

## **International Classification of Functioning, Disability, and Health Model**

- Thomas Oakland University of Florida, Gainesville, Florida USA
- Nora Katona, Loránd Eötvös University, Budapest, Hungary
- Peter Farrell, University of Manchester, Manchester, UK

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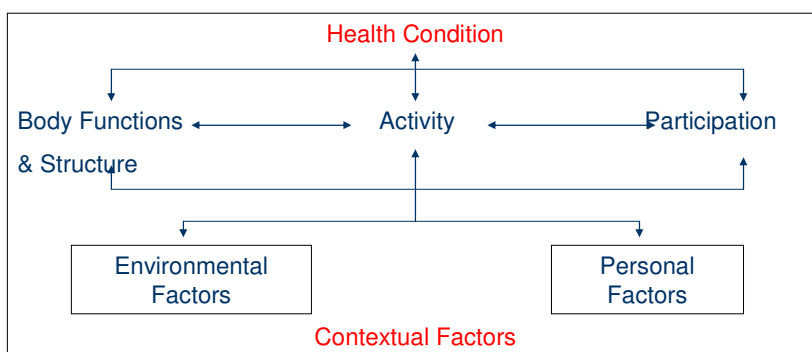
## **International Classification of Functioning, Disability, and Health Model**

- Presentation Overview
  - International Classification of Functioning Model (ICF)
  - Applications of ICF model to school psychology, and more specifically to assessment methods

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## ICF's Two Broad Parts

- Health Conditions
- Contextual Conditions



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## ICF Model

- Framework for describing human functions that may be affected by health conditions
- Biosocial model (not a medical/pathology model)
- Describes behaviors that may lead to intervention, not to diagnose a disorder
- If fully implemented, information on three health conditions and two contextual conditions is acquired and integrated.

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## Health Conditions Include

- Body Functions and Structures
- Activities
- Participation

Let's consider each more closely

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## Body Functions and Structures

Body functions: the human organism as a whole (i.e.) physiological and psychological (e.g. mental) functions

Body structures: anatomy (i.e. organs and limbs)

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## Body Functions and Structures

8 physiological body system functions:  
mental; sensory and pain; skin;  
voice and speech; reproductive;  
cardiovascular, hematological, immunological;  
digestive, metabolic, & endocrine;  
neuromusculoskeletal and movement

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## Body Functions and Structures

8 anatomical body structures:  
  
nervous; voice and speech; eyes and ears;  
cardiovascular, immunological, respiratory;  
digestive, metabolic, endocrine;  
reproductive; movement; skin

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## Activities and Participation

- Activity: execution of a task or action
  - A **person's perspective** of functioning
  - Is the person able to perform the activity?
- Participation: one's involvement in life:
  - A **societal perspective** of functioning
  - Does the person perform the activity, when needed

Two examples: bathing, riding a bicycle

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## 8 Activities and Participation Areas

learning and applying knowledge;  
communication; mobility; self-care;  
domestic life; interpersonal interactions  
and relationships; community, social, and  
civic life; general tasks and demands (e.g.,  
carrying out daily routines); **major life areas** (i.e., education,  
employment, economic life)

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## Contextual Conditions

- The conditions that together constitute the complete context of an individual's life. The two broad conditions are:
- Personal Qualities
- Environmental Qualities

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## Contextual Conditions

- Personal Qualities
  - An individual's personal qualities, including their age, gender, SES, race,
- Environmental Qualities
  - All aspects of a person's external or extrinsic world that provide the context for one's life
  - Physical, social, and attitudinal environments in which people live and conduct their lives

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## 5 Environmental Qualities

1. Products and technology for (e.g.)  
personal communication,  
education,  
recreation,

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## 5 Environmental Qualities

2. Natural environment and human-made changes  
(e.g.)  
physical geography,  
climate,  
air quality,  
population,  
light and sounds

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## 5 Environmental Qualities

3. Support and relationships (e.g.)
  - immediate and extended family,
  - friends, acquaintances,
  - persons in authoritative or subordinate positions,
  - health and health-related professionals,
  - domestic animals,

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## 5 Environmental Qualities

4. Attitudes (e.g.)
  - immediate and extended family,
  - friends and acquaintances,
  - strangers,
  - societal,
  - social norms,
  - persons in authoritative and subordinate positions,
  - health and health-related practitioners

