

# RESEARCH RESULTS & CLIENT OUTCOMES





**Prepared by**

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*Cognitive Psychologist and Director of Research*

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## FOREWORD

Executive processing is dependent upon the collective interplay of brain networks underlying fundamental cognitive skills. In ways, one’s executive processing is only as strong as one’s weakest cognitive skill. Cognitive training offers the most promising method for strengthening underlying cognitive networks, allowing one to increase overall executive processing ability!

However, not all cognitive training programs are alike! LearningRx is distinct in many ways from the variety of digital training programs available today. Foremost, LearningRx programs are delivered by a clinician who gives dynamic feedback throughout every training session. Further, LearningRx programs are based on the Cattell-Horn-Carroll theory of intelligence, a widely-accepted view of cognition and the theoretical foundation of modern-day cognitive assessment. LearningRx is comprehensive; targeting and training seven key cognitive skills and multiple sub-skills. It is also highly intensive, including an average of 90 to 120 hours of training over several months.

We are now using MRIs to visualize the underlying changes in brain structure and function after LearningRx training. In several research studies, we looked at underlying changes related to gains in cognitive test scores and found correlated changes in functional connectivity! In other research, we found normalization of key brain networks after training with LearningRx.

The dynamic feedback, thoroughness, and intensity of LearningRx cognitive training are



keys to producing modifications of cognitive skill networks and the desired functional cognitive gains. It is certainly an exciting time to be in the field of cognitive training research.

**Christina Ledbetter, PhD**

*Clinical Neuroscientist*

LSU Health Sciences Center

President, Gibson Institute of Cognitive Research

## INTRODUCTION

Since 1985, Dr. Ken Gibson and his colleagues have helped more than 120,000 clients with a unique cognitive training methodology designed to remediate deficits in multiple underlying learning skills. Dr. Gibson devoted his entire career to helping children and adults with learning struggles, beginning first with a visual information processing intervention and later restructuring the program to include auditory processing, memory, attention, processing speed, and reasoning training procedures. With input from a team of psychologists, educators, speech and language pathologists, and occupational therapists, Dr. Gibson continuously studied the results of learning and cognition research to develop an intensive reading intervention, a math intervention, and a reading comprehension intervention that have complemented the original training program.

In 2014, he also emphasized building an empirical research base that supports the cognitive training procedures and assessments used by LearningRx and BrainRx brain training centers, and to the continued development and testing of cognitive training program components. He established the Gibson Institute of Cognitive Research (GICR) to accomplish those goals. In 2019, GICR became a 501c3 nonprofit

research organization dedicated to examining cognitive training and assessment protocols and methods, and to researching neuropsychological, genetic, and lifestyle factors that are associated with cognition and learning across the lifespan.

Gibson Institute's President, Dr. Christina Ledbetter, and I are committed to continuing Dr. Gibson's legacy by partnering with the esteemed community educators, clinicians, and researchers who serve on the Board of Directors at GICR and on the Scientific Advisory Board of LearningRx with us. This report is one of the recurring projects we manage. It summarizes the research on LearningRx programs and provides an overview of the LearningRx client outcomes from 2010 to 2022.

### **Amy Lawson Moore, PhD**

*Cognitive Psychologist at LearningRx and  
VP of Research at Gibson Institute  
of Cognitive Research*







# EXECUTIVE SUMMARY

## EXECUTIVE SUMMARY

### Introduction

LearningRx cognitive training programs target attention, processing speed, working memory, long-term memory, auditory processing, visual processing, and logic & reasoning through repeated engagement in game-like mental tasks delivered one-on-one by a clinician or trainer. LearningRx intensive reading and math interventions are also delivered through a cognitive training approach based on The Learning Model developed by Dr. Ken Gibson.

### Background

Since 1985, the LearningRx brain training methodology has been used with more than 120,000 clients at private clinical practices and in brain training centers in the United States and around the world. LearningRx works with clients of all ages regardless of prior diagnosis, including those with dyslexia, ADHD, traumatic brain injury, autism spectrum disorders, speech and language delays, learning disabilities, and age-related cognitive decline.

### Report Objectives

- To summarize both the quantitative and qualitative results of formal research studies conducted on LearningRx methods
- To evaluate the training outcomes for all LearningRx clients between 2010 and 2022

### Data Collection

The results from LearningRx training were obtained through the following:

- Pre and post standardized testing of 27,790 clients using the Woodcock-Johnson family of tests, the Gibson Assessment of Cognitive Skills, and the Kaufman Tests of Educational Achievement.
- Neuroimaging with functional magnetic resonance imaging (fMRI) in 4 research studies

- Quantitative testing results in 19 research studies using gold-standard assessments including the Woodcock Johnson III Tests of Cognitive Abilities and Tests of Achievement, Woodcock Johnson IV Tests of Cognitive Abilities, Delis Kaplan Executive Function System (DKEFS), Test of Nonverbal Intelligence (TONI-4), Conners Continuous Performance Test (CPT-3), Dementia Rating Scale (DRS-2), Montreal Cognitive Assessment (MoCA), Learning Skills Rating Scale (LSRS), and Gibson Test of Cognitive Skills
- Survey data of behavioral outcomes in 2 research studies that included Behavior Rating Inventory of Executive Function (BRIEF-A) and Patient Competency Rating Scale (PCRS)
- Qualitative data from intake and exit interviews in 7 research studies
- Qualitative data from graduate exit surveys in 5 research studies







## Quantitative Results from Randomized Controlled Trials

***IQ Score.*** LearningRx training led to an average IQ score gain of 21 points for children and teens with learning struggles, and an average 26-point IQ score gain for children and teens with ADHD.

***Logic & Reasoning.*** LearningRx training led to average logic & reasoning gains of 28 points for children and teens with learning struggles, and 27 points for children and teens with ADHD.

***Working Memory.*** LearningRx training led to average working memory gains of 13 points for children and teens with learning struggles, and 20 points for children and teens with ADHD.

***Long-Term Memory.*** LearningRx training led to average long-term memory gains of 28 points for children and teens with learning struggles, and 34 points for children and teens with ADHD.

***Processing Speed.*** LearningRx training led to average processing speed gains of 13 points for children and teens with learning struggles, and 16 points for children and teens with ADHD.

***Auditory Processing.*** LearningRx training led to average auditory processing gains of 13 points for children and teens with learning struggles, and 15 points for children and teens with ADHD.

***Visual Processing.*** LearningRx training led to average visual processing gains of 11 points for children and teens with learning struggles, and 5 points for children and teens with ADHD.

***Neuronal Connections.*** LearningRx training led to significant changes in neuronal connections and global network efficiency measured by fMRI.

## Transfer Effects from Randomized Controlled Trials

*Transfer Effects for Children with ADHD.* Children and teens with ADHD reported transfer to improved confidence, cooperative behaviors, and self-discipline.

*Transfer Effects for Children with Learning Struggles.* Children and teens with learning struggles reported transfer to improved academic skills, self-esteem, relationships, and self-discipline.

*Transfer Effects for At-Risk High Schoolers.* Training gains transferred to improved attitudes about math for high schoolers who completed a Brainskills program.

## Quantitative Results from Controlled Studies, Quasi-Experimental Studies, and Pilot Trials

*Cognitive Skills.* School-aged participants achieved significantly higher gains than the control group on working memory, associative memory, logic & reasoning, processing speed, auditory processing, and Word Attack scores.

*Academic Difficulty.* Three thousand five hundred twenty-seven children averaged a 4.1 year gain across reading skills, including a 5.8 year gain in phonological awareness. Parent ratings of 178 school-aged participants showed that those who completed LearningRx brain training experienced less academic difficulty afterwards, while academic difficulty in the same time period for children in a control group actually increased.

*Oppositional Behavior.* Parent ratings of 178 school-aged participants showed that those who completed LearningRx brain training experienced less oppositional behavior afterwards, while oppositional behavior in the same time period for children in a control group actually increased.

*Traumatic Brain Injury.* Soldiers with TBI achieved clinically significant changes in working memory, IQ score, auditory processing, long-term memory, auditory working memory, and logic & reasoning following LearningRx cognitive training; and 10 of the 11 soldiers who completed the study achieved overall recovery.

*Delivery Method.* Studies revealed no statistically significant differences in outcomes based on program delivery method comparing clinician-only delivery versus shared delivery between clinician and spouse/caregiver, comparing 100% clinician delivery versus 50% clinician-delivery/50% digital, or comparing remote delivery versus in-person delivery during COVID-19.

## Transfer Effects from Controlled Studies, Quasi-Experimental Studies, and Pilot Trials

*Transfer effects for Brain Injury.* Adults & adolescents with brain injury reported transfer to real-life improvements including increased confidence and perseverance, as well as improved attention, memory, affect and mood, motivation, school and work performance, social identity, activities of daily living, and outlook on life.

**Transfer Effects for Adults Over 50.** Adults reported improvements in mood, work performance, driving, hobbies and sports, problem-solving, anxiety, confidence, hope, outlook, memory, and focus.

**Transfer Effects for School-Agers.** Parent ratings showed that school age children who completed LearningRx brain training experienced less oppositional behavior afterwards and showed improved math, reading, and writing skills, better grades and academic performance, improved confidence, personal responsibility, social skills, and mood/outlook.

**Transfer Effects for Mild Cognitive Impairment (MCI).** Seniors with varying severity of cognitive impairment who completed LearningRx training reported improved social interactions, marital relationships, restoration of hope, confidence to return to school and work, and decreased depression.

## Results from Analyses of Client Outcomes

**Cognitive Results.** Among all 27,790 LearningRx clients between 2010 and 2022, the average change in IQ score was 14 points for both children and adults across all programs, with individual program gains ranging from 11 to 17 IQ points following training. The mean cognitive skill gains overall ranged from 9 to 15 points for both children and adults. All changes were statistically significant. The results of each cognitive skill change by age group and program are in the following table:

### COGNITIVE SKILL STANDARD SCORE GAINS BY AGE GROUP FOR GRADUATES IN EACH PROGRAM

| Score           | ThinkRx |       | ReadRx |       | MathRx |       | ComprehendRx |       | Skill Average |
|-----------------|---------|-------|--------|-------|--------|-------|--------------|-------|---------------|
|                 | Child   | Adult | Child  | Adult | Child  | Adult | Child        | Adult |               |
| LTM             | 14      | 16    | 13     | 14    | 14     | 15    | 15           | 13    | 14            |
| VP              | 8       | 10    | 8      | 10    | 8      | 9     | 9            | 9     | 9             |
| AP              | 11      | 10    | 13     | 15    | 11     | 12    | 13           | 17    | 13            |
| LR              | 11      | 9     | 11     | 10    | 12     | 9     | 11           | 8     | 10            |
| PS              | 8       | 8     | 8      | 8     | 9      | 9     | 8            | 10    | 9             |
| WM              | 10      | 10    | 9      | 11    | 10     | 11    | 10           | 9     | 10            |
| Attn            | 12      | 12    | 12     | 14    | 12     | 13    | 11           | 12    | 12            |
| IQ              | 14      | 13    | 14     | 12    | 14     | 13    | 14           | 12    | 13            |
| Program Average | 11      | 11    | 11     | 12    | 11     | 11    | 11           | 13    |               |

**Reading Results.** Among the 13,264 LearningRx reading program clients between 2010 and 2022, the group average for basic auditory processing skills at pretest was in the 58<sup>th</sup> percentile and the group average at post-test was in the 77<sup>th</sup> percentile. For children, the average age-equivalent change across all reading skills was 3.2 years, with the largest gain of 5.7 years in Sound Awareness following training. All changes were statistically significant.

In an analysis to control for placebo effects, ReadRx clients made nearly twice the gains on reading achievement tests than MathRx students made on reading achievement tests—illustrating the targeted effects of the reading program. Based on a separate analysis of state reading achievement test scores from 65 clients, 91% showed improvement on the state tests following training at LearningRx.

**Math Results.** Among the 3,982 LearningRx math program clients between 2010 and 2022, the group average for reasoning skills at pretest was in the 38<sup>th</sup> percentile and the group average at post-test was in the 60<sup>th</sup> percentile. For children, average gain in math skills was 2.8 years, with the largest gain of 3.2 years in Quantitative Concepts following training. All changes were statistically significant.

In an analysis to control for placebo effects, MathRx clients made nearly twice the gains on math achievement tests than ReadRx students made on math achievement tests—illustrating the targeted effects of the math program.

**Cognitive Results by Diagnosis.** The average standard score change overall for clients with a pre-existing diagnosis ranged from 9 to 11 points, with changes in individual skills ranging from 9 points to 14 points. All changes were statistically significant. The results of each cognitive skill change by diagnostic category are in the following table:

### STANDARD SCORE GAINS BY DIAGNOSIS FOR ALL AGES

| Score             | ADHD | Dyslexia | LD | Speech | Autism | TBI | Adults 50+ | Skill Average |
|-------------------|------|----------|----|--------|--------|-----|------------|---------------|
| LTM               | 14   | 13       | 13 | 12     | 12     | 15  | 14         | 13            |
| VP                | 8    | 8        | 8  | 8      | 8      | 9   | 8          | 8             |
| AP                | 12   | 12       | 12 | 12     | 12     | 10  | 8          | 11            |
| LR                | 11   | 11       | 11 | 11     | 10     | 9   | 9          | 10            |
| PS                | 9    | 8        | 9  | 9      | 10     | 10  | 6          | 9             |
| WM                | 10   | 9        | 10 | 12     | 10     | 10  | 9          | 10            |
| Attn              | 12   | 11       | 11 | 10     | 10     | 10  | 7          | 11            |
| IQ                | 14   | 13       | 13 | 13     | 13     | 13  | 11         | 13            |
| Diagnosis Average | 11   | 11       | 11 | 11     | 11     | 11  | 9          |               |

**Retention.** Follow-up testing of 2,383 clients 16 months after training showed retention rates ranging from 97% to 99% in all cognitive areas, including IQ score, logic & reasoning, memory, attention, processing speed, visual processing, and auditory processing.

### Conclusion

LearningRx training outcomes are consistent across research study designs and subgroups. Analyses of client outcomes reveal similar trends in statistically significant changes from pretest to post-tests across age groups and diagnostic categories. A convergence of evidence points to program efficacy, improved cognition, and transfer to real-life improvements.

A decorative graphic on the left side of the page consists of a network of interconnected nodes and lines. The nodes are represented by circles of varying sizes and colors, including shades of blue, purple, and red. The lines connecting them are thin and light-colored, creating a complex, web-like structure that extends across the left half of the page.

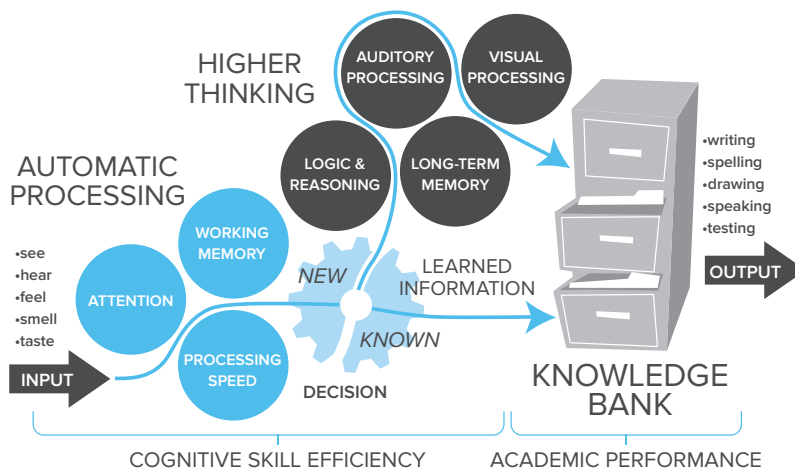
# ABOUT OUR PROGRAMS

## THE SCIENCE BEHIND LEARNINGRX ONE-ON-ONE BRAIN TRAINING

The Learning Model is grounded in the Cattell-Horn-Carroll (CHC) theory of intelligence, which describes thinking as a set of seven broad abilities: comprehension knowledge, long-term retrieval, visual-spatial thinking, auditory processing, fluid reasoning, processing speed, and short-term memory.

According to the Learning Model, an individual takes information in through the senses (input) that must be recognized and analyzed by the active processing system (working memory, processing speed, attention). This executive control system determines which information is unimportant, easily handled, or requires thinking. Unimportant information is discarded from working memory. If the input contains important information about data that have already been stored in the knowledge bank, it is quickly retrieved and converted to output, such as speaking or writing.

If the information has not been previously stored, higher thinking processes must then occur. Reasoning, auditory processing, and visual processing must be used to solve the problem or complete the task. If the task is practiced often enough, however, the information is stored in the knowledge bank, which will decrease the time between input to output. This occurs because the higher thinking processes can then be bypassed.



### SEVEN KEY COGNITIVE SKILLS

- **Attention:** Focus over time, despite distraction, or while multitasking
- **Processing Speed:** Think and perform tasks quickly and accurately
- **Working Memory:** Hold on to and use information during the learning process
- **Auditory Processing:** Distinguish, blend, and segment sounds accurately
- **Visual Processing:** Create and picture mental images while thinking or reading
- **Logic & Reasoning:** Reason, form ideas, and solve problems
- **Long-Term Memory:** Efficiently recall facts and stored information

## LEARNINGRX COGNITIVE TRAINING

LearningRx cognitive training programs target and remediate seven primary cognitive skills and multiple sub-skills through repeated engagement in game-like mental tasks delivered one-on-one by a clinician or cognitive trainer. The tasks emphasize visual or auditory processes that require attention and reasoning throughout each 60- to 90-minute training period. Using a synergistic “drill for skill” and metacognitive approach to developing cognitive skills, the program incorporates varying levels of intensity, hierarchical sequencing of tasks, multiple-task loading, and instant feedback from the clinician or trainer. Training sessions are focused, demanding, intense, and tightly controlled by the clinician or trainer to push students to just above their current cognitive skill levels. Deliberate distractions are built in to the sessions to tax the brain’s capacity for sorting and evaluating the importance of incoming information. This ability to correctly handle distracting information and interruptions is the foundation for focus and attention skills.

### THE SEVEN KEY INGREDIENTS OF EFFECTIVE BRAIN TRAINING



**Brain training must be practiced.** Because brain training builds skills, it can’t be taught in the classroom. It must be practiced, like learning to play tennis or the piano.



**Brain training that gets the best results is done one-on-one with a personal trainer.** Teaming with an experienced trainer provides accountability, motivation, and—ultimately—life changing results.



**Brain training exercises need to be intense,** requiring concentrated repetitions in order to train skills quickly.



**Brain training exercises need to be targeted** in order to address specific weak cognitive skills.



**Brain training exercises need to be done in a particular sequence.** Small challenging steps don’t overwhelm the client, but allow the trainer to continually challenge the client incrementally and keep them engaged in the training.



**Brain training exercises must be progressively loaded.** Loading incorporates multitasking and is a fast-track way to take a new skill and make it a more automatic skill.

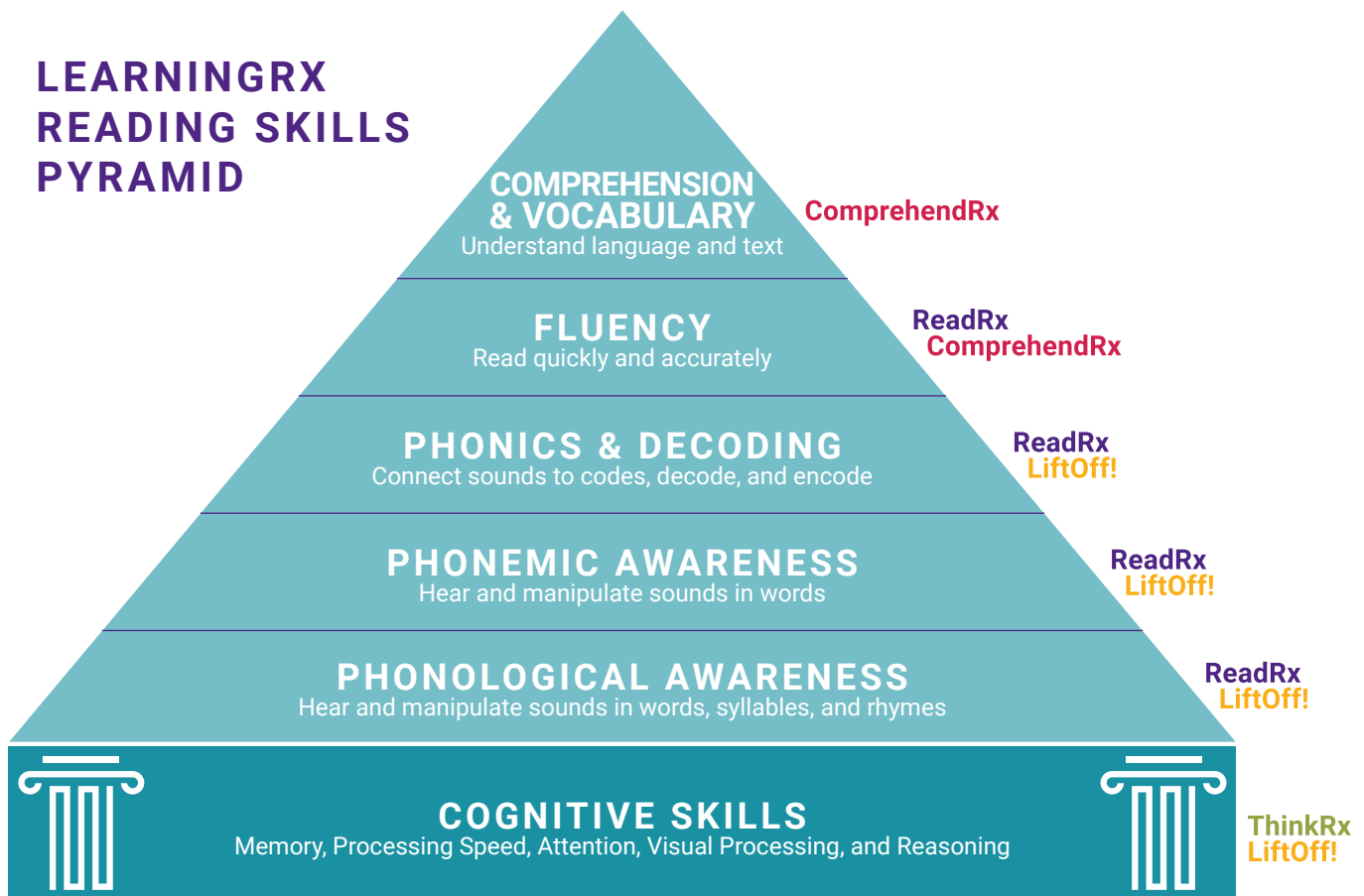


**Brain training, to be effective, requires immediate, accurate feedback.** Instant, effective reinforcement and adjustments keep training focused and intense.

## LEARNINGRX AND THE SCIENCE OF READING

The LearningRx reading program is a one-on-one, multi-sensory, structured literacy program delivered through a brain training approach. According to the Science of Reading, a structured literacy approach to reading instruction is aligned with what we know about how the brain learns to read. Structured literacy programs include explicit, systematic teaching that focuses on phonological awareness, word recognition, phonics and decoding, spelling, and syntax at the sentence and paragraph levels. What sets LearningRx apart from all other structured literacy and reading interventions is the focus on building strong cognitive skills first because they are the foundation for all learning.

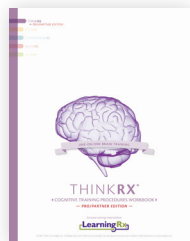
Based on the Science of Reading and the Cattell-Horn-Carroll Theory of Cognition, the LearningRx reading program includes explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. To our knowledge, we are the only reading program that trains phonemic awareness and phonics along with memory, processing speed, visual processing, attention, and reasoning skills.



The LearningRx Reading Skills Pyramid illustrates how we place training cognitive skills as the foundation for our reading program. Our emphasis on training core cognitive skills before focusing on reading skills demonstrates our understanding of the way the brain learns to read, and the skills needed to achieve fluency and understanding when reading.

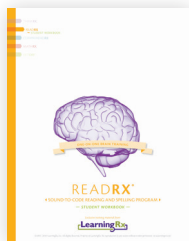


## PROFILE OF LEARNINGRX PROGRAMS



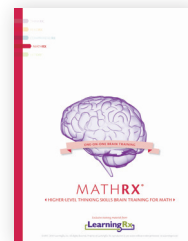
**Years:** 2010–2022  
**% of Clients:** 37%  
**# Clients:** 10,151  
**Age of Clients:** 4–95  
**# Training hours:** 90

ThinkRx is the foundational one-on-one cognitive training program for clients ages six to adult. ThinkRx includes 28 training procedures that target all major cognitive skills, including attention, memory, processing speed, auditory and visual processing, and logic & reasoning.



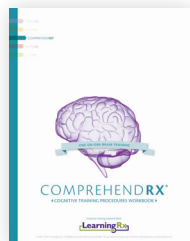
**Years:** 2010–2022  
**% of Clients:** 48%  
**# Clients:** 13,264  
**Age of Clients:** 4–83  
**# Training hours:** 120

ReadRx is an intensive sound-to-code reading and spelling intervention for clients ages six to adult. ReadRx includes all 28 ThinkRx training procedures and adds an additional 60 hours of training in auditory processing along with basic and complex code reading training to increase reading and spelling fluency.



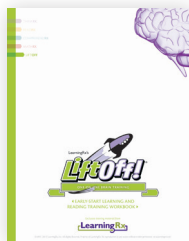
**Years:** 2010–2022  
**% of Clients:** 14%  
**# Clients:** 3,982  
**Age of Clients:** 5–78  
**# Training hours:** 120

MathRx is an intensive math intervention for clients from fourth grade to adult. MathRx includes all 28 ThinkRx training procedures and adds an additional 60 hours of training in math concepts, problem solving, reasoning, and calculations designed to increase mathematical fluency.



**Years:** 2014–2022  
**% of Clients:** 5%  
**# Clients:** 1,297  
**Age of Clients:** 6–78  
**# Training hours:** 40

ComprehendRx is an add-on training for clients ages six to adult to improve reading comprehension and metacognition.



**Years:** 2010–2022  
**% of Clients:** 6%  
**# Clients:** 1,787  
**Age of Clients:** 4–73  
**# Training hours:** 60

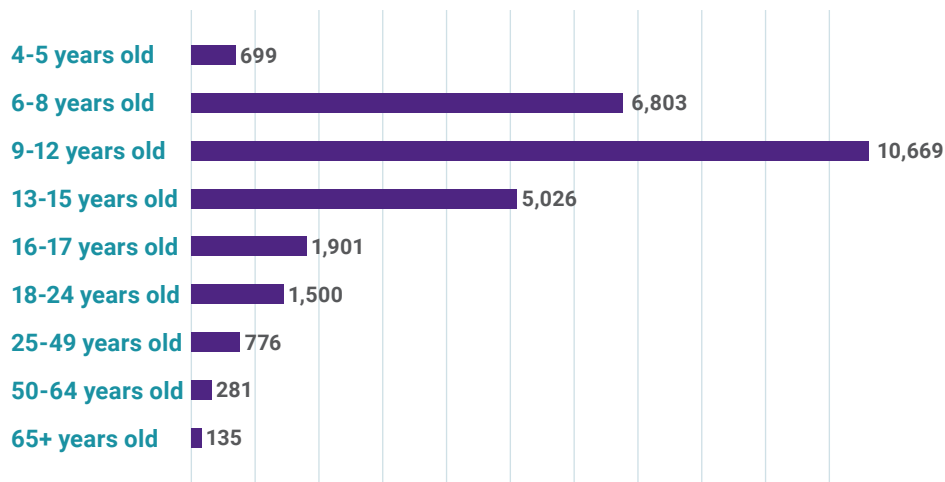
LiftOff is a reading readiness and cognitive skills training intervention for four- to seven-year-olds.

**Note:** The percentage of clients exceeds 100% and the total exceeds the total number of clients because some clients complete more than one program.

