

nesplora
Ice cream

EXECUTIVE PROFILE ASSESSMENT REPORT

Full name: Markel Anonymous

Gender: Male

Age: 11

Date and time of the test: 03/23/2021 10:27

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: Markel Anonymous
Gender: Male
Date of birth: 03/24/2009
Age: 11 years

Date and time of the test: 03/23/2021 10:27
Duration of the test: 0:22:16
Scale used: 12-16 Male

Previous notes:

No previous comments

Subsequent notes:

No comments following the test

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NESPLORA ICE CREAM ASSESSMENT REPORT

GENERAL DESCRIPTION

Nesplora Ice Cream is an ecological assessment test of the executive functions that takes place in the virtual environment of an ice-cream shop. The perspective places the subject in the center, as seen in a virtual reality headset provided with motion sensors, headphones and a controller to carry out the tasks. The behaviour of the subject can be monitored.

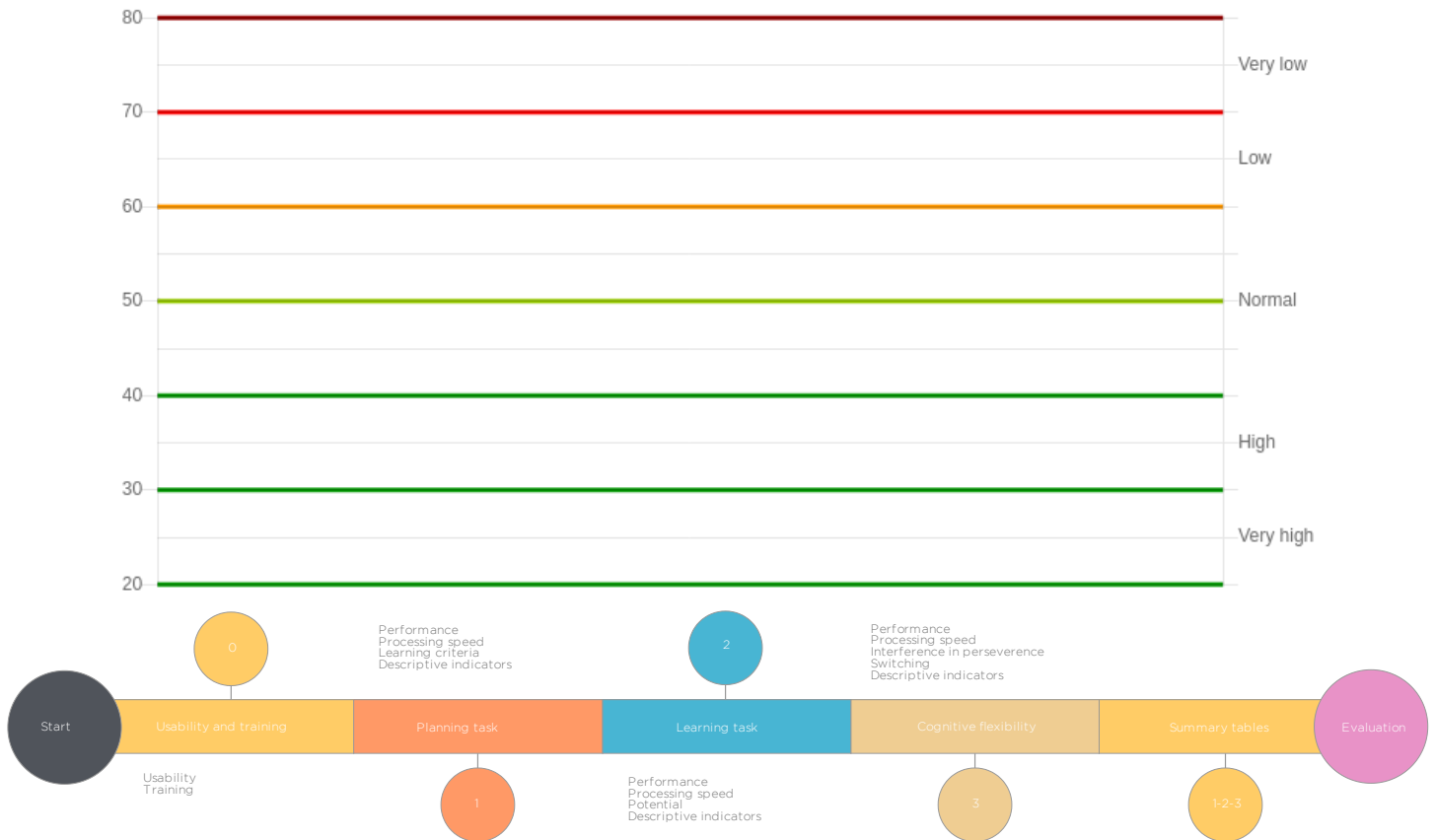
The tool can assess a person's capacity to control their own behaviour and achieve a goal in accordance with temporary regulations and limits. It measures their ability to multitask and their capacity to respond appropriately to their environment, by rearranging goals and behavior when the elements of the environment change, and to show cognitive flexibility to continue the task in altered circumstances. It assesses their decision making and capacity for self-regulation and self-control and their readiness to correct themselves. The ultimate effectiveness of their performance is what measures their success in execution.

