



Nashoba Learning Group Curriculum Database
Teaching this Skill

Skill: Dressing Skills

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Definition of Skill:

The student can complete a variety of skills related to dressing himself/herself. Specific tasks include:

Put underwear on: The student will locate the tag and orient the underwear so the tag is in the back. The student will lift one leg and put it down through the leg hole of the underwear. The student will lift his/her other leg and put it down through the other leg hole of the underwear. The student will use 2 hands on the waist of the underwear to pull the underwear up to his/her waist.

Take underwear off: The student will place each thumb on either side of waist, between his/her skin and fabric. He/she will pull the underwear down towards the floor and step out of the underwear.

Put pullover shirt on: The student will locate the tag and orient the shirt so that the tag is in the back. He/she will lift the shirt over his/her head and put his/her head through the head hole. He/she will bring one arm into the shirt and stretch it out through the arm hole. He/she will bring the other arm into the shirt and stretch it out through the other arm hole. The student will pull the bottom of the shirt down so it lays flat against the students belly and back.

Take pullover shirt off: The student will grasp and pull the end of one sleeve with one hand, while sliding the opposite arm out of the sleeve for both sleeves. He/she will grasp the bottom of the shirt and pull it up over his/her head.

Put button shirt on: The student will locate the tag and orient the shirt so he/she is holding the shirt at the neck in front of self and looking at the inside of the shirt. He/she will cross the midline and slide his/her hand in the sleeve. He/she will release the shirt and allow it to dangle behind his/her back, near the other hand. He/she will slide the other hand into the other sleeve of the shirt and adjust the shirt to lay flat on his/her shoulders and back. He/she will button the shirt.

Put button shirt off: The student will unbutton the shirt. The student will grasp and pull the end of one sleeve with the opposite hand, while sliding the arm out of the sleeve for both sleeves.

Put pants on: The student will locate the tag and orient the pants so the tag is in the back. The student will lift one leg and put it down through the leg hole of the pants. The student will lift his/her other leg and put it down through the other leg hole of the pants. The student will use 2 hands on the waist of the pants to pull the pants up to his/her waist. The student will zip the fly and/or fasten any buttons on the pants.

Take pants off: The student will unbutton and unzip the pants. He/she will place each thumb on either side of waist, between his/her skin and fabric. He/she will pull the pants down towards the floor and step out of the pants.

Put socks on: The student will locate the heel of the sock and orient it so it is pointing towards the floor. He/she will grasp the left and right sides of the sock, bunch up the sock past the heel, pick up one foot and slide it into the sock. He/she will pull the sock over the heel, unbunching as he/she goes and then pull the sock up as high as it can go. He/she will fold the sock down if needed. He/she will follow the same steps to put the other sock on.

Take socks off: The student will grasp the top of the sock with each hand and pull the sock down towards the floor while pulling his/her foot up and out of the sock. He/she will follow the same procedure for the other sock.

Put shoes on: The student will orient the shoes so the left shoe is on the left side and the right shoe is on the right side (strategies to determine this will be specific to the student, but may include attending to the arch of the shoe and ensuring it is on the inside or a visual prompt inside the shoe to indicate left and right). He/she will untie the shoes if necessary. He/she will hold the tongue of the shoe up and slide one foot into the shoe. He/she will tie/Velcro the shoe. He/she will follow the same steps to put the other shoe on.

Take shoes off: The student will untie/unVelcro the shoes. He/she will stabilize the shoe by holding the heel while pulling the foot out of the shoe. He/she will follow the same steps to take the other shoe off.

Put belt on: The student will locate the end of the belt. He/she will pass the belt through each belt loop, starting with the loop to the left of the fly. He/she will pass the belt through the buckle until it is tight around his/her waist. He/she will pull the belt in the opposite direction and insert the prong into the closest hole in the belt. He/she will orient the belt back to the left so the buckle is in the center and will pass the belt through the first belt loop.

Take belt off: The student will unbuckle the belt. He/she will hold the belt at the buckle and pull it forward until the belt is free from the belt loops.

Put coat on: The student will hold the coat with 2 hands at the neck and orient the coat so the student is looking at the inside of the coat. He/she will let go of the neck with one hand. He/she will cross the coat over his/her midline, place the free hand through the sleeve of the coat. He/she will let go of the coat with the opposite hand, raise the arm in the sleeve to keep it on, use the free arm to reach behind, find the armhole and bring the coat behind his/her back and place the arm through the other sleeve of the coat. He/she will adjust the coat so it sits on his/her shoulders. He/she will zip/button the coat.

Take coat off: The student will unbutton/unzip the coat. The student will grasp and pull the end of one sleeve with the opposite hand, while sliding the arm out of the sleeve for both sleeves.

Put hat on: Winter hat - The student will use 2 hands to hold the hat like a bowl. He/she will locate the tag and orient the hat so the tag is furthest away from his/her body. He/she will raise the hat and place the hat on his/her head and pull it down over his/her ears, orienting as he/she does so. He/she will fold the edge of the hat up if necessary. Baseball hat – the student will hold the lid of the hat, place the hat on his/her head, and use 2 hands to pull the hat down over his head, adjusting the hat until the lid faces forward.

Take hat off: Winter hat - The student will place each thumb near each ear, He/she will slide his/her thumbs between the fabric and the skin, pulling the hat up off of his/her head. Baseball hat - The student will grasp the lid of the hat and pull the hat up off of his/her head.

Put gloves on: The student will align the glove with his hand (strategies to do this will be specific to the student but may include placing the glove on the table palm side down and placing the correct hand over it or the student holds his palm up and places the corresponding glove on the

hand, also palm side up. He/she will then slide his hand into the glove, ensuring there is only one finger in each hole. He/she will follow the same steps to put the other glove on.

Take gloves off: The student will grab a 1-3 finger tips of the glove, taking care not to grasp the fingers inside. He/she will pull the glove off of his/her hand. He/she will follow the same steps for the other glove.

Put scarf/neck warmer on: The student will pull the neck warmer over his/her head or put the scarf behind his/her neck and cross and wrap the scarf ends loosely around his/her neck to the back.

Take scarf/neck warmer off: The student will pull the neck warmer off of his/her head or will unwrap the scarf and lift it up and over his/her head.

Dress for the weather and setting: The student will select clothing and outerwear that is appropriate for specific weather conditions (sun, rain, snow, etc.) and setting (school, work, church, etc.) Strategies to accomplish this will be specific to the student, but may include a checklist/worksheet allowing the student to match appropriate clothing to predetermined cues (calendar, temperature or weather report) and having designated sections of closet/drawers for weather/setting specific clothing.

Pick outfits that match/go together: The student will select outfits that work together either through matching to photos of outfits or learning decision rules for matching through desk instruction. Rules may include: good/no good color combinations, using stripes or plaid for shirt or pants but not both, etc...

Put work accessories on (name tag, apron): The student will gather all accessories needed for work. This will be specific to the student and job but may include lanyard/name tag or apron.

Lanyard - He/she will place the lanyard of his/her name tag around his/her neck. Apron - He/she will place the strap of the apron over his/her head and will grab the strings, cross them over in back, bring them around front and tie the strings into a bow.

Take work accessories off: Lanyard - The student will lift the lanyard up over his/her head.

Apron - He/she will untie the bow of the apron, loosen the strings around his/her waist and then pull the apron up over his/her head.

Put jewelry on: Necklace - The student will place the unfastened necklace around her neck, with the clasp in the front. She will fasten the clasp and turn the necklace so the clasp is in the back.

