

Activity analysis 3

- Sleep preparation

“(1) Engaging in routines that prepare the self for a comfortable rest, such as grooming and undressing, reading or listening to music to fall asleep, saying goodnight to others, engaging in meditation or prayers; determining the time of day and length of time desired for sleeping or the time needed to wake; and establishing sleep patterns that support growth and health (patterns are often personally and culturally determined)”

“(2) Preparing the physical environment for periods of unconsciousness, such as making the bed or space on which to sleep; ensuring warmth/coolness and protection; setting an alarm clock; securing the home, such as locking doors or closing windows or curtains; and turning off electronics or lights”

- Sleep participation

“Taking care of personal need for sleep such as ceasing activities to ensure onset of sleep, napping, dreaming; sustaining a sleep state without disruption; and performing night time care of toileting needs and hydration; also negotiating the needs and requirement of and interacting with others within the social environment such as children or partners, including providing night time caregiving such as breastfeeding and monitoring the comfort and safety of others who are sleeping”

Education

“Activities needed for learning and participating in the educational environment”

- Formal educational participation:

“Participating in academic (e.g., math, reading, degree coursework), nonacademic (e.g., recess, lunchroom, hallway), extracurricular (e.g., sports, band, cheerleading, dances), and vocational (prevocational and vocational) educational activities”

- Informal personal educational needs or exploration of interests:
“Identifying topics and methods for obtaining topic-related information or skills”

If knowledge is needed in a particular area, the specific topics must be identified in order to determine methods whereby it may be acquired.

Searching the Internet is only one way of exploring informal education. Talking to others, calling organizations, and reading the newspaper are all examples of how informal education topics can be researched and discovered.

- Informal personal education participation
“Participating in informal classes, programs, and activities that provide instruction or training in identified areas of interest”

Work

“Labour or exertion; to make, construct, manufacture, form, fashion or shape objects; to organize, plan, or evaluate services or processes of living or governing; committed occupations that are performed with or with out financial reward”

Employment interests and pursuits

“Identifying and selecting work opportunities based on personal assets, limitations, likes, and dislikes relative to work”

- Employment seeking and acquisition:

“Advocating for oneself; completing, submitting and reviewing appropriate application materials, preparing for interviews, participating in interviews; participating in interviews and following up afterward; discussing job benefits, and finalizing negotiations”

- Job performance:

“Performing the requirements of a job, including work skills and patterns, time management; relationships with co-workers, managers, and customers; leadership and supervision; creation, production, and distribution of products and services; initiation, sustainment, and completion of work; and compliance with work norms and procedures”

- Retirement preparation:

“Determining aptitudes, developing interest and skills, and selecting appropriate avocational pursuits, and adjusting lifestyle in the absence of the worker role”

- Volunteer Exploration:

“Determining community causes, organizations, or opportunities for unpaid work in relationship to personal skills, interest, location, and time available”

- Volunteer participation:
“Performing unpaid work activities for the benefit of selected causes, organizations, or facilities”

Play

“Any spontaneous or organized activity that provides enjoyment, entertainment, amusement, or diversion”

Play exploration:

“Identifying appropriate play activities, which can include exploration play, practice play, pretend play, games with rules, constructive play, and symbolic play”

- Play participation:

“Participating in play; maintaining a balance of play with other areas of occupation; and obtaining, using, and maintaining, toys, equipment, and supplies appropriately”

Leisure

“A non obligatory activity that is intrinsically motivated and engaged in during discretionary time, that is time not committed to obligatory occupations such as work, self-care, or sleep”

Leisure exploration:

“Identifying interests, skills, opportunities, and appropriate leisure activities”

- Leisure participation:

“Planning and participating in appropriate leisure activities; maintaining a balance of leisure activities with other areas of occupation; and obtaining, using, and maintaining equipment and supplies as appropriate”

Social participation

“The interweaving of occupations to support desired engagement in community and family activities as well as those involving peers and friends”

Community:

“Engaging in activities that result in successful interaction at the community level (i.e., neighborhood, organizations, workplace, school, religious or spiritual group)”

- Family:

“Engaging in activities that result in successful interaction in specific required and/or desired familial roles”

Peer, Friend:

“Engaging in activities at different levels of interaction and intimacy, including engaging in desired sexual activity”

