



Introduction to Your Personal SOI Career Analysis

No test is perfect, and few people are perfect, though many of us would like to be. The SOI test is an assessment of abilities and thinking. It is important that it be as accurate as possible to be useful. If you feel your scores do not really reflect your abilities, do not despair. You have several options to insure accuracy:

1. The SOI test does require good near-point vision skills. Although it is not a vision test, a number of the subtests are indicators of possible difficulties with near-point (desk-type) work, so ask to retake any subtest you feel does not accurately reflect your ability.
2. Look over each subtest to be sure you completed it. If you did not, this would lower your score. The SOI assessment is given in a timed situation; however, the main purpose of the test is to learn accurate information about your abilities. If additional time would give significant new information, you have the option of completing that subtest. Some people are perfectionists; and they will take more time to finish than others. It is important for you to know that about yourself. Many jobs are done better by perfectionists. At the same time perfectionists often make low scores because they try to answer carefully, so the test may not reflect your abilities accurately.
3. Many people depend upon rote memory to get by and as a result may not develop other thinking abilities. Memory is a valued ability and will be enhanced as you build other skills, such as comprehension and evaluation.
4. Some people get 'tied up' when they take a test. This is called test anxiety. If this happens to you, ask to retake the test without any time limits. This is especially important if you were tested in a group situation. So if you have test anxiety, re-take the test without time limits.

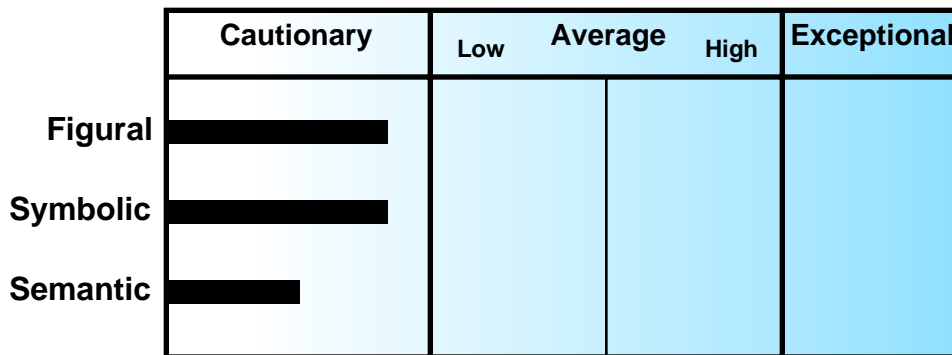
Remember, the SOI tests are not tests of achievement, or of knowledge, or of how much you learned in school and retained. You will recall that many of the tests required you to think in new ways. The SOI analysis is new information, not complicated information. It gives you a beginning point to develop your abilities. Don't be hard on yourself. If some abilities are low, they are 'old friends'--accept them; they have been low since you were very young and you have coped in spite of them. That is the beauty of human intelligence, it is something we all have and it is something that can be improved with the right materials and teaching--even spelling!

Intelligence can be trained! In fact, that is one of the major advancements by the SOI. It indicates any ability that is low and recommends materials to train that ability.



Content Abilities

This career and vocation analysis summarizes many different abilities. Let's begin with your ability to handle various types of information. We start with content because the biggest difference in how we deal with the world is in terms of the type of content that we are most comfortable with--whether that be (F)igural-spatial, (S)ymbolic-notational, or se(M)antic-verbal information. We will see how you scored in this regard and what implications that has for job possibilities.



Figural Abilities

Your profile shows undeveloped (F)igural-spatial abilities. This alone would not inhibit anyone in school because very little curriculum involves figural information.

JOB IMPLICATIONS. While (F)igural abilities are not required much in school, they are important to many types of work. While you are probably not drawn to highly figural jobs such as architecture, engineering, construction, and pattern-making, which require spatial abilities, there are, nonetheless, figural aspects to many types of jobs, and your interests may extend to some of these. For instance, journalism is primarily a semantically-oriented job, but newspaper and magazine layout are figural; similarly, pharmacology is primarily (S)ymbolic and se(M)antic, but a pharmacist must have a sense of where the various pharmaceuticals are located. In other words, your low figural ability may prove inhibiting as a secondary or auxiliary job requirement. If you think that this is the case, you should work to improve your figural-spatial abilities.



Content Abilities Continued

Symbolic Abilities

Your ability to handle (S)ymbolic information is not as good as most people's. You probably have had difficulty in arithmetic, math, spelling, and, maybe even, the mechanics of reading - anything that requires the processing of symbols.

JOB IMPLICATIONS. Whatever your academic experience, your lack of ability in handling (S)ymbolic information is going to restrict your qualification for many jobs unless (1) you learn to compensate, or (2) you are willing to improve your symbolic abilities.

Semantic Abilities

Your ability to handle se(M)antic information is below the expected level. This was probably an impediment to you in school, and, understandably, it may restrict the range of jobs for which you would be qualified unless these verbal abilities are improved.

An important part of se(M)antic abilities is vocabulary. We measure two types of vocabulary - reading vocabulary and math vocabulary.

Your reading and math vocabulary are both below the expected range. Vocabulary is the place to start building your semantic skills.

JOB IMPLICATIONS. There are se(M)antic aspects with almost all jobs; the requirements are a matter of degree. Teaching, secretarial, library work, writing, and public relations are the sorts of jobs that require good semantic abilities. Improving your semantic abilities will improve your communication skills.

Overall Content Abilities

Your ability to handle informational content is low in all three areas - (F)igural, (S)ymbolic, and se(M)antic. You cannot improve everything at once. You need to select one area for concentrated self-improvement. Work on the area that you choose with a view toward a specific job application.



Application Abilities

Next we consider the 'application' abilities - evaluation and creativity. These are called 'application' abilities because they are typically involved in applying information for decision making and for creative problem solving.



Evaluation Abilities

The graph above shows that your evaluation abilities are low. You may not have known this because school does not emphasize evaluation abilities.

