



DIAGNOSTIC INTERVIEW (DI)

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Why is **DI** so important?

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

DI

=

one of the most difficult diagnostic processes

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

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....“~~

- 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 process of education, we do not have to ask....

Non-verbal component of the interview

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?

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

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

Context of an interview

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

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

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

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

How to ask questions

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?

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?

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



Interviewing children via essays



EXCERCISE

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

SCHOOL HISTORY AND ATTITUDE TOWARDS EDUCATION

Problems in DI

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

Reasons for lying....

- 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)