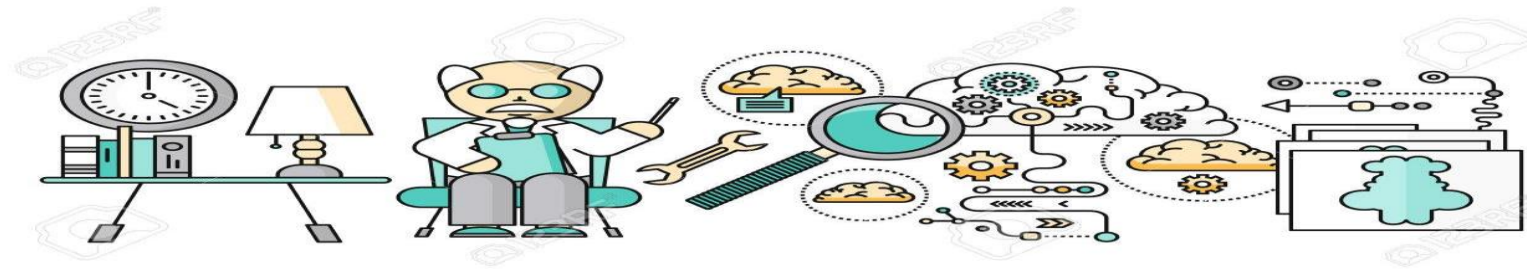


Educational & Psychology Diagnostics in Teaching Practice

1st meeting



DAVID HAVELKA

12.10.2018

CONTENTS OF THE LECTURES

What would you like to talk about/learn?

- 1) Observation
- 2) Diagnostic interview
- 3) colloquium

Case history/cooperation with specialists and families



Literature

Educational testing and measurement : classroom application and practice

Tom Kubiszyn

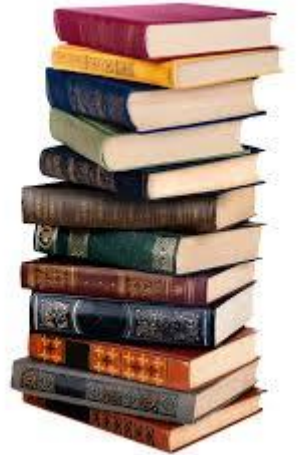
(library)

- Standards for educational and psychological testing *(library)*
- The SAGE international handbook of educational evaluation

Katherine E. Ryan - J. Bradley Cousins *(library)*

- Educational evaluation, assessment, and monitoring : a systemic approach

Scheerens, Glas a Thomas *(library & elportal)*



COLLOQUIUM

- 2/3 meetings
- activity in seminars
- observation sheet + observation of child / 2 child observations
- diagnostic interview/ essay on how to improve school climate with the help of assessment
- colloquial discussion (correct answer of one question)

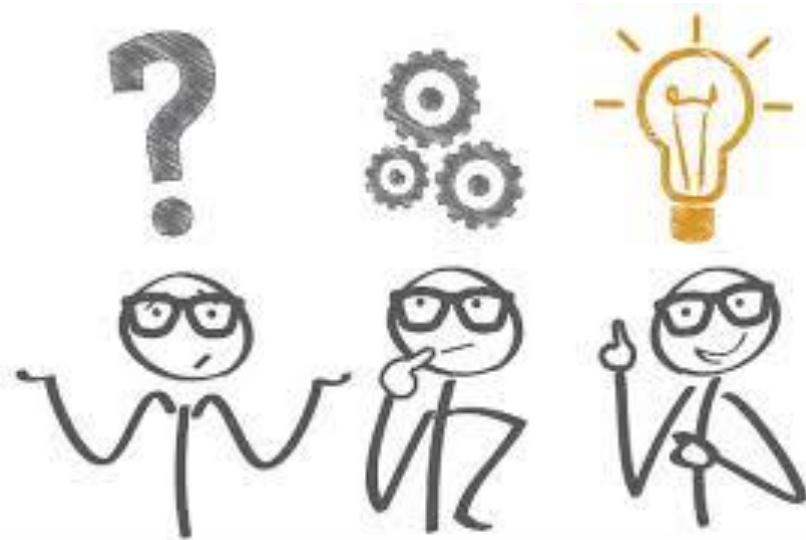


DIAGNOSTICS (ASSESSMENT)



What is assessment?

