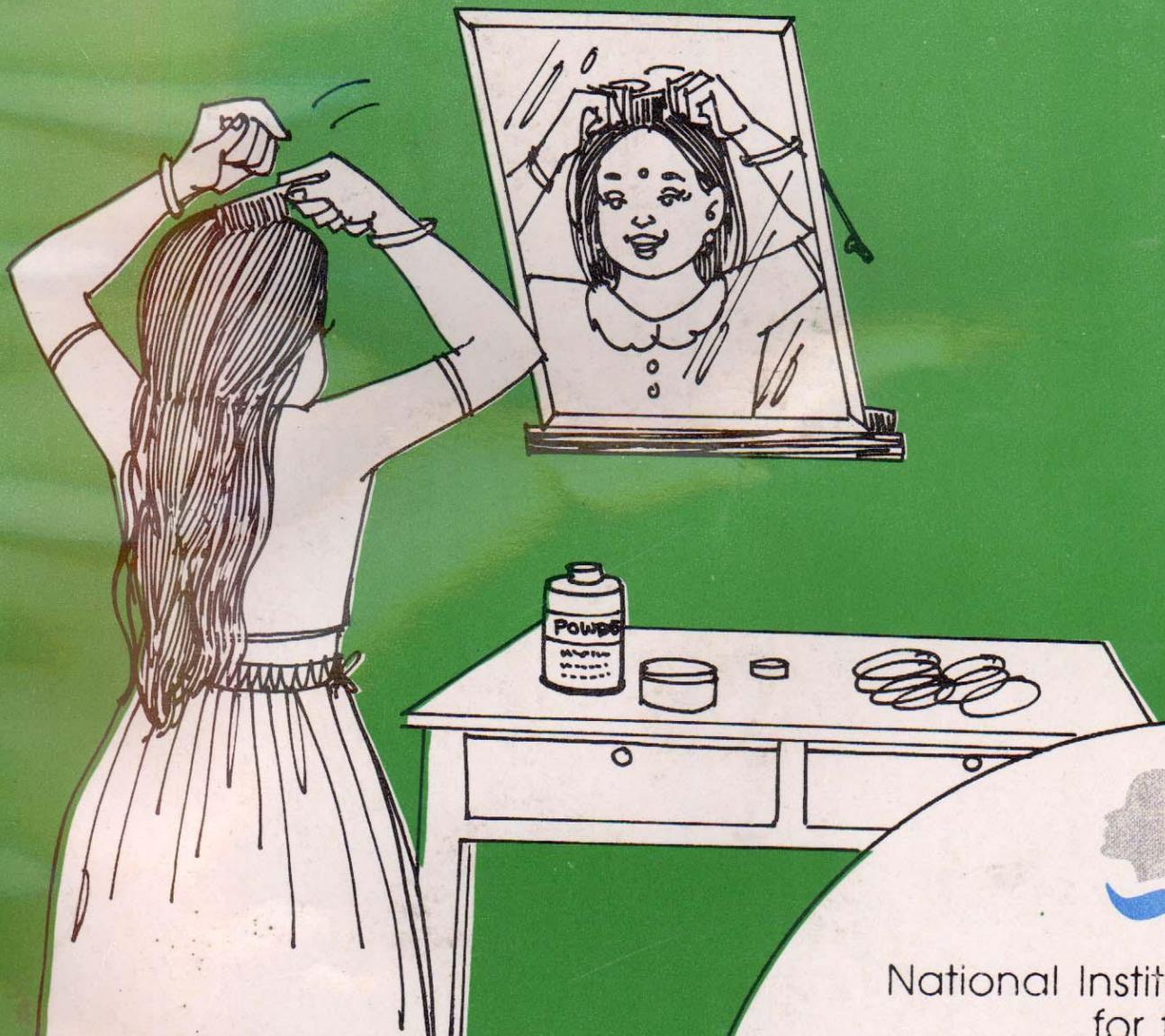


SKILL TRAINING IN THE MENTALLY RETARDED PERSONS

GROOMING

PACKAGE FOR TRAINERS



TOWARDS INDEPENDENCE SERIES - 8



National Institute
for the
Mentally Handicapped

Towards Independence Series - 8

SKILL TRAINING IN THE MENTALLY RETARDED PERSONS

A PACKAGE FOR TRAINERS

GROOMING

(Funded by UNICEF)

National Institute for the Mentally Handicapped

(Ministry of Welfare, Govt. of India)

**Manovikas Nagar, Bowenpally,
Secunderabad 500 011**

Copyright © National Institute for the Mentally Handicapped, 1990
All rights reserved.

