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*Activities of
Daily Living Guide*



Hong Kong Christian Service Pui Oi School
Occupational Therapy Department

Preface

Activity of Daily Living (ADL) has been an integral part of the development in our first few years of life. Along with the society's economical growth, wealthy families may become over-protective to their children. This makes them have little opportunities to practice the skills of taking care of themselves and leads to the problem of decreased ADL functions.

Besides, ADL skills are especially challenging to children with physical disabilities. In this booklet, the occupational therapy department would like to share our expertise on effective and systematic ADL skills training. It is hoped that parents can gain more understanding on how to help their children step forward in ADL development.

*Occupational Therapy Department
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Chapter 1

What is Self-care?



Self-care is the ability on achieving independence in daily living activities such as dressing, grooming, brushing, bathing, feeding & toileting. The ability helps to develop good living habits, attitudes, self management and enhances the ability of independent living and adaptability to the community. It is also important for the development of self confidence, independent ability, cognitive, fine and gross motor skills.

Chapter 2

Importance of Self-care

- ✧ *Satisfy physiological needs;*
- ✧ *Develop good personal hygiene habit;*
- ✧ *Integrate to society;*
- ✧ *Develop independent ability;*
- ✧ *Develop self confidence and self responsibility;*
- ✧ *Relief the burden of parents.*



Chapter 3

Developmental Milestones

Apart from the heredity, environmental factors affect children's development. The following milestones reflect the average time a normal child attains a certain skill. A pre-born child definitely needs more time. All children develop a little differently. Therefore, the following information is just for your reference.



1) Dressing

Age	Skill
10 mth	Cooperate in dressing
18 mth	Remove socks
18-24 mth	Zip and unzip a zipper without separating and inserting a shank
21 mth	Remove socks and shoes if requested
28 mth	Remove and put on an upper garment with some assistance
30 mth	Pull trousers up
3 yr	Remove and put on trousers
3 yr	Remove jacket
40 mth	Put on pullover garment
4 yr	Put on socks and shoes
4 yr	Need assistance in zipping and buttoning
53 mth	Able to zip up and button up a coat
56 mth	Put on an upper garment without help
5-6 yr	Tie shoelace

2) Feeding

Age	Skill
5 mth	Able to eat puree
7 mth	Able to chew food
8-9 mth	Able to hold baby biscuits or small pieces of bread and eat them
11 mth	Able to use pincer to hold food
12 mth	Able to eat chopped food
12 mth	Try to use spoon
14-15 mth	Able to use spoon with spillage
20-24 mth	Able to feed himself/herself
30 mth	Able to use spoon and fork at the same time
42 mth	Able to use spoon and fork or chopsticks skillfully
4 yr	Try to use knife
5 yr	Able to use different tools for feeding



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3) Drinking

Age	Skill
5 mth	Able to drink water by mug if placing it to his/her mouth
9 mth	Able to hold the mug
12 mth	Able to drink with assistance
16-18 mth	Able to drink half cup of water independently
16-18 mth	Not more drooling
21-24 mth	Able to use cup for drinking



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4) Toileting

Age	Skill
1 yr	Willing to sit on potty
14 mth	Feel anxiety when the diaper gets wet
15 mth	Able to use potty for toileting
21 mth	Able to have bowel control
2 yr	Do not get wet at day time
2 yr	Able to indicate toilet needs
30 mth	Able to take off trousers
34 mth	Do not get wet during night time
3 yr	Go to toilet independently



5) Grooming

Age	Skill
5 mth	Like bathing
18 mth	Try to wash hand
2 yr	Wash hand thoroughly
2 yr	Try to wash faces
30 mth	Try to wipe hand
3 yr	Able to wash hand with soap and dry hand by towel
40 mth	Try to brush teeth
43 mth	Able to wash faces
50 mth	Able to brush teeth
5 yr	Able to take bath him/herself

Resources :

http://www.healthcare2u.com/child_cd.html



Chapter 4

The importance of Household training

Occupational therapists will provide regular self-care training sessions to the students according to their abilities.

However, the best way to acquire daily living skills is everyday training at home.



