



The PAL Guide for Activity Provision

Personally written by Jackie Pool for Daily Sparkle Activities

A simple, effective tool enabling participation, person-centred care and well-being of people living with all stages of dementia.

Powered by Quality Compliance Systems (QCS)



Jackie Pool

Leading Dementia Specialist and Creator of the
Pool Activity Level (PAL) Instrument



Are you delivering activities at the right level?

ABOUT THE POOL ACTIVITY LEVEL (PAL)

The Pool Activity Level (PAL) Instrument was developed in 1999 by Occupational Therapist and Leading Dementia Specialist, Jackie Pool. It is a practical, easy-to-use resource that enables Care Givers and Activity Coordinators to provide true person-centred care.

People living with dementia have specific needs determined by their cognitive and functional ability level. Identifying and understanding that ability level is key to providing activities that will most benefit them.

The PAL uses a strength based approach to enable rather than disable the individual.

The PAL instrument consists of a Checklist which is completed for each individual resident. There are four possible levels of ability – Planned, Exploratory, Sensory and Reflex. The Checklist reliably identifies the level of each resident and an appropriate PAL Profile is created.

"PAL helps us to understand the environment and approach that is best suited to residents' needs."



Using PAL in 5 easy steps

- 1 Complete the PAL checklist free of charge for each individual resident www.qcs.co.uk/digital-pool-activity-level-pal-instrument
- 2 Reveal your residents' ability level – Planned, Exploratory, Sensory or Reflex
- 3 Refer to the appropriate PAL ability profile to facilitate activities that are suitable to each individual
- 4 Use the information in this guide to deliver Daily Sparkle activities suitable to the relevant PAL profile
- 5 Share what you find with relatives, visitors and fellow staff members to support an ongoing approach

Want to know more about PAL?

Find out more about the background of PAL and learn from case study examples in "The PAL Instrument for Occupational Profiling" by Jackie Pool. Available from the Daily Sparkle shop www.dailysparkle.co.uk/shop.



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Reference: Pool J (2012) The Pool Activity Level (PAL) Instrument. Jessica Kingsley publishers, London

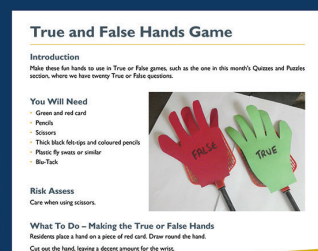
ACTIONS	PLANNED	EXPLORATORY	SENSORY	REFLEX
Position of Items	<ul style="list-style-type: none"> Keep the newspaper in a usual and familiar place Encourage the person to find it there and to place it back in between uses 	<ul style="list-style-type: none"> Have the newspaper in front of the person and within reach Ensure that the newspaper activity takes place at the same place and time <ul style="list-style-type: none"> at the dining table with a coffee after breakfast in the lounge before tea 	<ul style="list-style-type: none"> Focus on a picture for one news item Add meaning by providing related sensory objects to support recall and reminiscence <ul style="list-style-type: none"> bicycle pump and bell while discussing an article on the Tour de France open a new jar or bag of coffee while discussing an article about rationing 	<ul style="list-style-type: none"> The person may engage with the pictures or you can use old newspapers for a textural sensory activity <ul style="list-style-type: none"> scrunching them ripping them
Verbal Directions	<ul style="list-style-type: none"> Prompt the person to have new thoughts and ideas <ul style="list-style-type: none"> "how would you have done that?" "what would you do in that situation?" "what would you wear if you were going there?" 	<ul style="list-style-type: none"> Draw the person's attention to items by reading out the headlines Use closed questions requiring 'yes' and 'no' answers <ul style="list-style-type: none"> "did you use one of those?" "have you been there?" Encourage the person to turn the pages 	<ul style="list-style-type: none"> Use simple encouragement to draw attention to the multiple sensory experiences <ul style="list-style-type: none"> "smell this" "wow, look at that!" "listen, isn't this lovely?" 	<ul style="list-style-type: none"> Use one word encouragement to enjoy the tactile experience <ul style="list-style-type: none"> "pull" "rip" "stroke" "scrunch" Celebrate the mess of torn paper!
Demonstrated Directions	<ul style="list-style-type: none"> The person is unlikely to need demonstrated directions so keep these to a minimum unless needed 	<ul style="list-style-type: none"> Point out pictures Use your finger to underline headlines as you read them out Encourage the person to join you in looking at the newspaper by sitting down with them Lean forwards, nodding and generally showing an interest in it 	<ul style="list-style-type: none"> Show the person the action related to your words Raise the item to your nose and breathe in deeply as you say <ul style="list-style-type: none"> "smell this" Hand the item to the person for them to do the same 	<ul style="list-style-type: none"> Guide movements by using hand-under-hand support to <ul style="list-style-type: none"> hold the newspaper stroke the pages curl the fingers round it
Working with Others	<ul style="list-style-type: none"> Facilitate the person to lead the discussion about a newspaper item, particularly if it a subject that they have an interest and experience in 	<ul style="list-style-type: none"> The newspaper activity can be either 1:1 or as a small group Sit near the person and use touch on their forearm to help them feel connected via you with the group 	<ul style="list-style-type: none"> Use what you know about the person's life history and interests to select a news item that will be of interest Stimulate recall by telling them what they used to do in similar situations 	<ul style="list-style-type: none"> Maintain eye contact Make maximum use of facial expression, gestures and body posture for a non-verbal conversation Show that you are enjoying the sensory experience with the person
Activity Characteristics	<ul style="list-style-type: none"> The person will be interested in the newspaper articles and will choose what to discuss Use the newspaper to encourage reminiscence as well as to offer opinions and new ideas 	<ul style="list-style-type: none"> Have the newspaper in front of the person and within reach Ensure that the newspaper activity takes place at the same place and time <ul style="list-style-type: none"> at the dining table with a coffee after breakfast in the lounge before tea 	<ul style="list-style-type: none"> Draw on the multi-sensory characteristics of the activity Help the person to relate the sensory items to the news item <ul style="list-style-type: none"> I wonder if they use a pump like this on their bikes this flower looks like the one in the paper! 	<ul style="list-style-type: none"> The person may engage with the pictures or you can use old newspapers for a textural sensory activity <ul style="list-style-type: none"> scrunching them ripping them

