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 ensuring that 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)—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.

**Person-Centered Focus on Function: Hearing Loss in the School-Aged Child**

- **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: Michael

#### Health Condition: Sensorineural Hearing Loss

<table>
<thead>
<tr>
<th>Assessment Data</th>
<th>Body Functions and Structures</th>
<th>Activities and Participation</th>
<th>Environmental and Personal Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Audiologic evaluation, speech/language/cognitive assessment</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Profound bilateral sensorineural hearing loss</td>
<td><strong>Interview with child, parents, and teacher; FLE</strong>&lt;sup&gt;a&lt;/sup&gt;</td>
<td><strong>Interview with child and parents; school records</strong></td>
<td></td>
</tr>
<tr>
<td>• Cognitive function within normal limits</td>
<td>• Does not participate in group discussions during class</td>
<td>• Is 8 years old</td>
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</tr>
<tr>
<td>• Speech skills within normal limits</td>
<td>• Difficulty understanding speech in a quiet background at 9 feet and at 3 feet in noise (FLE&lt;sup&gt;a&lt;/sup&gt; in the classroom)</td>
<td>• Was diagnosed at 1 month and implanted at 12 months</td>
<td></td>
</tr>
<tr>
<td>• Language skills within normal limits</td>
<td>• Is fatigued by the end of the school day</td>
<td>• Wears bilateral cochlear implants consistently</td>
<td></td>
</tr>
<tr>
<td>• Gross and fine motor skills within functional limits</td>
<td>• Is frequently unaware of misunderstanding directions</td>
<td>• Is enrolled in general education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Does not self-advocate when he is having trouble hearing</td>
<td>• Functions at grade level with tutoring in English and math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Communicates through listening and spoken language</td>
<td></td>
</tr>
</tbody>
</table>

#### Clinical Reasoning

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

- Profound bilateral sensorineural hearing loss
- Cognitive function within normal limits
- Speech skills within normal limits
- Language skills within normal limits
- Gross and fine motor skills within functional limits

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

- Does not participate in group discussions during class
- Difficulty understanding speech in a quiet background at 9 feet and at 3 feet in noise (FLE<sup>a</sup> in the classroom)
- Is fatigued by the end of the school day
- Is frequently unaware of misunderstanding directions
- Does not self-advocate when he is having trouble hearing

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

- Is 8 years old
- Was diagnosed at 1 month and implanted at 12 months
- Wears bilateral cochlear implants consistently
- Is enrolled in general education
- Functions at grade level with tutoring in English and math
- Communicates through listening and spoken language

#### Goal Setting

**Long-Term Goal:**
By the end of the school year, Michael will continue to function at or above grade level in all subjects without the need for tutoring.

**Short-Term Goals:**
- Within 2 weeks, Michael will be fit with an appropriate hearing assistive technology system (HATS) that allows him to readily access classroom instruction as measured by the Functional Listening Evaluation (FLE)<sup>a</sup> and with classroom use monitored and documented as part of a Section 504 plan.
- By the end of the semester, Michael will:
  - be less fatigued by the end of each day as measured by the PedsQL MFS.<sup>b</sup>
  - show an improvement in participation, communication, attention, and behavior as measured by the SIFTER.<sup>c</sup>
  - demonstrate improvement in self-advocacy to support his ability to communicate in the classroom as measured using the Informal Inventory of Independence and Self Advocacy.<sup>d</sup>

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*a Functional Listening Evaluation (FLE; Johnson, 2011)*

*b Pediatric Quality of Life Inventory Multidimensional Fatigue Scale (PedsQL MFS; Varni, 1998)*

*c Screening Instrument for Targeting Educational Risk (SIFTER; Anderson, 1983)*

*d Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students (Clark & Scheele, 2005)*