Priyanshi Singh

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Dynamic Assessment

L.P.A.D. Learning Potential Assessment Device Method for the Assessment of Learning Potential

This assessment device is a structured learning process which incorporates teaching mediation by the examiner that is adapted to the student's needs.

The analysis of the interaction allows us to identify the strong and weak aspects of the student's cognitive functioning in all three stages of thinking: input, elaboration, and output,as well as to determine effective remedial methods.

Abstract Thinking - Raven Colour (CPM)

The first series of the test (A, B) assesses the student's learning potential in the perceptual field, Gestalt Completion, the use of concepts, and solving analogical problems. The test enables us to identify the student's difficulties in problem definition, use of concepts in order to elaborate information, and ability to deal with spatial reference systems while managing several sources of information simultaneously.

Mathematical Thinking -Numerical Progressions

This test assesses the subject's ability to conceptualize abstractly in a numerical modality. It examines his ability to acquire and develop strategies to formulate rules and make generalizations, to create inference processes, to hypothesize, to seek connections between objects, to identify and use codes, to project relationships between events, and to use hypothetical thinking and mathematical operations.

Inferential Thinking Organizer

In this test, written problems are administered. Each problem consists of data, including the names of objects and grid numbers. Based on the data, the subject is required to fit each object into the correct grid. The test requires logical and systematic reasoning.

The Organizer test assesses the subject's ability to use specific information for the purpose of collecting new information (direct and indirect), to look for strategies by which to hypothesize, to read and understand instructions, and to acquire and apply strategies to analyze complex verbal data.

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Variations B8-B12
This test is based on the B8-B12 items in the Colored Raven test. The test assesses the subject's ability to learn and apply the principle of analogy.

Main Results

Learning Potential Elaboration

Mathematical Inference

Inferential Thinking

Master Pre-intervention learning profile

F - Sig

Input	Elaboration	Output
Intuitive	Metacognitive	Intuitive

Master Post-intervention learning profile

LMC -

Input	Elaboration	Output
Intuitive	Intuitive	Intuitive

Test Results detailed

Mathematical Inference
(Numerical Progressions Test)

55% ⬆ 70%
Pre   Post

Inferential Thinking
(Organizer Test)

54% ⬆ 69%
Pre   Post

Scores

Test	Correct	Incorrect	Missing	Score	Level Range	Profile	P Value	Sig
Mathematical Inference (Numerical Progressions Test)								
Pre	3	7	0	55%	Low	F	0.001	Sig
Post	7	3	0	70%	Average	LMC		
Inferential Thinking (Organizer Test)								
Pre	3	4	0	54%	Average	LMC		
Post	5	1	1	69%	Average	LMC		

Chat with a Feuerstein Expert

Here are general recommendations based on the learning profile identified across all Pre-Test instruments, reflecting the examinee's cognitive state. You may use the Feuerstein chatbot to explore the learning profile and receive suggestions for academic, emotional, and social support – based on the assessment results.

The chatbot provides personalized, practical, and concrete advice to support continued learning and development.

Legal Notice:

The chatbot offers general recommendations and does not replace professional educational, therapeutic, or medical consultation. All advice is strictly relevant to the individual described in this report and should not be applied to others

Master Pre Profile

Profile F: Input (I), Elaboration (M), Output (I)

Input (Intuitive) : Has difficulty collecting information.

Elaboration (Metacognitive) : Excels at inferential thinking, analysis, and comprehension.

Output (Intuitive) : Has difficulty expressing what they know and understand.

Characteristics:

Profile F students have excellent elaboration skills, but difficulty collecting information and expressing their thoughts or following

through with actions.
These students tend to be creative, with vivid imaginations, and the ability to make complex connections but are at risk of
being labeled as underachievers due to their poor performance.

Recommendations:

1. Parents and educators working with these students should be made aware of their strong elaboration skills, and help them represent their thoughts by mediating a sense of competence.

2. The student's elaboration skills should be used to help develop their input and output.
   The mediator should work patiently and carefully with this child, understanding their particular style of elaboration, to develop a
   plan to help them strengthen their other learning processes.

