The Haircut
Helping Individuals to Overcome Barriers to their Hair Care.

Victoria Navin
Health & Safety Disclaimer

The Haircut - A Rhyming Multisensory Poem Copyright © Victoria Navin 2020 All Rights Reserved.

⚠ Please read the health & safety information below prior to engaging in any of the activities.

The author has used their best efforts in preparing this story and makes no representation or warranties with respect to the accuracy, applicability, fitness or completeness to the contents. The information in this story is for pleasure and educational purposes only. If you wish to apply any ideas contained in this book you are taking full responsibility for your actions. If you are in any doubt regarding undertaking any activity or using a prop then seek advice before starting.

⚠ The activities are not advisable for children under the age of 3.

⚠ These activities are designed to be led and supervised by a responsible adult at all times.

⚠ Be aware of choking hazards.

⚠ Check the ingredients in any items you may be using for potential food or skin allergies or reactions. If you see any signs of redness, swelling or other symptoms of a suspected reaction seek immediate medical advice.

⚠ The interactions should be led by the story participant who should be allowed to participate without expectation. Never force stimuli and stop the activity if the story participant shows signs they are not enjoying the activity.
How to Tell a Multisensory Poem

Choose a quiet, distraction free place that is comfortable for you and the story participator, who from now on, for ease of reading, I will refer to as the 'learner'.

Set out your resources where they are easily accessible to you but out of reach and sight of the learner.

Place the first story prop into the story bag.

The story is set out in a three column table format:

<table>
<thead>
<tr>
<th>STORY</th>
<th>PROP</th>
<th>SENSORY EXPERIENCE</th>
</tr>
</thead>
</table>

Read each sentence of the **STORY** slowly and clearly, introducing the story **PROP** as the corresponding word (highlighted in **red** lettering) of the sentence appears. Provide the **SENSORY EXPERIENCE**.

Allow the learner time to engage their senses exploring the prop and to process the sensory experience. This will give you plenty of time to place the next prop into the story bag.

Use a variety of facial expressions, gestures and animated voices to add interest and communicate meaning.

Work through the story at the learner's pace. It should be a relaxing and enjoyable experience for you both. You do not have to complete the story in one sitting. You can explore one or two sentences adding to the story in the next sitting. It may take several sessions to complete the story.

Repetition is the key! The more exposure the learner has to the story, the more familiar they will become with it.

Focus on having fun and it will become an educational experience!
### The Haircut – Hair

<table>
<thead>
<tr>
<th>Story</th>
<th>Prop</th>
<th>Sensory Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>My <strong>hair</strong> is growing so long that it's going in my eyes</td>
<td>Makaton sign for <strong>hair</strong></td>
<td>To sign <strong>hair</strong> using Makaton, use your finger and thumb and pick up a piece of your hair.</td>
</tr>
<tr>
<td>'I think it's time to get it cut' says Dad, he's really wise.</td>
<td><strong>Wig</strong></td>
<td>Present the <strong>wig</strong> to the learner for them to explore.</td>
</tr>
<tr>
<td></td>
<td><strong>Doll</strong></td>
<td>Present the doll with her <strong>hair</strong> loose and untamed covering her eyes.</td>
</tr>
</tbody>
</table>

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### The Haircut - Barber's Shop

<table>
<thead>
<tr>
<th>Story</th>
<th>Prop</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The barber's shop is light and bright and <strong>smells</strong> a little funny</td>
<td><strong>Hairspray</strong></td>
<td>Spray a little <strong>hairspray</strong> on the doll's hair for the learner to smell.</td>
</tr>
<tr>
<td></td>
<td><strong>Doll</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Shampoo</strong></td>
<td>Open the lid of the <strong>shampoo</strong> and waft for the listener to explore the perfumed, fresh scent.</td>
</tr>
<tr>
<td>Story</td>
<td>Prop</td>
<td>Sensory Experience</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>The barber is kind and friendly as he sits me on a chair</td>
<td>Booster seat</td>
<td>Boost the learner’s sitting height by placing a cushion, pillow or wedge on their chair.</td>
</tr>
<tr>
<td>I feel like I am flying as it pumps up in the air!</td>
<td>Cushion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wedge</td>
<td></td>
</tr>
</tbody>
</table>
### The Haircut - The Cape

