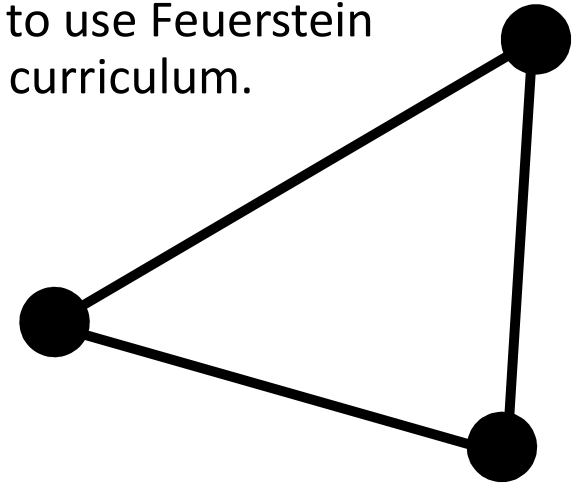
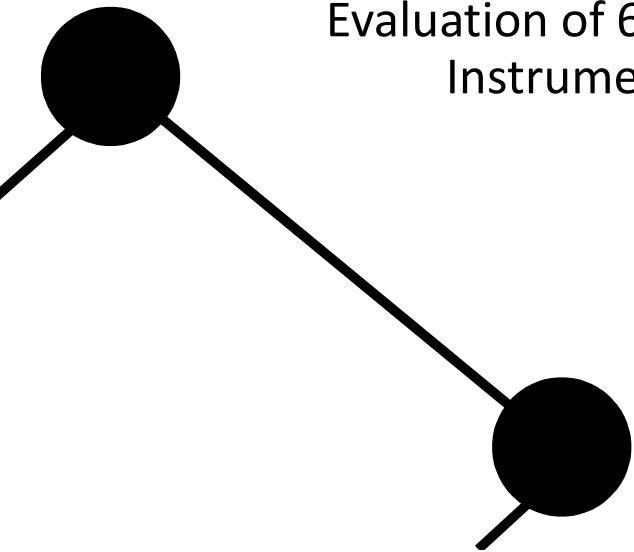


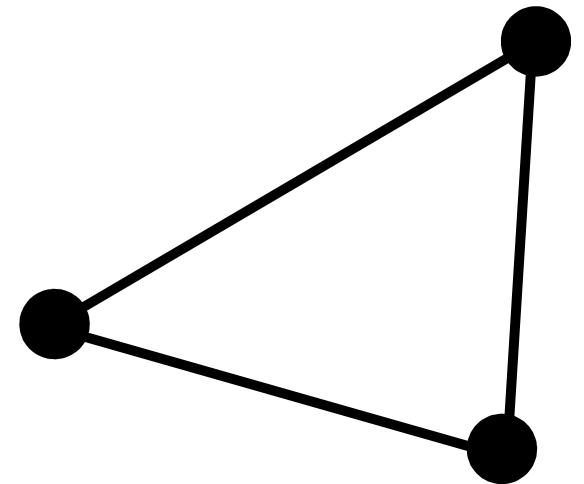
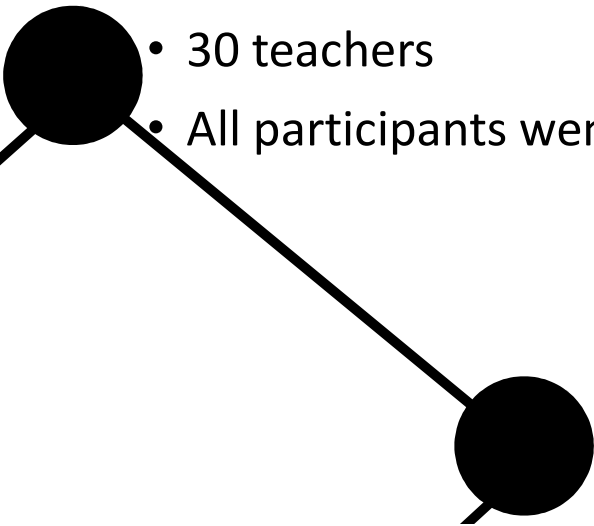
# Changes that Feuerstein Instrumental Enrichment brings to schools

Evaluation of 6 elementary schools, which decided to use Feuerstein  
Instrumental Enrichment programme in their curriculum.