Process of collecting information for the purpose of making decisions (solve a problem, collect information about student)



PROCESS ?

1) set a clear goals

„Students will learn about the WWII“

Better

Students will learn:

- dates & names of most important battles
- causes of WWII
- differing perspectives – german/ czech
- daily experiences of soldiers

PROCESS ?

2) select appropriate assessment technique

PROCESS ?

3) administer in a right way

- enough time
- appropriate conditions
- appropriate aids



PROCESS ?

4) evaluate in a right way

- intuition XXX standards
- set the criteria

PROCESS ?

5) make conclusion (adjust instruction, enhance motivation, comunicate the results)

- think carefully
- based on theory
- put in the context of a child

Why do we test (assess/ diagnose) ?

- help in decision making
- to adapt learning
- to help the person who is assessed

XXX

SENSATION SEEKING



What can be tested (assessed/ diagnosed) ?

- knowledge
- differences between students
- reasons for differences between students
- strengths and weaknesses of the student
- effectivity of teaching
- attitude toward education
- behavior and its reasons



Rigorous assessment vs. personal judgement

Personal judgement – flaws :

- good and bad days
- biases
- outside pressures
- faulty perceptions



OBSERVATION



An assessment technique whereby one observes student in his natural environments

Why is observation so cool?

Natural activity

No need of extra instruments

Helps to make working hypotheses

Real life data (spontaneous behavior)

Helps with in-depth understanding of a student

Important part of any good assesement

Gives you proper ground for your desissions



Disadvantages

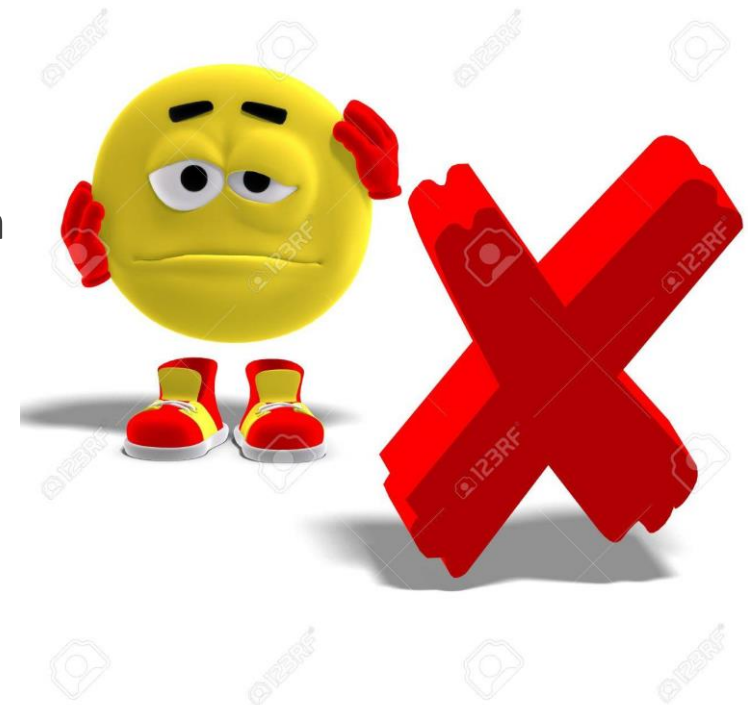
No control over the situation

- behavior does not have to occur
- behavior could be overlooked
- can not map internal motivation
- complete answer to any problem can not be obtained by observation alone

Subjectivity + observer biases

- overinterpretation
- misattribution

Hawthorne effect



Types of observation

NONSYSTEMATIC

Simply watching and noting significant behavior, characteristics and personal interactions

SYSTEMATIC

Observing one or more precisely defined behaviors. Measuring behavior in certain way



Observational techniques

Anecdotal recording – nonsystematic observation

Describing incidents or behaviors in a particular setting in concrete, narrative terms (as opposed to drawing inferences about feelings or motives)

Allows insight into cause and effect by detailing what occurred before a behavior took place the behavior itself and consequences or events that occurred after behavior

