

## Contact details: see part 1 of pack

### Introduction

Independence in dressing allows a child to have better control over what they can do and helps build their confidence and self esteem. Remember undressing is easier than dressing. Children have to be able to have certain skills to enable them to participate in learning to dress and undress.

Remember while dressing and undressing for us may be a task to be completed as quickly as possible, for babies and toddlers it is time when they have your full attention. If you can make it an enjoyable time for both of you it will be time well spent.

Learning to dress and undress is a complex task and happens over a long time while children are learning lots of other new things as well. Fastenings, tight fitting and bulky clothes will require more skill.

### ACTIVITIES

- Dressing up; putting adult hats and gloves or mittens on for fun with your child on both you and your child.
- Use action songs: peep-a-boo with arms and legs.
- Dress and undressing teddies and dolls.
- Use of educational dolls or cushions with fastening.

### STRATEGIES

- Talking to your toddler or baby while dressing and under dressing.
- Encourage the child to assist you by giving you the part of the body to be dressed or undressed.
- Use all your senses to encourage development of their skills. Touch and feel arms and legs before they are dressed or undressed.
- Talk about the clothes and how the child is helping you to do it i.e. putting your arm in, give lots of praise.
- Use the same routine each time when dressing and undressing.
- Prepare for the dressing or

Back – chaining is a technique adult often use without realising. Most of the dressing task is completed by the adult and the last bit is done by the child; for example doing up the zip on a coat, the adult does the difficult part and the child

- Pulls the zip up to complete the task, followed by lots of praise from the adult.
- Provide clothes with wide necks and that are loose fitting.
- Practise when you are not in a hurry.

undressing so the child and you can concentrate on the activity once you start.

## **Zips**

- Use larger Zip where available
- Practice on dolls or teddy bear clothes.
- Practice on other people.
- Create a pouch sealed with a zip to practice on. Hide a motivating toy in the pouch.

## **Technique**

- Start with pull up the zip the adult helping to hold the base.
- will holding the base to then pull up the zip

## **Poppers**

- Some poppers require less strength to push together than others.
- Practice on doll and teddy bear clothing.
- Create a pouch sealed by poppers. Put a toy in that is motivating for the child e.g. vibrating or light up ball or an activity the child likes.

## **Frequency of activities**

Incorporation of activities in the daily setting routine is recommended. Children who are having difficulties will need specific encouragement to access the appropriate activities to develop skills through guided group / 1-1 activities.

Complete activities from this sheet regularly for at least 3 months

## **Improving our service**

We continue to review our service to make sure that it meets the needs of those who are using it. We would appreciate any suggestions on how we may improve and also comments on what was good about the service.

If you have any compliments, suggestions or complaints, please write to or contact any member of staff in the first instance, or to the Occupational Therapy Service Lead if necessary.

**Contact details: see part 1 of pack**



# **LOOKING AFTER MYSELF GETTING DRESSED FASTENINGS**

**Early Years Activity Sheet**

**PAEDIATRIC OCCUPATIONAL THERAPY  
SERVICES**