

ICF-CY & Children's Rights: a Common language for Special Education



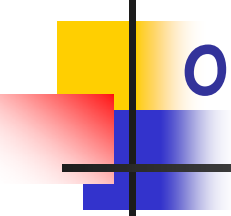
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The right to education of children with disabilities

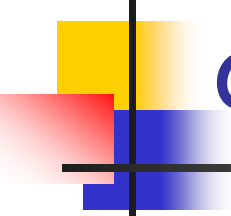


- All children have a fundamental right to receive an education
- “Human rights are human only if they refer to everyone” (Grunewald, 2003).
- All human rights and special rights extend to children with disabilities defined by:
 - U. N. Convention on the Rights of the Child
 - U. N. Convention on the Rights of Persons with Disabilities



Rights of the child- UN Convention on the Rights of the Child

- Integrity a person: Articles 1-2
- Best interests of the child: Article 3
- Identity Articles 7-8
- Family environment: Article 9, 18
- Right to be heard Article 12,13
- Right to access information Article 17
- Education Article 22
- Highest allowable health Article 24



UN Convention on the rights of Persons with Disabilities

- Integrity a person: Articles 17
- Identity Articles 18
- Respect for home & family : Article 23
- Freedom of expression Article 21
- Education Article 24
- Highest allowable health Article 25

Who is this child and what are his rights?



Rights:

Integrity
as person

Identity

Right to
be heard

Education



UN Convention on the Rights of the Child: Article 23, Par. 1,2

- “...a mentally or physically disabled child should enjoy a full and decent life in conditions which ensure dignity, promotes self reliance and facilitates the child's active participation in the community”
- “... right of the disabled child to special care and ...assistance ...appropriate to the child's condition and to the circumstances of the parents or others caring for the child”.

UN Convention on the Rights of the Child: Article 23, Par. 3,4

"...assistance ...shall be provide free of charge, whenever possible, taking into account the financial resources of ..parents or others caring for the child, and..."

- "...child has effective access to and receives...education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities ...conducive to ...achieving the fullest possible social integration and individual development, including... cultural and spiritual development".

Who is this child and what are her rights?



Rights:

Special care

Assistance

Education

Participation

Social integration

Individual
development

Children with disabilities and their rights

- Accessibility, equality of opportunity and participation are central principles of the conventions on the Rights of Children and Persons with Disabilities
- **Rights= equality of access to physical, social and psychological environments**
- **Deprivation of rights = Constraint, limitation or barrier in child's access to or encounters with physical, social or psychological environment essential to their growth and development**



How can the ICF-CY be used to insure the children's rights to education?

- To insure that children with disabilities realize their right to education, we need to
 - identify the barriers- document "deprivation of their rights to environments"
 - understand their functioning limitations and abilities - "document unmet needs"
 - develop an individualized plan that matches their educational needs with environmental supports



The ICF-CY be used to document rights to access

- Document "deprivation of access to environment"

Document restrictions, limitations or barriers of environments experienced by child

Document the kind of environments (physical, social, attitudinal) that are limited for the child

This approach places focus on what is missing in child's environment on what is missing in child

Using ICF-CY to document deprivation of access to environment

UNCRC-Rights	Kind of environment in ICF-CY (EF chapters)
Integrity as person	Psychological-E3
Identity	Psychological-E3
Education	Physical- E1: Policy-E5
Family environment	Social- E3
Assistive technology	Physical- E1
Access / mobility	Physical- E1



How can the ICF-CY be used to insure the rights of children?

■ Documenting "unmet needs"

