

Parent's Testimony

Initial Condition

"My 7 year old son only started to speak when he was about 4 years old. When he was in preschool (in 2009), his teacher commented that he had not made any effort to join class activities or interact with anyone. When he was in Year 1 (in 2010), his teachers made the same comment and the school suggested that I take him to a doctor to see if he requires help.

Diagnosis Dilemma

I took him to see a child specialist in February 2010 (his age then was 6 years and 10 month) and he was diagnosed as having developmental delay. The child specialist recommended speech therapy as part of his early intervention program. I took him to see a speech pathologist and to a linguist. My son was discharged after 2 sessions and the attending speech pathologist informed me that my son did not have speech problem but a behavioural one. I continued with the linguist (for another 3 months) who had helped my son to develop basic skills such as counting, sequencing, reasoning and so forth. After the 3-month session the linguist told me that my son did not have speech problem and that he has developed some cognitive skills.

Persistent Problem

Despite the positive development, my son still did not participate in class or show any interest whatsoever to make friends or to interact with anyone at school. No one at school had ever heard his voice and they thought that he could not speak at all. Even at home only on rare occasions was he able to respond appropriately to questions. When asked, most of the time, he was not able to name his friends or his teacher or even to tell us what happened at school. He spoke in very short sentences. There was no intonation or melody in his speech. He was not able to sing or mimic dialogues from his favourite tv series, "Upin and Ipin". He was also a very picky eater.

Getting Results from Mediated Self-Talk

I was introduced to MLE (Siang Mun and KC) in March 2010 when a close friend of mine asked me to join her at the seminar. Since Siang Mun's schedule was so tight, I could only bring my son to see her in early June 2010. The assessment went well and we could see that my son was responding to the stimulation provided during the assessment. We only began therapy in September 2010. It's a fortnightly session but due to my other commitment, we had missed a number of our appointments.

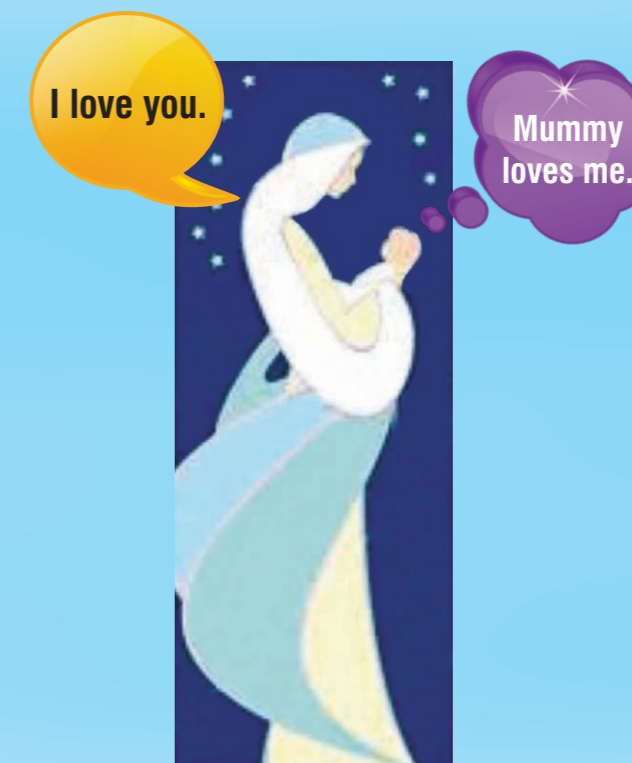
Despite all that, I am pleased to say that the improvement is significant. Our relatives who met him recently mentioned that my son has improved a lot. Now he speaks like a normal kid. He understands our questions and is able to give appropriate response. He sings and mimics dialogues from his favourite tv series like Ben-10 and Upin and Ipin. He could tell us what happened at school and what he did when we were not around. He is so full of questions that we are having a hard time answering. His appetite has improved. He can read (slowly), count, do simple additions and subtractions. His facial expression has become cheerful with the occasional sparks of mischief.

I am so grateful to my friend Puspa Suriati who introduced me to this program. I would also like to thank Siang Mun for her patience with my son and also with me, and I hope that we will be able to reach our goal in this program as soon as possible."

