**Occupational Profile**

1. Client name: Kai
2. Age: 16 months
3. Sex: Male

*Briefly discuss each of the following:*

1. **Who is the client?**

Kai is a 16 month active individual who loves to play outside. He can walk, run and is curious to learn and engage in all activities. Play is his favorite occupation and his current activity of interest is playing with bubbles.

1. **Why is the client seeking services and/or what are the client’s concerns relative to engaging in occupations and in daily life activities?**

Bubbles are a new occupation that Kai enjoys. He is currently learning how to obtain the wand out of the bottle of bubbles as well as mastering the concept of blowing bubbles from the wand consistently. The wand is too short to grab with his fingers or gets stuck on the ridge of the container as he tries to pull out the wand. He is seeking services to learn how to avoid pouring out the liquid bottle of bubbles to obtain the wand.

1. **What areas of occupation are successful and what areas are causing problems or risks?**

The areas of occupation that Kai is successful at are holding the wand and blowing the bubbles, holding the bottle of bubbles and knowing to be careful so the bubbles do not spill. A problem Kai is experiencing is reaching into the bottle to grab the wand because the wand is too short to grab in comparison to the length of his fingers. When he does have a grip on the wand, the ridge of the bottle hits the wand dropping the wand out of his fingers and back into the bottle of bubbles.

1. **What contexts and environments support or inhibit participation and engagement in desired occupations?**

Kai plays outside in the backyard and front yard with supervision of his parents or nanny. He has a lot of space to run around on a cement surface and grass area. His parents have a rule to only play with bubbles outside rather than inside to avoid the sticky mess on the floor as well as tracking the bubbles through the house. The sunny weather supports the participation in blowing bubbles, whereas the frequent times when the wind would blow inhibits blowing bubbles. The time of day had to be taken into consideration, avoiding blowing bubbles at night because it would be difficult to see.

1. **What is the client’s occupational history?**

Kai has learned how to blow bubbles at daycare this past week, so it is a relatively new activity for him to engage in. He is determined to master how to obtain the wand from the bottle of bubbles without the help of an adult.

**9. What are the client’s priorities and desired outcomes?**

Kai’s mom would like him to be able to obtain the wand without dumping the bubbles out of the bottle. She would like him to have more practice with bubbles so he can blow a bubble each time with the wand.

**Occupational Analysis**

1. **Occupation**: Playing with bubbles
Area(s) of occupation for the client: Subcategory:
	1. Activities of daily living N/A
	2. Instrumental activities of daily living N/A
	3. Education N/A
	4. Work N/A
	5. Play blowing bubbles, popping bubbles
	6. Leisure playing with bubbles for fun
	7. Social participation playing with bubbles with familyfriends,daycare
2. **Values, beliefs, spirituality associated with participation:**

Kai values play and is determined to obtain the wand out of the bubble container and blow bubbles. He believes that if the older children in daycare can blow bubbles and obtain the wand, he can too.

1. **Contexts**:

|  |  |  |
| --- | --- | --- |
| ***Context*** | ***Supports*** | ***Inhibits*** |
| Physical/space demands | Safe outside environment, daylight, sunny weather, wide bubble container | Rain or windy weather, indoors, night time, small bubble container |
| Social | Blowing bubbles with friends, family, at daycare, or with babysitters | Family events may limit the amount of bubbles and practice if there is only one container of bubbles |
| Cultural | Playing outside is valued by Kai so bubbles allow another activity for outside | Several attempts of grabbing the wand may discourage him to continue and may move on to an activity that he can be successful at |
| Personal | Young child have a fascination with bubbles | Too old and no longer interested in playing with bubbles, sharing bubbles |
| Temporal | Daylight, Seasons of spring, summer, and fall will have warmer temperatures outside that will be much more comfortable, months with longer hours of daylight | Night time, winter months will be much colder outside and uncomfortable to stay outside for a long period of time, month with shorter hours of daylight |
| Virtual | Playing a game on his parents phone involving bubbles and knowing it is a bubble | The bubble game on his parents phone is easier than actually blowing bubbles outside because of the environmental factors that pertain to blowing bubbles |

