

Wash Up: A Six Step Hand Washing Routine

a 30 minute life skills lesson for a group of 4

SUBJECT	Life Skills
AGES	8 - 12
GROUP	4 students
DATE	

80%
TARGET

The goal, from the IEP. Given a six step visual sequence at the sink, the student will complete the hand washing routine with no more than one gestural prompt in 4 of 5 daily opportunities.

Today's objective. Students will complete a six step hand washing routine at the classroom sink, following the posted visual sequence from wet hands to paper towel.

1	WARM - UP Name each picture in the sink sequence as a group Students order their own desk strips left to right.	4 MIN	ENGAGEMENT ○○○○
2	DIRECT INSTRUCTION & MODELING Model the full routine at the sink, naming each step as the picture is touched Start the visual timer at the scrub step and scrub until it runs out. Model one error, skipping soap, and fix it by checking the sequence.	6 MIN	CHECKS ○○○○
3	GUIDED PRACTICE Each student washes with the teacher pointing to each picture in turn Fade to standing beside the sequence without pointing. Praise by naming the step, you scrubbed the whole timer.	9 MIN	TRIALS ○○○○○○○○○
4	INDEPENDENT PRACTICE Students take turns washing alone while the group orders desk strips Teacher records prompts per step on the data sheet from a step back.	8 MIN	CORRECT / TOTAL ○○○○○○○○ ○○○○○○
5	CLOSURE Group check: which step does the timer belong to First-then card: washed hands, then snack.	3 MIN	NOTES

IF THE PLAN NEEDS A RESET	REINFORCEMENT The chosen after-wash activity from the first-then card. Stamping their own routine chart. Specific praise naming the step done alone	SENSORY One student avoids the hot tap; mark the cold tap with a blue dot and teach cold-water washing.
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PREP & MATERIALS

stage this before the students arrive

MATERIALS

- ☐ Six step visual sequence posted at the sink
- ☐ Foaming soap and paper towels
- ☐ A twenty second visual timer
- ☐ Individual step strips for desk practice
- ☐ First-then card for the after-wash activity

VOCABULARY

Wet · Soap · Scrub · Rinse · Dry · Done

SUPPORTS STAGED

Task Analysis · Visual Schedule · Timers · Positive Reinforcement · Prompt Hierarchy

DIFFERENTIATION

the same lesson at three levels

MORE SUPPORT

Practice three steps per session, wet, soap, scrub, and add rinse and dry only after those are solid.

ACCOMMODATIONS

- ☒ Sequence posted at eye level at the sink
- ☒ Visual timer for the scrub step
- ☒ Cold tap marked with a blue dot
- ☒ Extra practice turn before snack

ON LEVEL

Complete all six steps in order with one or fewer gestural prompts.

MORE CHALLENGE

Wash with the sequence covered, then self-check against it and mark their own step strip.

MODIFICATIONS

How will the task or materials be changed?

A student working on requesting uses their board to ask for soap and towel at the matching steps.

ASSESSMENT & DATA

the data window is independent practice

ASSESSMENT TYPE

- ☒ Observation ☐ Checklist ☐ Work Sample
- ☒ Data Collection ☐ Other

WHAT SUCCESS LOOKS LIKE

The student moves through the six steps at the sink on their own, glancing at the sequence rather than waiting to be told.

Accuracy goal: 80%

QUICK TALLY ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

STUDENT	TRIAL 1	TRIAL 2	TRIAL 3	ACCURACY	PROMPT LEVEL

GENERALIZATION

How will we practice this skill in other settings?

Post the same six pictures at the bathroom sink and run the routine before lunch and after art.

HOME CONNECTION

How can families support this skill at home?

Send a copy of the sequence home for the bathroom mirror and ask the family to use the same six words.

EXTENSION

Ideas to extend learning further.

Students sequence photos of themselves doing each step into a class how-to book.

AFTER THE LESSON

What worked and what should change?

Refill foaming soap before the lesson; pump bottles frustrate small hands. Keep a dry set of step strips; splash zone.