Cogmed is now easier to do in schools.

February, 2016
http://www.cogmed.com/research
Charles Shinaver PhD & Peter Entwistle PhD

AGENDA
- Cogmed Distinctiveness
- new features: Trends Reporting for School-age Cogmed (RM)
- Compliance
- Motivation
- Validity
- automated Start-up Sessions
- role of account management
- large scale implementations
- research overview
- demo

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Cogmed Distinctiveness

- Cogmed is Coach Mediated vs. Direct to Consumer approach.
- Coach Qualification requirement.
- Cogmed Emphasizes the Accumulation of Quality Scientific evidence
  - Careful attention to the evidence.
  - Claims based upon evidence.
  - Claims & Evidence Document updated May, 2015
  - Refereed journal articles & book chapters
  - Marketing is based upon consideration of the evidence.
  - Marketing & Sales are directed toward professionals not consumers.
- Cogmed Training Web Provides resources
- Cogmed Customer Support includes Cogmed Onboarding & Account Management

New Features Intended to Address Previous Challenges in Schools

  
  NOW: Variable Protocol: 3 or 4 days a week. 25 or 35 minutes protocols. 7-10 weeks.

- Pricing: Same pricing for both schools & MHC.
  Prices vary from $82 per user (package of 60) to $980 (package of 4 or $245 each) through 2016.

Critical Updates

- Variable Protocols
- iPad/Tablet version of Cogmed (2014)
- Demo at login "Try Me" with new URL: mycogmed.com
- CPI: Cogmed Progress Indicator
- Cogmed Progress Reports for each student
- Start Up Session Videos
The Customer Gets to Choose
Variable Protocol

<table>
<thead>
<tr>
<th>Duration</th>
<th>25 min. per session*</th>
<th>35 min. per session**</th>
<th>50 min. per session*</th>
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</thead>
<tbody>
<tr>
<td>5 days per week</td>
<td>5 days per week for 6 weeks</td>
<td>5 days per week for 5 weeks**</td>
<td></td>
</tr>
<tr>
<td>4 days per week</td>
<td>4 days per week for 8 weeks</td>
<td>4 days per week for 7 weeks</td>
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<tr>
<td>3 days per week</td>
<td>3 days per week for 10 weeks</td>
<td>3 days per week for 9 weeks</td>
<td></td>
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</table>

* Indicates total training time including breaks
** Standard protocol supported by published peer-reviewed research

Schedule for coach calls

<table>
<thead>
<tr>
<th>CPI Session</th>
<th>25 min</th>
<th>35 min</th>
<th>50 min</th>
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<tbody>
<tr>
<td>CPI Baseline 1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CPI Baseline 2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>CPI Baseline 3</td>
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<td>5</td>
<td>5</td>
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<td>Coach Call 1</td>
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<td>10</td>
</tr>
<tr>
<td>Coach Call 2</td>
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<td>15</td>
</tr>
<tr>
<td>Coach Call 3</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Coach Call 4</td>
<td>25</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Coach Call 5</td>
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<td>30</td>
</tr>
<tr>
<td>Coach Call 6</td>
<td>35</td>
<td>35</td>
<td>35</td>
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Basis for Variable Protocols:
Analysis of 3,629 protocols of Beta Data

- Pilot results with 70 children training on the shorter versions were promising.
- Beta released: 25 minutes per training block and one of approximately 35 minutes.
- Data from 3,629 completed Cogmed trainings (UK, USA, AU, NL) of RM and QM were used.

Note: JM is already very short at only 15 or 20 minutes per training session.

- The data was analyzed to investigate the effects of the new training protocols.
No significant differences on the CPI tasks (WM Odd one out, following instructions and math fluency). Measures of generalization.

- Improvements did not vary based upon number of training blocks per week.
- Self-rated improvements in everyday attention were equal across protocols.

**CONCLUSION:** Shorter training protocols can be recommended with confidence to users.

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**RESULTS OF VARIABLE PROTOCOLS:**

- Analysis of 3,629 protocols of Beta Data

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**UPDATES:** iPad Version of Cogmed Downloadable from both the Apple App Store and on Android App on Google Play.

- Cogmed on Apple App Store
- Cogmed on iPad
- Cogmed on my.cogmed.com: Demo without password.

