

This Australian resource was developed in 1994 by a joint project between the Department of Social Work and Social Policy at the University of Queensland and the Division of Intellectual Disability Services in the Queensland Department of Family Services and Aboriginal and Islander Affairs, with original funding from RADGAC, Commonwealth Department of Health, Housing and Community Services, from Sancella Pty Ltd and Libra Products. Original artwork is by Ann Taylor. This resource is from the original Menstrual Preparation and Management Kit (copyright) which was produced as a community resource. The developers encourage the materials to be reproduced for personal use and individualised training purposes, not at a large-scale level. Copyright means that the developers, as mentioned above, and the Queensland Centre for Intellectual and Developmental Disability (QCIDD) must be acknowledged in any reproduction or citation.

Postmenarchal Planner



Produced by Intellectual Disability Services
Department of Family Services and Aboriginal and Islander Affairs
in conjunction with the Department of Social Work and Social Policy,
University of Queensland

***MENSTRUAL MANAGEMENT
PLANNER
FOR WOMEN WHO HAVE HIGH SUPPORT NEEDS
AND HAVE BEGUN TO MENSTRUATE***

This Planner is part of the Menstrual Preparation and Management Kit.

Other parts of the Kit include a booklet titled "Managing Menstruation"; a Policy Analysis; a Learning Guide; Menstrual Charting Media; and a "Preparation for Menstruation" tape.

Materials in the Menstrual Management Kit have been developed in response to needs stated by families, educators and residential staff working with these women. Each item is intended to complement the others.

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*A Learning
Guide is included
in the Menstrual
Management Kit.*

*It is strongly
recommended that you
complete all parts of the
Guide before using this
Planner.*

INTRODUCTION

MENSTRUAL MANAGEMENT PLANNER FOR WOMEN WHO HAVE BEGUN TO MENSTRUATE

This Planner has been developed to facilitate menstrual management for women who have an intellectual disability and high support needs.

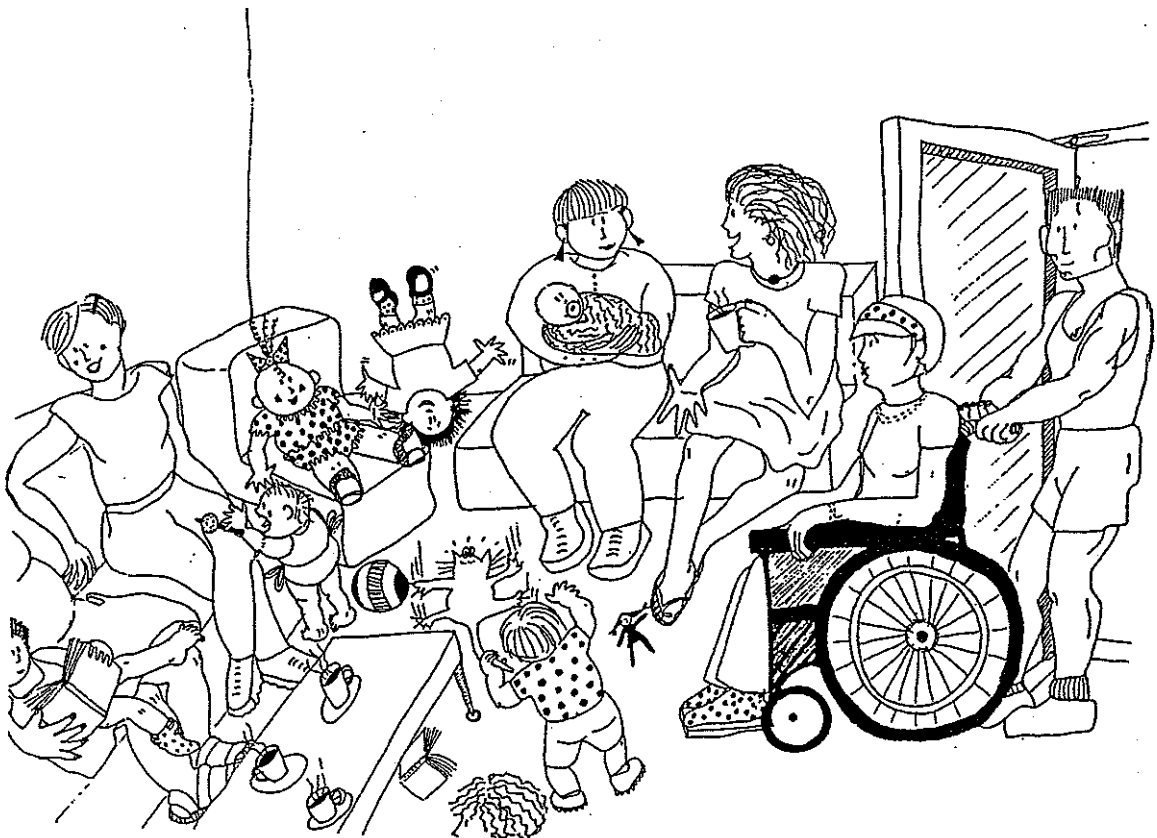
People who know these women well can use this brochure to plan:

- Explanations about menstruation;
- Menstrual management goals; and
- Suitable strategies for instruction in menstrual management.

This Planner identifies information about the women, and environments in which they operate. Information is then used to assist with their menstrual management.

The Planner is intended for use when planning for each woman, on an individual basis.

This Menstrual Management Planner has been developed for use by anyone who regularly provides personal assistance to a woman with high support needs. Users may include family members; school, vocational or residential staff; and close friends.



It is recommended that people from different settings in which each woman operates, complete the Planner on a co-operative basis.

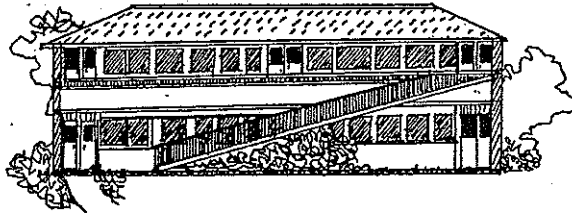
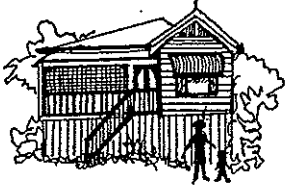
An alternative is for representatives from each of the woman's regular environments to fill out a copy independently, and then to "compare notes".



Some users may choose to work through the planner alone. Others may prefer to use it with one or more other people, such as another worker, friend, family member or supervisor.

Guidelines for helping others with use of this Planner are on page 55.





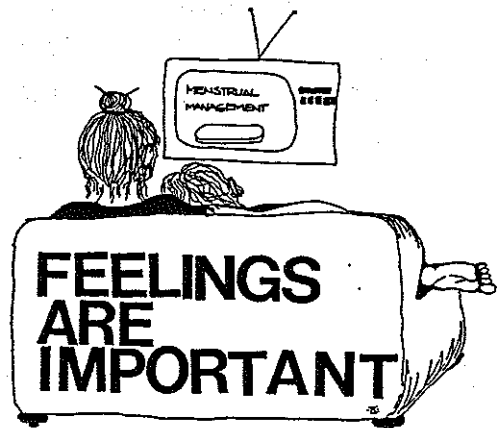
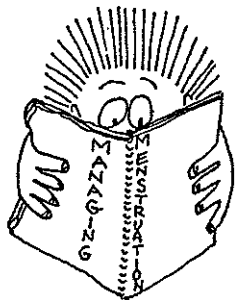
SECTION ONE:

SUPPORT FOR THOSE ASSISTING THIS WOMAN

This section aims to support people who assist women who have high support needs, with the women's menstrual management.

Three areas are explored:

- *Feelings about menstruation*
- *Consistency*
- *Access to information*



FEELINGS ABOUT MENSTRUATION

Please complete Part Two of the Learning Guide before proceeding with this question.

How do you feel about menstruation for this woman? (Use the numbers as a guide to describe your feelings - do not record your rating unless you wish to.)

