



SUPPORT TOOLS ENABLING PARENTS

Liliane Fonds

open the world
for a child
with a disability

REHABILITATION FOLLOW-UP LOG BOOK

Child:

Date of birth:

Age:

Name of caregiver:

Name of fieldworker:

Address of the child:

Telephone number of caregiver:

Telephone number of fieldworker:

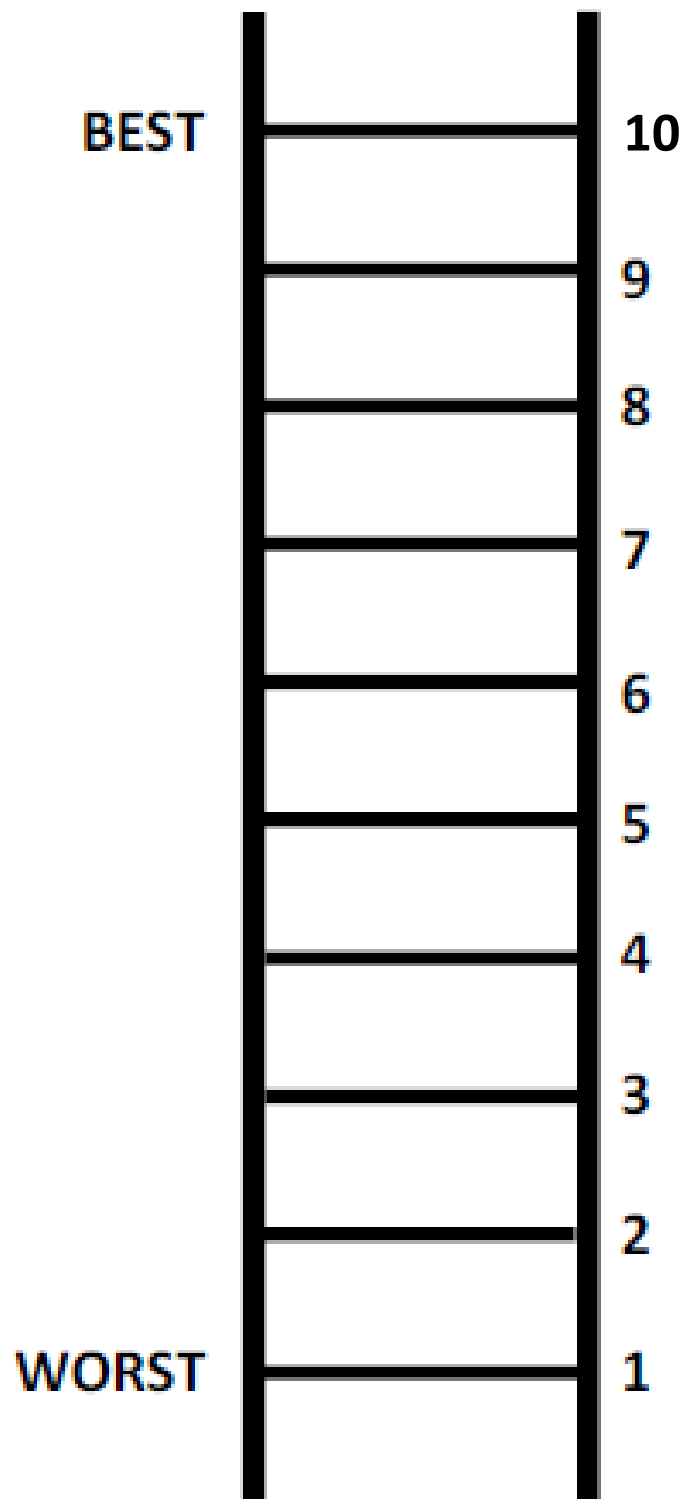
Type of disability:

Level of disability: mild (GMFCS I or II)/ moderate (III)/severe (IV or V)*

Epilepsy: yes / no*, and medication: yes / no*

*circle the answer that applies





Where on the ladder do **you (caregiver)** stand at present time? 1 2 3 4 5 6 7 8 9 10

What would help you move up the ladder?

What would make you move down the ladder?

Where on the ladder does **your child** stand at present time? 1 2 3 4 5 6 7 8 9 10

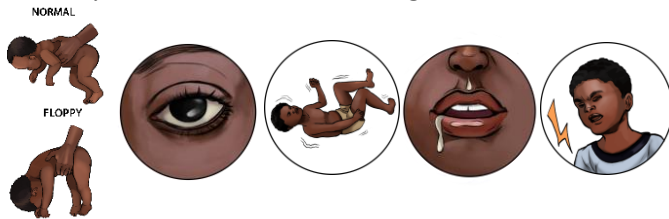
What would help you move up the ladder?