Reading and Comprehension:

Difficulty in Learning Reading and Text Comprehension

1. Work with an individual profiled as 'F' should focus on two main areas: data collection and the output stage where the student expresses their reading and processing.
2. Due to their high processing skills, they tend to interpret texts without collecting all the data. This can lead to impulsivity, focusing not necessarily about the important words or sentences, and sometimes only parts of sentences. They might be mistakenly labeled as dyslexic or as having reading disorders, which is not necessarily the case.
3. There for, it is essential to slow their reading pace, follow along with a finger across each syllable, and ask them to repeat if they skip. Persistence is crucial until improvement is seen. Repeated practice is vital, and it is advisable for them to read the same text multiple times to foster change and build confidence.
4. Given their strong processing abilities, it is recommended to subtly present the reasons for their errors ("It's not that you don't understand, it's because you read too quickly and you skip...") and plan with them how to read without mistakes. It's important to leverage their processing strengths to plan the required changes together.
5. Following their success, it is necessary to mediate a sense of capability. By repeating the same text several times and noting the expected improvement in their reading, this should be used to interpret their reading abilities positively.
6. During actual reading and when required to express the text's meaning (reading comprehension), they might articulate what they know (even in depth and clarity) in a way that is unclear to listeners due to various reasons:
   1. They may lack sufficient methods to express their deep understanding.
   2. They can get carried away by stimuli present before them, losing the context in their speech.
   3. They understand the subject they are discussing so well (sometimes too well) that they fail to consider the listener's perspective, who may not always understand what they mean and lacks the data to do so. To address this, it is crucial to slow down the speech or writing pace and other forms of expression, and make them plan what they want to say or write. The secret lies in planning and control. "Did I say what I planned? Did the listener understand me? What must I do to be understood?"

Writing:

Difficulty in Developing Writing Skills, Including Vocabulary and Grammar

1. The approach to explaining grammar and syntax principles should not dwell on tedious, minute details. Such an approach can block the learning process.The best method is to explain these principles logically, in depth, and broadly rather than in detail. Following a good understanding of these principles, proceed to the necessary details.
2. Regarding vocabulary acquisition, it is recommended to develop their ability to deduce the meaning of a word from the context, rather than merely memorizing word meanings. Alternatively, the meaning of a word can be conveyed through its usage or its internal structure, or any method that involves understanding rather than rote learning.
3. As required, writing skills (in a grapho-motor context) should be developed through analyzing the formative structure of the letter, understanding the parts of the shape (for example, the letter 'a' is composed of an upper semi-circle and a lower circle, and the letter 'b' is formed from a lower circle and a vertical line on the left side, etc.).
4. Moreover, in the context of writing, it is crucial to slow the pace and plan the execution instead of writing intuitively and quickly.

Mathematics:

Difficulty in Developing Mathematical Understanding, Including Basic Arithmetic Operations.

1. When imparting mathematical procedures to someone with an 'F' profile, it is advisable to appeal to logic and understanding rather than focusing on concrete examples and demonstrations (this does not mean that they should not be used at all, but they do not appear to be the primary method in the learning process).
2. Practicing skills is important, but it should ideally follow and arise from an understanding of the principles.
3. Simultaneously, it is also necessary to develop the ability to follow operational rules even when they are not fully understood.
4. It is important to review their answers together to check if something was missed in the orderly work process due to impulsivity and speed.
5. Also, it is essential to check if the data collection process (the careful reading of the exercises, ensuring that all numbers or signs are read precisely and in the correct order) is conducted in a controlled manner and not intuitively/impulsively.

Speaking and Communication:

Difficulty in Expressing Ideas Clearly and Accurately.

1. Unclear expression of ideas can stem from impulsive output. The student gets swept away by a flow of ideas and fails to maintain the sequence they planned, or reacts to stimuli on the spot, such as others entering their conversation, and gets carried away by them. They should be taught to plan from the outset how to adhere to what they want to say.
2. Conversely, they may stick to what they want to say without considering the listeners.They might speak too briefly when they need to elaborate because the listeners do not understand the topic. They should be mediated to take into account the listeners and what they know about the messages being planned.
3. This phenomenon can also manifest in vague and not very understandable answers to open questions in exams. They should be taught to specify where needed.It is advisable to practice this in homework, assignments, and to bring them to provide full answers.

Concentration and Attention:

Challenges in Maintaining Concentration Over Time and in Focusing Attention.

1. During the data collection stage, a planned and controlled process must be ensured. The attention of an individual with an 'F' profile might shift from one stimulus to another due to their intuitive approach. This might be considered an attention disorder, but it could stem from rapid data collection that seemingly exhausts itself, moving to the next stimulus. It is crucial to set a well-defined goal before the data collection process ("What are you looking for?" "What are you observing?" "What is less important and thus not worth focusing on?" etc.). The planning process can be conducted due to their good processing capabilities. It is also advisable to plan how to deal with irrelevant stimuli that may appear in their visual or auditory field.

2. During the execution stage, they might also move from one goal to another. They might start writing an answer about a specific topic and jump to the next before completing the first. Therefore, here too, it is advisable to plan the output stage, whether it involves work, homework, or an exam. It's not just about focusing on creating the right answer, but also on how best to express it. Mainly, plan the focus in an environment where there are always stimuli drawing attention.

Memory:

Difficulty in Recalling Learned Information, Including Facts and Basic Formulas.

1. The data collection process should be orderly (for instance, not jumping impulsively through text that needs to be remembered for a future test, or hastily reading rules in mathematics or geometry that will need to be recalled later). This should become a habit. Even when the exam seems far off, the initial data collection should be as organized and complete as possible. It is recommended to explain this principle (during the processing stage) and practice it to turn it into a working method.

2. The 'Organization of Dots' tool in the 'Feuerstein Instrumental Enrichment – FIE' program can be very important in the process of orderly and goal-focused data collection.

3. During the output stage, retrieval also needs to be controlled. It is necessary to practice not getting confused by the distractions present (in a test, in class discussion) in the environment. For this purpose, it is recommended to focus on the work plan formulated in the processing stage and prepare the retrieval process for an environment that contains distractions.

4. In the data processing stage, it is recommended to organize the data into a complete picture, not just to remember details. It is advisable to understand the principle and integrate the details that need to be remembered into it.

5. To strengthen the processing process and to organize the part-whole relationship effectively, it is recommended to work with the student on the 'Analytical Perception' tool from the 'Feuerstein Instrumental Enrichment – FIE' program to work on part and whole relationships.

Social Skills:

Difficulty in Developing and Maintaining Social Relationships with Peers.

1. Work with an individual with an 'F' profile should involve systematic data collection about the peers in their social circle. Do not settle for sweeping statements (such as: "No one likes me in this class" "I don't have any friends"). Instead, undertake a slow, patient process with all the children in their social circle about whom he complains. In this context, it is recommended to use his good processing capabilities and teach him the 'Identification of Emotions' tool from the 'Feuerstein Instrumental Enrichment – FIE' program.

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2. From careful and complete data collection, move to the processing stage to create a more complex picture of the social circle he or she are in, and free them from sweeping statements to produce a human picture where there are different types of people and we have different relations with them.

3. In social situations, he may react impulsively to a statement or behavior aimed to him that may be interpreted as offensive. Therefore, he should be taught to collect data more precisely and broadly before making a decision on how to react.

4. In this context, it is recommended to use his good processing capabilities and teach him the 'Think and Learn to Prevent Violence' tool from the 'Feuerstein Instrumental Enrichment – FIE' program.

Dealing with Failure:

Difficulty in Coping with Disappointments and Academic Failures.

1. Mistakes might cause an individual with an 'F' profile to perceive themselves as having low capability. Therefore, it is important to mediate the causes of their mistakes, primarily found in the input and output stages (the LPADD report can be used, where the causes of their mistakes are clarified in the input and output stages but not in the thinking stages themselves).

2. It is necessary to reframe failures from being indicative of an apparent lack of ability to being a necessary price to pay when facing challenges. Failures should be interpreted in a way that gives them a positive meaning, and he or she should be mediated to do this themselves.

3. He should be mediated through comparison processes that enables him to understand the severity of his failure compared to the achievements of his environment. For instance, if the entire class received low scores on a particular test, and he also received a low score but still ten points higher than their classmates, is his score really a failure? An absolute failure?

4. The comparison process is very important in this situation. Therefore, in this context, it is recommended to use their good processing capabilities and teach them the 'Comparisons' tool from the 'Feuerstein Instrumental Enrichment – FIE' program.

5. It is essential to use the analysis of their profile (F) as a basis for creating internal motivation to strengthen his input and output processes.

Learning Motivation:

Lack of Motivation to Learn and Participate in Learning Activities.

1. An individual with an 'F' profile has high internal motivation to process and interpret the reality they face. Therefore, high goals should be set for them, allowing him or her to express and refine their creative abilities.

2. It is inappropriate to solely focus on his or her grades (even if they are mediocre or low) because their good processing capabilities might cause them to be very intuitive in the data collection (input) and execution (output) stages. Therefore, they should be exposed to high-level learning, both in school and in non-formal settings.

3. The recommendations provided in the previous sections are vital to improving his or her input and output stages, which will enable them to express their high processing abilities.

4. In the context of upgrading his or her intrinsic motivation, it is recommended to use their good processing capabilities and teach them the 'Feuerstein Instrumental Enrichment – FIE' program. This will not only upgrade their learning and thinking skills but also enhance their internal motivation regarding learning.

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Classroom Behavior:

Difficulty in Adapting Behavior to the Educational Environment.

1. Sometimes, an individual with an 'F' profile struggles to understand correctly what is required of them due to their intuitive and impulsive input processes.They may fail to absorb the codes of classroom behavior because their data collection process is intuitive and quick.

2. To address this, they need help interpreting and understanding the codes of the learning environment. This can be done by analyzing classroom incidents and trying to understand precisely what was there (input stage) and then analyzing the data to reach insights and rules of do's and don'ts (processing stage).

3. Even after creating appropriate insights, it is crucial to ensure the design of the output stage. They may be impulsive and respond incorrectly to peripheral situations in the classroom. Therefore, they should be mediated behavioral control rules in the classroom and social context.

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4. In this context, it is recommended to use their good processing capabilities and teach them the 'Empathy into Action' tool from the 'Feuerstein Instrumental Enrichment – FIE' program.

Handling Tasks and Responsibilities:

Difficulty in Managing Tasks and Taking Academic Responsibility.

1. We may find a struggle between the planning abilities and goal-setting apabilities of an individual with an 'F' profile (processing stage) and the execution stage. In the execution stage, an individual with an 'F' profile may be drawn to contradictions and differences, especially those that do not match the goals and plans they have set for themselves.
2. For this reason, it is important to mediate behavioral control. This will be done by adding an important step to the planning phase (processing). It is not just about planning the work process but also about setting in advance the obstacles that might arise and the ways to overcome them.
3. Care should also be taken that during the task execution, they only consider data relevant to the task and do not get carried away by irrelevant data.
4. For this, in the processing stage, they must define in advance the data relevant to performing the task and those that are irrelevant (for example, in a word problem in mathematics, the names of the children (John and Betty) are irrelevant).

Understanding Instructions:

Difficulty in Understanding and Following Instructions Given in Class.

1. Instructions surround us from all sides. They dictate how we behave in class, how we answer a test or homework, how we perform a classroom task, and how we integrate well into family functioning.
2. Given their high processing capabilities, it is advisable to explain the essence of the instruction and not just impose it authoritatively. It does not mean that they should not learn to follow instructions even when they do not seem right to them; the opposite is true. But it is important that they understand the essence and meaning of a life in which we also fulfill instructions. In this way, we can recruit their motivation to identify with the instructions.
3. Take into account that their behavior may not fit the instructions given to them, in class, at home, etc. But it is always advisable to ask them how they understood the instruction given to them. Because indeed, due to their impulsive input processes, they may have heard and absorbed only part of the instruction.
4. Sometimes,non-compliance with an instruction can stem from their intuitive output processes. Take this into account and focus the effort not on understanding the instruction but on the ability to perform it in a stimulus-rich environment.
5. In this context, it is recommended to use their good processing capabilities and teach them the 'Instructions' tool from the 'Feuerstein Instrumental Enrichment – FIE' program.

Independence in Learning:

Difficulty in Learning and Performing Tasks Independently.

1. The independence in learning of an individual with an 'F' profile depends greatly on their ability to develop meta-cognitive input and output rocesses. This is because their processing is controlled and regulated.But the stages where they need support are the data collection (input) and execution (output) stages.

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2. Therefore, there is a great need for all the recommendations we have recommended in this report to improve data collection and execution capabilities, in order to create independence in them.

3. Conversely, there might also be the opposite situation. The combination of their intuitive input and output with their meta-cognitive processing might actually produce a sense of independence, and they might reject offers of help even when they need it. This is because the intuitive functioning (in our terms of input and output) is full of self-confidence and certainty.Therefore, even when we (parents and teachers) see that they did not collect the data correctly, or that they gave answers (output stage) without control and oversight, they are sure that they acted correctly.

4. Therefore, it is necessary to offer them help without undermining their need for independent and unaided work. The help should be interpreted as collaborative work and not with a patronizing approach that says I (parent, teacher) have the knowledge and skills, and you are the 'weak' and ignorant child.

5. In this context, it is recommended to use the 'Feuerstein Instrumental Enrichment – FIE' program, which is aimed at the various modules for collaborative work of teacher/trainer and student. The program is designed such that it challenges both the teacher and then a real team is formed that is indeed challenged, and each partner has a place to contribute to the success of the process.

Critical Thinking Skills and Problem-Solving:

Difficulty in Developing Critical Thinking Skills and Problem-Solving Abilities.

1. It is relatively easy to teach them strategies of critical thinking because they have this tendency. From the diagnostic results, it appears that their processing capability includes critical thinking, awareness, and control (unlike input and output skills, which are more intuitive). Therefore, it is possible to build these strategies together through shared thinking about them.

2. In this context, it is recommended to use their good processing capabilities and teach them the 'Feuerstein Instrumental Enrichment – FIE' program, which entirely focuses on the systematic and methodical acquisition of critical thinking.

3. Strategies of critical thinking are not only learned in a structured and methodical way but also by mediating on various topics: Critical thinking can be mediated when discussing current, economic, scientific, and social issues. This involves a student whose importance increases as we think more with them about various experiences they have, strengthening their critical thinking ability.

Test Anxiety and Pressure:

Difficulty in Coping with Stress and Anxiety Towards Exams and Tests.

1. Stress and anxiety in the context of studies may stem from a feeling of being in a dead-end in various work processes.

2. This is mainly true for the data collection and execution (output) processes. As long as the intuitive processes function well, especially since their past experience supports these processes, stress and anxiety in this context are not expected.

3. But in new tasks where their past experience is not so relevant, they might get stuck, especially in the data collection and execution stages. It is not enough that the processing stage is controlled and regulated because it depends on the data flowing to it from the input stage and the implementation of its plans in the output stage. Therefore, in an exam, the processing stage might also experience helplessness and a feeling of a dead-end.

4. Therefore, to reduce stress and pressure in the educational context, it is necessary to act in two complementary areas:
   1. Awareness of the factors causing the feeling of a dead-end.
   2. Providing tools to cope with the feeling of helplessness.

5. All the recommendations we discussed extensively are aimed at creating awareness and control at each stage of thinking, input, processing, and output. Therefore, they have the power to reduce the feeling of stress and anxiety in the educational context.

6. Also, in this context, it is recommended to teach the 'Feuerstein Instrumental Enrichment – FIE' program. Since it is devoid of content and does not deal with a specific knowledge area, it is aimed at creating meta-cognitive control over the thinking and learning processes of the student.