



ICF CoreSets verktyget för autism och ADHD

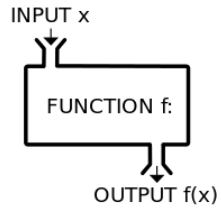
SVEN BÖLTE

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Utvecklingsrelaterade neuropsykiatriska funktionsnedsättningar (NPF)



Vad är funktion?

Resultterande färdigheter och svårigheter av en personen som uppstår i en interaktion mellan en individ och dess specifika miljö.

“En person i sin värld”



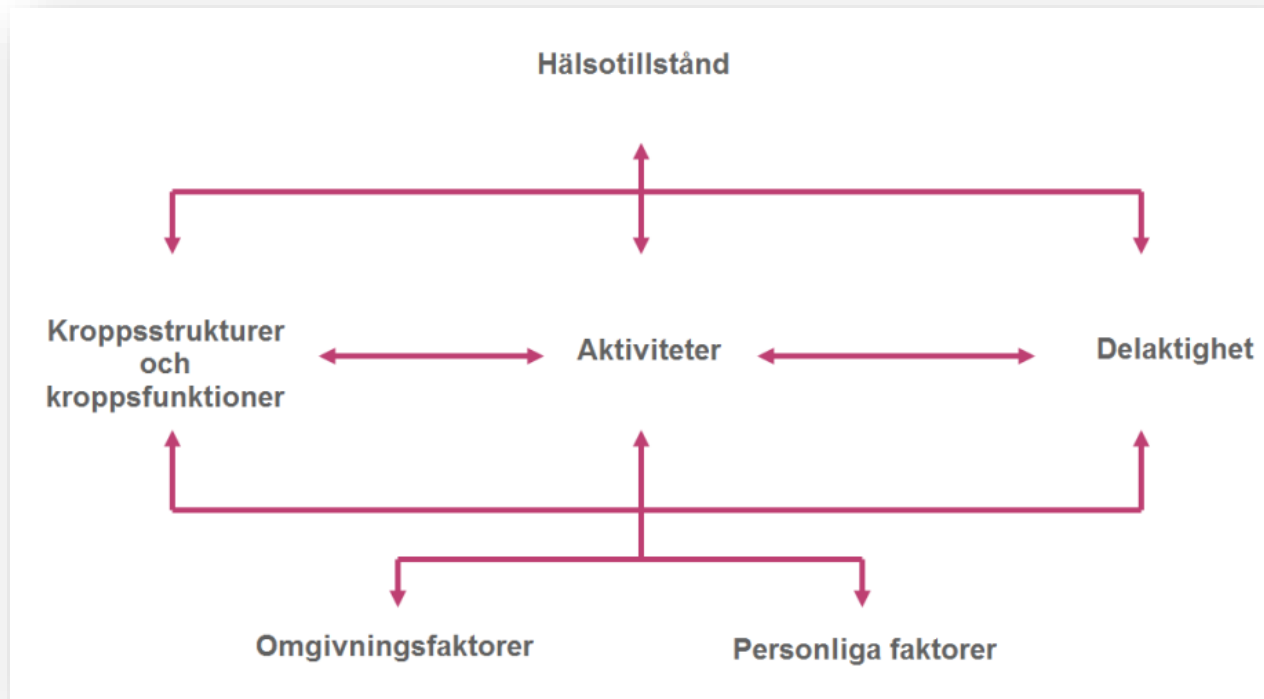
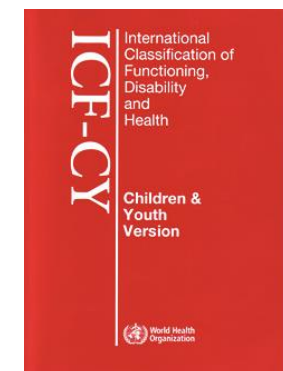
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Internationell klassifikation av funktionstillstånd, funktionshinder och hälsa (ICF/ICF-CY)

Individ



World Health
Organization



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Internationell klassifikation av funktionstillstånd, funktionshinder och hälsa, ICF

Klassifikationen ICF gör det möjligt att beskriva en persons funktionstillstånd, funktionshinder och hälsa utifrån en biopsykosocial modell.

Socialstyrelsen rekommenderar användning av ICF från och med den 1 mars 2019

ICF-CY (Internationell klassifikation av funktionstillstånd, funktionshinder och hälsa – barn- och ungdomsversionen) godkändes av WHO som en "härledd" klassifikation baserad på huvudklassifikationen ICF. ICF-CY har aldrig uppdaterats, däremot har ICF uppdaterats av WHO och täcker sedan 2017 alla åldrar.

Beskrivning

ICF, Internationell klassifikation av funktionstillstånd, funktionshinder och hälsa, är en av WHO:s huvudklassifikationer.

ICF erbjuder en struktur och ett standardiserat språk för att beskriva funktionstillstånd och funktionshinder i relation till hälsa. Klassifikationen kompletterar ICD-10 (Internationell statistisk klassifikation av sjukdomar och relaterade hälsoproblem), eftersom två personer med samma sjukdom kan ha olika nivåer av funktionstillstånd.

Tillämpning

ICF kan användas som kliniskt verktyg för att beskriva och strukturerat dokumentera aktuellt funktionstillstånd, sätta mål, bedöma behov och följa resultat inom olika områden inom vård och omsorg.

ICF kan också användas som

- statistiskt verktyg för att samla in och sammanställa data för olika ändamål
- verktyg inom forskning; socialpolitiskt verktyg vid planering av social trygghet och ersättningssystem
- redskap inom utbildningssystemen för att bland annat utforma läro- och kursplaner.



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



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ICD-11 for Mortality and Morbidity Statistics (2018)

Search [Advanced Search] Browse Coding Tool Special Views Info

Foundation Id : <http://id.who.int/icd/entity/1516623224>

Neurodevelopmental disorders


Parent
06 Mental, behavioural or neurodevelopmental disorders

Description
Neurodevelopmental disorders are behavioural and cognitive disorders that arise during the developmental period that involve significant difficulties in the acquisition and execution of specific intellectual, motor, or social functions. Although behavioural and cognitive deficits are present in many mental and behavioural disorders that can arise during the developmental period (e.g., Schizophrenia, Bipolar disorder), only disorders whose core features are neurodevelopmental are included in this grouping. The presumptive etiology for neurodevelopmental disorders is complex, and in many individual cases is unknown.

