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Hello. My name is Mary. I'm quite excited to welcome you to today's webinar. It's my pleasure to introduce the topic for today. We're hoping that today's content will be helpful to you, and we are thrilled to have so many participants joining us. If you're interested in getting information about future webinars and/or other teaching resources like publications, E-news letters, webcasts, et cetera, please go to www.perkins.org/resources. Just a couple things to make sure everything runs Google it. If you are not seeing the Perkins welcome screen, click on the Adobe icon at the bottom of the screen. At the end of the webinar there will the time for questions. Please feel free to post your questions in a Q&A box which will be made available during the webinar and we will address them later on. You may see a pop-up screen asking you how you would choose to receive audio for this webinar. Just click on the cancel button on this screen. We do highly recommend that you use your phone, but you should mute your computer's acres so that you don't experience the back. This event will be recorded and available tomorrow on the Perkins website. Thank you for joining us for this event, and please know that we do our best to ensure that you have a good experience.

And outside pleasure to introduce them came to lend, teacher of the visually impaired and independent living skills specialist at Perkins. He is going to share his experience with us on teaching clothing care to students with visual impairments. Welcome, Ben.

Thank you, Mary. Hello. My name is Ben Chamberlain. The content of this webinar was put together by myself, and occupational therapist here at Perkins, and also a teacher of independent skills. We are very happy to have you here. It's very exciting to take a look at the chat box and see people from California and West Virginia and Maryland and Georgia and Texas. I'm enjoying the virtual community. I hope you guys do as well. So a good afternoon to wherever you may be. Today we are talking about clothes care. Our presentation is entitled everything you wanted to ask about clothing but were too afraid to ask. Hopefully, we have a little fun today also. So let's advance to our next slide and talk about today's objectives.

Something that we will talk about today. Things to consider when purchasing clothing. Maybe some strategies and techniques for organizing and managing in labeling clothing, some strategies and techniques for laundry care and folding. As we talk about the strategies and techniques, we will also be talking about some adaptations and modifications for the strategies. Alternately, what we really hope to do today is provide you with the confidence to go out there and teach. Many of you are TDI and paraprofessionals, but we just want you to know that you don't have to have a lot of fancy letters after your name in order to teach these skills. Sometimes it just takes practicing them on your own, maybe blindfolded or maybe practicing them on your own while you close your eyes. You can learn a lot just from that experience alone. Hopefully, by the end of this you feel a little more confident and a little more prepared to teach students with visual impairment about clothing care.

So let's get started. Let's first talk little bit about the potential obstacles. Maybe something you run into that make you feel like you can do it or maybe it's difficult or challenging. Hopefully, we will show that you can do it. The first thing is you might be just sort of considered about the child's appearance so you will do things for them, whether it's washing their clothes or maybe choosing their clothing and what they are going to wear. Really what we want to try to do is foster some self-determination. It's an important component in the expanded core curriculum, and it's important for students as they develop their senses themselves. You develop values and what they like and what they don't like. They can do that through his clothing. So as you are working with the students, sort of tailor those requests and store that students so that it is rewarding for them. That is certainly one thing to think about. Maybe you have a lack of confidence in teaching experience in this area. That's perfectly fine. I think that you can learn a lot just from trying it yourself, like I said before. Another way that kind of helps is to do a lot of pre-teaching. Maybe instead of diving right into how to fold a shirt, used on the whole time just talking about the different parts of the shirt or different parts of pants or a jacket. Whether it is just labeling things like this is the zipper, this is the caller, these are the different parts of the clothing. It makes a big difference when actually teaching the skill. Often when I work with students of visual impairment, I will do this with a variety of things, whether it's using a toaster, teaching a student how to fold, whether it's handling money. Also, it helps to do a little bit of a post game. Ask us what welcome ask but didn't go as well. Give them some feedback. Maybe some things they did really well, then maybe give them one or two things where you feel like they could get better at. Being specific and help them develop those skills.

