 2.0 = significant difference

Interpretation

This report is based upon:
- Combined parent ratings
- Teacher rating which appears to be valid.
- Objective test data derived from: Wechsler IQ Scale

The following interpretation is based upon analysis of cognitive processing differences within Kristine:
- +Auditory Processing – relative strength
- —Visual Processing – severe concern (Teacher), moderate concern (Parent, Test data)
- –Sequential Processing – moderate concern (Parent, Teacher)
- +Conceptual Processing – relative strength
- –Processing Speed – moderate concern (Test data)
- –Executive Functioning – moderate concern (Teacher)
- Culture/Language Impact – no concern

Risk Factors (factors which are commonly associated with learning disabilities)

- Family learning difficulties
- Childhood ear infections
- Identified ADD/ADHD
- Identified learning disability

Rule-Out Factors (factors which frequently impact education and should be ruled out before identifying a learning disability)

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Native language issue
Lack of educational exposure
Behavior concerns

Auditory Processing - relative strength: Auditory processing involves the general ability to understand, remember, and utilize auditory information. For Kristine, Auditory Processing is suggested to be a relative strength. This indicates that she may learn better when visual information (such as charts, graphs, maps, demonstration, etc.) is supported with verbal clarification.

Visual Processing - severe concern (Teacher), moderate concern (Parent, Test data): Visual Processing involves the ability to understand, remember and utilize visual information even when it becomes abstract or complex. For Kristine, Visual Processing is suggested to be a relative weakness. This suggests that she may experience difficulty coping with visual information such as charts, graphs, or cluttered worksheets. Students with this learning/processing style often struggle with the visualization required for math and spelling but may also experience some difficulty with reading comprehension (especially without pictures). Such students may need to be prompted or reminded to 'visualize' information and may benefit from extra verbal instruction or clarification.

Sequential Processing - moderate concern (Parent, Teacher): Sequential Processing is generally regarded as the brain's detailed filing system. It involves the ability to learn, memorize, organize, and express detailed or specific information. For Kristine, Sequential Processing is suggested to be a relative weakness. This indicates that she may experience difficulty learning or remembering specific facts or instructions. Students with this learning/processing style usually struggle with reading speed, learning/remembering specific math steps or formulas, the mechanics of writing, and organizing thoughts for expression - especially in writing. Students with poor sequencing skills may benefit from external structure (such as lists, schedules, reminders, etc.). Such students also sometimes have stronger conceptual processing abilities (reasoning, abstract thinking, creativity) and may learn best when first presented overviews, summaries, and underlying concepts rather than detailed facts.

Conceptual Processing - relative strength: Conceptual Processing involves the ability to learn, remember, and understand overall patterns and broad concepts as well as the ability to utilize this 'deeper understanding' for use in higher-order thinking, creativity, and reasoning. For Kristine, Conceptual Processing is suggested to be a relative strength. This indicates that she may be a ‘big picture’ learner who is particularly adept at grasping broad meaningful knowledge, inferring complex or abstract relationships, and demonstrating considerable creativity. Students with this processing style tend to learn best and be better able to maintain engagement and motivation when given opportunities to utilize their creativity and conceptual thinking skills before or in conjunction with attempts to teach more detailed or sequential skills.

Processing Speed - moderate concern (Test data): Processing Speed involves how quickly the brain is able to act or react in various situations. Problems can arise when information is either processed too slowly (i.e. the person can't keep up) or too quickly (i.e. the person responds impulsively or carelessly). For Kristine, Processing Speed is suggested to be somewhat lower than normal. This indicates that she may struggle to keep up with all types of instruction, classroom activities, and homework assignments. Any situation with an expressed or implied time pressure - such as tests or even class discussion - will probably be difficult. Impulsive or careless behavior may arise out of a need to act or react to a given situation before the brain has a chance to develop a more thoughtful response. Students with this learning/processing style sometimes demonstrate surprisingly strong reasoning and problem-solving skills when given enough time to fully process the information. Relatively low Processing Speed is sometimes associated with an attention deficit disorder (ADHD - Inattentive type).

Executive Functioning - moderate concern (Teacher): Executive Functioning refers to the overall ability to manage or regulate several primary cognitive and emotional processes. This involves initiation, planning, organization, and execution of various tasks as well as the ability to cope with transitions or regulate emotional responses. For Kristine, Executive Functioning is suggested to be a relative weakness. This indicates that she may struggle to maintain focus or attention, plan or organize activities, initiate or complete tasks, or cope with unstructured situations or changes in routine. Students with Executive Functioning issues often need externalized structure (i.e. lists, schedules, etc.) and typically respond well to increased routine and predictability in their lives. Weakness in this area is often associated with an attention deficit disorder.

