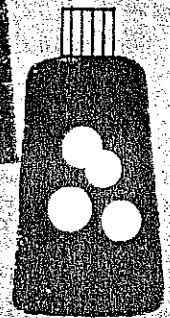
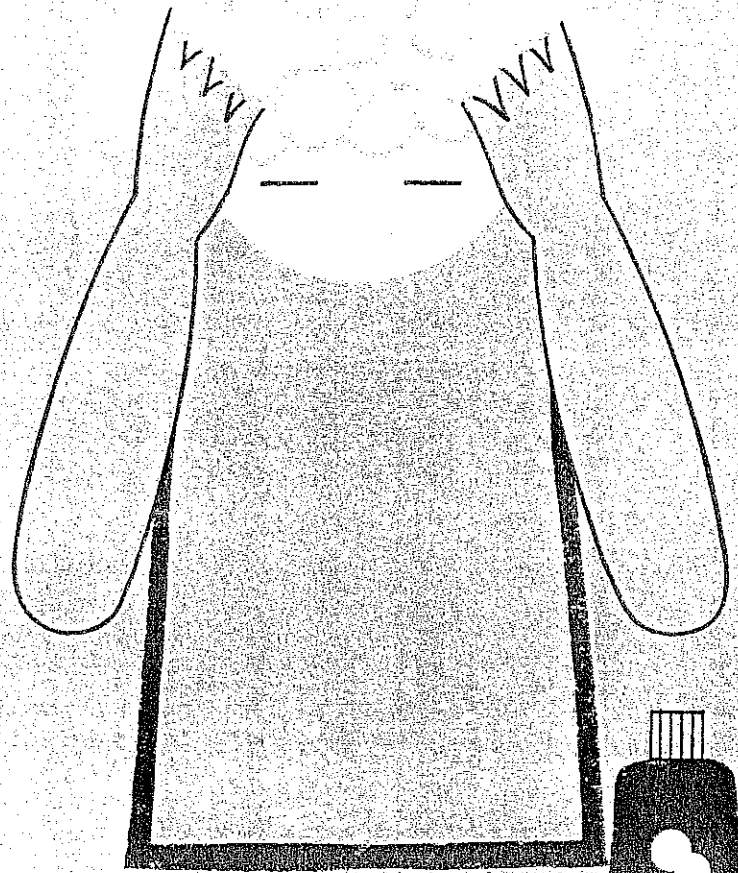


DAILY LIVING SKILLS

*Alan Hofmeister
Special Education Dept.*



Washing Your Hair

by Patricia J. Lewis
Casper L. Ferneti
Ingo Keilitz

A Project MORE®
Daily-Living Skill Program

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About the Washing Your Hair Program

Clean hair contributes positively to a person's appearance and morale. This is one reason why **Project MORE** has targeted hair washing as a skill which should be learned by all mentally retarded persons.

But the reasons for selecting this skill go deeper than appearance alone. A person who is physically clean will be healthier. Because of this, **Project MORE** has included hair washing in a series of programs which teach a variety of personal hygiene skills to mentally retarded persons.

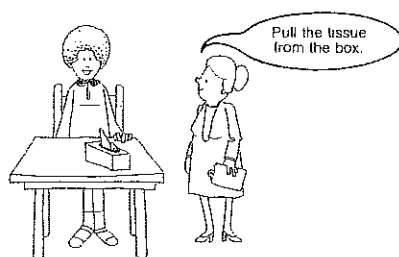
The **Project MORE Washing Your Hair** program gives you a simple procedure to teach mentally retarded students how to wash their hair. Your teaching will be most successful when you follow the instructions exactly as they are written. The program outlines how to teach the behaviors which make up hair washing. These behaviors are called "steps" in the text.

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 for your convenience. In order to do justice to your student, to the program, and to yourself as a trainer, you should be thoroughly familiar with **How To Do MORE** and this book before you begin to teach the **Washing Your Hair** program.

