

**Educational Intervention with
New Immigrant Students from Ethiopia
at the Caravan Parks
“Hatzrot Yassaf” & “Givat HaMatos”**

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Final Report

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Preface by Dr. Shimshon Shoshani

When one thinks of a refugee population the first image that comes to the mind is the refugees' need for food and shelter. It is true that the Jewish Agency for Israel focuses its efforts on securing the passage of Jewish refugees and new immigrants to Israel and offering them economic help during the initial period following their arrival. But it is equally true that food and shelter alone cannot make a new Israeli out of a refugee. Modern education is the key to the successful integration of newcomers into Israeli society. This is particularly true of the refugee population from a country like Ethiopia who received very little formal schooling in their country of origin. One of the main obstacles on facing new immigrant students on their way to modern education is the misunderstanding and misjudgement of their abilities. The objectively present cultural difference obscures the intellectual potential of new immigrants. It is exactly at this point that the efforts of Prof. Reuven Feuerstein and his team are directed. They offer a specially developed technique for identifying the true learning potential of the new immigrant students and enrichment activities aimed at the development and realization of this potential. As a result of activities reported herein hundreds of new immigrant students from Ethiopia will enter the educational system with their potential properly and fairly assessed and their special needs identified. We hope that such an evaluation will become a standard feature in the process of integration of the refugee children into Israeli society.

Preface by Prof. Reuven Feuerstein

The project reported here represents an attempt to overcome one of the major difficulties confronting new immigrants and their children. This difficulty stems from the static approach that starts and finishes with the manifest level of immigrants' functioning in linguistic, cognitive, conceptual, and operational spheres. This level of functioning is perceived as reflecting their true capacities which are fixed and unchangeable. The danger associated with such an approach materialized itself in the case of millions of immigrants who, due to this confusion between the manifest level of functioning and their true potential for change, were erroneously placed in special education frameworks, or in classes offering a very low type of vocational training. The training was far below their true aspirations and capacities, and in many cases way below the immigrants' achievements in their country of origin.

The above-mentioned confusion is partly a result of the misunderstanding of such phenomena as cultural difference and cultural deprivation (these concepts are discussed in Part One of this Report). The culturally different individuals find themselves in a disadvantaged position while negotiating with a dominant culture to which they have to adapt. The culturally deprived individuals, who for a variety of reasons were unable to master the methods of transmission of their native culture, are at a double disadvantage: As the weak learners of their native culture and as culturally different in a new culture. Because of their double condition of cultural difference and cultural deprivation some of these individuals project an image of totally unsuitable for adaptation and unable to become part of a new culture. This danger is further increased by the stigma attached to the new immigrants through the use of the conventional IQ test procedures. These procedures created a scientific "proof" of the deficiencies observed in the behavior of immigrants confronted with the tasks belonging to a new culture to which they still have to adapt.

The condition of the immigrant Ethiopian population is characterized by the fact that in terms of cultural difference, their culture is very distant from the modern Israeli culture to which they had to adapt. This cultural difference is reciprocal, in the sense that representatives of the dominant Israeli culture do not usually have adequate knowledge to understand the immigrants' way of thinking, their concepts, vocabulary, and levels of understanding which are so different and so strange to those who must integrate them into the educational system. The Ethiopian immigrant students have puzzled many of our educators. On the one hand, upon their initial interaction with the Israeli educational system, many of the students were a source of amazement and enthusiasm to a large number of their teachers as they showed an incredible capacity and motivation to learn. The immigrant students' capacity to focus on and persevere in

their work on tasks accessible to them allowed for the hope that they would indeed be able to benefit from the educational system as they were. As a result, many educators began to think that there was no need for a type of special educational intervention beyond exposure to Hebrew.

This initial experience created a kind of positive stereotype of an Ethiopian student as a spontaneous learner who did not need any special support for complete integration and success within the educational system. It was presumed that the new immigrant students would be able to benefit in a direct and unmediated way from exposure to the dominant culture.

Many of the new immigrant children were indeed ready to absorb the new culture but were lacking the necessary tools - both conceptual and linguistic. Some of these cognitive tools were absent in their native culture and some seemed irrelevant. Suddenly, it became clear that they could not succeed without these tools. There was no doubt to many educators that they were dealing with a population that could learn. Yet when teachers saw that new immigrant children showed resistance to learning more complex forms of text comprehension, mathematical and scientific concepts, and problem-solving techniques, the positive stereotype was changed to a negative one, which in certain cases could have been extremely damaging to these children. Indeed, many of the teachers who were previously exalted by the possibilities of new immigrant students became skeptical. Once confronted with the students' resistance to use what they had learned as a step towards further development, the teachers began questioning the ability of these children to modify themselves and acquire higher mental functions and operations necessary for scientific thinking, higher levels of verbal expression, and learning. As a result of such an attitude many of the new immigrant children faced the danger of being placed in special education frameworks, or alternatively, teachers created such low expectations for them within the normal educational settings that the students could not hope for real progress.

Both dangers were imminent and it was at this point that we at the ICELP alerted those responsible for the absorption - notably the Department of Youth Aliyah of the Jewish Agency at the initial stage, and later the Ministry of Education and the Department of Immigrant Absorption - to the need to create a more reliable image of these children, their deficiencies and their repertoire of functioning. The ultimate goal of such an evaluation was to identify those areas and types of intervention necessary to make the children's strength become meaningful for their adaptation and integration into the educational as well as the social framework. It was at this point in 1985 that we first asked Youth Aliyah to allow us to examine 2,000 youngsters who were then at the beginning of their educational integration process in order to do away with both stereotypes, namely that the new immigrant students are so adaptable that they do not need any special help, or that they are such poor learners that no intervention would

help them. The results of our assessment of several hundred students (see Part One of this Report) started presenting a more balanced profile of the students' capacities, weaknesses, of their existing behavioral repertoire and of the missing elements in functioning. This approach based on the theory and technique of dynamic cognitive assessment permitted us to create conditions that alleviate dangers facing immigrant children and adults all over the world. This approach enabled us to make sure that hundreds, if not thousands of children who might otherwise be referred to a special education or low level regular programs, receive proper intervention allowing them to continue their education on a high level and ultimately reach a high position in their new country.

We would like to stress that the problem of cultural difference of Ethiopian immigrants cannot really be resolved other than by demonstrating that there is no contradiction between the perpetuation of one's native culture and attaining excellence in the new culture. The abandonment of one's native culture in favor of total assimilation has a detrimental effect on the new immigrant community, creating a generation gap, weakening the family, and so on. The only way to make the new immigrant children and adults feel that being different does not affect their integration into society is to provide them with the tools helping them to act on an equal basis in the society as contributive members and valued producers of culture and science. If many of the immigrant children need cognitive intervention, then Ethiopian children need it even more. All efforts have to be made to endow Ethiopian children with excellence in their cognitive functioning so that they will be able to function on par with any other member of the Israeli society.

In this Report we continue presenting results of our work with new immigrant children. This work has received vital support from the Jewish Agency and funds placed at the Agency's disposal by the US grant for refugee resettlement. These contributions have enabled us to literally save hundreds of new children from a destiny that is unfortunately typical of many refugees, especially those who are as culturally different as the Ethiopians.

Preface by Rabbi Rafi S. Feuerstein

I recently presented the results of the dynamic cognitive assessment (LPAD) of a 4th grade new immigrant girl from Ethiopia whose school had considered her to be a candidate for placement into a special education class. After my presentation it became clear to the educational staff that the child's learning and thought processes as revealed during the dynamic assessment were surprisingly efficient. The teachers had difficulty accepting these results so I asked them to show me some of the exams the child had done which demonstrated her low achievement level. In a math exam with a particularly low grade I encountered the following: The task - *Write the number "61" in words*. The girl's answer appeared as a jumble of letters and next to it there was a large red cross. I looked at her answer and to my great astonishment I found that she had written down the correct words but instead of writing them from right to left (as Hebrew is written) she had written them from left to right as numbers are written. There were five other similar mistakes in the exam. It was clear that the child understood the task and was able to translate the numerical language into verbal language, which meant that her arithmetical processing was normal. Her error, however, lay in the direction of Hebrew writing. Though this indicated a certain specific lack of understanding of the relationship between the sign and the signified this had no bearing on her understanding of arithmetic. An examination of her tests and schoolwork revealed numerous similar errors which **did not** stem from a lack of understanding of the material.

This short story about one little girl demonstrates the particular contribution of the dynamic cognitive assessment (LPAD) to the educational system especially where immigrant children are concerned. First and foremost, LPAD allows the parents, the teachers and the children themselves to understand the children's potential and their propensity toward modifiability as opposed to their current low performance level. In addition the educators' exposure to the assessment process and to its results can significantly change the teachers' and the counselors' way of thinking. They learn to focus on the quality of the children's performance rather than the quantitative measures; they also learn to discern specific problems rather than provide an overall evaluation and labeling. The teachers embraced the belief that the active modification approach is more effective than a passive acceptance of the child as he or she is.

Yet simple faith in modifiability is not sufficient. Instruments given by ICELP to the teachers, ranging from the Instrumental Enrichment program supervised by ICELP field-counselors to such specially designed programs as "CoReL" (Concentrated Reinforcement Lessons), have provided the teachers with practical tools which can turn mere faith into an instrument for the enhancement of a child's potential.

This project has saved a large number of children from dropping out of the educational system and has enabled teachers to change their approach to children who have immigrated to Israel from different cultures. It is our hope that a way will be found to continue and expand this project.

Rabbi Rafi S. Feuerstein
Deputy Chairman of the ICELP

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Eli Ofir, Director General, ICELP

Abstract

The work presented in this Report was supported by the US Grant for Refugee Resettlement received by the United Israel Appeal on behalf of the Jewish Agency for Israel and included psycho-educational intervention with new immigrant students from Ethiopia. The main goal of the project was to create conditions for a speedy integration of new immigrant students into regular educational frameworks. **Six hundred sixty six** new immigrant children from the two caravan parks, “Hatzrot Yassaf” and “Givat HaMatos” participated in the project. **Two hundred and twenty two** children received individual dynamic cognitive assessment aimed at revealing their learning potential, and **444** children received the same type of assessment in a group format. **Fifteen** groups of new immigrant students received a cognitive enrichment program - Instrumental Enrichment - in the summer day camps. Teachers and counselors at the caravan parks received instruction and guidance regarding the optimal forms of interaction with new immigrant children. **Twenty two** Concentrated Reinforcement Lesson (CoReL) groups were created in **fifteen schools** which accepted students residing in the caravan parks. Assessment results were presented at these schools to teachers and the school administration and served as a basis for creating individual learning plans for the students. The results of the assessments indicate that the majority of new immigrant students have a sufficiently high learning potential that would allow them to become integrated into regular classes if they receive intensive cognitive training during the first year of their schooling.

Introduction

The project reported on herein was supported by the US Grant for Refugee Resettlement received by the United Israel Appeal. The work with immigrant children in “Hatzrot Yassaf” and “Givat HaMatos” caravan parks was commissioned by the Jewish Agency (Dr. Shimshon Shoshani - General Director) and carried out by the International Center for the Enhancement of Learning Potential (ICELP), under the direction of Prof. Reuven Feuerstein. This work included psycho-educational activities that are not covered by the Ministry of Education or any other government agency. The planning and implementation of this project was based on the International Center’s previous experience in helping new immigrant students from different countries to become successfully integrated into Israeli society and its educational system.

The psycho-educational intervention was carried out at the two caravan parks that served as temporary housing for new immigrant families: “Hatzrot Yassaf” north of Acre and “Givat HaMatos” in Jerusalem, in the schools attended by the new immigrant students, and the summer camps organized in the caravan parks. The target population included recently arrived children from Ethiopia who were taking their first steps in the Israeli educational system. As most of them still did not know Hebrew, the help of Ethiopian translators was invaluable and greatly enhanced the effect of intervention. The caravan park administrators and their staff were extremely cooperative, warmly welcoming us and generally providing assistance in both caravan parks. Also noteworthy was the cooperative attitude of the schools, teachers, school principals and Ministry of Education inspectors.

Part One: Theoretical Basis

1. Cultural Difference and Cultural Deprivation

Israel as a society and Israeli psychologists and educators as a professional group have long been concerned with problems of “cultural difference” and “cultural deprivation” (two terms whose meaning will be clarified in this paper). This concern stems from the problems confronted daily by Israeli society which has integrated and continues to integrate hundreds of thousands of new Jewish immigrants from different countries, speaking a variety of languages, and functioning at very different levels. One of the major challenges for the effort of successful integration of these people was to avoid stereotyping. The work with the groups of newcomers alerted us to two important questions: What is a “culturally different” individual? To what extent does the notion of “cultural difference” help us to explain the various adaptation problems confronting individuals who must adapt to a culture which is different, often dramatically so, from their own?

One intriguing phenomenon observed by us is that some groups, which on sociological, educational and cultural-anthropological grounds should be defined as being extremely “distant” from the mainstream Israeli society, revealed great capacities to adapt to the new conditions while other groups, who were considerably less “distant”, manifested considerable difficulties in adapting to Israeli culture. The success in adaptation depends on the ability of people to change themselves by modifying certain critical modes of their functioning, particularly in cognitive processes, but also in their work, life style, and approach to the dominant culture. How, then, can this differential success in adaptation be explained?

We have witnessed a considerable difference in adaptation of different immigrant groups. Some of those “distant” from the modern technological culture revealed a great capacity to learn at a rather rapid pace, some others although originally exposed to some elements of Western culture, demonstrated greater difficulties and a slower pace of adaptation.

These differences have been objectively measured through psychometric procedures and by direct observation of the process of adaptation in Israeli schools. It is important here to avoid the danger of stereotyping. This can be achieved by introducing the notion of “cultural difference” as opposed to that of “cultural deprivation”. The term “cultural difference” has often been used with negative connotations. Individuals who came from societies which, in terms of technology and education are “distant” from the Western ones, were believed to be “different”, “traditional” and “primitive”. Their traditionalism was very often linked to the resistance to adapt to and to modify themselves in a way appropriate to the dominant culture. From our point of view nothing warrants this linkage of cultural difference or cultural distance to lower

adaptability. It is “cultural deprivation” not “cultural difference” which is responsible for the slow pace of adaptation. The “culturally different” individual is defined by us as a person who had a substantial exposure to his or her original culture which has been successfully transmitted to him or her. The content of this original culture and the methods of transmission could be very different from those to which the individual has to adapt him/herself, but this is not an obstacle for adaptation. What is important is that the individual had an experience of cultural learning and cultural transmission and a feeling of cultural identity. We would postulate that the experience of learning offered by cultural transmission in the original culture enhances the capacity of the individual to learn new and unfamiliar material and to benefit from exposure to formal and informal learning environments in the new culture. Of course, cultural distance between original culture and the new one creates in the beginning certain difficulties for “culturally different” individuals. These difficulties, however, are quite surmountable, because the “culturally different” individual already endowed with learning capacities is able to confront and cope with them. “Culturally different” individuals have the capacity to become modified by an encounter with a new situation, whether it is formally structured, or just presents itself as an episode of everyday life.

Some of the immigrant groups who came to Israel from the communities which were less “distant” from the Western standard than the others, experienced considerable difficulties in adaptation, precisely because they were alienated from their original culture. When we made an attempt to find out what these children knew about things beyond their immediate experience, in general, and about the past of their community, in particular, we discovered that their knowledge was very poor. We observed thousands of such children and I can confidently state that they had an episodic grasp of reality. Different fragmented experiences coexisted in their minds without any system of relationships. Their representations of reality remained devoid of elaboration and relational system.

This episodic grasp of reality manifested itself very clearly in the cognitive sphere. When confronted with two objects to be compared these children related only to one of them. Of course, if you offered them two pieces of cake, they would take the bigger one! But comparative behavior as a conscious volitional act was hardly existent in them. Whenever they had to come up with some parameters of comparison beyond the sphere of their immediate needs, their comparative behavior became extremely poor. Certain experiences of yesterday were hardly related in their minds to what happened today. They could only identify differences, but could not find similarities behind the apparent differences. This impaired their ability to learn from everyday life experience. It is our opinion that the phenomenon of “cultural deprivation” in these children is directly related to their lack of involvement in cultural transmission. It should be made

clear from the very beginning that it is not these children's original culture that is responsible for their problems.

There is no such thing as depriving culture. Any culture, as long as it brings to people's consciousness a concern for their origin, and as long as it realizes itself through the process of transmission from generation to generation, enriches individuals and creates a new predisposition toward learning. The syndrome of "cultural deprivation" occurs when an individual, for a number of exogenous or endogenous reasons is deprived of his/her own culture. It is not a particular culture that deprives the individuals, but external and internal causes which prevent an individual from establishing a proper identification with a given culture. The syndrome of "cultural deprivation" is not a specific affliction of immigrant groups. Often, the culturally deprived are born within the dominant culture; they live close enough to the socializing and educational agents of this culture, and yet they remain totally unaffected by this proximity. It would be wrong to think that the syndrome of "cultural deprivation" manifests itself only when a child confronts the tasks of the formal educational system. That is why I cannot agree with the view – popular in the US in the 1960s – that many children only show signs of "deprivation" during the six hours they spend at school. Our observations convinced us that "culturally deprived" people show difficulties in adaptation in social, vocational and occupational spheres, and not only in school. "Cultural deprivation" is not an artifact of the encounter of a disadvantaged child with the school system but a real life phenomenon.

2. Mediated Learning Experience

What, on the group level, manifests itself as cultural transmission, on the individual level often takes the form of Mediated Learning Experience (MLE). Moreover, the immediate cause of the syndrome of "cultural deprivation" in a given individual is the lack of MLE. We define MLE as a quality of interaction between the organism and the environment.

Changes produced by interaction between the organism and the environment happen through two modalities:

- One) as a *direct* learning experience, immediately consequent to direct exposure to stimulation, and
- Two) through a *mediated* learning experience that requires the presence and activity of a human being to filter, select, interpret, and elaborate that which has been experienced.

MLE theory holds that the organismic and environmental factors are *distal* determinants of cognitive development (causing differential responses to the environment), whereas MLE constitutes the proximal determinant that influences structural cognitive

development and the potential for being adaptive to and modified by experience (see figure 1.1).

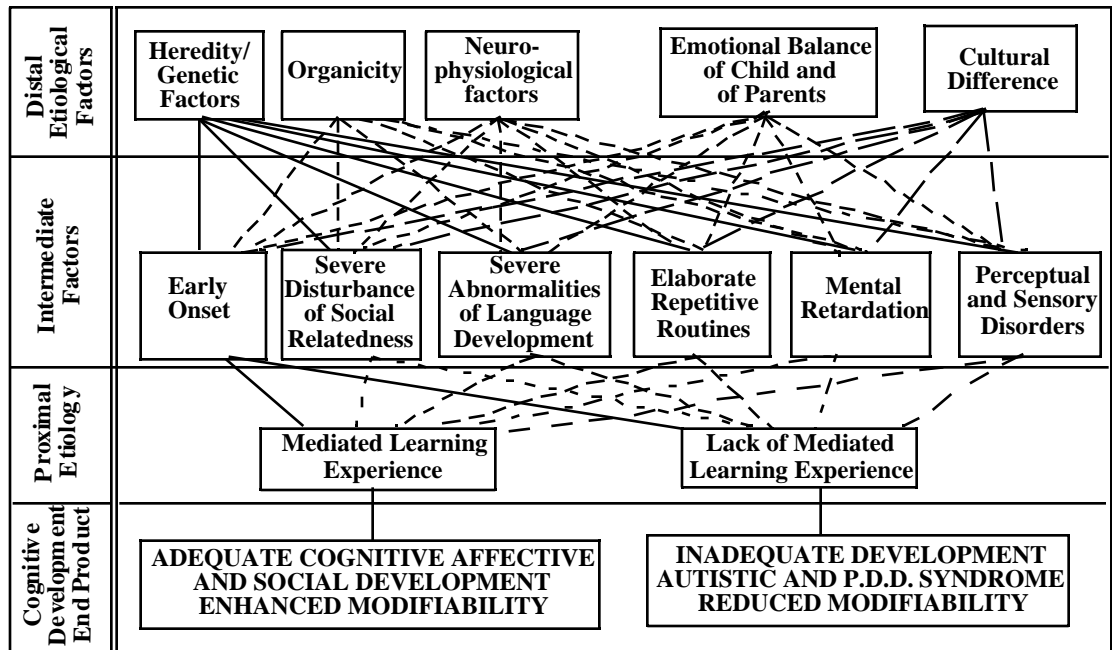


Figure 1.1 Distal and proximal determinants of differential cognitive development.

(Adapted from Feuerstein and Rand, 1974)

For MLE to occur, an *intentional* human being must interpose him- or herself between the stimuli and the learner's response, with the intention of mediating the stimuli or the response to the learner. This is mediational in the sense that the situation (stimuli and responses) are modified by affecting qualities of intensity, context, frequency, and order, while at the same time arousing the individual's vigilance, awareness, and sensitivity. The interactional experience may have the quality of repeating or eliminating various stimuli, relating events in time or space, or imbuing experience with meaning (see figure 1.2).

