

# PERSON-CENTERED FOCUS ON FUNCTION: Augmentative and Alternative Communication for Child with Cerebral Palsy



## 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

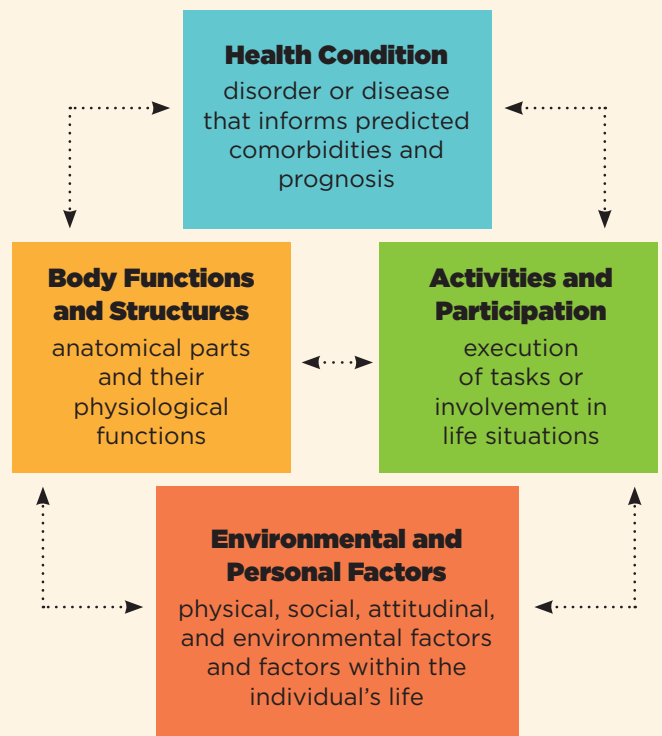
## Why target person-centered functional goals?

- 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



Case study: Julia

Health Condition: Spastic Cerebral Palsy

Assessment Data

**Body Functions and Structures**

**Spastic Cerebral Palsy**

- Uses a wheelchair; needs assistance for transfers
- Controls movements of head; limited fine motor control of limbs

**Cognition**

- Has average intellectual abilities

**Speech and Language**

- Has average receptive language skills
- Uses vocalization, facial expressions, head nod, eye gaze, pointing, and gestures to gain attention, comment, and request
- Follows story during book reading
- Knows all the letters of the alphabet

**Activities and Participation**

**Activity and Participation**

- Relies on family members and school staff to anticipate needs, ask yes/no questions, or offer choices at home and in school
- Participates in classroom activities by listening, vocalizing, using facial expressions, and gestures, and answering questions with yes/no head nod or pointing (**SPAA-C**)<sup>a</sup>
- Enjoys being near classmates during free play but does not independently initiate play or participate in conversation with peers (**FOCUS**)<sup>b</sup>

**Environmental and Personal Factors**

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- Julia is 5 years old
- She requires prompting from aide to initiate communication with peers; requires assistance to communicate with others (**FOCUS**)<sup>b</sup>
- Julia has a strong desire to interact and play with her classmates (**ASQ-3**)<sup>c</sup>
- She wants to communicate with others independently
- Her family, friends, and teachers are very supportive (**SPAA-C**)<sup>a</sup>

Clinical Reasoning

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

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

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

Goal Setting

**Julia's Functional Goals**

**Long-Term Goal:**

Julia will use multimodal communication (both aided and unaided) to participate in activities with peers and be understood when communicating with friends and teachers at school and in everyday social contexts.

**Short-Term Goals:**

- Given an array of preferred activities/objects, Julia will indicate a desired activity/object by accurately pointing to objects or pictures of objects in 90% of opportunities during individual therapy.
- Julia will gain the attention of a teacher, SLP, or classmate to initiate communication using a pre-stored message (e.g., excuse me, look at this) on her speech-generating device (SGD) in at least 4 out of 5 opportunities during classroom activities.
- Julia will combine 2-3 words to create simple sentences on her SGD to comment, request, or respond to questions at least 5 times per day during classroom activities, as noted by the SLP and teachers.

<sup>a</sup> *Speech Participation and Activity Assessment-Children (SPAA-C; McLeod, 2003).*

<sup>b</sup> *Focus on the Outcomes of Communication Under Six (FOCUS; Thomas-Stonell, Robertson, Walker, Oddson, Washington, & Rosenbaum, 2013).*

<sup>c</sup> *Ages and Stages Questionnaires-Third Edition (ASQ-3; Squires & Bricker, 2009).*