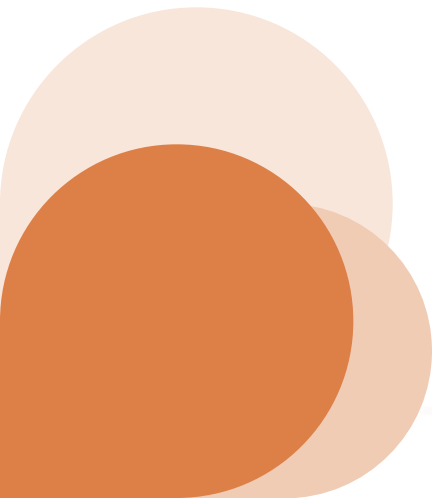




Use of CFFS/FUNDES to set goals and implement intervention

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Presentation Objectives

1. To describe general guidelines and considerations for synthesizing results from assessment to inform goal setting and intervention planning.
2. To discuss how results specifically from the CFFS / FUNDES can be used to do this.
3. To generate discussion and address questions.

Presentation Topics

- What do you want to know?
- Using tailored approaches with standardized assessment to inform goals & intervention plan
(*Examples of tailored approaches*)
- Intervention planning: Overall process
- Illustrated case & process using results from the CFFS/FUNDES
 - Summary and review of key areas of concern
 - Focused interview (*broad to specific activities & goals*)
 - Action planning, monitoring, updating (*process & progress*)
- References & contact information

What do you want to know?

(Levels of focus & stakeholders' goals)

- **Population or societal level** (*surveillance; inform policy; resource allocation*)
- **Program-level** (*assess program outcomes; identify program strengths & areas for improvement*)
- **Individual/family level** (*intervention or service planning*)

Using tailored approaches with standardized assessment to inform goals/intervention plan

1. Focused Interview (*from broad to specific*)

2. Person-centered Goals

- Short & long term goals & objectives
- Goal Attainment Scaling (GAS)
- Canadian Occupational Performance Measure (COPM)

3. Focused Observation

4. Focused rating scales

- create own scales
- selected items from standardized scales
- create composite scores from these items

(Bedell, 2012; Bedell & Coster 2008, Whiteneck & Dijkers, 2010))

Focused Interview (*Key questions*)

- What are the most important activities for child to participate in?
- What is child's current and desired level of participation in these activities?
- What factors (child, environmental) support or hinder child's participation?
- What strategies, accommodations or interventions have been or could be used to promote child's participation?

Person-centered goals

1. Short- and long-term objectives (*achieved or not; partial achievement, percent of achievement*)
2. Goal Attainment Scaling (GAS):
 - Identify most & least favorable outcomes & intermediate levels (*-2 to +2 scale*)
3. Canadian Occupational Performance Measure (COPM).
 - Visual analog (10-point) scales: **Performance** and **Satisfaction with performance** related to self-care, leisure & productivity
 - ***GAS and the COPM responsive to intervention-related change***

(Cusick, et al., 2006; Dunn, et al., 2012; Graham, et al, 2010; 2013; Palisano, et al, 2012; Sakzewski, et al, 2011)

Focused Observation

- Criteria of observable & measurable behaviors (*e.g., # of social contacts in defined setting & time period; time involved in activities with others*)
- *Glang, et al.(1997) recorded the number of social contacts of three students with TBI during school to examine the effects of the “Building Friendship” intervention for children with TBI.*

Focused rating scales

- Create ordinal rating scales to address specific goals of program or intervention
 - Glang et al.(1997) rated degree to which student was included in school life on a weekly basis with four-point scale (“not at all included” to “very included”).
 - Interventionists & parents also rated their satisfaction with student’s inclusion using a four-point scale.
- Examine change on selected items from standardized assessment
- Create composite scores from these items and examine change

(Bedell & Coster, 2008, Bedell, 2012; Coster, et al., 2011; Whiteneck & Dijkers, 2010)

