



# The electronic application of the ICF-CY as a planning and documentation system in the course of the EU project

# www.icf-training.eu

## INFORMATION for parents for early intervention centres, inclusive kindergarten and other preventive services by Prof. Dr. Manfred Pretis.

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained there in.



### 1 What is the ICF-CY planning and documentation system?

**ICF-CY** = International Classification of Functioning, Disability and Health for children and youth

The ICF-CY planning and documentation system is an **ONLINE-based** system, that allows planning, documentation and evaluation of support processes for children and their families in teams with different professionals.

### 2 What does „online based“ mean?

- The system is hosted on a server (at all-inkl.com). It is double-protected by means of 1) a Username and 2) a Password.
- To guarantee strict data protection it is necessary to define a 'key person' from the team who is leading the common work with the parents and the ICF-CY planning and documentation system. The key person (e.g. the special educator, the MD or others) has the possibility to assign different rights (Reading right, writing right,...) to team members. It is also possible to transfer the key person's rights to another person (e.g. when key person changes)
- The parents give their informed consent for the usage of this tool.
- Parents have a RIGHT TO READ all stored personal data by defining their own individual username and password (this will be possible while collecting their personal data).
- Therefore everything specialists document with regard to their concrete work in early intervention or a kindergarten can be seen by the parents.

### 3 Parts of the system

#### Parts of the Instrument

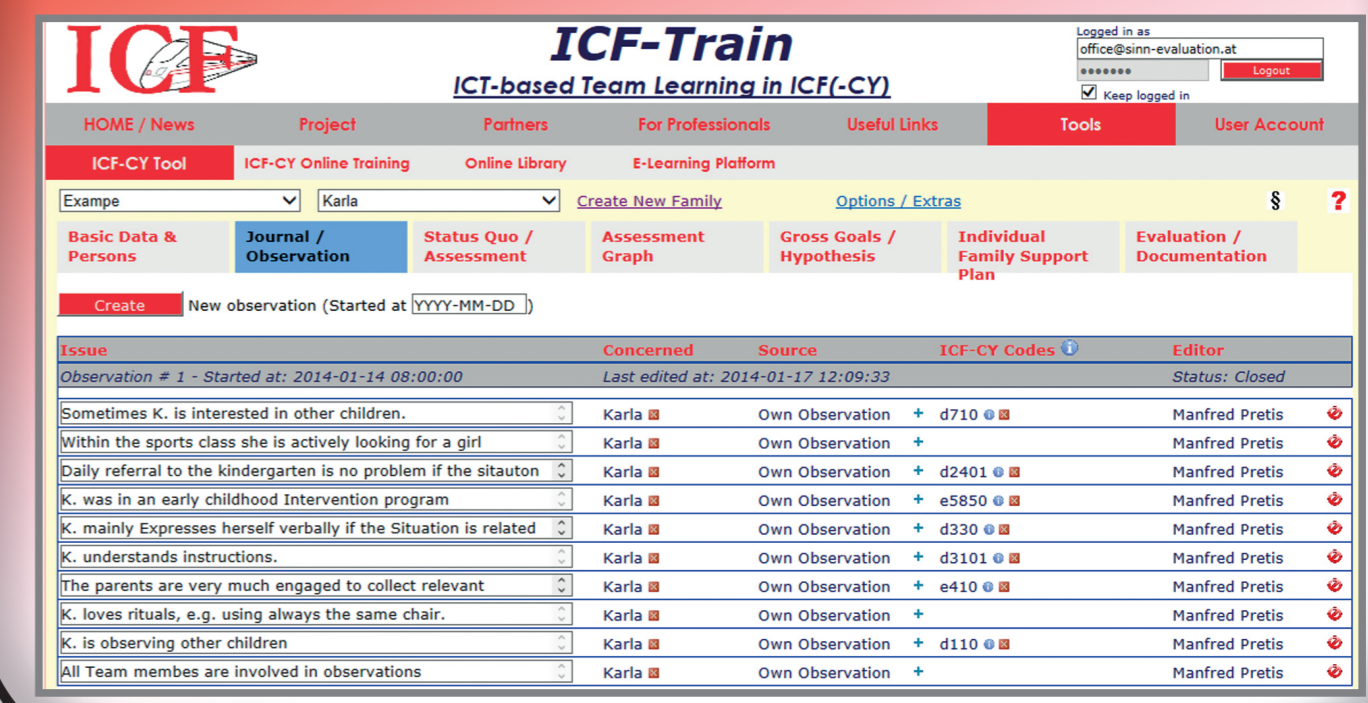
- **Manage basic data** (children's name, date of birth, important reference person, parental concerns,...)
- **Collect observation data** (which strengths and concerns can be observed by the specialists conjointly with the parents?)
- **Perform assessments in teams based on ICF-CY** (assess the situation, which strengths can be observe, which skills/competence should be acquired)
- **Represent assessments graphically and make pre/post comparisons possible**
- **Describe general goals, skills to be acquired and interventions**
- **Create fine or functional goals**
- **Create or print an individual family support plan, sign it together with the family**
- **Document units (what happens in every unit)**
- **Assess (re-evaluate) the success of the intervention** (in what areas can we see changes?)

