

Educational & Psychology Diagnostics in Teaching Practice

third meeting



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CONTENT OF THE LECTURE

What will we be talking/learning about today?

- 1) Diagnostic interview + essay – revision
- 2) Case history
- 3) Psychological diagnostics of ADHD

Colloquium

colloquial discussion (*correct answer on two questions*)

- topics from meetings (presentation)
- chapters from Kubuszyn's book (*chapters: 1,4,6,12,20, 21*)

Possible terms:

December 13

January 17

February 7

ESSAY + DIAGNOSTIC INTERVIEW REVISION



essay /diagnostic interview

CASE HISTORY



LABELING THEORY



LABELING THEORY



CASE HISTORY



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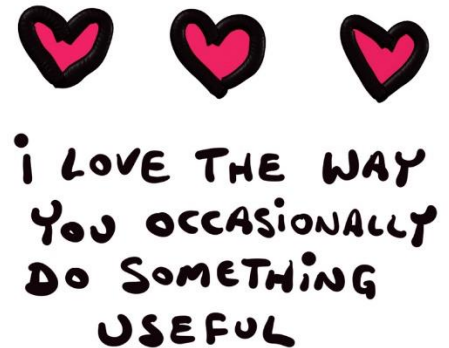
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Why to make a case history?

- Helps us to put behavior into context

(Goes beyond observable behavior – to the roots)

- Facilitate understanding of a child
- Helps in diagnostic and intervention proces
- Conceptualization



i LOVE THE WAY
YOU OCCASIONALLY
DO SOMETHING
USEFUL

How to make a case history?

FORM

- Mind map
- Inventory (full text)