1. **Objects and their properties used:**

Tools- bubble wand, bubble container

Materials- bubble solution

Equipment- picnic table, grass area

1. **Social demands:**

Sharing the bubbles and letting others blow bubbles

1. **Sequence and timing:**
2. Open the door to garage
3. Walk into the garage to shelf
4. Reach to obtain container of bubbles from shelf in garage
5. Grab the container of bubbles
6. Walk towards garage door with bubbles
7. Open garage door holding bubbles in hand
8. Walk outside and close door behind
9. Walk to picnic table
10. Unscrew cap of bubbles
11. Place cap on table
12. Reach into the container of bubbles
13. Pull out bubble wand grasping one side of wand
14. Make sure bubble wand has bubble solution on wand
15. Blow on opposite end of wand that is being held toward the center of the circle
16. Continue to blow bubbles until the bubble solution is no longer on circle of wand
17. Dip wand back into the solution
18. Repeat steps 11-16

**7. Body functions required:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Function*** | ***How It Is Used*** | ***None*** | ***Minimally Challenged*** | ***Greatly Challenged*** |
| Judgment | Determine if there is an appropriate amount of bubble solution on the wand, determine if weather is appropriate and not too windy |  |  | X |
| Concept formation | Understand the appropriate steps to blow bubbles efficiently without rushing or skipping steps |  | X |  |
| Metacognition | Reflecting on the tasks involved to make the bubbles and making sure each task is done correctly |  | X |  |
| Cognitive flexibility | If a bubble is not made, try again by dipping the wand back in bubble solution |  | X |  |
| Insight/awareness | Aware that if he drops the wand back in the bubble container, he may need help to retrieve the wand |  | X |  |
| Sustained attention | Staying focused on blowing bubbles throughout the time of play |  |  | X |
| Selective attention | Ability to not become distracted and drown out noises of cars passing by on the street or neighbors |  | X |  |
| Divided attention | Ability to listen for helpful cues from nanny while continuing to play with bubbles |  | X |  |
| Short-term memory | Remembering the steps of blowing bubbles |  | X |  |
| Working memory | Following directions and knowing the current and the next step |  | X |  |
| Long-term memory | Knowing to place the wand up to mouth to blow the bubbles |  | X |  |
| Discrimination of senses: Auditory | Listening to directions |  | X |  |
| Discrimination of senses: Tactile | Ensuring he has a good grip on the wand |  | X |  |
| Discrimination of senses: Visual | Seeing where the opening of the bubble container is to dip wand in |  | X |  |
| Discrimination of senses: Olfactory |  | X |  |  |
| Discrimination of senses: Vestibular-proprioception | Knowing how close body is to work space |  | X |  |
| Multisensory processing | Holding the bubble wand while blowing the bubbles |  | X |  |
| Sensory Memory | Understanding how much the bubble solution needs to be on the wand; too much solution will weigh down the wand causing the bubble to burst before blowing |  | X |  |
| Spatial relationships | Keeping bubble container close by without being too close and bumping bottle over |  | X |  |
| Temporal relationships | Time is takes to complete each step |  | X |  |
| Recognition | Recognizing when bubbles were successfully formed in comparison to when no bubbles are formed |  | X |  |
| Categorization | Ability to categorize the steps in the correct order and knowing when to dip the wand back in the bubbles |  | X |  |
| Generalization | All the materials and tools are related to blowing bubbles |  | X |  |
| Awareness of reality | Awareness of being outside and playing with bubbles |  | X |  |
| Logical/coherent thought | Realizing the rules of staying out of the street and not blowing bubbles inside the house |  | X |  |
| Appropriate thought content | Following the rules of staying out of the street and not blowing bubbles inside |  | X |  |
| Execution of learned movements | Pick up on tasks quickly and effectively showing improvement through actions |  | X |  |
| Coping | Not getting upset when wand does not make bubbles, asking for help when wand gets stuck in container |  | X |  |
| Behavioral regulation | Staying calm when in need of help with bubbles |  | X |  |
| Body image |  | X |  |  |
| Self-concept | Understanding the role of being a child and following directions from the adult supervising |  | X |  |
| Self-esteem | Self-esteem increases when bubbles are blown or wand is retrieved from container due to positive reinforcement  |  | X |  |
| Arousal | Excitement when several bubbles are blown from one try |  | X |  |
| Consciousness | Must be conscious to perform activity |  | X |  |
| Orientation to self | Ability to respond when name is called (Kai) |  | X |  |
| Orientation to place | Awareness of environment; blowing bubbles outside rather than inside |  | X |  |
| Orientation to time | Allowed to play outside until it becomes dark outside  |  | X |  |
| Orientation to others | Identifying the nanny from mommy |  | X |  |
