

Chapter 21

FASHION AND APPAREL CHOICES THROUGH THE LIFE SPAN

How can I **help** my grandfather get dressed more **easily**? His arthritis makes buttons a real **challenge**.

LEARNING OUTCOMES

After studying this chapter, you will be able to

- 21-1 **analyze** factors that affect apparel decisions for family members of all ages.
- 21-2 **choose** appropriate clothing for children, adults, and older adults.
- 21-3 **evaluate** garment features and fabrics appropriate for people with disabilities.

KEY TERMS

decision-making
process
goals
resources

human resources
nonhuman resources
alternatives
flame resistant

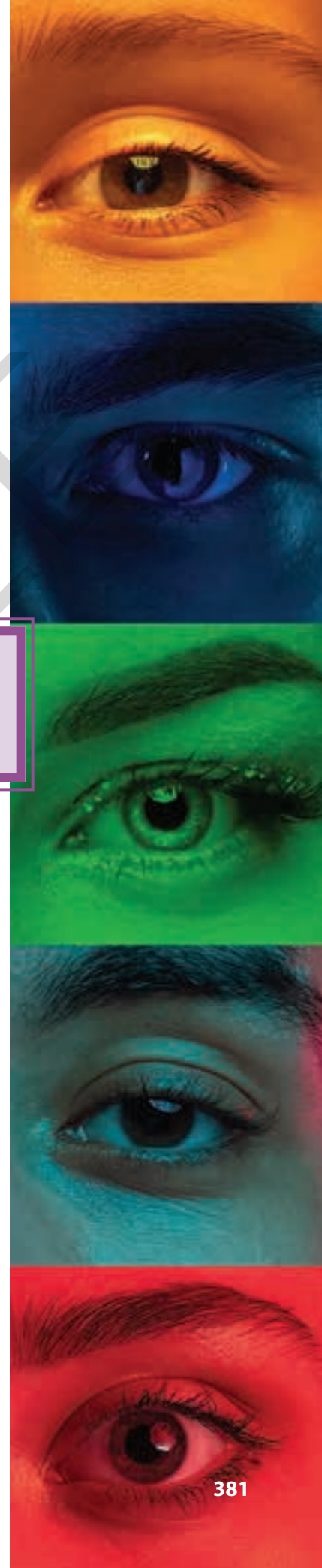
self-help features
hook-and-loop tape
disability

“I think that playing dress up begins at age five and never truly ends.”

—Kate Spade

READY TO READ

Scan the headings in this chapter. Before reading the chapter, write about the tips you already know and what you feel about selecting clothes for different age groups and family members. After reading the chapter, review your ideas regarding clothing selection. Has anything changed?





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Figure 21.1 Family members of all ages need clothes to fit their lifestyle. *What family member do you feel is easiest to buy clothing for?*

Introduction

People have different clothing needs as they pass through the various stages of life. For instance, a baby's clothing needs are different from those of a preteen. Your clothing needs and fashions may be different than those of an older adult.

All members of a family want clothes that are comfortable, safe to wear, and attractive. They also want clothes that are suitable for their activities and that require little care (**Figure 21.1**).

Making clothing decisions and choices is like putting together a jigsaw puzzle. You have to add the pieces one by one. You do not want any extra pieces that will not fit into the final product—a wardrobe that works. You must decide which pieces to add and how to arrange them for proper fit.

A few of the right additions to any wardrobe can make a big change. Learning to use the decision-making process to make wise clothing decisions can help create a wardrobe that works for all occasions.



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Figure 21.2 Buying decisions are an important process in consumer process. *What garment or accessory do people often have to save up money to purchase?*

21-1 Decision Making throughout the Life Span

Decision making is the process of making a choice. Most people make many decisions about clothing every day. Some are minor decisions, while others are major decisions. What to wear to school each day is a minor or simple decision for most teens. Whether to wear a sweater or a jacket may not be a major decision either. However, what clothes to buy and how much to spend may be more important decisions (**Figure 21.2**). Whether to sew some garments and what to give away to someone else may also be in the important decision category. You may make some of these decisions quickly, while others might require some thought.