The test consists of 2 very similar parts, with variations. The main task has 14 rounds of items to be dealt with. Each round has two phases:

Phase 1: Order the items based on the rules that they ask us for, with planning of stages and classification.

Phase 2: Perform the services. A working memory task, learning the task and speed of response.

The data is shown in graphs and tables along with the text that justifies the T score obtained for performance:



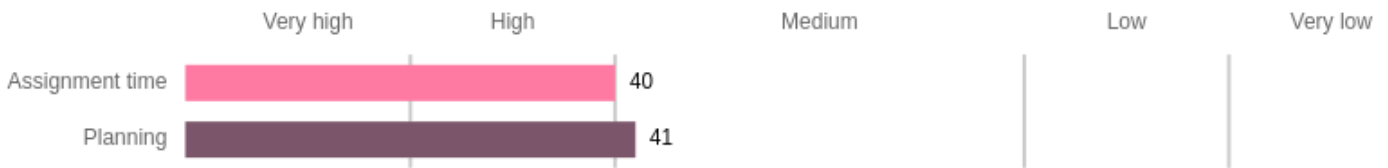
The test is split into 3 subtests: Planning, working memory and learning, and cognitive flexibility. Errors in performance are shown in each of the subtests and indicators that can help to make a more complete assessment. Consult the manual of Nesplora Ice Cream to obtain a better interpretation of the report.

