

BASIC ADAPTIVE SKILLS

I. HYGIENE

1.1 TOILETING: Introduction

- “Why is it important not to mess up the toilet when you go to the bathroom?” (Consideration for next person, help not spread germs . . .)
- “Why should you wash your hands after going to the bathroom?” (Wash off germs, help prevent illness . . .)
- Client is shown toilet tissue and asked: “What is this?” (Toilet tissue, toilet paper . . .)
- Client is shown several items including toilet tissue and asked: “Point to the toilet tissue (paper).”
- “What is toilet tissue used for?” (Wiping yourself, blowing nose . . .)

Sanitary toilet seat covers

- Client is shown sanitary toilet seat cover and asked: “What is this?” (Sanitary toilet seat cover . . .)
- Client is shown several items including a sanitary toilet seat cover and asked: “Point to the sanitary toilet seat cover.”
- “What is a sanitary toilet seat cover used for?” (Put on toilet seat to help prevent spreading germs . . .)
- “Where are sanitary toilet seat covers found?” (Public restrooms on wall near toilet . . .)
- “Why is it good to use a sanitary toilet seat cover if available?” (Helps protect you and others from germs on seat . . .)

Dealing with strangers

- “How might someone bother you in the restroom?” (Touch you, say bad things to you . . .)
- “If someone is bothering you in the restroom, what can you do?” (Ignore person, ask person to leave you alone . . .)
- “If someone really frightens you in a restroom, what can you do?” (Leave immediately, yell for help . . .)

Instructor shows four items — 2 that are disposable in toilet (e.g. toilet tissue and facial tissue) and 2 that are not (e.g. paper cup and paper towel) — then asks client which ones can be disposed of in toilet and which ones cannot. It is suggested to vary the items shown each training session.

- Client correctly indicates the items that can and cannot be disposed of in toilet

1.2 TOILETING FOR FEMALES

This skill is designed to accomodate training for both private and public restroom use.

Public restroom

- Locates restroom for females ■ Locates unoccupied stall ■ Waits for turn if necessary
- Insures reasonable privacy by: Closing stall door ■ And locking it

Private bathroom

- Knocks on door if closed ■ Waits until appropriate time to enter
- Insures reasonable privacy by: Closing bathroom door completely ■ And locking it

- Determines if sufficient supply of toilet tissue is present ■ Turns on fan for bowel movement: Flips switch ■ Or adjusts timer appropriately
- Toilet cover is raised ■ Toilet seat is lowered

Sanitary toilet seat cover

- Removes cover from dispenser ■ Without tearing
- Unfolds cover ■ Punches out or tears required parts ■ Positions cover appropriately on toilet seat

- Raises skirt or dress ■ And slip to waist
- Lowers pants ■ Below knees
- Lowers panties ■ Below knees
- Maintains skirt, dress, slip, blouse appropriately raised throughout toileting
- Sits on toilet seat ■ Frontward ■ And in appropriate place on seat
- Sanitary toilet seat cover is appropriately in place after client is seated
- Completes urination (i.e. knows when urination is completed)
- Completes bowel movement (i.e. knows when bowel movement is completed)

Toilet tissue: roll

- Unrolls appropriate amount of tissue ■ Tears off tissue ■ Arranges tissue appropriately

Toilet tissue: individualized sheets

- Takes appropriate number of sheets ■ And arranges sheets appropriately

Wiping after urination

- Wipes appropriate place ■ Uses appropriate motions ■ Drops tissue in toilet after use ■ Repeats taking clean tissue as necessary ■ Completes wiping (i.e. knows when has sufficiently wiped)

Wiping after bowel movement

- Wipes appropriate place ■ Uses appropriate motions ■ Drops tissue in toilet after use ■ Does not get fecal matter on hands
- If gets fecal matter on hands: Wipes off on clean toilet tissue ■ Completely
- Repeats taking clean toilet tissue as necessary ■ Completes wiping (i.e. knows when has sufficiently wiped)

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I. HYGIENE

TOILETING FOR FEMALES (Cont.)

- Stands and pulls up panties ■ And pants
- Arranges outer clothing appropriately (i.e. skirt, dress, slip are down and smooth; pants and belt are fastened; blouse is outside or tucked in appropriately)
- Puts sanitary toilet seat cover into toilet ■ Flushes toilet ■ Lowers toilet cover ■ Turns off fan if used and not automatic type
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
 - Public restroom**
 - Speaks only when appropriate ■ Speaks appropriately to strangers

2.1 TOILETING FOR MALES: Use Of Toilet

This skill is designed to accommodate training for both private and public restroom use.

Public restroom

- Locates restroom for males ■ Locates unoccupied stall ■ Waits for turn if necessary
- Insures reasonable privacy by: Closing stall door ■ And locking it

Private bathroom

- Knocks on door if closed ■ Waits until appropriate time to enter
- Insures reasonable privacy by: Closing bathroom door completely ■ And locking it

FOR BOWEL MOVEMENT OR SITTING TO URINATE

- Determines if sufficient supply of toilet tissue is present
- Turns on fan for bowel movement: Flips switch ■ Or adjusts timer appropriately
- Toilet cover is raised ■ Toilet seat is lowered

Sanitary toilet seat cover

- Removes cover from dispenser ■ Without tearing
- Unfolds cover ■ Punches out or tears required parts ■ Positions cover appropriately on toilet seat
- Lowers pants below knees ■ And undershorts below knees
- Back of shirt is sufficiently raised ■ Maintains shirt appropriately raised throughout toileting
- Sits on toilet seat ■ Frontward ■ And in appropriate place on seat
- Sanitary toilet seat cover is appropriately in place after client is seated
- Urinates neatly (i.e. manages penis so urine empties only into toilet bowl)
- Completes urination (i.e. knows when urination is completed)
- Completes bowel movement (i.e. knows when bowel movement is completed)

Toilet tissue: roll

- Unrolls appropriate amount of tissue ■ Tears off tissue ■ Arranges tissue appropriately

Toilet tissue: individualized sheets

- Takes appropriate number of sheets ■ And arranges sheets appropriately

Wiping after bowel movement

- Wipes appropriate place ■ Uses appropriate motions ■ Drops tissue in toilet after use ■ Does not get fecal matter on hands
- If gets fecal matter on hands: Wipes off on clean toilet tissue ■ Completely
- Repeats taking clean toilet tissue as necessary ■ Completes wiping (i.e. knows when has sufficiently wiped)
- Stands and pulls up undershorts ■ And pants
- Arranges outer clothing appropriately (i.e. pants and belt are fastened; shirt is outside or tucked in appropriately)
- Puts sanitary toilet seat cover into toilet

FOR STANDING TO URINATE

- Toilet seat is raised ■ Unfastens zipper (or buttons) of pants completely ■ Does not drop pants if at public toilet
- Brings out penis ■ Stands at appropriate proximity to toilet ■ Manages penis appropriately (e.g. grasp)
- Urinates only into toilet (e.g. does not get urine on floor or self)
- Completes urination (i.e. knows when urination is completed)
- If soils rim or floor of *private* toilet unreasonably, wipes up adequately
- Returns penis inside undershorts ■ Fastens pants completely
- Flushes toilet ■ Lowers toilet cover ■ Turns off fan if used and not automatic type
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
 - Public restroom**
 - Speaks only when appropriate ■ Speaks appropriately to strangers

BASIC ADAPTIVE SKILLS

I. HYGIENE

3.1 TOILETING FOR MALES: Use Of Urinal

- Locates restroom for males ■ Locates unoccupied urinal ■ Waits for turn if necessary
- Unfastens zipper (or buttons) of pants ■ Completely
- Pants at waistband are fastened ■ Belt is fastened ■ Does not drop pants
- Method 1**
 - Puts hand in opening of undershorts ■ And brings out penis
- Method 2**
 - Lowers front of waistband of undershorts with one hand ■ And brings out penis with other hand
- Stands at appropriate proximity to urinal ■ Manages penis appropriately (e.g. grasp)
- Urinates only into urinal (e.g. does not get urine on floor or self)
- Does not look inappropriately at others who are using adjacent urinals
- Completes urination (i.e. knows when urination is completed) ■ Returns penis inside undershorts
- Fastens pants completely ■ Flushes urinal
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
- Speaks only when appropriate ■ Speaks appropriately to strangers

3.2 NASAL HYGIENE

- Client is shown a handkerchief and asked: "What is this?" (Handkerchief, hanky) ■ Client is shown several items including a handkerchief and asked: "Point to the handkerchief."
 - Client is shown a facial tissue and asked: "What is this?" (Tissue, facial tissue, kleenex) ■ Client is shown several items including a facial tissue and asked: "Point to the facial tissue."
 - "What is a handkerchief used for?" (Blow your nose, sneeze, wipe your mouth, wipe something messy from hands . . .)
 - "Why is it a good idea to always carry a handkerchief with you?" (Might need to sneeze, blow nose, free tissue might not be available . . .)
 - "Why is it important to sneeze in a handkerchief or tissue rather than in your hand?" (Won't spread germs, get hands messy, be embarrassed; looks more polite . . .)
 - "Why is it not a good idea to wipe your nose on your sleeve, arm, or hand?" (Spreads germs, not pleasant for others to see . . .)
 - "Why is it not a good idea to pick your nose around others?" (Not good manners, looks bad . . .)
 - "If you need to wipe or pick your nose and you don't have a handkerchief, what can you do?" (Go to a restroom and use toilet tissue . . .)
 - "Why is it important when you sneeze to always cover your nose and mouth?" (So not to spread germs, in consideration for others . . .) ■ "Where is the best place to keep your handkerchief or tissue?" (On your person; in purse) ■ "Why is it best to keep your handkerchief or tissue on your person or in purse?" (It'll be there when you need it . . .) ■ "Why is it not good to leave your handkerchief or tissue on a table or someplace other than your person?" (Looks bad to others, might spread germs . . .)
 - "If you have food in your mouth and have to sneeze, what should you do?" (Try to delay sneeze until food swallowed, use handkerchief or napkin . . .)
 - Client is carrying handkerchief or tissue on person or in purse
 - "How often should you change your handkerchief?" (After blowing nose few times, every other day, when starts to look dirty . . .)
- Client is asked to blow nose. Client is to use own handkerchief or tissue, or one provided by the habilitation facility.**
- Opens handkerchief to appropriate size ■ Holds handkerchief or tissue over nose appropriately
 - Uses appropriate force while blowing nose ■ Blows until nose cleared ■ Wipes nose area thoroughly
 - Disposes of tissue in wastebasket or toilet ■ Puts back handkerchief on person or in purse

3.3 ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS

Instructor turns on hot, cold, and warm water, and asks client to identify each of the three temperatures. It is suggested to present the water temperatures in random order each training session.

- Client identifies hot water ■ Identifies cold water ■ Identifies warm water

DOUBLE-HANDLE FAUCET

Hot water

Client is asked which handle is for *hot* water.

- Indicates hot water handle

Client is asked to turn on hot water and indicate when water is hot.

- Turns on hot water ■ Indicates when water is hot

Client is asked to turn off the (hot) water.

- Turns off hot water ■ Completely

BASIC ADAPTIVE SKILLS

I. HYGIENE

ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS (Cont.)

Cold water

Client is asked which handle is for *cold* water.

- Indicates cold water handle

Client is asked to turn on cold water.

- Turns on cold water

Client is asked to turn off the (cold) water.

- Turns off cold water
- Completely

Warm water

Client is asked to turn on *warm* water.

- Turns on hot water
- Force of water is reasonable
- Waits until water is hot
- Turns on cold water
- Adjusts cold water until water is warm
- Turns on warm water in reasonable amount of time:

Client is asked to turn off the water.

- Turns off hot water
- Completely
- And turns off cold water
- Completely

SINGLE CONTROL-ROTATING LEVER FAUCET

Hot water

Client is asked which way to turn the lever for *hot* water.

- Indicates *left*

Client is asked to turn on hot water and indicate when water is hot.

- Turns on hot water
- Indicates when water is hot

Client is asked to turn off the (hot) water.

- Turns off hot water
- Completely

Cold water

Client is asked which way to turn the lever for *cold* water.

- Indicates *right*

Client is asked to turn on cold water.

- Turns on cold water

Client is asked to turn off the (cold) water.

- Turns off cold water
- Completely

Warm water

Client is asked to turn on *warm* water.

- Raises lever
- Force of water is reasonable
- Stops if water is warm
- Adjusts lever to add cold or hot water
- Adjusts lever until water is warm
- Turns on warm water in reasonable amount of time:

SINGLE CONTROL-ROTATING DIAL FAUCET

Hot water

Client is asked which way to turn the dial for *hot* water.

- Indicates *left*

Client is asked to turn on hot water and indicate when water is hot.

- Turns on hot water
- Indicates when water is hot

Client is asked to turn off the (hot) water.

- Turns off hot water
- Completely

Cold water

Client is asked which way to turn the dial for *cold* water.

- Indicates *right*

Client is asked to turn on cold water.

- Turns on cold water

Client is asked to turn off the (cold) water.

- Turns off cold water
- Completely

Warm water

Client is asked to turn on *warm* water.

- Rotates up or pulls up on dial
- Force of water is reasonable
- Stops if water is warm
- Rotates dial to add cold or hot water
- Rotates dial until water is warm
- Turns on warm water in reasonable amount of time:

4.1 HAND WASHING

- "Why do people wash their hands?" (Get rid of germs, look clean, good hygiene . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

HAND WASHING (Cont.)

- "When is it important to wash your hands?" (After going to bathroom, before eating, after working outside . . .)
- "What can happen if you don't wash your hands before eating?" (Might get germs on food, get sick . . .)
- Client is asked to look at hands carefully, then: "Do your hands need washing?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Soap ■ Towel (any type) ■ Hand towel ■ Paper towel

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Soap ■ Towel (any type) ■ Hand towel ■ Paper towel

Client reasonably explains purpose of each material selected for training.

