

BASIC ADAPTIVE SKILLS

IV. CLOTHES APPEARANCE AND APPROPRIATE DRESS

79.1 KNOWING WHEN CLOTHING IS IN NEED OF WASHING

- "How can you tell when clothing needs washing?" (Looks soiled, has spots, stains, stale odor . . .)

Client is shown ten clothing items, five of which are clean and five of which are visibly soiled or stained. Client is asked to examine each garment, identify those items in need of washing, and indicate the soil or stain. It is suggested to vary the clothing items used each training session to insure client is learning to discriminate clean from soiled garments rather than responding only to specific clothing items.

- Client identifies the five clothing items in need of washing
- Correctly indicates soil or stain on each of the five clothing items

The following questions are designed to assist the client in developing general guidelines regarding how often different types of clothing can be worn (in *this client's case*) before they should be washed even though the garments are not visibly soiled.

- "Is it alright to wear a garment just because it looks clean?" (No)
- "Why not?" (Garment may have stale odor, a garment isn't clean just because it looks clean . . .)
- "Name the clothing items you can wear only once before they should be washed.":
- "How often can you wear your *underpants (panties)* before they should be washed?":
- "How often can you wear your *undershirts (bras)* before they should be washed?":
- "How often can you wear your *socks (panty hose)* before they should be washed?":
- "How often can you wear your *slips* before they should be washed?":
- "How often can you wear your *pajamas (nightgowns)* before they should be washed?":
- "How often can you wear your *shirts (blouses)* before they should be washed?":
- "How often can you wear your *sweaters* before they should be washed?":
- "How often can you wear your *pants (slacks)* before they should be washed?":
- "How often can you wear your *skirts* before they should be washed?":
- "How often can you wear your *dresses* before they should be washed?":

The tasks below are intended for use either in the client's home using the clothing client has worn that day (preferable), or at the habilitation facility using clothing provided by the facility.

When training is performed at home: It is suggested client is asked to leave all clothing worn that day on a chair in the bedroom when client is undressing at bedtime. The trainer can join client after client has put on nightwear and proceed with the tasks below.

When training is performed at facility: Client is shown a complete outfit (five garments minimum including underwear) and is asked to imagine having worn these clothes all day. It is suggested to vary the outfits used each training session (a natural occurrence in the home environment) to insure client is learning to judge when clothing should be washed rather than responding only to specific clothing items.

Client is asked to examine each clothing item and to identify those garments in need of washing.

- Client examines each clothing item
- Correctly identifies those garments in need of washing
- "When is a convenient time to decide whether your clothing needs washing?" (When you're undressing, before putting away clothing you've just taken off . . .)

79.2 HANGING CLOTHING AFTER USE: Introduction

- "Why is it a good idea to hang up your clothing?" (Clothes won't get wrinkled; keep your room neat, won't have to iron clothes as often . . .)
- "Why isn't it a good idea to hang a heavy garment on a wire hanger?" (Wire may crease shoulder of garment, weight may bend wire hanger . . .)
- "Name three clothing items that usually are stored on hangers." (Coat, jacket, blouse, pants, shirt, skirt . . .)
- "Name three clothing items that usually are stored in drawers." (Underpants, socks, sweater, T-shirt, dungarees . . .)
- "Name three clothing items that may be stored on pegs or hooks." (Bathrobe, nightgown, pajamas, casual jacket . . .)
- "How can you tell when clothing is designed to be hung on a peg or hook?" (Garment has loop inside at nape area . . .)

Client is given a garment and asked to hang it on a hook or peg. It is suggested to vary the garment used each training session to insure client learns to handle a variety of clothing items.

- Garment is right side out
- Garment is straight to full length
- Hangs appropriate part of garment over hook or peg
- If garment has loop, hangs by loop only
- Garment hangs securely
- Hangs garment on hook or peg in reasonable amount of time:

79.3 HANGING CLOTHING AFTER USE: Shirt Or Coat On Hanger

Client is given a hanger and a shirt, blouse, coat, jacket, or similar garment and is asked to hang up the garment.

- Garment is unbuttoned
- Garment is right side out
- Grasps nape area of collar with one hand
- So that fingers are inside garment
- Holds garment in front of body
- Orienting garment as if client were wearing it

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HANGING CLOTHING AFTER USE: Shirt Or Coat On Hanger (Cont.)

- Grasps hanger at base of hook with other hand ■ Hanger is right side up ■ Holds hanger directly in front of garment
- Slips left side of hanger inside garment ■ And inserts hanger in left sleeve
- Slips right side of hanger inside garment ■ And inserts hanger in right sleeve
- Buttons top button ■ While maintaining garment on hanger
- Garment hangs evenly on hanger ■ Collar lays properly ■ Body and sleeves of garment are extended to full length
- Hangs up hanger and garment in closet ■ Garment remains properly hung ■ Hangs up garment in reasonable amount of time:

80.1 HANGING CLOTHING AFTER USE: Pants On Hanger

Client is given a pair of pants and a hanger (standard triangular shape) and is asked to hang up the pants.

