



English



ICF

version for parents

So that they can communicate on an equal level
and in a common language with the professionals

Manfred Pretis, Silvia Kopp-Sixt, Elizabeth Harden, Elsa Schpok
translated by Katharina Kamitz



Body
Functions



Body
Structures



Participation



Environment

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Table of contents

| | |
|---|----|
| Imprint | 3 |
| Introduction | 5 |
| 1. ICF for parents: A family-friendly introduction (easy-to read and understand) | 6 |
| 1.1 What is the ICF? | 6 |
| 1.2 How does the ICF work? | 7 |
| 1.3 What do we do when we use the the ICF? | 8 |
| 1.4 Evaluating together | 11 |
| 1.5 We set goals | 12 |
| 1.6 Summary | 12 |
| 2. The ICF codes in family-friendly version | 13 |
| 2.1 BODY-FUNCTIONS | 15 |
| 2.2 PARTICIPATION | 39 |
| 2.3 ENVIRONMENT | 66 |
| 3. Literature | 86 |
| 4. Project and partners | 87 |



This book is about supporting your child and how we as professionals can work better with you. As parents you can talk about your child with professionals using a common language.

This book has 2 parts:

I. Parents use the ICF

An introduction in simple language

II. The entire list of the ICF in family-friendly language

This book is available in various languages including English, German, Macedonian, Albanian and Turkish.

Further translations are in progress.

1. The ICF for parents: A family-friendly introduction (easy to read and understand)

For us as professionals it is important that parents understand what we are talking about. Professionals are teachers, educators, doctors and therapists. As professionals, we use a variety of tools and if parents use the same tools, we can support their child in a better way.

We have written this text in easy language. All parents can understand this text. We use many examples. The examples are always about the same child. The child's name is Andreas and he is 6 years old.

The examples are in a blue box.

1.1 What is the ICF?

The ICF is the International Classification of Functioning, Disability and Health. We use the abbreviation ICF.

When a child has a problem, the doctor works out what the problem is. We call that diagnosis. After the diagnosis, specialists look for help together with the parents.

The ICF is a tool. It enables parents to plan the help for their child with specialists. The ICF describes what children are able to do and what kind of support or help a child needs. With the ICF, parents tell professionals what is important for the support.

Parents are the most important people in their child's life, they know their child best. Using the ICF, parents can tell professionals what is important for their child's support.

1.2 How does the ICF work?

The ICF offers many possibilities.

The ICF describes the **personality** of the child. By **personality** we mean what someone is like.

The ICF describes the child's **environment**, which is the home, the kindergarten, the school, or the sports club.

The ICF describes the **body** of the child.

The ICF describes the **body functions** of the child, i.e. hearing, vision, breath and movement.

The ICF looks at what the child does in everyday life. We call this **participation**.

Andreas goes to school.

Andreas plays with his friends.

Andreas learns to read and to write.

Andreas understands language.

Andreas can speak.

Andreas moves around school by himself.

Some children have difficulties with their development.

Some children then have difficulties with participation.

Andreas does not hear very well.

Andreas can have difficulties speaking.

Andreas can't see very well.

Andreas may have difficulties reading and writing.

1.3 What do we do when we use the ICF?

We observe the child together with the parents.

The clinic states that Andreas suffers from a developmental delay.

Andreas is a six year old boy.

He got four friends at school.

Andreas' parents compliment him when he solves a task independently.

Andreas receives physiotherapy.

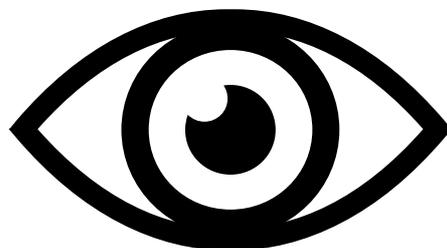
Andreas listens to his name.

Andreas is farsighted. Andreas wears glasses.

Sometimes things fall down if Andreas grab them things.

Andreas is playing in the construction corner.

Andreas grabs the toy with his right hand.



In the ICF everybody uses the same terms:

- Health condition
- Environment
- Body structures
- Body functions and
- Participation

| | | |
|------------------|---|--|
| Health Condition | Things concerning health | Andreas has a physical disability |
| Personal Factors | Things describing the individual | Andreas has brown hair, he likes football. He is right-handed. |
| Environment | Things and people surrounding a child | There is a school for Andreas. He has a sister and friends. |
| Body Structures | Parts of the body | Andreas has arms, legs and organs. |
| Body Functions | Things that a body does | Andreas can breathe, hear and digest. |
| Participation | Things that a child does in everyday life | Andreas plays, goes to school, goes on excursions. |

The big six of the ICF

We can describe a child's situation using these words
It doesn't matter which area we start with.
All terms are related to one another.

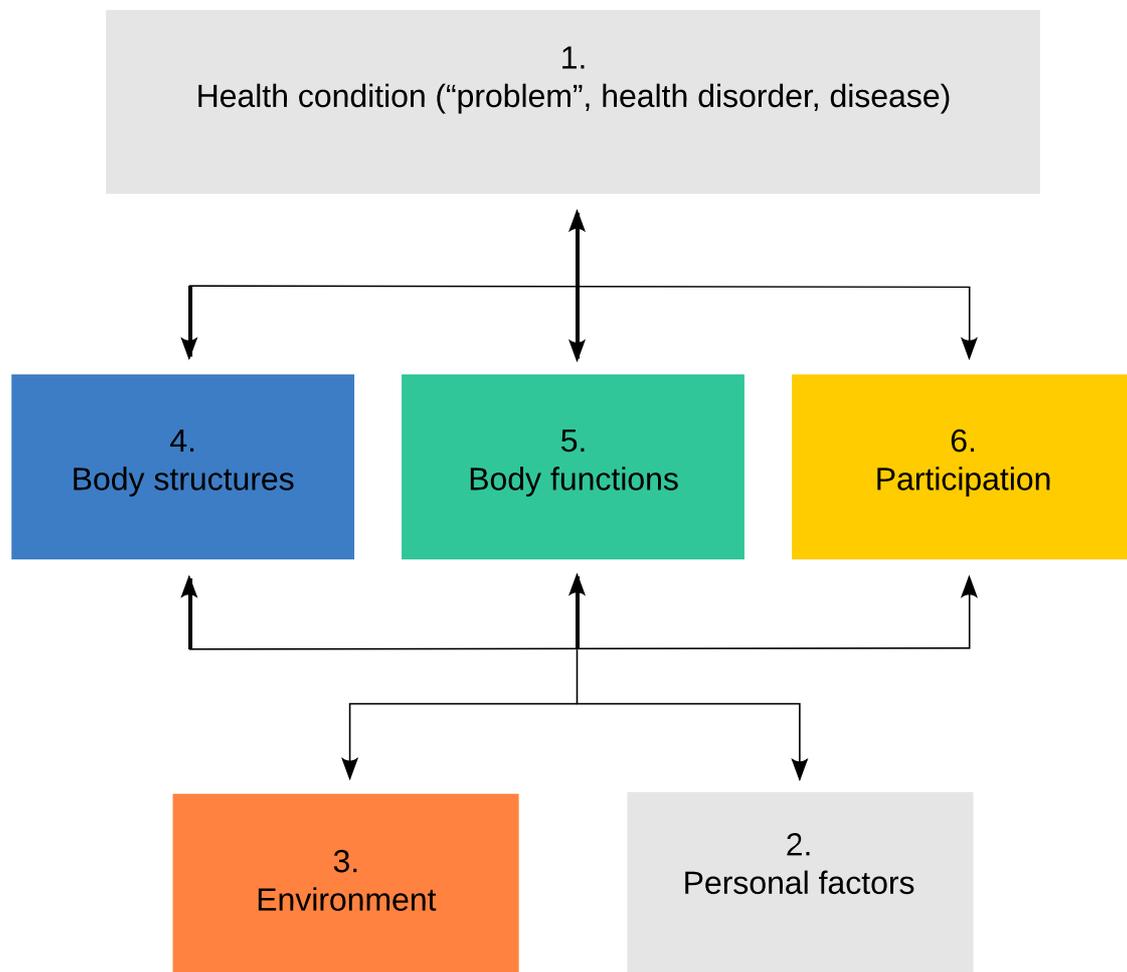


Illustration 1: The big six of the ICF
(Pretis, Kopp-Sixt, Mechtl, 2019, 79)

1.4 Evaluating together

Some children have difficulties.

Some children need help.

In order for these children to get help, we must work out how big the difficulties for the child are.

When we evaluate the difficulties, we compare the child's skills and situation to a child of the same age without **health problems**.

We evaluate all **factors**.

Then we take a decision together.



We have tools for evaluation: we use numbers to say how big the difficulty is.

.0 = "no problem"

.1= "slight problem"

.2 = "moderate problem"

.3 = "significant problem"

.4 = "total problem"

.8 = "We do not agree. We don't know."

1.5 We set goals

After the evaluation we can see where the child needs help.

Then we set goals for the child.

A goal describes what the child should achieve.

A goal describes where the child should improve.

During the intervention periode of one year 3 to 4 goals are enough.

