



---

## NEEURO MEMORIE: IMPROVING COGNITIVE WELL-BEING WITH GAMIFICATION AND EEG

---

### 1. RESEARCH ON COGNITIVE TRAINING

Our cognitive abilities, such as reasoning skills, working memory and multitasking performance may diminish significantly throughout the span of our adult life. In fact, studies have revealed a linear relationship between the declines in our mental faculties and aging, as early as in our twenties [1-2].

Nevertheless, to slow down or even prevent the onset of cognitive aging is possible. Just as we are able to build up our muscles in the gym, our brains can, too, be exercised.

Numerous studies and clinical trials have been conducted by scientists worldwide in an effort to try to understand the causes of cognitive decline and the corresponding preventive measures to combat them. These include reports that have shown cognitive training played a positive role in improving our fluid and crystalized intelligences [3-7] while also being sustainable [8-10] and transferable to our daily functions [11-26].

Perhaps most prominently, a large scale meta-study based on more than 250 high quality publications conducted by the National Institute

of Health (NIH) confirmed cognitive training as a highly effective protective factor in combating cognitive decline [29].

A person's cognitive status can be assessed by standard tests such as RBANS [27]. In a recent NPR article, a former NPR correspondent talked about her experience in taking a 20-day brain training program, which to her surprise, yielded a gain of 75% in the assessment [28].

Whereas traditional measurements on the impact of cognitive training were based solely on assessments, today's fMRI and neuroimaging techniques have allowed researchers to observe the direct impacts the training has had on specific parts of the brain. These advancements have also given rise to the field neuroplasticity, giving credence to the notion that our lives can be improved through the training and refinement of our brains [30-32].

In fact, cognitive training has demonstrated benefits across all age groups, from children as young as to the elderly [33-44]. At the same time, it has also been shown to be an effective alternative therapy for patients suffering mental illness or other diseases [45-64].

One particular study investigated the effects cognitive training had on a person's life across three distinct age groups (8-10, 18-26, 62-76 years of age) in a pre and post-training design. The study found that the transferable effects of training were observed in all age groups, with especially significant results amongst the elderly participants [65].

Overall, the overwhelming evidence found for the effectiveness of cognitive training provides a strong scientific basis for brain exercise, especially for the elderly.

## **2. GAMES FOR BRAIN**

Engaging in meaningful activities is crucial for people to improve quality of life. For those who have limited activity opportunities and are under-stimulated, computer games offer a means for them to stay active mentally and engage positive stimulations. Research has shown that computer based brain training improves memory and performance of everyday tasks in older elderly [66-67].

Mobile applications and computer games become increasingly inevitable in today's world. Driven by US National Science Foundation, neuroscientists and entertainment experts have initiated the collaboration being [68] on future development of computer games for further our understanding of brain functions and to provide new tools to foster brain plasticity, boost attention and well-being. The gaming industry is on its way to bring potentially therapeutic games to market [69].

## **3. EEG-BASED COGNITIVE TRAINING**

In a 2013 study published in Nature investigating the impact of specially tailored computer games on multitasking ability, the use of electroencephalogram (EEG) by its researchers in brainwave capture proved an effective method in determining the cognitive abilities of its participants [1].

In fact, numerous studies have reported associations between EEG biomarkers and cognitive functioning. For instance there is a high correlation between the level of theta activity (4–7 Hz) within the brain and one's working memory [70-71] while sensorimotor rhythm (SMR) activity (12–15 Hz) is generally associated with one's attention level [72-73]. Engaging individuals in tasks that enhance

such brain activities (termed ‘neurofeedback’ in neuroscience) can possibly help to dramatically improve their cognitive performance through a closed-loop fashion.

With regards to the possibility of diminishing cognitive gains during training due to cognitive overload, the use of an adaptive real-time monitoring system using EEG biomarkers which can effectively control for mental fatigue would be able to deliver a significant improvement to the results of training interventions [74].

As demonstrated in [75], subjects who played the game with an inbuilt EEG-based neurofeedback functionality showed significant gains in attention/cognitive skills as compared to those who did not/the control group. In another study conducted by [76], researchers concluded that normal healthy individuals possess the ability to intensify a specific component of their brain activity, which may facilitate semantic processing in working-memory-dependent tasks and to a lesser extent, those requiring focused attention. In a further study [77] focused on spatial tasks, subjects who were able to increase their upper alpha power (responders) performed better on mental rotations after EEG-based training.

