

Ready + Able + Willing = Successful Action

R.A.W = S.A.

All three components are necessary, and it helps to have an understanding of which component(s) are weak or missing.

The OT and client can collaborate on how to isolate the component(s) that need to be worked on, and come up with a focused action plan.

In typical occupational scenarios, the missing component is typically “able”, whether due to physical, mental, or a combination of those two factors.

Depending on the scenario, the OT and client works within an interdisciplinary team, whether formally or informally, to help put the ABLE back into ACTION.

\*Read/print pages 2-4 for the longer detailed version.

**READY + ABLE + WILLING = Successful Action**

A psychologist friend recently told me about the phrase “Ready, Willing, and Able”. All three components must be there for any Successful Action to occur.

**R.A.W. = S.A.**

Possible reasons for inaction:

\*Ready, able, NOT willing

\*Willing, able, NOT ready

\*Ready, willing, NOT able

When the person is ready and willing yet not ABLE it is typically the most self-devastating. In all of the above cases, especially “not able”, an occupational therapist can help.

Whether it's a challenge physically, mentally, or a combination of the two, OTs break down the issues

and help figure out how to find and repair the missing link.

Then all three components (ready, able, willing) are there, subsequently leading to an action, and therefore meaningful and appropriate participation!

Here are several examples of RAWSA:

### **Severe depression**

Anna is ready and willing to get out of bed, physically and mentally, because she understands rationally she needs to go to work. Yet she truly is not “able”, because the depression is so crippling. She lay there, mentally telling herself to get up, get up, get up. She wants to. She’s just not able. An OT could work with an interdisciplinary team that would likely include a psychiatrist and a psychologist, to help Anna get back to her life.

## **Executive functioning deficits**

John is ready and willing to have a clean and organized desk. He sees other children rewarded for their desk and he would love to be able to find items quickly like the other children. However, he is not able. He can't focus on the teacher's instructions while simultaneously manipulating objects, putting old things away and reaching for new things. His brain just can't process all of it at once while telling his body what and how to do it. He can't problem-solve what to do or sequence all the actions. He is literally unable because of how his brain functions. This is where a school-based OT comes in and works with John for skill building, modifications, accommodations, and much more to help John be more independently successful.

I did not put in a story for working on being able to “physically” complete a task when ready and willing, although this is also a huge area that OTs can and do work on.

Okay, don't laugh (or at least don't tell me you did), I have no idea how to get rid of this page 5 as all my typical tricks aren't working, when I figure it out I'll re-upload the PDF. But I don't have time right now to waste on that!! Sorrrry.