The following are descriptions of four students who successfully participated in the **Washing Your Hair** 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.

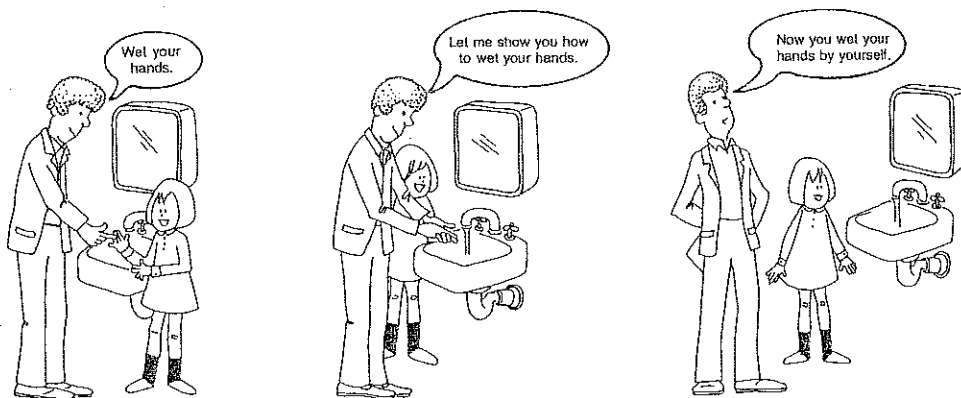
1. The first student was sixteen years old and had an IQ of 35 as measured by a standardized intelligence test. Her mental retardation was associated with a congenital cerebral defect compounded by a postnatal cerebral infection. She completed the program in twenty-seven days of training.
2. The second student, eighteen years old, had a measured IQ of 42. The student's mental retardation was associated with diseases and conditions due to unknown prenatal influences and Down's syndrome. The student required seventeen days of training to complete the program.
3. Medical records of the third student indicated that his mental retardation was associated with a postnatal injury (automobile accident). He was thirteen years old and had a measured IQ of 48. He mastered the program in fifteen days of training.
4. The fourth student was fifteen years old and had a measured IQ of 48. The student's mental retardation stemmed from cultural-familial factors. She completed the program in twelve days of training.

Verbal Help [B] — tell your student what to do by saying the step title written below the step number. Give *Verbal Help* only one time before moving to the next level of assistance. **Project MORE** recommends that you use this phrase consistently when training so that your student hears it enough to learn it. **Don't use any gestures or motions, such as pointing or nodding, at this level of help.** If your student does the step correctly after you give *Verbal Help*, reinforce him/her, and wait for your student to do the next step with *No Help*.



If, after *Verbal Help*, your student does **not** do the step correctly or fails to do the step after a ten-second wait, move to the next level of help, *Demonstration*.

Demonstration [C] — show your student how to do the step as you say the step title. You can demonstrate either by pointing to an item or body part, by gesturing, or by modeling the step for the student; however, do not touch him/her at this level of help. After your demonstration, arrange the supplies to be **just as they were before your student needed help**, and make sure your student is in the same position as before. This will prevent the student from having to repeat earlier steps already done correctly. Ask your student to do the step on his/her own. If the step is done correctly after a *Demonstration*, reinforce your student, go to the next step, and again provide *No Help*.



Reinforcing a Student

One of the most important things you can do as a trainer is to **reinforce** or **reward** your student when she/he does a step correctly. This helps your student know what you expect. Also, when you reward a step, you are making it more likely that your student will do the step right again in the future.

Different people like different things. You will find that the same reinforcer doesn't work equally well for all students. If the program is to work, you must find the reward that **your** student likes best. There are two types of reinforcers: social and tangible.

Social

1. Praise ("Very good," "Great," "I like the way you ___ that," "You did a great job," "far out")
2. A smile, hug, or pat on the back
3. Any combination of these.

