



ICF-CY for AAC

Using the ICF-CY to Generate Communication Goals For Non-Speaking Children

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Proposed Core Set for Augmentative and Alternative Communication Users

COMMUNICATION LIMITATIONS	
Does the child experience difficulties in terms of RECEPTIVE COMMUNICATION MODES, SYNTAX, and SEMANTICS (understanding communication directed toward him or her)?	
Focusing attention on human touch, face and/or voice	d 1600
Responding to the human voice at a very basic level	d3100
Comprehending the meaning of single spoken words	d 3100a
Comprehending the meaning of 2-3 word/symbol phrases	d 3101
Comprehending the meaning of sentences and sets of sentences accurately	d 3102
Comprehending the meaning of body gestures (facial expressions, posture, hand gestures, movements)	d 3150
Comprehending the meaning of drawings and photographs used to communicate	d 3152
Comprehending the meaning of sign language	b 16702
Comprehending the meaning of other signs and symbols (such as Braille, Blissymbols, 3-dimensional symbols, etc.)	d 3152, d 3152
Comprehending the meaning of written language	d 325
Comprehending the meaning of a narrative that conveys a cohesive topic	d 3102a
Does the child experience difficulties in EXPRESSIVE COMMUNICATION MODES, SYNTAX, and SEMANTICS (communicating with other people)?	
Using body language, facial expressions and gestures to communicate	d 3550
Using eye gaze to communicate	d 3350a
Using signs and symbols (such as Blissymbols, icons) to communicate	d 3351
Using drawings, pictures or photographs to communicate	d 3552
Using 3-dimensional objects/representations to communicate	d 3352a
Using manual sign language to communicate	d 340
Writing messages to communicate	d 345
Using correct spelling conventions	d 345a
Using Braille to communicate	d 3602a
Using communication devices and technologies	d 360
Using intelligible speech to communicate	d 330
Combining words or symbols into 2-3 word or symbol phrases	
Using correct word or symbol order for communication function	
Using sentences and sets of sentences appropriately	
Combining sentences to convey a cohesive topic	
Using vocabulary appropriate to the situation	

Does the child have difficulty with the FUNCTIONS OF COMMUNICATION (the purposes for which the child communicates)?	
Refusing or rejecting something	d 3501d
Gaining the attention of another person	d 3500a
Requesting something or more of something	d 3501c
Directing another person's attention to something	d 3501b
Expressing a greeting	d 3500b
Exchanging information by asking, answering, naming, or commenting	d 3501a
Conveying an abstract idea	d 3501f
Expressing the need for additional vocabulary	d 3501e
Does the child have difficulty with the RULES OF SOCIAL INTERACTION AND CONVERSATION?	
Making and responding to physical contact appropriately	d 7105
Keeping socially appropriate distance between oneself and others	d 7105a
Demonstrating understanding of one's social role when interacting with others (for example, "what's up?" to a friend versus "How are you, sir?" to an authority figure)	d 7203
Starting a conversation	d 3500
Sustaining a conversation	d3501
Revising conversation or repairing breakdowns during interaction	d 3501g
Ending a conversation	d 3502
Conversing with many people	d 3504
Does the child have difficulty using his or her COMMUNICATION DEVICE?	
Operating communication device correctly (on/off, volume, speed of scanning, rate enhancement etc.)	d 3608a
Changing communication mode depending on communication partner	d 369a
Adjusting message composition dependent on partner feedback	d 369b
Giving partner instructions when necessary	d 369c
Accessing needed vocabulary	d 3608b
BODY FUNCTIONS AND IMPAIRMENTS THAT LIMIT COMMUNICATION	
Does the child have a HEARING IMPAIRMENT that limits communication?	
Sensing the presence of sounds	b 2300
Differentiating sounds in the environment	b 2301
Determining the location of the sound source	b 2302
Distinguishing spoken language from other sounds	b 2304
Discriminating phonemes	b 2301a
Does the child have a VISION IMPAIRMENT that limits communication?	
Visual sensation (ability to see light)	b 21020
Visual acuity functions-sensing form and contour (monocular/binocular acuity of distant or near vision)	b 2100
Quality of vision (colour vision, contrast sensitivity, visual picture quality)	b 21021-21023
Visual perception (how visual information is processed and interpreted)	

