School Observations & Daily Report Cards

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Why would we need to do a school observation?

Why Need School Observations?

- Grad students need to learn about typical & atypical behaviors
- Inconsistent or discrepant reports
- Unreliable reporters
  - Suspect false positives
  - Suspect false negatives
- Not understanding **contingencies** at work
  - **Maintaining variables**, not necessarily establishing variables

Other considerations in decision to observe

- **What you hear doesn't make sense**
- **You suspect strong negative interaction between student and teacher**
- **High discrepancy between Intensity and Problem score from teacher**
- **Child has not responded to intervention**
- **Parents struggling to believe what they are hearing - scared**

Can't we just go with parent and teacher reports?

In a meta-analysis of 119 studies, Achenbach, McConaughy, and Howell (1987) identified what has come to be one of the most robust findings in clinical child research: Different informants' (e.g., parents, children, teachers) ratings of social, emotional, or behavior problems in children are discrepant (e.g., *r*s often in .20s).

De Los Reyes & Kazdin, Psych Bull, 131(4), Jul 2005, 483-509

Why would we need to do a school observation?

EXTERNALIZING DISORDERS

DSM-IV: ADHD

TABLE 2.
Children Meeting Criteria for ADHD Subtypes: Interinformant Agreement

	ADHD Diagnosis: Teacher			
ADHD Diagnosis: Parent	No ADHD	ADHD-C	ADHD-H/I	ADHD-I
No ADHD	5	3	1	2
ADHD-C	7	17	11	10
ADHD-H/I	5	4	1	1
ADHD-I	1	3	1	2

25/74 = 34% agreement

Mitsis et al. (2000) *JAACAP*, 39(3), 308-313.

Why would we need to do a school observation?

INTERNALIZING DISORDERS

Who is best at predicting children's anxiety in response to a social evaluative task? A comparison of child, parent, and teacher reports☆

Patricia Marten DiBartolo *, Amie E. Grills [1]

- Children significantly predicted their reading performance (r = -.57; p < .01)
- Children anxiety rating ns correlation with blind observed I/E (r = .06; ns)
- Parent and teacher predictions ns correlation with either
  - Reading performance or I/E behaviors (r's .07 - .16; ns)

J Anx Dis vol. 20, pp. 630-645 (2006)

Case Conceptualization: Multitrait-Multimethod

Campbell & Fisk (1959)

Reasons NOT to do a school observation?

Reasons NOT to…

Clear picture in mind's eye of contingencies
Low base rate behavior
  Unlikely to see in time spent observing
Reactive effect of observer
  Hawthorne Effect
    Child
    Teacher
  Pros and cons of known person
Expensive, maybe inefficient
Can get good information other ways

Classroom Observation Code (COC)

- 50 hrs training
- Avg. 96 minutes over 6 observations for reliable discrimination ADHD v controls
- Remember: High variability is the *sine qua non* of ADHD
  - Most predictive subtest of CPT is variability, not omission and commission hit rates!
- Only 5 of 8 met reliability in coding

Abikoff et al. (1977, 1980);

When to Observe?

Highest probability time of seeing behavior(s) of interest
Activity-transition-activity
Regular, routine situation
Not first day back from vacation
Not with substitute teacher
Not first day back after illness
Structured v unstructured situation

Who to Observe?

- Individual child
- Peer interactions
- Teacher-child interactions

Which behaviors?

- Attention
- Impulsivity
- Engagement
- Social interactions
- Compliance
- Stimming
- Tics
- Productivity

How to observe?

1. Formulate clear question?
2. Operationalize variables
3. Formulate clear scheme to capture behaviors of interest
   1. Dependent variables
   2. Independent variables
   3. Antecedents → behaviors
      ↓
      consequences

Sampling decisions?

