

The Learning Clinic Student Performance Assessment:  
A Result Based Classroom Accountability Rating

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The Learning Clinic Student Performance Assessment is a rating scale that measures the component behaviors associated with the student ability to meet the expectations for a student classroom role (DuCharme, R. 2011).

The classroom student behavior categories are identified and sub skills associated with each category are listed to be rated by the classroom teacher using a likert scale of 0-5.

An additional rating of the “level of teacher support” that is required for the student to obtain the rating score, given by the teacher includes three levels. “Support level” is teacher rated as “intensive” (I<sub>s</sub>) “moderate” (M) or “independent” (I) based on the amount of teacher individual attention necessary for the student to meet classroom academic and social standards during each observation interval.

The Likert Scale numerical rating corresponds to the percentage of times out of 10 observations that the student behavior occurs, given equal observation intervals for each defined behavior observed.

The frequency of observations through the course of the academic quarter is typically determined by the IEP planning team e.g. interval frequency counts at specified times and defined intervals and during specific subjects; interval spoilage counts the number of equal intervals during which an observed behavior occurs one time. Then the number of intervals that show an observed occurrence are totaled and a % derived, e.g. 1 behavior in 10 intervals = 10% of intervals observed.

The behavior categories are explained in the book Asperger Syndrome A Guide for Professionals and Families (DuCharme & Gullotta 2005, chapter 3). The sub categories are indices of types of the prerequisite skills needed by the student to be successful in the “classroom,” as well as those behaviors which compete with appropriate classroom role behaviors.

The ratings are completed quarterly or as the education planning team schedules. Ratings provide the baseline for comparisons between baseline and quarterly student performance data on specific skills. A quarter to quarter comparison of student performance data may be compared as well.

The TLC Student Performance Assessment also enables the individual education plan (IEP) objectives to be measured within a Results Based Accountability (RBA) school wide system.

The interpretation of scores for student overall planning is important to be made within a workable framework for parent-teacher and student periodic review and analysis (DuCharme & Gullotta, 2011).

The following behavior categories provide a teacher rated scores that may have a correlated relationship to class size and teacher directed group instruction or single student precision instruction. The rated low scores tend to predict less success within large classes and teacher centered group instructions for students with ADHD, ODD, AS diagnoses as well as other student clinical diagnoses.

1. Attending Behavior Indices
2. Responding Behavior indices
3. Reinforcement Behaviors
4. Initiating Behaviors
5. Complying Behaviors
6. Completing Behaviors
7. Transition Behaviors
8. Cooperating Behaviors
9. Adapting Behaviors
10. Cooperating with Medication
11. Dependence on Structure
12. Completing Homework
13. School Attendance

A reverse relationship between high teacher rated scores with class size and teacher centered group instruction applies e.g. the higher the rating the greater the association with the need for tutorial, personalized instruction within a small group class size e.g. under ten students. The following behaviors are indications of clinical issues in need of specific treatments and target behaviors:

### **Reverse Scores**

1. Perseveration
2. Obsessive thoughts
3. Inability to shift topics
4. Threatens others
5. Dichotomized thinking
6. Confabulation
7. Affirming false data
8. Resist accountability
9. Steals
10. Sexually inappropriate comments
11. Violation of personal boundaries
12. Distorts information to fit inaccurate perceptions

This teacher rating system is best applied to individual students to obtain baseline performance data prior to the introduction of specific treatment to be used over a specific period of time. The aim is to measure the results of treatment both intended and unintended. This format is also applicable to assess the effects of the introduction of medication on specific behavior change.