A Proposed Holistic Model of Assessment for Children with Cleft Palate within the ICF-CY Framework

Rabia Foreman  
*East Tennessee State University*

Jamesa Ewing  
*East Tennessee State University*

Olivia Hawley  
*University of Northern Iowa*

Mariana de Cassia Macedo  
*University of Sao Paulo*

Naiara Rodrigues Carlota do Nascimento  
*University of Sao Paulo*

See next page for additional authors

Follow this and additional works at: [https://dc.etsu.edu/etsu-works](https://dc.etsu.edu/etsu-works)

Part of the [Musculoskeletal Diseases Commons](https://dc.etsu.edu/?c=59) and the [Speech Pathology and Audiology Commons](https://dc.etsu.edu/?c=57)

Citation Information


This Presentation is brought to you for free and open access by the Faculty Works at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in ETSU Faculty Works by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.
A Proposed Holistic Model of Assessment for Children with Cleft Palate within the ICF-CY Framework

Copyright Statement
This document is the intellectual property of the author(s). It was originally published by the American Speech-Language-Hearing Association Convention.

Creator(s)
Rabia Foreman, Jamesa Ewing, Olivia Hawley, Mariana de Cassia Macedo, Naiara Rodrigues Carlota do Nascimento, Brenda Louw, and Luciana Maximino

This presentation is available at Digital Commons @ East Tennessee State University: https://dc.etsu.edu/etsu-works/2132
ABSTRACT

The purpose of this project is to describe a proposed model for the assessment of children with cleft palate within the framework of the International Classification of Function, Disability and Health-Children and Youth Version (ICF-CY) (WHO, 2007). Suggestions for clinical application and cleft palate curricula are made, and future research needs are identified.

INTRODUCTION

The assessment of children with cleft lip and palate (CLP) has traditionally focused on structure and function. However, three recent developments necessitate Speech-Language Pathologists (SLPs) to reconsider clinical assessment protocols for children with CLP. These include:

1. The International Classification of Functioning, Disability, and Health for Children and Youth (ICF-CY) (WHO, 2007) provides an important framework for the holistic consideration of children with cleft lip and palate. The ICF-CY’s interrelated components, facilitates understanding of the many factors that contribute to the impact of a cleft palate on the activity and participation of these children (Figure 1).

2. Quality of life (QoL) research on individuals living with clefts emphasizes the importance of considering activity, participation, environment, and individual factors (Hall, Gibson, & Rodd, 2013). The ICF-CY (WHO, 2007) framework provides insight into the complex interaction between the health condition of a child with CLP and his/her speech-language disorder, personal and environmental factors, which reflect the conditions under which the child grows up (Neumann, 2013). This necessitates a broader and more holistic approach to assessment.

3. Several clinical tools for the assessment of children have been developed within the ICF-CY framework. According to Neumann and Romonath (2012), we need to move beyond assessing only the child with a cleft palate, and adopt a more holistic approach by including the family, siblings, friends, etc. in order to address activity, participation, environmental and personal issue in both assessment and intervention.

The aim of the study is to propose an assessment model for children within the ICF-CY (WHO, 2007) framework based on a comprehensive narrative review of the application of the ICF-CY to children with cleft palate.

METHODS

A systematic literature search was conducted by following a specific search strategy and a systematized selection of publications for review to limit researcher bias (Schiavetti, Metz, & Orlikoff, 2011).

Computer searches of electronic databases (e.g. PubMed, CINHAL) as well as hand searches were conducted to identify publications and sources that addressed the key topics.

Relevant codes were selected and charted based upon components of the ICF-CY (WHO, 2007). Based on the charted codes, assessment methods/tools were matched to the ICF-CY (WHO, 2007) components for the holistic evaluation of a child with CLP.

RESULTS

A visual representation of the ICF-CY model is presented in Figure 1. The figure illustrates how the various domains of the ICF-CY model are relevant to the assessment of children with cleft palate. The model highlights the interrelationship between body function, activity, and participation, and environmental factors. Relevant codes from the ICF-CY are provided to guide the assessment process.

CONCLUSION

Applying the ICF-CY (WHO, 2007) framework in the assessment of children with CLP will enable clinicians to focus intervention on the ultimate goal of improvement of the child's ability to communicate in natural settings. Using this framework, potential environmental barriers (e.g. individual and societal attitudes, access to health and education services) as well as restrictions to activities and participation, can be identified and intervention goals can be established to address these. Incorporating the ICF-CY (WHO, 2007) in teaching curricula and using this framework for planning assessment and intervention will provide SLPs of the future a holistic perspective on children with cleft palate, introduce them to new assessment tools and extend their thinking about the impact of speech impairment associated with cleft palate. It will also facilitate collaborative interdisciplinary care of children with CLP. The narrative review and the proposed assessment model will serve as a stepping stone for surveying speech-language pathologists in the USA and Brazil regarding their clinical assessment practices of children with cleft palate and their utilization of the ICF-CY (WHO, 2007) framework.

SELECTED CORE REFERENCES


Disclosure

The Cross-Linguisic Consortium is jointly funded by grants from the U.S. Department of Education, The Fund for the Improvement of Post-Secondary Education (FIPSE), P116M001004, and the Brazilian Ministry of Education Fundacao Coordena Co de Aperfeiçoa de Pessoal de Nivel Superior (CAPES, 094/10). Funding support was also received from the ETBU Research and Development Committee.

A Proposed Holistic Model of Assessment for Children with Cleft Lip/Palate within the ICF-CY Framework

Jamesa Ewing, B.S. 1, Rania Foreman, B.S.2, Olivia Hawley, B.S.2, Mariana Macedo 3, Naiara Rodrigues 3, Brenda Louw, PhD 1, and Luciana Maximo 1

1 Dept. of Audiology & Speech-Language Pathology, East Tennessee State University
2 Dept. Audiology & Speech-Language Pathology, University of Northern Iowa
3 Dept. Audiology & Speech-Language Pathology, Universidade São Paulo, Bauru