<table>
<thead>
<tr>
<th>Story</th>
<th>Prop</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The barber offers me a cape he says it's good to wear it if can</td>
<td>Cape or silky material</td>
<td>Explore how light and soft the silky material of the cape is.</td>
</tr>
<tr>
<td>I slip it on, and instantly, I feel like superman!</td>
<td></td>
<td>Self-care skills. Can the learner dress themselves in the cape?</td>
</tr>
</tbody>
</table>

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### Story

He **mists** water on my hair, to make slightly damp

Then asks if I just want a trim or a total style revamp!

### Prop

<table>
<thead>
<tr>
<th>Comb/brush</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doll</td>
</tr>
<tr>
<td>Mirror</td>
</tr>
</tbody>
</table>

### Sensory Experience

Model **misting water** from the water sprayer onto the doll’s hair.

Can the learner copy the action?

Will the learner tolerate water being **misted** onto their hair?

Can the learner use the water sprayer to **mist** water onto their own hair?
### The Haircut - Comb & Scissors

<table>
<thead>
<tr>
<th>Story</th>
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</tr>
</thead>
<tbody>
<tr>
<td>He says he has to touch my head so he can cut my hair.</td>
<td>Comb/brush</td>
<td>Present the comb/brush to the learner to explore.</td>
</tr>
<tr>
<td>Shows me his comb and scissors and says we must take care.</td>
<td>Doll</td>
<td>Can the learner comb the doll’s hair?</td>
</tr>
<tr>
<td></td>
<td>Mirror</td>
<td>Will the learner let you comb their hair?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practice independent skills. Can the learner comb their own hair. Provide a mirror so they can see their reflection.</td>
</tr>
</tbody>
</table>
### The Haircut - Clippers

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>I hear some noises, <strong>scissors</strong> clip and clippers <strong>buzz</strong></td>
<td>Comb, Greaseproof, Paper, Doll, Scissors, Mirror</td>
<td>To sign scissors using Makaton, make a cutting motion using your index finger and thumb.</td>
</tr>
<tr>
<td>I watch my hair fall to the floor in small tufts of fuzz.</td>
<td></td>
<td><strong>⚠️</strong> Model using the scissors to cut doll's hair.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrap the greaseproof paper around the comb and blow to make a buzzing noise like the clippers.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Can the learner imitate this action to make the noise?</td>
</tr>
</tbody>
</table>
## Story

The barber says words to me to keep me safe like ‘Hands on your lap, Head up, Keep still’

He tells me that if I want to stop, just tell him and he will.

## Prop

<table>
<thead>
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</table>

## Sensory Experience

Sit the learner in front of the mirror

Encourage them to practice following your instructions, back up using sign language.

‘Hands on your lap’

‘Head up’

‘Keep Still’
### Story

It's my choice, but if I like, he will dry my hair

With a big hairdryer that blasts out fast, warm air.

### Prop

- **Hairdryer**
- **Doll**

### Sensory Experience

- **Model drying the doll’s hair with the hairdryer.**
- **Can the learner copy the action?**

Starting on a speed setting, direct the air from the hairdryer around the learner.

Gradually increase the speed setting.

