Dynamic Assessment (DA) in a university clinic for Danish children with Developmental Communicative Disorders (DCD) – problem-based practice as a means for training psychology students how to intervene with SLI-children.
De Lopez, Kristine M. Jensen; Knudsen, Hanne Bruun Søndergaard; Bundgaard, Pia; Jørgensen, Karina Niss; Mathiasen, Sofie Filholm; Mortensen, Christina

Publication date:
2012

Document Version
Early version, also known as pre-print

Link to publication from Aalborg University

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
? You may not further distribute the material or use it for any profit-making activity or commercial gain
? You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.
Dynamic Assessment (DA) in a university clinic for Danish children with Developmental Communicative Disorders (DCD) – problem-based practice as a means for training psychology students how to intervene with SLI-children

Professor mso Kristine Jensen de López, adjunct supervisor Hanne Bruun Søndergaard Knudsen
Pia Bundgaard, Karina Niss Jørgensen, Sofie Filholm Mathiasen, Christina Mortensen
University of Aalborg, Denmark
www.sprogklinik.aau.dk

Introduction
Our new University clinic applies a problem-based practice in training master students of psychology to intervene with SLI-children. The focus of the clinic is DA, which has been argued beneficial for children with SLI. The theoretical basis for DA is the work of Feuerstein and Vygotsky. The focus of DA is to mediate different learning strategies to the child through an assessor working with the theory of the child’s zone of proximal development. Our learning process consisted of further developing the context and method of working dynamically with 6 to 12-year-old children with DCD. The four master students were each given an area of responsibility per child, forming a reflecting team seated behind a one way screen. This setup combined with DA has, to our knowledge, not yet been seen in any study concerning children with DCD.

<table>
<thead>
<tr>
<th>Child</th>
<th>Therapist</th>
<th>Main observer</th>
<th>Parent supervisor</th>
<th>Technician</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCD1</td>
<td>PIA</td>
<td>KARINA</td>
<td>CHRISTINA</td>
<td>SOFIE</td>
<td>Supervisor 1</td>
</tr>
<tr>
<td>DCD2</td>
<td>SORIE</td>
<td>CHRISTINA</td>
<td>KARINA</td>
<td>PIA</td>
<td>Supervisor 2</td>
</tr>
<tr>
<td>DCD3</td>
<td>CHRISTINA</td>
<td>SORIE</td>
<td>KARINA</td>
<td>CHRISTINA</td>
<td>Supervisor 1</td>
</tr>
<tr>
<td>DCD4</td>
<td>KARINA</td>
<td>SOFIE</td>
<td>KARINA</td>
<td>PIA</td>
<td>Supervisor 2</td>
</tr>
</tbody>
</table>

New tools and methods
During the sessions we applied several well-known tools such as the Danish CELF-IV (not yet standardised), Modified, Odd-one out and COST-narratives. Furthermore we discovered the necessity of developing new tools specifically constructed to fit the structure of the work in the clinic and the children’s individual needs. Whenever we encountered such needs tools were developed and this was a central aspect of our problem-based practice.

- We further developed the use of cue cards as a tool to dynamically structure the children’s narratives.
- SLI-children benefit from visual support which we used this to develop picture cards and the game Memory to further the children’s sentence construction.
- A questionnaire administered to the child was developed to assess social abilities as a supplement to SDQ and CCC.

The construction of having the one way screen and the reflecting team has provided:

- the therapist with the opportunity of getting online feedback
- the reflective team with the option of instant intervention and participation during sessions
- the students with experiencing multiple roles as psychologists.

What did we learn? Practice makes perfect!
With problem-based practice we developed our academic as well as our personal abilities in the following areas:

- An enhanced understanding of SLI-children as a group and as individuals.
- A more thorough theoretical and practical experience with DA (e.g. developing methods)
- The benefits of working with or as part of a reflective team
- Our own development in the role as therapist (e.g. handling unexpected events during intervention)

Problem-based practice
During the course the master students were given the task of planning the 7 sessions, taking into account several different aspects; the child’s zone of actual development (pre-test), their interests, their response to the mediating process. In addition to this each session has been evaluated by the therapist and the reflecting team in order to discover micro-processes and possible advantageous learning strategies for the individual child.

The therapist focused on mediating in three areas: language, working memory and narratives.

References

Thanks to
The participating children