Chapter 5

Training methods and principles

1. Forward training

- *To train the activities from the beginning of the step to the last step.*

2. Backward training

- *Backward training starts with a list of goals and works backwards from the last step to the first step.*

3. Reinforcement

- *Reinforcement occurs when an event following a response causes an increase in the probability of that response occurring in the future. It can be done by food or praise.*

4. *To increase the chances for success.*

5. *To increase the complexity of the task.*

6. *To decrease the level of assistance.*






Chapter 6 *Training Techniques*

6.1 *Put on and remove a shirt*



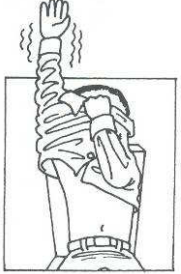
6.1.1 *Remove a T-shirt or a buttoned shirt*

<p>Student reaches behind head to back of neck opening with one or both hands.</p>	A line drawing of a student's head and shoulders in profile, facing left. The student is reaching their right hand behind their head to the back of their neck, where the shirt opening is.
<p>Student ducks head and pulls neck opening forward over head.</p>	A line drawing of a student's head and shoulders from a top-down perspective. The student's head is tilted down, and they are pulling the neck opening of their shirt forward over their head.
<p>Student grasps opposite sleeve with dominant hand and pulls sleeve off arm. Student removes sleeve from dominant arm by shaking or using other arm.</p>	A circular line drawing of a student's head and shoulders in profile, facing left. The student is using their right hand to grasp the left sleeve of their shirt and is pulling it off their arm.

6.1.2 Remove a front-button shirt

<p>Student pulls the shirt off the stronger shoulder.</p>	
<p>The involved hand pulls the opposite sleeve down or forward by assisting, pushing or pulling in combination with the movement of the stronger shoulder and the trunk. Use teeth to help, when necessary.</p>	
<p>The stronger arm wiggles out. The stronger hand then pulls the shirt around to the front and takes sleeve off the weak arm.</p>	

6. 1.3 Put on a T-shirt or a buttoned shirt

<p>Student places the T-shirt or buttoned shirt on his lap, face down with the neckline near knees.</p> <p>Student puts both hands in the shirt.</p>	
<p>Students grasps the shirt at the neck.</p>	
<p>Student puts both arms in.</p>	

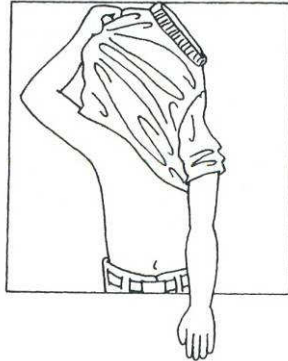
6.1.4 Put on a T-Shirt

Student uses the stronger arm to help the weaker arm slide inside the shirt's sleeve.

Student uses the stronger arm to slide the sleeve on the weaker arm above the elbow near the shoulder.



Student pulls the T-shirt over the neck with the stronger arm.



Student puts the stronger arm into sleeve.

Student pulls down the shirt with the stronger arm.



6.1.5 Put on a front-button shirt

Student uses the stronger hand to help the weaker arm "slide" under the shirt into the armhole.

Student pulls the sleeve up above the elbow near the shoulder with the stronger arm.

Student puts the stronger arm into the remaining sleeve.



Student puts the stronger arm up over head and shakes and wiggles it until the shirt is down on shoulders.



Student uses the stronger arm to take out wrinkles or bunches in shirt.


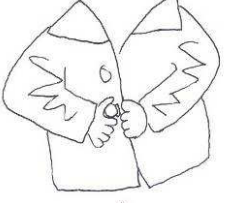

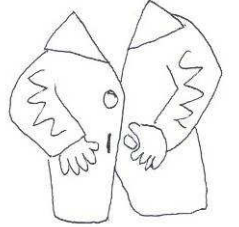
Student fastens fasteners with the stronger arm.



