

Social Communication Disorder



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

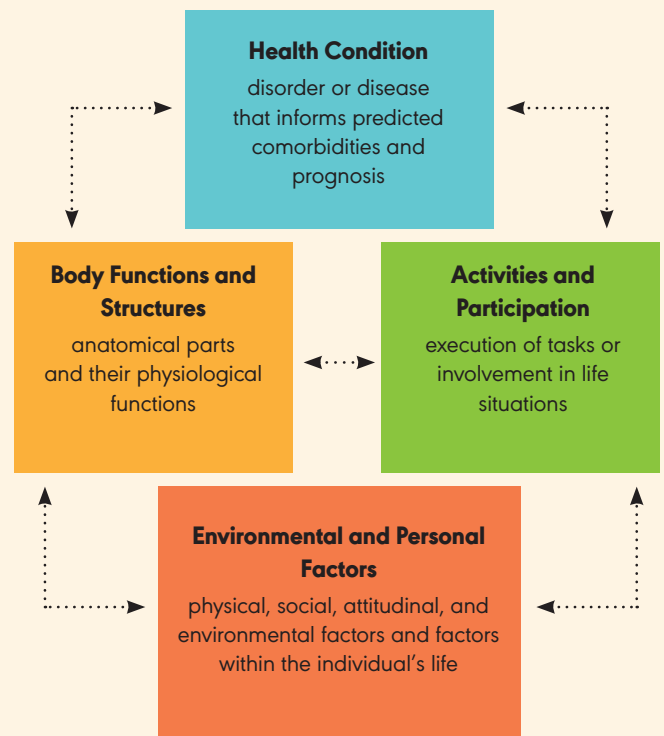
Why target person-centered functional goals?

- 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 their care and outcomes.
- 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



Case Study: Jackson

Health Condition: Social Communication Disorder

Assessment Data

Body Functions and Structures

Assessments:

KBIT-2^a; CELF-5^b;
 CELF-5 Metalinguistics^c; TNL-2^d;
 Observation during cooperative learning activity with peers

Cognitive functioning: Average

Difficulties affecting communication in social and academic settings:

- Understanding figurative language; resolving ambiguities; making inferences; drawing conclusions
- Organizing thoughts and sharing ideas; contributing to group problem solving
- “Reading” situational cues; having insight into others’ feelings and intentions
- Initiating conversation; taking turns; repairing communication breakdowns
- Using physical proximity, eye contact, and gestures to communicate

Activities and Participation

Assessments:

CCC-2^e; CELF-5^b Pragmatics Profile; PLSI^f; PPECS^g

- Jackson has difficulty making friends; he has only one good friend.
- His peers do not include him and sometimes tease him.
- Jackson does not participate in school social activities (e.g., clubs).
- He often enters conversations at inappropriate times or in inappropriate ways (interrupts; abruptly changes topic).
- Jackson misinterprets what others say; he does not pick up on sarcasm and humor.
- He has difficulty expressing ideas during class discussions and group activities.

Environmental and Personal Factors

- Jackson is 10 years old; he is in 5th grade and receives speech-language services.
- Jackson is generally happy and has a positive outlook, but he feels “down” when classmates tease him.
- He wants to make friends and be involved in social activities.
- Jackson also wants to participate more effectively in class.
- His teachers help him “read” social cues and implement strategies.
- His parents arrange play dates with his one good friend.
- Jackson’s parents encourage involvement in school activities and take him to after-school events.

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?

Jackson’s Functional Goals

Long-Term Goal

To better understand social situations and social cues in order to communicate more effectively in a variety of contexts.

Short-Term Goals

- Jackson will join a group of peers during structured group time by using physical proximity and eye contact to greet the group upon entry in at least four out of six opportunities.
- Using videoclips, YouTube clips, or text from class-assigned novels, Jackson will accurately interpret the speaker’s intentions (thoughts; feelings; plans) using nonverbal cues (e.g., gestures; facial expressions; tone of voice) and situational cues (e.g., location; speaker’s role) at least four out of five times during structured teaching activities.
- Using videoclips, YouTube clips, or text from class-assigned novels, Jackson will accurately identify and explain abstract language (e.g., figures of speech and sarcasm) four out of six times during structured teaching activities.
- Jackson will use at least three learned strategies (e.g., asking questions; adding relevant thoughts; clarifying own comments) in four out of five consecutive structured conversation practices.
- Jackson will join one club during the school year and use learned strategies (e.g., “reading” social cues; greeting peers) during four out of five club meetings (he will report progress using a self-assessment tool).

^aKBIT-2 = Kaufman Brief Intelligence Test, Second Edition (Kaufman & Kaufman, 2004). ^bCELF@-5 = Clinical Evaluation of Language Fundamentals, Fifth Edition (Wiig & Secord, 2013). ^cCELF@-5 Metalinguistics = Clinical Evaluation of Language Fundamental-Metalinguistics, Fifth Edition (Wiig & Secord, 2014). ^dTNL-2 = Test of Narrative Language, Second Edition (Gillam & Pearson, 2017). ^eCCC-2 = Children’s Communication Checklist-2 (Bishop, 2006). ^fPLSI = Pragmatic Language Skills Inventory (Gilliam & Miller, 2012). ^gPPECS = The Pragmatics Profile of Everyday Communication Skills (Dewart & Summers, 1995).

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.