What would make you move down the ladder?

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

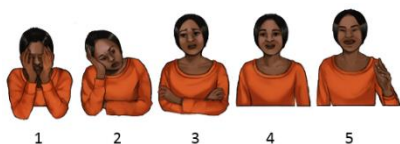


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		
Signature of the caregiver:	Signature of the fieldworker:	

***For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.**



1 2 3 4 5

INTERVENTION & MONITORING

Date of intervention:
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

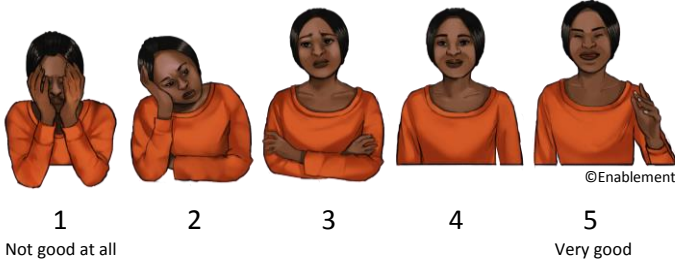
Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

a. How would you score the goal now? (let the caregiver give the score)

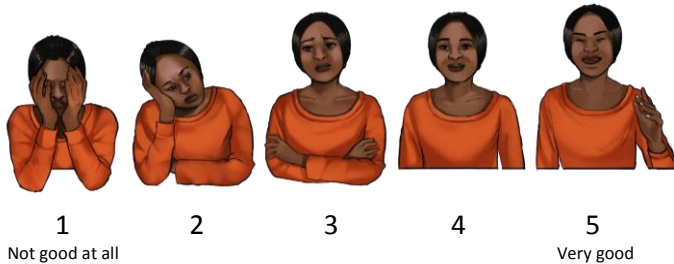


b. What has changed:

c. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)

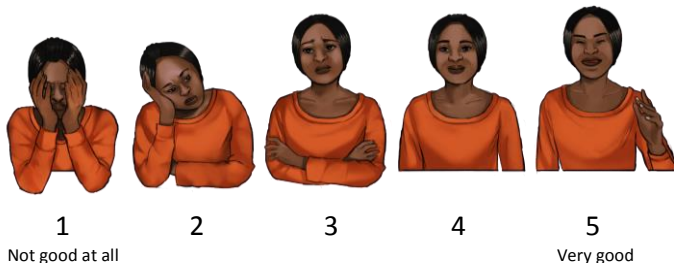


b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



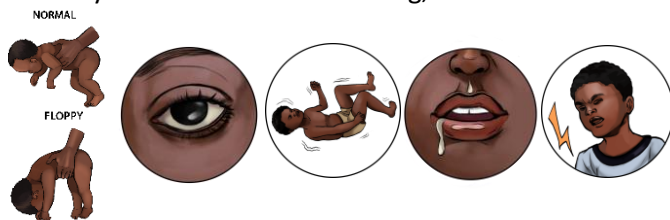
b. What has changed:

c. What was the main reason for the change:

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

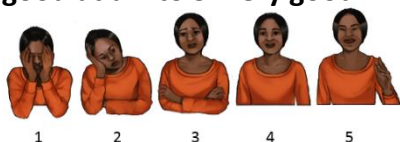


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.



INTERVENTION & MONITORING

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

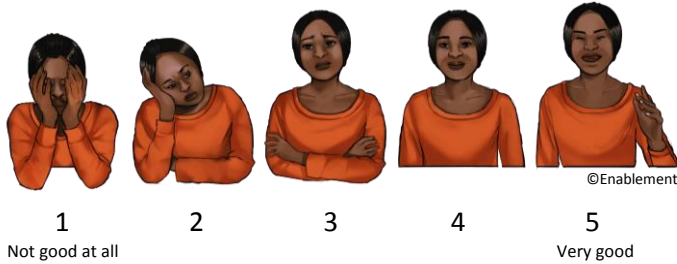
Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

a. How would you score the goal now? (let the caregiver give the score)

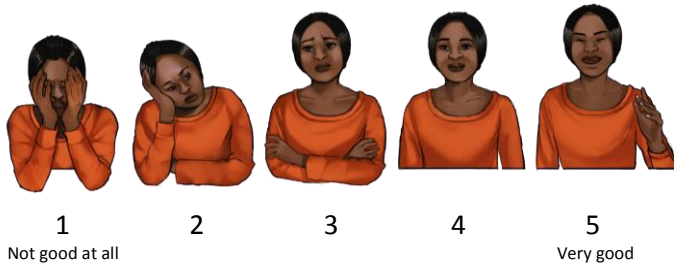


b. What has changed:

c. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)

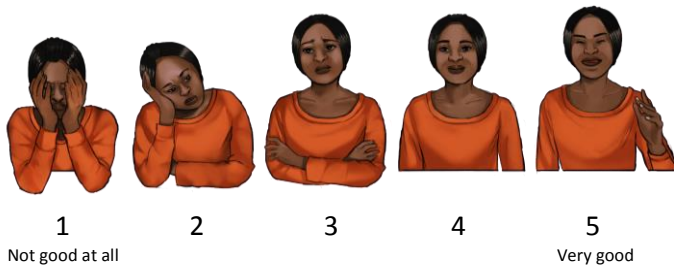


b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



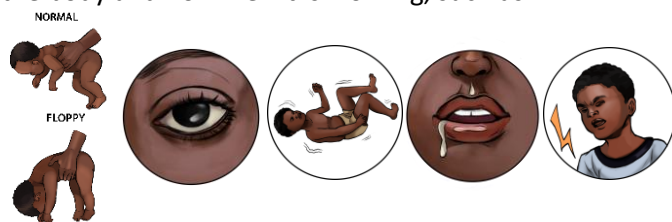
b. What has changed:

c. What was the main reason for the change:

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

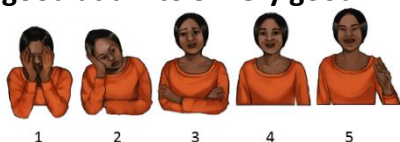


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.



INTERVENTION & MONITORING

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

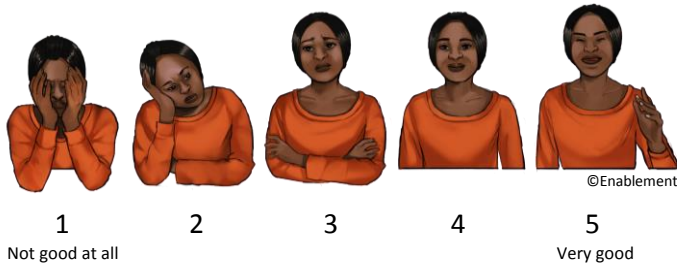
Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

d. How would you score the goal now? (let the caregiver give the score)

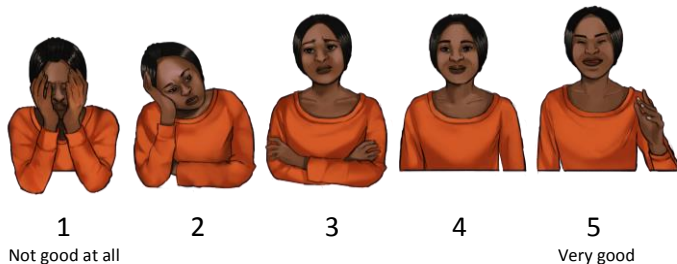


a. What has changed:

b. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)

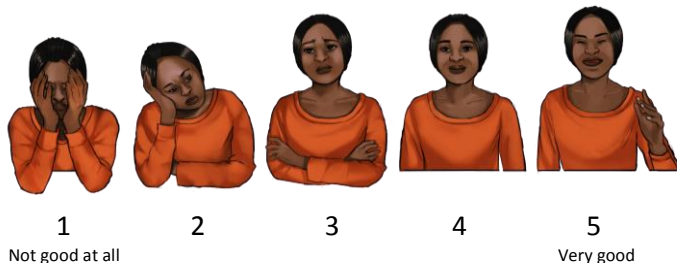


b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



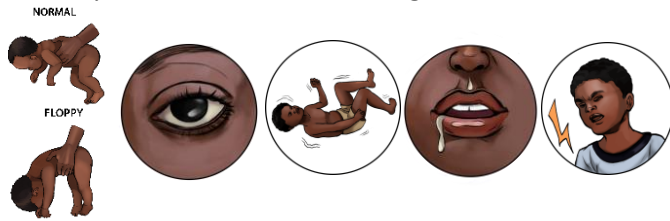
b. What has changed:

c. What was the main reason for the change:

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

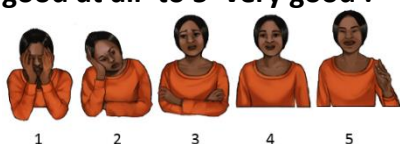


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.



INTERVENTION & MONITORING

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

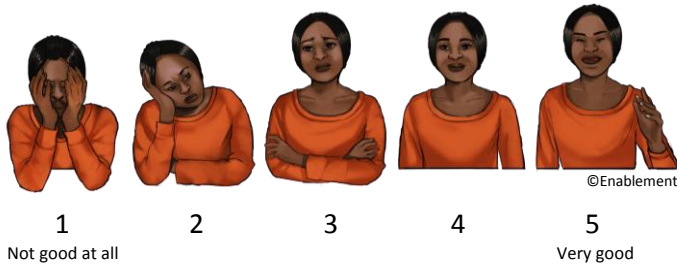
Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

d. How would you score the goal now? (let the caregiver give the score)

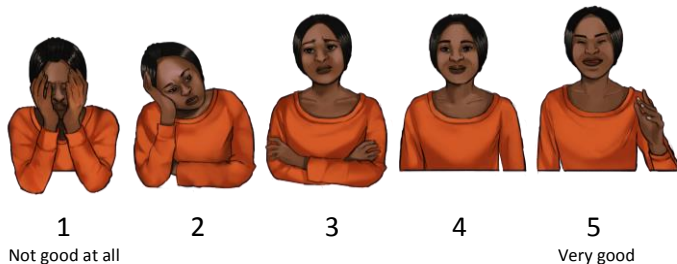


a. What has changed:

b. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)

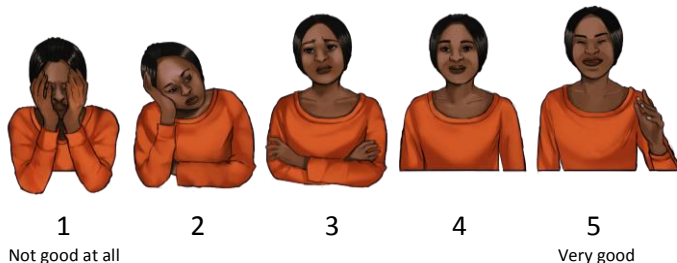


b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



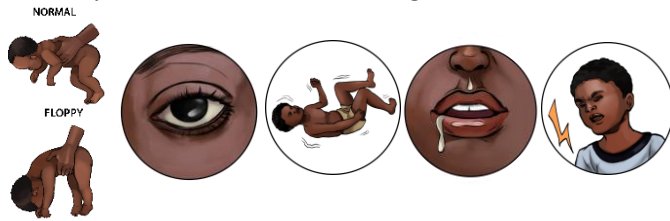
b. What has changed:

c. What was the main reason for the change:

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

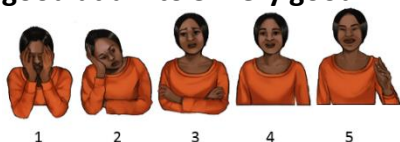


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.



INTERVENTION & MONITORING

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

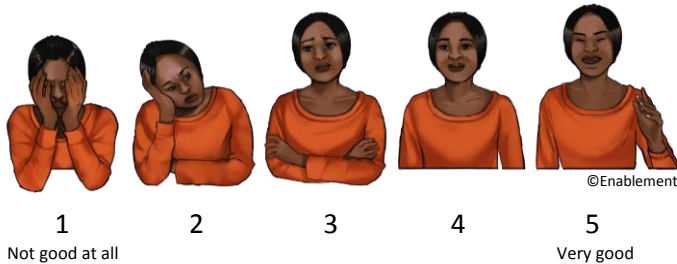
Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

a. How would you score the goal now? (let the caregiver give the score)

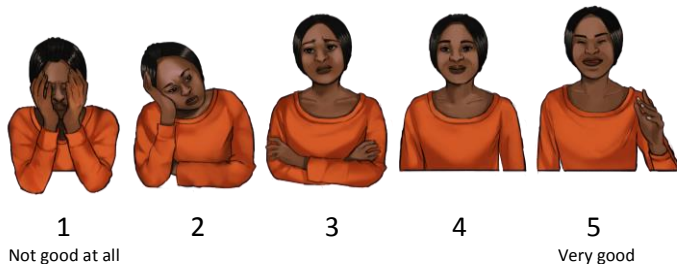


b. What has changed:

c. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)

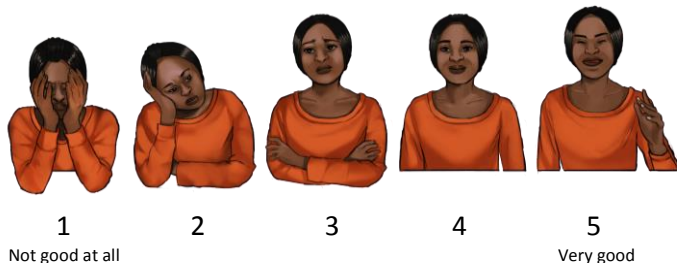


b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



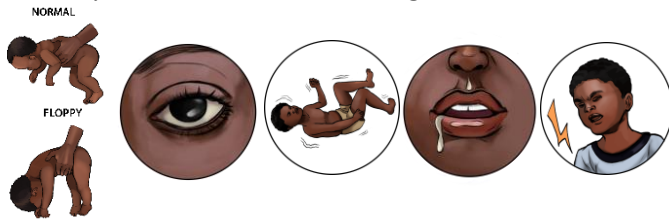
b. What has changed:

c. What was the main reason for the change:

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

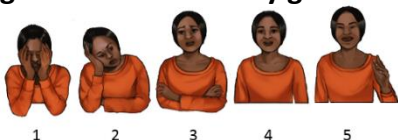


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.



INTERVENTION & MONITORING

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

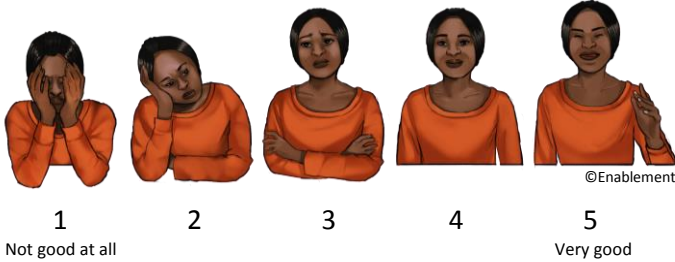
Date of intervention:
What has been done in relation to last week's goals and action plan?
<p>Actions for the fieldworker today and until next week:</p> <p><i>(Advice, actions and what to bring next time)</i></p>
<p>Actions for the child and caregiver today and until next week:</p> <p><i>(Advice, actions and what to arrange for next time)</i></p>
<p>Feedback of the child and/or caregiver:</p> <p><i>(Wishes, questions, opinions)</i></p>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

d. How would you score the goal now? (let the caregiver give the score)

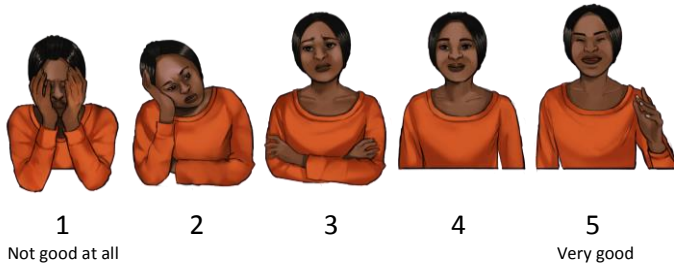


a. What has changed:

b. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)

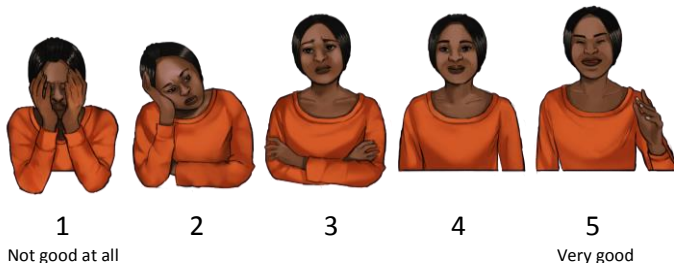


b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



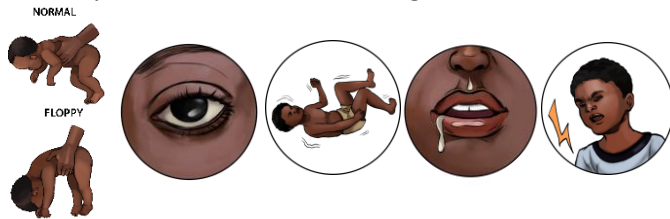
b. What has changed:

c. What was the main reason for the change:

REHABILITATION PROBLEM SOLVING FORM (RPS) *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

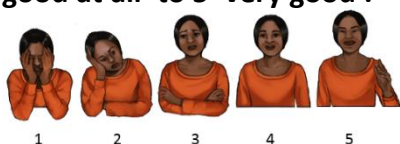


ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.



INTERVENTION & MONITORING

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

Date of intervention:
What has been done in relation to last week's goals and action plan?
Actions for the fieldworker today and until next week: <i>(Advice, actions and what to bring next time)</i>
Actions for the child and caregiver today and until next week: <i>(Advice, actions and what to arrange for next time)</i>
Feedback of the child and/or caregiver: <i>(Wishes, questions, opinions)</i>
Date of next home visit:
Signature of the caregiver:
Signature of the fieldworker:

MONTHLY EVALUATION

Goal 1:

a. How would you score the goal now? (let the caregiver give the score)



1
Not good at all

2

3

4

5
Very good

b. What has changed:

c. What was the main reason for the change:

Goal 2:

a. How would you score the goal now? (let the caregiver give the score)



1
Not good at all

2

3

4

5
Very good

b. What has changed:

c. What was the main reason for the change:

Goal 3:

a. How would you score the goal now? (let the caregiver give the score)



1
Not good at all

2

3

4

5
Very good

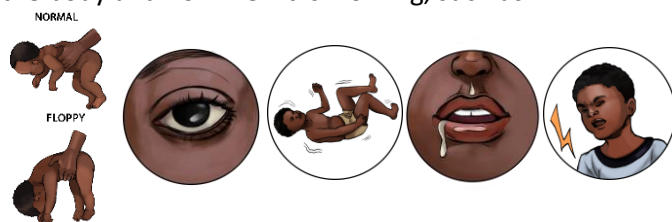
b. What has changed:

c. What was the main reason for the change:

HALF YEAR REPORT *see page 55 for examples

Date:

BODY FUNCTIONS & STRUCTURES: Information about the body and how well it is working, such as...



ACTIVITIES & PARTICIPATION: Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play), such as...



PERSONAL FACTORS: Information about the child's likes, dislikes, beliefs (e.g. religion), feelings, dreams, attitude, such as...

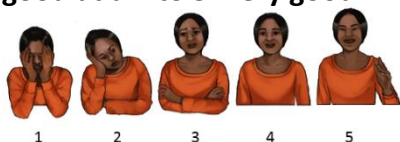


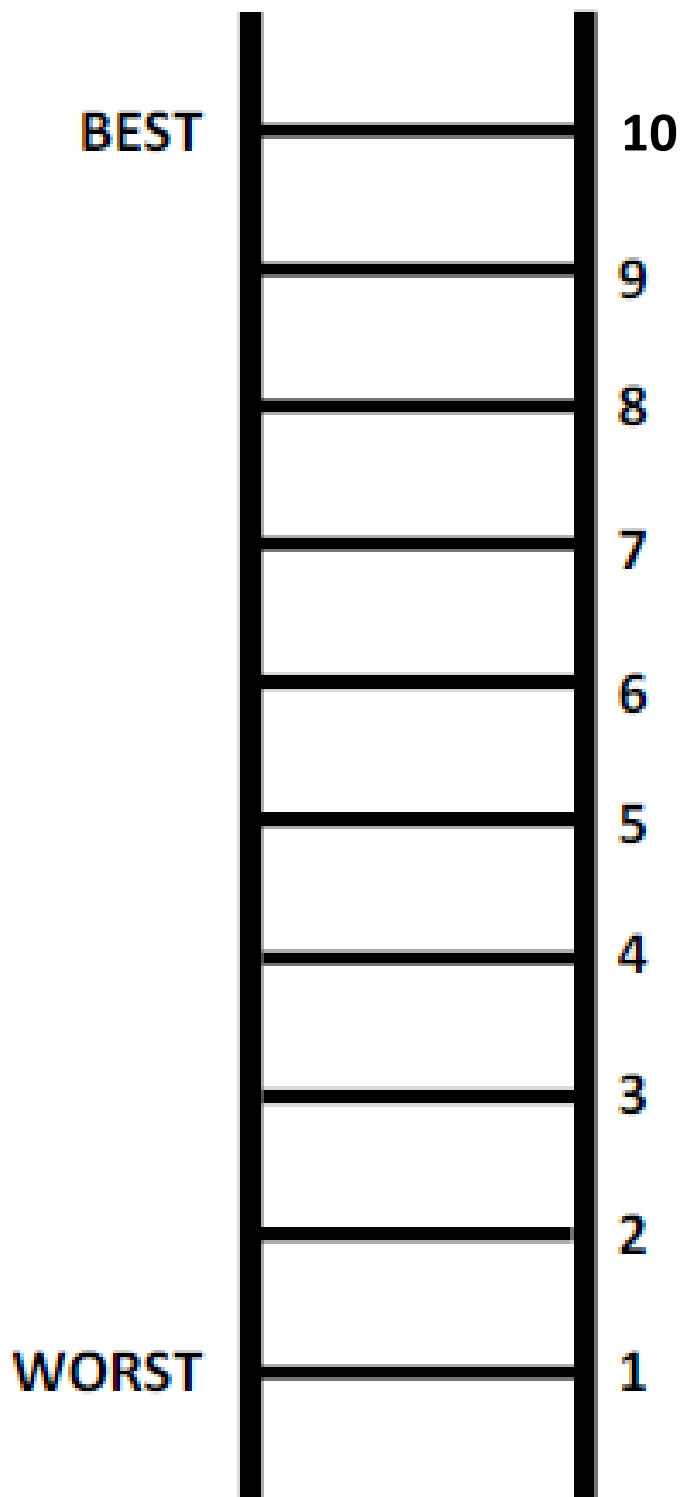
ENVIRONMENTAL FACTORS: Information about the family and community, physical environment, socio-economic factors, access to services, such as...



PLAN		
Date:		
Prioritised difficulties:		
According to the caregiver / child	According to the fieldworker (from interview <u>and</u> observation)	
1.	1.	
2.	2.	
3.	3.	
Goals - what do you agree needs to change within the next 1-3 months?		*
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
Action plan:		
1.		
2.		
3.		

*For each goal, let the caregiver circle the score of how the activity currently goes on a scale of 1 'not good at all' to 5 'very good'.





Where on the ladder do **you (caregiver)** stand at present time? 1 2 3 4 5 6 7 8 9 10

What would help you move up the ladder?

What would make you move down the ladder?

Where on the ladder does **your child** stand at present time? 1 2 3 4 5 6 7 8 9 10

What would help you move up the ladder?

What would make you move down the ladder?

Appendix I: RPS examples of what information can be put in which domain

Date:	
<p>BODY FUNCTIONS & STRUCTURES:</p> <ul style="list-style-type: none"> Information about how the body system works or if something is missing. We mean parts of the body such as organs, limbs and what they are made of. Mental functions and nervous system e.g. understanding the concept of time, how well the child sleeps, intellectual functions such as memory. Senses e.g. seeing, hearing, feeling pain. Voice and speech functions e.g. quality of the voice (can the child speak fluently, volume of speech). Talking, understanding communication and using gestures for example has to be put under activities and participation. Functions of the heart system, lymph, resistance to diseases and breathing system e.g. heart rate, heart rhythm. Functions of the food processing, body cells, circulatory system e.g. processing food, bowel movement. Genitals and reproductive functions e.g. genitals, peeing and pooing well and regularly etc. The activity of toileting has to be put under activities and participation. Movement and related functions e.g. joints, bones, reflexes, controlling movement. This is only information about the muscles and bones. The activities you do and movement you can make have to be put under activities and participation. Functions of the skin and related structures e.g. repair functions of skin, hair, nails. 	<p>ACTIVITIES & PARTICIPATION:</p> <ul style="list-style-type: none"> Information about what activities the child can and cannot do (e.g. activities of daily life, learning, schooling, play, household). Participation is being involved in a life situation such as being with friends. Learning and applying knowledge e.g. understanding tasks, remembering what is said, done, heard, felt, seen, reading, math. General tasks and demands e.g. responding to an instruction with an action, aiming your attention, holding attention, ability to plan tasks in partial steps in the right sequence or understanding the sequence of steps. Communication e.g. understanding words, saying words, making conversation, indicating what you want (with or without words). Mobility e.g. moving (e.g. rolling, crawling, creeping, moving on buttocks, walking) indoors, outdoors, transportation, going up/down stairs. Self-care e.g. washing, dressing, eating. Domestic life e.g. doing or helping in household tasks like cleaning etc., using household appliances. Interactions between persons and relationships e.g. understanding and applying social rules, managing your behaviour, ensuring it is suitable for a certain situation or activity. Major life areas e.g. how does school go, can the child spend time and enjoy it by him- herself? Community and social life e.g. joining activities in organised social life such as play, visiting friends, family or neighbours, parties.
<p>PERSONAL FACTORS:</p> <ul style="list-style-type: none"> Information about what the personal preferences are and characteristics of the child. Gender. Age. How does the child deal or cope with his/her life, strengths and challenges? What feelings have they or their family shared, or what do you observe? Lifestyle: how does the child spend his/her life? Social background: what does the child prefer in terms of friends, family, community? Education: wishes and preferences of the child. Character of the child e.g. happy, motivated or not, interested in the world around him/her. Personality: attitude of the child. Habits: which routines and habits does the child like or has the child developed? Preferences: what does the child like or not like? What are his/her dreams? Religion: does the child have religious beliefs or a certain response to religion? 	<p>ENVIRONMENTAL FACTORS:</p> <ul style="list-style-type: none"> Information about the family and community e.g. the physical environment like buildings and devices, socio-economic conditions of the family, access to services. Environmental factors make up the physical, social and attitudinal environment in which people live and conduct their lives such as: Products and technology e.g. materials to assist in daily living like an adapted cup to drink, wheelchair, communication aids like pictures, accessibility of the house, vehicles to transport the child with. Natural environment and human-made changes to environment e.g. quality of the light (in the house), sounds, air, paved or unpaved roads, house being near or far from the road, influences and risks from natural forces such as rain and wind or a nearby river. Support and relationships e.g. from family, friends, neighbours, health professionals etc. Attitudes e.g. from family, community, neighbours (is there a lot of stigma, are they supportive or not?). Services, systems and policies e.g. transportation, regulations to keep in mind, allowance from government. Economic situation e.g. income level, living conditions (is the house stable, protected from rain and draft etc.).

