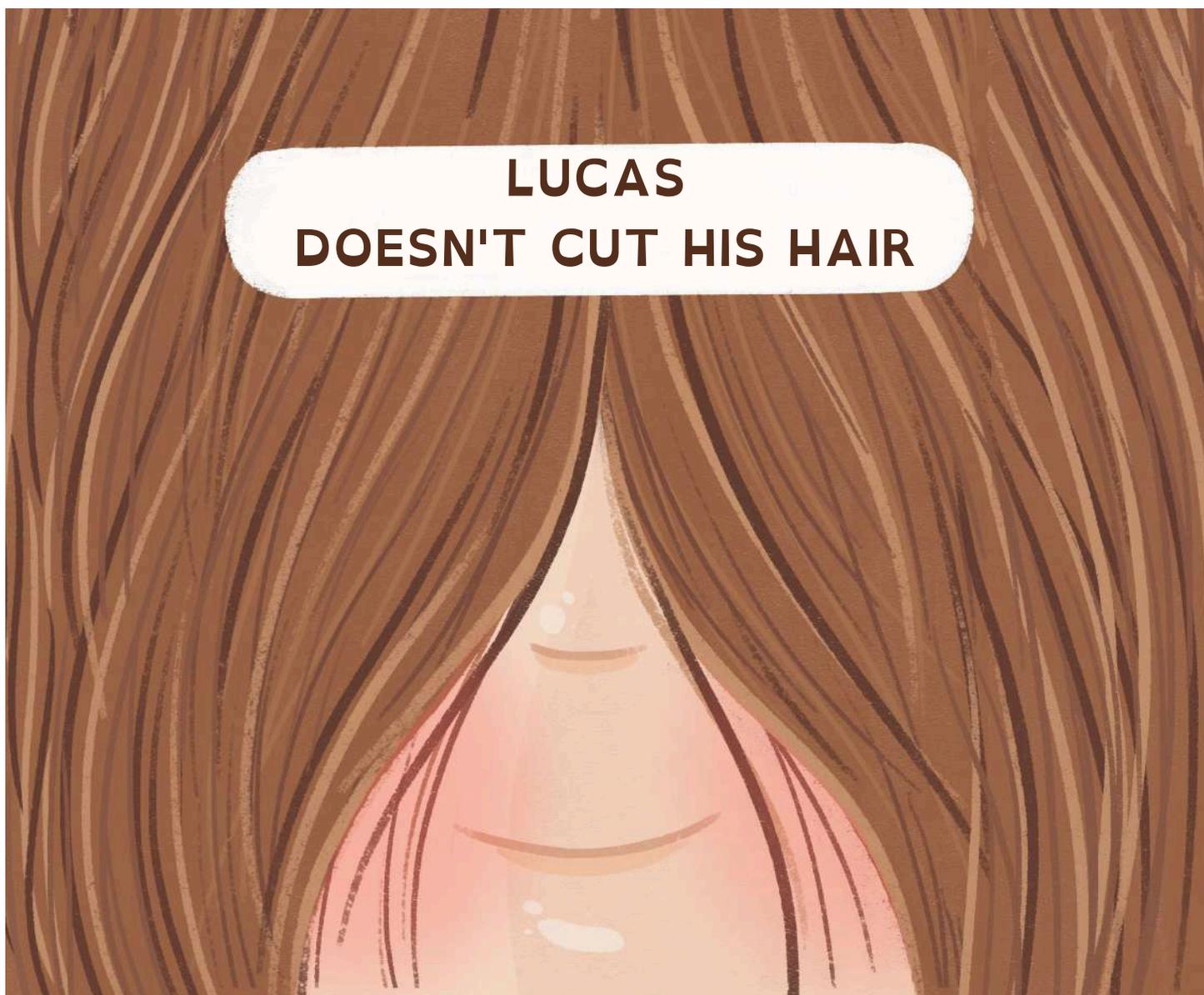


COLLECTION OF SUPPORTING MATERIALS

**LUCAS
DOESN'T CUT HIS HAIR**



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In this document, supporting materials aimed at family members and professionals are compiled for addressing situations similar to those described in the book “Lucas doesn't cut his hair”. This material includes information on strategies and techniques, guidelines, social stories, and pictograms, among other resources.

