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The ICF-CY as Framework for International Collaboration to Improve Services for Children with Communication Disorders

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The ICF-CY as Framework for International Collaboration to Improve Services for Children with Communication Disorders

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The ICF-CY as Framework for International Collaboration to Improve Services for Children with Communicative Disorders

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Technical Research Session 6:30-7:00 PM

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Overview of Content

ICF-CY
(WHO,
2007)
framework

Statement
problem

Study
Context

FOCUS-
34[©]

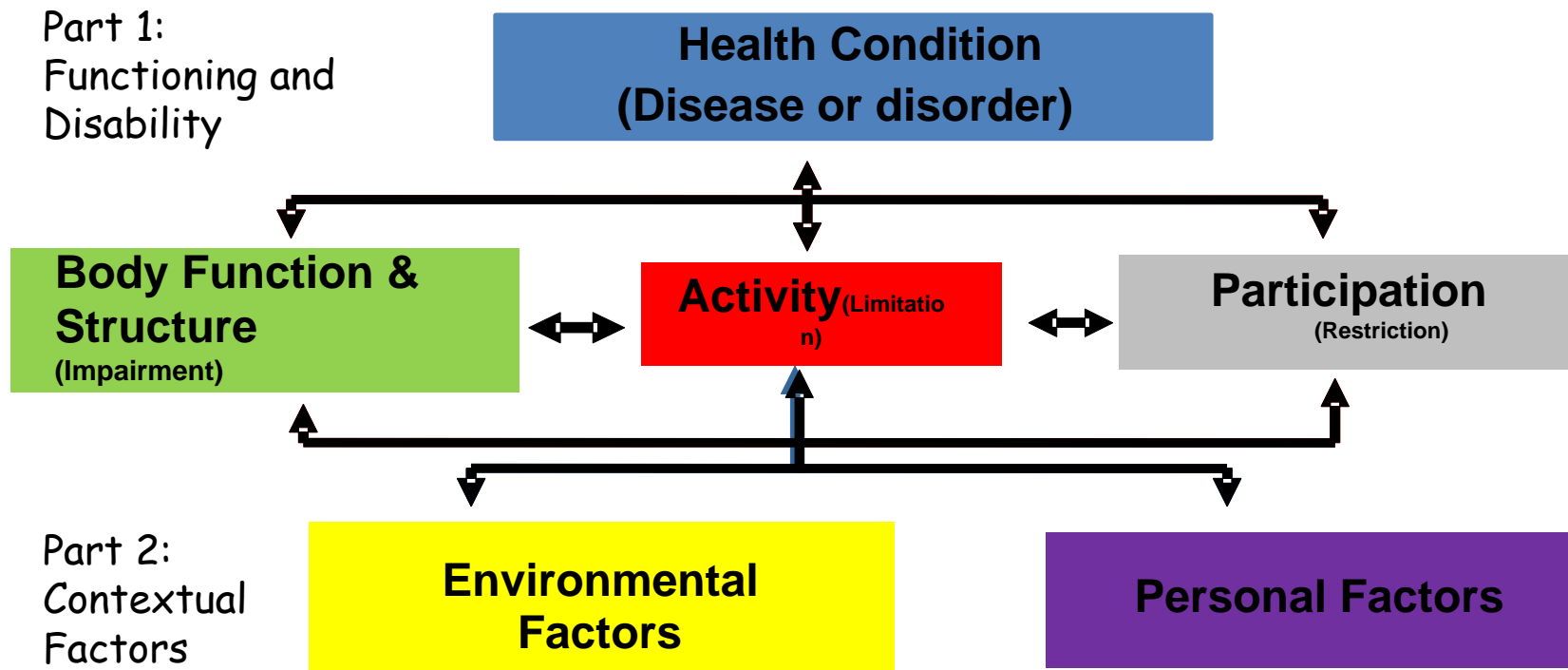
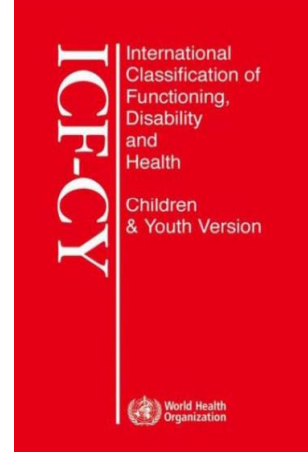
Method

Results

Conclusions



ICF-CY (WHO, 2007)



Why Use the ICF-CY ? (WHO, 2007)

The scope of practice in Speech-Language Pathology (SLP) (ASHA, 2007) advocates the use of the World Health Organization's (WHO) conceptual framework, the ICF-CY (WHO, 2001)(ICF-CY; WHO, 2007), in clinical and research activities for adults and children.