Appendix II: DEVELOPMENT CHART PHYSICAL

292 CHAPTER 34

RECORD SHEET
6
(page 1)

EVALUATION OF A CHILD'S LEVEL OF PHYSICAL DEVELOPMENT

Name: _____
Birth date: _____
Date: _____

Notes: Although on these guides physical and mental skills are separated, the two are often closely interrelated. These charts show roughly the average age that a normal child develops different skills. But there is great variation within what is normal.

PHYSICAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Head and trunk control	lifts head part way up	holds head up briefly	holds up head and shoulders	holds head up well when lifted	moves and holds head easily in all directions				Activities to improve head and trunk control (see p. 302).
Rolling		holds up head and shoulders	rolls back to belly	rolls over and over easily in play	twists and moves easily while sitting				Activities to develop rolling and twisting (see p. 304).
Sitting		sits only with full support	sits with hand support	begins to sit without support	sits well without support				Work on sitting. Special seating if needed (p. 308).
Crawling and walking		begins to creep	begins to crawl	pulls to standing	walks	can walk on tiptoe and on heels	walks easily backward	hops on one foot	Activities to improve balance (see p. 306).
Arm and hand control	grips finger put into hand	begins to reach towards objects	reaches and grasps with whole hand	passes object from one hand to other	grasps with thumb and forefinger	easily moves fingers back and forth from nose to moving object		throws and catches ball	Eye-hand activities. Use toys and games to develop hand and finger control (see p. 305).
Seeing	follows close object with eyes	enjoys bright colors/shapes	recognizes different faces	eyes focus on far object	looks at small things/pictures	Sees small shapes clearly at 6 meters (see p. 453 for test).			Have eyes checked (see p. 452). If poor, see Chapter 30.
Hearing	moves or cries at a loud noise	responds to mother's voice	enjoys rhythmic music	understands simple words	hears clearly and understands most simple language				Have hearing checked, if poor, see Chapter 31.

Appendix III: DEVELOPMENT CHART EMOTIONAL

EVALUATION OF A CHILD'S LEVEL OF MENTAL AND SOCIAL DEVELOPMENT

Name: _____
 Birth date: _____
 Date: _____

MENTAL DEVELOPMENT	Average age skills begin	3 months	6 months	9 months	1 year	2 years	3 years	5 years	What to do if a child is behind
Communication and language	cries when wet or hungry	coos when comfortable	makes simple sounds	uses certain sounds for different things	begins to use single words	begins to use words together	uses simple sentences		Speak and sing often to child. If needed, develop alternatives to speech (p. 313).
Social behavior	smiles when smiled at	smiles when smiled at			likes to be praised after completing simple tasks	interacts with both adults and children			Consider trying behavioral approach to social behavior (see p. 349).
Self-care	sucks breast	takes everything to mouth		chews solid food	drinks alone from glass	takes off simple clothes	helps with simple work		Encourage child to help self if possible. Use behavioral approach to learning (see p. 350).
Attention and interest	smiles when smiled at	brief interest in toys and sounds		develops strong attachments to caretakers	takes longer interest in toys and activities	sorts different objects	builds playthings with several pieces		Early stimulation activities (see Chapter 35). Provide toys and 'tuff' objects.
Play	grasps things placed in hand	plays with own body	plays with simple objects	begins to enjoy first social games (peek-a-boo)	imitates and copies people	begins to play with other children	plays independently with children and toys		Guided play, lots of stimulation and interaction with other children.
Intelligence and learning	cries when hungry or uncomfortable	recognizes mother	recognizes several people	looks for toys that fall out of sight	copies simple actions	points to things when asked	follows simple instructions	follows multiple instructions	Early stimulation (p. 316). Lots of toys, talk, and step-by-step training.

RECORD SHEET
6
(page 2)

Put a circle around the level of development that the child is now at in each area.
 Put a square around the skill to the right of the one you circled, and focus training on that skill.
 If the child has reached an age and has not mastered the corresponding level of skill, special training may be needed.