

Adults with intellectual disability are accessible to change beyond the limitation of age - from vision to empirical findings

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Abstract

The Structural Cognitive Modifiability theory and the active modifying approach were developed by Reuven Feuerstein and his colleagues in the mid-1970s (Feuerstein and Rand, 1974). The basic assumption underlying these theories is that, by nature, the human organism is a system open to its environment and accessible to change, even in the presence of three formidable obstacles usually believed to prevent change, to wit, (a) age, (b) aetiology, (c) severity of limitation. The goal of this article is to show the evolution of Feuerstein's theory from vision to empirical findings in a population of adults with intellectual disability (ID). The article will present his thesis, the empirical findings which support it, the theoretical outcomes and the educational implementations of his theories in the field.

Keywords

adults with intellectual disability, cognitive modifiability, compensation age theory, cognitive educational programs