JOB IMPLICATIONS. Evaluation (or practical judgment) is an important aspect of any job that involves management, supervision, or decision-making. So no matter what career you are considering, you can see the limitations of low evaluation abilities. These abilities can be improved through training.

Divergent Abilities

Your profile shows that you have good creativity abilities. While they are not as strong as would be required for highly creative work, they are a real asset.

JOB IMPLICATIONS. There are many jobs in which creativity is an important secondary consideration - where creativity makes the difference between ordinary performance and superior performance. In business, for example, a creative presentation will be more successful than an ordinary one. In almost every line of work, there is room for creativity, so your creative ability can be used as an important supplement.

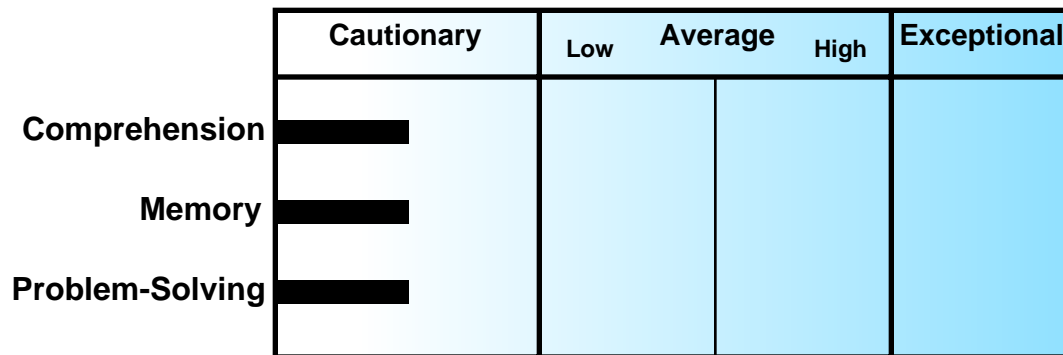
Overall Application Abilities

You have a potentially troublesome profile of application. You are high in creativity and low in evaluation. This means that you are willing to do the unconventional (the creative side) but you may lack the judgment (the evaluation side) as to when it is appropriate. The answer is not to stifle your creativity. The answer is to improve your evaluation abilities.



Learning Abilities

Now we consider comprehension, memory, and the use of these for problem-solving - abilities that are most emphasized in education. But these abilities are also needed for almost any type of training or instruction. They are also important for acquiring new skills and new information whether in the classroom or on the job.



Comprehension Abilities

Your ability to comprehend information is below average. You probably knew this already since you may have had some difficulty in school learning new information.

JOB IMPLICATIONS. The ability to comprehend is an obvious requirement of most jobs. The fact that you are low in comprehension may impede career development. You can improve this ability. On the other hand, you can also learn to respond when facing new information by saying, 'Please repeat that (or go more slowly) so I can better understand it.'



Learning Abilities Continued

Memory Abilities

Your profile shows that your ability to remember is too low for comfort. You have probably experienced some difficulty in the past because of this. Memory is something that can be developed. If you want to improve your memory, you can do so.

JOB IMPLICATIONS. Almost every job involves memory to some extent, and while it is possible to compensate by making lists and having extensive references, such compensations are time consuming. It is better to improve memory skills. Memory is essential to computer operators, dispatchers, copy readers, secretaries, records clerks, waitresses, and sales - to any job where the retrieval of information is important. Good memory makes work routines go faster.

Problem-Solving Abilities

Your problem-solving abilities are below the expected level. This may have been a limitation to you in school.

JOB IMPLICATIONS. Jobs that require problem-solving abilities are jobs that have a 'trouble shooting' or 'detective' element to them - any type of equipment repair requires problem-solving. Travel agency work requires problem-solving to fit all the pieces of trips together. Telephone line work requires problem-solving. The list is, of course, extensive and covers many different fields of work. Improving your problem-solving abilities will make any work you do more efficient.

Overall Learning Abilities

When a profile shows weakness in learning abilities, develop a plan; you cannot improve everything at once. Start with memory training first, then move on to comprehension and finally work to improve problem-solving skills.



Vision Indicators

Some of the SOI subtests are cognitive representations of vision functions. A number of the SOI subtests are good indicators of certain vision functions that are required for near-point school work. Vision, unlike 20/20 sight, is a learned intellectual response.

While the SOI subtests are not optometric tests, they can predict whether a person is potentially at risk either in prolonged learning tasks or job situations due to vision problems, vision dysfunctions, or visual stress.

Visual closure, as represented by CFU, is very low. You may not be seeing complete words in reading; if not, you may be mistaking 'saw' and 'was', etc. This possible lack of visual closure should be monitored further (see the vision checklist) to determine if there is undetected visual stress from problems that would suggest an IPP screening, vision follow-up, and/or vision therapy.

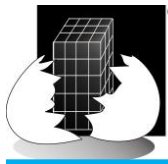
Visual discrimination, as represented by EFU, is low. You may not be seeing letter differences in reading; if not, you may be mistaking 'b' and 'd' and 'p'. Or, you may omit small words in sentences. Or, you may misread inside letters in words. This lack of visual discrimination should be monitored further (see the vision checklist) to determine if there are near-point conversion difficulties that would suggest an IPP screening, vision follow-up, and/or vision therapy.

Word recognition, as represented by NST, is very low. You may be transforming letters or otherwise incorrectly processing symbols; if so, you probably lose your place in reading or, at the very least, are reading slowly. If you have difficulty finishing reading assignments, you may have fixation or saccades problems. On the other hand, you may be slow because you are prone to perfectionism. If so, then fluency may be the problem rather than errors in visual processing. Check your DFU, DMU, and NFU scores to determine whether your fluency is low. In general, this apparent problem with symbol processing should be monitored (see the vision checklist) to determine if an IPP screening, vision follow-up, and/or vision therapy is required.

