



MANDIA MENTIS
INSTITUTE OF EDUCATION
MASSEY UNIVERSITY

FEUERSTEIN



FEUERSTEIN

Learning Propensity
Assessment Device

Instrumental
Enrichment



Some stories *enhance* life;
Others *degrade* it
So we must be careful
About the stories we tell,
About the ways we define,
Ourselves and other people.

(Burton Blatt (1987, p142)

*“The human organism is open to
MODIFIABILITY
at all ages and stages of development
CHANGE
is possible and desirable”*

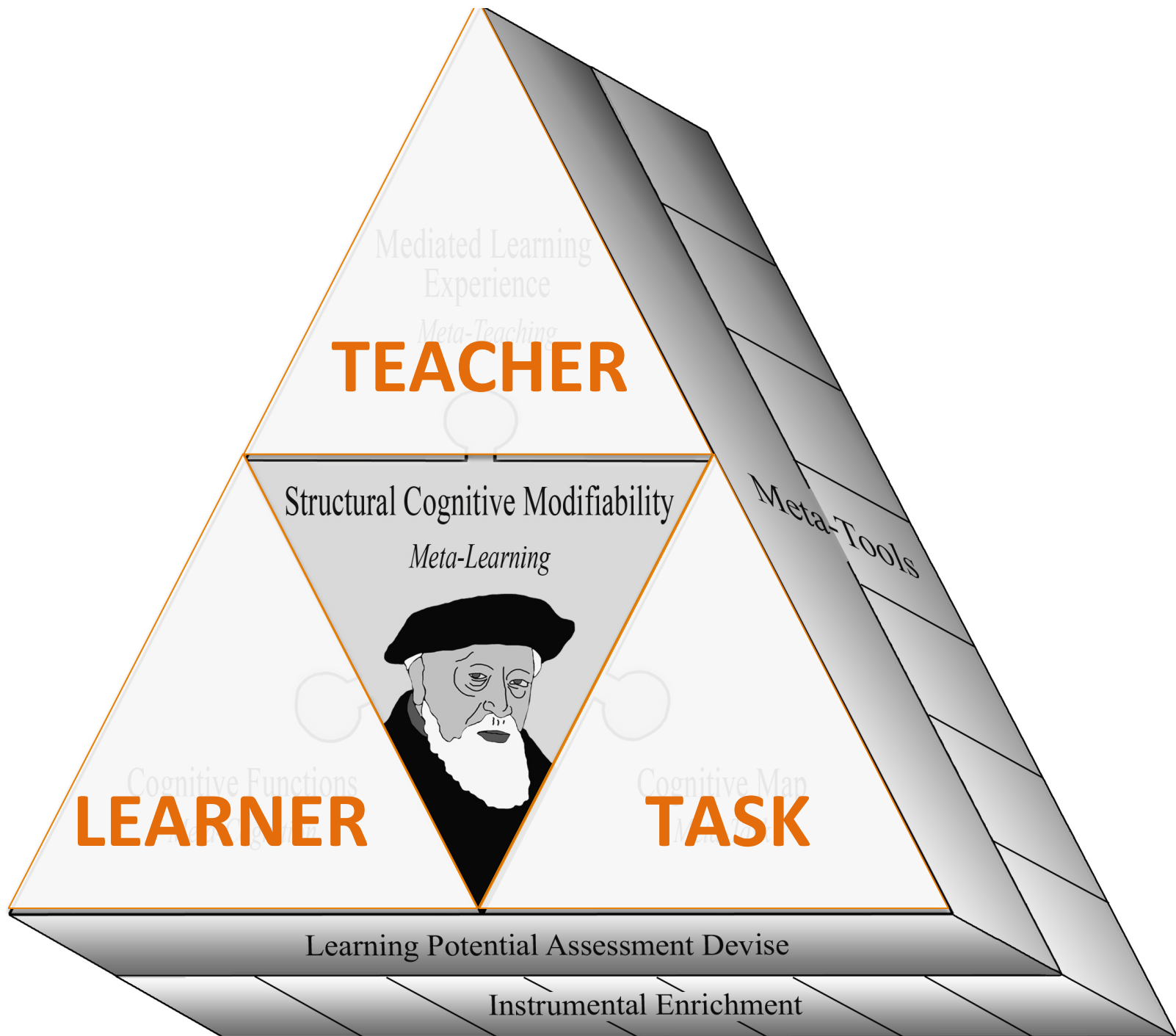


FEUERSTEIN

Reuven Feuerstein



Structural Cognitive Modifiability





Mediated
Learning
Experience
TEACHER

Structural Cognitive Modifiability
Meta-Learning



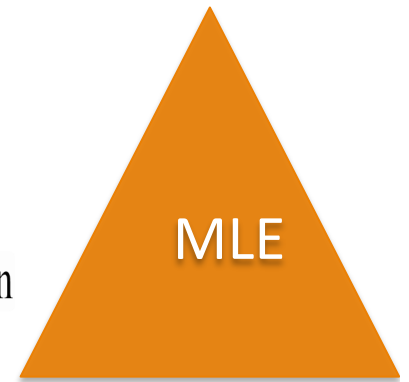
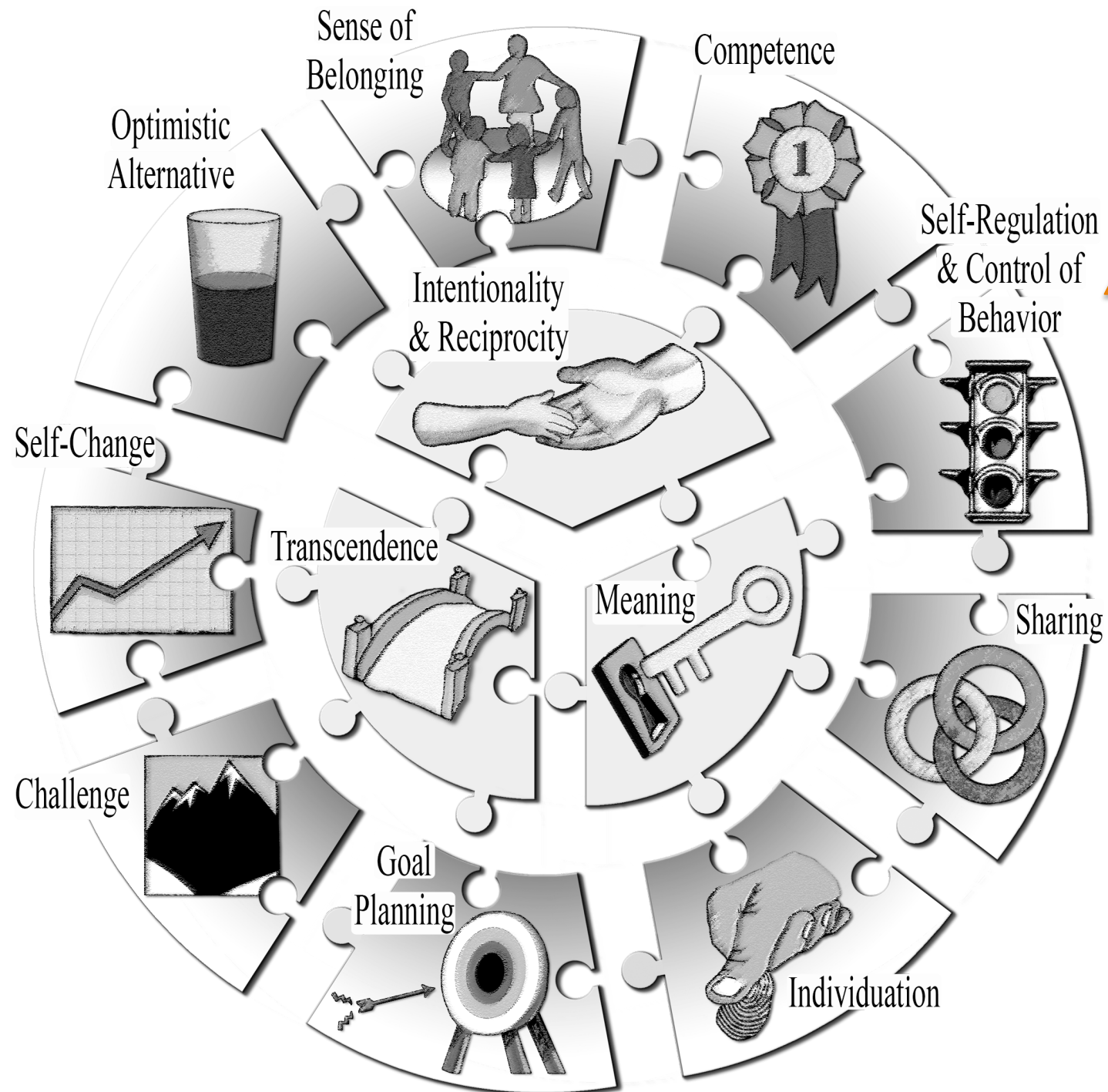
Cognitive Functions
Meta-Cognition

