

CURRICULUM VITAE

July 2015

Name: **David Tzuriel, Ph.D.**

Home Address: 71, Herzl Street
Kfar-Saba 41223
Israel

Telephone: +972 (09) 765-1392 (Home)
+972 (03) 531-8151 (Office)

Email: David.Tzuriel@biu.ac.il

Date of Birth: September 23, 1946

Marital Status: Married, 6 children

Present Affiliations:

Professor Emeritus (Full), School of Education, Bar-Ilan University, Ramat-Gan, Israel.
Head – Research Unit Feuerstein Institute Jerusalem

Higher Education:

1973 - 1977 Ph.D. **Clinical Psychology**, George Peabody College for Teachers, Vanderbilt University, Department of Psychology and Human Development, Nashville, Tennessee

1970 - 1973 M.A. **Clinical Psychology**, Bar-Ilan University, Department of Psychology Ramat-Gan, Israel

1967 - 1970 B.A. **Psychology and Education**, Bar-Ilan University, Department of Psychology and School of Education, Ramat-Gan, Israel

Experience:

- 2015- Head of Research Program, Feuerstein Institute, Jerusalem
- 2014- Prof. Emeritus, Bar Ilan University, Research, Supervision of doctoral students
- 1977 -2014 Bar-Ilan University, Research and Teaching, Early Education and Special Education Programs
- 2003-2007 **Chairman**, School of Education, Bar-Ilan University
- 2006-2011 **Editor in Chief**—*Journal of Cognitive Education and Psychology* (JCEP)
- 2013-2014 **Visiting Professor at the University of Toronto**, Ontario Institute for Studies in Education, Canada
- 2007-2009 **Visiting Professor at York University**, Department of Psychology, North York, Canada
- 2000 - 2004 **Chairman**, Doctoral Program, School of Education
- 1998 - 2002 **Chairman**, Special Education Program (Graduate and Undergraduate)
- 1993 - 1996 **Academic Chairman**: Lookstein Center for Jewish Education in the Diaspora
- 1996 - 1997 **Visiting Professor at York University**, Department of Psychology, North York, Canada
- 1980 - 1988 **Senior Clinical Psychologist** The Hadassah-WIZO-Canada Research Institute, Jerusalem, Israel., Research Institute, diagnosis and treatment, Experience with the *Learning Potential Assessment Device (LPAD)*, Mediated Learning Experience (MLE), and Instrumental Enrichment (IE).
- 1992 – 1996 **Senior Clinical Psychologist** International Center for Enhancement of Learning Potential (ICELP), Jerusalem. Learning Potential Assessment Device (LPAD), Mediated Learning Experience (MLE), and Instrumental Enrichment (IE).
- 1987 - 1995 **Chairman** - Special Education Program.Orot Israel Teachers College.

- 1987 - 1989 **Head**—Young Cognitive Education Program: A Cognitive Intervention Project for Development of Young Children's Learning Ability and Thinking Skills (grades 1-4).
- 1989 - 2004 **Head**—Bright Start Intervention Program. Cognitive Curriculum for Young Children (CCYC) Project. Project for Development of Thinking Skills with Kindergarten Children.
- 1989 – 1990 **Trainer.** Vancouver Board of Education, British Columbia, Canada. Teaching a practicum on Dynamic Assessment of Learning Potential.
- 1989 - 1990 **Visiting Professor at the University of British Columbia,** Educational Psychology and Special Education Department, Vancouver, BC, Canada. Grant from Canada-Israel Foundation.
- 1984 - 1985 **Visiting Professor at the University of Calgary** and the Calgary Learning Center, Alberta, Canada.
- 1978 - 1981 **Chair** of the Master's Program Bar-Ilan University, School of Education, Ramat-Gan, Israel.
- 1977 - 1980 **Clinical Psychologist,** Family and Group Therapy. The Harry Schwachman Clinic, Children's Unit A, Sheba Medical Center Tel-Hashomer, Israel.
- 1976 - 1977 **Research Assistant.** Peabody College for Teachers of Vanderbilt University, The Kennedy Center for Human Development.
- 1975 - 1976 **Clinical Psychologist** (Internship). Eastern Pennsylvania Psychiatric Institute (EPPI), Children's Unit, Philadelphia, PA.
- 1973 - 1975 **Research Assistant.** Peabody College for Teachers of Vanderbilt University, The Kennedy Center for Human Development.
- 1970 - 1973 **Research Assistant and Lecturer.** Psychology Department and School of Education, Bar-Ilan University, Ramat-Gan, Israel.

Scientific Areas of Interest

- Dynamic Assessment of Learning Potential
- Cognitive Education Programs: *Instrumental Enrichment (IE)*, *Bright Start*, *Peer-Mediation with Young Children (PMYC)*, *Cognitive Modifiability Battery (CMB)*, *Analogical Reasoning Program (ARP)*, *Seria-Think Program (STP)*, *Peer-Mediation for Children –Mathematics (PMC-M)*

- Mother-Child Mediated Learning Experience Interactions
- Cognitive Modifiability
- Peer and Sibling mediation as related to cognitive modifiability
- Ego Identity Processes at Adolescence
- Spatial Abilities: Development and Gender Differences

Academic Courses

- ◆ Seminar in Development of Thinking Processes
 - ◆ Intervention Programs for Development of Thinking (M.A.)
 - ◆ Statistics and Research Methods
 - ◆ Cognitive and Developmental Aspects of Intrinsic Motivation (M.A.)
 - ◆ Practicum in Dynamic Assessment of Learning Potential (M.A.)
 - ◆ Theories of Personality
 - ◆ Seminar: Critical Periods in Preschool Age
 - ◆ Practicum in Dynamic Assessment of Preschool Children (M.A.)
 - ◆ Educational Psychology (York University)
 - ◆ Developmental Psychology (York University)
 - ◆ Advanced Seminar in Novel Approaches in Mental Retardation (M.A.) (University of British Columbia)
 - ◆ The Learning Disabled Child (University of British Columbia)
 - ◆ Development of Individual Educational Programs for Learning Disabled Children (University of British Columbia)
 - ◆ Atypical Development (York University)
 - ◆ Colloquium for Doctoral students: Writing Skills
-
- **President's Award (\$10,000) for Excellence in Supervision of Ph.D. Students (June 2005)**

Supervision of Students in the Last Eight Years

<i>Doctoral Students</i>		
Name of Student	Topic	Status
1. Efrat Bengio	Identifying Potential of Giftedness in Young Children by Dynamic Assessment and Emotional Intelligence Measures	Completed
2. Tsemach Assif	Modifiability of Cognitive Intelligence, Modifiability of Emotional Intelligence and their Relation to Ego Identity among Adolescence	Completed
3. Adva Margalio	A Model for Teaching the Cognitive Skill of Melioration to Pre-Service Science Teachers in Teachers' College	Completed
4. Yarden Katzir	The Relations Between Ego Identity Formation and Suicidal Tendencies Among Soldiers in their First Months of Military Service	Completed
5. Hindy Stern	Understanding Causality and Understanding Essentialism in Super-Ordinate Categories Among Hearing Impaired and Hearing Children	Completed
6. Rinat Caspi	The Effects of Mother-Child Mediated Learning Strategies and Peer Mediation Program on Young Children Mediated Learning Strategies and Cognitive Modifiability	Completed
7. Gila Egozi	Developing Spatial Thinking Skills As a means for improvement Mathematical Abilities of preschool boys and girls	Completed
8. Estie Isman	The Effects of Attachment, Well-Being, and Religious Orientation on the Mediated Patterns in a Three Generational Perspective	Completed
9. Yechiel Tanaami	The effect of Intervention to Improve Attention Functions on Performance of Procedures in Solving Algebraic Equation with one Unknown	Completed
10. Aya Weitz	The relation between Mother-Child Mediated learning Strategies and Child Personality, Behavior, Temperament and Cognitive Abilities of very Low Birth Weight Children	Completed
11. Miriam Ben Ami	The relation Between Self-Consciousness, Ego-Identity and Coping Styles Among Female Adolescents	Completed
12. Fabbiene Betan	The effects of mother's mediating behavior on the cognitive modifiability and behavioral outcomes of the child with ADHD	Completed
13. Hila Flor	Emergent Literacy as a Function of Static versus Dynamic Measures in Phonological Working Memory	Completed
14. Dikla Levi	The Effect of Sibling Relations And Attachment Pattern On the Quality of Mediated Interaction	Completed

	Between Older and Younger Siblings with or without Mental Retardation	
15. Gita Rokach	Sibling Mediation, Religious Orientation, and Home Support in Large versus Small Families and their Relation to Cognitive Modifiability	Completed
16. Shulamit Valdman	The Development of Proverbial Understanding Among Young Children	Completed
17. Vered Shomron	The Effects of Mother—Child Mediated Learning Strategies on Cognitive Modifiability and Psychological Resilience of Children with Learning Disability	Completed
18. Mandel Riva	Mathematic Discourse in Parent - Child Interaction and its Relation to Mathematical and Decentric Thinking in Early Childhood	Completed
19. Lea Yosef	The Influence of Analogical Reasoning Intervention on Metaphoric Thinking of Kindergarten Children	Completed
20. Hani Adelshtein Schur	Modifiability in Emotional Understanding among Children with Non-Verbal Learning Disability and Verbal Learning Disability	Completed
21. Gabi Kashi	The relation of cognitive and emotional-motivational factors to cognitive modifiability among students with low school achievements	Completed
22. Yafit Arzi	The Relation between Processes of Mediated Learning to Psychological Resiliency and Cognitive Modifiability in Families of PTSD Veterans	Data Gathering
23. Ganit Eshel-Kedmi	The effect of mediated learning in three-dimensional immersive environments on children's cognitive modifiability within dynamic assessment	Completed
24. Ronit Remer	The Effect of Mediated Learning Using Theater Puppets on the Learning Motivation and Emergent Literacy among Children with Learning Disabilities	Completed
25. Shulamit Rotem	The relation between mothers and kindergarten teacher's strategies of mediated learning: Aspects of discourse and children's cognitive modifiability	Completed
26. Yaniv Efrati	Dimensions of the Intra-Personal Sexual Conflict among Adolescents and its Relation to Ego Identity, Psychiatric Symptoms, and Well Being	Completed
27. Yochi Siman-Tov	Risk Factors, Life Narratives and Typology of School Students who Committed Suicide	Completed
28. Gilat Trabelsi	The Influence of Peer Mediation Program on Mediated Learning Strategies, Mathematical Discourse, Planning	Completed

