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Grouping Body Functions (BF) and Activity and Participation (AP) categories in children functioning assessment: a new core set or some ontologic suggestions?

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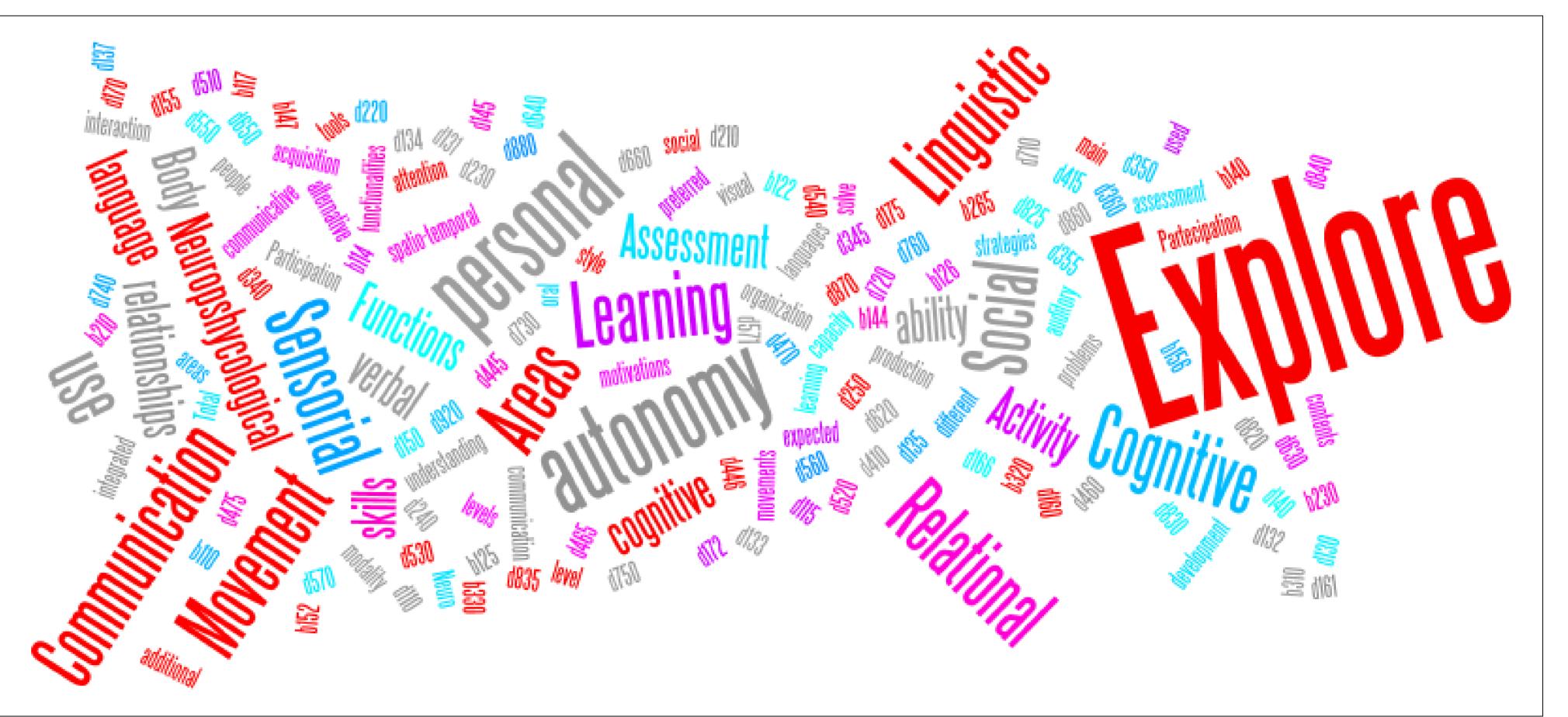**Barcelona, Spain**

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Abstract Results are shown on the contents of a web tool to facilitate the description of the individual functioning/disability balance in children. BF and AP categories were combined according to specific assessment criteria, taking into account the EF role.

