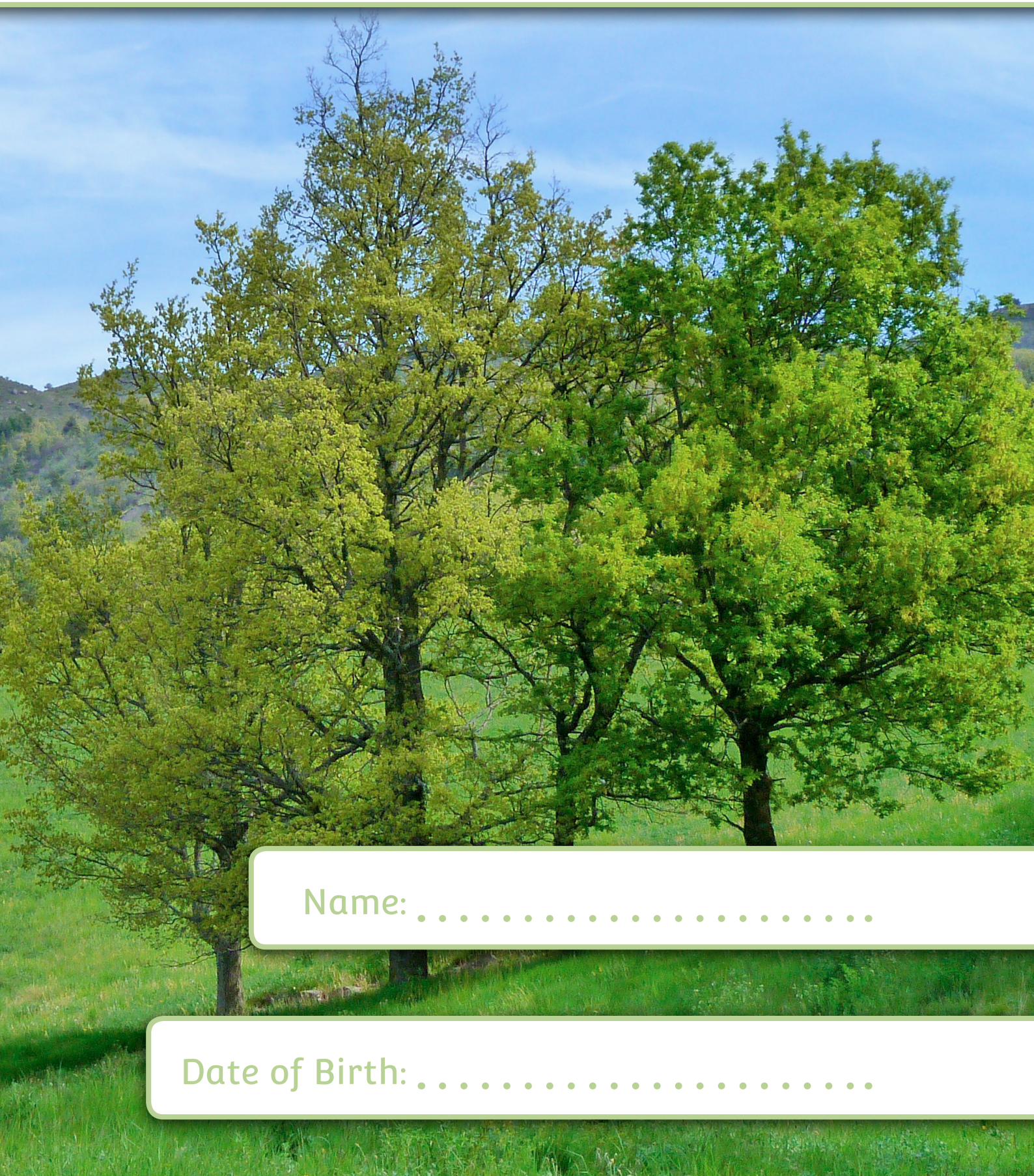
Jackie Pool

The PAL© Guide



Name: . . . . . .

Date of Birth: . . . . . .

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Welcome to

The PAL Guide©

I am Jackie Pool, an Occupational Therapist with 30 years' experience in supporting people and families who are living with dementia. As part of my work, I developed the PAL Instrument which is a reliable and valid tool that is used around the world in Hospitals, Care Homes and other care settings

Because of advances in our use of technology, I am delighted to now be able to provide it to you in this comprehensive electronic format that describes how to support an individual at their level of ability as revealed by your completion of the PAL Checklist.

The PAL Guide is in a writable PFD format, which means that you can enter into each of the relevant boxes, personalised details about me's preferences, routines and likes or dislikes.

Please do get in touch with me if you have any questions, comments or would like to share how you have used the this electronic version of the PAL Instrument: Jackie.pool@jackiepoolassociates.org

Best wishes,

Jackie Pool

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Bathing, Showering & Washing

Favourite Toiletries

Bathing Likes & Dislikes

Preferred Routine

My Likely Abilities

Can bathe, shower or wash following usual routines and in familiar surroundings.

