

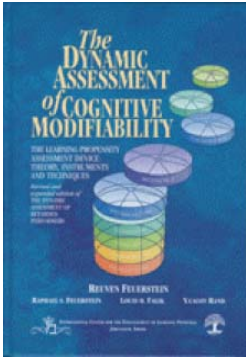


International Renewal Institute, Inc.
Professional Development for Educators

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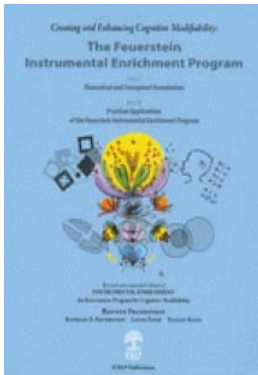
I. Feuerstein Theoretical Books



Dynamic Assessment of Cognitive Modifiability

Feuerstein, R., Falik, L., Rand, Y., & Feuerstein, R.S. (2003). Jerusalem: ICELP Press
ISBN# 965-90490-0-5 \$75.00

A revised and extended edition of the 1979 volume which includes new chapters on dynamic assessment of young children as it was applied with Ethiopian immigrants and children with Down syndrome, including a presentation of case studies. It also presents descriptions of currently used instruments in the LPAD Standard and Basic batteries.



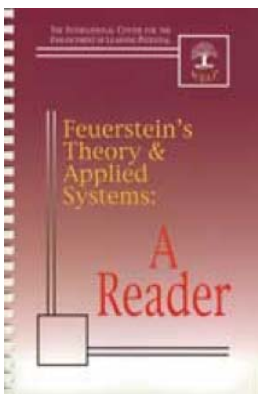
The Feuerstein Instrumental Enrichment Program: Creating and Enhancing Cognitive Modifiability. (NEW VERSION)

Feuerstein, R., Falik, L., Rand, Y., & Feuerstein, R. S. (2006). Jerusalem: ICELP Press
ISBN# 965-7387-00-0 \$60.00

The NEW revised and elaborated edition of Instrumental Enrichment book first published in the 1980's contains two parts:

Part One describes the Theory of Structural Cognitive Modifiability (SCM), Cognitive Functions, Cognitive Map, and Parameters of Mediated Learning Experience (MLE).

Part Two presents fully updated description of the IE Standard and IE Basic programs, with applications to different populations (including adult learners, visually impaired students, etc.)



Feuerstein's Theory and Applied Systems: A Reader (2003)

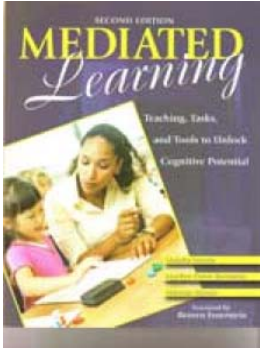
ISBN# FIE 503 \$20.00

This reader is intended for all practitioners and researchers taking courses in or participating in the workshops of Mediated Learning Experience (MLE), Learning Propensity Assessment Device (LPAD), and Instrumental Enrichment (IE). Both novices and experts in the field of Feuerstein's theory will benefit from the materials included into this reader.

For novices the reader will provide a comprehensive and authoritative coverage of the main theoretical and applied topics of Feuerstein's theory. For experts, this reader is a basis for an in-depth discussion of some of the major elements of Feuerstein's theory presented from different angles - historical, theoretical, and applied.

Finally, IE and LPAD teachers and trainers will be able to use this reader as a major instructional tool while preparing their courses and conducting workshops.

II. Feuerstein Application Books



**Mediated Learning (NEW VERSION), Second Edition:
Teaching, Tasks, and Tools to Unlock Cognitive Potential**
Mandia Mentis, Marilyn J. Dunn- Bernstein, & Martene Mentis
Foreword by Reuven Feuerstein
ISBN# 1-4129-5070-1 \$38.95

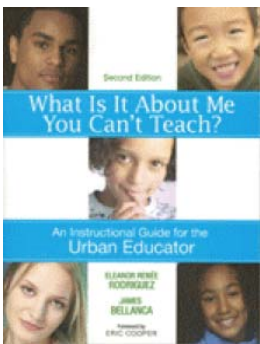
All individuals have the potential to change and learn. Using Reuven Feuerstein's theory that educators can enhance intelligence and change the way students think with the right kind of intervention, the authors provide teachers and counselors with practical strategies to help at-risk students develop cognitive skills and become more effective thinkers and learners. In the second edition, readers will find an expanded discussion of mediated learning, explanations and applications of the Cognitive Map and Structured Cognitive Modifiability, and reflective activities for the educator.