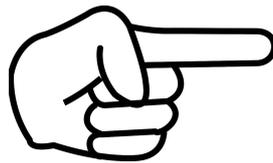


Andreas knows 4 letters until by the end of the school year.

By the end of the school year, Andreas is able to hold a pencil with one hand.

Andreas can feel and distinguish different numbers by the end of the school year.

By the end of the school year, we, as parents, know 5 games.



1.6 Summary

Using the ICF we can assess the child's situation in a better way.

The ICF helps us to see where and how we can help children and young people.

The ICF is a good tool.

With the ICF everyone can talk about the same topic together

Everybody knows how it works.

2 ICF codes in family-friendly version

In this section you will find all the possible terms and phrases that describe your child. It is divided in the same way as the book from the World Health Organization.

First of all there are the body functions

Then comes participation

Then comes the environment.

These parts have abbreviations.

"b" stands for BODY FUNCTIONS.

"s" Sometimes you can see the abbreviation "s" in body functions. That stands for BODYSTRUCTURES.

".d" stands for PARTICIPATION (domains)

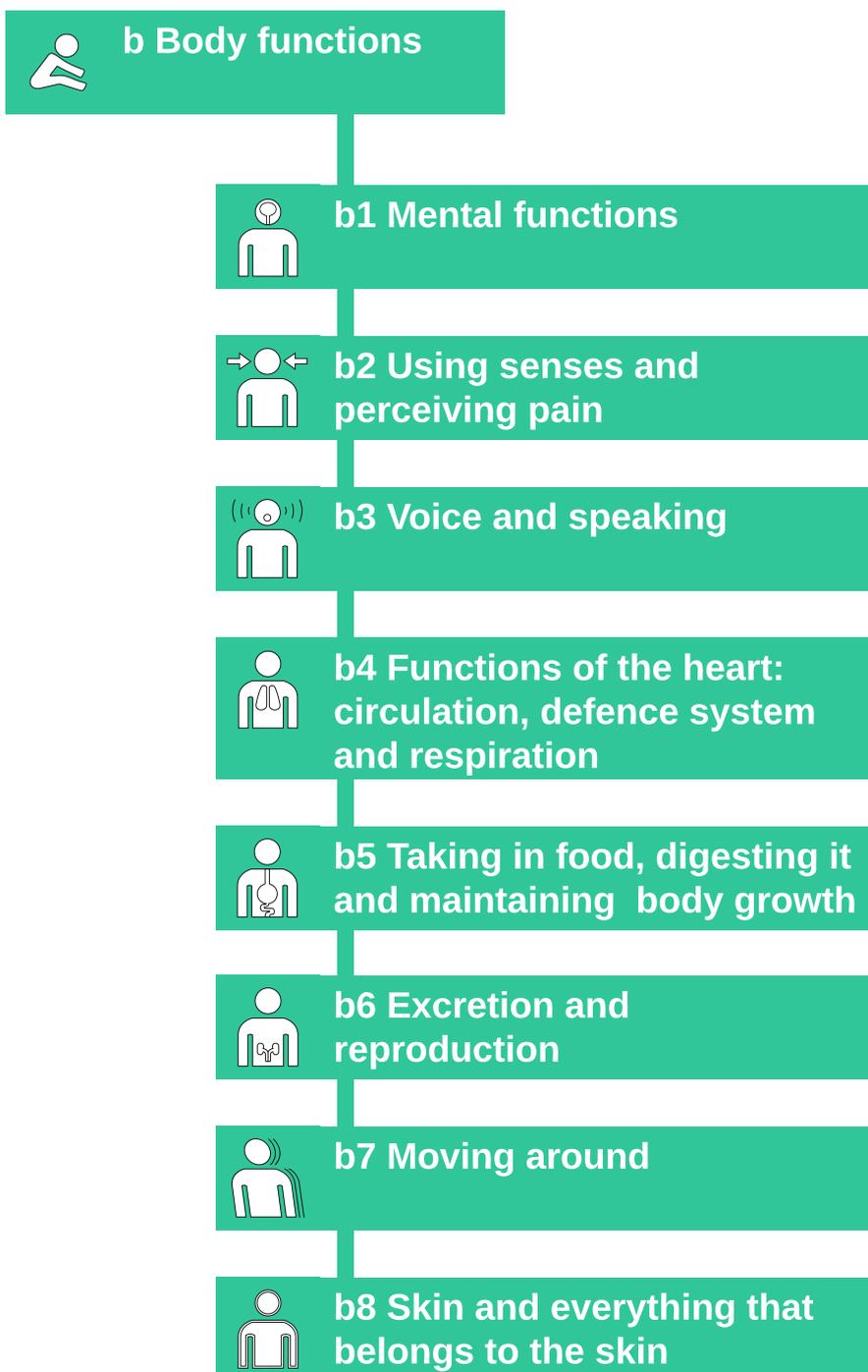
".e" stands for ENVIRONMENT (environment)

You also see NUMBERS after the abbreviations. Experts use these numbers. For example –d130 means that it is about IMITATING. Sometimes this is important for specialists or health insurance companies so your child can access certain therapies. For you as parents these numbers are NOT important.

You can also visit our homepage www.icf-school.eu where you can read everything or find words and terms easily. Before each list you will find an overview of the ICF in a picture. This helps you to understand how the whole ICF is structured.







| | |
|---|--|
| b  | Body functions During childhood and adolescence, difficulties or delays in development may occur. This can affect different areas. In section "b" we describe the individual ways in which our body works. We call these body functions. |
| s  | The body structures of my child |
| b1  | Mental functions This part describes how our brain works. It includes 1. General and 2. Special mental abilities. The general abilities concern our consciousness or our energy to create things. The special abilities concern different actions (functions) of our brain: our memory, our attention, our feelings, our perception, our thinking, our ability to calculate (mathematical abilities), the perception of ourselves or of time or our understanding of language. |
| s1 | My child's nervous system |
| b110 | Being awake and consciously perceiving your environment My child is awake. He can be aware of his surroundings. Problems can occur in the event of seizures (epilepsy) or fever. |
| s110 | My child's brain |

b114**Getting your bearings / Knowing your way around**

My child perceives himself/ herself: he/she knows what he/she is called and who other people are. My child knows the names of objects. He/she knows her surroundings. My child has a sense of space and time (he/she understands words such as "today, tomorrow, yesterday").

b117**Intelligence**

My child understands his/her world and acts deliberately. This depends on his/her age. He/she understands "if-then" contexts (cause and effect). My child has his/her own ideas and can solve everyday problems.

b122**Building relationships**

My child can build relationships and bonds with other people. He/she develops these abilities more and more.

b125**Being able to adapt, calm down**

My child can adapt to new things. For example, he/she can calm down. My child can keep himself busy with one thing.

b126**Developing its own style and personality**

My child is developing his/her own personality. Is he/she curious or shy? Is he/she neat and forgetful? Is he/she often cheerful or often sad? All this can be part of his/her personality.

b130**Have the desire and drive to do something**

My child wants to do things. He/she can satisfy his/her needs and pursue his/her desires.

b134**Sleeping**

My child can switch off while sleeping. After sleeping, he/she wakes up again. My child has a regular sleep/wake cycle. His/her eyes are closed when he/she sleeps. It is also possible that my child is dreaming.

b140

Being attentive

My child can concentrate on something for a certain amount of time as required or keep busy with something. My child cannot be distracted.

s140

My child's sympathetic nervous system

b144

Memorizing something

My child can remember things and later reproduce them. For example, he/she remembers something while learning (for example, a story...)

b147

Directing his behaviour

My child can control his behavior. This can involve many actions: is he/she using the right or left hand? How quickly does he/she do something? How orderly is his/her behaviour?

b152

Dealing with her feelings

My child is able to deal appropriately with his/her feelings in different areas of life. My child can manage his/her feelings or express different feelings (for example when he/she is sad; when he/she is happy; when he/she is afraid or angry; when he/she is worried about something).

s150

My child's parasympathetic nervous system

b156

Perceiving

My child can perceive and understand stimuli and sensations. He/she recognizes and understands what he/she sees: for example, he/she knows who the family members are in a photo album. My child understands what it hears: for example, he/she knows that he/she is meant when he/she is called by his/her name.

b160**Thinking**

My child can think about something. This can be focused on a goal or it can be without a goal. It can be just an idea.

b163**Simple thinking and reasoning**

My child knows simple things: for example, he/she knows what to do when it rains (not to get wet). For example, he/she can draw simple conclusions.

b164**Extended thinking (planning, organizing, solving problems)**

My child can plan something. He/she makes decisions and thinks about things. My child can organize his/her ideas or he/she can organize his/her time. He/she can assess which behaviour is appropriate in certain circumstances. My child is insightful or can judge things.

b167**Speaking**

My child can understand and use common spoken and written language or other forms of language (e.g. sign language). This may be difficult for some children, for example with reading difficulties or some illnesses (for example after a stroke).

b172**Calculating**

My child can understand quantities and numbers. He/she can perform simple or difficult calculations (adding up, dividing, text tasks). This can be difficult for some children with dyscalculia.

b176

Performing difficult movements

My child can perform difficult movement patterns (for example knitting). He/she does this in the right sequence and purposefully. My child can combine individual movements into an action (for example, taking a key out of a pocket and putting it in a keyhole). My child can use expressive movements and gestures correctly and imitate actions.

