

INSTRUMENTAL ENRICHMENT, STANDARD VERSION: AN OVERVIEW

The Standard Instrumental Enrichment program has a number of instruments, each of which are separate groupings of student activities, each focusing on a specific cognitive strategy. The Standard IE programme has been designed for students working at a developmental age of 9 years +

Below is a brief summary of the 14 instruments, as follows:

Organization of Dots (Projection of Virtual Relationships)—Identify patterns which are present but not immediately obvious, using clouds of dots to find a series of overlapping geometric figures

Orientation in Personal Space—Understand point-of-view, and orient oneself to the four positions of right, left, front, and back when detached from the learner's own point of view
Comparisons—Find similarities and differences using pictorial, geometric, and verbal input, leading to spontaneous comparative behavior

Analytic Perception--Analyze different geometric designs through understanding of the relationships between wholes and parts
Categorization—Acquire classification processes according to labelled underlying principles, applied to objects, figures, numbers, and pictures

Instructions—Use verbal input to both follow instructions precisely and create verbal instructions for others to follow, using the processes of encoding, decoding, and inference
Illustrations—Perceive, recognize, and solve situational problems that involve ingenious solutions, distinguish between what is absurd and/or humorous, and understand the need for reflective thinking

Temporal Relations—Reorient one's perceptions of time and increase one's capacity to register, process, and sequence different types of time relationships

Numerical Progressions—Seek "laws" or "rules" which form the basis for events, and deduce the relationships between events

Family Relations--Use the terminology of the family to label and then understand and generalize about relationships among people in different organizations

Orientation in Space—Build on one's understanding of the relative relationships derived from the earlier Orientation in Personal Space instrument to now grasp the stable system of reference of cardinal directions (north, south, east, west), thus integrating both systems

Transitive Relations—Infer new relationships from those existing between objects or events that are described in terms of greater than, equal to, or greater than, using simple mathematical operations

Syllogisms—Use formal operational logic, manipulating the concept of sets and the laws governing them and their members
Representative Stencil Design—Use all the previous cognitive strategies acquired in earlier instruments to mentally (not motorically) construct colored composite designs using representations of stencils; students must identify both the individual stencils being used and the order in which they are mentally superimposed on each other.

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