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Phase 1

Clarify and Evaluate
Referral Question

Phase 2

Conduct Clinical and
Collateral Interviews

Phase 3

Develop Hypotheses

Phase 4

Select Tests

Phase 5

Gather Test Evidence

Phase 6

Reject
Hypotheses

Modify
Hypotheses

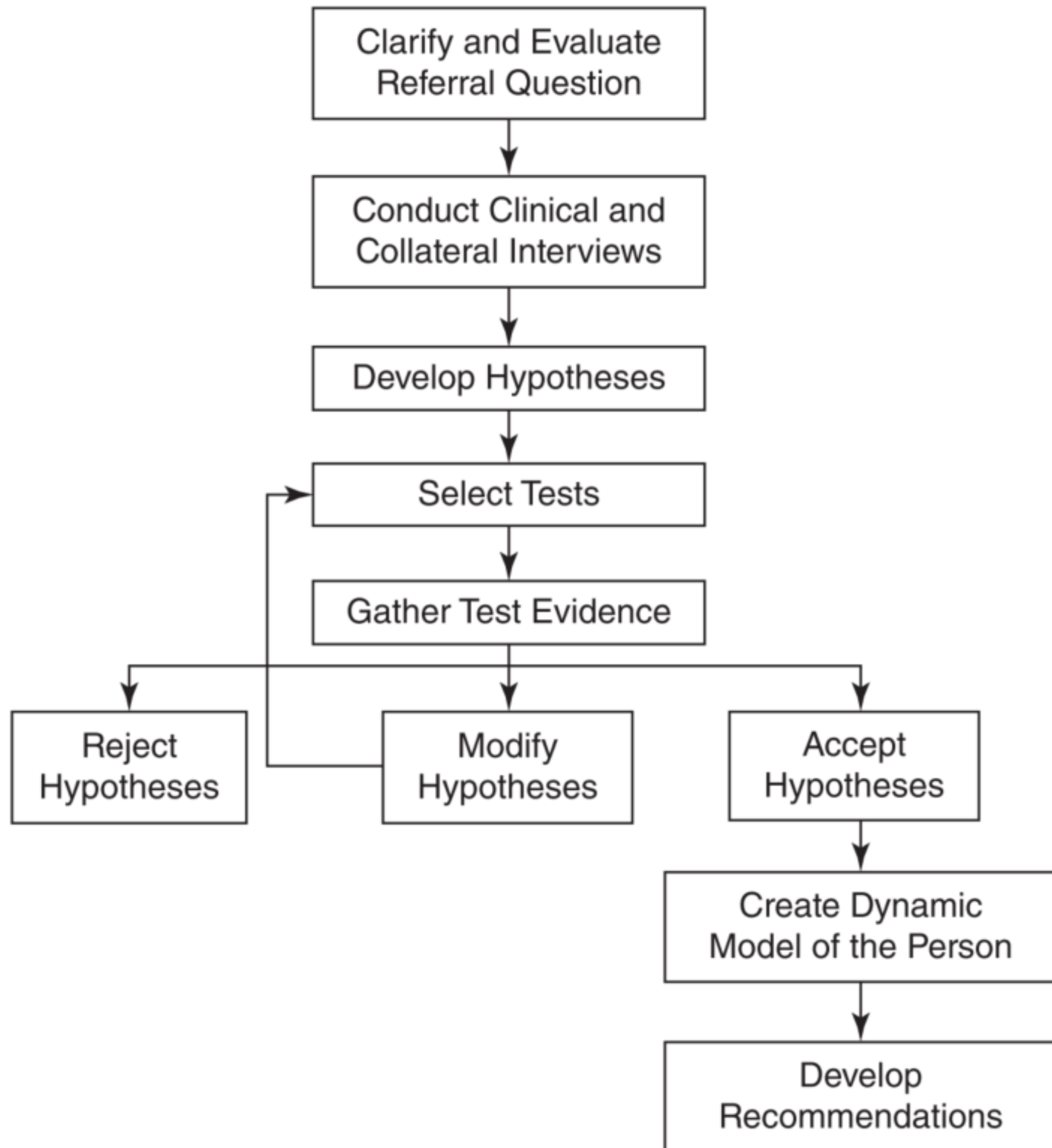
Accept
Hypotheses

Phase 7

Create Dynamic
Model of the Person

Phase 8

Develop
Recommendations

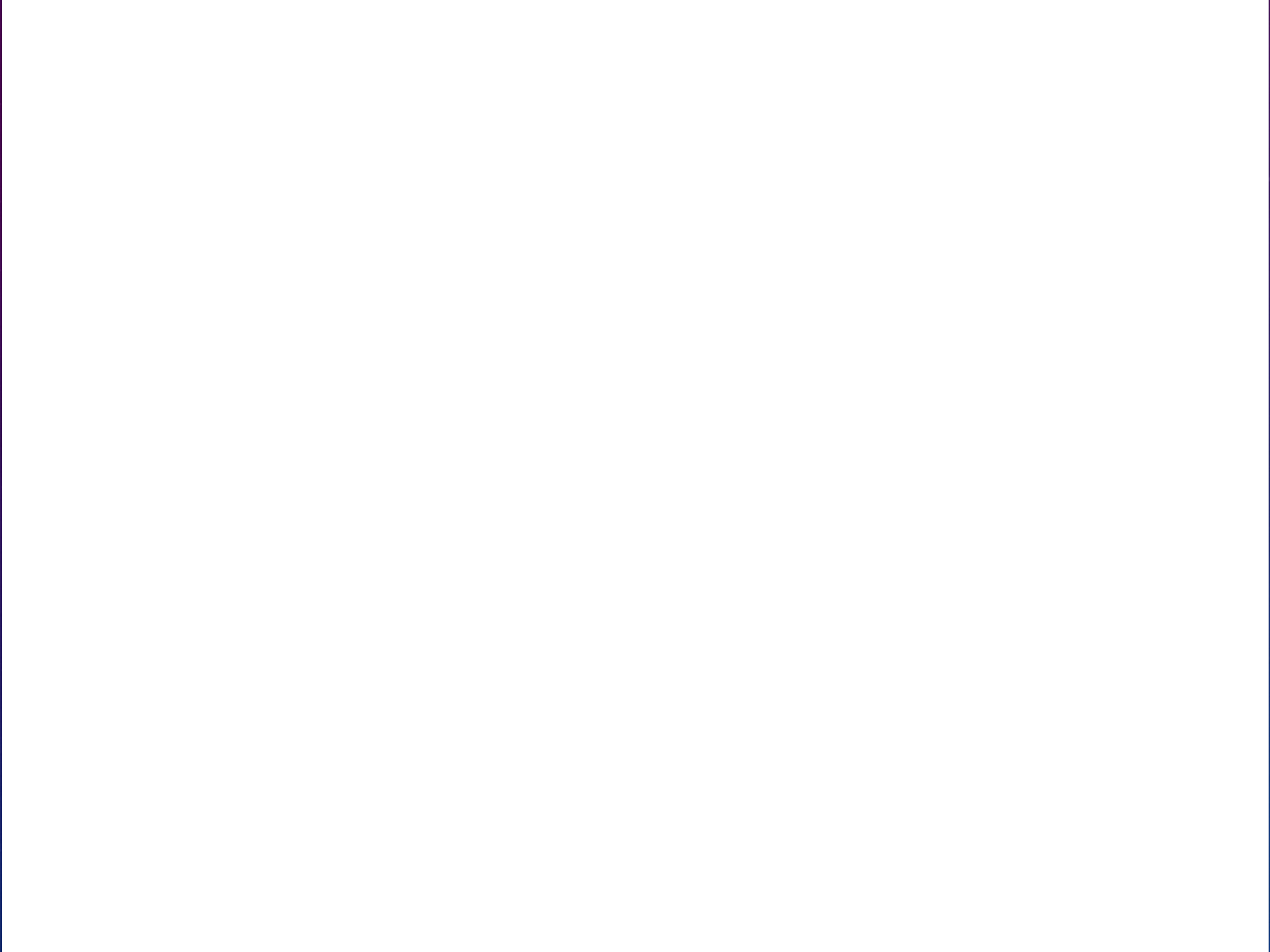


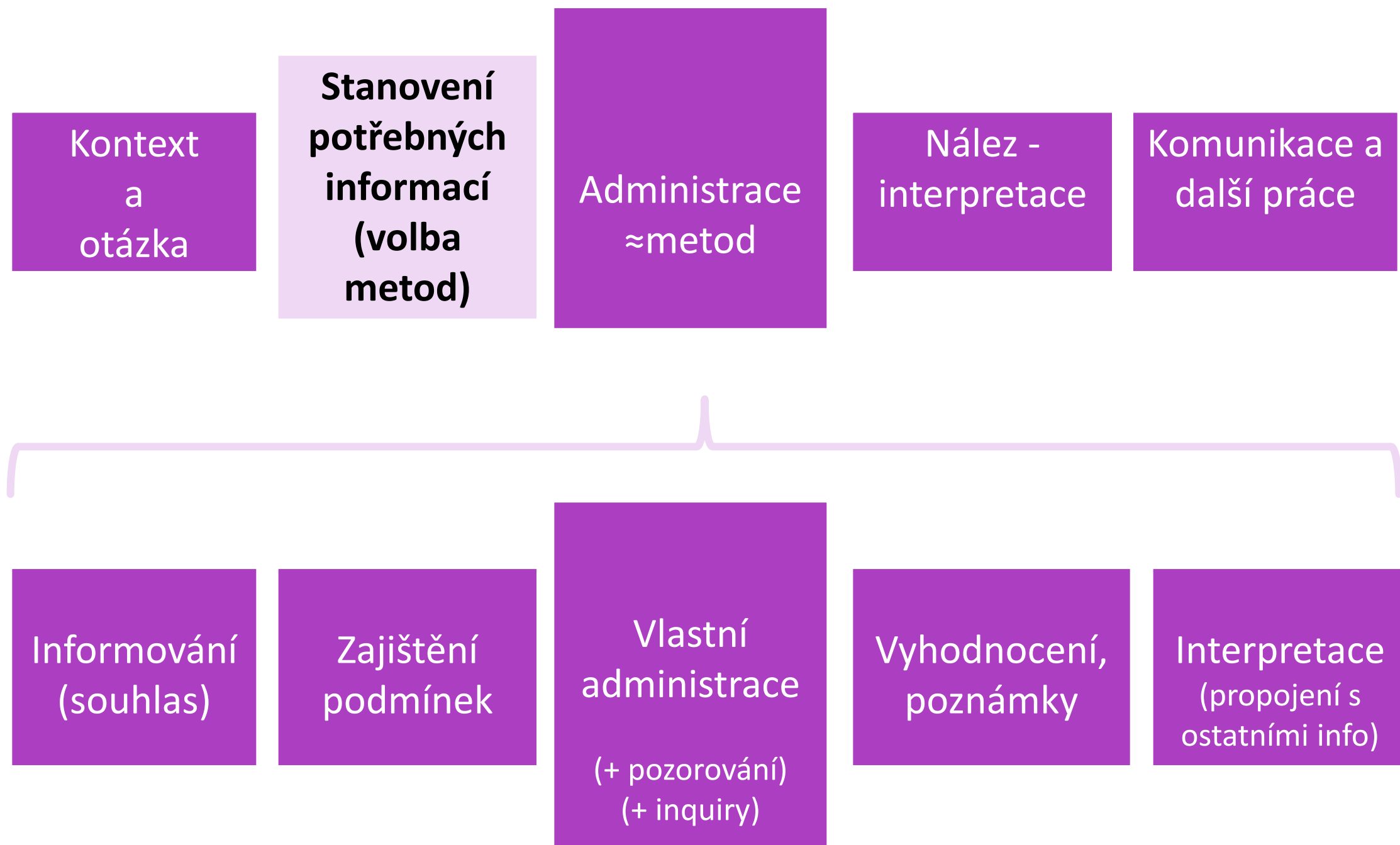


oč tu obvykle, obecně jde?

oč komu jde v tomto případě?