My feelings about menstruation for this woman:

Negative Neutral Positive

1 2 3 4 5

Are you regularly involved in assisting her with personal activities?

Regularly involved		Not regularly involved	
-----------------------	--	---------------------------	--

Note: *If you are regularly involved, she will need your assistance with her menstrual management. She will need you to be comfortable and positive about assisting her with menstrual care.*

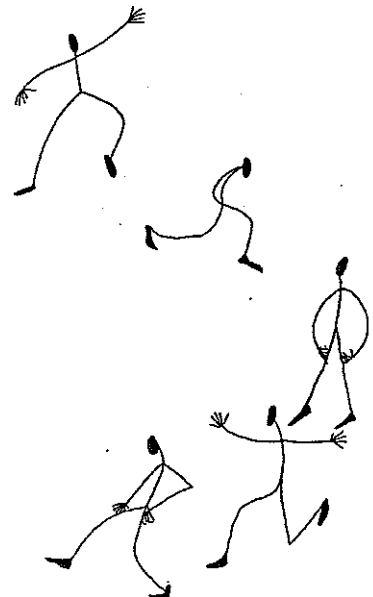
If you rated your feelings somewhere between 3 and 5, it is likely that you will feel comfortable explaining about menstruation and providing menstrual assistance to this woman. Please go to page 10, 'Consistency'.

If you rated your feelings as 1 or 2, you may not immediately feel comfortable explaining about menstruation and providing this woman with assistance during menstruation. Please complete the action plan for feelings about menstruation, on page 9.

Listed below are some ways to explore feelings about menstruation, and menstrual management for this woman. Please choose those you think most suitable. Record your choices in the table below.

ACTION PLAN: FEELINGS ABOUT MENSTRUATION	TICK
Complete all parts of Learning Guide included in this Kit.	
Check some facts: see page 12 of this Planner for possible sources of information.	
Talk over your concerns with a trusted friend, colleague or supervisor: someone who has had a range of menstrual management experiences.	

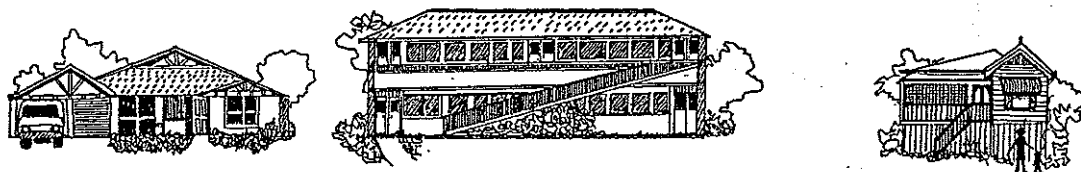
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CONSISTENCY

Please complete Part Four of the Learning Guide before proceeding with these questions.

Consistency of approach is of great importance to successful menstrual management for people who have high support needs. The following questions clarify who is likely to be involved in assisting this woman with menstrual management.



In which environments is this woman provided with regular personal assistance? Please tick:

REGULAR ENVIRONMENTS (TICK APPROPRIATE BOXES)			
Home	<input type="checkbox"/>	Sheltered workshop	<input type="checkbox"/>
Residential Setting	<input type="checkbox"/>	Respite setting	<input type="checkbox"/>
Community Setting	<input type="checkbox"/>	Relatives\friends	<input type="checkbox"/>
School	<input type="checkbox"/>	Other	<input type="checkbox"/>

Note: *Co-ordination of approach between the people in these settings, will give this woman the best possible chance of accepting and managing her periods. Remember to respect her privacy.*

How might consistency of approach for menstrual management be facilitated? Please tick approaches you think suitable for this woman.

ACTION PLAN: CONSISTENCY	TICK
Consultation with key people using the Menstrual Management Kit as a starting point	
Regular communication e.g. phone, communication book, meetings	
Inclusion of menstrual management in individual planning processes for this woman e.g.: <ul style="list-style-type: none">• Individual Education Plan• Personal Futures Plan• Individual Plan	
Other: (describe)	

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY PAGE



ACCESS TO INFORMATION

Who amongst the following have provided you with information or ideas about menstrual management for this woman?

POSSIBLE SOURCES OF IDEAS OR INFORMATION	TICK
Her family	
Her friends	
School staff	
Women's health centre	
Residential staff	
Support staff: e.g. resource staff, therapist, psychologist (circle)	
Family Planning Association	
Nursing staff	
General Practitioner	
Specialist: e.g. Gynaecologist, Paediatrician	
Parents of other women who have high support needs	
Other	

Do the sources ticked provide information about educational and lifestyle menstrual management approaches for women who have high support needs?

Note: *It is not likely that information would be needed from all sources. It is suggested that medical consultation may only be appropriate for women who develop a medical problem.*

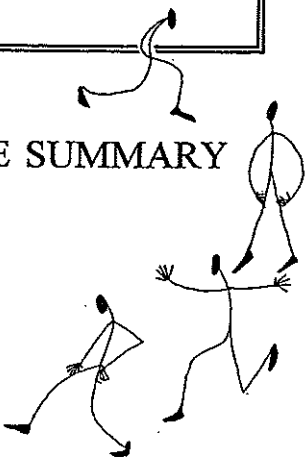
Have any of the following issues been raised or discussed?

ISSUE TO BE CONSIDERED	YES	NO
Least intrusive alternative		
Partial participation by the woman in her own menstrual management		
Making of choices by the woman		
Her quality of life (including long-term health)		

If you ticked "No" to some of these, it may be advisable to consider these ideas.

ACTION PLAN: ACCESS TO INFORMATION		RECORD DETAILS HERE
Seek information from the following sources:		
Discuss the following issues with other people who provide this woman with personal assistance:		

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY PAGE



SECTION TWO

GIVING EXPLANATIONS ABOUT MENSTRUATION

This section looks at how explanations about menstruation can be given to women who have high support needs. Please complete parts three and five of the Learning Guide before proceeding with these questions.

Most women in our society are given information about menstruation before their periods begin. Women who have high support needs will need the same information.

If information is given in a useful way, they may be able to experience periods with minimal distress or difficulty. Menstrual management difficulties which might otherwise develop, may be avoided.

Consider giving basic explanations about periods to women who were not prepared for menstruation before their periods started.

There are four areas in this section of the Planner:

- *Communication*
- *Sensory awareness*
- *Learning preferences*
- *Continence*





COMMUNICATION

This section looks at each woman's ability to understand and send messages. It is included to assist with choosing the most effective ways of giving her information. The same approaches may be used when teaching her menstrual skills.

How does this woman indicate her needs i.e. that she is uncomfortable, or needs to have a drink, use the toilet, etc? (She will not necessarily be aware that she is sending these messages; familiarity and careful observation may be required)

Explanations

HER WAYS OF INDICATING NEEDS	TICK
Facial expression	
Gestures	
Whole body movements	
Vocal noises	
Single words	
Phrases	
Short sentences	
Signs	
Augmentative communication device (e.g. communication board)	
Other: give details	

Note: *The items you ticked may help this woman to express her physical and emotional experiences during menstrual cycles. They may also help her to indicate her choices. Examples of choices might include: which pads are comfortable, when she would like pads changed, who she would like to assist her, and whether she is uncomfortable or in pain.*

Does this woman seem to understand any of the following? Please tick:

TYPES OF MESSAGES SHE UNDERSTANDS	TICK
Simple (one-step) requests, e.g.: " Take the cup" " Let's go for a walk"	
Questions or statements which refer to body parts e.g.: face, hand, knees, bottom	
Signs	
Symbols, such as Compic	
Changes in tone of voice e.g.: calm, angry, friendly	
Does she recognise photos or pictures of familiar people or objects?	

The types of communication you ticked may indicate the best ways of giving this woman information about menstruation and management. For information she needs, read "Managing Menstruation" and listen to the "Preparation for Menstruation" tape in this Kit.

