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Programm Erasmus+
der Europäischen Union



ICF  School

“ICF as a tool of inclusion of children with developmental difficulties”

Prof. Dr. Manfred Pretis
Key note within the E3 Multiplier Event

Skopje, 15.11.2019

What this presentation is about?

ICF-CY as a problem solving tool



From disabilities towards - abilities –
A shift from what children are NOT able to do
towards what they are ABLE to do

From an expert model of communication
Towards a TEAM around the Family

From professional isolation
Towards cooperation

МКФ

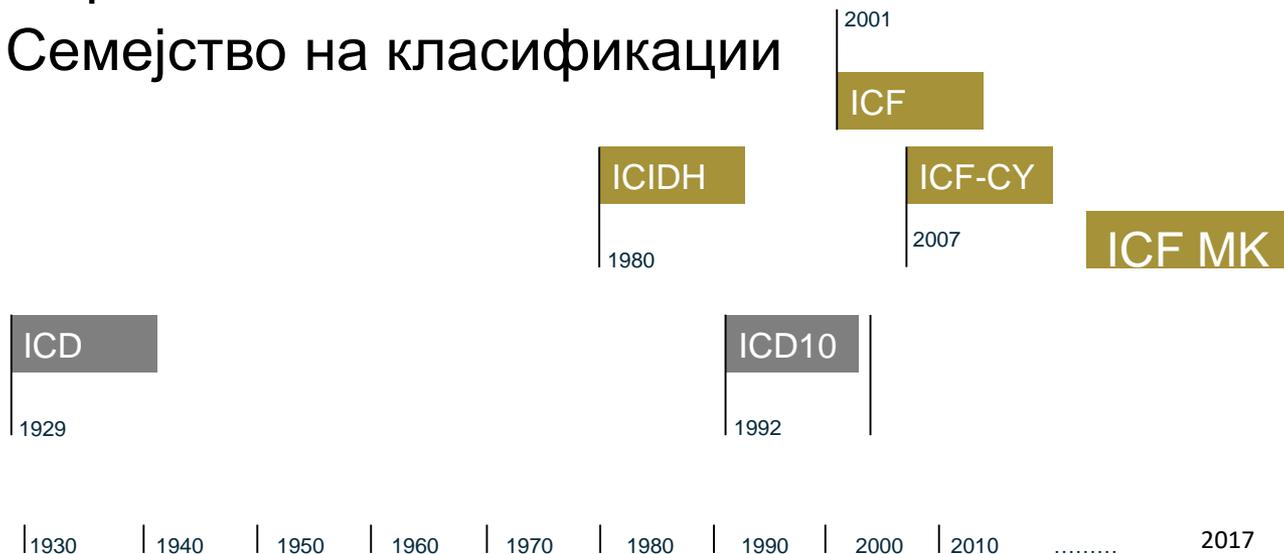
„Што значи оваа кратенка?“

„Меѓународна класификација на функционалност, попреченост и здравје кај деца и младинци“

(преведено и уред. од Hollenweger и Kraus de Camargo, 2011)

ICF is a COMMON language to describe the situation of a person with a health concern
во рамките на СЗО

Семејство на класификации



Why should we use a COMMON language?

ICF enables us to describe the complex interaction between a person and his/her environment to plan interventions and treatment?



http://www.landbote.com/buecher_volumen_12/dom_fernglas.html



<http://www.stallallegra.ch/newframe/rennen/challenge.htm>

<https://www.zu-daily.de/daily-wAssets/fotos/510x330/web-lication>
/wThumbnails/2012-09-07_fernglas_text-6ffcd1aba93916agd48a3e22ed2babb3.jpg

And the parents understand what they are talking about?



shutterstock.com + 215508874

MD: G81, F70, Q87

General condition: J10 in remi

Therapy: Botulin

https://www.google.com/imgres?imgurl=https%3A%2F%2Fimage.shutterstock.com%2Fimage-photo%2Fhalf-length-portrait-two-funny-doctors-260nw-215508934.jpg&imgrefurl=https%3A%2F%2Fwww.shutterstock.com%2Fes%2Fsearch%2Ffunny%2Bdoctor%2Bisolated%3Fimage_type%3Dphoto&docid=fhoXDrSMKS7cNM&tbnid=QbuTJThPqwxA3M%3A&vet=1&w=390&h=280&bih=796&biw=1164&ved=2ahUKEwjkaXHwr7IAhWCqaQKHambAh4QxiAoAXoECAEQFg&iact=c&ictx=1#spf=1572250796105