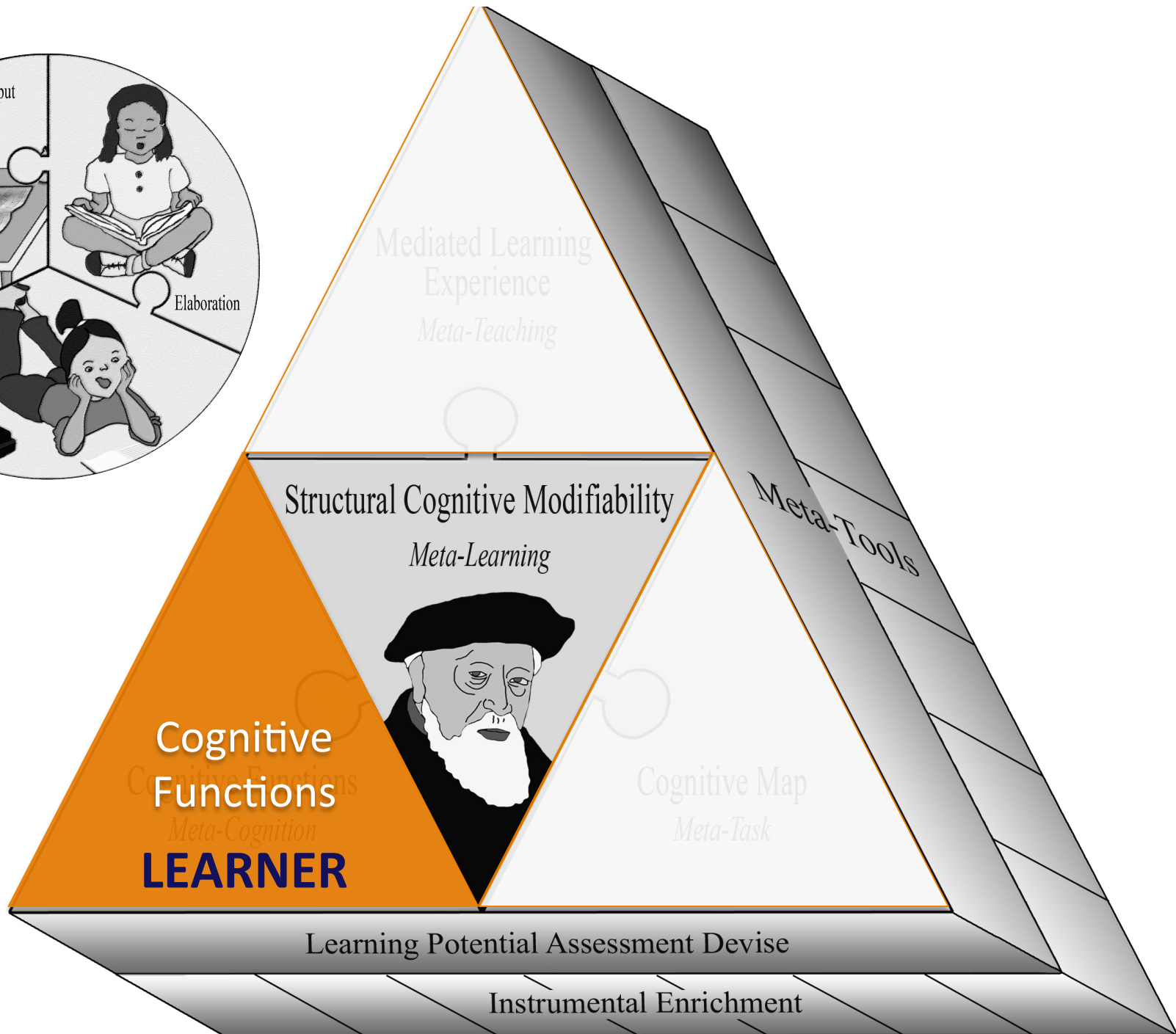
Cognitive Map
Meta-Task

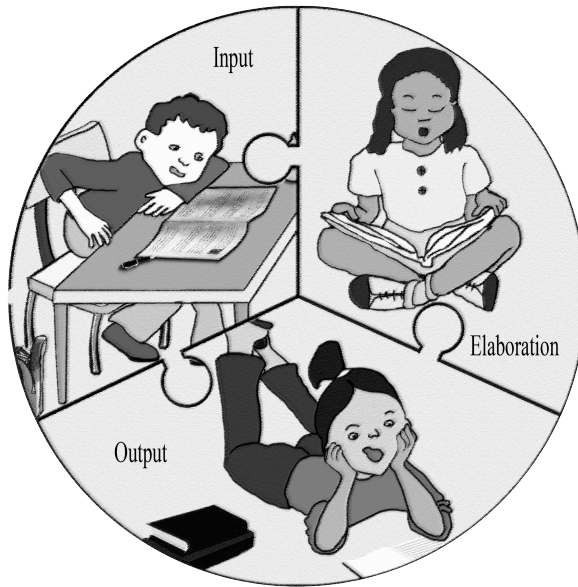
Meta-Tools

Learning Potential Assessment Devise

Instrumental Enrichment





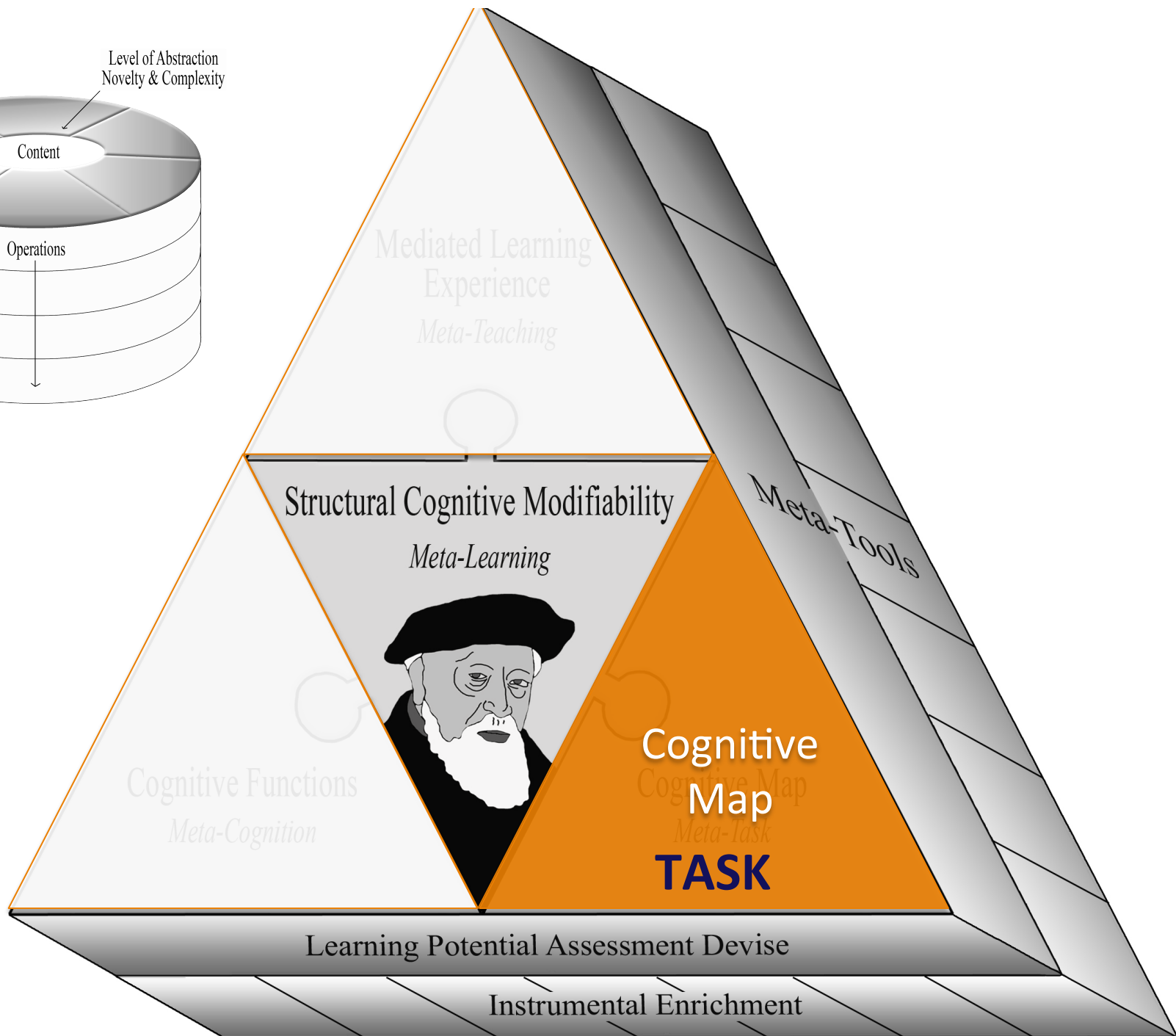
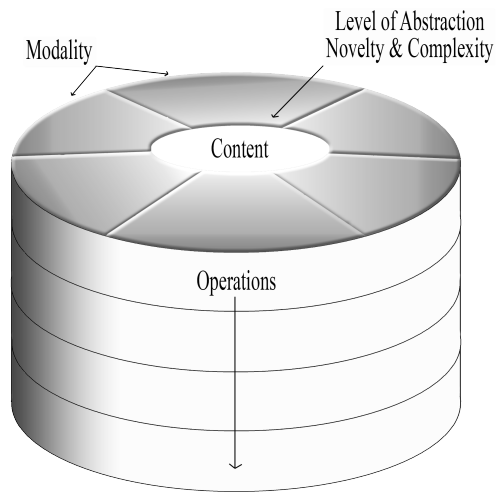


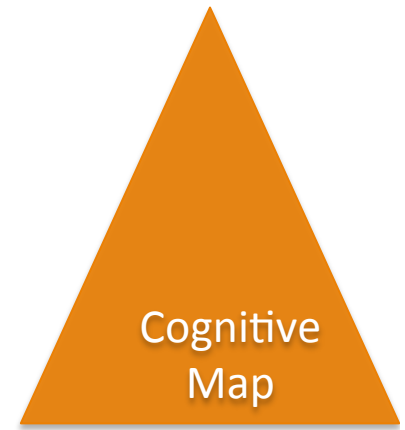
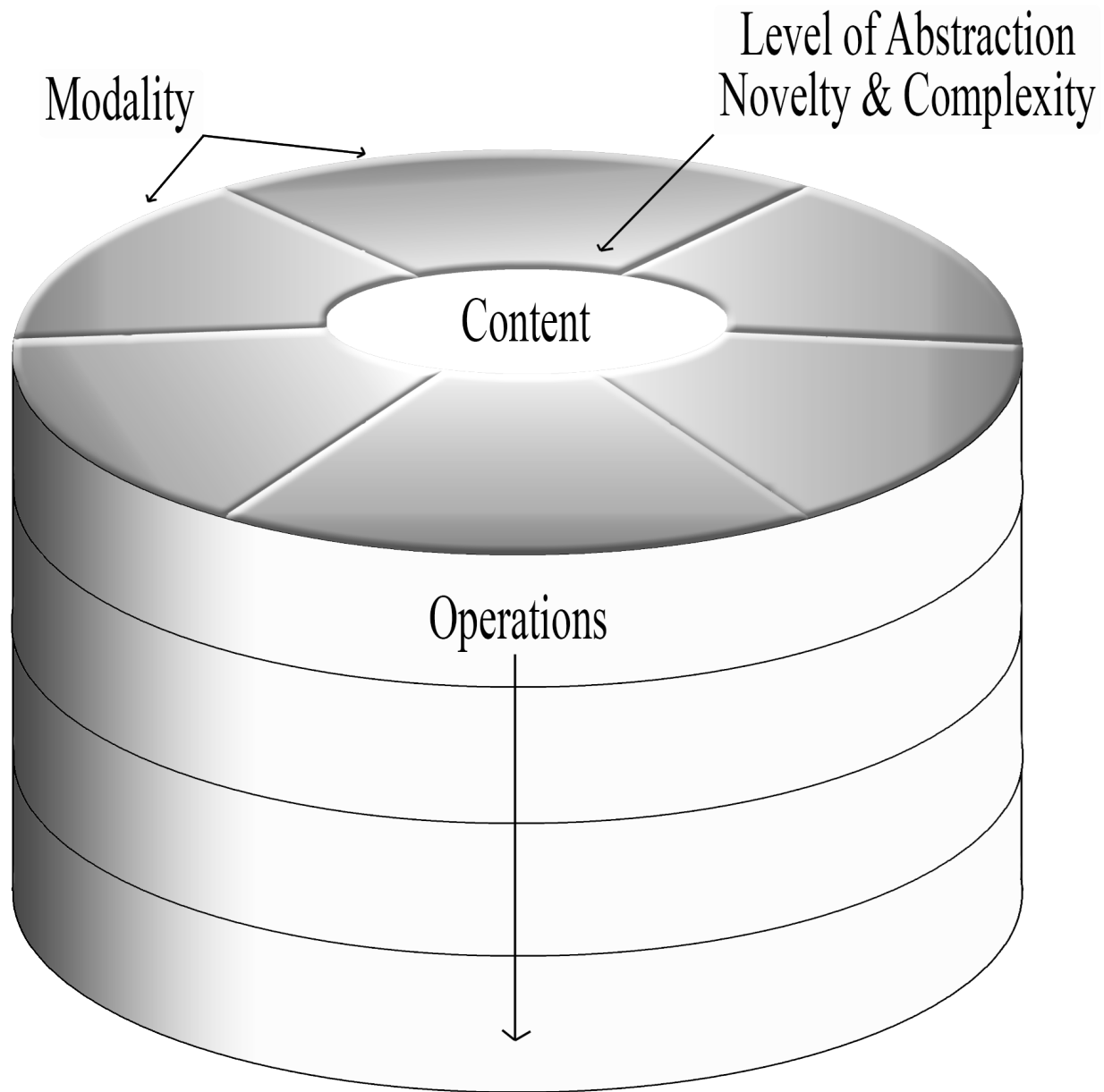
Input	
Functions	Dysfunctions
Perception	
Clear	Blurred and Sweeping
Exploration of a Learning Situation	
Systematic	Impulsive
Receptive Verbal Tools and Concepts	
Precise and Accurate	Impaired
Understanding of Spatial Concepts	
Well Developed	Impaired
Understanding of Temporal Concepts	
Well Developed	Lack of or Impaired
Ability to Conserve Constancies	
Well Developed	Impaired
Data Gathering	
Precise and Accurate	Impaired
Capacity to Consider More than One Source of Information	
Well Developed	Impaired

