

**Evaluation report of the results from the online
survey conducted for validation of the first
results of the ICF – Tests linkage in the frame of
the Project “A common language in School”**

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I. Introduction

A common language in school is a project within the Erasmus+ Strategic Partnerships and provides concrete tools for professionals who work with pupils with developmental difficulties in schools. It introduces ICF as a common language to describe individual learning situation of a child and enables ability-based holistic transdisciplinary assessments and planning processes.

Within one of the intellectual outcomes of the project, the partners had linked psychological tests with ICF items, based on published linking rules by Castro, Pinto & Maia, 2011. The goal of this outcome is to enable (school)-psychologists to use ICF as a common language, mainly when they are assessing special educational needs support. To ensure the validity of the proposals for linkage between some of the psychological tests and the ICF Items, a questionnaire was prepared, and sent online to professionals in this field.

The professionals were asked to support the linkage process and to assess which tests can be linked with which ICF items. 16 professionals took part in the online survey and gave their suggestions. All of them had agreed that they fully understand the scope of the survey and accept that their answers will be analyzed statistically (in an *anonymous* way).

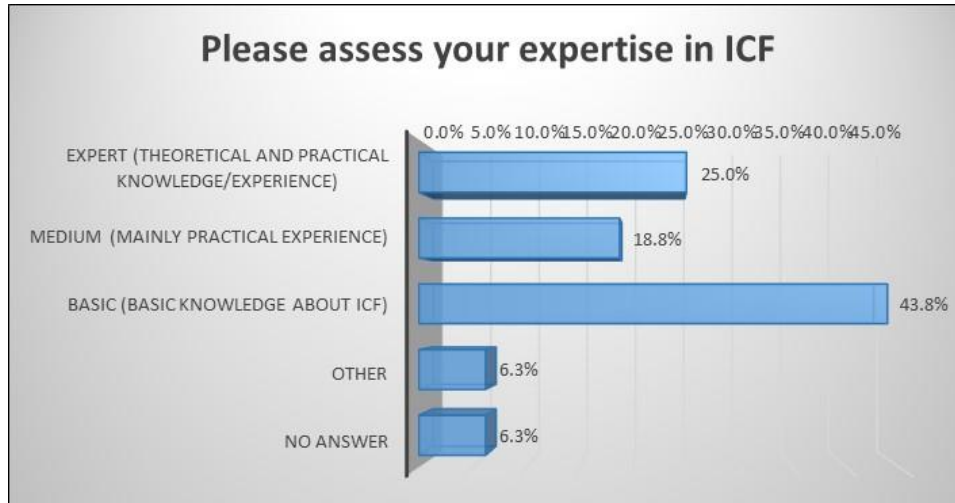
II. Results of the analysis of the meeting questionnaires

1. Background information

1.1. Please assess your expertise in ICF

Options	Answers
Expert (theoretical and practical knowledge/experience)	4
Medium (mainly practical experience)	3
Basic (basic knowledge about ICF)	7
Other	1 (No knowledge about ICF)
No answer	1

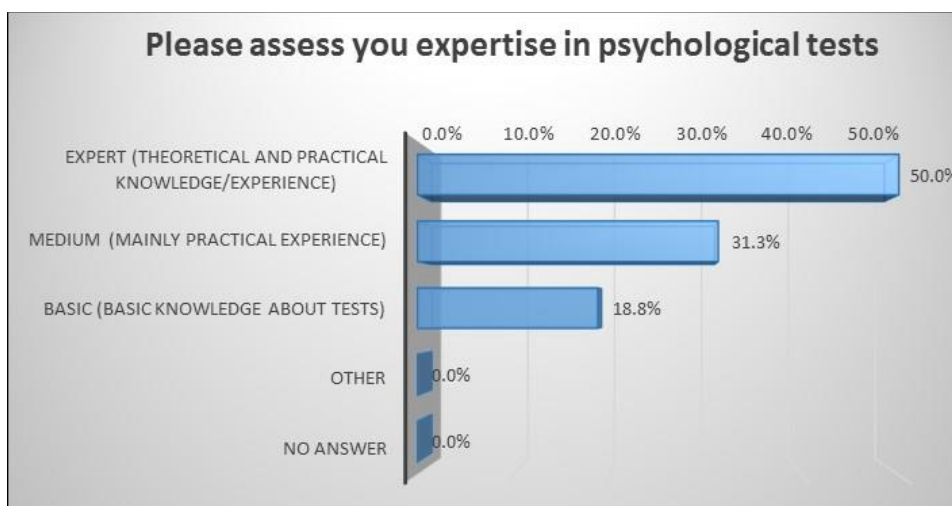
Figure 1. Graphical overview of the participant's expertise in ICF



