



Research Articles

Dr. Jan van Dijk

Applying the Diagnostic Intervention Model for Fostering Harmonious Interactions Between Deaf-Blind Children and Their Educators : A Case Study --

Janssen, Marleen J.; Riksen-Walraven, J. Marianne; van Dijk, Jan P. M. JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS, vol. 100, #2, February 2006, pp. 91-105. (2006) In an earlier article, the authors presented the Diagnostic Intervention Model for use as a guide in the design and conduct of interventions to foster harmonious interactions between children who are deaf-blind and their educators in various settings. This current article demonstrates the use of the model in everyday practice and the effects of its application in a case study of one child. Single-subject design study.

Charge Syndrome Revisited (2007) : A 5 Year Follow-Up of 6 Children with CHARGE Syndrome -- van Dijk, Jan; Nelson, Cathy; de Kort, Arno. AapNootMuis Educaintment

(2007) This is an updated version of the following CD-ROMs: Living With CHARGE: Assessment, Prevention and Intervention of Challenging Behavior (2002) and Living With CHARGE: How to Deal with Challenging Behaviors and Enhance Communication (2005). In this newest edition, four of the original children have been recorded again and two new children have been added. Topics include intervention strategies specific to challenging behaviors, feeding problems, depression, cochlear implantation, communication, and literacy. Cost: \$35.00. Available from: Vision Associates. Phone: 407-352-1200. E-mail: kathleen@visionkits.com. Web: www.visionkits.com

Comparison of Intervention Strategies for Facilitating Nonsymbolic Communication among Young Children with Multiple Disabilities --

Siegel-Causey, Ellin. Monmouth, OR: Teaching Research Division, Oregon State System of Higher Education. Research on the Communication Development of Young Children with Deaf- Blindness, Michael Bullis (Ed.) (1989) This study tested propositions derived from Jan van Dijk's movement-based theory. It was based on two assumptions: (1) communication is facilitated by primary caregivers who are nurturing and (2) there should be direct physical contact between the adult and child during early

intervention. The study examined the effects of movement intervention and passive intervention during social interaction. The purpose was to ascertain whether there are differences between the effects of movement intervention and passive intervention in promoting nonsymbolic communication behaviors in young children with severe disabilities. The participants were six children between three and five years of age who were identified as severely multiply handicapped and/or deaf-blind. The study used a modified, alternating treatments design that was modified to provide intervention blocks (successive sessions of the same stimulation) rather than rapid alternation of intervention. Overall, the results do not indicate that movement was effective in increasing behaviors among all children in the study. However, three participants showed a difference in their nonsymbolic behaviors during movement interaction. The author notes that it is important to emphasize that research directed toward individuals with the most severe disabilities is not commonly done, nor are treatment effects easy to demonstrate.



Contact: Understanding of Specific Interaction Characteristics to Build up Reciprocal Interaction with Congenital Deafblind Persons --

van de Tillaart, Bernadette; Janssen, Marleen . AapNootMuis Productions. (no date) Individuals who are deaf-blind require a solid base of good interactions in order to develop feelings of security and competence. When a person who is deaf-blind and his or her interaction partner are able to attune their body language in such a way that they can share experiences and emotions, real contact in the form of affective involvement can come into existence. This contact is characterized by general interaction patterns, as well as deaf-blind specific interaction characteristics. The authors of this interactive CD-ROM developed an interaction model in which concepts such as opening and maintaining contact, initiatives and confirmations, exchange of turns, proximity, attention, intensity, and affective involvement are addressed. The model they developed can be used regardless of the age or communication level of the person who is deaf-blind. The model also can be used with individuals with other multiple disabilities as is appropriate. Implementation of this knowledge requires complementary training and support of the interaction partners in the deaf-blind individual's life such as parents, caregivers, and teachers. Available from Vision Associates, Phone: 407-352-1200, Web: www.visionkits.com [Dr. Jan van Dijk materials]. Publisher's web site: <http://www.visionkits.com>

Developing Prelanguage Communication in the Severely Handicapped : An Interpretation of the van Dijk Method --

Stillman, Robert D.; Battle, Christy W. SEMINARS IN SPEECH & LANGUAGE, vol. 5, #3, August 1984, 159-170. (1984) This article provides an overview of the van Dijk approach to prelanguage communication development. It includes a discussion of the theoretical background to van Dijk's approach, including its reliance on work by Werner and Kaplan. Specific methods of the approach addressed include resonance activities, co-active activities (including the anticipation shelf), imitation activities (including calendar activities), and gestures.

