

Nose Blowing

*Alana S. Almonster
Special Education Dept.*

DAILY LIVING SKILLS

PROJECT
MORE





Nose Blowing

by Donita Ingenthron, B.A.
Casper L. Ferneti, Ph.D.
Ingo Keilitz, Ph.D.

Project MORE

PROJECT DIRECTOR: James R. Lent
ASSOCIATE PROJECT DIRECTOR: Ingo Keilitz
DIRECTOR OF PROGRAM DEVELOPMENT: Sunny Foster
DIRECTOR OF MEDIA SERVICES: Barbara M. McLean
DIRECTOR OF AUDIOVISUAL SERVICES: Larry P. Thompson
MANAGING EDITOR/WRITER: Madeline Caruthers
WORKSHOP DIRECTOR: Sandra S. Grafton

CREDITS

Curriculum Developer: Donita Ingenthron
Editors: Cliff Bieberly, Karen Howard Brown
Artist: Shirley Lent

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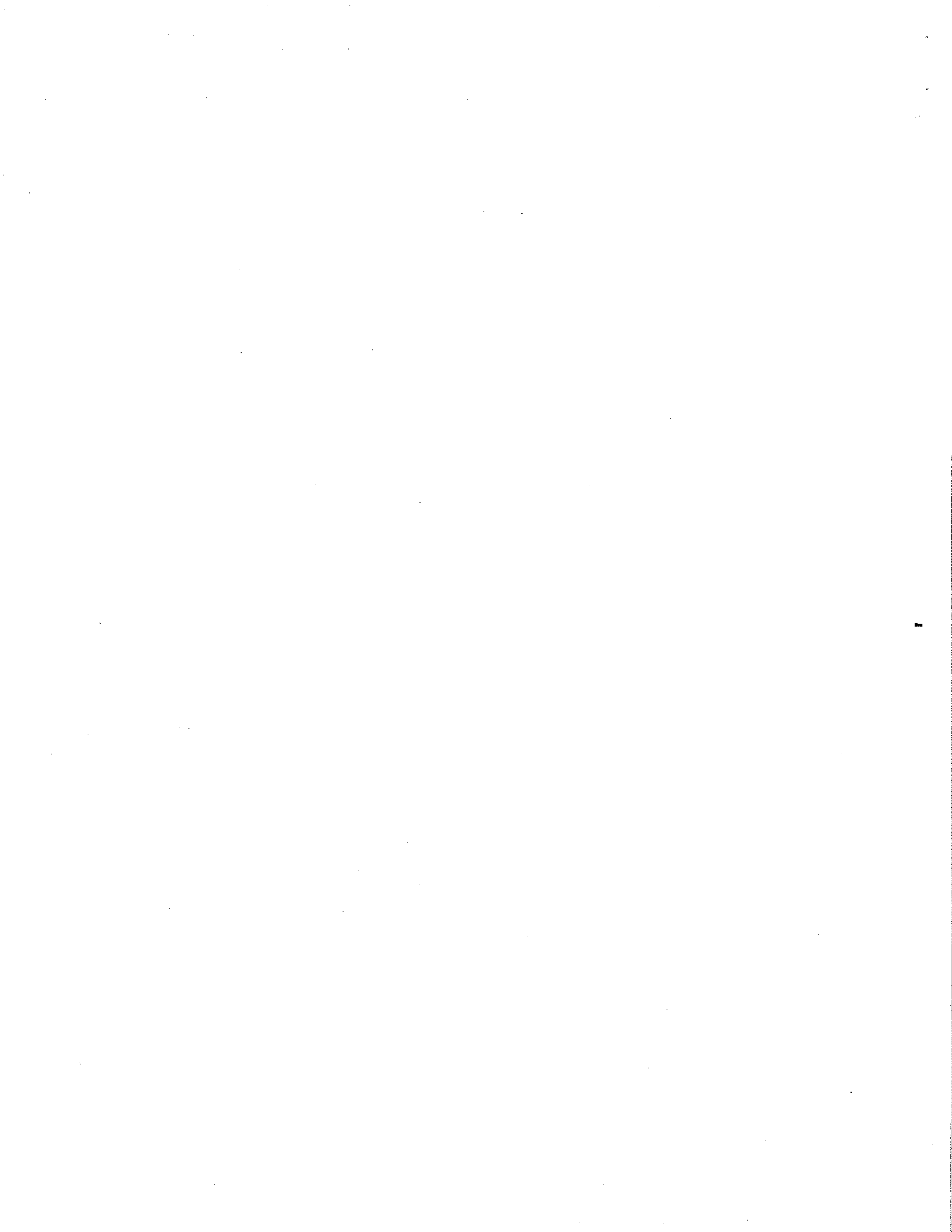
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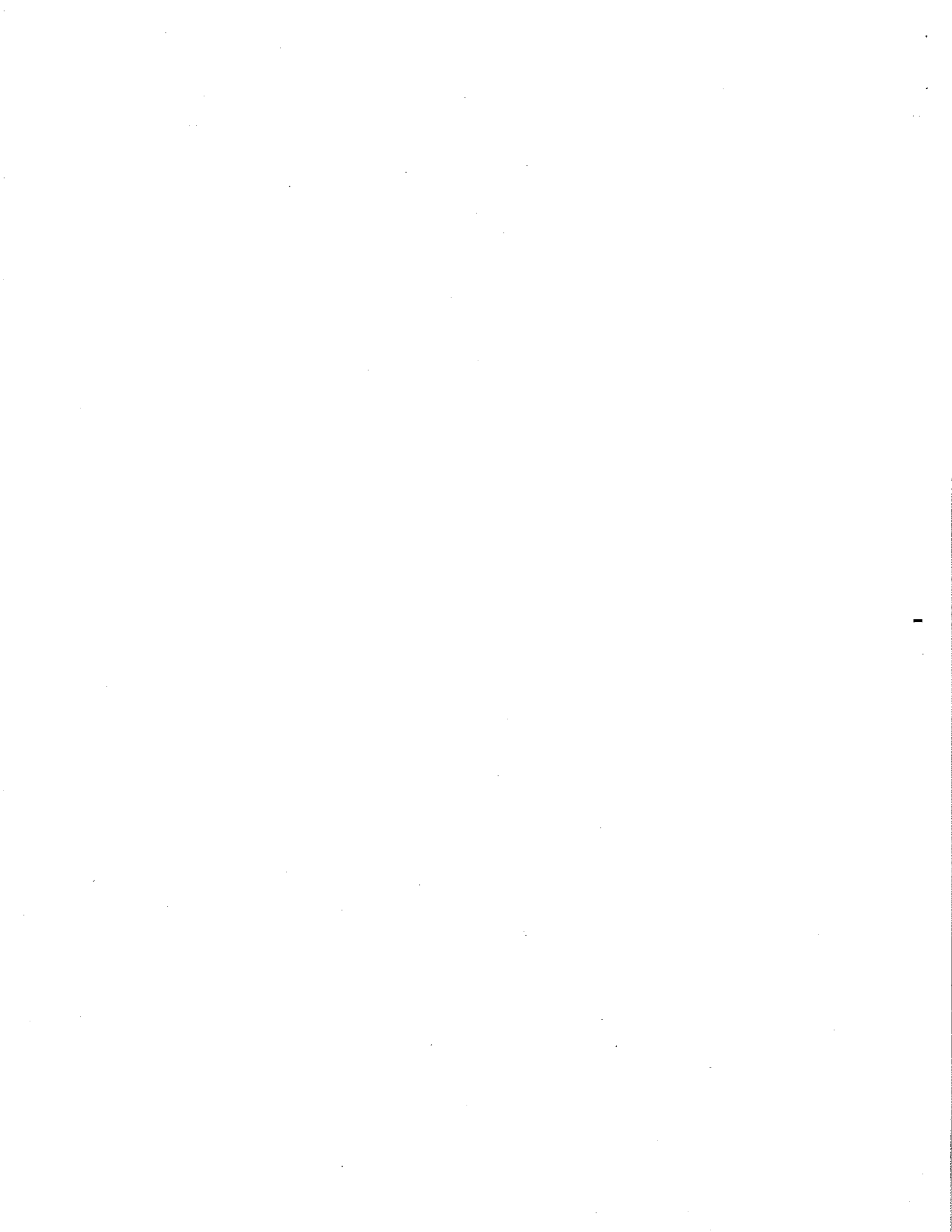
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About the Nose Blowing Program