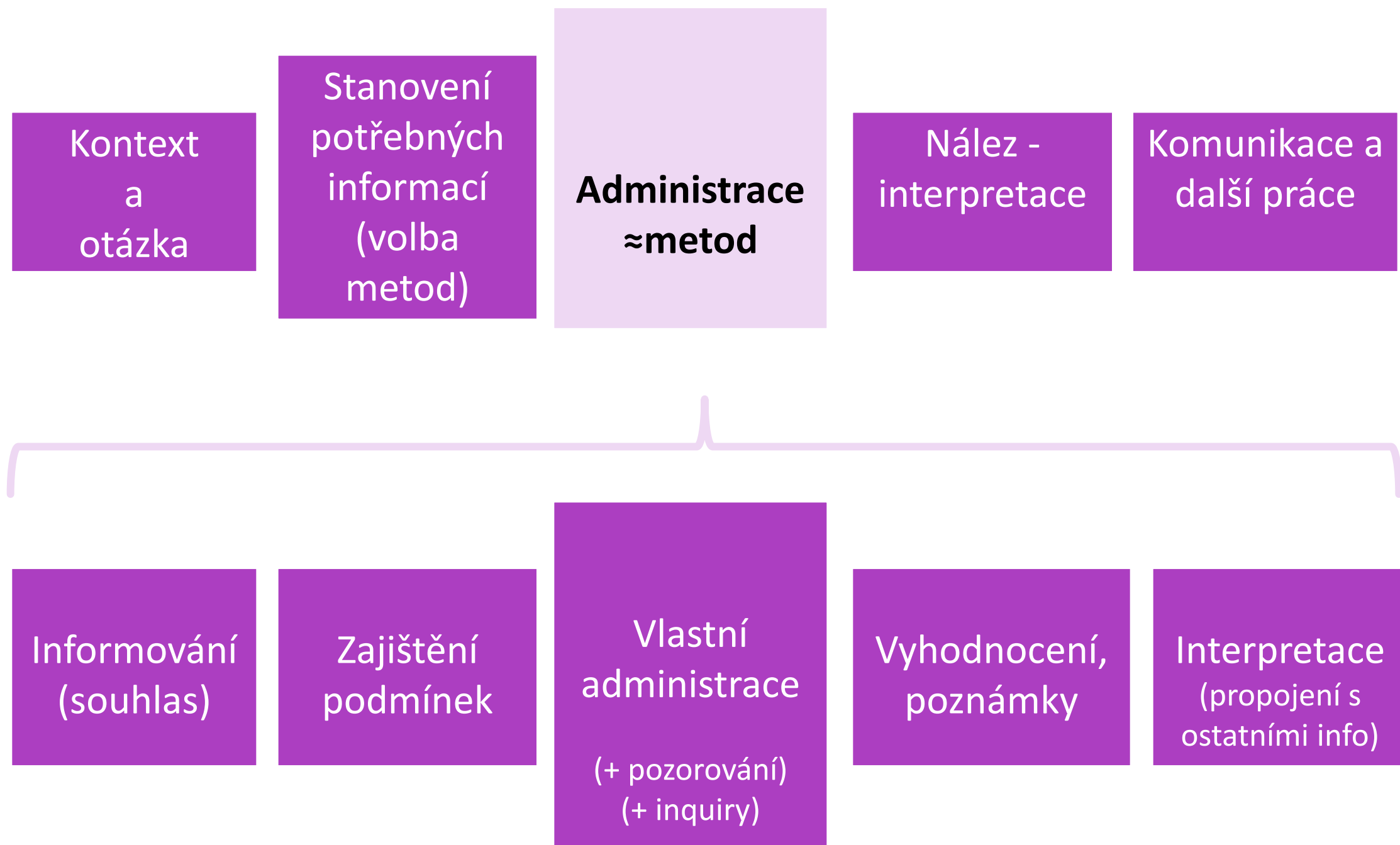
Explicitní a implicitní zakázka











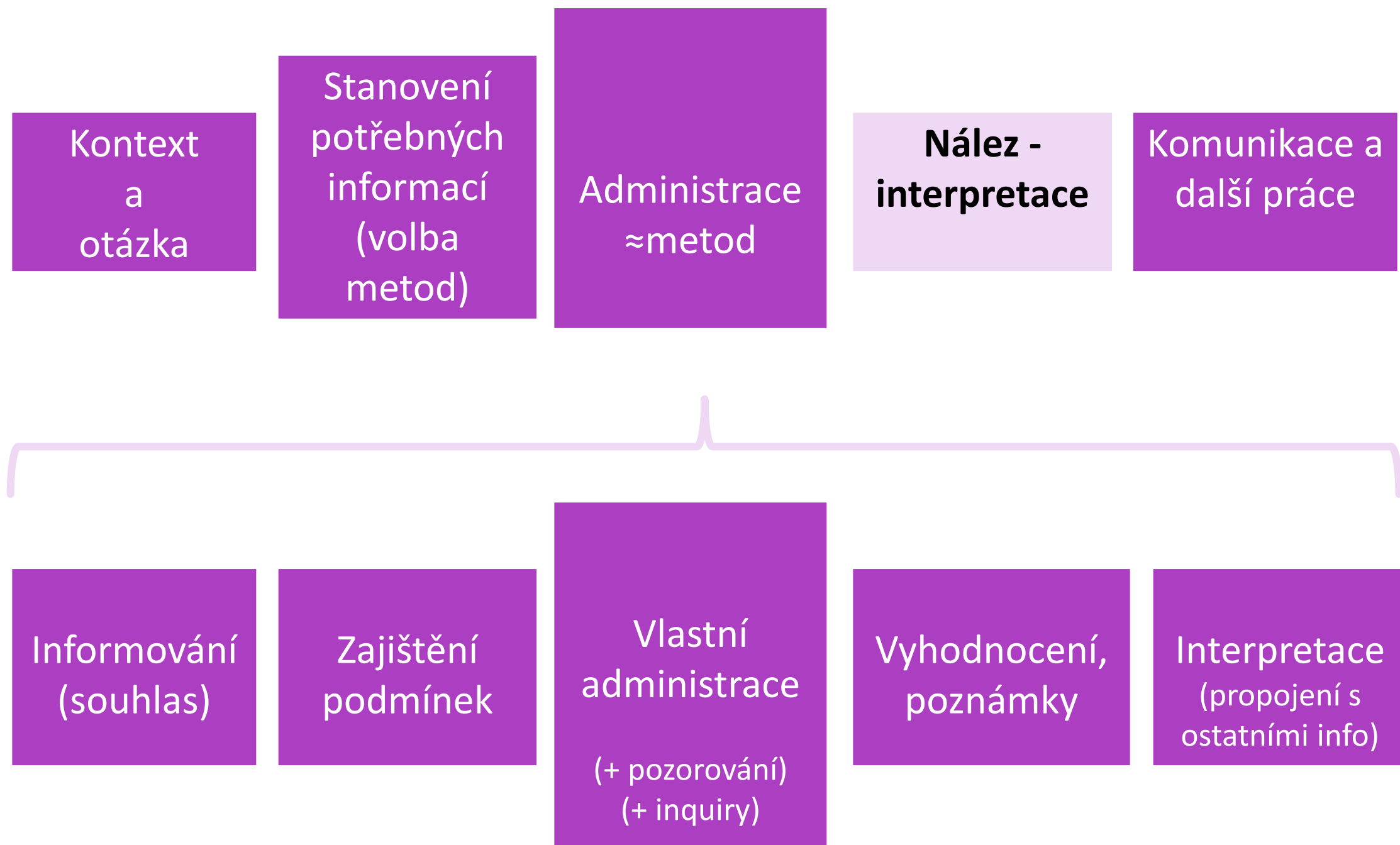
MANDÁT >> RAPORT