	ADL	IADL	EDUC- ATION	WORK	PLAY	LEISURE	SOCIAL PAR- TICIPATION
Surf the web							
Organize your CD collection							
Ride a bike							
Fold laundry							
Pour a cup of coffee							
Sing in the shower							
Write a paper for an OT class							
Put on ski boots							
Throw a party							
Put gas in the car							
Get newspaper from yard							
Cut coupons							
Take a bubble bath							
Smoke a cigarette							
Go to church							
Water plants							
Pick lint out of belly button							

Occupation Profil

Name _____ Date _____

Daily Activity Log

7:00 a.m.	_____	_____	_____	_____	_____	
8:00 a.m.	_____	_____	_____	_____	_____	
9:00 a.m.	_____	_____	_____	_____	_____	
10:00 a.m.	_____	_____	_____	_____	_____	
11:00 a.m.	_____	_____	_____	_____	_____	
12:00 p.m.	_____	_____	_____	_____	_____	
1:00 p.m.	_____	_____	_____	_____	_____	
2:00 p.m.	_____	_____	_____	_____	_____	
3:00 p.m.	_____	_____	_____	_____	_____	
4:00 p.m.	_____	_____	_____	_____	_____	
5:00 p.m.	_____	_____	_____	_____	_____	
6:00 p.m.	_____	_____	_____	_____	_____	
7:00 p.m.	_____	_____	_____	_____	_____	
8:00 p.m.	_____	_____	_____	_____	_____	
9:00 p.m.	_____	_____	_____	_____	_____	
10:00 p.m.	_____	_____	_____	_____	_____	

Figure 24
Enabling Occupation in Children: The Cognitive Orientation to daily Occupational Performance (CO-OP) Approach © CAOT 2004

La Misura Canadese della Performance Occupazionale (COPM) sostiene una pratica di alta qualità, centrata sul cliente e basata sull'occupazione. La COPM è una misura individualizzata, progettata per cogliere nel tempo il cambiamento dell'auto-percezione del cliente rispetto alla performance occupazionale. La COPM è pensata per essere usata come una misura di outcome. Come tale, dovrebbe essere somministrata alla presa in carico per stabilire gli obiettivi dell'intervento, e nuovamente ad un appropriato intervallo di tempo in modo da determinare i progressi e l'outcome.

La COPM è utilizzata per:

- identificare le aree problematiche nella performance occupazionale;
- fornire un punteggio delle priorità del cliente nella performance occupazionale;
- valutare la performance e la soddisfazione relative a tali aree problematiche;
- fornire le basi per stabilire gli obiettivi; e,
- misurare i cambiamenti nella percezione del cliente della sua performance occupazionale, nel corso dell'intervento di terapia occupazionale.

La COPM viene completata in 5 passaggi:

1. Identificare i problemi nella performance occupazionale. La definizione di problema è:
Un'occupazione che una persona VUOLE FARE, HA BISOGNO DI FARE o CI SI ASPETTA CHE FACCI, MA CHE NON PUO' FARE, NON FA o NON E' SODDISFATTA DEL MODO IN CUI LA FA.
2. Una volta che sono stati identificati gli specifici problemi nella performance occupazionale, si chiede al cliente di valutare ognuno di questi in termini di **IMPORTANZA** nella sua vita. L'importanza è valutata su una scala a dieci punti. 1 = per niente importante 10 = estremamente importante
3. Chiedere al cliente di scegliere fino a cinque problemi che sembrano più urgenti o importanti, utilizzando i punteggi appena assegnati.
4. Valutare: **PERFORMANCE** (come valuteresti il modo in cui fai adesso questa attività?) e **SODDISFAZIONE** (quanto sei soddisfatto del modo in cui fai adesso questa attività?)
5. Stabilire una data di rivalutazione

INFORMAZIONI SUL CLIENTE

Nome del cliente: _____ Data di nascita del cliente: ____/____/____

Nome del terapeuta: _____ Valutazione iniziale: ____/____/____

Rivalutazione: ____/____/____

CURA DI SÉ

La cura di sé include le occupazioni volte ad essere pronti per la giornata e a muoversi. Nella COPM, misuriamo tre aspetti della cura di sé: cura personale, mobilità funzionale e organizzarsi nella comunità.

