

Bathroom and Handwashing Cards

SECTION 1 · SEQUENCE STRIPS AND COLOR CARDS

SEQUENCE CARDS

STRIP

Sequence Strips (Color)

Both routines, in order, at a glance. This is the color set; the same two strips in the ink-saver set are on page 13. The numbered cut-apart cards are on the pages that follow.

HANDWASHING · 5 STEPS

1

Water on

→

2

Wet hands

→

3

Soap

→

4

Rinse

→

5

Paper towel

BATHROOM ROUTINE · 5 STEPS

1

Knock

→

2

Go

→

3

Toilet paper

→

4

Flush

→

5

Wash hands

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 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 9) always matches.

BOTH ROUTINES, SIDE BY SIDE

STEP #	HANDWASHING	BATHROOM ROUTINE
1	Water on	Knock
2	Wet hands	Go
3	Soap	Toilet paper
4	Rinse	Flush
5	Paper towel	Wash hands

Page 6 of 23

BRIGHT PATH SPED

SEQUENCE STRIPS AND COLOR CARDS

SEQUENCE CARDS

Sequence Strips (Color)

the order of the handwashing routine. Print on cardstock, cut on the dashed lines, velcro. This is the color set; the same 5 in the ink-saver set are on page 11. The whole strip is on

2

Wet hands

→

3

Soap

→

5

Paper towel

WHAT IT SHOWS

The tap running, before hands go under it.

A drop of water — hands go under the running tap.

A lathered bar of soap. This step covers rubbing the lather over both hands, too.

Water rinsing the soap away — a splash, not a single drop, so it never looks like Wet hands.

Drying hands. Same picture as Toilet paper below, different strip.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 9) 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.

Page 7 of 23

BRIGHT PATH SPED

23 PAGES

10 SEQUENCE CARDS

2 ROUTINES

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 Sequence Strips and Color Cards

PAGES 6–9



Sequence Strips
(Color)
STRIP

6



Handwashing
Cards (Color)
CARDS

7



Bathroom Routine
Cards (Color)
CARDS

8



Blank Sequence
Cards (Type or
Write the Word)
CARDS

9

02 The Ink-Saver Cards

PAGES 11–13



Handwashing
Cards (Ink-Saver)
CARDS

11



Bathroom Routine
Cards (Ink-Saver)
CARDS

12



Sequence Strips
(Ink-Saver)
STRIP

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Sequence Cards
REFERENCE

15



Completion Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

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 weekly 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

Start Here — Three Steps



1

Print and cut

Print the strips (page 6) and the numbered cards (pages 7–8) from the color set on cardstock, or the ink-saver set (pages 11–12) on plain paper. Laminate, cut on the dashed lines, velcro or ring as needed.

Blank cards for a step neither set covers are on page 9: type the word, print, cut.



2

Post it, follow the numbers

Post a 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 21).

The how-to page (15) has the rest: what to do if a step is skipped, and how the two sequences share their last/first card.



3

Log it, roll it up, send it home

One row on the log (page 16) each time a 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. Send the family page (page 19) home when the strip is new; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 10 numbered, cut-apart sequence cards for two routines (5-step handwashing, 5-step bathroom), plus a strip view of each, 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 hygiene or safety 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 two routines and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning one everyday routine in order	Strips, page 6
A student who does better with one card at a time	Cut-apart cards, page 7
A step neither routine's cards name	Blank cards, page 9
A photocopier, or a copy that goes home	Ink-saver cards, pages 11–12
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

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.

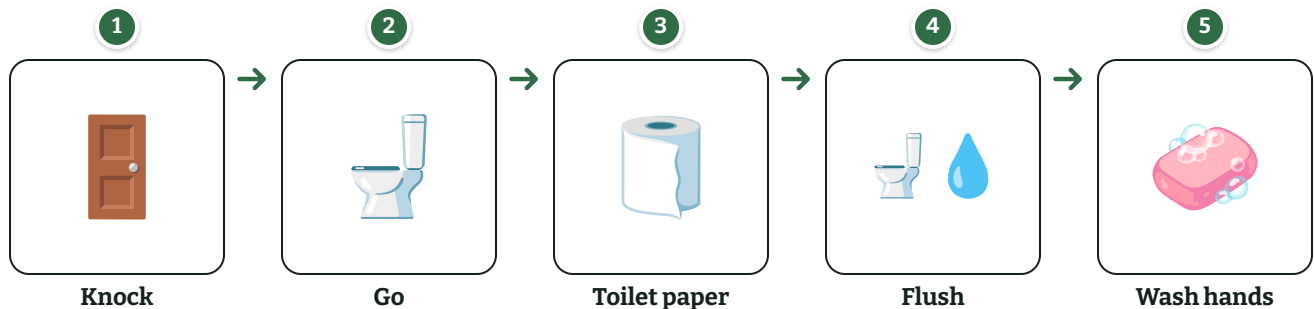
STRIP **Sequence Strips (Color)**

Both routines, in order, at a glance. This is the color set; the same two strips in the ink-saver set are on page 13. The numbered cut-apart cards are on the pages that follow.

HANDWASHING · 5 STEPS



BATHROOM ROUTINE · 5 STEPS



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.