- Soap ■ Towel (any type) ■ Hand towel ■ Paper towel

Client is asked to wash hands.

- Removes ring(s) and puts in safe place ■ Removes watch and puts in safe place or slides watch up arm out of reach of water
- Turns on warm water (Use previous skill if formal training on adjusting water temperature is necessary)
- Force of water is reasonable ■ Wets hands thoroughly ■ Takes soap ■ Appropriately releases soap from soap dispenser
- Applies appropriate amount of soap to hands ■ Rinses soap ■ And returns soap to soap dish
- Washes palms ■ Washes back side of hands ■ Washes between fingers
- Rinses all hand areas thoroughly ■ Turns off water ■ Completely
- Shakes excess water from hands into sink ■ Excess water goes into sink only
- Dries hands: Using towel ■ Using paper towel ■ Using linen roll towel ■ Using crank paper towel ■ Using hand blow dryer
- Hangs up towel ■ Reasonably neatly
- Disposes of paper towel in wastebasket ■ Sink is reasonably clean ■ Adjacent sink area is reasonably dry
- Puts on ring(s) ■ Puts on watch or slides watch forward into position ■ Washes hands in reasonable amount of time:

5.1 FACE WASHING

- "Why is it important to wash your face?" (Get rid of dirt, promote healthy complexion, look nice . . .)
- "When do most people wash their face?" (After getting up in morning and before going to bed; when want to freshen up . . .)
- "What can happen if you don't wash your face often enough?" (May develop skin problems, pimples; won't look as nice to others . . .)
- "Do you use special face soap?": ■ If yes: "What special face soap do you use?": ■ "Why do you use special face soap?":
- Client is asked to look at face carefully in mirror, then asked: "Does your face need washing?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Soap ■ Towel ■ Hand towel ■ Washcloth ■ Headband ■ Bobby pin

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Soap ■ Towel ■ Hand towel ■ Washcloth ■ Headband ■ Bobby pin

Client reasonably explains purpose of each material selected for training.

- Soap ■ Towel ■ Hand towel ■ Washcloth ■ Headband ■ Bobby pin

Client is asked to collect necessary materials and wash face.

Materials client is to use:

- Client collects any necessary materials that are not already in training area ■ Insures reasonable privacy
- Removes eyeglasses or contact lenses ■ Puts in safe place ■ Positions so not to scratch lenses
- Removes hearing aid ■ Puts in safe place ■ Out of reach of water
- Removes watch ■ Puts in safe place ■ Out of reach of water
- Removes ring(s) ■ And puts in safe place
- Uses headband or bobby pin(s) to move hair away from face ■ Puts on headband or bobby pin(s) appropriately
- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary)
- Force of water is reasonable ■ Wets face thoroughly ■ Wets washcloth ■ Takes soap
- Applies appropriate amount of soap to hands or washcloth (whichever method is used to wash face)
- Returns soap to soap dish

Washing

- Washes: Forehead ■ Nose ■ Cheeks ■ Mouth and chin area
- Washes thoroughly ■ Hair around face is not unreasonably soapy

BASIC ADAPTIVE SKILLS

I. HYGIENE

FACE WASHING (Cont.)

Rinsing

- Rinses: Forehead ■ Nose ■ Cheeks ■ Mouth and chin area ■ Moustache ■ Beard
- Rinses thoroughly ■ Rinses washcloth as needed ■ Hair around face is rinsed
- Clothing remains reasonably dry ■ Adjacent sink area remains reasonably dry
- Gives washcloth final rinsing ■ Gives washcloth final wringing ■ Turns off water ■ Completely

Drying

- Dries: Forehead ■ Nose ■ Cheeks ■ Mouth and chin area ■ Moustache ■ Beard
- Dries thoroughly ■ Hair around face is reasonably dry
- Hangs up towel reasonably neatly ■ Removes headband or bobby pin(s) ■ And puts away
- Wipes adjacent sink area with washcloth if unreasonably wet ■ And wrings washcloth
- Hangs up washcloth ■ Puts on eyeglasses, hearing aid, watch, ring(s) ■ Washes face in reasonable amount of time:

6.1 BATHING: Introduction And Materials Recognition

- "Why do people bathe?" (Keep body clean, so won't have offensive odor, feel good about their appearance . . .)
- "How often do most people probably bathe?" (Every day, every other day, twice a week . . .)
- "Name an activity most people probably bathe after doing." (Heavy yard work, jogging, playing sports, messy work . . .)
- "Why is it often necessary to bathe more often in hot weather?" (Body perspires more, odors develop more quickly . . .)
- "What can happen if you don't bathe often enough?" (May develop skin problems or offensive odors, clothes may start to smell . . .) ■ "Which do you usually take, a bath or a shower?": ■ "Do you use a special bathing soap?":
- "What kind of special bathing soap do you use?": ■ "Why do you use special bathing soap?":

Client is shown the materials selected for training, and asked for each: "What is this?"

- Soap ■ Towel ■ Bath towel ■ Washcloth ■ Bathing sponge ■ Back brush ■ Bath mat ■ Tub mat
- Shower cap ■ Shower curtain

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Soap ■ Towel ■ Bath towel ■ Washcloth ■ Bathing sponge ■ Back brush ■ Bath mat ■ Tub mat
- Shower cap ■ Shower curtain

Client reasonably explains purpose of each material selected for training.

- Soap ■ Towel ■ Bath towel ■ Washcloth ■ Bathing sponge ■ Back brush ■ Bath mat ■ Tub mat
- Shower cap ■ Shower curtain

6.2 BATHING: Bath

Client is asked to collect necessary materials and take a bath.

Materials client is to use:

- Client collects any necessary materials that are not already in training area ■ Turns on bathroom fan ■ Turns on heater
- Shower curtain or bathtub sliding door is open ■ Tub mat is on bottom of bathtub ■ Closes bathtub drain
- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary) ■ Force of water is reasonable ■ Lays down bath mat ■ In appropriate place
- Insures reasonable privacy: Closes bathroom door completely ■ And locks it
- Turns off water ■ When appropriate amount of water is in tub
- Takes off all clothes ■ And puts them in appropriate places (e.g. hangs pants on door hook)
- Takes off necessary non-clothing items (e.g. watch) ■ And puts them in appropriate places
- Places bathing materials so they can be easily reached as needed during bathing
- Puts on shower cap or uses other appropriate means to move hair away from neck and face if hair is to remain dry
- Steps into bathtub safely ■ Uses safety handles if present ■ Sits down safely ■ Using safety handles if present

Shampooing hair

- Wets hair thoroughly (Use skill **HAIR CARE: Shampooing Hair** if formal training on shampooing hair is necessary)
- Applies shampoo to head ■ Uses appropriate amount of shampoo
- Lathers hair thoroughly ■ Rinses hair thoroughly
- Wets washcloth or sponge thoroughly ■ Takes soap ■ Applies appropriate amount of soap to washcloth or sponge

Washing

- Washes: Face ■ Ears ■ Neck ■ Back of torso ■ Front of torso ■ Arms ■ Underarms ■ Hands
- Genital area ■ Buttocks ■ Legs ■ Feet ■ Toes
- Washes thoroughly

BASIC ADAPTIVE SKILLS

I. HYGIENE

BATHING: Bath (Cont.)

Rinsing

- Rinses: Face ■ Ears ■ Neck ■ Back of torso ■ Front of torso ■ Arms ■ Underarms ■ Hands
- Genital area ■ Buttocks ■ Legs ■ Feet ■ Toes
- Rinses thoroughly
- Returns soap to soap dish ■ Rinses washcloth or sponge ■ Wrings it ■ And sets it aside
- Opens bathtub drain ■ Stands up safely ■ Using safety handles
- Rinses off any residual soap on body ■ Steps out of bathtub safely ■ Using safety handles
- Steps onto bath mat (or rug serving same purpose)

Drying

- Dries: Hair ■ Face ■ Ears ■ Neck ■ Back of torso ■ Front of torso ■ Arms ■ Underarms
- Hands ■ Genital area ■ Buttocks ■ Legs ■ Feet ■ Toes
- Dries thoroughly

Deodorant

- Applies appropriate amount of deodorant to underarms (Use skill **USE OF DEODORANT** if formal training on use of deodorant is necessary)
- Applies deodorant appropriately (includes manner of application and coverage)
- Removes shower cap or other means used to keep hair dry
- Puts on clothes that are appropriate to the context in which skill is trained (e.g. at home or day facility; at bedtime)
- Puts on non-clothing items (appropriate to same context referred to above) ■ Hangs up towel ■ Hangs up washcloth
- Rinses bathtub sufficiently ■ Hangs bath mat ■ Hangs tub mat ■ Puts away: Shower cap (or other hair protector used)
- Shampoo ■ And deodorant
- Turns off bathroom heater ■ Turns off fan ■ Puts soiled clothing in appropriate area (e.g. clothes hamper)
- Leaves bathroom door open ■ Takes bath in reasonable amount of time:

7.1 BATHING: Shower

This skill is designed to accommodate training for showers taken in shower stall or in a bathtub/shower combination unit.

Client is asked to collect necessary materials and take a shower.

Materials client is to use:

- Client collects any necessary materials that are not already in training area ■ Turns on bathroom fan ■ Turns on heater
- Insures reasonable privacy: Closes bathroom door completely ■ And locks it
- Takes off all clothes ■ And puts them in appropriate places (e.g. hangs pants on door hook)
- Takes off necessary non-clothing items (e.g. watch) ■ And puts them in appropriate places
- Places showering materials so they can be easily reached as needed during showering
- Lays down bath mat ■ In appropriate place
- Puts on shower cap or uses other appropriate means to move hair away from neck and face if hair is to remain dry
- Shower curtain or shower door is open ■ Tub mat is on bottom of bathtub ■ Shower curtain is on inside of bathtub
- Bathtub drain is open ■ Shower head is aimed away from shower curtain or shower door
- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary) ■ Force of water is reasonable ■ Turns on shower release
- Steps into shower safely ■ Using safety handles if present
- Closes shower curtain or shower door ■ Completely
- Adjusts shower head to appropriate position

Shampooing hair

- Wets hair thoroughly (Use skill **HAIR CARE: Shampooing Hair** if formal training on shampooing hair is necessary)
- Applies shampoo to head ■ Uses appropriate amount of shampoo
- Lathers hair thoroughly ■ Rinses hair thoroughly
- Wets washcloth or sponge thoroughly ■ Takes soap ■ Applies appropriate amount of soap to washcloth or sponge

Washing

- Washes: Face ■ Ears ■ Neck ■ Back of torso ■ Front of torso ■ Arms ■ Underarms ■ Hands
- Genital area ■ Buttocks ■ Legs ■ Feet ■ Toes
- Washes thoroughly

Rinsing

- Rinses: Face ■ Ears ■ Neck ■ Back of torso ■ Front of torso ■ Arms ■ Underarms ■ Hands
- Genital area ■ Buttocks ■ Legs ■ Feet ■ Toes
- Rinses thoroughly

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BATHING: Shower (Cont.)

- Returns soap to soap dish ■ Rinses washcloth or sponge ■ Wrings it ■ And sets it aside
- Turns off shower release ■ Turns shower head away from self and shower curtain or shower door
- Turns off water ■ Opens shower curtain or shower door ■ Steps out of shower safely ■ Using safety handles
- Steps onto bath mat (or rug serving same purpose)
- Drying**
 - Dries: Hair ■ Face ■ Ears ■ Neck ■ Back of torso ■ Front of torso ■ Arms ■ Underarms
 - Hands ■ Genital area ■ Buttocks ■ Legs ■ Feet ■ Toes
 - Dries thoroughly
- Hangs up towel ■ Removes shower cap or other means used to keep hair dry
- Deodorant**
 - Applies appropriate amount of deodorant to underarms (Use skill **USE OF DEODORANT** if formal training on use of deodorant is necessary)
 - Applies deodorant appropriately (includes manner of application and coverage)
- Puts on clothes that are appropriate to the context in which skill is trained (e.g. at home or day facility; at bedtime)
- Puts on non-clothing items (appropriate to same context referred to above) ■ Hangs up washcloth
- Rinses bathtub sufficiently ■ Hangs bath mat ■ Hangs tub mat ■ Puts away: Shower cap (or other hair protector used)
- Shampoo ■ And deodorant
- Turns off bathroom heater ■ Turns off fan ■ Puts soiled clothing in appropriate area (e.g. clothes hamper)
- Leaves bathroom door open ■ Takes shower in reasonable amount of time:

8.1 USE OF DEODORANT

- Client is shown underarm deodorant and asked: "What is this?" (Underarm deodorant, deodorant . . .)
- Client is shown several items including underarm deodorant and asked: "Point to the underarm deodorant."
- "What does underarm deodorant do?" (Helps control underarm odor and perspiration . . .)
- "What is BO or body odor?" (Odor under your arms that can be offensive to yourself and others . . .) ■ "What causes BO?" (Perspiration under arms . . .)
- "Why is it nice to have clean underarms?" (Smell nice, clothes stay cleaner, consideration for others, feel better about yourself . . .)
- "How often do most people who use deodorant apply it?" (Daily, every other day . . .) ■ "When is a good time to put on deodorant?" (After bathing; in morning before getting dressed . . .)
- "Why might your underarms burn when you use deodorant?" (Deodorant is too strong for skin, used too soon after shaving underarms . . .)
- "If your underarms have offensive odor, what should you do before applying deodorant?" (Bathe; clean underarms . . .)
- "How can you tell when the deodorant you are using is not appropriate for you?" (Underarms have sores, underarms feel irritated while or after applying deodorant . . .) ■ "If your deodorant hurts your underarms, what can you do?" (Stop using it or all deodorant for awhile, use more gentle deodorant . . .) ■ "If your underarms develop sores or a rash, what should you do?" (Stop using deodorant, see a doctor . . .)
- "If you don't want to use deodorant, how can you help prevent underarm odor?" (Bathe oftener; consider the role of clothes, weather, and activities in causing underarm odor . . .)
- "Do your underarms need cleaning now?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)
- "Do you use underarm deodorant?":

Client is asked to demonstrate using underarm deodorant.

