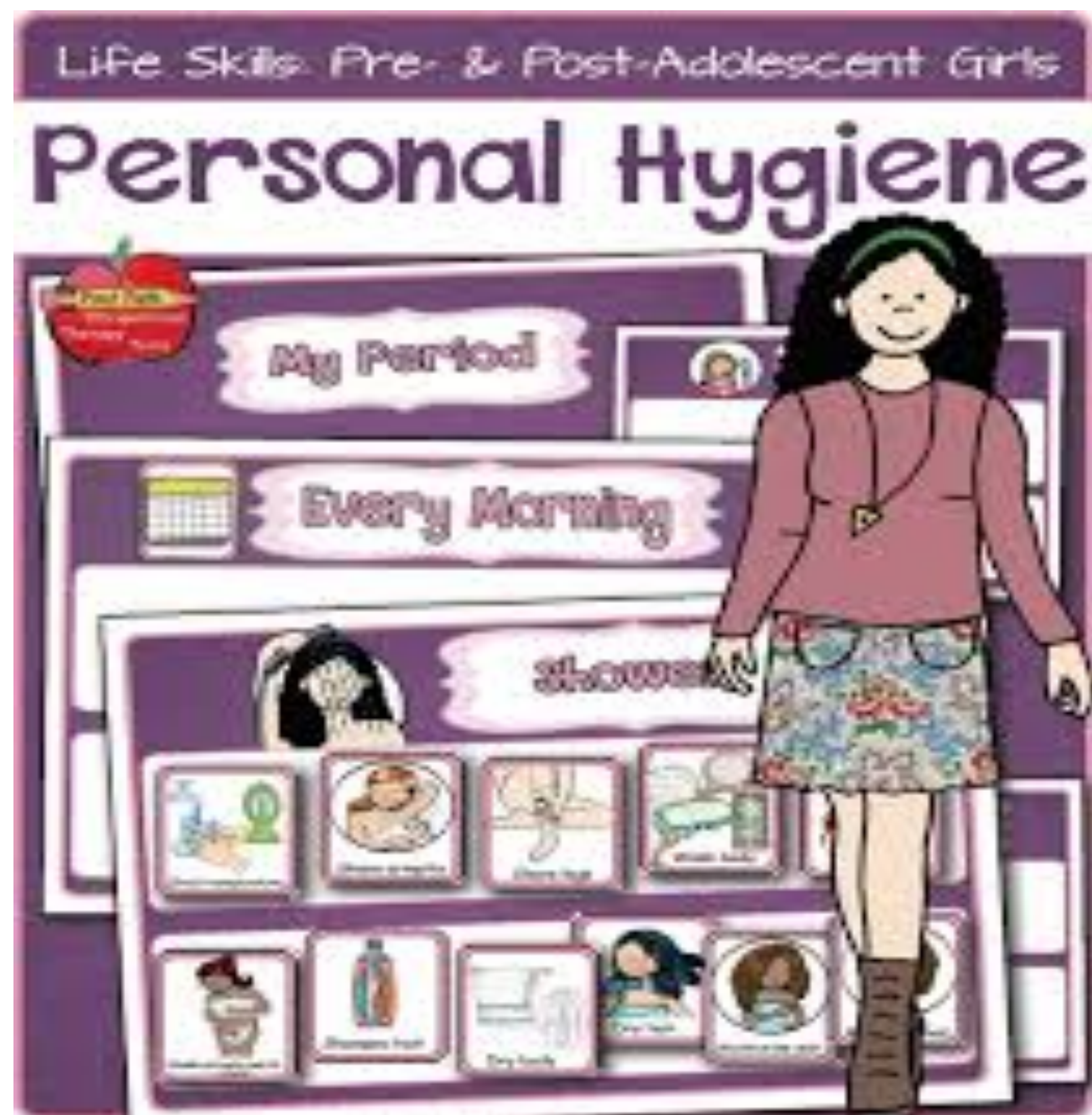


### Introduction

- ❖ Adolescents that are diagnosed with intellectual, emotional, and/or physical disabilities (Mendes, 2016).
- ❖ Adolescent Females with intellectual disabilities may take longer to learn hygienic skills associated with menstrual hygiene management (Tracy et al., 2016).
- ❖ Menstrual hygiene management include self-care practical steps that adolescent females need to undertake to ensure menstrual hygiene.

### Clinical Question

Would African American adolescents aged 13-21 with intellectual disabilities benefit from a developmentally appropriate program on menstrual hygiene management through teach back strategy?