And I think what's really important is to have a green -- agreed-upon language. Often when you do that pre-teaching, keep that same language. It will avoid a lesson where you are sort of stumbling through it like, take that part and move it over here, take that part on that side and fold it to the right. So when you do that, it becomes confusing to a student. It sort of becomes confusing to me as well. So taking the time to label things with language and keeping that language consisting can be very helpful. Another obstacle that you might run into, and this one happens all the time, is just finding time. Everything always takes a little bit longer than you thought it would. I understand that finding time may be difficult. Maybe sometimes you focus on a specific skill. For example, if we are working on clothing care and we are going to maybe watch some clothing, maybe if you just spent some time talking about different load sizes. Just that. Don't go through the whole process of washing and drying, folding, maybe just talk about load sizes or just talk about how the washing machine works. Take that time to explain that. Remember, you want the student to have a thorough understanding of what's happening. Also, you can also split it across days. You could do it over weeks or months. That's often what we end up doing here at Perkins and I'm sure you do with your students as well. So those are just some helpful hints to get past some of the obstacles that you might face.

Something to know when dealing with clothing care. Students are never too young to start the process of learning how to take care of their clothes. Maybe you are not going to take a six-year-old and ask them to wash clothes and dry them and fold them, but they can participate in lots of the parts. Here are some ways to learn and to help with household chores. Maybe someone could just put dirty clothes in the hamper or maybe just take them out and pile it up. Maybe the student can just hit close out of the dryer and put it in somewhere, or maybe they can participate in just folding or putting clothes away. Maybe a way that is often overlooked that is a good way to develop not just clothing care practices but good time management is to be a time keeper. Maybe you have a student who is seven or eight years old and you have a timer. The time to go out and play and have a good time or whatever it is they are doing. You set the timer for 30 minutes because that's how long the washing cycle is. When a timer is off, they come running to find you and say, it's time to put the stuff from the washer into the dryer. Just in terms of understanding of how long things take and being responsible and moving things from washer to dryer. So being a timekeeper can be very helpful.

Also, you might work with a student is -- the student who is unable or you maybe they are unable to fold. Maybe it's a student in a wheelchair and has no use of their arms or can't do some of these things. I think there is still ways to make them active participants. There was a student who we were working with who wasn't able to do any of the parts of clothing care, but his understanding of clothing care was his grandmother would go into the basement, about an hour later everything was magically cleaned and ready to be put into drawers. When we explained to him step-by-step everything that was happening, there was a sense of confidence that he had that because he knew what was happening and it made his life a little richer because he understood the process. There were times where he would ask just to stand beside us in the locker room while we were taking care of clothes. Even if the student is unable to do anything, he can still be an active participant. They can still be in the know. It's still important. Okay.

We talked a little bit about self-determination, but here's some other ways to incorporate self-determination and to foster it. One way is obvious, letting them choose what to wear. Of course, this is within boundaries, of course. If you are living in New England and it's 32 degrees outside and they want to wear shorts and a T-shirt and flip-flops, maybe you would intervene at that tape for. It's important for students to sort of develop their own sense of style. This is a great opportunity to do that and a great way to foster self-determination. Of course, as that goes on, hopefully, they build a care about their appearance, the way that they look, the way they appear to others. You can teach a lot through clothing care just about what's appropriate to wear at certain times, whether it's going to a funeral or wedding or going to an important interview to hanging out with friends and going to the beach. There's a lot to learn about clothing and how we wear them and when we wear them. Of course, while we are doing this, we are always encouraging students to make choices. Maybe you have a student who is unable to sort of initiate a desire to clothing, but maybe you can present choices to them, whether it's different fabrics are different styles or you'd let them make choices. So these are ways just to foster that self-determination.

Okay. Let's get into the meat of this presentation. Selecting and purchasing clothes. So if you're with a student and you are maybe out at a department store or target or Wal-Mart and you are looking for clothing to wear, here are some helpful hints in terms of trying to determine what kind of close to get. First of all, you want to think about the appropriate level of challenge. If you're working with a student or have a son or daughter who has a hard time with buttons or class or zippers, maybe an elastic waistband. Maybe think about easy to orient close. For example, maybe a sweater is easier to wear than a cardigan. Just keep that in mind as you purchase clothing. If you are working with students with however, he says, maybe loosefitting shirts might be better than tight fitting clothing. Maybe snaps and buttons on coats rather than a zipper. Snaps are especially helpful. Maybe you are working with a student who has a lot of tactile sensitivities. It becomes palatable for the student if you remove some of those things. Also, you are thinking about materials. You want to avoid maybe scratchy clothing in that kind of thing. This is an opportunity to take a student with you and let them choose, let them feel the fabrics, let them put them on, let them tell you they don't like the tags and take the opportunity to take those takes off with them so they understand the process. A lot of close today may not have tags, especially T-shirts.

