

Morning Routine

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Name of Activity: Morning Routine

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Description

This activity will teach the class main components of a female's morning routine using a toothbrush, toothpaste, hair brush, hair clip, glasses and makeup.

OT Theory/Practice Model

The Ecology of Human Performance (EHP) can be applied to completing morning routine. This model looks at occupational performance by looking at the individual completing the task in a given context; in this case a bathroom. Performance is influenced by the meaning an individual has of the occupation being performed, in this case morning routine. Each individual has a different meaning for this task, however this activity is vital to our daily routine, therefore performance measures are generally high for completion of this activity. In this model roles shape the tasks that we do. To apply this to morning routine, let's say this individual is a male. A male's morning routine is going to look different as they are likely not going to wear makeup, as an individual who is a female may choose to do so. This model includes physical, social, cultural and temporal elements. Individuals may decide to complete this task individually, with others or their families. Individuals may be limited to what they can do in their morning routine depending on their physical abilities or space that they have. Individual's cultures may shape the way that their morning routine is completed. This model can restore, adapt and create strategies, all of which an individual may have to do to complete this activity.

Objects used and their properties

1. Describe the tools, materials, and equipment typically used.

- Toothbrush and toothpaste
- Hair brush
- Hair clip
- Glasses
- Deodorant
- Foundation, brush, and mascara
- Vanity
- Mirror
- Sink
- Towel/ Paper towel

2. Note the potential symbolism/meaning of the objects in the relevant culture.

- For many this may mean the beginning of a successful day and a time to reflect on what the day will bring. This activity may empower them to start their day doing something positive for themselves, to bring up self-esteem.

Space Demands

Describe the physical environment in which the activity being analyzed is usually performed.

Include key aspects, such as the following:

1. Does this occur in a natural or built environment?

- Most people will perform this activity in a built environment, in their home. Some may perform this activity in a natural environment in some cases including camping. We are performing this activity in a built environment.

2. What are the major natural or built structures?

- The major built structures used for this activity are typically the home and the bathroom inside the home. In the bathroom, these structures usually include a vanity or countertop, mirror and sink.
- In the natural environment, the structures include water bottles to brush teeth and portable mirror to do hair and makeup.

3. Describe the placement of any furnishings and equipment.

- This activity involves the use of vanity or countertop and a mirror which will be the surface to set the toothbrush, toothpaste, hair brush, clip, deodorant, glasses and makeup.

4. Amount or type of light needed?

- Good lighting is needed in order to complete morning routine; this can be natural or artificial. In our video, we used artificial lighting. It is important to have light so individuals are able to see what they are doing to avoid hazards like stabbing yourself in the eye while applying mascara.

5. Describe the kind and level of noise. How might it impact the activity to be performed?

- Noise does not affect an individual's ability to complete this activity. This can be performed independently as well as with significant others, children, family and friends. This also can be completed with noises including the T.V. and music.

6. Describe any other features which may impact the senses (e.g., smell, humidity, texture, temperature) and affect performance.

- Olfactory, smell
 - Morning routines may provide different smells to each individual. Each individual uses different scents of deodorant, perfume and lotion. With that, if an individual

does not have good hygiene that individual will give an unappealing scent and others may not want to be around this individual. Bathrooms also give off a scent often from scent plug ins and aromas from multiple individuals getting ready.

- Humidity
 - If an individual were to take a shower before completing the rest of their morning routine, the bathroom would be hot and the mirror would often have condensation over it. This could prevent someone from seeing what they are doing which could cause injury. It is important to make sure the area is ventiled or has a fan.
- Visual
 - When performing this activity, an individual who has visual deficits could face many challenges. Since this activity often includes putting on makeup an individual with a visual deficit may have risk of stabbing themselves in the eye while applying. An individual with a visual deficit would need to have good proprioceptive skills to complete the activity.
- Taste
 - When performing this activity, each individual uses a different toothpaste according to tastes that they like. Some may use peppermint, some may use cool mint, while others may decide on a specific flavour.
- Texture
 - When brushing your teeth during morning routine, an individual may get a gritty texture if not rinsed out all of the way.

Social Demands

1. Describe other people involved in the activity. What is their relationship to each other? What do they expect from each other? Are others needed for the activity?

- This activity can be done with other individuals, and their relationship to one another does not matter. It can be done with significant others, family, children and friends.
Really this activity is dependent upon themselves, however some communication is needed if you are sharing items used for morning routine or require assistance.
- Others may be needed for the activity if there is an individual that has an injury or a disability that results in full range of motion (ROM) to do your hair or apply makeup or prevents this person from independently completing the activity.

2. Describe the typical rules, norms and expectations involved in doing this activity.

- Rules
 - Individuals must understand safety while applying makeup
 - Individuals must apply proper safety mechanics if using hot irons to do their hair
- Norms
 - Morning routine is usually completed at the beginning of someone's day
 - Every individual has their own routine with how they complete this activity
 - This activity is generally completed in bathrooms
- Expectations
 - Individuals are expected to complete a morning routine each morning to maintain proper hygiene

3. Describe possible cultural and symbolic meanings typically ascribed to this activity.

- Each family has a different morning routine that matches their families personality, developmental stage and life occupations. Families in other cultures may have different morning routines dependent on what types of materials they have, if they have running water and bathrooms or outhouses. Each individual's morning routine has a different meaning to them.

Required Actions

LIST the sequential steps (NO more than 15) that comprise the activity.