Contributors :

Jayanthi Narayan

M.S. (Sp. Ed.) Ph. D., D.S.Ed.

Project Coordinator

A.T. Thressia Kutty

M.A., B.Ed., D.S.Ed.

Research Officer

Other titles in the series :

- * Gross Motor Skills
- * Fine Motor Skills
- * Eating Skills
- * Toilet Training
- * Tooth Brushing
- * Bathing
- * Dressing
- * Social Skills

Artist : K. Nageswar Rao

Printed by : G A Graphics Hyderabad - 4 Ph: 36394 & 226681

ABOUT THE BOOKLET

This book is one among the series of books developed for the benefit of the parents and trainers of the mentally retarded and developmentally delayed children. The activities in which these children are to be trained for independent living are very many. Among them, feeding, toileting, brushing, grooming, bathing, dressing, gross and fine motor activities and socialization are some of the basic and important skills. This series of books provide in a step by step manner, procedures for finding out the delay or deficit in the child and the steps in training them. Simple language is used with appropriate illustrations so that parents and other trainers can easily follow the steps. It should be remembered that the activities listed are some of the basic ones. Common sense and imagination of the trainers will be of great assistance in enhancing the skill in the child. We hope that the trainers find these booklets useful to them.

ACKNOWLEDGEMENTS

The project team expresses sincere thanks to UNICEF for funding this project. The advice and guidance provided by the following project advisory committee members periodically during the course of the project is gratefully acknowledged.

Project Advisory Committee

Dr. V. Kumaraiah
Associate Professor (Cl. Psy)
NIMHANS, Bangalore

Ms. V. Vimala,
Vice Principal
Balavihar Training School
Madras

Prof. K.C. Panda,
Principal
Regional College of Education
Bhubaneswar

Dr. N.K. Jangira
Professor (Special Education)
NCERT, New Delhi

Ms. Girija Devi
Asst. Communication Devt. Officer
UNICEF, Hyderabad

Institute members

Dr. D.K. Menon
Director

Dr. T. Madhavan
Asst. Prof. of Psychiatry

Mr. T.A. Subba Rao
Lect. in Speech Pathology
& Audiology

Mrs. Reeta Peshawaria
Lect. in Cl. Psychology

The guidance and suggestions of Dr. D.K. Menon, Director, NIMH are especially acknowledged with special reference. The efficient secretarial assistance in typing out the drafts throughout the project by Sri A. Venkateswara Rao requires a special mention and grateful acknowledgement. The administrative support by Sri T. Pitchaiah, Sri V. Ram Mohan Rao and Mr. K.S.R.C. Murthy are sincerely appreciated. Last, but not the least, we are grateful to the parents of the mentally retarded children who cooperated with us for the field trial of the skill training packages and for having given suggestions for modification which are suitably incorporated.

CONTENTS		PAGE
Introduction	...	1
Combing hair	...	2
Clipping nails	...	6
Cleanliness of nose	...	9
Using cosmetics	...	12
Menstrual hygiene	...	19

INTRODUCTION

A well groomed person is accepted better in a group. Grooming skills are necessary not only for social acceptance but also for leading a healthy life. Taking care of one's own hair, nails and nose are some of the grooming skills. To keep self neat and odourless and presentable, the skills of using cosmetics is necessary.

Maintaining a well groomed appearance is an art in itself. Normal children as they grow up, learn these skills from their parents, elder brothers, sisters and friends. Special training is not necessary. But in the case of mentally retarded children these skills are to be taught in a systematic way. Otherwise they will continue to depend on others to keep themselves clean and well groomed. By creating an awareness of grooming among the retarded children, they can be made to look as good as others.