In conclusion, the use of EEG in facilitating closed-loop cognitive training provides such exercises with real-time measurements of a participant’s mental state, ensuring an adaptive training program working to effectively maximize its benefits.

#### 4. NEEURO MEMORIE

Neeuro Memorie mobile application equipped with Neeuro EEG headband, SenzeBand offers a unique solution for brain training, which can be done in a fun manner, anytime and anywhere.

#### PYRAMID SOLITAIRE

Unlike the classic pyramid solitaire where unused cards are promptly disposed of, Memorie’s version allows the player to store these temporarily unused cards separately for future use. These stored cards are stored faced down, posing a challenge to the player to recall the cards’ values from memory, and any wrong guesses, results in a score penalty. These simple exercises have indeed been demonstrated to improve cognitive functions [78], and research has shown that such procedural long-term memories remain robust even in cases of Alzheimer’s disease [79].



To effectively tackle the onset of memory-loss, enhancing short-term memory retention remains key. With the introduction of card storage, players are now required to access their short-term memories, remembering the exact placement and value of the stored cards and retrieving this information where necessary. In addition to improving the player’s working memory, the need to constantly task-switch – focusing his/her attention not only on the current arrangement of cards on the board but also the cards’ corresponding relevance to those faced down - has been shown to promote cognitive flexibility [80].

Improvements to players' strategic decision making is another key aspect of our game design. With new research showing evidence of a four-item working memory limit [81], it would be unwise for players to store too many cards at once. Instead, they are encouraged to think strategically about card storage, lest one runs into the risk of forgetting values of the cards stored and incurring a score penalty.

With recent studies linking neuroplasticity with intellectual stimulation [82] and confirming the transfer effects of video games aimed at improving cognitive functions [83], this modified version of the classic game of solitaire is likewise able to provide the players with an avenue for brain stimulation and ultimately serve as a viable solution to preventing the onset of memory loss.

## SUSHI RECALL

Sushi Recall is a fun version of an N-back task [84], an assessment in cognitive neuroscience to measure a part of working memory. During the game, the player is presented with a sequence of sushi plates supplied from a conveyor belt. The player needs to indicate the type that matches the one from  $n$  plates earlier in the sequence. The step factor  $n$  (range from 1 to 4) and types of sushi (range from 2 to 5) are increased to make the task more difficult when the player is upgraded to the next level.

Human brains are only capable of storing a limited amount of information in their short-term memories. In an N-back task, the working memory buffer needs to be updated continuously to keep track of what the current stimulus must be compared to. To accomplish this task, the subject needs to both maintain

and manipulate information in working memory.



Although it remains controversial if  $n$ -back training produces real world improvements to working memory [85], several studies have shown that a proper training will benefit the cognitive processes required for memory. In [86], cortical thickness and cortical surface area (the brain regions support working memory) were measured before and after completing a challenging adaptive cognitive training program based on the  $n$ -back task, a positive effect was observed. Interestingly, it was found that the training was more beneficial for low intelligence individuals. Another study suggests that adaptive  $n$ -back training does not improve fluid intelligence but may enhance visuospatial processing [87].

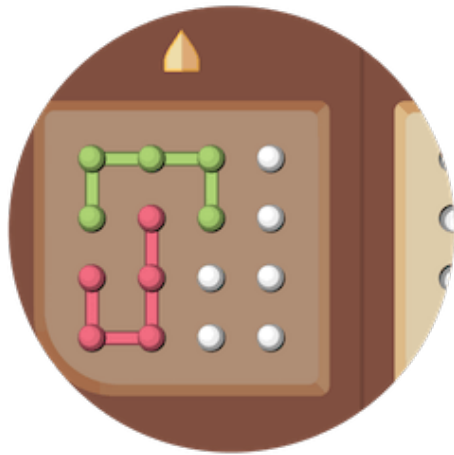
## DOT CONNECT

Dot Connect is a game which aims to improve visual-spatial abilities. The player is given an initial picture of variable shapes represented by a series of connected dots and then asked to reproduce it in either of the following cases: rotated or flipped (includes mirrored).

