ACTIVITES OF DAILY LIVING GUIDEBOOK
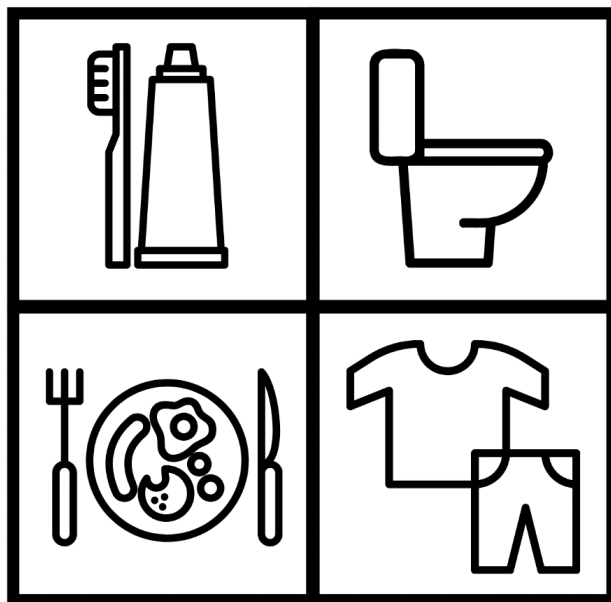
PREPARED BY
DISABILITY PROGRAMS SPECIALIZED SERVICES
WINTER 2023

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CONSEIL CRI DE LA SANTÉ ET DES SERVICES SOCIAUX DE LA BAIE JAMES
CREE BOARD OF HEALTH AND SOCIAL SERVICES OF JAMES BAY

ADAPTED WITH PERMISSION FROM
CYNTHIA MILLER-LAUTMAN, OT
ACTIVITIES OF DAILY LIVING TRAINING, 2010

Table of Contents

How to Use this Guidebook

Activities of Daily Living (ADLs) are the things we do every day to take care of our minds, bodies, homes, and relationships (Mlinec and Feng, 2016). For simplicity, this guidebook does not distinguish between ADLs and Instrumental Activities of Daily Living (IADLs), but focuses on skills related to moving, dressing, feeding, bathing/showering, personal hygiene, and toileting. Gaining independence in areas such as these is tremendously empowering because it increases autonomy and opens doors to new and positive experiences in the future.

The contents of this guidebook are not meant to replace what you know about ADLs. Each section of this guidebook explores and offers considerations for how to select an ADL with your client, break that ADL down into steps, teach that ADL to a person in a way that works for them, and track their progress over time. Whether someone wants to learn how to zip up a coat, or make bannock using traditional methods, you will find within these pages information and materials to support them.

We encourage you to make your way through this guidebook by reading each section in order. Take the things you like and leave the things that do not fit with your approach, but try to keep an open mind.

We hope this guidebook will be helpful in your and your client's journey.

Section 1 – Questionnaire for Client (and Caregivers)

It is very important to consider the client's strengths, motivations, and needs when selecting Activities of Daily Living (ADLs) to teach. For example, if you know that the client knows their numbers well, loves to eat microwaved popcorn, and has strong motor skills, you might decide together to start by learning to microwave their own popcorn. By remaining mindful of these things, not only will you increase the client's willingness to participate, but you will also increase the chances of them successfully acquiring those skills (Jirikowic et al., 2008). It will also give insight into what kinds of adaptations might need to be made to the ADL and the environment to empower your client to learn at their full potential (Krempley and Schmidt, 2021).

You may have already completed or have access to tools that identify possible ADLs for your client. Some of these tools may require training to perform and interpret. These tools may not leave space for the client and their caregivers to advocate for what is important to them, the adaptations that need to be made, and the realities of their lived experience (Maenner et al., 2013).

In this section you will find a simple questionnaire to help guide you towards the ADLs that your client is interested in acquiring. Please note that this questionnaire is not meant to replace other tools, nor is it validated for the Cree population. This questionnaire is meant to be a conversation starter with your client (when possible) and their caregiver. With permission from your client, this questionnaire can be shared with others who are involved in their file, to ensure ongoing collaboration and knowledge sharing. If you choose to complete this questionnaire, use the questions and your judgement as a guide to a larger conversation about the skills that are important to your client, their strengths, their motivations, and the adaptations to be made to meet their needs during teaching.

Activities of Daily Living (ADL) – Questionnaire

*** Below is a suggested introduction to the questionnaire. Use your judgement and modify the language below if needed to make sure the message is clear. We suggest speaking directly to the client if they are present. The caregiver may help clarify responses if necessary.

"Activities of Daily Living (ADLs) are the things we do every day to take care of our minds, bodies, and relationships, for example, things like moving, dressing, feeding, bathing/showering, personal hygiene, and toileting. Gaining independence in areas such as these is tremendously empowering because it increases autonomy and opens doors to new and positive experiences in the future.

We would like to help you build skills to live more independently. We want to know how you are doing right now and talk about the Activities of Daily Living (ADL) skills you want to learn/improve.

Client name: _____   **Caregiver:** _____

Who is filling out form (name/title): _____

Date: _____**Worker's name/title:** _____

1. DRESSING – Which parts of getting dressed do you do on your own? Which dressing skills do you want to learn or get better at (e.g., putting on pants, tying snowshoes, buttons, zippers, etc.)?

_____
_____
_____
_____
_____

2. EATING SKILLS AND HABITS – Which eating skills and habits are easy for you? Which eating skills and habits would you like to learn or improve (e.g., cutting with knife and fork, making a sandwich, wiping face, etc.)?

_____
_____
_____
_____
_____

3. HYGIENE SKILLS, PERSONAL CARE – Which hygiene or personal care skills do you do on your own (e.g., washing hands, clipping fingernails, wiping, brushing hair, toothbrushing)? Which hygiene or personal care skill do you want to learn or get better at? Explain please.

_____
_____
_____
_____
_____

4. CHORES/JOBS AT HOME AND AT CAMP - What chores do you do at home or at camp (e.g., bed-making, laundry, dishes, fire making, fueling machines, etc.)? Which chores do you want to learn or get better at?

_____
_____
_____
_____
_____

5. KITCHEN SKILLS – How do you help in the kitchen or at camp (e.g., preparing food, washing/drying dishes, sweeping up, etc.)? Which kitchen skills do you want to learn or get better at?

_____
_____
_____
_____
_____

6. **PLEASE WRITE YOUR PRIORITIES, REQUESTS, and COMMENTS related to Activities of Daily Living (ADL) skills. For example, which one or two Activity of Daily Living (ADL) categories from above are the most important to you (e.g., dressing, eating skills and habits, hygiene skills and personal care, chores/jobs at home, or kitchen skills)? Of those two Activity of Daily Living (ADL) categories, which skills do you want to work on the most?**

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Client signature_____ **Date**_____

Caregiver Signature _____ **Date**_____

Employee Signature_____ **Date**_____

Section 2 – ADL Templates

Now that you have clarified with your client and caregiver the Activities of Daily Living (ADLs) that are important to them, it's time to task analyze that ADL so that you can begin teaching and tracking your client's progress.

In this section you will find a collection of common ADLs that have been broken down into their component steps. On each template, you will see the steps of the ADL on the left-most column, a row for the date, and a row for the initials of the trainer/teacher/caregiver who helped the client practice the ADL on that date.