While you are out shopping, think about matching, finding easy to match clothing. I personally find that blue jeans match with everything. You certainly don't have to live by that rule, but I live by it myself. Maybe you work with a student who is a little more defensive to blue jeans. But think about that as you are out there buying clothing, finding things that maybe almost everything matches together no matter what shirt or what bottom. You can think about that as you are finding clothes. Also, it is to think about -- if you think about identification and orientation to the body. I was working with a student who had an insignia sort of imported on his polo shirts. It helped him know that it should always be on the left-side of his chest. That sort of helped him disoriented to his body. You can use those cues already built into clothing to help a student understand how to put it on. So keep that in mind while you are purchasing clothes.

Also, this is sort of common sense, but having close with easy fabric care. Maybe not a lot that need to be hand washed were taken to the dry cleaning. It can be a little more difficult to care for. Okay. So you've been to the department store. You are with your student. You bought some clothes. You are very excited about it. What do you do with all of that stuff? Where do you put it quite how do you hang it likes to talk about that. Pictures on the PowerPoint, there is a dresser. A Drescher has four drawers. Each -- a dresser has four drawers. You can label your dressers anyway you want to. You could use braille, you could use large print, perhaps even using very simple tactile marks. Maybe they know one bump means the Sox. That would help them orient themselves to the dresser. So it doesn't have to be as big and large as a picture. That is one way that you can label a dresser.

Another way to organize close once you open the dresser -- well, there are several, but one of them is you can take a shoebox. Shoeboxes come in all shapes and sizes. Large ones, small ones. You could open it up and place it inside the drawer. Maybe that place where the shoebox is becomes a place where the box lives or where the underwear lives. It's just a good way to divide space in the drawers. You can do this with other things. You could use cardboard dividers, anything that is sort of stiff and can hold well in the dresser and divide space. It makes it easier for the student to locate what they're looking for.

Maybe you have a student who isn't going to their drawers and picking out socks and picking out underwear and picking out pants and shirt. Totally understandable. Maybe they just need pre-made outfits for them. Maybe you make them for them or maybe you have them participate in that activity or maybe they are able to put outfits together on their own and they do it rather well but they'd like to have them organized by outfits. That's totally okay. We can label the dresser very similarly. In the picture we have an open drawer area in the top drawer there is a large print label that said Monday. The next is Tuesday. Inside is the entire outfit already set to go. But the student does, they wake up in the morning, they stretch, they go to the dresser, they look for Monday. They open it up and get their outfit. So that is one way.

Another way to divide and organize close may be to use some sort of hanging rack system in the closet. Maybe your student doesn't have a dresser and all they have is the closet. We can go to places today like Wal-Mart or target and find these clothing dividers. Again, just like the dresser, maybe socks are an all in one section, underwear in the other section, shirts in the other section. Or you could split by outfits. During this process, like I said, it's a good opportunity just to learn what to wear and win. Special occasions, weather, these sorts of things. These are just sort of some simple systems that can be used and adapted in any bedroom.

Let's talk about matching clothes. There are helpful hints that can be helpful. We will talk in more detail about each one is we go forward. Here are some of the outlooks. First, tactile labels. We will talk a little bit more about those specifically as we go forward. Like I said, everything matches genes, so that can be helpful in terms of matching clothing, if you have a student who has sweaters and T-shirts and polo's. You put jeans on and it should probably go. Another way may be to sort of identify clothing is maybe you have a special outfit. Maybe your student is in the choir or in chorus or maybe the student has a very special outfit for church, or maybe the student has a special outfit for weddings, or any sort of special occasion. Even something that's routine. What you could do is you could hang that on a hanger and then you put a rubber band around that hangar. That it comes that tactile mark that identifies that hangar as a special outfit. That would be one way. Color labels can be helpful but maybe not necessarily for students who are completely blind. There is lots of technology out there right now that can be hovered over a shirt or a pair of pants and it will tell you what color it is. There's a specific device that does that. There are even applications for your iPhone that do that. That could be helpful I think for students maybe with low vision and maybe with a student who is advantageously blind and is maybe able to understand what goes with what in terms of colors. But as you know, the colors can very. The differences in reds and blues and all the shades can sometimes be a little confusing and not quite match up. For example, magenta and salmon sort of live on the red spectrum but they are certainly not the same color. So color labels are necessarily always the most helpful. It doesn't mean that you shouldn't use them if they are working for you, but I wouldn't rely too heavily on them.

