## ACL AT A GLANCE – Beginners Tips

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Score must be established by ACL trained clinician

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### COMPLETES A GOAL – ACL 4.4

**FUNCTIONAL CHARACTERISTICS**

- Unable to scan environment - remove trip hazards.
  - Able to ask for help
- Understands a goal and completes a simple/familiar activity
- Working attention is 3’-4’ (across table) Ignores actions and sound outside this area
- Limited ability to initiate and problem solve. Functions well in an institutional setting.
- Takes 2 to 3 times longer than normal to respond and act
- Learns new task slowly over 3 weeks by repeating each step
- Able to make a familiar and simple phone call
- Looks inside drawers, boxes and containers
- Able to follow routine and simple food preparation with visible clean up

**BEST APPROACH**

- Anticipate hazards and remove
  - Takes routine medications in plain sight
- Information from demonstration NOT READING. Do not use notes or signs
- Provide supplies within 3’-4’ and teach new task one step at a time
- Provide a sample – this is solidly understood, matches 2 features at a time
- Support remaining abilities – explain the goal, provide sample, solve problems, keep activity simple
- Provide verbal directions - remembers simple instructions and solutions
- Set up daily routine and schedule – person will follow
- Encourage to initiate, complete and clean up a simple new task – likes projects
- Supervise medication compliance, side effects, changes, new containers, new schedule or prescription and reordering

**ROLE OF THERAPY**

- Unsafe to drive – develop alternate plan for transportation
- Cannot independently use safety/hip precautions – must be supervised
- Mark wheelchair brakes and stairs with bright colors
- Choose adaptive equipment according to ACL level and mode
- May agree to use equipment and discard later – unable to generalize equipment use when learned, will resist change
- Slowly train in use of front wheel walker, one step at a time on level uncluttered surface
- Survey daily activities, environment and equipment to limit cognitive complexity (slow pace, few steps, familiar).
- Limit learning needs – learns by drilling same steps over 3 week period
- Will not eat if access is difficult – check easy access
- Recognizes loss of strength, range of motion and balance without insight – instruct care providers accordingly

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

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### FALL PREVENTION PRECAUTIONS

- **MAY NOT SAFELY USE WALKER OR CANE**
- **MAY BE UNSAFE ON UNEVEN SURFACES**
- **DOES NOT REMEMBER PRECAUTIONS**
- **CANNOT APPLY SAFETY INSTRUCTIONS TO DIFFERENT CONDITIONS OR DIFFERENT EQUIPMENT**
- **IGNORES ACTIONS AND SOUNDS OUTSIDE OF “WORKING ATTENTION” (3’-4’) - MONITOR**
- **CUE TO CHANGE POSITION SLOWLY**
- **NOT LIKELY TO ANTICIPATE HAZARDS (LOCKING BRAKES, SEASONAL CHANGES – ICE, WET LEAVES ETC.)**
- **MARK WHEEL CHAIR BRAKES WITH BRIGHT COLOR**

### CARE PROVIDER’S ROLE

- **Supervised living**, ok left alone part of day – not safe to supervise children or pets
- **Check for hazards (use of stove) – problem solve minor changes**
- **Show new activities one-step at a time. AVOID written or diagrammed instructions. Cannot apply instructions to new times, place or circumstance**
- **New tasks learned slowly over 3 weeks by repeating SAME steps**
- **Individual is unsafe to drive**
- **May know established special diet, may resist changes or restrictions do not expect person to understand reasons for choices**
- **Needs help with phone menus and unfamiliar phone numbers**
- **Assist with small or hidden fasteners**
- **Apply, supervise and maintain use of adaptive equipment**
- **Maintain equipment, restock pantry, reorder medications**
- **Remind to bathe, keep floor dry and supervise transfer**
- **Person understands the concept of a “game” – use for fun and to support remaining abilities (picture domino, matching, sorting)**
- **Manage money – may use cash not checks or credit**

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