Note: *She will need information which explains and reassures her about menstruation. Use information from this section to fill in your action plan for communication on the following page.*

ACTION PLAN: COMMUNICATION		EXPLAINING MENSTRUATION	TICK
ABILITY		ACTION	
Indicates pain or discomfort		Observe carefully, and build a better understanding of her signals	
Understands one step requests		Give her basic explanations about periods	
Responds to changes in tone of voice		Talk about periods with a calm, reassuring tone	
Understands gestures		Use positive gestures when explaining periods	
Recognises some photos or pictures		Use photos to assist her to learn menstrual tasks	
Recognises some signs or symbols e.g.: Compic, Rebus, Makaton		Introduce signs or symbols for pain, discomfort and menstrual pads into daily routines.	

Note: *Teaching of menstrual skills is most likely to be effective if more than one approach is used for each woman. Consider giving information to all women. It can be difficult to be certain that information is not being understood.*

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
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SENSORY AWARENESS

(HEARING, VISION AND AWARENESS OF TOUCH)

Does this woman seem to:-

ABILITY TO HEAR (FUNCTIONAL HEARING)	YES	NO
Behave differently according to tone of voice (angry, calm, happy)?		
Respond differently to particular sounds or words?		

If you ticked "YES" to one or both of these questions, you may be able to use auditory information when explaining about menstruation, and teaching her menstrual skills.

Does this woman seem to:-

ABILITY TO SEE (FUNCTIONAL VISION)	YES	NO
Recognise familiar people (e.g. give eye contact, smile, gesture or vocalise when they come near her)?		
See her cup, plate or spoon at mealtimes (e.g. watch, or reach for them)?		
Watch, or reach out for favourite possessions, photographs, books, television?		

If you ticked "YES" to one or more of these questions, you may be able to use visual information when teaching her menstrual skills, or explaining about menstruation.

Does this woman seem to:

AWARENESS OF TOUCH (TACTILE INFORMATION)	YES	NO
Be aware of objects or people touching her?		
Know the difference between objects, textures or people, by touch?		
Accept light touch or physical assistance (physical prompts) from others when learning, or involved in activities?		

Explanations

If you ticked "YES" to one or more of these questions, you may be able to use tactile information when teaching her menstrual skills.

Use the information from this section to fill in your action plan for the use of vision, hearing and touch.

ACTION PLAN: VISION, HEARING, TOUCH		POSSIBLE TEACHING APPROACHES	TICK
ABILITY	ACTION		
Has functional hearing	Give basic explanations about periods and/or use "Preparation" tape*		
Has functional vision	Show changing of menstrual pads e.g.: modelling, photos, video*, pictures*		
Is aware of touch and accepts physical prompts	Use physical prompts e.g.: for charting of cycles, and during pad changing		

* Included in Menstrual Management Kit.

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY PAGE



The Menstrual Management Kit contains materials and ideas for explanations about menstruation, and teaching of menstrual skills. These questions will assist you to choose appropriate Kit materials for each woman. Tick this woman's preferences for taking in information.

LEARNING PREFERENCES	TICK
Basic explanations from people she knows	
Gestures or signing by people she knows	
Modelling or demonstration by people she knows	
Watching television shows or videos	
Listening to the radio or audio tapes	
Looking at books or photo albums	
Other (list):	
Situations, materials or activities she enjoys: (record below)	
Situations, materials or activities she finds distressing: (record below)	

Please use this information to fill in your action plan for learning preferences:

ACTION PLAN: LEARNING PREFERENCES	EXPLANATIONS AND TEACHING OF SKILLS
Her preferences for media (items you ticked):	
Situations\materials\ activities to avoid	
Situations\materials\ activities to include when teaching acceptance of menstruation or menstrual care skills	

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY

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CONTINENCE

A number of women who have high support needs do not have full control of bowel and bladder emptying. Menstrual management for these women will differ from that for women who can use the toilet or commode: women who use the toilet and wear ordinary underpants will need to use menstrual pads during menstruation.

Women who usually wear incontinence products may or may not need to develop familiarity with pads. Some of them may choose to use menstrual pads inside the women's usual incontinence-wear.

Is this woman using the toilet as part of her daily routine? (Tick)

YES	NO
-----	----

Does she use incontinence products, either some or all of the time?

YES	NO
-----	----

FOR WOMEN USING INCONTINENCE PRODUCTS:

Does she accept the wearing of incontinence pads?

YES	NO
-----	----

If not, please describe the difficulties she has:

What products are currently in use?

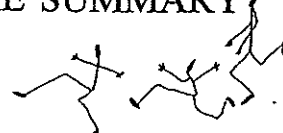
Please use this information to fill in your 'Continence' action plan on the following page.



ACTION PLAN: CONTINENCE		TEACHING OF MENSTRUAL SKILLS	TICK
ABILITY		ACTION	
1.	She does not use the toilet regularly	Continue use of incontinence products.	
2.	She does not use the toilet regularly OR she uses the toilet, but still wears incontinence products at times	Consider using menstrual pads inside them to reduce costs. Remember her comfort. Try suggestions for No.4 below.	
3.	She uses the toilet and wears ordinary underwear	Give her chances to handle and wear menstrual pads as part of self-care education. See section Four of this planner.	
4.	She has some difficulties with wearing incontinence or menstrual pads e.g.: <ul style="list-style-type: none"> . discomfort . pulls at/undoes them . handles them inappropriately 	Try: <ul style="list-style-type: none"> . increasing her comfort . distracting her . reducing her access to pads e.g. change clothing . See Section Six of this planner. 	

Note: *Read 'Behaviour' section in "Managing Menstruation" for ideas to increase comfort and appropriate behaviours; and product details. Also see Part Five of the Learning Guide in this Kit.*

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SECTION THREE

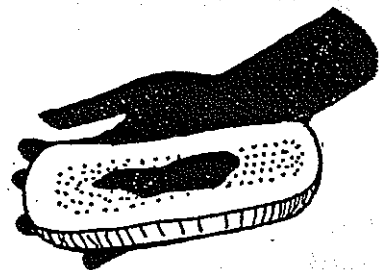
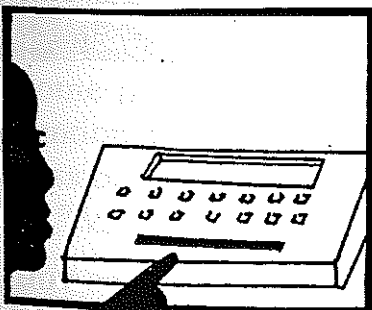
CURRENT DIFFICULTIES WITH PERIODS OR MENSTRUAL CYCLES

This section will help you to plan for any difficulties this woman is experiencing with her menstrual cycles or periods.

It is not unusual for menstruation to be irregular for up to two years after menarche (first menstruation).

For some facts about menstrual difficulties, please read 'Management of Menstrual Difficulties' and 'Older Women' sections of "Managing Menstruation".

Current Difficulties



When did this woman's periods commence?

Does she have any of the following difficulties, either during her periods, or in other parts of her cycle?

POSSIBLE CYCLE OR MENSTRUAL DIFFICULTIES	TICK
Irregular periods	
Lengthy periods	
Heavy periods	
Cyclical increases in epileptic seizures	
Discomfort or pain during periods	
Premenstrual changes which cause distress	
Problems with odour during menstruation	
OTHER - (list) (For difficulties with behaviour during menstruation, see Section Six of this Planner)	



Please move to action plans in the following pages for difficulties you ticked. Then continue with Section Four of the Planner. Only complete pages which are relevant to the woman concerned.

