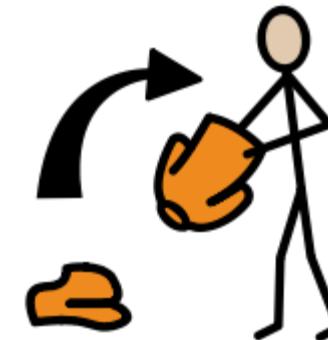


# Practical Strategies for Dressing

Occupational Therapy



# What is Occupational Therapy ?

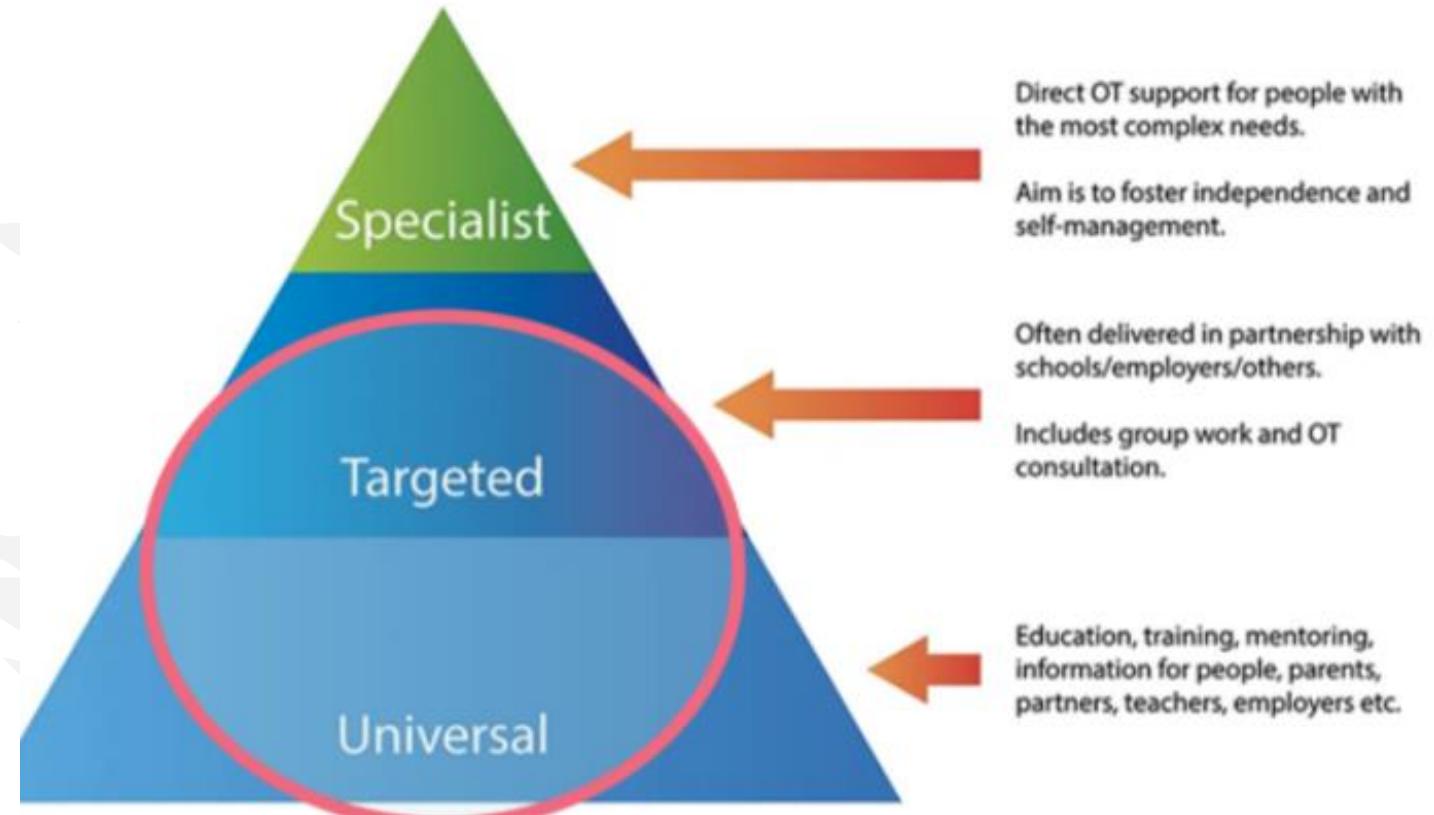
## What?

We support children to be as independent as possible in everyday tasks (occupations), at home and at school.

## How?

By looking at: the Child, the Task and the Environment!

**In Stormont:** Support with a universal approach applying OT strategies to the full school, to support all students and run target groups like 'Girls group' that was supporting with puberty and a 'Shoelaces group.'



