



The  
Feuerstein  
Institute

# **The Feuerstein Method**

## **An Overview**

Rabbi Rafi Feuerstein, Chairman

# The Feuerstein Institute

- NGO, based in Jerusalem, Israel
- 220 employees
- Founded in 1965 by Prof. Reuven Feuerstein
- Center for R&D and new applications based on Feuerstein Method
- 85 training centers in 35 countries



Advancement of Learning  
and Thinking Skills, beyond  
limitations of background,  
cognitive level, age



# The Feuerstein Method – Basis

Professor Feuerstein succeeded to define the process of learning by breaking it down to its components.

This enables us to improve learning by enhancing/tweaking specific components



# Modern Day Educational Challenges

- Today's current knowledge is tomorrow's history
- Generation "Y" has information at its fingertips – the role of the teacher as conduit of information is obsolete
- Generation "Y" – a population of acquired ADD
- It is difficult to arouse interest in Generation "Y"
- The large proportion of learning difficulties stems from the fact that in the age of the smartphone, effort and process do not exist

**→ The Feuerstein Method trains for the learning in the 21<sup>st</sup> century**

# The Feuerstein Method – Main Terminology

- Modifiability – The belief that every human being can significantly change in his cognition and functioning
- When defining this in the 1960's, Prof. Feuerstein preceded the matter of Neuro-Plasticity by 50 years

# How is this done?

By teaching systematic thinking and learning skills

Failure to do so creates students with “teaching difficulties” (not “learning difficulties”!)

# What does it really do?

The Feuerstein Method teaches thinking and learning skills by way of an interactive dialogue between teacher and student.

It mediates for:

- Structured information gathering process according to the task at hand
- Regulating the behavior according to the task  
*[e.g. computer game vs. solving of algebra problem]*
- Sweeping vs. focused perception  
*[e.g. reading of newspaper article vs reading of exam question]*



## What does it really do? (cont'd)

- Exact understanding of instructions  
*[not just the text of the instruction but the revealed and hidden problems it addresses]*
- Process multitude of data *[e.g. comparison of two historic periods]* vs. detailed data analysis *[e.g. analysis of a poem]*
- Sweeping vs. focused perception  
*[e.g. reading of newspaper article vs reading of exam question]*
- Raising hypotheses
- Formulating criteria for accepting one hypothesis vs rejecting another

# What does it really do? (cont'd)

- Analysis of complex situations [*e.g. identify the main cornerstones of a scientific article*] and synthesis of a multitude of different details [*e.g. defining a title for the article*]
- Orientation in time [*history lessons*]
- Orientation in space [*history/geography*]
- Understanding Symbols [*e.g. percentages in maths, fractions, decimal points*]
- Planning [*especially in unclear situations*]
- Structured comparison processes between different and even diverging data
- Use of concepts

LPAD (**L**earning **P**ropensity **A**ssessment **D**evice)  
Assesses a person's inherent learning potential, and  
maps the cognitive areas that require work to  
enhance and realize this potential  
(= ***“What buttons to press for a person to make  
most of his cognitive potential”***)