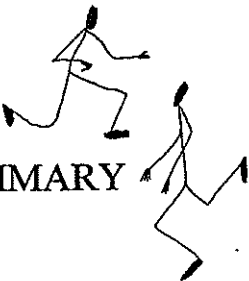
IRREGULAR PERIODS

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: IRREGULAR PERIODS	TICK
Check the facts - chart her menstrual cycles. Read 'Management of Menstrual Difficulties', 'Charting' and 'Communication' sections of "Managing Menstruation". See 'Charting' in Part Five of the Learning Guide.	
Always be ready for periods - keep essentials packed in the bag she generally uses. Read 'Older Women' section "Managing Menstruation". See 'Heavy Periods' in Part Five of the Learning Guide.	
Ensure she has a diet rich in iron if periods are heavy. Check by using the 'Estimation of Menstrual Flow Chart' in "Managing Menstruation" and reading 'Heavy, Lengthy, or Irregular Periods' section.	
Has she been having periods for more than two years? If not, it may be appropriate to "wait and see" if periods settle. Irregular periods may also occur with menopause.	
If she has been menstruating for several years, more information may be needed. Check page 12 of this Planner for possible sources of information.	
Some people may recommend medical intervention for menstrual irregularity. Check possible effects in 'Medical Approaches' section of "Managing Menstruation"; also Part Five, Learning Guide.	

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY PAGE

Current Difficulties



LENGTHY PERIODS

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: LENGTHY PERIODS	TICK
Check the facts - chart her menstrual cycles. Read 'Management of Menstrual Difficulties', 'Charting' and 'Communication' sections of "Managing Menstruation". See 'Charting' in Part Five of the Learning Guide.	
Periods may be "heavy". Check 'Estimation of Menstrual Flow Chart' in "Managing Menstruation". Ensure she has a diet rich in iron. Read 'Pre Menstrual Changes' in "Managing Menstruation".	
Has she been having periods for more than two years? If not, it may be appropriate to "wait and see" if periods settle. Longer-than-usual periods may also occur with menopause.	
If she has been menstruating for several years, and the length of her periods is considered a problem more information may be needed. Check page 12 of this Planner for possible sources of information.	
Some people may recommend medical intervention for lengthy periods. Check 'Medical Approaches' section of "Managing Menstruation"; also Part Five, Learning Guide.	



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HEAVY PERIODS

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: HEAVY PERIODS	TICK
Check the facts - chart her menstrual cycles. Read 'Management of Menstrual Difficulties', 'Charting' and 'Communication' sections of "Managing Menstruation". See 'Charting' in Part Five of the Learning Guide.	
Ensure she has a diet rich in iron. Read 'Pre Menstrual Changes' in "Managing Menstruation". See 'Heavy Periods', Part Five, Learning Guide.	
Has she been having periods for more than two years? If not, it may be appropriate to "wait and see" if periods settle. Heavier-than-usual periods may also occur with menopause.	
If she has been menstruating for several years, and the length of her periods is considered a problem more information may be needed. Check page 12 of this Planner for possible sources of information.	
Some people may recommend medical intervention for lengthy periods. Check possible effects in 'Medical Approaches' section of "Managing Menstruation"; also 'Medical Interventions', Part Five, Learning Guide.	

Current Difficulties



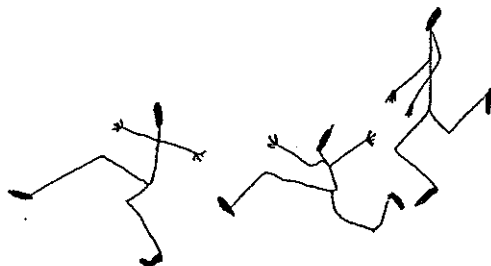
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INCREASED EPILEPTIC SEIZURES

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: SEIZURES AND MENSTRUAL CYCLES	TICK
Check the facts - chart her menstrual cycles. Several months' charting should be established if there is a relationship between menstrual cycles and the frequency of seizures. Read 'Management of Menstrual Difficulties', 'Charting' and 'Communication' sections of "Managing Menstruation". See 'Charting' in Part Five of the Learning Guide.	
If a relationship between cycles and seizures exists, check with this woman's doctor to see if adjustment of medication is possible.	
Consider lifestyle adjustments during the more difficult part(s) of her cycle, e.g. ensure she has good diet, and chances for relaxation, rest, and reduced activity expectations at these times. Read 'Management of Menstrual Difficulties' section in "Managing Menstruation".	
Some people may recommend medical intervention for cycle-related seizures. Check possible effects in 'Medical Approaches' section of "Managing Menstruation"; also Part Five, Learning Guide.	

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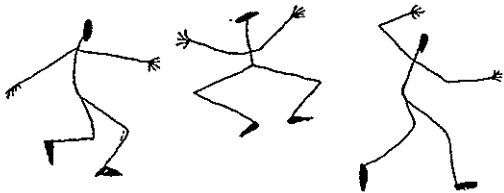
DISCOMFORT OR PAIN DURING PERIODS

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: DISCOMFORT OR PAIN DURING PERIODS	TICK
Check the facts - chart her menstrual cycles. Awareness of her current menstrual status will assist in deciding whether discomfort is related to cycles and periods, or to other causes. Read 'Management of Menstrual Difficulties', 'Charting' and 'Communication' sections of "Managing Menstruation". See 'Charting' in Part Five of the Learning Guide.	
Help her to communicate her menstrual experiences. Read 'Communication' section of "Managing Menstruation". Check her action plan for Communication on page 17 of this Planner, for ideas.	
Use lifestyle approaches for management of discomfort and pain, e.g. relaxation, natural remedies, regular exercise, avoidance of constipation. Read sections 'Management of Menstrual Difficulties', 'Planning Guidelines for Menstrual Management' and 'Exercises to Relieve Menstrual Discomfort' sections of "Managing Menstruation". See 'Pain Management', Part Five, Learning Guide.	
Some people may recommend medical intervention for painful periods. Check possible effects in 'Medical Approaches' section of "Managing Menstruation"; also 'Medical Interventions', Part Five Learning guide.	

Current Difficulties

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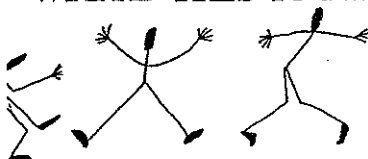


PREMENSTRUAL CHANGES WHICH CAUSE DISTRESS

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: PRE-MENSTRUAL CHANGES	TICK
Check the facts - chart her menstrual cycles. Awareness of her menstrual cycles will assist in deciding whether changes are related to cycles and periods, or to other causes. Read 'Management of Menstrual Difficulties', 'Charting' and 'Communication' sections of "Managing Menstruation". See 'Charting' in Part Five of the Learning Guide.	
Help her to communicate her menstrual experiences. Read 'Communication' section of "Managing Menstruation". Check her action plan for communication, on page 17 of this Guide, for ideas.	
Consider lifestyle adjustments during the more difficult part(s) of her cycle i.e. ensure she has good diet, and chances for relaxation, rest, and reduced activity expectations at these times. Read 'Management of Menstrual Difficulties' and 'Planning Guidelines for Menstrual Management' sections of "Managing Menstruation".	
Some people may recommend medical intervention for pre-menstrual changes. Check possible effects in 'Medical Approaches' a section of "Managing Menstruation". See 'Medical Interventions', Part Five, Learning Guide.	

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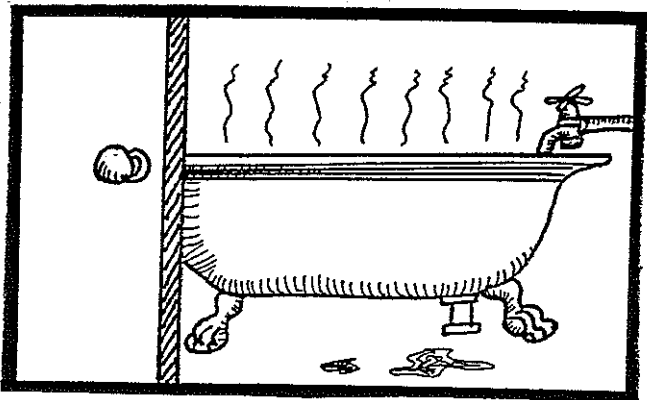


ODOUR DURING PERIODS

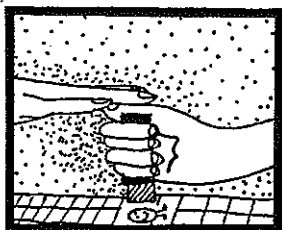
The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: ODOUR DURING MENSTRUATION	TICK
Ensure her general hygiene is good. Encourage more frequent baths or showers during periods	
Provide her with firm-fitting briefs: odour from menstrual flow is more likely with air contact	
Try natural remedies for odour	

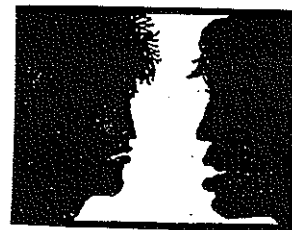
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PAGE



Current Difficulties



SECTION FOUR:



THINKING AHEAD - CHOOSING MENSTRUAL MANAGEMENT GOALS

This section begins with questions about each woman's existing menstrual management skills. Other activities which may indicate ability to be involved in menstrual self care are also included.