Enjoys the experience of bathing, washing or showering more than the end result of being clean.

Can complete the bathing, showering or washing activity if it is broken down into 2-3 step stages.

My Likely Limitations

May not have the end result of getting clean in mind when bathing, showering or washing.

May not recognise when the bathing, showering or washing activity is necessary or when it is completed.

Relies on cues such as labels on toiletry bottles.

Care Givers Role

- Enable me to enjoy the sensation of bathing/showering/washing rather than focusing on getting clean.
- Ensure that bathing items are on view and that containers are clearly labelled.
- Have attractive objects around the bath (such as unusual oil bottles or shells) and encourage me to discuss and explore them.
- Keep directions simple and understandable.
- Suggest that I have a bath/shower/ wash if it is not initiated by me
- Break down the activity into manageable steps:
  - Suggest that I gather together items such as soap, shampoo, cloth and towels.
  - Suggest that I fill the bath or washbasin or turn on the shower
  - When I am in the bath/shower or at the washbasin, suggest that I rinse and soap my upper body
  - When this is accomplished suggest that I soap and rinse my lower body.

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Supporting Me

Position of Objects: Ensure that toiletries and towels are in my line of vision.

Verbal Directions: Explain each step of the activity using short simple sentences.

Repeat the directions if I am struggling to recall the guidance.

Demonstrated Directions: Break the activity into 2-3 steps at a time.

Activity Characteristics: The goal of bathing/showering or washing is achieved by enjoying an element of creativity and spontaneity.

Environmental Tips

Colour contrasting objects help a person with perceptual difficulties (and visual difficulties) to recognise them. Coloured towels and soap are easier to see against a white or pale background

A plain floor helps a person with perceptual difficulties to be able walk on it. Patterns and lines, such as on tiled flooring, can create visual barriers.

A coloured toilet seat can help a person with perceptual difficulties (and visual difficulties) to be able to recognise the toilet bowl against the background of the pedestal and a pale floor. This can reduce 'missing the target' and falls

Removing clutter on shelves will help a person with perceptual problems to be able to find objects

Even lighting that reduces shadows helps a person with perceptual problems to make sense of the floor surface.

Reduced glare from windows or strong lighting on polished surfaces helps a person to be able to recognise objects and move more safely

Bath games, such as mini-basketball or target games will add to the creative enjoyment of bathing

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Getting Dressed

Favourite Garments

Grooming Likes & Dislikes

Preferred Routine

My Likely Abilities

Can get dressed if following usual routines and in familiar surroundings.

Enjoys the experience of choosing clothing and accessories more than the end result of being dressed.

Can complete the dressing activity if it is broken down into 2-3 step stages.

My Likely Limitations

May not have the end result of getting dressed in mind when starts to carry out the activity.

May not recognise the need to get dressed or to change clothing.

Relies on cues such as labels on drawers and grooming items on view.

Care Givers Role

- Encourage discussion about the clothing to be worn for the day: is it suitable for the weather or the occasion? Is it a favourite item?
- Spend time colour matching items of clothing and select accessories.
- Break down the activities into manageable chunks:
  - help me to lay the clothes out in order so that underclothing is at the top of the pile.
  - talk me through the activity – 'put on your underclothes'. 'Now put on your dress and cardigan' or 'Now put on your trousers and shirt'.
- Encourage me to check the final results in a mirror.

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Supporting Me

Position of Objects: Ensure that clothes are in my line of vision.

Verbal Directions: Explain each step of the activity using short simple sentences.

Repeat the directions if I am struggling to recall the guidance.

Demonstrated Directions: Break the activity into 2-3 steps at a time.

Activity Characteristics: The goal of getting dressed is achieved by enjoying an element of creativity and spontaneity.

Environmental Tips

Colour contrasting objects help a person with perceptual difficulties (and visual difficulties) to recognise them. Lined drawers with white or pale paper can make objects more visible. Group clothing by colour in the wardrobe.

A coloured chair seat or bed cover can help a person with perceptual difficulties (and visual difficulties) to be able to recognise where they are to sit against the background of the floor. This can reduce 'missing the target' and falls

Even lighting that reduces shadows helps a person with perceptual problems to make sense of the floor surface. Lighting inside the wardrobe can make it easier to find clothing

Reduced glare from windows or strong lighting on polished surfaces helps a person to be able to recognise objects and move more safely

Removing clutter on shelves will help a person with perceptual problems to be able to find objects

Taking time to choose colours and textures will add to the creative enjoyment of getting dressed

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Dining

Favourite Food & Drink

Dining Likes & Dislikes

Preferred Routine

My Likely Abilities

Can make a snack or a drink following usual routines and in familiar surroundings.

Can choose what to eat or drink from a small selection of options

Enjoys the social and sensory experience of dining

Can complete the food preparation activity if it is broken down into 2-3 step stages.

My Likely Limitations

May not have the end result of the finished dish in mind while preparing it.

May not recognise when the food preparation activity is completed.