### 4 Data management

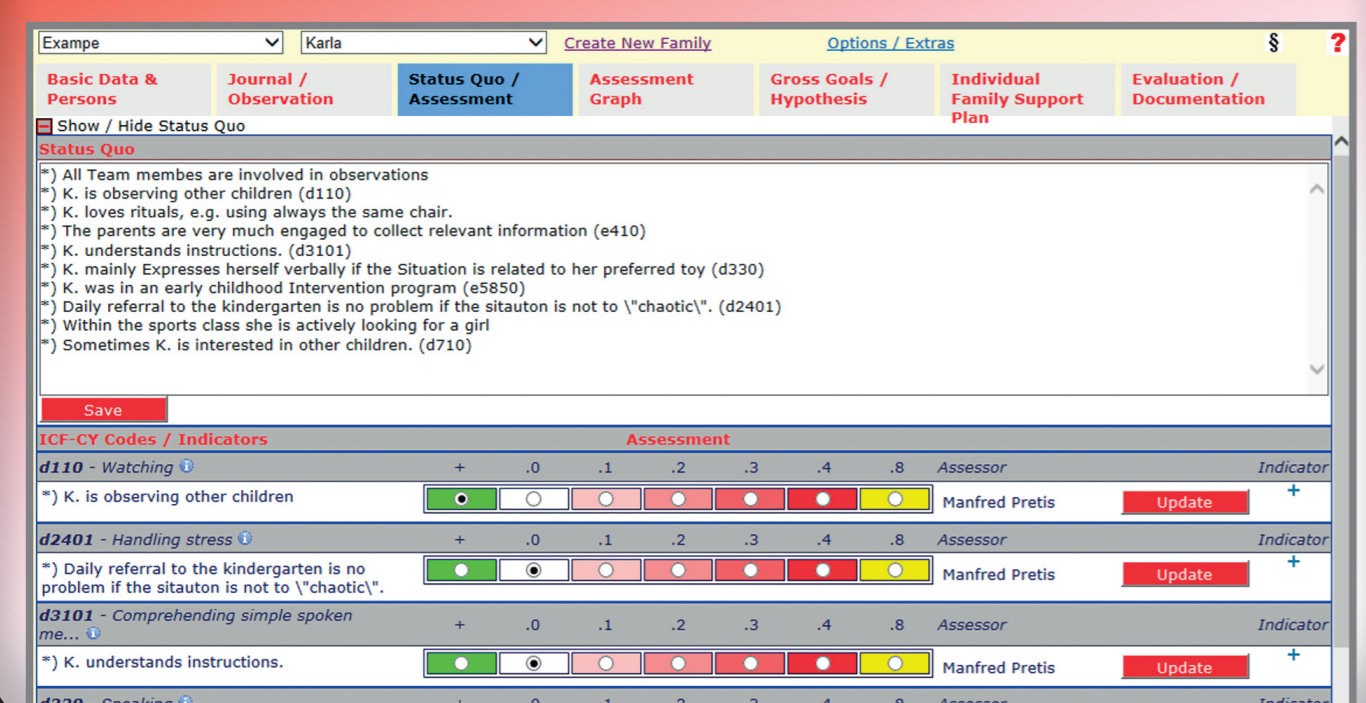
Important data referring to the support situation will be collected together with you. Specialists can upload important documents, when you as parents provide them.



