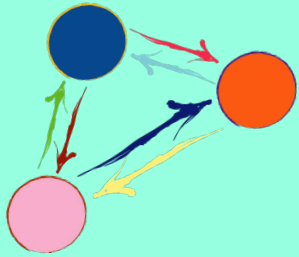


Practical Dynamic Assessment



What is Dynamic
Assessment?

Reuven Feuerstein,
1921-2014

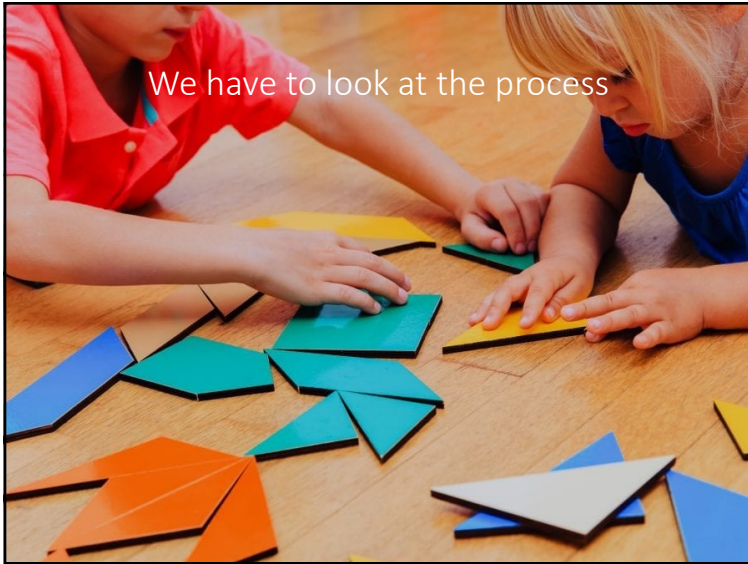
In the 1950s...
"It was during this
period that much of
the psychological
data was gathered
that contributed to
my development of
concepts of cultural
differences and
cultural
deprivations"



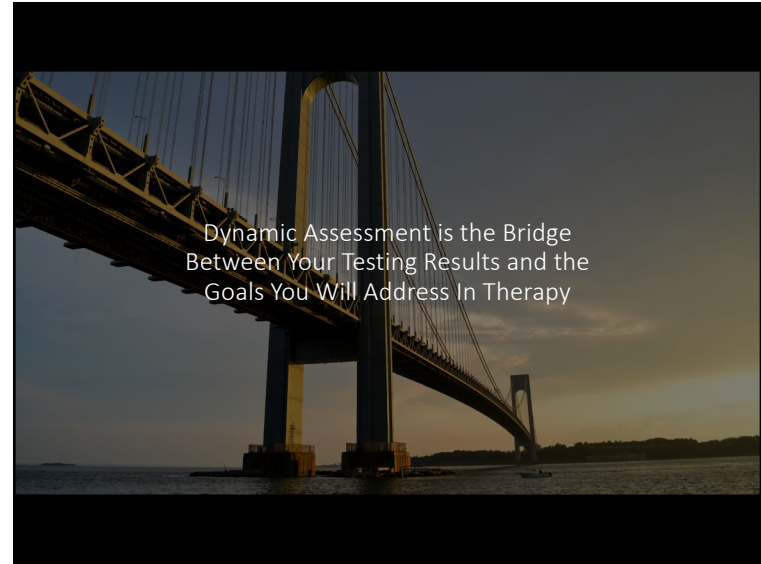
*"Intelligence is not
a static structure,
but an open, dynamic
system that can
continue to develop
throughout life"*

