

Establishing a Handwashing Routine

Very regular handwashing is now a regular feature of everyday life and will occur often during the school day.

Handwashing can be taught as part of a new or existing routine in the school environment and this routine can be used in every setting that a student is in.

If the routine is the same in every setting, it will be easier for the student to transfer the skill and should support the transition back to school.

Some students will need concrete visual and/or tactile support, some will like a benefit from a combination of written and visual support, and others will use written support only. This will be decided by the needs and learning style of the individual student.

Tips to support the routine of handwashing

1. Link with home and identify any routines/supports used around handwashing during their time at home.
2. Support the student to understand **when** he/she will be washing their hands.
 - a. Build handwashing into the child's everyday routine in the school environment.
 - b. Using whatever system is meaningful for the student, (e.g. objects, visual or written supports) to support the student to understand that this routine is now going to happen several times during their day
3. Support the student to understand and **learn the process** of washing their hands
 - a. Break down the task into clear stages with visuals/objects of reference as appropriate to support understanding
 - b. Be consistent in language and visual supports i.e. keep objects/pictures/written supports the same. T
4. Keep duplicates of supports used, to aid the transition back to school.
5. Communicate with all school staff to ensure they know what has worked for your child, so they can build on success.

Visual supports for handwashing

Here are some visual supports that can prepare students for a new hand washing routine when school resumes

- Visual schedules/timetables so that a handwashing time can be clearly seen as part of daily life
- Cues to prompt students where to go to wash hands
- Link with parents to identify how cues/visuals/supports may have been used in the home setting and how to adapt them for school
- A link to visual supports on the stages of handwashing-these visuals may be taught, displayed and practised at home/school and then shared with parents and teachers

Additional resources for hand washing:

<https://www.smores.com/udqm2>



<https://parent2parent.org.nz/autism-specific-resources/>

[http://www.livingwellwithautism.com/how to use picture cards and schedules/self care visual helpers](http://www.livingwellwithautism.com/how_to_use_picture_cards_and_schedules/self_care_visual_helpers)

Additional resources for visual schedules and timetables:

www.visualaidsforlearning.com

www.do2learn.com

<u>Cue to wash hands</u>	<u>What to do</u>	<u>What type of schedule</u>
Object 	<p>Child takes an object which shows them where to go.</p> <p>Eg soap container = brings the child to the sink.</p>	<p>Object schedule Or First-Then Schedule</p>
Photo 	<p>There is a photo of an action(wash hands) or object(soap container) on the schedule . The child brings it to where he will be washing his hands and matches it to same photo there.</p>	<p>Part day or Daily schedule</p>
Picture/image and word 	<p>An image of wash hands and the words wash your hands on it. This can be matched to same card where he will be washing his hands.</p> <p>Or image is on schedule and child ticks box next to it and then goes to wash hands(read, tick off and do)</p>	<p>Daily schedule</p>
Written word Wash hands	<p>Word written into a schedule which prompts the child to wash his hands-(read, tick off and do)</p>	<p>To do list</p>

1. First Then

First

Then

2. Daily Schedule Part Day

3. Daily Schedule

To Do	Done

4. To Do List

1. _____ ☐
2. _____ ☐
3. _____ ☐
4. _____ ☐
5. _____ ☐
6. _____ ☐
7. _____ ☐
8. _____ ☐
9. _____ ☐
10. _____ ☐