| Emotional stability | Coping with frustrations without temper tantrums |  |  | X |
| Motivation | Motivation coming from positive reinforcements when performing each task correctly, motivated to participate in activities that older children are participating in |  |  | X |
| Impulse control | Refraining from pouring bubble solution out each time when retrieving wand from bubble container |  |  | X |
| Appetite | Attention span while playing with bubbles will be lost when hungry |  | X |  |
| Sleep | Attention span while playing with bubbles will be lost when tired and in need of a nap |  | X |  |
|  |  |  |  |  |
| ***Function*** | ***How It Is Used*** | ***None*** | ***Minimally Challenged*** | ***Greatly Challenged*** |
| Detection/registration | Knowing what the bubble container is, what a bubble visually looks like when blown |  |  | X |
| Visual modu**l**ation | Ability to visualize the end product of bubbles floating in the sky |  | X |  |
| Integration of senses | Listening to directions while blowing bubbles, dipping wand in bubbles, retrieving wand from bubble container |  |  | X |
| Awareness at distances | Knowing how far away the wand needs to be before blowing, knowing the container of bubbles will be at the picnic table to refrain from spills |  | X |  |
| Tolerance of ambient sounds | Ability to tolerate noise of neighbors without becoming distracted |  | X |  |
| Location and distance of sounds | Being familiar with the sounds of cars passing by if playing in the front yard and avoiding running in the street to catch bubbles |  | X |  |
| Moving against gravity | Running and jumping to pop bubbles floating in the air |  | X |  |
| Taste | Placing the wand to close to the mouth and knowing bubbles do not taste very good |  | X |  |
| Smell |  | X |  |  |
| Body in space | Keeping hand far enough away from mouth when blowing bubbles, keeping a steady hand when placing wand back in bubble container to avoid spills |  |  | X |
| Comfort with touch | Holding the bubble wand at one end and knowing that the bubble solution may make the wand slippery, comfortable if bubble lands on limb of body |  | X |  |
| Localizing pain |  | X |  |  |
| Thermal awareness |  | X |  |  |
| Joint range of motion | Using fine motor control in fingers and wrist when retrieving the bubble wand from the container as well as keeping the wand steady near mouth when blowing bubbles |  | X |  |
| Joint stability/alignment | Using joints in fingers, arm, hand and wrist to accomplish each task appropriately |  | X |  |
| Strength | Ability to hold the container of bubbles and bring them outside, as well as hold the bubble wand when blowing bubbles |  | X |  |
| Muscle tone | Ability to hold container of bubbles without dropping them, ability to open bubbles by twisting off the cap |  | X |  |
| Muscle endurance | Ability of muscles to withstand the repetitive fine motor motion without fatigue when holding the bubbles  |  | X |  |
| Stretch reflex |  | X |  |  |
| ATNR |  | X |  |  |
| STNR |  | X |  |  |
| Righting and supporting reflex | Maintains center of gravity when leaning forward to blow bubbles from wand |  | X |  |
| Eye-hand coordination | Ability to visually see the bubbles while holding the wand |  | X |  |
| Bilateral coordination | Holding bubble wand with one hand and stabilizing the bubble container with other hand when dipping the wand in the bubbles |  | X |  |
| Crossing midline | Reaching for container of bubbles, contracting muscles of the trunk to stabilize body and keep body from tipping over |  | X |  |
| Fine motor control | Using fingers to retrieve the wand from the bubbles, using fingers to pinch bubble wand to obtain a firm grip |  |  | X |
| Oculomotor control | Ability to scan environment for objects and reach for them when needed |  | X |  |
| Gait patterns | Walking or running to pop bubbles |  | X |  |
| Blood pressure | Normal BP rates needed to perform tasks |  | X |  |
| Heart rate | Normal heart rates needed to perform tasks of activity |  | X |  |
| Respiratory rate | Normal respiratory rates to perform tasks of activity |  | X |  |
| Respiratory rhythm | Normal respiratory rhythm to perform tasks of activity |  | X |  |
| Respiratory depth | Volume of air inhaled and exhaled when blowing the bubble from the wand |  |  | X |
| Physical endurance, aerobic capacity | Ability to have physical endurance  |  | X |  |
| Voice functions |  | X |  |  |
| Voice rhythm and fluency |  | X |  |  |
| Alternative vocalization |  | X |  |  |
| Digestive system | Digestive system needs to be working at a normal level to perform tasks of activity |  | X |  |
| Metabolic system | Metabolic system needs to be working at a normal level to perform tasks of activity |  | X |  |
| Endocrine system | Endocrine system needs to be working at a normal level to perform tasks of activity |  | X |  |
| Urinary functions | Being sure diaper is on since urinary functions are not fully controlled |  | X |  |
| Genital and reproductive function |  | X |  |  |
| Protective functions of the skin |  | X |  |  |
| Repair functions of the skin |  | X |  |  |

