The assessment of occupational functioning (AOF) is a screening tool used to collect a broad range of information to influence a person's occupational performance and to identify areas needing more in depth evaluation. It is based directly on the model of Human Occupation (Kielhofner, 1985) and measures the throughput of the human system as defined by this practice model. Therapists using this model should be familiar with the practice model. The AOF does not attempt evaluation of specific daily living skills or environmental variables directly but aims to efficiently generate a picture of numerous complex and interrelated factors likely to influence a persons ability to function.

Interview the person using the attached form. Parenthetical probes or clarifications should be used as needed. These are used if the specified question resulted in either no reply, a request for clarification, an answer suggesting interviewee misunderstanding, a superficial response or other indication of poor communication. No other questions, probes or clarifications are used. Note responses on this form. Responses from this interview will provide the information for you to mark the rating form. For use in research, investigators are to rely only on information from these interview questions to determine ratings.

The following codes for components of the model of human occupation are used in this interview instrument:

(V) = Values
(PC) = Personal Causation
(I) = Interests
(R) = Roles
(H) = Habits
(S) = Skills

References:


1. Name at least 5 things you like to do. Tell me why you like to do these things.

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2. What interests do you currently pursue? How often do you do each thing?

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3. Are there things that you are interested in doing but are not doing now? (If yes), what are these things? Why are you not doing these things now?

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4. What activities provide the most meaning or sense of purpose to your life? Please be specific in identifying these meaningful activities.

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5. Tell me what you do in a typical weekday. Pick this weekday from a relatively current, stable period of time during which you had some control over determining the routine. Start with waking up and end with bedtime. (Note: the interviewer should record the time period and any explanation about the degree of self-determination reported. This item is designed to gather clinically useful information about how persons organise their time. Thus a person in physical rehabilitation who is beginning to return to some self-directed routines would report the current routine. However, for acute care hospitalised patients, the period of time that would best reveal how they organise time would probably be that preceding hospitalisation - not the current hospital staff determined schedule.)

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6. Now tell me about a typical weekends routine. Pick this typical weekend from a relatively current, stable period of time during which you had some control over determining the routine. Start with waking up and end with bedtime. (Note: the interviewer should record the time period and any explanation about the degree of self-determination reported. This item is designed to gather clinically useful information about how persons organise their time. Thus a person in physical rehabilitation who is beginning to return to some self-directed routines would report the current routine. However, for acute care hospitalised patients, the period of time that would best reveal how they organise time would probably be that preceding hospitalisation - not the current hospital staff determined schedule.)

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7. Are these routines generally okay with the people you are around?
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8. Do you believe you make good use of your time? Give an example.
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9. What were you doing about one year ago?
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10. What do you expect to be doing about one year from now?
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11. What do you expect to be doing about five years from now?
12. Do you believe you will be able to accomplish the main things that you will attempt in the next year? (Clarification: if needed, use examples. Examples may include making a quilt, applying for a job, finding a place to live, or other appropriate examples).

13. Do you feel in control of your life? For example, do you make your own decisions?

14. What kinds of influences do other people or things have on your life? (Clarification: Use examples only if necessary. Examples include family or friends who influence your decisions; and age, health or institutional rules that may limit your freedom at times.)

15. Everyone has things that they believe they do well and things they believe they don't do well. What things do you do best? For example, a carpenter may say that he is good with his hands, but does not think that he can do maths very well. (Pause for a reply, then ask...) What other things are you capable of doing? Are these things pertinent or useful to your everyday activities?

16. Why did you choose these activities to do well? (Probes should encourage the respondent to discuss any special meaning, goals or desires to perform these activities well or to a standard.)
17. Some people are workers or students. What kinds of things (that is roles) are you involved in everyday life? (Probe: If necessary follow up by asking: What do you spend most of your time doing; with whom do you spend most of your time; and how often do you do these things?)

18. How do people treat you when you are in each of your major life roles? (Fill in each of the person’s major life roles from the previous question).

19. Now, tell me how you feel in each role you have listed. (Fill in each of the person’s major life roles from the previous question). Do you feel comfortable or as if you belong in each of these roles?

20. Do you change when unexpected situations occur? (Clarification: For example sometimes patients become very irritated if the O.T. session is cancelled or if a meal arrives late. Even if there is a legitimate reason they may be quite unset. This would be an example of an inflexible routine.) How do you act when things change?

21. Do you have any physical limitations that interfere with daily activities? (If yes ...Does this/Do these interfere with the things you need to do? Does this/Do these interfere with things you want to do?)
22. If you run into everyday problems, can you usually figure them out? Do you regularly depend on others to figure out a problem? (Clarification: For example, if you do not drive and want to visit a friend in another area of this city, could you arrange to get there?)

23. In general, how do you get along with people?

24. (At this point the interviewer should rate the person's receptive and expressive communication skills by circling one statement in "I" and one statement in "!!" below.)
**Part I**

A This person seemed to hear and understand all the interview questions.

B This person seemed to have moderate difficulty hearing and/or understanding the interview questions.

C This person seemed to have consistent difficulty hearing and/or understanding the interview questions.

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**Part II**

A This person easily expressed his/her ideas (consider thought processes and speech).

B This person had moderate difficulty expressing his/her ideas (consider thought processes and speech).

C This person had consistent difficulty expressing his/her ideas (consider thought processes and speech).

Please explain the nature, frequency, and/or degree of difficulty.

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