Each column represents an attempt that the client made to perform the target steps of the ADL. On the second page of each template, there is a list of letters representing the types of prompts you used while teaching (e.g., P=physical, G=gestural, etc.). Use the boxes next to each step to indicate if the step was completed and the type of prompt that was used. If you find it overwhelming to remember all the different kinds of prompts, **write a "-" next to the steps that you helped with, and a "+" for any steps that the client did completely on their own**. This will allow you to accurately track the client's progress each time you practice that ADL.

There is also a box for taking notes (e.g., client must be wearing glasses while practicing, turn off all bright lights before beginning, etc.) that will allow you to communicate to others any adaptations that need to be made for this client when they are performing this ADL (e.g., client must be wearing glasses while practicing, turn off all bright lights before beginning, etc.).

Because these templates were created outside of your community, they may not fit exactly with your client's strengths, preferences, and needs. To reduce the unexpected appearances of barriers/errors, consider completing **1 or more** of the suggestions below **BEFORE** you begin teaching your client with one of these templates,

1. Read through the steps carefully to see if they make sense for your situation (e.g., is your client right or left-handed? You may need to modify the template).
2. Perform the ADL exactly as written to see if steps need to be removed, added, or changed.
3. Ask someone else to perform the ADL exactly as written to see if steps need to be removed, added, or changed.

IF you are unable to find a template that fits your needs or the template you want is not there, go to Section 3 for guidance on creating your own ADL breakdown.

Task Analysis Recording Sheet

Answering a Phone (Smart Phone)

Client Name:

Trainer Name:

NOTE: You can practice this task by having a staff member call the client from the other room while you teach the client. If there is nobody to assist, it's ok to practice the steps together, but make sure to write how you practiced in your notes.

	Date																			
	Initials																			
1.Pick up phone when it rings																				
2. Press phone symbol to answer																				
3.. Place phone to ear																				
4. Politely say "hello, _____ speaking"																				
5. Listen and respond to the speaker's request																				
6. When ready to end the call, say "I have to go now. Bye".																				
5. Press the "end call" symbol																				

Once these steps are acquired, you could teach the client what to do in a variety of different situations depending on their strengths and preferences:

1. Someone calls asking to speak to someone else.
   a. Person is there - "Yes, one moment please" and/or "Who is speaking?"
   b. Person is not there - "She/he is busy, can I take a message?" or "Would you like to speak to instead?"
2. Also have the client practice taking a message (e.g., writing down the name, phone number)
3. Someone calls and asks, "How are you?"
4. Practice polite responses (e.g., "I am fine, how are you?")
5. Practice having a conversation over the phone.
6. Someone calls who speaks French, or another language - respond in French, get a parent, etc.

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Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

**Disability Programs
Specialized Services**

Task Analysis Recording Sheet
Blowing Nose

Client Name:

Trainer Name:

Note: Please ensure that the tissues and garbage can are within arm's reach of the teaching area

Date																		
Initials																		
1. Pick up tissue																		
2. Cover nose with tissue																		
3. Breathe in through mouth																		
4. Close mouth																		
5. (Keep mouth closed) Force air out through nose																		
6. Wipe nose with tissue																		
7. Move tissue away from nose																		
8. Put tissue in garbage																		

Adapted from Miller-Lautman (2010)

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Task Analysis Recording Sheet
Button (Closing) (Male)

Client Name:

Trainer Name:

Note: Please assist the client to put the shirt on before beginning the task.

	Date																	
	Initials																	
1. Hold the button with right hand																		
2. Hold the button hole open with left hand																		
3. Line up the button parallel to button hole																		
4. Push the button through the hole with right hand																		
5. Hold the button between finger and thumb of left hand																		
6. Pull the button fully through the hole																		

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N = Not Applicable

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Task Analysis Recording Sheet
Button (Opening) (Male)

Client Name:

Trainer Name:

Note: Depending on your client's strengths and motivation, you may need to assist with buttoning the shirt before you practice unbuttoning.

Date																			
Initials																			
1. Left hand holds the button																			
2. Right hand holds the hole open																			
3. Turn button to line up parallel to the hole																			
4. Push the button fully through the open hole																			

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N = Not Applicable

Task Analysis Recording Sheet
Cleaning Glasses

Client Name:

Trainer Name:

Note: Client starts the task in front of the sink with soap and cloths within arm's reach.

Date																		
Initials																		
1. Turn on cold water																		
2. Remove glasses from face																		
4. Place glasses under water until lenses are completely wet																		
4. Place glasses to side of sink																		
5. Put soap on index and middle finger of one hand																		
6. Pick up glasses with other hand																		
6. Using index and middle finger, rub soap on both sides of lenses																		
7. Place glasses under water until all soap is gone																		
8. Turn off water																		
9. Pick up lint-free cloth (J-cloth or lens tissue)																		
9. Dry the lenses using a lint-free cloth or J-cloth																		
10. Put glasses back on																		
11. Hang up J-cloth (or throw away lens tissue)																		
12. Dry hands																		

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Task Analysis Recording Sheet
Clipping Fingernails

Client Name:

Trainer Name:

Note: Please ensure that all materials (paper towel, nail clipper, and garbage can) are within arm's reach in the teaching area.

Date																			
Initials																			
1. Put a paper towel flat in front of you																			
2. Pick up nail clipper																			
3. Open nail clipper																			
4. Hold nail clipper with fingers on underside and thumb on "lever"																			
5. Place a fingernail of other hand between the blades																			
6. Press down cutting lever with thumb until the nail is cut																			
7. Release lever by relaxing your hand																			
8. Place clipped fingernail on paper towel																			
10. Repeat steps 5-8 for all fingernails																			
11. Put nail clipper down																			
12. Put paper towel in garbage can																			

Adapted from Miller-Lautman (2010)

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N = Not Applicable

Task Analysis Recording Sheet
Cutting Food with Fork and Knife

Client Name:

Trainer Name:

Note: Please ensure that target food is on the side of the plate closest to the client and all materials (knife, fork, etc.) are within arm's reach

	Date															
	Initials															
1. Pick up fork in non-dominant hand																
2. Pick up knife in dominant hand																
3. Spear piece of food with fork																
4. Place blade of knife against fork with sharp side touching the piece of food																
5. Saw back and forth until piece of food is cut																

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N = Not Applicable

Dialing a Phone Number (Smart Phone)

Client Name:

Trainer Name:

	Date																
	Initials																
1. Pick up phone																	
2. Unlock phone (if necessary)																	
3. Press phone symbol																	
4. Press keypad symbol																	
5. Dial number																	
6. Press phone symbol																	
7. Bring phone to ear																	
8. Wait for someone to answer																	
9. Say "Hello this is _____" and say your reason for calling																	

Once the above steps are acquired, teach the client what to do in a variety of different situations:

1. Ask them to find someone's phone number from a page in which several numbers are written.
2. Teach them what a busy signal sounds like and what to do when you hear one.
3. How to dial emergency numbers (police, ambulance, etc.)