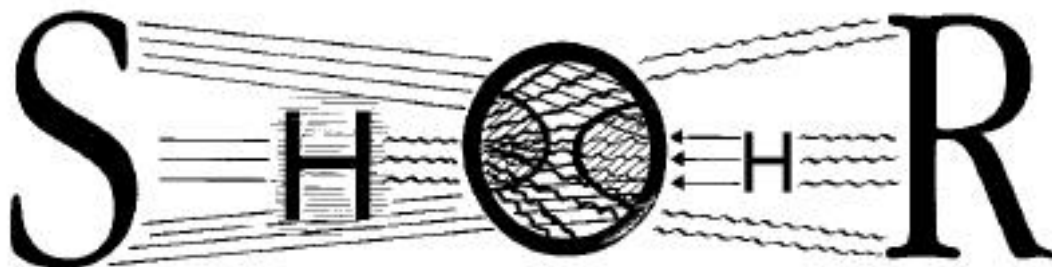


Fig. 1.2. Mediated Learning Experience (MLE) model

(Adapted from Feuerstein et al, 1979)

MLE requires the presence of three parameters that are the object of planful attention on the part of the mediator, intentionality and reciprocity, transcendence, and meaning. In addition, situational variables in the encounter present opportunities to mediate for other important parameters of the experience: regulation and control of behavior, feelings of competence, psychological differentiation and individuation, sharing behavior, goal seeking/planning/achieving behavior, competence/novelty/ complexity, self-change, optimistic choice of alternatives, and feelings of belonging. Each of these criterial parameters offers opportunities for the mediator to make planned and systematic choices to exploit the mediational potential of the situation to encourage cognitive functioning and stimulate modifiability.

Mediation is different from other kinds of interventions, such as coaching, teaching, or testing the limits. The mediator is animated by intentionality, and this is coupled with reciprocity, which engages the examiner in a process of actively changing the three partners in the mediational interaction: the mediator, the mediatee, and the message or content of the interaction. The mediational interaction creates a closed loop between the components. For example, the examiner emits a message – a stimulus. If the examiner does not make sure that the subject has indeed received it, then the mediational interaction has not been experienced. Intentionality requires the mediator to be alert, vigilant, and animated if the situation is to have all the necessary conditions to assure that the subject grasps the task and is ready to focus and interact with it. As meaningful changes are observed, the subject is encouraged to go beyond the strictly necessary to the areas and regions to which the recently learned has been applied successfully. The mediation of transcendence goes beyond the immediate content of the interaction. For example, in a problem involving matrices, when a subject is required to distinguish the two determinants of shape and color and responds with “green and black lines,” that person is led to use the higher order concepts of color and shape because in subsequent problems those concepts will be needed to describe elements, differing from those previously experienced. When individuals are able to identify and describe various characteristics of the stimuli they experience, they acquire concepts that are not restricted to the immediate context in which they are learned but transcend immediate needs and are available to be applied to elements in a variety of situations. The mediation process therefore extends beyond a simple, task-oriented, product-oriented, coaching/teaching objective toward making the individual able to function independently of specific situations, and it renders the learner able to adapt to the new dimensions that he or she will confront.

3. The Learning Potential Assessment Device

An application of the notion of MLE to the task of psycho-educational assessment resulted in the development of the Learning Potential Assessment Device (LPAD) (Feuerstein et al, 1979).

The LPAD reflects a different view of human beings and their development. It represents a sharp departure from practices that are based on a view of human characteristics as fixed, immutable, and therefore subject to study by psychometric methods of measurement. In its underlying theory, in its structure of instruments, and in its development of procedures, the LPAD presents a radical alternative to the statistically based, normative comparisons and predictive goals of conventional assessment. In its simplest sense, the LPAD shifts the focus from what the individual is able to do (at a given moment in time) to what the individual *can become able to do* in the immediate time frame and in subsequent, future interactions. In the LPAD, whatever is done, through the process of assessment and stimulation of behavioral changes, cannot be considered as the limits of the individual's ability to benefit from the intervention or the examiner's activity. It is the limit of what can be done at the particular moment. Eventually, at some other time, with modified and adapted interventions, or in some other regions of functioning, further modifiability can be anticipated. It is this basic understanding – that we cannot reach all of the regions or potentials of knowledge about the other without an open, adaptive posture in our process and our instrumentation – that underlies the LPAD philosophy.

The LPAD is designed to achieve goals that are substantially different from traditional, static psychometric assessment methods. The differences can be characterized according to dimensions listed in Table 1.1.

Assessment Methods

<i>Standard</i>	<i>LPAD</i>
Looks for stages and progress in mental development	Seeks character and processes of mental development
Makes comparisons to normative groups of peers	Compares to individual's own performance at different times and under different conditions
Measures manifest levels of current functioning	Assesses indications of learning propensity and modifiability
Classifies through ranking and normative comparison	Searches for indices of modifiability based on samples of produced changes during assessment
Predicts future performance based on fixed and permanent characteristics	Searches for propensity and conditions of structural change

Table 1.1. Comparison of standard and LPAD assessment methods.

(Adapted from Feuerstein, Falik, & Feuerstein, 1998)

The introduction of mediation and learning phase into the assessment process turns LPAD into an optimal tool of psycho-educational assessment of new immigrant and minority students. Instead of trying to make assessment materials “culture-free” (which is impossible), or, on the contrary “adjusted” to a given culture (which is nearly impossible taking into account the socio-cultural heterogeneity of the immigrant population), LPAD shifts the emphasis from the students’ already acquired knowledge and skills to their potential for learning new and unfamiliar material.

4.Application of the LPAD and IE with new immigrant students

From its inception in the work of Feuerstein and his colleagues with new immigrant youth from Asia and North Africa (Feuerstein et al, 1979) the LPAD assessment approach has been successfully used with a variety of new immigrant and ethnic minority groups.

The first large scale application of this method with new immigrants from Ethiopia was undertaken in 1985-86 (see Kaniel et al, 1991). New immigrant adolescents arrived in Israel one year prior to the study and were studying in the boarding schools sponsored by the Youth Aliyah Department of the Jewish Agency. Three hundred new immigrant adolescents were examined using the group format of the LPAD battery. The initial level of the students’ performance on such non-verbal and presumably culturally neutral test as Raven’s Standard Progressive Matrices was much lower than that of the Israeli norm (Table 1.2). On average 15 year old new immigrant students performed on the level of 10 year old native Israelis. If only this static measure of the new immigrant students’ intelligence were taken into account, many of them would have to be placed in special education frameworks. Fortunately, the LPAD procedure offers a different perspective. By introducing a learning phase based on the material of Set Variations I and II, the evaluation was transformed from static to dynamic. The Raven’s Matrices pre-test scores were compared to the post-test scores obtained after the mediational intervention. The performance of students who received mediation was compared to a control group consisting of their peers who received the same tasks but without mediation. (Table 1.2). The first important finding of this study was that mere familiarity with the test material does not help much in solving the tasks. The control group students who solved the Raven’s test twice improved their performance only by 3%. The second finding was that an exposure to the learning phase materials without mediation also has little effect on the students’ performance. While the control group students, who worked without mediation, were able to solve only 21% of the Variations II tasks, the experimental group that received mediation was able to solve 65% of the same tasks. Finally, the results of the post-test indicated that

the majority of new immigrant students became much closer in their performance to the Israeli age norm. Similar results were obtained in other tests of the LPAD battery.

	Raven pre	Raven post	Variations I	Variations II
Experimental	36	59	69	65
Control	39	42	27	21

Table 1.2 Average performance in % for experimental and control groups in Raven Progressive Matrices pre- and post-test and learning tasks Variations I and II.

(Adapted from Kaniel et al, 1991, p.195).

One may conclude that the major problem facing new immigrants from Ethiopia is the incompatibility of their previous learning experiences with requirements of the formal educational settings. The new immigrant students suffer not so much from a lack of knowledge, as from a lack of cognitive strategies that are usually presumed by the educational system as pre-existent in its students. As a result the new immigrant students demonstrate low performance both in the standard psychometric tests and in their independent work with learning tasks. At the same time, the LPAD procedure revealed that these students on average have a very good learning potential and are capable of quickly improving their performance when given a concentrated intervention based on the principles of mediated learning experience.

These findings were confirmed in a study of new immigrant adolescents who arrived in Israel from Ethiopia in 1991 (Kozulin, Kaufman, & Lurie, 1997). In this study four groups of new immigrant adolescents studying in different boarding schools of the Youth Aliyah Department of Jewish Agency were examined using the LPAD battery. In addition, they received a year-long cognitive intervention in the form of the Instrumental Enrichment program (Feuerstein et al, 1980). The first significant finding of this study was that the initial cognitive performance of new immigrant adolescents was not only quantitatively but also qualitatively different from that of native Israeli students, both of the same and of a younger age. This result was obtained by comparing the new immigrant students' performance in different series of the Raven's Standard Progressive Matrices Test (Fig. 1.3). The LPAD procedure not only improved an absolute level of the immigrant students' performance but also changed the profile of students' responses that became much closer to that of their Israeli peers. Two conclusions can be drawn from these results. First, that the initial performance of the new immigrant students reflects their "cultural difference" rather than developmental delay, and second, that LPAD is effective in changing the type of problem-solving strategies available to new immigrant students.

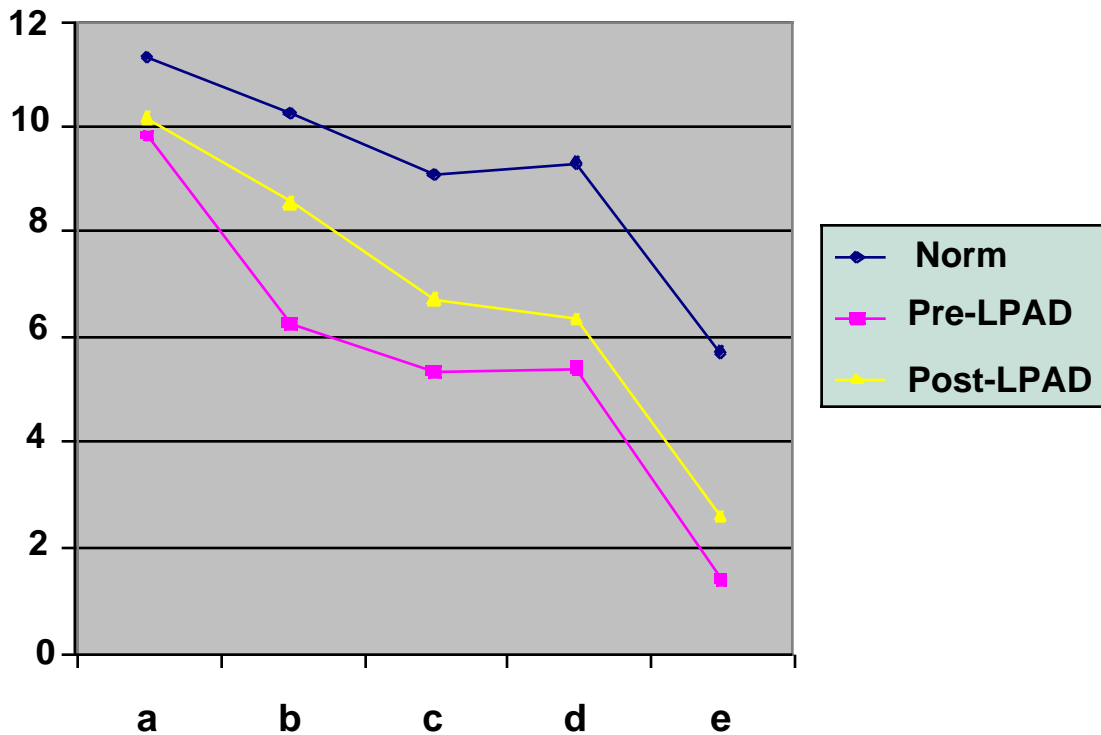


Fig. 1.3 Raven's Progressive Matrices Scores in Series A-E.

13 year old new immigrant students, N=11.

(Adapted from Kozulin, Kaufman, Lurie, 1997)

While LPAD procedure allows us to identify the student's learning potential and those cognitive and learning skills that require more intensive intervention, the Instrumental Enrichment program serves as a tool for creating permanent changes in the student's performance. In a pilot study conducted at the Hebrew University in Jerusalem (August-Rothman & Zinn, 1986) a group of new immigrants from Ethiopia received IE intervention as a part of their preparatory academic studies. IE principles were "bridged" to the mathematics curriculum. Two types of data were obtained: grades in mathematics and admittance to regular university study. During the first year of preparatory studies the IE group received higher grades in math than the control group which received no IE. During the second year the latter group also started receiving IE; the second year math grades of this group were better than the first year grades of the same group. The ultimate test of the students' advancement was their admittance to regular university study. If after the first year of preparatory studies only one out of 15 candidates was admitted, after the second year this number reached seven. University lecturers also reported significant change in the students' learning skills, attitudes and ability to master material.

In another study (Kozulin, 1995) fifteen adolescent girls started receiving the IE program three years after their arrival to Israel. At the time of IE intervention all of them were placed in a special "immigrants" class in one of Jerusalem's boarding schools. The IE program was taught for two academic years, four hours per week for a total of approximately 220 hours. IE teaching was augmented by "bridging" exercises which linked the principles acquired in the course of IE lessons to the tasks of content lessons and everyday life experiences.

In the course of intervention certain specific cognitive and learning characteristics of the participating students were identified. At the beginning of the program students demonstrated an insufficient knowledge base and poor understanding of such super-ordinate concepts as size, form, origin, use, etc. The concepts like "degree of similarity" or "mistake" had to be taught through special learning activities. The students were also poorly prepared for the use of contemporary learning materials which employ a great variety of graphic-symbolic devices such as tables, graphs, charts, etc. These devices had to be specially explained to the students. During the learning process the students needed special help in the following areas: Defining the problem in the field of data; separating the problem domain from the domain of possible answers; working with several sources of information; and planning their own actions. In the field of language acquisition the students revealed significant disparity between relatively quick and successful acquisition of communicative speech and protracted problems with comprehension of abstract concepts. Observations made during IE lessons resulted in recommendation for content subject teachers. These recommendations focused on the necessity to identify cognitive elements of content material teaching and teaching these elements first using simpler content, and only then to introduce more difficult content. Apart from teachers' observations the occurrence and magnitude of cognitive change was assessed by the Raven Standard Progressive Matrices test at the beginning and at the end of intervention. The change from pre-test to post-test was statistically significant. Moreover, while the IE group reached the normative level of Israeli students at the post-test, the matching non-IE group stayed at a much lower level.

The next research question was to investigate the influence of IE intervention on both cognitive and content subject performance of older immigrant students. Four groups of new immigrant students studying in the Youth Aliyah boarding schools were studied by Kozulin, Kaufman and Lurie (1997). All the participating students immigrated to Israel in 1991. The majority of them did not study in Ethiopia and were not literate in their native Amharic

language. Upon their arrival in Israel all participants were placed into intensive Hebrew classes (“ulpan”) for a period ranging from 3 to 6 months. After that they went through a number of schools where they studied in integrated classes and in the classes specially created for the new immigrants. In spite of the fact that by the time of the study the students had been in the Israel educational system four years, they lagged behind their Israeli peers substantially. At the beginning of the school year 1995/96 they were grouped together in special classes created for the purpose of short-term (one school year) intensive intervention.

The intervention program included 4-5 hours of IE per week. In addition, students were taught intensive language arts curriculum for 12 hours per week, and a specially designed math curriculum for 6-7 hours per week. Teachers participating in the project were trained in the philosophy and technique of IE and in the use of redesigned content subject curricula. Table 1.3 shows that in three out of four groups substantial improvement was observed both in cognitive and in content subject performance. The experience gained during this project served as a basis for creating the Concentrated Reinforcement Lessons (CoReL) model described in the Methods section.

Groups	Cognitive		Math		Reading	
	Pre	Post	Pre	Post	Pre	Post
Group A (10 th grade)	62	80	70	85	5.1	
Group B (9 th grade)	43	53	56	72	2.0	4.0
Group C (8 th grade)	47	68	67	85		
Group D (10 th grade)	38	58			4.5	4.6
Israeli norm	76					

Table 1.3. Cognitive (Raven’s Matrices) and content subjects performance scores before and after intervention (September 1995- June 1996). Cognitive and math performance in %; reading performance in grade level. (Adapted from Kozulin, Kaufman, Lurie, 1997).

Part Two: Goals and Methods

A. Goals

The main goal of our intervention was to create conditions for the rapid integration of the new immigrant children into the Israeli educational system. In the context of this main goal the following sub-goals were formulated:

1. The identification of the learning strategies and skills of the new immigrant children and on the basis of this to build a system for their transition to learning in the formal educational frameworks. Conveying this information to teachers and school administrators with the aim of preparing a tailor-made educational program suitable for this transition that would help students to acquire cognitive tools necessary for coping with the major changes experienced since their immigration to Israel.

2. Reducing the risk of misdiagnosis and wrong educational placement of the new immigrant students. As members of a very different culture these students are often incapable of revealing their true learning potential during the standard psycho-educational assessment. As a result their abilities are misjudged and the educational track selected for them is not the optimal one. Dynamic cognitive assessment (LPAD) allows us to separate the manifest level of functioning from the learning potential of the students and in this way to avoid the stigmatization of the students whose standard test scores are affected by their cultural differences.

3. Identification of children with particularly high learning potential on the one hand, and those with specific difficulties, on the other, with an aim to facilitate their integration into regular classrooms by designing individual learning plans.

B. Student Population

Place	Number	Age	Immigration
Hatzrot Yassaf	563	7-18 year olds	Aug.97-Apr.98
Givat HaMatos	93	8-11 year olds	Apr.98-June 98

During the school year 1997/98 children at the “Hatzrot Yassaf” caravan park studied in the school located in the park itself. By the end of summer 1998 this school was closed and students were integrated in different schools located in:

Meron, Lavi, Karmiel, Migdal HaEmek,, Shlomi, Sde Yacov, Yokneam, Tivon, Naharia, Acre, Kiriati Shmuel, Kiriati Ata, Neshet, Kiriati Mozkin, Nazareth, Rehasim, Kfar Hasidim.

Students from “Givat HaMatos” were integrated into the Jerusalem schools.

C. Logistics

‘Hatzrot Yassaf’. The work at the “Hatzrot Yassaf” caravan park was characterized by the following features:

1. The great distance between the ICELP (Jerusalem) and the caravan park where assessments and intervention took place.
2. The necessity to adapt to the conditions (space, equipment, temperature) at the caravan park itself.
3. Specific problems associated with the work with the new immigrant population not familiar with Israeli reality.

The management of “Hatzrot Yassaf” set up an office on the site itself and assessors and teachers came from all over the country to work there. During the summer months the new immigrant children studied at the school opened on the caravan park and in the “Hofim” located near by.

In July 1998 while school was still working ICELP teams worked with about 8 groups of new immigrant students each day conducting group and individual LPAD assessments in the morning and afternoon, and giving 10 morning classes of Instrumental Enrichment. In August when school was closed many children participated in the summer camp, and in this way we could continue our work with them.

Conditions were difficult due to the extremely hot summer and the stifling heat in caravans where the assessments and lessons were given.

The typical morning started with organizing groups for testing at two sites: In the school located in the caravan park and in the “Hofim” school. After that we had to locate and identify the children for individual assessments. Simultaneously teachers started giving Instrumental Enrichment lessons. During the afternoons only individual assessments were performed. It was not easy to locate the children - we often had to search for them with just their caravan number as our only information.

The new immigrant children had only very recently arrived in Israel and had little or no knowledge of Hebrew, so we organized a group of young adults from Ethiopia to help with translation. This group was extremely helpful. They helped us not only with translation but also in locating children, encouraging them, and helping to build a rapport between the children and the ICELP team. In most cases translation was essential and no contact was possible without translators.

The caravan park management helped us in every way possible. Given the specific conditions of the caravan park the entire project would have been impossible without the close cooperation of the caravan park management.

“Givat Ha-Matos”. Approximately 220 families of new immigrants from Ethiopia were temporarily resettled in the “Givat Ha-Matos” caravan park in Jerusalem. The new immigrant families were rather young and relatively small - averaging 5 members per family. There were few elderly people in this population. Fifty families had only one parent, a single mother with children.

The majority of new immigrants spent 7-8 years in the temporary camp in Addis-Abeba in Ethiopia. That was an important cultural experience for them, because originally they came from villages and had to change their habits, dress, and notions of education in order to adapt to the urban life style. This may also explain a relative ease with which this population accepted the realities of Israeli urban environment.

Younger parents seem to be concerned with development and education of their children and are capable of projecting high educational goals to their children. This was indirectly supported by our observations of the children during the assessment. The children were highly motivated and achievement- oriented. Children appeared well prepared for studies, organized and wearing clean and neat clothes. Family caravans that we visited were very clean and orderly, with parents displaying a lot of patience toward their children. On their own initiative parents requested a meeting with the ICELP team in order to receive information about the assessments. This also confirms our impression that the parents can translate their concern about education into practical actions.