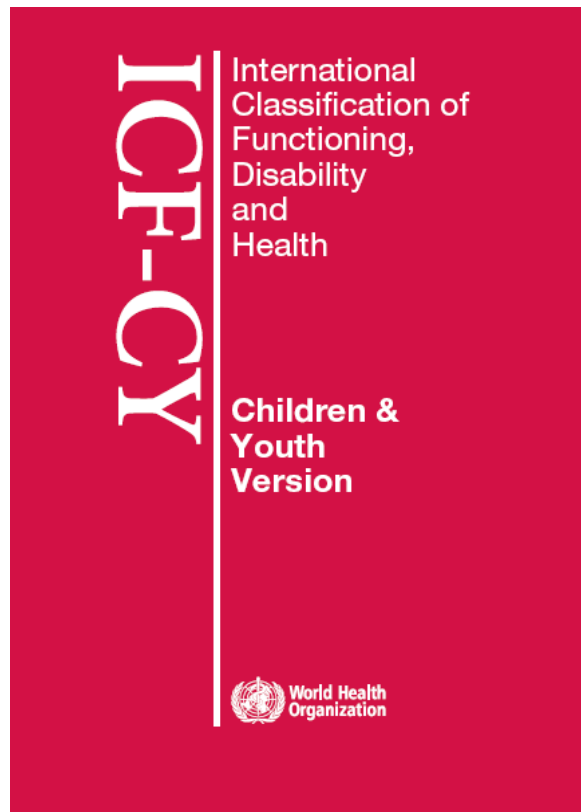
- Identify a limited set of ICF-CY codes that represent essential Activities/Participation domains all children engage in (e.g. safety, belonging, esteem, self-actualization..)
- Assess extent to which child is limited in performing activities or participating in roles that are essential needs



Contribution of the ICF-CY to define child's right to education

- A common, universal language useful across systems and disciplines
- A holistic, comprehensive framework of child functioning in school
- Using codes and qualifiers as basis for profiling each child's functional characteristics
- Matching functional needs with environmental supports
- Documenting participation outcomes

ICF-CY: a non-medical, common universal language



Body Functions

- Mental
- Sensory
- Voice/speech
- Cardiovascular, haematological
- Digestive, metabolic...
- Genitourinary
- Neuromuscular
- Skin

Body Structures

- Nervous
- Eye, ear..
- Voice/speech
- Cardiovascular
- Digestive
- Genitourinary
- Movement
- Skin..