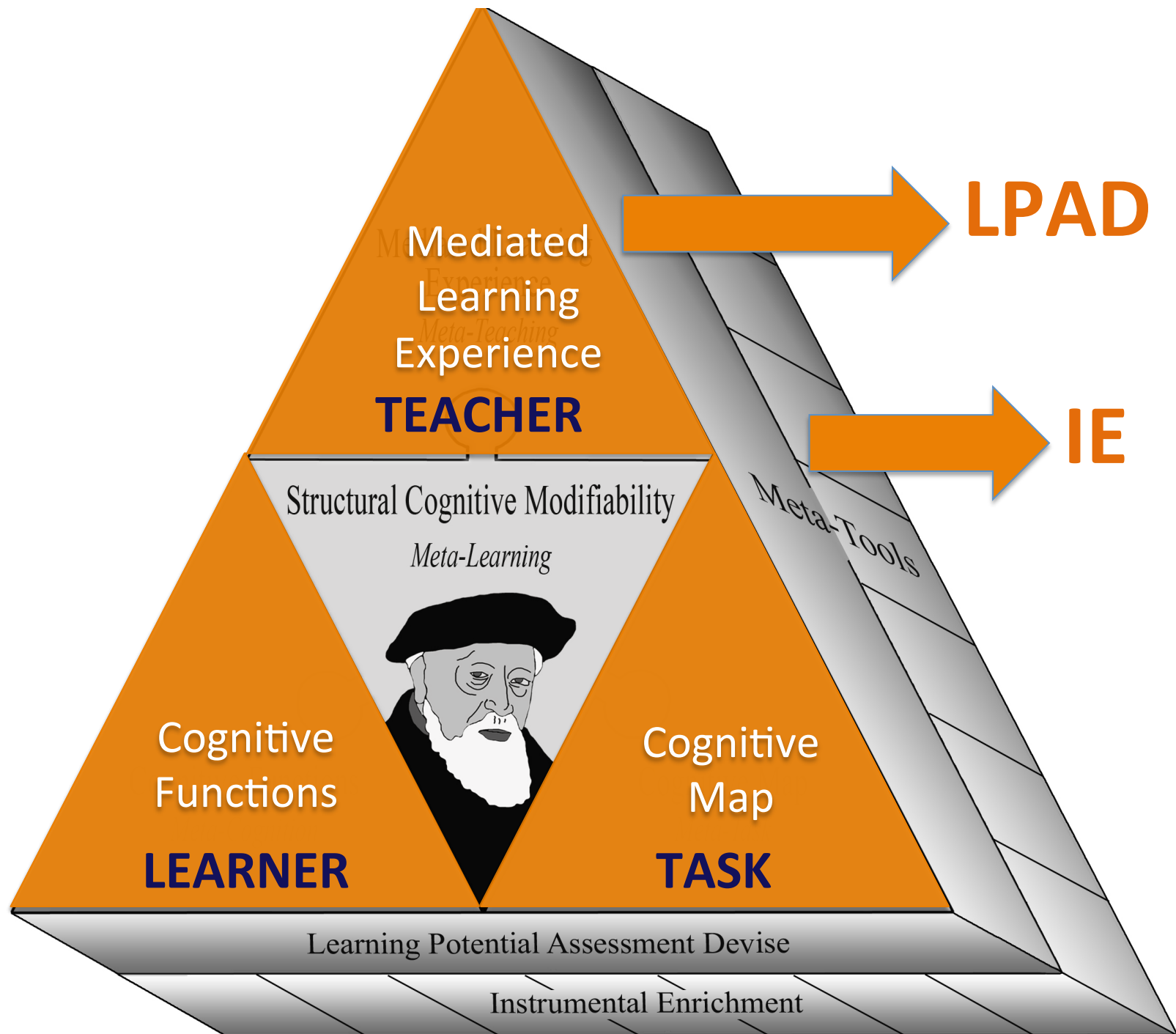
Elaboration	
Functions	Dysfunctions
Definition of the Problem	
Accurate	Inaccurate
Select Relevant Cues	
Ability	Inability
Engage in Spontaneous Comparative Behavior	
Ability to	Inability to
Mental Field	
Broad and Wide	Narrow and Limited
Spontaneous Summative Behavior	
Need for	Impaired Need for
Project Virtual Relations	
Ability to	Inability to
Logical Evidence	
Need for	Lack of need for
Internalize Events	
Ability to	Inability to
Inferential-Hypothetical Thinking	
Ability to Use	Impaired Ability to Use
Strategies for Hypothesis Testing	
Ability to Use	Impaired Ability to Use
Planning Behavior	
Need for	Lack of
Elaboration of Cognitive Categories	
Adequate	Impaired
Grasp of Reality	
Meaningful	Episodic