1. **Muscular analysis of movements required:**

|  |  |
| --- | --- |
| ***Muscle*** | ***Required?*** |
| Shoulder flexion | Yes |
| Shoulder extension | Yes |
| Shoulder abduction | Yes |
| Shoulder adduction | Yes |
| Shoulder internal rotation | Yes |
| Shoulder external rotation | Yes |
| Elbow flexion | Yes |
| Elbow extension | Yes |
| Wrist supination | Yes |
| Wrist pronation | Yes |
| Wrist flexion | Yes |
| Wrist extension | Yes |
| Thumb flexion | Yes |
| Thumb abduction | Yes |
| Finger flexion | Yes |
| Finger extension | Yes |
| Trunk flexion | Yes |
| Trunk extension | Yes |
| Trunk rotation | Yes |
| Lower extremities | Yes |

1. **Body structures required:**

|  |  |  |
| --- | --- | --- |
| ***Category*** | ***Body Structure*** | ***Required?Check If Yes*** |
| Nervous system | Frontal lobe | X |
|  | Temporal lobe | X |
|  | Parietal lobe | X |
|  | Occipital lobe | X |
|  | Midbrain | X |
|  | Diencephalon | X |
|  | Basal ganglia | X |
|  | Cerebellum | X |
|  | Brain stem | X |
|  | Cranial nerves | X |
|  | Spinal cord | X |
|  | Spinal nerves | X |
|  | Meninges | X |
|  | Sympathetic nervous system | X |
|  | Parasympathetic nervous system | X |
| Eyes, ears, and related  | Eyeball: Conjunctiva, cornea, iris, retina, lens, vitreous body | X |
| structures | Structures around eye: Lachrimal gland, eyelid, eyebrow, external ocular muscles | X |
|  | Structure of external ear | X |
|  | Structure of middle ear: Tympanic membrane, Eustachian canal, ossicles | X |
|  | Structures of inner ear: Cochlea, vestibular labyrinth, semicircular canals, internal auditory meatus | X |
| Voice and speech structures | Structures of the nose: External nose, nasal septum, nasal fossae | X |
|  | Structure of the mouth: Teeth, gums, hard palate, soft palate, tongue, lips | X |
|  | Structure of pharynx: Nasal pharynx and oral pharynx | X |
|  | Structure of larynx: Vocal folds | X |
| Cardiovascular system | Heart: Atria, ventricles | X |
|  | Arteries | X |
|  | Veins | X |
|  | Capillaries | X |
| Immune system | Lymphatic vessels | X |
|  | Lymphatic nodes | X |
|  | Thymus |  |
|  | Spleen |  |
|  | Bone marrow |  |
| Respiratory system | Trachea | X |
|  | Lungs: Bronchial tree, alveoli | X |
|  | Thoracic cage | X |
| Respiratory system (continued) | Muscles of respiration: Intercostal muscles, diaphragm |  |
| Digestive, metabolic,  | Salivary glands | X |
| and endocrine systems | Esophagus |  |
|  | Stomach |  |
|  | Intestines: Small and large |  |
|  | Pancreas |  |
|  | Liver |  |
|  | Gall bladder and ducts |  |
|  | Endocrine glands: Pituitary, thyroid, parathyroid, adrenal |  |
| Genitourinary and  | Urinary system: Kidneys, ureters, bladder, urethra |  |
