

# INDEPENDENCE IN SELF CARE ROUTINES

**A Curriculum for Professionals and Parents of  
Children with Autism and Developmental Conditions**



## **MODULE 2** PERSONAL CARE SKILLS **VOLUME 2: BATHING**

# INDEPENDENCE IN SELF CARE ROUTINES

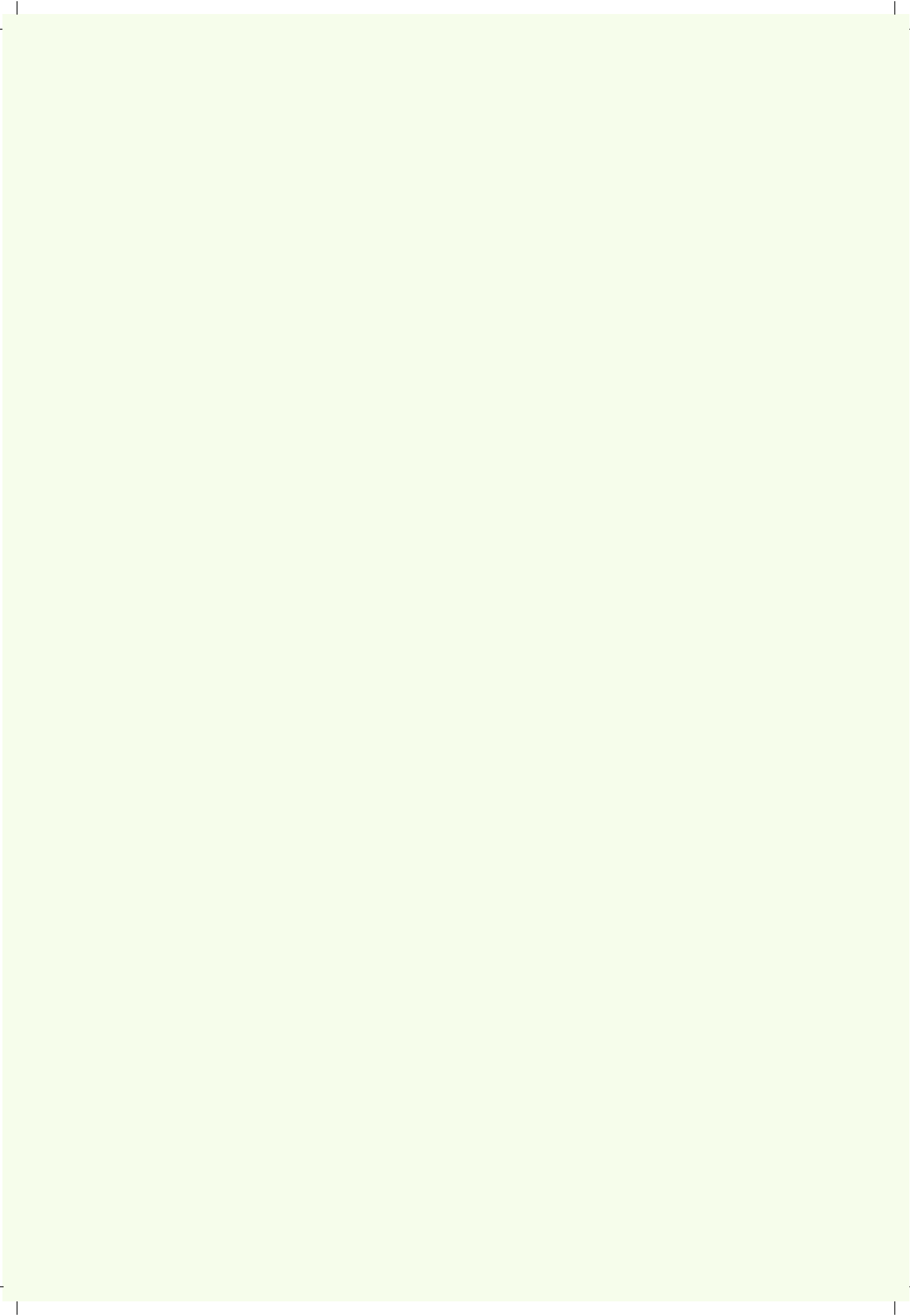
A Curriculum for Professionals and Parents of  
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**Nidhi Singhal, PhD**

## **MODULE 2** PERSONAL CARE SKILLS **VOLUME 2: BATHING**





## ACKNOWLEDGEMENTS

On behalf of the autism community, Action For Autism extends its gratitude to everyone involved in the development of this curriculum for their valuable contribution.

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Finally, we are honoured to receive the Foreword from Dr Wenn Lawson. An autistic advocate, a psychologist and a lecturer, Dr Wenn Lawson is a well-respected and highly knowledgeable expert on autism who has authored fifteen books and numerous papers, and regularly delivers keynote speeches and trainings at international events. Currently, Dr Lawson is a Teaching Fellow with Birmingham University's online Masters autism course. He is on the board of and an advisor to several educational and research councils in Australia. He has also been running his own business for more than 20 years now.

*Thank You!*

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The resources in this book are provided for informational purposes and are not meant to replace the judgement and training of parents and professionals.

Authored by Nidhi Singhal, PhD

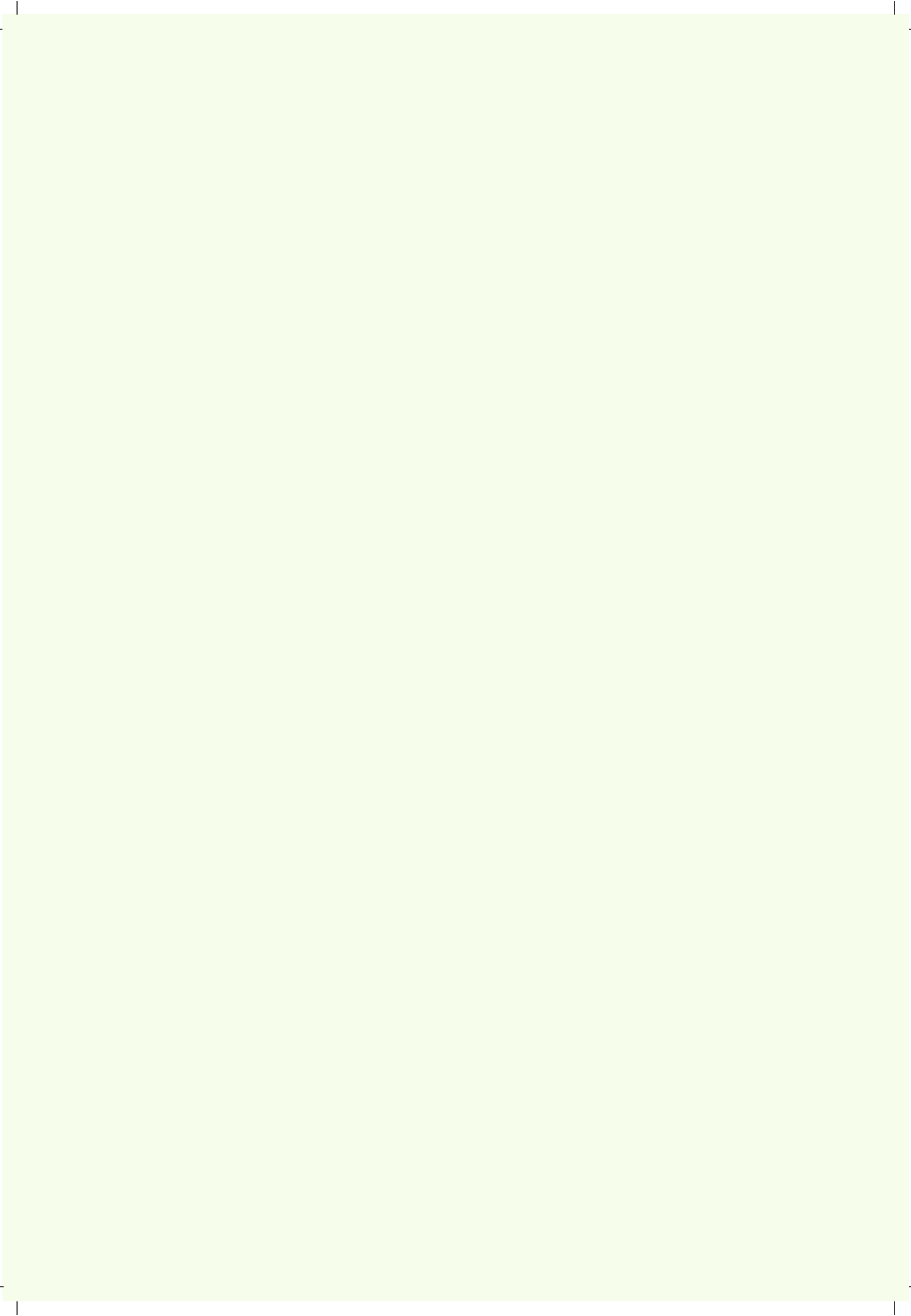
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# BATHING





## TAKING A BATH


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LEARNING TO BATHE is a complex skill that comprises of several sets of steps. The bathing routine includes taking off clothes, applying soap on different parts of the body and then washing it off, washing hair, drying adequately and then getting dressed. A child needs to be independent in all these skills to be able to achieve independence in bathing. Each of these activities in turn are complex by themselves, involving motor planning and coordination, executive function to remember the steps and their sequence as well as decision making to determine the temperature of the water, to decide how much to soap, check if the soap has been adequately washed off, to wash hair or not, when to finish the bath and so on. Each of these aspects of bathing is therefore, best taught independently and at different times. Given the sheer number of things to teach, it is best to start focusing on the bathing skill early enough, so that the child has enough time, support, and practice to become independent.




This section provides only a bath time routine. Even if the immediate goal is not independence in bathing, following a consistent bathing routine will build familiarity and assist in achieving independence overtime. Steps to teach the child to undress, apply soap, rinse, wash hair, dry, and wear clothes have been given as separate activities and must be referred to alongside.

### Getting Started

 Ensure everything you need is in place:






- ✓ Bucket and Mug / Shower
- ✓ Soap Bar / Liquid Soap / Bath Box
- ✓ Shampoo
- ✓ Towel
- ✓ Sitting Stool (optional)
- ✓ Wash Cloth / Small Towel / Sponge/ Loofah (optional)



 Set up the bathroom as required for the child, ensuring all necessary items such as bucket, mug, soap, bath box, towel etc. are within child's easy reach. Some suggestions have been given in the *Overview* and in the introduction to this module.

## TAKING A BATH

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-  Have clearly designated separate spots, buckets, or baskets where the child can keep bath items, used and fresh clothes, towel before and after using it.
-  Follow the posture that is most convenient for the child. If the child finds it easier to sit and take a bath rather than stand, have a stool for the child to sit on.
-  If using a bucket, draw a clear, broad line on the bucket using a permanent ink, paint, or adhesive tape. Choose a bright colour on the outside of the bucket so that the line is distinctly visible on an empty and a full bucket. Ideally, draw the line closer to the top of the bucket, to mark about one-third or one-fourth of the bucket. We can use this indicator to teach the child how to pace the bathing routine. So, first we pour water. When we reach the line, we stop and apply soap. Then we rinse. The bath finishes, when the water finishes in the bucket. In the beginning, you can use a large size bucket or an additional bucket so that there is enough water for the child to practice.
-  If the child stands while bathing and finds it hard to bend down to fill mug with water, you can have the child sit on a stool or keep the bucket on a stool to make it easier for the child to fill the mug.
-  Refer to activities to teach the child other related skills such as dressing skills, apply soap, wash face, wash hair, rinse, and dry with a towel.

## Suggested Words to Use

### *Bathing Routine for a Bucket Bath*

1. Keep bucket under tap
2. Open tap (to fill bucket)
3. Take off clothes (to be taught independently as described in the module *Dressing Skills*)
4. Check water (for level and temperature, if applicable)
5. Close tap
6. Sit /Stand
7. Pour water (repeat as required)
8. Put soap (to be taught independently as described in *Applying Soap*)
9. Pour water (repeat as required)
10. Rub / wash / clean soap (to be taught independently as described in *Rinsing*)
11. Pour water (repeat as required)
12. Dry / wipe (to be taught independently as described in *Drying with a Towel*)
13. Wear clothes (to be taught independently as described in the module *Dressing Skills*)

## TAKING A BATH

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### *Bathing Routine for a Shower or Bathing Under a Tap*

1. Take off clothes (to be taught independently as described in the module *Dressing Skills*)
2. Stand away from water (if applicable)
3. Open tap
4. Check water (for temperature, if applicable)
5. Sit / Stand under water
6. Close tap
7. Step away from water (if applicable, stand on the spot indicated on the floor)
8. Put soap (to be taught independently as described in *Applying Soap*)
9. Open tap
10. Check water (for temperature, if applicable)
11. Sit / Stand under water
12. Rub / wash / clean soap (to be taught independently as described in *Rinsing*)
13. Close tap
14. Dry / wipe (to be taught independently as described in *Drying with a Towel*)
15. Wear clothes (to be taught independently as described in the module *Dressing Skills*)

### Teaching the Sequence

- 👤 As mentioned earlier, to reinforce the concept of privacy, it is important that the child take off and wear at least some clothes in the bathroom. These steps are therefore included in bathing routine. The child may be taught to wear and take clothes off separately at different times. If the child is already independent, let the child wear clothes, else provide as much support as the child requires.
- 👤 When teaching the child to bathe independently, teach the sequence using backward chaining as described in the *Overview*, bathing using a bucket, start teaching the last step i.e. to dry with a towel, then to pour water, then teach the child to rinse independently and so on. Some of these steps such as drying, rinsing, and applying soap also have multiple set of steps. Therefore, each of these steps is also taught using backward chaining as described later in this module. So, when teaching to independently bathe using a bucket:



- ✓ If the child is already independent, let the child wear clothes, else provide as much support as the child requires.
- ✓ If the child is already independent, let the child dry with a towel independently, else provide as much support as the child requires.


## TAKING A BATH

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- ✓ Focus on the step before drying i.e. to independently pour water. In the beginning provide as much support as the child needs to complete the step and then gradually reduce support. Start with having the child pour only the last mug of water independently and then gradually increase the number of times the child pours water.
- ✓ Once the child begins to pour water independently, focus on teaching the child to rinse independently. Refer to the steps described in the respective activity later in this module.
- ✓ Once the child rinses independently, focus on teaching the child to independently apply soap. Refer to the steps described in the respective activity later in this module.

Continue teaching each step till the child can is independent in the bathing routine.

### Things to Keep in Mind



-  Each family has different bathing routines and preferences. Some take a bath directly under a tap, some use a bucket, some others use a handheld or an overhead shower. Experiment with the option(s) conveniently available to the family. Identify what works best for the child and adapt accordingly. For instance, some children prefer using a mug and a bucket because they can see and control when and where to pour water. Some struggle with the coordination required to use a mug or a handheld shower and

prefer an overhead shower. Some dislike showers because water seems to 'suddenly' flow out, while some others find the water spray like 'millions of needles piercing their skin'. So, incorporate the child's preference and adapt the sequence accordingly.

-  Many children with autism do not enjoy the sensation of water pouring over their head. And many may startle if it is the first step when taking a bath. Allow a child to 'be prepared' for a bath. Some may prefer to start by getting their arms or legs wet first. Being mindful of the child's specific needs will make bathing a pleasant and positive learning experience.
-  If bathing with a bucket and mug, teach the child to keep the mug of water at a specific spot such as touching the right or left leg if the child shuts eyes to soap face or hair. This will make it easier for the child to reach for the mug (without having to open eyes) while rinsing.
-  Checking water temperature is an optional step to avoid contact with extremely cold or scalding water and may not be relevant for all families. If required, the step may be introduced later once the child is older and more comfortable and familiar with the bathing routine. If relevant, you may designate a spot where the child can stand to turn on the shower or tap to adjust the temperature of the water. Ensure it is away from the direct flow of water, but close enough for the child to open the tap. Place a bath mat or mark the spot with paint or coloured adhesive tape to make it visually clear.

## TAKING A BATH

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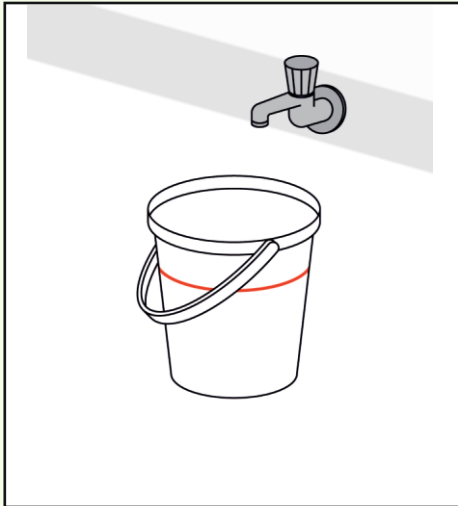
-  Even if the immediate goal is not to teach independence in bathing, following a consistent bathing routine will build familiarity and independence overtime.
-  Teach the child to undress, wash face, wash hair, apply soap, rinse, dry and wear clothes as separate activities as described in the respective activities.



