

**Clinic  
logo**

**CLINIC DOCTOR EXAMPLE**

Clinic Address, City



**AULA**  
nesplora

**Full name:** Laura Anonymous

**Gender:** Female

**Chronological Age:** 10 years-old

**Date of Test Administration:** 02/18/2011

This report is aimed to be used by the test administrator as a support for interpretation. This report must not be used as the unique resource for the clinical diagnosis or intervention.



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Paseo Mikeletegi, 56 . 20009 Donostia-San Sebastián . Gipuzkoa (spain)



**CLINIC DOCTOR EXAMPLE**

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**Full name:** Laura Anonymous  
**Gender:** Female  
**Date of birth:** 10/22/2000  
**Chronological Age:** 10 years-old

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**Date of Test** the 02/18/2011 at 16:46  
**Time to completion:** 0:14:40  
**Used scale:** Female 10 years.

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**Clinician’s notes concerning history, observation and other test data:**  
The teacher recommended her parents to come to the psychologist, Laura spends a lot of time studying but fails the exams and she never finishes her tasks during class time.

**Observation notes from the AULA administration:**  
No comments



# 1 AULA EVALUATION REPORT

## 1.1 General Description

AULA NESPLORA is a continuous performance test (CPT) performed in a virtual reality classroom. This is accomplished by having the child wear a specially developed set of glasses containing a visual screen, headphones and movement sensors. The AULA CPT is designed to evaluate multiple aspects of attention, impulsivity, distractibility, motor activity and processing speed.

The virtual classroom is presented to the child from the perspective of a pupil’s desk. The program continuously shifts the child’s view of the classroom based on their head movements, providing them with the impression of actually being inside the classroom.

On the virtual blackboard and through the audio input, a series of stimuli are presented. The child responds according to instructions provided by the virtual teacher. The test consists of two tasks. In the first task, the child presses a switch anytime the stimulus on the blackboard is different from the identified target stimulus. On the second task, the child presses a switch anytime he/she hears or sees the target stimulus.

The report generated by AULA NESPLORA provides extensive graphics, tables and narrative reports. Obtained T-scores and percentiles are presented. The following summarizes the interpretation of T-scores and percentiles:

T-SCORE	PERCENTILE	INTERPRETATION
20 - 30	<2nd	Very good performance
31 - 40	2nd - 15th	Good performance
41 - 60	17th - 83rd	Average
61 - 70	85th - 98th	Below average performance
71 - 80	98th - 99th	Poor performance

