

Name:

Date

Dressing Programme:

- Dressing and undressing should be practiced slowly when possible to allow the child to develop their independence and not feel rushed or under pressure to get dressed quickly.
- Always help your child to dress in exactly the same order as this will make the routine and hence the task easier for them to remember.
- Provide visual cues/prompts to remind them of things to check for e.g.: label at the back.
- Make up a picture and word guide with the child that clearly shows the sequence of steps of their dressing routine so they can put this on their cupboard door or wall to follow.
- Try to be consistent with the dressing task. For example, encourage your child to start with the same side of the body each time.
- Use loose, comfortable clothing to practice so that dressing is easier and can be achieved more independently.
- A process called “**backwards chaining**” can be helpful. This is where you do most of the task but let your child do the last bit. As the child gets better and can do the last stage independently, let them do the last two stages, and so on. This can be used for dressing and undressing.
- The child may be better balanced and more comfortable when dressing/undressing when seated.
- Dress in front of a mirror to provide visual cues and use the mirror to check all is correct before going out.
- Practice with dressing up clothes.
- Use dressing cards, which require the child to identify the order that clothes are put on.



Fastenings:

Zip:

- Attach a key ring or curtain ring to the zip to aid grip.
- Practice zipping a pencil case.
- Provide hand over hand support to complete the clasp and allow them to independently pull up and down the zip.

Buttons:

- Start practising with larger, flat buttons and then progressing to smaller ones. Ensure that the button hole is large enough for the button.
- Buttons are easier to grasp if they are flat (instead of concave) large, textured or sewn slightly above the surface of the garment.
- Talk through each stage of the task in terms of what the next step is – ‘find the button’, ‘open the hole’, ‘push it through’, ‘grab it’.