	and Self-Regulation, and on Mathematical Performance among Students with Learning Disabilities	
29. Tammy Groman	Cognitive Modifiability in Figurative Language of Children in the Autistic Spectrum	Completed
30. Taragin Dorit	Improvement of mental rotation and narrowing of gender gap: Examination of eye tracking	Completed
31. Itamar Shidlov	The Relation between Professional Gender Perception, Spatial Ability and Mathematical Thinking	Completed
32. Yasmine Lazmi	Cognition, Meta-Cognition, Cognitive Modifiability and Math Achievements among Children with CP and Typically Developing Children	Proposal
<i>Master Students</i>		
32. Tami George	Improvement of Thinking and Learning Skills by Cognitive Modifiability Battery (CMB)	Completed
33. Dafna Zilber	The Relation Between Readiness for Math and Analogical Cognitive Modifiability Among Kindergarten Children	Completed
34. Zahala Balbul	The Effects of Peer Mediation with Young Children(PMYC) Program on Mediation Teaching Style and Cognitive Modifiability among Young Children in Domain Specific Versus Domain General Tasks	Completed
35. Hila Flor	Prediction of Emergent Literacy by Analogical Thinking Modifiability among Kindergarten Children	Completed
36. Meirav Rozen	The Effects of Peer Mediation with Young Children on Mediation Teaching Style and Solving Mathematical Word Problems among Mediators and Learners	Completed
37. Lea Yosef	The Effect of Mediation in Construction versus Closed Analogies on the Internalization of Analogical Operation in Kindergarten Children	Completed
38. Yechiel Tanaami	The Relation Between Visual and Auditory Attention and Performance of Procedures in Solving Algebraic Equations with One Unknown	Completed
39. Riva Mandel	Effects of the Sequence and Pattern Unit of <i>Bright Start</i> on Seriation and Math Problem Solving among Kindergarten Children of Ethiopian Immigrants to Israel	Completed
40. Yaniv Efrati	Categorization of the Intra-Personal Sexual Conflict in the Virtual Era among Jewish and Arab Adolescents	Completed
41. Gilat Trabelsi	The Effects of the Seria-Think Program (STP) on Self Regulation, Planning, and Math Achievements among	Completed

	Grade 3 Children with Attention Deficit Hyperactivity Disorder (ADHD)	
42. Tamar Klung	The Effects of Intervention for Development of Classification Skills on Verbal Classification and Analogical Thinking among Kindergarten Children with Linguistic Developmental Delay	Completed
Tammy Weiss	Working Memory and Mental Rotation of Young Children	Completed

International Workshops

Dynamic Assessment of Learning Potential (with H.C. Haywood, June 1990), **Cappilano College, Vancouver B.C., Canada**

Dynamic Assessment of Learning Potential, (February 1991; February 1995; February 1999) **University of South Florida, Tampa, Florida, USA**

Teleconference on Dynamic Assessment (20 sites) (May 1990), **University of British Columbia, Vancouver B.C., Canada**

Dynamic Assessment of Learning Potential of Preschool Children (December 1989), **Hartford Public Schools, Hartford, Conn., USA**

Dynamic Assessment of Learning Potential (October 1989---April 1990; February, 1992; February, 1993; February 1994; February 1995; March 1997, February, 1998; October, 2002), **Vancouver School Board and Variety Learning Center, Vancouver, BC Canada**

Dynamic Assessment of Learning Potential (October, 2008, August 2012), Mediated Learning Academy, Coquitlam, BC, Canada.

Dynamic Assessment of Learning Potential of Preschool Children (February, 1993; February, 1994), **Hayward Public Schools, Hayward, CA, USA**

Dynamic Assessment of Learning Potential of Preschool Children (February, 1994; February, 1995), **Seattle South Central School District, Seattle, Washington, USA**

Dynamic Assessment of Learning Potential of Preschool Children (February, 1994) **San Francisco Public Schools, San Francisco, CA, USA**

Dynamic Assessment of Learning Potential of Preschool Children (February, 1993; February 1995; May 1997), **School of Education, University of Tennessee at Knoxville, Tenn., USA**

Dynamic Assessment of Young Children (February 1992; February 1993), **Pasadena Unified Schools, Pasadena, CA, USA**

Dynamic Assessment of Learning Potential (July, 1986; July, 1987; July, 1992; July, 1993; July, 1994; July, 1995; July, 1996), **International Center for Enhancement of Learning Potential (ICELP), Jerusalem, Israel**

Dynamic Assessment of Young Children (November 1993, April 1996), **University of Oslo, Oslo, Norway**

A novel dynamic-interactive approach in assessment of learning skills with preschool children (July, 1994), **International Conference of Applied Psychology, Madrid, Spain**

Dynamic Assessment of Learning Potential of Preschool Children (August 1994), **American Psychological Association (APA), Los Angeles, CA, USA**

Dynamic Assessment of Learning Potential of Preschool Children (October, 1994; October 1995, February, 1998) **Detroit Public Schools, Detroit, Michigan, USA**

Dynamic Assessment of Learning Potential (November, 1994; August, 1995) **Santiago, Chile**

Dynamic Assessment of Preschool Children (April 1995), **Helsinki, Finland**

Dynamic Assessment of Learning Potential (April 1995; June 1997; July 2000; February 2001, October 2003; October 2004; March 2006; April, 2008; December, 2010) **CEbCO—Center for Development of Cognitive Modifiability, Kortrijk, Belgium**

Dynamic Assessment of Learning Potential (July 1995) **San Paulo, Brazil**

Dynamic Assessment of Preschool Children (February, 1996; May, 2008) **Toronto, Canada**

Dynamic Assessment of Preschool Children (February, 1996) **North Vancouver, Canada**

Dynamic Assessment of Preschool Children (February, 1996; February 1999) **Surrey, Canada**

Dynamic Assessment of Preschool Children (June, 1996) **Sunderland, England**

Dynamic Assessment of Preschool Children (November, 1996) **Richmond, Canada**

Dynamic Assessment of Preschool Children (March, 1997) **Nanaimo, Canada**

Dynamic Assessment of Preschool Children (March, 1995), **BINOE, London, England**

Dynamic Assessment of Learning Potential (November, 1996), **BINOE, London, England**

Dynamic Assessment of Learning Potential (May, 1997), **BINOE, London, England--Advanced Workshop**

Graduate Seminar on Dynamic Assessment of Learning Potential (February 1998; February 1999, August, 2001), **Touro College, New York, NY, USA**

Dynamic Assessment of Preschool Children (February 1998; February 1999, February 2001, February, 2005), **Fitchburg, MA, and Brown University Rhode Island, USA**

Dynamic Assessment of Young Children (October 1998; May 1999; November, 2000; September, 2001; May 2002; November 2002; June 2003; November 2004; September 2005; June 2006, April 2007, November 2008, October 2009, February 2010, November, 2010, September 2011, September 2012, November 2013), **Connessioni Organization, (Lecco, Milan, Monza, Rimini, Roma, Torino, Troina, Udine) Italy**

The Bright Start Program (March 1998). **Ghana Ministry of Education and Tiudenpuu** (Finland), Akra, Ghana.

The Bright Start Program (March 1998). **Kenia Ministry of Education and Tiudenpuu** (Finland), Nairobi, Kenya.

Dynamic Assessment of Young Children, (February 1999), **Yale University, New Haven, CT, USA**

Dynamic Assessment of Young Children, (February 2001, February 2004, February 2010), **Strathclyde University, Glasgow, Scotland**

Dynamic Assessment of Young Children, Pre-Conference Workshop, (June, 2001), **International Association for Cognitive Education and Psychology, (IACEP) Jyvaskyla, Finland**

Dynamic Assessment of Young Children, (May, 1999; February, 2002; July, 2002), **Nanyang Institute of Education, Singapore**

Dynamic Assessment of Young Children (February, 1999; February 2001; April 2002; February 2004; February 2006; February, 2008, January 2010, January 2011, February, 2012, January 2013, February, 2014; February, 2015, February 2016), **Basingstoke, Hampshire Educational Council, United Kingdom**

Dynamic Assessment of Young Children, Pre-Conference Workshop, (October, 2001), **California Association for Mediated Learning (CAMLE), Sacramento, CA, USA**

The Bright Start Program (February 2003). **Departamento de Educação Especial e Reabilitação, Faculdade de Motricidade Humana, Universidade Técnica de Lisboa, Portugal**

Dynamic Assessment of Young Children (February 2003). **Lambeth Educational Service, London UK.**

Dynamic Assessment of Young Children (June 2003). **Lesley College, MA, USA.**

Dynamic Assessment of Young Children (July 2003). **Pre-Conference Workshop, The International Association for Cognitive Education and Psychology (IACEP), Seattle WA.**

Dynamic Assessment of Young Children (June, 2007). **Pre-Conference Workshop, The International Association for Cognitive Education and Psychology (IACEP), Knoxville, TN.**

Dynamic Assessment of Young Children (August 2003). **Universidad Central de Chile, Santiago, Chile**

Dynamic Assessment of Young Children, (September 2003, December 2003, May 2006, November 2008), **Yayassan Mendaki Organization, Singapore**

Dynamic Assessment of Young Children, (September 2003), **YMCA Organization, Singapore**

Dynamic Assessment of Young Children, (February 2004), **NEPS—National Educational Psychology Service, Cork, Ireland**

Dynamic Assessment of Young Children, (January 2005), **OPEKO, Heinola, Finland**

Dynamic Assessment of Young Children, (April 2005, March 2007, November 2009, November 2011, February, 2014, February 2016), **STiBCO, Bodegraven, Holland**

Dynamic Assessment of Young Children, (May 2005, February 2006, January 2007), **University of Exeter, United Kingdom**

Dynamic Assessment of Young Children, (February 2006), **Kingston Educational Service, London, United Kingdom**

The Bright Start Program (May 2006). **RTRC Asia, Singapore.**

Dynamic Assessment of Young Children, (July 2006), **Bristol Educational Service, United Kingdom**

Dynamic Assessment of Young Children, (February 2007), **Buckinghamshire Educational Service, United Kingdom**

Dynamic Assessment of Young Children, (May 2008), **Rochdale Educational Service, United Kingdom**

Dynamic Assessment of Young Children, (November 2008), **Pre-Conference Workshop, Asian-Pacific Educational Research Association (APERA), Singapore**

Dynamic Assessment of Young Children, (February 2009), **University of Newcastle, United Kingdom**

Dynamic Assessment of Young Children, (July 2009), **Pre-Conference Workshop, International Association for Cognitive Psychology and Education, Osnabruck, Germany**

Dynamic Assessment of Young Children, (November 2009), **University of Presov, Slovakia**

Dynamic Assessment of Young Children, (February 2010), **Educode, Oslo, Finland**

Dynamic Assessment of Young Children, (February 2010), **Pedverket Kompetanse, Voss, Norway**

Dynamic Assessment of Young Children, (January 2011), Ministry of Education, Special Education Programs, Government of Yukon, **Yukon Territories, Canada.**

Dynamic Assessment of Young Children, Advanced Workshop, (January 2011, September 2011), Ministry of Education, Curriculum Programs, Government of Yukon, **Yukon Territories, Canada.**

Dynamic Assessment of Young Children, (July 2011), **Pre-Conference Workshop, International Association for Cognitive Psychology and Education, Boston, USA**

Dynamic Assessment of Young Children, (September 2012), **Ca Foscari University, Venezia, Italy**

Dynamic Assessment of Learning Potential (September 2012), Bar Ilan University, Six-days' workshop for **Curriculum & Educational Development Division Institute of Technical Education, Singapore.**

Dynamic Assessment of Learning Potential (August 2013), Six-days' workshop for **Curriculum & Educational Development Division Institute of Technical Education, Singapore.**

Dynamic Assessment of Young Children, (May, 2014), **Charles University in Prague Faculty of Arts, Department of Psychology.** Prague, Czech Republic.