While visual-spatial ability (one's ability to manipulate 2D/3D figures) is seldom discussed



relative to short-term memory loss in cases of cognitive decline, it remains an important subset of our general intelligence [88]. Visual-spatial ability is in fact fundamental to daily functioning, with elderly persons experiencing decline in this department reporting difficulties in driving, navigating new routes and forgetting the placement of everyday items [89].



Our game seeks to alleviate the onset of such symptoms by taking advantage of the malleability of spatial skills [90], improving players' abilities through a series of increasingly more difficult puzzles. A color guide is improvised in the earlier stages to familiarize elderly players with the rules of the game, after which later stages provide a greater challenge with no color-coding.

The improvisation of multiple shapes on the same 2D plane seeks to target multiple aspects of a players' spatial visualization ability. The re-orientation of a singular object requires the player to utilize his/her egocentric spatial ability [91] by taking on a different perspective in space to the one initially shown. Subsequently, the player would find it much easier to reference the placements of the other two objects through an analysis of the picture as a whole, developing his/her allocentric spatial ability in the process.

At the same time, EEG sensors are attached to our players to evaluate the players' level of visual spatial attention as well as the focus of their spatial attention [92], providing accurate measurements in tracking their overall progress.

## MIND COPTER

In the Mind Copter game, the helicopter is controlled by the brainwave captured by the frontal EEG sensors. The player needs to focus in order to lift the helicopter up and fly to perform the rescue mission. At higher game levels, the helicopter becomes heavier and more obstacles are introduced to challenge the players in controlling his/her brain state.



Studies have shown the association between EEG biomarker and attention level [72, 73]. The use of EEG in facilitating attention training provides exercise with real-time measurements of a participant's attention level, ensuring an adaptive training program working to effectively maximize its benefits.

Each of Memorie's games is designed to train one or two specified core cognitive capacities, including Attention, Memory, Spatial, Multi-tasking and Decision Making. These games can be used towards a training program which could be personalized based on the cognitive profile

and personal needs in a particular cognitive area.

Moreover, the EEG headgear, SenzeBand together with the Neeuro Memorie mobile application provides real-time monitoring of a player's cognitive state. Analyzing EEG-based brainwave not only gives an extra dimension to game scoring, but also tailors a personalized guidance to engage players enhancing their brain activities, which will improve their cognitive performance.

## 5. CONCLUSION

We are in a world of rapid information growth and unprecedented longer lives. Both factors

place great challenge for us to maintain cognitive fitness through life. To enhance our cognitive well-being and prevent cognitive decline, it's important to engage ample mental exercises in addition to a healthy lifestyle.

The effectiveness of brain training has been advocated by decades of scientific research. In the meantime, mobile applications and computer games become increasingly inevitable in today's world. Mobile games paired with lightweight EEG sensors make it possible to facilitate closed-loop cognitive training in daily life, offering adaptive, handy and powerful training programs for effective brain exercise for everyone, anytime and anywhere.



## REFERENCES

### Linear Trend of Cognitive Decline While Aging

1. Tucker-Drob EM & Salthouse TA. [Adult age trends in the relations among cognitive abilities](#). Psychol. Aging 23, 453–460 (2008)
2. Anguera JA, Boccanfuso J, Rintoul JL *et al.* [Video game training enhances cognitive control in older adults](#). Nature. 2013 Sep 5; 501(7465):97-101.

### Cognitive Training for Fluid Intelligence

3. Jaeggi SM, Buschkuhl M, Jonides J & Perrig WJ. [Improving fluid intelligence with training on working memory](#). Proc Natl Acad Sci USA. 105, 6829–6833 (2008).
4. Zhao X, Wang YX, *et al.*, [Effect of updating training on fluid intelligence in children](#). Chin Sci Bull. 2011 Jul; 56 (21): 2202–5.
5. Bergman NS, Soderqvist S, *et al.*, [Gains in fluid intelligence after training non-verbal reasoning in 4-year-old children: A controlled, randomized study](#). Dev Sci. 2011 May; 14 (3): 591–601.
6. Rudebeck SR, Bor D, *et al.*, [A potential spatial working memory training task to improve both episodic memory and fluid intelligence](#). PLoS One. 2012; 7 (11): e50431.