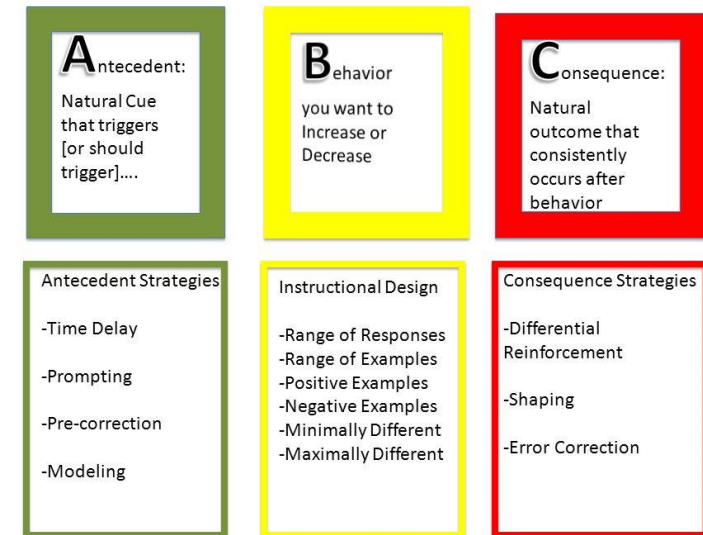


A – B – C

A – Antecedent

B – Behavior

C – Consequence



Observational techniques

Event recording – systematic observation

How many times did the specific behavior/event occurred (how many times did student stop doing his work; raises his hand)

TALLY SHEET

- + useful to record occasional behaviors
- events may be missed if there is lot happening at once
(you can use assistant of teacher)

Event Frequency Data Sheet

Student: _____ Date: _____

Behavior: _____

(Use tally marks to note number of occurrences)

Time Period	Behavior
8:00 - 8:30	
8:30 - 9:00	
9:00 - 9:30	
9:30 - 10:00	
10:00 - 10:30	
10:30 - 11:00	
11:00 - 11:30	
11:30 - 12:00	
12:00 - 12:30	
12:30 - 1:00	
1:00 - 1:30	
1:30 - 2:00	
2:00 - 2:30	

Observational techniques

Time INTERVALS

record behavior every 30 seconds

- + reduces number of observation in time period
- observed behavior may not be representative

Observational techniques

DURATION RECORDING

How long does student do something

(How long does Anna talk to other people; How long does John rocks in his seat)



Duration Recording Form

Student: _____ Observer: _____

Setting: _____ School: _____

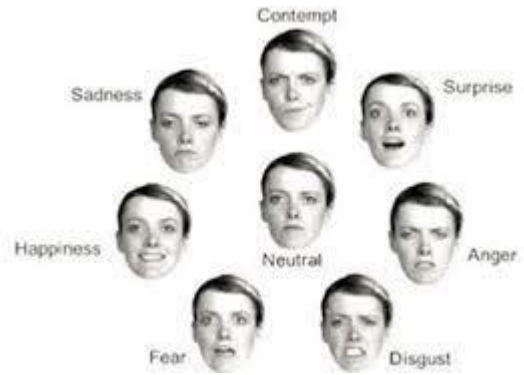
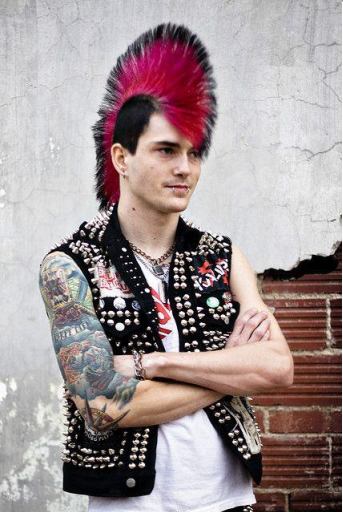
Target Behavior: _____

Definition: _____



Date	Time Begin						Total Duration
	Time End						Average Duration
Date	Time Begin						Total Duration
	Time End						Average Duration
Date	Time Begin						Total Duration
	Time End						Average Duration
Date	Time Begin						Total Duration
	Time End						Average Duration
Date	Time Begin						Total Duration
	Time End						Average Duration

NONSYSTEMATIC OBSERVATION OBSERVATION OF A STUDENT



What can you observe to make working hypotheses about a child ?