Through case studies and in-depth coverage of meta-cognition, meta-learning, meta-teaching, and meta-tasking, this user-friendly resource shows educators how they can:

- Analyze learners' cognitive skills
- Modify tasks to advance learning
- Promote the use of effective thinking skills
- Encourage autonomous learning

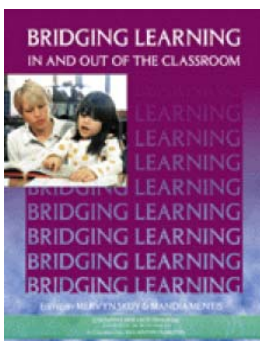
"A practical primer par excellence for teachers who want to implement the principles of Reuven Feuerstein's Mediated Learning Experience. A multitude of easy-to-implement suggestions empowers teachers to transform even the most challenged students into more effective thinkers and learners."

-James Bellanca, Chief Executive Officer International Renewal Institute, Inc.



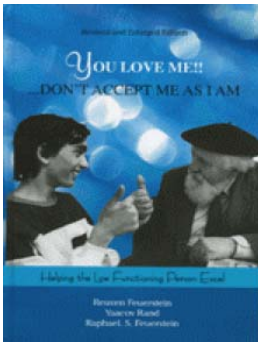
What Is It About Me That You Can't Teach?
Bellanca, J. & Rodriguez, E. R. (2006) Thousand Oaks, CA; Corwin Press: A Sage Press Company
ISBN# 1-4129-3764-1 \$38.95

This second addition discusses the challenges faced by urban students in schools, examines the research base that supports "high expectations" instruction, and provides countless practical strategies that can be implemented at all grade levels. The authors include strategies to help students to become active, engage learners, ways to help students to take control and responsible for their own learning, methods for developing cognitive skills, sample lesson plans, and a new chapter on professional development for urban educators.



Bridging Learning In and Out of the Classroom
Cognitive Research Trust
ISBN# 1-57517-114-7 \$28.95

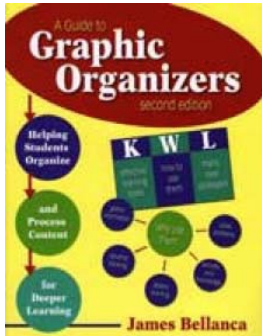
This book provides a multitude of practical methods that enable students to bridge their learning outside the school walls. Based on Feuerstein's criteria for Mediating Learning Experiences, the authors show how to help students form concepts, make generalizations and then apply their deeper understandings to many different situations. Beyond that, the authors show the "how to" help students use information from outside the walls to better understand new concepts in the classroom. This book is an invaluable tool for any teacher who believes that learning is more than the memorization of facts and rules.



You Love Me!! Don't Accept Me As I Am (NEW VERSION)

Feuerstein, R. Falik, L., Rand, Y. & Feuerstein, R. S. (2006). Jerusalem: ICELP Press
ISBN# 965-7387-01-9 \$45.00

A revised and expanded edition of the 1988 classic book, related to the application of MLE to special needs and potential of developmentally disabled people. It includes new chapters on inclusion of special needs students, and a new introduction to the theory and practice of MLE.



A Guide to Graphic Organizers (NEW VERSION), Second Edition: Helping Students Organize and Process Content for Deeper Learning

James A. Bellanca
ISBN# 1-4129-5300-9 \$38.95

Graphic organizers are effective, research-validated tools for supporting student achievement, promoting students' higher-level thinking, and strengthening learners' visual and meta-cognitive skills.

In this combined update of The Cooperative Think Tank I and II, James Bellanca offers teachers a collection of 24 ready-to-use graphic organizers to enhance student learning across subject areas and grade levels. Presenting each graphic organizer in its own chapter, the author includes lessons for introducing these engaging learning tools to students and offers tips for maximizing their positive learning effects.

