CoPS Indications for Action table

Caveat: The table below aims to provide some guidance for supporting students with below average accuracy scores on particular CoPS subtests.

*However, it should be borne in mind that interpreting the results from CoPS requires interpretation of the **overall profile**, and **not just consideration of each individual subtest** separately. Please see the CoPS manual (pages 48-91) for further support with the interpretation of profiles.*

*It is also important to consider the **speed score**. If a student has:*

- *a below average accuracy score,*

- *but an average / above average speed score*

then it may be that the subtest has been rushed, in which case re-testing on that subtest would be recommended (see page 22 of the CoPS manual).

Subtest	Level	Recommendations
Rabbits (visual spatial sequential memory)	Very low (Accuracy SAS <75)	**Check:** Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. **Action:** The student is likely to have difficulty with visual whole word reading methods. Spelling and writing are also likely to be a problem. Visual sequential memory training is recommended – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Below average (Accuracy SAS 76-87)	**Check:** Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. If this is the only memory subtest with a below average score then retesting on Rabbits is recommended, prior to any further action. **Action:** The student is likely to have difficulty with visual whole word reading methods. Spelling and writing are also likely to be a problem. Visual sequential memory training would be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. If this is the only memory subtest with a below average score, then no further action is required. **Action:** The student may have difficulty with visual whole word reading methods. Spelling and writing may also be a problem. Visual sequential memory training may be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.

Subtest	Level	Recommendations
Crayons (visual-verbal sequential memory)	Very low (Accuracy SAS <75)	**Check:** Check score on Clown to ensure that there is no colour discrimination difficulty affecting this score. Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. **Action:** The student is likely to have difficulty with visual whole word reading methods. They will potentially be a slow reader. Spelling and writing are also likely to be a problem. Visual sequential memory training is recommended – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Below average (Accuracy SAS 76-87)	**Check:** Check score on Clown to ensure that there is no colour discrimination difficulty affecting this score. Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. If this is the only memory subtest with a below average score then retesting on Crayons is recommended, prior to any further action. **Action:** The student is likely to have difficulty with visual whole word reading methods. They will potentially be a slow reader. Spelling and writing are also likely to be a problem. Visual sequential memory training would be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check score on Clown to ensure that there is no colour discrimination difficulty affecting this score. Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. If this is the only memory subtest with a below average score, then no further action is required. **Action:** The student may have difficulty with visual whole word reading methods. They may be a slow reader. Spelling and writing may also be a problem. Visual sequential memory training may be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.

Subtest	Level	Recommendations
Toybox (visual associative memory)	Very low (Accuracy SAS <75)	**Check:** Check score on Clown to ensure that there is no colour discrimination difficulty affecting this score. Check the scores on the other visual memory subtests and on Letter names to see if the student has a general associative memory difficulty, a general visual memory difficulty or only visual associative memory problems. **Action:** The student is likely to have difficulty with visual whole word reading methods. They will potentially be a slow reader. Spelling and writing are also likely to be a problem. Visual associative memory training is recommended – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Below average (Accuracy SAS 76-87)	**Check:** Check score on Clown to ensure that there is no colour discrimination difficulty affecting this score. Check the scores on the other visual memory subtests and on Letter names to see if the student has a general associative memory difficulty, a general visual memory difficulty or only visual associative memory problems. If this is the only memory subtest with a below average score then retesting on Toybox is recommended, prior to any further action. **Action:** The student is likely to have difficulty with visual whole word reading methods. They will potentially be a slow reader. Spelling and writing are also likely to be a problem. Visual associative memory training would be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check score on Clown to ensure that there is no colour discrimination difficulty affecting this score. Check the scores on the other visual memory subtests and on Letter names to see if the student has a general associative memory difficulty, a general visual memory difficulty or only visual associative memory problems. If this is the only memory subtest with a below average score, then no further action is required. **Action:** The student may have difficulty with visual whole word reading methods. They may be a slow reader. Spelling and writing may also be a problem. Visual associative memory training may be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.

Subtest	Level	Recommendations
Letters (visual sequential memory)	Very low (Accuracy SAS <75)	**Check:** Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems.
		Action: The student is likely to have difficulty with visual whole word reading methods. Letter recognition and recall will be hard. Spelling and writing are also likely to be a problem. Visual sequential memory training is recommended – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Below average (Accuracy SAS 76-87)	**Check:** Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. If this is the only memory subtest with a below average score then retesting on Letters is recommended, prior to any further action.
		Action: The student is likely to have difficulty with visual whole word reading methods. Letter recognition and recall will be hard. Spelling and writing are also likely to be a problem. Visual sequential memory training would be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check the scores on the other visual memory subtests and on Races to see if the student has a general sequential memory difficulty, a general visual memory difficulty or only visual sequential memory problems. If this is the only memory subtest with a below average score, then no further action is required.
		Action: The student may have difficulty with visual whole word reading methods. Letter recognition and recall may be hard. Spelling and writing may also be a problem. Visual sequential memory training may be useful – see page 99 of the CoPS manual for suitable activities and computer software. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any auditory and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes.

Subtest	Level	Recommendations
Letter names (visual-verbal associative memory)	Very low (Accuracy SAS <75)	**Check:** Check the scores on Toybox and Races to see if the student has a general associative memory difficulty or a general auditory memory difficulty. Check auditory discrimination skills (Wock) and phonological awareness (Rhymes). **Action:** The student is likely to have difficulty with basic phonics (especially letter-sound association) which can lead to early discouragement and frustration. Spelling and writing are also likely to be a problem. Structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Auditory memory training is also recommended – see page 96 of the CoPS manual for suitable activities and computer software.
	Below average (Accuracy SAS 76-87)	**Check:** Check the scores on Toybox and Races to see if the student has a general associative memory difficulty or a general auditory memory difficulty. Check auditory discrimination skills (Wock) and phonological awareness (Rhymes). **Action:** The student is likely to have difficulty with basic phonics (especially letter-sound association) which can lead to early discouragement and frustration. Spelling and writing are also likely to be a problem. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Auditory memory training should be helpful – see page 96 of the CoPS manual for suitable activities and computer software.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check the scores on Toybox and Races to see if the student has a general associative memory difficulty or a general auditory memory difficulty. Check auditory discrimination skills (Wock) and phonological awareness (Rhymes). **Action:** The student may have difficulty with basic phonics (especially letter-sound association) which can lead to early discouragement and frustration. Spelling and writing may also be a problem. It is suggested that visual-verbal associative memory and literacy are regularly monitored for this student. Structured phonics work may be required with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Auditory memory training may also be helpful – see page 96 of the CoPS manual for suitable activities and computer software.

Subtest	Level	Recommendations
Races (auditory sequential memory)	Very low (Accuracy SAS <75)	**Check:** Check the scores on Rabbits, Crayons and Letters to see if the student has a general sequential memory difficulty, or just auditory sequential memory problems. Check auditory discrimination skills (Wock) and phonological awareness (Rhymes). **Action:** The student is likely to find phonics work difficult and may develop an over-reliance on visual strategies in reading. Structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Auditory memory training is also recommended – see page 96 of the CoPS manual for suitable activities and computer software.
	Below average (Accuracy SAS 76-87)	**Check:** Check the scores on Rabbits, Crayons and Letters to see if the student has a general sequential memory difficulty, or just auditory sequential memory problems. Check auditory discrimination skills (Wock) and phonological awareness (Rhymes). **Action:** The student is likely to find phonics work difficult and may develop an over-reliance on visual strategies in reading. Structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Auditory memory training should be helpful – see page 96 of the CoPS manual for suitable activities and computer software.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check the scores on Rabbits, Crayons and Letters to see if the student has a general sequential memory difficulty, or just auditory sequential memory problems. Check auditory discrimination skills (Wock) and phonological awareness (Rhymes). **Action:** The student may find phonics work difficult and may develop an over-reliance on visual strategies in reading. It is suggested that auditory memory and literacy are regularly monitored for this student. Structured phonics work may be required with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Auditory memory training may also be helpful – see page 96 of the CoPS manual for suitable activities and computer software.

