

Hand Washing

Part 1:

Standards:

1. Students will be able to demonstrate hygiene skills in order to prevent illness (e.g., handwashing, tooth brushing, or bathroom use).

Task: The student would need to wash their hands independently.

Rubric:

Criteria	<u>Beginning</u> Full Physical (FP), Partial Physical (PP), Modeling (M)	<u>Developing</u> Gestural (G), Verbal (V)	<u>Proficiency</u> Visual	<u>Mastery</u> Independently
Turn on water				
Put 1 pump of soap on hands				
Rub hands together for 20 seconds				
Rinse all soap off of hands				
Turn off water				
Get paper towel (3-5 pushes)				
Dry hands				
Throw away trash				

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Part 2:

Standard:

3. Students will be able to follow the sequence of steps in a task.

Task: The student would need to follow the steps in order independently.

Rubric:

Criterion			
Follow steps in a task	Did not follow steps in a task independently	Followed some steps in the task independently	Followed steps in the task independently

Part 3:

Standard:

4. Students will be able to advocate for themselves in real life situations.

- a. Ask for help
 - i. Identify the problem
 - ii. Get attention of a person
 - iii. Ask the right person for help
 - iv. Explain the problem
 - v. Work together to solve the problem
 - vi. Thank the person for helping

Task: Before the student washes their hands, the teacher will remove an item from the hand washing task (e.g. paper towels). The material should be something that the student would not be able to retrieve themselves or does not know where the item would be.

The student would need to identify the problem, get the attention of an individual in the immediate area, ask the right person for help, explain the problem to the individual, work together to solve the problem and thank the person for helping.

For any reason, if the student is not able to identify the problem, get the attention of an individual in the immediate area, ask the right person for help, explain the problem, work together to solve the problem, and/or thank the person for helping, the teacher will give them the answer to get to the next step.

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Rubric:

Criteria	Beginning (1)	Developing (2)	Mastery (3)
Identify the problem	Student does not notice that there is a problem.		Student notices that there is a problem.
Get attention of a person	Student does not get a person's attention <u>or</u> does not identify a problem needing attention.	Student is unsure of how to get the attention but mentions that they need to get their attention <u>or</u> is getting the attention in an inappropriate way.	Student is able to get a person's attention.
Asking the right person to help	Student is unable to identify anyone that could help.	Student identifies a person who will not always be in the situation with them. (e.g., another student)	Student asks for help from an appropriate person for the situation.
Explain the problem	Student is unable to communicate what the problem is.	Student is able to tell something related to the problem but the person would be unclear how to help.	Student is able to explain the problem so that the person they are asking would understand what they want or need.
Work together to solve the problem	Student does not work with the person to fix the problem.	Student works with the person to fix the problem when prompted.	Student works with the person to fix the problem.
Thank the person for helping	Student does not thank the person for their help.		Student thanks the person for their help.