The **Project MORE Nose Blowing** program will help you teach nose blowing to mentally retarded persons. Your student will feel better, look better, and be more independent after learning to blow his/her nose correctly.

This program shows how to teach nose blowing on a step-by-step basis. The student will learn to blow twice and wipe the area around the nose three times with each tissue.

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. To do justice to your student, to the program, and to yourself as a trainer, you should be familiar with both **How To Do MORE** and this program. When you are prepared to begin teaching, you will find it helpful to keep the summary list of steps on page 13 in front of you as you teach.

Selecting Students



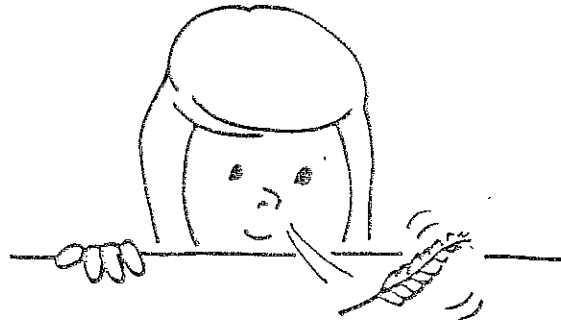
This program is designed to be used with persons who are moderately to severely retarded. Such labeling, however, does not directly indicate a student's ability to benefit from this program. A "severely retarded" student may learn the steps in the program as easily and rapidly as a "moderately retarded"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

The students you select for training should be able to use their hands to pull a tissue from a box, hold it to the nose, and fold it. A student should also be capable of understanding simple directions and should exhibit no behavior problems which will seriously interfere with the training sessions.

Students in the **Nose Blowing** program should be able to blow air through their noses. Many students breathe through the mouth and do not realize air can be blown through the nose. Others inhale through the nose, but exhale through the mouth.

Project MORE researchers found it wise to check students for their ability to blow air through the nose before teaching the program. Students were asked to blow air through the nose while a small mirror was held under their nostrils.

Most students who were not able to blow air through their nose could be taught to do so. This was often accomplished by having the student place the tongue on the roof of the mouth and asking



the student to breathe out. As another exercise, students were asked to blow a feather or a ping pong ball across a table using only air from their nose. Before you begin to teach, you may wish to use one of these exercises to test your students' ability to exhale through the nose.

Sometimes the vocabulary and resourcefulness of the trainer can make a big difference in training. The researchers tried every trick they could think of to get one little girl to blow air through her nose. Nothing seemed to work until someone told her to "snort like a bull."

Don't eliminate a student from training because of these initial difficulties. With patient training and adequate reinforcement a student can gain the ability to perform this skill.

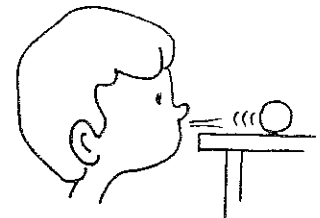
The following are descriptions of four students who successfully participated in the **Nose Blowing** program during testing. These students are no more or no less "typical" than your own students. This list will provide some information you can consider as you select your students.

1. Medical records of the first student, who was seventeen years old, indicated that his mental retardation was associated with several of the characteristics of Down's Syndrome. This student had an IQ of 27 as measured by a standardized test. He completed the program in twelve days of training.

2. Another student, twelve years old, was diagnosed as having brain damage and emotional maladjustment. He had a measured IQ of 65 and required twenty-two sessions to complete training.

3. A third student, thirteen years old, had an IQ of 56. His diagnosis was mental retardation linked with congenital cerebral defects associated with prematurity. He completed the program after twenty-three sessions.

4. The fourth student was twelve years old. His mental retardation was due to an unknown prenatal influence. He had an IQ of 40 and completed the program in fifteen days.



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 your student does not perform a step correctly after approximately five seconds at the *No Help* level, give the next level of assistance, *Verbal Help*.

