

# Introduction

Activities of daily living (“ADLs”) are self-care activities and routines that are vital for everyday life. It can be easy to forget that these routines can present significant challenges and can be highly complex for new learners to master. The *Activities of Daily Living Tips and Teaching Companion* provides a variety of resources to help clinicians, instructors, parents, and caregivers teach these important skills in a way that best supports the learning styles of a diverse range of clients.\* Written by an occupational therapist (OT) with experience in adult rehabilitation and pediatrics, this book includes tried-and-true OT strategies and evidence-based methods to teach self-care skills while building independence and confidence. Please see the *References* section on p. 203 for more information regarding the evidence-based resources used to create this manual.



*\*Please Note:* This book uses the term “client” broadly and is generally written for use by clinicians. It can also be very helpful for educators, parents, and other caregivers who want to teach self-care skills. The following terms are also used throughout this product:

- **Clinician:** referring broadly to the individual helping to teach these skills (occupational therapist, speech-language pathologist, teacher, aide, parent, caregiver, etc.)
- **Task or Step:** one component of a process (e.g., placing the toothpaste on the toothbrush)
- **Activity:** a purposeful combination of tasks or steps, often in a specific or predictable sequence (e.g., brushing teeth)
- **Routine:** a combination of activities in a meaningful sequence which is often repeated regularly (e.g., a morning routine of waking up, using the bathroom, brushing teeth, taking a shower, choosing clothing, getting dressed, and eating breakfast before work)

To find a list of additional clinical terms used throughout this book, see *Appendix C: Glossary of Clinical Terms* on p. 197.

This book can be used alone or in conjunction with the *Webber® Activities of Daily Living Photo Sequencing Cards* (Super Duper® product #WFC-99) to help teach self-care skills. The 20 basic activities of daily living covered in #WFC-99 are included in this product, and several more complex and individualized ADLs are also addressed here.

**This book covers 26 topics across the following self-care categories:**



Basic Grooming  
and Personal  
Hygiene



Toileting,  
Incontinence  
Management, &  
Menstrual Care



Bathing



Hair Care



Dressing



Health and  
Personal Device  
Management



Feeding and  
Eating



Sleep and Rest



The *Activities of Daily Living Tips and Teaching Companion* includes the following valuable instructor resources:

**Tip Sheets** provide helpful information regarding how to teach each ADL and what to assess before getting started.

**Data Sheets** include a step-by-step activity analysis of each individual ADL so that the clinician or caregiver can evaluate exactly where the client is succeeding and having trouble.

**How-To Visuals** depict the 20 main basic ADLs in six-step sequences with helpful verbal prompts.

**Supplemental Materials and Forms** help clinicians document treatment and case history, evaluate current needs, and provide easy-to-use written communication for parents and caregivers. See *Appendix A Content Details* on p. 149 for a summarized list of the forms available in this book.



## Getting Started

Some caregivers and even clinicians can be daunted by the process of figuring out where to start when it comes to teaching self-care or ADL skills. The *Activities of Daily Living: Overview Intake Form* (found on p. 151) is a great place to begin! This form can be completed by the client or a parent/caregiver and will provide a summary of current self-care skills, client and family goals, and relevant medical and developmental history.

### Tip Sheets

Once you have completed the *Activities of Daily Living: Overview Intake Form* on p. 151 and identified which ADL to address first, you can start by finding that activity's *Tip Sheet* for helpful hints on what to evaluate before teaching, how to support the client in the most accessible and consistent way, and even activity or treatment ideas to supplement session plans. *Tip Sheets* can be used by clinicians or reproduced to send home with clients or caregivers for educational purposes. They include the following sections:

- **Ask Before You Start:** questions to consider regarding the client or family culture, consent, and other valuable considerations
  - Always ask the client and/or caregiver what strategies they have used in the past and what has and has not been effective.
  - Also ask what changes the client and/or caregiver would like to see in occupational performance. In other words, what are their goals for the client's level of independence with the activity?
- **Evaluate Before You Teach:** component or prerequisite skills to assess before any intervention takes place
- **Take Note:** information about how or what method this book teaches (not included on all *Tip Sheets*)
- **Teaching Tips:** OT tricks-of-the-trade to help build independence, skill competence, and confidence
- **Activity Ideas:** treatment or intervention activities to help supplement learning

**Brushing Teeth and Oral Care: Tip Sheet**

**Ask Before You Start**

- What kind of toothbrush and toothpaste does the client use?
- Who usually assists the client?
- How often does the client usually brush his or her teeth during the day?
- Does the client use floss and mouth wash?
- Does the client have dentures or any other oral fixations, appliances, or prostheses?
- Does the client have any significant mouth or oral sensitivities?
- What is the client's overall oral health?