| reproductive systems | Structure of pelvic floor |  |
|  | Structure of reproductive system Ovaries, uterus, breast and nipple, vagina and external genitalia, testes, penis, prostate |  |
| Structures related to  | Bones of cranium | X |
| movement | Bones of face |  |
|  | Bones of neck region | X |
|  | Joints of head and neck | X |
|  | Bones of shoulder region | X |
|  | Joints of shoulder region | X |
|  | Muscles of shoulder region | X |
|  | Bones of upper arm | X |
|  | Ligaments and fascia of upper arm | X |
|  | Bones of forearm | X |
|  | Wrist joint | X |
|  | Muscles of forearm | X |
|  | Ligaments and fascia of forearm | X |
|  | Bones of hand | X |
|  | Joints of hand and fingers | X |
|  | Muscles of hand | X |
|  | Ligaments and fascia of hand | X |
|  | Bones of pelvis region | X |
|  | Joints of pelvic region | X |
|  | Muscles of pelvic region | X |
|  | Ligaments and fascia of pelvic region | X |
|  | Bones of thigh | X |
|  | Hip joint | X |
|  | Muscles of thigh | X |
|  | Ligaments and fascia of thigh | X |
|  | Bones of lower leg | X |
|  | Knee joint | X |
|  | Muscles of lower leg | X |
|  | Ligaments and fascia of lower leg | X |
|  | Bones of ankle and foot | X |
|  | Ankle, foot, and toe joints | X |
|  | Muscle of ankle and foot | X |
|  | Ligaments of fascia of ankle and foot | X |
| Structures related to  | Cervical vertebral column | X |
| movement (continued) | Lumbar vertebral column | X |
|  | Sacral vertebral column | X |
|  | Coccyx | X |
|  | Muscles of trunk | X |
|  | Ligaments and fascia of trunk | X |
| Skin and related structures | Areas of skin: Head, neck, shoulder, upper extremity, pelvic region, lower extremities, trunk, and back |  |
|  | Structure of skin glands: Sweat and sebaceous |  |
|  | Structure of nails: Fingernails and toenails |  |
|  | Structure of hair |  |

1. **Performance skills required:**

|  |  |  |
| --- | --- | --- |
| ***Skill*** | ***Required?*** | ***How the Skill Is Used*** |
| Motor/praxis | X | Reaching for container of bubble to dip wand in solution, coordinating fingers to grasp wand out of bubble container |
| Sensory (perceptual) | X | Visually determining if bubble solution is covering wand and knowing when to place wand in container to obtain more bubble solution |
| Emotion regulation | X | Controlling emotions avoiding temper tantrums or becoming upset when frustrated if wand cannot be retrieved due to ridge of the container |
| Cognitive | X | Sequencing the steps, multitasking while performing the activity while listening to helpful cues from nanny |
| Communication/social | X | Taking turns blowing bubbles to learn social skills and apply them to a daycare setting or when friends a present |