Revised with current research, new graphic organizers, and a streamlined format, this edition also provides guidelines for using graphic organizers to:

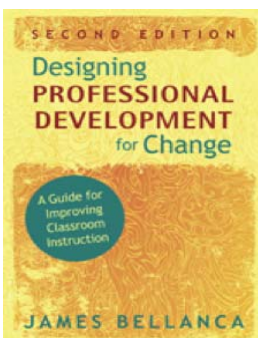
- Support cooperative learning groups
- Help students process content
- Effectively assess students' understanding of concepts

"Creating a mindful rendering of student thinking with these graphic tools is at the heart of this extensive work. K-12 teachers will applaud this effort as they use these graphic organizers in rich and relevant instructional activities."

-Robin Fogarty, Educational Consultant and Author

"An excellent aid in teaching students to gather and process data systematically, develop critical thinking skills, and become actively engaged learners."

-Mary Jo Johnson, Educational Evaluator, North Carolina School for the Deaf, Morganton, NC



Designing Professional Development for Change: A Guide for Improving Classroom Instruction

Second Edition
ISBN# D08707-978-1-4129-6546-0 \$22.95

The second edition of *Designing Professional Development for Change* offers a starting point for cultivating quality professional learning experiences that lead to improved classroom instruction. ***Implement professional development practices that generate systemic change to improve teaching and learning!***

Enriching the professional lives of teachers is not only an art, but a science. This resource provides a research-validated road map for staff developers and principals to promote positive student outcomes and increase school performance through effective professional development.

The new edition offers practical methods for designing staff development experiences that facilitate a high level of learning transfer into the classroom. Administrators and staff developers will find guidelines for professional development that fosters meaningful cognitive connections for participants and supports continuous academic improvement and lifelong learning for students. This substantially updated revision includes:

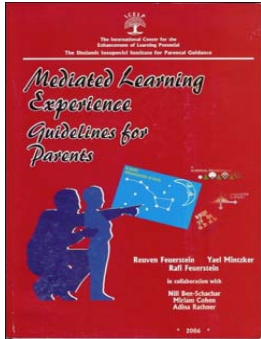
- A three-stage framework that helps ensure sustainable results
- Emphasis on mediated learning experiences and skillful coaching for adult learners
- A focus on the site-based professional developer's role as a champion for change

"A practical, easy-to-follow guide for moving toward positive change for schools."

- Linda Diaz, Program Specialist for Professional Development, Monroe County Schools, FL

"Offers readers the guiding principles and essential ingredients that must be incorporated into successful professional development programs."

- David Freitas, Professor Indiana University, South Bend



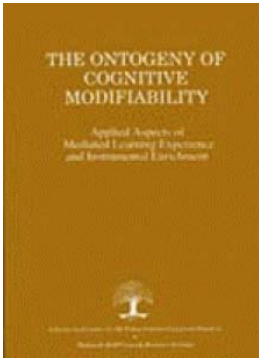
Mediated Learning Experience: Guidelines for Parents

Feuerstein, R., Feuerstein, R.S. & Mintzker. (2001). Jerusalem: ICELP Press.

ISBN# 1 \$15.00

A practical approach for parents of early learners and special needs children. Written on the firm belief in the readiness for the child to modify himself/herself and to increase his/her level of functioning, this book gives creative guidelines and applications for parents. Based on Feuerstein's theory and goals of Mediated Learning Experience (MLE), parents are encouraged to develop primary perceptual and cognitive activities, basic concepts, educational goals, adaptive behaviors, and the crucial speech and language areas.

III. Feuerstein Research Books

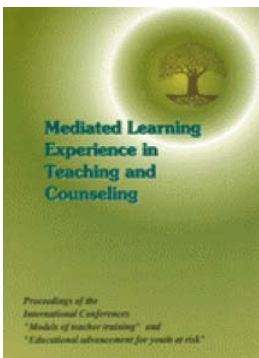


The Ontogeny of Cognitive Modifiability

Feuerstein R. & Feuerstein R.S., (Ed.) Jerusalem: ICELP Press
ISBN# ICELP 508 \$25.00

Elaborates the theories of Structural Cognitive Modifiability and Mediated Learning Experience and the applied system of Instrumental Enrichment and summarizes a great deal of research, literature and programs around the globe.

