



## ATTENTIONAL PROFILE EVALUATION REPORT

**Full name** Jorge Anonymous

**Gender** Male

**Age** 13

**School year** 1º ESO

**Date of test** 2018/04/11 09:14:04

This report is for use as an interpretation aid by the test administrator. This report is a guide.

<b>Full name</b>	JorgeAnonymous
<b>Gender</b>	Male
<b>Date of birth</b>	2005-03-12
<b>School year</b>	1º ESO

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<b>Date of test</b>	2018/04/11 09:14:04
<b>Duration of the test</b>	00:19:26
<b>Scale used</b>	12-16 Male

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#### **Previous comments**

No previous comments

#### **Comments following the test**

No comments following the test

# 1. NESPLORA AULA SCHOOL ORIENTATION REPORT

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## 1.1 INTRODUCTION

All students have their own distinguishing characteristics, one of which is their own, unique way of learning. It is for this reason that teaching methods must be adapted to the diverse nature of the students and the learning process. There is no single method that is better in absolute terms, but one strategic approach may offer better results as it adapts to the way the individual student learns. Teaching methods embrace many contextual processes and influential factors on the students' learning experience. Among these, the importance of attention processes in the learning experience is particularly notable.

From our experience using the Nesplora Aula tool (in a clinical and research environment), we have proven the value of the tool beyond just helping to facilitate a clinical diagnosis. We have produced a report that locates the Nesplora Aula results in the education environment, using objective information to create an attentional profile and psycho-pedagogical guidance according to this profile, which ultimately facilitate student learning and a greater integration of cognitive diversity in the classroom.

This report collates the information from the student's attentional evaluation, which has been undertaken with the aim of facilitating a better understanding and providing information with regards to how they can be supported at school. The evaluation has been carried out with the help of tools that have been proved to be both appropriate and efficient, guaranteeing high-quality, trustworthy data. However, evaluating people is both a complicated and delicate process and the information must be interpreted with caution, without coming to hasty or unrealistic conclusions. In order to facilitate the understanding of this data, we ask you to take into account the fact that the results of the evaluation may have been impacted by circumstantial factors, including the student's motivation, health on the day of the test, attention paid to the given instructions, etc. Therefore, if any results appear to be anomalies, an individual and more detailed evaluation should be carried out by a professional before coming to conclusions that may be considered hasty or gratuitous.

## 1.2 OBJECTIVES

The objective of this report is to find out the student's attentional profile, **their strengths and their weaknesses**, in addition to offering them strategies to aid their learning.

It also aims to provide an **early diagnosis** of any attentional problems, thus enabling early intervention that can be adapted to the needs of the student.

## 1.3. DESCRIPTION OF THE TEST

Nesplora Aula School is a test carried out in a virtual environment, using a special headset that is equipped with motion sensors and headphones. It is designed to evaluate attentional processes in students between 6 and 16 years old.

The virtual setting is similar to a school classroom and it places the student at one of the desks, giving the sensation that he/she is actually in the classroom.

On the virtual board and using the headphones, a series of stimuli are presented. The student should then respond to these, following the instructions.

The factors that will be evaluated during the test are the following:

## SCORES

- **Correct answers by pressing** Number of times Jorge pressed the button when a presented with a stimulus. This type of correct answers are not considered a measure of sustained attention.

- **Correct answers without pressing** Number of times he/she should not have pressed the button when a stimulus appeared and did not press it. This type of correct answer are interpreted as having the ability to control impulses.

## TYPE OF IMPLEMENTATION

- **Average response time for correct answers** Indicates the average time between the appearance of the stimulus and Jorge pressing the button. It is considered a measure of response speed.

- **Standard deviation response time for correct answers** Indicates whether or not the response time is constant throughout the test. It is a means of measuring fatigue or a decrease in supervision and/or distractibility.

- **Motor activity** This reflects the child's head movements while completing the test.

The graphics and tables shown in the report demonstrate the scores obtained during the test (correct answers with and without pressing) and the type of implementation (average response time, standard deviation of response time and motor activity). The child's performance is expressed in T points and the interpretation of these scores can be seen in the following table.

