

## Complexion Care



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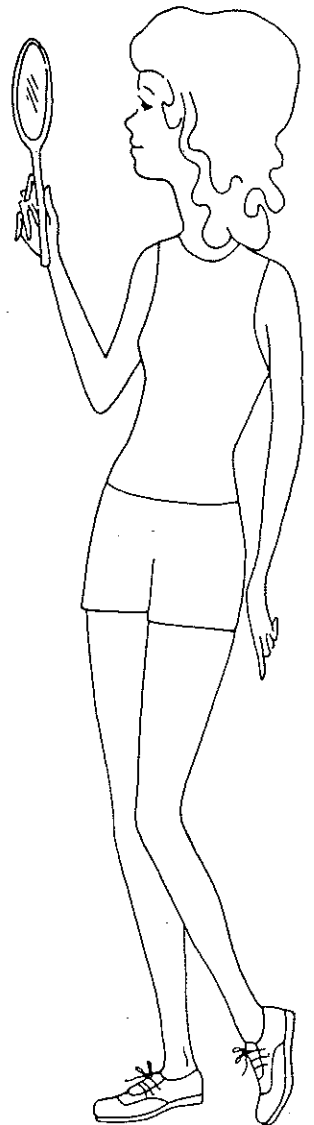
## About the Complexion Care Program

A vital, healthy complexion is an asset to a person's appearance. Although it may not be important for a mentally retarded young woman to learn how to use a wide range of cosmetics, it is important for her to learn how to take care of her skin.

The **Project MORE Complexion Care** program gives you a simple procedure to teach your students how to clean and care for their faces. Your teaching will be most successful when you follow the instructions exactly as they are written. The program outlines how to teach the behaviors which make up complexion care. These behaviors are called "steps" in the text.

There are two sections in the program to teach a student how to clean her face with soap and how to clean her face with a skin cleanser or cleansing lotion. Extra steps are included to teach additional behaviors which your student's skin type may require. These extra steps include using a moisturizer on the face and using a blemish corrective cream. Although the **Complexion Care** program was written with the female student in mind, much of it is equally applicable to male students.

Basic, detailed information about the teaching strategy, reinforcement, and data collection is contained in **How To Do MORE**, **Project MORE's** guide to all daily-living skill programs. Summaries of these subjects are included in this program. In order to do justice to your student, to the program, and to yourself as a trainer, you should be thoroughly familiar with both of these books. Read and study each page *before you begin to teach* the **Complexion Care** program.



## Selecting Students

This program is designed to be used with persons who are moderately to severely retarded. Such labeling, however, does not directly indicate a student's ability to benefit from the **Complexion Care** program. A "severely retarded" student may be able to learn the steps in the program as easily and rapidly as a "moderately retarded" student.

In general, for a student to participate in the **Complexion Care** program, she should have sufficient skill in using her hands to enable her to open a lotion bottle and to massage her face. A student should also be capable of understanding simple directions and should exhibit no behavior problems which will seriously interfere with the training sessions.

The following are descriptions of four students who successfully participated in the **Complexion Care** program during **Project MORE** testing. These students are no more or no less "typical" than your own students. This listing may provide some information you can consider as you select your students.

1. Medical records of the first student, who was 18 years old, indicated that she had congenital anomalies complicated by psychotic reactions. The records also indicated that she had a "possible" visual defect and some motor dysfunction. This student's IQ was 30 as measured by a standardized intelligence test. She learned all but one of the steps in the **Complexion Care** program after 18 sessions of training.
2. The second student, 16 years old, was diagnosed as having cultural familial mental retardation. She had a measured IQ of 38. This student made steady progress in training and learned all of the steps in the **Complexion Care** program in 14 training sessions.
3. The third student, 14 years old, had an IQ of 49. Medical records indicated that she had moderate mental retardation and exhibited Down's syndrome. She mastered all of the steps in the **Complexion Care** program after 12 sessions of training.
4. The fourth student, 18 years old, was diagnosed as mentally retarded due to unknown prenatal influences. She had an IQ of 61. This student mastered all of the steps in the **Complexion Care** program after only seven sessions of training.

## Skin Types

Like fingerprints, no two skins are exactly alike. Each person's skin will, however, have certain general characteristics. As you are teaching the **Complexion Care** program, it will be helpful for you to know your student's basic skin type. The following descriptions of skin types will help you determine what kind of skin your student has.

**NORMAL** skin is found only on very young children. It is defined as being flawless (wrinkle-free, clear, supple, and firm), having good tone, with small, smooth-textured pores.

Persons of any age may have **DRY** skin. The skin cells are very thin and the skin is characterized by fine lines and refined pores. Even relatively young people with dry skin may find that their skin lines (or wrinkles) and loses its elasticity.

**OILY** skin may also be found on persons of any age. The skin cells are usually thick, pore texture is coarse, and excess oils are produced. Oily skin may also have a rough, flaky surface.

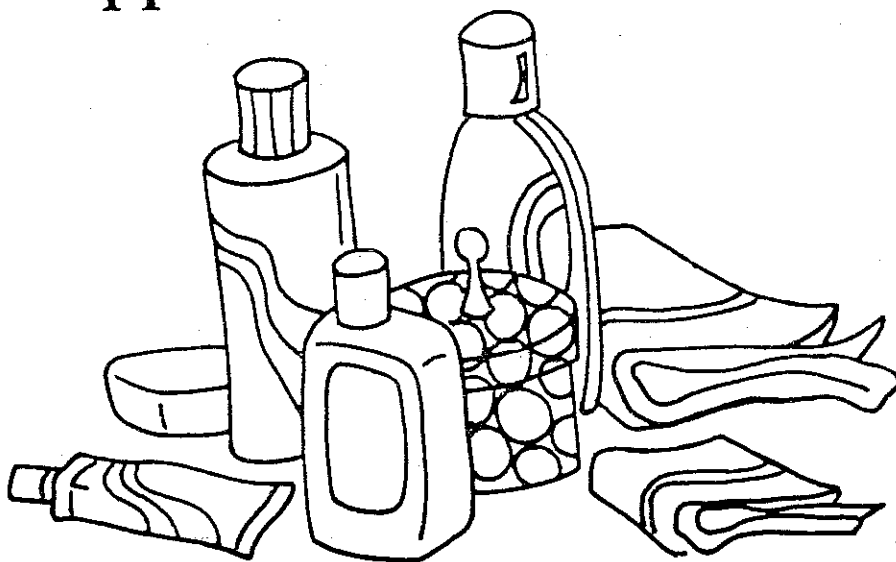
**COMBINATION** skin, having both dry and oily characteristics, is the most common skin type. The dry area includes the neck, eyes, and lips. The oily areas include the center of the forehead, nose, cheeks, and chin.

**BLEMISHED** skin may trouble persons of all ages, but particularly adolescents. Basically, it is oily skin which has become clogged and blemished as a result of poor circulation and inadequate cosmetic care.

Persons of any age may also have **VERY SENSITIVE** skin. It is very sheer, transparent, and delicate skin which is extremely sensitive to temperature. Capillaries (tiny blood vessels) are often apparent on very sensitive skin and allergies will affect the skin's appearance.



## Supplies



The supplies and materials required for the **Complexion Care** program are listed below. Several products are specifically recommended for use in this program. The ingredients in these products have been investigated by **Project MORE** and the products do not contain alcohol or other ingredients which may be harmful to your student's skin. Other products may be substituted, but check their ingredients to make sure that they do not contain alcohol, harsh detergents, or other ingredients which might damage your student's skin.

All of the products recommended below may be purchased at a drug, department, or discount store. Although no specific recommendations are made for blemish corrective cream, several good ones are on the market and may easily be purchased from your neighborhood drug store.

The supplies needed for cleaning the face with soap include a towel, cotton balls or cotton pads, a nondetergent soap, and skin lotion. Soaps recommended for use include Neutrogena, Mazon, Aveenobar, Lowila, and Purpose Soap. These nondetergent soaps have been developed specifically for dry and problem skin and for very sensitive skin. Soap such as Dove or Camay may be used if the above are not available. Avoid using a deodorant soap or soap with a detergent base on allergic or sensitive skin.

The supplies needed for cleaning the face with cleansing lotion include a washcloth, a towel, cotton balls or cotton pads, cleansing lotion, and skin lotion. The use of a good skin cleanser is essential

for most skin types because it tends to dislodge impurities and remove waste materials better than the average soap. Recommended skin cleansers include:

Allercreme Combination Skin Cleanser  
Charles of the Ritz Feather Touch  
Elizabeth Arden Skin Deep Milky Cleanser  
Germaine Monteil Super 3 Cleanser  
Helena Rubenstein Skin Dew Foaming Cleanser

A skin lotion must be used when cleaning the face with a skin cleanser. Although using skin lotion is an optional step if your student is learning to cleanse her face with soap, it is a step which will be beneficial to your student's proper complexion care. Skin lotions recommended for use include:

Allercreme Mild Astringent  
Ardena Skin Lotion by Elizabeth Arden  
Charles of the Ritz Skin Freshener

The skin lotion may be applied either with a cotton ball or a cotton pad. You may find that cotton balls are less expensive than cotton pads while both do the same job.

Using a moisturizer is a good idea for anyone, no matter what type of skin she may have. It is essential for students with dry skin. Most moisturizers do not contain oils or an oil base. They return moisture to the face and seal in natural skin moisture, making the skin smoother and more supple. Moisturizers recommended for use in the **Complexion Care** program include:

Allercreme Petal Lotion  
Helena Rubenstein Skin Dew Moisturizer

There are many other excellent moisturizers, but most are more expensive than the average budget will allow. Avoid using a hand cream or lotion as a moisturizer since many of them contain oils which may cause skin irritation.

Many mentally retarded persons are bothered by sensitive or allergic skin. If your student complains about a burning sensation or if her skin breaks out or blisters while using any product, discontinue use of the product immediately and try another product or consult a physician. Students with medical problems, such as sores or skin irritations on the face which might be aggravated by using commercial products, should be excluded from training, or included only with the consent and advice of a physician.