Adapted from Miller-Lautman (2010)

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N = Not Applicable

Electric Shaving

Client Name:

Trainer Name:

Note: Please ensure that the electric shaver is within arm's reach of the shaving area

	Date																	
	Initials																	
1. Pick up electric shaver																		
2. Plug shaver																		
3. Turn shaver on																		
4. Shaving sequence (rotation movements from up to down): CHEEKS - RIGHT & LEFT																		
5. Shaving: sequence (rotation movements from left to right): UPPER LIP																		
6. Shaving sequence (rotation movements from up to down, left to right): CHIN																		
7. Shaving sequence (rotation movements from up to down): NECK top area- RIGHT & LEFT																		
8. Feel for roughness, while holding the shaver in the dominant hand. If need be repeat steps 5 to 8																		
9. Turn off shaver																		
10. Unplug shaver																		
11. Put down shaver																		

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N = Not Applicable

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Task Analysis Recording Sheet
Face Washing

Client Name:

Trainer Name:

Note: Please ensure there is a washcloth and soap within arm's reach of the face-washing area

Date																	
Initials																	
1. Turn on cold water																	
2. Turn on hot water as necessary																	
3. Pick up wash cloth																	
4. Wet wash cloth																	
5. Wring out water from cloth																	
6. Place cloth flat on hand																	
7. Apply soap to cloth																	
8. Place washcloth on face																	
9. Scrub cheeks, chin, mouth, nose, forehead																	
10. Put washcloth under water																	
11. Rinse out soap completely from cloth																	
12. Wring out water from cloth																	
13. Wipe off cheeks, chin, mouth, nose, forehead with cloth																	
14. Put cloth under water to rinse																	
15. Wring out excess water																	
16. Place washcloth in designated spot																	
17. Turn off hot water																	
18. Turn off cold water																	

Adapted from Miller-Lautman (2010)

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N = Not Applicable

Task Analysis Recording Sheet
Filing Nails with a Nail File

Client Name:

Trainer Name:

Note: Please ensure that the nail file is within arm's reach of the nail-filing area.

Date																		
Initials																		
1. Pick up nail file																		
2. Grasp nail file with dominant hand, between thumb and forefinger																		
3. Place "flat" of nail file against a fingernail of non-dominant hand																		
4. Move file back and forth until nail is smooth																		
5. Repeat for each nail of this hand																		
6. Move nail file to other hand																		
7. Grasp nail file with non-dominant hand, between thumb and forefinger																		
8. Place flat of nail file against fingernails of dominant hand																		
9. Move file back and forth until nail is smooth																		
10. Repeat for each fingernail of this hand																		
11. Put down nail file																		

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N = Not Applicable

Folding Towels

Client Name:

Trainer Name:

Note: Please ensure the towels are within arm's reach of designated towel-folding area

	Date															
	Initials															
1. Pick up towel																
2. Lay towel flat on table																
3. Fold towel in half (any direction)																
4. Ensure the corners are touching																
5. Flatten the towel with hands																
6. Fold it in half again																
7. Ensure the corners are touching																
8. Place folded towel to the side of folding area																
9. Repeats steps 1-8 until all towels are folded																

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N = Not Applicable

Hair Brushing

Client Name:

Trainer Name:

Note: Please ensure that the client begins the task already standing in front of the mirror with the brush and garbage can within arm's reach.

	Date																			
	Initials																			
1. Pick up brush																				
2. Place brush on top of the scalp with bristles touching hair																				
3. Move brush gently from the top of the head to the ends of the hair																				
4. Repeat until brush passes smoothly through hair																				
5. Move to another section of hair and repeat steps 2-4																				
6. Continue until brush passes smoothly through all sections																				
7. Turn brush over to look at bristles																				
8. Remove hair from bristles using fingers																				
9. Put removed hair in the garbage can																				
10. Put down brush																				

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N = Not Applicable

Nose Wiping

Client Name:

Trainer Name:

Note: Please ensure the napkin/tissue and garbage can are within arm's reach of the teaching area

Date																			
Initials																			
1. Pick up napkin/tissue (keep it open)																			
2. Bring napkin/tissue to nose with both hands																			
3. Push tissue against nostrils																			
4. Pinch tissue against nostrils																			
5. Bring napkin/tissue away from nose																			
6. Crumple tissue																			
7. Throw tissue in garbage																			
8. Repeat steps 1-7 until nose is clean																			

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Disability Programs
Specialized Services

Task Analysis Recording Sheet
Opening a Bottle

Client Name:

Trainer Name:

Note: Please ensure that a water bottle with a twist cap is within arm's reach of the teaching area

Date																	
Initials																	
1. Pick up water bottle with one hand																	
2. Use other hand to grasp bottle cap																	
3. Twist bottle cap counterclockwise (left)																	
4. Keep twisting counterclockwise (left) until cap comes off																	

Adapted from Miller-Lautman (2010)

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Ponytail Tying

Client Name:

Trainer Name:

Note: Please ensure there is a hair elastic within arm's reach of the teaching area before the client begins

Date																			
Initials																			
1. Stretch elastic around right wrist																			
2. Gather hair in right hand																			
3. Pull elastic from right wrist with left hand																			
4. Pull hair through elastic with right hand																			
5. Keep holding ponytail with right hand																			
6. Put left hand through the elastic and twists it ONCE																			
7. Let go of ponytail with right hand																			
8. Pull elastic over with right hand																			
9. Grasp ponytail with left hand																			
10. Pull hair through with left hand																			
11. Let go of hair from both hands																			
12. Grasp ends of ponytail with both hands to form two tails																			
13. Pull outward at ends of ponytail to tighten																			

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Task Analysis Recording Sheet
Pouring

Client Name:

Trainer Name:

Note: Please ensure the cups and a **filled** pitcher of water are within arm's reach of the teaching area

Date																			
Initials																			
1. Pick up cup																			
2. Place cup on table within 1 foot of self																			
3. Let go of cup																			
4. Pick up pitcher with dominant hand																			
5. Using dominant hand, move pitcher of water over first cup																			
6. Hold cup steady against table with other hand																			
7. Pour water from pitcher into cup																			
8. Stop pouring within 2 inches of rim																			
9. Straighten pitcher																			
10. Put pitcher down on table																			

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Task Analysis Recording Sheet
Putting on a Jacket (older child)

Client Name:

Trainer Name:

Note: Please ensure the coat/jacket **is unbuttoned/unzipped** before beginning teaching

Date																					
Initials																					
1. Pick up coat																					
2. Turn coat to face zipper/buttons (the client should be facing the front of the coat)																					
3. Hold coat in right hand (do not let go)																					
4. Move left arm through the correct sleeve																					
5. Use right hand to pull coat up to the shoulder																					
6. Let go with right hand																					
7. Reach right hand behind back to grab coat																					
8. Grab coat with right hand																					
9. Pull coat to right side																					
10. Use left hand to reach across and grab right sleeve																					
11. Guide right arm through the right sleeve																					
12. Use left hand to help right arm through the sleeve (pull on coat shoulder)																					

NOTES

Types of Prompts

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V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

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Task Analysis Recording Sheet

Putting on a Sweater

Client Name:

Trainer Name:

Note: Please start with the client sitting in a chair with the sweater within arm's reach. If the client prefers to stand, stand in front of a table so they can use it to correctly orient the sweater.

Date																					
Initials																					
1. Pick up sweater																					
2. Place sweater on lap with the front facing the floor																					
3. If necessary, turn sweater so that the head hole is facing towards the knees																					
4. Put one arm inside the opening of the sweater (at the base)																					
5. Pass that arm into the appropriate sleeve																					
6. Use other arm to help slide the sleeve over arm until hand is exposed																					
7. Put other arm inside the opening of the sweater (at the base)																					
8. Pass that arm into the appropriate sleeve																					
9. Use other arm to help slide the sleeve until the hand is exposed																					
10. With both hands, grab sides of head hole																					
11. Lift arms above head																					
12. Put head through opening of the sweater																					
13. Pull sweater down until fitting appropriately																					

NOTES

Types of Prompts

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SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

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Task Analysis Recording Sheet
Putting on Socks

Client Name:

Trainer Name:

Note: Please ensure the client is sitting comfortably and their socks are within arm's reach. If the client prefers to stand, this is ok too as long as the socks are within arm's reach of the teaching area.