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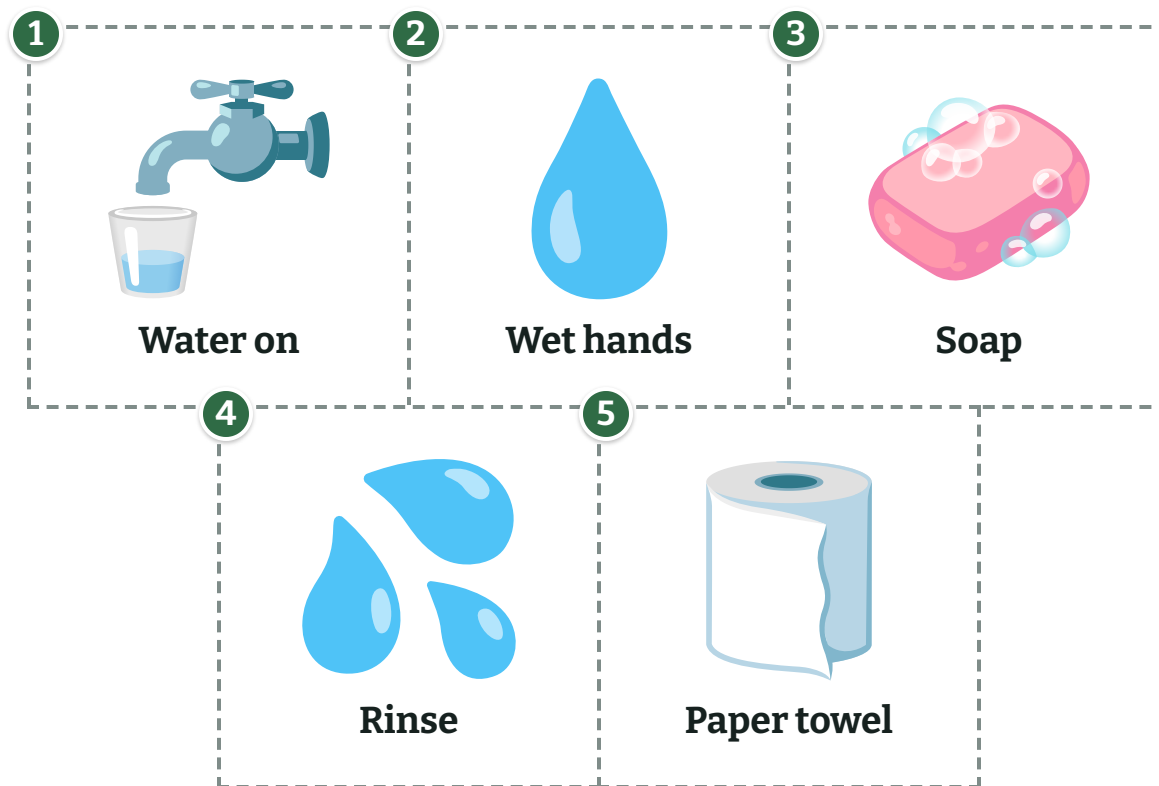
BOTH ROUTINES, SIDE BY SIDE

STEP #	HANDWASHING	BATHROOM ROUTINE
1	Water on	Knock
2	Wet hands	Go
3	Soap	Toilet paper
4	Rinse	Flush
5	Paper towel	Wash hands

CARDS

Handwashing Cards (Color)

5 2-inch cards, numbered in the order of the handwashing 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 11. The whole strip is on page 6.



WHAT EACH CARD SHOWS

#	CARD	WHAT IT SHOWS
1	Water on	The tap running, before hands go under it.
2	Wet hands	A drop of water — hands go under the running tap.
3	Soap	A lathered bar of soap. This step covers rubbing the lather over both hands, too.
4	Rinse	Water rinsing the soap away — a splash, not a single drop, so it never looks like Wet hands.
5	Paper towel	Drying hands. Same picture as Toilet paper below, different strip.

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 9) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

Use a blank card (page 9) 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.

CARDS

Bathroom Routine Cards (Color)

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 9) always matches.

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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 8. 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.
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

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LOG

Completion Log

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

STUDENT	SETTING OR ROUTINE	WEEK OF

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

HANDWASHING

DATE	1 WATER ON	2 WET HANDS	3 SOAP	4 RINSE	5 PAPER TOWEL	INITIALS

BATHROOM ROUTINE

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 both tables for the week; the roll-up (page 17) turns that count into a percent.

 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	HANDWASHING RUNS	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 handwashing run is 5 steps, each bathroom-routine 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.



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.

Priya 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 WATER ON	2 WET HANDS	3 SOAP	4 RINSE	5 PAPER TOWEL	INITIALS
Today	I	I	P	I	I	PL

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

The roll-up, three weeks (page 17)

#	WEEK OF	HANDWASHING RUNS	BATHROOM RUNS	STEPS INDEPENDENT	PERCENT INDEPENDENT	NOTES
1	9/8	5	5	34	68%	–
2	9/15	5	5	38	76%	–
3	9/22	5	5	42	84%	–

READING THE NUMBERS

The day above: 4 of 5 handwashing steps and 3 of 5 bathroom-routine steps completed independently, one P in each row. The weeks: 34 of 50 steps (68 percent), then 38 of 50 (76 percent), then 42 of 50 (84 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

“Across both routines, Priya completed 42 of 50 steps independently the week of 9/22 (84 percent), up from 34 of 50 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 68, 76 and 84, joined by a line that rises. The one P in each 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, predicts nothing about a real student, and the criterion field would hold whatever Priya’s team wrote — not a number this file supplies.

TWO CONNECTED STEPS IN THIS EXAMPLE

On Priya’s day above, the Bathroom Routine’s last step (Wash hands, page 8) and the Handwashing sequence’s Soap step (page 7) are the same picture on purpose — Priya moved from one sequence straight into the other without a new card to learn.