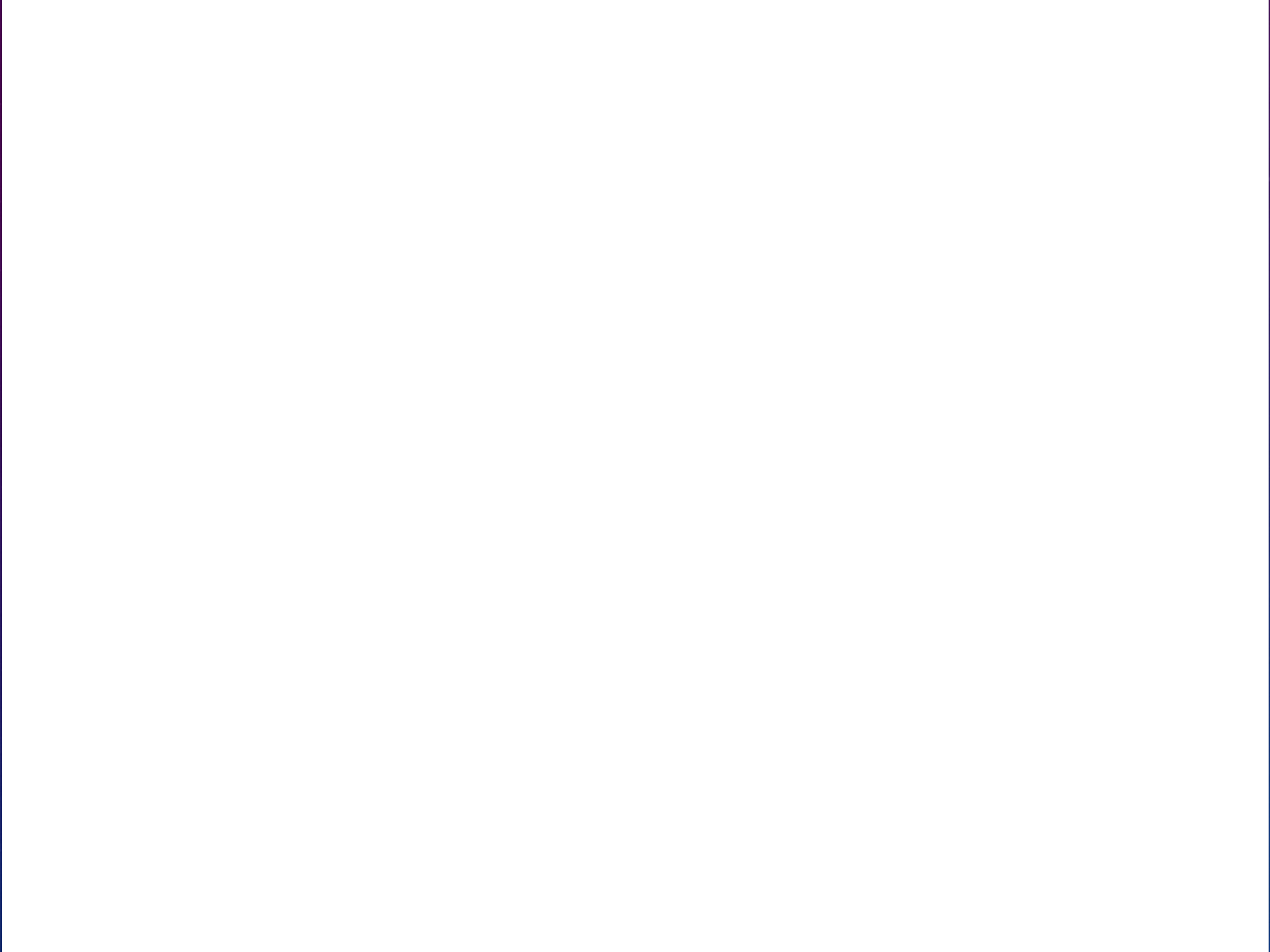
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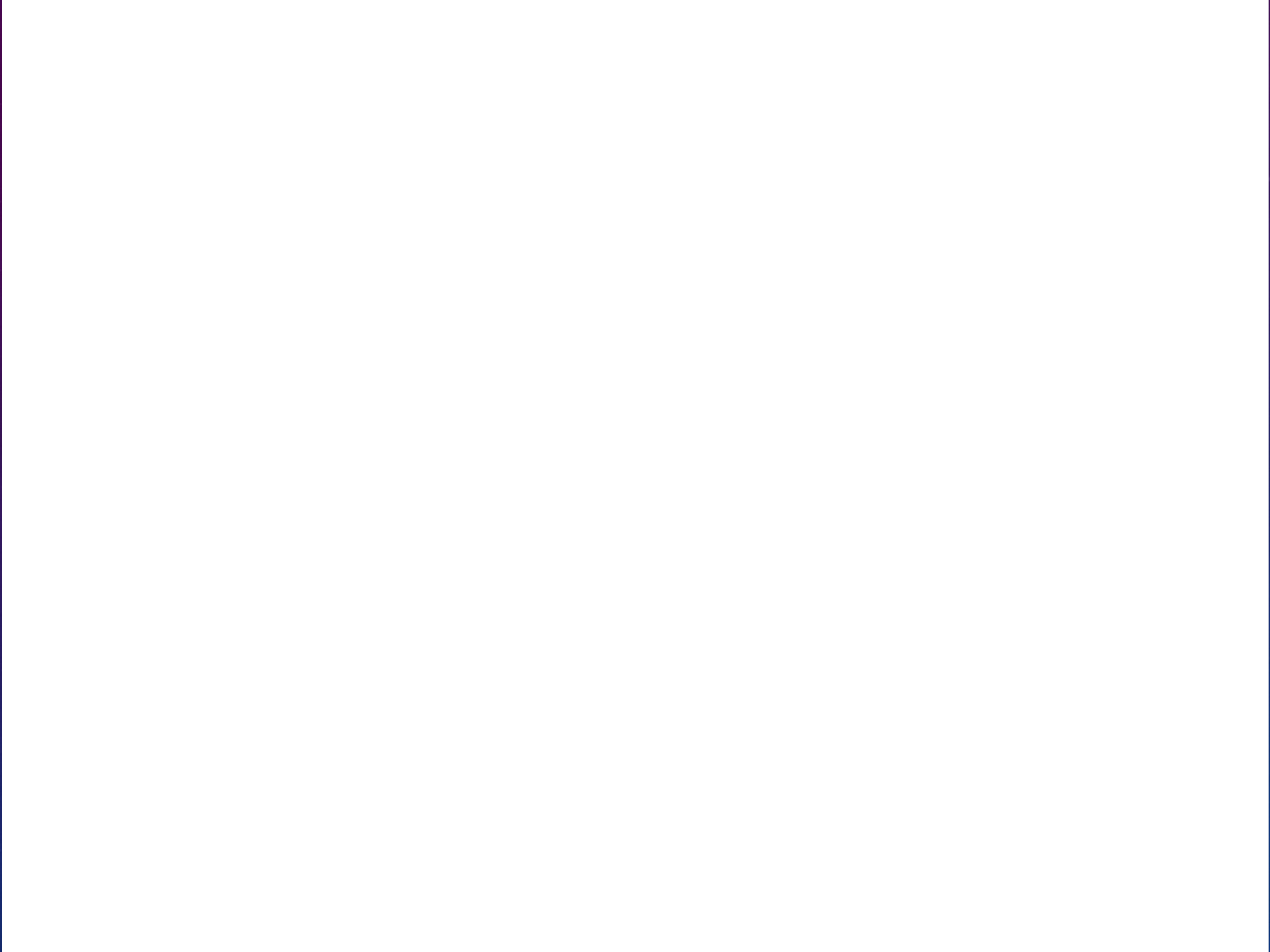
Je si vědom, že...