Dynamic Assessment of Young Children, (October, 2014), **City of Helsinki Education Department,** Helsinki, Finland

Dynamic Assessment of Young Children, (December, 2014), **The Chinese University of Hong Kong**, Hong Kong.

Dynamic Assessment of Learning Potential (March 2015), Six-days' workshop for **Curriculum & Educational Development Division Institute of Technical Education**, Singapore.

Dynamic Assessment of Learning Potential (May 2016), **International Renewal Institute, Rockville Center, New York USA.**

Dynamic Assessment of Learning Potential (May 2016), SCEL, Atlanta **GA, USA.**

Dynamic Assessment of Learning Potential (June 2016), **Together to GO (ToG), Milano Italy.**

Membership in Professional Associations

International Association for Cognitive Education and Psychology (IACEP)

Organizational Experience

Chairman: The Fourth Conference of the International Association for Cognitive Education (IACE), Nof Ginossar (Israel), July 4-8, 1993

Organizing Committee: The Eighth Conference of the International Association for Cognitive Education (IACE), Jyvaskyla, Finland

President Elect: The International Association for Cognitive Education and Psychology (IACEP) 1997-1999

President: The International Association for Cognitive Education and Psychology (IACEP) 1999-2001

Chairman: School of Education, Bar-Ilan University, Ramat-Gan Israel 2004-2007

Dynamic Assessment Tests

- *The Children's Analogical Thinking Modifiability Test (CATM) (with P. Klein)*
- *The Children's Inferential Thinking Modifiability Test (CITM)*

- *The Frame Test of Cognitive Modifiability (FTCM) (with P. Klein)*
- *The Cognitive Modifiability Battery (CMB): Assessment and Intervention*
- *The Children's Seriation Thinking Modifiability Test (CSTM)*
- *The Seria-Think Instrument*
- *The Children's Conceptual and Perceptual Analogical Modifiability Test (CCPAM)*
 1. *Closed Analogies Version (with E. Galinka)*
 2. *Construction Analogies Version*
 - *The Windows Test (WT): Mental Rotation Dynamic Test*
 - *Young Children Proverbial Understanding Test (YCPUT) (with S. Valdman)*
 - *Young Children Metaphoric Test (YCMT) (with L. Yosef and S. Valdman)*
 - *Young Children's Local Coherence Test (YCLCT) (with T. Groman)*
 - *Children's Spatial Thinking Modifiability (CSPT-MOD) test*

Reviews of Tests

Samuels, M.T. (1998a). Tzuriel, D., & Klein, P. The Children's Analogical Thinking Modifiability Test, Ramat-Gan, Israel, Bar-Ilan University, *Journal of Psychoeducational Assessment*, 16, 270-274.

Samuels, M.T. (1998b). Tzuriel, D. The Children's Inferential Thinking Modifiability Test, Ramat-Gan, Israel: Bar-Ilan University, *Journal of Psychoeducational Assessment*, 16, 275-279.

Reviews of Books

Burden, B. (2002). Dynamic assessment of young children by David Tzuriel, *British Journal of Educational Psychology*, 72, 607-608.

Deutsch, R. (2002). Many perspectives and applications on a single theme: A joint review of three books on dynamic assessment, *Journal of Cognitive Education and Psychology*, 3, 304-310.

Helps, S. (2003). Dynamic assessment of young children by David Tzuriel, *Child and Adolescent Mental Health*, 8, 46.

Peña, E. (2004). Tzuriel, D. (2001). Dynamic Assessment of Young Children, *Journal of Psychoeducational Assessment*, 22, 164-168.

Referee in Scientific Journals

Autism

British Journal of Educational Psychology

British Journal of Developmental Psychology

British Journal of Psychology

Child Development

European Journal of Psychological Assessment

European Journal of Special Needs Education

Instruction and Learning

Journal of Cognitive Education and Psychology

International Journal of Disability and Education

International Journal of Educational Research

Journal of Experimental Child Psychology

Journal of Learning Disability

Journal of Special Education

Megamot: Behavior Research Quarterly

Books

Haywood, H.C. & Tzuriel, D. (Eds.) (1992). *Interactive Assessment*, New York: Springer-Verlag.

Tzuriel, D. (Ed.) (1992). *Special issue: Mediated learning experience. Bisdeh Chemed* (in Hebrew), Tel-Aviv: Religious Teachers Organization Press.

Tzuriel, D. (1998). *Cognitive modifiability: The dynamic assessment of learning potential* (in Hebrew), Tel-Aviv: Sifriat Poalim.

Tzuriel, D. (Ed.) (1999). *Mediated learning experience: Theory, research, and applications* (in Hebrew). Haifa: Ach Press, Oranim College, and the International Center for Enhancement of Learning Potential (ICELP).

Tzuriel, D. (2001). *Dynamic assessment of young children*, New York: Kluwer Academic/Plenum Press.

Tzuriel, D. (2004). *La valutazione dinamica delle abilità cognitive*. (In Italian) Milano: Erickson

Refereed Publications

Tzuriel, D. & Klein, M.M. (1977). Ego identity: Effects of ethnocentrism, ethnic identification and cognitive complexity in Israeli Oriental and Western ethnic groups. *Psychological Reports*, 40, 1099-1110.

Chasey, W.C., Haywood, H.C., & Tzuriel, D. (1977). Effects of various stimuli of activity level and learning by high and low-active retarded children. *The Research Quarterly*, 48, 265-269.

Tzuriel, D. & Katzenelson, D. (1980). Psychological aspects of Cystic Fibrosis. *Society and Welfare*, 3, 284-295.

Tzuriel, D. (1981). Exploratory behavior as a function of motivational orientation, task imposition, sex, and age. *Megamot: Behavior Research Quarterly*, 2, 154-173.

Tzuriel, D. & Klein, P.S. (1983). Learning skills and types of temperament as discriminants between intrinsically and extrinsically motivated children. *Psychological Reports*, 53, 59-69.

Tzuriel, D. & Haywood, H.C. (1984). Exploratory behavior as a function of task conditions and motivational orientation. *Personality and Individual Differences*, 5, 67-76.

Tzuriel, D. (1984). Sex role typing and ego identity in Israeli Oriental and Western adolescents. *Journal of Personality and Social Psychology*, 46, 440-457.

Tzuriel, D. & Klein, P.S. (1985). Analogical thinking modifiability in disadvantaged, regular, special education and mentally retarded children. *Journal of Abnormal Child Psychology*, 13, 539-552.

Tzuriel, D. & Golinski, H. (1985). Teachers' social orientation and classroom achievements. *British Journal of Subnormality*, 9-18.

Tzuriel, D. & Haywood, H.C. (1985). Locus of control and childrearing practices in intrinsically motivated children. *Psychological Reports*, 57, 887-894.

Feuerstein, R., Rand, Y., Jensen, M., Kaniel, S., Tzuriel, D., Ben-Shachar, N., & Mintzker, Y. (1986). Learning potential assessment. *Journal for Special Services in Schools*, 2, 85-106.

Klein P.S. & Tzuriel, D. (1986). Preschoolers' type of temperament as predictor of potential learning disability. *Israeli Journal of Psychiatry and Related Disciplines*, 23, 49-61.

- Feuerstein, R., Hoffman, M.B., Rand, Y., Jensen, M.R., Tzuriel, D., & Hoffman, D.B. (1986). Learning to learn: Mediated learning experiences and instrumental enrichment. *Journal for Special Services in Schools, 3*, 49-82.
- Tzuriel, D. & Weller, L. (1986). Social and psychological determinants of breast-feeding and bottle-feeding mothers. *Basic and Applied Social Psychology, 7*, 85-100.
- Skuy, M., Kaniel, S., & Tzuriel, D. (1988). Dynamic assessment of intellectually superior Israeli children in a low socio-economic status community. *Gifted Education International, 5*, 90-96.
- Tzuriel, D. (1989). Development of motivational and cognitive-informational orientation from third to ninth grades. *Journal of Developmental Applied Psychology, 10*, 107-121.
- Tzuriel, D. (1989a). Dynamic assessment of learning potential in cognitive education programs. *The Thinking Teacher, 5*, 1-4.
- Tzuriel, D. (1989b). Dynamic assessment of learning potential: Novel measures for young children. *The Thinking Teacher, 5*, 5-9.
- Tzuriel, D. (1989c). Inferential cognitive modifiability in young socially disadvantaged and advantaged children. *International Journal of Dynamic Assessment and Instruction, 1*, 65-80.
- Kaniel, S. & Tzuriel, D. (1990). Educating non-literate immigrants: Conclusions and applications of research on Ethiopian immigrants to Israel. *The Thinking Teacher, 5*, 6-9.
- Tzuriel, D. (1990). Ego identity versus identity diffusion at adolescence: Developmental and educational applications. *Megamot: Behavior Research Quarterly, 32*, 484-509.
- Bar-Joseph, H. & Tzuriel, D. (1990). Suicidal attempts, suicidal inclinations and ego identity among adolescents. *Adolescence, 25*, 215-223.
- Tzuriel, D. & Eran, Z. (1990). Inferential cognitive modifiability as a function of mother-child mediated learning experience (MLE) interactions among Kibbutz young children. *International Journal of Cognitive Education and Mediated Learning, 1*, 103-117.
- Tzuriel, D. & Ernst, H. (1990). Mediated learning experience and structural cognitive modifiability: Testing of distal and proximal factors by structural equation model. *International Journal of Cognitive Education and Mediated Learning, 1*, 119-135.
- Tzuriel, D. & Lifshitz, H. (1991). The effect of living at home or in institutions on the cognitive and social adaptations of retarded persons. *Society and Welfare, 11*, 127-147.
- Tzuriel, D. & Caspi, N. (1992). Dynamic assessment of cognitive modifiability in deaf and hearing preschool children. *Journal of Special Education, 26*, 235-251.

Kravetz, S., Weller, A., Tennenbaum, R., Tzuriel, D., & Mintzker, Y. (1992). Plastic surgery on children with Down syndrome: Parents perception of physical, personal, and social functioning. *Research in Developmental Disabilities, 13*, 145-156.

Skuy, M., Apter, A., Dembo, Y., Kaniel, S., & Tzuriel, D. (1992). Cognitive modifiability of adolescents with schizophrenia. *Journal of Child Psychology and Psychiatry, 33*, 583-589.

Tzuriel, D. & Eiboshitz, Y. (1992). A Structured program for visual motor integration (SP-VMI) for preschool children. *Learning and Individual Differences, 4*, 103-124.

Tzuriel, D. (1992). The dynamic assessment approach: A reply to Frisby and Braden. *Journal of Special Education, 26*, 302-324.

