

Helping File

Intellectual Outcome O2 Erasmus+ Project

“A Common Language in School”

Developed by the Common Language Consortium

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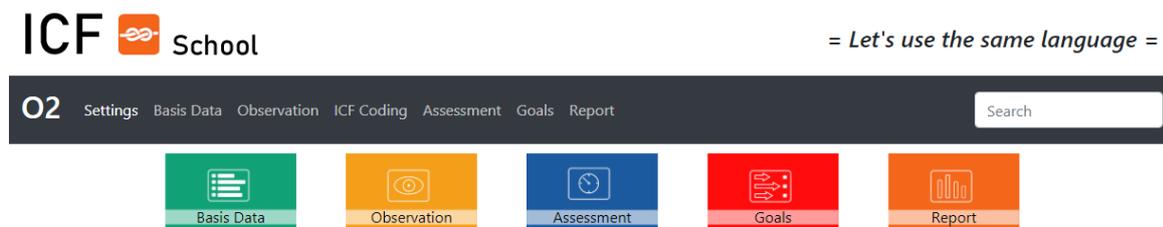
1. Introduction

1.1. Goal of this „Helping file“

This tool enables you to link observations, reports or test results about a child with developmental difficulties with ICF-codes. This helpingfile gives you an overview how to use this tool. In some parts of this helping-file, mainly which are connected with ICF, you will see a link to the training modules which you will find under outcome 1. The following text is supported by screenshots.

1.2. General structure of the tool

The tool consists of **5 major sections**.



The 1st part is called **Basic data** and refers to the *name* of the file you give. it refers to the *setting* in which an ICF-based assessment is done and it refers to *health concerns* and *personal aspects* concerning ICF.

The 2nd part is called **Observation**. In this section your observations, your available reports or your test results are connected with health components of the ICF (see modul 2). In this section you will be invited to conclude narrative aspects concerning the child and the family situation. These narrative aspects in the second step can be associated with ICF-codes. To be able to do this you should have a basic knowledge of the structure and philosophy of ICF as you can find it under modul 1.

To be able to re-use your anonymized data please always remember to **save** your data. Your data than can be **printed** they can be transferred into a **pdf** file or they can be saved on the local computer. To comply with **data protection policy** do not use any personal data which might be able to identify a child.

The 3. section is called **ASSESSMENT**. This refers to the usage of WHO-qualifier to be able to use WHO-qualifier you find relevant information in modul 3. Information which was linked to ICF-codes in the section “observation” now is assessed based on **QUALIFIERS**. In this context you can use the WHO-qualifier and you are requested to provide further information concerning indicators why you used these qualifiers. Generally within the project we recommend not to use more than 20 items which are qualified and also to qualify aspects, which do not present a problem for a child or a family. During qualifying you also see an icon of representing an “EYE”. If you click on this icon this means that the qualified item will represent a participation goal in the next step. Be aware, that participation goals mainly refer to the health component **participation**.