“The ICF framework is useful in describing the breadth of the role of the SLP in the prevention, assessment, and habilitation/rehabilitation, enhancement, and scientific investigation of communication and swallowing” (ASHA, 2007,p4).

<http://www.asha.org/policy/SP2016-00343/>



Continued....

Provides a biopsychosocial view on health

Provides *holistic* consideration of children with communication disorders and helps us to understand the child's ability to participate more broadly in social interaction, in different contexts (e.g. family, school)

Enables development of respectful relationships with children - hearing their voices!

Allows for changing and altering barriers within the child's environment

Ultimate *goal* of treatment: improve child's ability to communicate in natural settings



Rationale of our research

- Paucity of validated and reliable measures for children with communication disorders in all South African languages - except English
- ICF-CY (WHO, 2007) scant clinical application in both US and SA despite multitude of advantages
- International collaboration topic sought
- Aim:
 - Phase 1-Translate assessment tools developed within the ICF-CY(WHO, 2007) framework into Afrikaans
 - Phase 2- Determine Social Validity and Clinical Applicability



Our rationale linked to ASHA's Strategic Pathway: Transforming Clinical Practice

SO4: Enhance Service Delivery across the Continuum of Care to Increase Value and Access to Services

Transforming clinical practice so that clinicians make effective clinical decisions that enhance patient's outcomes using ICF-CY

SO8: Increase Members' Cultural Competence

Enhanced ability to help clients, students, and patients achieve their desired clinical outcomes



Continued...

SO4 Increase Value and Access to Services

- Apply ICF-CY framework in assessment and intervention with children who have a communication disorder.

SO8 Enhanced ability to help clients, students, and patients achieve their desired clinical outcomes

- Provide an outcomes measure translated into Afrikaans



Study Context: South Africa

- Rainbow nation:
 - multi-lingual, multi-cultural
 - Audiology and SLP professions established in SA in 1950's
- 11 official languages & dialects spoken by 53 million South Africans
- Afrikaans is the 3rd most common first language



Assessment Tool Selected for Translation

F Focus on the
O Outcomes of
C Communication
U Under
S Six ©

- **Authors:** Thomas-Stonell, Oddson, Robertson, Walker & Rosenbaum, 2015 ©
- A new Version of the FOCUS © with 34 items:
FOCUS -34 ©



FOCUS-34 ©

Valid, reliable, responsive treatment outcome measure that captures 'communicative participation' changes following speech and language treatment.

- Shortened and modified version of the 50 item FOCUS ©.
- FOCUS-34 © has identical psychometric properties to the FOCUS and is criterion referenced.
- It takes a verbal 'snapshot' of the child's skills at Time 1 and Time 2.
- The difference in the scores measures change.
- ICF-CY components covered: Activities(38%), Participation (53%) and Personal factors (9%)
- Outcome measure for preschool children (1.5 – 6 yrs.) attending speech-language therapy.
- Can be used with children who have a variety of communication disorders.
- Is primarily a parent measure as it measures children's use of communication at home and in the community.
- A Clinician Form is available if the parents cannot complete the FOCUS.
- Clinicians need to consult with the primary caregiver or ECE teacher in order to complete

(Thomas-Stonell in Washington et al.,2015)