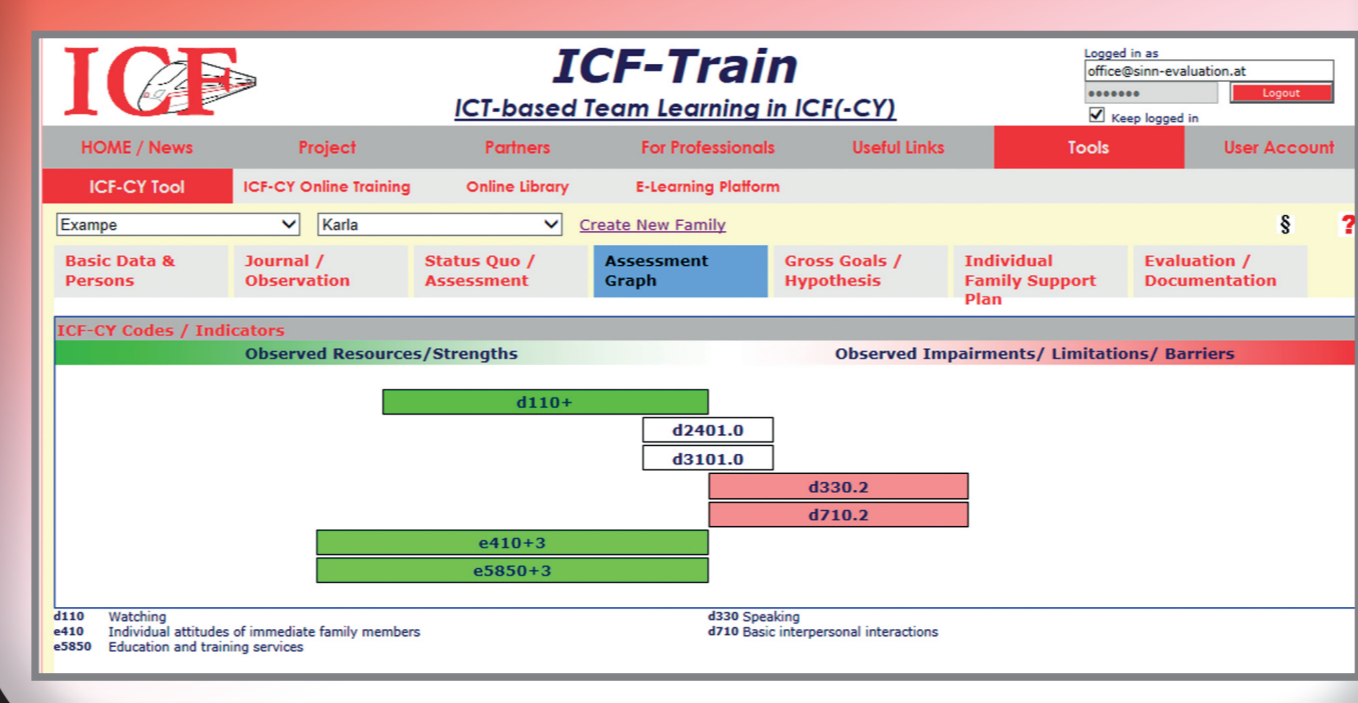
### 5 Observations of the team will be collected and assigned to ICF-CY categories (cooperatively with you). You as parents always have an insight into the data and can ask the specialists about it.



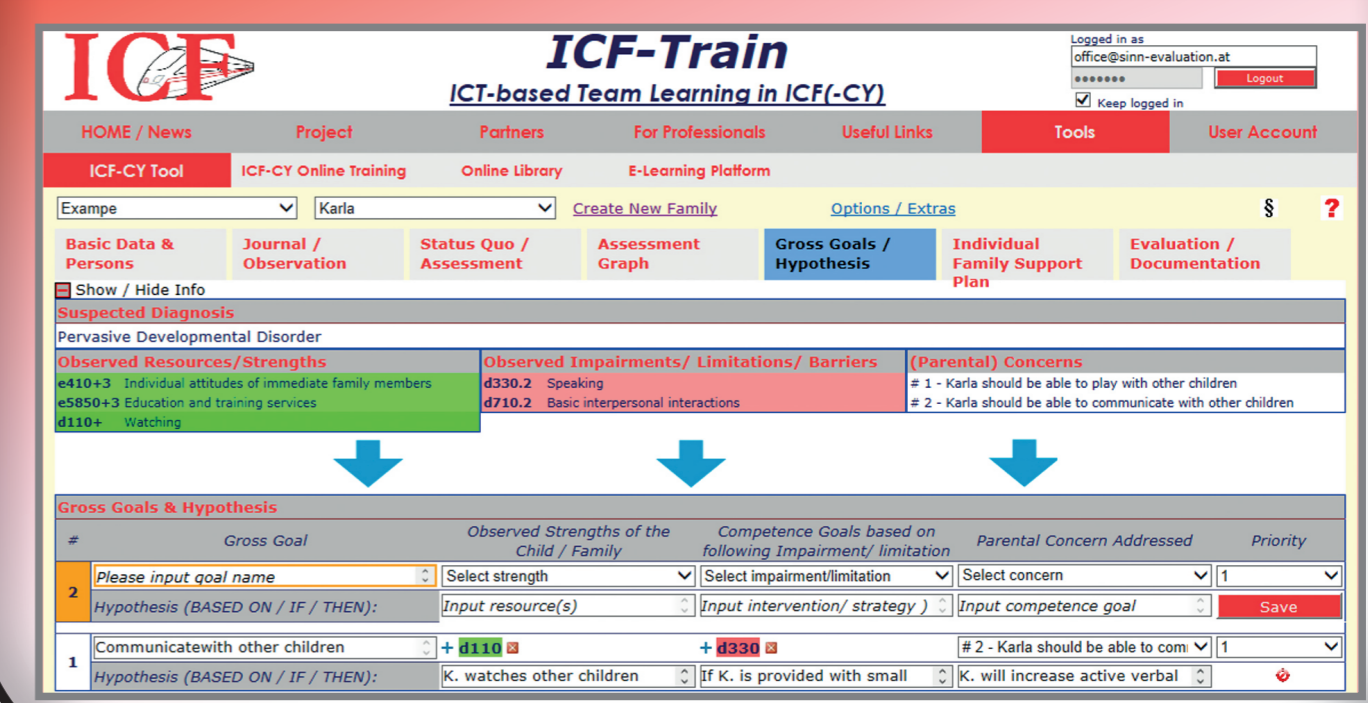
### 6 Observations of you and the team will be based on ICF-CY qualifiers (E.g. „0“ means no problem). Also your strengths will be highlighted (green area) and are concerns and problems identified (=red area). Or if further information is needed (yellow area).



