



**Integrated Community Paediatric Services
Paediatric Occupational Therapy Service**

Worksheet I

Bathing

Area of Difficulty	Strategy	Tick when strategy has been tried and add comments.
<p>Child does not like bath time or struggles to transition in and out of bath time.</p>	<p>Ensure you and your child have a consistent bath time routine so they understand what is expected of them.</p> <p>Use a now and next board to support your child's understanding of the routine. See "Now and Next" board below.</p> <p>A social story can be used to support understanding of bath time, and what is expected of the child. See below for 'How to write a social story'.</p> <p>Use a motivating toy; children can help parents to choose a toy that they want to use in bath time only. The toy comes out in the bath, and then is put away again after bath time.</p> <p>Make the bathroom inviting for the child. You can play their favourite song or have pictures of their favourite characters on the walls.</p> <p>Use washable bath time crayons to increase the child's enjoyment of being in the bath and distract them where possible.</p>	
<p>Child does not like water on face with hair washing.</p>	<p>Children can wear hair washing visors / shower caps to protect their face and ears from getting wet during hair washing.</p> <p>Foamless shampoos can be used during bath time to make them easier to rub in and wash out. These can be found in stores or online.</p> <p>Dry rub in shampoo or spray in shampoo can be used outside of bath time if hair washing causes too much distress.</p> <p>www.completecareshop.co.uk</p> <p>www.boots.com</p>	

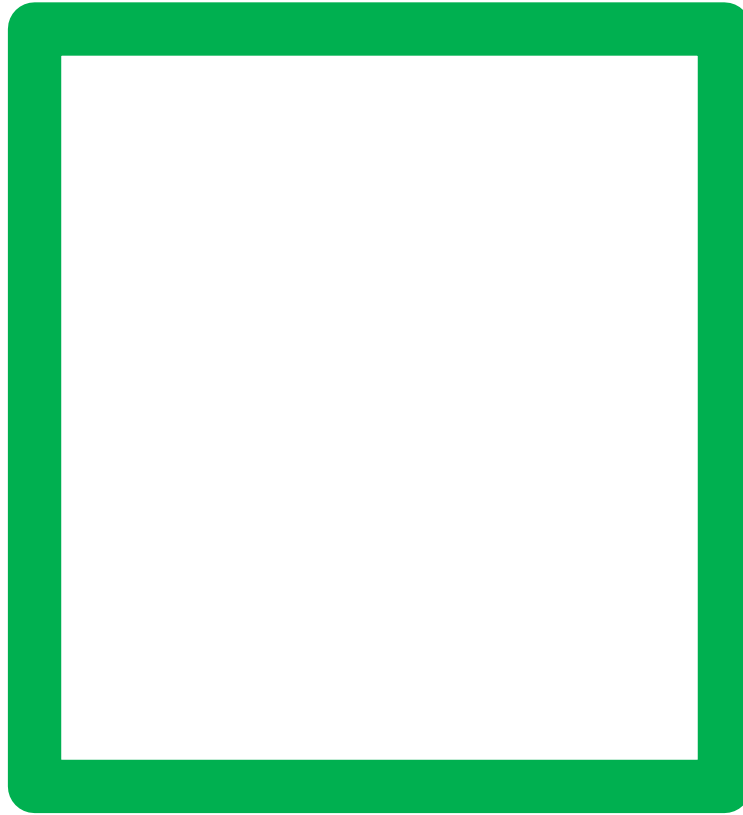
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<p>Child struggles to step in and out of the bath.</p>	<p>When able, support children to step in and out of the bath, with minimal adult support, to reduce manual handling demands on parents. Strategies include:</p> <ul style="list-style-type: none"> – Handhold of parent, or suggest child holds on to edge of bath. – Small steps can be purchased to support children stepping in and out of the bath. (If you have a small step that your child uses to access the toilet, you can use this). – Non-slip bath mats can be placed into the bath to reduce slipping when climbing in and out. 	
<p>Child struggles to sit independently in the bath.</p>	<p>If your child cannot sit independently long enough to have a bath, make sure you fully support them during bath time.</p> <p>For babies and younger children who do not yet have independent sitting balance, baby reclined bath support can be used:</p> <p>www.mamasandpapas.com</p> <p>www.argos.co.uk</p>  <p>For children who can sit for short periods, but need additional support in the bath, consider an upright bath support.</p> <p>www.kiddies-kingdom.com</p> <p>www.mamasandpapas.com</p>  <p>If your child has independent sitting balance, but slips down the bath, they should sit on a non-slip mat.</p>	
<p>Child is struggling to develop independence with washing themselves.</p>	<p>Practice songs and activities to support development of understanding and naming body parts.</p> <p>The Bath Song Original Kids Song Super Simple Songs - YouTube</p> <p>Demonstrate to your child which body part you want the child to wash.</p>	

