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**ASSESSMENT REPORT OF THE ATTENTION PROFILE**

**Full name:** Markel Anónimo

**Gender:** Male

**Age:** 7

**Execution of the test:** 11/13/2020 12:17

*This report is intended to be used by the test administrator as an interpretive aid. This is an orientation report.*

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**Full name:** MarkelAnónimo  
**Gender:** Male  
**Date of birth:** 11/29/2012  
**Age:** 7 years  
**School year:**

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**Execution of the test:** 11/13/2020 12:17  
**Duration of the test:** 0:16:40  
**Scale used:** 8 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:

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### SCORES

- **Correct answers by pressing:** Number of times Markel pressed the button when a presented with a stimulus. This type of correct answers are 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 Markel 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

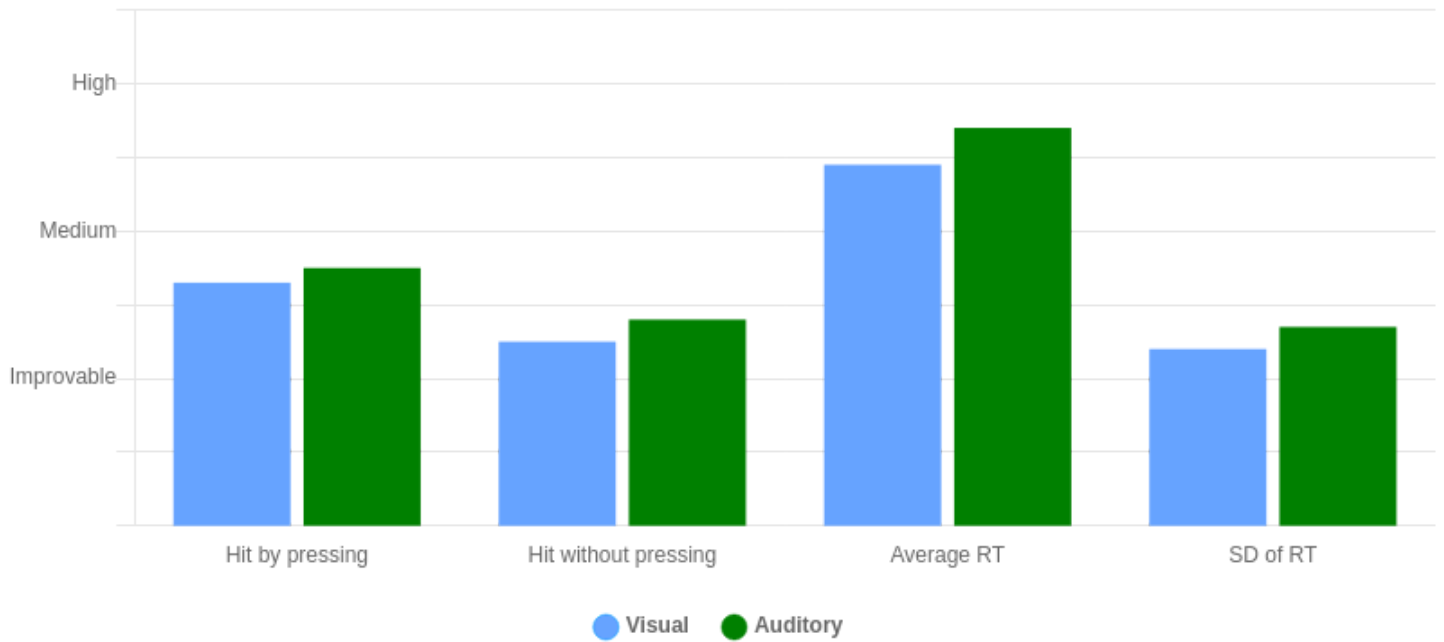
Despite the fact that all scores could be improved, those with the greatest range of improvement are considered 'improvable'. Additionally, there is a series of psycho-pedagogical guidelines associated with the child's attentional profile, at the end of the report.

