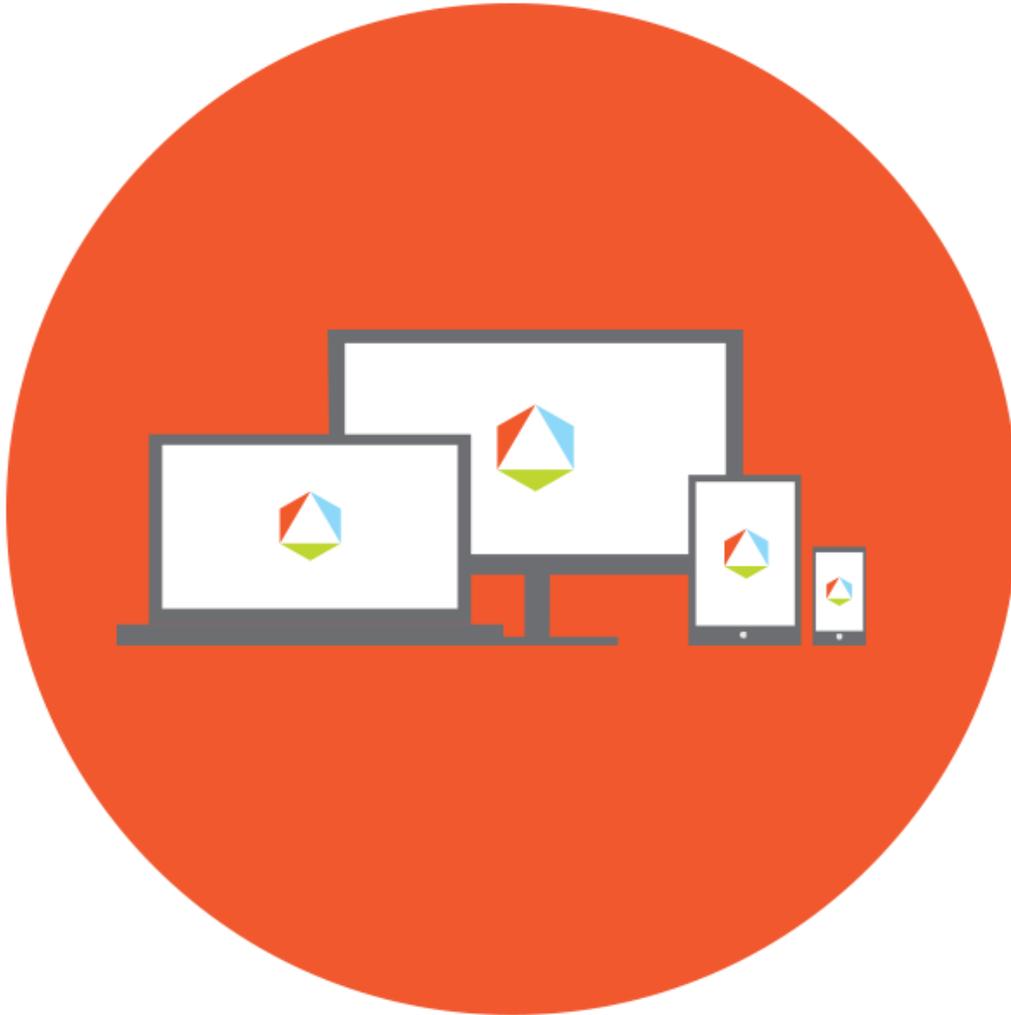




FIRSTPATH
AUTISM



Lesson Guide
30. Dressing Skills

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Overview

Teaches:	The full process of independently getting dressed, from choosing/retrieving clothes, to putting them on appropriately, to putting them away after taking them off.
Before beginning:	<ul style="list-style-type: none">• The child should have demonstrated mastery in cooperation and readiness skills• The child must have the ability to learn from prompts other than vocal prompts (e.g., physical assistance, gestures, visual, etc.)• The child must also have the physical ability (i.e. fine and gross motor skills) needed to be able to perform the steps of the task
Why it's important:	Getting dressed is an activity that must be performed on a daily basis, sometimes several times per day. The ability to perform such tasks with an increasing level of independence relieves parents/caregivers, and, more importantly, gives the child a sense of accomplishment.
Materials needed:	All items of clothing to be put on for that day (at a basic level: shirt, pants/shorts, underwear, socks; later can advance to include accessories like shoes, a belt, coat, hat, etc.) Materials needed may vary slightly from family to family, and from season to season (dressing).
Generalization activities:	Playing "dress up", changing into sports uniform, toileting routine (pants & underwear up/down), dressing a doll/stuffed animal.