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

Demonstration—show your student how to perform the step as you tell him/her what you are doing. If the student performs the step correctly, go to the next step and again provide *No Help*. If, after the *Demonstration*, the student does not perform the step correctly, or fails to perform the step after a ten-second wait, give the next level of assistance, *Physical Help*.

Physical Help—as you tell your student how to perform the step, physically assist the student by guiding his/her hands. If your student performs the step correctly, go to the next step and again provide **No Help**. If the student is unable to perform the step correctly after being given **Physical Help**, do not give the student another opportunity to perform the step again until your next training session. Instead, proceed with the training program by giving the student the opportunity to perform the next step with **No Help**. Since the trainer cannot physically help a student blow air, the **Physical Help** level should be skipped on Steps 3 and 8.

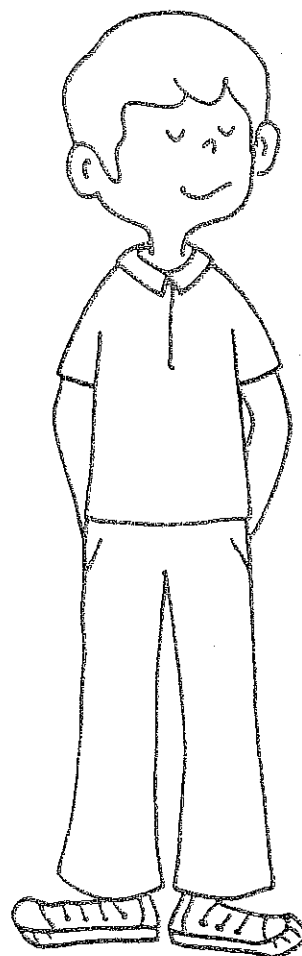
An objective of all **Project MORE** programs is to fade the trainer's assistance until the student is able to perform all the steps independently. When the student is able to do all the steps with **No Help**, the cue for performing each step will be the preceding step.

Reinforcing a Student

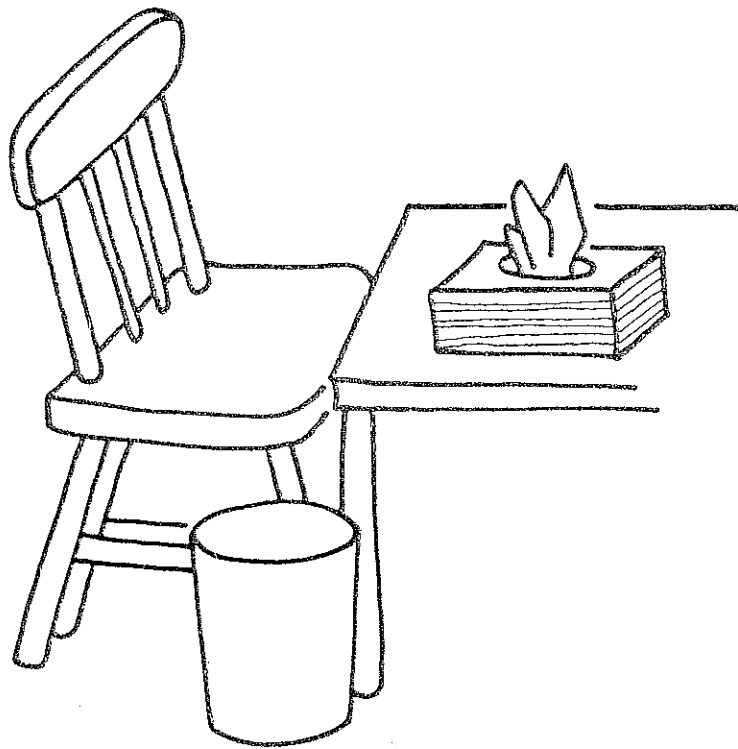
As you teach your student nose blowing, you must reinforce, or reward, each correct performance. **How To Do MORE** contains needed information on reinforcement. There are three important things to remember about reinforcement.

1. Reinforcement must **immediately** follow the correct response.
2. You must use a reward which is effective for **your** student.
3. You must reward your student for **each** correct performance regardless of the level of assistance.

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



Supplies



To conduct training in nose blowing you will need a box of facial tissues for each student and a wastebasket. The tissues should be in a pop-up box so the student will have no difficulty grasping an individual tissue.

The tissue box should be placed on a table or desk within easy reach of the student. The wastebasket should be placed next to the table or the student's chair.

The Training Sessions

Training sessions for the **Nose Blowing** program should last ten to fifteen minutes, although the first few sessions may take a little longer. Training sessions should be held daily.

The number of training sessions it takes your student to learn the skill will depend on his/her competency as a student and your effectiveness as a teacher. The descriptions listed in the "Selecting Students" section of the program will give you some idea of how long it took four students to learn to blow their noses during **Project MORE** testing.

Neither of a student's nostrils should be pinched shut while blowing. Too much air pressure with no outlet, either through the nose or mouth, can cause infected material to be forced from the nose into the middle ear. This can cause a serious middle ear infection.

A middle ear infection, in turn, can lead to a loss of hearing and eventual deafness. For this reason trainers should be careful to make sure students do not block their air passages enough to cause a build-up of pressure. This is done by making sure the students are able to blow air through their noses before they start training. During the training session the student should not be allowed to pinch his/her nostrils while blowing or in any way block off air which needs to come out the nostrils.

Before you begin to teach the steps of the **Nose Blowing** program, you will give your student a pretest to determine how well she/he can do prior to training. Begin the pretest by giving your student an initial instruction. This will introduce the student to the training task. Tell your student,

Here is everything you need to blow your nose. I want you to blow your nose by yourself. Do the very best you can.

Give the student the same instruction as you begin each training session and before the posttest. The posttest is administered after training is completed.

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** explains the importance of keeping accurate and up-to-date records of your student's performance.

You received two pads of data-keeping materials along with the **Nose Blowing** program. The data sheet lists all steps in the program. The graph sheet will be used to chart your student's progress.

A sample data sheet on the opposite page shows how the data sheet should be completed. 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 progress and should not be interpreted as a grading system. The teacher 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 one step 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 Steps 3, 5, 7, 8, and 10, after being given *Verbal Help*.

