

SLP-chosen for you, from the Nicespeechlady.com library SPEECH PATHOLOGY PATIENT: \_\_\_\_\_

SPEECH PATHOLOGIST: \_\_\_\_\_

SPECIAL INSTRUCTIONS: \_\_\_\_\_

\_\_\_\_\_ DATE: \_\_\_\_\_



Nice Speech Lady

**HANDOUT-ABLE: Cognitive Strengths/Areas for Treatment, Based on a Full Speech Pathology Evaluation**

A full cognitive-communication evaluation has been conducted, and the following strengths/areas for improvement data are available for review, in order to describe direction in treatment. Listed below the strengths/involved areas are definitions of these terms.

Strength	Involved Area	
_____	_____	Working Memory
_____	_____	Immediate Short-Term Memory
_____	_____	Delayed Short-Term Memory
_____	_____	Explicit/Declarative Long-Term Memory
_____	_____	— Episodic Memory
_____	_____	— Semantic Memory
_____	_____	Implicit/Procedural Long-Term Memory
_____	_____	Retrospective Memory
_____	_____	Prospective Memory
_____	_____	Orientation
_____	_____	Executive Functioning
_____	_____	Social Language Skills
_____	_____	Functional Sequencing
_____	_____	— Simple
_____	_____	— Moderately-Complex
_____	_____	— Complex
_____	_____	Insight/Judgment/Problem Solving
_____	_____	Attention/Concentration
_____	_____	— Divided
_____	_____	— Sustained
_____	_____	— Selective
_____	_____	— Alternating
_____	_____	Initiation
_____	_____	Abstract Reasoning
_____	_____	Numerical Reasoning
_____	_____	Reading Comprehension -- Simple
_____	_____	Reading Comprehension -- Complex
_____	_____	Self-Control

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Functional Organization Skills for:

- Time Management
- Safety
- Cooking/Cleaning
- Medication Organization
- Transportation Coordination
- Driving
- Finances
- Working/Volunteering/Activities

Thought Organization

Receptive Language/Processing — Simple

Receptive Language/Processing — Complex

Expressive Language — Simple

Expressive Language — Complex

Articulation

Functional Communication of Wants

Cognitive Skills Affecting Communication Skills

How: \_\_\_\_\_

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Communication Skills Affecting Cognitive Skills

How: \_\_\_\_\_

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OTHER: \_\_\_\_\_

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## **Definitions of Terms**

- **Working Memory** = the cognitive framework of processes for temporary storage and manipulation of information. Short-term memory is one component to working memory; working memory also involves visual processing, sound processing, and high-level thinking systems.
- **Immediate Short-Term Memory** = recall over a short-term interval, such as 30 seconds or less.
- **Delayed Short-Term Memory** = the ability to recall something after a period of rest, distraction or another activity — this range can be from minutes to days.
- **Explicit/Declarative Long-Term Memory** = conscious memory of facts and events; the "knowing what" memories. There are two types of explicit/declarative long-term memories: episodic and semantic.
- **Episodic (Long-Term) Memory** = biographical memories that are remembered in a series, and can be connected to emotions.
- **Semantic (Long-Term) Memory** = factual knowledge that is independent of personal experiences.
- **Implicit/Procedural Long-Term Memory** = unconscious memory of skills and how to do things, especially involvement movements of the body, such as riding a bike or tying a shoelace. These are also called "body memories" and are considered recall tasks for "knowing how."
- **Retrospective Memory** = where the information to be remembered is from the past (includes semantic, episodic, declarative member and can be explicit/declarative or implicit/procedural).
- **Prospective Memory** = where the content to be remembered is in the future, such as an appointment.
- **Orientation** = the ability to recall information about "now" information, such as the current month, year, day of the week, time of day, date, season, etc.
- **Executive Functioning** = high-level planning skills, the "command center" of cognitive processes.
- **Social Language Skills** = the ability to use language abilities in real-world, social settings in practical applications, including use of eye contact, turn-taking, the ability to repair breakdowns in communication, etc.
- **Functional Sequencing** = the skills for placing steps in the indicated order for daily activities, such as tying a shoelace, or baking brownies.
- **Simple Functional Sequencing** = placing steps in proper order for tasks that are basic, and simple. An example would be 1-3 step tasks.
- **Moderately-Complex Functional Sequencing** = placing steps in order for daily activities, from 4-5 steps.