NOTE: This lessons is taught using a **Task Analysis**. A Task Analysis is a specific list of each and every step involved in the larger task of "getting dressed". You will collect data on each individual step, which then allows you to calculate what percentage of the total task the child completed independently.)



Steps

Prepare

1. Make sure the environment is ready for teaching the task, with all necessary materials available. These lessons will likely not be taught at the table; rather, they will likely occur in the more natural setting of a bedroom or bathroom.
2. Have several highly preferred items ready and available to function as reinforcers for correct responses.
3. Have data collection ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. Refer to the detailed explanation of **how to teach using a task analysis** (page _____ of _____), in order to determine whether you will be **providing immediate assistance** (prompting) to begin, OR if you will be **waiting 3-5 seconds** for the child to respond.
2. Assist the child (as needed) through the steps of the Task Analysis, until the final step of the task is completed.
3. Collect data for each step as it is completed; if this is not possible, record data as soon as possible to ensure accuracy.
4. After the final step of the task is completed, provide feedback on how the child performed. Deliver reinforcement.
5. Ask the child to complete the task (use the name of the whole task and not the individual steps). For example, say, "Get dressed" instead of, "Pick up the shirt. Put it on your head. Put your arms in", etc.

NOTE: This single, general task instruction will usually be the only vocal instruction you give when teaching using chaining/Task Analysis.)

NOTE: Correcting errors when teaching a Task Analysis requires you to go back to the last correct step, re-do that correct step, and then move to the next step in the sequence. This helps the child to "chain together" correct behavior, or correctly associate the steps, in order to know what comes before and after each step. See examples below.



Examples

For the following examples, this very simple Task Analysis will be used:

1. Open top of pants
2. Insert legs into holes
3. Pull pants up
4. Close zipper

Correct response	Incorrect response	No response
<p>Teacher: "Put on pants."</p> <p>Child: completes steps 1-5 in order, correctly</p> <p>Teacher: "Way to go!" and delivers enthusiastic reinforcement.</p>	<p>Teacher: "Put on pants."</p> <p>Child: opens pants (step 1), inserts legs (step 2), tries to close zipper (step 4)</p> <p>Teacher: "Uh-oh. Let's try again", and prompts child back to the "insert legs" step (which requires removing the pants)</p> <p>Child: inserts legs again (step 2)</p> <p>Teacher: immediately prompts to "pulling pants up" (step 3)</p> <p>Child: pulls pants up and then closes zipper (step 4)</p> <p>Teacher: "Good job!" and delivers reinforcement</p> <p>(at slightly less amount than if the whole task was completed without error)</p>	<p>Teacher: "Put on pants."</p> <p>Child: (no response)</p> <p>Teacher: "Oops. You need to put on pants" and prompts child to begin first step of "open top of pants".</p> <p>Prompt will likely consist of gesturing or physically starting to assist child, <u>rather than</u> giving vocal coaching.</p> <p>Child: Opens top of pants and then completes the remaining steps in the task analysis</p> <p>Teacher: "Great work!" and delivers reinforcement</p> <p>(at slightly less amount than if the task were initiated on the first instruction)</p>



TYPICAL ORDER OF LEARNING TARGETS:

Order can vary depending upon the child; some targets can be taught at the same time. Each will have a separate task analysis.

1. Pants
2. Shirt
3. Socks
4. Underwear (or Pull-up diaper)
5. "Get dressed" (combined sequence of targets 1-4)
6. Coat
7. Shoes on
8. Tying shoes