NE „Byl informován...“











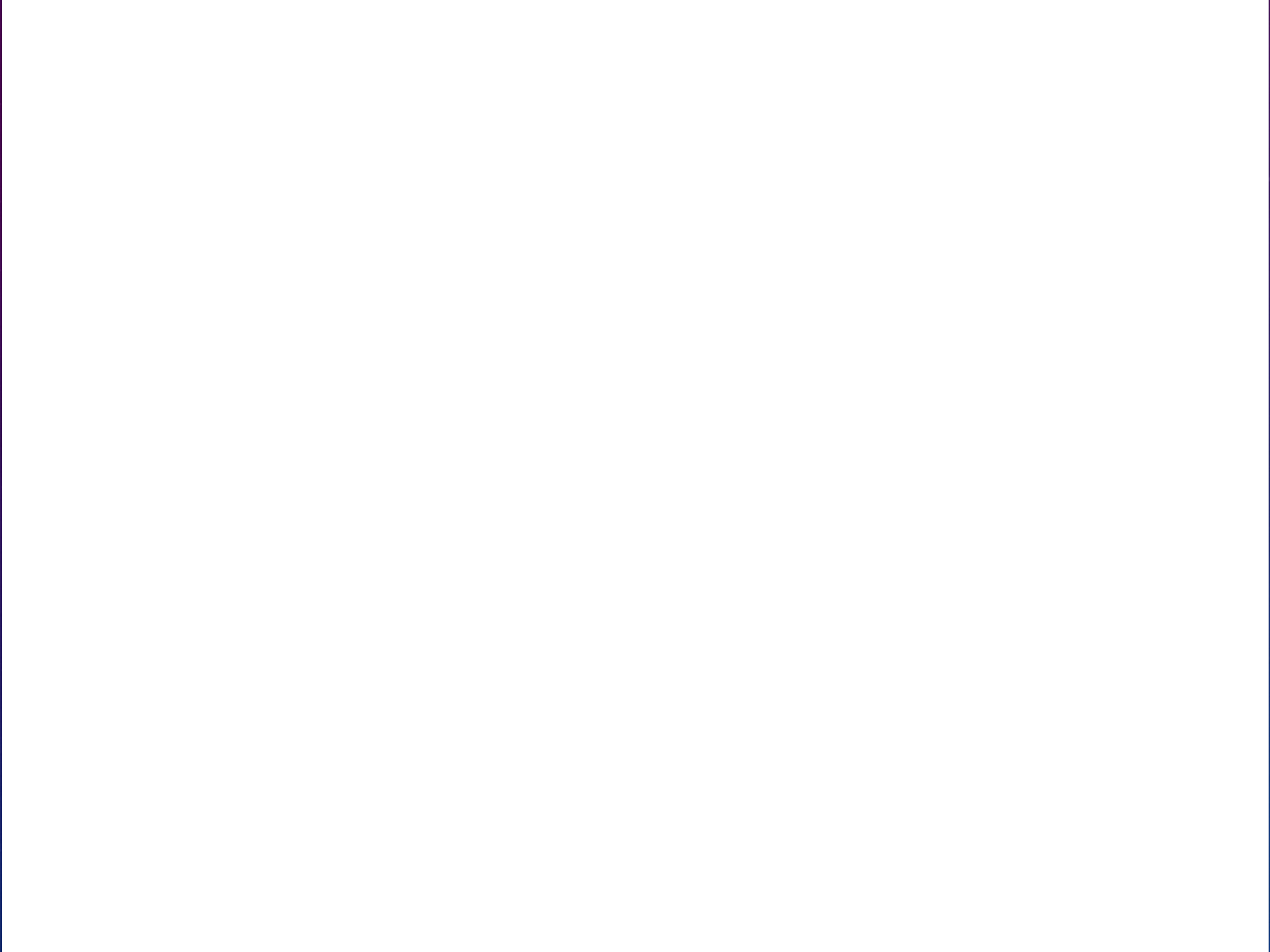


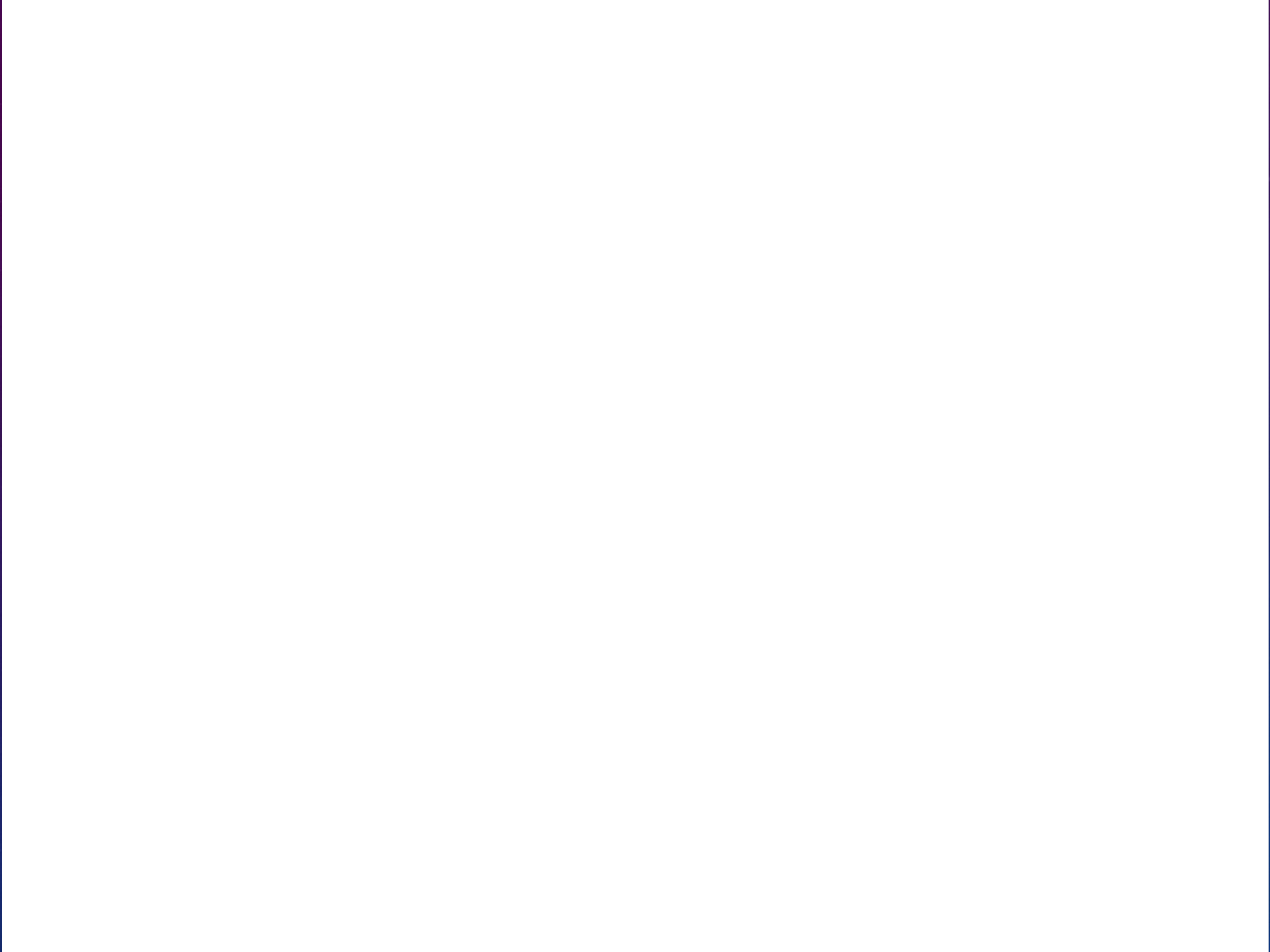
ZADÁNÍ SEMINÁRNÍ PRÁCE ZPRÁVA Z VYŠETŘENÍ















Interpretive Hypotheses

Diego was calm and even-tempered.

Specific Behaviors

Diego spoke at an even, steady pace for most of the evaluation. Even as the items became more challenging for him, Diego showed no signs of frustration. He was calm and maintained a pleasant grin on his face.

