

Lesson Code	2
Short Objective	Regular Handwashing
Competency	Demonstrate regular handwashing with soap and water or using hand sanitizer to help prevent the spread of germs and infections.

Curriculum Standards	Essential Question(s) / I Can Statement(s)
<p>CCSS. ELA. LITERACY.SL-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS. ELA. LITERACY.SL-10.4 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS. ELA. LITERACY. RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>SHAPE America National Health Education Standards:</p> <ul style="list-style-type: none"> • Use functional health information to support health and well-being of self and others. • Analyze influences that affect health and well-being of self and others. • Use a decision-making process to support health and well-being of self and others. • Use a goal-setting process to support health and well-being of self and others. • Demonstrate practices and behaviors to support health and well-being of self and others. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • Why is it important to wash your hands? • How do you properly wash your hands and use hand sanitizer to get rid of germs? <p>I Can Statement(s):</p> <ul style="list-style-type: none"> • I can demonstrate the proper steps for handwashing with soap and water or using hand sanitizer.
Lesson Objective(s) – Student Learning Outcome(s) for this learning experience	

By the end of this lesson, students will be able to:

- explain how regular handwashing helps prevent the spread of germs and infections.
- demonstrate the correct method of handwashing with soap and water or using hand sanitizer.

Material/ Resources, Technology, Instructional Strategy [HLP 1]

Material/Resources:

- Soap, water, paper towels, hand sanitizer
 - To support generalization of skills, ensure you include multiple exemplars during instruction (e.g., pump soap, bar soap, wall pump soap, small bottle of hand sanitizer, pump sanitizer)
- Posters or diagrams showing the steps for proper handwashing
- Timer (e.g., kitchen timer, clock)
- Task analysis of handwashing steps
- Glitter or a glow-in-the-dark powder (to represent germs)
- Wipes for clean-up

Instructional Technology:

- Use of a projector or screen to display visuals and video clips on hand hygiene.

Develop a video model ([Video-Modeling-Implementation-Guide-3.9.19.pdf](#) ([transitioncoalition.org](#))).

Assessment/Evaluation [HLP 4, 5, 6]

Informal Formative Assessments: *How progress towards lesson objectives is monitored as you are teaching*

- Observe students during guided practice to ensure they are following the correct steps for handwashing.
- Evaluate each student on each step of handwashing or using hand sanitizer using the task analysis. Document if step-by-step visual support or hand-over-hand assistance is needed.

Formal Summative Assessments:

- Use a section of the LCE battery related to personal hygiene to document student mastery of the lesson objectives.

Academic Feedback:

- Provide immediate feedback during class discussions to correct misunderstandings and reinforce correct responses.
- Use praise and constructive comments to encourage student participation and understanding.

Assessment/Evaluation Modifications

- Visual aids (charts, posters) designed with symbols, images, and color coding to support students with different cognitive and language abilities, making the information accessible to those who might struggle with text-heavy content.
- Allow extra time for responses.
- Provide vocabulary list or cards with pictures to support understanding of key terms.
- Read aloud or allow for use of text to speech software to read LCE battery or other written measures.
- Allow differentiated responses (i.e., expressing understanding in various formats [e.g., written, drawing, verbal])

Key Language Task – Students will explain the importance of handwashing to a partner. Students will share their understanding of hand washing or using hand sanitizer by sharing with their peers the steps of each procedure and when you would use each strategy. Students will also complete an exit ticket.

- **Expressive Communication Demands**

- Verbally explain hygiene practices
- Answer questions and participate in discussions
- Demonstrate hygiene practices
- Summarize learning through written responses

- **Receptive Communication Demands**

- Listen to instructions and explanations
- Observe demonstrations
- Comprehend key vocabulary
- Follow step-by-step instructions

Academic Vocabulary *specialized terms and phrases students need to understand* germs, bacteria, infections, hand hygiene

Content Vocabulary *key vocabulary words, symbols, or sounds used in the lesson* soap, sanitizer, water, clean, wash

Everyday Vocabulary *potential terms used in everyday life to support generalization of skills.* hands, clean, germs

UDL Language Supports:

- Visual supports (charts, posters, videos) to reinforce verbal explanations.
- Use a word wall with key vocabulary, provide sentence stems for group discussions, and utilize graphic organizers to help students structure their thoughts.
- Sentence starters for students struggling with verbal expression, such as: "I wash my hands by first..." "Brushing your teeth helps prevent..."