Tzuriel, D. (1992). Development of ego identity among Israeli Jewish and Arab adolescents. *Journal of Youth and Adolescence, 26*, 206-232.

Tzuriel, D. & Kaniel, S. (1993). Dynamic assessment of learning potential: Theoretical and empirical aspects and implications for education and treatment. *Megamot: Behavior Research Quarterly, 33*, 271-292.

Tzuriel, D. & Alfassi, M. (1994). Cognitive and motivational modifiability as a function of Instrumental Enrichment (IE) Program. *Special Services in the Schools, 8*, 91-128.

Tzuriel, D. (1996). Mediated learning experience in free-play versus structured situations among preschool low- medium- and high-SES. *Child Development and Care, 126*, 57-82.

Tzuriel, D. (1997). A novel dynamic assessment approach for young Children: Major dimensions and current research. *Educational and Child Psychology, 14*, 83-102.

Tzuriel, D. & Weiss, S. (1998). Cognitive modifiability as a function of mother-child mediated learning strategies, mothers' acceptance-rejection, and children's personality. *Early Development and Parenting, 7*, 79-99.

Tzuriel, D. (1999). Parent-child mediated learning transactions as determinants of cognitive modifiability: Recent research and future directions, *Genetic, Social, and General Psychology Monographs, 125*, 109-156.

Tzuriel, D., Kaniel, S., Zeliger, M., Friedman, A., & Haywood, H.C. (1998). Effects of the "Bright Start" program in kindergarten on use of mediated learning strategies and children's cognitive modifiability. *Child Development and Care, 143*, 1-20.

Tzuriel, D., Kaniel, S., Kanner, E., & Haywood, H.C. (1999). The effectiveness of Bright Start program in kindergarten on transfer abilities and academic achievements. *Early Childhood Research Quarterly, 114*, 111-141.

Tzuriel, D. & Kaufman, R. (1999). Mediated learning and cognitive modifiability: Dynamic assessment of young Ethiopian immigrants in Israel. *Journal of Cross-Cultural Psychology, 30*, 359-380.

Tzuriel, D. (2000). The Seria-Think instrument: A novel measure for assessment and intervention in seriation-computational domain. *School Psychology International, 20*, 173-190.

Tzuriel, D. & Samuels, M.T. (2000). Dynamic assessment of learning potential: Inter-rater reliability of deficient cognitive functions, type of mediation, and non-intellective factors. *Journal of Cognitive Education and Psychology, 1*, 1-23. (Online: HYPERLINK <http://www.iacep.coged.org/journal>).

Tzuriel, D. (2000). Dynamic assessment of young children: Educational and intervention perspectives. *Educational Psychology Review, 12*, 385-435.

Tzuriel, D. (2001). Dynamic assessment is not dynamic testing. *Issues in Education, 7*, 237-249.

Tzuriel, D., & Shamir, A. (2002). The effects of mediation on seriation thinking modifiability in computer assisted dynamic assessment. *Journal of Computer Assisted Learning, 18*, 21-32.

Haywood, H.C. & Tzuriel, D. (2002). Applications and challenges in dynamic assessment. *Peabody Journal of Education, 77*, 38-61.

Tzuriel, D. (2002). Dynamic assessment of learning potential. *Encyclopedia of Education (2nd ed.)*, 127-131. New York: McMillan Press.

Shamir, A., & Tzuriel, D. (2004). Children's mediational teaching style as a function of intervention for cross-age peer-mediation. *School Psychology International, 25*, 58-97.

Lifshitz, H. & Tzuriel, D. (2004). Durability effect of cognitive intervention program among adults with intellectual disabilities. *Journal of Cognitive Education and Psychology, 3*, 297-322.

Tzuriel, D., Haywood, H.C., & Mandel, R. (2005). Effects of the sequence and pattern unit of *Bright Start* on seriation and math problem solving among kindergarten children of Ethiopian immigrants to Israel. *Journal of Cognitive Education and Psychology, 5*, 72-88. (Online: HYPERLINK <http://www.iacep.coged.org/journal>)

Tzuriel, D. (2005). Dynamic assessment of learning potential: A new paradigm. *Transylvanian Journal of Psychology, 1*, 1-16.

Lifshitz, H., Tzuriel, D., & Weiss, I. (2005). Effects of training in conceptual versus perceptual analogies among adolescents and adults with intellectual disability. *Journal of Cognitive*

Education and Psychology, 5, 144-167 (Online: HYPERLINK <http://www.iace.coged.org/journal>).

Shamir, A., Tzuriel, D., & Rozen, M. (2006). Peer Mediation: The effects of program intervention, math level, and verbal ability on mediation style and improvement in math problem solving. *School Psychology International*, 27, 209-231.

Tzuriel, D. & Shamir, A. (2007). The effects of peer mediation with young children (PMYC) on children's cognitive modifiability. *British Journal of Educational Psychology*, 77, 143-165.

Tzuriel, D. (2007). Transfer effects of teaching conceptual versus perceptual analogies. *Journal of Cognitive Education and Psychology*, 6, 194-217.

Tzuriel D. & Egozi G. (2007). Dynamic assessment of young children's spatial abilities: The effects of gender and task characteristics. *Journal of Cognitive Education and Psychology*, 6, 218-247.

Tzuriel, D. (2007). Dynamic assessment: An integrative model for assessment of human learning and human functioning. *PsycCRITIQUES—Contemporary Psychology: APA Review of Books*. (Online: HYPERLINK http://www.psychinfo.apa.org/psycritiques/display/?artid=psq_2007_4582_1_1)

Shamir, A., Tzuriel, D., & Guy, R. (2007). Computer-supported collaborative learning: The cognitive effects of a peer mediation intervention. *Journal of Cognitive Education and Psychology*, 6, 373-394. (Online: HYPERLINK <http://www.iace.coged.org/journal>).

Isman, E. & Tzuriel, D. (2007) The mediated learning experience (MLE) in a three generational perspective. *British Journal of Developmental Psychology*, 26, 545-560.

Isman, E. & Tzuriel, D. (2008) Relationship between mother-child mediated learning experience (MLE) strategies and mothers' attachment style and mental health. *Journal of Cognitive Education and Psychology*, 7, 388-410. (Online: HYPERLINK <http://www.iace.coged.org/journal>).

Karpov, Y. & Tzuriel, D. (2009). Dynamic assessment: Progress, problems, and prospects. *Journal of Cognitive Education and Psychology*, 8, 228-237.

Tzuriel, D. & George, T. (2009). Improvement of analogical reasoning and academic achievements by the Analogical Reasoning Program (ARP). *Educational and Child Psychology*, 29, 71-93.

Tzuriel, D. & Egozi, G. (2010). Gender differences in spatial ability of young children: The effects of training and processing strategies. *Child Development*, 81, 1417-1430.

- Tzuriel, D. & Shamir, A. (2010). Mediation strategies and cognitive modifiability in young children as a function of peer mediation with young children (PMYC) program and training in analogies versus math tasks. *Journal of Cognitive Psychology and Education*, 9, 48-72.
- Tzuriel, D. & Flor-Maduel, H. (2010). Prediction of early literacy by analogical thinking modifiability among kindergarten children. *Journal of Cognitive Education and Psychology*, 9, 207-227.
- Lifshitz, H., Weiss, I., Tzuriel, D., & Tzemach, M. (2010). New model of mapping difficulties in solving analogical problems among adolescents and adults with intellectual disability. *Research in Developmental Disabilities*, 32, 326–344.
- Vakil, E., Lifshitz, H., Tzuriel, D., Weiss, I., & Arzuwan, Y. (2011). Analogies solving by individuals with and without intellectual disability: Different cognitive patterns as indicated by eye movements, *Research in Developmental Disabilities*, 32, 846–856.
- Tzuriel, D. (2011a). Revealing the effects of cognitive education programs by dynamic assessment, *Assessment in Education: Principles, Policy and Practice*, 18, 113-131.
- Tzuriel, D. (2011b). Mediated learning and cognitive modifiability. *Encyclopedia of Sciences of Learning*. (pp. 2154-2157). New York: Springer Publishing.
- Tzuriel, D. (2011c). Mediators of learning. *Encyclopedia of Sciences of Learning*. (pp. 2157-2161). New York: Springer Publishing.
- Tzuriel, D., Bengio, E., & Kashy-Rosenbaum, G. (2011). Cognitive modifiability, emotional-motivational factors, and behavioral characteristics among gifted versus non-gifted children. *Journal of Cognitive Education and Psychology*, 10, 253-279.
- Tzuriel, D. (2013). Mediated learning experience strategies and cognitive modifiability. *Journal of Cognitive Education and Psychology*, 13, 59-80.
- Tzuriel, D. & Hanuka-Levy, D. (2014). Siblings' mediated learning strategies in families with and without children with intellectual disabilities. *American Journal on Intellectual and Developmental Disabilities*, 119, 565-588. DOI: 10.1352/1944-7558-119.6.565
- Assif, T. & Tzuriel, D. (2014). Cognitive Modifiability and ego identity among adolescents. *Journal of Psychotherapy and Psychology*. Doi: 10.4172/2161-0487.1000147
- Tzuriel, D. (2014). Mediated learning experience (MLE) and cognitive modifiability: Theoretical aspects and research applications. *Transylvanian Journal of Psychology*, 10, 16-49.
- Tzuriel, D. (2014). In memoriam: Reuven Feuerstein-A giant of cognitive psychology, *Journal of Cognitive Education and Psychology*, 13, 289-291.

Tzuriel, D. (2015). Dynamiká diagnostika učebního potenciálu: Teoretcke a vyzkumne pohledy. *Psychologie Pro Praxi, 1-2*, 9-35.

Remer, D. & Tzuriel, D. (2015). "I teach better with the puppet" - Use of puppetry as a mediating tool in kindergarten education – an evaluation. *American Journal of Educational Research, 3*, 356-365.

Passig, D., Tzuriel, D. & Eshel-Kedmi, G. (2016). Improving children's cognitive modifiability by dynamic assessment in 3D Immersive Virtual Reality environments. *Computers and Education, 95*, 296-308.

Isman, E. & Tzuriel, D. (2016). Mediated learning experience strategies and religious level of Jewish women in three-generational perspective. *Megamot, 3*, 81-107

Tzuriel, D. & Groman, T. (Submitted). Dynamic assessment of figurative language of children in the autistic spectrum: The relation to some cognitive and language aspects.

Tzuriel, D. (in press). Mediated learning experience. Hebrew Encyclopedia.

Tzuriel, D. & Shamir, A (in press). Peer mediation. Hebrew Encyclopedia.

Bauminger, N., Alon, M., Brill, A., Schorr-Adelsztein, H., Tzuriel, D., Tubul, G. & Al-Yagon, M. (submitted). Social information processing among children with ASD, SLD, and typical development: The mediational role of language capacities.

