

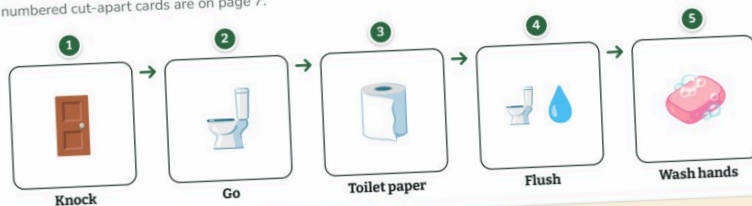
# Bathroom Routine Sequence Cards

## SECTION 1 · STRIP, CARDS AND SEQUENCING PRACTICE

## BATHROOM ROUTINE CARDS

## STRIP Bathroom Routine Strip (Color)

The bathroom routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 13. The numbered cut-apart cards are on page 7.



### WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one day to the next, so the whole point is to show the fixed order at a glance. The number is printed on every card too, so cutting the strip apart never loses the order.

### PRINTING AND SIZING

The strip above is a quick reference; the same five steps print as full 2-inch cut-apart cards on page 7, at the same size so a spare from the blank-card page (page 10) always matches.

### POSTING IDEAS

By the bathroom door, taped along the mirror, or laminated and clipped to a clipboard the student carries in. A strip posted at the student's eye level gets checked more than one posted at an adult's.

### THREE WAYS THIS STRIP GETS USED

- ☐ As a wall or door reference while the cut-apart cards (page 7) travel with the student.
- ☐ As the answer the sequencing practice pages check against (pages 8–9).
- ☐ As the small take-home version on the family page (page 20).

### IF A STUDENT IGNORES THE POSTED STRIP

Hand over the cut-apart cards one at a time instead (page 7) — a smaller, closer object sometimes gets a look a wall strip does not. The how-to page (page 15) covers what to do if a step is skipped once the routine is underway.

### PART OF A LARGER SET

This single carries the bathroom routine only. A classroom that also runs a handwashing sequence can pair it with our Bathroom and Handwashing Sequence Cards pack, named on the last page — the two use the same card size and the same log codes, so nothing has to be relearned.

### IF YOUR STUDENT'S ROUTINE HAS A DIFFERENT NUMBER OF STEPS

Use the blank cards (page 10) to add or swap a step, and renumber the strip by hand on a photocopy. The log (page 16) and the roll-up (page 17) both read off however many steps a run actually has, so a local variant still tracks cleanly.

### KEEPING THE SET TOGETHER

The storage label sheet (page 23) has a spine strip and a picture label sized for whatever bag, pocket or small box holds this routine's cards between uses.

## SECTION 2 · STRIP, CARDS AND SEQUENCING PRACTICE

## BATHROOM ROUTINE CARDS

## m Routine Cards (Color)

The order of the bathroom routine. Print on cardstock, cut on the dashed lines, velcro on this is the color set; the same 5 in the ink-saver set are on page 12. The whole strip is on



### WHAT IT SHOWS

Knock, or check that the door is closed, before going in.

Using the toilet.

Using toilet paper. Same picture as Paper towel above.

The same toilet picture as Go, plus a drop of water, so Flush is never the same card as Go.

The same soap card as Handwashing step 3 — this routine ends by starting that one.

### IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 10) instead; type or write the word your student uses, and draw or glue on a picture that names it for them. The numbered strip (page 6) still shows where the replacement card belongs in the order.