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1. RELAXATION TECHNIQUES

1.1. RELAXATION GAMES FOR AGES 2.5 TO 6:

When we talk about relaxing children aged between 2.5 and 6 years old, it is crucial to approach the act of relaxation as a game. This is why we can refer to these techniques as "relaxation games". By doing so, adults will shift the way we engage in dialogue with the child, and the child will also receive it with greater interest.

It is important to be aware that the goal we aim to achieve is not for the child to understand relaxation as a theoretical concept, but rather for them to become familiar with the practice through play and be able to apply it in situations when needed the most.

The practice of "relaxation games" will be carried out in calm places, such as in the bedroom before bedtime or at a time of day when we can have access to a quiet space. It is preferable for the child to be familiar with the games or stories beforehand so that when the need arises, we can use them effectively.

Understanding the child's attention and comprehension abilities is important to determine if they can grasp what is being explained. The age to initiate these games and have an impact is usually when language comprehension emerges, and there is potential reception of information. Therefore, we may not achieve a significant effect if the child is less than approximately two and a half years old.

1.1.1. The spaghetti

The practice of doing the spaghetti is very simple. It involves the child imagining a spaghetti, firm and straight. The idea is for them to mimic the tense position of spaghetti.

We will say to them: "Imagine you are a spaghetti about to enter a warm pot. All parts of your body will feel softer and bent"

1.1.2. The balloon

With the balloon, we can work on breathing by encouraging the child to mimic the action of inflating and deflating. We can take a balloon and show them that we are going to do the same thing by inflating our belly.

1.1.3. The butterfly

In the butterfly exercise, like the balloon, we will teach them to be aware of their breath through the imitation of animals or objects. In this case, the butterfly needs to take in air to fly (filling the belly with air), and when it flies (crossing arms in a hugging motion), it flaps its wings (fingers gently tapping the upper back).

Annex 1 includes the pictograms associated with these three relaxation exercises.

1.2. STORIES

Using stories to explain how the world works to children is highly enriching. When it comes to teaching relaxation, a great idea is to use stories in which the protagonists are animals that exhibit opposite ways of behaving based on their defining characteristics. An example of such a story is “The Tortoise and the Hare”.

In the story of “The Tortoise and the Hare”, we can have the child imitate both the hare and the tortoise, but always conclude the story with the more calm animal. We will draw a clear comparison between the two animals. In this case, the hare will move quickly, and breathing will be rapid, while the tortoise will be slow, its limbs moving slowly, taking short steps, and even speaking slowly.

Once the child understands the attitude of each animal, when we finish telling the story, we should end by adopting the personality of the calm animal. For example, we can tell them how the tortoise, after finishing the race, arrives home, breathes slowly and deeply, prepares to sit down, turns off the light, relaxes, and rests.

In the future, when the child feels anxious or restless, we can encourage them to embody the tortoise.



2. ROLE-PLAYING GAMES

2.1. GUIDELINES

Role-playing games are crucial for children, as they aid in learning and anticipating real-life situations. To encourage their participation in these games and help them prepare for the situation of going to the hairdresser and getting a haircut, the following strategies can be employed:

- It is preferable to start the game with external elements, such as toys, if the goal is to increase the experience of social situations that may not be pleasant for the child. Once the child understands the dynamics of the game and can anticipate situations in which they might feel uncomfortable, actions can be gradually introduced on their own body.
- The presentation of toys or game elements is important. Ensure that the child is familiar with some of them and uses them functionally. For instance, when playing hair salon with dolls, make sure the child knows how to feed the doll, comb its hair, dress it, etc. If not, start with these simpler tasks before moving on to more complex games.
- When the game involves real people, it's preferable to start by being the adult receiving the hairstyle or brushing, and then invite the child to perform the same actions.
- When the role-playing action is directed at the child, give them time and accept their limits regarding the actions performed, for example, a child may tolerate having their hair touched but not being combed, so respect their boundaries. In subsequent situations, you can invite the child to try brushing again.
- Regarding the game, it's better to begin with simple actions and gradually progress to more complex ones involving actions that may not be tolerable for the child. Start with activities like combing hair, and then expand to explore different hairstyles, simulate hair washing, increase dialogue, etc.
- In some cases, to enrich the game or facilitate anticipation of situations, explanatory materials, dialogue scripts, location panels, or hairstyle images can be used.
- Another activity to engage the child and involve them in decision-making is conducting small searches or investigations on the topic: types of haircuts, preferences, hairstyles of favourite characters, or people in their environment.
- Another action to gradually approach the real hairdressing experience is making a comparison with reality. Tell the child that you will check if you are playing correctly, going through all the steps, and having the right materials. With permission from the salon staff, compare real materials with toy ones, start a hairdryer to check the noise, observe someone getting a haircut, etc.