1.2. Please assess your expertise in psychological tests

Options	Answers
Expert (theoretical and practical knowledge/experience)	8
Medium (mainly practical experience)	5
Basic (basic knowledge about tests)	3
Other	0
No answer	0

Figure 2. Graphical overview of the participant's expertise in psychological tests

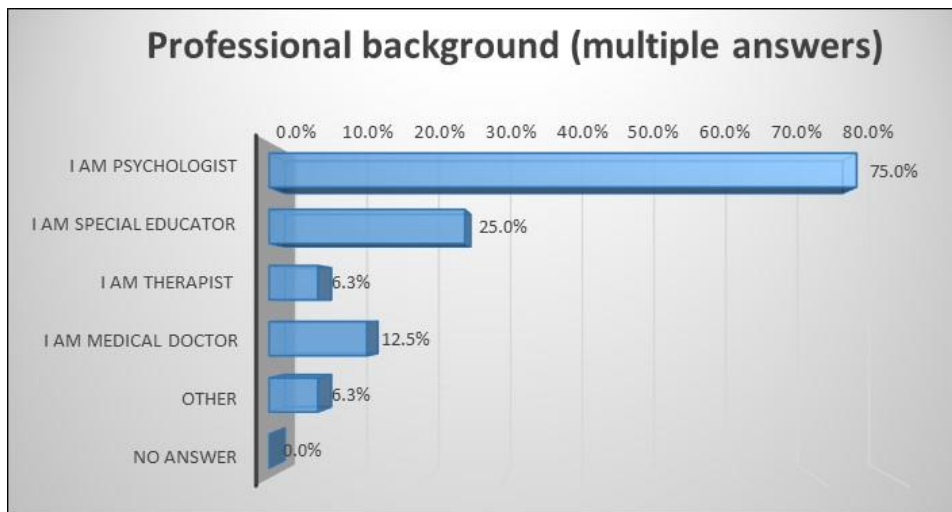


1.3 Professional background (multiple answers)

Options	Answers
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I am psychologist	12
I am special educator	4
I am therapist	1
I am medical Doctor	2
Other	1 (Education Specialist working in INGO)
No answer	0

Figure 3. Graphical overview of the participant's professional background



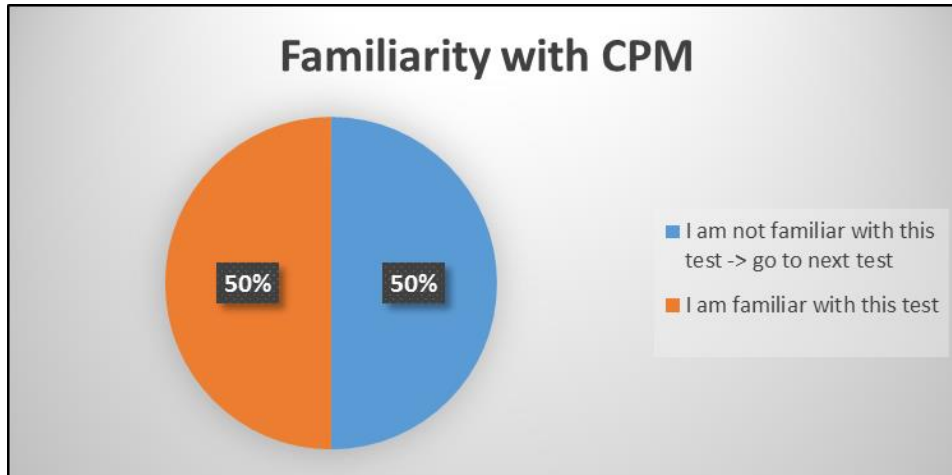
2. Linkage between selected psychological tests and ICF