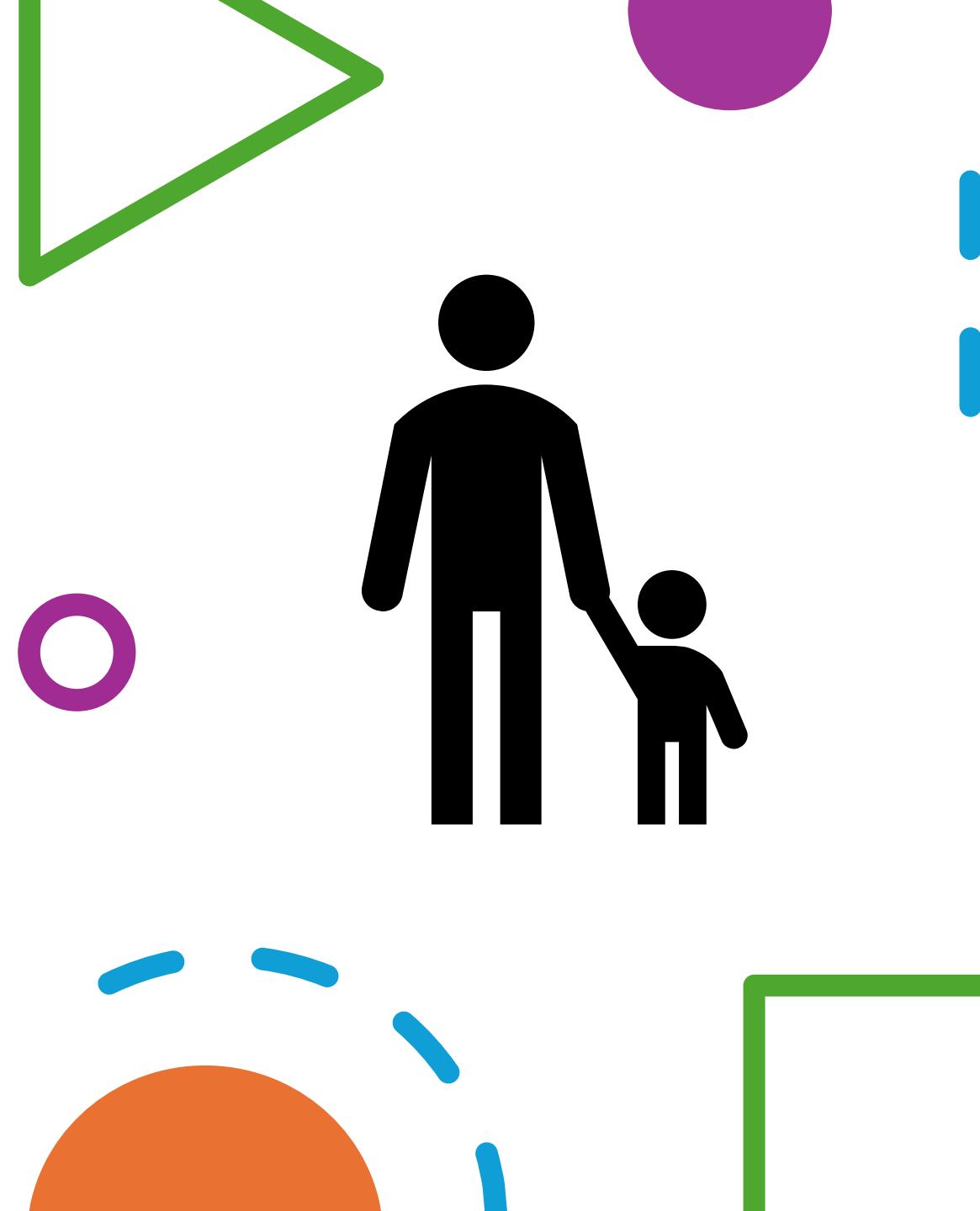
# Introductions

Your child's name?

Your child's age?

What are they good at?

What is one thing that is difficult  
for them to do?



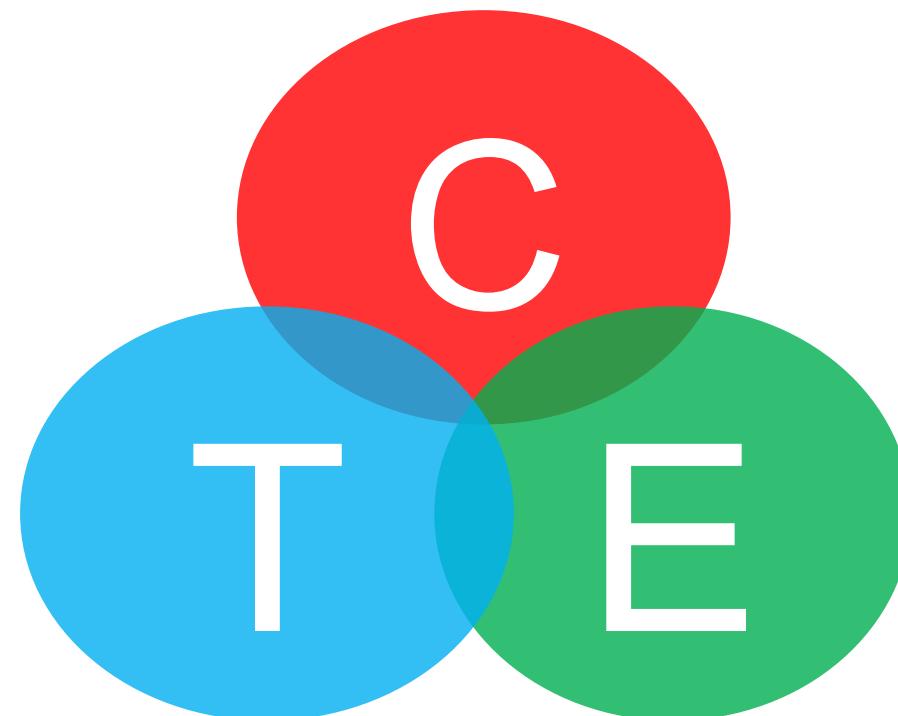
# What independence skills does your child need to learn?

