Social, Emotional & Behavioral Assessment

Stephen E. Brock, PhD, NCSP, LEP

California State University, Sacramento

Seminar Agenda

▶ Overview of the assessment sequence
▶ Review Syllabus
▶ Lecture
▶ Break
▶ Lecture

EDS 244: Social, Emotional, & Behavioral Assessment

See the Big Picture

EDS 244: Social, Emotional, & Behavioral Assessment

- This course builds upon many skills developed in the first year of instruction
  - EDS 248, Human Development and Learning
  - EDS 245, Psychology in the Schools
  - EDS 242a, Cognitive Assessment
  - EDS 242b, Cognitive Assessment Lab
- It is closely linked with work being completed this semester
  - EDS 243a, Assessment Practicum
  - EDS 240, Functional Assessment of Behavior
  - EDS 246a, Preventive Academic Interventions
- It is also important to 4th semester course work
  - EDS 247, Assessment of Special Needs
  - EDS 243b, Assessment Practicum
  - EDS 439b, Early Fieldwork in School Psychology

EDS 244: Social, Emotional, & Behavioral Assessment

- EDS 243A: Assessment Practicum is a co-requisite
- EDS 244 (246a/240) & 243A inform each other. Both are part of a whole.
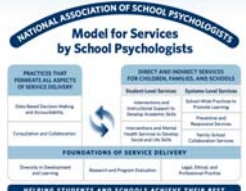
The Relationship Between
243A & 244 (246A/240)

Theory

Practice

■ EDS 243A ■ EDS 244

EDS 244: Social, Emotional, & Behavioral Assessment

- Next semester EDS 247 & 243B will have a similar (but not as intense) relationship.
- Important resources can be found on my EDS 243 student materials webpage: http://www.csus.edu/indiv/b/brocks/

Stephen E. Brock, PhD, NCSP, LEP
CSU, Sacramento

EDS 244: Social, Emotional, & Behavioral Assessment

- Psychoeducational evaluation is an essential school psychologist activity, but always remember *it does not define you*.
  - Rather, it is one element of the tool kit that school psychologists use when striving to help meet student needs.

EDS 244: Social, Emotional, & Behavioral Assessment

- Syllabus

Problem Identification & Analysis

Stephen E. Brock, PhD, NCSP, LEP

California State University, Sacramento

What is Problem Analysis

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▶ A problem is
  ▶ "… an unacceptable discrepancy between expected and observed performance."
▶ Problem analysis is …
  ▶ The "systematic process of assessment and evaluation to better understand the nature and possible solutions of the problem."
  ▶ Scientific.
  ▶ An approach that "relies on low-level inferences, and focuses on alterable variables."

Christ & Arañas (2014, p. 87)

Scientific Method

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1. Identify the problem
2. From available data hypothesize causes
3. Select assessment methods
   a) Record review
   b) Interviews
   c) Observations
   d) Psychoeducational tests

   Don't underestimate the importance of these data sources!

4. Collect data
5. Analyze data
6. Validate and/or revise hypotheses
7. Recommend interventions

Christ & Arañas (2014)

Scientific Method & Problem Analysis

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Scientific Method	Problem Analysis	Example
Observe	Identify problem	Teacher observes reading difficulty
Hypothesize	What is causing the problem	
Select procedures to test hypothesis	Review, observe, interview, test?	
Collect data	Employ selected assessment procedures	
Analyze/synthesize	Validate/revise hypothesis(ses)	
Recommend	How does the data drive interventions	

Hypothesis Matrix

	Specific Deficits	General Problems
Internal Student Deficits		
External Environmental Challenges		

Hypothesis Matrix: Example

A student is having problems reading at grade level

	Specific Deficits	General Problems
Internal Student Deficits	• Word reading difficulties (phonologically based) • Text comprehension difficulties (language based)	• Lack of exposure to print • Lack of practice • Poor motivation
External Environmental Challenges	• A poor teacher	• Wrong instructional level • Wrong curriculum

Data Analysis

▶ How to test hypotheses

Data Analysis

(slide 16 – form titled "Reason for Referral" with "Identification of Assets and Challenges" table including Learning Assets, Data Sources, and Etiological Considerations columns, followed by Learning Challenges rows)

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Data Analysis: Should always inform instruction!!!

(slide 17 – table titled "The Effects of Assets and Challenges and Associated Recommendations" with columns: Learning Assets, Effects, Data Sources, Recommendations; and Learning Challenges, Effects, Data Sources, Recommendations)

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Data Analysis

(slide 18 – Hypothesis Illustration Worksheet with diagram)

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Data Analysis

Hypothesis	
Supporting data	Conflicting data

Data Analysis: Activity

Hypothesis: Student (CA: 7-6, Grd 3) has ADHD	
Supporting data	Conflicting data

▸ Assessment Data
  ▸ K Teacher reported no difficulties
  ▸ Young for grade
  ▸ Teacher reports difficulty sitting still
  ▸ Student reports doesn't like school
  ▸ Parent reports no problems at home, but some difficulty completing homework (Student is an only child)
  ▸ CRPS, 61; CTRS, 77; BASC TRF, ANX=65, ATTEN = 75; BASC PRF = No at risk or clinically significant findings
  ▸ Impulsive responses to testing stimuli
  ▸ WISC FSIQ =125 (completed DS while sitting under the table)
  ▸ WIAT Achievement 92 to 103 (average for age)

Assessments Must Drive Interventions

Report Conclusions (Analytic Hypotheses)	Report Recommendations (Intervention Hypotheses)
Poor instructional match (e.g., material presented too quickly)	Slow down pace of instruction
Poor curricular match (e.g., material is too difficult)	Provide instruction at student's level
Lacks basic skills	Provide slow, deliberate, systematic instruction
Lack fluency in basic skills	Provide ample practice
Lacks motivation	Provide external rewards

Christ & Arañas (2014, p. 89)

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Problem Solutions: The Recommendations

- It is often difficult (and in some cases impossible) to change the internal variables (e.g., disabilities) that cause a student's learning problems.
- But what can we always change?

Problem Solutions: The Recommendations

- We can change the environment.
- We typically cannot directly manipulate the child. Although by changing the environment we can often, indirectly, change the child.
- The case of reading interventions is a classic example.

Coming up next….

Course Outline

Date	Topic/Activity	Assignments (To be completed by class date)
1. August 28 EUR 330 7:00-9:50pm	• Course overview and expectations • Problem Identification and Analysis	Required reading • Harrison & Thomas (2014a), Chapter 5
2. September 4 EUR TBD 4:00-6:50pm	• Nondiscriminatory assessment • Legal issues related to assessment • Student presentation 1: CTOPP	Required reading • Harrison & Thomas (2014b), Chapter 5 • California Code of Regulations; Title 5. Education; Division 1. California Department of Education; Chapter 3. Individuals with Exceptional Needs; Subchapter 1. Special Education; Article 3. Identification, Referral, and Assessment; Article 3.1. Individuals with Exceptional Needs
3. September 11 TBD	• Quiz 1: Legal Issues • The Psychoeducational Report • Rules of School Psychology • Student presentation 2: FAR	Required reading • Harrison & Thomas (2014a), Chapter 28 • Harrison & Thomas (2014b), Chapter 22 • Brock (2014, December) • Brock (2015, January/February) • Brock (2015, March/April)

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