Scores	
T Scores	Performance
61-80	High
41-60	Medium
20-40	Medium-low / Could be improved

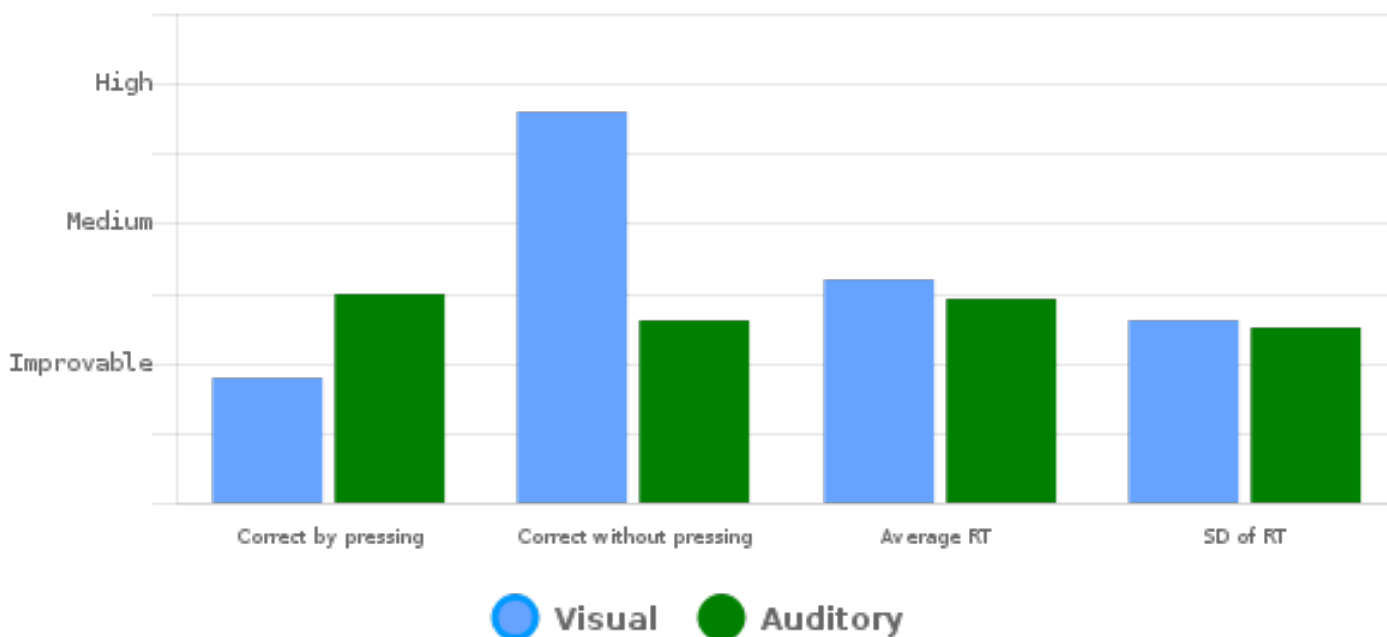
Despite the fact that all scores could be improved, those with the greatest range of improvement are considered 'improvable'. Additionally, there is a series of psycho-pedagogical guidelines associated with the child's attentional profile, at the end of the report.

This report shows Jorge's performance in these tasks when subjected to the following circumstances and visual and auditory stimuli, with and without distractions, when carrying out one stimulating, one monotonous and one general task.

The quality of their attention span and Motor Activity during the test are also demonstrated.

\*The asterisks that can be seen in the tables indicate a significant statistical difference between the conditions shown.