These strategies can be considered and adapted to various situations that may be complex or unpleasant for the child.

Annex 2 includes images associated with role-playing games.

2.2. EXAMPLE OF DIALOGUE

Customer (C): Hi. I wanted to get a haircut. Can you attend to me now, or do I need to make an appointment?

Hairdresser (H): Hi, I can help you now. What do you want to do?

C: I wanted to trim the ends a bit and get a hairstyle.

H: What kind of haircut do you want? (we can use images)

C: Short hair.

H: Okay. First, I'll wash your hair.

C: Alright.

H: Is the water, okay? Do you want it warmer?

C: This is fine, thank you.

H: Let's go to the chair, and I'll cut your hair.

C: Okay.

(...)

H: Is this okay, or do you want me to cut it more?

C: No, this is fine.

H: Now, I'll dry your hair.

C: Okay.

H: Is the air too hot?

C: A little.

H: Okay, I'll lower it.

C: Thanks.

H: Now it's time to style. If it tugs a bit, let me know, and I'll stop.

C: Okay.

(...)

H: All done, look in the mirror. Do you like it?

C: I love it.

H: I'm glad.

C: How much is it?

H: Two coins.

C: Here you go. Thank you very much. Goodbye.

H: Goodbye.

3. TACTILE STIMULATION

3.1. TACTILE STIMULATION STRATEGIES

Below are some activities that can be carried out to achieve greater acceptance of tactile stimuli.

During or after bath time:

- Utilize bath time to run different sponges, softer or coarser.
- Try drying with towels of different textures. It is interesting to dry the child by making small touches with a bit of pressure instead of rubbing.
- Incorporate hair styling and drying strategies during these moments.
- After the bath, give a relaxing massage, if tolerated. Preferably, apply gentle pressure in the movements, avoiding initial tickling.

During meals:

- Prepare simple recipes with dough, gelatine, ground meat, béchamel, egg, fruits, or spreads; for example, pizza dough, bread, cookies, meatballs, croquettes, fruit skewers, sandwiches, etc.
- Allow moments for experimentation with food: eating with hands, creating imaginary recipes by mixing foods, etc.

While playing:

- - Hide small toys in a container with rice, noodles, lentils, or similar, and have the child search for them. If the container is large, it may also allow for foot involvement. Another option is to use a portable children's pool, allowing full-body experimentation.
- - Engage in painting with shaving foam or finger paint, using hands or feet, or painting the body. There are textured paints available in the market, or they can be created by adding skin-safe products under supervision, such as sand, sawdust, salt, etc. Brushes or sponges with different textures can also be used to apply paint.
- - Play with playdough, kinetic sand, slime, modelling clay, clay, foam ball clay, or various similar options available in the market. Each of these elements introduces a novel texture, providing an opportunity to experiment and associate these textures with enjoyable moments. Many tutorials are available on creating some of these materials, making it a fun family playtime and enhancing exposure to textures, fostering acceptance of the final product.
- - Create a texture board displaying different textures familiar to the child, such as cotton, scrub, cloth, mesh, foam, aluminium, sandpaper, cardboard, etc. Explore these textures by touching with hands and feet, describing them, and reinforcing the learning of basic concepts.



-
- Develop a sack or bag containing different textures and objects, playing a guessing game to identify the object before pulling it out.

At the park:

- Play with sand, mud, grass, leaves, and other natural elements found in that environment.
- Explore balls with different textures for an interesting play experience.

In general:

- If the child begins to show signs of distress, engage in activities involving some force or pressure, such as jumping or running.
- It is crucial NOT to force the child to participate in the proposed activities; everything should be gradual, respecting the child's pace and tolerances.

3.2. HAIR STYLING AND DRYING GUIDELINES

Many children may resist daily hygiene tasks such as hair styling or drying. Below are small practices that can be implemented in case of resistance, and how to achieve gradual usage.

- We inform the child in advance about what will happen, either verbally or through images.
- If using images for anticipation, it's advisable to have them in the area where the task is performed for small reminders or step-by-step guidance.
- In addition to progression and anticipation, it's essential to carry out a brief body and head desensitization. This can follow the recommendations provided in the "Tactile Stimulation Strategies" text.
- Hair styling or drying does not need to take place in the bathroom; it can start in a comfortable and calm space.
- To facilitate adaptation to brushing or drying, inform the child beforehand about using the brush or turning on the hairdryer, using simple phrases like "ready, set, go" or "one, two, three," making it a playful activity. They can even press the hairdryer button as part of the game.
- To anticipate the duration and completion of activities, once the child tolerates brushing or drying a bit, engage in a small countdown to help them know when the task ends. Start counting to 3, gradually increasing to 10 or the necessary number.
- If the child refuses assistance, hand them the brush or hairdryer for self-action.
- If resistance extends to the object itself (brush or hairdryer), initiate a progressive desensitization to the object.

-
- For the brush, gradually approach it to the child during playtime, allowing them to touch and experiment with it.
 - For the hairdryer, as noise might be bothersome, follow a sequence while the child is peacefully playing:
 - o Tolerate the hairdryer in the room.
 - o Tolerate the hairdryer close to them.
 - o Touch or hold the hairdryer to move it.
 - o Tolerate the hairdryer running while engaged in a play activity.
 - o Tolerate the hairdryer running close to him.
 - Also, we must not forget that sometimes the bristles of brushes can be too harsh. We can start the hair styling process with brushes with softer bristles. In this case, it's more important for the child to gain acceptance of the brush or similar tools than achieving a perfect brushing. Gradually, as the acceptance of the comb increases, we can focus on improving the actual styling.
 - Additionally, we should be mindful of the power or temperature of the hairdryer. Lower power settings may result in less noise from the hairdryer. The air temperature also plays a role, and a moderate or low temperature may be more acceptable for the child.
 - Lastly, it is advisable to use hygiene products that facilitate brushing, preventing tangles. During brushing, tugs may occur, which may not be pleasant for the child and can reinforce a dislike for hair styling."

In Annex 3, the social story for hair styling is included, and in Annex 4, the social story for hair drying is provided.



4. ANTICIPATION

Anticipation is the act of preparing for an event before it occurs. In the case of children, it involves getting them ready and informing them that something outside their routine is going to happen.

It entails establishing a visual schedule that represents activities or tasks using visual supports or pictograms, with the ultimate goal of reducing stress and anxiety and thereby improving learning and behaviour. It is highly beneficial for children to understand their daily routines in familiar environments (home, school, etc.) and in unfamiliar settings. It is based on breaking down tasks into different steps to facilitate learning for children.

In Annex 5, a hair salon pictogram is included.

4.1. ANTICIPATION CALENDAR

In Lucas's case, the use of an anticipation calendar is recommended. This provides the opportunity to remind him of actions or situations associated with an event on a specific date (typically outside his routine) and thus organize a response. An example would be marking on a calendar the date when Lucas has a hair salon appointment.

Annex 6 includes an example of an anticipation calendar.

4.2. SOCIAL STORY

An example of anticipation would be the use of a Social Story: an individualized, short narrative with visual supports or pictograms used to explain in detail and clarify specific social situations that may be challenging or confusing for children. It helps them anticipate how to react and/or behave in a particular unfamiliar situation.

In Lucas's case, the use of a social story is recommended to enhance his understanding and reduce anxiety.

