

Personal Presentation & Personal Hygiene

Personal hygiene involves ensuring ourselves and our clothes are clean and is one of the most effective ways to protect ourselves, and others, from illness. When thinking about personal hygiene it is important to recognise that not all the routines or steps listed below may apply. Personal hygiene is exactly that... personal. We have tried to include some of the more common activities and routines.

Many other hygiene routines are linked to personal decisions about how you maintain your personal appearance. For example, some men choose to grow a beard, goatee, sideburns or a moustache. Others choose to be clean shaven. Each choice will usually have a corresponding hygiene routine to maintain.

The information below is neither prescriptive nor exhaustive. It is included to assist you to identify and prioritise what learning areas, skills and goals are important to you.



Scary Questions

By the time _____ is _____ I/he/she will be:

1. Managing and maintaining my/his/her personal hygiene
2. Selecting, purchasing, cleaning, maintaining and wearing clothes and accessories appropriate to the situation/occasion (home, work and in the community)

Functional Skills Checklist

| Goal | Current Skill Level* | Priority | Plan to start by | Notes (including target dates) |
|-------------------------------------------------------------------------------------------|----------------------|----------|------------------|--------------------------------|
| Basic hygiene | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Manages own toileting needs | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Washes hands after toileting, before cooking, after eating, etc. | 1 2 3 4 5 6 | | | |
| Morning Routine | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Wakes up at appropriate time (with alarm) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Takes shower (every day - either evening or morning) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Hangs up towel | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Puts dirty clothes in laundry hamper/basket | 1 2 3 4 5 6 | | | |

* **Skill Level** (circle current skill level)

1 Cooperating: Accepting assistance

3 Consolidating: Practicing a skill

5 Transferred: Use a skill across situations

2 Beginning: Attempting a skill

4 Established: Consistently demonstrate a skill

6 Full Responsibility for using and maintaining an activity/ sequence

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|------------------------------------------------------------------------------------------------------------------|----------------------|----------|------------------|--------------------------------|
| <input type="checkbox"/> Attends to skin care requirements (cleanse, tone, moisturise, shave, put on make-up...) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Applies sun block, moisturiser, makeup, deodorant, aftershave... | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Puts on clean socks and underwear | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Chooses clean clothing appropriate for weather | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Chooses clothing appropriate for setting/activities | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Dresses independently | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Selects and puts on watch, jewellery, accessories | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Brushes/combs hair (uses/applies hair ties or products) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Makes bed | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Prepares and eats breakfast | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Cleans up breakfast dishes (washes up/ stacks dishwasher...) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Brushes teeth (toothpaste, floss, mouthwash) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Prepares bag/backpack with items for the day (including wallet, keys etc.) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Puts on shoes | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Turns everything off before leaving | 1 2 3 4 5 6 | | | |

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| <input type="checkbox"/> Secures the house/locks doors | 1 2 3 4 5 6 | | | |
| Other regular personal hygiene activities (not necessarily daily) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Shampoos and conditions hair | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Clips fingernails and toe nails | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Shaves/waxes - legs, bikini line, underarms, chest... | 1 2 3 4 5 6 | | | |
| Time Management | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Schedules haircut | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Takes medication (if and as required) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Negotiates use of shared bathroom (unsure) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Identifies timeframes required to complete different task | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Establishes and maintains daily hygiene routine | 1 2 3 4 5 6 | | | |
| Privacy | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Understands need for privacy for some activities such as dressing, bathing, showering and toileting | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Identifies situations when assistance from others may be required | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Develops strategies to maintain privacy (shut curtains while dressing, close bathroom door...) | 1 2 3 4 5 6 | | | |

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| <input type="checkbox"/> Recognises and understand the need to respect the privacy of others | 1 2 3 4 5 6 | | | |
| Periods | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Manages own menstrual needs | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Selects, purchases and restocks tampons/pads | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Understands and demonstrates appropriate personal hygiene routine for use and disposal of tampons/pads | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Maintains a record of periods | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Understands and identifies pre-menstrual symptoms | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Keeps a pre-menstrual symptoms diary, if required | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Develops a plan to relieve for relieving menstrual cramps, if appropriate | 1 2 3 4 5 6 | | | |
| Sex and Hygiene | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Identifies and implements habits and lifestyle practices that can prevent the transmission of sexually transferable diseases | 1 2 3 4 5 6 | | | |
| Laundry | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Uses the washing machine to wash clothes, bed linen, towels etc. | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Hangs up the clothes / uses clothes dryer | 1 2 3 4 5 6 | | | |

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| <input type="checkbox"/> Plans for possible changes in the weather (when to take washing off the line) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Folds clothes | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Irons clothes | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Mends clothes (buttons, hems...) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Puts away clothes | 1 2 3 4 5 6 | | | |
| Money Management (see separate Money Management section for additional information) | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Budgets, selects, purchases and maintains: | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Clothes | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Shoes | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Accessories | 1 2 3 4 5 6 | | | |
| <input type="checkbox"/> Personal hygiene products | 1 2 3 4 5 6 | | | |
| Other | | | | |
| | 1 2 3 4 5 6 | | | |
| | 1 2 3 4 5 6 | | | |

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One parent's advice

- Resist the temptation to assist your child in the bathroom at an age when he should be doing it himself.
- Make sure your child knows how to shower - ALONE. It is not a group activity.
- Make sure your child knows that showering is, however, a daily activity. It's also a rule. Make no exceptions to this rule.
- Wearing clean clothes is essential. Changing them everyday is important.
- Remember daytime is for being awake and night time for sleeping.
- My son... has been my best teacher. My first advice to you is to listen to your children. They will lead you.¹

¹ Simons, J A 2004, 'Thinking About Tomorrow: The Transition to Adult Life', *Disability Solutions Newsletter*. Vol. 6, Issue 1, pg.1, accessed 19/11/2007, www.disabilitysolutions.org/newsletters/volume6.html

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