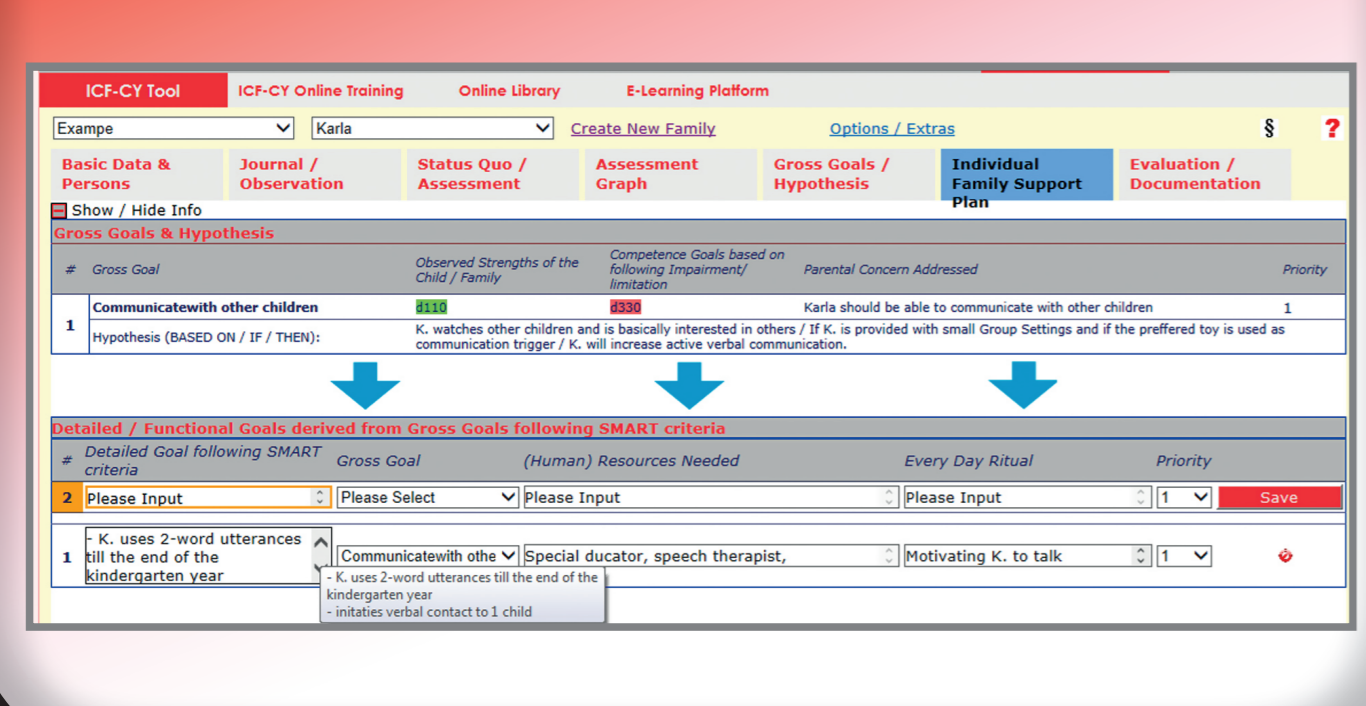
### 7 Assessments will be represented graphically: green area= strengths, white area= no problem, red area= impairment, skills to be acquired, yellow area= further information is needed