The majority of new immigrant children arrived in the spring of 1998, and the goal was to conduct assessments as quickly as possible in order to facilitate their integration into appropriate classes in September 1998. We were also concerned with identifying gifted and talented children who would require special educational programs for the efficient development of their abilities.

In July 1998 assessments were conducted in the “Pardes” school that served as a site for a summer camp for the children from “Givat HaMatos”. Four classrooms were set up for assessments. The administration of the “Pardes” school helped us to organize a schedule which would enable the children to both receive assessment and not miss much of the camp activities. The assessments were conducted with the help of translators. Mostly younger children were assessed using the individual LPAD format. The assessments were conducted from 8:30 through 14:00 in “Pardes”, and from 15:00 through 18:30 at “Givat HaMatos” itself. At the end of the day the assessment team held a meeting summarizing the work done during the day.

Since in August 1998 there was no summer camp and no room at “Givat HaMatos” itself, assessments had to be conducted at the ICELP in downtown Jerusalem. Children scheduled for assessment were bussed to and from their caravan park. They also received breakfast and lunch at the ICELP.

As mentioned earlier children were assessed individually with the LPAD battery. The tasks were translated for the children by a translator of Amharic. The assessment usually took three days. Each child worked at a different pace and each assessment was highly individual also in terms of time spent on different tasks.

Observations made during the assessment confirmed that the children indeed improved their attitude toward the tasks as a result of the mediated learning experience. They asked to be invited again and again in order to accomplish more tasks. It was also clear that the children acquired new concepts and learning strategies, and enhanced their feeling of competence. The behavior of these children was characterized by high learning motivation and readiness to change.

D. Intervention Methods

1. Assessment

The dynamic cognitive assessment method - Learning Potential Assessment Device (LPAD) developed by Prof. Reuven Feuerstein allows the identification and enhancement of the students' learning potential.

The LPAD assessment consists of three stages: Pre-test, Mediation, and Post-test.

- The Pre-test helps to identify the student's baseline performance level and his/her cognitive difficulties.
- The mediation stage that consists of teaching the students strategies and skills necessary for successful task performance. This intervention is geared to the child's needs.
- The Post-test - assessment conducted following learning, allowing for the identification of modification which has occurred as a result of mediation.

The LPAD battery consists of 15 instruments aimed at assessing cognitive functions related to perception, attention, memory, problem-solving, and logical reasoning. LPAD instruments more frequently used in this project included: Raven's Colored Progressive Matrices, Variations B8-B12, Tri-Modal Analogies; Complex Figure Drawing Test; Lahi Test; Positional Learning Test; Organization of Dots; 16 Words Verbal Memory Test; and Associative Recall Test.

This type of structured assessment allows for the identification of the students' learning potential and evaluation of the effectiveness of the type and amount of mediation. This type of assessment has proved to be the most effective with culturally different students because it identifies their ability to learn and not just their current knowledge. Dynamic assessment helps to identify the learning potential of children who are considered to be underachievers, learning disabled or slow performers due to their cultural difference. It has also been proved that this type of assessment is beneficial for

pinpointing effective teaching methods, areas of need and methods of intervention, as opposed to didactic assessment which is unable to determine effective learning methods for this type of subject.

The assessments were performed in two different ways:

- **Group LPAD** assessment performed in groups of 15 students each. The group assessment creates conditions closer to that of regular classroom work. The mediation is provided to a group as a whole. It takes three days to complete a group assessment. Approximately five hundred children were assessed using the group method.
- **Individual LPAD** assessment was used with children who were identified as having particular difficulties, with those who failed at the group assessment, and with young children (1st - 3rd grade). The individual LPAD assessment includes up to 15 different instruments and requires several assessment sessions, approximately 12-15 hours per child. Approximately two hundred and twenty children were assessed by this method.

The results of the assessments are evaluated both qualitatively and quantitatively and a narrative report prepared on each student. The reports that contain recommendations are presented to teachers, psychologists, and school administration.

By the end of December 1998 all group and individual assessments were completed and findings presented to schools which had accepted the children.

2. Instrumental Enrichment

The Instrumental Enrichment (IE) cognitive enhancement program was developed by Prof. Feuerstein and his colleagues with the aim of enhancing the cognitive modifiability of children, adolescents, and adults. IE improves the adaptability of the student by creating the necessary cognitive prerequisites of learning, correcting the deficient cognitive functions, and improving learning motivation. The IE materials include 14 sets of paper-and-pencil tasks covering such areas as analytic perception, orientation in space and time, comparisons, classification and so on. In view of their extreme cultural differences the Ethiopian immigrants were in great need of developing these cognitive prerequisites of formal learning.

During the summer months 15 groups of new immigrant students received IE lessons in the caravan parks and day camps. Each group received three hours of IE per week taught by teachers specially trained for this purpose at the International Center in Jerusalem.

In September 1998 teachers from the schools that had accepted new immigrant students, started IE training. The 120-hour course attended by thirty teachers will run from September 1998 through June 1999.

3. Supervision of the educational staff

Several levels of consultations and supervision were offered to the educational and social services staff working with the new immigrant children and their families:

- Instruction of summer camp counselors on ways of establishing ties with the children and understanding their difficulties.
- Instruction of the Hatzrot Yassaf learning center teachers on methods of teaching Hebrew as a second language and work with students with special difficulties (July to September 1998).
- Presentation of the assessment and enrichment program to the “Hatzrot Yassaf” school teachers. It should be noted that this type of intervention was particularly difficult because of the time of year (summer vacation) and the logistics involved (the “Hatzrot Yassaf” school was closed, the children attended day camps and then different regional schools).
- Supervision of the IE program taught in the participating schools in Lavi and Nazareth.

4. Concentrated Reinforcement Lesson (CoReL) groups

CoReL groups were established in order to help new immigrant students integrate into the Israeli educational system by using the principles of mediated learning and the models of preparatory courses developed by Prof. Reuven Feuerstein and operated nationwide in the 1960s in the framework of the Youth Aliyah schools.

While acting as Head Psychologist for the Youth Aliyah in the 1960s, Prof. Feuerstein searched for a way to integrate culturally different, culturally deprived, and special education students into the regular school framework.. The solution offered by Prof. Feuerstein was to create a preparatory course for a well- defined period of time - one or two years - which was designed for preparing students for integration into a regular class. Many students passed through these groups and were absorbed into the mainstream education system (Feuerstein and Krasilowsky, 1971).

Out of necessity, this model was rebuilt in the 1990s in response to the influx of new immigrant students from Ethiopia. During the 1995-96 school year, similar groups were established in four Youth Aliyah schools (for details see Part One of this report). The students received dynamic cognitive assessment in a group format, an intervention program in cognitive skills (Instrumental Enrichment) was coordinated

with the plans for the instruction of the basic skills. Special didactic materials were created for teaching math, history, and language on the cognitive basis. These programs were developed jointly by the ICELP and the Youth Aliyah Department of the Jewish Agency. The two organizations joined forces planning work and supervising the implementation of the program. The results of this pilot project were reported at a number of national and international conferences (see Kozulin, Kaufman, and Lurie, 1997; Kaufman and Weizman, 1996). The preparatory program project was discontinued in 1996 due to the restructuring of the Youth Aliyah department of the Jewish Agency and change in the governmental body responsible for the boarding schools.

However, as a result of a request for help from the Department of Absorption, new preparatory programs were established in State Religious Schools of the Ministry of Education that is responsible for schools accepting new immigrant students from Ethiopia. The preparatory model was adapted to the current needs and conditions. The major demand was speedy educational integration of younger students (age 9-12) whose performance in basic school skills lagged considerably behind that of the native Israeli students. The preparatory program changed its name by request of the Ministry of Education from that of Preparatory Course for Integration to CoReL (Concentrated Reinforcement Lessons).

During the school year 1996-97, twenty five CoReL groups were operated in 17 schools throughout the country. The activity was carried out through close cooperation between the Ministry of Education (Department for Immigrant Absorption in State Religious Schools) and the ICELP directed by Prof. Feuerstein. During the school year 1997-98, the number of CoReLs jointly operated by the ICELP and the Ministry of Education doubled. Likewise, a number of CoReL groups was established in cooperation with the Jewish Agency. These CoReLs were established mainly in the north of the country with the aim of helping to absorb new immigrant children from "Hatzrot Yassaf" who study in various schools in the Galilee

a. The Need for CoReL

Within the student population it is possible to identify those children who have not mastered the basic skills like reading and arithmetic. These students become passive and the gap between them and the class widens. Even in classrooms where the learning is student-oriented there are children who do not have the necessary skills for participating in the individual or group educational activities. At times these children do not receive the support they need, their skills are not built up and consequently there is no progress with the gap between them and the rest of the class widening. The self-esteem of these students is low and they have difficulty in coping with challenges of

formal education. As a result of such gaps there are even cases of students who are referred to the placement committees and are placed in special education classes.

In order to integrate these students into the regular educational framework and turn them into independent and efficient learners their level of performance in basic skills must improve and their thinking strategies and learning skills must be built up. For them and for others we are concentrating on reinforcement with CoReL.

b. The Goals of CoReL The main goal - the integration of the students into regular classes and enabling them to become productive students using the learning processes acceptable in the class.

Sub-goals

- achieving mastery of the basic skills: the language skills including reading and writing, learning skills - including coping with learning materials, classroom rules, different tasks, etc;
- improving learning motivation and building a feeling of competence;
- building work habits which will enable the student to cope independently with the demands placed on him in the class.

c. Principles of CoReL

Provisional Character - pre-defined period of activity both for the student and the teacher, the duration is dependent on the definition, but is relatively short (4 months to one year), since CoReL is a springboard and instrument for integration and the time that the student spends in it is therefore to be limited. This provisional character of CoReL sets the goal for teacher and student alike to get the student out of CoReL as soon as possible. This time limitation demands active involvement and clear definition of the goals for the principal, teachers and the parents, and the building of a very intensive work program which should be accomplished in a short time. The provisional nature of the placement into the CoReL provides a situation that allows complete integration of the student into his class whenever he is ready without regard to the fixed dates of the school year and the norms of the system. The provisional character of CoReL placements and the open date of integration requires frequent assessments of CoReL students, once every 3 months, in order to test their level of performance and readiness for integration. The provisional factor is most difficult for the teachers, who often have difficulty accepting the fact that the removal of a student from “their” CoReL group is the best proof of their success.

Awareness of the process of goals and principles. Since CoReL is limited in its period of activity it forces the teachers and the students to work at creating change within a relatively short time. On account of this, the teachers' and students' level of awareness of the process and its goals is essentially high and permits efficient performance.

Content of the Activity - Tools for Coping. The activity is focused on the development of learning skills and thinking strategies. CoReL is not designed as a method for transmitting knowledge except indirectly, the main goal is the building of the various learning skills and thinking strategies, that are the tools which will enable the student to cope independently and successfully in class. Definition of the required tools affects the content of the activity, usually we focus on three domains: spoken and written language, mathematics, and thinking and problem solving.

High Intensity. The CoReL program creates a critical mass of intervention in the areas of the various skills in order to ensure their acquisition by the student and subsequent automatism in their use. Efficient performance achieved through habit formation is a performance which is automatic, fast, accurate, and done with minimum effort. To reach a level of high efficiency it is necessary to internalize the skill and crystallize the performance schema. The crystallization permits speed with minimum effort - necessities for skill. The intensity of intervention enables the crystallization of the skill.

Varied Teaching Methods. A number of different teaching methods is used in CoReL groups including frontal, small group and individual teaching. Many different didactic modes are used depending on the structure of the group, its needs, and the individual needs of each student.

School System Involvement. The school as a whole is involved in the CoReL activities through widespread cooperation of students, CoReL teacher, regular class teacher, school principal, educational counselor or psychologist, the parents. The process of defining CoReL goals, the activity itself and the integration of the students in the regular classroom will all suffer without this cooperation. One should recognize that there are some inherent contradictions between the views of different participants especially when it concerns students with special difficulties. The regular class teacher frequently becomes relieved by the removal of a low performing student from the class and his/her placement into the CoReL group. She/he is glad to be rid of the responsibility for such a student who slows the

learning processes in the class. So when it comes to integrating the student back into a regular class, the teacher may object to accepting a student from CoReL because of his/her remaining difficulties and the stigma he/she carries, regardless of the change brought about by CoReL. It is therefore most important that the class teacher follow the process and observe the changes in the student. Extensive cooperation between the class teacher and the CoReL teacher, perception of the complete picture, and understanding the importance of accepting the learning disabled student into the class, will bring about successful integration.

d. The Timeframe of Participation in CoReL

As already mentioned, the provisional character of placing a student into a CoReL group is the program's distinctive feature, and because of this, the length of participation is dictated by the student's progress. The time spent with CoReL group also determines the amount of the student's absence from his regular class. Our meaning of the timeframe includes scheduling the school day, the school week, and the activities during the school year. The requirement of intensity dictates that during the school day as much time as possible be given to CoReL activities, at the same time trying not to distance the student from his home class. It has been arranged that a student will go out to CoReL for 3-4 hours during the school day and for the rest of the day take part in regular class activities. Each week a student will spend a total of 15-20 hours in CoReL, and the rest of the time take part in regular class activities. Participation in the CoReL group is also limited, usually to a period of 4-6 months, during which there is frequent assessment aimed at fixing the student's integration into his regular class.

e. Areas of Activity in CoReL

As formerly mentioned, the main goal of CoReL is the construction of learning skills and strategies, and because of this, they constitute the main fields of activity. The CoReL program includes Instrumental Enrichment (IE) lessons for 5 hours per week. Since there is a sufficient number of IE teaching hours CoReL, it is possible to complete a considerable number of IE instruments, the mobilization for performance is high, and this contributes to the crystallization of skills.

The students in CoReL devote at least 5 hours per week to a study of spoken and written language, depending on their needs and their level of mastery. Writing includes: handwriting, spelling, learning sentence structure and types of expression. Reading includes: learning to read, strategies for decoding and

orientation in texts, and reading comprehension. Oral language study includes building vocabulary, developing language fluency, etc.

Similarly 5 hours per week are devoted to math: numeration, the number system, inclusive relationships, sequencing. Arithmetical procedures: addition, subtraction, multiplication and division, strategies for solving written problems, methods of building fractional problems, decimals, and other operations depending on individual needs. Two principles dictate the construction of the program:

- Adapting the level of instruction to the requirement of the student, i.e. to a level from which it is possible to begin to build the skills according to his/her needs, if necessary even from the most basic level.
- Using the principles of IE and bridging them to the various skills in compliance with the IE principles.

The process of learning skills is hierarchic and requires building the skills from the beginning. On account of this, it is important to start at the level suitable for a student. The decision about the program is made on the basis of the assessment. Since the program is fixed according to the student's needs, so the methods of teaching are tailored to fit the student's level and the composition of the group. Occasionally students in a CoReL group are given individual tutoring, at other times they participate in a group work or perform individual tasks. The program is flexible, sometimes it is decided that in one domain activities of a particular character will be implemented and in another domain activities of a different character according to the needs of the students. It is most important that in and around CoReL a network of mediation become established - this is because the mediation is done not only by the teacher but by all the participants and the result of this is the production of a mediational structure of high intensity and coherence which brings about social processes which influence the character of the learning and the intensity of activity.

The CoReL learning program includes, as has been stated, a number of domains while keeping as close a connection between them as possible. The teaching of IE is connected to teaching the school skills - the IE tools are used to improve skills. The connection between IE and the different skills is seen in the various domains: for example, in order to master reading a student needs to form and keep an internal representation of the letters so that he/she can use them when they appear in different writing, in different fonts and in a different arrangement. With the help of the IE instrument "Organization of Dots" we can build an internal representation of various shapes in a student and teach him/her how to conserve them even when they appear in different sizes and different positions. Thus, the tool "Organization

of Dots” assists in the teaching of reading - the required cognitive function essential for reading is established with the help of this cognitive tool. Another example is the relationship between a whole and its component parts and between the parts themselves. The understanding of these relationships is essential for efficient reading and text comprehension. Similarly in math when a student analyzes a number and produces a system of inclusive relationships he/she must understand the significance of the whole, which is the number, its component parts and the relationship between the whole and the parts and between the parts themselves. Thus the IE tool “Analytic Perception” helps to develop the cognitive function necessary in both text comprehension and math .

The following are examples of the connection between different domains in the CoReL program

Language	IE	Skills
Written	Constructing Internal Representation, Memorizing Processes, Use of Various Modalities, Constructing Conceptualization of Time and Space	Writing
Spoken	Generalization, Principles, Vocabulary, Concepts, Strategies, Types of Relationships	Reading
Rules of Speech	Learning Organization Strategies and Analysis, Restraining Impulsivity Creating Motivation	Arithmetic Independent learning

f. The Student Population in CoReL

Each CoReL group usually consists of up to 15 students. The students in a group may be from the same class, the same age group or of different ages. The population can be from kindergarten to high school. It is possible to implement CoReL principles in a higher education preparatory course as well. The student population is made up of those students who have a performance gap between themselves and their peers. The gaps may have formed because they are immigrants, or culturally deprived. Sometimes they are students from special education programs who wish to be integrated into regular classes . The common characteristic of these students is the inability to integrate due to deficiencies in basic skills. The deficiency may be in reading, writing or arithmetic, and also in the lack of strategies to cope with complex tasks, difficulty getting organized or recognizing behavior norms. Sometimes the deficiency is in the prerequisites for

learning the skills. The composition of the CoReL group is usually decided on by the school principal together with the school pedagogical team in consultation with ICELP teachers, taking into account the goal setting and the timetable.

g. The Contributors to CoReL

The success of CoReL is dependent in a greater degree on the overall vision, the involvement of the participants and the breadth of cooperation. Hence, the factors are numerous. The school principal decides on the structure of the CoReL group and creates motivation for success in the students (“we have chosen you, we want to invest in you so that you succeed...”). The CoReL teacher must be the best, most professional, most industrious teacher in the school. Most of the responsibility rests on his/her ability to bring these students to integration, to change them in the shortest possible time. The CoReL teacher will encounter many difficulties and put great effort into working with the students, who are often the most difficult students in school. Once he/she has succeeded in preparing them for integration the CoReL teacher should be ready to part with them while it is difficult for him/her to let go. The CoReL teacher must carry out the work in a relatively short period of time with much intention and energy, abandoning conventional methods of teaching and being flexible in his/her mediation to gain the greatest effect. At the same time he/she does not enjoy the status and privileges of a class teacher. His/her only compensation is the learning, improving his level of proficiency and the students’ success.

The regular class teacher usually enjoys the students’ departure to CoReL since they are students with certain difficulties that slow the class’s progress. The teacher has to be prepared to accept the students back when they are ready for integration, to give these students a chance, to acknowledge their needs, and to be willing to accept the CoReL teacher’s advice. It is important for the regular class teacher to inquire about the CoReL activity and remember that he/she is still responsible for these students. The level of regular teacher responsibility to a large extent determines the students’ success in integration after CoReL.

The educational counselor or a school psychologist assist in forming the CoReL group and in the integration within the regular class.

Supervisors and advisors - many different people supervise the CoReL and class teachers:

The CoReL Coordinator assists in forming the CoReL group and directs the procedure;

IE Supervisors supervise IE in the school in general and the CoReL procedures in particular. They follow the IE learning process, assist in it and in bridging IE to school subjects, and also give advice regarding specific problems. As school IE supervisors they contribute to the integration of CoReL students into the regular classes.

Content Subject Supervisors for CoReL advise its teachers in the fields of language and math, attuning the learning program to the students' needs, and helping to select the optimal teaching methods while bridging IE principles to the school skills. The content subject supervisors follow the students' progress and help in assessing their school skills.

Other participants in the CoReL activities are auxiliaries, teachers and volunteers in National Service, who assist in meeting the students' needs and improving their achievements.

h. The CoReL Procedure

- **Assessment.** The potential candidates for CoReL are assessed by the Learning Potential Assessment Device (LPAD) (see Parts One and Two of this report.) The assessment is carried out in a group format or individually. The results of the assessments are submitted to the school staff and to the parents. Individual and group profiles of students are constructed.
- **The CoReL Design.** Following the initial assessment, the school team must come to a decision as to the final composition of the CoReL group, its goal and a suitable schedule. The school principal may decide that the CoReL group will include only the students with the highest learning potential, in order to ensure success, or he may choose the weakest students. The decision will depend on the overall vision, school policy and assessment of the students' requirements. Occasionally a whole class may become a CoReL group, when the testing has shown that the majority of the students in that class are suitable candidates for the program. In such an instance, during a limited period of time the curriculum will be changed for 15 hours per week. At this stage the group will be mapped, a detailed learning program constructed tailored to the requirements of the group and the individual.