Brand name and type of deodorant (e.g. stick, roll-on) client is to use:

- Insures reasonable privacy ■ Removes necessary clothing ■ Removes protective covering from deodorant
- Spray deodorant**
 - Shakes container ■ Appropriate number of times
 - Aims release opening at underarm ■ Positions container at appropriate distance from underarm ■ Releases contents
- Stick deodorant**
 - Demonstrates increasing ■ And decreasing amount of stick extending from container
 - Sufficient amount of stick extends from container
- Applies deodorant to underarm area only ■ Covers appropriate part of underarm area ■ Completely
- Applies appropriate amount of deodorant ■ Applies deodorant to both underarms ■ Replaces protective covering
- Applies deodorant in reasonable amount of time:

See HEALTH AND SENSORY-MOTOR SKILLS PROGRAM, Section I, for formal training on dental education.

BASIC ADAPTIVE SKILLS

I. HYGIENE

9.1 ORAL HYGIENE: Teeth Brushing

- "Why do people brush their teeth?" (Help prevent tooth decay, remove food particles and plaque, promote healthy teeth and gums . . .)
 - "When do most people brush their teeth?" (Morning and night; after breakfast and before going to bed; before social engagements . . .)
 - "What can happen if you don't brush your teeth often enough or properly?" (May develop gum disease, get more cavities, bleeding gums, bad breath . . .)
 - Client is asked to look at teeth carefully in mirror, then asked: "Do your teeth need brushing?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)
 - "Do you wear dentures or any other appliance inside your mouth?": ■ If yes, client is asked to name appliance(s):
- Client is shown the materials selected for training, and asked for each: "What is this?"
- Toothbrush ■ Fluoridated toothpaste
- Client is shown several items including the materials selected for training, and asked for each: "Point to _____."
- Toothbrush ■ Fluoridated toothpaste
- Client reasonably explains purpose of each material selected for training.
- Toothbrush ■ Fluoridated toothpaste
- Client is asked to collect necessary materials and brush teeth.
- Client collects toothbrush ■ Toothbrush is client's own ■ Collects toothpaste ■ Insures reasonable privacy
 - Removes cap from toothpaste ■ Wets toothbrush ■ Puts toothpaste on brush ■ Uses appropriate amount of toothpaste
 - Demonstrates working toothpaste out of almost empty tube ■ Water used throughout teeth brushing is of reasonable force
 - Toothpaste stays on brush until put in mouth
 - Holds toothbrush appropriately (e.g. firm grasp, turns direction of brush as necessary)
 - Uses appropriate brushing motions (e.g. toothbrush at 45-degree angle to teeth so bristles slip under gums and between teeth)
 - Uses appropriate brush pressure against teeth and gums
 - Brushes teeth neatly (e.g. brushes over sink, reasonably controls spatter) ■ Expectorates as necessary
- Brushes upper teeth**

 - Outside: Left ■ Front ■ Right
 - Biting surface: Left ■ Right
 - Inside: Left ■ Front ■ Right

Brushes lower teeth

 - Outside: Left ■ Front ■ Right
 - Biting surface: Left ■ Right
 - Inside: Left ■ Front ■ Right

Brushes upper gums

 - Outside: Left ■ Front ■ Right
 - Inside: Left ■ Front ■ Right

Brushes lower gums

 - Outside: Left ■ Front ■ Right
 - Inside: Left ■ Front ■ Right
- Brushes teeth for at least 5 minutes ■ Brushes tongue ■ Gives toothbrush final ■ And thorough rinsing
 - Rinses inside of mouth
 - Rinses outside of mouth ■ Completely
 - Sink area is reasonably clean ■ Turns off water ■ Completely
 - Dries outside of mouth ■ Using own towel or paper towel
 - Caps toothpaste ■ Puts away toothbrush ■ Puts away toothpaste ■ Brushes teeth in reasonable amount of time:

9.2 ORAL HYGIENE: Awareness Of Denture Care

- "Why do people clean their dentures?" (Remove food, promote healthy soft tissue, prevent bad breath . . .)
- "When do most people clean their dentures?" (Morning and night; after breakfast and before going to bed; after meals . . .)
- "What can happen if you don't clean your dentures often enough or properly?" (May get stained, cause bad breath, harm soft tissue . . .)
- "Why should you take your dentures out of your mouth to clean them?" (Important to brush and stimulate tissue beneath dentures . . .)
- "What are two ways people can clean their dentures?" (Use toothbrush and toothpaste, denture cleanser . . .) ■ "What can denture cleanser do for your dentures that brushing with toothpaste often cannot do?" (Remove stains) ■ "How can you remove denture stains without using denture cleanser?" (Soak dentures in vinegar . . .) ■ "How can denture cleanser harm you?" (May burn skin inside mouth, irritate eyes . . .)
- "What do you use to clean your dentures?": ■ "What foods should you not eat because you have dentures?":
- "What is important to clean besides your dentures?" (Gums and other areas dentures cover) ■ "Why is it important to clean your gums and other areas your dentures cover?" (Remove decayed food, help prevent bad breath, keep tissue healthy . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

ORAL HYGIENE: Awareness Of Denture Care (Cont.)

- "What should you use to clean your gums and other areas your dentures cover?" (Toothbrush, washcloth over finger — not denture cleanser)
- "What precaution can you take so your dentures won't break while brushing them?" (Brush them over sink with water in it)
- "What should you do with your dentures before going to bed?" (Remove from mouth) ■ "Why should you remove them?" (To allow mouth tissue to rest . . .) ■ "How should you store your dentures when not in use?" (Put in water) ■ "Why store your dentures in water?" (So they won't dry out, taste bad, warp from heat . . .)
- "What should you do if your dentures feel loose or keep falling out of place?" (Go to the dentist)
- "What do some people use to help hold their dentures in place temporarily?" (Denture adhesive) ■ "Why should you not use denture adhesive as a permanent solution to loose-fitting dentures?" (May unknowingly harm soft tissue; fit can be corrected)
- "How do you know when you should go to the dentist about your dentures?" (Dentures often loose, gums hurt or bleed, get denture sores . . .)
- "Who could you ask for help if you can't go to the dentist?"

10.1 ORAL HYGIENE: Denture Cleaning

- Client is asked to look at dentures carefully (using mirror if left in mouth), then asked: "Do your dentures need cleaning?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Denture brush ■ Toothbrush ■ Toothpaste ■ Denture cleanser

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Denture brush ■ Toothbrush ■ Toothpaste ■ Denture cleanser

Client reasonably explains purpose of each material selected for training.

- Denture brush ■ Toothbrush ■ Toothpaste ■ Denture cleanser

Client is asked to collect necessary materials and clean dentures.

Oral prosthesis client is to clean:

Materials client is to use:

USE OF DENTURE BRUSH (OR TOOTHBRUSH) AND TOOTHPASTE

- Client collects brush ■ Brush is client's own ■ Collects toothpaste ■ Insures reasonable privacy
- Removes cap from toothpaste ■ Puts toothpaste on brush ■ Demonstrates working toothpaste out of almost empty tube ■ Uses appropriate amount of toothpaste ■ Toothpaste stays on brush until applied to dentures
- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary) ■ Fills sink with water
- Removes dentures from mouth ■ Handles dentures carefully throughout cleaning (i.e. does not drop or otherwise risk damaging)
- Holds brush appropriately (e.g. firm grasp) ■ Uses appropriate brushing motions ■ Uses appropriate brush pressure
- Brushes dentures neatly (e.g. brushes over sink filled with water, reasonably controls spatter)

Brushes upper denture or partial

- Outside ■ Biting surface ■ Inside ■ Palate (outside) ■ Palate (inside) ■ Connecting clasps

Brushes lower denture or partial

- Outside ■ Biting surface ■ Inside ■ Connecting clasps

- Gives dentures final ■ And thorough rinsing
- Wets toothbrush ■ Brushes tongue
- Brushes oral tissue area covered by *upper* denture ■ Thoroughly
- Brushes oral tissue area covered by *lower* denture ■ Thoroughly
- Brushes oral tissue neatly (e.g. brushes over sink, reasonably controls spatter) ■ Expectorates as necessary
- Gives toothbrush final ■ And thorough rinsing ■ Rinses inside of mouth
- Rinses outside of mouth ■ Completely
- Cleans up area ■ Turns off water ■ Puts dentures in mouth ■ Puts in dentures correctly
- Dries outside of mouth ■ Using own towel or paper towel
- Caps toothpaste ■ Puts away brush ■ Puts away toothpaste ■ Cleans dentures in reasonable amount of time:

USE OF DENTURE CLEANSER

The tasks below are designed to accommodate a variety of denture cleansers that require soaking only. The order in which client's performance of the tasks occurs will vary according to the product used. To train on brushing oral tissue area, use whichever tasks above apply.

Brand name of denture cleanser client is to use:

BASIC ADAPTIVE SKILLS

I. HYGIENE

ORAL HYGIENE: Denture Cleaning (Cont.)

- Client collects: Denture cleanser ■ And appropriate size receptacle for soaking (e.g. glass; denture bath)
- Explains all cautions appropriate to brand of denture cleanser used
- Removes dentures from mouth
- Places dentures in receptacle ■ At time recommended
- Adds water to receptacle: Recommended amount ■ Recommended temperature ■ And at recommended time
- Adds recommended amount of denture cleanser ■ At recommended time
- Closes denture cleanser container ■ Puts away denture cleanser
- Lets dentures soak ■ Recommended amount of time
- Rinses dentures ■ Thoroughly ■ At end of soak time
- Uses recommended temperature of rinse water ■ Puts dentures in mouth ■ Puts in dentures correctly
- Rinses receptacle used for soaking ■ Puts receptacle in appropriate place

11.1 ORAL HYGIENE: Use Of Dental Floss

Client is shown the materials selected for training, and asked for each: "What is this?"

- Dental floss ■ Flossing aid

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Dental floss ■ Flossing aid

Client reasonably explains purpose of each material selected for training.

- Dental floss ■ Flossing aid
- "What happens to food particles that stay stuck between your teeth?" (Promote decay, plaque, bleeding gums, gum disease . . .)
- "What does decayed food between your teeth do that is not good?" (Helps cause cavities, bad breath . . .)
- "How do people get out food particles stuck between their teeth?" (Use dental floss, toothpick, toothbrush; swish with water . . .)
- "How is dental floss more effective than a toothbrush or toothpick between teeth?" (Cleans entire area, toothpick can break off . . .)
- "How does using dental floss help promote healthier teeth?" (Reduces chances for developing cavities, stimulates gums . . .)
- "How often should you floss between your teeth?" (Every day)
- "What can happen if you don't floss between your teeth often?" (May get more cavities, develop bad breath; gums may weaken . . .)

The tasks below are designed to accommodate training on use of dental floss with fingers only or with flossing aid.

Client is asked to collect necessary materials and floss teeth.

Materials client is to use:

- Client collects: Dental floss ■ Flossing aid
- Insures reasonable privacy ■ Brushes teeth (Use skill **ORAL HYGIENE: Teeth Brushing** if formal training on teeth brushing is necessary)
- Opens dental floss container ■ Pulls out appropriate amount of dental floss ■ Cuts off dental floss
- Wraps floss around fingers or flossing aid ■ Holds flossing aid appropriately (e.g. firm grasp, by handle) ■ Uses mirror
- Correctly positions floss to openings between teeth ■ Inserts floss into openings between teeth
- Uses appropriate flossing motions ■ Flosses safely (e.g. does not cut gum tissue, gently eases out floss caught between teeth)
- Removes material accumulated on floss as needed
- Uses *unused* portions of floss as needed ■ Uses *new* pieces of floss as needed
- Flosses upper teeth**
 - Flosses: Left side ■ Front ■ Right side
- Flosses lower teeth**
 - Flosses: Left side ■ Front ■ Right side
- Removes used floss from flossing aid ■ Disposes of used floss in appropriate place
- Rinses inside of mouth ■ Sink is reasonably clean ■ Dries outside of mouth ■ Using own towel or paper towel
- Puts away dental floss ■ Puts away flossing aid ■ Flosses teeth in reasonable amount of time:

11.2 ORAL HYGIENE: Use Of Mouthwash

Client is shown the materials selected for training, and asked for each: "What is this?"

- Mouthwash ■ Sugarless breath mints ■ Breath spray

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Mouthwash ■ Sugarless breath mints ■ Breath spray

BASIC ADAPTIVE SKILLS

I. HYGIENE

ORAL HYGIENE: Use Of Mouthwash (Cont.)

Client reasonably explains purpose of each material selected for training.

- Mouthwash ■ Sugarless breath mints ■ Breath spray
- "What is bad breath?" (Breath has offensive odor . . .)
- "When is it not good to have bad breath?" (When it offends others, affects your self-confidence . . .)
- "When do people often want you to have pleasant breath?" (When you're going to be close to them while talking . . .)
- "What is a common way people get bad breath?" (Don't brush teeth or floss often enough; eat excessive garlic and onion; smoke, drink alcohol . . .)
- "How can you help prevent getting bad breath?" (Brush and floss teeth properly every day, avoid certain foods before social engagements . . .)
- "If you have common bad breath, what is the best way to reduce it?" (Brush teeth and tongue, and floss)
- "If your breath is unpleasant away from home, how can you temporarily reduce its effect?" (Use sugarless breath mints or spray, chew sugarless gum, eat . . .)
- "Why is it better to brush and floss your teeth for bad breath than use breath sweeteners?" (Better chance of removing the cause of the problem . . .) ■ "Why is it not a good idea to eat candy to stop bad breath?" (Sugar in contact with teeth causes cavities, candy covers bad breath only 15-30 minutes . . .) ■ "Why is it not a good idea to use mouthwash to stop bad breath?" (Effect is only temporary, lasts only about 30 minutes . . .)
- "What is a way to tell you may have bad breath?" (You ate strong tasting foods, you drank alcohol or smoked; reaction of person when you talk close . . .)

