

Lecture 7

Comprehensive DIR[®] Assessment

Comprehensive DIR[®] Assessment

Comprehensive DIR[®] assessment requires...

- ❖ One or more observational sessions lasting at least 45 minutes
 - ✓ Observing primary caregivers
 - ✓ Coaching
- ❖ Reviewing developmental history
 - ✓ Current functioning
 - ✓ Relationship patterns
 - ✓ Biomedical factors
- ❖ Connecting what you are observing and the history in terms of the DIR model components
 - ✓ Discrepancies may require more observation
- ❖ Perseverance until there is a complete consensus between the caregivers, educators, and clinicians



Comprehensive DIR[®] Assessment

Assessment → Intervention

- ❖ Working with the child during the early stages of intervention can serve as observation
- ❖ Should be viewed as an overlap
 - ✓ Coach parents at the first session
- ❖ Should have the same clinical team working with the evaluation and the intervention side
- ❖ Enquiring about family patterns
 - ✓ Look into family functioning



Comprehensive DIR[®] Assessment

How do you qualify a child for services?

- ❖ Rules and regulations
 - ✓ Do not require a developmental test
 - ✓ Clinical impressions can qualify a child
- ❖ Challenge the regulations and the use for a particular developmental test
 - ✓ Many standardized tests are used as reference to “normal” children
- ❖ A good clinical profile can qualify and may be more valid than standardized tests



Comprehensive DIR[®] Assessment

Critical Components for Evaluation

In order to create an accurate profile...

- ❖ Form an alliance with the family
- ❖ Work together with the intervention team
 - ✓ Observing
- ❖ Work to bring out the best functioning level of the child
- ❖ Review of history and current functioning



Comprehensive DIR[®] Assessment

ICDL-DMIC

The Interdisciplinary Council on Developmental and Learning Disorders
Diagnostic Manual for Infancy and Early Childhood
(ICDL-DMIC)

Mental Health Disorders
Developmental Disorders
Regulatory-Sensory Processing Disorders
Language Disorders
Learning Challenges

See www.icdl.com for ordering information



Comprehensive DIR[®] Assessment: ICDL-DMIC

Axis I – Primary Diagnosis

- ❖ Interactive Disorders (100s)
- ❖ Regulatory-Sensory Processing Disorders (200s)
- ❖ Neurodevelopmental Disorders of Relating and Communicating (300s)
- ❖ Language Disorders (400s)
- ❖ Learning Challenges (500s)



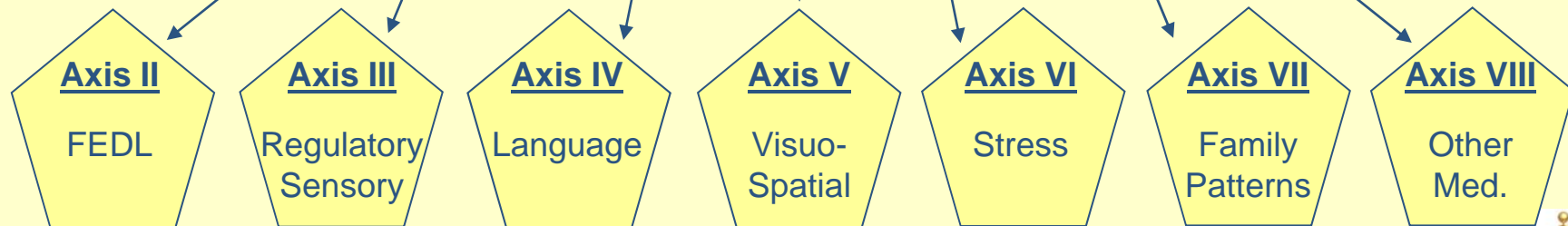
Comprehensive DIR[®] Assessment: ICDL-DMIC

A Multi-Axial Approach

Axis 1: Primary Diagnosis

- 100. Interactive Disorders
- 200. Regulatory-Sensory Processing Disorders
- 300. Neurodevelopmental Disorders of Relating and Communicating
- 400. Language Disorders
- 500. Learning Disorders

With a consideration of contributions from the following Axes



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Axis I-100: Interactive Disorders

- 101. Anxiety Disorder
- 102. Developmental Anxiety Disorder
- 103. Disorder of Emotional Range and Stability
- 104. Disruptive Behavior and Oppositional Disorder
- 105. Depression
- 106. Mood Dysregulation-Bipolar Patterns
- 107. Attentional Disorder
- 108. Prolonged Grief Reaction
- 109. Reactive Attachment Disorder
- 110. Traumatic Stress Disorder



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Axis I-100: Interactive Disorders (continued)

- 111. Adjustment Disorder
- 112. Gender Identity Disorder
- 113. Elective Mutism
- 114. Sleep Disorder
- 115. Eating Disorder
- 116. Elimination Disorder



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Axis I-200: Regulatory- Sensory Processing Disorders

