

# OT Home Activities

## Sorting & Folding Laundry

### Grade Level:

Middle School - High School, CTC

### Curriculum:

Alternate Curriculum

### Targeted Skills:

Bilateral coordination, Praxis, Fine motor skills,  
Visual perception

### Materials:

- Clean laundry (e.g., shirt, socks, pants, shorts, sweatshirt, towel)
- Flat surface for folding
- Unique Learning System (ULS) guide (pg. 6-12)
- *Optional:* containers for sorting, DIY shirt folder, pictures of laundry, visual instructions, video modeling, hangers

## Directions:

- Complete as many of these sorting and folding activities as appropriate
- Student can follow along with either of the following:
  1. Step-by-step instructions from ULS (*pages 6-12*)
  2. Video of activity ([CLICK HERE TO WATCH](#))
- Printable laundry icons available on *page 13*
- If necessary, make a DIY shirt folder ([CLICK HERE TO WATCH](#))  
+ written instructions on *pages 3-5*

## Connection to Unique Learning System (ULS) Curriculum:

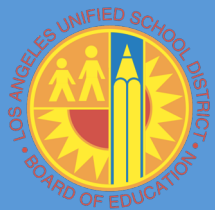
This activity guide supports the ULS *Daily Living* Instructional Target for the Transition grade band (18+ years old). *Daily Living* is also addressed in the life skills lesson plans for Middle School and High School students.

Instructional Target: Daily Living

Application: Home Living

- Maintaining basic home cleaning routines and organization





### **Modifications to Activity:**

To make this activity easier:

#### *Sorting*

- When sorting multiple pieces of laundry, place only one item per category to be removed from the basket (e.g., 1 shirt, 1 pant, 1 towel).
- Hand student one item at a time.
- Provide designated space for where to place item once sorted (e.g., separate container; sections divided by tape).
- If the student has difficulty with manipulating items, student can verbalize/point/gaze at the correct category. Pictures or actual items can also be placed in front of student and when an item is presented, they can touch which category it belongs to.
- Start with sorting items based on simple properties (e.g. light vs. dark; pants vs. shirts)
- Change the complexity of the visual cue for sorting (most to least complex below):

*No cues -> written words -> item symbol -> item picture -> tangible items to match to*

#### *Folding*

- After a demonstration, if student requires more assistance, provide the step-by-step ULS visual instructions.
- Watch the video link and follow along.
- Use backwards chaining (i.e., parent/guardian/sibling completes all but the last step of the task, student finishes last step – continue fading the number of steps you complete until student can complete all steps). Click [here](#) for article.
- Use the DIY shirt folder. To assist with learning to use it:
  - Draw an outline for where to place shirt
  - Provide images, video, or visual cues (e.g., panels are numbered) of correct folding sequence
  - Use backwards chaining
- Heavier fabrics (i.e. denim vs. cotton) may be easier to manipulate.

To make this activity more difficult:

- Sort items based on what can be folded and what can be placed on a hanger (*page # 12*)
- Put items away once folded.
- Ask student to sort and fold laundry for other family members.
- Incorporate into student's weekly routine.

### Making the DIY Shirt Folder:



#### Materials:

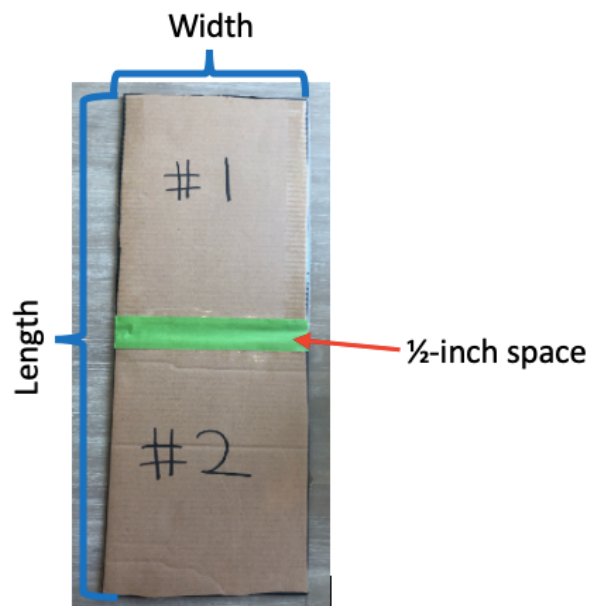
- Large cardboard box(es) or foam board
- Scissors
- Packing tape or duct tape
- Marker, pen, or pencil
- Ruler or tape measure

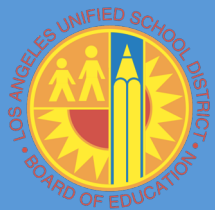
1. Unfold the cardboard box. Cut panels (4 total).

