



**SOI SYSTEMS**  
TOOLS FOR LEARNING SUCCESS

# IPP TRAINING PREP COURSE

**PART 1**

# BACKGROUND

## THE SOI THEORY

SOI stands for Structure of Intellect. It is a theory of human intelligence developed by Dr. J.P. Guilford over twenty years of research at the University of Southern California.

The SOI theory is easily understood in educational terms: it identifies 90 different intellectual abilities that readily map onto learning tasks. The theory was originally developed for the military so they could understand the learning requirements that service personnel needed for job proficiency.

## MARY MEEKER'S CONTRIBUTION

Dr. Mary Meeker was one of Guilford's students. She had been a teacher and a school psychologist prior to graduate school. She immediately saw how the Structure of Intellect related to education — how it explained differential intelligence and how it could be used to diagnose learning problems. In that regard, she added something very important to the application of the SOI theory; she set out to prove that the SOI Learning Abilities could be improved through training.

Her early research demonstrated that language skills could be improved by improving memory and sequential understanding. The improvements were made with SOI training materials, thereby demonstrating that learning can be improved by strengthening the underlying SOI abilities. Her approach closed the gap between measuring abilities and improving the weakest abilities. This is done by obtaining a profile of intellectual abilities through SOI testing; SOI training positively affects better academic performance.

## THE SOI PHILOSOPHY OF LEARNING IMPROVEMENT

SOI programs for learning development are based on a few important principles.

First, all of our programs are individualized. We do not believe in one-size fits all, so all of our programs begin with an assessment. We want to know the needs before we begin to help.

Second, all of our programs are managed. We want to provide you with as much help and guidance as possible, so our programs have structured guidance in the form of computer-based management programs. It is essential that you use these programs to insure the integrity of the implementation and to facilitate the communication with SOI.

Third, we expect success. All of our programs have been in the field for more than 10 years — IPP has been in the field for 30 years — and we have compiled a record of success. If we fail to achieve success in a given case, we want to know why so we can make improvements. We monitor progress primarily through our management database — when we see a problem, we want to assist in correcting it. When we are successful, everyone wins.

## **IPP OVERVIEW**

IPP is an SOI program that addresses learning problems at a perceptual and sensory integration level. SOI testing and module training can address problems that are caused by underdeveloped learning abilities, but some problems are rooted in causes at a much more basic level.

### **PERCEPTUAL PROBLEMS**

If a student has visual or auditory difficulties, these can impair his or her learning at a fundamental level. If perceptions are not processed properly, there is little opportunity for intellectual “handlers” to properly interpret the signal. It is difficult to learn to read if you are not processing the letters on the page properly. If the perceptual problem is acuity, that is relatively easy to fix with glasses. IPP, on the other hand, deals with problems of visual processing – properly processing the visual signal that is presented on the page or screen.

### **BODY CONTROL AND SENSORY INTEGRATION**

If a student does not have solid control of his or her body, it is difficult to organize and process sensory input. An adequate sense of perceptual-right and perceptual-left is necessary to make sense of inputs that are received. When perceptions cross the midline of the body, the perceptual processing must easily accomplish this change or it will lose the signal altogether.

Students who lack adequate perceptual, body-control, and sensory-integration aptitudes will have difficulties with perceptual-demanding learning tasks, particularly with acquiring reading, math, and other sequence-dependent skills.

### **IPP DESIGN**

The IPP program follows our general clinical paradigm: assess, diagnose, train. The ten IPP assessments are very important because they determine the client’s IPP treatment program. You will be given extensive training on how to administer and score the assessments.

### **FOCUSING SKILLS ASSESSMENT**

The focusing skills assessment consists of five screenings. The screenings do not involve any intricate or expensive equipment. All of the materials for the assessments are provided with the IPP kit.

### **SENSORY INTEGRATION ASSESSMENT**

The sensory integration assessment also consists of five screenings. All of the materials are provided with the IPP kit.

### **DIAGNOSIS AND TREATMENT PLAN**

Once you have administered the assessments, enter the scores into the SOI-IPP Management program. The “expert system” in the program will analyze the scores and produce an IPP treatment plan. The treatment plan consists of prescribed kinesthetic and physical exercises. You will be given training on how each of the exercises is to be done and how to judge client performance. This administration can become very complicated, so the management program is of great assistance. It guides you through the clients’ exercise plan. As the client completes each exercise, the program tells you which exercises the client should do next. This ensures that you are doing the exercises in the correct order.

# THE PURPOSE AND DESIGN OF IPP

## IPP IN SOI CENTERS

SOI Centers have been established to deal with client's learning problems — typically, problems that schools and tutoring centers have not been able to resolve. In many cases, these problems can be resolved with SOI Learning Abilities testing and resulting SOI Abilities training. In other words, the learning problems have been caused by undeveloped learning abilities, so SOI Learning Abilities training is sufficient to resolve the learning problems.

However, there are clients who present with deeper causes — causes rooted in the more primary aspects of learning. This is the value of IPP. Learning takes place through the portals of perceptions — both visual and auditory — and in the context of the learners' sense of where their bodies are in space, particularly in relationship to the perceptions they are receiving. In a nutshell, these are the signals that they receive in any learning situation.

If these signals are correctly perceived and correctly processed, then the first stage of learning is on path and the signals are passed on to "intellectual handlers" — the SOI learning abilities. But, if the signals are incorrectly perceived and/or incorrectly processed, then the intellectual handlers are working with inferior material. They can still try to do their job of interpreting and processing the data, but it is much more difficult — sometimes to the point of complete failure.

When these "signal" problems go undetected, it can inhibit even the best SOI Learning Abilities training. It is slower and more frustrating than it would be with those clients who do not have "signal" problems. IPP is designed to help you correct these "signal" problems.

## IPP AS A PARAPROFESSIONAL PROGRAM

Signal problems are often treated by Developmental Optometrists for visual problems and Occupational Therapists for sensory integration problems. More precisely, they are treated by specialists under the supervision of Developmental Optometrists and Occupational Therapists — paraprofessionals guided by professionals.

Your role in IPP is exactly the same. You are a paraprofessional being guided and supervised by the "expert system" incorporated into the SOI-IPP Management program.

The management program takes the client's assessment scores and develops a treatment plan for you to follow. The management program will also guide you through the series of exercises in the correct order. There are many contingencies (branches) in doing the exercises, so the management program tells you what exercises to do next.

As the paraprofessional, your job is to give the assessments to the client, enter the results into the management program, follow the exercise plan that is created, and record each step through the entire treatment/exercise plan.

**YOU ARE READY  
TO TAKE QUIZ 1.**