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Neurodevelopmental Innovations:

For more L.C.A.N.



VISUAL PROCESSING TEST KIT

Increase learning potential

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Another ND Innovation

Introducing

"Detailed Reading Comprehension"

- ✦ Increase Short Term Memory
- ✦ Alleviate Retention Problems
- ✦ Understand Directions
- ✦ Increase Comprehension
- ✦ Lessen Confused Thinking
- ✦ Improve Language Skills
- ✦ Better Discrimination Ability

VISUAL PROCESSING



-- fold

fold -- -- --

VISUAL DIGIT SPANS TEST FOR VISUAL SHORT TERM MEMORY:

TESTING PROCEDURE: This test measures the child's ability to say a random sequence of digits (numerals) in the same order seen and on the first try. Testing is a unique process and is only administered one time for each child in the family.

The purpose of this testing is to ascertain each individual's current visual processing ability (visual short term memory). This is called their *proficiency level*. Ideally, the proficiency level should match the child's age up to age 7. A visual processing level of 7 is the minimum functional level of all individuals who are 7 years old or older.

One level up from the proficiency level is the *therapeutic level* and this is where you begin working after testing is completed.

In your test kit you will find digit span cards, which are composed of random sequences of digits (numerals 0-9). You should have four sequences for each level, i.e. four sequences with 4 digits, four with 5, four with 6 and four with 7. This kit is for any child that is 4 years old or older as long as they can easily recognize numerals 0-9.

Position yourself where the individual can easily see the digit card you hold up
Hold the card up for a period of three seconds (the timing is very important).
Then, move the card so you can see it but the individual cannot while he is tells you the digit sequence he saw on the card.

While testing, the individual's response must be correct on the first try with the numbers, repeated in the same order as seen on the card. For example, you show the following sequence: 4729 and the individual responds by saying "4,7,2,9". If the individual responds incorrectly, make a mental note of the level of the incorrect response. Then move on to a different card at that same level of digits. He should be able to do three out of four correct to be considered proficient at any given level. If this is achieved, move to the next level and continue to test. Continue increasing the quantity of digits shown until you reach a level that the child cannot do correctly.

You should be able to clearly identify the individual's proficiency level, which is the level at which he performs easily and comfortably. The next highest level is his therapeutic level. This is the level in which his abilities begin to break down. This is where you begin working to increase the individual's visual processing ability.

cut out each card before testing

31947265	42859136	03726849	51384927
8635721	0418365	6473508	0573914
719435	928374	395147	618593
82906	41925	05164	95371
3907	8624	6182	7209

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Computer program to increase:

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OR

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