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SUMMARY

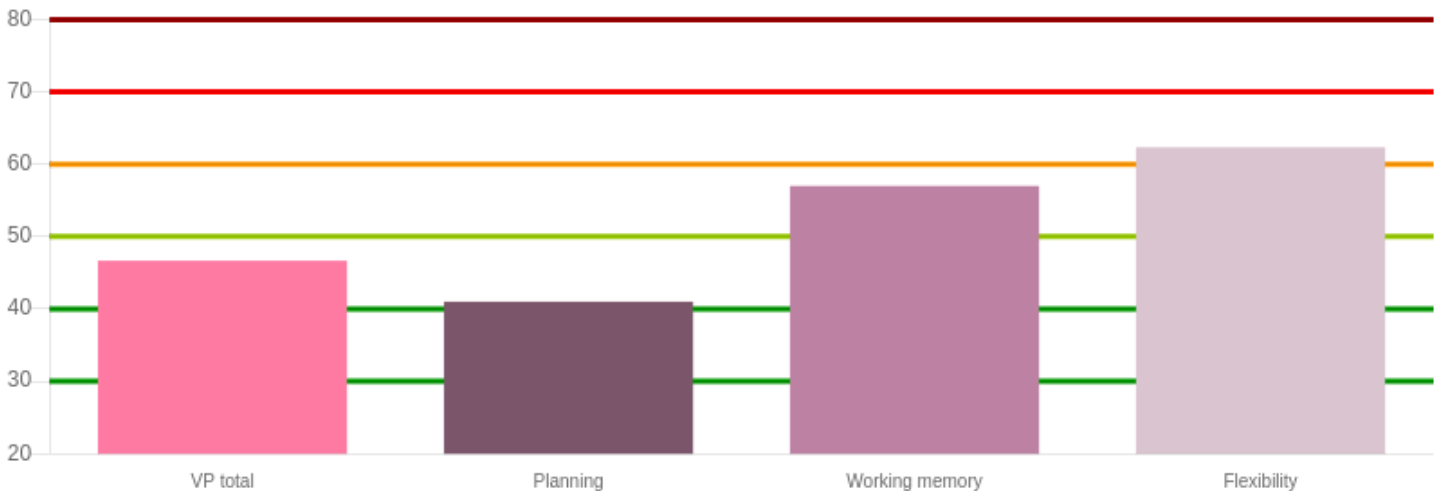
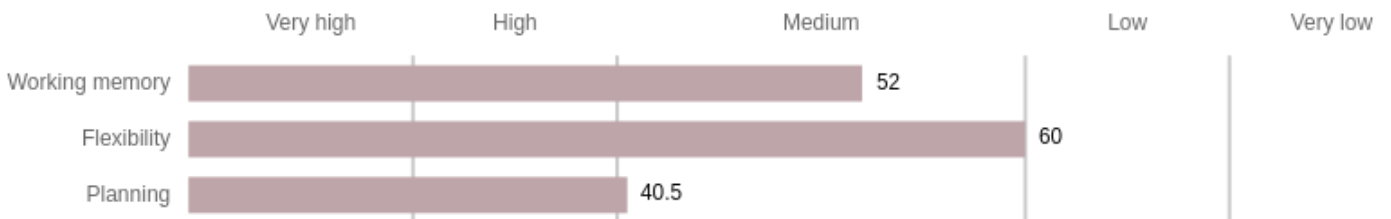
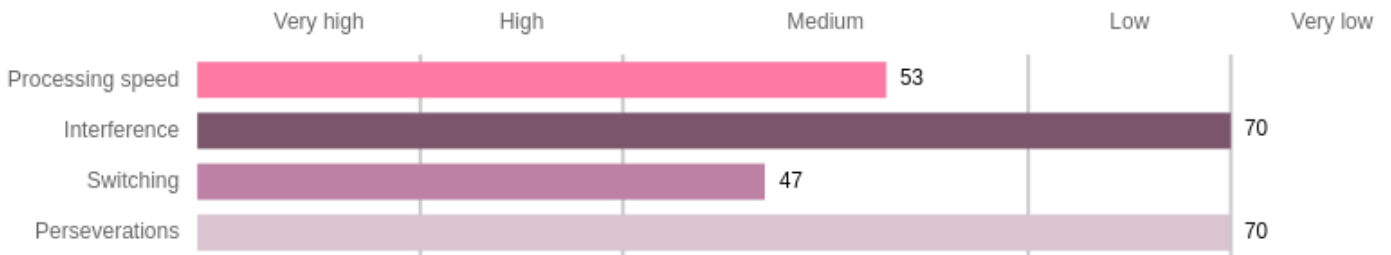
PLANNING



WORKING MEMORY



FLEXIBILITY



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USABILITY AND TRAINING

These data correspond to the usability and training test and are merely for the purpose of information.

USABILITY

The following data of interest was collected in the usability task:

Description of the error	Value
Number of clicks on incorrect objects that are non-persistent	2
Total number of clicks on alternative objects (18 possible)	0
Number of persistent clicks on objects (task or alternatives) (incorrect)	1

TRAINING

Markel in the training round you made 6 errors.

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PLANNING

This mark shows the capacity to use strategies to solve problems, sequence, abstract, break down a larger problem into its parts, to achieve an objective. It is the capacity to carry out mental tests on the potential solutions and their consequences before testing them. In Nesplora Ice Cream, Markel you must apply the preferences demanded by the circumstances in the different configurations available and do it correctly. The ascendent function will show the ease with which Markel adapts to these objectives, learns the rules and the errors committed. As Markel values their performance in the task they can access the corresponding help and use it to control their actions, taking decisions with regard to whether or not they use this support.

