



EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT IN TEACHING PRACTICE – PSYCHOLOGICAL PART

(LECTURE 2; NOVEMBER 12)

DAVID HAVELKA

Contact

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- **E-mail:** In message subject please specify the code of the course (e.g. SZ6646 Educational and Psychological Assessment in Teaching Practice)
- MS TEAMS
- **Office hours** (online via TEAMS):
 - mainly Fridays (by prior e-mail agreement)
 - other weekdays too 😊 (by prior e-mail agreement)

Literature

Educational testing and measurement : classroom application and practice

Tom Kubiszyn

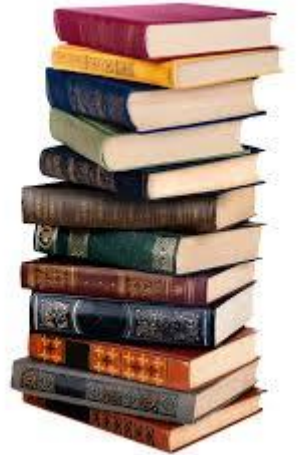
(library)

- 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)*



Lecture II - schedule

- Counseling system in education
- Cooperation with the school counseling center, other specialists and parents
- Self-diagnostics in teacher's work
- Case history
- ADHD + diagnostics



Studying during the course of semester

- Lectures
- Interactive syllabus
- Home assignment
- Individual consultations



COURSE: ASSESSMENT METHODS

(How to pass the course)

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

- Deadline: **November 5** (send to a lecturer via e-mail)
- It is possible to ask lecturer for an advice or supervision



- **diagnostic interview/ essay on how to improve school climate with the help of assessment**

- Deadline: **November 5** (send to a lecturer via e-mail)
- It is possible to ask lecturer for an advice or supervision

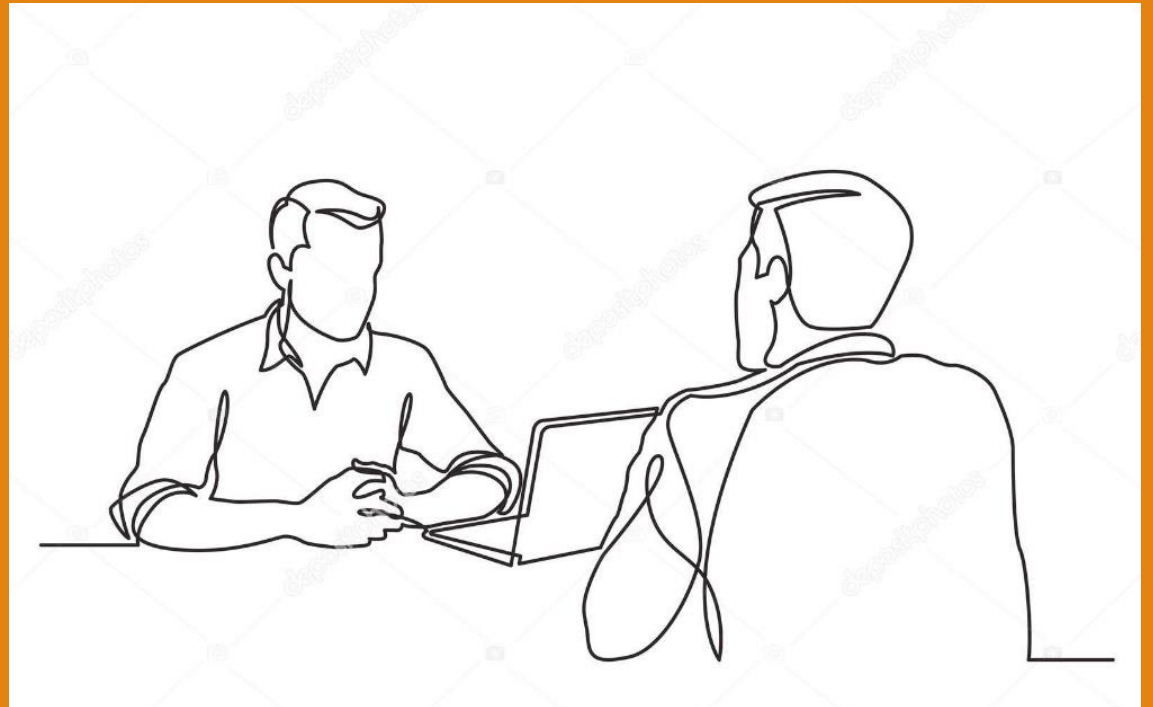
😊 **VOLUNTARY** 😊 :

