



P8: AUSTRIA – WP4

WP4: Elaboration of the D-Active EDU Handbook

2nd meeting: 26th - 27th
May 2011

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According to the application the handbook...

- ... should be about 50 pages in length
- ...contents:
 - INTRODUCTION (P8)
 - 5 TECHNICAL SECTIONS (P1, P4, P6, P7, P8)
 - CONCLUSION (P8)
 - Course Materials (P1, P4, P6, P7, P8)
 - Evaluation forms (P5)

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INTRODUCTION

 **raising awareness:**

image of humanity underlying the ICF

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INTRODUCTION

- What is the ICF?
- Development of the ICF
- Definitions: what do activity and participation mean?

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INTRODUCTION

- Which domains included in the ICF are of relevance regarding activity and participation?
- What skills does a person need to be able to participate and to be active?

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INTRODUCTION

background knowledge

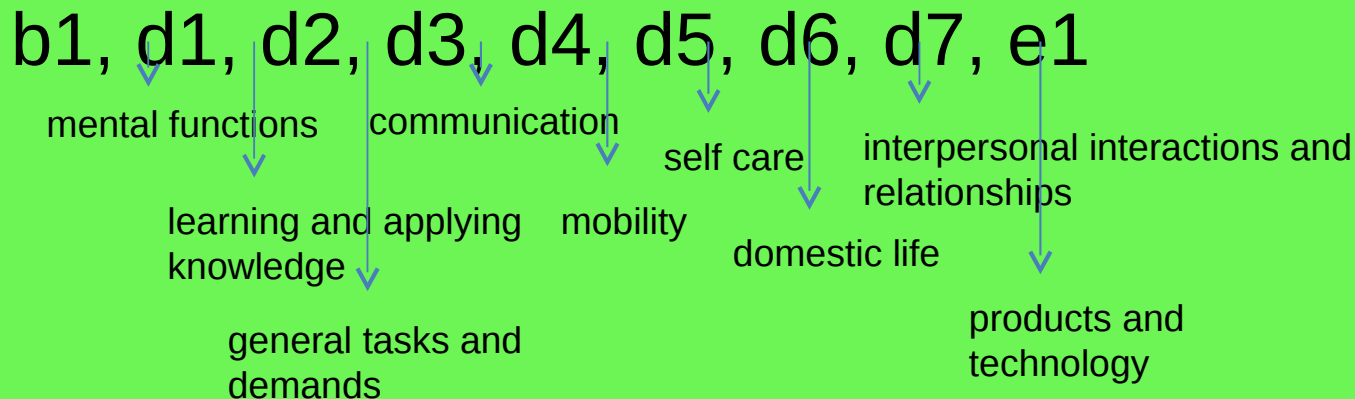

context

awareness

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5 TECHNICAL SECTIONS

- according to the catalogue of key factors...



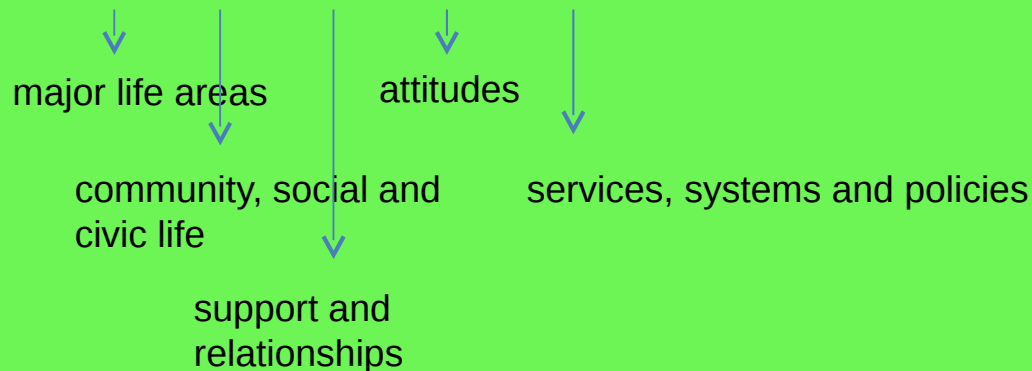
...these are the domains included into the sections

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5 TECHNICAL SECTIONS

- additionally?