b180

Ability to perceive himself, perceive time

My child knows his/her name and knows that his body parts belong to him/her. My child knows where he/she is and understands time (earlier, now, tomorrow, ...).

b2 **Using senses and perceiving pain**

This section deals with our senses. For example, this concerns my child's vision, hearing, taste and pain sensation.

s2

My child's eyes and ears and structures related to them

b210

Vision

My child perceives light. He/she can see the shape, size, form or colour of things.

s210-230

The eyes of my child

b215

Blinking, focussing on something with the eyes, crying and sharp vision

My child can blink. He/she can move his eyelids and look at something closely (fixate) or follow something with his eyes. He/she can cry or see sharply. My child's pupils react to light (for example, they get smaller in bright light).

b220

Feeling pressure or the sensation of a foreign body in the eye

My child can feel when his/her eyes are tired or overstrained. He/she can sense when his/her eyes are dry, when they itch or burn. My child may feel pressure behind his/her eye or a foreign object in his/her eye.

b230**Hearing**

My child hears sounds and noises. He/she can distinguish where they come from. My child can distinguish pitches and volumes and recognises speech.

s240-260

My child's ears**b235****Keeping balance**

My child's inner ear is working. My child can maintain his/her balance. He/she knows the position of his/her body in space. My child knows, for example, whether his/her joints are stretched or bent or where his/her head is. My child recognizes the directions of his/her movements.

b240**Feeling dizziness, noise or pressure in the ear**

My child can feel dizziness. Maybe he/she feels nauseous. He/she can feel when something is going down (for example, on a plane). He/she may hear noises (for example, a whistle) or feel pressure in the ear.

b250**Tasting**

My child can taste bitter, sweet, salty and sour.

b255**Smelling**

My child can perceive smells and scents.

s310

My child's nose

b260**Perceiving the position of his/her own body in space**

My child can assess the position of his/her body in space and perceives the position and attitude of individual body parts in relation to each other.

b265**Touching**

My child can feel surfaces and their characteristics (rough, cold, hard, ...)

b270**Feeling temperature and other stimuli such as pressure or vibrations**

My child can feel temperature, vibrations, oscillations or other (damaging) stimuli.

b280**Feeling pain**

My child feels pain as an unpleasant feeling. This can be stabbing, burning, dull or tormenting. This pain can indicate actual or possible damage.



Voice and speaking

This part deals with how we produce sounds and speak.

b310

Voice training

My child can make different sounds.

b320

Forming speech sounds and use its voice

My child can make and speech sounds.

s320-340

Voice and speech tools of my child

b330

Speaking fluently

My child can speak fluently. This includes the appropriate speed, the sequence of its speech or the melody of speech.

b340

Singing, chattering, crying, screaming

My child can produce different sounds with his/hers voice such as singing, chattering, humming, loud crying and shouting.

b4



Functions of the heart: circulation, defence system and respiration

This section deals with how the heart and blood vessels work. This also concerns the formation of blood, the body's own defences and breathing.

s4

Cardiovascular, immune and respiratory system

b410

Functioning of the heart

My child's heart pumps blood through his or her body in the appropriate and necessary amount with adequate blood pressure.

s420

My child's cardiovascular system

b415

Circulating blood

Blood is carried through my child's body in the blood vessels.

b420

Regulating blood pressure

My child can maintain his/her blood pressure.

b430

Transporting substances (e.g. blood) in the bloodstream

My child's body carries oxygen and other components of the blood. Blood clotting works.

s420

My child's immune system

b435

Responding to diseases with the immune system

My child's natural defenses are working. They react to foreign bodies, diseases and inflammations. This internal response can either be present from birth or gained later. This happens, for example, when the body adapts to new or changed pathogens and forms antibodies in the process.

b440

Breathing

My child can breathe in and out easily. He/she shows a reasonable number of breaths per minute. The alternation between inhalation (breathing in) and exhalation (breathing out) and his breathing depth are appropriate. My child gets enough air.

s430

The respiratory system (lungs, bronchi) of my child

b445

The respiratory muscles rise and fall

The muscles involved in my child's breathing in the chest area/chest are working: This involves the diaphragm, the skeletal muscles between the ribs and the respiratory muscles.

b450

Coughing, wheezing, yawning

My child can cough, sneeze, yawn, wheeze and breathe through the mouth. Mucus is produced and transported accordingly.

b455**Performance in terms of endurance**

My child can perform endurance activities (for example walking, running, running, swimming). All organs that serve the respiratory system (lungs, nasal cavity, paranasal sinuses, oral cavity, pharynx, larynx, trachea, bronchi, bronchioles and air sacs) are functioning. The heart and blood vessels maintain the blood circulation during endurance performances without any problems.

b460**Feeling heartbeat or shortness of breath**

My child may experience palpitations, shortness of breath, chest tightness or a feeling of an irregular heartbeat.

b5



Taking in food, digesting it and maintaining body growth

This section deals with food intake, digestion, excretion and other processes of our metabolism. It also deals with glands (such as the thyroid gland, parathyroid gland, pituitary gland, etc.) and whether children grow accordingly.

s5

My child's digestion, metabolism and hormone system

b510

Taking in food

My child can absorb solid and liquid substances.

s510-580

Salivary glands, liver, oesophagus, stomach, intestine, pancreas, liver and glands of my child

b515

Digesting food

When my child eats food, it is transported through the digestive tract. The food is broken down and nutrients are absorbed. The food is digested in my child's stomach and intestines. My child tolerates food.

b520

Processing food

My child is able to convert the absorbed nutrients into individual components for his/her metabolism and store nutrients.

b525**Excreting food**

My child excretes undigested food again as stool.

b530**Maintaining body growth**

My child's body grows and gains adequate weight. My child can maintain his/her body weight.

b535**Feeling nausea, fullness, heartburn**

My child can perceive the feelings that come with digestion when eating and drinking. These include nausea, bloating, abdominal cramps, a feeling of fullness or heartburn.

b540**Absorbing carbohydrates, fat, protein**

My child's body can absorb the necessary food components such as carbohydrates, proteins and fats and convert them into energy.

b545**Absorbing water, minerals and electrolytes**

My child can absorb and control water, minerals (such as zinc or iron) and electrolytes (such as sodium and potassium).

b550**Maintaining body temperature**

My child can maintain and control his/her body temperature.

b555

Producing hormones

My child produces enough hormones and controls her hormone level. This keeps his/her body in balance. My child adapts to recurring changes. The glands responsible for this (pituitary gland (hypophysis), thyroid, adrenal gland, parathyroid and gonads / sex glands) function.

b560

Maintaining body growth

My child grows according to his age and development

b6

**Excretion and reproduction**

This section deals with excretion and reproduction.

s6

Excretory and reproductive organs of my child

b610

Collecting urine

Urine is collected and formed.

s610-620

The urinary tract (ureter, bladder) and the pelvic floor of my child

b620

Urinating

My child can urinate (pee) without any problems . This happens appropriately often.

b630

Feeling that urination has finished

When urinating or peeing, my child feels that he or she is finished and that the bladder is empty.

b640

Being able to function sexually

My child has - at the appropriate age - the mental and physical ability to perform sexual intercourse (sex). This means, for example, arousal, foreplay, orgasm and subsequent relaxation. This also includes sexual interest according to age, the erection of penis and clitoris, the moistening of the vagina in women, the ability to orgasm or ejaculation during orgasm in men.

s630

The sexual organs of my child

b650

Having her period / menstruation

In the adolescent girl a regular menstruation occurs. This is repeated approximately every 28 days. Menstrual secretions are secreted at an appropriate rate.

b660

Reproduce

This concerns fertility and the ability to reproduce. The woman's body is capable of becoming pregnant, carrying a child and then giving birth. Breast milk for breastfeeding the child is produced.

b670

Feeling sensations associated with menstruation or sexual intercourse

The adolescent experiences (if a problem is reported in this area) a feeling of discomfort during sexual intercourse or menstruation.

b7 **Moving around**

This section deals with movement and mobility. This also affects the joints, bones, reflexes and muscles.

s7
s710-770

The musculoskeletal system of my child (head, neck, shoulder, arms, legs, hands, feet, spine, pelvis, trunk, bones, muscles, joints...)

b710

Moving his/her joints (shoulder, arm, ulna, knee...)

My child can move his or her joints appropriately. It is easy for him or her to move one or more joints (for example, his shoulder joints, elbows, wrists, hips, knees, ankles, or wrists or ankles).

b715

Holding his/her joints tight (shoulder, arm, ulna, knee...)