Also, we have some people here at Perkins who have very extensive descriptions of their clothing that they keep in a file on their laptop. That is perfectly okay. I think it's maybe a little bit more and advanced skill to be able to keep that file and be able to access it, but if your student is capable, go for it. So let's talk a little bit more about matching clothes and how to do that. So in the picture we have a picture of a tag on the back of the shirt. It has been caught in a very specific way. So this is what you do. You take that shirt, cut that tag. Right here it is pictured as sort of a diagonal cut. If you have a pair of pants that matches that shirt, he would cut the tag on the pants in the same way. That way when they are trying to find a shirt that matches with a pair of pants, they are looking for two tags that are similar. When you cut the tag, you want to be very specific about the kind of cut you are doing. If you make it diagonal or you make it round or if it's a triangle, just make sure that it's very specific and identifiable. That certainly could be one way to do it.

Another tactile label that we can use is a fabric paint. They can be found at places like Michael's or other arts and crafts stores. Pictured here on sort of the inside of the caller is a circle that was painted on with some fabric paint. Again, same idea as the tag that has been cut. We would paint a circle on the back of the genes as well on the inside. So this could also be used.

Another way might be to do a little stitching or sewing. Maybe you so in and ask like the one pictured here, or maybe a French not. Maybe if you so into French knots into a tag on a shirt and two knots onto the pants, maybe a more elaborate system where odds go together and evens go together. Again, that's a little bit more skill on the part of the student to identify it, but that could be one way. A simple export circle -- a simple XOR circle would be just fine. There is also actually some buttons that could be useful. But, in all shapes and sizes. We have a simple circle button that's been stitched on a tag. There's also a button in the shape of a star and one in the shape of a triangle. I should mention not to stitch it the way we stitched it in this picture. What we have done this on the button on the front side. It's probably best to sew it on the back side because a button could rub up against a person's neck. It might be applicable. If your student can bear it, it could be one way.

There is also a system out there that can be bought called matchmakers. They are very simple sort of clothing labels that can be attached to a tag by a safety pin. They can also be sown in if you want. They come in different shapes and different sizes. Again, same idea. You are matching the top at the bottom by using the same labels. Again, it may not be best for student with a lot of tactile defenses. Maybe a student who can bear feeling something on their neck, but always stitch or put on something onto a tag on the underside.

As I was talking before, you can find color labels. Maybe even without technology. As you see here, there are two colored labels, one that is red and I cannot read the other one from here. Again, it doesn't really give us a specific identifier. Glad, that could mean a million things. So they may not be that useful. Maybe it is useful if they know that the one red shirt goes really well with a couple different pairs of pants and they want to know that that's the redshirt, that would be fine, but if you just want to match based on color, it could be much more challenging. But those tools are out there.

Okay. So let's pause just for a minute and talk a little bit about teaching about garments. Pre-teaching goes a long, long way. The first thing, if you think about yourself -- maybe you already are. If you think about yourself as an orientation and mobility instructor, to talk a lot about orientation and even landmarks are you if you are in a building, maybe you are looking for is a civic places that serve as landmarks. Maybe it's a bulletin board or fire extinguisher. If you think about clothing in the same way, it might be helpful when teaching those students. Of those landmarks are places like tags and hams and seems. Maybe these things on shirts and on clothing can be useful when teaching this couldn't up out how to fold and how to care for that clothing.

You could also talk about distinguishing features, things that news, zippers, the shape of things, the fabric, the trim, the design, all of these things that are helpful in teaching students how to care for clothing. And then often we would teach students how to orient -- orient themselves actually while they are wearing the clothing. Find the caller, find the tag, find a belt, find the buttons. It might be more helpful sometimes than working with students wearing them off. It might be a little more abstract if it's just lying on the table. But some students might be able to understand that. During this time, usually I just talk a little bit about how you know when they are outgrown and you need more or different sizes or maybe noticing when you need mending.

