

ATTAINMENT'S

life skills development series

Looking GOOD



toward independence in

G R O O M I N G

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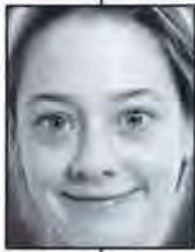


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Looking Good Overview

1. Assess a student on three related activities that naturally occur in sequence, for example, washing face, brushing teeth and cleaning glasses. Choose two that are important to learn, but include one activity which she already performs well. In Mary's case, she washes her face pretty well! Assess the activities – separately or in sequence – in a location where they're usually performed, e.g. a bathroom. Don't use picture prompts (yet) and intervene as little as possible. This "nonintervention policy" gives you a clear picture of what she can do independently. Use photocopies of the written step-by-step descriptions as data sheets or individualize the task analysis on the Activity Assessment Sheet.
2. Based on the initial assessment, decide which activity to work on, and whether to concentrate on just a few steps. This simplification will occur more frequently when training on a complex activity, like Sewing on a button. Use the Skill Goal form when focusing on one or two steps of an activity.
3. If simplification isn't necessary, teach the whole activity, i.e. all the steps together in order. Decide which prompts you will give and whether Routine Cards or drawings from Step Pages will be introduced as picture cues. One advantage that picture prompts have over verbal or gestural prompts, is that the student can learn to use them and to complete an activity independently.
4. When a student can complete an activity without your help, make it part of a regular routine. Use the Routine Assessment Sheets and the Routine Goal form when concentrating on a sequence of activities.

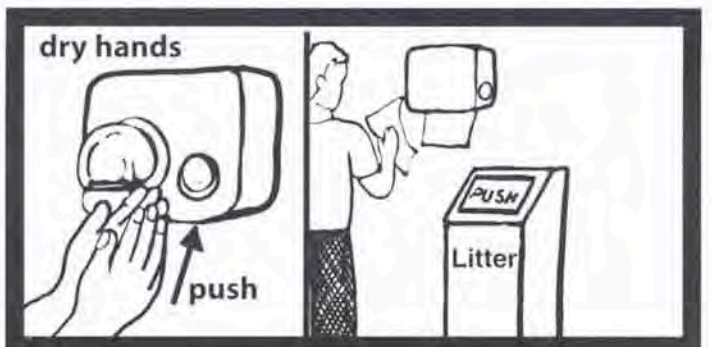
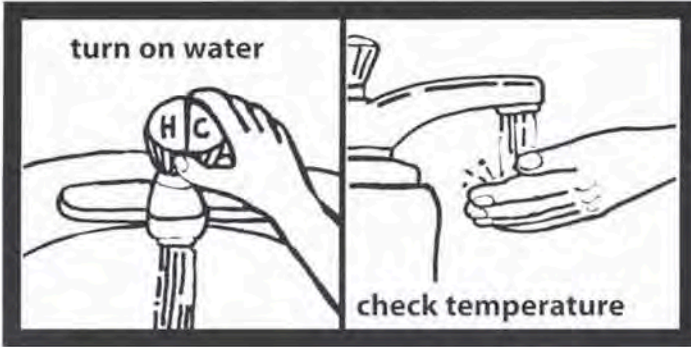
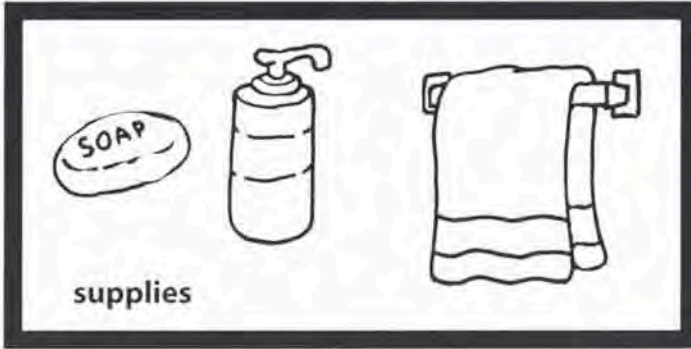
Note: Not all students will learn to do the activities without help. Some students will always require that someone be with them. Have them complete the steps they can while constantly encouraging more independence.

5. Once a student can complete a routine without help, consider changing the environment to enhance skill generalization. For example, one gets dressed in his bedroom at home and in the locker room after gym class.
6. Don't forget to check periodically to be sure a student is Looking Good. In the group "Hair-Care," for example, the objective is "Consistently wears an attractive hair style." When the objective is long term, it can be measured by an objective observation of the student's appearance.

Photocopying

The data sheets and Step Pages in this guide are made to photocopy. Any user is automatically granted photocopy rights for personal use. We recommend using the pages within this guide as masters, with modifications being completed on photocopies.

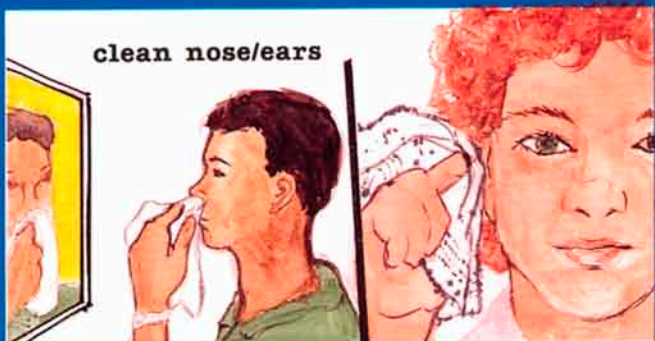
3. Washing hands



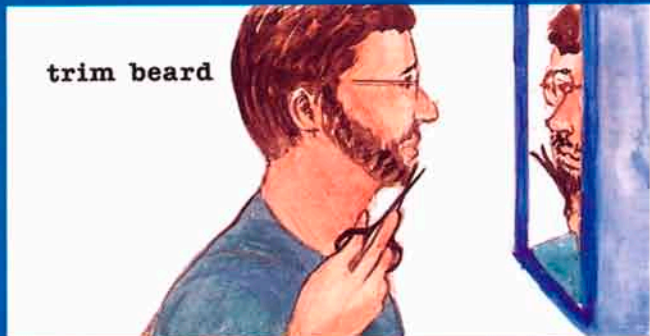
Concepts



clean nose/ears



trim beard



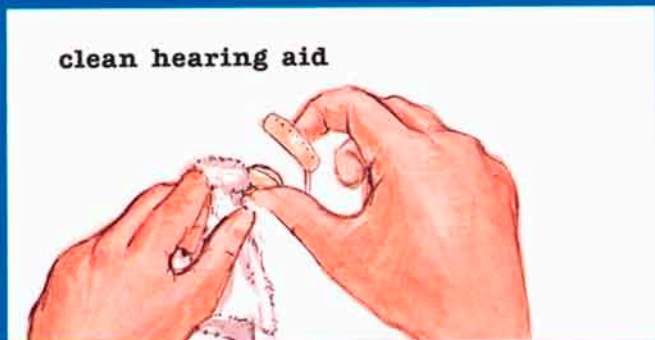
clean glasses



polish and file nails



clean hearing aid



trim nails



use/change pad



exercise routine