### Cognitive Training for Crystal Intelligence

7. Alloway TP, Alloway RG, [The efficacy of working memory training in improving crystallized intelligence](#). Nature Proceedings. 2009 Sep.

### **Cognitive Training Is Sustainable**

8. Bennett SJ, Holmes J, et al., [Computerized memory training leads to sustained improvement in visuospatial short-term memory skills in children with Down syndrome](#). Am J Intel Dev Disab. 2013; 118 (3): 179–92.
9. Brehmer Y, Westerberg H, et al., [Working-memory training in younger and older adults: Training gains, transfer, and maintenance](#). Front Hum Neurosci. 2012 Mar; 6: 63.
10. Wolf D, Fischer FU, et al., [Structural integrity of the corpus callosum predicts long-term transfer of fluid intelligence-related training gains in normal aging](#). Hum Brain Mapp. 2012 Sep 11.

### **Cognitive Training is Transferable for Daily Tasks**

11. Chein JM, Morrison AB, [Expanding the mind's workspace: Training and transfer effects with a complex working memory span task](#). Psychon Bull Rev. 2010 Apr; 17 (2): 193–99.
12. Heinzl S, Schulte S, et al., [Working memory training improvements and gains in non-trained cognitive tasks in young and older adults](#). Neuropsychol Dev Cogn B Aging Neuropsychol Cogn. 2013 May 2
13. Holmes J, Gathercole SE, et al., [Adaptive training leads to sustained enhancement of poor working memory in children](#). Dev Sci. 2009 Jul; 12 (4): F9–15.
14. Kundu B, Sutterer DW, et al., [Strengthened effective connectivity underlies transfer of working memory training to tests of short-term memory and attention](#). J Neurosci. 15 May 2013; 33 (20): 8705–15.
15. Salminen T, Strobach T, et al., [On the impacts of working memory training on executive functioning](#). Front Hum Neurosci. 2012; 6: 166.
16. Loosli SV, Buschkuehl M, et al., [Working memory training improves reading processes in typically developing children](#). Child Neuropsychol. 2012; 18 (1): 62–78.
17. Schweizer S, Hampshire A, et al., [Extending brain-training to the affective domain: Increasing cognitive and affective executive control through emotional working memory training](#). PLoS One. 2011; 6 (9): e24372.
18. Von Bastian CC, Oberauer K, [Distinct transfer effects of training different facets of working memory capacity](#). J Mem Lang. 2013 Jul; 69 (1): 36–58.
19. Lilienthal L, Tamez E, et al., [Dual n-back training increases the capacity of the focus of attention](#). Psychon Bull Rev. 2013 Feb; 20 (1): 135–41.
20. Minear M, Shah P, [Training and transfer effects in task switching](#). Mem Cognit. 2008 Dec; 36 (8): 1470–83.
21. Schmiedek F, Lövdén M, et al., [Hundred days of cognitive training enhance broad cognitive abilities in adulthood: Findings from the COGITO study](#). Front Aging Neurosci. 2010 Jul 13; 2.
22. Thorell LB, Lindqvist S, et al., [Training and transfer effects of executive functions in preschool children](#). Dev Sci. 2009 Jan; 12 (1): 106–13.
23. Rueda MR, Checa P, et al., [Enhanced efficiency of the executive attention network after training in preschool children: Immediate and effects after two months](#). Dev Cogn Neurosci. 2012 Feb 15; 2 Suppl 1: S192–204.
24. Jaeggi SM, Studer-Luethi B, et al., [The relationship between n-back performance and matrix reasoning—implications for training and transfer](#). Intelligence. 2010; 38: 625–35.
25. Jaeggi SM, Buschkuehl M, et al., [Short- and long-term benefits of cognitive training](#). PNAS. 2011 Jun 21; 108 (25): 10081–86.
26. Jausovec N, Jausovec K, [Working memory training: Improving intelligence—changing brain activity](#). Brain Cogn. 2012; 79: 96–106.