- Pants are right side out ■ Grasps one pant leg at hem ■ Arranges pant leg so leg seams are aligned properly
- While holding first pant leg in place ■ Arranges other pant leg so seams are aligned properly
- Pant legs are untwisted ■ Brings pant legs together evenly ■ Holds pant legs at hem with one hand
- Places other arm at approximate midpoint of pants ■ And folds pants over arm
- Releases grasp at hem of pant legs ■ And grasps hanger at base of hook ■ Holds hanger appropriately for inserting pants
- Inserts pant legs through opening of hanger ■ Brings hanger up pant legs ■ Until hanger reaches fold
- Removes arm supporting pants ■ Pants lay smoothly across rod of hanger
- Pants are placed securely on hanger (i.e. sufficiently evenly to prevent slipping off hanger)
- Hangs up hanger and pants in closet ■ Pants remain properly hung ■ Hangs up pants in reasonable amount of time:

80.2 HANGING CLOTHING AFTER USE: Pants On Pants Hanger

Client is given a pair of pants and a pants hanger (type with two clothespins permanently attached) and is asked to hang up the pants.

- Pants are right side out ■ Grasps one pant leg at hem ■ Arranges pant leg so leg seams are aligned properly
- While holding first pant leg in place ■ Arranges other pant leg so seams are aligned properly
- Pant legs are untwisted ■ Brings pant legs together evenly ■ Lays pants on bed keeping pant legs together at hem
- Aligns pants hanger with hem of pant legs ■ Pants hanger is right side up (i.e. hook is positioned away from pant legs)
- Clothespins are positioned appropriately on hanger rod ■ Pinches open one clothespin ■ And inserts both pant legs
- Pant legs are inserted near one corner of hem and pant legs ■ Releases grasp on first clothespin
- Pinches open other clothespin ■ And inserts both pant legs ■ Pant legs are inserted near other corner of hem and pant legs
- Releases grasp on second clothespin ■ Pant legs are reasonable taut between clothespins
- Pant legs are fastened securely (i.e. fabric is inserted to sufficient depth in clothespins to prevent slipping out of hanger)
- Hangs up hanger and pants in closet ■ Pants remain properly hung ■ Hangs up pants in reasonable amount of time:

80.3 HANGING CLOTHING AFTER USE: Skirt On Skirt Hanger

Client is given a skirt and a skirt hanger (type with two clothespins permanently attached) and is asked to hang up the skirt.

- Skirt is right side out ■ Opening at waistband is fastened
- Grasps waistband with both hands ■ And aligns front and back of skirt evenly ■ Lays skirt on bed maintaining alignment
- Aligns skirt hanger with waistband ■ Skirt hanger is right side up (i.e. hook is positioned away from skirt)
- Clothespins are positioned appropriately on hanger rod ■ Pinches open one clothespin ■ And inserts front and back of waistband
- Waistband is inserted near one side of skirt ■ Releases grasp on first clothespin
- Pinches open other clothespin ■ And inserts front and back of waistband ■ Waistband is inserted near other side of skirt
- Releases grasp on second clothespin ■ Waistband is reasonably taut between clothespins
- Skirt is fastened securely (i.e. fabric is inserted to sufficient depth in clothespins to prevent slipping out of hanger)
- Hangs up hanger and skirt in closet ■ Skirt remains properly hung ■ Hangs up skirt in reasonable amount of time:

80.4 FOLDING CLOTHING AFTER USE

- "Why is it a good idea to fold your clothing?" (Clothes won't get wrinkled; keep your room neat, won't have to iron clothes as often . . .)
 - "Why is it a good idea to fold rather than hang a knitted garment like a sweater?" (Keep its shape, might stretch if on hanger . . .)
 - "Name three clothing items that usually are stored in drawers." (Sweater, pullover shirt, dungarees, T-shirt, socks, slip . . .)
- The tasks below are intended for use either in client's home using client's own clothing (preferable), or at the habilitation facility using clothing provided by the facility.**

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IV. CLOTHES APPEARANCE AND APPROPRIATE DRESS

FOLDING CLOTHING AFTER USE (Cont.)

SWEATER, PULLOVER SHIRT, OR OTHER SIMILAR GARMENT

Client is given a sweater, pullover shirt, or other similar garment and is asked to fold it and put it away. It is suggested to vary the garments used each training session to insure client is learning to manage a variety of fabrics and sleeve lengths.

