

# ACL AT A GLANCE – Beginner’s Tips

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## IMPROVE THE FINE DETAILS OF ACTIONS – ACL 5.2

Ability to learn **new tasks** similar to 11-13 year old child

LIVES ALONE WITH WEEKLY CHECK

FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<ul style="list-style-type: none"> <li>• Impulsive (takes trips without notice, does not plan route or take needed supplies)</li> </ul>	<ul style="list-style-type: none"> <li>• May confuse drug effects, side effects and mental disorder – question carefully with concrete examples</li> </ul>	<ul style="list-style-type: none"> <li>• Provide concrete examples to teach safety instructions and exercise program, avoid abstract medical explanations</li> </ul>
<ul style="list-style-type: none"> <li>• Not likely to store food for efficient use of to prevent spoilage/infestations</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor pantry for food spoilage and storage</li> </ul>	<ul style="list-style-type: none"> <li>• Establish trust then role play social cooperation</li> </ul>
<ul style="list-style-type: none"> <li>• Scans written directions – will choose sample over directions, may be misled by sample</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate communication about plans – include details of route, supplies and needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Create structures to support healthy function. Example: check list prior to trips</li> </ul>
<ul style="list-style-type: none"> <li>• Not likely to vary pace</li> <li>• Talks and works at the same time</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor tasks involving instructions – provide clear and accurate sample</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate feedback re: use of samples – ask how they think they did with task, what could be improved</li> </ul>
<ul style="list-style-type: none"> <li>• Not likely to consider needs of others or other people’s views (self centered) – may grab and kiss</li> </ul>	<ul style="list-style-type: none"> <li>• Structure activity to allow for inability to vary pace</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate activities that need a variable place and problem solve how person can cope with these situations</li> </ul>
<ul style="list-style-type: none"> <li>• Person is blunt and insensitive with extreme attitudes (loves or hates)</li> </ul>	<ul style="list-style-type: none"> <li>• Model consideration of other people’s needs and values, introduce concept of “view point”. Provide strong “boundaries” when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide adaptive equipment according to ACL level and mode</li> </ul>
<ul style="list-style-type: none"> <li>• Aware of surfaces (sandy, wrinkled) applies fine motor skills to new tasks, notices and adjusts small parts</li> </ul>	<ul style="list-style-type: none"> <li>• Model patience and tolerance</li> </ul>	<ul style="list-style-type: none"> <li>• Learns new transfer techniques and makes postural adjustments – standby for impulsivity</li> </ul>
<ul style="list-style-type: none"> <li>• Oriented to hour/day/year/news</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest use of alarms, calendar, bus schedule, memory aids</li> </ul>	<ul style="list-style-type: none"> <li>• Assemble kits of dissimilar objects, cleans while working</li> </ul>
<ul style="list-style-type: none"> <li>• Uses inside of drawers/cabinets</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to use awareness of surface properties (iron, clean, repair)</li> </ul>	<ul style="list-style-type: none"> <li>• Try 3D diagram sample</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

- KEEP FLOOR/WALKWAYS/STAIRS DRY, CLEAN AND FREE OF CLUTTER
- SUPERVISE BALANCE WHEN ILL
- TRAIN IN FALL PREVENTION TECHNIQUES
- REPAIR STAIRS, THRESHOLDS, SIDE WALKS
- PROVIDE QUALITY LIGHTING – NO GLARE, LAYERED TO TASK
- SUPERVISE MEDICATIONS THAT MAY CONTRIBUTE TO FALLS
- MONITOR FALL RISK MEDICATIONS. MORE THAN 4 OF ANY KIND = FALLS

- Person may live alone with weekly check
- Person’s focus is on surface properties and primary use of tools – may be misled by samples
- Weekly checks for:
  - Help with finances – weekly and long term
  - Monitor credit card use
  - Monitor impulse shopping
  - Supervise special diet and medication compliance – explain consequences of noncompliance
  - Report medication side effects to physician
  - Check medication and food supplies
  - Supervise compliance with exercise program
  - Supervise safe transfers and restrictions
  - Supervise safe use of adaptive equipment
  - Maintain equipment
  - Monitor power tools, flammable or toxic substances, stove, iron
  - Anticipate environmental, emergency or social hazards
  - Provide problem solving assistance
  - Prioritize and plan needs
  - Set up with job coach
  - Do not allow to supervise child or pet
  - Post notes as reminders
  - Allow extra time to get information from reading
  - Show how to do new activities

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