Client is asked to collect necessary materials and demonstrate using mouthwash.

- Client collects: Mouthwash ■ Glass (or paper cup)
- Adds mouthwash to glass ■ Adds appropriate amount of mouthwash
- Adds water if product indicates ■ Adds appropriate amount of water
- Puts reasonable amount of mouthwash into mouth
- Swishing
 - Swishes solution around mouth ■ Leaves solution in mouth appropriate amount of time
- Gargling
 - Tilts head back to appropriate position ■ Gargles ■ An appropriate amount of time
- Does not swallow mouthwash ■ Spits mouthwash into sink ■ Keeping mouth reasonably low to sink
- Repeats application if appropriate
- Rinses outside of mouth ■ Rinses glass ■ Rinses sink ■ Dries outside of mouth ■ Using own towel or paper towel
- Caps and puts away mouthwash ■ Puts glass in appropriate place ■ Disposes of paper cup in wastebasket
- Uses mouthwash in reasonable amount of time:

12.1 HAIR CARE: Shampooing Hair

- "Why is it important to have clean hair?" (Keep scalp clean, promote healthy hair, look nice for others, feel good about yourself . . .)
- "How often should you wash your hair?": ■ "What can happen if you don't wash your hair often enough?" (Will look greasy, stick together, smell bad, develop unhealthy scalp condition . . .)
- "What does dandruff look like?" (White, scaly flakes in hair . . .) ■ "How can you help avoid getting ordinary dandruff?" (Use shampoo that agrees with your scalp, rinse out shampoo thoroughly . . .)
- "Why is it not good to use bar soap to wash your hair?" (Too harsh on hair, hard to rinse; may cake on hair and turn flaky . . .)
- "Should you use shampoo for *dry*, *normal*, or *oily* hair?": ■ "Do you use special shampoo?": ■ If yes: "What special shampoo do you use?": ■ "Why do you use special shampoo?":
- Client is asked to look at hair carefully in mirror, then asked: "Does your hair need washing?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Shampoo ■ Dandruff shampoo ■ Cream rinse ■ Towel ■ Bath towel

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Shampoo ■ Dandruff shampoo ■ Cream rinse ■ Towel ■ Bath towel

Client reasonably explains purpose of each material selected for training.

- Shampoo ■ Dandruff shampoo ■ Cream rinse ■ Towel ■ Bath towel

The tasks below are designed to accommodate training shampooing hair while client is taking a bath or shower, or separately over sink or bathtub. It is suggested to determine which method client is to use, and train on the corresponding tasks.

BASIC ADAPTIVE SKILLS

I. HYGIENE

HAIR CARE: Shampooing Hair (Cont.)

Client is asked to collect necessary materials and shampoo hair.

Method client is to use:

Materials client is to use:

- Client collects: Shampoo ■ Cream rinse ■ Bath towel ■ Rinsing container (e.g. cup) or bath hose
- Insures reasonable privacy
- Removes eyeglasses or contact lenses ■ Puts in safe place ■ Positions so not to scratch lenses
- Removes hearing aid ■ Puts in safe place ■ Out of reach of water
- Removes watch ■ Puts in safe place ■ Out of reach of water
- Top clothing, if any used, is appropriate for hair washing
- Connects hand shower attachment
- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary) ■ Force of water is reasonable
- Hand shower attachment is appropriately adjusted for hair washing
- Wets hair thoroughly ■ Puts appropriate amount of shampoo in hand ■ Applies shampoo to head
- Lathers head thoroughly ■ Scrubs scalp thoroughly ■ Rinses hair thoroughly ■ Repeats application of shampoo if needed
- Cream rinse**
 - Applies appropriate amount of cream rinse to head ■ Works cream rinse into hair thoroughly
 - Leaves cream rinse in hair appropriate amount of time ■ Rinses cream rinse from hair thoroughly
- Turns off water completely ■ Removes excess water from hair with hands
- Towel-dries hair appropriately for hair style or preparatory to using a hair dryer ■ Hangs up towel
- Removes any special top clothing used for hair washing ■ Puts on any clothing removed at start ■ Puts on any non-clothing items removed at start
- Rinses sink or bathtub ■ Removes hand shower attachment ■ Puts away attachment
- Area around sink or bathtub is reasonably dry ■ Caps shampoo ■ Completely ■ And caps hair rinse ■ Completely
- Puts away: Shampoo ■ Hair rinse ■ Special top clothing used for hair washing
- Shampoos hair in reasonable amount of time:

13.1 HAIR CARE: Drying Hair With Hand-Held Blow Dryer

- "Why is it a good idea to completely dry your hair after washing it?" (Look better, won't get cold . . .)
- "Why should you be very careful when using a hair dryer around a sink?" (Could get electric shock if dryer gets wet . . .)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Hand blow dryer ■ Comb attachment ■ Brush attachment ■ Comb ■ Brush

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Hand blow dryer ■ Comb attachment ■ Brush attachment ■ Comb ■ Brush

Client reasonably explains purpose of each material selected for training.

- Hand blow dryer ■ Comb attachment ■ Brush attachment ■ Comb ■ Brush

The tasks below are designed to accommodate training use of blow dryer with or without attachments.

Client is asked to collect necessary materials and dry hair with blow dryer.

Materials client is to use:

- Client collects: Hand blow dryer ■ Comb attachment ■ Brush attachment ■ Comb ■ Brush
- Uses bathroom or bedroom ■ Does preliminary combing or brushing of hair to remove tangles
- Demonstrates attaching an attachment to dryer ■ Safely (e.g. does not risk hurting self or damaging dryer or attachment)
- Dryer is off ■ Plugs in dryer ■ Uses electrical outlet within proper proximity to drying area
- Turns on dryer ■ Sets appropriate dryer fan speed ■ Sets appropriate dryer temperature
- Uses mirror while drying hair ■ Keeps dryer away from water ■ Holds dryer at appropriate angles
- Moves comb, brush, or corresponding attachments in appropriate directions (e.g. away from hair part, away from head)
- Dries hair completely ■ Turns off dryer ■ Unplugs dryer ■ By pulling plug (not cord)
- Demonstrates removing an attachment from dryer ■ Safely
- Puts away materials ■ Puts materials in appropriate places ■ Dries hair in reasonable amount of time:

13.2 HAIR CARE: Combing And Brushing Hair

- "Why is it good to keep your hair neatly combed (brushed)?" (Look nice, feel better about yourself, others care how you look . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

HAIR CARE: Combing And Brushing Hair (Cont.)

- "When do most people comb (brush) their hair?" (In morning before leaving home; before social engagements . . .)
- "Why is it better to comb (brush) your hair *after* you get dressed?" (Hair won't get messed while dressing; you won't have to comb it again . . .)
- "Why is it good to carry a comb (brush) with you when away from home?" (You'll have it when you need it . . .) ■ Client is carrying comb or brush (e.g. in pocket, purse, locker)
- Client is asked to look at hair carefully in mirror, then asked: "Does your hair need combing (brushing)?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Comb ■ Brush ■ Hand mirror ■ Barrette ■ Hairband

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Comb ■ Brush ■ Hand mirror ■ Barrette ■ Hairband

Client reasonably explains purpose of each material selected for training.

- Comb ■ Brush ■ Hand mirror ■ Barrette ■ Hairband

Client is asked to collect necessary materials and comb (brush) hair.

Materials client is to use:

- Client collects: Comb ■ Brush ■ Hand mirror ■ Item(s) to hold hair in place:
- Uses bathroom or bedroom ■ And stationary mirror there
- Holds comb or brush with appropriate grasp ■ Holds comb or brush at appropriate angle to hair ■ Uses appropriate pressure of comb or brush against head ■ Uses appropriate combing or brushing motions

Parting

- Makes initial part line with comb ■ Aligns comb and part line
- Combs to the right from part ■ Combs to the left from part
- Part is straight

Combing or brushing

- Combs or brushes hair appropriately: Front of head (e.g. bangs down, front portion of hair to the side) ■ Top of head
 - Left side of head ■ Right side of head ■ Back of head
- Checks back of head with hand mirror ■ Holds hand mirror appropriately for seeing the area
- Puts on item(s) to hold hair in place ■ Puts on item(s) appropriately
- Puts away materials used ■ Combs or brushes hair in reasonable amount of time:

14.1 HAIR CARE: Comb And Brush Cleaning

- "Why is it good to wash your comb (brush) regularly?" (Remove accumulated oils, dandruff . . .) ■ "When is it a good idea to clean your comb (brush)?" (Before using on freshly washed hair, when starts to look unclean, once a week . . .)

Client is asked to collect any necessary materials and wash comb and brush (or whichever client uses).

- Client collects: Brush ■ Comb ■ Cleaning brush (e.g. nail brush)
- Uses bathroom
- Appropriately removes hair: From comb ■ From brush (e.g. draws comb through bristles) ■ Disposes of gathered hair in wastebasket or toilet (not in sink)
- Partly fills sink with warm sudsy water ■ Briefly soaks comb/brush in water

Cleaning comb

- Uses hair brush or cleaning brush to clean comb ■ Uses appropriate cleaning motions (e.g. runs brush bristles parallel to teeth of comb)
- Cleans comb thoroughly

Cleaning brush

- Uses comb to clean hair brush ■ Uses appropriate cleaning motions
- Cleans hair brush thoroughly
- Cleans comb/brush neatly (e.g. cleans over and low to sink, reasonably controls spatter)
- Drains water from sink ■ Rinses comb/brush thoroughly ■ Rinses sink ■ Shakes excess water from comb/brush
- Dries comb/brush or sets aside to dry ■ Puts away cleaning brush ■ Cleans comb/brush in reasonable amount of time:

14.2 HAIR CARE: Use Of Curling Iron

- Client is given (cold) curling iron and asked: "What is this?" (Curling iron . . .)
- Client is given several items including a curling iron and asked: "Point to the curling iron."

BASIC ADAPTIVE SKILLS

I. HYGIENE

HAIR CARE: Use Of Curling Iron (Cont.)

- Client is asked to point to the part of the curling iron that gets hot (Points to appropriate part)
- "Why should you be careful when using a curling iron?" (Could burn yourself . . .)
- Client is asked to demonstrate curling hair using a curling iron.**
- Client plugs in curling iron ■ In bathroom or bedroom ■ And waits for iron to heat before beginning to curl hair
- Hair is dry ■ Client is in front of mirror
- Combs section of hair ■ Attaches curling iron to ends of section ■ Rolls section of hair ■ And holds in place appropriate amount of time
- Unrolls section of hair ■ Releases ends from curling iron ■ Finishes all curls
- Unplugs curling iron ■ By pulling plug (not cord)
- Combs or brushes hair (Use skill **HAIR CARE: Combing And Brushing Hair** if formal training on combing or brushing hair is necessary)
- Waits for curling iron to cool completely ■ Puts away curling iron ■ Uses curling iron in reasonable amount of time:

15.1 HAIR CARE: Setting Hair With Electric Rollers

- Client is given (cold) set of electric rollers and asked: "What are these?" (Electric rollers . . .)
- Client is given several items including a set of electric rollers and asked: "Point to the electric rollers."
- "Why should you be careful when using electric rollers?" (Could burn yourself . . .)
- Client is asked to set hair using electric rollers.**
- Client plugs in electric rollers ■ In bathroom or bedroom ■ And waits for rollers to heat before beginning to set hair
- Hair is dry ■ Client is in front of mirror
- Combs section of hair ■ Section of hair is proper amount for roller ■ Selects appropriate size roller
- Winds section of hair around roller ■ Beginning at ends
- Winds hair neatly ■ Secures roller with pin ■ Pin is of appropriate size ■ Sets all hair to be curled
- Unplugs electric rollers ■ By pulling plug (not cord)
- Leaves rollers in hair until rollers and hair are cool ■ Removes rollers from hair ■ Appropriately
- Puts rollers on appropriate size posts of electric roller set ■ Puts away pins ■ Puts away electric roller set
- Combs or brushes hair (Use skill **HAIR CARE: Combing And Brushing Hair** if formal training on combing or brushing hair is necessary)
- Sets hair with electric rollers in reasonable amount of time:

15.2 HAIR CARE: Use Of Barber And Hairdresser

- "Why do people have their hair cut and styled?" (Look nice, feel better about themselves, others care how they look . . .)
- "Where do you go to have your hair cut (styled)?" ■ "How often should you go to the barber (hairdresser)?"
- Client is asked to look at hair carefully in mirror, including back side, then asked: "Does your hair need trimming (styling)?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)
- "What is your type of hair style called?"
- "What is a permanent (wave)?" (Hairdresser applies special treatment to your hair and gives you waves that last a few months . . .)
- "Do you have a permanent?"

Instructor and client (and others whose consent is required) arrange for both to go to barber or hairdresser when it is time for client's hair to be trimmed or styled. The tasks below accomodate training client to use either shops that require appointments or those that do not.

