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/
Person-Centered Focus on Function: Traumatic Brain Injury

Case study: Sophia

Health Condition: Traumatic Brain Injury

<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></td>
<td><strong>Structural Impairment:</strong> Bilateral frontal subdural hematoma</td>
<td><strong>Language Function: Deficits in</strong></td>
<td><strong>Age:</strong> 20</td>
</tr>
<tr>
<td></td>
<td><strong>Language Function:</strong> Deficits in</td>
<td>• comprehension of figurative language</td>
<td>• Supportive family</td>
</tr>
<tr>
<td></td>
<td>• conversational topic selection and maintenance</td>
<td>• conversational topic selection and maintenance</td>
<td>• Tech savvy</td>
</tr>
<tr>
<td></td>
<td>• narrative coherence</td>
<td>• Loss of ability to read or watch movies for pleasure</td>
<td>• Low frustration tolerance</td>
</tr>
<tr>
<td></td>
<td>• turn taking</td>
<td>• Academic probation because of incomplete schoolwork</td>
<td>• Motivated to complete degree</td>
</tr>
<tr>
<td></td>
<td><strong>Cognitive Function:</strong> Deficits in</td>
<td>• declarative learning</td>
<td>• Impulsive/restless</td>
</tr>
<tr>
<td></td>
<td>• selective attention (easily distracted)</td>
<td>• metacognition (e.g., insight)</td>
<td>• Record of pre-injury academic success</td>
</tr>
<tr>
<td></td>
<td>• metacognition (e.g., insight)</td>
<td>• self-regulation</td>
<td>• Motivated to socialize</td>
</tr>
<tr>
<td></td>
<td>• self-regulation</td>
<td></td>
<td>• No history of language or learning disability</td>
</tr>
</tbody>
</table>

Clinical Reasoning

What impairments most affect function in the current setting or at discharge, based on clinician assessment and 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

Sophia's Functional Goals

**Long-Term Goal:**
Sophia will use appropriate communication skills for social interactions with both familiar and unfamiliar partners with 90% success per client's and peers' report.

**Short-Term Goals: Sophia will**
- identify others' positive vs. negative communication behaviors in a 2-minute video-recorded conversation
- identify positive vs. negative communication behaviors in a 2-minute video-recorded conversation of client + peer
- collaborate with clinician to identify target positive behaviors to practice
- successfully use target behaviors in a 2-minute interaction with clinician, with cues
- successfully use target behaviors in a 2-minute interaction with clinician, without cues
- successfully use target behaviors in a 2-minute interaction with a peer

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.