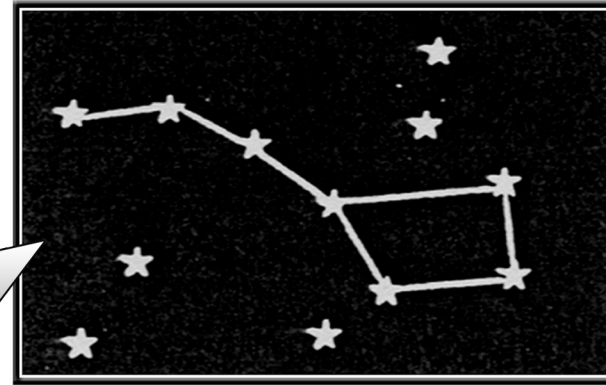
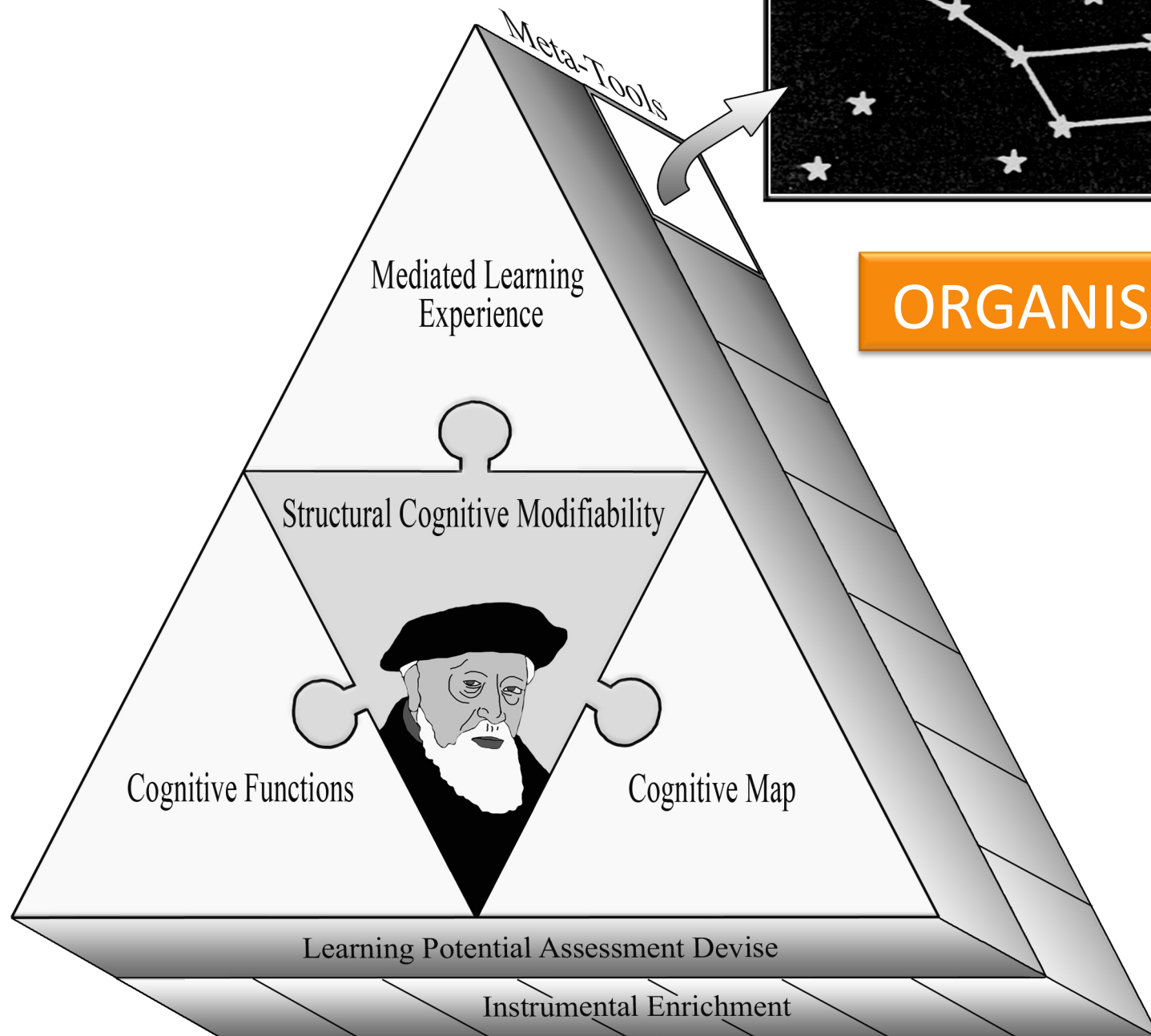
Output	
Functions	Dysfunctions
Communication Modalities	
Mature	Egocentric
Output Responses	
Participatory	Blocking
Output Responses	
Worked Through	Trial and Error
Expressive Verbal Tools	
Adequate	Impaired
Data Output	
Precise and Accurate	Impaired
Visual Transport	
Accurate	Impaired
Behavior	
Appropriate	Impulsive / Acting Out