This booklet contains the method of training to take care of one's own hair, nails, nose, use of cosmetics and menstrual hygiene. Please note that menstrual hygiene is included in this booklet though it is not precisely grooming. It is one of the essential self care skills to be taught for girls over 12 years and the training steps are explained in this booklet.

COMBING HAIR :

How to motivate ?

Let the child watch in a mirror while you comb his/her hair.



Give the child a big doll to practice combing hair.

Let the child try to comb your hair.



Give the child chances to watch when a sibling combs his/her hair.

Before starting training

- * Select appropriate comb.
- * Check whether the child has proper finger coordination to hold the comb. If needed activities may be given for proper holding of the comb.
- * Practice proper arm movements to lift hand and to comb hair from scalp to tip of hair.

Steps to train girls with long hair

1. Stands in front of the mirror.
2. Holds the comb properly.
3. Makes parting.
4. Starts combing from scalp.
5. Combs from scalp to tip of hair.
6. Removes knots by straightening hair.
7. Plaits hair.
8. Ties with ribbon/fixes rubber band/fixes clip.



Depending on the age and interest of the child, introduce tying/stringing flowers to wear on hair. This helps the child to learn to fix the flowers by the hairpin. Initially, let her fix it on your hair, later on her own hair by herself.

Combing short hair :

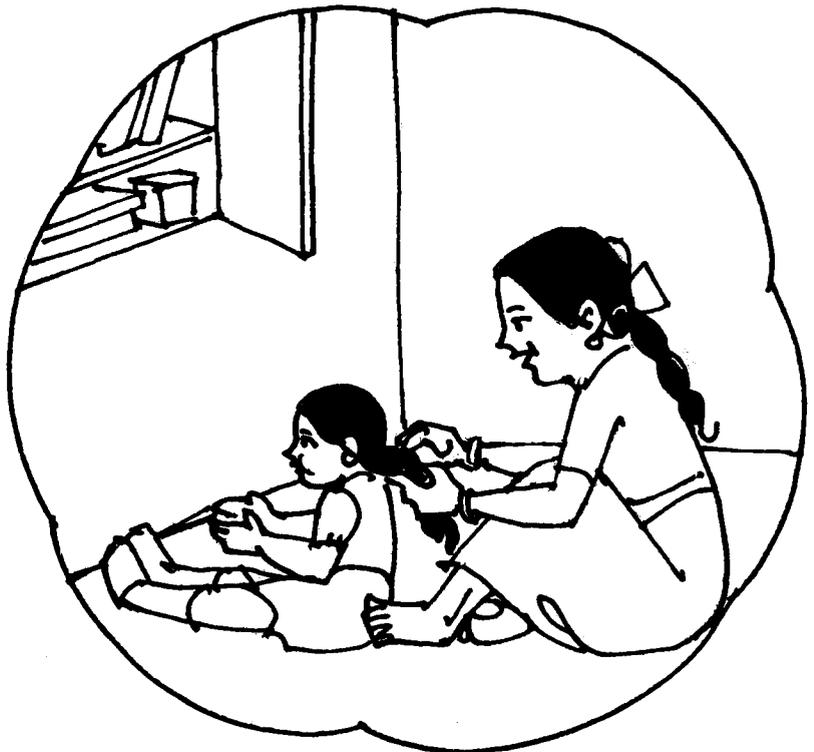
1. By asking him to look at the hair in a mirror make the child understand the need to comb.
2. Give him an appropriate comb. Let him hold it properly.
3. Let him stand in front of the mirror. Stand behind him and physically guide him to comb the hair upward from the forehead.
4. To make parting, hold his hand and comb the hair backwards from the forehead. Make the parting in the middle/left by combing both the sides. Tell him to comb at the back also.

Short hair can be easily maintained. Keeping the hair short would help the mentally retarded children to take care of their hair by themselves.



Braiding long hair :

1. Tie ribbons/tapes of three colours on a windowsill or similar place.
2. Show her braiding using the three tapes so that the colour gives her clues on which comes after what. When she gains coordination give 3 coloured wool or thick thread and repeat the exercise.
3. When she is able to braid with this material give same colour wool/thread. Let her make the three parts and braid.
4. Allow her to braid for someone/on a doll.
5. Let her comb for herself in the front looking in the mirror. You braid upto half for her and give it to her in the front so that she can finish braiding the rest for her hair.