Interested boy, distracted

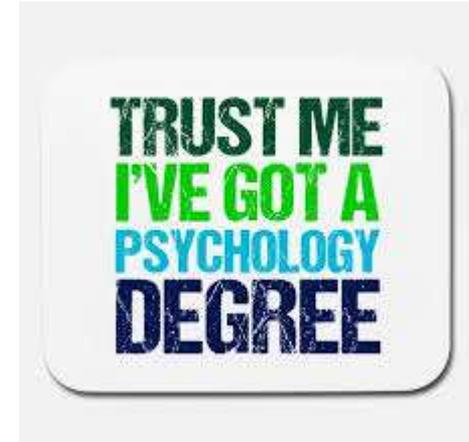
By external stimuli

Reading competence below

Expectation

Peers tend to bully

https://www.google.com/imgres?imgurl=https%3A%2F%2Ffi.etsystatic.com%2F19019800%2Ffr%2Ffil%2F6c505%2F1899663703%2Ffil_570xN.1899663703_73c3.jpg&imgrefurl=https%3A%2F%2Fwww.etsy.com%2Fno-en%2Flisting%2F686429162%2Ffunny-special-education-teacher-gift-mug&docid=c9Yfy5HpAhT-4M&tbnid=amITE6Q2W9bHmM%3A&vet=10ahUKEwju54S2xb7IAhUJbVAKHfYhDfwQMwhVKBMwEw..i&w=570&h=570&bih=796&biw=1164&q=special%20educator%20funny&ved=0ahUKEwju54S2xb7IAhUJbVAKHfYhDfwQMwhVKBMwEw&iact=mr&uact=8#spf=1572251641551



<https://www.spreadshirt.com/shop/design/funny+psychology+graduate+quote+mouse+pad-D5bb392a7f93764482c79eab9?sellable=vrMXX3NwZluxxMLq11Y-993-43>

IQ: 68

Intrapersonal

Conflicts between

autonomy and dependency

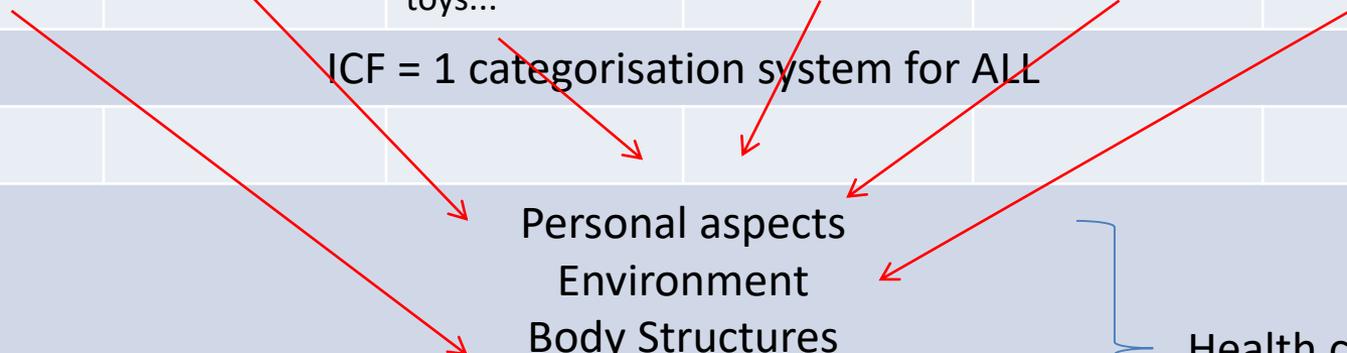
Medical categorisation (think of your last hospital experience)	Psychological categorisation Think of your last psychological expertise	Social workers categorisation	Special teachers categorisation	Therapeutic categorisation	Parents categorisation (?)
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Diagnosis (ICD)	Diagnosis (F...)	----	---	(diagnosis taken from MD)	
<ul style="list-style-type: none"> - Health status - Metabolism - Blood pressure - Position of bones - Functioning of organs 	<ul style="list-style-type: none"> - IQ - Milestones of development - Personality traits - 	<ul style="list-style-type: none"> -Home environment -Appearance of the child (clean..) -Money -Availability of toys... 	<ul style="list-style-type: none"> -Academic skills (MK language, reading, writing, calculating) -Attention -Social skills 	<ul style="list-style-type: none"> -Mobility of joints -Muscle tonus -Necessary tools (orthesis...) ADL (activities of daily living...) 	<ul style="list-style-type: none"> - Temperament - Health concerns - Expectations - Activities

