



PAL INSTRUMENT

POWERED BY  Quality Compliance Systems

Sensory Activity Level Guide



Name:

Date of Birth:

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Welcome to The PAL Guide

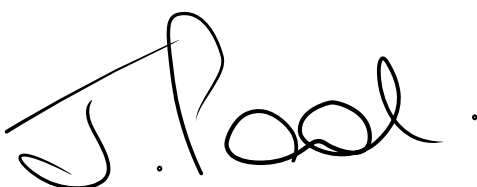
I am Jackie Pool, an Occupational Therapist with over 35 years' experience in supporting people and families who are living with dementia. As part of my work, I developed the PAL Instrument which is a reliable and valid tool that is used around the world in Hospitals, Care Homes and other care settings

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 PDF format, which means that you can enter into each of the relevant boxes, personalised details about the person'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@qcs.co.uk

Best wishes,



Jackie Pool



Bathing, Showering & Washing

Favourite Toiletries

Bathing Likes and Dislikes

Preferred Routine

My Likely Abilities

Is likely to be responding to bodily sensations such as the warmth of the water, the smell of the toiletries or the feel of the soap or cloth.

Can be guided to carry out single step activities such as wiping face or rubbing hand cream onto hands.

Can carry out more complex activities if they are broken down into one step at a time.

My Likely Limitations

May not have any conscious plan to carry out a movement to achieve a particular end result so will need prompting to raise arms etc.

Care Giver's Role

- Enable me to experience the effect of the activity on my senses
- Break the activity into one step at a time
- Keep directions simple and understandable
- Prepare the bathroom and draw the water for me
- Make the bathroom warm and inviting for me - play music, use scented oils or bubble bath, have led safety candles and themed ornaments.
- Give me simple directions: “rub the soap on the cloth”, “rub your arm”, “rinse your arm”, “rub your chest”, “rinse your chest”...

Supporting Me

Position of Objects:

Ensure that I become aware of the soap and cloth by placing them in my hands.

Verbal Directions:

Limit your requests to me to carry out actions to the naming of the action and of the object involved eg. “lift your arm”, “hold the cloth”.

Demonstrated Directions:

Add extra meaning by showing me the action on the object.

Attention and Concentration:

Use touch and my name to sustain my focus on the activity.

Activity Characteristics:

The goal of bathing/showering or washing is achieved by using it as an opportunity for a multi-sensory experience. Repetitive actions are appropriate.

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 bubble machines will add to the sensory enjoyment of bathing.

Getting Dressed

Favourite Garments

Grooming Likes and Dislikes

Preferred Routine

My Likely Abilities

Is likely to be responding to sensations such as the texture of the garments, bright colours or, the glitter of jewellery.

Can be guided to carry out single step activities such as pulling up a zip or combing hair

Can carry out more complex activities if they are broken down into one step at a time.

My Likely Limitations

May not have any conscious plan to carry out a movement to achieve a particular end result so will need prompting to put arms in sleeves etc.

Care Giver's Role

- Enable me to experience the effect of the activity on my senses
- Offer me a simple choice of clothing to be worn
- Spend a few moments with me enjoying the sensations of the clothing: feeling the fabric, rubbing my finger up and down a zip fastener, or smelling the clean laundry
- Break down the activity into one step at a time for me: 'put your vest on', 'now put on your pants' etc
- Make the room warm and inviting – play my favourite music

Supporting Me

Position of Objects:

Ensure that I become aware of each item of clothing by placing them in my hands.

Verbal Directions:

Limit requests to carry out actions to the naming of the action and of the object involved e.g.. “lift your arm”, “hold this brush”.

Demonstrated Directions:

Add extra meaning by showing me the action on the object.

Attention and Concentration:

Use touch and my name to sustain my focus on the activity.

Activity Characteristics:

The goal of getting dressed is achieved by using it as an opportunity for a multi-sensory experience. Repetitive actions are appropriate.

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.
- Singing or dancing to favourite music will add to the sensory enjoyment of getting dressed.

Dining

Favourite Food and Drink

Dining Likes and Dislikes

Preferred Routine

My Likely Abilities

Is likely to be responding to bodily sensations such as the texture and the smell of the food.