Sensory Modulation Challenges (Type I)

- 201. Over-Responsive, Fearful, Anxious Pattern
- 202. Over-Responsive, Negative, and Stubborn Pattern
- 203. Under-Responsive, Self-Absorbed Pattern
 - 203.1 Self-Absorbed and Difficult to Engage Type
 - 203.2 Self-Absorbed and Creative Type
- 204. Active, Sensory Seeking Pattern



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Axis I-200: Regulatory- Sensory Processing Disorders

(continued)

Sensory Discrimination Challenges (Type II) Sensory-Based Motor Challenges (Type III)

205. Inattentive, Disorganized Pattern

205.1 With Sensory Discrimination Challenges

205.2 With Postural Control Challenges

205.3 With Dyspraxia

205.4 With Combinations of 205.1-205.3

206. Compromised School and/or Academic Performance Pattern

206.1 With Sensory Discrimination Challenges

206.2 With Postural Control Challenges

206.3 With Dyspraxia

206.4 With Combinations of 206.1-206.3



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Axis I-200: Regulatory- Sensory Processing Disorders (continued)

Types II and III (continued)

207. Mixed Regulatory-Sensory Processing Patterns

- 207.1 Attentional Problems
- 207.2 Disruptive Behavioral Problems
- 207.3 Sleep Problems
- 207.4 Eating Problems
- 207.5 Elimination Problems
- 207.6 Elective Mutism
- 207.7 Mood Dysregulation, including Bipolar Patterns



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Axis I-200: Regulatory- Sensory Processing Disorders (continued)

- ❖ Other Emotional and Behavioral Problems Related to Mixed Regulatory-Sensory Processing Difficulties
- ❖ Mixed Regulatory-Sensory Processing Difficulties where Behavioral or Emotional Problems Are Not Yet in Evidence



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Axis I-300: Neurodevelopmental Disorders of Communicating and Relating

301. Type I: Early Symbolic, with Constrictions

302. Type II: Purposeful Problem Solving, with Constrictions

303. Type III: Intermittently Engaged and Purposeful

304. Type IV: Aimless and Unpurposeful



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Axis I-300: Neurodevelopmental Disorders of Communicating and Relating (continued)

- ❖ Other Neurodevelopmental Disorders (Including Genetic and Metabolic Syndromes)
- ❖ Children Who Are Difficult to Classify



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Axis I-400: Language Disorders

401. Self-Regulation and Interest in the World

401.1 in Comprehension

401.2 in Production

401.3 in Both Comprehension and Production

402. Forming Relationships: Affective Vocal Synchrony

402.1 in Comprehension

402.2 in Production

402.3 in Both Comprehension and Production



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Axis I-400: Language Disorders (continued)

403. Intentional Two-Way Communication

403.1 in Comprehension

403.2 in Production

403.3 in Both Comprehension and Production

404. First Words: Sharing Meanings in Gestures and Words

404.1 in Comprehension

404.2 in Production

404.3 in Both Comprehension and Production



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Axis I-400: Language Disorders (continued)

405. Word Combinations: Sharing Experiences Symbolically

405.1 in Comprehension

405.2 in Production

405.3 in Both Comprehension and Production

406. Early Discourse: Reciprocal Symbolic Interactions with Others

406.1 in Comprehension

406.2 in Production

406.3 in Both Comprehension and Production



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Axis I-500: Learning Challenges

Emerging Learning Challenges

With compromises in...

- 501. Functional Emotional Developmental Capacities
- 502. Auditory Processing and Language
- 503. Visual-spatial Capacities
- 504. Regulatory-Sensory Processing Patterns
- 505. A Combination of the Above Areas



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Axis I-500: Learning Challenges (continued)

Early Challenges in Reading and Language Arts

With compromises in...

- 506. Functional Emotional Developmental Capacities
- 507. Auditory Processing and Language
- 508. Visual-spatial Capacities
- 509. Regulatory-Sensory Processing Patterns
- 510. A Combination of the Above Areas



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Axis I-500: Learning Challenges (continued)

Early Challenges in Math

With compromises in...

511. Functional Emotional Developmental Capacities

512. Auditory Processing and Language

513. Visual-spatial Capacities

514. Regulatory-Sensory Processing Patterns

515. A Combination of the Above Areas



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Axis I-500: Learning Challenges (continued)

Early Challenges in Reading

With compromises in...

516. Functional Emotional Developmental Capacities

517. Auditory Processing and Language

518. Visual-spatial Capacities

519. Regulatory-Sensory Processing Patterns

520. A Combination of the Above Areas



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Axis I-500: Learning Challenges (continued)

Early Challenges in Written Comprehension

With compromises in...

- 521. Functional Emotional Developmental Capacities
- 522. Auditory Processing and Language
- 523. Visual-spatial Capacities
- 524. Regulatory-Sensory Processing Patterns
- 525. A Combination of the Above Areas



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Axis I-500: Learning Challenges (continued)

Early Challenges in Organizing Capacities

With compromises in...

