

## K-CPT 2 Record Form

**Student:** \_\_\_\_\_ **C.A.** \_\_\_\_\_ **M.A.** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Ensure testing room is free of distractions. Before the practice test, ensure that the student doesn't have to go to the washroom, doesn't need any water, and is not chewing any gum. Explain the instructions to the student - *"In a moment, I am going to press "OK" to start the computer program. When the program starts, some pictures will flash very quickly on the screen, one at a time. You have to press the space bar each time you see a picture, except when it's a ball. When you see the ball, don't press anything; just wait for the next picture. If you make a mistake, it's OK. Don't worry about it and just keep going. Respond as fast as you can and as accurately as you can. Let's practice these rules. Place your finger on the space bar and get ready."* Then, tell the student that the test is 7 minutes long, not to ask any questions, not to look away from the screen. If the student asks questions during the test, say, *"I can answer that question after you are finished. Please continue."* If the student gets distracted away from the test, give one verbal prompt, such as, *"Remember you have to try paying attention the whole time."* Press CTRL+Q+Q to stop the program. Enter the pswd "mhs" to get the report.

**Standard Practice Test** (Time started: \_\_\_\_\_ AM / PM) Record observations below.

**Actual Test** (Time started: \_\_\_\_\_ AM / PM) Record observations below using 2-min. intervals (e.g., activity level, attention to the screen, eye blinking, yawning, reaction to errors, time queries, comments of boredom, etc.).

Times	Observation Notes

After the test is finished, avoid trying to make any “off the cuff” interpretations. Thank the student and reassure him or her that the results will remain confidential and will be used toward positive and helpful ends. Ask how the student, “How did you feel during the test?” (e.g., tired, bored). Also ask, “Did you try your best?” and “How much sleep did you get last night?” Take note of the student’s activity level during the test (e.g., scratching, switching hands, shifting positions, etc.), how many times the student yawned during the test. Did he/she blink a lot during the test or not? Did the student appear alert or tired? Did the student disengage from the task to any significant degree? Has the student taken any drugs/medication that could affect the results?

- A) Feelings / Effort:
  
- B) Activity Level:
  
- C) Amount of Sleep:
  
- D) Yawns / Alertness:
  
- E) Eye Blinks:
  
- F) Engagement:
  
- G) Drug/Medication Use:

**SUMMARY OF STATISTICS**

**Valid Administration?** Yes \_\_\_ No \_\_\_      **Response Style:** Conservative \_\_\_ Balanced \_\_\_ Liberal \_\_\_

Variable Type	Measure	T-score	Percentile	Guideline	Interpretation
Detectability	d'				
Error Type	Omissions				
	Commissions				
	Perseverations				
Reaction Time Statistics	HRT				
	HRT SD				
	Variability				
	HRT Block Change				
	HRT ISI Change				

Note: T-scores of 45-54 (Average) 55-59 (High Ave.), 60-69 (Elevated), 70+ (Very Elevated) HRT = opposite interpretation

**Overall, the results suggest:**