



# Cognitive Abilities Cheat Sheet

The most common abilities and skills you may find in your child's psycho-educational assessment report

## Long-Term (Memory) Storage and Retrieval:

Your child's ability to store and consolidate information efficiently and fluently retrieve it for use in future situations. Students with deficits in long-term memory may have difficulty recalling information they've previously learned or remembering, math, grammar or spelling rules.

## Short-Term Memory:

Your child's ability to hold orally presented information in immediate awareness and use it within a few seconds. Deficits in short-term memory may affect the ability to follow oral directions, retain information presented orally, or take notes.

## Working Memory:

Working memory is an executive function that plays a key role in learning, processing information, and many day-to-day tasks. Working memory is like a temporary mental workspace where we hold the information we need to process and manipulate. Many children who struggle with working memory often have difficulty with math, learning to read, or following directions.

### Processing Speed:

The ability to process simple and repetitive tasks quickly and efficiently. A child with deficits in this area may have difficulty completing assignments in a timely manner, taking notes, copying from the board, or expressing himself quickly and efficiently.

### Comprehension-Knowledge or Crystallized Intelligence:

Stores of acquired knowledge. A child with low scores in comprehension-knowledge (Verbal Comprehension Index of WISC-V) may demonstrate difficulty with oral and written expression, comprehending directions, and reading.

**Visual-Spatial Reasoning:** Your child's ability to perceive, analyze, synthesize, and evaluate visual details and understand visual-spatial relationships. Students with deficits in this area may have trouble storing and recalling visual representations, navigation, or keeping their place when reading.

### Auditory Processing:

The ability to analyze, synthesize, and discriminate auditory information. Students with deficits in auditory processing may have difficulty processing or recalling information they've heard or recognizing subtle differences between sounds in words. They may also have difficulty following verbal instructions or answering questions.

### Fluid Reasoning:

Ability to reason, form concepts, and solve problems that involve unfamiliar or abstract information. A child with deficits in fluid reasoning may have trouble comprehending instructions and directions and generalizing learned skills or rules to different situations.

I hope you find this helpful. If you have any comments or questions, feel free to email me at [info@2eminds.com](mailto:info@2eminds.com).

Follow 2e Minds on social media, where I share more resources and information to support you in your journey raising a twice-exceptional child.



Thanks for reading!

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