So once you have done the pre-teaching, it's not a bad idea to move onto laundry. Just like everything else, we do a pre-gaming for laundry. The first thing I usually do is learn the parts of the machine and what they do. So I am going to spend a whole hour just talking about the dials and a labeling those dials with tactile marks and braille labels. We will see a couple pictures in a bit of how you can do that. But I will just go over those dials. One time I was working with a student and all we did was sat next to the washer and let it run and we just listened to the entire cycle. I explained exactly what was happening as it was happening. The water rushed into the drum. I explained as it rushed out to a different type and as it rains and spine, I explained that as well. This gives the student a fuller understanding of what's happening so that it just not magic, they know that there is work happening in that machine. Another thing you can talk about is load size. You can hand a student a couple socks and a pair of jeans and say, this is not quite enough for a load, or maybe you could pile it up as big as they are and explain that this would be too much.

You can talk to them about checking the labels of clothes and how to take care of different fabrics. It you can also talk about the difference between frontloading and top loading washers. A great place to go if you have an opportunity is to go to a laundromat and just sit there for a half hour and just explore and understand what's happening. You can see a variety of different kinds of machines while you are there. Again, these are pre-teachings. This is pre-game so the student has a fuller understanding ones they dive in. So let's talk more about labeling dials. Here there are a couple dials, one is a dryer and one of washer. The washer dials have been labeled with braille labels. Simple bump dots can be very, very helpful. You don't have to braille or put tactile marks for everything. Maybe it's just a setting that they typically use, or you can get a little bit more specific area it's totally up to the needs of your student. If you set up a bump dots system, they know that there is to bump dot. If they get to the first one, that means something. If they get to the second, that means another. So feel free to adapt and modify as you see fit for years. Maybe you use a bright stickers are different colors for a student with low vision, or maybe it you use a different sort of take when you use the braille labels like one pictured here. Again, it is sort of up to you as to how you see fit in terms of labeling. Its key intervals of letting a student use those appliances independently.

Another thing that we do when teaching that laundry care is sorting. You might have a system for lights and arts. Mayor be there is a hamper where lights go one place and dark skull and other. Maybe you're labeling system on the tags of the clothing are very specific, like all of the light have stitched in one French not and others have too. That could be one-way. Another thing I always try to remember to remind students is to empty pockets. We've lost a lot of cell phones here at Perkins because cell phones were trapped in a pair of pants before they went into the washer. Totally understandable. I've done that myself. So you can build these kind of systems into sorting the same that you would for matching.

So now it's time to wash. What do you do? Well, I think the first thing to do is maybe create some laundry steps, some steps that they could follow. They could be in braille and live in the laundry room. It could be in large print and also live in the laundry room. They could be on their notetaker or maybe in a format that's accessible to them, maybe on a digital voice recorder that plays for them. It could be in a variety of formats, whatever the student uses best. Here are some possible steps for washing clothes. We always want to place the basket or the bed right next to the washer or dryer that sort of minimizes the chance for spills. Very important, we open up that door and make sure that the drum is empty before we put closing. It could be sort of a bummer if you start to stuff close into a washer and there is already another load in there. I just the temperature and the degree of agitation and load size. Use those tactile labels that we just discussed. And something that I always remind students to do that is so key that is sometimes forgotten is to check the floor. Sometimes there is a stray sock, maybe even a stray shirt or sweater that ends up on the floor and doesn't make it into the washer. That's a bummer when you realize it may be an hour later when the clothing is washed. Always tell students to use their hands to check before or they can even use their feet and stepped back and forth around the washer.

One and seeing the washer, you are similarly going to scan the drum to make sure all of the clothing is removed. Just so you know, washing clothes by hand can be sort of a good way to just understand the washing process. Just to be able to put soap and water on a piece of clothing and to let it dry just might be useful in terms of their understanding of what's actually happening when you wash clothes. Maybe you don't do an entire load, but maybe start with socks or a shirt or something like that just a sort of build their understanding.

