

TABLE 2. CLIENT FACTORS

Client factors include (1) values, beliefs, and spirituality; (2) body functions; and (3) body structures that reside within the client that influence the client's performance in occupations.

■ **VALUES, BELIEFS, AND SPIRITUALITY**—Clients' perceptions, motivations, and related meaning that influence or are influenced by engagement in occupations.

| Category and Definition | Examples |
|--|---|
| <p>Values—Acquired beliefs and commitments, derived from culture, about what is good, right, and important to do (Kielhofner, 2008)</p> | <p><i>Person:</i></p> <ul style="list-style-type: none"> • Honesty with self and others • Commitment to family <p><i>Group:</i></p> <ul style="list-style-type: none"> • Obligation to provide a service • Fairness <p><i>Population:</i></p> <ul style="list-style-type: none"> • Freedom of speech • Equal opportunities for all • Tolerance toward others |
| <p>Beliefs—Cognitive content held as true by or about the client</p> | <p><i>Person:</i></p> <ul style="list-style-type: none"> • One is powerless to influence others. • Hard work pays off. <p><i>Group and population:</i></p> <ul style="list-style-type: none"> • Some personal rights are worth fighting for. • A new health care policy, as yet untried, will positively affect society. |
| <p>Spirituality—“The aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature, and to the significant or sacred” (Puchalski et al., 2009, p. 887)</p> | <p><i>Person:</i></p> <ul style="list-style-type: none"> • Daily search for purpose and meaning in one's life • Guidance of actions by a sense of value beyond the personal acquisition of wealth or fame <p><i>Group and population:</i></p> <ul style="list-style-type: none"> • Common search for purpose and meaning in life • Guidance of actions by values agreed on by the collective |
| <p>■ BODY FUNCTIONS—“The physiological functions of body systems (including psychological functions)” (WHO, 2001, p. 10). This section of the table is organized according to the classifications of the <i>International Classification of Functioning, Disability and Health (ICF)</i>; for fuller descriptions and definitions, refer to WHO (2001).</p> | |

| Category | Description (not an all-inclusive list) |
|--|---|
| Mental functions (affective, cognitive, perceptual) | |
| Specific mental functions | |
| Higher-level cognitive | Judgment, concept formation, metacognition, executive functions, praxis, cognitive flexibility, insight |
| Attention | Sustained shifting and divided attention, concentration, distractibility |
| Memory | Short-term, long-term, and working memory |
| Perception | Discrimination of sensations (e.g., auditory, tactile, visual, olfactory, gustatory, vestibular, proprioceptive) |
| Thought | Control and content of thought, awareness of reality vs. delusions, logical and coherent thought |
| Mental functions of sequencing complex movement | Mental functions that regulate the speed, response, quality, and time of motor production, such as restlessness, toe tapping, or hand wringing, in response to inner tension |
| Emotional | Regulation and range of emotions; appropriateness of emotions, including anger, love, tension, and anxiety; lability of emotions |
| Experience of self and time | Awareness of one's identity, body, and position in the reality of one's environment and of time |
| Global mental functions | |
| Consciousness | State of awareness and alertness, including the clarity and continuity of the wakeful state |
| Orientation | Orientation to person, place, time, self, and others |
| Temperament and personality | Extroversion, introversion, agreeableness, conscientiousness, emotional stability, openness to experience, self-control, self-expression, confidence, motivation, impulse control, appetite |

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TABLE 2. CLIENT FACTORS*(Continued)*

