Applying the new ICF Core Sets for children and youth with Cerebral Palsy in clinical practice

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Learning Objectives

- To review the ICF model, and introduce the new ICF Core Sets for children and youth with CP.

- To understand how the ICF Core Sets can promote interprofessional collaborative work.

- To, through the use of scenarios, enhance learners’ practical ability to apply the ICF Core Sets in everyday practice.

- To illustrate how to select psychometrically sound measure/s for clinical applications and/ or research studies using the content of the ICF Core Sets.
International Classification of Functioning, Disability and Health (ICF)
The ICF is part of the World Health Organization’s Classification system that encompasses the ICD (International Classification of Diseases)

The ICF provides a profile of function, which is a vital aspect of health and is essential both for guiding clinical practice and health planning.

“Although diagnoses are important for defining cause and prognosis, identifying STRENGTHS and limitations of function is often the pivotal information on which interventions are planned and implemented”
The ICF is more than a classification

First of all, the ICF is a **conceptual framework** or a way of thinking about health and disability. As such, it is meant to be understood as an idea which will underlie your daily practice.

Second, the ICF is a **unifying, international language** for talking about health and disability which allow for improved communication and understanding.

Third, the ICF is a **classification tool**. It allows you a systematic method of categorizing health and health related domains as it looks at the consequences of health conditions i.e. their implication on function.

Finally, the ICF can be a **method of comparing data**. If it is used internationally, we will have a means of comparing meaningful functional and disability data nationally and internationally.
Functioning versus Disability

‘Functioning’ and ‘disability’ are the broad terms used to cover the range of concepts in the ICF.

 ✓ 'Functioning' is the overall neutral or positive word.

 ✓ 'Disability' is the overall neutral word indicating impairment, limitation or restriction.

The ICF provides a standardized and unified international language which is neutral and therefore without negative connotation.
ICF Model: Biopsychosocial model

Health condition — Cerebral Palsy

Functioning
“What a child with CP can or cannot do everyday”

Disability

Body structures
Body functions

Activities

Participation

Environmental factors

Personal factors

Contextual factors
All of the components of the ICF can be articulated in both positive and negative terms. If a child has a health condition it could mean that some or all of the following terms will apply, indicating a challenge/problem.

- **Impairment** or change of body function
- **Impairment** or change of body structure
- **Limitation** in execution of activity
- **Restriction** in participation in life situations

These terms all fit under the umbrella term **Disability**.

The presence of a health condition does not always mean disability. Just because a person has impairment it does not mean they have capacity limitation and they may function very well.
Contextual factors

- Contextual factors often have major implications for functioning and may even be the factor determining whether or not a child is able to function in their daily lives.

- Some contextual factors will facilitate positive functional outcomes (FACILITATORS).

- Others will hinder positive outcomes (BARRIERS).
Personal Factors

- The component does not have alphanumeric codes assigned yet, however, we recommend adding essential personal characteristics of the child or youth with CP to the functional profile.

- Personal factors such as preferences, positive attitudes and other attributes can influence adherence to interventions; thus, should be routinely addressed by professionals.
ICF Classification Tool

As a **classification tool** the ICF provides a **systematic coding scheme** allowing meaningful information (i.e. functional outcomes) to be measured.
ICF coding system

- The units of the ICF classification are called **ICF categories**, denoted by unique **alphanumeric codes**.

- Within each component categories are organized in a hierarchically nested structure:
  - Body structures (s)
  - Body functions (b)
  - Activities and Participation (d)
  - Environmental Factors (e)

Example within the component **Activities and Participation:**
- **d7-Interpersonal interactions and relationships** (first/chapter level)
  - **d710 Basic interpersonal interactions** (second level)
    - **d7104 Social cues** in relationships (third level)
      - **d71040 Initiating social interactions** (fourth level)
To apply the ICF in research and clinical practice **ICF-based tools** must be developed

- List of ICF categories that serves as **international standard for describing “functioning” and disability**
- ICF Core Sets summarize **what should be measured** and reported for a given population
Development of the ICF Core Sets for children and youth with CP

To identify which ICF categories best represent the functional profile of children and youth with Cerebral Palsy (CP) aged 0 to 18 years of age.
ICF Core Sets development methodology

Preparatory Phase

- Researcher perspective
  - Systematic review

- Expert perspective
  - Expert survey study

- Children & youth and caregivers perspective
  - Qualitative study

- Clinical perspective
  - Clinical study

2009-2013

Phase I

ICF Core Sets Consensus Meeting

1st version of
ICF Core Sets for Children & Youth with CP

Vancouver, 2013

Phase II

Knowledge translation

Implementation

Cultural validation of
ICF Core Sets for Children & Youth with CP

2014-ongoing
There are five ICF Core Sets for CY with CP

Comprehensive ICF Core Set
135 ICF Categories

Common Brief ICF Core
25 ICF Categories

+ specific ICF Categories

Age-specific Brief ICF Core Set

Brief Core Set for children
0-6 years

Brief Core Set for children
≥6-<14 years

Brief Core Set for youth
≥14-18 years
User Instructions

- **Step 1 - Selection of type of ICF Core Set**
  (depending on purpose and amount of information)

- **Step 2 - Description of level of functioning**
  (use as a framework to guide users through the assessment process)

- **Step 3 - Rating the degree of functioning**
  (assigning ICF qualifiers, based on clinical judgement, 0 = no problem/Strengths, to 4 complete problem)
Step 1- Selection of type of ICF Core Set

Depending on **purpose and amount of information**

- Comprehensive ICF Core Set 135 categories
  - In deep description
  - Multidisciplinary team
  - Resources (i.e. time)

- Common Brief or Age-specific Brief ICF Core Sets
  - Regular encounter
  - Identify key areas of functioning
  - Small team
  - Brief assessment
Step 2- Description of level of functioning

Using the ICF Core Sets as a framework

Allocate team members
Step 2- Description of level of functioning

Using the ICF Core Sets as a framework

- Select **valid and reliable** measures
- Select **discriminative and/or evaluative** measures
- **Self-report**, when possible
- **Condition specific**, if available
- **Positive and/or neutral language**, avoid negative connotations
- Based on **content analysis** of measures, **select** the best combination of assessments tools
Step 3- Rating the degree of functioning
assigning ICF qualifiers, based on clinical judgement
LET'S APPLY THE ICF CORE SETS IN DAY TO DAY PRACTICE

Source: ICF educational e-tool
ICF CORE SETS FOR CY WITH CP
Thank you for attending this Instructional Course

CHECK THE PROJECT’s WEBSITE
Development of ICF Core Sets for children and youth with CP &

ICF educational e-tool NOW available!
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- **Studies participants:** CP experts, children with CP and their caregivers

- **ICF Research Branch, collaborating center WHO**

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