ICF = 1 categorisation system for ALL

Personal aspects
 Environment
 Body Structures
 Body Functions
 Participation

Health components



МКФ Компоненти

- | | |
|---|---|
| 1 Телесни функции | b за телесни функции
(b ody) |
| 2 Телесни структури | S за телесни структури
(s tructures) |
| 3 Партиципација/учество (животни области) | d за животни области
(d omain) |
| 4 Контекстуални фактори
Фактори на околината | e за фактори на
животната средина
(e nvironment) |
| 5 Индивидуални фактори | + 6. Diagnosis/Health Concern |

Слајдот е подготвен и достапен од страна на Heike Philippi, SPZ-Frankfurt Mitte

Thinking in ICF components

**Body functions (b)
&
-Structures (s)**



***Aspect of function of
„damage“***

**Activities
&
Partizipation (d)**



***Aspect of Capacity or
Performance***

**Environmental
factors €**



***Barriers
Facilitators***

Personal factors

How does this work?

- 1) We ALL use a common language and category-system in the **TEAM around the FAMILY**
- 2) We ALL consider the complex bio-psycho-social interactions between a **person with a health concern and his/her environment**
- 3) We ALL think in categories of **INCLUSION** and in categories of **environment**
- 4) We ALL think and act in categories of **ABILITIES**
- 5) We ALL **differentiate** between WHAT a Person is ABLE to to and HOW we assess this aspect concerning AGE TYPICAL participation.

What can we observe?



Health concern: F72, G81, Q97

Parents wish that Vlado attends mainstream school

Observation (in selection)

Its about a boy (approx 8 years). His name is Vlado.

The boy is laughing

The boy wears orthosis

The boy has a buggy with adaptations

The boy is outside (in a park?)

The boy wears a pullover and trousers.

There are other items in a bag below the buggy

The boy overstretches his left arm

The boy shows signs of orofacial changes

The boy is sitting in his buggy.

