

ACTIVE PARTICIPATION IN SELF CARE ROUTINES

An approach that fosters dignity and respect is prioritized when assisting a student with self care. It is important that students have some level of participation in directing their care needs. Indicating they are ready to start is a way of **consenting** to the assistance. As the student gets older and as different people may be assisting with care, this becomes increasingly important. Examples of how a student may indicate they are **ready** for self care routines, include:

- Turning their head toward the person assisting
- Making eye contact with the person assisting
- Smiling or vocalizing
- Verbalizing with a consent word “okay” or “ready”

Community Options BC have developed a resource to support teams regarding how to develop self care plans, including further information regarding the importance of caregivers seeking permission when assisting with care. Further details about this Protocol for Personal Care booklet and ordering information can be found on the organization’s website at: <http://communityoptions.bc.ca/about-us/protocol-books/>.

STRATEGIES:

- Tell the student what activity they are doing, and what their job is within that activity.
- Explain each step (start, middle and end) of the activity to them. This will help them make sense of and recognize the 'prompts' given.
- **Backward Chaining:** Ask the student to participate most actively in the final stage of the activity. Break the task into small steps; the helper completes most of the task and leaves the final stage for the student to complete. Once they are able to complete that step, the helper leaves the last two steps for the student to complete, and so on. This way they will have a sense of accomplishment in always completing the task.
- All Routines have 3 phases in which a student can participate in:
 1. **Beginning** – initiation/prep “getting ready”
 2. **Middle** – the “doing” of the activity
 3. **End** – the finishing and moving on to the next activity

Examples of Roles in “Beginning” of Self Care:

- Student takes the picture of the bathroom from their picture symbols, or hits a switch to indicate “I need to go to the bathroom”
- The EA says 'Time to go to the Bathroom'
- Student holds a transition object, such as hand soap
- The EA and Student walk to the bathroom

- Student stops at the bathroom door and removes a picture of the bathroom from the wall/door and hands the picture to the EA
- Student is encouraged to open the door to the bathroom with the verbal prompt "open the door"
- Student opens the door and goes into the bathroom
- Student is prompted to turn on the light with the verbal prompt "turn on the light"

Examples of Roles in "Middle" of Self Care:

- Student or EA sets up equipment for toilet
- Student or EA assists with pulling pants/underwear, etc., down/up
- Student transfers on/off the toilet
- Student sits on toilet
- Student voids
- Student flushes
- Student turns head, smiles or vocalizes towards EA during self care on the change table

Examples of Roles in "End" of Self Care:

- EA says "time to go back to the classroom"
- Student is prompted to turn off the light with the verbal prompt "turn off the light"
- Student is encouraged to close the door to the bathroom with the verbal prompt "close the door"
- Student assists to close bathroom door
- The EA and student walk to classroom

For further information regarding hygiene routine positioning, transfers and equipment, consult with your Physiotherapist and/or Occupational Therapist.