Cura Personale

Mobilità Funzionale

Organizzarsi nella Comunità

IMPORTANZA



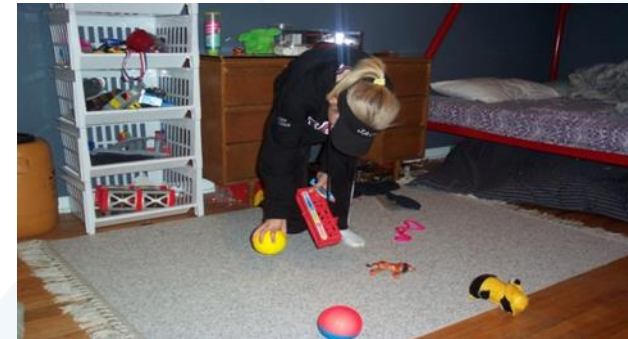
The Paediatric Activity Card Sort (PACS)

An evaluation that can be used for:

- Identify the occupations that the child is able to do currently
- Identify the occupations that the child wants to do, has to do or is expected to do
- A research tool to identify the occupations pattern in children with and without disabilities

PACS: how to use it

- 75 pictures organized in 4 categories:
 - Self care
 - School/productivity
 - Free time
 - sport



Children divide pictures into 2 piles YES / NO

- We ask to the child for the frequency
(Daily / Weekly / Monthly, Yearly)
- The data obtained outline an activity profile
- The therapist asks the child to choose four activities in which he wants to improve and writes them in the documentation

The Activity Card Sort (ACS)

An evaluation that can be used for:

- Identify occupations that the person has lost (which he no longer does)
- Identify the occupations that the person wants to do, has to do or is expected to do

ACS: how to use it

Assessment of the person using the ACS:

89 cards with pictures demonstrating participation in different activities

3 versions:

- 1) Elder person living in community
- 2) Elder person living in institutions, hospitals or rehabilitation centers
- 3) Elder person who are recovering from illness or injury



Dishes



3



Paying Bills



15



Reading Newspaper



20



Shopping for Groceries



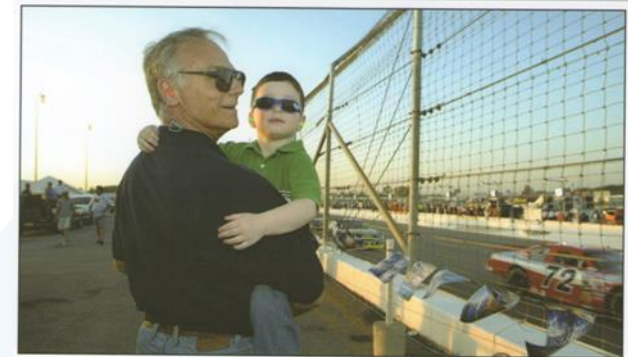
2



Yard Maintenance



5



Spectator Sports



21

ACS: how to use it

The person divides cards according to their involvement in each activity

Institutional version:

- Done before getting sick
- Never done

Recovery version:

- Never done before getting sick / injured
- Continued to do after getting sick / injured
- He does it less because of the disease / injury
- Start doing it again

Determine the Sequence and Timing

Each steps need the following:

- Action verb
- How the action takes place
- Objects used or interacted with
- Time elements (if needed)
- Amounts used (if needed)
- Precautions/warnings

An action verb



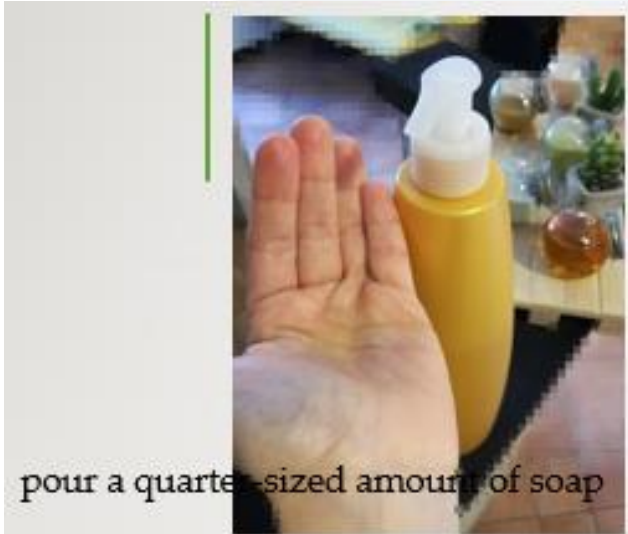
How the action take place

- One of the most important aspects of the statement is HOW the action should be completed. For example:
 - Slowly,
 - quickly,
 - Carefully,
 - Safely,
 - Worrying about