The boy grabs an object with his left hand

The boy smiles AT somebody



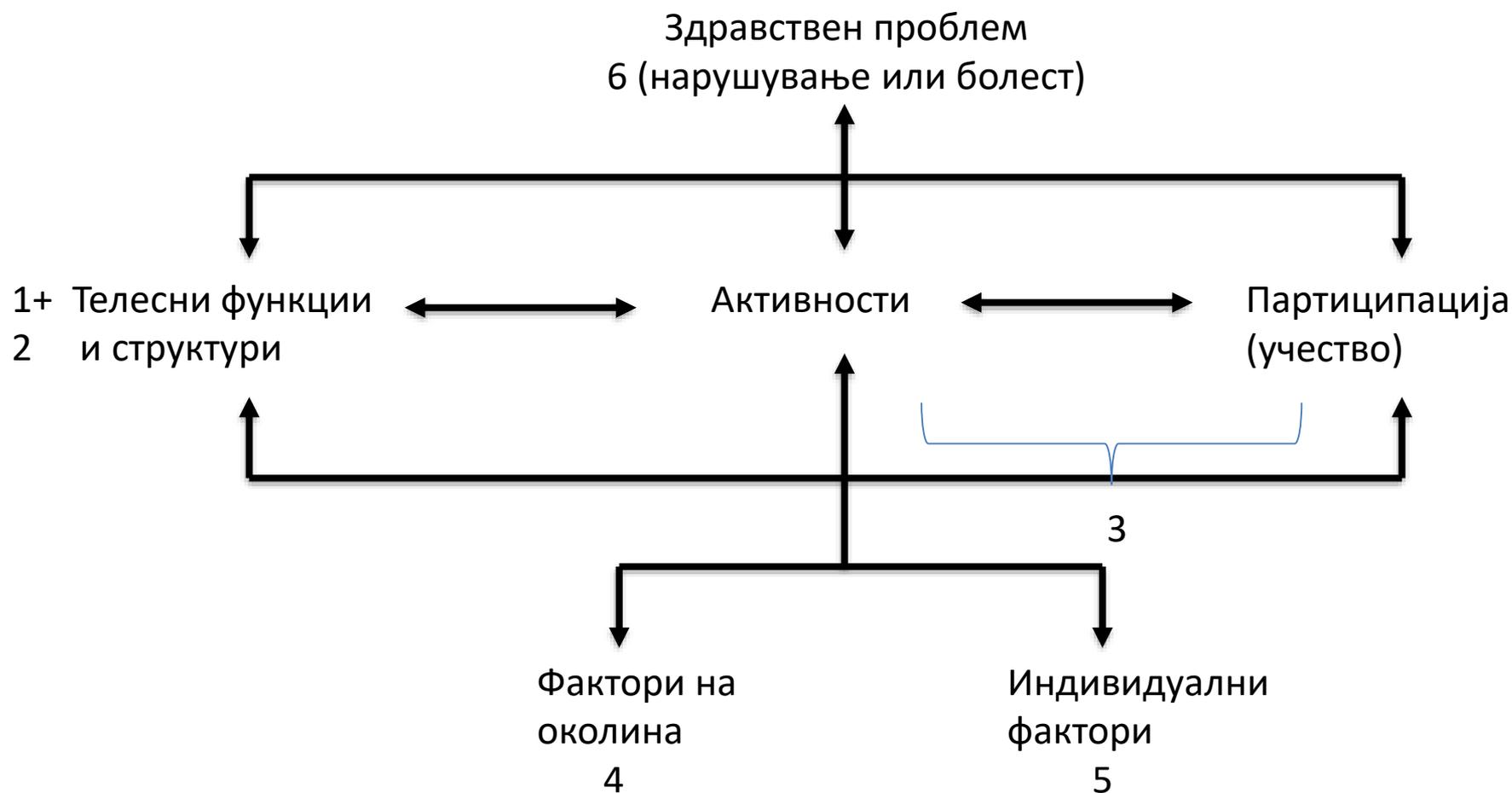
Oberservation	ICF common languages categories
Its about a boy (approx 8 years)	This describes the boy PERSONALLY
The boy is laughing	This might be his TEMPERAMENT/his PERSONALITY
The boy wears orthosis	This is about the ENVIRONMENT
The boy has a buggy with adaptations	This is about the ENVIRONMENT
The boy is outside (in a park?)	This is about the ENVIRONMENT
The boy wears a pullover and trousers.	This is about the ENVIRONMENT
There are other items in a bag below the buggy	This is about the ENVIRONMENT
The boy overstreches his left arm	This might be about the structure of his muscles and HOW his muscles function
The boy shows signs of orofacial changes	This is about the structure of his head
The boy is sitting in his buggy.	This is about what he is DOING , HOW he keeps his position to be MOBILE
The boy grabs an object with his left hand	This is about what he is DOING to REACH things and be MOBILE
The boy smiles AT somebody	This is about how he is INTERACTING with his environment



Observation	Common language	Interpretation
Its about a boy (approx 8 years), his name is Vlado.	This describes the boy PERSONALLY	
The boy is laughing	This might be his TEMPERAMENT/his PERSONALITY	
The boy wears orthosis	This is about the ENVIRONMENT	Orthosis are available, a system might enable this
The boy has a buggy with adaptations	This is about the ENVIRONMENT	A adapted buggy is available, a system might enable this
The boy is outside (in a park?)	This is about the ENVIRONMENT	Somebody takes care of the boy and goes to the park. This is about important persons around the boy
The boy wears a pullover and trousers.	This is about the ENVIRONMENT	Somebody takes care of the boy. This is about the ATTITUDE of other persons.
There are other items in a bag below the buggy	This is about the ENVIRONMENT	Somebody takes care of the boy (e.g. Is prepared for some situations This is about the ATTITUDE of other persons
The boy overstretches his left arm	This might be about the structure of his muscles and HOW his muscles function	There might be contraction of his muscles and a hypertonus
The boy shows signs of orofacial changes	This is about the structure of his head	There might be genetic changes
The boy is sitting in his buggy.	This is about what he is DOING , HOW he keeps his position to be MOBILE	There might be limitations in his mobility
The boy grabs an object with his left hand	This is about what he is DOING to REACH things and be MOBILE	There might be limitation concerning age adequate fine motor skills
The boy smiles AT somebody	This is about how he is INTERACTING with his environment	There might be limitations concerning his social communication

