

Dentist Visit Routine Sequence Cards

SECTION 1 · SEQUENCE STRIP AND COLOR CARDS

DENTIST VISIT ROUTINE

STRIP Sequence Strip (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The numbered cut-apart cards are on the pages that follow.



WHY A STRIP, NOT A BOARD

A board holds a picture that changes; a routine like this does not change from one visit 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 steps print as full 2-inch cut-apart cards on the pages that follow, at the same size so a spare from the blank-card page (page 8) always matches.

WHERE THIS ROUTINE TAKES PLACE

This is a community outing at a dentist's office: checking in at the front desk, sitting in the chair, opening wide, getting a sticker, and going home. It is not a classroom routine or a home routine; it is the task of visiting the dentist with an adult at a real office. No step names what happens after opening wide — that is between the student, the family and the dentist.

WHO THIS FILE SPEAKS FOR

This is a picture sequence for the office VISIT, not a medical record. It names no medical finding, no procedure and no exam step — only the everyday parts of the outing a student sees: arriving, sitting in the chair, opening wide, and going home.

THE ROUTINE, STEP BY STEP

STEP #	DENTIST VISIT ROUTINE	WHAT IT SHOWS
1	Check in	A clipboard — the first object used to check in at the front desk.
2	Sit in the chair	A chair — the seat the student sits in during the visit.
3	Open wide	A tooth — the object being looked at, standing for the visit itself, with no procedure or exam detail implied.
4	Get a sticker	A star — the sticker handed over once the visit is done.
5	Go home	A house — the destination once the visit is over.

Dentist Visit Routine Visual Schedule Cards | Special Education Visual Supports

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+ BRIGHT PATH SPED

STRIP AND COLOR CARDS

DENTIST VISIT ROUTINE

Visit Routine Cards (Color)

The routine, in order, at a glance. This is the color set; the same strip in the ink-saver set is on page 11. The whole strip is on page 10.



WHAT IT SHOWS

- A clipboard — the first object used to check in at the front desk.
- A chair — the seat the student sits in during the visit.
- A tooth — the object being looked at, standing for the visit itself, with no procedure or exam detail implied.
- A star — the sticker handed over once the visit is done.
- A house — the destination once the visit is over.

BETTER THAN

for a card
card in
this set
the blank-

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 8) 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.

Special Education Visual Supports

Page 7 of 21

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

One dentist visit routine, in color and ink-saver, plus the log, roll-up, family and hand-off pages that turn it into data.

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Sequence Strip and Color Cards

PAGES 6–8



Sequence Strip
(Color)
STRIP

6



Dentist Visit
Routine Cards
(Color)
CARDS

7



Blank Sequence
Cards (Type or
Write the Word)
CARDS

8

02 The Ink-Saver Cards

PAGES 10–11



Dentist Visit
Routine Cards
(Ink-Saver)
CARDS

10



Sequence Strip
(Ink-Saver)
STRIP

11

03 Using It, Data and Home

PAGES 13–20



How to Use the
Sequence Cards
REFERENCE

13



Completion Log
LOG

14



Visit Roll-Up and
Graph
TRACKER

15



Filled Example
EXAMPLE

16



Family Update
NOTES

17



Hand-Off to
Another Adult or
Setting
NOTES

18



Phrase Bank
REFERENCE

19



Storage and
Binder Labels
REFERENCE

20

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, **Log** the data sheet, **Tracker** the roll-up, **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 — 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 10–11) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step the set does not cover are on page 8: type the word, print, cut.



2

Post it, follow the numbers

Post the strip in the car, on a clipboard or on a ring the student carries. Or hand the cards over one at a time in numbered order. Say the printed word as each step happens (page 19).

The how-to page (13) has the rest: what to do if a step is skipped, and where this routine takes place.



3

Log it, roll it up, send it home

One row on the log (page 14) each dentist visit the routine runs: one letter per step — independently, with a prompt, or not completed.

Total on the roll-up (page 15) and dot the graph. Send the family page (page 17) home when the strip is new; the hand-off page (page 18) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 numbered, cut-apart sequence cards for the dentist visit routine — checking in, sitting in the chair, opening wide, getting a sticker, and going home — plus a strip view, in two art sets, with type-in fields on the log, the roll-up, the family page, the hand-off page and the blank cards. It works offline with no account or subscription and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a medical record, an exam procedure, or a behavior plan. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it shows a student the order of one routine and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one community routine in order	Strip, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step the routine's cards do not name	Blank cards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 10
The IEP meeting or a family conference	Roll-up and graph, page 15; example, page 16

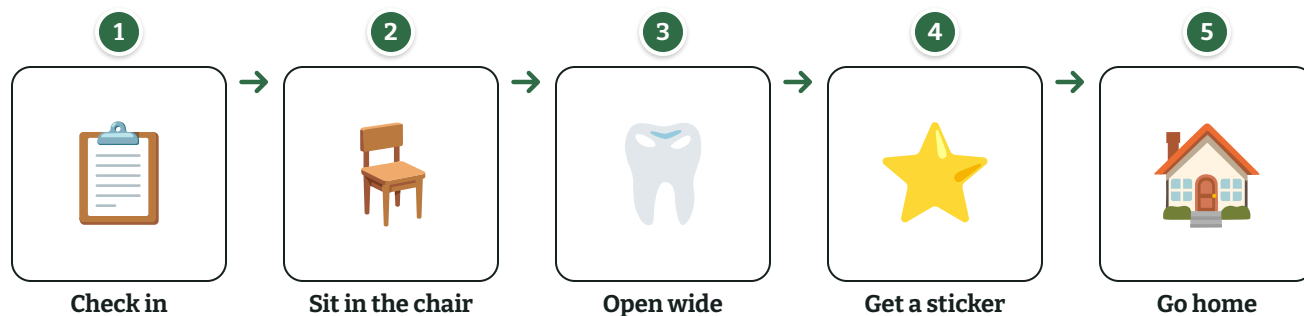
IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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 for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