During the first training session, the student needed a *Demonstration* on Steps 4, 9, 12, and 13 before she performed them correctly. The trainer placed a **C** next to those four steps in the column for the first training session.

The student successfully completed Steps 2, 6, and 11 during the second training session after receiving *Physical Help*. Her trainer put a **D** in the column by those three steps. These same steps had proved too difficult for the student during the first training session. At the first session she was not able to do them, even when her trainer gave her *Physical Help*. The trainer indicated this on the data sheet by marking an **X** by Steps 2, 6, and 11 of the first training session.

NOSE BLOWING PROGRAM DATA SHEET

Student RAYNELL REED
 Trainer Tom

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

	Pretest	May 3	May 4	May 5	May 6	May 7	May 8	May 9	May 10	May 11	May 12	May 13	May 14	May 15	May 16	Posttest
1. Pull the tissue from the box	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
2. Put the tissue over your nose	X	D	D	D	C	C	B	B	B	B	A	A	A	A	A	
3. Blow air through your nose	B	B	B	B	B	A	A	A	A	A	A	A	A	A	A	
4. Pinch both of your nostrils closed	C	C	C	B	B	B	B	A	A	A	A	A	A	A	A	
5. Wipe the area around your nose	B	B	B	A	A	A	A	A	A	A	A	A	A	A	A	
6. Fold the tissue	X	D	D	D	D	C	C	C	C	B	B	B	A	A	A	
7. Put the tissue over your nose	B	B	B	B	B	B	B	B	A	A	A	A	A	A	A	
8. Blow air through your nose	B	B	B	B	B	A	A	A	A	A	A	A	A	A	A	
9. Pinch both of your nostrils closed	C	C	B	B	B	B	B	B	B	A	A	B	A	A	A	
10. Wipe the area around your nose	B	B	B	B	A	A	A	A	A	A	A	A	A	A	A	
11. Fold the tissue	X	D	D	D	C	C	C	C	C	C	B	B	C	B	B	A
12. Make a final check	C	C	C	C	C	C	C	B	B	B	B	B	B	A	A	A
13. Throw the tissue away	C	B	B	B	B	B	A	A	A	A	A	A	A	A	A	

The criterion for successful completion of the **Nose Blowing** program is twelve out of thirteen steps performed correctly with *No Help* from the trainer. When your student is able to reach this criterion level for three successive days, she/he is ready for a posttest. This student met the criterion of twelve out of thirteen steps on the fourteenth, fifteenth, and sixteenth days of her training session, so her trainer administered a posttest. During the posttest the student performed all but one step correctly with *No Help* from the trainer. The trainer left Step 11 in the posttest column blank to indicate that the student could not perform the step correctly on her own.

If a student is successful on the posttest, meeting or exceeding the criterion level, the trainer may discontinue training. If the student does not meet the criterion level, the trainer 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 sessions, you should graph your student's performance on the graph sheet which accompanies this program. This graph will give you an idea of how well your student is learning the steps in the **Nose Blowing** program. A sample graph sheet on the opposite page will give you an idea of how the graph should be completed. The arrow on the graph sheet indicates the criterion level for completing training.

Each day the trainer marked only the number of steps the student performed correctly with *No Help*. This student was only able to perform one step correctly with *No Help* during the pretest, and the first three sessions. Her progress improved and she was able to perform half the steps correctly by the sixth training session.

Using this graph, the trainer could easily tell how the student was progressing in the training sessions. When the student met criterion during the fourteenth, fifteenth, and sixteenth training sessions, the trainer knew the student was ready to be given a posttest. The student performed twelve steps correctly with *No Help* during the posttest.

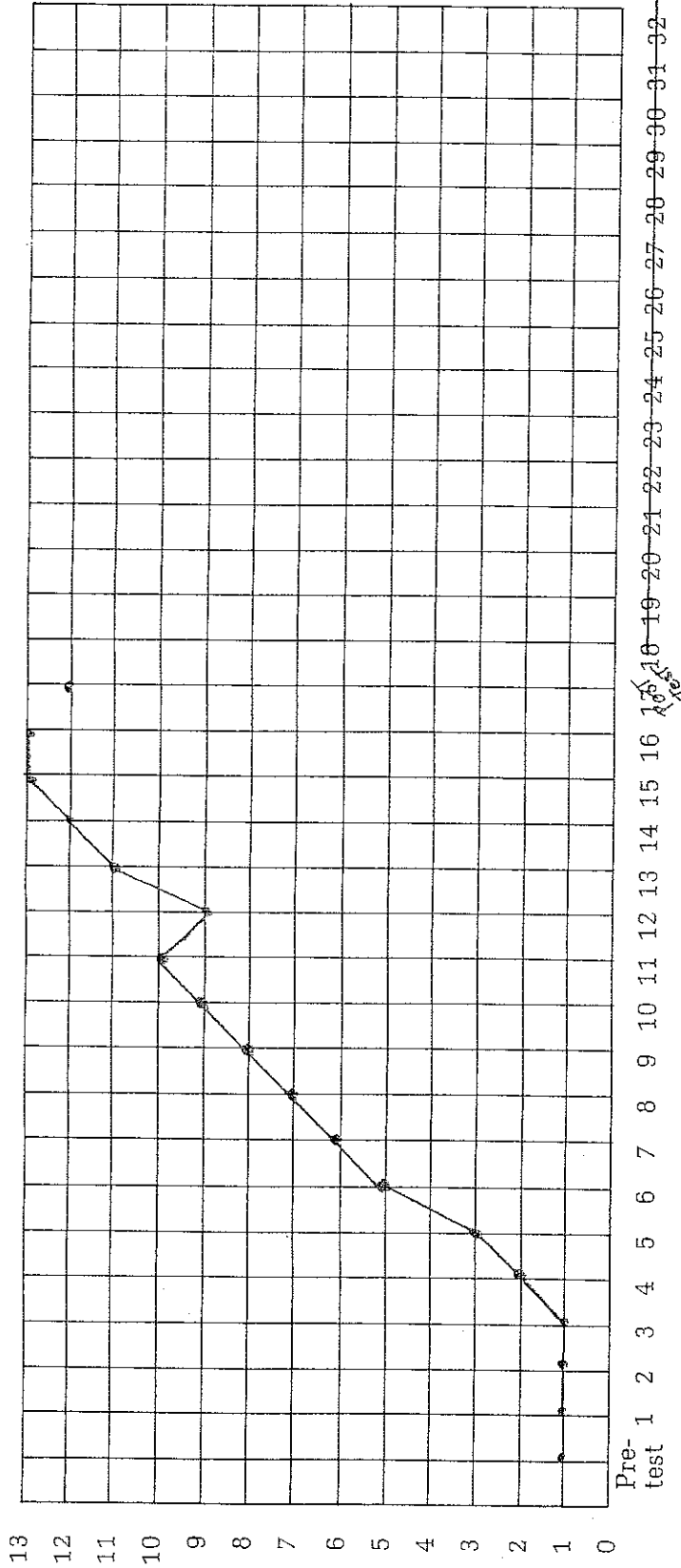
If you want more sensitive feedback on how your student is progressing, you can graph all levels of assistance by assigning values to the different levels (**A** = 3, **B** = 2, **C** = 1, **D** = 0, **X** = 0) and totaling the number of points per session. Then by plotting this number on the graph, 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 the student to earn a possible thirty-nine points each session. The horizontal lines on the graph sheet must be renumbered from zero to thirty-nine in multiples of three, i.e., 0, 3, 6, 9, etc.