- colloquial discussion (correct answer on two questions)
- TERM COLLOQUIUM: December 10 (16:00 – 17:15)
- Questions will be based on presentations and materials in an interactive syllabus

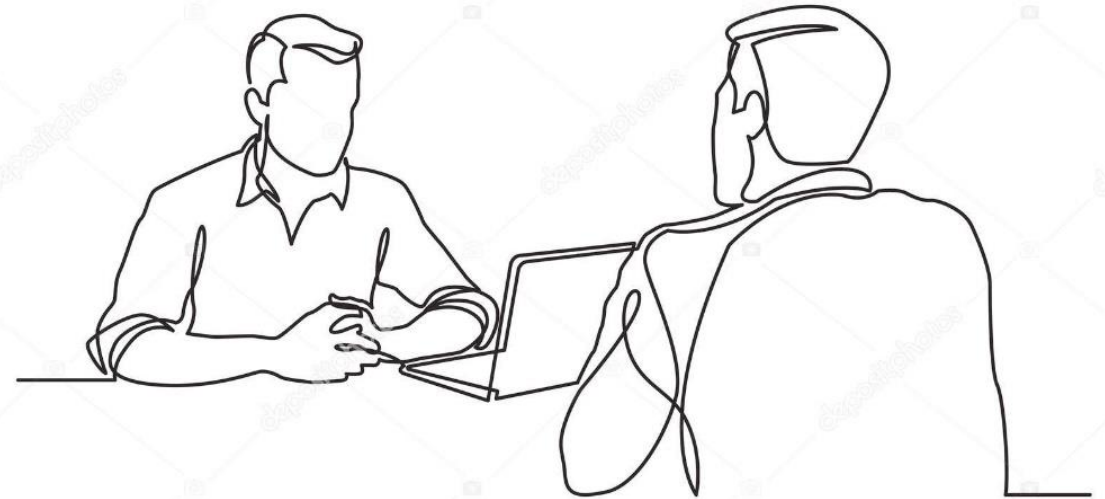




ASSIGNMENTS



ASSIGNMENTS – BRIEF REVIEW



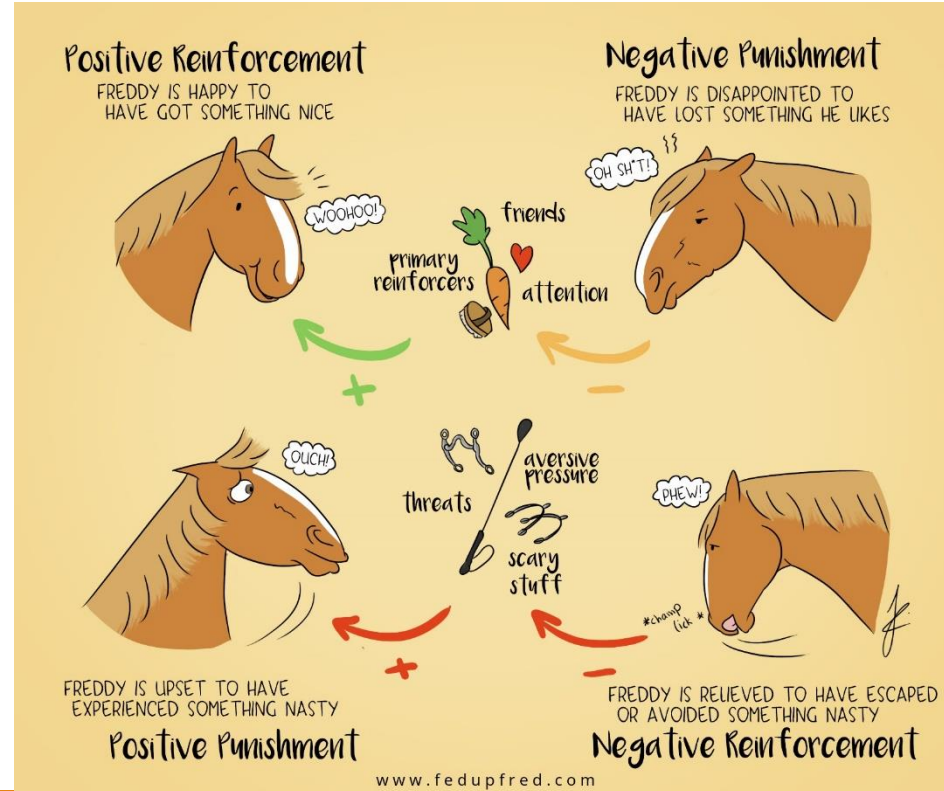
Assignments

Learning

- Habituation/sensitisation
- Classical conditioning
- **Operant conditioning**
- Observational learning
- Informational learning

OPERANT CONDITIONING

= type of learning in which behavior is strengthened if followed by a reinforcer or diminished if followed by a punisher (consequences leads to change in voluntary behavior)



Assignments

Deadline: **November 26**

- observation sheet + observation of a child / 2 child observations
- diagnostic interview/ essay on how to improve school climate with the help of assessment

It is possible to ask lecturer for an advice or supervision

Psychological professions and education