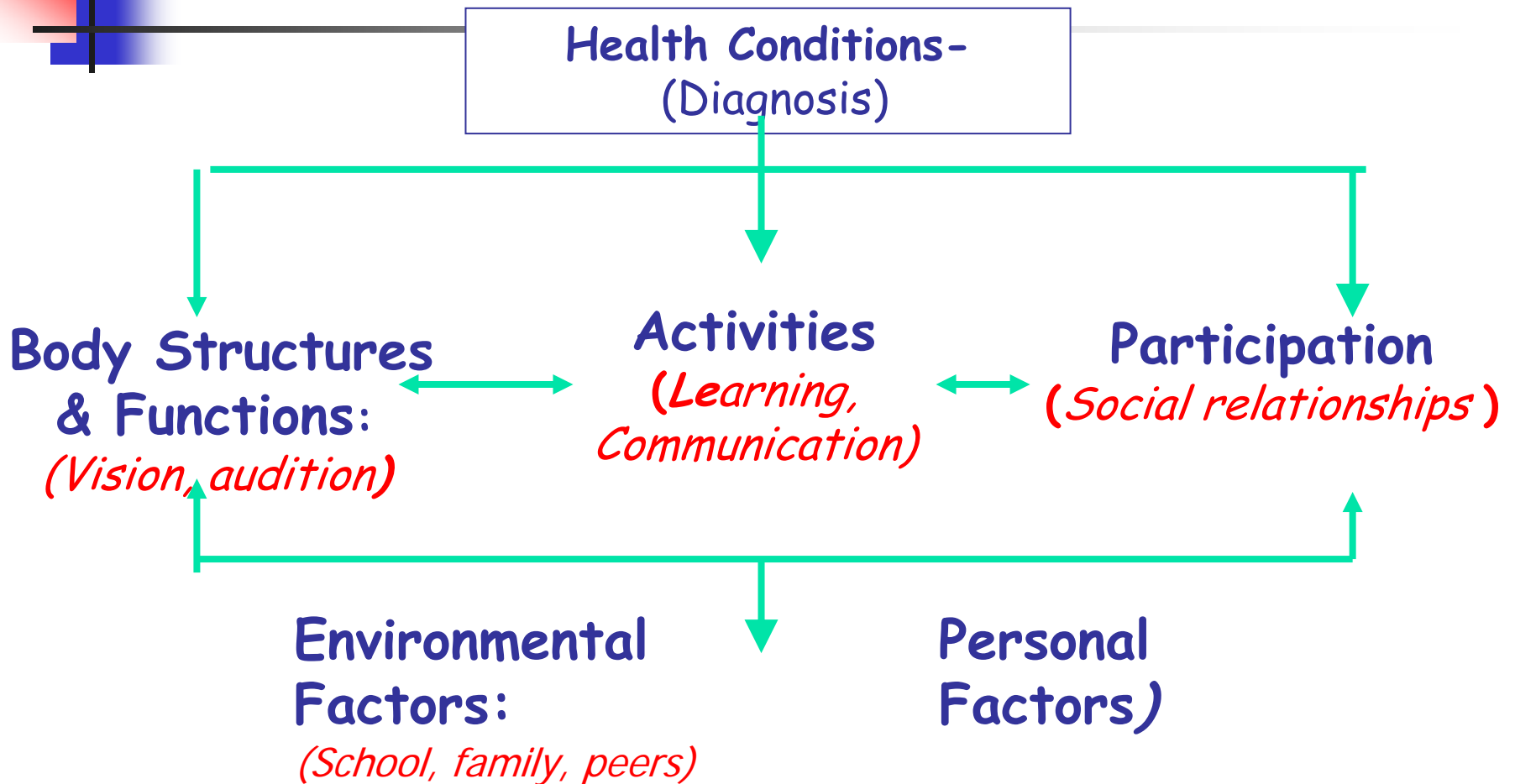
Activities/Participation

- Learning
- Tasks demands
- Communication
- Mobility
- Self-care
- Domestic life
- Interpersonal
- Major Life

Environmental factors

- Products/technology
- Natural environments
- Support & relationships
- Attitudes
- Services, systems, policies

Clinical: unifying scheme of ICF-CY for interdisciplinary practice



The 2 "C's" in ICF-CY:

CLASSIFICATION & CODES

- The ICF is not a psychological or physical measurement
- The ICF-CY is a **classification system**
- **Unit of classification**
 - Children are not classified
 - Attributes/experiences" of children & their "situations/circumstances" are classified;
- Coding is essential in applying the ICF-CY
- **Measures and instruments** are needed to provide evidence in applying the ICF-CY.
- **Coding** links functional instruments with the ICF-CY



Codes and qualifiers describe what difficulty and how much difficulty the child has: example

- What difficulty?
- Communicating understanding others
 - d = Activity or Participation
 - 3 = Chapter/communicating
 - 10 = receiving—spoken messages
- How much difficulty?-
 - 0. No difficulty
 - 1. Mild difficulty
 - 2. Moderate difficulty
 - 3. Severe difficulty
 - 4. Complete difficulty
- **d310.3 Severe difficulty understanding other's speech**

Identify selected ICF-CY areas/ codes as indicators for special education



- Identify Body Function, Activities/ Participation and Environmental Factors codes **relevant to special education**
- Focus on **codes common to different conditions and disabilities** of children
- Emphasize the functions necessary for **meeting tasks and demands of schools**
- Identify **evidence** for assigning qualifier to codes
- Specify **decision rule** for using the evidence for child's education

Possible areas/chapters of focus for "core set" in special education

Domain/chapters	Measure	Decision rules
Mental functions: BF-chapter I		
Sensory functions: BF- chapter II		
Learning: A&P- chapter I		
Communication: A&P- chapter III		
Mobility: A&P- cap. IV		
Behavior: A&P- cap. II & VII		
Social interaction: A&P - chapter VII		
Major life area: A&P- chapter VII		
Environment: EF- chapters I & III		