Hair needs client is to request at barber's or hairdresser's:

- Client states without cue when hair is in need of trimming or styling
- Makes hair appointment independently (See **COMMUNITY SKILLS PROGRAM, Section VI**, for formal training on use of telephone)
- Takes sufficient money
- Goes to barber or hairdresser independently (See **COMMUNITY SKILLS PROGRAM, Section V**, for formal training on mobility in the community) ■ Goes on day of appointment without reminding ■ Arrives for appointment on time ■ Reports arrival to appropriate person
- If does not have appointment, arrives at barber's or hairdresser's during open hours
- Takes seat ■ Waits turn ■ Behaves in socially acceptable manner while at barber's or hairdresser's
- When it is client's turn, client clearly states hair trimming/styling requirements
- Pays correct amount ■ Pays independently ■ Pays at appropriate time ■ Returns home independently

BASIC ADAPTIVE SKILLS

I. HYGIENE

16.1 CLEANING FINGERNAILS

- "Why is it important to have clean fingernails?" (Look nice, good hygiene, others care . . .)
- "When do most people clean their fingernails?" (After bathing; whenever they look dirty . . .)
- Client is asked to look at fingernails carefully, then asked: "Do your fingernails need cleaning?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Fingernail brush
- Fingernail file

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Fingernail brush
- Fingernail file

Client reasonably explains purpose of each material selected for training.

- Fingernail brush
- Fingernail file

Client is asked to collect necessary materials and clean fingernails.

Materials client is to use:

- Client collects: Fingernail brush
- Fingernail file (separate or as part of nail clippers)
- Tissue

USE OF FINGERNAIL BRUSH

- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary)
- Wets nails of one hand
- Wets brush
- Holds brush appropriately
- Applies appropriate amount of soap to brush
- Without marring soap unreasonably
- Positions brush appropriately to nails of one hand
- Brushes all nails of hand
- Uses appropriate brushing motions
- Cleans nails neatly (e.g. cleans over and low to sink, reasonably controls spatter)
- Rinses nails as necessary
- Checks nails as necessary
- Repeats brushing as necessary
- All nails of hand are clean
- Cleans nails of both hands
- Rinses sink
- Turns off water completely
- Dries hands

USE OF FINGERNAIL FILE

- If uses file on nail clippers, swivels file into operating position
- Holds file appropriately (e.g. grasp, correct end)
- Positions tip of file at one side of nail
- Positions file at appropriate angle to nail
- Draws file across to other side of nail
- While scraping nail
- Cleans nail over appropriate cleaning area (e.g. bathroom sink; tissue)
- Appropriately removes material collected on file as necessary
- Cleans nail completely
- Cleans all nails
- Disposes of tissue in appropriate place
- Swivels file part of nail clippers into closed position
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
- Puts away brush or file
- Cleans fingernails in reasonable amount of time:

16.2 TRIMMING AND FILING FINGERNAILS

- "Why is it good to keep your fingernails neatly trimmed (filed)?" (Hands look nicer, nails won't break off as easily . . .)
- "How often should you check your nails to see if they need trimming (filing)?" (Once a week; when you take a bath . . .)
- "Why is it important not to bite your nails?" (Nails might get infected, you could get sick if hands not clean . . .)
- Client is asked to look at fingernails carefully, then asked: "Do your fingernails need trimming (filing)?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Cuticle scissors
- Nail clippers
- Nail file
- Emery board

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Cuticle scissors
- Nail clippers
- Nail file
- Emery board

Client reasonably explains purpose of each material selected for training.

- Cuticle scissors
- Nail clippers
- Nail file
- Emery board

Client is asked to collect necessary materials and trim (and/or file) fingernails.

Method client is to use (trimming, filing, or both):

Materials client is to use:

- Client collects: Cuticle scissors
- Nail clippers
- Nail file
- Emery board
- Tissue
- Trims or files nails over appropriate area (e.g. wastebasket, tissue)

TRIMMING WITH CUTICLE SCISSORS

Left hand

- Puts scissors correctly on right hand
- Opens blades to appropriate size opening
- Inserts part of edge of one left-hand nail into opening between blades
- Edge of nail is inserted to appropriate depth
- Trims off edge of nail

BASIC ADAPTIVE SKILLS

I. HYGIENE

TRIMMING AND FILING FINGERNAILS (Cont.)

- Trims safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Trims off entire edge of nail ■ Nail is cut reasonably smooth ■ Nail is cut reasonably even
- Trims remaining four nails of left hand ■ All five nails are approximately same length

Right hand

- Puts scissors correctly on left hand ■ Opens blades to appropriate size opening
- Inserts part of edge of one right-hand nail into opening between blades
- Edge of nail is inserted to appropriate depth ■ Trims off edge of nail
- Trims safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Trims off entire edge of nail ■ Nail is cut reasonably smooth ■ Nail is cut reasonably even
- Trims remaining four nails of right hand ■ All five nails are approximately same length

- Trims fingernails of *both* hands in reasonable amount of time:

TRIMMING WITH NAIL CLIPPERS

- Flips up lever of nail clippers ■ Swivels lever into operating position (i.e. centered) ■ Re-centers lever as necessary during use

Left hand

- Positions clippers correctly in right hand
- Inserts part of edge of one left-hand nail into opening between blades
- Edge of nail is inserted to appropriate depth ■ Trims off edge of nail
- Trims safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Trims off entire edge of nail ■ Nail is cut reasonably smooth ■ Nail is cut reasonably even
- Trims remaining four nails of left hand ■ All five nails are approximately same length

Right hand

- Positions clippers correctly in left hand
- Inserts part of edge of one right-hand nail into opening between blades
- Edge of nail is inserted to appropriate depth ■ Trims off edge of nail
- Trims safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Trims off entire edge of nail ■ Nail is cut reasonably smooth ■ Nail is cut reasonably even
- Trims remaining four nails of right hand ■ All five nails are approximately same length

- Flips down lever of nail clippers ■ Swivels lever into closed position
- Trims fingernails of *both* hands in reasonable amount of time:

FILING

- If uses file on nail clippers, swivels file into operating position
- Grasps file appropriately: When in right hand ■ When in left hand
- Positions file appropriately to nails for "horizontal" filing ■ Uses appropriate horizontal filing motions
- Positions file appropriately to nails for "vertical" filing ■ Uses appropriate vertical filing motions (i.e. down and off nail edges)
- Uses appropriate pressure of file against nails ■ Files all nails that need filing
- Nails are filed: Reasonably smooth ■ Reasonably even ■ Approximately same shape ■ Approximately same length
- Swivels file part of nail clippers into closed position ■ Files nails in reasonable amount of time:
- Disposes of tissue in appropriate place ■ Puts away materials used for trimming or filing

17.1 CARE OF HANGNAILS

- "What is a hangnail?" (Piece of loose skin beside the fingernail . . .)
- "What should you do if you get a hangnail?" (Cut it off with cuticle scissors . . .)
- "Why is it important not to pull or pick at a hangnail?" (Might get infected, doesn't look good afterward . . .)
- Client is asked to look at area around nails carefully, then asked: "Do you have hangnails?" (Answers appropriately) ■ If yes: "Where?" (Points to hangnails)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Cuticle scissors ■ Nail clippers

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Cuticle scissors ■ Nail clippers

Client reasonably explains purpose of each material selected for training.

- Cuticle scissors ■ Nail clippers

BASIC ADAPTIVE SKILLS

I. HYGIENE

CARE OF HANGNAILS (Cont.)

Client is asked to collect necessary material and cut hangnail(s).

Material client is to use:

- Client collects: Cuticle scissors ■ Nail clippers
- Puts on scissors correctly
- Puts lever of nail clippers into operating position (i.e. centered) ■ Positions clippers correctly in hand
- Inserts hangnail into opening between blades of scissors or clippers ■ Lowers blades of scissors or clippers to base of hangnail
- Cuts off hangnail
- Cuts safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Cuts off all hangnails ■ Puts away scissors or clippers ■ Cuts hangnails in reasonable amount of time:

18.1 CLEANING TOENAILS

- "Why is it important to have clean toenails?" (Good hygiene, helps control foot odor, feet look nicer when shoes and socks are off . . .)
- "When is a good time to check if your toenails need cleaning?" (During bathing . . .)
- "When is a good time to clean your toenails?" (After bathing when nails and dirt are softest . . .)
- Client is asked to look at toenails carefully, then asked: "Do your toenails need cleaning?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)
- Client is shown a nail file and asked: "What is this?" (Nail file, file . . .) ■ Client is shown several items including a nail file, and asked: "Point to the nail file." ■ "What is a nail file used for?" (Clean fingernails and toenails, file nails . . .)

Client is asked to collect necessary material and clean toenails.

Material client is to use (separate nail file, or file on nail clippers):

- Client collects: Nail file ■ Nail clippers containing a file
- If uses file on nail clippers, swivels file into operating position ■ Holds file in dominant hand:
- Holds file appropriately (e.g. grasp, correct end) ■ Positions tip of file at one side of nail
- Positions file at appropriate angle to nail ■ Draws file across to other side of nail ■ While scraping nail
- Cleans nail in bathroom or bedroom ■ Appropriately disposes of material collected on file as necessary
- Cleans toenail completely ■ Cleans all toenails
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
- Swivels file part of nail clippers into closed position ■ Puts away file or clippers
- Cleans toenails in reasonable amount of time:

18.2 TRIMMING TOENAILS

- "Why is it important to keep your toenails trimmed?" (Help prevent ingrown nails, you walk more comfortably, socks don't get holes as easily . . .)
- "How often should you check your toenails to see if they need trimming?" (Once a week; when you take a bath . . .)
- Client is asked to look at toenails carefully, then asked: "Do your toenails need trimming?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is shown the materials selected for training, and asked for each: "What is this?"

- Toenail (pedicure) scissors ■ Toenail clippers ■ Toenail nippers

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Toenail (pedicure) scissors ■ Toenail clippers ■ Toenail nippers

Client reasonably explains purpose of each material selected for training.

- Toenail (pedicure) scissors ■ Toenail clippers ■ Toenail nippers

Client is asked to collect necessary material and trim toenails.

Material client is to use:

- Client collects: Toenail scissors ■ Toenail clippers ■ Toenail nippers
- Uses bathroom or bedroom to trim toenails

Toenail scissors

- Puts on scissors correctly ■ On dominant hand: ■ Opens blades to appropriate size opening during use

Toenail clippers

- Flips up lever of clippers ■ Swivels lever into operating position (i.e. centered)
- Holds clippers correctly ■ In dominant hand:
- Re-centers lever as necessary during use

BASIC ADAPTIVE SKILLS

I. HYGIENE

TRIMMING TOENAILS (Cont.)

Toenail nippers

- Releases lock of nippers ■ Holds nippers correctly ■ In dominant hand:
- Slackens grip on nippers so blades are open as necessary during use
- Inserts part of edge of one toenail into opening between blades of scissors, clippers, or nippers
- Edge of nail is inserted to appropriate depth ■ Trims off edge of nail
- Trims safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Trims off remaining edge of toenail ■ Straight across (i.e. not contoured — in order to reduce risk of ingrown nail)
- Toenail is cut reasonably smooth ■ Trims all toenails ■ Disposes of trimmed nails in appropriate place
- Closes scissors or toenail clippers ■ Locks toenail nippers ■ Puts away scissors, clippers, or nippers
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
- Trims toenails in reasonable amount of time:

19.1 SHAVING: Introduction And Materials Recognition

Client is shown the materials selected for training, and asked for each: "What is this?"

- Electric shaver ■ Shaver head ■ Protective cover ■ Head release ■ On/off switch ■ Sideburn trimmer ■ Sideburn trimmer release ■ Setting adjustment ■ Cleaning brush ■ Storage case ■ Pre-shave lotion
- Safety razor ■ Razor blade ■ Razor blade dispenser ■ Setting adjustment ■ Shaving cream ■ Shaving mug
- Shaving brush ■ Mug shaving soap
- After-shave lotion

Client is shown several items including the materials selected for training, and asked for each: "Point to _____."

- Electric shaver ■ Shaver head ■ Protective cover ■ Head release ■ On/off switch ■ Sideburn trimmer ■ Sideburn trimmer release ■ Setting adjustment ■ Cleaning brush ■ Storage case ■ Pre-shave lotion
- Safety razor ■ Razor blade ■ Razor blade dispenser ■ Setting adjustment ■ Shaving cream ■ Shaving mug
- Shaving brush ■ Mug shaving soap
- After-shave lotion

Client reasonably explains purpose of each material selected for training.

- Electric shaver ■ Shaver head ■ Protective cover ■ Head release ■ On/off switch ■ Sideburn trimmer ■ Sideburn trimmer release ■ Setting adjustment ■ Cleaning brush ■ Storage case ■ Pre-shave lotion
- Safety razor ■ Razor blade ■ Razor blade dispenser ■ Setting adjustment ■ Shaving cream ■ Shaving mug
- Shaving brush ■ Mug shaving soap
- After-shave lotion

ADJUSTING ELECTRIC RAZOR SETTING

- Client demonstrates adjusting setting for *close* shave ■ Reasonably explains when to use close setting
- Demonstrates adjusting setting for *light* shave ■ Reasonably explains when to use light setting
- *Male* client demonstrates adjusting setting for client's own shaving needs
- *Female* client demonstrates adjusting setting appropriate for: Client's legs ■ Client's underarms

ADJUSTING SAFETY RAZOR SETTING

- Client demonstrates adjusting setting for *close* shave ■ Reasonably explains when to use close setting
- Demonstrates adjusting setting for *light* shave ■ Reasonably explains when to use light setting
- *Male* client demonstrates adjusting setting appropriate for client's own shaving needs
- *Female* client demonstrates adjusting setting appropriate for: Client's legs ■ Client's underarms

CHANGING SAFETY RAZOR BLADE

Type of blade client is to change:

- Client demonstrates removing used blade ■ Removing blade safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Demonstrates disposing of used blade ■ In appropriate place ■ And disposing of blade safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Demonstrates inserting new blade in razor ■ Inserting blade safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)

19.2 ELECTRIC RAZOR SHAVING FOR MALES

- "Why do men shave?" (Look neat, face easier to keep clean . . .) ■ "How often do most men shave?" (Once a day)
- "Why do most men shave *in the morning*?" (Beard growth won't show for most of the day . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

ELECTRIC RAZOR SHAVING FOR MALES (Cont.)

