

Table 4.2 (continued)

Incident	Interpretation	Intervention
DRESSING/CLOTHES		
Always looks unkempt/sloppy.	<ul style="list-style-type: none"> • Has decreased body awareness or has difficulty "feeling" that his clothes are not on straight. 	<ul style="list-style-type: none"> • Create a visual schedule for getting ready. • Have the child wear clothing that is "snug" to provide an increased awareness. • Teach the child a sequential strategy for evaluating appearance (i.e., when leaving for the bus stop, check mirror for combed hair, no toothpaste on mouth, shirt buttoned correctly, pants zipped, shoes tied).
Can't stand sand in shoes or bumps of seams in socks.	<ul style="list-style-type: none"> • Feel of sand or seams is extremely uncomfortable. 	<ul style="list-style-type: none"> • Turn socks inside out so the seam is on the outside. • Try different socks where the seams are not as prominent. • Be aware of the type of shoes the child is wearing. • Select shoes for comfort, not style.
Dislikes certain clothes.	<ul style="list-style-type: none"> • Certain textures or materials may be more irritating than others. • Characteristics of specific items may be irritating and uncomfortable for the child such as sleeve length or certain forms of waistbands. Some dislike the sound of nylon or corduroy pants when walking. 	<ul style="list-style-type: none"> • Respect the child's desire for certain textures when appropriate. • Consult a trained therapist regarding a brushing program. • Rub lotion on the child. • Massage the child with a vigorous towel rub to increase tolerance to certain textures of clothing items and then introduce a new item or texture. • Remove clothing tags that may cause irritation. • Use one detergent consistently. • Consider a fragrance-free detergent.

Table 4.2 (continued)

Incident	Interpretation	Intervention
DRESSING/CLOTHES (continued)		
Refuses to go barefoot, especially in grass.	<ul style="list-style-type: none"> • Feet may be very sensitive. 	<ul style="list-style-type: none"> • Try rubbing the child's feet with a cloth or towel first. • Introduce new textures to the child's feet such as sand, beans, rice, bubble wrap, or Contact Paper™. Offer but do not force these activities. • Provide the child with socks that have a new "feel."
Trouble dressing, especially clothes with fasteners.	<ul style="list-style-type: none"> • Has difficulty with fine-motor skills. • May have weak hand muscles. 	<ul style="list-style-type: none"> • Have the child work with Velcro fasteners. • Begin with larger fasteners or buttons. Once these have been mastered, move to smaller fasteners or buttons. • Buy clothes that have few or no fasteners. • Tell the child to look as she fastens. • Instruct the child to start with the bottom fastener, snap, or button. • Use activities to increase hand strength (i.e., using therapy putty, clay or Playdoh™ with small objects hidden within it. Have the child pull the therapy putty apart to look for the items.
Wears clothing inappropriate for the situation – no boots or coat in snow.	<ul style="list-style-type: none"> • Texture and style of clothing may be irritating. 	<ul style="list-style-type: none"> • Ensure that clothes apply the appropriate pressure and are of a texture that is comfortable to the child. • Make allowances for individual preferences, when appropriate. • Gradually introduce new clothes. For example, for younger children introduce an item that a favorite doll can wear. For older children, introduce a new item that contains a desired logo or television character.