

# PERSON-CENTERED FOCUS ON FUNCTION: Preschool Stuttering



## 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

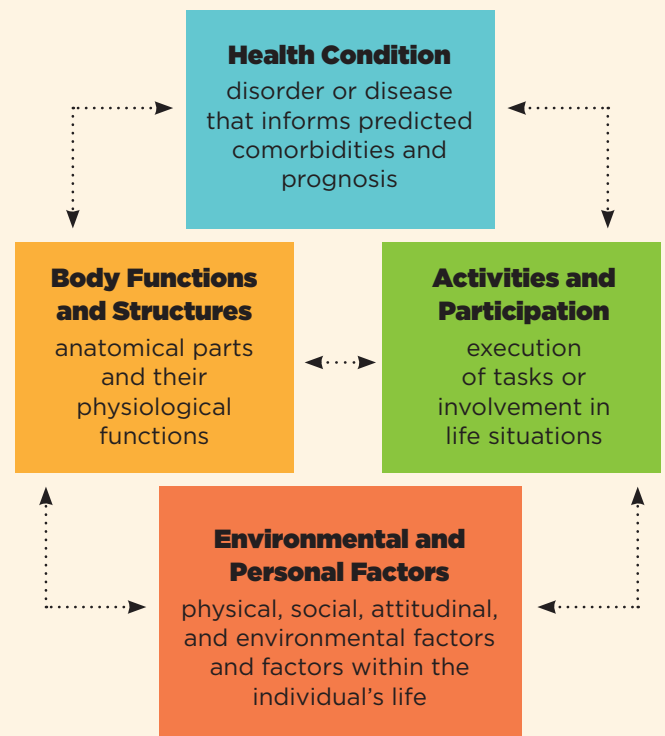
## Why target person-centered functional goals?

- 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



# Person-Centered Focus on Function: Preschool Stuttering

## Case Study: Luke

### Health Condition: Stuttering

#### Assessment Data

##### Body Functions and Structures

###### SSI-4<sup>a</sup>

- 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,<sup>b</sup> 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<sup>b</sup>

- 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<sup>b</sup>)

- 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;<sup>b</sup> 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<sup>c</sup>

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.

<sup>a</sup>SSI-4 = Stuttering Severity Instrument for Adults and Children, Fourth Edition (Riley, 2009). <sup>b</sup>Ethnographic interviewing: Asking the right questions to the right people in the right ways (Westby, 1990). <sup>c</sup>Applies to monolingual English speakers (Yairi & Ambrose, 2005).

For clinical and documentation questions, contact [healthservices@asha.org](mailto: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.