Oberservation	Common language	Interpretation	Assessment towards support needs
Its about a boy (approx 8 years), his name is Vlado.	This describes the boy PERSONALLY		
The boy is laughing	TEMPERAMENT/his PERSONALITY		
The boy wears orthesis	This is about the ENVIRONMENT	Orthesis are available, a system might enable this	This might be a facilitator
The boy has a buggy with adaptations	This is about the ENVIRONMENT	A adapted buggy is available, a system might enable this	This might be a facilitator
The boy is outside (in a park?)	This is about the ENVIRONMENT	Somebody takes care of the boy and goes to the park. This is about important persons around the boy	This might be a facilitator
The boy wears a pullover and trousers.	This is about the ENVIRONMENT	Somebody takes care of the boy. This is about the ATTITUDE of other persons.	This might be a facilitator
There are other items in a bag below the buggy	This is about the ENVIRONMENT	Somebody takes care of the boy (e.g. Is prepared for some situations This is about the ATTITUDE of other persons	This might be a facilitator
The boy overstretches his left arm	This might be about the structure of his muscles and HOW his muscles function	There might be contraction of his musces and a hypertonus	<p>The environment of the boy can be assessed as a significant FACILITATOR. We do not know if there are PEERS and how they react on Vlado.</p> <p>These facilitators ENABLE MAINSTREAM Inclusion</p> <p>Based on his diagnosis Vlado needs support concerning his Mobility and with high probability concerning LEARNING.</p> <p>Needed services:</p> <ul style="list-style-type: none"> - Access to school (bus, ramp) - Assistant teacher - Maybe personal assistant (care) - Physiotherapy
The boy shows signs of orofacial changes	This is about the structure of his head	There might be genetic changes	
The boy is sitting in his buggy.	This is about what he is DOING , HOW he keeps his position to be MOBILE	There might be limitations in his mobility	
The boy grabs an object with his left hand	This is about what he is DOING to REACH things and be MOBILE	There might be limitation concerning age adequate fine motor skills	
The boy smiles AT somebody	This is about how he is INTERACTING with his environment	There might be limitations concerning his social communication	

„Светски познатиот“ СЗО-График ја подразбира: „Големата 5ка or 6ка“



What is the challenge when we think and act in categories of ICF?

1. Together with the FAMILIES we are in TEAM around the FAMILY. We communicate with parents on a PAR.

We acknowledge

What parents

are able

to DO

<https://karrierebibel.de/hierarchiefreie-kommunikation/>





на македонски јазик



МКФ
на јазик разбирлив за семејството

Ајде да користиме заеднички јазик

Катерина Тодорова, Розита Петринска-Лабудовиќ



b	s	d	e
Телесни функции	Телесни структури	Активности и учество	Фактори на средината

Кофинансирано од
Програмата на Европската
унија Еразмус+



Овој проект е финансиран со поддршка на Европската комисија. Оваа публикација ги одразува само ставовите на авторите и Комисијата не може да се смета за одговорна за било каква употреба што може да биде направена од информациите што се содржат во истата.

2. Parents fully understand what we are talking ABOUT

Also parents use the SAME LANGUAGE
And same CATEGORIES

https://www.icf-school.eu/images/outputs/o2/icf_brochure_mk.pdf

3. The most important aspect is

Participation



(What a child with a health concern is able to do in relation to children without health problems and which support the family needs to reach best possible participation)