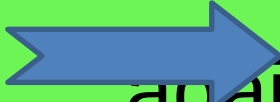
d8, d9, e3, e4, e5



- domains that put the questions of activity and participation into a larger context

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5 TECHNICAL SECTIONS



again, according to the catalogue of
key factors, the following 5 sections
could be identified

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5 TECHNICAL SECTIONS

- 1. mental functions (b1)**
- 2. learning and applying general knowledge / general tasks and demands**
/communication (d1,d2,d3)
- 3. mobility / self care / domestic life (d4,d5,d6)**
- 4. interpersonal interactions and relationships (d7) + support and relationships (e3) ?**
- 5. products and technology (e1)**

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1. mental functions (b1)

2. learning and applying general knowledge / general tasks and demands

/communication (d1,d2,d3)

3. mobility / self care / domestic life (d4,d5,d6)

4. interpersonal interactions and relationships (d7) + support and

relationships (e3) ?

5. products and technology (e1)

what about *major life areas (d8)

social and life (d9)

*community, civic

*attitudes (e4)

*services, policies (e5)

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“b1: mental functions

This chapter is about the functions of the brain: both global mental functions, such as consciousness, energy and drive, and specific mental functions, such as memory, language and calculation mental functions.

d1: learning and applying knowledge

This chapter is about learning, applying the knowledge that is learned, thinking, solving problems, and making decisions.

d2: general tasks and demands

This chapter is about general aspects of carrying out single or multiple tasks, organizing routines and handling stress. These items can be used in conjunction with more specific tasks or actions to identify the underlying features of the execution of tasks under different circumstances.

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d3: communication

This chapter is about general and specific features of communicating by language, signs and symbols, including receiving and producing messages, carrying on conversations, and using communication devices and techniques.

d4: mobility

This chapter is about moving by changing body position or location or by transferring from one place to another, by carrying, moving or manipulating objects, by walking, running or climbing, and by using various forms of transportation.

d5: self care

This chapter is about caring for oneself, washing and drying oneself, caring for one's body and body parts, dressing, eating and drinking, and looking after one's health.

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d6: domestic life

This chapter is about carrying out domestic and everyday actions and tasks. Areas of domestic life include acquiring a place to live, food, clothing and other necessities, household cleaning and repairing, caring for personal and other household objects, and assisting others.

d7: interpersonal interactions and relationships

This chapter is about carrying out the actions and tasks required for basic and complex interactions with people (strangers, friends, relatives, family members and lovers) in a contextually and socially appropriate manner.

d8: major live areas

This chapter is about carrying out the tasks and actions required to engage in education, work and employment and to conduct economic transactions.

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d9: community, social, and civic life

This chapter is about the actions and tasks required to engage in organized social life outside the family, in community, social and civic areas of life.

e1: products and technology

This chapter is about the natural or human-made products or systems of products, equipment and technology in an individual's immediate environment that are gathered, created, produced or manufactured. The ISO 9999 classification of technical aids defines these as "any product, instrument, equipment or technical system used by a disabled person, especially produced or generally available, preventing, compensating, monitoring, relieving or neutralizing" disability. It is recognized that any product or technology can be assistive. (See ISO 9999: Technical aids for disabled persons - Classification (second version); ISO/TC 173/SC 2; ISO/DIS 9999 (rev.)) For the purposes of this classification of environmental factors, however, assistive products and technology are defined more narrowly as any product, instrument, equipment or technology adapted or specially designed for improving the functioning of a disabled person.

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e3: support and relationships

This chapter is about people or animals that provide practical physical or emotional support, nurturing, protection, assistance and relationships to other persons, in their home, place of work, school or at play or in other aspects of their daily activities. The chapter does not encompass the attitudes of the person or people that are providing the support. The environmental factor being described is not the person or animal, but the amount of physical and emotional support the person or animal provides.

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e4: attitudes

This chapter is about the attitudes that are the observable consequences of customs, practices, ideologies, values, norms, factual beliefs and religious beliefs. These attitudes influence individual behaviour and social life at all levels, from interpersonal relationships and community associations to political, economic and legal structures; for example, individual or societal attitudes about a person's trustworthiness and value as a human being that may motivate positive, honorific practices or negative and discriminatory practices (e.g. stigmatizing, stereotyping and marginalizing or neglect of the person). The attitudes classified are those of people external to the person whose situation is being described. They are not those of the person themselves. The individual attitudes are categorized according to the kinds of relationships listed in Environmental Factors Chapter 3. Values and beliefs are not coded separately from the attitudes as they are assumed to be the driving forces behind the attitudes.

