



Improving Independence in Identifying Clothing Items & Orienting them Correctly During Dressing

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Introduction:

- Client is an eight-year-old male diagnosed with Down Syndrome
- Caregivers have reported he struggles to identify parts of clothing items & correctly orient clothes during dressing.
- A previous *Identification of Clothing Orientation* program showed limited progress; a new *Identifying Parts of Clothing Items* program was designed to target both receptive & expressive identification.

Methods:

Identification of Clothing Orientation:

- Upon establishing his motivation, clinicians will ensure he is attending by holding up the targeted clothing article, then pointing to various components that could indicate the orientation such as zippers, pockets, buttons, tags, etc.
- Clinicians will then state the S<sup>D</sup>, “*Hey, is this the front or back?*”. *Note:* Both targets from objectives 1 & 2 will be introduced simultaneously, including a variety of stimuli for each target, to aid in discrimination and generalization (Foster et al., 2023; Song et al., 2020).

Parts of Clothing Items:

Objective 1—Tacting:

- After motivation has been established, clinicians will then present him with the S<sup>D</sup>, “*what part of the \_\_\_\_ is it?*” while pointing at the current target.

Objective 2—Receptive Identification:

- After motivation has been established, clinicians will then present him with the S<sup>D</sup>, “*hand me/touch the \_\_\_\_from the \_\_\_\_*”. (*i.e.*, Clinicians state, “Hey, hand me/touch the toe of the sock”.

**Reinforcement:** differential reinforcement with varying tone of voice (Gale et al., 2013; Luiselli, 2013)

**Prompting:** least-to-most (Humphreys et al., 2013)

Results & Discussion:

Clinical Implications:

- Since implementing the *Identifying Parts of Clothing Items* program, the client has shown progress in receptively and expressively identifying various clothing items and their features, as demonstrated by mastery of 8 targets
- Caregivers have reported that he has been consistently dressing himself with the correct orientation of his clothing since the new program was introduced in October 2025

Limitations:

- Clinical team did not have access to some of the targets consistently as they relied on the client’s caregivers to provide the clothing items for session, or the extra clothing bin at the clinic
- Clinical team had to shape responding for the new program, as he was scrolling from the previous program’s target responses.

References:

Song, C. J., Vladescu, J. C., Reeve, K. F., Miguel, C. F., & Breeman, S. L. (2020). The influence of correlations between noncritical features and reinforcement on stimulus generalization. *Journal of Applied Behavior Analysis*, 54(1), 346-366.

Bao, S., Sweatt, K. T., Lechago, S. A., & Antal, S. (2017). The effects of receptive and expressive instructional sequences on varied conditional discriminations. *Journal of Applied Behavior Analysis*, 50(4), 775–788.

Foster, H. G., Elliott, T-C. C. & Aryes, K. M. (2023). Using a tag as a stimulus prompt to increase correct dressing orientation. *Research and Practice for Persons with Severe Disabilities*, 48(4), 203-214.

Gale, C. M., Eikeseth, S., & Eikeseth, F. F. (2022). Effects of enthusiastic and non-enthusiastic voice in praise on the behavior of children with autism and typically developing children. *Behavioral Interventions*, 38(1), 26–38.

Humphreys, T., Polick, A. S., Howk, L. L., Thaxton, J. R., & Ivancic, A. P. (2013). An evaluation of repeating the discriminative stimulus when using least-to-most prompting to teach intraverbal behavior to children with autism. *Journal of Applied Behavior Analysis*, 46(2), 534-538.

Luiselli, James, K. (2011). *Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder*. (1<sup>st</sup> Edition). Oxford University Press.

Identification of Clothing Orientation—Skills Tracker			Targets: 12
#	Skill	Date Introduced	Date Mastered
Objective 1: He will correctly identify the <i>front</i> of various articles of clothing with at least 90% independence across three consecutive sessions and at least two clinicians.			
1	Shirt	04/02/2025	07/21/2025
2	Shorts/Pants	07/22/2025	08/04/2025
3	Socks	--	--
4	Underwear	--	--
5	Shoes	--	--
6	Hat	--	--
Objective 2: He will correctly identify the <i>back</i> of various articles of clothing with at least 90% independence across three consecutive sessions and at least two clinicians.			
7	Shirt	04/02/2025	07/07/2025
8	Shorts/Pants	07/22/2025	DISC.
9	Socks	--	--
10	Underwear	--	--
11	Shoes	--	--
12	Hat	--	--

Figure 1: The above table depicts the skills tracker used to track progress in the *Identification of Clothing Orientation* program, which was discontinued in September 2025.