Earring - She will take the back off of each earring, push the post of the earring into the hole in her ear and will fasten the back of the earring. Watch - The student will use one hand to place a watch on the designated arm, with numbers oriented to be read, brace the watch on his trunk and use the free hand to buckle or Velcro the watch closed.

Take jewelry off: Necklace - The student will turn the necklace so the clasp is in the front, unclasp the necklace and lift it up over her head. Earring - The student will unclasp the earring and pull the both pieces in opposite directions, freeing it from the ear. Watch - The student will unbuckle/unVelcro the watch and pull it away from his/her wrist.

When this skill is learned, the student will be able to:

Complete a variety of dressing skills and perform multiple skills in sequence. Specific tasks:

- Put underwear on/take off
- Put pullover shirt on/take off
- Put buttoned shirt on/take off
- Put pants or shorts on/take off
- Put socks on/take off
- Put shoes on/take off
- Put belt on/take off
- Put coat on/take off
- Put hat on/take off
- Put gloves on/take off
- Put scarf/neck warmer on/take off
- Dress for the weather and setting
- Pick outfits that match/go together
- Put work accessories on (name tag, apron, tie)/take off
- Put jewelry on/take off

Generalization of skill is defined as:

The student will be able to perform each skill, using different sets of materials, in multiple settings (school and home), with supervision faded.

This skill serves as a prerequisite to: These skills are core skills for increasing independence and autonomy as well as allowing participation in community activities. They serve as prerequisites to more advanced independent living skills, such as trying on clothes in a store, recreation/working out at a pool or health club and employment.

Prerequisites skills needed to successfully learn this skill

Put underwear on/take off: The student must be able to use 2 hands to complete a task. He/she must be able to bend at the waist/bend legs and reach his/her feet. He/she must be able to lift one leg at a time while either standing or seated. He/she should be able to locate a tag and/or identify the front and back of an article of clothing.

Put pullover shirt on/take off: The student must be able to use 2 hands to complete a task. He/she should be able to locate a tag and/or identify the front and back of an article of clothing.

Put buttoned shirt on/take off: The student must be able to use 2 hands to complete a task. He/she should be able to locate a tag and/or identify the front and back of an article of clothing. He/she should have the fine motor skills to fasten buttons.

Put pants or shorts on/take off: The student must be able to use 2 hands to complete a task. He/she must be able to bend at the waist/bend legs and reach his/her feet. He/she must be able to lift one leg at a time while either standing or seated. He/she should be able to locate a tag and/or identify the front and back of an article of clothing. He/she should have the fine motor skills to fasten zippers and buttons.

Put socks on/take off: The student must be able to use 2 hands to complete a task. He/she must be able to bend at the waist/bend legs and reach his/her feet. He/she must be able to lift one leg at a time while either standing or seated.

Put shoes on/take off: The student must be able to use 2 hands to complete a task. He/she must be able to bend at the waist/bend legs and reach his/her feet. He/she must be able to lift one leg at a time while either standing or seated. He/she should be able to tie shoes (see specific write-up) or keep on a loafer or other non-tie shoe.

Put belt on/take off: The student must be able to use 2 hands to complete a task. He/she should attend to relevant features of an item. He/she should be able to use enough force to tighten the belt around his/her waist and have the fine motor skills to fasten the buckle.

Put coat on/take off: The student must be able to use 2 hands to complete a task. He/she should be able to locate a tag and/or identify the front and back of an article of clothing. He/she should have the fine motor skills to fasten a zipper, velcro or snaps

Put hat on/take off: The student must be able to use 2 hands to complete a task. He/she should be able to locate a tag and/or identify the front and back of an article of clothing.

Put gloves on/take off: The student must be able to use 2 hands to complete a task. He/she should be able to locate a tag and/or identify the front and back of an article of clothing.

Put scarf/neck warmer on/take off: The student must be able to use 2 hands to complete a task.

Dress for the weather and setting: The student must be able to match exemplars to a category, identify which category to refer to using an environmental cue, refer to a category/exemplar chart to select item types, and make choices, or should be able to assess weather conditions by looking out a window and/or recalling learned rules.

Pick outfits that match/go together: The student must be able to match exemplars to a category by clothing type, color and pattern (stripes, plaid, floral etc.), refer to a category/exemplar chart to select item types, and make choices, learn and apply simple decision rules.

Put work accessories on (name tag, apron, tie)/take off: The student must be able to use 2 hands to complete a task. He/she should be able to identify the front and back of items. For apron, he/she should be able to tie a knot and a bow.

Put jewelry on/take off: The student must be able to use 2 hands to complete a task. He/she must have the fine motor skills to pinch and hold a clasp open.

Overview of Teaching Methodology

The methodology used to teach each of these dressing skills is task analyzed instruction. A task analysis breaks a complex skill into component steps. Each step of the task is taught and linked with the other steps to create a behavior chain. Depending on the student, the skill may be taught as a forward chain, backward chain, or total task presentation. Research has shown no significant difference between the rate of acquisition of skills using forward chaining or backward chaining. For students with no prior knowledge of the steps necessary to complete the skill, either presentation can be used. In addition, for students who will require extensive numbers of trials to learn specific steps or sequences of steps, that step or series should be taught in isolation in mass trials before the entire chain is introduced. Students, who respond better to the immediate reinforcement of escape from task, may benefit from backward chaining. For students who can already perform various steps of the task, a total task presentation may be appropriate. During total task presentation, the student will receive reinforcement for the steps performed correctly while learning the steps he/she does not demonstrate through prompting.

Prompting procedures used can be physical, model, picture/text, or verbal. Selection of prompting procedures should be based on what is most effective with the learner and most readily faded. In general, verbal prompts are avoided because research has demonstrated that these are the most difficult to fade. Note that teaching the student verbal self cues (ex: “say “head, arm, arm, pull”” while putting shirt on) is not the same as a teacher delivered verbal prompt and can be effective for some of these tasks. These types of verbal self cues are often paired with picture/text instructions and modeling. The majority of NLG students learn most rapidly with either physical prompts and/or picture/text instructions that are systematically faded. Some students benefit from an initial demonstration (model) of the task and simple description of steps and end product at the beginning of the teaching session.

Potential Alternative Teaching Methodologies

We have not found any research related to alternative methods for teaching these particular skills to students with developmental disabilities.

Rationale for selecting This Methodology

Task analyzed instruction is demonstrated by research as an effective teaching technique for a wide variety of multi step tasks. Our students often do not have the language ability to understand more general explanations of the skills and require step by step teaching procedures with prompting and frequent reinforcement to acquire skills. Physical, model, textual and/or picture prompts are used because they are easily faded and less likely to result in prompt dependency than verbal prompts. This is because they allow the prior step to act as the SD for the next step in the chain and do not insert an additional teacher generated SD between steps within the task. Verbal self cues do not need to be explicitly faded as they are under the control of the learner.

Type of Learner potentially served by this methodology

Task analyzed instruction is appropriate for all learners with the specific prompting procedures customized to the learner.

Resources consulted in developing this methodology and sources of data on effectiveness

Batra, M., Batra, V. (2005) *Comparison Between Forward Chaining and Backward Chaining Techniques in Children with Mental Retardation*, The Indian Journal of Occupational Therapy, 37, 57-63.

