



# Assisting with Activities of Daily Living

## Module 6, Section 5

## TABLE OF CONTENTS

INTRODUCTION.....	2
My Activities of Daily Living .....	3
Pressure sores .....	6
Decubitus Ulcers .....	6
Other skin care tips .....	7
Assisting with Personal Care .....	7
Using the toilet .....	8
GAIT BELTS .....	9
OJT Activity #52 Shaving .....	10
OJT Activity #26 Oral Hygiene .....	12
OJT Activity #53 Teaching Hand Washing .....	14
OJT Activity #54 Changing Bed Sheets .....	15
OJT Activity #25 Assisting an Individual with Bathing .....	17
OJT ACTIVITY #50 Cleaning and Trimming Nails .....	19
OJT Activity #55 Shampooing Hair .....	20
OJT Activity #56 Denture Care .....	22

This section contains information for Direct Support Persons (DSPs) who provide supports to adults and/or to children and young adults who receive home and community based services through one of the Division of DD's Medicaid Home and Community-Based Services waiver programs. The service delivery methods are participant and family directed. Direct care providers can be employees of the person and his/her family, or employed through community agencies.

### What You Will Learn in This Section:

- How to assist with daily living activities.
- Suggested ways to say, “Good Job”.
- How to test water temperature.
- Using various OJT activities checklists i.e., shaving, mouth care, etc.

## INTRODUCTION

What are Activities of daily living? Are any of your activities of daily living the same as the individuals you will be supporting? Let's find out. Write down everything you do in a typical day. The form below gets you started with the process. Include things such eating, toileting, etc. Then think about how these are like what the individuals do. (Don't write down anything you would be embarrassed to discuss though.)

My Activities of Daily Living

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

DRAFT

Cognitive disabilities can affect personal care activities in many ways. People with cognitive disabilities may have some or all the following needs:

- Need for consistency in personal care routines.
- Reminders to perform personal care tasks or the consequences of not performing them.
- Encouragement or acceptance when they are unwilling or refuse to do personal care tasks.
- Reminders of how to do activities, even when they are physically capable of doing them.
- Assistance making changes to their homes and spaces they use to complete personal care, so that they can better complete these tasks.
- Respect the person’s privacy and modesty always.

- Respect person’s personal preferences.

Positive feedback is an important part of assisting with activities of daily living. Words of encouragement are important when providing supports. Please list as many ways as you can think of to say "good job". Then compare your list with the one on the next page.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

Suggested ways to say "Good Job" are listed below:

1. Excellent!

That’s right!	Fabulous!
I’m proud of the way you worked today.	Now you have the hang of it.
You must have been practicing!	Good for you.
Perfect!	Good job, (name of individual)

Nice going.	You figured that out fast.
That's the best ever.	You remembered!
Fine job!	I've never seen anyone do it better.
Good for you!	I couldn't have done it better myself.
I couldn't have done it better myself.	Keep working on it, you're getting better.
That's much better.	Great job!
That's coming along nicely.	Not bad!
You are very good at that.	You make my job fun.
That's good.	You make it look easy.
Now you have it!	Exactly right!
Good work!	Super job!
Wow!	You are learning fast.
You were really working hard today.	You're really improving.
That's the right way to do it!	You did very well today.
That's quite an improvement.	You've got that down pat.
You haven't missed a thing.	Nothing can stop you now!
Tremendous!	That was first class work.
Keep up the good work!	That's much better.
I'm very proud of you.	Cool job!
That kind of work makes me happy.	You haven't missed a thing.
Good going!	That's right!
That's better than ever.	What a good job you did.
You're doing beautifully.	You did great.
You are really learning a lot.	You are so smart.
Way to go!	You're doing great.
Wonderful!	Good job.
Keep on trying.	That's great.
Sensational!	You're really fast today.

It may be necessary to assist individuals with bathing/showering, shaving, hair and nail care and other grooming and daily care activities. The forms on the next few pages can be used as guidelines for these activities. While assisting the person, it is important to provide continuous support which fosters greater independence. This type of teaching/training is sometimes referred to as "Active Treatment".

## Pressure sores

What is a pressure sore?