Dr Reuven Feuerstein

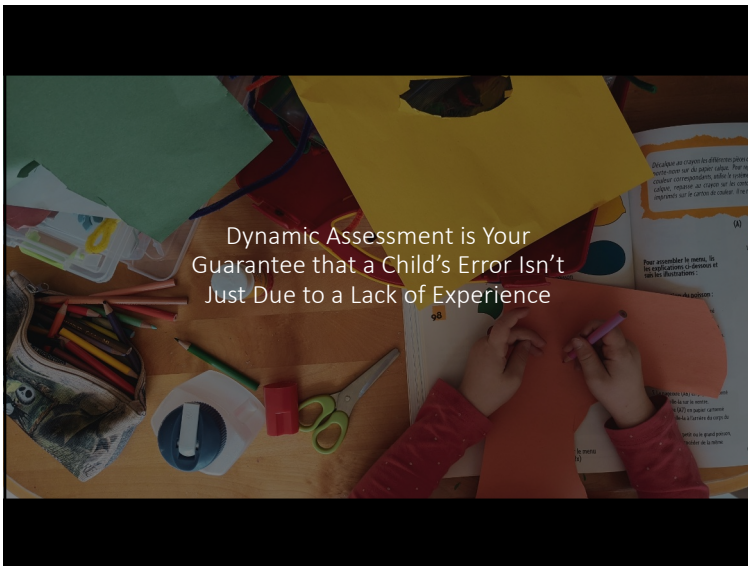




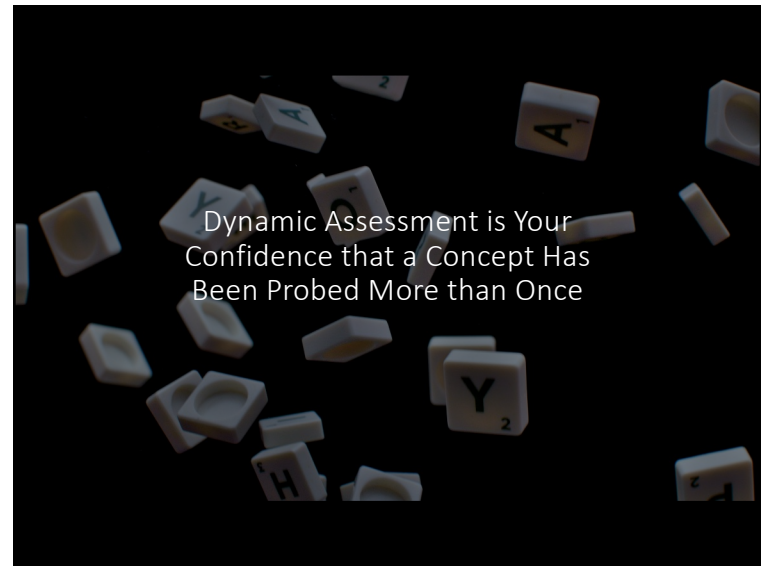
We have to look at the process



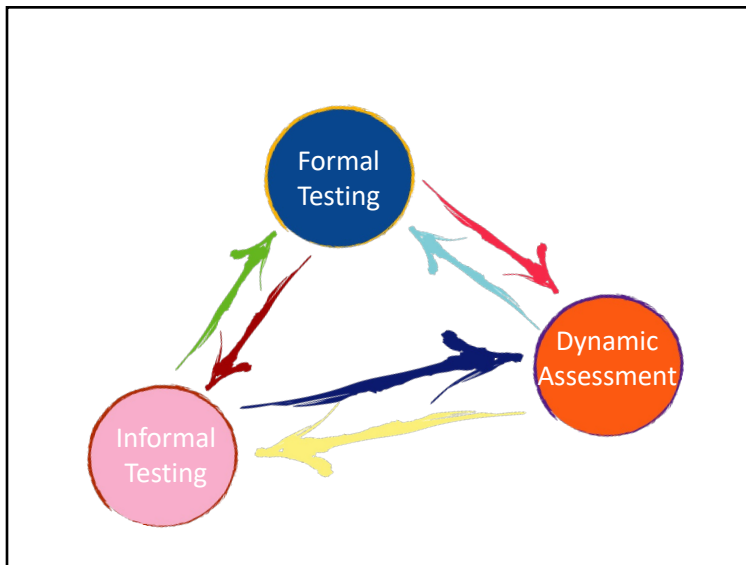
Dynamic Assessment is the Bridge
Between Your Testing Results and the
Goals You Will Address In Therapy



Dynamic Assessment is Your
Guarantee that a Child's Error Isn't
Just Due to a Lack of Experience



Dynamic Assessment is Your
Confidence that a Concept Has
Been Probed More than Once



Dynamic assessment

“...a strategy for differentiating students who do not perform well because of unfamiliarity with the tasks from those who do not perform well because they have intrinsic cognitive or language learning disorders”

(Westby, 2001).

