

Language 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

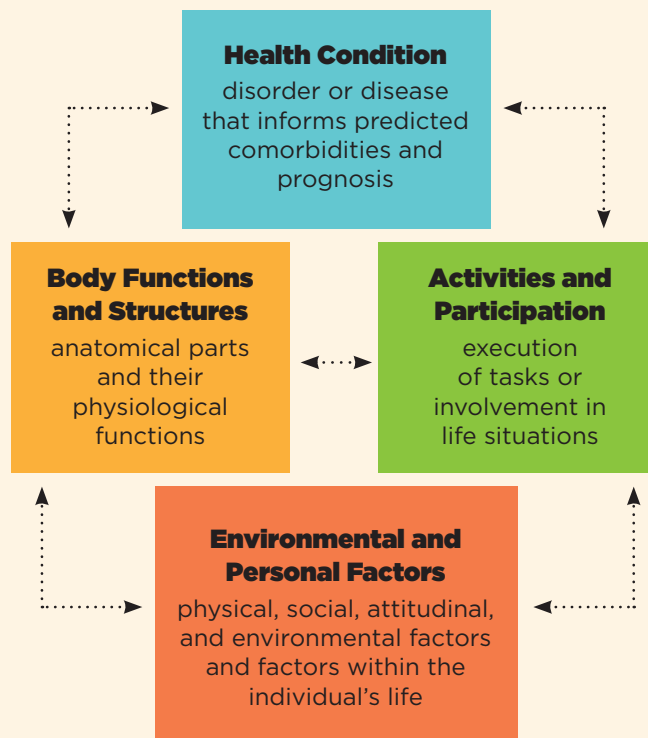
Why target person-centered functional goals?

- 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 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: Language Disorder

Case study: Johnny

Health Condition: Language Disorder

Assessment Data

Body Functions and Structures

Cognitive functioning

- Average (KBIT-2)^a

Language skills

- Morphology (word form) and syntax (sentence structure) - below average (CELF-P2)^b
- Narrative skills - below average (language sample)
- Receptive vocabulary - average (PPVT-4)^c
- Expressive vocabulary - average (EVT-2)^d

Speech

- Articulation - within normal limits (GFTA-3)^e
- Phonological errors (cluster reduction; fronting; HAPP-3)^f

Voice, fluency, hearing

- Within normal limits

Pre-Literacy Skills

- Rhyming - below average (PIPA)^g

Activity and Participation

(FOCUS^h, Child and Caregiver Interviews)

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

Environmental and Personal Factors

- Johnny is 4 years old and attends Head Start preschool.
- He enjoys preschool, where he interacts more often with teachers than with peers.
- Johnny has access to speech and language services.
- He lives with his mother, who has a learning disability, and his grandmother, who has a hearing impairment.
- Johnny and his family live in a low socioeconomic neighborhood.
- English is the only language spoken in the 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 personal/environmental characteristics help or hinder participation in activities or situations in the current setting?

Goal Setting

Johnny's Functional Goals

Long-Term Goal

Johnny will improve his skills in phonological awareness and grammar (i.e., word forms and sentence structure) and his willingness and ability to engage socially with peers.

Short-Term Goals

- By the end of the school year, Johnny will correctly use age-appropriate sentence structure (e.g., compound sentences joined by "and," "or," and "but") in at least 4 out of 5 opportunities when answering questions during circle time.
- By the end of the school year, Johnny will use correct past tense in at least 9 out of 10 opportunities when retelling stories during group reading time.
- By the end of the school year, Johnny will correctly identify rhyming words (i.e., correctly decide if two words rhyme) during book-reading activities with his speech-language pathologist and his teachers in at least 9 out of 10 opportunities.
- By the end of the school year, Johnny will initiate conversations with one peer during snack time at least 4 out of 5 days per week, as noted by his teachers.

^aKBIT-2 = Kaufman Brief Intelligence Test, Second Edition (Kaufman & Kaufman, 2004). ^bCELF-P2 = Clinical Evaluation of Language Fundamentals-Preschool, Second Edition (Wiig, Secord, & Semel, 2004). ^cPPVT-4 = Peabody Picture Vocabulary Test-Fourth Edition (Dunn & Dunn, 2007). ^dEVT-2 = Expressive Vocabulary Test-Second Edition (Williams, 2007). ^eGFTA-3 = Goldman Frisloe Test of Articulation-Third Edition (Goldman & Fristoe, 2015). ^fHAPP-3 = Hodson Assessment of Phonological Patterns-Third Edition (Hodson, 2004). ^gPIPA = Pre-Reading Inventory of Phonological Awareness (Dodd, Crosbie, McIntosh, Teitzel, & Ozanne, 2003). ^hFOCUS = Focus on the Outcomes of Children Under Six (Thomas-Stonell et al., 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.