

# Educational & Psychology Diagnostics in Teaching Practice

2nd meeting



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# CONTENT OF THE LECTURE

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**What would you like to talk about/learn?**

- 1) Observation – revision
- 2) When the diagnostic thinking could be of help...
- 3) Diagnostic interview

# OBSERVATION - HOMEWORK

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**observation sheet + observation of a child / 2 child observations**

# OBSERVATION – COMMON MISTAKES

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## **NONSYSTEMATIC OBSERVATION – REAL LIFE OBSERVATION**

(holistic, unstructured, unfocused, only with some general ideas what might be salient, trying to document as much as possible)

- wrong terminology
  - Emotional lability X emotional incontinence
- Wrong interpretation
  - „The student was not replying to my questions, he was in opposition.“ X „The student was not replying to my questions, he was paralyzed by anxiety.“

# OBSERVATION – COMMON MISTAKES

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- Overinterpretation

- „The student does not look me in the eyes, he is not communicating with other students and he is good at technical subject, he has autism spectrum disorder“

- Making theories instead of hypotheses

- „Snapshot x whole movie“

- Forgetting about our biases

- Stereotypes, halo effect, pygmalion effect, etc.

- Forgetting that observation is also about us, not only about students

# OBSERVATION SHEET – COMMON MISTAKES

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## SYSTEMATIC OBSERVATION

- Too broad definition of behavior
  - IMPULSIVITY X interrupts teacher, intrudes others, have difficulties waiting for turn
- Lack of theoretical background
  
- Too broad
  - 60 items every 3 minutes 😊

<https://education.stateuniversity.com/pages/1835/Classroom-Observation.html>



# About SCARED STRAIGHT

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creation: 1970's

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

Goal: prevention of juvenile delinquency

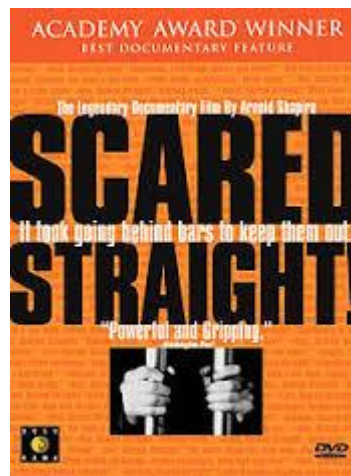
Application: USA, UK, Norway, Australia, Germany, Canada

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



# Documentary film

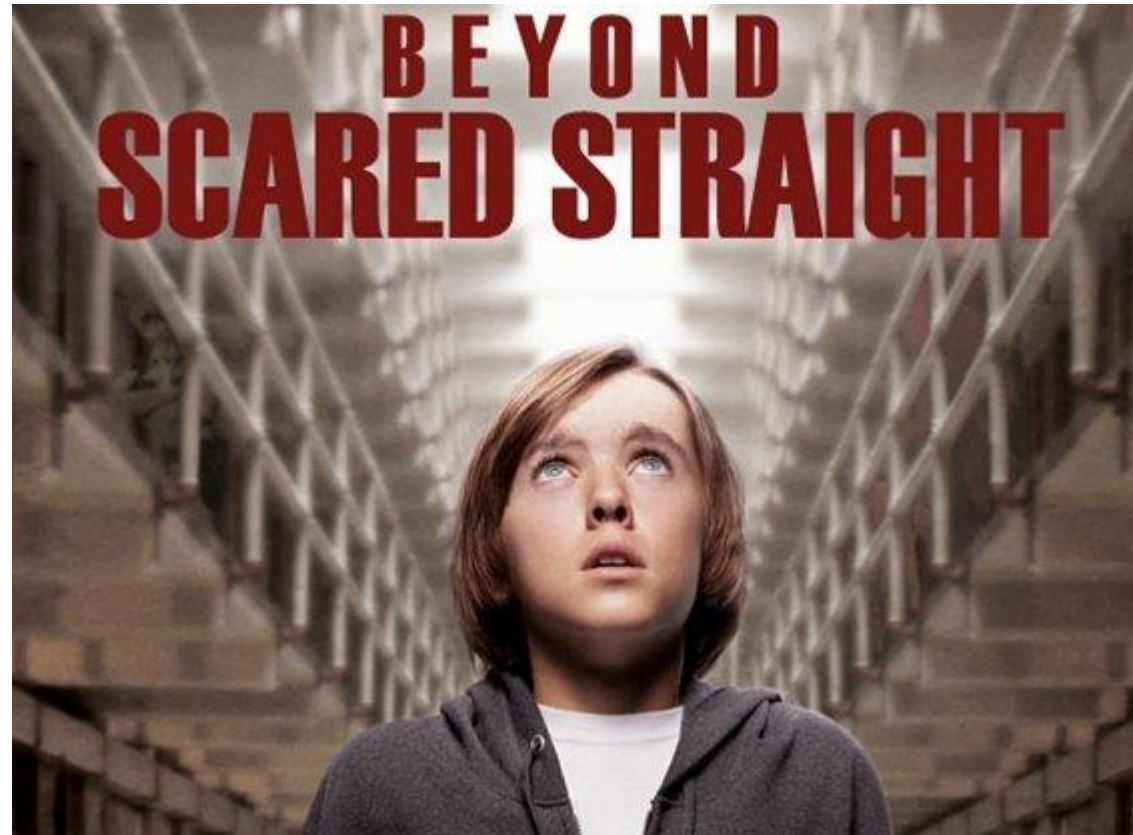
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- 1978: Arnold Shapiro
- Until the end of 1979 – spread into 30 USA jurisdictions<sup>1</sup>

# A little taste

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# 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 proces 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

~~„It is alright that you hit him, just continue please...“~~

(I am saying this because i need the whole story, not because I really agree that it is alright)

- acting:

- Tactful and considerate

~~„Do not worry you can talk about being bullied in front of the classroom. I am here so the bad boys can not hurt you.“~~

- Patient

~~„Come on, I really know it is hard for you to talk about being bullied but we only have a break for it....“~~

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**- acting:**

- Flexibly

*„I commonly do not take students to my office, but the problem you are talking about deserves it.“*

- Inventive

*„I see it is hard for you to talk about it, lets play with some toys...“*

- 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

Not in textbooks, but very valuable in everyday practice

- 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 have problems in 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?

# What is the difference?

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Do you have any good friends in your classroom?

Which friends from your classroom would you take with you if you would have to stay at a deserted island?

# What is the difference?

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# What this question can tell us?

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What would you like to do for living when you grow up?



# Interviewing children via essays

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# EXCERCISE

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Talk with your partner and try to find out as much information about

**SCHOOL HISTORY AND ATTITUDE TOWARDS EDUCATION**



# Problems in DI

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- Child refuse to talk
- Child manipulates the truth / lies
- not enough time
- revealing a serious topic

# Reasons for lying....

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- FEAR (from punishment, detaching from community)
- BENEFIT (to gain advantage)
- ATTRACT ATTENTION
- COURTESY
- COMPASSION
- TACTICAL REASONS (influencing things that are going to happen)
- SHAME
- Missing knowledge, infatility
- FORGET THE FACT, GO WRONG (make a mistake)

# ASSIGNMENT FOR MEETING III

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A) make a diagnostic interview with a child/adolescent

B) write an essay on topic: „How to improve school climate with the help of assessment“

Send it to [362303@mail.muni.cz](mailto:362303@mail.muni.cz) until November 6th

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# Option A



# 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/>

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# Option B



# ASSIGNMENT

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- 3 – 4 standard pages (5 400 – 7 200 characters)
- Theory based (3-4 sources – research/review article, chapter from scientific book, etc.)
- Containing own thoughts
- Recommended structure:
  - short introduction
  - critical reflection based on resources
  - Conclusion
  - list of used literature

# Possible topics

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- What areas of school climate can be measured in everyday school practice.

Choose one area and describe how to assess it and propose possible interventions

- School climate and inclusion of a student with special need.

What shall we be aware of and what to assess when there is a student with special needs in class.

- What is important to assess (and how) to prevent school problems (bullying, drop-out, truancy, etc.)

**Topic of your own interest is preferred 😊**

# Inspiration

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<https://www.schoolclimate.org/about/our-approach>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5723344/>

<https://www.learningliftoff.com/how-a-schools-learning-environment-affects-student-achievement/>

Freiberg, H.J. (1998). Measuring school climate: Let me count the ways. Educational Leadership, 56 (1), 22-26.

<https://www.emerald.com/insight/content/doi/10.1108/09578230610642638/full/html?fullSc=>

# FINAL INSPIRATION

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**Teacher could be the second most influencing adult in the life of the child, therefore.....**

