

## Biography Dr. Carol Lidz

Dr. Carol Lidz completed her BA in psychology at the University of Michigan, MA in school psychology at the University of Tennessee, and Psy. D. in school psychology at Rutgers University's Graduate School of Applied Professional Psychology. She completed an APA approved internship in clinical psychology at Children's



Psychiatric Center in Eatontown, NJ, and worked in a number of school districts throughout Monmouth County, NJ for five years before relocating to Philadelphia.

After moving to Pennsylvania, Dr. Lidz was first employed by the Montgomery County Intermediate Unit, where she gained further experience with students with physical handicaps, learning disabilities, and emotional disturbance, and where she became coordinator of gifted education. She next moved to Moss Rehabilitation Hospital where she was assigned to two units of patients with amputations and pediatrics. With the latter, she gained intensive experience assessing preschool children under a contract between Moss and the School District of Philadelphia.

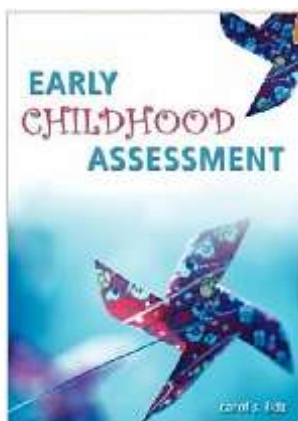
Her next array of experiences were with the Hall-Mercer Community Mental Health /Mental Retardation Services, associated with Pennsylvania Hospital. In this venue, in addition to assessing referred children of all ages, she worked closely with the Center's Therapeutic Preschool Program, as well as with the Shared Time program for older children with emotional disorders.

Dr. Lidz then assumed directorship of a new unit under the administration of United Cerebral Palsy Association of Philadelphia and Vicinity to provide regionalized interdisciplinary services for the special needs children in Head Start centers throughout Philadelphia. This eventually was reorganized to include day care centers as well. Following many years with this Clinic Team, Dr. Lidz joined the faculty of the School Psychology Program of Temple University to direct their new early childhood specialization, a special three year federal grant.

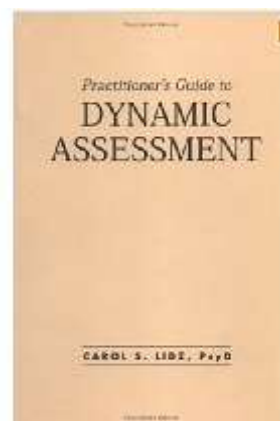
After brief work with Research for Better Schools that focused on children transitioning from kindergarten into first grade, Dr. Lidz was invited to create and direct a School Psychology Program for the new graduate school of education and psychology of Touro College in New York City. The graduate programs were built around a common core of cognitive education as primarily influenced by Vygotsky and Feuerstein. While directing this program, Dr. Lidz taught a number of courses, advised all of the school psychology students, supervised all of the master's theses, and completed a number of research projects and publications.

Dr. Lidz then joined Freidman Associates, a private practice in Bala Cynwyd, PA, where she specialized in assessment of children with learning disorders, applying her knowledge base of neuropsychology derived from completion of a certificate from the Fielding Institute.

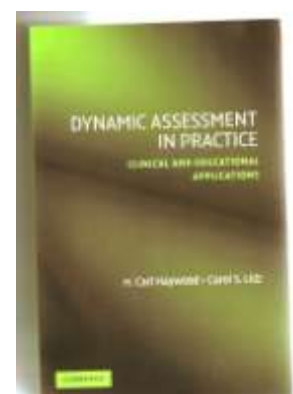
After forty years of work in a wide variety of settings as a school psychologist, Dr. Lidz retired from practice in 2004, but continues to write, consult, and conduct training workshops in dynamic assessment. She is proud of her completion of a number of articles, chapters, and books related to psychoeducational assessment with particular focus on early childhood and dynamic assessment approaches. She is the principle designer of a number of dynamic assessment procedures (most notably the Application of Cognitive Functions Scale, co-authored with Ruthanne Jepsen) and SmartStart Toolbox, a parent education program adapted for use with internationally adopted children with Dr. Boris Gindis.