Coded Elsewhere

- Primary tics or tic disorders (8A05.0)
- Secondary neurodevelopmental syndrome (6E60)

ICD-11 is here!



V Supplementary section for functioning assessment

- ▶ WHODAS 2.0 36-item version
- ▶ Brief Model Disability Survey
- ▶ VB40 Generic functioning domains
- ▶ X Extension Codes

[Release Notes](#)

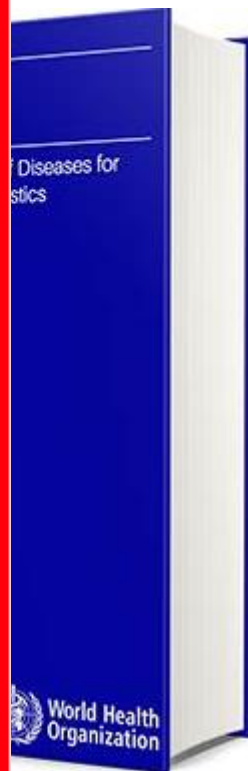


Funktion & ICF i ICD-11?

ICD-11 Supplementary section for functioning

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Received: 20 September 2020 | Revised: 19 February 2021 | Accepted: 5 March 2021
DOI: 10.1002/bies.202000254

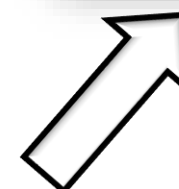
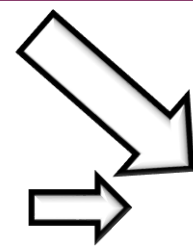
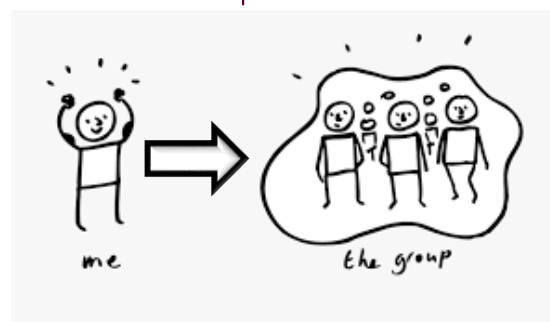
BioEssays

IDEAS & SPECULATIONS
Insights & Perspectives

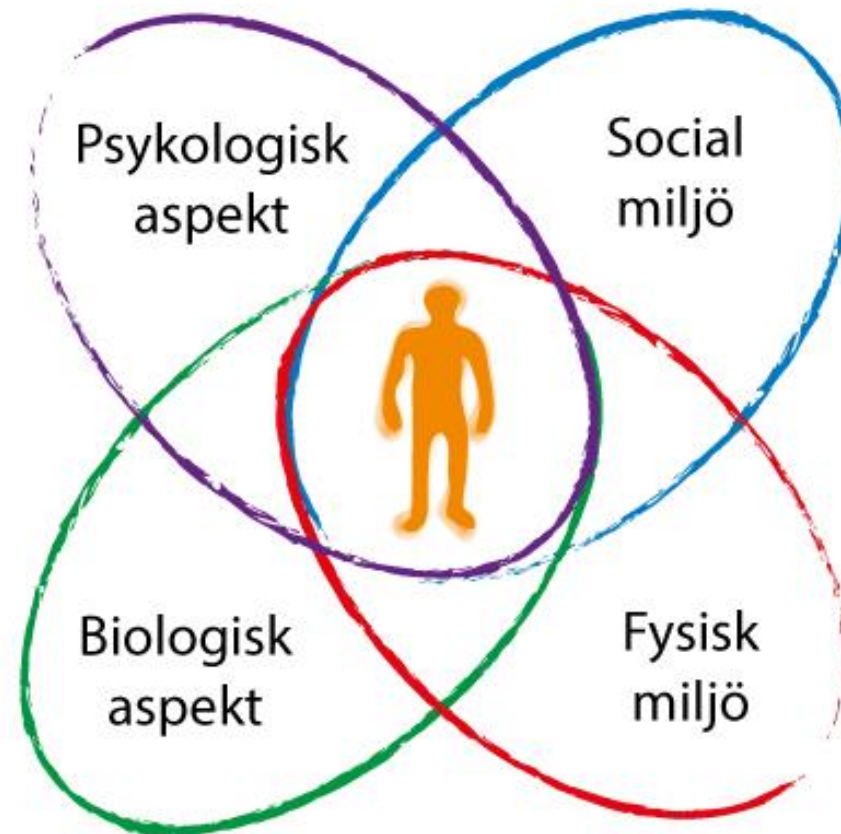
Reconciling the seemingly irreconcilable: The WHO's ICF system integrates biological and psychosocial environmental determinants of autism and ADHD

The International Classification of Functioning (ICF) allows to model opposed biomedical and neurodiverse views of autism and ADHD within one framework

Sven Bölte^{1,2,3} | Wenn B. Lawson³ | Peter B. Marschik^{1,4,5} | Sonya Girdler^{1,3,6}



Helhetssyn! Helhetsperspektiv!



Gemensamt språk & multiprofessionellt



Kodning av relevant information



DAGENS NYHETER.

En artikel från Dagens Nyheter, 2020-02-11
Artikels ursprungslänk: <https://www.dn.se/sthlm/forskare-svart-for-vissa-elever-att-motsvara-forvantningarna/>

| STHLM

Forskare: "Svårt för vissa elever att motsvara förväntningarna"

PUBLICERAD 08.27

<https://www.dn.se/sthlm/forskare-svart-for-vissa-elever-att-motsvara-forvantningarna/>

1/3

2020-02-11

Forskare om konceptskolor: Utmaning för barn med svårigheter - DN.SE

Johan Skytteskolan i Älvsjö får kritik av forskare. Sven Bölte är professor i barn- och ungdomspsykiatrisk vetenskap, och menar att så kallade konceptskolor kan vara utmanande för elever.

- Att de själva ganska tidigt ska strukturera upp sig kan vara bra för barn med kognitiv möjlighet, men det finns en mindre grupp som har svårt för att motsvara förväntningarna, säger han.