2. Place a folded shirt on one panel. Draw 4 lines around the general area of the shirt. Use scissors to cut off extra cardboard.



3. Cut a second piece the same size as #1. Stack vertically with 1/2" of space between and tape together. Measure length and width for the side panels.





### **Making the DIY Shirt Folder (continued):**

5. The number of side panels will depend on the size of your shirt and box.

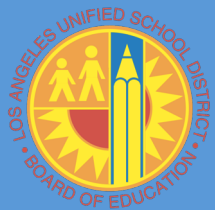
a. If individual pieces fit the measurements, cut #3 and #4 accordingly.

b. If your pieces are too small, tape two pieces together to make panels #3/5 and #4/6.

6. If using 4 pieces, tape panel #1 to *bottom half* of panels #3 and #4. If using 6 pieces, tape entire side of panels #5 and #6. Your shirt folder is complete.



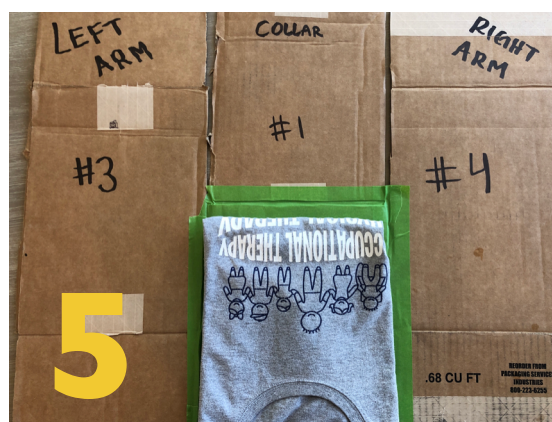




### Using the DIY Shirt Folder:

To make sequencing easier, label the COLLAR, RIGHT ARM and LEFT ARM.

1. Lay shirt with the front down. Line collar up with top of folder.
2. Fold LEFT ARM panel over and back.
3. Fold RIGHT ARM panel over and back.
4. Fold COLLAR down toward you.
5. Your shirt is folded.





# Folding Laundry

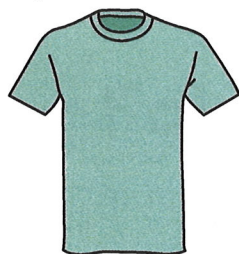


Transition Passport / Daily Living / Clothing

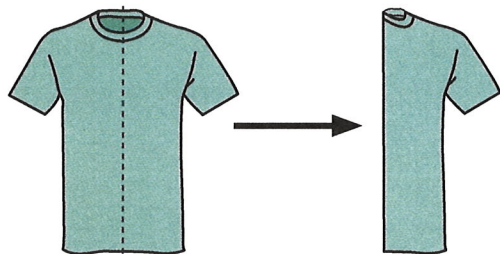
## Folding Shirts



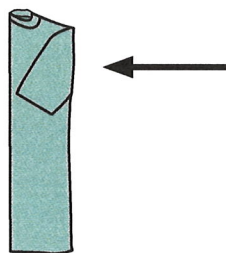
1. Pick up the shirt by the shoulders.  
Lay the shirt flat.



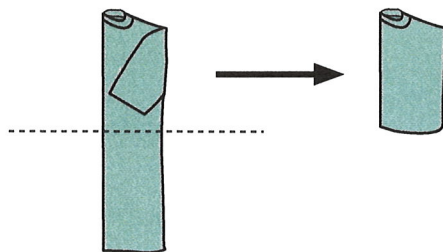
2. Fold in half, matching the sleeves.



3. Turn the sleeves in.



4. Fold the bottom up.





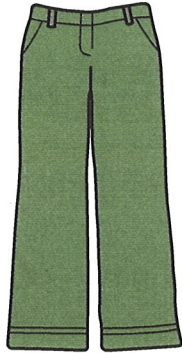
# Folding Laundry



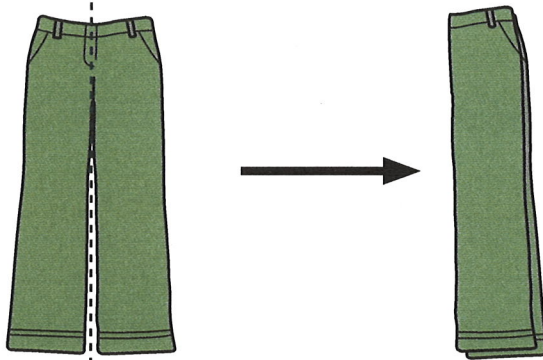
Transition Passport / Daily Living / Clothing