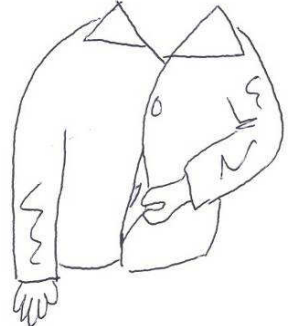
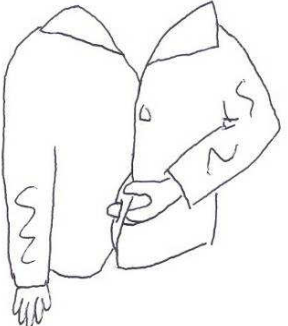
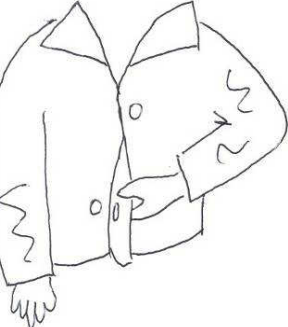
6.2 Unbuttoning and buttoning

6.2.1 Unbuttoning

Method 1 : using both hands

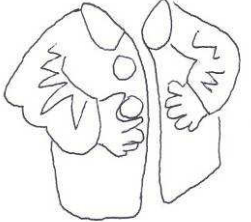
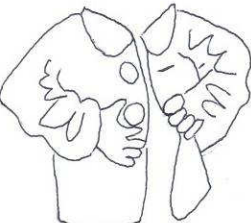
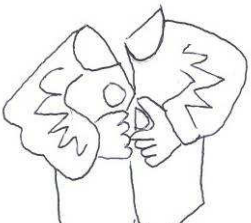
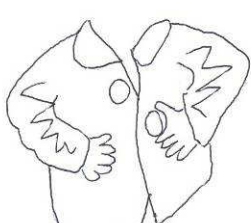
Student grasps the button by pincer.	
Student pulls the buttonhole edge of shirt over the button.	
Student pulls a button from buttonhole.	
Student pulls halfway-removed button from buttonhole.	

Method 2 : using one hand

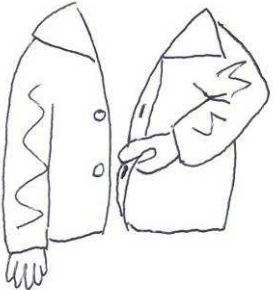

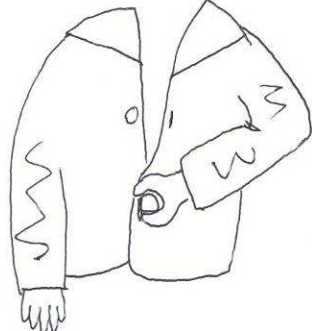
Student grasps a shirt near buttonhole.	
Student pushes button through buttonhole with the index finger and thumb.	
Student pushes button completely through buttonhole.	

6.2.2 Buttoning

Method 1 : using both hands

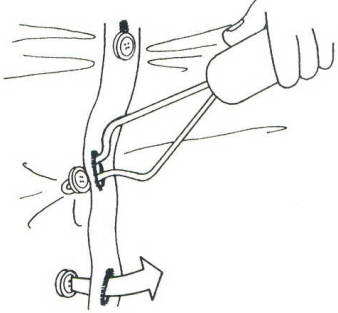
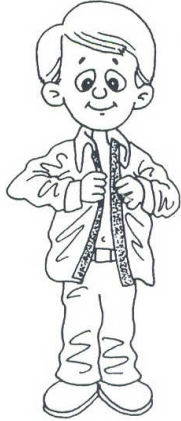

Student grasps button by pincer.	
Students pulls the buttonhole edge of shirt over the button.	
Student pinches button and pulls the buttonhole edge of the shirt over the button.	
Student pulls the button out of the buttonhole.	

Method 2 : using one hand

Student grasps buttonhole between the thumb and index finger. Student brings buttonhole over to the other side of the shirt in alignment with button.	
Student uses the index and middle fingers to push button through the buttonhole toward the thumb.	
Student buttons button completely.	

If student is unable to use the above method to do the buttoning and unbuttoning due to his/her physical disability, the following method may be helped.

For enquiry, feel free to contact the student's occupational therapist.

 <p><i>Assisted by Button Aids</i></p>	
 <p><i>Replace with velcro</i></p>	 <p><i>Replace with snap</i></p>

Some of the information and pictures are from :

Klein M. D. 1983. *Pre-dressing skills*. San Antonio: Therapy Skill Builders.