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Demo at login by clicking on: “Try Out Cogmed” No password required.

New Login URL: my.cogmed.com

Demo Languages:
New Training Data User Interface

Old       New

Yellow indicates only missed last item in the sequence. Very close to getting right. Helps with motivation.

CPI: Cogmed Progress Indicator: Built-in Measures of Transfer

SHAPE-UP: Independent WM Task
LISTEN-UP: Following Instructions
ADD-UP: Math Fluency
“Trends” Reporting Developed

- Communication: Fidelity metrics used during implementation
- Track fidelity
  - Account level
  - Coach level
  - Individual trainings
- Communicate across accounts and schools
- Ease day-to-day coaching needs

Trends Metrics

- Compliance
  - Training according to Schedule
- Motivation
  - Training with high effort and quality
- Validity
  - Training without indications of disallowed strategies
  - AKA – The “cheating” score
Compliance

Compliance: The number of trainees and percentage of trainees that are following the selected protocol

- Measuring time per block (25, 35, or 50 minutes per block)
- Measuring blocks trained per week (3, 4, or 5 blocks completed per week)

<table>
<thead>
<tr>
<th>Minutes Per Day</th>
<th>Total Number of Sessions/Blocks</th>
<th>Number of weeks to complete</th>
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</thead>
<tbody>
<tr>
<td>25 minutes per day</td>
<td>40 blocks</td>
<td>13 weeks to complete</td>
</tr>
<tr>
<td>35 minutes per day</td>
<td>30 blocks</td>
<td>10 weeks to complete</td>
</tr>
<tr>
<td>50 minutes per day</td>
<td>25 blocks</td>
<td>7-8 weeks to complete</td>
</tr>
</tbody>
</table>

Motivation

Motivation: The number of trainees and percentage of trainees that are motivated and completing the program at their capacity.

Based on effort and performance and breaks
- Are they giving the maximum effort?
- Is the student performing below capacity
- How many mandatory breaks are given during an exercise?

Validity

- Does a trainee appear to be using disallowed strategies?
- Discrepancies between highest level of tasks that are easy and difficult to cheat on.
- Unexpectedly steep index improvement.
- Unexpectedly high start index.
Key Administrative Tools

- Blocks Behind
  - On average, how many blocks behind the selected protocol are the trainings within this account/coach account?

- Trained Blocks
  - On average, how many blocks have the trainings in this account completed?

- Total Started
  - How many trainings have been started within this account?

- Total Created
  - How many training IDs were created within this given account?

- Account Hierarchy
  - Toggle between accounts, subaccounts, coaches, and individual trainings.

TRENDS: ACCOUNT

<table>
<thead>
<tr>
<th>Account</th>
<th>Blocks Behind</th>
<th>Trained Blocks</th>
<th>Total Started</th>
<th>Total Created</th>
<th>Blocks Added</th>
<th>Trained Blocks</th>
<th>Total Started</th>
<th>Total Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goose Creek Elementary</td>
<td>6.5</td>
<td>19.1</td>
<td>116 (75.6%)</td>
<td>145 (95.9%)</td>
<td>100.0%</td>
<td>19.1</td>
<td>116 (75.6%)</td>
<td>145 (95.9%)</td>
</tr>
<tr>
<td>Austin Elementary</td>
<td>7.6</td>
<td>22.1</td>
<td>133 (86.1%)</td>
<td>159 (107%)</td>
<td>100.0%</td>
<td>22.1</td>
<td>133 (86.1%)</td>
<td>159 (107%)</td>
</tr>
<tr>
<td>Benito Elementary</td>
<td>6.3</td>
<td>21.7</td>
<td>122 (79.2%)</td>
<td>148 (99.6%)</td>
<td>100.0%</td>
<td>21.7</td>
<td>122 (79.2%)</td>
<td>148 (99.6%)</td>
</tr>
<tr>
<td>Brown Junior</td>
<td>-</td>
<td>-</td>
<td>7 (0.5%)</td>
<td>9 (0.6%)</td>
<td>-</td>
<td>-</td>
<td>7 (0.5%)</td>
<td>9 (0.6%)</td>
</tr>
<tr>
<td>Brown P. Harper Elementary</td>
<td>-</td>
<td>-</td>
<td>6 (0.4%)</td>
<td>8 (0.6%)</td>
<td>-</td>
<td>-</td>
<td>6 (0.4%)</td>
<td>8 (0.6%)</td>
</tr>
<tr>
<td>Brown Elementary</td>
<td>5.5</td>
<td>23.1</td>
<td>108 (71.1%)</td>
<td>134 (92.1%)</td>
<td>100.0%</td>
<td>23.1</td>
<td>108 (71.1%)</td>
<td>134 (92.1%)</td>
</tr>
<tr>
<td>Carol Elementary</td>
<td>6.3</td>
<td>22.2</td>
<td>124 (80.8%)</td>
<td>150 (103%)</td>
<td>100.0%</td>
<td>22.2</td>
<td>124 (80.8%)</td>
<td>150 (103%)</td>
</tr>
<tr>
<td>cokeper Junior</td>
<td>-</td>
<td>-</td>
<td>5 (0.3%)</td>
<td>7 (0.5%)</td>
<td>-</td>
<td>-</td>
<td>5 (0.3%)</td>
<td>7 (0.5%)</td>
</tr>
<tr>
<td>Croatia Elementary</td>
<td>6.6</td>
<td>22.3</td>
<td>125 (81.1%)</td>
<td>151 (101%)</td>
<td>100.0%</td>
<td>22.3</td>
<td>125 (81.1%)</td>
<td>151 (101%)</td>
</tr>
</tbody>
</table>

