Sample Report

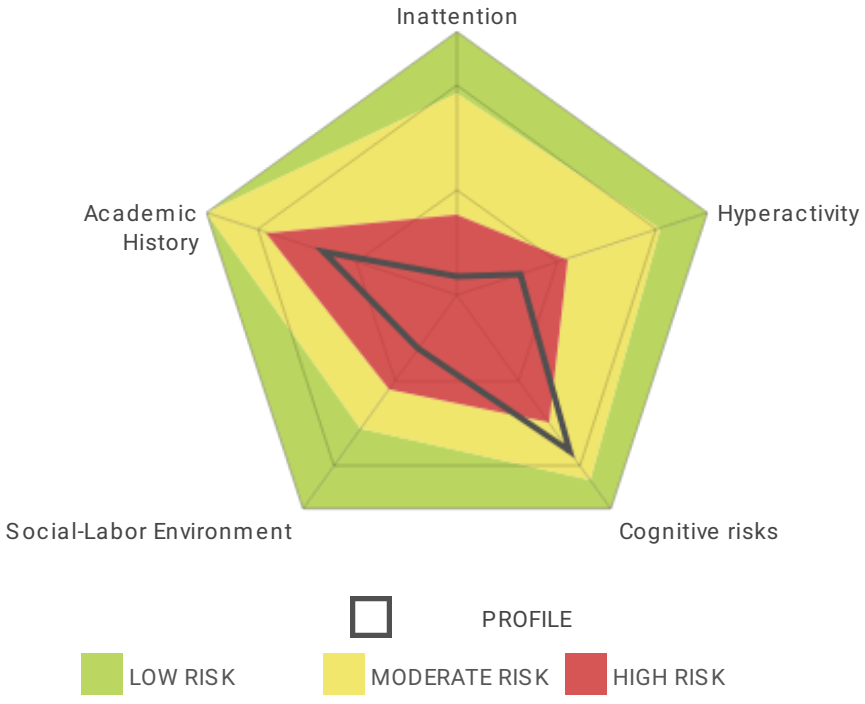
CogniFit

COGNITIVE ASSESSMENT FOR ADHD PATIENTS (CAB-ADHD)

RESULTS REPORT

Sample Report

DATE OF ASSESSMENT:
BIRTHDAY:
AGE: 30



HIGH RISK FOR ADHD

Results

ASSESSMENT

SYMPTOMS

14/18

A significant risk for ADHD has been detected

No apparent risk range: 0-4
Score: 14

COGNITIVE RISKS

2 /7

Some weakened cognitive skills associated with ADHD have been detected

No apparent risk range: 0-1
Score: 2

EVALUATED RISKS AND SYMPTOMS	NO APPARENT RISK	
Inattention	0-1	4
Hyperactivity	0-1	4
Social-labor environment	0-2	4
Academic history	0	2
Cognitive risks	0-1	2

CONCLUSIONS

- We recommend that complete the diagnosis with a clinical consultation.
- Stimulate the cognitive skills that scored lowest in.
- Improving the cognitive functions altered by ADHD may help improve daily activities.

** This cognitive assessment is not designed to be a diagnostic tool, but rather an instrument to help evaluate and detect a person's risk of having Attention Deficit Hyperactive Disorder or Attention Deficit Disorder (ADHD or ADD)*

00 DESCRIPTION OF THE COGNITIVE ASSESSMENT FOR ADHD PATIENTS (CAB-ADHD)

completed the Cognitive Assessment for ADHD Patients (CAB-ADHD) on 06/24/21 at 30 years of age. The detection questionnaire adapts to the main diagnostic symptoms and criteria for ADHD. The evaluation of the cognitive indices uses a normalized and validated scale for users 30 years-old.

The Cognitive Assessment for ADHD Patients (CAB-ADHD) from CogniFit consists of a series of clinical questions followed by online tasks which takes a total of about 30-40 minutes. The CAB-ADHD is a scientific resource that makes it possible to assess a person's risk index for ADHD and their typology, evaluating the main neuropsychological factors identified in the scientific literature surrounding this attention disorder.

It is important to clarify that the results and scores that presented here represent performance at a specific time and day. results may vary depending on the time, comfort level, motivation, alertness, or a number of other factors. The results and data from this report do not represent a clinical diagnosis and must be reviewed and interpreted by a qualified healthcare or educational specialist (psychologist, psychiatrist, neuropediatrician, neuropsychologist, neurologist, etc.), and should be used to complement a clinical or educational consultation.