2.1 CPM (Coloured Progressive Matrices, Raven)

A. Familiarity with the test

Options	Answers
I am not familiar with this test -> go to next test	8
I am familiar with this test	8

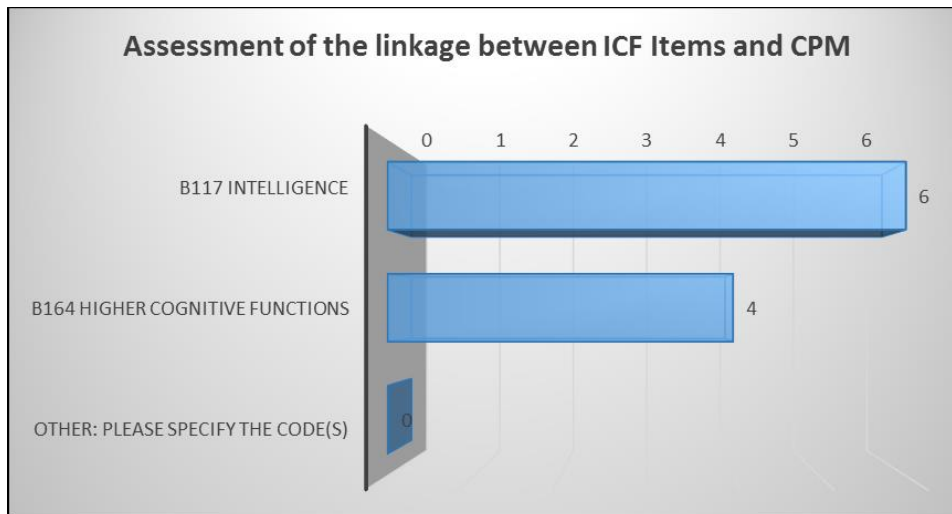
Figure 4. Graphical overview of the participant's familiarity with the test



B. Please assess, which ICF items might be best linked to the overall test results of CPM (multiple answers are allowed)

Options	Answers
b117 Intelligence	6
b164 Higher cognitive functions	4
Other: please specify the code(s)	0

Figure 5. Graphical overview of the participant's assessment of the linkage between ICF Items and CPM



C. If necessary, provide any comment regarding CPM (Coloured Progressive Matrices, Raven): the participants stated the following two comments:

- Unfamiliarity is because it has not been thought relevant for school psychology,

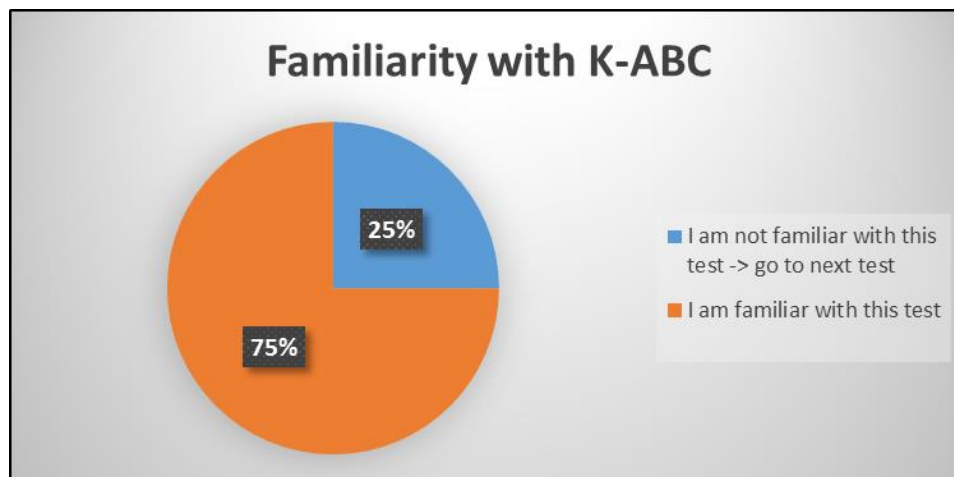
- Nonverbal relationship-forming thinking.

