Individual CoPS Summary Sheet and Cognitive Profile
Smith Sally
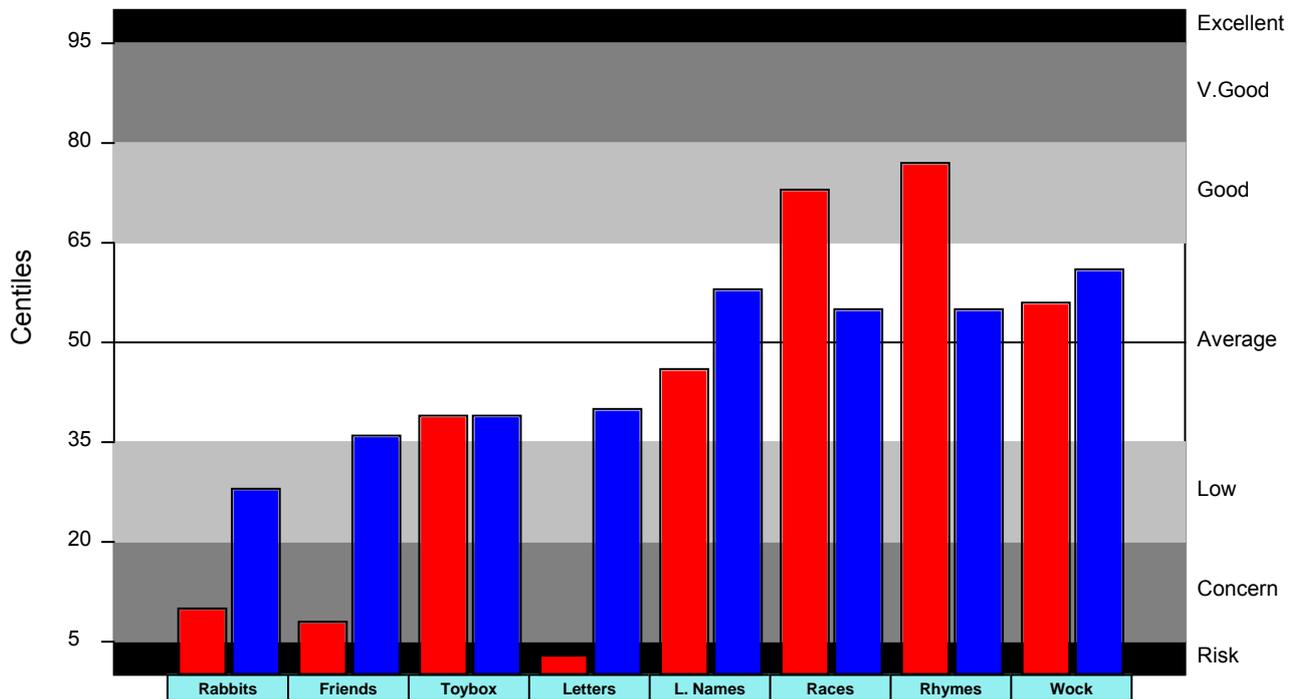
CoPS ID: SMISAL383MWS   Age: 5:10   D.O.B: 21/11/2003   Date: 21/09/2009

Module	Score	Centile	Z Score	Time (sec)	Time Centile	Time ZScore	Test date	Test age
Rabbits	8	10	-1.282	13.58	28	-0.583	21/09/09	5 y 10
Zoids friends	15	8	-1.405	17.13	36	-0.358	21/09/09	5 y 10
Toybox	6	39	-0.279	4.96	39	-0.279	21/09/09	5 y 10
Zoids letters	2	3	-1.88	20.20	40	-0.253	21/09/09	5 y 10
Letter names	5	46	-0.1	4.63	58	0.202	21/09/09	5 y 10
Races	18	73	0.613	10.94	55	0.126	21/09/09	5 y 10
Rhymes	7	77	0.739	5.61	55	0.126	21/09/09	5 y 10
Wock	14	56	0.151	2.74	61	0.279	21/09/09	5 y 10
Clown	-	-	-	-	-	-	-	-

Accuracy

Time

Profiles should be interpreted in accordance with the manual.
Rabbits measures visual sequential memory (using temporal and spatial position).
Zoid's Friends measures visual sequential memory (using temporal position and colour).
Toybox measures visual associative memory using shape-colour or (older pupils) shape-pattern association.
Zoid's Letters measures visual sequential memory based on symbol sequence.
Zoid's Letter Names measures visual-verbal associative memory.
Races measures auditory/verbal sequential memory (using animal names).
Rhymes measures phonological awareness using detection of rhyme and (older pupils) alliteration.
Wock measures phonological discrimination.
Clown is used to identify pupils with poor colour discrimination.