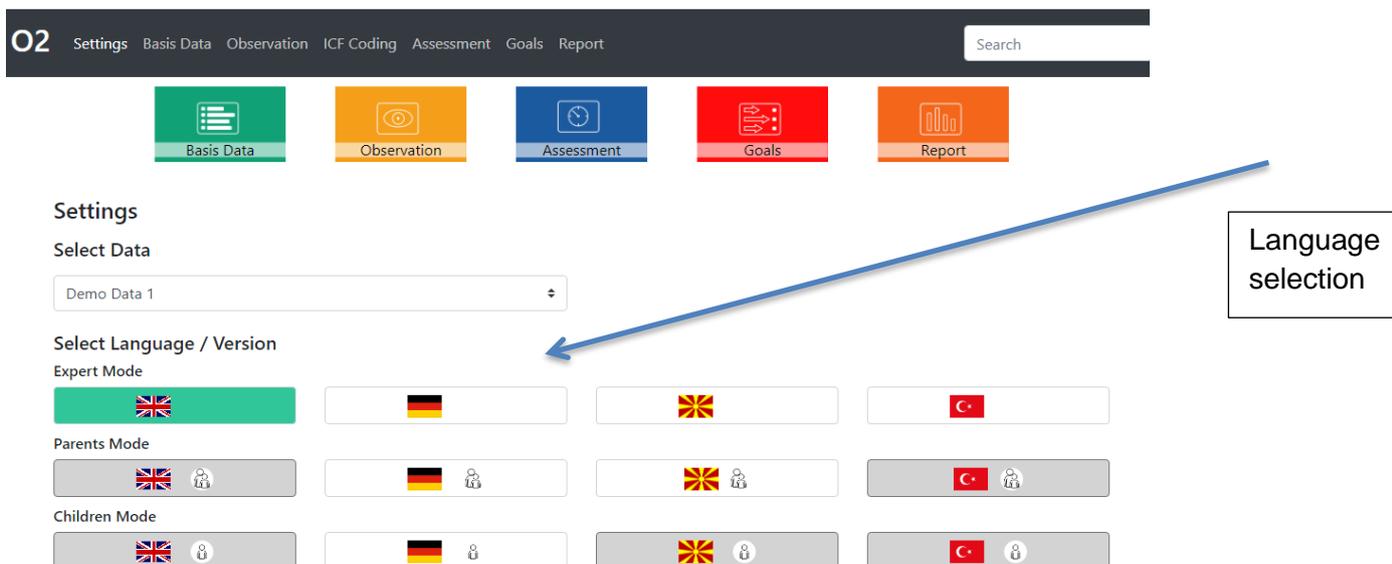
The 4th section **GOALS** gives you the possibility to define **participation goals**. Be aware, that assessment and development of participation goals is a highly communicative process together with the parents in a team around the family. Participation goals are highly individual goals therefore there is no predefined algorithm to define a participation goal together with a family. In this section you also find a box concerning associated body functions, structures and environment. In this section please refer to necessary body functions, structures or environmental aspects. Furthermore this section finishes with a selection of national curricula and suggested interventions or services.

The 5th section (**REPORT**) creates an automatic report based on all information provided during the last four steps. You can print or save these reports for further purposes guaranteeing the protection of personal data.

2. Concrete steps

2.1 Choose SETTINGS

If you open this side first you will have to choose your relevant language. You can choose between German, English, Macedonian, and Turkish.



The screenshot shows the ICF School interface. At the top, there is a navigation bar with the text "02 Settings Basis Data Observation ICF Coding Assessment Goals Report" and a search box. Below the navigation bar are five main menu items: "Basis Data" (green), "Observation" (orange), "Assessment" (blue), "Goals" (red), and "Report" (orange). The "Settings" menu is selected, and a sub-menu is displayed. The sub-menu has three sections: "Select Data" with a dropdown menu showing "Demo Data 1"; "Select Language / Version" with three rows of options. The first row is "Expert Mode" with four options: UK (green), Germany (white), Cyprus (white), and Turkey (white). The second row is "Parents Mode" with four options: UK (grey), Germany (grey), Cyprus (grey), and Turkey (grey). The third row is "Children Mode" with four options: UK (grey), Germany (grey), Cyprus (grey), and Turkey (grey). A blue arrow points from a box labeled "Language selection" to the "Select Language / Version" section.

The second step consists in choosing the way you want to address a possible linkage between ICF and the situation of a child in school in kindergarten.

EXPERT MODE refers to the official ICF (CY)

PARENTS MODE refers to the family friendly version of ICF (see also 02)

CHILDREN MODE refers to assessments pupils and students themselves

Take into account that not all functionalities might be available for all language files. E.g. the family friendly version of ICF is not available in English.

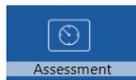
If you already saved an anonymous file then **“SELECT DATA”**

3. Concrete procedure step-by-step

This part of the helpingfile will provide you with concrete steps and constructions how to use this tool. Screenshots are included to better explain diverse steps.

3.1 BASIC DATA

Provide and **SAVE** a non-personal name for your file.

