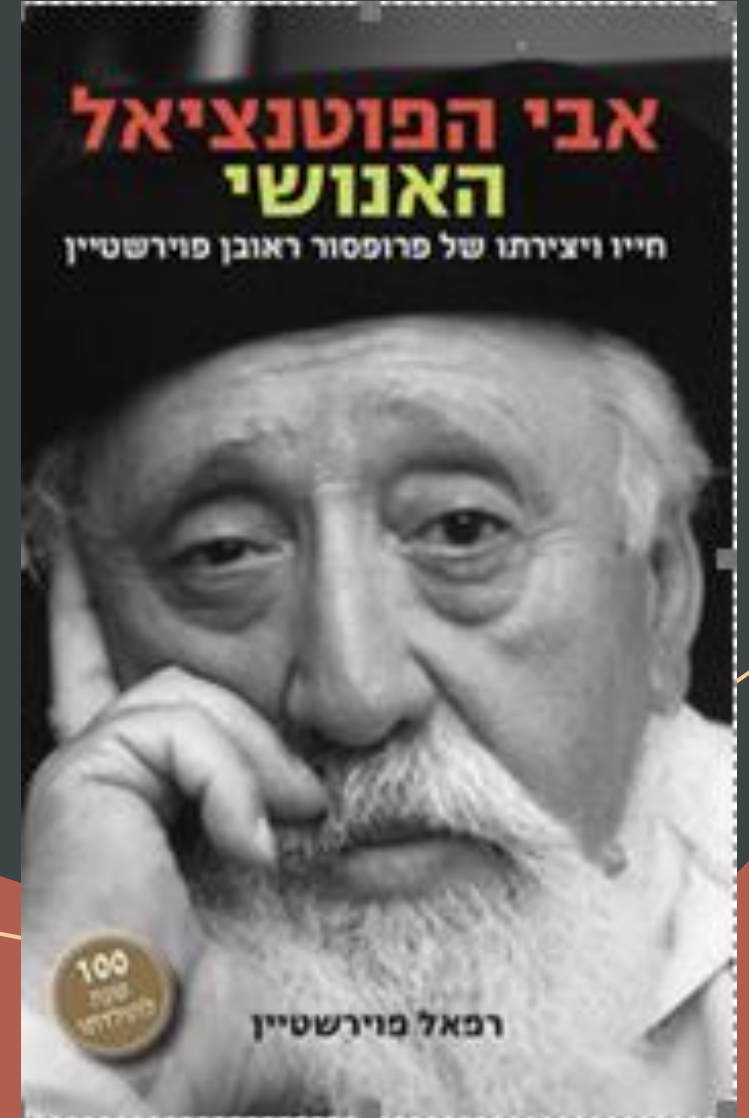


The Father of Human Potential. The Story of the Life and work of Prof. Reuven Feuerstein.

By Raphael Feuerstein

Il libro é in fase di traduzione in inglese/ the book is being translated into English





INTEGRATING SOCIAL COGNITION INTO THERAPEUTIC PRACTICE

BENEATH AND BEYOND THE PROCESS
OF THERAPY

Louis H. Falik


Preface

- 1 Formulating the Process of Counseling: The Dynamics of Behavioral Change
- 2 A Theoretical Foundation for the Therapeutic Process: Mediated Learning Experience (MLE)
- 3 Applying MLE to the Therapeutic Process
- 4 Social Cognition: A Foundation for Affective and Behavioral Change
- 5 Translating Social Cognition into Treatment Planning
- 6 Application of an Integrative Model to the Therapeutic Process
- 7 The Phases of the Therapeutic Relationship Reflected in the Integrative Model
- 8 The Focus of the Interaction: Content versus Process
- 9 The Nature of the Therapeutic Response: Implicit versus Explicit
- 10 Application of the Model

Appendix A: Formulating Responses Reflecting the MLE Parameters

Appendix B: Illustrative Case Studies

11% of sample



The Contribution of Mediated Learning Experience (MLE) to the Process of Therapeutic Interactions