## PROFILE OF LEARNINGRX CLIENTS



### NUMBER OF CLIENTS IN EACH AGE GROUP



### PERCENTAGE OF CHILDREN AND ADULTS TRAINED

Children (Ages 4-17) 90%

Adults (Ages 18-95) 10%

### PERCENTAGE WITH A PRIOR DIAGNOSIS

Attention Deficit Hyperactivity Disorder (ADHD) 30%

Dyslexia 12%

Learning Disability 12%

Speech/Language Delay 11%

Autism Spectrum Disorder 5%

Traumatic Brain Injury 2%

Age-Related Cognitive Decline 1%





# LEARNINGRX RESEARCH

**CHILDREN  
LEARNINGRX RESEARCH**

**CHILDREN  
AGES 8-14  
LEARNING  
STRUGGLES**

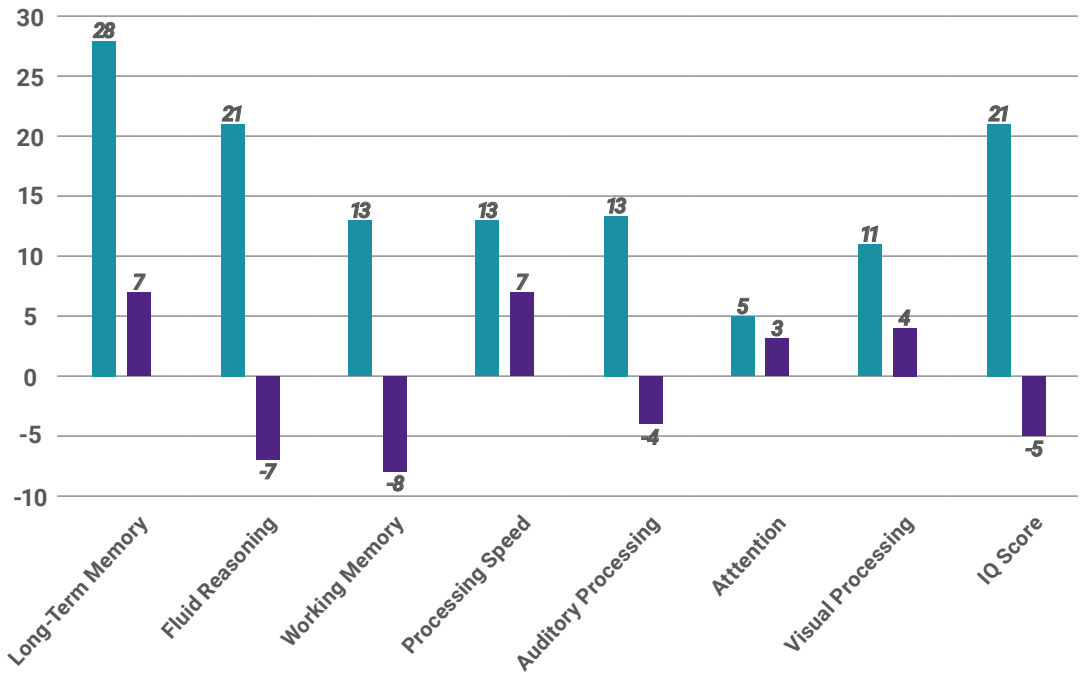
Published in *Applied  
Cognitive Psychology*

**LEARNINGRX COGNITIVE TRAINING EFFECTS  
IN CHILDREN AGES 8-14: A RANDOMIZED  
CONTROLLED TRIAL**

- LearningRx improves cognitive skills and IQ score for children and adolescents with learning struggles
- Randomized controlled trial led by Dick Carpenter, PhD of University of Colorado-Colorado Springs and Christina Ledbetter, PhD of LSU Health Science Center compared the effects of 60 hours of ThinkRx cognitive training to a waitlist control group using the Woodcock-Johnson III Tests of Cognitive Abilities and the NIH Toolbox Cognition Battery (attention only).
- IQ score of LearningRx group increased by 21 points
- LearningRx group outperformed the control group on all measures. Differences were statistically significant except for the attention measure.

**CHANGE IN WJ STANDARD SCORES**

■ Treatment (n = 20) ■ Control (n = 19)



## CHILDREN LEARNINGRX RESEARCH

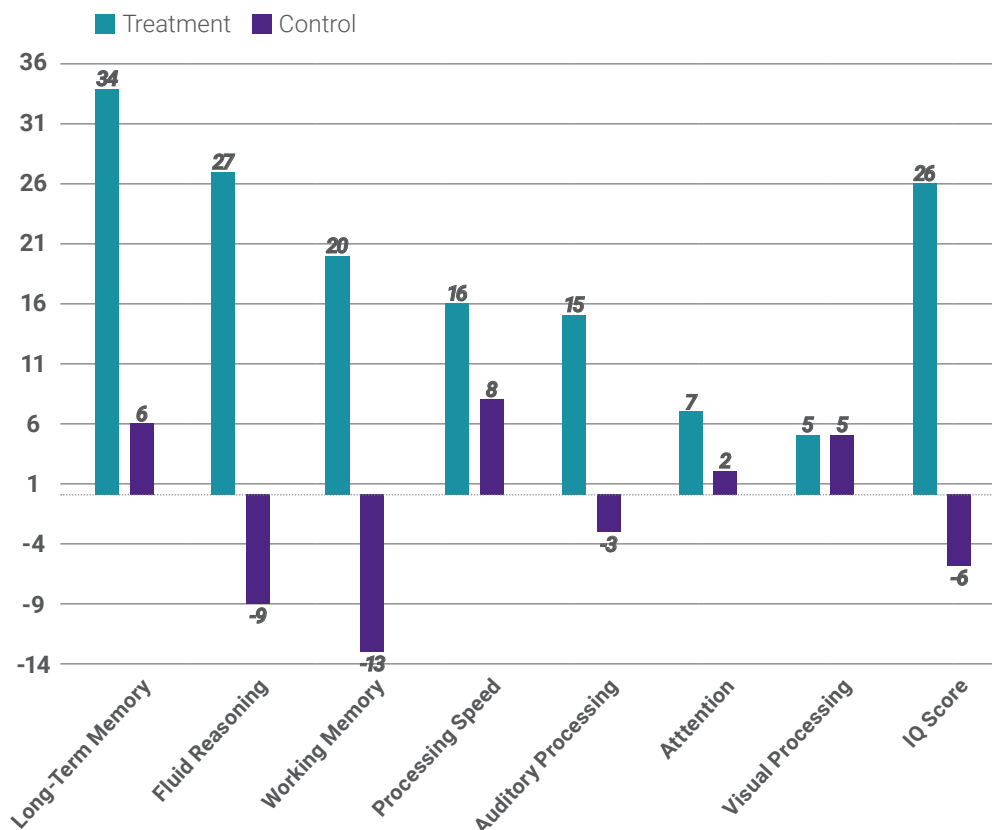
**CHILDREN  
AGES 8-14**  
ADHD

Published in  
*Neuropsychiatric  
Disease and  
Treatment*

### CLINICIAN-DELIVERED COGNITIVE TRAINING FOR CHILDREN WITH ATTENTION PROBLEMS: EFFECTS ON COGNITION AND BEHAVIOR FROM THE THINKRX RANDOMIZED CONTROLLED TRIAL

- LearningRx improves cognitive skills, IQ score, and cooperative behavior for children and adolescents with ADHD and attention problems
- Randomized controlled trial led by Dick Carpenter, PhD of University of Colorado-Colorado Springs and Christina Ledbetter, PhD of LSU Health compared the effects of 60 hours of ThinkRx cognitive training to a treatment-as-usual control group
- Results showed statistically significant differences between groups on 5 outcome measures
- IQ score of LearningRx group increased by 26 points
- All LearningRx group members obtained clinically significant change indicating overall recovery
- LearningRx group reported transfer to improved confidence, cooperative behaviors, and self-discipline.

#### CHANGE IN WJ & NIH TOOLBOX STANDARD SCORES



Source: Moore, A.L., Carpenter, D.M., Ledbetter, C., & Miller, T.M. (2018). Clinician-delivered cognitive training for children with attention problems: Transfer effects on cognitive and behavior from the ThinkRx randomized controlled trial. *Neuropsychiatric Disease and Treatment*, 14, 1671-1683. doi: 10.2147/NDT.S165418 Retrieved from [www.ncbi.nlm.nih.gov/pmc/articles/PMC6027847](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC6027847)

# CHILDREN LEARNINGRX RESEARCH

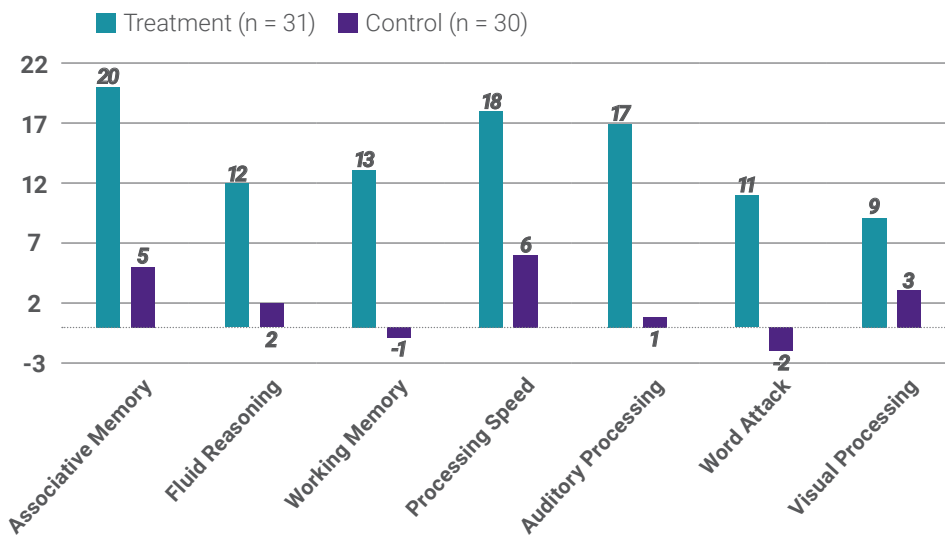
**CHILDREN  
AGES 6-18**  
LEARNING  
STRUGGLES

Published in *Vision  
Development &  
Rehabilitation*

## TRAINING THE BRAIN TO LEARN: BEYOND VISION THERAPY

- LearningRx improved cognitive skills and basic reading skills for children and adolescents with learning struggles
- Controlled trial led by Dick Carpenter, PhD of University of Colorado-Colorado Springs
- Compared the effects of 24 weeks of ThinkRx/ReadRx cognitive training to a propensity-matched control group as measured by the Woodcock-Johnson III.
- The LearningRx group outperformed the control group on all 7 measures. Differences were statistically significant except for visual processing.

### CHANGE IN STANDARD SCORES



# CHILDREN LEARNINGRX RESEARCH

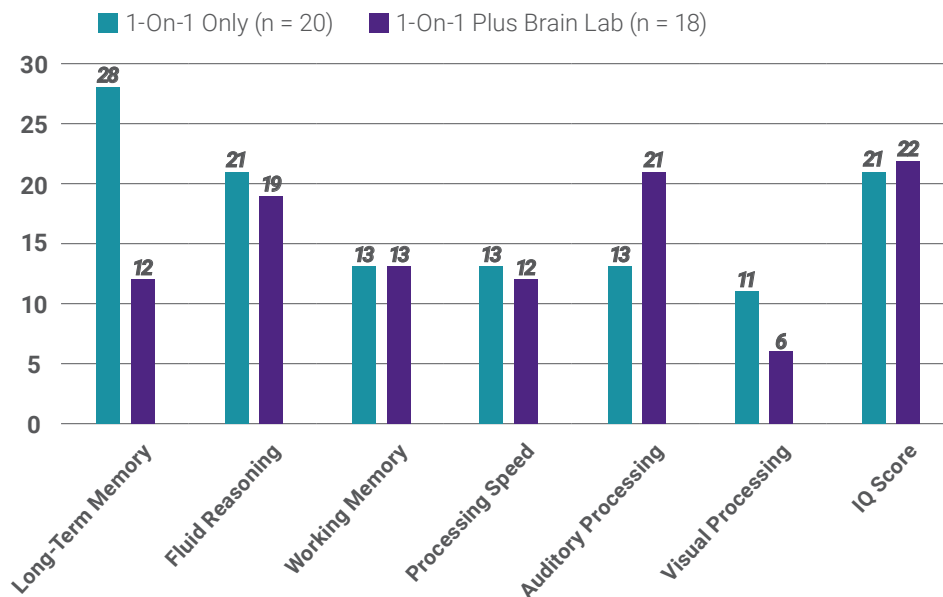
**CHILDREN  
AGES 8-14**  
LEARNING  
STRUGGLES

Published in *Journal  
of Cognitive  
Enhancement*

## COMPARING TWO METHODS OF DELIVERING THINKRX COGNITIVE TRAINING TO CHILDREN AGES 8-14: A RANDOMIZED CONTROLLED TRIAL OF EQUIVALENCY

- LearningRx improves cognitive skills and IQ score for children and adolescents with learning struggles
- Randomized controlled trial led by Dick Carpenter, PhD of University of Colorado-Colorado Springs and Christina Ledbetter, PhD of LSU Health compared delivery of 60 training hours solely by a clinician versus 50% delivered by a clinician and the other 50% through digital exercises in a supervised computer lab.
- Delivery method differences were not statistically significant except for long-term memory
- Both groups reported transfer to improved academic skills, self-esteem, relationships, and self-discipline.

### CHANGE IN WJ STANDARD SCORES



Source: Moore, A.L., Carpenter, D.M., Miller, T.M., & Ledbetter, C. (2019). Comparing Two Methods of Delivering ThinkRx Cognitive Training to Children Ages 8-14: A Randomized Controlled Trial of Equivalency. *Journal of Cognitive Enhancement*, 3(3), 261-270. doi.org/10.1007/s41465-018-0094-z. Retrieved from <https://link.springer.com/article/10.1007/s41465-018-0094-z>

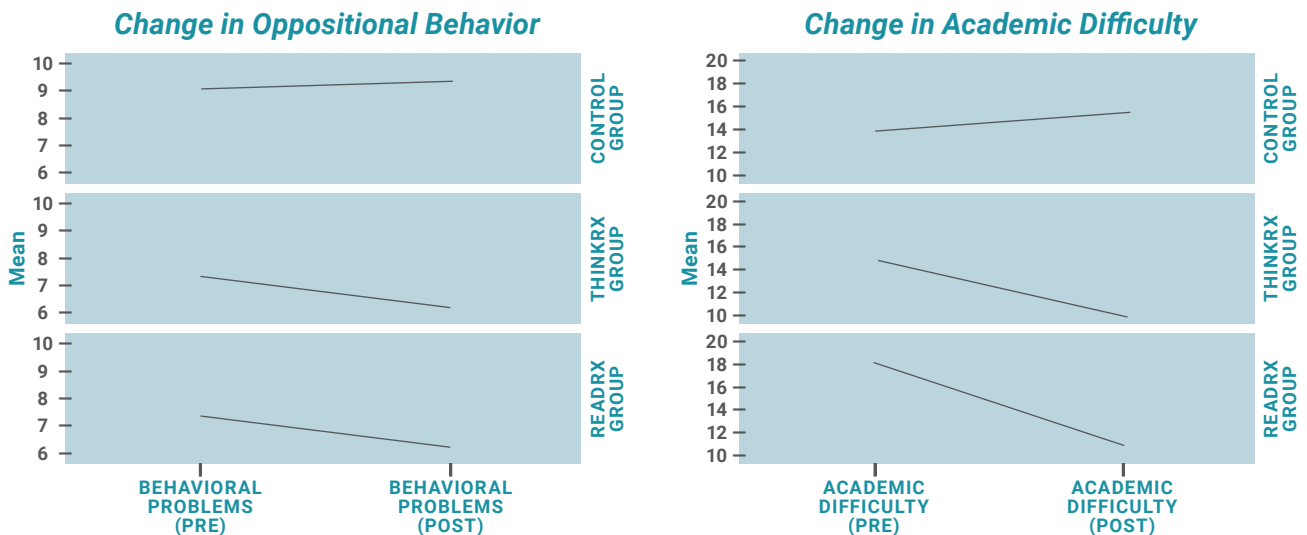
# CHILDREN LEARNINGRX RESEARCH

**CHILDREN  
AGES 5-18  
LEARNING  
STRUGGLES**

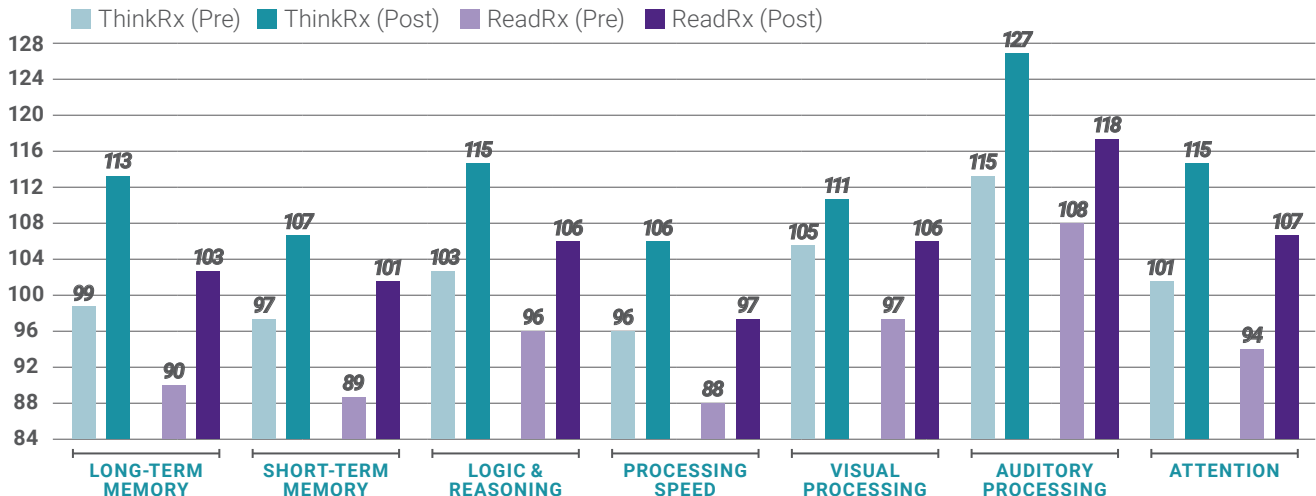
Published in  
*Frontiers in  
Education*

## LEARNINGRX COGNITIVE TRAINING FOR CHILDREN & ADOLESCENTS AGES 5-18: EFFECTS ON ACADEMIC SKILLS, BEHAVIOR, & COGNITION

- LearningRx improved parent-reported academic struggles and oppositional behavior for children and adolescents.
- Controlled trial led by Edward Jedlicka, PhD of Lakeland University compared changes in parent-reported academic difficulty and oppositional behavior between a ThinkRx group (n = 67), a ReadRx group (n = 53), and a no-contact control group (n = 58) using the Learning Skills Rating Scale.
- Both LearningRx groups outperformed the control group on reduction in parent-reported academic difficulty and oppositional behavior ratings; and had significantly improved cognitive skills as well.



### COGNITIVE TEST SCORES



Source: Jedlicka, E. (2017). LearningRx cognitive training for children and adolescents ages 5-18: Effects on academic skills, behavior, and cognition. *Frontiers in Education*, 2(62). doi: 10.3389/feeduc.2017.00062. frontiersin.org/articles/10.3389/feeduc.2017.00062/full



## ADULTS LEARNINGRX RESEARCH

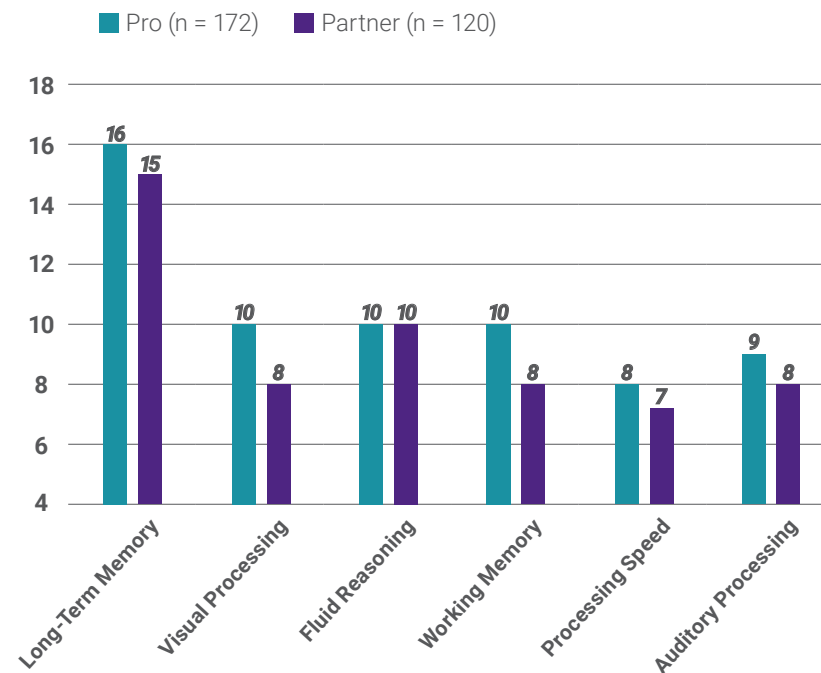
### ADULTS OVER AGE 50 MEMORY

Published in  
*Psychology and  
Neuroscience*

## THINKRX COGNITIVE TRAINING FOR ADULTS OVER AGE 50: CLINICIAN CAREGIVER PARTNERS IN DELIVERY AS EFFECTIVE AS CLINICIAN-ONLY DELIVERY

- LearningRx improved cognition and life skills for adults over age 50 with memory and attention complaints
- Two-group study led by Dick Carpenter, PhD of UCCS and Amy Lawson Moore, PhD of Gibson Institute of Cognitive Research to compare the cognitive and transfer effects from two methods of delivering 78 hours of ThinkRx to adults over age 50 with subjective memory and attention problems (n = 292): clinician-only delivery versus a combination of clinician/home partner delivery.
- Participants in both groups improved significantly on all six measures and reported transfer to real-life improvements. Differences between methods of delivery were small, but clinician-only delivery overall led to greater cognitive gains.

### CHANGE IN WJ STANDARD SCORES



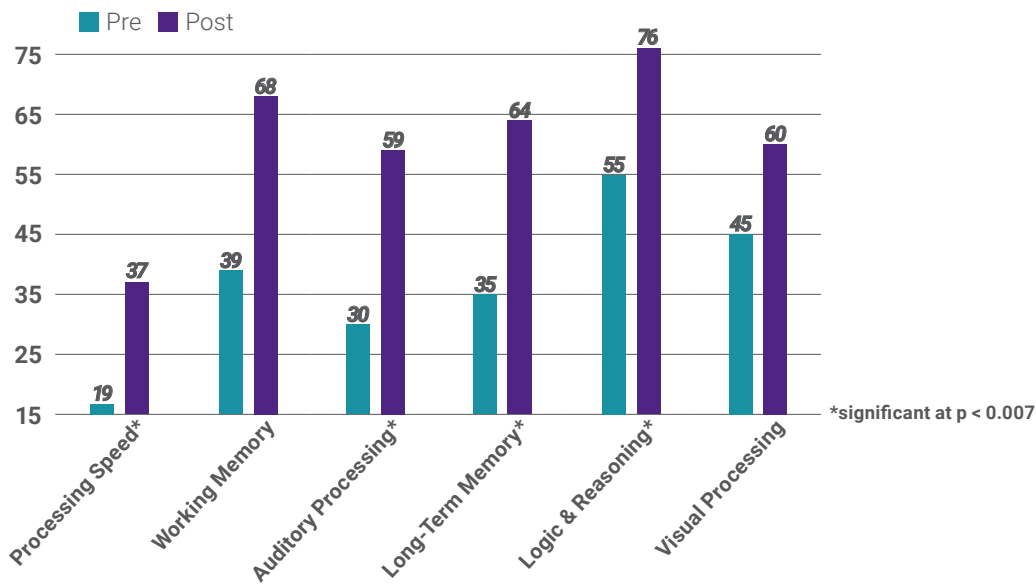
**ADULTS  
LEARNINGRX RESEARCH**

**ADULTS  
AGES 25-46  
TRAUMATIC  
BRAIN INJURY**  
  
Published in *Frontiers  
in Psychology*

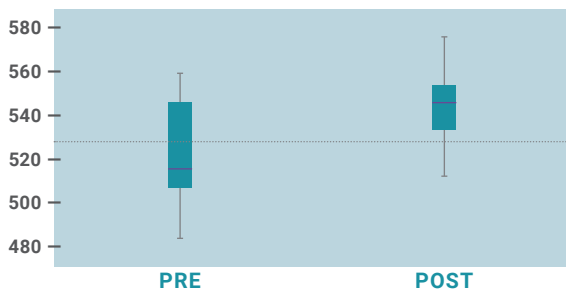
**COGNITIVE EFFECTS OF THINKRX COGNITIVE  
REHABILITATION TRAINING FOR ELEVEN  
SOLDIERS WITH BRAIN INJURY:  
A RETROSPECTIVE CHART REVIEW**

- Cognition and life skills in soldiers recovering from brain injury improved after LearningRx
- Pilot study led by Christina Ledbetter, PhD, of LSU examining outcomes from 80 hours of ThinkRx supplemented with Brainskills for eleven soldiers in a warrior transition unit
- 10 of 11 soldiers achieved overall recovery based on clinically-significant changes in general intellectual ability which increased an average of 13 points
- Soldiers reported transfer to real-life improvements including increased confidence and perseverance, improved attention, and improved memory.
- Soldiers also reported returning to school and work and a higher tolerance for frustration

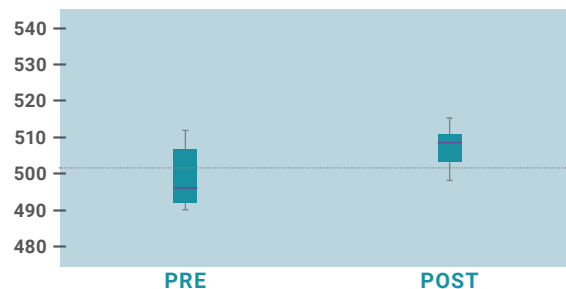
**PRE AND POST PERCENTILES ON WJIII**



**CLINICAL CHANGE IN  
WORKING MEMORY**



**CLINICAL CHANGE IN  
ASSOCIATIVE MEMORY**



**CHILDREN & ADULTS  
LEARNINGRX RESEARCH**

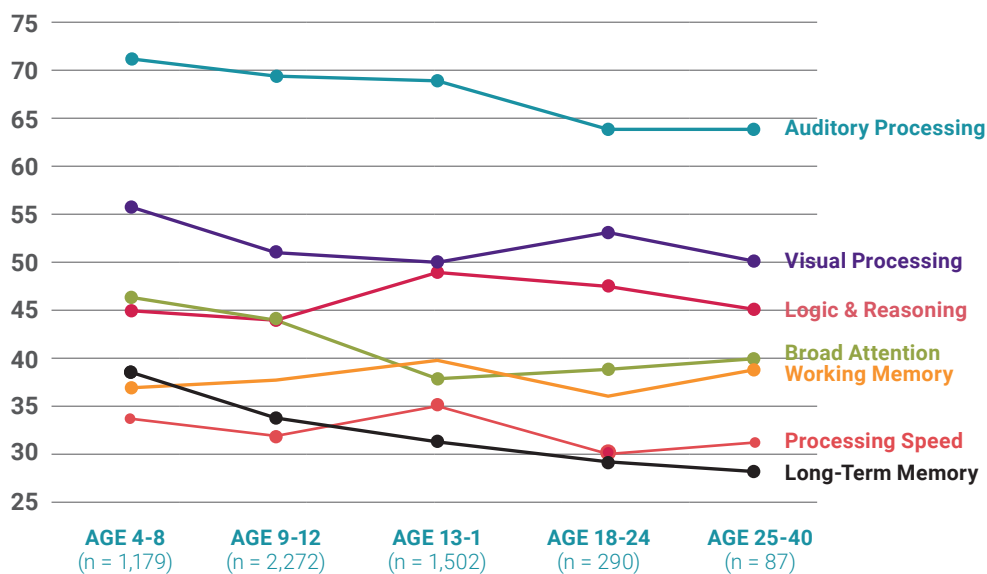
**CHILDREN  
& ADULTS  
ADHD**

Published in *Journal of Mental Health & Clinical Psychology*

**THE PROMISE OF CLINICIAN-DELIVERED COGNITIVE TRAINING FOR CHILDREN DIAGNOSED WITH ADHD**

- Interventions for ADHD need to target more than attention, because working memory, long-term memory, and processing speed are also deficient in ADHD.
- In a review of interventions for ADHD, Christina Ledbetter, PhD of LSU and Amy Lawson Moore, PhD of Gibson Institute share their cross-sectional study of more than 5,000 scores on the Woodcock Johnson III - Tests of Cognitive Abilities (WJ III) administered to children and adults previously diagnosed with ADHD (n = 5,416).
- Across the lifespan, the greatest cognitive deficits in clients with ADHD were working memory, long-term memory, and processing speed.
- Sustained attention was the fourth weakest out of seven skills measured. The strongest skills were auditory and visual processing.

