

Does Cognitive-Mediational Intervention Enhance Inclusive Education? Preliminary Results from the Work in the Feuerstein Centre in Cluj-Napoca

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Abstract

In this paper we present a short description of our research activity in the Feuerstein Centre in Cluj-Napoca. We will discuss one intervention with documented efficacy that combines psychological tests and dynamic assessment methods with therapeutic techniques to promote change in children's cognitive functions. We will discuss through the case of a 7-year-old girl, Ella, the success of inclusion. The intervention helped her to adapt to school settings. We describe in detail the steps of the assessment and provide a theoretical discussion of the therapeutic processes involved.

Keywords

inclusive education, social strategies, behavioural strategies, constructivist strategies, mixed strategies