So you are washing clothes and you are thinking, well, I've got to use detergent. There is various kinds of detergent. Maybe a certain kind of detergent isn't working. Here's options. There's a standard liquid detergent that you can buy nearly anywhere where you take at large jog and you pour it into the measuring cup and you pour it into your washing machine. Maybe that system doesn't work. Totally okay. We have some modifications for you. One is you can take that laundry detergent and maybe pour it into a pump bottle. That might be easier. You have a very specific cup has used every time, like the perfectly measured amount, whether it be a third, a quarter, a half cup might be useful to pump that liquid detergent into something. Maybe you start -- maybe you are using the powdered detergent and it's harder for the student to scoop into that box to take the powdered detergent out. First of all, find powdered detergent boxes with a wide mouth turned if not, what you can do is get a separate container. Here there is a picture of a container with a measuring cup beside it. Pour all of the laundry detergent into that container and they can more easily scooped out of that container. That can be useful. But maybe none of those things work. Maybe you are having a hard time with this grouping, that's totally okay. You can find what you will call singleserving laundry detergent tablet. You see one pictured the tray. It's blue and orange and yellow. That can be thrown right in. Maybe that would be useful for a student with maybe the use of one hand or one arm. Again, if it's real difficult to pour or scoop, that could become really useful. They are a little bit more expensive, but when it comes to the student independence, I can tell you that it really builds the student's stealth confidence knowing they can do something on their own, even if it's just putting laundry detergent into the washer.

Okay. So the close our wash. Hopefully, they are cleaned. Hopefully, they've got some detergent and inmates bond. Now it's time to dry. So we are going to check the link. Again, these can be made accessible and it's hopefully posted in the wonder of where you are working. You can check the labels to make sure you're not putting anything in the dryer that's going to shrink or melt. You add dryer sheets if need be. Again, we check the floor. Check that floor to make sure there is nothing wet on the floor. Of course, when we empty the dryer, scan the drum to make sure we got everything. We clean the lint filter, and they are going to cool the close as quickly as we can. I don't mean that we need to do it fast, but as you know and as I know, to wrinkle if piled up in a hamper. So it's important for students to remember that maybe they should do it within a day. We will discuss a little bit about how to build in this task and a regular routine, but it's important to tell students, we did that this morning and this afternoon we should fold it. Okay. Monitoring time. We talked a little bit about how to measure time.

We've noticed here at Perkins that sometimes monitoring time is an overlooked step. We don't realize that something we need to do. It helps -- sorry, I will start over. For students with visual impairments, it might be good to help them estimate the length of the cycle. That would be useful for them to understand how long it would take. You can use a watch, you can use media talking timer or a timer with some tactile marks on it. Maybe a timer system on their notetaker or their watch or computer or laptop. Any system that works best for them. Essentially, a system that's going to be with them when they are walking around. Or you can embed the activity in other routines. For example, you put everything in the washer before dinner, eat dinner, put the dishes away, then move everything to the dryer. Or it could be over the course of watching a specific TV program. So you can embed some of those activities in regular routines that happen in the evening if you want to avoid using a timer.

Okay. So now we have dried our clothes. They are so wonderful. It's time to fold them. We've got to get those wrinkles out of them. So I think the first thing to think about when folding, and we are going to demonstrate some very specific techniques for you in a couple minutes with some video of someone actually folding some of these close. Let's go over a few things first. The first thing is when you are teaching that student to fold for the first time, it's good to keep in mind to start using. Just a washcloth or a simple hand towel instead of diving into pants and sweaters. Maybe it's best to use that hand towel or that washcloth, because what it does is helps them understand the process and techniques and strategies, because those techniques will also be applied to the shirt and pants. We will demonstrate that in a little bit. Also, you will find that it's good to have that agreed-upon language that we were talking about before. As long as you always know that this is where the seams are, these are where the costs are, this is what a tag is and where it is. That's helpful in terms of teaching folding and avoid you from saying, take that piece over there, not that one, move that over there. It becomes really confusing. If you have specific language, it goes a long way. We will also demonstrate different strategies with different surfaces to work on. You will see that in these clips. Like I said before, identifying clothes or identifying using a landmark on clothing can be your -- can be very useful in teaching how to fold. And in students with, paresis, maybe they view a different technique where they are holding with the underside of their chin or using their teeth. These can be adapted in that way. Maybe your student just has a really hard time with folding. It's a real, real challenge. You just prefer to avoid it. Well, you can teach the student how to put something on a hanger or maybe the student wants to learn to put things on hangers. That could be one way aside from folding. We will talk a little bit how to put clothing away. Also, just to mention that there's a device out there who probably used before, the flip and fold. It's a very specific device that helps students fold. We here at Perkins will encourage you to use it if you find it very useful for your students. Keep on doing it if it works, but we find that students can still learn how to fold the clothes independently without the flip and fold. Maybe it could be used as sort of a participation device rather than an independent device. Maybe a student has a hard time using two hands together, maybe Vista and has a hard time moving things with their hands, doesn't have good fine motor skills or you maybe they could use the flip and fold to sort of fold one side of clothing to the other and you are the ones it out on the table. If a student can smooth it out on the table or smooth it out on their body and fold over and understand the different part of the clothing and can do it themselves, they could probably learn the techniques to fold.