PERFORMANCE IN THE PLANNING TASK

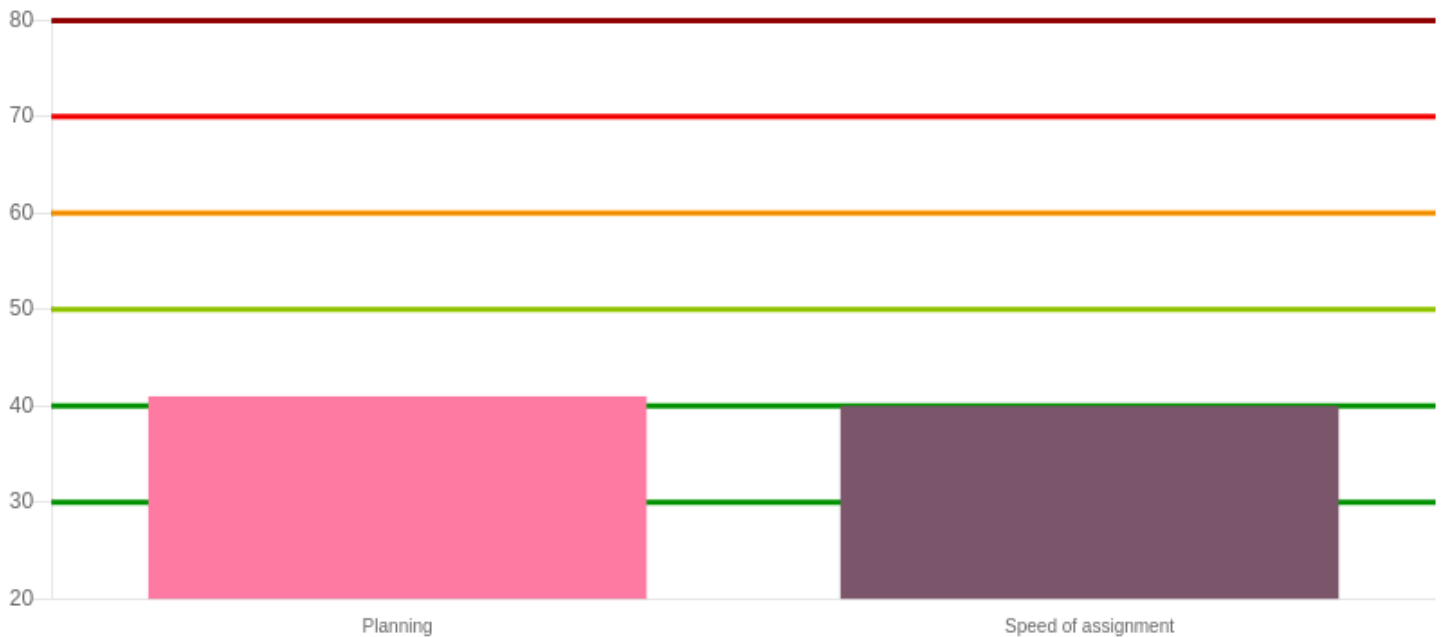
DESCRIPTION OF THE MARKS

Planning: Indicates how often Markel has arranged the order of items correctly in accordance with the preferences of the test environment. This variable must be interpreted as a measure of Markel's capacity to plan the action in response to the demands of the environment. Markel has obtained a score of 41 in the task

**Assess the errors made in the task planning learning section to obtain qualitative data on this measurement.*

Time assigned: Indicate the total time used by Markel to do the assigned task; the assessment of whether it was correct or not will come later, and whether there is a link between the reaction time and errors. Markel has obtained a score of 40 in this variable

Performance of planning task



	Correct plans	P1	P2	Total time assigned	P1	P2
DS	14	7	7	50	26.6	23.4
TS	41	43	44	40	41	45
PC	17	24	27	16	18	31

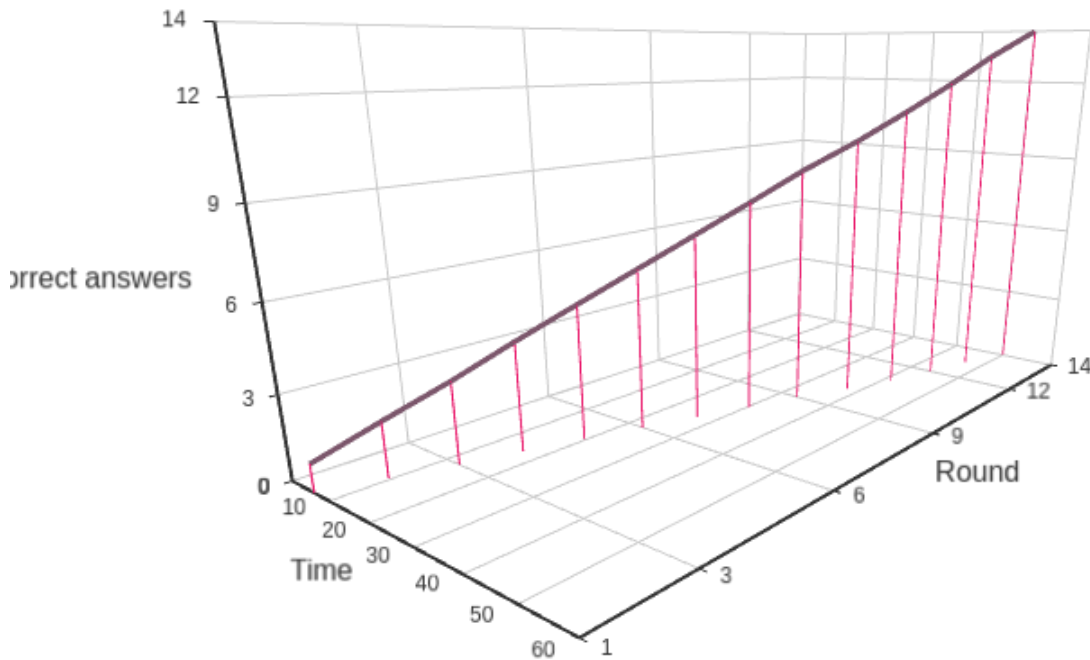
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PROCESSING SPEED IN THE PLANNING TASK