**TRAJECTORY OF COGNITIVE SKILLS PERCENTILES FROM AGE 4 TO 40 IN ADHD**



Source: Moore, A.L., & Ledbetter, C. (2019). The Promise of Clinician-Delivered Cognitive Training for Children Diagnosed with ADHD. *Journal of Mental Health and Clinical Psychology*, 3(3), 3-8. doi: 10.29245/2578-2959/2019/3.1180 Available at mentalhealthjournal.org/articles/the-promise-of-cliniciandelivered-cognitive-training-for-children-diagnosed-with-adhd.pdf

## HIGH SCHOOL STUDENTS LEARNINGRX RESEARCH

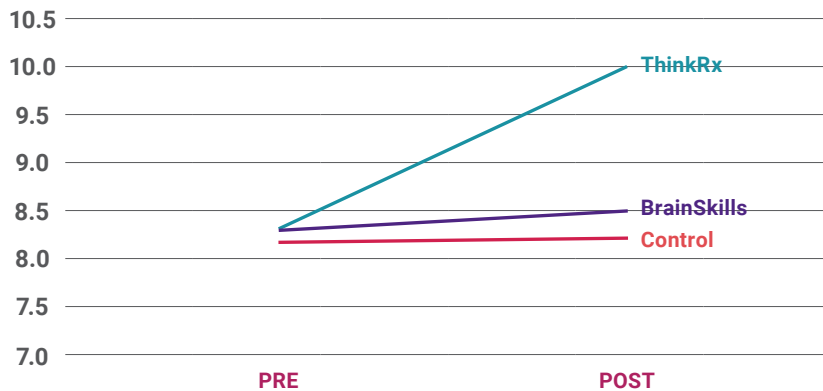
HIGH SCHOOL  
STUDENTS  
AT-RISK

Published in *Journal  
of Experimental  
Education*

### THE EFFICACY OF THE LEARNINGRX COGNITIVE TRAINING PROGRAM: MODALITY AND TRANSFER EFFECTS

- LearningRx improves memory and reasoning skills in at-risk high school students
- Three million dollar NSF-funded randomized controlled trial led by Oliver Hill, PhD of Virginia State University compared outcomes on tests of memory, reasoning, and math attitudes between ThinkRx one-on-one training, Brainskills (digital ThinkRx program), and homework assistance for 225 at-risk high school students
- Significant differences between groups were found on measures of fluid reasoning and long-term memory
- Training gains transferred to improved attitudes about math for the Brainskills group

#### CHANGE IN FLUID REASONING SCORES



**TEENS & ADULTS  
LEARNINGRX RESEARCH**

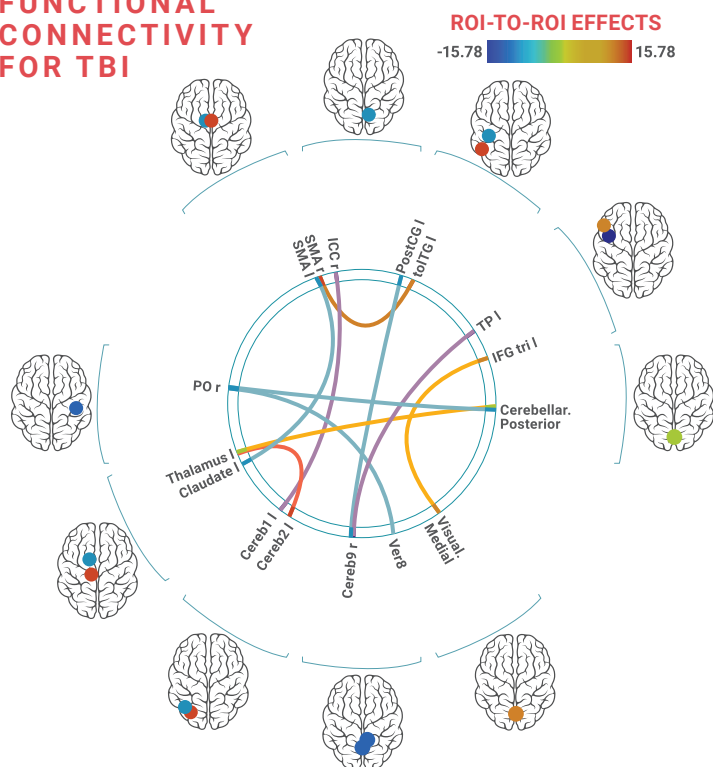
**AGE 15  
TO ADULT**  
TRAUMATIC BRAIN  
INJURY

Published in *Frontiers in  
Human Neuroscience*

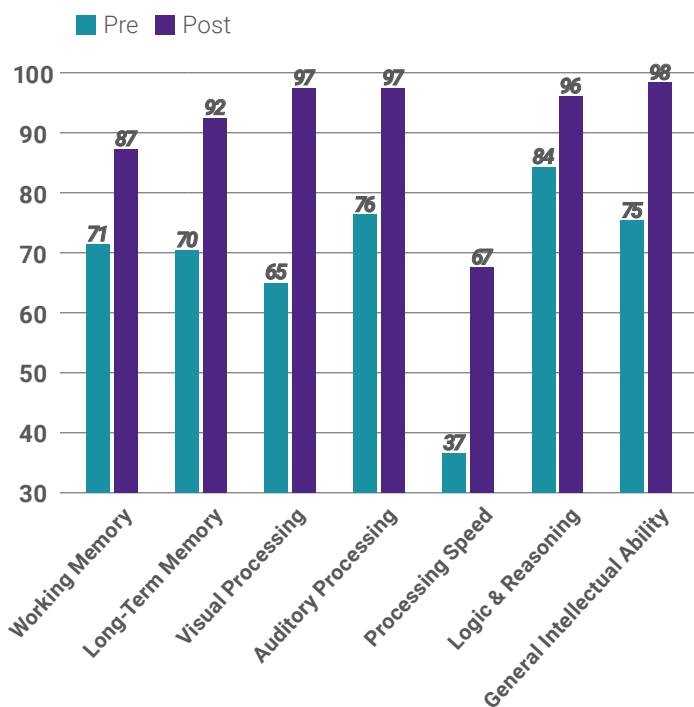
**NEUROIMAGING & NEUROPSYCHOLOGICAL  
OUTCOMES FOLLOWING CLINICIAN-  
DELIVERED COGNITIVE TRAINING FOR SIX  
PATIENTS WITH MILD BRAIN INJURY**

- In addition to neuropsychological improvements, changes in functional connectivity and brain structure were documented using MRI for clients with mild Traumatic Brain Injury following 60 hours of training with LearningRx.
- In a multiple case study led by neuroscientist Christina Ledbetter, PhD of LSU, changes on MRI and cognitive tests were examined in 6 patients with mild brain injury
- There were statistically significant improvements in long-term memory, processing speed, logic & reasoning, auditory processing, and overall IQ score; and there was clinically significant recovery for all 6 patients.
- Transfer effects to real life benefits were found in improved focus and attention, mood and outlook on life, social relationships and communication skills, work and school performance, and daily living skills like driving and managing finances.
- There were 10 significant training induced changes in functional connectivity and 3 significant changes in structural connectivity (FA) correlating with changes in IQ score.

**TRAINING-INDUCED  
FUNCTIONAL  
CONNECTIVITY  
FOR TBI**



**PRE/POST PERCENTILES ON WJIV**



Source: Moore, A.L., Carpenter, D., James, R.L., Miller, T.M., Moore, J.J., Disbrow, E., & Ledbetter, C. (2020). Neuroimaging and neuropsychological outcomes following clinician-delivered cognitive training for six patients with mild brain injury: A multiple case study. *Frontiers in Human Neuroscience*, 14:229, 1-15. [www.frontiersin.org/articles/10.3389/fnhum.2020.00229/full](http://www.frontiersin.org/articles/10.3389/fnhum.2020.00229/full)

**SENIORS**  
LEARNINGRX RESEARCH

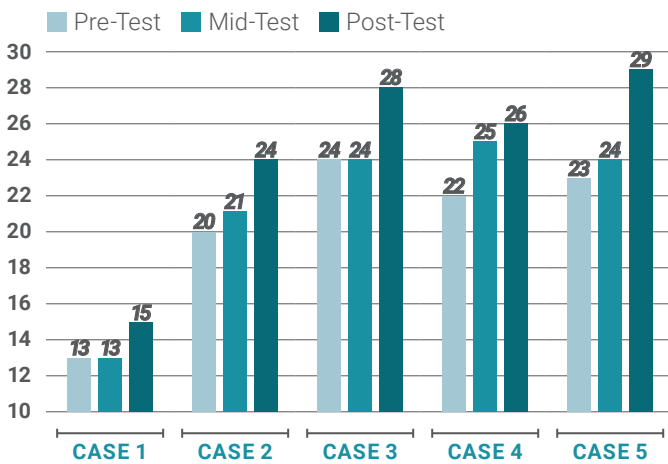
**SENIORS**  
COGNITIVE  
IMPAIRMENT

Published in *OBM Integrative & Complementary Medicine*

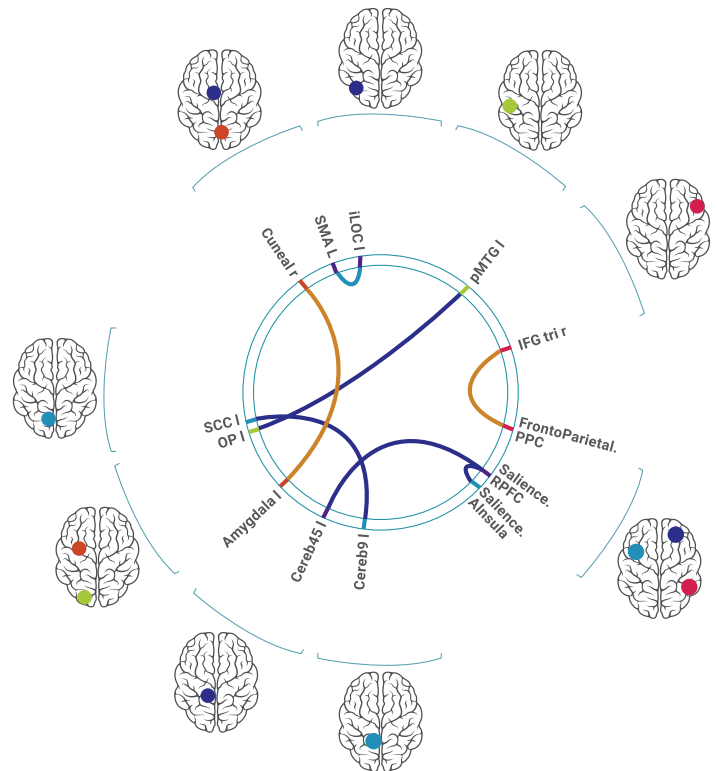
**MRI AND NEUROPSYCHOLOGICAL OUTCOMES FOLLOWING A FUNCTIONAL MEDICINE INTERVENTION WITH COGNITIVE TRAINING IN MILD COGNITIVE IMPAIRMENT (MCI): A MULTIPLE CASE STUDY**

- Aging adults with MCI had improved cognitive test scores and quality of life following a multidisciplinary intervention with cognitive training.
- In a multiple case study led by Randolph James, MD of True Life Medicine and neuroscientist Christina Ledbetter, PhD of LSU, five senior clients with various levels of cognitive decline completed 90 hours of cognitive training coupled with a functional medicine protocol including a Paleo diet, aerobic exercise, sleep optimization, stress management, and nutritional supplementation.
- In all five cases, improvement in both cognitive and life skills was achieved. Four of the five cases were no longer classified as MCI by the Montreal Cognitive Assessment (MoCA) at post-testing.. The cutoff for MCI is 23.
- Functional MRI analyses showed changes in connectivity correlated significantly with change on cognitive testing measures (MoCA & DRS-2).

**CHANGE ON MONTREAL COGNITIVE ASSESSMENT (MoCA)**



**CORRELATION BETWEEN FUNCTIONAL CONNECTIVITY AND CHANGES IN MoCA TEST SCORES**



## CHILDREN & ADULTS LEARNINGRX RESEARCH

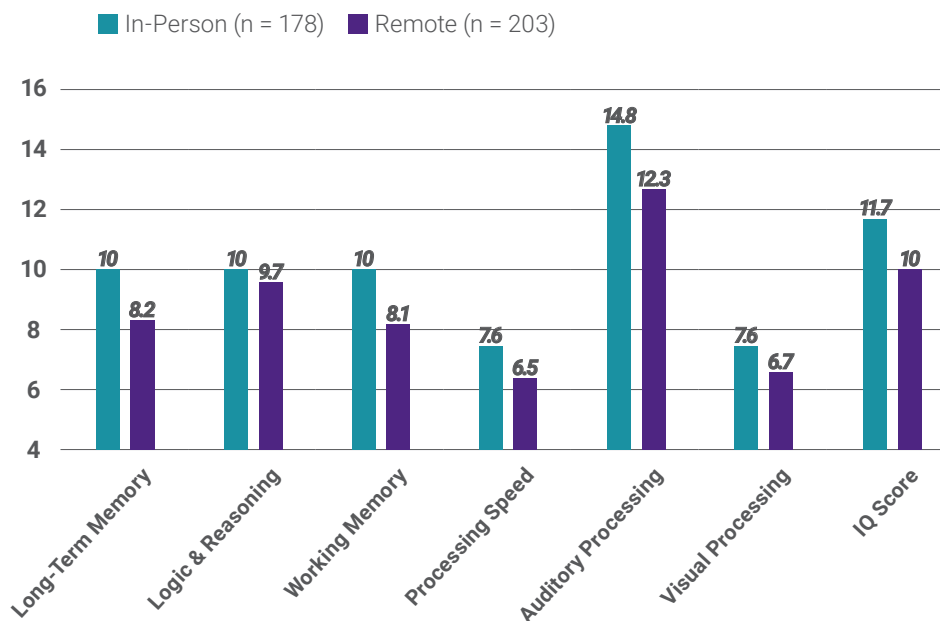
### CHILDREN & ADULTS

Published in  
*Frontiers in Psychology*

## REMOTE VS. IN-PERSON DELIVERY OF LEARNINGRX ONE-ON-ONE COGNITIVE TRAINING DURING THE COVID-19 PANDEMIC: A NON-INFERIORITY STUDY

- Remote delivery of LearningRx brain training via Zoom is a viable alternative to in-person delivery.
- In a two-group comparison study led by neuroscientist Christina Ledbetter, PhD of LSU and Amy Lawson Moore, PhD of Gibson Institute of Cognitive Research, cognitive and real-life outcomes of 178 clients who completed LearningRx brain training in-person were compared to the outcomes of 203 clients who completed LearningRx brain training via Zoom.
- There were no statistically significant differences on any of the outcomes measured. The in-person group had slightly higher gains on all cognitive tests.
- Transfer effects to real life benefits were found for both groups in improved memory, reasoning, processing, attention, math, reading, writing skills, grades and academic performance, confidence, personal responsibility, social skills, mood, and outlook.

### CHANGE IN WJ IV STANDARD SCORES



**CHILDREN  
LEARNINGRX RESEARCH**

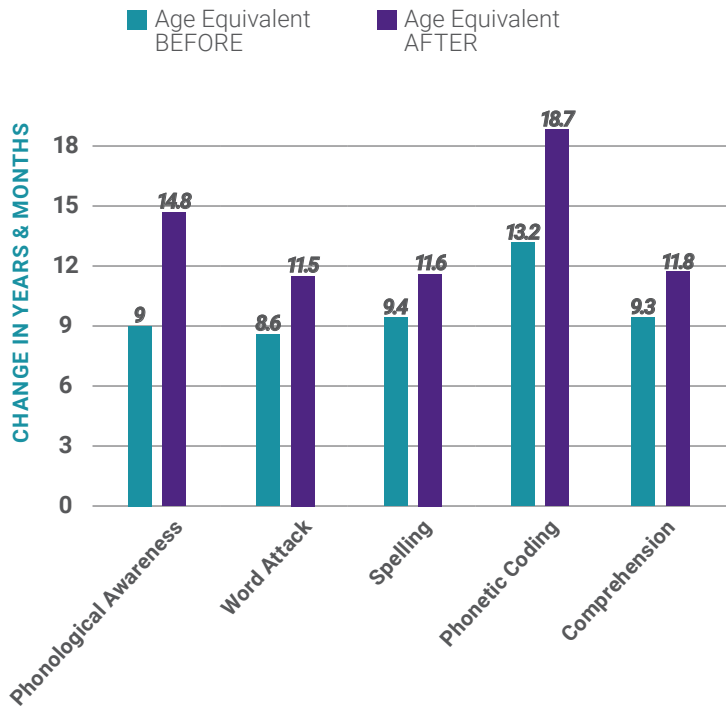
**CHILDREN  
5-17  
ADHD & READING**

Published in *Psychology  
Research & Behavior  
Management*

**READRX® FOR STRUGGLING READERS WITH  
AND WITHOUT ATTENTION PROBLEMS**

- Struggling readers with and without ADHD achieved significant gains in reading skills and cognitive skills after 24 weeks of ReadRx.
- In a real-world data study led by neuroscientist Christina Ledbetter, PhD of LSU and Amy Lawson Moore, PhD of Gibson Institute of Cognitive Research, outcomes in reading, cognition, and real-life change of 3,527 students ages 5-17 who completed ReadRx were evaluated. Outcomes between struggling readers with and without ADHD were also compared.
- There were statistically significant changes on all reading and cognitive measures for both types of struggling readers. Having a diagnosis of ADHD was not a significant predictor of reading or cognitive outcomes.
- Transfer effects to real life benefits were found for both groups in confidence, persistence & effort, self-discipline, academic performance in reading, spelling, & comprehension, and overall cognition.

**CHANGE IN AGE-EQUIVALENT SCORES**





## CHILDREN & ADULTS LEARNINGRX RESEARCH

## CHILDREN & ADULTS ASSESSMENT

Published in  
*Psychology Research  
and Behavior  
Management*

### RELIABILITY AND VALIDITY OF THE REVISED GIBSON TEST OF COGNITIVE SKILLS, A COMPUTER-BASED TEST BATTERY FOR ASSESSING COGNITION ACROSS THE LIFESPAN

- The Gibson Test of Cognitive Skills (Version 2) is correlated with the Woodcock Johnson III as a valid and reliable method for assessing cognitive skills in children and adults
- Using a nationwide sample of 2,737 people ages 5 to 85, Amy Lawson Moore, PhD and Terissa Miller, MS Psy of Gibson Institute examined evidence of validity and reliability of the Gibson Test in measuring short-term memory, long-term memory, processing speed, logic and reasoning, visual processing, auditory processing, and Word Attack skills.
- Strong evidence of reliability included test-retest reliability coefficients ranging from 0.69 to 0.91 and split-half reliability coefficients ranging from .87 to .91. Strong evidence of validity included concurrent validity with the Woodcock Johnson III with coefficients ranging from 0.53 to 0.93.
- Compared to 7 major digital cognitive tests, the GT is the only one that measures auditory processing (including blending, segmenting, and dropping) and Word Attack skills. It has the second largest normative database among the available digital cognitive tests, and the largest one that includes children.

### COMPARISON TO SEVEN MAJOR DIGITAL COGNITIVE TESTS

| Digital Cognitive Test                                       | Working Memory | Long-Term Memory | Visual Processing | Processing Speed | Logic & Reasoning | Auditory Processing | Word Attack | Norming Sample | Norm Group Ages |
|--|----------------|------------------|-------------------|------------------|-------------------|---------------------|-------------|----------------|-----------------|
| Gibson Test of Cognitive Skills -V2                          | x              | x                | x                 | x                | x                 | x                   | x           | 2,737          | 5-85 years      |
| NeuroTrax  | x              | x                | x                 | x                | x                 |                     |             | 1,569          | 8-120 years     |
| MicroCog   | x              |                  | x                 | x                | x                 |                     |             | 810            | 18-89 years     |
| ImPACT   | x              |                  |                   | x                |                   |                     |             | 931            | 13-college      |
| CNS Vital Signs  | x              | x                | x                 | x                |                   |                     |             | 1,069          | 7-90 years      |
| Computer-Administered Neuropsychological Screen (CANS-MCI)   | x              |                  |                   | x                |                   |                     |             | 310            | 51-93 years     |
| Automated Neuropsychological Assessment Metrics (ANAM)       | x              | x                | x                 | x                | x                 |                     |             | 107,801        | 17-65 years     |
| Cambridge Neuropsychological Test Automated Battery (CANTAB) | x              |                  | x                 | x                | x                 |                     |             | 2,000          | 4-90 years      |

## CHILDREN & ADULTS LEARNINGRX RESEARCH

## CHILDREN & ADULTS ASSESSMENT

Published in  
*Psychology Research  
and Behavior  
Management*

### RELIABILITY EVIDENCE FOR THE GIBSON ASSESSMENT OF COGNITIVE SKILLS (GACS): A BRIEF TOOL FOR SCREENING COGNITIVE SKILLS ACROSS THE LIFESPAN

- The Gibson Assessment of Cognitive Skills (GACS) is a reliable brief screening tool for assessing cognitive skills in children and adults
- In a study led by cognitive psychologist Amy Lawson Moore, PhD of Gibson Institute and neuroscientist Christina Ledbetter, PhD of LSU, three sources of reliability evidence were collected for the GACS: internal consistency reliability, split-half reliability, and test-retest reliability.
- Overall coefficient alphas range from 0.80 to 0.94, producing a strong source of internal consistency reliability evidence. The split-half reliability coefficients ranged from 0.83 to 0.96 overall, producing a strong second source of reliability evidence. Across all ages, the test-retest reliability coefficients ranged from 0.83 to 0.98 indicating strong test-retest reliability and stability across administrations.

#### RELIABILITY EVIDENCE FOR THE GACS

| Subtest             | Internal<br>$\alpha$ | Split-Half<br>$r$ | Test-Retest<br>$r$ |
|---------------------|----------------------|-------------------|--------------------|
| Working Memory      | 0.80                 | 0.83              | 0.83               |
| Visual Processing   | 0.94                 | 0.96              | 0.92               |
| Auditory Processing | 0.92                 | 0.94              | 0.98               |
| Logic & Reasoning   | 0.81                 | 0.83              | 0.92               |
| Processing Speed    | 0.94                 | 0.94              | 0.95               |
| Word Attack         | 0.92                 | 0.94              | 0.96               |

## HIGH SCHOOL STUDENTS LEARNINGRX RESEARCH

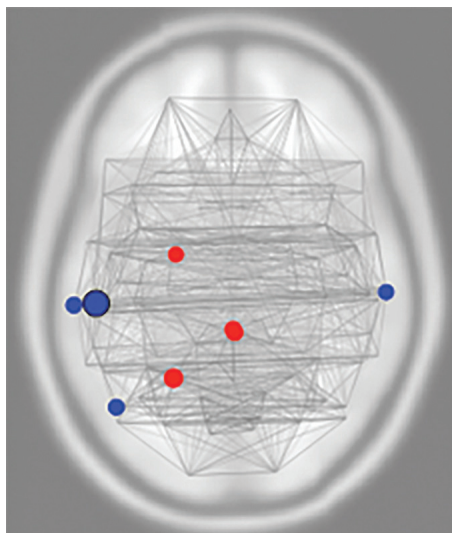
## HIGH SCHOOL STUDENTS AT-RISK

Presented at Society  
for Neuroscience

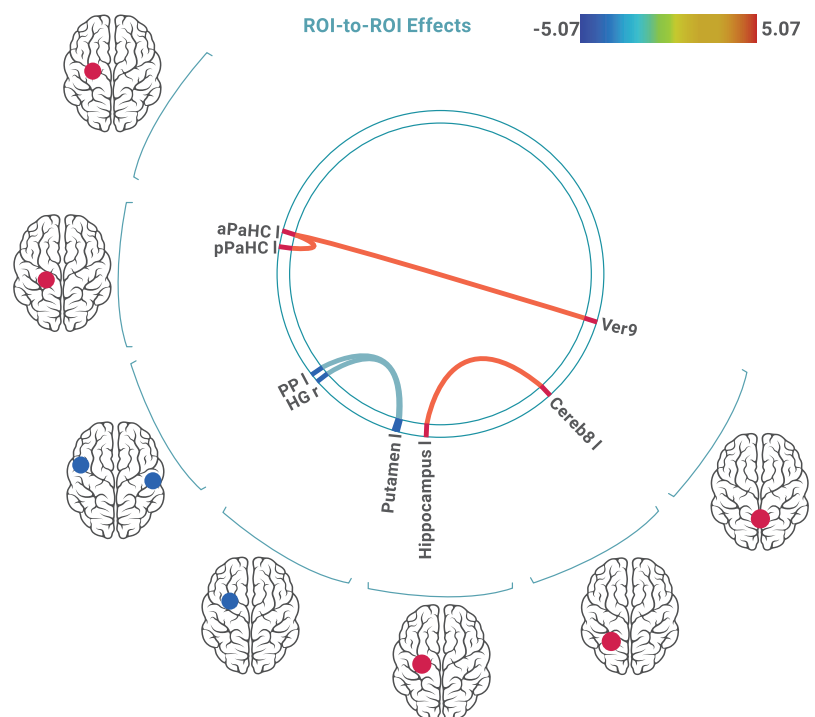
### MRI STUDY: CORRELATION OF COGNITIVE TRAINING GAINS AND RESTING STATE FUNCTIONAL CONNECTIVITY

- LearningRx training changed *overall global efficiency* of the brain and increased functional connectivity between regions of the brain
- As part of a larger randomized controlled trial by Hill, Serpell, and Faison (2016), neuroscientist Christina Ledbetter, PhD, of LSU conducted pre- and post-training resting state fMRI studies on 30 of the 225 participating high school students.
- LearningRx training changed *overall global efficiency*, a measure of information exchange, for areas associated with visual processing, auditory processing, contextual associations, the default mode network, and the cerebellum
- LearningRx training induced changes in functional connectivity, a measure of the relationship between anatomically distinct regions, for areas associated with *auditory processing contextual associations* and *memory*
- For all 7 cognitive skills measured, changes in resting state functional connections correlated with changes in performance on the tests for the treatment group

#### TRAINING-INDUCED GLOBAL EFFICIENCY TREATMENT VS. CONTROL



#### TRAINING-INDUCED FUNCTIONAL CONNECTIVITY TREATMENT VS. CONTROL



**ADULTS**  
LEARNINGRX RESEARCH

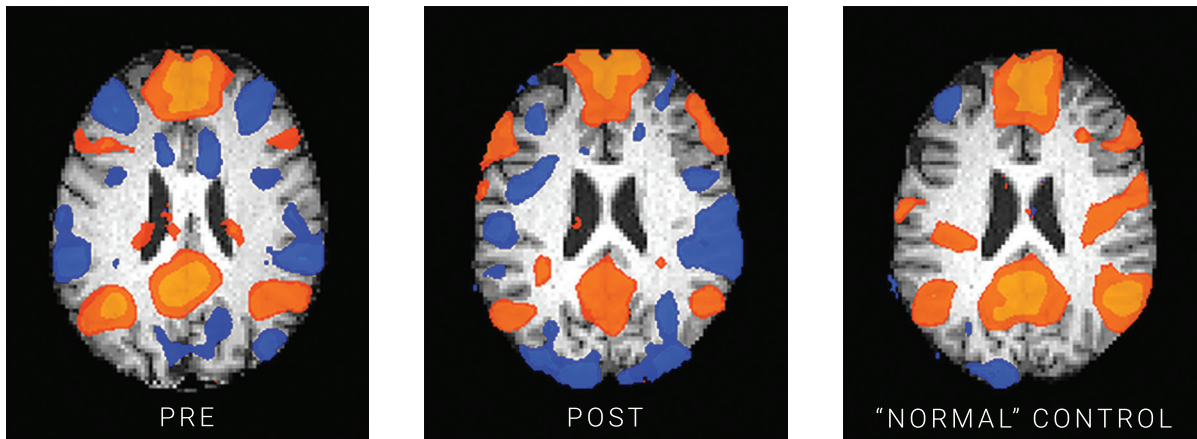
**ADULTS**  
TRAUMATIC  
BRAIN INJURY

Presented at *Brain Injury Summit*

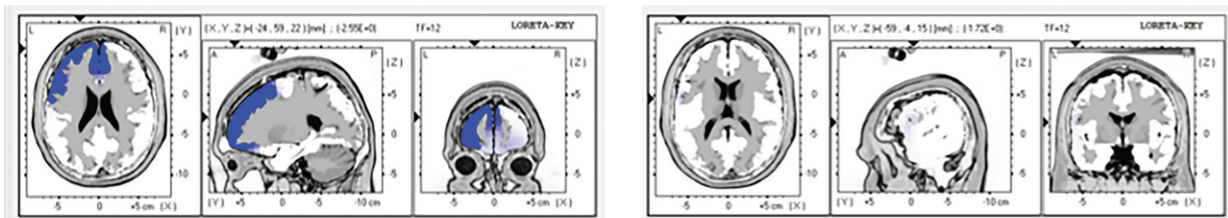
**MRI, QEEG, & NEUROPSYCHOLOGICAL OUTCOMES FOLLOWING COGNITIVE REHABILITATION TRAINING FOR SEVERE TRAUMATIC BRAIN INJURY: A CLINICAL CASE STUDY**

- Changes in the Default Mode Network after LearningRx cognitive training can be seen on functional MRI.
- In a clinical case study of a participant who suffered a severe TBI 8 years prior, Christina Ledbetter, PhD of LSU and Amy Lawson Moore, PhD of Gibson Institute examined changes in neural connectivity using fMRI and qEEG as well as changes on standard neuropsychological tests following 60 hours of ThinkRx brain training.
- The largest cognitive gains were noted on processing speed and working memory, along with a 21-point increase in IQ score from 111 to 132. Participant returned to his former high level STEM career field, was able to stop taking Aricept for memory, and reported improved motivation and outlook on life.
- Post-training MRI showed normalization of connectivity in the Default Mode Network with restoration of anticorrelations in attention and visual areas. Post-training qEEG showed normalization of left frontal activity consistent with improvements in mood, depression, and memory.