Assif, T., Efrati, Y. & Tzuriel, D. (submitted). Unfolding the phenomenology of the intra-psychic sexual conflict among Jewish and Arab adolescents

Chapters in Books

Tzuriel, D. (1985). Sex role typing and ego identity components: Cross-cultural comparison of Israeli Jewish and Arabic adolescents. In I. Ryes Lagunes & Y.H. Poortinga (Eds.) *From different perspective: Studies of behavior across cultures*. LISSEE: Swets and Zeitlinger.

Tzuriel, D. & Klein, P.S. (1986). Innovations in assessment of young children's cognitive modifiability. In E. Chiger (Ed.) *Special Education and Social Handicap*. London: Freund.

Feuerstein, R., Rand, Y., Jensen, M.R., Kaniel, S., & Tzuriel, D. (1987). Prerequisites for assessment of learning potential: The LPAD model. In C.S. Lidz (Ed.) *Dynamic Assessment* (pp. 35-51). New York: Guilford.

Tzuriel, D. & Klein, P.S. (1987). Assessing the young child: Children's analogical thinking modifiability. In C.S. Lidz, (Ed.) *Dynamic Assessment* (pp. 268-282). New York: Guilford.

Tzuriel, D., Samuels, M.T., & Feuerstein, R. (1988). Non-intellective factors in dynamic assessment. In R.M. Gupta & P. Coxhead (Eds.) *Cultural Diversity and Learning Efficiency: Recent Developments in Assessment* (pp. 141-163). London: NFER - Nelson.

Jensen, M.R., Feuerstein, R., Rand, Y., Kaniel, S., & Tzuriel, D. (1988). Cultural differences and cultural deprivation: A theoretical framework for differential intervention. In R.M. Gupta & P. Coxhead (Eds.) *Cultural Diversity and Learning Efficiency: Recent Developments in Assessments* (pp. 64-88). London: NFER - Nelson.

Samuels, M., Tzuriel, D., & Malloy-Miller, T. (1989). Dynamic assessment of children with learning difficulties. In R.T. Brown & M. Chazan (Eds.) *Learning Difficulties and Emotional Problems*. Calgary, Alberta: Detselig Enterprises.

Kaniel, S., Tzuriel, D., Feuerstein, R., Ben-Shachar, N., & Eitan, T. (1990). Dynamic assessment, learning, and transfer abilities of Jewish Ethiopian immigrants to Israel. In R. Feuerstein, P.S. Klein & A. Tannenbaum (Eds.) *Mediated Learning Experience* (MLE). (pp. 179-209). London: Freund.

Tzuriel, D. (1990). Cognitive modifiability, mediated learning experience and affective-motivational processes: A transactional approach. In R. Feuerstein, P.S. Klein & A. Tannenbaum (Eds.) *Mediated Learning Experience* (MLE). (pp. 95-120). London. Freund.

Tzuriel, D. & Feuerstein, R. (1992). Dynamic group assessment for prescriptive teaching: Differential effect of treatment. In H.C. Haywood & D. Tzuriel (Eds.) *Interactive Assessment* (pp.187-206). New York: Springer-Verlag.

Tzuriel, D. & Haywood, H.C. (1992). The development of interactive-dynamic approaches for assessment of learning potential. In H.C. Haywood & D. Tzuriel (Eds.) *Interactive Assessment* (pp.3-37). New York: Springer-Verlag.

Haywood, H.C. & Tzuriel, D. (1992). The status and future of interactive assessment. In H.C. Haywood and D. Tzuriel (Eds.) *Interactive Assessment*, 503-505. New York: Springer-Verlag.

Kaniel, S. & Tzuriel, D. (1992). The mediational approach in assessment and treatment of borderline psychotic adolescents. In H.C. Haywood & D. Tzuriel (Eds.) *Interactive Assessment* (pp. 399-418). New York: Springer Verlag.

Haywood, H.C., Tzuriel, D., & Vaught. S. (1992). Psychoeducational assessment from a transactional perspective. In H.C. Haywood and D. Tzuriel (Eds.) *Interactive Assessment* (pp. 38-63). New York: Springer-Verlag.

Tzuriel, D. (1999). Validation of mediated learning experience theory by structural equation model. In D. Tzuriel (Ed.) *Mediated learning experience: Theory, research, and applications* pp.

299-316). Haifa: Ach Press, Oranim College, and the International Center for Enhancement of Learning Potential (in Hebrew).

Tzuriel, D. (1999). Dynamic assessment in young age: Research aspects. In D. Tzuriel (Ed.) *Mediated learning experience: Theory, research, and applications* (pp. 275-298). Haifa: Ach, Oranim College, College, and the International Center for Enhancement of Learning Potential (in Hebrew).

Tzuriel, D. (1999). Dynamic assessment of preschool children: Principles and measures. In D. Tzuriel (Ed.) *Mediated learning experience: Theory, research, and applications* (pp. 182-212). Haifa: Ach Press, Oranim College, and the International Center for Enhancement of Learning Potential (in Hebrew).

Tzuriel, D. (1999). Dynamic assessment of learning potential with the LPAD. In D. Tzuriel (Ed.). *Mediated learning experience: Theory, research, and applications* (pp. 71-120). Haifa: Ach Press, Oranim College, and the International Center for Enhancement of Learning Potential (in Hebrew).

Tzuriel, D. (1999). The relation between parent-child mediated learning interactions and children's cognitive modifiability. In A. Kozulin (Ed.) *The Ontogeny of cognitive modifiability: Applied aspects of mediated learning experience and instrumental enrichment*. Jerusalem: The International Center for Enhancement of Learning Potential.

Tzuriel, D. (2000a). Developmental perspectives of mediated learning experience theory. In A. Kozulin & Y. Rand (Eds.) *The experience of mediated learning*. (pp. 217-239). New York: Lawrence Erlbaum.

Tzuriel, D. (2000b). The Cognitive Modifiability Battery: Assessment and Intervention. In C.S. Lidz & J. Elliott (Eds.) *Dynamic Assessment: Prevailing models and applications* (pp. 375-406). New York: Elsevier Science.

Tzuriel, D. (2001). Dynamic Interactive Assessment of Children. In J.J.W. Andrews, H.L. Janzen, & D.H. Saklofske (Eds.) *Ability, achievement, and behavior assessment: A practical handbook*, (pp. 451-497). New York: Academic Press.

Tzuriel, D. (2002). Cognitive education: The menace and hope. In W. Resing, W. Ruijssenaars, & D. Aalsvoort (Eds.) *Learning potential assessment and cognitive training: Actual research perspectives in theory building and methodology*, (pp. 355-363). New York: JAI Press/Elsevier.

Shamir, A., & Tzuriel, D. (2002). Peer mediation: A novel model for development of mediation skills and cognitive modifiability of young children. In W. Resing, W. Ruijssenaars, & D. Aalsvoort (Eds.) *Learning potential assessment and cognitive training: Actual research perspectives in theory building and methodology*, (pp. 363-373). New York: JAI Press/Elsevier.

Tzuriel, D. (2003a). Foundations of dynamic assessment with young children. In Seng, A. S.H., Pou, L.K.H., & Seng, T.O. (Eds.) *Mediated learning experience with children: Applications across contexts*. Singapore: McGraw Hill Education (Asia).

Tzuriel, D. (2003b). Dynamic Assessment measures for young children. In Seng, A. S.H., Pou, L.K.H., & Seng, T.O. (Eds.) *Mediated learning experience with children: Applications across contexts*. Singapore: McGraw Hill Education (Asia).

Tzuriel, D. (2012). Dynamic assessment of learning potential. In Mok, M.M.C., Lee, A.Y.P., & Lau, D.C.H. (Eds.), *Assessment reform: Asia Pacific initiatives in assessment to inform learning and teaching*. New York: Springer.

Tzuriel, D. & Trabelsi, G. (2014). The Effects of the Seria-Think Program (STP) on Planning, Self-Regulation and Math Achievements among Grade 3 Children with Attention Deficit Hyperactivity Disorder (ADHD). In Papadopoulos, T. C., Parrila, R. K., & Kirby, J. R. (Eds.). *Cognition, intelligence, and achievement: A tribute to J. P. Das*. (pp. 345-367). San Diego, CA: Academic Press.

Mandel, R. & Tzuriel, D. (2013). Mathematical discourse between young children and their parents and its consequences for developing mathematical thinking. In G. Avissar and S. Reiter (Eds.) *Inclusiveness: From theory to practice* (pp. 327-346). Haifa: Ahva Publishers.

Tzuriel, D. (2015). Mediated learning experience strategies and children's cognitive plasticity. In H.S. Seng (Ed.). *Global voices in education: Ruth Wong memorial lectures* (pp. 191-199). Singapore: Springer.

In Preparation for Publication

Tzuriel, D. & Shomron, V. The effects of mother—child mediated learning strategies on cognitive modifiability and psychological resilience of children with learning disability.

Tzuriel, D. & Caspi, R. Effects of mother-child mediated learning experience (MLE) interactions and intervention for peer mediation on children's mediation style and cognitive modifiability

Stern, H., Tzuriel, D., & Disendrock, G. Understanding of causal relations and essentialness: Comparison between hearing impaired and hearing children

Tzuriel, D. & Weitz, A. Mother-child mediated learning experience (MLE) strategies and children's cognitive modifiability among very low birth weight (VLBW) and normally born weight (NBW) children.

Ongoing Research Projects

Tzuriel, D. Gender differences in development of spatial abilities.

Tzuriel, D. A novel measure of spatial thinking modifiability (SPMOD)

Tzuriel, D. & Groman, T. Cognitive modifiability in figurative language of children in the autistic spectrum

Tzuriel, D. and Trabelsi G. The Influence of Peer Mediation Program on Mediated Learning Strategies, Mathematical Discourse, Planning and Self-Regulation, and on Mathematical Performance among Students with Learning Disabilities

Plenary Sessions and Keynote Lectures in International Forums

Tzuriel, D. (July 1993). Parent-Child Mediated Learning Transactions as Determinants of Cognitive Modifiability: Recent Research and Future Directions. Plenary session at the 4th International Conference of the International Association for Cognitive Education (IACE), Nof Ginossar, Israel.

Tzuriel, D. (December 1995). Dynamic-interactive assessment of learning skills with pre-school children. Keynote paper presented at the 2nd Congress of the European Association for Mediated Learning, Madrid, Spain.

Tzuriel, D. (August 1995). La Importancia de los Primeros Anos para Desarrollar la Inteligencia y el Potencial de Aprendizaje en el Niño. Paper presented at the CEPAL (United Nations Headquarters), Santiago, Chile. Sponsored by UNICEF

Tzuriel, D. (July 1997). Plenary session on Mother-child mediated learning interactions and children's cognitive modifiability: Current research. Paper accepted for presentation at the 6th International Conference of the International Association for Cognitive Education (IACE), Stellenbosch, South Africa

Tzuriel, D. (May 1997). Keynote Speech: Dynamic assessment of preschool children: Educational, developmental, and interventional perspectives. Brown University, Providence, Rhode Island, USA

Tzuriel, D. (September, 1998). Dynamic assessment of learning potential. Human Science Research Council, Pretoria, South Africa

Tzuriel, D. (June 2001). The role of mediation in facilitating cognitive change and empowering human resiliency. Presidential address at the 8th international conference of the International Association for Cognitive Education (IACE), Jyväskylä, Finland

Tzuriel, D. (November 2002). El aprendizaje mediador como facilitador de los cambios cognitivos y optimización de la resiliencia humana. Segunda Conferencia Latinoamericana de Educación Cognitiva, Universidad Central de Chile y la International Association for Cognitive Education and Psychology (IACEPI), Santiago, Chile.