- School psychologist
- Counseling psychologist
- Clinical psychologist
- Therapist
- Other professions:
 - Child psychiatrist
 - Pediatrician
 - Social worker



School psychologist

Psychology programme graduate

SPECIALIZATION:

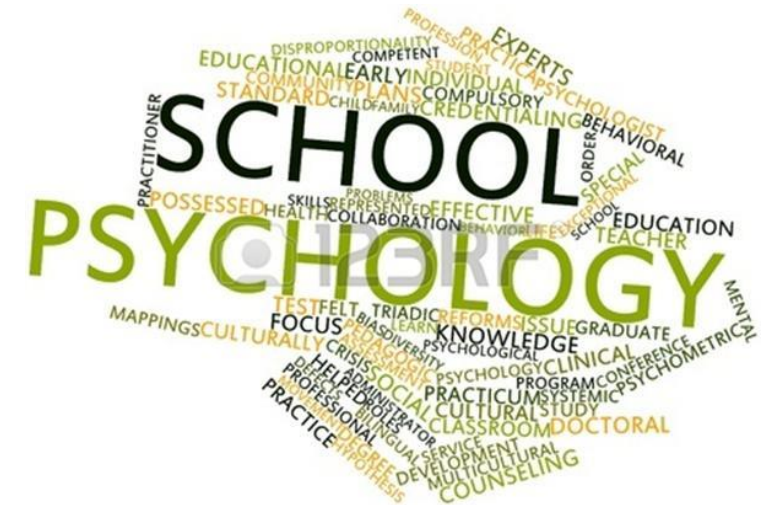
prevention of school, learning and educational difficulties

JOB DESCRIPTION:

counseling, school diagnostics, caring for pupils with special needs, working with school counseling facilities

OTHER

- Key role in mental difficulties detection
- working with class



Counseling psychologist

Psychology programme graduate

SPECIALIZATION:

prevention of school, learning and educational difficulties

JOB DESCRIPTION:

consultancy in the field of school, educational and professional counseling, in these areas also performs the appropriate psychological diagnostics

OTHER

Work in school counseling system, diagnostic institutes, educational care centers or special pedagogical centers.



