The importance of re-reading. The interview with Louis H. Falik ten years after

L'importanza di rileggere. L'intervista con Louis H. Falik, dieci anni dopo

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ABSTRACT
This interview was given by Louis H. Falik, a scholar deeply involved in Feuerstein's work, during a workshop which took place at Centro Feurstein c/o Centro Interateneo per la Ricerca Didattica e la Formazione Avanzata at Ca' Foscari University in 2007. The event was both a workshop on LPAD (Learning Propensity Assessment Device) Standard 1, and a session for the certification of trainers in the Feuerstein Instrumental Enrichment Programme. At the time, it was decided to publish the Italian version of the interview in order to contribute to the circulation of Feuerstein's learning theories in Italy. After over ten years, the interview is still thought-provoking given the diffusion and generativity of Feuerstein's work in Italy – as some very recent publications testify – and in the light of Falik's very personal project on the possible adaptation of Feuerstein's learning theories for use with the elderly. These are the reasons for presenting the English version of that interview here below.

L'intervista è stata rilasciata da Louis H. Falik, uno studioso profondamente coinvolto nel lavoro di Feuerstein, durante un seminario che si è svolto presso il Centro Feuerstein c/o Centro Interateneo per la Ricerca Didattica e la Formazione Avanzata dell'Università Ca'Foscari nel 2007. L'evento è stato sia un seminario sullo LPAD (Learning Propensity Assessment Device) Standard 1, sia una sessione per la certificazione dei formatori cui affidare futuri corsi relativi al Feuerstein Instrumental Enrichment. All'epoca fu deciso di pubblicare la versione italiana dell'intervista per contribuire alla diffusione delle teorie dell'apprendimento di Feuerstein in Italia. Dopo oltre dieci anni, l'intervista è ancora stimolante, data la diffusione e la generatività del lavoro di Feuerstein in Italia – come testimoniano alcune pubblicazioni molto recenti – e alla luce del progetto molto personale di Falik sul possibile adattamento delle teorie dell'apprendimento di Feuerstein da usare con gli anziani. Questi sono i motivi per presentare in questa sede la versione inglese dell'intervista.

KEYWORDS
Louis H. Falik, Feuerstein, LPAD (Learning Propensity Assessment Device), Learning theories.
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In 2009 the Italian translation of my interview with Louis H. Falik appeared in *Formazione & Insegnamento*. At the time I was doing my Ph.D. in Cognitive and Educational Sciences and I felt really honoured to have the opportunity to ask a few questions to a scholar deeply involved in Feuerstein's work whose theory I was meeting for the first time while attending my classes at Ca' Foscari University.

I have recently leafed through the volume where the interview appeared and started reading it again after so many years. I was struck by Falik's ability to present the core of Feuerstein's theory by using very simple words which could be easily understood by a graduate in foreign languages still unaccustomed to psycho-pedagogical vocabulary as I was. Moreover, while I was re-reading the interview, I immediately realized the relationship between the competence-based approach to teaching and learning, which involves students as co-designers as they share, for example, rubrics with their teacher(s) to plan, monitor and measure realistic, comfortable outcomes, and Feuerstein's approach to the learning experience which, to be successful, must be highly intentional in the sense that the learner is supposed to join the teacher in «a mutual activity towards common goals» as Falik puts it. He uses the expression *intentional reciprocity* in the interview.

Furthermore, Feuerstein's learning theory well aligns with competence-based approach to teaching and learning – which has oriented educational systems for over twenty years – in that both aim at learners'autonomy, at the development of their ability to be familiar with «strategies and structures that can be applied to a wide variety of potential content» — to use Falik's words — and become efficient learners.

In addition to all this, I must say that now I really appreciate and understand the value of Falik's personal memories about his learning disabilities he talks about in the interview because they encourage teachers to reflect and deal with their own difficulties – everybody has – as fruitful sources of insight and empathy to rely on while working with students with learning disabilities.

This interview was given during the workshop which took place at Centro Feurstein c/o Centro Interateneo per la Ricerca Didattica e la Formazione Avanzata at Ca'Foscari University, the first Italian University to be authorised to issue the Certificate of Trainer in Feuerstein's Training Programmes. The workshop was organised by Professor Mario Di Mauro, Ca'Foscari University, and Mediation A.R.R.C.A. ONLUS[1], and took place from 22nd April to 2nd May 2007. The event was both a workshop on LPAD (Learning Propensity Assessment Device) Standard 1, and a session for the certification of trainers in the Feuerstein Instrumental Enrichment Programme.