2.2 K-ABC (Kaufman Assessment Battery for Children) (Kaufman, Kaufman and Kaufman)

A. Familiarity with the test

Options	Answers
I am not familiar with this test -> go to next test	4
I am familiar with this test	12

Figure 6. Graphical overview of the participant's familiarity with the test

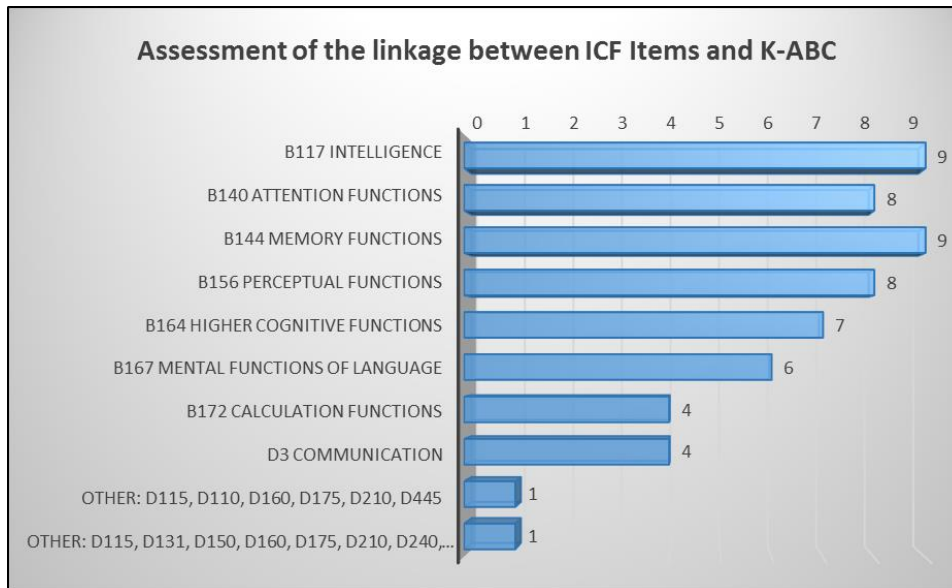


B. Please assess, which ICF items might be best linked to the overall test results and/or subtests of K-ABC (multiple answers are allowed)

Options	Answers
b117 Intelligence	9
b140 Attention functions	8
b144 Memory functions	9
b156 Perceptual functions	8
b164 Higher cognitive functions	7
b167 Mental functions of language	6
b172 Calculation functions	4
d3 Communication	4
Other: please specify the code(s)	2 (d115, d110, d160, d175, d210, d445)

(d115, d131, d150, d160, d175, d210, d240, d440)

Figure 7. Graphical overview of the participant’s assessment of the linkage between ICF Items and K-ABC



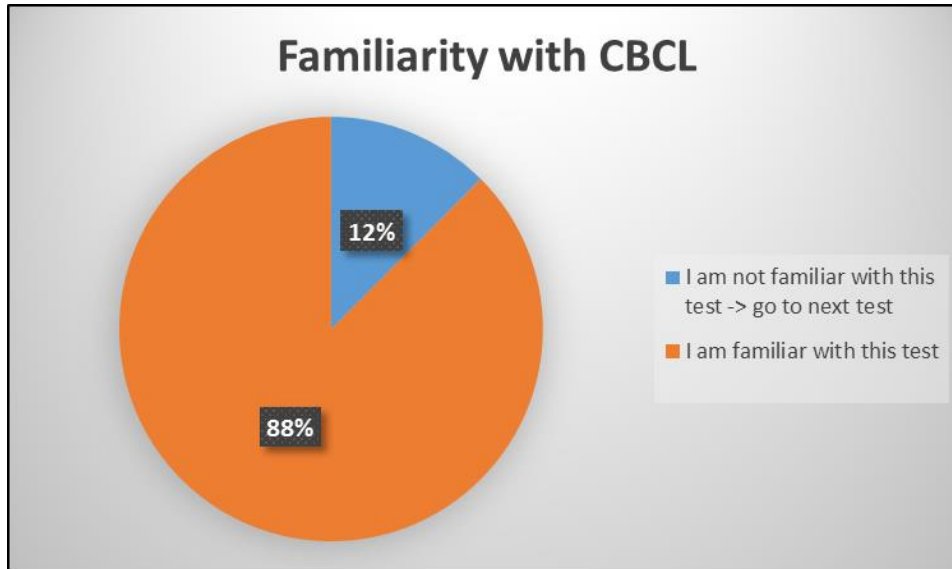
C. If necessary, provide any comment regarding K-ABC (Kaufman Assessment Battery for Children): no comments were provided by the participants.

