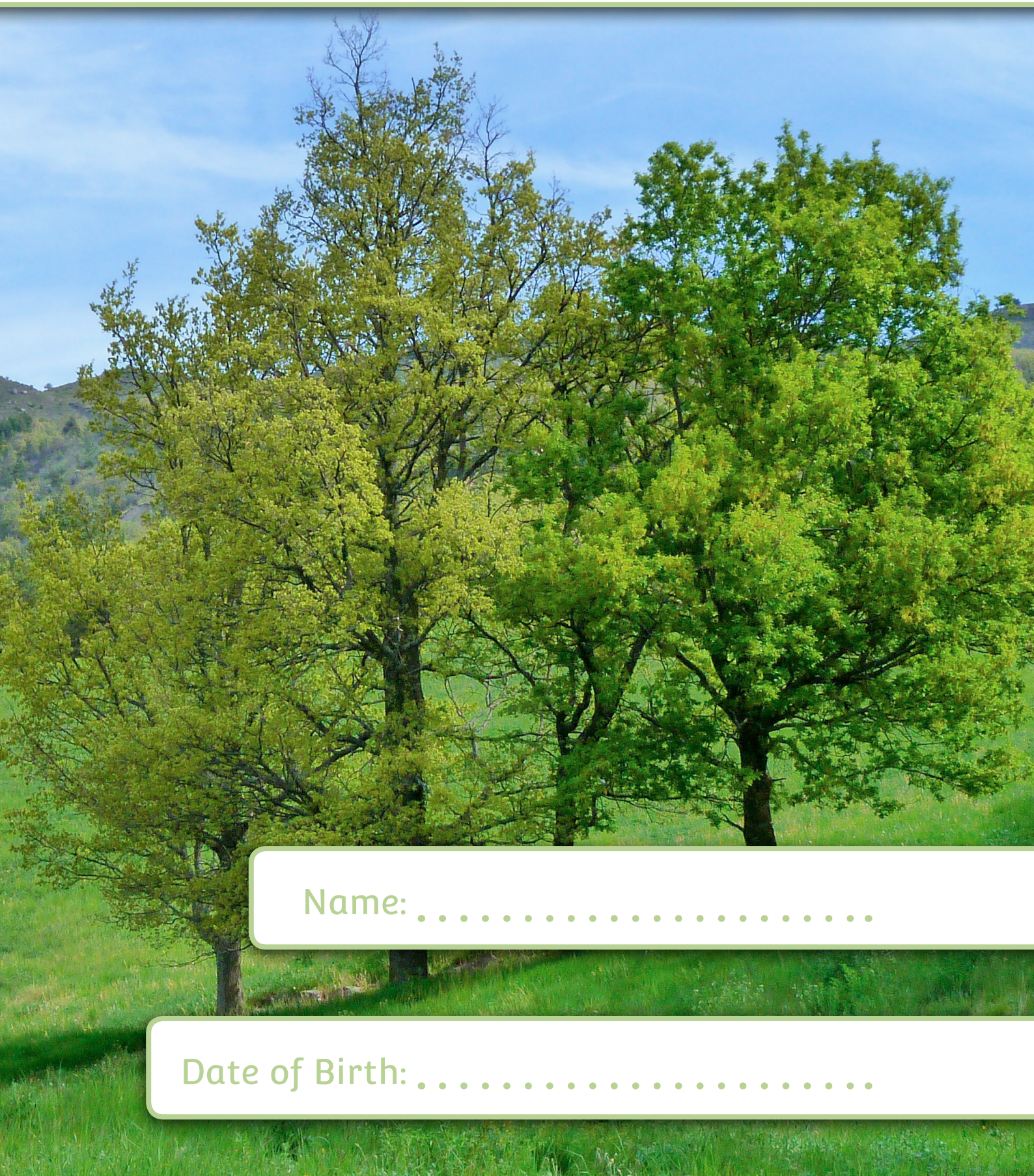
Jackie Pool

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 explore different ways of bathing, showering or washing.

Can work towards completing getting bathed, washed or showered.

Can look in obvious places for any toiletries, towels etc.

My Likely Limitations

May need the suggestion to have a bath, shower or wash

May not be able to solve problems that arise, such as over filling the bath or a blocked drain.

May not be able to understand complex sentences.

May not search beyond the usual places for toiletries or towels

Care Givers Role

- Enable me to take control of having a bath/shower or getting washed and master the steps involved.
- Encourage me to initiate and complete the steps of the bathing or washing activity
- Encourage me to plan when I will have the bath, to draw the water or to turn on the shower and to select toiletries from the usual cupboard or shelf.
- Encourage me to release the water afterwards and to wipe the bath/ shower unit or washbasin.
- Be on 'stand-by' to help me to solve problems as they arise

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Supporting Me

Position of Objects: Ensure that toiletries and towels are in their usual, familiar places.

Verbal Directions: Repeat the directions if I am struggling to recall the guidance. Encourage me to solve problems encountered through gentle prompts.