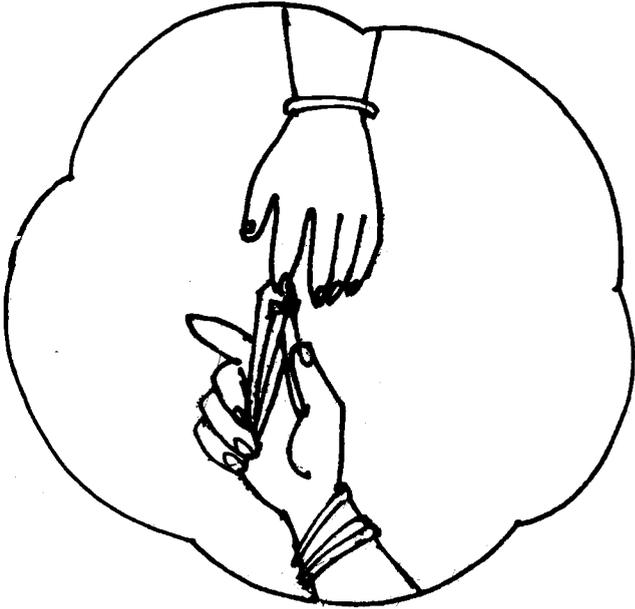
Slowly as she gains expertise allow her to braid from the beginning. Help her when the hair gets entangled.

CLIPPING NAILS

Assure whether the child has the **sense of safety** and **necessary eye hand coordination** to use nail clipper for clipping nails.

Explain the need for clipping nails

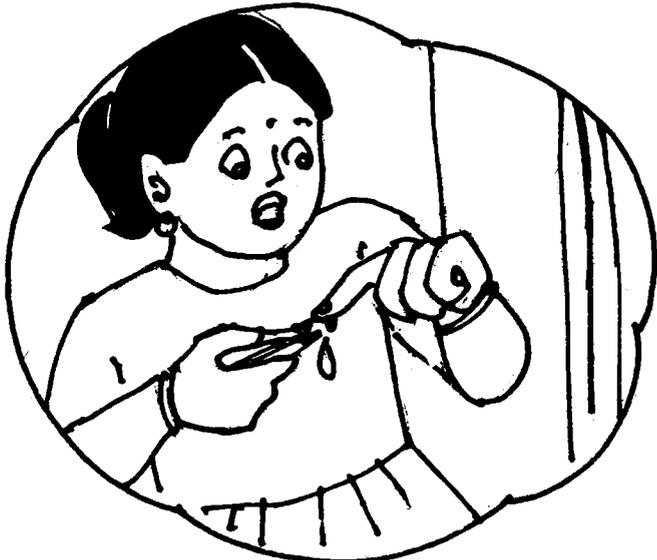
The dirt will not collect inside the nails, if kept neatly clipped.



Cleanliness of fingers is important to keep good health.



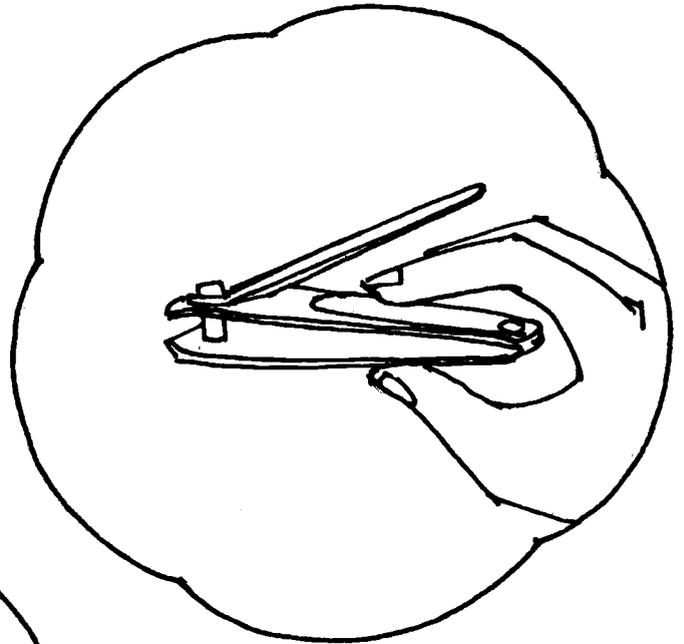
There are chances of getting hurt if it is not cut and maintained well.



