Use of ICF principles in habilitation and education planning for children with Cerebral Palsy

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Introduction
Participation at school is essential for the health of all children regardless of their abilities. Children with Cerebral Palsy (CP) present impairments, activity limitations and participation restrictions. The use of ICF principles, definitions help to perform a holistic assessment of children, and plan the most appropriate interventions.

Aim
of this study is to explore and analyze limitations in school activities of CP children with restrictions in eating and drinking, communication, gross and fine motor areas, to evolve problems and needs in relation to school participation limitations.

Patients and Methods
20 children with CP (53% boys, 47% girls, mean age 11.5 years, SD-4.6) attending Child development center in Riga, were assessed.

CP decision tree (SCPE) was used to identify CP form.

The clinical activity-focused assessment tools consistent with ICF (WHO, 2007) were:

A questionnaire for participation at school activities and frequency of attendance was developed, it covers the following items: engagement in all school-related responsibilities, learning the course material, regular school attendance, working cooperatively with other students, taking direction from teachers, organizing, studying and completing assigned tasks and projects, achievement of individual education goals.

Results
80% were children with spastic, 17%- dyskinetic, 3%- ataxic CP. 43% had severe CP (GMFCS level III-V). 38% participants of GMFCS level III-V were dependent on assistance in all school activities and their participation was limited.

Conclusion
• Use of holistic assessment (body functions, activities, participation) helped to develop meaningful short and long term habilitation and education plans to enhance the participation of children with CP GMFCS level III-V.
• ICF CY implementation defined interdisciplinary responsibilities for teachers, physical, speech, and occupational therapists, as well as personal assistants.
• Use of ICF CY principles for planning helped to develop environment adaptation strategy to facilitate participation performance of children with CP at Special School- Child Development Center Nr.1.