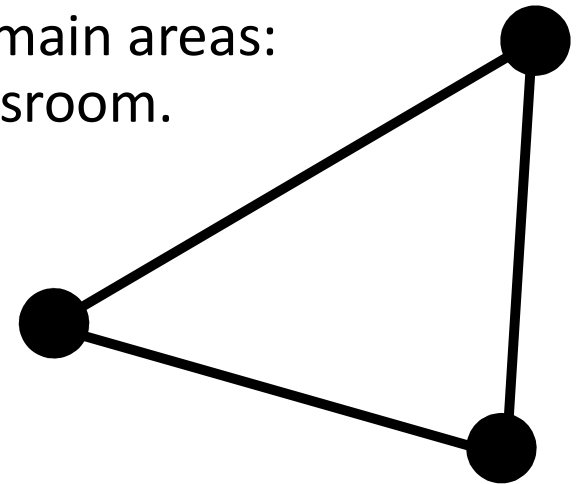
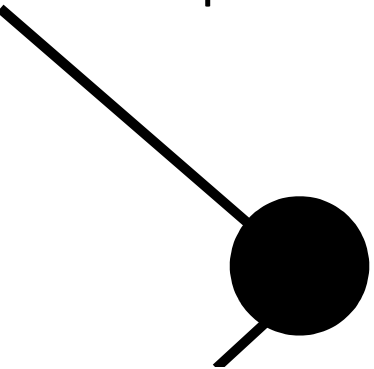
# RESEARCH DESIGN

- The goal was to find out what kind of changes teachers experienced after FIE training.
- Semi-structured group interview in every school
- 3 rounds of interview: 1) After 1 week of FIE Standard I. 2) 4 months with FIE in the classrooms 3) 10 months with FIE in the classrooms
- 16 months (since the first round of interview till the last one)
- 6 schools
- 30 teachers
- All participants went through FIE Standard I. and Basic



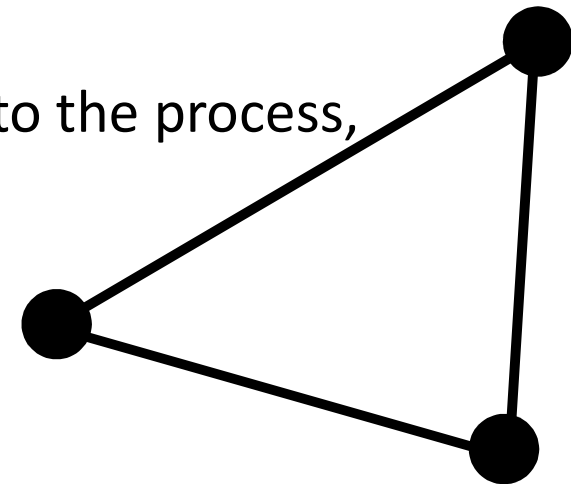
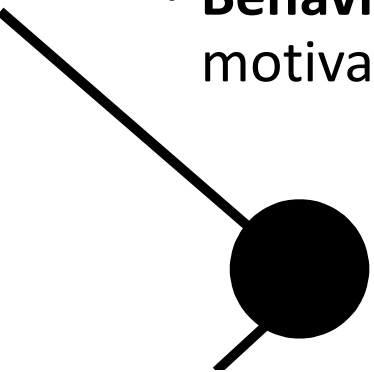
# SCHOOLS DESCRIPTION

- All the schools are from the Czech Republic (mostly from East and North-West region)
- Five schools work with socio-economically disadvantaged children. One school works with students with hearing difficulties.
- Based on our research we found that Feuerstein instrumental enrichment course can change the school in three main areas: personal life, professional life and behaviour in classroom.



# FINDINGS

- Based on our research we found that Feuerstein instrumental enrichment course can change the school in three main areas: personal life of teachers, professional life of teachers and behaviour of pupils.
- **Professional life:** The quality of communication and attitude towards pupils and colleagues.
- **Personal life:** Raised self-awareness.
- **Behaviour in classrooms:** The quality of involvement to the process, motivation and self-control.



# FIE TRAINING HAS CHANGED TEACHERS' ATTITUDE EVEN IN REGULAR CLASSES.

*"I do ask more often. I mean I did ask even before the course, but now I do ask more often and in slightly different way. I don't feel like telling them the result."*

I prepare slightly longer for my classes, because the lesson is no longer so "passive". It takes me more time to prepare the right question and be we ready to improvise.

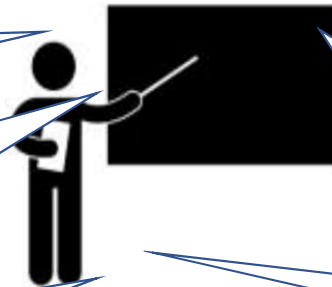
Thanks to the Feuerstein training I am slightly more enthusiastic about teaching.