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- Complex Functional Sequencing = functional sequencing tasks that are highly complicated, and take 6-10 steps or more to complete, and are difficult in nature.
- Insight/Judgment/Problem Solving = the ability to discern if a choice is prudent, indicated, or not -- in terms of safety and in real-world applications. This involves such tasks as how to apply oneself in an emergency, or an urgent situation, or how to conduct oneself in situations where solutions need to be generated.
- Attention/Concentration = skills involving focus skills for completing tasks.
- Divided Attention = if more than one task needs to be focused upon at the same time, and concentration is needed for the performance of these tasks. An example would be: having a conversation while also working on a budget, or making dinner while also being on a phone call.
- Sustained Attention = the ability to focus on one sole task for a long period of time in the midst of distractions. This is the typical attention needed for learning in an academic or formal setting.
- Selective Attention = the ability to filter out information that is irrelevant and not necessary to the task when completing a task that is necessary; it is a capacity for reacting to stimuli in a selective manner when several other stimuli occur at the same time.
- Alternating Attention = the skills necessary to shift/switch or immediately transfer concentration from one activity to another.
- Initiation = the ability to independently decide to start a task, ask for something, or notify someone of an issue or concern. This can involve an action, or verbal communication.
- Abstract Reasoning = the skill set of performing thinking and cognitive tasks which are non-finite and non-concrete in nature. This involves using terms which are complex.
- Numerical Reasoning = cognitive skills involving mental manipulation of numbers, as well as the and the ability to perform reorganization of numerical data, all without the use of paper or other electronic tools, as these tasks are performed solely mentally.
- Reading Comprehension = the ability to understand written language and be able to demonstrate understanding through other written or verbal tasks. Reading comprehension can be at a simple or complex level.
- Self-Control = a set of skills to avoid impulsivity and allow for self-awareness of behavior and inhibition of behaviors which might be problematic.
- Functional Organization Skills = the planning and coordination skills for organizing one's self for life tasks, such as time management (the ability to organize one's time with tools such as a calendar or a "to do" list,

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arranging medical appointments), safety (the ability to make choices that perpetuate avoiding injuries in the home and in the community), cooking/cleaning (planning skills for shopping, following directions for cooking, organizing a system for cleaning a home), medication organization (using a pill box, determining when to request refills on prescriptions, deciding when to take medications), transportation coordination (arranging for medical transport, scheduling transportation surrounding other appointments), driving (cognitive skills for following directions for traveling, procedural memory for coordinating sequencing steps for driving, multi-tasking, reacting quickly to new stimuli), finances (formulating and following a budget, planning beyond budgeting involving long-term financial planning, managing medical expenses), and working/volunteering/activities (performing repetitive tasks, following directions, communicating needs).

- Thought Organization = the ability formulate ideas prior to communicating them — in an organized manner that matches the original intent of the message that is to be communicated.
- Receptive Language/Processing — Simple = understanding basic communication that is relayed to a listener in a verbal manner. This involves basic yes/no questions and basic instructions/directions.
- Receptive Language/Processing — Complex = understanding high-level communication that is relayed to a listener in a verbal manner. This involves complicated yes/no questions and complex instructions/directions. Uncommon words and complex language structures are utilized.
- Expressive Language — Simple = Production of communication that is basic, simple and in common words. Basic needs/wants are relayed.
- Expressive Language — Complex = Production of communication that utilizes words that are uncommon, and complicated grammar forms are used. This communication goes beyond the relay of basic wants/needs.
- Articulation = the speech sounds productions that are created by the lips, tongue and teeth; the productions of consonants and vowels to make sounds which are heard by listeners.
- Functional Communication of Wants = the relay of communication desires that tap into real-word needs, such as wanting a drink of water, or needing to use the restroom. Functional Communication can occur via different methods, such as verbally, via writing, gestures, or other methods, such as augmentative/assistive communication with no/low/high technology systems.
- Communication impacting Cognition = How the relay of wants/needs impacts thinking, recall, sequencing, and executive functioning skills.
- Cognition impacting Communication = How thinking, recall, sequencing and executive functioning skills impact the relay of wants/needs.