Steps to teach

1. Let the child watch when you cut the nails using a nail clipper. Tell him that if it is not used properly it hurts, bleeds and is painful.
2. Let the child watch when his peers use a nail clipper.

3. Select a nail clipper suitable for the child. Show him how to open it, to use and how to close it after use. Allow him to try and learn.



4. Do not teach directly to cut on his own nails. Initially let him try cutting on other materials : dried leaves, cards,

When you cut nails for him, let him show the fingers appropriately. Sensitize him on how to fold/keep apart the other fingers and to hold the finger appropriately for cutting nail. Make use of this opportunity to teach him the names of the fingers, if he has not already learnt. Rhymes like "Where is thumbkin..." will be appropriate here.

5. When he/she starts to cut his/her own nails, help him/her to hold and to place the nail cutter at the nail before pressing. Start with cutting thumb nail.



6. Physically assist to press.

7. Have a paper spread on the lap while cutting so that cut pieces can be collected in it to be thrown.



8. After he/she learns to use the clipper with the right hand/ preferred hand train the child to clip with the other hand.

Praise him for keeping his nails neat. Tell not to bite nails. Avoid using scissors, blade, knife for cutting nails.

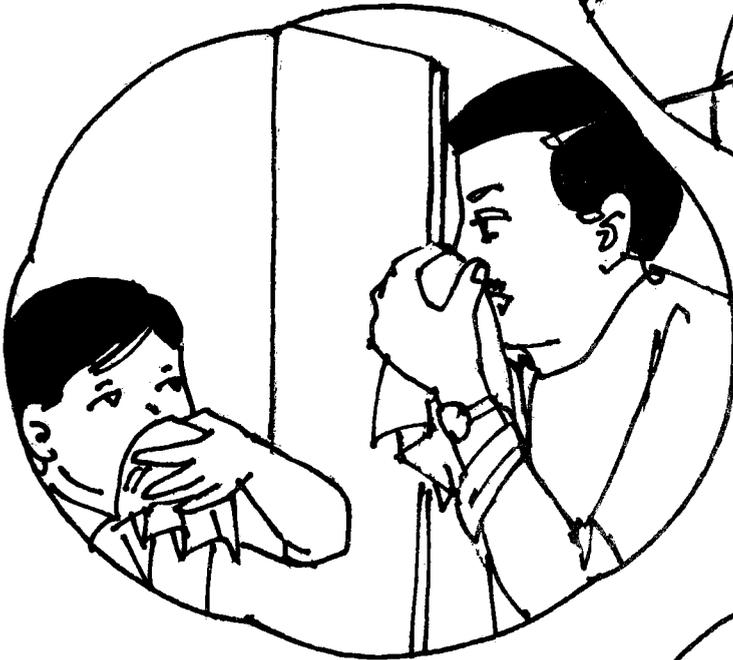
CLEANLINESS OF NOSE

How to train ?

1. Train the child to blow nose, when he has running nose. Take him towards the mirror and make him stand in front of the mirror. Show his running nose and make him understand the need to blow nose.