2.3 CBCL (Child behavior Checklist, Achenbach)

A. Familiarity with the test

Options	Answers
I am not familiar with this test -> go to next test	2
I am familiar with this test	14

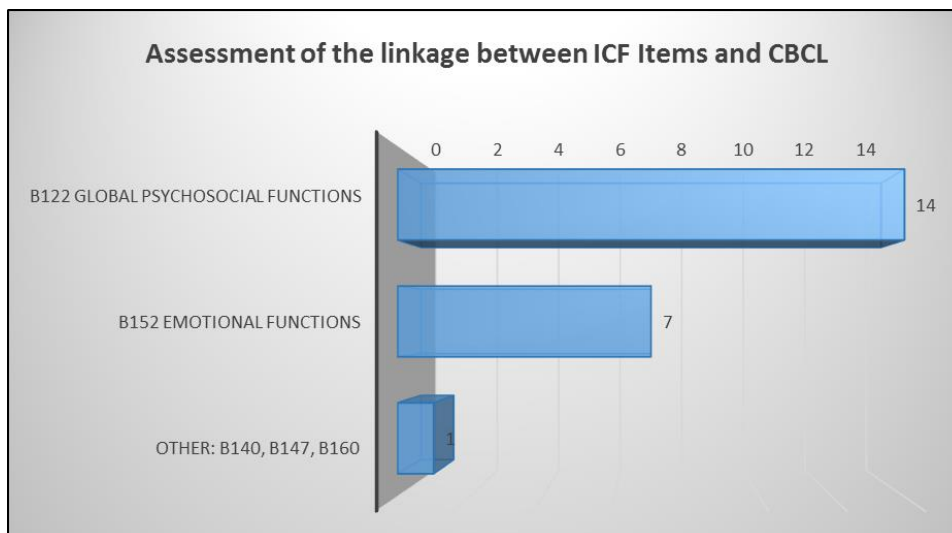
Figure 8. Graphical overview of the participant’s familiarity with the test



B. Please assess, which ICF items might be best linked to the overall test results of CBCL test (multiple answers are allowed)

Options	Answers
b122 Global psychosocial functions	14
b152 Emotional functions	7
Other: please specify the code(s)	1 (b140, b147, b160)

Figure 9. Graphical overview of the participant's assessment of the linkage between ICF Items and CBCL



C. If necessary, provide any comment regarding CBCL (Child behavior Checklist, Achenbach): The following comment was provided by the participants:

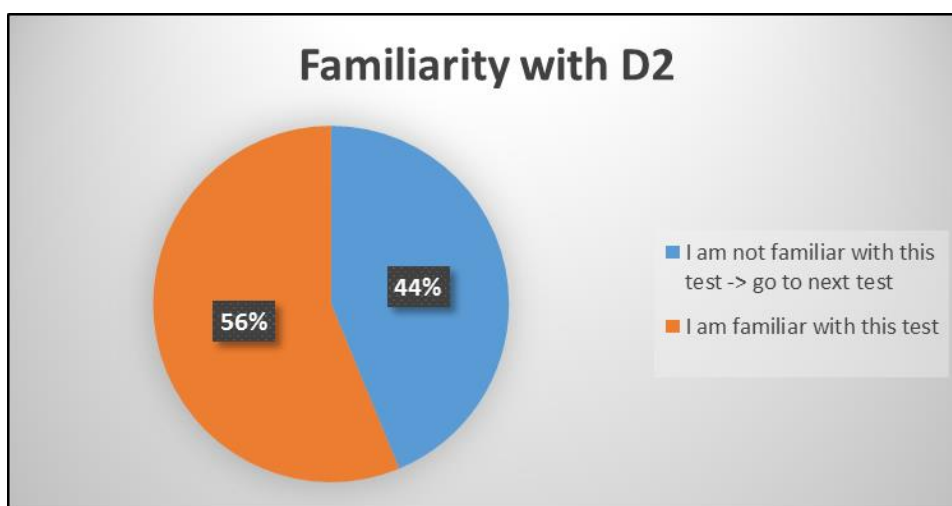
- see scales in CBCL.

