

# Educational & Psychology Diagnostics in Teaching Practice

2nd meeting



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2.11.2018



# About SCARED STRAIGHT

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creation: 1970's

authors: inmates in long-term imprisonment (esp. Richard Rowe)

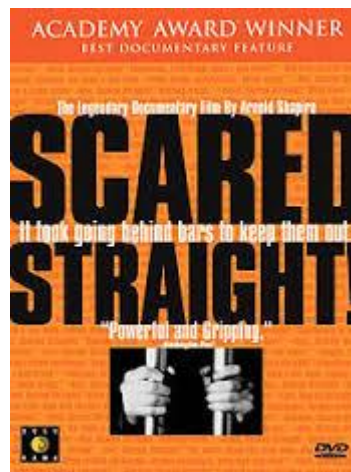
Goal: prevention of juvenile delinquency

Application: USA, UK, Norway, Australia, Germany, Canada

Media: TV series Beyond scared straight (13. 1. 2011 – 3. 9. 2015)

# Documentary film

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- 1978: Arnold Shapiro
- Until the end of 1979 – spread into 30 USA jurisdictions<sup>1</sup>

# Program effectivity

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12 statistically sound studies (1978 – 2010)<sup>2</sup>

Showed that Scared straight

**!DOES NOT WORK!**

No study proving opposite was published<sup>1</sup>

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<sup>2</sup> - Klenowski, P. M., Bell, K. J., & Dodson, K. D. (2010). An Empirical Evaluation of Juvenile Awareness Programs in the United States: Can Juveniles be “Scared Straight”? *Journal of Offender Rehabilitation*, stránky 254–272.

<sup>1</sup>- Petrosino, A., Carolyn, T.-P., Holis-Peel, M. E., & Stern, A. (2014). Scared Straight and Other Juvenile Awareness Programs for Preventing Juvenile Delinquency. *Crime Prevention Research Review*.

# Why the program does not work?

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- **Disproportionate DOSING**
- **CONFRONTIERING** nature of the program
- **TRUE** interest in juveniles
- **CRUELTY** of punishment is far less disparaging than **CERTAINTY** of punishment
- **Lack of REHABILITATION** components
- **The program is not based on an explicit theory**
- **Nondelinquent X delinquent individuals**

# Lessons for diagnostic and teaching practice

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## **DIAGNOSTIC PROCESS AND DECISION MAKING:**

- 1) MUST BE THEORY DRIVEN – NOT BASED ON COMMON SENSE AND INTUITION
- 2) MUST build on the life story and development stage of the child
- 3) MUST BE SOLUTION-FOCUSED – not just good-looking and popular
- 4) SHOULD BE not only problem minimizing but also COMPETENCY DEVELOPMENT based

# Diagnostic Interview (DI)

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# Why is DI so important?

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Diagnostic interview is the **most common, most natural** and probably the **first** way of gaining information relevant for educational and teaching proces...

# DI

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## one of the most difficult diagnostic processes

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**EVENTHOUGH IT LOOKS EASY AND NATURAL....**

- very different from casual conversation

- Focused purpose
- Clearly defined roles (teacher & student)

- no predefined scheme

- requires skills, experience, knowledge

### **GOALS:**

- obtain information relevant for diagnostic process and educational planning
- establish contact with a child, deepen the student-teacher relationship



# Teacher's behavior during an interview

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## **MAIN PURPOSE: CREATE A SAFE ENVIRONMENT**

- no judging or forgiving – simply accepting
- acting:
  - Tactful and considerate
  - Patient
  - Adaptable
  - Inventive
  - NO cunning tone
  - NO artificial adaptation to the language of child

**What we do not need for the proces of education, we do not have to ask....**

# Non-verbal component of the interview

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**ACTIONS SPEAK LOUDER THAN WORDS...**

**Vitally important**

Helps to interpret inner world of the child (especially in smaller kids)



I am  
fine....



I am  
fine....



I am  
fine....

# Types of DI

- SMALL TALK
- FOCUSED
- ESSAY



# What can interview tell us?

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**information about the inner world that observation could not provide:**

- opinions
- attitudes
- wishes
- concerns
- developmental stage (moral, cognitive, etc.)

**Deeper insight into the case of the child**

# Phases of an interview

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- 1) initial phase
- 2) core of an diagnostic interview
- 3) termination + conclusion

# Context of an interview

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**In a diagnostic interview it is not important only what we say....**

but also how we say it....

how we act before an interview....

How we act during the interview.....

and how we act after the interview....



# Techniques of conducting an interview

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## **1) questioning technique**

Open-ended questions; try to avoid WHY questions; more valuable are HOW questions

Direct questions

Indirect questions

Projective questions

## **2) simple acceptance**

Nodding (example – phone call)

# Techniques of conducting an interview

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## **3) capture and clarification**

„I am not very good in PE.“

„Are you rather a studying type?“

## **4) paraphrasing**

„I suck at math, I am totally hopeless.“

„You are not very good at math.“

## **5) interpretation**

„I have three F in math.“

„ You are not very good at math“

# Techniques

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- Magical techniques
- Sorcerer with a magical wand
- Miracle question
- Transformation of a child into an animal

# How to ask questions

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## From simple to harder topics

Open-ended (*Do you like math?*)

General (what is happening commonly)

Some children fight with their siblings, how about you?

# ASSIGNMENT FOR MEETING III

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- make a diagnostic interview with a child

-cover these topics...

Send it to [362303@mail.muni.cz](mailto:362303@mail.muni.cz) until November 23

# ASSIGNMENT STRUCTURE

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- OBSERVATION DURING AN INTERVIEW
- TRANSCRIPTION OF AN INTERVIEW
- CONCLUSION

# Recommended interview dimensions

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**FAMILY & FAMILY HISTORY** (family status, age and profession of both parents, relationship with parents, siblings – number, age, relationships, common activities, other important people in child's life)

**SCHOOL** (attitude towards education, school behavior, home preparation, marks, favorite and unpopular subjects, etc.)

**PEER RELATIONSHIPS** (attitude towards other children, conflicts, position in group)

**ATTITUDE TOWARDS AUTHORITIES** (teachers, parents, adults in general)

**LEISURE TIME & HOBBIES** (ways of spending time, hobbies, afterschool activities, etc.)

**EARLY CHILDHOOD** (before primary school, memories, nursery, etc.)

**SELF-DESCRIPTION** (character, strengths, weaknesses, etc.)

**FUTURE PROFESSION** (what the child would like to be and why, other dreams)

**POTENTIAL PSYCHOPATHOLOGY** (substance use, conduct disorders, aggression, way of solving the conflicts, problems in social relationships)

# OBSERVATION DURING AN INTERVIEW

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- APPEARANCE, ATTITUDE, ACTIVITY
- MOOD/AFFECT (variation during an interview)
- SPEECH/ LANGUAGE
- COGNITIONS (attention, memory)
- THOUGHT PROCESS + CONTENT
- INSIGHT + JUDGMENT



# TRANSCRIPTION OF AN INTERVIEW

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MAKE A TRANSCRIPT FROM AUDIORECORDED INTERVIEW

# CONCLUSION

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Make a short conclusion (max.  $\frac{3}{4}$  of normal page – 1350 characters)

- Pedagogical impressions
- Case conceptualization
- Teaching and education plan/ recommendations
- Potential referral to other providers

# Inspiration

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<https://www.youtube.com/watch?v=vohjjW5xA40>

<https://www.youtube.com/watch?v=NBtwOnB4HYw>

<https://www.pearsoned.com/clinical-interviews-for-student-assessment/>