

Full Scale AIQ

99

The Full Scale AIQ score is calculated from 10 subtests, which are then grouped into four categories: Visual Spatial Processing, Reaction Time, Decision Making, and Learning Efficiency.

Visual Spatial Processing

103

This factor measures visual perception and organization, simultaneous processing, visual memory, and spatial scanning. Ultimately, these tasks require athletes to mentally organize visual information efficiently and effectively.

Manipulation / Rotation



Navigation



Visual Retention



Spatial Awareness



Reaction Time

100

This factor measures an athlete's speed in response to stimuli. It also assesses the ability to make snap judgments, detect differences, or compare information. These tasks require sustained attention, concentration, and mental control.

Reaction Time - Simple



Reaction Time - Distract



- Highly Accurate
- Accurate
- Fairly Inaccurate
- Highly Inaccurate

Decision Making

100

This factor measures the speed and accuracy of decision making over time.

Multiple Target Search



Target Comparison



Learning Efficiency

92

This factor measures the ability to store information into long-term memory and then retrieve that information later.

Acquisition



Recall



Scoring Key

<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR

Analysis

Player X's ability to see plays unfold in his mind was a significant strength (manipulation/rotation). This may help him anticipate the actions of his opponents on the offensive and defensive side of the ball.

His strong navigation abilities are likely to help him efficiently drive the ball to the rim or take optimal paths to get open when he moves without the ball. It is also likely he may see passing lanes well.

Of note was that Player X had difficulty holding immediately presented visual information in mind. Based on this weakness, coaches may want to provide Player X with verbal instructions regarding in-game adjustments rather than showing him plays on a white board.

Some concerns were also noted in the area of learning efficiency. In particular, Player X's rate of learning was relatively slow. Once he learned new information, he was able to recall it, but it took him longer to learn than other elite athletes. Coaches may want to spend extra time with Player X breaking down the playbook and giving him extra reps at practice to ensure he learns new skills and information.

Player X's reaction time abilities were consistent with expectations for a player of his caliber. However, it was noteworthy that he was highly inaccurate on a measure of reaction time without distractors. This might suggest a tendency to play impulsively at times, which could lead him to force things on offense.

Recommendations

Coaches can provide Player X with weekly quizzes to help him learn and retain information. Coaches may also want to give Player X a quiet room with no distractions when he's reviewing film to optimize his learning.

It is also likely that memory strategies will be helpful to Player X. For instance, when teaching him a set play, provide him with the history so he can connect the play to its name via the story's meaning like calling a play "Princeton 96" referencing Princeton's famous back door play to upset UCLA to advance in the 1996 NCAA tournament.

Coaches should provide Player X verbal instructions instead of visual when making adjustments in the game or when discussing plays on the sideline.

Given his significant strength in seeing plays unfold in his mind, he should be encouraged to be patient on the court and not force plays.

Visual Spatial Processing

103

This factor measures visual perception and organization, simultaneous processing, visual memory, and spatial scanning. Ultimately, these tasks require athletes to mentally organize visual information efficiently and effectively.

Visual Spatial Processing - Subtests

Manipulation/Rotation

119

(Shape Rotations)

Assesses the ability to visualize the field well, especially under altered conditions. A strength in manipulation/rotation might come into play when an athlete must adapt to his visual field changing as a play unfolds.

Navigation

118

(Route Finding)

Assesses the ability to scan a visual field quickly and effectively, and determine the shortest route to the destination. A strength in navigation may enable an athlete to quickly recognize obstacles and identify the best path.

Visual Retention

84

(Memory for Shapes)

Assesses the ability to form and store mental images and then recognize or recall them later. A strength in visual retention may enable an athlete to learn different offensive and defensive formations more efficiently. In addition, the athlete is likely to remember where other players are supposed to be on the field as plays are carried out.

Spatial Awareness

91

(Design Matching)

Assesses the ability to maintain orientation with respect to objects in space. A strength in spatial awareness may enable an athlete to keep a specific play in mind and maintain his positioning in relation to other players or landmarks.

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR



Reaction Time

100

This factor measures an athlete's speed in response to stimuli. It also assesses the ability to make snap judgments, detect differences, or compare information. These tasks require sustained attention, concentration, and mental control.

Reaction Time - Subtests

Reaction Time - Simple

101

(Simple Reaction Time)



Assesses the ability to respond quickly and accurately to immediate stimuli. A strength in reaction time - simple may enable an athlete to get a jump on an opposing player.

Reaction Time - Distract

98

(Choice Reaction Time)



Assesses the ability to respond quickly and accurately to important stimuli while ignoring distractions. A strength in reaction time - distract may enable an athlete to remain focused on key information while ignoring extraneous factors.

- Highly Accurate
- Accurate
- Fairly Inaccurate
- Highly Inaccurate

Scoring Key

<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR



Decision Making 100

This factor measures the speed and accuracy of decision making over time.

Decision Making - Subtests

Multiple Target Search 100

(Object Scanning)

Assesses the ability to search for information rapidly in a visual field. A strength in this area would likely enable an athlete to quickly locate players or markers of interest.

Target Comparison 100

(Number Matching)

Assesses the ability to quickly compare information in a visual field. A strength in this area may allow a player to quickly decide what to do next, based on the actions of opposing players.

Scoring Key				
<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR



Learning Efficiency

92

This factor measures the ability to store information into long-term memory and then retrieve that information later.

Learning Efficiency - Subtests

Acquisition

89

(Paired-Associative Learning)

Assesses the ability to store and recall information through association. A strength in this ability may enable an athlete to learn and recall plays efficiently and effectively, thus requiring less study time.

Recall

94

(Paired-Associative Learning - Delayed)

Assesses the ability to recall previously learned information quickly and accurately. A strength in this area may allow an athlete to retain previously learned plays well over time.

Scoring Key

<85	85-94	95-104	105-114	115<
POOR	LOW AVG	AVG	HIGH AVG	SUPERIOR