Visual attending is represented by MSU-visual. This score is lower than auditory attending (MSU-auditory). This suggests that you are an auditory learner and will process auditory information better than visual information. School work depends heavily on visual attending and sequencing. To determine if an IPP screening, vision follow-up, and/or vision therapy is required, you should be monitored further using the vision checklist.

Visual sequencing is represented by MSS-visual. This score is lower than auditory sequencing (MSS-auditory). This suggests that you are an auditory learner and will process auditory information better than visual information. School work depends heavily on visual attending and sequencing. To determine if an IPP screening, vision follow-up, and/or vision therapy is required, you should be monitored further using the vision checklist.

If the vision checklist indicates the need for a vision follow-up, be sure that the follow up is either with an IPP center or with an ophthalmologist or optometrist who will report back to you on the following vision performances: pursuit, saccadic fixation, convergence, amplitude, flexibility, acuity, binocular alignment, focus alignment, and stereopsis/suppression. Different performances on each of these scales have different implications for learning therapy.



College Evaluation

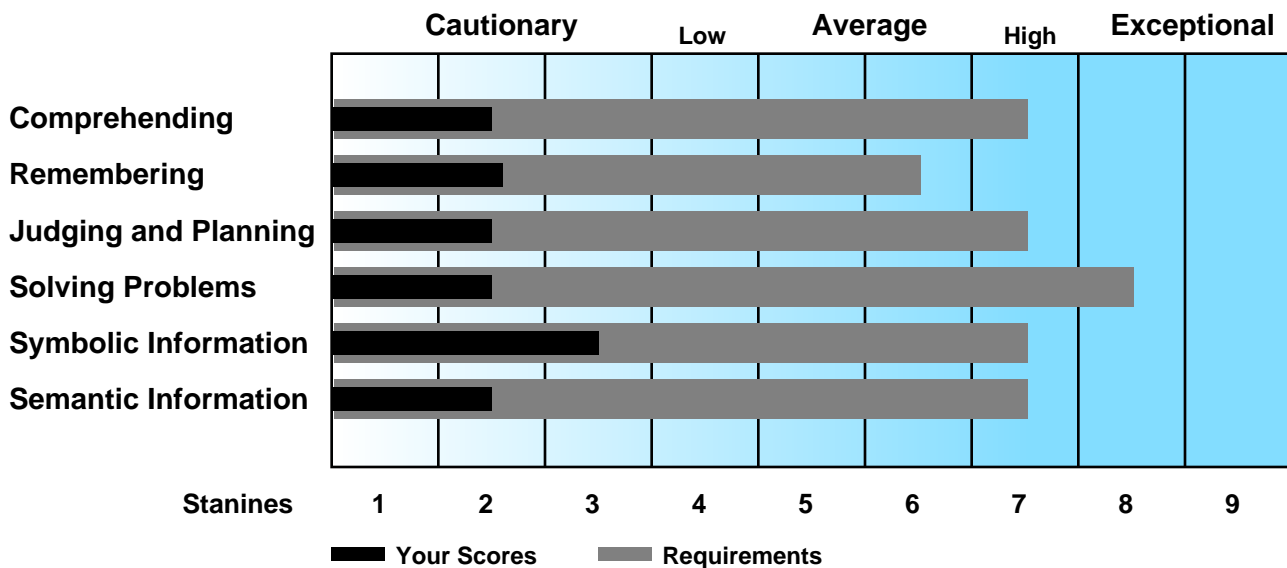
College and Non-college Careers.

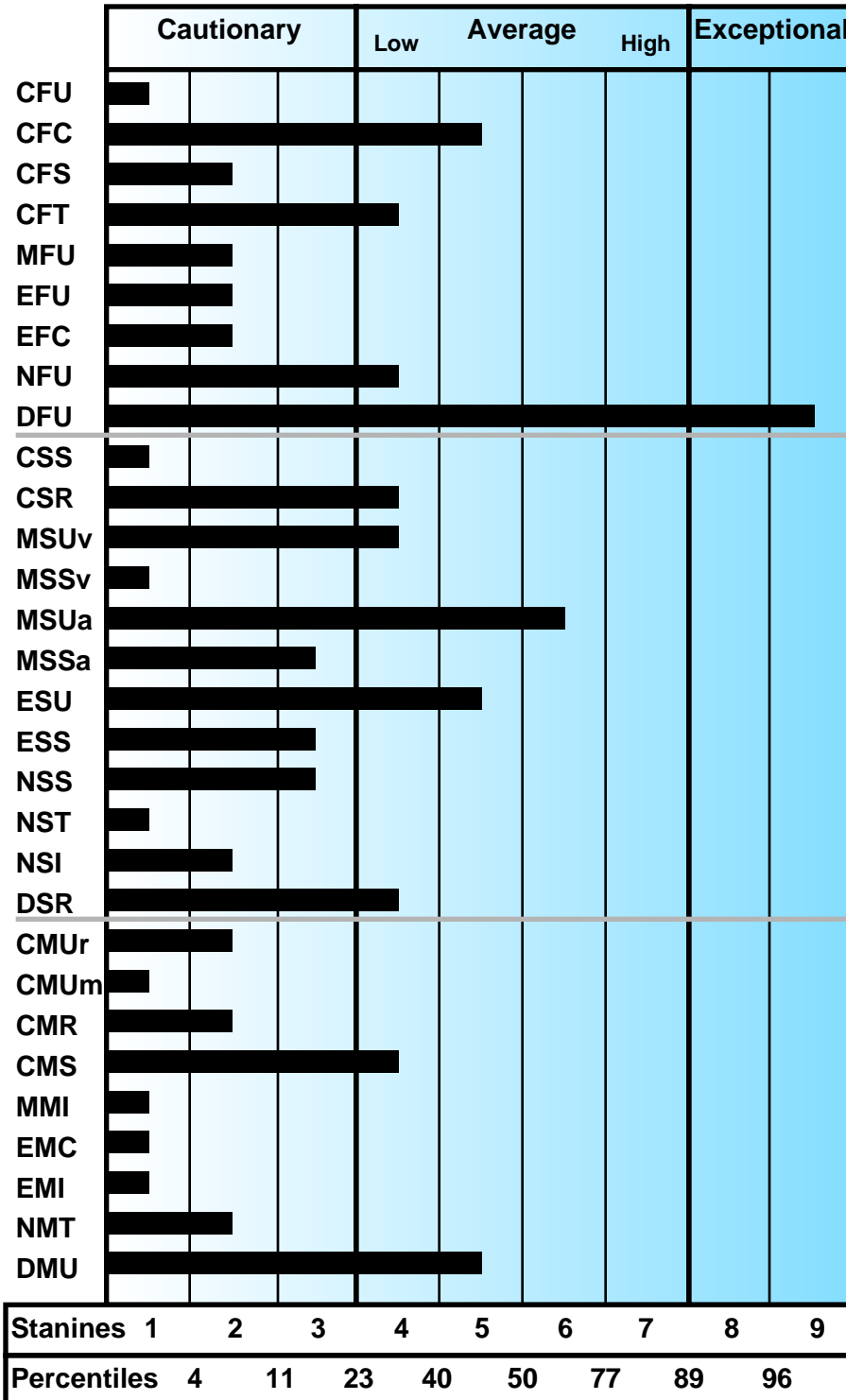
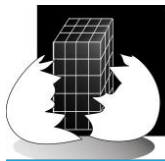
Jobs can generally be divided into two main groups: those that require four-year college or university preparation and those that require the type of technical training that you receive at a community college, technical school, or on-the-job.