### **Cognitive Assessment**

27. Randolph C, Tierney MC, Mohr E, Chase TN. [The Repeatable Battery for the Assessment of Neuropsychological Status \(RBANS\): preliminary clinical validity](#). J Clin Exp Neuropsychol. 1998 20(3): 310–9.
28. Barbara Bradley Hagerty, [Forget About It: Your Middle-Aged Brain Is Not On the Decline](#). NPR, Mar 15, 2016.

### **Large-Scale Meta Study**

29. John W Williams, Brenda L Plassman, James Burke, Tracey Holsinger and Sophiya Benjamin. [Preventing Alzheimer's Disease and Cognitive Decline](#). Evidence Reports: AHRQ publication (2010).

### **MRI Verified Brain Changes - Neuroplasticity**

30. Olesen PJ, Westerberg H, Klingberg T. [Increased prefrontal and parietal activity after training of working memory](#). Nat Neurosci. 2004 Jan; 7 (1): 75–79.
31. Schweizer S, Grahn J, et al., [Training the emotional brain: Improving affective control through emotional working memory training](#). J Neurosci. 2013 Mar 20; 33 (12): 5301–11.
32. Vartaniana O, Jobidona ME, [Working memory training is associated with lower prefrontal cortex activation in a divergent thinking task](#). Neuroscience. 2013 Apr 16; 236: 186–94.

### **Cognitive Training for Children**

33. Mackey AP, Hill SS, et al., [Differential effects of reasoning and speed training in children](#). Dev Sci. 2011 May; 14 (3): 582–90.

### **Cognitive Training for the Elderly**

34. Buschkuhl M, Jaeggi SM, et al., [Impact of working memory training on memory performance in old-old adults](#). Psychol Aging. 2008 Dec; 23 (4): 745–53.
35. Li SC, Schmiedek F, et al., [Working memory plasticity in old age: Practice gain, transfer, and maintenance](#). Psychol Aging. 2008 Dec; 23 (4): 731–42.
36. Wolinsky FD, Vander Weg MW, et al., [A randomized controlled trial of cognitive training using a visual speed of processing intervention in middle aged and older adults](#). PLoS One. 2013 May 1; 8 (5): e61624.
37. Zinke K, Zeintl M, [Working memory training and transfer in older adults: Effects of age, baseline performance, and training gains](#). Dev Psychol. 2013 May 20 .
38. Liu-Ambrose T, Nagamatsu LS, et al., [Resistance training and executive functions: A 12-month randomized controlled trial](#). Arch Intern Med. 2010; 170 (2): 170–78.
39. von Bastian CC, Langer N, et al., [Effects of working memory training in young and old adults](#). Mem Cognit. 2013 May; 41 (4): 611–24.
40. Richmond LL, Morrison AB, et al., [Working memory training and transfer in older adults](#). Psychol Aging. 2011 Dec; 26 (4): 813–22.
41. Basak C, Boot WR, et al., [Can training in real-time strategy video game attenuate cognitive decline in older adults?](#) Psychol Aging. 2008; 23 (4): 765–77.
42. Carretti B, Borella E, et al., [Gains in language comprehension relating to working memory training in healthy older adults](#). Int J Geriatr Psychiatry. 2013 May; 28 (5): 539–46.
43. Borella E, Carretti B, et al., [Working memory training in older adults: Evidence of transfer and maintenance effects](#). Psychol Aging. 2010; 25 (4): 767–778.
44. Ball K, Berch DB, et al. [Effects of cognitive training interventions with older adults: A randomized controlled trial](#). JAMA. 2002 Nov 13; 288 (18): 2271–81.

### **Cognitive Therapy**

45. Boron JB, Willis SL, et al., [Cognitive training gains as a predictor of mental status](#). J Gerontol. 2007 Jan; 62B (1): P45–51.
46. Bell M, Bryson G, et al., [Cognitive remediation of working memory deficits: Durability of training effects in severely impaired and less severely impaired schizophrenia](#). Acta Psychiatr Scand. 2003; 108: 101–9.