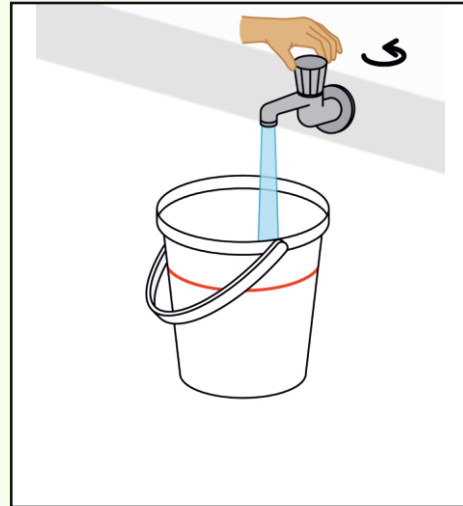


## BUCKET BATH

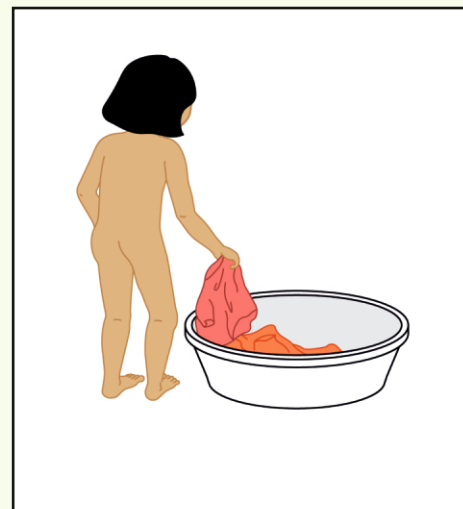
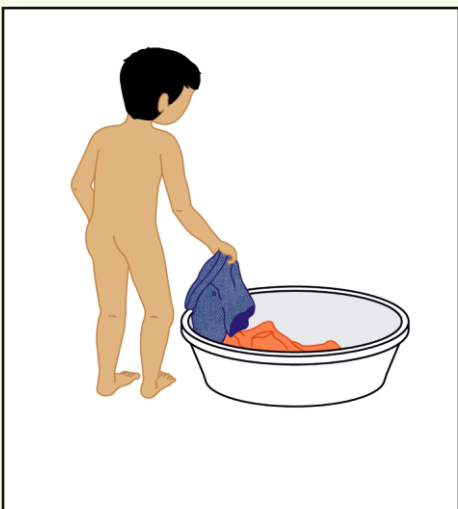
### Keep Bucket Under Tap



### Open Tap



### Take Off Clothes

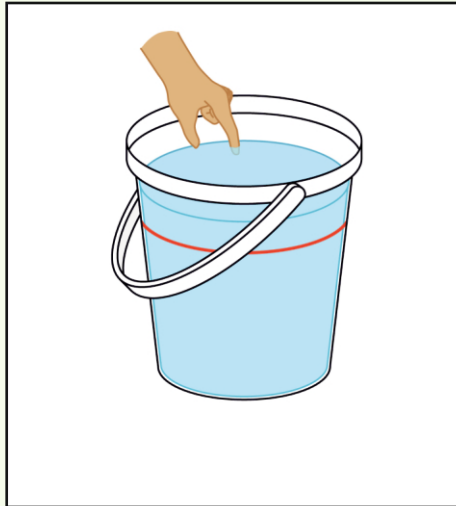




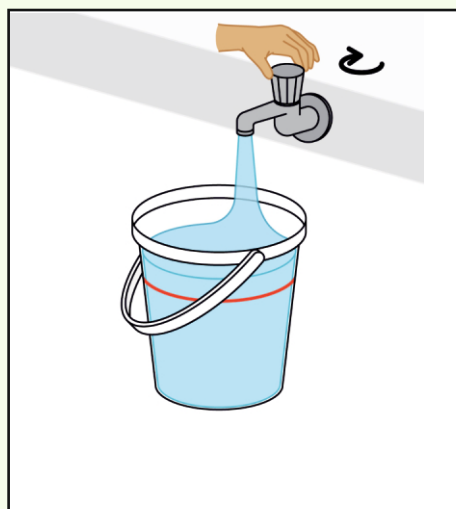
## BUCKET BATH

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### Check Water



### Close Tap

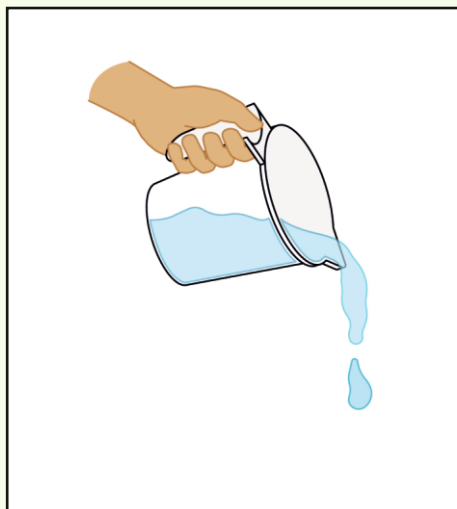




## BUCKET BATH

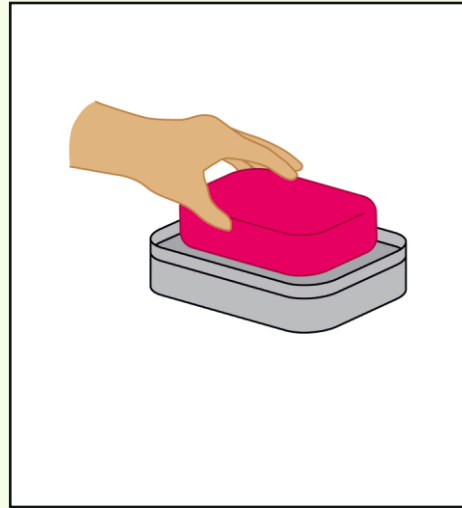
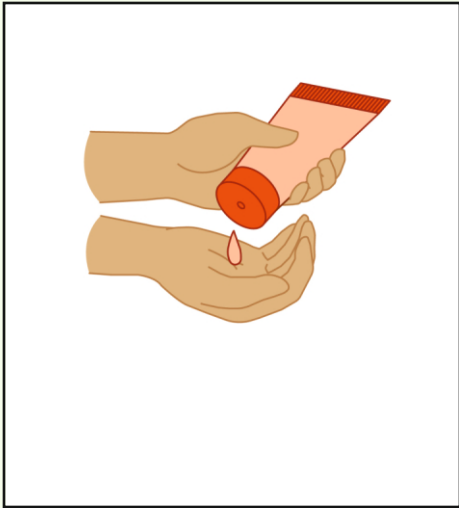
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### Pour Water





## Take Soap



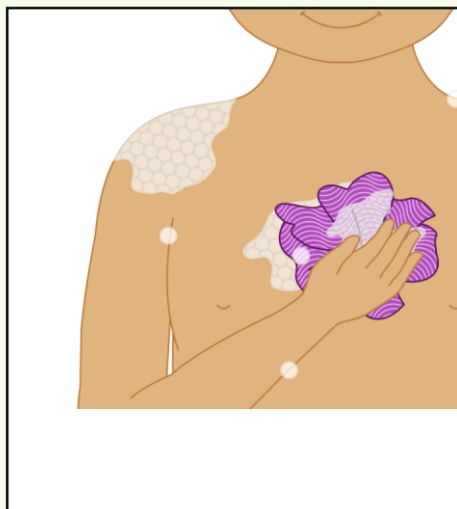
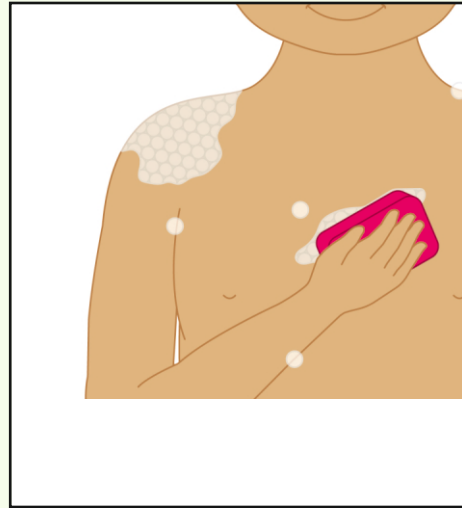
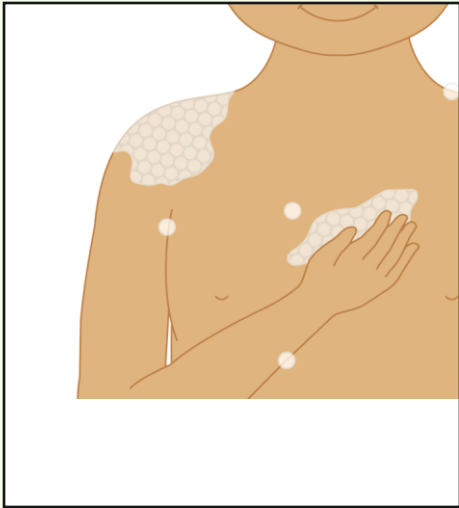




## BUCKET BATH

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### Put Soap





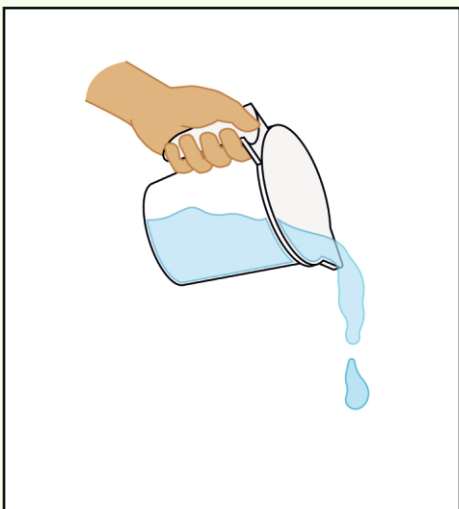
## BUCKET BATH

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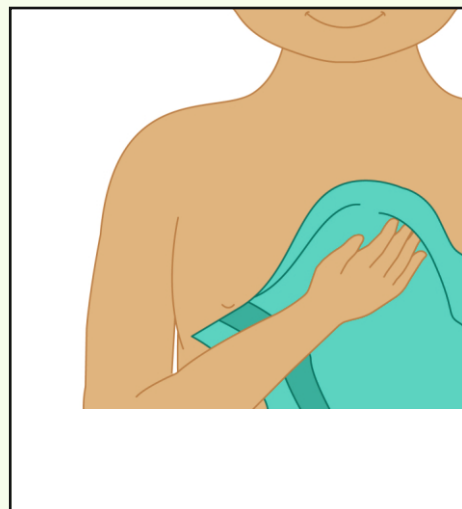
### Pour Water



### Pour Water

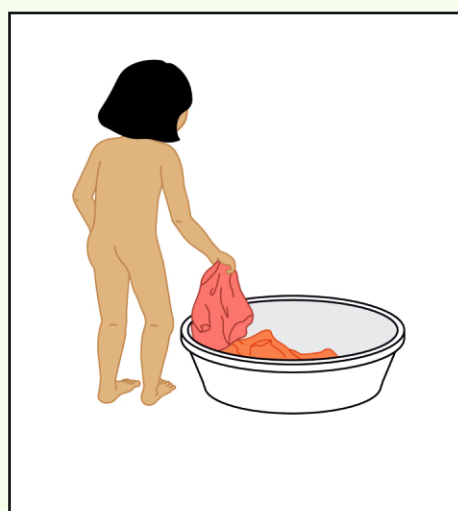
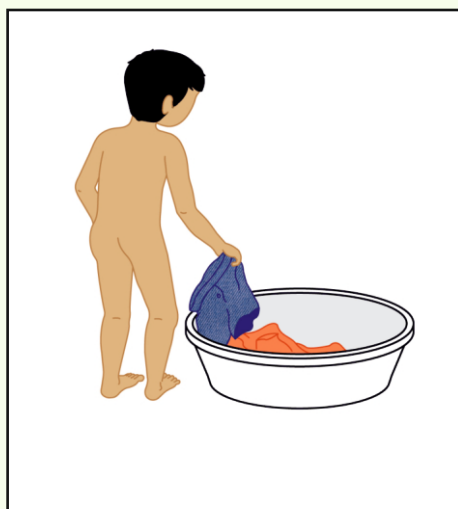


### Dry / Wipe



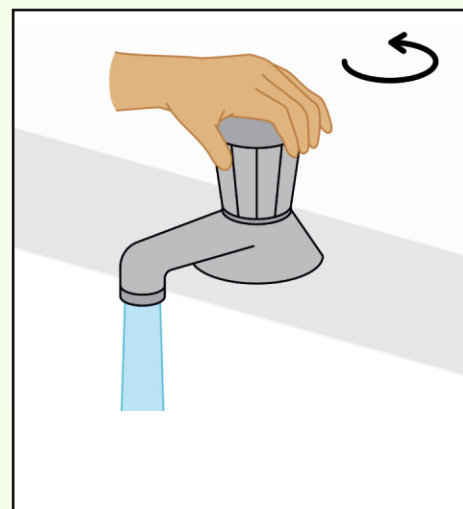
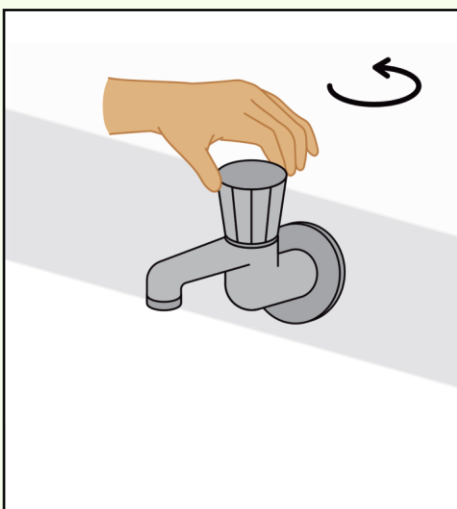
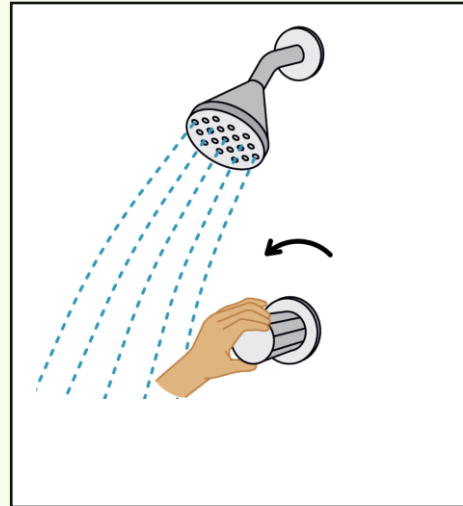
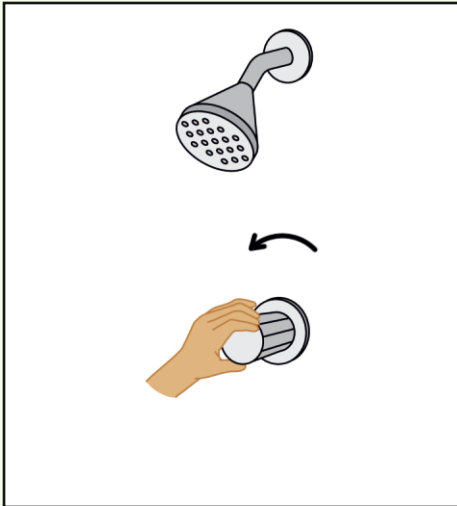


## Take Off Clothes





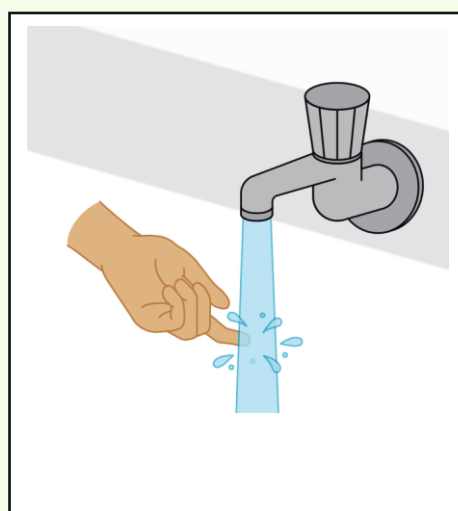
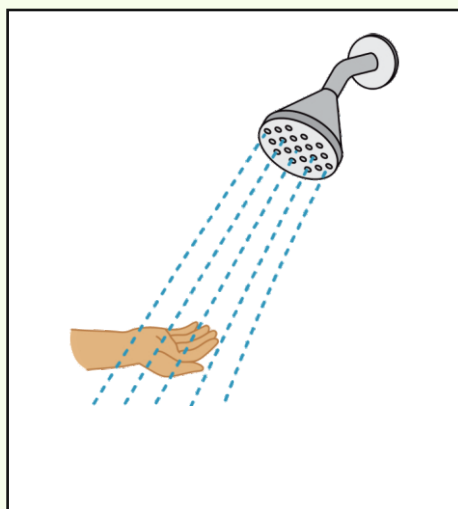
## Open Shower / Tap