Contradicting Interpretive Hypotheses

Diego was anxious and nervous.

Specific Contradicting Behaviors

Only during the Arithmetic subtest, did Diego speak at an increased rate and rubbed his forehead repeatedly.

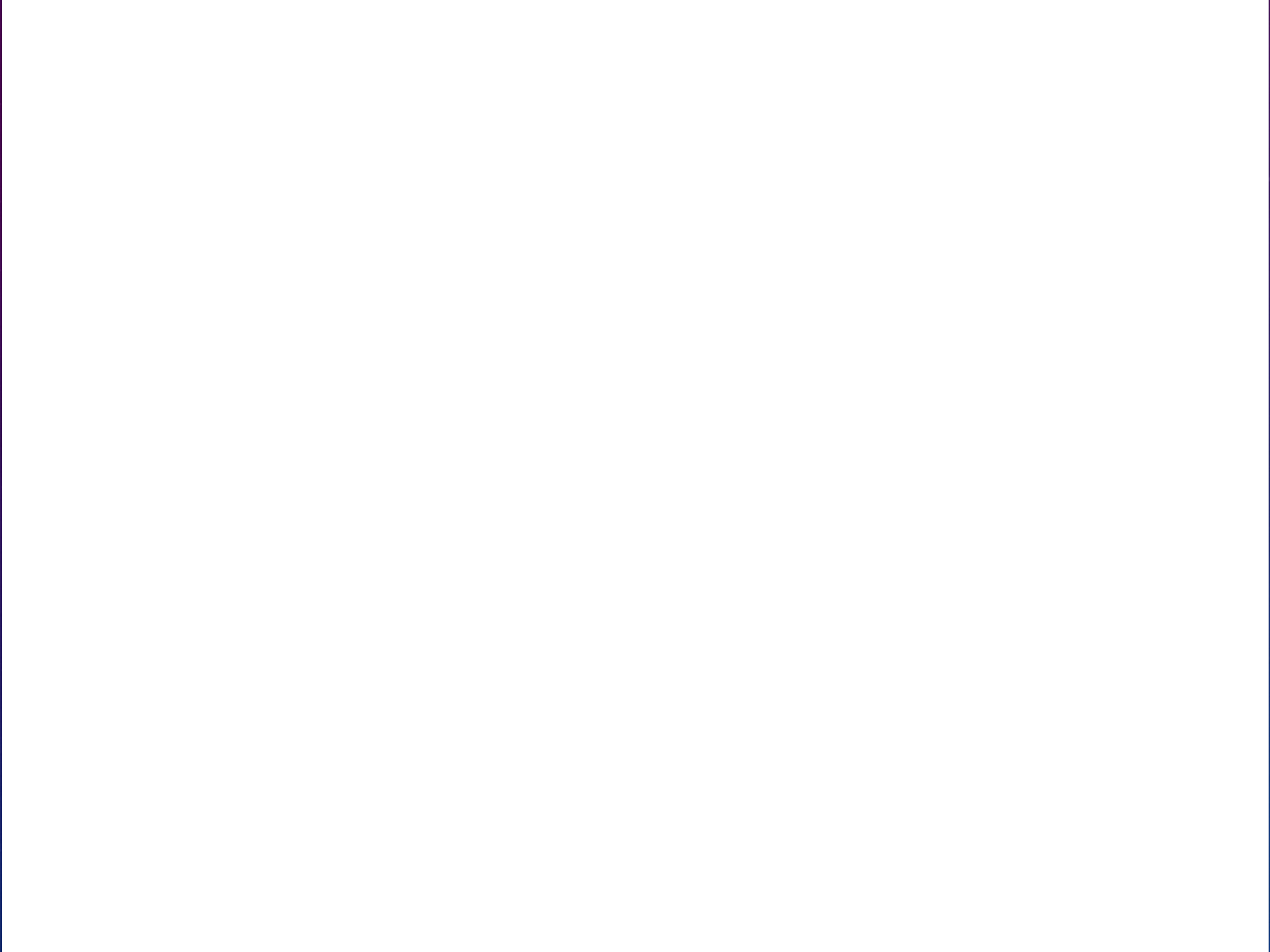
Integrated Paragraph

Diego was generally calm and even-tempered, as evident in his even and steady pace when speaking. His calm manner persisted when the difficulty level of items increased. He usually had a pleasant grin on his face. Behavior on subtest led to an exception in Diego's calm demeanor. During the Arithmetic subtest, his rate of speaking increased and he rubbed his forehead repeatedly. When questioned by the examiner, he revealed that mathematics have always been difficult for him and usually made him rather nervous. Thus, Diego became anxious when faced with subject matter that previously challenged him.









Family Background

Socioeconomic level

Parents' occupations(s)

Emotional/medical history

Married/separated/divorced

Family constellation

Cultural background

Parents' current health

Family relationships

Urban/rural upbringing

Personal History

Infancy

Developmental milestones

Family atmosphere

Amount of contact with parents

Early medical history

Toilet training

Early and middle childhood

Adjustment to school

Academic achievement

Hobbies/activities/interests

Peer relationships

Relationship with parents

Important life changes

Adolescence

All areas listed for early and middle childhood

Presence of acting out (legal, drugs, sexual)