At the time, it was decided to publish the Italian version of the interview in order to contribute to the circulation of Feuerstein's learning theories in Italy. After over ten years, I invite you to read the interview in English also in the light of the diffusion and generativity of Professor Feuerstein's work in Italy, as some very recent publications testify: *Sviluppare competenze cognitive con il metodo Feuerstein. Attività didattiche per la scuola primaria* by Cristina Vedovelli (2017), *Il tempo di riflettere e di apprendere. Un'esperienza del metodo Feuerstein con studenti universitari* di Silvia Guetta con Chiara Gasperini (2017) and the two volumes by Nessia Laniado *Come insegnare l'intelligenza ai vostri bambini* (first published in 2002) and *Come stimolare giorno per giorno l'intelligenza dei vostri bambini* (first

1 https://www.mediationarrca.it/corsi-di-formazione.html.

published in 2003), both issued again in 2017. The volume *The Mediated Learning Experience in Action* by Rachel Rosen with the supervision of Louis H. Falik has been freshly published (2019). This volume, together with the forthcoming *Thinking About the Teaching of Thinking: The Feuerstein Approach* by Dorothy R. Howie (2019, first published under the title *Thinking about the teaching of thinking* in 2003), are the most recent publications in English on the Feuerstein approach to learning.

Therefore, my proposal to re-read the interview below is based on the unchanged interest in Feuerstein's method but also on its possible adaptation for use with the elderly, which is Falik's very personal project[2]. I am sure everyone will have the chance to come across ideas, conceits, words to ponder over and possibly become a better teacher, therapist or parent.

The interview

C.R.: Professor Falik, thank you very much for letting me interview you. It is a real privilege to be here talking to you. As a Ph.D. student in Cognitive and Educational Sciences, it is a wonderful opportunity of widening my knowledge of learners'cognitive processes and, of course, of Professor Feuerstein's theory. I hope that this interview will help the Feuerstein Instrumental Enrichment be more widely known among non-specialists, especially those teachers who do not know FIE yet, but may become interested in it.

I would like to start by asking you to clarify the role of mediated learning in relation to Feuerstein Instrumental Enrichment. As we know, the assumption that underpins the theory of Structural Cognitive Modifiability is that intelligence is to be viewed as "*dynamic and modifiable, not static or fixed"*, to quote Meir Ben-Hur's words[3]. This implies that it can develop, provided that children learn how to think and Professor Feuerstein argues that this process of continuous mental development can take place thanks to Mediated Learning Experiences. How would you expand on this assumption?

L.H.F.: Well, first of all, we're very pleased to observe the way in which the Feuerstein methodology has been understood and accepted in Italy. Italy is probably the most active place in the world using this kind of methodology.

If we focus on FIE, if we focus on Feuerstein Instrumental Enrichment, perhaps the best way to simply describe it, is that it is an instrumentality to make possible the systematic provision of mediated learning experience. By saying that, we mean that the activities of the Instrumental Enrichment Programme have been designed to enable the mediator – the teacher in the classroom or the therapist working with special needs individuals – to bring to the learner a series of activities that facilitate the development of cognitive structure.

The activities were chosen to be content free, or as content neutral as possible – nothing is absent of content – because, when the content is neutral, the potential

2 http://www.icelp.info/about/testimonials/professor-falik.aspx.

3 Ben-Hur, M. (2000), *Feuerstein's Instrumental Enrichment: Better Learning for Better Students*, 2000, New Horizons for Learning, http://archive.education.jhu.edu/PD/newhorizons/strategies/topics/Instrumental%20Enrichment/hur.htm.

is to learn strategies and structures that can be applied to a wide variety of potential content. So, the activities that are built into the Instrumental Enrichment Programme bring to the learner a series of opportunities to manipulate and elaborate ways of thinking.

C.R.: In what sense can FIE be considered a "classroom curriculum", as Meir Ben-Hur[4] describes it? Are we right to refer to it both as a method, as Professor Di Mauro calls it[5], and as a curriculum, owing to the fact that it is actually a carefully articulated programme?

L.H.F.: It is a curriculum in the sense that it is systematically organised in sequences, in structured activities and it is reflective of good understanding of the nature and development of cognition, of the way in which learning occurs. Feuerstein has made a number of contributions to cognitive psychology and the Instrumental Enrichment Programme reflects the implementation of a whole series of ideas and a whole series of concepts that are then elaborated in a systematic way.