Tzuriel, D. (November 2002). Evaluacion Dinamica en el Contexto Familiar. Conferencia Latino Americana de Educacion Cognitiva, Universidad Central de Chile y la International Association for Cognitive Education and Psychology (IACEPI). Santiago, Chile.

Tzuriel, D. (November, 2008). Mediated learning experience strategies and children's cognitive plasticity. Keynote Lecture, The Ruth Wong Memorial Lecture, Asia Pacific Educational Research Association (APERA), Singapore.

Tzuriel, D. (January 2010). Mediated learning experience (MLE) strategies and children's cognitive modifiability. Conference organized by UNICEF, Chile, Diego Portales University, and Hogar de Cristo organization.

Tzuriel, D. (February 2010). Esperienza di apprendimento mediato e plasticita cognitive. Conference on Visti da Vicino: Immagini e storie di integrazione, University of Bicocca, Milan, Italy.

Tzuriel, D. (June 2010). Mediated learning experience and cognitive modifiability: 30 years of research. International Conference on Neuroplasticity and Cognitive Modifiability, Jerusalem, Israel.

Papers Presented at Scientific Conferences

Tzuriel, D. & Shaked, A. (May 1971). The self-concept among delinquent girls. The 11th Israeli Psychological Convention, Bar-Ilan University, Ramat-Gan, Israel.

Tzuriel, D. (April 1979). Exploratory behavior as a function of motivation orientation, task-imposition, age, and sex. The 16th Israeli Psychological Convention, Bar-Ilan University, Ramat-Gan, Israel.

Tzuriel, D. & Klein, M. (April 1979). Ego identity: Effects of ethnocentrism, ethnic identification, and cognitive complexity in Israeli Oriental and Western ethnic groups. The 16th Israeli Psychological Convention, Bar-Ilan University, Ramat-Gan, Israel.

Tzuriel, D., Klein, M. & Namia, M. (February 1981). Intrinsic motivation and curiosity: The relationship to SES and Gender. Israel Educational Association Convention, Bar-Ilan University, Ramat-Gan, Israel.

Tzuriel, D. (August 1981). Sex role typing and ego identity in Israeli Oriental and Western adolescents. American Psychological Association Convention, Los Angeles, CA, USA.

Tzuriel, D. (December 1981). Sex role typing and ego identity in Israeli Oriental and Western adolescents. International Interdisciplinary Congress on Women, Haifa, Israel.

Tzuriel, D. & Katznelson, D. (May 1982). Self-concept and family relations among Cystic Fibrosis and Asthmatic Children. European Working Group on Cystic Fibrosis Convention, Brussels, Belgium.

Tzuriel, D. & Klein, P.S. (July 1983). Analogical thinking modifiability among disadvantaged, regular, special education, and mentally retarded children. Fourth International Congress of the European Association for Special Education (EASE), Tel Aviv, Israel.

Golinski, H. & Tzuriel, D. (February 1983). The Gunzburg Approach in care, education rehabilitation of moderate to low mentally retarded children. Israel Educational Research Association Convention, Hebrew University, Jerusalem, Israel.

Lifshitz, H. & Tzuriel, D. (February 1983). Cognitive modifiability and social competence among institutional mentally retarded persons versus mentally retarded persons living at home. Israel Educational Research Association Convention. Hebrew University, Jerusalem, Israel.

Tzuriel, D. & Klein, P. (August 1983). Development of measure of children's analogical thinking modifiability. American Psychological Association Convention, Anaheim, CA, USA.

Tzuriel, D. (August 29 - September 1, 1983). Sex role typing and ego identity components: Cross-cultural comparison of Israeli, Jewish and Arabic Adolescents. Paper presented at the 7th International Congress of Cross-Cultural Psychology. Acapulco, Mexico.

Tzuriel, D. & Feuerstein, R. (September 1984). Dynamic assessment for prescriptive teaching: Differential effects of treatments. Paper presented at the 23rd International Congress of Psychology, Acapulco, Mexico.

Tzuriel, D. (May 30-31, 1985). Dynamic assessment of cognitive functions. Symposium on Down syndrome and Related Conditions. Foothills Hospital, Calgary, Canada.

Tzuriel, D. (May 30-31, 1985). Learning potential. Symposium on Down syndrome and related Conditions. Foothills Hospital, Calgary, Canada.

Tzuriel, D. (July 1986). Motivational and personality determinants of cognitive modifiability. Paper presented at the 21st International Congress of Applied Psychology, Jerusalem, Israel.

Tzuriel, D. & Eiboshitz, Y. (July 1986). Structured program of visual motor integration (SP-VMI) for preschool children. Paper presented at the 21st International Congress of Applied Psychology, Jerusalem, Israel.

Tzuriel, D. & Bar-Joseph, H. (July 1986). Identity development and suicidal tendencies in adolescence: Implications for assessment, prevention, and psychotherapy. Paper presented at the 21st International Congress of Applied Psychology, Jerusalem, Israel.

Tzuriel, D. & Klein, P.S. (July 13-17, 1986). The dynamic method: A different approach to decision-making about cognitive modifiability of young children. Paper presented at the 28th World Congress of OMEP, Jerusalem.

Tzuriel, D. & Klein, S. (July 1986). The learning potential assessment device (LPAD): A dynamic approach with optimal arousal of motivation and reduction of anxiety. Paper presented at Society for Test Anxiety Research (STAR), 7th Annual Meeting, Jerusalem, Israel.

Tzuriel, D. (July 1986). Non-intellective factors in dynamic assessment. Paper presented at the First International Conference on Mediated Learning Experience, Jerusalem, Israel.

Tzuriel, D. & Alfasi, M. (March 1987). Cognitive and motivational change as a function of Instrumental Enrichment and initial cognitive modifiability. Paper presented at the 21st Convention of the Israeli Psychological Association, Tel Aviv.

Tzuriel, D. & Birger, R. (March 1987). Communication styles in the family, ego identity at adolescence and adolescents' reaction to death. Paper presented at the 21st Convention of the Israeli Psychological Association, Tel Aviv, Israel..

Tzuriel, D. & Bar-Joseph, H. (March 1987). Ego identity and suicidal inclinations at adolescence. Paper presented at the 21st Convention of the Israeli Psychological Association, Tel Aviv, Israel.

Kaniel, S. Feuerstein, R., Tzuriel, D., Ben-Shachar, N., & Eitan, T. (March 1987). Cognitive modifiability of Ethiopian immigrants Jews. Paper presented at the 21st Convention of the Israeli Psychological Association, Tel-Aviv, Israel.

Samuels, M.T., Tzuriel, D., & Malloy-Miller, T. (April 1987). Dynamic assessment of children with learning difficulties. Paper presented in the Society for Research in Child Development, San Antonio, USA.

Samuels, M.T., Tzuriel, D., & Malloy-Miller, T. (July 1987). Dynamic assessment of learning potential. Paper presented at the 48th Annual Convention of the Canadian Psychological Association, Vancouver, BC, Canada.

Tzuriel, D. & Alfassi, M. (August 1987). Cognitive and motivational modifiability as a function of Instrumental Enrichment. Paper presented at the 95th Annual Convention of the American Psychological Association, New York, USA.

Tzuriel, D. & Klein, P.S. (February 1988). Dynamic assessment of analogical thinking modifiability of kindergarten children by the CATM test. Paper presented at the 8th Convention of Israel Education Research Association. Tel Aviv, Israel.

Tzuriel, D. (July 1988). A new method of assessing young children's cognitive modifiability: The CATM test. Paper presented at the 1st Conference on Individual Differences: Psychological, Educational and Neurological Implications, Tel-Aviv, Israel.

Samuels, M. & Tzuriel, D. (July 1988). Patterns of mediation during dynamic assessment. Paper presented at the 1st International Convention on Individual Differences: Psychological, Educational, and Neurological Implications. Tel Aviv, Israel.

Tzuriel, D. (February 1989). Validation of the structural cognitive modifiability (SCM) theory by structural equation model (SEM). Paper presented at the First Convention of LISREL Applications in Social Sciences, Bar-Ilan University, Ramat-Gan, Israel.

Tzuriel, D. (February 1989). Confirmatory factor analysis of the Intrinsic versus Extrinsic Orientation scale. Paper presented at the First Convention of LISREL Applications in Social Sciences, Bar-Ilan University, Ramat-Gan, Israel.

Tzuriel, D. (August 1989). Inferential thinking modifiability of young advantaged and disadvantaged children. Paper presented at the 2nd International Convention on Mediated Learning Experience, Knoxville, TN, USA.

Tzuriel, D. (August 1989). Dynamic assessment of preschool children. Workshop presented at the 2nd International Convention on Mediated Learning Experience, Knoxville, TN, USA.

Tzuriel, D. & Eran, Z. (August 1989). Inferential cognitive and modifiability as a function of mother-child mediated learning experience interactions among Kibbutz young children. Paper presented at the 2nd International Convention on Mediated Learning Experience, Knoxville, TN, USA.

Tzuriel, D. & Ernst, D. (August 1989). Mediated learning experience and structural cognitive modifiability: Testing the distal and proximal factors by structural equation model. Paper presented at the 2nd International Convention on Mediated Learning Experience, Knoxville, TN, USA.

Tzuriel, D. (August 1989). Workshop on preschool measures of dynamic assessment. Summer Institute of the Learning Centre, Calgary, Alberta, Canada.

Tzuriel, D. (March 1990). Structural cognitive modifiability through mediated learning experience. Paper presented at the Special Education Association (SEA) Conference of British Columbia, Victoria, BC, Canada.

Tzuriel, D. & Eiboshitz, Y. (July 1990). Structured program of visual motor integration for preschool children. Paper presented at the Second Conference of International Association of Cognitive Education (IACE), Mons, Belgium.

Tzuriel, D., Menashe, B. & Shemesh, D. (July 1990). The Thinking and Learning Abilities Program (TLAP). Paper presented at the Second Conference of International Association for Cognitive Education (IACE), Mons, Belgium.

Tzuriel, D. (May 1990). The effects of distal and proximal factors (mediated learning experience) on cognitive modifiability. Paper presented at the 3rd Annual Conference of British Columbia Student Services Connections '90. Simon Fraser University, Vancouver, BC, Canada.

Tzuriel D., Ernst, H., & Eran, Z. (January 1991). The relation between mother-child mediated learning experience interactions and cognitive modifiability: Summary of recent research. Paper presented at 9th Convention of the Israeli Educational Research Association, Ramat-Gan, Israel.

