

ACL AT A GLANCE – Beginners Tips

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COMPLETES A GOAL – ACL 4.4		
Ability to learn new tasks similar to 6-year-old child		SUPERVISION – SUPERVISED LIVING, LEFT ALONE PART OF DAY
FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<p>Unable to scan environment - remove trip hazards.</p> <ul style="list-style-type: none"> • Able to ask for help 	<p>Anticipate hazards and remove</p> <ul style="list-style-type: none"> • Takes routine medications in plain sight 	<p>Unsafe to drive – develop alternate plan for transportation</p> <p>Cannot independently use safety/hip precautions – must be supervised</p>
<ul style="list-style-type: none"> • Understands a goal and completes a simple/familiar activity 	<ul style="list-style-type: none"> • Information from demonstration NOT READING. Do not use notes or signs 	<ul style="list-style-type: none"> • Mark wheelchair brakes and stairs with bright colors
<ul style="list-style-type: none"> • Working attention is 3’-4’ (across table) <i>Ignores actions and sound outside this area</i> 	<ul style="list-style-type: none"> • Provide supplies within 3’-4’ and teach new task one step at a time 	<ul style="list-style-type: none"> • Choose adaptive equipment according to ACL level and mode
<ul style="list-style-type: none"> • Limited ability to initiate and problem solve. Functions well in an institutional setting. 	<ul style="list-style-type: none"> • Provide a sample – this is solidly understood, matches 2 features at a time 	<ul style="list-style-type: none"> • May agree to use equipment and discard later – unable to generalize equipment use when learned, will resist change
<ul style="list-style-type: none"> • Takes 2 to 3 times longer than normal to respond and act 	<ul style="list-style-type: none"> • Support remaining abilities – explain the goal, provide sample, solve problems, keep activity simple 	<ul style="list-style-type: none"> • Slowly train in use of front wheel walker, one step at a time on level uncluttered surface
<ul style="list-style-type: none"> • Learns new task slowly over 3 weeks by repeating each step 	<ul style="list-style-type: none"> • Provide verbal directions - remembers simple instructions and solutions 	<ul style="list-style-type: none"> • Survey daily activities, environment and equipment to limit cognitive complexity (slow pace, few steps, familiar).
<ul style="list-style-type: none"> • Able to make a familiar and simple phone call 	<ul style="list-style-type: none"> • Set up daily routine and schedule – person will follow 	<ul style="list-style-type: none"> • Limit learning needs – learns by drilling same steps over 3 week period
<ul style="list-style-type: none"> • Looks inside drawers, boxes and containers 	<ul style="list-style-type: none"> • Encourage to initiate, complete and clean up a simple new task – likes projects 	<ul style="list-style-type: none"> • Will not eat if access is difficult – check easy access
<ul style="list-style-type: none"> • Able to follow routine and simple food preparation with visible clean up 	<ul style="list-style-type: none"> • Supervise medication compliance, side effects, changes, new containers, new schedule or prescription and reordering 	<ul style="list-style-type: none"> • Recognizes loss of strength, range of motion and balance without insight – instruct care providers accordingly

Please refer to [At Home With the Allen Cognitive Levels](#) by Mary Platt, OTR/L for clinical assessment and intervention

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COMPLETES A GOAL – ACL 4.4

Ability to learn **new tasks** similar to 6-year-old child

SUPERVISION – SUPERVISED LIVING, LEFT ALONE PART OF DAY

FALL PREVENTION PRECAUTIONS	CARE PROVIDER'S ROLE
<ul style="list-style-type: none"> • MAY NOT SAFELY USE WALKER OR CANE 	<ul style="list-style-type: none"> • Supervised living, ok left alone part of day – not safe to supervise children or pets
<ul style="list-style-type: none"> • MAY BE UNSAFE ON UNEVEN SURFACES 	<ul style="list-style-type: none"> • Check for hazards (use of stove) – problem solve minor changes
<ul style="list-style-type: none"> • DOES NOT REMEMBER PRECAUTIONS 	<ul style="list-style-type: none"> • Show new activities one-step at a time. AVOID written or diagrammed instructions. Cannot apply instructions to new times, place or circumstance
<ul style="list-style-type: none"> • CANNOT APPLY SAFETY INSTRUCTIONS TO DIFFERENT CONDITIONS OR DIFFERENT EQUIPMENT 	<ul style="list-style-type: none"> • New tasks learned slowly over 3 weeks by repeating SAME steps
<ul style="list-style-type: none"> • IGNORES ACTIONS AND SOUNDS OUTSIDE OF “WORKING ATTENTION” (3’-4’) - MONITOR 	<ul style="list-style-type: none"> • Individual is unsafe to drive
<ul style="list-style-type: none"> • CUE TO CHANGE POSITION SLOWLY 	<ul style="list-style-type: none"> • May know established special diet, may resist changes or restrictions do not expect person to understand reasons for choices
<ul style="list-style-type: none"> • NOT LIKELY TO ANTICIPATE HAZARDS (LOCKING BRAKES, SEASONAL CHANGES – ICE, WET LEAVES ETC.) 	<ul style="list-style-type: none"> • Needs help with phone menus and unfamiliar phone numbers
<ul style="list-style-type: none"> • MARK WHEEL CHAIR BRAKES WITH BRIGHT COLOR 	<ul style="list-style-type: none"> • Assist with small or hidden fasteners
<p>MONITOR MEDICATIONS THAT CONTRIBUTE TO FALLS – MORE THAN 4 OF ANY KIND = FALLS</p>	<ul style="list-style-type: none"> • Apply, supervise and maintain use of adaptive equipment • Maintain equipment, restock pantry, reorder medications
	<ul style="list-style-type: none"> • Remind to bathe, keep floor dry and supervise transfer
	<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)
	<ul style="list-style-type: none"> • Manage money – may use cash not checks or credit

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