

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

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ICF should be used in the rehabilitation process to:

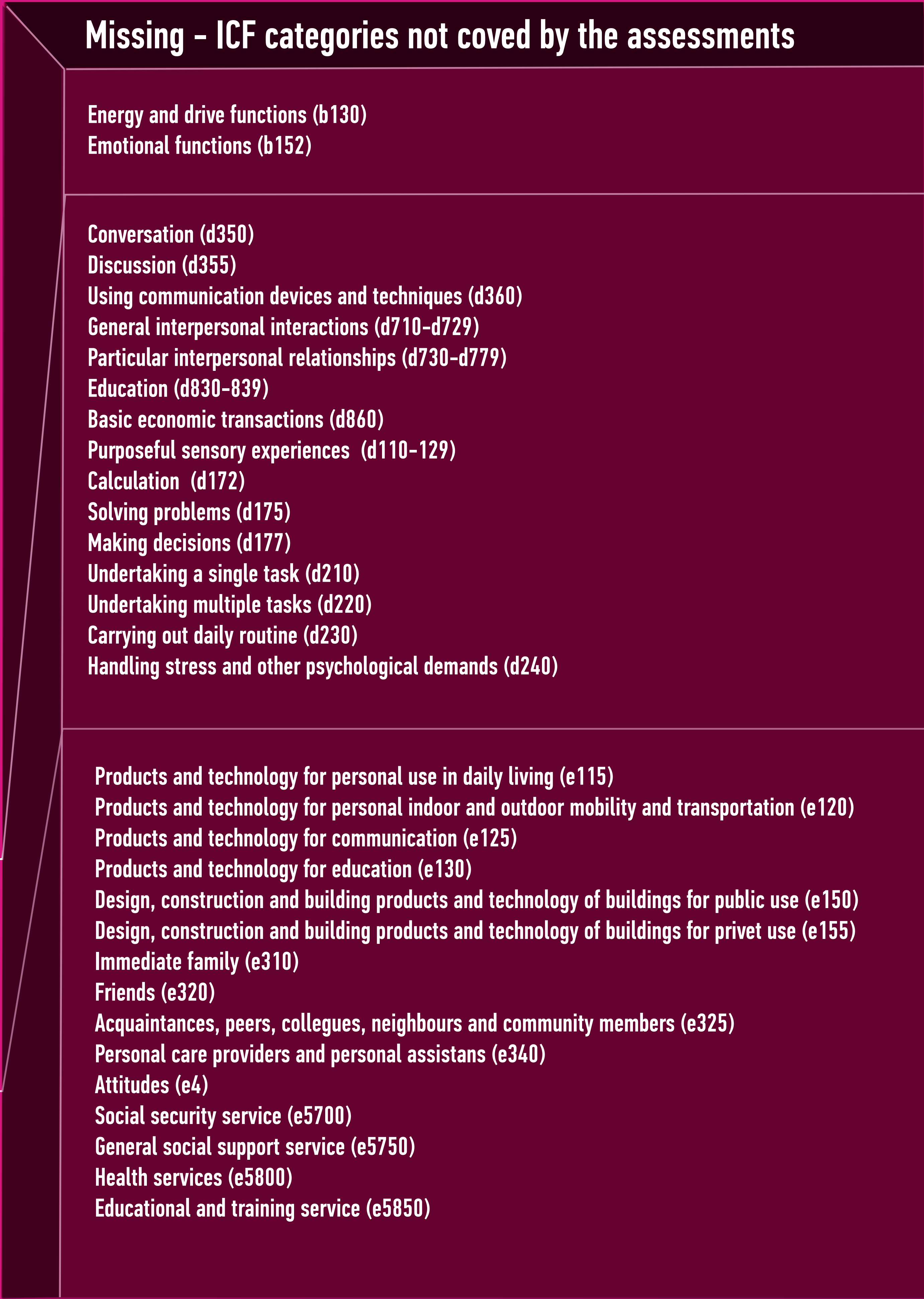
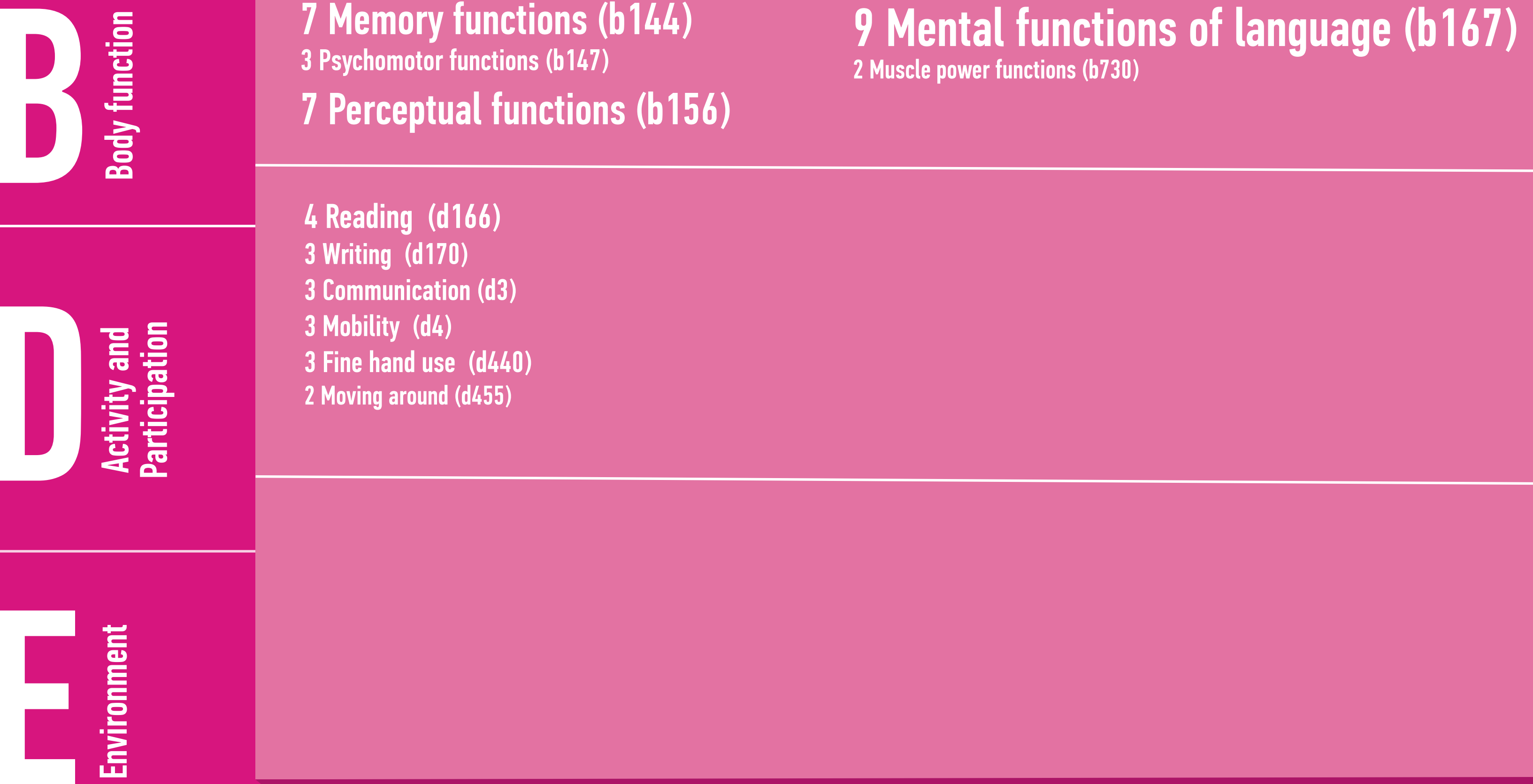
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identify a core set of clinical relevant assessments
- 2