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e5: services, systems, and policies

This chapter is about: 1. Services that provide benefits, structured programmes and operations, in various sectors of society, designed to meet the needs of individuals. (Included in services are the people who provide them.) Services may be public, private or voluntary, and may be established at a local, community, regional, state, provincial, national or international level by individuals, associations, organizations, agencies or governments. The goods provided by these services may be general or adapted and specially designed. 2. Systems that are administrative control and organizational mechanisms, and are established by governments at the local, regional, national, and international levels, or by other recognized authorities. These systems are designed to organize, control and monitor services that provide benefits, structured programmes and operations in various sectors of society. 3. Policies constituted by rules, regulations, conventions and standards established by governments at the local, regional, national, and international levels, or by other recognized authorities. Policies govern and regulate the systems that organize, control and monitor services, structured programmes and operations in various sectors of society.”

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ON HOW TO CREATE THE SINGLE SECTIONS



GUIDING QUESTIONS:

1. Which categories belong to the domain(s) of the

technical section in question?

Á cf. catalogue of key factors: „key factor“–

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description of the „key factor“

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ON HOW TO CREATE THE SINGLE SECTIONS



GUIDING QUESTIONS:

- 2.** What skills does a person need to be capable of achieving the goals included in the descriptions of the categories? What are the prerequisites?

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ON HOW TO CREATE THE SINGLE SECTIONS



GUIDING QUESTIONS:

3. How can the identified skills be taught / trained?

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ON HOW TO CREATE THE SINGLE SECTIONS



Methodology :

- use the methodological approaches elaborated in

the catalogue of key factors

Á cf. catalogue of key factors: influence /

determination, didactical tools,

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ON HOW TO CREATE THE SINGLE SECTIONS



Methodology :

- development of *course materials* → what is needed

to put the contents of your part into practice?

(eg.: posters, texts, cards, further reading)

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ON HOW TO CREATE THE SINGLE SECTIONS



Methodology :

- try to give an example of *best practice* from your

country within the field of the technical section

you

are working on!

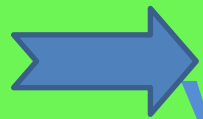
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GENERALLY

- **5 – 7 pages per section**
- **Deadline: 15 July 2011 (in English)**
 - **we will layout the whole handbook**



you will be provided with an e-mail containing all the information (work orders) after the conference!

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CONCLUSION

- summing up the handbook's contents
- setting up an ICF core set/checklist comprising all the domains included in the handbook
→ *guideline* for the trainers



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DISCUSSION

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BEST PRACTICE

-

Examples from Austria

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Examples from Austria:

1. The Training Apartment's Modular System

2. IHB Team – Assessment Sheet

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1. The Training Apartment's Modular System:

- TA established in Graz in the late 1990s
- modular system: developed to make the training more efficient and more systematic

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Wohnen Modulmaske TW							jugend am werk chancen · leben
Revision: 1							
gültig ab: 01.09.2010							
number:		name :			documentation		
NUTRITION	FINANCE	LEISURE	HYGIENE HEALTH	HOUSEWORK	RIGHTS RESPONSIBILITIES	PERSONAL TASKS	SYSTEM
N-Check	F-Check	L-Check	H/H-Check	H-Check	R/R-Check	PT-Check	personal data
food science food supply staple foods	organisation planning account managem. payments saving schemes	leisure - TA neighbourhood culture sports education holidays entertainment going out Internet/media games	body care shopping hair care skin care shower/bathe dental care foot/nail care menstrual hygiene shave	cultivation of home decor interior design living Ideas	civics legal bases political education	work basic learning	health-related data
shopping planning product comparison	handling of money safekeeping cash payment	Individ. leisure activ.	health physicians medication medicine cabinet	garments/shoes handing washing shopping	repr. of interests advocate ombudsman commissioner of p.w.d. self-advocay	social competences communication conflict criticism relationships responsibility	In case of emergency
cooking cooking devices preparation			sex education	cleaning leaning agents equipment daily cleaning basic cleaning	documents safekeeping management	INDIVID. TASKS	appointments
dining culture tableware laying the table				washing dishes detergents washing-up dishwasher			medication
				waste separation			
				security technical devices fire protection first aid emergency numbers			
N-Assistance	F-Assistance	L-Assistance	H/H-Assistance	H-Assistance	R/R-Assistance	I-Assistance	