So let's look at these techniques. Let's start with folding a washcloth. What you'll find here, the person sitting at the table -- we can go ahead and play it whenever. Notice that the person is smoothing out the washcloth. Making sure all the edges are spread. Then they find the corners and pull them all the way up to one corner. After smoothing it out, they will fold it like a book. Just like that. Very simple. All right. So we are going to apply that same technique to other clothing. We will demonstrate that. We are going to demonstrate on folding the sweater. I might say, this might be easier than a T-shirt because it's heavier. Same technique as a washcloth. Taking the slave and pulling it out as far as we can. Again, use the same technique of grabbing from the bottom matching corner to corner. Then you've created an easier way to fold over the sleeve. Face your palm down by the same and fold it over. The same idea. Fold again just like a book. As you can see, we turn the sweater into a washcloth. It's become a little bit easier. The two skills sort of translate one to the other. Using the sweater is maybe a little bit easier. It's a little bit heavier. This is what I was talking about from moving from easiest to hardest.

Okay. Let's move on to the next slide. We will talk about the sweater again, but maybe your student needs a little more tactile feed -- feedback than a tabletop can provide. Maybe it is a little disorienting from the student and they can use their body in order to fold a sweater. So let's take it away here. So a person is resting in the chair. They are going to drape the sweater over their lap and pull it up as close to their waste as possible. Same idea. Taking the corners and bring it to the corners again. Smoothing it out. Again, placing the palms sort of at that armpit and trailing the edge of the sleeve all the way to the other edge. Fold it a little different. It wasn't quite like a book, but that can also be used as well. Again, we've turned it into a washcloth. If you think about it that way, it might be easier to teach.

So let's move onto something maybe a little bit more challenging. Now we will talk a little bit about pants. Pants can be done in a variety of ways, but we will show you one that we find useful. Again, it's using the tabletop. Take it away. This person is taking the pants and placing it out onto the table, spreading it out and letting the legs dangle over the side of the table. She reaches all the way underneath to find the edge of the pan lake and bring it to the top, a lot like the technique we used with the sweater and the washcloth. She's doing it for both legs. She is sort of crawling up with her fingers because she's trying to find where that corner is. She smooths it out, and then she's going to rotate it one leg. You don't have to but that could be one way. All of the sudden, it's a washcloth. Take the bottom, bring it up to the top, match the corner, and smooth it out. Didn't know that pants could be a washcloth, right? Again, maybe you are working with a student who has trouble with a tactile feedback and the body is more useful. That's okay. We've got a technique for you. So this person is standing and holding the pants. They are going to grab the middle of the tag in the back. They are going to work along the waistband. And they slide up the scene to find the crotch. Can we play that one more time? There's a lot of steps in that one. Again, finding the middle of the waistband of men working to the outside until it stops. Then folding, raising it up, shaking it out a little is always helpful. Again, finding the scene and going all the way up to the crotch, pressing it against the body and letting fold over the arm. So not quite like a washcloth. That's all right. Not everything has to be like a washcloth.

So let's move forward. Placing hands on a hanger. What we have here is pants that have been placed onto a table. Here is the technique you will use. Going from one side to the other just sort of flipping one leg onto the other. Then what we are going to do is take that hanger and place it at the bottom of the pants and pull forward as you push the hanger out. There you go. To me play that one more time? -- can we play that one more time? Thank you. Again, folding over with the pants, smoothing it out, rotating, bringing the hanger just to the bottom, and we are going to pull through. When we get to what we think is going to be the middle, we can grab the pet leg and pull it how it matches the elastic. Okay. Now let's do a shirt on a hanger, a little more challenging. Again, moving from easiest to hardest. What was start with is we have our hanger. We are going to take the tag and match it with a center of that hanger, that place where there's almost a cross section. Pull out on the seam of the sleeve until it rates over the edge of the hanger. And then a quick sort of plot. If you can shake it a little bit and it doesn't fall off, that means it's going to stay. Let's show that one more time. Bring it right next to the cross-section of the hanger. Get underneath and pull out on the caller draping it over the edge. That's going to stay on, I think. So those are some techniques you can use. Hopefully, they are helpful to you. Okay. How about we have our own little post game right now.