## 2. AUDITORY AND VISUAL PERFORMANCE

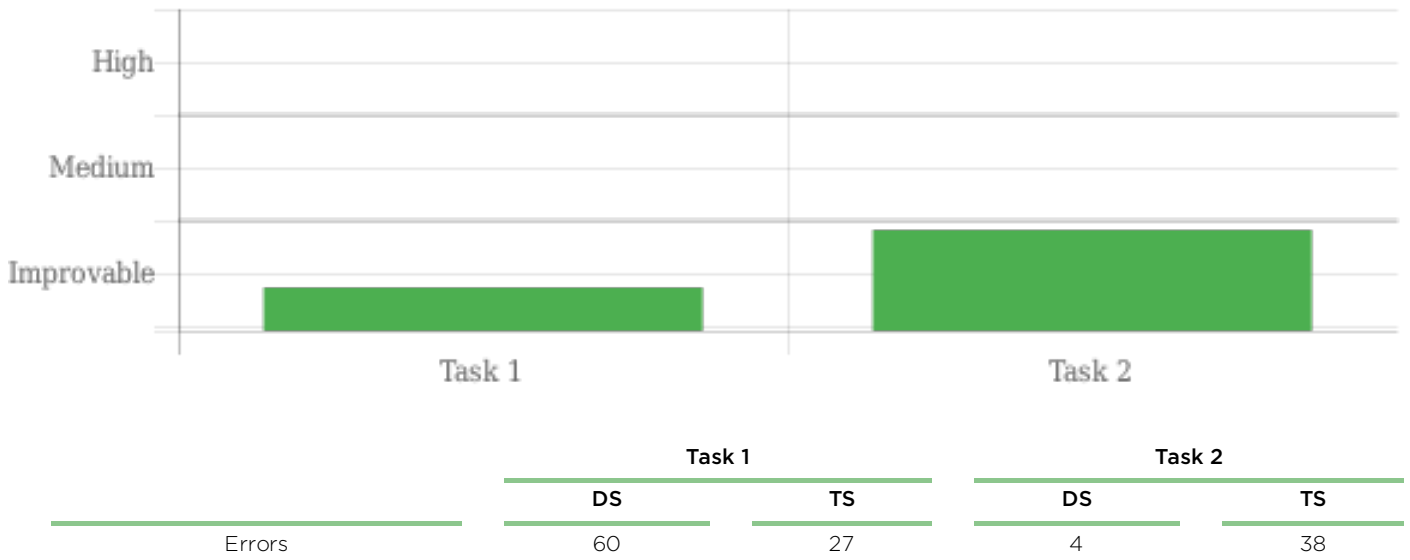


In Nesplora Aula School, Jorge responds to auditory and visual stimuli. We can obtain the differences by sensory channel, comparing the results between both types of stimuli.

	Visual		Auditory	
	DS	TS	DS	TS
Correct answers by pressing	28	28	*80	40
Correct answers without pressing	*91	66	78	36
Average Response Time	673.88	42	1169.95	39
Standard deviation of Response Time	326.5	36	458.97	35