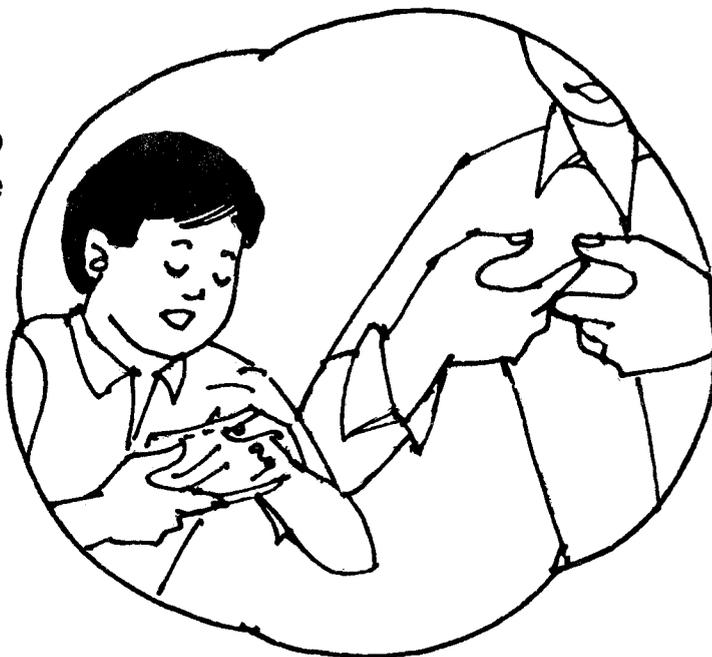
2. Demonstrate and guide him to hold the hanky in the left hand and keep it over the nose.



3. To blow nose, tell him to say "Hm" forcefully with lips closed. Hold his lips with your fingers if he cannot do it initially and make him say "Hm".



4. If the child uses tissue paper to blow nose, train him how to use and put it in the dust bin.



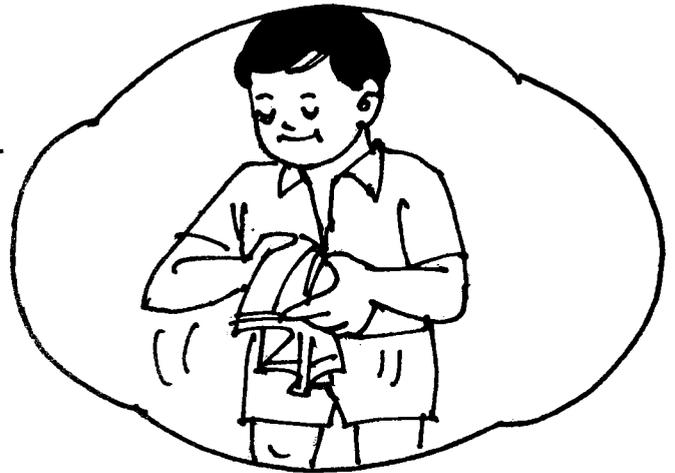
5. While washing face and while bathing let him thoroughly blow the nose with the thumb and index finger of preferred hand above the nose. When the discharge is out of the nose, let him wash around the nose thoroughly. Provide a mirror if possible. Point to him as to how easy it is to breathe when the nose is cleaned. Let him wipe the face after washing.

6. Develop the habit of keeping a handkerchief especially when he has cold. While going on outings, let him have the habit of keeping a handkerchief.

7. When the child has a running nose, remind him to blow his nose using the hanky and to keep his nose clean.

Demonstrate other purposes of hanky.

- * To wipe after washing hands.



- * The hanky is used to wipe when one sweats.

- * Depending on the age and ability level of the child, train him to take care of his hanky.



- * Train him to wash, dry, fold and keep in proper place.

If needed train him to blow nose outside, clean the hand and nose properly after blowing nose. Explain the good manners, one has to follow while blowing the nose in the presence of others.