- **Introductory Contact with the Students and their Parents.** In order to define the goal of intervention and to enlist the students' support for the procedure the initial contact should be established. These initial meetings are most important - to clarify the goals of CoReL, the demands of the timetable, the plans, and the expected results. This is the critical stage in forming the CoReL. Usually the school principal talks to each student and his parents individually, explaining the possibility of short-term intensive teaching in order to bring about changes in the student. The agreement of the student and of his parents is an essential condition for successful participation in CoReL.
- **The CoReL Activity.** The students attend the CoReL program as arranged with the school system. The construction of the program is dependent on the students' ages and the demands of the system. For example the students do not skip English lessons, because English is a new language that is challenging for the entire class; the CoReL students also participate in the IE lessons if they are given in their regular class. In some schools they go to CoReL at a set time every day, while in other schools it is dependent on the class timetable. As already stated, the CoReL program which can last for 4 months or longer includes 15 hours per week during which the students learn IE, language and arithmetic, and sometimes other subjects according to their needs. The text books for CoReL lessons are chosen by the school staff and advisors and sometimes are the same as those in use in the regular class, which is an advantage for the students. In other instances the CoReL teacher may choose alternative subject material according to school policy and the team's decision. The CoReL activity is accompanied by strict supervision both by the subject supervisor and the IE supervisor, who help with constant attuning of the program as necessary.
- **The Students' Integration in Regular Classes.** Integration is done according to their level and the team's decision following assessment. The integration may be partial - on one or two subjects only - or total. Sometimes at the stage of integration, the CoReL students may receive extra help for exam preparation or bridging to the class activities, etc. It is essential to give these students special support during the integration period, usually they ask for it for a relatively short period of time, the reason being the gap produced by their absence from the regular classroom. Sometimes, alternative teaching is required to overcome this difficulty. Follow-up observation and continuation of assessment of the students' achievements is continued after their integration into the regular classes.

Part Three: Results and Recommendations

As mentioned above, 444 children were assessed in group sessions and 222 individually. The assessment process usually took about two and a half days for the groups and three days for individuals. Translators were available during all assessments. Qualitative results of the group assessments and sample cases of individual assessment are presented in the Appendix. (Some students were first assessed in a group, and then because of their poor response, were referred to an individual assessment. Because of this there is a certain discrepancy between the number of children participating in different assessment sessions).

It was interesting to note the different reactions of the students to the assessment procedure. Initially they were wary and skeptic but quite soon we began hearing like: “When is it my turn?”; “Teacher, when will it be my turn again?” This shift in the students’ attitude was observed in both types of assessment. It attests to the significance of the learning process and the emergence of the feeling of competence in the immigrant children. That is why one answer to the question of how the new immigrant children benefit from the dynamic cognitive assessment is that the assessment itself produces significant changes in the children’s performance, their attitude toward learning tasks, motivation, in their ability to cope with new and unfamiliar situations and materials. These changes were the result of mediational intervention given during the assessment, which included conceptual and problem-solving strategies and principles geared to the individual needs of each student.

A. Results of the group LPAD assessment

New immigrant students on average demonstrated remarkable ability to learn from mediation and from their own experience with tasks that they had never in their life seen before. For example, Fig. 3.1 shows the change in the cognitive performance of 9-11 year old students (N=218) measured by the response to five Raven’s Colored Matrices Tasks that require analogical reasoning. The data demonstrates that students initially showed rather poor understanding of analogical relationships. They were, however, successful in learning from mediational practice and applied the newly acquired cognitive functions and operations during the post test.

Figs.3.2 a&b and 3.3 a&b show distribution of students according to their results received in Raven Matrices test before and after mediational intervention. These figures provide more a accurate picture of the dynamics of child learning than average scores. For example, from Figs.3.2 a&b it becomes clear that before mediation the population of students included two different subgroups. A subgroup of students who performed at the level one or two standard deviations above the mean, and a subgroup

of students who performed at the level of one standard deviation below the mean. There were not many “average” students whose results corresponded to the mean. After mediation the distribution of students changed considerably (see Fig. 3.2b). Instead of two distinctive subgroups, one group revealed itself with an almost equal number of students performing at “average” level, and one standard deviation above and below the mean. Which means that mediation led to greater uniformity of the students’ performance. The initial dichotomy between low and high performing students turned out to be illusory. It was enough for a “low performing” subgroup to receive mediation, then some of its members immediately achieved the average performers status.

Figs. 3.3 a&b that reflect distribution of pre- and post-mediational performance in older children tell a somewhat different story. The distribution of pre-mediational scores corresponds to an almost classical “bell curve” with the majority of children performing at an “average” level and the minority performing at superior or inferior levels. Mediational intervention has led to a differential response by the members of this group. Some students benefited greatly from mediation and their post-test results are one-two standard deviations above the mean. At the same time, other students benefited much less and remained at a lower level of performance. One may conclude that this dichotomy reflects the differential ability of students to receive mediation.

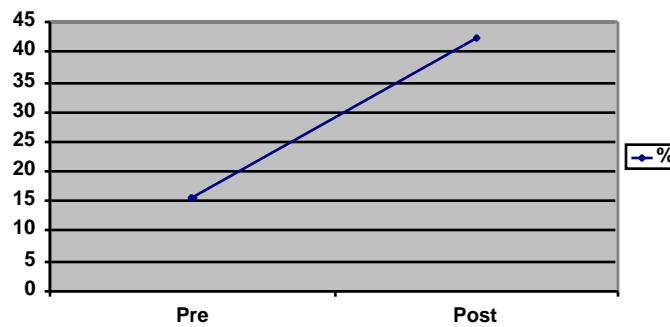


Fig. 3.1 Pre- and post-mediational test scores in 5 items of Raven’s Colored Matrices in %. N=218

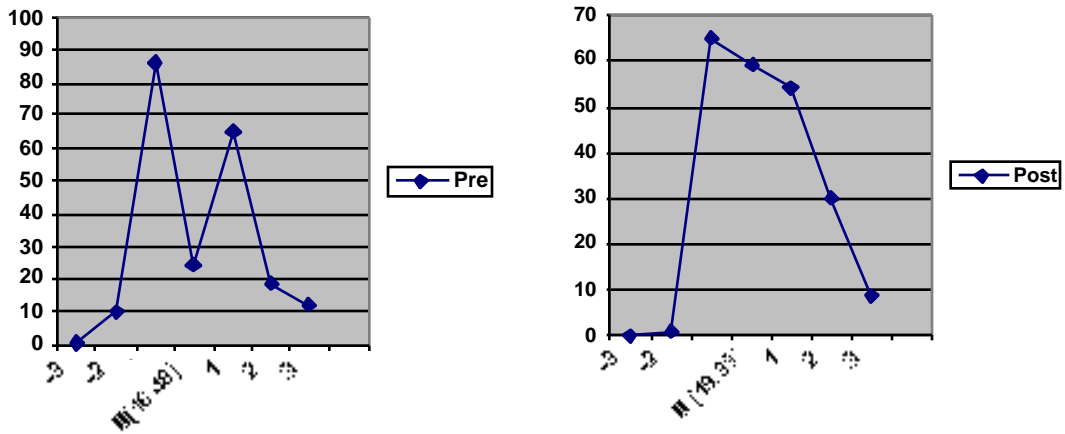
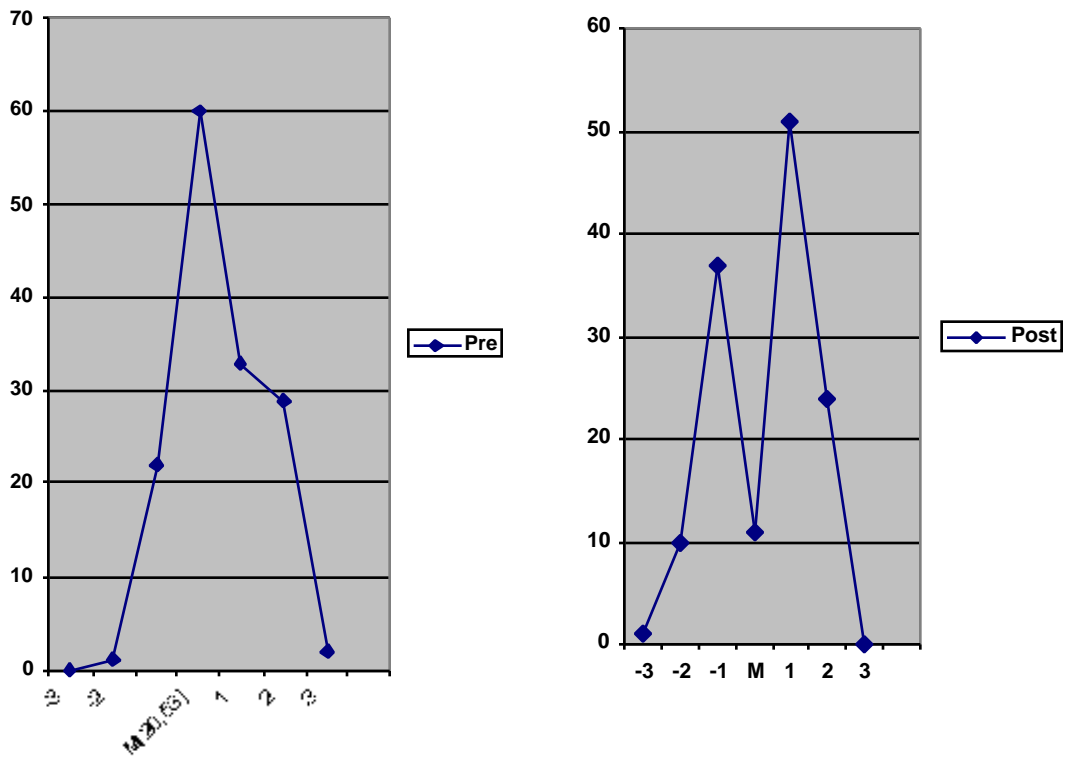


Fig. 3.2 a&b. Distribution of 9-11 year old students according to their pre- and post-test scores expressed in standard deviations from the mean. N=218



Figs. 3.3 a&b. Distribution of 12-15 year old students according to their pre- and post-test scores expressed in standard deviations from the mean. N=134

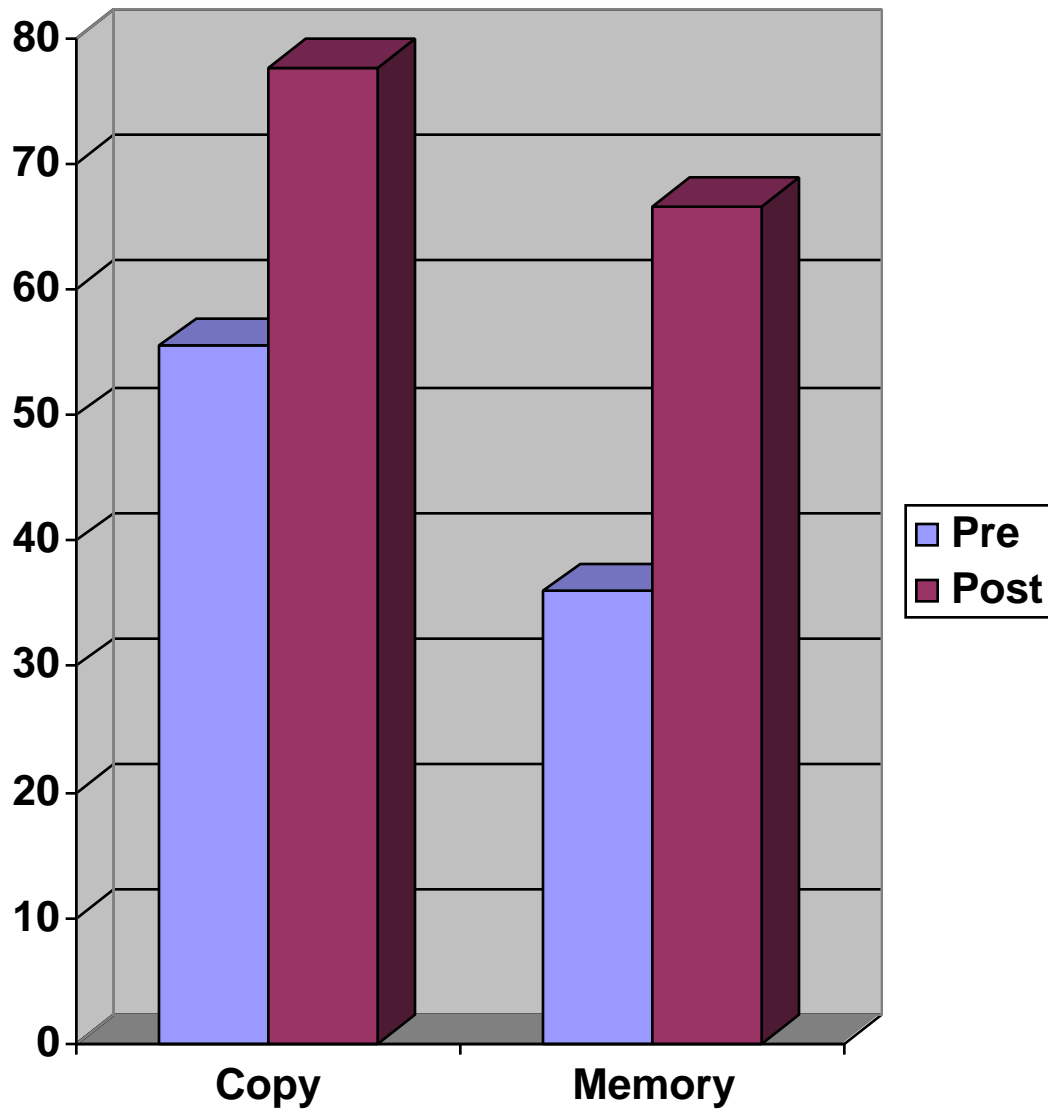


Fig. 3.4. Pre- and post-mediation results in copying and reproducing Complex Figure from memory (in %).

Fig. 3.4 provides information about the change in the ability of 9-11 year old new immigrant students (N= 218) to copy, directly and from memory, a complex geometric figure(see Fig. A for a sample of the Complex Figure Drawing Test). It is particularly important that the greater change took place in the reproduction from memory. This indicates that children succeeded in internalizing organizational and reproduction strategies taught to them and applied to them when asked to reproduce the figure from memory.

Fig. 3.5 demonstrates the ability of older new immigrant children (aged 12-15; N=126) to improve their memory for spatial organization on the basis of mediation and their own experience with the task. In the Positional Learning Test children were asked to recall 5 positions indicated on the 5x5 square board. Fig. 3.5 shows the percentage of students who successfully recalled all 5 positions in each of the 12 trials. Several points can be made on the basis of these data. The fact that 20% of the students were able to recall all positions correctly from the very first attempt indicates that some of the new immigrant students have an excellent spatial organization memory. The majority of students demonstrated sensitivity to mediation and benefited from their own experience with the task as demonstrated by the constant increase in the number of students reaching the max score. At the same time, nearly 40% of the students were still unable to recall all 5 positions after 12 trials. This indicates that a large enough sector of the student population needs a longer and probably more individualized mediation of strategies required for successful recall of spatial organization.

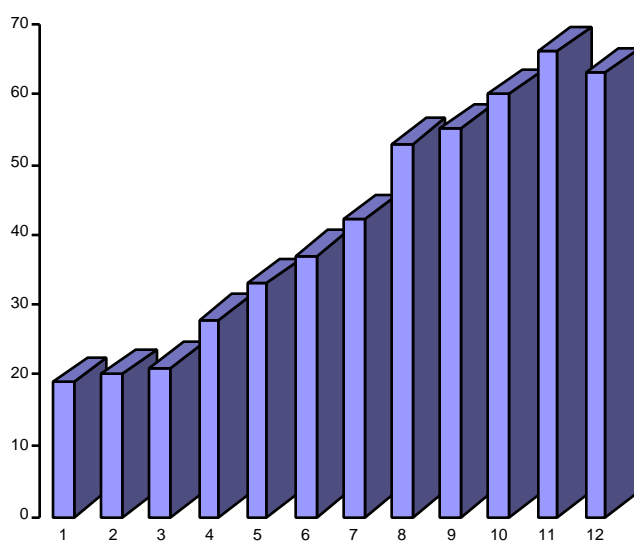


Fig. 3.5 Percentage of students recalling all 5 positions in the Positional Learning Test during the 12 trials.

The group dynamic assessment procedure allowed us to distinguish new immigrant students with different educational needs and to make appropriate recommendations regarding their educational integration:

1) Students who demonstrated extremely good results in solving problems that required abstract and analogical reasoning, and planning and execution of actions that require spatial representations. These students were also sensitive to mediation and demonstrated very good ability to learn new skills in the process of assessment.

Recommendations for students of this group:

- Placement into “ulpan” (Hebrew) classes.
- Development of a detailed and structured learning schedule for each of these students with clearly defined short-term and long-term achievement goals
- Preparing for them tasks beyond those offered in the “ulpan” class in order to cultivate their particularly high potential
- Enrichment program in math, IE and general knowledge during the afternoon hours
- Greater attention to the development of special talents
- Referring older students, i.e. those who are in middle school and high school, to suitable boarding schools

2. Children whose current performance in abstract and analogical thinking, and spatial planning and organization is low or average yet whose learning potential is high, i.e. those children who showed considerable change during the assessment and successfully used the mediation they received.

Recommendations for students of this group:

- Placement into “ulpan” classes, with intensive IE added to the “ulpan” program
- Reasonably speedy integration into the regular class
- For the older children we would recommend placement into a lower class to compensate for the gaps in educational experience and general knowledge.

3. Children who manifested lower than average initial performance and only average learning potential, i.e. children whose performance changed in response to mediation was moderate. These children need intensive mediation and coaching in learning skills, with the intensity that is rarely achieved in a regular “ulpan” class.

Recommendations for students in this group:

- Placement into CoReL groups
- Placement in a class with younger children may compensate for educational and general knowledge gaps caused by immigration, educational deprivation and cultural differences

4. Children whose baseline performance was low and whose response to mediation was insufficient. These children require particularly intensive psycho-educational intervention.

Recommendations for students of this group:

- Referral for individual dynamic cognitive assessment
- Special attention to the children's medical and physiological condition (eye problems, hearing, motor behavior, etc.). Analysis of possible social or familial difficulties, consultation with caravan park authorities regarding special needs or difficulties of the families of these children.

5. Children whose baseline performance was average and whose performance did not improve or even declined after mediation. In the case of these students, it is quite possible that the "ulpan" class would not be able to respond to all their learning needs and that a greater effort is required in the field of teaching them how to accept and use help provided during the educational process.

Recommendations for students of this group:

- Placement into CoReL groups
- Possibility of placement into a lower class in order to improve their self-perception and ability to accept mediation
- Individual analysis of reasons for poor acceptance of mediation (referral to educational counselor/psychologist at the caravan park or at school).

B. Results of the individual LPAD assessment

Individual learning potential assessment allows for a much more intensive mediation and more precise identification of the learning problems and needs of the child. Each individual assessment is a unique procedure attuned to specific strengths and difficulties of the individual child. Nevertheless, it is possible to identify certain common profiles of students and to prepare recommendations suitable for students of the same profile. The comparison of students' performance before and after mediation served as a theoretical basis for creating profiles. Thus students with Profile 1 demonstrated good or very good performance both pre- and post-mediation. Students with Profile 2 demonstrated fair to poor performance during the pre-tests, but improved significantly as a result of mediation and demonstrated very good results at the post-tests. Students with Profile 3 are similar to those of the previous group in that their pre-test scores were fair or poor, but unlike them the improvement in their performance was not so impressive and at the post-tests they achieved only fair to good results. Students with Profile 4 showed poor results both at the pre- and post-tests, which indicates that the amount of mediation was insufficient for producing changes in their performance. Finally, there is a theoretical provision for students with Profile 5 that is characterized by the regression from the good results at the pre-test to the fair or poor results at the post-test. Table 3.1 shows the percentage of individually assessed students showing each of the profiles.

Profile 1	Profile 2	Profile 3	Profile 4	Profile 5
28%	19%	49%	4%	0%

Table 3.1 Percentage of individually assessed students belonging to each of the profiles.

Profile 1.

The performance of students with this profile is characterized by:

- Manifest potential in abstract and analogical thinking;
- Excellent spatial organization and planning;
- Very high learning potential revealed by extensive application of cognitive principles received during mediation.

Educational recommendations for students with Profile 1:

- Placement in “ulpan” classes;
- Special attention beyond that which is ordinarily given in the class, in view of their particularly high potential;

Preparation of a detailed learning plan establishing clearly defined short- and long-term educational goals;
Special lessons during the afternoon hours in math, Instrumental Enrichment and selected content subjects;
Particular attention to the development of special talents;
For middle and high school students careful selection of the educational setting to which they will be referred.

Student with Profile 1 – “A”

When we arrived at Hatzrot Yassaf for the assessments in July 1998, 13 year old A approached us at his own initiative and asked to be assessed. He appeared to be extremely motivated and open to affectionate personal relationships. He showed a generally open nature. He worked consistently despite internal unease and excessive movements. In spite of this he was able to work continuously for long hours and did not want to stop the session. He responded eagerly to all the tasks and was positively receptive to mediation. He expressed great happiness when he understood something and did well.