526. Functional Emotional Developmental Capacities

527. Auditory Processing and Language

528. Visual-spatial Capacities

529. Regulatory-Sensory Processing Patterns

530. A Combination of the Above Areas



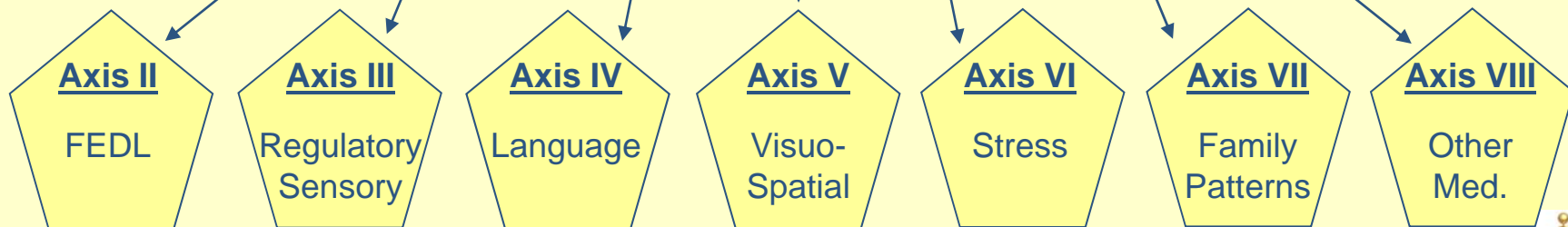
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Axis II: Functional Emotional Developmental Capacities

- ❖ Shared Attention and Regulation
- ❖ Engagement and Relating
- ❖ Two-Way Purposeful Emotional Interactions
- ❖ Shared Social Problem Solving
- ❖ Creating Symbols and Ideas
- ❖ Building Logical Bridges Between Ideas: Logical Thinking



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Axis III: Regulatory-Sensory Processing Capacities

- ❖ Sensory Modulation Challenges
- ❖ Sensory Discrimination Challenges
- ❖ Sensory-Based Motor Challenges



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Axis IV: Language Capacities

- ❖ Self-Regulation and Interest in the World
- ❖ Forming Relationships: Affective Vocal Synchrony
- ❖ Intentional Two-Way Communication
- ❖ First Words: Sharing Meanings in Gestures and Words
- ❖ Word Combinations: Sharing Experiences Symbolically
- ❖ Early Discourse: Reciprocal Symbolic Interactions with Others



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Axis V: Visuospatial Capacities

- ❖ Body Awareness and Sense
- ❖ Location of the Body in Space
- ❖ Relation of Objects to Self and Other Objects and People
- ❖ Conservation of Space
- ❖ Visual Logical Reasoning
- ❖ Representational Thought (Drawing, Thinking, Visualizing)



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Axis VI: Child-Caregiver and Family Patterns

- ❖ Fully supporting child's age-expected Functional Emotional Developmental Capacities
- ❖ Evidencing minor interferences
- ❖ Moderate interferences
- ❖ Major impairments



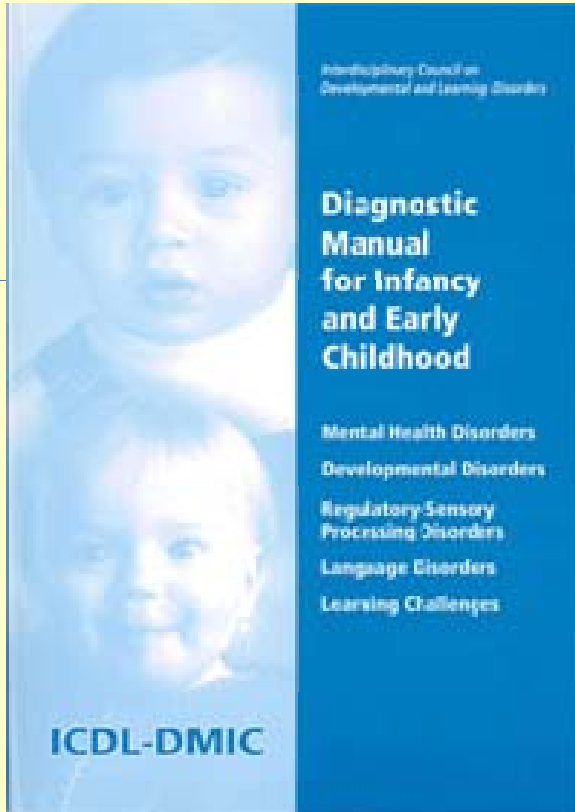
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Axis VII: Stress

- ❖ No Impact
- ❖ Mild to Moderate Impact
- ❖ Severe Impact



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For more information see:

<http://www.icdl.com>

