

# Intervention Summary

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

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Name of activity: Write your own Eulogy

Type of modality: Self-Exploration

Type of play	Solitary
Interaction pattern	Extra Individual
# of participants required	2(client and therapist)
Equipment/supplies	Writing material(paper, pencil/pen), hard surface to write on (table), something to sit on,
Facilities required/environment	Quiet setting for thinking, must be able to have light in the room so you can see what you are writing if you were thinking in the dark.
Precautions	Activity can be very emotional for someone who may experience heavy grief and fear about death and dying. This should be discussed before exercise is initiated.

## Activity Instructions

(what the therapist needs to do to facilitate the activity)

1. Therapist to initiate the activity with the client
2. Instruct client to locate and retrieve a notebook for writing
3. Instruct client to retrieve a writing utensil
4. Instruct client to ambulate to a quiet place
5. Instruct client to clear their mind of all other thoughts
6. Instruct client to imagine he/she lived to be 90 years old and just passed away
7. Instruct client to think about all the things they have accomplished in life and what they would like to accomplish if they lived until the age of 90

8. Instruct client to think about their life from birth, to adulthood to senior years
9. Instruct client to write down an outline or just random notes about everything they can remember, from where they were born, family, work, life itself and to what they may have accomplished in their lives to the age of 90.
10. Repeat step 8 by instructing client to now write down how they want friends and family to remember them now that they are no longer living
11. Once everything is written down, instruct client to form all of those thoughts that they wrote down into a few paragraphs
12. Instruct client to return notebook and pen/pencil to where it was originally located
13. Instruct client to share Eulogy if they desire

### **Task Analysis**

(what the client needs to do to perform the activity)

1. Walk and get a notebook for writing on
2. Locate a pen or pencil to use for writing
3. Pick up pen or pencil
4. Locate a quiet place
5. Walk to that quiet place
6. Sit down and free mind
7. Imagine living to be 90 and are now have peacefully passed away

8. Imagine everything that has happened in life up until now
9. Imagine the future and what could happen
9. Write down on paper everything thought and remembered about life in past, present and future
10. Write down how writer wants to be remembered
11. Combine the most important items written into a few paragraphs and write them down
12. Allow someone else to read if desired
13. Walk to to where notebook and writing utensils were located and return them to that location

**Activity Analysis**  
(inherent skills within the activity)

Category	Skills
Primary body position	Sitting or standing, whichever the client prefers
Parts of the body required	Mind, hands, fingers, arms, legs, mouth(if client is going to read to group) head, neck
Directionality	Person to object, person to person, object to object, left/right, up/down
Physical skills	Active range of motion(neck/head, upper extremities, trunk, lower extremities), balance(dynamic sitting, dynamic standing, static sitting, static standing, bending, bi-lateral integration, cardiovascular endurance, carrying in the hands, crossing midline, fine motor coordination, Grasp( radial digital, pincer), gross muscle coordination, lifting, motor control, moving around obstacles, moving on different surfaces, muscle strength, picking up, pushing with upper extremities, pushing with lower extremities,putting down objects, standing, turning or twisting hands or arms, visual-motor integration, walking short distances

Cognitive skills	Arousal alertness, Attention(alternating, focused, selective, sustaining), Calculation, Concept formation, Concentration, Decision making( complex,simple), Initiation, Insight, Intellectual knowledge, Judgement, Memory( long term, short term), Orientation( person, place, time,topographical), Organization and Planning, Problem solving(complex,simple), Reading, Recognition(number), Sequencing, Spelling, Thought(abstract, concrete), Time Management, Writing
Sensory abilities	Auditory, Visual, Tactile
Communication/language skills	Reception to spoken language, Reception to written language, Reception of body language, Reception of signs and symbols, Expression of spoken language, Expression of written language, Producing body language, Producing signs and symbols
Social and interpersonal skills	Conversation( starting, sustaining, ending), Handling criticism, Heterogeneity, Homogeneity, Interpersonal interactions, Maintaining social space, Physical contact, Relating( with equals, with persons in authority, with subordinates), Regulating behaviors, Relationships(forming, terminating), Self expression, Social conduct, Social cues, Showing respect & warmth, Showing tolerance
Self-care skills	
Psychological/emotional (possible)	Growth/development, Hope/Optimism, Inner strength, Joy, Positive emotions( escalation, de-escalating, well being), Sense of competency, Sense of connection & belonging,

	Sense of freedom/autonomy, Sense of identity, Anger, Emotional pain, Fear, Frustration, Guilt
<b>Modification</b> (to meet the therapeutic needs of the client)	
How could you simplify the activity?	<ol style="list-style-type: none"> <li>1. Activity can be spoken into a recorder instead of written down.</li> <li>2. Activity can be done with other family members to allow for ideas</li> <li>3. Can allow other eulogies to be looked at first for inspiration</li> <li>4. Can have emotional support near for issues that may arise involving emotions or grief that the activity could have invoked</li> <li>5. Use large writing board</li> <li>6. Activity can be as long or as short as needed per client</li> <li>7. Client can be allowed by instructor to make adjustments to the directions, for example, use complete made up thoughts as opposed to oneself's actual life experiences</li> </ol>
How could you make the activity more complex?	<ol style="list-style-type: none"> <li>1. Set an exact time limit for each section of the activity for example..time limit for thought process, time limit for clearing of the mind.</li> <li>2. Bring a stress into the environment that the activity is being implemented. Have people yelling in the room next to you or some other issue that the person doing the activity needs to cope with.</li> <li>3. Have noise introduced while trying to concentrate</li> </ol>

4. Activity can be restricted to only using one side of the paper, or half the side of a sheet of paper, so the client would have to decide what to include or what not to include.

**Any Additional Comments**