Establishing Reliability of the van Dijk Framework for Assessing Children who are Deafblind

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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
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 assessment of Cees.