47. Dahlin KIE, [Effects of working memory training on reading in children with special needs. Reading and Writing.](#) 2011; 24: 479–91.
48. Gray SA, Chaban P, et al., [Effects of a computerized working memory training program on working memory, attention, and academics in adolescents with severe LD and comorbid ADHD: A randomized controlled trial.](#) J Child Psychol Psychiatry. 2012 Dec; 53 (12): 1277–84.
49. Green CT, Long DL, et al., [Will working memory training generalize to improve off-task behavior in children with attention-deficit/hyperactivity disorder?](#) Neurotherapeutics. 2012 Jul; 9 (3): 639–48.
50. Hardy KK, Willard VW, et al., [Working memory training in survivors of pediatric cancer: A randomized pilot study.](#) Psycho-Oncology. 2012 Dec 2
51. Holmes J, Gathercole SE, et al., [Working memory deficits can be overcome: Impacts of training and medication on working memory in children with ADHD.](#) Appl Cognit Psychol. 2010 Sep; 24 (6): 827–36.
52. Houben K, Wiers RW, et al., [Getting a grip on drinking behavior: Training working memory to reduce alcohol abuse.](#) Psychol Sci. 2011 Jul; 22 (7): 968–75.
53. Kesler S, Hadi Hosseini SM, et al., [Cognitive training for improving executive function in chemotherapy-treated breast cancer survivors.](#) Clin Breast Cancer. 2013 Aug; 13 (4): 299–306.
54. Klingberg T, Fernell E, et al., [Computerized training of working memory in children with ADHD—a randomized, controlled trial.](#) J Am Acad Child Adolesc Psychiatry. 2005; 44 (2): 177–86.
55. Kray J, Karbach J, [Can task-switching training enhance executive control functioning in children with attention deficit/-hyperactivity disorder?](#) Front Hum Neurosci. 2011; 5: 180.
56. McGurk SR, Mueser KT, et al., [Cognitive training and supported employment for persons with severe mental illness: One-year results from a randomized controlled trial.](#) Schiz Bull. 2005; 31 (4): 898–909.
57. Nagamatsu LS, Handy TC, et al., [Resistance training promotes cognitive and functional brain plasticity in seniors with probable mild cognitive impairment.](#) Arch Intern Med. 2012 Apr 23; 172 (8): 666–68.
58. Owens M, Koster EH, et al., [Improving attention control in dysphoria through cognitive training: Transfer effects on working memory capacity and filtering efficiency.](#) Psychophysiology. 2013 Mar; 50 (3): 297–307.
59. Prins PJ, Dovis S, et al., [Does computerized working memory training with game elements enhance motivation and training efficacy in children with ADHD?](#) Cyberpsychol Behav Soc Netw. 2011 Mar; 14 (3): 115–22.
60. Soderqvist S, Nutley SB, et al., [Computerized training of non-verbal reasoning and working memory in children with intellectual disability.](#) Front Hum Neurosci. 2012; 6: 271.
61. Subramaniam K, Luks TL, et al., [Computerized cognitive training restores neural activity within the reality monitoring network in schizophrenia.](#) Neuron. 2012 Feb 23; 73: 842–53.
62. Van der Molen MJ, Van Luit JE, et al., [Effectiveness of a computerised working memory training in adolescents with mild to borderline intellectual disabilities.](#) J Intellect Disabil Res. 2010 May; 54 (5): 433–47.
63. Roughan L, Hadwin JA, [The impact of working memory training in young people with social, emotional and behavioral difficulties. Learning and Individual Differences.](#) 2011 Dec; 21 (6): 759–64.
64. Neville HJ, Stevens C, et al., [Family-based training program improves brain function, cognition, and behavior in lower socioeconomic status preschoolers.](#) PNAS. 2013 Jul 1, 110(29), p12138–12143

#### **Training in Different Age Groups**

65. Karbach J, Kray J, [How useful is executive control training? Age differences in near and far transfer of task-switching training.](#) Dev Sci. 2009 Nov; 12 (6): 978–90.