### Background and Significance

- ❖ 6.7 million or 13% of Adolescent females are enrolled in special education due to their disabilities. (NCES, 2018).
- ❖ Under the Disabilities Education Act African American students constituting 16% of enrollment for special education (NCES, 2018).
- ❖ The Healthy Bodies Toolkit is a program developed as a guide for the parents of adolescents that have cognitive and developmental disabilities. (AUD, 2013).

### Aim of the Project

The project aim was to improve the menstrual hygiene knowledge and skills by implementing evidence-based practice.

#### Directions:

Please read the statement carefully. If the statement is true, place a check mark in the YES column. If the statement is false, place a check mark in the NO column.

STATEMENT	YES	NO
A girl should wash her hands before and after changing her menstrual pad or tampon.		
A used menstrual pad should be flushed down the toilet.		
When a girl is menstruating, she should change her menstrual pad every two days.		
A girl who is old enough to menstruate should always have a pad or tampon with her.		
If a girl starts her menstrual period at school, and does not have a menstrual pad or tampon, she can ask the secretary for one.		
All teenage girls get menstrual periods every four weeks.		
It is normal to have a foul smelling discharge from the vagina.		
If a menstrual pad has wings, it is able to fly.		
When a girl is menstruating, she cannot play sports.		
It is a good idea to put a menstrual pad in a first aid kit because it can be used to stop deep cuts from bleeding.		

### Methodology

#### Study Design:

- ❖ A single group pre/post test design with no control group.
  - ❖ Study Period: 2 weeks
  - ❖ Gift bag was given to each adolescent that participated in the study: included necessary items of sanitary napkin, underwear, pantyliner at the completion of the session
- #### Setting:
- ❖ An accredited private school in Northern New Jersey that has a special education program.

#### Study Population:

- ❖ 11 participants enrolled in the special education program.
- ❖ Adolescent Females between the ages 13-21