| Category | Description (not an all-inclusive list) |
|--|---|
| Energy and drive | Energy level, motivation, appetite, craving, impulse control |
| Sleep | Physiological process, quality of sleep |
| Sensory functions | |
| Visual functions | Quality of vision, visual acuity, visual stability, and visual field functions to promote visual awareness of environment at various distances for functioning |
| Hearing functions | Sound detection and discrimination; awareness of location and distance of sounds |
| Vestibular functions | Sensation related to position, balance, and secure movement against gravity |
| Taste functions | Association of taste qualities of bitterness, sweetness, sourness, and saltiness |
| Smell functions | Sensing odors and smells |
| Proprioceptive functions | Awareness of body position and space |
| Touch functions | Feeling of being touched by others or touching various textures, such as those of food; presence of numbness, paresthesia, hyperesthesia |
| Pain (e.g., diffuse, dull, sharp, phantom) | Unpleasant feeling indicating potential or actual damage to some body structure; sensations of generalized or localized pain (e.g., diffuse, dull, sharp, phantom) |
| Sensitivity to temperature and pressure | Thermal awareness (hot and cold), sense of force applied to skin |
| Neuromusculoskeletal and movement-related functions | |
| Functions of joints and bones | |
| Joint mobility | Joint range of motion |
| Joint stability | Maintenance of structural integrity of joints throughout the body; physiological stability of joints related to structural integrity |
| Muscle functions | |
| Muscle power | Strength |
| Muscle tone | Degree of muscle tension (e.g., flaccidity, spasticity, fluctuation) |
| Muscle endurance | Sustaining muscle contraction |
| Movement functions | |
| Motor reflexes | Involuntary contraction of muscles automatically induced by specific stimuli (e.g., stretch, asymmetrical tonic neck, symmetrical tonic neck) |
| Involuntary movement reactions | Postural reactions, body adjustment reactions, supporting reactions |
| Control of voluntary movement | Eye–hand and eye–foot coordination, bilateral integration, crossing of the midline, fine and gross motor control, and oculomotor function (e.g., saccades, pursuits, accommodation, binocularity) |
| Gait patterns | Gait and mobility considered in relation to how they affect ability to engage in occupations in daily life activities; for example, walking patterns and impairments, asymmetric gait, stiff gait |
| Cardiovascular, hematological, immunological, and respiratory system functions | |
| <i>(Note. Occupational therapy practitioners have knowledge of these body functions and understand broadly the interaction that occurs among these functions to support health, well-being, and participation in life through engagement in occupation.)</i> | |
| Cardiovascular system functions | Maintenance of blood pressure functions (hypertension, hypotension, postural hypotension), heart rate and rhythm |
| Hematological and immunological system functions | |
| Respiratory system functions | Rate, rhythm, and depth of respiration |
| Additional functions and sensations of the cardiovascular and respiratory systems | Physical endurance, aerobic capacity, stamina, fatigability |
| Voice and speech functions; digestive, metabolic, and endocrine system functions; genitourinary and reproductive functions | |
| <i>(Note. Occupational therapy practitioners have knowledge of these body functions and understand broadly the interaction that occurs among these functions to support health, well-being, and participation in life through engagement in occupation.)</i> | |
| Voice and speech functions | Fluency and rhythm, alternative vocalization functions |

(Continued)

TABLE 2. CLIENT FACTORS*(Continued)*

| Category | Description (not an all-inclusive list) |
|---|--|
| Digestive, metabolic, and endocrine system functions | Digestive system functions, metabolic system and endocrine system functions |
| Genitourinary and reproductive functions | Urinary functions, genital and reproductive functions |
| Skin and related structure functions | |
| <i>(Note. Occupational therapy practitioners have knowledge of these body functions and understand broadly the interaction that occurs among these functions to support health, well-being, and participation in life through engagement in occupation.)</i> | |
| Skin functions | Protection (presence or absence of wounds, cuts, or abrasions), repair (wound healing) |
| Hair and nail functions | |
| <p>■ BODY STRUCTURES: “Anatomical parts of the body, such as organs, limbs, and their components” that support body function (WHO, 2001, p. 10). The “Body Structures” section of the table is organized according to the <i>ICF</i> classifications; for fuller descriptions and definitions, refer to WHO (2001).</p> | |
| Category | Examples not delineated in the “Body Structure” section of this table |
| Structure of the nervous system Eyes, ear, and related structures Structures involved in voice and speech Structures of the cardiovascular, immunological, and respiratory systems Structures related to the digestive, metabolic, and endocrine systems Structures related to the genitourinary and reproductive systems Structures related to movement Skin and related structures | <i>(Note. Occupational therapy practitioners have knowledge of body structures and understand broadly the interaction that occurs between these structures to support health, well-being, and participation in life through engagement in occupation.)</i> |

Note. The categorization of body function and body structure client factors outlined in Table 2 is based on the *ICF* proposed by WHO (2001). The classification was selected because it has received wide exposure and presents a language that is understood by external audiences. WHO = World Health Organization.