D4: Мобилност

Промена на положбата
на телото, фина
моторика, одење

D5: Грижа за себе

Миeње, облекување,
пиeње, јадење

D6: Домашен живот

Помош на другите

D7: Интерперсонални
интеракции и односи

Се дружи со пријатели,
семејни односи

D8: Основни животни
области

Градинка, Игра

D9: Заедница,
социјален и граѓански
живот

Одмор, слободно време,
религија

4. To enable a perspective of ABILITIES and INCLUSION: ICF is for ALL Children

	Statistical age-relevant „Activities“ (=those tasks wich children without health problem“ typically (=statistically) perform WITHOUT additional support (=partly defined by school-curricula)	Assessment
Learning (d1)	He/she acquires new skills in school (reading, writing..)	.0 (no problem)
General Tasks (d2)	He/she focuses the attention for about 15 min in the classroom. During break he/she control his/her emotions	.0 (no problem)
Communication (d3)	He/she communicates with peers/adults in 2-3 word Macedonian sentences.	.0 (no problem)
Mobility (d4)	He/she reaches the school on his/her own (or using public transport) He she moves around the school He/she uses a pencil	.0 (no problem)
Self care (d5)	He/she puts on/put off his/her cloths after sports lesson. During the lessons he/she controls his/her issues of hygiene (toilet..)	.0 (no problem)
Interactions (d7)	He/she understands and follows social rules He she „detaches“ for some hours from his/her primary attachment persons He/she attaches for some hours to other persons (teachers)	.0 (no problem)
Important areas of life (d8)	He/she follow the regular school curriulum. He/she plays with other children in the afternoon He/she uses money to buy small toys...	.0 (no problem)
Social life (d9)	He /she celbrates with members of the famiy or the community He/she is part of a sport club... He /she attends the church/mosque/synagogue...	.0 (no problem)

5: Overcoming thinking and acting in SECTORS as ICF provides ONE Common system of understanding



WHO/UNICEF „Nurturing Care Framework“

https://www.who.int/maternal_child_adolescent/child/nurturing-care-framework/en/

6. За што **НЕ** се работи при користење на МКФ

- За поставување на дијагнози
- За индивидуални фактори (пол, етничка припадност...) → МКФ го класифицира здравствениот проблем на лицето а не неговата индивидуална личност
- За стигматизирање на лицето (со здравствен проблем)

But.....

Yes, it might be sometimes difficult to **cooperate with parents** (remember, they can do what they are able to do and it usually takes time to accept that there might be developmental difficulties)

Yes, it might be challenging to **cooperate with other sectors** (medical doctors, therapists, social workers) but at least we should keep them in MIND (that there is a family doctor and I could send a short information about additional support needs).

Yes, it could be personally challenging **to learn something new** (ICF)

Yes, it is a long process to shift from **DEFECTOLOGY** towards **Ability-based PERSPECTIVES** and existing attitudes of a society will not change within 1 year.

Yes, it could be challenging to find adequate services for a family.

Lessons learnt from other countries

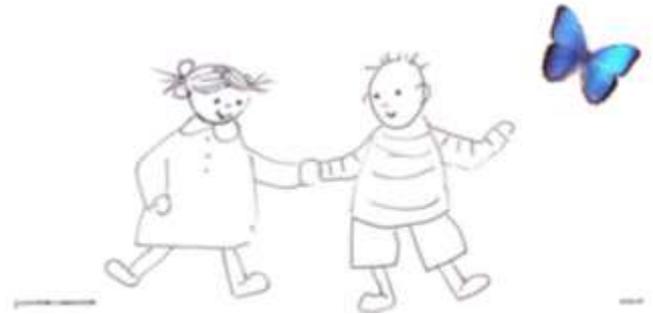
Children wish to be **proud** of what they are able to do.

Children (Rosenbaum & Gorter, 2011)