The Decision-Making Process

Making decisions is usually easier if you have a plan for making them. If you follow the decision-making process, it will be easier to make decisions. The **decision-making process** is a series of steps to go through when making choices. These steps are useful for making minor or major decisions. Here are the steps to follow:

1. State the problem to solve.
2. Set goals for what you want to accomplish.
3. Identify resources.
4. List the alternatives.
5. Make the decision.
6. Carry out the decision.
7. Evaluate the results of the decision.

State the Problem

Be specific about what you must decide. Otherwise, you may have trouble deciding how to solve the problem. The problem could range from what to wear to school tomorrow to how you will coordinate your wardrobe. State the problem in clear and precise terms. For instance, “I need to decide what to wear with my new shirt” or “I need a jacket, another pair of jeans, and a pair of school shoes to round out my wardrobe” clearly states your needs. These are better statements than saying, “I need new clothes for school.” Stating the problem in detail will help you know what to consider when making your decision, resulting in a better decision.

Set Goals

Goals are what you want to accomplish. Establish specific goals for what you want to attain. Then determine the goal to reach from the decision you will make. For instance, a goal may be to add a jacket, a pair of jeans, and a pair of school shoes to your wardrobe before school starts.

Identify Resources

Resources are the objects or abilities people can use to reach their goals. All people have both human resources and nonhuman resources. **Human resources** are all the resources, such as skills, experience, and knowledge, that are contained within yourself. Human resources also include people in your life who can help you. **Nonhuman resources** are the material things you have or can use to achieve your goals, including money, tools, time, and community resources.

Make a list of all your resources. Do you know how to sew? This is a human resource. Do you have money available from a part-time job or an allowance? Do family members or friends offer you secondhand clothes? Do you have time to sew or carefully shop for the items you want? What types of stores are present in your community? These are all types of nonhuman resources (Figure 21.3).

List the Alternatives

There are usually several **alternatives**, or ways to solve a problem or reach a goal. Explore all the options and weigh their advantages and disadvantages. A good way to test alternatives is to ask yourself some questions. Would you want to make a jacket? Do you want to shop for jeans and shoes now or wait until they go on sale? What are your feelings about wearing secondhand jeans or a secondhand jacket? Do you have the skills necessary to mix and match new garments with those in your present wardrobe to create new outfits? This could extend your wardrobe.

Make the Decision

After carefully thinking about the advantages and disadvantages of each alternative, decide which is best. Perhaps you will make the decision to sew the jacket and buy the shoes on sale. A relative, who has grown several inches this year, may offer you a good pair of secondhand jeans. Making the right decisions can be easy when you use the right process.



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Figure 21.3 The time you have to shop and carefully compare merchandise is a type of nonhuman resource.

Carry Out the Decision

To carry out a decision means to turn words into actions. The quicker you carry out your decision, the quicker you will meet your goal. For example, since you know you will be making a jacket, you can shop for fabric that will coordinate with other items in your wardrobe. You can also begin looking for shoes that are on sale. Perhaps, with the money you saved by getting the jeans secondhand and sewing the jacket, you could buy accessories to further extend your wardrobe.

Evaluate the Results

Think about the decisions you have made. Were they successful decisions? Did the decisions solve the problem? Did you meet your goal? Are you satisfied with the results? What would you have done differently? By carefully evaluating your decisions, your future decision-making skills will improve. When you evaluated your decisions about the jacket, jeans, and shoes, were you happy? Although it took a lot of thought, you now have three great additions to your wardrobe.

21–2 Factors Affecting Family Clothing Decisions

In making family clothing decisions, use the same decision-making process. However, instead of applying the process to just your needs, apply it to the needs of the family.

Several factors affect family clothing decisions. These include the stage in the family life cycle, family values, goals, and priorities, family resources, and the budget for clothes. How a family *manages* all these factors will determine how successful its clothing decisions will be. We also must remember that the term *family* can be defined very differently for everyone, so keeping this in mind when making clothing decisions is also very important.

Clothes for Children

Years ago, children were dressed like small adults. We now know that children have clothing needs all their own. Although some adults are willing to sacrifice comfort and freedom of movement for fashion, children should not have to.

Children in different stages of growth and development have different clothing needs. Yet there are some common guidelines for all children's clothing. For example, it should allow them to move freely. It should have room for growth built in. It must be safe for children to wear and minimize the risk of injury. Also important, children's clothing should be durable, comfortable, and easy to care for. Whether you are selecting or making clothes for an infant, a toddler, a preschooler, or a school-age child, read more about factors to consider.

