



الكونغرس العالمي لمتلازمة داون دبي 2021

WDSC DUBAI 2021

تحريك القدرات الكامنة Unlocking Hidden Potentials

Feuerstein's “optimistic alternative” about cognitive development: from literature to practice

Reflections concerning the results of a literature review about analogical thinking in children with Down Syndrome

Granone Francesca, University of Stavanger, francesca.granone@uis.no

Twitter: [@fra78_g](https://twitter.com/fra78_g)

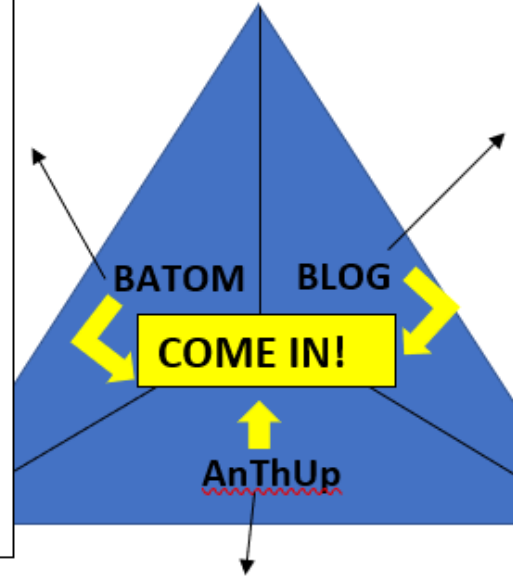
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Main project: **Come in!** (Supporting Children's **cognitive functions and** **memory enhancing** **analogical thinking through** **Feuerstein's mediation and** **inclusive research**)



Article about Similarities between Feuerstein approach and Karlstad model: Granone, F., Damnotti, S., & Chicco, C. (2021). *Integrating a Mediated Learning Experience with Karlstad-model: A Longitudinal Study on a One-Year-Old Child with Down Syndrome. International Journal of Social Science Studies*, 9(4), 35-42. <https://ideas.repec.org/a/rfa/journl/v9/y2021i4p35-42.html>

Courses for teachers and parents about the Feuerstein Approach: "COLTIVIAMO L'INTELLIGENZA MEDIAZIONE 0 - 6 ANNI" <https://www.mediationarrca.it/mediation-e-la-famiglia.html>



Article about analogical thinking in school and preschool: Granone, F., & Stokke, M. (Accepted). *Models, structures and analogical thinking in ECEC and primary school: a qualitative study on teachers' perception about those concepts. Creative Education.*

Article based on a Literature review:
In preparation

Inclusive research: In preparation

Theoptimisticalternative.com

Blog containing scientific information collected from the literature about the cognitive development of children with Down Syndrome, explained for a non-specialised audience. Suggestions for base-activities grounded on mediation are presented for teachers and parents.

EECERA 2021 - PED TALK: "Can networking and discussion grounded in the scientific literature be a strategy to mediate the feeling of an optimistic alternative for parents of children with special needs and for ECEC teachers who work with them?" <https://eecera-online-festival-2021.heysummit.com/talks/ped-talk-how-best-can-we-support-early-reading-for-under-threes/>



The importance of mediation

Feuerstein, R., Rand, Y. A., & Rynders, J. E. (2013). *Don't accept me as I am: Helping "retarded" people to excel*. Springer.

Feuerstein et al, 1991; Kozulin & Presseisen, 1995; LEEBER, 1995; Tzuriel, 2013; LEEBER, 2014; Howie, 2014; LEEBER, 2016; Howie, 2019; Granone et al, 2021; ...

The importance of teachers and family (parents, siblings) in a mediational approach

- *The assumption is that if learners with DS receive optimal stimulation and encouragement from their parents and teachers in collaboration with one another, from an early age, their educational skills and self-actualisation will benefit to a large extent. (Brynard, 2014)*
- *Mediation for Intentionality and Reciprocity and Meaning were positively associated with the verbal responsiveness of the younger siblings. (Tzuriel & Hanuka-Levy, 2014)*
- *Children whose mothers used a high level of mediation for transcendence internalized this specific mechanism and used it later in other learning contexts. (Tzuriel, 2013)*

The importance of counselor's point of view

Research should be available to everyone, especially those involved. (Østby, M., Bakken, H., Oterhals, O. M., & Ellingsen, K. E. Jeg kan!. Tidsskrift for omsorgsforskning, 7(01), 1-23.)



Our project: COME IN!

1. **To define** (*University of Stavanger, Nord University, Mediation ARRCA and ICSEM - International Center for Studies on Educational Methodologies*) **activities related to:**
 - a) Cognitive functions
 - b) non-verbal analogical thinking
 - c) Visual short-term memory
 - d) Implicit long-term memory
 - e) The Feuerstein Mediated Learning Experience (MLE) (to understand the connection between MLE and Karlstad model see Granone et al, 2021)

2. **To involve counselors from the field of practice , other partners in research and counselors with DS** for evaluating and shape the activities with a even more specific focus (see Østby et al., 2021)

3. To disseminate those activities through:
4. Scientific publications (articles, books) after trials with children with DS
5. A public blog for reaching parents and non specialized odience (*theoptimisticalternative.com*)



Who are we (until now)?



Francesca Granone, Associate Professor
Enrico Pollarolo, PhD Student



Martin Stokke, Assistent professor



Chiara Chicco, Expert in Feuerstein's MLE



Sandra Damnotti, Expert in Feuerstein's MLE and ICSEM president

Work in progress...



May Østby and Ole Magnus Oterhals

Manuela Cateni, therapist of the neuro and psychomotricity of the developmental age



...are you interested in being contacted for becoming part of the list?

What we search/need: coworkers in our steering group

- **Counselors with DS** who is willing to participate in this challenge
- **Parents** that are interested in being part of our community
- **Researchers** that desire to contribute with their knowledge
- **Practitioners** that are interested in using those activities



Please contact francesca.granone@uis.no or send a message to the [blog](#) theoptimisticalternative.com if you are interested in receiving more information or in being part of the steering group of this project.



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