You should be aware that college itself has demands that may be over and above those of any given (even a college-preparation) job. This may be a consideration in your choice of a college-preparation career.

If you choose careers requiring college, use the evaluation below. (Keep in mind these are EXIT skills, not entry skills.)

Graduates of Two and Four-year Colleges





Figural Abilities

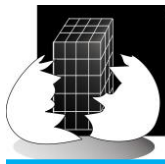
These scores represent figural-spatial abilities. These abilities are not exercised in school as much as the symbolic and semantic abilities, but figural abilities are critical for many aspects of living and for many careers. These abilities should not be ignored.

Symbolic Abilities

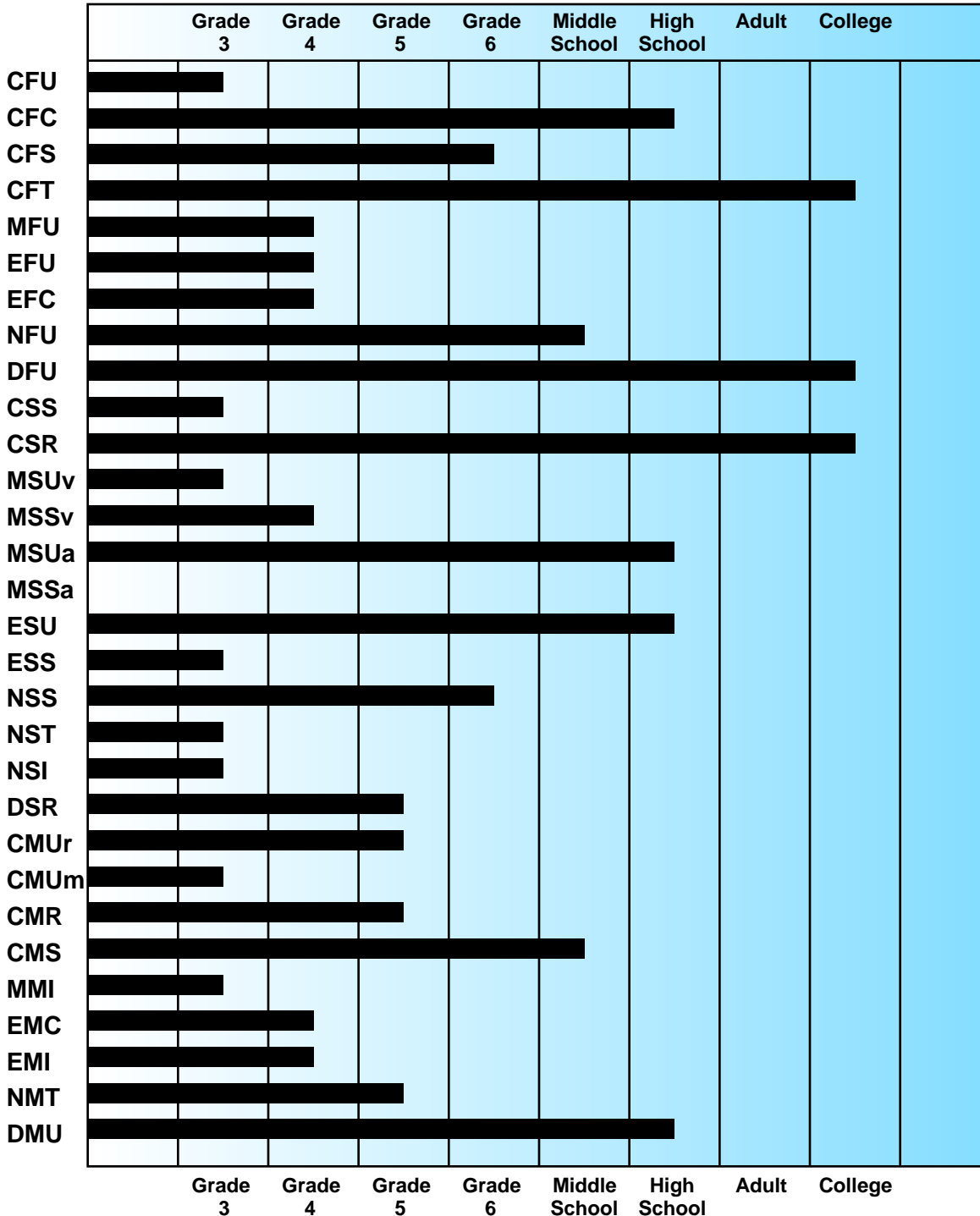
These scores represent symbolic abilities. These abilities are not emphasized in school as much as semantic abilities, but they are important for arithmetic, mathematics, spelling, and some aspects of reading -- in fact, any activity that requires processing notational information. These abilities are important to many careers.