## Folding Pants

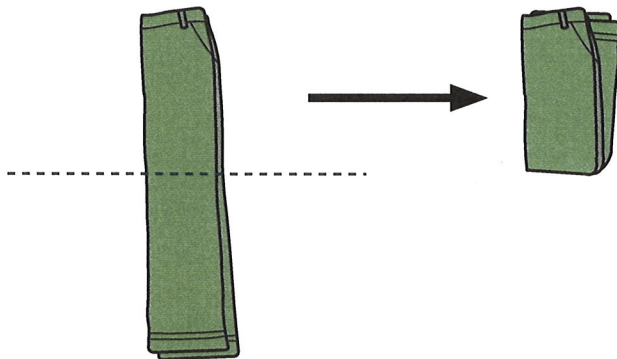
1. Pick up the pants by the top.  
Lay the pants out flat.



2. Fold in half so both legs match.



3. Fold the bottom up to the top.







# Folding Laundry



Transition Passport / Daily Living / Clothing

## Folding Socks

1. Match the socks that are the same.



2. Lay the socks together: top to top, toe to toe.



3. Open one sock at the top. Pull it over the other sock.







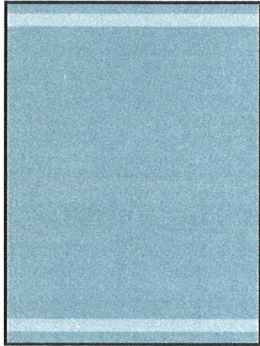
# Folding Laundry



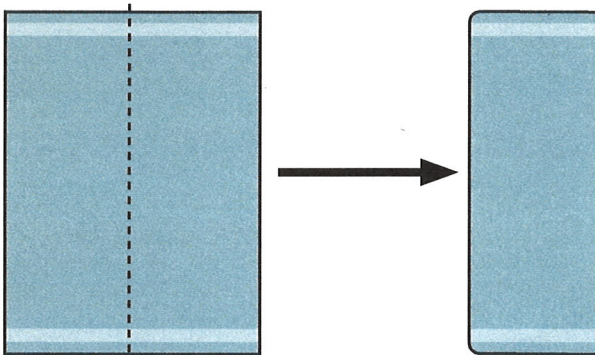
Transition Passport / Daily Living / Clothing

## Folding Towels

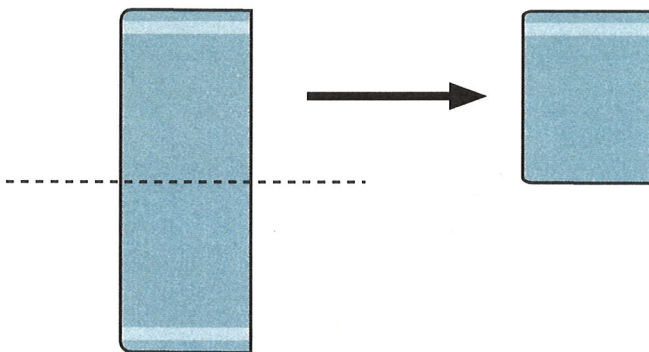
1. Lay the towel out flat.



2. Fold in half.



3. Fold the bottom up to the top.





# Folding Laundry

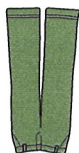


Transition Passport / Daily Living / Clothing

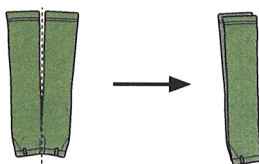
## Hanging Dress Pants



1. Pick up the pants by the legs.



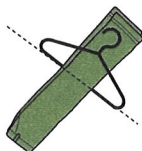
2. Fold the legs together. Make sure they are straight.



3. Put the legs of the pants through the hole in the hanger.



4. Pull it through to the middle of the pants.



5. Hold by the hook. Check that the pants are straight.



6. Hang on the rod in the closet.





# Folding Laundry

Transition Passport / Daily Living / Clothing



## Hanging Shirts and Dresses



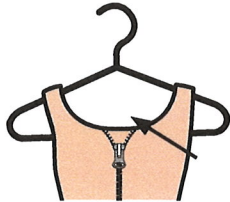
1. Pick up the shirt or dress at the shoulders. Lay it flat.