#### **Training Games**

66. Sunghee H. Tak, Cornelia Beck, and Song Hee Hong. [Feasibility of providing computer activities for nursing home residents with dementia.](#) Nonpharmacol Ther Dement. 2013; 3(1): 1–10.
67. Anne Corbett et al. [The Effect of an Online Cognitive Training Package in Healthy Older Adults: An Online Randomized Controlled Trial.](#) JAMDA 16 (2015) 990e997

68. Workshop on Interactive Media, Attention and Well-Being. <http://go.nature.com/t9mvqc>
69. Daphne Bavelier & Richard J. Davidson. [Brain training: Games to do you good](#). Nature 494, 425–426 (28 February 2013)

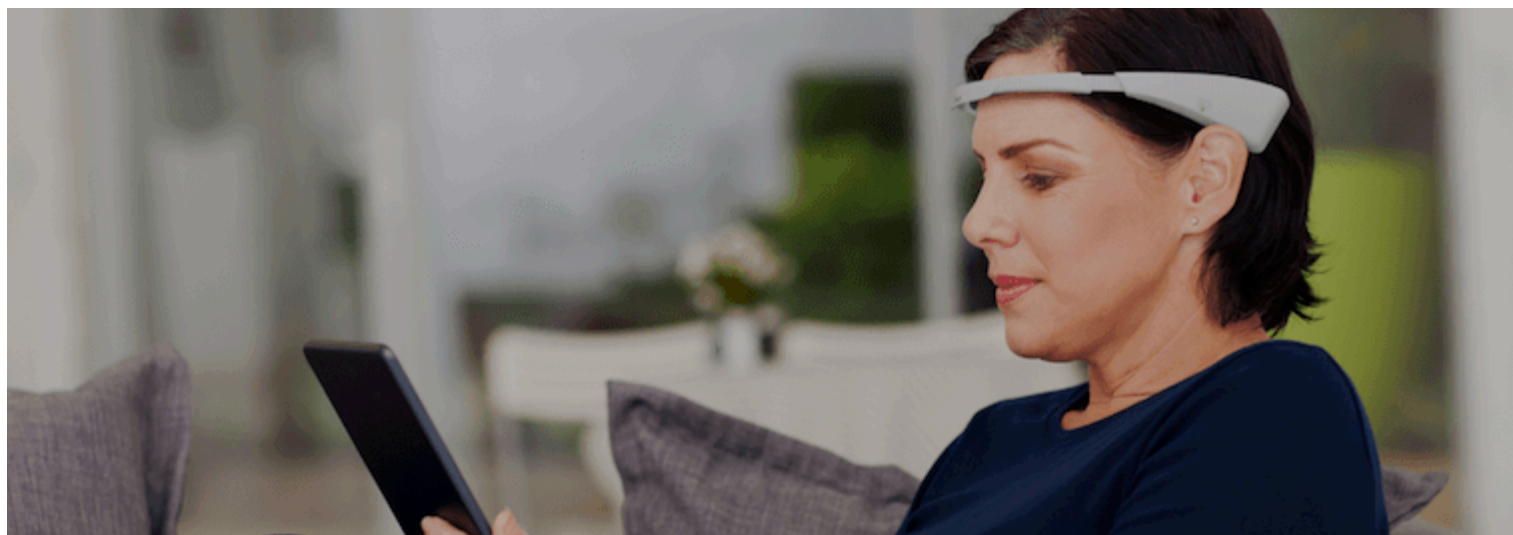
### **EEG Based Training**

70. Kahana, M.J., Sekuler, R., Caplan, J.B., Kirschen, M., Madsen, J.R., 1999. [Human theta oscillations exhibit task dependence during virtual maze navigation](#). Nature 399, 781–784.
71. Klimesch, W., Doppelmayr, M., Stadler, W., Pollhuber, D., Sauseng, P., Rohm, D., 2001. [Episodic retrieval is reflected by a process specific increase in human electroencephalographic theta activity](#). Neurosci. Lett. 302, 49–52
72. Egner, T., Gruzelier, J.H., 2001. [Learned self-regulation of EEG frequency components affects attention and event-related brain potentials in humans](#). Neuroreport 12, 4155–4159.
73. Rossiter, T.R., LaVaque, T.J., 1995. [A comparison of EEG biofeedback and psychostimulants in treating attention deficit hyperactivity disorders](#). J. Neurother. 48–59
74. Baldwin, C. L., and Penaranda, B. N. (2012). [Adaptive training using an artificial neural network and EEG metrics for within- and cross-task workload classification](#). Neuroimage 59, 48–56.
75. Thomas KP, Vinod AP, Guan C. [Enhancement of attention and cognitive skills using EEG based neurofeedback game](#). Neural Engineering (NER), 2013 6th International IEEE/EMBS Conference on. P 21 – 24
76. Vernon D, Egner T, Cooper N, Compton T, Neilands C, Sheri A, Gruzelier J. [The effect of training distinct neurofeedback protocols on aspects of cognitive performance](#). Int J Psychophysiol. 2003 Jan;47(1):75-85.
77. Hanslmayr, S., Sauseng, P., Doppelmayr, M., Schabus, M., Klimesch, W., 2005. [Increasing individual upper alpha power by neurofeedback improves cognitive performance in human subjects](#). Appl. Psychophysiol. Biofeedback 30, 1–10.