Nya lokaler. I Johan Skytteskolans nybyggda lokaler arbetar eleverna inte bara vid bord. I större öppna rum kan barnen ligga ner och plugga i sittsäckar. Foto: Sacharias Källdén



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Fysisk och social miljö Främjande/hindrande

Här pluggar eleverna i en hög på golvet

Glöm korridorer, klassrum och kateder. På nya Johan Skytteskolan pluggar elever i saccosäckar med laptops i öppna undervisningsytor. "Traditionella skolor kommer visas på Skansen", säger skolans rektor Stig Gisslen.



Öppna ytor, glasade dörrar och fönster gör skolan tryggare, tycker rektorerna. Foto: Sacharias Källdén

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ORIGINAL CONTRIBUTION

Towards an ICF core set for ADHD: a worldwide expert survey on ability and disability

Elles de Schipper^{1,13} · Soheil Mahdi^{1,13} · David Coghill² · Petrus J. de Vries³ · Susan Shur-Fen Gau⁴ · Mats Granlund⁵ · Martin Holtmann⁶ · Sunil Karande⁷ · Florence Levy⁸ · Omar Almodayfer⁹ · Luis Rohde^{10,11} · Rosemary Tannock¹² · Sven Bölte^{1,13}

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Kreativitet
Energi
Humor
Flexibel
Multitasking
Motståndskraft
Risktagande



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ADHD styrkor

Eur Child Adolesc Psychiatry (2017) 26:1219–1231
DOI 10.1007/s00787-017-0983-1

ORIGINAL CONTRIBUTION

An international qualitative study of ability and disability in ADHD using the WHO-ICF framework

Soheil Mahdi^{1,2} · Marisa Viljoen³ · Rafael Massuti^{4,5} · Melissa Selb^{6,7} · Omar Almodayfer⁸ · Sunil Karande⁹ · Petrus J. de Vries³ · Luis Rohde^{4,5} · Sven Bölte^{1,2,10}

European Child & Adolescent Psychiatry
<https://doi.org/10.1007/s00787-018-1124-1>

ORIGINAL CONTRIBUTION

An international clinical study of ability and disability in ADHD using the WHO-ICF framework

Soheil Mahdi^{1,2} · Nadia Ronzano³ · Ane Knüppel⁴ · José Carlos Dias⁵ · Ayman Albdah⁶ · Lin Chien-Ho⁷ · Omar Almodayfer⁸ · Annet Bluschke⁹ · Sunil Karande¹⁰ · Huei-Lin Huang¹¹ · Hanna Christiansen¹² · Mats Petrus J. de Vries¹⁴ · David Coghill¹⁵ · Rosemary Tannock¹⁶ · Luis Rohde^{17,18} · Sven Bölte^{1,2,19}

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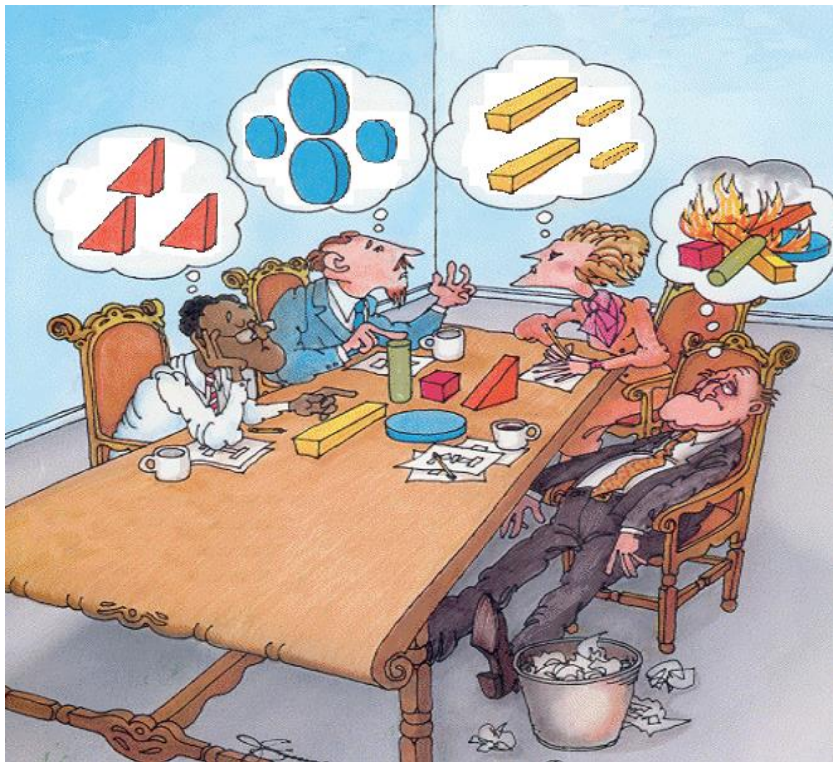
An International Clinical Study of Ability and Disability in Autism Spectrum Disorder Using the WHO-ICF Framework

Soheil Mahdi^{1,2} · Katja Albertowski³ · Omar Almodayfer⁴ · Vaia Arsenopoulou⁵ · Sara Carucci⁶ · José Carlos Dias⁷ · Mohammad Khalil⁸ · Ane Knüppel⁹ · Anika Langmann¹⁰ · Marlene Briciet Lauritsen¹¹ · Gracielle Rodrigues da Cunha¹² · Tokio Uchiyama¹³ · Nicole Wolff³ · Melissa Selb^{14,15} · Mats Granlund¹⁶ · Petrus J. de Vries¹⁷ · Lonnie Zwaigenbaum¹⁸ · Sven Bölte^{1,2,19}

Autism
styrkor

| N (%) | Examples |
|---------|-----------------------------------------------------|
| 20 (16) | Retrieval of long-term memory, visual memory |
| 14 (10) | Sustain concentration on tasks or activities. |
| 13 (10) | Concentration, Focus |
| 12 (9) | Formulating ideas, Speculating, Hypothesizing |
| 10 (8) | Visuospatial skills, Visual perception |
| 9 (7) | Trustworthy, Kind, Friendly, Curious, Dependable |
| 9 (7) | Taste sensitivity, taste distinction |
| 9 (7) | Observation skills |
| 9 (7) | Reading skills |
| 8 (6) | Rich vocabulary, Expressing and receiving language. |
| 8 (6) | Vision |

ICF-begränsningar/-kritik



Kunskap om ICF och funktion?