Does the child have OTHER SENSORY IMPAIRMENTS that limit communication?	
Tactile perception	
Touch function	
Proprioceptive function (sensing relative position of body parts)	
Mouthing	
Does the child have a VOCAL/SPEECH IMPAIRMENT that limits communication?	
Producing vocal sounds	b 3100
Making a range of sounds	b 3401
Producing good quality of voice (pitch, resonance, nasality, etc.)	b 3101
Articulating in speech production	b 320
Producing speech with adequate fluency, rhythm, and melody	b 3300, b 3301, b3303
Using appropriate rate of speech	b 3302
Does the child have a RESPIRATORY IMPAIRMENT that limits communication?	
Respiratory rhythm	b 4401
Depth of respiration	b 4402
Transportation of airway mucus (clearing mucus)	b 4501
Does the child have an ATTENTION IMPAIRMENT that limits communication?	
Sustaining attention	b 1400
Shifting attention	b 1401
Dividing attention	b 1402
Sharing attention	b 1403
Does the child have a MEMORY IMPAIRMENT that limits communication?	
Short-term memory (30 seconds)	b 1440
Long-term memory	b 1441
Retrieval and processing of memory	b 1442
Does the child have MOTOR IMPAIRMENT that limits communication?	
Involuntary movements or contractions of large muscles or whole body that may interfere with communication such as tremors, tics, stereotypies, motor perseveration, or mannerisms.	b 755
Maintaining a body position as needed for communication purposes (p. 151)	d 415a
Control of voluntary movements of upper and lower extremities needed to use a communication device or materials (including carrying, pushing, pulling, kicking, turning or twisting)	b 760
Control of fine motor skills needed to use gestures, manual signs or a specific device to communicate (including grasping, manipulating, picking up and releasing).	b 760a

PARTICIPATION RESTRICTIONS RELATED TO COMMUNICATION LIMITATIONS

Does the child have difficulty participating in **INTERPERSONAL RELATIONSHIPS** because of communication limitations?

Relating to persons in the home (family or other co-inhabitants)	e 310, e 410, d750, d 760
Engaging in informal relationships (with friends, peers, neighbors, acquaintances)	e 320, e 325, e 420, e 425
Relating to persons in authority (such as teachers, employers, professionals or service providers).	e 330, e 430, d 7400
Relating to unfamiliar people	e 345, e445, d 730

Does the child have difficulty participating in **EDUCATIONAL ACTIVITIES** (including home-based education) because of communication limitations?

Participating in home-based educational activities	d 810
Participating in educational assessments	d 8202
Participating in classroom activities	d 8201
Participating in play as an educational activity	d 880

Does the child have difficulty participating in **RECREATION/LEISURE ACTIVITIES** because of communication limitations?

Participating in play activities	d 9200
Participating in sports	d 9201
Participating in arts and cultural activities	d 9202
Engaging in hobbies	d 9204
Participating in social gatherings	d 9205

Does the child have difficulty participating in **VOCATIONAL ACTIVITIES** because of communication limitations?

Participating in vocational assessments	d 8252
Participating in vocational training program	d 8251

Does the child have difficulty participating in **COMMUNITY ACTIVITIES** because of communication limitations?

Conducting basic economic transactions	d 860
Participating in organized religion and spirituality	d 9300
Participating in political life and citizenship	d 950
Participating in informal community gatherings	d 9205
Participating in formal community organizations (cub scouts, youth group etc.)	d 9101

ENVIRONMENTAL BARRIERS TO COMMUNICATION

Do some **PEOPLE** in the child's environment present barriers to communication?

Immediate family members	e 310a
Extended family members	e315
Friends	e 320
Acquaintances, peers, colleagues, neighbors and community members	e 325
Personal care providers/assistants	e 340
People in positions of authority	e 330
Health professionals	e 355
Other professionals	e360
Unfamiliar people	e 345

Does the child's PHYSICAL ENVIRONMENT OR ASSISTIVE TECHNOLOGY present barriers to communication?	
Sound intensity and/or sound quality	e 2500, e 2501
Light intensity or quality	
Vibration	
Arrangement of physical space	e299
General products and technology for communication (such as videos, telephones, audio recorders used by the general public)	e 1250
Adapted and specially designed products/technology developed for the purpose of improving communication for individuals with communication limitations	e1251
Do public SYSTEMS, SERVICES or POLICIES present barriers to communication?	
Communication services, systems and policies	e 353
Media services, systems and policies	e 560
Health services, systems and policies	e 580