A pressure sore is an injury to the skin and the tissue underneath it caused by pressure to the area. People who must stay in bed or chair most of the time are most likely to get pressure sores. Pressure sores can happen anywhere on your body. They are most common over a bony or firm area, such as a hip, heel, elbow, ear or ankle. Pressure sores can also happen over pressure points on the back of the head, bottom of the spine or the shoulder blades. Even the weight of sheets and blankets can cause pressure sores on toes. A pressure sore is a serious problem and can be difficult to heal.

What causes pressure sores?

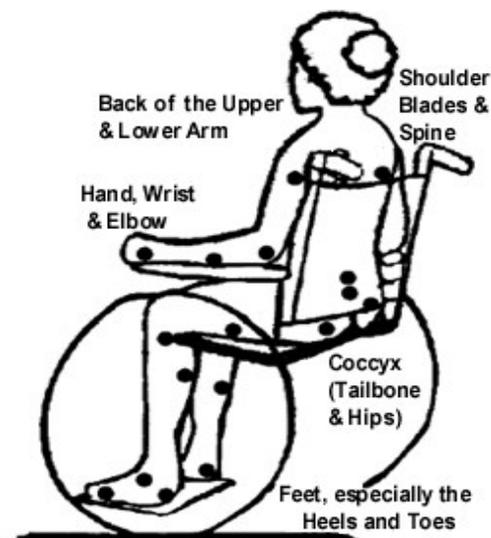
One or more of the following commonly causes pressure sores:

Pressure: Pressure on the skin can hurt the skin and the layers of tissue underneath the area, the tissue may not get enough blood. This may cause the tissue to become damaged, and even die. Damage to the tissue and skin from pressure can begin after one or two hours of staying in one position.

Shearing, rubbing, or friction: Shearing happens when the skin is dragged across a surface. For example, being moved up in bed may cause skin shearing if the skin is pulled across the bed surface. A person may have friction on their skin, which is when the top layer of skin is removed. This may cause the skin to turn red, or feel like it is burning

## Decubitus Ulcers

### PRESSURE SORES / BED SORES



Decubitus ulcers, otherwise known as pressure sores or bed sores, are preventable and not a sign of optimum care. They are formed from the pressure and weight of one's own body pressing the skin and other tissues between the person's bone and a firm surface such as a seat of a wheel chair or a bed. They can range from a mild pink coloration of the skin to a deep wound affecting internal organs and/or bone.

They can develop in eight hours on a person who is immobile.

The most common site for the development of ulcers is the coccyx or buttocks.

Back, arms, and legs are also vulnerable areas.

Any limb that rests on hard or even padded surfaces of a wheelchair or bed are vulnerable.

How can pressure sores be prevented? It is much easier to prevent a pressure sore than it is to heal one that has already started. Take care to protect your skin from friction, shearing and other stress. Do not massage (rub) the skin over bony areas. Other ways to protect the skin include:

- Check skin several times a day for redness over bony areas
- Keep skin dry
- Keep skin clean

### Other skin care tips

- Change positions frequently (at least every hour)
- Protect the skin over bony areas
- Use special equipment and pads
- If in bed, Keep bottom sheet free of wrinkles
- If in a chair or wheelchair
- Sit up strait (shift weight from one side to the other every 15 minutes)
- Make sure feet are supported
- Ask the nurse about exercises that can be done in the chair (exercising helps blood flow to the skin)

## Assisting with Personal Care

It may be a difficult thing for a person you support to accept assistance with personal care duties. Having someone help with matters of hygiene and personal care can feel very embarrassing,

---

although it is necessary. It is important to remember that this type of support should always be completed with the utmost respect and care. Remember, the task itself is not the most important thing in the process. You are assisting the person to enhance the quality of life for them.

## Using the toilet

In your role as a DSP you may assist people with elimination. In this role, you will need to understand that safety of the person and preserving their dignity are of utmost importance.

When assisting the person in this area you should promote independence as much as possible. This allows for greater privacy. However, never leave someone who needs assistance on the toilet out of your range of hearing. If the person should fall or require your help, there would be no way of knowing.

You should become familiar with any adaptive equipment the person you are supporting uses. You should learn about these items before hand, and become comfortable with their use.

Make sure to follow good hygiene techniques. As always, wear gloves during assistance. Make sure to wash your hands before and after using gloves.

It may also be helpful to have a supply of moist, flushable wipes for use after a bowel movement. Both men and women use these.

## GAIT BELTS

A gait belt, also referred to as a transfer belt, is a personal adaptive equipment device that when appropriately used enables people in need, the ability to ambulate and/or transfer more easily and safely. Importantly, staff who use the device properly sustain fewer strain-related injuries. If used appropriately, gait belts are not restrictive devices as they enable people to live up to their physical potential. Failure to employ gait belts on persons, who would otherwise benefit by their use, significantly increases the risk of injury to the individual and the staff who support them.

Gait belts should be considered for all individuals who experience known or suspected musculoskeletal or neuromuscular conditions, and those who are prone to falls or have experienced fall-related injuries secondary to such conditions. Gait belts are prescribed by a physician or a qualified occupational or physical therapist ([59 Ill. Admin Code 120.40](#)). Although these mobility devices can be helpful in allowing safe mobility or transfer of individuals with unsteady gait, there are times when they should not be used.

Website link to Joint Committee on Administrative Rule 59 Ill. Admin Code 120.40:

<http://www.ilga.gov/commission/jcar/admincode/059/059001200A00400R.html>

The following is a partial list of conditions where gait belts should not be used:

- Abdominal surgery, aneurism
- Advanced COPD
- Advanced cardiac disease
- Colostomy
- Fractures, ribs or back
- Pacemaker
- Recent back surgery
- Pain

All staff that support individuals by the use of gait belts must be trained prior to their use. Gait belts may never be used for staff convenience or restrictive purposes. Gait belts are never used to restrain an individual. Inappropriate use is considered a violation of one's civil liberties and must be addressed administratively.

### OJT Activity #52 Shaving

Attention: Shaving steps can be used for facial, leg or underarm hair. • Do not use electric razor in same room where oxygen is used or around water.

- Check all types of razors for chips or rust on blades.
- Discard used razor blades when finished.
- Use only person's personal razor.
- Supervise use of razors closely for safe and correct handling before individual shaves independently.
- Encourage individual to do as much for him/herself as s/he can.
- Honor cultural choices regarding whether or not to shave.
- Always explain what you will be doing with individual, ask permission and discuss steps as you are doing them.

Equipment needed:

Personal electric or other style razor

Shaving cream or aftershave lotion

Personal towel

Sink

Mirror

Steps	Partner Check	Instructor Check
Identify appropriate individual.	<input type="checkbox"/>	<input type="checkbox"/>
Gather needed equipment. Use only the individual's personal shaver.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Honor cultural choices, if any.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to check skin for moles, birthmarks, or cuts. Avoid injuring those areas.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to plug in shaver and turn it on (away from water source).	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to use mirror when shaving face, neck or underarms.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to use gentle, even pressure while moving the shaver over skin.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to use fingers to determine missed hairs.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to turn off shaver, unplug and clean hair from blades.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to apply aftershave or skin lotion, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment individual, as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to wash hands after shaving.	<input type="checkbox"/>	<input type="checkbox"/>
Discard gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to appropriately store shaving items.	<input type="checkbox"/>	<input type="checkbox"/>

## OJT Activity #26 Oral Hygiene

Attention: Brushing should be done at least twice a day, flossing once a day.

- Check inside of mouth for redness, gum swelling, loose teeth or unusual odor.
- Report any changes in individual’s mouth to dentist.
- Disposable gloves and protective eyeglasses are recommended for DSP.
- Encourage individual to do as much for him/herself as he/she can.
- Review dentist’s recommendations for individual to determine any special issues, such as toothpaste or toothbrush type.
- Wash your hands before assisting individual.
- Enable individual to use tooth brushing and flossing aids if the individual does not have good hand or finger control. Adjust procedures as necessary.
- If the individual has braces or bridges, use a floss threader to get floss under the wires.
- If individual has no teeth, gums should still be brushed, as recommended by speech therapist or oral hygienist.
- Consult with individual’s dentist for special procedures or assistive devices for mouth care.
- Always explain what you will be doing with individual, ask permission and discuss steps as you are doing them.

Equipment needed:

- Personal toothbrush and toothpaste
- Sink and fresh water
- Personal towel
- Disposable gloves
- Personal dental floss
- Mouthwash (choice of individual)
- Clean glass for rinsing

Steps	Partner Check	Instructor Check
Assemble materials (toothbrush, toothpaste, cup of water, disposable gloves and hand towel).	<input type="checkbox"/>	<input type="checkbox"/>
Greet the individual	<input type="checkbox"/>	<input type="checkbox"/>
Explain to the individual how you will be assisting him/her in brushing their teeth.	<input type="checkbox"/>	<input type="checkbox"/>
Wash your hands and put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Rinse the toothbrush and apply toothpaste.	<input type="checkbox"/>	<input type="checkbox"/>

Place the head of the toothbrush alongside the teeth at a 45 degree angle.	<input type="checkbox"/>	<input type="checkbox"/>
Move the toothbrush back and forth using a gentle "vibrating" motion.	<input type="checkbox"/>	<input type="checkbox"/>
Brush the outer side of each tooth, both uppers and lowers.	<input type="checkbox"/>	<input type="checkbox"/>
Continue this technique on the inside surfaces of the teeth.	<input type="checkbox"/>	<input type="checkbox"/>
For the inside surfaces of the front teeth, tilt the brush vertically and brush up and down using the front of the brush.	<input type="checkbox"/>	<input type="checkbox"/>
Brush the chewing surfaces using a back and forth motion parallel to the tooth line.	<input type="checkbox"/>	<input type="checkbox"/>
Brush the tongue and the roof of the mouth.	<input type="checkbox"/>	<input type="checkbox"/>
Ask the individual to rinse his/her mouth with water.	<input type="checkbox"/>	<input type="checkbox"/>
Ask the individual to wipe his/her face.	<input type="checkbox"/>	<input type="checkbox"/>
Thank the individual for his/her cooperation.	<input type="checkbox"/>	<input type="checkbox"/>
Remove gloves and wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Return materials to their proper place.	<input type="checkbox"/>	<input type="checkbox"/>

**OJT Activity #53 Teaching Hand Washing**

Attention: Killing germs is an important reason to teach frequent hand washing. Proper hand washing is needed in order to kill germs that can spread illness.

Use as little prompting as possible.

Check that hands are washed before and after appropriate activities.

Use the method appropriate for the individual which allows him/her to wash for the recommended time (20 seconds). Examples are singing a particular song, using a clock with second hand, counting, etc.

Always explain what you will be doing with individual, ask permission and discuss steps as you are doing them.

Equipment needed:

Sink

Soap

Paper towels

Steps	Partner Check	Instructor Check
Choose an appropriate individual.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to turn on water to lukewarm temperature.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to push up watch/bracelets so they are as high as possible.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to apply soap to hands and work up a lather.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wash around and under rings.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wash and rinse hands for a total of 20 seconds.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist individual to dry hands from the wrist down with a paper towel.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to discard paper towel.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to use a different towel to turn off the water.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment and thank the individual.	<input type="checkbox"/>	<input type="checkbox"/>

### OJT Activity #54 Changing Bed Sheets

Attention: A well-made bed offers both comfort and safety. It is an important contribution to the well being of the individual.

Making one’s own bed helps promote independence.

Always explain what you will be doing with the individual, seek permission, and explain what is being done while doing it.

Always hold linen away from your body to reduce contamination.

Equipment needed:

- Sheets (top and bottom)
- Pillowcase
- Blanket
- Bedsread

Steps	Partner Check	Instructor Check
Choose an appropriate individual whose bed sheets need to be changed.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
If bed is adjustable, adjust height to proper position.	<input type="checkbox"/>	<input type="checkbox"/>
Remove pillowcase; place pillow on chair.	<input type="checkbox"/>	<input type="checkbox"/>
Loosen linen, fold inward, remove from bed, and put in laundry.	<input type="checkbox"/>	<input type="checkbox"/>
Sanitize mattress if it is hospital grade/waterproof.	<input type="checkbox"/>	<input type="checkbox"/>
Take off and discard gloves and wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Align mattress on bedspring.	<input type="checkbox"/>	<input type="checkbox"/>
Place bottom sheet evenly at foot of mattress.	<input type="checkbox"/>	<input type="checkbox"/>
Tuck in.	<input type="checkbox"/>	<input type="checkbox"/>
Place blanket evenly on bed and tuck in.	<input type="checkbox"/>	<input type="checkbox"/>

Place bedspread evenly on bed and tuck in, if appropriate.	<input type="checkbox"/>	<input type="checkbox"/>
Re-adjust height of bed, as needed.	<input type="checkbox"/>	<input type="checkbox"/>
Wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Compliment and thank the individual.	<input type="checkbox"/>	<input type="checkbox"/>

DRAFT

**OJT Activity #25 Assisting an Individual with Bathing**

**Attention:** When assisting with bathing or showering:

- Ensure that the tub/shower has been disinfected before using.
- Check the water temperature using thermometer. It should be no more than 110°. Verify that bathroom is warm enough.
- Inspect skin for signs of injury or changes in condition.
- Provide privacy and warmth for the individual.
- Use a clean washcloth. Put in laundry after use.
- Help bathe from top (hair, face) down.
- Encourage the individual to do as much as s/he can for him/herself. Be prepared with all supplies.
- Wash your hands before beginning.
- Do not leave an individual with epilepsy alone in the tub.
- Always explain what you will be doing with individual, ask permission and discuss steps as you are doing them.
- Use disposable gloves and change gloves from one bath/shower to the next. Disinfect the tub/shower for the next person’s use.

**Equipment needed:**

- Washcloth
- Soap
- Toiletries, as preferred by consumer

Individuals should be allowed to bathe with as much independence as possible. The DSP should ensure that the individual (who needs assistance with bathing) is never left alone during a bath. Privacy can be provided by pulling a shower curtain or turning your back on the individual.

Steps	Partner Check	Instructor Check
Identify an individual who needs to take a tub bath.	<input type="checkbox"/>	<input type="checkbox"/>
Assemble materials.	<input type="checkbox"/>	<input type="checkbox"/>
Greet the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Provide for the individual's privacy.	<input type="checkbox"/>	<input type="checkbox"/>

Explain to the individual how you will be assisting him/her with their bath.	<input type="checkbox"/>	<input type="checkbox"/>
Wash your hands and put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Fill the bath tub 1/4 to 1/2 full with warm water.	<input type="checkbox"/>	<input type="checkbox"/>
* Ensure that the water is not too hot.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual with removing his/her clothes.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual into the bath tub.	<input type="checkbox"/>	<input type="checkbox"/>
Wet hair thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Apply a small amount of shampoo to his/her hair.	<input type="checkbox"/>	<input type="checkbox"/>
Massage the scalp to create a lather.	<input type="checkbox"/>	<input type="checkbox"/>
Rinse well with a cup or removable shower head.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in holding his/her head backward or forward to prevent shampoo from going into the eyes. (You may also cover eyes with a wash cloth)	<input type="checkbox"/>	<input type="checkbox"/>
Begin washing the individual's body with soap and water. (Pay special attention to areas where two skin surfaces touch)	<input type="checkbox"/>	<input type="checkbox"/>
Rinse thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual out of the tub.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in drying off, using a patting motion.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in putting on clean clothing and slippers.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual in brushing hair.	<input type="checkbox"/>	<input type="checkbox"/>
Thank the individual for his/her cooperation.	<input type="checkbox"/>	<input type="checkbox"/>
Remove gloves and wash your hands.	<input type="checkbox"/>	<input type="checkbox"/>
Assist the individual with returning materials to their proper place.	<input type="checkbox"/>	<input type="checkbox"/>
Sanitize the bath tub for the next individual.	<input type="checkbox"/>	<input type="checkbox"/>

Hot water coming out of the faucet should be between 100 and 110 degrees F. Report the temperatures lower than 100 F and higher than 110 F to the supervisor. Do not expose individuals to water 110 F and above. Temperatures above 100 F can cause scalding and could result in death.

**OJT ACTIVITY #50 Cleaning and Trimming Nails**

Attention: When assisting with cleaning and trimming nails:

Equipment needed:

- Personal nail clippers or nail scissors
- Personal cuticle stick
- Emery board
- Container for water
- Soap and water
- Personal towel
- Personal emery board or nail file

Steps	Partner Check	Instructor Check
Gather needed equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Choose an appropriate individual.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to soak hands or feet in warm water for at least 5 minutes.	<input type="checkbox"/>	<input type="checkbox"/>
Wash your hands and put on disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to push nail cuticle back with cuticle stick.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to clean under nails with cuticle stick or nail clipper.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to use nail clippers or nail scissors to trim toenails straight across. Fingernails may be trimmed with a slight curve. Take care not to hurt the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Use emery board or nail file to shape and smooth nails.	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: Understand any medical conditions which would directly impact such activity, such as Diabetes.

