

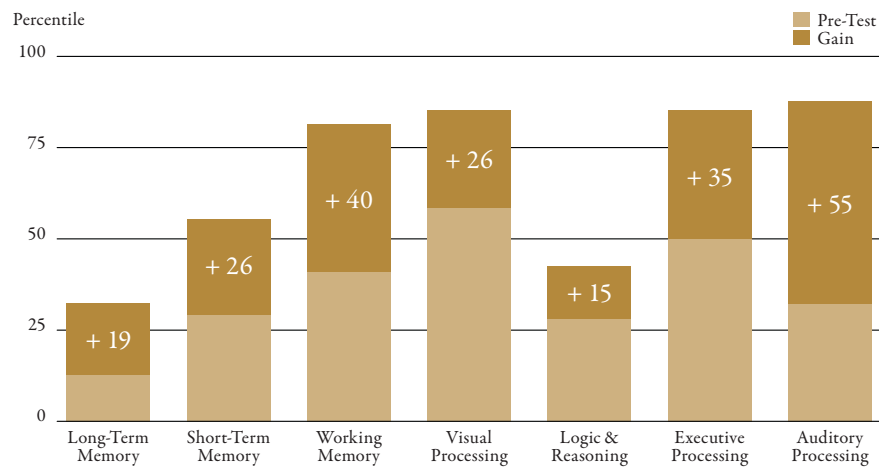
Traumatic Brain Injury

Recovering cognitive function after trauma

- » Difficulty thinking
- » Memory problems
- » Mood swings and frustration
- » Attention difficulties
- » Loss of speed

ACCIDENT VICTIM PROFILE: AGE 33

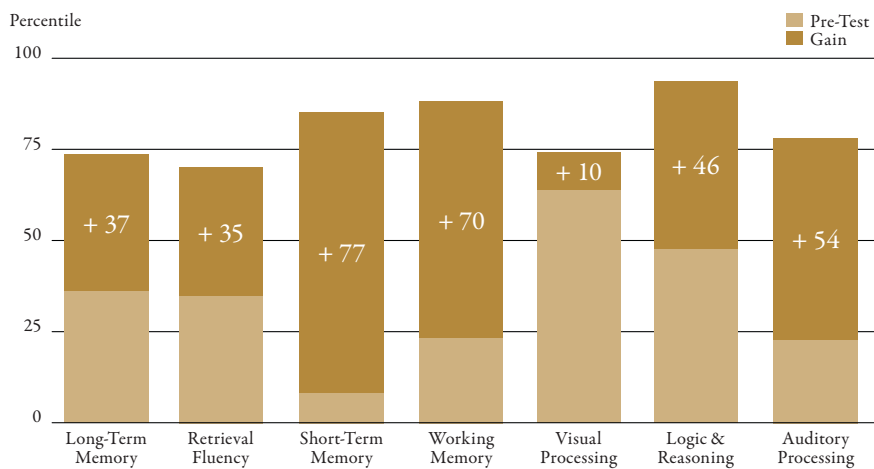
*Percentile Gains Following Cognitive Skills Training**



* Test results from the Woodcock-Johnson III Tests of Cognitive Abilities in 2007

SOLDIER PROFILE: AGE 34

*Percentile Gains Following Cognitive Skills Training**

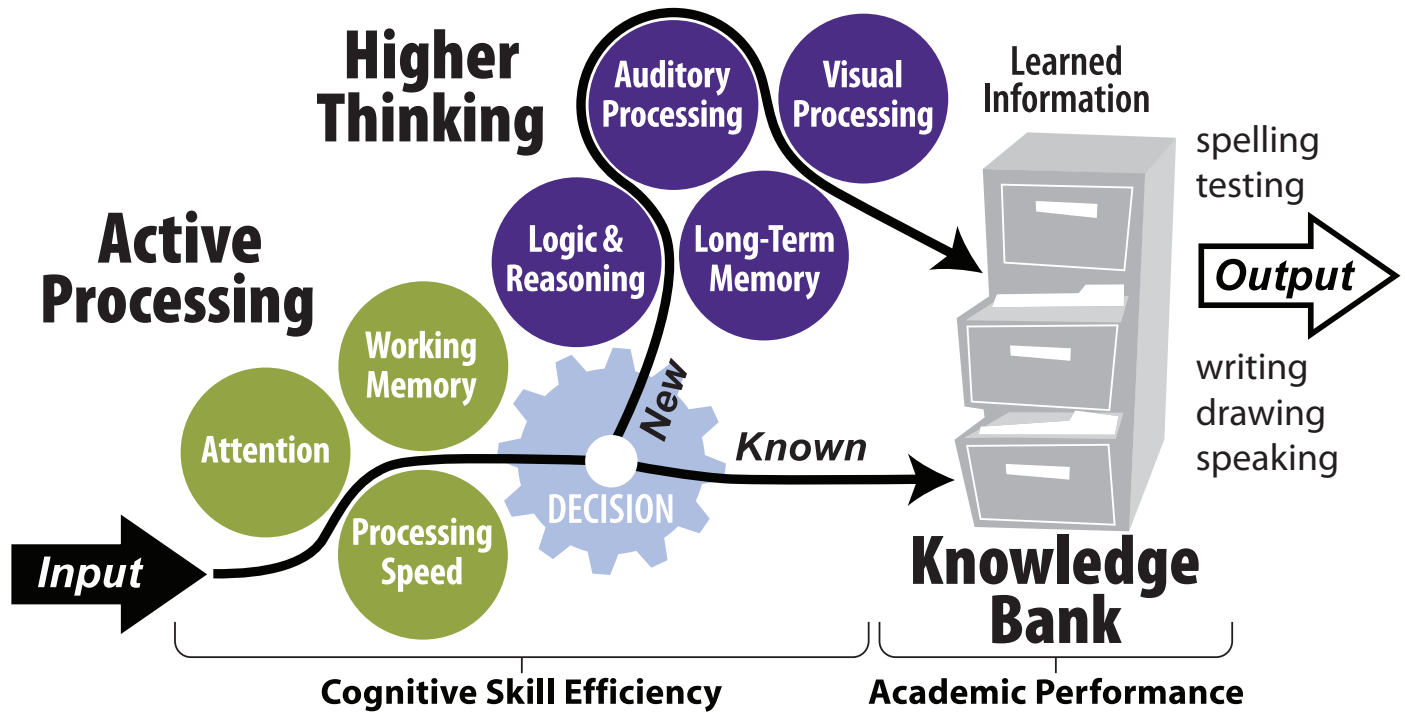


* Test results from the Woodcock-Johnson III Tests of Cognitive Abilities in 2007



The Learning Model

The Learning Model illustrated here helps point out the difference between the processing functions of Active Processing and Higher Thinking Systems on the left and the storage and distribution function of the Knowledge Bank on the right. All new or unfamiliar information must be processed before it is useful in life, work, or academic performance. Strong, efficient cognitive skills are essential to successful learning.



ACTIVE PROCESSING

- » Always active and running
- » Automatically handles most information that is taken in
- » Needs to be fast and efficient
- » Some information can't be automatically processed

HIGHER THINKING

- » Mental skills are used to process new information
- » Solves problem when tasks aren't automatically processed
- » General thinking ability
- » Determines how well information is stored and retained

KNOWLEDGE BANK

- » Learned information and data
- » Different from mental processing skills
- » Storage must grow as one matures
- » Size and use are dependent upon processing abilities

Improve cognitive skills and reading performance.

Achieve twice the results in half the time and cost.

Treating the cause, rather than only the symptoms



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