

# PERSONAL CARE

- SHOWERING
- SHAMPOOING HAIR
- CLEANING TEETH
- SHAVING (MEN)
- MENSTRUAL MANAGEMENT

The ability to adequately and competently attend to personal body care is a major area of learning for people with a disability. Overall impressions and judgments of a person are often made by the level of self care that a person demonstrates.

Many people with a developmental disability have not had the opportunity to learn adequate or socially appropriate skills in this area. It has often been easier for parents or caregivers to assist their son or daughter/client in these daily tasks because it was considered they were unable to learn, or it was simply too time consuming at the beginning and end of each day to teach them.

Independent personal care skills are essential primary elements required by all adult people regardless of intellect or lifestyle. Therefore learning these skills should be a priority for people with a disability who are unable to adequately care for their own personal care needs.

Providing adequate teaching programs and ongoing support in these skills will greatly assist and enhance people with a disability to develop a happy and healthy lifestyle and become more self aware and confident of their appearance, which in turn can significantly enhance the person's ability to interact with the community.

# PERSONAL CARE

## BASELINE ASSESSMENT:

*(refer teaching guidelines 2)*

Before commencing the personal care program accumulate and record relevant information re personal care skills for each client who will be participating.

## BASIC ENTRY SKILLS:

*(refer teaching guidelines 3)*

In order to commence personal body care the client will need basic entry skills such as:

- \* physical ability to participate (ie. possess mobility appropriate to skill).
- \* basic form of communication.
- \* basic concept and understanding of areas to be covered.

If the client has deficits in these areas a very specific program of familiarisation may be required before proceeding.

## CLIENT OBJECTIVES:

*(refer teaching guidelines 4)*

OBJECTIVE: clear overall directions are important in determining the desired outcome. eg: the client will be able to shower independently within a specified timeline.

In some situations clients may initially need a more basic objective eg: to be able to adjust the hot and cold taps correctly, therefore a more detailed task analysis of the skill will be required.

## MOTIVATION:

*(refer teaching guidelines 5)*

It is essential that the client is motivated and wants to learn how to care for, and be responsible for their own body needs.

Before proceeding with the program explain to the client the concept of personal care and the specific skills to be taught and give them examples of future use of the skills eg: increased independence, improved self image, increased social acceptance, improved personal relationships.

Discuss issues of privacy, personal space and modesty if the client is concerned or embarrassed.

Once the concept and details have been fully discussed and explained - ask the client if they wish to make a commitment to learn these personal care skills. If the answer is yes a simple contract should be drawn up and agreed to by both the client and the instructor. The contract should indicate both client and instructor commitments to the program.

## ENVIRONMENT:

*(refer teaching guidelines 6)*

People with a developmental disability learn best in 'real' environments rather than simulated settings. This is particularly important when teaching personal care skills, a bathroom in a house or flat, or (if possible) the person's own home environment is best.

## IMPLEMENTATION AND TASK PRESENTATION:

*(refer teaching guidelines 7 & 8)*

Demonstration, verbal prompts, gestural prompts, physical guidance and visual cues can all assist with the teaching phase of the skill. Remember each client may vary in their pace and ability to work through the skill, and may require more, or less, one-to-one attention than anticipated.

## REINFORCEMENT:

*(refer teaching guidelines 9)*

Encourage independent use of the Posters by the client. This will encourage and improve skill attainment as well as a 'real' sense of independence in their day to day personal care routine.

## EVALUATION:

*(refer teaching guidelines 10)*

1. During each session record clients progress on an evaluation sheet. Notes should be specific to objectives.
2. When session is completed discuss progress with client and if necessary adjust program for next session.

# SHOWERING

## OBJECTIVE

For client to be able to shower independently.

## TIMELINE:

Set client an appropriate timeline.

## SKILL COMPONENTS:

To achieve objective client will need to:

- \* Understand why cleaning the body is important.
- \* Be able to identify appropriate times of the day for showering.
- \* Understand how often they should shower.
- \* Be able to use and adjust the water temperature controls.
- \* Be able to dry self with a towel.
- \* Be able to leave the shower clean for the next person to use.
- \* Understand safety measures to be observed when showering.
- \* Recognise and be able to use deodorant/talc appropriately.

## DISCUSS WITH CLIENT:

### A. WHY THEY NEED TO SHOWER

#### REGULARLY:

- \* To maintain a clean and healthy appearance.
- \* To avoid stale and unpleasant body odours.
- \* To protect clothes from stains caused by perspiration and body oils that build up on the skin surface.
- \* To maintain healthy skin and avoid skin infection and rashes.

### B. WHEN TO SHOWER:

Appropriate times:

- \* Before breakfast.
- \* After work.
- \* Before bed.
- \* After strenuous activity eg: sport.

