FIRSTPATH
AUTISM

Lesson Guide

31. Grooming Skills

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Overview

Teaches:	• The full process of completing age-appropriate grooming routines such as washing hands, combing hair, brushing teeth, etc.
Before beginning:	• The child should have demonstrated mastery in cooperation and readiness skills • The child must have the ability to learn from prompts other than vocal prompts (e.g., physical assistance, gestures, visual, etc.) • The child must also have the physical ability (i.e. fine and gross motor skills) needed to be able to perform the steps of the task.
Why it's important:	Grooming skills are a part of daily life, completed throughout the day. The child's ability to do these tasks with an increasing level of independence relieves parents/caregivers, and more importantly, gives the child a sense of accomplishment.
Materials needed:	All items that will be utilized during the specific routine: if washing hands, soap, sink, and towel; if brushing teeth, toothbrush, toothpaste, sink, cup. Materials needed may vary slightly from family to family.
Generalization activities:	Practicing routine on doll or stuffed animal, playing "house" or other pretend play, getting ready for mealtimes, cleaning up after dirty play/art projects, etc.

NOTE: This lesson is taught using a **Task Analysis.** A Task Analysis is a specific list of each and every step involved in the larger task. You will collect data on each individual step, which then allows you to calculate and track what percentage of the task the child completed independently.)

Steps

Prepare

1. Make sure the environment is prepared and ready for the task with all necessary materials available. Grooming lessons will likely not be taught at the table; rather, they will likely occur in a bedroom or bathroom.
2. Have several rewards and highly preferred items ready and available.
3. Have data collection ready.
4. Make sure the child is ready to attend, ideally looking at teacher and not engaging in any other activities.

Teach

1. Refer to the detailed explanation of **how to teach using a task analysis** (page ____ of _____) in order to determine whether you will be **providing immediate assistance** (prompting) to begin, or if you will be **waiting 3-5 seconds** for the child to respond.
2. Assist the child (as needed) through the steps of the Task Analysis, until the final step of the task is completed.
3. Collect data for each step as it is completed; if this is not possible, write data down as soon as possible.
4. After the final step of the task is completed, provide feedback on how the child performed. Deliver reinforcement.
5. Ask the child to complete the task (use the name of the whole task and not the individual steps). For example, say, "Wash hands" instead of, "Turn on the water"; "Get the soap"; "Rub your hands together", etc. (NOTE: This single, general task instruction will usually be the only vocal instruction you give when teaching using chaining/Task Analysis.)

NOTE: Correcting errors when teaching a Task Analysis requires you to go back to the last correct step, re-do that correct step, and then move to the next step in the sequence. This helps the child to associate the steps correctly, to know what comes before and after each step. See examples below.

Examples:

For the following examples, this very simple Task Analysis for washing hands will be used:

1. Turn on faucet
2. Wet hands
3. Pump soap
4. Rub hands together

5. Rinse hands
6. Dry hands on towel

Correct response	Incorrect response	No response
Teacher: "Wash hands." Child: completes steps 1-6 in order, correctly Teacher: "Way to go!" and delivers reinforcer.	Teacher: "Wash hands." Child: Turns on faucet (1), wets hands (2), rubs hands together (4). Teacher: "Oops! Let's try again", and prompts child back to "wets hands" (step 2) Child: Wets hands again Teacher: Immediately prompts to "pump soap" (step 3) Child: Pumps soap (3), rubs hands (4), rinses (5), dries on towel (6). Teacher: "Good job!" and delivers reinforcer. (Slightly less reinforcement than if the whole task was completed without error)	Teacher: "Wash hands." Child: (no response) Teacher: "Oops. You need to wash hands" and prompts child to begin first step of "turn on faucet". Prompt will likely consist of gesturing or physically starting to assist child, rather than giving vocal coaching. Child: Turns on faucet and then completes the remaining steps in the task analysis Teacher: "Great work!" and delivers reinforcer. (Slightly less reinforcement than if the whole task was completed without error)

TYPICAL ORDER OF LEARNING TARGETS:

(Order can vary depending upon the child; some targets are taught at the same time. Each will have a separate task analysis.)

1. Wash hands
2. Brush teeth
3. Comb/brush hair
4. Blow/wipe nose
5. Bathing skills (washing hair/body, as age-appropriate)