- **Proper fit.** Apparel sizes are not standardized in the US. For example, a size 4 garment from one manufacturer may be larger than a size 4 in a similar garment made by another company. The best way to check for proper fit is to have the child try on the garment at the time of purchase. When this is not possible, use the child's current measurements, including height and weight, to select the proper size. Using the measurements will give a better fit than using the child's age.

- To identify the correct size, find the child's measurements on the manufacturer's size chart. These are usually found on garment packaging and tags. Look for clothing that provides for normal growth. For example, choose garments with adequate sleeve and garment lengths that a child will not outgrow within a few weeks or months. Choose clothing that is not so tight that it restricts a child's movements or so loose that it may cause a child to trip and fall.
- **Comfort.** Consider the wearing comfort of the garments. Children like smooth, soft clothing. They may not wear clothes that are rough textured, scratchy, or itchy. Sleeves, neckbands, and waistbands should fit snugly, but not bind. Knit fabrics are good because they give and stretch.
- **Safety.** Safety is a critical factor to consider. Injuries and deaths of infants and children have been attributed to the garments they were wearing. For example, in 1995, children's clothing with drawstrings was banned by the Consumer Product Safety Commission. The drawstrings were usually located at the neck or waist of garments. Some young children were strangled when their garments' drawstrings caught in cribs or playground equipment. A recall was placed on any clothing made prior to 1995 that still had these drawstrings. Parents and caregivers are advised to cut or remove drawstrings in older items of children's clothing.
- While shopping for children's sleepwear, you will notice tags or labels on these garments stating they meet flame-resistant standards. These are standards set by the federal government. This does not mean that these garments are fireproof. **Flame resistant** means that if they were accidentally ignited, they would burn very slowly. When removed from the flame, they would be either self-extinguishing or easy to extinguish. Sleepwear for children nine months to size 14 is required to be flame resistant or snug fitting.
- **Care.** Infants and children often soil their clothes with spilled food and drinks, dirt, markers, and other materials. Clothing should be machine washable—for both convenience and economy. Easy-care, soft, durable fabrics that require little or no ironing are good fabric choices for children's clothes (**Figure 21.4**).



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Figure 21.4 Children are active. They need clothes that are easy to care for and durable.

Infants

People shopping for infant clothing can be easily tempted to buy the many cute outfits available. Some infant apparel, however, does not meet the needs of a growing baby. Many factors influence the selection of baby clothes. They include comfort, ease of care, fabric type, construction, size, season of the year, and climate.

Your major concern should be the baby's comfort. Keep in mind that a baby's skin is sensitive and delicate. Good choices include clothes that are easy to change and those that do not chafe. Fabrics used for baby clothes should be soft, absorbent, and lightweight. Knitted fabrics offer more comfort and ease of movement than woven ones. Knit garments are also popular because of the built-in stretch that *grows* with the baby.

Historical Highlights

Gender and Children's Clothing

Pink for girls and blue for boys. Many people continue to use this guideline as they select clothes for babies. Where did this idea come from, and how long has it been around?

Pink and blue were first associated with gender in 1916. An article in *Infants and Children's Wear Review* stated, "the generally accepted rule is pink for the boy and blue for the girl." Little boys wore pink as recently as the 1940s. The colors were used interchangeably for boys and girls until after World War II.

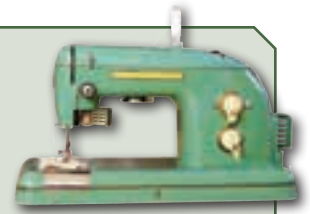
By 1950, public opinion and manufacturers' clout ordained pink for girls and blue for boys. It was still permissible for girls to wear blue; however, if a garment's trim or color was equated with feminine clothing, it was deemed unacceptable for boys.

In the 1970s, many parents pressed manufacturers for unisex children's clothes.

However, to this day, the cultural phenomenon of pink and blue for girls and boys continues. By the time they are toddlers, some boys reject pink because the color is not what is expected of them.

Concerned parents believe apparel choices can affect children's interests and long-term goals. This occurs not only with clothing colors, but with images on clothing as well. Items designed for girls may show hearts or unicorns, when dinosaurs or spaceships may be their greatest interest. These designs are difficult to find. Another concern is that most girls' clothes are fitted, whereas boys' clothes are looser, encouraging more activity.