- "Why is it not good to shave at night unless for a social engagement?" (Beard growth shows next day, people might think you forgot to shave . . .)
- "Why should you be careful when using an electric razor around the sink?" (Plug or defective cord might get wet and give you a shock . . .) ■ "Why should your face be dry before using an electric razor?" (Wet whiskers will clog shaver head . . .)
- Client is asked to look at face carefully in mirror, then asked: "Do you need to shave?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is asked to collect necessary materials and shave.

Materials client is to use:

- Client collects: Electric razor ■ Cord ■ Cleaning brush ■ Pre-shave lotion ■ After-shave lotion
- Insures reasonable privacy ■ Wears appropriate top clothing if any is worn
- Removes eyeglasses ■ Puts in safe place ■ Positions so not to scratch lenses
- Face is clean ■ Face is dry ■ Applies pre-shave lotion appropriately
- Removes protective cover from razor ■ Plugs in razor ■ Turns on razor ■ Shave setting is adjusted appropriately
- Uses mirror while shaving ■ Holds razor appropriately in hand ■ Holds razor appropriately against face
- Uses appropriate shaving motions ■ Does not irritate skin by shaving one area too long
- Uses appropriate pressure of razor against face ■ Shaves around or gently over growths or skin irritations
- Does not drop razor throughout shaving ■ Checks for missed areas ■ Shaves missed areas

Trimmer for sideburns, moustache, or beard

- Releases trimmer unit of razor ■ Applies trimmer blade flat against skin or at angle, as appropriate
- Uses appropriate trimming motions ■ Returns trimmer unit inside razor when finished

NO BEARD

Shaving face and neck

- Completely shaves: Cheeks ■ Area above upper lip ■ Sides of mouth ■ Area below lower lip ■ Chin
- Jaws ■ Neck
- Shaves around moustache appropriately

Trimming sideburns

- Uses razor ■ Uses trimmer
- Trims sideburns straight ■ Trims sideburns to same length ■ Sideburns are of appropriate length

MOUSTACHE TRIMMING

- Combs moustache ■ Trims moustache along upper lip with trimmer
- Trimmed line is even ■ Trimmed line is appropriate distance above lip

BEARD

- Shaves along both cheek/beard borders: With razor ■ With trimmer
- Border lines on cheeks are even ■ And symmetrical
- Shaves neck completely
- Shaves along neck/beard border: With razor ■ With trimmer
- Border line along neck is reasonably even ■ And of appropriate height
- Turns off razor ■ Unplugs razor appropriately (includes not pulling cord)
- Takes off shaver head ■ Appropriately ■ And cleans shaver head over sink or wastebasket
- Replaces shaver head ■ Appropriately ■ And locks shaver head in place
- Puts protective cover on shaver head ■ Applies after-shave lotion appropriately
- Puts away all materials ■ Cleans up area ■ Shaves in reasonable amount of time:

20.1 SAFETY RAZOR SHAVING FOR MALES

- "Why do men shave?" (Look neat, face easier to keep clean . . .) ■ "How often do most men shave?" (Once a day)
- "Why do most men shave *in the morning*?" (Beard growth won't show for most of day . . .)
- "Why is it not good to shave at night unless for a social engagement?" (Beard growth shows next day, people might think you forgot to shave . . .)
- "Why is it important to be very careful when using a safety razor?" (You might cut yourself . . .)
- "If you cut yourself while shaving, how can you treat the cut?" (Use styptic pencil; wash cut and apply bandaid . . .) ■ "How can you remove dried blood from your face?" (Wet a tissue with cold water and pat it gently on spot until blood is removed . . .)
- Client is asked to look at face carefully in mirror, then asked: "Do you need to shave?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

BASIC ADAPTIVE SKILLS

I. HYGIENE

SAFETY RAZOR SHAVING FOR MALES (Cont.)

Client is asked to collect necessary materials and shave.

Materials client is to use (including brand name and type of safety razor):

- Client collects: Safety razor (with blade already inserted) ■ Can of shaving cream ■ Washcloth ■ Shaving mug (with soap) ■ Shaving brush ■ After-shave lotion
- Insures reasonable privacy ■ Wears appropriate top clothing if any is worn
- Removes eyeglasses ■ Puts in safe place ■ Positions so not to scratch lenses
- Face is wet

Lathering method 1: canned shaving cream

- Shakes can ■ Shakes appropriate number of times ■ Removes protective covering
- Releases shaving cream into hand ■ Releases appropriate amount of shaving cream

Lathering method 2: mug shaving soap

- Wets shaving brush ■ Wets brush with hot water ■ Works up lather with shaving brush

Razor rinsing method 1

- Closes sink drain ■ Adds warm water to sink ■ Adds appropriate amount of water

Razor rinsing method 2

- Turns on warm water ■ Leaves water running while shaving ■ Force of water is reasonable

Razor rinsing method 3

- Turns on (single control) faucet separately for each rinse ■ Uses warm water

- Lathers area to be shaved ■ Lathers appropriately ■ Shave setting of razor is adjusted appropriately
- Uses mirror while shaving ■ Holds razor appropriately in hand ■ Holds razor appropriately against face
- Uses appropriate shaving motions ■ Uses appropriate pressure of razor against face
- Uses appropriate speed of shaving strokes (especially not too fast) ■ Does not irritate skin by shaving one area too long
- Shaves around or gently over growths or skin irritations
- Shaves safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Rinses razor as needed ■ Rinses razor appropriately ■ Does not drop razor throughout shaving
- Checks face for missed areas ■ Shaves missed areas

NO BEARD

Shaving face and neck

- Completely shaves: Cheeks ■ Area above upper lip ■ Sides of mouth ■ Area below lower lip ■ Chin
- Jaws ■ Neck
- Shaves around moustache appropriately

Trimming sideburns

- Trims sideburns straight ■ Trims sideburns to same length ■ Sideburns are of appropriate length

BEARD

- Shaves along both cheek/beard borders ■ Border lines on cheeks are even ■ And symmetrical
- Shaves neck completely
- Shaves along neck/beard border ■ Border line along neck is reasonably even ■ And of appropriate height
- Cleans razor appropriately ■ And safely
- Empties sink ■ Rinses face completely: With hands ■ With washcloth
- Gives washcloth final rinsing ■ Gives washcloth final wringing ■ Hangs up washcloth
- Dries face ■ Completely ■ Towel is hung ■ Cares for cut(s) ■ Appropriately
- Applies after-shave lotion appropriately
- Changes razor blade if necessary ■ Changes blade correctly ■ And safely
- Puts away all materials ■ Cleans up area ■ Shaves in reasonable amount of time:

21.1 AWARENESS OF MOUSTACHE CARE

Use skill **HAIR CARE: Use Of Barber And Hairdresser** to train client on use of barber for moustache trimming needs, and skill **ELECTRIC RAZOR SHAVING FOR MALES** for training client to trim moustache independently.

- "When is a good time to wash your moustache?" (When washing face in morning and evening; during bath or shower . . .)
- "Why is it important to rinse your moustache thoroughly after you wash it?" (Prevent residual soap from drying and flaking, keep moustache looking cleaner . . .)
- "What do you need to be especially careful about when you eat?" (Putting food into your mouth carefully so food doesn't get on moustache, using napkin more often . . .)
- "If you want to be *sure* your moustache looks clean after you eat, what is the best thing to do?" (Look at moustache in mirror)

BASIC ADAPTIVE SKILLS

I. HYGIENE

AWARENESS OF MOUSTACHE CARE (Cont.)

- "How often should your moustache be trimmed?":
- "Why can it be dangerous to trim or remove your moustache yourself?" (Might cut yourself . . .)
- "If you should no longer want to have a moustache, where can you go to have it shaved off?" (Barber shop)
- "When is a convenient time to have your moustache trimmed?" (When you get a haircut . . .)
- Client is asked to look at moustache carefully in mirror, then asked: "Does your moustache look clean?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)
 - "Does your moustache need trimming?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)

22.1 AWARENESS OF BEARD CARE

Use skill HAIR CARE: Use Of Barber And Hairdresser to train client on use of barber for beard trimming needs.

- "When is a good time to wash your beard?" (When washing face in morning and evening; during bath or shower . . .)
- "Why is it important to rinse your beard thoroughly after you wash it?" (Prevent residual soap from drying and flaking, keep beard looking cleaner . . .)
- "What do you need to be especially careful about when you eat?" (Putting food into your mouth carefully so food doesn't get on beard, using napkin more often . . .)
- "If you want to be *sure* your beard looks clean after you eat, what is the best thing to do?" (Look at beard in mirror)
- "How often should your beard be trimmed?":
- "Why can it be dangerous to trim or remove your beard yourself?" (Might cut yourself . . .)
- "If you should no longer want to have a beard, where can you go to have it shaved off?" (Barber shop)
- "When is a convenient time to have your beard trimmed?" (When you get a haircut . . .)
- Client is asked to look at beard carefully in mirror, then asked: "Does your beard look clean?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)
 - "Does your beard need trimming?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)

22.2 ELECTRIC RAZOR SHAVING FOR FEMALES

- "Why do some women shave their underarms?" (Looks; underarms easier to keep clean . . .)
- "Why do some women shave their legs?" (Looks . . .)
- "How often do most women shave?" (Once a week . . .)
- "Is it a good idea to apply deodorant immediately after shaving your underarms?" (No)
 - "Why not?" (Might sting, irritate skin . . .)
- "Why should you be very careful when using an electric razor around the sink?" (Plug or defective cord might get wet and give you a shock . . .)
- "Why should your underarms and legs be dry before using an electric razor?" (Wet hair will clog shaver head . . .)
- Client is asked to look at underarms carefully, then asked: "Do your underarms need shaving?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)
- Client is asked to look at legs carefully, then asked: "Do your legs need shaving?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)

Client is asked to collect necessary materials and shave.

Materials client is to use:

Body parts client is to shave (underarms and/or legs):

- Client collects: Electric razor ■ Cord ■ Cleaning brush
- Insures reasonable privacy ■ Removes protective cover from razor ■ Plugs in razor ■ Turns on razor

UNDERARMS

- Wears appropriate top clothing if any is worn ■ Underarms are dry ■ Adjusts razor setting ■ Appropriately
- Holds razor appropriately in hand ■ Holds razor appropriately against underarm ■ Uses appropriate shaving motions
- Does not irritate skin by shaving one area too long ■ Uses appropriate pressure of razor against underarm
- Shaves around or gently over growths or skin irritations
- Shaves both underarms
- Checks for missed areas ■ Shaves missed areas ■ Does not drop razor throughout shaving
- Shaves underarms in reasonable amount of time:

LEGS

- Wears appropriate clothing if any is worn ■ Legs are dry ■ Adjusts razor setting ■ Appropriately
- Holds razor appropriately in hand ■ Holds razor appropriately against leg ■ Uses appropriate shaving motions

BASIC ADAPTIVE SKILLS

I. HYGIENE

ELECTRIC RAZOR SHAVING FOR FEMALES (Cont.)

- Does not irritate skin by shaving one area too long ■ Uses appropriate pressure of razor against leg
- Shaves around or gently over growths or skin irritations
- Completely shaves: Ankle ■ Shin ■ Calf ■ Knee ■ Thigh
- Shaves both legs ■ Checks for missed areas ■ Shaves missed areas ■ Does not drop razor throughout shaving
- Shaves legs in reasonable amount of time:
- Turns off razor ■ Unplugs razor appropriately (includes not pulling cord)
- Takes off shaver head ■ Appropriately ■ And cleans shaver head over sink or wastebasket
- Replaces shaver head ■ Appropriately ■ And locks shaver head in place
- Puts protective cover on shaver head ■ Puts away all materials ■ Cleans up area

23.1 SAFETY RAZOR SHAVING FOR FEMALES

- "Why do some women shave their underarms?" (Looks; easier to keep clean . . .)
- "Why do some women shave their legs?" (Looks . . .)
- "How often do most women shave?" (Once a week . . .)
- "Is it a good idea to apply deodorant immediately after shaving your underarms?" (No) ■ "Why not?" (Might sting, irritate skin . . .)
- "Why is it important to be very careful when using a safety razor?" (You might cut yourself . . .)
- "If you cut yourself while shaving, how can you treat the cut?" (Use styptic pencil; wash cut and apply bandaid . . .) ■ "How can you remove dried blood from your skin?" (Wet a tissue with cold water and pat it gently on spot until blood is removed . . .)
- Client is asked to look at underarms carefully, then asked: "Do your underarms need shaving?" (Answers appropriately)
 - "How do you know?" (Gives reasonable answer)
- Client is asked to look at legs carefully, then asked: "Do your legs need shaving?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

Client is asked to collect necessary materials and shave.

Materials client is to use (including brand name and type of safety razor):

Body parts client is to shave (underarms and/or legs):

- Client collects: Safety razor (with blade already inserted) ■ Can of shaving cream ■ Washcloth
- Insures reasonable privacy
- Shakes can of shaving cream ■ Shakes appropriate number of times ■ Removes protective covering
- Releases shaving cream into hand ■ Releases appropriate amount

Razor rinsing method 1

- Closes sink or bathtub drain ■ Adds warm water to sink or tub ■ Adds appropriate amount of water

Razor rinsing method 2

- Turns on warm water ■ Leaves water running while shaving ■ Force of water is reasonable

Razor rinsing method 3

- Turns on (single control) faucet separately for each rinse ■ Uses warm water

UNDERARMS

- Wears appropriate top clothing if any is worn ■ Shave setting of razor is adjusted appropriately
- Wets underarm ■ Lathers area to be shaved ■ Lathers appropriately
- Holds razor appropriately in hand ■ Holds razor appropriately against underarm ■ Uses appropriate shaving motions
- Does not irritate skin by shaving one area too long ■ Uses appropriate pressure of razor against underarm
- Uses appropriate speed of shaving strokes (especially not too fast)
- Shaves around or gently over growths or skin irritations ■ Rinses razor as needed ■ Rinses razor appropriately
- Shaves both underarms
- Checks for missed areas ■ Shaves missed areas ■ Does not drop razor throughout shaving
- Rinses underarms completely: With hands ■ With washcloth
- Dries underarms ■ Completely ■ Towel is hung ■ Shaves underarms in reasonable amount of time:

LEGS

- Wears appropriate clothing if any is worn ■ Shave setting of razor is adjusted appropriately
- Wets leg ■ Lathers area to be shaved ■ Lathers appropriately
- Holds razor appropriately in hand ■ Holds razor appropriately against leg ■ Uses appropriate shaving motions
- Does not irritate skin by shaving one area too long ■ Uses appropriate pressure of razor against leg
- Uses appropriate speed of shaving strokes (especially not too fast)
- Shaves around or gently over growths or skin irritations ■ Rinses razor as needed ■ Rinses razor appropriately

BASIC ADAPTIVE SKILLS

I. HYGIENE

SAFETY RAZOR SHAVING FOR FEMALES (Cont.)