TABLE 3. PERFORMANCE SKILLS

Performance skills are observable elements of action that have an implicit functional purpose; skills are considered a classification of actions, encompassing multiple capacities (body functions and body structures) and, when combined, underlie the ability to participate in desired occupations and activities. This list is not all inclusive and may not include all possible skills addressed during occupational therapy interventions.

| Skill | Definition |
|--|---|
| <p>■ MOTOR SKILLS—“Occupational performance skills observed as the person interacts with and moves task objects and self around the task environment” (e.g., activity of daily living [ADL] motor skills, school motor skills; Boyt Schell, Gillen, & Scaffa, 2014a, p. 1237).</p> | |
| Aligns | Interacts with task objects without evidence of persistent propping or persistent leaning |
| Stabilizes | Moves through task environment and interacts with task objects without momentary propping or loss of balance |
| Positions | Positions self an effective distance from task objects and without evidence of awkward body positioning |
| Reaches | Effectively extends the arm and, when appropriate, bends the trunk to effectively grasp or place task objects that are out of reach |
| Bends | Flexes or rotates the trunk as appropriate to the task to grasp or place task objects out of reach or when sitting down |
| Grips | Effectively pinches or grasps task objects such that the objects do not slip (e.g., from the person’s fingers, between teeth) |
| Manipulates | Uses dexterous finger movements, without evidence of fumbling, when manipulating task objects (e.g., manipulating buttons when buttoning) |
| Coordinates | Uses two or more body parts together to manipulate, hold, and/or stabilize task objects without evidence of fumbling task objects or slipping from one’s grasp |
| Moves | Effectively pushes or pulls task objects along a supporting surface, pulls to open or pushes to close doors and drawers, or pushes on wheels to propel a wheelchair |
| Lifts | Effectively raises or lifts task objects without evidence of increased effort |
| Walks | During task performance, ambulates on level surfaces without shuffling the feet, becoming unstable, propping, or using assistive devices |
| Transports | Carries task objects from one place to another while walking or moving in a wheelchair |
| Calibrates | Uses movements of appropriate force, speed, or extent when interacting with task objects (e.g., not crushing objects, pushing a door with enough force that it closes) |
| Flows | Uses smooth and fluid arm and wrist movements when interacting with task objects |
| Endures | Persists and completes the task without showing obvious evidence of physical fatigue, pausing to rest, or stopping to catch one’s breath |
| Paces | Maintains a consistent and effective rate or tempo of performance throughout the entire task |
| <p>■ PROCESS SKILLS—“Occupational performance skills [e.g., ADL process skills, school process skills] observed as a person (1) selects, interacts with, and uses task tools and materials; (2) carries out individual actions and steps; and (3) modifies performance when problems are encountered” (Boyt Schell et al., 2014a, p. 1239).</p> | |
| Paces | Maintains a consistent and effective rate or tempo of performance throughout the entire task |
| Attends | Does not look away from what he or she is doing, interrupting the ongoing task progression |
| Heeds | Carries out and completes the task originally agreed on or specified by another |
| Chooses | Selects necessary and appropriate type and number of tools and materials for the task, including the tools and materials that the person was directed to use or specified he or she would use |
| Uses | Applies tools and materials as they are intended (e.g., uses a pencil sharpener to sharpen a pencil but not to sharpen a crayon) and in a hygienic fashion |
| Handles | Supports or stabilizes tools and materials in an appropriate manner, protecting them from being damaged, slipping, moving, and falling |
| Inquires | (1) Seeks needed verbal or written information by asking questions or reading directions or labels and (2) does not ask for information when he or she was fully oriented to the task and environment and had immediate prior awareness of the answer |
| Initiates | Starts or begins the next action or step without hesitation |
| Continues | Performs single actions or steps without interruptions such that once an action or task is initiated, the person continues without pauses or delays until the action or step is completed |
| Sequences | Performs steps in an effective or logical order and with an absence of (1) randomness or lack of logic in the ordering and (2) inappropriate repetition of steps |
| Terminates | Brings to completion single actions or single steps without inappropriate persistence or premature cessation |
| Searches/locates | Looks for and locates tools and materials in a logical manner, both within and beyond the immediate environment |
| Gathers | Collects related tools and materials into the same work space and regathers tools or materials that have spilled, fallen, or been misplaced |

(Continued)