Introduction

There are no automated tools to describe functioning and disability in children that take into account the need to collect information on impairments, limitations and restrictions, and consider explicitly the Environmental Factors (EF) role.
Aim: to define a web tool to facilitate the description of the individual functioning/disability balance in children, which combines BF and AP categories according to specific assessment criteria, and takes into account the EF role.
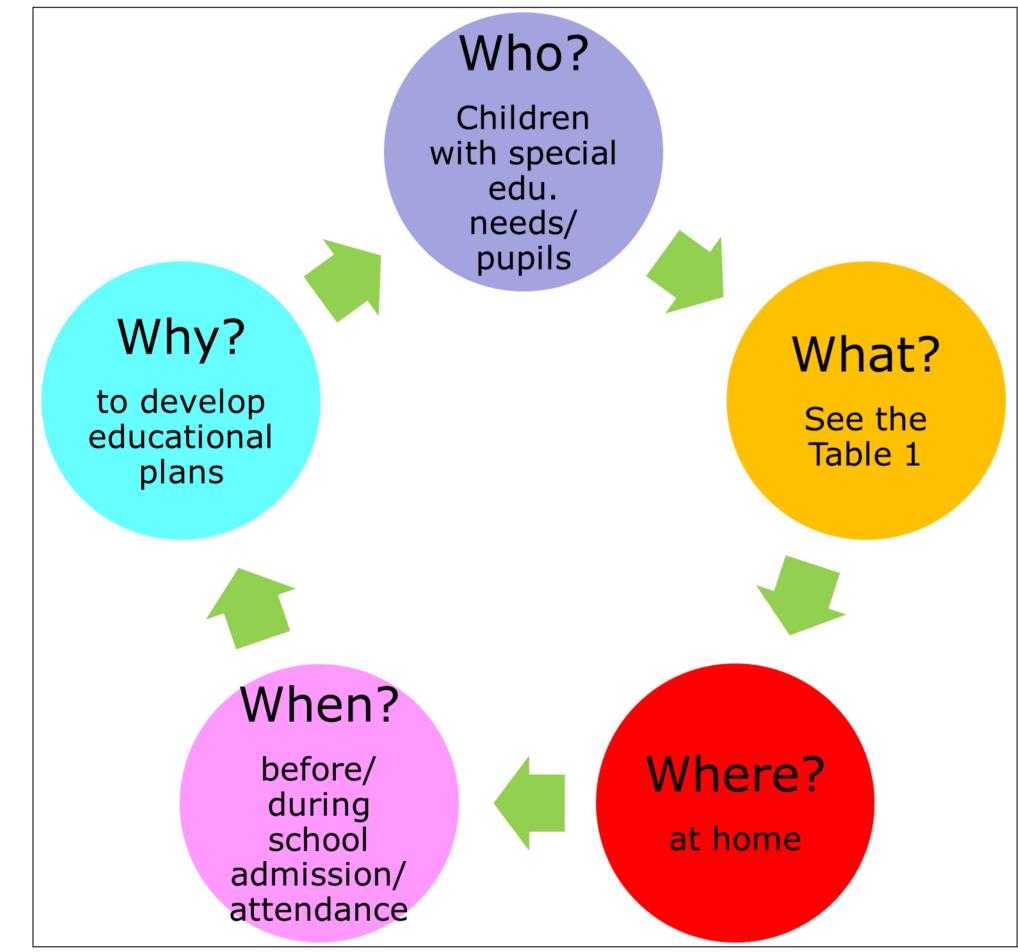
Methods & Materials

The starting points were the Italian administrative rules for school inclusion of children with disabilities and specific educational needs (1). These rules suggest to assess children in 9 areas: cognitive, relational, communication, linguistic, sensorial, movement, neuropsychological, social and personal autonomy, and learning.