Intervention Planning: Overview

- **Formal Assessment** (e.g., CFFS / FUNDES; others)
- **Review & Summary:** Synthesis of key results
- **Focused interview** with key questions (broad to specific)
 - Key activities (life situations) to focus on
 - Current type and/or level of participation
 - Desired type and/or level of participation (*broad goal*)
 - Supports & barriers linked to specific activities
 - Existing strategies linked to specific activities
- **Goal** – measureable objective/s (*specific*)
- **Action Plan** – Outline steps, methods & timelines
- **Review progress & process** (*goal achievement, what worked & did not, additional supports & barriers identified*)
- **Update plan and/or goals** (*as needed*)

Illustrative Case

John: Teenager with TBI

- **Brief background:**
 - 15 years old; in regular school with education classes (mainstreamed for English, History, Art and Physical Education)
 - Individualized Educational Plan: Occupational Therapy 1 x week; Counseling 1x, school accommodations
 - Had TBI 5 years ago from a car accident
 - Lives in middle-income suburb in a two floor house with parents (both work), younger sister and dog
 - Walks to school (rides bike in nice weather)
- **Review results from CFFS / FUNDES (*Next few slides*)**

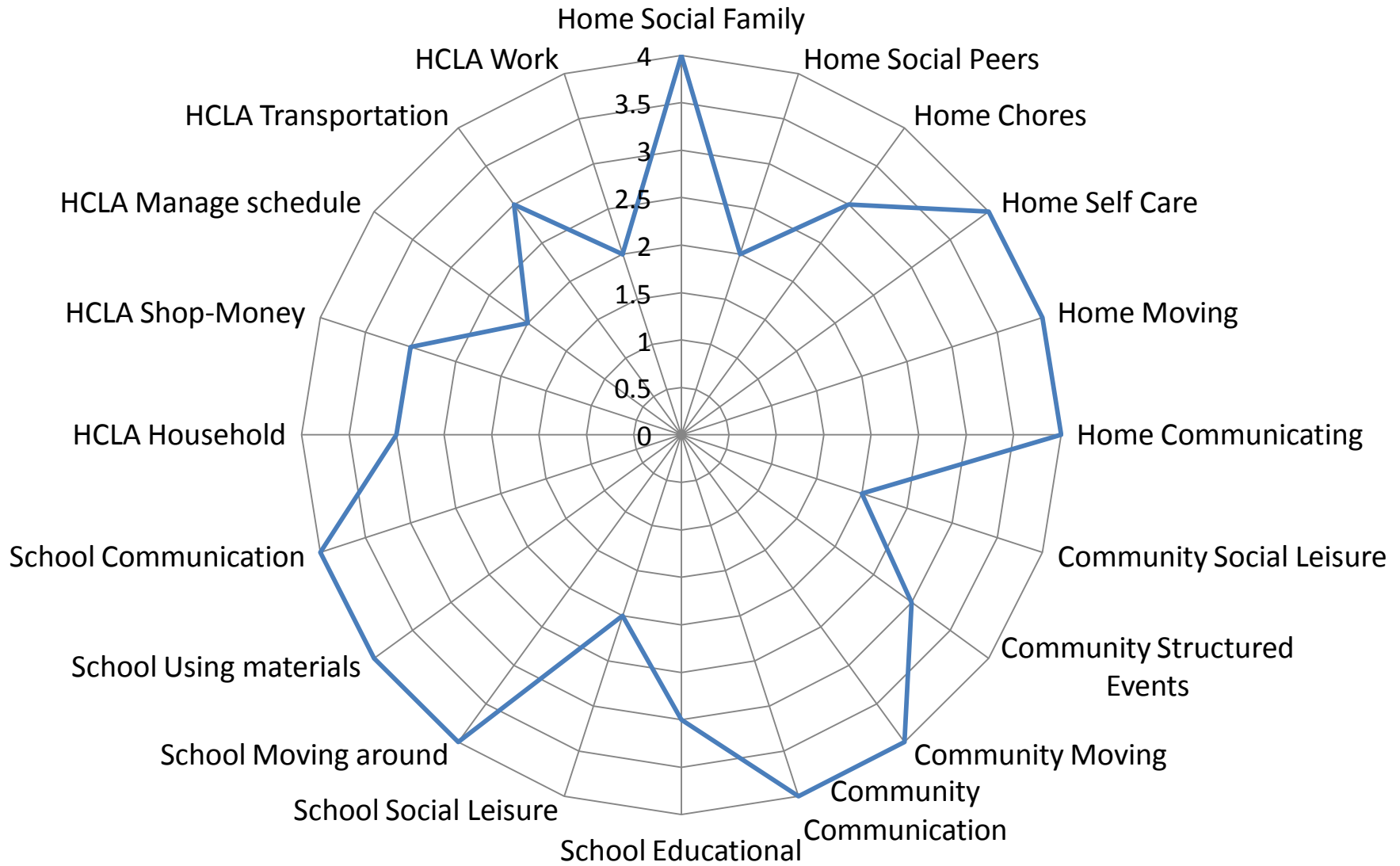
Child and Family Follow-up Survey: Review