Part I: The Concepts

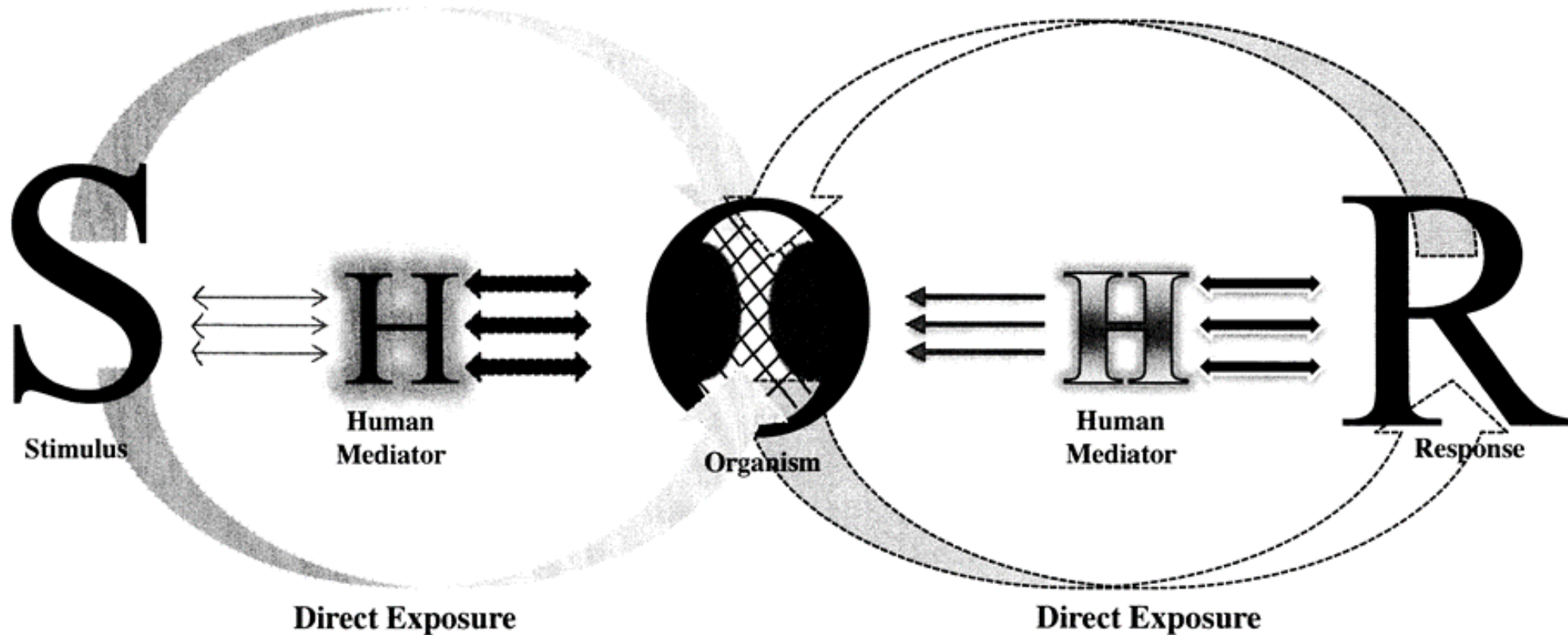
Louis H. Falik

**Emeritus Professor
San Francisco State University**

**Senior Scholar
The Feuerstein Institute**



Feuerstein's Mediated Learning Experience



Structural Components of the Therapeutic Process

Phases in Developing the Relationship

Attending
Listening
Responding
Intervening
Terminating

The Focus of the Interaction (the details of the “story”)

- ◇ Content (the “what”) that is accessed
- ◇ Process (the felt experience of the interaction, the “how”)

The Nature of the Response

- ◇ Implicit (indirect, inferred)
- ◇ Explicit (directly expressed)

Content and Process Emphases in Different Phases of the Therapeutic Process

EARLY PHASES



Small overlap
(sensitive to
relationship
building)