So, if one wonders what the Feuerstein's contribution to cognitive psychology is, we can say that it is both conceptual and methodological. The FIE is the methodological. The conceptual components which are embedded in FIE can be appreciated and used outside the FIE so that many people learn the Feuerstein approach not necessarily because they're going to apply FIE extensively, but because FIE represents a model for how to think about and to use cognitive processes. Now, what I'm referring to in that conceptual area, is the concept of the cognitive functions, is the concept of the cognitive map and the concept of the parameters of mediated learning experience. These three conceptual frameworks can be called operational concepts, they are designed to help a person – the teacher, the therapist, a parent – interact with the learner in a systematic way. FIE is a tool, a tool that is instrumental that is why we call it Instrumental Enrichment instrumental in making possible the modifiability, the changeability of cognitive functions. It makes possible the organising of activities that, again, systematically create the potential for modifiability. In your initial question you mentioned the issue of modifiability and it's important, at the beginning or at the basis of an understanding of Feuerstein's work, to recognise that it is based on a belief system, a belief in the potential for cognitive modifiability.

It can be stated very simply that human beings have the potential to be modified in the structure of their cognition and this modifiability is a natural and necessary aspect of human development. When we see someone who is unable to respond adaptively to the environment, to the change, to the conditions of their experience, that person can be viewed as, in some senses, unnatural and one of the, again, interesting and important contributions of the Feuerstein approach has been to, in a sense, uncover the potential for modifiability in individuals who have been low-functioning or have been considered to be unable to make changes. So, modifiability, the potential for modifiability and the modifying of structures, is an important aspect for an understanding of the Feuerstein ap-

4 *Ibidem*.

5 Di Mauro, M. (2006). Corso per le attività di sostegno SOS 400, VE 2006/2007, Metodologia della ricerca pedagogica in educazione speciale. (Lezione n. 3 online – Lunedì 4 Dicembre 2006). *Le competenze metacognitive e lo sviluppo del potenziale di apprendimento. Perché applicare i programmi di educazione cognitiva*, p. 10.

proach.

C.R.: Professor Di Mauro underlines the crucial distinction between the concept of *modifiability* and the concept of *change*[6]. As he points out, a change occurs whenever interaction with the environment takes place, while modifiability is a human spontaneous feature. How would you elaborate on these keywords?

L.H.F.: Change is the manifest level of observation, change is the behavioural level, change is what we observe. Modifiability relates to a deeper level, and relates to the changes in structure. Perhaps we should define briefly what we mean by changes in structure. A behavioural change is simply a response, a different response to exposure. When that different response becomes assimilated and becomes integrated into the humans'cognitive structure, we mean that there are deep changes which will sustain themselves and which will elaborate over time in a course of different activities. Now we know from the tremendous recent advances in neurophysiology that structural change leads to changes in neurophysiology, changes in neurological functioning, in neurological structures so that we change the brain. Feuerstein is now very fond of saying – and he is quite accurate – that the brain is one of the most flexible of the human organisms, one of the most malleable of the human organisms, and that behaviour changes the brain as much as the brain changes behaviour so, structural modifiability becomes the essential characteristic of human experience and becomes the central goal of programmes like FIE.

When you think about it that way, you realise that FIE, as an activity, is quite generic to human development, that you do not need to propose special needs or disabilities as a reason for exposing someone to activities such as are in FIE. Yes, they become very helpful tools to help individuals overcome disabilities, to build flexible responses, but it becomes really quite a model for general intellectual development.

C.R.: If we bear in mind what you have just pointed out, we are allowed to think that FIE can also be applied effectively to regular students. Was this application in Professor Feuerstein's initial intentions?