It is important to remember that in other areas, i.e. toileting and mealtime skills, partial participation is an accepted and valued goal for people who have high support needs.

Some women may not presently be involved in menstrual management. If a woman shows any mastery of the skills listed on page 34, it may be feasible, as well as personally rewarding, for her to assist with her menstrual management.

AREAS COVERED IN THIS SECTION:

- *Existing involvement in menstrual management*
- *Mealtime skills, washing hands and bathing\showering*
- *Assisting with menstrual charting*
- *Communication of preferences and discomfort during Menstruation*
- *Assisting with some aspects of pad management if not involved in toileting*
- *Assisting with pad management in conjunction with toileting routines*



CURRENT INVOLVEMENT IN MENSTRUAL SELF-CARE

For each item in the table below, record your estimate of her degree of involvement. Use the following code.

CODE:

1. Dependent - passive involvement
2. Needs physical assistance - some active involvement
3. Needs prompts: physical, verbal or modelling [what kind(s) of prompts?]
4. Needs verbal prompt only
5. Needs supervision only (to "keep an eye" on her)
6. Fully independent

CURRENT INVOLVEMENT IN MENSTRUAL MANAGEMENT	
TASKS	INVOLVEMENT
Charts menstrual cycles and periods	
Locates and brings clean pad to the toilet	
Places clean pad in a handy place while using the toilet	
Removes used pad	
Wraps and/or disposes of used pad	
Removes adhesive strip on clean pad	
Places clean pad on pants, and presses to secure	
Washes hands after pad disposal	
Knows when pad need changing	

Thinking Ahead

INVOLVEMENT IN OTHER SELF CARE ACTIVITIES

Does this woman assist with any of the following tasks? Please tick those in which she participates.

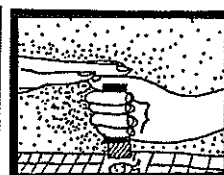
OTHER SELF-CARE SKILLS			
HAND WASHING		SHOWERING/BATHING	
Use soap		Move into and out of the bath or shower	
Rub hands together		Apply soap	
Rinse hands		Wash all parts of body	
Turn taps on and off		Rinse off	
Dry hands		Turn taps on and off, adjust temperature	
		Dry all parts of body	
USING THE TOILET		MEALTIME	
Move onto and off the toilet		Take food to her mouth with either fingers or cutlery	
Manage pants when using the toilet		Drink from a cup or glass	
Sit safely on the toilet			
Lean forward while sitting on the toilet (as she would if changing a pad)		USING ELECTRICAL EQUIPMENT	
Use toilet paper		Operate electric lights, radio cassette, T.V. or blender, with standard or specialised switches	

Please move now to the next page, where this woman's current involvement in self care will be related to participation in menstrual care.

ASSISTING WITH MENSTRUAL CHARTING

Are this woman's cycles currently charted? If so, what type of information is recorded? Please tick.

MENSTRUAL CHARTING INFORMATION RECORDED	TICK
Beginning and end of periods	
Type of flow e.g. light/heavy	
Signs of physical discomfort before periods	
Signs of physical discomfort during periods	
Behaviour: e.g. premenstrual changes	



Note: *It is recommended that more than one type of information be recorded on each woman's menstrual chart. Choices will depend on individual need. Include charting in your action plan on page 38 of this planner.*

Indicators for involvement with menstrual charting include skills such as:

- Assisting to hold a spoon or cup at mealtimes;
- Seeing and recognising familiar objects such as her cup, on the table or tray of her chair;
- Pressing on a switch to operate an electrical appliance;
- Following one-step instructions such as "rinse your hands", or "step into the shower";

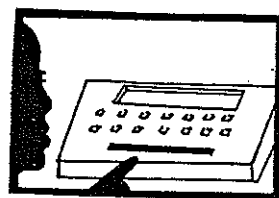
If this woman assists in these types of activities (check ticked items on page 34, and in 'Sensory awareness', pages 18, 19) she will very probably be able to assist with charting of her menstrual cycles, using either the stamps, or the fabric wall chart (pattern included in this kit). Include menstrual charting in your action plan on page 38.

Thinking Ahead

COMMUNICATION OF PREFERENCES AND DISCOMFORT DURING MENSTRUATION

There may be uncertainty about whether a woman experiences pain or discomfort during her periods. Often there is concern about her ability to communicate her needs and feelings. Please refer to Section One of this Planner, about this woman's ability to communicate. You will already have an action plan for explaining about periods (page 17). This plan may also assist her to communicate her preferences, and any discomfort she experiences.

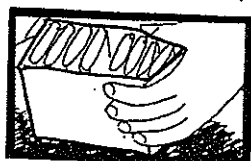
For all women, include communication of preferences and discomfort in your action plan on page 38.



ASSISTING WITH SOME ASPECTS OF PAD MANAGEMENT IF NOT INVOLVED IN TOILETING

If not using the toilet on a regular basis, this woman is probably wearing incontinence pants/products. It may not be seen as realistic for her to assist with changing of these. In some circumstances, it may be appropriate for her to bring her clean pad to the change area. If using menstrual pads inside her disposables, she may be told that "we're using a special pad today because you're having your period". She may also be able to carry clean menstrual pads to the change area.

For further information, read "Establishing Aims and Goals" in the booklet "Managing Menstruation". Also complete Parts Three and Five of the Learning Guide. Like this Planner, both are contained in the Menstrual Preparation and Management Kit.

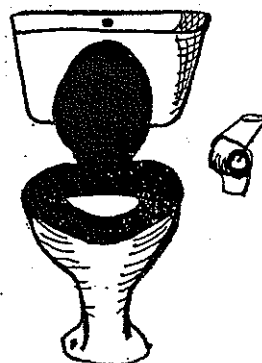


ASSISTING WITH PAD MANAGEMENT IN CONJUNCTION WITH TOILETING ROUTINES

If this woman is already experiencing regular toileting, and assisting in any of the "toileting" tasks listed on page 34, she may be able to assist in some way with pad management.

Pad management tasks can include:

- Locating and bringing a clean pad to the toilet
- Placing the clean pad in a handy place while using the toilet
- Removing the used pad
- Wrapping\disposing of the used pad
- Removing the adhesive strip on the clean pad
- Placing clean pad on pants, and pressing to secure
- Disposing correctly of used pad

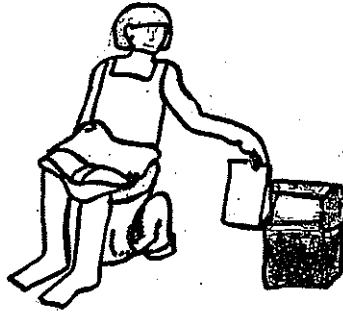


For women using the toilet, include pad management skills in your action plan on page 38. For ideas on improving women's existing pad management skills, see "Ways To Teach Menstrual Skills" and "Pad Management Skills" in Part Five of the Learning Guide.

