

POSTER SESSION

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ROLE OF COGNITIVE ACCELERATION PROGRAMS IN THE EDUCATION OF ETHNIC MINORITY AND IMMIGRANT CHILDREN

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Many researchers have been urging the implementation of various cognitive–affective acceleration programs in the classroom since the 1960's. Most of these programs teach abstract concepts, mental operations and cognitive/metacognitive strategies in an explicit way. (Such programs include, but are not limited to Instrumental Enrichment, IE, Feuerstein, 1980; Bright Start Program, Brooks & Haywood, 2003; Tools of the Mind Program, Bodorova & Leong, 2007; Denktraining für Kinder I, II. Klauer & Phye, 2008). Despite the differences in interaction with the learner (mediated learning experience, graduated prompts, scaffolding etc.), the theoretical framework of these programs is constructivism and socio-constructivism. The aim of our study was to conduct the first empirical evaluation of a socio-constructive program, namely Feuerstein's new Instrumental Enrichment Basic Program (FIE-B, Feuerstein et al, 2006) in case of ethnic minority/immigrant children. Participants: A group of low-achieving ethnic minority and immigrant kindergarten children ($N_{\text{Exp}}=60$, Roma, Turkish, Syrian and Pakistani; mean age 5.8) recruited from Hungarian kindergartens, originally from low socio-economic backgrounds. Form and time of intervention was individual sessions (four times 45 minutes per week) for 10 months. Pre- and post-test results of the experimental group were contrasted with those of the control group: another group of ethnic minority and immigrant children ($N_{\text{Control}}=60$, Roma, Turkish, Syrian and Pakistani; mean age 5.9). Their kindergarten teachers ($N=15$) applied a general kindergarten program, one especially used with Roma kindergarten children. The intervention in the control group was also one-to-one sessions for 10 months. All children in the experimental and control groups have been assessed with different static and dynamic tests: Raven's CM (Raven, 1938); TROG Test (Bishop, 1983); DIFER (Nagy, Józsa, Vidákovich & Fazekasné, 2004) and Dynamic Tests: Cognitive Abilities Profile (Deutsch & Mohammed, 2010). The intervention: FIE-Basic and general MLE in the following areas: (1) Basic Concepts (colour, shape, size, number and quantity, time, cause and effect relationships, feelings and moods, the human body). (2) Adaptive Behaviours (physical self-care, eating and table manners, orientation in environment, independence and helping in home activities, general knowledge about the immediately experienced world). (3) Primary Cognitive Behaviours (attending to stimuli, focusing, imitative behaviours, symbolic play, question and answer responses, adaptive play). Dynamic assessment results show that students in the experimental group outperformed their peers in the control group by 48.1 to 57.4 percentage points in the above indicated areas. Cohen d values for Raven: 0.407; TROG: 0.802; DIFER: 0.850; and for the 3 tests together 1.022. The systematic and intensive Mediated Learning Experience and the IE-Basic Program can create modifiability and high levels of adaptation of culturally different and ethnic minority children.