1. **Performance patterns:**

Parts of this occupation has elements of which of the following: (check all that apply)

|  |  |  |
| --- | --- | --- |
|  | ***Pattern*** | ***Describe*** |
| X | Useful habit | Understanding the concept of blowing bubbles and knowing the more practice he has with bubbles, the more efficient he will be at blowing bubbles |
| X | Dominating habit | After several attempts of retrieving the bubble wand from the container, Kai dumps out the bubbles to obtain the wand without realizing the bubble container no longer contains bubble solution |
| X | Routine | When finished playing with bubbles, Kai knows to place bubbles back on garage shelf and wash his hands |
| X | Ritual | Bubbles provide social interaction at daycare with other children and is an activity that corresponds to the occupation of play |
| X | Role | The role of being a child is to participate in play as a main occupation, allowing bubbles to be an activity of play for children |

**Intervention Plan**

1. **Identify 1 objective and measurable goal of the intervention:**

Obtain bubble wand from a wider container without ridges preventing the wand from falling from fingers once retrieved. This goal may be achieved by pouring the bubble solution into a wider container to eliminate frustrations when retrieving the wand from the bubble container.

* 1. **According to OTPF what type of outcome is this?**

**Adaption**: using an approach requiring a wider bubble container to allow an easier approach when dipping the bubble wand in the bubble solution. This will eliminate challenges within the occupation as well as frustration.

1. **Intervention approach:** Modify

|  |  |  |
| --- | --- | --- |
|  | ***Approach*** | ***Describe*** |
|  | Create/promote | N/A |
|  | Establish/restore | N/A |
|  | Maintain | N/A |
| X | Modify | Use a bubble container that is much wider to support the performance demands of dipping wand into bubble solution |
|  | Prevent | N/A |

1. **Activity selection**
	1. Activity selection: Identify 1 example of each for the intervention plan

|  |  |
| --- | --- |
| ***Activity*** | ***Describe*** |
| Occupation-based intervention | Client will still be participating in the occupation of play using bubbles, but will be using modified objects to match goal of not dropping wand in bubble container |
| Purposeful activity | Client will be engaged specifically with blowing bubbles to enhance skills |
| Preparatory method | Client may be asked if they know how to blow a bubble and show how to blow without the wand to understand the concept |

* 1. **Discuss how activity selection relates back to occupational profile and occupational analysis**

Kai’s occupational profile explains his occupation as play with the activity being playing with bubbles. This relates to his occupational analysis because the same activity is being performed with modifications of the width of the container within the intervention.

* 1. **Discuss how activity selection will support achievement of client identified goals and goal of the intervention plan**

Selecting the same activity for the client within the occupation of play and adapting the tools by modifying the width of the container will allow successful completion of the task consisting of dipping the wand into the bubble solution.

1. **Describe how intervention can be graded or adapted and why**

The intervention can be graded or adapted up by using a bubble gun to work on grip strength for older children or graded down for children with respiratory impairments that are unable to blow a bubble. Different wands may be used to grade the activity up to use both hands and coordination when playing with bubbles.

1. **Safety concerns and/or precautions**

Safety concerns may consist of having children avoid drinking the bubble solution, avoid rubbing eyes when bubble solution is on hands, avoid poking others with the bubble wand and avoid pouring the bubble solution out of the container to retrieve the wand.

1. **Discuss the role of the occupational therapy practitioner during the intervention**

The role of the occupational therapy practitioner during the intervention will be to ensure safety, guidance, as well as explanation of why the width of container is implemented so the wand is not dropped.

1. **Discuss what is expected of the client during the intervention**

During the intervention, the client is expected to have the ability to retrieve the wand without any restrictions due to the width of the container of bubble solution. The client will gain confidence and will be able to strengthen other areas of blowing bubbles.

References

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