Culture/Language Impact - no concern: Culture/Language Impact refers to the potentially negative impact which issues such as

cultural background or limited exposure to English language instruction may have upon academic progress. Within the CPI, the Culture/Language Index attempts to evaluate how an individual responds to situations which typically are highly influenced by issues of culture or language. For Kristine, Culture/Language Impact is not identified as an area of concern.

Recommendations

Based upon the overall results of available CPI ratings, the following educational recommendations are offered for Kristine:

READING RECOMMENDATIONS

Read summary or review questions first. This helps establish the big picture and underlying meaning of the material. Then, when the passage is read the details will make more sense.

Look at pictures if they are available. This helps get the general meaning across and uses the visual processing skills (which are often a relative strength).

Skim through each paragraph looking for the topic sentence. There is usually one sentence that will give the basic idea of the whole paragraph. Finding that sentence will help all the other pieces of the paragraph make sense.

When taking a test that requires reading, look at the questions first. Then you will know what information to really look for in the reading passage.

Read out loud. This can sometimes help you keep focused and reinforce the auditory information.

Force yourself to spend extra time reading through material in order understand the deeper meaning.

While reading try to visualize what is happening.

Stop after each paragraph to see if you really understood what you read. Try to guess what may happen in the next paragraph.

Use your finger, a bookmark, or piece of paper to help keep your place while reading.

WRITING RECOMMENDATIONS

Outline your thoughts. It is very important to get the main ideas down on paper without having to struggle with the details of spelling, punctuation, etc. Try writing just one key word or phrase for each paragraph, then go back later to fill in the details.

Really practice keyboarding skills! It may be difficult at first, but after you have learned the pattern of the keys, typing will be faster and clearer than handwriting.

Use a computer to organize information and check spelling. Even if your keyboarding skills aren't great, a computer can sure help with the details.

Continue practicing handwriting. As frustrating as it may be, there will be times throughout your life that you will need to be able to write things down and maybe even share your handwriting with others. It will continue to improve as long as you keep working at it.

Talk to yourself as you write. This may provide valuable auditory feedback.

Slow down! Take time to really plan and organize your thoughts before starting to write.

Take time to "visualize" letters and words when working on spelling.

Use spell check when appropriate and really pay attention to your mistakes.

Draw a picture of a thought for each paragraph.

MATH RECOMMENDATIONS

Take extra time to look at any visual information that may be provided (picture, chart, graph, etc.).

Read the problem out loud and listen very carefully. This allows you to use your auditory skills (which may be a strength).

Ask to see an example.

Try to think of a real-life situation that would involve this type of problem.

Do math problems on graph paper to keep the numbers neat and organized.

Ask for uncluttered worksheets so that you are not overwhelmed by too much visual information.

Spend extra time memorizing math facts. Use rhythm or music to help memorize.

Use a calculator when necessary, but continue working on basic math facts. Know where to find important formulas when you need them.

Draw simple pictures to help solve story problems.

Work extra hard to visualize math problems. Maybe even draw yourself a picture to help understand the problem.

Recheck your work to avoid making careless mistakes.

GENERAL RECOMMENDATIONS

Take extra time to look at any visual information which may be available (pictures, videos, writing, etc.).

Ask for a verbal description or explanation when visual information is confusing.

Listen, listen, listen for any information you may need.

Make lists of assignments, chores, or other obligations. Take time to break large tasks into smaller, manageable pieces. Make a schedule of when different portions of a task should be done.

Ask teachers/instructors for a clear and simple overview or summary of what will be learned before a lesson is broken into specific parts.

Try more "hands-on" experiences to use your other senses to learn.

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Ask to be tested in a quiet area to avoid distractions.

Ask for an alternative to computer-scored answer sheets (the small boxes or circles can be very visually confusing).

Ask for repetition and clarification of verbal instruction (the more you hear it, the better you will learn).

Ask to have important information drawn or at least written on the board so you have time to look at it.

Try sitting near the front of the classroom to maintain attention.

Ask for examples and demonstrations of what is expected from assignments and projects.

Be sure you have enough time to think. Ask teachers/instructors not to "put you on the spot" by asking questions unless you have time to organize your thoughts.

Ask for a clearer explanation when you don't understand the details.

When memorizing details, combine words with music or rhythm to provide a more "conceptual feel". Also try mnemonic devices.

Ask for concrete visual aids (drawing, charts, video, etc.) to help understand the "big picture".

Take extra time to think through tests and assignments.

Pay attention, watching and listening for any important information you may need.

Ask teachers/instructors for worksheets or tests with larger print and less "clutter".