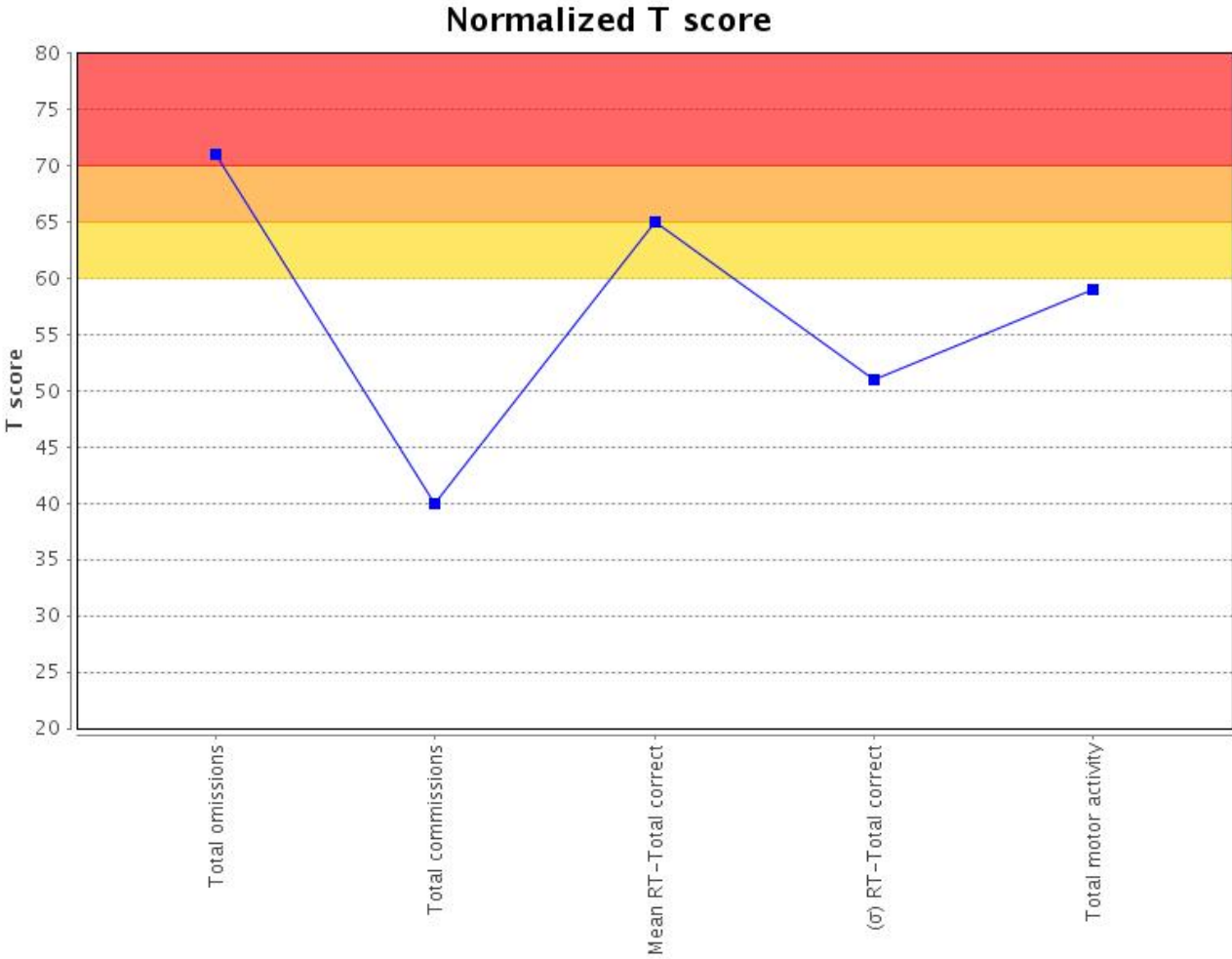




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**2 Main indices**



	Raw	Percentile	T scores
Total omission errors	131.0	97	71
Total commission errors	4.0	16	40
Mean RT-Total correct answers	1051.2	93	65
(σ) Standard deviation RT-Total correct answers	356.78	52	51
Total motor activity	0.57	81	59





## **2.1 Index description**

### **Total omission errors**

Omission errors occur when Laura must respond to the target stimulus but omits to do so. Omission errors are considered a measure of selective and unfocused attention. Laura has obtained a score of 131 in Total omission errors. These data correspond to a percentile of 97 and a T-score of 71. This reflects a very poor performance.

### **Total commission errors**

Commission errors occur when the target stimulus does not appear but the child presses the switch impulsively. Commission errors reflect a lack of response inhibition and lack of motor control. Laura has obtained a score of 4 in Total commission errors. These data correspond to a percentile of 16 and a T-score of 40 which indicates a high performance.

### **Mean RT (Response Time) over Total Correct Answers**

Mean reaction time is a highly reliable measure of processing speed and answer consistency. It also reflects attention ability. Laura has obtained a score of 1,051.2 in Mean RT-Total correct answers. This data corresponds to a percentile 93 and a T score of 65 with respect to the normative sample, which indicates a poor performance.

### **( $\sigma$ ) Standard deviation from RT (Response time) over Total Correct Answersal**

Deviation of reaction time is a measure of variability and answer inconsistency, and it can be a measure of decrease in vigilance. Laura has obtained a score of 356.78 in ( $\sigma$ ) Standard deviation RT-Total correct answers. These data corresponds to a percentile of 52 and a T score of 51 with respect to a normative sample, which indicates a normal performance.