Targeted Supports *for the Key Language Activity and support a specific language demand (function, vocabulary, syntax or discourse).*

- For the Key Language Activity, use sentence starters like "One important hygiene practice is..." and "Hygiene helps prevent germs because..." to guide students in their discussions.
- Clarification prompts and rephrasing for students who need additional help with comprehension.

Questions:

- How do germs spread if we don't wash our hands?
- Why do you think it is important to wash your hands before eating?
- What might happen if people don't wash their hands regularly?

Activities:

- Have students create a Venn diagram comparing and contrasting handwashing with soap and water versus using hand sanitizer.
- Use a germ simulation activity (e.g., glow-in-the-dark powder or lotion that simulates germs) and have students "wash" their hands to see how effectively they remove the simulated germs. Afterwards, students reflect on the simulation and write about or discuss how proper handwashing prevents the spread of germs.
- Present students with a scenario where they are in an environment where water is scarce or unavailable. Ask them to brainstorm and come up with alternative ways to maintain hand hygiene and prevent the spread of germs in such conditions.

Instructional Strategies [HLP 12, 13] This section will include aspects written above and is organized by HLP 16: Explicit Instruction & HLP 15: Scaffolded Supports

Lesson Part 1

Opening

Description of Activities and Instruction (Teacher Does) 1

Step 1: Activate Prior Knowledge

- Begin with an engaging question to spark curiosity: "Have you ever wondered how something so tiny, like a germ, can make so many people sick?"
- Lead a quick discussion by asking students what they already know about germs and handwashing.
- Introduce a hands-on, interactive demonstration to show how germs spread quickly in real life.

Step 2: State the Learning Objectives

- Clearly state the two main objectives for the lesson.
- Write the objectives on the board or display them visually.

Step 3: Set a Purpose for Learning

- Explain the relevance of handwashing in real-life situations.
- Emphasize how handwashing helps protect students, their families, and the community from illness.

Step 4: Engage Students

- Ask students thought-provoking questions to engage them in the topic.
- Encourage participation by prompting them to share their thoughts.

Step 5: Provide an Overview

- Give a brief overview of the lesson structure.
- Explain that students will learn when to wash hands, the steps for proper handwashing, and how to use hand sanitizer when soap and water aren't available.

Step 6: Connect the lesson to students' daily experiences by discussing how the lesson can be applied at home, school, or community

- Discuss common situations where students may need to wash their hands (e.g., before eating, after playing outside, after using the restroom).
- Relate handwashing to staying healthy at home, school, and in the community.

Step 7: Clarify Expectations

- Clearly explain what students are expected to learn and do during the lesson.
- Let students know they will practice handwashing and discuss their own hygiene habits.

Step 8: Check for Understanding

- Ask students quick questions to gauge their understanding before moving on.
- Provide feedback based on their responses.

Script (if needed)

Alright everyone, today we're going to learn more about how germs spread and how we can stop them by practicing good hygiene, like washing our hands. But before we start, let me ask you this: Have you ever wondered how something so tiny, like a germ, can make so many people sick? Let's find out how that happens with a fun activity!

*I have this glitter in my hand, and it represents germs. Germs are everywhere—on surfaces, in the air, and even on our hands. Now, watch what happens when I shake hands with one of you. **[Shake hands with one student, transferring glitter.]** Look! Now this student has germs on their hands. Let's see how fast these germs can spread. I want this student to go and shake hands with two more people. **[Allow the student to shake hands with two others.]** Whoa! Look at that! The germs spread so quickly to three people. But what happens next? Let's have those three students touch their desks. **[Students touch desks, transferring glitter.]** Now the germs are everywhere—on your hands and the desks! This is how germs spread quickly from one person to another without us even knowing it.*

*Today, we have two main objectives: We're going to learn why handwashing is important. We're going to practice how to wash our hands and use hand sanitizer properly so we can keep ourselves and others healthy. By the end of today's lesson, you'll be able to answer these two key questions: Why is it important to wash your hands? How do you properly wash your hands and use hand sanitizer to get rid of germs? **[Write the objectives on the board.]***

Think about what just happened with the glitter germs. If we hadn't washed our hands, those germs would keep spreading to everything we touched—our desks, our friends, and even our food! That's why handwashing is so important. By learning how and when to wash your hands properly, you're protecting yourself and everyone around you from getting sick.

*Now, can anyone tell me how we can stop the germs from spreading like this? **[Pause for responses.]** That's right! Handwashing is one of the best ways to stop germs from spreading. But do you think just rinsing with water is enough? **[Pause for responses like, "No, you need soap."] Exactly! Soap is the secret weapon because it breaks down the germs and washes them away. Let's dive into when and how we should wash our hands.***

First, we'll talk about when you should always wash your hands—like after using the bathroom or before eating. Then, we'll go over the correct steps for washing your hands, like how long you should scrub and what areas to pay attention to, like in between your fingers and under your nails. Finally, we'll talk about how to use hand sanitizer properly for those times when you don't have access to soap and water.

Think about your day. How often do you touch things like desks, doorknobs, or your phone? These surfaces can all have germs on them. Now, imagine eating a snack without washing your hands first—those germs could end up in your mouth! By washing your hands regularly, you're not just keeping yourself healthy, but also helping your family and friends stay healthy too.

By the end of today's lesson, I expect you to be able to demonstrate the proper steps for washing your hands with soap and water and explain when and why it's important to wash your hands. We'll also practice using hand sanitizer correctly. So, get ready to become handwashing experts!

*Before we move on, let's check what we've learned so far: Why is it important to wash your hands? **[Pause for responses.]** When should you always wash your hands? **[Pause for responses like after using the bathroom, before eating.]** If you don't have soap and water, what should you use? **[Pause for responses like hand sanitizer.] Great! You've got the basics down. Now, let's talk about how to wash your hands properly.***

UDL Strategies 1

UDL Strategies 1

- Use visual aids such as posters or slides with pictures of germs, handwashing steps, and hand sanitizer to support the verbal explanation.

- Provide a written version of the essential question and learning objectives on the board or in handouts.
- Allow students to respond in multiple ways (e.g., verbally, using hand signals, or writing a quick response) when asked questions about when and why to wash hands.

Lesson Part 2

Instructional Procedures/Learning Tasks:

If desired, use **Co-teaching strategy**

Parallel Teaching:

- Divide the class into smaller groups, with each teacher instructing a group separately.
- Teacher 1 could demonstrate and practice with Group A at the sink, focusing on handwashing with soap and water.
- Teacher 2 could demonstrate and practice with Group B using hand sanitizer, emphasizing when it's appropriate to use it and ensuring they understand proper usage.
- After a set time, the groups switch, allowing both teachers to address the same material and ensure all students understand both methods.

Description of Activities and Instruction (Teacher Does) 2

Step 9: Explain (Teacher Models)

- Explain the role of handwashing in preventing infections
- Model correct handwashing procedure
 - Use soap, scrub for 20 seconds, rinse, dry with a paper towel and the use of hand sanitizer.
 - Provide verbal explanations as you demonstrate the skill to ensure students understand what is happening.
 - Use total task presentation
 - Demonstrate using a verbal plus model prompt of each step of the task analysis
 - Demonstrate each step of the task analysis one time
 - Say "Now your turn" and will instruct student to complete the first step of the task analysis
 - Student will then verbalize the task step and complete it
 - Give student 5 seconds from when you provide the prompt to begin the step
 - If student does not respond within 5 seconds, provide the next least restrictive prompt (e.g., verbal, gesture)
 - If the student does respond within 5 seconds, provide reinforcement (e.g., verbal praise, thumbs up).
 - Repeat steps 5-7 for the remainder of the task analysis.