- Child and Adolescent Scale of Participation (**CASP**)
- Child and Adolescent Scale of Environment (**CASE**)
- Child and Adolescent Factors Inventory (**CAFI**)
- Other questions about strategies, equipment, accommodations, services, child and family quality of life

<http://sites.tufts.edu/garybedell/measurement-tools/>

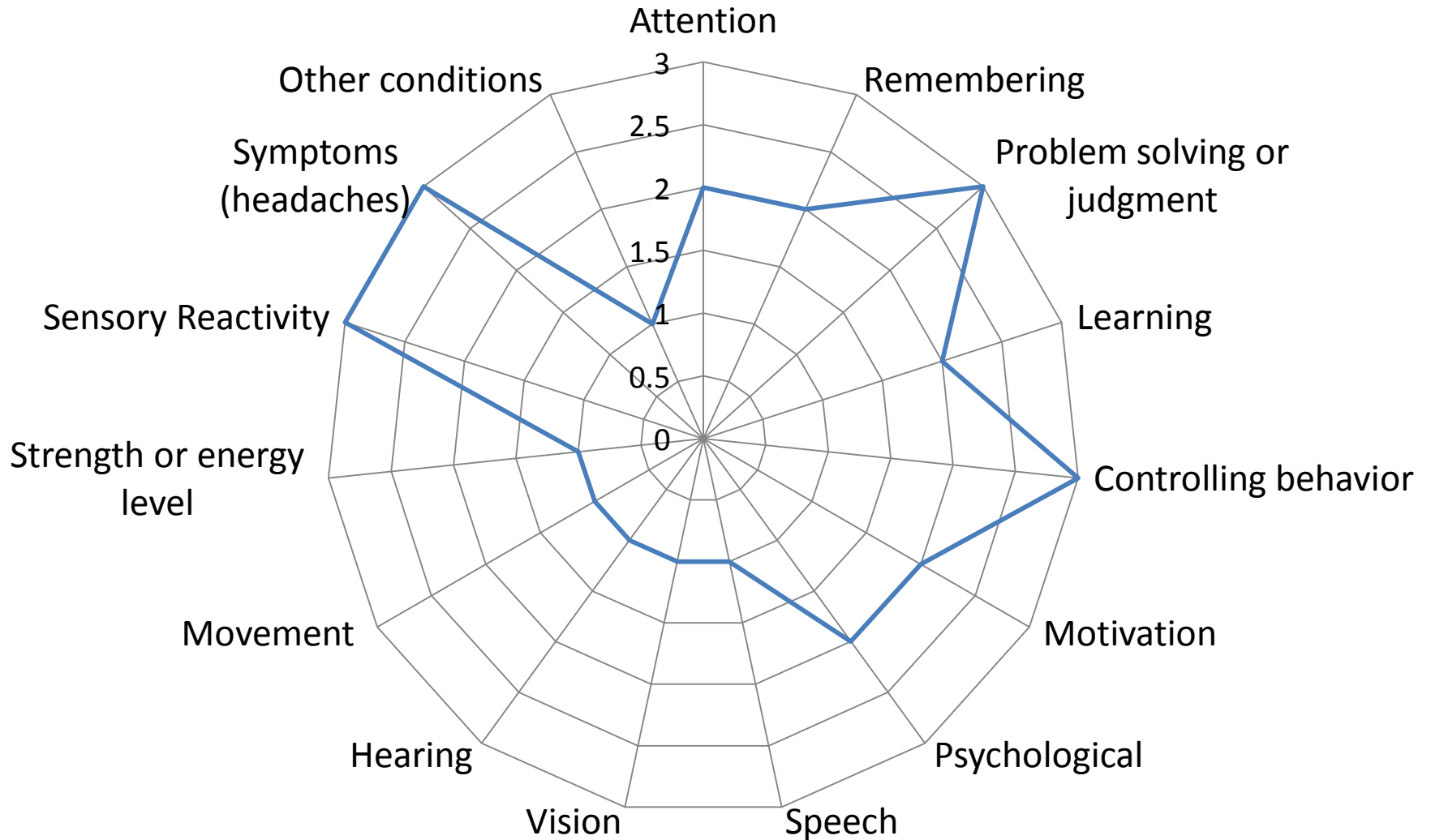
John's Participation (CASP)