# What Is Inside, and Where

## Before you begin

PAGE 4



Start Here —  
Three Steps  
**START HERE**

**4**

## 01 Strip, Cards and Sequencing Practice

PAGES 6–10



Bathroom Routine  
Strip (Color)  
**STRIP**

**6**



Bathroom Routine  
Cards (Color)  
**CARDS**

**7**



Sequencing  
Practice — Form 1  
**PRACTICE**

**8**



Sequencing  
Practice — Form 2  
**PRACTICE**

**9**



Blank Sequence  
Cards (Type or  
Write the Word)  
**CARDS**

**10**

## 02 The Ink-Saver Set

PAGES 12–13



Bathroom Routine  
Cards (Ink-Saver)  
**CARDS**

**12**



Bathroom Routine  
Strip (Ink-Saver)  
**STRIP**

**13**

## 03 Using It, Data and Home

PAGES 15–23



How to Use the  
Bathroom Routine  
Cards  
**REFERENCE**

**15**



Completion Log  
**LOG**

**16**



Weekly Roll-Up  
and Graph  
**TRACKER**

**17**



Caseload  
Summary  
**ROSTER**

**18**



Filled Example  
**EXAMPLE**

**19**



Family Page  
**NOTES**

**20**



Hand-Off to  
Another Adult or  
Room  
**NOTES**

**21**



Phrase Bank  
**REFERENCE**

**22**



Storage and  
Binder Labels  
**REFERENCE**

**23**

### HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Strip** the whole sequence in reading order, **Cards** a sheet of cut-apart numbered pictures, **Practice** a write-in sequencing check, **Log** the data sheet, **Tracker** the weekly roll-up, **Roster** the caseload grid, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

☆ START HERE

## Start Here — Three Steps



1

### Print and cut

Print the strip (page 6) and the numbered cards (page 7) from the color set on cardstock, or the ink-saver set (pages 12–13) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step this set does not cover are on page 10: type the word, print, cut.



2

### Post it, follow the numbers, check it

Post the strip where the routine happens, or hand the cards over one at a time in numbered order. Say the printed word as each step happens (page 22).

Use the sequencing practice pages (pages 8–9) to check the order has been learned, without wearing out one sheet.



3

### Log it, roll it up, send it home

One row on the log (page 16) each time the routine runs: one letter per step — independently, with a prompt, or not completed.

Total the week on the roll-up (page 17) and dot the graph. Put every student on this goal on the caseload grid (page 18); send the family page (page 20) home when the strip is new.

#### WHAT THIS FILE IS

The single-routine version of our Bathroom and Handwashing pack: a fillable PDF, 5 numbered cut-apart cards, a strip, two sequencing practice forms, a log, a roll-up, a caseload summary and an organizer set, in two art sets. No account or subscription needed.

#### WHAT THIS FILE IS NOT

Not an editable slideshow or word-processor document, and not a hygiene or safety procedure or a behavior plan. No prompt hierarchy, fading schedule or mastery rule, and no outcome is promised; it shows the order of one routine and counts what happened.

#### WHICH PAGE, WHEN

| YOUR SITUATION                                              | GO TO                                          |
|-------------------------------------------------------------|------------------------------------------------|
| A student learning the bathroom routine in order            | Strip, page 6                                  |
| A student who does better with one card at a time           | Cut-apart cards, page 7                        |
| Checking whether the order has been learned                 | Sequencing practice, pages 8–9                 |
| Several students on the same bathroom-routine goal          | Caseload summary, page 18                      |
| A step the cards do not name, or a copy for the photocopier | Blank cards, page 10; ink-saver cards, page 12 |
| The IEP meeting or a family conference                      | Roll-up and graph, page 17; example, page 19   |

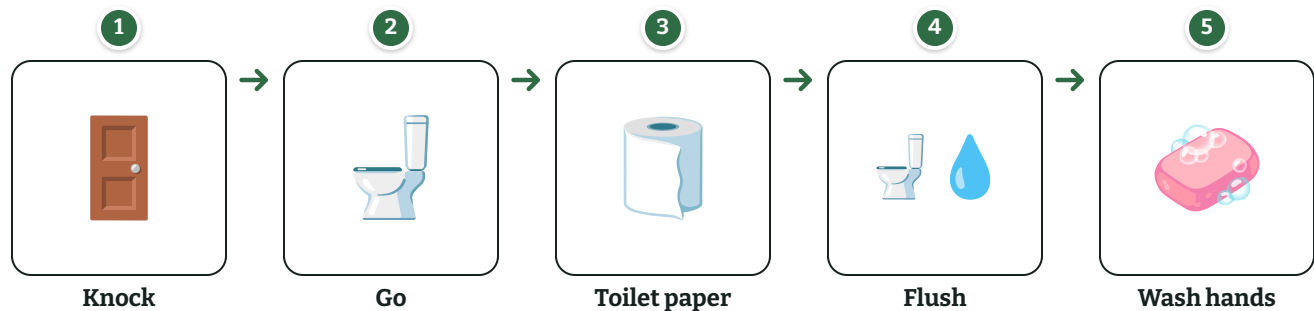
#### IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

**A field will not hold my typing.** Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card instead; the **Ask a Question** tab reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up, caseload or example page is a student record — initials only on anything that leaves your hands.