Cooper, Heron, Heward (1987) *Applied Behavior Analysis, Chapter on Behavior Chains* pp 339-364, published by Prentice Hall

Materials Needed

The materials required to teach each of these dressing skills consist of the clothing items and tools necessary to complete the task. It is best to teach with multiple exemplars of each clothing item for most students. However, for some students, the exemplars should be selected to increase success and minimize frustration. For example, select tee shirts with larger neck and sleeve holes for initial targets for putting a shirt on, or select elastic waist pants so fastening isn't needed at first. Similarly, shorter socks, slip on or Velcro shoes, etc... Once the basic chain is mastered, increase the difficulty systematically by adding additional exemplars with different characteristics. An area should be set up so that the student can easily retrieve the materials necessary to complete the task. If possible, this should mimic the set-up at the student's home so that generalizing clothing retrieval skills will be facilitated.

For selecting clothing appropriate to the weather, the following are samples of extra stimulus prompts and social stories that have been used at NLG.



Sample materials: Student sorts clothing items based on the weather



Sample materials to teach a clothing retrieval motor plan: The student is given a list of clothing items to retrieve. He matches the picture to the picture on the drawer, opens the drawer, selects an item, closes the drawer and moves onto the next item on his list.



Sample PECS Getting Dressed Routine



Printable template – student selects clothing item to wear based on specified weather conditions

It is important that I dress for the weather. When it is hot out, I can wear shorts and tank tops. When it is cold out, I wear a coat and hat. When it is raining out, I wear a raincoat or carry an umbrella. Before I get dressed to go out, I need to look at the weather to help me decide what to wear. When I dress for the weather, I won't be too hot, too cold or too wet! Let's practice!

The weather today is going to be _____

What should I wear?

Sun or Warm								
	underwear	socks	shoes	shorts	shirt	sunglasses	hat	
Cold or Snow								
	underwear	socks	shoes	pants	shirt	coat	gloves	hat
Rain								
	underwear	socks	shoes	pants	shirt	coat	umbrella	



Sample social story with exemplars for student to select clothing items based on specified weather

Teaching Steps

A Note on Safety and Abuse Prevention: In teaching these skills, it is critical that teaching staff focus on the safety and dignity of the student and have policies and procedures in place to ensure that student's privacy and wellbeing is protected, particularly for these tasks where the student is not fully dressed and when physical prompting is needed for teaching. Each school should develop its own policies based on the laws, regulations and cultural norms in your area but the following guidelines are generally needed: signed, informed parent/guardian permission to teach the skill specifying permissible physical prompting and how the student will be protected; only female staff permitted to teach dressing skills to female students; guidelines for protecting students from abuse- at our school there are always at least 2 staff members in the locker room or the door is left ajar; and we set designated times for teaching the skill with unscheduled supervisor drop in during teaching sessions.

The task analyses for each skill are attached. In teaching, the following steps should be utilized as appropriate for each task:

1. **Conduct a baseline assessment where appropriate, giving the student an SD and then writing down each step they complete.** In most cases, students have had some level of participation in performing the skill while a parent/caregiver has dressed them for many years. Determine with the caregiver what the level of prompting has been and what general procedure has been followed before conducting baseline. In many cases, the parent primarily performs the activity or the student has some level of independence but may not be able to independently initiate or complete the skill. After baseline, assess with parent whether to shape the current procedure the student or parent uses or re-teach using the outlined TA's. In some cases, a new procedure is better if the student is reliant on the parent completing the task because prompt fading has not occurred over a long period of

time. However, since most of these tasks will be performed at home, it is important that the parent or caregiver is comfortable with the method used and will be willing and able to assist in generalizing the new procedure to home once it is learned.

After baseline and selection of TA, determine if there are specific skills or sequences of skills that should be taught in isolation before introducing the chain. For example, finding the tag and orienting the clothing occurs in several of the TA's. Pre-teaching this sequence in multiple trials, independent of the rest of the chain, can allow faster acquisition. In addition, for most students, buttoning and unbuttoning is most easily learned using a shirt. Pants are harder because of the need to pull the sections together and suck in the stomach so we generally only teach pants buttoning after shirt buttons are mastered. You may want to work on buttoning in isolation while working on the putting on pants TA with elastic waist pants.

2. **Model the steps of the task.** If the student has the ability to attend to a demonstration (model) of the task and it is feasible/socially appropriate for the teacher to demonstrate the step, then show the student the skill exactly as they should complete it one or several times at the beginning of the teaching session. For putting on shirt or pants this can be done with an extra large shirt or pair of pants that the teacher puts on over his/her other clothes. This can be done as one step modeled, the student imitates, the next step is modeled, the student imitates, etc. or in larger sequences based on student capabilities. For students with sufficient language, a concise explanation of the steps before the task begins (and/or as you model it) is appropriate (example: "get dressed for work" or "put your shirt on: first lay the shirt on the bed with the tag up, pick it up from the bottom and put your head in...") After the model, the student may be able to respond more readily to physical or text/picture prompts because he/she has a context for the entire task.
3. **Select appropriate boundaries for each step in the TA and adjust teaching/prompting procedures if needed.** Modifications to steps in the TA should be made based on the student's learning history and need for consistent prompting. For a student who can respond to a model and does not need physical prompts, broader steps are appropriate. When the student has motor or attending issues that will require extended physical prompting, steps should be specified at a very fine level (where the garment is grasped, which arm first, how far up to pull etc..) to allow the team to consistently prompt and the student to learn a motor plan.
4. **Select appropriate within-stimulus prompting procedures if needed.** Modifications to the materials can be made based on the student's learning history. For example, add a binder clip or safety pin to the tag to make it easier to find, color code or label the inside of the left shoe vs. the right, make the palm of the glove or the thumb a different color, etc.
5. **Select appropriate extra-stimulus prompts:** Many of our students benefit from using supplemental materials while completing the task, such as the task schedule included above in the Materials section. Often this consists of a list of text and/or picture instructions of the steps of the task. These instructions can be very specific (example: open the top drawer, take out one pair of underpants, close the drawer, put the underpants on the bed, open the middle drawer etc..) or more general (example: get a pair of underpants, a shirt and pants from your dresser, or "get dressed") depending on the student's understanding of the task and ability to follow text and/or picture instruction. For some students, pictures/diagrams for each step are helpful even if the student can read. These supplemental stimuli can remain in use once the student can perform each step independently without adult assistance and the skill can be considered mastered as long as the stimuli are in place in all locations the student may perform the skill (or the student is

responsible for retrieving and bringing the stimuli as part of the task). The team can decide whether and when to fade these supplemental stimuli through periodic probes.