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GENERAL AIMS OF THE TRAINING APARTMENT

- ⇒ I can nourish myself independently.
 - ⇒ I can do formalities at authorities on my own.
 - ⇒ I can handle money responsibly.
 - ⇒ I know how to spend my leisure time.
 - ⇒ I can care for myself and maintain my health.
 - ⇒ I can do housework.
 - ⇒ I can ask for help and assistance.
 - ⇒ I know my rights and responsibilities.
 - ⇒ I can find my way in my neighbourhood.
- „I can live!“***

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2. IHB – Team – Assessment Sheet:

- assessing an individual's needs
- based on the ICF (d1 – d9)
- established in Styria in 2004

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Assessmentbogen für die Erhebung des Grades der Beeinträchtigung								
<p>Wissenschaftliche Basis: ICF: Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit. (Stand 24.9.2002), dt. Fassung www.dimdi.de. Bereich "Partizipation". Adaptiert für das IHB-Verfahren von DSA Melitta Fritz (Amt der Steiermärkischen Landesregierung, FA 11A) und Dr. Manfred Pretis (Bundessozialamt Landesstelle Steiermark). Jeweilige ICF-Referenzcodes in Klammer. Die Auswertung folgt einem gewogenen arithmetischen Mittel. Mit * versehene Items finden bereits in der jeweiligen Pflegeeinstufung Berücksichtigung. Im begründeten Einzelfall können weitere relevante ICF-Items herangezogen werden. Im individuellen Härtefall (individueller Wert im jeweiligen Grenzbereich) kann auch die individuelle Streuung der Items als weiteres Entscheidungskriterium berücksichtigt werden und eine Höherstufung um eine Stufe ermöglichen.</p> <p>Zur einfachen rechnerischen Übereinstimmung mit dem Pflegegeld folgt die Bewertung in 7er Schritten: 0=selbständig; 7=weitgehend selbständig, 14=mit Anleitung; 21 = Anleitung und stellvertretende Ausführung; 28 =mit umfassender Hilfestellung. Im individuellen Härtefall (individueller Wert im jeweiligen Grenzbereich) kann auch die individuelle Streuung der Items als weiteres Entscheidungskriterium berücksichtigt werden und eine Höherstufung um eine Stufe ermöglichen.</p> <p>Bei Menschen mit extrem ausgeprägtem herausfordernden Verhalten kann durch ein fachpsychiatrisches Gutachten ein zusätzlicher Betreuungszuschlag von bis zu 50% eines Dienstposten gewährt werden. Der jeweilige individuelle Betreuungszuschlag ist in Prozenten zu beschreiben.</p>	Rating					Summe	Performanz Kompetenz	Anmerkung
	keine Hilfe notwendig	weitgehend selbständig	mit Anleitung	Anleitung und stellvertretende Ausführung	mit umfassender Hilfestellung (kompensierende Hilfe)			
	0	7	14	21	28			
Pflegegradeinstufung: <input type="radio"/> ja <input type="radio"/> nein	Bewertete Items = 1							
1) learning and applying knowledge:	0	0	0	0	0	0		
*watching (d110)								
*listening (d115)								
other purposeful sensing (d120)								
copying (d130)								
acquiring basic skills including rehearsing (d1550/ d135)								
acquiring complex skills (d1551)								
focusing attention (d160)								
thinking and solving (simple) problems (d163/ d175)								
making decisions (d177)								
additional ICF-based item:								
2) general tasks and demands	0	0	0	0	0	0		
undertaking a simple task (d210)								
undertaking a complex task/multiple tasks (d2101/d2200)								
managing and completing the daily routine (d2302/2302)								
handling stress and other psychological demands (d240)								
handling responsibilities (d2400)								
handling crisis (d2404)								
additional ICF-based item:								