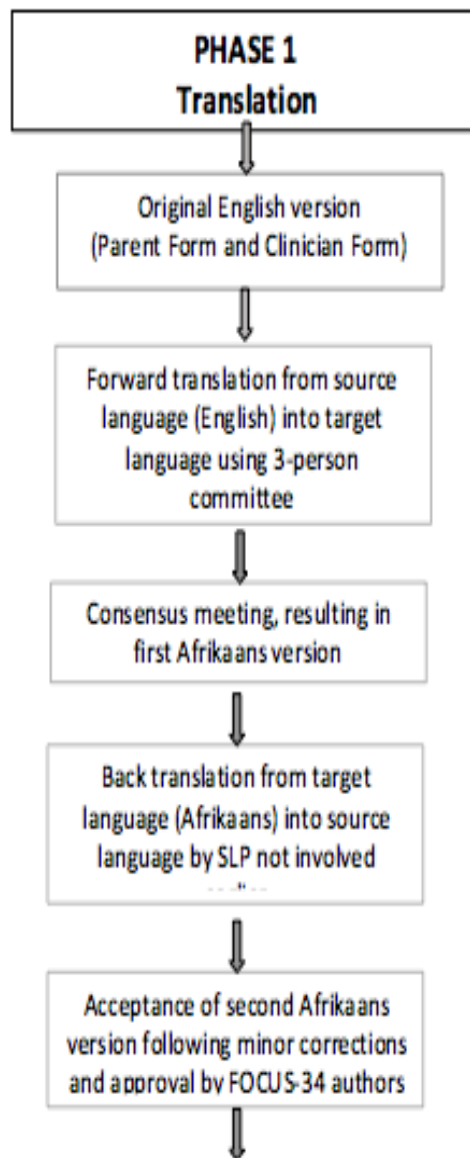


Method

2 Phase Model:

- **Phase 1** : Translation of FOCUS[©] and FOCUS-34[©] to Afrikaans
- **Phase 2**: Social Validation and Clinical Applicability of FOCUS-34[©]





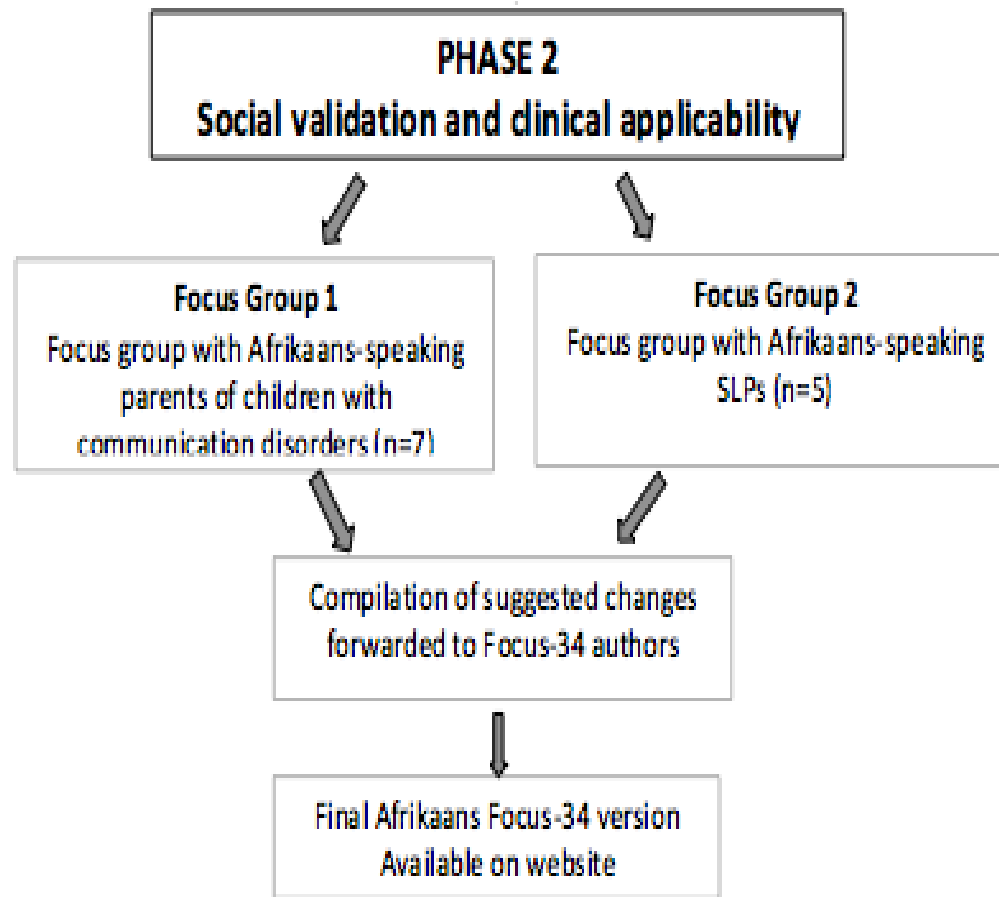


Figure 1: Flow chart of translation, clinical applicability and social validation of the Focus-34 in Afrikaans



Participants:

- **Phase 1: Translation**
 - 3 person committee (2 SLPs + 1 OT)
 - 1 SLP (not involved in committee)
- **Phase 2: Social validation and clinical applicability**
 - Parent focus group (n = 7)
 - SLP focus group (n=5)



Focus Groups: Social Validation and Clinical Applicability

- Qualitative design
- Set of guiding questions a priori formulated were directed specifically to FOCUS-34[©]
- Parent Instruction Sheet; Parent Form; Clinician Instruction Sheet and Clinician Form
- Member checking during focus groups



Data analysis

- Verbatim transcription of participants' comments
- Comments coded according to :
 - specific statements and questions of the FOCUS-34[©] forms
 - thematic content analysis of discussions



Results: Focus Groups with Parents

Afrikaans FOCUS-34 © Parent Instruction Sheet:

Parents reached consensus that the Afrikaans translation of the Parent Instruction Sheet was *clear and appropriate* for South African Afrikaans-speaking parents of children with communication disorders.



