Social, Emotional, & Behavioral Assessment

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Seminar Agenda

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

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 249: 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 244: Social, Emotional, & Behavioral Assessment
- EDS 244a: Preventive Academic Interventions

It is also important to the 4th semester course work:
- EDS 247: Assessment of Special Needs
- EDS 243b: Assessment Practicum
- EDS 499: Early Fieldwork in School Psychology

EDS 244A: 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)

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/
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.
What is Problem Analysis

- 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.”

Scientific Method

1. Identify the problem
2. From available data hypothesize causes
3. Select assessment methods
   a) Record review
   b) Interviews
   c) Observations
   d) Psychoeducational tests
4. Collect data
5. Analyze data
6. Validate and/or revise hypotheses
7. Recommend interventions

Scientific Method & Problem Analysis

<table>
<thead>
<tr>
<th>Scientific Method</th>
<th>Problem Analysis</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe</td>
<td>Identify problem</td>
<td>Teacher observes reading difficulty</td>
</tr>
<tr>
<td>Hypothesize</td>
<td>What is causing the problem</td>
<td></td>
</tr>
<tr>
<td>Select procedures to test hypothesis</td>
<td>Review, observe, interview, test?</td>
<td></td>
</tr>
<tr>
<td>Collect data</td>
<td>Employ selected assessment procedures</td>
<td></td>
</tr>
<tr>
<td>Analyze/synthesize</td>
<td>Validate/revise hypothesis(ies)</td>
<td></td>
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<tr>
<td>Recommend</td>
<td>How does the data drive interventions</td>
<td></td>
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</table>
### Hypothesis Matrix

<table>
<thead>
<tr>
<th>Specific Deficits</th>
<th>General Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Student Deficits</td>
<td></td>
</tr>
<tr>
<td>External Environmental Challenges</td>
<td></td>
</tr>
</tbody>
</table>

### Hypothesis Matrix: Example

A student is having problems reading at grade level

<table>
<thead>
<tr>
<th>Specific Deficits</th>
<th>General Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Student Deficits</td>
<td></td>
</tr>
<tr>
<td>• Word reading difficulties (phonologically based)</td>
<td></td>
</tr>
<tr>
<td>• Text comprehension difficulties (language based)</td>
<td>• Lack of exposure to print</td>
</tr>
<tr>
<td>• A poor teacher</td>
<td>• Lack of practice</td>
</tr>
<tr>
<td>External Environmental Challenges</td>
<td>• Wrong instructional level</td>
</tr>
<tr>
<td></td>
<td>• Wrong curriculum</td>
</tr>
</tbody>
</table>

### Data Analysis

- How to test hypotheses
### Data Analysis

#### Data Analysis: Should always inform instruction!!!
Data Analysis

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting data</td>
<td>Conflicting data</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Report Conclusions (Analytic Hypotheses)</th>
<th>Report Recommendations (Intervention Hypotheses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor instructional match (e.g., material presented too quickly)</td>
<td>Slow down pace of instruction</td>
</tr>
<tr>
<td>Poor curricular match (e.g., material is too difficult)</td>
<td>Provide instruction at student’s level</td>
</tr>
<tr>
<td>Lacks basic skills</td>
<td>Provide slow, deliberate, systematic instruction</td>
</tr>
<tr>
<td>Lack fluency in basic skills</td>
<td>Provide ample practice</td>
</tr>
<tr>
<td>Lacks motivation</td>
<td>Provide external rewards</td>
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Christ & Arañas (2014, p. 89)
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?

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...