Increased focus on
content as client is
ready

Process interactions
tend to be more
implicit but present

MIDDLE PHASES



More dynamic and
strategic in
initiating and
increasing of
confronting

Balance between
when to be implicit
and explicit

Bringing content
and process into
conjunction

More explicit focus
on boundaries
between content
and process

LATE PHASES

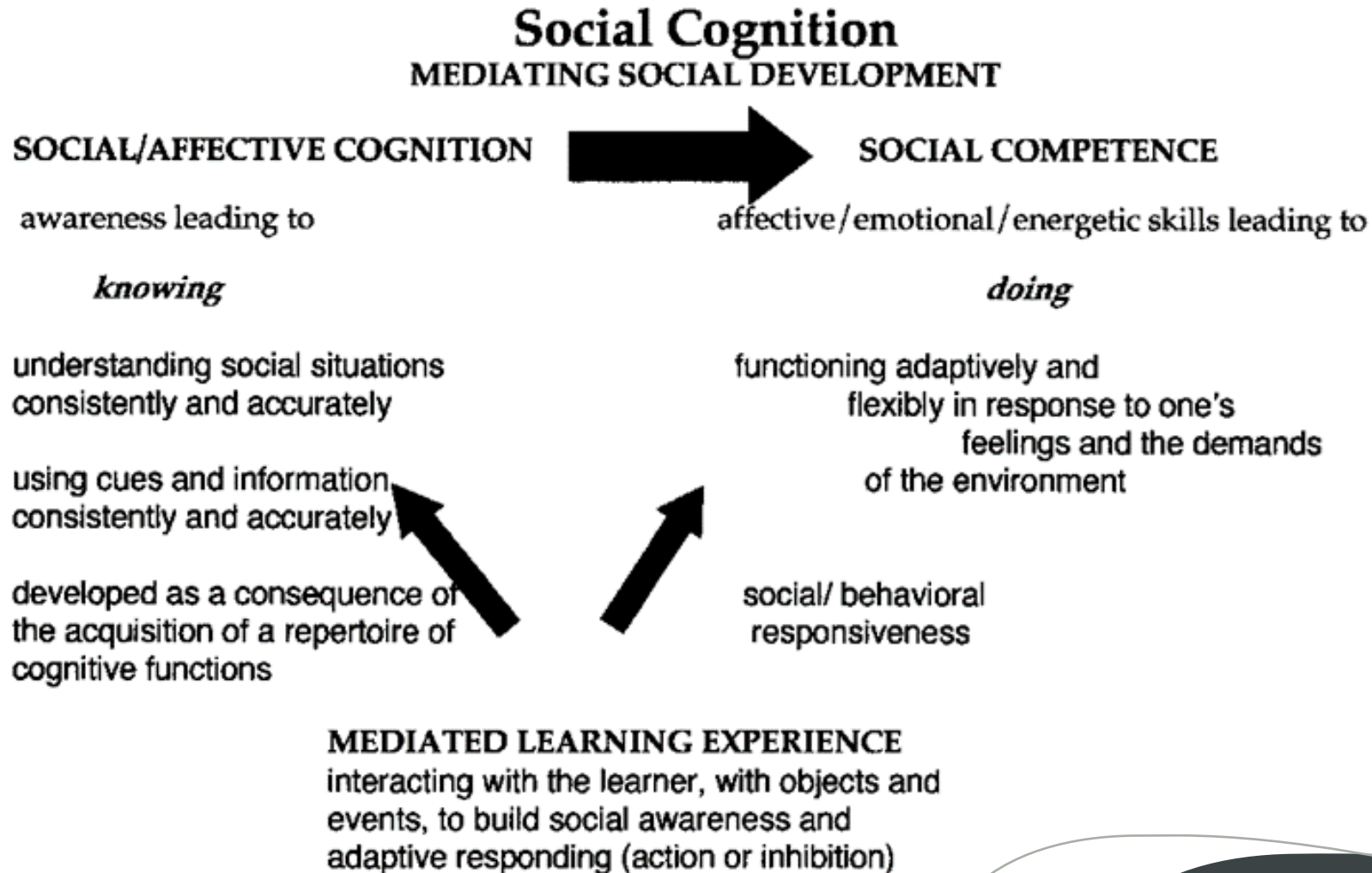


More embedded
(hard to distinguish
content from
process)

Most work takes
place in overlapping
area

More work occurs
by explicitly
confronting
content/process
issues

The Social Cognition Model: Integrating Cognition, Competence, and MLE



Integrating Phases and Functions In Counseling/Psychotherapeutic Interactions

Developmental Phases:

Attending Listening Responding Intervening Terminating

General Goals:

presenting concerns finding meaning clarifying and elaborating meaning. action to restructure responses summarizing to reach closure

Process Goals:

ACCESSING FRAMING REFRAMING MODIFYING CONSOLIDATING

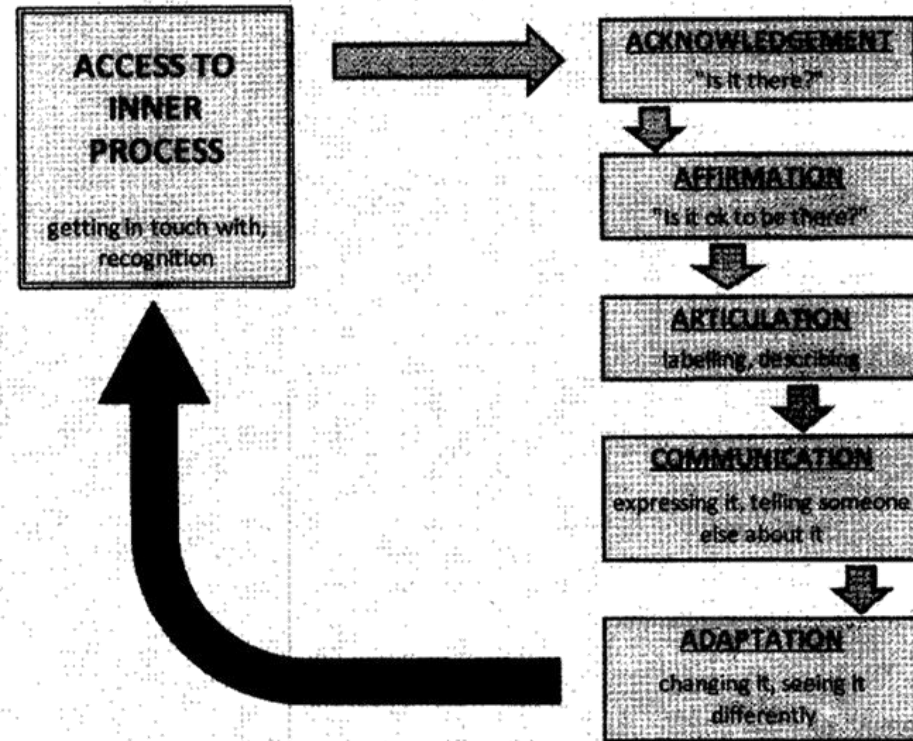
Reached By:

establishing comfort re-discovery of meaning re-assessing situations and meaning selecting focusing confronting reviewing, reflecting, prioritizing

Outcomes:

awareness. recognition realization recalibration separation/ autonomy

STAGES IN HELPING CLIENTS GAIN ACCESS TO THEIR INNER PROCESSES



For the client, the GOAL is EXPERIENCING.