ACTION PLAN: THINKING AHEAD		
INVOLVEMENT IN MENSTRUAL CARE	TICK IF IT APPLIES	WHERE TO LOOK FOR ASSISTANCE
Assisting with her menstrual charting		Charting sections, "Managing Menstruation" & Part Five, Learning Guide
Communication of preferences e.g.: <ul style="list-style-type: none"> . choice of pads . when pads are changed . her activity level . who will assist her . management of discomfort 		'Communication' sections, "Managing Menstruation" & Parts Three and Five, Learning Guide
Assisting with some aspects of pad management if not involved in toileting (see page 33 of this planner)		'Establishing Aims and Goals', 'Teaching Strategies' and 'Planning Guidelines' sections of "Managing Menstruation"; 'Realistic Goals' and 'Pad Management Skills' Part Five, Learning Guide
Assisting with pad management in conjunction with toileting routines (see page 33 of this planner)		'Planning Guidelines' section of "Managing Menstruation"; 'Realistic Goals', 'Pad Management Skills' and 'Ways to teach Menstrual Skills', Part Five, Learning Guide

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
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SECTION FIVE:

PROVIDING SUPPORTIVE ENVIRONMENTS

This section focuses on preparing the physical environment to assist with menstrual management for women who have high support needs. Please read 'Teaching Strategies' and 'Planning Guidelines' sections of "Managing Menstruation". Also see 'Setting up the Environment' in Part Five of the Learning Guide, which is also contained in the Menstrual Management Kit.

The following questions are intended to assist with planning of environmental conditions which facilitate menstrual management.

It is very likely that the woman you are thinking of operates in more than one place, e.g. home, school, respite accommodation.

Relate the following questions to each of these environments, and aim for as much consistency across environments as is possible.



FOR ALL WOMEN

Do conditions presently allow for:

MENSTRUAL MANAGEMENT AND THE ENVIRONMENT: ALL WOMEN	NO	YES
Privacy while pads\incontinence-wear are changed?		
A place to keep her own menstrual chart?		
A range of menstrual\incontinence products for variations in flow and her size\shape? (she may find some pads or products more comfortable than others)		
Variation in bathing\showering routines during periods?		
"Quick wash" or wipe-over facilities, needed sometimes during menstruation?		
Access to spare clothes, and plastic bags for taking stained clothing home?		

What pads does she currently use? Are the same pads used for night, day, light and heavy flow days?

Night:

Day:

Light flow:

Heavy flow:



Were other pads used and found unsatisfactory? What were the difficulties?

Are pad choices the same for each of her environments?

If not, include consistency of product use in your action plan on page 42 of this Planner.

FOR A WOMAN WHO MAY BE ABLE TO ASSIST WITH HER MENSTRUAL CHARTING OR SELF-CARE

(Check action plan in section four, page 38)

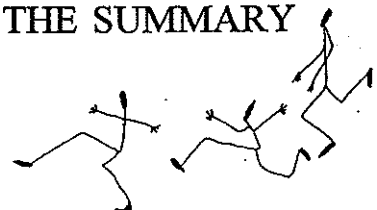
Are the facilities listed below available in all environments where pad changing will regularly occur?

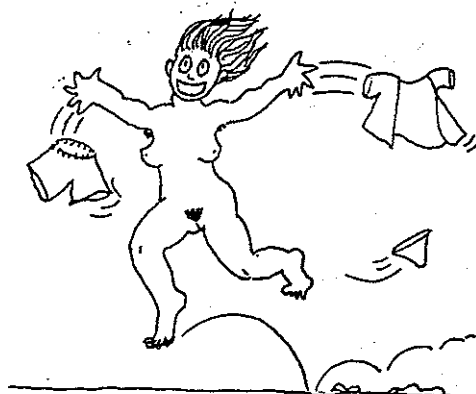
FACILITIES TO SUPPORT PARTICIPATION BY A WOMAN IN HER MENSTRUAL CARE:	NO	YES
Storage\display area for her menstrual chart which is accessible to her?		
Place where her pads can be stored e.g. in bedroom, bathroom or close to toilet, which is accessible to her?		
A discreet way for her to carry pads to and from the toilet e.g. paper bags, a purse or shoulder bag?		
A place close to the toilet (beside or behind), where she can put her clean pad while removing her used pad?		
A bin or disposal unit (with a lid she can manage) for convenient pad disposal: preferably in or adjacent to the toilet\change area?		
A supply of paper bags she can reach easily, if these are used as part of pad disposal?		
Hand-washing facilities which are easy for her to use?		
Firm-fitting pants, to keep pads in place and minimise odour?		
Clothing she can manage easily (unless touching\spreading of menstrual flow is anticipated)?		

Use this information to complete your Action Plan for Preparing the Environment on the next page.

ACTION PLAN: PREPARING THE ENVIRONMENT	
ENVIRONMENTAL FACTOR:	NOTE SETTINGS WHERE THIS NEEDS TO BE ORGANISED: (e.g. home, school, respite or residential facility)
Privacy for pad-changing	
Accessible menstrual chart storage place	
"Quick wash" or wipe-over facilities	
Range of products for different flow	
Consistency in choices of pads available across environments	
Spare clothing and plastic bags	
Pad storage accessible to her	
Discreet way to carry pads	
Place near the toilet to put clean pads while changing pads or using the toilet	
Disposal unit or bin - accessible to her	
Paper bags which she can reach easily	
Hand-washing facility - accessible and easy to use	
Firm-fitting pants	
Easily-managed clothes	

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
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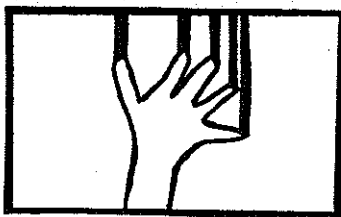


SECTION SIX:

BEHAVIOURAL DIFFICULTIES AND MENSTRUATION

This section identifies some approaches to assist with behavioural difficulties associated with menstruation.

For background information, read 'Behaviour' and 'Teaching Strategies' sections of "Managing Menstruation". Please ensure you have completed all parts of the Learning Guide also contained in the Menstrual Management Kit, before continuing with this section; 'Concerns About Inappropriate Behaviours' in Part Five of the Guide, may assist with management of behavioural difficulties.



Does this woman experience any of the following difficulties?

RESPONSES\BEHAVIOURS WHICH MAY AFFECT MENSTRUAL MANAGEMENT	YES	NO
Negative reaction to the sight of blood?		
Touching or feeling of menstrual pads while they are placed inside pants?		
Pulling pads out of pants and handling or chewing them?		
Telling people, other than those who assist her, that she has her period or is wearing a pad?		
Removal of clothes and menstrual pads at times and places which are not appropriate?		
Spreading of menstrual flow whilst exploring her body or masturbating?		
Other behaviours during menstruation which family, residents, students or staff find distressing or disruptive?		
DESCRIBE:		

If all your answers were "NO", please move on to Section Seven.



If one or more of your answers was "yes", continue with relevant parts of this Section on the following pages.



NEGATIVE REACTION TO THE SIGHT OF BLOOD

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: NEGATIVE REACTION TO THE SIGHT OF BLOOD	TICK
Gradual introduction of positive situations involving red coloured fluid, to reduce her negative reactions.	
Give her basic explanations about periods: all women have periods; there is blood; it does not mean she is hurt or ill. Use "Preparation for Menstruation" tape in this Kit. Read 'Preparation' and 'Communication' sections of "Managing Menstruation". She may not have received explanations before.	
Show her how pads are changed during menstruation (modelling). Explain with positive tone of voice. Have mother, sister or class mate show her, or use the video, "Janet's Got Her Period". Read 'Preparation' and 'Teaching Strategies' sections of "Managing Menstruation". See 'Fear or Distress', Part Five, Learning Guide.	
Buy her some dark-coloured pants and other clothing i.e. black, blue, red, to disguise accidental staining from menstrual flow.	