Enhancing the Interactive Competence of Deafblind Children : Do Intervention Effects Endure? --

Janssen, Marleen J.; Riksen-Walraven, J. Marianne; van Dijk, Jan P.M. JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES, vol. 16, #1, March 2004, pp. 73-94. (2004) This single-subject design study replicated the results of a previous intervention study [Janssen et al, Journal of Developmental and Physical Disabilities, 14(1):87-108, 2002] that examined the effects of a training program designed to improve the quality of interactions between deaf-blind children and their educators. This present study was expanded to train educators to improve their responses to deaf-blind children's independent behaviors as well as interactive behaviors, and it included a follow-up phase. The study involved 16 professional educators working with four 7- to 11-year old children. The mean percentage of adequate educator responses was found to increase by 20.2% and remain above baseline during follow-up. Comparable effects were observed for the children. The percentage of appropriate interactive behaviors increased by 29.3% and the percentage of independent behaviors increased by 38.1% and remained well above the baseline level during follow-up.

Enhancing the Quality of Interaction Between Deafblind Children and Their Educators --

Janssen, Marleen J.; Riksen-Walraven, J. Marianne; van Dijk, Jan P.M. JOURNAL OF DEVELOPMENTAL AND PHYSICAL DISABILITIES, vol. 14, #1, March 2002, pp. 87-109. (2002) This single-subject design study examined the effects of an educator-oriented intervention program to improve the quality of the interactions between children who are deaf-blind and their teachers. The study included four children, aged 6 through 9, and their 14 teachers. The educators were trained to respond more adequately to a selected set of appropriate and inappropriate interactive child behaviors. In three of the four children, the mean percentage of appropriate interactive behaviors increased. The number of inappropriate child behaviors also decreased.

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

Nelson, Catherine; Janssen, Marlene; McDonnell, Andrea; Oster, Teresa. 14th Dbl World Conference on Deafblindness Conference Proceedings, September 25-30, 2007, Perth, Australia. (2007) This is a brief one page summary of a workshop presentation given at the 14th Dbl World Conference on Deaf-Blindness. The presenters describe preliminary data of a reliability study of the van Dijk Framework for Assessment.

Interaction Between the Teacher and the Congenitally Deafblind Child --

Vervloed, Mathijs P. J.; van Dijk, Rick J. M.; Knoors, Harry; van Dijk, Jan P. M. AMERICAN ANNALS OF THE DEAF, vol. 151, #3, pp. 336-344. (2006) This article describes a detailed case study that analyzed videotaped interactions between a teacher and a deafblind boy aged three years and four months. The types and quality of interactions that occurred during videotaped sessions of daily activities (bathing, dressing, and playing with favorite objects) are described. The authors note that “empirical data on development, interaction, communication, and language in deafblind children is very rare,” and propose that the method of analyzing interactions used for this study could be replicated and used in future research.

Principles of Assessment for Children with Multiple Sensory Disabilities or Deafblindness --

Nelson, Catherine; van Dijk, Jan. The Netherlands: Instituut Voor Doven. (2001) This two page digest lists the general conditions and recommendations for a successful assessment. It is an accompaniment to “Child-Guided Strategies for Understanding Children who are Deafblind or have Severe Multiple Disabilities: The van Dijk Approach to Assessment”.

Strategies in Deafblind Education Based on Neurological Principles --

Van Dijk, Jan P. M.; Klomberg, Margot J. M.; Nelson, Catherine. BULLETIN D'AUDIOPHONOLOGIE, 1997, pp. 99-107. (1997) This paper discusses important principles of educating students who are deafblind which are based upon neurophysiological assumptions. Concepts such as orientational reflex, selective attention, and anticipation are discussed in relationship to a stimulation program for children with congenital deafblindness. Provides information on the development of attention, difficulties in grasping concepts such as this in deafblind students, and the consequences for deafblind education.

Team Interaction Coaching with Educators of Adolescents Who Are Deaf-Blind : Applying the Diagnostic Intervention Model --

Janssen, Marleen J.; Rixsen-Walraven, J. Marianne; Van Dijk, Jan P. M.; Ruijsenaars, Wied A. J. J. M.; Vlaskamp, Carla. JVIB, November 2007, Volume 101, Number 11, pp. 677-689. (2007) In an earlier publication, we presented the Diagnostic Intervention Model, which can be used as a guide in the design and conduct of interventions

to foster harmonious interactions between children who are deaf-blind and their educators. This article demonstrates the use of the model in everyday practice and the effects of its application in two case studies, using team interaction coaching. Implications for everyday practice are discussed. Publisher's web site: <http://www.afb.org/afbpres>.

Understanding Young Children with Deafblindness and Multiple Disabilities through Child-Guided Assessment Strategies --

Nelson, Catherine. Austin, TX: Texas Deafblind Project. 2005 Texas Symposium on Deafblindness. (2005) Overheads from a session on child-guided assessment strategies. Describes the goal of assessment, the van Dijk approach to assessment, guidelines. Assessment focuses on the following areas: biobehavioral state, orienting reflex, learning channels, approach/withdrawal, memory, interactions, communication and problem solving. Includes examples of forms. These resources were gathered from the National Consortium on Deaf-Blindness website at: <http://nationaldb.org>

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www.Perkins.org/webcasts.