- Completely shaves: Ankle ■ Shin ■ Calf ■ Knee ■ Thigh
- Shaves both legs ■ Checks for missed areas ■ Shaves missed areas ■ Does not drop razor throughout shaving
- Rinses legs completely: With hands ■ With washcloth
- Dries legs ■ Completely ■ Towel is hung ■ Shaves legs in reasonable amount of time:
- Changes razor blade if necessary ■ Changes blade correctly ■ And safely
- Shaves safely (i.e. does not cut self; instructor does not need to intervene due to risk of client cutting self)
- Cleans razor appropriately ■ And safely
- Empties sink or bathtub ■ Gives washcloth final rinsing ■ Gives washcloth final wringing ■ Hangs up washcloth
- Cares for cut(s) ■ Appropriately
- Puts away all materials ■ Cleans up area

24.1 FEMININE HYGIENE: Basic Menstrual Information

- "What is menstruation (having periods)?" (Periodic bleeding approximately once a month . . .)
- "Do you menstruate (have periods)?" ■ "How can you tell when your period has started?" (Blood stains . . .) ■ "What should you do when your period starts?" (Use a sanitary napkin or tampon)
- "What should you do if your panties become blood stained?" (Change them and wash them by hand . . .) ■ "How can you remove blood stains from fabric?" (Soak stains in cold salt water then wash item as usual . . .)
- "How often should you bathe when you are menstruating (having your period)?" (Every day . . .) ■ "Why is it important to bathe every day when you are menstruating (having your period)?" (Odor offensive to others; feel good about your body . . .)
- "What can you do if you have cramps?" (Take aspirin, lie down, use heating pad . . .)
- "Name two reasons you might miss a period." (Emotional upset, change in job or living situation, illness, pregnancy . . .)
 - "What should you do if you miss one period?" (Not worry; remember it's normal; watch for next missed period . . .)
 - "What should you do if you miss two consecutive periods?" (Go to the doctor)

24.2 FEMININE HYGIENE: Use Of Beltless Sanitary Napkins

- Client is shown a beltless sanitary napkin and asked: "What is this?" (Beltless sanitary napkin . . .)
- Client is shown several items including a beltless sanitary napkin and asked: "Point to the beltless sanitary napkin."
- "How often should you change your sanitary napkin?" (At least twice a day) ■ "How can you tell when to change your sanitary napkin?" (Blood stains on panties, noticeable odor, feels damp or uncomfortable . . .)
- "Should you flush a used sanitary napkin down the toilet?" (No) ■ "Why not?" (Could plug up the toilet . . .)

Client is asked to collect necessary material and change sanitary napkin.

Brand name and absorbancy of sanitary napkin client is to use:

- Client collects beltless sanitary napkin ■ Insures reasonable privacy ■ Pulls down panties
- Grasps corner of used napkin ■ Removes used napkin from panties
- Folds or rolls used napkin ■ With blood stains *inside*
- Wraps used napkin in toilet tissue ■ Disposes of used napkin in wastebasket
- Grasps corner of *new* sanitary napkin with one hand ■ And corner of paper backing on adhesive strip with other hand
- Moves hands away from each other until paper backing is removed from adhesive strip
- Disposes of paper backing in wastebasket ■ Grasps both ends of sanitary napkin (one end in each hand)
- Aligns sanitary napkin with crotch of panties ■ Sanitary napkin is right side up
- Applies sanitary napkin to panties ■ In correct position
- Presses panties against adhesive strip to secure sanitary napkin
- Wipes self appropriately (Use skill **TOILETING FOR FEMALES** if formal training on toileting is necessary)
- Pulls up panties ■ Arranges outer clothing appropriately ■ Flushes toilet ■ Lowers toilet cover
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
- Changes beltless sanitary napkin in reasonable amount of time:

24.3 FEMININE HYGIENE: Use Of Belt-Type Sanitary Napkins

- Client is shown a belt-type sanitary napkin and asked: "What is this?" (Sanitary napkin . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

FEMININE HYGIENE: Use Of Belt-Type Sanitary Napkins (Cont.)

- Client is shown several items including a belt-type sanitary napkin and asked: "Point to the belt-type sanitary napkin."
- Client is shown a sanitary belt and asked: "What is this?" (Sanitary belt . . .)
- Client is shown several items including a sanitary belt and asked: "Point to the sanitary belt."
- "How often should you change your sanitary napkin?" (At least twice a day) ■ "How can you tell when to change your sanitary napkin?" (Blood stains on panties, noticeable odor, feels damp or uncomfortable . . .)
- "Should you flush a used sanitary napkin down the toilet?" (No) ■ "Why not?" (Could plug up the toilet . . .)

Client is asked to collect necessary materials and change sanitary napkin.

Materials client is to use (including brand name and absorbency of napkin):

- Client collects: Belt-type sanitary napkin ■ Sanitary belt
- Insures reasonable privacy ■ Pulls down panties
- Grasps back end of sanitary napkin with one hand ■ And back clip on belt with other hand
- Lifts up on back end of napkin ■ Until napkin is disengaged from teeth of back belt clip
- Maintains grasp on back end of napkin ■ Brings napkin between legs to front of body
- Folds napkin in half ■ With blood stains *inside*
- Grasps front end of sanitary napkin with one hand ■ And front clip on belt with other hand
- Lifts up on front end of napkin ■ Until napkin is disengaged from teeth of front belt clip
- Folds or rolls used napkin ■ With blood stains *inside*
- Wraps used napkin in toilet tissue ■ Disposes of used napkin in wastebasket

Client demonstrates

- Lowering sanitary belt to ankles ■ And removing feet from belt

Client demonstrates

- Putting feet through sanitary belt ■ And pulling up belt ■ To waist
- Belt is untwisted ■ And right side out
- Wipes self appropriately (Use skill **TOILETING FOR FEMALES** if formal training on toileting is necessary)
- Grasps back end of *new* sanitary napkin with one hand ■ And front clip on belt with other hand
- Inserts back end of napkin through front clip on belt ■ In correct direction
- Pulls down on back end of napkin ■ Until napkin is engaged in teeth of clip on belt
- Sanitary napkin is right side out ■ Turns belt ■ Until napkin is properly positioned in back of body
- Grasps front end of napkin ■ And brings it between legs to front of body
- Maintains previous grasp ■ And uses other hand to grasp front clip on belt
- Inserts front end of napkin through front clip on belt ■ In correct direction
- Pulls down on front end of napkin ■ Until napkin is engaged in teeth of clip on belt
- Sanitary napkin is untwisted ■ Right side out ■ And properly positioned
- Pulls up panties ■ Arranges outer clothing appropriately ■ Flushes toilet ■ Lowers toilet cover
- Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary)
- Changes belt-type sanitary napkin in reasonable amount of time:

25.1 FEMININE HYGIENE: Use Of Tampons

- Client is shown a tampon and asked: "What is this?" (Tampon . . .)
- Client is shown several items including a tampon and asked: "Point to the tampon."
- "How often should you change your tampon?" (At least twice a day) ■ "How can you tell when to change your tampon?" (Blood stains on panties, noticeable odor, removal cord is discolored . . .)
- "Can you flush a used tampon down the toilet?" (Usually) ■ "What brand of tampon do you use?":

Client is asked to collect necessary material and change tampon.

Brand name and absorbency of tampon client is to use:

- Client collects tampon ■ Insures reasonable privacy ■ Pulls down panties ■ Locates tampon removal cord
- Grasps cord ■ And pulls gently until tampon is removed
- Disposes of used tampon in toilet ■ Or wraps used tampon in toilet tissue and disposes of it in wastebasket
- Wipes self appropriately (Use skill **TOILETING FOR FEMALES** if formal training on toileting is necessary)
- Removes wrapping from *new* tampon ■ Disposes of wrapping in toilet ■ Or wastebasket
- Grasps tampon in appropriate manner for insertion ■ Sits or stands with legs apart ■ Spreads labia majora
- Locates vagina ■ Inserts tampon into vagina ■ Inserts tampon completely ■ Removes applicator
- Wraps applicator in toilet tissue ■ Disposes of applicator in wastebasket ■ Pulls up panties
- Arranges outer clothing appropriately ■ Flushes toilet ■ Lowers toilet cover ■ Washes hands (Use skill **HAND WASHING** if formal training on hand washing is necessary) ■ Changes tampon in reasonable amount of time:

BASIC ADAPTIVE SKILLS

I. HYGIENE

26.1 FEMININE HYGIENE: Care Of Menstrual Needs Away From Home

- "Should you stay home from work (school) *just* because you are having your period?" (No) ■ "Why not?" (You're not ill . . .)
- "If you get extremely bad cramps at work (school), what can you do?" (Take aspirin, ask to lie down . . .)
- "What should you have with you during your period?" (Extra sanitary napkin or tampon)
- "Where is a good place to keep an extra sanitary napkin or tampon when you are at work (school)?" (In your purse . . .)
- "What can you do if you start your period at work (school) and don't have a sanitary napkin or tampon?" (Buy one in a machine . . .) ■ "How much does a sanitary napkin or tampon cost in a machine?" (Five or ten cents . . .) ■ "If there is no machine or if it is out of order, what can you do?" (Fold several layers of toilet tissue and place them in your panties . . .)
- Client carries extra sanitary napkin or tampon in purse when menstruating ■ Handles menstrual needs independently

USE OF SANITARY NAPKIN OR TAMPON VENDING MACHINES

Instructor takes client to restroom equipped with sanitary napkin or tampon vending machine(s). Client has or is given several different coins from which to select correct change to operate machine.

- Client locates sanitary napkin vending machine ■ Or tampon vending machine
- Selects machine dispensing type of product client customarily uses
- Chooses correct coin(s) needed to operate machine ■ Puts coin(s) into coin slot
- Activates item release mechanism (e.g. by turning knob, pulling handle)
- Collects change if overpaid
- Uses coin return if necessary ■ And collects returned money
- Collects sanitary napkin ■ Or tampon
- Opens box or removes wrapper from sanitary napkin or tampon (See previous skills for training use of sanitary napkin or tampon)

PINNING BELT-TYPE SANITARY NAPKIN IN PLACE

The following tasks are designed to be used when client does not have sanitary belt and has purchased belt-type napkin.

- Places napkin in panties ■ Right side up ■ And frontward
- Opens first safety pin ■ Inserts pin through front end of napkin ■ And panties
- Brings pin back through panties ■ And front end of napkin ■ And closes first safety pin
- Front of napkin is correctly positioned in panties ■ And securely positioned
- Opens second safety pin ■ Inserts pin through back end of napkin ■ And panties
- Brings pin back through panties ■ And back end of napkin ■ And closes second safety pin
- Back of napkin is correctly positioned in panties ■ And securely positioned

26.2 FEMININE HYGIENE: Advanced Menstrual Information

- Client keeps calendar record of the days she menstruates
- "What does it mean to have regular periods?" (Amount of time between periods is about the same)
- "What does it mean to have irregular periods?" (Amount of time between periods varies)
- "Do you have regular periods?": ■ Verifies answer with calendar record
- "What is the length of your cycle from day 1 of your period to day 1 of your next period?": ■ Verifies answer with calendar record
- Uses calendar record to estimate the day she expects her next period to begin
- "How many days do your periods last?": ■ Verifies answer with calendar record
- "Why do you menstruate?" (Uterus lining builds up to nourish fertilized egg — egg is released but not fertilized — lining is then shed through menstrual bleeding)

26.3 CARE OF EYEGLASSES

This skill is designed primarily for a client who wears eyeglasses, but the skill may in addition be used for training care of sunglasses.

- "Why is it important to use both hands when putting on and taking off your glasses?" (Prevent frame from bending, breaking . . .)
- "What should you do if your eyeglass frame feels too tight or too loose?" (Go to optician to have it adjusted . . .)
- "How should you store your glasses when you are not wearing them?" (In eyeglass case . . .)
- "Why is it important to store your glasses in an eyeglass case?" (Prevent breakage, protect lenses from scratching . . .)
- "When you remove your glasses but don't put them in a case, how should you place them?" (Lenses *away from* surface . . .)
- "Why shouldn't you rest your glasses on the lenses?" (Might scratch lenses . . .)
- "If you took your glasses off in this room, where is a safe place to put them?" (Gives reasonable answer)
- "Why is it important to have clean glasses?" (Better eyesight; looks . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

CARE OF EYEGLASSES (Cont.)

- "How often should you clean your glasses?" (Every morning; whenever they are dirty . . .)
- "What is the best way to clean your glasses?" (Wash them with warm water and mild soap then dry with soft lint-free cloth)
- Sunglasses**
 - "When do most people wear sunglasses?" (On bright sunny days when sunlight bothers their eyes . . .)
 - "Why is it a good idea to wear sunglasses when the sunlight bothers your eyes?" (Your eyes won't hurt, you can see more easily, you won't have to squint . . .)
 - "Why isn't it a good idea to wear sunglasses indoors?" (You can't see as well, it looks inappropriate . . .)