BODY APPEARANCE

BEHAVIOR DURING INTERACTION

SPEECH AND LANGUAGE

COGNITIVE FUNCTIONS

EMOTIONAL BEHAVIOR

SOCIAL BEHAVIOR

WORKING BEHAVIOR

BODY APPEARANCE

- body constitution (height, weight)
- Physiognomy
- Face expression
- Haircut
- Style of clothing
- Way of holding the body
- Way of moving

BEHAVIOR DURING INTERACTION

Mimics (face expressions and their changes, adequacy)

Gestures

Speed of reactions

Psychomotoric pace

SPEECH AND LANGUAGE

Speed

length of sentences

slang

speech defects

intonation and melody

active vocabulary

pasive vocabulary

Voice timbre

Cognitive functions

Attention

Memory

Executive functioning

Visuomotoric coordination

Psychomotorics

vnímání

EMOTIONAL BEHAVIOR

Mood (happy, sad, angry, anxious, embarrassed)

Tension

Changes in mood

SOCIAL BEHAVIOR

Reciprocity (asking questions back, empathy, reacting on a communication partner)

Activity

Acting toward authorities

Acceptance/ ignorance of authority, respecting of instruction, fear, indifference, intolerance, aggressivity, negativism, faith, significant differences between various teachers, an effort to please

Behavior towards peers

friendly, conflicts, aggressivity, tolerance, indifference, credulity, helping, contradiction

Position in group: - leading/subordinate, isolation, loner, popularity, submissivity

WORKING BEHAVIOR

Amount of activity

Working motivation

Interest

Cooperation

Need of encouragement/ control

Independence

Activity/passivity

Focus/attention

negativism

OTHER THINGS YOU CAN FOCUS ON

CONDUCT DISORDERS

SCHOOL PERFORMANCE AND GRADES

Ecological assessment

Why child can get the diagnoses of conduct disorder only if it occurs at two or more different environments?

e.g.: Child is really kind and good-natured at school, gets good grades, but at home she attacks her mother, refuse to do chores, talk in bloody words, etc.

Imagine different school environments:

Classroom, playground, music class, lunch

VIDEO IS MUCH MORE THAN A PHOTO

Biases and faults of observation



OVERINTERPRETATION

CRYING



PLAY HIDE AND
SEEK

Sitting in the corner, hands covering his
eyes

What is his diagnosis?

Tom is 8 yrs old, during the lecture he can not sit still, sometimes he is daydreaming, he forgets things, has trouble focusing. When teacher ask question he does not raise his hand, he simply shout answer out loud. He is also interrupting girls in front of him. When he is warned by teacher he acts emotionally very instable and impulsive. His self-confidence is very instable.

ADHD

What is the diagnosis?

Johnny is 9 years old, during the lecture, he walks around the class, when teacher tells him to sit down, he can sit maximally for five minutes. He is very hyperactive, talk very fast, he makes impression his thoughts are running. During the break he touches girl's bottoms and „breasts“ and laughing loudly. His mom says he has so much energy that he can sleep only four hours and he is still full of energy. He also has problems with focusing on what is taught.

BIPOLAR DISORDER (MANIC EPISODE)

