

Daily, weekly and monthly bathroom logs, an independence tracker, and a family update. Fillable PDF.

[illegible]

How the Bathroom Log Works

Three pages carry the loop; the rest are the summaries and the reference pages. Set up the student profile once at the start of tracking and the log runs on one minute a day.

WHEN	PAGE	WHAT GETS WRITTEN
Every bathroom visit	Daily log (6)	Time, how many, how long, independence level, setting, notes
Every week	Weekly summary (7)	Visits per day, total for week, average duration, trend, patterns
Every month	Monthly summary (8), family communication (9)	Total visits, average duration, progress from last month, observations
As needed	Progress tracker (13), setting tracker (11)	Move to next independence level, compare school vs home

What this file is not

Not a toileting training protocol and not clinical guidance. This file tracks what is happening — how often, how long, and the independence level shown — so the team can make decisions. Your district's own protocol gets a blank line to write it on.

The three habits the file assumes

- ☐ The student profile (page 5) is filled once at the start, so every page uses the same independence-level codes.
- ☐ A bathroom visit is recorded on the daily log (page 6) as it happens, not at the end of the day.
- ☐ Data only: time, frequency, duration, independence level — no judgment or clinical interpretation on the page.

The team's own rules (write them here once)

YOUR DISTRICT'S TOILETING PROTOCOL AND WHO DECIDES CHANGES TO IT

WHAT COUNTS AS "PROGRESS" FOR THIS STUDENT (LESS ASSISTANCE, FASTER DURATION, MORE FREQUENT, ETC.)

WHAT THE BASELINE FREQUENCY SHOULD BE FOR THIS STUDENT, AND HOW THAT BASELINE IS MEASURED

WHO IS RESPONSIBLE FOR TRACKING AT HOME VS AT SCHOOL, AND HOW OFTEN DATA IS SHARED

DAILY Daily Bathroom Log

One student, one day, in time order: time, frequency in that visit, duration, independence level code, setting (school, home, community), and notes.

SETTING (CODE FROM PAGE 5)

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How to fill it

Time: the time of day the visit happened. **Freq:** the number (usually 1 per row, or leave blank if writing time and duration only). **Min:** how many minutes the visit took. **Ind:** the independence level code from page 5 (I, V, PA, FP, R). **Setting:** the abbreviation from page 5 (School, Home, Comm). **Notes:** anything unusual — a prompt given, a change in routine, a refusal. Leave blank if nothing unusual.

WEEKLY Weekly Bathroom Log Summary

STUDENT

SETTING(S) TRACKED THIS WEEK

TOTAL VISITS THIS WEEK

PROGRESS SINCE LAST WEEK?

Copy the daily log (page 6) to this page: how many visits per day, how long on average, and the independence level that showed up most. Write any patterns you notice (e.g., more independent before lunch, more refusals in the afternoon). The totals row and the average are the three numbers the monthly page (8) copies.

Family Communication and Progress Update

The page the team uses to update parents or guardians on bathroom independence progress, next steps, and what family can do at home. Sent monthly or as needed.

This page goes to parents or guardians to update them on bathroom independence progress. It is a one-page update sent monthly or as often as the team decides. Fill the data from the monthly summary (page 8), and the last paragraph is for the team's own next steps or conversation with family.

TO	DATE	FROM (TEAM MEMBER)
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Progress This Month

Your student had [___] bathroom visits in [_____]. On average, each visit took [___] minutes. Most of the time, the student showed [___] (see the independence level scale below for what this means). Since last month, the change is: [_____]

What This Means

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What We Can Do at Home

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INDEPENDENCE LEVELS (FOR YOUR REFERENCE)

I: Independent (no assistance or cues needed)

V: Verbal cues only (reminders, directions)

PA: Physical assist (hand-over-hand or partial support)

FP: Full physical assist (student unable to participate)

R: Refused or unavailable

Questions or Notes for the Team

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TRACKING

Home and School Setting Tracker

School and home data side by side: frequency by setting, independence by setting, and the comparison so the team can see what changes between environments.

STUDENT		MONTH		SETTINGS TRACKED	
SETTING	TOTAL VISITS	AVG DURATION	MOST COMMON IND LEVEL	OBSERVATIONS	

Comparison: School vs Home

What is similar between settings

What is different between settings

WHY MIGHT THE DIFFERENCE EXIST?

EXAMPLE

One Student, One Week, Filled In

An invented first grader and an invented classroom. Every number is made up; every total is added on the page so the arithmetic can be checked.

One Day of Daily Logs (Page 6) — Maya, first grade, school and home (invented)

From the profile: I = independent, V = verbal cues · Baseline: 4–5 visits/day

TIME	FREQ	MIN	IND	SETTING	NOTES
8:15 AM	1	3	V	School	Reminder needed
10:30 AM	1	4	I	School	–
12:45 PM	1	5	V	School	Lunch routine
2:30 PM	1	3	I	School	–
4:00 PM	1	5	V	Home	Snack time

That day: 5 visits, 20 minutes total, averaged 4 min/visit, mostly V with one I visit.

Weekly and Monthly Summaries (Pages 7–8)

DAY	VISITS	TOTAL MIN	MOST COMMON IND LEVEL	NOTES
Monday	4	15	V (mostly)	Started tracking
Tuesday	5	18	V	–
Wednesday	4	14	I and V	Showing independence
Thursday	4	16	V	–
Friday	3	12	I	Faster than earlier weeks

WEEK	VISITS	TOTAL MIN	AVG DURATION	MOST COMMON IND	CHANGE?	NOTES
Oct 1–5	20	80	4	V	–	Started at V
Oct 8–12	20	78	3.9	V / I	More I showing	Fewer verbal cues
Oct 15–19	18	70	3.9	I	Yes, positive	Faster visits
Oct 22–26	18	72	4	I	Stable	Consistent

The pattern: Week shown: 20 visits, averaging 3.8 min/visit. Month shown: 76 visits, averaging 3.9 min/visit — independence moved from mostly V to mostly I by week 3.

Why these numbers check

Every number here was filled in as it happened on page 6; the weekly and monthly rows are addition of those entries — a copying job, not new arithmetic.