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Subject: TESTIMONY

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TESTIMONY

On Tuesday, February 21, 2012, I had the opportunity to listen to a number of presentation involving SB# 24. I found that the presentations were interesting and honest. My attention was called to an area that has not been included in this session by Sen. Edward Meyer, (D) whose presentation concerned the lack of curriculum in any of the presentations. I would further emphasize that Cognitive Education is an extremely important element of the learning process. My organization is concerned with the improvement of education in all CT. public schools and the elimination of the achievement gaps which exist in these schools. Therefore, my emphasis will be on the low performing schools with accountability. Dr. Reuven Feuerstein, an Israeli cognitive psychologist, developed programs to be utilized for teacher training. Since the 1950's the program has been the subject of more than 1000 research studies in numerous countries, including the United States. Learning how to learn effectively, has been the basis of this program with remarkable results in both academic achievement and social and behavioral improvement. These achievements have been recognized and utilized at Father Flanagan's High School, Omaha, NE. (Boy's Town), and Ben Bronz Academy, West Hartford, CT. This learning process is called FIE (Feuerstein's Instrumental Enrichment).

FIE is composed of materials and techniques that are based on a theory whose conceptual and practical implications must be mastered for the successful implementation of the program. Therefore, teacher training involves five goals:
----training in the didactics of FIE----training in the use of the instruments ----training in the underlying theory of FIE ----training for bridging and application of the acquired processes
----training in constructing and maintaining a profile of student performance

The last goal relates to the process of detecting the particular needs of the students in the classroom and their individualized learning processes, and decisions as to the best way to address them, both in the context of the FIE program and in the more general areas of curriculum and the broader learning environment.

Teachers of FIE are not specially recruited, and they represent a wide range of academic training, experience, skills, and orientation.

FIE Basic is for children ages 3-8 and is also intended to be used with students of any age who have identified disabilities. The following results of the program have been reported in research literature:

Significant improvement in students':

Motor Development, Reduction of Anti-Social Behavior, Language Development: Verbal concepts and Visual Discrimination, Logical Relationships, Knowledge Acquisition, General Reasoning, On the WISC-R Intelligence Test: Picture Arrangement, Picture Completion, Similarities

FIE Standard For Students (Age 9-high school) The effects of the program have been reported for students, teachers, and parents as follows:

For Students, significant improvement in:

Reading Comprehension, Mathematical Concepts, Mathematical Computation, Observed Thinking Behaviors, General Reasoning, Real-World Problem Solving Situations, Awareness of their own Thought Processes

For Teachers, improvement in:

Dialoguing with Students, Asking Higher -Level Questions, Using Reflective Thinking with Students, Using the Thinking Pre-Requisites behind all curriculum subject matter

For Parents of Guardians, improvement in:

Giving children more responsibility for problem-solving, Using "thinking" language with children, Understanding children's thought processes, Active engaging with their children's learning.

The North American Feuerstein Alliance(NAFA), a non-profit organization promoting the cognitive education programs developed by Dr. Feuerstein

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