SOURCES

- Parents
- Colleagues
- Other professionals
- Child
- Diagnostic tools

IMPORTANT

We constantly work with hypotheses = case history needs constant revision

Knowing = understanding

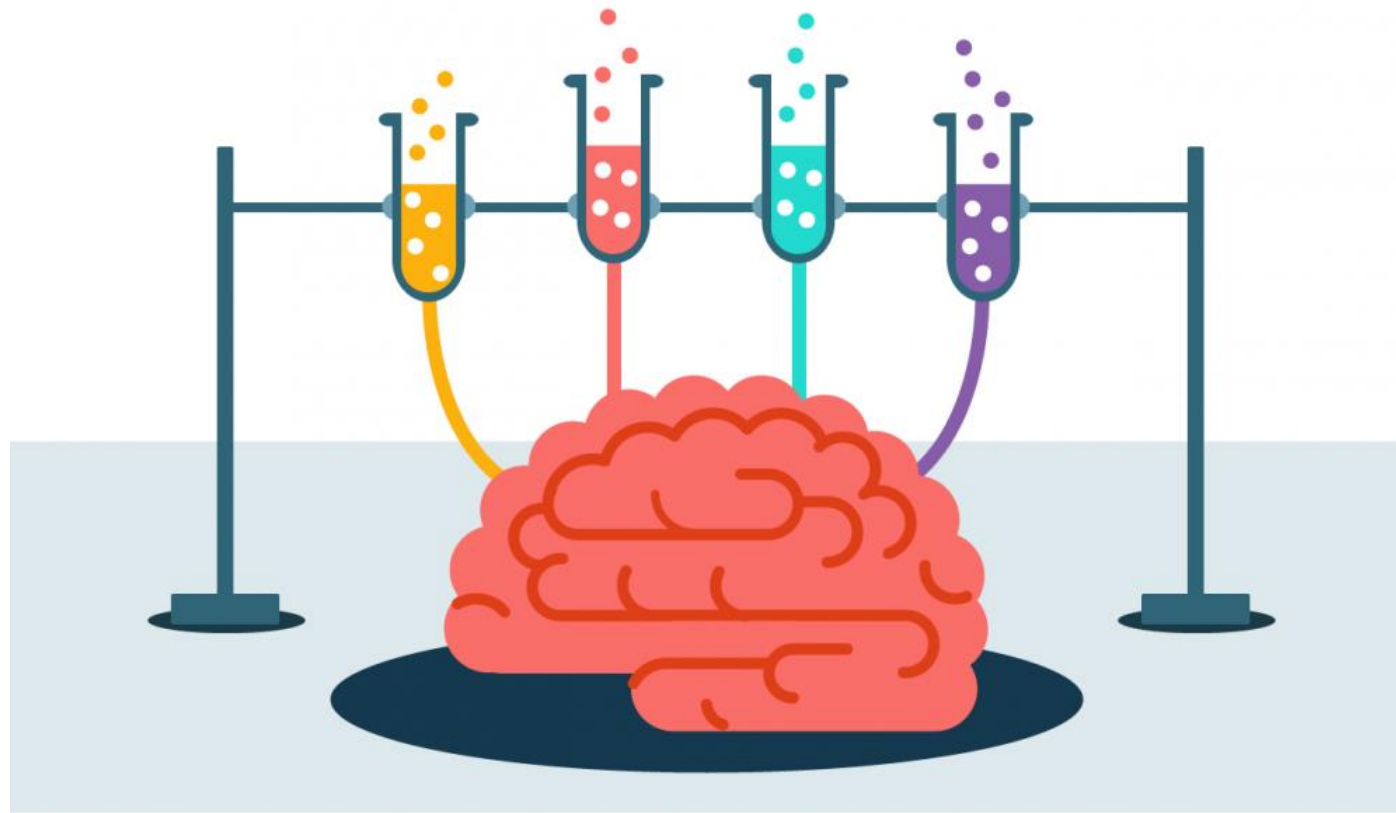


Understanding = influencing in a right way

POSSIBLE CONTENT

- personality traits
- attitude towards school and education
- work & involvement in lessons
- Classmates relationships
- relationships with teachers
- behavior problems
- Strengths + school achievements
- possible causes of school failure
- family environment
- Parent-school communication
- Leisure time and hobbies
- Specific Learning Disabilities
- Health impairment or disability
- classification in other subjects

A little brain teaser



personality traits

purposefulness

ambition

diligence

perseverance

patience

care

dexterity

tolerance

adaptability

responsibility

laziness

intolerance

dominance

enviousness

impulsive

aggressiveness

incredulity

influenzability

blame

self-control

(good / low)

self-confidence

(adequate / high / low)

attitude towards school and education

interest

responsibility

activity

differences in subjects

the need to encourage
learning

negativism

failure to fulfill obligations

excuses

truancy

Lack of interest towards
education

denial of duties

forgetting aids

avoidance of liability

work & involvement in lessons

active / passive / none

independent

special motivation is needed

Needs teacher's help

Needs direct management

needs for rigorous control

avoidance of work

cooperates with the teacher

cooperates with classmates

does not cooperate

concentrated / inattentive

(occasionally / frequently / permanently)

effort / any effort

Playing during lesson

Disturbing lesson

(occasionally / continuously)

Classmates relationships

friendly

Tolerant/intolerant

apathetic

trusting / distrustful

Helpful

Frequent conflicts

(verbal / physical)