### **Total motor activity**

Total motor activity is measured by the sensor from the glasses. It evaluates the child's head movements while he/she performs the exercise. That is, whether he/she has moved a lot or a little or in an unnecessary manner. Laura has obtained a score of 0.57 in Total motor activity. This data corresponds to a percentile of 81 and a T score of 59 with respect to the normative sample, which indicates a normal performance.

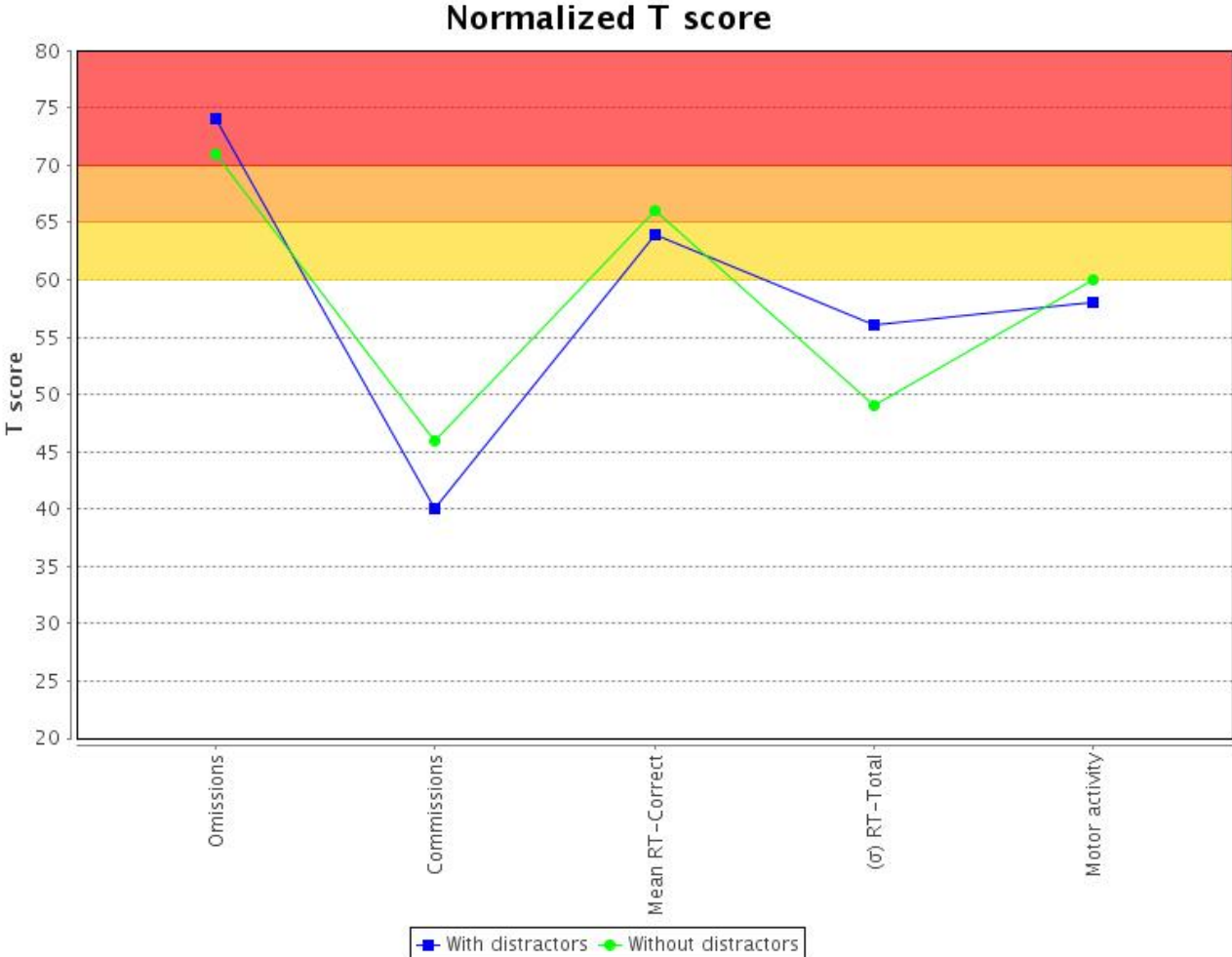


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**3 Task performance in presence and absence of distractors**

AULA has analyzed Laura's performance in the presence and absence of distractors. The following figure and table demonstrate how much the distractors affected Laura during the test administration.