Tzuriel, D. & Gross, A. (February 1992). Achievements in Talmud as a function of teacher's mediational strategies and attitudes towards cognitive modifiability, and students' intellectual skills and motivational orientation. Paper presented at the Third International Conference on Cognitive Education: Models of Cognitive Instruction of the International Association for Cognitive Education. Riverside, CA, USA.

Kaniel, S. & Tzuriel, D. (February 1992). Educating non-literate immigrants: Conclusions and applications of research on Ethiopian Jews in Israel. Paper presented at the Third International Conference on Cognitive Education: Models of Cognitive Instruction of the International Association for Cognitive Education. Riverside, CA, USA.

Tzuriel, D. & Kaniel, S. (February 1992). Cognitive Curriculum for Young Children (CCYC): Implementation of the CCYC in Israel. Paper presented at the Third International Conference on Cognitive Education: Models of Cognitive Instruction of the International Association for Cognitive Education. Riverside, CA, USA.

Tzuriel, D. & Oster, H. (February 1992). Mediated learning experience in free versus structured situations among preschool children of low- medium-, and high-SES. Paper presented at the Third International Conference on Cognitive Education: Models of Cognitive Instruction of the International Association for Cognitive Education. Riverside, CA, USA.

Tzuriel, D. (February 1992). Dynamic assessment of learning potential: Is it domain specific or generalized? Paper presented at the Third International Conference on Cognitive Education: Models of Cognitive Instruction of the International Association for Cognitive Education. Riverside, CA, USA.

Bar-Joseph, H. & Tzuriel, D. (June 1992). Prediction of adolescents' gender differences in suicidality by ego identity and self-concept. Paper presented at the 4th European Symposium on Suicidal Behavior, Odense, Denmark.

Tzuriel, D. & Ernst, H. (July 1992). Cognitive modifiability as a function of mediated learning, SES-level and situation. Paper presented at the 25th International Congress of Psychology, Brussels, Belgium.

Tzuriel, D. (July 1992). Dynamic assessment (DA) of learning potential: Domain specific or generalized? Paper presented at the 25th International Congress of Psychology, Brussels, Belgium.

Tzuriel, D. (July 1992). Ego identity and emotional disturbance at adolescence. Paper presented at the 25th International Congress of Psychology, Brussels, Belgium.

Tzuriel, D. (February 1993). Dynamic assessment of learning potential among preschool Ethiopian immigrants to Israel. Paper presented at the Society for Cross Cultural Research (SCCR), Washington. DC, USA.

Tzuriel, D. (February 1993). Dynamic assessment of preschool children. Paper presented at the National Institute of Child Health and Human Development (NICHD), Washington. DC, USA.

Tzuriel, D. (July 1993). The Effectiveness of Bright Start Program: A Follow-up Study on Israeli Grade 1 Children. Paper presented at the 4th Conference of the International Association for Cognitive Education (IACE), Nof Ginossar, Israel.

Tzuriel, D. (July 1993). Cognitive Modifiability of Ethiopian Immigrant Children to Israel. Paper presented at the 4th Conference of the International Association for Cognitive Education (IACE), Nof Ginossar, Israel.

Tzuriel, D. (December 1993). The Bright Start Program: Follow-up study with grade-1 disadvantaged children. Paper presented in the Second International Conference Promoting and Expanding Opportunities in Jewish Special Education, Tel-Aviv, Israel.

Tzuriel, D. (March 1994). Using cognitive approaches as cognitive tools for integration of children from diverse cultures in Israel. Paper presented the Conference on Individual Differences and Educational Excellence, Touro College, New York, USA.

Tzuriel, D. & Kaniel, S. (March 1994). Bright Start program in Israel: Immigrant, "culturally deprived" children. Paper presented at the 27th Annual Gatlinburg Conference on Research and theory in MR/DD. Gatlinburg, TN, USA.

Tzuriel, D. & Schanck, T. (March 1994). The effects of mediated learning experience (MLE) within dynamic-interactive group testing on impulsivity reflectivity. Paper presented at the 27th Annual Gatlinburg Conference on Research and theory in MR/DD. Gatlinburg, TN, USA.

Tzuriel, D. (July 1994). A novel dynamic-interactive approach in assessment of learning skills with preschool children. International Conference of Applied Psychology, Madrid, Spain.

Tzuriel, D. & Schanck, T. (July 1994). Assessment of learning potential and reflectivity-impulsivity dimension. Paper presented at the International Conference of Applied Psychology, Madrid, Spain.

Tzuriel, D. (July 1994). Cognitive functioning and assessment of Ethiopian immigrant children in Israel. Paper presented in a Symposium on Cognitive Education: Individuals with learning difficulties chaired by J.P. Das International Conference of Applied Psychology, Madrid, Spain.

Tzuriel, D., Kaniel, S. & Yehudai, M. (July 1994). Mediated learning experience (MLE) interactions among Ethiopian immigrant and Israeli-born mothers. Paper presented at 12th International Congress of the International Association for Cross-Cultural Psychology, Pamplona, Spain.

Tzuriel, D. (August 1994). Dynamic assessment of learning potential. Workshop presented at the APA Convention for Division 33, Los Angeles, CA, USA.

Tzuriel, D. & Even-Chen, B. (August 1994). The influence of life events, family functioning, perception of competence, and ego identity on suicidal tendencies of adolescents. Paper presented at the APA Convention Division 7, Los Angeles, CA, USA.

Tzuriel, D. (July 1995). Dynamic approach to assessment of learning. Paper presented at the XVIII International School Psychology Colloquium, Dundee, Scotland.

Tzuriel, D. (July 1995). Dynamic nature of teaching and learning. Paper presented at the XVIII International School Psychology Colloquium, Dundee, Scotland.

Tzuriel, D. (December 1995). Panel discussion on heredity, environment and modifiability. Paper presented at the 2nd Congress of the European Association for Mediated Learning, Madrid, Spain.

Tzuriel, D. (November 1996). The Parent-child mediated learning interactions and children's cognitive modifiability. Paper presented at the North American Branch of the International Association for Cognitive Modifiability, Vancouver, BC, Canada.

Tzuriel, D. (March 1997). The Parent-child mediated learning interactions and children's cognitive modifiability. Paper presented at the North American Branch of the International Association for Cognitive Modifiability, Vancouver, BC, Canada.

Tzuriel, D. (February 1997). Can we change intelligence? The sky is the limit. Paper invited by the Board of Jewish Education for the Inter-School Professional Development Day, Toronto, ONT, Canada.

Tzuriel, D. (March 1997). Mediated learning strategies and children's cognitive modifiability: Theoretical aspects and current research. The Second Conference on the Teaching of Intelligence, IRI-Skylight, Vancouver, BC, Canada.

Tzuriel, D. (April 1997). Program for enhancement of ego identity (PEEI). Paper presented at the Society for Research on Child Development (SRCD), Washington, DC, USA

Tzuriel, D. (May 1997). Mother-child mediated learning interactions and children's cognitive modifiability among very low birth weight and normally born children. Paper presented at 103rd Conference of the American Association for Mental Retardation (AAMR), New York, USA.

Tzuriel, D. (July 1997). Chairman and presenter of a symposium on the Cognitive Modifiability Battery (CMB): Assessment and Intervention. Symposium and paper accepted for presentation at the 6th Conference of the International Association for Cognitive Education (IACE), Stellenbosch, South Africa.

Tzuriel, D., & Weitz, A. (May 1998). Mother-child mediated learning experience (MLE) strategies and children's cognitive modifiability among very low birth weight (VLBW) and normally born weight (NBW) children. The 2nd International Conference, Beit Issie Shapiro, Jerusalem, Israel.

Shamir, A. & Tzuriel, D. (June 1999). Peer-mediation with young children: The effects of intervention on children's mediational teaching style and cognitive modifiability. Paper presented at the 7th Conference of the International Association for Cognitive Education (IACE), Calgary, AB, Canada.

Tzuriel, D. & Hatzir, A. (June 1999). The effects of mediational strategies of fathers and mothers and amount of time they spent with their young children on children's cognitive modifiability. Paper presented at the 7th Conference of the International Association for Cognitive Education (IACE), Calgary, AB, Canada.

Tzuriel, D. & Shamir, A. (June 1999). Computer-Assisted Dynamic Assessment of Seriation Thinking. Paper presented at the 7th Conference of the International Association for Cognitive Education (IACE), Calgary, AB, Canada.

Shamir, A., Tzuriel, D., & Rosen, M. (June 2001). The effects of peer mediation with young children (PMYC) program and children's verbal ability on mediational teaching style and performance on math problems among children of high- versus low- verbal ability. Paper presented at the 8th International Conference of the International Association for Cognitive Education (IACE), Jyväskylä, Finland.

Tzuriel, D. & Galinka, E. (June 2001). Effects of teaching in perceptual and conceptual analogies on analogical cognitive modifiability among 4- and 5-years old kindergarten children. Paper presented at the 8th International Conference of the International Association for Cognitive Education (IACE), Jyväskylä, Finland.

Tzuriel, D. (June 2001). Prediction of auditory associations and expressive language processing by pre- and post-teaching scores of conceptual and perceptual analogies. Paper presented at the 8th International Conference of the International Association for Cognitive Education (IACE), Jyväskylä, Finland.

Tzuriel, D. & Egozi, G. (June 2001). Gender differences in spatial abilities of young children: The effects of learning and task dimensions. Paper presented at the 8th International Conference of the International Association for Cognitive Education (IACE), Jyväskylä, Finland.

Tzuriel, D. (July 2002). Dynamic Assessment of Young Children: Developmental and Educational Applications. Symposium presented at the XXV International Congress of Applied Psychology, Singapore.

Tzuriel, D. (July 2002). Evaluation of Cognitive Education Programs by Dynamic Assessment Approach. Paper presented at the XXV International Congress of Applied Psychology, Singapore.

Tzuriel, D. (July 2003). *A constructivist approach to dynamic assessment: Construction analogies version of the CCPAM*. Paper presented at the 9th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Washington, Seattle, WA, USA.

Tzuriel, D. Weiss, I., & Yosef, L. (July 2003). *Mediation of construction versus closed analogies: Which modality is more effective for causing cognitive change?* Paper presented at the 9th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Washington, Seattle, WA, USA.

Lifshitz, H. Tzuriel, D., & Weiss, I. (July 2003). *Conceptual and perceptual analogies among adolescents and adults with intellectual disability*. Paper presented at the 9th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Washington, Seattle, WA, USA.

Tzuriel, D. & Flor-Maduel (July 2003). *Cognitive modifiability in conceptual and perceptual analogies and emergent writing*. Paper Presented at the 9th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Washington, Seattle, WA, USA.

Tzuriel, D. & Zilber, D. (July 2003). *Prediction of readiness for math by conceptual and perceptual analogies*. Paper presented at the 9th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Washington, Seattle, WA, USA.

