

**VT Child Care Industry and Careers Council
Daily Activity Assessment Tool
Hand Washing Level I #3**

Apprentice _____ **Observer/Mentor** _____
Date: _____ **Time AM or PM:** _____ **Begin:** _____ **End:** _____

Program Name and Town: _____
Hand Washing Setting (Such as, "In children's bathroom prior to snack time"):

Ages and number of children: _____

Special Issues: _____

P= Proficiency rating scale 4=expert, 3=advanced, 2=intermediate, 1=novice
C= Consistency rating scale 4= consistently/nearly always 3=frequently, 2=sometimes, 1=rarely or never

Criteria	Discussion/Observation Notes	P/C
1. Environment and Preparation		
a. Teacher has ensured the environment is safe and includes the following: <ul style="list-style-type: none"> • Water from one spigot • Appropriate water temperature (less than 120F) • Soap dispenser and disposable paper towels are accessible by children • Steps and stools are sturdy and appropriate to age group • Signs depict and describe proper hand washing procedures • Adequate lighting • Appropriate room temperature 		
b. Teacher is present and prepared to assist and/or supervise children.		



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2. Social Emotional Skills		
a. Tone of voice is positive, clear and moderated to the setting.		
b. Behavior and safety concerns are identified promptly and handled calmly, clearly and carefully.		
c. Teacher's attitude and demeanor demonstrates that hand washing can be fun and a learning experience.		
d. Teacher recognizes and praises specific behaviors related to the hand washing setting and procedures.		
e. The routine of hand washing is understood and accepted by children as evidenced by general cooperation and positive social behavior.		

3. Infant and Assisted Hand Washing		
a. All of "#2 Social Emotional" apply to infants and when assisting any child with hand washing.		
b. Children's negative feelings (if evident) are acknowledged while appropriate hand washing is accomplished in as sensitive and timely manner as possible.		
4. Hand Washing Procedures		
a. Instruction in proper hand washing procedures is provided clearly, using age appropriate words and methods.		

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b. Instruction includes procedure to leave hand-washing area and move to next activity.		
c. <i>Teacher demonstrates and oversees the following procedures:</i>		
<ul style="list-style-type: none"> • Wet hands and lather with liquid soap and warm running water • Vigorously rub together all surfaces of lathered hands for 10-15 seconds • Rinse hands thoroughly under a stream of warm water • Dry hands completely with a clean, dry, paper towel • Turn off faucet with paper towel and throw paper towel in trash. 		

Additional observation notes:

Degree of Understanding Rating:

Thorough and complete=4, substantial=3, partial=2, incomplete=1

Observations/Comments:

Overall Effectiveness Rating

Highly Effective=4, Effective=3, Minimally Effective=2, Ineffective=1

Observations/Comments:



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Overall "Hand Washing" Assessment Summary:

Identified area(s) of strength:

Identified area(s) to improve:

Plan(s) to address improvement: (Recommendation is to focus on no more than 2-3 areas)

Tentative date and time to reassess (If needed): Date: _____ Time: _____

(Signed): Apprentice: _____ Date: _____

(Signed): Observer/Mentor: _____ Date: _____

Related Assignments

Read the Following:

1. Developmentally Appropriate Practice in Early Childhood Programs (NAEYC) sections that apply to the age of child, or children, in the hand washing assessment. 2. (Vermont) Early Childhood Program Licensing Regulations, section V. Health and Safety including "Hand Washing" 3. An article or other printed material recommended by a Healthy Child Care Vermont (or other) Nurse Consultant.

Report orally on the following: 1. Your assessment of how the developmental age of the children in the hand washing assessment can support and challenge hand washing procedures. 2. Two activities you can do with children that will help support regular and effective hand washing in child care. 3. Ten circumstances during the course of the day that a child or teacher in a licensed center must wash her/his hands and why. 4. An analysis of how the child care environment supports or challenges hand washing procedures.

Standards

Level I, #3. Hand Washing:

CDA Subject areas: I-Planning a safe, healthy learning environment III-Positive ways to support children's social and emotional development VIII Principles of child development and learning

Functional Areas: 2.1, 2.2, 10.2, 10.3, 13

NAEYC Accreditation Criteria (2007):

Relationships Standard 1B, 1C, 1D, 1E, 1F Curriculum Standard 2A, 2B, 2D, 2E, 2G

Teaching Standard 3A, 3B, 3C, 3D, 3F, 3G Health Standard 5A Teachers Standard 6A, 6B

Leadership and Management Standard 10D

Vermont Early Learning Standards (VELS): Domain I Approaches to Learning- Goals 3, 4 Domain II Social and Emotional Development- Goal 3 Domain VIII Physical Health and Development - Goal 4

VT Early Childhood Program Licensing Regulations

I. Program Design and Curriculum C. Interactions Among Children and Adults

V. Health and Safety G. Hand Washing T. Plumbing and Water

VT School Age Care Regulations

Section A. Administration 18 Section E Program 1, 5 Section F. Guidance/Discipline 1

Section K. Health 1, 3, 4, 15, 17 Section L. Training 4

Core Competencies for Early Childhood Professionals

Child Development Level I A. 4 C. 1, 2, 3 Level II B. 1 Level III B. 2, 3 Families and Communities Level I B. 4 Level II B. 2 Teaching and Learning Level I A. 1, 2, 3, 6 B. 1, 4 Level II A. 3, 5 Level III A. 2 Healthy and Safe Environments Level I A. 1, 2 B. 1 Level II A. 1, 2 B. 2 Level III A. 4 Professionalism and Program Organization Level I C. 3

Core Competencies for Afterschool Professionals

Child & Youth Development A 4, 5, 9 B.4, 7, 8, C 1, 3, 4, 5 Families and Communities Communication 5 Curriculum and Learning Environment Interactions 2, 4, 5, 7, 8 Environment 1, 7 Curriculum and Enrichment 4 Assessment 3 Healthy and Safe Environments Healthy Environments and Health Needs 1, 2, 4, 6 Safe 1, 4 Nutrition & Physical Activity 11 Professionalism and Program Operation, Program Organization and Administration 2, 6, 17

VT Framework of Standards and Learning Opportunities Vital Results - Communication Standards.1.3 Expression, 1.4 Information, Technology/Information Literacy, 2. Reasoning and Problem Solving Standards 2.1 Questioning and Problem Solving, 2.1 Problem Solving, 2.2 Approach 2.3 Abstract and Creative Thinking,

VFSLO Fields of Knowledge - 6.5 Concepts of Culture, 7.Science, Mathematics and Technology Standards 7.1, Scientific Method 7.2 Investigation 7.14 The Human Body