Cognitive Functions

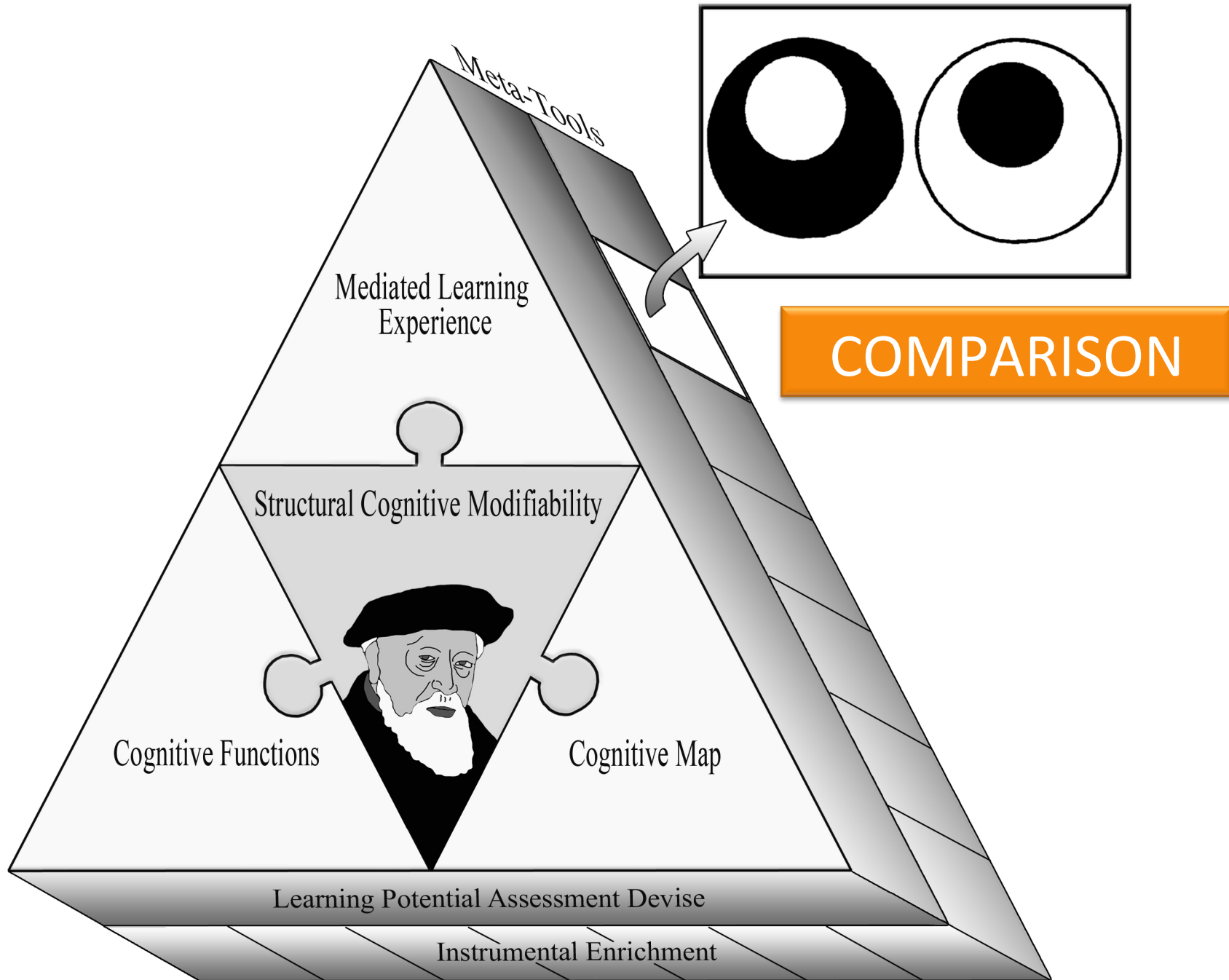


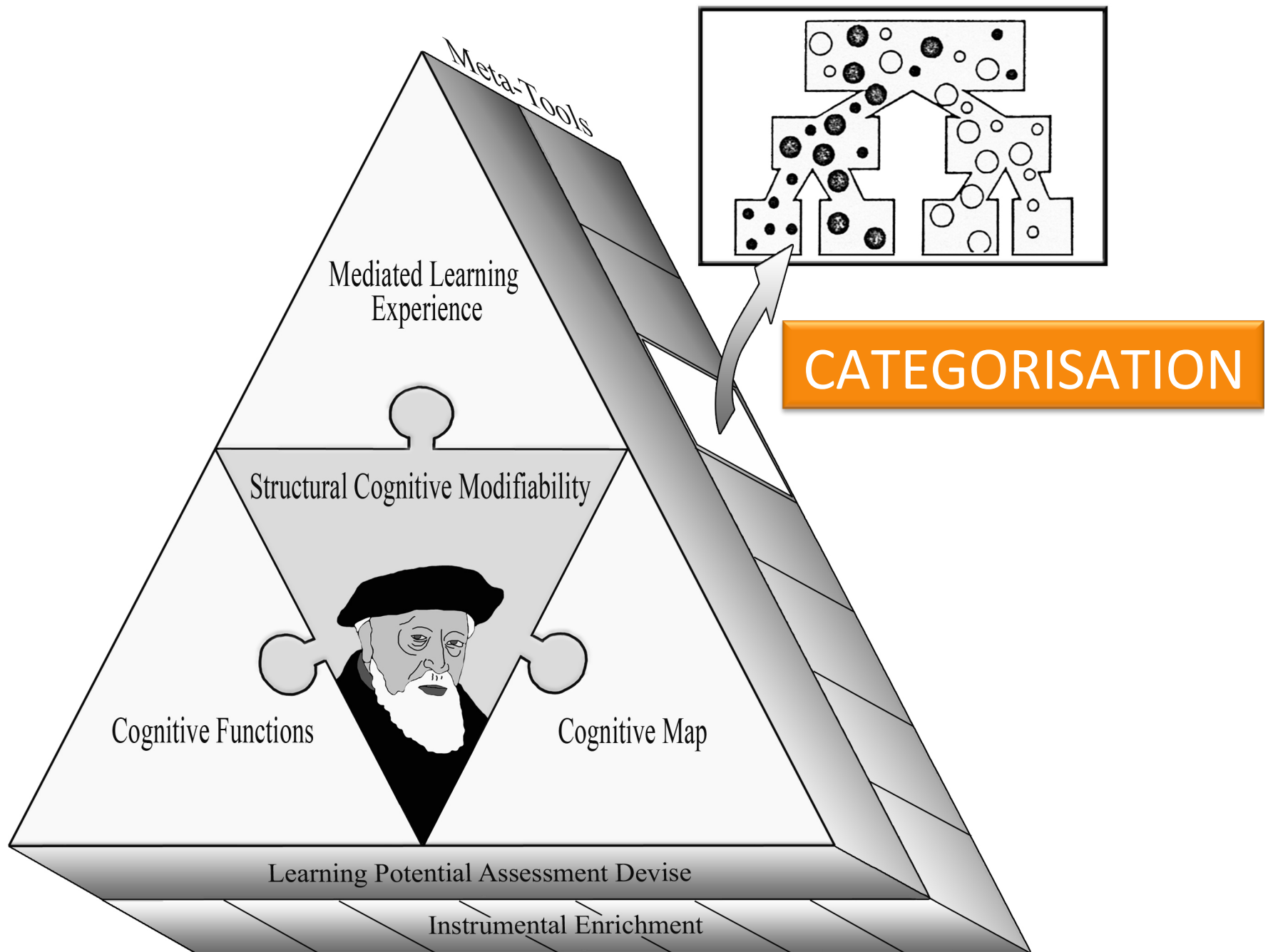


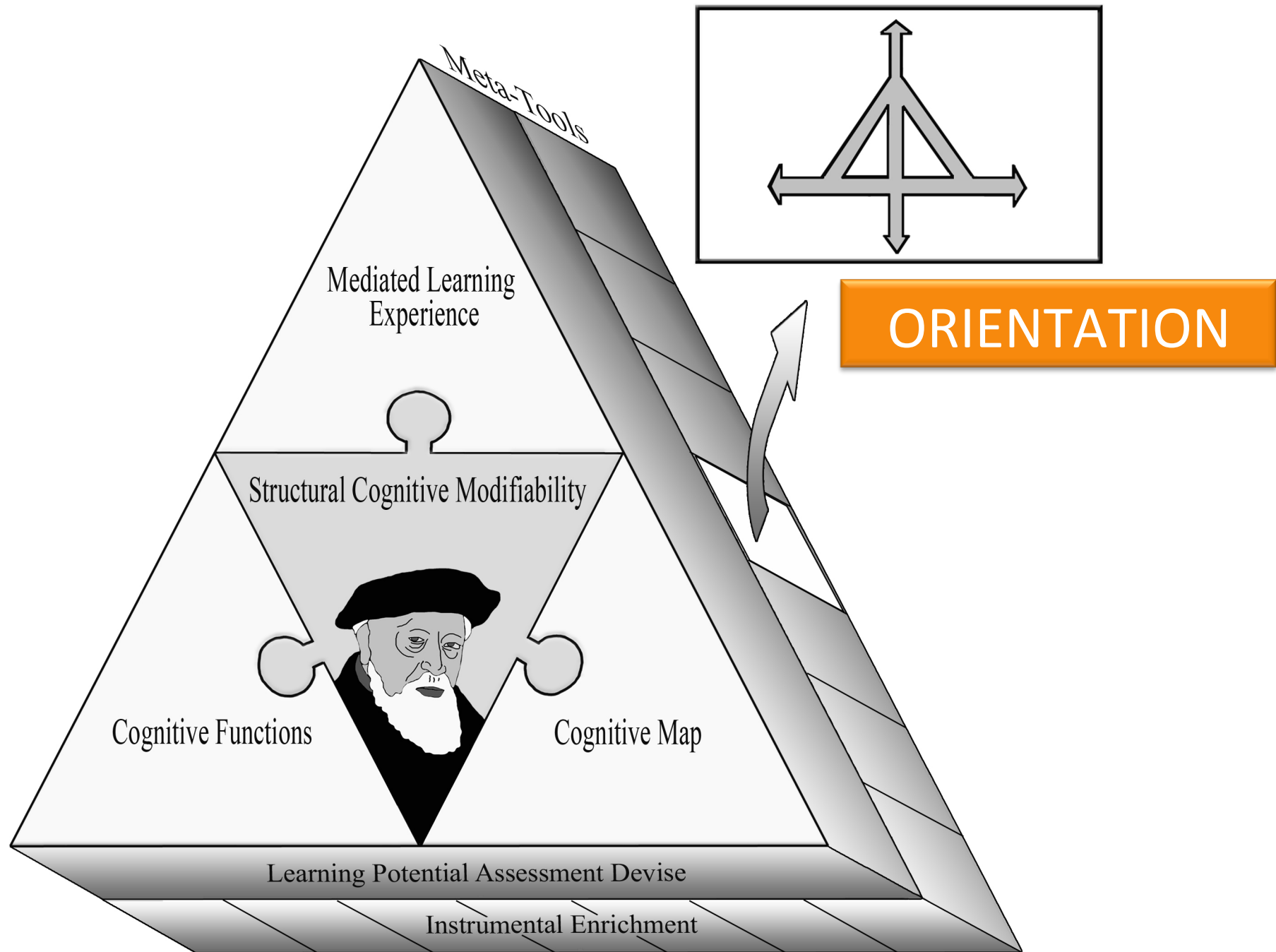


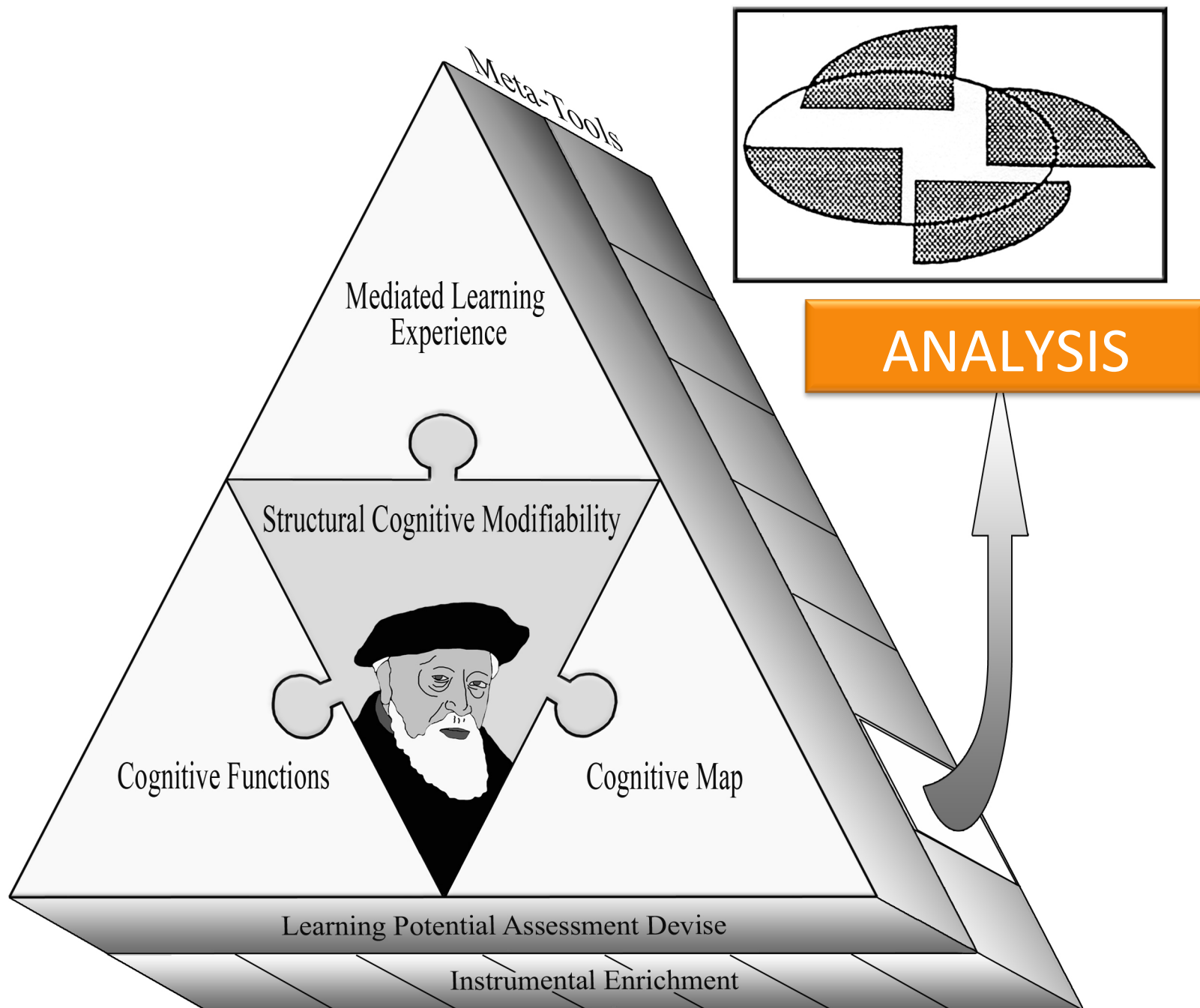


ORGANISATION









FIE Global Practice

Young children

Teachers

Blind/low vision

Head Injury

Inclusive classrooms

Dementia

Special Ed

Down Syndrome

Gifted & talented

85 Training Centres in 30+ Countries

Prisons

Minority

Developmental Delay

Autism

Immigrants

Mental Illness

Culturally different

Industry

Elderly

Global Research

Journal of Cognitive Education and Psychology

International Journal of Inclusive Education