USING COSMETICS AND ORNAMENTS

Face powder



Kajal



Nail polish



Kumkum



Cold cream



Bangles



Ring



Pendant



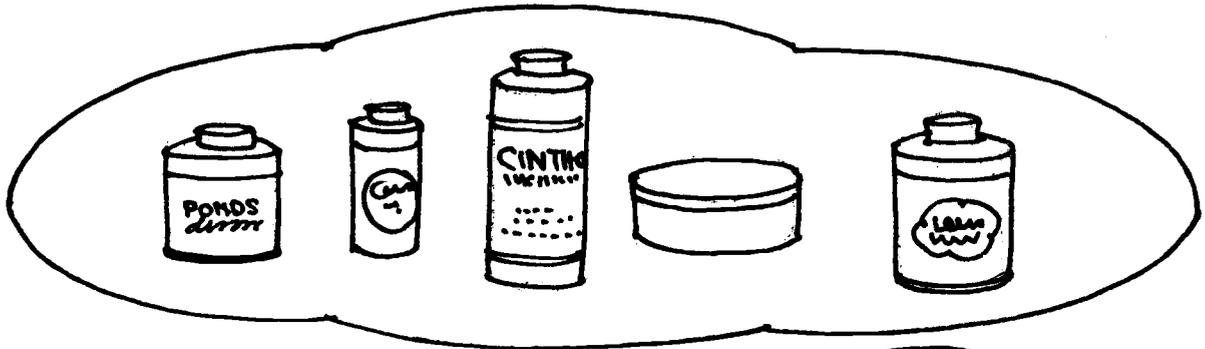
Necklace



Identify and name the cosmetics and ornaments generally used by children.

Applying face powder

1. Show different brands of face powder in the shop, magazines and on T.V.



2. Start with the face powder which is normally used at home. Draw her attention when other members of the family apply face powder.



3. Explain when she has to apply face powder and the need to use it.

4. After taking bath, insist on combing hair. Let her look at the mirror to see her face. Suggest that she would be looking good if she applies face powder.



To avoid the scaling of dry skin train her to apply either coconut oil or cold cream on hands and legs especially during winter season.

5. Whenever she washes face, let her apply face powder using puff/palm after wiping water from the face.



6. Demonstrate and allow her to open the powder tins and to close after taking needed amount of powder.



7. He/she may be taken to the shop to select and purchase face powder for his/her own use if the family can afford.



8. Show how to apply just enough and to wipe out the excess powder. Emphasise on making sure that the face is not wet while applying powder.

Fixing Bindi

1. There are different types of bindis. Select the appropriate one which is easier for the child to use. As she learns to wear one, introduce the different types of bindis which can be used in daily life as needed.
2. Give opportunity to select bindi to match her clothes if she likes it. This can also become an activity for teaching colour concept. If she insists on only one colour allow her to have her choice.

For sticking bindi

3. This is the easiest way to fix bindi. Let her watch when the family members fix bindi. Let her see that applying powder precedes fixing bindi.



4. Let her stand in front of the mirror. Ask her to take one from the paper. Guide her to place it properly on the forehead.



5. Show her how to remove bindi and press it on some surface, before she washes her face. Tell her that after wiping the face and applying powder she can take it and wear it again.



6. When she has to buy bindi, take her to the shop, help her to select and buy bindis. Appreciate and reward her attempts.



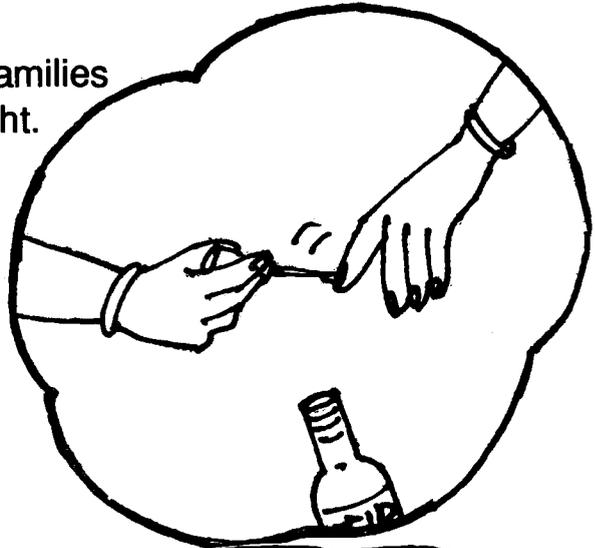
As the child grows, wearing ornaments - bangles, ring, ear rings, etc. also may be introduced depending on the need of the girl. Also selection of matching clothes, costume jewellery and flowers can be introduced based on the child's interest.

To train to use cosmetics he/she should have proper coordination of fingers. Check the ability before training.

Applying nail polish :

Though it is not a habit in all Indian families wherever it is suitable, it can be taught.

