

# A TANULÁSI POTENCIÁL FELMÉRÉSI ESZKÖZÉNEK (LPAD) JELENLEGI ÁLLÁSA ÉS FEJLŐDÉSE

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**Abstract:** 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.

**Keywords:** LPAD, assessment of cognitive and intellectual functioning, learning potential, mediated learning