In the end, the big retailers are focused on sales. Only when parents demand clothes that do not fall along traditional lines will consumers see change.



Since babies are often changed several times a day, baby clothes should be easy to wash and dry.

Most infants double their weight in the first three or four months. Select clothes with growth features that adjust to a baby's rapidly increasing size and weight. For instance, some two-piece sleepers have a double set of snaps at the waist. The sleeper can be lengthened by using a second set of snaps.

Dressing and undressing a baby is easier if clothing has neck openings, zippers, snaps, or buttons (**Figure 21.5**). Pullover garments should have stretchable necklines. Pants should have snap crotches for easy diaper changing.

For safety reasons, avoid loose buttons or snaps that can be pulled off garments and swallowed. All trims should be firmly attached.

Stretch terry coveralls and baby jogging suits are suitable for play. Be sure they allow lots of room for movement and growth. Most coveralls have a snap closure that extends down the legs for easy dressing. For greater warmth, blanket sleepers are available. These are useful in cooler weather when a baby is likely to kick off the covers and needs extra warmth. For older babies, sleepers should have rubber-soled feet to prevent slipping and falling.

When selecting baby clothes, the garment label and package information are good guides. Age, weight, height, or general sizes are often given. For infants, clothing sizes may be listed by age in months or by descriptive terms, such as small, medium, or large. Weight is usually a more accurate guide than age or general size. When trying to decide



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Figure 21.5 For infants, look for soft, knit garments with snaps. The snaps make it easier to change diapers.

between a newborn size or a larger size, it is usually best to choose the slightly larger sizes for growing babies.

Toddlers and Preschoolers

Infants do not care what they wear as long as they are comfortable. Toddlers and preschoolers are more interested in their clothes. The main determinants of their clothing needs are their growth, active movement, and improving ability to self-dress. Comfort is still important, however. Toddlers' and preschoolers' clothes should be comfortable, safe to wear, durable, functional, and attractive.

When selecting clothes for toddlers and preschoolers, growth features are important. At this stage, children tend to grow faster in height than in width. Therefore, the length of the torso, arms, and legs change more quickly than the width of the shoulders, chest, and hips. Built-in growth features include:

- adjustable or stretchable shoulder straps
- raglan or sleeveless styles
- elastic inserts
- stretch or knit fabrics
- undefined waistlines in one-piece garments
- large hems that can be let down as the child grows
- two-piece outfits

Comfort and safety are of special concern when selecting clothes for toddlers and preschoolers. Soft, absorbent, and flame-resistant fabrics should be used for making children's clothes. The garments should fit properly and have nonbinding, simple designs. For safety reasons, clothing, especially outdoor clothing, should be brightly colored so children can be clearly seen by motorists. Hoods and hats should not hinder the child's vision.

Toddlers and preschoolers like bright colors and designs. These give children an opportunity to learn to recognize colors, shapes, and symbols.

Toddlers

Toddlers have not developed waistlines, and some still wear diapers. Simple styles that allow for fullness and maximum freedom of movement should be selected. One-piece garments that fall from the shoulders are practical. Snap inseams on pants help make changing diapers easier.

Design features should be functional as well as decorative. For instance, shoulder straps should cross in the back to prevent them from sliding off the shoulders.

During the toddler stage, children strive to become independent. They begin to learn to dress themselves. Clothing with **self-help features** encourages independence for children at this stage. Easy-to-work openings and closures for quick changes are necessary during toilet learning. Elastic waistbands are especially good for these children. Pull-on garments with large neck and armhole openings are easiest for toddlers to handle (**Figure 21.6**). Shirts that have an obvious front and back help toddlers dress themselves. When toddlers learn to snap, button, or zip clothing, they are proud of the new skills they have mastered.



Figure 21.6 Tops with large necklines and pull-on pants with elastic are ideal for active toddlers. *What makes it challenging to help a toddler get dressed?*

Toddlers' clothing sizes are 1T, 2T, 3T, and 4T. These sizes are based on age, but it is best to go by children's height, weight, chest, and waist measurements. Toddlers do not always wear the size based on their age. See **Figure 21.7** for toddler clothing sizes.