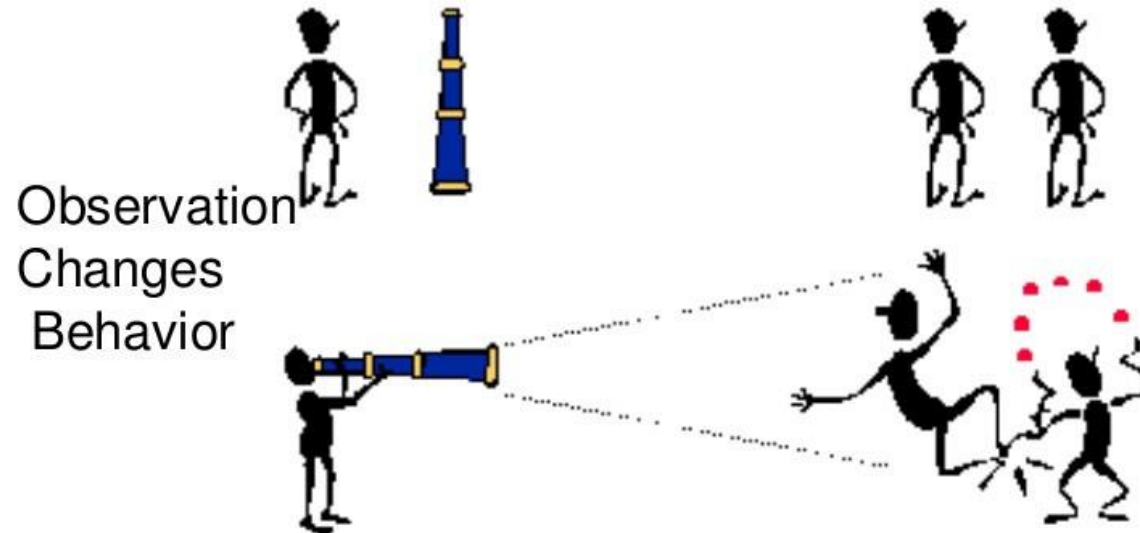
OVERINTERPRETATION

Tom is 8 yrs old, during the lecture he can not sit still, sometimes he is daydreaming, he forgets things, has trouble focusing. When teacher ask question he does not raise his hand, he simply shout answer out loud. He is also interrupting girls in front of him. When he is warned by teacher he acts emotionally very instable and impulsive. His self-confidence is very instable.

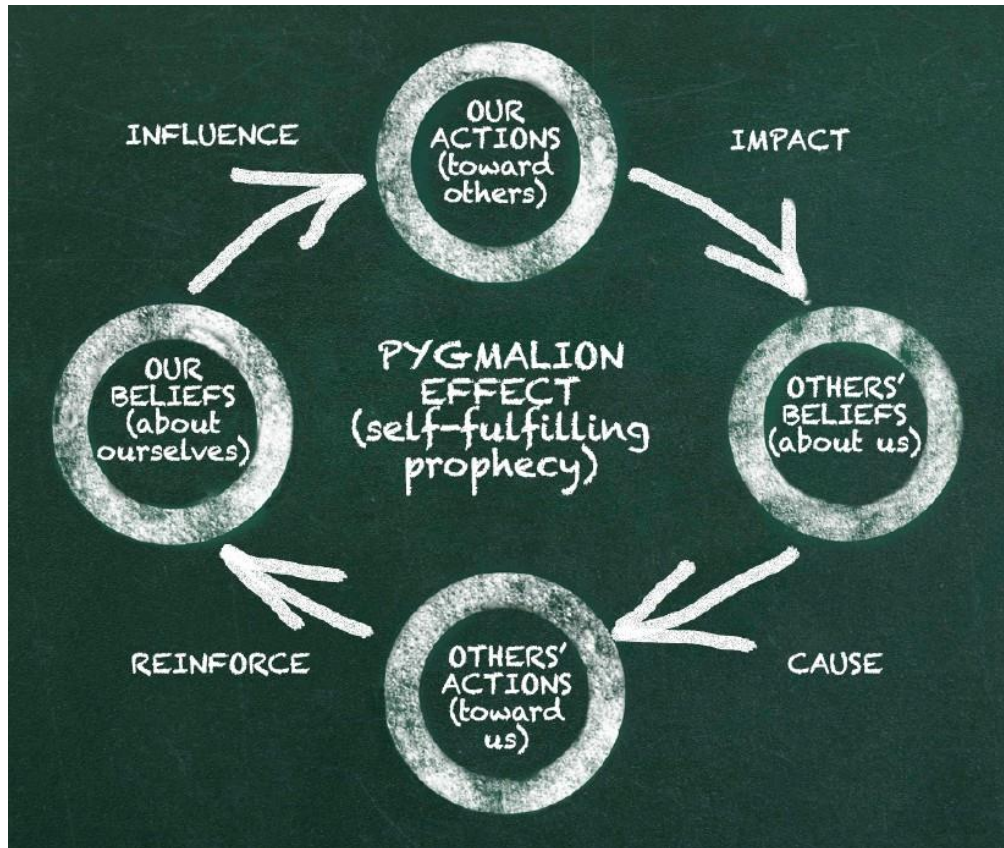
Johny is 9 years old, during the lecture, he walks around the class, when teacher tells him to sit down, he can sit maximally for five minutes. He is very hyperactive, talk very fast, he makes impression his **thoughts are running (RACING THOUGHTS)**. During the break he **touches girl's bottoms and „breasts“** and laughs loudly (**SEXUAL DESINHIBITION**). His mom says he has so much energy that he can **sleep only four hours (DECREASE NEED FOR SLEEP)** and he is still full of energy. He also has problems with focusing on what is taught

HAWTHORNE EFFECT

The Hawthorne Effect: Observation Changes Behavior



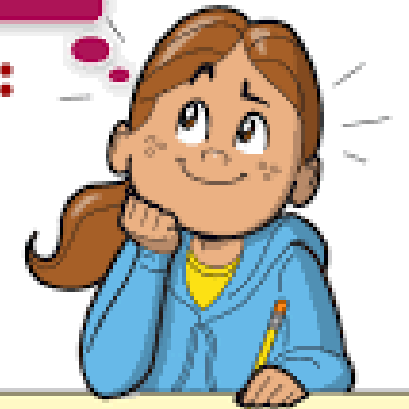
Pygmalion effect



My teacher says,
I'll pass.

Pygmalion Effect:

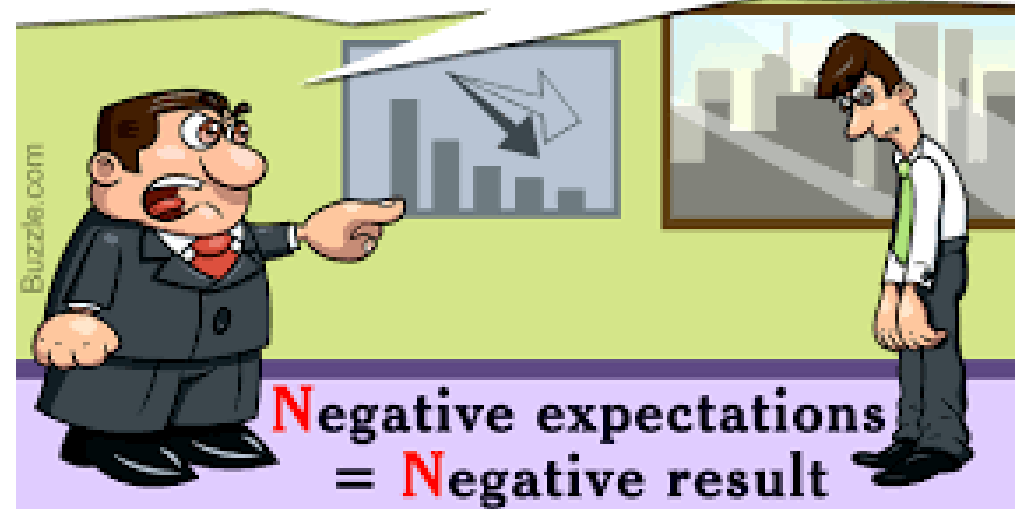
People are influenced by the expectations built upon them.



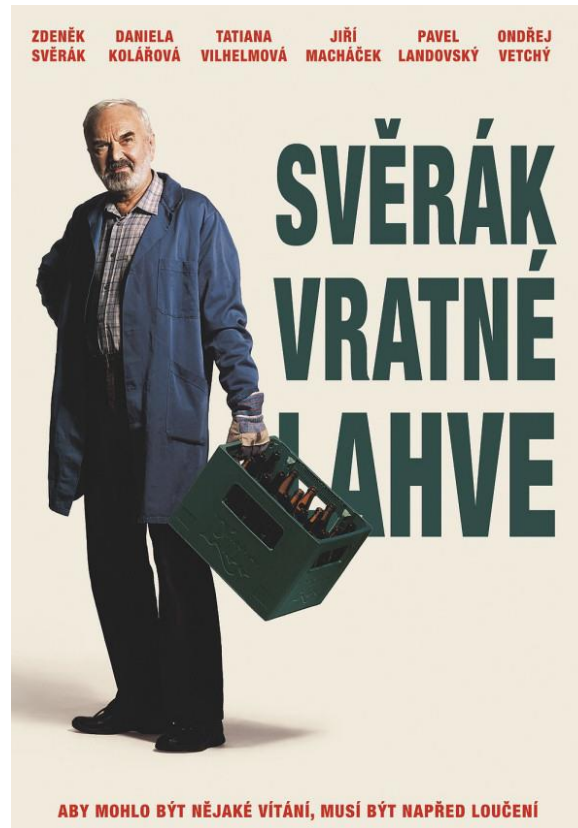
Golem effect



I always knew you were going to fail.



Practice



OBSERVATION SHEET

- SYSTEMATIC
- PLANNED
- RIGOROUS
- SPECIFIC
- OBJECTIVE

How to use data from observation?

like mr. Jensen.....

https://www.youtube.com/watch?v=4p5286T_kn0