2.4 D2-Test (Brickenkamp)

A. Familiarity with the test

Options	Answers
I am not familiar with this test -> go to next test	7
I am familiar with this test	9

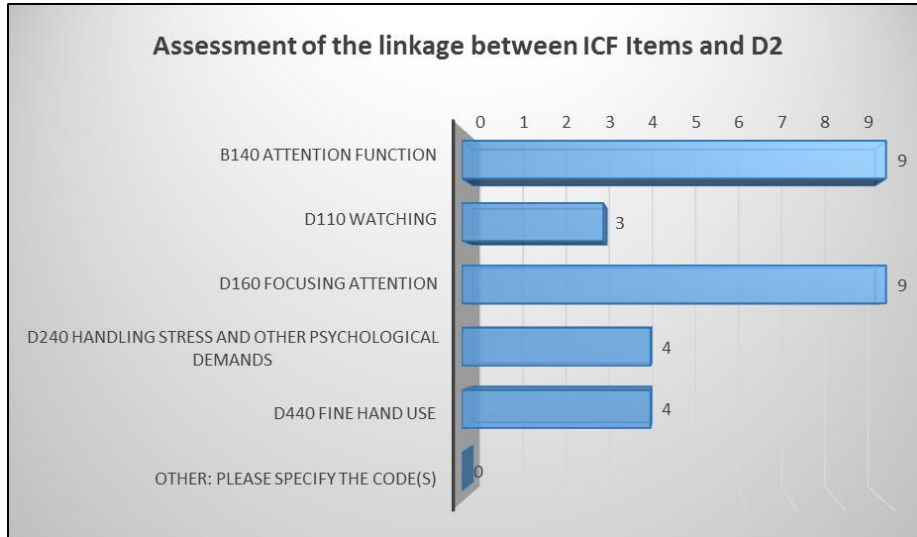
Figure 10. Graphical overview of the participant's familiarity with the test



B. Please assess, which ICF items might be best linked to the overall test results of D2 test (multiple answers are allowed)

Options	Answers
b140 Attention function	9
d110 Watching	3
d160 Focusing attention	9
d240 Handling stress and other psychological demands	4
d440 fine hand use	4
Other: please specify the code(s)	0

Figure 11. Graphical overview of the participant's assessment of the linkage between ICF Items and D2



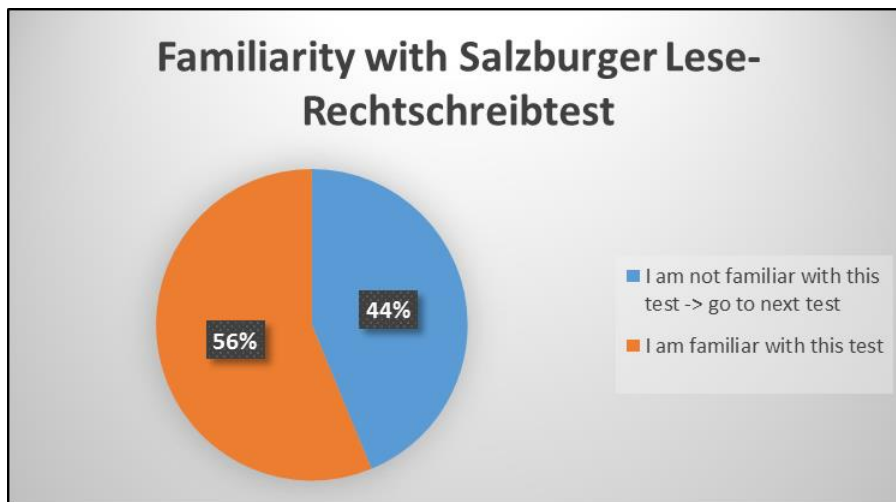
C. If necessary, provide any comment regarding D2-Test (Brickenkamp): no comments were provided by the participants.