The FOCUS[®]-34 Ouer Vorm

Focus on the Outcomes of Communication Under Six



Thomas-Stonell, N., Oddson, B., Robertson, B., Walker, J. & Rosenbaum, P. © 2015

Goedgekeurde vertaling deur: Louw, B., Bornman, J., Van Niekerk, K. & Moolman, E. © 2016

Naam van Kind _____

Datum Voltooi Jaar _____ Maand _____ Dag _____

Geboortedatum Jaar _____ Maand _____ Dag _____

Kronologiese Ouderdom Jaar _____ Maand _____

Naam van persoon wat vorm voltooi _____

FOCUS Voltooing # _____

Naam van Spraakterapeut _____

FOCUS[®]-34

TOTALE

TELLING

Administratiewe Instruksies

Die FOCUS[®] is 'n uitkomsmeting wat 'n "oorsig" van jou kind se vaardighede neem soos dit vandag is. Sommige items sal nie nou van toepassing op jou kind wees nie. Indien wel, selekteer asseblief "Glad nie soos my kind nie". U kind kan sommige van hierdie vaardighede begin aanleer tydens terapie en keuse van die opsie sal ons toelaat om al die veranderinge wat u kind maak, te meet. Maak asseblief seker dat u al die vrae beantwoord. Baie dankie.

Definisies:

"Praat", "vertel", "spraak" en "woorde" verwys na verbale spraak. (bv. "My kind praat baie"). "Kommunikeer", "gesprekke", "deel neem" en "vra" kan in enige vorm van kommunikasie wees (PECS, AAK, gebare). (bv. "My kind kan onafhanklik kommunikeer met ander kinders"). Let asseblief op dat daar een uitsondering is: Deel 1, # 13: "My kind wag vir sy/haar beurt om te praat", waar "praat" verwys na alle vorms van kommunikasie.

Results: Focus Group Parents Continued...

Afrikaans FOCUS-34[©] : Parent Form

5 themes emerged:

1. Questioning of the **meaning of certain concepts** included in the questions.
2. **Cultural differences** between Afrikaans and English-speaking children and families
3. Use of the terms “**talk**” and “**communicate**” when applying the FOCUS-34 to children with complex communication needs (e.g., children who need and/or use AAC).
4. **Emotional responses** of parents to meetings on and assessments of their children.
5. Role of **Receptive Abilities** in communication participation.

Parents reached a consensus that the Afrikaans FOCUS-34 would be useful in capturing changes in a child’s development during intervention and in measuring treatment outcomes.



Deel 1	Glad nie soos my kind nie	'n Klein bietjie soos my kind	Ietwat soos my kind	Redelik soos my kind	Redelik baie soos my kind	Baie soos my kind	Presies nes my kind
1. My kind is gemaklik tydens kommunikasie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My kind praat gedurende spel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. My kind is gewillig om met ander te praat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. My kind het selfvertroue in kommunikasie met volwassenes wat my kind nie goed ken nie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My kind kan onafhanklik kommunikeer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My kind praat baie.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My kind kan woorde saamvoeg.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My kind kan onafhanklik met ander kinders kommunikeer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My kind se spraak is duidelik.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My kind word die eerste keer wanneer sy/hy praat met ander kinders, verstaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My kind praat in vol sinne.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My kind gebruik kommunikasie om probleme op te los.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My kind wag vir sy/haar beurt om te praat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My kind dra haar/sy idees oor met woorde.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. My kind gebruik korrekte grammatika wanneer hy/sy praat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. My kind gebruik nuwe woorde.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My kind gebruik woorde om vir dinge te vra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My kind word die eerste keer wanneer hy/sy praat met volwassenes wat my kind nie goed ken nie, verstaan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. My kind kan volwassenes wat my kind nie goed ken nie, vertel van gebeure wat in die verlede plaasgevind het.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Examples of Parents Comments

Theme:

- Meaning of concepts:
Q 1 My child is comfortable when communicating.
- Cultural differences between English and Afrikaans Children:
Q 4 My child is confident communicating with adults who do not know my child well.