The appropriate supplies and materials you will be using in your training sessions should be placed adjacent to a sink equipped with hot and cold water taps. A mirror should be located directly above the sink.



## The Teaching Strategy

Four levels of assistance are used by the trainer in **Project MORE** programs. It is essential for you to proceed systematically through all levels of assistance if your student does not perform a step correctly. These levels of assistance are thoroughly presented in **How To Do MORE**, but here is a quick review.

**No Help**—first provide your student with the opportunity to perform the step without assistance. If she does not perform a step correctly after approximately five seconds at the *No Help* level, give her the next level of assistance, *Verbal Help*.

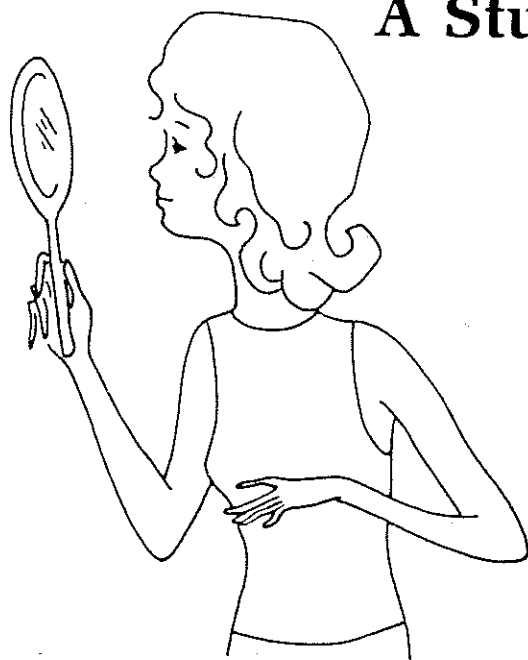
**Verbal Help**—give your student a reminder for the step. (The *Verbal Help* is written above the definition of the behavior for every step.) If she then performs the step correctly, go to the next step and wait for her to perform the step with *No Help*. If, after *Verbal Help*, she does not perform the step correctly or fails to perform the step after a 10-second wait, move to the next level of assistance, *Demonstration*.

**Demonstration**—show your student how to perform the step as you tell her what you're doing (you can either point to an item or body part, or you can demonstrate the behavior for the student). If she then performs the step correctly, go to the next step and again provide *No Help*. If, after the *Demonstration*, she does not perform the step correctly or fails to perform the step after a 10-second wait, give her the next level of assistance, *Physical Help*.

**Physical Help**—as you tell your student how to perform the step, physically assist her by guiding her hands. If she then performs the step correctly, go to the next step and again provide *No Help*. If she is unable to perform the step correctly after being given *Physical Help*, do not give her another opportunity to perform the step again until your next training session. Instead proceed with the training program by giving her the opportunity to perform the next step with *No Help*.

An objective of all **Project MORE** programs is to fade the trainer's assistance until the student is able to perform all the steps independently. When she is able to do all of the steps with *No Help*, her cue for performing each step will be the preceding step.

## Reinforcing A Student



As you are teaching your student how to take care of her face you must reinforce, or reward, her after each correct performance. You will find complete information on reinforcement in **How To Do MORE**. There are three important things to remember about reinforcement:

1. Reinforcement must **immediately** follow the correct response,
2. You must use a reinforcer which is effective for your student, and
3. You must reward your student when she performs correctly regardless of the level of assistance.

Although either social or tangible reinforcement may be used, **Project MORE** recommends that you use social reinforcement since it is the type of reinforcement which the student most likely will find in the community. Punishment is **not** recommended.

## The Training Sessions

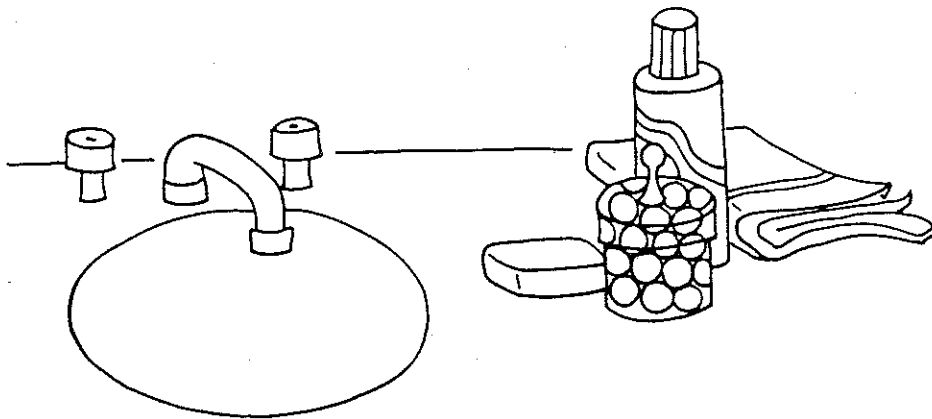


Training sessions for the **Complexion Care** program should last fifteen to twenty-five minutes, although the first few training sessions may take a little longer. An extra five to ten minutes may be added to the training time if you are teaching your student to use a moisturizer or blemish corrective cream.

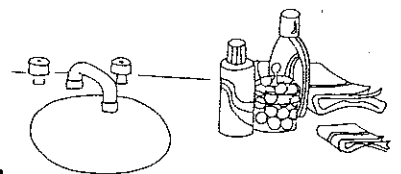
Training sessions should be held daily. The number of training sessions it will take your student to learn how to clean her face adequately will depend on her competency as a student and your effectiveness as a teacher. The descriptions listed in the section titled "Selecting Students" will tell how long it took four students to learn complexion care skills during **Project MORE** testing. Please note that all of the students mentioned in that section learned to clean their faces with soap and none of them were trained in the supplemental steps.

Before you begin to teach your student the steps of the **Complexion Care** program, you will give her a pretest to determine how well she can do prior to training. For the pretest select the section of the program you will be training, *Cleaning the Face With Soap* or *Cleaning the Face With Skin Cleanser*. Pretest your student on the extra steps for using a moisturizer or using a blemish corrective cream only if you plan to teach her those steps.

Begin each training session, the pretest, and the posttest, which is administered after training is completed, by giving your student an initial instruction. This will introduce her to the training task.



If you are training your student to clean her face with soap, say:  
*Here is everything you need to clean your face with soap. I want you to clean your face by yourself. Do the best you can.*

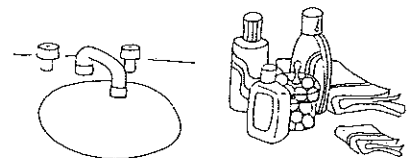


If you are training your student to clean her face with a skin cleanser, say:

*Here is everything you need to clean your face with cleansing lotion. I want you to clean your face by yourself. Do the best you can.*

If you are training one of the extra sections, you must include an instruction for the extra steps along with your initial instruction. For example, if you are teaching a student to clean her face with a skin cleanser and you also want her to use a moisturizer, include the instruction for the moisturizer along with your original instruction by saying:

*Here is everything you need to clean your face with cleansing lotion and to put moisturizer on your face. I want you to do this by yourself. Do the best you can.*



## Measuring a Student's Performance

Measuring the success of your training sessions by collecting data is relatively simple but very important. **How To Do MORE** fully explains the importance of keeping accurate and up-to-date records of your student's performance.

You received two types of data sheets with the **Complexion Care** program. One data sheet lists all of the steps involved in cleaning the face with soap, plus the extra steps. The other lists all of the steps involved in cleaning the face with skin cleanser, plus the extra steps. Select the appropriate data sheet for your training sessions. You also received graph sheets which will be used to chart your student's performance.

A sample data sheet on the opposite page shows you how the data sheet should be filled out. This particular data sheet was used for a student who had blemished skin. The trainer not only taught her how to clean her face with a skin cleanser, but also how to use a blemish corrective cream.

The four levels of assistance are represented by the letters **A**, **B**, **C**, and **D**, as indicated at the top of the data sheet. The letters are used for convenience in recording your student's performance and should not be interpreted as a grading system. The trainer recorded an **A** by the step when the student performed with *No Help*, a **B** when the student performed with *Verbal Help*, a **C** when the student performed after a *Demonstration*, a **D** when the student performed after *Physical Help*, and an **X** when the student could not perform the step after receiving all levels of assistance.

During the pretest and posttest the student was required to perform on her own with *No Help* from the trainer. Therefore, only **A**'s are recorded under the column labeled pretest and posttest. This student was only able to perform three steps correctly during the pretest.

When the student was able to perform a step correctly after receiving *Verbal Help*, the trainer marked a **B** in the column next to that step. During the first training session, for example, the student performed seven steps, Steps 5, 6, 7, 9, 10, 15, and the third step for using a blemish corrective cream, after being given *Verbal Help*.

During the second training session, the student needed a *Demonstration* only on Step 8. The trainer placed a **C** next to Step 8 in the column for the second training session.

The student successfully completed Step 13 during the first training session after receiving *Physical Help*. Her trainer put a **D** in the column by that step. Step 14 proved too difficult for the student and she was not able to do it, even when her trainer gave her *Physical Help*, then gave her the opportunity to do it by herself.