Build the learner’s tolerance to the warm air by directing the it at hands or feet until they are comfortable with the air blowing on their hair.
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</thead>
<tbody>
<tr>
<td>The barber sweeps a <em>soft brush</em> across my neck to remove any loose hair.</td>
<td><strong>Soft Shaving Brush/Makeup brush/Paintbrush Doll</strong></td>
<td>Present the <em>soft brush</em> to the learner to independently explore.</td>
</tr>
<tr>
<td>My hair cut over; he says, 'Well done!' then lowers down the chair.</td>
<td></td>
<td>Build their tolerance to have the back of their neck brushed by sweeping the brush over their hands, arms or feet first.</td>
</tr>
<tr>
<td></td>
<td>If earlier in the story you placed a cushion or seat bolster on the chair of the listener, then remove it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Remove the cape</td>
<td></td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>I look into the <strong>mirror</strong> and admire my new haircut</td>
<td><strong>Two Mirrors</strong></td>
<td>With the learner looking into one <strong>mirror</strong>, hold a second <strong>mirror</strong> behind their head so they can see the back of their head.</td>
</tr>
<tr>
<td>'I'll see you soon' the barber says and out of the shop I strut!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Multisensory Stories & SEN

Storytelling in a SEN setting builds a bond between the storyteller and the listener, enhancing wellbeing and enriching their experiences. It builds trust and aids understanding and communication, social emotional development.

Sensory stories are an excellent motivating tool for encouraging alternative communication systems. non-verbal, early communication skills, Makaton, BSL, body sign, choose boards, and to facilitate PECS exchanges.

Additional learning is enhanced through the development of turn taking skills, building tolerance, attention skills and sharing. Other learning outcomes are the skills of shared attention, increased engagement, achievement of learning targets, reduction in unwanted behaviours, social interaction and helping individuals to overcome barriers through a safe environment.

Observing reactions to a range of sensory stimuli enables you to build a picture of an individual’s sensory preferences. This record of likes, dislikes, motivators and triggers can help parents, carers and teaching staff make informed choices to enhance daily life in areas such as diet, sensory needs, care plans, daily activities and leisure activities.

This story will build the learner’s confidence to explore new and unfamiliar sensory experiences. Repeating the story in a safe and comfortable setting, can help the learner to become gradually desensitised to the props, helping to prepare the listener for visits out of their daily routine, in this case, an appointment or encounter with the barber.
A quick search on the internet will provide you with access to a library of free audio clips and sound effects. These can be played via your phone, iPad, Kindle or recorded to be played back on a Dictaphone or Talking Tile, Multi Memo Recorder or other device.

- Play barber shop/hair salon themed sound effects for the learner to experience e.g. scissors snipping, clippers buzzing, a hair spray canister being sprayed, hairdryer, people chatting, a telephone ringing, the radio playing in the background, water being sprayed from a bottle.

- Can the learner communicate a request for 'more' to listen to a motivating sound again?
- Can the learner activate the listening device independently?
- Can the learner imitate the noise?
- Can the learner correctly identify the sound?
- Experiment with different levels of sound.
Role play is a crucial part of development providing opportunities to practice imaginative play, communication and language skills building narrative thought acting out scenarios.

▷ Set up a hair salon or barbers’ shop by placing a chair and desk or small table in front of a mirror. Use cushions as a seat bolster.
▷ Provide a cape or silky material, towels, a water sprayer, brushes, combs, spray on colours, bobbles, clip on hair pieces, ribbons, clips and rollers for exploration.
▷ Provide a style head’ such as ‘Girls World’, dolls or mop heads.
▷ Encourage students to work together in pairs or groups with different roles in the salon e.g. the receptionist booking appointments, the hair stylist, the client and the junior making drinks and keeping the salon tidy. This sharing of roles and turn taking will develop awareness of others’ thoughts, feelings and opinions.
▷ Can students make badges to identify their different job roles?
▷ Setting up a barber shop role play area provides an excellent opportunity to work with money, whether it is calculating change and devising a price list for services. They could set up an area to sell products (shampoo, conditioner etc).
▷ Booking appointments presents opportunities to practice time.
▷ Role play also provides an excellent opportunity to facilitate PECS exchanges.
**Hairstyle Pictures**

Practice fine motor skills manipulating playdoh or wool into different hairstyles and affixing them to laminated photos of the learner or different ‘clients’.

Can the learner weave ribbons into the playdoh or wool?