Tangible

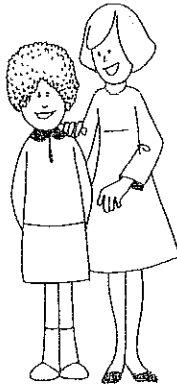
1. A piece of candy or fruit
2. A favorite toy
3. Money or tokens

Social reinforcers should be varied. For example, after a step is completed correctly, say "Great job!" then change your praise to "I like the way you ___ that" after the next correct step. Change your praise throughout each session.

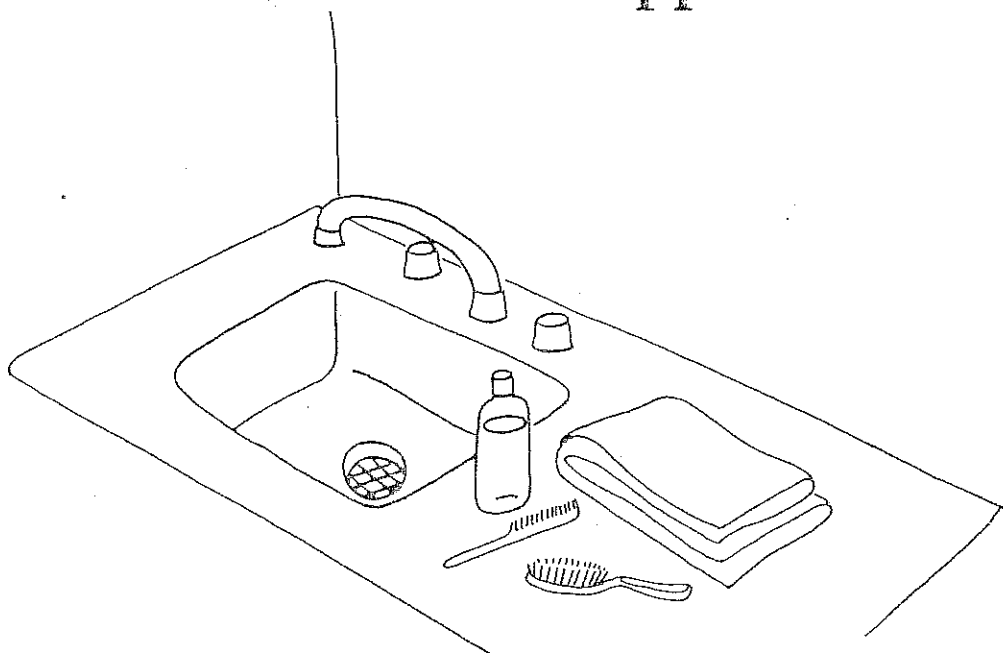
Tangible reinforcers should be used when social reinforcers don't seem to work. If you must use a tangible reinforcer, always give a social reinforcer **at the same time**. This will make it possible to slowly remove the tangible reinforcer and replace it with a social reinforcer, such as praise.

How to Reinforce

In order for the reinforcer to be effective, praise your student **immediately** and **enthusiastically**.



Supplies



The supplies required for the **Washing Your Hair** program are listed below. All of the necessary supplies may be purchased at a drug, department, or discount store.

The supplies needed for each training session include:

- 1 clean comb (per student),
- 1 clean brush (one needed for each student with shoulder-length or longer hair),
- 1 bottle of shampoo (a mild shampoo, such as baby shampoo, is recommended; do not use bars of soap or detergent), and
- 1 clean bath towel (per student).

Training sessions should be held in a bathroom or other room where a sink with running water is available. Preferably, a mirror should be located above the sink so the student can watch as she/he washes his/her hair. All of the supplies required for the **Washing Your Hair** program should be placed on or near the sink, within easy reach of the student.

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 sets of data-related materials with the **Washing Your Hair** program. The "masters" included should not be written on; rather, they are to be used as masters from which you are hereby granted permission to make multiple copies with any standard office copying machine or from which a spirit master can be made. The data sheet lists all of the steps in the program. The graph sheet will be used to chart your student's performance.