Annex 7 includes a social story.



5. ACCOMPANYING STRATEGIES

The adult accompanying the child during the haircut is an important factor in the process. By considering certain aspects, anticipating challenges, and having a set of tools on hand, we can address potential difficulties in a secure manner. The following are strategies for accompanying the child in this endeavour.

Firstly, it is essential for the child to be familiar with the place where the haircut will take place. There are times of the day when there tends to be more people. The salon staff can provide this information to help schedule a quieter time, aiming to minimize stimuli unrelated to the task for the child.

Informing the hairstylist about the child's characteristics helps them feel more at ease and secure. Sharing information with the environment facilitates actions such as greeting the stylist, trying out the haircut chair, getting acquainted with the hairstylist's tools (when not in use), etc.

To help the child understand the process in a simpler and more visual way, a social story can be prepared. This story uses pictograms to depict the entire activity and is introduced well before the activity begins. For instance, showing the social story at a specific time of the day, explaining each step, can make the child feel more relaxed.

Providing instructions to the child on what to do in stressful situations can be helpful. For example, "If Lucas feels nervous during the haircut, Lucas can hold mom or dad's hand" or "If Lucas is anxious when the hairdryer turns on, Lucas can say STOP."

The approach to the haircut activity should be gradual. The child sets the pace, and if at any point it seems challenging for them, the demands should be reduced. For example, if Lucas enters the salon but refuses to sit, showing signs of nervousness, we can visit the salon and greet the stylist until Lucas feels ready to sit in the chair. Once he is seated, we move on to the next step, always observing the child's emotions.

Having different strategies and materials is crucial. One thing that can reassure the child is having access to their favourite toys. Before leaving home, we can encourage them to gather some toys and objects in case they want to turn to them at any moment. For instance, if Lucas is seated for the haircut but becomes restless when the hairstylist takes the scissors, we can ask, "Lucas, would you like a toy from your backpack?" while offering the backpack."

We have to try to anticipate possible behaviours that may impact or set us back in the process. Knowing the signs of stress, nervousness, frustration, or discomfort allows us to prevent many situations. In case we notice that the child is becoming restless, we can acknowledge their nervousness and offer an alternative. 'Lucas, your feet are moving a lot, do you want us to turn off the dryer for a while?' If the child is unable to respond at that moment, we can directly ask the salon staff to turn off the dryer and wait for them to relax.

In general, it is important to address the child in a clear, precise, and calm manner, using short sentences with concrete terms, employing positive language, speaking calmly with minimal gestures, in the calmest environment possible, talking at their eye level with eye contact, making sure they understand what is happening. We adapt to their processing pace and give them time. We validate their emotions, showing understanding for their anger, fear, etc., accompanying them and naming what they feel, and being by their side.

We include them in the process of finding solutions by presenting options and allowing the child to choose one of them.



6. INSECURITY STRATEGIES

Lucas is a child who faces considerable difficulty with getting a haircut. In this section, we will address the emotional insecurity that Lucas exhibits towards activities that, at first glance, are stressful for him and his family.

As seen in the story, Lucas doesn't want to go to the hair salon; in fact, he doesn't even want to enter that place due to the fear he experiences from the stimuli encountered during the activity.

In this case, we can help Lucas feel more secure in himself. All children can feel insecure about certain activities, so it's important to praise the small achievements that occur. "Lucas, we passed by the hair salon, and I see you calm; you did very well". This can help Lucas feel confident. We should avoid criticizing or focusing on negative behaviours: "Lucas, I saw that you got very nervous when we passed by the hair salon" or "Lucas, once again, you didn't want to enter the hair salon". If we want Lucas to trust himself, we must convey that we trust him.

We should try to give him age-appropriate responsibilities and set achievable challenges. Lucas is small, and he probably needs a little help at times. A gesture of affection can make him feel more secure and convey that he is not alone in facing this difficulty. "Lucas, if you feel scared, you can hold dad's hand; he's here with you" We should encourage his autonomy but acknowledge that he may need our help and support at many moments.