Subtest	Level	Recommendations
Rhymes (phonological awareness)	Very low (Accuracy SAS <75)	**Check:** Check the scores on Wock and Races to see whether there are general auditory problems, or if this is just a difficulty in phonological awareness. **Action:** Phonological awareness training is essential – see page 95 of the CoPS manual for suitable activities and computer software. Most students respond well to this, but the dyslexic student may have more persistent problems. Without phonological awareness training, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading.
	Below average (Accuracy SAS 76-87)	**Check:** Check the scores on Wock and Races to see whether there are general auditory problems, or if this is just a difficulty in phonological awareness. **Action:** Phonological awareness training is recommended – see page 95 of the CoPS manual for suitable activities and computer software. Most students respond well to this, but the dyslexic student may have more persistent problems. Without phonological awareness training, the student will find phonics work difficult and may develop an over-reliance on visual strategies in reading.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Check the scores on Wock and Races to see whether there are general auditory problems, or if this is just a difficulty in phonological awareness. **Action:** It is suggested that phonological awareness is regularly monitored for this student. Phonological awareness training may be required – see page 95 of the CoPS manual for suitable activities and computer software.

Subtest	Level	Recommendations
Wock (auditory discrimination)	Very low (Accuracy SAS <75)	**Check:** A low score on Wock could be a temporary or non-temporary hearing problem. Refer for hearing assessment – possible glue ear. **Action:** Auditory discrimination training is essential - see page 94 of the CoPS manual for suitable activities and computer software. Other auditory CoPS subtests will be affected – these may need to be re-assessed after treatment. The student is likely to find phonics work difficult (confusions in letter-sound relationships and problems in blending) and may develop an over-reliance on visual strategies in reading – structured phonics work is essential with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Learning activities must be differentiated to allow for auditory discrimination problems.
	Below average (Accuracy SAS 76-87)	**Check:** A low score on Wock could be a temporary or non-temporary hearing problem. Refer for hearing assessment – possible glue ear. **Action:** Auditory discrimination training is recommended - see page 94 of the CoPS manual for suitable activities and computer software. Other auditory CoPS subtests will be affected – these may need to be re-assessed after treatment. The student is likely to find phonics work difficult (confusions in letter-sound relationships and problems in blending) and may develop an over-reliance on visual strategies in reading – structured phonics work is recommended with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Learning activities should be differentiated to allow for auditory discrimination problems.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Retesting on Wock is recommended, prior to any further action. A low score on Wock could be a temporary or non-temporary hearing problem. Refer for hearing assessment – possible glue ear. **Action:** It is suggested that auditory discrimination is regularly monitored for this student. Auditory discrimination training may be required - see page 94 of the CoPS manual for suitable activities and computer software. Other auditory CoPS subtests may be affected – these may need to be re-assessed after treatment. The student may find phonics work difficult (confusions in letter-sound relationships and problems in blending) and may develop an over-reliance on visual strategies in reading – structured phonics work may be required, with ample practice (overlearning), using a multisensory approach, building on any visual and kinaesthetic strengths – see page 97 of the CoPS manual for suitable phonics schemes. Learning activities may need to be differentiated to allow for auditory discrimination problems.

Subtest	Level	Recommendations
Clown (colour discrimination)	Very low (Accuracy SAS <75)	**Check:** Student can be referred via GP for full assessment of colour blindness. Note that performance on Toybox and Crayons will be affected. **Action:** It is essential that learning activities are differentiated to allow for colour discrimination problems.
	Below average (Accuracy SAS 76-87)	**Check:** Student can be referred via GP for full assessment of colour blindness. Note that performance on Toybox and Crayons will probably be affected. **Action:** Learning activities should be differentiated to allow for colour discrimination problems.
	Slightly below average (Accuracy SAS 88-94)	**Check:** Retesting on Clown is recommended, prior to any further action. Student can be referred via GP for full assessment of colour blindness. Note that performance on Toybox and Crayons may be affected. **Action:** Learning activities may need to be differentiated to allow for colour discrimination problems.