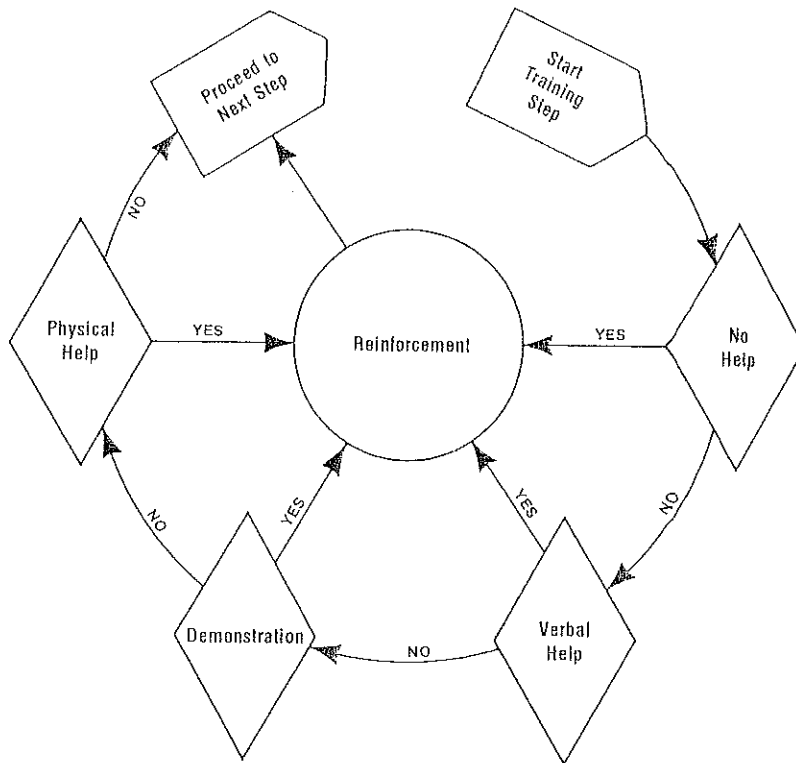
NOSE BLOWING PROGRAM GRAPH SHEET

Student Raynell Reed Trainer Tom

Number of steps performed correctly with No Help (A)



Teaching Strategy Diagram



This diagram shows the **Project MORE** teaching strategy with its four levels of assistance. You may find it helpful in reviewing these levels of assistance. This diagram, together with the summary list of steps on the opposite page, should be used as a guide during your training sessions.

Definitions of the steps in the program are found in the following pages. These definitions explain the way to perform each step. The title of the step should be used as your *Verbal Help* instruction when necessary. The illustrations for each step can help clarify the correct method for performing the step.

Once you have read **How To Do MORE** and studied each page of this program, you will be ready to begin teaching.



KEY

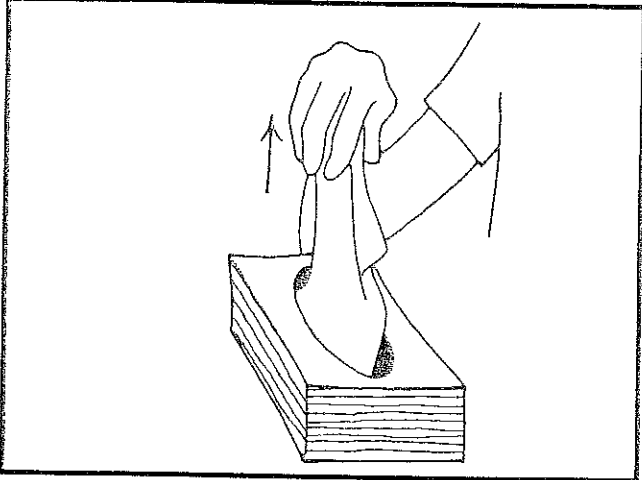
Can the student perform the training step correctly at the cue level specified in the diamond? If yes — follow the arrow to “Reinforcement” and “Next Step.” If no — follow the arrow to the next cue level.

