

### Skill Sets and Abilities to Complete Tasks

Functional reaching techniques	Sharing and taking turns when gathering supplies
Gross coordination upper and lower extremities	Asking for supplies in an appropriate manner
Bilateral coordination/manipulation of the upper extremities	Setting up a safe workstation
Pronation and supination of the forearm	Visual scanning techniques
Wrist extension/flexion	Figure ground techniques
Hand strengthening exercises	Sensory seeking/avoiding techniques
Dexterity exercises	Task initiation
Grasping exercises	Able to follow written/verbal directions
Static sitting balance	Able to follow illustrations
Dynamic sitting balance	Utilize safety awareness techniques
Weight shifting when sitting in a safe manner	Dynamic standing/sitting balance
Protective extension when sitting	Provided proper eye contact
Trunk control in sitting	Able to share ideas and thoughts in an appropriate manner
Using paintbrushes or gardening tools to increase functional grasp or manipulation of the fingers	Able to initiate cleanup
Able to use supplies in an appropriate manner	Initiated putting supplies away appropriately
Able to utilize self-regulating techniques	Additional skill sets please write below:
Utilizing problem-solving skills when engaged in task	-What were some of the experiences you had when completing the task with and without a disability?
proper sequencing	
Identifying appropriate supplies for task	

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# Case Studies

Tommy is an easy-going rambunctious second-grader. He participates in class by answering questions when the teacher calls on him. He enjoys sharing time with his friends by playing kickball and foursquare at recess at lunch. However, when Tommy needs to button his coat or use a pencil to write a sentence he becomes anxious and disruptive. Tommy has a goal of increasing dexterity to expand his writing skills and to be able to have higher levels of self-dressing. You have 60 minutes to work with Tommy. What would garden activities would you suggest and what activities could he do at home?

The second case study is a women's group. All six participants are experiencing depression, which has affected their ability to work, enjoy family time, and interact with friends. The goals of your group are to have the members increase social interactions as evidenced by initiating conversations with another person, asking for assistance when needed, or to participate in the opening or closing group conversation. Your community-based occupational therapists and you have a partnership with the community garden where you are able to conduct your interventions. You have four plots to work with; there are supplies for flower arranging, there is a small kitchen where you're allowed to cook, and a supply of garden tools. It is late spring and currently there are vegetables to be harvested; also a new set of seedlings came in to be transplanted. The group lasts approximately two hours. What are your interventions with this group?

Ken is a 92-year-old man who used to be a farmer and currently lives in an assisted living facility. He is able to dress himself, shower himself, and walk down to the dining room for breakfast lunch and dinner. However, Ken has poor sequencing skills, forgets what he's doing at times, and has often wondered off; twice he has left the facility without supervision and the police were called. Ken has shared with the activity director that he would like to create a small garden area so he can grow some tomatoes. There is no area to plant tomato plants in the soil. What other means can you use to create a tomato patch? The landscaper at the facility has offered you all the supplies you may need: pots, soil, and plants. You have 60 minutes to work with Ken on creating his garden. What is your intervention you will be doing with Ken?

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