**fMRI RESULTS**



**qEEG RESULTS**



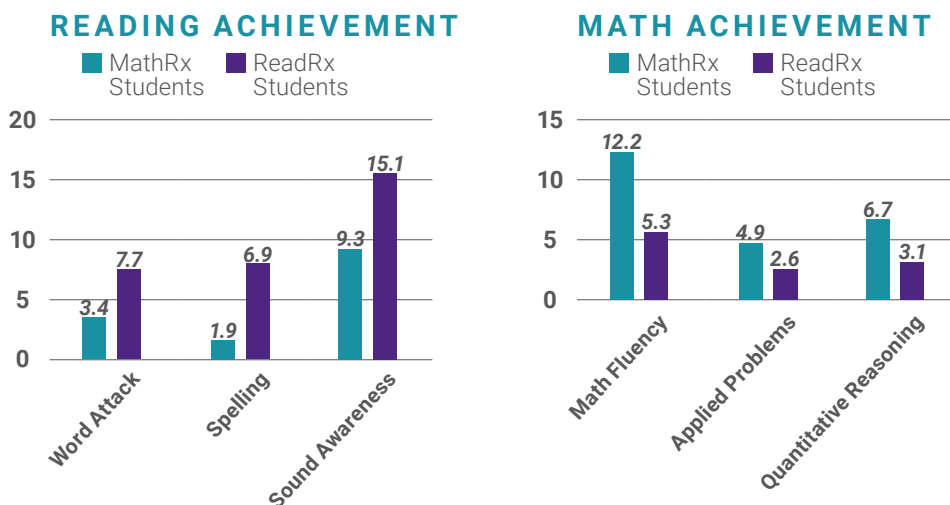
## CHILDREN LEARNINGRX RESEARCH

### CHILDREN MATH & READING

Technical  
Report

## ACHIEVEMENT OUTCOMES FOR LEARNINGRX STUDENTS: MATH AND READING ACHIEVEMENT BEFORE AND AFTER COGNITIVE TRAINING

- Reading and math interventions at LearningRx remediated their intended target skills in a large sample of clients.
- In a controlled differential effects analysis of the results of MathRx and ReadRx outcomes, Amy Lawson Moore, PhD, of Gibson Institute of Cognitive Research compared the results in a sample of 2,096 clients who had completed either MathRx or ReadRx between 2010 and 2015 at a LearningRx center.
- MathRx students made nearly twice the gains on math achievement tests than ReadRx students. ReadRx students made nearly twice the gains on reading achievement tests than MathRx students. This study controlled for placebo effects in assessing reading and math outcomes at LearningRx.
- State reading achievement tests were also collected for 65 ReadRx graduates. Prior to training, the mean percentile for this group was 33. After training, the group had jumped to the 47<sup>th</sup> percentile in reading—average for their age. Further, 91% of students who completed the ReadRx program (59 of 65) showed improvement on state reading achievement tests after the intervention.



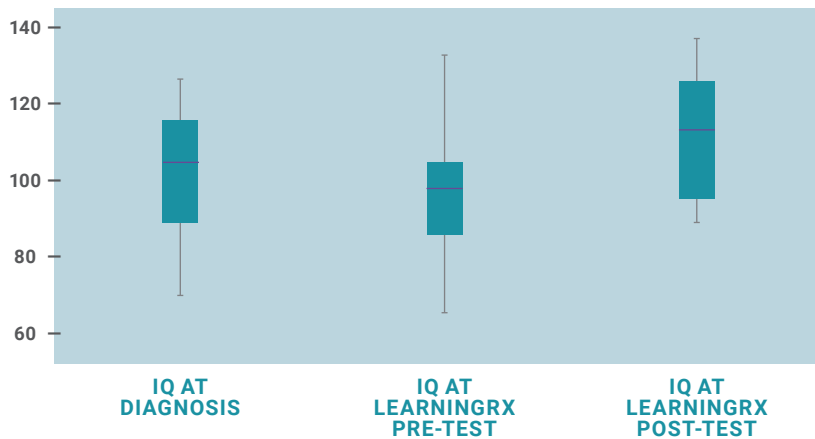
## CHILDREN LEARNINGRX RESEARCH

### CHILDREN IQ STUDY

Technical  
Report

## LEARNINGRX TRAINING AND IQ GAINS: A DOUBLE BASELINE STUDY

- LearningRx clients who declined cognitively after their initial diagnosis while waiting to begin training improved after completing LearningRx training.
- In a double baseline study with participants serving as their own controls, Amy Lawson Moore, PhD of Gibson Institute of Cognitive Research and distinguished research scientist Howard Wainer, PhD collected diagnostic baseline IQ test results, pretraining IQ test results, and post-training IQ test results from 40 LearningRx graduates to identify trends within participants.
- After diagnosis, while waiting to begin training, there was a slight decline in average IQ score from 102 to 96. After training at LearningRx, the lost points were regained and additional significant gains were noted, averaging 112 at post-testing.



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Ledbetter, C., and Moore, A.L. (2021, January 11). *Test-retest, internal consistency, and split-half reliabilities of the Gibson Assessment of Cognitive Skills, a brief tool for screening cognitive function across the lifespan*. Presented at Society for Neuroscience Global Connectome virtual conference.

Moore, A.L., Miller, T., & Ledbetter, C. (2020, August 6). *Cognitive Profiles in Dyslexia: Beyond Phonological Processing Deficits*. Presented at American Psychological Association, Presidential Award Poster Session.

Moore, A.L., James, R., Miller, T., Moore, J.J., & Ledbetter, C. (2020, June 30). *The Promise of Clinician-Delivered Cognitive Training for Mild Cognitive Impairment (MCI)*. Presented at Global Virtual Conference on Alzheimer's and Dementia.

Ledbetter, C., Moore, A.L., Miller, T.M., & Taylor, M. (2019). MRI and neuropsychological outcomes of cognitive rehabilitation training for repetitive sports concussion. *Archives of Physical Medicine and Rehabilitation*, 100(10), e100. <https://doi.org/10.1016/j.apmr.2019.08.288>

Moore, A.L., James, R., Carpenter, D., Miller, T., & Ledbetter, C. (2018). *MRI and Neuropsychological Outcomes following a Functional Medicine Intervention with Cognitive Training in Mild Cognitive Impairment (MCI): A Multiple Case Study*. Presentation at American Psychological Association Annual Convention, August 2018, San Francisco, CA. [gibsonresearchinstitute.org/wp-content/uploads/2018/08/2018-APA\\_Poster\\_Moore-et-al.pdf](http://gibsonresearchinstitute.org/wp-content/uploads/2018/08/2018-APA_Poster_Moore-et-al.pdf)

Moore, A.L., & Ledbetter, C. (2018). *MRI, qEEG, & neuropsychological outcomes following cognitive rehabilitation training for severe traumatic brain injury: A clinical case study*. Presentation at Brain Injury Summit, Jan 2018, Vail, CO. [gibsonresearchinstitute.org/wp-content/uploads/2018/01/2018-TBI-Summit-Presentation\\_MooreLedbetter\\_web.pdf](http://gibsonresearchinstitute.org/wp-content/uploads/2018/01/2018-TBI-Summit-Presentation_MooreLedbetter_web.pdf)

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Ledbetter, C., Faison, M., Hill, O., & Patterson, J. (2016). *Correlation of Cognitive Training Gains and Resting State Functional Connectivity*. Poster presented at Society for Neuroscience, San Diego, CA, November 12, 2016. [gibsonresearchinstitute.org/wp-content/uploads/2016/11/SFNposters\\_CLedbetter.pdf](http://gibsonresearchinstitute.org/wp-content/uploads/2016/11/SFNposters_CLedbetter.pdf)

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Moore, A.L. (2015). *Cognitive trainer characteristics that predict outcomes for students with and without ADHD*. Doctoral dissertation. (UMI No. 3687613). Available at [http://downloads.learningrx.com/dissertation\\_amy-moore.pdf](http://downloads.learningrx.com/dissertation_amy-moore.pdf)

Musick, S.A. (2015). *Cognitive training in a school curriculum: A qualitative single-instrument case study*. Doctoral dissertation. (UMI No. 3721288). Retrieved from ProQuest. Available at [www.gibsonresearchinstitute.org/wp-content/uploads/2018/04/Dissertation\\_Qualitative-School-Interviews\\_Musick\\_2015.pdf](http://www.gibsonresearchinstitute.org/wp-content/uploads/2018/04/Dissertation_Qualitative-School-Interviews_Musick_2015.pdf)

Pfister, B. (2012). *The effect of cognitive rehabilitation therapy on memory and processing speed in adolescents*. Doctoral dissertation. Available at <http://downloads.learningrx.com/dissertation-2012-pfister-final-pdf.pdf>

Ishanpara, P. (2012). *Cognitive rehabilitation with LearningRx: Preliminary improvements in memory after traumatic brain injury*. Doctoral dissertation. Available at <http://downloads.learningrx.com/official-dissertation.pdf>

Luckey, A.L. (2009). *Cognitive and academic gains as a result of cognitive training*. Doctoral dissertation. Available at [http://downloads.learningrx.com/Luckey\\_Dissertation\\_2009.pdf](http://downloads.learningrx.com/Luckey_Dissertation_2009.pdf)

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## Visit

[www.gibsonresearchinstitute.org/publications](http://www.gibsonresearchinstitute.org/publications) or [www.learningrx.com/brain-training-research](http://www.learningrx.com/brain-training-research) for the most up-to-date list of LearningRx research studies.





# LEARNINGRX CLIENT RESULTS

Overall Results  
Change in IQ Score by Age

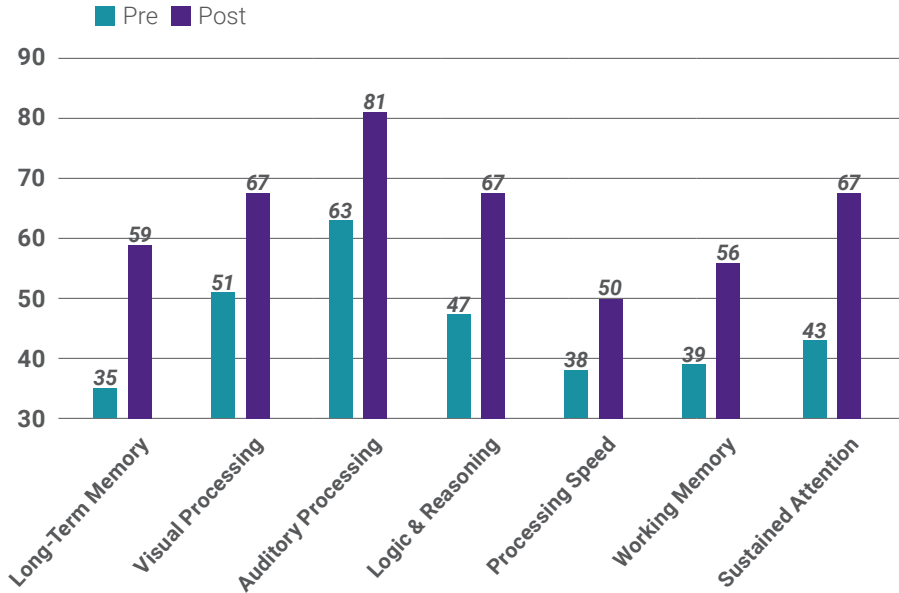
## ALL PROGRAMS | COGNITIVE RESULTS | ALL

**Number of Clients** 27,790

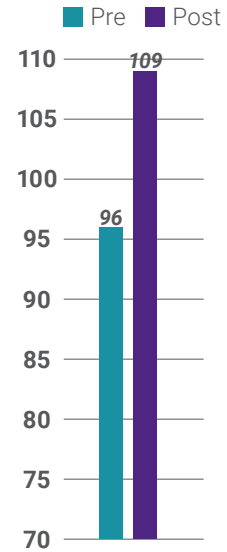
**Ages** 4-95

**Ave. Number of Training Hours** 79

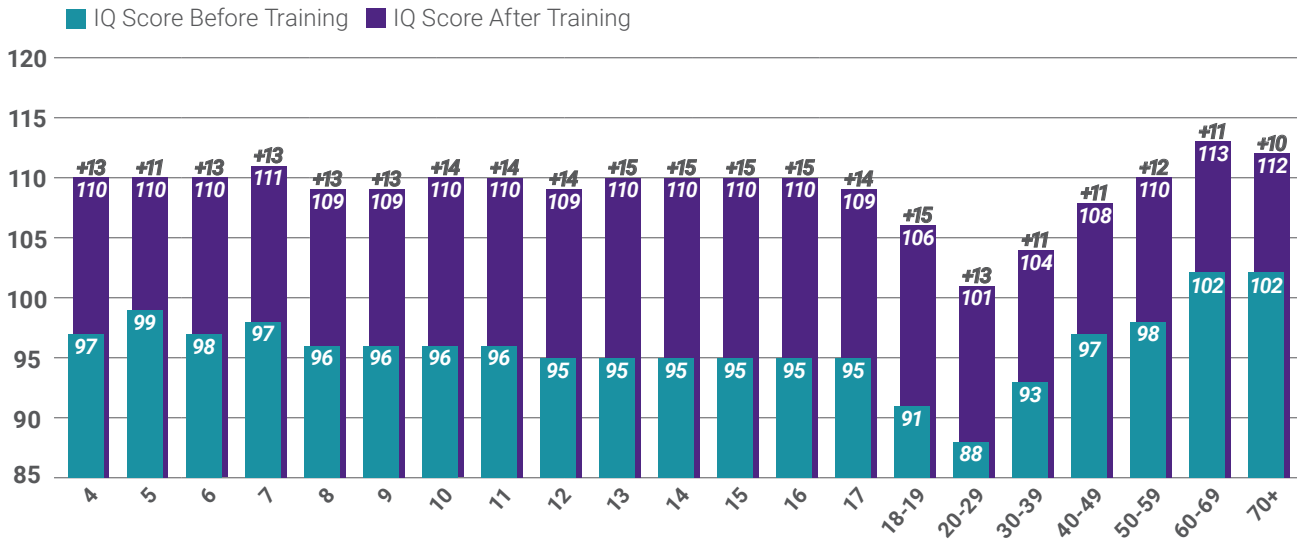
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### PRE- AND POST-TRAINING IQ SCORE BY AGE



ALL AGES: CLIENT RESULTS



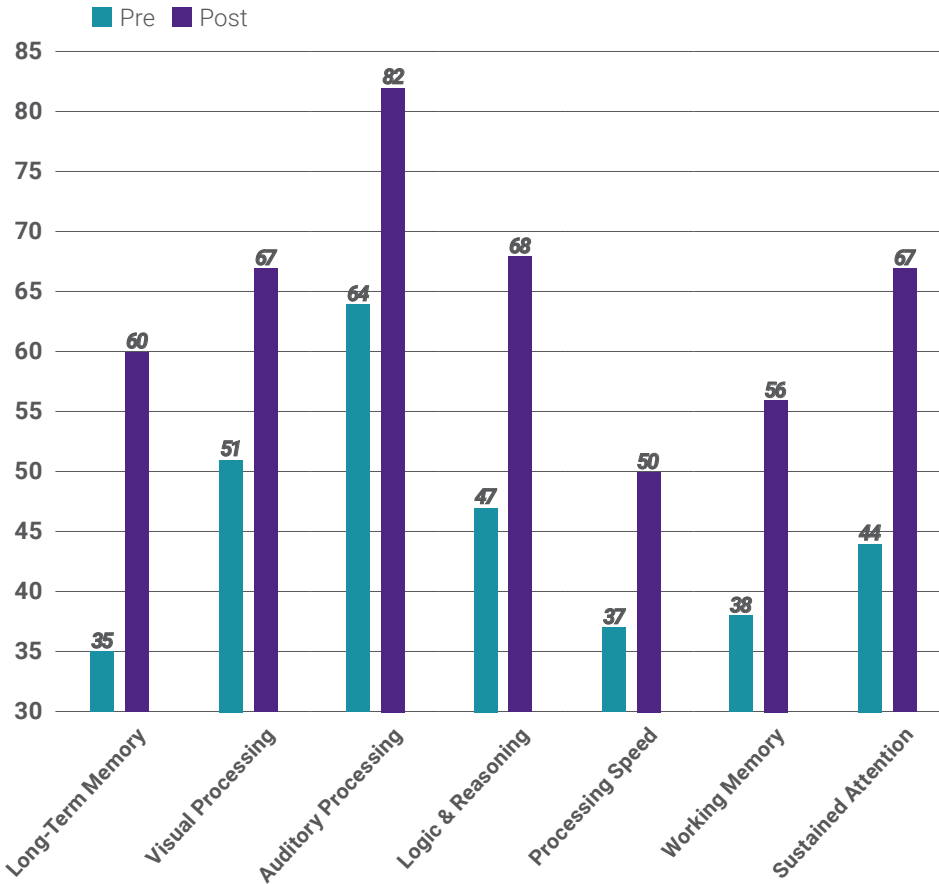
## CHILDREN: RESULTS BY PROGRAM

All Programs  
ThinkRx  
ReadRx  
MathRx  
ComprehendRx  
LiftOff

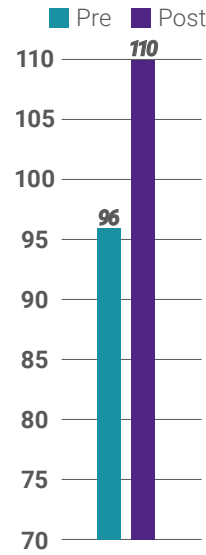
## ALL PROGRAMS | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 25,098  
**Ages** 4-17  
**Ave. Number of Training Hours** 79

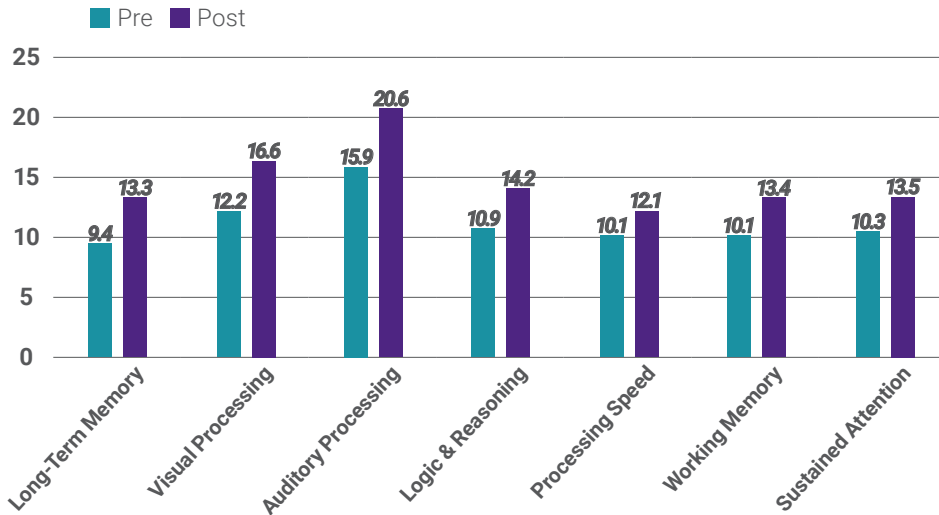
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### AGE-EQUIVALENT CHANGE



CHILDREN: RESULTS BY PROGRAM

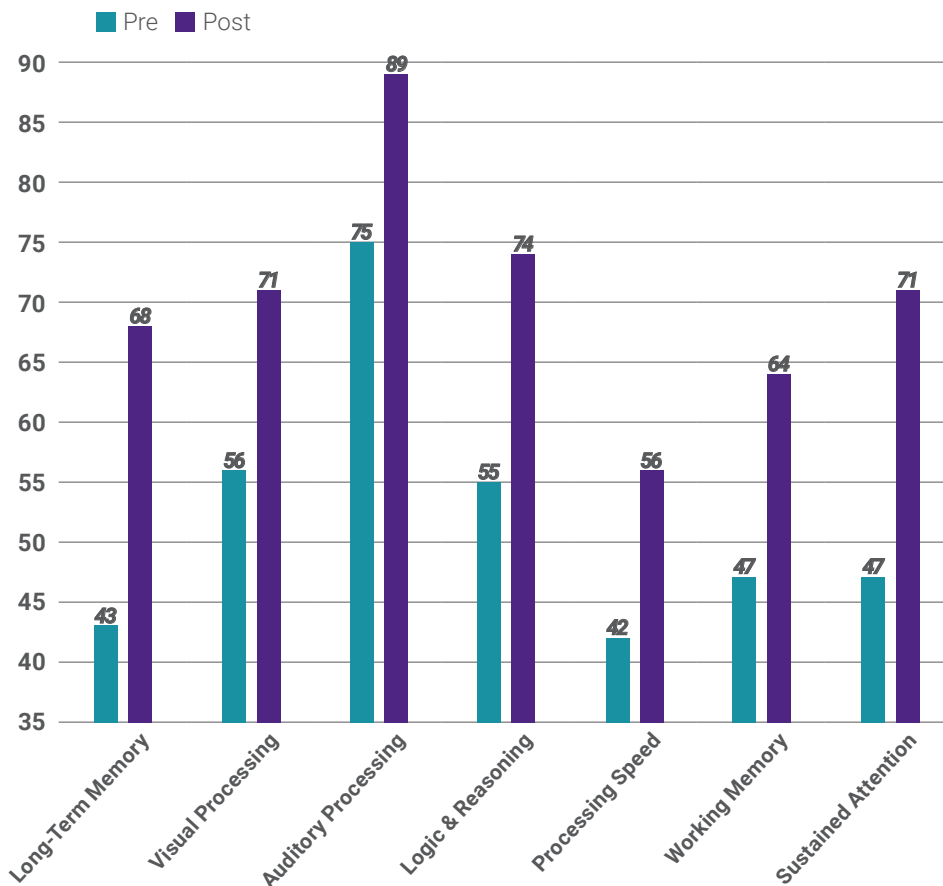


Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

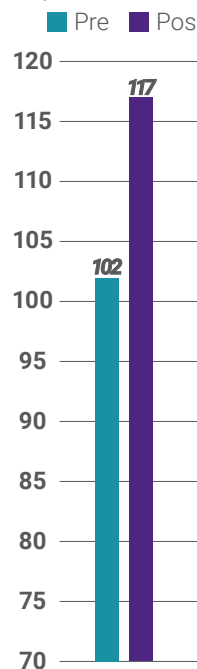
# THINKRX | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 8,771    **Average Gains** 3.4 years  
**Ages** 4-17    **Largest Gains** 4.3 years in Auditory Processing  
**Ave. Number of Training Hours** 77

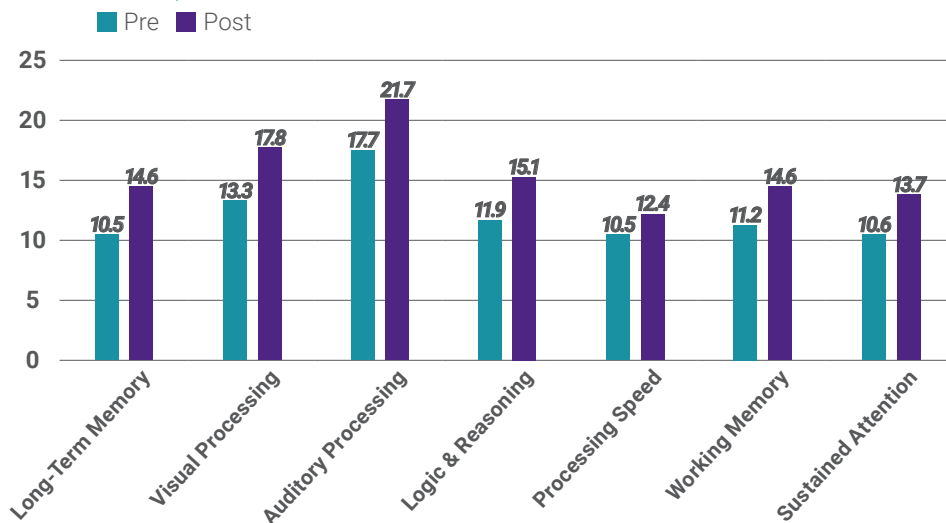
## PERCENTILE CHANGE



## IQ SCORE CHANGE



## AGE-EQUIVALENT CHANGE



CHILDREN: RESULTS BY PROGRAM

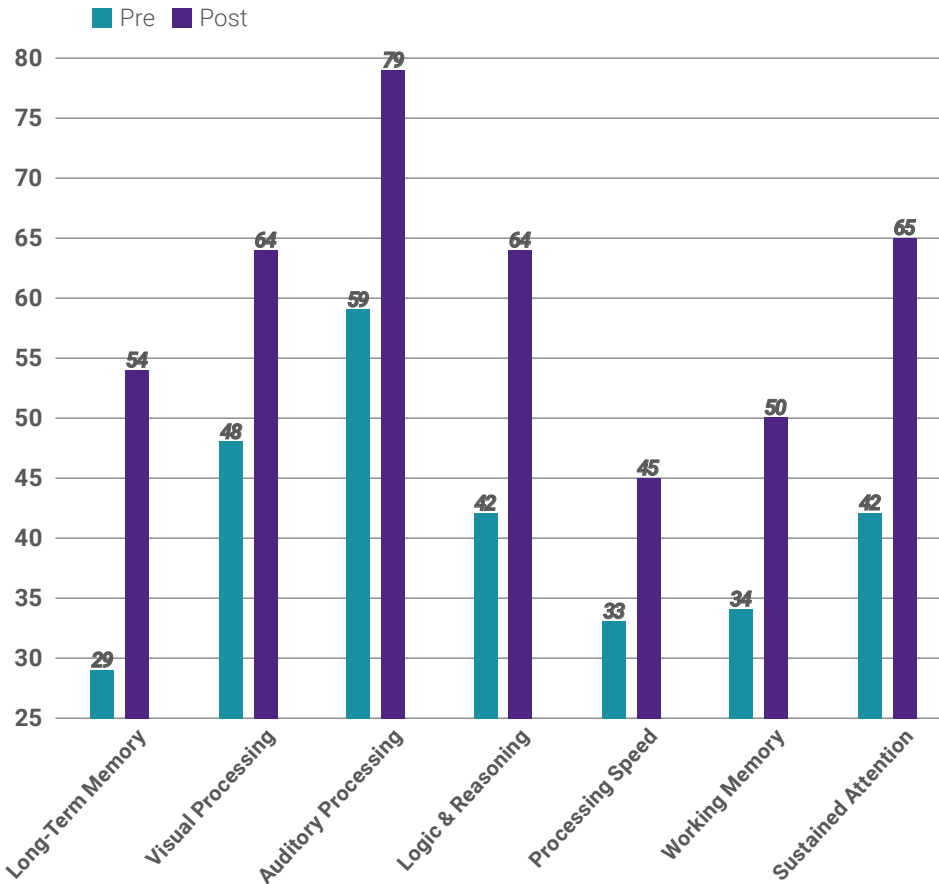
Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at p < .001 on all measures.



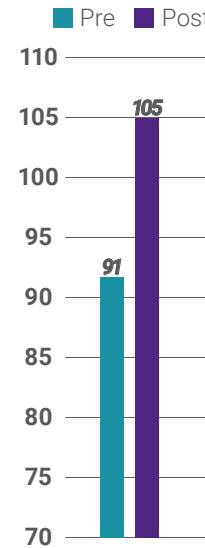
## READRX | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 12,255 **Average Gains** 3.5 years  
**Ages** 4-17 **Largest Gains** 4.7 years in Auditory Processing  
**Ave. Number of Training Hours** 120

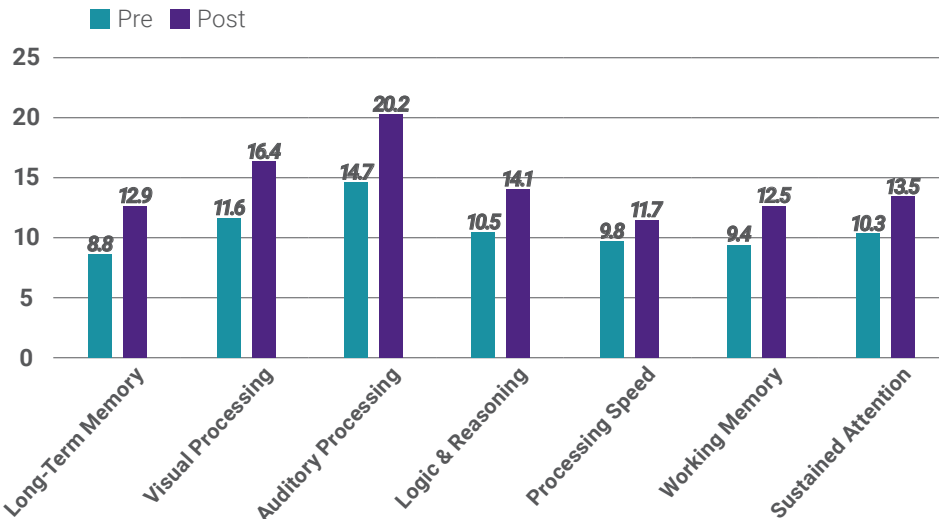
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### AGE-EQUIVALENT CHANGE



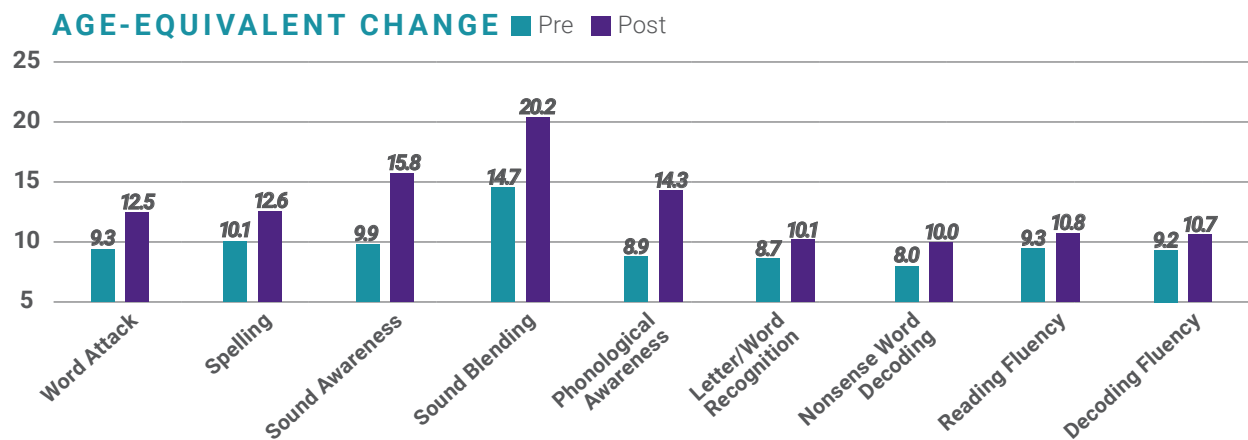
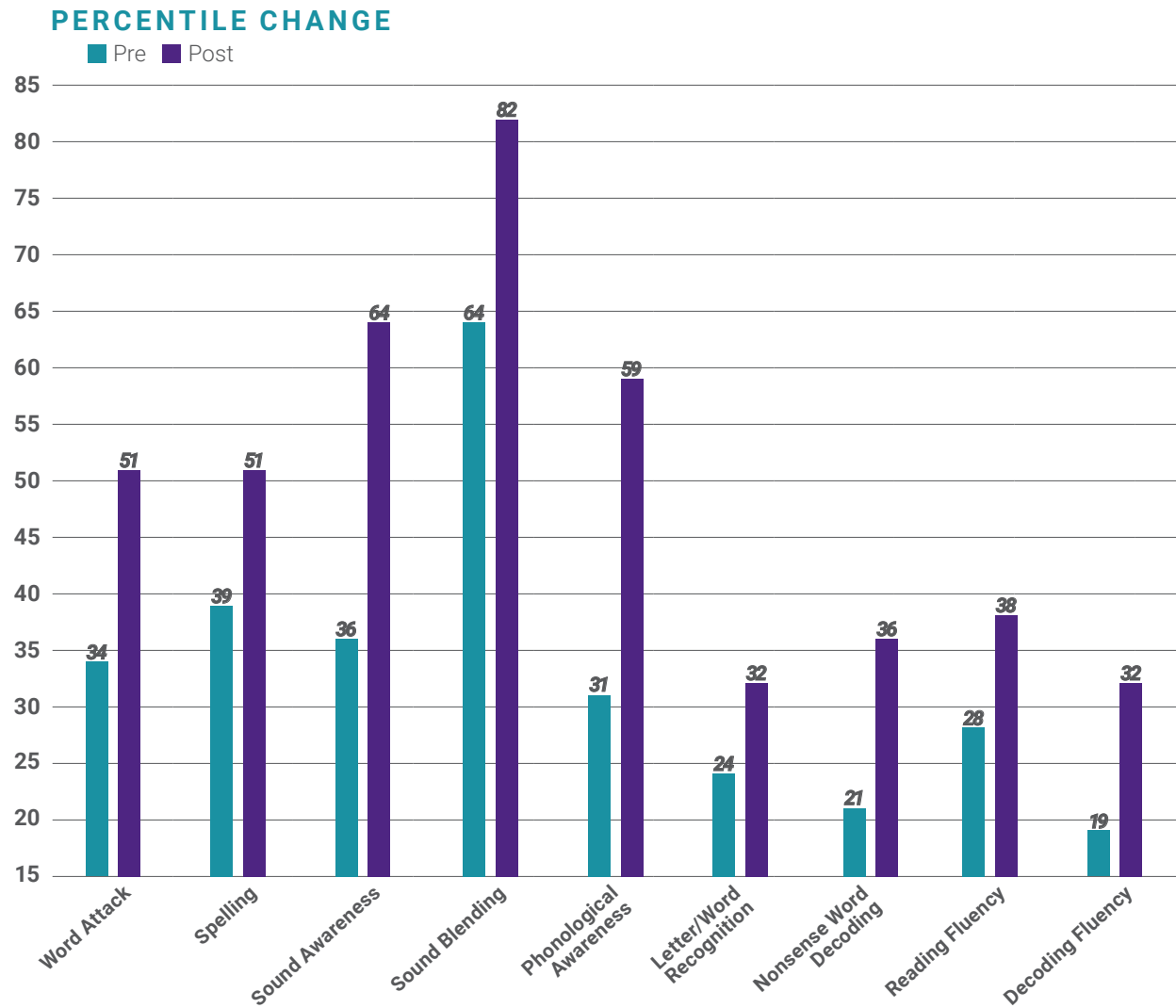
CHILDREN: RESULTS BY PROGRAM



Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

## READRX | READING RESULTS | CHILDREN

**Number of Clients** 12,255 **Average Gains** 3.9 years  
**Ages** 4-17 **Largest Gains** 5.7 years in Sound Awareness  
**Ave. Number of Training Hours** 120

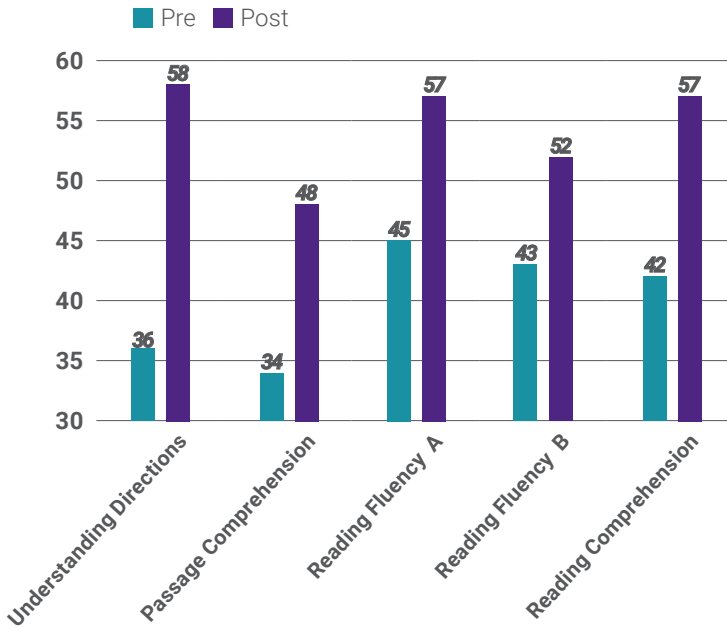


Word Attack, Spelling, Sound Awareness, & Sound Blending are from Woodcock Johnson Tests of Achievement; Remaining subtests are from Kaufman Tests of Achievement. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

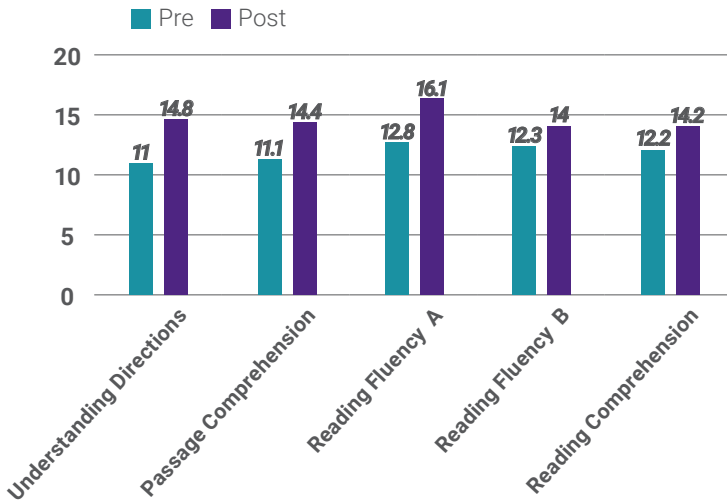
# COMPREHENDRX | COMPREHENSION RESULTS | CHILDREN

**Number of Clients** 1,116    **Average Gains** 2.7 years  
**Ages** 6-17    **Largest Gains** 3.8 years in Understanding Directions  
**Ave. Number of Training Hours** 120

## PERCENTILE CHANGE



## AGE-EQUIVALENT CHANGE



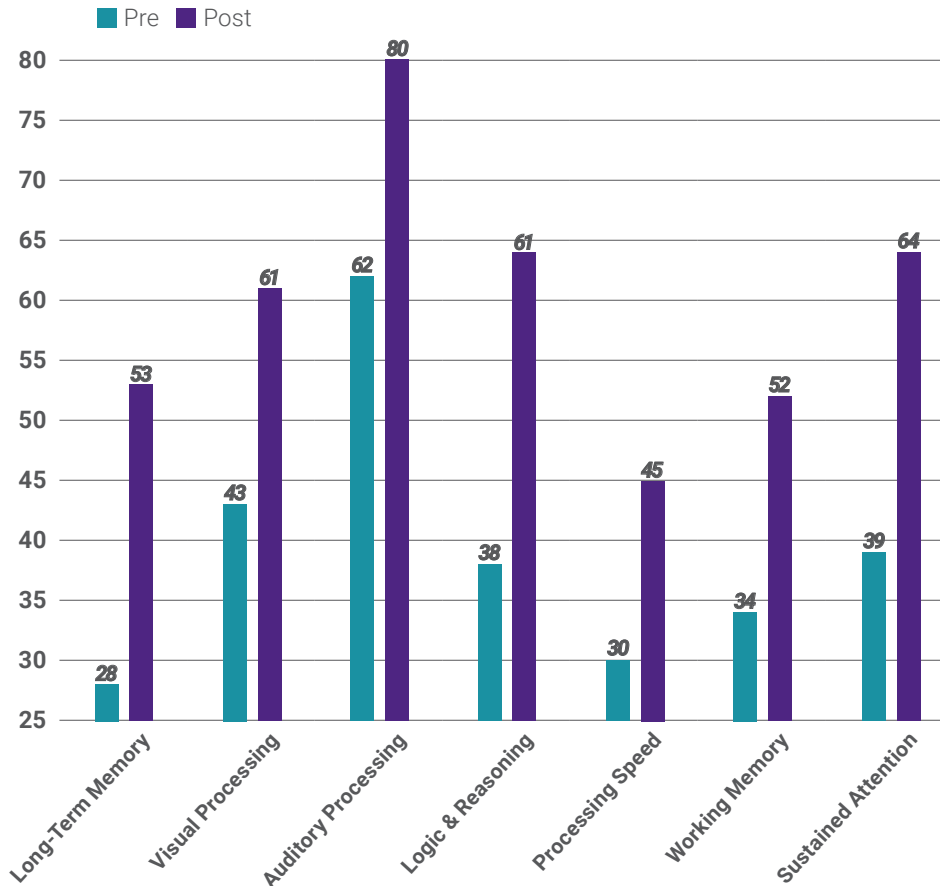
CHILDREN: RESULTS BY PROGRAM



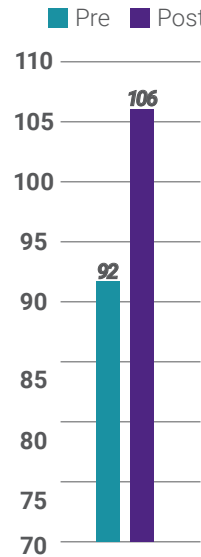
# MATHRX | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 3,519    **Average Gains** 3.5 years  
**Ages** 5-17    **Largest Gains** 4.9 years in Visual Processing  
**Ave. Number of Training Hours** 120

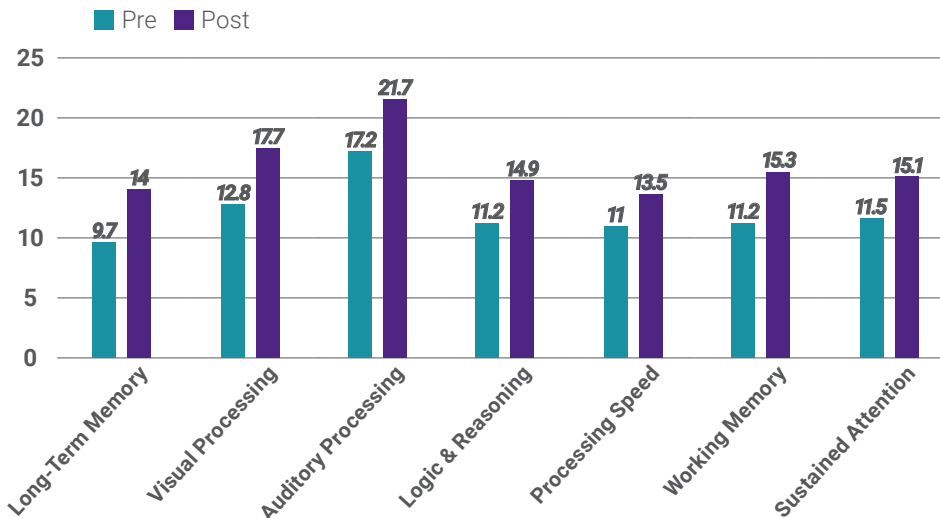
## PERCENTILE CHANGE



## IQ SCORE CHANGE



## AGE-EQUIVALENT CHANGE



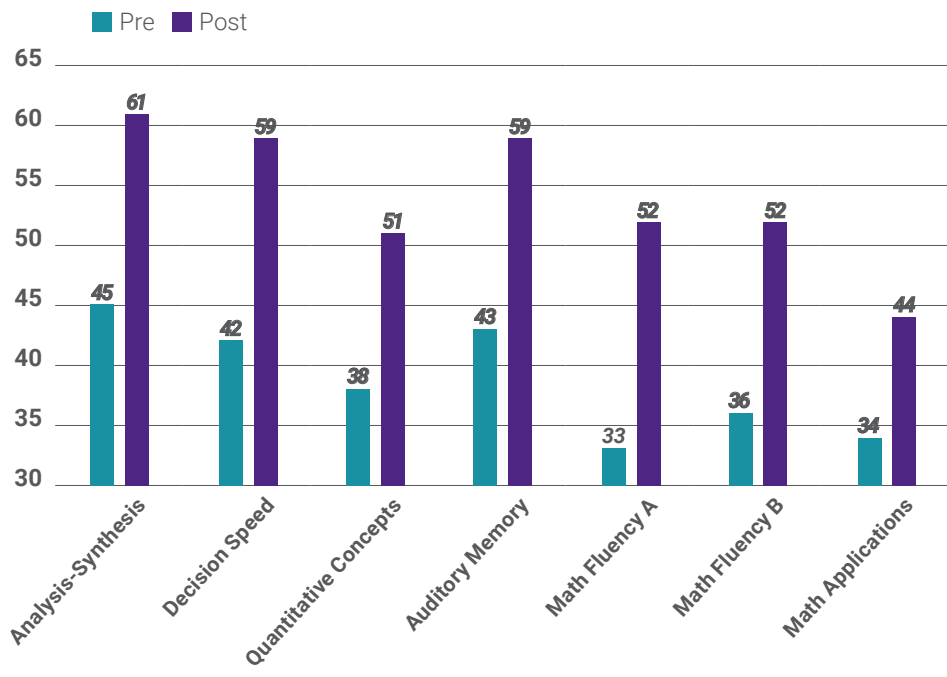
CHILDREN: RESULTS BY PROGRAM

Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

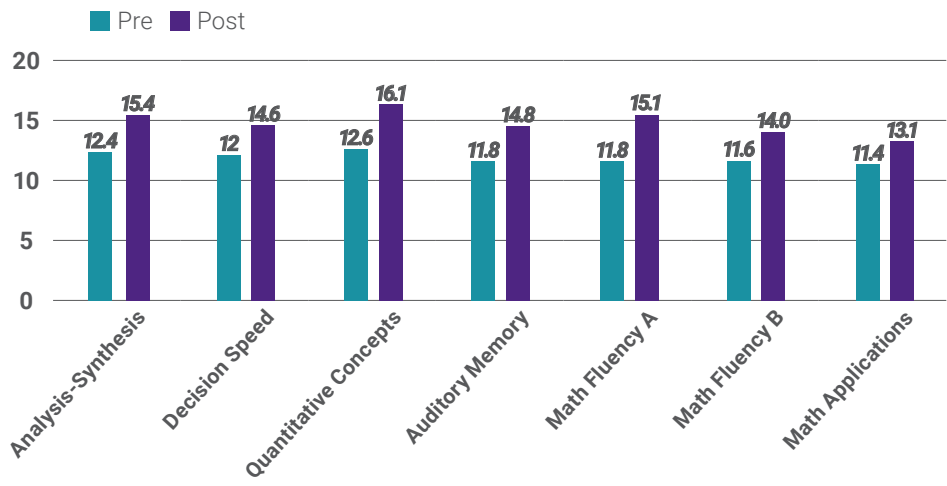
# MATHRX | MATH RESULTS | CHILDREN

**Number of Clients** 3,519    **Average Gains** 2.8 years  
**Ages** 5-17    **Largest Gains** 3.5 years in Quantitative Concepts  
**Ave. Number of Training Hours** 120

## PERCENTILE CHANGE



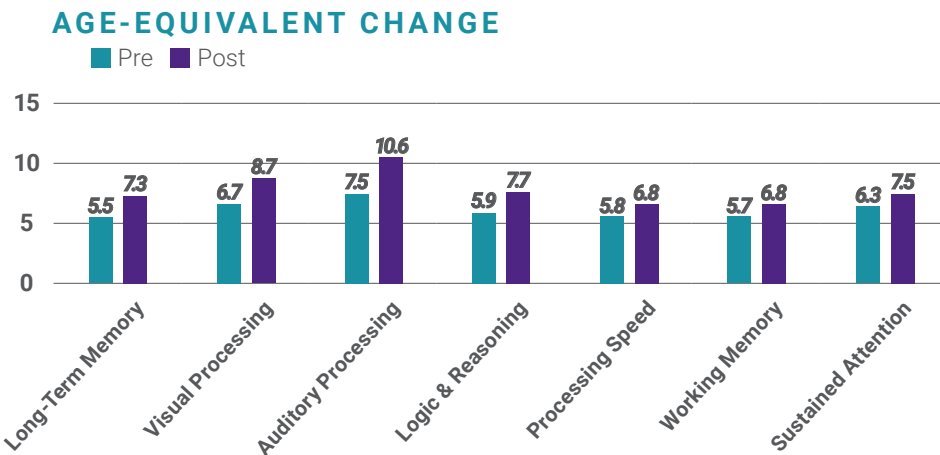
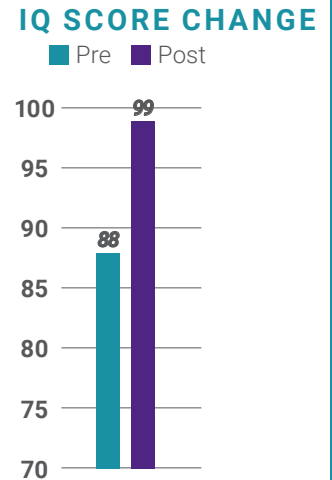
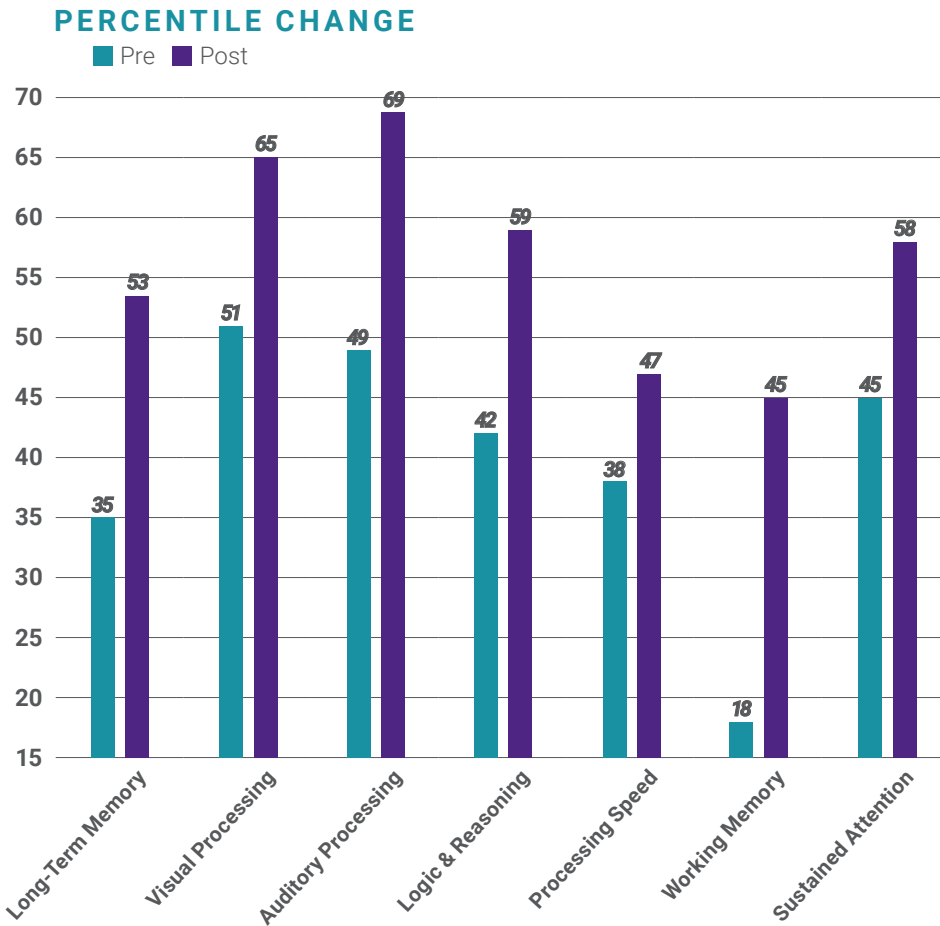
## AGE-EQUIVALENT CHANGE



CHILDREN: RESULTS BY PROGRAM

## LIFTOFF | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 1,773 **Average Gains** 1.7 years  
**Ages** 4-17 **Largest Gains** 3.1 years in Auditory Processing  
**Ave. Number of Training Hours** 60



CHILDREN: RESULTS BY PROGRAM

Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

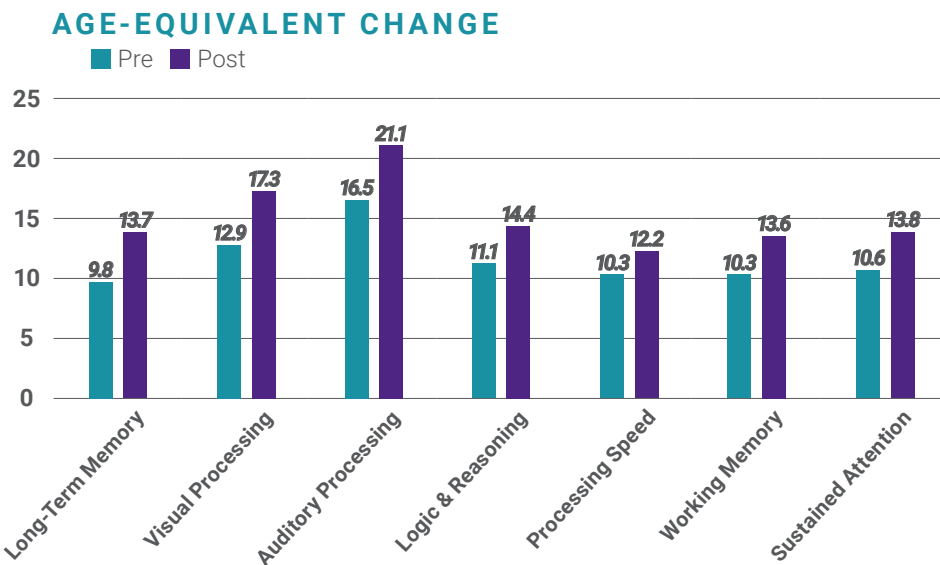
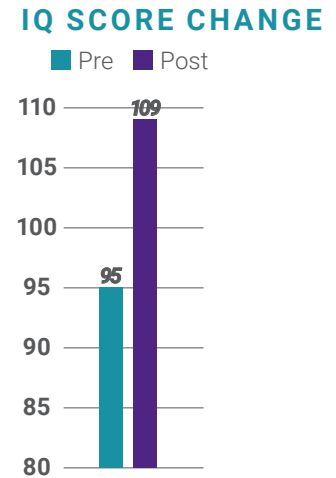
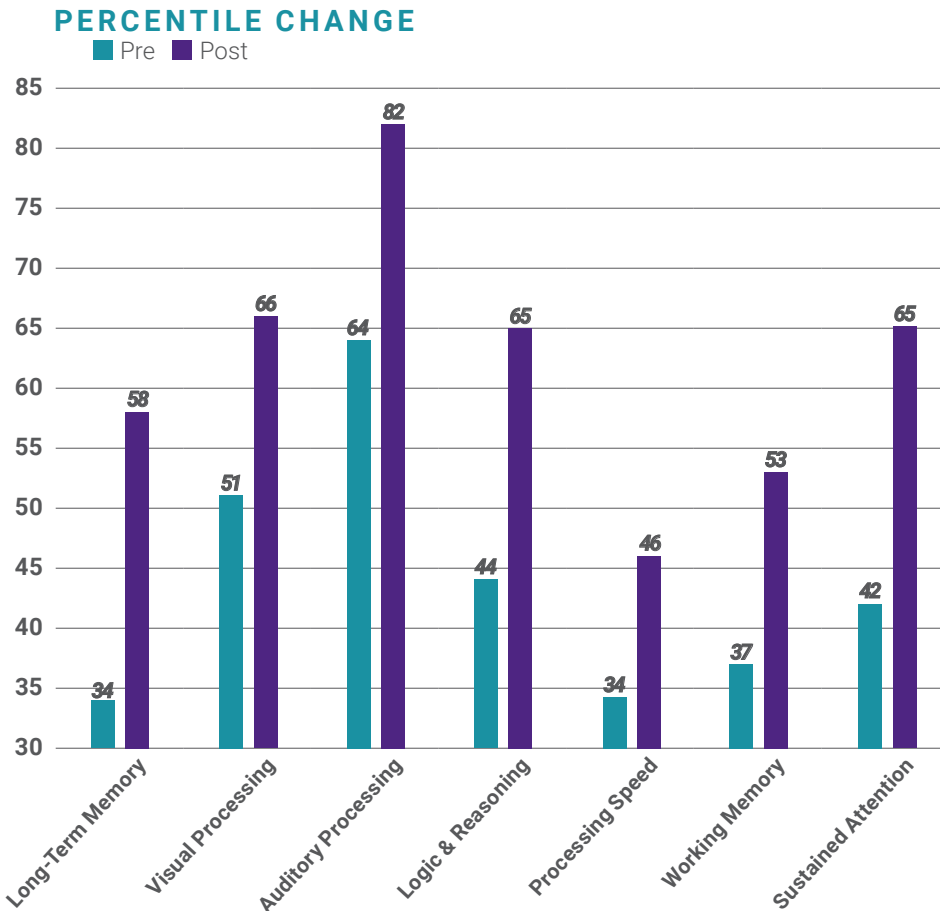


# CHILDREN: RESULTS BY DIAGNOSIS

ADHD  
Dyslexia  
Brain Injury  
Learning Disability  
Autism Spectrum  
Speech & Language Disorder  
Gifted

## ADHD | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 7,506 **Average Gains** 3.5 years  
**Ages** 4-17 **Largest Gains** 4.5 years in Auditory Processing  
**Ave. Number of Training Hours** 77

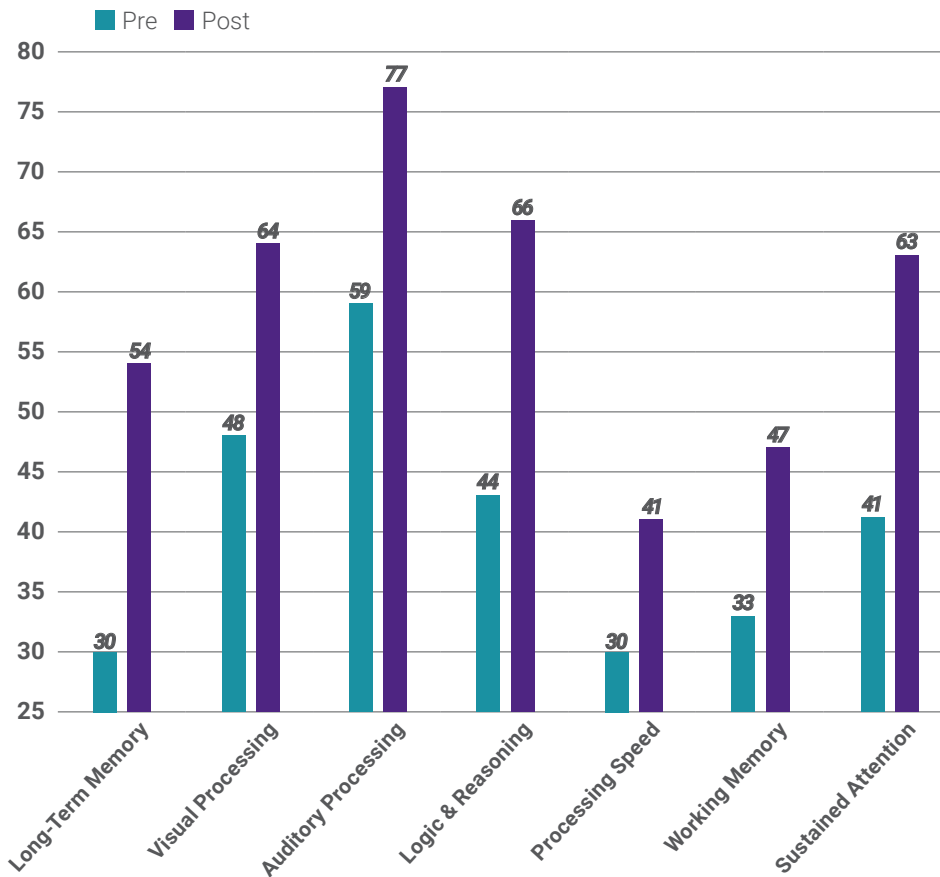


Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

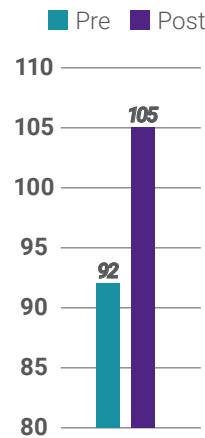
## DYSLEXIA | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 3,082 **Average Gains** 3.5 years  
**Ages** 4-17 **Largest Gains** 4.9 years in Auditory Processing  
**Ave. Number of Training Hours** 97

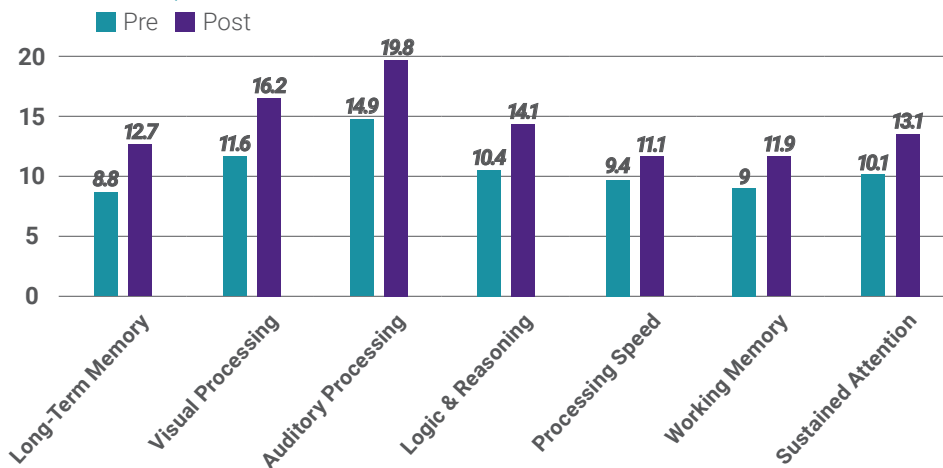
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### AGE-EQUIVALENT CHANGE



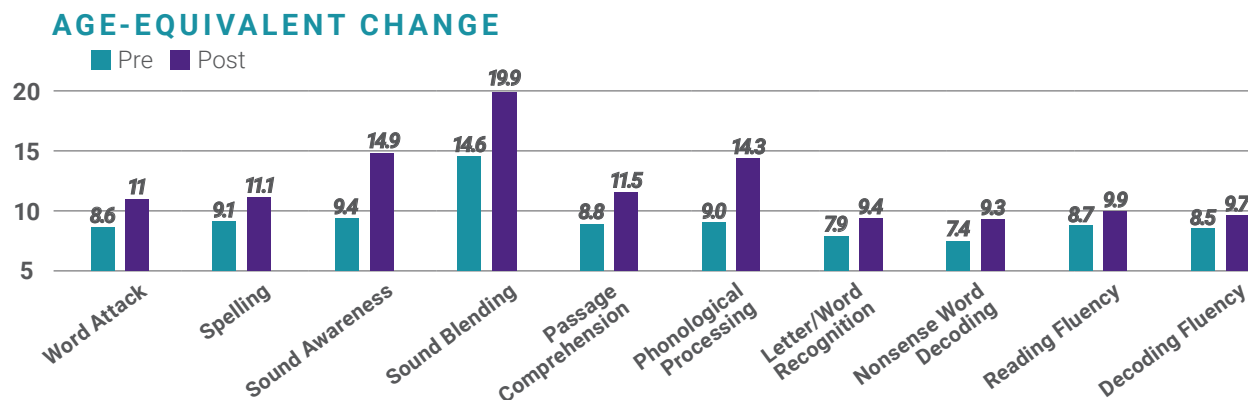
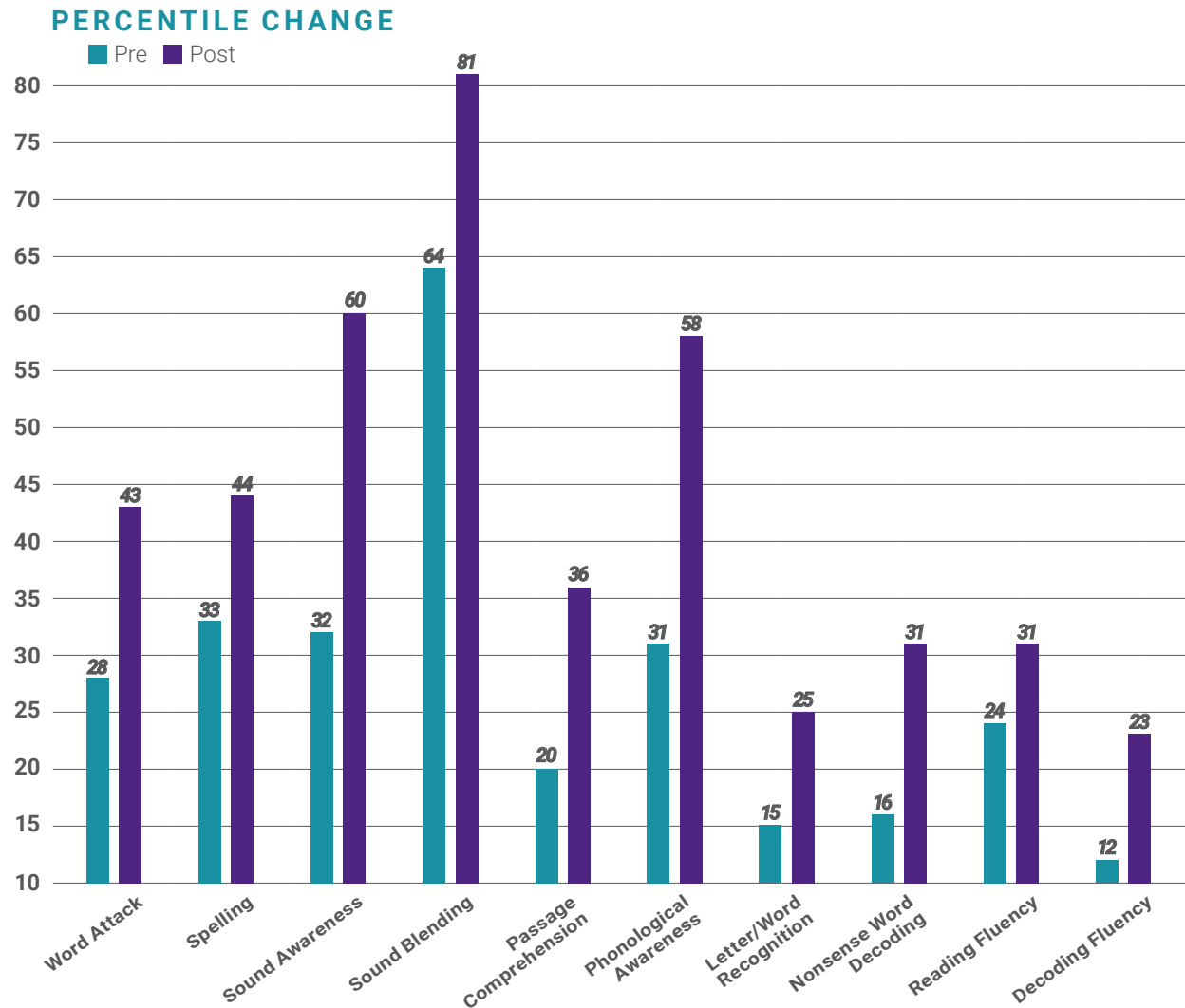
CHILDREN: RESULTS BY DIAGNOSIS



Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only Changes in standard scores were statistically significant at p < .001 on all measures.

## DYSLEXIA | READING RESULTS | CHILDREN

**Number of Clients** 3,082 **Average Gains** 3.3 years  
**Ages** 5-17 **Largest Gains** 5.4 years in Sound Awareness  
**Ave. Number of Training Hours** 120

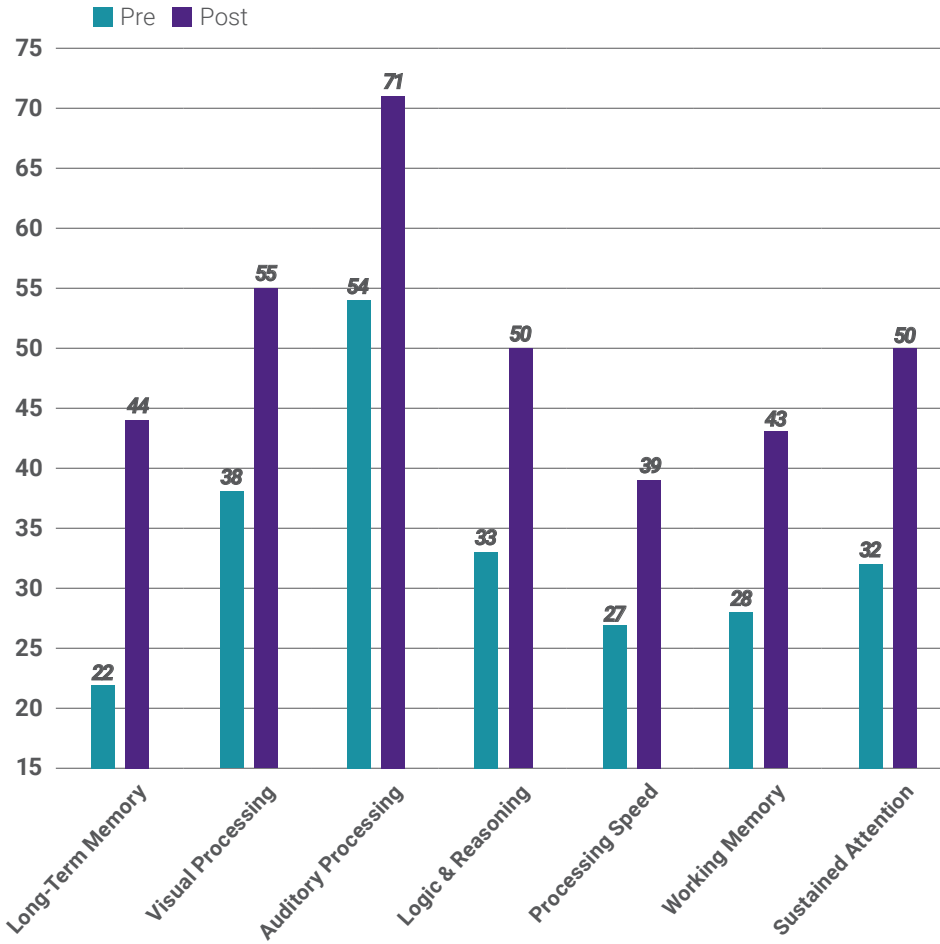


Word Attack, Spelling, Sound Awareness, Sound Blending, & Passage Comprehension are from Woodcock Johnson Tests of Achievement; Remaining subtests are from Kaufman Tests of Achievement. Changes in standard scores were statistically significant on all measures.

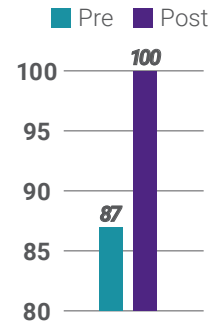
## BRAIN INJURY | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 210    **Average Gains** 3.3 years  
**Ages** 5-17    **Largest Gains** 4.3 years in Visual Processing  
**Ave. Number of Training Hours** 96

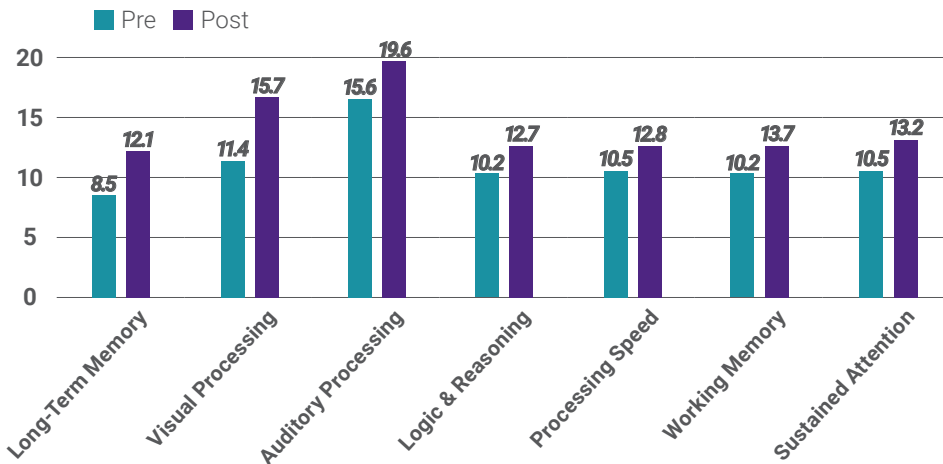
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### AGE-EQUIVALENT CHANGE



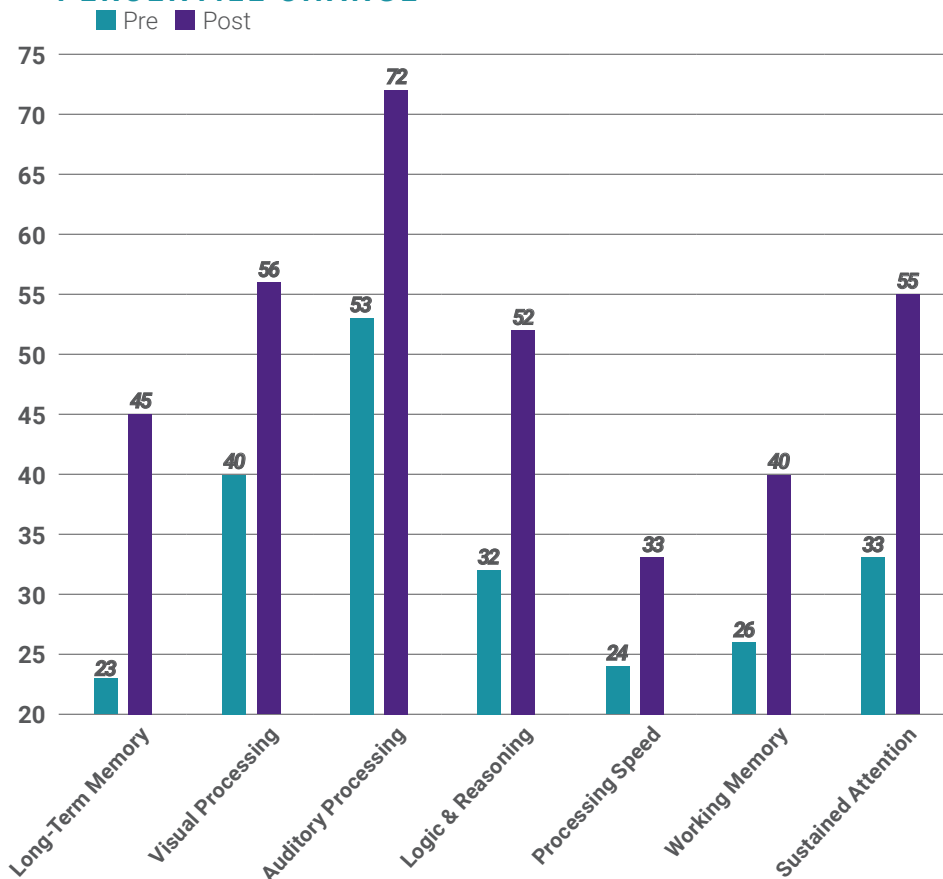
CHILDREN: RESULTS BY DIAGNOSIS



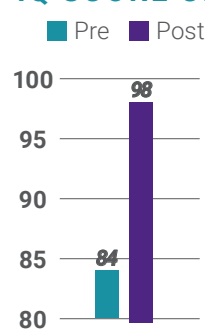
# LEARNING DISABILITY | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 2,804 **Average Gains** 3.5 years  
**Ages** 4-17 **Largest Gains** 4.8 years in Auditory Processing  
**Ave. Number of Training Hours** 89

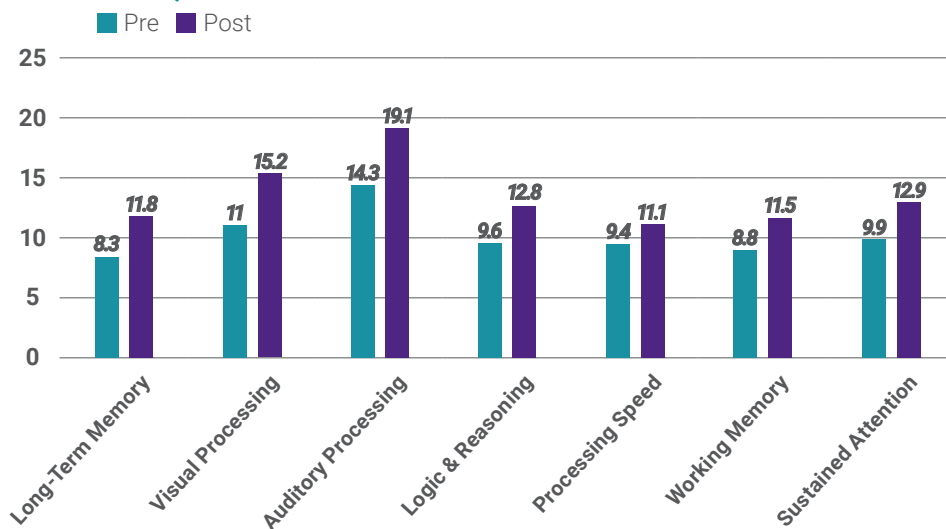
## PERCENTILE CHANGE



## IQ SCORE CHANGE



## AGE-EQUIVALENT CHANGE

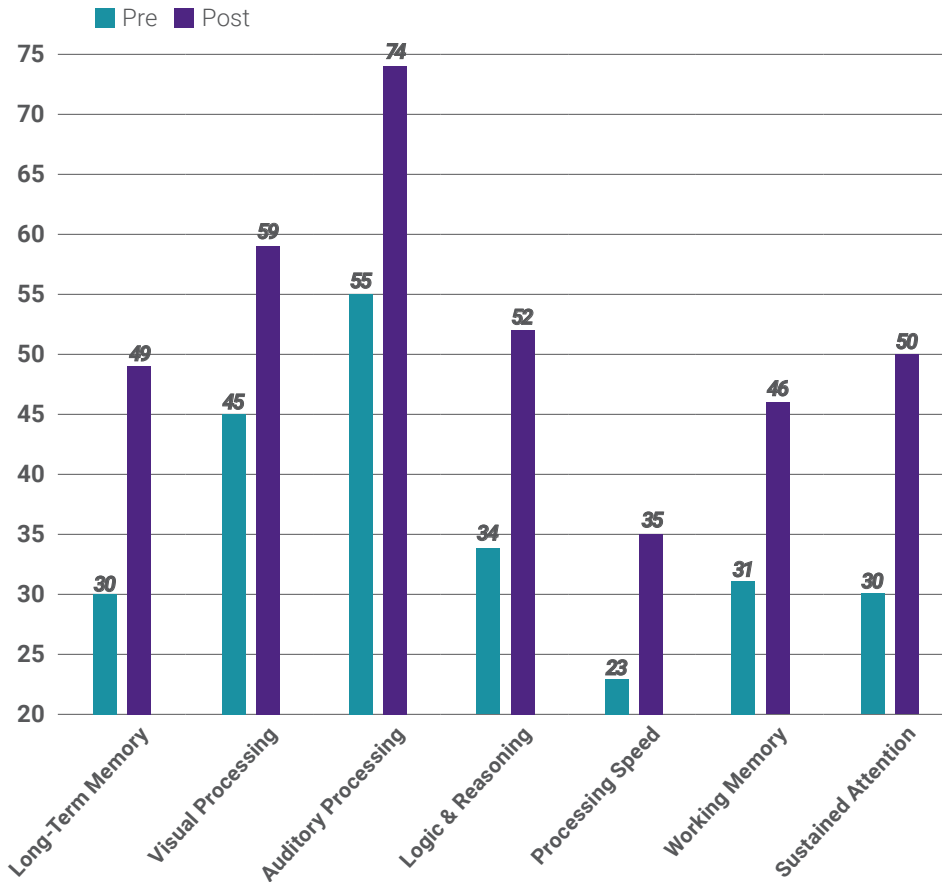


Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

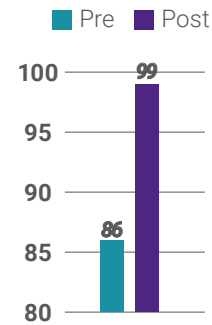
## AUTISM SPECTRUM | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 1,098 **Average Gains** 3.1 years  
**Ages** 4-17 **Largest Gains** 4.8 years in Auditory Processing  
**Ave. Number of Training Hours** 88

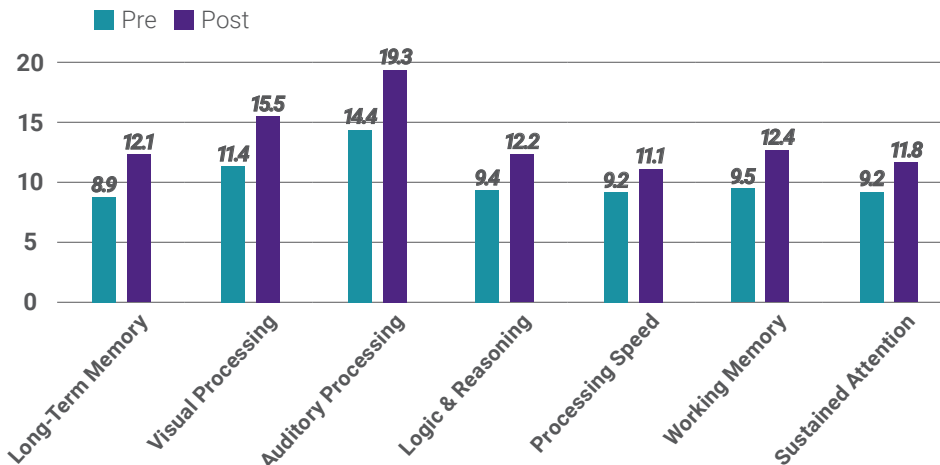
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### AGE-EQUIVALENT CHANGE

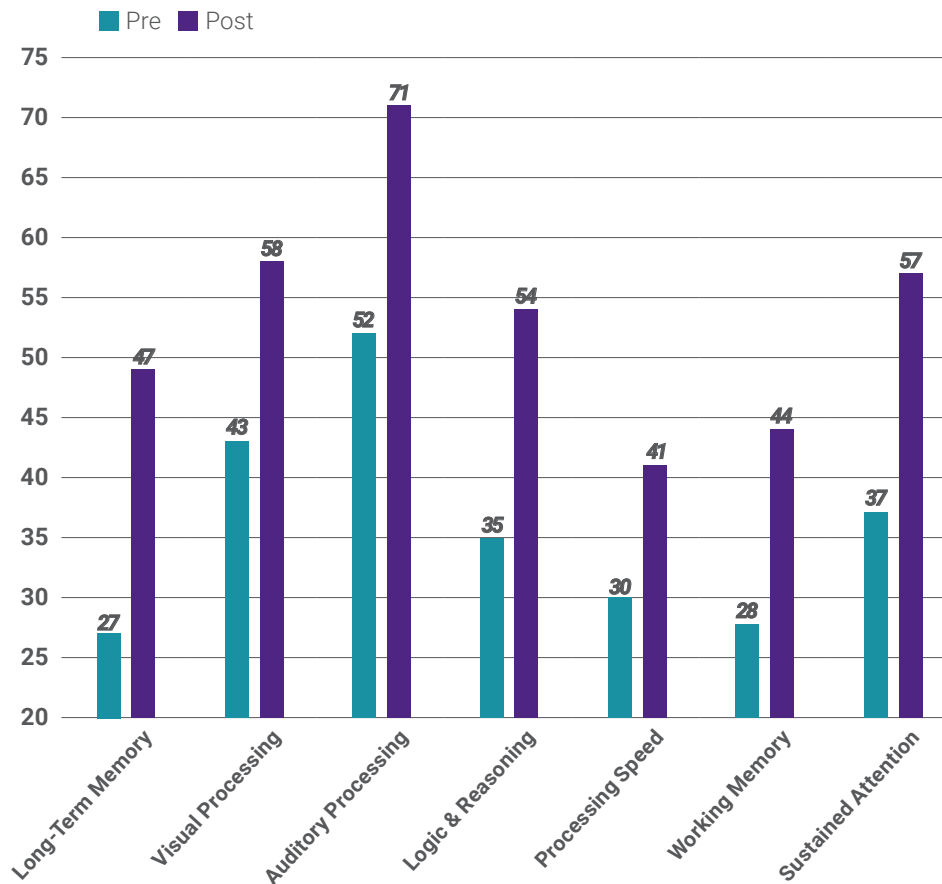


CHILDREN: RESULTS BY DIAGNOSIS

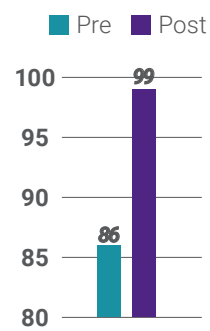
# SPEECH & LANGUAGE | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 2,741 **Average Gains** 3.1 years  
**Ages** 4-17 **Largest Gains** 4.8 years in Auditory Processing  
**Ave. Number of Training Hours** 83

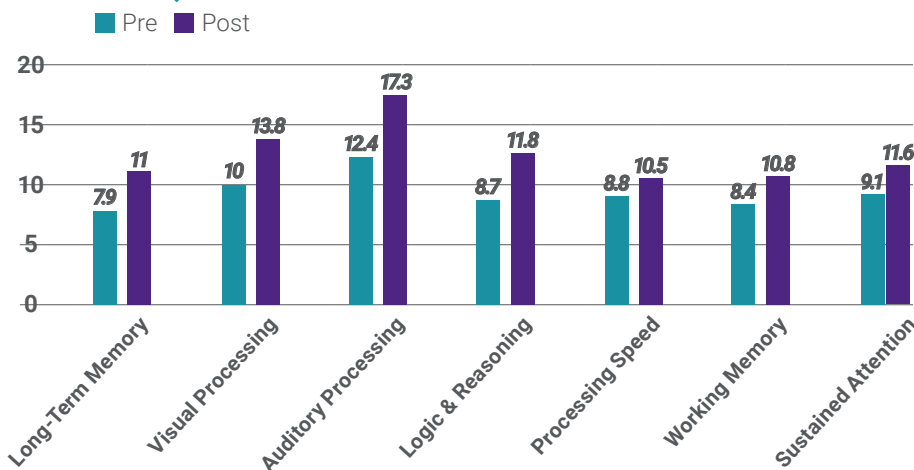
## PERCENTILE CHANGE



## IQ SCORE CHANGE



## AGE-EQUIVALENT CHANGE

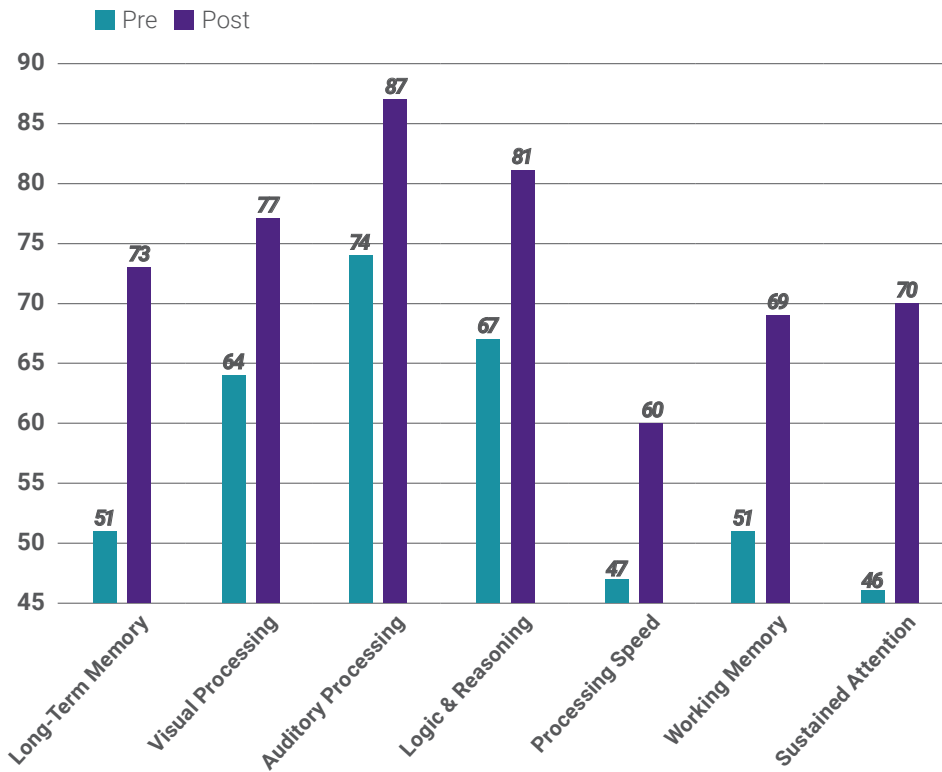


Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  OR  $p = .00$  on all measures.

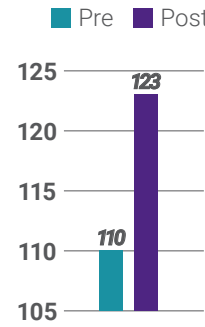
## GIFTED | COGNITIVE RESULTS | CHILDREN

**Number of Clients** 795 **Average Gains** 3.3 years  
**Ages** 4-17 **Largest Gains** 4.2 years in Visual Processing  
**Ave. Number of Training Hours** 77

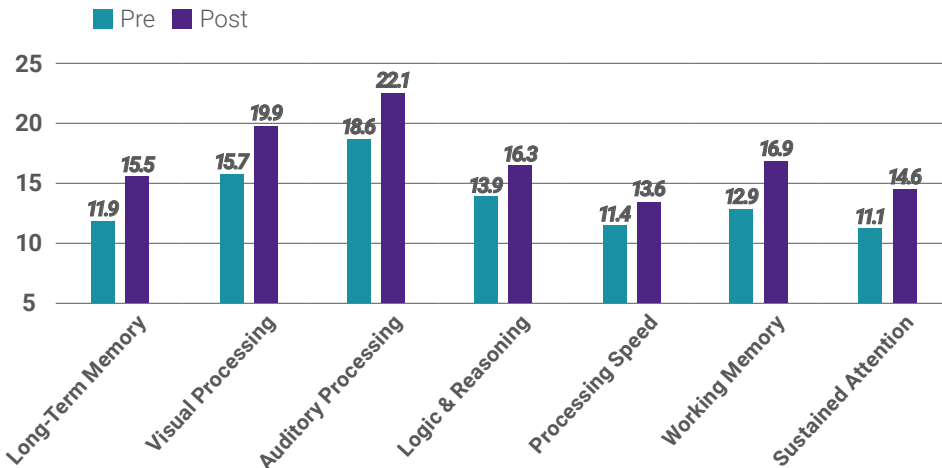
### PERCENTILE CHANGE



### IQ SCORE CHANGE



### AGE-EQUIVALENT CHANGE



CHILDREN: RESULTS BY DIAGNOSIS



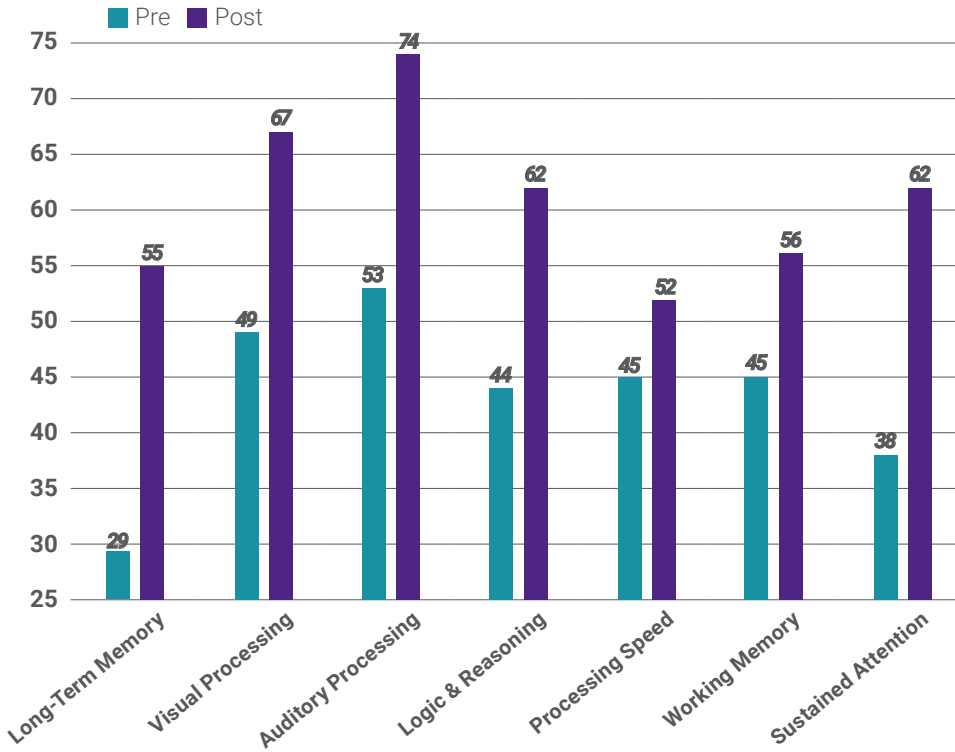
# ADULTS: RESULTS BY PROGRAM

All Programs  
ThinkRx  
ReadRx  
MathRx

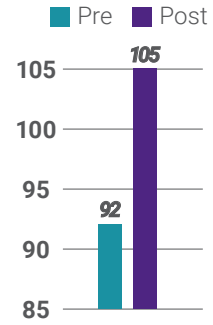
## ALL PROGRAMS | COGNITIVE RESULTS | ADULTS

**Number of Clients** 2,692 **Ages** 18-95 **Ave. Number of Training Hours** 88

### ALL PROGRAMS: COGNITIVE RESULTS PERCENTILE CHANGE

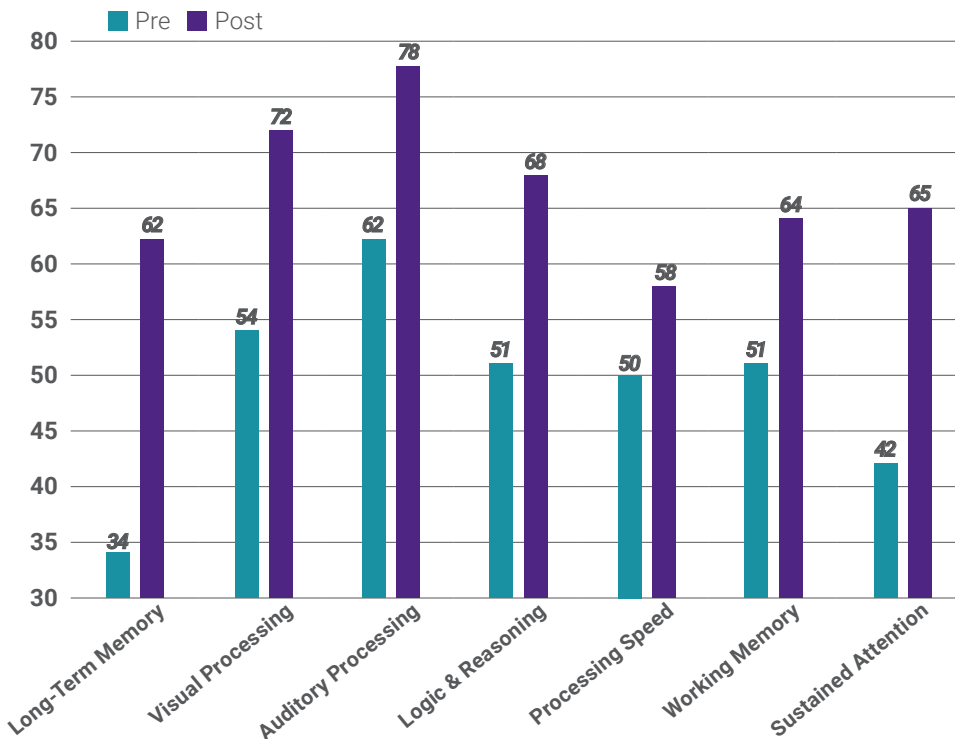


### IQ SCORE CHANGE

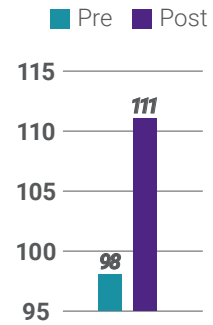


### THINKRX: COGNITIVE RESULTS PERCENTILE CHANGE

**Number of Clients** 1,380 **Ages** 18-95 **Ave. Number of Training Hours** 58



### IQ SCORE CHANGE

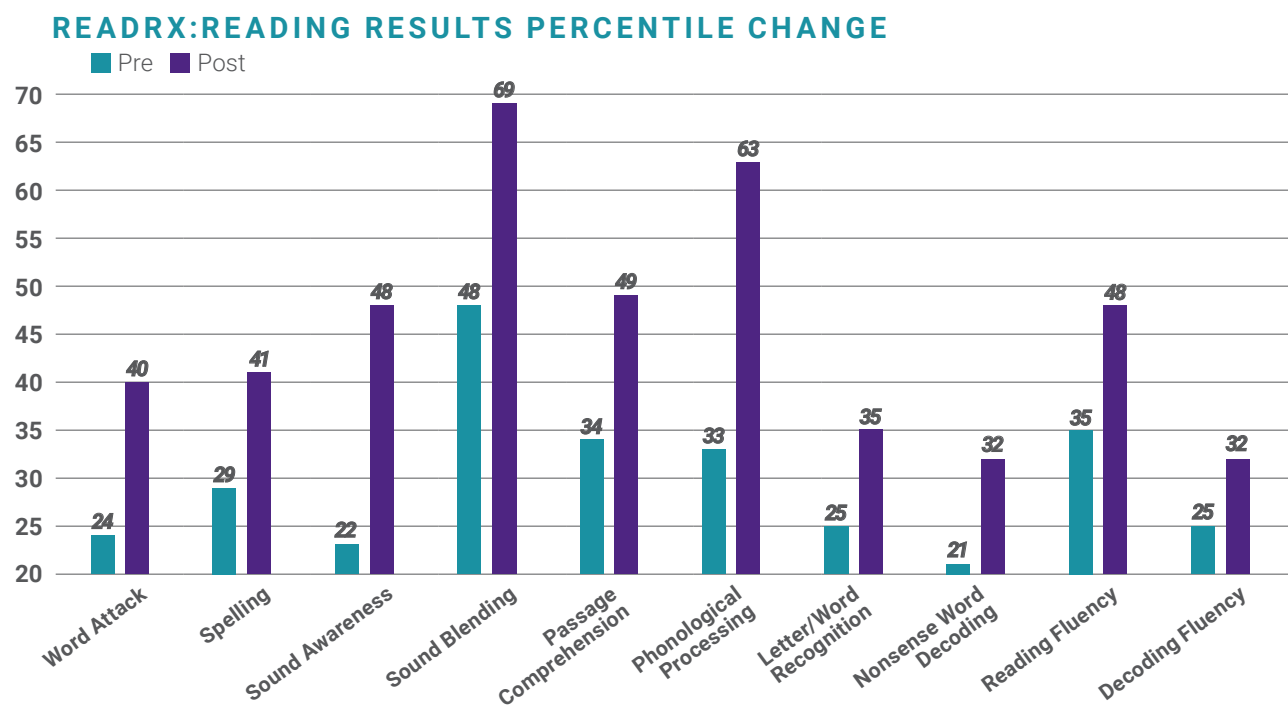
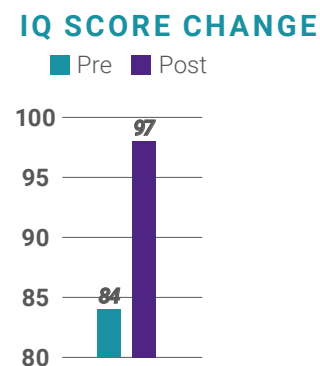
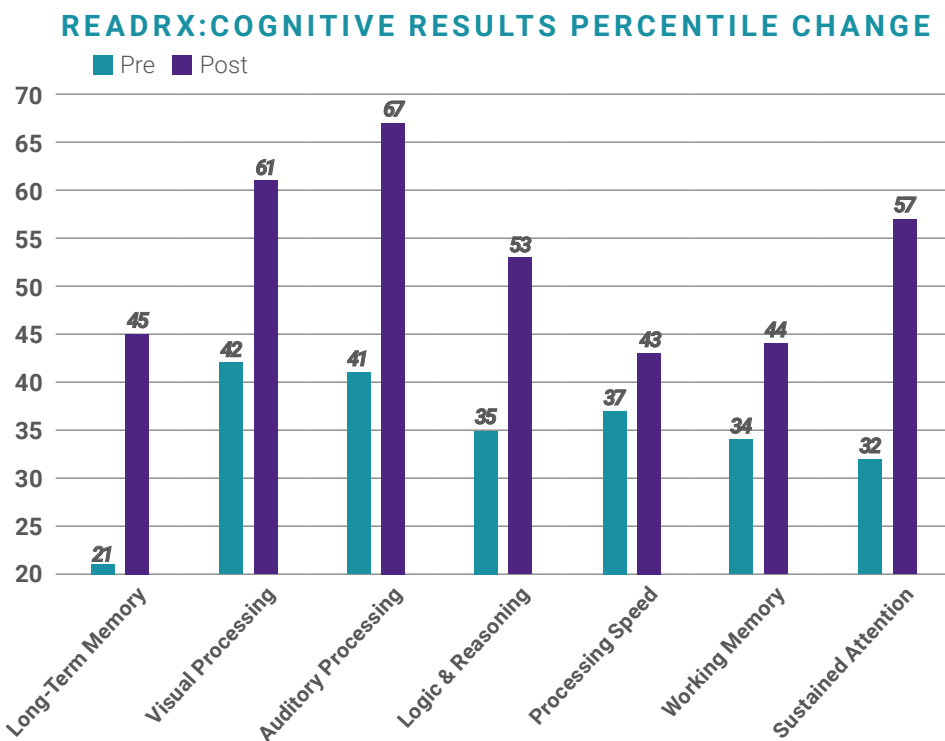


Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures.

ADULTS: RESULTS BY PROGRAM

# READRX | COGNITIVE & READING RESULTS | ADULTS

**Number of Clients** 1,009 **Ages** 18-83 **Ave. Number of Training Hours** 108



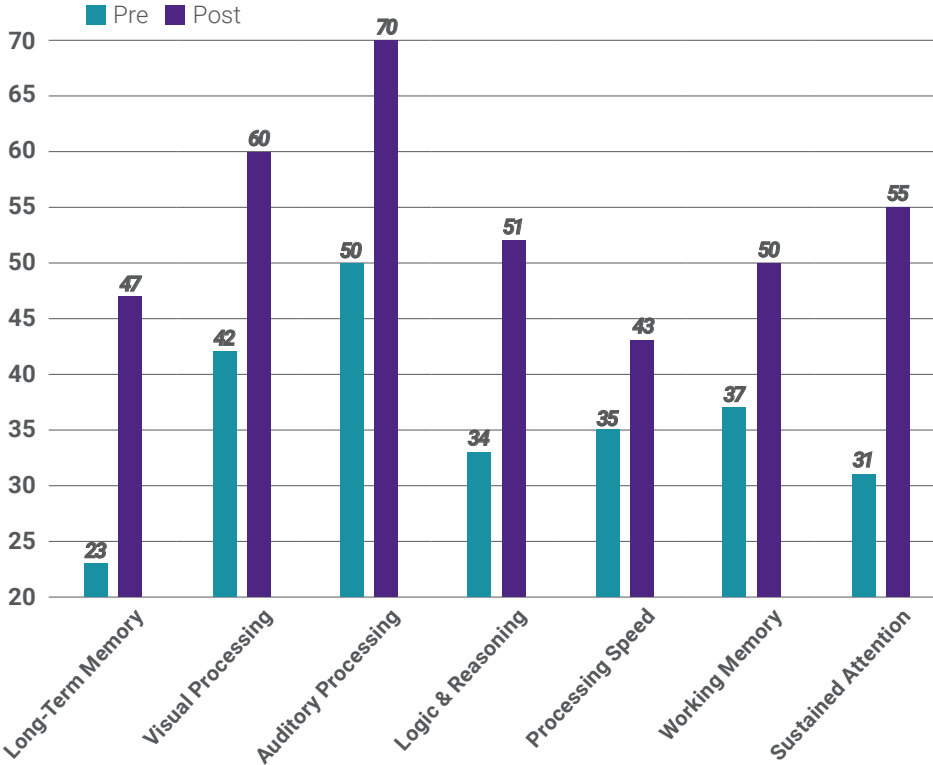
ADULTS: RESULTS BY PROGRAM

Standard scores & percentiles are aggregated across all test batteries; AE scores reported from Woodcock Johnson only. Changes in standard scores were statistically significant at  $p < .001$  on all measures except Decoding Fluency ( $p = .006$ ).

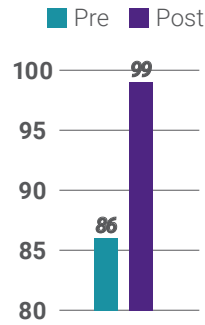
# MATHRX | COGNITIVE & MATH RESULTS | ADULTS

**Number of Clients** 463 **Ages** 18-78 **Ave. Number of Training Hours** 117

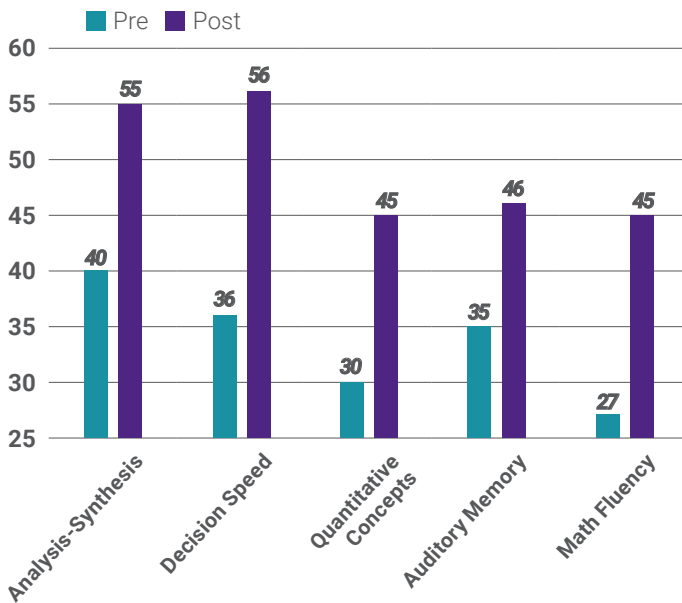
## MATHRX: COGNITIVE RESULTS PERCENTILE CHANGE



## IQ SCORE CHANGE



## MATHRX: MATH RESULTS PERCENTILE CHANGE



ADULTS: RESULTS BY PROGRAM





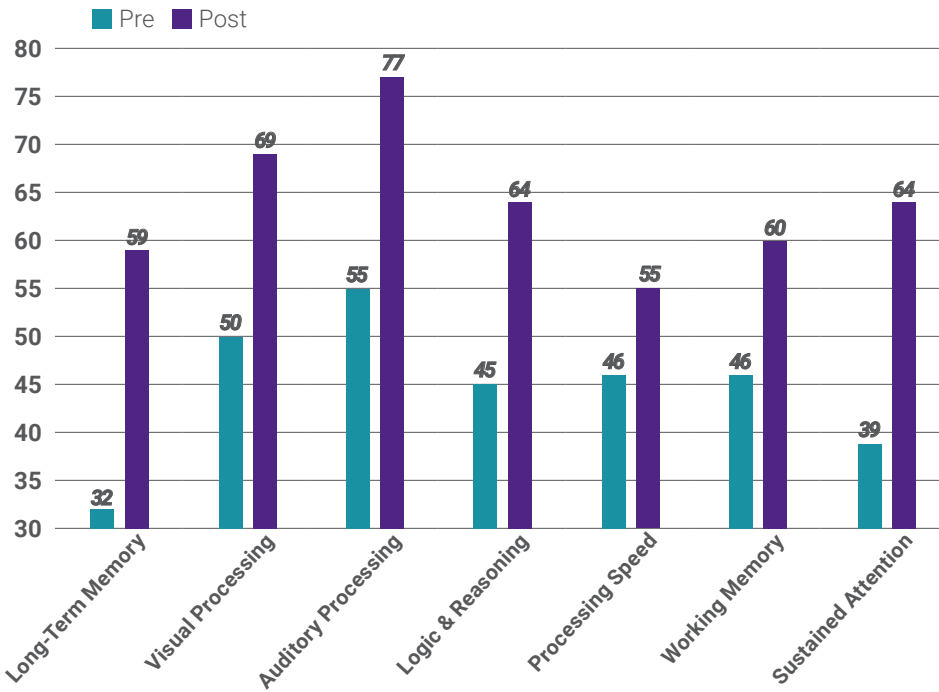
## ADULTS: RESULTS BY DIAGNOSIS

ADHD  
Brain Injury  
Over Age 50  
Learning Disability  
Autism Spectrum  
Speech & Language Disorder  
Dyslexia

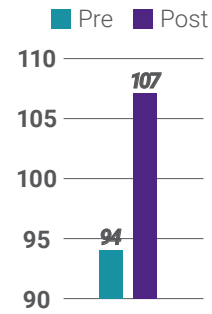
## ADHD | COGNITIVE RESULTS | ADULTS

Number of Clients 772 Ages 18-76 Ave. Number of Training Hours 82

### ADHD: COGNITIVE RESULTS PERCENTILE CHANGE



### IQ SCORE CHANGE

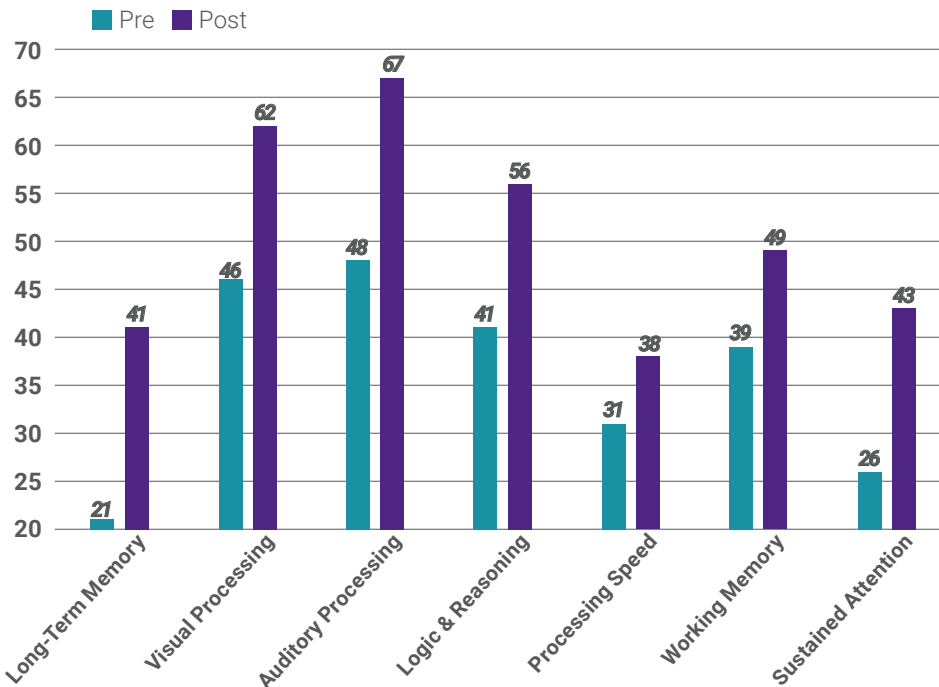


ADULTS: RESULTS BY DIAGNOSIS

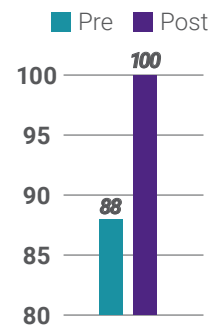
## BRAIN INJURY | COGNITIVE RESULTS | ADULTS

Number of Clients 247 Ages 18-83 Ave. Number of Training Hours 93

### BRAIN INJURY: COGNITIVE RESULTS PERCENTILE CHANGE



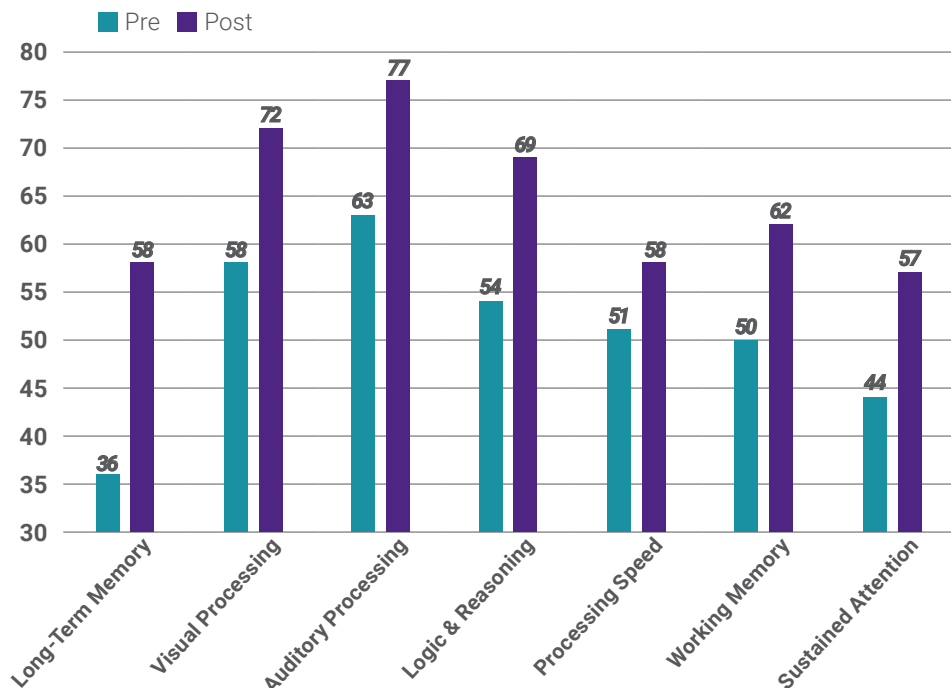
### IQ SCORE CHANGE



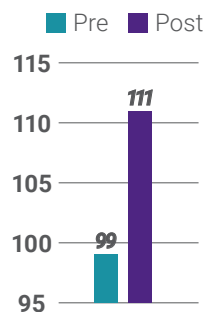
## OVER AGE 50 | COGNITIVE RESULTS | ADULTS

Number of Clients 416 Ages 50-95 Ave. Number of Training Hours 71

### OVER AGE 50: COGNITIVE RESULTS PERCENTILE CHANGE



### IQ SCORE CHANGE

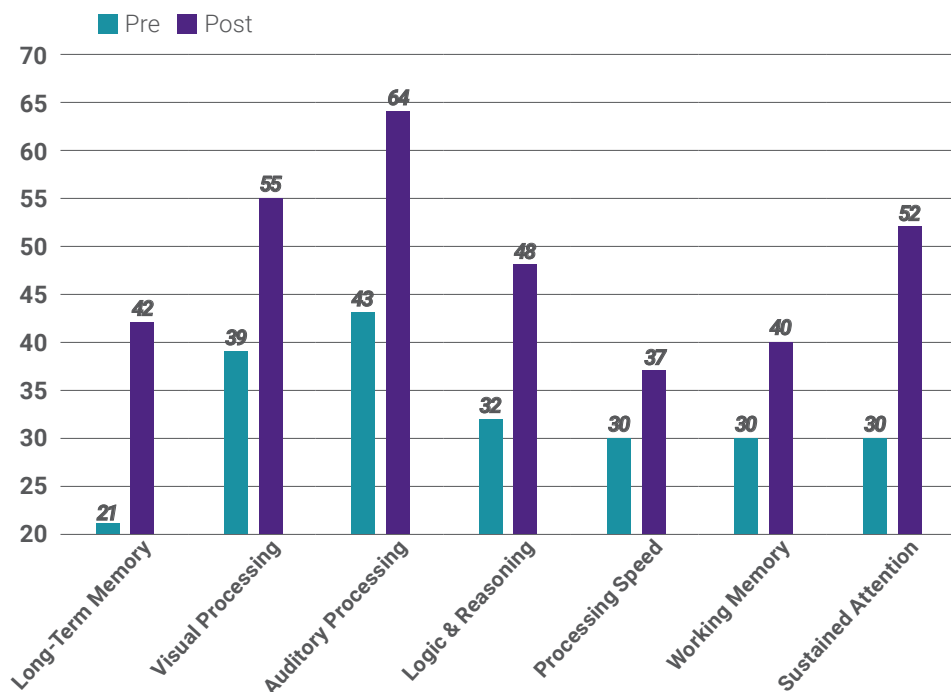


ADULTS: RESULTS BY DIAGNOSIS

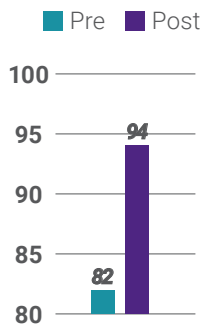
## LEARNING DISABILITY | COGNITIVE RESULTS | ADULTS

Number of Clients 448 Ages 18-76 Ave. Number of Training Hours 92

### LEARNING DISABILITY: COGNITIVE RESULTS PERCENTILE CHANGE



### IQ SCORE CHANGE

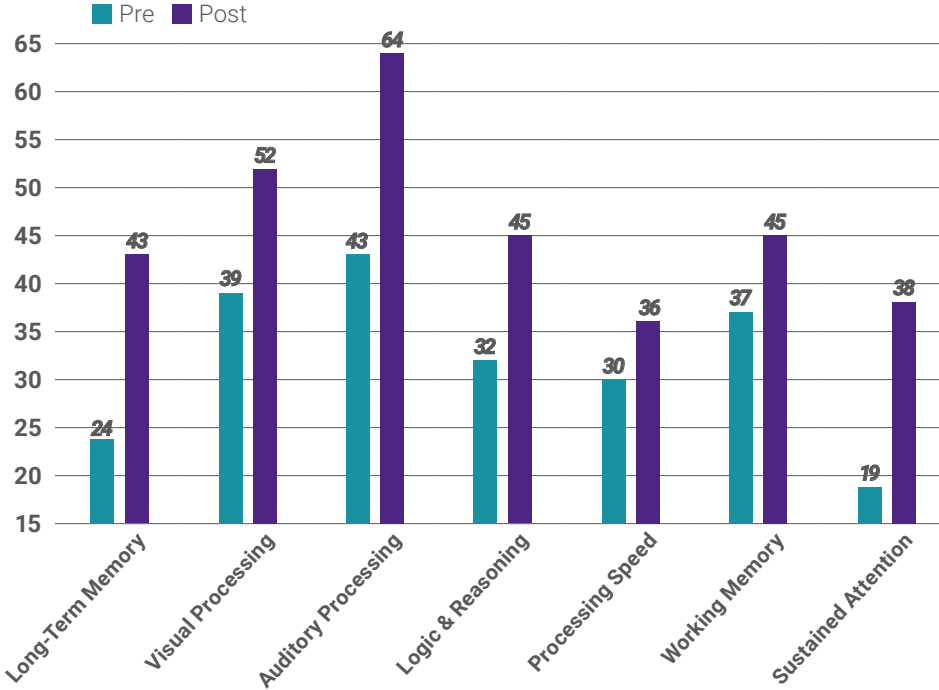


Standard scores & percentiles on cognitive measures are aggregated across all test batteries; Changes in standard scores were statistically significant at p < .001 on all measures.

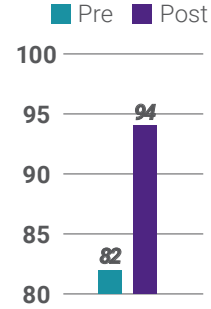
## AUTISM SPECTRUM | COGNITIVE RESULTS | ADULTS

Number of Clients 169 Ages 18-52 Ave. Number of Training Hours 102

### AUTISM:COGNITIVE RESULTS PERCENTILE CHANGE



### IQ SCORE CHANGE

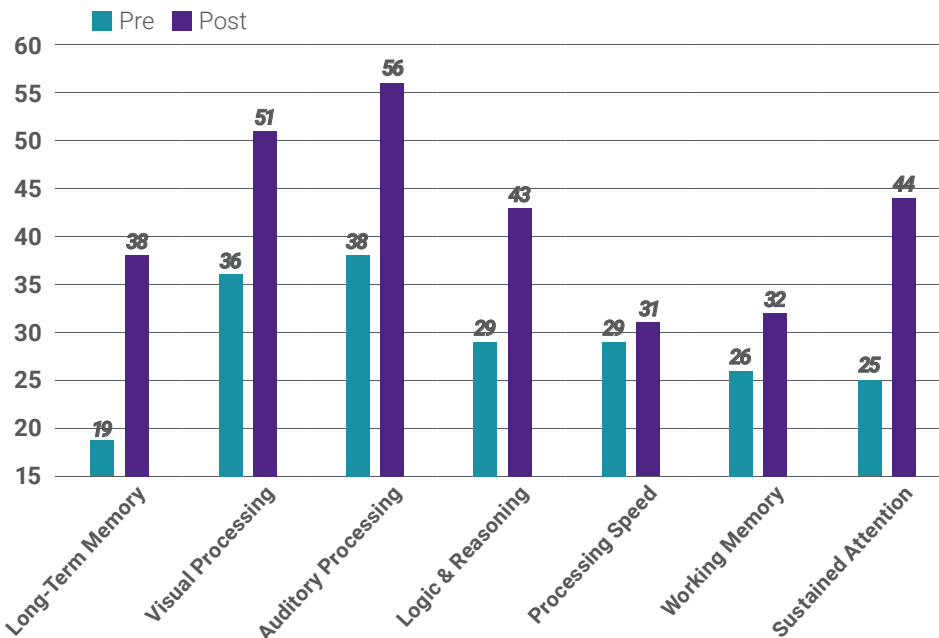


ADULTS: RESULTS BY DIAGNOSIS

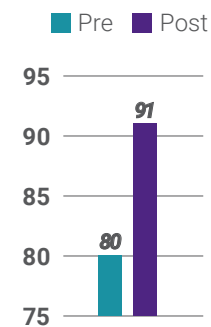
## SPEECH & LANGUAGE | COGNITIVE RESULTS | ADULTS

Number of Clients 206 Ages 18-82 Ave. Number of Training Hours 98

### SPEECH & LANGUAGE:COGNITIVE RESULTS PERCENTILE CHANGE



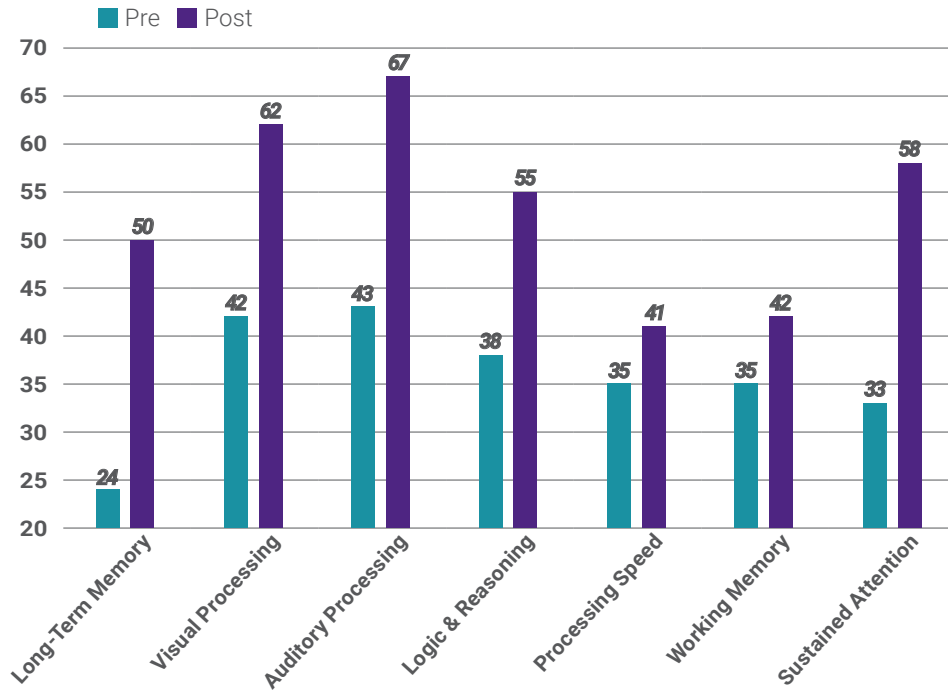
### IQ SCORE CHANGE



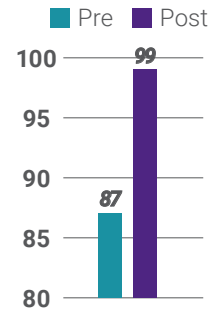
## DYSLEXIA | COGNITIVE RESULTS | ADULTS

Number of Clients 323 Ages 18-71 Ave. Number of Training Hours 91

### DYSLEXIA: COGNITIVE RESULTS PERCENTILE CHANGE



### IQ SCORE CHANGE

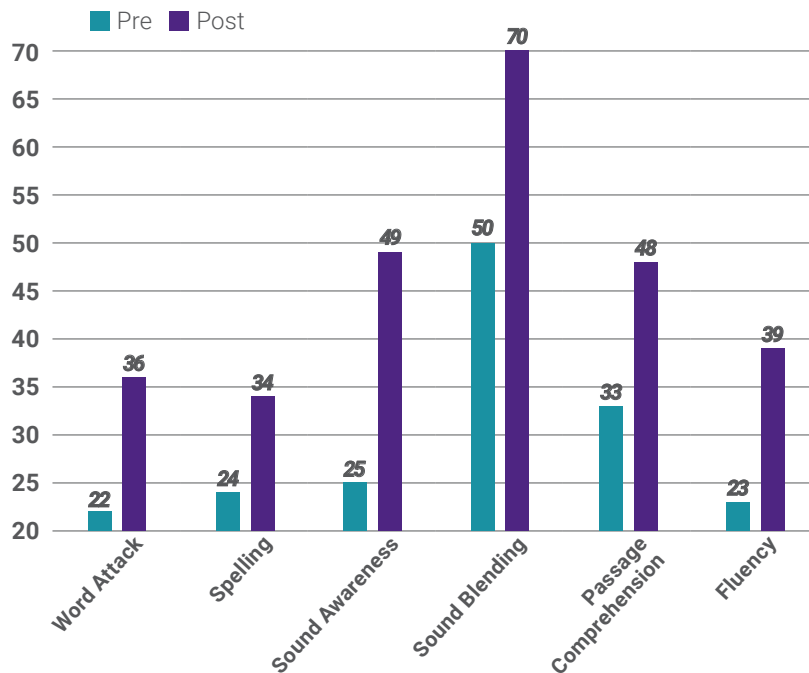


ADULTS: RESULTS BY DIAGNOSIS

## DYSLEXIA | READING RESULTS | ADULTS

Number of Clients 323 Ages 18-71 Ave. Number of Training Hours 91

### DYSLEXIA: READING RESULTS PERCENTILE CHANGE

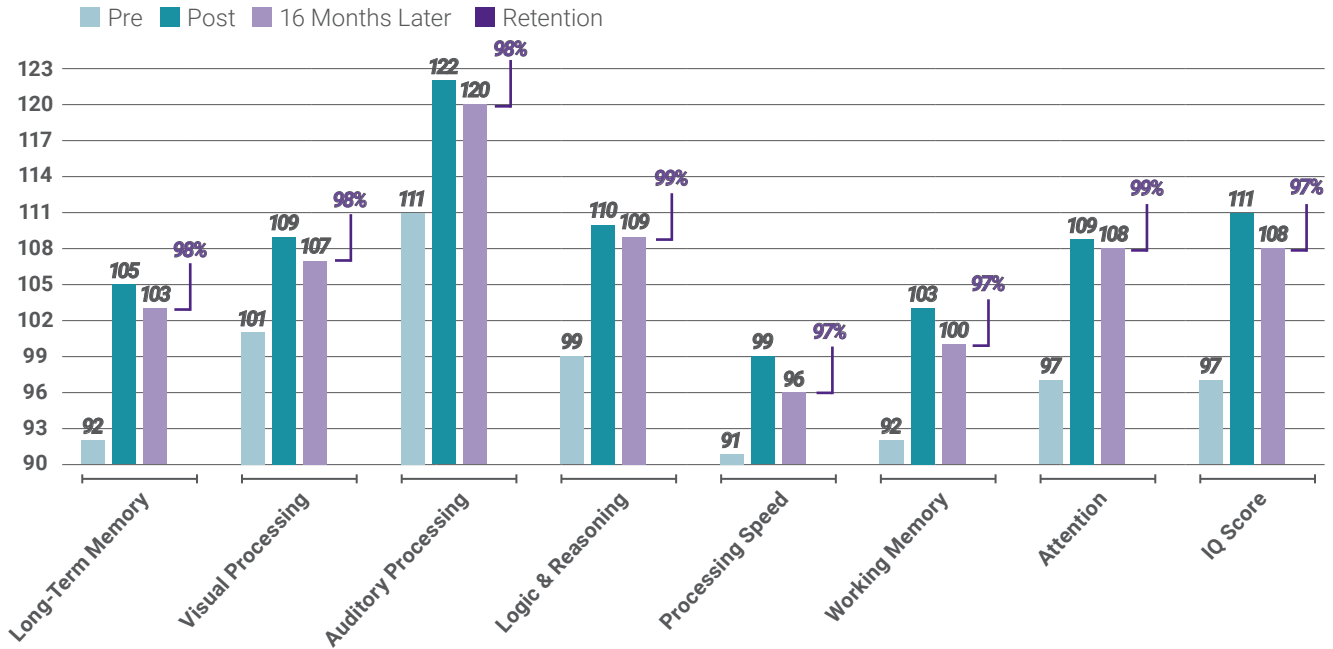


Standard scores & percentiles on cognitive measures are aggregated across all test batteries; Changes in standard scores were statistically significant at  $p < .001$  on all measures. Reading subtests are from Woodcock Johnson Tests of Achievement.

## RETENTION RESULTS

- To assess retention of training gains for LearningRx clients, we analyzed the results for 2,383 clients who volunteered to return for a follow-up assessment an average of 16 months after completing a LearningRx training program.
- Clients ranged in age from 5 to 80 with an average age of 11.2.
- Retention rates of post-training cognitive performance ranged from 97% to 99%, with the greatest retention of skills in attention and logic & reasoning.

### STANDARD SCORES ON THE WOODCOCK JOHNSON III TESTS OF COGNITIVE ABILITIES

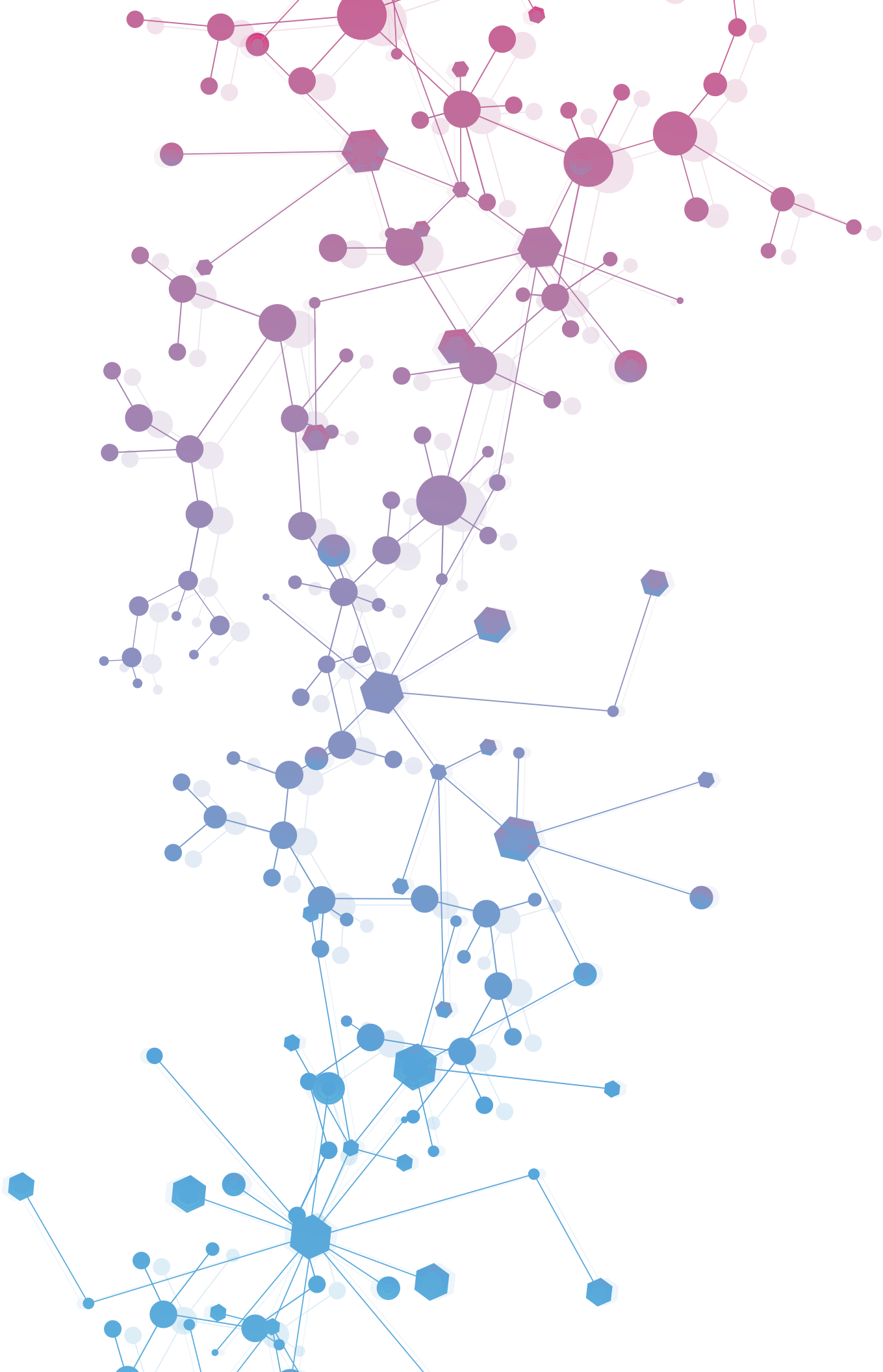


## CLIENT SATISFACTION RATINGS

- To assess client satisfaction with LearningRx training programs, parents and adult clients are asked to complete an exit survey at the end of training. Between 2010-2022, 84% of our 27,790 clients responded to the survey.
- In response to how likely they would be to recommend LearningRx to a family or friend, 97% of them said they were very likely or extremely likely to recommend LearningRx.

## EXIT INTERVIEW RESULTS

| QUESTION   | TIMEFRAME   | 10  | 8 OR 9 | 7 OR BELOW | AVERAGE RATING |
|--|-------------|-----|--------|------------|----------------|
| On a scale of 1 to 10, how likely would you be to recommend LearningRx to a friend or family member? | 2019 - 2022 | 75% | 22%    | 3%         | 9.6            |
|  | 2010 - 2018 | 73% | 23%    | 4%         | 9.5            |





GIBSON INSTITUTE  
OF COGNITIVE RESEARCH

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