

ACL AT A GLANCE – Beginners Tips

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SEQUENCE SELF THROUGH STEPS OF AN ACTIVITY – ACL 4.0

Ability to learn **new tasks** similar to 4-year-old child

SUPERVISION – 24 HOURS

FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<p>May carry walker/cane instead of using properly</p>	<p>Put restricted items out of sight – “out of sight out of mind”</p>	<p>Teach fall prevention related to this ACL level and mode</p>
<p>Overwhelmed or confused in new or busy environments</p>		<ul style="list-style-type: none"> • Assess routine – determine what is “routine” (within ability) & what is not
<ul style="list-style-type: none"> • Wears same clothes daily (stained or dirty with food), does not comb back of hair 	<ul style="list-style-type: none"> • Watch for problems and errors. Person makes excuses for errors. Avoid explanations. 	<ul style="list-style-type: none"> • Assess person’s environment – simplify, keep familiar tools within arms reach, remove hazards
<ul style="list-style-type: none"> • Ability in 1 or 2 important activities masks true limits 	<ul style="list-style-type: none"> • Keep <u>familiar</u> objects <u>visible and within arms</u> reach, demonstrate next step – no sample 	<ul style="list-style-type: none"> • Recommend adaptive equipment according to this ACL level and mode
<ul style="list-style-type: none"> • Depends on bold visual cues, ignores all other information. 	<ul style="list-style-type: none"> • Provide daily structure of activities. Set up/clean up and maintain environment 	<ul style="list-style-type: none"> • Limit introduction of new tasks and activities – true learning is nearly absent
<ul style="list-style-type: none"> • Cannot follow written directions, needs lots of repetition to learn 	<ul style="list-style-type: none"> • Allow 2-3 times longer than normal to complete all tasks 	<ul style="list-style-type: none"> • Teach safety, learning limits, equipment use, care provider’s role
<ul style="list-style-type: none"> • Organizes time by activities, not by clock 	<ul style="list-style-type: none"> • Keep directions simple and concrete (“<i>Step down with THIS foot</i>” vs. “<i>Step down with your strongest foot</i>”) 	<ul style="list-style-type: none"> • Limit expectations of person’s ability – activities must be simple, familiar and meaningful to person
<ul style="list-style-type: none"> • Can do routine self care (dressing, toileting, eating) without help 	<ul style="list-style-type: none"> • Provide help to find new locations 	<ul style="list-style-type: none"> • Match remaining abilities and cognitive limits to demands of current environment
<ul style="list-style-type: none"> • Pays attention to familiar objects within arms reach only 	<ul style="list-style-type: none"> • Open containers, measure and time medications. Medications must be left out in plain sight to remember 	<ul style="list-style-type: none"> • Recommend appropriate mobility devices, transfer methods per ACL
<ul style="list-style-type: none"> • Able to answer phone, not likely to make a phone call 	<ul style="list-style-type: none"> • Understands goal of entire activity – explain in simple and concrete terms 	<ul style="list-style-type: none"> • Person cannot learn hip precautions – teach care provider to monitor

Please refer to **At Home With the Allen Cognitive Levels** by Mary Platt, OTR/L for clinical assessment and intervention

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SUPERVISION – 24 HOURS

FALL PREVENTION PRECAUTIONS	CARE PROVIDER'S ROLE
<ul style="list-style-type: none"> • CUE TO CHANGE POSITION SLOWLY 	<ul style="list-style-type: none"> • 24 HOUR SUPERVISION
<ul style="list-style-type: none"> • TRAIN IN SAFETY SEQUENCE – DO NOT EXPECT CARRY OVER TO NEW PLACE, NEW EQUIPMENT OR MULTIPLE STEPS 	<ul style="list-style-type: none"> • DO NOT OVER ESTIMATE SKILLS – <i>Person talks as though they can do a task, but they cannot follow through</i> • Manage money – may use cash, not checks or credit
<ul style="list-style-type: none"> • REMOVE GROUND LEVEL HAZARDS (cannot effectively avoid) 	<ul style="list-style-type: none"> • Show new activities one step at a time, do not use signs or notes to remind or instruct
<ul style="list-style-type: none"> • SUPERVISE USE OF WALKING AIDS 	<ul style="list-style-type: none"> • Manage special diet, point out appropriate foods – do not expect person to understand reason for choices
<ul style="list-style-type: none"> • CANNOT LEARN HIP PRECAUTIONS – WILL FOLLOW ONE AT A TIME WITH NO CARRY OVER 	<ul style="list-style-type: none"> • Set up sandwich supplies, prevent use of stove
<ul style="list-style-type: none"> • SUPERVISE THERAPEUTIC EXERCISE 	<ul style="list-style-type: none"> • Remind to groom and clean hidden areas (teeth, back of head)
<ul style="list-style-type: none"> • SUPERVISE TUB & SHOWER TRANSFERS 	<ul style="list-style-type: none"> • Remind to bathe – keep floor dry, provide supplies, may leave for brief periods
	<ul style="list-style-type: none"> • Provide supplies, coordinate clothing and grooming tools in visible location
	<ul style="list-style-type: none"> • Apply, supervise and maintain use of adaptive equipment
	<ul style="list-style-type: none"> • Solve problems that result from minor changes in familiar activities
<ul style="list-style-type: none"> • MONITOR MEDICATIONS THAT CONTRIBUTE TO FALLS – MORE THAN 4 OF ANY KIND = FALLS 	<ul style="list-style-type: none"> • Supervise in new or high stimulus places
	<ul style="list-style-type: none"> • Person understands the concept of a “game” – use for fun and to support remaining abilities (picture domino, matching, sorting)
<p>Wheelchair is better than walker or cane if unsteady.</p>	<ul style="list-style-type: none"> • Keep dangerous objects and restricted foods (medications) out of sight

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