

Teaching Self-Care Skills

Objective: To teach students to dress independently

Setting and Materials:

Settings: Class bathroom

Materials: set of oversized clothing

1. T-shirt
2. Pants
3. Jacket
4. Socks

Content Taught

Putting on pants

1. Reach for pants
2. Grasp top of pants
3. Put one foot in appropriate pants leg
4. With appropriate arm grasp top of pants
5. Put remaining foot in appropriate pants leg
6. Pull pants to knees
7. Stand up
8. Pull pants to waist

Putting on t-shirt

1. Reach for shirt
2. Grasp bottom edge of opening
3. Raise t-shirt over head
4. Pull bottom opening over head
5. Grasp sides of neck with both hands
6. Position neck hole on head
7. Pull neck hole over head
8. Hold open armhole with one hand
9. Flex opposite arm
10. Push arm through appropriate armhole
11. Hold open empty armhole with opposite hand
12. Flex appropriate arm
13. Push arm through armhole
14. Grasp tail of shirt
15. Pull shirt to waist

Putting on jacket

1. Reach for jacket
2. Grasp top/neck with hand
3. Maintain hold on top
4. Put hand in appropriate sleeve

5. Push hand through cuff
6. Adjust shoulder
7. Grasp collar in back
8. Pull collar across shoulders
9. Grasp empty sleeve with sleeved arm
10. Put remaining hand in appropriate sleeve
11. Push hand into sleeve
12. Push hand through cuff
13. Adjust collar

Putting on socks

1. Reach for sock
2. Pull open sock
3. Put sock on toe
4. Pull sock over foot
5. Pull sock over heel
6. Pull sock up on leg
7. Straighten sock (smooth around toe)
8. Reach for sock (#2)
9. Reach for sock
10. Pull open sock
11. Put sock on toe
12. Pull sock over foot
13. Pull sock over heel
14. Pull sock up on leg
15. Straighten sock (smooth around toe)

Teaching Procedures

Use a 5 sec constant time delay procedure as follows:

1. First 10 sessions conduct at a 0 second delay by:
 - a. Obtaining students attention
 - b. Presenting controlling prompt (verbal prompt paired with hand over hand) immediately after task direction (e.g. put on your pants)
 - c. Physically prompting next step of task analysis while giving verbal description
 - d. Continuing through steps of each task analysis
2. After completing first 10 sessions insert a 5 second delay between the task direction and the presentation of controlling prompt
 - a. Allow 5 seconds to initiate response and 20 seconds to complete response
 - b. Differentially reinforce correct responses: correct waits = verbal praise, correct anticipations = descriptive verbal praise and edible reinforcer

Evaluation

Record number of correct response in each step of the task analysis

Lesson Plan Based on:

Hughes, M. W., Schuster, J. W., & Nelson, C. M. (1993). The acquisition of independent dressing skills by students with multiple disabilities. *Journal of Developmental and Physical Disabilities*, 5, 233-252.