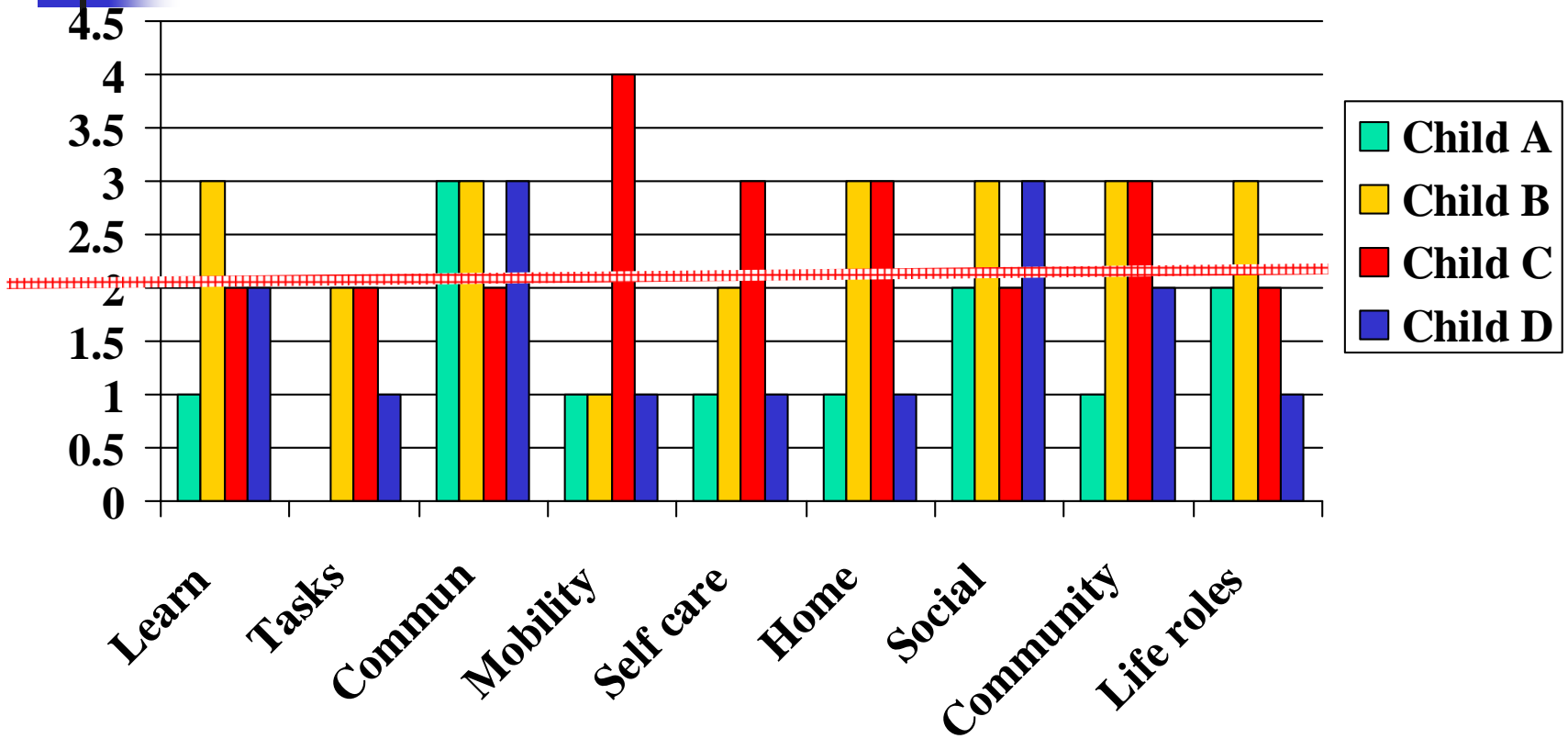
Profiles of three children on set of codes for special education

Code	A	B	C
B140 attention functions	X	X	X
B163 basic cognitive functions	X	X	
B164 higher level cognitive functions		X	X