1=Unable; 2=Very Limited; 3=Somewhat limited; 4=Age-expected



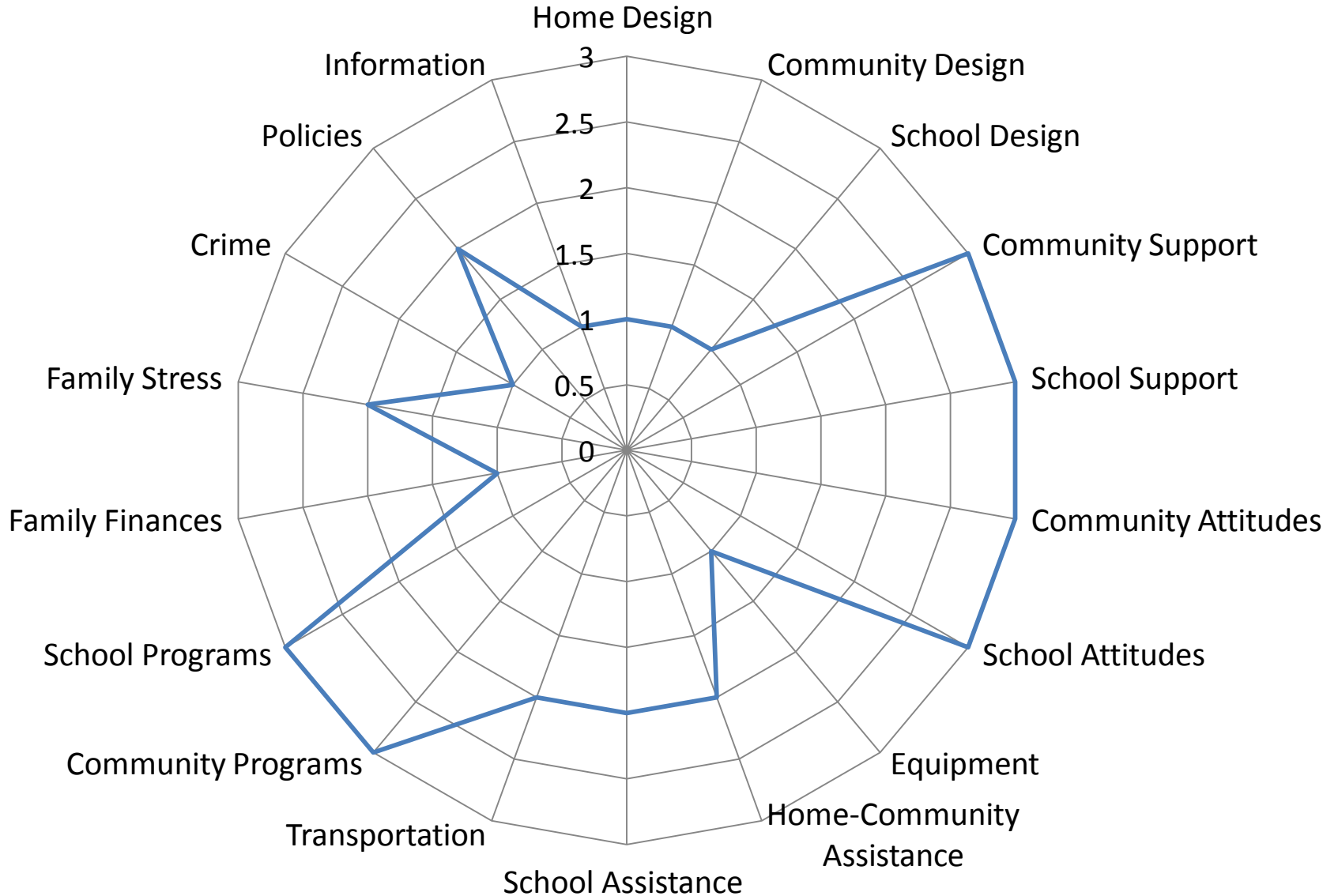
Child factors (CAFI)