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Dr. Carol Lidz

## *Curriculum Vitae*

### **Education:**

BA Psychology: University of Michigan, 1962  
MA School Psychology: University of Tennessee, 1964  
PsyD School Psychology: Rutgers University, Graduate School of Applied and Professional Psychology, 1977  
Completion of Certification program in Neuropsychology, Fielding Institute, 2000-2002

### **Licensing/Certification:**

Licensed Psychologist: Pennsylvania  
Certified School Psychologist: New York, New Jersey, Pennsylvania  
National Certificate of School Psychology  
Diplomate in School Neuropsychology

### **Internship:**

Children's Psychiatric Center: Eatontown, NJ (APA-approved)  
September, 1964 through August, 1965, full time.  
Supervisors: Erwin Friedman and Gerald Weinberger

### **Dissertation:**

Alternative Assessment Approaches for the School Psychologist

### **Associations:**

American Psychological Association (School Psychology and Neuropsychology Divisions)  
National Association of School Psychologists  
Society for Research in Child Development  
Pennsylvania Psychological Association  
Association of School Psychologists in Pennsylvania  
International Association for Cognitive Psychology and Education

### **Employment:**

Retired as of July, 2004  
2002-present: psychoeducational consultation and training.  
2002-2004: associate psychologist for Freidman Associates, Bala Cynwyd, PA  
2001- 2002: adjunct professor, consultant, Touro College (NYC)  
1993-2001: Graduate School of Education & Psychology, Touro College (NY). Full Professor and Director of School Psychology Program  
1991-1993: Consultant Psychologist, Research for Better Schools and United Cerebral Palsy Association (PA)  
1989-1991: School Psychology Program, Temple University, Dean's appointment and Coordinator of Early Childhood Specialization for School Psychologists  
1980-1989: Clinic Team Services, United Cerebral Palsy Association (PA).  
Department Director and chief psychologist. Services to Head Start and day care.  
1975-1980: Child and Family Services, Hall-Mercer Community Mental Health/Mental Retardation Services, Pennsylvania Hospital. Staff (school) psychologist.  
1973-1975: Psychology Department, Moss Rehabilitation Hospital: Pediatric psychologist.  
1970-1973: Montgomery County Intermediate Unit (PA). School psychologist and Coordinator of Gifted Programs.  
1965-1970: School psychologist in variety of communities in Monmouth County (NJ): Belmar, Colts Neck, Freehold Township, Bradley Beach, Keansburg, Asbury Park (last three, summer Head Start Programs)  
1964-1965: Children's Psychiatric Center, Eatontown (NJ). Full time, APA approved internship.



### **Awards and Honors:**

Graduate Assistantship, University of Tennessee

Teaching Assistantship, Rutgers University

Travel Award: National Association of School Psychologists

Robert D. Weitz Award: Rutgers University, GSAPP

Weissman Memorial Lecture: Pennsylvania Hospital, Philadelphia, PA (1998)

Second Annual Darlisa Thurmond Memorial Lecture. Dynamic Assessment. Queens College, School of Education (March, 2000)

### **Consultant Editor (current):**

1990 to 2001: Special Services in the Schools (name changed; became Journal of Applied School Psychology)

2001 to present: Journal of Applied School Psychology

2000-present: Educational & Child Psychology

## **Books and articles**

### **Books:**

**1981:** Improving Assessment of Schoolchildren. San Francisco: Jossey-Bass (single author)

**1987:** Editor of Dynamic Assessment: An interactional approach to evaluating learning potential. New York: Guilford.

**1991:** Practitioners' Guide to Dynamic Assessment. New York: Guilford. (single author)

**2000:** Dynamic Assessment: Prevailing models and applications Co-edited with Julian Elliott. Amsterdam: Elsevier

**2003:** Early Childhood Assessment. John Wiley & Sons (single author) In Process: Dynamic Assessment in Practice, with H. Carl Haywood Cambridge University Press

**2006:** Dynamic assessment in practice: Clinical and educational applications Haywood, H.C. & Lidz, C.S. New York: Cambridge University Press.

### **Chapters:**

**1983:** Issues in preschool assessment. In B. Bracken and K. Paget (Eds.). Psychoeducational assessment of preschool children. New York: Grune and Stratton.

**1987:** Historical Perspectives, Introduction. The Preschool Learning Assessment Device-Extension of a Static Approach (with Catherine Thomas) Cognitive Deficiencies Revisited. In C.S. Lidz (Ed.). Dynamic Assessment: An interactional approach to evaluating learning potential. New York: Guilford.

**1991:** Issues in preschool assessment. In B. Bracken (Ed.). Psychoeducational assessment of preschool children (revised). Boston: Allyn and Bacon.

**1991:** MLE components and their roots in theory and research. In R. Feuerstein, P.S. Klein and A.J. Tannenbaum (Eds.). Mediated learning experience (MLE): Theoretical, psychosocial, and learning implications. London: Freund.

**1992:** Dynamic assessment: Some thoughts on the model, the medium, and the message. In J. Carlson (Ed.). Cognition and educational practice: International perspective. Greenwich, CT: JAI Press, Inc.

