

# Analysis of Modes of Performance for the Allen Cognitive Scale's Hierarchies of Functional Cognition and Activity Demands

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Allen Cognitive Scale/ Mode	Hierarchy of Functional Cognition		Hierarchy of Cognitive Activity Demands (Observed)
	Underlying Cognitive Information and Abilities Available for Use (Inferred)	Patterns of Performance While Engaged in Activities: Representative Motor, Verbal, and Social Behaviors (Observed)	
<b>1.0 Withdrawing from noxious stimuli</b>	<ul style="list-style-type: none"> <li>• Recognizing and responding to internal sensory stimulus</li> <li>• Recognizing and responding to noxious external stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• Slowly whole body withdrawal from noxious cue</li> <li>• Makes inborn non-verbal utterances: grunts, moans</li> <li>• Very slow response</li> </ul>	<ul style="list-style-type: none"> <li>• Wet cloth</li> <li>• Pinprick</li> <li>• Flashlight</li> <li>• Loud noise</li> <li>• Ice cube</li> </ul>
<b>1.2 Responding to stimuli in one sensory system</b>	<ul style="list-style-type: none"> <li>• Moving eye, nose, mouth</li> <li>• Recognizing and responding to a sensory stimulus in front, within 14" of face</li> <li>• Moving head toward or away from a stimulus</li> </ul>	<ul style="list-style-type: none"> <li>• Moves eyes, nose, mouth</li> <li>• Opens/shuts eyes</li> <li>• Opens/shuts mouth</li> <li>• Selective, non-verbal utterance in response to stimulus</li> <li>• Smiles</li> <li>• Turns head towards/away from stimulus</li> <li>• Very slow response ≥ 20 seconds</li> </ul>	<ul style="list-style-type: none"> <li>• Sharp smells, tastes</li> <li>• Alerting sounds: buzzer, bell,</li> <li>• Human face, voice</li> <li>• Deep pressure, touch to face</li> </ul>
<b>1.4 Locating stimuli</b>	<ul style="list-style-type: none"> <li>• Moving head on neck</li> <li>• Recognizing and turning head toward the location of stimuli</li> <li>• Following moving sensory stimuli by turning head</li> <li>• Anticipating being fed and opening mouth</li> <li>• Swallowing</li> <li>• Recognizing repeated stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Rotates head, eyes, neck</li> <li>• Swallows when food is placed in mouth</li> <li>• Tracks moving objects within 14"</li> <li>• Anticipates cue (feeding)</li> <li>• Non-verbal expressions: pleasure, disgust</li> <li>• Heightened response to repeated stimuli</li> <li>• Maintains attention to stimuli for seconds</li> <li>• Very slow responses</li> </ul>	<ul style="list-style-type: none"> <li>• Being fed by others</li> <li>• Moving colors/objects</li> <li>• Guided hand to mouth movement</li> </ul>
<b>1.6 Rolling body in bed</b>	<ul style="list-style-type: none"> <li>• Moving trunk &amp; limbs in bed</li> <li>• Recognizing location of discomfort from pressure on body part</li> <li>• Recognizing and responding to varied textures of food in mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Moves trunk, legs, arms in bed</li> <li>• Moves to relieve pressure</li> <li>• Changes oral movements based on food texture</li> <li>• Non-verbal expressions</li> <li>• Cries out when uncomfortable</li> <li>• Maintains attention for a few seconds</li> <li>• Very slow responses</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure on trunk/arms &amp; bone</li> <li>• Food texture (fluid, thick)</li> <li>• Continuous verbal and tactile cues to hold position of arms, trunk</li> </ul>
<b>1.8 Raising body part</b>	<ul style="list-style-type: none"> <li>• Moving through range of motion in upper extremities</li> <li>• Recognizing and grasping food within 14"</li> <li>• Feeding self with finger food</li> <li>• Protecting self by hitting and kicking in bed</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps finger food within 14" &amp; places in mouth</li> <li>• Drinks from cup placed in hand</li> <li>• Hits balloon/ball aimed at hand</li> <li>• Assists with pivot transfer</li> <li>• Says "No" to perceived threats</li> </ul>	<ul style="list-style-type: none"> <li>• Finger food</li> <li>• Drinking cup placed in hand</li> <li>• Balloon/ball aimed toward hand</li> <li>• Repeated taps on plate to assist locating food</li> </ul>

