

Jackson Hole, WY
19th of June, 2013

Wyoming Department of Education
Special Programs Division:
"Assessment and Strategies"

Individual Education Plan (IEP) of Iris

- Iris is a child with Charge Syndrome.
- Age at time of assessment: 3;1 years.

About Iris

- Iris has a moderate visual impairment, because of bi lateral Colomboma's.
- Iris has a severe neural-sensory hearing impairment.

Functional assessment and IEP

- A few examples on how on the basis of functional assessment an IEP can be designed.
- Domains:
 1. Social Relationship – Statements
 2. Interaction & Communication – Statements
 3. Preferred Sensory Learning Channels – Statements
 4. Anticipation of Certain Events - Statements

Domain 1: Social Relationship - Statements

- Iris enjoys the attention of other people, but does not discriminate between them.
- Iris shows very clear affection toward her mother and older sister.
- Iris finds security with familiar people.
- Iris gives people eye contact.
- Iris' social behavior is rather poorly developed for a 3 year old child.

Correct statements

- Iris shows very clear affection toward her mother and older sister.
- Iris finds security with familiar people.
- Iris gives people eye contact.

Suggestions & Recommendations

- By learning sign language, the whole family can be involved in Iris' social development.
- Iris' appropriate social behavior is due to mother's appropriate sensitive responsiveness.
- Teach Iris' sisters how to play with her.

Domain 2: Interaction & Communication - Statements

- Mother and Iris influence each other's behavior in a variety of ways.
- Mother knows what Iris wants from her.
- Iris is aware of what mother wants from her.
- Iris and mother "follow each other's thoughts".
- Iris understands that a sign "carries" meaning.

Correct Statements

- Mother and Iris influence each other's behavior in a variety of ways.
- Mother knows what Iris wants from her.
- Iris is aware of what mother wants from her.
- Iris and mother "follow each other's thoughts".
- Iris understands that a sign "carries" meaning.

Suggestions & Recommendations

- Support Iris' communication development, by encouraging her to use sign language.
- It would be a good idea for deaf people who have learned sign language as their first language to teach the family Sign Language of the Netherlands.

Suggestions & Recommendations *(cont'd)*

- At times during the day, communicate with Iris in Signed Dutch. (simultaneous use of spoken words and signs)
- Make memory books, introduce a calendar system, and tell stories in sign language, to further stimulate Iris' communication.
- Continue training in effective use of the cochlear implant.

Domain 3: Preferred Sensory Learning Channels - Statements

- Iris prefers to explore objects by touching them.
- Iris learns by listening to speech.
- Iris prefers to explore and manipulate things visually, with tactual support.
- Iris likes to look at pictures and watch people draw.
- Iris prefers an environment with high contrast.

Correct Statements

- Iris prefers to explore and manipulate things visually, with tactual support.
- Iris likes to look at pictures and watch people draw.
- Iris prefers an environment with high contrast.

Suggestions & Recommendations

- Help Iris develop concepts of the world around her, by providing her with high contrast pictures that have as little “crowding” as possible (not too many pictures close together)
- Give Iris time to inspect things visually, with support from her sense of touch.
- Show and discuss video recorded fairy tales in Sign Language.
- Give Iris opportunities to draw and to paint.

Domain 4: Anticipation of Certain Events - Statements

- Iris has a clear idea about the course of an event.
- Iris “thinks ahead”. She plans an activity in her head.
- Iris acts impulsively.
- Iris behaviour is determined by things she happens to see.

Correct Statements

- Iris has a clear idea about the course of an event.
- Iris “thinks ahead”. She plans an activity in her head.
- Iris’ mind is “tuned” up when she carries out an activity.

Suggestions & Recommendations

- Play games with Iris, and encourage her to make “the next move”.
- Give Iris the opportunity to prepare her clothes for a rainy day.
- Use a calendar system with Iris.
- Set the table together with Iris. Encourage her to think about what little Laura needs (such as a drinking bottle) and what her dad needs (such as a drinking glass).



Assessment expertise

The van Dijk Approach to assessing children or adults with multiple disabilities is unique, but it can be successfully implemented after a relatively short period of training.

Please direct requests for training to me. Materials can be obtained in the [Webshop](#).

[Read More](#)

In Memory of Rick van Dijk



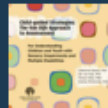
Rick van Dijk is the oldest son of the first author of the website www.drjanvandijk.org. Rick had been asked to participate in the development of the website because of his expertise in Sign Language and his genuine interest in deaf persons with multiple disabilities.

Unfortunately, soon after the website was launched, Rick became seriously ill and had to divide his time between different treatments and finishing his Ph.D. dissertation. He graduated in his house three weeks prior to his death on April, 17, 2012. He was only 45 years old.

Completing his doctoral study meant a lot to Rick; he considered his research to be the footprint of his existence on this earth.

[Read more about Rick](#)

Book Van Dijk Approach



People who watch me assess a child with multiple disabilities often wonder about the structure of my approach. They know I try to "follow the child," but the direction this process takes is sometimes unclear.

A guidebook/manual with double DVDs has recently been published, called *Child-guided Strategies: The Van Dijk Approach to Assessment For Understanding Children and Youth with Sensory Impairments and Multiple Disabilities (2010)*.

The assessment's eight domains are well described, and clear suggestions are given for writing an assessment summary and designing a child's Individual Educational Plan (IEP). One of the accompanying DVDs demonstrates the assessments of 3 children with multiple impairments.

[Read Comments](#)[Visit Webshop](#)

Webcast Child Guided Assessment

As you can read in the section Actual News, I have visited Perkins School for the Blind in October 2010. Prior to a course and demonstration on my assessment techniques, I was interviewed for a webcast on this topic by a very professional team. I am happy to inform you can view this webcast.

The webcast chapters are:

1. Introduction
2. The Domains of Van Dijk Assessment
3. Behavioral State
4. Orienting Response
5. Channel of Learning
6. Approach/Withdrawal
7. Memory and Anticipation
8. Social Interaction and Problem-Solving
9. The Advantages of Van Dijk Assessment
10. Insight Gained From Assessment.

[Watch Webcast](#)[Login](#)

www.drjanvandijk.org

- Articles:
 - Deafblindness general
 - Syndromes
 - Challenging Behaviour
 - Assessment
- Webcasts
 - Child guided Assessment
 - Role of the Emotional Brain
- Actual News - weblog
- Webshop
- Community (Parent Support Group, Mirror Neurons Group)

End

Discussion