Figure 1 – 5 W for exploring children functioning

- Who? Children with special edu. needs/ pupils
- What? See the Table 1
- Where? at home
- When? before/ during school admission/ attendance
- Why? to develop educational plans

Table 1 – What to explore, according to the administrative rules?

	Area	What to explore?
1	Cognitive	Explore the levels of cognitive development achieved; the strategies used to solve tasks or problems; cognitive style; the ability to use different skills in an integrated way.
2	Relational	Explore the level of self-esteem; the relationships with other people; the motivations of the relationships.
3	Communication	Explore the interaction modality; the main contents of communication; the preferred tools.
4	Linguistic	Explore the ability to understand oral language; the verbal production and the communicative use of verbal language; the use of alternative or additional languages.
5	Sensorial	Explore the visual, auditory, tactile functionalities.
6	Movement	Explore the fine and gross movements.
7	Neuro pshycological	Explore the mnestic and attention abilities; the intellectual ability; the spatio-temporal organization.
8	Social and personal autonomy	Explore the personal and social autonomy.
9	Learning	Explore the acquisition of the skills expected for the age.

Figure 1 – The semantic STORM in children assessment

Thirty professionals were selected among those who had taken part in the VilmaFABER field trial during 2013 and who had a specific background on neurological and psychiatric problems of children. Formal assessment documents prepared by the professionals were collected and information on functioning, written in natural language, was backcoded to ICF.
A list of BF and AP ICF categories was thus created, moving from a semantic storm (Figure 2). The professionals were then asked to group the information mapped to these categories into the 9 suggested assessment areas, avoiding to put a category in more than one assessment area.

The VilmaFABER system was updated with this new core set. An automated output was designed in order to release a specific valid document, written in both natural and ICF language. This new document describes the individual functioning/disability balance, according to the threshold between functioning and disability which VilmaFABER system was using (2). Field trials were planned to test the core set in selected samples in order to reduce the number of the chosen dimensions to assess and to verify how the information on the EF role for each category changes the meaning of the sentences written in natural language. The combination of BF and A&P categories describing 9 assessment areas may be helpful on the ICF ontological revision.

Table 2 – The CALM after the storm

Assessment Areas	BF (N)	BF categories	A&P (N)	A&P categories
Cognitive	5	b117; b160; b163; b164; b167	5	d131; d132; d137; d155; d175
Relational	6	b110; b122; b125; b126; b152; b180	11	d240; d250; d660; d710; d720; d730; d740; d750; d760; d880; d920
Communication	-	-	7	d134; d315; d335; d345; d350; d355; d360
Linguistic	3	b310; b320; b330	6	d133; d310; d320; d325; d330; d340
Sensorial	3	b210; b230; b265	-	-
Movement	2	b147; b176	11	d410; d415; d420; d435; d440; d445; d446; d450; d455; d460; d465
Neuro pshycological	4	b114; b140; b144; b156	5	d110; d115; d135; d160; d161
Social and personal autonomy	-	-	21	d210; d220; d230; d470; d475; d510; d520; d530; d540; d550; d560; d570; d571; d620; d630; d640; d650; d835; d840; d860; d870
Learning	1	b172	11	d130; d140; d145; d150; d166; d170; d172; d815; d820; d825; d830

Results

A web children and youth core set was created as a part of the Vilma-FABER system, which foresaw the assessment of 101 categories, 24 from BF Chapters 1-3 and 77 from all 9 AP Chapters (Table 2). After grouping the items in the 9 suggested assessment areas, taking into account the professionals' suggestions, and after three rounds of consultations, a final combination of categories was approved.

References

1. Presidenza del Consiglio dei Ministri, Conferenza Unificata, "Intesa tra il Governo, le Regioni, le Provincie autonome di Trento e Bolzano, le Provincie, i Comuni e le Comunità montane in merito alle modalità e ai criteri per l'accoglienza scolastica e la presa in carico dell'alunno con disabilità", 20 marzo 2008
2. www.vilmafaber.eu

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