

**OTA 101 L – Occupation across the Lifespan
Fieldwork Activity Analysis and Clinical Observation
Pediatric Observation**

1. Name of website (provide link) or location of observation:
 - **Monday, March 10, 2020, 8:00am – 10:00am**
 - **Santa Ana College Child Development Center East Campus, Santa Ana College, 1510 N. Parton Street, Santa Ana**
2. Age group observed
 - **2.5 years-old – 5 year-old Pre-School Class**
3. Name 2 activities observed AND the corresponding *Areas of Occupation*
 - ***Clean up and Preparation for Snack Time* Occupation: Meal Prep & Clean Up**
 - ***Mirror Self Portrait* – Occupation: Play Exploration**
4. How does one's *personal context* affect the persons, activities or the environment that you observed?
 - a. Age or gender
 - **For the purpose of this observation OTA-S concentrated on a set of brothers = in a class of 22. Andres, 3 years old and Manuel 5 years old.**
 - b. Socioeconomic or educational status

The brothers were not as verbal or as responsive as their peers. Manuel (5 years-old) showed difficulty with fine motor skills and used a digital grasp when attempting to draw. Andres (3 years old) used a cylindrical grasp and could only scribble. Andres was unable to color between the lines and made to discernable shapes. Based on the limited time, OTA-S observed that the brothers likely had developmental delays based on lower SES. This conclusion is based on the overall observation of activities and the physical smaller appearance in comparison to their peers.

5. ACTIVITY ANALYSIS (Choose one of the activities listed in question 3 to analyze):
 - a. Name of Activity : **Mirror Self Portrait**

Description of Activity: **This activity included the children using hand-held flowered shaped mirrors to look at their faces. The teacher asked them to hold the mirror up to their face and to make a happy face, then a sad face, then an angry face, and then a smiling face again. The teacher then asked them to tell them what they thought about when they made a happy face. She then instructed them to look at their hand-held mirror again, and make a happy face, and then put the mirror down, pick up the large black pencils, and draw what they saw in the mirror on the piece of paper. This activity is to help them associate their feelings with the way they look into the mirror and then translate it to a drawing.**

b. Sequence and timing - **list** in sequence the steps required to complete the activity, the approximate length of time each step takes and total time for the activity

• ***Self Portrait with Mirror Art Project: Total Time: 24 minutes 30 seconds***

Step 1) Teacher places large plastic box filled with wooden flowered shaped hand-held mirrors in the middle of a long short table (30 seconds)

Step 2) Teacher hands one mirror to each student sitting around the table. There are eight children seated at the table. Each time she hands out a mirror she each child to place it down in front of themselves on the table. (2 Minutes)

Step 3) Teacher takes a seat at the end of the table holding one of the mirrors in her right hand, and then gets the attention of the children. (1 Minutes)

Step 4) Teacher instructs the children to take their mirrors and hold it up to their faces, but make sure that they can each see their entire “beautiful” face. (30 seconds)

Step 5) Teacher then instructs the children to “Make a Happy Face”, and each child smiles, some showing their teeth, some laughing. (1 minutes)

Step 6) Teacher then instructs the children to “Make a Sad Face”, and each child attempts to frown, or pout or look sad in some personal manner. (1 Minutes)

Step 7) Teacher then instructs the children to “Make an Angry Face”, and each child starts to distort their face in some way to appear angry. (1 Minutes)

Step 8) Teacher then repeats the instruction for the children to “Make a Happy Face”, and each child smiles, some showing their teeth, some laughing. (1 Minutes)

Step 9) Teacher then instructs the children to put down their mirrors on the table in front of them. (1 Minute)

Step 10) Teacher then asks each one of the children in a clockwise manner around the table what they were thinking about when they smiled into the mirror to make a happy face. (1 Minute)

Step 11) Each child in turn explained how they felt when they made a happy face. (3 Minutes)

Step 12) Teacher then told them to pick up their mirrors again and make a happy face one last time. (30 seconds)

Step 13) Teacher then instructed the children to place their mirrors down on the table and to pick up their very large pencils. She then told them to draw a picture of themselves smiling and if they forgot what they looked like they could pick up the mirror again and look at their smile. The teacher explained what “self-portrait” meant. (1 minutes)