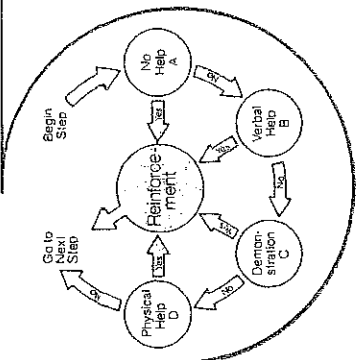
A sample data sheet on the next page shows you how the data sheet should be filled out. During the pretest and the posttest the student was required to perform on her own with *No Help* from the trainer. To indicate which steps the student was able to perform correctly with *No Help*, the trainer marked **A**'s next to those steps in the columns labeled pretest and posttest. This student was able to do two steps correctly during the pretest.

During the regular training sessions, the trainer used all four levels of assistance and recorded the student's performance on the data sheet by marking the letters **A**, **B**, **C**, or **D**. The letters are used for convenience in recording your student's progress 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 do the step after receiving all levels of assistance.

The trainer recorded **A**'s on the data sheet during the training sessions when the student performed a step with *No Help*. During the first training session, the student did Steps 1, 5, 6, 14, and 15 after being given *Verbal Help*. To indicate this the trainer marked **B**'s in the column for the first session next to those five steps.

DO NOT WRITE ON THE ATTACHED FORM. Use it only to make the copies you will need for your students.

WASHING YOUR HAIR PROGRAM DATA SHEET



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

Student _____
 Trainer _____

	Pretest	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1. Comb (Brush) the Tangles out of Your Hair																						
2. Turn the Cold Water On																						
3. Get the Water Warm																						
4. Wet Your Hair																						
5. Apply Shampoo to a Hand/Rub Hands Together																						
6. Rub Shampoo over All Your Hair																						
7. Work the Shampoo into a Lather																						
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13. Towel-dry Your Hair																						
14. Comb Your Hair																						
15. Clean Up the Sink and Counter																						

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. The graph will reflect how well your student is learning to wash his/her hair. A sample graph sheet on the next page indicates how the graph sheet should be filled out. The arrow on the graph sheet indicates the criterion level for completing training.

After each training session the trainer marked on the graph sheet the number of steps the student performed correctly with *No Help*. This student was able to perform two steps correctly with *No Help* during the pretest. Her progress was steady and she performed more than half of the steps correctly with *No Help* by the eighth training session.

Using this graph, the trainer was able to tell how the student was progressing in the training sessions. When the student met the criterion during the fifteenth, sixteenth, and seventeenth training sessions, the trainer knew that the student was ready to be given a posttest.

If you want a more exact picture of your student's progress, you can graph all levels of assistance by giving each level a number value (A = 4, B = 3, C = 2, D = 1, X = 0) and totaling the number of points per session. Mark this total number on the graph each day.

You will have to change your graph sheets since each step in the program will now be worth four points. This will allow a student to earn a possible 60 points each session. The numbers 0 - 15 on the left side of the graph sheet must be renumbered from 0 to 60 in multiples of four, for example, 0, 4, 8, 12 . . . 48, 52, 56, 60.

Maintaining Daily-Living Skills

The goal of training daily-living skills is for the student to reach the highest possible level of independent living. Often trainable mentally retarded persons do not spontaneously use newly acquired skills. You can do much to help your student maintain the skill and use it spontaneously by doing the following:

1. Once the student learns a skill, she/he will benefit most by using it **often**. You should arrange opportunities for your student to **practice** the skill as much as possible.
2. Have your student practice the skill when it would "**naturally**" occur. For example, washing hands might be practiced after toileting.
3. You should also plan for your student to use the skill in **different settings** — different rooms in the home, different classrooms, different rooms in buildings in the community.
4. Have your student practice the skill when **people other than the trainer** are present and **alone**. (Be sure to tell the "significant others" in your student's living environment that she or he has completed a **Project MORE** daily-living skill program.)
5. Have your student practice the skill with a number of **different materials**. For example, a bar of soap and a soap dispenser might be used for hand washing.