Clinical psychologist



- Psychology programme graduate
- 5 yrs attestation – adult clinical psychologist
- 2 yrs attestation – child clinical psychologist
- **ATTESTATION MEANS:** *5yrs of practice + supervision, courses, exams*

SPECIALIZATION:

Mental health and mental disorders

Child psychiatrist

Medicine programme graduate

- 5 yrs attestation – adult psychiatrist
- 2 yrs attestation – child psychiatrist

(110 pieces)

SPECIALIZATION:

Mental health and mental disorders

JOB DESCRIPTION:

psychiatric examination (physical examination, interview with child and parent, questionnaires and other psychodiagnostic methods)

MEDICATION PRESCRIPTION



Social worker

- Divorce/ parent disagreement
- Mediation of contact with the other parent
- Insufficient care of parents and other persons responsible for upbringing
- Child abuse and neglect syndrome (CAN syndrome)
- Substitute family care
- Control of institutional education and other extra-family care
- Social investigation in the family

Social curator

- Crime and delinquency caused by children and adolescents
- Socio-pathological phenomena in the school environment - truancy, inappropriate behavior, aggression, bullying and cyberbullying
- Problematic behavior of the child in the family - disrespect of parents, aggression towards parents, escapes from home, wanderings
- Control of institutional education, social investigation
- Substance abuse
- Prostitution
- Other specific forms of problematic behavior

Organizations cooperating with schools

- Psychological and educational centre
- Special educational centre
- Child protection authority (OSPOD)



Educational care centre

- psychological examination and counseling of preschool children with educational problems
- assessment of the level of school maturity and recommendations for improving the school readiness of children before entering the 1st grade
- orientational and comprehensive examination of school maturity, assessment of the suitability of postponement of school attendance
- diagnosis of educational and teaching difficulties and recommendations for appropriate methods to alleviate them
- assessment of study prerequisites
- individual consultation with parents
- individual consultations with teachers



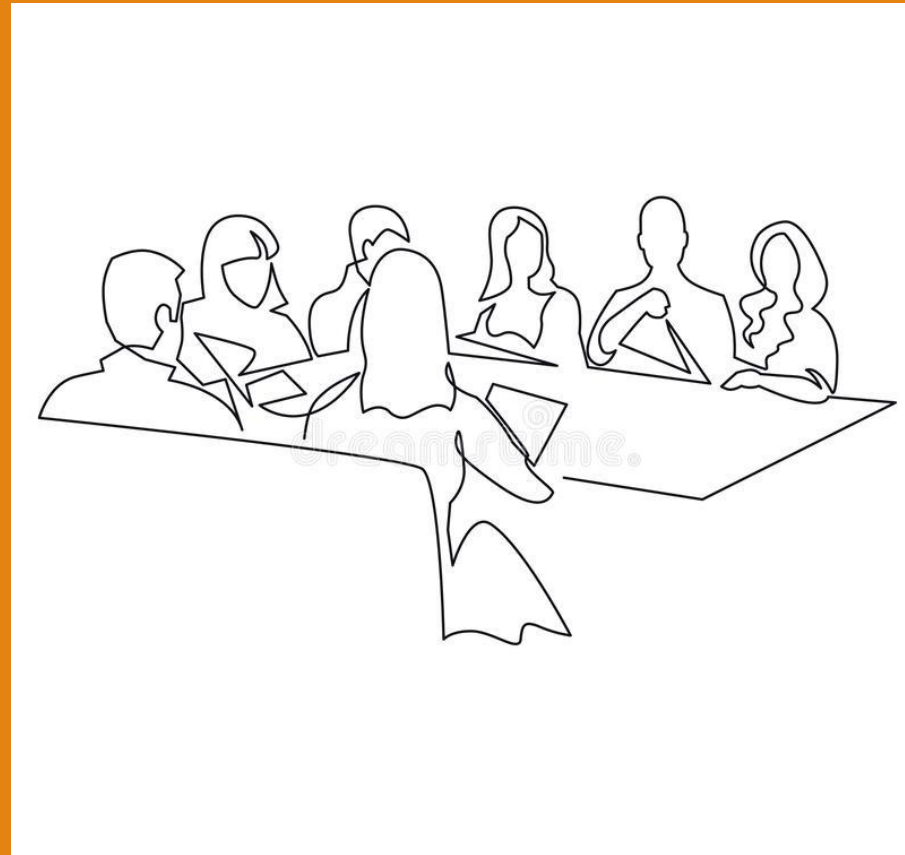
Special educational centre

- **counseling** in the field of education of pupils with disabilities and provision of methodological support to the school

Clients:

- pupils with disabilities integrated in schools and school facilities
- pupils with disabilities and pupils with disabilities in schools, classes, departments or study groups with adapted educational programs
- pupils with disabilities in special primary schools and children with profound mental disabilities.