ACTIONS	PLANNED	EXPLORATORY	SENSORY	REFLEX
Position of Items	<ul style="list-style-type: none"> Ensure that crosswords, pens, puzzle books etc are kept in a usual and familiar place when not in use so participants can find and use them independently 	<ul style="list-style-type: none"> Ensure that puzzles and pictures, etc. are on the table where the person can see them Remove any other clutter 	<ul style="list-style-type: none"> Ensure that the person becomes aware of the activity items through connection with the senses <ul style="list-style-type: none"> place items in the hand ensure that they can hear, smell or taste the related items 	<ul style="list-style-type: none"> The person will not participate in the game but you can adapt the sensory items as a means of connecting with you
Verbal Directions	<ul style="list-style-type: none"> Remind participants about the rules and the method of the activity Use clear and short sentences <ul style="list-style-type: none"> "roll the dice and then move your piece the same number of squares" "find as many words as you can in this puzzle" 	<ul style="list-style-type: none"> Give verbal guidance in simple short sentences and repeat them if needed <ul style="list-style-type: none"> roll the dice and move your piece use your finger to move along the lines to find a word then mark it Allow time for the person to process the guidance 	<ul style="list-style-type: none"> Name the action needed to engage with an object <ul style="list-style-type: none"> "feel this flower" "smell this coffee" "listen to these waves" 	<ul style="list-style-type: none"> Limit spoken directions to movement directions <ul style="list-style-type: none"> "lift" "hold" Use a warm, reassuring tone Adapt your speech volume to establish a connection with the person
Demonstrated Directions	<ul style="list-style-type: none"> Show participants how to avoid possible errors such as not playing the game correctly <ul style="list-style-type: none"> "remember, your turn is after John" "use this pen to show the words you find" 	<ul style="list-style-type: none"> Break the activity down into 2-3 steps at a time Show the person how to complete the activity before suggesting they have a go 	<ul style="list-style-type: none"> Demonstrate to the person by doing the action alongside your verbal direction Break the activity down into 1 step at a time 	<ul style="list-style-type: none"> Guide movements by using hand-under-hand support to hold an item Use firm, gentle upward stroking of the forearm or back of the hand, to stimulate awareness of touch
Working with Others	<ul style="list-style-type: none"> Enable participants to take charge of decisions about when and how to play Encourage them to take on roles such as question master or scorer 	<ul style="list-style-type: none"> The person will rely on you to make the suggestion to take part If in a group, they may not be aware of the feelings of others You will need to prompt them when it is their turn 	<ul style="list-style-type: none"> Approach the person and make the first contact Use touch and the person's name to sustain the connection Provide 1:1 support 	<ul style="list-style-type: none"> Maintain eye contact Make maximum use of facial expression, gestures and body posture for a non-verbal conversation <ul style="list-style-type: none"> if you are using the sounds quiz you could imitate the sound while nodding and smiling
Activity Characteristics	<ul style="list-style-type: none"> Will be able to complete crosswords, word search, scrabble and other word games May need support if an error is made Likely to enjoy the competitive nature of the activity 	<ul style="list-style-type: none"> Will be best with picture-based puzzles and quizzes but might not engage in the intended way Be led by the person and be flexible and spontaneous They are likely to enjoy the creative and fun nature of the activity 	<ul style="list-style-type: none"> Will be able to participate in sounds, tastes, smells or 'feely' quizzes They are likely to enjoy the opportunity for the sensory experience more than finding a solution to the game 	<ul style="list-style-type: none"> Will be able to connect with you through a single sensation <ul style="list-style-type: none"> touch smell sound sight taste Ensure that you risk assess before using any sensory approaches