Demonstrated Directions: Show me how to avoid possible errors. If problems cannot be solved independently then demonstrate the solution. Encourage me to then copy.

Activity Characteristics: The goal of bathing/showering or washing is achieved by following a familiar routine.

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

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

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

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Getting Dressed

Favourite Garments

Grooming Likes & Dislikes

Preferred Routine

My Likely Abilities

Can plan and decide what to wear.

Can work towards completing getting dressed

Can look in obvious places for clothing, jewellery, comb, make-up etc.

My Likely Limitations

May not be able to solve problems that arise.

May not be able to understand complex sentences.

May not search beyond the usual places for clothing, accessories or grooming items

Care Givers Role

- Enable me to take control of getting dressed, to make choices and to master the steps involved.
- Encourage me to plan what to wear and to select my own clothes from the wardrobe/cupboards.
- Encourage me to put on my own clothes; be available to assist me if required.
- Point out labels on clothing to help me orientate the back from the front.
- Encourage me to attend to grooming such as brushing hair, putting on makeup and cleaning shoes
- Be on 'stand-by' to help me to solve problems as they arise

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Supporting Me

Position of Objects: Ensure that clothes are in their usual, familiar places.

Verbal Directions: Repeat the directions if I am struggling to recall the guidance. Encourage me to solve problems encountered through gentle prompts.

Demonstrated Directions: Show me how to avoid possible errors. If problems cannot be solved independently then demonstrate the solution. Encourage me to then copy.

Activity Characteristics: The goal of getting dressed is achieved by following a familiar routine.

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

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Dining

Favourite Food & Drink	Dining Likes & Dislikes	Preferred Routine
.....	.....	.....
.....	.....	.....
.....	.....	.....

My Likely Abilities

Can plan and decide what to eat or drink

Can work towards making a meal, laying the table and dining

Can look in obvious places for any ingredients and equipment

Can follow a written recipe

My Likely Limitations

May not be able to solve problems that arise.

May not be able to understand complex sentences.

May not search beyond the usual places for ingredients or equipment

Care Givers Role

- Enable me to take control of the dining activity, to make choices and to master the steps involved.
- Encourage me to choose when and what to eat.
- Encourage me to prepare meals and to lay the dining table with cutlery, crockery and condiments from the usual cupboards and drawers.
- Encourage me to clear away afterwards.

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Supporting Me

Position of Objects:	Ensure that table items are in their usual, familiar places.
Verbal Directions:	Repeat the directions if I am struggling to recall the guidance. Encourage me to solve problems encountered through gentle prompts.
Demonstrated Directions:	Show me how to avoid possible errors. If problems cannot be solved independently then demonstrate the solution. Encourage me to then copy.
Activity Characteristics:	The goal of dining is achieved by following a familiar routine.

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

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

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Engaging with Others

Favourite Topics

Equipment Needs (hearing aid etc.)

My Likely Abilities

Can produce ideas for topics of conversation

Can follow conversation of others if in context and not ambiguous

Can look in obvious places for spectacles or hearing aid

My Likely Limitations

May not be able to solve problems that arise.

May not be able to understand complex sentences.

May not be able to understand topics that are out of context or that have 'double meanings'

May not search beyond the usual places for spectacles or hearing aid

Care Givers Role

- Enable me to initiate conversation topics.
- Encourage me to continue a conversation; assist with word finding or keeping to the topic, if required.
- Be on 'stand-by' to help me to solve problems as they arise

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Supporting Me

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

Verbal Prompts Repeat sentences if I am struggling to recall the topic. Encourage me to word find through gentle prompts rather than filling in the word for me.

Visual Prompts: Encourage me to engage in the conversation by showing you are interested and by allowing time for me to find the words and for understanding your speech

Activity Characteristics: The goal of interacting with others is achieved by following a familiar routine.

Environmental Tips

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

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

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 explore different ways of carrying out an activity.

Can work towards completing an activity with a tangible result.

Can look in obvious places for any equipment.

My Likely Limitations

May not be able to solve problems that arise.

May not be able to understand complex sentences.

May not search beyond the usual places for equipment.

Care Givers Role

- To enable me to take control of the activity and master the steps involved.
- To encourage me to initiate social interactions.
- To be on 'stand-by' to help me to solve problems as they arise

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Supporting Me

Position of Objects: Ensure that equipment and materials are in their usual, familiar places.

Verbal Directions: Explain activity using short sentences by avoiding using connecting phrases such as “and”, “but”, “therefore”, or “if”.

Allow time for me to respond.

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

Encourage me to solve problems encountered through gentle prompts.

Demonstrated Directions: Show me how to avoid possible errors.

If problems cannot be solved independently then demonstrate the solution. Encourage me to then copy.

Working with Others: I am able to make decisions about the activity and should be encouraged and be given opportunity to initiate ideas

Activity Characteristics: There is a goal or end product, with a set process, or “recipe”, to achieve it.

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.

Ensure the activity you select is not overly complex.

I will be motivated by an element of competition with others.

Memory games, newspapers, exercise activities, art/craft, board games, computer

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Personal Activity Plan

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