Synsätt NPF?

Många professioner /
verksamheter involverade!

Gemensamt spark?

Användarvänlighet?

Acceptens som en ledande
klassifikation?

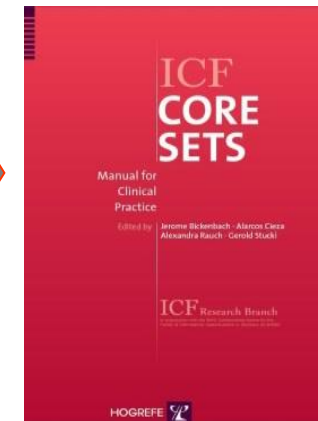
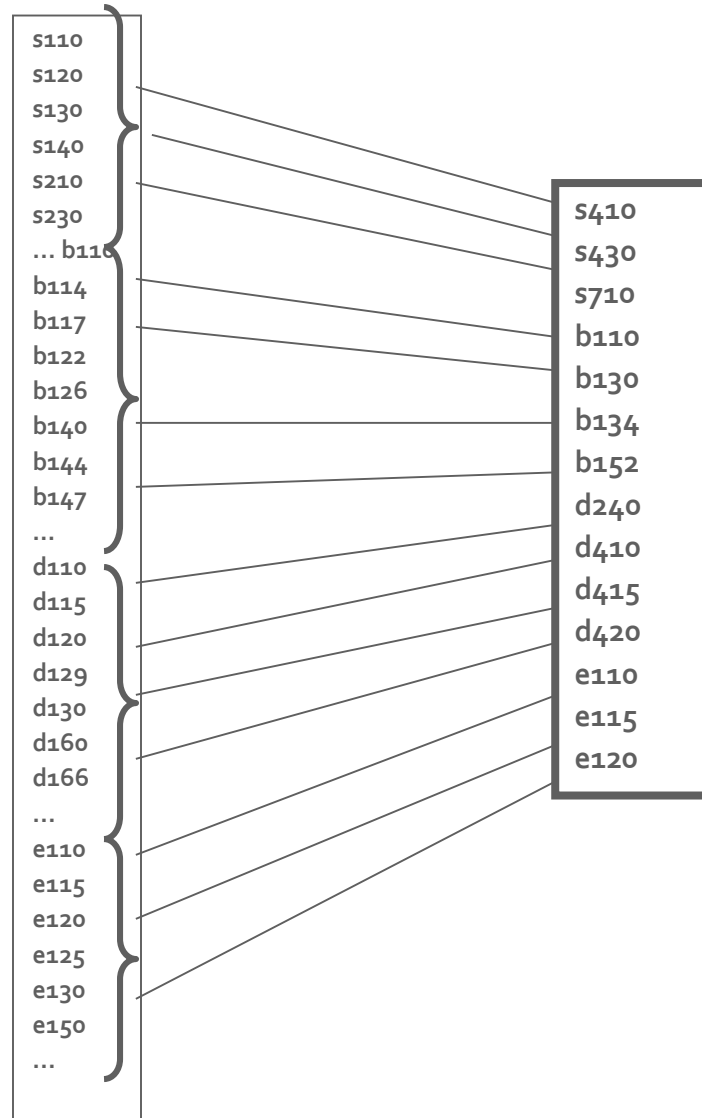
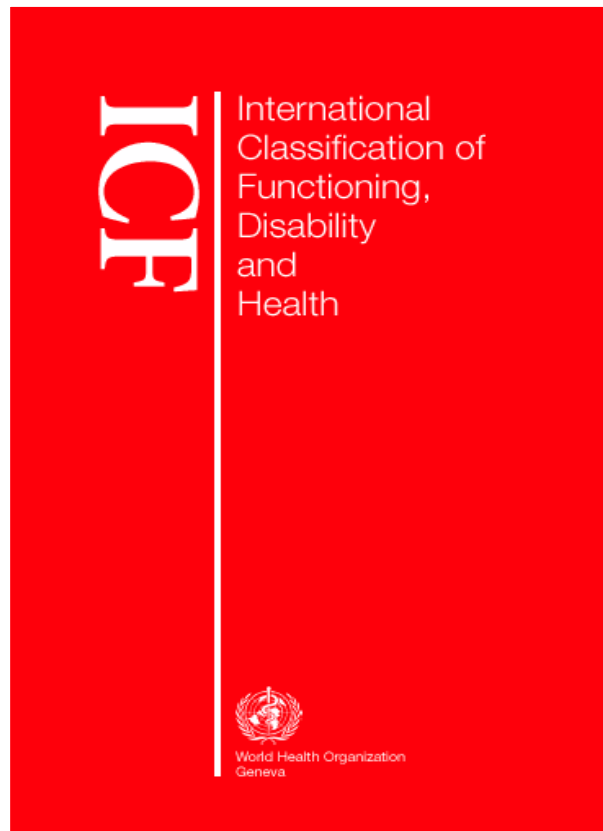
**Komplexitet/
omfattning**

**Användning vid
specifika diagnoser?**

Praktikabilitet?

ICF core sets ("standardurval" för diagnoser)

X av 1685




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The Gestalt of functioning in autism spectrum disorder: Results of the international conference to develop final consensus International Classification of Functioning, Disability and Health core sets

Sven Bölte^{1,2}, Soheil Mahdi^{1,2}, Petrus J de Vries³, Mats Granlund⁴, John E. Robison⁵, Cory Shulman⁶, Susan Swedo⁷, Bruce Tonge⁸, Virginia Wong⁹, Lonnie Zwaigenbaum¹⁰ , Wolfgang Seegerer¹¹ and Melissa Selb^{11,12}

Autism
1-19
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DOI: 10.1177/1362361318755522
journals.sagepub.com/home/aut




Utveckling av autism Core Sets

RESEARCH ARTICLE

An International Qualitative Study of Functioning in Autism Spectrum Disorder Using the World Health Organization International Classification of Functioning, Disability and Health Framework

Soheil Mahdi , Marisa Viljoen, Tamara Yee, Melissa Selb, Nidhi Singhal, Omar Almodayfer, Mats Granlund, Petrus J. de Vries, Lonnie Zwaigenbaum, and Sven Bölte

ps://doi.org/10.1007/s10803-018-3482-4

ORIGINAL PAPER

An International Clinical Study of Ability and Disability in Autism Spectrum Disorder Using the WHO-ICF Framework

