

Jackson Hole, WY
19th of June, 2013

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



The case of Iris

General Guidelines

- We will follow Iris to demonstrate the process of functional assessment.
- Prior to the Assessment
 - Talk to parents/caregivers to obtain information on child's interests, preferences, etc.
 - Observe child while talking to parents/caregivers
 - Process is guided by the child's interests
 - Start by following the child's interests and movements
 - Adapt to child's level, interests, and emotions

Beginning the Assessment:

- Assess in an environment that is comfortable and/or familiar to child. In this case the assessment took place in the child's home. The assessment was carried out mainly by the mother, with guidelines from Dr. van Dijk.



Domains

In this assessment, we were interested in learning more about Iris' abilities in the following Domains:

1. (social) relationships with her mother, teacher and sisters
2. interaction and communication
3. preferred sensory learning channel(s)
4. anticipation of certain events
5. neuro-biological states

6. problem solving skills
7. fine and gross motor skills
8. orienting behavior toward new events
9. imitation skills
10. understanding of a course of events - a routine.

Domain 1 – Relationship:

- The teacher has just arrived. She makes herself known by letting Iris play with the necklace which is the teacher's special object of reference.
- Notice the affectionate bond between the two.



Domain 2 – Interaction:

- Observe in the following clip how teacher and child “meet each other with their eyes.”



- In the next clip, you can observe that Iris is interested in a *visual* task. (Domain 3 - preferred sensory channel)
- Iris looks to mother's face for *approval*. (Domain 2 - interaction)
- When Iris encounters difficulties she does not get *angry*. (Domain 5 - neurobiological state)

- Iris learns with a little bit of help to solve the problem of turning the pieces of the jig-saw puzzle (Domain 6 - problem solving).
- Observe the adequate fine motor skill (Domain 7).

- Iris also shows that she understands the course of events (a routine) by taking the puzzle to the corner where it belongs.
(Domain 10 understanding of a course of events - a routine.)



Domain 7: fine and gross motor skills

- As it can be observed, Iris shows in making the puzzle that her eye-hand coordination is a rather well established. (Domain 7)

Domain 4: anticipation of certain events

- A very important aspect of learning is demonstrated in the following clip. This is anticipation. By selecting the key of the toy box, Iris shows that she is able to think ahead. (Domain 4)



Domain 5: neuro-biological states

- When Iris puts a block in the compartment she waves it good bye. She *pretends* that the block is a person. This is an important precursor for *symbolic* development. (Domain 5)



Domain 1: (social) relationships

- During snack time we can observe Iris' social behaviour again. Without any prompting, she offers her little sister a cookie. (Domain 1)



Domain 8: orienting behavior toward new events

- Iris has a cochlear implant, but her consequent responses to sound is not well established yet.
- The sonorous voice of the assessor is new for her. When he speaks the word “koekje,” Iris orients herself to this new stimulus. (Domain 8)



Domain 9: imitation skills (1)

- Iris attempt to *imitate* the assessor's mouth movements (Domain 9) can well be observed in the following clip.



Domain 9: imitation skills (2)

- In the next clip, you can observe how Iris imitates the combing of the hair of the doll.



- In the following clip, you can observe how Iris imitates the action she has observed of adults taking pictures.



The 10 Domains

- The 10 domains constitutes essential aspects of learning and behaviour. (see Nelson, Van Dijk , McDonnell & Thompson, 2002) on which the Individual Educational Plan (IEP) can be built.
- We have designed such a plan for Iris and we would like to show a part of it.



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



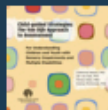
Rick van Dijk is the oldest son of the first author of the website www.drjanvandijk.org. Rick had been asked to participate in the development of the website because of his expertise in Sign Language and his genuine interest in deaf persons with multiple disabilities.

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:
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 - Role of the Emotional Brain
- Actual News - weblog
- Webshop
- Community (Parent Support Group, Mirror Neurons Group)

End

Discussion