Class Level Data on Trends Report

<table>
<thead>
<tr>
<th>Account</th>
<th>Blocks Behind</th>
<th>Trained Blocks</th>
<th>Total Started</th>
<th>Total Created</th>
<th>Blocks Added</th>
<th>Trained Blocks</th>
<th>Total Started</th>
<th>Total Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harriet Manor Junior</td>
<td>10 (93.9%)</td>
<td>20.4</td>
<td>11 (91.7%)</td>
<td>12 (100%)</td>
<td>100.0%</td>
<td>20.4</td>
<td>11 (91.7%)</td>
<td>12 (100%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Account</th>
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<th>Total Created</th>
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</thead>
<tbody>
<tr>
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<td>10 (93.9%)</td>
<td>20.4</td>
<td>11 (91.7%)</td>
<td>12 (100%)</td>
<td>100.0%</td>
<td>20.4</td>
<td>11 (91.7%)</td>
<td>12 (100%)</td>
</tr>
</tbody>
</table>
Student Level Data on Trends Report

Validity Measures on Trends Report

Compliant
Trainee seems to be training according to the plan in terms of time/stack and blocks/weeks.

Motivated
A large portion of the training is performed below the estimated capacity which may impact the effectiveness of the training. Check motivational status and remind them that training at their limits is what will strengthen their working memory.

Valid
Trainee is progressing as expected on the exercises in terms of index improvement.
At the end of the training staff are able to print out PDF progress reports for each student which summarizes the student’s training progress, CPI improvements and self reports.

Cogmed Progress Report

Start-up Session

Videos to help you out with presenting Cogmed

- Start Up Session is now fully automated making less work for the teachers.
- These videos educate the students about Cogmed, its effects on users, and how to complete the program in a fun and engaging way. These videos create an understanding and excitement around Cogmed.

Account Management (MHC & EDU)

Committed Support Throughout Training and Implementation

Onboarding Process:
- Self-guided online training
- Monthly calls for the first 3 months to ensure better understanding
- Ensuring the use of implementation resources and continuing education
- Address questions and concerns as they come up
- Encouraging continuous communication with our customers

Account Management: Effective in giving customers needed support and sustaining an open line of communication
Cogmed Claims and Evidence Language

1) CVMT leads to sustained improvements in working memory, from childhood to adulthood, as seen in
   a) preschoolers (6, 16, 41, 42)
   b) children and adolescents (1, 3, 7, 13, 18, 25-27, 33, 34, 36, 45, 52, 53)
   c) adults and old adults (5, 15, 22, 28, 37, 38, 46, 47)
2) CVMT leads to sustained improvements in attention seen in both
   a) subjective measures of attention (3, 11, 14, 18, 26, 38, 31, 47)
   b) and objective measures of attention (5, 6, 15, 22, 25, 28)
3) Improvements in working memory following CVMT are associated with changes in functional brain activity seen
   as changes in the neurochemistry (9), functional activity related to working memory (2, 4, 22), and functional
   connectivity at rest (52)
4) Learning outcomes in reading (13, 35, 45) and math (34, 43, 45) improves for many underperforming students
   following CVMT.
5) In clinical trials, CVMT has been shown to improve attentional problems in many with ADHD (3, 11, 25, 47)
   a) as evident in rating scales (3, 11, 47)
   b) or measured with objective measures (25)
6) Adult Cogmed users report improved functioning in daily life (5, 28, 47).