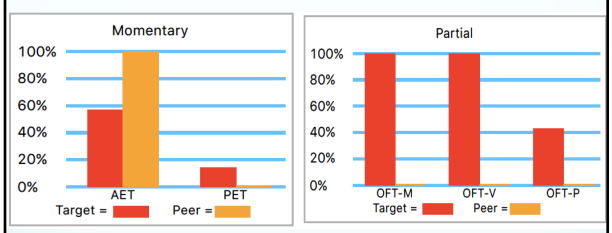
- Momentary
- Interval

Apps

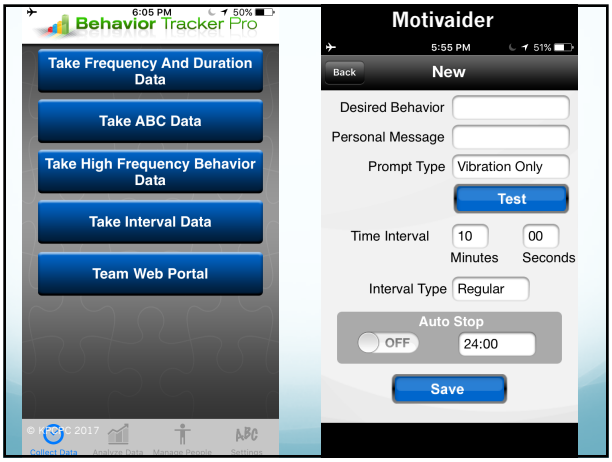
https://batechsig.com/2015/03/09/apps-for-behavior-analysts/

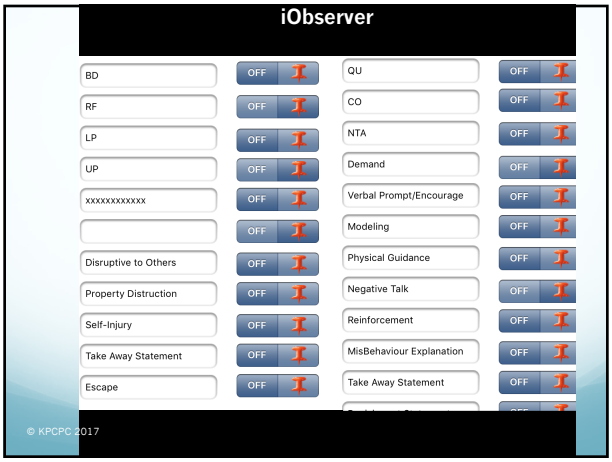
BOSS

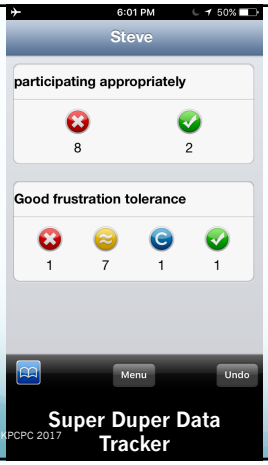
BOSS



AET = active engagement
PET = passive engagement
OFT = off task (motor, vocal, passive)







Motivaider

Random or Fixed Interva
Any duration
Interval or momentary
Simply a prompter

Behavioral Dynamics

Direct Observation Form (DOF: Achenbach, 1986)

- Part of CBCL system
- Samples 96 behaviors
- Easy to learn
- 15 mins administration time
- Limited psychometric data
- No functional assessment
- Similar to SOS within the BASC system
  - 65 behaviors

What makes a good observation system?

- Sensitive
- Specific
- Efficient
- Practical
- Cost effective
- Translates into clinically useful information

Revised Edition of the School Observation Coding System (REDSOCS)

REDSOCS Origins

- School Observation Coding System
  - Designed to assess preschoolers' behavior
  - In appropriate classroom settings
  - According to three behavioral domains
    - Appropriate vs. Inappropriate
    - Compliant vs. Noncompliant vs. No Command Given
    - On-task vs. Off-task vs. Not Applicable
  - Sequential coding for alternating intervals

McNeil, Eyberg, Eisenstadt, Newcomb, & Funderburk (1991)

REDSOCS

- Yields three scores for each child observed
  - % Inappropriate Behavior
  - % Noncompliant Behavior
  - % Off-task Behavior

How to Think About Psychometrics

- Inter-observer **reliability**
  - Ranging from 70-99% agreement
- **Convergent/Divergent validity**
  - SESBI Intensity scores – Inapp, Noncomp, Off-task
  - CTRS-28 Conduct scale – Inapp, Noncomp
  - CTRS-28 Hyperactivity scale – Inapp, Noncomp
  - CTRS-28 Inattention scale – Inapp, Noncomp, Off-task

Some More Psychometrics

- **Discriminative Validity**
  - Non-referred differ from referred with reported school problems
  - Non-referred indistinguishable from referred without reported school problems
  - 80% of referred children with school problems correctly classified

Case Example: Putting It Together

- 2nd grade boy identified by school for
  - Blurting out
  - Being out of seat/area
- One modified REDSOCS obs completed
  - 46% off-task
  - 75% inappropriate
  - 50% noncompliance

What more do you want to know?