**COMPLEXION CARE PROGRAM DATA SHEET**  
Cleaning the Face With a Skin Cleanser

Student Maria Littleface  
Trainer Mrs. Laramie

A = No Help  
B = Verbal Help  
C = Demonstration  
D = Physical Help  
X = Step not completed

	Pretest	9-4	9-5	9-6	9-7	9-10	9-11	9-12	9-13	9-14	9-15	11	12	13	14	15	16	17	18	19	20
1. Put Some Skin Cleanser on Your Face		C	B	B	B	A	A	A	A	A											
2. Massage the Skin Cleanser on Your Face		C	B	A	A	A	A	A	A	A											
3. Turn the Cold Water On		A	A	A	A	A	A	A	A	A											
4. Turn the Hot Water On		A	A	A	A	A	A	A	A	A											
5. Adjust the Faucets To Get Warm Water		B	A	A	A	A	A	A	A	A											
6. Wet the Washcloth		B	A	A	A	A	A	A	A	A											
7. Wring Out the Washcloth		B	A	B	A	A	A	A	A	A											
8. Wipe the Cleanser From Your Face With a Washcloth		C	C	B	B	B	A	A	A	A											
9. Rinse Out the Washcloth		B	B	B	A	A	A	A	A	A											
10. Wring Out the Washcloth		B	A	A	A	A	A	A	A	A											
11. Turn the Water Off		A	A	A	A	A	A	A	A	A											
12. Dry Your Face		A	A	A	A	A	A	A	A	A											
13. Put Some Skin Lotion on a Cotton Ball		D	B	C	B	B	A	A	A	A											
14. Rub the Skin Lotion on Your Face		X	D	C	C	B	B	A	A	A											
15. Put the Caps Back on the Bottles		B	B	A	A	A	A	A	A	A											
Extra Steps for Using a Blemish Corrective Cream																					
1. Put Some Blemish Cream on Your Finger		C	B	B	B	B	A	B	A	B	A										
2. Put Some Blemish Cream on Your Face		C	A	A	A	A	A	A	A	A	A										
3. Blend the Blemish Cream Into Your Face		B	B	B	B	A	B	A	A	A	A										
Extra Steps for Using a Moisturizer																					
1. Put Some Moisturizer on Your Face																					
2. Massage the Moisturizer on Your Face																					

The trainer indicated this on the data sheet by marking an X by Step 14 of the first training session.

The criterion for successful completion of the **Complexion Care** program is all but one of the steps performed correctly with *No Help* from the trainer. In the example the student is learning the 15 steps involved in cleaning the face with skin cleanser, plus the three extra steps for using a blemish corrective cream. She should be performing a total of 18 steps during each training session and the criterion for dismissing her from training is 17 of those 18 steps. If you were teaching a student only 15 steps, then the criterion would be 14 of those 15 steps.

A student is ready for a posttest when she is able to perform all of the steps except one with *No Help* for three successive days. This student was able to perform all but one of the steps with *No Help* on the seventh, eighth, and ninth days of her training sessions, so her trainer administered a posttest. During the posttest the student performed all of the steps correctly with *No Help* from the trainer. If the student had been unable to perform one or more steps during the posttest, the trainer would have left the column next to that step blank.

If a student is successful on the posttest, meeting or exceeding the criterion level, she may be dismissed from training. If she does not meet this level, you may wish to continue training for several more days, administering the posttest again at the end of that time.

## Graphing The Data

Each day, after completing the training session, you should graph your student's performance on the graph sheet which accompanies this program. This will give you an idea of how well your student is learning to clean her face. A sample graph sheet on the opposite page will give you an idea of how the graph sheet should be filled out.

Since there are 15 steps in each section of the **Complexion Care** program, plus the possibility of five extra steps, 20 lines have been provided on the graph sheet. When you begin training, mark an arrow by the criterion level for your student. For example, the teacher on the sample graph marked an arrow by the number 17, the criterion for her student who was being trained on 18 steps.

Each day the trainer marked the number of steps her student performed correctly with *No Help*. This student was able to perform three steps correctly with *No Help* during the pretest. She progressed rapidly and was able to perform nine steps correctly with *No Help* by the second training session.

Using this graph, the trainer was able to tell how her student was progressing through the training sessions. When the student met the criterion level during the seventh, eighth, and ninth training sessions, the trainer knew that her student was ready to be given a posttest.

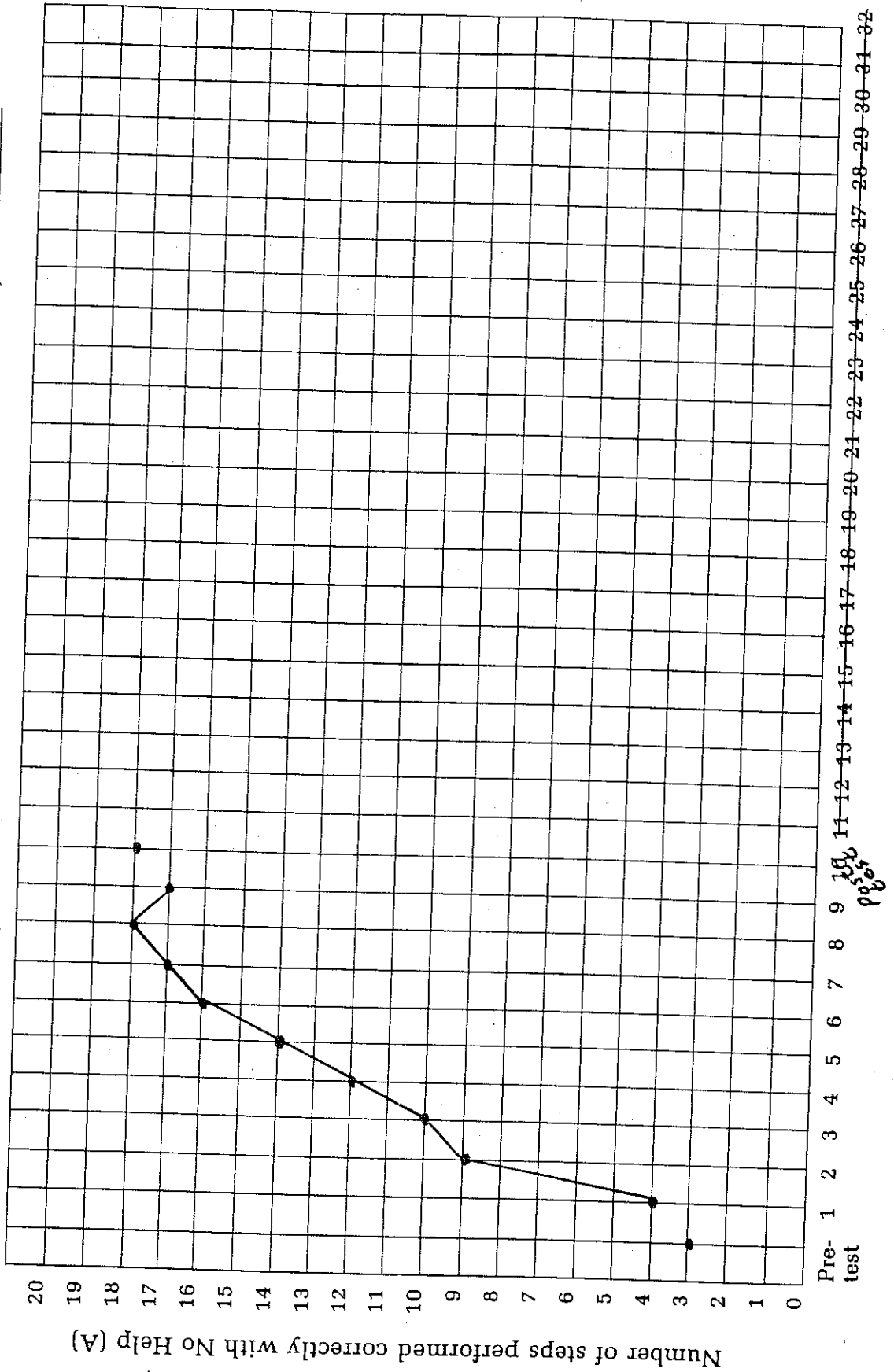
If you want more sensitive feedback on how your student is progressing, you can graph all levels of assistance by assigning values to the different levels (**A = 3, B = 2, C = 1, D = 0, X = 0**) and totaling the number of points per session. By plotting this total number on the graph, you can get a complete picture of an individual student's progress.

You will have to modify your graph sheets since each step in the program will now be worth three points. This will allow a student to earn a possible 60 points each session if you are teaching both of the extra sections. The horizontal lines on the graph sheets must be renumbered from 0 to 60 in multiples of three, i.e., 0, 3, 6, 9.

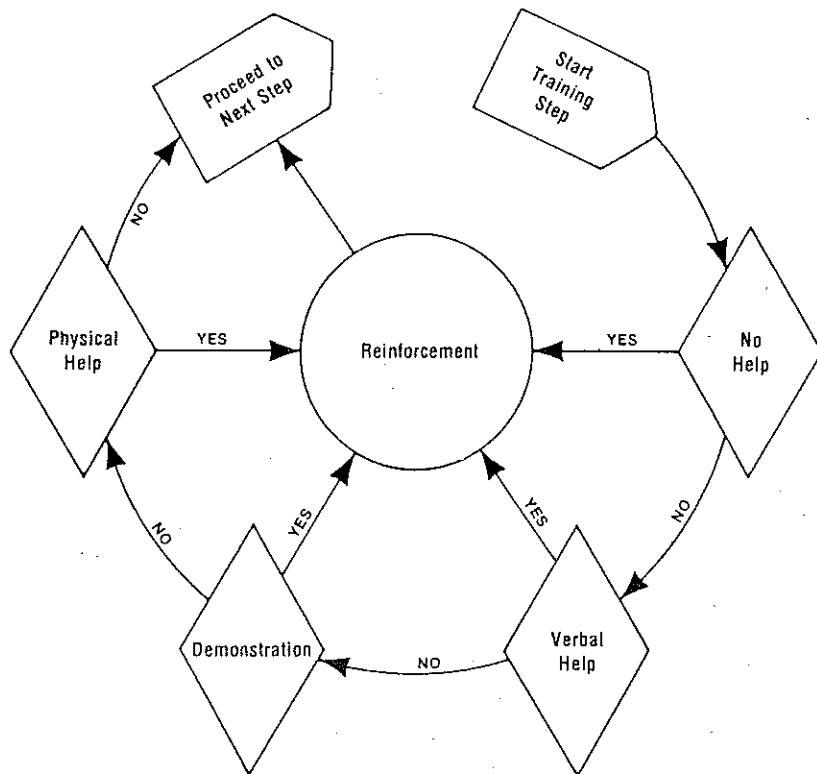
COMPLEXION CARE PROGRAM GRAPH SHEET

Student Maesha Littlepage

Trainer Ms. Laramie



# Teaching Strategy Diagram



Above is a diagram of the four levels of assistance in the **Project MORE** teaching strategy. You may find this diagram helpful in reviewing these levels of assistance. On the opposite page is a summary list of the steps in the **Complexion Care** program. Use these two pages as a guide during your training sessions.