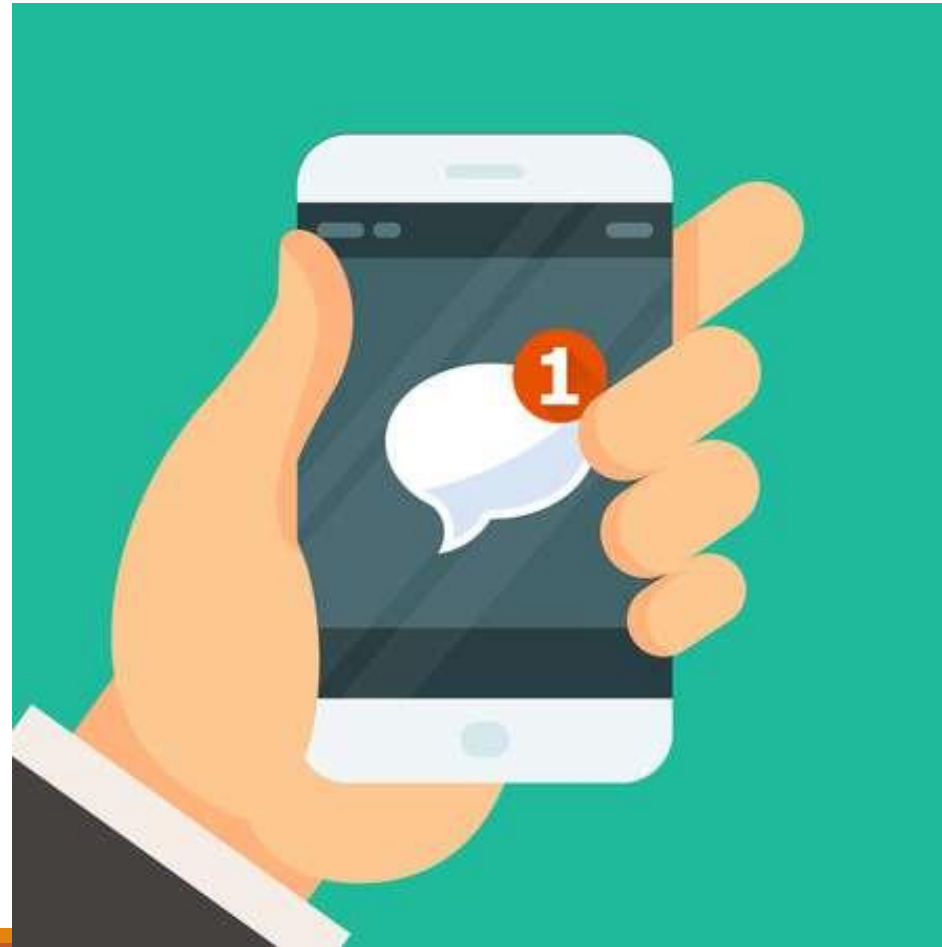
POSSIBILITIES OF COOPERATION



Providing information



Request of information



Self-diagnostics in teacher's work (reflective teaching)



Teacher competences definition

Teacher competence is a set of knowledge received during a teacher's education together with skills that are based on that knowledge and developed through practice and reflection and teacher's personal qualities.

Teacher competence could also be referred to as essential **teaching skills, knowledge, decision making, action.**

To harvest these competences it is quite useful to **REFLECT** the process of teaching – to be **REFLECTIVE TEACHER**

REFLECTIVE TEACHING

definition

Teachers and student teachers **collect data** about teaching, **examine** their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching.“

A **recognition, examination, and rumination** over the implications of ones beliefs, experiences, attitudes, knowledge, and values as well as the opportunities and constraints provided by the social conditions in which the teacher works

REFLECTION AS ONE OF THE KEY COMPETENCES

Reflection strengthens professional development (improves quality of teaching)

Bellow are some reasons for teacher development:

- **to acquire** new knowledge and skills (*learning new teaching techniques, learning to use new equipment etc.*)
- **to keep up** with changes (*in teaching approaches, in governmental regulations or policies etc.*)
- **to increase** teacher's **prestige** which can lead to an increase in income and to becoming more competitive in next job search
- **inspiration** and **“empowerment”** - “working out teacher's way forward, based on understanding
- **feeling in control** over professional development can help teacher stay enthusiastic about work
- to help **to fight** negativity in teaching environment

Source: CHRISTODOULOU, Iva. Sebereflexe učitele [online]. Brno, 2010 [cit. 2021-10-01]. Available from: <https://is.muni.cz/th/ai88e/>. Master's thesis. Masaryk University, Faculty of Education. Thesis supervisor Alena DOBROVOLNÁ.

The process of self-reflection (according to Švec, 2005)

1. Descriptive phase (What happened? What was my reaction?)

2. Informative phase (What exactly was the situation about? In what context did the situation develop? What class was it?)

3. Contrastive phase (Why did the situation happen? Who caused it?)

4. Phase of situation solving reconstruction (How could I proceed now when I know about the situation? What approaches are available? What do I need for their practical realization?)

Švec, V. (2005). *Pedagogické znalosti učitele: Teorie a praxe*. Praha: ASPI.

Possibilities of self-reflection and self-development

➤ **Writing a journal**

- Making a written record of your experiences, feelings, thoughts, observations etc.
- By rethinking, and interpreting the content of journal teacher can gain powerful insights into his work, students behavior, motivation etc.

➤ **Self-observation**

- Systematic observation, evaluation, and management of ones own behavior in order to achieve a better understanding and control over the behavior.
- Through analysis of recording teacher can become more aware of his/her “current knowledge, skills and attitudes
- Possibilities of self-observation:
 - Lesson report: e.g. List that enables teacher to write down his recollections of the main features of a lesson
 - Audio and video recordings: enables to record lesson in a great detail

Possibilities of self-reflection and self-development

➤ Observation

- Attending somebody else's class and observing different features of teaching (provides a range of experiences and processes useful for future professional growth)

➤ Action research

- Teacher concentrates on one particular problem right in his/her classroom, inquires about it in a systematic way, draws a conclusion based on collected data and develops a strategy for improvement.
- Benefits: the teacher himself chooses the issue of the research within his classroom and its outcomes will again be applied there, on his students



Possibilities of self-reflection and self-development

➤ Teaching portfolios

- A professional portfolio is an evolving collection of carefully selected or composed professional thoughts, goals, and experiences that are threaded with reflection and self-assessment.

➤ Surveys and questionnaires

- Sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions or open-ended personal opinions, judgements and beliefs.

Source: CHRISTODOULOU, Iva. Sebereflexe učitele [online]. Brno, 2010 [cit. 2021-10-01]. Available from: <https://is.muni.cz/th/ai88e/>. Master's thesis. Masaryk University, Faculty of Education. Thesis supervisor Alena DOBROVOLNÁ.

CASE HISTORY



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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 process
- Conceptualization

