

### Authors

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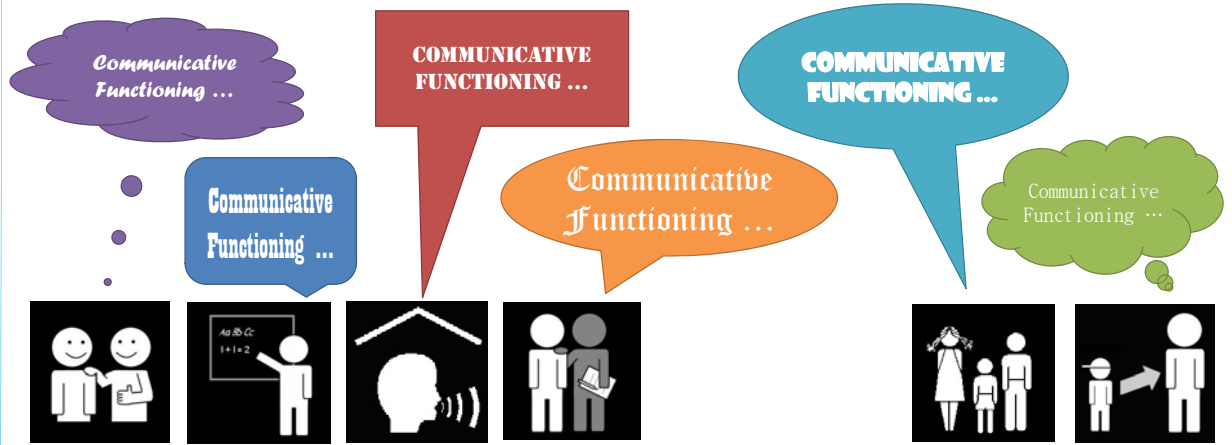
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### Research Group Speech and Language Therapy

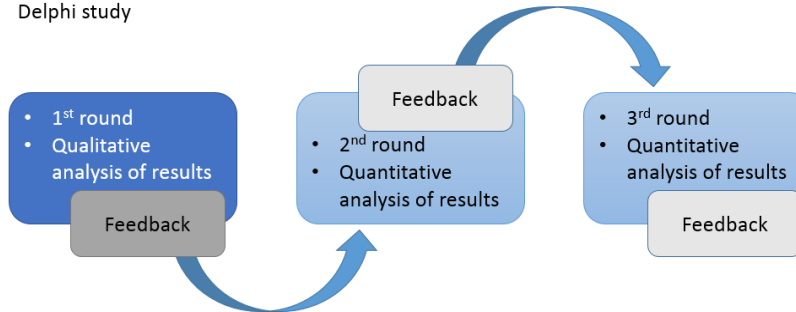
The primary aim of the research group Speech and Language Therapy at the Faculty of Health Care of HU University of Applied Sciences Utrecht is to improve the efficacy of prevention and treatment of communication disorders in children and adults.

## Opinions differ on what Communicative Functioning means



## Delphi Study to define construct Communicative Functioning

Delphi study



### Delphi Panel

32 professionals working with Language Impaired (LI) children  
10 parents of LI children  
5 young adults with LI

## Results after round 1

Themes relating to communicative functioning	Quotes
<ul style="list-style-type: none"> <li>Descriptive codes</li> </ul>	
<ul style="list-style-type: none"> <li>Using communicative functions                             <ul style="list-style-type: none"> <li>Conveying desires and wishes</li> <li>Clarifying, explaining</li> <li>Exchanging information</li> <li>Asking for help</li> <li>Conveying thoughts and feelings</li> <li>Defending oneself</li> <li>Checking whether you understood message correctly</li> <li>Offering an opinion</li> <li>Connecting with someone</li> <li>Setting boundaries</li> <li>Asking questions</li> <li>Solving problems</li> <li>Asking for a clarification</li> </ul> </li> </ul>	<p>"When children are communicative, they have the skills to express themselves in contact with others and they are able to express what they desire or mean"</p> <p>"He asks for a clarification, because he didn't completely understand the exercise"</p>
<ul style="list-style-type: none"> <li>Story structuring                             <ul style="list-style-type: none"> <li>Being able to tell stories</li> </ul> </li> </ul>	<p>"He started to tell a story about his school trip, but he didn't know how to carry on since he didn't know how to explain the activity"</p>
<ul style="list-style-type: none"> <li>Using conversational skills                             <ul style="list-style-type: none"> <li>Reciprocity</li> <li>Discussing/arguing</li> <li>Taking part in communication and conversations</li> <li>Taking initiative</li> <li>Paying attention to what someone else is saying</li> <li>Repeating a message when it hasn't been understood</li> <li>Taking the listener's knowledge and interests into account</li> <li>Being considerate of the communicative partner</li> </ul> </li> </ul>	<p>"A child should be able to join conversations with others who are important to the child"</p> <p>"The child pays attention to other peoples' requests"</p>
<ul style="list-style-type: none"> <li>Understanding of messages                             <ul style="list-style-type: none"> <li>Responding appropriately</li> <li>Following instructions</li> <li>Understanding non-verbal communication</li> </ul> </li> </ul>	<p>"The child should be able to answer questions"</p>
<ul style="list-style-type: none"> <li>Being understood                             <ul style="list-style-type: none"> <li>Message is being understood</li> </ul> </li> </ul>	<p>"In order to be able to speak about communicative functioning, it is necessary for a child to be able to express him/herself and to be understood by someone else"</p>
<ul style="list-style-type: none"> <li>Independence                             <ul style="list-style-type: none"> <li>Communicating without help from others</li> </ul> </li> </ul>	<p>"A child should be able to communicate without help or interference from others"</p>
<ul style="list-style-type: none"> <li>Meta-cognition                             <ul style="list-style-type: none"> <li>Being able to compensate</li> <li>Being able to use skills in a flexible way, in different situations</li> <li>Understanding your own limitations</li> <li>Being able to adjust behaviour</li> </ul> </li> </ul>	<p>"The child uses word finding strategies"</p>
<ul style="list-style-type: none"> <li>Context                             <ul style="list-style-type: none"> <li>Standing firm in a social context</li> <li>Playing well with other children</li> <li>Working together well with other children</li> <li>Being able to formulate a message within reasonable time</li> </ul> </li> </ul>	<p>"After school, she asks her friends to come and play, she can play well with others"</p>

### Concept definitions based on data round 1:

1. CF means being able to transfer, understand and process (non) verbal communicative messages by using available language and pragmatic skills.
2. CF means being able to connect with the social environment by being flexible and using effectively acquired language and pragmatic skills, during daily situations.
3. CF means being able to transfer, understand and process (non) verbal messages in daily situations, in an independent and socially accepted way.

## Round 2 and 3