The Question is not: Who are you?  
But: **Who can you be?**

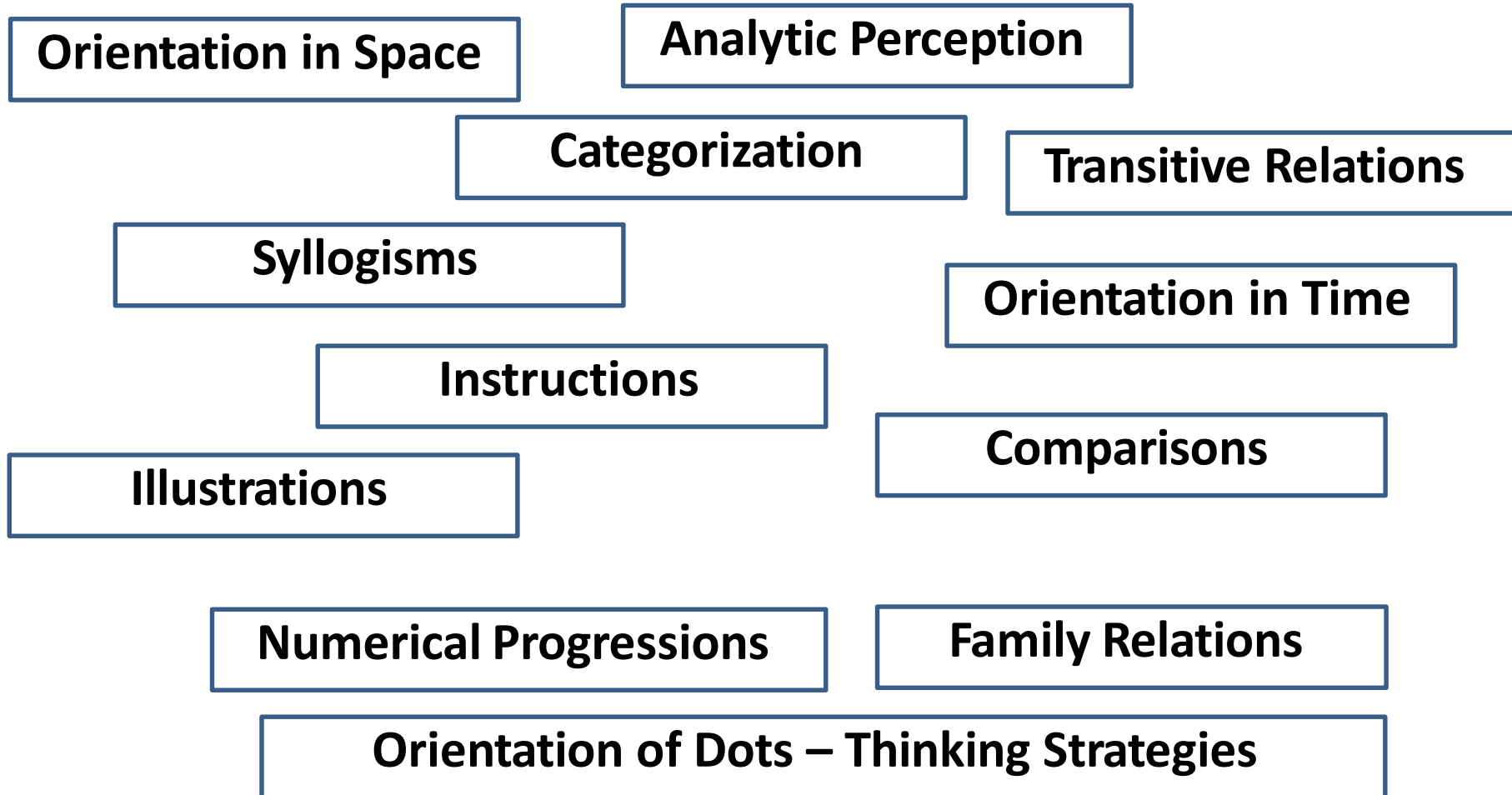
## IE (Instrumental Enrichment)

- Intervention System that develops, advances or corrects the cognitive skills of the learners.

***=“The buttons to press to make a person learn”***

- Based on a series of instruments, each of which works on a different cognitive (=learning) function

# Instrumental Enrichment – Building Blocks



# Instrumental Enrichment – Building Blocks

**3**

THE DIRECTIONS ARE FIXED – THE BOY TURNS

NORTH

WEST

SOUTH

EAST

WEST

Complete the following statements.  
 The boy is facing north; behind him is \_\_\_\_\_  
 The boy's hands are raised. His right hand is pointing to the east; his left hand is pointing to the \_\_\_\_\_

**KNOWING ONE DIRECTION, FIND THE OTHER DIRECTIONS.**

The needle of a compass always points north.  
 A. At night one can find the North Star.  
 Stand facing north. Behind you is the \_\_\_\_\_  
 To your right is \_\_\_\_\_  
 To your left is \_\_\_\_\_

B. The sun rises in the east.  
 Stand facing east. Behind you is the \_\_\_\_\_  
 To your right is \_\_\_\_\_  
 To your left is \_\_\_\_\_

Draw an arrow pointing to the direction you are facing.

C. In the evening, the sun sets in the west.  
 Stand facing west. Behind you is the \_\_\_\_\_  
 To your right is \_\_\_\_\_  
 To your left is \_\_\_\_\_

Draw an arrow pointing to the direction you are facing.

Use the words "right" and "left" to fill in what is missing.  
 You are facing west.  
 Turn right to the \_\_\_\_\_ in order to face north.  
 Turn right to the \_\_\_\_\_ in order to face south.  
 Turn right to the \_\_\_\_\_ or the \_\_\_\_\_ in order to face east.

R.F. HENCKELS

**3**

CLASSIFICATION OF THE STENCILS ACCORDING TO FORM AND COLOR

- Color the stencils.

- Look at the four stencils whose numbers are in the blanks. Fill in the blanks.  
 The numbers of the yellow stencils: \_\_\_\_\_  
 The numbers of the blue stencils: \_\_\_\_\_  
 The numbers of the cut out stencils: \_\_\_\_\_

On each line indicate the number of times the section next to it appears in the design.

