



Rosslyn School Hairdressers

AKA SHARON'S SALON!

CASE STUDY

We asked our families about their greatest challenges in caring for the needs of their young people. They reported overwhelmingly that haircuts and going to a barber or salon was a massive challenge. Some families even reported having to hold their young people against their will to "get it over with as soon as possible". We decided to use our PEF funding to develop a hair salon in school, with a view to developing a hairdressing passport so that learners could transition into using a hairdresser in the community. The salon has been in place for 2 years now and the results have been truly amazing.

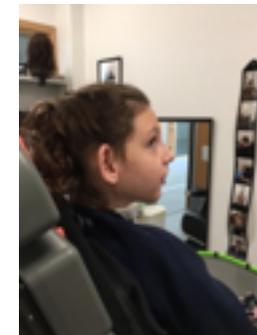
We started with a blank canvas. It was important that we took a multi-sensory approach to developing the salon in stages.

As we thought about the sensory overload in a salon we appreciated why this was so challenging:

- People chatting*
- Hairdryers blowing*
- Clippers buzzing*
- Radio noise*
- Doors opening*
- Phones ringing*
- Different smells*
- Lots of visual information*
- Unfamiliar people touching your head*
- Not to mention scissors, brushes, gowns, etc.*

Therefore, the salon was developed over 3 months as we slowly added each sensory stimulus in a planned way. For weeks many pupils just came in to say Hi to Sharon, look in the mirror, explore resources and leave.

We developed a social story for literacy lessons in class so that learners were being exposed to the resources 3 times a week.



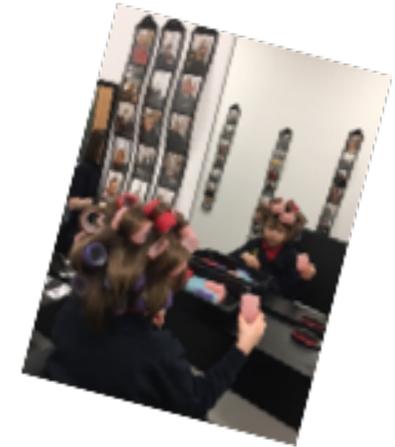
TRACKERS

We tracked desensitisation and focused on the following skills:

Name: _____
Room: _____

Key - Level of Distress

- Red - Distressed
- Amber - Compliant
- Green - Unconcerned



Date:

--	--	--	--

Entering the Salon

Coming into salon				
Waiting turn				

In Salon

Sits on Barber Chair				
Height Adjustment				
Tilt Adjustment				
Looks at front mirror				
Looks at rear mirror				

Reaction to Sounds

Music				
Hairdryer				
Clippers				
Scissors				

Hairstyling

Cape around neck				
Towel on Shoulders				
Head touched hand				
- Very soft brush				
- Normal brush				
- Comb				

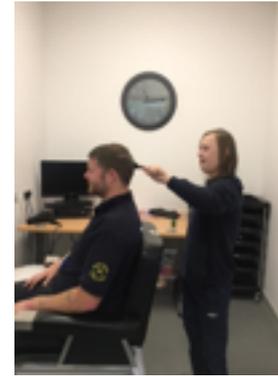
- Hair Dampened
- Hair Dried
- Clasp put in hair
- Hair tied up
- Plait put in
- Products - Coconut Oil
- Wax
- Gel
- Hairspray

Trimming/Cutting

- Scissors on fringe
- On sides
- On back
- On nape
- Clippers on fringe
- On sides
- On back
- On nape

THE SALON EXPERIENCED THEN TURNED INTO SO MUCH MORE.

Some learners had a Developing the Young Workforce focus as they helped keep the salon clean and tidy, welcomed guests, booked appointments, and even helped to do the staff's hair! They practised on model heads and explored the styles through the ages, choosing styles themselves and developing their self-esteem and personality. They explored textures in their hair, and some even had fun with colour.



SALON PASSPORT

We have developed a pupil passport for the hairdresser that has a photo of each stage of the process:

- The distractions that help me
- How I like to sit and for how long
- What I can tolerate in relation to cutting
- What brush I like
- What products I like
- What protective garments I like
- If I like to watch myself in the mirror or not
- If I like the hairdryer or not, etc.

When you are ready to go to a salon in the community your resources from school are duplicated into a kit bag and you take your own brush, shoulder cape, hair cream etc.



SHAVING

Recently we have introduced shaving in the salon. Moving from using the models to tolerating a shave using an electric shaver.





FEEDBACK

As one of our young men now manages to get his hair cut in the community. His family reported:

“We cannot believe that our son can now manage a hair cut at our local barber. In the past, this has been traumatic and ended in an aggressive outburst. To see him use his passport and tolerate this experience is life changing for him. An amazing project that has focussed on a life skill that really makes a difference to families”

To find out more please contact Rosslynse.enquiries@fife.gov.uk