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



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

ABI in childhood

Causes disruption of the development processes within

- Physical ability
 - Cognitive development
 - Behavioural functioning
 - Communication skills
- Adaptive functioning
 - Academic achievements
 - Social interaction
 - Independence in everyday life activities

Difficulty of returning to education and stress on the family is often reported, resulting in poor participation, difficulties to maintain employment and social relations in a long term perspective.

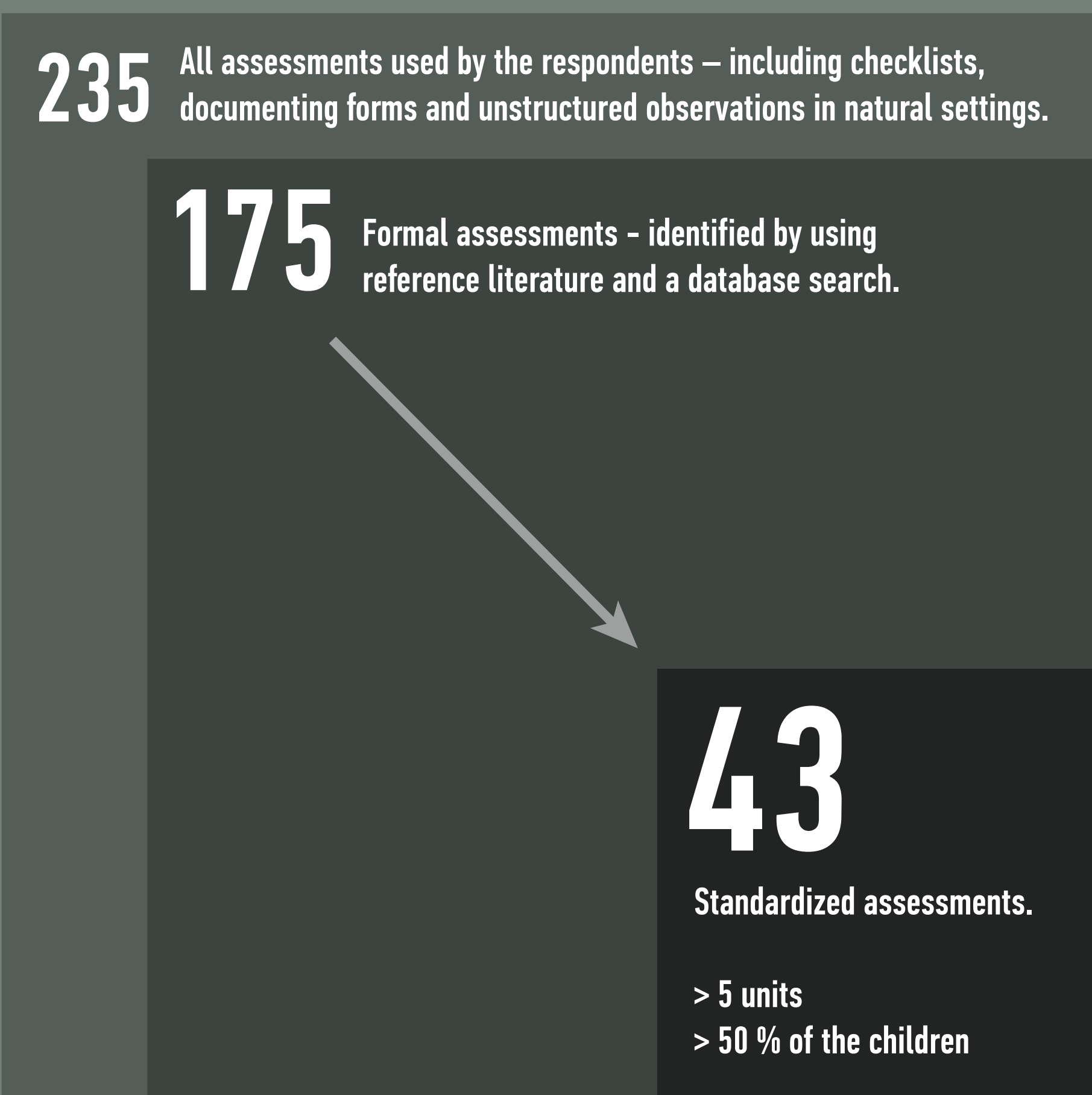
Aim: The aim was to examine widely used assessment methods within the rehabilitation of school aged children with acquired brain injury (ABI) with the ICF as a framework.

Data collection



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

Assessment selection



Linking method

Specific rules have been developed for the linking technical and clinical measures to the ICF
Cieza et al 2005

- Define the aim with which the technical or clinical measure is used

Pediatric Evaluation of Disability Intervention
Comprehensive clinical assessment used to provide the level of independent performance of functional activities in the child's natural environment, by observing self-care, mobility and social function. The social function domain includes living with others, functional communication as well as interaction and community life.

d6 Domestic life

Carrying out domestic and everyday activities and tasks

d5 Self-care

Carrying for oneself, caring for one's body and body parts. Dressing, eating and drinking, and looking after one's health.

d4 Mobility

Moving by changing body position or location or by transferring from one place to another, by carrying, moving or manipulating objects, by walking, running or climbing, and by using various forms of transportation.

d3 Communication

General and specific features of communication by language, signs and symbols, including receiving and producing messages, carrying on conversations, and using communication devices and techniques.

d7 Interpersonal interactions and relationships

Carrying out the actions and tasks required for basic and complex interactions with people in a contextually and socially appropriate manner.

d9 Community, social and civic life

The actions and tasks required to engage in organized social life outside the family, in community, social and civic areas of life.

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