Tsemach, O. & Tzuriel, D. (July 2003). *Prediction of Ego Identity by Cognitive Modifiability, and Modifiability of Emotional Intelligence among Adolescents*. Paper presented at the 9th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Washington, Seattle, WA, USA.

Tzuriel, D. (November 2004). Valutazione statica e valutazione dinamica: Un cambiamento di paradigma nei modelli e nelle practice di assessment, Università degli Studi di Milano Bococca, Facoltà di Scienze della Formazione, Milano, Italy.

Isman, E. & Tzuriel, D. (July 2005). The effect of well-being, attachment patterns, and religious orientation on the quality of mediated interaction in a three generational perspective. Paper

presented at the 10th International Conference of the International Association for Cognitive Education and Psychology (IACEP) University of Durham, Durham, United Kingdom.

Tzuriel D., Shamir, A., & Balbul, Z. (July 2005). The effects of peer mediation in specific versus general domains on mediation teaching style and cognitive modifiability among young mediators and learners. Paper presented at the 10th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Durham, Durham, United Kingdom.

Caspi, R. & Tzuriel, D. & Shamir, S. (July 2005). The effects of mother-child mediated learning strategies and peer mediation program on cognitive modifiability among young children. Paper presented at the 10th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Durham, Durham, United Kingdom.

Bengio, E. & Tzuriel, D. (July 2005). Identifying potential of giftedness in young children by dynamic assessment and emotional intelligence measures. Paper presented at the 10th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Durham, Durham, United Kingdom.

Stern, H. Tzuriel, D. & Diesendruck, G. (July 2005). Causal understanding: Comparison between hearing impaired and hearing children. Paper presented at the 10th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Durham, Durham, United Kingdom.

Margaliot, A., Tzuriel, D. & Passig, D. (July 2005). A model for training the melioration cognitive skill. Paper presented at the 10th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Durham, Durham, United Kingdom.

Tzuriel, D. (May 2006). Dynamic assessment of learning potential. Paper presented at the conference of the Educational Research Association of Singapore (ERAS), Singapore.

Tzuriel, D. (May 2006). Peer-Mediation for Young Children (PMYC) program: The effects on mediation teaching strategies and cognitive modifiability. Paper presented at the conference of the Educational Research Association of Singapore (ERAS), Singapore.

Diesendruck, G., Stern H., Tzuriel, D., & HaLevi, H. (April 2007). The benefits and costs of learning to map language onto categories. Paper presented in the biennial meeting of the Society for Research on Child Development (SRCD), Boston MA, USA.

Weitz, A. & Tzuriel, D. (July, 2007). The Relationship between Mediated Learning Strategies in Mother-Child Interactions and Personality, Behavior, Temperament, and Cognitive Skills of 8—9:6 Year Old Children Born with Very Low Birth Weight. Paper presented at the 11th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Tennessee, Knoxville, TN, USA.

Levi, D. & Tzuriel, D. (July, 2007). Mother-Child and Sibling Mediated Learning Strategies in Families with an Intellectually Disabled Child: The Effects of Sibling Attachment and Sibling Relationships. Paper presented at the 11th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Tennessee, Knoxville, TN, USA.

Bettan, F. & Tzuriel, D. (July, 2007). Cognitive and Behavioral Outcomes of Mother-Child Mediated Learning Experience Strategies among ADHD Children: Links with Parental, Contextual, and Child Characteristics. Paper presented at the 11th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Tennessee, Knoxville, TN, USA.

Isman, E. & Tzuriel, D. (April, 2008). Religious orientation and the mediated learning experience in a three generational perspective. Paper presented at the International Conference of Promoting Jewish Literacy in Educational Settings, University of Maryland, College Park, Maryland, USA.

Tzuriel, D. (November, 2008). The role of non-intellective factors in dynamic assessment. Paper presented at the 20th Anniversary Conference of the International Association for Cognitive Education, Lake Louise, Canada.

Tzuriel, D. & Shomron, V. (July, 2009). Cognitive modifiability and psychological resilience: The effects of mother-child mediated learning experience (MLE) and home supportiveness among learning disabled children. Paper presented at the 12th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Osnabrück, Germany.

Tzuriel, D. & Rokach, G. (July, 2009). Sibling's mediated learning strategies in Jewish families with many versus few children: The relation to home support and religious orientation and their effects on cognitive modifiability. Paper presented at the 12th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Osnabrück, Germany.

Mandel, R. & Tzuriel, D. (July, 2009). Mathematical discourse and mediated learning experience (MLE) strategies in parent-child interaction: The relation to mathematical thinking among young children. Paper presented at the 12th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Osnabrück, Germany.

Bengio, E. & Tzuriel, D. (2009). Emotional intelligence, behavioral characteristics, and level of mediation during dynamic assessment among gifted versus non-gifted children and their effects on cognitive modifiability. Paper presented at the 12th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Osnabrück, Germany.

Valdman, S. & Tzuriel, D. (July 2009). The development of proverbial understanding as a function of analogical, metaphoric, and verbal abilities. Paper presented at the 12th International Conference of the International Association for Cognitive Education and Psychology (IACEP), University of Osnabrück, Germany.

Tzuriel, D. & Rokach, G. (December 2010). Mediated learning experience as a vital mechanism enhancing cognitive modifiability in large versus small families. Paper presented at the 6th International Conference of the Israeli Association for Research in Jewish Education: Challenges in Jewish Education: Cultural Vitality, Bar Ilan University.

Kashy, G. & Tzuriel D. (July 2011). The relation of cognitive and emotional-motivational factors to cognitive modifiability among students with low school achievements. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA

Trabelsi, G. & Tzuriel, D. (July 2011). Intervention for enhancement of planning and self-regulation in math problems among third grade students with ADHD. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA

Eshel-Kedmi, G., Tzuriel, D. and Passig, D. (July 2011). Dynamic assessment in computerized 3D virtual reality environment: effects on cognitive modifiability. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA

Lifshitz, H., Weiss, I., Tzuriel, D., & Tzemach, M. (July 2011). New model of mapping difficulties in solving analogical problems among adolescents and adults with intellectual disability. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA

Vakil, E., Lifshitz, H., Tzuriel, D., Weiss, I., & Arzuwan, Y. (July 2011). Analogies solving by individuals with and without intellectual disability: Different cognitive patterns as indicated by eye movements. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA

Yosef, L. & Tzuriel, D. (July 2011). The influence of intervention for analogical reasoning on metaphoric thinking of kindergarten children. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA

Tzuriel, D. & George, T. (July 2011). Improvement of analogical reasoning and academic achievements by the Analogical Reasoning Program (ARP). Paper presented at the 11th

conference of the International Association for Cognitive Education and Psychology, Boston MA, USA.

Remer, R. & Tzuriel, D. (July 2011). The effects of intervention using puppets with kindergarten learning disabled children on teachers mediated learning strategies and children's motivation and emergent literacy. Paper presented at the 11th conference of the International Association for Cognitive Education and Psychology, Boston MA, USA.

Tzuriel, D. & Groman, T. (August 2012). Proverbial understanding, local coherence, and metaphorical thinking of children in the autistic spectrum. Paper presented at the International Autism Conference, Icare4Autism, Jerusalem, Israel.

Tzuriel, D. & Groman, T. (September, 2012). Proverbial understanding, metaphorical thinking and local coherence of children in the autistic spectrum. Paper presented at the Fourth Annual Conference of Keshet Centre, Ramat Gan, Israel.

Siman-Tov, Y. & Tzuriel, D. (August, 2012). Suicide narratives study of school age children and adolescents who committed suicide, ESSSB14

Bauminger-Zviely, N., Alon, M., Brill, A., Schorr Adelsztein, H., & Tzuriel, D. (April, 2013). Language in Socio-Cognitive Capabilities among School-Age Children with HFASD, LD and TYP: Social Information Processing, Executive Function and Theory of. Poster presented at the Biennial meeting of the Society for Research on Child Development, Seattle, Washington.

Bauminger-Zviely, N., Alon, M., Brill, A., Schorr Adelsztein, H., & Tzuriel, D. (May, 2013). Language in Socio-Cognitive Capabilities among School-Age Children with HFASD, LD and TYP: Social Information Processing, Executive Function and Theory of. Paper presented at the International Conference for Autism (IMFAR), San Sebastian, Spain.

Tzuriel, D. & Groman, T. (June 2013). Proverbial understanding, metaphorical thinking and local coherence of children in the autistic spectrum. Paper presented at the 12th conference of the International Association for Cognitive Education and Psychology, Leiden, The Netherlands.

Tzuriel, D., Schorr-Edelshtein, H. & Bauminger, N. (June 2013). Emotional understanding modifiability among children with learning disability. Paper presented at the 12th conference of the International Association for Cognitive Education and Psychology, Leiden, The Netherlands.

Klung, T., Isman, E. & Tzuriel, D. (June, 2013). The effects of intervention for classification on the development of classification, verbal conceptualization and analogical reasoning among children with developmental language delays. Paper presented at the 12th conference of the International Association for Cognitive Education and Psychology, Leiden, The Netherlands.

Trabelsi, G. & Tzuriel, D. (April, 2014). The Influence of peer mediation with children (PMC) program on executive functions, mathematical performance and discourse, and mediated learning strategies, among adolescents with learning disabilities. Paper presented at the international conference of To see Beyond Disability: YAI, New York.

Passig, D. Tzuriel, D. & Eshel-Kedmi, G. (July, 2014). Improving children's cognitive modifiability through mediated learning and Dynamic Assessment within 3D Immersive Virtual Reality environments. KEYCIT - Key Competencies in Informatics and ICT, Potsdam, Germany.

Tzuriel, D., Trabelsi, G. & Kashy-Rosenbaum, G. (July 2015). The effects peer mediation with children in math program (PMC-M) on mediated learning strategies, mathematical discourse, executive functions and math performance among adolescents with learning disabilities. Paper presented at the 13th conference of the International Association for Cognitive Education and Psychology, Athens, Greece.

Tzuriel, D. & Caspi, R. (July 2015). Children's mediated learning strategies and cognitive modifiability: The relation to mother-child interaction and intervention for peer mediation. Paper presented at the 13th conference of the International Association for Cognitive Education and Psychology, Athens, Greece.

Isman, E.B. & Tzuriel, D. (July 2015). The relationships between mothers' mental health, mother-child mediated learning experience (MLE) strategies and child's cognitive modifiability. Paper presented at the 13th conference of the International Association for Cognitive Education and Psychology, Athens, Greece.

Tzuriel, D., Rotem, S. & Kashy-Rosenbaum, G. (July 2015). Mediated learning experience (MLE) strategies and discourse quality in mother-child and teacher-child interactions with kindergarten children: Effects on children's cognitive modifiability. Paper presented at the 13th conference of the International Association for Cognitive Education and Psychology, Athens, Greece.

Passig, D., Tzuriel, D. & Eshel-Kedmi, G. (October 2015). Improving children's cognitive modifiability by dynamic assessment in 3d immersive virtual reality environments. The Asian Conference on Technology in the Classroom, Kobe, Japan