The definitions of the steps in the program are found on the remaining pages. The definitions state the correct manner in which to perform each step. The title of the step is the *Verbal Help* you will give your student if it is necessary. The illustrations for each step further clarify the validated method of performing the step.

When you have read all of **How To Do MORE** and studied every page of this program, you are ready to begin to teach the **Complexion Care** program. *Review the definitions of the steps in the program whenever necessary.*



## KEY

Can the student perform the training step correctly at the cue level specified in the diamond? If yes—follow the arrow to "Reinforcement" and "Next Step." If no—follow the arrow to the next cue level.

## The Steps

### Cleaning the Face With Soap

1. Turn the Cold Water On
2. Turn the Hot Water On
3. Adjust the Faucets to Get Warm Water
4. Wet Your Face
5. Pick Up the Soap
6. Work the Soap Into a Lather
7. Put the Soap on Your Face
8. Massage the Soap on Your Face
9. Rinse Your Hands and Face
10. Turn the Hot Water Off
11. Rinse Your Face With Cold Water
12. Turn the Cold Water Off
13. Dry Your Face
14. \*Put Some Skin Lotion on a Cotton Ball
15. \*Rub the Skin Lotion on Your Face

### Cleaning the Face With a Skin Cleanser

1. Put Some Skin Cleanser on Your Face
2. Massage the Skin Cleanser on Your Face
3. Turn the Cold Water On
4. Turn the Hot Water On

\*Optional Step

5. Adjust the Faucets To Get Warm Water
6. Wet the Washcloth
7. Wring Out the Washcloth
8. Wipe the Cleanser From Your Face With the Washcloth
9. Rinse Out the Washcloth
10. Wring Out the Washcloth
11. Turn the Water Off
12. Dry Your Face
13. Put Some Skin Lotion on a Cotton Ball
14. Rub the Skin Lotion on Your Face
15. Put the Caps Back on the Cleanser and Lotion Bottles

### Using a Blemish Corrective Cream

1. Put Some Blemish Cream on Your Finger
2. Put Some Blemish Cream on the Blemishes on Your Face
3. Blend the Blemish Cream Into Your Face

### Using a Moisturizer

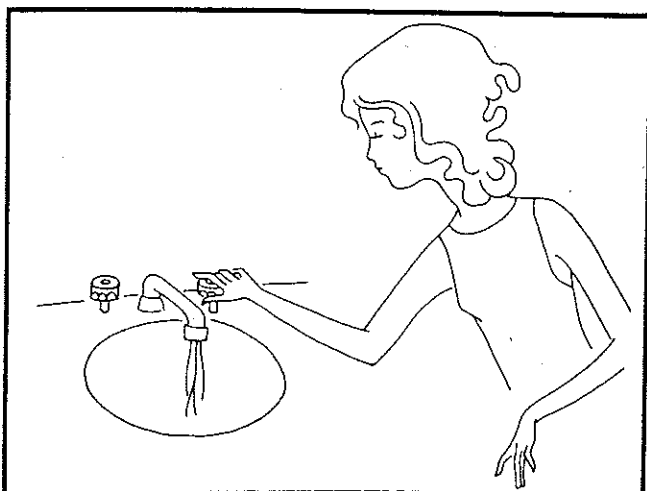
1. Put Some Moisturizer on Your Face
2. Massage the Moisturizer on Your Face

## Cleaning the Face With Soap



## Step 1

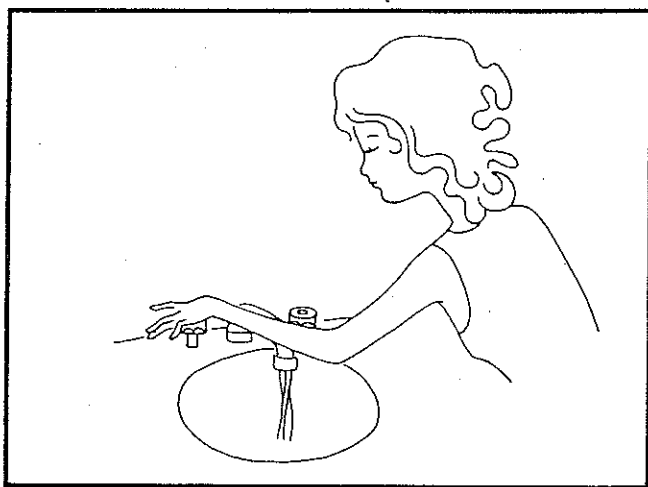
### Turn the Cold Water On



The student starts each session by turning the cold water faucet one-quarter turn, or until a steady stream of water flows into the sink.

## Step 2

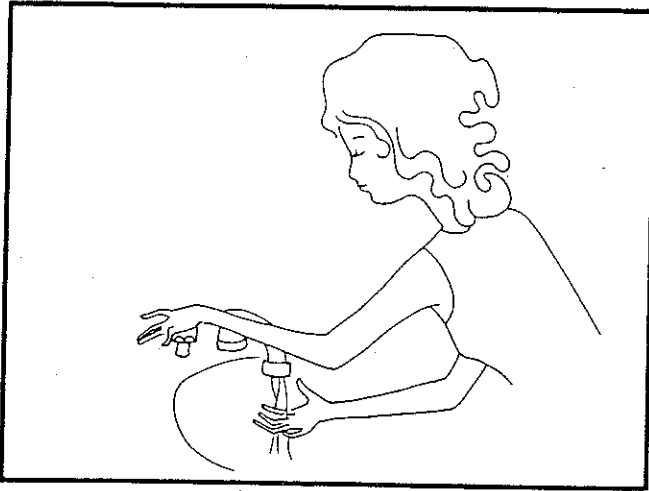
### Turn the Hot Water On



The student turns the hot water faucet one-quarter turn, or until the combined flow of hot and cold water produces maximum flow without splashing over the sides of the sink.

### Step 3

## Adjust the Faucets To Get Warm Water

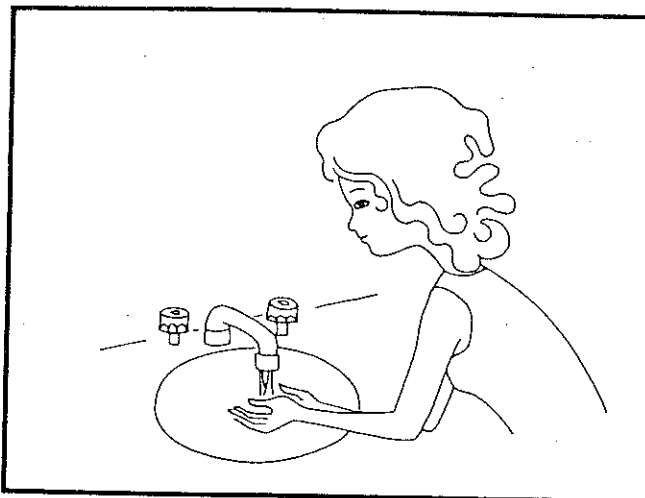


The student decreases the flow of cold water and increases the flow of hot water or vice versa until the flow of water is warm to the touch and the water does not splash over the sides of the sink.

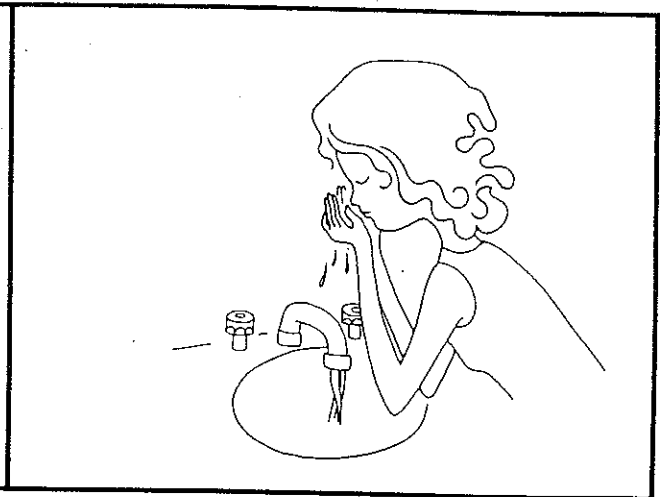
**note...**the trainer may facilitate training by predetermining the proper adjustment of the faucets and then placing a mark on each faucet. The student learns to match these marks to marks placed at the bottom of each faucet. The marks may be removed when the student learns the adjustment of the particular faucets being used.

### Step 4

## Wet Your Face



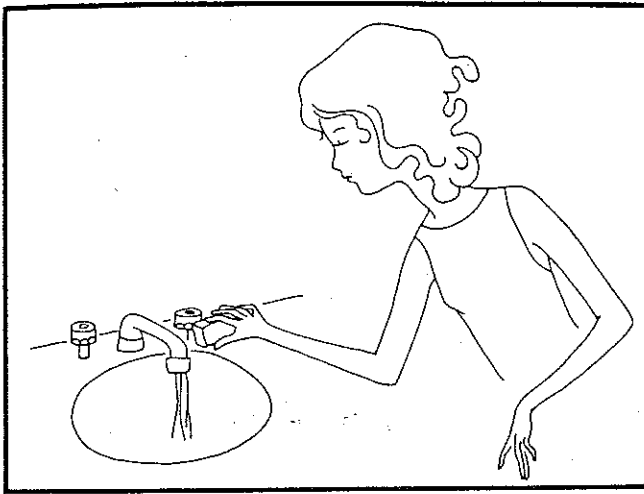
The student bends over the sink, cupping her hands under the stream of water to trap the water in her hands, and brings the water to her face, thoroughly wetting the face.



This sequence is repeated a second time.

## Step 5

### Pick Up the Soap



The student picks up the bar of soap with her preferred hand and holds the soap under the stream of water.

