

ACL AT A GLANCE – Beginners Tips

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Score must be established by ACL trained clinician

SCAN THE ENVIRONMENT – ACL 4.6

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

LIVE ALONE WITH DAILY ASSISTANCE

FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<p>Makes brief change in position or duration, but cannot sustain</p>	<p>Impulsive – several options are noticed, monitor in new, complex or high stimulus situations</p>	<p>Anticipate problems that result from impulsivity – provide adaptive equipment based on ACL level and mode</p>
<ul style="list-style-type: none"> Does not plan for long term food needs 	<ul style="list-style-type: none"> Monitor & provide constant cues for position needs, person cannot sustain required position themselves 	<p>Anticipate problems that will result from inability to adjust pressure to objects. Person will solve problems by applying more pressure</p>
<ul style="list-style-type: none"> Processing speed slow, but within normal limits 	<ul style="list-style-type: none"> Demonstrate concrete instructions – do not provide written directions or diagrams 	<p>Check ability to cross midline – descend stairs safely</p>
<ul style="list-style-type: none"> Understands scope of activities, scans VISIBLE environment but out of sight does <u>not</u> exist 	<ul style="list-style-type: none"> Reliable to report abnormal psychological states or changes in self – ask about these 	<p>Check safe use of microwave oven - monitor for unforeseen safety consequences (metal in microwave, hot spots in food/container)</p>
<ul style="list-style-type: none"> Notices schedule conflicts – asks for help 	<ul style="list-style-type: none"> Create structure to compensate for inability to plan (calendar/check list for care provider to monitor) 	<ul style="list-style-type: none"> Check ability/accuracy with written directions (exercise or medication set up). Person is likely to ignore in practice.
<ul style="list-style-type: none"> Ignores written directions and diagrams 	<ul style="list-style-type: none"> Able to overlap objects (tape, dressings) – engage person in these tasks 	<ul style="list-style-type: none"> Able to hold head still for visual exam – check functional vision
<ul style="list-style-type: none"> May change cooking ingredients without regard to consequences 	<ul style="list-style-type: none"> Encourage person to manage own wheelchair around corners and barriers in large spaces 	<ul style="list-style-type: none"> Anticipate tasks/tools/supplies that need to be visible to be used
<ul style="list-style-type: none"> Spends allowance 	<ul style="list-style-type: none"> Cue to maintain walking pace 	<ul style="list-style-type: none"> Check pick up walker and front wheel walker proficiency - may be unsafe until ACL 5.2. Poor awareness of surface properties of floor/ground.

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

Order: 503-329-4102

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FALL PREVENTION PRECAUTIONS

CARE PROVIDER'S ROLE

- | | |
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| <ul style="list-style-type: none"> • CHECK TUB/SHOWER SAFETY FOR INDEPENDENT USE – NONSKID SURFACE, SUPPLIES WITHIN SAFE REACH | <ul style="list-style-type: none"> • Care provider to provide daily assistance: <ul style="list-style-type: none"> ○ Bills and money management ○ Compliance with special diet ○ Know medication side effects ○ Monitor safe use of stove, iron, microwave oven ○ Monitor pantry supplies – reorder medications ○ Plan for emergencies (power outage, storms) |
| <ul style="list-style-type: none"> • KEEP FLOORS AND STAIRS CLEAR OF CLUTTER | <ul style="list-style-type: none"> • Do not leave alone to supervise child or pet |
| <ul style="list-style-type: none"> • PROVIDE HAND RAILS ON BOTH SIDES OF STAIRS | <ul style="list-style-type: none"> • Avoid written or diagrammed instructions – repetitive training needed |
| <ul style="list-style-type: none"> • SUPERVISE WALK AIDS ON UNEVEN SURFACES | <ul style="list-style-type: none"> • Keep instructions simple – no understanding of abstract medical concepts |
| <ul style="list-style-type: none"> • REMOVE LOOSE OR UNSAFE SHOES | <ul style="list-style-type: none"> • Demonstrate new tasks step by step |
| <ul style="list-style-type: none"> • REMOVE LONG GARMENTS – CHECK DAY & NIGHT CLOTHES WITH WALKER USE (bend forward clothes may drag) | <ul style="list-style-type: none"> • Watch for person's tendency to alter routine, cooking ingredients or position without regard to consequences |
| <ul style="list-style-type: none"> • ANTICIPATE SEASONAL HAZARDS (ice, moss, wet leaves, glare) | <ul style="list-style-type: none"> • Watch for person's tendency to adjust equipment without understanding of secondary effects (posture/edema/strain) |
| <ul style="list-style-type: none"> • PROVIDE QUALITY LIGHT – LAYERED TO TASK, NO GLARE | <ul style="list-style-type: none"> • Person may understand visible hazards when explained |
| <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"> • Use repetition of same steps to teach new devices |

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