Community Mental Health Journal

Advances in Speech-Language Pathology

Research in Developmental Disabilities

Mind, Culture, and Activity

ICELP: 20 books + 100 articles

Thousands of articles/

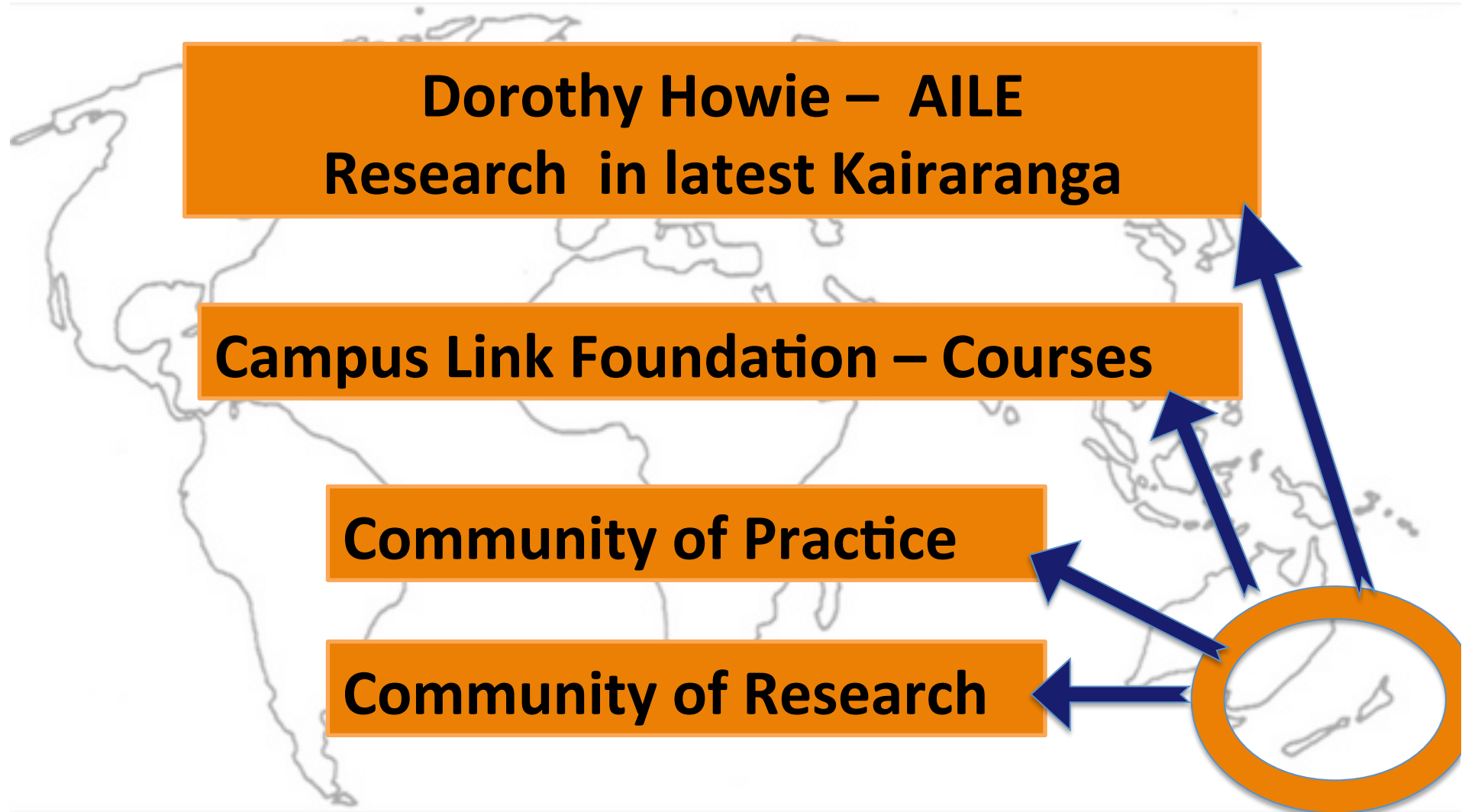
NZ ...Research & Practice

**Dorothy Howie – AILE
Research in latest Kairaranga**

Campus Link Foundation – Courses

Community of Practice

Community of Research



Patty Matefeo – RTLB – Cluster 3



Learning Potential

Ann Smith - ORRS



COGNITIVE MAP

Rebecca Hall

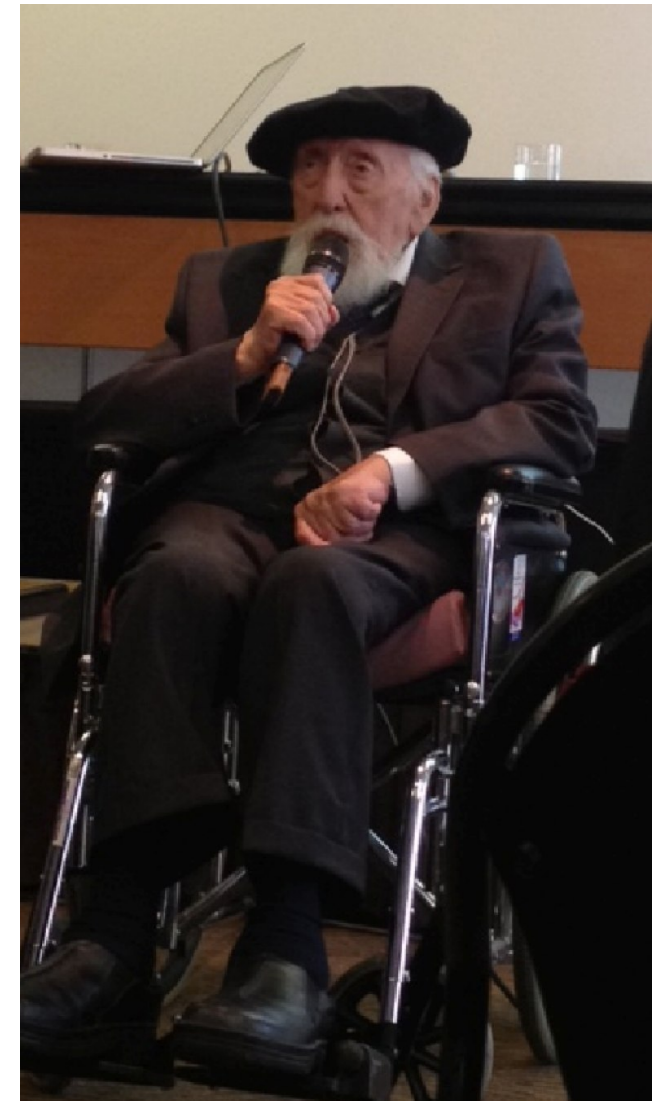
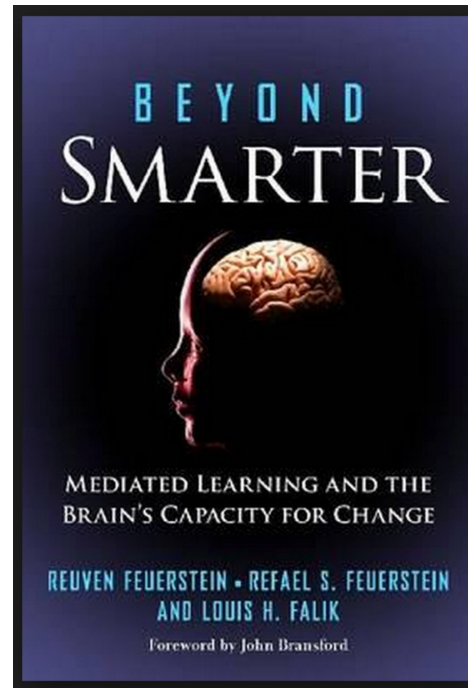
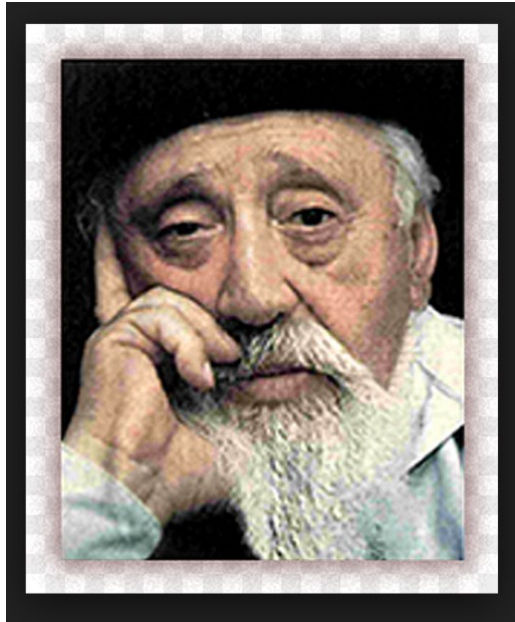