## Step 6

### Work the Soap Into a Lather

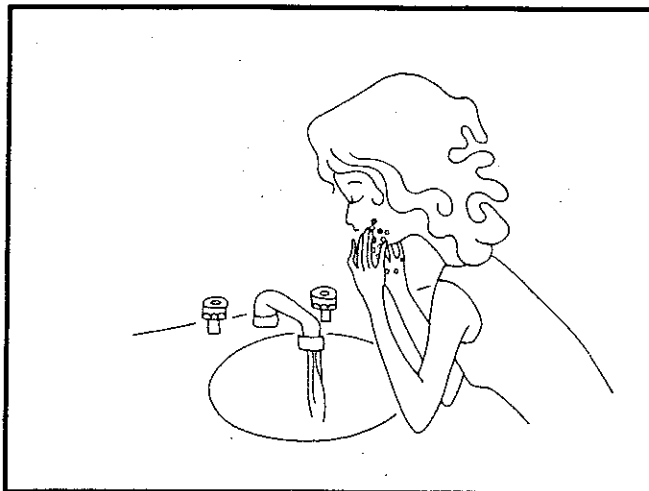


While holding the bar of soap under the stream of water, the student grasps it with both hands and turns it in her hands until a lather begins to form.

Removing her hands from under the stream of water, the student continues to turn the soap until the inside surfaces of her hands are completely covered with lather. She then returns the bar of soap to the edge of the sink.

## Step 7

# Put the Soap on Your Face

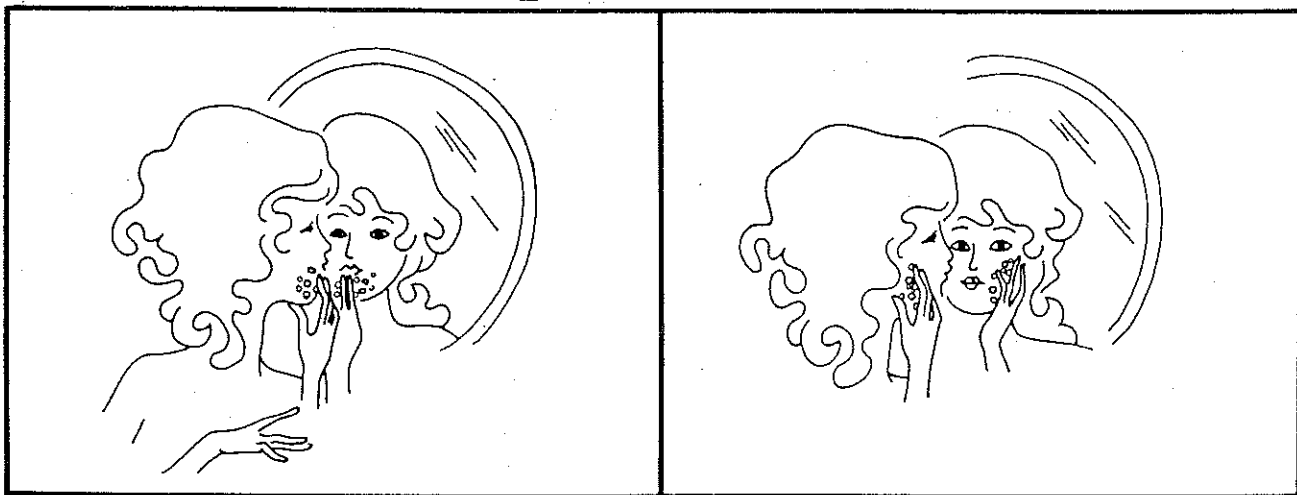


The student should apply the soap to her face in the following manner:

- Beginning at her CHIN, the student uses the palms of both hands to draw the soap from her CHIN, across her CHEEKS, to her TEMPLES;
- The student then places her fingers in the middle of her FOREHEAD and draws the fingers across her FOREHEAD, over her TEMPLES;
- Cupping the fingertips of both hands over the bridge of her NOSE, the student moves her fingers apart, drawing them across her NOSE and down until they meet under her NOSE and above her LIPS;
- Placing the fingertips of one hand under her lower LIP, the student draws the soap across her CHIN.

## Step 8

# Massage the Soap on Your Face



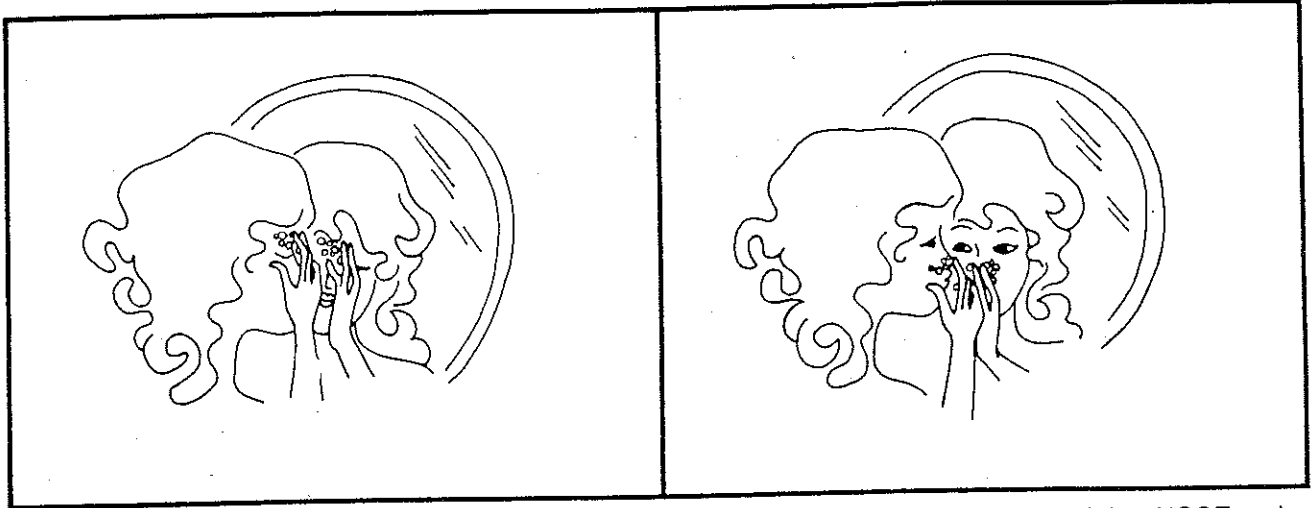
Moving her fingertips in a circular motion, the student massages her face in the following manner:

- Beginning at her CHIN, the student moves her fingertips up her CHEEKS to her TEMPLES;

- From her TEMPLES, she moves her fingertips to the center of her FOREHEAD;

## Step 8

(continued)

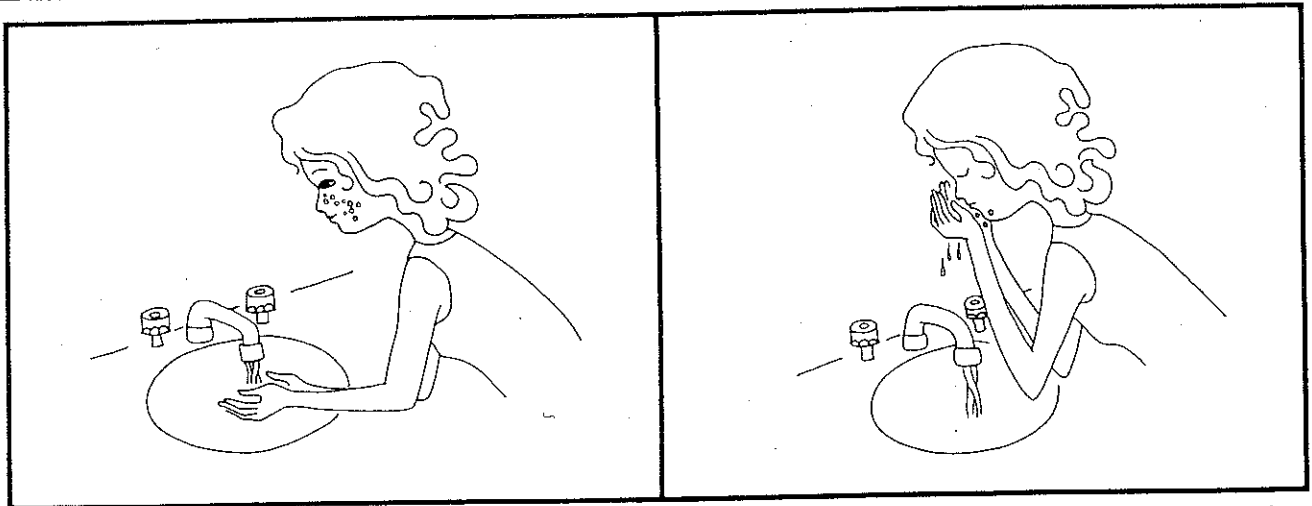


c. Bringing her fingertips down her FOREHEAD and across the bridge of her NOSE, the student pats the area underneath her EYES and massages the sides of her NOSE:

d. She then massages underneath her NOSE and over her MOUTH;  
e. Finally, she moves her fingertips from her MOUTH down over her CHIN.

## Step 9

### Rinse Your Hands and Face

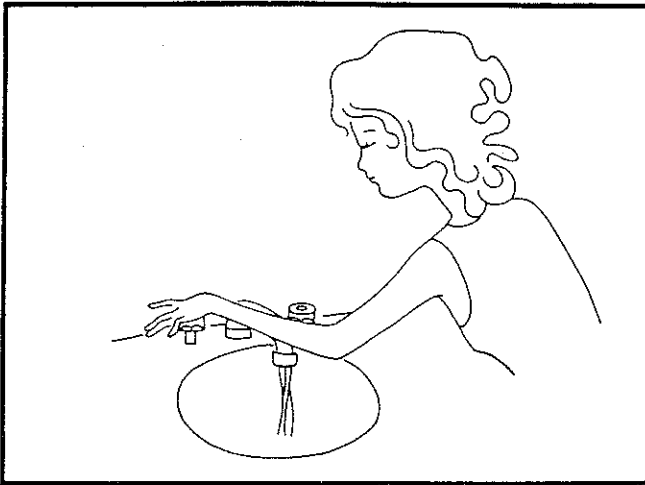


Placing both of her hands under the stream of water, the student turns her hands to rinse the soap from them. She keeps her hands under the stream of water until no soap remains on her hands.