- What was the activity?
- What was the nature of the inapp behavior?
- How many commands were issued?
- How typical is this observation?
- What is the teacher seeing?

Axiom of target behaviors

- Specific
- Observable
- Measurable
- Operationalized
- Where possible: presence of the positive, not absence of the negative – why?

Putative Functions of Behaviors

- Attention-seeking
- Avoidance (escape)
- Stimulation-seeking (sensory)
- Reward-seeking (tangible)
- *Nb* Establishing variable ⇄ Maintaining variable

Threats to validity

- **Poorly operationalized categories**
- **Low inter-rater reliability**
- **Observee reactivity (Hawthorne Effect)**
- **Situational specificity – when sample is *not* representative**
- **Miscoding**
- **Observer bias**

The case for idiographic assessment

ELSEVIER
Clinical Psychology Review
Volume 29, Issue 2, March 2009, Pages 179–191

Idiographic assessment: Conceptual and psychometric foundations of individualized behavioral assessment

Stephen N. Haynes[a], Gregory H. Mumma[b], Catherine Pinson[c]

See also Mumma (2001) *The Behavior Therapist* (24), 77-94

Idiographic to measure what?

interval	G I	prompt	on off	consequence	notes
	G I	D I NOC	+ - 0	+ - 0	
1	G I	D I NOC	+ - 0	+ - 0	
2	G I	D I NOC	+ - 0	+ - 0	
3	G I	D I NOC	+ - 0	+ - 0	
4	G I	D I NOC	+ - 0	+ - 0	
5	G I	D I NOC	+ - 0	+ - 0	
6	G I	D I NOC	+ - 0	+ - 0	
7	G I	D I NOC	+ - 0	+ - 0	
8	G I	D I NOC	+ - 0	+ - 0	
9	G I	D I NOC	+ - 0	+ - 0	
10	G I	D I NOC	+ - 0	+ - 0	
11	G I	D I NOC	+ - 0	+ - 0	
12	G I	D I NOC	+ - 0	+ - 0	
13	G I	D I NOC	+ - 0	+ - 0	
14	G I	D I NOC	+ - 0	+ - 0	
15	G I	D I NOC	+ - 0	+ - 0	
16	G I	D I NOC	+ - 0	+ - 0	
17	G I	D I NOC	+ - 0	+ - 0	
18	G I	D I NOC	+ - 0	+ - 0	
19	G I	D I NOC	+ - 0	+ - 0	
20	G I	D I NOC	+ - 0	+ - 0	
21	G I	D I NOC	+ - 0	+ - 0	
22	G I	D I NOC	+ - 0	+ - 0	
23	G I	D I NOC	+ - 0	+ - 0	
24	G I	D I NOC	+ - 0	+ - 0	
25	G I	D I NOC	+ - 0	+ - 0	
26	G I	D I NOC	+ - 0	+ - 0	
27	G I	D I NOC	+ - 0	+ - 0	
28	G I	D I NOC	+ - 0	+ - 0	
29	G I	D I NOC	+ - 0	+ - 0	
30	G I	D I NOC	+ - 0	+ - 0	

1st grader with SM

- Referral/observation question
- Child is "very comfortable" in our class
- Plays very well with the children
- Suspect he is comfortable but still avoiding
- How would you set up the observation?
  - What? When?