PARENT & TEACHER

Ruth McAllum – RTLB – Auckland



The 'TRIANGLE' - Theory to practice



Review in
Teachers College Record
<http://www.tcrecord.org/Content.asp?ContentId=16255> - 2010).

FEUERSTEIN

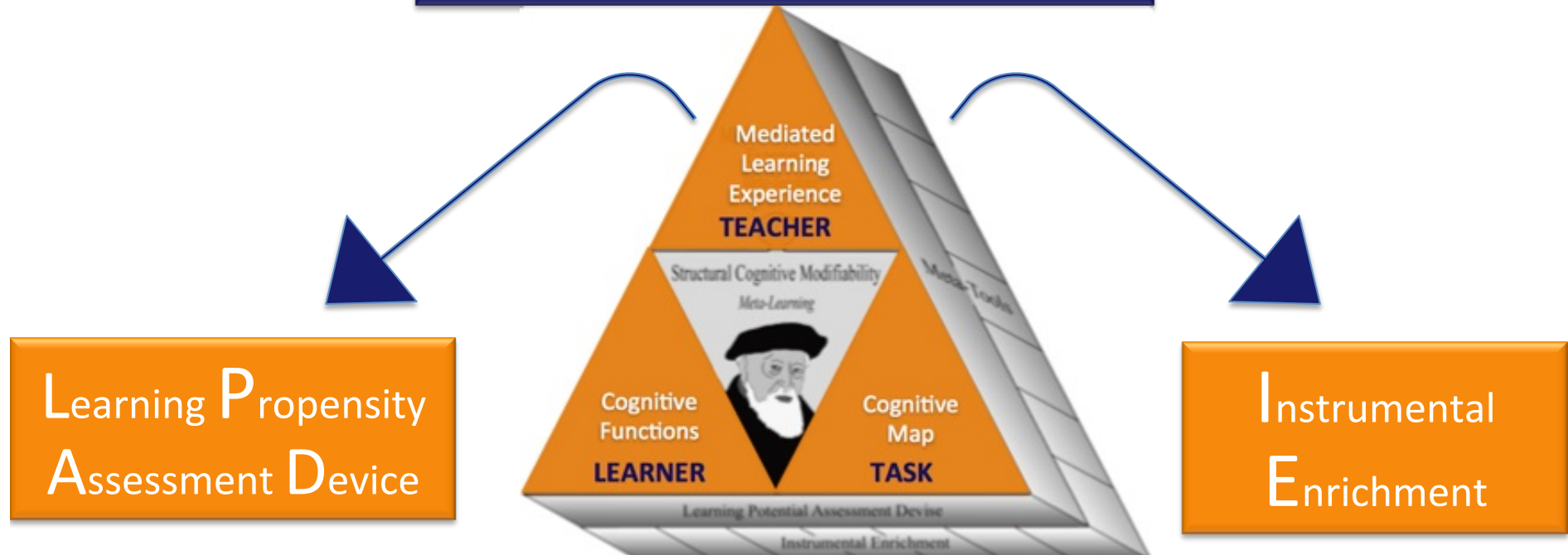
The three most prominent **theories** of intellectual development of all time are ...
Piaget, Vygotsky and **Feuerstein's** theory

(Sternberg, 2014)

META-COGNITIVE
THEORY



FEUERSTEIN





*“Genetics do not
have the last
word”.*

www.nzfie.org

icelp.info

FEUERSTEIN



Thank you

MANDIA MENTIS
INSTITUTE OF EDUCATION
MASSEY UNIVERSITY
m.mentis@massey.ac.nz