The assessment results show a high ability level and high learning potential, particularly manifested in tasks demanding abstract thinking (Raven’s Standard Matrices score: 48/60). A showed good analogical thinking, good grapho-motoric skills, good organizational and visual-transfer skills.

Difficulties observed during the assessments were mainly related to A’s impulsiveness, and a lack of the need to be precise. However, he did well in tasks which required a high level of problem-solving complexity.

He responded well to mediation of behavior control, data organization and the need for precision. During the mediation he learnt to identify a principle and use it, plan strategies and search independently for regularity.

Modification brought about by mediation raised A’s level of accomplishment and he succeeded in solving particularly difficult problems, learning and internalizing new strategies eagerly and happily.

His teacher had complained of A’s behavioral problems. We feel that his high potential and his impulsive manner are the cause of these problems but with mediation aimed at modifying his awareness of the norm together with personal relationship changes can be brought about in his behavior.

Profile 2.

The performance of students with this profile is characterized by:

Good learning potential in abstract and analogical thinking; spatial organization and planning.

Educational recommendations for students with Profile 2:

Placement in “ulpan” class

Short-term participation in CoReL group focusing on math (assuming that the “ulpan” class deals with the language issue) and Instrumental Enrichment

At a later stage, placement in a regular class

For the older students, placement in a lower class for a period of two years should be considered as a means for compensating for gaps in knowledge and cultural differences

Student with Profile 2 – “Z”

Z's family immigrated to Israel in 1997, approximately a year before our assessments carried out in July 1998 in Hatzrot Yassaf. Eleven year old Z is the second daughter in a family of six children. She was referred for individual assessment due to her teacher's report of behavioral problems.

The assessment of Z showed that her level learning potential is much greater than the initial level of her performance. For example, in the Complex Figure Test she was initially unable to copy the model figure, instead superimposing parts of the figure on each other (See Fig. A in the Appendix). Mediation that included verbal and grapho-motoric aspects of the analysis of the model figure, identification of the major elements and their relationships, verbal labeling, planning reproduction, and controlling one's own behavior was highly successful. During the second assessment session Z was able to reproduce the figure both immediately and from memory. A somewhat similar, though less dramatic change occurred in Z's work with Raven Colored Matrices. Once such concepts as color, shape, and number were explained to her Z was able to grasp the problem-solving strategies and apply them to the new tasks. In the end she correctly solved 20 out of 36 tasks in this test.

Z's major difficulty stems from impulsiveness, particularly at the output phase, and her lack of a need for precision. She also has trouble coping with very complex tasks where she has particular difficulty with spatial planning and organization and determining a problem-solving principle.

Mediation of behavior control helped to curb Z's hyperactivity, while mediation of spatial concepts and the need for precision improved her performance. She was taught strategies (including comparison and contrast, methods of determining regularity and principles and methods of formulating a work plan) which helped to improve her functioning in highly complex tasks. The mediation brought about a major improvement in her achievements and thereafter she was able to tackle complex tasks. She acted with clear awareness of what she is doing and was conscious of her impulsiveness.

The difficulties reported by her teacher could stem from the fact that Z has high learning potential, yet she is very impulsive. The assessment showed that raising her level of meta-cognitive awareness improved her performance considerably and she learnt to remain aware of and to control her actions.

In view of the fact that Z demonstrated sensitivity to mediation and a high learning potential we recommend putting together an individual program for Z that would allow her to advance rapidly and to become quickly integrated into the regular classroom. The proposed program includes participation in the Instrumental Enrichment lessons and short-term participation in “CoReL” group for rapid structuring of school skills.

Profile 3.

The performance of students with this profile is characterized by:

Relatively low initial performance in the tasks that require abstract and analogical thinking, spatial organization and planning, and memorization strategies;

Sensitivity to mediation and learning potential that allows these students to improve their performance;

Remaining difficulties in applying the learned principles and strategies to the new tasks.

Educational recommendations for students with Profile 3.

Because there is doubt in the effectiveness of the regular “ulpan” classes in dealing with the special needs of these students we recommend placing them into the CoReL groups for a period of six months to one year;

Eventually a consideration should be given to placing some of these students in a lower class for a period of up to two years to compensate for the gap in knowledge and skills and accommodate cultural differences.

Profile 3 student – “D”

Ten year old D was assessed in the group assessment and had great difficulty accepting mediation which is why he was recommended for an individual LPAD assessment. D is the seventh of nine children. The family has been in Israel for about a year and D is finding it difficult to learn Hebrew although he claims to have learnt Hebrew for a few years in Ethiopia.

Taking into account his poor initial performance D showed good modifiability, he adopted strategies mediated to him and improved his achievements. He demonstrated learning potential in tasks which demanded abstract thought and logical reasoning. In Raven’s Colored Matrices D’s results remained relatively low (14/36) due to difficulty with spatial orientation, use of relative concepts and visual transfer, further complicated by high impulsiveness. At the beginning he found it difficult to internalize the strategies and the concepts and to reach a point of generalization. He did, however, respond well to individual mediation and he improved his performance in analogical tasks after mediation. In the Variations B8-B12 he correctly solved 19 out of 30 tasks and in Tri-modal Analogies 13 out of 30. D used strategies taught him in the above-mentioned tasks and transferred them to other tasks, improving his performance as he went along. He showed good comprehension and a quick grasp of mediation offered when helped by a translator.

In the tasks that require spatial representation, organization, and planning D made significant progress from the extremely low initial performance to reasonably good final results. Thus in the Complex Figure Test his first attempt was completely unsuccessful. Later on he was able to score 20 out of 36 in copying and 8/36 in reproduction from memory. Additional mediation led to further improvement: copying 26/36 and memory 20/36. A somewhat similar change was observed in the Organization of Dots tasks. At the first attempt D was unable to solve any problem, but with the help of individual mediation he reached very the good result of 56/60.

D's performance in memory and positional learning tasks remained rather poor. He experienced difficulty learning from mediation or from his own experience. For example, he was unable to recall five positions in the Positional Learning test even after 24 exposures. In this respect D's performance was closer to Profile 4.

D's persistent difficulties apparently stem from the lack of strategies needed to cope with complex tasks, and from difficulty identifying relevant and non-relevant data, as well as difficulty with spatial orientation and visual transfer. During the assessment it became clear that D is not used to retaining information while organizing his activity. It would appear that he is used to remembering things by way of rote learning and does not pay particular attention to information gathering, so on the first attempt at solving a problem he does not dwell upon gathering the necessary data.

Individual assessment was more effective for D than the group LPAD, as he was shown how to focus on input processes and how to structure spatial representations and concepts which could not have been done in a group format.

D was found to be able to read in Amharic and he has good arithmetical skills. We recommend placing D in a "CoReL" group to build up learning strategies which he is lacking and which prevent him from learning Hebrew and other language-based subjects.

Profile 4.

The performance of students with this profile is characterized by:

Low initial performance in the tasks that require abstract and analogical thinking, spatial organization and planning, and memorization strategies;

Low sensitivity to mediation resulting in the insufficient improvement in their performance.

Difficulty in applying the learned principles and strategies to the new tasks.

Educational recommendation for Profile 4 students:

Repeated detailed individual assessment at the ICELP is recommended for the appraisal of the subject's potential under more favorable assessment conditions;

Evaluation of possible physiological impairment (e.g. sight and hearing tests, etc.);

Examination of the social and psychological conditions in the family;

Decisions regarding ultimate educational placement should be postponed until the above mentioned issues are clarified.

Student with Profile 4 – "B"

B is a 15 year old girl who arrived in Israel three months prior to the assessment. In Ethiopia she did not attend school.

B showed considerable difficulty during the group assessment and it was therefore decided to administer an individual LPAD. During the individual assessment B showed high motivation and awareness of her problems. Once a

relationship with the assessor had been established she showed herself to be very open and aware of her own thinking processes. She was also self-critical and demonstrated a diminished feeling of competence. Particularly evident was her judgment of her results which she made on the basis of the assessor's reactions. When she was not able to judge her accomplishments by the assessor's reaction she needed a logical explanation.

Her work was characterized by considerable difficulties caused by a lack of concepts, particularly spatial concepts, and a lack of strategies for coping with more complex tasks that include geometric shapes or abstract notions. B found it difficult to solve tasks demanding abstract thinking and her approach was a concrete one with a great need for explicit illustration. In the Raven's Colored Matrices Test she was able to solve only 7 out of 36 tasks. She was also very impulsive and had trouble with planning and visual transfer. She was given mediation of concepts, vocabulary, spatial orientation and comparison.

In tests demanding spatial planning, organization and graphic performance, B showed particular difficulty. She did not recognize the shapes and was unable to reproduce them. She worked extremely slowly putting a lot of energy into the task. Intensive mediation of strategies brought about some improvement in her performance, particularly in comparison to her performance in the group assessment. Her score in the Complex Figure test during the group assessment was zero. During the individual assessment she first scored 12 out of 36 in copying and 6/36 in reproduction from memory. After mediation her performance improved but not significantly: 15/36 copying and 12/36 memory. B also showed very little improvement in the Organization of Dots tasks.

As opposed to the tasks dealing with visual perception, the test of auditory memory showed that B has good potential. In the 16-Word Test which requires the subject to remember a list of words falling into four categories of four words each, B was able to develop a strategy to remember the whole lists after a few attempts. It was found that repetition really helped her to solve this problem and this should be taken into account when preparing an effective learning program for B.

During the assessment it became evident that changes in the level of performance came about as a result of the acquisition of strategies following a period of incubation. To illustrate this point, there was an amazing change in B during the second session which came a week after the first, when she was able to use strategies and concepts taught her a week before. This is particularly important observation suggesting that B should be "judged" by her potential for modifiability and not by her current achievements.

It is our opinion that B is going through a transition period and experienced a certain "culture shock" brought about by her immigration to Israel. Special attention should be paid to her difficulties with spatial images. Examination of her visual system is necessary. A very intensive structured educational intervention is needed aimed at both providing B with the necessary skills, strategies, and concepts and improving her self-image and feeling of competence. If this intervention is realized we expect B to improve her performance proportionally to the time spent in Israel.

We have recommended integrating B in a "CoReL" group to structure her basic and general skills, thinking strategies and learning processes. She should be re-examined after 6 months study in such a group.

Profile 5.

The performance of students with this profile is characterized by:

Good initial performance in the tasks that require abstract and analogical thinking, spatial organization and planning, and memorization strategies;

Low sensitivity to mediation resulting in the post-test results that are on the same level or even lower than those of the pre-test.

There were no students fitting Profile 5 among those examined by individual LPAD. For this reason we will not discuss this theoretically possible profile.

C. Presentation of results in schools

As previously mentioned since September 1998 the ICELP teams were presenting assessment results to 30 schools which have accepted these children. The schools are located throughout the Galilee (for Hatzrot Yassaf students) and Jerusalem (for students from Givat HaMatos). Presentation of results usually required two meetings in each school. The presentation of results is accompanied by providing guidance to the teachers on how to develop efficient working habits in their students, how to select teaching methods attuned to the special needs of the new immigrant students, and how to detect their learning difficulties. We hope that this guidance will assist the teachers in developing efficient educational programs leading to the children's speedy integration into the regular educational system.

Goals of the presentation of assessment results to schools:

- Inducing change in the teacher's understanding of and attitude towards the new immigrant students, including
 - **Image:** change of the student's image as perceived by the teacher
 - **Understanding:** understanding the student's existing or expected difficulties and their causes
 - **Learning potential:** the teacher's understanding of the changes experienced by the child in the course of assessment and their significance
- Providing recommendations regarding the optimal forms of interaction with a group of students based on the mediation methods that proved to be effective during the group assessment
- Providing recommendations regarding interaction with individual students in the classroom based on the results of mediation during the assessment
- Providing recommendations regarding optimal placement for each student

Difficulties observed in the process of presenting results:

The first problem that we confronted was of an organizational and logistic character because it was often impossible to determine in which school a given child was placed after assessment. When presenting assessment results in schools in the Galilee and in Jerusalem we found a wide gap between the world of the Israeli teacher and the world of the new immigrant student. The major problem is the teachers' lack of familiarity with the conditions of the new immigrant families, the situation in the caravan parks, the significance of the shock of immigration and the ordeal experienced by the child. Many teachers are also unfamiliar with the concept of cultural differences and have a very vague idea regarding the significance of transition from the traditional Ethiopian culture to a technological culture of contemporary Israel. For example, many teachers assumed that the new immigrant students should have a knowledge base comparable to that of regular students, and when they discovered substantial gaps in the students' knowledge they attributed them to the students' poor learning ability or even deficient mental functioning.

The presentation of assessment results helped to clarify some of these issues. More specifically, we focused on the fact that cultural difference does not imply cultural deprivation; that new immigrant children have had completely different experiences than their Israeli peers and that this causes the lack of knowledge and willingness; that a lack of concepts, terminology, and strategies causes difficulties in the acquisition of school skills and that without the establishment of cognitive prerequisites the acquisition of complex school skills will remain incomplete.

The presentation of results was followed by the engagement of teachers in IE training. Thirty teachers will study the IE program for 120 hours from September 1998 through June 1999. ICELP supervisors make monthly supervisory visits to all schools participating in the project.

Part Four: Conclusion

Results and experiences gained during the project allow us to make certain conclusions:

Assessment of the learning potential of new immigrant children from Ethiopia proved to be a positive experience both for the children themselves and for their teachers. The children became aware of their own cognitive processes and the demands of the school-based problem solving. The assessment itself proved to be an important learning experience for these children. As a result they formed a more adequate and positive image of themselves as students realizing that their learning potential is much stronger than their current performance. Teachers learned about their students' abilities and educational needs and received conceptual and operational tools for coping with culturally different students;

The majority of new immigrant students proved to have a high enough learning potential that should allow them to be successfully integrated into regular classrooms if they receive intensive cognitive and basic school skills training during the first year;

A certain number of new immigrant students showed extremely high learning potential in spite of the lack of previous school experience. These students should be considered for special enrichment programs designed for gifted and talented students;

A substantial number of new immigrant students require educational help over and beyond the type and amount usually provided in the "ulpan". For these students we recommend CoReL (Concentrated Reinforcement Lesson) intervention for a defined period of time (from 4 months to one year).

We feel the need to continue our work in the following directions:

- One. Continuation of the learning potential assessment of new immigrant students who arrived in Israel during the Summer and Fall of 1998
- Two. Opening CoReL and other afternoon enrichment and intervention programs in the schools that received new immigrant students mentioned in **a**.
- Three. Extending the dynamic assessment and cognitive intervention program toward young adults who arrived in Israel in 1998. Such an assessment and intervention will prepare these young people for more successful integration into Israeli workforce.
- Four. Implementing parental training program for parents of children who receive assessment and intensive intervention in CoReL groups (see points a and b). Such a parental training will bridge the growing gap between school-educated new

immigrant children and their parents who are often very poorly informed about the nature of their children's education.

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Results of the group LPAD tests:
Younger group, age 7-8

Results of Raven's Colored Matrices Test

	Series A	Series AB	Series B	Total
Pre-test	7.47	4.94	3.31	15.71(SD=4.07)
Post-test	7.47	5.04	4.82	17.33(SD=6.62)
Change	0.00	0.10	1.51	1.61

Table A-1. Raw scores and standard deviations. Max score in each series = 12; max total score = 36. N=49

Results of the Set Variations B8-B12.

(Set Variations served as mediational intervention between the pre- and post-test in the Raven's Matrices Test)

Series A	Series B	Series C	Series D	Series E	Total
3.00	2.92	2.69	2.13	2.10	12.83(SD=5.89)

Table A-2. Raw scores and standard deviations. Max score in each series = 5; max total score = 30. N=49

Pre-test	0.37 (SD=0.72)
Post-test	1.61 (SD=1.55)
Change	1.24

Table A-3. Raw scores and standard deviations on the 5 items from Raven Matrices series B that require analogical reasoning. Max score=5. N= 49

Results of 3-modal analogies test

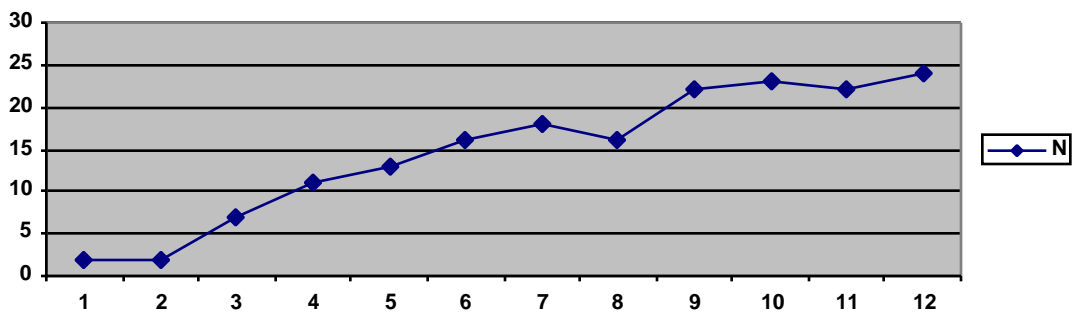
	Pictorial	Graphic	Verbal
Score	5.81	8.19	0.81
%	58.13%	43.16%	4.83%

Table A-4. Raw scores and % of correct answers. Max scores in Pictorial and Verbal series = 10, in Graphic series = 20. N=48

Complex Figure Drawing Test

	Organization		Details	
	Copy	Memory	Copy	Memory
Pre-test	4.13(SD=1.6)	3.25(SD=1.3)	16.73(SD=9.6)	9.42(SD=7.2)
Post-test	5.60(SD=1.5)	5.56(SD=1.3)	26.71(SD=8.7)	24.63(SD=8.9)
Change	1.48	2.31	9.98	15.21

Table A-5. Raw scores of the quality of figure organization (Max score = 7) and reproduction of details (Max score = 36). N=49.



Positional Learning Test

Fig. A-1. Number of children achieving max score during the first 12 trials. N=45

Lahi Test

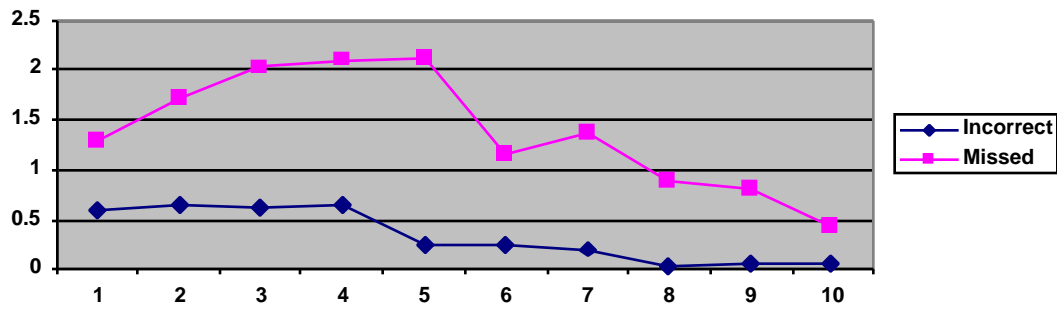


Fig. A-2 . Incorrect answers and missed items during the 10 min of work

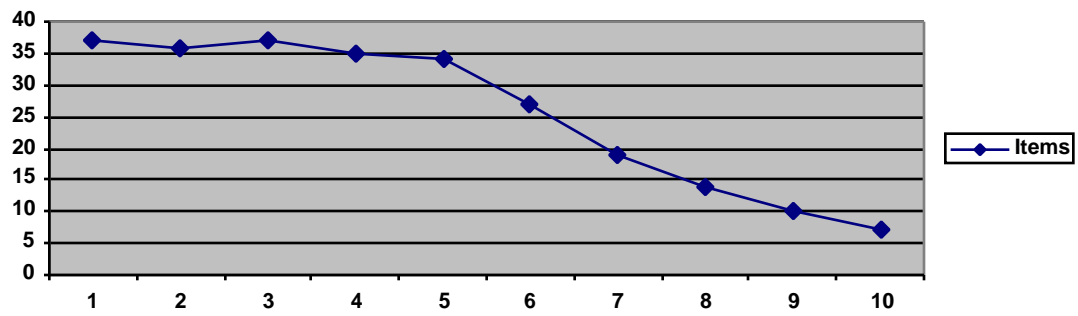


Fig. A-3. Average number of items checked by students during the 10 min. of work.

Results of the group LPAD tests:
Middle group, age 9-11

Results of Raven's Colored Matrices Test

	Series A	Series AB	Series B	Total
Pre-test	7.59	4.89	4.00	16.48(SD=5.75)
Post-test	7.88	5.56	5.95	19.39(SD=7.11)
Change	0.29	0.66	1.98	2.91

Table A-6. Raw scores and standard deviations. Max score in each series = 12; max total score = 36. N=218.

Results of the Set Variations B8-B12.