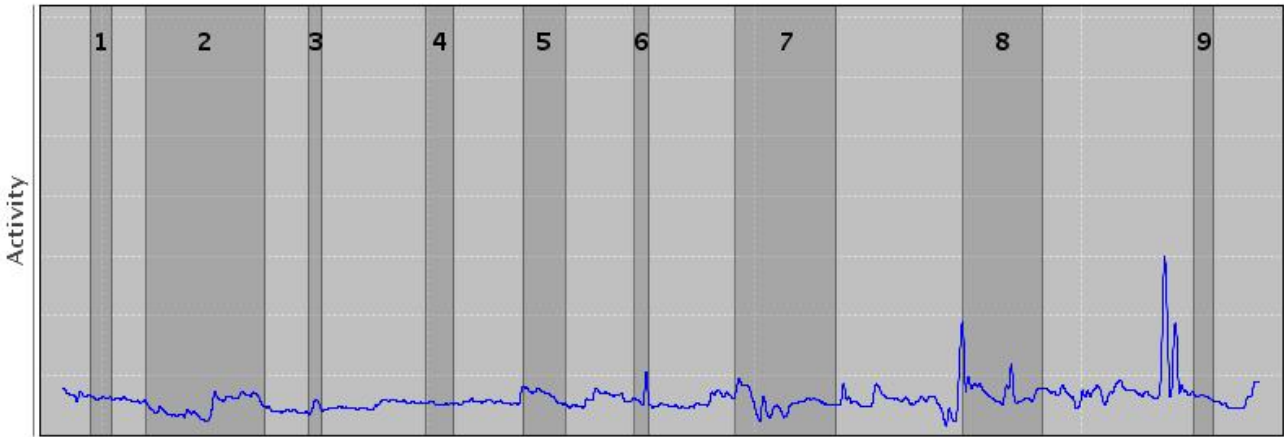
	With distractors			Without distractors		
	Raw direct scores	Percentile	T scores	Raw direct scores	Percentile	T scores
Omissions	47.0	98	74	84.0	97	71
Commissions	1.0	16	40	3.0	33	46
Mean RT-Correct answers	1102.4	93	64	1038.08	95	66
(σ) Standard deviation RT-Correct answers	407.14	73	56	341.45	48	49
Motor activity	0.54	79	58	0.61	85	60



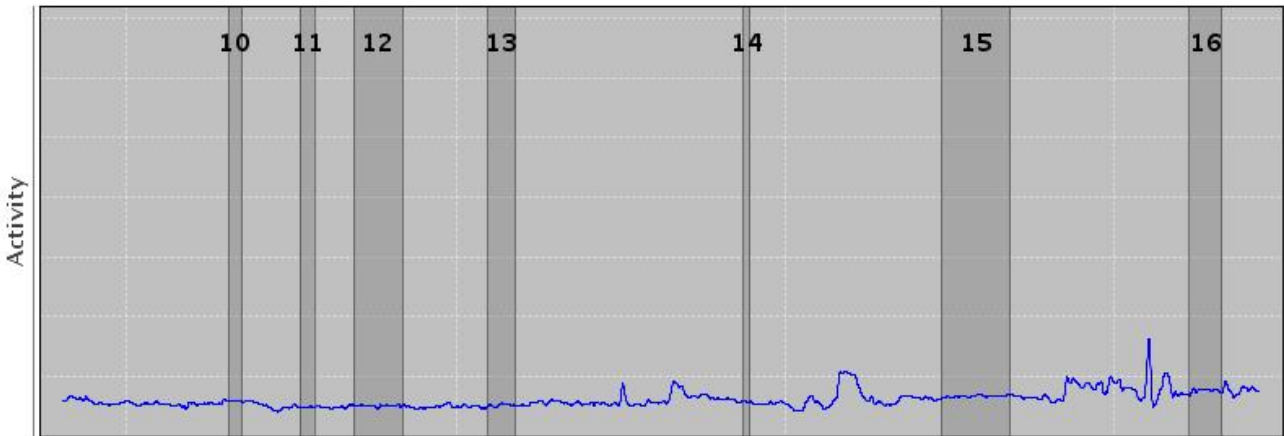
### 3.1 Motor activity graphics with relation to the distractors

These graphics reflect Laura's activity as compared to distractors. Peak of activity related to the distractor means that Laura followed the distractor with his/her head, shifting attention away from the task.