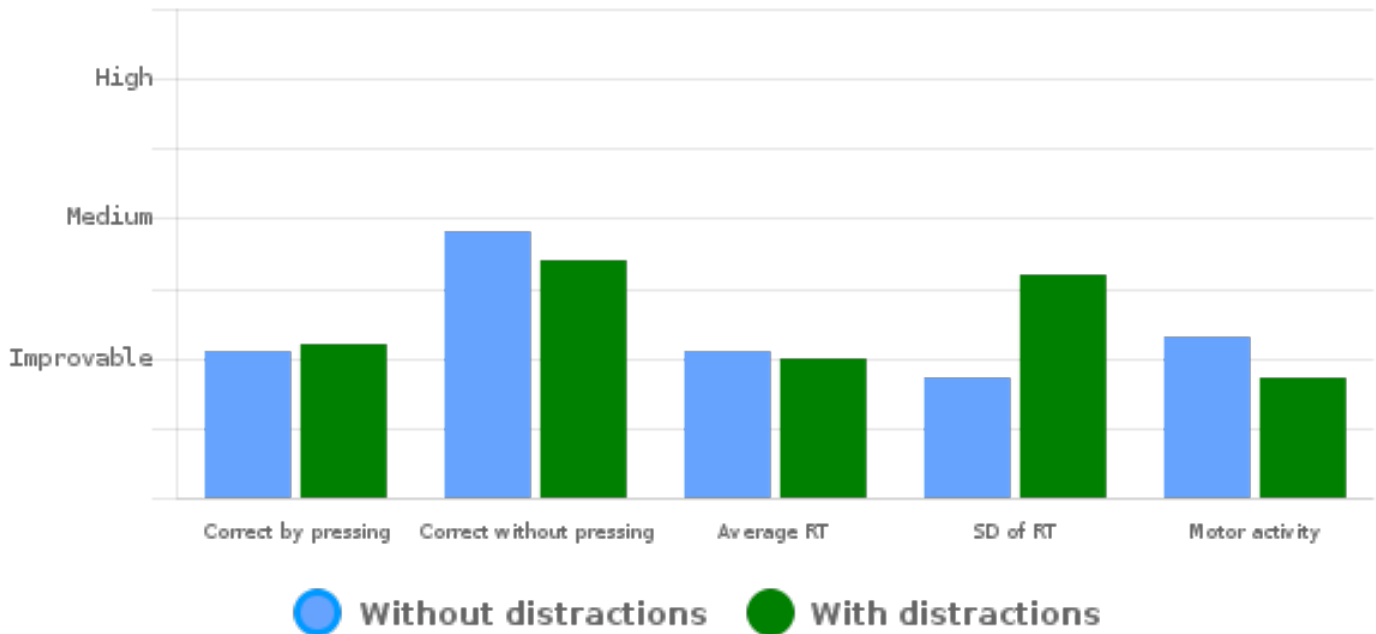
## 2.1 QUALITY OF ATTENTIONAL FOCUS

The following table indicates the errors made in the visual stimuli when looking at the board. They enable us to evaluate the child's attention span.



### 3. PERFORMANCE WITHOUT/WITH DISTRACTIONS

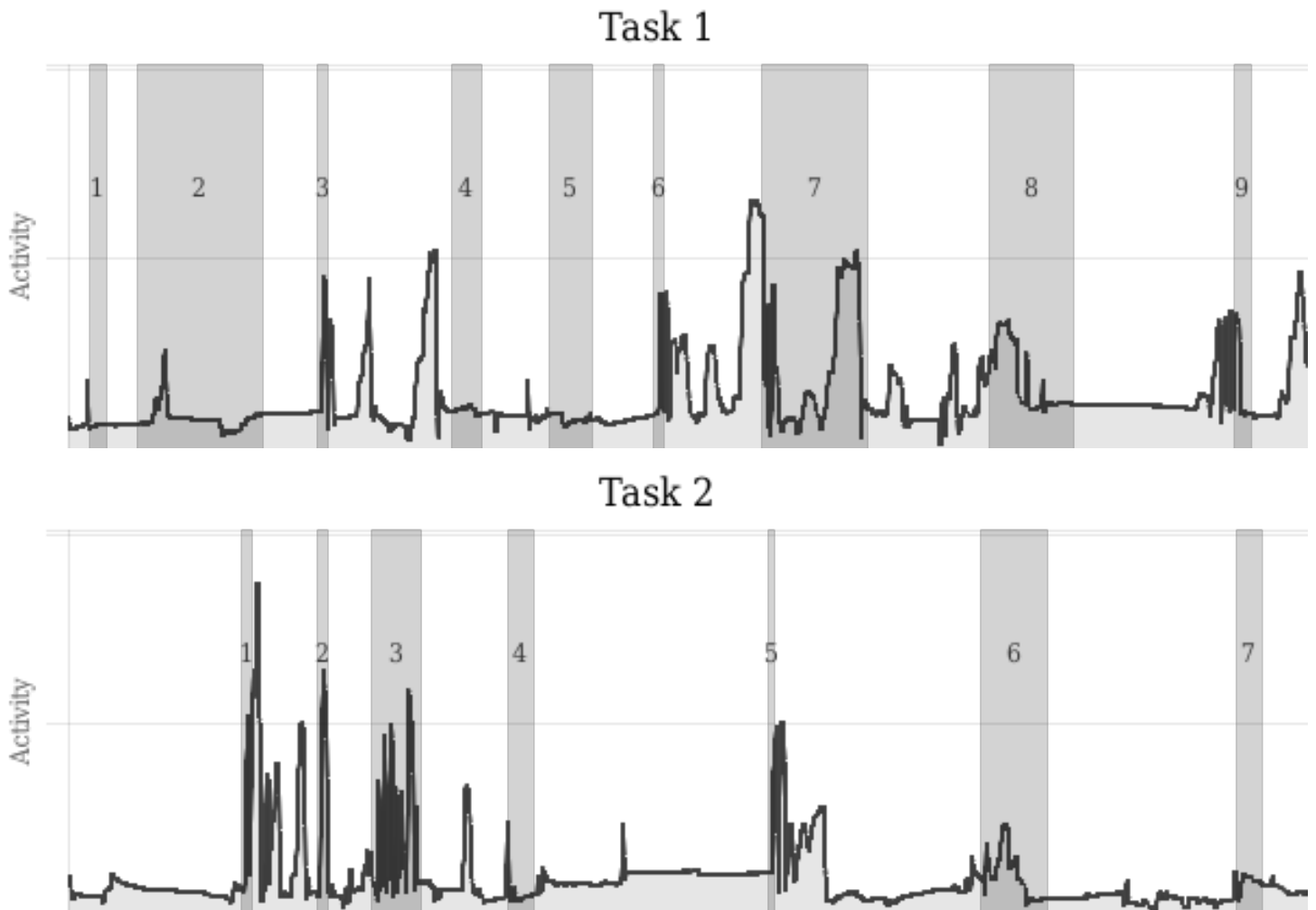
Nesplora Aula School has analysed Jorge's progress with and without distractions. During the test, typical school classroom distractions appear, enabling us to find out how Jorge performs in the test with and without the presence of these distractions.



