

Activity Analysis

Occupational therapists are specifically trained in the art and skill of “Activity Analysis” which essentially means breaking down activities into very simple components. While the occupational therapist uses a very complicated system for this, there are components here that can assist you in preparing for participation of individuals with a variety of ability levels.

Example #1: Flower Pen Creation



Objects and their properties (Materials, Tools, and Equipment)

- Medium or large artificial flower
- Jar, cup, container
- Green floral tape
- Scissors
- Wire cutters
- Pen

Space Demands (physical environment requirements):

- Table with chairs positioned with ample space between individuals
- Materials at one table area for individuals to move to this communal area to select their materials

Safety Precautions and Contraindications:

- Precut flowers to length of pen for individuals who will not be able to cut wire
- Precut green floral tape for individuals who have challenges using scissors

Steps:

1. Cut stem of flower to approximately $\frac{1}{2}$ of pen length
2. Cut green floral tape to size of pen (enough to wrap around from top to bottom)
3. Hold the stem of the flower next to the pen.
4. Use the green floral tape to wrap the stem of the flower to the pen

Grading the Activity Down/Making it Easier:

- Already made flower pens that an individual can place into a container
- Use a chip clip to hold the flower next to the pen while wrapping with green floral tape.
- Secure green floral tape to the side of the table and have the individual roll the pen from the start to the end at the table area.
- Use thicker writing tool such as a magic marker

Based on:

American Occupational Therapy Association. (2002). *Occupational therapy practice framework: Domain and process*. Bethesda, MD: Author.
Watson, D. E. (1997). *Task analysis: An occupational performance approach* (pp. 378 – 383). Bethesda, MD: AOTA

Example #2: International Puzzle Day



Objects and their properties (Materials, Tools, and Equipment)

- Puzzles of a variety of number of pieces
- Puzzle with a large number of pieces that can be completed in a group context
- Rubik's cube
- Slant board
- Clear contact paper taped to easel so that the sticky side is up
- Puzzles with knobs
- Computer with online puzzle
- Crossword puzzles, Sudoku, find a word
- Pencils and erasers
- Magnifying glass
- Brainteaser questions either in a book or on slips of paper

Space Demands (physical environment requirements):

- Table with chairs positioned with ample space between individuals
- Table with a puzzle with a large number of pieces that can be completed in a group context
- Easel with contact paper taped so that the sticky side is up (with or without chair in front)
- Tape crossword puzzles, Sudoku, find a word puzzles onto wall or easel with chair in front

Safety Precautions and Contraindications:

- Individuals with pica might have the urge to place a puzzle piece in his/her mouth.

Steps:

Individuals are able to choose from the following puzzle based activities:

- a. sit at table to do puzzle alone
- b. sit at table to do a large piece puzzle in a group context
- c. stand at easel (or sit in front of easel) to do a puzzle by placing pieces onto sticky side of contact paper
- d. sit at table to do crossword puzzle, Sudoku, find a word, rubic cube
- e. stand at easel to do a crossword puzzle, Sudoku, or find a word with this taped to easel
- f. set up puzzle activity on the computer for one or more person to do

Grading the Activity Down/Making it Easier:

- Puzzle with knobs
- Place small number piece puzzle onto slant board
- Magnifying glasses (for any of these activities)
- Placing puzzle on vertical surface sometimes makes it easier to visualize
- Brainteaser – individuals who may have challenges with fine motor abilities but have verbal abilities or can adapt questions so that there are yes/no and individual can indicate by nodding

Based on:

American Occupational Therapy Association. (2002). *Occupational therapy practice framework: Domain and process*. Bethesda, MD: Author.
Watson, D. E. (1997). *Task analysis: An occupational performance approach* (pp. 378 – 383). Bethesda, MD: AOTA