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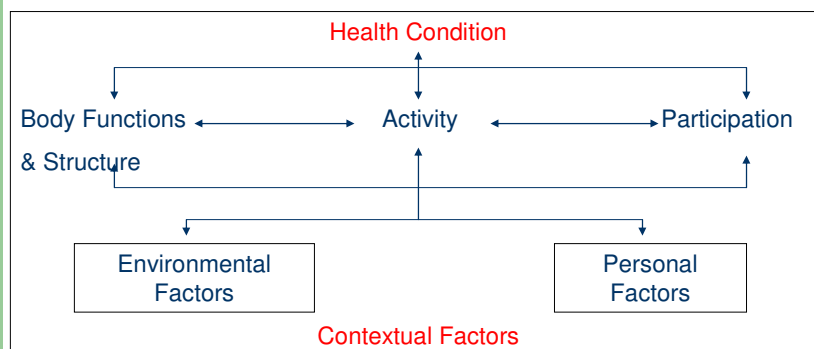
## 5 Environmental Qualities

5. Services, systems, and policies (e.g.)  
for producing consumer goods,  
communication and transportation systems,  
social security and social support systems,  
labor and employment policies,  
civil protection

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## As a review:

- Health Conditions
- Contextual Conditions



## Other Key Concepts

- Impairment: loss or abnormality in body structure or function, including mental function
- Activity limitation: difficulties in executing activities.
- Participation restrictions: difficulties in involvement in life situations.

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## The issue before us:

- Thus, wellness and health conditions are impacted by one's body functions and structures, a person's activities (i.e., ability to execute tasks) and participation (i.e., whether they display the behavior, when needed)--all of which both influence and are influenced by one's environment and personal qualities (e.g., age, gender, SES).
- Let's discuss assessment methods that may allow us to implement this model.

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## Views of Panel Members

- Nora Katona,
- Peter Farrell,
- Thomas Oakland

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## A stronger focus on adaptive behavior and skills

Adaptive behavior = personal qualities associated with the ways in which individuals meet their daily personal needs as well as deal with the natural and social demands in their environment.

**Functional qualities** that are impacted by one's personal qualities and environmental opportunities and expectations.

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## A stronger focus on adaptive behavior and skills

Adaptive skill information can be directly **linked to interventions.**

e.g. ABAS-II Scoring Assistant and Intervention Planner

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## A stronger focus on adaptive behavior and skills

Distinguishes between activities and participation

**Activities** = activities a client is able to perform. If unable, the client has a skills deficit

**Participation** = activities a client performs and become integrated into one's life. If unwilling, the person may have a performance deficit.

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## A strong focus on adaptive behavior and skills

Data from measures of adaptive behavior may be used for individual evaluations, assisting in differential diagnosis, establishing eligibility for special services, informing program planning, monitoring change, and conducting research.

However, the possibility that data from these tests can identify **important functional skill limitations linked with intervention methods** make them highly relevant to the ICF.

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## Limitations of the ICF

- Many ICD codes can underlie one problem
  - For example, difficulty understanding the teacher may relate to b230 Hearing Functions, b1560 Auditory Perception, b140 Attention Functions, b1670 Reception of Language, b1672 Integrative Language Functions, or b2304 Speech Discrimination
- ICF cannot categorize detailed assessment information
- ICF doesn't classify circumstances determined by socioeconomic factors that limit participation in education for reasons unrelated to health
  - Race, gender, religion, or culture

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## Online References and Resources

ICF Home Page

<http://www3.who.int/icf/>

Centers for Disease Control and Prevention

<http://www.cdc.gov/nchs/about/otheract/icd9/icfhome.htm>

Australian Institute of Health and Welfare

<http://www.aihw.gov.au/disability/icf/index.cfm>

National Health Service in England

<http://www.connectingforhealth.nhs.uk/clinicalcoding/classifications/icf>

Canadian Institute for Health Information

[http://www.cihi.ca/cihiweb/dispPage.jsp?cw\\_page=codingclass\\_icf\\_e](http://www.cihi.ca/cihiweb/dispPage.jsp?cw_page=codingclass_icf_e)

World Health Organization (online international databases – See Research Tools)

<http://www.who.int/en/>

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