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	<ul style="list-style-type: none"> <li>Protecting self by stating “No”</li> </ul>	<ul style="list-style-type: none"> <li>Hits, kicks to protect self</li> <li>Maintains attention for several seconds</li> <li>Very slow responses</li> </ul>	<ul style="list-style-type: none"> <li>Slow, demonstrated upper extremity range of motion</li> </ul>
<p><b>2.0</b> <b>Overcoming gravity for sitting</b></p>	<ul style="list-style-type: none"> <li>Maintaining upright seated position</li> <li>Recognizing loved ones</li> <li>Recognizing own name</li> <li>Recognizing preferences</li> <li>Indicating acceptance/rejection with one word</li> <li>Associating count of 3 with movement</li> </ul>	<ul style="list-style-type: none"> <li>Sits in chair 20 – 30 minutes</li> <li>Changes position with assist on count of 3</li> <li>Uses universal gestures (nod, clap, wave)</li> <li>Says “Yes” or “No”</li> <li>Heightened response to own name</li> <li>Holds position until tired</li> <li>Slow</li> </ul>	<ul style="list-style-type: none"> <li>Recumbent, sitting, standing positions</li> <li>Chair, bed, safety belt</li> <li>Loved ones, self</li> <li>Preferences (food, position)</li> <li>Count of 3</li> <li>Yes/No questions</li> </ul>
<p><b>2.2</b> <b>Using righting reactions for standing</b></p>	<ul style="list-style-type: none"> <li>Maintaining upright standing</li> <li>Recognizing postural stability</li> <li>Recognizing/naming body parts</li> <li>Recognizing comfort/discomfort of a body part</li> <li>Recognizing location of demonstrated movement on own body</li> </ul>	<ul style="list-style-type: none"> <li>Stands up spontaneously</li> <li>Stands/sits with proprioceptive cue</li> <li>Extends arm to prevent falling</li> <li>Imitates Active Range of Motion in one arm</li> <li>Names parts of body</li> <li>Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of active range of motion in one arm in horizontal or vertical plane</li> <li>Tactile cues on body parts</li> <li>Questions about body part</li> </ul>
<p><b>2.4</b> <b>Walking</b></p>	<ul style="list-style-type: none"> <li>Recognizing freedom of movement</li> <li>Maintaining balance while walking on flat surfaces</li> <li>Recognizing obstacles to movement at eye level</li> <li>Sensing confinement</li> </ul>	<ul style="list-style-type: none"> <li>Walks around barriers at eye level to knees, on flat surfaces</li> <li>Walks where pointed to go</li> <li>Rocks, marches, uses reciprocal pulleys</li> <li>Uses one word to start communication</li> <li>Walks until tired</li> <li>Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic actions</li> <li>Rocking chair</li> <li>Barriers at eye level: walls, doors, furniture</li> <li>Flat walking surfaces</li> <li>Reciprocal pulleys</li> <li>Gestural cues to direct walking</li> </ul>
<p><b>2.6</b> <b>Walking to a location</b></p>	<ul style="list-style-type: none"> <li>Recognizing location of freedom of movement</li> <li>Sensing walking along a route</li> <li>Recognizing destination</li> <li>Recognizing barriers below the knee</li> <li>Lifting legs to step up and over barriers</li> <li>Recognizing clothing on body</li> <li>Recognizing and singing familiar tunes</li> </ul>	<ul style="list-style-type: none"> <li>Follows escort to location</li> <li>Steps up, down, over barriers</li> <li>Pushes, pulls, scoots w/cue</li> <li>Attempts to disrobe if uncomfortable</li> <li>Names destination</li> <li>Walks until reaches destination</li> <li>Sings</li> <li>Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>Route that may be repeated</li> <li>Barriers below knees with color contrasts</li> <li>Familiar features of location: toilet, bed, table</li> <li>Objects to push, pull, throw: wheelchair, broom, ball</li> <li>Familiar clothing</li> <li>Verbal cue for typical dressing action (push, pull arm or leg)</li> <li>Familiar songs</li> </ul>
<p><b>2.8</b> <b>Grasping for stabilizing</b></p>	<ul style="list-style-type: none"> <li>Sensing stability during movement</li> <li>Maintaining balance by grasping and holding onto objects</li> <li>Protecting self by pushing, hitting, kicking at a target</li> <li>Distinguishing objects by names</li> <li>Imitates new song</li> </ul>	<ul style="list-style-type: none"> <li>Grips objects tightly</li> <li>Hits or kicks targets</li> <li>Learns songs</li> <li>Names persons, targets, objects</li> <li>Holds until stable</li> <li>Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>Stable objects to hold on to: grab bars, large furniture, other people</li> <li>Objects to punch or kick</li> <li>Pillow, ball, balloon</li> <li>Cues to release objects</li> <li>New songs</li> </ul>