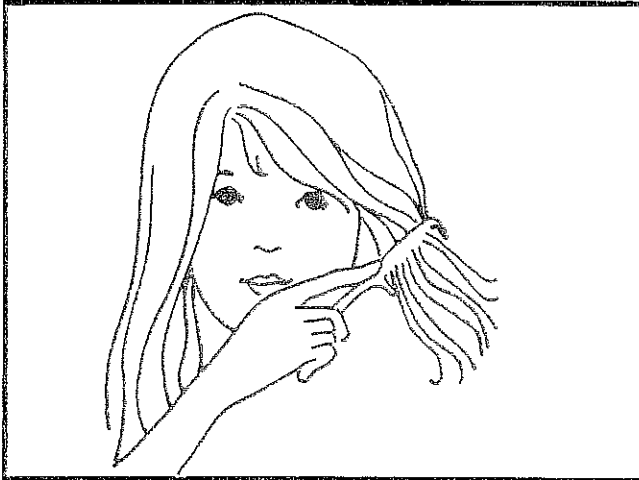
In many ways helping your student after she/he has learned a skill is **as important** as teaching the skill in the first place. You should always plan several different ways to help your student retain the skill. You might begin by having your student practice the skill in different settings. After your student is successful in that situation, have your student practice with people other than the trainer present. Then have your student practice with different materials. Introduce only **one** new experience at a time. In other words, don't expect your student to use the skill both in a new setting and with new people present at first.

The Steps

1. Comb (Brush) the Tangles out of Your Hair
2. Turn the Cold Water On
3. Get the Water Warm
4. Wet Your Hair
5. Apply Shampoo to One of Your Hands and Then Rub Your Hands Together
6. Rub Shampoo over All Your Hair
7. Work the Shampoo into a Lather
8. Rinse Your Hair
9. Apply Shampoo to One of Your Hands and Then Rub Your Hands Together
10. Rub Shampoo over All Your Hair
11. Work the Shampoo into a Lather
12. Rinse Your Hair
13. Towel-dry Your Hair
14. Comb Your Hair
15. Clean Up the Sink and Counter

Step 1

Comb (Brush) the Tangles out of Your Hair

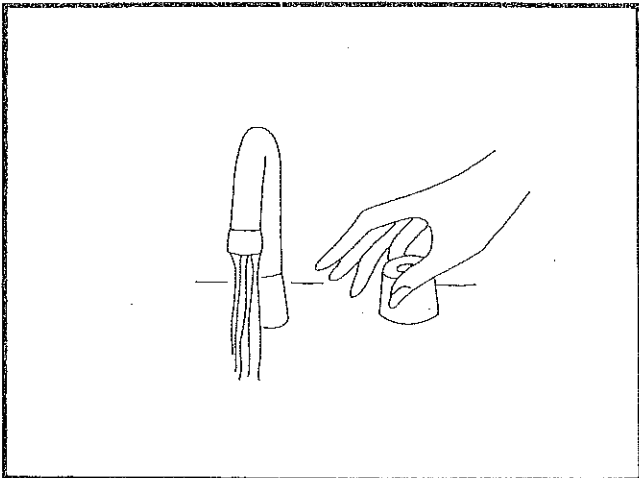


The student brushes or combs all of the tangles out of his/her hair, beginning with the ends (approximately two inches from the bottom) and working upward to the crown (top) of the head.

note . . . this step is necessary only for students with shoulder-length hair or longer, or for students with exceptionally tangled, shorter hair.

