

# ACL AT A GLANCE – Beginner’s Tips

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## LEARN TO IMPROVE THE EFFECTS OF ACTIONS – ACL 5.0

Ability to learn **new tasks** similar to 7 - 10 year old child

LIVES ALONE WITH WEEKLY CHECK

FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<ul style="list-style-type: none"> <li>• <b>Safety risks due to inflexible pace, instruction errors, limited social skills, poor organization</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Supervise safety precautions – may be inconsistent</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Test ability to use 411 and 911 (may confuse use)</b></li> </ul>
<ul style="list-style-type: none"> <li>• Inflexible pace – mistakes result if expected to rush</li> </ul>	<ul style="list-style-type: none"> <li>• Do not rush or expect person to vary pace</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Check consistency with safety precautions</b></li> </ul>
<ul style="list-style-type: none"> <li>• Brief attention to written directions – misses steps or problems</li> </ul>	<ul style="list-style-type: none"> <li>• Be a coach - consider and anticipate potential hazards, encourage to comply with exercise instructions (can be impulsive)</li> </ul>	<ul style="list-style-type: none"> <li>• Teach care providers: pace needs, social limits, learning needs, impulsivity</li> </ul>
<ul style="list-style-type: none"> <li>• Self centered - poor awareness of limited social and cognitive skills</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid power struggles, ignore or accept blame with grace</li> </ul>	<ul style="list-style-type: none"> <li>• Test abilities: to use yellow page subcategories, to consider other people’s needs, budget, time zones.</li> </ul>
<ul style="list-style-type: none"> <li>• Normal speech, but socially limited – will miss subtle cues</li> <li>• Values personal rights and dignity – defends self by blaming others</li> </ul>	<ul style="list-style-type: none"> <li>• Be patient and gentle when person feels their rights and dignity are challenged – model compassion and understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce self reflection – ask “<i>how did you do with ... (task)</i>” – build on awareness of “improving the effects of actions” (ACL 5.0)</li> </ul>
<ul style="list-style-type: none"> <li>• Unable to draw conclusions from problems or directions</li> </ul>	<ul style="list-style-type: none"> <li>• Supervise medication for internal or abstract side effects (balance, endurance)</li> </ul>	<ul style="list-style-type: none"> <li>• Choose adaptive equipment based on ACL level and mode – test safe use</li> </ul>
<ul style="list-style-type: none"> <li>• Poorly organized home, leaves tedious tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Provide sample with instructions – tenuous use of written instructions</li> <li>• Provide concrete examples – avoid medical explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Test ability to follow medication schedule, may not follow through accurately with timing, may stop use.</li> </ul>
<ul style="list-style-type: none"> <li>• Manages by trial and error</li> </ul>	<ul style="list-style-type: none"> <li>• Allow trial and error for motor actions, not aware of surface properties (wrinkle, dirt, shine etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce 3 D samples for sewing and manufacturing – vocational rehab skills</li> </ul>
<ul style="list-style-type: none"> <li>• Poor money management</li> </ul>	<ul style="list-style-type: none"> <li>• Supervise money &amp; home management</li> </ul>	<ul style="list-style-type: none"> <li>• Help structure time/space management (make concrete)</li> </ul>

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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LIVES ALONE WITH WEEKLY CHECK

#### FALL PREVENTION PRECAUTIONS

#### CARE PROVIDER’S ROLE

- INSTALL NONSKID STRIPS IN SHOWER
- PREVENT WALKING ON WET/SLIPPERY SURFACES, SUPERVISE USE OF WALKING AID
- REMOVE CLUTTER AND FLOOR/STAIR TRIP HAZARDS
- REPAIR STAIRS, THRESHOLDS, SIDE WALKS
- PROVIDE QUALITY LIGHTING – NO GLARE, LAYERED TO TASK
- SUPERVISE BALANCE WHEN ILL
- MONITOR FALL RISK MEDICATIONS
- CHECK MEDICATIONS FOR FALL RISK. MORE THAN 4 MEDICATIONS OF ANY KIND = FALLS

- Person may live alone with weekly check
- NOTE: Person sounds “normal”, but lacks appropriate social skills (interrupts, loud or rude comments)
- Care provider/coach:
  - Anticipate or help solve social conflicts
  - Monitor, maintain use and cleaning of adaptive equipment
  - Anticipate consequences of actions on safety
  - Monitor compliance with special diet or medications
  - Monitor food and medication supply
  - Monitor transfers and exercise program
  - Plan and prioritize future events and arrangements
  - Help establish job with support and coaching
  - Monitor power tools, flammable or toxic materials, knives, saws, glue gun, stove and iron
  - Do not allow to supervise pet or child
  - Turn off appliances if power fails, replace fuses
  - Turn off outside water during freeze
  - Supervise smoking (bed, ash) maintain smoke detector
  - Show how to do a new activity

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