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3) communication	0	0	0	0	0	0	0
communicating with - receiving - spoken messages (d310)							
communication with - receiving - body gestures; nonverbal messages (d3150/315)							
communicating with - receiving - general signs and symbols; drawings and photographs (d3151/d3152)							
communicating with - receiving - written messages (d325)							
speaking (d330)							
producing signs and symbols (d3351)							
writing messages (d345)							
producing nonverbal messages and body language (d335/3350)							
conversing with one person (d3503)							
using telecommunication devices (d3500)							
additional ICF-based item:							
4) mobility	0	0	0	0	0	0	0
moving around within the home (d4600)							
moving around outside the home and other buildings (d4602)							
using transportation (d470)							
moving around in different locations (d4609)							
additional ICF-based item:							
5) self-care	0	0	0	0	0	0	0
*washing oneself (d5109m)							
*caring for body parts (d520m)							
*regulating urination (d5300)							
*regulation defecation d5301							
*menstrual care (d5302)							
*putting on clothes and footwear (d5400)							
*taking off clothes and footwear (d5401)							
choosing appropriate clothing (d5404)							
*eating (d550)							
*drinking (d550)							
looking after one's health and maintaining it (d570/5702)							
additional ICF-based item:							

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6) domestic life	0	0	0	0	0	0	0		
furnishing a place to live (d6102)									
*acquisition of goods and services, shopping (d620/d6200)									
*preparing simple meals (d6300)									
*preparing complex meals (d6301)									
doing housework (d640)									
using household appliances (d6403)									
*washing and drying clothes and garments (d6400)									
*cleaning living area (d6402)									
storing daily necessities (d6404)									
making and repairing clothes (d6500)									
*maintaining assistive devices (d6504)									
assisting others (d660)									
additional ICF-based item:									
7) interpersonal interactions and relationships	0	0	0	0	0	0	0		
basic interpersonal interactions (respect, appreciation, tolerance, criticism) (d710)									
interacting according to social rules and maintaining social space (d7203/d7204)									
family relationships (d760)									
formal relationships (d740)									
informal relationships with co-inhabitants (d7503)									
relating with strangers (d730)									
cultivation of friendships (d771)									
intimate relationships (d7700*)									
additional ICF-based item:									
8) major life areas	0	0	0	0	0	0	0		
education (d810*)									
apprenticeship (work preparation) (d840*) (for training apartment only)									
basic economic transactions (d860)									
additional ICF-based item:									

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9) community, social, and civic life	0	0	0	0	0	0
socializing (d9205)						
ceremonies (d9102)						
recreation and leisure (d920)						
arts and culture (d9202)						
religion and spirituality (d9300)						
political life and citizenship (d950)						
additional ICF-based item:						
Summe bewerteter Items	0					
Gewogenes arithmetisches Mittel "Hilfebedarf"						#DIV/0!
Einschätzung des Hilfebedarfs unter Berücksichtigung des Pflegegeldes		Punkte:				
Pflegegeldberücksichtigung: Das Pflegegeld findet in Bezug auf das Gesamtergebnis mit einer Gewichtung von 0,25 Berücksichtigung. Stufe 1 = 4 Pkte, Stufe 2= 8 Pkte, Stufe 3= 12 Pkte, Stufe 4 = 16 Pkte, Stufe 5= 20 Pkte, Stufe 6= 24 Pkte, Stufe 7= 28 Pkte (Entspricht dem Maximum im Bereich Höchster Hilfebedarf)	Stufe 1	4	}			
	Stufe 2	8				
	Stufe 3	12				
	Stufe 4	16				
	Stufe 5	20				
	Stufe 6	24				
	Stufe 7	28				
Gewichtung "Hilfebedarf" (0,75)						#DIV/0!
Summe Pflegegeld und Hilfebedarf						#DIV/0!
Gesamtergebnis						#DIV/0!
Einschätzung gemäß Grenzwerten (minimal: 0, Maximal: 28)	0 Pkte bis inklusive 3,49 Pkte	kein HB				
	3,5 Pkte bis inklusive 10,49 Pkte	leicht				
	10,5 Pkte bis inklusive 17,49 Pkte	mittel				
	17,5 Pkte bis inklusive 24,49	hoch				
	ab 24,5 Pkte	höchst				

Gutachterliche Einschätzung	#DIV/0!	Höhe des Grades der Beeinträchtigung	
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GutachterInnen:

a) Fallführende/r

b) ZweitgutachterIn

c) Allfällige fachpsychiatrische Einschätzung:

Dienstposten plus: %



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***THANK YOU FOR
YOUR ATTENTION!***

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