L.H.F.: The history of the Instrumental Enrichment has reflected that, when Professor Feuerstein developed the strategies and the activities that have become the Instrumental Enrichment Programme, he did so to meet the needs of low performing children and adolescents who had been deprived of mediated learning experience through conditions of war, conditions of poverty, conditions of community and family disruption, but as people began to become familiar with FIE as a teaching technique, as a curriculum, teachers and therapists, and scholars, began to see quite spontaneously that it spoke to the needs of all learners. In fact Professor Feuerstein remembers presenting Instrumental Enrichment and Cognitive Modifiability to a group of scholars in the United States late in the '60s, or early '70s, and he remembers having in the audience the great cognitive psychologist Jerome Bruner, and in the middle of Feuerstein's lecture describing FIE, Professor Feuerstein says that Bruner stood up in the audience and said "*Feuerstein, Instrumental Enrichment is not just for people with special needs, it is for all of us!*". So,

6 *Ibidem.*

that recognition is quite indicative of what happened naturally. In the '70s and in the '80s, Instrumental Enrichment became understood, and it was understood that that kind of activities and the learning objectives that are part of the Instrumental Enrichment are really part of what should be the normal curricular exposure for all learners and, in that sense, its application has expanded from the initial base of special-needs learners to regular education, to elementary and secondary education, to adult education, to clinical application to help people recover from various kinds of cognitive injuries, to vocational education, vocational support. It has been recognised as having that potential.

C.R.: I think that one of the problems teachers may have while implementing FIE with their students is related to the idea that with FIE, being a content-free programme, a certain amount of the standard academic curriculum has to be left uncovered in order to devote the necessary time to the activities which make up the FIE programme itself. Is this concern justified in your opinion?

L.H.F.: We have to be careful here. While it is true that the programme helps students overcome difficulties as a general curriculum, its objective is to help students develop strategies for adaptive learning, strategies to elaborate the meaning of the content of their larger curriculum. This has taken some very interesting directions in the history of the development of implementation. We have discovered that the most effective use of the Instrument Enrichment curriculum is to have the content-area teacher learn to do Instrumental Enrichment and to bring it into their curriculum. This means to have a systematic investment of two, three, to four periods in a week of Instrumental Enrichment. We find it better if a classroom teacher or the content-area teacher learns Instrumental Enrichment rather than a specialist because we find that if the Mathematics or the Science or the Language teacher learns Instrumental Enrichment and teaches Instrumental Enrichment lessons, then students and teachers both bring to a larger curriculum the effects of what they have learned.

One of the concerns that is often raised is, "*Well there's so much to teach! The curriculum is so impactive, it's so strongly impactive. We don't have time, we need to be let teach less reading, less writing, less content!*" When we do consider the research based over many many years starting from the '70s to the present, when we do control the research which has been done studying both students who got Instrumental Enrichment and students who got more teaching in the content area, the outcomes indicate that students who have had exposure to Instrumental Enrichment do better in academic tests, the academic results are better even though they have had less time in exposure. So we have a job to convince the planners, the directors, the principals, and the teachers themselves, that that time spent on thinking skills, on cognitive strategies, on mental operations, actually increases the efficiency with which the students acquire the knowledge in the content area. That ought to be a powerful argument, but in effect it hasn't been. It is somewhat mysterious, because what we're trying to do is make students more efficient learners. Now, if you have the opportunity to observe an Instrumental Enrichment teacher from the content area, teaching Instrumental Enrichment and then be the teacher in that classroom later at other times, you will observe the use of the concepts and processes of Instrumental Enrichment being applied to the content area and that becomes a rich source of enhancement.

C.R.: Professor Falik, how did you become interested in the Feuerstein ap-

proach?

L.H.F.: I began as a school psychologist in the early 1960s and then did my Masters and my Doctoral degrees in the area of school and educational and cognitive psychology. I began to teach at San Francisco State University and at the time I began at San Francisco State University, that was the very beginning of the formal field of learning disabilities. I helped to establish a clinical training programme for learning specialists to ordinary learning disabilities and also taught in the department of counselling, in the area of counselling psychology, elementary counselling, marriage and family and mental help counselling. At that time I was consultant to school districts and to agencies on issues of child development and learning development. And then, in 1972, I met Professor Feuerstein and I became interested in his work. I didn't really begin to study and learn the programmes, the Feuerstein programmes, until the early 1980s. At that time I was the co-director of a private school for disabled children and we brought the Feuerstein approach into that school. Then I continued to use it in private practice and in consultation and from about 1980-1989, I became increasingly involved in the training and developing work with the Feuerstein group and over the last fifteen years I have been a senior scholar, if you will, in the International Centre, working with Professor Feuerstein on programme development and writing on training models. Last year I retired from San Francisco State University after forty years, and now I am completely involved in the International Centre work.

