Self-Care & Healthy Habits: Washing Hands

Student will learn to independently use a sink to wash and dry their hands.

Suggested Materials

**LB5 Language Builder:
Sequencing Cards**

✳ LB5 007-010
(Washing Hands
Sequence)

Student:

Projected activities for: ___ / ___ / ___ to ___ / ___ / ___

Monday	Tuesday	Wednesday	Thursday	Friday

IEP Goals

1. When provided visual supports, physical prompting, and modeling, [Student] will follow a handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

2. When provided visual supports and modeling, [Student] will follow a handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

3. When asked to wash their hands, [Student] will follow a handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

4. When appropriate, [Student] will independently wash their hands, following a full handwashing sequence in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

Notes

_____

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Academic Readiness Intervention System

Self-Care & Healthy Habits: Washing Hands

◎ Lesson Focus

Student will learn to independently use a sink to wash and dry their hands.

🗁 Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

◉ Location

This lesson is intended as an indoor, restroom setup activity. For generalization steps, a secondary sink, which can include one in the child's household bathroom, is strongly suggested.

⚡ Preparation

Secure uninterrupted use of a sink. Ensure availability and convenient placement of soap and a hand towel or paper towels. If the sink height requires a footstool to make it accessible for the student, make sure the footstool is safely placed in front of the sink. Pull the Hand Washing pictures from the LB5 Language Builder: Sequencing Card Set and tape on the wall by the sink or in a location where they can easily be used as a picture-schedule prompt for the student.

🗒 Procedures

1. Take the student to the sink.
2. Make sure you have the student's attention.
3. Give the instruction, "**Wash hands**."
4. Prompt if necessary.
5. Wait for the student to initiate washing their hands.
6. Reinforce the student once the task is completed.

☑ Prerequisites

Washing Hands is an introductory activity. The only prerequisites include:

★ **Lesson 8:** *Non-Verbal Imitation*

★ Standards

Head Start

★ IT-ATL 2

Common Core

★ N/A

ABLLS-R

★ W1

VB-Mapp

★ CR & GS 7-d, 11-M

▤ Record Keeping

Data Sheet

★ *Skills-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Skills*

Why do We Teach This?

Adaptive functioning skills increase independence, decrease undue burden placed on the caregiver/parents, and help students to transition into less restrictive learning and residential environments as they age.

🎵 Lesson Progression

When you first introduce *Washing Hands,* you may need to break the process down into its component steps and use backward chaining to build the student's ability to wash hands independently. To implement a backward chain:

- Analyze each step it takes to successfully wash hands. Breaking the task down into the smallest components will give the student the best chance at success. Washing hands can be broken down to:

  1. Turn on cold water.
  2. Turn on hot water.
  3. Wet hands.
  4. Pump soap into hands or pick up bar soap.
  5. Rub soap between palms of hands.
  6. Rub soap onto back of 1st hand.
  7. Rub soap onto back of 2nd hand.
  8. Lace fingers to rub soap between fingers.
  9. Rinse hands.
  10. Turn off hot water.
  11. Turn off cold water.
  12. Pick up towel.
  13. Dry palms.
  14. Dry backs of hands.
  15. Hang towel.

- The first time you introduce *Washing Hands,* give instructions for and prompt each step. Reinforce the completion of every step separately.

- Move toward prompting each of the steps except the last one in the chain.

- Begin to require the student to independently complete both the last and next to last steps in the chain.

- Continue this way until the child can complete the entire *Washing Hands* chain independently.

- Use the Washing Hands Sequencing Cards to help you fade the need for verbal prompts. Instead, you can point to the pictures to help the student remember which steps to do next.

- Eventually, you will want to move to a level where you do not have to tell the student each time they need to wash their hands. They should learn to always wash hands after restroom use, before meals, after play time, etc.

⊕ Generalization

Washing Hands is a critical self-help skill for students to learn. It is important to generalize this skill so the student can wash their hands when necessary in any setting. To accomplish this:

- Encourage the student to wash their hands in different sinks. This may mean using different restrooms around the school or different sinks within the classroom.

- Gradually decrease instructor proximity to the student over time, encouraging independence.

- Work very hard to fade prompts and prevent prompt dependency over time. This can be achieved by intentionally reducing the magnitude and frequency of prompts delivered over time (e.g., replace physical assistance with gestural prompts).

- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet* so parents can try this activity at home or in other environments outside of school.

- Encourage parents to have the student wash their hands in as many different locations as possible.

◎ Whole-Child Lesson Ideas

Hand Washing Party

Try these strategies to bring some fun to hand washing!

Option 1:

Sing a Song (sung to the tune of "Frère Jacques")

Tops and bottoms (rub top of one hand);
Tops and bottoms (switch and rub top of other hand);
In between, in between (fingers rubbing interlaced);
Round and round;
Round and round (rubbing hands all around);
Now they're clean, now they're clean (rinse with water)!

Option 2:

Sensory Play

If the student likes sensory play, you can deliberately rub glitter, mud, or another sensory medium and make a big mess. Let the student observe how many seconds of hand washing it takes to get clean hands again. If this is too messy, you can have the student dirty a plastic doll's hands and "help" the doll wash their hands.

⊜ Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Place the Washing Hands Sequencing Cards in front of the student, expecting them to reference the cards independently.
2. Glance toward the pictures if the student forgets a step.
3. Point to the picture which represents the step you are on.
4. Model the steps of hand washing.
5. Hand over hand guide the student to wash hands.

➔ Next Steps

Many of the self-help activities can be taught at the same time or in whichever order works best for the student. These lessons include:

- ★ **Lesson 76:** *Restroom Use*
- ★ **Lesson 77:** *Snack Time*
- ★ **Lesson 78:** *Washing Hands*
- ★ **Lesson 80:** *Arrival*
- ★ **Lesson 81:** *Departure*
- ★ **Lesson 83:** *Transitions: Activities*
- ★ **Lesson 84:** *Transitions: Locations*

Because you will use the sequencing cards as a prompt for *Washing Hands,* the student may also be able to use picture cards to move on to:

- ★ **Lesson 79:** *Follow a Schedule*

Skills-Based Lessons
DATA SHEET

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P	+ – NR P
Prompt Code										