6. **Utilize appropriate response prompts.** We generally make use of physical prompts when teaching a chain of behaviors, often paired with extra stimulus prompts as described above. Physical prompts are usually the easiest to fade and are less likely to insert the teacher into the behavior chain than are verbal or gestural prompts. However, for students who find physical prompts highly aversive and for steps where physical prompts may not be appropriate to maintaining student privacy, alternatives may need to be used. Photos/diagrams of each step are effective without physical prompts for some learners. For those students with sufficient reading or picture comprehension skills, simple step by step textual or picture instructions may be used as noted above. In some cases where physical prompts are not appropriate, pairing verbal prompts with text/picture prompts is needed to gain the response and then the verbal prompts are faded as quickly as possible. As is demonstrated in the behavioral literature, it is generally most effective to ensure that responses are robust before fading prompting and to return to prompts to prevent error patterns from developing.
7. **Probe for progress towards independence.** When teaching a chain of behaviors, it is important to prompt sufficiently to ensure correct responding but then to conduct periodic probes for independence so that prompts can be systematically faded. During probes, allow the student 1 second to perform each step of the task analysis independently. If the student makes an error or does not respond, use least to most prompting to complete the step. The least intrusive prompt necessary to complete the step correctly will become the student's new prompt level for that step. In many cases, prompt levels can be faded across trials, with the first several trials prompted and then the remaining trials completed without the prompt. This should also be probed periodically to ensure that these early trial prompts are systematically faded.
8. **Teach problem solving.** After the student can complete the skill independently, it is important to teach him/her to troubleshoot through impediments that might arise (examples: the sock has a hole in it or the socks are mismatched, there are no long pants in the drawer, the shirt ends up on backwards or inside out, etc). These situations can be set up ahead of time and the solutions directly taught, using specific task analyses, the teaching procedures described above, and reinforcement for initiating the solution, until the student can solve common problems independently. Then, reinforcement is gradually faded to natural rates. In some cases, the student is taught to fix the issue himself/herself. In other cases, the student is taught to report the issue to a teacher/caregiver. For students who will have difficulty discriminating what solution may apply to a problem, teach them to communicate with a teacher/parent when they encounter an impediment. Because many of our students are not skilled at initiating communication and might simply cease working or become frustrated, it is important to explicitly and thoroughly teach and reinforce this skill if supervision is to be faded. For these skills, there is the added complexity of ensuring that the student is clothed appropriately when exiting the locker room/bathroom to find a teacher. In general we teach the student to check that all materials needed are in place before disrobing and the teacher remains in voice range even when out of the immediate area.
9. **Reinforce for high quality.** When the student is able to perform all steps of the task independently, teach the student to attend to the quality completion of the step before moving to the next step. Ideally the steps leading up to the finished product will include safeguards to ensure quality (example, taking care to locate the tag and orient the clothing correctly before putting it on). For students who will have trouble attending to quality

details, such as if the collar is folded down, the buttons lined up or the pants covering the underwear, each step should include safeguards to ensure quality (example: include steps to fold down the collar or push down the underwear, etc.). However, it is important where possible to teach the student to look at the finished product for any issues with quality (buttons misbuttoned, missed belt loops, pants tucked into socks, etc.). Reinforce only those trials that meet the quality standard and have the student redo trials or engage in correction of the issue where the finished product is below standard. For students who will find this process very frustrating, add reinforcement for correctly identifying when the outcome is below the quality standard. For many students, practice in identifying good vs. suboptimal outcomes of the task separate from actually performing the task is needed to allow the student to learn to identify the issue and to pre- teach how it should be corrected. For example, have the student sort picture exemplars into categories of good vs. needs fixing and then teach a rule for how to fix it. For example: pictures showing misbuttoned vs. correctly buttoned shirts, bunched up vs. straight socks, neatly tied shoes vs. the laces hanging down on the ground and rules such as: unbutton the shirt, line up the bottom button with the bottom button hole and start again. When conducting trials during the task, bring in the exemplars and rules to cue the student and make sure to match reinforcer quantity and quality to the difficulty of this task for the student. If quality issues are occurring frequently consider redesigning the task to reduce the issue. For example, shirts with more prominent buttons/holes, narrower belts that are easier to fit through loops etc.. or add additional orientation steps so there are fewer instances where correction is needed.

10. **Increase the rate at which the student works.** For some students, the rate at which he/she performs the skill is not an issue. For others, too slow a rate of completing the task may lead to inappropriate behaviors and wasted time. Reinforce the student for initiating the next step versus for the completion of an independent step. This will teach the student to continue initiating the next step of the task independently. Take a baseline of a typically developing person's performance on the task. Then, take a baseline over several sessions of how long it takes the student to complete the task. Reinforce only the tasks that are completed faster than the student baseline duration, with the target rate updated systematically. This will teach the student to complete the routine efficiently. The goal is to get as close to the rate of a typically developed person as is consistent with maintaining a high quality standard and completing a session of typical duration. The instructor will need to individualize targets to the student based on the student's needs and priorities. For a student who rushes through the task, reinforce checking for quality.
11. **Increase the student's endurance.** Once the student is completing the skill independently, the next step is to teach the student to complete a sequence of related tasks. This is done by requiring the student to engage in a series of tasks to complete a dressing routine (example: put on underwear, pants, shirt, socks and shoes).
12. **Reduce reinforcement.** At first, reinforcers are selected based on their value to the student. Reinforcement should be systematically shifted and reduced until the type, rate and the quantity resemble that in the natural environment (example: someone complimenting the student's appearance when they are appropriately dressed). We typically pair our extra primary or generalized reinforcement with the natural reinforcers that will be available so that over time these natural reinforcers become valuable to the student. Then, we systematically reduce the frequency of our reinforcement until the student only receives reinforcement at the end of the task and then we fade the quantity of reinforcement as appropriate. In all cases, the teacher should be alert to signs of ratio strain and reinforcer ineffectiveness and adjust accordingly so that completing work tasks remains reinforcing to the student.

13. **Reduce supervision.** Once reinforcement is reduced in frequency enough to allow the supervisor to fade his or her presence (but do not wait until it is at natural rates as this may take a very long time for some students), additional reinforcement fading can be paired with reducing supervision. Intensity of supervision should be systematically reduced by having the teacher take one step back (and increasing the distance another step as soon as criteria are met for that step), stepping back in for reinforcement on a variable schedule and for error correction as needed until eventually the student can complete the task without supervision or additional reinforcement. The ability to fade supervision will vary by student. Our goal is to have the student succeed at the lowest level of supervision that is consistent with maintaining appropriate behavior, and completing the tasks correctly. Objectives for each student should be based on performance data under various levels of supervision.
14. **Add distractions.** The final step in teaching these skills is to add distractions that will be similar to those that the student may encounter on his/her own. This may include other people using the bathrooms/showers, people having a conversation in the locker room, someone blow drying their hair, etc. The student must be able to tolerate these distractions (and engage in appropriate social behavior, such as saying “excuse me” when squeezing past the people having a conversation), while continuing to complete his/her routine if he/she is to live as independently as possible. Objectives for each student will vary and should be based on the student’s ability to perform successfully under various conditions. For many students, the tradeoff between intensity of supervision required and the ability to work with the distractions of a natural environment, will need to be monitored as the distractions may increase the intensity of supervision required for successful performance. Decisions should be made on which variable to emphasize based on the opportunities available for that student in adulthood.

A Note on Writing Task Analyses (TA’s)

There are many alternative ways to complete the tasks described in this document. You can go left right or right left, you can do shirt first or pants, put the coat on in front and then flip or put it on from behind etc. Selecting the “right way” to teach the task to a student should rely on several considerations. First, what is practical for the student and what most closely resembles how they may have previously learned the task when they did it at home or had a parent perform it with them or for them. Second, what will feel natural to the person most frequently prompting the student through the task. In the case of dressing skills, it is extremely important to consult with the family and find out their preferences for the task and how they will prompt at home.

There are also many options in writing a TA for how specific to make the description of the step and how many steps to break the task into. In deciding how detailed and specific the TA steps should be, there are several factors to consider. The first is how much physical prompting the student will need to learn the task. If extensive prompting will be needed then the TA should be more specific. That is so the teacher can make sure to prompt the task the same way each time, allowing the student to learn the motor sequence for the task more quickly. For example, specifying which hand to use and the exact sequence of motions and orientation of the garment will allow prompters to be consistent. If the student is at the level where text or picture instructions can be given of broader outcome oriented steps (examples: put underpants on, put shirt on, etc.), then the steps can also be more outcome oriented and not include specific motor actions. That is because the student will develop a consistent motor plan on their own as they complete the steps without physical prompting. The teacher can monitor the quality of the outcome of the step vs. tracking which hand was used or what the order was.

