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

- **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: Luke

### Health Condition: Stuttering

#### Assessment Data

**Body Functions and Structures**

SSI-4:
- Moderate stuttering, according to SSI-4
  - Overall score = 19
  - Frequency = 8 (3.38% syllables stuttered)
  - Duration = 8 (2 seconds)
  - Physical concomitants = 3 (head movements, movement of extremities)

**Parent/Child/Teacher Interviews, Speech-Language Samples**
- Stuttering-like disfluencies include whole-word repetitions (e.g., but but but), part-word repetitions (e.g., d-d-d-dog), prolongations (e.g., mmmmy), and blocks (i.e., no sound)
- Physical tension/secondary behaviors (e.g., blinking, stomping foot)

#### Activities and Participation

**Child/Parent/Teacher Interviews**
- Luke does not participate in circle time at school.
- Parents do not know what Luke wants because he will say, “Never mind.”
- Luke struggles to get talking time when in conversation with his siblings at the dinner table but is persistent.

#### Environmental and Personal Factors

**Environmental Factors (Parent/Child/Teacher Interviews)**
- Luke and siblings compete for talking time.
- Parents tell Luke, “Stop and take a breath” when he stutters, but this does not help.
- Luke does not volunteer to talk or answer questions in circle time.

**Personal Factors (Parent/Child/Teacher Interviews, Speech-Language Samples)**
- Age: 4
- Monolingual English speaker
- Onset of stuttering at 3 years
- Family history of stuttering (paternal grandfather)
- Co-existing articulation disorder
- Temperament—is inquisitive; gets upset easily
- Often says, “Never mind” in response to questions

#### 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

**Luke and His Family’s Functional Goals**

**Long-Term Goal**
Luke will reduce stuttering-like disfluencies to less than 3% of syllables spoken in school, home, and community settings.

**Short-Term Goals**
- Luke and his parents will engage in 5 minute 1:1 “therapy” sessions three times per week per parent to practice interaction strategies.
- Parent will use at least three strategies that enhance fluency (e.g., reduce questions, simplify language, and add pauses in their own speech).
- Parent will use at least three strategies aimed at reducing negative reactions/attitudes related to stuttering (e.g., reduce interruptions, bring stuttering out in the open, and give specific praise).

**Long-Term Goal**
Luke will participate in three difficult speaking situations previously avoided (e.g., circle time, explaining something to parents, dinner table conversations, etc.).

**Short-Term Goals**
- Luke will demonstrate increased knowledge of stuttering by sharing facts about stuttering with three key people in his life.
- Luke will share at least one piece of information during circle time at school for 3 consecutive days.

---

Ethnographic interviewing: Asking the right questions to the right people in the right ways (Westby, 1990).
Applies to monolingual English speakers (Yairi & Ambrose, 2005).

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.