Bending over the sink, she then cups her hands under the stream of water to trap the water in her hands and brings the water to her face to rinse the soap away. This sequence is repeated until all the soap is removed from her face.

## Step 10

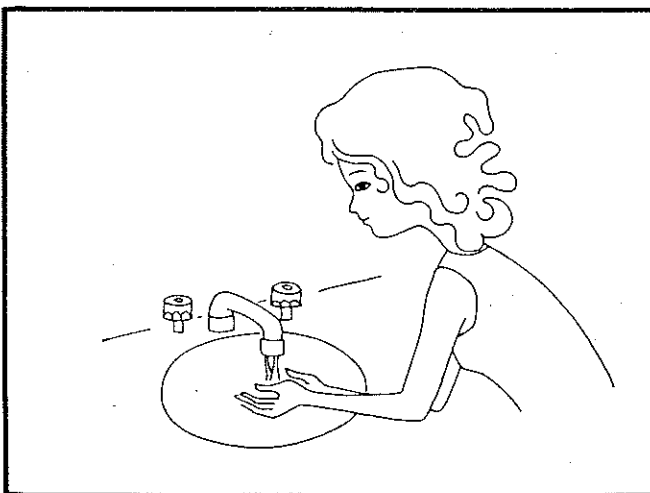
### Turn the Hot Water Off



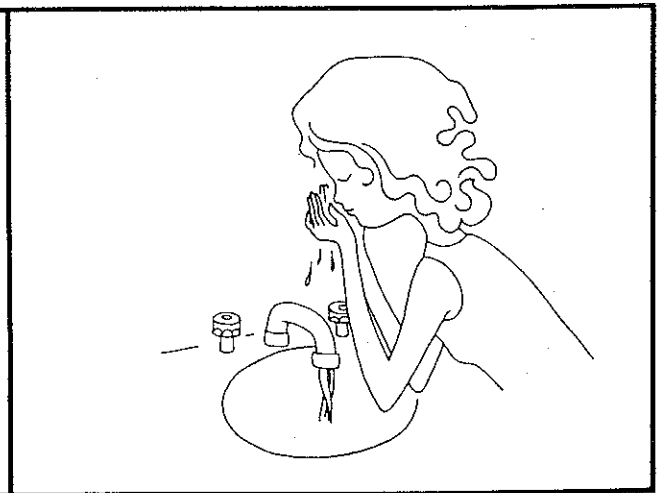
The student turns the hot water faucet to the off position.

## Step 11

### Rinse Your Face With Cold Water



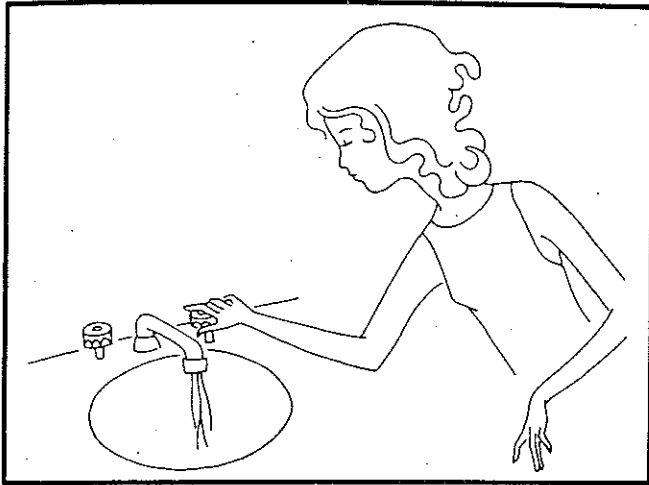
Bending over the sink, the student cups her hands under the stream of water to trap the water in her



hands and brings the water to her face. Repeat this sequence a second time.

## Step 12

### Turn the Cold Water Off



The student turns the cold water faucet to the off position.

## Step 13

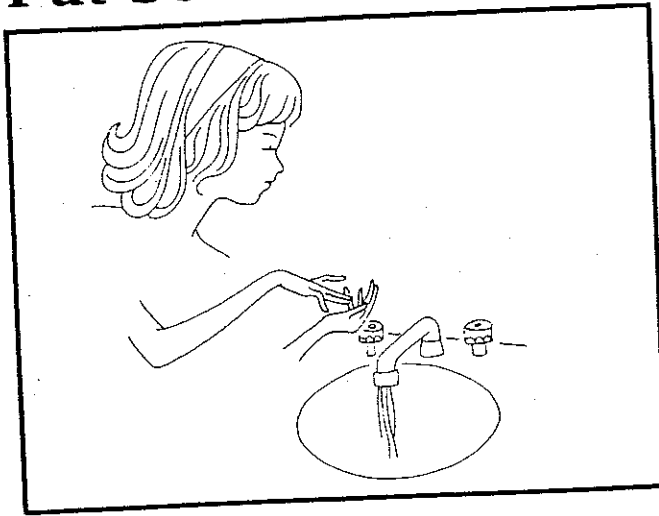
### Dry Your Face



Picking up a towel, the student pats her FOREHEAD, CHEEKS, NOSE, MOUTH, and CHIN until all water is absorbed. She then dries her hands and lays the towel down.

## Step 1

# Put Some Skin Cleanser on Your Face

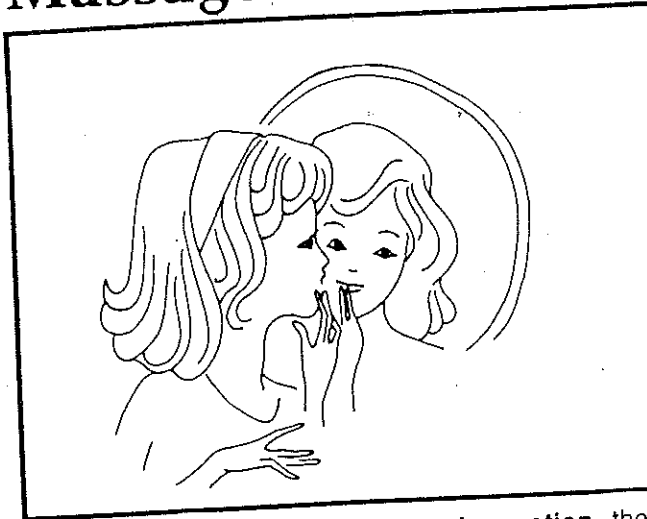


The student opens the bottle of cleanser and, holding the bottle in her preferred hand, pours the cleanser into the palm of her other hand so that it covers an area approximately the size of a quarter (about one inch in diameter or one-quarter of a teaspoon). She applies the cleanser to her face by dipping her index and middle fingers into the palm of her hand. With each dip of her fingers, she applies a small amount of the cleanser to each **CHEEK**, her **NOSE**, **FOREHEAD**, and **CHIN**.

**note...**most skin cleansers come in a bottle with a lid which unscrews. If the cleanser you are using during your training sessions comes in a squeeze bottle, it might facilitate training to teach your student to unscrew the lid and pour the cleanser out rather than to teach her to use the squeeze top.

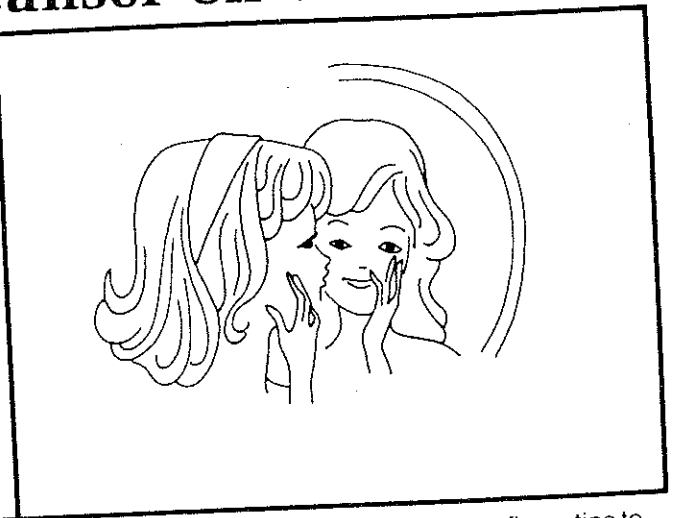
## Step 2

# Massage the Skin Cleanser on Your Face



Moving her fingertips in a **circular motion**, the student massages the cleanser on her face in the following manner:

a. Beginning at her **CHIN**, the student moves her fingertips up her **CHEEKS** to her **TEMPLES**;



b. From her **TEMPLES**, she moves her fingertips to the center of her **FOREHEAD**;

## Step 2

(continued)



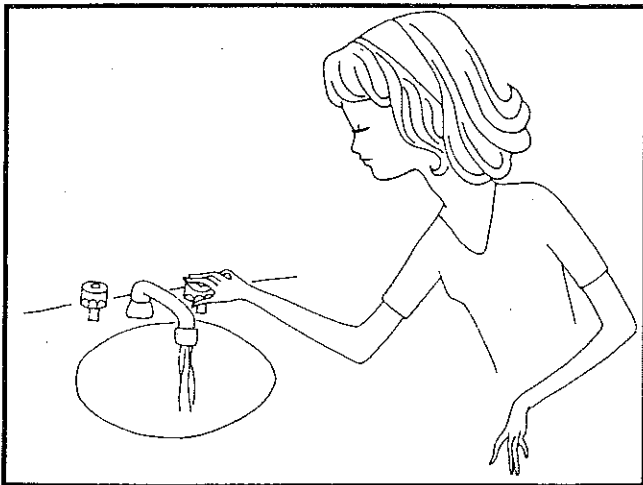
c. Bringing her fingertips down her **FOREHEAD** and across the bridge of her **NOSE**, the student pats the area underneath her **EYES** and massages the sides of her **NOSE**;



d. She then massages underneath her **NOSE** and over her **MOUTH**;  
e. She moves her fingertips from her **MOUTH** down over her **CHIN**.