	Date																						
	Initials																						
		R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L
1. Pick up sock with both hands																							
2. Place thumbs inside opening of sock, keeping the rest of the fingers on the outside																							
3. Pull out to widen sock opening																							
4. Bring sock to foot																							
5. Point toes of foot																							
5. Slide foot into sock																							
6. Pull the sock all the way up																							

NOTES

Types of Prompts

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SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Adapted from Miller-Lautman (2010)

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Task Analysis Recording Sheet
Putting on Velcro Shoes

Client Name:

Trainer Name:

Note: Please ensure the client is sitting comfortably and their shoes are within arm's reach. If the client prefers to stand, this is ok too as long as the shoes are within arm's reach of the teaching area.

Date																
Initials																
	L	R	L	R	L	R	L	R	L	R	L	R	L	R	L	R
1. Pick up shoe																
2. Open Velcro straps																
3. Pull tongue of shoe up towards loosened straps.																
4. Place shoe on floor correctly oriented (toe pointing away)																
5. Point toes of appropriate foot																
6. Place toes of that foot into shoe keeping heel raised																
7. Place index finger inside shoe underneath foot																
8. Place thumb on back of shoe to pinch with the index finger already in the shoe																
9. Slide foot into shoe																
10. Adjust tongue and/or heel if necessary																
11. Pull Velcro straps tight.																

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NOTES

Types of Prompts

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V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Adapted from Miller-Lautman (2010)

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Task Analysis Recording Sheet
Setting Water Temperature

Client Name:

Trainer Name:

Note: Please start with client standing at the sink

	Date																				
	Initials																				
1. Put hand on cold water faucet																					
2. Turn cold water on																					
3. Put hand on hot water faucet																					
4. Turn on hot water partway																					
5. Take hand off faucet(s)																					
6. Wait 5 seconds (counts) to let water adjust																					
7. Place hand under running water to feel temperature																					
8. Adjust hot water if needed																					

Adapted from Miller-Lautman (2010)

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NOTES

Types of Prompts

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V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

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Task Analysis Recording Sheet
Shoe Tying – Left Foot

Client Name:

Trainer Name:

Note: When teaching shoe-tying we can begin by using two different colored laces to make it easier for the client. Once they can complete the task independently (with no help from you), we can progress to using the same-colored laces.

	Date																			
	Initials																			
1. Place shoe with toe away from self																				
2. Place right lace(black) on right side and left lace (white) on left side.																				
3. Pick up (right) black lace and cross over front of shoe																				
4. Pick up 2nd lace (white one) and cross over 1st one (black)																				
5. Take lace on top (white one) and put the end under the cross																				
6. Pull both ends																				
7. Pick up black lace and make a loop																				
8. Hold it in one hand																				
9. With other hand, pick up white lace and wrap it around black loop.																				
10. Push white lace through the white loop.																				
11. Pull to tighten																				

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Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Shoe Tying – Right Foot

Client Name:

Trainer Name:

Note: When teaching shoe-tying we can begin by using two different colored laces to make it easier for the client. Once they can complete the task independently (with no help from you), we can progress to using the same-colored laces.

Date																		
Initials																		
1. Place shoe with toe away from self																		
2. Pick up black lace and cross over front of shoe towards black corner																		
3. Pick up white lace and cross over to the white block.																		
4. Pinch the crossed laces with your right hand and hold up																		
5. Pull the white lace under the cross towards you.																		
6. Let go and then pull both ends tight																		
7. Pick up black lace and make a loop																		
8. Hold it in one hand																		
9. With other hand, pick up white lace and wrap it around black loop one time.																		
10. Push white lace through the white loop.																		
11. Let go with both hands.																		
12. Pull on both loops to tighten																		

Adapted from Miller-Lautman (2010)

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

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Task Analysis Recording Sheet
Shoe Tying (Two Loops Method)

Client Name:

Trainer Name:

Note: When teaching shoe-tying we can begin by using two different colored laces to make it easier for the client. Once they can complete the task independently (with no help from you), we can progress to using the same-colored laces.

Date																			
Initials																			
1. Place shoe with toe away from self																			
2. Place right lace(white) on right side and left lace (black) on left side.																			
3. Pick up (right) white lace and cross over front of shoe																			
4. Pick up 2nd lace (black one) and cross over 1st one (white)																			
5. Take lace on top (black one) and put the end under the cross																			
6. Pull both ends																			
7. Pick up white lace and make a loop																			
8. Hold it in one hand																			
9. With other hand, pick up black lace and make a loop																			
10. Cross the two loops and look for the big hole (poke your finger into the hole)																			
11. Hold the cross with one hand																			
12. With the other hand, put the top loop over and around into the big hole																			
13. Squeeze both loops and pull tight																			

Adapted from Miller-Lautman (2010)

NOTES

Types of Prompts

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V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

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Task Analysis Recording Sheet

Stirring

Client Name:

Trainer Name:

Note: Please place all required items within arm's reach of the teaching area. You will need a bowl, a stirring utensil, and a liquid or other stir-able material in an **open container**.

Date																			
Initials																			
1. Pick up the liquid container																			
2. Pour the liquid into the bowl																			
3. Put down the container																			
4. Pick up the stirring utensil																			
5. Grasp bowl with other hand to hold it steady																			
6. Place the end of the stirring utensil into the liquid																			
7. Continue to grasp the stirring utensil (don't put it down!)																			
8. Stir in slow rotations around the sides of the bowl																			

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Task Analysis Recording Sheet
Toothbrushing

Client Name:

Trainer Name:

Note: Please prepare toothbrush, toothpaste, mirror, a small cup filled with water and a small empty cup. Make sure these are within arm's reach of the teaching area.

Date									
Initials									
1. Pick up toothpaste									
2. Open toothpaste									
3. Put toothpaste on the toothbrush (pea-size)									
4. Put down toothpaste (and cap)									
5. Dip toothbrush with toothpaste on it in the cup of water									
6. Show teeth (smile)									
7. Bring toothbrush to mouth									
8. Brush one side of teeth, top and bottom for 10 seconds									
9. Brush other side of teeth, top and bottom for 10 seconds									
10. Brush the front of teeth, top and bottom for 10 seconds									
11. Spit into sink or cup									
12. Brush biting surfaces of top teeth for 10 seconds									
13. Brush biting surfaces of bottom teeth for 10 seconds									
14. Spit into sink or cup									
15. Stick out tongue									
16. Brush tongue for 10 seconds									
17. Spit into sink or cup									
18. Put down toothbrush									
19. Pick up water cup									
20. Bring water cup to mouth									
21. Pour water into mouth									
22. Rinse mouth									
23. Spit into sink or cup									
24. Put away toothbrush, toothpaste, and cup									

Adapted from Miller-Lautman (2010)

NOTES

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environment

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Task Analysis Recording Sheet
Using Mouthwash

Client Name:

Trainer Name:

Note: Please ensure the mouthwash is within arm's reach of the mouthwash area

	Date																	
	Initials																	
1. Pick up mouthwash bottle																		
2. Open mouthwash bottle																		
3. Hold mouth wash bottle in one hand																		
4. Hold bottle cap in the other hand																		
5.. Pour mouthwash into cap up to line																		
6. Put down mouthwash bottle																		
7. Bring bottle cap to mouth and pour mouthwash into mouth																		
8. Rinse mouth with mouthwash for 30 seconds without swallowing or spitting																		
9. Spit mouthwash into sink																		
10. (optional) Wipe mouth with towel																		
11. Pick up mouthwash bottle																		
12. Place cap on bottle																		
13. Screw cap tightly																		
14. Put down mouthwash bottle																		

Adapted from Miller-Lautman (2010)

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Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Task Analysis Recording Sheet
Zipping a Zipper (Male)

Client Name:

Trainer Name:

Note: Please help the client to put on their coat but leave it unzipped before beginning the task

	Date												
	Initials												
1. Hold the slide in right hand													
2. Hold the insert in left hand													
3. Move insert into slide													
4. Push the insert down to the bottom of the slide (don't let go!)													
5. Release the slide from right hand													
6. Grasp the zipper handle with right hand													
7. While gripping the insert with left hand, push down													
8. Pull zipper up to the top													

NOTES

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I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Section 3 – How to Task Analyze

If you are reading this, it means that none of the pre-made Activity of Daily Living (ADL) templates fit your client's needs. Or maybe you want to make your own to ensure that your client gets exactly what they need right from the start.

In this section, you will find instructions for how to accurately break an ADL down into its component steps for teaching. The advantage of making your own ADL breakdown is that *you will be certain it fits with the strengths, motivations, and unique needs of your client*.

There are three evidence-based approaches to creating accurate ADL breakdowns. You do not need to complete all of them; select the one that fits with your reality.

1. **Observe someone who is really good at performing the entire ADL and record the steps on a piece of paper or ADL sheet (Cooper et al., 2007)**
    a. Observe in-person or on video (e.g., YouTube, FaceTime, WhatsApp, etc.), whichever is available to you.
        i. The advantage of observing someone in-person is that they can perform the task in the teaching environment.
    b. Don't forget that **YOU** might be really good at this ADL!
2. **Perform the task yourself and record the steps (2007)**
    a. If you have a colleague or cooperative person with you, have them record the steps while you perform the task. That way you won't have to start and stop as you go.
    b. If you don't have a helper, you can use your phone to record a video of yourself performing the task. Then you can watch that video and write down the steps in order
    c. The advantage to performing the task yourself is that you will be exposed to the demands of the task and be able to identify any possible barriers ahead of time.
3. **If no-one is available to perform the task for you in-person or on video, you can reach out to someone who knows the ADL well who will describe the steps for you (2007).**

To be sure that your ADL is ready for teaching, have a friend or colleague perform it exactly how it is written. Not only will this help you to clarify any steps that might not make sense, but it also sometimes yields hilarious results.

Section 4 – Blank Template

In this section you will find a blank template for recording the steps and performance of an Activity of Daily Living (ADL). On each template, you will see space to write the steps of the ADL on the left-most column, a row for the date, and a row for the initials of the trainer/teacher/caregiver who helped the client practice the ADL on that date.

Each column represents an attempt that the client made to perform the target ADL. On the second page of each template, there is a list of letters representing the types of prompts you used while teaching (e.g., P=physical, G=gestural, etc.). Use the boxes next to each step to indicate if the step was completed and the type of prompt that was used. If you find it overwhelming to remember all the different kinds of prompts, **write a "-" next to the steps that you helped with, and a "+" for any steps that the client did completely on their own**. This will allow you to accurately track the client's progress each time you practice that ADL.

There is also a box for taking notes (e.g., client must be wearing glasses while practicing, turn off all bright lights before beginning, etc.) that will allow you to communicate to others any adaptations that need to be made for this client when they are performing this ADL (e.g., client must be wearing glasses while practicing, turn off all bright lights before beginning, etc.).

To reduce the unexpected appearances of barriers/errors, consider completing **1 or more** of the suggestions below **BEFORE** you begin teaching your client with one of your brand new, individualized ADL.

4. Read through the steps carefully to see if they make sense for your situation (e.g., is your client right or left-handed? You may need to modify the template).
5. Perform the ADL exactly as written to see if steps need to be removed, added, or changed.
6. Ask someone else to perform the ADL exactly as written to see if steps need to be removed, added, or changed.

Task Analysis Sheet

Target Skill (ADL):

Client Name:

Trainer Name:

	Date												
	Initials												

NOTES

EXAMPLE: make sure to turn off the overheard lights before beginning the task. Client is sensitive to bright lights.

Types of Prompts

I = Independent (completely independent, no help needed whatsoever. Specify whether it is independent when transferred to different environments)

V = Vague Verbal (no direct reference to what has been done. Example: did you forget something?)

SV = Specific Verbal (specific reference to what has been done. Example: "now pick up the toothpaste")

G = Gestural (using a gesture to give the client a good idea of what needs to be done. This often is accompanied by a specific verbal prompt)

M = Model (trainer completes the step/task first to demonstrate. Example: show the client how to push a button)

P = Physical (trainer does the step/task with the client using a physical prompt (e.g., gentle nudge, hand-under hand, hand-over-hand)

N = Not Applicable

Section 5 – Chaining/Sequencing

Chaining refers to the various methods for linking specific sequences of stimuli and responses to form new performances (Cooper et al., 2007). There are numerous forms of chaining that can be used to teach ADLs; backward chaining and forward chaining are two common examples of these methods.

It is important for anyone teaching ADLs to be skilled in breaking them down into their component steps. The routines we perform every day to take care of our minds, bodies, and relationships are far more complicated than we think. Knowing this allows us to empathize with people who are unable to perform them as easily as us.

Using chains to teach ADLs helps us to empower those living with disabilities to increase autonomy, combine acquired skills into more complex chains, and generalize these skills into a wider variety of environments (2007).

In this section you will find a description and example of backward and forward chaining in the context of a parent teaching a child to get undressed. Pay special attention to the level of prompting being used in those examples and how you might apply these approaches to target any other ADLs you are teaching.

BACKWARD CHAINING

Backward chaining is when all of the steps are completed by the trainer except for the final step which is completed by the client with only as much assistance as necessary (2007). When the client begins to demonstrate they have acquired the final step (I.e., they can do it independently without help), the trainer completes the steps up to the second-last step and so on. See below for an example of what this might look like with a parent teaching their child to remove their pants, in the context of getting undressed, using a backward chain.

REMOVING PANTS (Backward Chaining)

1. The parent unbuttons the pants.
2. The parent unzips the fly.
3. The parent pulls the pants down to the child's ankles.
4. The parent guides the child to sit on a chair, bench, or edge of bed.
5. The parent removes the left pant leg from the child's left foot.
6. The parent says, "Take your pants off" and guides the child to place his hands on the right pant leg and pull the pant leg off the right leg.

***Once the pants are off, the parent says, "Good! You took your pants off!"

Once you have practiced REMOVING PANTS like this a few times, you will notice that the child starts to complete the last step with less and less help from the parent. Once they are consistently performing the last step without any help, begin targeting the second last step by following the steps described below:

1. The parent unbuttons the pants.
2. The parent unzips the fly.
3. The parent pulls the pants down to the child's ankles.
4. The parent guides the child to sit on a chair, bench, or edge of bed.
5. The parent says, "take your pants off" and guides the child to place his hands on the left pant leg and pull the pant leg off the left leg.
6. The child independently places his hands on the right pant leg and pulls the pant leg off the right leg.

