



VIDEO SERIE 'BOY'

General introduction to the videos:

A five-year-old boy with down syndrome works in different situations with mediators each week. Each of them works in a different modality with the boy, using the principles of the Feuerstein method and mediation. In four different videos this program is shown. It gives examples of different approaches in stimulating learning within a treatment setting. The first video is an interview with the mother of the boy in which she talks about the reason to go to the Feuerstein center and what he works on. The second video will show different one-to-one sessions at the table. The third video contains parts of several group sessions with motoric exercises and playing. The final fourth video shows a session with the modality of painting on the easel.

CONTENT OF THE VIDEOS

I INTERVIEW WITH THE MOTHER OF THE BOY

This video contains an interview with Sam's mother. She answers several questions about her son and his work at the Feuerstein center in the Netherlands. First, she introduces him and herself. She explains that Sam goes to the center to support his development and learning and how they got involved with the Feuerstein center. As well as talking about the Feuerstein sessions, she also talks about his current school-situation and the support he gets over there. All different sessions shown in the rest of the videos are discussed and described from the perspective of the boy's mother.

II WORKING AT THE TABLE

Sam introduces himself shortly and works at the table with different mediators in different lessons. The lessons focus mainly on the development of task-oriented behavior and following the structure of the task as well as following the instruction of the mediator. The different tasks are used to develop cognitive functions that are needed for collecting and organizing information. Within the tasks the development of concepts such as number, size, order, is focused on.

In the video, the mediator specifically works on the cognitive functions of systematic perception and naming (using the correct labels).



III GROUP SESSION – motoric exercises

Sam joins the group-session every week. The goal of these sessions for him is to learn together and work together with peers. Adapting to other children as well as following instruction given by the teacher/mediator. The setting varies from structured motoric exercises to free-playing situations.

Movement is a modality with a lot of possibilities in the Feuerstein method. The general benefits of mediation through movement will be described below and the benefits of working in a (small) group.

Four different parts in the movement session in the videos will be distinguished:

1. Coming into the gym
2. Doing the obstacle track.
3. Free playing.
4. Finishing together.

Coming into the gym:

Some rules are applied to the lesson situation in order to have a structured setting and create a base for independent acting by the children within the structure of the lesson. The order for the children will be 'when you come in; first you go and sit on the chair, then you take of your shoes and socks and finally you wait until everyone is ready'. Taking of shoes and socks has also an order. Untying the shoelaces or fixing band, then loosening it, holding on to the heel of the shoe with your hand, pulling it away from you etc.

The mediator will focus on criteria of regulation and control of behavior, goal directedness and planning. Since the session is done in a group situation the children can learn by imitating their neighbor

Doing the obstacle track:

In turns the children do the obstacle track. All children do the track 3 times and the amount of turns is visualized with numbers in different ways. For instance, by laying down cones, using number tiles or with taking a certain restricted number of objects. This way the children learn about numbers, order and finishing a task.

In the track the mediator wants the children to do certain actions. To walk, to climb, to step over or to jump. Reciprocity between the children and the mediator is very important so that the children will act the way is intended by the mediator.

Free playing time

After doing the obstacle track, the children are free to choose between two or three motoric exercises. This way it is possible to mediate the children more individually and adapt to their individual zone of proximal development. This can be focused on movement, but also on the way that the children work with the materials and each other. The children will meet other children in a different way compared to the regulated situation of the obstacle track. They must learn how to pay attention to other children, to wait for their turn and that it can also share other children in an activity with shared interest.



Finishing together

After playing time, the session finishes with an activity together. This is a transfer from a free situation to a structured one. Transitions like this will also be demanded in their school situation. This transference should be mediated to the children.

IV PAINTING

This video shows a one to one session of painting. The boy stands at the easel while painting his sister. The goal of the lesson for the mediator is to create a structured setting in which planning behavior, following instruction and the correct knowledge and use of concepts is focused on.

They start with preparing the paper at the easel. The boy is involved in all the steps of this process. Together they build the plan for the painting, choosing the shapes, direction, colors and planning their place on the paper. The mediator narrates the steps and examples of modelling are shown in the video.