ICF-CY - A Derived classification for Children and Youth

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Overview

- Present ICF version for children and youth (ICF-CY) - Development of ICF-CY
- Identify different uses of the ICF-CY
- Describe need for ICF-CY core sets
- Identify continuing issues in the implementation of the ICF-CY

The ICF for children & youth

- Nature and form of functioning in children different from that of adults

Activities differ from those of adults

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The ICF for children & youth

- Child as a "moving target" in classification of functioning

Developing child as "moving target"

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Chronology

- 1996-2001: Children's task force on development of ICF
- 2002-2005: Convening of WHO work group in various venues (Africa, Europe, North America, Asia)
- 2003: First draft of ICF-CY delivered to WHO
- 2004-2005: Collection of field trial data
- 2005: Revision of ICF-CY

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Guidelines for development of the ICF-CY

- Development of ICF-CY guided by relevant research and theory
- Structure ICF main volume maintained
- Inclusion/exclusion criteria expanded
- New content added to unused codes at 4, 5 and 6 character level

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Central concepts from theory and research guiding ICF-CY development

- Development and Disability as parallel processes
- Changes in functions, activities and participation of child reflecting:
  - Role of environment (transactional model)
  - Child in context (Ecological systems theory)
  - Development (Similar sequence/similar structure)
  - Behavioral Regulation & organization
  - Mediating role of Temperament/behavioral style
  - Timing and maturation (Developmental delay)

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Sources of evidence: International Conventions

- UN Convention on the Rights of the Child—emphasis on Article 23 (1989)
- UN Standard Rules for the Equalization of Opportunities (1994)
- Salamanca Statement on the Right to Education
- Education for All—World Education Forum @ Dakar (2000)

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Sources of evidence: data and commentary

- Field trial data from countries in Europe, North America, Africa, Asia
- Survey data from individuals
- Age-based questionnaire data
- Clinical, reliability studies
- Longitudinal and research studies
- Evaluative report from Nordic Centre
- Contribution from members of French Centre
- Input from regional representatives in work group meetings in Sweden, South Africa, Thailand, Sweden, US, Switzerland
- Input from WHO-FIC Network group (FDRG)

Development of the ICF-CY

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<th>New codes-5</th>
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ICF-CY: New BF codes

- Regulation of states of wakefulness b1103
- Orientation to self b11420
- Orientation to others b11421
- Orientation to objects b1143
- Manual dominance b1473
- Lateral dominance b1474
- Reception of gestural language b16703
- Expression of spoken language b16710.4
- Expression of gestural language b16713.2
- Growth maintenance function b560
- Onset of menstruation b6503

ICF-CY: representative new content (e.g. A/P codes)

- Learning through actions and playing d131
- Acquiring language d133
- Acquiring concepts d134
- Following routines d2300
- Managing one’s own activity level d2303.4
- Managing changes in daily routine d2304.2
- Adapting to time demands d2306
- Managing one’s time d2305
- Managing one’s own behavior d250
- Caring for the nose d5205
- Indicating need for urination d5300
- Indicating need for defecation d53010
- Indicating need for eating d5500

ICF-CY: environmental factors codes

- Drink (including breast milk) e1100
- Products and technology for personal use in daily living e1150.3
- Products and technology for play e1152.3
- Design, construction and building products and technology for physical safety of persons in buildings for public use e1503
- Informal care of child or adult by family and friends e57500
- Special education & training services e5833

ICF-CY Introduction: General steps in coding

1. Define the information available for coding and identify whether it relates to the domain of Body Functions, Body Structures, Activities/Participation or Environmental Factors.
2. Locate the chapter (4-character code) within the appropriate domain most closely corresponding to the information to be coded.
3. Read the description of the 4-character code and attend to any notes related to the description.
4. Review any inclusion or exclusion notes that apply to the code and proceed accordingly.
ICF-CY Introduction: General steps in coding

5. Determine if the information to be coded is consistent with the 4-character level or if a more detailed description at the 5- or 6-character code should be examined.

6. Proceed to the level of code that most closely corresponds to the information to be coded. Review the description and any inclusion or exclusion notes that apply to the code.

7. Select the code and review available information for assigning a value for the universal qualifier that defines the extent of the impairment, functional limitation, participation restriction (0=no impairment/difficulty to 4=complete impairment/difficulty or environmental barrier (0=no barrier to 4=complete barrier) or facilitator (0=no facilitator to +4=complete facilitator)

8. Assign the code with the qualifier at the 2nd-, 3rd- or 4th-item level. For example, d115.2 (moderate difficulty in listening).