"Department store" fold

- Garment is right side out ■ Lays garment face down ■ On appropriate surface (e.g. bed)
- Body of garment is straight to full length ■ Folds left side of garment lengthwise ■ Between neck opening and shoulder

Left sleeve

- Short sleeve lays flat
- Extends long sleeve to full length ■ Long sleeve lays flat ■ Folds long sleeve back at angle ■ So cuff of sleeve is aligned with folded edge of garment

- Folds right side of garment lengthwise ■ Between neck opening and shoulder

Right sleeve

- Short sleeve lays flat
- Extends long sleeve to full length ■ Long sleeve lays flat ■ Folds long sleeve back at angle ■ So cuff of sleeve is aligned with folded edge of garment

- Folds garment in half widthwise ■ Neck and shoulders are aligned with hem

Folding in quarters

- Garment is right side out ■ Lays garment face down ■ On appropriate surface (e.g. bed)
- Body and sleeves of garment are straight to full length ■ Folds garment in half lengthwise
- Edges of garment are aligned ■ Garment lays flat
- Folds short sleeves back over body of garment ■ Short sleeves lay flat
- Folds long sleeves back over body of garment ■ So cuffs of sleeves are aligned with folded edge of garment ■ Long sleeves lay flat
- Folds garment in half widthwise ■ Neck and shoulders are aligned with hem
- Places folded garment in drawer ■ Garment remains properly folded
- Folds sweater, pullover shirt, or other similar garment in reasonable amount of time:

PANTS

Client is given a pair of pants and asked to fold them and put them away.

- Pants are right side out ■ Grasps one pant leg at hem ■ Arranges pant leg so leg seams are aligned properly
- While holding first pant leg in place ■ Arranges other pant leg so seams are aligned properly
- Pant legs are untwisted ■ Brings pant legs together evenly ■ Holds both pant legs at hem with one hand
- Places other arm at approximate midpoint of pants ■ And folds pants over arm
- Waistband is aligned with hem of pants
- Releases grasp at hem of pant legs ■ And places that releasing arm at approximate midpoint of folded pants
- Folds pants over arm (pants are now folded in quarters) ■ Fold is aligned with waistband and hem of pants
- Places folded pants in drawer ■ Pants remain properly folded ■ Folds pants in reasonable amount of time:

SLIP

Client is given a slip and asked to fold it and put it away. When training is performed at the habilitation facility, it is recommended to use the same type of slip (i.e. half-slip, full slip) client wears.

Type of slip client is to fold:

- Slip is right side out ■ Aligns side seams of slip
- Places one hand on each side seam ■ At approximate midpoint of slip
- Folds slip in half widthwise ■ Bodice (waistband) is aligned with hem
- Folds slip in half lengthwise ■ Edges of slip are aligned
- Folds slip in half widthwise (slip is now folded in eighths)
- Places folded slip in drawer ■ Slip remains properly folded ■ Folds slip in reasonable amount of time:

81.1 STORING CLOTHING IN APPROPRIATE LOCATIONS AFTER USE

- "Why is it a good idea to store similar types of clothing together?" (They're easier to find, it keeps closet and drawers organized . . .)
- "Why is it a good idea to store soiled clothing separate from clean clothing?" (Keep clean clothing fresh, you always know clothes in closet and drawers are clean . . .)
- "Where is a good place to store clothing in need of washing?" (Hamper, laundry bag . . .)
- "When is a good time to put away clothing you have worn?" (As soon as you take it off . . .)
- "Why is it a good idea to put your clothes away as soon as you take them off?" (Clothes won't get wrinkled; keep your room neat . . .)

BASIC ADAPTIVE SKILLS

IV. CLOTHES APPEARANCE AND APPROPRIATE DRESS

STORING CLOTHING IN APPROPRIATE LOCATIONS AFTER USE (Cont.)

The tasks below are intended for use either in client's home using clothing client has worn that day (preferable), or at the habilitation facility using clothing provided by the facility.

When training is performed at home: It is suggested client is asked to leave all clothing worn that day on a chair in the bedroom when client is undressing at bedtime. The trainer can join the client after client has put on nightwear and proceed with the tasks below.

When training is performed at facility: Client is shown a complete outfit (e.g. blouse, skirt, slip, panty hose, panties, bra, shoes) and is asked to imagine having worn these clothes all day. It is suggested to vary the outfits used each training session to insure client is learning to manage a variety of clothing items.

Client is asked to put away clothing. Each item is to be stored in its normal place in the usual manner.

- Examines each garment to determine whether it needs washing (Use skill **KNOWING WHEN CLOTHING IS IN NEED OF WASHING** if formal training is necessary)
- Stores in its normal place in the usual manner: Soiled clothing ■ Bra ■ Slip ■ Panty hose ■ Socks ■ Pullover top ■ Sweater ■ Shirt ■ Blouse ■ Pants ■ Skirt ■ Dress ■ Jacket ■ Shoes
- All clothing stored on hangers is hung properly (Use pages 79-80 if formal training on hanging clothing is necessary)
- All clothing stored in drawers is folded properly (Use previous skill if formal training on folding clothing is necessary)
- Puts away all clothing in reasonable amount of time:

82.1 UNLACING AND LACING SHOES

Client is given a pair of laced tie shoes (preferably client's own) and a new pair of laces and is asked to change the laces. Use the tasks

In correct direction: to write which direction the lace is to be inserted through eyelet.