Assessor's comments
Case Study 1 - Visual/sequential memory difficulties.

Sally shows no problems of auditory/verbal information processing; in fact, her phonological
awareness (Rhymes) and auditory discrimination (Wock) are both quite good. But she has clear
weaknesses in visual sequential memory (Rabbits, Friends and Zoid's Letters). Her associative
memory is reasonably satisfactory (Toybox and Zoid's Letter Names). Sally would be expected to have
problems in the very early stages of reading, where the emphasis tends to be on building up simple
visual word recognition skills. Confusion of letter order (e.g. "was" vs. "saw") is likely.
Since her associative and verbal memory are satisfactory and she has good phonological awareness
and auditory discrimination skills, a phonically-based approach to reading is indicated from the
beginning with, ideally, a multisensory strategy. If conventional 'look-and -say' approach is
adopted, early difficulties would be expected, leading to loss of confidence and erosion of
motivation. Later difficulties must also be anticipated and catered for - e.g. expected problems in
spelling (especially irregular words) and in rapid word recognition and text processing. She could
benefit from activities to improve her memory skills, e.g. using Memory Booster.

S/N:

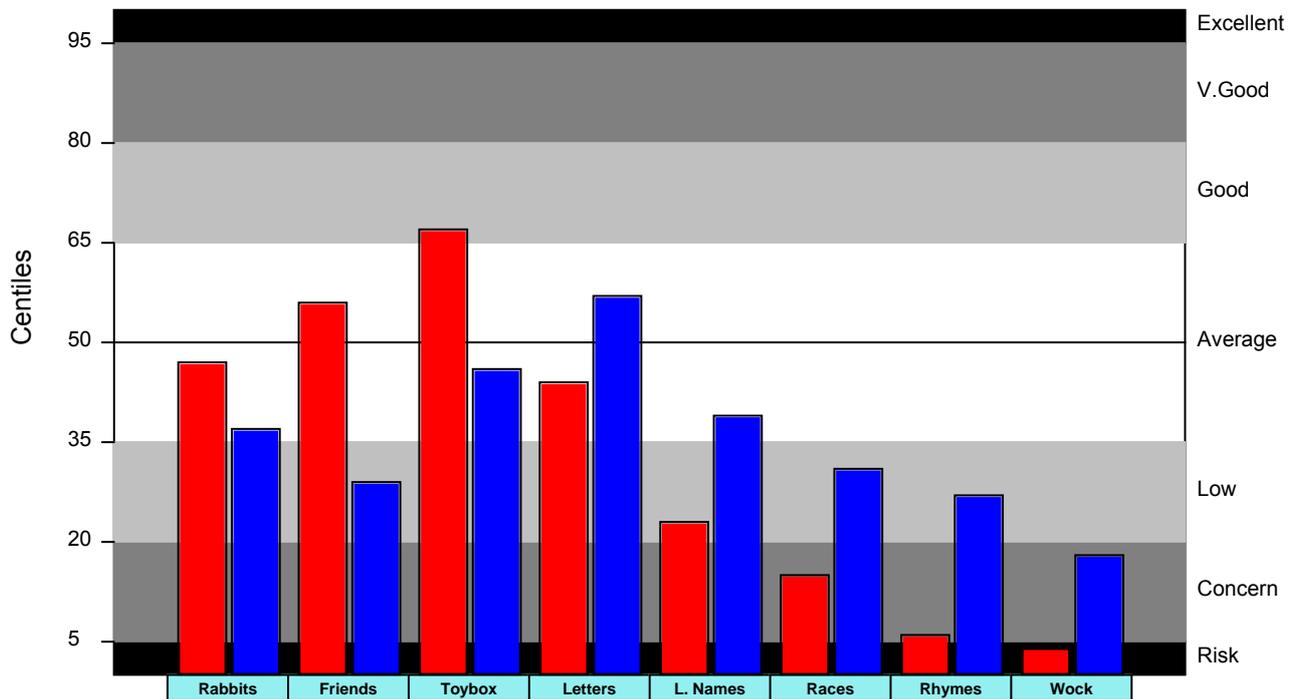# Individual CoPS Summary Sheet and Cognitive Profile
Brown David