Script (if needed)

Now that we know why handwashing is so important, let's talk about how to wash our hands the right way. Did you know that just rinsing your hands with water isn't enough to get rid of germs? We need to use soap and make sure we wash for at least 20 seconds to really clean our hands. But sometimes, we might not have access to soap and water, like when we're out and about or in a place where handwashing isn't possible. In those cases, we can use hand sanitizer. Hand sanitizer should have at least 60% alcohol to kill germs effectively. But remember, washing with soap and water is always the best option when it's available. Let me show you how it's done, step by step.

*Let's start with washing our hands. The first step is to wet your hands. Turn on the water, and make sure your hands are completely wet. Don't worry about soap yet—just get your hands wet first. **[Model turning on water and wetting hands]**. Now that my hands are wet, it's time for the next step—apply soap. You want to use enough soap to cover your whole hands. **[Model pumping soap onto hands]**. Now for the most important part—scrubbing your hands. Scrub for at least 20 seconds. Make sure you wash everywhere: the front of your hands, the backs of your hands, between your fingers, and under your nails. **[Model scrubbing each part of your hand while verbally describing which part you are scrubbing]**. To help you know how long to scrub, you can sing 'Happy Birthday' twice while scrubbing. **[Sing Happy Birthday twice while scrubbing the different parts of your hands]**. Once you've scrubbed for 20 seconds, it's time to rinse off all the soap and germs. Use clean, running water to rinse both hands completely. **[Model rinsing hands under water]**. Now the last step—dry your hands. Use a clean towel or a hand dryer to get your hands dry. **[Model drying hands with a clean towel]**. Now that I have shown you all the steps, let's go through them one more time. Remember, we must complete all the steps every time we wash our hands: wet your hands, apply soap,*

scrub for 20 seconds, rinse with clean water, and dry with a clean towel. **[Model the entire task of washing hands while verbally describing each of the 5 steps].**

Now, let's talk about how to properly use hand sanitizer when soap and water are not available. The first step is to make sure you have enough sanitizer to cover your whole hands. It's important to use enough—usually about a dime-sized amount **[Model dispensing hand sanitizer into your palm].**

Now that I have the hand sanitizer, it's time for the most important part—rubbing your hands. Just like with soap and water, you need to rub the sanitizer all over your hands for at least 20 seconds. Make sure to cover every part: the front of your hands, the backs of your hands, between your fingers, and even under your nails **[Model rubbing each part of your hands while describing it out loud].**

To help you remember how long to rub, you can sing 'Happy Birthday' twice, just like when washing your hands with soap and water. Let's sing it together! **[Sing 'Happy Birthday' twice while continuing to rub sanitizer over your hands].** Once you've rubbed for 20 seconds, your hands should be dry, and the germs will be gone. Remember, you don't need to rinse or wipe off the hand sanitizer—it just dries on its own. **[Model rubbing until hands are dry].** Now that I've shown you the steps, let's go through them one more time. Every time you use hand sanitizer, make sure to: apply enough sanitizer to cover your hands, rub for at least 20 seconds, make sure to get all parts of your hands—front, back, between fingers, and under nails, and let your hands air-dry **[Model the entire task of using hand sanitizer while verbally describing each step].** Does everyone feel ready to give it a try? I'll be here to help if you need any reminders, but I want to see you go through all the steps by yourself, just like I modeled.

Step 10: Guided Practice (Teacher and Students Practice Together)