Mahyun, mother of a boy aged 7, attending government school. December 2010

The Key to Acquire Language and Learning Mediated Self-Talk for Language Development

Transcending words into meaning The Feuerstein Approach



25th to 26th March 2011, Tropicana Golf and Country Resort

- ▲ From shy to brave...
- ▲ From 'good' to mischievous...
- ▲ From reactive to proactive...
- ▲ From whispering basic words to complete and clear sentences...
- ▲ From indifference to natural human emotions...
- ▲ From humming to clear and complete singing....
- ▲ From playing like robot to full of action, imagination and sounds....

*Mrs Ooi describing her son, Summer,
on his transformation using the Mediated Self-Talk approach, December 2010*

Clinical Assessment Available! Professor Falik is available for individual clinical assessments during his stay here. Book now!

What is this seminar about?

- Talking to children to stimulate language development
- Creating conditions for language awareness
- Stimulating the brain's development through language awareness
- Helping children to overcome development delays and dysfunctions
- Learning to listen and focus on language as a stimulant to understanding and interacting with others
- Helping children who are simply not talking

Who Should Attend?

- Parents of school-going children
- Parents of special needs children
- Special needs educators
- Therapists working with special needs children
- School teachers

You should consider participating if your child:

- is non verbal, or is limited in speech and language awareness
- has delayed speech development
- has difficulty in expressing ideas and thoughts
- uses words inappropriately
- is unable to give details about what is seen, heard, experienced
- has difficulty socializing with peers
- shows difficulty acquiring language oriented academic skills (reading, writing, spelling)
- does not like to read

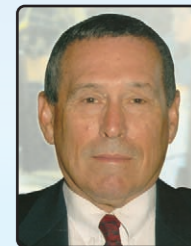
If your child shows these symptoms, it may be due to inadequate language awareness and competency that is interfering with cognitive, academic, and social development. You will observe that he does not seem to pay attention to others or stay focused on what is being talked about in the home, family, school, or community. He may talk but not understand, or be understood by others.

There may be special needs and development that prevents adequate language acquisition. But in today's wired world, all of us are exposed to many indirect and passive forms of communication—we listen but do not have an intentional focus to respond. Think of the SMS, computer communication, television, DVD, and other forms of linguistic exposure that does not require a person to focus and listen to another person, in a personal and meaningful interaction.

Most importantly, we now know that the brain is the most adaptive organism in the human body, and that from early infancy, exposure to language plays a role in the development of the brain, learning, and many other aspects of social and cognitive development.



Key Speaker : Emeritus Professor Louis H. Falik. PhD



Professor Louis H. Falik, Ph.D. : Professor Lou Falik is a member of the Feuerstein Institute (formerly the International Center for the Enhancement of Learning Potential) senior research and development staff, working under Professor Reuven Feuerstein, its founder, and an internationally recognized psychologist of learning and thinking.

Professor Falik participates in training and development activities, and has been the author or co-author of many books and publications, helping to disseminate the innovative ideas and programs developed by Professor Feuerstein: most recently,

- Beyond Smarter: Mediated Learning and the Brain's Capacity for Change (Teachers College Press, 2010) and
- Soliloquy and Beyond: Overcoming Language Development Delay and Deficiency Through Using Mediated Learning Experience to Model Self Talk (submitted for publication, 2010).

He is also an experienced clinical psychologist, specializing in learning and development difficulties in children and adults, and has trained teachers, parents and professionals in Feuerstein methods throughout the world. He holds the title Emeritus Professor of Counseling from San Francisco State University (USA).

Co-Speakers : Foo Siang Mun and Soo Kui Chian

Foo Siang Mun B.Sc.(Hons), M.Env. and Soo Kui Chian B.Sc. have been Feuerstein therapists for the past 8 years. In that time, they have helped over 300 children in overcoming and managing their problems. They are highly experienced on the issues faced by Malaysian and South East Asian children, both special needs and school going.

Sign up now!

Details

Date : 25th to 26th March 2011
Time : 9.00 a.m. to 5.00 p.m.
Venue : Tropicana Golf and Country Resort, Petaling Jaya

Course fees

- **Early Bird!** Register before 21st February, 2011

- ✓ **Single registration.** RM 790 per person
- ✓ **Group of 3 registration.** RM 730 per person

- **Seminar Fees (after 21st February, 2011)**

- ✓ RM 910 per person for **single registration.**
- ✓ RM 850 per person for **group of 3 registration.**

Contact us for more details

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