wish to have

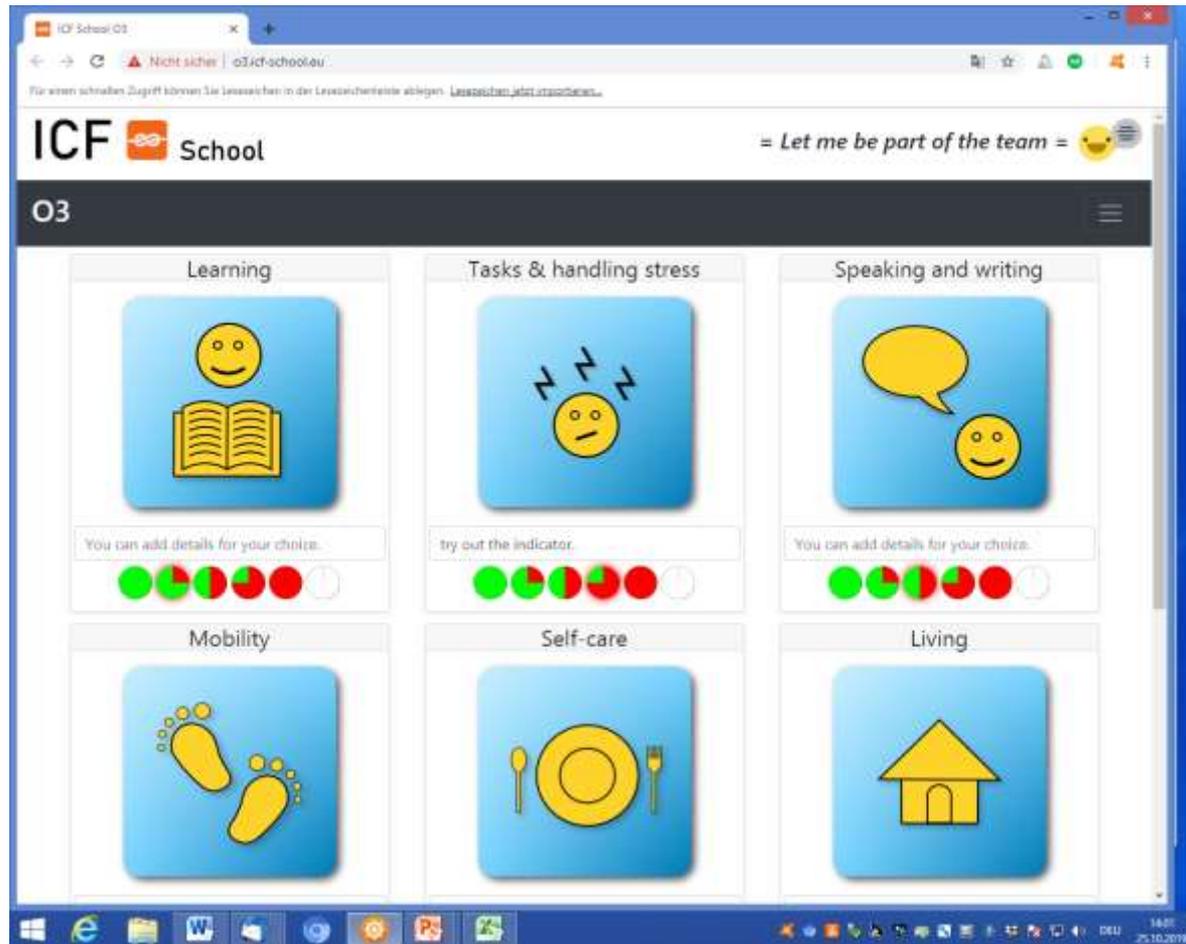
- FUN
- Friends
- Fitness
- Family
- Functions (to be able to do something

{(can) get along with other (child)and }
{(can) have friends and keep them! }
{(can) console and help (other)s! }
}



You may also ask the pupils what they wish to learn and which kind of support they need

Invite children to assess their own need of support (www.icf-school.eu)



- PARENTS consider themselves EQUAL partners when the teams use a common (understandable language (Pretis/Brandt, 2017)
- PROFESSIONALS report that there is increased exchange about complex situations (Pechstaedt & Sveton, 2016)
- **Systems** might be challenged to increase the availability and transsectorality of services

Supporting literature

Светска здравствена организација (2017).
Меѓународна класификација на функционирање, попреченост и здравје УНИЦЕФ, превод.
Скопје: УНИЦЕФ.

Weltgesundheitsorganisation (2011).
ICF-CY. Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit.
Bern: Huber

Pretis, M. (2016).
ICF-basiertes Arbeiten in der Frühförderung.
München: Reinhardt

Pretis, M., Kopp-Sixt, S. Mechtl, R. (2019).
ICF-basiertes Arbeiten in der inklusiven Schule.
München: Reinhardt

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www.icf-school.eu

www-first1000days.net

http://www.google.de/imgres?imgurl=http%3A%2F%2Fdiepresse.com%2Fimages%2Fuploads%2F6%2Fd%2Fa%2F583386%2Fparteiervolten_steiermark_en_de_querdenker_steirerhut20100724192043.jpg&imgrefurl=http%3A%2F%2Fdiepresse.com%2Fhome%2Fpolitik%2Ffinnenpolitik%2F583386%2Fsteiermark_Das-Ende-der-politischen-Querdenker&h=300&w=500&tbnid=uAPzbuzewOA3M%3A&zoom=1&docid=hLFg-tg9tdWIoM&ei=TJbXU4fLsWGOIWkgZAP&tbn=isch&iact=rc&uact=3&dur=2029&page=1&start=0&ndsp=20&ved=0CF4QrQMwEw

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