1=No problem, 2=Little problem, 3 = Big problem



Environment factors (CASE)

1=No problem, 2=Little problem, 3 = Big problem



CFFS Summary: Key areas of concern

- Participation restriction (CASP):

- **VERY LIMITED:** Social leisure (*all settings*); Educational activities with others; Managing daily schedule; Work
- **SOMEWHAT LIMITED:** Transportation, Shopping / Managing Money, Household activities, Family Chores

- Child factors / impairments (CAFI):

- **BIG PROBLEM:** Problem solving / judgment; Controlling behavior / mood / activity; Reacting to sensory stimulation; Physical symptoms (*headaches*)
- **LITTLE PROBLEM:** Attention; Memory, Learning new things, motivation, psychological

- Environmental Problems (CASE):

- **BIG PROBLEM:** Lack of support; Problems with attitudes; Inadequate programs & services (*school & community*)
- **LITTLE PROBLEM:** Inadequate assistance (*school & community*); government / institutional policies; Transportation; Family stress

Reported strategies, supports, strengths

- Uses SMART phone (*Calendar, “things to do” list; gets reminders from mother, texts and calls family*)
- Reviews calendar and “things to do” list before school
- Weekly things to do list posted in room with list of suggestions
- Talks with family at dinner to discuss day and plans for tomorrow
- Asks for help
- Classroom accommodations – sits in front of room; able to record classes
- Good sense of humor; friendly
- Good physical skills
- Good communication skills

Focused Interview

(Key questions: from broad to specific)

- What are most important activities for the child to participate in? *(could select 1 to 3 activities)*
- What is child's current & desired level of participation in these activities?
- What factors *(child, environmental)* support & hinder child's participation *(in specific activities)*?
- What strategies, accommodations or interventions have been or could be used to promote child's participation *(in specific activities)*?

NEXT: Goal setting & action planning →

Focused interview template

(from broad to specific activities & goals)

Activity	
Current participation	
Desired participation (broad goal)	
Specific supports	
Specific barriers	
Potential strategies	
Refined goal (measurable objective)	

Action plan, monitoring, updating

Goal:

Key Steps & Methods	Date to complete	Date Completed	Comments & Updates
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Monitoring & updating process & progress

- Describe current participation level at specified times
- Document goal progress on scale (*many options*):
 - Yes/no; yes/partial/no (*simplest, most people familiar*)
 - Percent of goal achievement (*0-100 point scale; 0 = baseline; 100 = full goal achievement*)
 - Scales from other tailored approaches: GAS, or progress noted on COPM, item or summary scores from standardized or focused rating/observation scales
- Discuss / review progress and plan
 - What is working & what is not
 - Factors supporting goal achievement / participation
- Update plan and goal (*ongoing as needed*)

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