

A weekly class grid, a monthly individual grid, a time-of-day grid, and a home-and-school setting grid. Fillable PDF.

EXAMPLE

One Student, One Month, Filled In

An invented kindergarten and an invented classroom. Every count is made up; every total is addition you can check against the grid above it.

Weekly Class Tracking Grid (page 6) — Week 1, invented kindergarten class

STUDENT	MON	TUE	WED	THU	FRI	ACCIDENTS (A COUNT)
Ava M	S	S	A	S	S	1
Liam T	S	P	S	S	S	0
Noah K	S	S	P	S	A	1

That week: 2 accidents across the three students shown — Ava and Noah each had one, Liam had none.

Monthly Individual Tracking Grid (page 7) — Noah K, kindergarten (invented)

WEEK	MON	TUE	WED	THU	FRI	ACCIDENTS (A COUNT)
Week 1	S	S	P	S	A	1
Week 2	S	P	S	S	S	0
Week 3	P	S	S	S	S	0
Week 4	S	S	S	P	S	0

Notice: Noah's Week 1 row is the same week shown in the class grid above — one accident, one prompt. By Week 4 the pattern has shifted toward S with one prompt and no accidents.

Monthly Summary (page 16) — October, Noah K.

S	P	A	N	TOTAL DASH	PERCENT SUCCESS
15	4	1	0	20	75%

The four counts are the four codes added straight down the grid above: 15 S, 4 P, 1 A, 0 N across 20 tracked days. Percent success is $S = \text{total days} - \text{times } 100 \div 20 = 100 \div 75\%$.

Why these numbers check

Every code above was marked once, on the grid it first appears on; the summary is addition of those same cells, not new scoring. Noah K, is an invented kindergarten and every count here is made up.

A grid, read at a glance, not a log read in order. Four pages carry the grids; the rest are setup, roll-ups, and reference pages.

IF YOU NEED TO	OPEN	PAGE
See the whole class's pattern for one week	Weekly Class Tracking Grid	6
See one student's pattern across a whole month	Monthly Individual Tracking Grid	7
See whether mornings, middays, or afternoons differ	Time-of-Day Pattern Grid	8
Compare school and home day by day, not just totaled	Home and School Setting Grid	9
Turn a month of grid cells into counts and a percent	Monthly Summary	10
See a trend across a whole quarter	Quarter / Term Roll-Up Grid	11

A grid, not a log

A log writes down every visit, in order, as it happens. This file is the opposite job: one code per cell, read down a column or across a row, so a pattern shows without reading a day of rows. If a team also wants a chronological, one-trip-at-a-time record, that is a separate product (Bathroom Log Special Education Editable), not this file.

The one habit the file assumes

- ☐ The student setup and code key (page 5) is filled once, so every grid on every page uses the same four codes.
- ☐ A cell gets one code, once a day (or once per time block on page 8). Data only — no judgment or clinical interpretation goes in a cell.

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

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

WHAT COUNTS AS A PATTERN WORTH A MEETING ABOUT (A NUMBER OF ACCIDENTS, A TIME BLOCK, A SETTING)

WHO MARKS THE GRID AT SCHOOL, AND WHO MARKS IT AT HOME

HOW OFTEN THE GRIDS ARE REVIEWED AS A TEAM

When a grid is not enough

A grid shows a pattern; it does not replace a chronological record when a team needs the exact time, duration, or sequence of a single day. For that detail, the Bathroom Log (a separate product) carries the day in order, one row per visit. Many teams use both: the log for the first week or two of a new concern, then this tracker once the day-by-day detail is no longer the question.

WEEKLY **Weekly Class Tracking Grid**

Every student in one grid: a row per student, a column per weekday, one code per cell, and an accidents-this-week column so the pattern across the whole class shows in one look.

CODES FROM PAGE 5

[illegible]

How to read it

Mark one code (S, P, A, or N) per student per day. The last column is a count, not a code: how many A cells that student had this week. A row with more A cells than the rest of the class, or a week with more A cells than usual across the whole class, is the pattern this grid is built to show at a glance. A class with more than fourteen students can use a second copy of this page and keep the same five weekday columns, so nothing has to be renumbered.

Monthly Individual Tracking Grid

One student, one month: a row per week, a column per weekday, one code per cell, and an accidents-this-week column that rolls into the monthly summary (page 10).