Number of pairs of eyelets on shoe client is to use: *Length of lace client is to use:*

Placement of shoe (e.g. on foot, in lap): *Position of shoe (toward, away from client):*

UNLACING SHOES

- Shoe is untied ■ Loosens lace by lifting tongue of shoe or gently pulling apart shoe opening
- Inserts finger under crossed lace between top pair of eyelets ■ Pulls up gently until lace ends are disengaged from eyelets
- Disengages lace from all eyelets ■ Unlaces both shoes ■ Unlaces shoes in reasonable amount of time:

LACING SHOES

- Inserts a reasonable length of one end of lace through bottom eyelet on *left* ■ In correct direction:
- Inserts a reasonable length of other end of lace through bottom eyelet on *right* ■ In correct direction:
- Grasps both lace ends ■ Pulls until lace is taut ■ Both halves of lace are approximately equal in length
- Lace lays horizontally between bottom pair of eyelets (e.g. lace is not caught on toe of shoe)
- Inserts lace on *left* through next eyelet on *right* ■ In correct direction:
- Inserts lace on *right* through next eyelet on *left* ■ In correct direction:
- Pulls both lace ends reasonably tight ■ Both halves of lace are approximately equal in length
- Laces shoe completely ■ Laces both shoes ■ Laces shoes in reasonable amount of time:

82.2 SHOE POLISHING

- "Why is it a good idea to keep your shoes polished?" (Preserve shoes' looks, durability . . .)
- "What type of shoe can be polished?" (Leather . . .) ■ Client is shown several types of shoes (e.g. fabric, suede) including a pair of leather shoes and is asked: "Point to the shoes that can be polished."
- "How can you tell when shoes need to be polished?" (Shoes have scuff marks, color looks dull . . .) ■ Client is shown several pairs of shoes including a pair that *needs* to be polished and is asked: "Point to the shoes that need to be polished."
- "How often should you polish your shoes?" ■ "Why should shoes be clean and dry before polishing?" (Help polish adhere . . .)
- "If you do not have polish that matches the color of your shoes, what type of polish can you use?" (Neutral shoe polish . . .)

Client is given three pairs of shoes (each pair requiring a different color of polish) and three containers of polish and is asked to select the correct polish for each pair of shoes. It is suggested to vary the shoes and polishes used each training session to insure client is learning to select the correct polish for a variety of shoe colors.

- Selects correct polish for each of three pairs of shoes

Client is shown the materials selected for training, and asked for each: "What is this?"

- Wax polish ■ Liquid polish ■ Applicator cloth ■ Applicator brush ■ Applicator sponge ■ Shoe brush ■ Buffing cloth

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Wax polish ■ Liquid polish ■ Applicator cloth ■ Applicator brush ■ Applicator sponge ■ Shoe brush ■ Buffing cloth

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SHOE POLISHING (Cont.)

Client reasonably explains purpose of each material selected for training.

- Wax polish ■ Liquid polish ■ Applicator cloth ■ Applicator brush ■ Applicator sponge ■ Shoe brush ■ Buffing cloth

Client is given a pair of shoes that need to be polished (preferably client's own) and is asked to collect necessary materials and polish shoes.

Materials client is to use:

- Client collects: Wax polish ■ Liquid polish ■ Applicator cloth ■ Applicator brush ■ Applicator sponge ■ Shoe brush ■ Buffing cloth ■ Surface protector (e.g. newspaper)
- Protects surface where shoes are to be polished (e.g. spreads newspaper on table) ■ Shoes are clean
- Removes laces (Use skill **UNLACING AND LACING SHOES** if formal training on unlacing shoes is necessary)
- Buckles are unfastened ■ Places shoes on protected surface

Polishing shoes

- Selects correct color of polish ■ Applies polish to applicator ■ Applies appropriate amount of polish to applicator
- Applies polish to applicator in an appropriate manner
- Holds shoe securely ■ And in appropriate place (e.g. hand inside shoe)
- Completely polishes shoe: Left side ■ Right side ■ Toe ■ Top ■ Back ■ Tongue ■ Strap(s) ■ If necessary, heel ■ If necessary, edge of sole
- Applies polish only to appropriate parts of shoe (e.g. does not put polish on crepe sole, eyelets, buckle)
- Reapplies polish to applicator as needed ■ Applies appropriate amount of polish to shoe
- Applies polish to shoe using appropriate pressure ■ And appropriate motions
- Polishes both shoes ■ Allows polish to dry an appropriate amount of time

Shining shoes

- Holds shoe securely ■ And in appropriate place
- Completely shines shoe: Left side ■ Right side ■ Top ■ Toe ■ Back ■ Tongue ■ Strap(s) ■ Heel, if polished ■ Edge of sole, if polished
- Shines shoe using appropriate pressure ■ And appropriate motions ■ Shines both shoes
- Caps polish ■ Caps securely ■ Puts away all materials ■ In their appropriate storage area(s)
- Hands are clean (i.e. clean in relation to whatever activity is to follow shoe polishing) ■ Work area is clean
- Laces shoes (Use skill **UNLACING AND LACING SHOES** if formal training on lacing shoes is necessary)
- Polishes shoes in reasonable amount of time (includes polishing *and* shining):