This book contains more than two dozen of the best essays that introduce the theory, discuss effective programs in different countries and provide samples of the most telling research. It is an important foundation for those who are serious about understanding how and why Feuerstein's theories have worked so well for so many who were considered lost.



Mediated Learning Experience in Teaching and Counseling

Feuerstein R. & Feuerstein R.S., (Ed.) Jerusalem: ICELP Press
ISBN# FIE 504 \$15.00

The theories of Structural Cognitive Modifiability and Mediated Learning Experience with the applied systems that derive from them have generated extensive research, development of applied programs and diversification of goals. This volume is the third in a series of books published by ICELP/HWCRI. The previous volumes were: Vol. I Mediated Learning Experience: Theoretical, Psychosocial, and Learning Implications, (1991); Vol. II The Ontogeny of Cognitive Modifiability, (1997). The book summarizes the theories of Structural Cognitive Modifiability and Mediated Learning Experience and the applied systems that have generated extensive research.

IV. Feuerstein DVD Collection



Learning to Think Well: Instrumental Enrichment in the Classroom

12 minutes DVD version with Study Guide

ISBN# 1-933-127-25-2 \$12.00

Feuerstein's Instrumental Enrichment program (FIE) for the middle and secondary grades has passed the test of time. Successful implementations in schools and private practice have provided a wealth of research. In this video, which starts with a TV report about a successful district-wide use of FIE, classroom demonstrations, teacher and administrator comments and a summary of the district's research provide a rich introduction to a program that teaches students "how to think", not just for the test, but for a lifetime of learning.



Mediating Brain Power for All Students

20 minutes DVD version with Study Guide

ISBN# 1-933-127-24-4 \$12.00

In Feuerstein's Theory of Mediated Learning Experience, the primary causes of learning difficulties are a student's inefficient use of the brain's cognitive functions. When efficient, these functions are the foundations of the processes of learning. These functions enable students to see "the complete picture" rather than episodes, gather data accurately, restrain impulsivity and more. In this video, classroom examples explain the criteria and show seasoned teachers using the methods to mediate the strengthening of student thinking.



Connecting Cognitive Processes to Modifying Intelligence

ISBN# 1-933-127-26-0 \$50.00

Professor Reuven Feuerstein's first recorded lecture since 1998

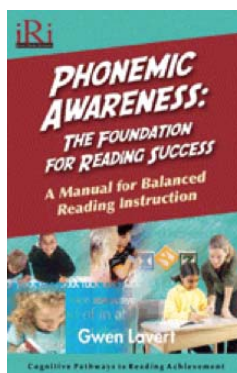
On July 26, 2007, the first recorded lecture of Professor Reuven Feuerstein was given at the international Renewal institutes, North American Feuerstein Conference in Skokie, Illinois

Feuerstein's was one of the first to state that intelligence is NOT FIXED, but rather MODIFIABLE. He was the first to develop systematic programs that have been studied all over the world in over eighty countries. Today, brain research is continuing to validate his contention that the idea that the structure of the brain is indeed able to change. His work is noted with very diverse populations; including children of poverty, secondary language learners, children with special needs, and individuals whom have suffered from traumatic brain injury.

This lecture marks the importance of the use Feuerstein's work in today's United States Education, Social and Economic Systems. In this one hour forty-three minute DVD Professor Feuerstein discusses topics such as:

- His new work on intelligence modification
- Implications for improving cognitive growth and academic achievement
- Contrast the value cognitive and emotional intelligence theories
- Engage in a variety of Q&A with conference participants

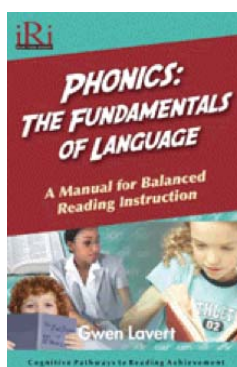
V. Cognitive Pathways to Reading Achievement



Phonemic Awareness: The Foundation for Reading Success

ISBN # 1-933127-10-4 \$12.00

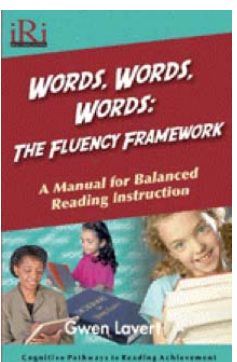
What research says about phonemic awareness in a balanced reading classroom. The technology of phonemics. Early assessment of readiness. Readiness and the phases of learning. The place for direct instruction without scripting. Using small groups well. Coaching the struggling reader. Identifying common errors and strengthening cognitive functions. The spelling dilemma. The parents' role for reading. Manual, 64 Pages.



