

Based on an analysis of the PMT results, the Preferred Learning Modality is Auditory Information Processing (STD Score of 98).

AUDITORY INFORMATION PROCESSING: Problem solving that requires listening and recalling what has been said.

Individuals scoring at this level (standard score range from 86 to 100) on Auditory Information Processing can understand and process orally presented information; however, extra time may be needed for them to comprehend more complex levels of language learning or to respond to difficult questions during discussions. They are able to follow verbal instructions, but detecting and understanding subtle meanings of orally presented material and verbal concepts may require additional discussion time. Techniques such as paraphrasing important definitions and repeating aloud essential instructions will be helpful with more difficult verbal tasks. Vocationally, they have the capability to meet the auditory information processing requirements of most occupational tasks or jobs.

Results measured by the PMT do not indicate a significant difference (10 STD Score Pts) between the auditory and visual modes. These data suggest learning can be accomplished through either modality. However, the individual may be more comfortable with the modality described above.

VISUAL INFORMATION PROCESSING: Problem solving that requires understanding and recalling what has been seen.

Individuals scoring at this level (standard score range from 86 to 100) on Visual Information Processing have the ability to understand complex visual materials when given time and motivation. Occasionally, their visual reproductions may lack some detail, and/or details may be overlooked when comparing visual stimuli. Multimodal presentations, combining visual information with auditory or tactile reinforcement, will be most effective. Vocationally, these individuals have the capability to meet the visual processing requirements of most jobs.

RELATIVE NEED(S)
10 OR MORE STANDARD SCORE POINTS BELOW PMT TOTAL SCORE

SEQUENTIAL MEMORY: Recognizing and remembering the correct order of things.

Individuals scoring at this level (standard score range from 71 to 85) on Sequential Memory may have some difficulty recalling the correct order or sequence of events necessary to solve problems. The order of steps in a process should be a specific focus in training and education. Care should be taken to provide consistency in the presentation of visual and auditory information. Performing problem-solving tasks under time stress may be difficult. Career counselors should organize the components of vocational choices for these individuals to facilitate the decision-making process. Information or training should be organized by either the curriculum or the instructor. For example, job coaching should stress organizational skills as a part of task training.

TRAITS WITHIN 10 STANDARD SCORE POINTS
OF THE PMT TOTAL SCORE OF 99

IMMEDIATE VISUAL RECALL: Correctly recalling what has been seen after
a brief period of time.

Individuals scoring at this level (standard score range from 86 to 100) on Immediate Visual Recall can understand and recall visual information, but may occasionally omit or confuse some visual details or make errors of haste when attempting visual tasks. Extra time may be needed for tasks which require holding many visual details in memory such as copying from the blackboard. Directions for multistep tasks should include "inspection" steps to check for important visual details. In education and job training, these individuals may be tempted to rely on visual memory alone when written notes or task sheets might improve the accuracy and speed of their work. Vocationally, job placement counseling should address the importance of attention to details for safety and job performance. Accommodations such as task listings and job cards may be helpful.

RELATIVE STRENGTH(S)
10 OR MORE STANDARD SCORE POINTS ABOVE PMT TOTAL SCORE

RECENT MEMORY: Recalling images after a period of time.

Individuals scoring at this level (standard score range above 100) on Recent Memory have the ability to retain and organize information which allows them to make detailed comparisons. This skill can be used as a basis for learning and scheduling tasks and/or for developing sensory and motor-based actions. It is often effective to present information about an activity or task before introduction to the materials or work site. Recent memory ability can compensate for problems in reading and writing in many clerical occupations; for example, a stock clerk may be able to remember the list of items desired by a client. These individuals have the ability to meet the recent memory requirements of most occupational tasks.

SPATIAL CONCEPT MEMORY: Understanding complex relationships among objects in space (lines, angles, depth, etc.); forming mental images of what things look like.

Individuals scoring at this level (standard score range above 100) on Spatial Concept Memory effectively perceive, visualize and utilize spatial concepts. They are able to work with and manipulate objects in space and time as well as understand and remember these relationships. Charts, graphs and demonstrations may be used to present complex/detailed information and teach manual and performance skills. Vocationally, these individuals have the ability to meet the spatial concept memory requirements of most occupations.

IMMEDIATE AUDITORY RECALL: Correctly recalling what has been said after a brief period of time.

Individuals scoring at this level (standard score range above 100) on Immediate Auditory Recall are able to receive, hold and accurately process auditory information. This allows them to learn and work with information from lectures, recordings and class discussions. They benefit from verbalizing difficult or complex material as part of the mastery process. Once they have correctly verbalized a concept, they can remember it; however, these individuals may rely on rote recall of definitions and details instead of comprehending their meaning. Individual projects such as interviewing experts or discussing applications of principles with those who use them in their work might be an effective learning experience. These individuals may prefer to memorize lists rather than write them down.

		PMT SUBTEST PROFILE								
		Raw	Std	25..40	...55	...70	...85	..100	..115	..130
PMT Total		278		99		:.....	:.....	:.....	:.....	:.....#
Spatial Relations		70		113		:.....	:.....	:.....	:.....	...#
Vis. Designs Recognition		36		90		:.....	:.....	:.....	:.....	..#
Vis. Designs Sequencing		29		85		:.....	:.....	:.....	:.....	..#
A-V Colors Recognition		54		110		:.....	:.....	:.....	:.....	..#
A-V Colors Sequencing		40		85		:.....	:.....	:.....	:.....	..#
Discrimination Recall		49		120		:.....	:.....	:.....	:.....:..#

The standard scores for the PMT Traits (profiled on the first page of this report) are derived from the individual's performance on the PMT subtests (profiled above). The subtests used to measure each Trait are shown below, in parentheses, following the Trait name. When two subtests contribute to a Trait, the Trait score is the average of the two subtest standard scores.

"PMT TRAITS" (PMT SUBTESTS)

- "Spatial Concept Memory" (Spatial Relations)
- "Sequential Memory" (Visual Designs Sequencing & AV Colors Sequencing)
- "Immediate Recall" (Visual Designs Recognition & AV Colors Recognition)
- "Recent Memory" (Discrimination Recall)
- "Auditory Information Processing" (AV Colors Recognition & Sequencing)
- "Visual Information Processing" (Visual Designs Recognition & Sequencing)

STRENGTHS AND NEEDS

In the analysis of the individual's strengths and needs, "Immediate Recall" and "Sequential Memory" are each treated as single traits unless (1) there is a difference of 8 or more standard score points between the contributing subtests or (2) the two Recognition or Sequencing standard scores fall into different categories. When one of these exceptions applies, the traits will be differentiated as follows:

- "Immediate Auditory Recall" (Auditory-Visual Colors Recognition)
- "Immediate Visual Recall" (Visual Designs Recognition)
- "Sequential Auditory Memory" (Auditory-Visual Colors Sequencing)
- "Sequential Visual Memory" (Visual Designs Sequencing)

In the event no PMT Trait is 10 standard score points above (Strength) or below (Need) the PMT Total, the Trait with the greatest score difference will be selected as a relative Strength or Need. If there is a "tie," the first Trait listed based on a single subtest (Spatial Concept Memory or Recent Memory) will be selected instead of a Trait based on combined scores (Immediate Recall or Sequential Memory).