Soheil Mahdi^{1,2}, Katja Albertowski³, Omar Almodayfer⁴, Vaia Arsenopoulou⁵, Sara Carucci⁶, José Carlos Dias⁷, Mohammad Khalil⁸, Ane Knüppel⁹, Anika Langmann¹⁰, Marlene Briciet Lauritsen¹¹, Accielle Rodrigues da Cunha¹², Tokio Uchiyama¹³, Nicole Wolff³, Melissa Selb^{14,15}, Mats Granlund¹⁶

RESEARCH ARTICLE

Functioning and Disability in Autism Spectrum Disorder: A Worldwide Survey of Experts

Elles de Schipper,† Soheil Mahdi,† Petrus de Vries, Mats Granlund, Martin Holtmann, Sunil Karande, Omar Almodayfer, Cory Shulman, Bruce Tonge, Virginia V.C.N. Wong, Lonnie Zwaigenbaum, and Sven Bölte

LITERATURE REVIEW

Ability and Disability in Autism Spectrum Disorder: A Systematic Literature Review Employing the International Classification of Functioning, Disability and Health-Children and Youth Version

Elles de Schipper, Aiko Lundquist, David Coghill, Petrus J. de Vries, Mats Granlund, Martin Holtmann, Ilf Jonsson, Sunil Karande, John E. Robison, Cory Shulman, Nidhi Singhal, Bruce Tonge, Virginia V.C.N. Wong, Lonnie Zwaigenbaum, and Sven Bölte

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Standardised assessment of functioning in ADHD: consensus on the ICF Core Sets for ADHD

Sven Bölte^{1,2,3} · Soheil Mahdi^{1,2} · David Coghill^{4,5,6} · Susan Shur-Fen Gau⁷ · Mats Granlund⁸ · Martin Holtmann⁹ · Sunil Karande¹⁰ · Florence Levy¹¹ · Luis A. Rohde^{12,13} · Wolfgang Segeer¹⁴ · Petrus J. de Vries¹⁵ · Melissa Selb¹⁶

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Utveckling av ADHD Core Sets

A comprehensive scoping review of ability and disability in ADHD using the International Classification of Functioning, Disability and Health-Children and Youth Version (ICF-CY)

Eles de Schipper^{1,12} · Aiko Lundequist^{1,12} · Anna Löfgren Wilteus^{1,12} · David Coghill² · Petrus J. de Vries³ · Mats Granlund⁴ · Martin Holtmann⁵ · Ulf Jonsson^{1,12} · Sunil Karande⁶ · Florence Levy⁷ · Omar Al-Modayfer⁸ · Luis Rohde⁹ · Rosemary Tannock¹⁰ · Bruce Tonge¹¹ · Sven Bölte^{1,12}

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Towards an ICF core set for ADHD: a worldwide expert survey on ability and disability

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An international qualitative study of ability and disability in ADHD using the WHO-ICF framework

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CoreSet valideringar

SCANDINAVIAN JOURNAL OF OCCUPATIONAL THERAPY
<https://doi.org/10.1080/11038128.2020.1832145>



OPEN ACCESS

REVIEW ARTICLE

Does the learning environment 'make the grade'? A systematic review of accommodations for children on the autism spectrum in mainstream school

Emma Leifler^{a,b}, Gabriella Carpelan^a, Anastasiya Zakrevska^a, Sven Bölte^{a,c,d} and Ulf Jonsson^{a,c,e}



RESEARCH ARTICLE

To be understood: Transitioning to adult life for people with Autism Spectrum Disorder

Craig Thompson^{1,2a*}, Sven Bölte^{1,2,3,4a,b}, Torbjörn Falkmer^{1,2c,d}, Sonya Girdler^{1,2c,d}

1 Cooperative Research Centre for Living with Autism (Autism CRC), Long Pocket, Brisbane, Queensland, Australia, 2 School of Occupational Therapy, Social Work and Speech Pathology, Curtin University, Perth, Western Australia, Australia, 3 Department of Women's and Children's Health, Pediatric Neuropsychiatry Unit, Center of Neurodevelopmental Disorders at Karolinska Institutet (KIND), Child and Adolescent Psychiatry Research Center, Karolinska Institutet, Stockholm, Sweden, 4 Child and Adolescent Psychiatry, Center for Psychiatry Research, Stockholm County Council, Stockholm, Sweden

RESEARCH ARTICLE

Multi-informant International Perspectives on the Facilitators and Barriers to Employment for Autistic Adults

Melissa H. Black , Soheil Mahdi , Benjamin Milbourn , Melissa Scott , Alan Gerber , Christopher Esposito, Marita Falkmer, Matthew D. Lerner , Alycia Halladay, Eva Ström, Axel D'Angelo, Torbjörn Falkmer, Sven Bölte , and Sonya Girdler

Article

Effects of the Early Phase of COVID-19 on the Autistic Community in Sweden: A Qualitative Multi-Informant Study Linking to ICF

Anna Fridell^{1,2,3,*}, Hjalmar Nobel Norrman¹, Linda Girke^{1,4} and Sven Bölte^{1,2,3}

RESEARCH ARTICLE

Perspectives of Key Stakeholders on Employment of Autistic Adults across the United States, Australia, and Sweden

Melissa H. Black , Soheil Mahdi , Benjamin Milbourn , Craig Thompson , Axel D'Angelo , Eva Ström, Marita Falkmer, Torbjörn Falkmer, Matthew Lerner , Alycia Halladay, Alan Gerber, Christopher Esposito, Sonya Girdler, and Sven Bölte



Karolinska Institutet

Getting People with Autism to Work

An International Society for Autism Research Policy Brief

November 8, 2018



ABOUT THE ISSUE

The right to employment for people is enshrined in Article 23 of the Universal Declaration of Human Rights; however, for many on the autism spectrum, this right is yet to be realized. The employment rate for people with autism is between 50%-75%, lower than that for people with intellectual disability without autism and nearly all other populations with special needs.^{1,2} This has many costs at the societal as well as individual level, as unemployment decreases quality of life, reduces financial independence and impairs dignity and cognitive abilities.³ A large proportion of the lifetime cost associated with autism is, not surprisingly, incurred during adulthood, with more than a third resulting from employment losses related to lost productivity and loss of tax revenue due to unemployment.^{3,4} Developing pathways that help autistic adolescents and adults to obtain and maintain employment should be a societal priority.