Phonics: The Fundamentals of Language

ISBN # 1-933127-10-4 \$12.00

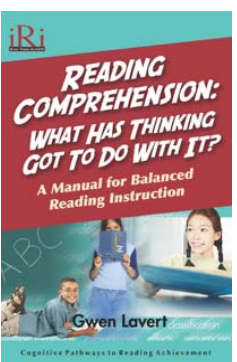
The role of phonics in the balanced reading classroom. Creating the conditions for learning in a cognitive framework. What research says about teaching phonics? Assessing phonics development. Applying the principles of mediated learning experience to reading proficiency development. Strengthening cognitive functions to eliminate student errors in thinking. High effect strategies and tactics for maintaining balance. Sight word development and the role of parents. Manual, 64 Pages.



Words, Words, Words: The Fluency Framework

ISBN # 1-933127-12-0 \$12.00

Fluency as the bridge to comprehension. A definition. The challenge of fluency in a balanced literacy classroom. The fluency formula. Cognitive mediation and research strong strategies. Mediated lessons and concept development. Guidelines for developing rich word banks. Using guided and repeated readings, self monitoring and paired tactics to build syntactic sensitivity, assessing word development. Mini-lessons that mediate. What parents can do. Focus on the struggling reader. Manual, 64 Pages.

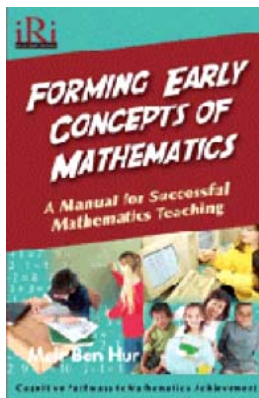


Reading Comprehension: What Has Thinking Got To Do With It?

ISBN # 1-933127-13-9 \$12.00

The role of cognition in reading comprehension. Contrast with other theories of developing comprehension. The research connection. Identifying and mediating underdeveloped cognitive functions. Aligning thinking skills with standards-based instruction. Best techniques to enhance reading comprehension. Helping students ask thoughtful questions. Using high effect strategies. Assessment tools for comprehension. Parent role Strategies for the struggling reader. Manual, 64 Pages.

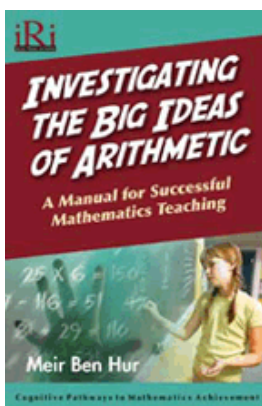
VI. Cognitive Pathways to Mathematics Achievement



Forming Early Concepts in Mathematics

Manual: ISBN# 1-933127-00-7 \$12.00 Study Guide: ISBN# 1-933127-15-5 \$18.00

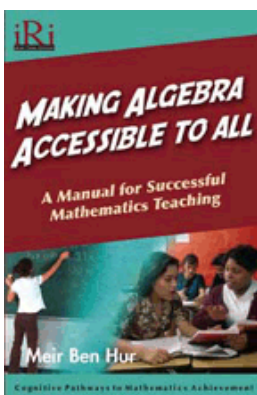
Launches the study of the cognitive dimension in teaching and learning mathematics in the early grades. After investigating issues of early motivation, it applies cognitive principles of learning to the standard curriculum including such concepts as number sense, numerical operations, understanding money, telling time, spatial sense and geometry, data, probability and statistics and problem solving by young children. This manual calls special attention to the role of intentional cognitive development in forming students' early understanding of each concept's meaning and provides insightful guidance in the practicalities of engaging young children in serious and rigorous mathematical study. Manual, 80 Pages.