Semantic Abilities

These scores represent semantic (verbal) abilities. These abilities are the foundation of academic instruction, so they are the key to school success. They are also essential for college and many careers.



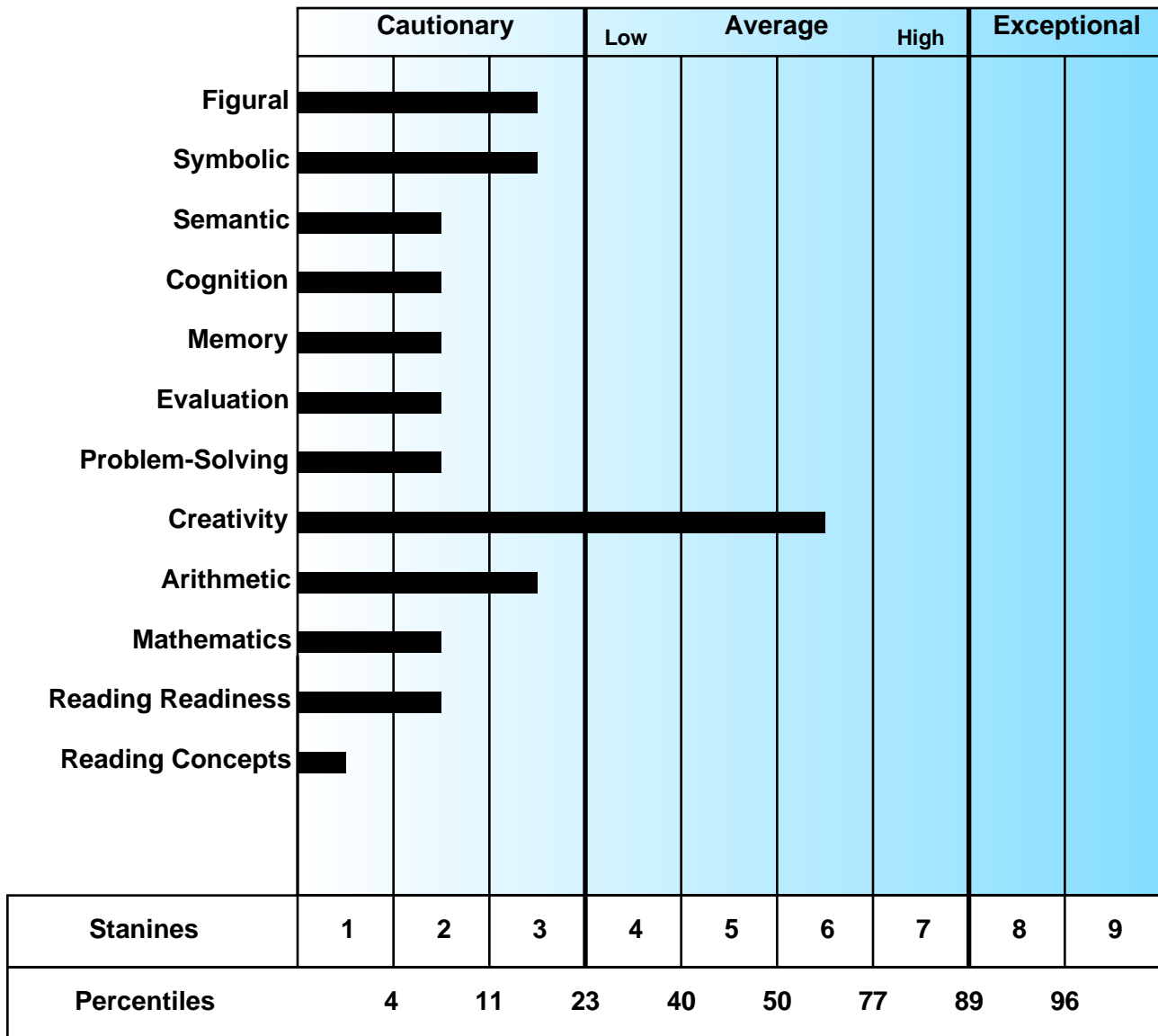
Grade Equivalences

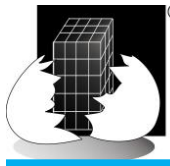


Grade level equivalences are calculated by taking the score on a subtest (CFU, for example) and matching it to the highest grade level where the same score would generate a stanine of 5 (50%). The fifth stanine is chosen because that is the middle of the standard score for the grade level, so it best represents the average for that grade. If a sixth grader scores higher on a subtest than the 5th stanine (50%) for that grade, the analysis then starts at the highest grade level (college) and goes down until a fifth stanine match for the score is found. A grade equivalency is produced for every subtest that a student takes.



Content Learning Style

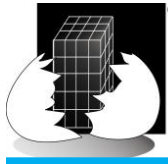




Individual Training Program

The following is the recommended training program to improve your abilities and optimize your learning potential.

