

Activity Analysis - Form 5

CLIENT – ACTIVITY INTERVENTION PLAN

Student: *Example*

Date:

Activity: *Making Cookies from a recipe*

Course: _____

1. Client Occupational Profile and Referral

A. Client Occupational Profile

The occupational therapy practitioner assigned to School #27 is working weekly with a group of five third graders (clients) who have varying disabilities. Kent and Bruce have learning disabilities. Megan has mild Down Syndrome. Peter has attention deficit disorder and Cynthia has juvenile rheumatoid arthritis and uses a power chair. She is frequently withdrawn and irritable. The therapist has been focusing on group-centred activities that will facilitate acceptable levels of social and communication skill within the group to help them increase their positive interaction with each other as well as their classroom peers.

Initially, each child demanded excessive personal attention. Sharing and cooperation skills were weak. Their frustration level was high, their attention span was short, and they showed general inability to problem solve. Megan and Kent have limited communication skills, which sometimes leads to hitting or shouting. As of this date, the group has been together for 1 month. They have made some progress in using the phrases of “please, thank you, and please pass...” instead of grabbing from each other. They are now able to sit in a circle and pass items quietly from left to right. They are able to follow simple two-step directions without demonstrating frustration.

B. Referral

Evaluate and intervene to further develop each child’s communication and social interaction skills.

2. Intervention Goals

A. Long-Term Goals (First Priority)

The priority long-term goal for each of these children is to be able to interact socially and cooperatively within their group setting within 2 months.

B. Short-Term Goal (Support)

- 1. The children will select a simple group activity that they would enjoy doing together.*
- 2. The children will agree to focus on their group interaction skills as they complete their activity.*

3. Intervention Activity Description

The Parent-Teacher Association of School #27 is sponsoring a bake sale next Tuesday and all the classes are invited to participate. The practitioner and the children discussed baking cookies together as their way to participate in the bake sale. The group voted to make chocolate chip cookies from a recipe and to use fresh ingredients.

4. Intervention Activity Preparation

A. Review Goals and Describe Practitioner's Role

In the view of the goals for increased group interaction and cooperation, the occupational therapy practitioner will choose a chocolate chip cookie recipe and determine how each child can participate in the process of baking cookies. The practitioner will visit the school kitchen supervisor to request permission to use space in the kitchen for 1 hour and 15 minutes and to select a date for the activity. Together they will select the baking equipment the children will use. The practitioner will request the help of an aide from the kitchen staff to assist during the session. The practitioner will also request permission to walk the children through the kitchen staff to assist during the session. The practitioner will also request permission to walk the children through the kitchen the week before the activity to acquaint them with its sights and sounds and to meet the aide. When all the arrangements are in place, the practitioner will shop for the cookie ingredients and store them until they are needed.

B. Personnel Required to do the Preparation

One practitioner

C. Required Preparation Time

Approximately 1.5 hours

D. Required Place and Space

School kitchen to evaluate working space and equipment

Grocery store to shop for the ingredients

Refrigerator space for ingredients

E. Materials

Shopping list

Sufficient funds for purchasing the ingredients

F. Equipment

Transportation to the grocery store

G. Safety Precautions for Personnel

Usual awareness while travelling and shopping

5. Intervention Activity Implementation

A. Personnel

Practitioner, the children, and one school aide.

B. Setting and Location

The activity will take place in the school kitchen during themed-afternoon period when the kitchen is not in use.

C. Space Required

Space is needed for two cafeteria tables and four chairs. Five children and two adults need to be able to move around the tables easily. The space surrounding the work area should be restricted so the children cannot wander away but can focus all their attention on participation in the table activity. Cynthia will need wheelchair space at the table.

D. Environment

The environment should be as calm as possible. This will be a challenge in a large, open kitchen with all the stainless steel workspace and appliances. Covering the children's workspace with clean bath towels will help dampen the noise and prevent utensils from sliding. The practitioner and the aide will use quiet voice tones as they direct the children. Since the children have already seen their work area, they should be less overwhelmed with its newness.

E. Materials

Chocolate chip cookie recipe, cookie ingredients, extra shortening for the cookie sheets, paper towels to wipe up spills and sticky fingers, cups and napkins, juice to enjoy with finished cookies, and a large plastic trash bag.

F. Equipment: Assistive Devices and Adaptations Included

Small equipment includes a medium-size, non-breakable mixing bowl; a small electric mixer; mixing spoons; measuring cups and measuring spoons; metal spatula; two cookie sheets; two cooling racks; a small basket for serving cookies; a large plastic container for storing the finished cookies; a timer; and both towels to cover the tables. Two six-person tables and four chairs will be brought from the cafeteria. One will be the children's worktable and the other hold the equipment and supplies. The kitchen oven is bear the workspace.

G. Required Intervention Time

One hour for the activity and 15 minutes for set up and clean up.

H. Safety Precautions for Client

Because all of the children have patterns of unpredictable behaviour, they must be monitored closely to keep them on task. Cynthia will need help in handling large or heavy objects. Megan and Peter often throw things they cannot control. Kent and Bruce may not understand directions the first time. The practitioner and the aide must closely supervise the children so they use the materials and equipment carefully and effectively.

6. Client-Practitioner Activity Sequence (10 action steps or less)

- A. *While the practitioner is positioning the children around the worktable, the aide will measure each of the ingredients into a separate bowl small enough for each child to carry and place each bowl on the supply table.*
- B. *The practitioner will read the name of an ingredient followed by a child's name, then direct or assist the child in choosing the correct bowl if necessary.*
- C. *When the children are seated, the mixing bowl will be passed from left to right and each child will add an ingredient to the bowl.*
- D. *The mixing bowl will be passed a second time and each child will have a turn at mixing the contents with a mixing spoon. Both practitioner and the aide will assist as necessary. The aide will do the final mixing with a hand mixer.*
- E. *As the bowl is passed again, each child will place a spoonful of cookie dough on a prepared cookie sheet. The practitioner may need to assist the placing of the dough with a spatula.*
- F. *The aide will place the filled cookie sheets in the preheated oven. The timer will be set on the table where the children can watch it.*
- G. *While the aide supervises the baking, the practitioner and the children will talk about the cookie baking process and how each child participated. The therapist will point out the positive aspects of their behaviour as they worked together. The children will be encouraged to talk about their feelings and accomplishments. Each child will be encouraged to verbalise ways to improve their behaviours next time the group meets.*
- H. *When the timer rings, the aide will remove the cookies from the oven and place them on cooling racks. Seven cookies will be placed in a small basket.*
- I. *The children will pass the cookie basket around the circle from left to right. Each child will select one cookie and enjoy the treat. The children will share their cookies with the aide and the therapist. Cups of juice and a napkin will be passed to each child.*
- J. *Everyone will help clean up the work site and the cooled cookies will be placed in a covered plastic container ready to go to the bake sale. The practitioner and the children will thank the aide for helping them.*

7. Documentation

A. Domain

The children's primary area of intervention is in the occupational performance area of social participation. While motor and process skills are evident, communication and interaction are the main focus in the performance skills. From the performance patterns, each child's role as a member of an interactive group was addressed. The intervention was centred in the physical, social, and personal context for each child.

B. Process

The occupational therapy approach to this intervention is the modification of each child's ineffective social behaviours and the establishment of acceptable interactive social skills. The intervention was an occupation-based activity (making cookies to enter into a school-based activity) that required social interaction and collaboration. The project was completed successfully through adequate occupational performance as demonstrated by client satisfaction (the children were pleased with their accomplishments) and role competence (each one felt he or she did his or her part).