



# Towards Independence

# Personal Care

# Routines: Introduction

Name:

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This module has been developed as the result of collaborative work between ASDAN and practitioners delivering the Towards Independence programme. Our thanks go to all those who contributed to the development of these materials.

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# Welcome

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You are starting a module called

## Personal Care Routines: Introduction

In doing the activities in this module you will be asked to:

- say
- show
- choose
- make things

You can say things by talking or signing, or by using any other means to let someone know what you want to say.

You can choose and show things by using:

- pictures
- digital recording
- other means
- photographs
- computer

or by telling someone else so they can write or do it for you. All the way through you can have as much help as you need.

As you complete each activity, you or your tutor can tick  the box shown alongside the activity and the corresponding box on the **Record of Activities** page.

When you have finished the module, remember to complete the **Module Review** and **Next Steps** at the end of the book.

# Record Boxes

At the end of each section you will find a page of record boxes:

This box can be used by your tutor to write an extra activity for you to do. This might ask you to practise some of the skills you have already shown, or it might ask you to do an extension activity.

This box can be used in any way to show your achievements throughout the section. It might also show what you need to work on next.

This box can be used to record your achievement by allocating a P level or other descriptor and subject area.

This box shows skills you have used well. These might be Basic Skills, Key Skills or other important life skills.

This box shows what sort of help you had.

This box shows where the work is kept in your ring binder (or other place).

The diagram shows a record box form with the following fields and sections:

- Activity: (with an optional label)
- Comments: Tutor/Supervisor/Learner (with an optional label)
- P level or other centre assessment tool: (with an optional label)
- Subject area:
- Level of support:
- Skills:
- Evidence ref:
- Verified by:
- Date:

Your tutor will sign and date these boxes when all the other boxes have been filled in.

# Levels of Support

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Ask your tutor to talk to you about these:



**NH No Help** – you can do things on your own



**SH Spoken/Signed Help** – you are helped by someone speaking or signing suggestions to you



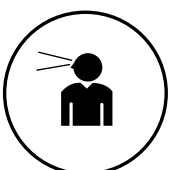
**GH Gestural Help** – you are helped by someone using hand signals or other gestural prompts



**PH Physical Help** – you are helped by someone holding you and/or helping you to move



**SE Sensory Experience** – you are given the opportunity of being involved through a sensory experience, e.g. hearing, touch, sight or taste



**ER Experience Recorded** – you are provided with an experience of the activity but are unable to take part

## Section A (continued):

### Personal care

- 4 Create a diary or weekly timetable to show how often you should carry out personal care activities.

- 5 Keep a personal care diary for a week to show which activities you have done.

Show which activities were easy to follow in your personal care routine.

Show what you did not like doing in your personal care routine.

Sample

## Section A (continued):

### Personal care

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

## Section C:

### Keeping your things in order

- 1 Show that you can keep your clothes and personal care items tidy. For example:
  - Folding and putting clothes away in drawers
  - Hanging clothes on hangers to stop them from getting creased
  - Storing shoes in an appropriate place and in an orderly fashion
  - Making sure that personal care items are organised and to hand in the bathroom
  - Putting away cosmetics after use
  - Other
- 2 Show what might happen if you did not keep your things in order.
- 3 Show that you can keep your things clean and ready to wear. For example:
  - Sorting out and disposing of unwanted or worn out items. Show if there is anything you could recycle
  - Sorting clothes for the laundry
  - Washing/ironing clothes
  - Cleaning shoes
  - Using a clothes brush to brush dirt/hair off clothes
  - Other
- 4 Show that you understand why it is important to keep your things in a good condition.





## Section C:

### Keeping your things in order

Activity:

optional

Comments:

Tutor/Supervisor/Learner

optional

P level or other centre assessment tool:

optional

Subject area:

Level of support:

Skills:

Evidence ref:

Verified by:

Date:

## Section F:

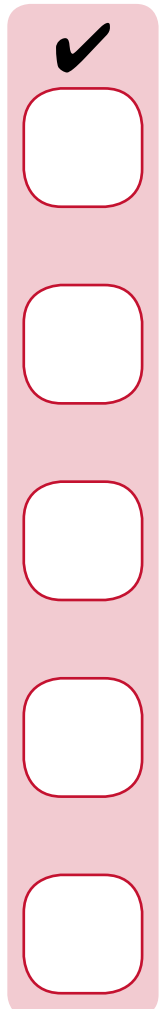
### Project

In this section you can choose your own activity.

Here are some ideas:

- Keep a clothes diary for a week with photographs of yourself in different outfits
- Make your own cosmetics using natural ingredients
- Spring clean your wardrobe so that everything is neat and in order
- Other

- 1 Decide what your project will be.
- 2 Plan your project.
- 3 Make a list of the things you need.
- 4 Do your project.
- 5 Show what went well in your project.



A vertical pink bar on the right side of the page. At the top, there is a black checkmark. Below it are five empty rounded square checkboxes, each with a red outline, arranged vertically.

# Section F:

## Project

**Activity:** optional

**Comments:** optional  
Tutor/Supervisor/Learner

**P level or other centre assessment tool:** optional

**Subject area:**

**Level of support:**

**Skills:**

**Evidence ref:**

**Verified by:**

**Date:**

# Next Steps

**My next challenge:**

**Activities and modules that will help:**

**Who can help me and when:**

Remember to record that you have completed this module and review on the **Record Page** in your **Starting Out** module.

**Learner signature:**

**Tutor/supervisor signature:**

**Date:**

Sample



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