

# PERSON-CENTERED FOCUS ON FUNCTION: Permanent Childhood Hearing Loss



## What are person-centered functional goals?

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

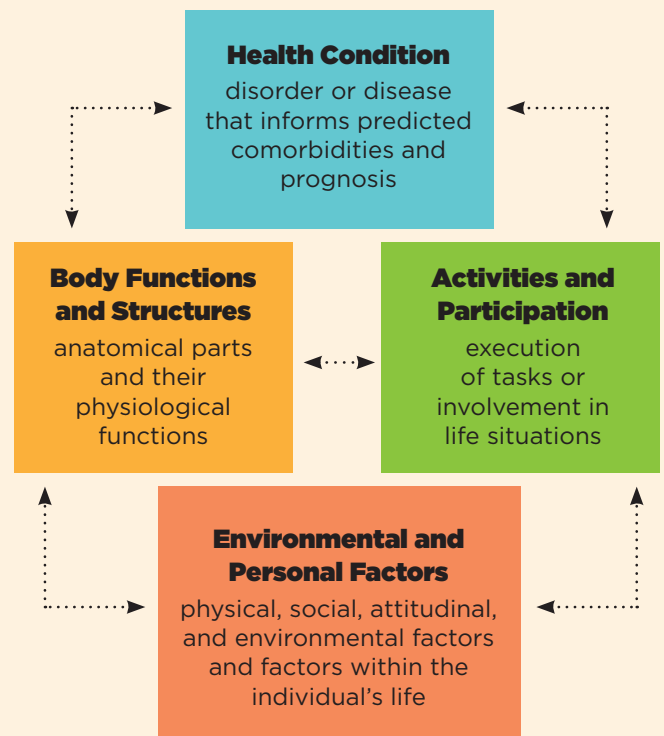
## Why target person-centered functional goals?

- 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 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



## Case study: Aaron

### Health Condition: Permanent Childhood Hearing Loss

#### Assessment Data

##### Body Functions and Structures

*(Audiological evaluation, Wechsler Intelligence Scale for Children)*

- Hearing loss present at birth

##### Cognitive function

- Normal

##### Language impairments

- Delayed vocabulary, syntax, comprehension of verbal messages, phonological processing

##### Intelligibility

- Speech production errors

##### Gross and fine motor skills

- Within functional limits

##### Activities and Participation

- Has difficulty understanding the teacher in small-group breakouts
- Has difficulty participating in peer interactions
- Has difficulty following directions in classroom
- Is understood when speaking with family members but not teachers and peers

##### Environmental and Personal Factors

- Is 5 years old
- Attends kindergarten
- Uses spoken language as the primary mode of communication
- Was identified, at birth, as having hearing loss
- Received appropriate amplification at 4 months
- Began receiving auditory-based intervention at 1 1/2 yrs (EDHI standard: 6 mos)
- Is frustrated when not understood; acts out or withdraws

#### Clinical Reasoning

What impairments most affect function in the current setting or at discharge, based on clinician assessment and the individual's self-report?

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

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

#### Goal Setting

##### Aaron's Functional Goals

###### Long-Term Goal:

Aaron will use age-appropriate speech/language/auditory skills to communicate during activities in his academic and social environments by the end of the academic year.

###### Short-Term Goals:

- By the end of the academic year, Aaron will complete age-appropriate classroom tasks without the teacher's having to repeat instructions.
- By the end of the semester, Aaron will use learned communication strategies 90% of the time when communication breakdowns occur during interactions with peers.
- By the end of the semester, Aaron will follow the teacher's verbal instructions 90% of the time while using recommended hearing assistive technology (HAT) in the classroom.