 4	 _	 _	 _
 _	 _	 _	 _
 _	 _	 _	 _
 _	 _	 _	 _

FORM

- Classify the stencils according to color and shape. Write the headings and list the app.

Subject of classification: \_\_\_\_\_  
 Principle of classification: \_\_\_\_\_

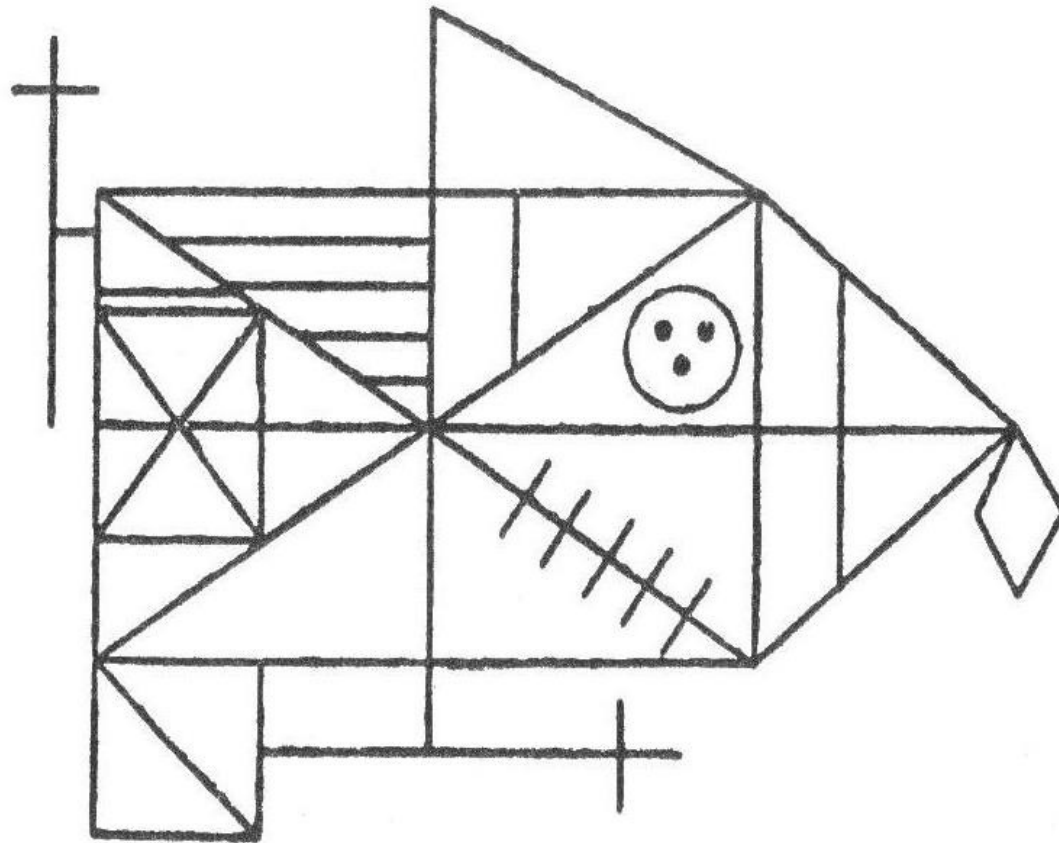
king  president \_\_\_\_\_

foolish, tame, cowardly, gift, miracle, impoverished, ocean, sweet, polish, workday

## SME – **S**haping **M**odifying **E**nvironments

Creation of environments (such as school, home, therapy center, etc.) designed and organized to inter-actively promote cognitive modifiability of the learners or clients that live or study in such an environment

# Mediation applied





# Mediation Take-Aways

1. Enables identification of strengths and weaknesses in a clearly defined way
2. Enables to deal with these strengths / weaknesses in a focused way
3. Enables to advance the conditions for learning  
[What is the future of an impulsive, or episodic, student?]

# Working Assumption

Every student possesses intellectual potential that is not fully realized.

It is the school's and teacher's job to realize this potential in order to maximize the student's achievements.

