What are person-centered functional goals?
• Goals identified by the client, 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 individual
• To optimize the individual’s potential to participate in meaningful activities
• To facilitate a partnership that ensures the individual 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

Health Condition
- disorder or disease that informs predicted comorbidities and prognosis

Body Functions and Structures
- anatomical parts and their physiological functions

Activities and Participation
- execution of tasks or involvement in life situations

Environmental and Personal Factors
- physical, social, attitudinal, and environmental factors and factors within the individual’s life

Additional Resources:
asha.org/slp/icf/ • who.int/classifications/icf/en/
### Case study: Maria

**Health Condition:** Repaired Unilateral Cleft Lip and Palate With Adequate VP Closure

#### Assessment Data

**Body Functions and Structures**

**Unilateral Cleft Lip and Cleft Palate**
- Repaired at 3 and 12 months of age, respectively
- Adequate VP closure

**Spoken Language (CELF-P-2)**
- Average to above-average expressive & receptive language

**Hearing (Status monitored regularly)**
- Within normal limits despite history of otitis media

**Articulation and Phonology (Perceptual speech assessment)**
- Compensatory articulation errors (glottal stop for /p, b, t, d/, posterior nasal fricative for /s, z/)

#### Activities and Participation

- **Long-Term Goal:** Maria will join in activities with peers and be understood when talking with friends and teachers in preschool and with unfamiliar listeners in everyday social contexts.

- **Short-Term Goals:**
  - Maria will produce /p, b, t, d/ with correct placement in all word positions to eliminate glottal stops 90% of the time in structured sentences during individual therapy.
  - Maria will produce /s, z/ with correct placement in all word positions to eliminate posterior nasal fricatives 90% of the time in structured sentences during individual therapy.
  - When invited by peers during free-play activities in the classroom, Maria will participate in conversation in at least 4 out of 5 opportunities per week as noted by the SLP and teachers.

#### Environmental and Personal Factors

- Maria is 4 years old.
- She is in preschool and has access to speech services.
- She wants to improve her speech so others can understand her.
- Maria has a strong desire to interact socially with her peers.
- Classmates are accepting and try to include Maria in play activities.
- Family, friends, and teachers are very supportive.

**Assessment Data**

<table>
<thead>
<tr>
<th>Body Functions and Structures</th>
<th>Activities and Participation</th>
<th>Environmental and Personal Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unilateral Cleft Lip and Cleft Palate</td>
<td>• Difficulty being understood by unfamiliar listeners (ICS)*</td>
<td>• Maria is 4 years old.</td>
</tr>
<tr>
<td></td>
<td>• Reduced participation in classroom activities (e.g., circle time and story time) (SPAA-C)*</td>
<td>• She is in preschool and has access to speech services.</td>
</tr>
<tr>
<td></td>
<td>• Reluctance to join in play with classmates and to communicate verbally with unfamiliar listeners (FOCUS©)*</td>
<td>• She wants to improve her speech so others can understand her.</td>
</tr>
<tr>
<td>Spoken Language (CELF-P-2)*</td>
<td></td>
<td>• Maria has a strong desire to interact socially with her peers. (ASQ-3)*</td>
</tr>
<tr>
<td></td>
<td>• Average to above-average expressive &amp; receptive language</td>
<td>• Classmates are accepting and try to include Maria in play activities.</td>
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<td></td>
</tr>
</tbody>
</table>

#### Clinical Reasoning

What impairments most affect function in the current 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

**Long-Term Goal:**
Maria will join in activities with peers and be understood when talking with friends and teachers in preschool and with unfamiliar listeners in everyday social contexts.

**Short-Term Goals:**
- Maria will produce /p, b, t, d/ with correct placement in all word positions to eliminate glottal stops 90% of the time in structured sentences during individual therapy.
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