## STRIP

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## CARDS

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5 2-inch cards, numbered in the order of the bathroom routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the color set; the same 5 in the ink-saver set are on page 12. The whole strip is on page 6.



## WHAT EACH CARD SHOWS

| # | CARD         | WHAT IT SHOWS                                                                               |
|---|--------------|---------------------------------------------------------------------------------------------|
| 1 | Knock        | Knock, or check that the door is closed, before going in.                                   |
| 2 | Go           | Using the toilet.                                                                           |
| 3 | Toilet paper | Using toilet paper. Same picture as Paper towel above.                                      |
| 4 | Flush        | The same toilet picture as Go, plus a drop of water, so Flush is never the same card as Go. |
| 5 | Wash hands   | The same soap card as Handwashing step 3 — this routine ends by starting that one.          |

## PRINTING AND SIZING

Cardstock holds up to daily handling better than plain paper; laminating adds durability for a card that travels on a ring or a lanyard. Every card in this file prints at the same 2-inch size, in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

## IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

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## PRACTICE

## Sequencing Practice — Form 1

3 rounds, the same five steps shuffled a different way each time. Write the step number in each box; nothing on this page is scored.

MY NAME

DATE



**Look at the pictures.  
Write 1 to 5 in order.**

## ROUND A

|                                                                                   |                                                                                   |                                                                                   |                                                                                     |                                                                                     |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |  |  |
| Toilet paper                                                                      | Knock                                                                             | Wash hands                                                                        | Go                                                                                  | Flush                                                                               |
| <input type="text"/>                                                              | <input type="text"/>                                                              | <input type="text"/>                                                              | <input type="text"/>                                                                | <input type="text"/>                                                                |

## ROUND B

|                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |
| Flush                                                                               | Wash hands                                                                          | Go                                                                                  | Toilet paper                                                                          | Knock                                                                                 |
| <input type="text"/>                                                                | <input type="text"/>                                                                | <input type="text"/>                                                                | <input type="text"/>                                                                  | <input type="text"/>                                                                  |

## ROUND C

|                                                                                     |                                                                                     |                                                                                     |                                                                                       |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |  |
| Go                                                                                  | Toilet paper                                                                        | Knock                                                                               | Flush                                                                                 | Wash hands                                                                            |
| <input type="text"/>                                                                | <input type="text"/>                                                                | <input type="text"/>                                                                | <input type="text"/>                                                                  | <input type="text"/>                                                                  |

☆ Color a star for every round you finish!

## CARDS

## Bathroom Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the bathroom routine. Print on cardstock, cut on the dashed lines, velcro on the back or use on a ring. This is the ink-saver set; the same 5 in the color set are on page 7. The whole strip is on page 13.



## WHAT EACH CARD SHOWS

| # | CARD         | WHAT IT SHOWS                                                                               |
|---|--------------|---------------------------------------------------------------------------------------------|
| 1 | Knock        | Knock, or check that the door is closed, before going in.                                   |
| 2 | Go           | Using the toilet.                                                                           |
| 3 | Toilet paper | Using toilet paper. Same picture as Paper towel above.                                      |
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LOG

Completion Log

One row every time the routine runs. It counts one thing per step: whether help was needed.

| STUDENT | ROUTINE | WEEK OF |
|---------|---------|---------|
|         |         |         |

I = INDEPENDENTLY · P = WITH A PROMPT · N = NOT COMPLETED — ONE LETTER PER STEP, PER TIME THE ROUTINE RUNS

| DATE | 1 KNOCK | 2 GO | 3 TOILET PAPER | 4 FLUSH | 5 WASH HANDS | INITIALS |
|------|---------|------|----------------|---------|--------------|----------|
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |
|      |         |      |                |         |              |          |

**WHAT ONE ROW COUNTS**

One row is one time the routine ran, start to finish. Mark every step with a letter, even a step that went fine — a row of all I is useful data too.

**TOTALING THE WEEK**

Count every I across the table for the week; the roll-up (page 17) turns that count into a percent.

**MORE THAN ONE RUN A DAY**

A routine that runs more than once a day gets its own row each time — two rows dated the same day is correct, not a mistake.

