

ICF: A view from England and Wales

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ICF: A key question

Can the ICF provide a framework that will inform and improve the work of EPs in England and Wales, with a particular focus on assessment?

School psychology: The role of frameworks in informing our practice?

- The origins of our profession
- Reliance on the medical model
- Medical models and DSM/ICD

The medical model

Advantages

- diagnosis
- prognosis
- may lead to suggestions for programme interventions

Disadvantages

- Pathologising disability
- disregards the context - e.g.family, school
- the assumption is that the problem lies *within - the child*

So what models/frameworks do EPs currently use to inform their assessments?

Farrell, P., et al. (2006) *A Review of the Functions and Contribution of Educational Psychologists in England and Wales in light of "Every Child Matters: Change for Children."* London: HMSO, 160pp.

Woods, K., Farrell, P. (2006) 'Approaches to Psychological Assessment by educational psychologists in England and Wales', *School Psychology International*, Vol.27 (4), 387-404.

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Models EPs currently use to inform their assessments – some findings

- Regular use of IQ and attainment tests
 - Little use of personality tests
 - Multi agency work – role in gathering data, collating and reporting
 - Lack of a theoretical orientation
- Little, if any, reference to any framework governing approach to assessment*

Recent developments in Children's Services in England and Wales: their influence on the frameworks/models that EPs are adopting.

Every Child Matters

- creating frameworks for assessment for use by EPs and others who work with children
- Holistic children services
- Importance of multi-agency work
- EPs expected to spend more time in the community
- The development of a Common

A 'framework' for assessing children

1 Multiple perspectives

	Child	Peers	Teacher	HT	Parents	Other profs
<u>Contexts</u> e.g. School/home	x	x	x	x	x	x
<u>The child</u> e.g. Ability Attainment personality	x	x	x	x	x	x
<u>Interventions</u> Relevance Fidelity Outcomes	x	x	x	x	x	x

2 Multiple Measures

	Rate scales	Int/ views	Tests	Records	Observation
<u>Contexts</u> e.g. School/home	x	x		x	x
<u>The child</u> e.g. Ability Attainment personality	x	x	x	x	x
<u>Interventions</u> Relevance Fidelity Outcomes	x	x		x	x

Some questions

- Tests versus other approaches
- What is the unique contribution of the SP?
- How is this related to ICF or other frameworks?

The contribution of psychology within this more holistic framework

Less reliance on

- cognitive psychology
- Neuro-psychology

More emphasis on

- social and organisational psychology

Is this holistic approach linked to a framework?

- Socio-cultural theory - is this a useful framework that can inform our practice – Vygotsky (1986), Wertsch, (1991, 1998)
- Strengths – stresses the context, interactional, optimistic in promoting change
- Weaknesses – plays down importance of within-child factors

So what does the ICF offer?

- Time will tell
- But it is more comprehensive than DSM/ICD
- But do SPs need frameworks - is the socio cultural framework more appropriate?
- What do you think??