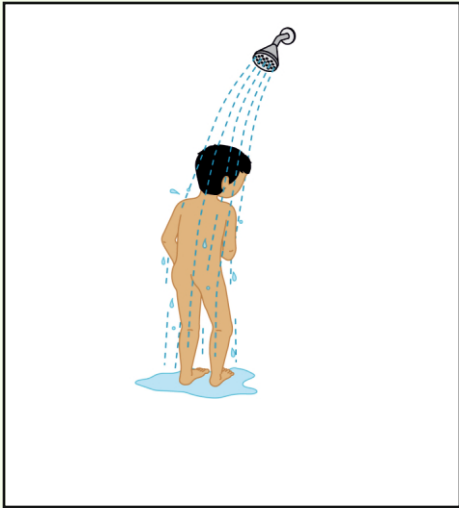


## Check Water



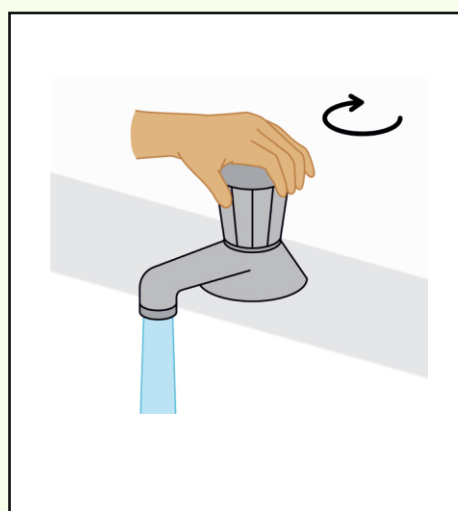
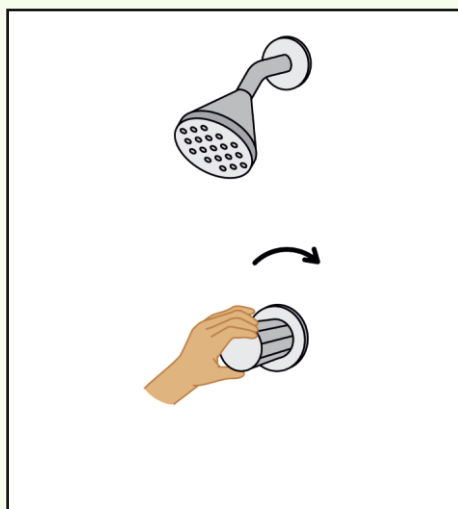


## Stand Under Water



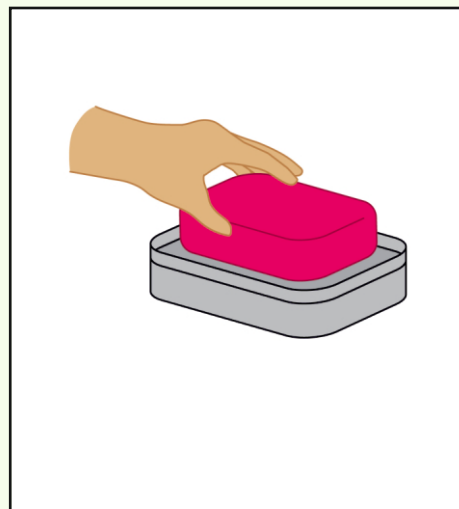


## Close Shower / Tap

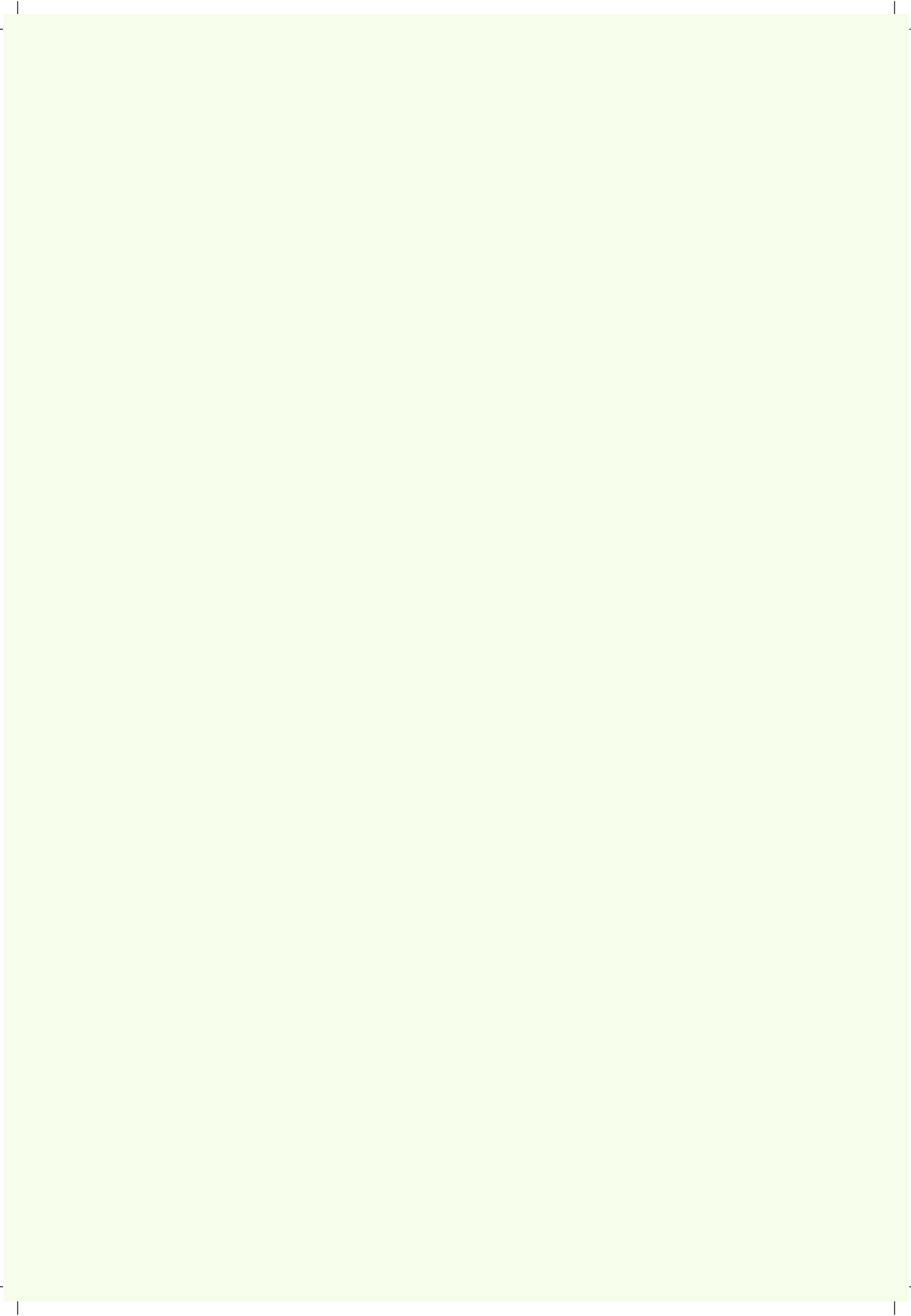




## Take Soap



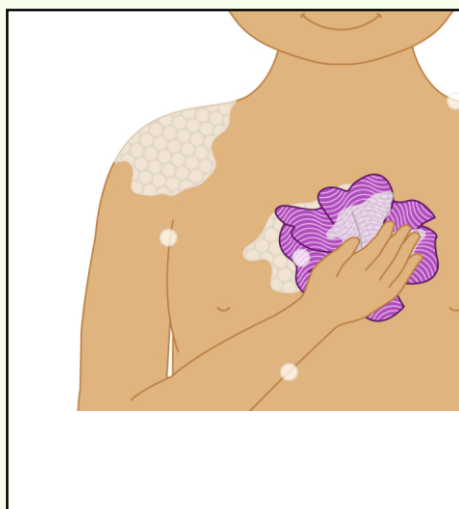
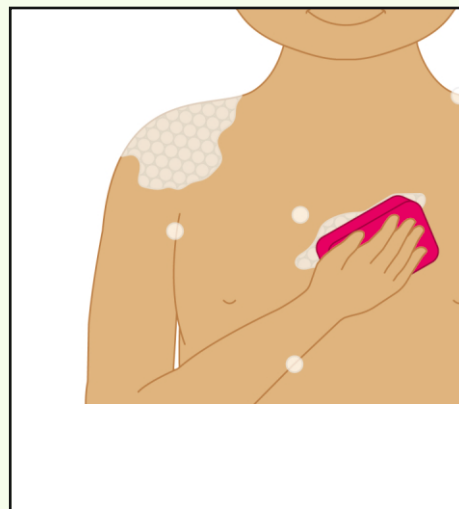
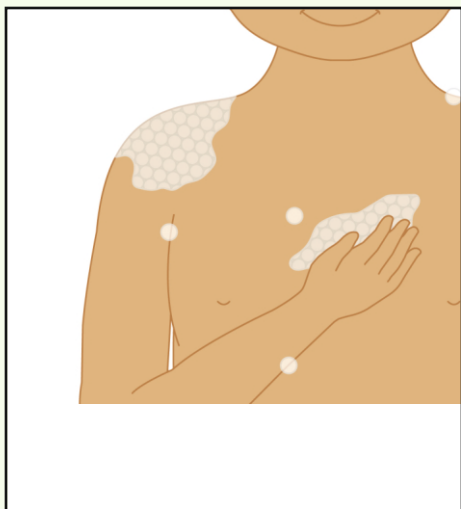




## BATHING UNDER SHOWER / TAP

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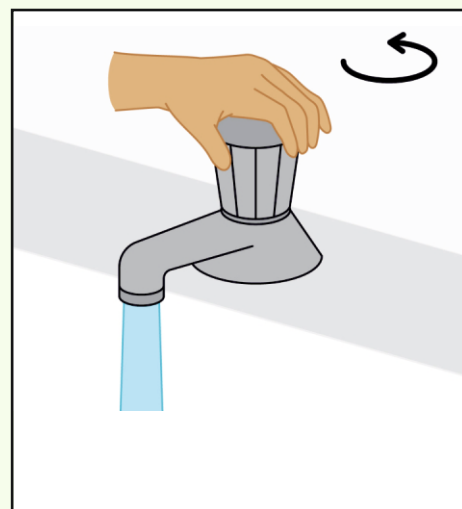
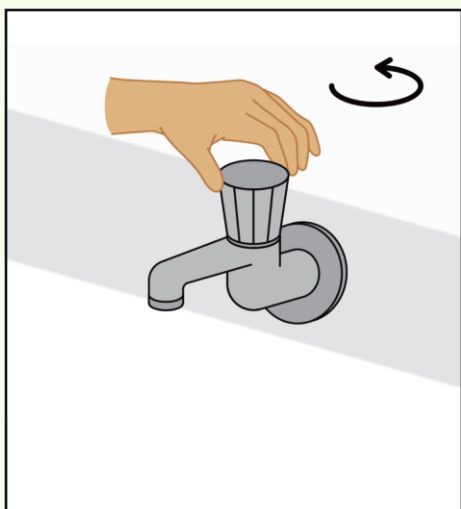
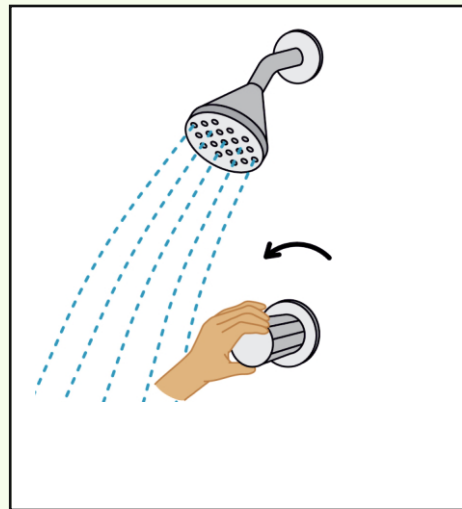
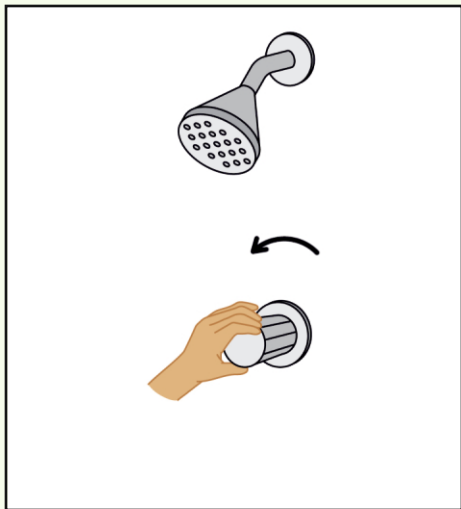
### Put Soap





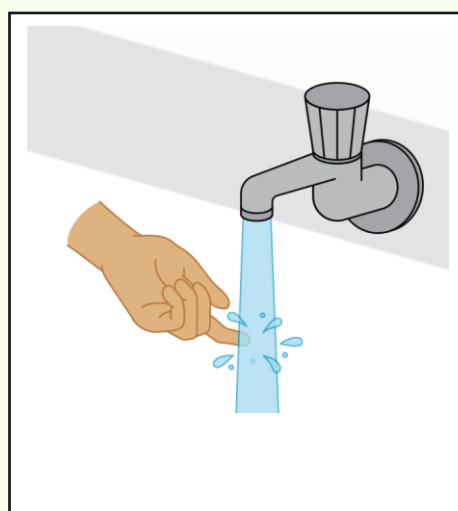
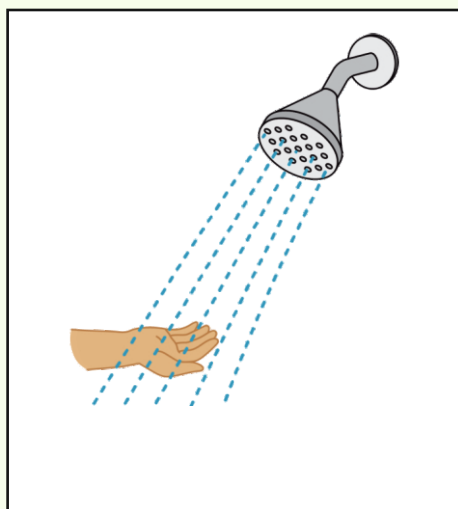
## BATHING UNDER SHOWER / TAP