2. Put the corners of the hanger inside the shirt or dress at the shoulders.



3. Button the top button or zip the dress.



4. Hold the hanger by the hook. Shake it straight.



5. Hang it on a rod in the closet.





# Folding Laundry

Transition Passport / Daily Living / Clothing



## Clothes we can fold:

jeans



jogging suit



pajamas



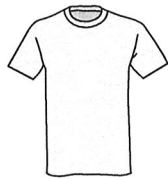
sweater



socks



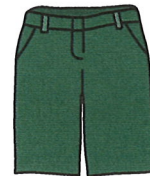
T-shirt



underwear



shorts



## Clothes we put on a hanger:

dress



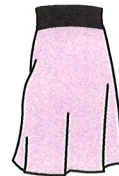
shirt



dress pants



skirt

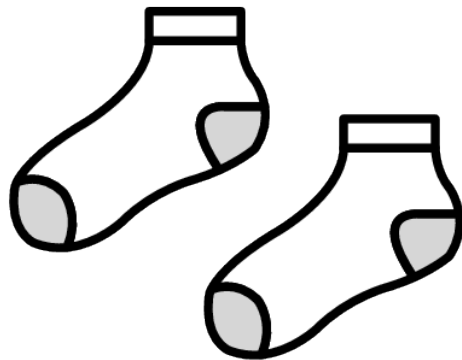
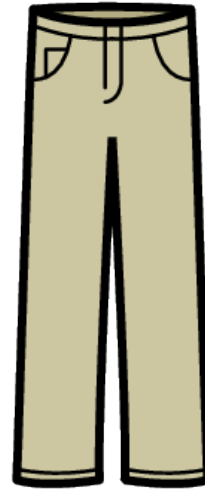
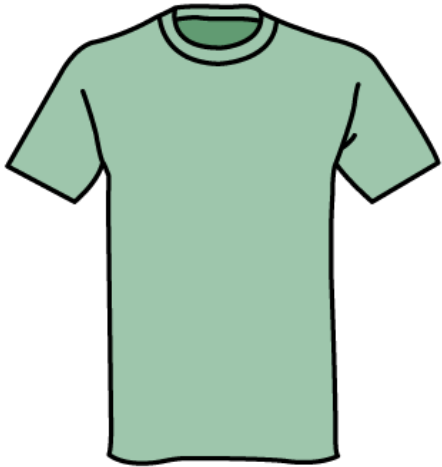


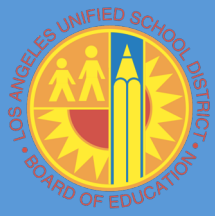
coat





# Printable Icons





# OT Home Activities

## Clothespin/Clothesline Activity

### Grade Level:

Preschool - High School

### Curriculum:

General Education & Alternate Curriculum

### Targeted Skills:

Fine motor skills, Visual-motor integration

### Materials:

- Clips that can be squeezed: clothespins, chip clip
- String or material to hold clips: yarn, bath robe belt, long scarf, old phone charger cord, paper plate, cardboard, or binder

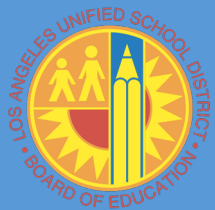
## Directions:

- 1) Tie the string to two separate items (such as chairs) and that will be your clothesline. You can make it long or short depending on how many clips you have and the attention span of the child.
- 2) Have child practice squeezing the clips prior to attaching them to the string using his/her thumb, index and middle fingers to squeeze the clothespins.
- 3) Have child attach clothespins to the string, binder, paper plate, or cardboard one at a time. If child is having difficulty as to where to place the clip you can have the child attach the clothespins to a designated spot. You can use stickers, markers or whatever you choose to give them a visual clue as to where to place the clothespin. Make it something vibrant as this may help to increase his/her attention and focus on the activity.



Alphabet Clothesline





# OT Home Activities

## Clothespin/Clothesline Activity

### **Modifications/Adaptations:**

#### To make this activity easier:

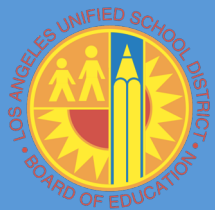
- Use larger shapes to clip
- Use clothespins or clips easier to pinch
- Use a thinner rope so that the child uses less force to squeeze the clothespins
- Instead of a string, use paper plate, cardboard, or notebook binder to clip.
- Use larger clips for younger children and have them use both hands to squeeze open the clothespins.