- Provide step-by-step guidance and prompts, ensuring that students follow along correctly.
- Use verbal feedback and physical modeling to correct any mistakes during the practice.
- Use Most to Least Prompts of the System of Least prompts depending on the phase of learning of student (i.e., initial acquisition, building fluency). Note the script included below follows system of least prompts.
- For students who require more significant guidance to complete the task and are in the initial acquisition of skill phase, use **Most-to-least Prompting**
 - Secure the student's attention.
 - Deliver the task direction.
 - Immediately use the most intrusive prompt necessary for a student to perform the correct response (e.g., physical), praising all correct responses.
 - After several sessions, move to the next less intrusive prompt level in the hierarchy (e.g., model), praising all correct responses.
 - After several sessions, move to the next less intrusive prompt level in the hierarchy (e.g., verbal), praising all correct responses.
 - Continue until the student can perform the response independently across several sessions.
- For students who have learned the skill but need practice to build fluency, use **System of Least Prompts**
 - Secure the student's attention.
 - Deliver the task direction.
 - Wait a set number of seconds (i.e., response interval) for the student to respond independently.
 - If the student responds correctly give praise, if no response or an error, give the least intrusive prompt in the hierarchy (e.g., verbal) and wait the same set number of seconds for a response.
 - If the student responds correctly give praise, if no response or an error, give the least intrusive prompt in the hierarchy (e.g., model) and wait the same set number of seconds for a response.
 - If the student responds correctly give praise, if no response or an error, give the least intrusive prompt in the hierarchy (e.g., physical) and wait the same set number of seconds for a response.
 - Praise the correct response before going to the next step in the task analysis.

Script (if needed)

Alright, let's start with the first step. Go ahead and wet your hands... **[observe students, provided corrective feedback as needed].** Great! Now apply your soap... **[observe students, provide corrective feedback as needed].** Perfect! Now, scrub for 20 seconds. Let's all sing 'Happy Birthday' together to keep time. **[Scrub and sing with students, provide corrective feedback as needed].**

Now rinse all that soap off... **[observe students, provide corrective feedback as needed]**. And finally, dry your hands with a clean towel. **[observe students, provide corrective feedback as needed]**. Fantastic work, everyone!

Now, what if you don't have soap and water available? That's when hand sanitizer comes in handy. If you're using hand sanitizer, make sure you use enough to cover both of your hands. Rub it everywhere, including the front, back, between your fingers, and under your nails, for at least 20 seconds—just like when you wash with soap and water. **[Model rubbing hand sanitizer and provide corrective feedback as students follow along]**.

Whether you're using soap and water or hand sanitizer, you're keeping yourself and others safe from germs. You all did an awesome job, and now you know how to wash your hands properly and how to use hand sanitizer when soap and water aren't available. Well done!

Step 11: Independent Practice (Students Practice Alone)

- Observe each student's performance, offering praise or corrective feedback as needed.
- Encourage students to repeat the skill until they can do it confidently without assistance.

Script (if needed)

Awesome job, everyone! Now that you've practiced with me, I want you to try it on your own. Use the task analysis to self-monitor and track whether you have completed all the steps. This time, I'll watch to make sure you're following all the steps. **[Observe and use task analysis to track the performance of each student]**.

UDL Strategies 2

UDL Strategies 2

- Display a visual flowchart with pictures and simple text to outline the handwashing steps (e.g., wet hands, apply soap, scrub, rinse, dry).
- Break down complex information into smaller chunks, such as discussing one hygiene practice at a time (e.g., handwashing, then dental care, then nail care).

Lesson Part 3

Closure

Description of Activities and Instruction (Teacher Does) 3

Step 12: Summarize key Points

- Recap the main hygiene practices discussed (e.g., washing hands properly, using hand sanitizer when necessary).
- Emphasize when and why students should wash their hands to prevent the spread of germs.
- Reinforce that practicing these habits daily can help keep themselves and others healthy.

Step 13: Check for Understanding

- Ask targeted questions to assess whether students understand when and how to wash their hands.
- Encourage students to respond and provide feedback or clarification as needed.

Step 14: Relate the Lesson Objectives

- Restate the objectives and highlight how students achieved them.
- Reinforce that they can now demonstrate proper handwashing and understand why it is important.

Step 15: Connect to Real-Life Applications

- Encourage students to think about how they will use what they learned in their daily lives.
- Provide examples of real-life situations where handwashing is crucial (e.g., after playing outside, before eating, after sports practice).

Step 16: Encourage Student Reflection

- Prompt students to reflect on how they can incorporate handwashing into their daily routines.
- Allow students to write or share their reflections with a partner.
- Encourage a few students to share their reflections with the class.

