

Specific Language Impairment



What are person-centered functional goals?

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

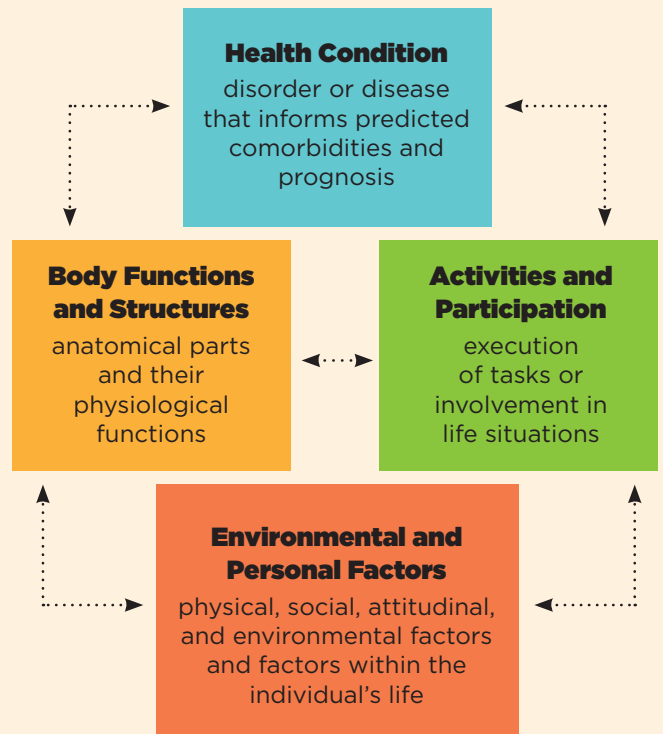
Why target person-centered functional goals?

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

What is the ICF, and how does it help?

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

ICF: International Classification of Functioning, Disability and Health



Person-Centered Focus on Function: Specific Language Impairment

Case study: Johnny

Health Condition: Specific Language Impairment

Assessment Data

Body Functions and Structures

(Formal/Informal Assessments) Cognitive functioning

- Normal (KBIT^{2a}); poor working memory (AWMA^b) Language (CELF-P2^c) Language (CELF-P2^c)
- Normal single-word receptive vocabulary (PPVT-4^d)
- Severe morphosyntax (CELF-P2) and narrative deficits (language sample)

Speech

- Mild speech sound disorder

Oromusculature, swallowing

- Normal structure + function

Voice/Resonance, Hearing

- Normal

Early literacy

- Poor print concepts (PALS^e)

Activities and Participation

(FOCUS^f, Child and Caregiver Interviews)

- Johnny has difficulty making friends and being included in other children's games.
- Johnny has difficulty telling adults about past events
- Johnny has difficulty joining in conversation with his peers.
- Johnny has difficulty communicating independently with unfamiliar adults.
- Johnny enjoys having family members read to him.

Environmental and Personal Factors

- 4 years old and attends Head Start preschool
- Lives with his mother, who has a learning disability, and his grandmother, who has a hearing impairment
- Is the younger of two children and is shy
- Is healthy, with an easygoing temperament
- Enjoys attending preschool, where he is more comfortable with teachers than with peers
- Lives in a low socioeconomic neighborhood
- He was born in the U.S., and only English is spoken at home

Clinical Reasoning

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

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

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

Goal Setting

Person-Centered Functional Goals

Long-Term Goal

Johnny will use age-appropriate grammar, pre-literacy, and social skills in everyday activities with family, peers, and unfamiliar adults 80% of the time in home and preschool settings by the end of the preschool year after receiving a block of language therapy and teacher-trained supports.

Short-Term Goals

- By the end of the preschool term, Johnny will use past tense correctly 90% of the time when he is telling news during group time with his classmates.
- By the end of the preschool term, Johnny will correctly identify rhyming words during book-reading activities with his mother, grandmother, and teacher 90% of the time.
- Johnny will take turns, make requests, and initiate conversations with his peers during snack time during a 10-minute period over 5 days.

^aKBIT-2 = Kaufman Brief Intelligence Test-2 (Kaufman & Kaufman, 2004). ^bAWMA = Automated Working Memory Assessment (Alloway, 2007). ^cCELF-P2 = Clinical Evaluation of Language Fundamentals-Preschool (2nd ed.; Wiig, Secord, & Semel, 2004). ^dPPVT-4 = Peabody Picture Vocabulary Test-Fourth Edition (Dunn & Dunn, 2007). ^ePALS = Phonological Awareness Literacy Screening (Invernizzi, Juel, Swank, & Meier, 2004). ^fFOCUS = Focus on the Outcomes of Children Under Six (Thomas-Stonell, Robertson, Walker, Oddson, Washington, & Rosenbaum, 2012).

For clinical and documentation questions, contact healthservices@asha.org.

The interpretation of ICF and examples above are consensus based and provided as a resource for members of the American Speech-Language-Hearing Association.