### C. WHAT IS NEEDED:

- \* Clean towel.
- \* Clean face cloth.
- \* Soap.
- \* Nail brush.
- \* Bath mat.
- \* Deodorant/talc.
- \* Clean clothes for dressing following shower.

### D. SAFETY TO BE OBSERVED:

- \* Use non slip bath mat or chair in shower.
- \* Turn cold tap on before hot.
- \* Turn hot tap off before cold.
- \* Do not use heaters near shower.
- \* Do not use hairdryers or electric shavers near shower.
- \* Do not leave shower soapy.

**SHOWERING**  
what to do

1. Place bathmat on floor.
2. Undress.
3. Turn extractor fan on.
4. Turn on taps and adjust to desired temperature.
5. Step into shower and close door or pull shower curtain across.
6. Wash entire body using soap, face cloth and nail brush if necessary.
7. Rinse soap off body.
8. Turn taps off.
9. Step out and dry body.
10. Use deodorant and talc if desired.
11. Hang towel and bathmat up.
12. Turn fan off.

# SHAMPOOING HAIR

## OBJECTIVE:

For client to be able to shampoo hair independently.

## TIMELINE:

Set client an appropriate timeline.

## SKILL COMPONENTS:

To achieve the objective the client will need to:

- \* Understand why clean hair is important.
- \* Be able to identify type of hair.
- \* Be able to identify the type of shampoos and conditioners suitable for their hair.
- \* Understand how often they should shampoo their hair.
- \* Understand the safety measures to be observed when shampooing their hair.

## DISCUSS WITH CLIENT:

### A. WHY HAIR NEEDS TO BE SHAMPOOED

#### REGULARLY:

- \* To maintain clean and healthy hair.
- \* To avoid stale and unpleasant odours.
- \* To protect clothes and furniture from stains caused by dirty, greasy hair.
- \* To maintain a healthy scalp and avoid infections eg: head lice.
- \* To control dandruff.
- \* To maintain an attractive appearance.

### B. WHEN TO SHAMPOO HAIR:

- \* 1-3 times per week (depending on type of hair, level of activity and environment). It is recommended that a weekly schedule be determined for each client.

### C. WHERE TO SHAMPOO HAIR:

- \* Whilst showering.
- \* Or in bathroom basin.

### D. WHAT IS NEEDED:

- \* Shampoo appropriate for hair type (eg: normal, dry, oily).
- \* Conditioner appropriate for hair type (optional).
- \* Or Combination Shampoo/Conditioner.
- \* Clean towel.
- \* Clean large toothed comb.

### E. SAFETY TO BE OBSERVED:

- \* Follow safety procedures for showering if washing hair in shower.
- \* Correct temperature of water to avoid scalding of scalp and face.
- \* Protection of eyes from shampoo.
- \* For some clients, use of earplugs to protect ears.

**SHAMPOOING HAIR IN THE SHOWER**  
what to do

(using a combination shampoo/conditioner)

1. Undress and place bathmat on floor.
2. Turn extractor fan on.
3. Turn on taps and adjust to desired temperature.
4. Step into shower and close door.
5. Wet hair thoroughly.
6. Pour sufficient shampoo / conditioner onto palm of hand.
7. Massage into hair and scalp - 2 minutes.
8. Rinse shampoo off.
9. Turn taps off.
10. Step out of shower and dry hair and body.
11. Turn fan off and hang towel up.
12. Comb hair gently.

# CLEANING TEETH

## OBJECTIVE:

For client to develop the skills necessary for self management of dental hygiene.

## TIMELINE:

Set client an appropriate timeline.

## SKILL COMPONENTS:

To achieve objective client will need to:

- \* Understand why cleaning teeth is important.
- \* Know how often teeth need to be cleaned each day.
- \* Understand the importance of visiting the dentist regularly.

## DISCUSS WITH CLIENT:

### A. WHY TEETH NEED TO BE CLEANED

#### DAILY:

- \* To maintain clean and healthy teeth and gums.
- \* To avoid unpleasant appearance.
- \* To avoid bad breath.

### B. WHEN TO CLEAN TEETH:

- \* 1-3 times per day, (determine a regular schedule for each client).  
eg: after breakfast, after lunch, before bed.

### C. TYPES OF TOOTHBRUSHES:

- \* Hard, medium, soft.
- \* Electric toothbrush.

### D. WHAT IS DENTAL CARIES:

- \* Food debris and bacteria form decay acids which decay the teeth and cause gum disease.

### E. HOW DOES DENTAL CARIES OCCUR:

- \* Failure to clean teeth regularly.
- \* Failure to clean teeth correctly.
- \* Failure to visit the dentist regularly, at least once a year.
- \* Inadequate diet - too many sugars.

## F. WHAT IS NEEDED:

- \* Toothbrush.
- \* Toothpaste.
- \* Plastic cup for rinsing mouth.
- \* Towel.