(Set Variations served as mediational intervention between the pre- and post-test in the Raven's Matrices Test)

Series A	Series B	Series C	Series D	Series E	Total
3.45	3.56	3.25	3.41	2.65	16.32(SD=7.19)

Table A-7. Raw scores and standard deviations. Max score in each series = 5; max total score = 30. N=218

Pre-test	0.78 (SD=1.27)
Post-test	2.12 (SD=1.78)
Change	1.34

Table A-8. Raw scores and standard deviations on the 5 items from Raven Matrices series B that require analogical reasoning. Max score=5. N= 218

Results of 3-modal analogies test

	Pictorial	Graphic	Verbal
Score	6.29	10.54	0.65
%	62.86%	55.15%	4.49%

Table A-9. Raw scores and % of correct answers. Max scores in Pictorial and Verbal series = 10, in Graphic series = 20. N=213

Complex Figure Drawing Test

	Organization		Details	
	Copy	Memory	Copy	Memory
Pre-test	4.57(SD=1.6)	3.92(SD=1.6)	20.50(SD=10.3)	13.03(SD=7.6)
Post-test	5.81(SD=1.9)	5.40(SD=1.9)	28.17(SD=8.6)	24.07(SD=10.1)
Change	1.24	1.48	7.67	11.04

Table A-10. Raw scores of the quality of figure organization (Max score = 7) and reproduction of details (Max score = 36). N=201.

Positional Learning Test

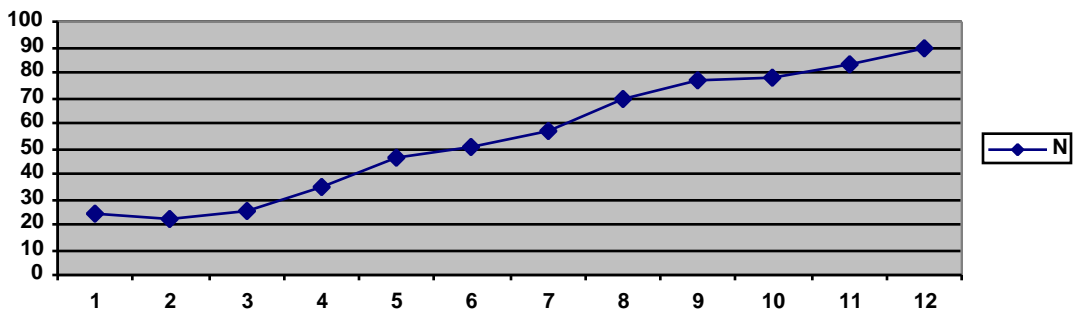


Fig. A-4. Number of children achieving max score during the first 12 trials. N=203.

• Lahi Test

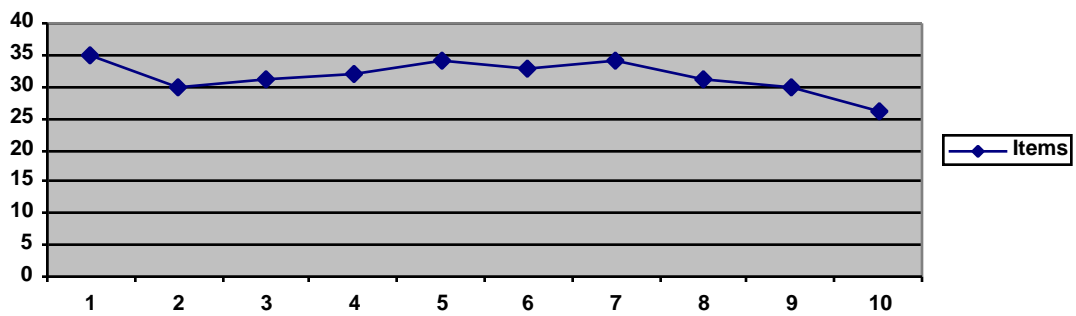


Fig. A-5. Number of items checked during the first 10 min. N=199

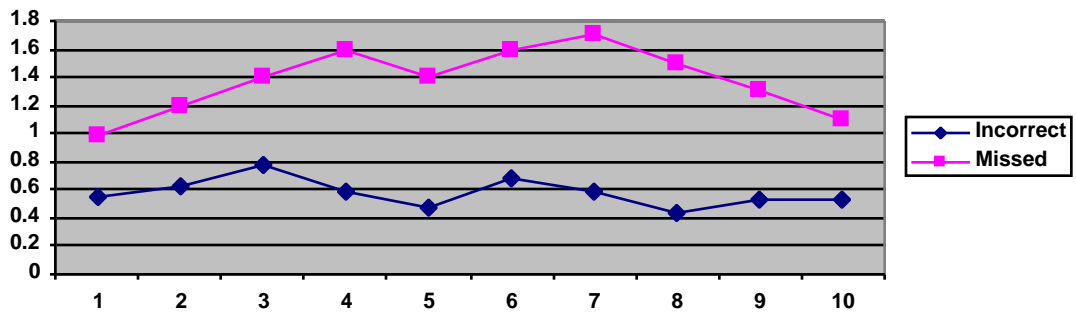


Fig. A-6. Lahi Test Average number of incorrect answers and missed items during the 10 min of work. N=199.

**Results of the group LPAD tests:
Older group, age 12-15**

Results of Raven’s Colored Matrices Test

	Series A	Series AB	Series B	Total
Pre-test	8.46	6.29	5.63	20.38 (SD=7.4)
Post-test	8.93	7.59	7.98	24.50(SD=8.6)
Change	0.47	1.30	2.35	2.41

Table A-11 Raw scores and standard deviations. Max score in each series = 12;
Max total score = 36. N=134

Results of the Set Variations B8-B12.

(Set Variations served as mediational intervention between the pre- and post-test in the Raven’s Colored Matrices Test)

Series A	Series B	Series C	Series D	Series E	Total
4.42	4.58	4.08	4.28	3.81	21.18 (SD=7.3)

Table A-12. Raw scores and standard deviations. Max score in each series = 5; Max total score = 30. N=134

Pre-test	1.41 (SD=1.79)
Post-test	3.12 (SD=1.86)
Change	1.71

Table A-13. Raw scores and standard deviations on the 5 items from the series B that require analogical reasoning. Max score=5. N= 134

Results of 3-modal analogies test

	Pictorial	Graphic	Verbal
Score	7.31	14.15	1.65
%	73%	71%	9%

Table A-14. Raw scores and % of correct answers. Max scores in Pictorial and Verbal series = 10, in Graphic series = 20. N=131.

Complex Figure Drawing Test

	Organization		Details	
	Copy	Memory	Copy	Memory
Pre-test	5.60	4.98	27.30	19.61
Post-test	6.57	6.24	32,88	30.50

Table A-15. Raw scores of the quality of figure organization (max score = 7) and reproduction of details (max score = 36). N=128.

Positional Learning Test

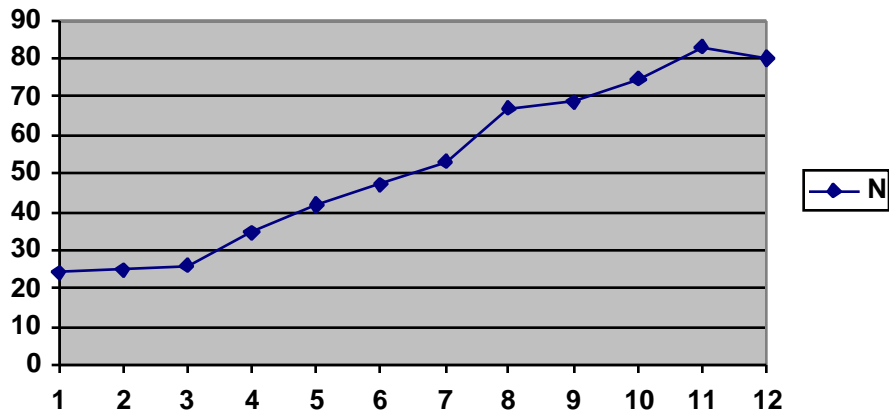


Fig. A-7. Number of children achieving max score during the first 12 trials. N=126

Lahi Test

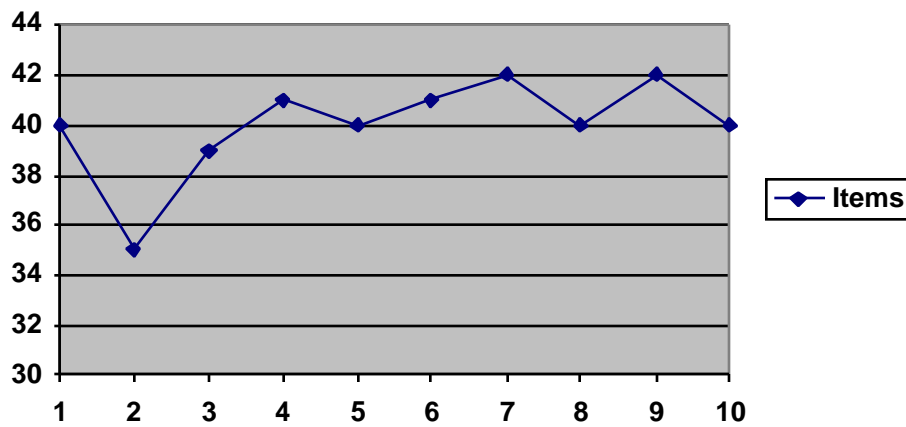


Fig. A-8 Number of items checked during the first 10 min. N=126.

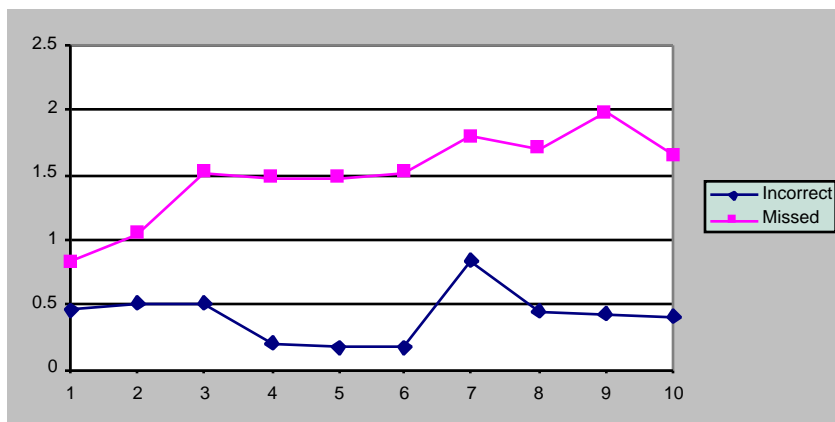


Fig. A-9. Average number of incorrect answers and missed items during the first 10 min of work. N=126.

Appendix 1

Results of the group LPAD assessment

Results of the group LPAD tests:

Younger group, age 7-8

Results of Raven's Colored Matrices Test

	Series A	Series AB	Series B	Total
Pre-test	7.47	4.94	3.31	15.71(SD=4.07)
Post-test	7.47	5.04	4.82	17.33(SD=6.62)
Change	0.00	0.10	1.51	1.61

Table A-1. Raw scores and standard deviations. Max score in each series = 12; max total score = 36. N=49

Results of the Set Variations B8-B12.

(Set Variations served as mediational intervention between the pre- and post-test in the Raven's Matrices Test)

Series A	Series B	Series C	Series D	Series E	Total
3.00	2.92	2.69	2.13	2.10	12.83(SD=5.89)

Table A-2. Raw scores and standard deviations. Max score in each series = 5; max total score = 30. N=49

Pre-test	0.37 (SD=0.72)
Post-test	1.61 (SD=1.55)
Change	1.24

Table A-3. Raw scores and standard deviations on the 5 items from Raven Matrices series B that require analogical reasoning. Max score=5. N= 49

Results of 3-modal analogies test

	Pictorial	Graphic	Verbal
Score	5.81	8.19	0.81
%	58.13%	43.16%	4.83%

Table A-4. Raw scores and % of correct answers. Max scores in Pictorial and Verbal series = 10, in Graphic series = 20. N=48

Complex Figure Drawing Test

	Organization		Details	
	Copy	Memory	Copy	Memory
Pre-test	4.13(SD=1.6)	3.25(SD=1.3)	16.73(SD=9.6)	9.42(SD=7.2)
Post-test	5.60(SD=1.5)	5.56(SD=1.3)	26.71(SD=8.7)	24.63(SD=8.9)
Change	1.48	2.31	9.98	15.21

Table A-5. Raw scores of the quality of figure organization (Max score = 7) and reproduction of details (Max score = 36). N=49.

Positional Learning Test

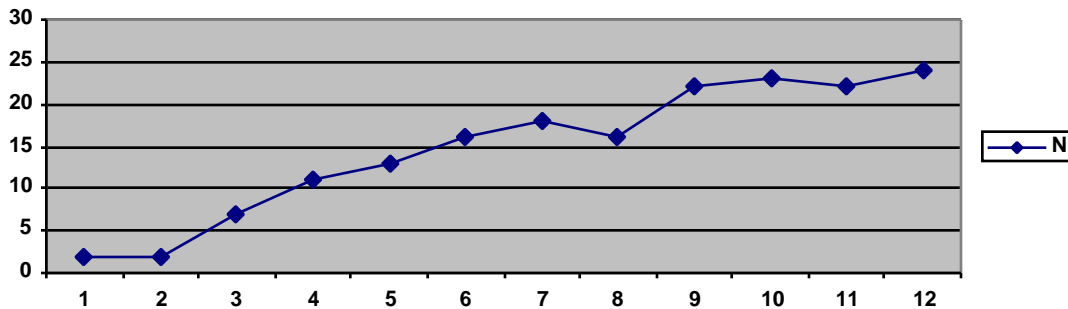


Fig. A-1. Number of children achieving max score during the first 12 trials. N=45

Lahi Test

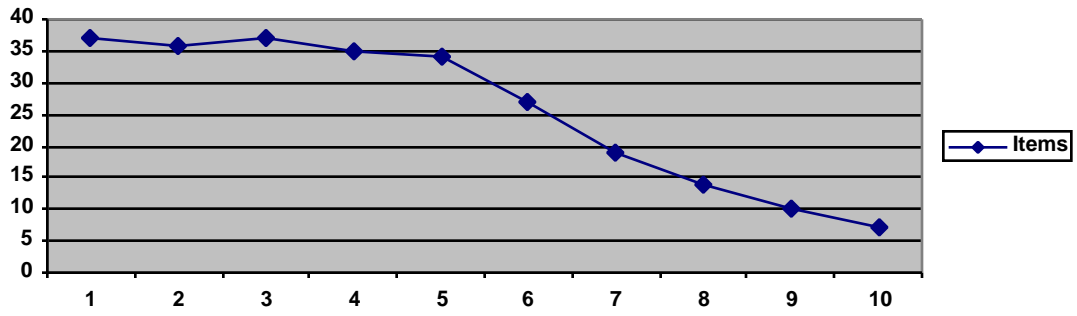


Fig. A-2 . Incorrect answers and missed items during the 10 min of work

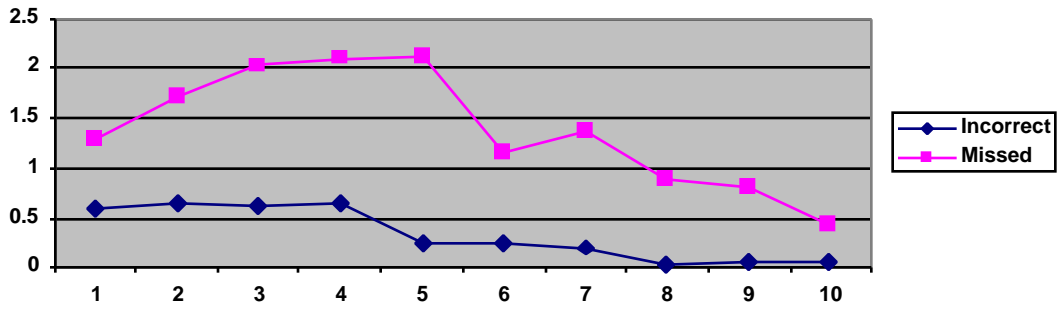


Fig. A-3. Average number of items checked by students during the 10 min. of work.

**Results of the group LPAD tests:
Middle group, age 9-11**

Results of Raven's Colored Matrices Test

	Series A	Series AB	Series B	Total
Pre-test	7.59	4.89	4.00	16.48(SD=5.75)
Post-test	7.88	5.56	5.95	19.39(SD=7.11)
Change	0.29	0.66	1.98	2.91

Table A-6. Raw scores and standard deviations. Max score in each series = 12; max total score = 36. N=218.

Results of the Set Variations B8-B12.

(Set Variations served as mediational intervention between the pre- and post-test in the Raven's Matrices Test)

Series A	Series B	Series C	Series D	Series E	Total
3.45	3.56	3.25	3.41	2.65	16.32(SD=7.19)

Table A-7. Raw scores and standard deviations. Max score in each series = 5; max total score = 30. N=218

Pre-test	0.78 (SD=1.27)
Post-test	2.12 (SD=1.78)
Change	1.34

Table A-8. Raw scores and standard deviations on the 5 items from Raven Matrices series B that require analogical reasoning. Max score=5. N= 218

Results of 3-modal analogies test

	Pictorial	Graphic	Verbal
Score	6.29	10.54	0.65
%	62.86%	55.15%	4.49%

Table A-9. Raw scores and % of correct answers. Max scores in Pictorial and Verbal series = 10, in Graphic series = 20. N=213

Complex Figure Drawing Test

	Organization		Details	
	Copy	Memory	Copy	Memory
Pre-test	4.57(SD=1.6)	3.92(SD=1.6)	20.50(SD=10.3)	13.03(SD=7.6)
Post-test	5.81(SD=1.9)	5.40(SD=1.9)	28.17(SD=8.6)	24.07(SD=10.1)
Change	1.24	1.48	7.67	11.04

Table A-10. Raw scores of the quality of figure organization (Max score = 7) and reproduction of details (Max score = 36). N=201.

Positional Learning Test

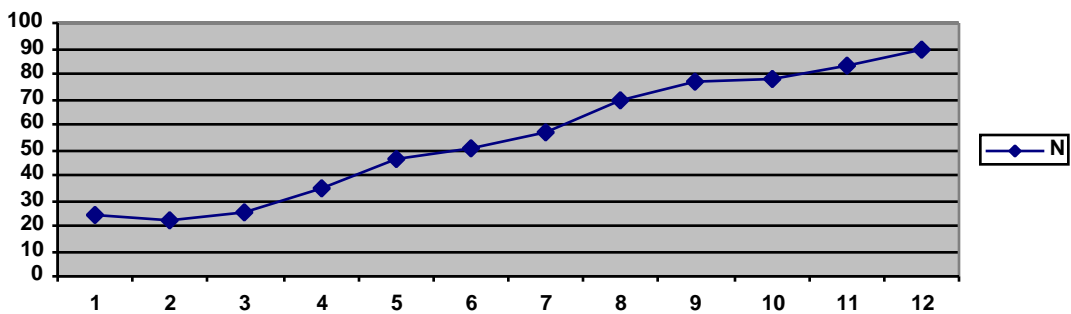


Fig. A-4. Number of children achieving max score during the first 12 trials. N=203.

Lahi Test

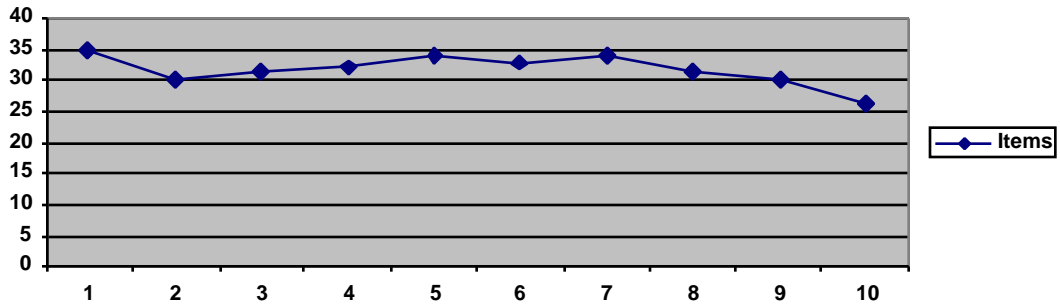


Fig. A-5. Number of items checked during the first 10 min. N=199

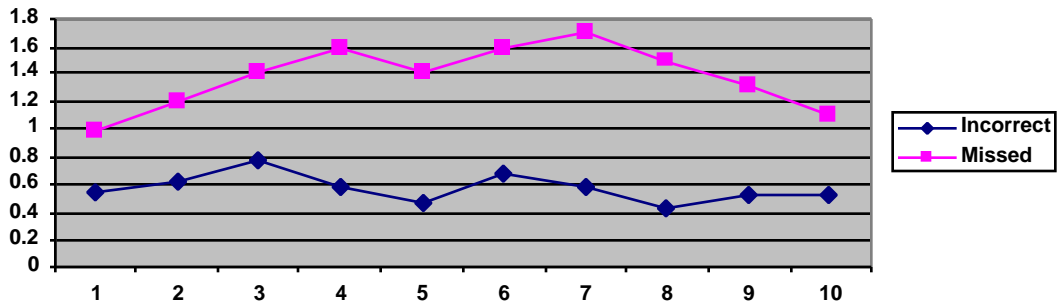


Fig. A-6. Lahi Test Average number of incorrect answers and missed items during the 10 min of work. N=199.