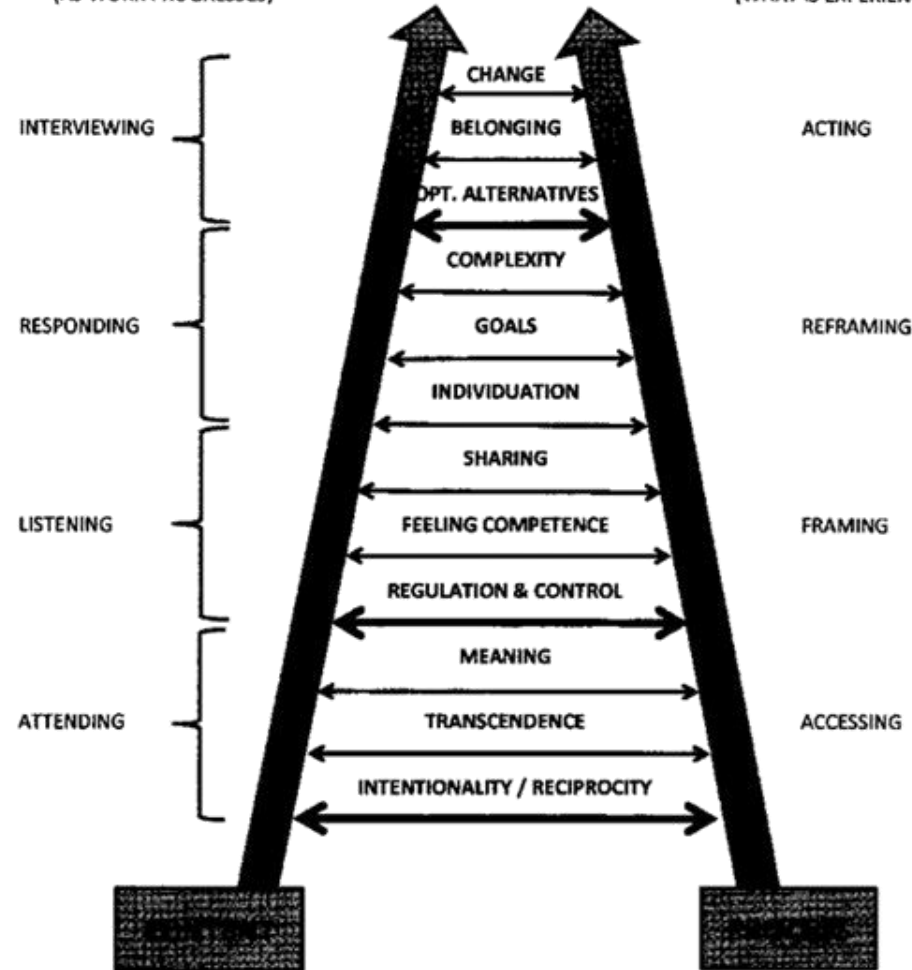
For the counselor/therapist, the GOAL is FACILITATING.

Figure 7.1: Stages in Helping Clients to Gain Access to Their Inner Processes

PARALLEL PROCESS IN COUNSELING

**PHASES OF COUNSELING
RELATIONSHIP
(AS WORK PROGRESSES)**

**OUTCOMES
(WHAT IS EXPERIENCED)**



(Distance Between Content and Process)

The Strategic and Tactical Levels of MLE

the STRATEGIC level

"where are we going?"

"why are we going there?"

The MLE parameters that set the conditions:

Intentionality/reciprocity

Transcendence

Meaning

The TACTICAL level

"how will we get there?"

The MLE parameters that guide the therapeutic interventions:

feelings of competence

regulation and control of behavior

sharing behavior

individuation and psychological differentiation

goal seeking, setting, planning, achieving, adapting

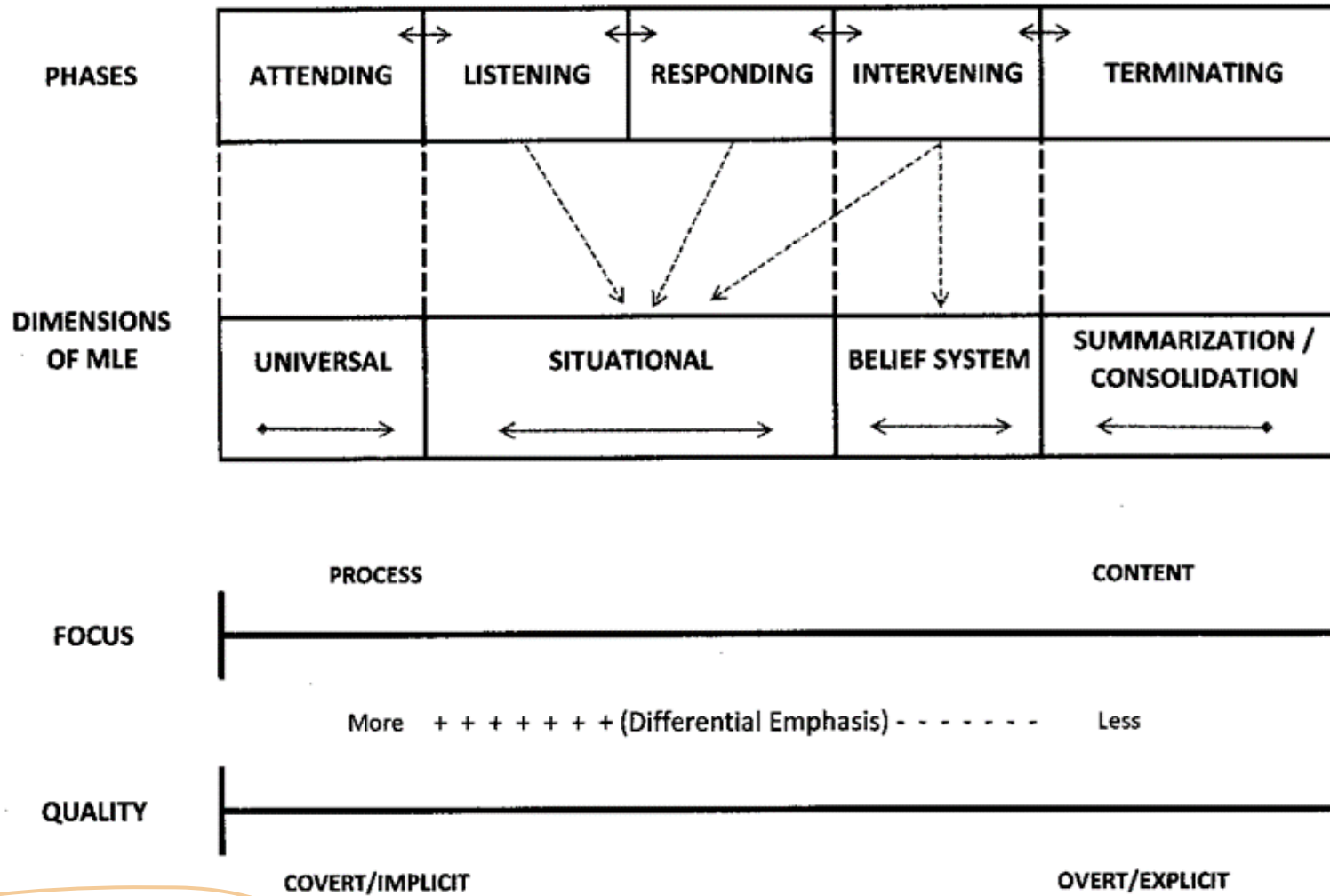
challenge, novelty, complexity

awareness of the capacity to change

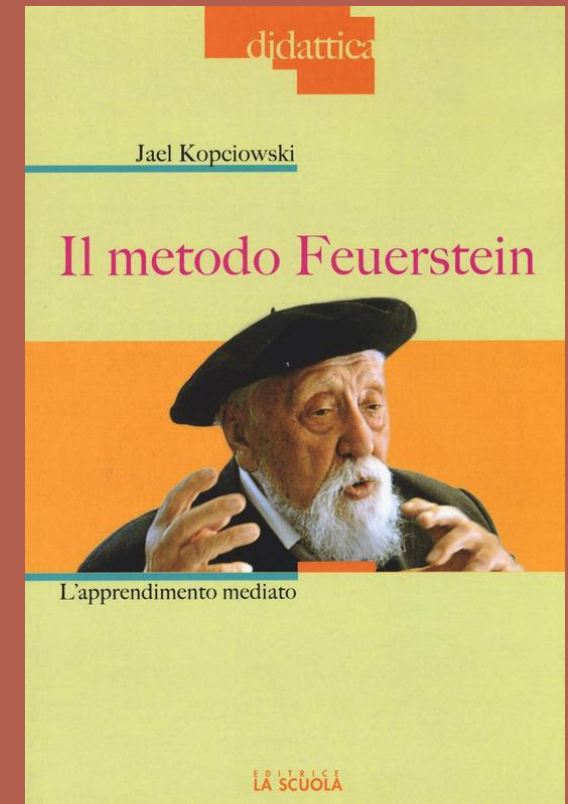
awareness of optimistic alternatives

feelings of belonging

ELEMENTS FOR AN INTEGRATED MODEL OF THE COUNSELING PROCESS



Jael Kopciowski (2019)
il metodo Feuerstein.
Brescia: La scuola



Preface by Umberto Margiotta The
Feuerstein vision for developing
nations. A prospectus by Louis H.
Falik The structure of cognitive
modifiability: a new deal for
education in the XXIst age by
Umberto Margiotta