* These items included in the Menstrual Preparation and Management Kit



Note: *For best outcomes, more than one approach should be chosen to assist with this woman's distress at the sight of blood.*

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
PAGE

TOUCHING OR FEELING OF MENSTRUAL PADS WHILE THEY ARE PLACED INSIDE PANTS

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: TOUCHING OF PADS	TICK
Teach her that touching or "checking" of pads should only occur in private. She needs to receive consistent messages about appropriate public behaviour from all people who assist her. See 'Communication' section of "Managing Menstruation".	
Distract her from touching pads with alternative activities which keep her hands busy. Choose activities she enjoys: see page 20 of this Planner.	
Ensure her pads are placed correctly in her pants. Show her how pads are changed and placed. Explain with positive tone of voice. Have mother, sister or class mate show her, or use the video, "Janet's Got Her Period". Read 'Preparation' and 'Teaching Strategies' sections of "Managing Menstruation". See 'Pad Management Skills' in Part Five, Learning Guide.	
Ensure her pads are comfortable. Read 'Behaviour' and Planning Guidelines' sections of "Managing Menstruation". Also check Section 7 of this Planner for health factors which may affect her comfort.	
Explore other possible reasons for her behaviour. She may be bored, or feeling she would like more attention. Try increasing her activity involvement, or organise for her to receive more positive social contact.	
How people respond will have an important effect. Ensure all those who regularly assist her are responding to this behaviour in an appropriate and consistent way.	

Note: *For best outcomes, more than one approach should be chosen to assist with this woman's inappropriate touching of pads.*

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
PAGE



PULLING PADS OUT OF PANTS AND HANDLING OR CHEWING THEM

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: REMOVING AND HANDLING OR CHEWING PADS	TICK
Give her basic explanations about periods: all women have periods; there is blood; it does not mean she is hurt or ill. Pads are worn to keep clothes clean ; pads should be left in pants. Use "Preparation for Menstruation" tape in this Kit. Read 'Preparation' and 'Communication' sections of "Managing Menstruation". She may not have received explanations before.	
Show her how pads are changed and disposed of during menstruation (modelling). Explain with a positive tone of voice. Have mother, sister or class mate show her, or use the video, "Janet's Got Her Period". Read 'Preparation' and 'Teaching Strategies' sections of "Managing Menstruation".	
Teach her that removal or chewing of pads is not acceptable. She needs to receive consistent messages about appropriate behaviour from all people who assist her.	
Watch carefully for her successes at leaving pads in her pants. Encourage these successes with positive comments and consequences you know she will enjoy (see page 19 of this Planner). These activities may also help to distract her from removal, handling or chewing of pads.	
Ensure that adequate infection control measures are taken by all people who assist her. Read 'Avoiding Infections' section of "Managing Menstruation".	
Ensure she assists to clean up any mess she makes, and disposes correctly of used pads (logical consequences). This is to teach, not punish her. Read 'Behaviour', 'Teaching Strategies' and 'Planning Guidelines' of "Managing Menstruation".	

Note: *For best outcomes, more than one approach should be chosen to assist with this woman's inappropriate handling of pads.*



WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
PAGE

TELLING PEOPLE OTHER THAN THOSE WHO ASSIST HER THAT SHE HAS HER PERIOD, OR IS WEARING A PAD



The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: SPEAKING ABOUT PERIODS/PADS INAPPROPRIATELY	TICK
Teach her that menstruation is private: she should only discuss her periods or her pads with people who regularly assist her. She needs to receive consistent messages about appropriate behaviour from all people who assist her. See 'Behaviour' and 'Communication' sections of "Managing Menstruation"	
Ensure there is someone she knows well in every environment she uses regularly. She and that person need to know it is "OK" for them to talk about menstruation, and menstrual pads.	
She may feel she would like more contact with others. Consider organising for her to receive more positive social contact during her periods (inappropriate speech or behaviour can be very effective ways of receiving attention).	
Distract her from talking about periods or pads with alternative activities. Choose activities she enjoys: see page 20 of this Planner.	

Note: *For best outcomes, more than one approach should be chosen to assist with the way this woman discusses her periods and pad-wearing.*

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY
PAGE

REMOVAL OF CLOTHES AND MENSTRUAL PADS AT TIMES AND PLACES WHICH ARE NOT APPROPRIATE

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: REMOVAL OF CLOTHES AND PADS (DISROBING)	TICK
Give her basic explanations: it is expected that her clothes will be kept on. Pads are worn to keep clothes clean. Pads should be left in pants. Use "Preparation for Menstruation" tape in this Kit. Read 'Preparation' and 'Communication' sections of "Managing Menstruation". She may not have received explanations before.	
Show her how pads are changed and disposed of during menstruation (modelling). Explain with a positive tone of voice. Have mother, sister or class mate show her, or use the video, "Janet's Got Her Period". Read 'Preparation' and 'Teaching Strategies' sections of "Managing Menstruation".	
Teach her that removal of clothes and pads should only occur at particular times of day, such as before bathing or using the toilet. She needs to receive consistent messages about appropriate behaviour from all people who assist her.	
Watch carefully for her successes at leaving her clothes and pads in place. Encourage these successes with positive comments, and consequences she enjoys - see page 20 of this Planner.	
Distract her from removing clothes or pads with alternative activities. Choose activities she enjoys - see page 20 of this Planner.	
Ensure she assists to clean up any mess she makes, and dresses herself after inappropriate disrobing (logical consequences). This is to teach, not to punish her. Read 'Behaviour', 'Teaching Strategies' and 'Planning Guidelines' sections of "Managing Menstruation".	

Note: *For best outcomes, more than one approach should be chosen to assist with this woman's inappropriate handling of pads.*

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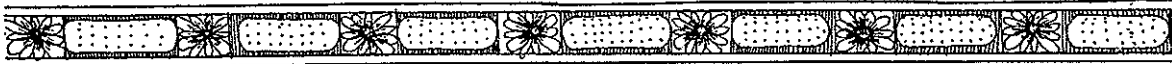
**SPREADING OF MENSTRUAL FLOW
WHILE EXPLORING HER BODY OR
MASTURBATING**

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: SPREADING OF MENSTRUAL FLOW	TICK
Teach her that there are suitable times and places for self-exploration\pleasurable touching. She needs to receive consistent messages from all people who assist her.	
Distract her from touching herself, with alternative activities. Choose activities she enjoys - see page 20 of this Planner.	
Ensure she assists to clean up any mess she makes (logical consequences). This is to teach, not to punish her. Read "Managing Menstruation" 'Teaching Strategies' section.	
Explore possible reasons for her behaviour. She may be bored, or feeling she would like more attention. Try increasing her activity involvement, or organise for her to receive more positive social contact. Read "Managing Menstruation" sections on 'Sexual Feelings' and 'Teaching Strategies'.	
Use clothing which reduces her ability to reach her genital area (e.g. bike pants, overalls). This option must have limited use only. It should preferably be phased out as other strategies take effect.	
Ensure that adequate infection control measures are taken by all people who assist her. Read 'Avoiding Infections' in "Managing Menstruation".	

Note: *For best results, more than one approach should be chosen to reduce this woman's tendency to spread menstrual flow.*

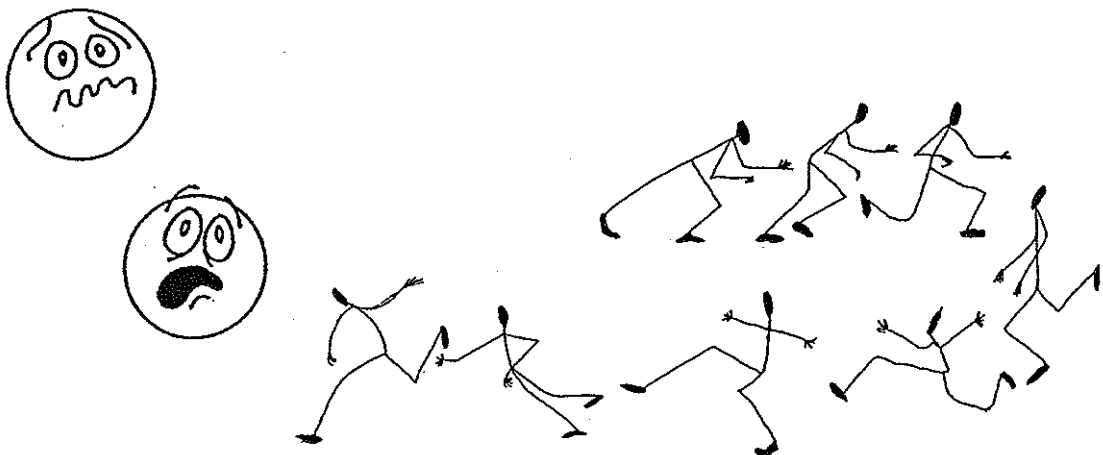
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BEHAVIOURS WHICH OTHERS FIND DISTRESSING OR DISRUPTIVE

The following ideas may assist this woman. Please tick those you think most useful for her.

