The goal of this presentation is to make yourself familiar with the Manual: “Child-Guided Strategies: The van Dijk Approach to Assessment”
Matthew

- Case 2 Matthew
- Age 13 months
- Premature birth: 2 ½ months.
- Etiology: Beckwith-Wiedeman Syndrome
  - OMIM130650
  - Overgrowth Disorder (tongue)
- Multiple organ involvement
- Genetics: mutation or deletion of chromosome 11p
Continue Matthew...

- Profound Hearing loss
- Possible CVI
- Cerebral Palsy (hypotonia)
Question?

- Observe the following Clip of Nanny Katja interacting with Matthew. What do you think about the quality of interaction?
- Clip 2.22-2.40
Answer

- It can be observed that in some instances Katja’s *interaction is very sensitive* and that she mirrors Matthew’s mouth movements.
To which Observation Area of the Manual refers this clip?
Area 6: Social Interaction
Observe also the following clip.

Clip 4.32-4.57

Question: What do you think that Katja is trying to do?
She wanted to make *eye contact* with Matthew
Observe

- Why does the assessor want to include the father?
- See the following clip 7.00-7.10
Answer

- The assessor wants to observe whether Matthew feels also comfortable with his father. Does he?
Observation

- It is clear that the father is able to elicit pleasurable responses from his son
The assessor shows up and talks to Matthew. At the end of the clip you can observe that Matthew shows an orienting response.

In which Observation Area of the Manual is this discussed?
Answer

- In Observation Area 2: Orienting Response, p.25
Fill in the blank

- The assessor tries to attract Matthew’s attention by making all sorts of movements with his mouth and face.
- It seems that Matthew-------------------
- Fill in the blank
- Observe the following clip: 9.57-10.52.
Answer

- Hopefully you have filled in: *resonates* with the assessor.
Question?

- Which learning channel did the assessor explore in the previous clip?
Answer

- The *visual channel*
- Manual: Observation area 3 (p.31)
Observation

- What do you observe at the very end of the clip?
- Clip 10.23-10.47
Matthew reacts when the assessor coughs

(the child was not wearing hearing aids)

What do you think about his hearing?
Answer

- I think that he has *useful hearing*
- Manual: Observation Area 3 (p.31)
Question?

- In the following very short clip you can observe that Matthew stretches his arm towards the assessor.
- To which observation area refers this behavior?
- Clip 11.08-11.11
Answer

- It is an example of Observation Area 4: Approach-Withdrawal (p.35)
face. Would he follow it when it moves side ways?

Clip 13.02-13.28
Answer

- Yes! He certainly does.
Observation

- Then the assessor explores the learning channel of touch.
- Observe the following clip 15.08-15.27
Why does the assessor back off immediately when he observes Matthew’s reaction?
It occurred to him that intensive touching might raise {	extit{anxiety}} in Matthew.

( For the “neuro-biological” background of anxiety go to the Index of DVD “Let’s talk \textit{Limbic},” Brain Works.)
After this “incident” the assessor waits about 5 minutes. Then he moves back into the direction of Matthew. Will this raise anxiety again?

Discussion.

Go for the answer to the next clip 17.35-19.24
Observation

- The assessor has made up his mind and moves with his face very close to the face of Matthew.
- Clip 20.58-21.46
- It shows that Matthew has no longer anxiety for the stranger.
A kind of peek-a boo was initiated by the assessor.

What does the assessor want to elicit?

Clip 24.30-25.08
Answer

- Anticipation
- Go to Manual p.45
Observe

- The assessor and father were discussing Matthew’s hearing during the time that he was drinking the bottle. Then the assessor joins in with Matthew’s swallowing movements by saying: “hap, hap”
- Clip 38.04-38.24
- What do you observe?
The assessor observed a distinct *orienting response* on an auditory signal (observation Area 2, p.25)
The following rather long clip is quite intriguing. The assessor has the idea that Matthew has useful hearing and useful vision, at least at close distance. Then he moves away and starts the game with the coat.

What is the purpose of this?
The assessor establishes a *routine* by throwing his coat in the air and saying: ”Whoopie”. Then at the end of the clip he waits...........

- Observe clip 40.11-41.45
Answer and again a Question?

- You can see on Matthew’s face that he expects the pleasurable game to be continued.
- Which Observation area is being explored?
Answer

- Anticipation and routine learning
- Manual p.45
Listen Carefully ...

- The assessor estimates that Matthew is ready now for a “close encounter”. He approaches Matthew while resonating with his mouth movements. The assessor talks softly at close distance and...........
- Please listen carefully: Matthew resonates by making sounds!!
- Observe clip 42.41-43.59
Observation

- This is an extremely important observation because it shows that both the mirror neurons for vision and hearing are functioning.
- For further discussion on the important role of mirror neurons go the DVD “Let’s talk Limbic”
- Index Brain-works: Mirror Neurons
DVD “Let’s Talk Limbic”

- Go to DVD Electronic Forms and
- Fill out: Appendix B: Observation Worksheets
- Appendix C: Summary Form
Matthew Case Two Complete