	Without distractions		With distractions	
	DS	TS	DS	TS
% Correct answers by pressing	58.12%	31	63.49%	32
% Correct answers without pressing	94.33%	48	92.31%	44
Average Response Time	1022.33	31	1073.65	30
Standard deviation of Response Time	520.79	27	400.99	42
Motor activity	1.23	33	2.48	27

### 3.1. GRAPH SHOWING MOTOR ACTIVITY IN RELATION TO DISTRACTIONS

This graph indicates Jorge's motor activity with reference to the distractions within Nesplora Aula School. The peaks in activity associated with the distractions indicate that Jorge's motor activity is impacted by distractions.



#### Task 1 (No Go)

1. Ball of paper	Visual
2. Teacher's footsteps	Visual
3. Whispering to the right	Auditory
4. The teacher drops a pen	Visual
5. A child passes a note	Visual
6. Coughing to the left	Auditory
7. A child hands a piece of paper to the teacher	Visual
8. An ambulance drives by	Visual
9. The bell rings	Auditory

#### Task 2 (Go)

1. Whispering to the left	Auditory
2. Coughing to the right	Auditory
3. Footsteps in the corridor	Auditory
4. A child to the left raises their hand	Visual
5. Laughter can be heard	Auditory
6. Somebody knocks on the door	Visual
7. A child to the right raises their hand	Visual

This graph indicates whether the movement is unrelated or a response, and if the peaks in movement are related to visual or auditory distractions.

## 4. PERFORMANCE DEPENDING ON THE TYPE OF EXERCISE

In Nesplora Aula School, Jorge has completed two tasks. The first consists of responding to a large number of stimulants which enable us to observe their ability to control impulses. The second task was slow and monotonous, enabling us to evaluate their levels of attention and concentration.

