## Getting Dressed at Home

<table>
<thead>
<tr>
<th>Receptive Language: have your student follow instructions and/or locate various items/objects</th>
<th>Expressive Language: have your student use their preferred mode of communication to label and fill in</th>
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| While your child is getting dressed, ask them to identify the body parts:  
  • “Socks go on your feet...where are your feet?”  
  • “Shirts go over your head...where is your head?”  |
| While getting dressed, have your child do some fill-ins:  
  • “You put your socks on your ____.”  
  • “The shirt goes over your ____.”  |
| While your child is getting dressed, ask them to do things that will assist in dressing:  
  • “Lift your arms.”  
  • “Pull up your pants.”  
  • “Put this in the laundry.”  
  • “Get your shirt.”  |
| While getting dressed have your child label  
  • clothing items as they get them and/or put them on,  
  • actions that are taking place (i.e. getting dressed, changing clothes, etc.)  
  • body parts  |
| While getting dressed, ask them to get various items of clothing:  
  • “Where is your shirt?”  
  • “Can you find your socks?”  
  • “Get your pants.”  |
| **Imitation:** parent models action, child imitates  
  • put your legs in pants  
  • put your arms in shirt  
  • put your shirt over head  
  • zip up clothing  
  • fasten a button/snap  
  • put the hat on your head  
  • put your socks on your feet  |
| **Requesting:** create situations that might motivate your student to ask for items  
  As you are getting dressed, you can withhold the items and have them reach, point, vocalize, or use a device to make requests for various items:  
  • request items needed (i.e. shirt, pants, brush, etc.)  
  • child requests actions from parents (i.e. “tie my shoes, brush my hair,” “help,” etc.) |
- put your shoes on
- tie your shoes
- comb/brush your hair

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<th>Behavior</th>
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<tbody>
<tr>
<td>- staying in area</td>
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<td>- Keeping hands/feet to self</td>
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