Preschoolers

Preschoolers are still growing quickly and moving actively. When selecting clothes for preschoolers, look for styles that allow them to move freely. Jumpsuits are practical because they allow for mobility. Preschoolers can also wear belts or pants with elastic waistbands because their waistlines are now more defined.

Dressing skills improve during the preschool years. Preschoolers can manipulate fasteners such as buttons, snaps, nylon tape closings, and zippers. They may still have trouble with small fasteners or with fasteners on the backs of garments. Look for design features that help children identify the fronts from the backs of garments. These features include V-necklines at the fronts of shirts or appliqué designs on the fronts of pants.

Allowing preschoolers to help select their clothing ensures they will wear it. A color-coordinated wardrobe is a good idea. This way, almost any combination of garments will look good. Preschoolers like garments with pockets. Pockets should be easy to reach and big enough to hold favorite small toys or other items.

Preschoolers wear sizes from 2 to 6X. Though these numbers are related to a child's age, it is again best to go by height rather than age (**Figure 21.8**).

Clothing Sizes for Toddlers				
Sizes for Toddlers	Height (in inches)	Chest (in inches)	Waist (in inches)	Approximate Weight (in pounds)
1T	29½ to 32	20 to 20½	19½	25
2T	32½ to 35	21 to 21½	20	29
3T	35½ to 38	22 to 22½	20½	33
4T	38½ to 41	23 to 23½	21	38

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Figure 21.7 These measurements are used to determine clothing sizes for toddlers.

Clothing Sizes for Preschoolers				
Sizes for Preschoolers	Height (in inches)	Chest (in inches)	Slim Waist (in inches)	Regular Waist (in inches)
2	32½ to 35	21	18	20
3	35½ to 38	22	18½	20½
4	38½ to 41	23	19¼	21¼
5	41½ to 44	24	20	22
6	44½ to 47	25	20½	22½
6X	47½ to 49	25½	21	23

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Figure 21.8 Garments in sizes 2 to 6X are for preschoolers. They are taller and more slender than toddlers' garments.

School-Age Children

School-age children are typically most comfortable when they wear clothes similar to those of their peers. Older brothers and sisters and celebrities also influence what they like to wear. Dressing like others helps school-age children to feel they belong. Conforming to certain styles of dress is an important aspect of belonging to a group.

It is a good idea to allow school-age children to help select their own clothes. By helping to choose what clothes to buy and what to wear each day, children develop decision-making skills.

Consider the opinions of school-age children regarding clothing colors and styles. Children notice what other children, especially their friends, are wearing. They enjoy wearing similar clothing (**Figure 21.9**). Select items that will fit into a child's wardrobe. Children should know which outfits are for school, play, or special occasions.

Clothes for school-age children should be appropriate for their activities. For example, since they like to play, their clothes should hold up under rough wear. Select clothes that are durable and require little care.

As children become more skillful with self-dressing, you can choose clothing with smaller buttons and zippers. These features help children develop coordination with their fingers and hands.

Safety is another factor to consider when choosing clothes for school-age children. Clothes should be in bright colors that motorists can easily see. Caps or hats that do not obstruct children's vision



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Figure 21.9 School-age children notice what their peers wear and want to dress like them.

DID YOU KNOW?

Backpacks—A Real Pain in the Back

Backpacks came on the school scene because they were a great way to tote home stacks of books. Unfortunately, books are getting heavier and homework demands require students to carry them back and forth to school almost daily. It is not unusual for some preteens to carry packs that weigh as much as 50 percent of their body weight. This kind of weight can cause muscle strain, neck and shoulder pain, low back pain, or acquired scoliosis (curvature of the spine).

To avoid back pain, check the weight of your backpack by placing it on a bathroom scale. It should weigh less than 10 percent of your body weight. Also check to see if the backpack has an internal frame to help distribute the weight. The shoulder straps should be tight enough, so the

pack touches your back. Do not wear the pack over one shoulder. This shifts all the weight to one side, which causes pain and muscle spasms. Better still, try a wheeled backpack, which looks like small carry-on luggage, and avoid the pain altogether.

Some schools are finding other ways to address the problem. In some schools, a set of textbooks is kept in each classroom for in-class use only. Each student also has a text at home to use for homework assignments. In this way, books do not have to be carried back and forth. This has also been a solution for those schools that are doing away with lockers for security reasons.