1. Let her show her hands appropriately when someone applies for her.



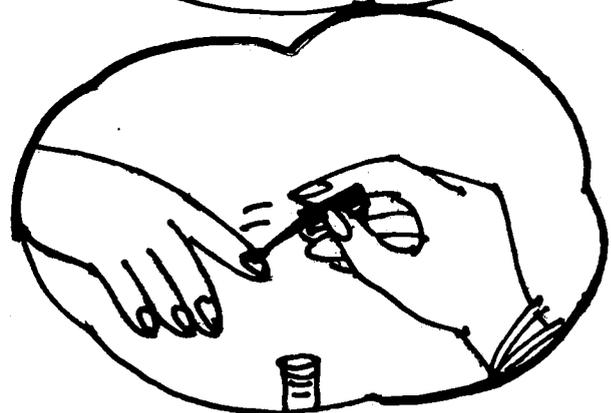
2. Let the child be given the brush after opening, and draining the excess from the brush. Physically guide.



3. Start with thumb as it is big and easy to hold, keeping the other fingers away.



4. As she gains competence let her apply on other fingers.



6. Give her chance to close the bottle and keep it in place.



7. After she masters applying give her training in taking the brush from the bottle. Show and physically help to open the bottle by holding it without tilting.



8. Show her how to drain excess polish from the brush.



While teaching any task, start from the easiest step. Opening without tilting and draining excess polish are the difficult steps in nail polishing. So teach these at the end.

By selecting the easiest step first, make learning easy. This is the way to success.

MENSTRUAL HYGIENE

If proper care and training are given for the girls to maintain menstrual hygiene, dependence on caretakers can be reduced. The usual problems in this regard are :

1. Inability to recognize when the menstruation starts
2. Dislikes using pads - throws away when fixed
3. Not able to wear the pads
4. Inability to recognize the need for change and disposal
5. Not aware of the need for privacy
6. Complains of pain/discomfort

To train, the girl should have coordination of hands and the ability to follow instructions.

How to train ?

First check her abilities to follow instructions and coordination of fingers to wear pads and change.

Break the task into smaller steps and teach the simplest step first.

Check what she can do and find where she needs training and help.

STEPS	YES	NO
1. Wears a pantie by herself		
2. Recognizes when menstruation starts		
3. Wears the pad		
4. If needed, makes pad with cloth		
5. Changes pads whenever needed		
6. Disposes the pad		
7. Washes pantie and dries		
8. Washes hands with soap and water		
9. Does not stain her dress		

- * Train the girl to wear a pantie, to change, wash, and dry during her dry days as a routine.
- * Mark on a calendar to find the dates. The trainer can mark and note the possible dates. Start preparing the girl 2 or 3 days earlier before it starts. Find out the clues from her such as - pain or discomfort, general lethargy and so on.
- * If the girl is able to read day and date on a calendar, train her to maintain a calendar on which she can mark by circling the date on which she starts to menstruate. Reinforce when she does by herself.
- * It is always easy and hygienic to train to use disposable pads. If it is not possible to use commercially available pads, make/train her to make pads with cloth/cotton. Special panties also can be stitched for this purpose. It is a good idea to keep 3-4 tight fittings synthetic (nylon) panties, as the stain can be easily washed off them, specifically for use during these days. Pinning pads is easier to maintain than tying. By this, every time the girl needs to use the toilet, she can independently do so just by lowering the pantie as on her dry days. Make sure that the pins are secured properly and do not hurt.

How to pin pads ?

Commercially available pads

As far as possible use the ones that stick on the pantie. If the ones used are the tying kind, do not tie them. Instead, pin it in its right place of the pantie with a safety pin at the top and bottom of narrow sides. If needed the pantie can have marks made in the places on which to be pinned so that she can pin on her own. As the retarded children find it difficult to tie and make a knot, this system is suggested. In experience it is found to be extremely easy by many parents who have trained their retarded daughters.

Alternative

If the commercial pads are found to be very expensive by the families, cotton and gauze are suggested as alternative. Take a thick layer of cotton about 3" wide and 6" long (like a commercial pad) wrap it vertically twice with gauze and fix in the pantie with safety pin as for the pad.