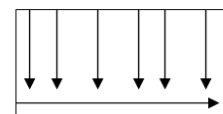


Cleaning Surfaces Using Patterns

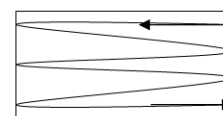
Using patterns while cleaning helps persons who are visually impaired and DeafBlind assure that a surface is thoroughly cleaned. Patterns can vary depending on the size and shape of the surface, the height of the surface, the direction of the surface (horizontal, vertical, on an incline...) and the mobility of the person doing the cleaning. Note: Picture descriptions are embedded in the alt text of the drawings. Here are some examples:

1 and 2: With rectangular and square surfaces, there are two common patterns:

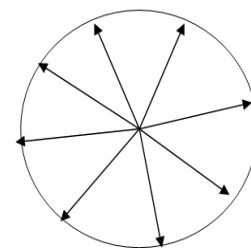
1. For the first, make close-together sweeps from far to near, until all debris is brought to edge near the person cleaning. The final stroke gathers all of the debris to one side of the close edge where it is collected.



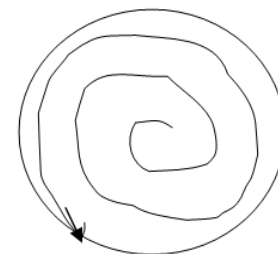
2. For the second method, start at one far corner of the surface and wipe towards the other far corner. Then, angle slightly downwards, and sweep back towards the first side. Continue this back-and-forth motion, inching towards the person cleaning, until all debris is gathered to one near corner. Again, when all surface has been covered gather and dispose of debris.



3. The first method for a circular surface starts in the center of the surface repeatedly, and the person cleaning strokes outwards to the edge of the circular surface. Each time the stroke moves slightly in a chosen, consistent direction so that strokes overlap. Debris can be brushed into a pan or non-dominant hand after each stroke.



4. The second pattern for a circular surface also begins in the center of the surface. The person cleaning begins to “swirl” their way outwards, overlapping the stroke until the entire surface has been covered. Once completed, all debris should be at the point where the stroke ended.



Office of Special Education Programs
U.S. Department of Education



Services of Project Reach are provided under a grant from the U.S. Department of Education #H326T180012. However, materials do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Louise Tripoli.