**Basis Data**

Dataset Name	Demo Data 1
Dataset Owner	Demo User
Institution	InfoPro

Setting and Concerns

Setting Why, by whom, when and how is this evaluation done?	Parental concerns / health aspects What are the (main) concerns of the parents and health aspects?
---	--

Personal aspects and school situation

Current school level attended <input type="radio"/> Preschool <input checked="" type="radio"/> Primary school, 1st or 2nd class <input type="radio"/> Primary school, 3rd or 4th class <input type="radio"/> Secondary school	Concerns of school professionals What are the (main) concerns of the school professionals ?
Person related aspects Describe person related aspects concerning your child with regard to ICF	History of the child Describe relevant aspects of the child's development history until the

Setting and Concern :Following the logic of an assessment process described in e.g. modul 4 the starting point is the **setting** or the **reason of the assessment**. This means in this first text box you can provide information **why** this assessment is performed: e.g. to find out

- whether the child needs special educational support,
- who was performing this assessment e.g. school teacher, school psychologist, special educator ...,
- when this assessment was performed (e.g. on 5th May 2020)
- who was present e.g. together with the parents and
- which methods were performed e.g. an intelligence test, observation in the classroom, report of the main teacher.
-

On the right side you will find a text box **“Parental concerns/health aspects”**

Following the logic of the assessment procedure (modul 4) the next step consists in defining parental concerns or health concerns. This means, in this section the wishes, concerns, observations of the parents concerning his or her health concerns are described. E.g. parents could wish

- that the pupil learns to read and to write or
- that the pupil expresses him- or herself with words,
- that the pupil uses correct grammar in school.
- That the pupil behaves “well” at school ect.

It also could mean that the parents refer to previous diagnoses with which health conditions could be described. Take into account personal data protection issues when referring to diagnosis.

The next section “**PERSONAL ASPECTS and SCHOOL SITUATION**” refers to the current **GRADE** of the child in school or kindergarten and on the right side of the to expectations and health concerns expressed by the school professionals

Following the logic of ICF the next box invites you to refer to relevant **personal aspects** of the child (see modul 2 “personal aspects) e.g. gender, interests, spoken language dealt information on personal aspects you can find under in model

Personal aspects also refer to the **history** of the health condition of the child in medical terms it might be called anamnestic information. Do not forget to save this data otherwise it will be lost.

3.2 OBSERVATION

Observation
Describe your observations including test results or reports from important informants, and assign these observations to the ICF areas / components !

ENVIRONMENTAL FACTORS (e)
Observations incl. test results concerning the environment of your child Update

ICF-Codes assigned to this area: +

- e110** ×
Products or substances for personal consumption

BODY STRUCTURES (s)
Observations incl. test results concerning body structures Update

ICF-Codes assigned to this area: +

- s76000** ×
Cervical vertebral column

BODY FUNCTIONS (b)
Observations incl. test results concerning body functions Update

ICF-Codes assigned to this area: +

- b220** ×
Sensations associated with the eye and adjoining structures

ACTIVITIES AND PARTICIPATION (d)
Observations incl. test results concerning activity and participation Update

ICF-Codes assigned to this area: +

- d110** ×
Watching

Summary concerning observations and ICF assignment

- b220** ×
Sensations associated with the eye and adjoining structures
Sensations of tired, dry and itching eye and related feelings.

Be aware that previous included data always can be adapted or changed. if necessary.

As pointed out above the section of OBSERVATION refers to the present situation of a child in school, kindergarten etc. The main idea consists in describing the situation of a child in his or her relevant context by means of **ability based information** (see modul 1 philosophy of ICF).

There is no recommended order where to start, e.g. which health component to start, however as pointed out in modul 4 it might be helpful to start with the **environment** of the child as ICF defines disability as a significant interaction between the person and his or her environment. To know about the diverse environmental codes and aspects please visit module 2 "Structure of ICF" where you can find in depth information about the chapters and levels of environment.

INCLUDE narrative descriptions into the open TEXT fields. Do not forget to UPDATE (SAVE) your inputs.

Consider describe **OBSERVATIONS** rather than **INTERPRETATIONS**. The same aspects refer to body functions to body structures or to participation. Consider, that it might be helpful, to have indicators and instruments to support your observations. So diverse eg. Psychological tests could be used e.g. intelligence tests, reading tests, calculation tests, attention tests, rating scales or even data from medical report for example EEG etc. to specify your observations. Sometimes it might also be necessary to consider that further observations and examinations e.g. by an ophthalmologist or other might be necessary.

