

ACL AT A GLANCE – Beginner’s Tips

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Score must be established by ACL trained clinician

MEMORIZE NEW STEPS – ACL 4.8

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

LIVE ALONE WITH DAILY CHECK

FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<p>Does not anticipate safety hazards</p>	<p>Anticipate safety hazards – do not distract during complex or high risk tasks (transfers, safety equipment use)</p>	<p>Learns safety precautions <u>inflexibly</u> - does not anticipate secondary effects</p>
<ul style="list-style-type: none"> • Knows goal of activity, scans environment, beginning use of lists and memorization of new steps. • Follows new steps <u>very rigidly</u>. • Not able to multitask 	<ul style="list-style-type: none"> • Special learning needs (learning and retention is difficult): <ul style="list-style-type: none"> ○ Rigidly matches new steps ○ Needs others to verify results ○ Errors likely with written information ○ Needs simple, one step sentence units ○ Unable to use diagrams or illustrations (uses sample or demonstration) ○ Unable to understand abstractions – provide concrete information 	<ul style="list-style-type: none"> • Anticipate learning needs (new equipment, new exercise program, new medication regime, new self care technique) • Help family and care providers structure learning as indicated in “Best Approach” • Anticipate emergency needs and train in use of emergency procedure (create simple, concrete process that can be followed inflexibly)
<ul style="list-style-type: none"> • Processing speed slow, but within normal limits – <u>person cannot hurry</u> 	<ul style="list-style-type: none"> • Care provider must set up schedule to refill medications and anticipate problems or changes (illness, vacation) 	<ul style="list-style-type: none"> • <u>Show</u> how loss of strength, coordination, sensation, range of motion or balance impact activities and safety
<ul style="list-style-type: none"> • Able to set up and rigidly follow own schedule & a weekly plan for balanced or special diet with frequent checks by care provider 	<ul style="list-style-type: none"> • Use a check list as a memory aid to improve new task success 	<ul style="list-style-type: none"> • Check ability to use written directions for exercises and medication set up
<ul style="list-style-type: none"> • May be slow to use new equipment or new number in emergency 	<ul style="list-style-type: none"> • Provide help in using subcategories in phone directory 	<ul style="list-style-type: none"> • Help to establish and use memory aids
<ul style="list-style-type: none"> • Able to notify care provider when supplies are low 	<ul style="list-style-type: none"> • Allow extra time manage wheelchair in small spaces – assist in problem solving 	<ul style="list-style-type: none"> • Teach safety sequence in consistent manner (nose over toes)
<ul style="list-style-type: none"> • Telephone use: adjusts to changes or numbers with difficulty 		<ul style="list-style-type: none"> • Anticipate problems associated with managing time, amount and type of medications

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

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PAGE 2

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FALL PREVENTION PRECAUTIONS

- REMOVE FLOOR AND STAIR CLUTTER
- REPAIR STEPS, HAND RAILS, FLOORING INSIDE AND OUTSIDE
- PROVIDE RAILS BOTH SIDES OF STAIRS
- ANTICIPATE SEASONAL CHANGES – ICE, LEAVES, SHADOWS
- SUPERVISE USE OF WALK AIDS ON UNEVEN SURFACES
- PROVIDE GRAB BARS IN BATHROOM – NO USE OF GRAB BARS AS TOWEL RACK
- MAINTAIN QUALITY LIGHTING – LAYERED FOR TASK, NO GLARE
- MONITOR MEDICATIONS THAT CONTRIBUTE TO FALLS. MORE THAN 4 = FALLS

CARE PROVIDER’S ROLE

- Care provider to **check daily**:
 - Monitor special diets, oversee food purchases and preparation
 - Monitor safe use of iron and stove
 - Reorder medications, fill mediset – oversee compliance
 - Monitor safety, problem solve, verify results, anticipate hazards
 - Anticipate travel needs
 - Supervise safety precautions until learned
 - Teach safety precautions with new equipment through repetition of SAME steps
 - Apply safety precautions to new situations
 - Anticipate secondary effects of adaptive equipment
 - Supervise cleaning/maintenance of splints and equipment
- Games and check lists will improve rote memory
- Provide written or verbal directions with associated demonstration
- May be unsafe to drive – slow to respond to quick movements

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