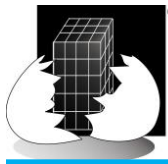
To Improve:	Activity:	Source:
Cognition	Learning To Focus	PM-NSR-I
Cognition	Visual Closure	PM-CFU-II
Cognition	Learning To Focus	PM-NSR-II
Cognition	Visual Closure	PM-CFU-III
Cognition	Moving The Elevator One	CM-MathMinds
Cognition	Where Are You	CM-Logic
Cognition	Making Numbers Work	PM-CSS-II
Cognition	Number Patterns	PM-CSS-I-01
Memory	Remembering Words Two	CM-MemoryMatrix
Memory	Making Sentences From Memory	CM-Memory
Memory	Remembering Letters And Numbers	CM-MemoryMatrix
Memory	Remembering Letters And Numbers Two	CM-MemoryMatrix
Memory	Remember Numbers Reverse (V)	CM-Memory
Memory	Remember Numbers Reverse (A)	CM-Memory
Problem-Solving	Following Rules To Make Words	PM-NST-II
Problem-Solving	Following Rules To Make Words	PM-NST-III
Memory	Remembering Sentences	CM-MathMinds
Memory	Who Goes Where	CM-Memory
Memory	Memory For Semantic Implications	PM-MMI
Evaluation	Shapes In Transition	CM-Logic
Cognition	Getting From Here To There	CM-Math
Cognition	Gear Works	CM-Math
Cognition	Getting From Here To There	PM-CFS-II
Memory	Putting Things Together	CM-MemoryMatrix
Memory	Remembering Animals Two	CM-MemoryMatrix
Memory	Remembering Things	PM-MFU-II
Memory	Remembering Things	PM-MFU-III
Memory	See And Remember Shapes	CM-MemoryMatrix
Memory	See And Remember Shapes Two	CM-MemoryMatrix
Evaluation	Seeing Differences	PM-EFU-I
Evaluation	How Things Go Together	CM-Reading/Science
Evaluation	Figural Classification	PM-EFC-I
Evaluation	Guided Classification	PM-ESC-II
Evaluation	Finding The Right Number	PM-ESC-III
Evaluation	Classifying Numbers	CM-Math



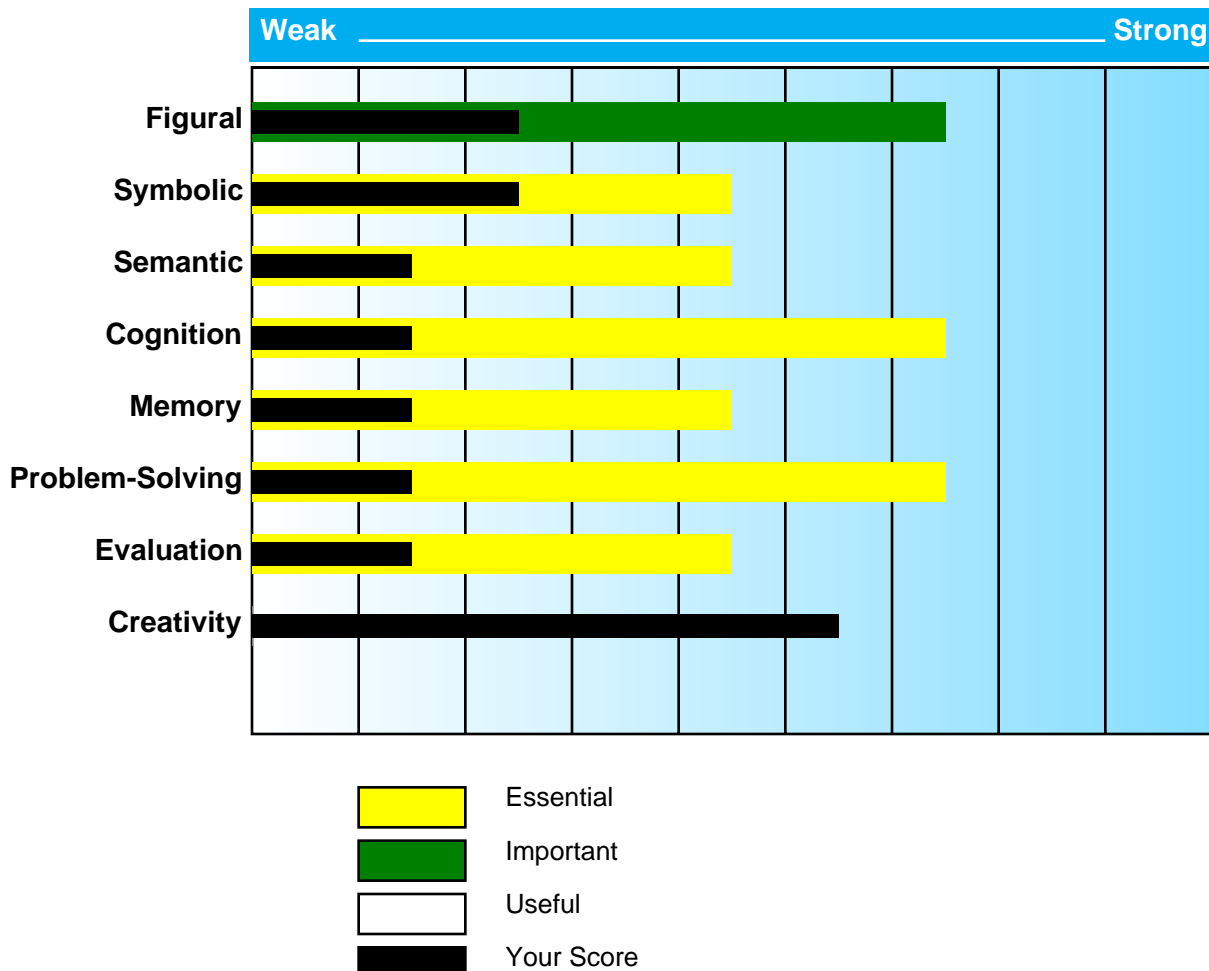
Individual Training Program

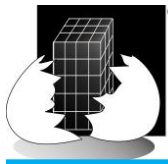
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To Improve:	Activity:	Source:
Problem-Solving .	Rules For Change	PM-NSI-I
Problem-Solving .	Rule Following	PM-NMR-III
Cognition	Read Remember Reason One	CM-Reading