83.1 SHOE WATERPROOFING

- "Why is it a good idea to waterproof your shoes?" (Shoes will last longer, leather won't become water-stained, feet will stay drier . . .)
- "How can you tell when shoes need to be waterproofed?" (Rain soaks into shoe instead of beading up and running off . . .)
- "How often should you waterproof your shoes?"
- "Why should shoes be clean and dry before waterproofing them?" (Help waterproofing penetrate . . .)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Spray waterproofing ■ Paste waterproofing ■ Applicator cloth ■ Applicator sponge

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Spray waterproofing ■ Paste waterproofing ■ Applicator cloth ■ Applicator sponge

Client reasonably explains purpose of each material selected for training.

- Spray waterproofing ■ Paste waterproofing ■ Applicator cloth ■ Applicator sponge

Client is given a pair of shoes that need to be waterproofed (preferably client's own) and is asked to collect necessary materials and waterproof shoes.

Materials client is to use:

- Client collects: Spray waterproofing ■ Paste waterproofing ■ Applicator cloth ■ Applicator sponge ■ Surface protector
- Protects surface where shoes are to be waterproofed (e.g. spreads newspaper on table) ■ Shoes are clean
- Removes laces (Use skill **UNLACING AND LACING SHOES** if formal training on unlacing shoes is necessary)
- Buckles are unfastened ■ Places shoes on protected surface

Paste waterproofing

- Applies paste waterproofing to applicator ■ Applies appropriate amount of paste waterproofing to applicator
- Applies paste waterproofing to applicator in appropriate manner
- Holds shoe securely ■ In appropriate place (e.g. hand inside shoe)

Spray waterproofing

- Shakes spray waterproofing before using ■ Shakes well ■ Aims nozzle correctly
- Holds spray can appropriate distance from shoe

BASIC ADAPTIVE SKILLS

IV. CLOTHES APPEARANCE AND APPROPRIATE DRESS

SHOE WATERPROOFING (Cont.)

- Completely waterproofs shoe: Left side ■ Right side ■ Toe ■ Top ■ Back ■ Tongue ■ Strap(s) ■ Seam(s)
- Heel ■ Sole
- Applies appropriate amount of waterproofing to shoe
 - Paste waterproofing**
 - Reapplies paste waterproofing to applicator as needed
 - Applies paste waterproofing using appropriate pressure ■ And appropriate motions
 - Works waterproofing into leather ■ Using cloth or sponge
- Wipes excess waterproofing from shoe ■ Wipes using cloth or sponge ■ Waterproofs both shoes
- Puts away all materials ■ In their appropriate storage area(s)
- Hands are clean (i.e. clean in relation to whatever activity is to follow shoe waterproofing) ■ Work area is clean
- Laces shoes (Use skill **UNLACING AND LACING SHOES** if formal training on lacing shoes is necessary)
- Waterproofs shoes in reasonable amount of time:

84.1 RECOGNITION OF SOILED AND WRINKLED CLOTHING

SOILED AND NOT SOILED CLOTHING

Client is given ten garments or clothing accessories, three of which are clean and the remaining seven soiled to the extent they should not be worn (e.g. shirt with soil inside collar, long-sleeve blouse with soiled cuffs, skirt with food stain, sweater with stale odor, shoes in need of polishing, pants with soil around pockets, shirt with grease spot). Client is asked to examine each clothing item and to indicate whether it is clean enough to wear. Client also is asked to indicate the soil or stain on each of the items that is not clean enough to wear. It is suggested to vary the clothing items used as well as the types of soil and their location on the garments each training session to insure client is learning to discriminate clean from soiled items rather than responding only to specific garments.

- Client examines each of ten clothing items ■ Identifies the three clean clothing items
- Identifies the seven soiled or stained clothing items ■ Indicates soiled or stained areas of the seven soiled or stained clothing items

WRINKLED AND NOT WRINKLED CLOTHING

Client is given ten garments or clothing accessories, three of which are pressed properly and the remaining seven wrinkled to the extent they should not be worn (e.g. shirt with wrinkled collar, blouse with creases in sleeves, skirt with crease from improper hanging, sweater with wrinkled body, jacket with creases across back, pants with wrinkled legs, skirt with pleats in need of pressing). Client is asked to examine each clothing item and to indicate whether it is pressed properly. Client also is asked to indicate the wrinkled portion(s) on each of the garments in need of pressing. It is suggested to vary the clothing items used each training session to insure client is learning to discriminate pressed from wrinkled items rather than responding only to specific garments.