# The core of the Feuerstein Method

1. Identification of the learning profile of the student (in case of difficulties) through LPAD, in order to give the teacher the focus for the intervention
2. Make the existing teachers into mediators, through the use of the Instrumental Enrichment system

# Mediation

1. Change in “what”  
Teaching of thinking skills, not information
  2. Change in “how”  
Thinking skills are taught in a different way than information
- The purpose of the method is to change the teacher into a **mediator**, and to make the students **efficient and independent learners**



# Teaching vs. Feuerstein Method

Teaching	Mediation
Teaches content: Language history, math, science	Focuses on Thinking and learning Skills
Creates closed thinking systems, convergent thinking. Result oriented.	Creates open, divergent thinking systems
Students are not trained to integrate knowledge and as a result create new knowledge	Gives the tools to understand the internal logic of the knowledge, as a base for the creation of new knowledge
Teaches information that will probably not be relevant to the same degree (if at all) once the student finishes school	Makes student a flexible, open thinker and independent learner
Teacher passes on knowledge but does not believe in the ability of the student's intelligence to change, and therefore this is not his aim	Mediator knows that he can modify the student's intelligence – this is his prime goal, even prior to teaching information

# Why does it work?

- Theory and Evidence based
- Based on stimulae found effective in Brain Plasticity Researches
- Leads to awareness of both teacher and student on their thinking and learning processes
- Built on repetition but variance, that leads to internalization and implementation of the skills learnt, and to the change of existing habits

## 12 CRITICAL ELEMENTS PROMOTING NEURAL PLASTICITY

- The Activation Effect
- The Specificity Effect
- The Repetition Effect
- The Intensity Effect
- The Persistence Effect
- The Salience Effect
- The Optimal Timing Potential Effect
- The Novelty Effect
- The Spread of Effect
- The Selection Effect
- The Conscious/Awareness Effect
- The Multisensory Effect

Kleim, J. A. & Jones, T. A. (2008). Principles of experience-dependent neural plasticity: Implications for rehabilitation after brain damage. *Journal of Speech, Hearing, and Language Research*, 51, S225-S239.

# How is it implemented?

1. Teachers are trained in Instrumental Enrichment  
3 one-week courses
  2. Teachers are trained to bridge thinking skills into  
subject matters
  3. Supervision of teachers at onset of  
implementation
  4. Teachers carry on to deepen their knowledge  
through CPD (Continued Professional  
Development) through e-learning
- Injection of the knowledge into the school**





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Istituto  
Internazionale  
Per Il Sviluppo  
Del Potenziale Di  
Apprendimento

# ATTESTATO

## E AUTORIZZAZIONE ALLA APPLICAZIONE

**Vania Avanzi**

è certificato

**Mediatore Feuerstein**  
**Instrumental Enrichment**  
**Livello 1 (di 3)**

Prof. Reuven Feuerstein  
Chairman

Rabbi Rafi Feuerstein  
Vice Chairman

Trainer

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Attestato numero 32329 • Novembre 2012 • Autorizzazione alla Applicazione valida fino a: 4.11.2016

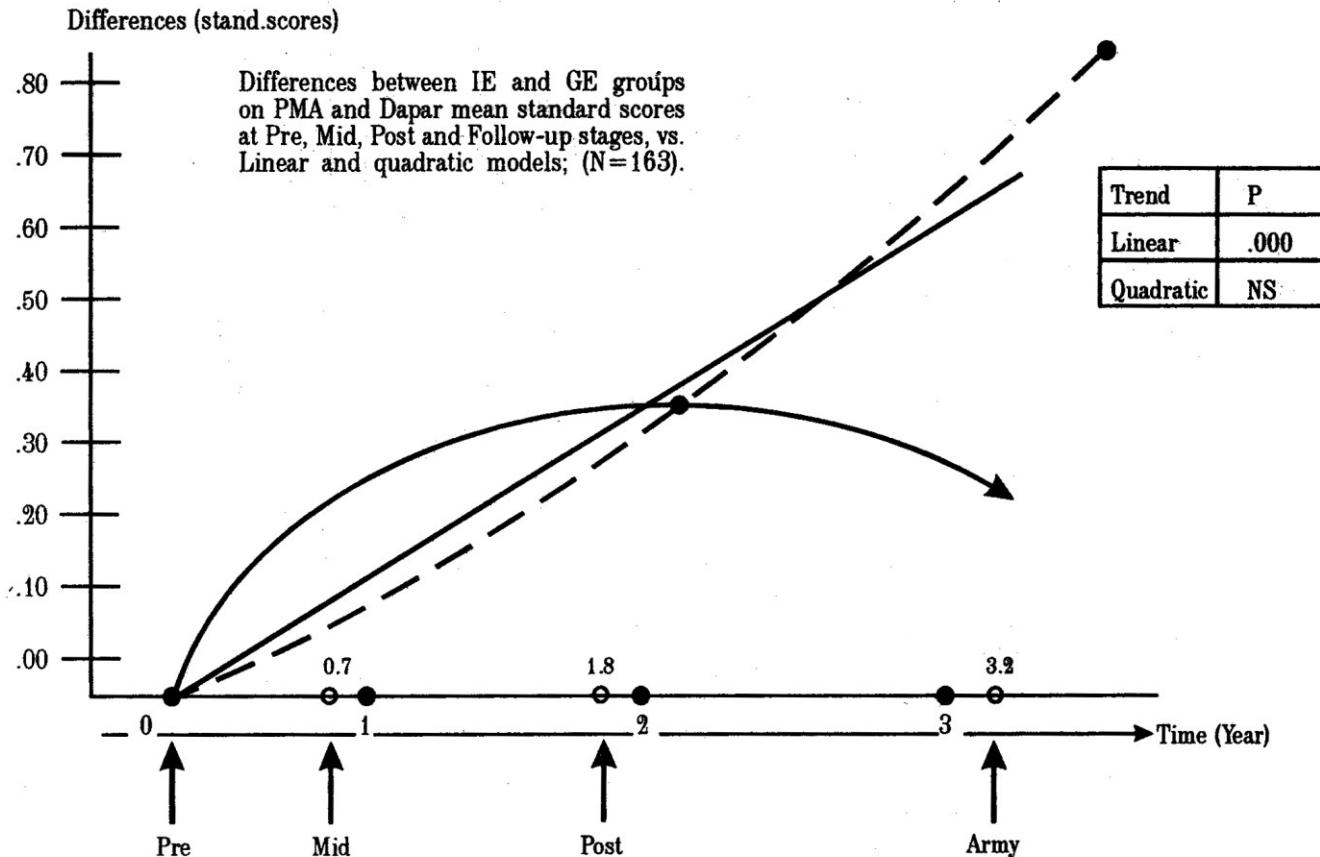
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# How is it implemented? (cont'd)