My child's joints are held together firmly.

b720

Moving his/her bones

My child can move his/her bones properly. For example, it can easily move its shoulder blade, pelvis and carpal and tarsal bones.

b730

Having sufficient muscle power

My child has sufficient strength in his/her muscles. This includes larger muscle groups, the muscles of his/her limbs or one half of his/her body or trunk.

b735

Tensing his/her muscles

My child's muscles are appropriately tense.

b740

Endurance in tensing his/her muscles

My child manages to tense individual muscles, muscle groups or all muscles over a longer period of time.

b750

Reacting with reflexes

My child shows unconscious muscle tension. This can be triggered, for example, by certain stimuli (e.g. reflexes, etc.).

b755

Performing involuntary movements (to keep his/her balance)

My child shows involuntary muscle tension in large muscles or the whole body. This occurs, for example, when he or she changes position, supports himself or herself in order not to fall over, gets frightened or wants to ward off something unexpected.

b760

Consciously controlling his/her movements

My child can control and perform simple and difficult arbitrary movements. My child can carry out movements deliberately and in a controlled manner (for example, consciously leaning on his arms and legs, e.g. controlling his eyes and hands when grasping).

b761

Performing spontaneous movements

My child can move by himself/herself. For example, kicking as a baby.

b765

Performing involuntary movements (e.g. tics, stereotypes...)

This concerns movements that my child cannot always control: such as tics, trembling or repeated uncontrollable movements. (This is also called stereotyping, such as repeated rocking, wiggling or nodding of the head).

b770**Walking and gait pattern**

My child shows appropriate movement patterns when walking, running or other movement patterns. This may include his gait, limping or stiff movements.

b780**Feeling muscles in motion (e.g. cramps)**

My child feels his/her muscles when moving: This may include muscle tension, muscle cramps, muscle spasms and other things.

b8



Skin and everything that belongs to the skin

This section deals with the skin, nails and hair.

s8
s810-840

The skin and skin appendages (such as sweat glands, hair or nails) of my child

b810

Protection provided by the skin

My child's skin protects his/ her body from harmful influences (for example, from the sun or other rays, irritants and other things). His/ her skin can heal and control the heat balance.

b820

Healing skin wounds: scabss and scars are formed

My child's skin is capable of healing wounds, bruises and other damage. This happens, for example, by the formation of scabs and scars.

b830

Sweating, releasing body odour

My child's skin is capable of cooling the body. This happens, for example, through sweating. This can cause a possible smell of sweat.

b840**Feeling irritations on the skin**

My child feels sensations related to his/her skin: such as itching, burning and stinging.

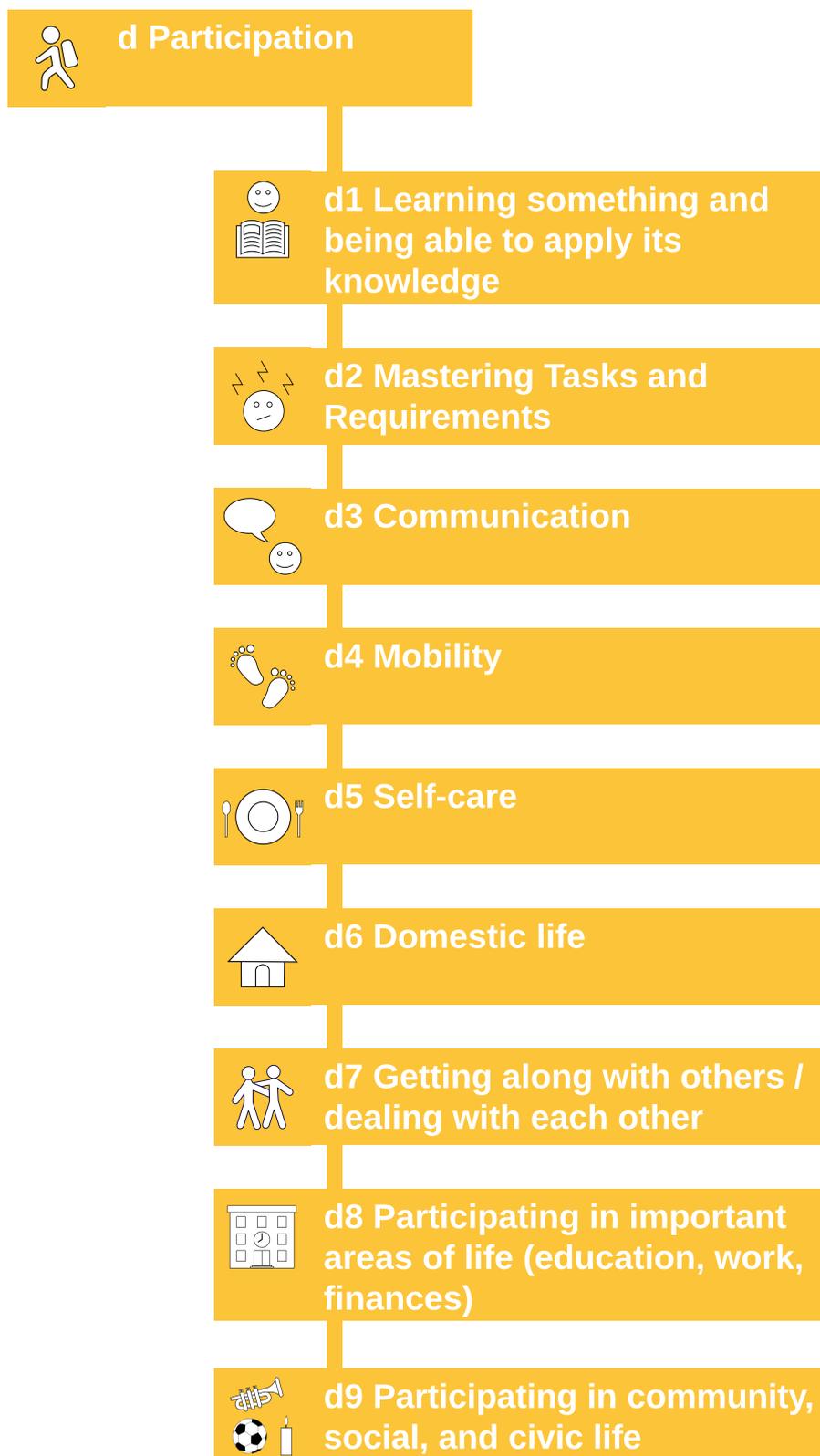
b850**Hair**

My child's hair does its job: It protects the scalp and contributes to the appearance (hairstyle). His/her hair grows appropriately and in the right places.

b860**Nails**

My child's nails do what they are meant to: they protect the fingers and toes, the child can scratch himself/herself with them. The nails grow appropriately.





d



Participation

Participation means everything a child/participant can and wants to do in a meaningful way related to the other children.

d1



Learning something and being able to apply its knowledge

This section is about how my child learns. It is also about how he/she applies what they have learned, how they solve problems, and their ability to make decision.

d110

Watching

My child can watch purposefully and intentionally and by doing so, learns from the other individual. He or she can perceive movement and follow objects with their eyes, i.e., watch others playing.

d115

Listening

My child can listen purposefully and intentionally and learns various skills by doing so. My child can identify sounds of speech and process them into words and sentences. My child can receive sounds and convert these sounds into meaningful messages.

d120

Touching, tasting, and smelling (other sensory perceptions)

My child can use its other senses purposefully and intentionally and learns by doing so. My child feels, tastes and smells. For example, my child can feel different surfaces, taste sweet things, or smell flowers.

d130

Imitating

My child can imitate something and learns by doing so. For example, my child can imitate a facial expression or gesture and sounds.

d131**Learning with objects through Play Learning (pretending) or Play Learning using Objects**

My child plays with one or more objects and learns through simple actions and responses. This can mean that my child uses pretend to learn or uses a toy according to its purpose.

d132**Acquiring knowledge**

My child asks facts about people, objects, and events. My child collects information, processes the information, and thereby acquires knowledge. This can be done, for example, by the child asking W questions: why, what, where, when and how.

d133**Acquiring language**

My child has the ability to perceive and comprehend language. My child is aware of language; can understand and use language with others, i.e., my child can name people, objects, and sentences.

d134**Learning an additional language**

My child learns to talk about something or express his or her feelings through another language (for example sign language or a foreign language). My child names objects, persons, and can talk about events.

d135**Rehearsing**

My child practices things and applies its knowledge. My child can repeat sequences, such as counting in tens (10-20-30..) or practises a poem.

d137

Acquiring concepts

My child acquires knowledge and understands basic concepts. For example, my child acquires the ability to understand sizes, shapes, opposites, colors.

d140

Learning to Read

My child is developing the ability to read, and can read each word and comprehend the meaning of an age appropriate text. This also applies to Braille.

d145

Learning to Write

My child learns to write sounds, words and/or sentences accurately. My child correctly uses grammar.

d150

Learning to calculate

My child is learning how to use numbers. My child can perform simple arithmetic operations such as addition/plus, subtraction/minus, and uses the correct arithmetic for the task at hand.

d155

Acquiring skills

My child develops basic and comprehensive skills. This enables him or her to perform difficult actions and tasks. For example, my child can use tools or play games like chess.

d160

Focusing attention

My child's brain has ability to concentrate his/her attention on a target stimulus for any period of time.

d161**Sustaining attention**

My child can focus his or her attention on a specific action or task over a period of time. In doing so, he or she can block out distracting noises.

d163**Thinking and Imagining**

My child can express and execute his/her ideas and imagination. My child can imagine, alone or with others. My child can make plans, play fantasy games, weigh up the pros and cons, and make assumptions or considerations.