**Task 1**



**Task 2**



**Task 1 (NO-X)**

- 1. Paper ball
- 2. Teacher's walk
- 3. Whispering at the right
- 4. Teacher's ballpen drops
- 5. A boy passes a note
- 6. Someone coughs at the left
- 7. A boy handles a piece of paper to the teacher
- 8. An ambulance passes
- 9. The bell rings

**Task 2 (X)**

- 10. Whispering at the left
- 11. Someone coughs at the right
- 12. Step noise from the corridor
- 13. A kid at the left raises his hand
- 14. Someone is laughing
- 15. Somebody knocks on the door
- 16. A kid at the right raises his hand

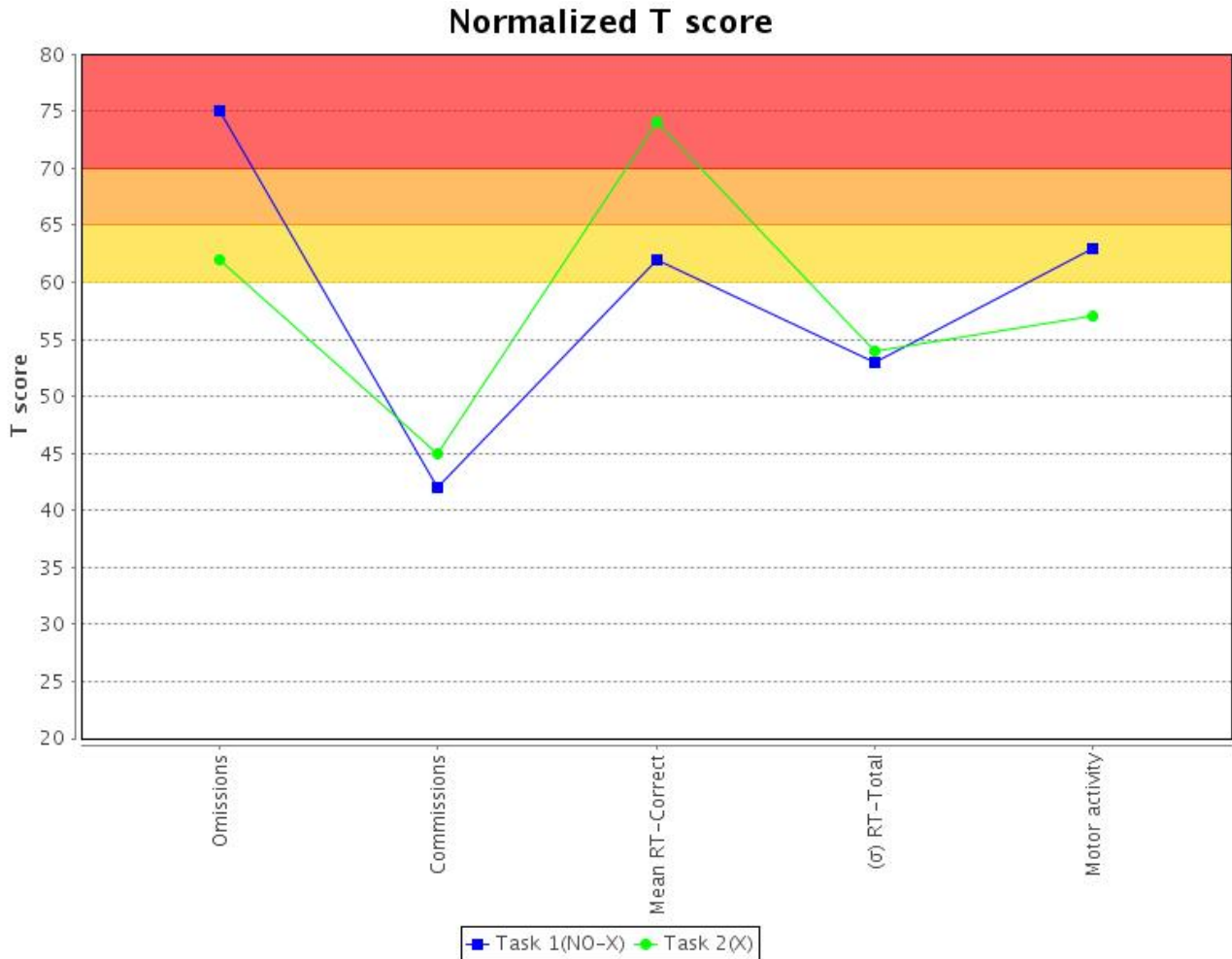


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**4 Type of exercise**

In AULA, Laura performed two tasks. In the first task, Laura must control impulses in the face of multiple stimuli. In the second task, a monotonous presentation of stimuli is designed to challenge sustained attention and concentration. The following table and graph demonstrate Laura's performance task by task.



	Task 1 (NO-X)			Task 2 (X)		
	Raw direct scores	Percentage	T scores	Raw direct scores	Percentage	T scores
Omissions	125.0	98	75	6.0	88	62
Commissions	4.0	22	42	0.0	31	45
Mean RT-Correct answers	989.53	89	62	1090.27	98	74
(σ) Standard deviation RT-Correct answers	386.48	61	53	330.73	66	54
Motor activity	0.66	91	63	0.49	75	57