Understanding Science: Claims & Evidence

- Understanding the scientific method
  - Sample sizes
  - Type I & II errors.
  - Validity and reliability of outcome measures.
  - Study design.
- Understanding of levels of evidence from lowest to highest:
  - Testimonials: Note: Often direct to consumer models emphasize testimonials to a much greater extent than higher levels of evidence because they “sell”.
  - Case studies
  - Peer reviewed journals

Claims Evidence Basis

Criteria for forming a claim are as follows (at least one out of the three must be fulfilled):
- An effect is observed in at least two RCTs.
- An effect is observed in at least three controlled studies.
- An effect is observed in one RCT and in two controlled studies.
Case Study: Goose Creek, Texas

DISTRICT IMPLEMENTATION:
- Implemented Cogmed in two years across special education departments in 21 district schools.
- 251 students in the fall semester of 2014
- 408 students in the spring of 2015.
- In semester 1, 64% completion percentage.
- After adding trends, 94% percent of students completed Cogmed.

POSITIVE INSIGHTS FROM IMPLEMENTATION:
- Close Collaboration with district administration was key to a successful implementation as stated by administrators and teachers.

Goose Creek Consolidated ISD’s Success with Cogmed®
Baytown, Texas

- Students trained throughout 21 Elementary and Middle Schools.
- 35 minutes a day for 30 days.
- Majority of students improved in areas of math, working memory and/or behavior according to Goose Creek Administrators.

Dr. Tom Kelchner - Director of Special Education
Goose Creek Consolidated Independent School District
| Baytown, TX

- Sample: 59 students, ages 8 to 17 years (M =12.0, SD = 3.10), from six schools (four elementary, one middle, and one high school) and identified by the District School Psychologist as having a learning disability, executive function deficits, or as struggling academically.

- Protocol: 35 minutes per day, 4 to 5 days per week, for 6 to 8 weeks.

- Fidelity: 97% of students complied with the Cogmed intervention. 100% of students improved on the exercises practiced throughout the training.

Case Study: Ladue School District, St. Louis, Missouri

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- Protocol: 35 minutes per day, 4 to 5 days per week, for 6 to 8 weeks.

- Fidelity: 97% of students complied with the Cogmed intervention. 100% of students improved on the exercises practiced throughout the training.
Case Study: Ladue School District, St. Louis, Missouri

Working Memory: 86% of students improved by 37% on the Cogmed Progress Indicator working memory task (Shape Up).

Students significantly improved both on tasks similar to those practiced during training and non-trained working memory tasks from the WOMBAT (Englund et al., 2014).

Following Instructions: 68% of students improved by 20% on the Cogmed Progress Indicator following instructions task (Listen Up).

Behavior: 76% of students improved by an average 43% on parent-rated symptoms of inattention (DSM-IV Rating Scale).

100% of students reported improvement on their own inattentive symptoms (Cogmed Questionnaire).

● Students significantly improved their math concepts and applications (p<0.05) and on the math composite score (p<0.05) of the KTEA-II.

● Students in 3rd and 4th grade improved by an average 18 percentage points in math compared to their peers across the state and by an average 23 percentage points compared to their peers nationwide.

● The majority of 3rd and 4th grade students improved on standardized reading assessment, gaining 20 and 23 percentage points compared to their peer across the state and nation respectively.

Take Home

● The findings from the current research suggest that Cogmed Working Memory Training is an efficacious classroom intervention for improving working memory and inattentive symptoms and may be a viable tool for improving academic performance, particularly in math, for students with cognitive deficits and/or struggling academically.

● These gains on the Add Up task are consistent with the overall results of 2,147 Cogmed trainees who improved by 12%.

