

# Cognitive and Non-Cognitive Abilities

AREA	COGNITIVE ABILITIES
<b>ATTENTION</b>	<p><b>ALERTNESS</b> – Encompasses both the state of general wakefulness (tonic alertness) and the ability to increase one’s general level of attention for a short period in response to a cue (phasic alertness) or without a cue (intrinsic alertness). Unlike phasic alertness, intrinsic alertness involves a self-generated increase in arousal level and energy to carry out basic everyday tasks. This is the fundamental and lowest order area of attention.</p>
	<p><b>SUSTAINED ATTENTION</b> – An extension of alertness. The ability to regulate and manage energy and maintain task focus over a prolonged period of time under routine and relatively monotonous conditions.</p>
	<p><b>SELECTIVE ATTENTION</b> – The ability to differentiate between relevant and contextually similar but irrelevant visual and auditory targets, information, and tasks. That is, the capacity to quickly and effectively evaluate, and act on a task or stimulus amongst other similar options.</p>
	<p><b>FOCUSED ATTENTION</b> – The ability to ignore visual, auditory and internal (e.g., thoughts) distractions in order to maintain task focus. That is, the capacity to control where the attention is directed towards and to quickly refocus on the relevant task.</p>
	<p><b>SPATIAL ATTENTION</b> – The ability to disengage, shift and re-engage visual focus of attention from one target/stimulus/task to another. That is, the capacity to quickly move focus of attention from one task to another whether it be occurring in the visual periphery or centrally.</p>
	<p><b>DIVIDED ATTENTION</b> – The ability to prioritise and attend to multiple tasks occurring simultaneously based on importance or urgency. That is, the capacity to switch attention between relevant tasks and respond to each effectively and efficiently.</p>
<b>MEMORY</b>	<p><b>WORKING MEMORY (visual and verbal)</b> – The ability to store, memorise and recall visual, linguistic, oral and text based information over a short period of time.</p>
	<p><b>LONG-TERM MEMORY</b> – The ability to transfer newly learnt information from working memory into long term memory for future use. Long-term memory is critical for remembering facts, procedures, events and information required for everyday functioning such as when working.</p>
<b>EXECUTIVE FUNCTIONING</b>	<p><b>RESPONSE INHIBITION (Impulse Control)</b> – Ability to suppress and control impulsive, unnecessary or socially inappropriate actions or behaviours. That is the capacity to respond in a mindful and well considered, as opposed to hurried and careless, manner.</p>
	<p><b>PLANNING AND ACTION SKILLS</b> – Ability to organise, plan, decide, think critically, reason as well as control and regulate other more advanced cognitive processes. This is the highest order area of cognition and is reliant upon adequate, attention and memory in order to be utilised to its full potential.</p>

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<b>BELIEFS</b>	<b>OPEN MINDSET</b> - The extent to which the student believes that abilities can change and where each individual has the potential to continue to grow and develop (growth mindset). In contrast, the student believes that abilities are fixed and cannot change (fixed mindset). In a growth mindset, learning is most important; the student continues to work hard after failure. In a fixed mindset, looking smart is most important; the student tends to give up after failure.
	<b>ACADEMIC EFFICACY</b> - The belief in oneself to work hard, learn difficult class work, and master challenging concepts, tasks and skills.
	<b>EFFORT-OUTCOME BELIEFS</b> - The degree to which the student believes that effort and a preparedness to work hard leads to positive outcomes in school subjects, regardless of one's talent or ability.
<b>MOTIVATION</b>	<b>TASK MASTERY:</b> An internal motivation where the will to learn is due to interest itself, curiosity, or the joy of learning and thinking about new things, or things that are valued by the student.
	<b>PERFORMANCE COMPARISON:</b> A motivation where the will to learn is driven by comparison of self to others, where success is defined by being a better performer than other students.
	<b>PERFORMANCE AVOIDANCE:</b> An (externally influenced) motivational drive to avoid being viewed by others as incompetent or stupid, thereby limiting ones exposure to tasks where the student is unsure of their success. The prime focus of the motivation is not learning, understanding or skill development per se, but rather, to demonstrate to others that one is "smart" (and "not useless").
<b>ACTION</b>	<b>LEARNING FOCUS</b> - The extent that the student perceives learning itself as motivating, enjoys learning new things, likes to be challenged by difficult school work, and recognises the benefits of making mistakes during the learning task.
	<b>EFFORT</b> - The willingness to put effort into, and work hard at, learning new material, completing assignments and preparing for exams.
	<b>EMOTIONAL CONTROL</b> - Being able to approach and respond to learning new material and school work in a calm and focused way in the presence of difficulties. Being able to control emotional responses and worrisome thoughts so as to not get distracted or sidetracked when difficulties arise.
	<b>PERSISTENCE</b> - Being able to persist and show resilience when experiencing confusion or frustration associated with learning material, a lack of interest in a school topic, boring or tedious subjects, and difficult or complex school work.