Step 14) The children each picked up their pencils and began to make a self-portrait of their smiling face. (4 minutes)

Step 15) The teacher walked around the table and helped put their names on the bottom of each sheet of paper. Some of the children, were able to write their own names, some were not. (2 minutes)

Step 16) The teacher then instructed the children to put their mirrors back into the big plastic box in the middle of the table. (1 minute)

Step 17) The teacher then instructed the children to return the pencils to her and to put their Self-Portraits into their own cubbies. (1 minutes)

Step 18) The children each stood up and handed her their pencil and walked over to their cubbies and placed their Self-Portraits in their boxes with their names on them. (2 minutes)

c. Cautions/ Precautions

Given the age group involved and their attention spans, the most significant precaution would be misusing the mirrors and either hitting another child or smashing it on the table and breaking the mirrors altogether.

d. Activity Demands

Relevance and importance: This activity serves many client factors within Specific Mental Functions such as Emotional and possibly Experience of self and time. Additionally, Global functions, including Temperament and Personality, also are related to the relevance of this activity.

- Objects/Tools (include quantity) : 1each 4 x 8 table, 9 chairs, 1each large plastic bin, 9 each wooden flowered shaped mirrors, 8 pencils, 8 pieces of paper
- Space Demands (include approx. size of area/space): This activity takes place on a 4' x 8' table, so the space needed would be approximately 6' x 10'.
- Social Demands:

The social demands for this activity require that the children stay seated in their chairs and follow the instructions of their teacher. The children are required to pick up the mirror and display an emotion related to the direction of the teacher. The children must then place the mirror down on the table and draw a picture related to their memory of what they looked like smiling. The final expectation is that each child will end up with a self-portrait of themselves smiling.

- Discuss two major *motor skills* necessary to perform this activity

Motor Skill1st. Reaches – The child must extend arm out to pick up the mirror on the table by bending the truck of their body and grasping the mirror with their hand.

Motor Skill 2nd. Grips – The child must grip the mirror with cylindrical grasp on the base of the hand-held mirror, and grasp the pencil with whatever grasp they are capable given their age and development.

- Discuss two major *process skills* needed to perform this activity

Process Skill 1st. Handles – The child must support and stabilize the mirror in front of their face in order to follow the direction of looking into the mirror and make a face.

Process Skill 2nd. Restores – The child must return the mirror to the large plastic bin, then return the pencil to the teacher, and then place their self-portrait into their personal bin.

- Discuss two major *social interaction skills* needed to perform this activity

Social Interactive Skills 1st. Expresses Emotion – The child must express the appropriate emotion based on the teacher's direction, happy, sad, angry and then happy again, by looking into the mirror and making a face. This must all be done in a non-aggressive manner, appropriate to a learning environment.

Social Interactive Skills 2nd. Discloses – The teacher prompts each child to explain what they are thinking and how they feel when they make a happy face. Thus disclosing personal information involving their feelings.

- Discuss the *social environment* **The social environment is a pre-school class that has been broken up into smaller groups based on activities. This sub-group includes 8 students, mixed ages 3 – 5 years old and includes five girls and three boys and one teacher. There is one set of siblings, brothers, in this group.**
- Discuss the *physical environment* **The physical environment is a converted church/school auditorium that has been split into two separate main areas where two entirely separate pre-school groups function. Each group has a large designated classroom area that includes many “work” areas. These areas are titled as: Sensory, Writing, Listening Area, Science, House, Block, Art and Manipulative. Each work area has the appropriate signage, materials, tools and activities associated. The physical environment used for this specific activity was, Art, where two tables, art supplies, chairs, trash cans and water jugs area all labeled and organized accordingly.**

5.2 How could you have graded this activity to make it easier?

To grade this activity to make it easier, you could take away the emotional element and ask the child to look into the mirror and draw a self-portrait. Taking away the emotional component allows the child to concentrate on simply what they look like and what their self-image is specifically.

5.3 How could you have graded this activity to make it more challenging?

To make this activity more challenging, you could have the child draw a picture of themselves, given each emotion, they are being asked to display, happy, sad, and angry.

However, given the age group, this might be far too much to ask and create fatigue and frustration.