Many schools today have done away with bound textbooks altogether. Students view their textbooks online instead.

are good choices. Reflective-fluorescent tapes that reflect car headlights are helpful safety features that can be added to garments. They can be used for a decorative effect. Stitch them to children’s outdoor wear, rainwear, and Halloween costumes.

Clothes for Adults

When selecting clothing for adults, a number of factors should be considered. These include their occupations, interests, and activities.

Occupations Influence Clothing Needs

Adults’ occupations, or the kinds of work they do, often determine their clothing needs. For example, bankers, salespeople, receptionists, and managers often come into contact with the public. The way they dress influences how people perceive them and their companies. Their companies want them to make a good impression because this could affect the success of the company.

Many professional people wear suits. Office workers may wear dress slacks or dresses, shirts or blouses, and sweaters or blazers. Most people who work in the same office wear similar types of clothing. In some offices, clothing styles are more casual than in other offices. Some professional people work from home which may allow for a flexible and relaxed wardrobe.

People who do physical work need durable clothes. They include farmers, painters, factory workers, auto mechanics, and construction workers. Their clothing must be sturdy enough to withstand hard wear and frequent laundering. Well-made garments in wash-and-wear fabrics are suitable.

Some adults are employed in jobs that require safety clothing and accessories such as hard hats, earplugs, eye goggles, and safety shoes. Welders, miners, brick masons, and certain factory workers need these types of items. Medical workers need clothes made of fabrics that can be sanitized (**Figure 21.10**).



SDI Productions via Getty Images

Figure 21.10 An adult’s occupation often determines their clothing needs. Medical workers need clothes that can be sanitized.

Special clothing or uniforms may be needed in some jobs, such as those in medical fields, airlines, military, restaurants, and some government jobs. The clothing identifies employees. It may be furnished by employers or purchased by employees.

Interests and Activities

Many adults have leisure interests and activities that require special clothes. The clothing needs of adults who spend a lot of time outdoors fishing or golfing are different from those of people who prefer reading or attending plays and concerts.

Many people have special interests or hobbies throughout their life span that require certain gear. This gear may include gardening gloves, beach towels, tennis racket covers, chef's aprons, sun hats, or athletic socks.

People who do chores outside their homes, such as shoveling snow and mowing the lawn, need clothes that are appropriate for the climate.

Some adults work from home. Some remain at home to care for their children or older adults in their family. People who spend most of their time at home need fewer and more casual clothes than people who work outside of the home. These adults may need clothes for caring for children, shopping, caring for the home, gardening, and preparing food. Clothes should be casual and easy to clean. Many stay-at-home parents are active in volunteer work. They may need clothes similar to those of office workers or more casual outfits, depending on what type of volunteer work they do.

Clothes for Older Adults

When older adults select clothes, they should consider their lifestyles. How do they spend most of their time? If they are usually at home, they may need only casual clothes. If they are always on the go, attending community events or traveling, they may need more extensive wardrobes (**Figure 21.11**).

Clothing for older adults often includes safety features, large openings, fabrics that feel soft to the skin, and fasteners that open and close easily. This is because many older adults develop physical limitations that can make dressing and undressing difficult. For example, arthritis, which causes pain and stiffness in the joints, affects many older adults. They may not be able to raise their arms over their heads to manipulate back closures. They may have problems with zipper pulls or buttons. Clothing and accessories that make dressing and undressing easier, such as slip-on shoes and pre-tied neckties, are appropriate. Pull-on slacks and pants with elastic at the waistline are good choices. Wraparound garments that tie in front are easy to wear. Hook-and-loop tape fasteners can be used in many areas instead of buttons. **Hook-and-loop tape** has tiny hooks on one strip and loops on the other that hold together when pressed with the fingers. Hook-and-loop tape fasteners on belts are easier to fasten than buckles.



Olena Yakobchuk/Shutterstock.com

Figure 21.11 Older adults' clothing is really not much different than younger adults' clothing. *In what ways do style and personal creativity not have an age limit?*

21-3 Clothes for People with Disabilities

A **disability** is a condition that interferes with a person's ability to perform tasks. A *physical disability* may impact activities like walking, lifting, or getting dressed, while an *intellectual disability* may affect someone's ability to follow directions.