**Evaluate Before You Teach**

- How independent and thorough is the client with brushing his or her teeth before any teaching or intervention has taken place?
- Complete a full observation-based activity analysis to assess the client's current abilities by using the *Brushing Teeth and Oral Care Data Sheet* on p. 13.
- Can the client:
  - ... tolerate oral stimulation without gagging or becoming upset?
  - ... wash and spit into the sink when prompted?

**Teaching Tips**

- It may be helpful to complete the task alongside your client to help demonstrate.
- Make sure the client is thoroughly brushing all quadrants including the top and bottom teeth, the right and left sides, the inside (lingual) surfaces, and the outside (buccal) surfaces of the teeth.
- Some individuals may be more successful by using an electric toothbrush, but the vibrations may be overwhelming for people with oral hypersensitivities.
- You can use a toothbrushing app, visual story, or oral timer to help improve thoroughness. Individuals should brush for at least two minutes. Some apps or electric toothbrushes will even prompt the client to switch between quadrants every 30 seconds.
- If the client has dentures or other oral prostheses, it is important to maintain proper fit, use, economy, and alignment can change oral lines, especially if original teeth are missing. If-fitting dentures should be evaluated by a prosthodontist.

**Activity Ideas**

- Demonstrate on a toy mouth (such as the Super Duper® Mighty Mouth® or Mini Mouth® puppets, #MOUTH-33 or #MINI-MU) how to properly brush all of the inside, outside/surfaces of the teeth thoroughly.

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## Data Sheets

Sometimes, the hardest part of teaching new skills is figuring out where exactly the new learner is having trouble in the process. This book's *Data Sheets* help to eliminate that issue by providing a step-by-step activity analysis of each individual ADL. They can be completed by the clinician during a

Getting Dressed: Data Sheet							
Client Name: Bryce Smith	<input checked="" type="checkbox"/> Clinician observation	<input checked="" type="checkbox"/> Pre-intervention					
Date of Activity Assessment: 8/4/2021	<input type="checkbox"/> Caregiver Report	<input type="checkbox"/> Post-intervention					
Location of Activity Performance: @home	Completed by (Caregiver/Clinician Name): Maria Cole, OTR/L						
Description of Component Skill Step	Independence   Caregiver/Clinician Assist Required						Notes or Observation Details
	Independent, No Adaptations/Aids	Independent with Adaptations	Independent with Minimal Caregiver/Clinician Assistance	A Little Assistance	A Lot of Assistance	Not Applicable	
Washes hands (before and after) to be changed & to school	3	4	5	2	1	0	usually in P.M. before school
Getters coat & other clothes	3	4	3	2	1	0	
Puts on undershirt and dress shirt or get dressed	3	4	3	2	1	0	Requires consistent prompts
Put's shirt, pants, shoes on	3	4	3	2	1	0	
Applyes cream, lotion, deodorant, socks	3	4	3	2	1	0	sensory avoidant with lotions
Put's shoes, socks on in correct order	3	4	3	2	1	0	

direct observation of the activity or can be utilized to document the parent or caregiver's report of current skills. They can also be completed before, during, or after treatment to document progress and evaluate intervention effectiveness over time. Rate each task component or step on a scale from zero (0) to five (5) to indicate the client's current level of independence (see *Data Sheets: Detailed Scoring Criteria* on p. 185 for additional details). Please note that *Data Sheets* in this product are non-standardized and there are no established norms, cut scores, or mandatory criteria; the numbers provided should be used only as a reference point to help evaluate overall trends.

The caregiver or clinician should complete the upper portion of the data sheet to document relevant contextual information (e.g., where and when the observation is completed), who is completing the form (parent/caregiver or clinician), and whether the observation happens before or after any teaching or intervention takes place, in order to establish how pre-existing/baseline skills compare to post-intervention functioning.

## "How-To" Visuals

Some clients can work more confidently toward independence with the help of adaptations, aids, or visuals. The *How-To Visuals* included in this product cover the 20 basic ADLs and provide written/verbal prompts to use while teaching these new skills in a structured way. Each ADL is broken into six steps which are clearly depicted in real-life photographs to assist concrete thinkers. These *How-To Visuals* can be photocopied and reproduced for clients and families to take home so that they can be used to improve prompting consistency across a variety of environments. Some clients with cognitive or sequencing deficits can achieve adapted or modified independence through the use of photo prompts, so it may be helpful to hang these *How-To Visuals* in the client's bathroom, bedroom, or wherever ADL performance typically occurs (e.g., hanging the *Washing Hands: How-To* on the bathroom mirror in the therapy clinic and in the client's home).