***Once the pants are off, the parent says, "Good! You took your pants off!"

Once you have practiced REMOVING PANTS like this a few times, you will notice that the child starts to complete the last 2 steps with less and less help. Once they are consistently performing the last 2 steps without any help, begin targeting the third last step by following the steps described below:

1. The parent unbuttons the pants.
2. The parent unzips the fly.
3. The parent pulls the pants down to the child's ankles.
4. The parent says, "sit down" and guides the child to sit on a chair, bench, or edge of bed.
5. The child independently places his hands on the left pant leg and pulls the pant leg off the left leg.
6. The child independently places his hands on the right pant leg and pulls the pant leg off the right leg.

***Once the pants are off, the parent says, "Good! You took your pants off!"

Continue teaching in this fashion, helping progressively less until the child can complete the entire chain independently (I.e., without any verbal, gestural, or physical prompts from the parent).

FORWARD CHAINING

Forward chaining is when the first step is completed by the client with only as much assistance as necessary and the remaining steps are completed by the trainer (2007). When the client begins to demonstrate they have acquired the first step (I.e., they can do it independently without help), the client is prompted to also complete the second step, then the trainer completes the rest of the chain. This continues until the client learns to complete the entire chain without assistance. See below for an example of what this might look like with a parent teaching their child to remove their pants, in the context of getting undressed, using a forward chain.

REMOVING PANTS (Forward Chaining)

1. The parent says, "take off your pants" and the parent undoes the button MOST OF THE WAY, then guides the child to push the button through the hole.
2. The parent unzips the fly.
3. The parent pulls the pants down to the child's ankles.
4. The parent guides the child to sit on a chair, bench, or edge of bed.
5. The parent removes the left pant leg from the child's left foot.
6. The parent removes the right pant leg from the child's right foot.

***Once the pants are off, the parent says, "Good! You took your pants off!"

Once you have practiced REMOVING PANTS like this a few times, you will notice that the child starts to complete the first step (unbuttoning) with less and less help. Once they are consistently performing the first step without any help, begin targeting the second step by following the steps described below:

1. The parent says, "take off your pants" and the child unbuttons the pants.
2. The parent guides the child to unzip the fly by placing their fingers on the zipper and gently guiding them to pull down.
3. The parent pulls the pants down to the child's ankles.
4. The parent guides the child to sit on a chair, bench, or edge of bed.
5. The parent removes the left pant leg from the child's left foot.
6. The parent removes the right pant leg from the child's right foot.

***Once the pants are off, the parent says, "Good! You took your pants off!"

Once you have practiced REMOVING PANTS like this a few times, you will notice that the child starts to complete the first 2 steps (unbuttoning and unzipping) with less and less help. Once they are consistently performing the first 2 steps without any help, begin targeting the third step by following the steps described below:

1. The parent says, "take off your pants" and the child unbuttons the pants.
2. The child unzips the zipper.
3. The parent guides the child's hands to the waistband and guides their hands to pull the pants down to the child's ankles.
4. The parent guides the child to sit on a chair, bench, or edge of bed.
5. The parent removes the left pant leg from the child's left foot.
6. The parent removes the right pant leg from the child's right foot.

***Once the pants are off, the parent says, "Good! You took your pants off!"

Continue teaching in this fashion, helping progressively less until the child can complete the entire chain independently (I.e., without any verbal, gestural, or physical prompts from the parent).

NOTE: Consistency is the key to teaching ADLs. Whether practicing at the MSDC, at school, at home, at camp, or at relative's house, the trainer and client should aim to perform the steps in the same order and with the same tools (2007). Once the skill has been acquired and the client can perform the steps independently, we can begin to add variations and practice the skill in different environments to grow that independence.

NOTE: There is no overwhelming body of evidence that one chain (forward or backward) is better than the other. The style of teaching that you choose should be based on what you know about the client, their strengths, and their performance at baseline (i.e., what they can do before you start teaching) (2007). For example, some clients will need to practice specific skills before they can be performed as part of a chain (e.g., if someone has difficulties with fine-motor movements like pinching, they might struggle with the first two steps of REMOVING PANTS). Keep these considerations in mind when deciding between teaching something with a forward or backward chain.

Section 6 - Prompting

Prompting refers to the tools we use to elicit a "correct" response from a client. Prompts may be delivered in a variety of ways including modelling (e.g., you perform the response while the client watches, then they copy), picture and video (e.g., looking at images/videos that represent the steps of the Activity of Daily Living (ADL)), as well as a spectrum of prompts ranging from silently pointing to hand-over-hand prompting.

In this section you will find a one-pager describing some of the prompts you may use while teaching, ranked from least invasive to most invasive. In addition to the other kinds of prompts described above, you might use this sheet as a guide to reduce your prompting as your client shows signs of acquiring the target steps of the ADL. Using the ADL REMOVING PANTS and teaching using a Forward Chain as an example, you might start by using hand-over-hand physical prompts to help the client undo their button, but after you have practiced a few times and the client is beginning to make the movements more independently, you will be able to reduce your prompt to a gesture (e.g., pointing at the button), and finally a specific verbal prompt (e.g., "grab the button and push it through the hole").

***Remember, just like it is important to involve the client and caregiver in the selection of the ADL to teach, *you should also include your client and caregiver in the selection of the types of prompting they prefer.* For example, if the client does not want to be touched, we can use less invasive prompts like modelling and pointing instead of physical prompts.

TYPES OF PROMPTS

Use this list as a guide for how to indicate the level of prompting used AND how to gradually fade your prompts as you are teaching Activities of Daily Living (ADLs).

I = Independent

The client performs the task/step completely independently, with no help needed whatsoever.

V = Vague Verbal

You make a non-specific reference to what has been done (e.g., "did you forget something"?).

SV = Specific Verbal

You make a specific Reference to what needs to be done (e.g., "pick up the toothpaste").

G = Gestural

You make a gesture (e.g., pointing) to indicate to the client what needs to be done. This often is accompanied by a verbal prompt.

M = Model

You do the task/step first to demonstrate (e.g., you pick up the cup to show the client to pick up the cup).

P = Physical

You gently move the client's body to do the task/step (e.g., a gentle nudge, hand-under-hand, hand-over-hand)

Section 7 – Considerations

Selecting a Skill to Learn or Improve

Before selecting a new skill to teach, reflect on why you want to teach this skill. Is it useful for the client and those around them? Does the client want to learn this skill? Will learning this skill increase their autonomy and increase exposure to new opportunities and experiences? Does this skill capitalize on the client's skills they already have?

How Many Steps?

There is no hard and fast rule for how many steps your ADL should include. As a baseline, your ADL should be built taking into consideration your client's strengths, preferences, and needs. Once you have begun teaching it to your client, you can always adjust (e.g., add steps, take away unnecessary steps, combine steps) based on their performance.

Make it Make Sense

As much as possible, the completion of one step in the ADL should lead to the presentation of the next step. For example, only once you have taken the lid off the toothpaste tube, can you squeeze out the toothpaste onto your toothbrush. If you had not taken off the lid, you could not have started the next step! If you notice strange things happening where the client is not moving on to the next step, taking a long time, or performing the incorrect step, check the steps to make sure they flow logically from one to the next.