	1	2	3	4	5	6	7	Total P1	8	9	10	11	12	13	14	Total P2	Total
DS	6.1	3.4	3.7	3	3.4	3.5	3.5	26.6	3.5	3.3	4.3	3.4	3	2.4	3.5	23.4	50

LEARNING IN THE PLANNING TASK



This graph shows the learning curve for Markel in the planning task.

INDICATORS OF THE PLANNING TASK

This data will help to interpret the performance of Markel.

COGNITIVE LOAD

The cognitive load of Markel **did not change** during the test.

TENDENCY TO FATIGUE

Fatigue shows itself in longer performance times as the test advances, tiredness or fatigue may be due to various elements.

In this case Markel **did not** show signs of fatigue in the second part of the test.

PROSPECTIVE PLANNING

Prospective function of process planning: this helps when planning behaviour. In this case Markel has to programme her conduct for each part of the test, and prospectively recall some criteria. Markel **has improved** in this aspect, which means that the process planning has been learned and the prospective memory is sufficient.

Time in P1

16.7

Time in P2

14.3



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WORKING MEMORY

PERFORMANCE OF THE SERVICE TASK

This section has objective data to assess the working memory. It is the capacity to register, code, maintain and handle information. In Nesplora Ice Cream, Markel must learn to combine the 4 services and try to create a strategy to do this correctly. Help is available, but the performance on the learning curve will be penalized.

DESCRIPTION OF THE INDEXES

Correct services: This score refers to the number of correct services, regardless of whether they consult the reference or not. Markel earned a score of 60.

Consultations: Indicates the number of times Markel had to consult the references to complete the items. Markel earned a score of 58.

Net correct answers: This variable indicates the number of items that Markel has done correctly without consulting the reference. It indicates Markel's capacity to process, code and retain the information. Markel earned a score of 57.

Service time: This variable indicates the total time taken by Markel to process and carry out the action required. Markel earned a score of 47 for this variable.