The Steps

1. Pull the Tissue From the Box
2. Put the Tissue Over Your Nose
3. Blow Air Through Your Nose
4. Pinch Both of Your Nostrils Closed
5. Wipe the Area Around Your Nose
6. Fold the Tissue
7. Put the Tissue Over Your Nose
8. Blow Air Through Your Nose
9. Pinch Both of Your Nostrils Closed
10. Wipe the Area Around Your Nose
11. Fold the Tissue
12. Make a Final Check
13. Throw the Tissue Away

Step 1

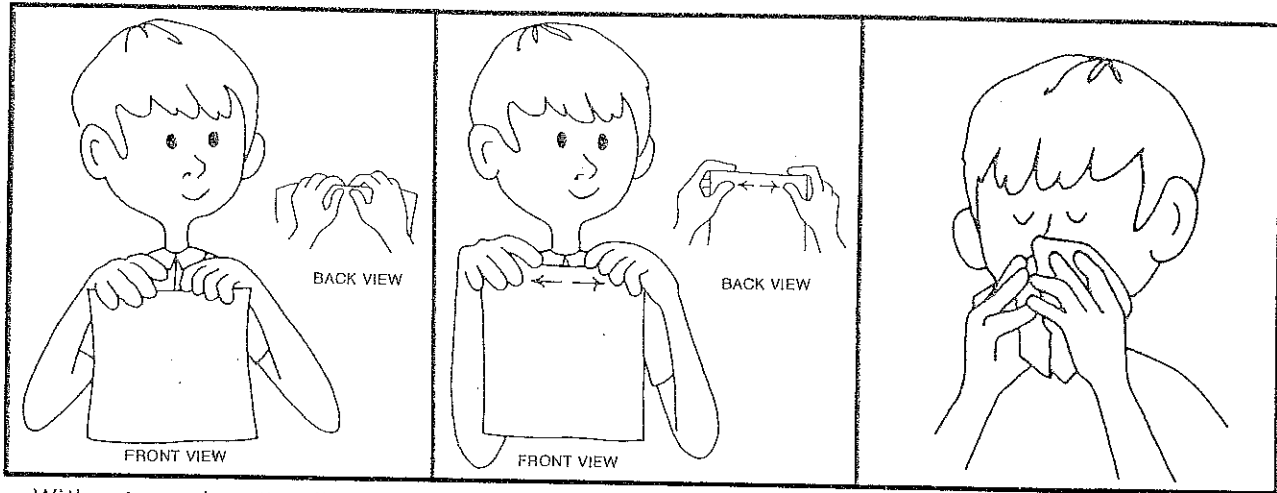
Pull the Tissue From the Box



Using the thumb and first two fingers of one hand, the student grasps the tissue in the middle of its upper edge. The student gently draws the tissue upward from the box. Pulling the tissue from the box with a horizontal or sideways motion will cause it to tear.

Step 2

Put the Tissue Over Your Nose



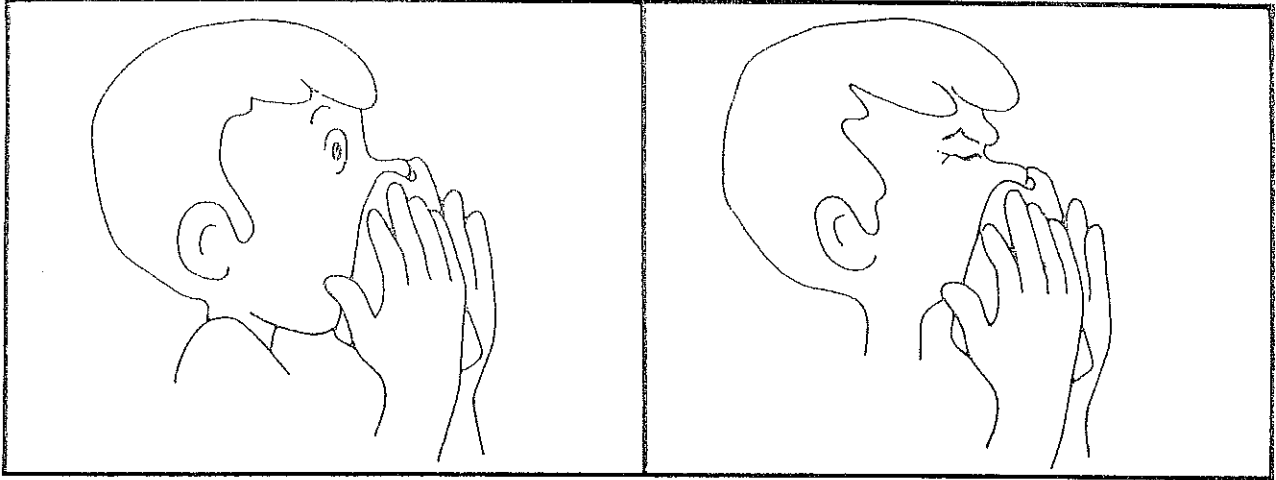
Without moving the fingers holding the tissue, the student grasps this same edge of the tissue with the fingers of the other hand. The fingers of both hands should be positioned the same way. The thumbs should be pointing toward each other and should almost touch.

The student then slides the fingers and thumbs apart while still holding the tissue and without tearing it, until there is a space wide enough to fit across the nose.

The tissue should fit snugly against the nostrils and the tips of the middle fingers should rest opposite each other against the sides of the nostrils.

Step 3

Blow Air Through Your Nose

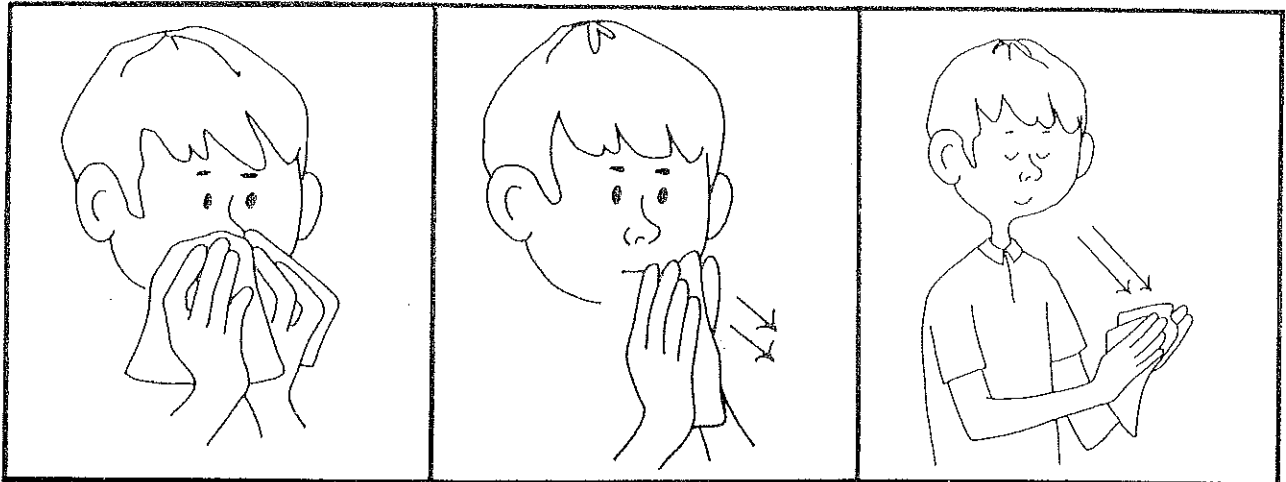


The student takes a deep breath through the mouth.