The results of this assessment provide the basis for identifying supportive strategies or referring to a health or education professional to make it possible to study the case in more detail. This cognitive screening has been conceived to provide valuable information to the different educational, psychological and neuropsychological factors of people with a possible ADHD diagnosis.

THE CAB-ADHD REPORT CONSISTS OF THREE PARTS:

01 SYMPTOMS

The answers from the questionnaire will be focused on the following areas:

- Inattention
- Hyperactivity
- Social-Labor Environment
- Academic History

02 COGNITIVE RISKS

In this section, you will see a circular diagram next to each evaluated area, which will indicate the user's score based on their percentile and normalized for their age and gender. For example, a score of 500 would be calculated depending on the user's age group. CogniFit's values are calculated in percentiles but are shown adjusted on a scale of 0-800. As such, the higher score, the better.

Green: Cognitive strengths
Yellow: Below-average cognitive skills
Red: Cognitive weaknesses

03 CONCLUSIONS

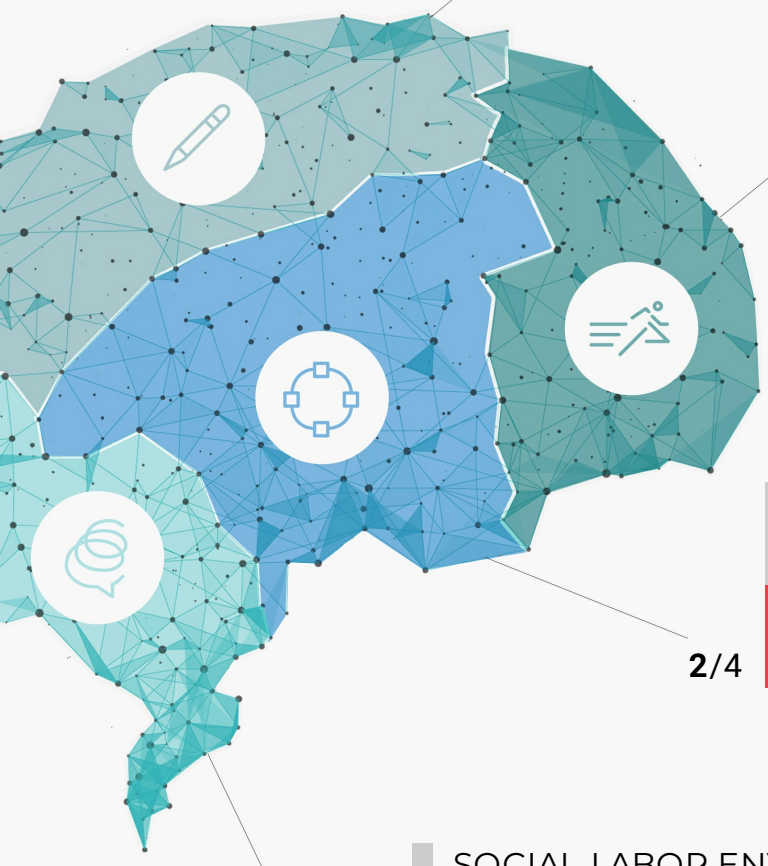
At the end of the report, you will find:

- A description of the risk index and the effects on cognitive profile and detected symptoms.
- Specific recommendations and personalized plan of action.

01 SYMPTOMS

ADHD stands for Attention Deficit Hyperactive Disorder. It is a neurobiological disorder that starts in childhood and is characterized by impulsiveness and/or hyperactivity and persists through adulthood. Thanks to research and scientific advancement, as well as early childhood interventions, it is becoming more and more common to intervene in this disorder, even in adulthood.

SYMPTOMS THAT INDICATE A HIGH RISK FOR ADHD



HYPERACTIVITY

4/5

HIGH RISK

Controlling one's movement, planning a behavior or action, waiting, or knowing how to inhibit impulses are generally deficient in people with ADHD. The brain has specific structures and synaptic networks that are in charge of these functions.

INATTENTION

4/4

HIGH RISK

Attention is a main cognitive skill necessary for learning, like when one must pay attention to a stimulus, solve a problem, be careful not to make a mistake, or listen closely. ADHD causes a neurological deficit in the networks that regulate these important functions.