Early dating

Reaction to puberty



<http://www.mocatest.org/>

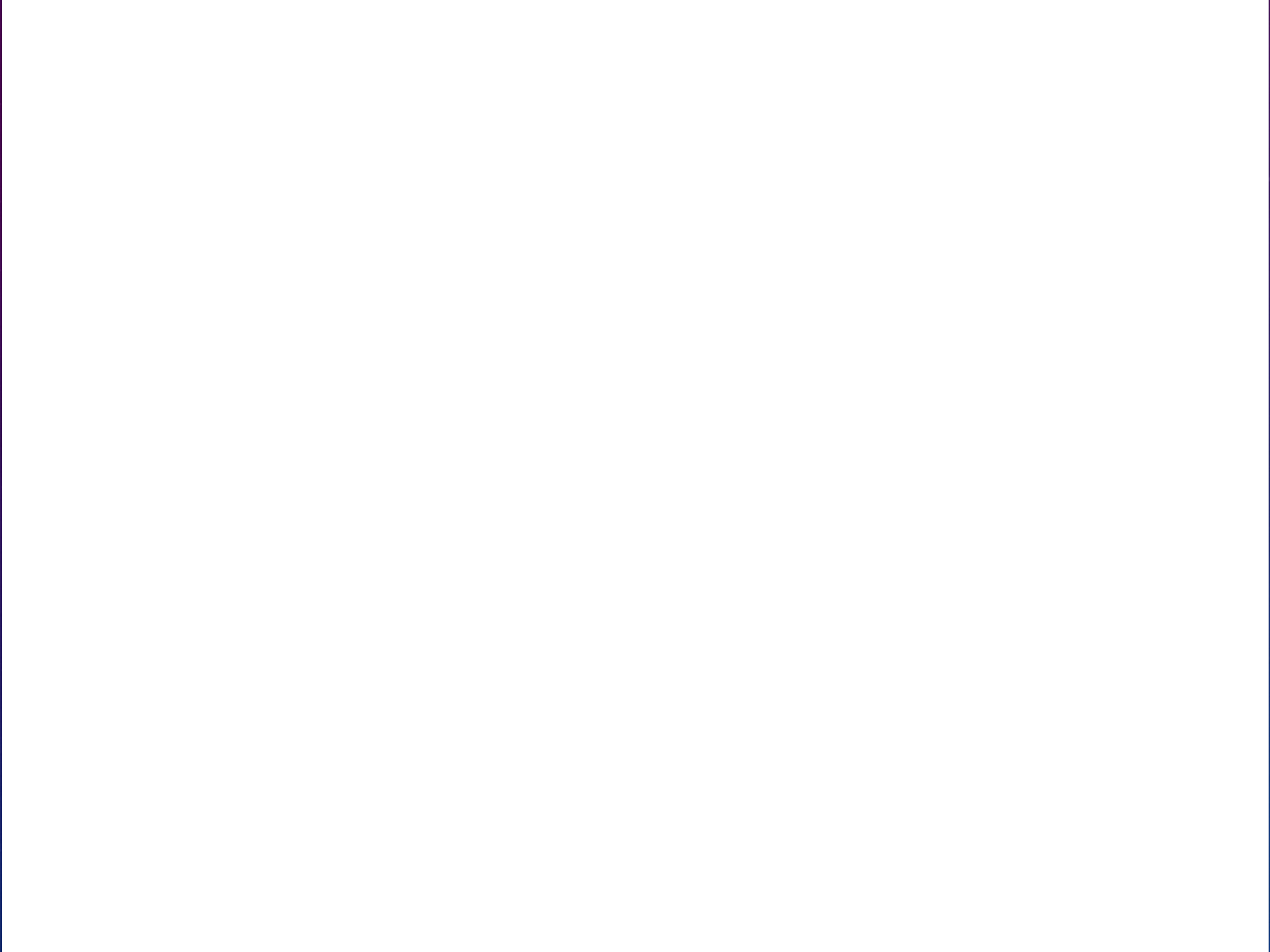
www.scid4.org

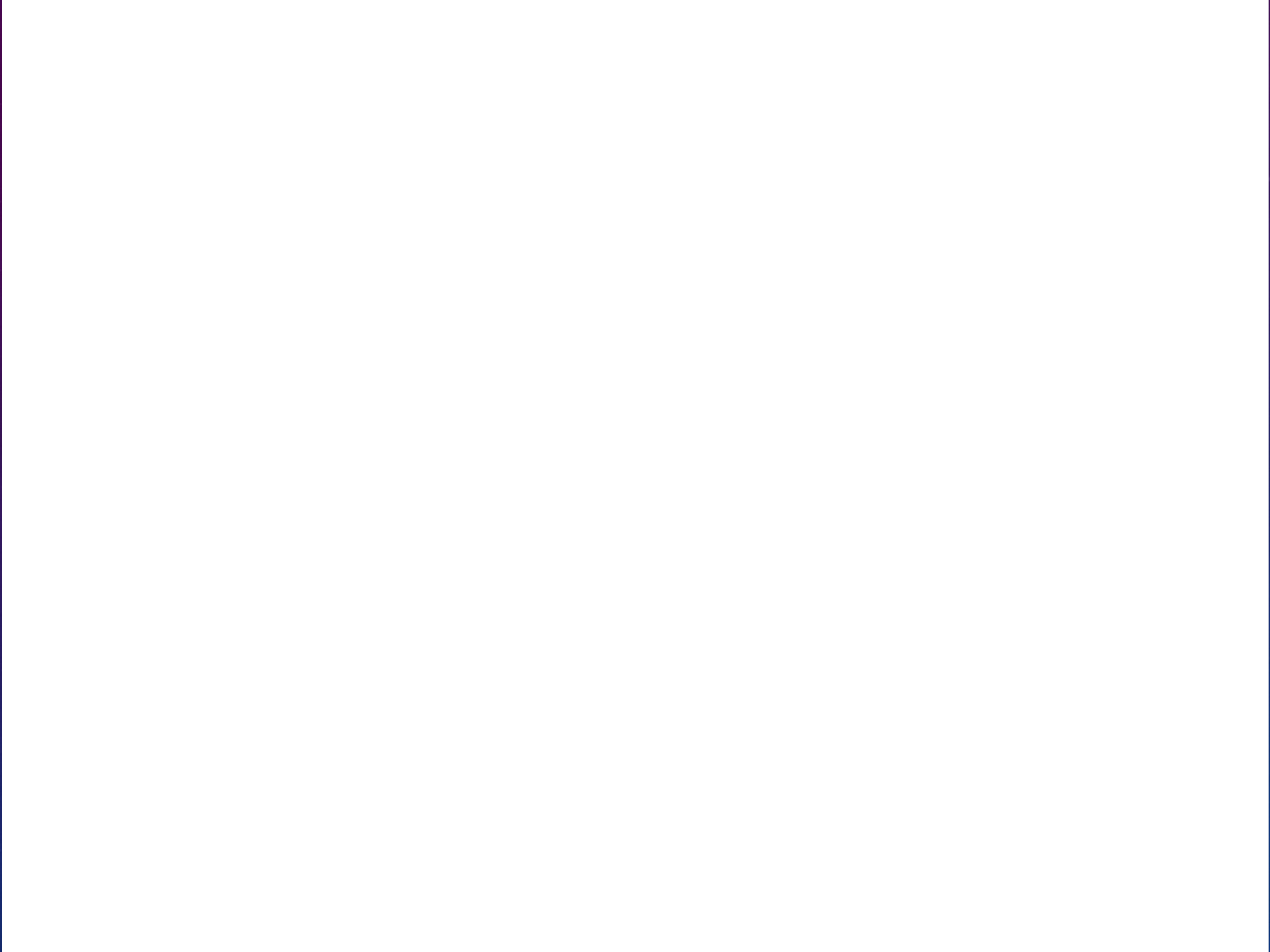
<http://www.hcp.med.harvard.edu/wmhcdi/index.php>















