ACTIVITY ANALYSIS

Activities are composed of many skills that can be divided for the purposes of analysis into:

- Physical
- Cognitive
- Psychological
- Interpersonal

In order to understand the effect an activity will have on the client, the therapist needs to break it down into these skill areas and look at each one in detail.

Activity analysis also includes any potential for adapting the activity in order to allow for change in the client. This is called ‘grading’. Grading allows the client to progress from exploration, through acquisition of skills, to attainment of goals. It also allows him to move on to the next stage once a skill has been learned. Grading may involve a gradual change in the nature of the activity by gradual change in the nature of the activity by changing one or two components, or a complete change of activity.

Analysing an activity enables the therapist to:

- Discover the skills required for its successful performance
- Identify the sequence of sub-skills leading to the acquisition of mature skills and decide how they can best be presented

Name of activity | Appropriateness for different ages and sexes | Social and cultural value | Preparation | Precautions
---|---|---|---|---
Timing/length of time/number of | | |
Sessions
Environment
Brief description

REQUIREMENTS OF ACTIVITY

<table>
<thead>
<tr>
<th>Physical</th>
<th>Psychological</th>
</tr>
</thead>
<tbody>
<tr>
<td>sensation</td>
<td>expression of feelings</td>
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<tr>
<td>sensory integration</td>
<td>control of feelings</td>
</tr>
<tr>
<td>perception</td>
<td>frustration tolerance</td>
</tr>
<tr>
<td>spatial awareness</td>
<td>coping with pressure</td>
</tr>
<tr>
<td>motor planning</td>
<td>expression of needs</td>
</tr>
<tr>
<td>gross motor</td>
<td>gratification of needs</td>
</tr>
<tr>
<td>mobility</td>
<td>sublimation</td>
</tr>
<tr>
<td>balance</td>
<td>playing/exploring</td>
</tr>
<tr>
<td>fine motor</td>
<td>tolerating risk</td>
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<tr>
<td>repetition</td>
<td>trust</td>
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<tr>
<td>rhythm</td>
<td>independence</td>
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</tbody>
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coordination | passive or active
strength | creativity
endurance | reality testing
range of movement | ego-defence mechanisms encourage or removed
posture | exploration of feelings and motives
types of movement | responsibility
involvement
sharing
Cognitive

Attention | interaction
concentration | self-image
discrimination | body image
generalisation | identification
use of symbols | sexual identity
perceiving cause and effect | end product
abstract thinking

realism testing

choice | contrived or real experience
language | mixed or segregated sexes
following demonstration/directions | communication
reading | cooperation
writing | competition
numbers | negotiation
orientation | compromise
awareness of time | leadership
memory | structure
range of knowledge | rules
goal setting | interaction
planning | isolation
organisation | variety of relationships
number of processes | involvement

speed
imagination
creativity
logic

POTENTIAL FOR GRADING

Materials and equipment
Environment – human and non-human
Method
Related activities
Name: Guided fantasy
Duration: Approximately 1 hour
Timing: Participants need to be alert, so not after a meal
No. of sessions: One, or a series
Environment: Requires a quiet, comfortable room which can have the lights dimmed.

Brief description:

Participants are taken through a relaxation process of about 20 minutes and asked to remain quite and still during a fantasy lasting another 20 to 30 minutes. The therapist uses verbal directions to lead them on a fantasy journey. A few minutes rest is given, then everybody stretches and comes into a circle for discussion. Opportunity is given to share experiences and feelings in the group.

 Appropriateness:

Suitable for both sexes and any age above infancy.

 Social and cultural value:

Low social value is given to the use of imagination and expression of creative thought unless leading to financial reward. It is more highly valued in less industrialised cultures.

 Preparation:

Arrange mats or furniture in room. Try to ensure there will be no interruptions.

 Precautions:

Not appropriate for severely disturbed or restless people.

REQUIREMENTS OF ACTIVITY

Rule of silence during fantasy
No interaction during fantasy but requires verbal sharing and listening during discussion
Relationship to therapist as leader and peer participants
Some degree of involvement required in discussion
Opportunity to rehearse roles in imagination

Physical:

Hearing verbal instruction
Sitting or lying still for about half an hour
Relaxing

Cognitive:

Attending to the therapist's voice
Concentrating for about half an hour
Following complex verbal instructions

POTENTIAL FOR GRADING

Materials or equipment

May be done lying on mats or sitting in chairs
Music could be used
client could be given a tape to work alone
Translating verbal instructions into mental images
Imagining a series of events cued by verbal instructions
Discriminating between fantasy and reality
Remembering and describing images

Environment:
Can be carried out one-to-one or in groups of various sizes

Psychological:
Expression of feelings to therapist and group during discussion
Control of feelings for half an hour during fantasy
Allowing oneself to relax
Trusting the therapist enough to close eyes and relax
Allowing oneself to use imagination freely
Creating vivid mental images
Risking free use of imagination
Recognising that images are fantasy and not reality
Dropping defences to allow imagination to work
Exploring relevance of fantasy to oneself

Method:
Different methods of relaxation
Instructions may be detailed or minimal
Fantasy may be simple or complex
Content of fantasy may be varied to change cognitive or psychological skills required
Rules may be implicit or stated
Participants could paint fantasy instead of talking
Participants could act out a fantasy
Discussion could be superficially descriptive or analytical and explorative or anywhere in between

Interpersonal:
Can be one-to-one or in a group
Requires cooperation in being quiet during fantasy
Not competitive
Therapist is group leader and the session is highly structured.
Discussion may be less structured

Related activities:
Supportive psychotherapy
Explorative psychotherapy
Dream work
Drama