ACADEMIC HISTORY

2/4

HIGH RISK

The difficulties in attention and concentration will directly affect academic performance, becoming more and more prominent as academic challenges become more rigorous. Academic failure and ADHD are very closely related. This disorder can sometimes be left undiagnosed, causing the child to be called lazy or a bad student. These difficulties begin in childhood and persist into adulthood

SOCIAL-LABOR ENVIRONMENT

4/5

HIGH RISK

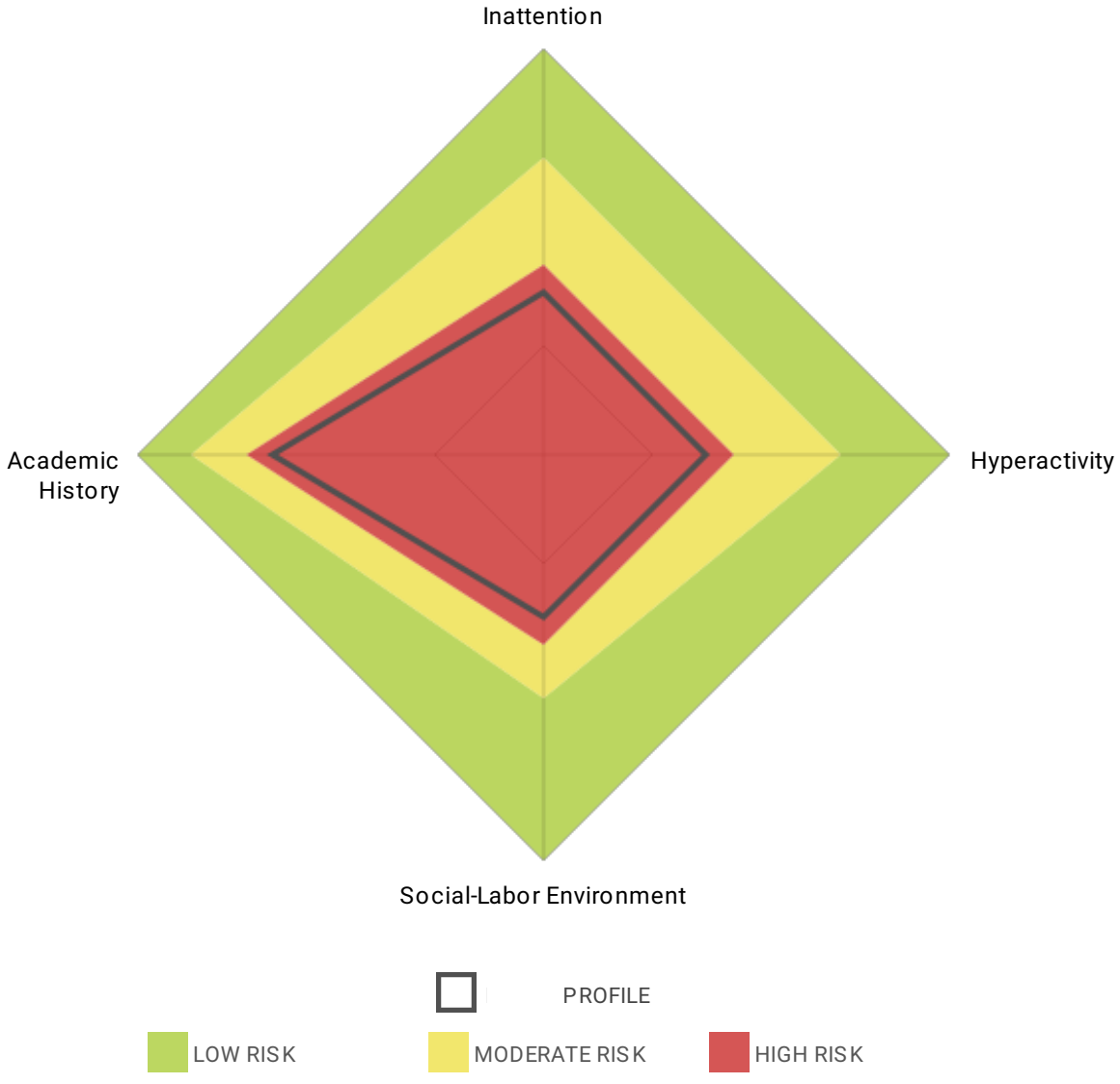
Adults with ADHD may have repercussions in their socio-labor environment. For example, they may lose interest or motivation easily, crave new stimuli, make mistakes often, or miss important details due to lack of attention.

