

# Cleft Lip and Cleft Palate



## What are person-centered functional goals?

- Goals identified by the client, in partnership with the clinician and family, that allow participation in meaningful activities and roles

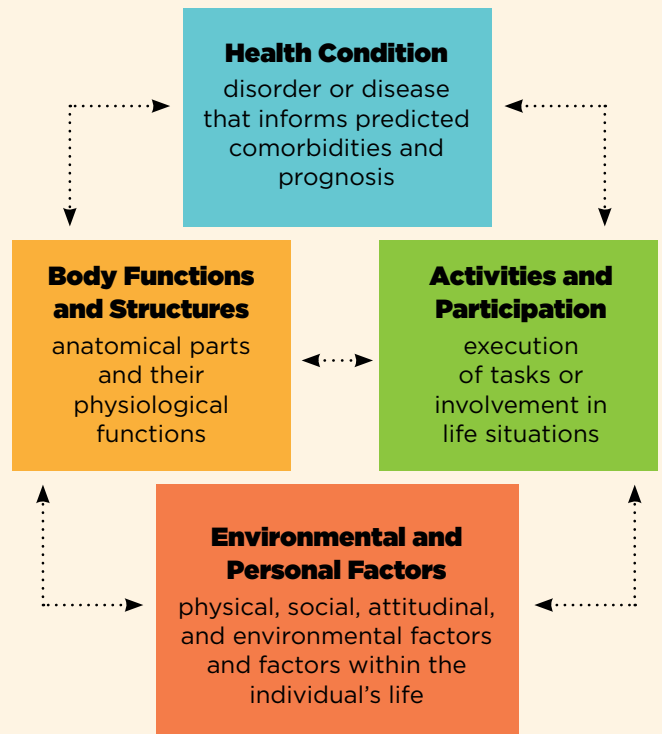
## Why target person-centered functional goals?

- To maximize outcomes that lead to functional improvements that are important to the individual
- To optimize the individual's potential to participate in meaningful activities
- To facilitate a partnership that ensures the individual and family have a voice in the care received and outcomes achieved
- To demonstrate to the payers the value of skilled services

## What is the ICF, and how does it help?

The International Classification of Functioning, Disability and Health (ICF)—developed by the World Health Organization (WHO)—is a framework to address functioning and disability related to a health condition within the context of the individual's activities and participation in everyday life.

## ICF: International Classification of Functioning, Disability and Health



# Person-Centered Focus on Function: Cleft Lip and Cleft Palate

## Case study: Maria

### Health Condition: Repaired Unilateral Cleft Lip and Palate With Adequate VP Closure

#### Assessment Data

##### Body Functions and Structures

###### Unilateral Cleft Lip and Cleft Palate

- Repaired at 3 and 12 months of age, respectively
- Adequate VP closure

###### Spoken Language (CELF-P-2)<sup>a</sup>

- Average to above-average expressive & receptive language

###### Hearing (Status monitored regularly)

- Within normal limits despite history of otitis media

###### Articulation and Phonology (Perceptual speech assessment)<sup>b</sup> (GFTA-3)<sup>c</sup>

- Compensatory articulation errors (glottal stop for /p, b, t, d/; posterior nasal fricative for /s, z/)

##### Activities and Participation

- Difficulty being understood by unfamiliar listeners (ICS)<sup>d</sup>
- Reduced participation in classroom activities (e.g., circle time and story time) (SPAA-C)<sup>e</sup>
- Reluctance to join in play with classmates and to communicate verbally with unfamiliar listeners (FOCUS®)<sup>f</sup>

##### Environmental and Personal Factors

- Maria is 4 years old.
- She is in preschool and has access to speech services.
- She wants to improve her speech so others can understand her.
- Maria has a strong desire to interact socially with her peers. (ASQ-3)<sup>g</sup>
- Classmates are accepting and try to include Maria in play activities.
- Family, friends, and teachers are very supportive. (SPAA-C)<sup>e</sup>

#### Clinical Reasoning

What impairments most affect function in the current setting, based on clinician assessment and individual/family report?

What activities are most important to the individual in the current setting?

What personal/environmental characteristics help or hinder participation in activities or situations in the current setting?

#### Goal Setting

##### Maria's Functional Goals

###### Long-Term Goal:

Maria will join in activities with peers and be understood when talking with friends and teachers in preschool and with unfamiliar listeners in everyday social contexts.

###### Short-Term Goals:

- Maria will produce /p, b, t, d/ with correct placement in all word positions to eliminate glottal stops 90% of the time in structured sentences during individual therapy.
- Maria will produce /s, z/ with correct placement in all word positions to eliminate posterior nasal fricatives 90% of the time in structured sentences during individual therapy.
- When invited by peers during free-play activities in the classroom, Maria will participate in conversation in at least 4 out of 5 opportunities per week as noted by the SLP and teachers.

<sup>a</sup>Clinical Evaluation of Language Fundamentals-Preschool-Second Edition (CELF-P-2; Semel, Wiig, & Secord, 2004). <sup>b</sup>Perceptual speech assessment: Informal battery, including assessment of speech sound production, resonance, and airflow. <sup>c</sup>Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3; Goldman & Fristoe, 2015). <sup>d</sup>Intelligibility in Context Scale (ICS; McLeod, Harrison, & McCormack, 2012). <sup>e</sup>Speech Participation and Activity Assessment-Children (SPAA-C; McLeod, 2003). <sup>f</sup>Focus on the Outcomes of Communication Under Six (FOCUS®; Thomas-Stonell, Robertson, Walker, Oddson, Washington, & Rosenbaum, 2012). <sup>g</sup>Ages and Stages Questionnaire-Third Edition (ASQ-3; Squires & Bricker, 2009).