### **Cognitive (Others)**

78. Shinya Uchida & Ryuta Kawashima. [Reading and solving arithmetic problems improves cognitive functions of normal aged people: a randomized controlled study](#). AGE (2008) 30:21–29
79. Sergio Machado, Marlo Cunha et al. [ALZHEIMER'S DISEASE AND IMPLICIT MEMORY](#). Arq Neuropsiquiatr 2009;67(2-A):334-342 334
80. Buitenweg J, Murre JM, Ridderinkhof KR. [Brain training in progress: a review of trainability in healthy seniors](#). Front Hum Neurosci. 2012 Jun 21;6:183.
81. Nelson Cowan, [The Magical Mystery Four: How is Working Memory Capacity Limited, and Why?](#) Curr Dir Psychol Sci. 2010 Feb 1; 19(1): 51–57.
82. Gerd Kempermann, Daniela Gast and Fred H. Gage. [Neuroplasticity in old age: Sustained fivefold induction of hippocampal neurogenesis by long-term environmental enrichment](#). Annals of Neurology, Vol 52, Issue 2, pages 135–143, August 2002
83. Rui Nouchi et al. [Brain Training Game Improves Executive Functions and Processing Speed in the Elderly: A Randomized Controlled Trial](#). PlosOne, Volume 7, Issue 1, e29676.
84. RuGazzaniga, Michael S.; Ivry, Richard B.; Mangun, George R. (2009). Cognitive Neuroscience: The Biology of the Mind (2<sup>nd</sup> ed.).
85. Bogg, Tim; Lasecki, Leanne. 2015. [Reliable gains? Evidence for substantially underpowered designs in studies of working memory training transfer to fluid intelligence](#). Frontiers in Psychology 5.
86. Francisco J. Román, Lindsay B. Lewis et. al. [Gray matter responsiveness to adaptive working memory training: a surface-based morphometry study](#). Brain Structure and Function, pp 1-14, 2015
87. Roberto Coloma, Francisco J. Romána, et.al. [Adaptive n-back training does not improve fluid intelligence at the construct level: Gains on individual tests suggest that training may enhance visuospatial processing](#). Intelligence. Volume 41, Issue 5, 2013, Pages 712–727

88. Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*, 1983.
89. Katherine L. Possin, [Visual Spatial Cognition in Neurodegenerative Disease](#), *Neurocase*. 2010 Dec; 16(6): 466–487.
90. Uttal DH, Meadow NG, Tipton E, Hand LL, Alden AR, Warren C, Newcombe NS. [The malleability of spatial skills: a meta-analysis of training studies](#). *Psychol Bull*. 2013 Mar; 139(2):352-402.
91. <http://www.nmr.mgh.harvard.edu/mkozhevnlab/?tag=visualization-abilities>
92. [The Oxford Handbook of Attention](#), Edited by Anna C. Nobre and Sabine Kastner, 2014.



## ABOUT NEEURO

Neeuro's mission is to develop innovative products that empower people to live happier, healthier and more productively through the use of neurotechnology and gamification.



### **Neeuro Pte Ltd**

79 Ayer Rajah Crescent, #02-19

LaunchPad @ One-North

Singapore 139955

Tel: +65 697 5153

Fax: 6397 5154

Email: [contact@neeuro.com](mailto:contact@neeuro.com)

[www.neeuro.com](http://www.neeuro.com)

Company Reg: 201302274H