## G. WHERE TO CLEAN TEETH:

- \* Bathroom - bathroom basin.

**CLEANING TEETH**  
what to do

1. Remove cap and squeeze toothpaste onto toothbrush.
2. Brush along front to back on both sides.
3. Brush along back of teeth on both sides.
4. Then along front of teeth top and bottom.
5. Brush teeth up and down.
6. Brush for approx 3 minutes.
7. Rinse thoroughly with clean water.
8. Spit water out (do not swallow).
9. Dry mouth with towel.
10. Rinse toothbrush.
11. Recap toothpaste.
12. Rinse basin.

# SHAVING - MALE (Using an Electric Shaver)

## OBJECTIVE:

For client to develop the skills necessary for self management of shaving.

## TIMELINE:

Set client an appropriate timeline.

## SKILL COMPONENTS:

To achieve objective client will need to:

- \* Understand why it's important to shave regularly.
- \* Understand the safety precautions to be observed when using an electric shaver.

## DISCUSS WITH CLIENT:

### A. WHY HE NEEDS TO SHAVE

#### REGULARLY:

- \* To maintain a clean pleasant appearance.
- \* To improve his self image.
- \* Skin care - can reduce pimples, etc.

### B. HOW OFTEN TO SHAVE:

- \* Daily (usually after morning shower).

### C. WHERE TO SHAVE:

- \* Bathroom or bedroom with access to mirror and power point.

### D. SAFETY TO BE OBSERVED:

- \* Do not use near water.
- \* Take care not to drop.
- \* Replace blades when blunt.
- \* Clean regularly to ensure efficient use.
- \* Place razor in container or hang up between use.

## E. WHAT IS NEEDED:

- \* Electric shaver.
- \* Power point.
- \* Mirror.
- \* Spare blades.
- \* Brush for cleaning.

**SHAVING**  
what to do

1. Remove cover. Plug into power point and switch on.
2. Turn shaver ON.
3. Shave applying gentle pressure from top of cheekbone to jawline on both sides.
4. Shave neck and chin areas.
5. Shave upper lip.
6. Turn shaver OFF.
7. Turn off at power point.
8. Open shaver head.
9. Gently clean with brush.
10. Replace blade head.
11. Replace cover.
12. Store in container.

# MENSTRUAL MANAGEMENT

## **OBJECTIVE:**

**For client to achieve self management of menstruation.**

## **TIMELINE:**

Set client an appropriate timeline.

## **SKILL COMPONENTS:**

To achieve objective client will need to:

- \* Understand why proper menstrual hygiene is important.
- \* Be able to identify different kinds of pads and where to purchase them.
- \* Be able to determine when pads need to be changed.
- \* Gain a basic understanding of the menstrual cycle, and when to expect onset of menstruation flow.
- \* Understand timespan on menstruation.
- \* Be able to identify appropriate settings and exhibit appropriate behaviour for self care.
- \* Be able to properly dispose of used pads.
- \* Be able to launder soiled clothing.

## **DISCUSS WITH CLIENT:**

### A. MENSTRUAL CYCLE:

- \* What is the menstrual cycle.
- \* What it means for the client.
- \* That it is a normal process.

### B. WHY MENSTRUAL HYGIENE IS IMPORTANT:

- \* To avoid unpleasant menstrual odours.
- \* To prevent chaffing and soreness.
- \* To avoid soiling of clothes.
- \* To avoid public embarrassment.
- \* To maintain a clean and comfortable appearance.

### C. WHEN TO CHANGE PADS:

- \* 4-6 times per day depending on flow and activity level eg: early morning, mid morning, after lunch, mid afternoon, after dinner, late evening.

### D. WHICH PADS TO USE:

- \* When flow is heavy.
- \* When flow is light.

### E. HOW TO DISPOSE OF USED PADS:

- \* Home disposal.
- \* Public disposal.
- \* What not to do. (eg: do not flush down toilet).

### F. WHAT IS NEEDED:

- \* Pads (type and where to buy them).
- \* Clean underwear.
- \* Paper for wrapping used pad.

### G. APPROPRIATE SETTINGS:

- \* Bathroom.
- \* Toilet.
- \* Bedroom.

## **MENSTRUAL MANAGEMENT**

### **what to do**

#### **(using a self adhesive pad)**

1. Choose a suitable and private room.
2. Choose the appropriate size pad.
3. Remove plastic strip.
4. Place sticky side down in gusset section of clean underwear.
5. Pull underwear on (proper fitting underwear is important to ensure that pad remains in place).
6. When discomfort or overflow occurs change pad (procedure as above), and underwear if soiled.
7. Wrap used pad tightly in toilet paper or small paper bag.
8. Place in rubbish bin (with lid)  
  
or
9. Place in sanitary disposal unit.