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<b>3.0 Grasping objects</b>	<ul style="list-style-type: none"> <li>• Handling objects</li> <li>• Recognizing/naming familiar objects</li> <li>• Recognizing/naming familiar manual actions</li> <li>• Distinguishing self from others</li> </ul>	<ul style="list-style-type: none"> <li>• Spontaneously grasps and releases objects</li> <li>• Feels and names common objects</li> <li>• Uses nouns and verbs</li> <li>• Uses “I” and “you”</li> <li>• Gives own name when asked</li> <li>• Holds for a few seconds</li> <li>• Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, safe objects within 14 inches in front</li> <li>• Familiar objects that may be grasped in one hand: comb, washcloth, hair brush, spoon, cup, stuffed toy</li> </ul>
<b>3.2 Distinguishing objects</b>	<ul style="list-style-type: none"> <li>• Moving objects back and forth</li> <li>• Associating features of familiar objects with grasp and action</li> <li>• Holding objects with typical grasp</li> <li>• Associating familiar objects with typical actions</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps familiar objects appropriately</li> <li>• Uses objects appropriately briefly (grasps pencil and makes actions of writing)</li> <li>• Uses short phrases</li> <li>• Moves objects up to 1 minute</li> <li>• Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, safe objects that may be moved back and forth within reach in front</li> <li>• Familiar objects requiring various grasp patterns: comb, washcloth, hairbrush, pencil, cup</li> </ul>
<b>3.4 Sustaining actions on objects</b>	<ul style="list-style-type: none"> <li>• Repeating a familiar manual action</li> <li>• Recognizing a line/row</li> <li>• Recalling/naming current actions</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats a familiar action with an object for several minutes</li> <li>• Places objects in a single row</li> <li>• Resumes actions when cued to continue</li> <li>• Names current action</li> <li>• 1 – 5 minutes</li> <li>• Slow pace</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar objects with actions that may be repeated within reach in front</li> <li>• Objects that may be placed in a row</li> <li>• Verbal cues to continue action</li> </ul>
<b>3.6 Noting effects on objects</b>	<ul style="list-style-type: none"> <li>• Picking up and placing objects</li> <li>• Recognizing immediate visible effects of actions (shape)</li> <li>• Moving in a direction (along a line)</li> <li>• Noting gender</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates picking up and placing object in line</li> <li>• Places objects in a line by moving in one direction (left to right)</li> <li>• Stops when immediate visible effect changes</li> <li>• Follows a line (perimeter, people)</li> <li>• Persists up to 30 minutes</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar objects within reach, in front</li> <li>• Perimeter, shape, line</li> <li>• Objects larger than ¼ inch</li> <li>• Processes with immediate, striking effects (apply paint, turn off light switch, hit drum)</li> <li>• Verbal cues to stop, continue</li> </ul>
<b>3.8 Using all objects</b>	<ul style="list-style-type: none"> <li>• Being “done”</li> <li>• Recognizing filling/emptying a space</li> <li>• Recognizing depletion of material and supplies</li> <li>• Continuing to act until “done”</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates 3 familiar actions in correct sequence</li> <li>• Stops when “done” when objects are depleted or space is filled</li> <li>• States they are “done” when objects are depleted or space is filled</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrations containing 1-3 familiar actions</li> <li>• Groups of similar familiar objects</li> <li>• Objects with interior spaces,</li> <li>• Verbal cues to continue</li> </ul>
<b>4.0 Sequencing familiar actions</b>	<ul style="list-style-type: none"> <li>• Directing self through a familiar sequence of steps to achieve a short term goal</li> <li>• Recognizing obstacle to short term goal</li> <li>• Matching/following an internal sample</li> <li>• Recognizing possession of a project/object</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates familiar action sequence to complete goal when objects are present</li> <li>• Recognizes errors but does not correct them</li> <li>• Chooses to keep or not keep a project</li> <li>• Locates supplies in familiar visible locations</li> <li>• Persists until immediate goal is achieved</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, valued tasks with familiar objects</li> <li>• Objects in reach, directly in front</li> <li>• Processes with predictable, safe outcomes</li> <li>• Projects that can be possessed</li> <li>• Supplies in familiar, visible locations</li> </ul>

