

Intervention Summary

Task Analysis, Activity Analysis, & Modification (TAAAM) – Short Form

Name of activity: Making bouncy ball

Type of modality: Arts and Crafts

| | |
|---------------------------------|---|
| Type of play | Parallel |
| Interaction pattern | Extra-individual |
| # of participants required | 1+ |
| Equipment/supplies | Plastic cups, measuring cups, borax, cornstarch, glue, water, food coloring |
| Facilities required/environment | Open environment that can get dirty. |
| Precautions | Do not ingest any of the materials used in the activity |

| Activity Instructions (what the therapist needs to do to facilitate the activity) |
|--|
| <ol style="list-style-type: none"> 1. Initiate activity with client 2. Instruct client to obtain Borax 3. Instruct client to obtain cornstarch 4. Instruct client to obtain water 5. Instruct client to obtain white liquid glue 6. Instruct client to obtain food coloring 7. Instruct client to mix warm water with borax 8. Instruct client to mix glue, cornstarch, and food coloring in a different cup 9. Instruct client to mix glue mixture with the water-borax mixture 10. Have client wait 10 seconds 11. Instruct client to take out glue mixture with fork 12. Instruct client to roll mixture in hand to make a ball until firm |
| Task Analysis (what the client needs to do to perform the activity) |
| <ol style="list-style-type: none"> 1. Walk to retrieve measuring cups and materials (1/2 cup, tablespoons, 2 plastic cups, borax, glue, cornstarch, and food coloring) 2. Carry materials in hands back to station 3. Walk to sink and fill 1/2 cup with warm water 4. Walk back to station with the warm water in the cup 5. Take tablespoon and scoop 1 Tb of Borax 6. Add the tablespoon of Borax into the cup of warm water and mix 7. Take second plastic cup 8. Fill tablespoon with glue and add to second cup; repeat 1x 9. Scoop 1 tablespoon of cornstarch and add to cup with glue 10. Drop desired amount food coloring into the cup with glue (optional) 11. Pick up the cup with glue and add into the cup with the water/borax 12. Wait 10 seconds to harden and use fork to remove glue mixture from water/borax cup 13. Roll mixture in hands to make a ball shape *If mixture is still sticky, squish mixture in hands and put back into the cup of |

| | |
|---|--|
| water/borax and wait an additional minute before handling again | |
| Activity Analysis (inherent skills within the activity) | |
| Category | Skills |
| Primary body position | Standing or sitting |
| Parts of the body required | UE |
| Directionality | Person/materials (objects) |
| Physical skills | Grasping, holding, releasing, turning, reaching, bending, bilateral integration, carrying, fine motor, lifting, manipulating, visual motor integration |
| Cognitive skills | Alertness, sustaining attention, selective attention, calculation, initiation, memory, decision making, sequencing, orientation, concentration, recognition, organizing |
| Sensory abilities | Tactile, visual, auditory |
| Communication/language skills | Reception of spoken language, reception of sign and symbols, expression of spoken language, producing signs and symbols |
| Social and interpersonal skills | Starting, sustaining, and ending a conversation, handling criticism, heterogeneity, homogeneity, interpersonal interactions, maintaining social space, relating with equals, relating with authority, regulating behaviors, forming and terminating relationships, social conduct, social cues, showing respect, showing tolerance |
| Self-care skills | Caring for skin (washing hands after activity) |
| Psychological/emotional (possible) | Hope/optimism, anger (if activity does not come out as desired), frustration |
| Modification (to meet the therapeutic needs of the client) | |
| How could you simplify the activity? | Already have mixtures measured out, label cups, make handles on cups bigger so they are easier to handle |
| How could you make the activity more complex? | Change size of plastic cups to challenge grasp, have client double the amount of required to make multiple bouncy balls, have conversation with client to challenge attention and memory while completing activity |
| Any Additional Comments | |
| If participant has any visual or auditory impairments, leader of activity should come prepared with tactile and visual items so client can complete the activity. | |