This report shows Markel'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, Markel 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	51	43	*78	45
Correct answers without pressing	74	35	68	38
Average Response Time	633.57	59	822.65	64
Standard deviation of Response Time	488.31	34	471.87	37

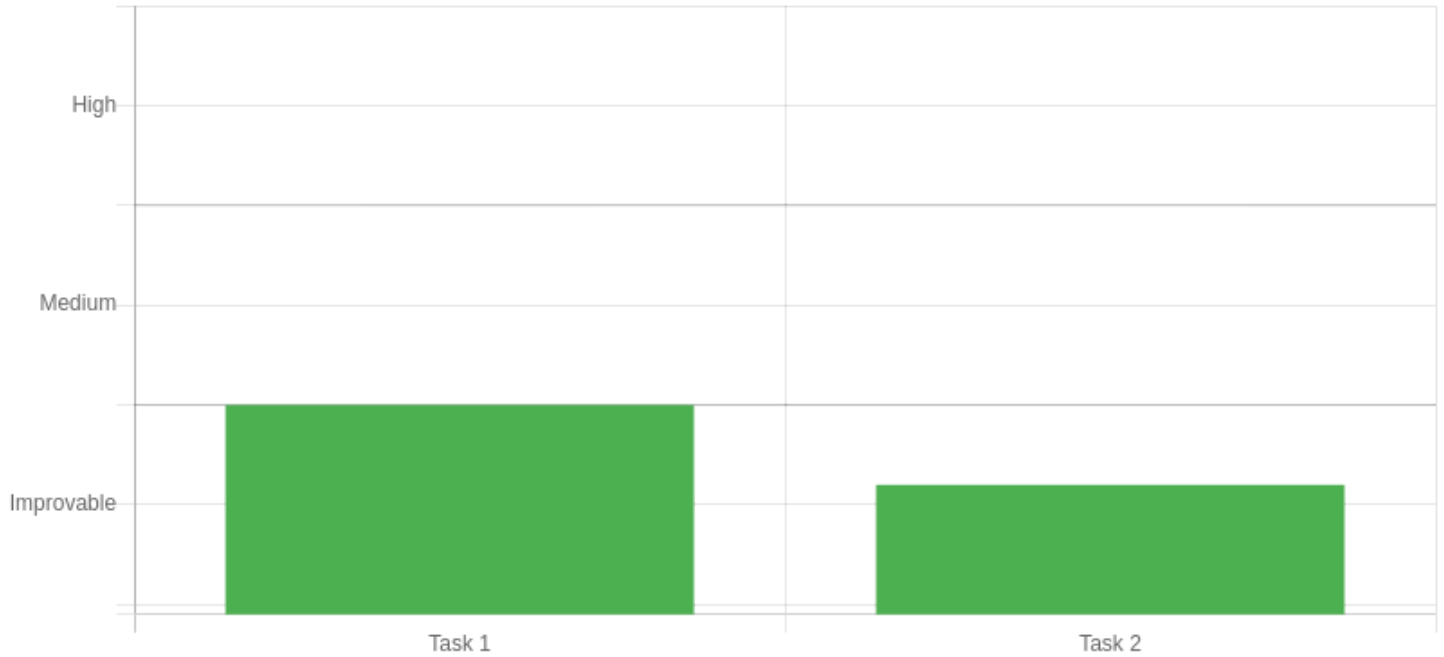
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### 2.1. QUALITY OF ATTENTIONAL FOCUS:

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.