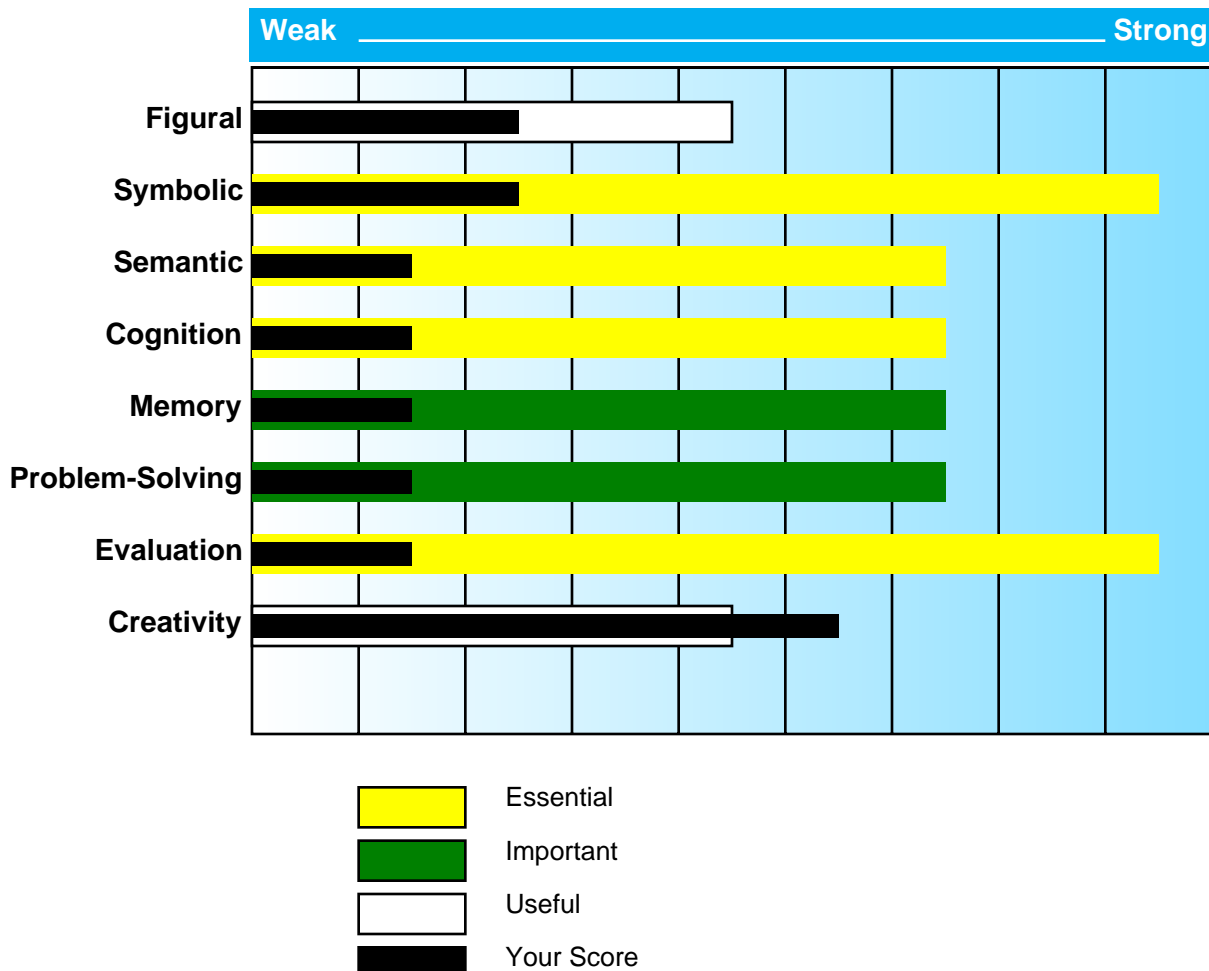


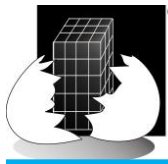
Police person



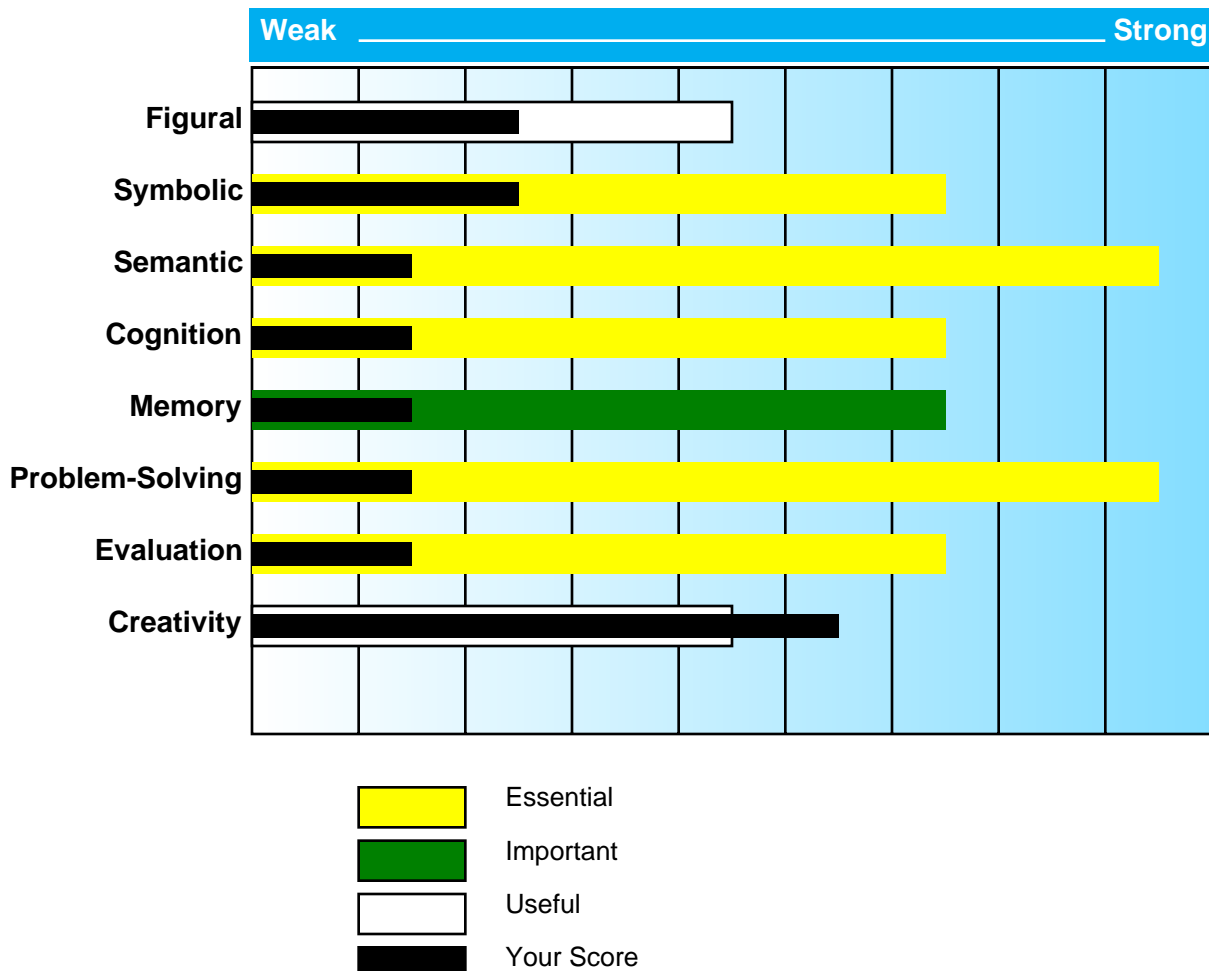


Scientist (general)