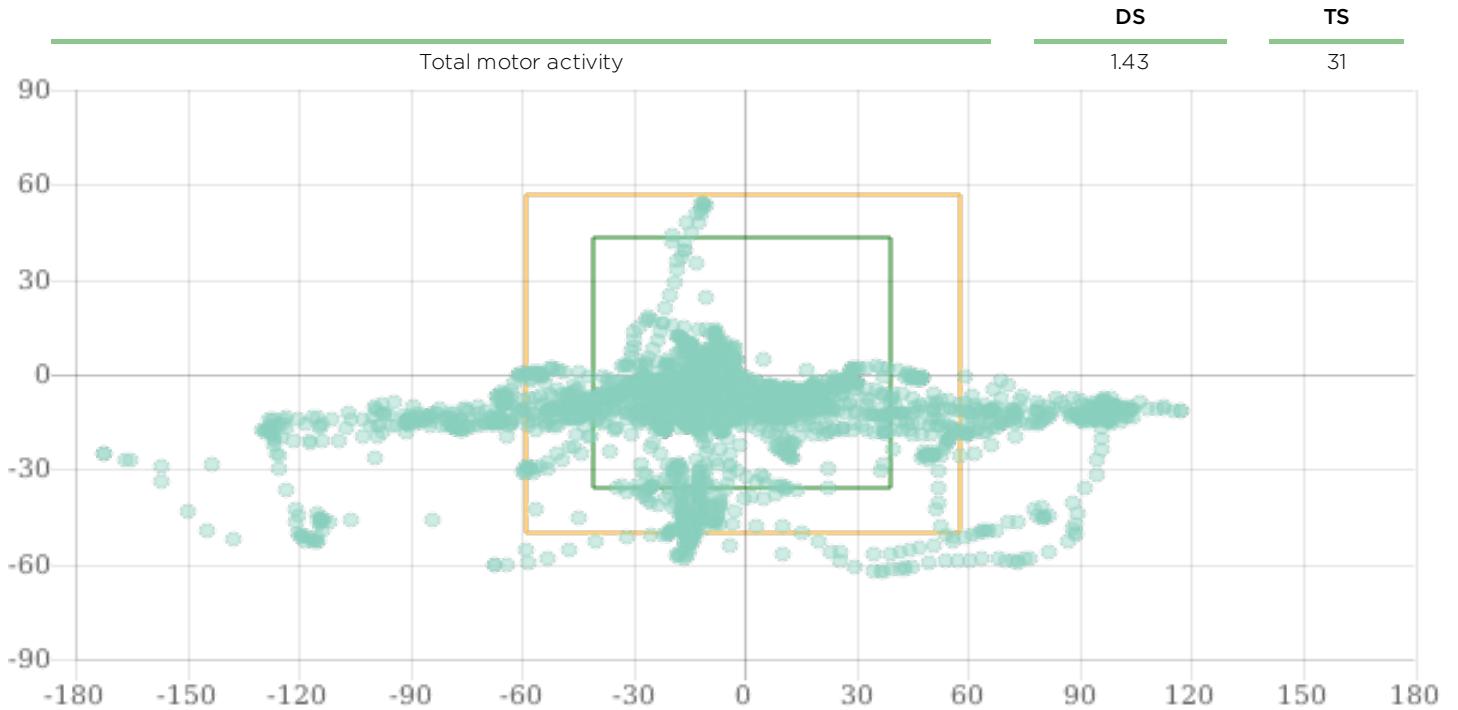


	Task 1		Task 2	
	DS	TS	DS	TS
Correct answers by pressing	*78	32	30	37
Correct answers without pressing	26	46	*143	56
Average Response Time	1068.2	30	971.5	37
Standard deviation of Response Time	446.79	38	552.81	24
Motor activity	1.48	30	1.38	33

\*\*The significant differences indicated should be interpreted with caution.