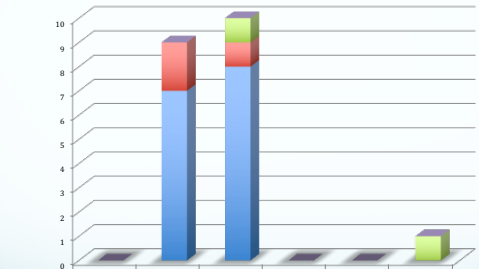
Selective Mutism observation

Date: ______ Time: ______ Coder: ____________ Child: ____________________

Teacher:____________________ Lesson/Situation:____________________________________

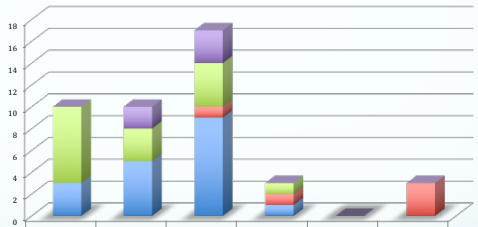
Source T P C	Group ✔	NO PROXIMITY 5 s ?	TYPE F/C = F O/E = O Y/N = Y SS DCV = D ICV = I	No Opp	Reply ✔ ✗ PNG = O	F/U LP-V RF UP LP-NV X Other	Probe F/C = F O/E = O Y/N = Y DCV = D ICV = I Other	Reply ✔ ✗ PNG = O	F/U LP-V RF UP LP-NV X Other	Notes
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	
T P C			F O Y S D I		✔ ✗ O	L R U N X O	F O Y S D I	✔ ✗ O	L R U N X O	

Child's Responses to Peer Prompts



	Forced-Choice	Open-Ended	Yes/No	Direct Command - Verbal	Indirect Command - Verbal	Direct Comand - Nonverbal
No Opportunity	0	0	0	0	0	0
Gestural	0	0	1	0	0	1
Reply	0	2	1	0	0	0
No Reply	0	7	8	0	0	0

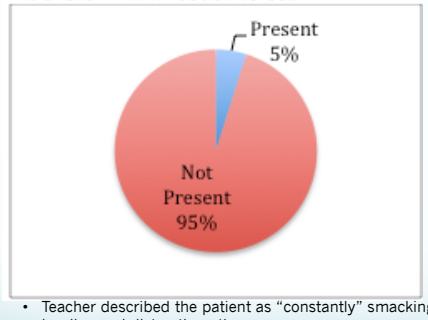
Child's Responses to Teacher Prompts



	Forced-Choice	Open-Ended	Yes/No	Direct Command - Verbal	Indirect Command - Verbal	Direct Comand - Nonverbal
No Opportunity	0	2	3	0	0	0
Gestural	7	3	4	1	0	0
Reply	0	0	1	1	0	3
No Reply	3	5	9	1	0	0

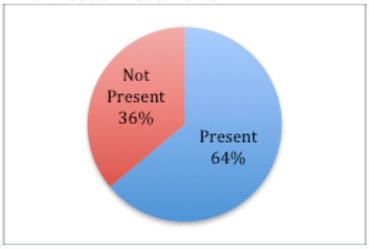
What can you infer the question or concern is in the following case?

Audible Extraneous Noises



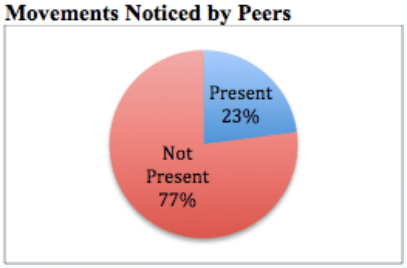
- Teacher described the patient as "constantly" smacking her lips and distracting others
- However, any audible extraneous noises, including lip smacking, were only present 5% of time.

Extraneous Movements

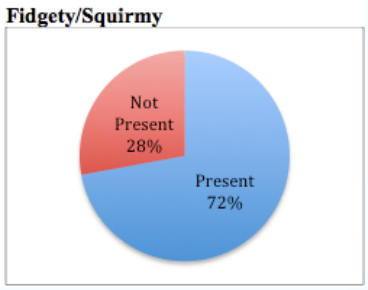


- The patient engaged in extraneous movements, including tic behaviors, 64% of the time observed.
- Extraneous movements included erratically jerking/pushing jaw forward, pulling jaw down/opening mouth, putting hand in mouth and grabbing lip or holding mouth/jaw in place.
- Movements were more apparent during times patient was using 5-minute timer at her desk

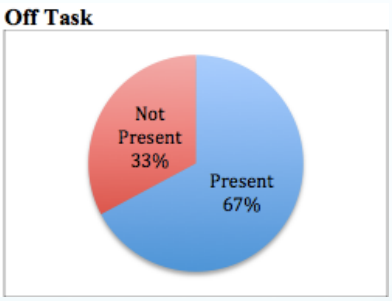
Movements Noticed by Peers



- Any movements noticed by the patient's peers were present 23% of the time observed.
- Movements appeared at the beginning and the end of the quiet, individual reading time.
- Note, as patient transitioned into an individual, autonomous task, she took a few minutes to distract and reach out to other peers before she settled into her chair. Near the end of the reading period, more frequent movements become apparent again.