From M.E. Poehner, 2008

Observing an individual’s independent performance reveals, at best, the results of past development.

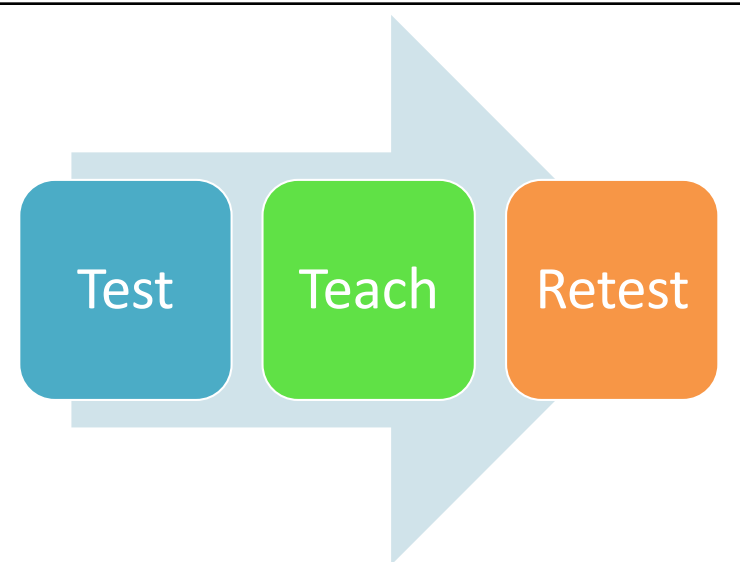
“If one wishes to understand the processes of development, ... to help individuals overcome difficulties and to support their ongoing development, then mere observation of solo performance is insufficient.” Poehner, M. E.



Active collaboration with individuals simultaneously reveals the full range of their abilities and promotes their development.



So dynamic assessment is understanding the integration of a learner's abilities with instruction and supported learner development



BIAS



Dynamic Assessment
How to Get Great Diagnostic Information Quickly

It's not long. It can take as little as 3 minutes.

It's not expensive. You only need what is already in front of you.


It's not a waste of time. It actually can reduce testing time and caseloads.

It's not (only) an academic exercise. It's grassroots, school-based testing.

It's not what you did in grad school. We add a practical edge to a theoretical construct.

It's not painful. It's fun and intuitive.

Results are not wishy-washy. They give you confidence in your diagnosis and specific goals when therapy is warranted.



WHAT DYNAMIC ASSESSMENT IS NOT

Cite Your Sources!!!



Dynamic Assessment on /s/

SIX

Dynamic Assessment on /s/

SIX

SIX

Dynamic Assessment on /s/

SIX



INITIAL MEDIAL FINAL CLUSTER

Dynamic Assessment on /s/

SIX



INITIAL MEDIAL FINAL CLUSTER

Dynamic Assessment on /s/


WORD LEVEL

SIX

SEVEN
SOCK
SAT
SUPPER
SUIT

Dynamic Assessment on /s/

WORD LEVEL



SIX

SEVEN
SOCK
SAT
SUPPER
SUIT

Dynamic Assessment on /s/


SYLLABLE LEVEL

SIX

SA
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SI
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SU