Then, with mouth closed, the student forces air out through both nostrils at once. The trainer should watch closely to see that the student does not pinch the nostrils too tight and prevent the passage of air.

Step 4

Pinch Both of Your Nostrils Closed



The student closes both nostrils at the same time using both hands. The nostrils should be closed by gently pressing the fingers together or toward each other on the nostrils.

The student, with hands in a praying position, slides the tissue downward, off, and then away from the nose while gently holding the nostrils closed.

As this step is performed, the tissue should automatically be folded together, enclosing any mucus as the tissue is drawn away from the nose.

Step 5

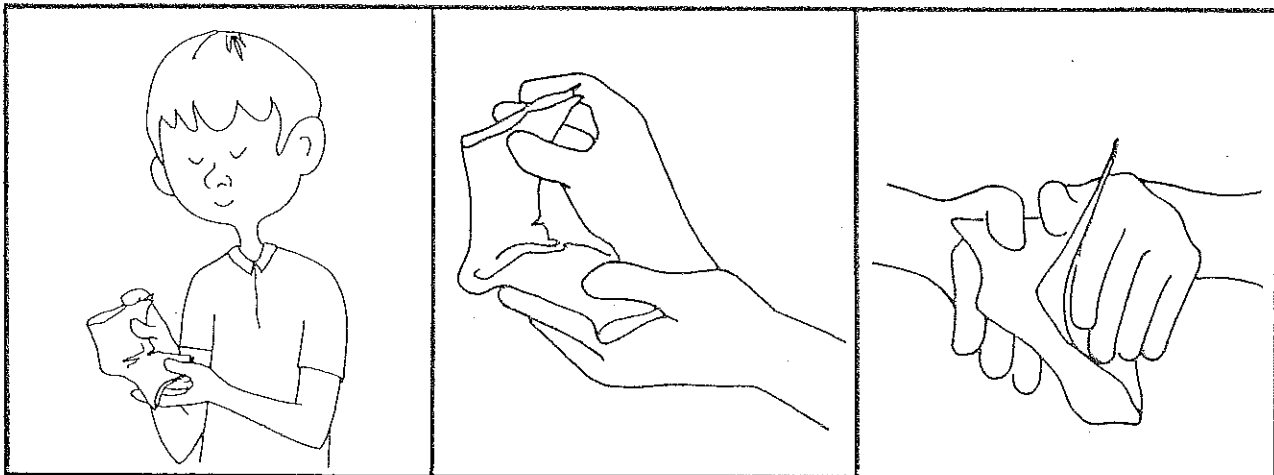
Wipe the Area Around Your Nose



With one or both hands, the student rubs the folded tissue back and forth against the area around and under the nostrils, removing all mucus.

Step 6

Fold the Tissue



Using both hands, the student folds the tissue in half, covering the soiled part of the tissue.

Step 7

Put the Tissue Over Your Nose

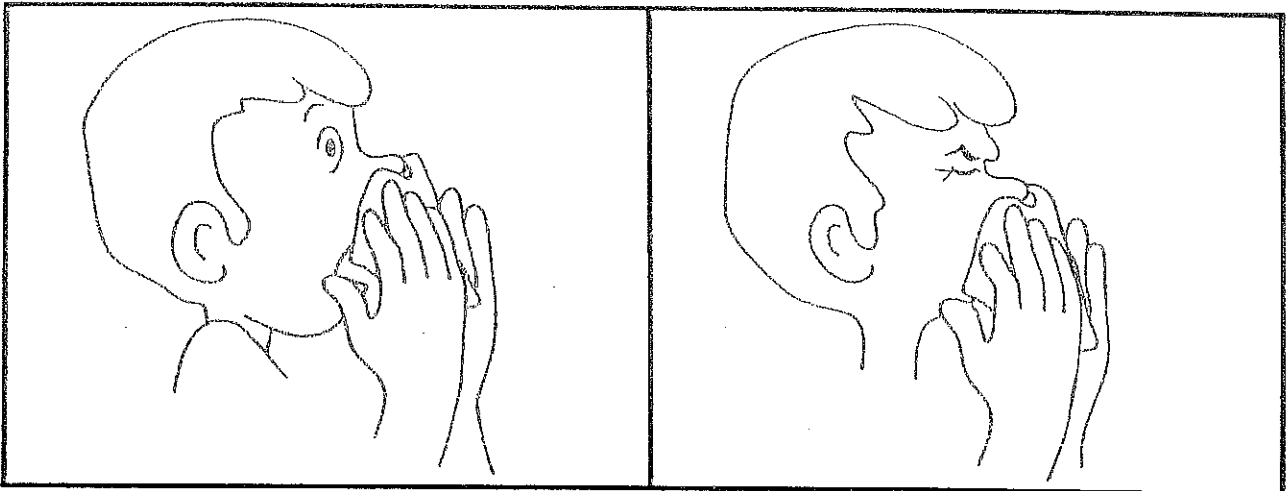


The student grasps the now-folded tissue with one hand on each side. The thumbs should be pointing toward each other and should almost touch.

The student then slides the fingers and thumbs apart while still holding the tissue and without tearing it, until there is a space wide enough to fit across the nose. The tissue should fit snugly against the nostrils and the tips of the middle fingers should rest opposite each other against the sides of the nostrils.