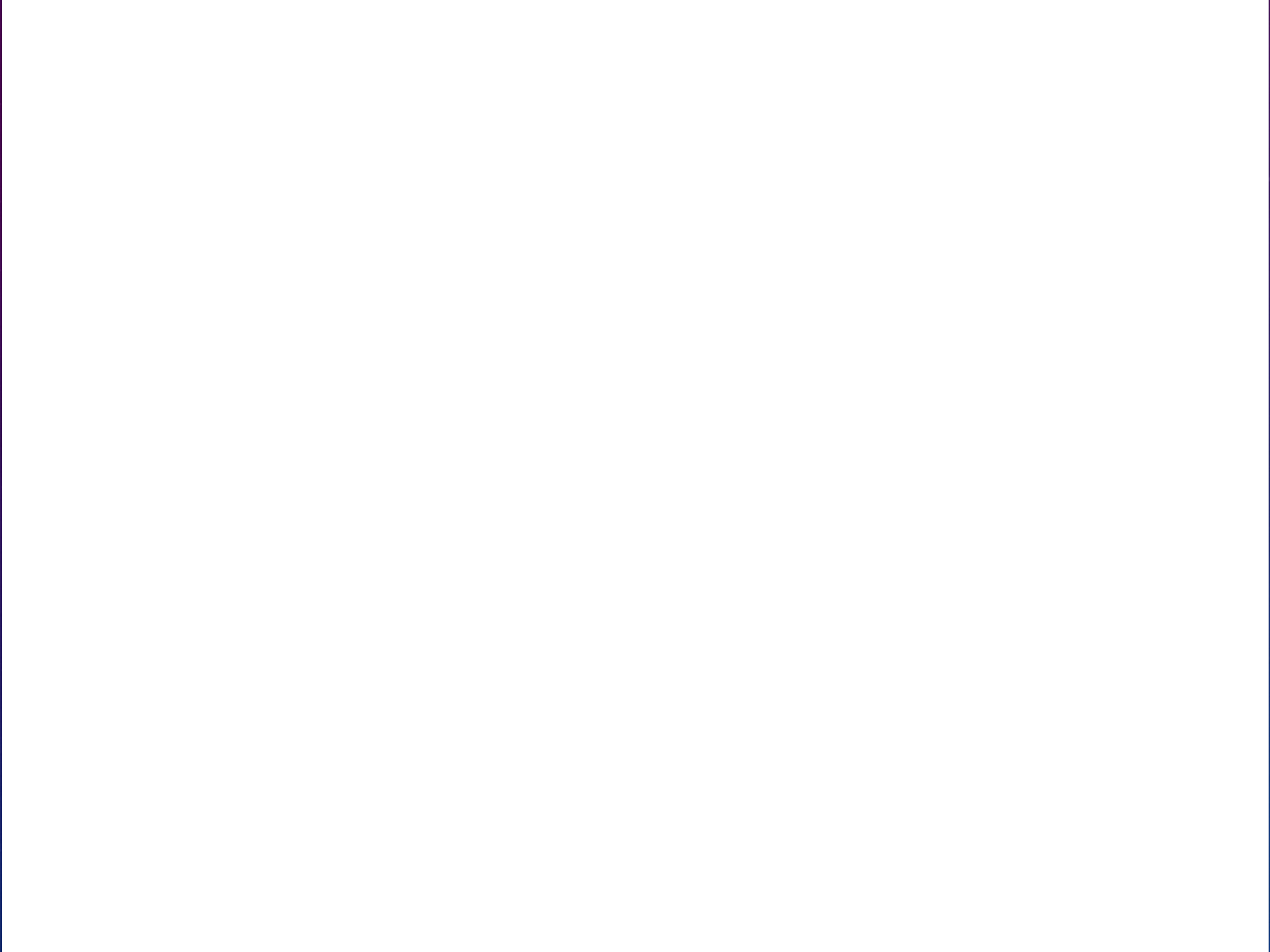


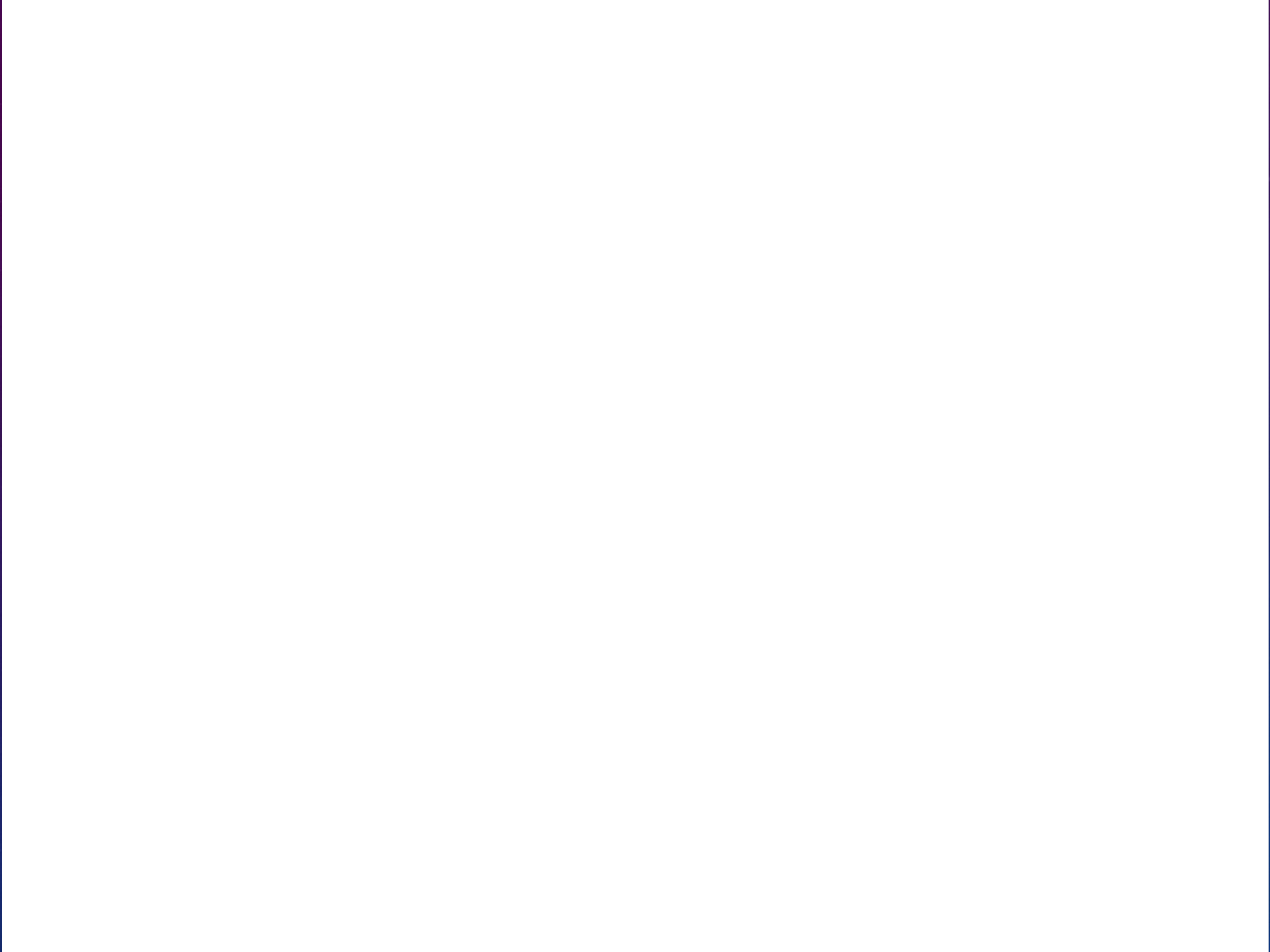




[http://www.mzcr.cz/obsah/mezinarodni-klasifikace-funkcnich-schopnostidisability-a-zdravimkf- 1982 3.html](http://www.mzcr.cz/obsah/mezinarodni-klasifikace-funkcnich-schopnostidisability-a-zdravimkf-1982-3.html)

<http://www.amazon.com/ICF-Core-Sets-Clinical-Practice/dp/0889374317>







<http://www.youtube.com/watch?v=xkqLRsvSSFw>

<http://www.youtube.com/watch?v=83i2MWMqph8>

<http://www.youtube.com/watch?v=HeSWc4BS3ZM>