#### To make this activity more difficult:

- Use smaller shapes
- Use stronger clips that are more difficult to pinch
- Use a thicker rope so that the child has to use more force to squeeze open the clothespins
- Place stickers or draw on the items and have the child attach the clothespins to match the shape, letter, number, etc
- Use larger clips for younger children and have them use both hands to squeeze open the clothespins.
- Incorporate the use of both hands by having the child attach different items along with the clothespins, such as pictures, small pieces of paper, mail etc.
- Color the tips of the wooden clothespins, have student match colors to each other or to different objects to clip
- Make different shapes on the clothespin, write numbers/letters and have student match or make words/sentences using only the clothespins
- Clothespins can also be placed on one table and child can walk to other side of room to place them on string
- String can be placed a little higher than their forehead so they have to reach up to attach the clothespins.

### **How to incorporate into family routine:**

- Hang family photos on string.
- Hang visual schedule for student or family.
- Hang positive notes for member of family.
- Have family take turns on deciding what items to clip (letters, shapes, numbers, etc.). Everyone can search the house to find the items or everyone can make their own pictures or letters.
- Make this activity part of learning. Have your child write out their sight words on index cards or pieces of paper and have them make sentences by attaching them to the clothesline. Parent can mix up words and have child correct the sentence.



# OT Home Activities

## Button Snake

### Grade Level:

Preschool - Elementary

### Curriculum:

Alternate & Creative Curriculum, Extended VI

### Targeted Skills:

Fine motor skills, Sensory processing

### Materials:

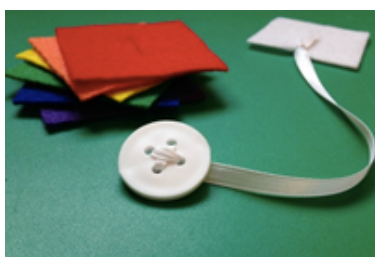
- Button
- Ribbon, string, or shoelace
- Felt squares, paint swatches, or fountain drink lids
- Scissors
- *Optional:* glue (hot glue or craft cement)

## Directions:

### 1. Cut holes in felt



### 2. Lace or glue button on end of ribbon

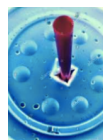


### 3. Lace



### **Modifications/Adaptations:**

- Use pipe cleaner, straw, or ruler instead of ribbon
- Use fountain drink lids or paint swatch squares



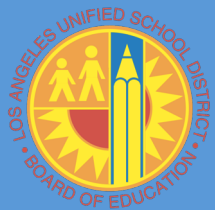
### **How to incorporate into family routine:**

- Practice while watching TV
- Practice before getting dressed in the A.M.
- Make patterns with colors and objects
- Have lacing races

### **Additional Parent Resources:**

[Teach Kids How to Button the Fun Way](#)





# OT Home Activities

## Dressing Race

### Grade Level:

Preschool - Elementary

### Curriculum:

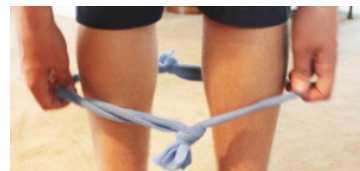
Alternate & Creative Curriculum, Extended VI

### Targeted Skills:

Fine motor, Sensory processing (touch, body awareness, bilateral coordination, Motor planning)

### Materials:

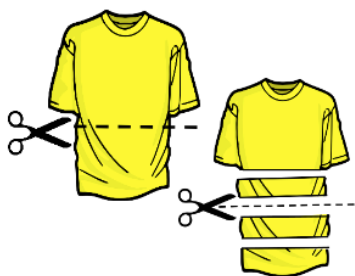
- Old T-shirt
- Old socks
- Scissors



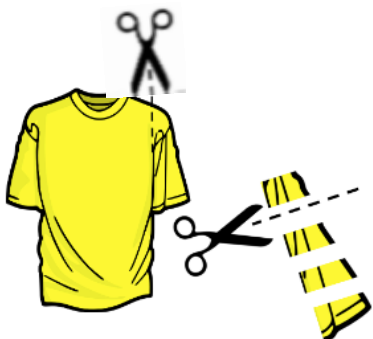
Picture from therapyfunzone.net

## Directions: Use shirt and/or tube socks.

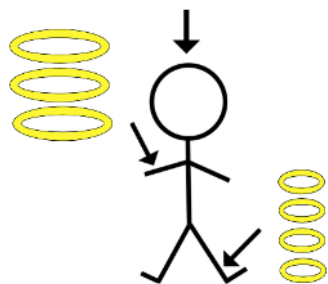
1) Cut bottom of shirt. Cut bottom into strips.



2) Cut off sleeves. Cut sleeves into strips.