Performance of service task

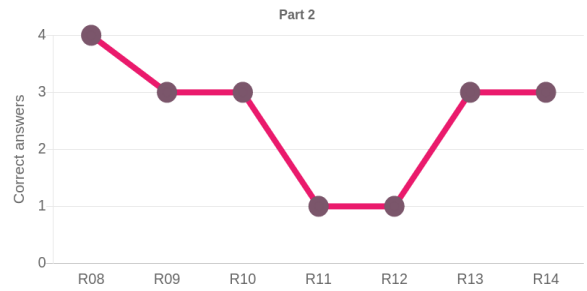
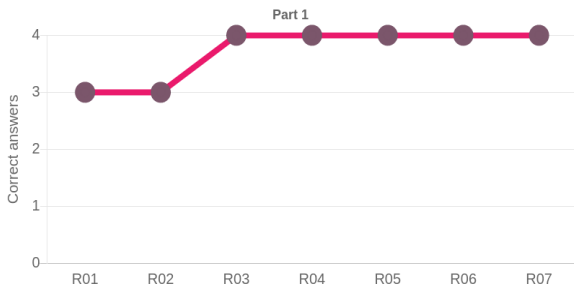
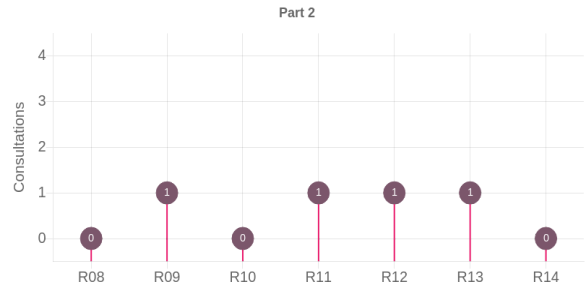
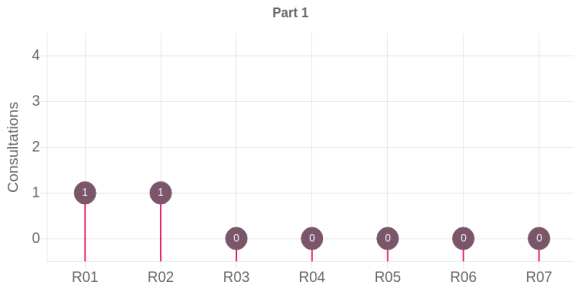
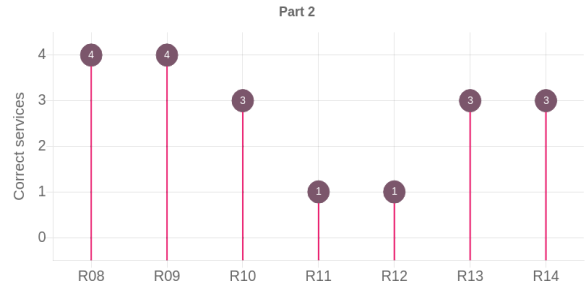
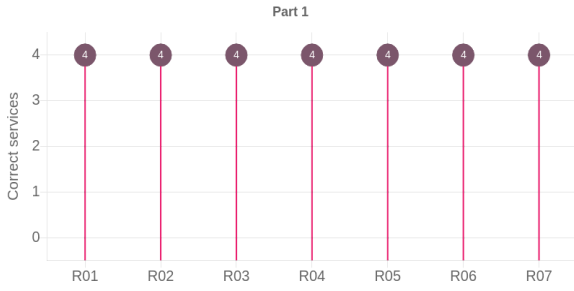


	Correct services		Reference consultations		Net correct answers		Service time		P1	P2
	P1	P2	P1	P2	P1	P2	P1	P2		
DS	47	28	19	6	2	4	26	18	152.4	215.4
TS	60	45	64	58	59	59	52	59	48	53
PC	84	30	91	78	82	81	58	80	41	63