May be more able with finger foods than using cutlery.

Can be guided to carry out single step activities such as raising a spoon or a cup to the mouth.

Can carry out more complex activities if they are broken down into one step at a time.

My Likely Limitations

May not have any conscious plan to carry out a movement to achieve a particular end result so will need help with putting food on spoon, for example and then prompting to raise spoon to mouth.

Care Giver's Role

- Offer a simple choice of food and drink by showing me the plated options
- Serve me food that presents a variety of colours, tastes and textures
 - Offer me finger foods; encourage me to feel the food
- Offer me a spoon
- Break down the activity into one step at a time and give me directions to 'lift your arm'; 'open your mouth' and so on
- Enable me to experience the effect of the activity on the senses – encourage me to smell the food or drink and to enjoy the flavours
- Make the dining area inviting – play my favourite music

Supporting Me

Position of Objects:

Ensure that I become aware of cutlery or finger foods by placing them in my hands.

Verbal Directions:

Limit requests to carry out actions to the naming of the action and of the object involved e.g.. “hold this spoon”.

Demonstrated Directions:

Add extra meaning by showing me the action on the object.

Attention and Concentration:

Use touch and my name to sustain my focus on the activity.

Activity Characteristics:

The goal of dining is achieved by using it as an opportunity for a multi-sensory experience. Repetitive actions are appropriate.

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.
- Soothing background music will add to the sensory enjoyment of dining.

Engaging with Others

Favourite Topics

Equipment Needs (hearing aid etc.)

My Likely Abilities

Is aware of others who are within arm's reach.

Can use sounds to communicate.

Can communicate through body language.

My Likely Limitations

May not be able to understand spoken language.

May need support from others to put on spectacles or hearing aid.

Care Giver's Role

- Enable me to take part in interactions
- Enable me to engage with others as a multi-sensory experience
- Use your self and objects as vehicles for the interaction

Supporting Me

Position of Objects:

Ensure that I become aware of you by using touch on my forearm, shoulder or back of the hand.

Sit or stand so that eye contact can be established at the same level.

Verbal Directions:

Use your tone of voice to create a sense of well-being in me – nurturing, happy etc.

Use my name to keep my attention.

Use single word prompts with a stimulating tone – ‘Look!’, ‘Smell!’ ‘Feel!’

Visual Prompts:

Use interesting sensory objects as the focus of the interaction Use.

Encouraging body language – smiling, nodding.

Use touch to keep my attention.

Activity Characteristics:

The goal of interacting with others is achieved by being a multi-sensory experience.

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.
- Use items that are of interest to the person and that have a strong sensory component – bright colour, obvious texture, strong smell or taste.
- 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.

Engaging in Leisure Activities

Favourite hobbies, interests and pastimes

My Likely Abilities

Is likely to be responding to bodily sensations.

Can be guided to carry out single step activities.

Can carry out more complex activities if they are broken down into one step at a time.

My Likely Limitations

May not have any conscious plan to carry out a movement to achieve a particular end result.

May be relying on others to make social contact.

Care Giver's Role

- To enable me to experience the effect of the activity on my senses
- To break the activity into one step at a time
- To keep directions simple and understandable
- To approach and make the first contact with me

Supporting Me

Position of Objects:

Ensure that I become aware of equipment and materials by making bodily contact.

Verbal Directions:

Limit your requests to me to carry out actions to the naming of the action and of the object involved eg. “lift your arm”, “hold the brush”.

Demonstrated Directions:

Demonstrate to me the action on the object. Break the activity down into 1 step at a time.

Attention and Concentration:

Others must approach me and make the first contact. Use touch and my name to sustain the social contact.

Activity Characteristics:

The activity is used as an opportunity for a sensory experience. This may be multi-sensory. Repetitive actions are appropriate.

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.
- Sensory box, smells, food tasting, hand massage, exercises, music and singing, dancing, sweeping, polishing, wiping tables etc
- During the Covid-19 situation or whenever there are infection concerns, the provision of activities and the use of activity equipment must follow the current infection control guidance.

Personal Activity Plan