Step 2

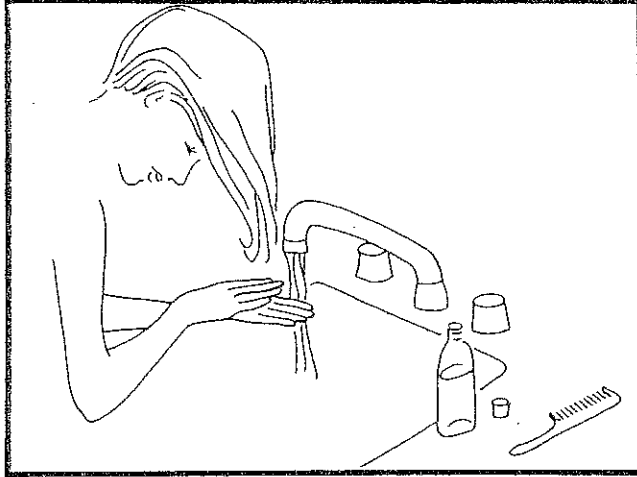
Turn the Cold Water On



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

• Step 5

Apply Shampoo to One of Your Hands and Then Rub Your Hands Together

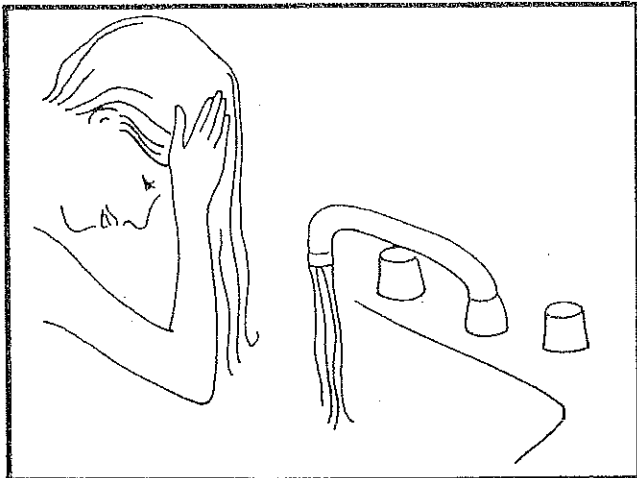


Keeping his/her head over the sink, the student puts an appropriate amount of shampoo in the palm of one hand. The student then rubs his/her hands together to distribute the shampoo evenly over the inside surfaces of both hands.

note . . . the amount of shampoo will vary according to the length of the student's hair. For short hair, a teaspoonful is adequate; for longer hair, a tablespoonful is adequate.

Step 6

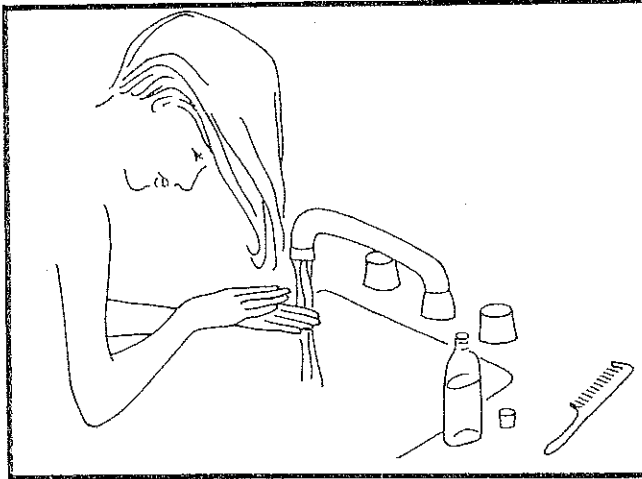
Rub the Shampoo over All Your Hair



The student lightly rubs his/her hands over his/her entire head of hair, beginning at the crown and working down, distributing shampoo evenly over all areas.

Step 9

Apply Shampoo to One of Your Hands and Then Rub Your Hands Together



Keeping his/her head over the sink, the student puts an appropriate amount of shampoo in the palm of one hand. The student then rubs his/her hands together to distribute the shampoo evenly over the inside surfaces of both hands.

note . . . Steps 9 through 12 repeat Steps 5 through 8. For the second shampoo (this step) less shampoo will be needed than for Step 5.