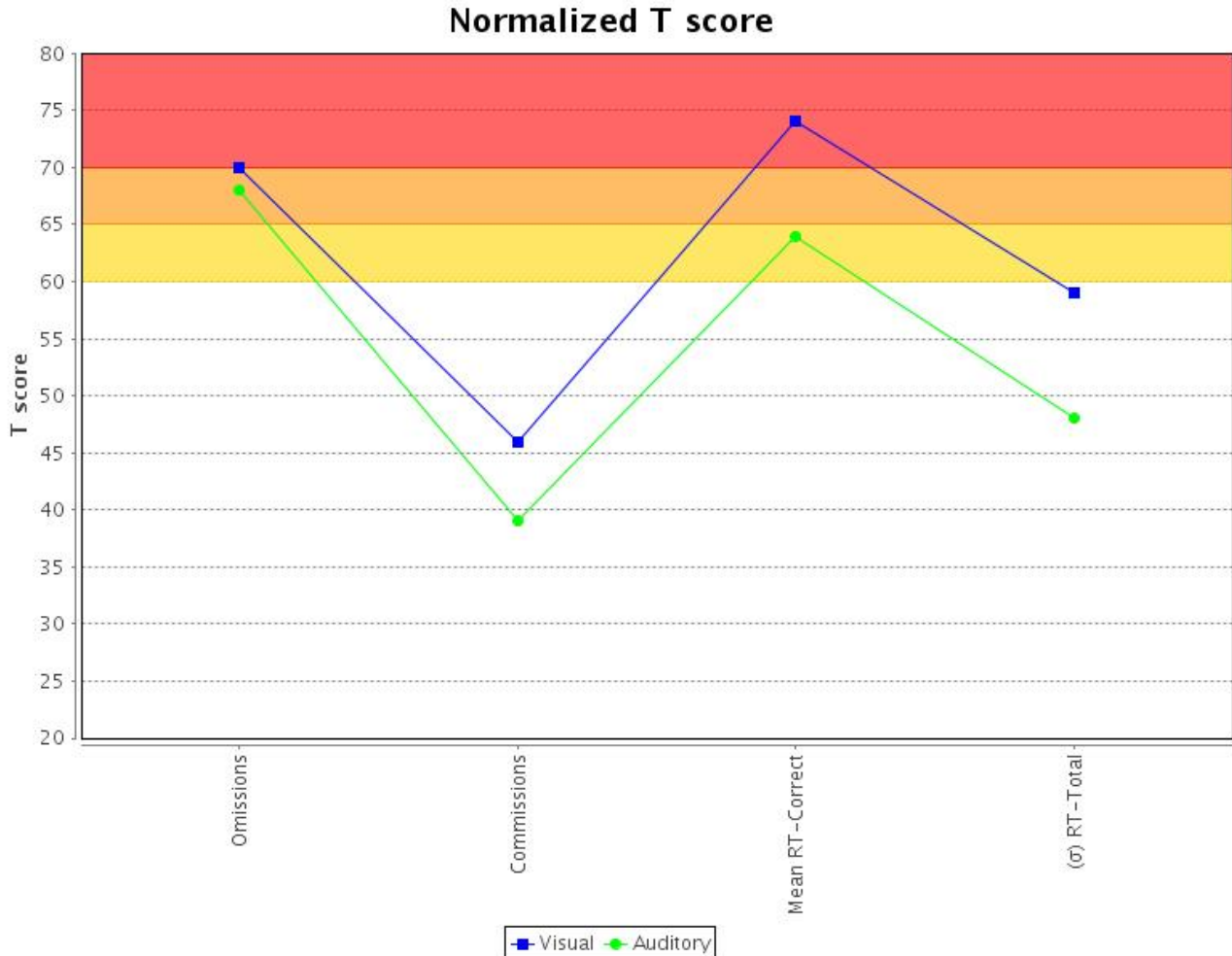


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**5 Auditory and Visual Sensory Channels**

Laura must respond to auditory and visual stimuli during the AULA tasks. The differences between auditory and visual processing is compared below in graph and tabular form.



	Visual			Auditory		
	Raw direct scores	Percentile	T scores	Raw direct scores	Percentile	T scores