Attention focus quality



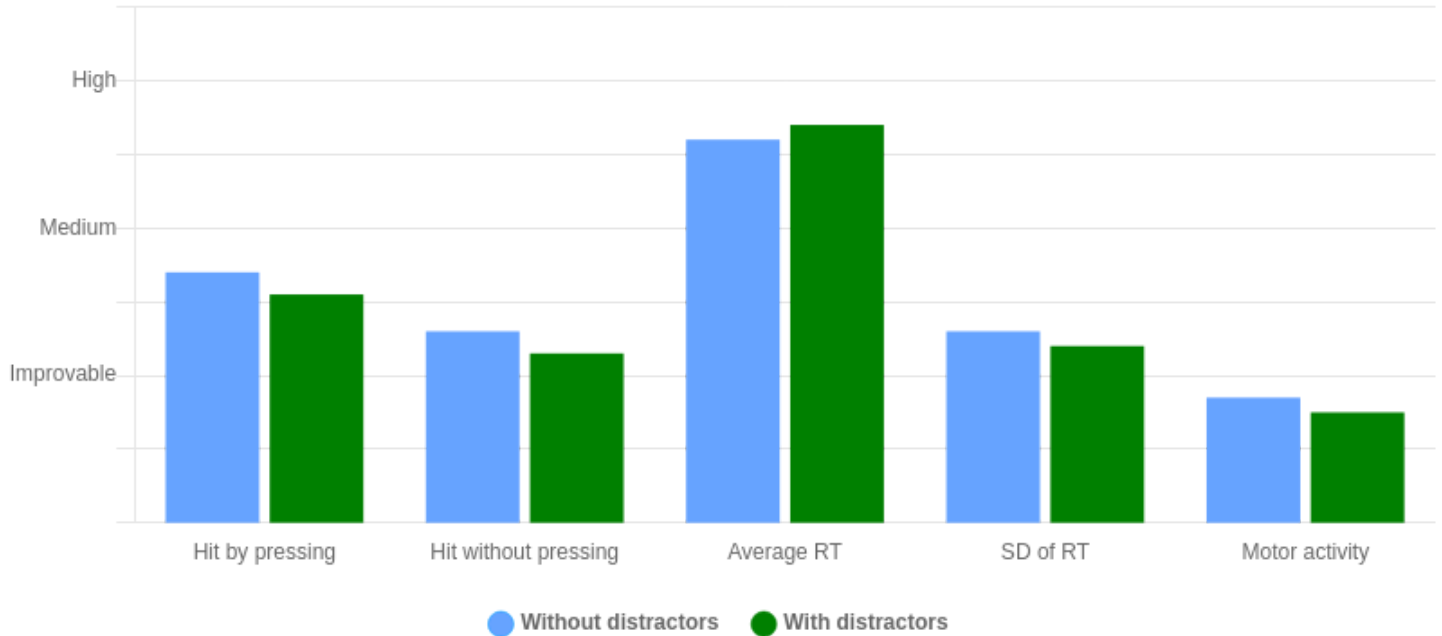
Errors	Task 1		Task 2	
	DS	TS	DS	TS
	42	40	17	32

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### 3. PERFORMANCE WITHOUT/WITH DISTRACTIONS

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



	Without distractions		With distractions	
	DS	TS	DS	TS
% Correct answers by pressing	71.7%	44	71.62%	41
% Correct answers without pressing	*82.27%	36	66.67%	33
Average Response Time	758.03	62	733.37	64
Standard deviation of Response Time	476.29	36	502.29	34
Motor activity	3.41	27	3.81	25

