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## Analyzing and Grading Crafts and Creative Media

### OBJECTIVES

The student should be able to:

- Understand the historical context of activity analysis in occupational therapy
- Be able to analyze and grade an activity for its therapeutic value
- Explain the difference between grading and adaptation relative to therapeutic application
- Know basic *International Classification of Functioning* definitions and relate them to the *Occupational Therapy Practice Framework, Third Edition*
- Describe methods and rationale for structuring the same activity in different ways to meet individual client needs

### HISTORY OF ACTIVITY ANALYSIS

Occupational therapy is a “doing” profession; while in therapy, clients should be involved in doing activities that comprise or lead to desired occupational engagement. The profession of occupational therapy continues to struggle to define and differentiate the words *occupation* and *activity*, and the authors of the third and most recent edition of the *Occupational Therapy Practice Framework (OTPF-III)* have chosen to differentiate their definitions. An occupation is client-centered, has individual meaning and context, and the overarching occupational therapy goal is participation. Activities facilitate occupational goals through the development of performance skills and/or patterns but may be done

outside the usual context. Although often only a slice of an occupation, the activity should be meaningful and relevant to the client (American Occupational Therapy Association [AOTA], 2014). The term *activity analysis*, however, is one that all therapists recognize and understand as the breakdown of a task or occupation into disparate parts to determine the skills and other factors needed for, and the barriers to, its performance. This process is rooted in the theories of Frederick Taylor and Frank and Lillian Gilbreth that suggested a detailed breakdown of an industrial task into the motions and implements necessary to accomplish it most efficiently (Kuhaneck, Spitzer, & Miller, 2010). Prior to World War II, although therapists considered these physical activity demands, participating in occupational therapy first and foremost implied making something, and numerous other factors were considered, such as compatibility of the craft process with precautions of the medical diagnosis, cost and availability of materials, and the usefulness of the end product (Hocking, 2007). Following World War II, however, there was a greater emphasis on physical dysfunction rehabilitation as a role appropriate for this fledgling profession, and activity analysis was coined as a descriptive term for part of the occupational therapy process; here, as in other fields, the focus was on motions and strength—physical demands—needed for a task. Occupational therapists dissected the physical aspects of work activities so that veterans could be specifically trained to enable their participation in these activities, and they subsequently used tools such as goniometers and dynamometers in evaluation (Pierce, 2001). During this time, the phrase activity analysis began to be used in texts written by American occupational therapists (Willard & Spackman, 1947), but the term was not used globally until