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
  - Perseverence 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
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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](http://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*

- **Axis II**: FEDL
- **Axis III**: Regulatory Sensory
- **Axis IV**: Language
- **Axis V**: Visuo-Spatial
- **Axis VI**: Stress
- **Axis VII**: Family Patterns
- **Axis VIII**: Other Med.
### Comprehensive DIR® Assessment: ICDL-DMIC

#### Axis I-100: Interactive Disorders

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101.</td>
<td>Anxiety Disorder</td>
</tr>
<tr>
<td>102.</td>
<td>Developmental Anxiety Disorder</td>
</tr>
<tr>
<td>103.</td>
<td>Disorder of Emotional Range and Stability</td>
</tr>
<tr>
<td>104.</td>
<td>Disruptive Behavior and Oppositional Disorder</td>
</tr>
<tr>
<td>105.</td>
<td>Depression</td>
</tr>
<tr>
<td>106.</td>
<td>Mood Dysregulation-Bipolar Patterns</td>
</tr>
<tr>
<td>107.</td>
<td>Attentional Disorder</td>
</tr>
<tr>
<td>108.</td>
<td>Prolonged Grief Reaction</td>
</tr>
<tr>
<td>109.</td>
<td>Reactive Attachment Disorder</td>
</tr>
<tr>
<td>110.</td>
<td>Traumatic Stress Disorder</td>
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</tbody>
</table>
### Comprehensive DIR® Assessment: ICDL-DMIC

#### Axis I-100: Interactive Disorders (continued)

<table>
<thead>
<tr>
<th>111.</th>
<th>Adjustment Disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>112.</td>
<td>Gender Identity Disorder</td>
</tr>
<tr>
<td>113.</td>
<td>Elective Mutism</td>
</tr>
<tr>
<td>114.</td>
<td>Sleep Disorder</td>
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<tr>
<td>115.</td>
<td>Eating Disorder</td>
</tr>
<tr>
<td>116.</td>
<td>Elimination Disorder</td>
</tr>
</tbody>
</table>
Comprehensive DIR® Assessment: ICDL-DMIC

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
<table>
<thead>
<tr>
<th>Sensory Discrimination Challenges (Type II)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory-Based Motor Challenges (Type III)</td>
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<table>
<thead>
<tr>
<th>205.</th>
<th>Inattentive, Disorganized Pattern</th>
</tr>
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<tbody>
<tr>
<td>205.1</td>
<td>With Sensory Discrimination Challenges</td>
</tr>
<tr>
<td>205.2</td>
<td>With Postural Control Challenges</td>
</tr>
<tr>
<td>205.3</td>
<td>With Dyspraxia</td>
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<tr>
<td>205.4</td>
<td>With Combinations of 205.1-205.3</td>
</tr>
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<thead>
<tr>
<th>206.</th>
<th>Compromised School and/or Academic Performance Pattern</th>
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<td>206.1</td>
<td>With Sensory Discrimination Challenges</td>
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<td>206.2</td>
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</table>
### Types II and III (continued)

<table>
<thead>
<tr>
<th>207.</th>
<th>Mixed Regulatory-Sensory Processing Patterns</th>
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<tbody>
<tr>
<td>207.1</td>
<td>Attentional Problems</td>
</tr>
<tr>
<td>207.2</td>
<td>Disruptive Behavioral Problems</td>
</tr>
<tr>
<td>207.3</td>
<td>Sleep Problems</td>
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<tr>
<td>207.4</td>
<td>Eating Problems</td>
</tr>
<tr>
<td>207.5</td>
<td>Elimination Problems</td>
</tr>
<tr>
<td>207.6</td>
<td>Elective Mutism</td>
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<tr>
<td>207.7</td>
<td>Mood Dysregulation, including Bipolar Patterns</td>
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### Comprehensive DIR® Assessment: ICDL-DMIC

**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
## Axis I-300: Neurodevelopmental Disorders of Communicating and Relating

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<tbody>
<tr>
<td>301.</td>
<td><strong>Type I:</strong> Early Symbolic, with Constrictions</td>
</tr>
<tr>
<td>302.</td>
<td><strong>Type II:</strong> Purposeful Problem Solving, with Constrictions</td>
</tr>
<tr>
<td>303.</td>
<td><strong>Type III:</strong> Intermittently Engaged and Purposeful</td>
</tr>
<tr>
<td>304.</td>
<td><strong>Type IV:</strong> Aimless and Unpurposeful</td>
</tr>
</tbody>
</table>
Axis I-300: Neurodevelopmental Disorders of Communicating and Relating (continued)

- Other Neurodevelopmental Disorders (Including Genetic and Metabolic Syndromes)
- Children Who Are Difficult to Classify
### Comprehensive DIR® Assessment: ICDL-DMIC

#### Axis I-400: Language Disorders

<table>
<thead>
<tr>
<th>401. Self-Regulation and Interest in the World</th>
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<tbody>
<tr>
<td>401.1 in Comprehension</td>
</tr>
<tr>
<td>401.2 in Production</td>
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<tr>
<td>401.3 in Both Comprehension and Production</td>
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<tr>
<th>402. Forming Relationships: Affective Vocal Synchrony</th>
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<td>402.1 in Comprehension</td>
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### Axis I-400: Language Disorders (continued)

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<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>403.</td>
<td>Intentional Two-Way Communication</td>
</tr>
<tr>
<td>403.1</td>
<td>in Comprehension</td>
</tr>
<tr>
<td>403.2</td>
<td>in Production</td>
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<td>404.</td>
<td>First Words: Sharing Meanings in Gestures and Words</td>
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Axis I-400: Language Disorders (continued)

<table>
<thead>
<tr>
<th>405. Word Combinations: Sharing Experiences Symbolically</th>
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<tbody>
<tr>
<td>405.1 in Comprehension</td>
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<tr>
<th>406. Early Discourse: Reciprocal Symbolic Interactions with Others</th>
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<td>406.1 in Comprehension</td>
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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
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
### Early Challenges in Math

**With compromises in...**

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<tr>
<th>511. Functional Emotional Developmental Capacities</th>
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<td>513. Visual-spatial Capacities</td>
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<td>515. A Combination of the Above Areas</td>
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## 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
### 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
### 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
Comprehensive DIR® Assessment: ICDL-DMIC

A Multi-Axial Approach

Axis 1: Primary Diagnosis

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With a consideration of contributions from the following Axes

Axis II
FEDL

Axis III
Regulatory Sensory

Axis IV
Language

Axis V
Visuo-Spatial

Axis VI
Stress

Axis VII
Family Patterns

Axis VIII
Other Med.
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
Axix 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)
## Comprehensive DIR® Assessment: ICDL-DMIC

### 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
Comprehensive DIR® Assessment: ICDL-DMIC

For more information see:
http://www.icdl.com