Relies on cues such as labels on cupboards and drawers and frequently used items out on view.

Care Givers Role

- Store crockery and cutlery in view and encourage me to select own tools for food preparation and for dining.
- Offer me food using simple choices.
- Create a social atmosphere by using music and by prompting conversation.
- Break down the activities into manageable chunks:
  - Offer me cutlery that I can manage
  - Enable me to focus either on eating or on conversation rather than trying to do both at the same time
- During conversation, encourage me to notice and enjoy the table décor and background music.

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Supporting Me

Position of Objects: Ensure that cutlery, crockery and condiments are in my line of vision.

Verbal Directions: Explain each step of the activity using short simple sentences.

Repeat the directions if I am struggling to recall the guidance.

Demonstrated Directions: Break the activity into 2-3 steps at a time.

Activity Characteristics: The goal of dining is achieved by enjoying an element of creativity and spontaneity.

Environmental Tips

Colour contrasting objects help a person with perceptual difficulties (and visual difficulties) to recognise them. A colourful plate on a contrasting cloth or place mat can create a contrast between the table, the plate and the food

A coloured chair seat can help a person with perceptual difficulties (and visual difficulties) to be able to recognise where they are to sit against the background of the floor. This can reduce 'missing the target' and falls

Red can stimulate appetite so can be used for a table cloth, table mat or a plate.

Even lighting that reduces shadows helps a person with perceptual problems to make sense of the floor surface.

Reduced glare from windows or strong lighting on polished surfaces helps a person to be able to recognise objects.

Removing clutter on the table will help a person with perceptual problems to be able to find objects

A nicely set table will cue the person to the dining activity

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Engaging with Others

Favourite Topics

Equipment Needs (hearing aid etc.)

My Likely Abilities

Can join in conversation of others

Can use simple language skills

Can find spectacles or hearing aid if out on view

My Likely Limitations

May not be able to find words for names of things or people

May not be able to understand complex or fast pace conversation.

May only be able to understand concrete 'here and now' topics and may not be able to use reasoning to make or understand predictions

May go off the topic

May not look in usual familiar places for spectacles or hearing aid

Care Givers Role

- Enable me to take part in conversation topics.
- Encourage me to enjoy a conversation; assist me with word finding and 'go with the flow' of my conversational topics
- Keep language simple and paced to suit my ability

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Supporting Me

Position of Objects: Ensure that I can see the person that I am talking to

Verbal Prompts Initiate conversation rather than waiting for me to do so. Repeat key words with extra tone to give emphasis if I am struggling to follow the conversation.

Support me to replace naming words with descriptions of the object's use or the persons features, job etc

Visual Prompts: Stimulate me to engage in conversation by starting it, using tangible and visible cues as prompts (the weather, clothing or items of jewellery, personal objects). Make good use of your body language (smiling, nodding).

Activity Characteristics: The goal of interacting with others is achieved by being spontaneous and creative.

Environmental Tips

Good lighting can help in seeing each other's faces so aiding meaning and understanding

Placing yourself in the line of vision by sitting or standing so as to be in the same position is helpful

Use items to stimulate conversation: 'that's a nice jumper", 'what a lovely watch', 'this is interesting' etc

Remove distractions so that it is easier to attend to the conversation – turn off the television or radio

Ensure that hearing aids are in, clean and switched on – and that batteries are working

Ensure that spectacles are on and clean

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Engaging in Leisure Activities

Favourite hobbies, interests and pastimes

My Likely Abilities

Can carry out very familiar activities in familiar surroundings.

Enjoys the experience of doing an activity more than the end result.

Can carry out more complex activities if they are broken down into 2-3 step stages.

My Likely Limitations

May not have an end result in mind when starts an activity.

May not recognise when the activity is completed.

Relies on cues such as diaries, newspaper, lists and labels.

Care Givers Role

- To enable me to experience the sensation of doing the activity rather than focusing on the end result.
- To break the activity into manageable chunks.
- To keep directions simple and understandable.
- To approach and make first contact as it is rarely initiated by me.

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Supporting Me

Position of Objects: Ensure that equipment and materials are in my line of vision.

Verbal Directions: Explain steps in the activity using short simple sentences. Avoid using connecting phrases such as “and”, “but”, or “therefore”. Also avoid using prepositions such as ‘in’, ‘by’ or ‘for’.

Repeat the key directions if I am struggling to recall the guidance.

Demonstrated Directions: Break the activity into 2-3 steps at a time and show me each stage.

Working with Others: Others must approach me and suggest the activity.

Activity Characteristics: There is no pressure to perform to a set of rules, or to achieve an end result. There is an element of creativity and spontaneity.

Suitable Leisure Activities

Identify an activity of interest to me based on knowledge of my interests, career, home life, etc., or select one of the activities suggested below as a starting point.

Outings, newspaper discussions, exercise activities, art/craft, food tasting, board games, computer games, reminiscence objects, conversation, cooking, gardening, DIY, flower arranging

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Personal Activity Plan

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