TABLE 3. PERFORMANCE SKILLS*(Continued)*

| Skill | Definition |
|---|---|
| Organizes | Logically positions or spatially arranges tools and materials in an orderly fashion within a single work space and between multiple appropriate work spaces such that the work space is not too spread out or too crowded |
| Restores | Puts away tools and materials in appropriate places and ensures that the immediate work space is restored to its original condition |
| Navigates | Moves the arm, body, or wheelchair without bumping into obstacles when moving in the task environment or interacting with task objects |
| Notices/responds | Responds appropriately to (1) nonverbal task-related cues (e.g., heat, movement), (2) the spatial arrangement and alignment of task objects to one another, and (3) cupboard doors and drawers that have been left open during task performance |
| Adjusts | Effectively (1) goes to new work spaces; (2) moves tools and materials out of the current work space; and (3) adjusts knobs, dials, or water taps to overcome problems with ongoing task performance |
| Accommodates | Prevents ineffective task performance |
| Benefits | Prevents problems with task performance from recurring or persisting |
| ■ SOCIAL INTERACTION SKILLS —"Occupational performance skills observed during the ongoing stream of a social exchange" (Boyt Schell et al., 2014a, p. 1241). | |
| Approaches/starts | Approaches or initiates interaction with the social partner in a manner that is socially appropriate |
| Concludes/disengages | Effectively terminates the conversation or social interaction, brings to closure the topic under discussion, and disengages or says good-bye |
| Produces speech | Produces spoken, signed, or augmentative (i.e., computer-generated) messages that are audible and clearly articulated |
| Gesticulates | Uses socially appropriate gestures to communicate or support a message |
| Speaks fluently | Speaks in a fluent and continuous manner, with an even pace (not too fast, not too slow) and without pauses or delays during the message being sent |
| Turns toward | Actively positions or turns the body and face toward the social partner or person who is speaking |
| Looks | Makes eye contact with the social partner |
| Places self | Positions self at an appropriate distance from the social partner during the social interaction |
| Touches | Responds to and uses touch or bodily contact with the social partner in a manner that is socially appropriate |
| Regulates | Does not demonstrate irrelevant, repetitive, or impulsive behaviors that are not part of social interaction |
| Questions | Requests relevant facts and information and asks questions that support the intended purpose of the social interaction |
| Replies | Keeps conversation going by replying appropriately to question and comments |
| Discloses | Reveals opinions, feelings, and private information about self or others in a manner that is socially appropriate |
| Expresses emotion | Displays affect and emotions in a way that is socially appropriate |
| Disagrees | Expresses differences of opinion in a socially appropriate manner |
| Thanks | Uses appropriate words and gestures to acknowledge receipt of services, gifts, or compliments |
| Transitions | Handles transitions in the conversation smoothly or changes the topic without disrupting the ongoing conversation |
| Times response | Replies to social messages without delay or hesitation and without interrupting the social partner |
| Times duration | Speaks for reasonable periods given the complexity of the message sent |
| Takes turns | Takes his or her turn and gives the social partner the freedom to take his or her turn |
| Matches language | Uses a tone of voice, dialect, and level of language that are socially appropriate and matched to the social partner's abilities and level of understanding |
| Clarifies | Responds to gestures or verbal messages signaling that the social partner does not comprehend or understand a message and ensures that the social partner is following the conversation |
| Acknowledges and encourages | Acknowledges receipt of messages, encourages the social partner to continue interaction, and encourages all social partners to participate in social interaction |
| Empathizes | Expresses a supportive attitude toward the social partner by agreeing with, empathizing with, or expressing understanding of the social partner's feelings and experiences |
| Heeds | Uses goal-directed social interactions focused on carrying out and completing the intended purpose of the social interaction |
| Accommodates | Prevents ineffective or socially inappropriate social interaction |
| Benefits | Prevents problems with ineffective or socially inappropriate social interaction from recurring or persisting |

Source. From "Performance Skills: Implementing Performance Analyses to Evaluate Quality of Occupational Performance," by A. G. Fisher and L. A. Griswold, in *Willard and Spackman's Occupational Therapy* (12th ed., pp. 252–254), by B. A. B. Schell, G. Gillen, M. E. Scaffa, and E. S. Cohn (Eds.), 2014, Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins; <http://lww.com>. Copyright © 2014 by Wolters Kluwer/Lippincott Williams & Wilkins. Adapted with permission.