BACKGROUND

Internationally, approaches to employment vary. In the United States, most employment opportunities for autistic people to date have been generated by family members or friends, including new businesses, models and personal investments. These approaches have led to greater awareness of the benefits of ensuring adequate employment opportunities, resulting in increasing awareness of the employment-related issues for autistic adults. In contrast, Sweden having invested significantly in state-owned companies such as Samhall (<https://samhall.se/in-english/>) and centrally mandating for the employment of people with functional impairment impacting work capacity (including autism), has one of the highest rates of employment of autistic individuals internationally. While there are several examples of excellence in the field of employing people with autism, there is a paucity of evaluation research in this field and articulation of models of service enabling the translation of successful approaches internationally.

“Employment is important because it allows us to add value to the community, to achieve our personal best.”
— Ellen, autistic woman



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| A | B | C | D | E | F | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------------------------------------------------------------------|--------|---------|--------------|-------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------|---|--------------|---|---|---|--------------------|---|---|---|---|---|----------------------------------------------------------------------------|----|---------------------|--|-------|--|-----------------------|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|---|--|--|--|----|--|--|--|---------------------|--|--|--|
| ICF - CORE SET för ASD qICF - CORE SET for ASD and ADHD - English version | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | Autism | ICF-kod | Stödjande-ID | GRUNDLÄGGANDE FÖRMÅG/BASIC ABILITIES AND CHARACTERISTICS | | | | | | | | | | | | | | person is able to do or how he is. BLUE means normal functional ability, R | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Temperament/personlighet | | Temperament/personality | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <i>Skatta i vilken mån personen är</i> | | <i>Assess the extent to which the person is</i> | | Specify | | | | | | | | | | | | Is not at all | | Is so | | Is to a great extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126a | utåtriktad och social. | outgoing and social. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126b | samarbetvillig och tillmötesgående. | cooperative and accommodating. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126c | noggrann och hårt arbetande. | responsible and hard working. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126d | jämn i humöret och lugn. | even-tempered and calm. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126e | nyfiken och fantasifull. | curious and imaginative. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126f | b126f | glad och hoppfull. | cheerful and hopeful. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126g | självsäker och modig. | confident and assertive. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b126 | b126h | pålitlig och principfast. | trustworthy. | Added to coreset | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | Low function | | | | Very high function | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Beteendestil | | Behavioral style | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <i>Skatta i vilken mån personen är</i> | | <i>Assess the extent to which the person is</i> | | Specify | | | | | | | | | | | | Is not at all | | Is so | | Is to a great extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b125 | b125a | anpassningsbar. | adaptable. | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b125 | b125b | positiv. | positive. | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b125 | b125c | energistisk. | energetic. | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b125 | b125d | stabil och förutsägbar. | stable and predictable. | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b125 | b125e | uthållig. | persistent. | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADHD | ASD | b125 | b125f | öppen och inbjudande. | approachable. | | | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Not know/Not applic | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | Low function | | | | Very high function | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Problemlösning | | Problem solving | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <i>Skatta personens allmänna förmåga att konstruktivt lösa problem.</i> | | <i>Assess the person's general ability to problem-solve.</i> | | Specify | | | | | | | | | | | | Can not | | Can | | Can to a great extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 0 | | | | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | | 6 | | | | 7 | | | | 8 | | | | 9 | | | | 10 | | | | Not know/Not applic | | | |
| | | | | | | | | Low function | | | | Very high function | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Social förmåga | | Social ability | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | <i>Skatta personens grundläggande</i> | | <i>Assess the person's basic ability to be</i> | | Specify | | | | | | | | | | | | Can not | | Can | | Can to a great extent | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | 0 | | | | 1 | | | | 2 | | | | 3 | | | | 4 | | | | 5 | | | | 6 | | | | 7 | | | | 8 | | | | 9 | | | | 10 | | | | Not know/Not applic | | | |
| | | | | | | | | Low function | | | | Very high function | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Implementering av ICF CoreSets för autism och ADHD



ICF Core Sets Logga in

Välkommen till ICF CoreSets-verktyget för ASD och ADHD.
En funktionskartläggning som gör skillnad

Tack till våra sponsorer



Karolinska
Institutet

ICF Core Sets

Logga in

Välkommen till ICF Core Sets-webbplattformen för skattning av funktionstillstånd för barn, ungdomar och vuxna med autismspektrumtillstånd och/eller ADHD.

Tack till våra sponsorer

TRYGG HANSA

Stiftelsen
Promobilia

Stiftelsen
Sunnerdahls Handikappfond



icfcoresets.se

KIND

KAROLINSKA INSTITUTET
CENTER OF NEURODEVELOPMENTAL
DISORDERS

KROPPSFUNKTIONER

Här skattar du personens FÖRMÅGOR och EGENSKAPER, alltså vad personen KAN och hur du upplever att hen ÄR.

Energi och drivkraft

Skatta i vilken mån personen ...

20 kan vara uthållig.

Kan det inte alls Kan det Kan det i hög grad

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Ovanlig funktion Vanlig funktion Hög funktion

Inte känt Inte applicerbart

Kommentera eller utveckla svaret vid behov

21 visar motivation och drivkraft.

Kan det inte alls Kan det Kan det i hög grad

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Ovanlig funktion Vanlig funktion Hög funktion

Inte känt Inte applicerbart

Kommentera eller utveckla svaret vid behov

OMGIVNINGSFAKTORER

Här skattar du hur miljön kan HJÄLPA/FÖRBÄTTRA eller HINDRA/FÖRSÄMRA personens vardagsfungerande.