9. Repeat steps 1-8 for each manifestation of function or disability of interest for coding and where information is available.

10. Parents and consumers may participate in the process by completing age-appropriate inventories that allow specific areas of functional concern to be highlighted, but before full evaluations and codes are provided by professionals or a team of professionals.

Profile dimensions of childhood functioning

• Child A
  • b 1560 auditory perception
  • b 2304 speech discrimination
  • d 160 focusing attention
  • d 166 reading
  • d 820 school education

• Child B
  • b 144 memory function
  • b 16810 expression of spoken language
  • d 155 acquiring skills
  • d 163 thinking
  • d 330 speaking
  • d 815 preschool education

Features characterizing child

• Child with problems of attention
  • b1400.3 sustaining attention
  • b1402.4 dividing attention
  • d110.3 watching
  • d115.3 listening
  • d160.4 focusing attention

• Problems of undertaking and completing task
  • b1641.3 organization and planning
  • b1646.3 problem solving
  • d2100.3 undertaking a single task
  • d2102.4 undertaking a single task independently
  • d2201.3 completing multiple tasks

Clinical application: clarifying DSM-IV-TR diagnosis

Criteria for ADHD- Inattention:
Six or more of the following- manifested often

- Inattention to details
- Difficulty sustaining attention
- Seems not to listen
- Fails to finish tasks
- Difficulty organizing
- Avoids tasks requiring sustained attention
- Loses things
- Easily distracted
- Forgets

Criteria for ADHD Impulsivity/Hyperactivity:
Six or more of the following- manifested often

Impulsivity
- Blurs out answer before question is finished
- Difficulty awaiting turn
- Interrupts or intrudes upon others
- Fidgets
- Unable to stay seated
- Inappropriate running/ climbing (restlessness)
- Difficulty engaging in leisure activities quietly
- On the go
- Talks excessively

Hyperactivity
- Fidgets
- Unable to stay seated
- Inappropriate running/ climbing (restlessness)
- Difficulty engaging in leisure activities quietly
- On the go
- Talks excessively
### Features characterizing child - using ICF-CY

- Child with problems of regulating activity & behavior
  - b1304.3 impulse control
  - b127.4 regulation of behavior
  - b1470.3 psychomotor control
  - d2301.3 managing daily routine
  - d2303.4 managing one’s own activity level
  - d4153.3 maintaining a sitting position
  - d7202.2 regulating behaviors within interactions
  - d7204.3 maintaining social space
  - d820.3 school education

### Framing intervention outcomes

<table>
<thead>
<tr>
<th>Activities</th>
<th>Participation</th>
</tr>
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</table>
|  • Improvement in school functioning:  
  • d166 reading  
  • d170 writing  
  • d172 calculating  
  • d160 focusing attention  
  • d175 solving problems  
  • d250 managing one’s own behaviour  
  • d310 communicating  
  • d330 speaking |  • Improvement in personal functioning:  
  • d880 play  
  • d350 conversation  
  • d710 interpersonal relationships  
  • d7504 relating with peers  
  • d7604 family relationships  
  • d8152 progressing in preschool educational program |

### Issues in ICF-CY documentation in child services

- Documentation of ICF-CY qualifier in assessment
- ICF-CY = a Classification and not an instrument
  - Using the ICF-CY + qualifiers = (positive) increase in extent of problem (^)
  - Most existing measures = limitation (decrease in typical function (v))
- Issue of proxy reporting- how to engage child in self report

### The ICF for children & youth

- Challenges for ICF-CY:
  - An integrating framework for interdisciplinary work
  - A functional basis for complementing clinical diagnoses
  - A common language for documentation in health, education and allied services
  - ICF-CY is crucial for prevention and early intervention
  - ICF-CY provides continuity of documentation to the ICF in transitions from child to adult services

### Relevance of ICF-CY to address current issues in childhood disability

- Increasing number of children identified with physical and mental disabilities
- Masking of characteristics within a diagnosis- what is child’s functional profile?
- Masking of characteristics of children with the same or different diagnosis- how do children compare or contrast functionally?
- Disconnect between diagnostic information and the nature of intervention
- Selection of variables to document child outcomes
- Checklists will be available soon

Thank you