3) Race to put tubes on body! Pull over head, wrist, ankle.



### **Additional Parent Resources:**

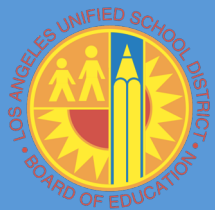
[Work on Dressing Skills Through Play!](#)

### **How to Incorporate into Family Routine:**

- Practice with tubes over pajamas before getting dressed for the day OR the reverse at night
- Use as a quick game/movement break for in between during academic tasks

### **Modifications/Adaptations to Activity:**

- Tie socks together to make tubes
- Race to take off tubes
- Hemiplegia: lace tubes over impaired extremity first
- Use top half of cut shirt for dressing practice
- Child may assist with cutting (match adult assistance with ability)
- Adult gives partial assistance: adult start, child finish or vice versa



# OT Home Activities

## Fun with Coins

### Grade Level:

Elementary

### Curriculum:

General Education

### Targeted Skills:

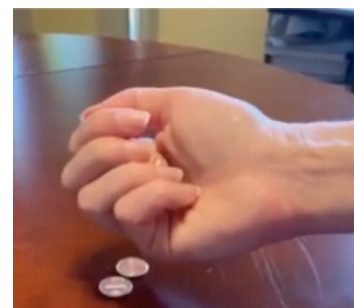
Fine motor skills

### Materials:

- Coins
- Piggy bank
- Small container with lid (cut slot in lid)

## Directions:

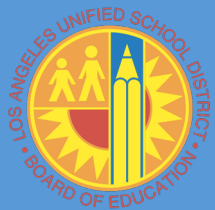
- 1) Begin by having student sort a variety of coins
- 2) Pick up 1 coin at a time and have student practice placing coin in palm of hand before releasing into a piggy bank or slotted container



- 3) To make it more challenging, continue holding all the coins in palm and practice moving one at a time to fingertips and releasing into piggy bank
- 4) Make sure they only use one hand to do this activity and try not to have them use their body to help reposition the coin

## Additional Parent Resources:

- 1) [In-Hand Manipulation - OT Tips](#)
- 2) [In-Hand Manipulation & Money](#)
- 3) [In-Hand Manipulation Skills](#)



# OT Home Activities

## How to Wash Your Hands

### Grade Level:

Preschool - High School

### Curriculum:

General Education & Alternate Curriculum

### Targeted Skills:

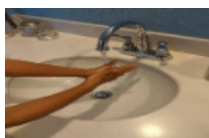
Bilateral hand use, Fine motor/strength,  
Sequencing, Sensory processing/tactile

### Materials:

- Sink
- Soap
- Towel
- Stool or chair if needed to access sink

### **Directions:**

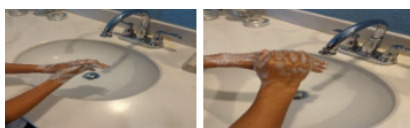
#### 1) Wet your hands



#### 2) Put soap on your hands



#### 3) Rub your hands together. Remember the front (palms) and back! Wash up your wrists and between your fingers



#### 4) Rinse your hands



#### 5) Dry your hands

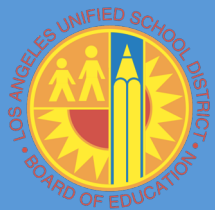


### **How to incorporate into family routine:**

Handwashing is an important part of your daily routine. It is the primary defense against germs.

- After using the restroom
- Before and after eating
- Before preparing a meal or snack

Click [here](#) for video link!



# OT Home Activities

## How to Wash Your Hands

### **Modifications/Adaptations:**

*Physical adaptations:*

- Use small bucket or wash basin with water from a pitcher if sink is not accessible.

*Sensory adaptations:*

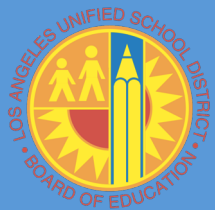
- If your child has tactile sensitivities you may use soap that works at home (e.g., foam, liquid, or bar soap)

*Visual:*

- Video modeling or sequence of pictures
- Pictures may be of student or clipart from the internet

*Auditory:*

- A sand or digital timer - both can be found at dollar store or big-box store (e.g., Target, Walmart)



# OT Home Activities

## Kitchen Sponge Activity

### Grade Level:

Elementary

### Curriculum:

General Education & Alternate Curriculum

### Targeted Skills:

Fine motor skills, Sensory processing

### Materials:

- Kitchen sponge
- Chalk
- Construction paper

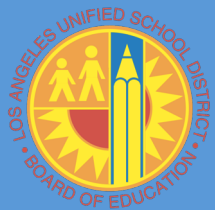
### Directions:

- 1) Cut a kitchen sponge into small 1" cubes.
- 2) Next, wet the sponges.
- 3) Place one sponge square into the palm of the child's hand.
- 4) Ask them to close their pinkie finger and ring finger around the sponge to hold it in place. The sponge should not hold enough water so that it drips down the palm of the hand and wrist.
- 5) Next, use another sponge square in the remaining fingers (middle and pointer fingers and thumb).
- 6) The child can squeeze the sponge to remove water with just the precision fingers.