Also think in possible interactions between the components as each aspect always is interconnected with other health components.

LINK your narrative descriptions with ICF items:

To find a corresponding code you have diverse possibilities: First klick on "+"

[ICF-Codes assigned to this area:](#)



Then the following page will be opened:

Add ICF Codes

Search Full ICF Codeset (1689)



BODY FUNCTIONS



BODY STRUCTURES



ACTIVITIES AND PARTICIPATION



ENVIRONMENTAL FACTORS

e - ENVIRONMENTAL FACTORS (274)

e

ENVIRONMENTAL FACTORS

e1 (75)

CHAPTER 1 PRODUCTS AND TECHNOLOGY

This chapter is about the natural or human-made products or systems of products, equipment and technology in an individual's immediate environment that

e2 (50)

CHAPTER 2 NATURAL ENVIRONMENT AND HUMAN-MADE CHANGES TO ENVIRONMENT

This chapter is about animate and inanimate elements of the natural or physical environment and

e3 (14)

CHAPTER 3 SUPPORT AND RELATIONSHIPS

This chapter is about people or animals that provide practical physical or emotional support, nurturing, protection, assistance and relationships to other people in their lives

e4 (15)

CHAPTER 4 ATTITUDES

This chapter is about the attitudes that are the observable consequences of customs, practices, ideologies, values, norms, factual beliefs

e5 (119)

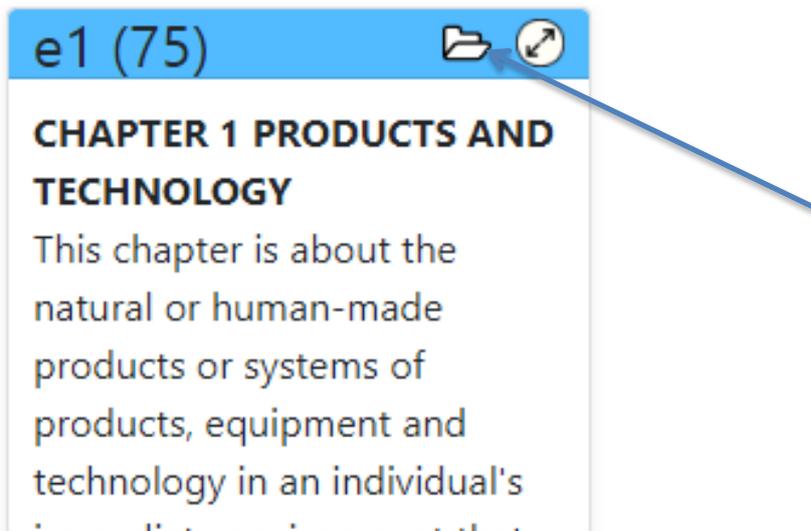
CHAPTER 5 SERVICES, SYSTEMS AND POLICIES

This chapter is about: 1. Services that provide benefits, structured programmes and operations, in various sectors

First choose whether you are linking your observation with

- Body functions
- Body structures
- Activities and participation or
- Environmental factors

Then you can scroll through the diverse components: Klick on the



FILE icon and the component will **OPEN**

Add ICF Codes ✕

Full ICF Codeset (1689) ▾



BODY FUNCTIONS



BODY STRUCTURES



ACTIVITIES AND PARTICIPATION



ENVIRONMENTAL FACTORS

e - ENVIRONMENTAL FACTORS (274) ▾

e ✎

ENVIRONMENTAL FACTORS

e1 (75) ✎

CHAPTER 1 PRODUCTS AND TECHNOLOGY
This chapter is about the natural or human-made products or systems of products, equipment and technology in an individual's

e2 (50) ✎

CHAPTER 2 NATURAL ENVIRONMENT AND HUMAN-MADE CHANGES TO ENVIRONMENT
This chapter is about animate and inanimate elements of the natural or physical

e3 (14) ✎

CHAPTER 3 SUPPORT AND RELATIONSHIPS
This chapter is about people or animals that provide practical physical or emotional support, nurturing, protection, assistance and relationships to

e4 (15) ✎

CHAPTER 4 ATTITUDES
This chapter is about the attitudes that are the observable consequences of customs, practices, ideologies, values, norms, factual beliefs

e5 (119) ✎

CHAPTER 5 SERVICES, SYSTEMS AND POLICIES
This chapter is about: 1. Services that provide benefits, structured programmes and operations, in various sectors

But you also have the possibility to perform a **free text search**. Be aware that you can search in diverse preselected data sets

- Age lists
- Checklists
- Core Sets...

Add ICF Codes ✕

Full ICF Codeset (1689) ▾

O2 Settings Basis Data Observation ICF Coding Assessment Goals Report

Add ICF Codes ✕

Full ICF Codeset (1689) ▾



BODY FUNCTIONS



BODY STRUCTURES

e - ENVIRONMENTAL FACTORS (274) ▾

Full ICF Codeset (1689)

Full ICF Codeset (1689)

Agelist 0-3 (205)

Agelist 3-6 (183)

Checklist Early Childhood Intervention (200)

Checklist: German Working Group ICF-CY (148)

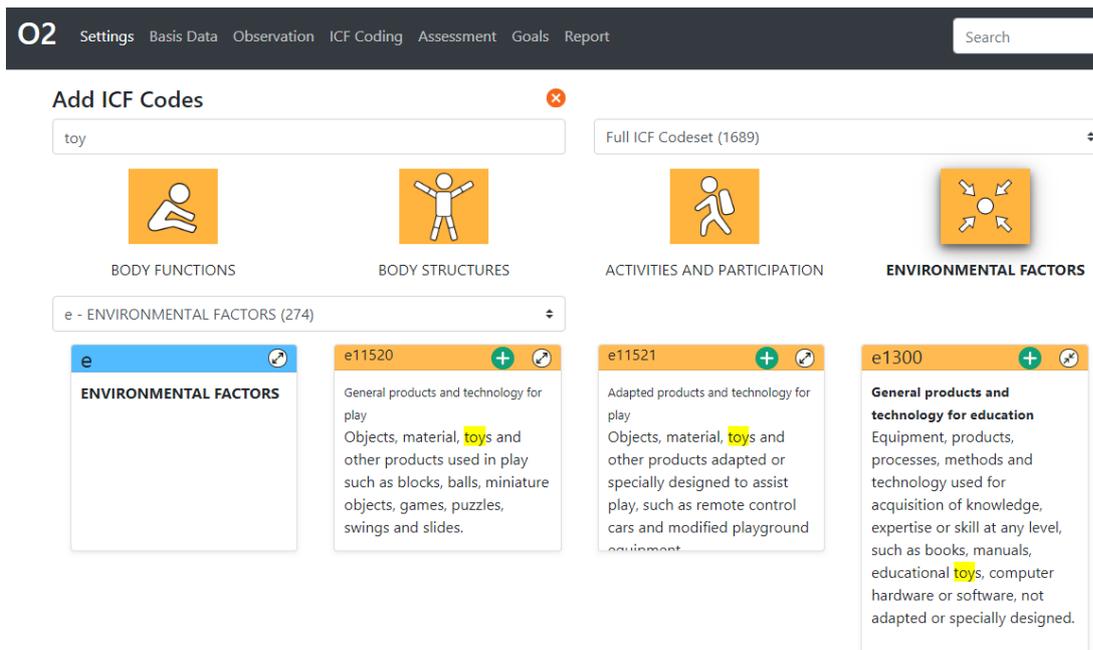
Coreset ASD (62)

CP-List (Schariti) (35)

Easy Language English (269)

Self assessment of need for help by young people themselves (131)

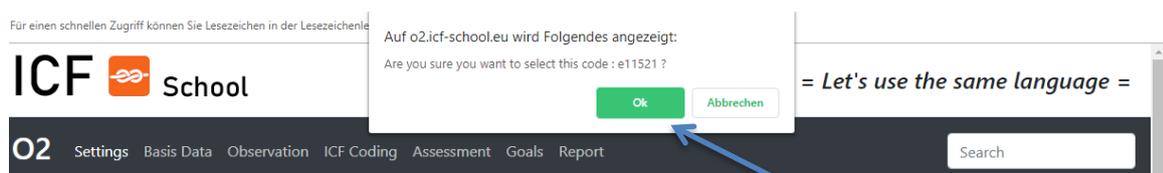
E.g. looking for the key word "Toy" in the full ICF codeset will give following results