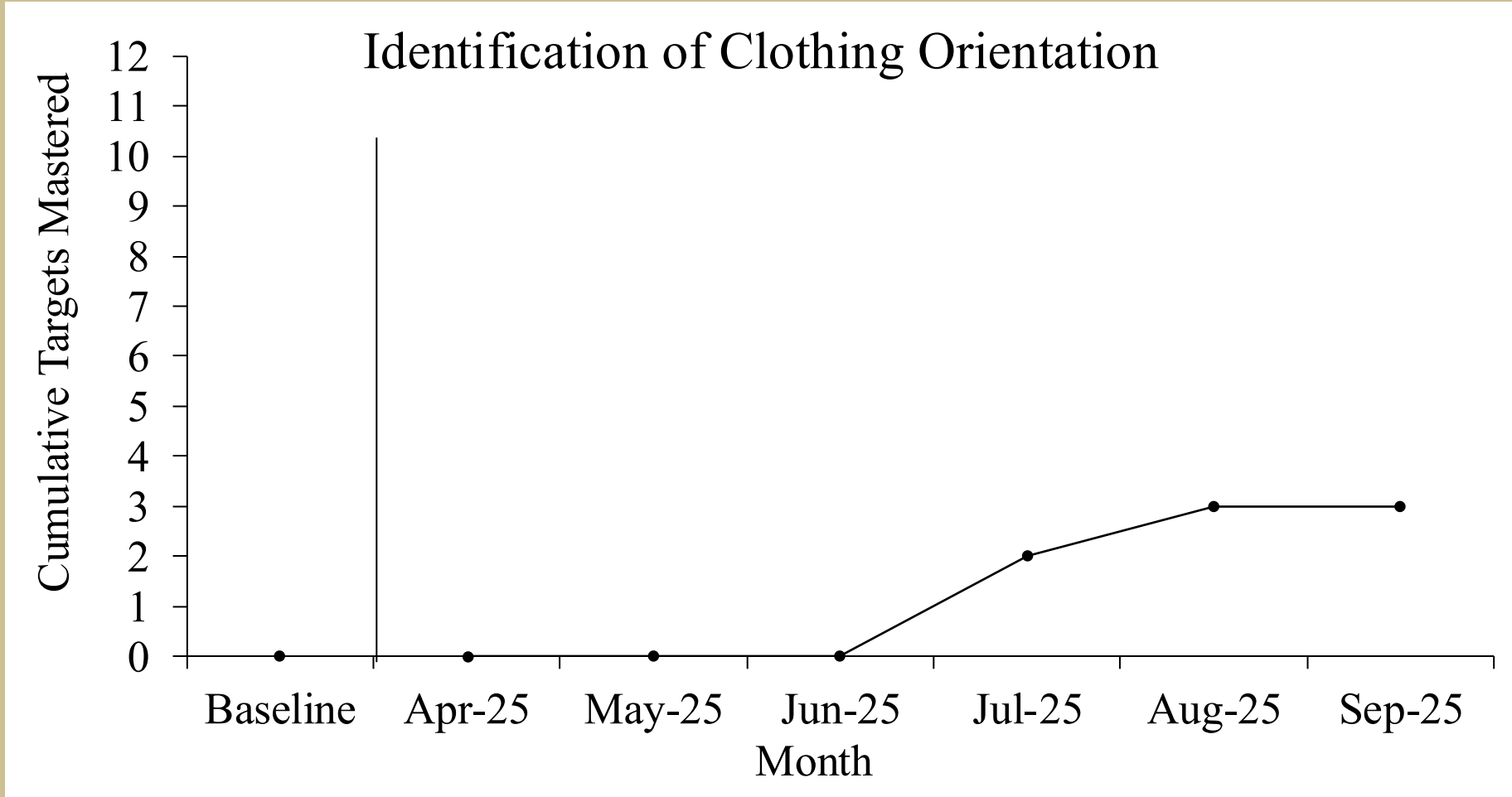


Figure 2: The above figure depicts the cumulative targets mastered for the *Identification of Clothing Items* program, which had a total of twelve targets. This was discontinued in September 2025 due to limited progress.