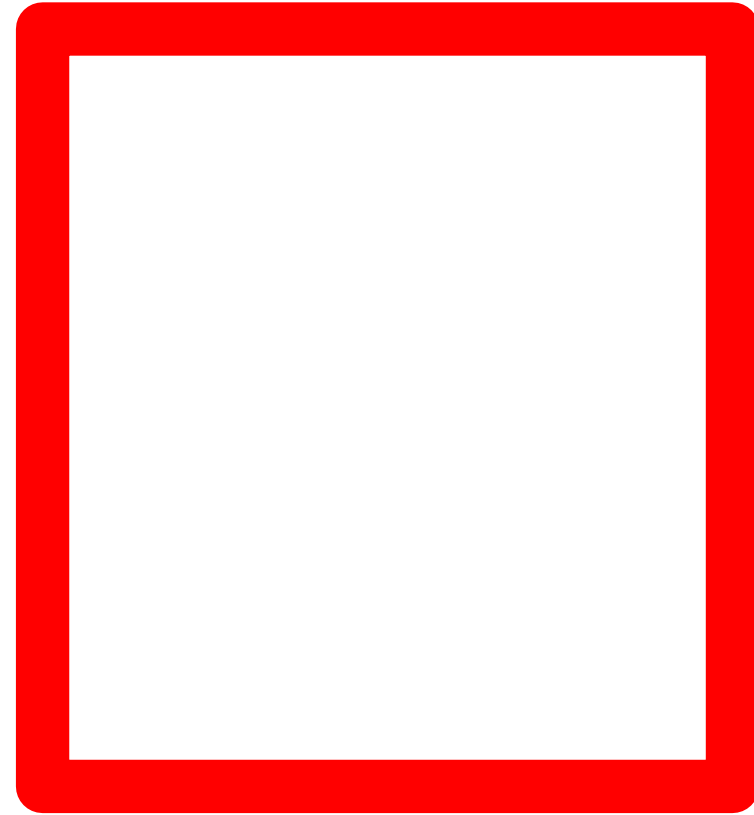
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	<p>Provide hand over hand support to show your child how to wash their hair and body parts.</p> <p>If possible, bathe with sibling of a similar age to help the child recognise body parts.</p> <p>Practice washing a dolly or teddy outside of the bath time.</p> <p>Make the activity easier at first; for example, parents / carers to place the soap on the flannel and wash harder to reach body parts, until child develops skills. Once your child has mastered one step, introduce another aspect of the routine e.g. putting the soap on the wash cloth.</p> <p>Long handled sponges can be used to reach body parts that are harder to access.</p> <p>www.completecareshop.co.uk</p> <p>Parent / carer to hold a mirror so child can see where they are washing.</p> <p>If your child showers, they may prefer to sit to wash harder to reach body parts if they feel off balance or unstable.</p> <p>Praise your child for attempting to wash themselves; use a sticker or reward chart after bathing.</p>	
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NOW



NEXT

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How to Write a Social Story

What are Social Stories and How Do They Help?