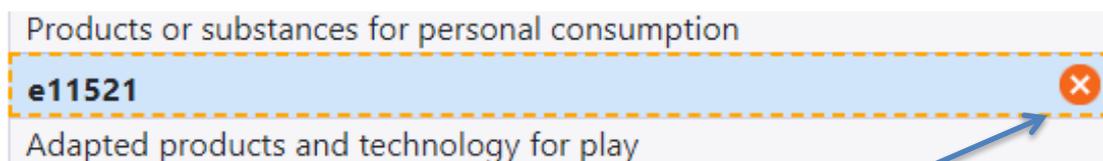
However it is highlighted, that using this tool the expert or the person who is performing the examination has to have a basic understanding of ICF-structure and philosophy and how to use it. If

If you found a relating code please do not forget to **add** it to the list by clicking on “+”. A pop up window will ask you to confirm your selection

#



The selected codes will be automatically added to your observations.



In case needed, you can also remove selected codes:

A **summary** list of your selected codes will be automatically generated and included at the end of the page.

Summary concerning observations and ICF assignment

b220	Sensations associated with the eye and adjoining structures	
Sensations of tired, dry and itching eye and related feelings.		
d110	Watching	
Using the sense of seeing intentionally to experience visual stimuli, such as visually tracking an object, watching persons, looking at a sporting event, person, or children playing.		
e110	Products or substances for personal consumption	
Any natural or human-made object or substance gathered, processed or manufactured for ingestion.		
e11521	Adapted products and technology for play	
Objects, material, toys and other products adapted or specially designed to assist play, such as remote control cars and modified playground equipment.		
s76000	Cervical vertebral column	

3.3 Assessment

As pointed out before the next theoretical step consists in ASSESSING whether the observed aspect represents a **problem** in terms of body structures, functions or participation or whether the observed aspects concerning environment represent **facilitators or barriers**. Also consider, that you can use the assessment .8 (non specified" or "We don't know/we need further information" All linked ICF codes will appear in your assessment section:

Assessment - ICF Codes

b220	Sensations associated with the eye and adjoining structures	
Die Mutter schildert, das die Augen brennen		
<input type="radio"/> .0 <input type="radio"/> .1 <input checked="" type="radio"/> .2 <input type="radio"/> .3 <input type="radio"/> .4 <input type="radio"/> .8		
s76000	Cervical vertebral column	
Optionally add an indicator for the assessment value.		
<input checked="" type="radio"/> .0 <input type="radio"/> .1 <input type="radio"/> .2 <input type="radio"/> .3 <input type="radio"/> .4 <input type="radio"/> .8		
d110		

cf-school.eu/index.php?area=goals

Assessment - ICF Codes

b220
Sensations associated with the eye and adjoining structures

Optionally add an indicator for the assessment value.

.0 .1 **.2** .3 .4 .8

Moderate Problem

s76000
Cervical vertebral column

Optionally add an indicator for the assessment value.

.0 .1 .2 .3 .4 .8

d110
Watching

Optionally add an indicator for the assessment value.

.0 .1 **.2** .3 .4 .8

e110
Products or substances for personal consumption

Optionally add an indicator for the assessment value.

+4 +3 +2 +1 .0 **.1** .2 .3 .4 .8

e11521
Adapted products and technology for play

Optionally add an indicator for the assessment value.

+4 +3 +2 +1 .0 .1 .2 .3 .4 .8

Please consider the possibility or necessity to define “INDICATORS” why the team around the family uses which WHO qualifier. To enable transparency and intersubjectivity your assessment should be done together with the parents in a team.

Qualifiers in the health component “environment” are able to identify facilitators and/or barriers (see module 3)



On the right side of the screen you can see icons of an EYE referring to PARTICIPATION and ENVIRONMENT.

If you select this icon this means that the assessed item will be selected as a **participation goal** (within the next section) Please consider not to choose more than 3-6 participation goals.

3.4. GOALS

Participation goals should be defined for a relevant context and that there are some rules how to define participation goals. Usually they should contain

- an active **VERB** (Paul listens, Jane controls...)
- they should contain relevant **CONTEXT** (in school, kindergarten, at home)

- and they should be reached in a **realistic** way within a evaluation period e.g. a school year.
- Comparisons within baseline definitions should be avoided (better, increase, decrease).

Each item which was selected within the “ASSESSMENT” section by you will now show up and your are invited to fill in relevant participation goals for each selected item.



(Participation) Goals 

Here you can define the participation goals according to the identified target areas. You can define and undefine target areas in the Assessment tab!

(Participation) Goal #1 - Target Area: d110
Watching
Please describe the (participation) goal that should be achieved in this area!
Update

(Participation) Goal #2 - Target Area: e110
Products or substances for personal consumption
Please describe the (participation) goal that should be achieved in this area!
Update

Aspects of participation goals: In the next box it is theoretically necessary to consider, which relevant body structures or functions, personal aspects or environmental aspects should be considered if a certain participation goal is selected and defined. This refers to modul 1 of the briefing pack.

Participation goal aspects and measures

Aspects of participation goals

Which aspects of body function, body structure and environemnt can be important for the achievement of the participation goals ?

Within the next step you are ask which curriculum should be selected for your child: this refers to national curricula: you will find links to diverse curricula and grades in this section. Please always consider the necessity of UPDATING/SAVING your data.

Curriculum

Please define the curriculum relevant for the child as basis for the assessment!

Name / description of curriculum	Link to the definition of the curriculum
Specific name / description of the curriculum Update	URL / WWW-Address, where the definition of the curriculum can be found Update

Recommended measures: The last box refers to suggested interventions and services. This depends to a high degree on the availability of services and national standard: Consider to define concrete service need e.g. support teacher 4 hours per

week, personal assistant 6 hours per week, speak therapy once a week. Do not forget to save your data.

3.5 REPORT

If all data is filled in and saved you will be able to create an automatic report on your whole process. All included data will be visible

Summary / Report
Dataset Name: Demo Data 1

Setting and Concerns

Setting:

Parental concerns / health aspects:

Personal aspects and school situation

Current school level attended:
Primary school, 1st or 2nd class

Concerns of school professionals:

Person related aspects:

History of the child:

ICF Coding

b220.2					
Sensations associated with the eye and adjoining structures					
<i>(Indicator: Die Mutter schildert, das die Augen brennen)</i>					
	.0	.1	.2	.3	.4
Moderate Problem					.8
s76000.0					

You can either save it as a pdf or print it for further procedures.

In case of any technical questions how to use this tool please refer to the national experts and consortium partner mentioned in the homepage section “partners”

Consortium

The project is implemented by a consortium of 10 partners from 4 European countries. The principal contractor and coordinator of the project is Dr. Pretis, represented by

Partners

Please use the submenu to learn more about our partners!

Dr. Pretis SINN
Schulpsychologie Steiermark (Northern Macedonia, Turkey).
PHSt University College
Infopro - DI Wilhelm Stadler
Obrazovanie za site
Primary School Vanco Prkev
Medical School Hamburg
Phoenix GmbH
CDGER
Down Sendromu Dernegi



4. Important issues to be considered

1. Do not use any personalized data with this tool
2. Differentiate between observation and assessment
3. During observation describe abilities and what you can observe and avoid sentences in which you describe what the child is not able to do this might not work the same as an ability based approach. In some situations it might be challenging to strictly follow an ability based approach e.g. describing Hypertonia. Sometimes it also could be helpful in terms of participation to describe that the child performs an activity with help.
4. Link participation goals with health concern or wishes and expectations of the parents or teachers and observations made during your interaction with the child and the family.
5. When using WHO-qualifiers please think of transparent indicators which help to make understand why you and the team around the family use this or that qualifier.
6. When defining participation goals consider that a participation goals are meaningful activities of a child in a concrete context. These goals should be reached in a defined period (e.g. a school year)
7. Define necessary services or interventions in a very concrete way so parents, teachers and the child can assess whether these services were useful and whether participation goals were reached.
8. Using ICF is ALWAYS a process of respectful exchange between all communication partners within a TEAM AROUND THE FAMILY, including parents and pupils.