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

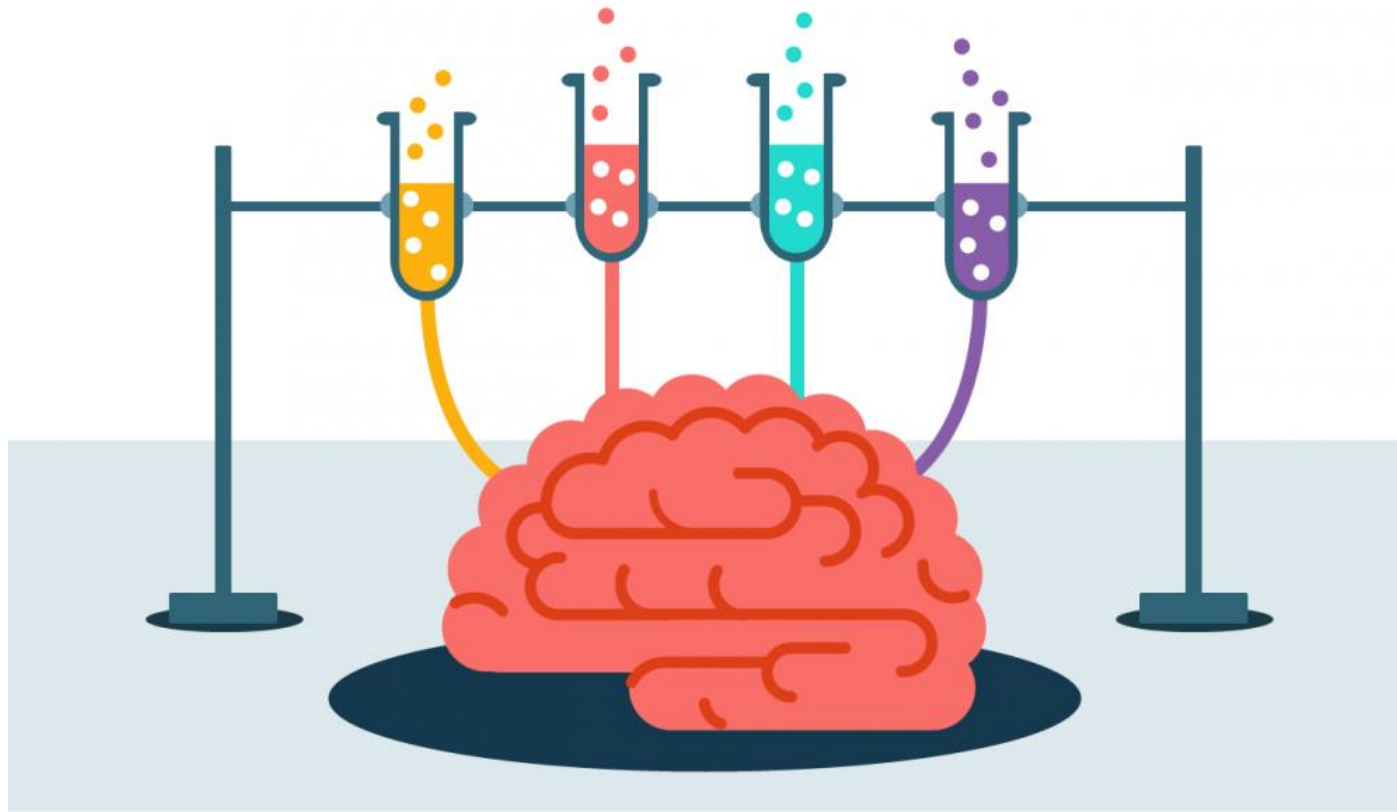


Understanding = influencing in a right way

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

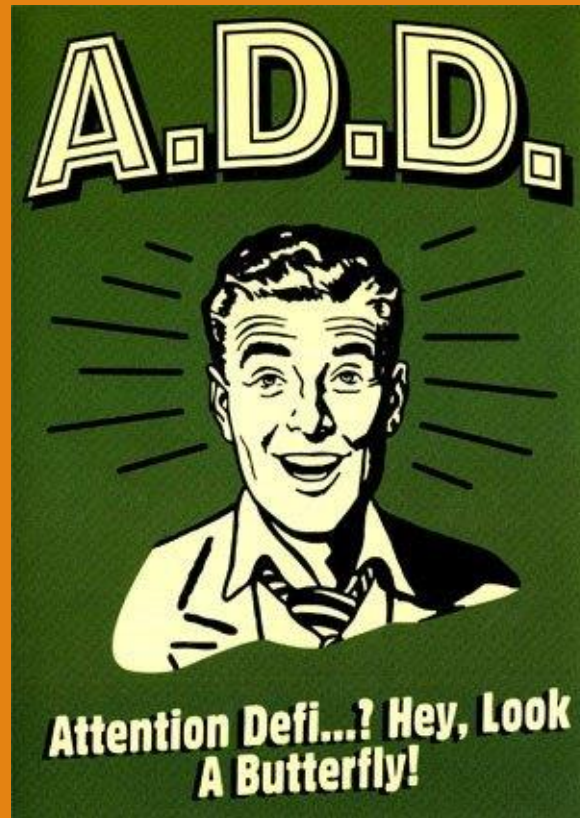
nature

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

WISC 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