The TA's below are at a fairly high level of detail, assuming the student will require prompting to develop the motor sequence. Feel free to modify the level of detail and specificity based on the needs of your student. We do this extensively and in some cases our TA would look like the supplemental materials the student will see that are included above- basically a list of steps defined by the outcome of the step.

The following are examples of task analyses that we use to teach our students dressing skills.

Note that prompt levels should be indicated next to each step (I = independent, LP = faded physical prompt or graduated guidance, FP = full physical prompt) so that the teacher can easily see where and how he/she should prompt.

Put Underwear On													
Date/Staff	Current Step				probe				probe				probe
1. Common step with other articles of clothing TA's: Goes to area to retrieve clothes and to dress (may be wearing towel or robe)													
2. Common step: Retrieves 1 pair of underwear from drawer or stack (along with other clothing articles needed)													
3. Common step: Places underwear (and other clothing items) on surface in dressing area													
4. Common step: Takes off towel or robe and puts to side													
5. Picks up underwear by one hand at each side of waistband and shakes out													
6. Locates tag <u>or</u> front of underwear													
7. Moves underpants around by moving hands in turn to opposite side (if needed) to orient so tag is in the back													
8. Holds underwear with 2 hands on waist band													
9. Sits on edge of bed or chair if needs to for balance													
10. Picks up left foot													
11. Moves underwear down so waistband is just in front of left foot													
12. Finds left leg hole with foot													
13. Steps foot through left leg hole up past ankle													
14. Picks up right foot													
15. Moves underwear so waistband is just in front of right foot (while keeping left leg in)													
16. Finds right leg hole with foot													
17. Steps foot through right leg hole up past ankle													
18. Pulls the waistband of underwear up to just above knees using 2 hands													
19. Stands up (if sitting) while bent over													
20. Straightens and pulls waistband up to waist taking care to pull gently over private areas													
21. Adjusts underwear as needed													
Independence # independent steps / 21 steps													
Take Underwear Off													
1. Places thumbs on each side of waist													
2. Slides thumbs between underwear and waist													
3. Pushes underwear toward feet bending at waist and stretching arms down													
4. Sits on edge of bed/surface if needed for balance as hands reach to ankles													
5. Lifts left leg													

[illegible]

Puts Pullover Shirt On (Long or short sleeves)													
Date/Staff	Current Step				probe				probe				probe
1. Common step with other articles of clothing TA's: Goes to area to retrieve clothes and dress (may be wearing towel or robe)													
2. Common step: Chooses and retrieves shirt from drawer or stack (along with other clothing articles needed)													
3. Common step: Places shirt (and other clothing items) on surface in dressing area													
4. Common step: Takes off towel or robe and puts to side													
5. Picks up and shakes out shirt													
6. Locates tag <i>or</i> front of shirt and orients the shirt front down on dressing surface													
7. Picks up bottom of shirt back with 2 hands bunching up towards middle of shirt													
8. Lifts arms, ducks head and pulls shirt up over head													
9. Pulls shirt down behind head so neck hole is on top of head													
10. Pushes head through neck hole (either pulling from bottom of shirt or reaching outside of shirt up to top of head and pulling down from neck hole)													
11. Releases shirt with both hands													
12. Reaches left hand inside shirt and finds left armhole													
13. Pushes left hand and arm through left sleeve until shoulder of shirt is flat on shoulder													
14. <i>For long sleeved shirt:</i> uses right hand to pull cuff over left hand if needed													
15. Reaches right hand inside shirt and finds right armhole													
16. Pushes right hand and arm through right sleeve until shoulder of shirt is flat on shoulder													
17. <i>For long sleeved shirt:</i> uses left hand to pull cuff over right hand if needed													
18. With both hands pulls the bottom of the shirt down													
19. Adjusts shirt as needed													
Independence # independent steps / 19 steps													
Takes Pullover Shirt Off (long or short sleeves)													
1. Raises left arm													
2. Grasps end of left sleeve with right hand													
3. Pulls sleeve away from hand while bending elbow and sliding left arm out of sleeve of shirt													
4. Grasps end of right sleeve with left hand													
5. Pulls sleeve away from hand while													

[illegible]

Puts Button Shirt On (Long or short sleeves) Shirt is unbuttoned. Buttons are on the right of the shirt													
Date/Staff	Current Step				probe				probe				probe
1. Common step with other articles of clothing TA's: Goes to area to retrieve clothes and dress (may be wearing towel or robe)													
2. Common step: Chooses and retrieves shirt from drawer or stack (along with other clothing articles needed)													
3. Common step: Places shirt (and other clothing items) on surface in dressing area													
4. Common step: Takes off towel or robe and puts to side													
5. Picks up and shakes out shirt													
6. Holds shirt with 2 hands at the neck, oriented so student is looking at inside back of unbuttoned shirt													
7. Lets go of shirt with left hand													
8. Crosses midline to place left hand in left sleeve													
9. Twists and puts left arm through entire length of sleeve while using right arm to move shirt toward the left													
10. Lifts left arm up to keep sleeve on													
11. Lets go of shirt with right hand													
12. Twists body around so shirt dangles near right arm													
13. Brings right hand behind back to find armhole													
14. Places right hand into right sleeve													
15. Puts right hand through entire length of sleeve twisting body and adjusting height of left arm to get shirt on													
16. Uses hands to adjust shirt on shoulders as needed													
17. Moves hands to bottom of shirt													
18. Grasps shirt at 1 st buttonhole with left hand, placing thumb behind buttonhole to stretch it													
19. Grasps 1 st button with right hand with thumb on top edge of button													
20. Pulls hands together to align edge of button with buttonhole													
21. Pushes edge of button through buttonhole with the right hand while stretching the buttonhole over the button with the left hand													
22. Once button is ½ way through hole, releases buttonhole and grasps button with left hand , grasps buttonhole portion of shirt with right hand and pulls the button the remaining way through the buttonhole													
23. Moves hands to 2 nd buttonhole and button													

24. Grasps 2 nd button with right hand with thumb on top edge of button														
25. Pulls hands together to align edge of button with buttonhole														
26. Pushes edge of button through buttonhole with the right hand while stretching the buttonhole over the button with the left hand														
27. Once button is ½ way through hole, releases buttonhole and grasps button with left hand , grasps buttonhole portion of shirt with right hand and pulls the button the remaining way through the buttonhole														
Follows steps 23-27 until all buttons have been fastened	NA	-	-	-	-	-	-	-	-	-	-	-	-	-
28. Adjusts shirt as needed to lie flat on shoulders and against belly														
29. <i>For shirts with button sleeves:</i> Pulls end of left sleeve so cuff rests on palm on hand														
30. Orients cuff so buttons are in palm of hand														
31. Curls fingers of hand in sleeve over end of sleeve, with fingertips just on button, to stabilize sleeve														
32. Grasps other side of cuff (with buttonholes) with right hand, placing thumb behind buttonhole														
33. Pulls right hand towards palm of left hand, lining up buttonhole with button														
34. Pushes edge of button through buttonhole with left fingers, so button in touching right thumb														
35. Places pointer finger of right hand over cuff to opposite edge of button														
36. Pushes button with pointer finger, while sliding buttonhole over button with thumb														
37. Releases cuff														
38. Adjusts sleeve so seam runs under arm														
39. Pulls end of right sleeve so cuff rests on palm on hand														
40. Orients cuff so buttons are in palm of hand														
41. Curls fingers of hand in sleeve over end of sleeve, with fingertips just on button, to stabilize sleeve														
42. Grasps other side of cuff (with buttonholes) with left hand, placing thumb behind buttonhole														
43. Pulls left hand towards palm of right hand, lining up buttonhole with button														
44. Pushes edge of button through buttonhole with right fingers, so button in touching left thumb														
45. Places pointer finger of left hand over cuff to opposite edge of button														