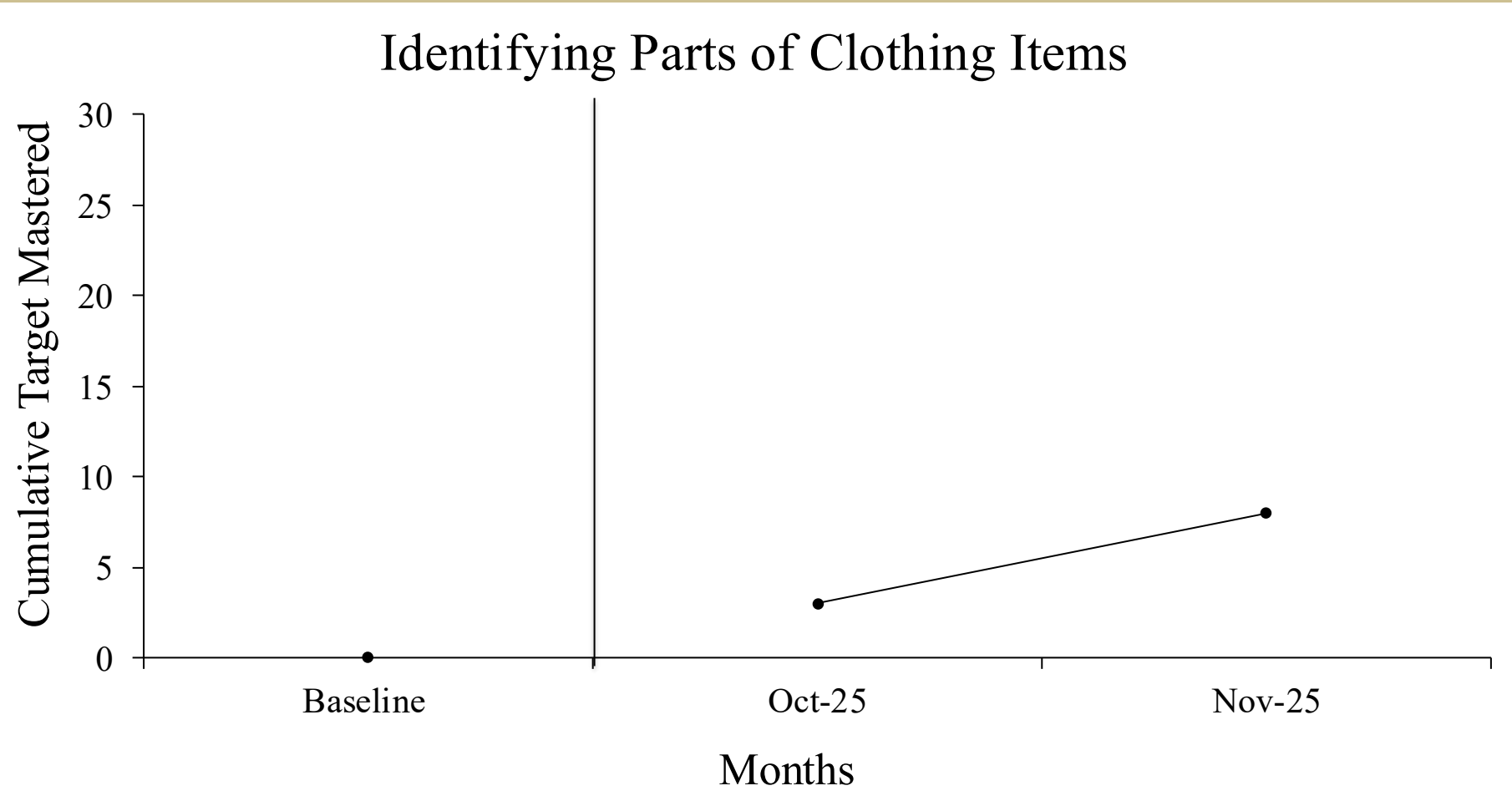


Figure 3: The above figure depicts the cumulative targets mastered for the *Identifying Parts of Clothing Items* program, which has a total of 30 targets. He has currently mastered eight targets as of November 2025.

Identifying Parts of Clothing Items—Skills Tracker				Total Targets: 30	
#	Target	Date Probed	Probed Correct?	Intro Date	Mastered Date
Objective 1: He will independently TACT parts of various clothing items with at least 90% independence across three consecutive sessions and at least two clinicians.					
1.	Shirt—				
	• Collar	10/01/2025	No	10/01/2025	10/15/2025
	• Tag	10/01/2025	No	10/01/2025	10/14/2025
	• Armhole	10/16/2025	No	10/16/2025	11/04/2025
	• Head hole	11/05/2025	No	11/05/2025	11/17/2025
2.	Jacket—				
	• Zipper	11/20/2025	No	11/20/2025	CURRENT
	• Hood	11/06/2025	No	11/06/2025	CURRENT
	• Pocket	--	--	--	--
3.	Shorts—				
	• Front Pocket	--	--	--	--
	• Drawstrings	--	--	--	--
	• Back pocket	--	--	--	--
4.	Pants—				
	• Button/Fly	--	--	--	--
	• Front Pocket	--	--	--	--
	• Back Pocket	--	--	--	--
5.	Socks—				
	• Toe	--	--	--	--
	• Heel	--	--	--	--
Objective 2: He will independently RECEPTIVELY ID parts of various clothing items with at least 90% independence across three consecutive sessions and at least two clinicians.					
6.	Shirt—				
	• Collar	10/16/2025	No	10/16/2025	11/04/2025
	• Tag	10/15/2025	Yes	10/15/2025	PROBE-OUT
	• Armhole	11/05/2025	Yes	11/05/2025	PROBE-OUT
	• Head hole	11/18/2025	Yes	11/18/2025	PROBE-OUT
7.	Jacket—				
	• Zipper	--	--	--	--
	• Hood	--	--	--	--
	• Pocket	--	--	--	--
8.	Shorts—				
	• Front Pocket	--	--	--	--
	• Drawstrings	--	--	--	--
	• Back pocket	--	--	--	--
9.	Pants—				
	• Button/Fly	--	--	--	--
	• Front Pocket	--	--	--	--
	• Back Pocket	--	--	--	--
10.	Socks—				
	• Toe	--	--	--	--
	• Heel	--	--	--	--

Figure 4: The above table depicts the current skills tracker used for the *Identifying Parts of Clothing Items* program, which was implemented in October 2025.