## 5. MOTOR ACTIVITY

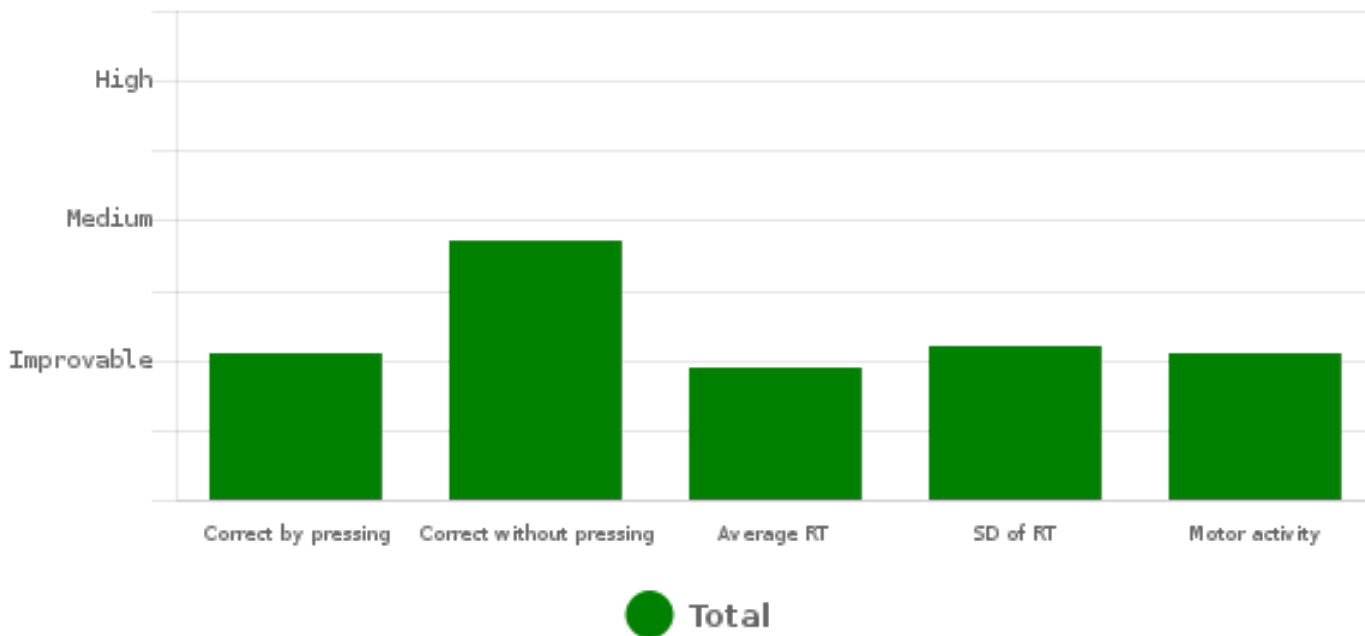
This graph indicates Jorge's head movements throughout the test. The diagram provides a visual image of the attention paid to the board and the task in general.



\*The green frame represents the area which observes the full visual stimulus on the board. The yellow frame represents the angle from which the visual stimulus can still be seen. Outside of this area, it is impossible to visually perform well in the test.

## 6. GENERAL RESULTS

This graph shows the general scores that Jorge has obtained throughout the whole test. These scores are general and serve as a guide. In order to get a more detailed idea of Jorge's profile, the previous scores should be analysed.



	DS	TS
Correct answers by pressing	108	31
Correct answers without pressing	169	47
Average Response Time	1041.34	29
Standard deviation of Response Time	480.56	32
Motor activity	1.43	31

## 7. JORGE'S ATTENTIONAL PROFILE

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Jorge's attentional profile is described below, according to the scores obtained in the Nesplora Aula School test.

The Nesplora Aula School levels indicate that Jorge shows some difficulties in carrying out the tasks. The correct answers by pressing indicate a low/improvable level of sustained attention. The correct answers without pressing indicate that Jorge has an average/normal ability to manage impulses. Jorge's response time during the test is slower than the average for his/her age and responds inconstantly. In terms of the motor activity during the task, excessive movement is observed.

In relation to the sensory channel, the Nesplora Aula School scores show a better performance with auditory stimuli than with visual stimuli, indicating that he/she finds this type of stimuli easier to process.