Short and Sweet

Teaching ADLs is a gradual process. It progresses step by step, usually over a long period of time. It can be tempting to try to move quickly, especially when you capture the client's motivation. Do your best to keep your ADL teaching sessions short and high-quality. You don't need to practice ADLs for hours. Pick a time when you think your client (and you!) will be calm and available for learning. Prepare your materials ahead of time. Try to keep things fun by integrating things that the client likes (e.g., if your client loves the color red, practice dressing with red clothing). If things feel like they are becoming unpleasant, it's ok to stop, reflect, and come back later with adjustments.

Order of Events

Do you need to teach a different skill before you can teach this one (e.g., if your client is unable to put their shoes on their feet by themselves, maybe practice that before you practice tying shoes)? Do you need to target a specific skill (e.g., fine-motor skills) before you can teach a specific ADL (e.g., putting on a coat with buttons or a zipper)?

Putting It All Together

Once your client learns a new skill, think about the events that happen before and after that ADL. For example, if the client has successfully acquired "getting dressed" as an ADL, the next step might be to learn how to select their clothes from their closet AND THEN put them on. You can break those tasks down into steps using the tips in this guidebook and teach it separately before putting it together with the new "getting dressed" skill.

Section 8 - Additional Material

In this section, you will find material that digs into some of the more personal Activities of Daily Living (ADLs). It may not feel appropriate to be the trainer for some of these ADLs, but you still want to be able to support caregivers when they come to you for help. Use the material in this section to guide and inspire your ongoing support.

- **Dressing** – You can make dressing easier by being mindful of the types of clothes your client wears. Read this section for ideas.
- **Toilet Training –** Using the toilet might require more skills than you think. See this section for some important considerations when it comes to teaching a person to use the toilet.
- **Wiping After Using the Toilet –** Teaching someone to wipe after using the toilet can be an intimidating task. Check out this section for some common questions and answers.

DRESSING

When we are practicing dressing, the goal is for the client to be successful every time. We want the client to feel successful as often as possible so that when they are faced with a challenge, they have the experience to push through and reach that success again. Make success more attainable by being mindful of the types of clothing you are using to practice dressing.

The following pages contain a list of general suggestions that you may wish to follow when you are choosing clothing for your client.

Front-Opening Shirts or Sweaters
Choose:

- loose knit sweaters that can be easily stretched to put on;
- no tight cuffs;
- shirts that unzip to the chest or have 1-2 larger buttons (i.e. polo shirts);
- larger buttons that are a different colour than the sweater so they stand out; snaps can be chosen over buttons.

Pullovers, T-Shirts, and Undershirts
Choose:

- looser weave, in general;
- avoid turtlenecks;
- Have good sized opening for the head;
- Sweatshirt/Jogging suit tops are good.

Pants, Shorts, and Underpants
Choose:

- elasticized waist preferably (especially for learning to go to the bathroom on their own);
- watch out for fastenings on pants: buttons or snaps that are too hard to close or zippers that are too small to grasp;
- loose pants or jogging pants are good for everyday school outfits.

Snow-Jackets and Coats
Choose:

- down-filled or synthetic material filled (quilted type) coat is very warm, light weight and stays rigid when being put on which makes it easier for the client;
- Avoid double zippers which make opening/closing more difficult;
- Velcro fastenings can make the job of dressing much easier;
- Avoid jackets that are elasticized at waist and require pulling together to fasten.

Socks

Choose:

- loose knit;
- avoid predefined heel;
- tube socks are good;
- When the client is wearing pants, have him/her wear ankle socks or short socks to mid-calf;
- Avoid knee socks that are difficult to maneuver under pants.

Shoes and Boots

Choose:

- boots, shoes that fit well;
- running shoes should have an opening in front that is large enough (when shoe tongue is pulled out) to allow foot to slide in easily;
- shoes with Velcro straps or zippers;
- if using laces, choose thicker, cotton ones that are not too long;
- boots: "Lunar"-type model is warm and remains stiff and upright, so it is easy to slide into. Also, they are not too high, so they are easier to handle. Some have Velcro straps. Otherwise choose boots that have zippers all the way down to the ankle so that the client does not have to fight to push a foot in and out;
- boots that maintain their shape and don't fold over will be easier to put on.

Scarves, Hats, and Mitts

Choose:

- looser, bulkier knits that can be easily stretched to put on;
- mittens are easier to put on and warmer than gloves;
- leather may become too stiff in the cold;
- a short scarf, loosely put on, with nothing left hanging, is preferable;
- hat: tuques, balaclavas (ski-hat) are good, thick but loose knits are preferable;
- avoid ties, buttons, etc. on hats.

Fasteners

In general, the larger the button, zipper, snap, etc. The easier it will be to handle.

Choose:

- fasteners that your client will be able to grasp;
- zippers: look for zipper casings that are large, and possibly of a different colour than the jacket;
- avoid fancy, complicated fasteners;
- "fake" fasteners (i.e. button or snap on top and Velcro behind/or button without real opening) can give the clothing style but are easier to manipulate;
- don't forget that Velcro can be an aid in a variety of areas (i.e., instead of snaps, buttons);
- belts: the simpler the better and only if necessary.

Bras

- Although front-opening bras may appear easier to handle, they often do not provide adequate support. Using a back-opening bra, twisting it so the hooks are in the front, closing it, then twisting it back is a better solution.
- Make sure it has good support and the cup fits properly.
- Stretch straps are better than adjustable straps.
- Hooks are easier to put on than clasps that have to be inserted into the other.

Summary

- Learning to dress oneself can be made easier with the right kind of clothing.
- The simpler the better.
- Make sure clothes are well-fitting, even slightly larger.
- Cotton blends are easily washed and handled (e.g., cotton/polyester).
- When you can, before buying, try out the fasteners yourself to see how hard or easy they are to use. Have your client try too if possible.
- Please encourage all clients (especially the older ones) to use a mirror to check their appearance.

TOILET TRAINING

Toileting is a major developmental step in a client's independence, autonomy, and mastery of their own body. Keep in mind that a client who is completely trained has learned more than simply how to eliminate in the toilet. This client has also acquired many of the following skills:

- recognizing when they need to go;
- waiting to eliminate;
- entering the bathroom;
- closing/locking the door;
- pulling pants down/unzipping zipper;
- sitting on the toilet;
- eliminating in the toilet;
- using toilet paper correctly;
- pulling pants back up;
- flushing the toilet;
- washing hands;
- drying hands.

When practicing toileting, it is especially important to set the client up for success. This can be difficult because:

1. Toileting is a very personal experience.
2. We can't feel what the client is feeling when they need to use the toilet.

We want to do everything we can to avoid unnecessary difficulties around using the toilet (e.g., trying to get your client to use the toilet when they do not need to). Follow these steps BEFORE you begin toilet training:

1. For two weeks, collect a record of every time they use the toilet or voids somewhere other than the toilet (e.g., outside, in a diaper, in their clothing, etc.). Write this down on a piece of paper, on your phone, or on your computer.
   a. This can be difficult when the client spends half their day at school/daycare and the other half at home. You may need to collaborate with others to get a full picture.
2. Once you have this 2-week elimination record, analyze it for patterns (e.g., You might notice that your client always voids right when they come home from school). Once you identify a pattern, you can begin "practicing" using the toilet when you are confident they need to void.