Whereas students with subjective report of poor WM and attention (Bergman-Nutley & Klingberg, 2014), demonstrated an improvement 14% on the Add Up task.
Case Study: Private Practice

- Practice with five Cogmed coaches.
- Practice was flagged by Cogmed Account Management for low fidelity and compliance.
- Looking further into Trends, it became clear that three coaches were above 90% compliant, but two coaches were below 33% compliant.
- Coaches retrained in Cogmed and compliance was upped back to 90% in all 5 coaches.

Cogmed Claims & Evidence Claim #2
Updated May 2015

- CWMT leads to sustained improvements in attention seen in both subjective and objective measures.
- Various ages & presenting problems will be reviewed which are organized based upon areas with the most evidence.
  - **Subjective measures of attention:**
  - **Objective measures of attention:**
    - (Westerberg, et al., 2007; Thorell, et al., 2009; Lundqvist, et al., 2010; Brehmer, et al., 2011; Green, et al., 2012; Brehmer, et al., 2012).

Cogmed Claims:
4) Learning Outcomes in Reading & Math


and math (34, 43, 45) (Dahlin (2013), Bergman-Nutley & Klingberg (2014), Holmes & Gathercole (2014) improve for many underperforming students following CWMT.
Over 76 total published Cogmed Studies
22 on ADHD

Support for “whole-class” Cogmed (33)
with several publications since 2013.

NOTE: Untapped potential in several typically developing
groups (21 studies; e.g. “Aging” with adults, “enrichment” or
“prevention” for children and preschoolers, supports argument
for “whole class Cogmed”, etc.).

NOTE: 6 studies on the topic of classroom behavior, low WM students, underachieving
students, low language ability students all since 2013.

Cogmed published studies covering several newer areas. (17)
How much time does it take?

How many Cogmed sessions before you can see progress?

Take note that changes begin to be registered at about 3 or more weeks into training.

As such the role of the coach in supporting the motivation of the trainee is very important.

Realize: “Transfer increased linearly with amount of training time & correlated with improvement on trained tasks.”

WM, FI & Math significantly Improved

WM deficit Children: Transfer increased linearly with amount of training time & correlated with improvement on trained tasks. WM, FI & Math Improved (Bergman-Nutley & Klingberg, 2014)

TS (week 5)-T1 (week 1) showed the biggest difference between groups:
Cogmed: Near & Far Transfer

Skill/behavior
'Far Transfer'

Generalized
'Near Transfer'

Executive
functions

WM may be necessary but not sufficient:
May need domain specific skills, may need improved general executive functioning skills.
Remediation and other interventions may be necessary.

Reading comprehension
Math skills
Language development
On-task behavior

Rate of learning
Reduced Cognitive Failure
Following Instructions
Attention/Concentration

Planning
Initiate
Task monitoring
Organize

This chapter puts into the larger perspective computerized cognitive training in the areas in which it has been most applied clinically: Schizophrenia, Traumatic Brain Injury & ADHD.

It is in this chapter where the "severity of disorder" argument is made.

Book Chapter published by Charles & Peter in "Mental Health Practice in a Digital World"
Our chapter: "Computerized Cognitive Training Based upon Neuroplasticity."

Please Click Here or go to this URL: http://www.springer.com/us/book/9783319141084#

Our Other Publications since 2013


Same Pricing for MHC and Schools

Cogmed School Order Form

<table>
<thead>
<tr>
<th>School</th>
<th>Number</th>
<th>Total Cost</th>
<th>Total Price</th>
<th>Total Price w/ Discount</th>
<th>Total Cost w/ Discount</th>
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</thead>
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<tr>
<td>School</td>
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</table>

For all other order requests, please contact your local representative.

Cogmed on my.cogmed.com: Demo without password.

Demo at login by clicking on: "Try Out Cogmed"
No password required.
New Login URL: my.cogmed.com

Demo Languages:

Cogmed Coach Training for School staff takes approximately 3 hours.
Training is at mycogmed.com. (Online & self-paced).
Training is built in packages of 4 or more user ID's.
Ongoing online support with the coach training center at mycogmed.com
Additional support through account management.
Resources

Demo:  http://www.mycogmed.com/
click on “TRY OUT COGMED”

Website:  www.cogmed.com

Research:  www.cogmed.com/research
Download Claims & Evidence here

Cogmed Customer Service:  1-800-627-7271

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Thank you!