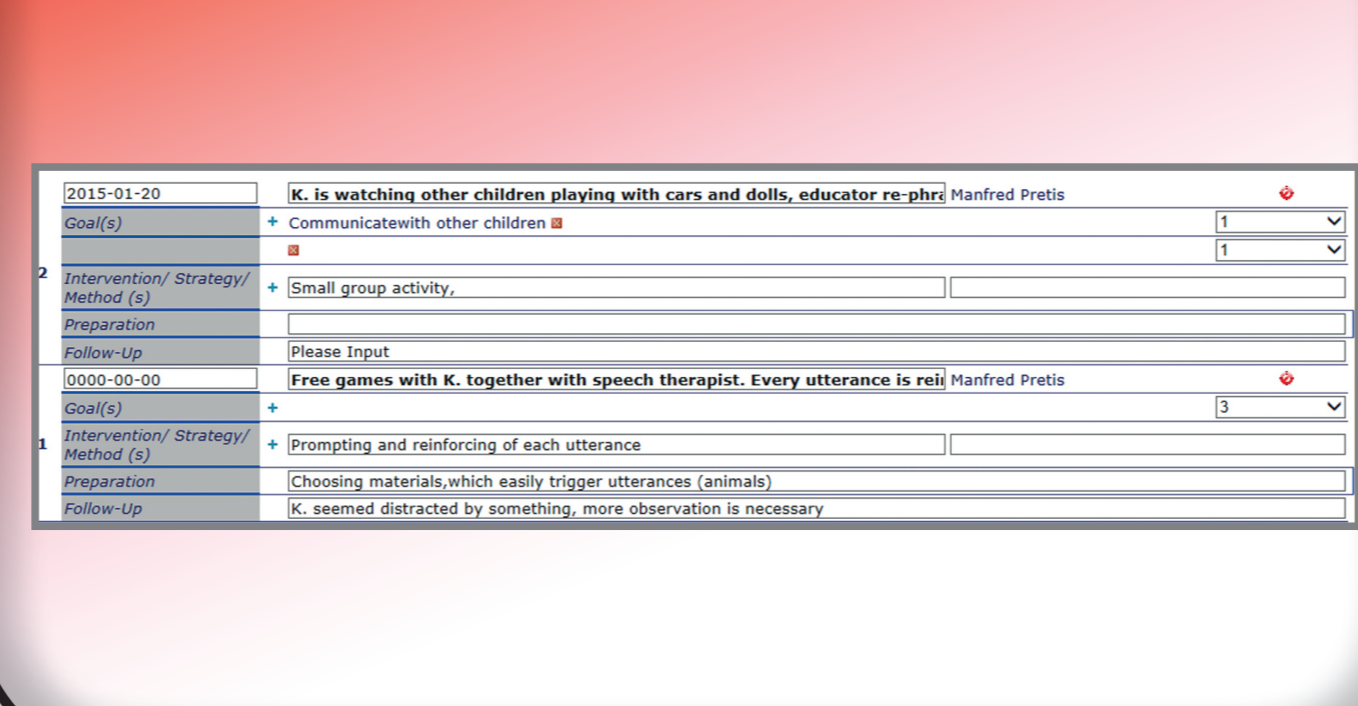
### 8 Support goals will be developed together with you as parents. The team (together with you) will reflect how to reach these goals based on existing strengths. Your concerns and the importance you assign to the goals are very important.



### 9 Exact (fine) goals, that can be achieved will be described by the specialists mutually with you. An „Individual Family Support Plan“ will be signed by you and the specialists



### 10 Specialists have to document every „unit“ (session...). They describe what they do in order to archive the goals. Also they have to do preparations (which materials to use etc.) and assess how the unit „worked“ (on a school grade scale from 1 (very good) to 6 (poorly)).



### 11 Evaluation of the intervention

You can compare the progress of the support (before and after) together with the specialists in the full version (available may 2014).

Possible further recommendations can depend on this report:

- Attainment of goals and no further support is needed
- Continue the service or
- Initiate other support services (e.g. Day Care Centre)

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