Your goal in toilet training should begin by teaching your client one skill only: eliminating in the toilet. Until that skill is acquired, your priority should be to help them feel safe, comfortable, and to perform the other steps. Once the client is reliably eliminating in the toilet, you can gradually begin to teach the other steps of the chain.

On the next page you will find an example of the chain for a male to urinate in the toilet.

Urination (Male):

Please note that some of these steps may be slightly different depending on the client's strengths, preferences, and environment. If needed, please refer to SECTION 3 – HOW TO TASK ANALYZE to make your own task analysis that fits your client's unique situation:

1. Signals intention to use the toilet (e.g., says "I'm going to the bathroom" or just goes to the bathroom).
2. Enters bathroom.
3. Closes door.
4. Stands within 6 inches of toilet.
5. Faces toilet.
6. Unbuttons pants.
7. Unzips pants.
8. Pulls down underwear to expose penis.
9. Grasps penis.
10. Urinates into toilet bowl until finished.
11. Pulls up underwear to cover penis.
12. Pulls up pants.
13. Zips pants up/Fastens button.
14. Flushes toilet.

NOTE: The client should wash their hands after they use the toilet, but you may choose to teach that skill separately depending on the client's strengths, preferences, and interests. If it is not a skill that they already have, make sure to help them appropriately wash their hands every time they use the toilet.

Bowel Movement (Male/Female) and Urination (Female):

Please note that some of these steps may be slightly different depending on the client's strengths, preferences, and environment. If needed, please refer to SECTION 3 – HOW TO TASK ANALYZE to make your own task analysis that fits your client's unique situation:

1. Signals intention to use the toilet (e.g., says "I'm going to the bathroom" or just goes to the bathroom).
2. Enters bathroom.
3. Closes door.
4. Stands within 6 inches of toilet.
5. Unfastens pants/skirt.
6. Pulls down pants/skirt to ankle/lifts skirt.
7. Pulls underwear down to ankles.
8. Lowers the toilet seat.
9. Turns away from the toilet.
10. Sits on toilet.
11. Urinates/Defecates into the toilet until finished.
12. Takes appropriate amount of paper **(refer to pages 96-97 for teaching ideas).**
13. Folds or scrunches toilet paper.
14. Grasps toilet paper between thumb and fingers.
15. Rotates body, reaching toward buttocks or forward if female urinating.
16. Presses paper against body part to be wiped.
17. Wipes (This step may require modeling from parents or caregiver. If your client allows, you may gently place your hand over theirs to guide the appropriate pressure and movement until they begin to demonstrate that they can do it themselves).
    a. If wiping buttocks, wipes from front to back while maintaining pressure.
    b. If female wiping after urinating, wipes from front to back while maintaining pressure.
18. Puts used toilet paper into toilet bowl.
19. Repeats steps 12-16 at least twice or until paper toilet is clean (look at paper after wiping for visual cue. If it's dirty, the parents say "It's dirty. Put it in the toilet and wipe again" If it's clean, the parent says "It's clean. Put it in the toilet and move on to the next step")*.
20. Stands up.
21. Pulls up underwear.
22. Pulls up pants/skirt/straightens skirt.
23. Zips up pants/skirt (if applicable).
24. Fastens pants/skirt (if applicable).
25. Flushes toilet.

NOTE: The client should wash their hands after they use the toilet, but you may choose to teach that skill separately depending on the client's strengths, preferences, and interests. If it is not a skill that they already have, make sure to help them appropriately wash their hands every time they use the toilet.

WIPING AFTER USING THE TOILET

"Wiping" after using the toilet is an important skill to teach, as improper wiping can, in some cases, lead to risk of infection and body odor.

As long as there are not any motor and/or physiological problems getting in the way, consider teaching it by school-age (e.g., around 5-6 years old).

Please remember that learning how to do anything related to using the toilet is highly personal. In the interest of keeping the client relaxed, it is a good idea to practice wiping in a familiar place (e.g., home bathroom) with familiar people (e.g., their parent/caregiver) until they have acquired this skill and are ready to take it into the world.

Below are some common questions and answers related to wiping after using the toilet. Please remember that these should only be used as a guide for supporting the client. Use this guide and your judgement to come up with creative ways to meet their needs.

Common Questions and Answers

Q. How far should pants/skirt be pulled down (STEP 6)

A. Some clients need to pull down to knees, others to ankles and some may need to pull one leg out or take pants completely off. The right amount is the amount the results in successfully using the toilet without soiling their pants/skirt or getting hurt (e.g., tripping). Do what works for your client.

Q. What if my client has difficulties with staying balanced while sitting on the toilet (STEP 10)?

A. Sitting in a relaxed position is very important. Provide a support, such as a handle or shelf, so your client can grasp or support themselves on it while sitting.

Q. My client doesn't take enough toilet paper when it's time to wipe (STEP 12). What do I do?

A. Identify the dominant hand (it is usually the hand used to eat and write). Establish a specific routine that will be used every time and practice those steps as part of your toileting task analysis or separately. For example, while sitting on the toilet:

1. Grasp end of toilet paper from the roll.
2. Pull across lap.
3. Let go of paper.
4. Tear paper from toilet paper roll.
5. Fold/scrunch paper.

NOTE: These steps may look slightly different in your practice environment. Refer to SECTION 3 – HOW TO TASK ANALYZE for guidance on how to breakdown these steps for your client's unique environment, strengths, and preferences.

Q. I want to keep working on toileting even though my client is not able to wipe yet. What can I do?

A. You can continue to help them to wipe themselves. You can also use a tissue box kept close to dominant hand if roll is too difficult to handle (and pull 2-3 out at once). You can also prepare the appropriate amount of toilet paper and leave it next to the toilet for the next time your client needs it.

Q. My client cannot judge if he/she is finished defecating/urinating (STEP 11). What do I do?

A. Ask yourself "how long is a reasonable amount of time to urinate and/or defecate". You may need to set a timer for a "reasonable period of time" and when the timer sounds, the client begins the "wiping" routine. Remember that using the toilet is a very personal experience and it should not be rushed. We want the client to feel safe and relaxed when they use the toilet, not in a hurry.

Q. Should my client bunch the toilet paper or fold it (STEP 14)?

A. Try scrunching or folding tissue a few times each to see which works best for your client.

Q. My client doesn't do a good enough job wiping (STEP 17). What can I do to teach them to wipe until they are clean?

A. Think about your client's current skills and strengths. Do they know the difference between clean and dirty? If no, spend some time during the day practicing the concept with them. For example, after they come home, take them to wash their hands. Point out that they are dirty before, then clean after. Have your client help you to rinse a dirty dish and point out when it is dirty and when it is clean. You could also get some toilet paper and rub it in some dirt, then show that piece of dirty toilet paper to your client and compare it to a clean one.

Q. What else can I do to help them wipe appropriately?

A. When you are practicing toileting, prompt the client to look at the dirty toilet paper after wiping and say out loud it is "dirty" or "not clean". Repeat this until the paper comes back clean enough and say out loud "clean".

You can also try alternative positions for wiping. For example, instead of sitting down, turning, and reaching, the client could be standing and wiping. They could also be standing on one foot with the other on the toilet seat. Think about the strengths that your client has and how you could use those strengths to set them up for successful wiping. The best form of wiping is the one that works for your client.

Section 9 - Supporting Literature

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