



ICF-CY for AAC

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

C. Rowland, M Fried-Oken, S. Steiner, R. Phelps, C. Gibbons,  
M. Granlund, H. Feldman, D. Lollar

ICFAAC@ohsu.edu

### Proposed Core Set for Augmentative and Alternative Communication Users

COMMUNICATION LIMITATIONS	
Does the child experience difficulties in terms of <b>RECEPTIVE COMMUNICATION MODES, SYNTAX, and SEMANTICS</b> (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 <b>EXPRESSIVE COMMUNICATION MODES, SYNTAX, and SEMANTICS</b> (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	

<b>Does the child have difficulty with the FUNCTIONS OF COMMUNICATION (the purposes for which the child communicates)?</b>	
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
<b>Does the child have difficulty with the RULES OF SOCIAL INTERACTION AND CONVERSATION?</b>	
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
<b>Does the child have difficulty using his or her COMMUNICATION DEVICE?</b>	
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
<b>BODY FUNCTIONS AND IMPAIRMENTS THAT LIMIT COMMUNICATION</b>	
<b>Does the child have a HEARING IMPAIRMENT that limits communication?</b>	
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
<b>Does the child have a VISION IMPAIRMENT that limits communication?</b>	
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)	

<b>Does the child have OTHER SENSORY IMPAIRMENTS that limit communication?</b>	
Tactile perception	
Touch function	
Proprioceptive function (sensing relative position of body parts)	
Mouthing	
<b>Does the child have a VOCAL/SPEECH IMPAIRMENT that limits communication?</b>	
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
<b>Does the child have a RESPIRATORY IMPAIRMENT that limits communication?</b>	
Respiratory rhythm	b 4401
Depth of respiration	b 4402
Transportation of airway mucus (clearing mucus)	b 4501
<b>Does the child have an ATTENTION IMPAIRMENT that limits communication?</b>	
Sustaining attention	b 1400
Shifting attention	b 1401
Dividing attention	b 1402
Sharing attention	b 1403
<b>Does the child have a MEMORY IMPAIRMENT that limits communication?</b>	
Short-term memory (30 seconds)	b 1440
Long-term memory	b 1441
Retrieval and processing of memory	b 1442
<b>Does the child have MOTOR IMPAIRMENT that limits communication?</b>	
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 <b>PHYSICAL ENVIRONMENT OR ASSISTIVE TECHNOLOGY</b> 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 <b>SYSTEMS, SERVICES or POLICIES</b> 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