d166**Learning to read**

My child can grasp and interpret the meaning of texts he/she reads. My child can read books, instructions, or newspapers - even Braille if necessary. In doing so he/she acquires knowledge.

d170**Writing**

My child can use letters, signs, numbers, or language to give information to other people. My child can write down events and ideas, or write a letter, email, or SMS.

d172**Calculating**

My child can solve arithmetical problems by using the correct arithmetical methods and types of calculation. For example, he or she can add up 3 numbers.

d175

Solving Problems

My child can find solutions to a question or situation. My child has the ability to find out the exact issue/problem. My child finds possible solutions and considers the possible effects of these solutions. Then he/she implements the chosen solution.

d177

Decision-making

My child has developed the process of choosing alternatives based on values, outcomes, consequences, and beliefs. My child can then carry out his/her decision. For example, my child can choose and buy a special item. Or, my child can choose one task among many that have to be done and then carry it out.



d2

**Mastering Tasks and Requirements**

This section addresses task completion and the ability to execute one or more tasks at a time (and in a timely manner). These tasks can be recurring. This section also addresses how my child copes with the stress of completing the task(s).

d210

Undertaking a single task

My child can successfully perform a single task. This can be easy or difficult. My child can determine the steps needed for the task and then perform and complete the task. For example, my child knows how to approach the task, how much time is needed, and what space/tools are important.

d220

Mastering multiple tasks (which for example consist of several individual steps)

My child can take actions that consist of several steps and work on them in consecutive steps or simultaneously. The tasks can be simple or difficult. My child completes these tasks and takes over these tasks alone or in a group.

d230

Performing a Daily Routine

My child can handle, anticipate, and manage his/her daily tasks and responsibilities. For example, getting dressed, having breakfast, going to school. He/she can plan the appropriate amount of time for these tasks, or set up a daily schedule and complete it.

d240

Handling stress

My child can perform tasks that require special responsibility. For example, dealing with stress, disturbances, or crises. He/she can deal with these tasks and manage them by using appropriate coping skills.

d250

Managing one's own behaviour

My child can perform simple or difficult actions in a consistent manner. My child can deal with new demands, people, or experiences. My child can, for example, remain calm in a circle of chairs or avoid other children in a populated area.

d3



Communication

This section deals with our understanding of language (verbal and non-verbal). My child has developed the ability to create and understand messages and conversations (through individuals or a mobile device).

d310

Understanding spoken words

My child understands the literal or transmitted meaning of spoken messages. For example, my child understands whether a statement is claimed to be fact or whether something is just a figure of speech.

d315

Understanding facial expressions or non-verbal messages

My child can understand the meaning of various facial expressions or images: understanding that a child is tired when it rubs its eyes or that the ringing of the bell is a sign of fatigue.

d320

Understanding gestures

My child can understand the meaning of messages through gestures or sign language.

d325

Understanding writing

My child can understand the meaning of a written message (for example, when reading a story). This also applies to Braille texts in people with visual impairment.

d330

Speaking

My child can express words, sentences, or longer sections in oral communications. For example, my child can tell a story or report facts.

d331

Making sounds and gesticulating

My child makes sounds when another person is in the immediate vicinity and my child notices them. My child makes sounds, for example, when his mother is nearby. My child can babble like 'dadada' or 'gagaga'. My child can imitate adults babbling and tries to imitate speech sounds.

d332

Singing

My child can sing and forms sounds so that a melody is created. My child sings songs alone or in a group.

d335

Producing nonverbal messages

My child can use gestures or signs to convey meaning, such as shake their head to show that they do not agree.

d340

Expressing messages in sign language

My child can express messages in sign language.

d345

Writing messages

My child can write messages using words, such as sending a text message, e-mail, or letter to a friend.

d350**Holding a conversation**

My child can have a conversation with one or more people (friends or strangers). He or she can exchange ideas and thoughts. This exchange can be spoken, written, or in sign language. My child can start, maintain, and end conversations.

d355**Discussing**

My child can exchange opinions and thoughts with one or more people (acquaintances or strangers) and give reasons for them. My child can express whether he/she is for or against a matter. This can be done orally, in writing, or in sign language. My child can start, maintain, and/or end such discussions.

d360**Using Communication Devices**

My child can use communication devices (for example, a cell phone, iPhone, computer, etc.) and call a friend, send an SMS, or email.

d4 **Mobility**

This section is about moving your own body. This can be done by changing the position of the body or by moving the body from one place to another. This also includes handling things (for example, grabbing, holding pens, throwing a ball) or moving objects (for example, carrying). This also includes various forms of locomotion such as walking, running, climbing, climbing or riding a tricycle, scooter or wheelchair.

d410

Changing body positions (such as lying down, kneeling, bending, turning around)

My child can move from one body position to another. My child can turn from one side to the other, sit down, stand up, get up from a chair, or move from one place to another.

d415

Maintaining body positions (lying, sitting...)

My child can remain in a body position if necessary. For example, he can remain sitting in a chair.

d420

Transferring oneself

My child can shift his/her body position; he can turn while lying down, sit up in bed or engage in other shifting movements.

d430

Lifting and carrying objects

My child can lift objects with his or her hands, arms, shoulders, head, back, or hips. My child can carry something from one place to another. My child can lift a cup or toy from one room to another.

d435**Moving objects with your leg/foot**

My child can move specific objects with his or her legs or feet. My child can kick a ball away or pedal a bicycle.

d440**Using their fingers (and hands)**

My child can grasp specific objects with his or her hands, fingers, and thumb. He or she can pick up things, hold them, and let go. For example, my child can pick up a coin from a table or operate the buttons on a smartphone.

d445**Using their hands (and arms)**

My child can use his or her hands and arms to move and use specific objects. My child can turn a door handle and throw/catch a ball. My child can pull or push something or reaches for items.

d446**Using their toes and feet**

My child can move or hold objects with his or her feet or toes.

d450**Walking and moving around**

My child can walk. My child can put his feet on the ground step by step and moves away. My child walks, strolls, goes forward, sideways or backwards. At least one foot is always on the ground.

d455**Moving in other ways, such as rolling, crawling, climbing, swimming...**

My child can also move in other ways (for example, they can climb over a rock). My child runs along a road. My child jumps, sprints, crawls or does somersaults. My child swims, slides or rolls.

d460

Moving around in different environments (at home, in a foreign environment)

My child can move in different places. My child can go from one room to another or along a street in a house or building. My child can walk around in its own home, climb stairs to move to another floor or walk around in other people's buildings.

d465

Moving by means of appliances or equipment, for example a wheelchair or a walker

My child can move around using equipment: this could be with the help of a wheel board, a walker, a wheelchair. My child uses skates, a skateboard, skis or flippers. My child is able to move from one place to another regardless of the ground and the environment (for example, walking, running, climbing, climbing or riding a tricycle, scooter or wheelchair...).

d470

Using means of transport, such as a pram or a bus/taxi

My child can move around as a "passenger" in means of transport. My child can be pushed in a pram or buggy. He or she can travel in a car, a bus, a rowing boat, a carriage, a taxi, a train, the tram, the underground, a ship or fly in an airplane.

d475

Riding a "vehicle" like a tricycle, a bike, a scooter...

My child can steer a vehicle: for example, a tricycle, bicycle or a vehicle that is moved by an animal. My child can thus move independently.

d480

Riding animals for transport purposes

My child can ride on the back of an animal and move around, for example, on a horse, ox, camel or elephant.



Self-care

This section deals with the care of oneself. My child is able to care for their own body (washing, drying, applying lotion). My child is able to put on and take off clothes, eat and take care of one's own health.



Washing themselves

My child can wash their body and parts of their body while bathing, showering or otherwise with the help of water, shower gel, shampoo and other. Afterwards they can dry themselves with a towel.



Taking care of their own body (combing hair, brushing teeth, applying cream)

My child can take care of his or her body parts such as skin, face, teeth, scalp, nails and genitals after washing. He or she can apply cream, blow their nose, brush their teeth, cut their nails or other things.