Step 10

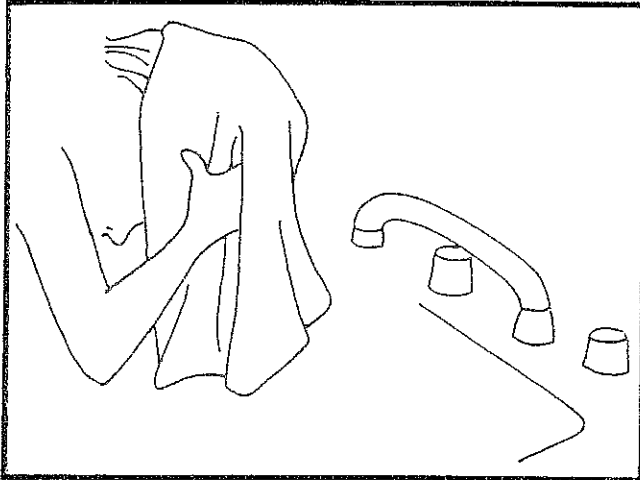
Rub the Shampoo over All Your Hair



The student lightly rubs his/her hands over his/her entire head of hair, beginning at the crown and working down, distributing shampoo evenly over all areas.

Step 13

Towel-dry Your Hair

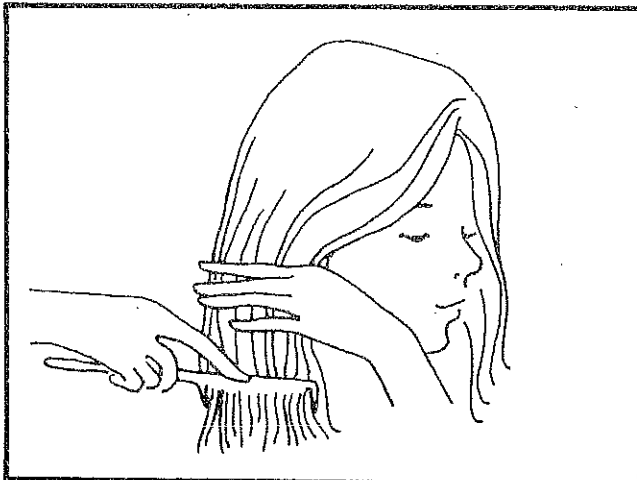


Using both hands, the student rubs a bath towel vigorously over his/her head for approximately one minute. The student should not stand up straight until his/her hair is no longer dripping water.

note . . . more time may be required for students with shoulder-length hair or longer.

Step 14

Comb Your Hair



The student combs his/her hair according to personal preference.

note . . . do not let the student use a brush to arrange wet hair. To teach a female student how to roll her hair, refer to the Project MORE Rolling Your Hair program.

Field Testing

At **Project MORE** we test our programs to make sure they can be used successfully by you to train mentally retarded persons. We begin by contacting local schools, group homes, or other facilities to find students for training. A **Project MORE** research assistant pretests a number of students. Those who do not have the skill prerequisites, who already have the skill to be trained, or who have behavior problems that would seriously interfere with training are not selected.

The research assistant selects approximately ten students appropriate for training. At this point a trainer is hired who is unfamiliar with **Project MORE** programs and teaching in general. The trainer reads the program to be trained and **How To Do MORE** and then begins the training sessions. The research assistant observes both the trainer and each student and records data on their performance every day. A second research assistant records data on the trainer and student every third training session. The data collected by both observers are compared to check reliability.

During the field test, training continues until 80 percent of the students reach criterion. The criterion level for each student is usually 90 percent of the steps performed correctly without help for three sessions in a row.

If there are any major changes, or if 80 percent of the students do not reach criterion, the program is revised and field tested again until it passes **Project MORE's** criteria.

This program has been field tested and revised according to **Project MORE's** strict procedures. If you use it correctly, your student should learn the skill. For a more detailed description of the field testing procedure, contact the **Project MORE** Director of Research.