ACTIONS	PLANNED	EXPLORATORY	SENSORY	REFLEX
Position of Items	<ul style="list-style-type: none"> Ensure that art and craft items are kept in usual and familiar places. Replace or restore empty items 	<ul style="list-style-type: none"> Use locations that help the person to understand the purpose <ul style="list-style-type: none"> painting = art room planting = garden cooking = kitchen Have items needed set out within the person's reach and in their line of vision Containers need clear labels facing towards the person and with lids off Remove excess clutter from the workspace 	<ul style="list-style-type: none"> Place activity materials into the person's hand or within their reach Provide opportunity for experiencing sensations through different areas of the body <ul style="list-style-type: none"> hands feet face 	<ul style="list-style-type: none"> Stimulate a response by stroking the person's palm of the hand with activity materials Support items that are meaningful to the individual to be in contact with their reflex 'zones' <ul style="list-style-type: none"> palm of the hand sole of the foot cheek of the face
Verbal Directions	<ul style="list-style-type: none"> Check if the person has completed the activity or similar previously Ask them how they usually do it Explain in simple and clear language how to complete the activity if it is unfamiliar to the person 	<ul style="list-style-type: none"> Break down the activity into 2-3 steps and guide the person to watch your demonstration <ul style="list-style-type: none"> "watch me first" Encourage the person to copy you <ul style="list-style-type: none"> "now you do it" 	<ul style="list-style-type: none"> Encourage the person to reach out and touch items or to grasp them <ul style="list-style-type: none"> "touch this" "here, hold this" Support the person to relate to items with simple encouragement <ul style="list-style-type: none"> "this is yours" "you need this" 	<ul style="list-style-type: none"> Use a warm, reassuring tone Adapt speech volume to establish a connection with the person Explore and enjoy the activity materials together. Make appreciative noises <ul style="list-style-type: none"> "ooh" "wow" "lovely"
Demonstrated Directions	<ul style="list-style-type: none"> Show the person an item that has been made earlier in order to support their understanding of the aim of the activity. Demonstrate any new steps to the person Give them opportunity to master it before moving on 	<ul style="list-style-type: none"> Add meaning to your verbal directions with your gestures Show the action of the activity tool on an object <ul style="list-style-type: none"> paint on to paper whisk on an egg 	<ul style="list-style-type: none"> Draw attention to the materials by adding gestures to your spoken directions <ul style="list-style-type: none"> pointing waving pating 	<ul style="list-style-type: none"> Guide movements by using hand-under-hand support to enjoy the tactile sensations and colours <ul style="list-style-type: none"> squidge smear sub Encourage the person to visually track an item as you move it <ul style="list-style-type: none"> "watch" "look"
Working with Others	<ul style="list-style-type: none"> Support the person to have a clear role in a group activity Enable them to fulfil their role <ul style="list-style-type: none"> leader scorer commentator 	<ul style="list-style-type: none"> Provide the person with their own task to do within a group activity Support them to complete just one or two steps towards the activity 	<ul style="list-style-type: none"> Show that you are enjoying the sensation of the activity too <ul style="list-style-type: none"> "I love doing this" "this is fun" "that feels strange but nice" Use the person's life history, routines, habits and roles to support meaningful activity Ensure that favourite items are available and, if necessary, repaired or replaced with like-for-like 	<ul style="list-style-type: none"> Use your eyes, eyebrow and mouth movements to show that you are enjoying the experience Nod to encourage the person's engagement in the activity
Activity Characteristics	<ul style="list-style-type: none"> The person will enjoy collaborating with others Support to work as a team member or individually towards the end result 	<ul style="list-style-type: none"> The person will enjoy the process of the activity rather than being concerned with the end result Draw on the fun and creativity elements rather than getting the outcome perfect 	<ul style="list-style-type: none"> Use materials that will stimulate integration of sensory experiences <ul style="list-style-type: none"> play bird song while making a bird box play sea shanties while creating a seaside mural The activity is engaged with as a multisensory experience using the touch, feel, sight and sound of items to aid recall and familiarity 	<ul style="list-style-type: none"> Use art and craft media that will stimulate the senses <ul style="list-style-type: none"> feathers fabrics salt dough non-toxic paint Use every-day items that are meaningful to the person's sense of self-identity <ul style="list-style-type: none"> hobby items work items favourite items