ACTION PLAN: BEHAVIOURS OTHERS FIND DISTRESSING OR DISRUPTIVE	TICK
How people respond will have an important effect. Ensure all those who regularly assist her are responding to this behaviour in an appropriate and consistent way.	
Behavioural and emotional difficulties may be affected by hormonal cycles. Become familiar with a range of strategies for management of pre-menstrual changes (e.g. menstrual charting, diet, exercise, sleep, naturopathy, emotional support). Read 'Management of Menstrual Difficulties' section of "Managing Menstruation".	
Seek extra assistance if all strategies tried seem unsuccessful. Check pages 12 and 13 of this Planner for ideas. Read 'Behaviour', 'Teaching Strategies' and 'Planning Guidelines' sections of "Managing Menstruation".	



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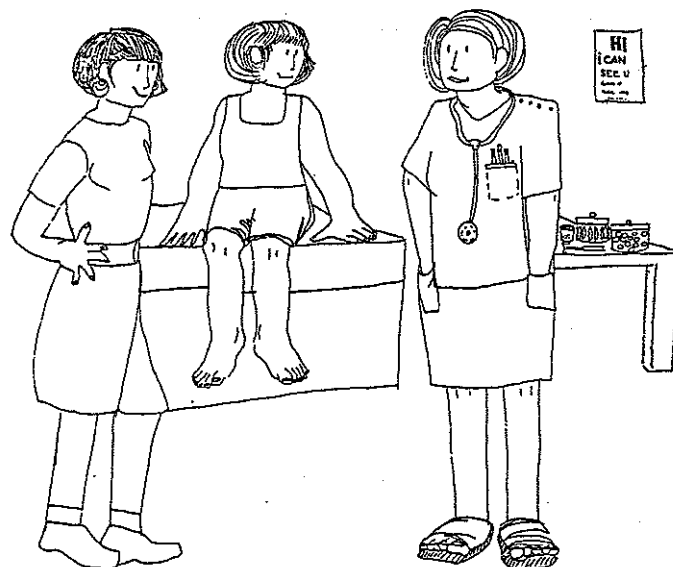
SECTION SEVEN:

HEALTH INFORMATION RELEVANT TO MENSTRUAL MANAGEMENT

A number of conditions may affect menstrual management for women who have high support needs. For some women there seems to be a link between menstrual cycles and the occurrence or severity of epileptic seizures. Constipation may lead to increased discomfort before or during periods. Some conditions or medications may reduce a woman's ability to attend or to recall, due to drowsiness or lack of concentration. Discomfort or pain associated with a number of physical conditions may also impair a woman's ability to benefit from learning situations.

This section provides an opportunity to think about each woman's health, and to consider whether her menstrual management might be enhanced by review of her medical management.

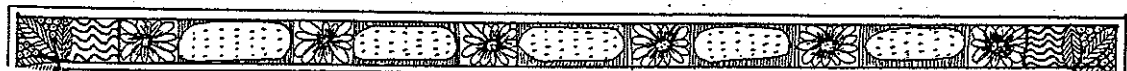
Lifestyle changes may assist in menstrual management. For a summary of these as well as medical approaches to menstrual management, please read 'Management of Menstrual Difficulties' section of "Managing Menstruation".



Ongoing conditions, and some medications may affect this woman's menstrual management. Please record if any of the following health factors apply to her:

RECORD DETAILS - FACTORS WHICH MAY AFFECT HER MENSTRUAL MANAGEMENT	TICK
Condition or medication which results in pain or discomfort?	
Condition or medication which leads to drowsiness?	
Condition or medication which leads to distractibility?	
Condition or medication which leads to irritability?	
Condition or medication which produces constipation?	
Urinary disturbance (which may affect success with toileting schedules)?	
Epilepsy (record whether particular triggers are likely to lead to seizures)?	
Is she significantly over-weight? (this may reduce her ability to assist while moving onto and off the toilet, or her comfort while wearing menstrual pads).	
Condition which is spread by contact with blood, such as Hepatitis B or C, or Human Immunodeficiency Virus?	
Does she currently take hormonal medication(s) to regulate or suppress her menstrual cycle?	

Health Information



Here you may have identified health factors which could affect this woman's menstrual management. Please move to the next page, and tick strategies you think most suitable for producing change.

ACTION PLAN: HEALTH MANAGEMENT	TICK	
HEALTH FACTORS	HEALTH REVIEW	LIFESTYLE CHANGES #
Condition or medication producing pain or discomfort		Read 'Management of Menstrual Difficulties', 'Medical Approaches' sections, plus 'Drug' references.
Condition or medication producing drowsiness		Increased alertness will assist her learning. See 'Teaching Strategies' section.
Condition or medication producing irritability		Read 'Management of Menstrual Difficulties' section and check action plan on page 17 of this Planner for 'Communication'.
Condition or medication producing constipation		Regularity will increase her comfort, read 'Management of Menstrual Difficulties' section.
Urinary disturbance		Read 'Menstrual Pads and Incontinence Products' section and see 'Continence' references in 'Readings'.
Epilepsy		Read 'Management of Menstrual Difficulties' section and Menstrual Charting.
Being significantly over-weight		Healthy diet and regular exercise will promote normal weight. Also read Comfort in 'Behaviour' section.
Condition which is spread by contact with blood, such as Hepatitis B or C, or Human Immunodeficiency Virus		Read 'Avoiding Infection' section.
Hormonal medication(s) to regulate or suppress menstruation		Read 'Thinking and Deciding about Menstrual Management and Contraception', 'Medical Approaches' sections and 'Drugs' references.

WRITE THIS PART OF YOUR PLAN ONTO THE SUMMARY PAGE
(References are for "Managing Menstruation" book in this Kit)

GUIDELINES FOR PEOPLE ASSISTING OTHERS TO USE THIS PLANNER

- Arrange a definite time and place to get together.
- Allow enough time: 1 hour should be enough.
- If at all possible, reduce the chances of distraction while using this Planner .
- **Share** experiences and knowledge about the woman you are planning for: avoid being an "expert".
- Aim to include menstrual management goals and strategies developed in this Planner within formal procedures e.g. Family, Individual or Education Plans.
- Arrange follow-up on plans: on-going support and encouragement will most probably be necessary for success with menstrual management goals

**SUMMARY PAGE:
MENSTRUAL MANAGEMENT PLAN**

1. FEELINGS ABOUT MENSTRUATION
2. CONSISTENCY
3. ACCESS TO INFORMATION
4. COMMUNICATION
5. AWARENESS OF VISION, HEARING AND TOUCH
6. LEARNING PREFERENCES

...INGS ABOUT MENSTRUATION

...SISTENCY

...ESS TO INFORMATION

...MUNICATION

...RENESS OF VISION, HEARING AND TOUCH

...NING PREFERENCES

7. CONTINENCE

8. CURRENT MENSTRUAL DIFFICULTIES

9. THINKING AHEAD: CHOOSING GOALS

10. PREPARING THE ENVIRONMENT

11. BEHAVIOURAL DIFFICULTIES DURING PERIODS

12. HEALTH MANAGEMENT