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PERFORMANCE IN EACH ROUND



PROCESSING SPEED

DESCRIPTIVE REACTION TIME

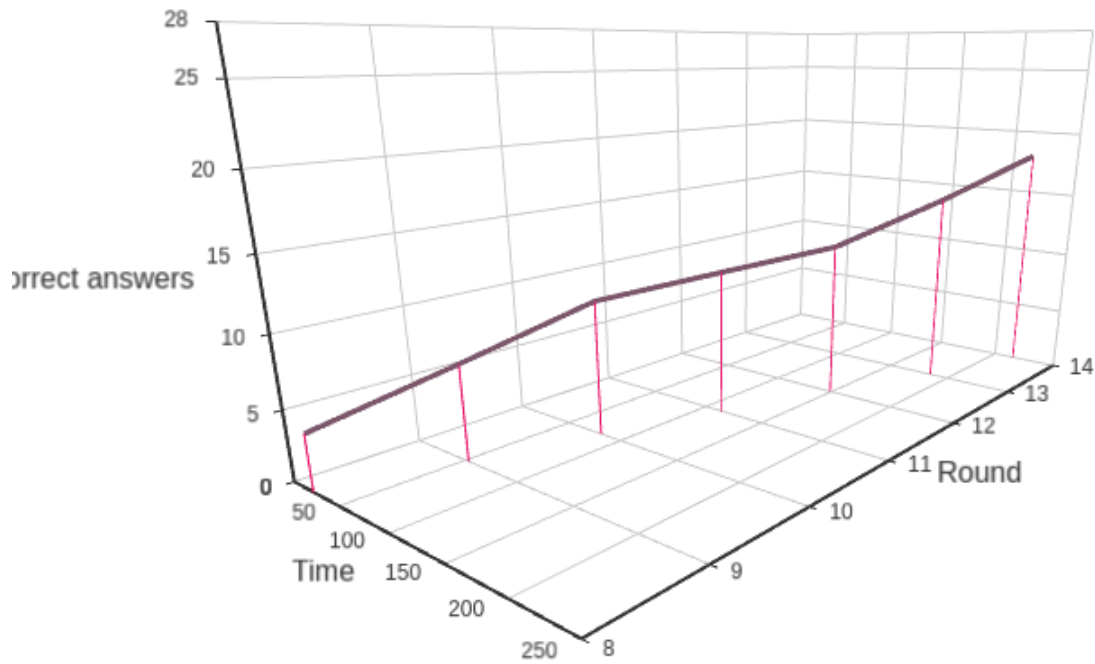
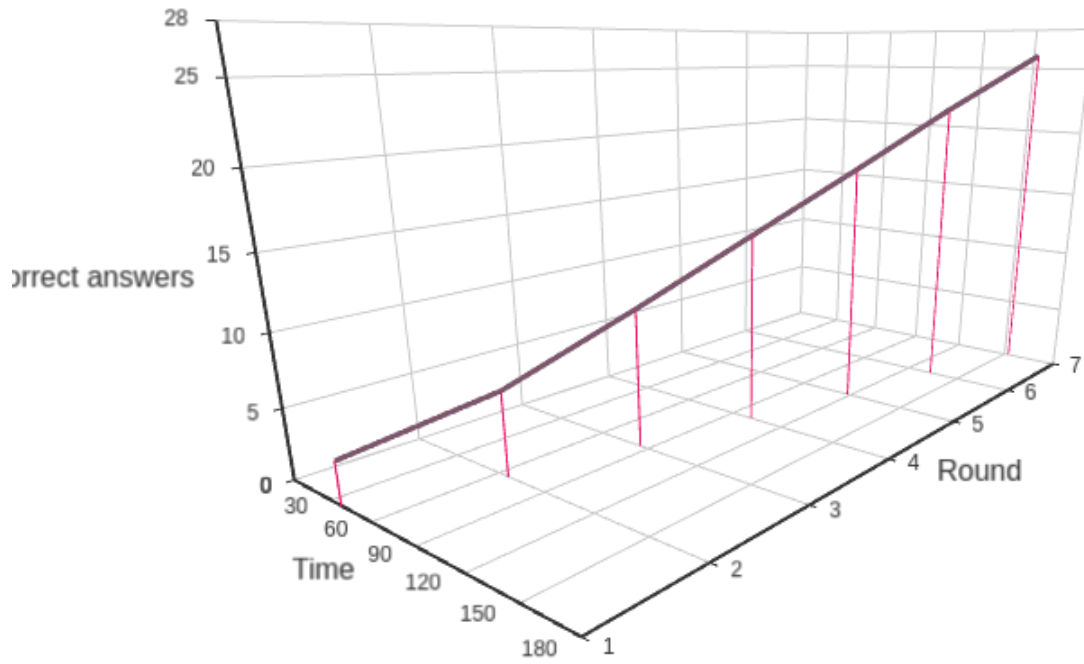
This table shows the time taken by Markel in each of the rounds in part 1

R1				R2				R3				R4				R5				R6				R7			
A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3
5	10.1	5.1	17.8	16.1	4.8	3.7	3.7	5	4.2	3.7	5.9	4.3	3.7	5	3.5	4.1	3.9	4	4.6	4.3	3.8	3.4	4	4.7	5.4	4	4.6

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LEARNING CURVE



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COGNITIVE FLEXIBILITY

PERFORMANCE IN THE FLEXIBILITY TASK

This section describes the interference and persistence that affect learning after the change to part 2. The planning task is the same. Even so it is possible that the second part is affected by tiredness, cognitive load and confusion.

