



A Think-Aloud and Talk-Aloud Approach to Building Language: Overcoming Disability, Delay, and Deficiency (0)

Reuven Feuerstein, Louis H. Falik, Refael S. Feuerstein, Krisztina Bohács

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While self-talk like “Now we are buckling you in the car seat so we can go to the store” is common parental practice, this book shows how teachers, parents, and therapists can take this to higher levels to advance language cognitive development and learning potential. Based on neuroscience and their own innovative work, the authors provide the rationale and a step-by-step process for using intentional self-talk and think-aloud methods to improve both language and cognitive development in normal and language-delayed children, as well as in older individuals with disabilities. Stories are sprinkled throughout the text to demonstrate mediated self-talk in action and the remarkable results achieved with real children. With clear guidelines for delivery, content, and timing, the crucial core of the process is to narrate thinking, action, and emotion in the presence of children without requiring their response.

Book Features:

- Addresses the growing numbers of children entering school with “language poverty.”
- Describes the concept of mediated soliloquy (MSL), or self-talk, with individuals or classrooms—who should use it and when, where and how it can be applied, and expected outcomes.
- Illustrates the use of MSL for specific language disorders and to improve both language and interpersonal function with children exhibiting delays, disabilities, spectrum behavior, and social/emotional difficulties.

“From his vantage point as a pioneer in cognitive theory and practice, Reuven Feuerstein provides this text for guiding the language development of children and youth who most need assistance. Both parents and teachers will find this book a valuable resource for enriching the language development of children, and it should be particularly useful in assisting those who have language delay, difference, or disability”

—**Donna Wilson**, educational and school psychologist, lead developer of graduate programs in brain-based teaching

“The authors present an application of mediated learning experience (MLE) to the development of language in young children, particularly those who experience delays or deficiencies in receptive and expressive skills. They succeed in explaining and providing examples of the approach which is called Soliloquy, or mediated self-talk (MSL).”

—**Patricia Edwards**, Distinguished Professor, Michigan State University, 2010-2011 president of the International Reading Association

“*A Think-Aloud and Talk-Aloud Approach to Building Language* is the oracle on accelerating and optimizing language development for those students who have lacked the experiences needed to build the critical language repertoire required for deep reading, academic achievement, and recognition of the brilliance which they harbor.”

—**Yvette Jackson**, CEO, National Urban Alliance for Effective Education, and author of *The Pedagogy of Confidence*

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Natasha Rich:

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Daniel Downey:

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