**1997:** Dynamic assessment approaches. In D.P. Flanagan, J.L. Genshaft, and P.L. Harrison (Eds.). Contemporary approaches to assessment of intelligence. New York: Guilford Press.

**2000:** Theme and some variations on the concepts of mediated learning experience and dynamic assessment (Pp. 166-174). In A. Kozulin & Y. Rand (Eds.). Experience of mediated learning: The impact of Feuerstein's theory in education and psychology. Amsterdam: Pergamon.

**2000:** The Application of Cognitive Functions Scale: A curriculum-based dynamic assessment for preschool children. In C.S. Lidz and J. Elliott (Eds.). Dynamic Assessment: Prevailing models and applications. Amsterdam: Elsevier

**2001:** Multicultural issues and dynamic assessment. In L.A. Suzuki, J.G. Ponterotto, P.J. Meller, and (Eds.). Handbook of multicultural assessment: Clinical, psychological, and educational applications, second edition (pp. 523-539). San Francisco: Jossey-Bass.

**2002:** (With G.M. Van der Aalsvoort) Reciprocity in dynamic assessment in classrooms: Taking contextual influences on individual learning into account. In G.M. van der Aalsvoort, W.C.M. Resing, & A.J.J.M. Ruijsenaars (Eds.). *Learning potential assessment and cognitive training: Actual research and perspectives in theory building and methodology* (pp. 111-144). Amsterdam: Elsevier/JAI Press.

**2003:** chapter on "Dynamic Assessment of the Developing Cognitive Functions", co-authored with Boris Gindis. In A. Kozulin, V. S. Ageyev, S.M. Miller, & B. Gindis (Eds.). *Vygotsky's Theory of Education in Cultural Context* (99-116). New York: Cambridge University Press.

### **Articles: (selected)**

**1977:** Issues in the assessment of preschool children. *J. School Psychology*, 15, 129-135.

**1979:** Criterion-referenced measurement: The new bandwagon? *Exceptional Children*, 46, 131-132.

**1980:** Assessment for development and implementation of the IEP. *School Psychology Review*, 7, 207-211.

**1983:** Emotional disturbance in preschool children. *Teaching Exceptional Children*, 15.

**1983:** Dynamic assessment and the preschool child. *Journal of Psychoeducational Assessment*, 1(1).

**1984:** Educational assessment; Educational mainstreaming; Early childhood education. *Encyclopedia of Psychology*. New York: Wiley.

**1986:** Diagnostic implications of McCarthy Scale General Cognitive Index Binet IQ discrepancies for low-socioeconomic-status preschool children (with L. Ballester). *J. School Psychology*, 24, 381-383.

**1986:** Preschool assessment: Where have we been and where are we going? *Special Services in the Schools*, 2, 141-159.

**1990:** The Preschool Learning Assessment Device: A dynamic assessment procedure for use with preschool children. *European Journal of Psychology*, 5, 167-175.

**1991:** Consistency of mother-child interaction, using the Mediated Learning Experience Rating Scale (with L. A. Bond & L. G. Dissinger). *Special Services in the Schools*, 6, 145-165.

**1992:** Assessment of children and adolescents with physical disabilities. *The School Psychologist*, 46.

**1992:** Extent of incorporation of dynamic assessment in cognitive assessment courses: A national survey of school psychology trainers. *J. Special Education*, 26, 325-331.

**1992:** Preschool assessment practices: A national survey of preschool psychologists (with K. Kaplinski and S. Rosenfield). *Early Childhood Interests*, 8, 1-2 and 7-8.

**1992:** Concurrent validity of the Battelle Developmental Inventory. (with I. Webster and L. Townes-Rosenzweig). ED350344

**1995:** The relationship between Puerto Rican mothers' and fathers' Mediated Learning Experiences and the competence of their preschool children. (with N. Zambrana-Ortiz). *J. Cognitive Education*, 4, 17-32.

**1995:** Dynamic assessment and the legacy of L.S. Vygotsky. *School Psychology International*, 16, 143-153.

**1996:** Dynamic assessment: The model, its relevance as a nonbiased approach, and its application to Latino American preschool children. (with E. D. Peña). *Language, Speech, and Hearing Services in Schools*, 27, 367-372.

**1997:** The role of dynamic assessment in restructuring service delivery of school psychologists. *Communiqué*, 26, 22-24.

**1997:** Dynamic assessment: Psychoeducational assessment with cultural sensitivity. *J. Social Distress and the Homeless*, 6, 95-112.

**1997:** Relationships between cognitive processes and academic achievement: application of a group dynamic assessment procedure with multiply handicapped adolescents. *Educational and Child Psychology*, 14, 56-67. (with R.H. Jepsen and M.B. Miller).

