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# Relationships Among Cognitive Variables in Puerto Rican Children Using the Cognitive Assessment System 2 – Spanish Version

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*Relaciones entre variables cognitivas en niños puertorriqueños utilizando el Sistema de Evaluación Cognitiva 2 – Versión en español*

Almarely L. **Berrios-Negrón**, Carmín A. **Centeno-Román**, Yaritza **Pérez**, Julianna Y. **Martínez-Toro**, Giselle **Cordero-Arroyo**, Mary A. **Moreno-Torres**, & Mario **Bermonti-Pérez**

*Ponce Health Sciences University*

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## ABSTRACT

The Cognitive Assessment System 2 – Spanish Version (CAS2: SP) is a comprehensive test that assesses a range of cognitive variables, including planning, attention, simultaneous processing, and successive processing (PASS). Understanding the relationships among these processes can offer valuable insights into their interconnectedness and their impact on overall cognitive functioning in children. However, there is a notable scarcity of research specifically examining these relationships in Puerto Rican children. Therefore, our study aims to fill this gap by exploring patterns, associations, and dependencies among these cognitive processes, how they influence one another, and how they contribute to overall cognitive performance in children. To achieve these aims, we conducted secondary data analysis with a sample of 34 children, ranging from first to fourth grade, representing 11 schools across the metropolitan and southern areas of Puerto Rico (IRB #1314-085). Employing bivariate correlation analysis, we examined the relationships between the PASS processes. The results revealed significant positive correlations between planning and attention ( $r = 0.523, p < 0.001$ ), attention and successive processing ( $r = 0.458, p = 0.003$ ), planning and successive processing ( $r = 0.393, p = 0.011$ ), planning and simultaneous processing ( $r = 0.387, p = 0.012$ ), and simultaneous processing and successive processing ( $r = 0.330, p = 0.028$ ). However, no correlation was found between attention and simultaneous processing ( $r = 0.282, p = 0.053$ ). These results provide a broader insight of the cognitive abilities of Puerto Rican children, contributing to a deeper understanding of their interconnectedness.