

Allen Cognitive Level Screen-5 (ACLS-5), Large Allen Cognitive Level Screen-5 (LACLS-5), & NEW Disposable Large Allen Cognitive Level Screen (LACLS[D])

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Description: This 5th version of the Allen cognitive level screen with a revised and updated 66 page manual is an **evidence-based*** screening assessment for use with the Allen cognitive disabilities model.^{1,2} The screen consists of learning 3 visual-motor tasks (leather-lacing stitches) with increasingly complex activity demands. Completion of the 3 tasks requires that the person attend to, understand, and use sensory & motor cues from material objects (leather, lace, & needles), administrator's verbal & demonstrated instructions & cues, & feedback from motor actions while making the stitches. Scores are interpreted using the Allen Cognitive Scale of levels and modes of performance as well as other information about a person's history, interests, context, etc. The screen is available in 3 forms: standard ACLS, LACLS for persons with vision or hand function problems, & disposable form (LACLS[D]) for persons with whom infection control is required. ***For ACLS-5 and LACLS-5 Test: Psychometric Properties and Use of Scores for Evidence-Based Practice, visit www.allencognitive.org.**

Purpose: The screen is used to obtain a quick measure of global cognitive processing abilities, learning potential, and performance abilities and to detect unrecognized or suspected problems related to functional cognition.

Construct being measured: "Functional cognition" encompasses functional performance abilities and global cognitive processing capacities. It incorporates the complex, dynamic interplay between 1) a person's information processing abilities, occupational performance skills, values and interests, 2) the increasingly complex motor, perceptual and cognitive activity demands of three graded visual-motor tasks and 3) feedback from performance of these tasks in context.

Intended Use: To screen functional cognition for persons whose cognitive abilities appear to range of 3.0 to 5.8 on the Allen scale of cognitive levels.^{1,2} The strengths and problems that may be identified must be verified and supplemented with other assessments, e.g. Allen Diagnostic Module-2nd edition (ADM-2),³ the Routine Task Inventory – Expanded (RTI-E),⁴ and skilled observations grounded in the cognitive disabilities model. This screen is not intended for use in isolation or as a diagnostic tool. The information obtained is used to guide occupation-based interventions at the level of activity demands, performance skills, and occupations based on the Occupational Therapy Practice Framework.⁵

Intended populations: Originally developed for use with adults with psychiatric disorders OR dementia, the screen is recommended for use with populations whose patterns of functional behavior appear to reflect disruptions in global cognitive processing capacities as described by the cognitive disabilities model. The professional literature describes applications with adolescents with psychiatric problems and with adults who have experienced a TBI or a CVA.

Who may administer, score and interpret scores: Occupational therapists or other health care professionals who have experience working with persons with temporary or permanent cognitive impairments, training in the use of standardized assessments, and training or mentoring in use of the cognitive disabilities model and related assessments.

New in Version 5: Guided by *Standards for Educational and Psychological Testing*⁶

Substantially revised, expanded sections with photographs, color-coding, consistent cues & theoretical rationale

For set-up, preparation, administration and assigning of scores

New sections not published elsewhere

- Historical perspective regarding the development of the theory, related publications and assessments
- Definition of construct being measured & theoretical integration of leather-lacing tasks with levels of performance
- Interpreting, reporting and using scores
- Up-to-date published research including substantive evidence of reliability & validity
- Appendixes with comprehensive, up-to-date reference list, glossary, examples, photographs and sources

Sources: Allen Cognitive Group, www.allencognitive.org; Dementia Care Specialists, www.crisisprevention.com; S&S Worldwide, www.ssw.com; and Therapro, www.theraproducts.com. The manual & leather-lacing tools are available separately or as a kit.

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¹McCraith, D., Austin, S., Earhart, C. "The Cognitive Disabilities Model in 2011." In Katz, N. (2011) *Cognition, occupation, and participation across the life span*. Bethesda, MD: AOTA Press.

²Allen, C., Earhart, C., & Blue, T. (1992). *Occupational therapy treatment goals for the physically and cognitively disabled*. Bethesda, MD: AOTA.

³Earhart, C.A. (2006). *Allen Diagnostic Module: Manual (2nd ed.)*. Colchester, CT: S&S Worldwide

⁴Katz, N. (2006). *Routine Task Inventory – Expanded Manual*. Retrieved April 1, 2016 from <http://www.allen-cognitive-network.org>.

⁵AOTA (2014). *Occupational therapy practice framework: domain and process (3rd Ed.)*. AJOT 68 (Suppl.1), S1–S48. <http://dx.doi.org/10.5014/ajot.2014.682006>

⁶American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1999). *Standards for educational and psychological testing*. Washington, D.C.: American Educational Research Association.