**1998:** Criterion validity of a group dynamic assessment procedure with rural first grade regular education students. *Journal of Cognitive Education*, 7. (with K.H. Greenberg).

**1999:** School readiness revisited. *Communiqué*, 28, 24-26.

**2000:** Jepsen, R.H. & Lidz, C.S. Group dynamic assessment procedure: Reliability and validity of a cognitive assessment procedure with adolescents with developmental disabilities. *Journal of Cognitive Education and Psychology*, 1 (1) (electronic journal from International Association of Cognitive Education webpage ([www.iace.coged.org](http://www.iace.coged.org)))

**2001:** Two entries for The Corsini Encyclopedia of Psychology and Behavioral Science, third edition (Mainstreaming/Inclusion, and Dynamic Assessment). New York: Wiley & Sons; pp. 465-466 and 478-479.

**2001:** Identification of minority and immigrant students for gifted education: The contribution of dynamic assessment. (with S. Macrine). School Psychology International, 22 (1), 74-96. Reprinted in the Mensa Research Journal, 2002, 33 (1), 12-33.

**2001:** Peer Reviewer Response (to question re School Readiness). NHSA Dialog, 4(2), 326-328.

**2001:** Reducing test bias through dynamic assessment of children's word learning ability (authors: E.D. Peña, A. Iglesias, & C.S. Lidz). American Journal of Speech-Language Pathology, 10, 138-154.

**2002:** Mediated Learning Experience (MLE) as a Basis for an Alternative Approach to Assessment. School Psychology International, 23(1), 68-84.

**2003** Entry for the Encyclopedia of Psychological Assessment, on topic of Dynamic Assessment.

**2004:** Successful application of a dynamic assessment procedure with young deaf students between the ages of four and eight years. Educational and Child Psychology 21 (1). 59-73.

**2004:** Dynamic assessment and Educational Mainstreaming and Inclusion: entries in The Concise Corsini Encyclopedia of Psychology and Behavioral Science, Third Edition (pp. 302-3; 311-312). W.E. Craighead and C.B. Nemeroff (Eds.). New York: Wiley.

**2004:** Comment on Curriculum-based measurement: Describing competence, enhancing outcomes, evaluating treatment effects, and identifying treatment nonresponders by Fuchs and Fuchs. Journal of Cognitive Education and Psychology [online], 4,1,131-133 www.iacep.coged.org

**2004:** An Interview with Joe Elliott and Carol Lidz (Interviewer: Michael F. Shaughnessy). North American Journal of Psychology, 6(2), 349-360.

**2006:** Use of Dynamic Assessment with Gifted Students. Gifted Education International, Vol. 21, pp 151-161. Carol. S. Lidz (Philadelphia, PA, USA), Julian G. Elliott (University of Durham, UK).

#### **Reviews:**

**1992:** Book review: Hugh's and Baker's The Clinical Child Interview. In Contemporary Psychology, 37, 596.

**1995:** Book review: Vance's Best Practices in Assessment. In J. School Psychology, 32.

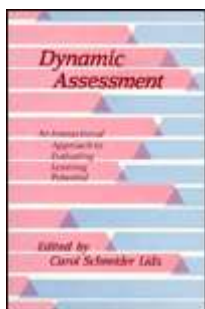
**1997:** Test review of the Learning Efficiency Test, 2nd edition (LET-II). J. Psychoeducational Assessment, 15, 250-253.

**2003:** Book review: Seng, S-H., Pou, L.K-H., & Tan, O.S. (Eds.). MLE Examined in new settings: A review of Seng, Pou, and Tan's Edited Volume, Mediated Learning Experience with Children: Applications across contexts. Journal of Cognitive Education and Psychology . Journal of Cognitive Education Psychology [online], 3, 236-239. www.iace.coged.org

**2004:** Book review: Diane M. Browder, Curriculum and assessment for students with moderate and severe disabilities. For Contemporary Psychology.

#### **Misc. Documents:**

- Training manual re Dynamic Assessment (NY State Dept. of Educ.) Contracted through Bilingual Psychological and Educational Assessment Support Center, Brooklyn and Queens College project.
- "Let's Think About It" parent program: in collaboration with Lisa Chase-Childers, St. Luke's School, New York City.
- "It's Fun to Learn" program for parents of deaf children; modification of "Let's Think About It" parent program, in collaboration with Janice Berchin-Weiss, Ph.D., Lexington School for The Deaf.
- "Application of Cognitive Functions Scale," a curriculum-based dynamic assessment procedure for use with young children, in collaboration with Ruthanne Jepsen,



#### **Contact:**

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