[Click here for video of Separation of Hands Activity!](#)





# OT Home Activities

## Kitchen Sponge Activity

### **Modifications/Adaptations:**

- Use a wet sponge to draw letters or shapes.
- Draw with chalk and then erase using a small sponge.
- Drip water designs on colored paper.

### **To make this activity more difficult:**

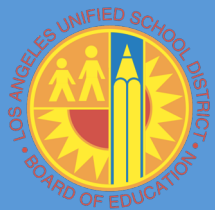
- Add water to just one sponge while keeping the other sponge dry. Then, ask them to squeeze the water from the wet sponge with the appropriate fingers. This really draws attention to the separation of the two sides of the hand.

### **How to incorporate into family routine:**

- Include siblings and get creative with focusing on letters or words that are being studied as part of academics.

### **Additional Parent Resources:**

- [Easy Ideas for Motoric Separation of the Hand](#)



# OT Home Activities

## Lid Matching & Assembling

### Grade Level:

Preschool - Elementary

### Curriculum:

Alternate & Creative Curriculum, Extended VI

### Targeted Skills:

Bimanual skills, Tactile discrimination, Grasp, In-hand manipulation, Proprioceptive processing

### Materials:

- Clean, non-glass containers. *Examples:*
  - Twist-top bottle/mayonaise jar
  - Pull-top coffee tin
  - Food storage containers

### Directions:

1. Collect 2 or more containers of different types
2. Remove lids and place containers and lids within child's reach
3. Child matches and assembles



### **Modifications/Adaptations to Activity:**

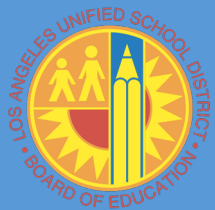
- Use more or less containers and lids
- Adult help place lid in position on container, then child presses or screws on
- Child places lid in position on container, then adult presses or screws on
- If child has spasticity of arm, position container between elbow and middle of body for control and independence
- Adult give Hand-Under-Hand help ([Click here for video example](#))

### **Additional Parent Resources:**

[Click here for 30 ways to reuse empty bottles!](#)

### **How to Incorporate into Family Routine:**

- Organize containers found in cabinets
- Before taking out recycling bin
- After washing dishes



# OT Home Activities SNACKTIVITY

## Grade Level:

Preschool - High School

## Curriculum:

General Education & Alternate Curriculum

## Targeted Skills:

Bilateral hand use; Fine motor/strength; Sequencing; Sensory Processing/tactile & proprioceptive

## Materials:

- Fruit
- Cutting Board
- Knife
- Wooden Skewers
- Plates or trays for separating
- Tongs
- Plastic food prep gloves or a fork for tactile sensitivities

## Directions: \*adult supervision needed

- 1) Set out materials and ingredients
- 2) Cut fruit with knife safely
  - Softer fruits are easier to cut with plastic knife
- 3) Use tongs to place fruit on plate or tray
- 4) Enjoy your fruit skewers!



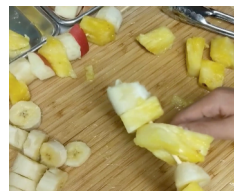
1



2



3

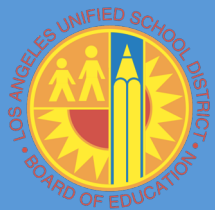


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## **Modifications/Adaptations:**

### *Physical adaptations:*

- You may do this task at the kitchen counter or at dining table. Use a stool or chair to stand or kneel at a proper height so you are able to position yourself to access the materials and use the tools appropriately. For example, you should not work with your hands and forearms above shoulder height. Ideally, you should work with your arms bent at the elbows. Just remember to be safe!
- Softer fruits such as bananas, melons and strawberries are easier to cut and push through the skewer
- Larger fruit chunks are more manageable and less likely to fall off the skewer than small chunks



*Sensory adaptations:*

- If your child has tactile sensitivities you may use a plastic glove to hold the fruit, or spear the fruit with a fork, holding the fork with your helper hand then spearing with the skewer.