- Client examines each of ten clothing items ■ Identifies the three properly pressed clothing items
- Identifies the seven wrinkled clothing items ■ Indicates the wrinkled portion(s) of the seven wrinkled clothing items

84.2 RECOGNITION OF CLOTHING IN NEED OF REPAIR OR REPLACEMENT

CLOTHING IN GOOD REPAIR AND CLOTHING IN NEED OF REPAIR

Client is given ten garments or clothing accessories, three of which are in good repair and the remaining seven in need of repair to the extent they should not be worn (e.g. shirt with button missing, blouse with torn seam, skirt with hem coming out, sweater with snag, shoes with holes in soles, purse with broken handle, belt with metal eyelet missing). Client is asked to examine each clothing item and indicate whether it is in good repair. Client also is asked to indicate the defect(s) on each of the items in need of repair. It is suggested to vary the clothing items used and types of defects each training session to insure client is learning to recognize a variety of repair problems rather than responding only to specific garments.

- Client examines each of ten clothing items ■ Identifies the three clothing items in good repair
- Identifies the seven clothing items in need of repair ■ Indicates the defects of the seven clothing items in need of repair

CLOTHING THAT IS STILL WEARABLE AND CLOTHING IN NEED OF REPLACEMENT

Client is given ten garments or clothing accessories, three of which are wearable and the remaining seven worn to the extent they should be replaced (e.g. sweater with large hole at elbow, pants torn beyond repair, shoe with broken lace, leather belt with multiple cracks, shirt with permanent stain, pants with cigarette burn, hat with broken brim). Client is asked to examine each clothing item and to indicate whether it can be worn. Client is also asked to indicate the defect(s) on each of the items in need of replacement. It is suggested to vary the clothing items used and types of defects each training session to insure client is learning to recognize when clothing needs to be replaced rather than responding only to specific garments.

- Client examines each of ten clothing items ■ Identifies the three wearable clothing items
- Identifies the seven clothing items in need of replacement ■ Indicates the defects of the seven clothing items needing replacement

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85.1 RECOGNITION OF COORDINATED DRESS FOR FEMALES

This skill is intended for use either in client's home using client's own clothing (preferable), or at the habilitation facility using clothing provided by the facility. The outfits coordinated in this skill must be *coordinated in color* (i.e. colors match or complement), *in pattern* (i.e. patterns match or complement), and *in style* (e.g. does not select tennis shoes to wear with skirt).

BUILDING COORDINATED OUTFIT AROUND A SKIRT

Client is given a skirt and asked to build a coordinated outfit by selecting blouse, jacket, stockings, and shoes. Client may be cued to the name of any garment she does not remember to include. It is suggested to vary the skirt used each training session to insure client is learning to coordinate a variety of colors, patterns, and styles of clothing.

- Client builds skirt-based outfit that is: Coordinated in color ■ Coordinated in pattern ■ Coordinated in style

BUILDING COORDINATED OUTFIT AROUND A BLOUSE

Client is given a blouse and asked to build a coordinated outfit by selecting pants, sweater, stockings, and shoes. Client may be cued to the name of any garment she does not remember to include. It is suggested to vary the blouse used each training session to insure client is learning to coordinate a variety of colors, patterns, and styles of clothing.

- Client builds blouse-based outfit that is: Coordinated in color ■ Coordinated in pattern ■ Coordinated in style

BUILDING COORDINATED OUTFIT AROUND A PAIR OF PANTS

Client is given a pair of pants and asked to build a coordinated outfit by selecting sweater, jacket, stockings, and shoes. Client may be cued to the name of any garment she does not remember to include. It is suggested to vary the pair of pants used each training session to insure client is learning to coordinate a variety of colors, patterns, and styles of clothing.

- Client builds pants-based outfit that is: Coordinated in color ■ Coordinated in pattern ■ Coordinated in style

85.2 RECOGNITION OF COORDINATED DRESS FOR MALES

This skill is intended for use either in client's home using client's own clothing (preferable), or at the habilitation facility using clothing provided by the facility. The outfits coordinated in this skill must be *coordinated in color* (i.e. colors match or complement), *in pattern* (i.e. patterns match or complement), and *in style* (e.g. does not select tennis shoes to wear with suit).

BUILDING COORDINATED OUTFIT AROUND A PAIR OF PANTS

Client is given a pair of pants and asked to build a coordinated outfit by selecting shirt, belt, socks, and shoes. Client may be cued to the name of any garment he does not remember to include. It is suggested to vary the pair of pants used each training session to insure client is learning to coordinate a variety of colors, patterns, and styles of clothing.

- Client builds pants-based outfit that is: Coordinated in color ■ Coordinated in pattern ■ Coordinated in style

BUILDING COORDINATED OUTFIT AROUND A SHIRT

Client is given a shirt and asked to build a coordinated outfit by selecting sweater, pants, belt, socks, and shoes. Client may be cued to the name of any garment he does not remember to include. It is suggested to vary the shirt used each training session to insure client is learning to coordinate a variety of colors, patterns, and styles of clothing.

- Client builds shirt-based outfit that is: Coordinated in color ■ Coordinated in pattern ■ Coordinated in style

BUILDING COORDINATED OUTFIT AROUND A SPORT COAT

Client is given a sport coat and asked to build a coordinated outfit by selecting pants, shirt, tie, belt, socks, and shoes. Client may be cued to the name of any garment he does not remember to include. It is suggested to vary the sport coat used each training session to insure client is learning to coordinate a variety of colors, patterns, and styles of clothing.