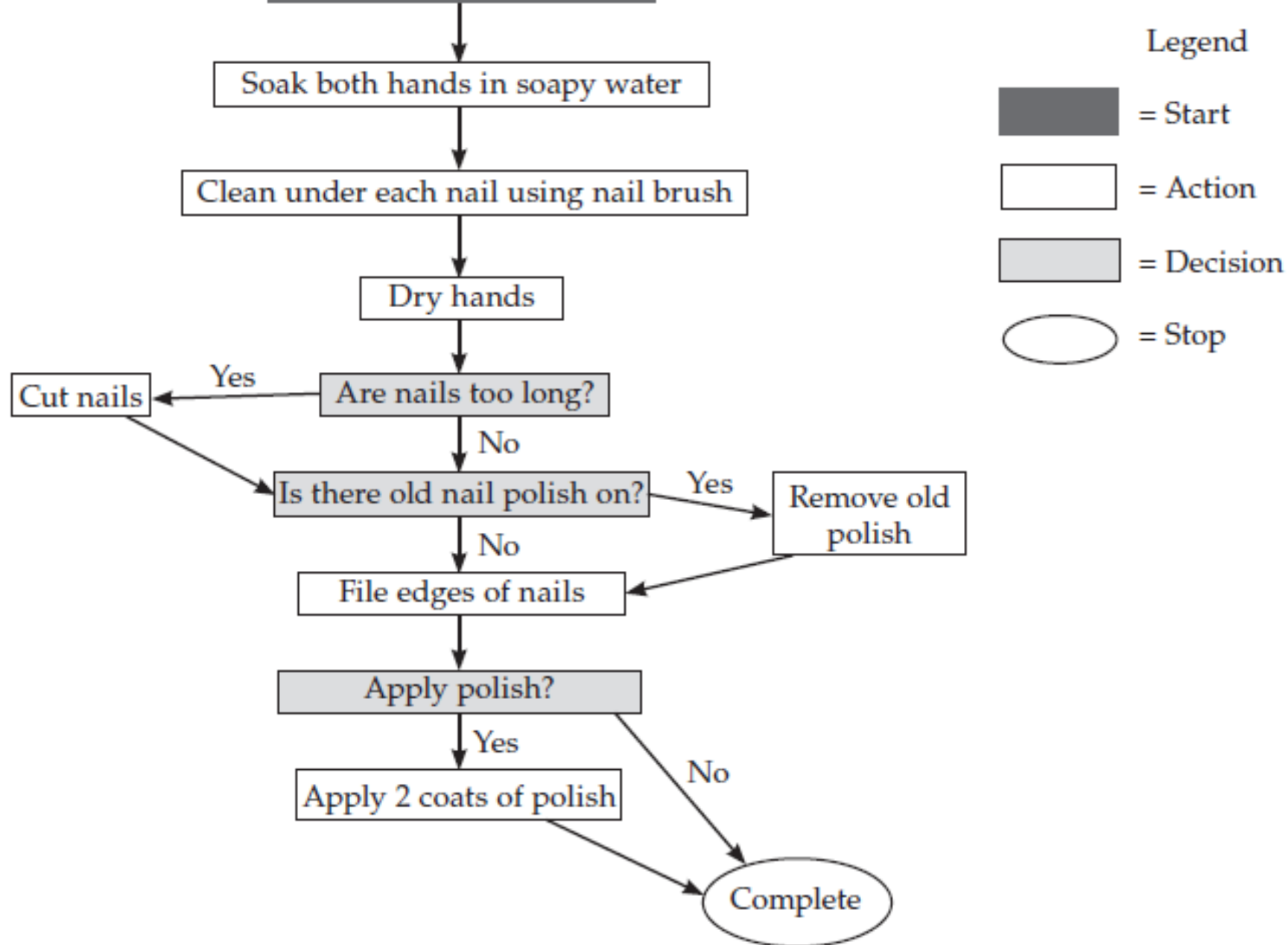
Time elements (if needed)



Amounts used (if needed)



Grooming Fingernails



Thank you