

Treatment, Training and Habilitation Planning

Based on

Team Work between Education, Medicine and Social Services

Within the Framework of the ICF-CY

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The Goal

ICF-CY based structure for
Early intervention, Rehabilitation
Special education and Social Services

Public awareness
Ministries, Governmental Organisations
Resource centres
NGOs

Children considered

The number of children:

Visually impaired children without other disability

VI children with other disability

ICD, ICF 2001 and ICF-CY 2007

ICD, International Classification of Diseases
registration of **diseases**: visual acuity, visual field

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ICF-CY, International Classification of Functioning,

Disability and Health, Children and Youth Version (2007)

- assessment of **functioning**

all functions that can be assessed, **holistic approach**

In Finland

- In Finland as in most countries the ICD based registration hides visual impairment/disability in infants and children with a more visible impairment.

In Finland

- In 2009 there were **285** school children registered visually impaired.
- **3360** school children (age 7-16 years) were registered severely intellectually disabled among whom approximately half are visually impaired, **1700**.
- The large group of children with Down Syndrome and mild or moderate intellectual disability also has visual needs, which should be considered in early habilitation.
- Among the group of school children with motor problems there are approximately the same number of visually impaired.
- The number of visually impaired children in school age can be estimated to be ***10 times the number of those registered.***

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- *Collaboration* in the care of children should be structured in early intervention, rehabilitation, education and social services.
- *The "diagnostic eye" of the teachers and therapists* for deviations from norm in childrens functioning and supporting their strenghts is good and should be developed further.

Present needs

Assessment of vision
of
all infants and children at risk
should be developed further.

Assessment for development and learning

ENVIRONMENT
needs for changes
possibilities to adapt

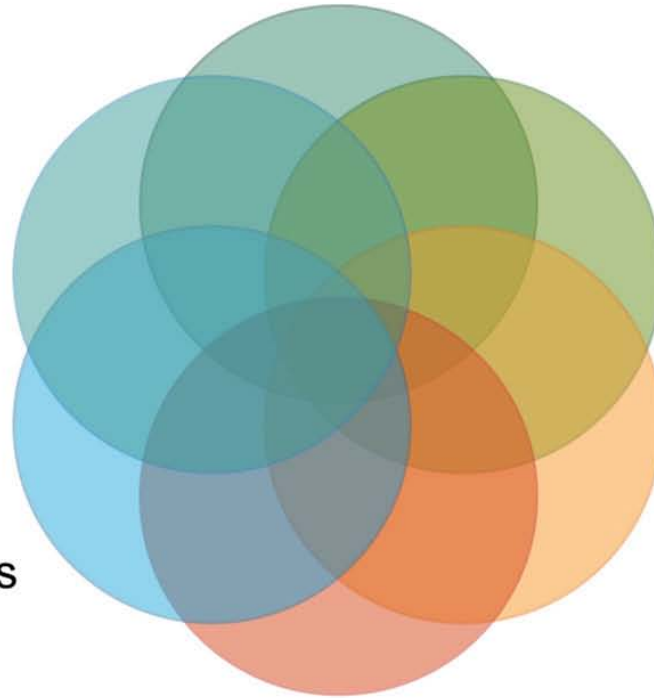
EVIDENCE-BASED
KNOWLEDGE
on effectiveness and cost

RESOURCES
at early intervention
at school; other

RESULTS
from clinical and
educational assessments

FAMILY
needs and strengths

CHILD/YOUTH
strengths, needs, goals



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- ***In creating teaching materials for schools*** all groups of visually impaired children should be considered. This would make integration and inclusion possible.
- ***Training of classroom teachers and assistants*** by special teachers so that special education is possible at schools.
- ***A few centres for thorough assessment*** of children with special needs should be created with personnel that has time and resources to develop examination and assessment of difficult-to-test children.

Development of assessment

- Environment of assessments
- Standardation of testing
- Collaboration between centres
- Recognition of deafblindness as a unique disability
- Research in communication of children with special needs

Development of assessment techniques and recording of assessment for difficult-to-test children



Vision care

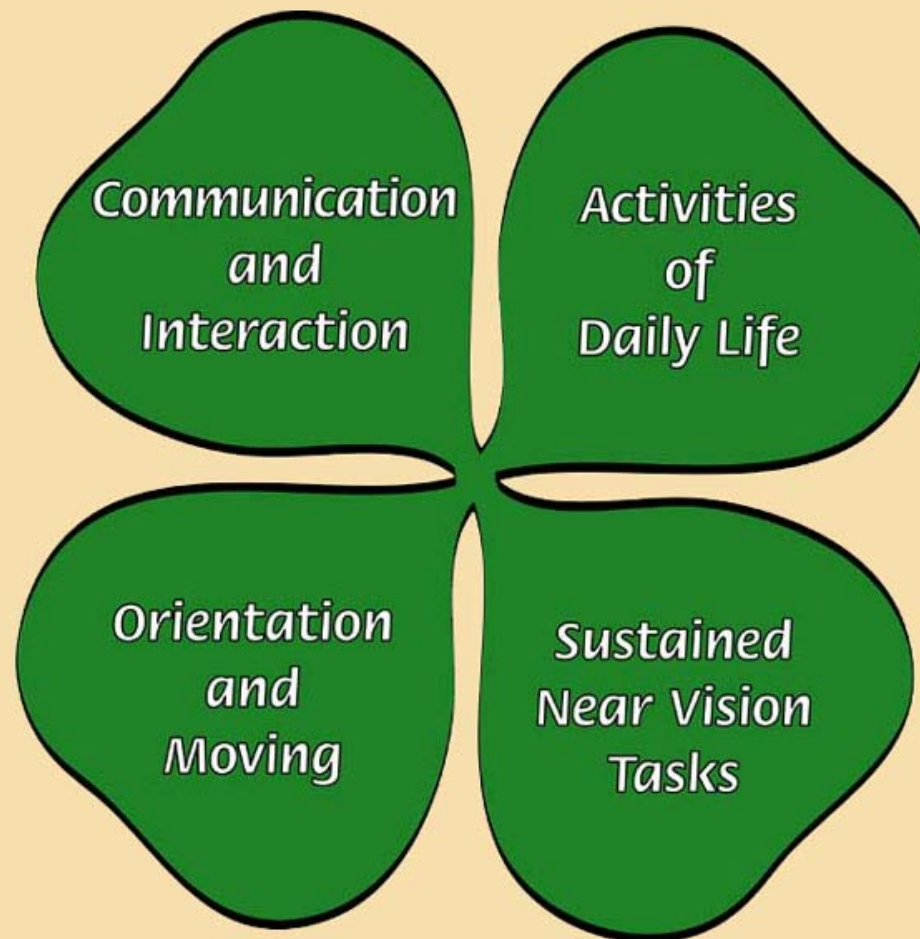
Early detection of problems

Assessment of Functioning

Early intervention as
an integral part of
examinations and treatment.

Considering all aspects of vision loss.

Four-leaved clover of Visual Functioning



Vision
is
a learned function.

Because
vision
is
a learned function
start early intervention early!