



Lezing

*Test voor de
Toepassing van Cognitieve Functies
(TTCF)
en
mediatie*

Dr. Carol Lidz

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Lezing Test voor de Toepassing van Cognitieve Functies (TTCF)

door Dr. Carol Lidz

Tijdens deze drie-uur durende lezing die StiBCO in samenwerking met de Hogeschool Utrecht, faculteit Educatie, lectoraat Spel organiseert, zal Dr. Carol Lidz op drie thema's ingaan. Elk van deze thema's is gerelateerd aan de gemedieerde leerervaring en Dynamic Assessment. Dr. Carol Lidz zal aan elk thema ongeveer een uur besteden.

1. Het eerste thema is 'Lidz's Mediated Learning Experience Rating Scale, gebaseerd op Feuerstein zijn uitwerking van de mediatiekenmerken. Lidz heeft veranderingen aangebracht in deze mediatiekenmerken, zodat het met haar aanpassingen mogelijk wordt om de interactie tussen kind en volwassene nog inzichtelijker te maken. Met behulp van haar 'schaal' kan de inzet van mediatiekenmerken van de volwassene en de reactie van het kind daarop worden geobserveerd en gescoord. Ze heeft wetenschappelijk onderzoek verricht naar haar voorstel om de effectiviteit ervan te onderzoeken.
2. Het tweede thema bestaat uit de presentatie van een model voor een generiek, op curriculumgebaseerde benadering van dynamic assessment.
3. Ten slotte wordt bij het derde thema een specifieke dynamic assessment procedure voor jonge kinderen geïntroduceerd; de Test voor de Toepassing van Cognitieve Functies (TTCF). Met de TTCF worden onderliggende cognitieve mogelijkheden nagegaan door te kijken of in een interactieve interventie het kind meer van die potentiële mogelijkheden gaat benutten. De TTCF is bedoeld voor kinderen van 4 tot 7 jaar en bestaat uit zes subtesten.

De deelnemers worden uitgedaagd om zich de basisconcepten van elk thema eigen te maken en te vergelijken met ideeën en procedures van andere wetenschappers op dit gebied, zoals Feuerstein, Tzuriel, Jensen én de meer contrasterende Europese opvattingen (zoals Guthke, Hessels, et. Al.)

De voertaal van de lezing is Engels, maar Carol Lidz houdt rekening met de anderstaligheid van de toehoorders.

Voor wie

De lezing is bedoeld voor psychologen, orthopedagogen, overige diagnostici op het onderwijskundige terrein en lerarenopleiders. Tevens is iedereen die bij StiBCO zijn masteropleiding heeft afgerond hierbij van harte welkom.

Lezergever

Dr. Carol Lidz is een Amerikaanse psychologe, die officieel sinds juni 2004 met pensioen is. Ze is echter nooit gestopt met het geven van consulten, het verzorgen van lezingen / workshops en het doen van wetenschappelijk onderzoek. In haar werk ligt de focus op (jonge) kinderen met ontwikkelings- en leerachterstanden, evenals kinderen met emotionele problematieken en hoogbegaafde kinderen. Ze richt zich enerzijds op de dynamische diagnostiek, middels de door haar ontwikkelde Test voor de Toepassing van Cognitieve Functies (TTCF) en anderzijds op het bieden van handvatten voor ouders, middels de SmartStart Toolbox. Bij zowel de TTCF als de SmartStart Toolbox is een centrale rol gegeven aan de Gemedieerde Leerervaring. Belangrijk om te weten is dat Carol Lidz niet alleen als wetenschappelijk onderzoeker heeft gewerkt, maar ook gedurende een lange periode in de praktijk actief was, binnen diverse centra voor het jonge kind en als schoolpsycholoog.

Informatie over de lezing

Datum: 2 juni 2010
Tijd: 09.30 uur tot 13.00 uur (incl. 30 min koffiepauze)
Trainingslocatie: Evertshuis, Spoorstraat 15, Bodegraven
Kosten: € 52,50--,
Inschrijving: Via de website www.stibco.nl/cursus.php

Extra informatie

Voor extra informatie verwijzen wij graag naar onze website. Ook kunt u ons een mail sturen en dan zenden wij een artikel met achtergrondinformatie toe.



Vertaling 'Carol Lidz' mediatie schalen

(Auteur Carol S. Lidz: vertaling Diny van der Aalsvoort)

1. Intentionality/Intentionaliteit

Een bewuste poging van de mediator om het gedrag van het kind te beïnvloeden. Dit omvat ook communicatie met het kind over het doel van de interactie evenals de pogingen van de mediator om de betrokkenheid van het kind in stand te houden en de interactie te handhaven. Voor kinderen die al zelfregulerend werken en geen interventie door de mediator behoeven om betrokken te zijn bij de activiteit omvat de scoring van intentionaliteit de gereedheid van de mediator om, indien dit nodig is, betrokkenheid te tonen; de mediator toont dan voortdurende belangstelling voor de betrokkenheid van het kind bij de taak (in dit geval zou de scoring een 2 zijn tenzij een opmerking hierover wordt gemaakt).

0 = komt niet voor

1 = komt inconsequent voor; verlies van betrokkenheid

2 = komt consistent voor

3 = komt voor met een verklaring of aanmoediging van het principe om de zelfregulatie van het kind te weeg te brengen; dit principe zou moeten appelleren aan de mogelijkheden van het kind om aandachtig te blijven en impulsiviteit te remmen.

2. Meaning/Betekenis

Het belang van de taakinhoud verschuiven van neutraal tot waardevol en belangrijk; dit kan worden gedaan door affectieve benadrukking of vermelding dat iets van belang is (of vice versa, dat iets negatief is en vermeden dient te worden).

0 = komt niet voor

1 = kennis die het kind al heeft, oproepen, door te vermelden dat iets belangrijk is of opgemerkt moet worden (bijv "kijk hier eens"), maar zonder hierop verder in te gaan

2 = informatie geven die de activiteit levendiger maakt en interesse uitlokt

3 = uitleg die de informatie met betrekking tot de activiteit uitbreidt; het gaat dan om uitleg die het kind binnen de taaksituatie begrijpt.

3. Transcendence/Transcendentie

Bevordering van het verbinden op cognitief niveau van activiteit en gerelateerde, maar op dat moment nog niet bewuste ervaring van het kind; dit kan zowel verleden of toekomst betreffen.

Deze verbanden moeten het voorstellingsvermogen van het kind bevorderen en moeten het kind helpen om te komen van waarneembare- tot het meer begripsmatige denken.

0 = komt niet voor

1 = eenvoudig, niet uitgebreide verwijzingen

2 = uitgebreide verwijzing

3 = uitgebreide verwijzing, hypothetisch-, logisch- of oorzaak-gevolg denken.

4. Sharing/Delen (Gezamenlijke aandacht)

Kijken naar of becommentariëren van een object of gezichtspunt, op gang gebracht door het kind. Dit omvat ook (fig. of lett.) opvatten (zien van een activiteit uit het oogpunt van het kind, bijv. veranderen van houding of een opmerking maken om blijk te geven van het aanvoelen van gevoelens of gedachten die het kind mogelijk ervaart. Tenslotte omvat dit ook uitdrukkingen die de "wij-heid" bevestigen, zoals "laten we" of "nou, dat was echt hard werken" of "we moesten lang werken om dat op te lossen".

0 = komt niet voor

1 = komt voor, maar niet uitgebreid

2 = komt uitdrukkelijk voor

3 = het kind helpen verwoorden van gedachten die anders niet in het kind waren opgekomen.

5. Sharing/Delen (van ervaringen)

Verbale/non-verbale uitingen naar het kind toe van een ervaring/gedachte van de onderzoeker, die het kind nog niet samen met de onderzoeker had gedeeld, b.v. "Toen ik klein was" of "Dit doet me denken aan".

- 0 = komt niet voor
- 1 = duidelijke, maar niet uitgebreide verwijzing
- 2 = duidelijke verwijzing
- 3 = duidelijke, hypothetische, oorzaak-, gevolg-, of logische verwijzing.

6. Competence (Taakregulatie)

Manipuleren van de taak om uitvoering van de taak door het kind te vergemakkelijken.

- 0 = komt niet voor
- 1 = eenvoudige of passieve manipulatie van de taak (bijv. vasthouden, stukjes naar het kind toeschuiven)
- 2 = uitgebreide aanwijzing; non-verbale organisatie tot een soort concept groeperen
- 3 = bevestiging/aanmoediging van een denkstrategie en een adequate werkhouding (bijv. "Waar zullen we beginnen?", "Wat moeten we eerst doen?") of een opmerking maken die het kind kan gebruiken om soortgelijke problemen op te lossen.

7. Competence (Prijzen/Aanmoedigen) van het kind

Verbaal of non-verbaal laten weten dat hij/zij goed gewerkt heeft. (1 punt aftrekken voor negatieve opmerkingen).

- 0 = komt niet voor
- 1 = af en toe optreden van non-verbale uitingen/aanraking, af en toe opmerkingen als "goed", "mooi"
- 2 = veelvuldig voorkomen van positieve non-verbale uitingen + positieve verbale opmerkingen
- 3 = veelvuldig prijzen evenals informatie over het gedrag van het kind die het kind lijkt te helpen (bijv. "Je keek echt goed naar de plaatjes hé, prima!").

8. Competence/Competentie (uitdaging/zone van de naaste ontwikkeling)

Het kind moet worden uitgedaagd om boven zijn/haar huidige niveau te presteren, zonder dat dit frustrerend of ontmoedigend werkt.

- 0 = geen uitdaging, activiteit is frustrerend, te veel onder- of boven het uitdagingsniveau
- 1 = enig succes, niet volhardend succes behalen
- 2 = volledig succes, vaker wel dan niet
- 3 = volledig succes, inclusief uitleg aan het kind waarom iets op die manier werd gedaan (b.v. "Je moest hierbij echt hard denken/werken, maar je hebt slechts weinig hulp nodig gehad hé" of "Ik wil dit een beetje moeilijker maken zodat je goed moet nadenken, maar ik help je wel een beetje zodat je weet hoe je het moet doen" of "Dit is te moeilijk voor je om het alleen te doen, zal ik je leren hoe het moet?").

9. Psychological differentiation/Psychologische differentiatie (Individuatie)

Rol van de mediator is slechts die van een tussenpersoon. Om het leren van het kind te vergemakkelijken, niet om zelf op dit moment een leerervaring te hebben.

De focus van de mediator is meer procesgericht dan productgericht. Als iets moet worden opgegeven dan is dit het eindproduct, niet de ervaring van het kind (1 punt aftrekken als de mediator de pogingen van het kind om betrokken te raken, afwijst).

- 0 = geen differentiatie
- 1 = activiteit is vooral door mediator, slechts af en toe door het kind
- 2 = activiteit is meestal door het kind, soms door de mediator
- 3 = activiteit is duidelijk en consistent door het kind, met de mediator als gelegenheid schepend individu.

10. Contingent responsivity/Voortdurende (contingente) responsiviteit

De bekwaamheid om signalen van het kind op te vangen zowel op het gebied van leren, affectiviteit, als motivatie, en daarbij op het juiste moment en optimaal reageren.

- 0 = geen goede respons
- 1 = onvoldoende, inconsistente (verkeerd getimede of niet geschikte) respons
- 2 = wel respons, maar af en toe niet adequaat
- 3 = goed getimede respons op de juiste manier.

11. Affectieve betrokkenheid

Laten merken zich betrokken te voelen bij en plezier te hebben in het kind. Dit kan extravert of meer introvert zijn, maar het moet duidelijk zijn dat er een gevoel van blijdschap is in aanwezigheid van het kind, met uitingen van een emotionele relatie.

- 0 = geen affectieve betrokkenheid, onverschilligheid, negatieve betrokkenheid
- 1 = minimale affectieve betrokkenheid; neutrale (niet "of")
- 2 = duidelijke affectieve betrokkenheid; af en toe terugval
- 3 = duidelijke en consistente positieve affectie.

12. Bewustmaken van leerbaarheid

Het kind laten weten/mededelen, dat het in positieve zin heeft geprofiteerd van de ervaring, dat hij/zij zich heeft verbeterd in vergelijking met de beginsituatie. Het kind voorzien van zowel beschrijvingen van prestatieverbetering voor en na samenwerking, ook over gedrag.

- 0 = gebeurt niet
- 1 = zwakke poging
- 2 = sterke, maar ontoereikende poging
- 3 = sterke indicatie, inclusief feedback over wat het kind heeft gedaan en hoe het is veranderd.

13. Reciprocity/Reciprociteit van het kind (wisselwerking/wederkerigheid)

Hoe open staat het kind voor de intenties van de volwassen mediator.

Hoe in staat of welwillend is het over "ontvangen" of coöperatief meewerken.

- 0 = hoge weerstand, mediatie kan niet effectief plaatsvinden
- 1 = minimale receptiviteit; veelvuldige resistentie
- 2 = gemiddelde receptiviteit; af en toe missers
- 3 = veelvuldige receptiviteit en coöperativiteit.

	NAAM:	1	2	3	4	5	6	7	8	9	10	11
1	intentionaliteit											
2	betekenis											
3	transcendentie											
4	aandacht delen											
5	ervaring delen											
6	taakregulatie											
7	prijzen											
8	uitdagen											
9	individuele											
10	responsiviteit											
11	affectie tonen											
12	bewust maken van leerbaarheid											

The Application of Cognitive Functions Scale

Authors: Carol S. Lidz and Ruthanne H. Jepsen

Dynamic Assessment

There is no need to explain to a certified school psychologist why norm-referenced tests and standardized behavior scales may not be proper instruments for the evaluation of children with an "atypical" background (the so-called "marginal" population, e.g.: children from recently arrived immigrant families or internationally adopted post-institutionalized orphans). We do not need to compare their current level of intellectual functioning with their peers in this country - we know that they are different due to their unique backgrounds. We do know that they are delayed in regard to many developmental skills and accomplishments. We do know that their specific knowledge base is weaker and different from the one acquired by their peers in American schools. Our diagnostic questions should be their amenability to instruction and guidance, their cognitive modifiability, their responsiveness to an adult's mediation and intervention. Is this not what we need to know for effective remediation? Is this not the ultimate goal of our assessment? It is my conviction that the best practice would be "dynamic assessment" in the format developed by C. S. Lidz and R. Jepsen (ACFS, 1997).

The Application of Cognitive Functions Scale

Who:

ACFS is appropriately administered to typically developing children between the ages of three through five years and to children with developmental delays who function approximately within those age levels.

What:

ACFS taps basic cognitive processes and learning strategies associated with typical early childhood learning activities. There are six subscales, or activities, as follows:

- Classification (materials: blocks; processes: grouping and alternative thinking)
- Perspective taking (materials: paper and crayons; processes: communicating in a way that reflects awareness of another's presence, need to understand, and point of view)
- Short Term Auditory Memory (materials: short stories; processes: short term auditory recall and sequential narrative)
- Visual Sequential Memory (materials: small toys; processes: short term rote recall of visual objects and application of visual memory strategies)
- Verbal Planning (materials: picture sequence; processes: communication of strategic plan for completion of a familiar activity)
- Sequential Pattern Completion (materials: set of diagrams; processes: awareness of repeated shape pattern and completion of the pattern)

How:

Each activity is presented in a "dynamic format or with a pretest-intervention transfer administration. Both the pretest and transfer segments ask the child to engage in the activity without adult assistance, to demonstrate the child's independent functioning. The intervention segment offers standard assistance that emphasizes the strategies and type of processing that is involved in successful completion of the activity. If administered in the standardized format, the procedure can be scored. If the standardized procedure is not strictly followed, the ACFS can be used diagnostically or for individual exploration of the child's functioning in the areas tapped by the activities.

Why:

The ACFS has been developed to yield information that relates to the child's ability to learn as inferred from observation of the child's responsiveness to the instruction that is offered during the course of the procedure. This information should connect directly to the classroom instructional setting, as well as provide in depth insight into the nature of the child's cognitive functioning, as the activities are typical of those found in early childhood programs. If used diagnostically, ACFS should provide insight into successful teaching strategies.

ACFS Subtests

Classification:

Children will group objects on the basis of abstracted features of color, size, function, shape. Children will change the basis of grouping objects when asked to "do it another way".

Subskills:

- ability to detect distinctive features
- ability to respond to directions including "things that go together," and "make groups."
- ability to make groups based on abstracted distinctive feature
- application of grouping concepts across variety of materials, such as toys, clothes, foods (real simulations, as well as pictures)



Perspective-taking:

Children will communicate with another person in a way that reflects awareness of that person's need for information.

Subskills:

- ability to read behavioral cues of others, such as emotions.
- ability to comprehend and distinguish among verbal communications of others, such as statements versus questions versus commands.
- ability to provide verbal and behavioral communications to allow another person to engage in reciprocal interchanges.

Verbal Planning:

Children will tell the steps of commonly experienced activities in correct sequence. Children will determine when they need a plan.

Subskills:

- ability to retrieve and keep in working memory an activity sequence
- ability to detect when something is out of order
- ability to anticipate what comes next
- ability to sequence pictures portraying common activities
- comprehension of planning words such as first, next, last
- use of planning words to communicate a sequence

Short Term Visual Memory:

Children will recall the names of a series of objects placed in front of them and then removed from sight.

Subskills:

- knowledge base for objects (vocabulary and experience)
- strategies for rote recall, such as rehearsal, visualization, grouping
- elaborate self talk during object play

ACFS Behavior Rating Scale Components:

- Self Regulation: Child maintains attention and refrains from impulsive interaction with materials.
- Persistence: Child completes task without seeking to terminate.
- Frustration Tolerance: When child shows upset from frustration, is readily calmed and redirected
- Motivation: Child shows enthusiastic reaction to the materials and task.
- Flexibility: Child does not repeat unsuccessful task solutions and develops alternative approaches to the task.
- Responsivity: Child is willing to learn and open to input from the mediator.
- Interactivity: Child engages in turn-taking conversational exchanges with some degree of elaboration.

Lidz, C, and Elliott, J, (Eds.) (2000). Dynamic Assessment: Prevailing Models and Applications. (Advances in Cognition and Educational Practice, Vol. 6). Elsevier Science Inc. ISBN: 0-7623-0424-3

Dynamic Assessment: Prevailing Models and Applications. Lidz, C, and Elliott, J, (Eds.) (2000)

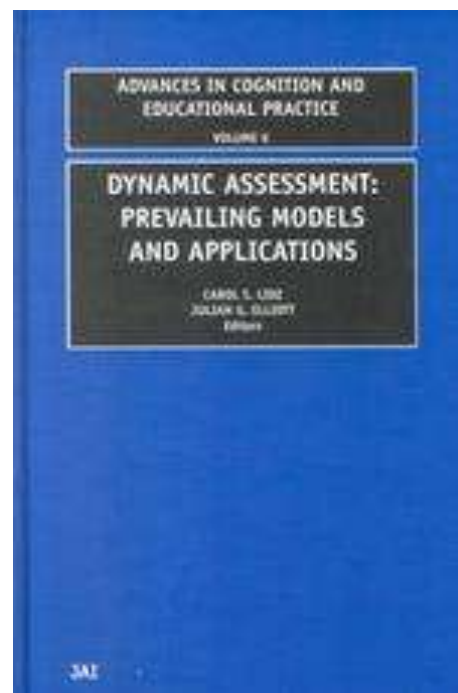
In Volume 6 in the series Advances in Cognition and Educational Practice, Lidz and Elliott, (2000) have assembled different approaches and methods in Dynamic Assessment (DA), which serves to update some earlier edited texts on DA models. Among these are Lidz's still highly relevant Dynamic Assessment (1987), Hamers, Sitjsma, and Ruijsenaars's compendium of European approaches (1993), and Haywood and Tzuriel's Interactive Assessment (1992). The editors of this present volume have not sought to elaborate a specific model or theoretical orientation, but have taken as their goal to bring together a wide range of contributions from different perspectives to give a balanced overview of the field. Their stated aim is to provide psychologists with sufficient information to stimulate both practice and research.

The book is divided into four sections. An introduction written by the editors is followed by two sections, DA Procedures and Special Applications of DA Procedures, which form the majority of the contents of the book. A shorter final section raises specific issues regarding DA procedures. Each chapter follows a clear structure, moving from theoretical issues to practical testing procedures and at least one case study illustrating the method described. This consistency makes this large volume user-friendly and facilitates comparison between different approaches and models.

The contributions illustrate the two major underpinning influences of DA: the constructivist theories of Vygotsky on which a number of the models are based, and others that are derivatives of the work of Feuerstein, whose Learning Propensity Assessment Device (LPAD) is described in detail elsewhere (Lidz, 1987; Haywood & Tzuriel 1992). The editors have carefully sought to portray DA as widely as possible, including procedures that some would regard as at the outer edges of dynamic. The Swanson Cognitive Processing test, which uses a topical and challenging modality, that of computer based tests, is at one end of a continuum of types of interventions, from structured to unstructured, being closer to standardized testing, while the other end is represented by the younger-years tests of Tzuriel, which are among the most clinical models of DA, where intervention is non-standardized.

Although DA has been thought of as dominated by American research (this journal has done much to dispel that national bias), the Lidz and Elliott book clearly demonstrates that this is not the case. There are several important contributions by European researchers actively engaged in development and application of DA. Hessels's Learning Potential test addresses one of the earliest concerns of DA, the development of culturally fair tests, examining potential rather than manifest performance in ethnic minority groups. Jurgens and Beckman set out their test of classification and concepts for younger learners as do Schlatter and Büchel, in relation to students with moderate learning disabilities. Resing, also working with younger learners, has developed a test of inductive reasoning and demonstrates its application.

These tests have in common the dynamic examination of elements of logical reasoning such as analogical, syllogistic, or other forms of inferential reasoning, which are not directly related to specific numeracy and literacy tasks. Most use nonverbal materials and offer structured or semi-structured prompts (often verbal) within the dynamic section of the test administration. Their findings



do not translate readily into school achievement targets as demanded by local or national education bodies. This may be one reason why the use of DA is not more widespread, because psychologists do not find it easy to bridge the findings of DA into content curricula.

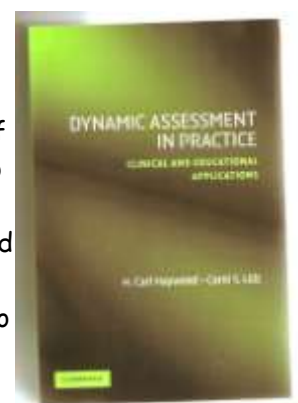
One of the stated aims of DA is to inform intervention. This issue is addressed by Lidz (school readiness), Greenberg (elementary school classrooms), Chan, Ashman, and van Krayenoord (science and biology), Jensen (the Mindladder model), and Kaniel (DA linked to teaching for transfer and metacognition). An area of DA needing further research in our increasingly value-added educational systems is to develop more demonstrable links to curriculum at different levels and domains. The case for DA having greater treatment validity than static test procedures has yet to be convincingly made.

A somewhat different perspective is that of Karpov, whose description of a reasoning test is anchored in Vygotskian theory, which informs both the structure and interpretation of the test, and which addresses cross-domain generalization of cognitive skills at the primary school level. Three chapters describe the use of more extensive test batteries to examine a range of cognitive functions associated with particular developmental stages. These are Kahn's DA procedures for infants and toddlers, Tzuriel's Cognitive Modifiability Battery (CMB), aimed at pre-school (Kindergarten) or developmentally "young" students, and Lidz's Applications of Cognitive Functions Scale (ACFS), a set of subtests appropriate to the stage of school readiness. All three approaches imply (as the editors indeed point out in their introduction) familiarity with Feuerstein's theories, in particular his taxonomy of Deficient Cognitive Functions and his theory of Mediated Learning Experience.

The third section of the book presents a few special applications, including DA with students with severe learning disabilities (Jepsen), DA with adults (Samuels), and DA for language impaired students. Peña and Gillam have "dynamized" a language test using explanatory discourse analysis to intervene in ways that permit differentiation between language difference and language difficulty. A common practice among speech and language therapists using DA is to intervene on standardized tests such as the CELF- R, giving insights similar to those described by Peña and Gillam. Problems can arise, however, with the dynamic use of standardized tests, because the test can then no longer be used with that student in a standardized administration. That would not matter at all according to Sternberg (Lidz & Elliott, 2000, p.xiii), who states that "Dynamic Testing can provide all the information provided by static testing and then some more." Whilst recognizing the need for selection in a book of this length, it would have been interesting to see some other applications of DA with special groups, such as adults with acquired brain-trauma (Haywood & Miller, 2002) and work with the elderly, including Alzheimer's patients (Fernandez-Ballesteros, 2001).

In the final section of the book, Kaniel examines the relationship between DA and metacognitive teaching; Carlson and Wiedl revisit the issue of validity of DA procedures using their testing-the-limits paradigm, and, finally, Elliott examines some DA issues with reference to DA use within an inner-city education authority in the UK, facing the challenges of social and economic deprivation and inclusion of ethnic minorities in the educational system.

This book is not a ground-breaker, in that there is not a lot that has not been documented elsewhere; however, it succeeds as a very useful update of the field of DA. There is sufficient detail in each chapter to enable interested practitioners to investigate further, and the book achieves a good balance between theoretical and research issues and practical application. Sternberg wrote the foreword to Lidz and Elliott's book, expressing his view of the importance of DA and questioning why methods as appealing and theoretically attractive as DA seem nevertheless to be so under-utilized. His foreword could equally serve as an introduction to his and Grigorenko's own book on the subject.



Lidz, C.S (Ed). (1987). *Dynamic Assessment: An interactional approach to evaluating Learning Potential*. New York: Guilford Press.

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.

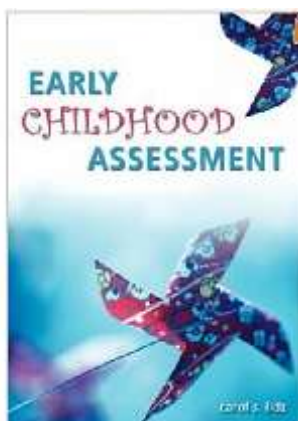
Her next array of experiences were with the Hall-Mercer Community Mental Health /Mental Retardation Services, associated with Pennsylvania Hospital. In this venue, in addition to assessing referred children of all ages, she worked closely with the Center's Therapeutic Preschool Program, as well as with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

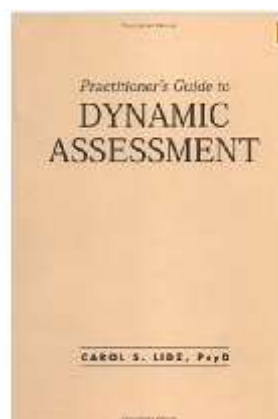
After brief work with Research for Better Schools that focused on children transitioning from kindergarten into first grade, Dr. Lidz was invited to create and direct a School Psychology Program for the new graduate school of education and psychology of Touro College in New York City. The graduate programs 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.

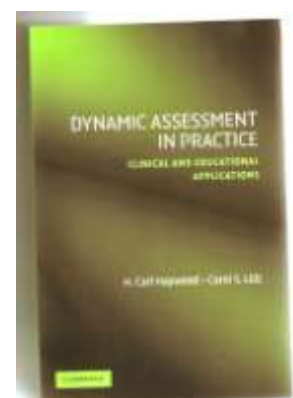
After forty years of work in a wide variety of settings as a school psychologist, Dr. Lidz retired from practice in 2004, but continues to write, consult, and conduct training workshops in dynamic assessment. She is proud of her completion of a number of articles, chapters, and books related to psychoeducational 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.



StiBCO



10



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))

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.

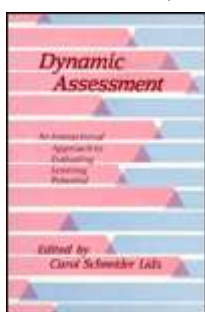
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2003: Book review: Seng, S-H., Pou, L.K-H., & Tan, O.S. (Eds.). MLE Examined in new settings: A review of Seng, Pou, and Tan's Edited Volume, Mediated Learning Experience with Children: Applications across contexts. Journal of Cognitive Education and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



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