**Paperplate Haircuts**

This activity will promote creativity, fine motor development and scissor skills.

**You will need:**

Paper plates ✔

Crayons/felts/coloured pencils ✔

Safe Scissors ✔

**Method:**

Draw a face onto the paper plate.

Cut the outer ‘frilly’ edge of the plate 3/4 around until you are left with a piece along the top.

Use the pencils/crayons/felts to colour the hair then experiment cutting the ‘frill’ of the plate into different styles.
Grass Heads

This is a fun activity that will connect individuals to horticulture in a fun way as they watch the hair sprout in a short period of time.

You will need:

✔ Tights
✔ Cress or Grass Seeds

Method:

✔ Cut the foot end off the tights.
✔ Place the cress/grass seed at the toe end of the tights.
✔ Fill with soil.
✔ Secure with a knot.
✔ Rest on a mug so the seeds end is pointing upwards.
✔ Keep well watered.

When the grass ‘hair’ grows students can practice cutting it using scissors.

Experiment using different containers:

♀ Clean, coconut shells make excellent eco-friendly containers for grass heads.
♀ Empty clean egg shells are ideal as they can sit in an egg cup and the face can be draw onto the egg shell.
**What is a Multisensory Story?**

A multisensory story immerses the listener by telling a story using words and sensory stimuli (story props), connecting the individual to culture and literature in a way that is motivating and meaningful to their lives.

**Who Are Multisensory Stories For?**

Multisensory stories are aimed at individuals with special educational needs and learning disabilities from curious preschoolers to teenagers with complex needs. The stories form an excellent base on which to scaffold learning providing opportunities for the individual to work towards their personal learning goals and targets. The stories are also suitable for dementia patients in residential settings.

**Are The Stories Only For Use In Educational Settings?**

Absolutely not! The stories and poems are fully resourced, step by step guides, making them the perfect resource for Parents, Siblings, Guardians, Childminders, Early Years Educators, Teachers, HLTA’s, TA’s, Speech Therapists, Play Therapists, Support Workers, Activity Coordinators, Storytellers, Librarians and anyone with an interest in exploring storytelling through the senses in a fun and engaging way!

**Why Rhyming Multisensory Stories?**

The combination of sensory stimuli, listening to the rhyme and rhythm and the repetitive structure of the stories, supports memory and aids learning, playing a crucial role in the development of early communication language skills; joint attention, eye-contact, turn-taking, anticipation and the learning of concepts.
What Are The Benefits Of Multisensory Storytelling?

Storytelling builds a bond between the storyteller and the listener, enhancing well-being and enriching experiences. Exposure to sensory stimuli allows the listener to engage with new experiences to calm and alert the sensory system in a safe, therapeutic environment and use their senses to understand the world around them.

Can Multisensory Stories Build Communication Skills?

Sensory stories are an excellent motivating tool for encouraging alternative communication systems, early communication skills, Makaton, sign language and to facilitate PECS exchanges. The stories build the confidence of learners with speech impediments and communication difficulties as they have a physical (story) prop to support the words they are saying.

I Have a Question!

Get in Touch!

Website: www.rhymingmultisensorystories.com
email: rhymingmultisensorystories@outlook.com
Facebook: www.facebook.com/storytellingthroughthesenses
Twitter: @RhymingStories
The Haircut

Desensitising Individuals to Help Overcome Barriers to their Hair Care.

This fully resourced, step by step multisensory poem will build the learner’s confidence to explore new and unfamiliar sensory experiences. Repeating the story in a safe and comfortable setting can help the learner to become gradually desensitised to the props, helping to prepare them for visits out of their daily routine, in this case, an appointment or encounter with a barber.

Multisensory stories tell a story through the senses in a fun and engaging way using props. The stories are adapted to suit a range of abilities from curious preschoolers to teenagers with complex needs.

Rhyming Multisensory Stories
Connecting individuals to literature, culture and topics in a way that is meaningful to their lives!

For more stories, poems, ideas and inspiration visit the website: