



INTRODUCTION

The second edition of *Focus on Function* was written in order to update the first edition. Initially, we had planned merely to include additional sections on using the computer and other devices that were not readily available in 1989, when the first edition was published. However, our editors suggested a complete reorganization, and we found ourselves rewriting rather than simply updating.

Although *Focus on Function* was developed for the higher functioning individual with communication impairment, we have found that it is a useful source when working with people who speak English as a second language, students in vocational education, adolescents with language-learning disabilities, and others who need to become more functional in activities requiring reading, writing, and conversing.

A major difference in the second edition of *Focus on Function* is that most materials needed are contained within the pages of the book. However, due to regional differences in formats of cable television, supermarket pricing, and local stores (to name a few), the clinician may choose to include additional items as indicated in this book. By doing so, *Focus on Function, Second Edition*, truly becomes an individualized program helping the client become more capable and independent within his or her community. A revised Skills Assessment Inventory is also included in this edition of *Focus on Function*. This questionnaire allows the clinician to evaluate specific skills for each individual related to daily living, social participation, leisure activities, and work.

The bulk of *Focus on Function, Second Edition*, is divided into two parts. Each part includes a variety of interesting activities that can assist the client to become a more independent member of society. Part I addresses basic living skills. The chapters in Part I include activities to assist with routine tasks of self-care, telephone use, time management, financial management, shopping, meal preparation, map reading, and managing life at home. Part II focuses on social, leisure, and work activities. Chapters in Part II include activities in areas such as holding two-way conversations, interpreting body language, understanding verbal communication, reading newspaper articles, using a computer, playing games, reading classified ads, creating résumés, and interacting in an interview.

Each activity is also correlated to three major category systems: 1) the American Occupational Therapy Association's (AOTA) skills categories; 2) the American Speech-Language-Hearing Association's (ASHA) Functional Communication Measures (FCMs); and 3) the World Health Organization's International Classification of Functioning, Disability, and Health codes. Under the ASHA rubric, each activity falls under one of the following five FCMs: 1) comprehension of spoken language; 2) production



of spoken language; 3) cognitive communication; 4) comprehension of written language; and 5) production of written language.

The activities in this book should be tailored to each individual client's needs. We recommend that the Skills Assessment Inventory, found in the beginning of this book, be completed by the client or significant others in the client's life. Other commercially available measures of functional skills may also be used. It is crucial that the clinician consider each client's interests and lifestyle, thereby emphasizing those activities that hold importance.

The ultimate goal of *Focus on Function, Second Edition*, is to help you prepare your clients to meet the demands of the real world.

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