INTERFERENCE IN LEARNING

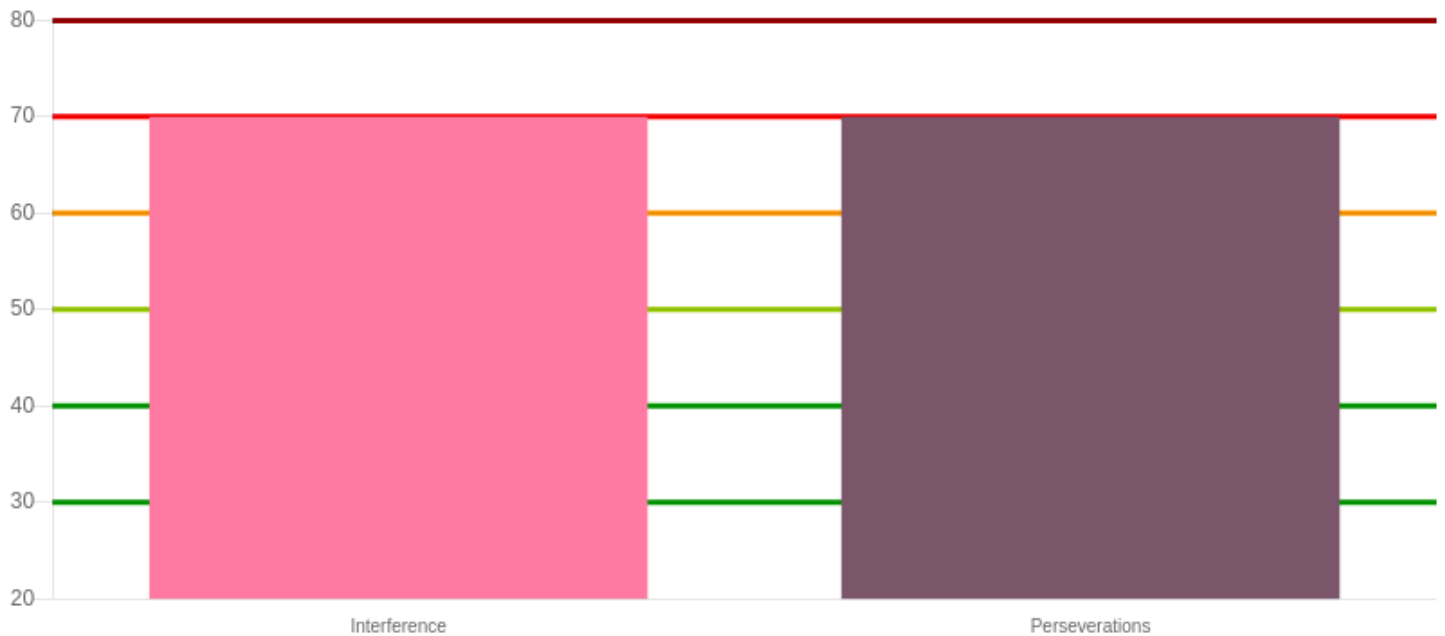
Interference: This score refers to Markel's different results for correct services before and after the change in instructions. This variable measures cognitive flexibility and the capacity to suppress. Markel earned a score 70 in this variable.

**When and if the score for the first task is not very low, in which case we can assume there is no interference in learning the second task because there was NO learning in the first task.*

PERSISTENCES

It indicates the number of wrong items in the second part of the test that correspond to correct items in the first part. This variable indicates whether Markel persists with the previous learning, and shows resistance to interference or not, despite the change in the instructions. Markel earned a score 70 in this variable.

Performance of flexibility subtest



	Interference	Perseverations
DS	56	5
TS	70	70
PC	97	97

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PROCESSING SPEED

DESCRIPTIVE REACTION TIME

This table describes the time in which Markel completed each of the rounds in part 2

R8				R9				R10				R11				R12				R13				R14			
A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3	A0	A1	A2	A3
6	6.8	4.8	4.6	17.5	5.2	4.1	4.2	5.6	11	4.8	7.3	4.5	7	4.7	16.6	6.1	17.5	4.2	6.4	5.6	20.3	6.9	4.2	4.6	6.3	4.6	14.2

SWITCHING

IT IS THE CAPACITY TO CHANGE task and the time that may be required to change the set, in these conditions.

**Switching is always assessed when there was a negative curve in part 1*

Chart showing the time for switching: -23

Chart showing time for delivering ice-cream: -11

Markel earned a performance score of 47 for this variable.

INDICATORS FOR THE FLEXIBILITY TASK

These indicators refer to forms of regulating conduct or correcting oneself.

CORRECT ITEMS

Markel completed the task and corrected errors in

Part 1: 0

Part 2: 2

COGNITIVE STYLE

The cognitive style is a condition of decision making. There may be an increase of safe options and a risk-averse response type, which relies more on help, or a more assertive style in which the confidence in one's performance or error comes before a request for help.

In the case of Markel:

REFERENCE CONSULTATIONS IN THE WORKING MEMORY TASK

Markel consulted the available references for this task 6 times.

In the standard group the average number of consultations to learn the task was 3 in learning.

REFERENCE CONSULTATIONS IN THE PLANNING TASK

Markel DID NOT consult the available references for this task

The average number of consultations to learn the task in the standard group is 0 in planning.