- To be independent adults we need to be able to...
  - **Look after ourselves (self care)**
  - Be productive (productivity/school)
  - Have fun! (leisure/play)
- Today we are going to focus on the area of Self-care.



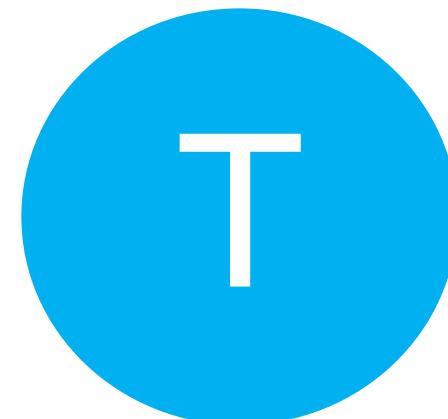
# What can make it difficult to learn new skills?

- We need to consider three things – **Child**, **Task** and **Environment**.
- These three things work together, and we must consider them **all** when thinking about the child's performance of the task.



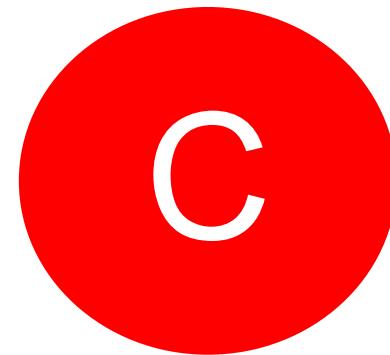
# Task

- Is it realistic?
- Are there sensory components of the task that are hard to cope with?
- What is the task?
- When is it ? ie. Morning



# Child Factors

- Motivation
- Understanding
- Communication Skills
- Attention
- Regulation (emotional/ sensory)
- Sitting and posture
- Fine motor skills and coordination



# Environmental

- Where?
- What and who else is in the environment?
- Distractions e.g. noise, visual
- Positioning/sensory
- Who and how much support can we offer?



# Share

- Has anyone tried any strategies with their child to support dressing skills and promote independence that have worked well?



## Tips and Techniques:

**Grading** - a method of modifying how an activity is performed to make it more manageable

- Break the task down into steps
- Get your child to do the steps that they can do.
- See if you can make any of the steps easier?  
Eg in shoelaces, using the bunny ear technique.



## Backward chaining:

You start the activity, and your child completes the last step.

- Break the task down into small steps.
- You complete all the steps except the last one.
- Your child practises the final step- Success! (Instant reward)

- Once mastered, practice the last 2 steps, then 3 steps etc until you reach first step



TASK- taking  
off a jumper

- Can you break the task down into 5 steps?



# Example:

- **Backward chaining** – example: taking off a jumper



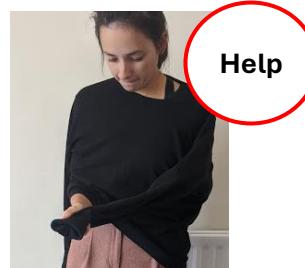
1. I pull the end of the right sleeve with my left hand.



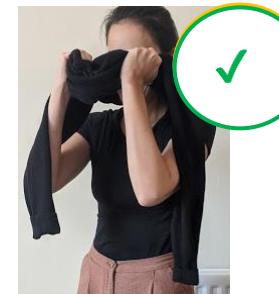
2. I pull my hand out from the sleeve.



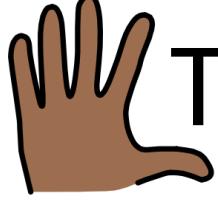
3. I pull the end of the left sleeve with my right hand.



4. I pull my hand out from the sleeve.



5. I pull the jumper over my head.



# Tips !

- **Repetition** is key – be consistent
- **Practice** away from stressful times
- Have a **clear start and finish**
- Use **visuals** e.g. step by step photos
- **Break down** the Task
- Think about the **Environment**.
- Don't put too much **pressure** on yourselves !

Any Questions ?

