Pool Activity Level (PAL) Checklist. (Pool, 2002).

NAME: DATE: OUTCOME:

Completing the checklist. For each activity, the statements refer to a different level of ability. Thinking of the last two weeks, tick the statement that represents the person’s ability in each activity. There should be only one tick for each activity. If in doubt about which statement to tick, choose the level of ability which represents the person’s average performance over the last two weeks. Make sure you tick one statement for each of the activities.

**1 Bathing/Washing**

. Can bathe/wash independently, sometimes with a little help to start P

. Needs soap put on flannel and one-step-at-a-time directions to wash E

. Mainly relies on others but will wipe own face and hands if encouraged S

. Totally dependent and needs full assistance to wash or bathe R

**2 Getting dressed**

. Plans what to wear; selects own clothing from cupboard; dresses in correct order P

. Needs help to plan what to wear but recognises items and how to wear them: needs help with order E

. Needs help to plan, and with order of, dressing, but can carry out small tasks if someone

directs each step S

. Totally dependent on someone to plan, sequence and complete dressing; may move limbs to assist R

**3 Eating**

. Eats independently and appropriately using the correct cutlery P

. Eats using a spoon and/or needs food to be cut up into small pieces E

. Only uses fingers to eat food S

. Relies on others to be fed R

**4 Contact with others**

. Initiates social contact and responds to the needs of others P

. Aware of others and will seek interaction, but may be more concerned with own needs E

. Aware of others but waits for others to make the first social contact S

. May not show an awareness of the presence of others unless in direct physical contact R

**5 Groupwork skills**

. Engages with others in a group activity, can take turns with the activity/tools P

. Occasionally engages with others in a group, moving in and out of the group at whim E

. Aware of others in the group and will work alongside others although tends to focus on own activity S

. Does not show awareness of others in the group unless close one-to-one attention is experienced R

**6 Communication skills**

. Is aware of appropriate interaction, can chat coherently and is able to use complex language skills P

. Body language may be inappropriate and may not always be coherent, but can use simple language skills E

. Responses to verbal interaction may be mainly through body language; comprehension is limited S

. Can only respond to direct physical contact from others through touch, eye contact or facial expression R

**7 Practical activities (craft, domestic chores, gardening)**

. Can plan to carry out an activity, hold the goal in mind and work through a familiar sequence;

may need help solving problems P

. More interested in the making or doing than in the end result, needs prompting to remember purpose,

can get distracted E

. Activities need to be broken down and presented one step at a time; multisensory stimulation can help

to hold the attention S

. Unable to ‘do’ activities, but responds to the close contact of others and experiencing physical sensations R

**8 Use of objects**

. Plans to use and looks for objects that are not visible; may struggle if objects are not in usual/familiar

place (i.e. toiletries in a cupboard below washbasin) P

. Selects objects appropriately only if in view (i.e. toiletries on a shelf next to washbasin) E

. Randomly uses objects as chances upon them; may use inappropriately S

. May grip objects when placed in the hand but will not attempt to use them R

**9 Looking at a newspaper/magazine**

. Comprehends and shows interest in the content, turns the pages and looks at headlines and pictures P

. Turns the pages randomly, only attending to items pointed out by others E

. Will hold and may feel the paper, but will not turn the pages unless directed and will not show

interest in the content S

. May grip the paper if it is placed in the hand but may not be able to release grip; or may not

take hold of the paper R

Select the appropriate PAL Profile to act as a general guide to engaging with the person in a variety of activities

Complete a PAL Individual Action Plan to act as a specific guide to facilitating personal activities

 Planned Exploratory Sensory Reflex

TOTAL:

 **Pool, J. (2002). The Pool Activity Level (PAL) Instrument for Occupational Profiling: A practical**

**resource for carers of people with cognitive impairment. London: Jessica Kingsley.**