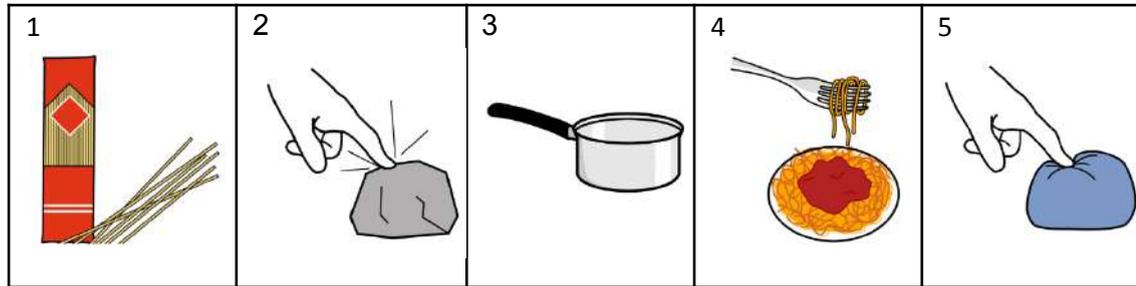
Likely, Lucas won't achieve the proposed challenges on the first attempt, and therefore, it's important to minimize failures. Children need to experience failure and tolerate frustration in situations or games that don't always go well, but we should also see it as a challenge. "Lucas, today we got almost to the hair salon; what do you think if tomorrow we run past it?" Even asking him what the best option is to get a bit closer. "Lucas, what could we do tomorrow to get a little closer to the hair salon?"

In another section, we address play more specifically, but we can consider using these strategies while playing with the child at home. We can also teach them to laugh at ourselves and thus boost their self-esteem. Dancing, playing, jumping, laughing, dressing up – teaching them to have fun can decrease their rigidity in new situations shared with other people and children.

Finally, the discourse we use as adults and children towards failure is usually negative. Negative thinking and self-reinforcement can also be trained, allowing us to give positive messages to ourselves. We can start by changing or modelling "I couldn't enter the hair salon" to, "I tried" or "I can't" to "What if I try?"

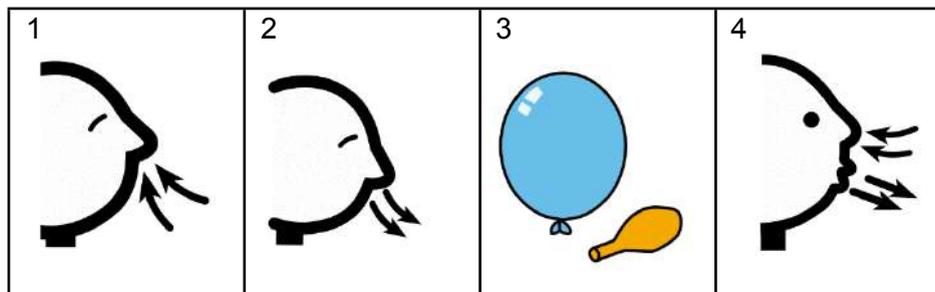
ANNEX 1: RELAXATION TECHNIQUES ASSOCIATED PICTOGRAMS

Spaghetti technique:



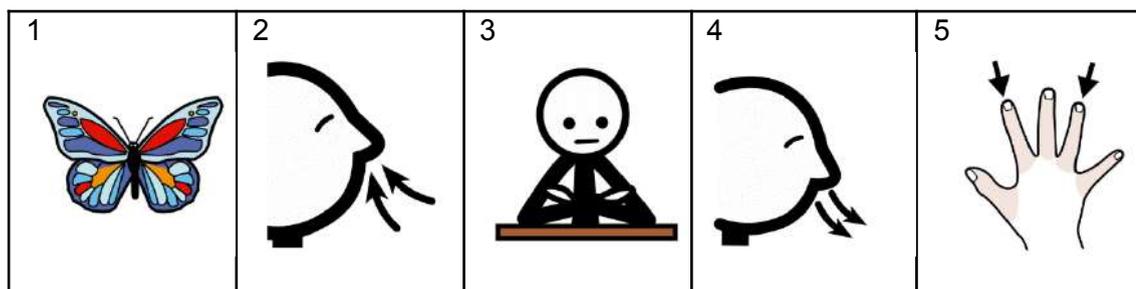
"WE'RE A HARD SPAGHETTI, LIKE A STONE; HEAT US UP, AND WE BECOME SOFT"