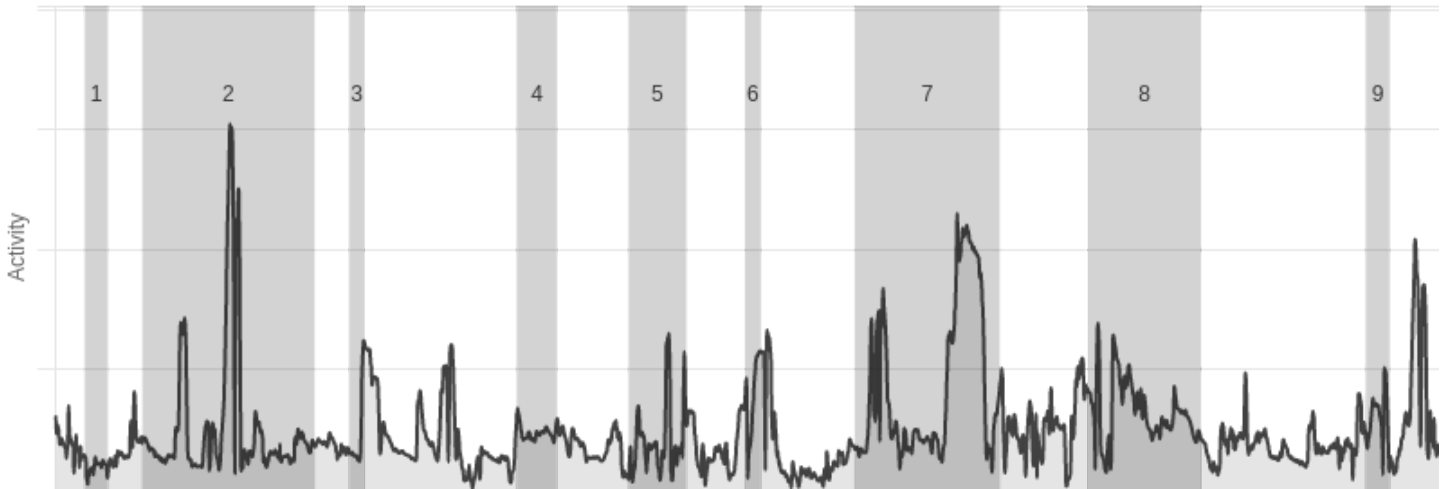
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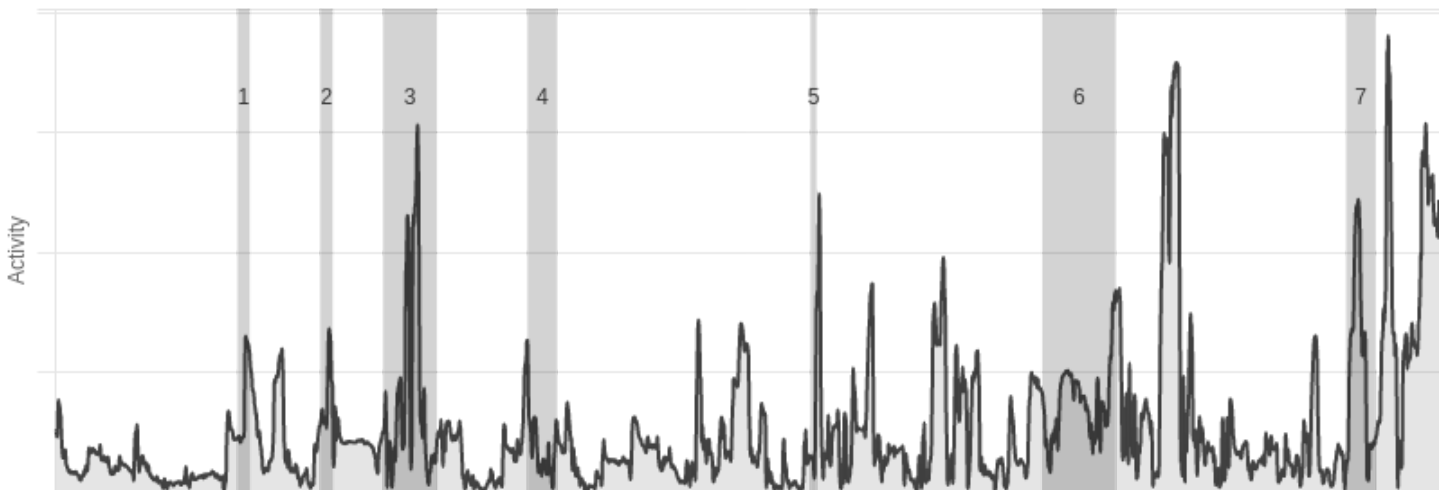
### 3.1. GRAPH SHOWING MOTOR ACTIVITY IN RELATION TO DISTRACTIONS

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

Task 1



Task 2



#### 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.

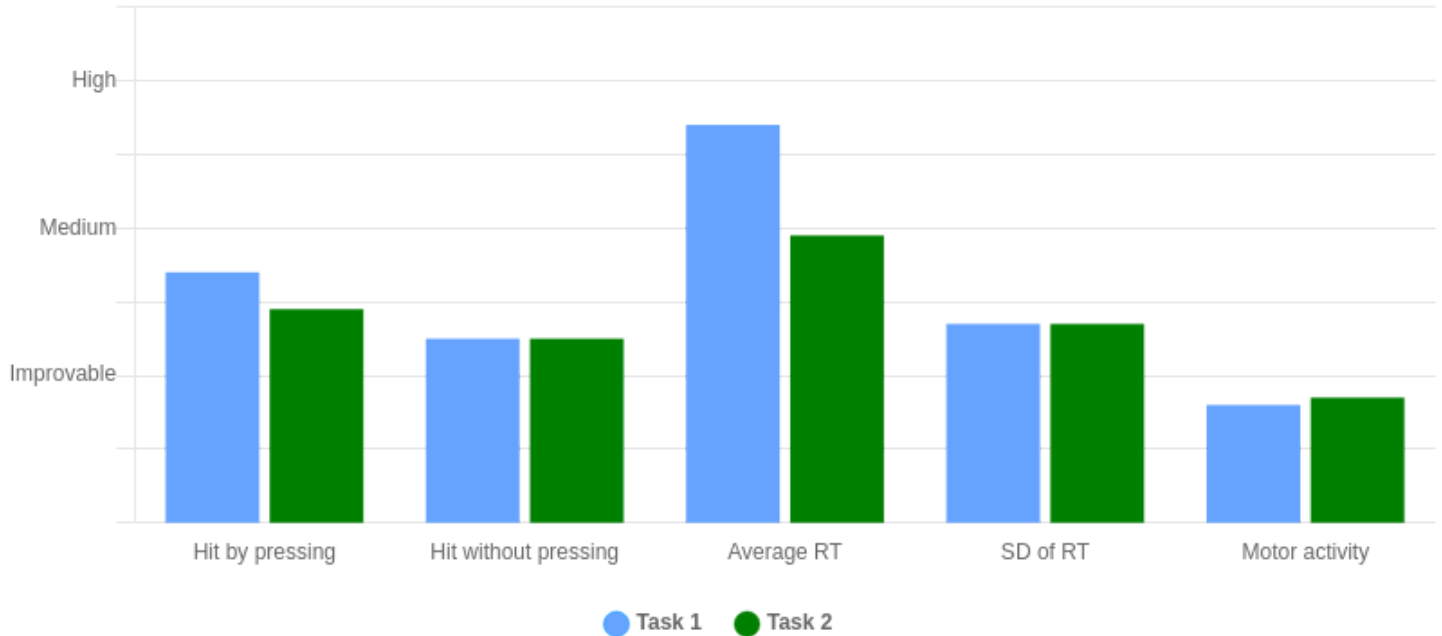


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### 4. PERFORMANCE DEPENDING ON THE TYPE OF EXERCISE

In Nesplora Aula School, Markel has completed two tasks. The first consists of responding to a large number of stimuli 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.