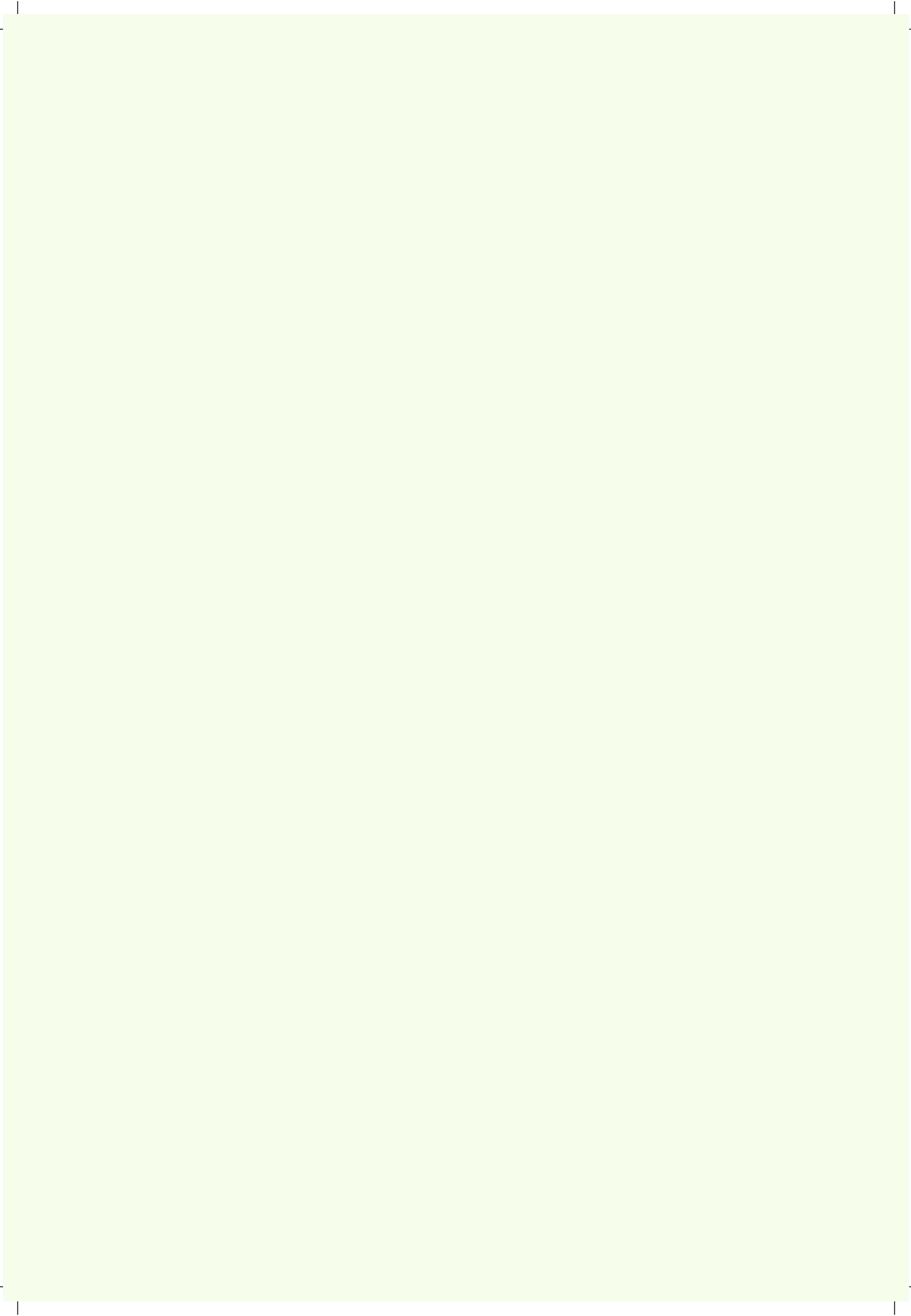
### Open Shower / Tap



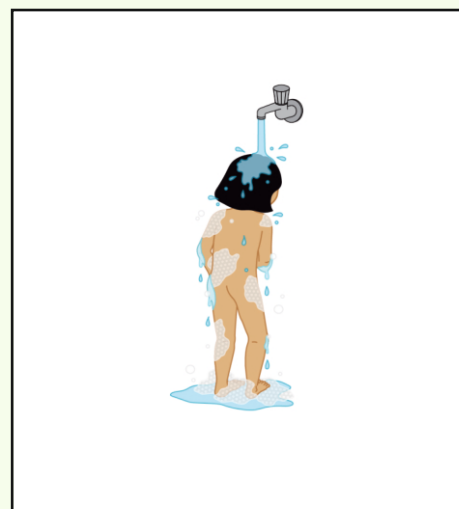
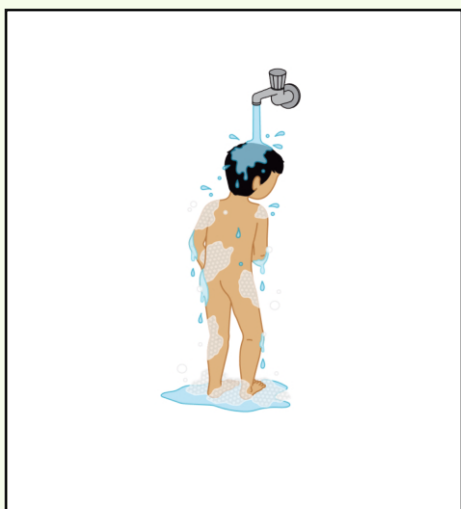
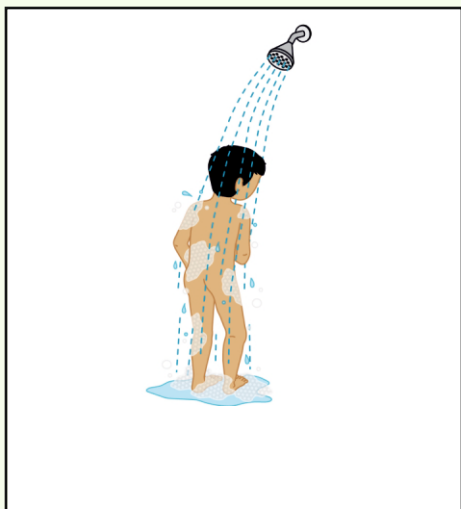


## Check Water





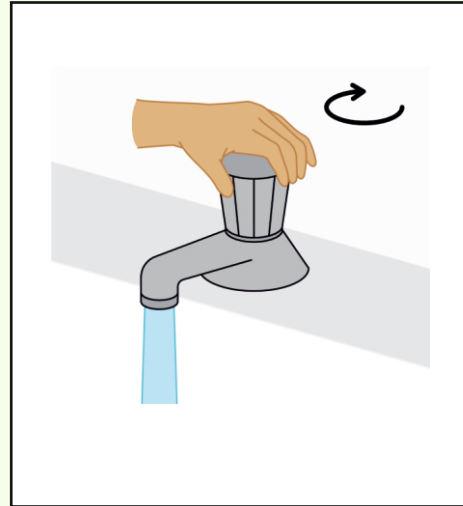
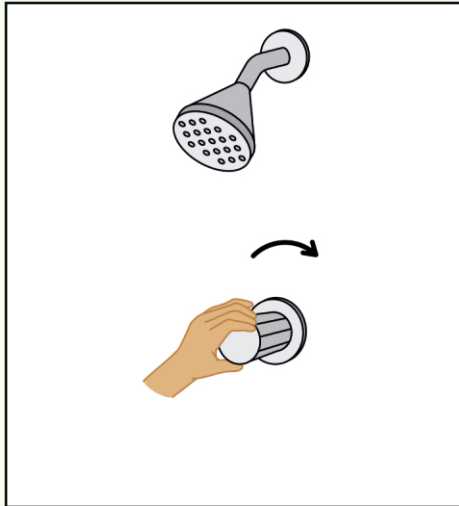
## Stand Under Water



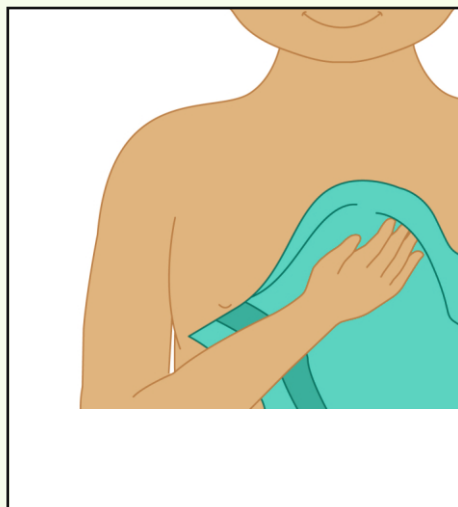




## Close Shower / Tap



## Dry / Wipe







## APPLYING SOAP

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### Getting Started

- 👉 Set up the bathroom as required for the child, ensuring everything the child needs is in place and within child's easy reach. Some suggestions have been given in the activity *Taking a Bath*, the introduction to this module, and in the *Overview*.
- 👉 Also refer to activities to teach the child to rinse, and dry with a towel.

### Suggested Sequence to Teach

- 👉 Some children with autism find it easier to remember the sequence when starting from head or shoulder and moving down. To maintain better hygiene, we may want to focus on achieving independence on certain body parts, for instance those with a (\*). We have provided one example that may be adapted as required. We recommend consistently following the same sequence when applying soap, rinsing, and drying with a towel. This will give the child more opportunities to practice the same sequence.

## PERSONAL CARE SKILLS—BATHING

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- ✓ Hair (if applicable, to be taught independently as described in *Washing Hair*)

- ✓ Face

- ✓ Ears

- ✓ Neck

- ✓ Underarms\*

- ✓ Shoulders & Arms

- ✓ Chest

- ✓ Stomach

- ✓ Private Parts\*

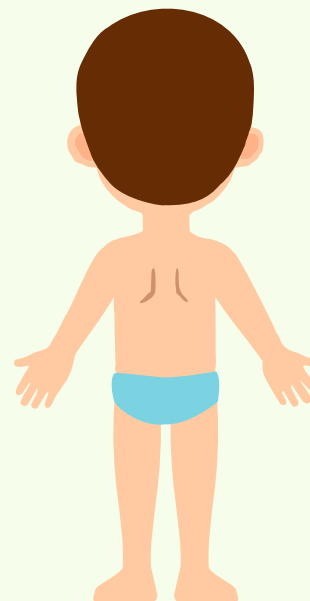
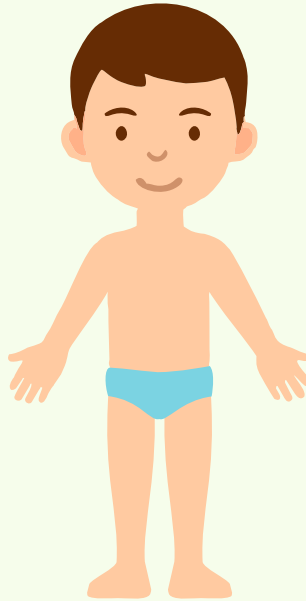
- ✓ Thighs & Legs

- ✓ Feet\*

- ✓ Upper Back

- ✓ Lower Back

- ✓ Hips & Bottom\*



### Suggested Words to Use

- 👤 Put soap (specify body part)

### Teaching the Sequence

- 👤 Keeping in mind what the family practices and what works best for the child, start with any one style:

#### *Use liquid soap and washcloth*

- ✓ Put liquid soap on washcloth
- ✓ Rub washcloth on body



#### *Use soap bar directly on the body*

- ✓ Take soap
- ✓ Put soap on body
- ✓ Keep soap back



#### *Make lather from soap bar*

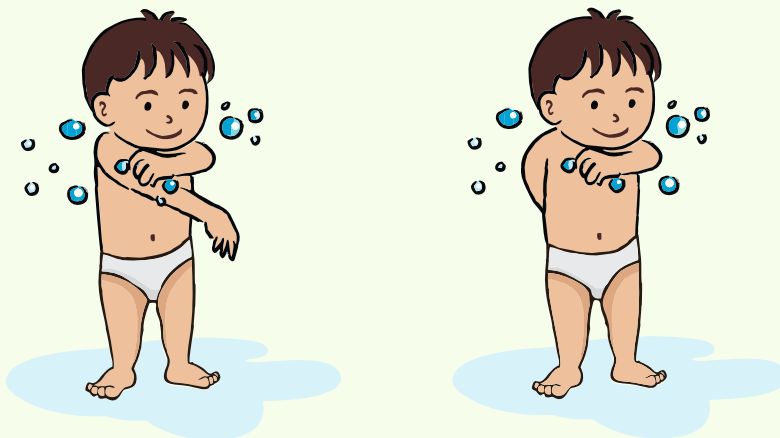
- ✓ Take soap between palms
- ✓ Make lather
- ✓ Keep soap back
- ✓ Rub lather on body



- Using the words suggested, teach the child to apply soap on one body part at a time.

### Things to Keep in Mind



- There is likely to be a lot of variability across different children and it is important to make necessary adaptations and teach according to the child's strength and skills. For instance, some children may be able to coordinate body movement to reach some parts of the body more easily than others.



- Use soap bar of a size that fits into the child's palm and is easier for the child to grip and use.
- Some children with autism may have strong preferences regarding the soap smells and fabric of the washcloth.
- Use specific words, instead of using general language (such as put soap 'here' or 'there'). Name the different body parts, concepts like left and right, up and down. The language provided here has been kept simple purposefully to allow for individualization.

## APPLYING SOAP

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-  As shared earlier, if the child focuses on one specific spot, guide the child to increase the span of movement to cover the entire part of the body e.g. from thigh to foot.
-  Have a specific count to the different movements. For example, soap right arm five times, now left arm five times and so on.

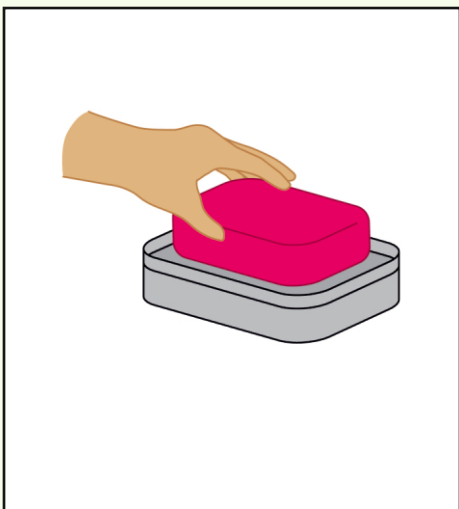
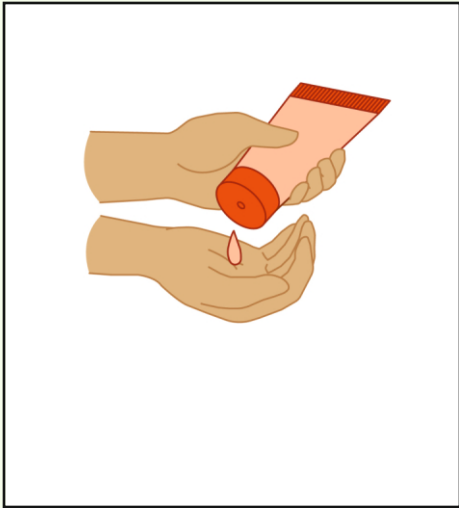


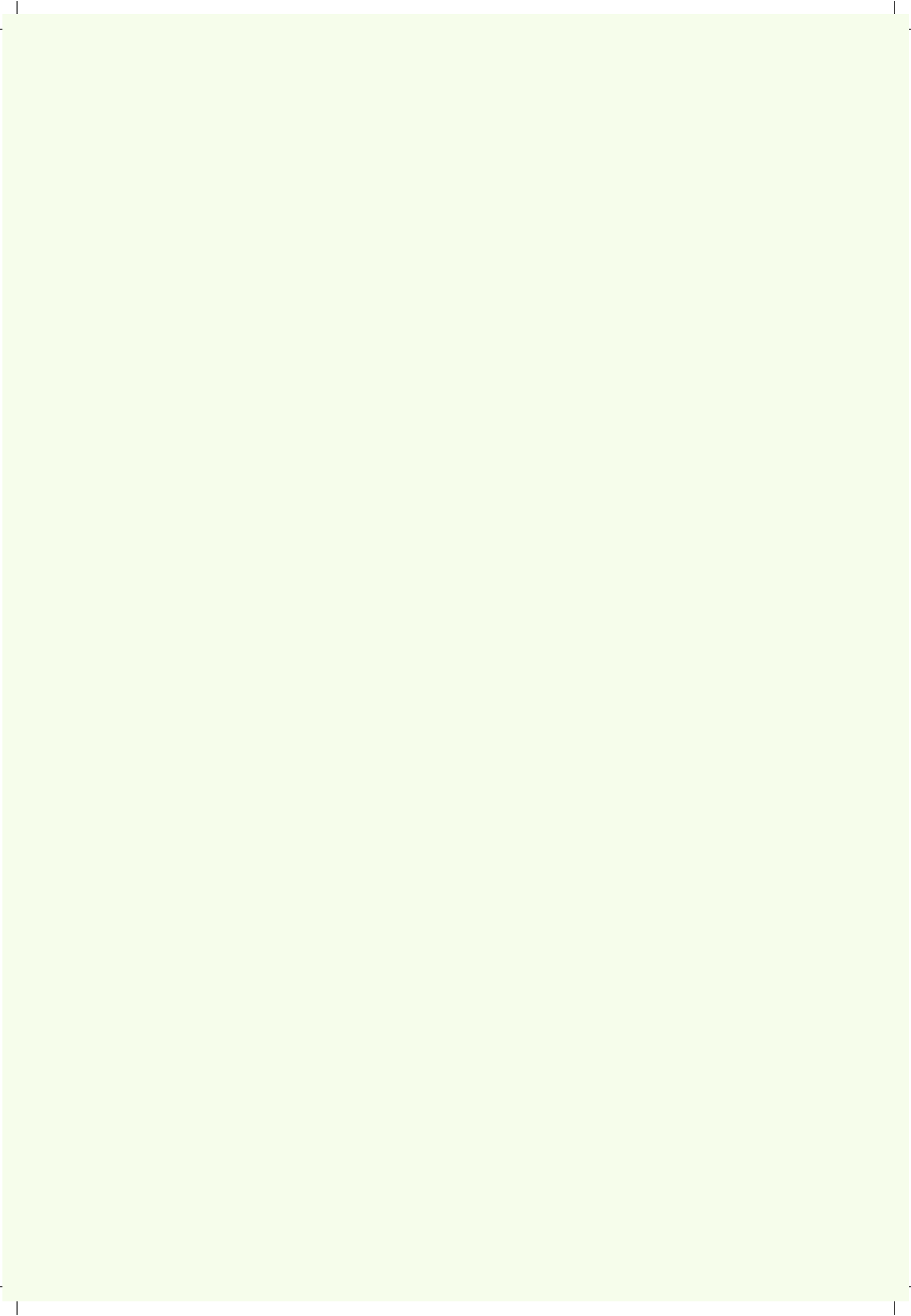


## APPLYING SOAP

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### Take Soap

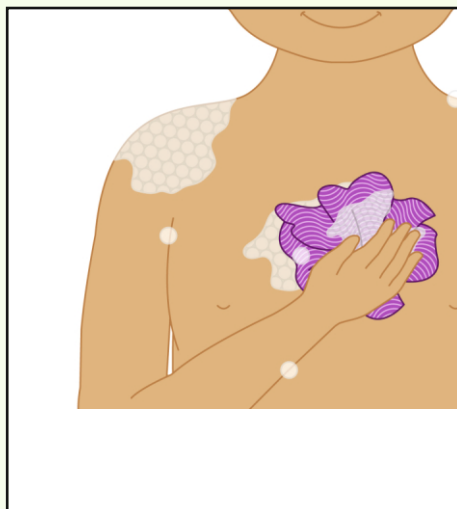
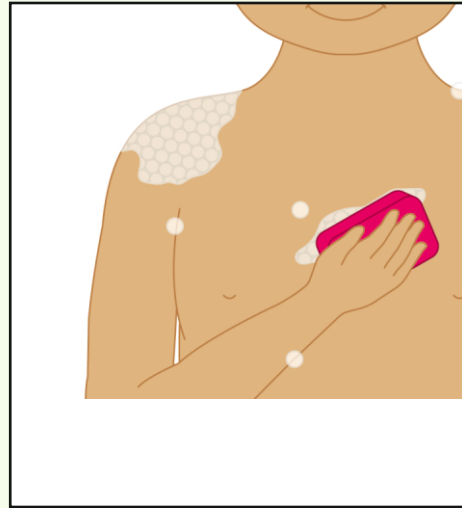
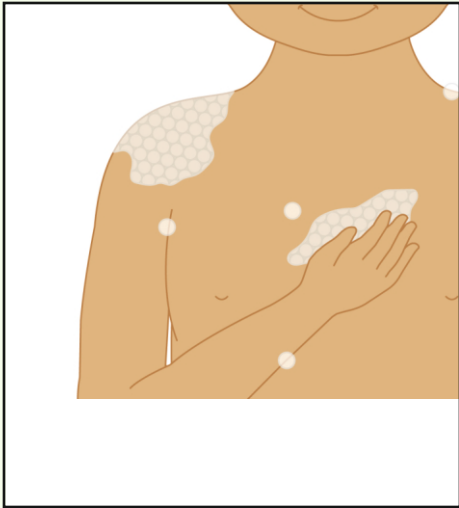


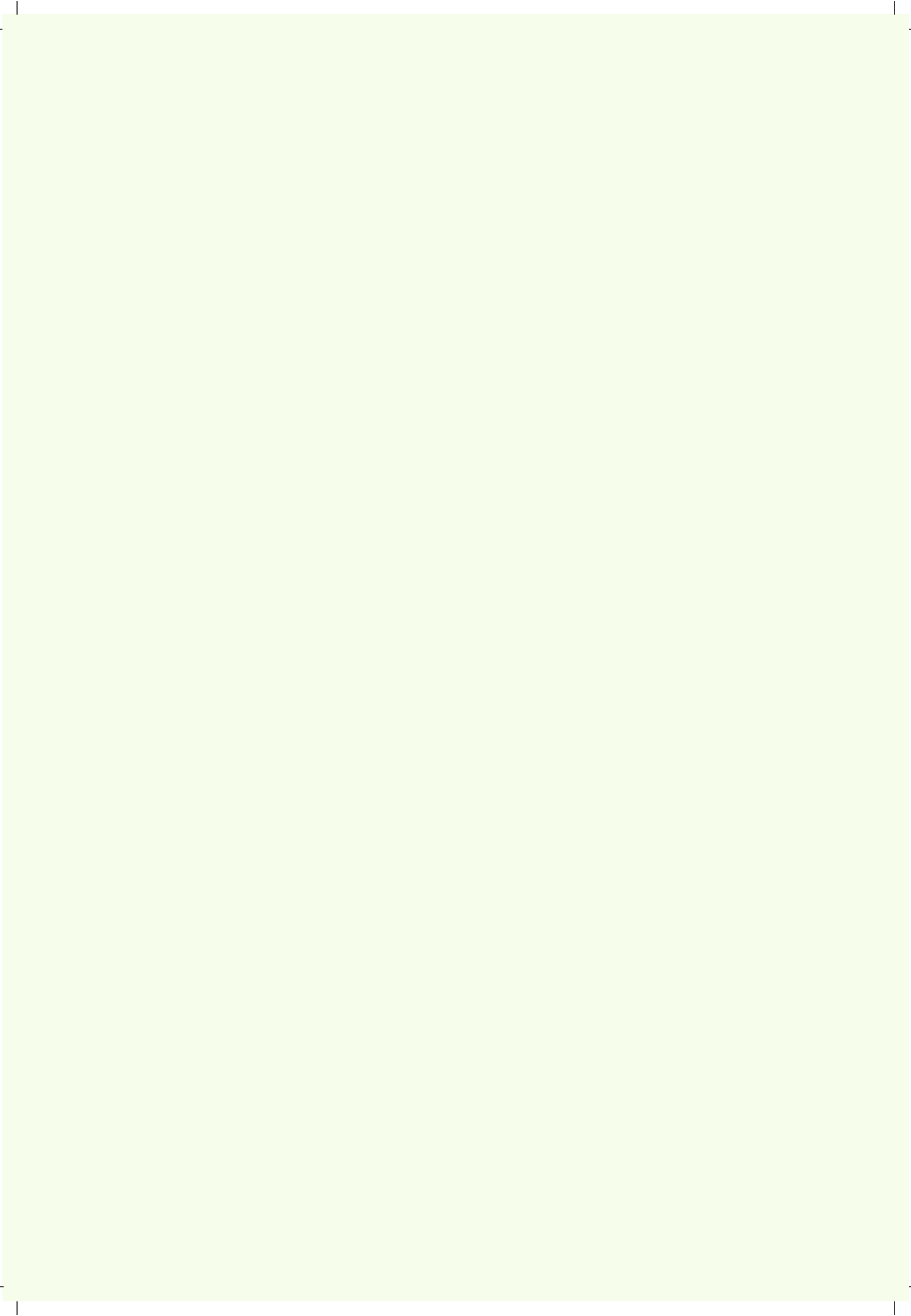


## APPLYING SOAP

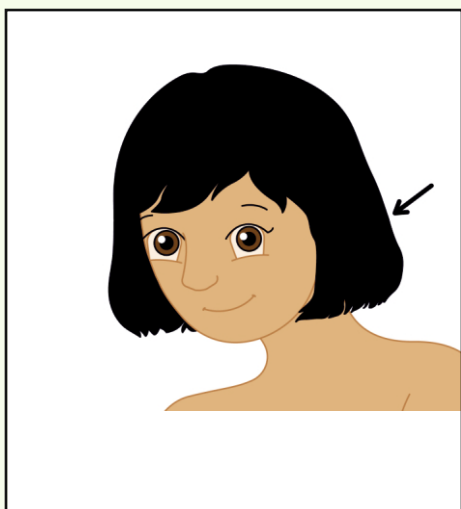
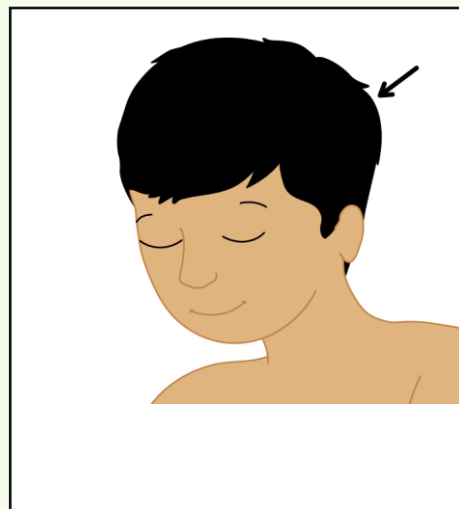
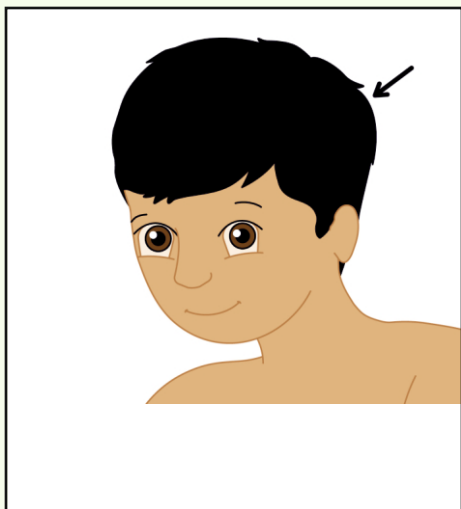
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### Apply Soap





## Hair

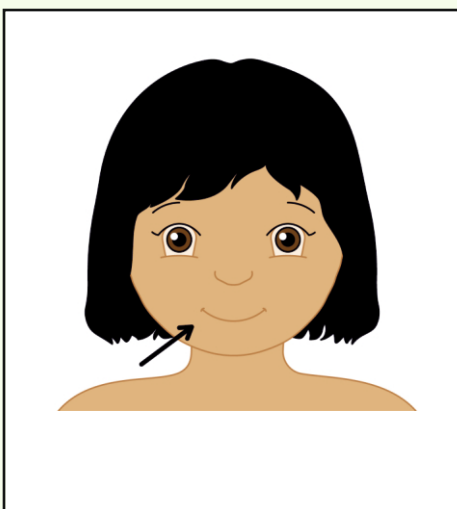
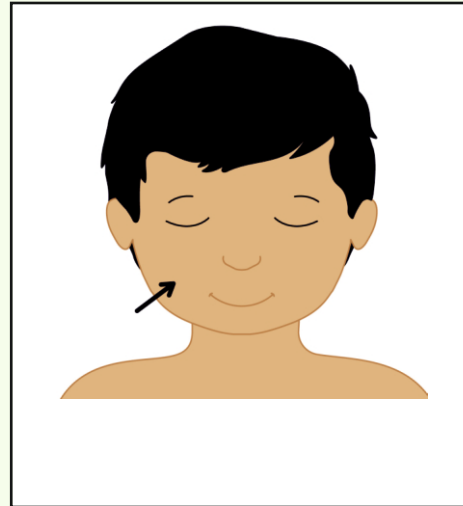
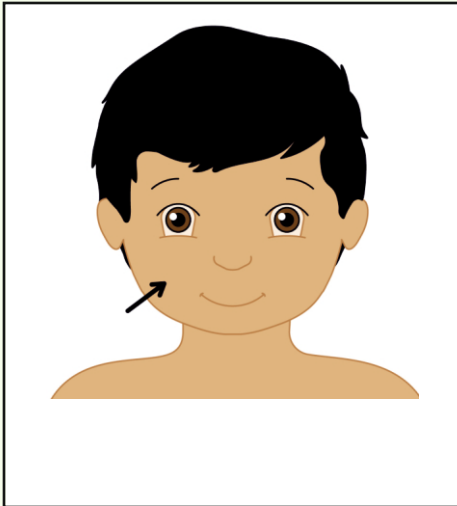




## BODY PARTS

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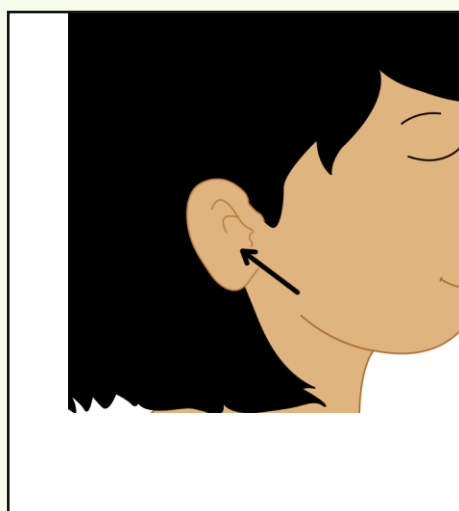
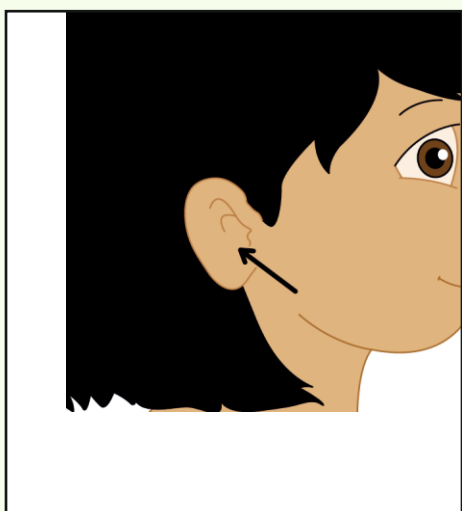
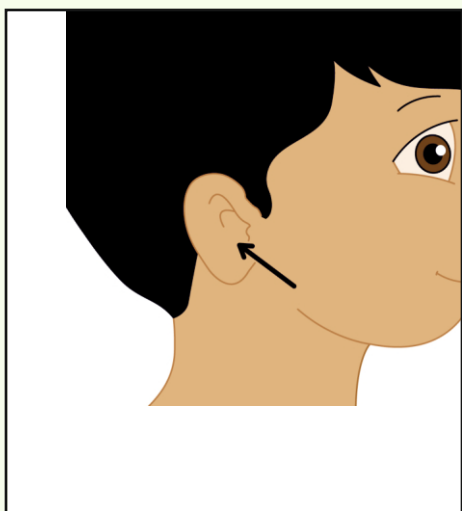
### Face





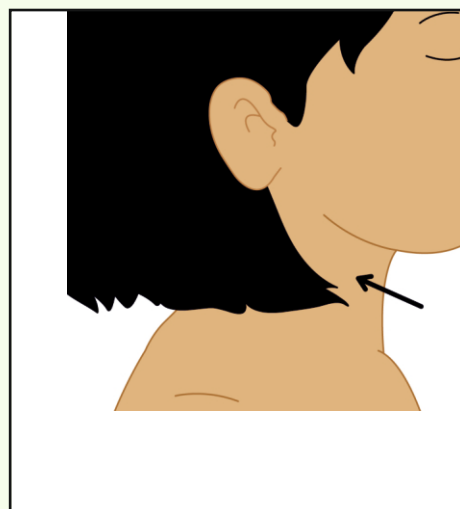
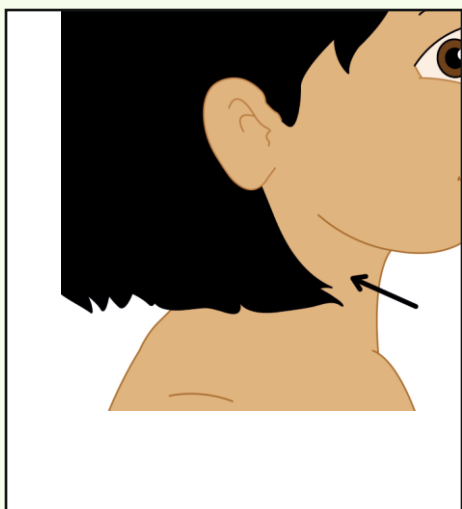
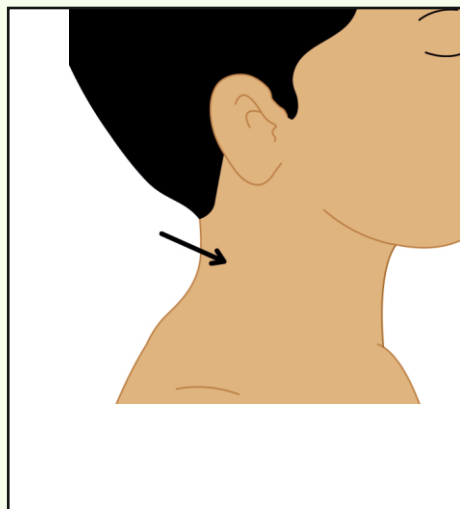
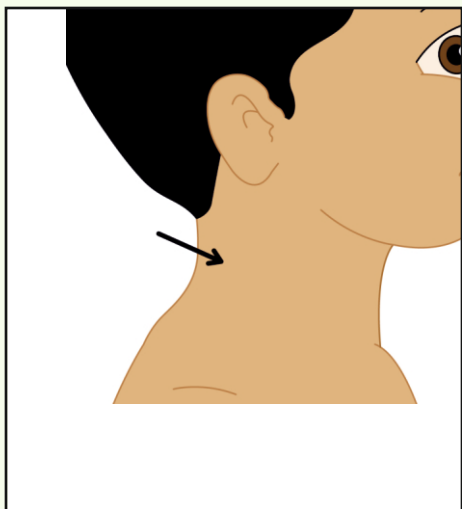


## Ears



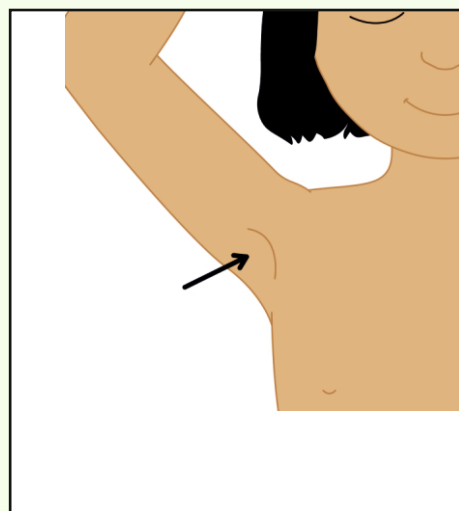
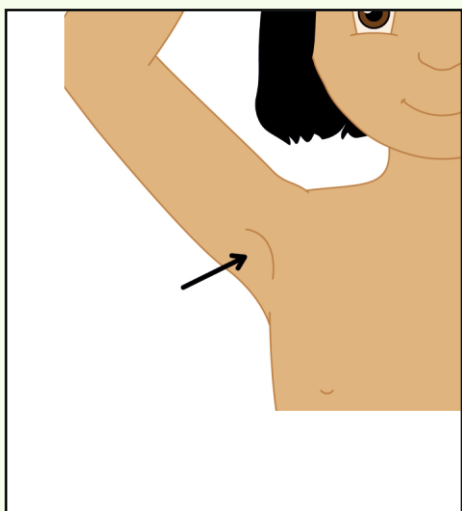
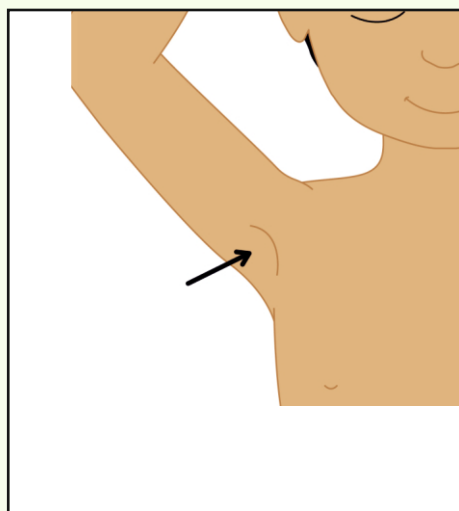
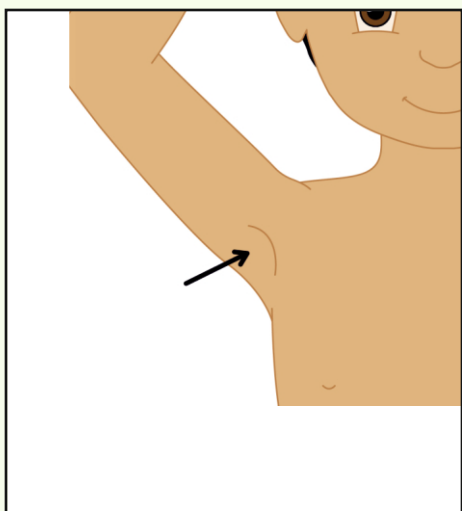


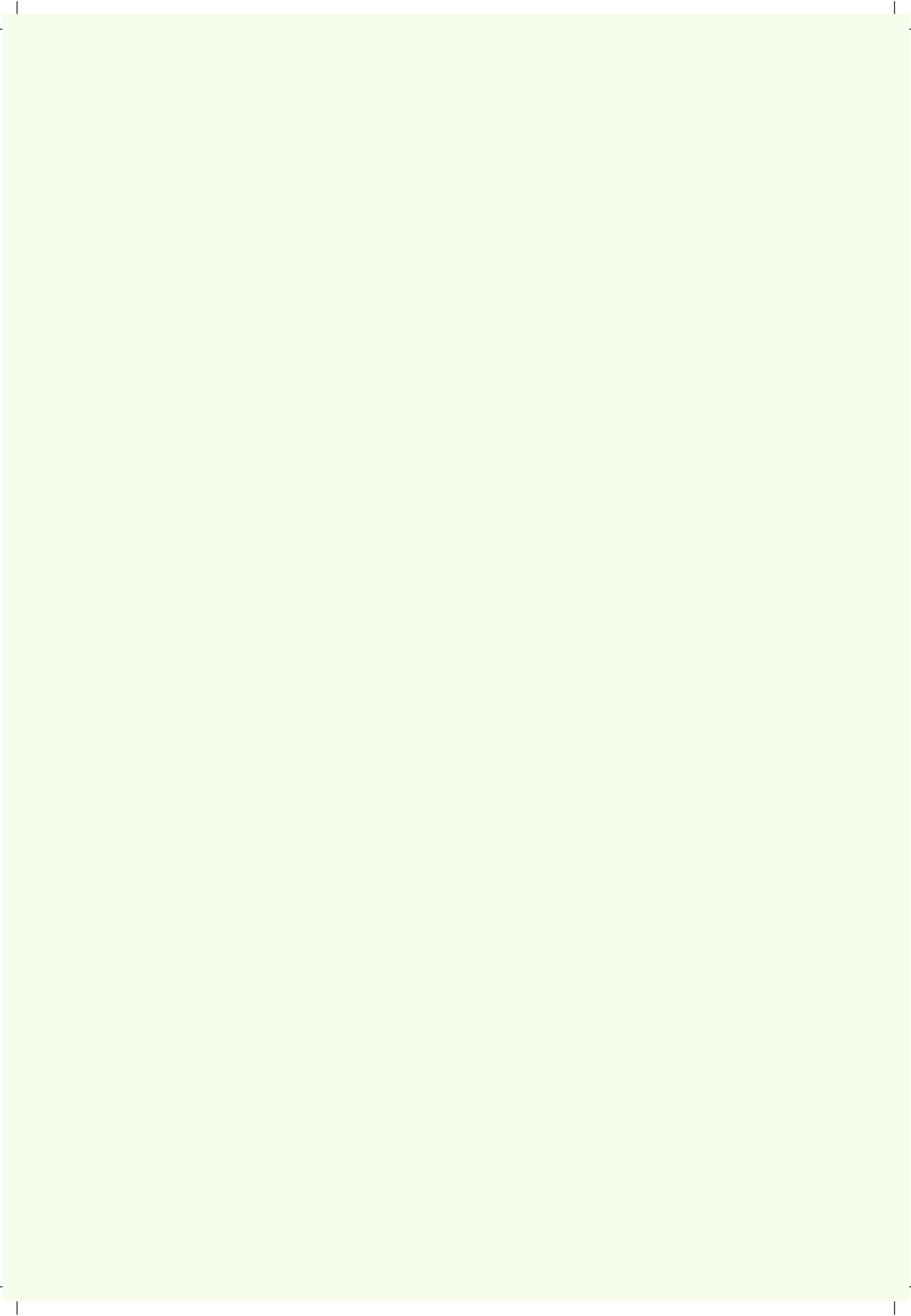
## Neck





## Underarms

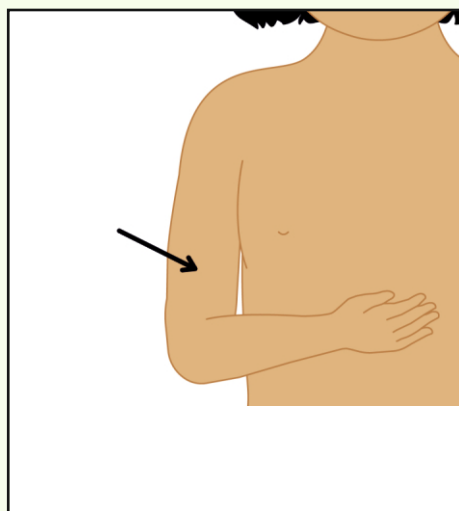
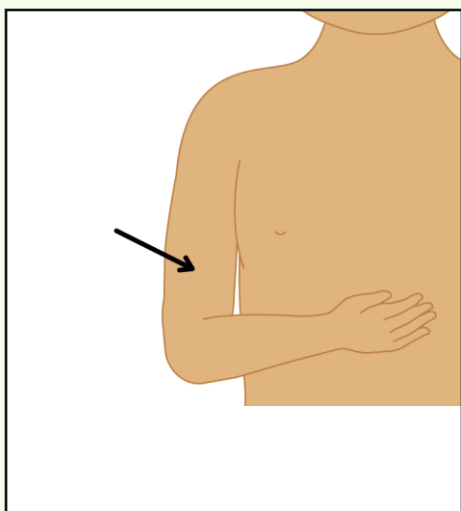




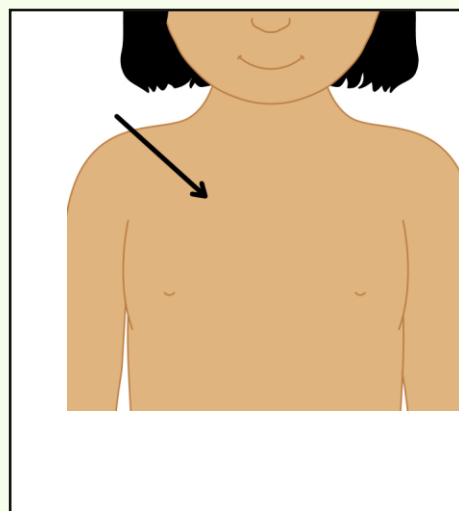
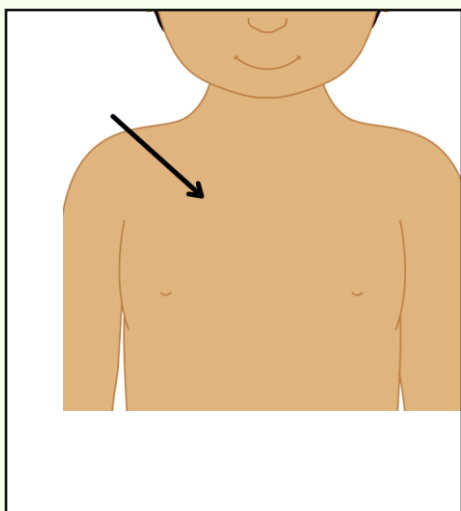
## BODY PARTS

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### Arms



### Chest

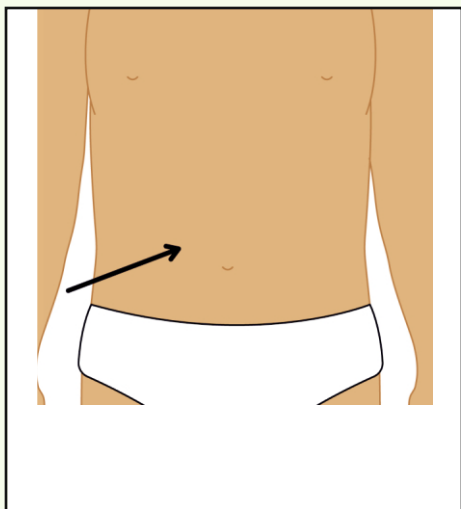




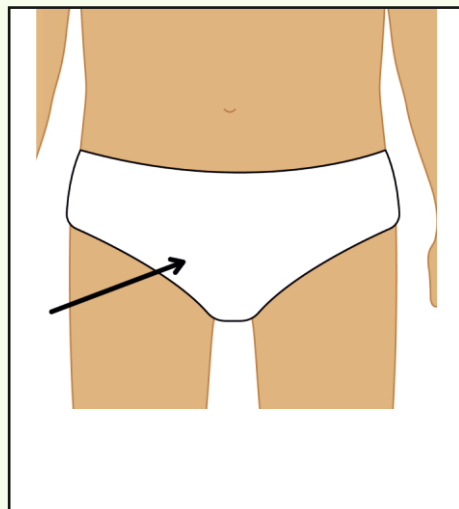


## BODY PARTS

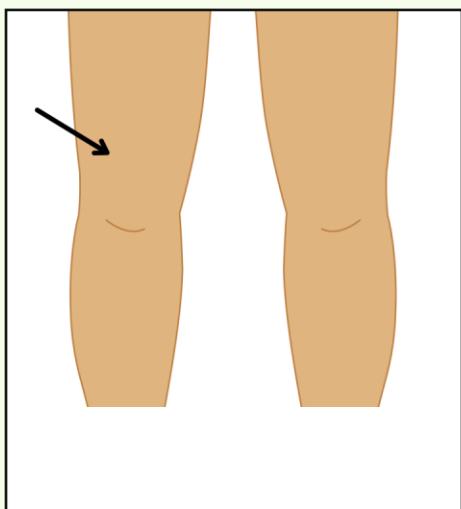
### Stomach



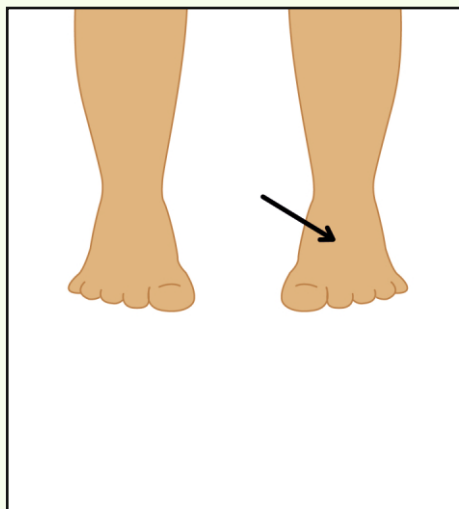
### Private Parts



### Legs



### Feet

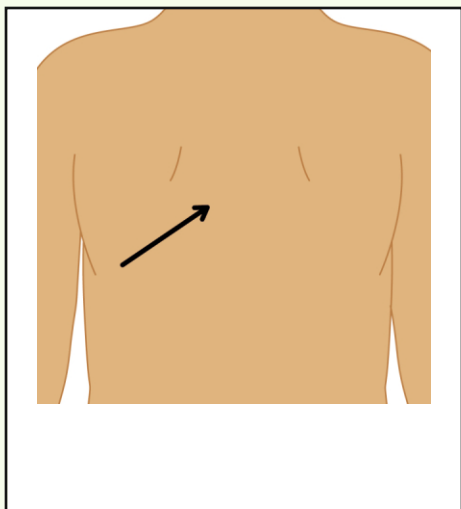




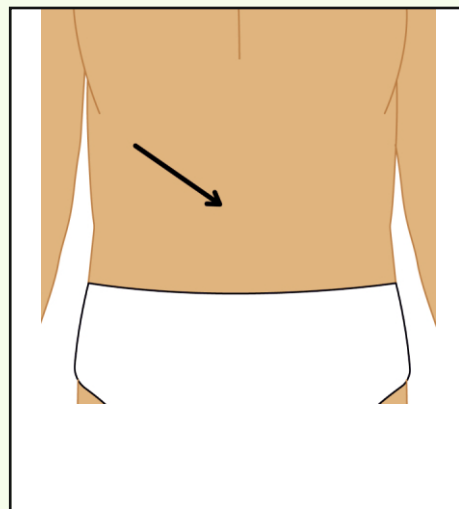
## BODY PARTS

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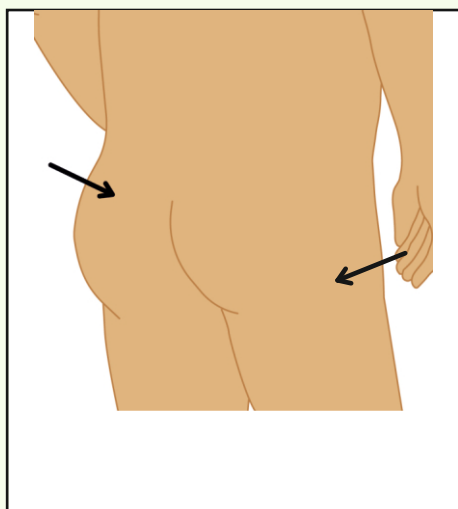
### Upper Back



### Lower Back



### Hips and Bottom







## RINSING

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### Getting Started

- 👉 Set up the bathroom as required for the child, ensuring everything the child needs is in place and within child's easy reach. Some suggestions have been given in the activity *Taking a Bath*, the introduction to this module, and in the *Overview*.
- 👉 Also refer to activities to teach the child to apply soap, and dry with a towel.

### Suggested Sequence to Teach

- 👉 Some children with autism find it easier to remember the sequence when starting from head or shoulder and moving down. To maintain better hygiene, we may want to focus on achieving independence on certain body parts, for instance those with a (\*). We have provided one example that may be adapted as required. We recommend consistently following the same sequence when applying soap, rinsing, and drying with a towel. This will give the child more opportunities to practice the same sequence.

## PERSONAL CARE SKILLS—BATHING

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- ✓ Hair (if applicable, to be taught independently as described in *Washing Hair*)
- ✓ Face
- ✓ Ears
- ✓ Neck
- ✓ Underarms\*
- ✓ Shoulders & Arms
- ✓ Chest
- ✓ Stomach
- ✓ Private Parts\*
- ✓ Thighs & Legs
- ✓ Feet\*
- ✓ Upper Back
- ✓ Lower Back
- ✓ Hips & Bottom\*

## Suggested Words to Use

### *Using a Bucket*

- ✓ Pour water
- ✓ Rub / wash / clean soap (name the specific body part)

### *Using a Shower or Under a Tap*

- ✓ Rub / wash / clean soap (name the specific body part)

## Teaching the Sequence

- 👤 Refer to the activity *Applying Soap* and decide the sequence to teach the child to rinse.
- 👤 Use the words suggested and teach the child to independently rinse one body part at a time. Provide as much support as the child requires and gradually reduce support. For instance, if using a mug, the adult physically supports the child to pour water on





the specific body part with one hand and simultaneously guides the child's other hand to rub soap off. If the child requires support to wash soap off, then the adult provides the necessary support to pour water and focuses on teaching the child to wash soap off. Gradually reduce support so that the child can wash off independently.






### Things to Keep in Mind

- 🌱 There is likely to be a lot of variability across different children and it is important to make necessary adaptations and teach according to child's strength and skills. For instance, some children may be able to coordinate body movement to reach some parts of the body more easily than others. Similarly, some children may find it easier to pour water with a mug, while others may find it easier to wash soap off their body.
- 🌱 You can teach the child to look for soap bubbles on their body which means that there is still soap, and we want to wash all of it.

## RINSING

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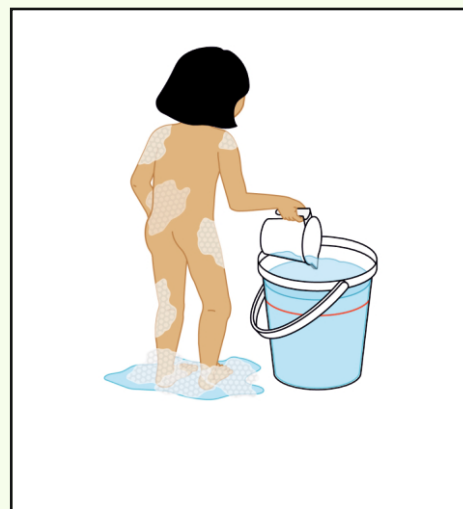
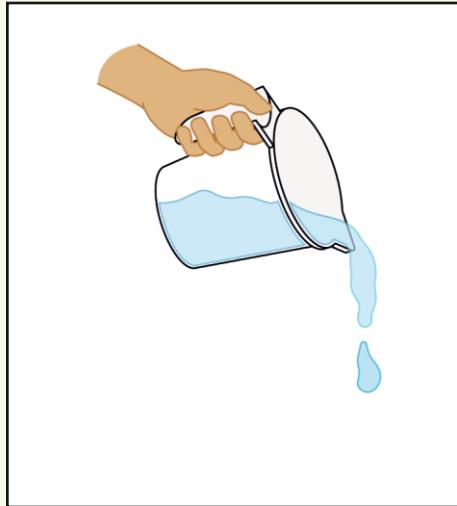
-  Use specific words instead of using general language (such as rub 'here' or 'there'). Name the different body parts; concepts like left and right, up and down. The language provided here has been kept simple purposefully to allow for individualization.
-  As shared earlier, if the child focuses on one specific spot, guide the child to increase the span of movement to cover the entire part of the body e.g. from thigh to foot.
-  Have a specific count to the different movements. E.g. pour water on right arm five times, now left arm five times and so on.



## RINSING

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### Pour Water

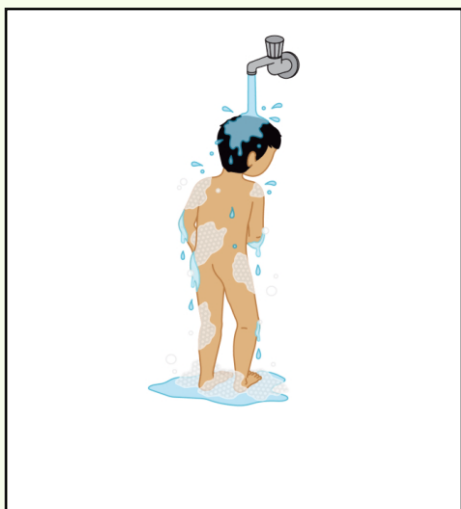
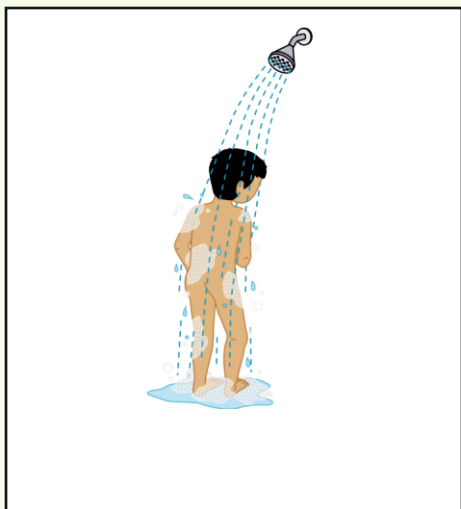




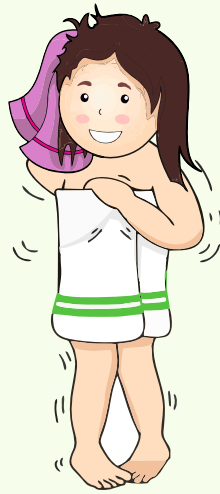
## RINSING

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### Clean Soap







## DRYING WITH A TOWEL

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### Getting Started

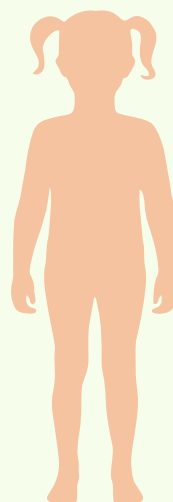
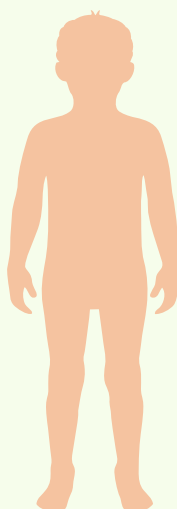
- 👉 Set up the bathroom as required for the child, ensuring everything the child needs is in place and within child's easy reach. Some suggestions have been given in the activity *Taking a Bath*, introduction to this module and the *Overview*.
- 👉 Ensure the towel is within the child's easy reach such as on a stool or the bathroom counter top. This is especially important if the towel is otherwise kept on a high shelf or towel rails or clothesline and out of the child's reach.
- 👉 Have a clearly designated spot, bucket, or basket where the child can keep the towel after using it.
- 👉 Also refer to activities to teach the child to apply soap and rinse.



### Suggested Sequence to Teach

👤 Some children with autism find it easier to remember the sequence when starting from head or shoulder and moving down. To maintain better hygiene, we may want to focus on achieving independence on certain body parts, for instance those with a (\*). We have provided one example that may be adapted as required. We recommend consistently following the same sequence when applying soap, rinsing, and drying with a towel. This will give the child more opportunities to practice the same sequence.

- ✓ Hair
- ✓ Face
- ✓ Ears
- ✓ Neck
- ✓ Underarms\*
- ✓ Shoulders & Arms
- ✓ Chest
- ✓ Stomach
- ✓ Private Parts\*
- ✓ Thighs & Legs



## DRYING WITH A TOWEL



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- ✓ Feet\*
- ✓ Upper Back
- ✓ Lower Back
- ✓ Hips & Bottom\*

### Suggested Words to Use

1. Take towel
2. Dry / wipe (name the specific body part)
3. Keep towel back

### Teaching the Sequence

-  Refer to the activity *Applying Soap* and decide the sequence you want the child to learn to dry.
-  Use the words suggested and teach the sequence using backward chaining as described earlier. Start with providing as much support as the child requires and gradually reduce support. For instance, when teaching the child to use a towel:
  - ✓ Start by supporting the child through all the steps and focus only on teaching the last step i.e. keep towel back. Start teaching this step while providing as much support as the child requires and gradually fade support away.

- ✓ Once the child independently keeps the towel back, focus on the step before this i.e. using a towel to dry. Teach the child to independently dry one body part at a time in the sequence used when applying soap and rinsing.






- ✓ Thereafter, focus on achieving independence in the step before that i.e. teaching the child to take the towel (from the towel rail or hook or counter top as applicable). Once again gradually reduce the amount of support provided to achieve independence.

### Things to Keep in Mind

- 👤 There is likely to be a lot of variability across different children and it is important to make necessary adaptations and teach according to child's strength and skills. For instance, some children may be able to coordinate body movement to reach some parts of the body more easily than others.
- 👤 Use a towel of length and weight that the child can hold and use easily.
- 👤 Some children with autism also have tactile sensitivity and may have strong preferences regarding the texture and fabric of the towel. Incorporate the child's preferences.
- 👤 Stitch loops to two ends of the towel. This will help the child grip better when drying the back.

## DRYING WITH A TOWEL

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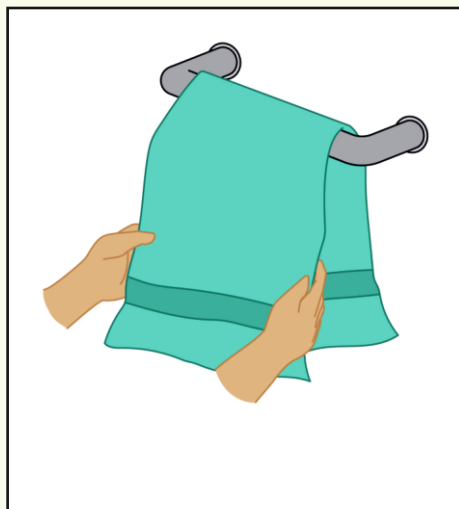
-  Use specific language instead of using general language (such as dry 'this' or 'that'). Say aloud the different body parts, teach concepts like left and right, up and down. Listening to the words alongside supported movement will help communication.
-  As shared earlier, if the child focuses on one specific spot, guide the child to increase the span of movement to cover the entire part of the body e.g. from thigh to foot.
-  Have a specific count to the different movements. For example, wipe right arm two times, now left arm two times and so on.



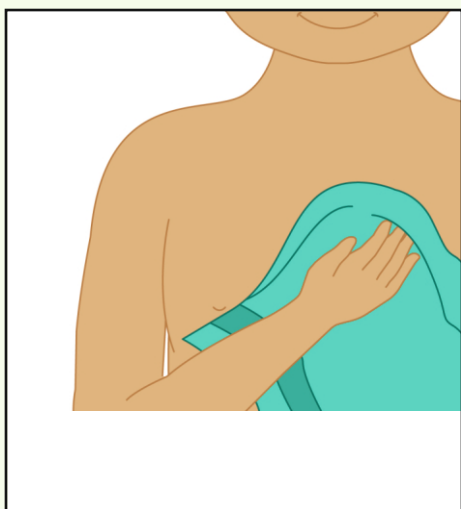
## DRYING WITH A TOWEL

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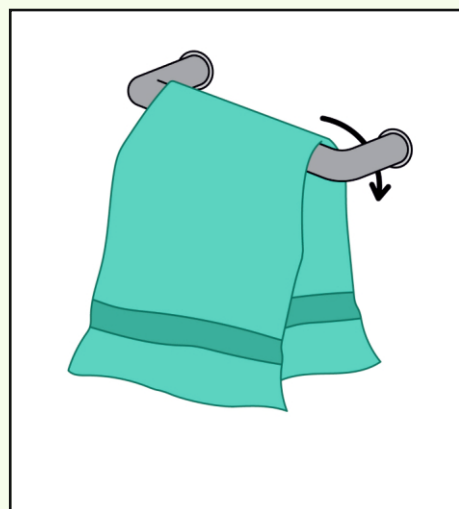
### Take Towel



### Dry / Wipe



### Keep Towel Back







## WASHING HAIR

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WASHING HAIR is a complex skill and best taught as a separate activity. As mentioned already, many children with autism are sensitive to touch on their head. The child's comfort, and the necessary motor skills and coordination including simultaneous use of both the hands are important considerations when teaching the child to wash hair independently. A further consideration is the variability within families. Some families may wash hair only with plain water, while others may use shampoo or soap. Some wash hair daily and may integrate washing hair in the bathing sequence. Other wash hair intermittently and may decide not to.

### Getting Started

- 👉 Set up the bathroom as required for the child, ensuring everything the child needs is in place and within child's easy reach. Some suggestions have been given in the activity *Taking a Bath*, the introduction to this module and the *Overview*.
- 📅 If applicable, put date to wash hair on child's calendar or schedule.



### Suggested Sequence to Teach

🌍 We recommend that the same set of sequence is followed to apply soap on hair, rinse, and dry hair. This will give more opportunity for the child to practice and facilitate learning.

- ✓ Top of head
- ✓ Front Left
- ✓ Front Right
- ✓ Back of head
- ✓ Length of hair (if applicable)



### Suggested Words to Use

1. Pour water (on head, repeat as required)
2. Put shampoo / soap (if applicable)
3. Rub
4. Pour water (to remove soap, repeat as required)

## WASHING HAIR

---

### Teaching the Sequence

- 👤 Some start their bath by applying soap or shampoo in their hair, while for others, this may be the last thing in their bathing routine. Similarly, some prefer rinsing immediately after using soap or shampoo on hair, while others rinse hair and the body together. Individual adaptations based on family and child preferences may be made accordingly.
- 👤 If using a shampoo or soap, start with any one style that works best for the child and the family:

#### *Use shampoo or liquid soap*

- ✓ Take shampoo (between palms)
- ✓ Make lather
- ✓ Apply lather (on hair)




#### *Use soap bar*

- ✓ Take soap
- ✓ Apply soap (on hair)
- ✓ Keep soap back








## PERSONAL CARE SKILLS – BATHING

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-  Using the words suggested, teach the entire sequence using backward chaining as described in the *Overview*.
- ✓ For this activity, start by supporting the child through all the steps and focus only on teaching the last step i.e. to pour water on head to wash soap off hair. Since this also has several steps, support the child in washing soap off hair in the suggested sequence, i.e. pour water on top of head. Gradually reduce the amount of support so the child can rinse top of head independently. When the child is able to independently wash soap off top of the head, then focus on teaching the child to wash soap off front left of head independently and so on.
- ✓ Once the child is sufficiently independent in pouring water to remove soap from hair, focus on achieving independence in the step before i.e. to teach the child to rub soap in hair. Once again, as shared above, support the child in rubbing soap in the suggested sequence i.e. start with top of head, then focus on front left and so on. Gradually reduce the amount of support provided in the focus step to achieve independence. Continue to support the child through all other steps of washing hair prior to this step, and let the child independently carry out steps following this step i.e. to wash soap off hair
-  Continue teaching each step till the child can wash hair independently.
-  To dry hair, follow the sequence used to apply soap and to rinse hair and refer to *Drying with a Towel*.

### Things to Keep in Mind

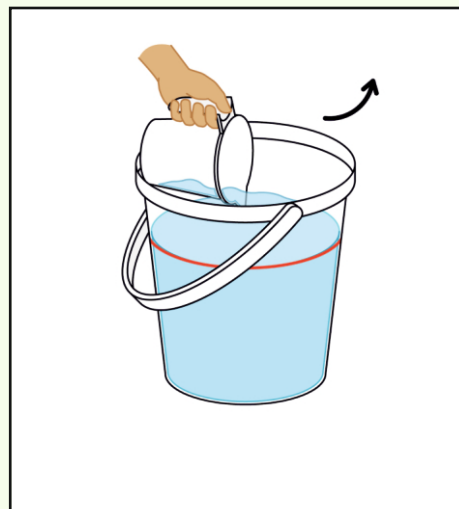
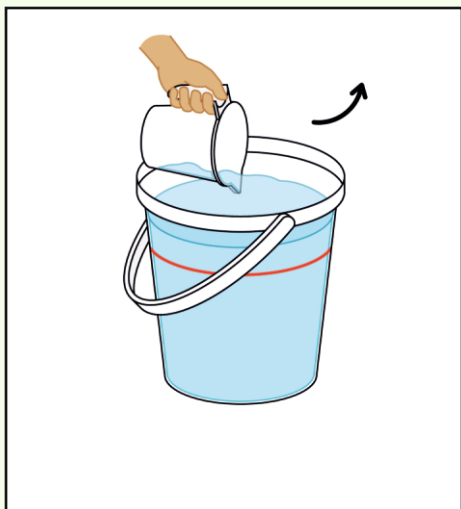
-  Some children with autism have sensory concerns and may resist anyone touching their head. Activities such as hair washing, combing, or brushing hair, getting a haircut can all be painful and distressing. That being the case, hair can be washed on specific days rather than being a part of the daily bathing routine.
-  Talk to the child about hair hygiene and when s/he can decide to wash hair – on specific days (e.g. every alternate day); after specific activities (e.g. playing in sand, putting oil); based on weather conditions (e.g. been out on a hot, sunny day) or when hair feels itchy etc. If not a part of daily bathing sequence, put it on the child's calendar or schedule so the child is better prepared ahead of time.
-  While teaching the child to soap, rinse and dry hair, gently guide the child to increase the span of movement to cover the entire head and length of hair.
-  Teach the child to move hands back and forth instead of top to bottom to cover more area in each movement.
-  Have a specific count to the different movements. For example, rub top of head to a count of 10, rub right side of the head to a count of 10 and so on.



## WASHING HAIR

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### Pour Water

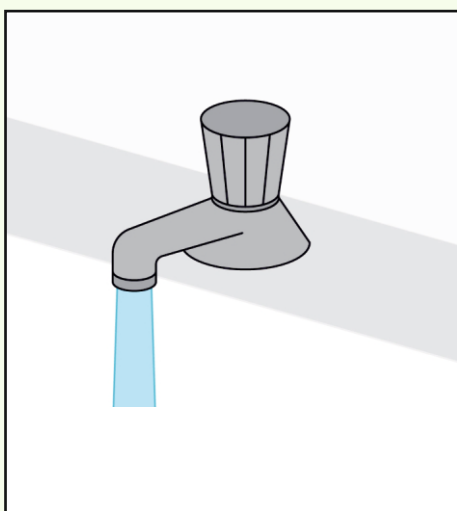
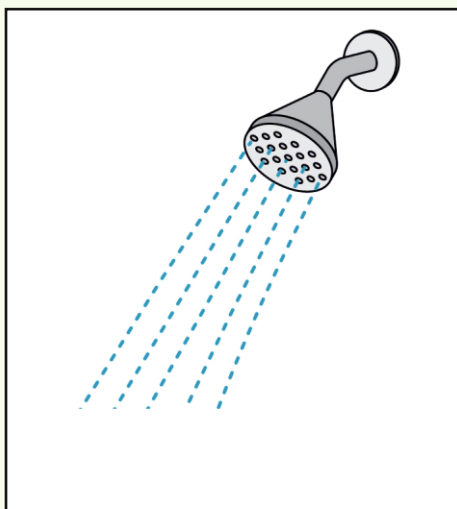




## WASHING HAIR

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### Pour Water

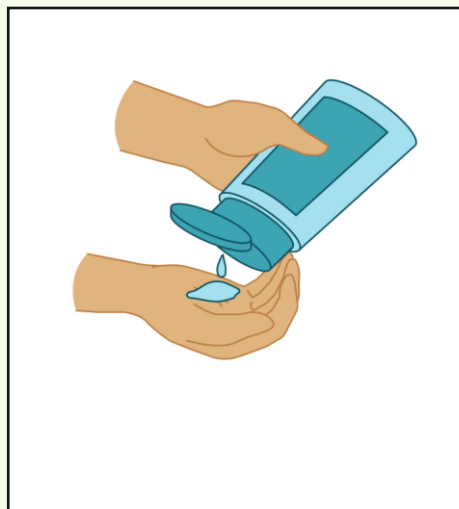
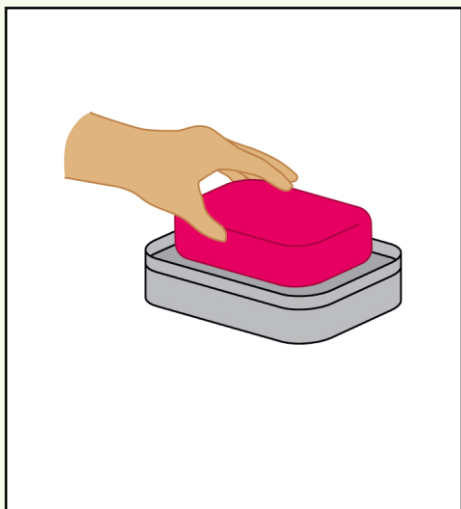






## WASHING HAIR

### Put Soap / Shampoo

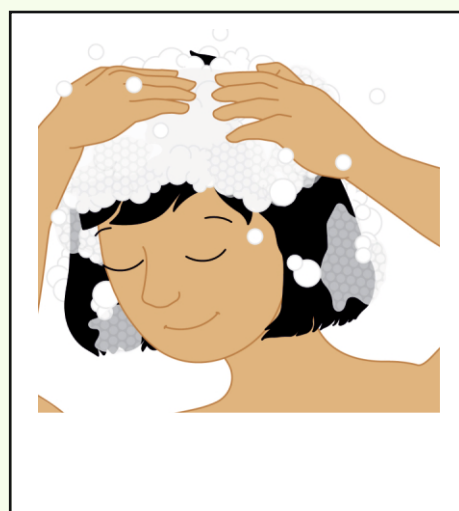
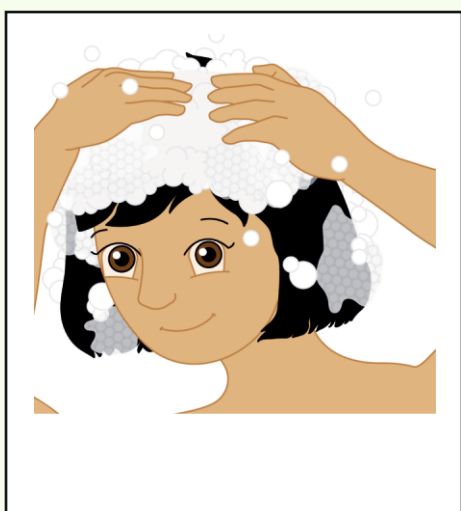
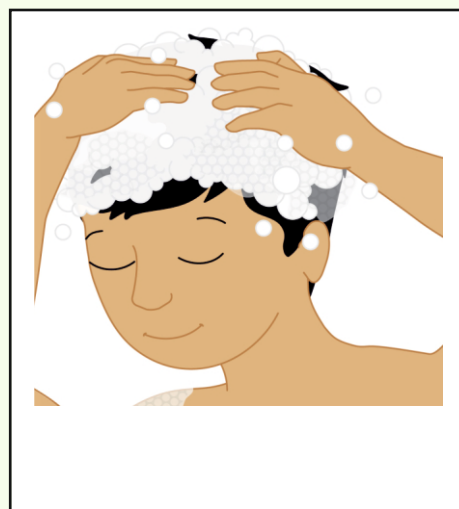
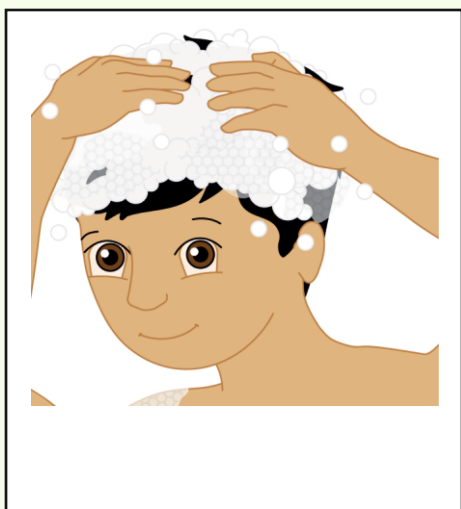




## WASHING HAIR

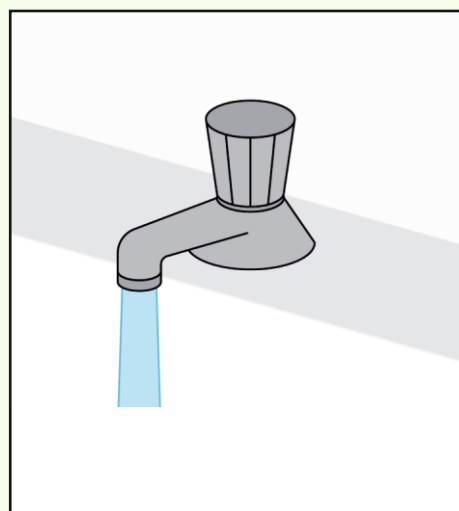
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### Rub





## Pour Water

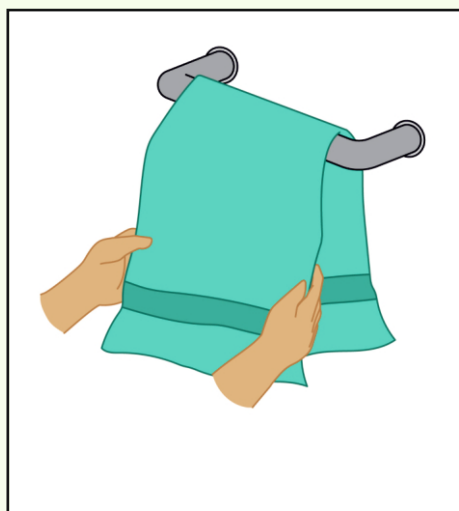




## WASHING HAIR

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### Take Towel



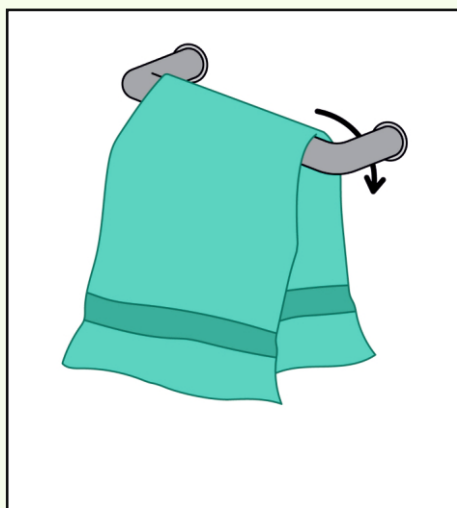
### Dry Hair







## Keep Towel Back

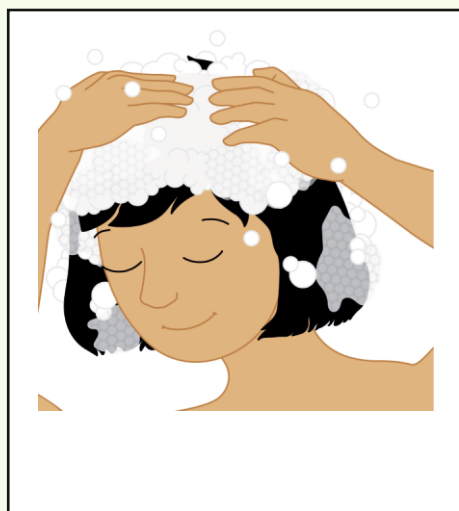
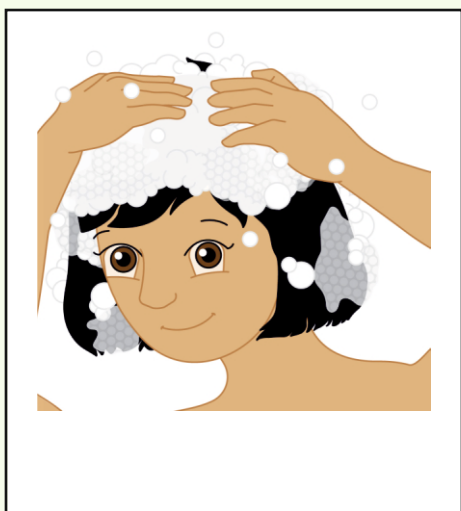
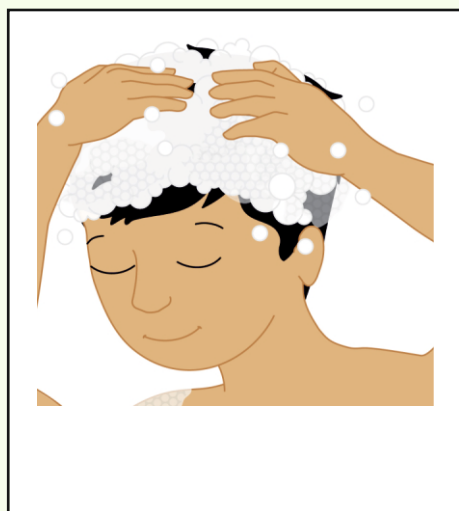
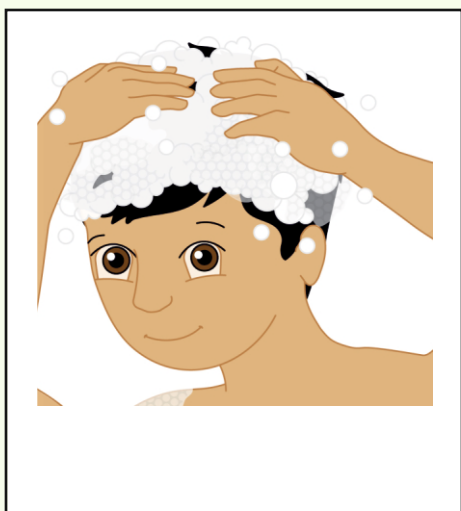




## WASHING HAIR SEQUENCE

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### Rub Top of Head

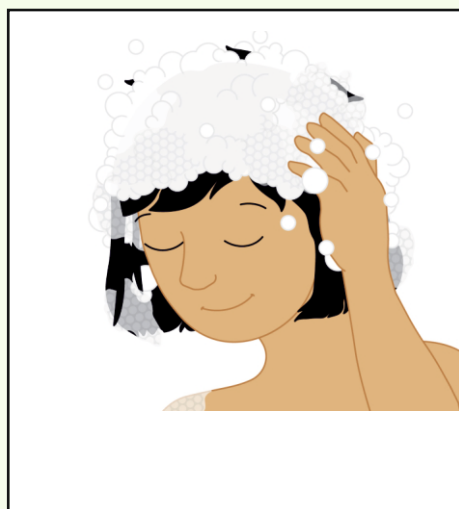
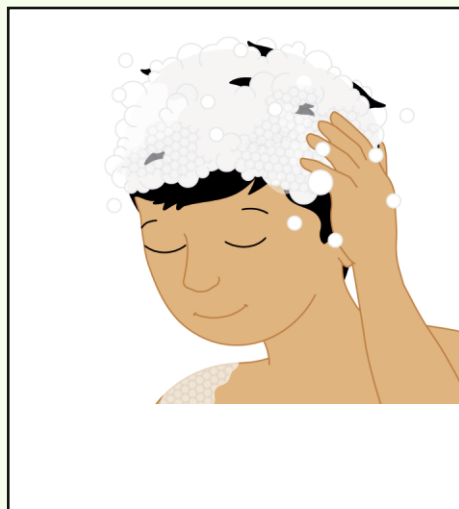




## WASHING HAIR SEQUENCE

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### Rub Front Left

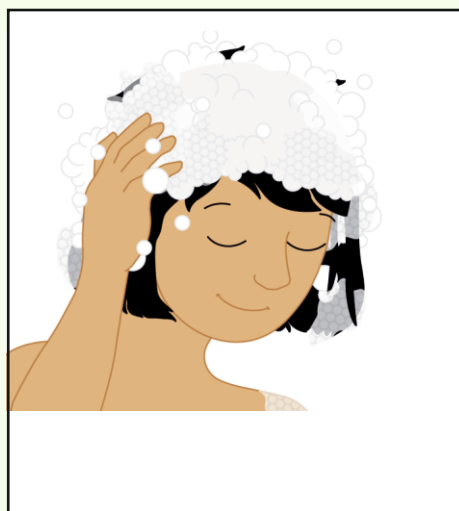
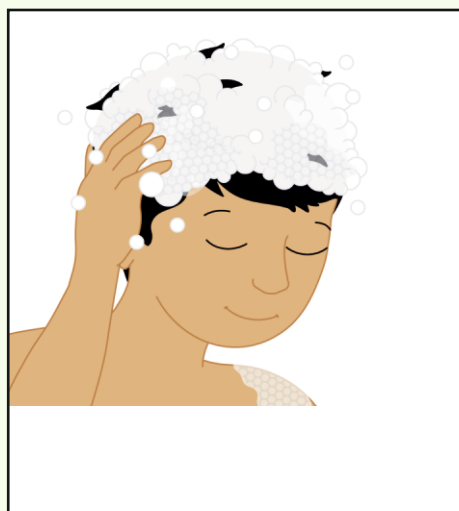




## WASHING HAIR SEQUENCE

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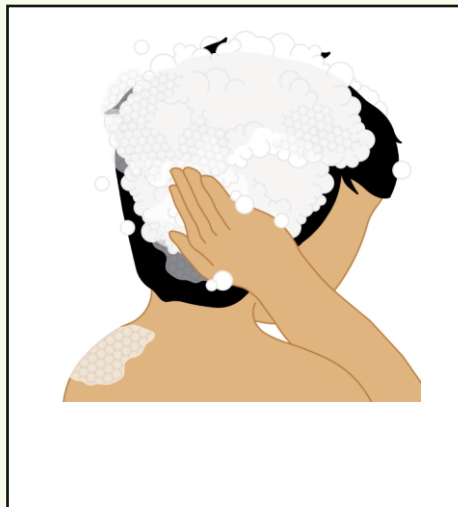
### Rub Front Right





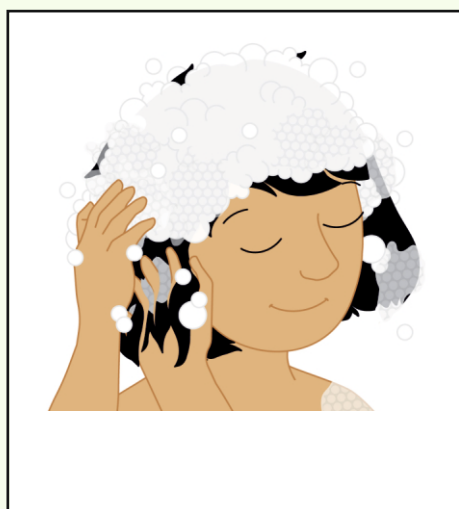


## Rub Back of Head





### Rub Length of Hair





## Notes

[illegible]

## Notes

[illegible]



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**AFA's Vision is a society that views the interdependence of people of every ability as valuable and enriching and seeks to provide equal opportunities to all**