CoPS ID: BRODAV525RDI   Age: 5:04   D.O.B: 21/05/2004   Date: 21/09/2009

Module	Score	Centile	Z Score	Time (sec)	Time Centile	Time ZScore	Test date	Test age
Rabbits	17	47	-0.075	12.43	37	-0.332	21/09/09	5 y 4
Zoids friends	30	56	0.151	19.46	29	-0.553	21/09/09	5 y 4
Toybox	8	67	0.44	4.54	46	-0.1	21/09/09	5 y 4
Zoids letters	10	44	-0.151	17.56	57	0.176	21/09/09	5 y 4
Letter names	4	23	-0.739	5.76	39	-0.279	21/09/09	5 y 4
Races	8	15	-1.036	13.58	31	-0.496	21/09/09	5 y 4
Rhymes	1	6	-1.555	8.30	27	-0.613	21/09/09	5 y 4
Wock	8	4	-1.75	4.72	18	-0.915	21/09/09	5 y 4
Clown	-	-	-	-	-	-	-	-

Accuracy

Time

Profiles should be interpreted in accordance with the manual.
Rabbits measures visual sequential memory (using temporal and spatial position).
Zoid's Friends measures visual sequential memory (using temporal position and colour).
Toybox measures visual associative memory using shape-colour or (older pupils) shape-pattern association.
Zoid's Letters measures visual sequential memory based on symbol sequence.
Zoid's Letter Names measures visual-verbal associative memory.
Races measures auditory/verbal sequential memory (using animal names).
Rhymes measures phonological awareness using detection of rhyme and (older pupils) alliteration.
Wock measures phonological discrimination.
Clown is used to identify pupils with poor colour discrimination.

Assessor's comments
Case Study 2 - Phoneme discrimination difficulties.

David's phonological awareness (Rhymes) and auditory discrimination (Wock) skills are very weak, and this also seems to be affecting auditory/verbal memory to some extent (Zoid's Letter Names and Races). The recommendations would be (a) referral for hearing assessment (possible glue ear), and (b) an early introduction of regular training in both phonological awareness and auditory discrimination. In reading development it would be a mistake just to concentrate on utilising his visual strengths, because he will then encounter major difficulties later on. Instead, a well-structured multisensory phonic approach would help to avoid auditory confusions, although great care must be taken to ensure that David hears letter sounds and words clearly. If David receives treatment for glue ear, then the CoPS auditory/verbal tests should all be repeated after a suitable interval, because it will be necessary to establish whether his low scores on Races, Zoid's Letter Names and Rhymes were simply due to his auditory problems or whether they signal other underlying cognitive problems. If memory problems are confirmed, activities with Memory Booster would be helpful.

S/N:

Lucid CoPS Version 5.04-D © Lucid Innovations Limited 2006

Individual CoPS Summary Sheet and Cognitive Profile
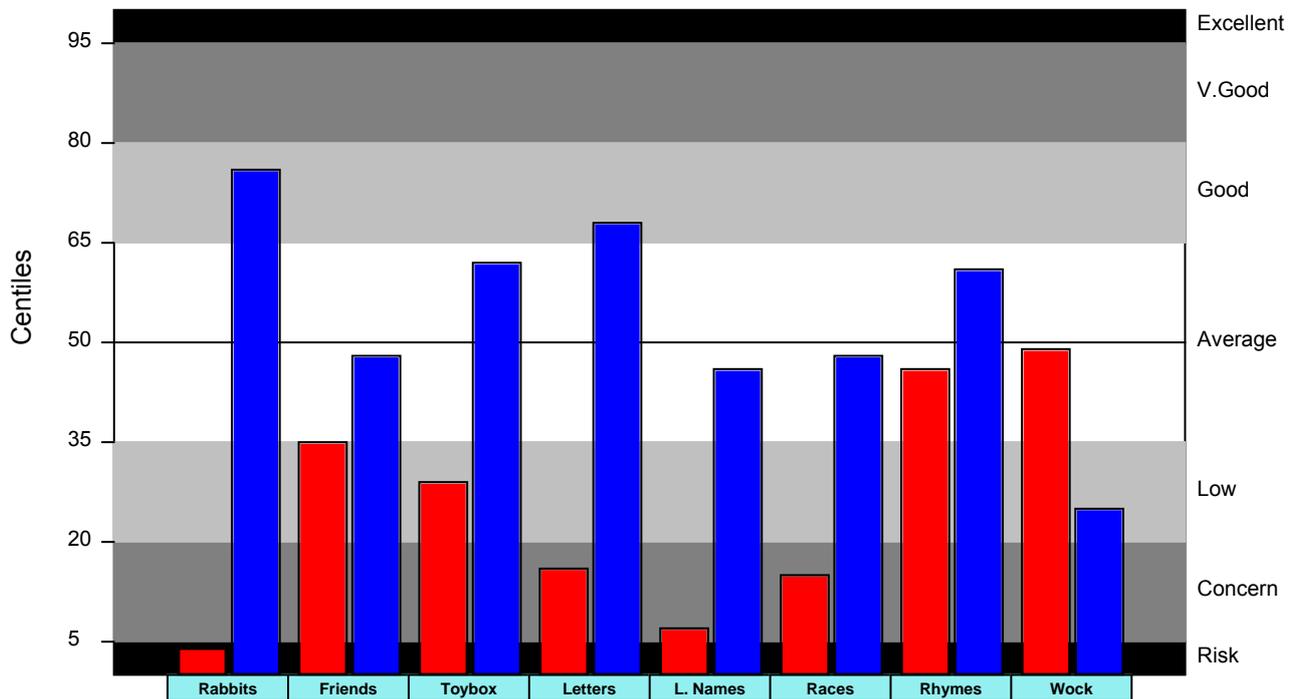## Singh Azim

CoPS ID: SINAZI075KVQ   Age: 6:03   D.O.B: 21/06/2003   Date: 21/09/2009

Module	Score	Centile	Z Score	Time (sec)	Time Centile	Time ZScore	Test date	Test age
Rabbits	7	4	-1.75	6.65	76	0.706	21/09/09	6 y 3
Zoids friends	28	35	-0.385	9.85	48	-0.05	21/09/09	6 y 3
Toybox	7	29	-0.553	2.41	62	0.305	21/09/09	6 y 3
Zoids letters	8	16	-0.995	14.50	68	0.468	21/09/09	6 y 3
Letter names	3	7	-1.476	5.60	46	-0.1	21/09/09	6 y 3
Races	13	15	-1.036	10.20	48	-0.05	21/09/09	6 y 3
Rhymes	7	46	-0.1	4.11	61	0.279	21/09/09	6 y 3
Wock	14	49	-0.025	3.57	25	-0.674	21/09/09	6 y 3
Clown	-	-	-	-	-	-	-	-

Accuracy

Time

Profiles should be interpreted in accordance with the manual.
Rabbits measures visual sequential memory (using temporal and spatial position).
Zoid's Friends measures visual sequential memory (using temporal position and colour).
Toybox measures visual associative memory using shape-colour or (older pupils) shape-pattern association.
Zoid's Letters measures visual sequential memory based on symbol sequence.
Zoid's Letter Names measures visual-verbal associative memory.
Races measures auditory/verbal sequential memory (using animal names).
Rhymes measures phonological awareness using detection of rhyme and (older pupils) alliteration.
Wock measures phonological discrimination.
Clown is used to identify pupils with poor colour discrimination.

Assessor's comments
Case Study 3 - EAL and serious memory difficulties.

Azim is aged 6 years 3 months and the language spoken at home is Punjabi. His skills in English were
rated by his teacher using the Bilingual Check List. On this the child is rated on four aspects of
proficiency in English, four aspects of degree of use of English, and one rating for motivation to
learn and use English. Each component is assigned a rating of between 0 and 4. Mean scores of less
than 3.0 may be considered as indicating limited English overall, while mean scores of 3.0 or more
indicate satisfactory English overall. Azim had a rather poor check list score of 1.88. His limited
knowledge of verbal concepts in English is shown by his BPVS standard score of 49, which is very
low (less than 1st centile). His teachers are worried about him (he is, in fact, at the School
Action Stage of the SEN Code of Practice), but his scores on Wock and Rhymes are quite satisfactory
(in the vicinity of the 50th centile). However, his other CoPS results suggest that he has fairly
serious memory difficulties, which could lie behind his poor progress in English and in other
aspects of the curriculum. In addition to intensive work on his English language skills, memory
training activities such as Memory Booster are recommended.

S/N: