

Name:

Date

**Health condition: Cerebral Palsy, athetoid**

Body, functions and structure		Activities and Participation
<b>According to client</b>		<p>She can't walk and go anywhere without help            She can't eat, dress and bath herself independently            She has problems with talking clearly            She can make it clear what she wants            She has never been to kindergarten and is not yet going to school</p>
<b>According to fieldworker</b>	<p>Balance problems            Coordination problems of lower and upper part of the body            Eye hand coordination problems            Coordination problems of mouth muscles            Chewing and swallowing slow and difficult</p>	<p>Can sit independently only a few moment, when concentrating and not doing anything else            She is not used to weight bearing on legs/feet            When sitting with support on the floor she is able to manipulate toys with her feet            Is able to reach out but not able to pick up things with her hands.            She has a loving family, who is taking good care of her            Family is too much focussed on physical abilities and not on communication and cognitive abilities</p>

Personal factors		Environmental factors
<b>According to client</b>	<p>Bright and happy girl            Too poor to get proper treatment and assistive devices</p>	<p>No special school available.            She needs first to be able to walk            Not enough rehabilitation services            The CBR programme gives some practical and mental support</p>
<b>According to fieldworker</b>	<p>Unclear speech makes communication difficult with people who do not know her            Family has stable income and able to contribute to services            No other health problems</p>	<p>School system is officially including children with disabilities, but it is happening and implemented only for few children            Loving family            Low middle class family, both parents have stable job            Family is doing too much for the girl (e.g. they understand her pointing etc, so do not stimulate her to talk)            Schools not physically accessible;            Good roads and no mountains in this city            Teachers do not know how to adapt their teaching of a child with physical and communication problems            Not enough assistive devices available; not enough</p>

		<p>knowledge on what assistive devices could help this child</p> <p>No Early identification and intervention when young</p> <p>No support for parents with a child with disability was available till recently</p> <p>No expertise available on how to improve communication</p> <p>No information about the condition of the child given to the family before the CBR programme started</p>
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