- Social stories were developed by Carol Gray in 1991 to assist individuals with Autism Spectrum Disorder (ASD) to develop greater social understanding.
- They were initially intended to be used with children at the 'higher functioning end' of the autism spectrum, but they have been successfully used with adolescents, adults and children without a diagnosis of ASD who may be socially immature.
- It is a short description of a particular situation, event, or activity (e.g. brushing teeth, saying thank you, thunderstorms, what to do when angry).
- They include specific information about what to expect and why; and how others may respond, helping to provide a framework for appropriate behaviour.
- They present information in a literal, concrete and accurate manner, which may improve the individuals understanding of a previously difficult or ambiguous situation.
- By increasing the child's understanding of the situation, it is hoped that their anxiety may be reduced.
- Social Stories can also help others understand the perspective of an autistic person and why they may respond or behave in a particular way.

How to Introduce a Social Story (based on Carol Gray's recommendations)

- Present the story to the child when everyone is feeling calm and relaxed.
- Be honest about why the story has been written i.e. explain to the child that 'I have written this story for you, it is about thunderstorms, let's read it together'.
- Review the story as often as required. Some stories will be reviewed initially once a day, others just prior to the situation for which they were written.
- Remain positive, reassuring and patient.
- Ensure the environment is quiet and use a calm/friendly tone of voice.
- Share the story with significant people i.e. the story could be reviewed with the child by a TA in school, especially if the story relates to school.
- Introduce one story at a time.
- As the child's behaviour improves or their anxiety reduces, the story could be faded out i.e. read every other day, then every third day and so on. You may just need to read the story again every so often if the situation/activity is predictable and is known to be occurring soon.

How to Write a Social Story

- A social story needs to have an introduction, body and conclusion and should use positive language (where possible, describe what should happen, rather than what should not).
- They should be as accurate as possible, words such as sometimes or usually can be used when an outcome is not guaranteed.
- Use the 1st person e.g. 'I will try to wait until morning before I get out of bed'.

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- The story should appeal to the interests of the person and should avoid words that may cause distress.
- Photographs, pictures or symbols can be used to reinforce understanding for younger children or those who have difficulty reading.
- Make sure the story has a title which clearly reflects the important concept of the story e.g. 'Washing My Hands'.
- Depending on the level of understanding of the child, the whole story may be on one page, or over a series of pages with one sentence and picture per page to make it easier to read.
- It can be useful to have a folder to keep the child's social stories in. This way you can refer back to them in the future if necessary.
- Social Stories are made up of several different types of sentences that are presented in a particular combination:

A **descriptive** sentence accurately describes the context, such as where the situation occurs, who is there, what happens and why. There should be at least 2, but no more than 5 of these sentences. E.g:

- Christmas Day is 25 December.
- Sometimes I get sick.
- My body needs food several times per day; just like a steam train needs coal to stay running.

A **coaching** sentence gently guides behaviour. There should only be one of these sentences. E.g:

- I will try to hold an adult's hand when crossing the road.
- It's ok to ask an adult for help with nightmares.
- When I am angry, I can take three deep breaths, go for a walk or jump on the trampoline.

- Carol Gray's, *The New Social Story Book*, 2015

Examples of a Social Story

*All children go to school to learn and have fun.
I go to school on the bus, because it is too far to walk.
When the bus arrives outside my house, my mum will help me to get on the bus.
My friends are on the bus, it is safe and a happy place to be.
The journey to school can be fun!
When I arrive at school an adult will greet me and we will walk to my classroom.*

*When I go out for a walk I need to stay safe.
To stay safe means that I won't get hurt.
To walk near a road is dangerous, so I need to hold a grown-up's hand to stay safe.
When I need to cross the road, I must stop at the side of the road.
I must use my eyes to look left and right and my ears to listen to make sure that there are no cars coming along the road. I must WAIT until all the cars have passed.
When I am sure there are no cars I must hold a grown-up's hand and walk across the road.*

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For More Information and Example Social Stories Visit:

- <http://carolgraysocialstories.com/social-stories/>.
- <http://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx> has a link to a list of apps which can help to create social story templates.
- Carol Gray's, 'My Social Stories Book', 2002 and 'The New Social Story Book', 2015