- The patient was very apparently fidgety and squirmy 72% of the time observed.
- The teacher noted that the patient constantly struggles to sit still; the patient always sits in a chair instead of on the rug during group time in order to avoid erratic movement and rocking.



- The patient was off-task 67% of the time observed.
- The patient was consistently off-task, except for the period of time she was working on a small group assignment with 5 peers, in which she was very engaged and on-task.

Conditional Probabilities

	Appropriate Consequence	Not appropriate Consequence	
On-task (n=24)	**3**	**21**	**12.5%**
Off-task (n=12)	**3**	**9**	**25%**

- Overall 1 in 6 chance of shaping desired behavior
- Overall 5 in 6 chance missed opportunity☹

Feedback Loops After Observations

- To parents
- To school staff
- Setting the stage for intervention

What are intervention implications?

- Child
  - Medication?
  - Behavioral interventions
    - Self-control training?
    - Contingency management
    - Daily report card (Fabiano et al., 2010)
    - Response cost
    - Antecedents to manipulate
- Teacher
  - Bibliotherapy
  - Inservice
  - Live coaching models such as TCIT

Assessment

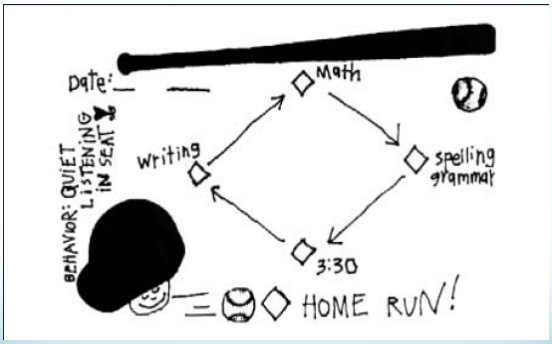
Intervention

Daily Report Card

JACK'S READY FOR WORK!

- ☐ I have come into the classroom quietly.
- ☐ I have unpacked my homework and it is in the basket.
- ☐ My backpack is empty.
- ☐ My backpack is hung up and my coat is on a hook.
- ☐ I am in my seat and I am beginning my work.
- ☐ I am ready for Literature and have all of my belongings (book, folder, etc.)

Daily Report Card



(Example for Younger Children - School)

Daily Progress Report

Name:

Week:

Code:

GOOD OK POOR

1. I was a good listener.
2. I completed my work on time.
3. I worked without disturbing others.
4. I controlled my talking
5. I walked in line without pushing and shoving.

I need help in:

Parent's Signature

Daily Report Card

Target Behaviors						
Following Directions (2 Prompts)	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A
Good Risks	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A
Use your words when frustrated	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A

Daily Percentage= # Yes / #(Yes+No)

Comments: % or better earns choice of reward from Prize List

Daily Report Card

Name: _____ Social Skill of the Day: _____

Day and Date: _____ Coping Skill of the Week: _____

	Morning and Math	ELA and Bathroom	Lunch	Read aloud and Recess	Activity	Afternoon
Behavior 1: will comply with directions, requests, mmands with 80% accuracy during all s with 2 prompts.	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A
Behavior 2: frustrated or angry, YYY will use a skill and will rejoin the group within utes with 2 prompts.	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A	Yes No N/A
Point System Letter Grade:	A B C D F	A B C D F	A B C D F	A B C D F	A B C D F	A B C D F

Sticker Percentage

____ = %

Level 1 (80% - 100%)
Level 2 (66% - 79%)
No DRC Reward

Today's Average Letter Grade: ____

Comments:

Signature: _____

Next Lunch 'n' Learn:

Pediatric Psychopharm Primer for Non-MDs

Friday, 3/10/17
12:00pm (EST)

www.kpcpc.com