



BOOK REVIEW

**THE DYNAMIC ASSESSMENT OF
COGNITIVE MODIFIABILITY: THE
LEARNING PROPENSITY
ASSESSMENT DEVICE: THEORY,
INSTRUMENTS AND TECHNIQUE**

FEUERSTEIN, R.
FEUERSTEIN, R.S.
FALIK, L.H. & RAND, Y. (2003)

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When I was a young educational psychologist in the late 1960s, I found myself becoming increasingly disenchanted with the fact that I had been trained to function merely as a super-efficient psychometrician. It seemed to me at the time (and, it still does to a certain extent) that my chosen profession was built upon an untenable set of assumptions about the nature of intelligence, its measurement and its value in predicting academic success and failure. I subsequently published several articles in professional journals which were highly critical of intelligence tests and testing, one of which was entitled, 'If we throw the tests out of the window, what is there left to do?' Needless to say, few coherent answers were forthcoming at that time.

When I founded the Master's degree training course in Educational Psychology at Exeter in 1971, I was determined to take a totally fresh approach to the preparation of professional educational psychologists, and for a time we refused to teach the administration of IQ tests at all. Whilst helpful in stimulating the creative instincts of me and my colleagues, this approach tended to create as many problems as it answered.

Then in the early 1980s a colleague presented me with two books which changed my professional life. These were 'The dynamic assessment of retarded performers' and its comparison volume 'Instrumental Enrichment', both of which were written by Reuven Feuerstein and his brilliant team of co-workers. The first of these books, published in 1979, can truly be considered to be the first book to introduce the no-