ACTIONS	PLANNED	EXPLORATORY	SENSORY	REFLEX
Position of Items	<ul style="list-style-type: none"> Support the person to maintain activity items eg. cleaning, repairing Items should be kept in the same place to aid locating them 	<ul style="list-style-type: none"> Provide a set of movement activity items within arms' reach for individual use Ensure that music can be clearly heard Check that all sensory aids are being used by the person as needed Assess for risk and provide seated movement activities if safer 	<ul style="list-style-type: none"> Support the person to engage in movement in tandem with you <ul style="list-style-type: none"> link arms hold hands place arm across shoulders use linking items (rope, parachute) 	<ul style="list-style-type: none"> Support the person to use their core muscles by placing an item in the hand and encouraging them to release it just beyond their core Use lights and colourful items to encourage head turning to follow movement Provide firm gentle touch to the soles of the feet to stimulate reflex toe movement
Verbal Directions	<ul style="list-style-type: none"> Encourage the person to follow the movement directions by using clear and simple language 	<ul style="list-style-type: none"> Encourage the person to listen to the music Show them how to move to the beat in an improvised way <ul style="list-style-type: none"> "listen!" "What can you do to this?" "what dance can you do?" 	<ul style="list-style-type: none"> Encourage the person to follow your movement <ul style="list-style-type: none"> "watch me" "do this" "sway with me" 	<ul style="list-style-type: none"> Use one word encouragement to follow movements <ul style="list-style-type: none"> "watch" "look" "lift" "curl"
Demonstrated Directions	<ul style="list-style-type: none"> Demonstrate movements in short 2-3 step sequences Encourage the person to repeat them a few times before moving on to the next set When ready, put everything together in one sequence 	<ul style="list-style-type: none"> Break down the movements into simple stages Show clear movements Start with slow movement Enable the person to practice their moves before increasing the rhythm 	<ul style="list-style-type: none"> Show the required movement in simple steps Repeat several times together to help build 'muscle memory' 	<ul style="list-style-type: none"> Move lights and colourful items slowly past the forward gaze in order to draw attention to it Use the hand-under-hand technique to support the person to move their upper limbs Sit by the side of the person and place your arm across the back of their shoulders and rock side to side together
Working with Others	<ul style="list-style-type: none"> The person will enjoy a mix of group or individual movement activity The group activity can also be used as a means for social connection, sharing the common experience 	<ul style="list-style-type: none"> Group exercise will support the sense of social dancing Enable everyone to be spontaneous rather than following a set of rules 	<ul style="list-style-type: none"> The person is likely to be most able in 1:1 movement activity sessions rather than group ones The session should be kept short and the activities simplified to single steps 	<ul style="list-style-type: none"> Use yourself as the vehicle for the therapeutic benefit during movement activity by expressing warmth and reassurance Move at the person's pace Keep the engagement short and simple
Activity Characteristics	<ul style="list-style-type: none"> The person can follow a structured set of movements as well as more spontaneous and free-flowing exercises They will appreciate knowing the specific benefits eg. joint mobility, stamina, balance, falls reductions 	<ul style="list-style-type: none"> The activity is fun and creative based on rhythm and enjoyment rather than on a routine Encourage singing too 	<ul style="list-style-type: none"> Provide multisensory items to encourage movement <ul style="list-style-type: none"> lively, foot-tapping music colourful silky parachute knobby balls and colourful balloons cheer-leader pom poms scarves 	<ul style="list-style-type: none"> Stimulate simple rocking and stretching movement in partnership with your movements The movement activity is the opportunity for touch and relationship as well as to support awareness of the body

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