2.5. Salzburger Lese-Rechtschreibtest (SRLT II) (Moll & Landerl)

A. Familiarity with the test

Options	Answers
I am not familiar with this test -> go to next test	7
I am familiar with this test	9

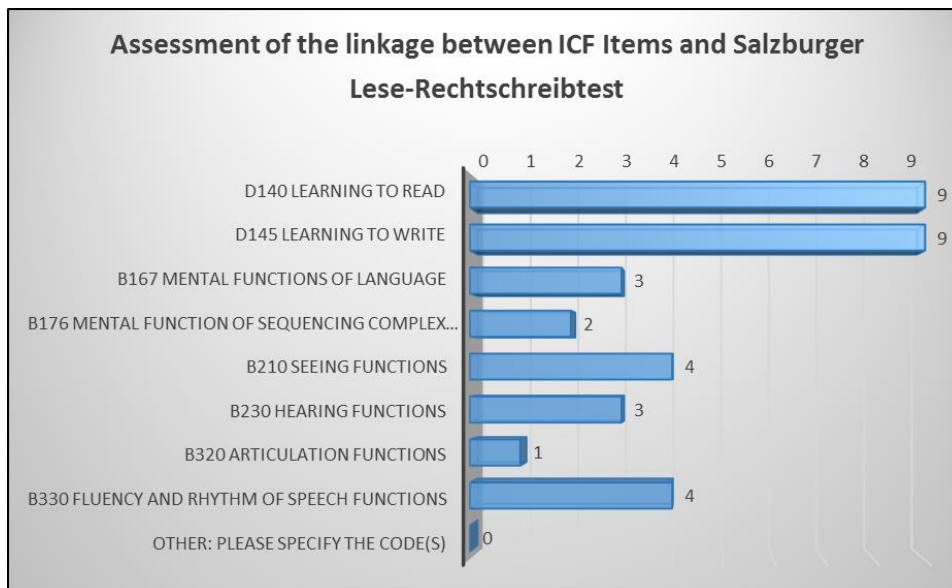
Figure 12. Graphical overview of the participant's familiarity with the test



B. Please assess, which ICF items might be best linked to the overall test results of Salzburger Lese-Rechtschreibtest (multiple answers are allowed)

Options	Answers
d140 Learning to read	9
d145 Learning to write	9
b167 Mental functions of language	3
b176 Mental function of sequencing complex movements	2
b210 seeing functions	4
b230 Hearing functions	3
b320 Articulation functions	1
b330 Fluency and rhythm of speech functions	4
Other: please specify the code(s)	0

Figure 13. Graphical overview of the participant's assessment of the linkage between ICF Items and Salzburger Lese-Rechtschreibtest



C. If necessary, provide any comment regarding Salzburger Lese-Rechtschreibtest (SRLT II) (Moll & Landerl): no comments were provided by the participants.

3. Linking WHO qualifier with test-norms

We are also interested in possible algorithms to link WHO qualifier (.0, .1, .2, .3 or .4) with statistical-values or norms (Percentile, z-value, T-values, SDs, IQ...). Could you provide some evidence based examples (literature) or ideas how to link WHO qualifier with existing statistical scales: the participants stated the following comments /ideas and proposals for literature:

- Difficult issue, see Pretis, Sixt, Mechtl, 2019,
- Pretis, Sixt, Mechtl 2019,
- No. Suggestion: linking with another "non-linguistic" IQ test, e.g. SON
- Sorry not the right source.

III. Conclusion

The majority of the professionals who completed the online survey are psychologist and special educators. In generally they gave positive feedback regarding the prepared proposal for linkage between some of the psychological tests and the ICF Items, as with their answers they have assessed that many of the proposed ICF Items can be best linked with the proposed tests. Additionally, as already described some of the participants had proposed additional ICF Items, which can be linked with the proposed tests and also additional tests which can be linked with the ICF Items.