[illegible]

18. Pushes button through buttonhole to disengage														
19. Moves hands to 2 nd button from bottom														
20. Grasps fabric next to buttonhole (to the left of the button when looking down at the shirt) with left hand														
21. Grasps the button, with thumb of right hand behind button														
22. Pulls fabric in left hand away from button, stretching buttonhole														
23. Angles button toward belly														
24. Pushes button through buttonhole to disengage														
Follows steps 13-18 for remaining buttons	NA	-	-	-	-	-	-	-	-	-	-	-	-	-
25. Grasps end of left sleeve with right hand														
26. Pulls sleeve away from body while bending elbow and sliding left arm out of sleeve of shirt														
27. Grasps end of right sleeve with left hand														
28. Pulls sleeve away from body while bending elbow and sliding right arm out of sleeve of shirt. Pulls shirt away from body.														
29. Places shirt in laundry hamper or designated spot														
Independence # independent steps / 29 steps														

Put Pants or Shorts On													
Date/Staff	Current Step				probe				probe				probe
1. Common step with other articles of clothing TA's: Goes to area to retrieve clothes and dress (may be wearing towel or robe)													
2. Common step: Chooses and retrieves pants from drawer or stack (along with other clothing articles needed)													
3. Common step: Places pants (and other clothing items) on surface in dressing area													
4. Common step: Takes off towel or robe and puts to side, puts on underwear per TA above													
5. Turns pants using 2 hands so that button/fly is on top													
6. Unbuttons pants if needed													
7. Unzips pants if needed													
8. Picks up pants with both hands at either side of waistband and shakes out													
9. Locates tag/fly													
10. Moves pants around by moving hands in turn to opposite side of waistband to orient pants in hands so tag faces student/fly on the other side													
11. Holds waist of pants with 2 hands													
12. Sits on edge of bed or chair if needed for balance													
13. Picks up left foot													
22. Bends at waist and moves pants down so waistband is just in front of left foot													
23. Points foot and finds left leg hole with toes													
24. Steps foot through left leg hole													
25. Straightens leg out (with foot off floor) while leaning back and pulling waistband up until foot comes out the bottom of the pant leg													
26. Puts left foot on the ground													
27. Picks up right foot													
28. Bends at waist and moves pants down so waistband is just in front of right foot													
29. Points foot and finds right leg hole with toes													
30. Steps foot through right leg hole and													
31. Straightens leg out (with foot off floor) while leaning back and pulling waistband up until foot comes out the bottom of the pant leg													
32. Puts right foot down on floor													
33. Stands up (if sitting)													
34. Pulls waistband up to waist, taking care to pull gently over private areas													
35. Grasps the waistband right above the buttonhole with left hand and the button													

[illegible]

Put Socks On													
Date/Staff	Current Step				probe				probe				probe
1. Common step with other articles of clothing TA's: Goes to area to retrieve clothes and dress (may be wearing towel or robe)													
2. Common step: Chooses and retrieves socks from drawer or stack (along with other clothing articles needed)													
3. Common step: Places socks (and other clothing items) on surface in dressing area													
4. Common step: Places shirt (and other clothing items) on surface in dressing area													
5. Common step: Takes off towel or robe and puts to side/puts on articles of clothing per other TA's													
6. If socks are rolled: grasps feet of both socks with one hand, uses other hand to grasp socks just below where edge is folded over and pull up edge to straighten and release socks.													
7. Puts socks down													
8. Picks up 1 st sock and grasps edge on each side with each hand													
9. Orients sock so heel points towards floor and toes point away													
10. Holds top of sock with 2 hands and bunches fabric down towards ankle.													
11. Sits down on floor or other surface for balance													
12. Lifts left foot													
13. Bends at waist and straightens arms toward foot until sock edge is just in front of toes													
14. Pushes left foot inside of sock while pulling up sock to heel													
15. If sock is tight, uses one hand to ease bunched sock over heel while continuing to pull up at the top with the other													
16. Grasps both edges again and pulls sock up leg until straight													
17. Folds sock over if necessary													
18. Adjusts sock so seam is across toes and heel is on heel													
19. Picks up 2 nd sock and grasps edge on each side with each hand													
20. Orients sock so heel points towards floor and toes point away													
21. Holds top of sock with 2 hands and bunches fabric down towards ankle.													
22. Sits down on floor other surface for balance													
23. Lifts right foot													

[illegible]

Put Shoes On and Ties (assumes one lace has a red mark and the other a yellow mark)													
	Date/Staff	Current Step				probe				probe			probe
	1. Retrieves shoes (after puts on socks) and places on ground												
	2. Unties shoes if needed: pulls ends of laces to release bow												
	3. Slides finger under knot and pulls up to release knot												
	4. Engages in problem solving if knot does not release (for example if double knot)												
	5. Orients shoes if front of where will sit to put them on so right shoe is on right side and left shoe is on left side - <i>left shoe is labeled 1 and right shoe is labeled 2*</i>												
Left shoe	6. Pulls up tongue to create room for foot												
	7. Sits behind shoes, bends at waist and knees and lifts left foot												
	8. Points toes and pushes toe into left shoe												
	9. Bends and grasps tongue to keep it from sliding in with foot if needed												
	10. Pushes heel down into shoe												
	11. Smooths tongue down onto foot												
	12. Pick up a lace in each hand												
	13. Pulls up on laces to tighten shoe												
	14. Makes an x with the laces, leaving a space under the x												
	15. Wraps the red lace around and pokes it through												
	16. Hold laces straight												
	17. Pulls laces tight												
	18. Makes a loop with the red lace												
	19. Makes a loop with the yellow lace												
	20. Wraps the yellow lace around the red lace and out the other side												
	21. Slides fingers in loops												
	22. Pulls loops tight												
Right shoe	23. Lifts right foot												
	24. Points toes and pushes toe in												
	25. Bends and grasps tongue to keep it from sliding in with foot if needed												
	26. Pushes heel down into shoe												
	27. Smooths tongue down onto foot												
	28. Pick up a lace in each hand												
	29. Pulls up on laces to tighten shoe												
	30. Makes an x with the laces, leaving a space under the x												
	31. Wraps the red lace around and pokes it through the hole												
	32. Hold laces straight												
	33. Pulls laces tight												
	34. Makes a loop with the red lace												
	35. Makes a loop with the yellow lace												

*Strategies to discriminate left shoe from right shoe and left lace from right lace will be specific to the student. In this example the left shoe is numbered 1 and the right shoe is numbered 2. Also, the yellow lace is on the left side and the red lace is on the right side. General sequence for shoe tying is from the book: Red Lace, Yellow Lace, Learn to Tie Your Shoes by Mike Casey 1996 Barron's Educational Series