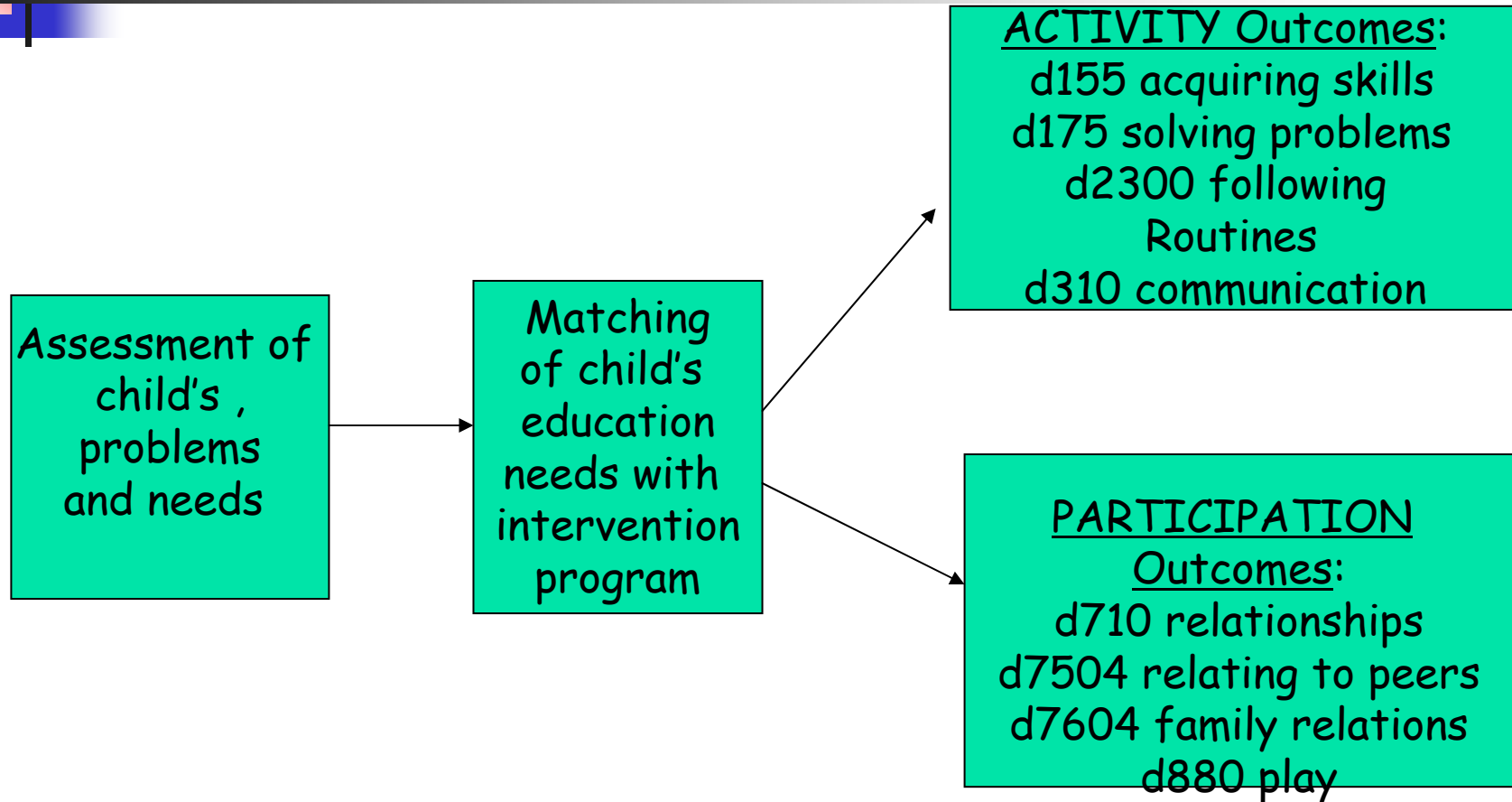
D131 learning through actions/objects	X		
D133 acquiring language	X		X
D166 reading		X	
D2504 adapting activity level	X	X	X

E3 supports and relationships	X	X	
E4 attitudes	X	X	X

Profiles based on core set-



ICF-CY: indicators for defining intervention and outcomes



Using ICF-CY codes to define child's special education needs



D140 learning to read

D155 acquiring skills

D160 focusing attention

d455 moving around in different locations

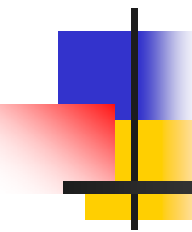
E120 products and technology for indoor outdoor mobility

Using ICF-CY to define child's special education needs



B760.3 Control of voluntary movements
d155.3 acquiring skills
d160.3 focusing attention
d2304.2 managing changes in daily routine
d4750.2 driving human powered transportation
e1503 Design construction and building products and technology for physical safety of persons

"Children's rights generate obligations and responsibilities, that must be honored".
(Lansdown, 2000).



Obrigado
Thank you