## Supplemental Materials and Forms

This book also includes supplemental forms and additional materials to use in clinical practice. Supplemental forms and materials can be found in *Appendix A* of this manual starting on p. 147. These forms or informational handouts can be reproduced and used by clinicians to help gather the client's relevant case history, assign homework and recommendations, help the client become more independent or organized, and track progress over time. See *Appendix A Content Details* on p. 149 for a summarized list of the supplemental forms and materials available in this book.



## Brushing Teeth and Oral Care: Tip Sheet

### Ask Before You Start

- What kind of toothbrush and toothpaste does the client use?
- Who usually assists the client?
- When/how often does the client usually brush his or her teeth during the day?
- Does the client use floss and mouth wash?
- Does the client have dentures or any other oral fixtures, appliances, or prostheses?
- Does the client have any significant mouth or oral sensitivities?
- What is the client's overall oral health?

### Evaluate Before You Teach

- How independent and thorough is the client with brushing his or her teeth *before* any teaching or intervention has taken place?
  - Complete a full observation-based activity analysis to assess the client's current abilities by using the *Brushing Teeth and Oral Care: Data Sheet* on p. 13.
- Can the client:
  - ...tolerate oral stimulation without gagging or becoming upset?
  - ...swish and spit into the sink when prompted?



### Teaching Tips

- It may be helpful to complete this task alongside your client to help demonstrate.
- Make sure the client is thoroughly brushing all quadrants including the top and bottom teeth, the right and left sides, the inside (tongue) surfaces, and the outside (cheek) surfaces of the teeth.
- Some individuals may be more successful by using an electric toothbrush, but the vibrations may be over-stimulating for people with oral hypersensitivities.
- You can use a tooth-brushing app, visual timer, or sand timer to help improve thoroughness. Individuals should brush for at least two minutes. Some apps or electric toothbrushes will even prompt the client to switch between quadrants every 30 seconds.
- If the client has dentures or other oral prostheses, it is important to maintain a proper fit. Jaw anatomy and alignment can change over time, especially if original teeth are missing. Ill-fitting dentures should be evaluated by a prosthodontist.



### Activity Idea

- Demonstrate on a toy mouth (such as the *Super Duper® Mighty Mouth®* or *Mini Mouth®* puppets, #MOUTH-32 or #MM-56) how to properly brush all of the mouth quadrants/surfaces of the teeth thoroughly.



## Brushing Teeth and Oral Care: Data Sheet

Client Name:	<input type="checkbox"/> Clinician Observation	<input type="checkbox"/> Pre-intervention
Date of Activity Assessment:	<input type="checkbox"/> Caregiver Report	<input type="checkbox"/> Post-intervention
Location of Activity Performance:	Completed by (Caregiver/Clinician Name):	

Description of Component Skill Step	Independent		Caregiver/Clinician Assist Required				Not Applicable	Notes or Observation Details
	Independent, No Adaptations Needed	Independent with Adaptations	Inconsistently Independent or Requires Periodic Cues/Prompts	A Little Assistance Required Consistently	A Lot of Assistance Required Consistently	Does Not Attempt or Requires Complete Caregiver Assistance		
Identifies when teeth need to be brushed & initiates	5	4	3	2	1	0		
Stands at sink for duration of activity	5	4	3	2	1	0		
Turns water on	5	4	3	2	1	0		
Adjusts water temperature safely	5	4	3	2	1	0		
Wets toothbrush	5	4	3	2	1	0		
Opens & closes toothpaste	5	4	3	2	1	0		
Applies appropriate amount of toothpaste	5	4	3	2	1	0		
Brushes teeth with safe movements	5	4	3	2	1	0		
Brushes for an adequate amount of time	5	4	3	2	1	0		
Brushes all surfaces of teeth thoroughly	5	4	3	2	1	0		
Rinses mouth with water	5	4	3	2	1	0		
Spits water out	5	4	3	2	1	0		
Rinses/cleans toothbrush	5	4	3	2	1	0		
Dries mouth with towel	5	4	3	2	1	0		
Cleans up and puts away supplies	5	4	3	2	1	0		
Flosses teeth	5	4	3	2	1	0		
Uses mouth wash appropriately	5	4	3	2	1	0		
Monitors & maintains overall oral health	5	4	3	2	1	0		
Keeps water in sink or cleans up any mistakes/messes	5	4	3	2	1	0		
Asks for help if needed	5	4	3	2	1	0		



## Brushing Teeth: How-To



A. Turn on the water, and wet your toothbrush.



B. Put toothpaste on your toothbrush.



C. Brush your teeth.



D. Rinse your mouth with water. Spit the toothpaste out.



E. Rinse the toothbrush, and dry your face.



F. Put away your toothbrush and toothpaste.