

PERSON-CENTERED FOCUS ON FUNCTION:

# Hearing Loss in the School-Aged Child



## 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?

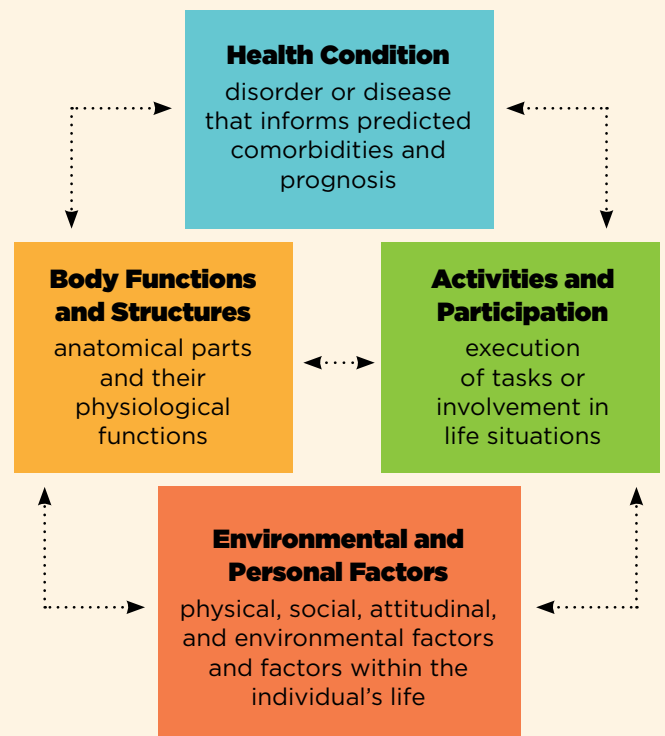
- To maximize outcomes that lead to functional improvements that are important to the child and/or family
- To optimize the child's potential to participate in meaningful activities
- To facilitate a partnership ensuring that the child and family have a voice in the care received and outcomes achieved
- 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



## Case study: Michael

### Health Condition: Sensorineural Hearing Loss

#### Assessment Data

##### Body Functions and Structures

###### *Audiologic evaluation, speech/language/cognitive assessment*

- 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

##### Activities and Participation

###### *Interview with child, parents, and teacher; FLE<sup>a</sup>*

- 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

##### Environmental and Personal Factors

###### *Interview with child and parents; school records*

- 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

#### 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

##### Michael's Functional Goals

###### **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>

<sup>a</sup> Functional Listening Evaluation (FLE; Johnson, 2011)

<sup>b</sup> Pediatric Quality of Life Inventory Multidimensional Fatigue Scale (PedsQL MFS; Varni, 1998)

<sup>c</sup> Screening Instrument for Targeting Educational Risk (SIFTER; Anderson, 1983)

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