Instrumental Enrichment is taught 3-4 hours/week for 3 years

**→ A non-intensive intervention will yield results – due to mediated learning**

# Sustained Change



→ Instrumental Enrichment creates a **Structural Change** in the cognition of the learner (SCM – **Structural Cognitive Modifiability**)

# Case Study – Alaska, USA

## Instrumental Enrichment Basic

- 250 children between the ages of 3-5 took part in the project
- The children were given pre and post assessments using motor, linguistic and perception tests.
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- The program lasted 5 months. In the Dial-3 tests held at the end the findings showed salient differences between the groups in the perception tests and in the general results.

	IE- Program	Control Group
Average Grade	92.34	68.24
Range of Grades	70-100	24-100

**Source:** Report of the Alaska Department of Education and Early Development, 2005

# Case Study – Scotland

- 32 teachers trained in IE taught the program to 46 elementary schoolchildren for a period of 6 months (approx. 1.5 hrs/ week)
- Tests and questionnaires given to the children before and following the program showed the following:

	IE- Program	Control Group
Average Grade	29.62	20.52
Range of Grades	29.57	20.56
Sub-Test A (monkey task Torrance)	12.26	7.48
Sub-Test B (Picture Task Torrance test)	12.88	8.06

**Source:** Report of QIE Centre, University of Strathclyde, Scotland, 2007

# Case Study – Bahia (Brazil)

- n= 138 , ages 10-12
- Experimental group received IE for 1 year, 4 hrs/week
- Control Group received extra coaching hours as part of curriculum

	IE- Program	Control Group
Combinatorial Reasoning Change	27%	2%
Success Rate Pre/Post	10%-37%	16%-18%
Syllabus subject tests (math, history, geography & sciences) - change	14%	4.6%

**Source:** Tinoco Melo, C. and Varela, A. *Programa de enriquecimento instrumental: Relatorio 2003*. Bahia: Fundacao Luis Eduardo Magalhaes, 2003.

# Case Study – Israel (Ethiopian Immigrant Children)

- The program goal was to reduce the ever-increasing rift between basic skills of Ethiopian immigrant children and Israeli-born students (e.g. reading and math).
- The program included a combination of IE, Hebrew & math in small groups of 10-15 at a rate of 15 hours a week for a year.
- 666 4<sup>th</sup>-6<sup>th</sup> grade students took part during the 1998/9 school year
- By the end of the school year 47% of the students had been reintegrated in their own classes and they were able to do without extra help.
- 29% were earmarked for reintegration during the following school year after having extra coaching during the summer months.

**Source:** Education System Project to advance Ethiopian immigrants, Jerusalem, Ministry of Education & ICELP, 1999

# Thank You

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