6.3 *Tooth brushing training*

1 Moisten your toothbrush with water and apply a thin strip of toothpaste

2 Start with the front of your upper molars on your left side

Upper 12345678910

Lower 12345678910



3 Brush the biting surface

Upper 12345678910

Lower 12345678910


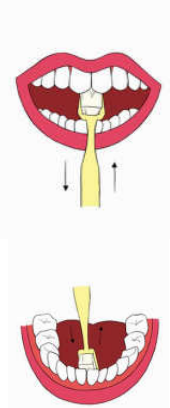


4 Brush the back

Upper 12345678910

Lower 12345678910



<p>5 Repeat the steps for right side (Steps 2--4)</p>	
<p>6 Roll the brush head away from the gumline, so the bristles sweep the surface of the tooth, removing the food and plaque</p> <p>Upper front 12345678910 Lower front 12345678910</p>	
<p>7 Direct the bristles toward the gumline, and use a flicking motion down the surface of the tooth.</p> <p>Upper front 12345678910 Lower front 12345678910</p>	
<p>8 Rinse with water</p>	

Chapter 7 Assistive Device -

Bathing Aids I



Bathing chair



Bathing
Bed

Chapter 7 Assistive Device -

Bathing Aids II 



Long handled spongy



Long handled brush

Chapter 7 Assistive Device -

Toileting Aids I 



Commodes



Urinals

Chapter 7 Assistive Device -

Toileting Aids II



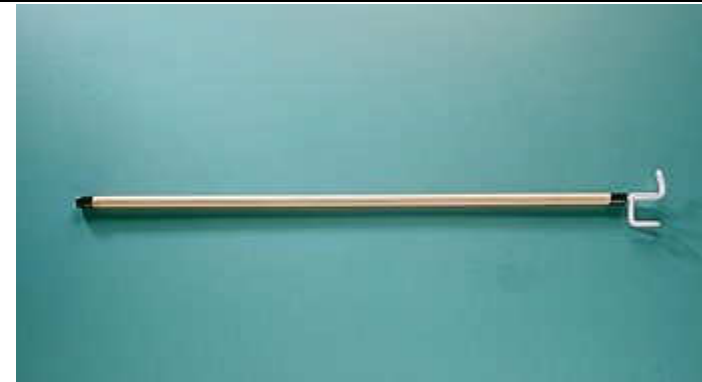
Commodes



Handrails

Chapter 7 Assistive Device -

Dressing Device II



Dressing Aid



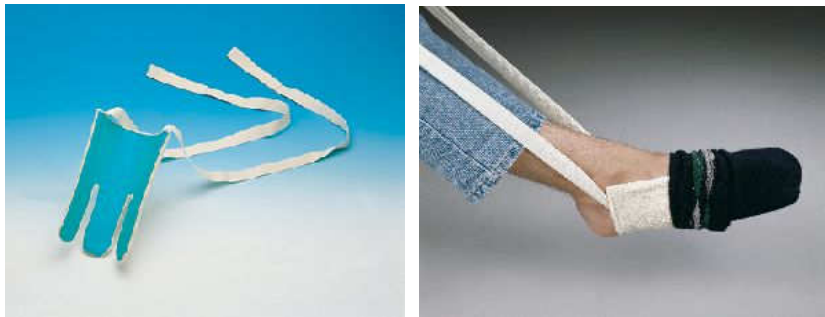
Buttoning Aids

Chapter 7 Assistive Device -

Dressing Device II



Long handled shoe horn



Socking aids

Appendix I: Tooth brushing song



Tooth brushing Song

Moisten your toothbrush with water,
Apply a thin strip of toothpaste,



Start with the front of your left side,



Brush the biting surface,



Repeat the step for right side,

Sweep the surface of the tooth,

Direct the bristles toward the gumline,

Use a flicking motion down the tooth,

Rinsing with water, La la la la la...



Appendix II:

Home Training Programme

Training items :

1. Put off T-shirt ;
2. Put on T-shirt ;
3. Put on shoes and socks.

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Remarks :

Independent: I, Verbal cues : V, Physical guidance : P



Please contact your occupational therapist if you have any enquiries about the training methods.