

Exam –ICF – April 2021

Name Student:

University or organisation:

Link the activities to the ICF below to the correct section within ICF

	Activity	ICF code	Level in ICF (use the most exact level)
1	skiing		
2	stress before the exam		
3	learn English		
4	safe sex		
5	buy new clothes		
6	going to a funeral		
7	writing calligraphy		
8	learn to eat with a knife and fork		
9	watch football on TV		
10	vacuuming		

decode the following ICF codes

b420.3	
b3201.2	
e310.3	
e1151.+3	
d4751.2	
d4455.4	
s73020.461	
s3400.372	

Organize the data from the case Laura according to the ICF structure.

Use the ICF browser (<https://apps.who.int/classifications/icfbrowser/>) and note also the matching codes. You can use the Case Nadia as an example.

Laura is a cheerful girl of 15 years old. She has Down's syndrome with moderate intellectual disability. Laura takes lessons in regular education. She is in the first year of secondary

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education. Every day she goes to school by bicycle from her village. At school she behaves like a child, appropriate to her level of development, but not appropriate to her age. For example, she skips - just like younger children - across the "schoolyard". This childish behavior leads to some tension at school.

Laura lives with her parents in a village close to the school. Participating in society is an important value for them. They think it is important that Laura goes to a normal school with "normal" children and that Laura can do normal things such as going to school by bicycle. Laura's parents are highly educated and they are actively involved in Laura's care, education and inclusion.

At the same time, they are well aware of Laura's limitations and have no unrealistic expectations about her school performance or the extent to which she will be able to find a job later, for example. For example, they have agreed with the school that Laura will receive a "normal report", with normal grades.

The parents were informed that their daughter is no longer allowed to participate in the practical lessons in the second year. According to the parents, this means that the school is against earlier agreements. A few weeks before it would be examined to what extent it is feasible for Laura to follow these lessons.

Moreover, the parents feel taken aback by the action of the school, not coordinated with them, to inform other parents in writing about Laura. According to the parents, the agreement was that the school would verbally inform the parents who ask about this. Laura's parents are angry and concerned about the consequences for Laura, who they believe has the right to normal life and education.

The school supports its position with several arguments: Laura will increasingly drop out of the group, she will not be able to obtain a diploma and that is stressful for her, no internship will be found for her, ...

The parents have a rebuttal to every argument. Laura is doing well socially, it is not a problem if she does not get a diploma, finding an internship is no problem. Finding another school, the parents find a very negative scenario & Laura will then no longer be able to cycle to school.

The school sees it as its task to lead students to a diploma, but also wants to be a place where students and teachers can meet and learn from and with each other in social interactions. In that context, the school is concerned that Laura could be bullied.

Various factors play a role for the school. First, the school foresees that she cannot graduate Laura and that is its primary task anyway. The decision to let Laura continue to the second, third,... year, while it is already clear that this will not lead to a diploma, "does not feel good". School believes that it is not good for Laura to stay in school. They can't respond to the growing gap in the development between Laura and the other students. Second, the school expects other students to experience discomfort from Laura in a practical lesson. In collaborative situations, collaboration with Laura will become increasingly difficult and students who work with Laura learn less than from other classmates. The school also experiences pressure from other parents on this last point. The school writes a letter to Laura's parents. The solution for school is therefore that Laura no longer takes practical lessons (but does take theory lessons) and that Laura gains practical experience with her supervisor in other situations (eg at home).

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Until recently, relations between all "parties" were good. The relationship between the parents and the school deteriorates. Fortunately for Laura, the relationship with both the school and her parents has remained good. The parents and the school are increasingly different in opinion whether Laura can stay in school in a meaningful way. The school does not think so, the parents do. The situation is running high.