

MAITS

MULTI-AGENCY INTERNATIONAL
TRAINING AND SUPPORT

CASE BOOK

For use with manual



**A Guide for Community Health Workers:
Promoting Development and Independence**

in children with

Neurodevelopmental Disabilities through Support in Daily Activities

HOW TO USE THE MANUAL

Background Reading
Read Part 1b and Part 2

ASSESSMENT

Using the Community Worker (CW) Casebook in the Appendices...

Step 1: Carry out your usual assessment (using your usual assessment form if you have one)

Step 2: Complete the Child Profile

Step 3: Complete the Parent Interview (baseline), involving the child where possible, and together select 3 Daily Activities to focus on (eg. Toileting, Eating & Drinking, Play/educational activities)

INTERVENTION

Using the manual...

Step 1: Go through relevant information from Part 2 with parents

Step 2: Go through the suggestions in Part 3 for the Daily Activities that have been chosen

Step 3: Support the family with these for the next few weeks.

REVIEW

Using the Community Worker (CW) Casebook in the Appendices...

Step 1: Complete the Parent Interview (review) including the child where possible

Step 2: Discuss any changes in the scores, with the parents and child and explore the barriers, if any, to achieving greater change.

Step 3: Reset targets with parents and child, based on this discussion. Talk about what they want to work on next. They may want to continue to work on the same activity, but to progress *within* it.



CHILD PROFILE

Date.....

Community Worker name.....

Child name:	Date of birth:
Address:	
Any given diagnoses and known medical issues:	

Baby / toddler (0-2)
 2+ years
 Teenager

Areas of need											
	Yes: Level			No		Yes	No				
	III	II	I								
Motor (CP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hearing problems	<input type="checkbox"/>	<input type="checkbox"/>				
Intellectual disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Visual impairment	<input type="checkbox"/>	<input type="checkbox"/>				
Social Communication Difficulties Or Autism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Communication difficulties	<input type="checkbox"/>	<input type="checkbox"/>				
Profound & Multiple Learning Disabilities				<table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Yes</td> <td style="text-align: center;">No</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	Behavioural issues	<input type="checkbox"/>	<input type="checkbox"/>
Yes	No										
<input type="checkbox"/>	<input type="checkbox"/>										
					Epilepsy	<input type="checkbox"/>	<input type="checkbox"/>				

Comments:

Level Descriptors

	Level III	Level II	Level I
Cerebral Palsy	 <p><i>This child needs full physical support for all activities. She is not able to sit, stand, or walk without adequate support and will probably need lifting. She has very limited use of her hands. If this child is able to talk, her speech is very difficult to understand even by people who know her well. She has difficulties eating and drinking (feeding herself, chewing and/or swallowing).</i></p>	 <p><i>This child cannot walk on his own, but he can sit if he has support. (He may need help from an adult to get into and out of a sitting position). He can hold his toothbrush or spoon, but needs help to use them. His speech is difficult to understand by people who do not know him well. He may have some difficulties with chewing or swallowing.</i></p>	 <p><i>This child can walk, but is unsteady on her feet and may need a walking aid. She is able to do things with her hands, but with some difficulty and may have problems with sitting balance when using both her hands. Her speech is fairly clear, but may be a little difficult to understand at times. She might have difficulties chewing or swallowing some foods (e.g. very crunchy, hard or chewy).</i></p>
Intellectual Disability	<p><i>This child needs help with all activities. She does not understand the task (why she needs to do it and how to go about it) nor why something could be dangerous. Her behaviour is like that of a much younger child (e.g. mouthing objects, throwing objects). Her behaviour can be repetitive</i></p>	<p><i>This child needs help to carry out tasks, but with lots of repetition might learn to do them independently (e.g. dressing, washing, eating). He understands and uses some simple familiar phrases. He does not always know</i></p>	<p><i>This child will learn to be independent with a little more help than is usually required. She is generally a slow learner, but with support will learn in time. She can talk, but usually in simple sentences. She understands everyday conversations. She will not achieve the same levels at school as her peers</i></p>

Case number:

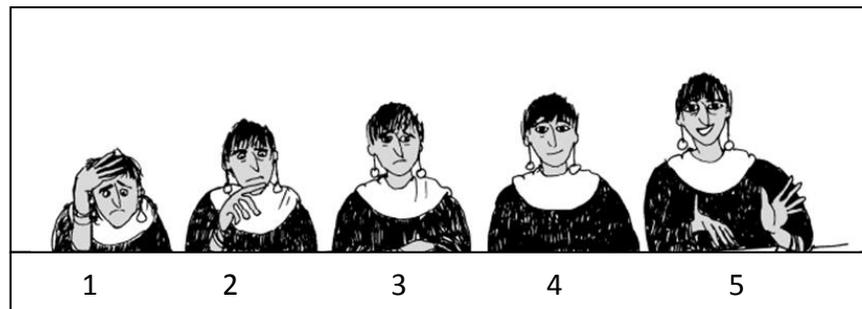
	<p><i>and be done to stimulate or calm herself (e.g. rocking, chewing hand). She does not speak and does not understand others; others have to interpret her communication by understanding her behaviour. She may have some difficulties with eating and drinking.</i></p>	<p><i>how to behave appropriately in different situations.</i></p>	
<p>Social communication Difficulties or Autism</p>	<p><i>This child does not use speech. He rarely approaches adults and may not show awareness of an adult nearby. He finds it difficult to show his needs and does not seem interested in others. He often shows a high degree of interest in sensory stimulation and shows repetitive behaviour such as rocking, mouthing objects, flapping hands, etc. He can seem like he is in a world of his own. He may have behaviours that can hurt himself or others (e.g. head banging, biting self or others).</i></p>	<p><i>This child uses some words and some learnt phrases, but often repeats what he hears again and again (this may include songs, television commercials, sounds, etc.). Rather than asking for things he may either try to fetch it himself, or may place an adult's arm on the object (eg. Packet of biscuits) without looking at the adult. He can show particular interest or be disturbed by certain sensory experiences. He is obsessed with the same routines and objects. He may have rituals and interests in unusual objects or parts of objects. He likes to play alone and does not share.</i></p>	<p><i>This child seems to be developing like other children, but prefers adult company or playing alone. He may have difficulties having a conversation, but speaks normally in all other ways. He likes his routines and can become upset when these are changed. He can be extra sensitive to particular sensory experiences. As the child grows up he has more and more difficulties fitting in socially, making friends, and understanding other people's point of view.</i></p>