Omissions	64.0	97	70	67.0	96	68
Commissions	4.0	33	46	0.0	13	39
Mean RT-Correct answers	903.21	98	74	1265.8	93	64
(σ) Standard deviation RT-Correct answers	311.62	81	59	305.39	42	48



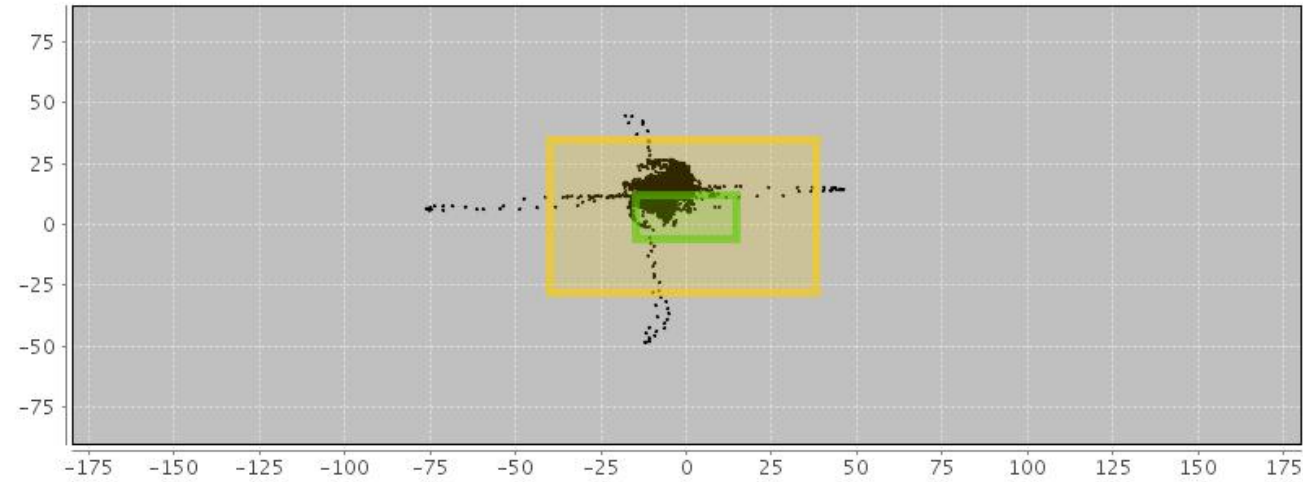
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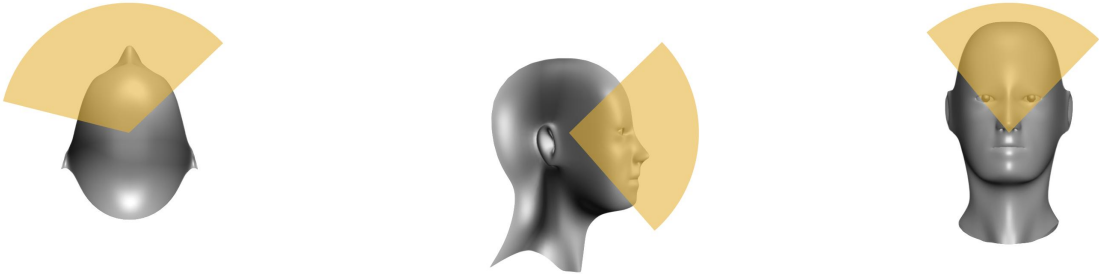
**6 Motor activity**