Put Belt On													
Date/Staff	Current Step				probe				probe				probe
1. Retrieves belt													
2. Locates end of belt and grasps with right hand a few inches in from end													
3. Grasps 1 st belt loop to the left of button/fly with left hand													
4. Lines up end of belt with 1 st belt loop													
5. Passes belt through 1 st belt loop until reaches right hand													
6. Takes left hand off belt loop, grasps near end of belt at just after belt loop													
7. pulls to next belt loop and pushes through next loop													
8. Reaches right hand around, grasps belt near end just after belt loop													
9. Pulls belt to next belt look													
10. Passes belt through next belt loop using left hand (across front) to stretch loop if needed													
11. lets go with right and reaches to other side of belt loop to pull to next loop													
12. Continues passing belt through each consecutive belt loop until belt is around waist to fly													
13. Grasps buckle with left hand and near end of belt with right													
14. Passes belt through the belt buckle													
15. Releases with right hand and quickly grabs belt on other side of buckle													
16. Pulls belt towards right to tighten													
17. Locates belt prong with left hand and moves toward belt													
18. Pushes belt prong through nearest hole on the belt, ensuring belt is tight to waist but not too tight													
19. Pulls end of belt back toward the left													
20. Passes end of belt through loop on belt, if there is one and the 1 st belt loop to the left of the button/fly/drawstring again													
21. If necessary, passes belt through the next belt loop													
Independence # independent steps / 21 steps													
Take Belt Off													
1. Locates end of belt with left hand and buckle with right													
2. Pushes end of belt towards belt buckle, sliding it out of belt loop													
3. Uses right hand to pull emerging fold out of buckle until end is free from left end of buckle													
4. Pulls belt towards right exposing the prong													
5. Slides prong out of the hole with left hand and puts it down													

Put Coat On and Zips (coat begins unzipped)													
Date/Staff	Current Step				probe				probe				probe
1. Retrieves coat from hook or designated area													
2. Holds coat with 2 hands at the neck, oriented so student is looking at inside of unzipped coat													
3. Lets go of coat with left hand													
4. Crosses midline to place left hand in left sleeve													
5. Twists and puts left arm through entire length of sleeve while using right arm to move coat toward the left													
6. Lifts left arm up to keep sleeve on													
7. Lets go of coat with right hand													
8. Twists body around so coat dangles near right arm													
9. Brings right hand behind back to find armhole													
10. Places right hand in right sleeve													
11. Puts right hand through entire length of sleeve twisting body and adjusting height of left arm to get coat on													
12. Uses hands to adjust coat on shoulders as needed													
13. Moves hand to bottom of coat to zipper													
14. If zipper pull is not at bottom of zipper, pulls it down													
15. Holds bottom of zipper in left hand													
16. Holds zipper pull in right hand													
17. Slides end of zipper in left hand into slot of zipper until it can't go in any further													
18. Moves left hand to grip just under zipper, holding coat taut													
19. Grasps zipper pull with right hand													
20. Pulls zipper up, taking care not to catch any skin in the zipper													
Independence # independent steps / 20 steps													
Take Coat Off													
1. Locates zipper pull and grasps with one hand													
2. Pulls zipper down, using other hand to straighten zipper if needed for pulling													
3. At bottom, disengages free side of zipper by pulling it out													
4. Grasps cuff of left sleeve with right hand													
5. Pulls sleeve out with right hand and bends and pulls left arm to get arm out of sleeve													
6. Lets go of left sleeve													
7. Grasps right sleeve with left hand													
8. Pulls sleeve out with left hand and pulls and bends right arm to get right arm out													

[illegible]

Put Baseball Hat On												
Date/Staff	Current Step				probe				probe			probe
1. Retrieves hat												
2. Grasps lid of hat with one hand with beanie upside down and facing away												
3. Swings hat up and around by the lid over head												
4. Places hat on head with lid facing specified/preferred direction												
5. Grasps back of hat with other hand (while still holding on to lid of hat)												
6. Adjusts hat to slide over head												
Independence # independent steps / 6 steps												
Take Baseball Hat Off												
1. Grasps lid of hat with one hand												
2. Pulls up on lid, lifting hat off head												
3. Puts hat away in designated spot												
Independence # independent steps / 3 steps												

Put Winter Hat On													
Date/Staff	Current Step				probe				probe				probe
1. Retrieves hat													
2. Holds hat like a bowl with 2 hands													
3. Locates tag <u>or</u> front of hat (may not be necessary)													
4. Orients hat so tag is furthest away and/or front of hat is pointing towards belly													
5. Lifts arms to head and places hat on head													
6. Pulls down and adjusts hat to slide over head													
7. Folds up bottom of hat if necessary													
Independence # independent steps / 7 steps													
Take Winter Hat Off													
1. Places thumbs next to each ear, below the edge of the hat													
2. Slides thumbs between hat and hair													
3. Grasps hat and pushes hat up off head													
4. Puts hat away													
Independence # independent steps / 4 steps													

Put Gloves On													
Date/Staff	Current Step				probe				probe				probe
1. Retrieves gloves													
2. Picks up 1 st glove													
3. Determines which hand it corresponds to – <i>student places glove face down on surface and hovers hand over to match*</i>													
4. Picks up glove by top of end/cuff with opposite hand													
5. Slides hand about ½ way into glove while pulling towards self with other hand													
6. Adjusts glove to ensure each finger is entering correcting slot													
7. Slides hand into glove completely (and fingers into slots) and smoothes down with other hand													
8. Picks up 2 nd glove at top of end/cuff with gloved hand													
9. Orients so is right side up and thumbs match													
10. Slides hand about ½ way into glove while pulling towards self with other hand													
11. Adjusts glove to ensure each finger is entering correct finger slot													
12. Slides hand into glove completely (and fingers into slots) and smoothes with the other hand													
Independence # independent steps / 12 steps													
Take Glove Off													
1. Grasps at least 2 fingertips of left glove with right hand, taking care not to grasp fingers inside													
2. Pulls glove off hand partway													
3. If glove is not moving off any finger/thumb, uses opposite hand to grasp and pull that finger/thumb up partway													
4. Pulls glove rest of way off													
5. Grabs glove with just freed hand and places glove in coat pocket on that side													
6. Grasps at least 2 fingertips of right glove with left hand, taking care not to grasp fingers inside													
7. Pulls glove off hand partway													
8. If glove is not moving at any finger/thumb, uses opposite hand to grasp and pull that finger/thumb up partway													
9. Pulls glove rest of way off													
10. Grabs glove with just freed hand and places glove in coat pocket on that side													
Independence													

Put Scarf On													
Date/Staff	Current Step				probe				probe				probe
1. Retrieves scarf													
2. Holds scarf in front of self near belly grasping in middle with 2 hands													
3. Moves hands out along scarf, stretching is until hands are slightly outside of shoulder													
4. Lifts arms and places middle of scarf behind neck (with ends still in front of shoulders													
5. Adjust scarf so left side is about 18" longer than right side													
6. Grasps left end of scarf with right hand													
7. Pulls scarf across midline													
8. Lifts scarf over right shoulder so end is behind shoulder and drops end													
9. Reaches left hand behind back to grasp scarf fabric that is just behind right shoulder													
10. Pulls scarf around back of neck to the left, letting fabric slide through fingers as it begins to tighten (but stop sliding if fingers get to end of scarf)													
11. Lifts scarf over left shoulder and drops													
12. Adjusts scarf if needed													
Independence # independent steps / 12 steps													
Take Scarf Off													
1. Grasps left length of scarf with left hand													
2. Lifts and throws scarf over left shoulder													
3. Uses left hand to reach up and grasp dangling scarf by fabric behind right shoulder													
4. Pulls scarf forward and down until edge comes over shoulder to front													
5. Lets go with right hand													
6. Reaches up with both hands to grasp scarf just behind each shoulder blade													
7. Pulls scarf up and over head rotating arms forward once clears head													
8. Puts scarf away													
Independence # independent steps / 8 steps													

