

October 18th. University of Alberta

Child guided strategies.

Greetings ...

- 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

Question?

- To which Observation Area of the Manual refers this clip?

Answer

- Area 6: Social Interaction

Observe

- Observe also the following clip.
- Clip 4.32-4.57
- Question: What do you think that Katja is trying to do?



Answer

- 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

Question?

- 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



Question?

- 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)



Answer

- Yes! He certainly does.

Observation

- Then the assessor explores the learning channel of *touch*.
- Observe the following clip 15.08-15.27



Question?

- Why does the assessor back off immediately when he observes Matthew's reaction?

Answer

- It occurred to him that intensive touching might raise *anxiety* in Matthew.
- (For the “neuro-biological” background of anxiety go to the Index of DVD “*Let’s talk Limbic,*” Brain Works.

Question?

- 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.



Question?

- 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?



Answer

- The assessor observed a distinct *orienting response* on an auditory signal (observation Area 2, p.25)

Question?

- 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?

Observation

- 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