

The background of the slide is a spiral-bound notebook with a light beige, textured paper cover and a dark brown spine on the left side. The spiral binding is visible on the left edge.

Change produced by the Learning Potential  
Assessment Procedure -

The case of R.

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# Findings of early diagnosis

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1. Moderately retarded
2. No speech
3. Severe communication disorders
4. Behavioral problems
5. Delay in motor development
6. Repetitive movements

Autistic ???

## From R's parents' letter:

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- ✘ “R. does not cooperate with professionals during the assessments”.
- ✘ “Psychological assessments of R. were based on scoring his correct answers during the tests, and focused mainly on the things he could not do”.
- ✘ “We believe that the child has higher abilities and we want guidance on how to encourage his development”.

# Results of R's LPAD assessment

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1. Showed selective eye to eye gaze.
2. Was eager to communicate.
3. Had no speech and very poor communication skills.
4. Showed good focusing.
5. Could imitate.
6. Had a long attention span - but only on tasks of his choice.

## Results of R's LPAD assessment (cont.)

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7. Showed high avoidance of tasks that seemed hard to him.
8. Was acting out when frustrated (throwing objects, flapping hands, jumping around angrily, etc.)
9. Showed readiness to accept mediation.
10. Demonstrated improvement during the process of LPAD.

# The nature of the intervention

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The mediation was designed to be:

- ✦ Flexible.
- ✦ Adaptive to R's responses.
- ✦ Directed to produce structural change.

## Mediation consisted of:

- An individual program (intensive speech therapy, occupational therapy and general enrichment).
- Parental guidance - focused on MLE (both theory and practice).
- After improvement - placement in a regular mainstream school.

## Indicators of structural change are:

1. Retention/Permanence: Change maintenance under similar task conditions.
2. Resistance: Change maintenance in situations that differ in time and space.
3. Flexibility/Adaptation: Modifying and adapting previously learned structures to new conditions.
4. Generalization/Transformation: Abstract representational application of the act.