I do not evaluate and judge children anymore.

I have certainly strengthened the complex methodology of teaching. How they communicate with children, how they assign tasks and tasks. The working style of the FIE methods can be used throughout the classroom, and the children respond very well.

I did stop teaching in the old classic way. I do focus more on questions and sharing different opinions and experiences – it is truly more enriching than classical teaching.

I like that the mediation can be used not only in FIE lessons, but also in other class.



I am open to pupils and I use more question which encourage children to reach the goal on their own.

I ask more often and the structure of our questions have changed. I encourage student to find the right answer on their own.

My communication with colleagues have been improved. I become more aware of the fact that we can have different points of view even at the simple situation. I better understand the different opinions and I can easily look for their reasons or experiences. I can see the diversity of opinions and characteristics of people, their skills and the style of thinking.

I feel more calm during teaching and I think more about the subject of the class. I believe that this approach helped to improve the atmosphere in class.

I (and my colleagues as well) am more patient. I always wanted the answers right away, now I let students to think. A small change for me, but huge impact on students self esteem.

# GOING THROUGH THE FEUERSTEIN TRAINING HELPS TEACHER IN PERSONAL LIFE AS WELL

*“When I’m in stress or I have a problem or just need to think about something, I simply take one of the pages of Organization of Dots and start to connect and think about the situation. It still helps me.”*

In everyday situations I do more think about strategies and help/clues.

I feel more comfortable and calm in my life.

I do manage stress situation in better way.

I started to solve situation or problems in my life without any stress. I can take a moment and think about it. I couldn’t do it before.

I started to plan. I have never been fan of planning but Feuerstein taught me that sometimes it is a good strategy, to plan and think ahead.

I started to use mediation in my family. I do use it on my children (when they are in new situation, or when they see a new word for the first time), but I do use it on my husband as well (asking what was his strategy, what was his experience, and trying to understand his point of view).

For the first time in my life I am learning how to say that I need a moment for myself.



# CHANGES IN THE CLASSROOM WITH FEUERSTEIN INSTRUMENTAL ENRICHMENT PROGRAMME

*"Student of mine started to read. This was really big news. She'd never read anything, not even her assignment. She'd simple started to do the task no matter what. But now she pays attention to the assignment and reads everything before she starts to do that. This is a big step!"*

My students are more calm and open to others opinion. They listen to each other, ask more about what other students think about the topic.

Students more communicate between each other.

Students are not afraid of human touch anymore. Thanks to the FIE lessons they got use to work in groups, in which they sometimes have to hold hands (e.g. to make a human square) and the whole interaction doesn't stay only in mind or in spoken language but is also transferred into the physical world, where students are encouraged to use their bodies (to point at, connect with, separate something...).

They start to think before they say something. They also think more before they start to do a certain task. They start to change strategies in thinking and in solving problems.

In new situations students stop and think before the first "steps". They look for clues, they are more calm that they didn't start immediately, they are more focus.

Students are more open to the outside world. They started to look around – what is going on in their life and in this world. They are looking for context and try to connect different situations and things in their life.



Method brings joy, happiness and better self esteem.

Student can hold on if they meet a problem, they do not panic as they did before. They hold on and try to find another solution and use another strategy – they are more flexible

Students use their knowledge from previous lessons (they have not done that before at all).

The quality of interaction in the classes has changed. Students use different sentence with richer vocabulary. They stopped wondering around and they are more focused on the lesson subject.

Students are natural. Students in the FIE lessons suddenly stop pretending and playing roles. They attend the classes in their most natural way.

Students stopped "flying around". The method brought them to the right moment and right place. They are present in the class as in their bodies as in their minds.

Their graphomotoric skills have improved.

Students' vocabulary has been enriched mostly by basic mathematical and geometrical words but also on stylistic level - the way they speak or ask questions is clearer and more focused on the topic.

Comparison is more seen in their behaviour. They also start to realize a specific parameters of certain tasks and start to use internalisation.

They are less impulsive and they plan their action.

More emotionally stability and more patience

# EVEN ONE TEACHER CAN START A CHANGE!

- Changes are seen not only in Feuerstein lessons, but also in regular lessons as well as in everyday situations.
- These changes start to be visible for other teachers, so they could start to think about the Feuerstein method.
- If there is more Feuerstein mediators, these changes happen not only in one classroom, but in the atmosphere in the whole school and it starts to be visible for parents and visitors.
- One teacher can make the difference and start the change in the school, more teachers as mediators can benefit from mutual sharing and having stronger impact.