- Client builds sport coat-based outfit that is: Coordinated in color ■ Coordinated in pattern ■ Coordinated in style

85.3 RECOGNITION OF APPROPRIATE DRESS FOR THE WEATHER

This skill is intended for use either in client's home using client's own clothing (preferable), or at the habilitation facility using clothing provided by the facility.

Client is shown a variety of clothing items including coats, jackets, shoes, hats, gloves, and an umbrella and is asked the questions below.

Rain

- "Point to something you can use to protect your head when it is raining." (Points to umbrella, rain hat, or other appropriate item)
- "Point to something you can use to protect your body when it is raining." (Points to raincoat or other appropriate item)
- "Point to something you can use to protect your feet when it is raining." (Points to boots or other appropriate item)

Snow

- "Point to something you can use to protect your head when it is snowing." (Points to warm hat, stocking cap, or other appropriate item)
- "Point to something you can use to protect your hands when it is snowing." (Points to heavy gloves, mittens, or other appropriate item)
- "Point to something you can use to protect your body when it is snowing." (Points to heavy coat or other appropriate item)
- "Point to something you can use to protect your feet when it is snowing." (Points to boots or other appropriate item)

BASIC ADAPTIVE SKILLS

IV. CLOTHES APPEARANCE AND APPROPRIATE DRESS

RECOGNITION OF APPROPRIATE DRESS FOR THE WEATHER (Cont.)

Cold

- "Point to something you can use to protect your head when it is cold." (Points to hat with ear flaps, scarf, or other appropriate item)
- "Point to something you can use to protect your hands when it is cold." (Points to wool gloves, mittens, or other appropriate item)
- "Point to something you can use to protect your body when it is cold." (Points to heavy coat, down jacket, or other appropriate item)
- "Point to something you can use to protect your feet when it is cold." (Points to wool socks with shoes, boots, or other appropriate item)

Sun

- "Point to something you can use to protect your head when it is sunny." (Points to straw hat, cap, or other appropriate item)
- "Point to something you can use to protect your eyes when it is sunny." (Points to sunglasses or other appropriate item)

Client is given three garments (e.g. shirts), one lightweight, one medium weight, and one heavyweight (e.g. short-sleeve cotton shirt, velour pullover shirt, long-sleeve wool shirt) and is asked the questions below. Client is to point to or name the correct garment. It is suggested to vary the garments used each training session to insure client is learning to select clothing appropriate for the weather rather than responding to specific clothing items.

- | | |
|---|---|
| ■ "Which shirt will keep you warmest?" | ■ "Which shirt will keep you coolest?" |
| ■ "Which blouse will keep you warmest?" | ■ "Which blouse will keep you coolest?" |
| ■ "Which pair of pants will keep you warmest?" | ■ "Which pair of pants will keep you coolest?" |
| ■ "Which skirt will keep you warmest?" | ■ "Which skirt will keep you coolest?" |
| ■ "Which dress will keep you warmest?" | ■ "Which dress will keep you coolest?" |
| ■ "Which sweater will keep you warmest?" | ■ "Which sweater will keep you coolest?" |
| ■ "Which jacket will keep you warmest?" | ■ "Which jacket will keep you coolest?" |
| ■ "Which coat will keep you warmest?" | ■ "Which coat will keep you coolest?" |
| ■ "Which hat will keep you warmest?" | ■ "Which hat will keep you coolest?" |
| ■ "Which pair of gloves will keep you warmest?" | ■ "Which pair of gloves will keep you coolest?" |
| ■ "Which pair of shoes will keep you warmest?" | ■ "Which pair of shoes will keep you coolest?" |

86.1 RECOGNITION OF APPROPRIATE DRESS FOR THE SITUATION

- "What does it mean to be appropriately dressed for a situation?" (Wear similar type of clothing as other people in same situation . . .)
- "Why is it a good idea to dress appropriately for the situation?" (Feel more comfortable, be like other people, good manners . . .)
- "What can happen if you dress *inappropriately* for the situation?" (People might make fun of you, you might ruin good clothes . . .)
- "What can you do if you are not sure how to dress for a situation?" (Ask an appropriate person for advice . . .)

The tasks below are intended for use either in client's home using client's own clothing (preferable), or at the habilitation facility using clothing provided by the facility. Instructor provides client with three activities: one requiring *casual wear* (e.g. playing softball, going on a picnic, watching TV at home), one requiring *everyday wear* (e.g. going to school or work, going to a restaurant for lunch, going shopping at a department store), and one requiring *formal wear* (e.g. attending a wedding, going to an expensive restaurant for dinner, going to a formal dance). Client is asked to select an outfit appropriate for each activity. Each outfit client selects should be complete (i.e. must include stockings, shoes, and any necessary accessories), but client may be cued to the name of any garment he or she does not remember to include. It is suggested to vary the activities used each training session to insure client is learning to dress appropriately for a variety of situations. Finally, it is recommended the instructor's judgement of appropriate dress be based on the prevailing standards in client's community.