**OJT Activity #55 Shampooing Hair**

**Attention:**

When assisting with hair washing:  
 Be sure the water is no more than 110°.  
 Wash hair in designated area.  
 Be sure to wipe up any water which goes on floor.  
 Use the least amount of prompting necessary.  
 Be sure to seek permission and discuss what you are doing as you do it.  
 Take care to prevent water from entering individual’s ears.  
 Choice of shampoo/conditioner is the individual’s or his/her doctor’s.  
 Disposable gloves should be worn by DSP.  
 Examine scalp for problems. Inform individual’s physician if itching, flaking head lice, sores or other problems are detected. Follow physician’s instructions.  
 Shampooing should occur as often as necessary to look good and be odor-free.

**Equipment needed:**

- Shampoo
- Conditioner
- Towel
- Blow dryer or hair dryer

Steps	Partner Check	Instructor Check
Choose an appropriate individual who needs their hair shampooed.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Gather equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Provide for privacy for individual.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wet hair thoroughly using warm or cool water.	<input type="checkbox"/>	<input type="checkbox"/>

Apply small amount of shampoo to palm of hand and rub hands together.	<input type="checkbox"/>	<input type="checkbox"/>
Apply shampoo to all parts of hair with both hands.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to clean the scalp and distribute the suds throughout the hair.	<input type="checkbox"/>	<input type="checkbox"/>
Examine scalp for problems. Inform nurse if itching, flaking, head lice, sores or other problems are detected.	<input type="checkbox"/>	<input type="checkbox"/>
Follow nurse's instructions. Be careful not to get shampoo in the eyes; have individual to close eyes or use a wash cloth.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse hair thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to apply conditioner to palm of hand and rub hands together.	<input type="checkbox"/>	<input type="checkbox"/>
Apply conditioner to all parts of hair with both hands.	<input type="checkbox"/>	<input type="checkbox"/>
Leave conditioner on hair for the amount of time recommended on the label.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse hair thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to wrap and dry hair with a clean towel.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to blow dry/set hair or use curling iron if it is the individual's choice.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to style hair in an ageappropriate style per individual's choice.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual in applying gel/mousse, etc. per individual's choice.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to return materials to their proper storage place.	<input type="checkbox"/>	<input type="checkbox"/>

### OJT Activity #56 Denture Care

Equipment needed: Disposable gloves

- Tooth/denture brush
- Denture cleaner
- Denture cup
- Soft brush

Steps	Partner Check	Instructor Check
Choose an appropriate individual who has dentures.	<input type="checkbox"/>	<input type="checkbox"/>
Ask permission and explain what you will be doing with the individual.	<input type="checkbox"/>	<input type="checkbox"/>
Gather individual's equipment.	<input type="checkbox"/>	<input type="checkbox"/>
Use disposable gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Provide for individual's privacy.	<input type="checkbox"/>	<input type="checkbox"/>
Pad sink with washcloths in case dentures are dropped.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to remove top and/or bottom dentures from the mouth.	<input type="checkbox"/>	<input type="checkbox"/>
Loosen upper plate by placing first finger on roof of plate and thumb over outer gum and gently release.	<input type="checkbox"/>	<input type="checkbox"/>
Loosen lower plate by placing finger inside lower plate and thumb on outer gum and gently release.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to put dentures in cup with lukewarm water.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to put denture cleaner on tooth/denture brush.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to clean dentures with tooth/denture brush. Hold the dentures firmly as they are cleaned.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to rinse dentures and storage cup.	<input type="checkbox"/>	<input type="checkbox"/>
Put dentures in empty cup.	<input type="checkbox"/>	<input type="checkbox"/>

Teach or assist the individual to rinse mouth with water and/or mouthwash.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to use a soft brush to clean the mouth and tongue while observing the condition of the mouth, gums, and lips.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to apply denture adhesive to the dentures.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to insert the dentures into the mouth, pressing gently, but firmly in place.	<input type="checkbox"/>	<input type="checkbox"/>
Teach or assist the individual to return equipment to proper storage place.	<input type="checkbox"/>	<input type="checkbox"/>
Remove and dispose gloves.	<input type="checkbox"/>	<input type="checkbox"/>
Wash hands.	<input type="checkbox"/>	<input type="checkbox"/>
Thank the individual for their cooperation.	<input type="checkbox"/>	<input type="checkbox"/>

DRAFT