Using the toilet

My child notices when it has to go to the toilet to excrete urine, stool or fluids from the menstrual flow. My child can anticipate, perform the task and then clean him- or herself.

d540**Getting dressed**

My child can put on and take off clothes and shoes in the correct sequence. He or she will pay attention to the weather, the season and the occasion (for example, shirts, skirts, blouses, trousers, underwear, saris, kimonos, tights, hats, caps, gloves, coats, jackets, shoes, boots, sandals or slippers).

d550**Eating**

My child will let you know if he or she is hungry. He or she can bring prepared food to the mouth and eat appropriately. He or she can cut or break food into pieces, open bottles and cans, use a knife, fork or spoon and eat a meal with it.

d560**Drinking**

My child will let you know when he or she is thirsty. My child can hold a drink in their hand, bring it to their mouth and drink it properly. My child can mix liquids to drink (for example, mineral water with apple juice to mix apple spritzer), stir it and then pour it into a glass. My child can open bottles or cans, drink with a straw or from a tap or spring. Infants can drink at the breast.

d570**Looking after one's health**

My child can take care of his or her physical and mental well-being and health in a manner appropriate to his or her age. For example, they pay attention to a balanced diet, appropriate sport and exercise. My child can keep themselves warm or cool. My child avoids events that could damage his/her health. In the case of adolescents, for example, this concerns safe sex through the use of condoms or regular medical examinations.

d571

Looking after one's safety

My child avoids dangerous events that could lead to injury or suffering. For example, the use of fire or risky behavior on the road.

d6

**Domestic life**

This section is about managing a household. This includes, for example, buying food, clothes, or other items necessary for everyday life. This also includes the care of personal and other items (such as looking after your own toys). But it also includes helping others. Some statements may not always be pertinent to very young children.

d610

Providing living space

My child can (if applicable) design age-appropriate living space, for example, furnish his or her room or organise a place in a shared flat.

d620

Procuring goods and services for daily use (e.g. shopping)

My child (if applicable) is able to shop or gather what is necessary on a daily basis. This may include food, drinks, clothing, cleaning materials, fuel (such as firewood), household items, cooking utensils such as pots and pans, or play materials. My child can choose the right aids (spoon/fork) or tools (a cooking spoon to scoop out).

d630

Preparing meals

My child can prepare simple or more difficult meals for himself or herself (if applicable) in a way appropriate to his or her age, for example, making a sandwich. He or she can (if applicable) plan, shop, cook and arrange the preparation. My child can choose drinks and put together the right ingredients for a meal and prepare it.

d640

Doing housework

My child can (if applicable) help out in the household or manage a household in an age-appropriate manner. For example, he or she can keep their room clean. My child keeps food in the refrigerator, helps with the garbage disposal, and/or keeps order. My child collects dirty laundry and can remove dirt with brooms, brushes, wiping cloths and vacuum cleaner.

d650

Caring for household objects

My child can (if applicable) take care of everyday items in a way appropriate to its age. He or she is careful with their play materials or keeps their clothes clean. My child is able to look after plants by watering them or feeding pets.

d660

Helping others

My child helps other family members and is devoted to their well-being.

d7

**Getting along with others / dealing with each other**

This section deals with how people get along and interact with each other (with family, friends, relatives, lovers, superiors or strangers) in a way that is appropriate to the context and occasion.

d710

Shaping simple relationships with others (relating with others, making physical contact). Showing respect, recognition, appreciation towards others

My child can relate to others in an appropriate way. My child can show necessary consideration and appreciation. My child can respond to the feelings of others or show respect, warmth, and tolerance in relationships.

d720

Shaping complex interpersonal relationships (playing together, making friends, making acquaintances, establishing relationships)

My child can maintain dynamic relationships with others and control his or her feelings or behavior. My child acts according to social rules and can play with others, make friends, break up conflict, and/or know when to get their distance during conflicts.

d730

Dealing with strangers

My child can engage with strangers when necessary, for example, to ask for the time or directions.

d740

Dealing with Authority Figures (with persons in authority such as teachers)

My child can interact and maintain relations with people in a formal setting, such as teachers at school, an employer, professionals, or service providers.

d750

Dealing with friends, classmates or neighbours

My child can interact with playmates, friends, and/or classmates. This also applies to people who live in the same house or in the neighbourhood.

d760

Dealing with family members (to mother, father, siblings, grandparents..)

My child can establish and maintain relationships with close family members: for example, with his or her parents or siblings, extended family (grandparents), a foster family, stepfamily or distant family (e.g. second cousins) or a guardian.

d770

Establishing intimate relationships

My child can develop and maintain (according to age) intimate relationships or loving relationships with others. Such as a relationship with his or her love partner.

d8



Participating in important areas of life (education, work, finances)

This section deals with my child's participation in educational opportunities and educational requirements, vocational training, employment, and finances. This also includes the handling of money.

d810

Participating in learning opportunities at home

My child learns at home or in another (non-school) setting. This can refer to activities taught by his parents or other family members, or to theoretical skills (for example, through private lessons).

d815

Participating in pre-school education

My child takes advantage of pre-school learning opportunities to prepare him or her for school. This may involve day care (in a nursery or with a day-care mother or day-care father) or educational opportunities at home (such as through a nanny). All this serves to develop his or her mental, physical, linguistic and social skills for later schooling.

d816

Participating in other pre-school activities (such as excursions or parties)

My child participates in pre-school activities, such as excursions or parties.

d820

Participating in lessons (in a school setting)

My child attends school and thus receives education. He or she regularly attends classes, willing to work with other pupils, follows the teachers' instructions, does his or her homework, and participates in examinations/tests. My child is working to move up to the next class. Such lessons can also take place at home.

d825

Participating in vocational training

My child can take part in all the activities of a vocational training course and learn the contents provided in the curriculum. This training serves as preparation for his/her future profession.

d830

Participating in higher education or training

My child is able to participate in further education and training programs such as university, college and technical college courses. He or she is learning the content required by the curriculum to obtain a degree(s), diploma(s), or a doctorate.

d835

Participating in extra-curricular activities at school (e.g. being class representative)

My child participates in an academic related association in school. He or she participates in the student body, chess club, etc. My child may be the class treasurer, course speaker, and leader of a school association).

d840

Preparing for work

My child is able to take part in all the training that prepares him/her for his/her professional activity or employment. He or she can perform related tasks in internships, trainings, or further education.

d845

Engaging in a job/career

My child is able to seek, find, and select employment or accept a job offer. He or she can keep a job and receive a promotion when available, or terminate an employment relationship in a suitable/professional manner.

d850**Completing paid work**

My child can pursue a paid job. This may be a full-time or part-time job, a commercial activity, or self-employment. He or she can look for work, keep a job, perform the required tasks (alone or in groups), show up for work on time, and/or guide other employees.

d855**Engaging in volunteer (unpaid) work**

My child also participates (according to age) in tasks for which no payment is provided. This concerns, for example, voluntary work or tasks for the community, for religious groups, or helping in the neighbourhood.

d860**Carrying out simple transactions**

My child can (according to age) carry out simple economic transactions. He or she can deal with money when buying food, can engage in simple bartering, exchange goods or services, or save money.

d865**Performing non-simple economic transactions**

My child can participate in any form of difficult and extensive economic transactions, according to his/her age. This may include having a bank account or trading in commodities.

d870**Being economically independent**

My child can dispose of his/her own economic goods.

d880**Playing**

My child can maintain focus with toys, games, or objects. This may involve playing alone, observational play, playing side by side, or playing together.

d9



Participating in community, social, and civic life

This section deals with how we participate in community life outside the family: This can concern club life, sports activities, cultural activities, or other social and civic life areas (such as the practice of a religion or participation in elections).

d910

Participating in community life (e.g. in clubs)

My child participates (according to their age) in all areas of their community social life. This may include sports clubs, the Red Cross, the voluntary fire department, and many other things.

d920

Participating in recreation and leisure activities

My child can take part in all forms of play, recreation or leisure activities. This includes games and sports, fitness programmes, relaxation, and entertainment. This can be a visit to the cinema or theatre, art galleries, or museums. In his/her free time, they can, for example, engage in needlework or pursue hobbies. For relaxation he/she can read, play musical instruments, visit sights, or travel.

d930

Practicing a religion or spirituality

My child may participate in religious or spiritual events or belong to an organization or group. This may be related to goals of living a self-fulfilling life, finding meaning in life, or relating to a divine power. For example, my child participates in religious services in a church, temple, mosque, or synagogue and sings or prays for religious reasons.

d940**Enjoying human rights**

My child enjoys those international rights to which he or she is entitled by virtue of being a human being, a child or a person with a disability.

d950**Participating in political/civic life**

My child participates in community, political, and state life in a manner appropriate to his/her age. He or she has a (age-appropriate) legal status as a citizen and the rights associated with it.



e

**Environmental factors**

What influences the child from outside.

e1

**Products, equipment and technical aids (to prevent, alleviate or compensate for a disability)**

This section deals with those products that occur naturally in nature or are man-made (such as food or medicines). However, it also concerns equipment or technical aids (walker, standing board) in a person's immediate environment. This refers in particular to aids, equipment or technical systems that can be used by people with disabilities to prevent, compensate, alleviate or remedy a disability.

e110

Food, medicines

In my child's environment there are enough products for personal use: this includes food, remedies and medicines. These occur naturally (as raw materials) or are manufactured by humans.

e115

Clothing, furniture, cutlery, cups, drinking bottles, toys as everyday items

In my child's environment, there are sufficient items for everyday use, such as clothes, furniture, cutlery, cups, drinking bottles, toys.

e120

Rollator, wheelchair, therapy wheel, sticks, walker, trolley, bike, scooter, tricycle, buggy, rolling board, orthoses: Products for locomotion

In my child's environment there are items of equipment, products and technologies that help my child to move around inside and outside buildings. This can be a walker, wheelchair, therapy wheel, stick walker, trolley, wheel wheel, scooter, tricycle, buggy, rolling board or support bandage.

e125

Means of communication such as telephone, mobile phone, alternative communicator, step by step

My child has access to assistive devices in his or her environment that support communication: such as a telephone, mobile phone, alternative communicator or other.

e130

Learning materials (picture books, puzzles..)