Samhällsservice: åtgärder och beslut

185 Bostadsförmedlingens.

Hindrar/försämrar för personen Varken eller Hjälper/förbättrar för personen

| | | | | | | | | | | |
|----|----|----|----|----|---|---|---|---|---|---|
| -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 |
|----|----|----|----|----|---|---|---|---|---|---|

Ovanlig funktion Vanlig funktion Hög funktion

Inte känt Inte applicerbart

Kommentera eller utveckla svaret vid behov

186 Arbetsförmedlingens.

Hindrar/försämrar för personen Varken eller Hjälper/förbättrar för personen

| | | | | | | | | | | |
|----|----|----|----|----|---|---|---|---|---|---|
| -5 | -4 | -3 | -2 | -1 | 0 | 1 | 2 | 3 | 4 | 5 |
|----|----|----|----|----|---|---|---|---|---|---|

Ovanlig funktion Vanlig funktion Hög funktion

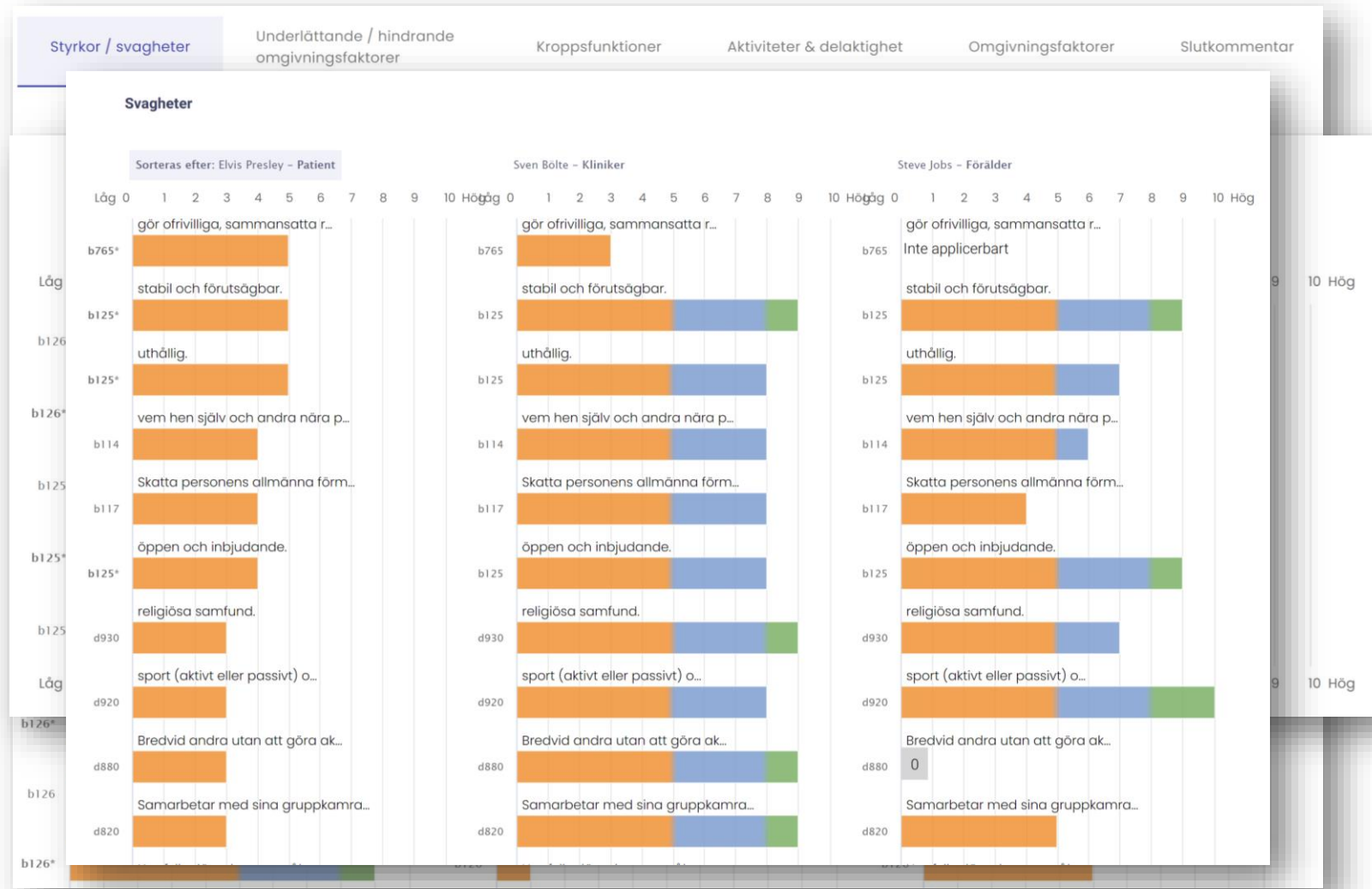
Inte känt Inte applicerbart

Resultatredovisning: styrkor & svagheter (varken eller)