E.g. Comments:

- *What is “comfortable” -physical, or emotionally? Maybe change word order in Afrikaans to make more sense*
- *Who are others? If they are strangers Afrikaans children would be shyer than English children and it would be a cultural issue, but if it was familiar others (e.g., grandparents, aunts, uncles) they would be OK*



Examples of Parents comments

Theme:

- Use of the terms “talk” and “communicate” when applying the FOCUS-34 to children with communication needs (e.g., children who need and/or use AAC)

Q 32 *My child is reluctant to talk*

- Emotional responses of parents to meetings on and assessments of their children

Comments:

- *My child does not use speech to communicate, so he doesn't talk, but sometimes he is reluctant to communicate and sometimes not. For me it makes sense if we substitute “talk” with “communicate.”*
- *I hate parent meetings-you leave with everything that your child cannot do instead of them emphasizing what your child can do and the journey you have already travelled*



Results: Focus Group with SLPs

Afrikaans FOCUS-34[©] Clinician Instruction Sheet:

- SLPs agreed that the Clinician Information Sheet was
 - Clear
 - appropriate for South African Afrikaans-speaking clinicians.
- Similar to parent responses
- Suggestions for editorial changes were made (e.g., a consensus based suggestion was proposed for a more accurate translation of the term “**snapshot**” to describe the aim of the FOCUS-34).



Results: Focus Group with SLPs Continued...

Afrikaans FOCUS-34[©] : Clinician Form

4 themes emerged:

1. Questioning of the **meaning of certain** concepts included in the questions.
 2. **Cultural differences** between Afrikaans and English-speaking children and families.
 3. Expand the **content** of the items (e.g. items on play)
 4. **Editorial changes**
- Overall the SLPs indicated that they would use the Afrikaans FOCUS-34 as they viewed it to be a useful addition to their assessment batteries. It provides a practical manner in which to involve parents in assessment and would be useful as an outcomes measure.



Observed Differences between approach of Parents and SLPs...

Parents

- Attitude: more emotional responses- lived experience, speaking from the heart
- Listened to one another, were supportive, and showed empathy
- Wanted more items to indicate small improvement for children with severe disabilities

SLPs

- Attitude: own knowledge on the forefront; try to convince others of point; competitive
- Less cohesion of group
- More critical regarding editorial aspects of translation
- Wanted more items (e.g. items on play)





In summary:



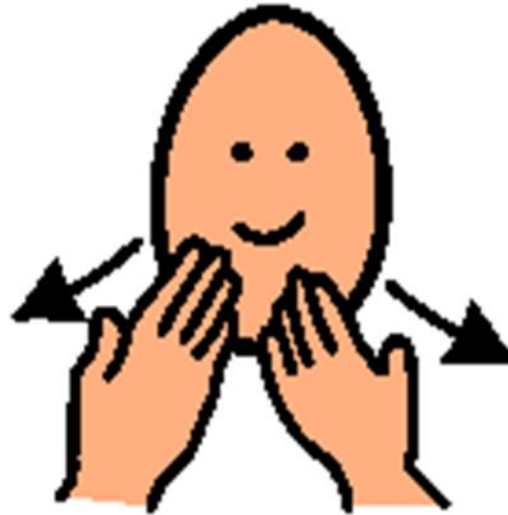
- Including both SLPs and Parents in the clinical applicability and social validation phase was beneficial as it led to a multiple stakeholder view; the two groups' complemented one another and parents' voices were heard.
- Through the use of the ICF-CY (WHO, 2007) as a vehicle for international collaboration, a new treatment outcome assessment measure in Afrikaans was made available to clinicians in South Africa to measure functional life changes of children due to intervention.
- Using the FOCUS-34[©] to measure treatment outcomes is one way of improving services in an evidence based manner and to inform clinical decision making.
- The current research consolidated the international collaboration and implications for future research include the translation of the FOCUS-34[©] into other South African languages such as isiZulu (Nguni-language group) and Sesotho (the Sotho language group).



Discussion



Thank you!



Dankie!

Siyabonga!



Afrikaans FOCUS-34

- Go to :

<http://research.hollandbloorview.ca/Outcomemeasures/FOCUS>

- On right side under "Learn More" click **FOCUS Outcome Measure and Manuals**

<http://research.hollandbloorview.ca/outcomemeasures/focus/translations>

- Note: The FOCUS © FOCUS and FOCUS-34 © are copyrighted and licensed and available for free download from Flintbox. A link is provided on the FOCUS webpage.



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