Step 8

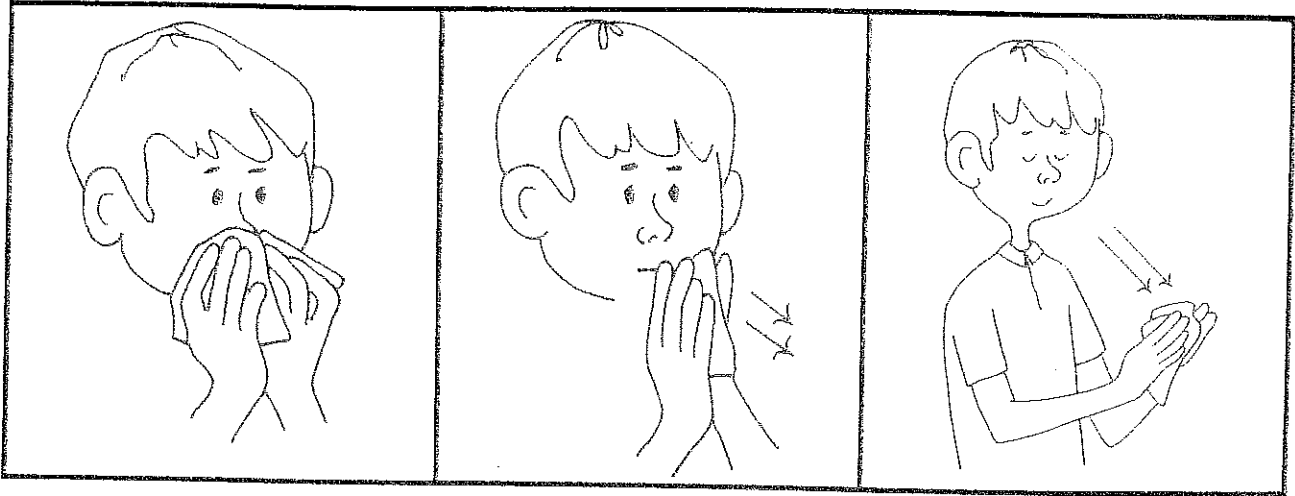
Blow Air Through Your Nose



The student takes another deep breath through the mouth.

Then, with mouth closed, the student forces the air out through both nostrils at once.

Pinch Both of Your Nostrils Closed



The nostrils should be closed by gently pressing the fingers together (toward each other on the nostrils).

The student, with hands in a praying position, slides the tissue downward, off, and then away from the nose while gently holding the nostrils closed.

As this step is performed, the tissue should automatically be folded, enclosing any mucus as the tissue is drawn away from the nose.

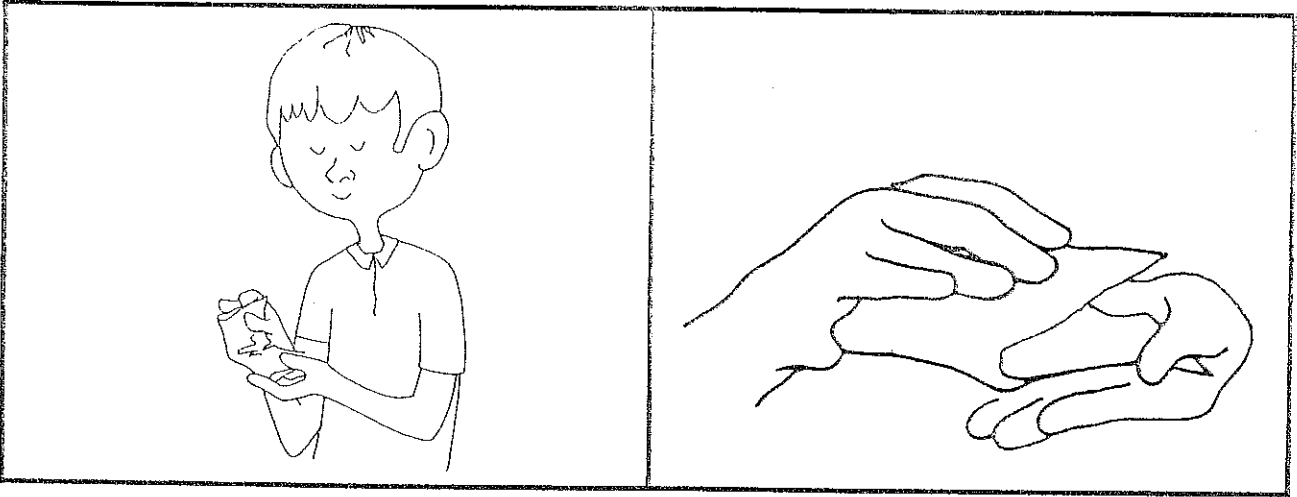
Wipe the Area Around Your Nose



With one or both hands, the student rubs the folded tissue back and forth against the area around and under the nostrils, removing any mucus.

Step 11

Fold the Tissue



Using both hands, the student folds the tissue in half to cover the soiled portion.

This last fold should reduce the tissue's dimensions to an approximate square.

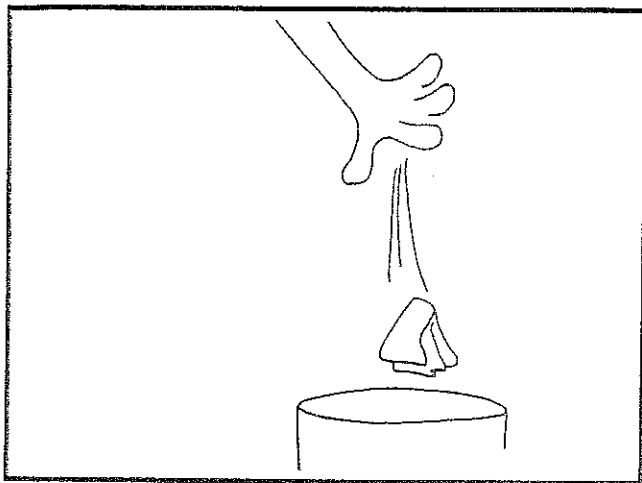
Step 12

Make a Final Check



Using the flat surface of the folded tissue, the student gently wipes across the sides of the nose and the area below the nostrils along the upper lip.

Throw the Tissue Away



The student places the soiled tissue in the wastebasket.