STUDENT

MONTH

CODES FROM PAGE 5

WEEK	MON	TUE	WED	THU	FRI	ACCIDENTS (A COUNT)

One student, one month

One row per week, so a school-year calendar month usually fills four or five rows. The accidents-this-week column is the number the monthly summary (page 10) adds up; it is a count, filled by hand, not calculated by the file.

Carrying a student forward

Save a new copy of this page for next month and carry the student's name and codes forward; the term roll-up (page 11) adds across months the same way this page adds across weeks.

A row with no clear pattern

A week that is mostly S with one P is ordinary; a week that mixes codes with no clear majority is worth a note, not a conclusion. Write what changed that week (a schedule change, an illness, a substitute routine) in the margin or on page 5's notes section, so the pattern on this page has context later.

The month's grid (page 7) turned into four counts and a percent — addition, not new scoring.

STUDENT

MONTH

SCHOOL DAYS THIS MONTH

WEEK-BY-WEEK BREAKDOWN (COPIED FROM PAGE 7)

WEEK	S	P	A	N

S COUNT THIS MONTH

P COUNT THIS MONTH

A COUNT THIS MONTH

N COUNT THIS MONTH

TOTAL DAYS TRACKED (S + P + A + N)

PERCENT SUCCESS ($S \div \text{TOTAL DAYS TRACKED} \times 100$)

CHANGE FROM LAST MONTH?

The summary line

"Tracked 20 days in October: 15 S, 4 P, 1 A, 0 N — 75 percent success. Change from September: fewer A cells, more S cells without a prompt." Counts and what changed. Nothing about a cause or a next step here; that goes on the family communication page (12) or the team's own notes.

Step by step

- 1 Add the S, P, A, and N counts straight down the Week-by-Week Breakdown above.
- 2 Add the four counts together for the total days tracked.
- 3 Divide the S count by the total days tracked, then multiply by 100, and round to the nearest whole percent.

The page that updates family on the pattern the grids show and what happens next. Sent monthly or as needed.

This page goes to parents or guardians to update them on the pattern the tracking grids show. It is a one-page update sent monthly or as often as the team decides. Fill the counts from the monthly summary (page 10); the last section is for the team's own next steps or conversation with family.

TO	DATE	FROM (TEAM MEMBER)
.....		

The Pattern This Month

Out of [___] days tracked in [____], your student was successful on [___] days, needed a reminder on [___] days, and had an accident on [___] days. Since last month, the change is: [_____]

What This Means

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What We Can Do at Home

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TRACKING CODES (FOR YOUR REFERENCE)

S: Success — used the bathroom with no accident

P: Prompted — needed a reminder or cue before going

A: Accident — did not make it to the bathroom in time

N: No data — absent, no school, or not tracked that day

Questions or Notes for the Team

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EXAMPLE

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STUDENT	MON	TUE	WED	THU	FRI	ACCIDENTS (A COUNT)
Ava M.	S	S	A	S	S	1
Liam T.	S	P	S	S	S	0
Noah K.	S	S	P	S	A	1

That week: 2 accidents across the three students shown — Ava and Noah each had one, Liam had none.

Monthly Individual Tracking Grid (page 7) — Noah K., kindergarten (invented)

WEEK	MON	TUE	WED	THU	FRI	ACCIDENTS (A COUNT)
Week 1	S	S	P	S	A	1
Week 2	S	P	S	S	S	0
Week 3	P	S	S	S	S	0
Week 4	S	S	S	P	S	0

Notice: Noah's Week 1 row is the same week shown in the class grid above — one accident, one prompt. By Week 4 the pattern has shifted toward S with one prompt and no accidents.

Monthly Summary (page 10) — October, Noah K.

S	P	A	N	TOTAL DAYS	PERCENT SUCCESS
15	4	1	0	20	75%

The four counts are the four codes added straight down the grid above: 15 S, 4 P, 1 A, 0 N across 20 tracked days. Percent success is $S \div \text{total days}$, times 100: $15 \div 20 \times 100 = 75\%$.

Why these numbers check

Every code above was marked once, on the grid it first appears on; the summary is addition of those same cells, not new scoring. Noah K. is an invented kindergartner and every count here is made up.

Reading the two grids together

Week 1 of Noah's monthly grid is the same week shown in the class grid, so a case manager opening both pages at once sees the same accident land in two places: once as part of the whole class's weekly pattern, and once as the first row of Noah's own month. By Week 4, Noah's row shows one prompt and no accidents — the trend the monthly summary turns into a single percent.