With regards to the quality of the attentional focus, some of the errors made by Jorge on a visual level, were made while looking at the board. This could indicate that internal distractions make it difficult for them to concentrate on the task, even though their attentional focus is in the right place.

The results obtained both with and without distractions indicate that Jorge Shows attentional difficulties, however, he/she performs similarly under both conditions. The external stimuli do not influence the results. The factors that may be interfering with his/her ability to pay attention should therefore be further evaluated

The results obtained in both tasks indicate that in terms of Jorge's level of attention He/she got more correct answers when pressing during the second task, indicating that he/she finds it easier to stay focused when the surroundings or the task are more peaceful or monotonous.

In terms of managing impulses during both tasks, the Nesplora Aula school results indicate that Jorge He/she got more correct answers without pressing during the second task, indicating that he/she finds easier to manage impulses and avoid incorrect answers in more peaceful or monotonous tasks.

## 8. ATTENTIONAL PROFILE GUIDELINES FOR JORGE

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Generally, the Nesplora Aula School scores demonstrate low performance in the attention tasks, which indicates that he/she may find tasks that require a longer attention span, challenging. Based on this, strategies and methodologies to facilitate Jorge's learning process are recommended:

- To get the student's attention before giving the group explanation.
- When in the classroom, summarise the instructions given to the group, individually, and if possible, ask him/her to verbally express what he/she has understood.
- Nominate classmates who study using adequate strategies and have a good level of attention, as supervisors, so that they can help the student, when necessary.
- Divide the tasks into sections and supervise the time spent on each one (use a clock or stopwatch). Try to ensure that the tasks are short, well structured and motivating.
- To give the instructions as he/she carries out the different steps.
- Create routines which ensure that the sessions are better organised and that they enable the student to anticipate what will happen next.
- To transfer knowledge by way of association and experiences, drawing on previous knowledge and reworking the content or its presentation in keeping with the students' interests.
- To encourage them to carry out practical exercises.
- Discover the student's potential alongside them, helping them to feel better and enable their personal development.

On the other hand, the Nesplora Aula School results demonstrate that Jorge has excessive motor activity in comparison to his/her peer group. Strategies to redirect his/her need to move around in a more controlled manner that is adapted to the situation, are recommended.:

- Anticipate challenging situations and develop a strategy for dealing with them, in advance. (For example, when going out for a break, we could give the student the responsibility of letting classmates go past in groups of five.)
- Identify signs that indicate restlessness such as repeatedly tapping the table with a pencil and redirect them towards carrying out tasks that require an element of movement, such as distributing worksheets.
- Sometimes, allowing them to move while sat down encourages them to carry out the task.
- Allow the child to have an outlet, for example, being able to carry out controlled movements (notifying the caretaker, photocopying...), or make them the focus of the explanation.
- Enable physical activity to reduce their level of activity. (For example, before starting a session that requires concentration and after having completed the work, allow them to walk up and down the stairs).
- Allow him/her to move around, get up, go for a walk, showing him/her how to get up at the appropriate time (for example, allowing him/her to get up once he/she has finished the exercise, or when he/she is required to, such as cleaning the board).

Jorge's response time during the test is slower than the average for his/her age, indicating that he/she takes longer to process information.:

- A structured environment with reminders, repetitions, etc., is therefore recommended.
- To use the diary in order to improve personal organisation.

- Combine short periods of paying attention with a more practical task.
- To give more time to carry out the activities.
- To focus more on the quality than the quantity of the task.

The Nesplora Aula School scores indicate that it is easier to process auditory stimuli. Based on this, auditory strategies and methodologies are recommending during the learning process, such as:

- Giving oral explanations for written and visual material.
- Reading written content out loud.
- Recording the content and play it back to aid their learning.
- Explaining the content to someone else.

It has also be observed that the distractions do not have an effect on Jorge's ability to carry out the test. It is recommended that the most ideal environment for them to carry out their tasks is evaluated: calm surroundings without stimuli or distractions, or surroundings with some form of stimulation.

**The scores obtained in the test indicate that it is necessary to refer a professional for a more exhaustive evaluation.**