Case number:

Parent Interview – baseline

Ask parents:

How do you feel about your child’s problems? (use the faces chart)



In your opinion, how well is your child managing in the following?

Activity of daily living	How well is your child managing? (1-5)
1. Toileting	1 2 3 4 5
2. Bathing	1 2 3 4 5
3. Dressing	1 2 3 4 5
4. Grooming	1 2 3 4 5

Case number:

5. Eating & drinking	1	2	3	4	5
6. Brushing teeth	1	2	3	4	5
7. Educational activities/Play	1	2	3	4	5
8. Resting & sleeping	1	2	3	4	5
9. Household jobs	1	2	3	4	5
10. Going to school	1	2	3	4	5
11. Going out: to the shops / the fields	1	2	3	4	5

INTERVENTION

Step 1: Introduce key principles to parents (Part 2 of manual)

Go through Part 2 of the manual, selecting relevant sections based on the Child Profile

- Importance of The Daily Routine (relevant to *all* children)
- Babies and Toddlers
- Important considerations and general principles for children with CP
- Important considerations and general principles for supporting children with Social Communication Difficulties and Autism
- Supporting children with profound and multiple learning disabilities
- Supporting teenagers (additional considerations)

- Top tips: Children with hearing impairment
- Top tips: Children with visual impairment
- Top tips: Communicating with children with disabilities
- Top tips: Understanding and managing behaviour
- Basic principles on the management of Epilepsy

Step 2: Follow the guidelines for 3 core activities (Part 3 of the manual)

Once everyone is familiar with the basic principles, use the advice in Section 3 of the manual to help guide parents on 3 activities of daily living. Select the section(s) of the manual that are relevant to the child's profile eg. CP level II, Intellectual disability level III etc.

You may like to start with: Toileting, Eating & drinking, Educational activities (play)

Case number: **Visit summaries**

Visit	Date	What did you discuss (include what 3 ADL you have chosen to work on)	What materials did you use (assessment forms, sections of manual etc)
1			Assessment forms: Sections of manual: Other:
2			Assessment forms: Sections of manual: Other:
3			Sections of manual: Other:

Case number:

4			Sections of manual: Other:
5			Sections of manual: Other:
6			Sections of manual: Other:
7			Sections of manual: Other:
8			Sections of manual: Other:

Case number:

Parent Interview – review

Ask parents: Have you noticed any changes in any of the following?

Activity of daily living	Any change: Yes/No	What changes? Describe....	How is your child managing now? 
1. Toileting	Y / N		<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>
2. Bathing	Y / N		<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>
3. Dressing	Y / N		<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>
4. Grooming	Y / N		<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>

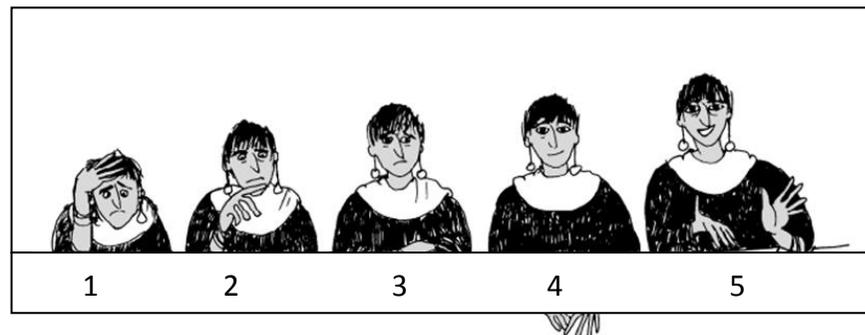
Case number:

5. Eating & drinking	Y / N		1	2	3	4	5
6. Brushing teeth	Y / N		1	2	3	4	5
7. Educational activities/Play	Y / N		1	2	3	4	5
8. Resting & sleeping	Y / N		1	2	3	4	5
9. Household jobs	Y / N		1	2	3	4	5
10. Going to school	Y / N		1	2	3	4	5
11. Going out: to the shops / the fields	Y / N		1	2	3	4	5

Case number:

Ask parents: How do you feel about your child's problems?

Comments:



Reset targets

- Discuss any changes in the scores, with the parents and child and explore the barriers, if any, to achieving greater change.

Note the discussion here:

- Use this as a basis to talk about what they want to work on next. They may want to continue to work on the same activity, but to progress *within* it.

Case number:

Faces Score Chart



1	2	3	4	5

Case number:

Consent to use Photographs

I consent to the collection and use of my and/or my child's photographs



- For your report to your organisation
- In a published report for anyone to read
- For teaching purposes
- In leaflets and publications about the organisation, to encourage other people to support the charity
- On the organisation's website, to encourage other people to support the charity

Name.....

Signature.....

Date.....