

## **Activity Analysis - Form 3**

### ACTIVITY ANALYSIS FOR EXPECTED PERFORMANCE

Student: [Example](#)

Date:

Activity: [Making a telephone call](#)

Course: \_\_\_\_\_

### **Section 1: Activity Summary**

**Directions: Respond to the following in list format.**

**A. Name and Brief Description of Activity**

*Making a telephone call from a desk telephone to a friend to confirm time to meet at movie theatre. The student will prepare to make a telephone call, dial the number, convey a message to a friend, and close conversation.*

**B. Sequence of Major Steps (in 10 steps or less; specify time to complete each step)**

- |   |         |
|---|---------|
| 1. Sit in chair comfortably                     | 3 sec.  |
| 2. Find phone number in address book accurately | 30 sec. |
| 3. Pick up receiver carefully                   | 2 sec.  |
| 4. Listen for dial tone attentively             | 2 sec.  |
| 5. Press phone number correctly                 | 10 sec. |
| 6. Wait for an answer patiently                 | 7 sec.  |
| 7. Talk to person clearly                       | 15 min. |
| 8. Conclude conversation courteously            | 5 min.  |
| 9. Put receiver down firmly                     | 2 sec.  |
| <i>Total Time = 21 minutes</i>                  |         |

**C. Precautions (review "Sequence of Major Steps")**

*The student should be aware of time restraints and may need to limit phone conversation.*

**D. Special Considerations (age, appropriateness, educational requirements, cultural relevance, gender identification, other)**

*Student is at an age and has telephone experience to manage phone conversation. Culturally, student needs to be cognizant of time of day and respectful of other person while carrying on conversation.*

**E. Acceptable Criteria for Completed Activity**

*The purpose of the conversation is accomplished, and the phone is placed back as initially found.*

**F. Activity Demands**

1. Objects and Their Properties
  - a. Tools/Equipment (nonexpendable). Cost, and Source  
*Telephone, \$10.00, Wal-Mart*  
*Desk and chair \$70.00 Wal-Mart*  
*Address Book, \$3.00 Wal-Mart*
  - b. Materials/Supplies (expendable), Cost, and Source  
*Access to phone lines, \$20.00, Ameritech*  
*Cost of the call, \$1.00, AT&T*
2. Space Demands  
*The activity requires sitting in a chair behind a desk in a quiet room at a comfortable temperature.*
3. Social Demand  
*The student should be aware of telephone etiquette when on the phone (e.g., to listen attentively, respond courteously, and be aware of the other person's role expectation.*

## **Section 2: Analysing Performance Areas of Occupation**

### **A. Activities of Daily Living (ADL)**

- Bathing, Showering
- Bowel and Bladder Management
- Dressing
- Eating
- Feeding
- Functional Mobility
- Personal Device Care
- Personal Hygiene and Grooming
- Sexual Activity
- Sleep/Rest
- Toilet Hygiene

### **B. Instrumental Activities of Daily Living (IADL)**

- Care of Others
- Care of Pets
- Child Rearing
- Communication Device Use  
*The phone call is used to convey information to another person*
- Community Mobility
- Financial Management
- Health Management and Maintenance

- Home Establishment and Management
- Meal Preparation and Clean-up
- Safety Procedures and Emergency Response
- Shopping

#### **C. Education**

- Formal Education Participation
- Exploration of Informal Personal Educational Needs or Interests
- Informal Personal Educational Preparation

#### **D. Work**

- Employment Interests and Pursuits
- Employment Seeking Acquisition
- Job Performance
- Retirement Preparation and Adjustment
- Volunteer Exploration
- Volunteer Participation

#### **E. Play**

- Play Exploration
- Play Participation

#### **F. Leisure**

- Leisure Exploration
- Leisure Participation

#### **G. Social Participation**

- Community
- Family
- Peer, Friend

*Conversation with friend provides social outlet*

### **Section 3: Analysing Performance Skills and Client Factors**

#### **Part I. Performance Skills**

##### **A. Motor Skill**

1. Posture (stabilises, aligns, positions)
 

*I can maintain my balance while making the call in a sitting position; I can sit up straight in the chair while my feet remain on the floor throughout the phone call conversation.*
2. Mobility (walks, reaches, bends)
 

*Some large muscle movement in trunk, shoulder and elbow for reaching motion is required.*
3. Coordination (coordinates, manipulates, flows)
 

*This is needed for me to turn pages in address book, list receiver, and dial the numbers.*
4. Strength and Effort (moves, transports, lifts, calibrates, grips)

*Muscles allow arms and hands to make a move in a smooth way to complete the task.*

5. Energy (endures, paces)

*Sufficient tolerance to maintain length of time needed to hold phone and carry on a conversation, approximately 10 minutes.*

## **B. Process Skills**

1. Energy (paces, attends)

*I'm alert enough to find the number in the address book and complete task of making the phone call. I know who and where I am so that a phone call can be made and I'm aware of the time of day and whether or not it is an appropriate time to make the call. I can recognise the task as one I have done before and with which I am familiar with, as well as the voice of the person whom I'm calling. Adequate attention is needed to complete the call.*

2. Knowledge (chooses, uses, heeds, inquires)

*I recognise the need to make a phone call to my friend, plan what I will say, note that I could email her or just wait, but decide to make the call, proceed with the call, and follow-up the conversation with the outcome upon which we decided.*