We talked about many things today. We talk about things to consider when purchasing clothes, talk about strategies and techniques for organizing, matching, and labeling close. We talked about strategies and techniques for laundry care and also for folding. We've given you a few adaptations and modifications that hopefully will be helpful for you hopefully, more than anything, we've provided you with confidence to go out there and teach it yourself. We know that you can do it. You are capable people and you are here today, so that means you have the desire as well. We wish you best of luck in all of these things.

Thank you, Ben. So now we are ready to begin the Q&A portion of the webinar. If you haven't done so already, please post your question in the Q&A box. One question revisited is whether the PowerPoint will be available, and the answer is yes. They will be posted on the website tomorrow when the recording is posted. Any other questions for Ben?

Remember, the title of this is clothing, everything you always wanted to ask but were too afraid to.

Thanks, Amy, for your comment. What about clothing that does not have tags?

That's an excellent question. First of all, I should mention that sometimes clothing that doesn't have -- clothing that doesn't have tags on the back of a shirt might be found on the scene -- on the seam or download. Even still stitch these into different parts of clothing. It could be on the back caller, but the seam could be helpful. So those are still places that you could stitch something, whether it be French knots or whether it's using the fabric paint area you can find places on the insides of clothing that can work fine for labeling. But that would probably be for a less invasive label. I should also mention some 10 students have a hard time with socks. Maybe when purchasing clothing, it might be a good idea to maybe have all of the Black Sox be a certain fabric or maybe with a wide ribs on the Sox, or maybe the smoother ones are white. That way you are able to explore those socks and you would know what they are. That's one way in terms of matching when it comes to socks. There is also something called sock locks. It's serviceable device where you can take the Sox and sort of push them through this tiny little plastic loop and they can stay together. They kind of live together, even if you take them off, you push them in and they are in the hamper like that.

That's a great idea. Thank you. Dorothy has written a question, is there a Q a student can use to find the correct armholes on a T-shirt?

That's a really good question. I've turned to our resident occupational therapist to help. She had mentioned that tags can be very useful in terms of orienting. If the tag is there, we know that that's always going to be the head and it's going to be the back part of the neck. It would be easier to find where the sleeves are.

Did you want to add anything to that?

No, that's great.

Okay. We've got a question from Deborah about safety pins before washing.

Safety pins, meaning -- are you asking if we should take them out?

Sorry, Deborah, --

Socks.

Safety pins for socks.

Maybe you are thinking about to match them instead of sock locks.

That would certainly work, absolutely.

Sometimes the safety pins fall off more than the sock locks.

A sock locks might be better. But if you find safety pins are working, that would be fine. I think there are some plastic safety pins nowadays that are sometimes used as chip bagel walks that sometimes can be useful in that way.

Bernese is asking, labeling techniques, do they have to be done ahead of time? What is available for older students shopping independently?

That's a really good question. Should they be down ahead of time? Whenever I work with a student, I always involve them ahead of time. I always have them participate, even if they are capable enough to cut the tags or to place labels on those tags, I will have them choose which tags they want to use. So I would have that student participate as much as possible. In terms of independence, I would really encourage the student to maybe find a trustworthy -- a trustworthy person to go with. Or if they are looking for something very specific, they can travel to that department store independently, going to customer service and being clear about what they are working -- about what they are looking for. Anytime you go to target or even a grocery store, you can ask for a personal shopper. That personal shopper is just a customer service person that can walk you around the store to help you find what you're looking for.

Great. Bring me says, thank you, that makes sense.

I'm so glad.

Any other questions? All right. I think that we are finished with the webinar for today. I want to say thank you to Ben for sharing your knowledge on this important topic. We really appreciate your time. Thank you, also, to all of our participants for joining us today. We hope you found this webinar to be informative, and we hope that you will join us for a future governor -- for future webinars. Thanks again, Ben.