Assessments used in school-aged children with acquired brain injury - Linking to the ICF

ICF should be used in the rehabilitation process to:

1. Identify a core set of clinical relevant assessments
2. Support optimal recovery, community integration and outcome evaluation
3. Achieve a better understanding of disability as a result from interaction between the functioning and environmental factors

Overlapping - ICF categories overlapped by more than one assessment

<table>
<thead>
<tr>
<th>B</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>2 Intellectual functions (b120)</td>
<td>7 Memory functions (b164)</td>
<td>9 Mental functions of language (b167)</td>
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<tr>
<td>5 Attention functions (b145)</td>
<td>3 Psychomotor functions (b147)</td>
<td>2 Muscle power functions (d070)</td>
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<tr>
<td>7 Perceptual functions (b156)</td>
<td>3 Thought functions (b164)</td>
<td>3 Fine hand use (d440)</td>
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Rehabilitation after ABI

Rehabilitation should aim on re-entry into school, home and community life. Rehabilitation is a complex intervention based on:

- The views, experiences, and perspective of all stakeholders involved
- Interdisciplinary team work
- An educational and problem-solving process focusing on activity limitations and aiming to optimize social participation and wellbeing

Aim:
The aim was to examine widely used assessment methods within the rehabilitation of school aged children with acquired brain injury (ABI) with the ICF as a framework.

Data collection

- 230 All assessments used by the respondents - including checklists, documenting forms and unstructured observations in natural settings.
- 175 Formal assessments - identified by using reference literature and a database search.
- 43 Standardized assessments

Missing - ICF categories not covered by the assessments

| Energy and drive functions (b130) | Emotional functions (b152) |
| Conversation (d150) | Discussion (d155) |
| Using communication devices and techniques (d160) | General interpersonal interactions (d170-d179) |
| Particular interpersonal relationships (d170-179) | Education (e135) |
| Basic economic transactions (d184) | Purposeful sensory experiences (d190-129) |
| Calculation (d172) | Solving problems (d175) |
| Making decisions (d177) | Undertaking a single task (d101) |
| Undertaking multiple tasks (d102) | Carrying out routine (d131) |
| Handling stress and other psychological demands (d124) |

Products and technology for personal use in daily living (e150)
- Products and technology for personal indoor and outdoor mobility and transportation (e150)
- Products and technology for communication (e155)

Design, construction and building products and technology of buildings for public use (e150)
- Design, construction and building products and technology of buildings for public use (e150)

Instructional family (e150)
- Friends (e102)
- Neighbors, peers, and community members (e120)

Personal care providers and personal assistants (e140)
- Attitudes (e4)
- Social security service (e540)

General social support service (e5750)
- Health services (e6010)
- Educational and training service (e5950)

Rehab Station Stockholm
Frotsundaviks Allé 13
S 16989 Solna
Sweden
rita.ehrenfors@rehabstation.se

Rita Ehrenfors, Reg OT; PhD student
Karolinska Institutet
Department of Neurobiology, Care Sciences and Society
Rita Ehrenfors
Lena Borell
Helena Hemmingsson
Gunilla Eriksson

Contact:

70 All professions in 10 units within the Swedish network of rehabilitation of children with ABI were included.