- Selects appropriate outfit for activity requiring *casual wear*
- Selects appropriate outfit for activity requiring *everyday wear*
- Selects appropriate outfit for activity requiring *formal wear*

86.2 KNOWLEDGE OF CLOTHING SIZES

- "Why is it useful to know what size you wear?" (Saves time when clothes shopping . . .)
- "If you are not sure what size you wear, how can you find out?" (Check the labels in your clothing, ask store clerk for measurement assistance . . .)
- "Why is it important to buy clothing that is your size?" (Proper fit, comfort, looks . . .)
- "When you buy clothing, what can you do to be sure it fits?" (Try on clothing . . .)
- "Why is it a good idea to try on clothing *before* you buy it?" (Be sure it fits, you won't have to return it for improper fit . . .)
- "Name two clothing items people usually *do not try on* before buying them." (Socks, panty hose, underwear, tie . . .)
- "Name two clothing items people usually *do try on* before buying them." (Pants, skirt, shirt, blouse, coat, jacket . . .)
- "What can you do if you have difficulty remembering all your clothing sizes?" (Carry personal clothing chart listing your size for each item . . .)

BASIC ADAPTIVE SKILLS

IV. CLOTHES APPEARANCE AND APPROPRIATE DRESS

KNOWLEDGE OF CLOTHING SIZES (Cont.)

The purpose of the tasks below is for client to become familiar with his or her size in a variety of clothing items. It is not intended for client to *memorize* all clothing sizes but rather to become aware various clothing items are sized differently. It is suggested, therefore, a personal clothing chart be developed for client listing each clothing item and its respective size on a card to be kept in a convenient location (e.g. client's wallet).

For each task selected for training, client is asked: "What size _____ do you wear?" Client may respond *verbally* either by stating the size or by referring to personal clothing chart before stating the size, or *non-verbally* by pointing to the size on client's personal clothing chart.

- | | | | |
|----------------|-----------------|------------|--------------|
| ■ Panties: | ■ Full slip: | ■ Dress: | ■ Belt: |
| ■ Undershorts: | ■ Pullover top: | ■ Sweater: | ■ Shoes: |
| ■ Bra: | ■ Blouse: | ■ Coat: | ■ Nightgown: |
| ■ Undershirt: | ■ Shirt: | ■ Jacket: | ■ Pajamas: |
| ■ Socks: | ■ Skirt: | ■ Hat: | ■ Bathrobe: |
| ■ Panty hose: | ■ Pants: | ■ Gloves: | ■ Slippers: |
| ■ Half-slip: | | | |

Client is given three of each clothing item selected below for training (e.g. three shirts). Each of the three garments must be a different size, and one of the three must be client's size. Client is asked for each garment to locate the label, indicate the size, and indicate whether garment is client's size. Client may indicate the size of the garment either *verbally* by reading it or *non-verbally* by pointing clearly to the size on the label. It is suggested to vary the garments used each training session to increase client's familiarity with various locations and presentations of size information on clothing items.

Client locates label with size information on each of the three garments.

- | | | | |
|---------------|----------------|-----------|-------------|
| ■ Panties | ■ Half-slip | ■ Pants | ■ Gloves |
| ■ Undershorts | ■ Full slip | ■ Dress | ■ Shoes |
| ■ Bra | ■ Pullover top | ■ Sweater | ■ Nightgown |
| ■ Undershirt | ■ Blouse | ■ Coat | ■ Pajamas |
| ■ Socks | ■ Shirt | ■ Jacket | ■ Bathrobe |
| ■ Panty hose | ■ Skirt | ■ Hat | |

Client correctly indicates size of each of the three garments.

- | | | | |
|---------------|----------------|-----------|-------------|
| ■ Panties | ■ Half-slip | ■ Pants | ■ Gloves |
| ■ Undershorts | ■ Full slip | ■ Dress | ■ Shoes |
| ■ Bra | ■ Pullover top | ■ Sweater | ■ Nightgown |
| ■ Undershirt | ■ Blouse | ■ Coat | ■ Pajamas |
| ■ Socks | ■ Shirt | ■ Jacket | ■ Bathrobe |
| ■ Panty hose | ■ Skirt | ■ Hat | |

Client correctly indicates whether garment is his or her size for each of the three garments.

- | | | | |
|---------------|----------------|-----------|-------------|
| ■ Panties | ■ Half-slip | ■ Pants | ■ Gloves |
| ■ Undershorts | ■ Full slip | ■ Dress | ■ Shoes |
| ■ Bra | ■ Pullover top | ■ Sweater | ■ Nightgown |
| ■ Undershirt | ■ Blouse | ■ Coat | ■ Pajamas |
| ■ Socks | ■ Shirt | ■ Jacket | ■ Bathrobe |
| ■ Panty hose | ■ Skirt | ■ Hat | |