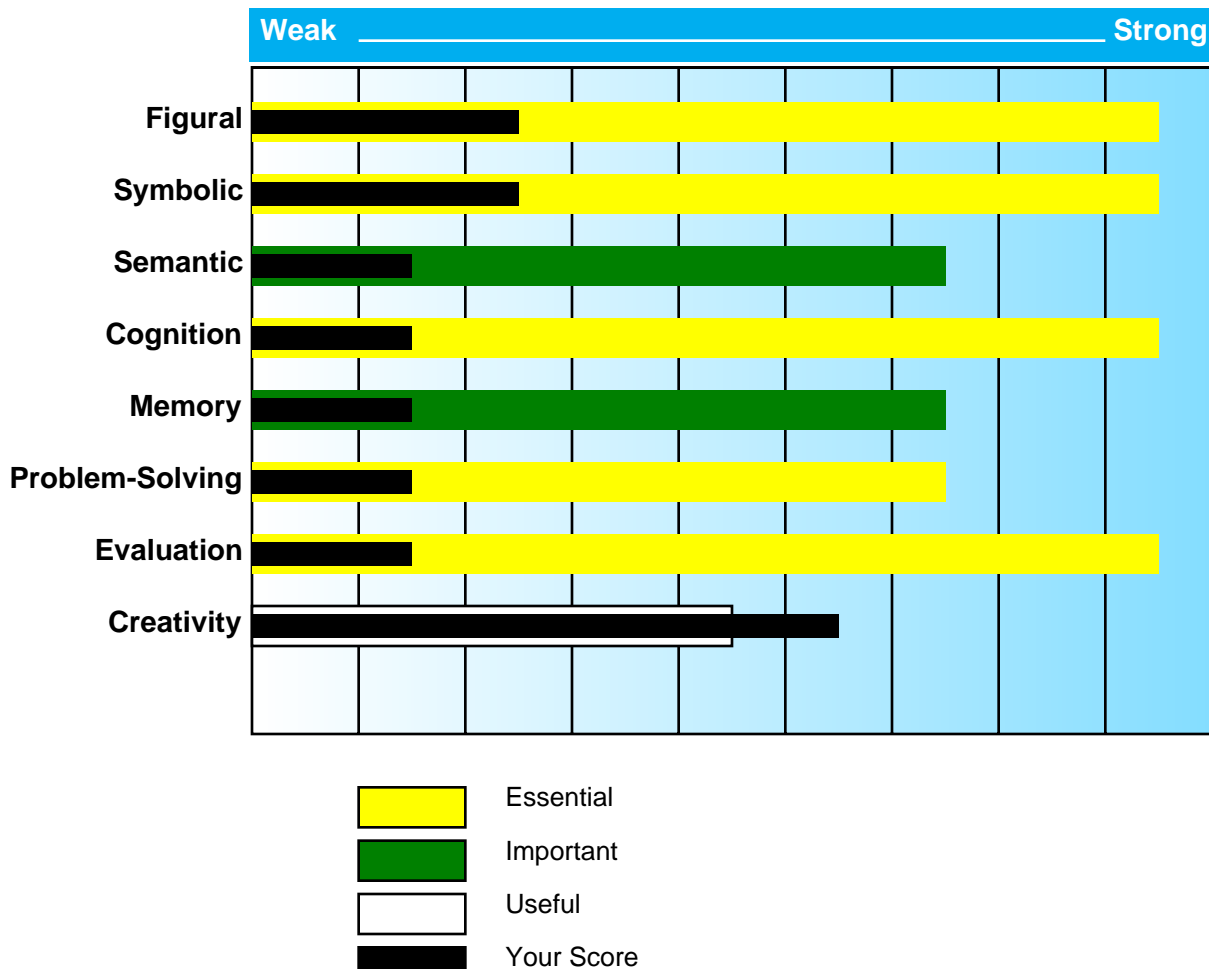


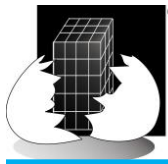
Political Research Analyst





Geological Engineering





Construction