1. Go to the sink and turn on the water
2. Put toothpaste on toothbrush
3. Get toothbrush wet
4. Sing your ABC's while brushing teeth
5. Rinse out mouth
6. Turn off water
7. Brush hair
8. Put hair up
9. Put glasses on
10. Put on deodorant
11. Put mascara on
12. Put foundation on

Sequence, timing & patterns

1. How much flexibility exists in the sequence and timing of the steps of this activity?

- There is a lot of flexibility with this activity. You can complete the steps in any order that an individual would like and timing is upon the individual's discretion.

2. Does this activity typically occur or reoccur at a specific time of day? With what frequency? (i.e., daily, weekly, monthly?)

- This activity occurs daily, specifically in the morning before heading off to work or school. However, if someone worked nights their morning routine could look a little different and could occur during the late afternoon after waking up.

Required skills, capacities, abilities

Using the Occupational Therapy Practice Framework identify skills critical to activity performance. Consider skills demanded from the person such as movement, cognition, sensory and emotional, perception as well as communicative and social actions Also consider skills typically demanded from the applicable environment (physical, social and virtual).

Motor

- Individual is able to complete the activity without relying on the countertop to help them maintain balance
- Ability to reach for the items needed to complete the activity
- Individual has ROM needed to complete activity

Sensory

- Individual is able to see all of the items needed to complete the activity.
- Individual has the ability to grasp items with a cylindrical grasp including toothbrush and hair brush
- Individual is able to hear instructions (if they have a disability requiring assistance)

Visual-perceptual

- Individual is able to find items needed to complete the activity
- Individual is able to collect items needed to complete the activity
- Individual is able to complete the activity with no distractions

Cognitive

- Individual is able to sequence the order in which morning routine is completed per their preference
- Individual has the ability to initiate next steps when completed with the current one
- Individual has the ability to choose what items they would like to use for completion of activity

Social/Emotional

- Individual is able to start the activity

Communication

- Ability to reach out to ask questions in order to complete the task

Specific Motions Used

Use the chart below to analyze specific biomechanical actions required for the activity. Please use as many “rows” as needed. Please organize in sequential order for each step of the task and movements within that step.

MORNING ROUTINE

10

Motions	ROM (degrees), Distances	Primary Muscles	Gravity Assists, Resists, No Effect	Minimal Strength Required	Type of Contraction
Wrist Pronation	15-30 degrees	Pronator Terres	No effect	3	Concentric
Shoulder Flexion	135 degrees	Anterior deltoid, coracobrachialis	Gravity Resists	3	Concentric
Elbow Extension	0 degrees	Triceps brachii	Gravity Assists	3	Eccentric
Elbow Flexion	140 degrees	Brachialis	Gravity Resists	3	Concentric
Shoulder Abduction	110 degrees	Supraspinatus, deltoid, trapezius, serratus anterior	Gravity Resists	3	Concentric
Radial Deviation	15-20 degrees	Extensor carpi radialis longus	Gravity Assists	2	Concentric

		Flexor carpi radialis			
Ulnar Deviation	35-30 degrees	Extensor carpi ulnaris Flexor carpi ulnaris	Gravity Assists	2	Concentric
Digits 2-5 PIP Flexion	45 degrees	Flexor digitorum superficialis Flexor digitorum profundus Flexor digiti minimi	No effect	2	Concentric
Digits 2-5 DIP Flexion	45 degrees	Flexor digitorum profundus	No effect	2	Concentric
Wrist flexion	80 degrees	Flexor carpi radialis, flexor	Gravity Resists	3	Concentric

		carpi ulnaris, palmaris longus			
Wrist extension	65 degrees	Extensor carpi radialis longus, extensor carpi radialis brevis, extensor carpi ulnaris	Gravity Resists	3	Eccentric

Safety Precautions/Contraindications

- Sensitivity or allergies to makeup
- Safety while using iron and blow dryer to prevent burns
- Not swallowing the toothpaste

Adaptability to promote participation

How much flexibility exists for people to do this activity in different ways? Individuals?

Groups? Communities? Particular diagnoses/limitations?

- If an individual has a cognitive deficit, they may not be able to remember all of the necessary steps to the activity. In this situation, this individual could receive help and be provided with guidance. For a deficit in cognition, this individual may also not use irons that become hot and cause a potential for being burned or applying makeup near the eyes where there is a potential harming the eyes.

- Visual deficits could cause harm to the individual as they are unable to see where the irons are located, causing the potential to be burned. Along with that, they may not apply makeup at all as their morning routine. If they do enjoy wearing makeup, help would be required. Verbal cues may be the solution to successfully completing their morning routine as independently as possible.
- This activity could be done within the community. Travel size items could be used and materials could be readily available with instructions on how to complete the activity.
- Children require help to complete this activity. Children do not initiate completing this activity so reminders will be required. It would also not be safe to let them use irons, so assistance would be required as well.

Grading

List 2 ways to make the task easier to relation to an identified personal or contextual variable.

- Prepare morning routine before going to bed and have all materials laid out so that everything is easily accessible and ready in the morning.
- Prepare a list of instructions on a sheet of paper to place on the counter where morning routine occurs for a person with cognitive deficits.

List 2 ways to make the task more challenging in relation to an identified personal or contextual variable.

- Making steps more complex including flossing and applying more makeup. Also, adding in showering, making breakfast and packing lunch.
- Not having the proper materials including a vanity and mirror.

References

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- Segal, R. (2004). Family routines and rituals: A context for occupational therapy interventions. *American Journal of Occupational Therapy*, 58, 499-508. doi:10.5014/ajot.58.5.499