HIGH RISK

COMPLETE SYMPTOM REPORT

According to the results of the questionnaire, presents symptoms that indicate a significant risk of Attention Deficit Hyperactive Disorder (ADHD) in the areas of inattention, hyperactivity, social-labor environment and academic history. As such, it is possible that suffers from some degree of ADHD. If has trouble at work, at home, or with friends, it may be due to ADHD.

IMPORTANT *These results are not a diagnosis. This information cannot substitute a formal diagnosis given by a professional, but it can serve as a complementary tool.*



IN DETAIL: SYMPTOMS RELATED TO ADHD

INATTENTION

HIGH RISK

has significant alert signs in the area of inattention. Different research shows that ADHD is made up of a deficit in the neural networks associated with attention and concentration. Significant symptoms associated with ADHD have been detected, which may cause academic difficulty or difficulty at work and problems with daily activities.

The answers from the questionnaire related to inattention that indicate that has a significant risk of having ADHD are:

- Avoids tasks that require a lot of mental effort for a long period of time.
- Often has trouble putting the finishing touches on a project or paper.
- Often has trouble organizing or planning the steps they need in order to complete a project.
- Often has trouble remembering appointments or events.

HYPERACTIVITY

HIGH RISK

shows significant warning signs in the area of hyperactivity and impulsiveness. Adults with ADHD often have alterations in the areas related to regulating impulses and planning behaviors.

The answers from the questionnaire related to hyperactivity and impulsiveness that indicate that has a significant risk of ADHD are:

- Seems fidgety and always moving.
- Is impulsive.
- Is irritable.
- Talks excessively.

SOCIAL-LABOR ENVIRONMENT

HIGH RISK

shows significant warning signs in the area of socio-labor environment. People with ADHD tend to have negative feelings and emotions, like frustration, low self-esteem, sadness, or social isolation.

The answers from the questionnaire related to socio-labor environment that indicate that has significant difficulties in this area are:

- Has a hard time finishing things that they started.
- Has a hard time holding on to social relationships.
- Gets bored easily and feels like they need to change activities and social groups.
- Feels overwhelmed or anxious when they receive deadlines.

ACADEMIC HISTORY

HIGH RISK

presents significant warning signs in the area of academic background. The attentional difficulties caused by ADHD directly affect academic performance and may lead to academic failure. It's important to understand academic history in order to understand the difficulties associated with ADHD, as it is a disorder that starts in childhood.

The answers to the questionnaire related to academic background that indicate that has a significant risk of having ADHD are:

- Has noticed these behaviors since before they were 12 years-old.
- Gets nervous or afraid to take exams.

02 COGNITIVE RISKS

In this section, you will see a circular diagram next to each evaluated area, which will indicate the user's score based on their percentile and normalized for their age and gender. For example, a score of 500 would be calculated depending on the user's age group. CogniFit's values are calculated in percentiles but are shown adjusted on a scale of 0-800. As such, the higher score, the better.

COGNITIVE PROFILE INDICATES A MODERATE RISK FOR ADHD

REASONING

654/800

Ability to efficiently use (organize, relate, etc.) acquired information.

MEMORY

386/800

Ability to retain and manipulate new information and recover past memories.

ATTENTION

528/800

The ability to filter distractions and concentrate on relevant information.

COORDINATION

159/800

The ability to efficiently and precisely carry out organized movements.

MODERATE RISK

COMPLETE COGNITIVE REPORT FOR

cognitive profile suggests a **moderate risk for ADHD**. The results from the different tasks in the cognitive assessment suggest that reasoning and attention are **strengths**, while memory and coordination are **areas of improvement**. As such, some cognitive weaknesses compatible with ADHD were found in cognitive pattern. We recommend using this information to help make a more precise diagnosis.

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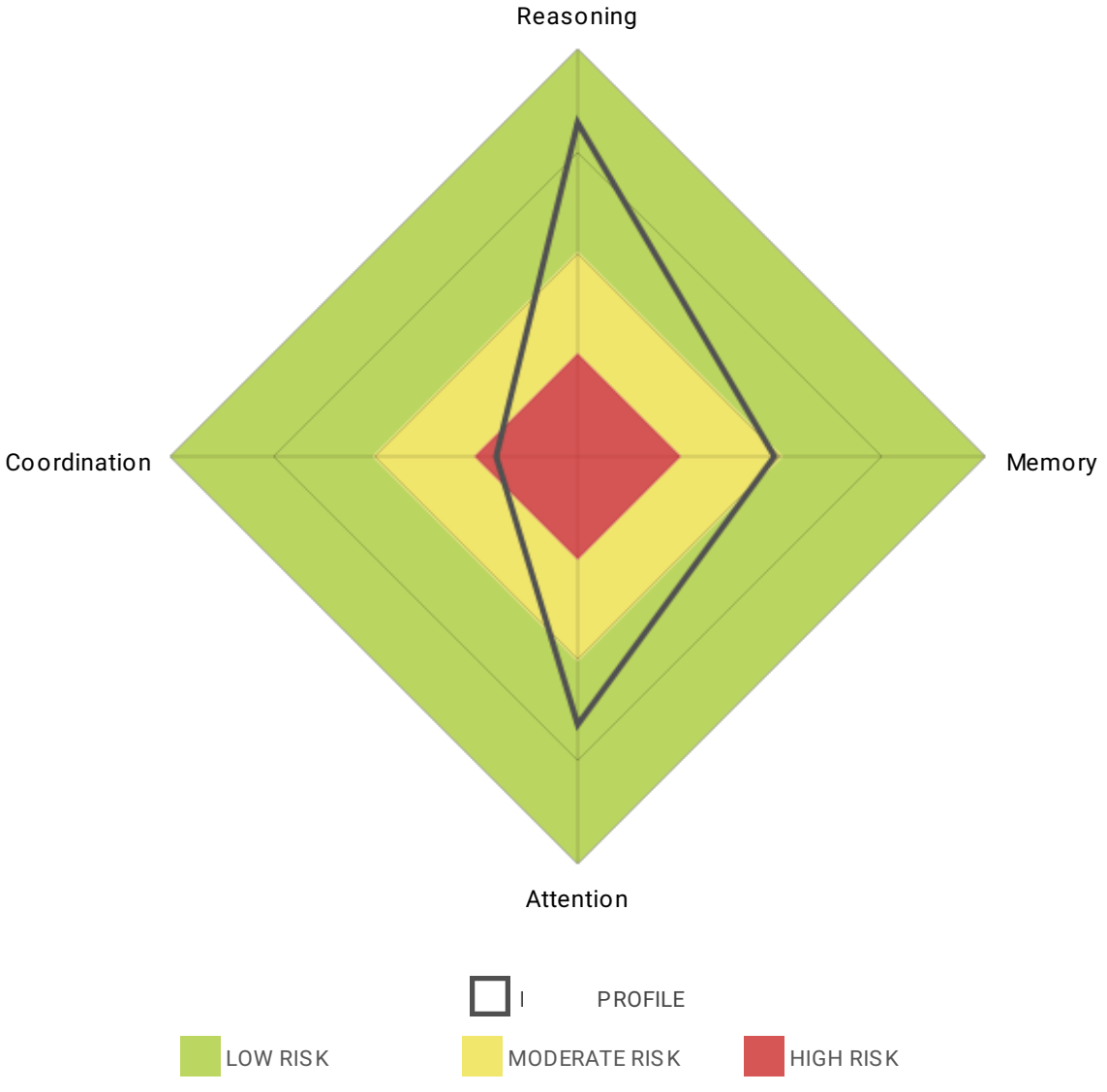
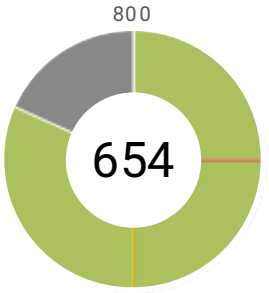


IN DETAIL: COGNITIVE DOMAINS ASSOCIATED WITH ADHD

REASONING

654/800



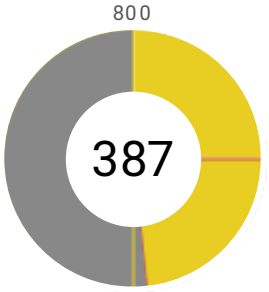
PLANNING

Score Received: 654

has obtained scores that indicate that the area of planning is age-appropriate, which means that it is not an indicator of ADHD. Planning is the ability to mentally organize the best way to reach a goal, like when you plan how you're going to tell a story to friends. People with ADHD generally present alterations in planning, which is why it is more it is more difficult to plan behaviors, plans, tasks, and time.

MEMORY

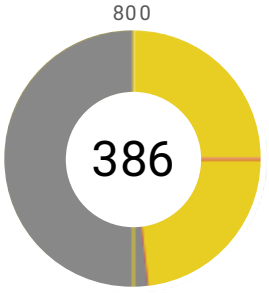
386/800



WORKING MEMORY

Score Received: 387

has received scores below age-average in the area of working memory, which means that it may be an indicator of ADHD. Working memory is the ability to retain and use the information necessary to complete complex cognitive tasks, like language comprehension, learning, and reasoning. Many studies refer to the working memory of adults with ADHD as immature or inefficient.



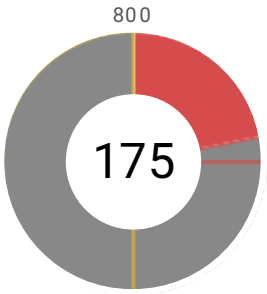
VISUAL SHORT TERM MEMORY

Score Received: 386

has obtained a score for visual short-term memory which is lower than expected for their age, which may be an indicator of ADHD. Visual short-term memory is defined as the ability to retain a small amount of visual information (letters, figures, colors, etc.) for a short period of time. Some studies indicate that the visual component of memory is a representative and sensitive measure of cognitive deficits in ADHD.

ATTENTION

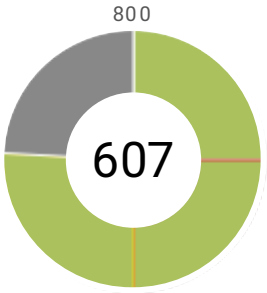
528/800



FOCUSED ATTENTION

Score Received: 175

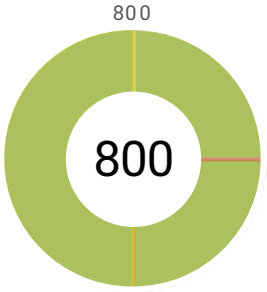
has received scores that indicate that the area of focused attention is compatible with a possible alteration in this skill. Focused attention can be a strong indicator of ADHD. Focused attention is the brain's ability to focus attention on a stimulus, independent of how long attention is held. Focused attention is a type of attention that makes it possible to quickly detect relevant stimuli.



UPDATING

Score Received: 607

has obtained a score for monitoring which is appropriate for their age, so it is not an indicator of ADHD. Cognitive monitoring can be defined as the ability to monitor our own behavior and ensure that it complies with the prepared plan of action. One common characteristic of people living with ADHD is reduced monitoring ability, that is, having difficulties in correctly monitoring their own behaviors.



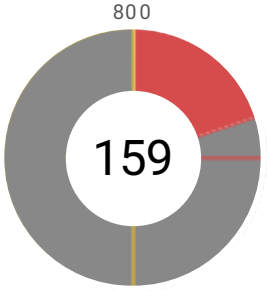
INHIBITION

Score Received: 800

has received scores in the area of inhibition that are age-appropriate, which means that it is not indicative of ADHD. Inhibition or inhibitory control could be defined as the human ability to inhibit or control impulsive (or automatic) responses and generate appropriate responses with the help of attention and reasoning. Inhibition helps stop automatic or inappropriate responses, substituting them for more appropriate responses.

COORDINATION

159/800



HAND-EYE COORDINATION

Score Received: 159

received scores that indicate a possible alteration in this skill. It is important to keep in mind that an alteration in hand-eye coordination may be a strong indicator of ADHD. Adults with ADHD don't tend to show a delay in the development of primary motor skills but do often show delays in intentional movements, whether it be with the extremities or voluntary eye movement. Visual and motor skills are essential to quick and efficient reading and writing. If these skills are not acquired as children, problems with writing and other fine motor skills that require hand-eye coordination may be present as adults.

03 CONCLUSIONS

shows significant risk for ADHD in Clinical symptoms. This means that there may be an important ADHD alteration.Combined: shows significant symptoms of both inattention and hyperactivity/impulsiveness. These difficulties are shown in both lack of concentration and excessive movement and lack of impulse control.

In addition to the interpretation of symptoms and cognitive profile assessed, the following criteria should be taken into account to ensure the validity of the diagnosis by a qualified professional:

CONCLUSIONS

See a professional to make an official ADHD diagnosis as the results from these tests have indicated a high probability of ADHD.

Do cognitive training as it can help improve the symptoms and cognitive skills. CogniFit offers a series of scientifically validated brain games to train executive functions and other cognitive skills affected by ADHD, helping to improve attention, concentration, and impulse control.

Please make sure that all of the questions have been answered carefully and correctly and that the assessment was completed in a quiet room free from distractions, as this may alter results. The data in this report corresponds to a specific time in life and may vary over time.

COMMENTS