People with disabilities want to be as independent as possible. Part of being independent is being able to get dressed and undressed with minimal assistance from others. Certain clothing styles are easier to put on, take off, and wear than others. Clothes selected for people with disabilities should promote comfort and independent living (**Figure 21.12**). Clothing should be as attractive and fashionable as possible. At the same time, it must be functional.

Helpful Apparel Design Features

When selecting clothing for people with disabilities, remember their unique clothing needs. Select something they can manage conveniently. Clothing can also be altered, adding features that make it easier to put on, take off, and wear.

- **Arm openings and sleeves.** Some people with physical disabilities do not have the full use of their hands and arms. They may have trouble reaching back to fasten garments with back openings or slip their arms into set-in sleeves. This is why larger arm openings and styles with raglan sleeves are better choices.
- **Garment closures and fasteners.** People with limited hand movements or limited vision may have trouble aligning and buttoning buttons and other



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Figure 21.12 Clothing that is comfortable and easy to put on can help people with disabilities lead independent lives.

fasteners. Hook-and-loop tape can make it easier for them. Hook-and-loop tape is available in long strips that can replace zippers. It is also available in small pieces to use in place of snaps or buttons.

- **Garment fronts and backs.** People with limited vision may have trouble distinguishing the back of a garment from the front. Design features, such as a V-neckline or a design on the front of a garment, can help them identify the garment's front. If someone has limited vision and cannot identify colors, garments can be marked. Stitch small pieces of rick rack or other trim to the inside of garments. Garments that can be worn together can be marked with the same size or type of trim.

When selecting clothes or patterns for people with disabilities who can dress themselves, look for front openings or wraparound styles. Also, look for fasteners and closures that provide more convenient openings. These include hook-and-loop tape, zippers with ring pulls, and longer-length zippers.

Garments with elastic waistlines or no waistlines are more comfortable for people who must be in one position for long time periods. A garment can be adapted by fusing or stitching an extra layer of fabric to the inside to reinforce areas that receive a lot of wear. Consider adding leather patches or large appliques to the outside of garments to reinforce areas that receive friction.

Select easy-care fabrics. Heavy fabrics may be too bulky for people who use wheelchairs, crutches, or walkers. Fabrics that cling are not suitable because they do not allow adequate freedom of movement. Moderate-weight knit fabrics are a good choice because they provide comfort and ease of movement. When selecting or adapting clothes for people with physical disabilities, look for the features listed in **Figure 21.13**.

Apparel Features for People with Disabilities	
When buying apparel for people with physical disabilities, look for the following features. Sometimes, garments can be modified to add some of these features. Also consider these points when constructing garments for people with disabilities.	
Garment Features	Fabrics
<ul style="list-style-type: none"> • Large arm openings • Raglan or dolman sleeves • V-necklines • Large necklines with drawstrings for adults • Front or side openings • Wraparound styles • Elastic waists, drawstrings, or no waistline at all • Few fastenings, especially above mid-chest level • Hook-and-loop fasteners or large hooks • Longer length zippers • Zippers with ring pulls, or add to existing pull • Large pockets and long shirttails • Reinforced areas that receive wear 	<ul style="list-style-type: none"> • Durable • Soft and absorbent, but not scratchy • Moderate weight that provides warmth • Knits that give, but do not cling • Prints that do not show stains • Easy to launder; requires little or no ironing

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Figure 21.13 Look for these features when buying clothes for people with disabilities.

Chapter 21 Review

Summary

21-1 Decision making is the process of making a choice. You make minor and major decisions about clothing every day.

21-1 Follow the steps in the decision-making process to help develop a plan for making clothing choices.

21-2 Clothing needs for children vary with their stages of growth and development.

21-2 Many factors influence the selection of baby clothes. Comfort, ease of care, fabric type, construction, size, and season of the year or climate are all important.

21-2 Toddlers and preschoolers are more interested in their clothes. Their clothing needs are based on growth, active movement, and their improving abilities to dress themselves.

21-2 School-age children are most comfortable when they wear clothes like those of their friends. Dressing like others helps school-age children to feel they belong.

21-2 Adults consider multiple factors when selecting their clothes, including their occupations, interests, and activities.

21-2 Clothing for older adults and young children may have similar characteristics. These include safety features, large openings, fabrics that feel soft to the skin, and fasteners that open and close easily.

21-3 People with disabilities have unique clothing needs. Select, alter, or construct clothing that someone with a functional limitation can conveniently manage.