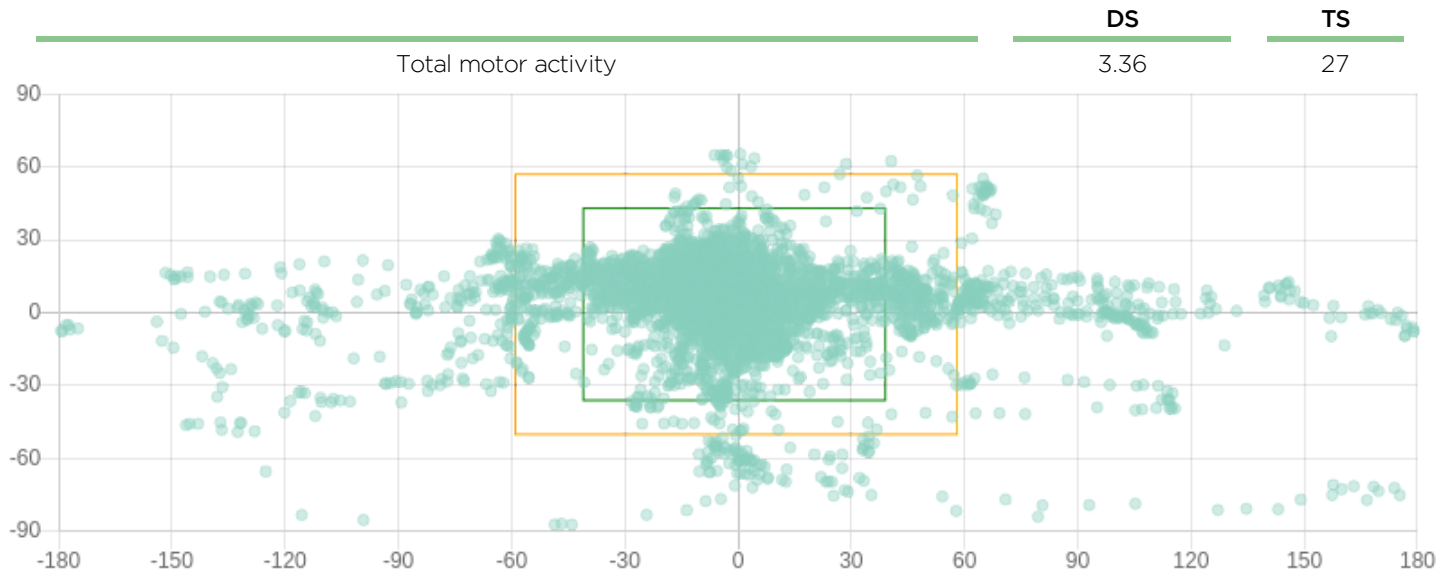
	Task 1		Task 2	
	DS	TS	DS	TS
Correct answers by pressing	105	44	24	39
Correct answers without pressing	12	35	*130	36
Average Response Time	691.28	64	995.62	49
Standard deviation of Response Time	475.21	37	461.46	37
Motor activity	2.85	26	3.75	27

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### 5. MOTOR ACTIVITY

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



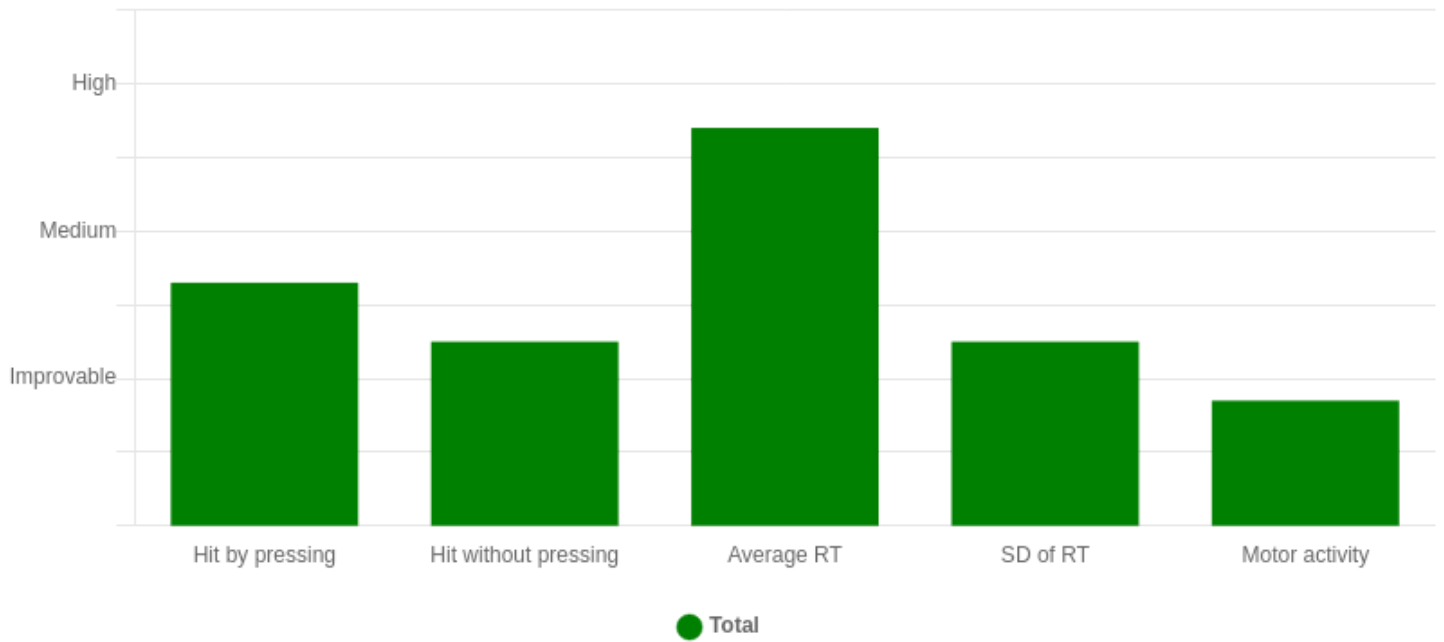
\*The green frame represents the area which observes the full visual stimulus on the board. The yellow frame represents the angle from which the visual stimulus can still be seen. Outside of this area, it is impossible to visually perform well in the test.