The graphics below demonstrate Laura's head movement throughout the test. The yellow framework represents the zone in which the virtual blackboard can be seen. Movement out of that zone makes it impossible for the child to correctly perform the visual task. The dot diagram below provides a visual image of Laura's attention to the blackboard and to the general task. If Laura has looked to the blackboard's zone and has not performed the task correctly, internal distractors should be considered (see Quality of Attention).

	<b>Raw direct</b>	<b>Percentile</b>	<b>T scores</b>
Total motor activity	0.57	81	59



The index of motor activity can reflect many phenomena, including: a tendency to become distracted by external stimuli (see distractor graphic), motor activity with no relation to distractors or in the case of low a activity but poor task performance or possible internal distractors (see quality of attention graphic).



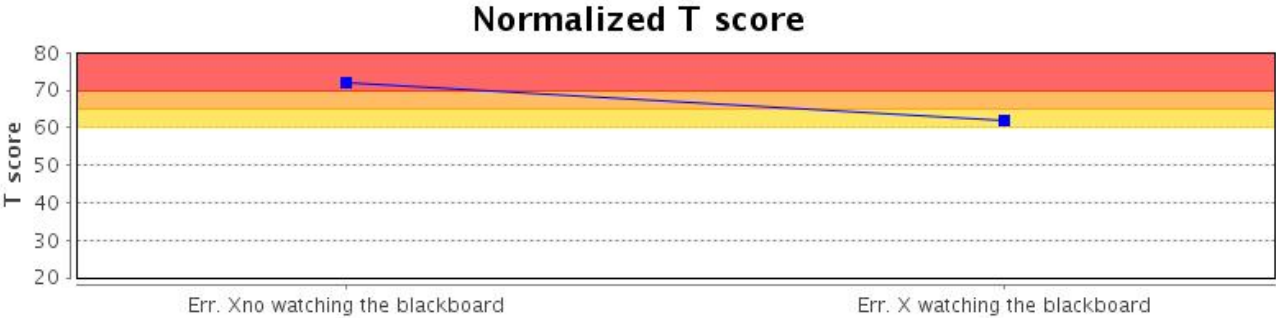


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**7 Attention focus quality**

This measure unique to the AULA tasks, provides an observation of the child's attention when they are focused on the blackboard. These data compliment data from motor activity, providing input whether Laura's performance varies depending on either internal or external stimuli.



	Raw	Percentile	T scores
Total errors in TASK 1 (X-NO) watching the blackboard	63.0	98	72
Total errors in TASK 2 (X) watching the blackboard	5.0	88	62

At 03 17 2014

Doctor Example

Nesplora fulfils the safety rules collected in the Royal Decree 1720/2007, from 21st December, by which the Rules for the development of the Organic Law 15/19999, of 13th December, for protection of personal data, are approved.



Laura Anonymous

03/17/2014

**Profile of Laura Anonymous on 18/02/2011**