My child has objects and technology (such as picture books, puzzles, or textbooks) in his or her environment that help him or her learn something, acquire knowledge, and acquire skills that he or she needs for schooling or education.

e135

Work equipment and tools

My child has in his or her environment (according to age) tools (such as work tools) or technologies (computer programs) that enable him or her to do their work.

e140

Resources for leisure, sport or culture, such as footballs, table tennis tables...

My child has equipment or technology in his or her environment that helps him or her participate in culture, leisure and sports.

e145

Means for practising religion and spirituality

My child has objects (Bible, Koran, prayer rug, etc.) or technologies in his or her environment that he or she needs to practice his or her religion or spirituality.

e150**Accessibility of public buildings (ramps, lift, signposts in Braille in the sense of accessibility)**

Public buildings in my child's environment are built or have technology that allows my child to move around them without barriers (for example, elevators, electric doors, or Braille signs).

e155**Accessibility at home (disabled toilet..)**

My child's home is built or designed in such a way (e.g. a toilet for the disabled) or has technology (stair lift) to enable my child to move around freely (without barriers).

e160**Accessibility of the outdoor area (playground...)**

The outdoor area (e.g. playground) is built or designed or has technologies (stair lift) that allow my child to move around freely.

e165**Funds and assets**

My child lives in an environment where there is enough money or assets to live.

e2 **Environmental conditions**

This section deals with living or non-living parts of the environment. This can be the natural environment, but also the environment changed by humans (streets, bridges, houses, green spaces). This also includes, for example, questions about how many people live in my child's environment.

e210

The surrounding landscape (mountains, waters...)

My child lives in an environment that is characterised by certain landscape features, such as mountains or water bodies. These can be beneficial or detrimental to my child.

e215

People I live with (minorities, migration)

My child lives in a certain population group with particular living conditions (this may mean that he/she belongs to a minority or has a migrant background). These living conditions can be beneficial or detrimental to my child.

e220

Flora and fauna

My child lives in an environment where there are animals and plants. These can be either beneficial or detrimental to my child.

e225

Weather and climate

This section concerns the temperature, humidity, air pressure, precipitation, wind and seasonal changes to which my child is exposed. These can be either beneficial or harmful to my child.

e230**Protection against natural disasters**

This refers to whether my child is adequately protected from regular or irregular environmental changes (for example, natural disasters). These can lead to significant damage to my child's environment. These can include earthquakes and storms (hurricanes, tornadoes, hurricanes, floods, forest fires, ice storms). Such conditions (or protection from them) can be beneficial or harmful to my child.

e235**Protection against wars**

This refers to whether my child is protected from conflicts, wars, displacement, destruction of houses, land and infrastructure. Such conditions (e.g. protection from them) can be beneficial or harmful to my child.

e240**Light conditions (sunlight, illumination)**

This refers to the lighting conditions my child is exposed to: this can be sunlight or artificial light (for example candles, oil or petroleum lamps, fire or electricity). Such conditions can be beneficial or harmful to my child.

e245**Day/night change, moon phases**

This refers to whether my child's life is determined by natural, regular or predictable changes over time: such as the change of day and night or the phases of the moon. Such conditions can be beneficial or detrimental to my child.

e250

Noise and noises

This refers to the types of noise and noise conditions my child is exposed to: these can be beneficial or detrimental to my child.

e255

Protection against vibrations (aircraft noise, explosions)

This refers to whether my child is exposed to regular or irregular jerky movements, quaking or shaking (of things, buildings or people). This can be caused by airplanes or explosions, for example. These conditions (or the protection against them) can be beneficial or harmful to my child.

e260

Clean air

This concerns the quality of the air around my child. This can be both inside and outside buildings. These air conditions can be beneficial or detrimental to my child.

e3



Support from important reference persons

This section deals with people or animals that provide support for my child. This can be physical support (carrying as an infant) or emotional support (comforting). But it can also include protection, help and relationships with other people. These relationships may be with other children, with neighbours, with teachers at school or with professionals. This section will only deal with whether these people (or even animals as in the case of pets) are present and how much support they can provide.

e310

Support from closest family members (mother, father, siblings, grandparents, foster parents/adoptive parents)

This concerns the question of whether supportive caregivers are available for my child in the immediate family circle and how much support they can offer. This concerns parents, siblings, foster parents, adoptive parents or grandparents. If these support persons are there, this can be beneficial; if they are absent, this can also be a hindrance for my child.

e315

Support from the extended family circle (uncle/aunt, cousins, cousins..)

This concerns the question of whether supportive caregivers are available for my child in the extended family circle and how much support they can offer. This concerns uncles, aunts, cousins and others. If these support persons are there, this can be beneficial; if they are absent, this can also be a hindrance for my child.

e320

Support from friends

This concerns the question of whether supportive people are available for my child in the circle of friends and how much support they can offer. If these friends are there, this can be beneficial, if they are missing, it can also be a hindrance for my child.

e325

Support from acquaintances, peers, colleagues, neighbours

This concerns the question of whether supportive people are available for my child in the circle of acquaintances, peers or neighbours and how much support they can offer. If these people are there, this can be beneficial, if they are missing, it can also be a hindrance for my child.

e330

Support from teachers, educators or other persons in authority

This concerns the question of whether educators, teachers or other persons in authority are available for my child, whether my child receives support from them and how my child receives support. If these people are there, this can be beneficial, if they are absent, it can also be a hindrance for my child.

e335

Support from employees

This concerns the question of whether my child guides others if age appropriate (e.g. has subordinates at work) and whether or how my child receives support from them. If these people are there, this can be beneficial, if they are absent, it can also be a hindrance for my child.

e340

Support from carers or other helpers

This concerns the question of whether caregivers or other helpers are available for my child and whether or how my child receives support from them. If these carers are available, this can be beneficial; if they are not available, this can be a hindrance for my child.

e345**Support from strangers**

This concerns the question whether strangers (e.g. substitute teachers) are available for my child, whether my child receives support from them and how they receive support. If these people are there, this can be beneficial, if they are absent, it can also be a hindrance for my child.

e350**Support through pets**

This concerns the question of whether pets are available for my child and whether or how my child receives support from them. If these pets are there, this can be beneficial, if they are missing, it can also be a hindrance for my child.

e355**Support from doctors and therapists**

This concerns the question of whether doctors or therapists are available for my child, whether my child receives support, help or care and how they receive this support. If doctors and therapists are available, this can be helpful, if they are not available, it can also be a hindrance for my child.

e360**Support by early intervention specialists, social workers, legal representatives**

This concerns the question of whether early intervention specialists, social workers or other professionals (e.g. legal representatives) are available for my child, whether my child receives support, help or care and how they receive this support through them. If these professionals are available, this can be beneficial; if they are not available, it can also be a hindrance for my child.

e4 **Attitudes of important reference persons**

This section deals with attitudes of key attachment and caregivers. These attitudes play a significant role in how a child or adolescent feels. Attitudes usually provide feedback for children and young people and can be important for their self-esteem. Attitudes can be the convictions of adults (parents, siblings, professionals, etc.), which are then reflected in their actions. But attitudes can also affect society itself (for example, what "a society" thinks about people with disabilities). Such attitudes towards my child can be beneficial or detrimental.

e410

Attitudes of closest family members (parents, siblings, grandparents, foster parents, etc.)

This concerns the question of what attitudes the members of the closest family circle have towards my child. This may concern the mother, father, sisters, brothers, half siblings, other foster or adopted children in the family. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e415

Attitudes of the extended family (uncle, aunt, cousins...)

This concerns the question what attitudes the members of the extended family have towards my child. This may concern the uncles and aunts or cousins. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e420**Attitudes of friends**

This concerns the question of what attitudes friends have towards my child. These attitudes can have beneficial or detrimental effects on my child. Their attitudes (worries, feelings, wishes, expectations, ...) usually influence their individual behaviour towards my child and their actions.

e425**Attitudes of acquaintances, peers, neighbours**

This concerns the question of what attitudes friends, peers or neighbours have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e430**Attitudes of teachers, educators or other persons in authority**

This concerns the question of what attitudes teachers, educators or other persons in authority have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child with a health problem. Their attitudes usually influence their individual behaviour towards my child and their actions.

e435**Attitudes of colleagues**

This concerns the question (if this is applicable) of what attitudes subordinates have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e440**Attitudes of caregivers**

This concerns the question of what attitudes carers have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e445**Attitudes of strangers**

This concerns the question of what attitudes strangers have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e450**Attitudes of female doctors, therapists, psychologists and other health professionals**

This concerns the question of what attitudes doctors, therapists, psychologists or other health professionals have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e455**Attitudes of other professionals, such as early intervention specialists**

This concerns the question of what attitudes early intervention specialists, social workers or other professionals have towards my child. These attitudes (worries, feelings, wishes, expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e460

Social attitudes

This concerns the question of which attitudes are expressed by society towards my child. These attitudes (e.g. expectations, ...) can have beneficial or detrimental effects on my child. Their attitudes usually influence their individual behaviour towards my child and their actions.

e465

Social norms, conventions, world view

This question refers to the influence that certain customs, traditions, rules, the value system or ideological convictions of a society have on my child. This can influence behaviour patterns (social norms, moral concepts, religious behaviour or rituals, for example). This can be beneficial or detrimental to my child.

e5 **Existence of services (health services, social services, etc.), principles of action and their management and control**