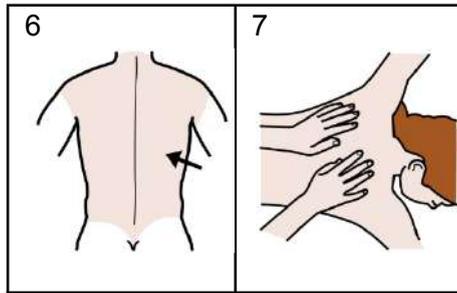
Balloon technique:



"WE TAKE A BREATH, INFLATE LIKE A BALLOON, AND RELEASE THE AIR TO DEFLATE."

Butterfly technique:

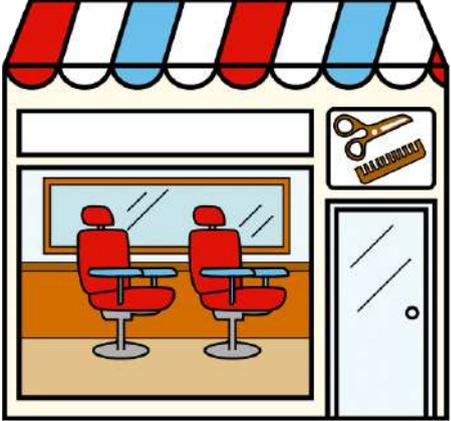
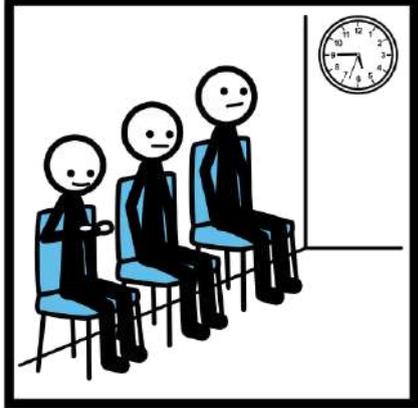




"WE TAKE A BREATH TO FLY LIKE A BUTTERFLY, CROSS OUR ARMS WHILE EXHALING, AND MASSAGE THE BACK WITH OUR FINGERS."

ANNEX 2: IMAGES ASSOCIATED WITH ROLE-PLAYING

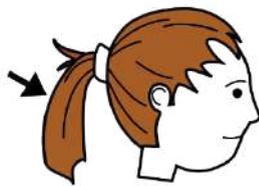
WE PLAY HAIRDRESSER

	
<p>HAIRDRESSER</p>	<p>WAITING ROOM</p>
	
<p>WASHING AREA</p>	<p>CUTTING AND DRYING AREA</p>

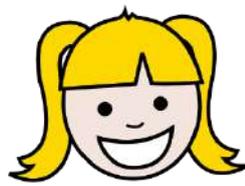
MATERIAL TAGS

				
COMB	SCISSORS	SHAMPOO	DRYER	RAZOR

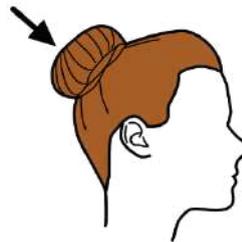
WHAT HAIRSTYLE DO YOU WANT?