3. Temporal Organisation (initiates, continues, sequences, terminates)

*I am capable and knowledgeable enough to sit at the desk, open the address book, and dial the number to begin the task of conversation with my friend. I am capable of ending the conversation in a timely manner. I can recall the purpose and procedure of making a call (e.g., the sequence of steps needed to complete the activity). I can perform all the steps necessary to make the call in the correct order.*

4. Organising Space and Objects (searches/locates, gathers, organises, restores, navigates)

*I know to use an alphabetical order of names in the address book to find the correct name and number. I have encoded the concept of "making a phone call" and am able to organise incoming and outgoing information so as to convey my thoughts during the conversation.*

5. Adaptation (notices/responds, accommodates, adjusts, benefits)

*I am able to respond to my friend's comments and accommodate to what she is saying, adjust my actions and words accordingly, and see the benefits of listening to her and making a collaborative decision about the time to meet.*

## **C. Communication/Interaction Skills**

1. Physicality (contacts, gazes. Gestures, manoeuvres, orients, postures)

*I make physical contact with the phone and can manoeuvre the theatre schedule and address book as needed and orient myself to the information contained there.*

2. Information Exchanges (articulates, asserts, asks, engages, expresses, modulates, shares, speaks, sustains)

*I interact with my friend using verbal skills and active listening.*

3. Relations (collaborates, conforms, focuses, relates, respects)

*I am able to collaborate with my friend and focus upon our decision, at the same time respecting her needs.*

## **Part II. Client Factors**

### **A. Body Function Categories**

#### **1. Mental Functions (affective, cognitive, perceptual)**

- a. Global (consciousness, orientation, sleep, temperament and personality, energy and drive)

*I'm conscious of what I'm doing and oriented in all spheres of person, place, time, self, and others. I'm open to what my friend has to say and emotionally stable to handle this activity. I'm motivated to make the call and value my friendship for many reasons, but one is that we share the same interests.*

- b. Specific (attention, memory, perceptual thought, higher-levels cognition, language, calculation, motor planning, psychomotor, emotional, experience of self and time)

*I use all of these body functions to make the phone call (e.g., by attending to the activity for the length of time required to complete the task, making a decision, using the English language clearly, manipulating the phone and address book, staying calm as we talk, and aware of myself and the time of day.*

#### **2. Sensory Functions and Pain**

- a. Seeing

*Scanning the environment, focusing on the phone, and reading the phone number.*

- b. Hearing/Vestibular

*Listening to the friend converse and hearing one's self on the phone; I'm able to sit and keep my balance while using the phone.*

- c. Other (taste, smell, proprioception, touch, discrimination)

*Proprioception is in place as I know where my body is in relation to the desk and can feel the phone in my hand and can place it to my ear accurately. I touch the phone and can discriminate the receiver from the phone itself.*

- d. Pain

#### **3. Neuromusculoskeletal and Movement-Related Functions**

- a. Joints and Bones (mobility, stability)

*My joints allow me to maintain stability in a sitting position*

- b. Muscle (power, tone, endurance)

*I have sufficient strength to overcome gravity to hold the receiver to my ear and push the buttons to dial. Endurance is sufficient for entirety of activity.*

- c. Movement (motor reflex, reactions, voluntary, involuntary, gait)

*Reflexes and reactions are intact to allow for voluntary movement.*

- d. Cardiovascular, Haematological, Immunological, and Respiratory

*All of these functions are operating within a normal range, allowing me to engage in this activity.*

- e. Voice and Speech

*These functions are actively engaged in this activity*

- f. Digestive, Metabolic, and Endocrine
- g. Genitourinary and Reproductive
- h. Skin, Hair, and Nails

## **B. Body Structures and Categories**

- 1. Nervous System

*These structures are intact and allow the functions described above to occur (i.e., voluntary movement).*

- 2. Eye, Ear, and Related Structures

*These structures are in place so that I may see and hear.*

- 3. Voice and Speech

*These structures are in place so that I may talk clearly.*

- 4. Cardiovascular, Immunological, and Respiratory

*These structures are in place so that I may engage in this activity.*

- 5. Digestive

- 6. Genitourinary and Reproductive

- 7. Movement

*Allows for handling the objects and facilitates control so that my body responds to the activity demands.*

- 8. Skin and Related Structures

*These structures are intact which then allows for touch, proprioception, and discrimination.*

## **Section 4: Analysing Performance Patterns and Contexts**

### **Part I. Performance Patterns**

- A. Habits

*Useful in that it supports performance in daily life and contributes to life satisfaction.*

- B. Routines

*Making a phone call is an activity that has an established sequence.*

- C. Roles

*The role of friend and being connected.*

### **Part II. Performance Contexts**

- A. Cultural

*The custom of making a phone call and meeting the behaviour standards of such an activity are part of my environmental context.*

B. Physical

*All the necessary nonhuman objects are present for me to conduct a phone conversation (e.g., desk, chair, phone, and address book).*

C. Social

*The phone call serves as an available social outlet with my friend.*

D. Personal

*I am a 25-year-old female student in college and able to manage such tasks as making a phone call.*

E. Spiritual

*Relating with a friend via a phone call is meaningful to me.*

F. Temporal

*I'm a young adult making a call in the evening during the school year.*

G. Virtual

*Making a phone call occurs by means of airways and an absence of physical contact.*