Establishing Reliability of the van Dijk Framework for Assessing Children who are Deafblind University of Alberta,October,18th,2011

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Problems with Traditional Assessments

- Child may have difficulty with test conditions
- Instruments may not adequately take into account sensory impairments
- Norm range of instruments may be insufficient

Van Dijk Approach to Assessment

- Child-guided
- Fluid
- Looks at the processes children with multiple disabilities including sensory impairments use to learn and develop
- Assessment is summarized in terms of strengths and next steps for intervention

Areas of the van Dijk Framework

- State maintenance and modulation
- Preferred learning channels
- Ability to learn, remember, and anticipate routines
- Accommodation of new experiences with existing schemes
- Problem solving approaches
- Social relationship formation

Areas of Van Dijk Framework

- Attachment
- Communication modes

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Evaluation Challenges

- No prescribed protocol
- No specific implementation order
- No set of testing materials
- Each assessment is unique
- No set interpretation scale

Content-related Validity

- Extensive literature review of all of the assessment areas
- Has been used for over 20 years by Dr. Jan van Dijk as he assessed between 4000 and 5000 children
- Is currently used throughout Europe and the United States

Evaluation of the Instrument

- Can practitioners implement the assessment with fidelity to elements considered crucial to its effectiveness?
- Can practitioners look at the same assessment and reliably come to similar conclusions?

Fidelity Checklist

- Three experts in the field of deafblindness including Dr. Jan van Dijk will identify elements deemed crucial to effective implementation
- Fidelity of Implementation Checklist will be developed with behaviorally anchored questions such as:

Fidelity Checklist

- Develop Fidelity of Implementation Checklist
- Include quality indicators for
  - Respecting the Caregiver
  - Respecting the Child
  - Following the Child's lead
  - Communicating with the child
  - Utilizing Turn taking routines
  - Creating of Enjoyable Routines

Fidelity

- Utilization of Start-Stop within routines
- Adding a mismatch with expectations
- Returning to established routines in order to examine memory
- Creating Situations that allow for problem-solving
- Utilizing varying sensory channels

Reliability Study

- 20 teachers and related service providers of children who are deafblind and/or have multiple disabilities attend training on van Dijk assessment and receive CD ROM on assessment
- Each of the 20 conduct and videotape 2 assessments (40 assessments total)
- Each of the assessments is scored by the teacher

Reliability Study

- PI looks at all 40 of the assessments and scores for fidelity
- PI score all 40 assessments and compares with teacher scores to establish reliability
- Point by Point formula (Agreement divided by Agreement plus Disagreement) used to determine reliability
- Expert in deafblindness (Marleen Janssen) looks at ¼ of the assessments for fidelity and independently scores the assessments

Reliability Study

- Research staff review all 40 assessments for fidelity
- Research staff reviews scoring of assessments for agreement with the comparison of scores

Data to Date

- N = 18
- Range of Fidelity: 35-100
- Mean of Fidelity: 88%
- Range of Reliability:72-96
- Mean of Reliability: 85%

- An example: The assessmnet of Cees.