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### 6. GENERAL RESULTS

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



	DS	TS
Correct answers by pressing	129	43
Correct answers without pressing	142	35
Average Response Time	747.9	64
Standard deviation of Response Time	487.29	35
Motor activity	3.36	27

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### 7. MARKEL'S ATTENTIONAL PROFILE

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

The Nesplora Aula School levels indicate that Markel shows some difficulties in carrying out the tasks, The correct answers by pressing indicate an average level of sustained attention. The correct answers without pressing indicate that Markel has a low ability to manage impulses. Markel's response time during the test is quick, but remains inconstant. 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 Markel 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 Markel He/she completes the task under both conditions. The external stimulus was therefore not influential in the results obtained.

The results obtained in both tasks indicate that in terms of Markel's level of attention Maintains a similar level of attention in both tasks, indicating that the type of task (stimulating or monotonous), does not affect them.

In terms of managing impulses during both tasks, the Nesplora Aula school results indicate that Markel 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.



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### 8. ATTENTIONAL PROFILE GUIDELINES FOR MARKEL

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To get the student's attention before giving the group explanation.:

- Agree upon and define the rules for the school and home environment and decide upon the consequences if they are not followed. Write the rules positively. They should be few, clear and consistent.
- Implement these consequences immediately.
- Teach them self-study techniques, asking them to think out loud to help generate an internal discussion that enables the student to control their behaviour.
- Work on tolerance and frustration, postponing immediate rewards in favour of more significant ones and more of them in the long term, and showing him/her that they must wait their turn during group activities.
- Make fair and equitable assessment practices.
- Use logs so that he/she can see the learning progress he/she is making.
- Don't direct the adjectives at the child, but instead the surroundings. This respects his/her self-esteem at the same time as ensuring that he/she understands the type of behaviour expected of him/her. For example, instead of saying 'you're messy', say 'your desk is messy'.
- To resolve conflicts together with the other student involved, using negotiation skills and identifying the problem and suggesting potential solutions. Ensure that he/she takes part in the solutions in order to correct the inadequate behaviour.

On the other hand, the Nesplora Aula School results demonstrate that Markel 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).

During the test, Markel's response time is quick, however, he/she makes lots of errors as he/she rushes the response. It is therefore recommended:

- That the activities are divided into sections, dedicating an adequate amount of time to each one.
- Ask him/her to check the work once they have finished.

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 Markel'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.

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**The test scores indicate some difficulties during the tasks. It is recommended to take into account aspects of both the execution of the test and the history of Markel to decide if it is necessary to refer a professional.**

**The scores obtained at Nesplora Aula School (significant differences) indicate that it is necessary to refer to a professional for further assessment.**