**Results of the group LPAD tests:
Older group, age 12-15**

Results of Raven's Colored Matrices Test

	Series A	Series AB	Series B	Total
Pre-test	8.46	6.29	5.63	20.38 (SD=7.4)
Post-test	8.93	7.59	7.98	24.50(SD=8.6)
Change	0.47	1.30	2.35	2.41

Table A-11 Raw scores and standard deviations. Max score in each series = 12;
Max total score = 36. N=134

Results of the Set Variations B8-B12.

(Set Variations served as mediational intervention between the pre- and post-test in the Raven's Colored Matrices Test)

Series A	Series B	Series C	Series D	Series E	Total
4.42	4.58	4.08	4.28	3.81	21.18 (SD=7.3)

Table A-12. Raw scores and standard deviations. Max score in each series = 5; Max total score = 30. N=134

Pre-test	1.41 (SD=1.79)
Post-test	3.12 (SD=1.86)
Change	1.71

Table A-13. Raw scores and standard deviations on the 5 items from the series B that require analogical reasoning. Max score=5. N= 134

Results of 3-modal analogies test

	Pictorial	Graphic	Verbal
Score	7.31	14.15	1.65
%	73%	71%	9%

Table A-14. Raw scores and % of correct answers. Max scores in Pictorial and Verbal series = 10, in Graphic series = 20. N=131.

Complex Figure Drawing Test

	Organization		Details	
	Copy	Memory	Copy	Memory
Pre-test	5.60	4.98	27.30	19.61
Post-test	6.57	6.24	32,88	30.50

Table A-15. Raw scores of the quality of figure organization (max score = 7) and reproduction of details (max score = 36). N=128.

Positional Learning Test

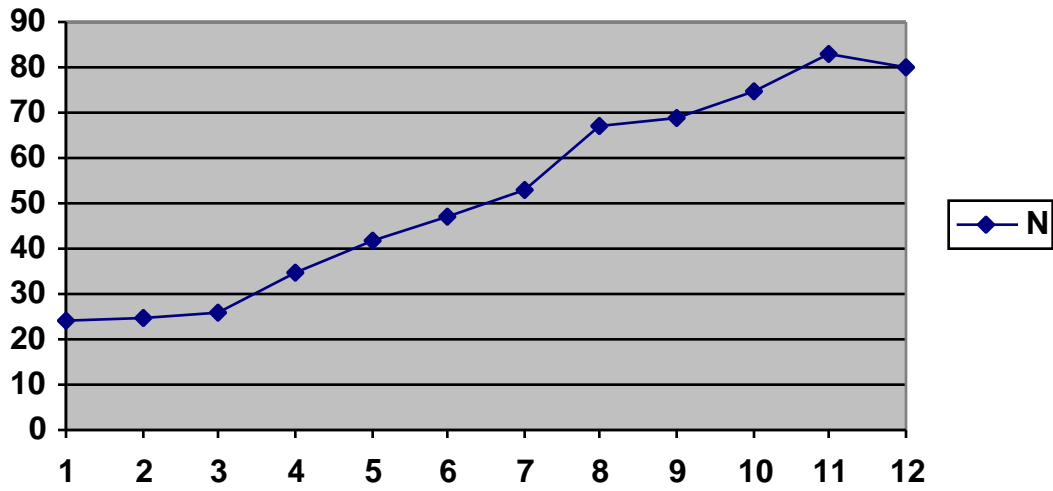


Fig. A-7. Number of children achieving max score during the first 12 trials. N=126

Lahi Test

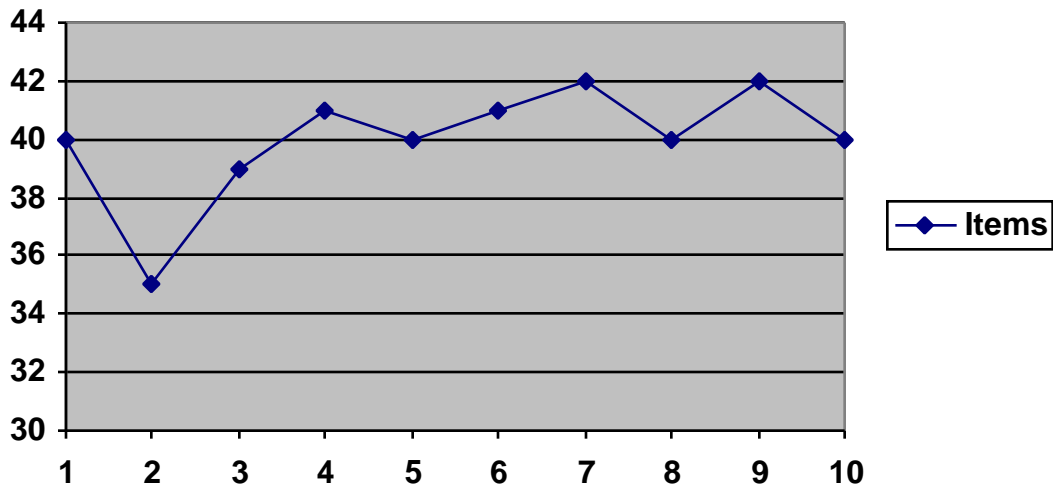


Fig. A-8. Number of items checked during the first 10 min. N=126.

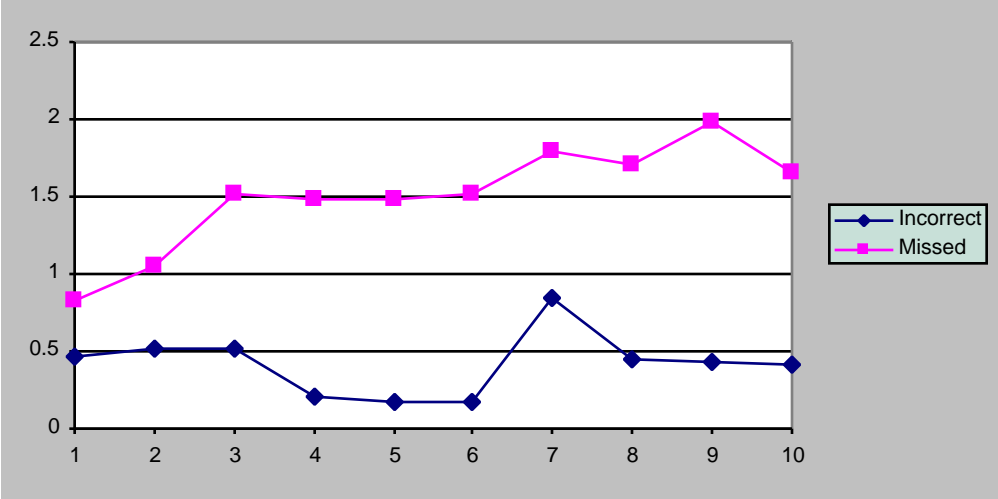


Fig. A-9. Average number of incorrect answers and missed items during the first 10 min of work. N=126.

Appendix 2

Samples of the individual LPAD assessments

Sample 1

LEARNING POTENTIAL ASSESSMENT

(LPAD) REPORT

Name: A.Z.
Age : 12
Address: Hatzrot Yassaf
Dates of assessment: August, 1998

Motive for Referral

A.Z was referred for LPAD as part of an intervention program conducted by the International Center for the Enhancement of Learning Potential (ICELP). According to his teacher A.Z has behavioral problems manifested by an uncooperative attitude, crying fits caused by failure and impatience when listening to explanations. He was placed in a class attended by children with behavioral problems.

Background

A.Z immigrated to Israel with his family six months ago. He is the third of five children. A.Z. expressed a strong desire to study at a boarding school in spite of his young age (approximately 12).

Behavior during the assessment

A.Z. requested assessment of his own accord. He is highly motivated and he related warmly to the examiner. This warm relationship appeared to be very important to A.Z. and he maintained it throughout the presence of the ICELP team in "Hatzrot Yassaf". A.Z.'s performance was good and he learnt well in spite of his obvious internal unease expressed by his fidgety posture and face rubbing. He did manage to work continuously for a number of hours and he did not want to stop. He performed all the tasks eagerly and he appreciated mediation. When he managed to perceive the principle of a task he got excited and was overjoyed at his success. (Working with A.Z. gave us great pleasure and we found it extremely satisfying).

Results:

One. Abstract Thought

Raven's Colored Matrices Test (Series A, AB, B)

This test examines modifiability in the areas of perception and thought, the use of super-ordinate concepts, the completion of gestalt and the solution of form analogies.

A.Z completed this task efficiently and rapidly scored 36/36. He was able to use super-ordinate concepts in Hebrew and immediately understood our request for verbalization. He was also able to continue using the concepts with natural ease. He used two sources of information spontaneously, detected direction and spatial representation. A.Z. received mediation in verbal anticipation which he was able to apply at a later stage, his gestalt was excellent and he solved analogies very well. He lacked skills for arithmetical understanding, evident from the fact that he counted with his fingers. He also showed slight impulsiveness at the output stage which improved with mild mediation for behavior control.

Raven's Standard Matrices Test (Series C-E)

This test contains logical complex figure tasks and demands a high level of abstract thought.

A.Z. was given pre-mediation to help understand the rules and he achieved a score of 27/36. In the process of solving the problems he showed excellent learning potential. A.Z. identified rules and was able to use them in the tasks at hand. He also learned work strategies and he was able to apply them to new material. If a change in the rule occurred it was necessary to administer mild mediation and slight prompting which he successfully used and was able to solve the problem. He had difficulty with more complex tasks such as combining several sources of information in the tasks with spatial orientation. Once again his impulsiveness had to be held in check before he answered. At times his excitement upon making a discovery made him impatient in gathering data.

One may conclude that A.Z. has high potential, good abstract thought and especially a high learning potential. He grasps analogies easily and he did well in high level tasks with the help of a little mediation to understand the rules. He quickly understood, got very enthusiastic and was able to solve similar tasks. His difficulty became evident in complex tasks involving spatial perception but following mediation of the principle he did very well.

b. Planning, Organization and Graphic Interpretation

Organization of Dots

In this task the subject is required to identify within an amorphous cloud of dots the three dots which make up a triangle and the four which make up a square and draw the shapes in accordance with the given model. The test calls for retention of shape, comparison, planning and the development of strategies and graphic ability. A.Z. first made a few trials with a training sheet and received mediation on how to select an appropriate strategy for a given element of the task. After that he worked with a test sheet and scored 100% (80/80) in 12 minutes.

A.Z. was familiar with geometric shapes and their properties. He had his own spontaneous strategies and he was able to perceive the shapes quickly, plan his work relying heavily on parallel lines. His speed served to detract from his precision which was not so important to him and even when he was asked to be more precise he did not respond, possibly because he did not feel the real need to do so.

Complex Figure

This test requests the subject to copy a complex multi-featured figure both from the available model and from memory and thereby evaluates his spatial organization and ability to plan grapho-motoric action.

A.Z. began the task as enthusiastically as usual, copying the complex figure in his characteristic swift way. He began from the whole figure, going on to details, organizing things in his own way. He did not forget anything, reproducing the whole figure with just very minor imprecisions. Once again we noticed that his impulsiveness is mixed with spontaneity. As a result of this his precision is suffering and some details are disregarded. Very little mediation was needed, merely to improve precision and organization. In an attempt at copying and reproducing the figure from memory A.Z. recalled all the details and he appeared to be more aware of precise details and the relationships between the entire figure and its separate parts.

One may conclude that A.Z. has very good grapho-motoric abilities as well as a good and swift visual transfer ability. He sees the shapes and carries out the tasks quickly although slightly imprecisely, showing a slight difficulty in spatial organization. When he had acquired strategies of organization and precision he did a better job however the improvement did not appear to be significant for him.

Conclusion

A.Z. is a talented and smart child with very high learning potential. He is highly motivated to learn. He knows and understands the super-ordinate concepts in Hebrew.

In the process of assessment he learnt new concepts and was able to use them spontaneously. His perception of gestalt is excellent, he understands analogical relationships and knows how to combine two sources of information, and he perceives direction in simple tasks. His grapho-motoric ability is very good as is his visual transferral and his internalized representation of figures. He has an excellent memory. A.Z. learnt new strategies eagerly and applied them to new material.

Difficulties observed during the assessment were mainly related to A.Z.'s impulsiveness at the output stage and a lack of need for precision. He did well on tasks dealing with directional orientation however when the complexity was increased he had difficulty with spatial representation and identifying the principle in particularly difficult tasks. Particularly helpful to him was mediation of behavior control to check impulsiveness, mediation for spatial organization of data and the need for precision, mediation for the ability to identify principles (by breaking down complex tasks), and mediation for the acquisition of strategies and the ability to search independently for different rules. Change produced by mediation increased A.Z.'s abilities to solve particularly difficult tasks. He learnt and internalized new strategies very enthusiastically and joyfully. He is now more aware of his impulsiveness and he has learnt to check it by controlling his behavior. His difficulties in class (reported by his teacher) may stem from the fact that he is very gifted yet his reactions are impulsive (accompanied by internal unease). It would appear that this difficulty could improve gradually as he acquires consciousness of his high potential, as he learns to intentionally control his behavior and as he becomes aware of mutual significance in joint work with good personal relationships.

Recommendations

1. A.Z. is a gifted child with excellent learning potential and high motivation and he should therefore be put into a regular class (not a class for children with behavioral problems). We recommend that he attend a school that is part of the "Reshet" program which prepares and builds up basic and general skills, thinking strategies and learning processes with the use of intensive Instrumental Enrichment (IE) over a determined period of time, in order to ease his successful integration.
2. An individual program should be created for A.Z., that would include activities aimed at control of behavior (to change his behavioral pattern) whilst establishing significant personal relationships. It is important to be aware of his high potential, his quick responses and his spontaneous performance. The program should be bridged and applied to his school subjects.
3. He should be given an opportunity to learn IE to its highest level (with emphasis on spatial and temporal tasks) and additional strategies, applying them in different subjects and in different ways.
4. His instruction in Hebrew language, reading, writing and arithmetic should be intensified.

SAMPLE 2

INDIVIDUAL LEARNING POTENTIAL ASSESSMENT REPORT

Name: Z
Age: 11
Grade: 5
Address: Hatzrot Yassaf
Dates assessed: July 1998

Introduction

Z. was referred to us for assessment in the context of the intervention project with new immigrant students from Ethiopia conducted by the International Center. She is the second daughter in the family. She has five sisters and a baby brother. The family immigrated to Israel in 1997, about a year ago.

In our opinion, the girl's difficulties stem from the differences existing between her native and the modern Israeli culture. With appropriate help Z. should be able to acquire thinking skills and learning attitudes required by the Israeli educational system, whilst preserving her own native culture.

As a result of the modification of her functioning which emerged following mediation, we were able to ascertain that she is able to cope with tasks required in the regular Israeli educational system. The optimal conditions for her speedy integration into a regular classroom and the realization of her full potential must be further explored. This assessment served to formulate the student's learning profile, detect potential or specific difficulties and recommend a future setting based on the findings.

Areas of assessment

The Learning Potential Assessment Device (LPAD) is a dynamic cognitive assessment method which includes mediation as a part of the assessment procedure. The LPAD allows us to appraise the subject's modifiability, to identify the efficient mediation methods, and to evaluate the degree of the student's change in response to a specific type and amount of mediation. The LPAD data serves as a basis for identifying optimal forms of learning activity recommended for a student. It is also possible to formulate efficient mediation methods which can bring about a significant short-term change.

The Findings

One. Abstract Thinking (Raven's Colored Matrices, Series A, AB, B).

Raven's non-verbal matrices require abstract thinking skills for their proper solution. The student is requested to carry out processes of analysis and synthesis, organize data, identify rules, find and use analogies.

Z. correctly solved 20 out of 36 tasks. After becoming acquainted with the nature of the test, she worked well and spontaneously on an average-to-low level of complexity. We had to teach Z. super-ordinate concepts such as color, shape and number and once she became familiar with them she used them correctly and demonstrated significant progress in solving even complex tasks.

Z. demonstrated good perception of the whole figure, but experienced difficulties in analytic perception. As the complexity of tasks increased, she started experiencing difficulty in dealing with several simultaneously present sources of information and showed impulsiveness at the input and output stages of the mental act. A change in her functioning occurred through mediation designed to control her behavior, focusing on

data-gathering procedures and mediation of structured analytic strategies to cope with several sources of information. Z. was capable of applying what she had learned to the new tasks.

In more complex tasks which require analogical thinking we found it necessary to cover a part of the task sheet and in this way to help Z. to overcome her impulsiveness at the input stage. After verbal mediation Z. was able to solve the tasks. As mentioned above, Z. showed good learning potential which was demonstrated by an improvement in her functioning and her correctly solving relatively difficult tasks.

Series	A	AB	B
Score	8	5	7

Max score in each series = 12

b. Spatial Planning and Organization

Complex Figure Test (Rey-Osterrieth). The subject is asked to copy and reproduce from memory a complex geometric shape that has 18 elements, both spontaneously and following a learning phase (see samples of Z.'s pre-mediation, mediation, and post-mediation drawings at the end of the case, pp. x-xii).

During the first reproduction attempt Z. drew different parts of the figure on top of each other. She failed to identify the structure of the whole figure and consequently the relationships between the parts. It would appear that this performance stems from her difficulties in the area of spatial orientation. In addition she also showed difficulty coping with several sources of information and a lack of summative behavior. We observed impulsiveness at the output phase of the mental act, manifested by her going over the same lines several times, her need to correct her copy and her lack of satisfaction with the end-product. Her reproduction of the figure from memory gave very similar results to those of copying and was done in the same order, which could indicate good memory and conservation skills.

Z. was given intensive verbal and grapho-motor mediation, including structured analytical mediation after teaching her how to draw the basic rectangle of the figure. She was asked to apply her knowledge and she was given mediation in the use of spatial concepts. She was also given mediation for summative behavior, organizing and planning strategies and the need for precision. She was asked to repeat several times from memory the stages of the process. Z. was fully cooperative and showed initiative.

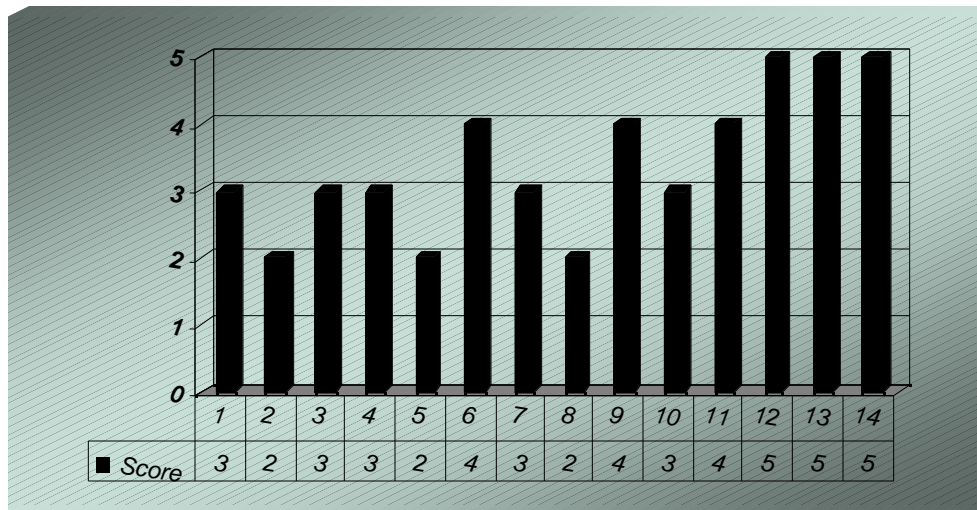
The mediation gave Z. a feeling of competence ("Oh, I understand!). In spite of this on the second copy trial she had to be focused, her behavior had to be controlled and she still demonstrated spatial difficulties, and trouble relating to several simultaneous sources of information. She was also still slightly impulsive at the output stage. Her attempt at drawing from memory was quicker and better. Z. acted in accordance with the mediation received, talking as she went along, and recalling the name of each shape. This fact can be explained by Z.'s difficulty in coping with several sources of information and a need for self-regulation.

In our second session, one week later, Z. herself asked to draw the figure. She approached the task with self-confidence, talked as she went along and showed summative behavior. Z. recalled the figure and its parts almost entirely. There were still signs of spatial difficulty and difficulty dealing with simultaneous sources of information, as well as a lack of the need for precision. In this test Z. showed very good learning potential.

Positional Learning Test (Max score=5)

In this test the student was asked to look at a board with 25 squares (5x5) and recall 5 positions indicated by the examiner. During the first nine trials Z. was unable to discover the strategy for memorization of the positions and because of this she could reproduce only 3 positions out of 5. The mediation phase included teaching Z. the notions of column and row and using these notions for the development of strategy

leading to efficient memorization of positions. By the twelfth trial Z. was able to recall all 5 positions.



Three. Language

Z.'s spoken Hebrew was assessed with the help of look-and-tell tasks. She was offered a series of pictures from the **IE-Illustrations** page ("Cat, Dog, and See-Saw"). She was asked to sort the pictures into a sequence, tell the story and give it a name.

