

# PERSON-CENTERED FOCUS ON FUNCTION: School-Age Stuttering



## 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

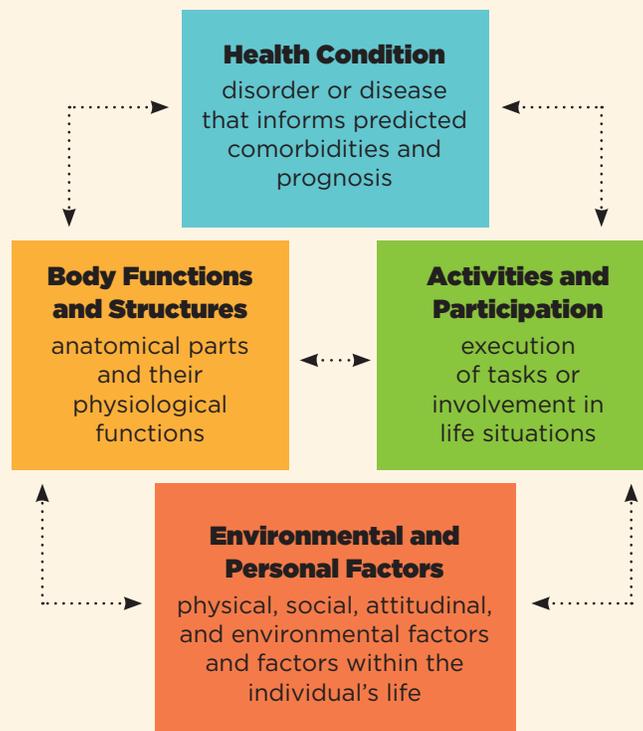
## Why target person-centered functional goals?

- 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



# Person-Centered Focus on Function: School-Age Stuttering

## Case Study: Taylor

### Health Condition: Stuttering

#### Assessment Data

##### Body Functions and Structures

###### SSI-4<sup>a</sup>

- Mild stuttering, according to SSI-4
  - Overall Score = 19
  - Frequency = 10 (speaking = 5% syllables stuttered, reading = 3% syllables stuttered)
  - Duration = 10 (1 second)
  - Physical concomitants = 3 (head movements, movement of extremities)

###### Parent/Child/Teacher Interviews;<sup>b</sup> Speech-Language Samples

- Stuttering-like disfluencies include single-syllable repetitions (e.g., ba ba baby), sound prolongation (e.g., mmmmy), and blocks (i.e., no sound)
- Physical tension/secondary behaviors (e.g., head nod, tapping foot)
- Avoidance behaviors (e.g., reduced verbal interaction)

##### Activities and Participation

###### Parent/Child/Teacher Interviews;<sup>b</sup> OASES-S<sup>c</sup>

- Taylor reports not raising her hand in school.
- Taylor reports being teased when she uses techniques learned in speech therapy.
- Taylor isolates herself during recess.
- Parents report that Taylor is in a reading group below her level due to stuttering.
- OASES Impact Rating = 3.00 (Moderate-Severe)

##### Environmental and Personal Factors

###### Environmental Factors (Parent/Child/Teacher Interviews<sup>b</sup>)

- Taylor receives speech services within the school system.
- Her parents feel that Taylor is not trying hard enough with her techniques.

###### Personal Factors (OASES-S;<sup>c</sup> Parent/Child/Teacher Interviews;<sup>b</sup> Speech-Language Samples)

- Age: 12
- Monolingual English speaker
- Onset of stuttering at 4 years
- No family history of stuttering
- No co-existing speech-language disorders
- Reports feelings of embarrassment, frustration, and isolation

#### 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

##### Taylor's Functional Goals

###### Long-Term Goal

Taylor will identify feared speaking situations, develop an action plan, and implement a strategy to reduce avoidance.

###### Short-Term Goals

- Taylor will voluntarily stutter in five different environments and will identify personal and listener reactions.
- Taylor will reduce target avoidance behavior to a self-rating of 2 on a 5-point scale (1 = never, 2 = rarely, 3 = sometimes, 4 = a lot, 5 = always) across three consecutive sessions.
- Taylor will provide facts and answer questions about stuttering to three key people over the course of the year.
- Taylor will enter into one feared speaking situation each week for 4 consecutive weeks.

###### Long-Term Goal

Taylor will reduce physical tension related to stuttering moments in a variety of speaking situations and environments.

###### Short-Term Goals

- Taylor will identify physical tension/secondary behavior in 80% of stuttering moments across three sessions.
- Taylor will reduce physical tension (e.g., cancellation) in 80% of stuttering moments across three sessions.
- Taylor will reduce physical tension during a stuttering moment in five different speaking environments.

<sup>a</sup>SSI-4 = Stuttering Severity Instrument for Adults and Children, Fourth Edition (Riley, 2009). <sup>b</sup>Ethnographic interviewing: Asking the right questions to the right people in the right ways (Westby, 1990). <sup>c</sup>OASES-S = Overall Assessment of the Speaker's Experience of Stuttering-School-Age (Yaruss, & Quesal, 2010).

For clinical and documentation questions, contact [healthservices@asha.org](mailto: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.