## Step 3

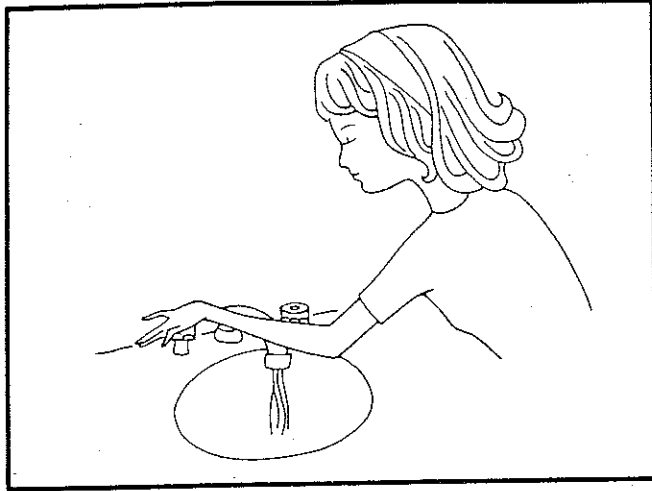
### Turn the Cold Water On



The student turns the cold water faucet one-quarter turn, or until a steady stream of water flows into the sink.

## Step 4

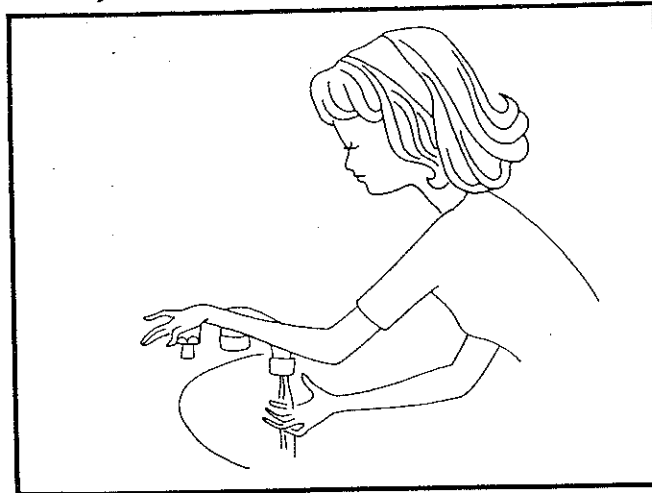
### Turn the Hot Water On



The student turns the hot water faucet one-quarter turn, or until the combined flow of hot and cold water produces a maximum flow and does not splash over the sides of the sink.

## Step 5

### Adjust the Faucets To Get Warm Water

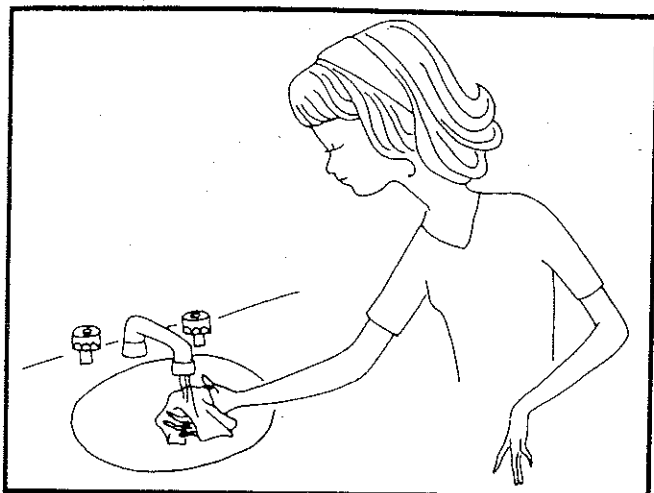


The student decreases the flow of cold water and increases the flow of hot water or vice versa until the flow of water is warm to the touch and does not splash over the sides of the sink.

**note...**the trainer may facilitate training by predetermining the proper adjustment of the faucets and then placing a mark on each faucet. The student learns to match these marks to marks placed at the bottom of each faucet. The marks may be removed when the student learns the adjustment of the particular faucets being used.

## Step 6

### Wet the Washcloth



The student picks up the washcloth with her preferred hand and holds the washcloth under the stream of warm water until the washcloth is saturated with water.

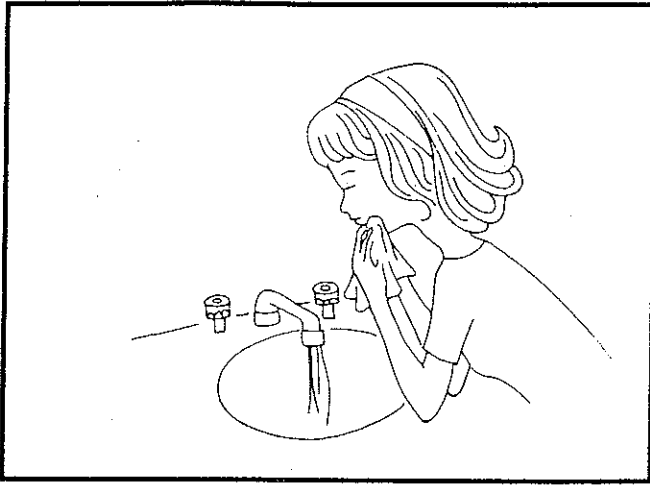
## Step 7

### Wring Out the Washcloth



The student grasps one side of the washcloth with her left hand and the other side with her right hand. She then rotates her hands in opposite directions until water no longer drips from the washcloth.

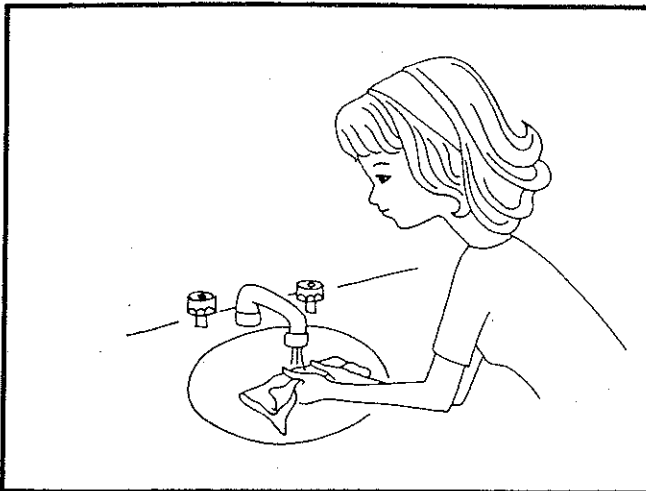
## Step 8 Wipe the Cleanser From Your Face With the Washcloth



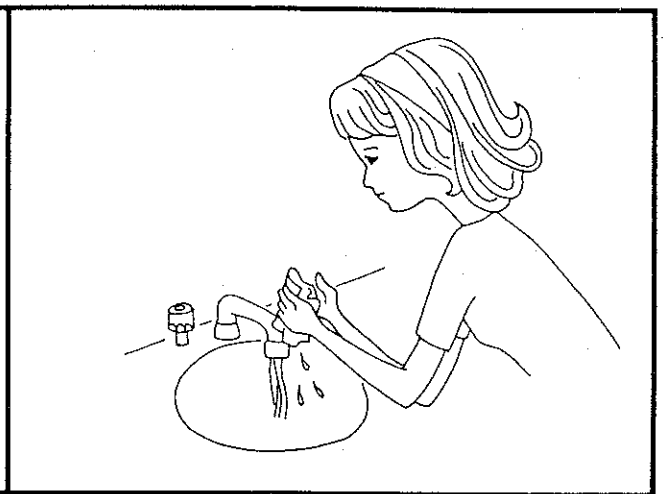
Holding the washcloth with one or both hands, the student draws it repeatedly across her **FOREHEAD**, around her **EYES**, and across her **CHEEKS**, **NOSE**, **LIPS**, and **CHIN** to remove the cleanser. The student checks her face in a mirror to make sure that she removes all of the cleanser from her face. If necessary, repeat this step after Steps 9 and 10. Then repeat Steps 9 and 10 again in order to remove the cleansing lotion from the washcloth.

## Step 9

### Rinse Out the Washcloth



The student holds the washcloth under the stream of warm water with both hands.



She then squeezes the washcloth with both hands. Repeat this step until no cleanser remains on the washcloth.

## Step 10

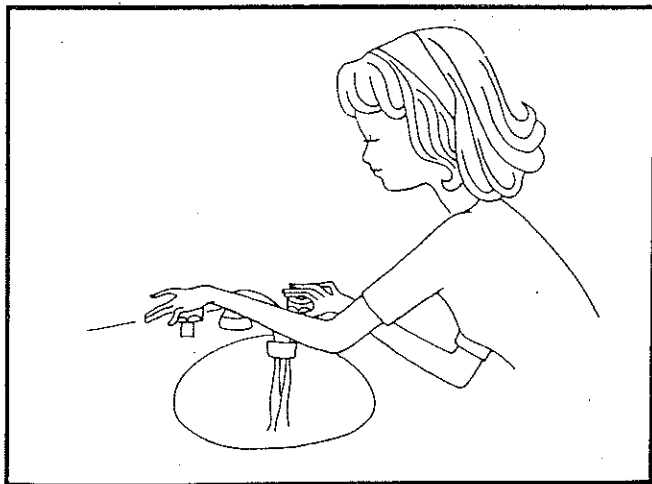
### Wring Out the Washcloth



The student grasps one side of the washcloth with her left hand and the other side with her right hand. She then rotates her hands in opposite directions. Repeat this procedure until water no longer drips from the washcloth. The student hangs up the washcloth when she has finished using it.