Review the Facts

1. Give two examples of minor decisions and two examples of major decisions related to clothing. Label each decision as minor or major. (21-1)
2. What are the steps in the decision-making process? (21-1)
3. List five factors to consider when selecting clothes for children. (21-2)
4. What should be considered when selecting clothes to fit a child? (21-2)

5. What are three features to look for when buying clothes for an infant? (21-2)
6. List three types of built-in growth features in clothes for toddlers and preschoolers. (21-2)
7. Why are self-help features important as children learn to dress and undress themselves? (21-2)
8. Why should school-age children be allowed to help select their own clothes? (21-2)
9. What is the major factor that determines clothing needs for an adult? (21-2)
10. What is the main factor that determines the clothing needs of older adults? (21-2)
11. Describe three general characteristics of clothes selected for people with disabilities. (21-3)
12. Name three construction features you would look for when selecting a garment for a person who has limited vision. (21-3)

Think Critically

1. **Make inferences.** What are some ways parents help their children learn to dress themselves? Discuss your inferences in class.
2. **Analyze behavior.** At what age do you think children start to become aware of how their clothes look to others?
3. **Compare and contrast.** Think about the clothing needs of children and older adults. In small groups, compare and contrast how they are similar and different. Discuss your answers with the class.
4. **Identify relevant information.** If a friend of yours broke an arm, what suggestions could you give to modify their clothes?
5. **Draw conclusions.** In addition to affecting clothing design, people's disabilities also affect apparel care and management. In small groups, discuss accommodations that can help people with disabilities manage and care for their clothes. After discussing, deliver an informal presentation of your findings.

Apparel Applications

1. **Analyze garment features.** Bring to class several children's garments. Discuss the features that are good and those that could be improved.
 2. **Interview a caregiver.** Interview someone who has a small child. Ask what factors he or she considers in selecting clothes for the child. Write a summary of your findings.
 3. **Choose children's garments.** Interview three school-age children about their choices in clothing. Ask about their favorite colors, styles, and fabrics. Then identify garment choices you would make for these children. Write an illustrated report, showing your garment selections, to share with the class.
 4. **Interview workers.** Interview two people in different occupations—one who must wear a uniform to work and another who does not. How are their wardrobe needs different? How do their occupations affect the amount of money they spend on suitable work clothes?
 5. **Invite speaker.** Invite a person with a disability to speak to the class about the adaptations or alterations that must be made to his or her clothing for comfort, convenience, and/or proper fit.
 6. **Evaluate clothes for disabilities.** Using online resources, find companies that sell clothing for people with physical disabilities and review their catalogs. Compare the variety, quality, and cost of items offered for sale. Do you think it will be more cost-effective to modify traditional clothing for people with disabilities? Discuss your responses.
3. **Speaking.** Plan a week's wardrobe for one person who works in apparel retail and another person who works in a physically demanding job, such as carpentry or electrical work. Use online or print catalogs to locate garment examples for each person. Create a poster display showing each wardrobe and explain your choices to the class.
 4. **Portfolio builder.** Presume you work with alterations at a local department store. Your supervisor has asked you to come up with a way to modify pants to make them easier for someone who uses a wheelchair to put on without assistance. Write a summary explaining how you would make the alterations to the pants. If possible, illustrate your report. Save a copy for your portfolio.
 5. **CTE career readiness practice.** Imagine that your design department has been asked to research current clothing adaptations for people with disabilities. In small groups, use reliable online or print resources to choose one recent adaptation. Write a three-page report describing the adaptation and its use and then trade papers with another group. Practice editing and reviewing each other's reports. Conduct a professional meeting to discuss each other's revision suggestions.

Core Skills

1. **Writing.** Interview someone who has had a broken leg, foot, or arm. Write a short report about how the injury affected the person's clothing selections.
2. **Reading.** Use online or print resources from a reliable organization, such as AARP, to research clothing choices for older adults. Read two or more articles and write a summary of your findings.



Working with an Older Adult

Do you like being around older adults and listening to the stories they tell? If you do, you may enjoy working with an older adult who has clothing needs. Contact a local social service organization to find out about older adults who need assistance. Develop a *Families First* project using the unit “You-Me-Us” to connect with older adults. Plan your project according to the needs of the older adult, such as for shopping assistance or making alterations. See your advisor with questions as needed.