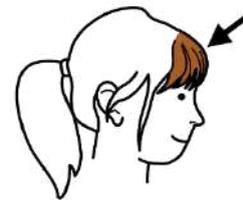
PONYTAIL



TWO
PONYTAILS



BUN



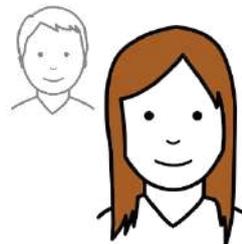
BANGS



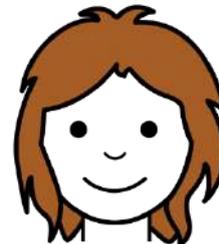
BRAID



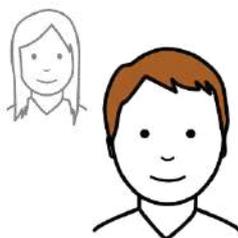
HEADBAND



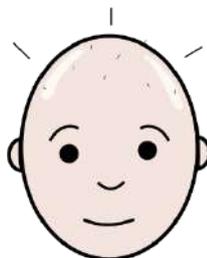
LONG HAIR



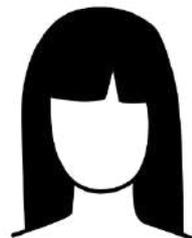
MANE



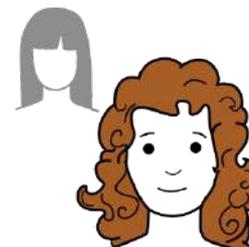
SHORT HAIR



SHAVED



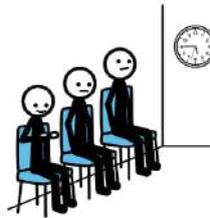
STRAIGHT
HEAR



CURLY HAIR

SEQUENCE:

1° WAIT



2° WASH



3° PUT ON THE
CAPE



4° CUT



5° COMB



6° DRY



7° MIRROR



ANNEX 3: SOCIAL STORY FOR HAIR STYLING

1°



TAKING



THE COMB

2°



I COMB MY HAIR



SEVERAL TIMES

3°



IF I GET NERVOUS



I STOP



AND BREATHE

4°



**I COMB MY HAIR
AGAIN**



I STOP



WHEN I NEED TO

ANNEX 4: SOCIAL STORY FOR HAIR DRYING

1°



I TAKE



THE HAIR DRYER



AND TURN IT ON

2°



IT MAKES A LOT OF
NOISE

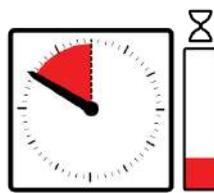


BUT I AM CALM

3°



I DRY



A LITTLE



MY HAIR

4°



IF I GET NERVOUS



I STOP



AND BREATHE

ANNEX 5: HAIRDRESSER PICTOGRAM



ANNEX 6: ANTICIPATION CALENDAR

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
						



ANNEXES



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ANNEX 7: SOCIAL STORY ANTICIPATION



**ON THE
APPOINTED
DAY,**



WE WILL GO



**TO THE
HAIRDRESSER.**



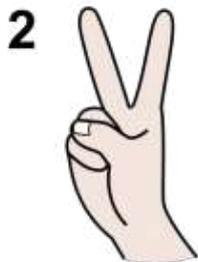
FIRST



**WE WILL WAIT
OUR TURN**



QUIETLY.



SECOND



**THEY WILL
PLACE**



**A TOWEL ON
YOU**



**AND WASH
YOUR HAIR.**



THIRD



**THEY WILL CUT
YOUR HAIR**



WITH SCISSORS



OR A MACHINE



WE ARE



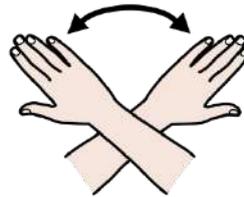
CALM



FOURTH



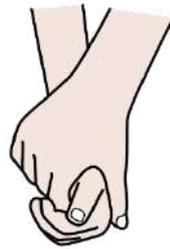
**THEY WILL DRY
YOUR HAIR**



AND IT'S DONE.



**IF I GET
NERVOUS**



**I HOLD THE
HAND**



**OF MY
COMPANION**

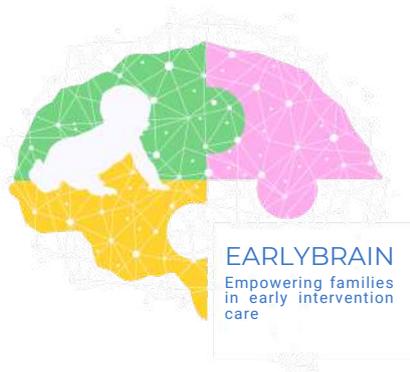


**IF I GET
NERVOUS**



I STOP





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