Från olika perspektiv



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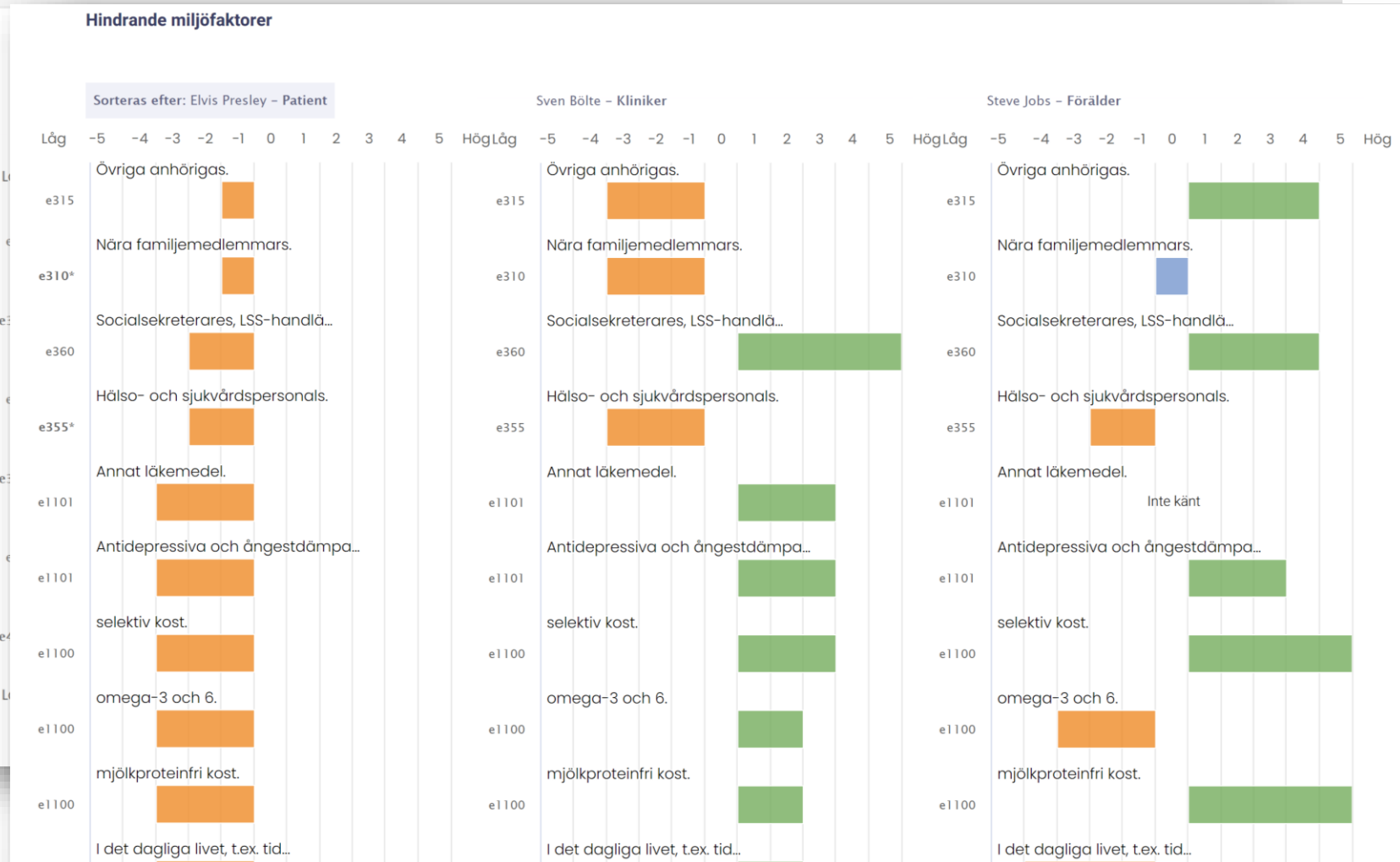
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DISORDERS

Underlättande & hindrande miljöfaktorer (varken eller)

Från olika perspektiv



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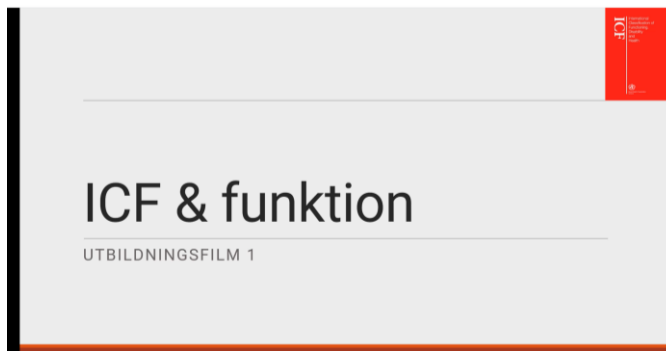
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Pågående utveckling

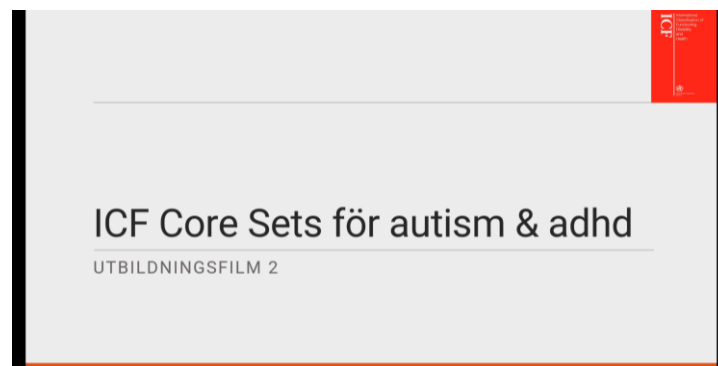
- Användarvänlighet
- Ekologisk validitet
- Normer
- Psykometri
- Andra språk
- Lättläst
- Bildstöd
- Uppläsning
- White noise



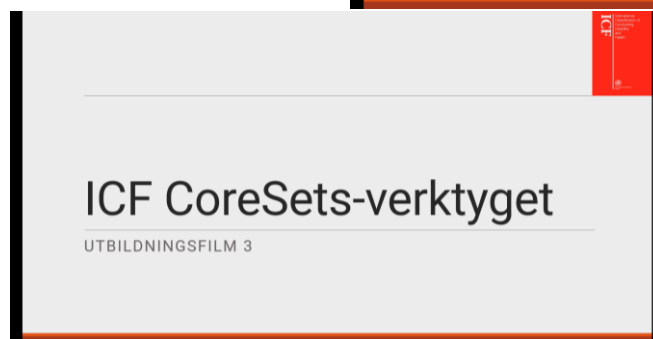
Filmer om ICF, CoreSets och verktyget (på icfcoresets.se)



https://icfcoresets.se/wp-content/uploads/2022/03/A.-ICF-och-funktion_20220126.mp4



https://icfcoresets.se/wp-content/uploads/2022/03/B.-ICF-Core-Sets_202201026.mp4



https://icfcoresets.se/wp-content/uploads/2022/03/C.-ICF-Core-Sets-plattformen_202201026.mp4



Ännu mer om ICF och Core Sets

Läs mer om ICF här:

<https://www.socialstyrelsen.se/utveckla-verksamhet/e-halsa/klassificering-och-koder/icf/>

Läs mer om Core Sets här:

<https://www.icf-core-sets.org/>

Läs mer om Core Set-utvecklingen för autismspektrumtillstånd och/eller ADHD här:

<https://link.springer.com/article/10.1007/s00787-018-1119-y>

<https://journals.sagepub.com/doi/pdf/10.1177/1362361318755522>



Tack!

Elles de Schipper, Soheil Mahdi,
Aiko Lundequist, Anna Löfgren,
Elina Wessman, Steve, Berggren,
Eric Zander, Anna Fridell, Elisabeth
Nilsson Jobs, Karl Lundin, Christina
Coco, Ulf Jonsson

Deltagare,
samarbetspartners



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