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<p style="text-align: center;"><b>4.2 Differentiating features of objects</b></p>	<ul style="list-style-type: none"> <li>• Imitating a short new action sequence</li> <li>• Matching features of objects one at a time</li> <li>• Recognizing striking errors with dichotomous words</li> <li>• Recognizing immediate work space as belonging to self or others</li> <li>• Recognizing days</li> </ul>	<ul style="list-style-type: none"> <li>• Imitates short sequence with 1 new action</li> <li>• Compares striking features of objects, one at a time (color, number, size)</li> <li>• Recognizes a striking error (“it’s wrong”)</li> <li>• May demand immediate assistance</li> <li>• Requests day and time, may not retain</li> <li>• Works at invariant pace, 2-3 times slower than typical work pace</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of short action series with one new action</li> <li>• Objects with striking features that can be compared to a sample one at a time (color, number, size)</li> <li>• Exact samples of new projects</li> <li>• Demonstrated solutions to correct errors</li> <li>• Assigned seats and supplies</li> <li>• Calendars at eye level for date, verbal reminders for passage of time in time sensitive activities</li> </ul>
<p style="text-align: center;"><b>4.4 Completing a goal</b></p>	<ul style="list-style-type: none"> <li>• Attending to familiar routines</li> <li>• Attending to visual field within 36” in front or to side</li> <li>• Matching an external sample by comparing pairs of features</li> <li>• Sharing work space with others, taking turns</li> <li>• Recognizing time, day, month, year</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates, adheres to established routines</li> <li>• Imitates demonstrated short series of steps</li> <li>• Compares pairs of features with external samples before and after completion</li> <li>• Identifies striking errors; corrects by reversing or undoing a familiar actions</li> <li>• Seeks verification for problem solving methods, imitates demonstrated new solutions</li> <li>• Persists up to 60 minutes</li> <li>• Works at invariant pace, 2 -3 times slower than typical work pace</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar, short term tasks with exact samples</li> <li>• Activities with 1-3 steps</li> <li>• Features of width, length, position, number up to 5</li> <li>• Processes that produce tangible changes</li> <li>• Actions that do not require calibration, timing, or fine motor coordination</li> <li>• Objects in view, within 36 inches to front or side</li> <li>• Shared spaces and supplies, rules</li> <li>• Time keeping devices within view or pre-set alarms</li> </ul>
<p style="text-align: center;"><b>4.6 Personalizing features of objects</b></p>	<ul style="list-style-type: none"> <li>• Attending to surrounding visual field (360 degrees)</li> <li>• Attending to three dimensions of volume (height, width, and depth)</li> <li>• Recognizing the potential to vary own actions to produce a different outcome in a familiar task</li> <li>• Recognizing similarities of previous experience to present task</li> <li>• Recognizing two concurrent schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Scans visible environment for information, supplies</li> <li>• Alters concrete features of objects or sequence of steps to please self</li> <li>• Varies amounts, pressure, duration</li> <li>• Asks for previously used supplies/tools</li> <li>• Comments on related past experiences</li> <li>• Changes routine to please themselves</li> <li>• Works at invariant, near-normal pace in familiar tasks</li> <li>• Understands two concurrent schedules</li> </ul>	<ul style="list-style-type: none"> <li>• Work spaces with supplies within view</li> <li>• Samples with features to vary (color, number, size)</li> <li>• Features of width, length, depth, position, number up to 10</li> <li>• Activities with problems to solve by inexact variations in position, pressure, amount of materials</li> <li>• Cooperative activities containing two concurrent schedules</li> </ul>
