# Form 6.10 APPLICATION OF COGNITIVE FUNCTIONS SCALE (ACFS) FEEDBACK FORM

This report summarizes the results of administering the Application of Cognitive Functions Scale (ACFS) to \_\_\_\_\_\_\_\_\_\_\_ on \_\_\_\_\_\_\_\_\_\_\_\_ at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. The ACFS was administered by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The ACFS provides a brief sample of how children work on activities that are important for successful learning in school. Most of all, the ACFS helps us understand how well children learn and what needs to be included in the program to help them learn even better.

The ACFS is made up of four to six activities. First, the children do each activity independently, with no help. Then, they get help to make sure they understand what to do and how to do it, and, finally, they do each activity one more time without help. The results tell us how well they do each activity and what they still need to learn. The results also tell us how the children respond within the teaching situation.

Here are the results for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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**ACTIVITY WHAT CHILD HAS Obtained/ Per Cent Mastery COMMENTS/**

 **TO DO Highest Score RECOMMENDATIONS**

 **(Ind.) (With Help) (Indep,)(With Help)**

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**1. Classification • creates groups with**

 **blocks based on**

 **abstracted feature**

 **• once a group is made, /12 /12 % %**

 **makes it another way**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**2. Short Term • listens to a short story**

 **Auditory Memory • remembers story details**

**• remembers story sequence**

**• remembers after delay /17 /17 % %**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3.Visual Sequential • names 8 pictures**

 **• tells the name without**

**seeing them**

 **• shows need to apply memory**

 **strategy /12 /12 % %**

**4. Pattern Completion • completes pattern sequence**

 **• provides reason for choice**

 **/18 /18 % %**

**4. Perspective-Taking • tells another person how**

 **to draw a picture**

 **• tells one or more details**

 **• uses appropriate language**

 **• shows awareness of what /16 /16 % %**

 **other person is doing**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. Verbal Planning • tells steps of plan**

 **• tells the plan sequence /15 /15 % %**

 **• uses planning words**

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 While \_\_\_\_\_\_\_\_\_\_\_\_ worked on these activities, s/he was also being rated for a number of behaviors that are important for being a good learner. Your child was rated twice, first, when the activities were introduced and before receiving help (pretest), and, second, during the time that the assessor worked with your child to teach the activity (mediation). The same ratings are used for all of the (six) tasks. Here are the results:

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**BEHAVIOR DEFINITION Obtained/ Highest Per Cent COMMENTS/**

 **Rating Mastery RECOMMENDATIONS**

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**1. Self Regulation • pays attention Pretest: /12 Pretest:**

**• regulates impulses Mediation: /12 Mediation:**

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**2. Persistence • completes activities Pretest: /12 Pretest:**

**Mediation /12 Mediation:**

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**3. Frustration • calms self if frustrated Pretest: /12 Pretest:**

 **Tolerance Mediation: /12 Mediation:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**4. Flexibility • tries alternatives Pretest: /12 Pretest:**

 **• self corrects Mediation: /12 Mediation:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**5. Motivation • shows interest in Pretest: /12 Pretest:**

 **activities Mediation: /12 Mediation: • readily engages**

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**6. Interactivity • participates in social Pretest: /12 Pretest:**

 **give and take Mediation: /12 Mediation**

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**7. Receptivity • open to teaching Mediation: /12 Mediation:**

**SUMMARY:**

Supplement: Haywood, H. & Lidz, C. S. (2007). *Dynamic assessment in practice: Clinical and*

*educational applications*. New York: Cambridge University Press.