



Researchers Assessment Battery

Validity description of CogniFit assessments

Validity

As previously mentioned, the battery of tasks for each assessment is made up of various tasks that can measure up to 23 cognitive skills. This set of cognitive abilities has been subjected to a standardized measurement control to check validity by using several statistical measurements.

1.1 Cronbach's Alpha

To consider the internal consistence and check the compatibility of CogniFit's tool, the Alfa Cronbach coefficient was used. Said statistic was calculated by using the data from a sample group of over 500 participants. The data were gathered by using the general cognitive assessment tasks and the set of training programs available at CogniFit (www.cognifit.com). The Alfa Cronbach aimed to measure reliability and correlation in each of the cognitive skills.

Results

As you can see in the table of the following page, the data gathered reached over .7, indicating that the Alfa score had a high/good internal consistence, according to the criteria specified by George and Mallery (2003, p. 231). These results show that the correlation between the variables is high, and thus good reliability.

1.2 Test-Retest

In order to check the reliability of the CogniFit tool as a system, the Test-retest reliability was applied. This test was chosen to prove the stability of the measured data at two specific points in time. This statistic was calculated using the data gathered by other 500 sample users using CogniFit.

Results

As you can see below, the data are above .8 in more than 50% of the cases, and the rest are between .6 and .7. This result shows that the CogniFit system is accurate and reliable, as the scores are near 1, and therefore there are no discrepancies among the data.

| Cognitive Skill | Internal Consistency | Test-Retest Reliability |
|----------------------------|-----------------------------|--------------------------------|
| Shifting | 0,726 | 0,842 |
| Divided Attention | 0,866 | 0,85 |
| Width Field of View | 0,806 | 0,998 |
| Hand-Eye Coordination | 0,779 | 0,876 |
| Naming | 0,687 | 0,782 |
| Focus | 1 | 0,905 |
| Visual Scanning | 0,862 | 0,922 |
| Estimation | 0,761 | 0,986 |
| Inhibition | 0,661 | 0,697 |
| Auditory Short-Term Memory | 0,915 | 0,698 |
| Contextual Memory | 0,884 | 0,775 |
| Visual Short-Term Memory | 0,866 | 0,743 |
| Short-Term Memory | 0,853 | 0,721 |
| Working Memory | 0,85 | 0,696 |
| Non-Verbal Memory | 0,787 | 0,73 |
| Spatial Perception | 0,611 | 0,907 |
| Visual Perception | 0,751 | 0,882 |
| Auditory Perception | 0,652 | 0,904 |
| Planning | 0,765 | 0,826 |
| Reaction To Change | 0,571 | 0,88 |
| Recognition | 0,864 | 0,771 |
| Response Time | 0,873 | 0,821 |
| Processing Speed | 0,888 | 0,764 |

References

Stroop, J. R. (1935). Studies of interference in serial verbal reactions. *Journal of experimental psychology*, 18(6), 643

Wechsler, D. (1945). A standardized memory scale for clinical use. *The Journal of Psychology: Interdisciplinary and Applied*, 19(1), 87-95

Heaton, R. K. (1981). A manual for the Wisconsin card sorting test. Western Psychological Services.

Shallice, T. (1982). Specific impairments of planning. *Philosophical Transactions of the Royal Society B: Biological Sciences*, 298(1089), 199-209.

Hooper, E. H. (1983). Hooper visual organization test (VOT).

Goh, D. S., & Swerdlik, M. E. (1985). FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION. *Test critiques*, 2, 293.

Conners, C. K. (1989). Manual for Conners' rating scales. North Tonawanda, NY: Multi-Health Systems.

Toglia, J. P. (1993). Contextual memory test. Tucson, AZ: Therapy Skill Builders.

Rey, Schmidt, M. (1994). Rey auditory verbal learning test: a handbook. Los Angeles: Western Psychological Services.

Greenberg, L. M., Kindschi, C. L., & Corman, C. L. (1996). TOVA test of variables of attention: clinical guide. St. Paul, MN: TOVA Research Foundation.

Tombaugh, T. N. (1996). Test of memory malingering: TOMM. North Tonawanda, NY: Multi-Health Systems.

Korkman, M., Kirk, U., & Kemp, S. (1998). NEPSY: A developmental neuropsychological assessment. Psychological Corporation.

Korkman, M., Kirk, U., & Kemp, S. (1998). Manual for the NEPSY. San Antonio, TX: Psychological

corporation.

J. Tirapu-Ustároz, J.M. Muñoz-Céspedes. (2005). Memoria y funciones ejecutivas. *Revista de Neurología*, 41: 475-484.

Asato, M. R., Sweeney, J. A., & Luna, B (2006). Cognitive processes in the development of TOL performance. *Neuropsychologia*, 44(12), 2259-2269.

Barkley, Russell A., Murphy, Kevin R., Fischer, Mariellen (2008). *ADHD in Adults: What the Science Says* (pp 171 - 175). New York, Guilford Press.

Horowitz-Kraus T, Breznitz Z. - Can the error detection mechanism benefit from training the working memory? A comparison between dyslexics and controls- an ERP study - *PLoS ONE* 2009; 4:7141.

Peretz C, Korczyn AD, Shatil E, Aharonson V, Birnboim S, Giladi N. - Computer-Based, Personalized Cognitive Training versus Classical Computer Games: A Randomized Double-Blind Prospective Trial of Cognitive Stimulation - *Neuroepidemiology* 2011; 36:91-9.

Thompson HJ, Demiris G, Rue T, Shatil E, Wilamowska K, Zaslavsky O, Reeder B. - *Telemedicine Journal and E-health Date and Volume: 2011 Dec;17(10):794-800. Epub 2011 Oct 19.*

Preiss M, Shatil E, Cermakova R, Cimermannova D, Flesher I (2013) Personalized cognitive training in unipolar and bipolar disorder: a study of cognitive functioning. *Frontiers in Human Neuroscience* doi: 10.3389/fnhum.2013.00108.

Noggle, C., Thompson, J., & Davis, J. (2014). B-22 Impact of Working Memory and Processing Speed on Reading Comprehension Performance in ADHD. *Archives of Clinical Neuropsychology: The Official Journal of the National Academy of Neuropsychologists*, 29(6), 544. doi:10.1093/arclin/acu038.110.

Evelyn Shatil, Jaroslava Mikulecká, Francesco Bellotti, Vladimír Burěs - Novel Television-Based Cognitive Training Improves Working Memory and Executive Function - *PLoS ONE* July 03, 2014. 10.1371/journal.pone.0101472