<p style="text-align: center;"><b>4.8 Learning by rote memorization</b></p>	<ul style="list-style-type: none"> <li>• Attending to novel activities containing multiple steps</li> <li>• Attending to multiple striking cues within the activity environment.</li> <li>• Attending to and following written lists, one step/item at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Reads, follows one step in written list</li> <li>• Locates supplies in closed storage within work space</li> <li>• Rotates objects to inspect for errors upon completion of tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Exact samples to assemble</li> <li>• Written lists, instructions, protocols</li> <li>• Grids, tables, 45° diagonal lines</li> <li>• Schedules, calendars</li> <li>• Demonstrated sequences of new steps</li> <li>• Work spaces with supplies in closed storage</li> </ul>

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	<ul style="list-style-type: none"> <li>Accomplishing new learning by memorizing serial novel steps</li> </ul>	<ul style="list-style-type: none"> <li>Follows schedules containing 15 minute increments</li> <li>Requests lists &amp; exact demonstrations of new procedures</li> <li>Works at near normal pace in familiar tasks, slower than normal pace in novel activities</li> <li>Follows new procedures inflexibly</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated safety protocols</li> <li>Increased time frames for completion of novel activities</li> </ul>
<p><b>5.0</b> <b>Comparing and varying actions and objects</b></p>	<ul style="list-style-type: none"> <li>Attending to the small effects of their continuous coordinated actions on objects</li> <li>Remembering and replicating improved effects related to coordinated actions</li> <li>Modulating facial expression and intonation of speech</li> <li>Awareness of personal rights</li> </ul>	<ul style="list-style-type: none"> <li>Adjusts pressure, duration, repetition of actions within range of motion in continuous fluid movements</li> <li>Repeats improved effects</li> <li>Coordinates all body parts</li> <li>Stops working to talk</li> <li>Changes facial expression and intonation to match feelings</li> <li>Does not talk and work simultaneously</li> <li>States personal rights</li> <li>Works at normal, invariant work pace</li> </ul>	<ul style="list-style-type: none"> <li>Representative samples with processes with hand tools requiring bilateral coordination</li> <li>1-2 steps in written instructions</li> <li>Verbal explanations of written instructions</li> <li>Angles less than 90°</li> <li>3- dimensional assembly</li> <li>Hand tools: hammers, levers, grippers</li> </ul>
<p><b>5.2</b> <b>Discriminating sets of actions and objects</b></p>	<ul style="list-style-type: none"> <li>Attending to the small effects of actions on surface properties of objects</li> <li>Remembering and replicating improved effects on surface properties of objects</li> <li>Forming categories of objects by function</li> <li>Recognizing details of objects</li> <li>Shifting attention between verbal and motor actions</li> </ul>	<ul style="list-style-type: none"> <li>Improves surface properties: removes contamination, dries wet surfaces, smooths rough edges, mixes materials to achieve consistency</li> <li>Repeats improved effects</li> <li>Groups objects by function</li> <li>Uses specialized tools correctly</li> <li>Consults the clock</li> <li>Talks and works simultaneously</li> <li>Works at normal, invariant work pace</li> </ul>	<ul style="list-style-type: none"> <li>Representative samples with surface properties to vary (sheen, wet/dry)</li> <li>Simple written instructions</li> <li>Complex shapes</li> <li>Tints &amp; shades of color</li> <li>Groups of dissimilar objects</li> <li>Memory aids</li> </ul>