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CARDS

Dentist Visit Routine Cards (Color)

5 2-inch cards, numbered in the order of the dentist visit 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 10. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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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 8) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

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CARDS

Dentist Visit Routine Cards (Ink-Saver)

5 2-inch cards, numbered in the order of the dentist visit 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 11.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
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 LOG

Completion Log

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

STUDENT

SETTING (DENTIST'S OFFICE, CLINIC, OTHER)

DATE

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

DATE	1 CHECK IN	2 SIT IN THE CHAIR	3 OPEN WIDE	4 GET A STICKER	5 GO HOME	INITIALS

WHAT ONE ROW COUNTS

One row is one dentist visit 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 VISITS

Count every I across the table for a stretch of visits; the roll-up (page 15) turns that count into a percent.

TRACKER

Visit Roll-Up and Graph

One row and one dot per visit or stretch of visits logged. Eight rows, 0 to 100 percent.

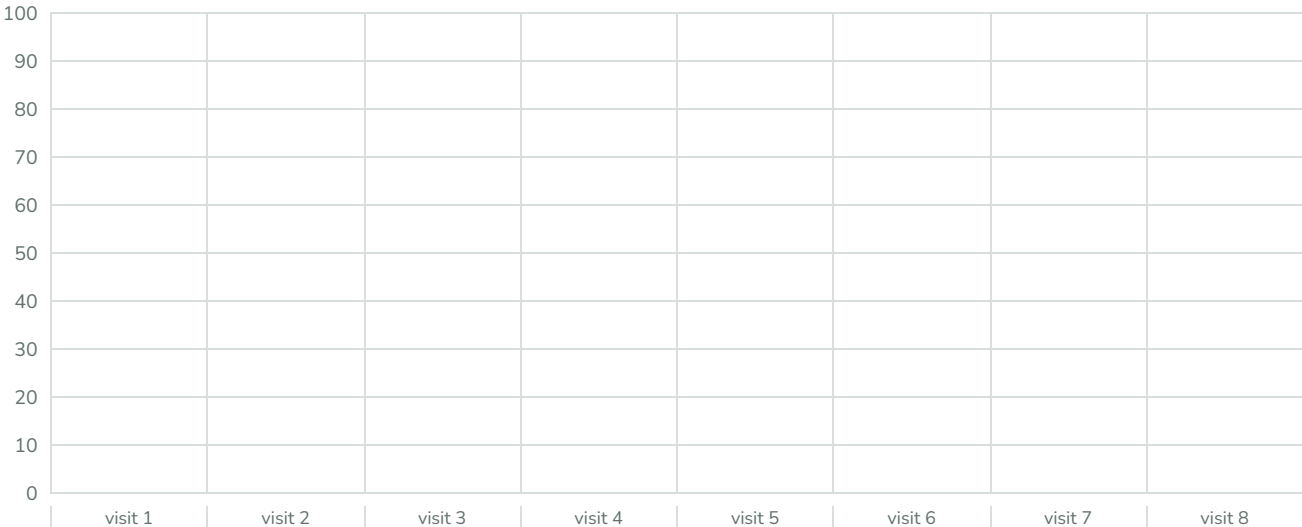
STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OR VISIT OF	VISITS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF STEPS COMPLETED INDEPENDENTLY · ONE DOT PER VISIT STRETCH LOGGED, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 14) for the stretch being reported and divide by the total steps run: each visit logged 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.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Mia is invented, and so is every mark on this page. One dentist visit on the log, then three visits on the roll-up, to show how the pages read once real marks are on them.

The log, one dentist visit (page 14)

DATE	1 CHECK IN	2 SIT IN THE CHAIR	3 OPEN WIDE	4 GET A STICKER	5 GO HOME	INITIALS
This visit	I	I	P	I	I	JR

The roll-up, three visits (page 15)

#	WEEK OR VISIT OF	VISITS LOGGED	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/9	1	3	60%	—
2	9/16	1	4	80%	—
3	9/23	1	5	100%	—

READING THE NUMBERS

This visit: 4 of 5 steps completed independently, one P (Open wide needed a prompt). The visits: 3 of 5 steps (60 percent), then 4 of 5 (80 percent), then 5 of 5 (100 percent) — a line rising visit on visit, which is what “needing fewer prompts over time” looks like on paper. Every percent is that visit’s own independent count divided by its total steps run.

A LINE THIS SHEET COULD WRITE

“Mia completed 5 of 5 dentist visit routine steps independently on 9/23 (100 percent), up from 3 of 5 on 9/9.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 15) at 60, 80 and 100, joined by a line that rises. The one P in the row above shows the log tracks WHICH step needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented child’s visit and three visits on the roll-up. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Mia’s team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

This visit’s single P landed on Open wide. That is a coincidence of this invented visit, not a pattern this file claims — a real log might show the prompt on any step, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows above (page 15), read alongside the one filled log row (page 14), are enough to show a trend and one concrete example of what a logged visit looks like — without needing to bring the whole stack of daily logs to the table.