Now it would also be of interest to the readers that, as a child, I had very severe learning disabilities which in today's world would be considered dyslexia, but in the mid 1940s and the late 1940s, the field of dyslexia had not developed, so my difficulties learning to read, my difficulties learning to write, were just not understood and my early school career was difficult. Like many dyslexics, for reasons that I don't fully understand, by the time I was in the tenth grade, I began to overcome some of the problems of my learning disability. Then I went to university, fully expecting that I would fail, but I did very well. So I am a self-recovered person with learning disabilities, very much like we say about the alcoholic, that you never stop being an alcoholic, but you're in recovery, I like to consider myself a dyslexic in recovery.

C.R.: Thank you for sharing these personal memories with us. I'm sure your own experience has helped, and still helps you, while you're studying children's learning disabilities.

L.H.F.: Absolutely. I think that from myself and from many of the people that I have had the chance to work with over the years, the experience of one's own learning difficulty can make one very insightful and empathic in working with others with learning disabilities.

When I was teaching seminars in the area of training people to be learning specialists, learning development specialists, leaning therapists, I used to ask the question *How many of you had, in your own history, a learning difficulty?* or *How many of you had children who had learning difficulties and you helped them with them?*, and the overwhelming majority of the people in the seminars did. It's high motivation and can be of great benefit and so, when we teach people in the Instrumental Enrichment field, in the Cognitive Modifiability field, I reassure them that, if they have difficulty in learning the programme, if they have difficulty in the areas of cognitive development, that they are not to see that as an impediment, that quite the contrary, it can help them be effective and empathic teachers.

C.R.: … and be able to communicate with special needs children more effectively, if I may say. The issue of communication between the student and the teacher is quite a concern of mine. We know that FIE is based on new communicative strategies which aim at helping students make their own thinking procedures outspoken in order to allow them to be able to choose the most effective way of thinking according to each context. But how can effective communication take place with special needs children, who may not share with the teacher the same quantity and the same quality of meaningful communicative conventions?

L.H.F.: Obviously communication is very important. But the question is *What is the nature of that communication?* and, from the Feuerstein perspective, the first parameters of mediated learning experience become quite critical. We believe that necessary conditions for a good learning or developmental experience are that the teacher, the parent, the mediator, conveys clearly to students what the expectations for performance are, how they will be met and some of the specific activities that will occur in the learning experience. We call that *intentionality*. We say that a learning experience must be highly intentional, the learner must know, and we help to know, what to focus on, how to focus on it, what is important and how all this will help the learner to pay attention. Every student has had the experience of not knowing exactly what the teachers require, not knowing exactly what the performances are expected to be, and this is as true in ordinary social and learning encounters. So, the first aspect of good communication is to create a clear conveyance of the intention of what is going to happen, when it is going to happen, where it is going to happen, what kinds of things the learner is going to be asked to do, and how the learner will be helped to do it. We believe that when that is conveyed, the learner begins to join the teacher in a mutual activity towards common goals. This is because the learning activity is a naturally pleasurable one, and when people have a sense of their capacity and a clear sense of what it is that they are being asked to do, then they join in the achieving of it, so a first criteria of mediated learning experience is intentional reciprocity. More than that, the learner must also have a sense of why the learning is taking place, where we are going, what is beyond the immediate. We see that we are trying to understand the rules or the system of what is being experienced, it is an answer to the question, *Why are we learning this?, How will this help us?, Where are we going with it?,* and we call this the *mediation of transcendence*. The third quality is the mediation of meaning, the meaningfulness of experience. This is the affective, this is the motivational aspect of a learning experience. What teachers must do, what mediators must do – and by the way it is a very natural experience and happens quite spontaneously – everything we do in a formal learning environment or in more informal developmental experience, naturally has these elements. They can be enhanced and focused on in order to meet special needs or to reach special objectives. Every new learning experience to which a person is exposed needs to be framed to the stand point of what it is going to be learned, why we're going to learn it, why it is important for us to learn it, and where we will go with it, how we will organise ourselves to achieve it. So, this is what must be actively and systematically conveyed, let me say communicated. When it is, the learner begins to overcome difficulties and is able then to go to higher levels of functioning, higher levels of performance. So I think, from a Feuerstein's perspective, that's how we view the question of communication.

C.R.: Could you say a few words about the nature of the communication taking place between teachers and parents? How can those teachers who use FIE, can be of any help to special needs children's parents? How can they promote their joining the mediated learning process?

