

ACL AT A GLANCE – Beginner’s Tips

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Score must be established by ACL trained clinician

ENGAGE IN SELF DIRECTED LEARNING – ACL 5.4

Ability to learn **new tasks** similar to 14-16 year child

LIVES ALONE AND WORKS

FUNCTIONAL CHARACTERISTICS	BEST APPROACH	ROLE OF THERAPY
<ul style="list-style-type: none"> • May not be able to override impulses (labeled as having poor judgment) 	<ul style="list-style-type: none"> • Avoid power struggles – stay calm, model patience, establish ground rules and natural consequences 	<ul style="list-style-type: none"> • Check ability to accurately use 911 and 411
<ul style="list-style-type: none"> • May be labeled as “difficult” – “manages” others to suit their needs (manipulates or criticizes to control other people) 	<ul style="list-style-type: none"> • Person will try to adjust their behavior in response to severe reprimand – limit the need to take that approach 	<ul style="list-style-type: none"> • Check ability to accept medications role in reducing symptoms of mental illness
<ul style="list-style-type: none"> • Prone to power struggles 	<ul style="list-style-type: none"> • Break tedious task into small parts, make task fun (turn on up beat music) 	<ul style="list-style-type: none"> • Check ability to use sub categories of telephone yellow pages (other references)
<ul style="list-style-type: none"> • Uses ultimatums & is self centered, blames others (but less than ACL 5.2) 	<ul style="list-style-type: none"> • Encourage abilities: able to mentally shift between parts and wholes to improve product appearance or conserve materials 	<ul style="list-style-type: none"> • Check ability to consider other people’s needs, time limits, budget, etiquette
<ul style="list-style-type: none"> • Can briefly vary pace, but cannot maintain 	<ul style="list-style-type: none"> • Encourage abilities: able to use written directions with clear visual cues 	<ul style="list-style-type: none"> • Check ability to accurately report medication effects or treatments
<ul style="list-style-type: none"> • If work space becomes crowded will move to a new space instead of stacking 	<ul style="list-style-type: none"> • Encourage abilities: able to chunk tasks to increase efficiency – able to classify similar objects 	<ul style="list-style-type: none"> • Encourage self directed learning
<ul style="list-style-type: none"> • Not likely to retain abstract concepts 	<ul style="list-style-type: none"> • Encourage abilities: able to use fine motor coordination in small spaces 	<ul style="list-style-type: none"> • Check ability to conform to plan for medications or treatment advice
<ul style="list-style-type: none"> • Not likely to complete tedious cleaning tasks 	<ul style="list-style-type: none"> • Encourage abilities: able to clean in small corners 	<ul style="list-style-type: none"> • Check understanding of medical concepts
<ul style="list-style-type: none"> • Not able to anticipate or plan 	<ul style="list-style-type: none"> • Encourage abilities: able to rearrange work space to improve use & control mess in work space 	<ul style="list-style-type: none"> • Match adaptive equipment to ACL level and mode
<ul style="list-style-type: none"> • Not able to follow food budget 	<ul style="list-style-type: none"> • Encourage abilities: able to search in closet, cabinets, drawers 	<ul style="list-style-type: none"> • Review and anticipate planning needs, provide guidance or template

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

CARE PROVIDER’S ROLE

- ANTICIPATE HAZARDS
- CONSIDER SEASONAL CHANGES (ice, leaves, glare)

- Assistance needed:
 - Monitor credit card use
 - Maintain equipment
 - Supervise food storage
 - Anticipate hazards
 - Consider consequences when equipment used in new way (safety, risk of damage to equipment)
 - Oversee tedious tasks that may be neglected
 - Check treatment compliance, demonstrate consequence of noncompliance in concrete terms
 - Problem solve social problems and relationships to avoid power struggles
 - Read labels of new products – consider shrinkage, quality, safety concerns
 - Explain budget limits, safe food preparation and storage
 - Supervise safe use of extension devices (reacher)
 - Supervise consequences of altering exercise regime (injury, exhaustion, overheating)
 - Anticipate exercise needs for weather (hydration etc)
 - Plan for travel or emergency needs

- REPAIR STAIR RAILINGS, STEPS, SIDE WALK
- MONITOR FALL RISK MEDICATIONS. MORE THAN 4 OF ANY KIND = FALLS

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