Dress for the Weather and Setting														
Date/Staff	Current Step													
SD: (Either delivered by therapist or cued by schedule/timer): “Time to go to _____, get ready”														
Note Setting: <i>S (school) W (work) C (church) H (home)</i>														
Note Weather: <i>S (sun) R (rain) SN (Snow) C (cold)</i>														
1. Student responds to SD by referring to schedule for next setting														
2. Looks outside/checks temperature/weather using an app														
3. Scans column headings for specified setting														
4. Scans down rows for specified weather														
5. Points to list of needed clothing/outerwear in cell														
6. Goes to locker/clothing storage area, bringing list if needed														
7. Selects an exemplar of each needed clothing/accessory item and creates a pile (create specific TA's steps for each item on list if needed)														
8. Picks up pile and goes to changing area														
9. Closes door/ensures privacy														
Undresses/dresses using appropriate TA's above	NA	-	-	-	-	-	-	-	-	-	-	-	-	-
10. Folds all clothes removed and creates a pile														
11. Picks up pile														
12. Exits dressing area														
13. Puts clothes away in designated area (and list if carried)														
14. Gets emergency folder, wallet and all other items needed to leave														
15. Gets coat and winter accessories if needed														
Puts on using appropriate TA's above	NA	-	-	-	-	-	-	-	-	-	-	-	-	-
16. Tells staff they are ready to leave/waits for group														
Independence # independent steps / 16 steps														

Put Work Accessories On														
Date/Staff	Current Step				probe				probe				probe	
Put Name Tag On (Lanyard)														
1. Retrieves lanyard														
2. Grasps picture/badge with one hand and faces it away from body														
3. Grasps string with other hand just above picture and slides it up string straightening and stretching the string														
4. Drops picture and grasps string with other hand at the top														
5. Moves hands out along string, stretching it until hands are slightly outside of shoulder														
6. Lifts arms and places string behind head and down to neck														
7. Lets go and brings hands back down in front														
8. Ensures picture and/or name is facing forward														
9. Adjusts as needed														
Independence # independent steps / 9 steps														
Takes Name Tag Off (Lanyard)														
1. Reaches up with each hand and grasps lanyard string behind neck														
2. Stretches hands out toward shoulder along string														
3. Lifts lanyard up and over head and brings arms down in front														
4. Puts lanyard on hook														
Independence # independent steps / 4 steps														
Put Apron On														
1. Retrieves apron														
2. Grasps apron at neck loop in front of self at shoulder height with 2 hands together														
3. Orients apron so pockets are facing away from self														
4. Slides hands out along neck loop until they are at shoulder width														
5. Lifts apron up and back over head														
6. Places neck loop around head and down to shoulders														
7. Releases neck loop														
8. Reaches down to sides and finds tie string with each hand														
9. Slides hands down string until arms straight at sides (should be about middle of string)														
10. Reaches hands with string up and behind to small of back														
11. Passes string on left side to right hand so right hand has both strings														

[illegible]

Put Jewelry On														
Date/Staff	Current Step				probe				probe				probe	
Put Necklace On (for unhooked necklace)														
1. Retrieves necklace														
2. Orients necklace so charm or pendant faces up														
3. Grasps necklace at each end														
4. Lifts arms and places necklace up and over head and behind neck														
5. Brings ends together in front of neck with hands														
6. Holds connector portion of clasp (looks like a ring) between thumb and pointer finger of one hand														
7. Holds the fastener portion of clasp (looks like a lobster claw) between thumb and pointer finger of other hand, with thumb on lever														
8. Pinches clasp, ensuring to pull lever down and fastener open														
9. Places connector ring inside clasp through opening														
10. Hooks fastener (claw) onto connector (ring)														
11. Releases lever														
12. Releases necklace														
13. Grasps clasp with left hand and pendant or part of necklace behind neck with the right														
14. Lifts left hand up while bringing right hand down to rotate necklace around neck until clasp is on back of neck and pendant in front														
Independence # independent steps / 14 steps														
Take Necklace Off														
1. Grasps clasp behind neck with left hand and pendant or part of necklace in front of neck with the right														
2. Brings left hand down while bringing right hand up to rotate necklace around neck until clasp is at front and pendant in back														
1. Holds connector (ring) between thumb and pointer finger of one hand														
2. Holds the fastener (lobster claw) between thumb and pointer finger of other hand, with thumb on lever														
3. Pinches clasp, ensuring to push lever down and open fastener														
4. Unhooks fastener (claw) by lifting connector (ring) through opening														
5. Pulls the two ends apart towards shoulders														
6. Lifts arms and pulls necklace up and over head														

Generalization Steps

Fade reinforcement. The frequency and intensity of the reinforcement should be faded using the guidelines outlined in the teaching steps to resemble a more natural work environment.

Fade supervision. The teacher should systematically fade his/her supervision of the student to resemble what will be available in the learners environment and allow as much independence as possible using the guidelines outlined in the teaching steps.

Vary the people with which the student works. The student's therapists should be rotated through his/her dressing programs to ensure that the student generalizes the skill across people.

Vary the materials. Change the materials the student uses to complete the task to ensure that he/she generalizes the skill across varying sets of materials.

Vary the environment in which the student completes the task. Once the student masters the skill in a single environment, have him/her practice the skill in a novel setting.

Potential issues that may occur and variations to teaching steps to overcome them

Students who are resistant to physical prompts: Some students do not respond or become resistant to a physical prompts. As discussed above, there are other prompting strategies that may be helpful for these students, including: using a laser pointer to indicate a location to grasp, using a live or video model to demonstrate the target behavior, or using a set of instructions with text and/or pictures. If these are not successful for the student, begin a tolerance program, reinforcing for gradually increased duration of physical prompting

Students who are prone to prompt dependency: When teaching a behavior chain, care should be taken to address the issue of prompt dependency. Prompt dependency occurs when the student will not perform the skill without the prompt. The prompt, prompt level and process to fade the prompt should be clearly spelled out on the step sheet. Ways to fade the prompt may include inserting a time delay between the SD and the prompt, fading the text prompt from black to gray to white, and fading the picture from a superimposed text from 100% to 50% to 25% to 0% density. Verbal prompts can be difficult to fade so picture/text, physical prompts and environmental cues are preferable. Note that the therapist's presence or inadvertent cues from the therapist are frequently prompts for many students and must be faded. Providing reinforcement for initiating the next step instead of or in addition to completing a step can be used to teach the student to initiate steps. This reinforcement should be faded on a variable schedule.

Students who are prone to depend on reinforcement: It is important to note that students do not only become dependent on the prompt to complete the skill, but often become dependent on the reinforcement that is delivered by the therapist and the therapist's presence as a signal paired with reinforcement. As with prompting, the step sheet should clearly describe how reinforcement and therapist's presence will be faded to resemble the natural environment. This can be done by systematically fading the amount of reinforcement, the frequency of reinforcement, or inserting a time delay between completion of the task and reinforcement and gradually increasing that delay.

Next Steps

The student can be taught to chain a series of mastered dressing skills to complete a routine. This routine can be incorporated into the student's daily schedule to simulate getting ready for school/work as well as getting ready for bed. The student can be taught additional fastening and clothing arrangement skills such as putting on a necktie, and fastening additional types of fasteners. Student can be taught more complex rules for choosing clothing and determining what to wear.

Primary Author:

Jessica Tilley