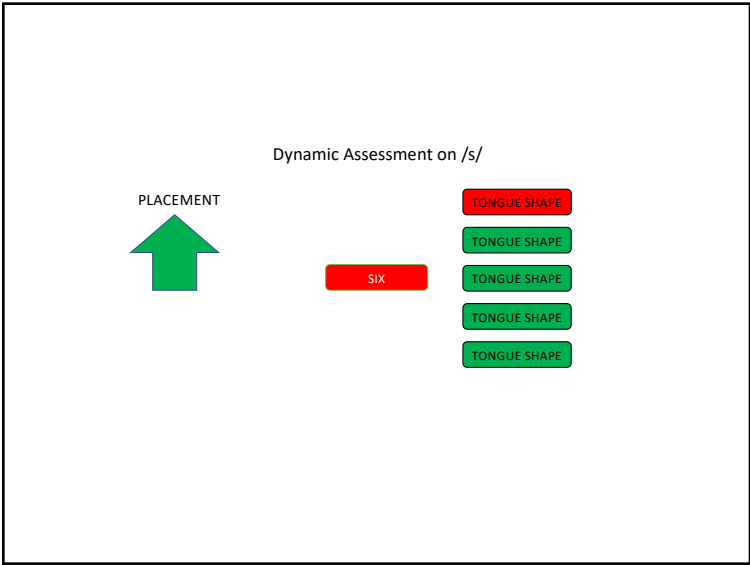
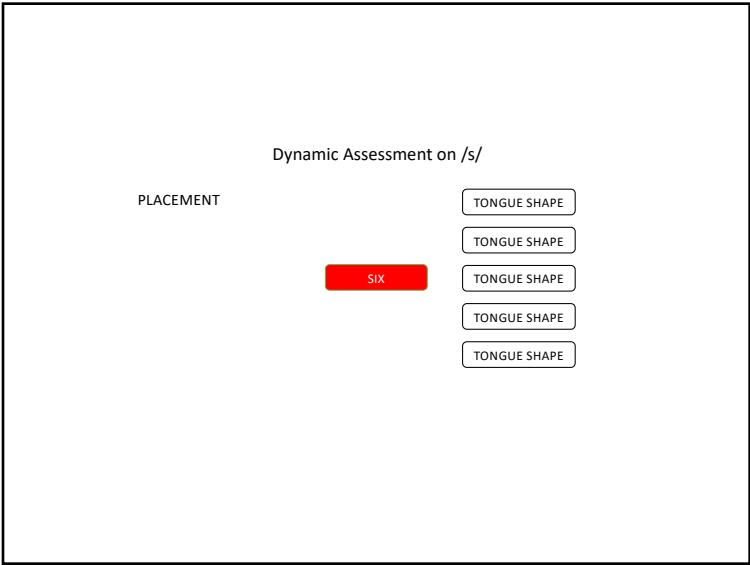
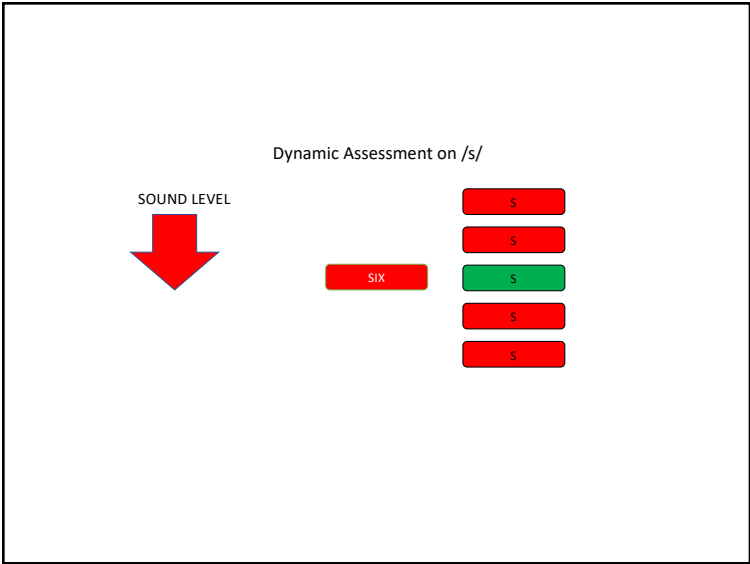
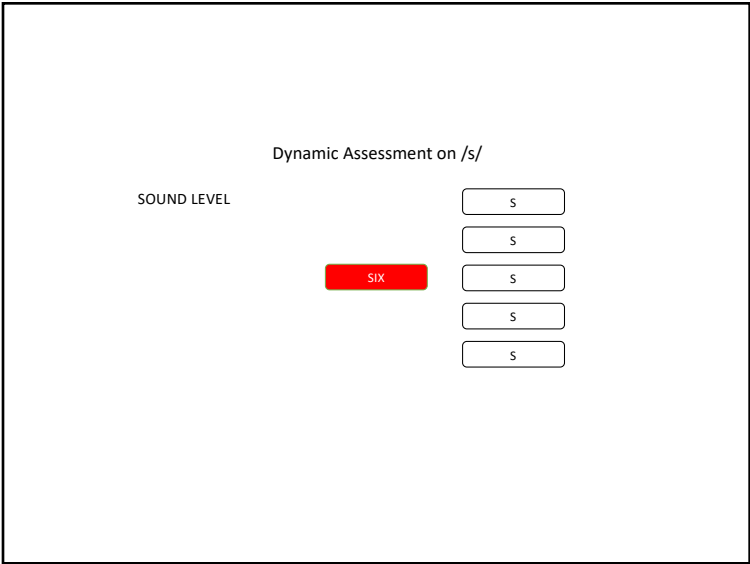
Dynamic Assessment on /s/

SYLLABLE LEVEL



SIX

SA
SE
SI
SO
SU



Dynamic Assessment on /s/

SOUND LEVEL
GOAL

Student will produce /s/ in isolation in 7/10 opportunities with moderate support.

SIX

s

s

s

s

s

Dynamic Assessment on /s/

And if they do well?

SIX

↓

INITIAL

MEDIAL

FINAL

CLUSTER

Dynamic Assessment on /s/

WORD LEVEL

SIX

SEVEN

SOCK

SAT

SUPPER

SUIT

Dynamic Assessment on /s/

WORD LEVEL

↑

SIX

SEVEN

SOCK

SAT

SUPPER

SUIT

Dynamic Assessment on /s/

PHRASE LEVEL

SIX

SEVEN SWANS A SINGING

SIX GEESE A LAYING

OH SO LA MIO

SALLY SELLS SEASHELLS

DOWN BY THE SEASHORE

Dynamic Assessment on /s/

PHRASE LEVEL

SIX


SEVEN SWANS A SINGING

SIX GEESE A LAYING

OH SO LA MIO

SALLY SELLS SEASHELLS

DOWN BY THE SEASHORE



Dynamic Assessment on /s/

SENTENCE LEVEL

While errors were made on /s/ during testing, further probing indicated that student was able to produce /s/ at the sentence level without support.



SIX

I CAN SEE SEVEN SILVER SAILS.

I LIKE TO SING THE STAR SPANGLED BANNER

Dynamic Assessment

- Mediated Learning Experiences (Intervention)
 - Intentionality
 - Meaning
 - Transcendence
 - Application
 - Competence
- Observation
 - Child's responsiveness
 - Amount of examiner effort
 - Ability to transfer what is learned

Intentionality

What's the goal?
State the purpose of the teaching.



"We're going to work on following directions that have 3 steps."

Meaning

Why are we working on this?
Tell why it's important and relevant.

"When someone gives you directions, it's important to do each step so that you finish the task."

Transcendence

What happens if we don't have this skill?
Develop awareness of the relevance of the skill to real life through critical thinking.

"What if your teacher tells you to color, cut, and glue, but you only follow two of the directions? Then, your project wouldn't be finished."

Application

Clarify expectations and give explicit instructions.
Provide a model and allow opportunities for practice.

"Here's what I expect you to do. Let's try it together. This time when I give you a direction that has 3 steps, I want you to do all 3 steps in the order that I say them. I'll do it first and then it will be your turn."

Competence

What did you learn? Why is it important?
When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities.

Remember, it's important to listen to all the steps in a direction and follow each one. Now you tell me what we practiced and why it's important. Think about when you might need to follow directions correctly in the classroom. Let's try a new 3-step direction"

Observation



- Child's responsiveness
- Amount of examiner effort

Support Strategies (Teacher Effort)

Minimal:	Moderate:	Maximum:
Repetition	Modeling correct response	Direct imitation (verbal)
Rephrasing	Providing a demonstration	Physically prompted (non-verbal)
Slowed rate	Multi-sensory input	Reduced Content
1-2 presentations	Multiple (3-4) prompts	Performs task for child

- Ability to transfer what is learned

Dynamic Assessment Protocol

Mediated Assessment

Strategy	Purpose	Example
Intentionality:	What's the goal? State the purpose of the teaching.	We're going to work on _____
Meaning:	Why are we working on this? Tell why it's important and relevant.	When someone _____, it's important to _____
Transcendence:	What happens if we don't have this skill? Develop awareness of the relevance of the skill to real life through critical thinking.	What if your teacher _____, but you _____? Then _____
Application:	Here's what I expect you to do. Let's try it together. Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.	This time when I _____, I want you to _____ I'll do it first and then it will be your turn.
Competence:	What did you learn? Why is it important? When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities.	Remember, it's important to _____ Now you tell me what we practiced and why it's important. Think about when you might need to _____ Then we'll try it five more times.

Dynamic Assessment Protocol

Language Target	Pre-Test Results	Post-Test Results (Med)	Post-Test Results (Med)	Post-Test Results (Max)
	Date:	Date:	Date:	Date:
Concept:	Quantity (color)	Quantity (M)	Spatial (direction)	Ordinal/Temporal
	___/5	___/5	___/5	___/5
Following directions:	1-step	2-step	3-step	
	___/5	___/5	___/5	___/5
Answering Questions:	What / Who	Where / When	Why	
	___/5	___/5	___/5	___/5
Repeating Utterance:	Number of words	Grammatical forms	Word order	
	___/5	___/5	___/5	___/5
Copying Utterance:	Number of words	Use of conjunctions	Geometrical forms	Vocabulary
	___/5	___/5	___/5	___/5
		$placard = 5$	$clac = 5$	$[5x5]$

Interpreting Response to Dynamic Assessment

Possible Outcomes	What Does it Mean?
No progress, even with maximal support.	We need to explore easier goals for intervention
Moderate progress with some support	Good candidate for intervention
Great progress with minimal support	Intervention not warranted

Survey 1 - Natalia

Possible Outcomes	What Does it Mean?
No progress, even with maximal support.	We need to explore easier goals for intervention
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Writing it up

- What did you do?
 - What change did you see?
 - What does it mean?
- A dynamic assessment was conducted to examine Natalia's performance on plurals with different levels of support.
 - She made moderate progress (from 1/5 to 4/5) when provided with verbal and visual cues, as well as repetition and expansion of prompts.
 - Her improvement following a short teaching session is a positive prognostic indicator for intervention and suggests that verbal and visual prompts will be an important part of her intervention plan initially.

Intentionality

What's the goal?
State the purpose of the teaching.

"We're going to work on saying our sounds clearly."

Meaning

Why are we working on this?
Tell why it's important and relevant.

"When we say something, we want to say it as clearly as possible so people understand us."

Transcendence

What happens if we don't have this skill?
Develop awareness of the relevance of the skill to real life through critical thinking.

"What if we don't say our words clearly? Then, your friends might not understand what you want."

Application

Clarify expectations and give explicit instructions. Provide a model and allow opportunities for practice.

"Here's what I expect you to do. Let's try it together. This time when I will say a word/phrase. I want you to repeat what I say as clearly as you can."

Competence

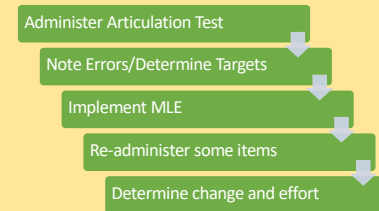
What did you learn? Why is it important? When will you use this skill? Check for understanding of the skill and its importance for the current context and future classroom activities.

"Remember, it's important to say our sounds as clearly as we can so people understand what we say. Now you tell me what we practiced and why it's important. Think about when you might need to say your sounds clearly in the classroom. Then we'll practice our sounds again."

Interpreting Response to Dynamic Assessment

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Dynamic Assessment Procedures for Speech Sounds:



Dynamic Assessment Procedures for Fictional Narratives:



Frog Story Transcript

- Pretest

The boy is seeing the frog. The frog is getting out. The boy wake up. It not near. Where is it? Frog, hmmm. Frog (calling out). Arf arf. No playing. Dog. Frog. Pee-yew! Hmm? Frog. Hey. Arf arf. Uh. Frog, dog? Ahhh. Slow down! Ahhh. Thank you, dog. Shhhh. It get in the walk. Look. Awww. Bye.

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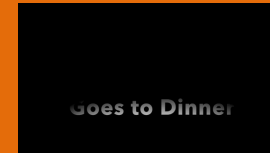


Post Test

The frog and the boy and the dog is seeing the frog. It was nighttime and the frog was going. "Hey, where's the frog? We have to find him. Frog? No more playing. Frog?" There was a hole. And a bee, wait, what this thing again? The squirrel um, hurt him nose. The beehive dropped. The dog was in X. And the boy was looking all over the tree. Oh, arf arf. The frog, I mean, the owl is pushing him. And the dog is running away of the bees. "Ow! Frog?" But him x x that was not a tree branches, it was a reindeer. Hey, let me go. And him X and put him in the water. Hi. Shhhh. It's x log. Ahhh. There's a mother and a daddy and them all have babies. Bye. See you tomorrow. The end.

Post-test with New Story

The boy is looking at the mirror. The gog was sad and the boy was leaving. Is him taking her frog? Is him taking his frog? Hmmm. I will have a X of wine. Honey! Okay. This picture is so nice. Let's make a party. I'm hungry. Waiter, we will have a cup of wine and paghetti. Duddududu. The frog jump out and it was on the horn. Hey, what in here? This is not working good. Hmmm. Hush. Ahhhh. Hey, what're you doing? Hey, this is nice. Ow, who did this? You will have this for lunch. Is this? What is this? This is your salad. Ahhhh. Get off of my plate. X serve this. Don't even get near me. I don't like this restaurant. What's that? Ahhhh, a frog. Get away here. Huhhhh! I'm leaving this restaurant. And him get the frog. Please, that's my frog. Hmmm. You guh be grounded in six days. Go at your room. It's party. Now we have a X. We guh ha a new one at the end.



Survey

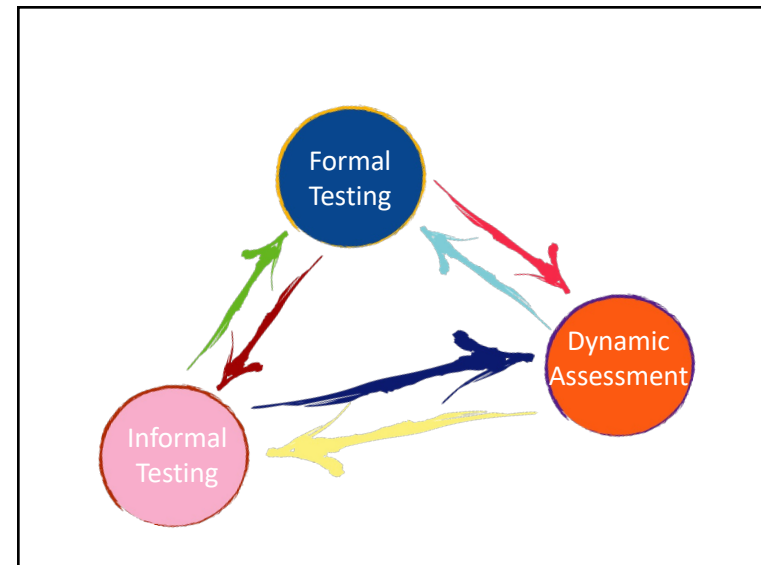
Possible Outcomes	What Does it Mean?
No progress, even with maximal support.	We need to explore easier goals for intervention
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Writing it up

- Why this target?
- When asked to tell a story using a wordless picture book Bella produced a story in the present progressive tense with many sound effects and limited content
- What did you do?
- A short teaching session was implemented to teach the components of a story. Bella then listened to the story and retold it.
- What change did you see?
- After a lesson on story grammar components and a model of the story, Bella told a story that included all of the story grammar components from the lesson.

Writing it up

- What else did you do?
- Next she was asked to complete the task with a novel wordless picture book.
- What change did you see?
- Even without a model she was able to include the components from the lesson.
- What does it mean?
- Her quick improvement after a short lesson indicates that speech therapy is not indicated to address this skill.



SPEECH LANGUAGE PATHOLOGY
STUDY ABROAD PROGRAM