



Dynamic Assessment in Practice: Clinical and Educational Applications

By H. Carl Haywood, Carol S. Lidz



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Dynamic assessment embeds interaction within the framework of a test-intervene-retest approach to psychoeducational assessment. This book offers an introduction to diagnostic assessors in psychology, education, and speech/language pathology to the basic ideas, principles, and practices of dynamic assessment. Most importantly, the book presents an array of specific procedures developed and used by the authors that can be applied to clients of all ages in both clinical and educational settings. The authors discuss their approach to report-writing, with a number of examples to demonstrate how they incorporate dynamic assessment into a comprehensive approach to assessment. The text concludes with a discussion of issues and questions that need to be considered and addressed. Two appendixes include descriptions of additional tests used by the authors that are adapted for dynamic assessment, as well as information about dynamic assessment procedures developed by others and sources for additional information about this approach.



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Editorial Review

Review

"This is a dynamic application of dynamic assessment. This is a must-read for clinicians and educators, scholars and practitioners."

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"Haywood and Lidz, Dynamic Assessment in Practice: Clinical and Educational Applications, is one of the best published works on DA..... The authors present a comprehensive, eclectic, and transactional approach that deals with the complexities and richness of human beings' cognitive, behavioral, and social functioning.... A strong impression that emerges across the book is that the authors, with their long and rich experience in research and practice, are imbued with a mission to mediate the necessity, importance, and utility of using DA.... This book is a must-have for any psychologist or educator who is interested in basic understanding of human functioning and is not limited to those dealing with assessment alone."

PsycCritiques

About the Author

H. Carl Haywood is Professor Emeritus of Psychology at Vanderbilt University and Professor of Neurology at the Vanderbilt University School of Medicine from 1971 until 1993. He was also founding Dean of the Graduate School of Education and Psychology at Touro College in New York, where he instituted graduate programs based heavily on cognitive development and cognitive education. He has published extensively on cognitive education and dynamic assessment, as well as mental retardation, intrinsic motivation, development of intelligence and cognitive abilities, and neuropsychology.

Carol S. Lidz held faculty positions in psychology at Temple University and the Graduate School of Education of Touro College where she designed and directed the school psychology program. In 2004, she joined Freidman Associates, where she provided school neuropsychological assessments of children with learning disorders. She is the author of books, chapters and articles on dynamic assessment and assessment of pre-school children.

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