

**THE CURRENT STATE AND DEVELOPMENT
OF THE LEARNING PROPENSITY
ASSESSMENT DEVICE (LPAD)**

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The Learning Propensity Assessment Device (LPAD) has been in existence for more than fifty years, and remains in active clinical use and under continuous modification and development. Indeed, its appearance, and the conceptual and clinical writings of its creator, Professor Reuven Feuerstein (Feuerstein, 1979; Feuerstein, Feuerstein, Falik, and Rand, 2002), have stimulated a whole new field of thinking and activity in the area of the assessment of cognitive and intellectual functioning-*dynamic assessment*. Readily recognized by the central scholars in cognitive development and psychological evaluation (Hunt, 1981; Cronbach, 1990; Anastasi, 1996) as a welcome and needed alternative approach to the assessment of learning potential, dynamic assessment has been adopted and developed by a wide range of scholars and practitioners throughout the world (add references here). The bibliography on the approaches to mediated learning and Feuerstein's concepts of structural cognitive modifiability from the Feuerstein perspective alone now extent to well over 70 books, and 3000 total entries.

The LPAD currently exists in two levels: the original LPAD, now called the *LPAD-Standard*, which is applied to the individual with a mental and functional age of approximately seven years and above, into adulthood; and the *LPAD-Basic*, designed to assess the younger child (from approximately three years of age to age 6) and the older individual who is functioning at a severely low performance level. The LPAD-Basic is frequently used to establish foundational skills which then allows administration of the instruments of the LPAD-Standard. This paper is addressed to the LPAD-Standard.

The LPAD reflects a radically different view of human beings and their development, and is sharply differentiated from conventional psy-

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