## Step 11

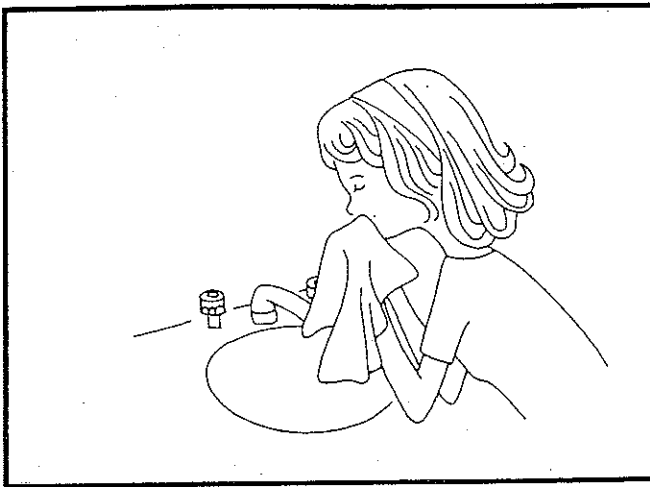
### Turn the Water Off



The student turns both the hot and cold faucets to the off position.

## Step 12

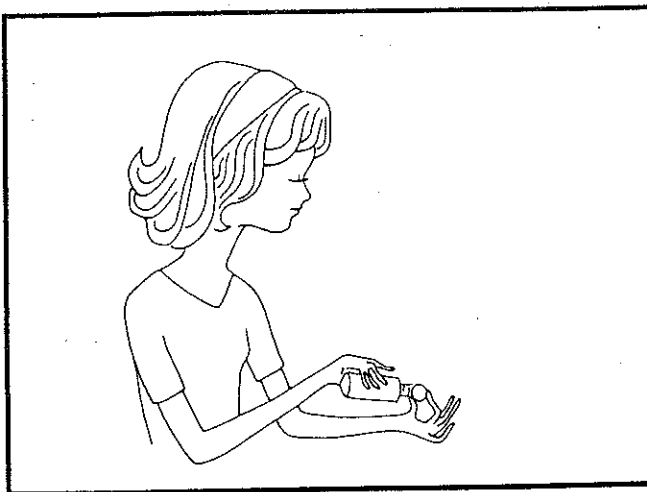
### Dry Your Face



The student picks up a towel and pats her **FOREHEAD, CHEEKS, NOSE, MOUTH, and CHIN** until all water is absorbed by the towel. She then dries her hands and lays the towel down or hangs it up.

## Step 13

### Put Some Skin Lotion on a Cotton Ball



The student opens the bottle of skin lotion, places a cotton ball or cotton pad over the opening, and tips the bottle of skin lotion once or twice quickly until the liquid partially saturates the cotton ball. She then sets the bottle of skin lotion down.

## Step 14

### Rub the Skin Lotion on Your Face



Using the cotton ball which has been partially saturated by the skin lotion, the student wipes her FOREHEAD, CHEEKS, NOSE, and CHIN. Repeat this sequence by using the other side of the cotton ball or by returning to Step 13 and using a clean cotton ball.

## Step 15

### Put the Caps Back on the Cleanser and Lotion Bottles



The student picks up the lid or cap of the cleanser bottle and screws it tightly over the opening of the bottle. She then follows the same procedure for the skin lotion container.

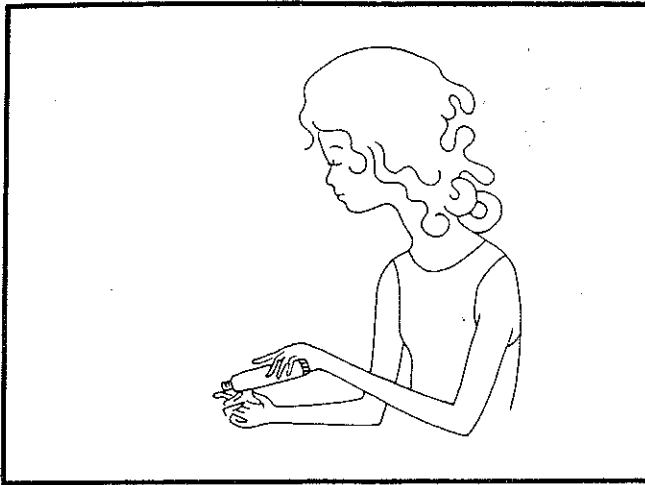
**note...**if you are teaching your student the supplemental step to put moisturizer on her face, you may wish to delay teaching this step until after she has performed the steps for putting the moisturizer on her face.

**Using a Blemish  
Corrective Cream**



## Step 1

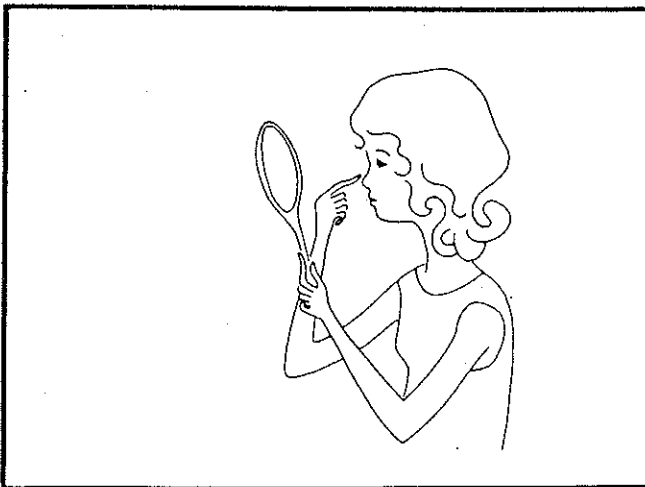
# Put Some Blemish Cream on Your Finger



The student opens the tube of blemish corrective cream and, holding the tube in her less preferred hand, applies a small amount of the cream (approximately one-sixteenth of an inch in diameter) to the tip of the index finger of her preferred hand.

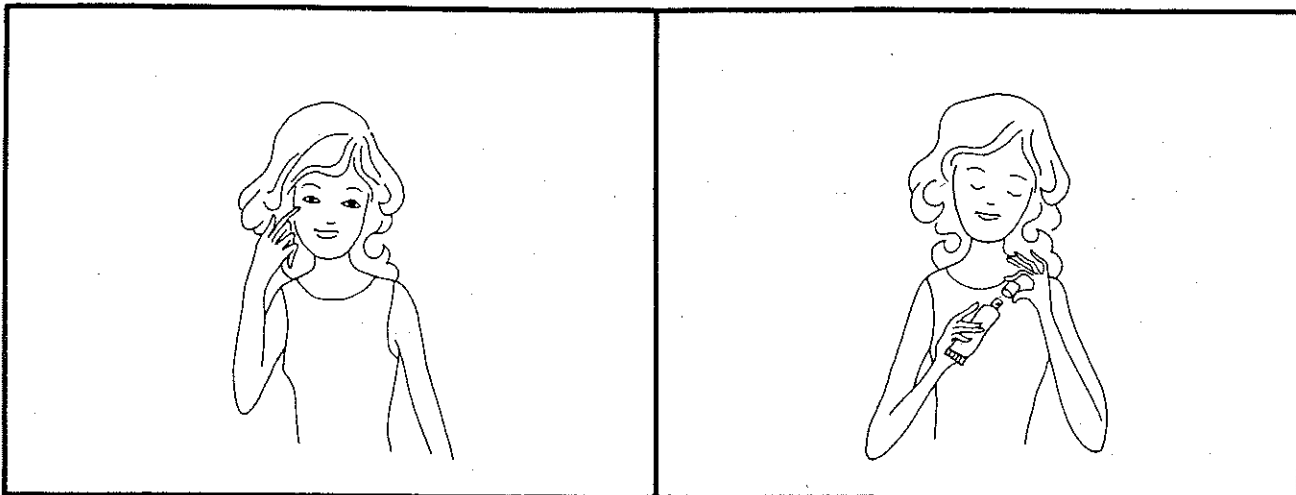
## Step 2

# Put the Blemish Cream on the Blemishes on Your Face



With the index finger of her preferred hand, the student applies the blemish corrective cream directly onto the blemished areas on her face. Repeat Steps 1 and 2 if necessary.

## Blend the Blemish Cream Into Your Face



The student spreads the cream over the blemished areas of her face until the cream is blended in.

The student then replaces the cap on the container of blemish corrective cream.

## Using a Moisturizer



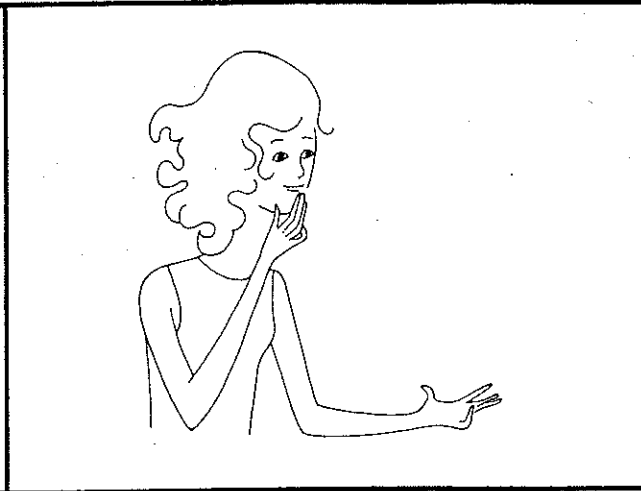
## Step 1

### Put Some Moisturizer on Your Face



The student opens the bottle of moisturizer and, holding the bottle in her preferred hand, pours the moisturizer into the palm of her other hand so that it covers an area approximately the size of a dime (about one-half inch in diameter or one-eighth of a teaspoon).

She applies the moisturizer to her face by dipping the index and middle fingers of her preferred hand



into the moisturizer on the palm of her other hand. With each dip of her fingers, she applies a small amount of the moisturizer to all areas of her face, including the CHEEKS, NOSE, FOREHEAD, and CHIN. Repeat these motions until all of the moisturizer is applied to all areas of the face.

## Step 2

### Massage the Moisturizer on Your Face



Beginning at her CHIN, the student moves the fingertips of both of her hands **in a circular motion** to massage the moisturizer into her facial skin. She moves her fingertips up her CHEEKS to her TEMPLES, from her TEMPLES to the center of her FOREHEAD, down the bridge of her NOSE, under her EYES and across the sides of her NOSE, above her MOUTH, and down her CHIN. The student looks into the mirror as she massages the moisturizer on her face and repeats the above sequence until no moisturizer is visible on her face. The student then replaces the cap on the moisturizer container.