REMOVING GLASSES

Client is asked to remove glasses and set them down.

- Client grasps left earpiece with left hand ■ And right earpiece with right hand
- Lifts up earpieces ■ And slides glasses forward ■ Until glasses are removed
- Folds earpieces ■ Completely
- Lays glasses on appropriate surface ■ With earpieces touching surface (i.e. lenses are upward)
- Handles glasses by frame only
- Client is asked to look at glasses carefully, then asked: "Do your glasses need cleaning?" (Answers appropriately) ■ "How do you know?" (Gives reasonable answer)

CLEANING GLASSES

Client is asked to collect necessary materials and clean glasses.

- Client collects: Glasses ■ Mild soap ■ And soft cloth
- Turns on warm water (Use skill **ADJUSTING WATER TEMPERATURE ON DIFFERENT TYPES OF FAUCETS** if formal training on adjusting water temperature is necessary) ■ Fills sink ■ With appropriate amount of water
- Crosses ends of earpieces ■ And grasps earpieces at intersection with one hand
- Wets soap ■ And works up lather with one hand
- Wets lenses ■ And frame of glasses
- Gently cleans: Inside of left lens ■ Outside of left lens ■ Inside of right lens ■ Outside of right lens
- Nosepieces ■ Earpieces ■ Frame around lenses
- Rinses glasses ■ Thoroughly
- Gently dries: Inside of left lens ■ Outside of left lens ■ Inside of right lens ■ Outside of right lens
- Nosepieces ■ Earpieces ■ Frame around lenses
- Handles glasses carefully throughout cleaning (i.e. does not drop or otherwise risk damaging glasses)
- Drains water from sink ■ Cleans glasses in reasonable amount of time:

PUTTING ON GLASSES

Client is asked to put on glasses.

- Grasps left earpiece with left hand ■ Right earpiece with right hand ■ And fully extends earpieces ■ Gently
- Aligns earpieces with sides of head ■ Slides earpieces along sides of head ■ And down behind ears
- Ends of earpieces are seated correctly behind ears ■ Nosepieces are positioned properly on bridge of nose

27.1 CARE OF HEARING AID

- "Why is it important to keep your hearing aid dry?" (Aid won't work properly when wet, moisture can damage aid . . .)
- "Why is it important to keep your hearing aid away from heat?" (Excessively high temperature can damage aid . . .)
- "Why should you remove dead batteries from your hearing aid immediately?" (Dead batteries can leak, corrode, and damage aid)
- "What can you do to help batteries last longer?" (Turn aid off each time you remove it . . .)
- "If your hearing aid is *not working*, what might be the matter?" (Dead battery, break in receiver cord, battery reversed . . .)
- "If your hearing aid *sounds weak*, what might be the matter?" (Run-down battery, break in receiver cord, earmold improperly seated in ear . . .)
- "If your hearing aid *works intermittently*, what might be the matter?" (Break in receiver cord, battery leakage, poor contacts at cord receptacle . . .)
- "If your hearing aid *whistles*, what might be the matter?" (Earmold improperly seated in ear, microphone too close to receiver . . .)
- "If your hearing aid *sounds shrill*, what might be wrong?" (Broken receiver cord, poor cord receptacle contacts, microphone too close to receiver . . .)
- "If your hearing aid *sounds hollow*, what might be the matter?" (Run-down battery, battery reversed in holder, earmold plugged with cerumen . . .)
- "How often do you change your hearing aid battery?"
- "How often should you clean your earmold?" (At least once a week . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

CARE OF HEARING AID (Cont.)

TESTING AND REPLACING BATTERY

Client is asked to remove hearing aid and test battery. If battery is good, client is asked to demonstrate removing and properly reinserting it. If battery is dead, client replaces it.

Testing battery

- Client removes hearing aid ■ Places microphone and amplifier in close proximity
- Cups hand around microphone and amplifier
- Increases volume ■ Until aid whistles (battery is good) ■ Or until maximum gain is reached (battery is dead)
- Tests battery in reasonable amount of time:

Replacing battery

- Opens battery holder ■ Removes battery ■ Client is carrying spare battery(ies)
- Inserts battery ■ Correctly
- Closes battery holder ■ Replaces battery in reasonable amount of time:

CLEANING EARMOLD

Client is asked to collect necessary materials and clean earmold.

Materials client is to use:

- Client collects: Hearing aid ■ Soap ■ Pipe cleaners ■ Long-bristle brush ■ Towel
- Disconnects earmold from receiver ■ Places aid in safe place (e.g. away from water and heat)
- Turns on lukewarm water ■ Force of water is reasonable ■ Wets soap ■ Works up lather ■ Wets earmold
- Cleans exterior surface of earmold ■ Completely
- Cleans earmold canal: With pipe cleaner ■ With long-bristle brush
- Rinses exterior surface ■ Completely ■ And rinses canal ■ Completely
- Turns off water ■ Completely
- Dries exterior surface with towel ■ Completely
- Dries earmold canal with dry pipe cleaner ■ Completely
- Reconnects earmold to receiver ■ Properly
- Cleans earmold in reasonable amount of time:

28.1 USE OF COSMETICS: Foundation

- "Why is it important to wash your face before applying foundation?" (So dirt and oil are not trapped under make-up . . .)
- "Do you have *dry*, *normal*, or *oily* skin?": ■ "When should you remove your foundation?" (Before going to bed . . .)
- "Why isn't it a good idea to go to bed with your make-up on?" (Skin needs to breathe . . .)
- "What can you use to remove your foundation?" (Soap and water, cleansing cream . . .)

APPLYING FOUNDATION

Client is asked to apply foundation.

- Insures reasonable privacy ■ Foundation used is appropriate for client's skin type ■ And skin color
- Washes face (Use skill **FACE WASHING** if formal training on face washing is necessary)
- Applies an appropriate amount of foundation ■ Applies foundation evenly to all facial areas
- Caps foundation ■ Cleans up area ■ Applies foundation in reasonable amount of time:

REMOVING FOUNDATION

Client is asked to remove foundation.

- Insures reasonable privacy ■ Removes foundation: With soap and water ■ With cleansing cream
- Removes foundation completely ■ Cleans up area ■ Removes foundation in reasonable amount of time:

28.2 USE OF COSMETICS: Blusher

- "Why is it important to apply blusher to your face only when your face is clean?" (Trapped dirt or oil could irritate skin . . .)
- "When should you remove your blusher?" (Before going to bed . . .)
- "Why isn't it a good idea to go to bed with your make-up on?" (Skin needs to breathe . . .)
- "What can you use to remove your blusher?" (Soap and water, cleansing cream . . .)

APPLYING BLUSHER

Client is asked to apply blusher.

- Insures reasonable privacy ■ Blusher used is appropriate for client's skin color ■ Face is clean
- Applies an appropriate amount of blusher ■ Applies blusher to appropriate facial areas ■ Blends in blusher
- Caps blusher ■ Cleans up area ■ Applies blusher in reasonable amount of time:

BASIC ADAPTIVE SKILLS

I. HYGIENE

USE OF COSMETICS: Blusher (Cont.)

REMOVING BLUSHER

Client is asked to remove blusher.

- Insures reasonable privacy ■ Removes blusher: With soap and water ■ With cleansing cream
- Removes blusher completely ■ Cleans up area ■ Removes blusher in reasonable amount of time:

29.1 USE OF COSMETICS: Face Powder

- "Why is it important to apply powder to your face only when your face is clean?" (Trapped dirt or oil could irritate skin . . .)
- "When should you remove your face powder?" (Before going to bed . . .)
- "Why isn't it a good idea to go to bed with your make-up on?" (Skin needs to breathe . . .)
- "What can you use to remove your face powder?" (Soap and water, cleansing cream . . .)

APPLYING FACE POWDER

Client is asked to apply face powder.

- Insures reasonable privacy ■ Shade of powder used is appropriate for client's skin color ■ Face is clean
- Applies an appropriate amount of face powder ■ Applies powder evenly to all facial areas
- Caps face powder ■ Cleans up area ■ Applies face powder in reasonable amount of time:

REMOVING FACE POWDER

Client is asked to remove face powder.

- Insures reasonable privacy ■ Removes face powder: With soap and water ■ With cleansing cream
- Removes face powder completely ■ Cleans up area ■ Removes face powder in reasonable amount of time:

29.2 USE OF COSMETICS: Eye Liner

- "Why is it important to use eye make-up carefully?" (Help prevent irritating or injuring eyes . . .)
- "When should you remove your eye liner?" (Before going to bed . . .)
- "What can you use to remove your eye liner?" (Warm water, eye make-up remover . . .)

APPLYING EYE LINER

Client is asked to apply eye liner.

- Insures reasonable privacy ■ Color of eye liner used is appropriate
- Applies eye liner to eye lids at base of lashes ■ Applies an appropriate amount of eye liner
- Applies eye liner evenly
- Caps eye liner ■ Cleans up area ■ Applies eye liner in reasonable amount of time:

REMOVING EYE LINER

Client is asked to remove eye liner.

- Insures reasonable privacy ■ Removes eye liner: With warm water ■ With eye make-up remover
- Removes eye liner thoroughly ■ Cleans up area ■ Removes eye liner in reasonable amount of time:

29.3 USE OF COSMETICS: Eye Shadow

- "Why is it important to use eye make-up carefully?" (Help prevent irritating or injuring eyes . . .)
- "When should you remove your eye shadow?" (Before going to bed . . .)
- "What can you use to remove your eye shadow?" (Warm water, eye make-up remover . . .)

APPLYING EYE SHADOW

Client is asked to apply eye shadow.

- Insures reasonable privacy ■ Color of eye shadow used is appropriate
- Applies eye shadow to appropriate area of eyelids ■ Applies an appropriate amount of eye shadow
- Caps eye shadow ■ Cleans up area ■ Applies eye shadow in reasonable amount of time:

REMOVING EYE SHADOW

Client is asked to remove eye shadow.

- Insures reasonable privacy ■ Removes eye shadow: With warm water ■ With eye make-up remover
- Removes eye shadow completely ■ Cleans up area ■ Removes eye shadow in reasonable amount of time:

29.4 USE OF COSMETICS: Mascara

- "Why is it important to use eye make-up carefully?" (Help prevent irritating or injuring eyes . . .)

BASIC ADAPTIVE SKILLS

I. HYGIENE

USE OF COSMETICS: Mascara (Cont.)

- "When should you remove your mascara?" (Before going to bed . . .)
- "What can you use to remove your mascara?" (Warm water, eye make-up remover . . .)

APPLYING MASCARA

Client is asked to apply mascara.

- Insures reasonable privacy
- Color of mascara used is appropriate
- Applies mascara to upper lashes
- Applies mascara to lower lashes
- Applies appropriate amount of mascara
- Caps mascara
- Cleans up area
- Applies mascara in reasonable amount of time:

REMOVING MASCARA

Client is asked to remove mascara.

- Insures reasonable privacy
- Removes mascara: With warm water
- With eye make-up remover
- Removes mascara completely
- Cleans up area
- Removes mascara in reasonable amount of time:

30.1 USE OF COSMETICS: Lipstick

Client is asked to demonstrate applying lipstick.

- Insures reasonable privacy
- Color of lipstick used is appropriate
- Rolls up lipstick approximately 1/2"
- Uses mirror during application
- Applies appropriate amount of lipstick
- Applies lipstick to lips only
- Blots lips with tissue
- Disposes of tissue in wastebasket
- Rolls down lipstick
- Rolls down low enough so lipstick will not be damaged by cap
- Caps lipstick
- Applies lipstick in reasonable amount of time:

30.2 USE OF COSMETICS: Fingernail Polish

- "How can you tell when to reapply your fingernail polish?" (Polish is chipped, color of polish clashes with clothing . . .)
- "What is it a good idea to do before applying fingernail polish?" (Clean, trim, file fingernails if necessary . . .)

Client is asked to collect necessary materials and polish fingernails.

Materials client is to use:

- Client collects: Fingernail polish
- Fingernail polish remover
- Cotton balls
- Facial tissue
- Spreads facial tissue effectively to protect surface where polish and remover are used

REMOVING FINGERNAIL POLISH

- Applies fingernail polish remover to cotton ball
- Removes nail polish from fingernail
- Completely
- Removes nail polish from cuticle
- Completely
- Uses clean cotton ball as needed
- Disposes of used cotton ball(s) in wastebasket
- Removes polish from all fingernails
- Removes polish from all cuticles
- Removes nail polish in reasonable amount of time:

APPLYING FINGERNAIL POLISH

- Fingernails are clean (Use skill **CLEANING FINGERNAILS** if formal training on cleaning fingernails is necessary)
- Fingernails are trimmed and filed appropriately (Use skill **TRIMMING AND FILING FINGERNAILS** if formal training on trimming or filing fingernails is necessary)
- Color of fingernail polish used is appropriate
- Shakes fingernail polish
- Shakes polish thoroughly
- Applies appropriate amount of fingernail polish to applicator brush
- Begins each brush stroke at base of fingernail
- And continues stroke to tip of fingernail
- Applies polish to entire surface of fingernail
- Applies polish to fingernail only
- Polishes all fingernails
- Caps fingernail polish
- Applies nail polish in reasonable amount of time:
- Allows polish to dry unmarred
- Cleans up area

30.3 USE OF COSMETICS: Perfume

- "Why is it a good idea to apply perfume or cologne to your skin rather than to your clothing?" (Can stain clothing . . .)
- "What can happen if you use too much perfume or cologne?" (People might be offended by the strong odor . . .)

Client is asked to demonstrate applying perfume.

- Insures reasonable privacy
- Applies perfume to finger
- Using finger, applies perfume to neck
- Using finger, applies perfume to wrists
- Applies appropriate amount of perfume
- Applies perfume to skin only (e.g. not to clothing)
- Caps perfume