<p><b>5.4</b> <b>Self-directing learning</b></p>	<ul style="list-style-type: none"> <li>Attending to the small effects of actions on spatial properties of objects</li> <li>Remembering and replicating improved effects on spatial properties of objects</li> <li>Adjusting fine motor actions</li> <li>Adjusting pace briefly to external demand</li> </ul>	<ul style="list-style-type: none"> <li>Uses fine motor actions to improve effects on spatial properties: width, length, depth, figure/ground</li> <li>Repeats improved effects</li> <li>Assembles small parts within small spaces</li> <li>Adjusts work space (rearranges materials, moves location for improved efficiency)</li> <li>Observes severe warnings for undesirable outcomes</li> <li>Questions need to alter social interactions with others</li> <li>Alters work pace briefly in response to external demand but does not sustain</li> </ul>	<ul style="list-style-type: none"> <li>Representative samples with multiple parts to assemble</li> <li>Simple written instructions</li> <li>Small parts, details, and spaces ≤ 1/16"</li> <li>Figure ground designs</li> <li>Procedures requiring fine motor actions in small spaces</li> <li>Modifiable work spaces</li> <li>Explanations of precautions as severe warnings</li> </ul>



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<b>5.6 Considering social standards</b>	<ul style="list-style-type: none"> <li>• Anticipating secondary effects of actions on surface properties of objects</li> <li>• Estimating time requirements</li> <li>• Awareness of passage of time</li> <li>• Altering work pace to meet time constraint</li> <li>• Expressing kinship and empathy</li> </ul>	<ul style="list-style-type: none"> <li>• Reads all directions and gathers supplies before starting to work</li> <li>• Preheats oven &amp; iron, reads new laundering instructions, ensures ventilation for toxic vapors</li> <li>• Follows standard safety precautions and protocols</li> <li>• Expresses kinship bonds with loved ones</li> <li>• Expresses sympathy with strangers</li> <li>• Maintains track of time in seconds</li> <li>• Estimates time required for activities</li> <li>• Alters work pace to fit own estimated time requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures and diagrams of standard outcomes</li> <li>• Written instructions</li> <li>• Time allotments</li> <li>• Supplies in multiple locations out of view</li> <li>• Activities requiring timing (cooking, laundry, ironing, mixing chemicals)</li> <li>• Explanations of standard safety precautions (flammables, toxins, contaminants, allergens, sharp tools)</li> </ul>
<b>5.8 Consulting with others</b>	<ul style="list-style-type: none"> <li>• Anticipating secondary effects of actions on spatial properties of objects</li> <li>• Recognizing potential sources of expertise and knowledge possessed by others</li> <li>• Comparing identified courses of possible action</li> <li>• Comparing potential consequences of possible social interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Creates new pattern or design to guide actions</li> <li>• Anticipates secondary effects on spatial properties (moving glued parts before dry)</li> <li>• Pauses to think before acting</li> <li>• Compares 2 identified courses of action</li> <li>• Asks questions to verify inferences drawn from reading directions</li> <li>• Seeks information from others with specialized knowledge</li> <li>• Shows tact in expressing opinions</li> <li>• Alters work pace flexibly in consultation with others</li> </ul>	<ul style="list-style-type: none"> <li>• Exploded diagrams</li> <li>• Projects requiring developing patterns or procedures</li> <li>• Written explanations of potential secondary effects</li> <li>• Verbal directions related to spatial properties and end results</li> <li>• Available consultants and resources</li> </ul>
<b>6.0 Planning actions</b>	<ul style="list-style-type: none"> <li>• Using abstract cues representing objects, procedures, events to plan novel activities and solve novel problems</li> <li>• Developing hypotheses about results of possible courses of action</li> <li>• Developing unique solutions to novel problems</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies future probabilities prior to acting</li> <li>• Stops to think</li> <li>• Compares the pros and cons of several courses of action</li> <li>• Identifies a narrative that supports the best fit plan</li> <li>• Discusses hypothesized plans</li> <li>• Collaborates with others</li> <li>• Maintains flexible work pace within perceived limits</li> </ul>	<ul style="list-style-type: none"> <li>• Written plans</li> <li>• Verbal discussions about plans and probabilities</li> <li>• Principles, values, policies</li> <li>• Philosophies, systems of thought</li> <li>• Potential impacts on others, environment</li> <li>• Activities requiring collaboration with others</li> </ul>