Investigating the Big Ideas of Arithmetic

Manual: ISBN# 1-933127-03-1 \$12.00 Study Guide: ISBN# 1-933127-17-1 \$18.00

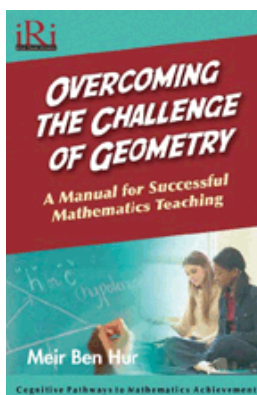
Has two elements. In part I, the manual explores the development of number sense including natural numbers, integers, rational numbers, real numbers and irrational numbers. In part II, it explores the basic operations including algorithms and the basic operations with numbers (e.g. addition with natural numbers, subtraction with natural numbers, etc.), the basic operations with integers, the basic operations with rational numbers, and proportional reasoning. Special attention is given to development of the cognitive functions in young children and the early analysis of their most common errors in thinking mathematically. Manual, 64 Pages. Study Guide, 48 Pages.



Making Algebra Accessible to All

Manual: ISBN# 1-933127-05-8 \$12.00 Study Guide: ISBN# 1-933127-17-1 \$18.00

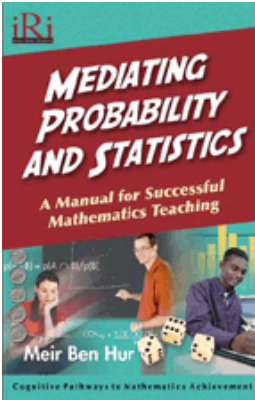
Focuses on the algebraic manipulation of symbols, structures and functions before previewing mathematical modeling. Topics include quantity, operation and relation notations, precepts and mathematical representations along with variation, correspondence, continuity and functional correspondence. The cognitive emphasis is placed on development of generalizations and the formalization of concepts. Examples of error analysis are provided for the topics. Manual, 72 Pages. Study Guide, 48 Pages.



Overcoming the Challenge of Geometry

Manual: ISBN# 1-933127-04-X \$12.00 Study Guide: ISBN# 1-933127-16-3 \$18.00

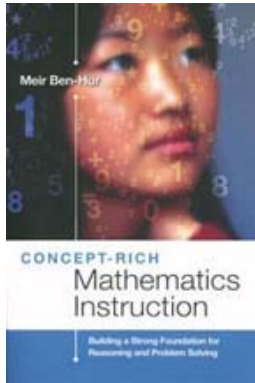
Begins with a study of spatial sense development before launching into form and projection in space, measurement of length, angle, perimeter, surface area and volume, analytic geometry. It concludes with an investigation of reasoning and proof including issues related to planning for proof and the application of deductive reasoning. The process includes study of these sub-topics, error analysis and strategies to mediate. Manual, 56 Pages. Study Guide, 40 Pages.



Mediating Probability and Statistics

Manual: ISBN# 1-933127-06-6 \$12.00 Study Guide: ISBN# 1-933127-07-4 \$18.00

Targets the development of cognition in middle and secondary students faced with the cognitive dimension of these two "big ideas". After a preview of general instructional tips, the manual addresses descriptive statistics including organizing, describing and representing data before it moves to the teaching of probability as ratio, dependent events and conditional probability and permutations and combinations. The manual concludes with inferential statistics including the topics of sampling, normal distribution, statistical inference tests and the χ^2 test. Manual, 64 Pages. Study Guide, 40 Pages.



Concept-Rich Mathematics Instruction:

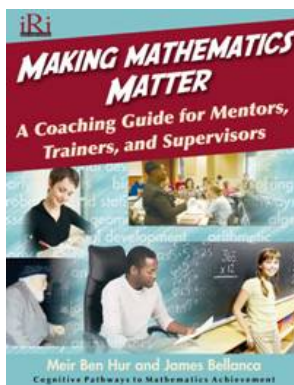
Building a Strong Foundation for Reasoning and Problem-Solving

By: *Meir Ben-Hur*

ISBN# 1-4166-0359-X \$25.95 (ASCD book, 2006) 6" x 9", 152 pages.

Fact-filled textbooks that stress memorization and drilling aren't very good for teaching students how to think mathematically and solve problems. But here's a book that comes to the rescue with an instructional approach that helps students in every grade level truly understand math concepts so they can apply them on high-stakes assessments, across the curriculum, and outside of school. The book uses familiar classroom anecdotes and lots of sample problems to explain:

- Why math instruction should capitalize on the learning of core concepts
- How to plan instructional sequences that build on what students already understand about math
- Why it is important to engage students in discussing, analyzing, and reflecting on math concepts
- Mixing tried-and-true practices with the latest research on learning, this book is loaded with lots of valuable teaching tips to use right away.
- The right amount of time to devote to practicing a new procedure
- How to match the level of task difficulty to student abilities
- Why student errors are clues to common misconceptions about math
- How to use a variety of formative assessment methods to reveal the state of your students' learning



Making Mathematics Matter:

A Coaching Guide for Mentors, Trainers and Supervisors

Meir Ben Hur and James A. Bellanca

ISBN# 1- 933127-36-8 \$179.97 FREE with orders of 40 manuals + study guides

Whether you are facilitating Cognitive Pathways to Mathematics with novices or seasoned educators, this guide will deepen and extend your mentoring and coaching expertise.

Section 1: Provides insight for using manual and study guides with teams who want to focus on teaching the math content which is most difficult for students.

Section 2: Packed with flexible models and powerful pointer to organize and present the best ways to mediate teachers' concept development, overcome resistance, build a supportive learning community, distinguish leadership and coaching roles, and refine coaching skills.

Section 3: Includes an assessment tool for helping teachers set and review goals.

VII. Instruction for the Classroom



Blueprints for Achievement in the Cooperative Classroom

Third Edition

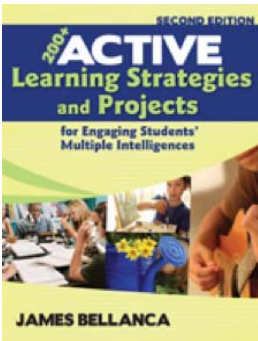
James A. Bellanca & Robin Fogarty

Foreword by Arthur L. Costa

ISBN: 978-1-5751-7548-5 \$40.95

This step-by-step classic, *Blueprints for Achievement in the Cooperative Classroom*, embeds the teaching of critical thinking within the cooperative learning setting explicitly linking the strategies that best support learning.

Thousands of teachers are currently using the guidelines and sample lessons from this text to apply the tools of cooperative learning and thinking in their classrooms. This updated edition clarifies the role of standards in the assessment process to further support achievement.



200+ Active Learning Strategies and Projects for Engaging Students' Multiple Intelligences

James A. Bellanca

ISBN # 978-1-4129-6885-0 \$40.95

200+ Active Learning Strategies and Projects for Engaging Students' Multiple Intelligences, Second Edition helps teachers transform students from passive acquirers of information into active producers of knowledge.

Teach to students' strengths with new and enhanced activities that engage their multiple intelligences! Tired of repetitious lessons that ignore the power of student curiosity? Need an easy-to-use guide full of high-impact strategies designed to engage students' minds? This updated edition of Active Learning Handbook for the Multiple Intelligences Classroom presents more than 200 research-based, easy-to-implement activities and brain-compatible projects for increasing students' motivation and on-task learning in K–12 classrooms. Using Howard Gardner's theory of multiple intelligences as a framework, the author provides engaging lessons that target a single intelligence while still developing other cognitive domains. Organized and cross-referenced for easy and immediate use in multiple subject areas, this resource allows teachers to access:

- Step-by-step directions for each activity, with an identified purpose, a targeted multiple intelligence, appropriate grade ranges, and materials needed
- Checklists of important procedures and tips to help teachers modify or design tactics to meet students' varied needs
- Reproducibles to reinforce student understanding
- Research illustrating what works for promoting student achievement
- Cooperative learning strategies for building a community of learners

"I loved the book! Well-written, well-focused, well-thought out. The best part is the reproducibles, which are a wonderful follow-up for using the strategies in your classroom."

-Pam Jackson, Alternative Seventh-Grade Teacher, Elkhorn Middle School, Frankfort, KY

"The many lessons and ideas are a treasure trove for teachers. I am keeping the book on my desk for ideas throughout the school year."

-Julie Steimel, Teacher, Eleanor Roosevelt High School, Greenbelt, MD