This section deals with various services (health insurance, hospitals, schools, etc.). These services provide programmes (e.g. health care) and activities in various sectors of society. They aim to meet people's needs (for social security, health care, etc.). These services can be public (e.g. schools), private (surgeries) or voluntary. They can be at local level (local), district level, federal level or international level. The services can be set up individually by a person (a doctor) through associations, agencies (such as the employment agency) or governments. Services that are provided may be of a general nature or very specifically adapted to the needs of children and young people. Systems are also involved. These can be involved in the management or organisation of services (for example, district offices). These control systems can also be set up by governments at various levels. The purpose of these systems is to organise, control and manage support services. This section also concerns principles of action (for example, guidelines). These usually consist of rules, regulations and standards and are created by governments at different levels. These guidelines can also steer and control.

e510**Services of consumer goods production (factories for the production of food, medicines, etc.)**

In my child's environment there are services, systems and principles of action that ensure that sufficient consumer goods (e.g. fuel, food, medicines) are produced. This enables my child to consume and use them. The existence of these services can be beneficial for my child. An absence can also be a hindrance.

e515**Urban planning services**

In my child's environment there are services (building authority), systems (building law) and principles of action (e.g. required accessibility) which are responsible for the design and construction of public and private buildings. The existence of these services can be beneficial for my child. An absence can also be a hindrance.

e520**City services or landscape development and maintenance**

In my child's environment there are services, systems (zoning plan) and principles of action for the planning, design, development and maintenance of public areas (e.g. parks, forests, shorelines, wetlands) and private land in rural, suburban and urban environments. The presence of these services can be beneficial for my child. A lack of them can also be a hindrance.

e525**Housing services (such as municipal housing)**

In my child's environment there are services, systems (e.g. social housing) and principles of action (tenant protection) for providing accommodation, housing or furnished rooms for people. The existence of these services can be beneficial for my child. A lack can also be a hindrance.

e530**Services to ensure public services (electricity, water, waste collection, etc.)**

In my child's environment there are services (waste disposal), public facilities and legal regulations (waste separation). This includes publicly provided utilities such as water, fuel, electricity, waste disposal, public transport and other necessary services. The existence of these services can be beneficial for my child. A lack of them can also be a hindrance.

e535**Telecommunication services (Internet, telephone...)**

In my child's environment there are services, public facilities and legal regulations for the transmission and exchange of information (e.g. e-mail, fax, telephone, mobile phone). The existence of these services can be beneficial for my child. A lack of them can also be a hindrance.

e540**Traffic and transport services (train, bus, flight time, taxis)**

In my child's environment there are services (public transport), systems (timetables) and principles of action for the transport of people and goods from one place to another (e.g. train, bus, plane, taxi). The existence of these services can be beneficial for my child. A lack of them can also be a hindrance.

e545**Services for the protection of persons or property (police, public order service...)**

In my child's environment there are services (police), public institutions (guardrooms) and legal regulations for the protection of persons and property (police, land register ...). The existence of these services can be beneficial for my child. A lack of them can also be a hindrance.

e550

System and services of jurisdiction (courts...)

In my child's environment, there are services, public institutions and principles of action which concern the legislation (parliament) or the jurisdiction (courts) of a country. The existence of these services can be beneficial for my child. Their absence can also be a hindrance.

e555

Associations

In my child's environment, there are services and programmes that make it possible to form associations where people with the same interests can join together (e.g. as members of an association). The existence of these services can be beneficial for my child. An absence can also be a hindrance.

e560

Public information services (television, radio, internet, etc.)

In my child's environment there are services (various stations), systems (radio) and principles of action for the provision and use of mass communication via radio, television, newspapers and the Internet. The existence of these services can be beneficial for my child. A lack can also be a hindrance.

e565

Services covering other services (department stores, hairdressers, plumbers, etc.)

In my child's environment there are services and programmes for production (butchers), distribution (delivery services), consumption or use of goods and services (hairdressers, ...). The existence of these services can be beneficial for my child. Their absence can also be a hindrance.

e570**Social and financial support services in the sense of social security (employment agency, social services, aid offices, etc.)**

In my child's environment there are services (employment agency), systems (entitlement to unemployment benefit) and principles of action for the financial support of people. This support may become necessary in old age (for example, as a pension) due to poverty, unemployment, health problems or disability. It can be financed by taxes or contributions (health insurance/pension insurance). The existence of these services can be beneficial for my child. A lack can also be a hindrance.

e575**Assistance services (e.g. childcare, household help, etc.)**

In my child's environment there are services (e.g. family help), systems and principles of action for those who make everyday help possible. This may include help in areas such as shopping, housework, transportation, childcare, self-sufficiency and caring for others. The aim here is to achieve the greatest possible participation in life in society (for example, through home help, family support services, socio-educational family help or other). The existence of these services can be beneficial for my child. Their absence can also be a hindrance.

e580**SPCs, hospitals, paediatricians, health authorities, public health services**

In my child's environment there are services, systems and principles of action to prevent and treat health problems. This also includes medical rehabilitation and the promotion of a healthy lifestyle. This can take place, for example, in a children's community centre, in a hospital, with paediatricians, at the health office or elsewhere. The presence of these services can be beneficial for my child. An absence can also be a hindrance.

e585

Child education and care facilities such as day care centres, schools, tutoring, courses, training centres (educational and

In my child's environment, there are services, systems and principles of action that contribute to education.

e590

Employment agencies, retraining centres

In my child's environment there are services, systems and principles of action to find suitable work for people who are unemployed or want to change jobs. This may also involve women workers who are planning to move up the career ladder (for example, in the workplace). The existence of these services can be beneficial for my child. A lack of them can also be a hindrance.

e595

Governmental and electoral authorities

In my child's environment, there are services, systems and principles of action (if age-appropriate) that enable the holding of elections and the governance of countries, regions, municipalities or international organisations. The existence of these services can be beneficial to my child. Their absence may also be a hindrance.

e598

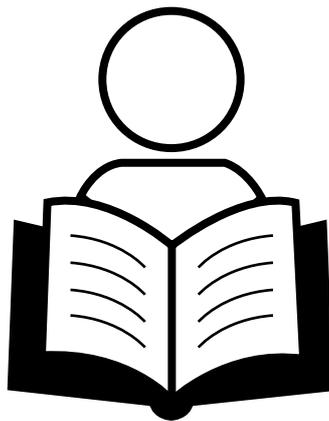
Interdisciplinary services (early intervention, support services for day care centres...)

In my child's environment, there are services which, in close cooperation (such as interdisciplinary early intervention centres), support and accompany small children with developmental problems and their families. The existence of these services can be beneficial for my child. Their absence can also be a hindrance.

3. Literature

WHO (2001). International Classification of Functioning, Disability and Health (ICF) Available at: <https://www.who.int/classifications/icf/en/> [1.2.2020]

Pretis, M. (2018). "Let us be prepared, but wait and see": the use of ICF-CY in early childhood intervention and paediatric social care in Germany and neighbouring countries. In: S. Castro & O. Palikara (eds), *An Emerging Approach for Education and Care. Implementing a Worldwide Classification of Functioning and Disability*. 165-178. London: Routledge



4. Project and Partners

"A common language in school" provides concrete tools for professionals who work with pupils with developmental difficulties in schools. It introduces ICF (International Classification of Functioning, Disability and Health, WHO, 2001) as common language to describe individual learning situation of a child and enables ability-based holistic transdisciplinary assessments and planning processes.

The project is implemented by 10 partners from 4 European countries (Austria, Germany, Republic of North Macedonia, Turkey) under the coordination of Prof. Dr. Manfred Pretis between September 1, 2018 up to August 31, 2021.



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Association of Child Development and
Educators – CDGER
Turkey



Down Syndrome Association,
Turkey



DI Wilhelm Stadler
InfoPro,
Austria



MSH
Medical School Hamburg,
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Здружение „Образование за сите“
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With the support of the
Erasmus+ Programme
of the European Union



A family friendly version of the ICF

The "International Classification of Functioning, Disability and Health" published by the World Health Organization (WHO) is the gold standard to describe the situation of a person with a health problem. Based on the ICF concrete participation goals, interventions and recommendations can be developed.

With this booklet a family friendly version of the WHO text is available for the first time. This simplified (easy- to-read) version was developed within the Erasmus+ project "A common language in school".

This family friendly version aims to overcome the rather technical language and codes proposed within the original version of WHO (2005). Together with head teachers, teacher assistants, school psychologists, medical doctors, nurses, therapists or social workers the parents can be equal partners in the "team around the family".

All involved team members, including the student with developmental difficulties, can use the same language, which is also understood by all team members.

With this family friendly version, all team members can describe and assess the situation of a student with developmental difficulties in school. The common language is able to define special educational support needs or related services. It is also available in German, Macedonian and Turkish.

This booklet contains 2 parts: An easy- to -read introductory text which provides a general introduction to the ICF for parents .

The second part provides an overview of the most important ICF codes which can be used to describe the situation of a person with a health problem. These codes were translated by an international consortium and validated by users.

For the first time parents, teachers, teaching assistants and other team members can use a common tool to describe and assess additional educational support needs in school.



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