

ABC of assessment & action



Enablement

This tipsheet shows examples of possible issues to check and address timely when meeting a family, while connecting to the needs of the person with a disability and family's needs. Refer timely if needed, especially with health threatening issues of the person with a disability OR caregiver(s).

A: ACUTE (health)

B: BARRIERS (burden)

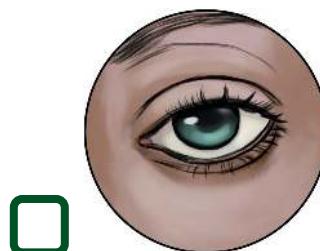
C: CAPACITY (development)



CHECK:

A: ACUTE (health: identification and timely referral)

- (Maternal) health: nutrition, vaccination, mosquito nets
- General health of the person and family:
 - fever
 - lung problems, coughing, difficulty breathing
 - seizures
 - wounds
 - dehydration, malnutrition (growth)
- Eating & drinking difficulties: choking, vomiting (teach how to position and feed safely)
- Pain: contractures, hip problems, constipation
- Sensory problems: can the person see and hear well?
- Sleep problems
- Medication monitoring
- Fitness of the person
- Safety and understanding personal and social boundaries (intimacy, abuse, safe environment)
- Hygiene of the person and environment



B: BARRIERS (burden)

- Psychosocial support: are family, friends, neighbors supportive? Does the person feel isolated?
- Grieving process: what are the expectations, worries and questions of the person and family?
- Connect with a parent support group or peer support group
- Facilitate if needed livelihood support and income generating activities
- Relief physical strain: explain and coach parent or caregiver how to carry and position a person, that cannot move him- herself, with least physical strain for both
- Assistive devices: are there any? Are any needed? Refer and help facilitate provision.



C: CAPACITY (development)

- Stimulate: communication, moving inside/outside the house, (self)care, sitting [give the person time, make it fun and motivating, include caregivers and peers]
- Active lifestyle for health and well-being: moving together, being moved, stimulated to move, changing positions, going outside
- Support learning through school (daycare, primary, secondary, university), play or similar activities
- Facilitate participation in the community: friends, religious activities, community activities
- Community involvement: inform and involve community members if needed to reduce stigma
- Coach the person, caregiver, peers, friends and family how to support physical, social and emotional development