Z. was not able to sort the pictures into a sequence as she had difficulty finding the link between different episodes and failed to understand their connection forming a story. Her input was impulsive and each time she focused on a different element of the picture according to its perceived importance. Mediation included the control of behavior, including a focus on organization and procedural analysis, and a concrete demonstration of how a see-saw works and establishing cause-effect relations between the actions of the cat and the dog and their results. The mediation helped Z. to understand the story, to tell it properly and to enjoy it. She even commented: "Look, now [the cat] is laughing at [the dog]".

d. Reading

1. Test of Cognitive Basis for Reading Acquisition - Phonological

Awareness. The subject is required to use auditory analysis to identify the sound cluster that begins or ends the word and to assemble and break up words, manipulating them using auditory analysis and synthesis.

The test showed a difficulty in auditory synthesis and analysis in words with more than three clusters. Z. was able to isolate the initial sound, but had trouble isolating middle or final sounds. It would appear that Z. has never done this type of task and after mediation and the acquisition of strategies she produced better results.

2. Decoding Procedure Test.

The subject is required to identify and position consonants, consonant clusters and vowels.

Z. positions letters correctly except for the Hebrew "het" which she exchanges for the letter "hay", and for the final letters (she exchanges final "mem" for "samech", final "chaf" for "reish" or "vav" and final "nun" for "vav"). Z. also has trouble distinguishing between stop consonants and fricatives (e.g. [p] as opposed to [f], [b] as opposed to [v]). Z. only knows the Hebrew vowels "patach"/"kamatz" and "hirik" and she is able to identify clusters containing them.

e. Writing

Z. was tested for expressive writing and copying. Z. favors her right hand. She has a good pencil grip and she forms the letters correctly. She writes phonetically. Her writing shows her lack of understanding of the sounds of the Hebrew letters “aleph”- “hay”-“het”-“reish”/bet”-“pei”. She also omitted letters and failed to acknowledge writing rules (she put a final “nun” at the beginning of the word).

f. Arithmetic

1. **Sequential significance.** Z. demonstrated normal visual and auditory forward counting. She finds it more difficult to count backwards and she skipped numbers often. She also found it difficult to count skipping numbers going backwards and forwards and in fact was only able to jump forward in tens. Z. was able to complete ascending, descending and mixed progressions up to 20 and in complete tens.
2. **Bridging between sequential significance and quantitative significance - counting:** Z. correctly counted objects in a row, in a circle and dispersed objects. **Sequencing:** Z. used the term “last” for the item after the first and then asked “Do you mean the last?” She had no notion of the term - “middle” and mixed up “before” and “after”. She recognized the sequenced numbers “two, three, etc.” and was able to complete the sequence. Once she was taught the concepts she was able to use them easily.
3. **Quantitative significance** - Z. understood and completed the numbers up to 4 and added in pairs.
4. **Reading and writing numbers** - Z. reads and writes numbers up to 100 except for the thirties which she mixes up when reading and she says she does not know how to write them. It would appear that the concept of “twenty” is not clear to her.
5. **Four arithmetical operations and problem solving exercises** - Z. used her fingers even to work out $1+1$, or to count from 1. When asked to solve an addition problem which came to more than 10 ($7+10$), she used her fingers and when “she had no more left” she began to count objects on the table.

Recommendations

The recommendations pertain to cognitive and school skills and are intended both for her current school, as well as the school at her future permanent place of residence.

As mentioned above, throughout the assessment and as a result of mediation, Z. showed very good learning potential. In order to facilitate her speedy integration into the regular educational system within an appropriate age group she will require the following:

1. Z. should join a CoReL group. An intensive short-term exposure to IE program, and concentrated language and math lessons will help her to develop basic and general learning skills and thinking strategies.
2. IE lessons should cover the tasks related to structuring and representing of space and time, the acquisition of concepts and strategies for planning and organizing data, whilst directing Z. towards the goal. There should be bridging to school subjects and to daily events. Extremely intensive work in this area will allow Z. to increase her achievements, speed and adaptation.
3. She should be given considerable mediation to encourage her to gather data, targeting a goal, engaging in summative behavior and dealing with several simultaneous sources of information.
4. Z. will need extensive practice exercises in all areas.
 5. The learning and problem solving procedures should be analyzed for Z. whilst emphasizing her ability and encouraging initiative on her part so that she acquires a feeling of competence.

Sample 3
INDIVIDUAL LEARNING POTENTIAL
ASSESSMENT REPORT

Name: D.
Age : 10
Address: Hatzrot Yassaf
Dates of assessment: July, 1998

10 year old D. was born in Ethiopia and has been in Israel for one year. He is the seventh of nine children in the family and was referred for individual assessment following group assessment. He is studying in a Special Education class in the Hatzrot Yassaf caravan park . According to D. he attended school for some years in Ethiopia and learned to read a little in Amharic and to write, but he said that he has now forgotten writing. He has difficulty learning to read in Hebrew.

Behavior during the assessment

D. is a quiet and very sensitive child. He refused several times to come to assessment, and later to continue it, as he was worried about his friends' attitude. His isolation from his peers makes him extremely sensitive about the situation. However mediation for meaning and goal setting helped us to gain his co-operation. Even though the assessment was carried out under difficult conditions – noise, hot weather, interference, etc., D. worked with a high level of concentration and improved his performance. The assessment was carried out with the assistance of a translator.

Results

a. Abstract Thought

Raven's Colored Matrices Test

D. successfully solved 15 out of 36 tasks. He coped with the simple tasks, but had difficulty dealing with tasks of a highly complex nature. He has problems with gestalt perception and solving analogies, difficulties with orientation in space, lack of spatial expressions and difficulty with visual transfer. D. behavior was very impulsive. Mediation of verbal tools and their use helped D. to improve his awareness of and ability to explain his own problem solving actions.

Following the difficulties shown during the work with Raven Matrices we decided to mediate to D. the analogical reasoning with the help of Set Variations B8-12. These tasks are based on items B8-12 of the Raven Matrices. In this test D. correctly solved 19 out of 30 tasks. He used the mediation and showed change, but his behavior was still impulsive especially at the output phase of the mental act.

Three-modal Analogies. D. had to solve graphic and pictorial analogies while using strategies that he had learned in previous tests. D. solved 11 out of 30 tasks. He was very impulsive and could not deal with complex tasks. We observed that he used strategies after receiving mediation, but showed a lack of verbal tools and labels, and insufficient experience influenced his results.

b. Planning and Spatial Organization

Organization of Dots

In this task the subject is expected to identify a model (a square and a triangle) in an amorphous cloud of dots. During the group LPAD assessment D. was unable to

solve any of the Organization of Dots tasks. In the individual assessment, he improved his performance solving 56 out of 80 tasks. He was impulsive when confronted with more complex tasks. Mediation for regulation of behavior helped him to control his work, he corrected his mistakes spontaneously, but he still needed focusing in complex tasks. No evidence was seen of graph-motor difficulties. (See pre- and post mediation test sheets at the end of the case, pp.xvi-xvii).

Complex Figure

This task evaluates the student's spatial organization and ability to plan a complex grapho-motor action. It includes copying a complex figure both from the available model and from memory. D. copied the figure referring to the outer contour alone, without relating to the details. The impulsive character of his work was revealed by many spontaneous corrections and was the reason for his difficulty in reproducing the model from memory. He remembered the contour with only a few details.

Mediation of structural analysis provided to D. included identification of various shapes and establishment of a system of relationships between the whole figure and its parts, and between different parts. D. was also shown organizational strategies helpful for memorization of details. Following mediation D. copied the figure while retaining the contour and similarly reconstructed it from memory. However his work was impulsive, he has difficulties with spatial retention, with relating to several different sources of information simultaneously, and with visual transfer. (See copy and recall before and after mediation at the end of the case, pp.xviii-xxi)

c. Language and Memory

L.P.A.D. memory tests deal especially with the methods of organizing recorded information that facilitate memory processes and awareness to the organizing process needed.

D. performed these tests **without** a translator.

16 word task

D was asked to remember a list of 16 words while using categorization to assist in the memorization. He recalled 11 words consistently. He did not organize the words into groups because they were meaningless to him.

Associative Recall Test (part and whole) without a translator.

This test requires the subject to name and remember details of pictorial items, and then to recall them using as a cue the association between the part and the whole. D. named 11 out of 20 items. He memorized spontaneously 4 and after mediation improved and recalled 16 items. The significance of this is that D. has a good memory and good learning ability while using auditory repetition.

Positional Learning Test

In this test the student was asked to look at a board with 25 squares (5 x 5) and recall 5 positions indicated by the examiner. The test examines spatial perception and memorization, the detection of pattern, its conservation, and application of the discovered rule. D. recalled correctly 4 positions at the third attempt and consistently recalled them, but was unable to recall the 5th position even after much repetition.

Conclusion and Recommendations

D., a 4th grade student was referred for individual LPAD assessment after failing in a group LPAD assessment. During the assessment we observed that D. has a good memory using auditory repetition and good learning with immediate mediation. We could see that he has difficulty in dealing with complex tasks, difficulties in perceiving gestalt and analytic perception, lack of spatial terms and difficulty in visual transfer, all of which caused impulsive behavior. We observed evidence of these difficulties in all tasks. D. improved his performance after mediation of strategies and terminology in Variation B8-12 and Complex Figure. Lack of experience and knowledge continue to create difficulties for D. in his work with complex tasks even after mediation. Mediation of spatial expressions created changes in his performance.

We may conclude from this assessment that greater knowledge of spatial concepts, improved verbal tools and strategies dealing with data collection and conservation will trigger a change in D's level of performance. Such a change will prepare ground for placing him into a regular class. We recommend :

- a. Access to an IE program with the aim of building thinking strategies and learning skills.
- b. Integration into CoReL group, which will create prerequisites for mainstreaming.
- c. On the basis of the above, special work with spatial concepts and strategies dealing with complex tasks and abstract notions used in school.

Sample 4
INDIVIDUAL LEARNING POTENTIAL ASSESSMENT
(LPAD) REPORT

Name: B.
Age: 14 years
Address: Hatzrot Yassaf
Date of Assessment: July '98

14 year old B. has been in Israel with her family for about 4 months. She reported that she had attended school in Ethiopia for about 1 month. Her teacher in "Hatzrot Yassaf" reports that B. is a slow worker, has difficulty coping with material and that her friends help her with all her tasks.

B. was referred for individual assessment after showing difficulty in performing in the LPAD group assessment.

Behavior during the assessment

Throughout the assessment B. worked with an extremely low level of efficiency, extensive mediation was necessary to bring about even a minimal change, and intensive focusing was required for keeping B. aware of mediation provided to her. It appears that B. is almost completely unaware of her difficulties. Assessment was carried out with the assistance of a translator.

Results

a) Abstract Thought

Raven's Colored Matrices Test (Series A, AB, B).

This test examines modifiability in the areas of perception and problem solving, the use of super-ordinate concepts, the completion of perceptual gestalt and the solution of non-verbal analogies.

B. solved correctly 7 out of 36 tasks presented to her (5/A, 2/AB, 0/B). She showed difficulty coping with figural tasks, a lack of concepts, difficulty in finding logical evidence and difficulty in performing visual transport. Occasionally her replies were irrelevant. Her work was characterized by much impulsiveness and a low level of efficiency, she frequently had a block being unable to continue problem solving, she showed concrete type thinking and required motor mediation and mediation of problem-solving strategies.

b) Planning and Spatial Organization

Organization of Dots.

In this task the subject is expected to identify a model (a square and a triangle) in an amorphous cloud of dots. The test calls for retention of shape, comparison, planning and the development of strategies and graphic ability.

B. did not perform well in this test during the group assessment on account of difficulty in defining and internalizing the shapes. Also in the individual assessment B. had difficulty with these operations, however, finely attuned mediation aimed at building strategies - and the need for precision helped her to perform the task. There was a change in the level of performance in those tasks that were mediated to her, but B. was unable to produce results when working independently (See mediation and post mediation task sheet at the end of the case, pp. xxvi-xxvii)

Complex Figure

This test evaluated the student's spatial organization and ability to plan a complex grapho-motor action. It includes copying a complex figure both from the available model and from memory.

In the group assessment B. had difficulty with this task and produced a figure dissimilar to the original model. In the individual assessment the initial copying was characterized by an episodic grasp of several elements of the figure, difficulties in planning, in organizing and in visual transport. Substantial motor mediation and the building of a set of concepts brought an improvement in copying the model. B. succeeded in implementing most of the strategies given her. Drawing from memory also improved but B. still had difficulty in spatial orientation, spatial retention and visual transport.

Reversal Test

This test comprises pairs of items and the testee is asked to identify dissimilar pairs. The test involves spontaneous comparison, and differentiation of direction. B.'s difficulties in spatial retention and in visual transport were clearly revealed also in this test. She erred frequently. Mediation of spatial concepts improved her performance a little.

In the above tests the lack of spatial concepts and difficulties in spatial retention and visual transport were quite prominent, as was B.'s low level of efficiency. Mediation of concepts slightly improved the level of performance.

c) Language and Memory

16 word Test

In this test the subject is required to remember a list of 16 words which can be grouped through categorization. The test involves repetitive hearing of the list and mediation for categorization. The test was conducted in Amharic.

No. of trials	1	2	3	4	5	Mediation	7	8
No. of items recalled	8	10	12	12	15		14	16
No. of repeated items	-	3	5	5	8		3	2

B.'s level of achievement in this test indicates relatively high efficiency in the auditory channel. It appears that B. intuitively, but unsystematically, organizes the words and benefits well from repeated exposure. It was noticeable that she had difficulty in retrieving the words. Massive mediation was given including teaching a grouping strategy and words for generalization.

B. showed difficulty in learning the concept of a group of objects. Even when learning a strategy for categorization she had difficulty grouping because of the concrete character of her thinking. However after understanding the principle she was able to implement it. The numerous repeated items indicate the impulsive character of her work.

d) Attention and Concentration

LAHI

B. was asked to scan rows of similar shapes and, by following the given model, to cross out 3 types of shapes. Testing was carried out for 10 minutes.

B. attempted this test 3 times - once in the group assessment and twice during the individual assessment.

Minutes		1	2	3	4	5	6	7	8	9	10	11	12	13	14
Group	No. of items	1	10	3	-	3	6	-							
Indiv. I	No. of items	17	31	12	9	15	8	15	-						
Indiv. II	No. of items	12	25	17	24	39	30	26	14	43	44	39	44	42	44

Performance in this task indicates that B acquired a necessary skill through practicing after learning the concepts. B. was required to practice extensively in order to reach this level. Mediation of the concepts, of regulation of activity and repeated exposure brought about the change in her performance.

Conclusion and Recommendations

B.'s work was characterized by a very low level of efficiency - the group assessment lasted 8 hours and the individual assessment 15 hours. In both of these assessments certain difficulty in internalizing the stimuli and the mediation was observed, however there were outstanding differences between the B.'s performance in various tests. In the tests with figural stimuli she experienced difficulties at the input, elaboration and output phases of the mental act, whereas in the tests where the stimuli were auditory she demonstrated good learning and achievement. It is possible that the source of this difficulty is in the cultural difference.

In B.'s work blocking was severe both in the task performance and in expressing the results and appeared particularly in the figural tasks. B.'s activity is characterized by impulsivity while gathering data, and at the output stage - in the process of formulating the result. Difficulty in retrieval of information also stems from her impulsiveness. Many difficulties in spatial orientation and spatial retention, lack of spatial concepts and difficulty with visual transport together with very episodic functioning characterize B.'s performance. Mediation of spatial concepts brought about a change in performance, mediation of need for accuracy also improved somewhat the level of achievement.

Mediation of strategies and concepts improved B.'s level of performance, mainly in simple tasks. Repetition and practice also were beneficial.

It seems to us that B. needs an extensive work on concept formation, spatial representations and strategy development simultaneously with improving the level of efficiency. In order to reach this goal a systematic plan for studying concepts and strategies with the help of IE should be

developed for B. Simultaneously a more intensive instruction in basic school skills should be organized by integrating B. in CoReL group and providing her with individual lessons along with extensive exposure to written and spoken language.

It is recommended that B. undergo examination of her vision and visual focusing and also that she be referred to an occupational therapist in order to identify the source of her grapho-motor difficulties and for treatment in this area. We recommend re-assessment in a year's time.

Concentrated Reinforcement Lessons (CoReL)

Small groups: 10-15 students per group

Intensive intervention: 4 - 6 months - 15 hours per week

Combination of cognitive and content subject
learning:

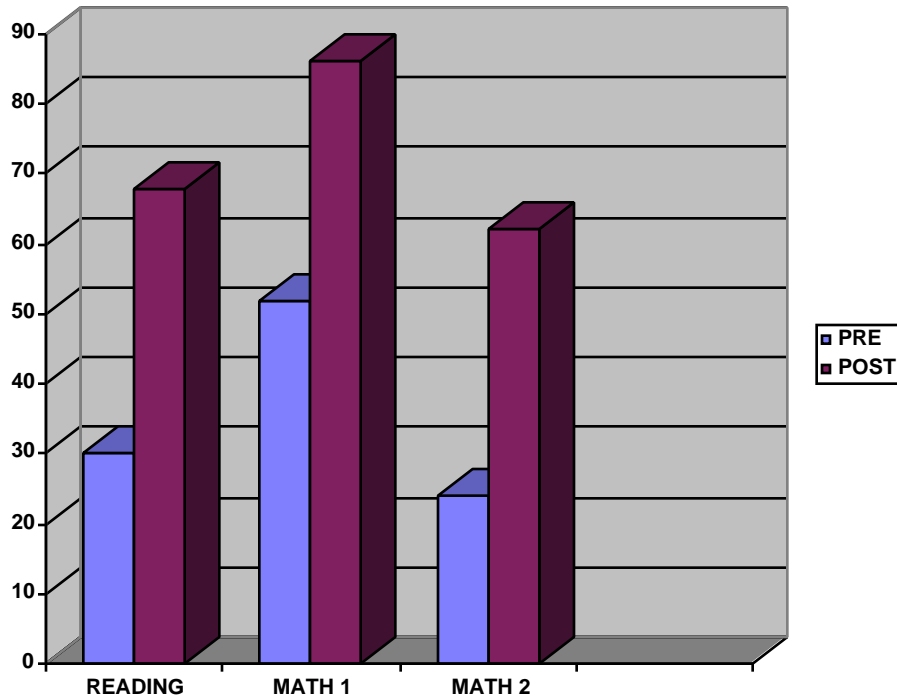
- Instrumental Enrichment - 5 hours;
 - Language arts - 5 hours;
 - Mathematics - 5 hours

Teacher training and supervision:

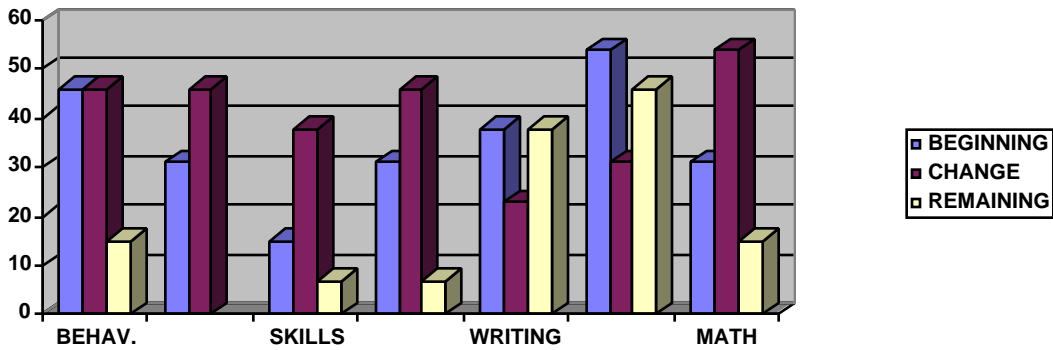
- Program development and evaluation seminars - 40 hours;
 - Instrumental Enrichment training - biweekly;
- Instrumental Enrichment supervision - twice a month;
 - Language arts supervision - once a month;
 - Math supervision - once a month

CoReL – Concentrated Reinforcement Lessons Stages of Organization

1. Dynamic cognitive assessment (LPAD) of children at risk;
2. Organization of CoReL groups according to the chosen criteria (e.g. learning potential, level of basic skills, etc.);
3. Counseling students and their parents;
4. CoReL activities: 15 hours a week for a period of 15-30 weeks;
5. Integration of CoReL students into regular classes (modular approach);
6. Follow-up.



CoReL Program. 4th - 6th grade; N=240.
 Pre-test - September 1997; Post-test - December 1997
 Reading comprehension, basic math, and intermediate math scores in %.



CoReL Program - Teachers' Questionnaire.
 Initial problems, significant change, and remaining problems in %.

CoReL Project – 1998/99

Reported by Ruth Kaufman

CoReL groups	Students	Integrated (no assistance)	Integrated but require assistance	Recommended for integration in the next year	Integration is not recommended
55	655	47%	18%	29%	6%