**How to incorporate into family routine:**

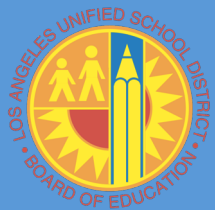
Food preparation is a great way to spend time together as a family and to encourage trying new foods!

- You can plan ahead by deciding what fruits to buy on your next grocery trip!
- This can be an activity done any time of day as a side to any meal or as a healthy snack!

\*\*Note child is standing on a stool. \*\*

Watch video [here!](#)





# OT Home Activities

## Sorting with Bottles & Containers

### Grade Level:

Preschool - High School, CTC

### Curriculum:

General Education & Alternate Curriculum

### Targeted Skills:

Fine motor skills, Visual-motor integration

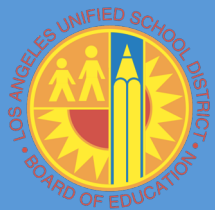
### Materials:

- Scissors
- Empty water bottles (8-24oz)
- Empty containers with plastic lid (e.g. Pringles can)
- A variety of small items (e.g. buttons, coins, paper clips)

## Directions:

1. Parent will cut different slits on top of the plastic lids (horizontal, vertical, diagonal, circular, etc.) Try not to make more than 3 slits per lid. The bottle top does not need to be cut as the child will just remove the top and insert the items.
2. Child will stabilize the container using his/her free hand or non-dominant and use the other hand to pick up and insert the items.
3. Have child pick up each item using finger tips and push item through slit lid. Have multiple types of items to sort or count.
4. Parent can also hide items into a container filled with rice or dry beans and have child find them before placing into the containers. This gives them a more tactile feedback to the hands.





# OT Home Activities

## *Clothespin/Clothesline Activity*

### **Modifications/Adaptations:**

To make this activity easier:

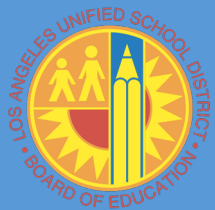
- Make one large (wide) slit on top of the container lid

To make this activity more difficult:

- Make the slits a little thinner than the items as the child will have to use more force to insert the items
- Place multiple items in child's palm, and move each item from palm to fingertip to place through slit on lid or bottle one at a time

### **How to incorporate into family routine:**

- The family can join in by finding the items to be placed in each container. Make sure they can fit into the water bottle easily and through the slits. Try to find items pleasing and exciting to the child.
- Use cans with slit lids or bottles for math activities such as counting, grouping coins, or sorting colors
- For older students, use more age appropriate objects such as nuts and bolts



# OT Home Activities

## Sponge Play

### Grade Level:

Preschool - Elementary

### Curriculum:

General Education & Alternate Curriculum

### Targeted Skills:

Fine motor skills, Sensory processing

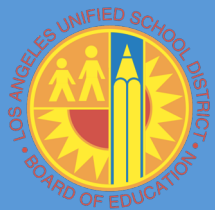
### Materials:

- Clean sponges (can also use small towels or rags)
- Parent can cut a large sponge into smaller pieces shapes
- Containers to squeeze water into and for dry sponges
- Scissors (parent can cut if child is small)
- *Optional:* food coloring, paint and paper

### Directions:

1. Explore the materials being used. Introduce dry sponges and allow child to feel sponge texture. Then have child place his/her hand into the water to feel the difference in sensation.
2. Place sponges into one container filled with water.
3. Have child reach in and push sponge to the bottom to absorb more water then remove and squeeze sponge over empty container.
4. Dip dry sponges into paint and make pictures





# OT Home Activities

## Sponge Play

### **Modifications/Adaptations:**

- Add food coloring to container of water
- Place small items that float into the empty container. As water is poured into the container, child can watch objects rise to the top.
- Using smaller sponges will require less force, however it will increase the time required to fill the container with water.

### **To make this activity easier:**

- For smaller children allow them to use both hands to squeeze the sponge, especially if you are using rags or small towels.
- Use larger, more pliable sponges

### **To make this activity more difficult:**

- Use a variety of sponges and squeeze from top to bottom using only one hand. Rags and small towels will also increase the amount of force required to get all the water out.
- Parent can also have child use thumb, index and middle fingers to squeeze the sponges.

### **How to incorporate into family routine:**

- The family can assist in this activity by giving each person a job related to the activity. They can make it a race to see who can fill their container the fastest or who can come up with the best instructions or sentences related to the items involved.