<table>
<thead>
<tr>
<th>Process Skill Subcategories</th>
<th>Examples of ADL Compensation/Adaptation Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Energy</strong></td>
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<tr>
<td>Paces</td>
<td>Provide client with a clock and chart with estimated amount of time required for each category of ADL tasks</td>
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<tr>
<td>Attends</td>
<td>Refer to Specific Mental Functions category</td>
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<tr>
<td><strong>Knowledge</strong></td>
<td></td>
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<tr>
<td>Chooses</td>
<td>Offer two or more options and play out scenario of choices with client. For example, allow client to choose the red shirt or the white shirt to match the purple pants</td>
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<tr>
<td>Uses</td>
<td>Provide checklist of ADL items and brief description of what they are used for, such as a razor or step stool</td>
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<tr>
<td>Handles</td>
<td>Demonstrate to client use of tools or materials. Observe for carry-over at next session. For example, demonstrate how to hang pants neatly in closet</td>
</tr>
<tr>
<td>Heeds</td>
<td>Provide daily checklist to document each time ADL task is completed</td>
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<tr>
<td>Inquires</td>
<td>Provide written directions for ADL tasks. Request that client ask one or more questions regarding safety in ADLs/session</td>
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<tr>
<td><strong>Temporal Organization</strong></td>
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<tr>
<td>Initiation</td>
<td>Use external cues during intervention such as a bell or alarm clock to begin washing/dressing, for example. Address strategies to develop internal initiation cues</td>
</tr>
<tr>
<td>Sequencing</td>
<td>Provide client with ADL board containing the written steps of bathing, dressing, etc</td>
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<tr>
<td><strong>Organizing Space and Objects</strong></td>
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<tr>
<td>Searches/Locates</td>
<td>Provide external cuing such as labels or signs to assist with locating ADL objects or tools</td>
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<tr>
<td>Gathers</td>
<td>Provide checklist of items needed for bathing, dressing, or hygiene to assist client in gathering needed materials</td>
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<tr>
<td>Organizes</td>
<td>Provide client with daily reminders, lists, or calendars. Assist client in organizing closet, drawers, and shelves, as needed</td>
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<tr>
<td>Restores</td>
<td>Label shelves, drawers, and closets to assist in putting items away</td>
</tr>
<tr>
<td>Navigates</td>
<td>Use contrasting colors in physical contexts. Instruct client to use tactile cuing when navigating in bathroom and bedroom environments</td>
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<tr>
<td><strong>Adaptation</strong></td>
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<tr>
<td>Notices/Responds</td>
<td>Grade environmental, nonverbal, or perceptual cues in bathroom and bedroom, as appropriate</td>
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<tr>
<td>Accommodates/Adjusts</td>
<td>Problem-solve alternative actions or scenarios with client. For example, client should attempt toileting skills in bathrooms with different layouts</td>
</tr>
<tr>
<td>Benefits</td>
<td>Assist client/family in problem-solving various ADL issues that may occur upon discharge home and plan for adaptations</td>
</tr>
</tbody>
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