Step 17: Provide Closure Activities

- Lead a quick group brainstorming session on how students can remind themselves and others to practice good hygiene.
- Encourage students to think of creative ways to reinforce handwashing habits (e.g., posters, reminders on their phones).

Step 18: Assign Follow-up Work

- Assign a simple follow-up task: tracking their handwashing habits for two days.
- Explain how they should complete the task and what they will do with the information.

Script (if needed)

Great job today, everyone! You've learned how to wash your hands properly and why it's so important. Let's quickly go over the key points from today: Handwashing with soap and water is one of the best ways to stop the spread of germs. You should wash your hands at key times, like after using the bathroom, before eating, and after touching shared surfaces. When soap and water aren't available, hand sanitizer is a great backup—just make sure it contains at least 60% alcohol. By practicing these habits every day, you can help protect yourself and those around you from getting sick.

*Before we move on, let's check what you've learned today. When should you always wash your hands? **[Pause for responses like after using the bathroom, before eating.]** What should you do if you don't have access to soap and water? **[Pause for responses like use hand sanitizer.]** Why is handwashing better than just using water alone? **[Pause for responses like soap breaks down germs.]** Awesome! You've got it. You all did a fantastic job learning these important hygiene practices.*

*At the start of today's lesson, we set two main goals: To learn why handwashing is important. To practice how to wash our hands and use hand sanitizer properly. You've done both of these things today! You've shown that you know when and why to wash your hands, and you can demonstrate the correct steps for doing it. Now, let's talk about how you'll use what you learned in real life. Think about all the times during your day when you touch things that might have germs on them—like doorknobs, desks, or your phone. Those germs can easily spread to you and others. So, when do you think are the most important times to wash your hands during the day? **[Pause for responses like after using the bathroom, before eating lunch, when I get home from school.]***

Exactly! Washing your hands during these times can help you stay healthy and prevent others from getting sick too. Remember, if you're not near soap and water, you can use hand sanitizer as a backup. Now, I want you to reflect for a moment. Think about what you've learned today and how you can apply it. I'm going to give you a couple of minutes to write or share with a partner one thing you will do differently because of what you learned today.

*It could be washing your hands more often, being more careful about how long you scrub, carrying hand sanitizer with you, or even teaching a family member the right way to wash their hands. **[Allow students time to write or share with a partner.]** Does anyone want to share their reflection with the class? I'd love to hear how you plan to use your new handwashing or hand sanitizing skills. **[Encourage a few students to share their reflections with the group.]** Thank you for sharing! Remember, every time you wash your hands or use hand sanitizer, you're protecting yourself and others from germs. You've learned a valuable skill that you'll use every day to stay healthy.*

*Before we finish, let's brainstorm some ways we can remind ourselves and others to practice good hygiene every day. What can we do to make sure we're staying on top of these habits?" **[Encourage students to share ideas like setting reminders, making posters, or helping younger siblings learn.]** These are all fantastic ideas! By helping ourselves and others remember to practice good hygiene, we can keep our school, our families, and our community healthy. Here's your follow-up task: For the next two days, I want you to keep track of how often you wash your hands. Write down when you wash your hands and why—like before eating or after playing outside. We'll talk about your results in our next lesson and see how we're doing with our new handwashing habits.*

Alright, great work today, everyone! Don't forget to keep practicing your handwashing skills at home, at school, and remember to use hand sanitizer when handwashing isn't an option. I know you're going to make a big difference by keeping those germs away. Let's all commit to using what we have learned today in our everyday lives!

UDL Strategies 3

UDL Strategies 3

- Use a graphic organizer to visually map out when and why students should wash their hands (e.g., before eating, after using the bathroom, after playing outside).
- Provide a reflection prompt in both written and verbal forms to accommodate different learning preferences.

- Offer multiple ways for students to complete the exit ticket activity:
 - Writing a sentence about what they learned.
 - Drawing a picture of the handwashing steps.
 - Verbally sharing their reflection with the teacher.

Resources

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