L.H.F.: A very important part of structural cognitive modifiability theory and practice is the optimistic alternatives that exist in human behavioural capacity, the creating of positive expectations, the overcoming of restricted expectations because of prior experience. It is a particular problem with parents and teachers of special needs children because, when you observe the limitations of a special needs child to perform, it is relatively easy to come to the conclusion that that child cannot perform, and that, as a consequence, the best alternative is to create experiences that do not challenge the child to go beyond their mental level of performance. In cognitive modifiability theory and practice we use mediated learning experience, and some elaborations like FIE, to change the level of expectations both in the learner and in the significant others who interact with that learner, namely parents and teachers, so we clearly mediate the notion that change is possible, that we create conditions that will facilitate change, and we use our assessment of the cognitive functions, our organization of the activity or the task, and our provision of very systematic mediated learning experience to create those changes.

The beauty is, once those changes start to be created, they become self-perpetuating. The child and the significant others, begin to see and act on the potential for change. One of our natural tendencies is not to put people under stress, so we look at the personal answer limitation, either a real or an acquired limitation, and we say *Well, we'll create a comfortable expectation for him*. In the Feuerstein approach we want to create some disequilibrium, we want to create enough challenge for the person to go beyond, to transcend their current level of functioning.

C.R.: In recent years we have seen an explosion in the number of studies on adult learning. In your opinion, will Professor Feuerstein's theory have future developments in this field?

L.H.F.: Well, let's begin with challenging the traditional concept. The traditional concept that came to us from psychometrics and from the early theory of adult development was that people got to a certain point, usually in late adolescence or early adulthood. The basic cognitive structures, the basic learning capacities were thought to be relatively fixed. According to the traditional concept of adult learning, you reached a certain level of achievement, a certain level of cognitive intellectual development, and that was thought not to change in the individual's future.

It is also true that adult learners become chronologically removed from the processes of learning. There was a time, not that long ago, when occupational achievement, occupational development was fixed, the job you did in your twenties was pretty much the job you were likely to do for the rest of your life. But the impact of technological development means increasingly that adults will be called upon to adapt to new demands, occupational demands, life demands. Changes are happening so rapidly, that no longer can we rely on what we learnt five and ten years ago to be sufficient for performance now.

So there's been recognition in adult development that there need to be mech-

anisms for the continuing learning of process, for the continuous learning of strategy, and the fortunate adults who find themselves able to acquire new processes or new strategies, are then able to adapt to the changes of the environment. Many, however, will profit or have a need for systematic exposure to the processes of learning, and Instrumental Enrichment is a programme that provides that opportunity.

So, there are projects, there have been projects in different parts of the world, in business and industrial settings, where the recognition has been that if you want adults to be adaptive to new conditions, it is necessary to teach them thinking skill strategies. So, in several countries, in France and in the United States, in Japan, there has been the use of programmes like Instrumental Enrichment to create in the adult learner the process skills, so that they can then adapt them to the changes in occupational requirements. An interesting example of this, and a kind of humorous one, is that a number of years ago the Motorola corporation decided to engage in a project which aimed at training a line of workers in one of their process plants in order to teach those workers to be adaptive. Motorola recognised that it was going to change the way in which it worked and products were going to change, and workers needed to be responsive to higher levels of technological demand. A group of workers were trained in Instrumental Enrichment. For some reason, the decision was made that the foreman, the supervisor, was not going to be trained in Instrumental Enrichment and after several months of training, the foreman came to the administration and said *Our workers are learning and they're changing and they are responding differently, but we do not know how to work with them well because of their changes. We need to learn Instrumental Enrichment as well!*

At the present time, it is quite common in French business and industry that Instrumental Enrichment has been used to help learners acquire technological skills that will enable them to continue to be employed. Another aspect of this issue is the notion that continuing cognitive stimulation and continuing learning serve to help forestall, or even overcome, some progressive mental deterioration linked to increasing ageing. This has not been institutionalised widely yet, but there's certainly great evidence that people who continue to be involved in active learning pursuits have a lessened likelihood of beginning to experience the kinds of mental deterioration that occurs with ageing.

We are beginning to think about some demonstration projects with all adults who use cognitive education activities, Instrumental Enrichment activities, as a way of stimulating mental development and preventing some effects of mental deterioration in ageing.

C.R.: Professor Falik, thanks a lot for being so generous with your very elaborate answers. Let me express my deep sense of gratitude.

L.H.F.: It has been a pleasure!

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