**A BLANK CELL**

Leave a cell blank only if that run truly did not reach that step (for example, the student was not at school). Do not leave a cell blank because the step went well — mark it I.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

| # | WEEK OF | BATHROOM RUNS | STEPS INDEPENDENT | PERCENT INDEPENDENT | NOTES |
|---|---------|---------------|-------------------|---------------------|-------|
| 1 |         |               |                   |                     |       |
| 2 |         |               |                   |                     |       |
| 3 |         |               |                   |                     |       |
| 4 |         |               |                   |                     |       |
| 5 |         |               |                   |                     |       |
| 6 |         |               |                   |                     |       |
| 7 |         |               |                   |                     |       |
| 8 |         |               |                   |                     |       |

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 16) for the week and divide by the total steps run: each run is 5 steps. I marks divided by total steps, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more steps are being completed without a prompt; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

 ROSTER

# Caseload Summary

Every student on the bathroom-routine goal, on one grid. Twelve rows, eight weeks, one decision column.

TEACHER / CASE MANAGER

ROUTINE (AS THE GOAL WORDS IT)

MARKING PERIOD

| #  | STUDENT | BASELINE % | W1 | W2 | W3 | W4 | W5 | W6 | W7 | W8 | TREND | DECISION THIS MONTH |
|----|---------|------------|----|----|----|----|----|----|----|----|-------|---------------------|
| 1  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 2  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 3  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 4  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 5  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 6  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 7  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 8  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 9  |         |            |    |    |    |    |    |    |    |    |       |                     |
| 10 |         |            |    |    |    |    |    |    |    |    |       |                     |
| 11 |         |            |    |    |    |    |    |    |    |    |       |                     |
| 12 |         |            |    |    |    |    |    |    |    |    |       |                     |

HOW TO FILL IT

- ☐ One row per student who has a goal on the bathroom routine. Baseline is the first week’s percent, before this routine was in use.
- ☐ One column per week; write the percent independent from that week’s roll-up (page 17), not a raw count, so the rows compare.
- ☐ Trend: up, flat or down over the last four weeks. That word, not the last percent, is what the decision follows.
- ☐ Decision: keep going, change the teaching, or raise the target. A blank decision on a flat row is the thing this page exists to catch.

WHAT IT IS FOR

Grouping. When several students sit on the same bathroom-routine goal, the individual logs and roll-ups answer “how is this child doing” and nothing answers “who needs the same few minutes of practice.” Rows that are flat together are a group; a row that is flat alone is a different question. Take this page to the data meeting instead of a folder per student.

## EXAMPLE

## Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above; PL means “see the log for initials” and is not itself a field value.

Amara is invented, and so is every mark on this page. One school day on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

## The log, one day (page 16)

| DATE  | 1 KNOCK | 2 GO | 3 TOILET PAPER | 4 FLUSH | 5 WASH HANDS | INITIALS |
|-------|---------|------|----------------|---------|--------------|----------|
| Today | I       | I    | P              | I       | I            | PL       |

## The roll-up, three weeks (page 17)

| # | WEEK OF | BATHROOM RUNS | STEPS INDEPENDENT | PERCENT INDEPENDENT | NOTES |
|---|---------|---------------|-------------------|---------------------|-------|
| 1 | 10/6    | 5             | 14                | 56%                 | –     |
| 2 | 10/13   | 5             | 17                | 68%                 | –     |
| 3 | 10/20   | 5             | 19                | 76%                 | –     |

## READING THE NUMBERS

The day above: 4 of 5 steps completed independently, one P in the row. The weeks: 14 of 25 steps (56 percent), then 17 of 25 (68 percent), then 19 of 25 (76 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week’s own independent count divided by its total steps run.

## A LINE THIS SHEET COULD WRITE

“Amara completed 19 of 25 bathroom-routine steps independently the week of 10/20 (76 percent), up from 14 of 25 the week of 10/6.”

## HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 56, 68 and 76, joined by a line that rises. The one P in the day-row above shows the log tracks WHICH step needed a prompt, not just how many.

## WHAT THIS EXAMPLE IS NOT

One invented child’s day and three weeks. It sets no typical rate and predicts nothing about a real student; the criterion field would hold whatever Amara’s team wrote — not a number this file supplies.

## THE SAME NUMBERS ON THE CASELOAD GRID

Amara’s own row on the Caseload Summary (page 18) would carry these same three percentages across its weekly columns — the caseload page reads several students’ rows side by side, this page reads one student’s in full.

## WHAT THE LOG DOES NOT COVER

The sequencing practice pages (pages 8–9) are a separate, ungraded check of whether Amara can number the five steps in order; nothing from those pages feeds this log or this roll-up, and nothing on them is scored or kept as data.