#### Statistical Analysis:

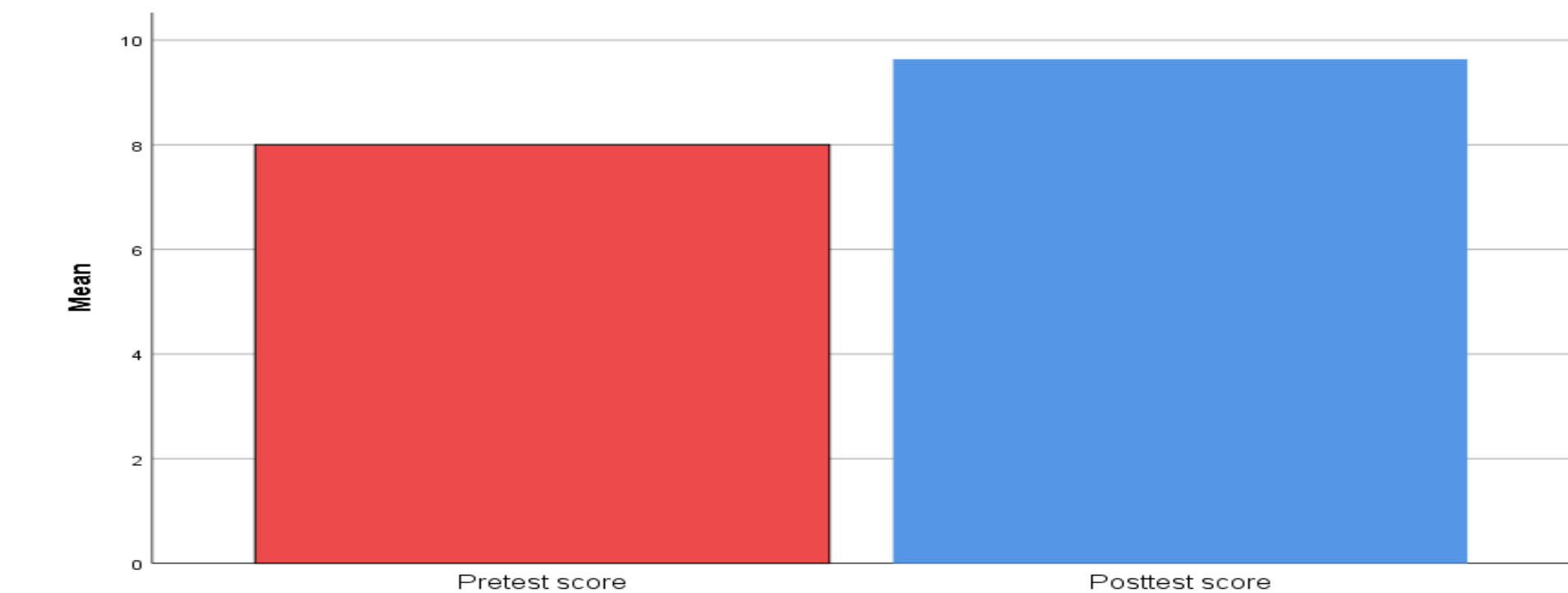
- ❖ T- Test

#### Intervention

- ❖ Participants were asked to complete a pretest utilizing a tool called the Menstrual checklist, which is a 10-item questionnaire inquiring on Menstrual hygiene care.
- ❖ Educational session was provided on Menstrual hygiene.
- ❖ After the educational session, a teach back was requested. The teach back entailed a post test Menstrual checklist tool and a return demonstration that assessed the adolescent knowledge on menstrual hygiene.
- ❖ The participants were given educational material as a reinforcement from The Healthy Bodies Toolkit.

### Results

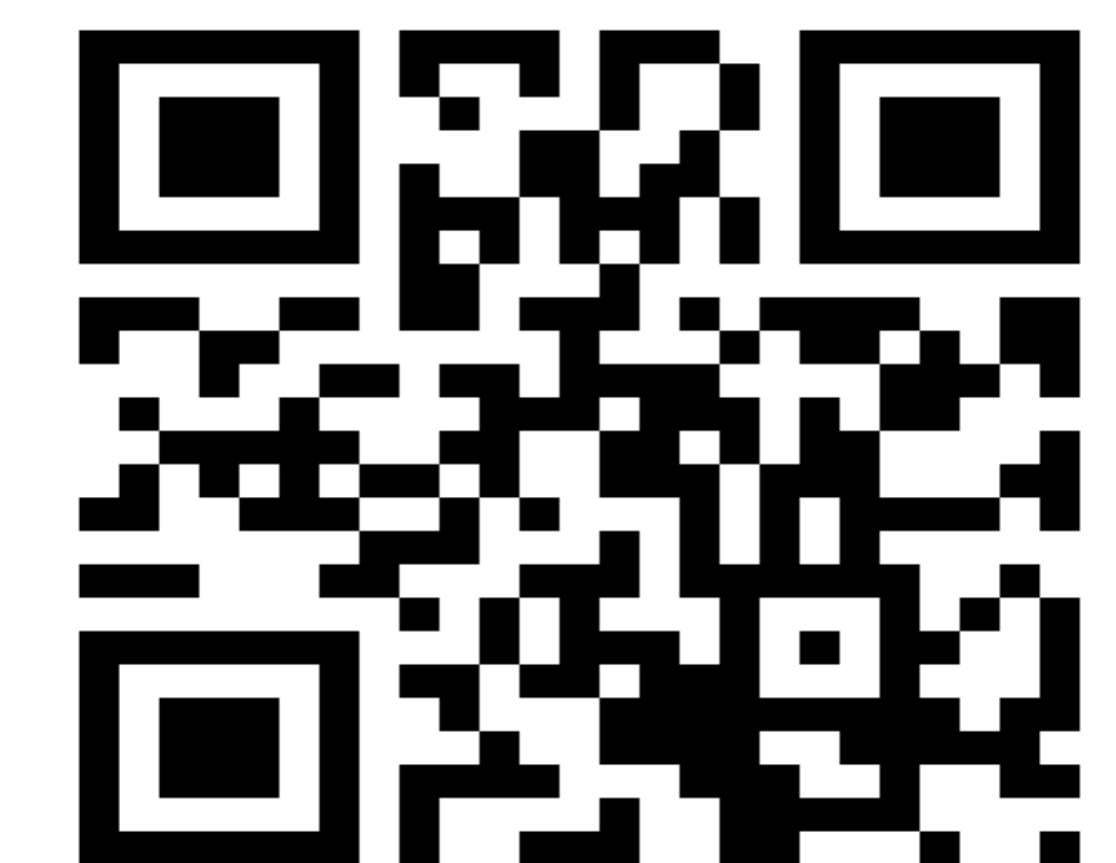
- ❖ There is an observable difference in the mean pretest and posttest scores.
- ❖ The correlation between the two variables is 0.181. t-test statistic shows a significant difference between preintervention and postintervention scores.
- ❖ The t-test statistic is  $t_{11}=4.845$   $p < 0.05$  and the mean difference between the two variables (95% CI [0.884, 2.389]).
- ❖ Teach-back effectiveness was statistically significant.



Change in score					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No change	2	18.2	18.2	18.2
	Plus 1	3	27.3	27.3	45.5
	Plus 2	3	27.3	27.3	72.7
	Plus 3	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

### Clinical Implication

- ❖ Teach-back strategy as a nursing intervention was effective in improving knowledge and skills with the special care need patient population.
- ❖ Menstrual hygiene curriculum was implemented at a Northern New Jersey private school.



Please scan code for References

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