contradictory relationships

cooperates / does not cooperate

Position in the collective

leader / inferior

social isolation

have / does not have a friend

loner

popular / unpopular

a target of bully

subordinate

Easily influenced

relationships with teachers

respect / does not respect authority

ignores authority

respects / does not respect instructions

indifference

fear

Intolerance

aggressiveness

negative attitude

trustful / distrustful

varies considerably between individuals

submissiveness

manipulation

behavior problems

attention problems

hyperactivity

disturbing in the lesson

showing off

attracts attention

lying

frauds

thefts

threats

bullying

truancy

running away

infantile behavior

verbal aggression

physical aggression

problems in social relations

mental problems

possible causes of school failure

reduced intellect

insufficient effort

attention deficits

frequent absence

lack of interest in education

problems in relationships with classmates

family support is missing

Family environment

Family

Complete – original

complete

incomplete

Foster care / adoptive
care

Institutional care

Family environment

stimulating

indifferent

emotionally positive

emotionally negative

alternately

stable background

Educational approaches

complete freedom

adequacy

stringency

penalties

abuse

disunity

inconsistency

protective

Parent-school communication

Contact

none

only class meetings

frequent

occasional

on request

parents are initiative

Relationship & cooperation

friendly

good cooperation

very problematic

contradictory

negative

Leisure time and hobbies

music

reading

movies

TV / DVD

PC games

Internet

PC technology

PC technology

handcrafting

art work

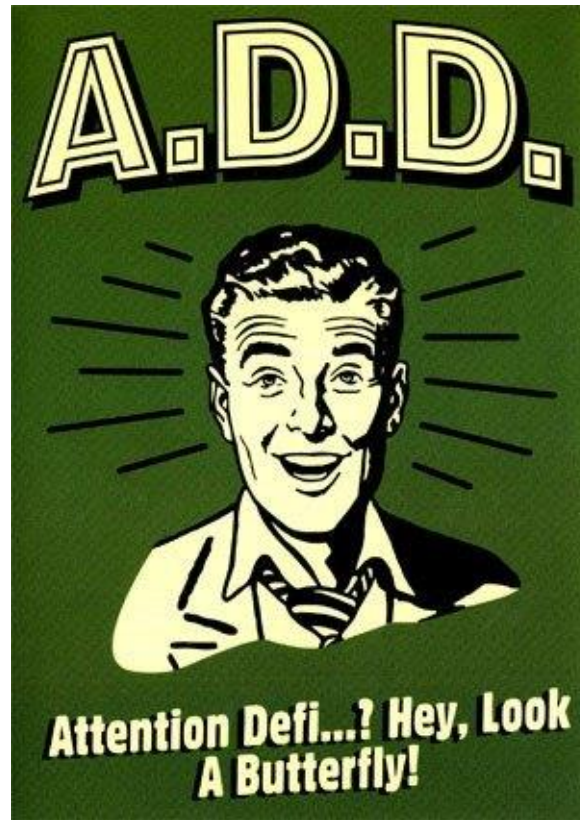
nature

Bunch/gang/crew

sport

Other...

ADHD + diagnostics



ADHD

➤ **Inattention**

- Fails to give attention to details
- Difficulty sustaining attention
- Does not seem to listen

➤ **Hyperactivity**

- Aquirms in seat
- Leaves seat

➤ **Impulsivity**

- Blurs out answer before question
- Got into fights
- Interrupts, intrudes others
- **Boredom** (unable to play, or engage in activities appropriately or quietly)

ADHD

Important to distinguish from other difficulties:

- Beginning before 7 years of age
- Symptoms persistence (min. 6 months)
- Occurs in at least two different environments

Important to bear in mind that:

- The manifestations are variable - depending on the maturation of the brain
- Not related to the child's intelligence (although as a result it is associated with impaired school performance)

6 -10 %

What could be confused with ADHD

- Psychosocial deprivation
- Bipolar-affective disorder
- Anxiety
- Depression

+ none of the children with ADHD is the same

How the diagnostic process could look like ?

- Collecting anamnestic data
- Observation
- Diagnostic interview

Administer specific tests:

- IQ
- Cognitive functions
 - Attention
 - Memory
 - Executive functions

Collecting anamnestic data

„Anamnesis = 50 % of the diagnosis“

- WHO?
 - Parent
 - Teacher
- HOW?
 - Standardized questionnaire
 - Interview
 - Data from observation

Diagnostic interview



Intelligence tests

WAIS III - Wechsler Intelligence Scale for Children

IDS – Intelligence and Development Scale

SON-R

WJIE – IV

Stanford-Binet's Test

(Raven's Progressive Matrices)

Tests of cognition

- Trail making test
- Numbers in square test
- Auditory Verbal Learning Test
- Rey- Osterrieth Complex Figure Test