

Preschool Handwashing

The Routine Development Tool helps you consider the inclusion and development of executive function skills as you develop, teach, and reflect on classroom routines. It is suggested that you watch the Executive Function Webcast Series (<https://www.ocali.org/project/executive-function-webcast-series>) to gain the background information that will help you fill in the tool. The tool and completed examples of the blank Routine Development Tool are also available from the Webcast Series webpage.

Directions:

- Name the routine you have chosen to develop while considering Executive Function
- Teacher/Staff Planning and Responsibilities sections
 - Identify the teacher and staff tasks that need to take place before, during and after the routine
 - List what information to share with the family/caregiver on how to support learning the routine if it is only done at school
 - If the routine is also to be implemented at home, describe how the family/caregiver can implement the routine in the home setting
- Manifestation Areas
 - Fill in the classwide student outcome for each manifestation area for this routine
 - List the observable student action(s) that the students would do for the routine in each manifestation area
- Teacher/Staff Reflection after Implementation
 - Reflect on the answers to the questions based on your data and identify next steps

Routine: Handwashing

Teacher/Staff Planning and Responsibilities

Before the Routine is Started:

- Create a cue/prompt (visual, verbal, sensory) to indicate it is time for handwashing
- Prepare visual support for hand washing sequence
- Put corresponding graphic on each item needed for handwashing

- Post in bathroom above or near sink at children’s eye level
- Place feet graphic on floor in front of sink for student to stand on while handwashing
- Create a data collection form and post near sink
- Create a visual support for family/caregiver to use at home for handwashing

During the Routine:

- Provide prompts as need according to prompt hierarchy
- Take data on what steps of handwashing sequence student is able to complete independently and what steps need additional prompting

After the Routine is Completed:

- Provide a reinforcement for participation in handwashing sequence
- Compile and review data
- Review hand washing visual support with family/caregivers to use at home

Family/Caregiver Guide to Support Routine at Home:

- Post and use hand washing visual support at home
- If needed, provide input to school staff on success and/or needs for further support

Manifestation Areas

Observable Student Action(s)

Self-Management: Taking responsibility for your own behavior, actions and well-being

Classwide Student Outcome: Increase students independence with hand washing routine

Observable Student Actions for Self-Management:

- Respond to classroom cue/prompt indicating time for handwashing
- Transition from current activity to sink
- Use a self-regulating object (if needed) to transition to sink
- Complete the hand washing routine using the visual supports as needed

Time Management: Ability to use time effectively and productively

Observable Student Actions for Time Management:
Students efficiency when washing their hands improves by using the visual support as needed and shown by whole

<p>Classwide Student Outcome: Complete the routine in a timely fashion</p>	<p>class data</p>
<p>Information Management: Ability to acquire, retain and use information</p> <p>Classwide Student Outcome: Being sure students are able to complete hand washing as taught and use the visual supports as presented</p>	<p>Observable Student Actions for Information Management:</p> <ul style="list-style-type: none"> ● Students wash hands as taught as shown by whole class data ● Students are observed using visual support to wash hands
<p>Materials Management: Ability to manage the “stuff” of school or preschool</p> <p>Classwide Student Outcome: Being sure students are able to independently handle the materials involved in the hand washing routine</p>	<p>Observable Student Actions for Materials Management:</p> <p>Students will learn how to:</p> <ul style="list-style-type: none"> ● Turn water on and off ● Get soap on hands ● Rub hands together and then put under faucet to rinse off water ● Get paper towel to dry hands ● Get paper towel to dry hands ● Throw paper towel in trash <p>As shown with whole class data</p>
<p>Teacher/Staff Reflection after Implementation</p>	
<p>Which Observable Student Actions are happening and/or not happening according to the data?</p> <ul style="list-style-type: none"> ● 90% of students are independently completing most of the hand washing routine ● 30% of students are unable to turn water on and off ● 10% of students need verbal reminder to look at the visual routine posted above the sink 	
<p>What’s working? What’s not working? What needs to change based on data collection?</p> <ul style="list-style-type: none"> ● Posting the visual routine in the bathroom at students’ eye level 	

- 70% of students are able to follow the routine but have difficulty turning the water on and off

Next steps:

- Increase fine motor activities throughout the day to help assist students with turning the water on and off
- Use a gestural prompt by tapping the visual support for those students who forget to look and are skipping steps